The image of the university

Report ED-11

The image of the university

C.J. Sheppard

Human Sciences Research Council
Pretoria
1991

ISBN 0-7969-1059-6

C.J. Sheppard, B.Sc., B.Ed., M.Ed., H.E.D. (post-degree), Senior Researcher

Group: Education

General Manager: Dr S.W.H. Engelbrecht

Published by:
Human Sciences Research Council
134 Pretorius Street
PRETORIA
0001

ACKNOWLEDGEMENTS

1. FINANCIAL SUPPORT

Committee of University Principals
Foundation for Research Development
HSRC Education Research Programme
Group: Education of the HSRC

2. PROJECT RESEARCH ADVISORS

Dr F.J. Nieuwenhuis
Dr A. Muller

3. CONTACT PERSONS AT THE CUP AND FRD

Prof. J.W. Grobbelaar
Prof. P. Smit
Dr A. Pouris

4. EDITING AND TYPING OF REPORT

Mrs L. Oosthuizen
Mrs M.A. de Waal
Ms I.R. Ribbens
Mrs E. Hilliard
Mrs W.C.P. van Straaten

5. STATISTICS ADVISORS

Mrs E.M. Louw
Ms H.M. Joubert

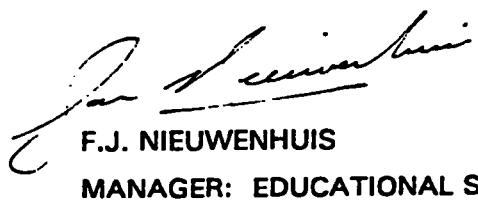
PREFACE

The Committee of University Principles requested the Human Sciences Research Council to conduct an investigation into the image of the university. From consultation between the HSRC and the CUP it was decided to undertake the research and funds were made available by the CUP, HSRC and FRD for this purpose. This document contains the results and findings of the investigation.

The universities have always been accepted as the leaders in tertiary education. The general image of the universities is therefore of great importance in determining whether university training is still fulfilling the needs of a changing South-Africa. Universities strive towards a clearer definition of their distinctive role and functions regarding training and research. An assessment of the image that various stakeholders have of the university is a point of departure.

The aim of the investigation was to study the perceptions of and attitudes towards the university as a teaching and research institution among various stakeholders. It was not the aim of the investigation to give a complete exposition of the functions of the university or to evaluate these in depth. The respective stakeholders' perceptions of the role of the university and the degree to which universities fulfilled this idealized role were at issue here.

We would like to express our gratitude to all universities and technikons, the Committee of University Principles, the Foundation of Research Development, employers, professional councils, and the trade unions who facilitated this research by their participation. It is hoped that this report will assist universities to position themselves more effectively towards satisfying the needs of all the people of the RSA.



F.J. NIEUWENHUIS
MANAGER: EDUCATIONAL SYSTEMS AND STRATEGIES

CONTENTS

PAGE

FIGURES

PAGE

FIGURES

PAGE

TABLES

FIGURES

PAGE

EXECUTIVE SUMMARY

1.1 INTRODUCTION

The image of the university was one of the macro-aspects of the university that the Main Committee of the CUP investigated in 1987. The investigation was restricted to three population groups, namely whites, coloureds and Indians. In this previous investigation the perceptions of the general public of the general image of the university were assessed. The current report is an extended, updated and comparative investigation into the abovementioned matter.

1.2 AIM OF THE INVESTIGATION

The aim of the investigation was to study a number of social groupings' perceptions of and attitudes to the university as a teaching and research institution.

1.3 RESEARCH DESIGN

A qualitative and quantitative survey was undertaken on how the university is perceived. The focus was on the effectiveness/efficiency and relevance of university training.

The following research methodology was applied with respect to the various target groups:

(i) General public

Perceptions of the image of the university, the priority given to the university, the technikon and other tertiary institutions, as well as expectations regarding university training received attention. The survey took place during September and October 1990.

(ii) Employers

One hundred major companies that employed graduates were identified. A postal questionnaire was sent to the human resources managers of these organizations. Perceptions of the quality of the training and research, the effectiveness/efficiency and relevance of research were determined as was the immediate applicability of training and the deficiencies encountered in these regards.

Questionnaires similar to those sent to large companies were sent to 90 trade unions and 26 professional boards.

(iv) New first-year students

At the beginning of 1991, during registration, 200 questionnaires were distributed to new first-year students at each of eight selected universities (selected on representativeness regarding medium of instruction, size and the inclusion of all four population groups, urban and rural). Similarly 1 600 questionnaires were distributed to new first-year students at eight selected technikons.

The questionnaires for new first-year students centred on matters such as reasons for the choice of university/technikon, career guidance received, career possibilities and perceptions of the general image of the university versus the general image of the technikon.

In order to launch an investigation on the image of the university, a brief outline must first be given of the specific functions and role of the university as seen by various interested parties. These parties include social groupings such as the state, parents, the general public, the private sector, professional boards, scientists, trade unions, other tertiary institutions and the CUP (as representative body of universities themselves). For purposes of comparison technikons were used as the opposite pole in the investigation.

It was not the aim of the investigation to give a complete exposition of the above functions of the university and to deliver final pronouncements on them. What was at issue were the perceptions of the respective stakeholders of the role of the university and the degree to which universities fulfilled this idealized role.

1.4 FINDINGS

1.4.1 The priority given to the university, the technikon and other tertiary institutions

In the 1987 survey it was found that the general public selected the university as their first choic for post-secondary education. For whites and Asians the technikon was the second most popula choice, while the coloureds indicated the teacher training college as their second choice.

In the current survey the university was also the most popular choice of the general public for post-secondary education. The second most popular choice for almost all population groups was the technikon; only blacks preferred teacher training as a second option.

1.4.2 Expectations regarding university training

In the previous survey the general public who preferred university training indicated that anticipated career preparation and promotion opportunities offered by the training were important considerations for choosing university training.

In the current survey the general public indicated that what attracted them to university training was the higher status associated with university training; the possibility of earning a higher income; better promotion prospects; the guarantee of a secure occupation or existence and the fact that universities are perceived to be more successful in developing a student both culturally and socially.

The general public respondents in the current survey indicated that obtaining a degree rather than a diploma was important for most people.

1.4.3 Perceived responsibility of the university as opposed to the perceived responsibility of the technikon

Most of the perceived responsibilities were in accordance with the role of the university and the role of the technikon as described in the literature.

According to the employers, professional councils and trade unions, the university should concentrate on aspects of general development and character building of students, the development of leadership for high level manpower; the development of intellectual skills; the promotion of innovative and creative thinking; the preparation of the student for further training; the development of adaptability to changing professional requirements; the development of scientific literacy, in addition to which the university should take the lead in research and in tertiary education in general.

The typical role of the technikon is seen by the abovementioned respondents as the development of the ability of students to apply technology, the development of practical skills, and as career-oriented training.

1.4.4 Perceptions of the quality of the training and research

Employers, professional council and trade union respondents were satisfied that the university and technikon were very successful in equipping students with the skills and characteristics mentioned in the previous paragraph.

Most of the employer, professional council and trade union respondents indicated that university-trained students had more status; were able to earn high salaries; had better promotion prospects; were better prepared for managerial and high level positions, had more developed intellectual capacities and were better equipped to lead research. The university was seen as being more successful in the testing of high academic standards and was regarded the leader in the field of tertiary education.

Concerning the perceived success of the university/technikon considerable percentages of both university and technikon new first-year students agreed that the university was more successful in setting high academic standards and in being the leader in the field of tertiary education.

1.4.5 The effectiveness/efficiency and relevance of research

A very interesting finding was that the employers, professional councils and trade unions disagreed with the statement that universities should concentrate on basic research rather than applied research. These groups agreed that technikons should be encouraged to co-operate with universities in order to accomplish effective interaction of research and development activities.

1.4.6 Immediate applicability of training

In the current survey the general public respondents indicated that weak points of universities were their inadequacy in meeting the demands of the labour market; the inadequate development of practical skills of students, and the unsatisfactory ability of university students to adapt to the work situation.

According to the employer, professional councils and trade unions respondents, technikon-trained students were in greater demand in the labour market, were more able to apply their acquired knowledge in the work situation and could adapt easily and quickly to the work situation. The courses of the technikons were more relevant to the requirements of the workplace.

Considerable percentages of new first-year university and technikon students agreed that the technikon was more successful in ensuring that courses maintain relevance and in preparing students to adapt easily and quickly to the work situation.

1.4.7 Deficiencies in university training

In the previous survey respondents of the general public were of the opinion that the cost involved in technikon training was more favourable. The cost involved in university training was given as an important consideration when university training was not chosen. The political influence at universities was also strongly indicated by all three groups when university training was not chosen. The coloureds and Asians in the previous survey who did not prefer university training, indicated that admission requirements were too strict and that the duration of training was too long.

In the current survey the general public respondents of all four population groups indicated that university training was too expensive. It was especially the Asians and blacks who felt strongly about the cost of university training. The coloureds, Asians and blacks of the current survey indicated that university training took too long. Again it was mostly the Asians and blacks who felt strong about this issue. Respondents from the private sector indicated that the technikons had been more successful in keeping their tuition fees at reasonable levels.

According to the respondents in the private sector (especially employers) the following deficiencies in university training exist: the development of the cultural values of students is inadequate; university students are not able to apply technology satisfactorily; the career-oriented training of the students is unsatisfactory; the practical skills of university students are not adequately developed; the economic literacy of students needs to be addressed, the tuition fees of universities are too high, and the course composition of many students is too general. They also agreed that many persons currently trained at universities are more suitable for training at technikons. They indicated that there should be more co-operation between the universities and technikons with regard to research and development activities.

Considerable percentages of new first-year students indicated that the technikon is more successful in keeping tuition fees at reasonable levels; that the courses are more relevant and that students are therefore better prepared to adapt to the work situation.

1.4.8 Reasons for the choice of university/technikon

The social acitivities and the quality of sport and coaching facilities at a post-school training institution were very important considerations for most people in the choice of a post-school training institution according to respondents of the general public in the current survey.

The majority of technikon students indicated that they were satisfied with technikon training. Almost half of the technikon students considered university training prior to registration at a technikon. The most important reasons for their consideration of university training were that a similar course was offered by the university; they preferred obtaining a degree; the higher status of university training; the potential of university training to offer better income possibilities and the better promotion opportunities offered by university training.

More or less a quarter of the university respondents considered technikon training because they thought that the technikon equips one with better skills for certain occupations; that a greater need for technikon trainees exists in the labour market; and that the status of university and technikon training is equal. These were also the main reasons given for technikon respondents to elect to undergo technikon training.

University students elected to study at a university rather than at a technikon because they wanted to obtain a degree; they thought the university would suit their potential better; the course they were interested in could only be followed at universities; they were of the opinion that university training standards were higher and university-trained students had better promotion prospects.

Factors which contribute to students' preference of a specific university are the standard of training; the fact that lectures are presented in his/her home language; the variety of social and cultural activities offered; the appearance of the campus and the institution was preferred by their parents/guardians.

1.4.9 Career guidance received

Most of the technikon and university students involved in the survey indicated that guidance periods at school had not been effectively utilized.

1.4.10 Exposure to the university prior to enrolment

Information brochures on universities and vocational guidance at school were indicated by both university and technikon respondents as the most important sources of information on universities. Other important sources of information were a relative or friend who studies or receives training or works at a university; their parents or guardians; university staff; career exhibitions; subject teachers and the media.

The functions at universities which were most attended by both university and technikon students prior to their registration at the university or technikon were carnival or rag processions; career exhibitions; campus visits; and theatrical performances.

1.4.11 Chaid-analyses

Home language was found to be the most frequent predictor of the way in which the students responded.

Afrikaans and English respondents agreed more with the success of the university in setting high academic standards and in preparing students for further training. English respondents agreed more with the success of the university in developing students' intellectual capacities. Respondents with an African language as a home language agreed more with the success of universities in equipping students adequately to ensure future occupational and income security. Afrikaans-speaking respondents agreed more with the success of universities in equipping students adequately to ensure future occupational and income security and in leading tertiary education. English-speaking respondents agreed more with the success of the technikon in keeping tuition fees at reasonable levels and in ensuring that its courses are relevant for the requirements of the work place. Afrikaans-speaking respondents showed considerable more reservations than the other language groups about the success of the university in providing students with balanced cultural and social development.

1.4.12 Perceptions of the general image of the university

The general image of the university was found to be very positive by the general public in the current survey.

In general, the image of the university in the private sector, is in accordance with the role that the university should fulfil as seen by the CUP.

The image of the university among new first year university students was also in accordance with the role that the university should fulfil, as seen by the CUP.

1.5 RECOMMENDATIONS

(a) The CUP should decide whether or not the identified deficiencies need attention in the light of the mission which the CUP sees for universities.

(b) It seems that especially the Asian and black communities perceive university training as too long and too expensive for them. This issue should be addressed.

(c) All response groups seem to urge for more career-oriented training; the development of practical skills; the development of the ability to apply technology to enable university students to adapt quicker to the work situation. There is also a need for more applied research. In short, it seems that relevancy of university training needs attention. It is for the CUP to decide whether the mission of the university allows addressing these issues.

(d) Coloureds need to be better informed of universities as it seems that many are uncertain of its role and potential.

(e) Trade unions view the university more negatively than other social groupings. This needs rectifying.

(f) School guidance, especially career guidance, needs urgent attention.

(g) A mechanism should be developed so that students who would benefit most from studying at a technikon, would be guided in that direction.

(h) The course composition of university students should be directed towards a specific field of research, or towards an occupation.

(i) The economic literacy and the development of the cultural values of university students need more attention.

(j) Updated research on these issues need to be done on a regular basis in order to determine whether or not the university is still fulfilling the needs of the changing South-Africa.

CHAPTER 1

BACKGROUND TO THE INVESTIGATION

1.1 INTRODUCTION

The image of the university was one of the macro-aspects of the university that the Main Committee of the CUP investigated in 1987. The investigation was restricted to three population groups, namely whites, coloureds and Indians. In this previous investigation the perceptions of the general public of the general image of the university were assessed. The current report is an extended, updated and comparative investigation into the abovementioned matter.

1.2 AIM OF THE INVESTIGATION

The aim of the investigation was to study a number of social groupings' perceptions of and attitudes to the university as a teaching and research institution.

1.3 RESEARCH DESIGN

A qualitative and quantitative survey was undertaken on how the university is perceived. The focus was on the effectiveness/efficiency and relevance of university training.

The following research methodology was applied with respect to the various target groups:

(i) General public

Perceptions of the image of the university, the priority given to the university, the technikon and other tertiary institutions, as well as expectations regarding university training received attention. The survey took place during September and October 1990.

(ii) Employers

Hundred major companies that employed graduates were identified. A postal questionnaire was sent to the human resources managers of these organizations. Perceptions of the quality of the training and research, the effectiveness/efficiency and relevance of research were determined as was the immediate applicability of training and the deficiencies encountered in these regards.

(iii) Other interested parties

Questionnaires similar to those sent to large companies were sent to 90 trade unions and 26 professional boards.

(iv) New first-year students

At the beginning of 1991, during registration, 200 questionnaires were distributed to new first-year students at each of eight selected universities (selected on the basis of representativeness regarding medium of instruction, size and the inclusion of all four population groups, urban/rural). Similarly 1 600 questionnaires were distributed to new first-year students at eight selected technikons.

The questionnaires for new first-year students centred on matters such as reasons for the choice of university/technikon, career guidance received, career possibilities and perceptions of the general image of the university versus the general image of the technikon.

In order to launch an investigation on the image of the university, a brief outline must first be given of the specific functions and role of the university as seen by various interested parties. These parties include social groupings such as the state, parents, the general public, the private sector, professional boards, scientists, trade unions, other tertiary institutions and the CUP (as representative body of universities themselves). For purposes of comparison technikons were used as the opposite pole in the investigation.

It was not the aim of the investigation to give a complete exposition of the above functions of the university and to deliver final pronouncements on them. What was at issue were the perceptions of the respective stakeholders of the role of the university and the degree to which universities fulfilled this idealized role.

1.4 THE ROLE OF THE UNIVERSITY VERSUS THE ROLE OF OTHER TERTIARY INSTITUTIONS WITH SPECIAL REFERENCE TO THE TECHNIKON

In the *Report of the Main Committee of the CUP investigation into macro-aspects of the university within the context of tertiary education in the RSA* (1987: 17-19) and in *'n Bestuursraamwerk vir universiteite in Suid-Afrika* by Strydom and Bitzer (1988: 91-93), the following specific functions of and differences between universities and other tertiary institutions with respect to their teaching, research and general aims are sketched as follows:

1. TEACHER TRAINING COLLEGES are involved with the professional instructing and training of preprimary, primary and secondary teachers.

2.

TECHNIKONS	UNIVERSITIES
(a) Technical courses have a practical orientation.	(a) University courses have a theoretical orientation.
(b) Technikons concentrate on the promotion of technological thought and creativity, and those intellectual skills that are necessary for the successful implementation of technology.	(b) Universities concentrate on the development of intellectual abilities that contribute to the acquisition of new concepts, the promotion of independent critical thought, the preparation of the student for life-long self-study, and the inculcation of flexibility in the application of knowledge.
(c) Training is more occupation oriented. Technikons provide people who can occupy advanced technical positions, implement various technologies and make a significant contribution to development.	(c) Training has a more fundamental and scientific nature. Universities provide people for the learned professions - people who can help develop learned subjects and scientific disciplines and possibly also practise professions in the technical field.
(d) Concerned with development research.	(d) Concerned with basic and applied research.
(e) Concentrate on technology.	(e) University courses are concentrated on the development of science (in the broadest sense - including all academic activities), thus training the basic scientist and basic researcher.
(f) At technikons the emphasis is more on what is immediately required for the effective use of technology in the work situation.	(f) At a university a wide range of subjects is offered to the student.
(g) Technikons play a leading role in training students for careers where ready skills are required.	(g) Universities train the leaders and thinkers in a community, and are the leaders in the field of tertiary education at all levels.

TECHNIKONS	UNIVERSITIES
	(h) Universities are responsible for renewal in the education system in that university graduates are appointed on the staff of the other tertiary institutions.
	(i) Responsible for the development of the cultural life in their respective communities. Universities also have a renewal function in society as a whole.
	(j) Enable students to enter high-level occupations.
	(k) Primary goal is to broaden the cultural and intellectual horizons of students and to promote honest scientific thought and study among students.
	(l) Generate new knowledge through research.

Strydom and Bitzer (1988: 93-95) mention that the CUP has indicated that demands on the tertiary education system come from the state, the business sector, professional bodies, students and the larger community of scientists. Parents and students expect tertiary institutions to provide students with the training/education that is necessary for a successful career in the modern world. The community of scientists expect universities to contribute to the extension and dissemination of knowledge.

Van der Walt (1987: 27-31) adds that most of the students in the RSA today who go to universities have a specific occupation in mind and consequently demand relevant education (every subject must clearly have a bearing on their eventual occupation). According to Van der Walt the private sector is also demanding greater relevance in university training. He says that professional boards that have a say in university courses are satisfied that the training is in the first place academic but at the same time is relevant and useful in the practical situation. Van der Walt believes that the theoretically fundamental scientific prerequisites of university study can be reconciled with the requirements of being occupation oriented.

Du Plessis (1987: 43) thinks that a university should concentrate on the pursuit of science (research and teaching), on people (the moulding of students, occupational preparation) and on giving guidance to the community (refresher courses, etc.). The university as the repository of academic knowledge in the community has the task of setting the tone in its social and cultural environment. Du Plessis (1987: 44) goes on to say that the university should not be reduced to a state where it merely meets practical needs - rather students should be taught to think critically and creatively, to organise their thoughts and to translate these thoughts into action. The above degradation of the university is promoted by a community that believes that only the bread-and-butter subjects are required for progress and security in life. According to Du Plessis (1987: 46-47) the interaction between university training and an occupation should not be seen merely in terms of occupational skills, but should also be understood in terms of academic input. He maintains that the *raison d'etre* for the university lies in its critical and creative research and teaching function.

Strydom and Bitzer (1988: 94-95) mention that it is the view of the CUP that universities should be the leaders in teaching and research activities as one of their primary functions is the acquisition and promotion of basic knowledge. The other tertiary training institutions should apply this basic knowledge in the occupational training of their students. According to the CUP the non-university institutions should involve themselves only in training activities - research should therefore not be the primary activities of the other tertiary institutions.

Following the view of the CUP as quoted by Strydom and Bitzer, universities should offer occupational training only in the sense of training for high-level professional people in order to provide leaders for the country in the economic, social, technical, cultural and political fields. The CUP maintains that all tertiary education institutions have the additional responsibility of making their specialized knowledge and skills available to the community at large.

Some writers also touch on the moulding task of the university. Smit (1987: 57-58) says that every teaching act contains a moulding element and that consequently a student will receive more moulding at university than just the facts that he/she learns. He sees the task of the university as the teaching of the skills to acquire and master knowledge, and the inculcation of insight and the right attitude in order to use the acquired knowledge responsibly. Outside the lecture halls attention is given to the moulding of students through the provision of an organized student life, which includes properly established student services and sports facilities.

In the *Report of the Main Committee of the CUP investigation into macro-aspects of the university within the context of tertiary education in the RSA* (1987: 19-20) the function of the university with regard to research is stipulated as follow:

"Research, like teaching, is a primary academic function of the university and this research can be basic, applied or development research. There are divergent views on the distinctions between and division of the research that should be done by universities and technikons.

One viewpoint is that investing in research at technikons on the same basis as at universities leads to a dilution of scarce resources. Technikons should rather be encouraged to co-operate with universities in order to bring about an effective interaction regarding research and development activities. Concrete expression of this could take the form of collaboration in scientific research and technological activities. If by applied and development research is meant practical research, the universities then have a major role to play - indeed such research constitutes an important part of their research function.

The involvement of technikons in applied and development research can probably best be achieved through the interaction of technikon personnel and students with other organizations - universities in particular. The question between technikons and universities on the basis of responsibility for different kinds of research remains a problem."

From the above it should be clear that the final consensus has not yet been reached on the role and functions of the various tertiary institutions concerning all matters. However there is a reasonably clear distinction as to what is expected of the different institutions.

1.5 FINDINGS OF AN INVESTIGATION INTO THE IMAGE OF TECHNIKONS

During 1985-1987 an investigation into the image of technikons was launched at the request of the Committee of Technikon Principals. The investigation involved the perceptions of persons who had made enquiries at technikons from September 1985 until the close of registration in 1986, first-year students registered at technikons in 1986, and white parents with schoolgoing children, as well as a sample of 7,5 % of Std 10 pupils of schools located within a radius of 50 km of technikons. The empirical survey was done with the help of four different questionnaires (Beukes, Human & Marx 1987: 85-89).

The most important findings to emerge from the abovementioned investigation were the following:

* The majority of respondents did not distinguish between the status of qualifications obtained at universities and qualifications obtained at technikons. The general view was that the training offered by technikons was unique and could not be regarded as inferior to that of universities.

* A considerably larger portion of Standard 10 pupils than any of the other groups associated a higher status and a better earning ability with university training.

* In contrast to the other groups, the parents' test group indicated that more personal and job status as well as a better earning ability were associated with university training than with other types of tertiary training. The parents' test group associated technikon training in the strongest way with technical training in general, artisan training in particular and with manual dexterity and those who did mainly practical work.

* The English-speaking respondents were generally more positive about technical education and technikon training than the Afrikaans-speaking respondents.

* Most respondents thought that the public was to a great extent uninformed and ignorant about technical education in general and technikons in particular.

* Most of the Std 10 pupils' views on the type of postschool training they wanted were directly linked to their Std 10 results.

* About half of the Std 10 respondents who indicated that they were considering post-school training wanted to attend a university, as opposed to the 30 % who wanted to receive technikon training.

* A Std 10 pupil's study field at school and his population group were the major determinants of the type of institution at which he wanted to receive his postschool training.

* The technical, commercial and art study fields at school that should have a logical link with technikon training did in fact have a significantly stronger association with technikon training than with any other type of training.

* The prospective students were regarded as a selected group because they had made enquiries at the technikon for specific reasons. There were mainly two types of reasons for the enquiries that were made, namely the respondents were uncertain about there own abilities and aptitude and wanted guidance with regard to study fields, and they had already decided to study at a technikon and merely wanted confirmation or had to be screened for the courses they wanted to follow.

* Most of the first-year students decided finally before the end of their school careers to undergo technikon training although many pupils waited for their Std 10 examination results before making a final decision. A significant number of respondents indicated that if they obtained university entrance, they would prefer studying at a university.

* The most important factors influencing the preferences of Std 10s, prospective students and first-year students regarding a specific university or technikon were the following:

  - The standard of training
  - The medium of instruction
  - The fact that the institution was situated near the student's home
  - The variety of social and cultural activities offered
  - The appearance of the campus

* The respondents from white households had been considerably more exposed to universities than to other types of tertiary institutions. It also seemed that a person tended to associate with a spouse who had received the same type of postschool training.

* Few potential students had visited a technikon campus.

1.6 THE EXPLANATION OF CORE CONCEPTS

1.6.1 Scientific literacy

Bhola (1978: 5) defines scientific literacy as

"... the building of a science vocabulary, an understanding of basic ideas or concepts and the development of certain values regarding the evidence for scientific beliefs".

In this report the same meaning is attached to scientific literacy.

1.6.2 Economic literacy

According to Gove (1981: 1321) one of the meanings of literacy is "... adhering to fact or to the ordinary construction or primary meaning of a term or expression". Gove states that the term "economic" can be defined as "... of, relating to, or concerned with the production, distribution, and consumption of commodities". Another similar meaning which he gives to the term is "... producing an excess of returns over expenditures".

From the above definitions the term "economic literacy" will have the following meaning in this investigation: "The understanding of the primary principles of economic issues such as productivity and the way in which an excess of returns over expenditures can be achieved."

1.6.3 Technologic literacy

Ost (1989: 62-64) defines technologic literacy as follows:

"Technologic literacy implies having the frame of mind and the ability to enter into complex thinking and to feel comfortable in problem-solving situations. It requires the awareness that knowledge and data bases will constantly change. It mandates that the individual knows how to use information-oriented technologies, and how to appreciate the tentativeness of any solution to a current problem due to changing knowledge and data."

Within the context of the current investigation this definition is acceptable.

1.6.4 Skills

According to Gove (1981: 2133) the term "skill" means

"... the ability to use one's knowledge effectively and readily in execution or performance; a learned power of doing a thing competently; a developed or acquired aptitude or ability".

1.6.5 Intellectual skills

"Intellectual", according to Gove (1981: 1174) means "engaged in activity requiring preeminently the use of the intellect; engaged in creative literacy, artistic, or scientific labour; reflection, and speculation especially concerning large, profound or abstract issues; inept in the solution of practical problems".

Intellectual skills can thus be defined as the ability to use one's acquired knowledge effectively and creatively in solving problems.

1.6.6 Thinking skills

"Those skills which are needed when applying certain handling and technical skills, e.g. tracing defects, identifying and implementing solutions, planning own and team work: (RGN-/NOR-ondersoek na vaardigheidsopleiding in die RSA, 1989: 273).

1.6.7 Technical skills

"Knowledge, understanding and competency to do a specific job, e.g. interpreting and carrying out of technical designs, drawing up of balance sheets, developing methodologies" (RGN-/NOR-ondersoek na vaardigheidsopleiding in die RSA, 1989: 273).

1.6.8 PRACTICAL SKILLS

Gove (1980: 1780) defines the term "practical" as

"... actually or actively engaged in some course of action or occupation; available, usable or valuable in practice or action; capable of being turned to use or account; useful; given or disposed to action as opposed to speculation or abstraction; skillful or experienced from practise; evincing practise or skill; capable of applying knowledge to some useful end".

Practical skills can thus be defined as the ability to use one's acquired knowledge effectively to some useful end.

1.6.9 Management skills

"Skills of planning, leading, co-ordinating, organising and controlling the work of others" (RGN-/NOR-ondersoek na vaardigheidsopleiding in die RSA, 1989: 273).

1.6.10 Image of universities

For the purposes of this investigation the term "image" of universities can be interpreted to mean the impressions, associations, perceptions, attitudes, expectations as well as knowledge which people with different community affiliations has with respect to universities as educational institutions, as well as university training in general and university qualifications in particular. (This definition was derived from a similar investigation in 1987 into the image of the technikon.)

1.7 PRESENTATION OF THE REPORT

The execution of the investigation and the findings relating to the general public are dealt with in Chapter 2. The same relating to employers, trade unions and professional boards is discussed in Chapter 3. Chapter 4 deals with the execution of the investigation and the findings relating to new first-year students at universities and technikons. The final chapter deals with the execution of the investigation and the findings relating to first-year students at universities and technikons. The final chapter contains a summary of the report and the findings.

CHAPTER 2

PERCEPTIONS OF THE GENERAL PUBLIC OF THE IMAGE OF THE UNIVERSITY

2.1 INTRODUCTION

Members of the general public were involved in the investigation for the following reasons:

(a) As taxpayers they contribute to the financing of tertiary education and it is in their interest that this money is put to good use.

(b) Tertiary education institutions should provide guidance to the community and the university as such has the task of setting the tone in its social and cultural environment, of which the general public is an important party.

(c) The general public as users of and participants in tertiary training and research have a direct interest in the quality of training offered and research undertaken.

(d) The quality of their children's education is a matter of great concern to the public and therefore it is fitting to assess their opinions in this regard.

It was also thought that the general public with direct interest in tertiary education could contribute to the investigation because it could then be assessed if the expectations that they had of tertiary education were realistic.

2.2 ASPECTS INVESTIGATED

The following aspects of university and technikon training were investigated by means of a structured interview that was conducted in individual households on a national sample base:

(i) The priority given to the university, the technikon and other tertiary institutions
(ii) Expectations and evaluation of university and technikon training and research
(iii) Perceptions of the image of the university versus the image of the technikon
(iv) The importance of some aspects in the choice of an institution for tertiary education

2.3 THE TEST SAMPLE IN THE CURRENT SURVEY

The sampling for the data collection was done by the Centre for Statistics of the HSRC. Respondents of all four population groups living in urban and rural areas were involved in the survey. The survey was conducted on a national level.

In the analysis of the responses the number of respondents to each question varies because not all respondents answered all the questions.

2.4 BIOGRAPHICAL INFORMATION OF RESPONDENTS IN THE CURRENT SURVEY

Table 2.1 (pp. 21-29) gives detailed biographical data with regard to the respondents in the sample. A total of 401 whites, 401 coloureds, 400 Asians and 802 blacks were involved in the survey.

2.4.1 Sex of respondents

Most of the respondents in all four population groups were females.

2.4.2 Age of respondents

The distribution of respondents amongst the various age groups was reasonably even. The whites in the sample group had an older average age than the other three population groups. The sample group of black respondents had a slightly younger average age.

2.4.3 Matrimonial status of respondents

Most of the white, coloured and Asian respondents were lawfully married, while most of the black respondents were never married.

2.4.4 Language of respondents

Most of the white and coloured respondents were Afrikaans speaking, while most of the remaining white and coloured respondents were English speaking. Most of the Asian respondents were English speaking. The majority of black respondents were Zulu or Xhosa speaking.

2.4.5 Income of respondents

The majority of white respondents earned more than R2 000 a month. The majority of coloured and black respondents earned less than R1 000 a month. The majority of Asian respondents earned less than R2 000 a month.

2.4.6 Educational qualification of respondents

Most of the white respondents had an educational qualification equal to Std 10 or had a diploma or a degree. The majority of coloured, Asian and black respondents had an educational qualification equal to Std 6 to Std 9.

2.4.7 Occupation of respondents

Most of the respondents of all four population groups were economically inactive which meant that they were either housewives, unemployed, school pupils, students or pensioners. The majority of the remaining white respondents were employed in a clerical or sale occupation. The majority of the remaining coloured, Asian and black respondents were employed in mining, production and unskilled labour.

2.5 BIOGRAPHICAL INFORMATION OF RESPONDENTS IN THE PREVIOUS SURVEY

In the 1987 survey on the image of the university which was also done on a sample base on a national level only three population groups namely whites, coloureds and Asians were involved. A total of 1 220 whites, 1 265 coloureds and 1 451 Asians were involved in the previous survey.

2.5.1 Sex of respondents

Of the 1 220 whites 58 % were female and 42 % male. Of the 1 265 coloureds 58,5 % were female and 41,5 % were male. Fifty-two comma eight per cent (52,8 %) of the 1 451 Asians were female and 47,2 % were male. In all three population groups the majority of respondents were females.

2.5.2 Age of respondents

The youngest white respondents were 18 years old and the oldest 94. In total 12,4 % of whites were between 18 and 25 years old; 23,2 % were between 26 and 35 years old; 24,3 % between 36 and 45 years old, and 40,1 % were 46 years or older.

In total 21,7 % of coloureds were between 18 and 25 years old; 31,5 % between 26 and 35 years old; 43,6 % between 36 and 45 years old, and 24,9 % were 46 years or older.

In total 21,4 % of Asians were between 18 and 25 years old; 29,7 % were between 26 and 35 years; 26,7 % were between 36 and 45 years, and 22,2 % were 46 years or older.

In general a larger percentage of the white respondents were 46 years or older.

2.5.3 Language of respondents

Just more than half (55,8 %) of the whites were Afrikaans speaking while 35,5 % were English speaking and 5,8 % indicated that they spoke both Afrikaans and English at home. The majority of coloureds were Afrikaans speaking. English was the home language of 92,4 % Asians.

2.5.4 Income of respondents

Only 4,0 % of whites earned less than R200 a month; 13,9 % earned between R201 and R800 a month; 23,0 % earned between R801 and R1 600 per month; 33,7 % earned between R1 601 and R3 000 per month; and 25,4 % earned more than R3 000 per month.

The income pattern of coloureds differed considerably from that of the white respondents: 26,2 % earned less than R200 a month; 47,4% earned between R201 and R800 a month; 17,6 % earned between R801 and R1 600 per month; 7,4 % earned between R1 601 and R3 000 per month, and only 1,4 % earned more than R3 000 per month.

Concerning the income distribution of Asians, 13,1 % earned less than R200 a month; 39,4 % earned between R201 and R800 a month; 32,3 % earned between R801 and R1 600 per month; 12,3 % earned between R1 601 and R3 000 per month, and only 2,9 % earned more than R3 000 per month.

2.5.5 Educational qualification of respondents

Only 1 % of the white respondents had an educational qualification lower than Std 5; 41,1 % had a Std 6 to Std 9 or equal qualification; 30,9 % had a Std 10 or equal qualification; 30,9 % had a Std 10 or equal qualification, and 26,9 % had a qualification higher than Std 10.

The educational qualifications of the coloured respondents also differed much from those of the white respondents. 42,1 % had an educational qualification lower than Std 5; 41,1 % had a Std 6 to Std 9 or equal qualification; 30,9 % had a Std 10 or equal qualification, and 26,9 % had a qualification higher than Std 10.

2.5.6 Occupation of respondents

Most of the respondents of all four population groups were economically inactive which meant that they were either housewives, unemployed, school pupils, students or pensioners. The majority of the remaining white respondents were employed in a clerical or sale occupation. The majority of the remaining coloured, Asian and black respondents were employed in mining, production and unskilled labour.

A comparative overview of the biographical data of the four population groups in the current survey, reveals considerable differences in age distribution, qualifications and income. These differences correspond with the census statistics and confirm the representativeness of the sample test. The differences should be taken into account when comparing the responses of all four population groups. The findings of the current survey are reported in Paragraph 2.6 and the general findings of the 1987 survey (which involved only three population groups namely whites, coloureds and Asians) are also given where applicable.

2.6 FINDINGS

In the current survey the respondents were first requested to indicate which type of postschool training they would prefer for themselves and/or their children. Secondly, the respondents' expectations with regard to university as opposed to technikon training were assessed and by implication university and technikon training were evaluated. The respondents were requested to evaluate the importance of some aspects in the choice of an institution for tertiary education, and finally, to give their perception of the general image of the university and of the technikon.

2.6.1 Preference of type of postschool training

Detailed findings of the responses on this aspect are given in Table 2.2 (pp. 30-34). Respondents were asked to choose the tertiary institution at which they would prefer to receive postschool training. The respondent could choose from the following options: teacher training; technikon training; university training; technical training; no postschool training and other training.

In the current survey the majority of whites, coloureds, Asians and black respondents indicated that they would prefer to receive postschool training at a university. In the 1987 survey the majority of whites, coloureds and Asians also indicated that they would prefer university training to other postschool training.

Of the remaining respondents in the current survey the majority of whites, coloureds and Asians indicated that they would prefer technikon training while the majority of the remaining black respondents indicated that they would prefer to receive postschool training at a teachers' training college.

In the 1987 survey it was found that the majority of the remaining white and Asian respondents would prefer postschool training at a technikon while the coloureds indicated training at a teachers' training college as their second most popular choice.

Most of the respondents of all four population groups in the current survey indicated that they preferred university training for their children. For all four population groups in the current survey the second most popular choice of postschool training for their children was the technikon.

2.6.2 Evaluation and expectations of university versus technikon training and research

Detailed findings of the responses to these aspects are given in Table 2.3 (pp. 35-47). Respondents were asked to choose one of the following options on each of the aspects measured regarding the institution which best met their demands:

1 - University more
2 - Both equally well
3 - Technikon more
4 - Neither the university nor the technikon
5 - Uncertain

The majority of respondents of all four population groups in the current survey indicated that *university students enjoy more status in the community.*

White respondents in the 1987 survey who preferred university training, indicated that the status of university training was not an important reason for their preference of university training. Most of the Asian respondents who preferred university training indicated that the status of university training was an important contributing factor to their preference of university training.

The majority of respondents of all four population groups in the current survey was of the opinion that *university students can earn a higher income.* Considerable percentages of whites and Asians indicated that university and technikon students can earn equally high incomes.

Most of the white, coloured and Asian respondents in the previous survey who preferred university training indicated that the perception that university training secures a high income, was an important contributing factor in their preference of university training.

In the current survey the majority of respondents of all four population groups indicated that *university students enjoy more promotion opportunities.*

In the previous survey it was found that better promotion opportunities after university training was indicated as an important reason for their preference by white, coloured and Asian respondents who preferred university training.

The majority of respondents of all four population groups in the current survey was of the opinion that *university training is more theoretical and difficult* than technikon training.

White respondents in the previous survey who did not prefer university training indicated that the perception that university training was too difficult was one of the reasons why they did not prefer university training.

Most of the respondents of all four population groups in the current survey indicated that *the admission requirements of universities are more strict* than those of technikons. Most of the coloured and Asian respondents in the previous survey who did not prefer university training indicated that this was one of the main reasons for their choice.

The majority of respondents of all four population groups in the current survey indicated that *technikon and university training are equally successful in guaranteeing a secure occupation or existence.* Considerable percentages of coloureds, Asians and blacks indicated that university training is more successful in guaranteeing a secure occupation and existence.

In the previous survey the majority of whites, coloureds and Asians who preferred university training indicated that the perception that university training guarantees a secure occupation or existence was an important contributing factor to their preference.

Most of the white and coloured respondents in the current survey indicated that the *university succeeded better in the general cultural and social development of the student.* The majority of Asian and black respondents indicated that the university and technikon achieved equal success in the general cultural and social development of the student.

The majority of white, coloured and Asian respondents in the 1987 survey who preferred training at a university, indicated the perceived success of the university in offering balanced cultural and social development, as an important factor influencing their preference.

In the current survey the majority of respondents of all four population groups indicated that *technikon training best met the demands of the labour market* and that the *technikon was more successful in developing the practical skills of students.* Most of the white, Asian and black respondents, as well as a considerable percentage of coloured respondents indicated that *technikon-trained students adapted quicker to the work situation.* The majority of coloured respondents indicated that both university-trained and technikon-trained students adapted equally well to the work situation.

In the current survey the majority of white respondents indicated that neither university nor technikon training took too long. Most of the coloured, Asian and black respondents indicated that *university training took too long.*

The majority of coloured and Asian respondents of the 1987 survey who did not prefer university training indicated that the perception that university training takes too long was an important reason why they did not prefer university training.

Most of the respondents of all four population groups in the current survey indicated that *university training was too expensive.* Considerable percentages of white and coloured respondents indicated that university and technikon training were both too expensive. In the previous survey the cost involved in university training was an important reason for respondents not preferring university training.

2.6.3 The importance of some aspects in the choice of an institution for tertiary education

Detailed findings are given in Table 2.4 (pp. 48-50). The vast majority of white, coloured, Asian and black respondents in the current survey indicated that the obtaining of a degree rather than a diploma was important/very important for most people.

The majority of respondents of all four population groups in the current survey indicated that the social activities and the quality of sport and coaching facilities at a postschool training institution were very important for most people in the choice of a postschool training institution.

2.6.4 Evaluation of the general image of the university and technikon

The vast majority of respondents of the current survey of all four population groups indicated that their general image of the university and technikon was good or excellent.

2.7 INTEGRATED FINDINGS

2.7.1 Integrated findings of the 1987 survey on the image of the university

Although the three groups were not really comparable, there were certain trends that appeared in all three groups (Table 2.5, pp. 51-52). The most important were the following:

(a) By preference the university was the institution chosen for post-secondary education. For whites and Asians the technikon was the second most popular choice while the coloureds indicated the teacher training college as second choice.

(b) For all three groups those persons who preferred university training indicated that the career preparation expected and the promotion opportunities offered by the training were important considerations in university training as a choice.

(c) The cost involved in university training was given as an important consideration when university training was not chosen. The political influence at universities was also strongly indicated by all three groups when a university training was not chosen. Coloureds and Indians who did not prefer university training, indicated that admission requirements were too strict and that the length of training was too long.

(d) Both Asians and whites were of the opinion that the cost involved in technikon training was more favourable, while the status of a university training was better.

2.7.2 Integrated findings of the current survey on the image of the university

The most important trends that came to the fore in all four population groups were the following:

(a) The university was by preference the institution chosen for post-secondary education. The second most popular choice was the technikon for all population groups, except for blacks whose second most popular choice was teacher training.

(b) Regarding expectations and evaluation of university training the following strong points in the perceptions of university training were identified:

(i) University students enjoy more status in the community.

(ii) University students can earn a higher income.

(iii) University students enjoy more promotion opportunities.

(iv) University training guarantees a secure occupation or existence.

(v) Universities succeed more in the general cultural and social development of the student.

(c) The following weak points of university training could be identified in the responses regarding the perceptions of university training:

(i) Technikons offered more relevant training in meeting the demands of the labour market.

(ii) Technikons were more successful than universities concerning the development of practical skills of students.

(iii) Technikon-trained students adapted quicker to the work situation than university students do.

(iv) University training took too long.

(v) University training was too expensive.

Respondents also indicated that university training is more theoretical and difficult than technikon training. They also indicated that the admission requirements of universities are more strict.

(d) The obtaining of a degree rather than a diploma was important for most people.

(e) The social activities and the quality of sport and coaching facilities at a postschool training institution were very important for most people in the choice of a postschool training institution.

(f) The general image of the university among the general public was very positive.

(g) Chaid-analyses were done on the data with the responses to the various aspects as dependent variables and the biographical data as independent variables, but no significant relation was found on the 5 % scale of significance.

TABLE 2.1

BIOGRAPHICAL DATA

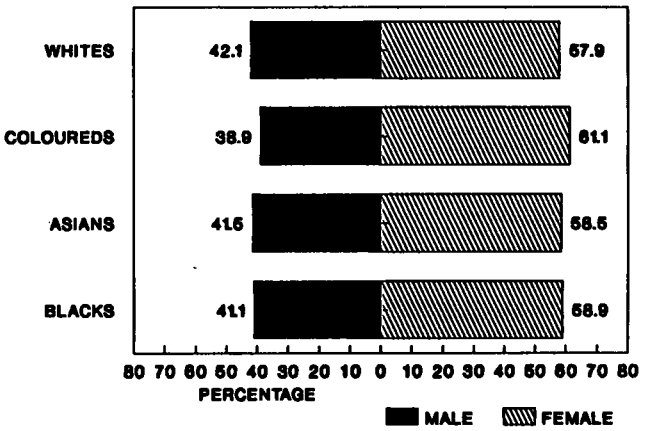
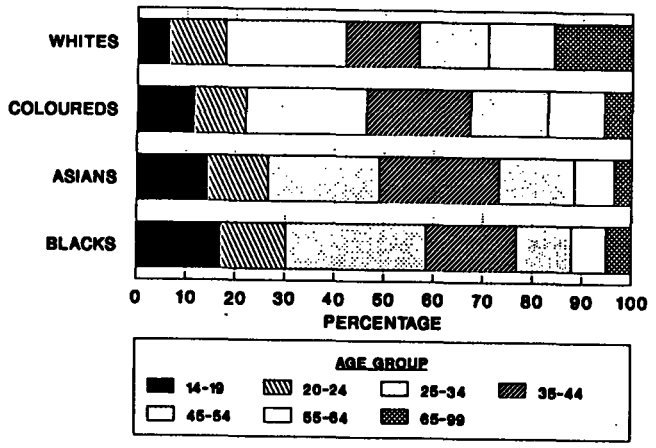
Variable	Characteristics of respondents	Number of respondents	% respondents according to sex
Sex of respondents	Most of the respondents of all four population groups were females. Practical considerations required that only one visit to a household could be made. This meant that interviews were conducted more often with women who did not work away from home.	Whites N = 399 Coloureds N = 401 Asians N = 400 Blacks N = 802	

TABLE 2.1 (cont.)

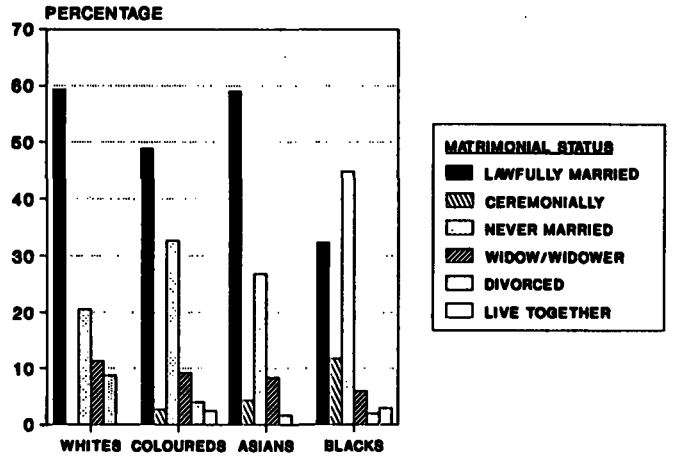
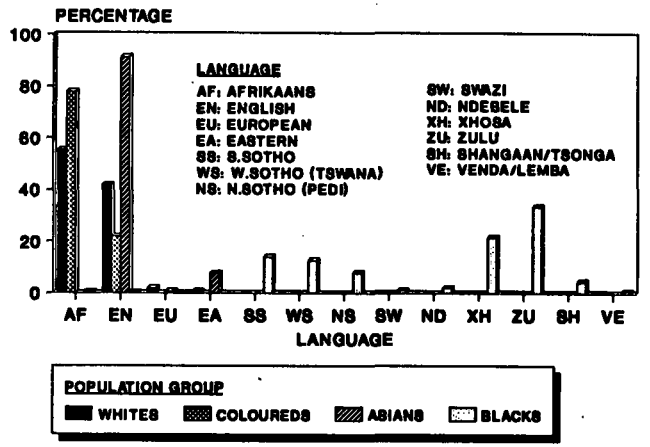
BIOGRAPHICAL DATA

Variable	Characteristics of respondents	Number of respondents	% respondents according to age
Age of respondents	The respondents interviewed were older than 14 years of age. There were respondents of all age groups. The mean age of the white respondents was slightly older than of the other three population groups. Most of the black respondents were younger than 34 years of age. The age distribution of all four population groups was more or less equal.	Whites N = 399 Coloureds N = 401 Asians N = 399 Blacks N = 802	

Age group	Whites %	Coloureds %	Asians %	Blacks %
14 - 19	6,3	11,5	14,3	17,0
20 - 24	11,5	10,5	12,3	13,3
25 - 34	24,3	24,4	22,3	28,3
35 - 44	14,8	20,9	24,3	18,2
45 - 54	14,0	15,7	15,3	11,2
55 - 64	13,3	11,5	8,0	7,0
65 - 99	15,8	5,5	3,5	5,0

TABLE 2.1 (cont.)

BIOGRAPHICAL DATA

Matrimonial status of respondents	Language of respondents
	

Typical characteristics of respondents

	Number of respondents		Number of respondents
Most of the white, coloured and Asian respondents were lawfully married. The second largest groups of whites, coloureds and Asians were never married. Most of the black respondents were never married, while respondents in the second largest group were lawfully married.	Whites N = 399 Coloureds N = 401 N = 400 Blacks N = 802	Most of the white and coloured respondents were Afrikaans speaking. Most of the remaining white and coloured respondents were English speaking. Most of the Asians were English speaking. Most of the blacks were speaking Zulu or Xhosa.	Whites N = 398 Coloureds N = 401 Asians N = 400 Blacks N = 801

TABLE 2.1 (cont.)

BIOGRAPHICAL DATA

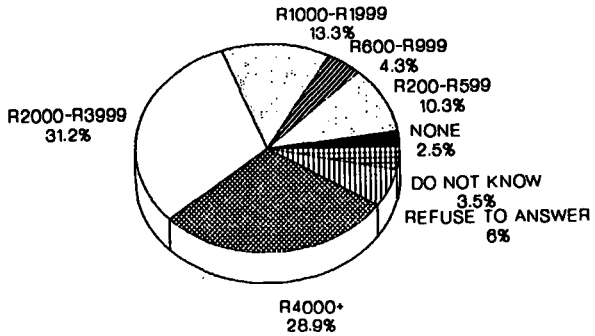
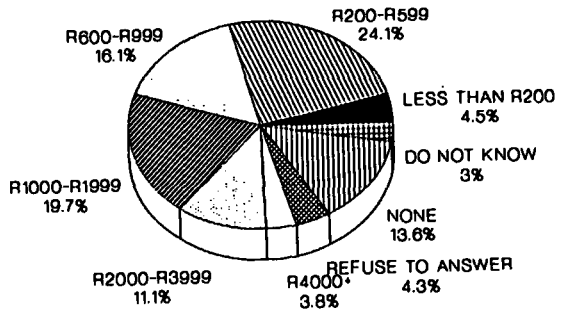
Variable	Characteristics of respondents	Number of respondents	% respondents in different income levels
Income of white respondents	2,5 % respondents had no income. 14,6 % earned less than R1 000 a month (excluding those with no income). 13,3 % earned between R1 000 - R1 999 a month. The majority of respondents (60,1 %) earned more than R2 000 a month.	N = 398	Population group: Whites 
Income of coloured respondents	13,6 % respondents had no income. 44,7 % respondents earned less than R1 000 a month (excluding those with no income). 19,7 % respondents earned between R1 000 - R1 999 a month. Only 14,9 % earned more than R2 000 a month.	N = 401	Population group: Coloureds 

TABLE 2.1 (cont.)

BIOGRAPHICAL DATA

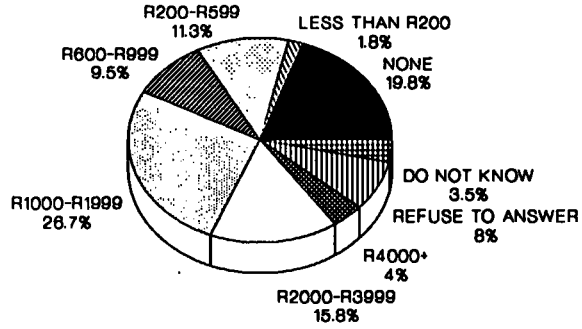
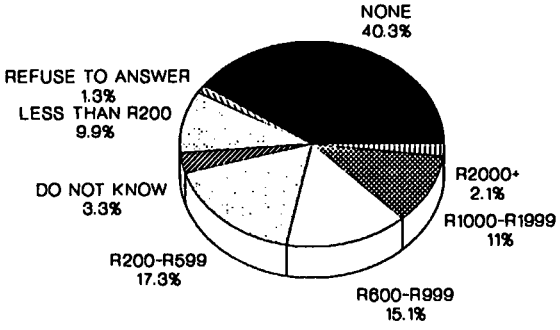
Variable	Characteristics of respondents	Number of respondents	% respondents in different income levels
Income of Asian respondents	19,8 % of respondents had no income. 22,6 % of respondents earned less than R1 000 a month (excluding those with no income). 26,7 % of respondents earned between R1 000 - R1 999 a month. Only 19,8 % of respondents earned more than R2 000 a month.	N = 398	Population group: Asians 
Income of black respondents	40,3 % of respondents had no income. 43,3 % of respondents earned less than R1 000 a month (excluding those with no income). 11 % respondents earned between R1 000 - R1 999 a month. Only 2,1 % of respondents earned more than R2 000 a month.	N = 400	Population group: Blacks 

TABLE 2.1 (cont.)

BIOGRAPHICAL DATA

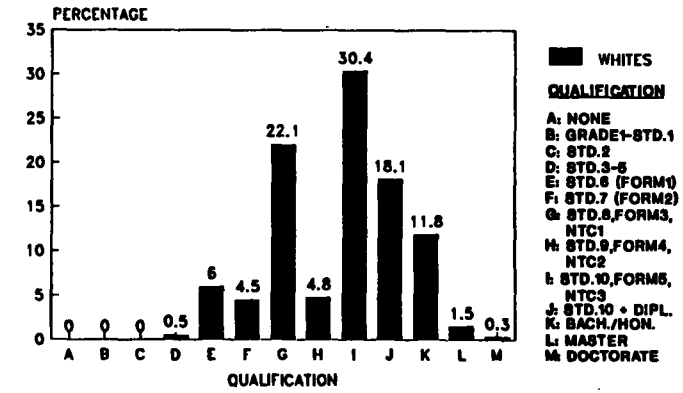
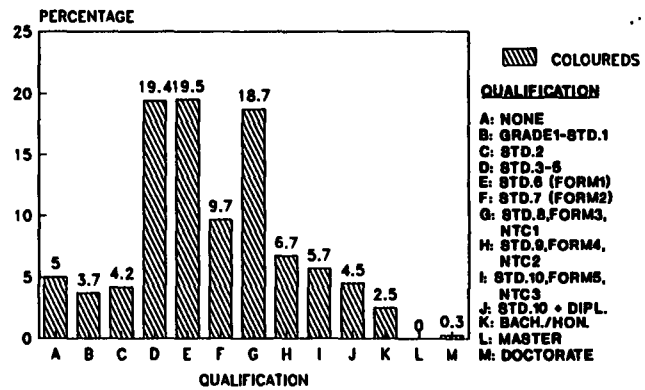
Variable	Characteristics of respondents	Number of respondents	% respondents in different categories
Educational qualification of white respondents	0,5 % of respondents had an educational qualification equal to Std 5 or lower. 37,4 % of respondents had an educational qualification equal to Std 6 to Std 9. 30,4 % respondents had an educational qualification equal to Std 10. 31,7 % had an educational qualification higher than Std 10.	N = 398	Population group: Whites 
Educational qualification of coloured respondents	32,3 % of respondents had an educational qualification equal to Std 5 or lower. 54,6 % of respondents had an educational qualification equal to Std 6 to Std 9. 5,7 % respondents had an educational qualification equal to Std 10. 7,3 % had an educational qualification higher than Std 10.	N = 401	Population group: Coloureds 

TABLE 2.1 (cont.)

BIOGRAPHICAL DATA

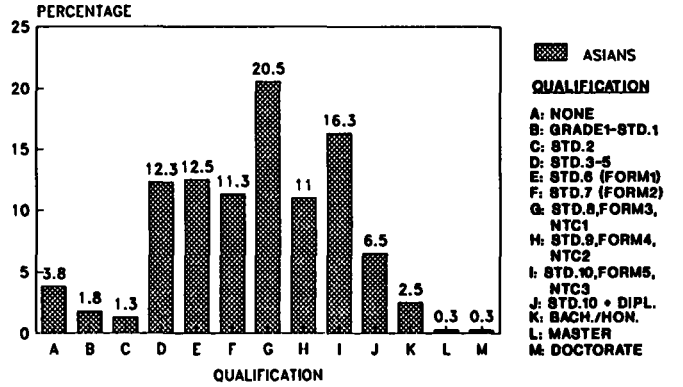
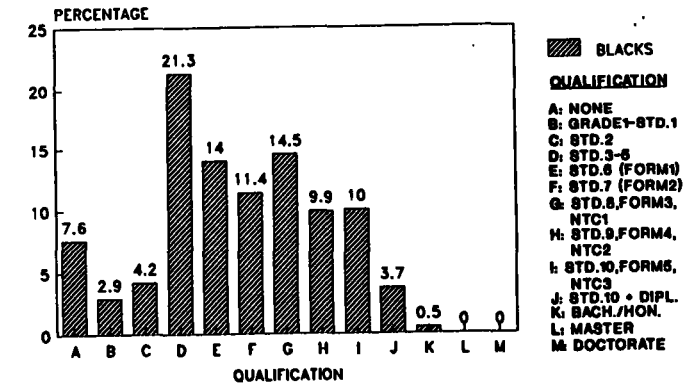
Variable	Characteristics of respondents	Number of respondents	% respondents in the different categories
Educational qualification of Asian respondents	19,2 % of respondents had an educational qualification equal to Std 5 or lower. 55,2 % of respondents had an educational qualification equal to Std 6 to Std 9. 16,3 % respondents had an educational qualification equal to Std 10. 9,6 % had an educational qualification higher than Std 10.	N = 400	Population group: Asians 
Educational qualification of Black respondents	36 % of respondents had an educational qualification equal to Std 5 or lower. 49,8 % of respondents had an educational qualification equal to Std 6 to Std 9. 10 % respondents had an educational qualification equal to Std 10. 4,2 % had an educational qualification higher than Std 10.	N = 801	Population group: Blacks 

TABLE 2.1 (cont.)

BIOGRAPHICAL DATA

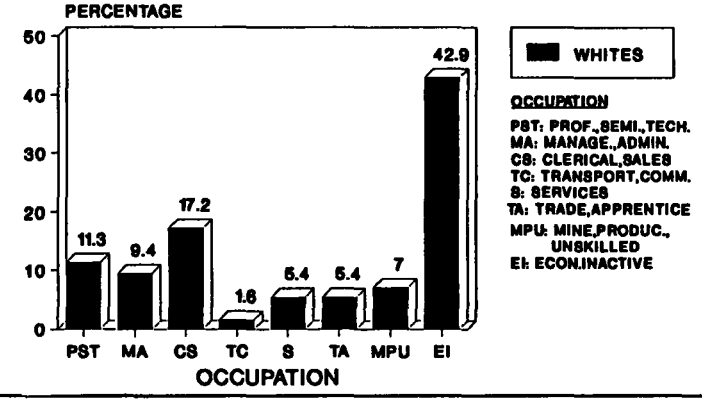
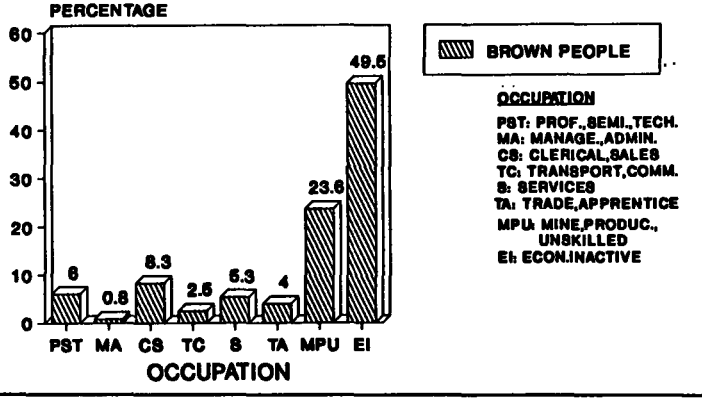
Variable	Characteristics of respondents	Number of respondents	% respondents in the different categories
Occupation of white respondents	Most of the respondents (42,9 %) were economically inactive. The majority of the remaining respondents (17,2 %) were employed in a clerical or sales type of occupation. 11,3 % of the respondents were employed in a professional, semi-professional or technical type of occupation.	N = 373	Population group: Whites 
Occupation of coloured respondents	Most of the respondents (49,5 %) were economically inactive. The majority of the remaining respondents (23,6 %) were employed in mining, production and unskilled labour. 6 % of the respondents were employed in a professional, semi-professional or technical type of occupation.	N = 398	Population group: Coloureds 

TABLE 2.1 (cont.)

BIOGRAPHICAL DATA

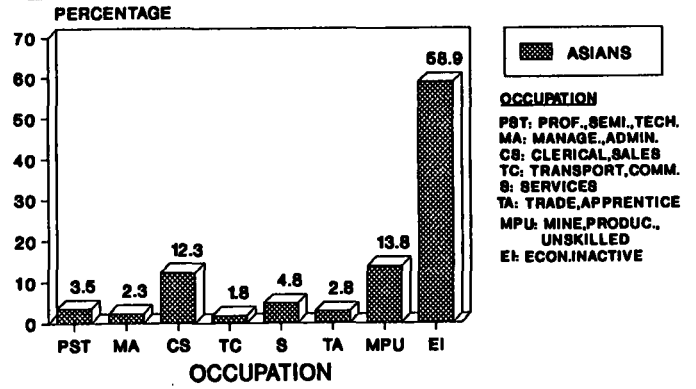
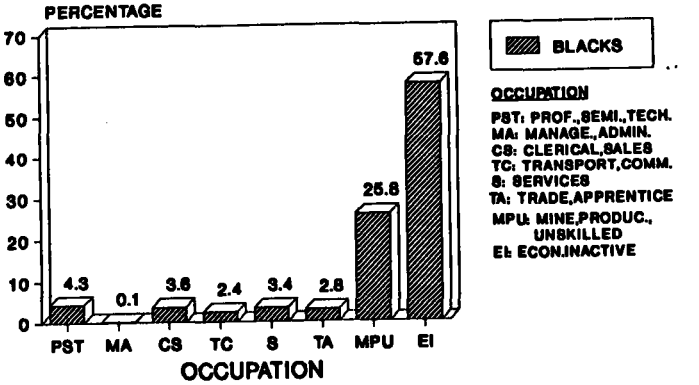
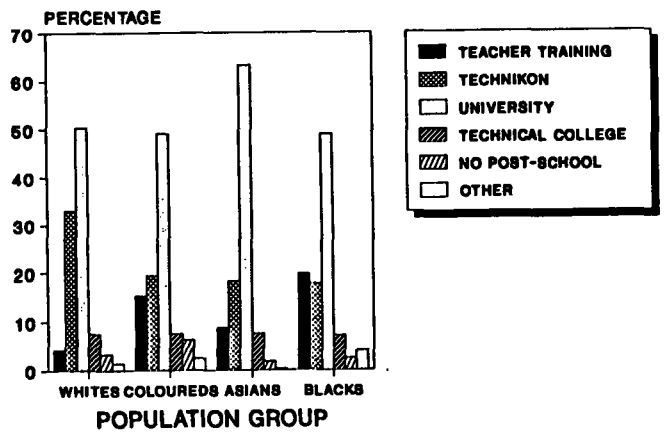
Variable	Characteristics of respondents	Number of respondents	% respondents in the different categories
Occupation of Asian respondents	Most of the respondents (58,9 %) were economically inactive. The majority of the remaining respondents (13,8 %) were employed in mining, production and unskilled labour. 3,5 % of the respondents was employed in a professional, semi-professional or technical type of occupation.	N = 399	Population group: Asians 
Occupation of black respondents	Most of the respondents (57,6 %) were economically inactive. The majority of the remaining respondents (25,8 %) were employed in mining, production and unskilled labour. 4,3 % of the respondents was employed in a professional, semi-professional or technical type of occupation.	N = 797	Population group: Blacks 

TABLE 2.2

PREFERENCE OF TYPE OF POSTSCHOOL TRAINING

Aspect measured	Findings	Number of respondents	% respondents of the various population groups according to the options
At which one of the postschool training institutions would you prefer to receive post-school training?	The majority of whites (50,4 %), coloureds (49,1 %), Asians (63,3 %) and blacks (48,9 %) indicated that they would prefer to receive post-school training at a university. A considerable percentage of whites (33,1 %) indicated that they would prefer to receive post-school training at a technikon. Only 19,3 % of coloureds, 18,3 % of Asians and 17,7 % of blacks indicated that they would prefer to receive postschool training at a technikon.	Whites: N = 399 Coloureds: N = 399 Asians: N = 400 Blacks: N = 801	

Type of postschool training	POPULATION GROUP			
	Whites %	Coloureds %	Asians %	Blacks %
Teacher training	4,3	15,3	8,8	19,7
Technikon	33,1	19,3	18,3	17,7
University	50,4	49,1	63,3	48,9
Technical college	7,5	7,5	7,5	7,1
No postschool	3,3	6,3	1,8	2,5
Other	1,5	2,5	0,5	4,0

TABLE 2.2 (cont.)

PREFERENCE OF TYPE OF POSTSCHOOL TRAINING

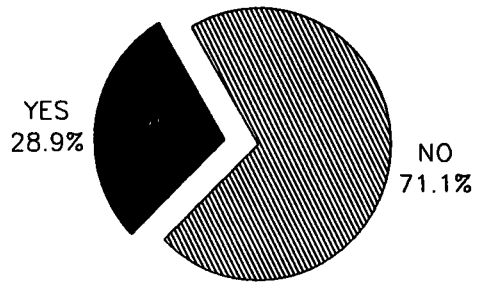
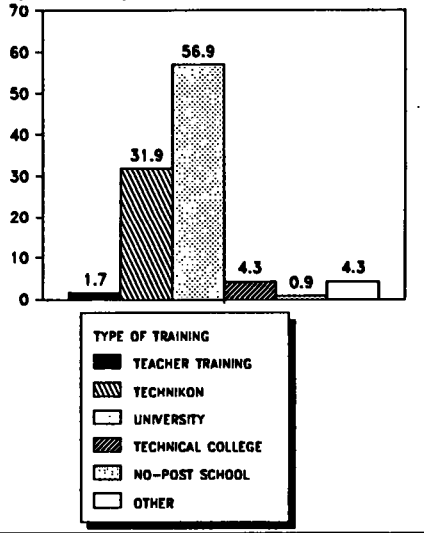
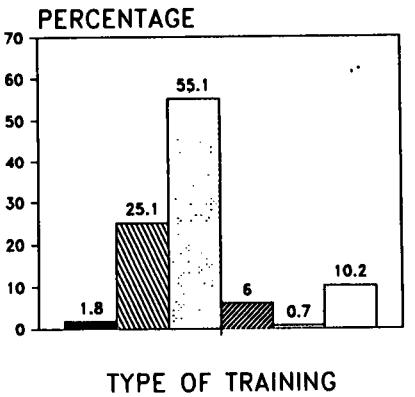
Findings	Number of respondents	% responses of the various population groups to the options
POPULATION GROUP: WHITES (i) 28,9 % of the 398 respondents had children at school and 71,1 % had no children at school. (ii) The majority of the respondents (56,9 %) who had children at school preferred university training for children. (iii) The majority of the remaining respondents (31,9 %) who had children at school preferred technikon training for their children. (iv) The majority of respondents (55,1 %) who did not have children at school would have preferred university training for their children if they had had children at school. 25,1 % of the remaining respondents indicated that they would give preference to technikon training.	Yes N = 115 No N = 285	Do you have children at school? 
	Yes N = 116 No N = 283	If yes, which type of postschool training would you prefer for your children? 
		If no, which type of postschool training would you have preferred for your children if you did have children? 

TABLE 2.2 (cont.)

PREFERENCE OF TYPE OF POSTSCHOOL TRAINING

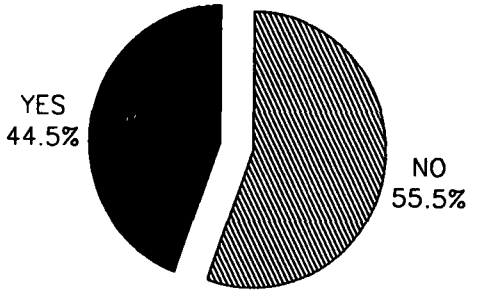
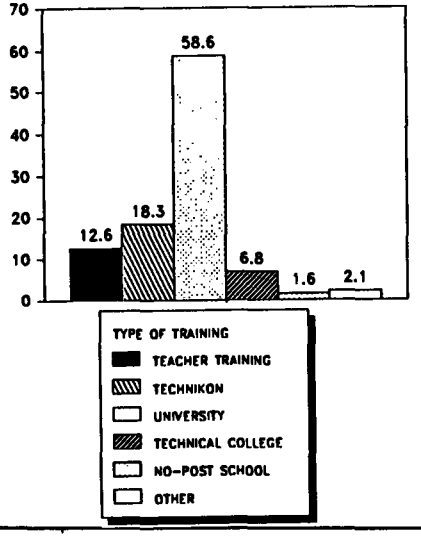
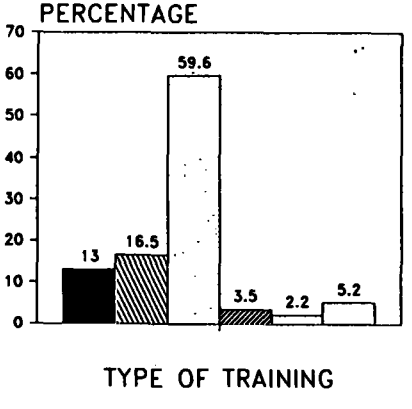
Findings	Number of respondents	% responses of the various population groups to the options
<u>POPULATION GROUP: COLOUREDS</u> (i) 44,5 % of the 400 respondents had children at school and 55,5 % had no children at school. (ii) The majority of the respondents (58,6 %) who had children at school preferred university training for their children. (iii) The majority of the respondents (59,6 %) who did not have children at school would have preferred university training for their children if they had had children at at school.	<u>Yes</u> N = 178 <u>No</u> N = 222	Do you have children at school? 
	<u>Yes</u> N = 191 <u>No</u> N = 230	If yes, which type of postschool training would you have preferred for your children? 
		If no, which type of postschool training would you have preferred for your children if you did have children? 

TABLE 2.2 (cont.)

PREFERENCE OF TYPE OF POSTSCHOOL TRAINING

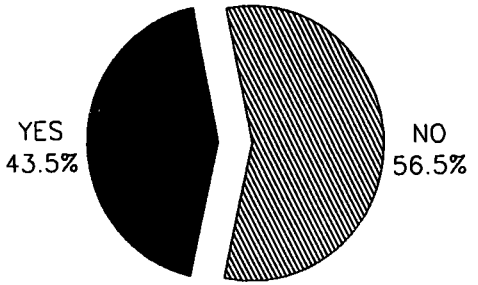
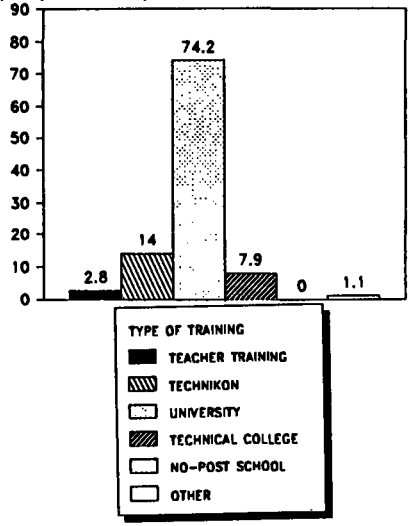
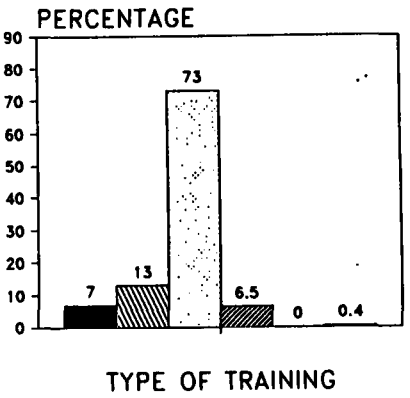
Findings	Number of respondents	% responses of the various population groups to the options
<u>POPULATION GROUP: ASIANS</u> (i) 43,5 % of the 400 respondents had children at school and 56,5 % had no children at school. (ii) The vast majority of the respondents (74,2 %) who had children at school preferred university training for their children. (iii) The vast majority of the respondents (73 %) who did not have children at school would have preferred university training for their children if they had had children at school.	<u>Yes</u> N = 174 <u>No</u> N = 226 <u>Yes</u> N = 178 <u>No</u> N = 230	Do you have children at school?  If yes, which type of postschool training would you prefer for your children?  If no, which type of postschool training would you have preferred for your children if you did have children? 

TABLE 2.2 (cont.)

PREFERENCE OF TYPE OF POSTSCHOOL TRAINING

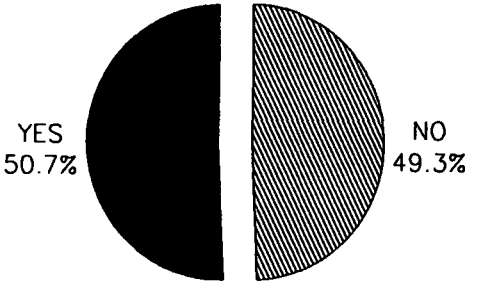
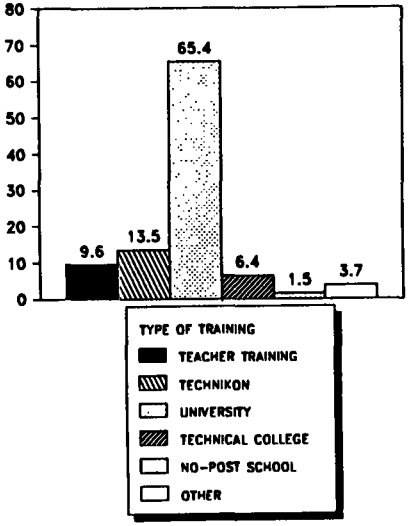
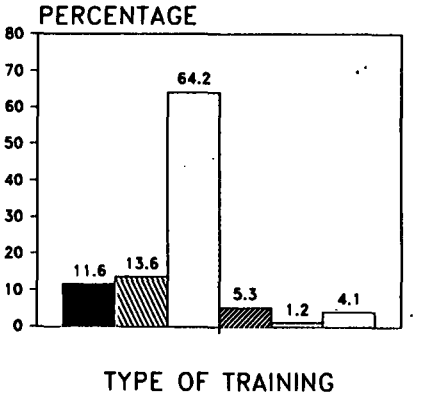
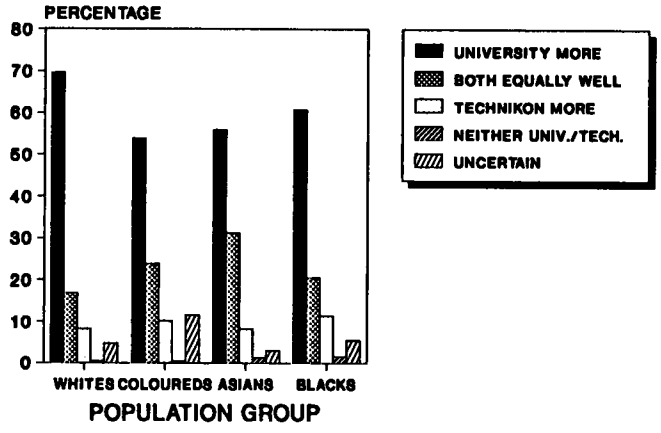
Findings	Number of respondents	% responses of the various population groups to the options
POPULATION GROUP: BLACKS (i) 50,7 % of the 799 respondents had children at school and 49,3 % had no children at school. (ii) The majority of the respondents (65,4 %) who had children at school preferred university training for their children. (iii) The majority of respondents (64,2 %) who did not have children at school would have preferred university training for their children if they had had children at school.	Yes N = 405 No N = 394 Yes N = 407 No N = 413	Do you have children at school?  If yes, which type of postschool training would you prefer for your children?  If no, which type of postschool training would you have preferred for your children if you did have children? 

TABLE 2.3

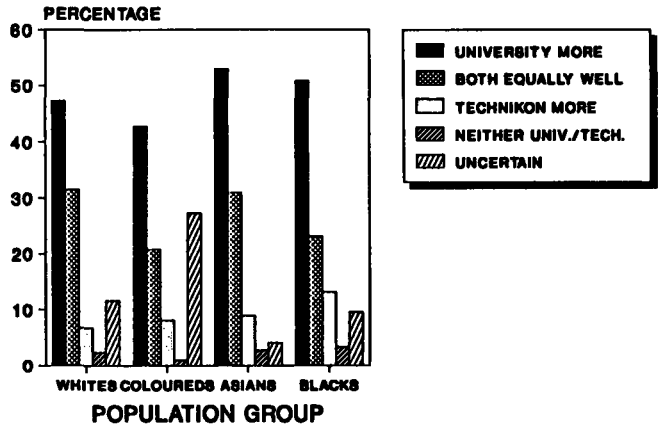
UNIVERSITY AND TECHNIKON: TRAINING AND RESEARCH: EVALUATION AND EXPECTATIONS

Aspect measured	Findings	Number of respondents	% responses to the various options
Which students enjoy more status in the community, technikon students or university students?	Respondents of all four population groups indicated that university students enjoy more status in the community. A considerable percentage (31,3 %) of Asian respondents indicated that university and technikon students enjoy equal status.	Whites: N = 398 Coloureds: N = 397 Asians: N = 400 Blacks: N = 799	

	POPULATION GROUP			
	Whites %	Coloureds %	Asians %	Blacks %
University more	69,6	53,9	56,0	60,7
Both equally well	16,8	23,9	31,3	20,5
Technikon more	8,3	10,1	8,3	11,5
Neither university/technikon	0,5	0,5	1,3	1,6
Uncertain	4,8	11,6	3,3	5,6

TABLE 2.3 (cont.)

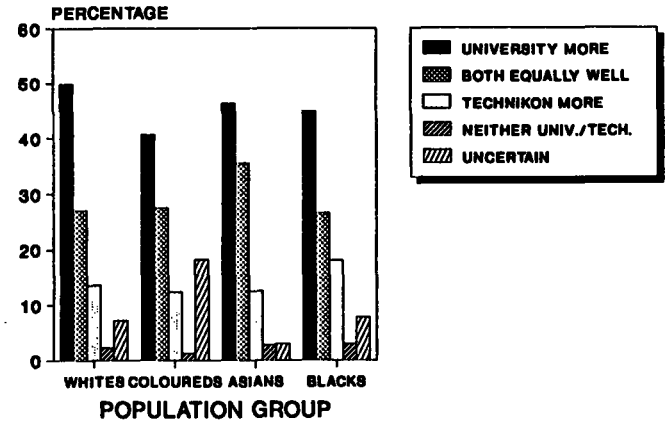
UNIVERSITY AND TECHNIKON: TRAINING AND RESEARCH: EVALUATION AND EXPECTATIONS

Aspect measured	Findings	Number of respondents	% responses to the various options
In general, do university or technikon students earn a higher income?	The majority of respondents of all four population groups indicated that university students can earn a higher income. Considerable percentages of whites (31,5 %) and Asians (31,0 %) indicated that university and technikon students can earn equally high incomes.	Whites: N = 397 Coloureds: N = 395 Asians: N = 400 Blacks: N = 801	

	POPULATION GROUP			
	Whites %	Coloureds %	Asians %	Blacks %
University more	47,4	42,8	53,0	50,8
Both equally well	31,5	20,8	31,0	23,1
Technikon more	6,8	8,1	9,0	13,1
Neither university/technikon	2,5	1,0	2,8	3,4
Uncertain	11,8	27,3	4,3	9,6

TABLE 2.3 (cont.)

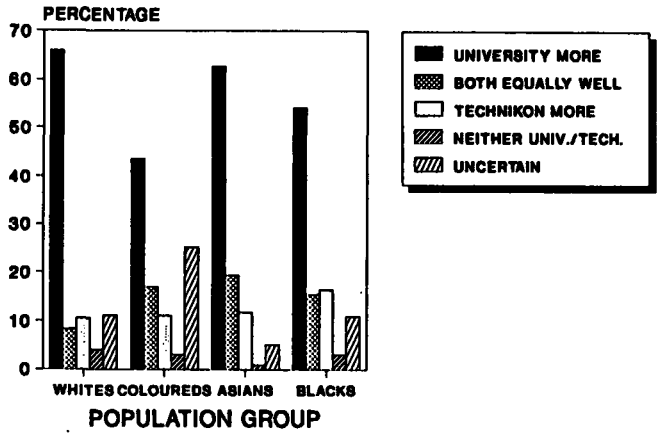
UNIVERSITY AND TECHNIKON: TRAINING AND RESEARCH: EVALUATION AND EXPECTATIONS

Aspect measured	Findings	Number of respondents	% responses to the various options
Do university or technikon students enjoy more promotion opportunities?	The majority of respondents of all four population groups indicated that university students enjoy more promotion opportunities. A large percentage (35,5 %) of Asian respondents indicated that both university and technikon students enjoy equally good promotion opportunities.	Whites: N = 397 Coloureds: N = 396 Asians: N = 400 Blacks: N = 801	

	POPULATION GROUP			
	Whites %	Coloureds %	Asians %	Blacks %
University more	49,9	40,7	46,3	44,8
Both equally well	27,0	27,5	35,5	26,5
Technikon more	13,6	12,4	12,5	18,0
Neither university/technikon	2,3	1,3	2,8	3,0
Uncertain	7,3	18,2	3,0	7,7

TABLE 2.3 (cont.)

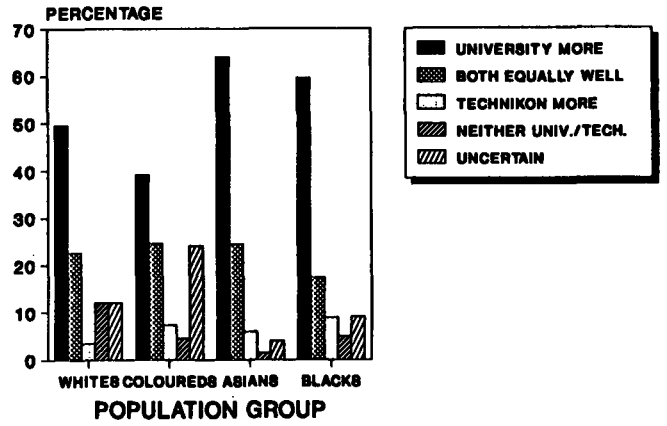
UNIVERSITY AND TECHNIKON: TRAINING AND RESEARCH: EVALUATION AND EXPECTATIONS

Aspect measured	Findings	Number of respondents	% responses to the various options
Is university training or technikon training more theoretical?	Most of the respondents of all four population groups indicated that university training is more theoretical than technikon training.	Whites: N = 397 Coloureds: N = 393 Asians: N = 400 Blacks: N = 801	

	POPULATION GROUP			
	Whites %	Coloureds %	Asians %	Blacks %
University more	66,0	43,5	62,8	54,1
Both equally well	8,3	17,0	19,3	15,4
Technikon more	10,6	11,2	11,8	16,4
Neither university/technikon	4,0	3,1	1,0	3,1
Uncertain	11,1	25,2	5,3	11,1

TABLE 2.3 (cont.)

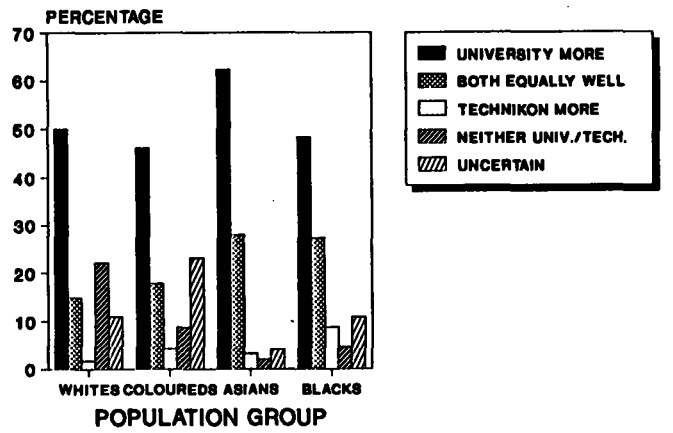
UNIVERSITY AND TECHNIKON: TRAINING AND RESEARCH: EVALUATION AND EXPECTATIONS

Aspect measured	Findings	Number of respondents	% responses to the various options
Is university or technikon training more difficult?	The majority of respondents of all four population groups indicated that university training is more difficult than technikon training.	Whites: N = 397 Coloureds: N = 393 Asians: N = 400 Blacks: N = 798	

	POPULATION GROUP			
	Whites %	Coloureds %	Asians %	Blacks %
University more	49,6	39,2	64,0	59,6
Both equally well	22,7	24,7	24,5	17,4
Technikon more	3,5	7,4	6,0	8,9
Neither university/technikon	12,1	4,6	1,5	5,0
Uncertain	12,1	24,2	4,0	9,0

TABLE 2.3 (cont.)

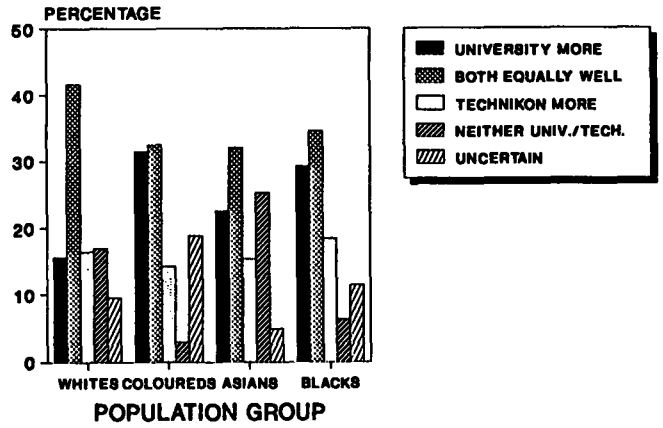
UNIVERSITY AND TECHNIKON: TRAINING AND RESEARCH: EVALUATION AND EXPECTATIONS

Aspect measured	Findings	Number of respondents	% responses to the various options
Are you of the opinion that the admission requirements of technikons or universities are more strict?	Most of the respondents of all four population groups indicated that the admission requirements of universities are more strict than those of technikons. Considerable percentages of Asians (28,0 %) and blacks (27,3 %) indicated that the admission requirements of technikons and universities are equally strict.	Whites: N = 397 Coloureds: N = 393 Asians: N = 400 Blacks: N = 801	

	POPULATION GROUP			
	Whites %	Coloureds %	Asians %	Blacks %
University more	50,1	46,1	62,5	48,4
Both equally well	14,9	17,8	28,0	27,3
Technikon more	1,8	4,3	3,3	8,7
Neither university/technikon	22,2	8,7	2,0	4,6
Uncertain	11,1	23,2	4,3	10,9

TABLE 2.3 (cont.)

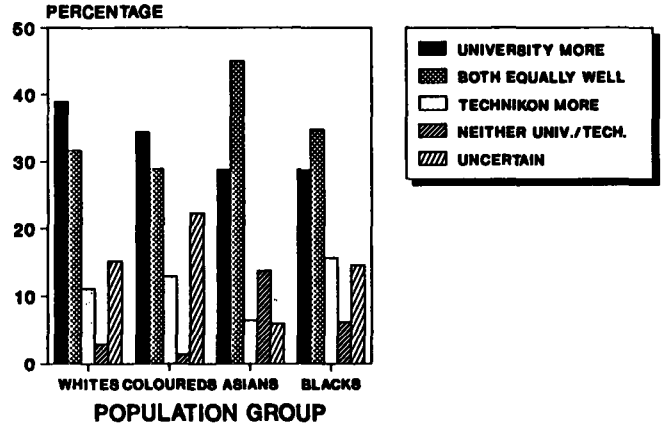
UNIVERSITY AND TECHNIKON: TRAINING AND RESEARCH: EVALUATION AND EXPECTATIONS

Aspect measured	Findings	Number of respondents	% responses to the various options
Does the technikon or the university guarantee a secure occupation or existence?	The majority of respondents of all four population groups indicated that technikon and university training is equally successful in guaranteeing a secure occupation or existence. Considerable percentages of coloureds (31,5 %), Asians (22,5 %) and blacks (29,2 %) indicated that university training is more successful in guaranteeing a secure occupation or existence.	Whites: N = 397 Coloureds: N = 394 Asians: N = 400 Blacks: N = 801	

	POPULATION GROUP			
	Whites %	Coloureds %	Asians %	Blacks %
University more	15,6	31,5	22,5	29,2
Both equally well	41,6	32,5	32,0	34,6
Technikon more	16,4	14,2	15,3	18,4
Neither university/technikon	16,9	3,0	25,3	6,4
Uncertain	9,6	18,8	5,0	11,5

TABLE 2.3 (cont.)

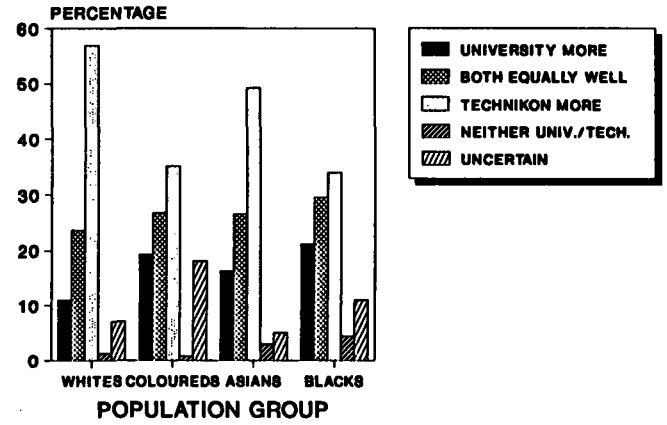
UNIVERSITY AND TECHNIKON: TRAINING AND RESEARCH: EVALUATION AND EXPECTATIONS

Aspect measured	Findings	Number of respondents	% responses to the various options
Does the technikon or the university succeed more in the general cultural and social development of the students?	Most of the white and coloured respondents indicated that the university succeeded better in the general cultural and social development of the student. The majority of Asian and black respondents indicated that the university and technikon are equally successful in the general cultural and social development of the student.	Whites: N = 397 Coloureds: N = 395 Asians: N = 400 Blacks: N = 801	

	POPULATION GROUP			
	Whites %	Coloureds %	Asians %	Blacks %
University more	39,0	34,4	28,8	28,8
Both equally well	31,7	28,9	45,0	34,8
Technikon more	11,1	12,9	6,5	15,6
Neither university/technikon	3,0	1,5	13,8	6,2
Uncertain	15,1	22,3	6,0	14,5

TABLE 2.3 (cont.)

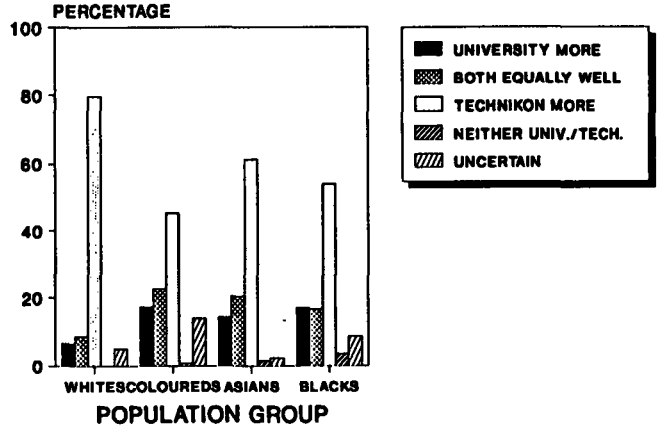
UNIVERSITY AND TECHNIKON: TRAINING AND RESEARCH: EVALUATION AND EXPECTATIONS

Aspect measured	Findings	Number of respondents	% responses to the various options
Does the training of the technikon or that of the university best meet the demands of the labour market?	The majority of respondents of all four population groups indicated that technikon training best met the demands of the labour market.	Whites: N = 397 Coloureds: N = 395 Asians: N = 400 Blacks: N = 801	

	POPULATION GROUP			
	Whites %	Coloureds %	Asians %	Blacks %
University more	11,1	19,2	16,3	21,1
Both equally well	23,7	26,8	26,5	29,5
Technikon more	56,9	35,2	49,3	34,0
Neither university/technikon	1,3	0,8	3,0	4,5
Uncertain	7,1	18,0	5,0	11,0

TABLE 2.3 (cont.)

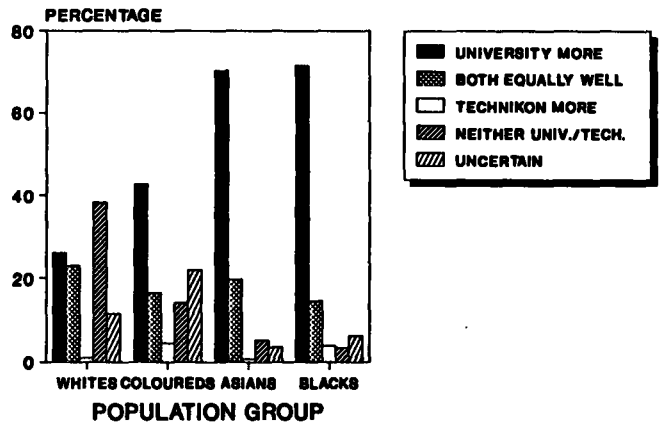
UNIVERSITY AND TECHNIKON: TRAINING AND RESEARCH: EVALUATION AND EXPECTATIONS

Aspect measured	Findings	Number of respondents	% responses to the various options
Concerning the development of practical skills, which is better, the university or the technikon?	Most of the respondents of all four population groups indicated that the technikon was more successful concerning the development of practical skills in students.	Whites: N = 397 Coloureds: N = 394 Asians: N = 400 Blacks: N = 801	

	POPULATION GROUP			
	Whites %	Coloureds %	Asians %	Blacks %
University more	6,5	17,5	14,5	17,1
Both equally well	8,6	22,6	20,5	16,7
Technikon more	79,8	45,2	61,3	53,9
Neither university/technikon	-	0,8	1,5	3,5
Uncertain	5,0	14,0	2,3	8,7

TABLE 2.3 (cont.)

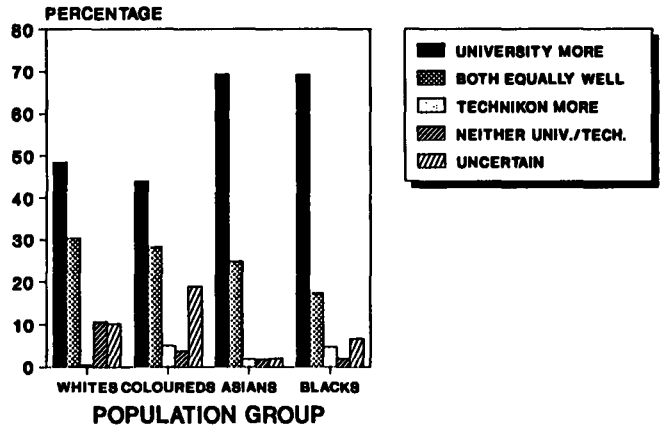
UNIVERSITY AND TECHNIKON: TRAINING AND RESEARCH: EVALUATION AND EXPECTATIONS

Aspect measured	Findings	Number of respondents	% responses to the various options
Are you of the opinion that university or technikon training takes too long?	The majority of white respondents indicated that neither university nor technikon training took too long. Most of the coloured (42,8 %), Asian (70,5 %) and black (71,6 %) respondents indicated that university training took too long.	Whites: N = 398 Coloureds: N = 395 Asians: N = 400 Blacks: N = 802	

	POPULATION GROUP			
	Whites %	Coloureds %	Asians %	Blacks %
University more	26,1	42,8	70,5	71,6
Both equally well	23,1	16,5	19,8	14,7
Technikon more	1,0	4,6	0,8	3,9
Neither university/technikon	38,2	14,2	5,3	3,5
Uncertain	11,6	22,0	3,8	6,4

TABLE 2.3 (cont.)

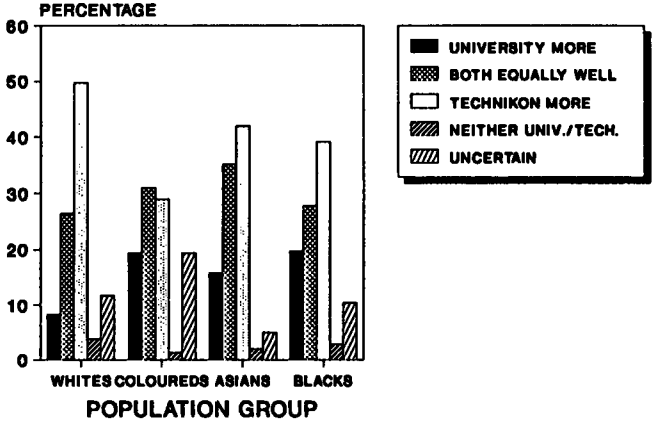
UNIVERSITY AND TECHNIKON: TRAINING AND RESEARCH: EVALUATION AND EXPECTATIONS

Aspect measured	Findings	Number of respondents	% responses to the various options
Is university or technikon training too expensive?	The majority of respondents of all four population groups indicated that university training was too expensive. Considerable percentages of white (30,2 %) and coloured (28,2 %) respondents indicated that both university and technikon training were too expensive.	Whites: N = 398 Coloureds: N = 394 Asians: N = 400 Blacks: N = 801	

	POPULATION GROUP			
	Whites %	Coloureds %	Asians %	Blacks %
University more	48,7	43,9	69,5	69,2
Both equally well	30,2	28,2	24,8	17,4
Technikon more	0,5	5,1	1,8	4,7
Neither university/technikon	10,6	3,8	1,8	2,0
Uncertain	10,1	19,0	2,3	6,7

TABLE 2.3 (cont.)

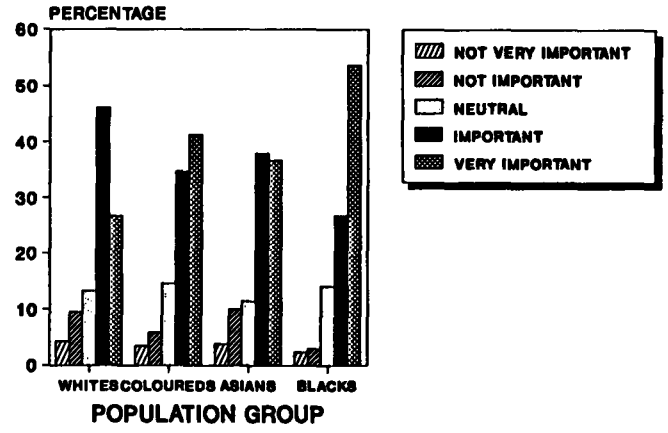
UNIVERSITY AND TECHNIKON: TRAINING AND RESEARCH: EVALUATION AND EXPECTATIONS

Aspect measured	Findings	Number of respondents	% responses to the various options
Do university or technikon trained students adapt quicker to the work situation?	Most of the white (49,7 %), Asian (42,0 %) and black (39,2 %) respondents and a considerable percentage (28,9 %) of coloured respondents indicated that the technikon-trained students adapted quicker to the work situation. The majority of coloured respondents (31,0 %) indicated that both university- and technikon-trained students adapted equally well to the work	Whites: N = 398 Coloureds: N = 394 Asians: N = 400 Blacks: N = 802	

	POPULATION GROUP			
	Whites %	Coloureds %	Asians %	Blacks %
University more	8,3	19,3	15,8	19,8
Both equally well	26,4	31,0	35,3	27,7
Technikon more	49,7	28,9	42,0	39,2
Neither university/technikon	3,8	1,3	2,0	2,9
Uncertain	11,8	19,5	5,0	10,5

TABLE 2.4

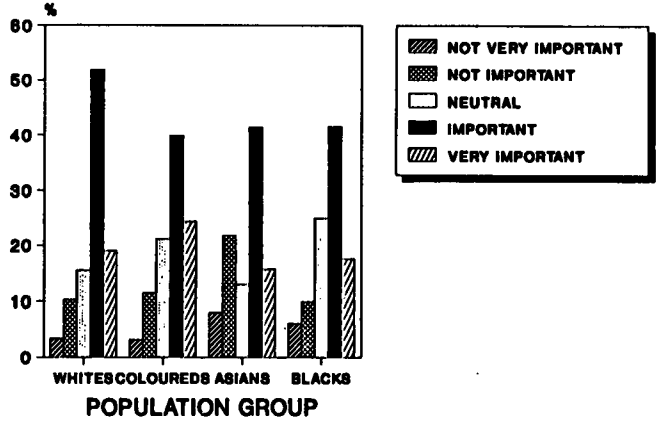
UNIVERSITY AND TECHNIKON: IMPORTANCE OF SOME ASPECTS IN THE CHOICE OF AN INSTITUTION

Aspect measured	Findings	Number of respondents	% responses to the various options
How important is the obtaining of a degree rather than a diploma for most people?	The vast majority of white (72,9 %), coloured (76,1 %), Asian (74,8 %) and black (80,5 %) respondents indicated that the obtaining of a degree rather than a diploma was important/very important for most people.	Whites: N = 399 Coloureds: N = 397 Asians: N = 400 Blacks: N = 799	

	POPULATION GROUP			
	Whites %	Coloureds %	Asians %	Blacks %
Not very important	4,3	3,5	3,8	2,4
Not important	9,5	5,8	10,0	3,0
Neutral	13,3	14,6	11,5	14,1
Important	46,1	34,8	38,0	26,8
Very important	26,8	41,3	36,8	53,7

TABLE 2.4 (cont.)

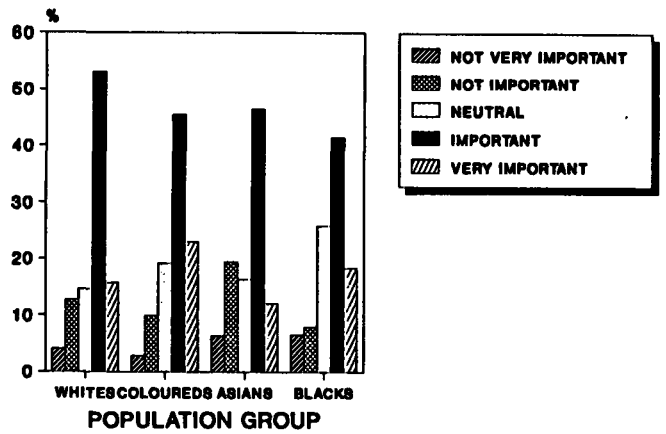
UNIVERSITY AND TECHNIKON: IMPORTANCE OF SOME ASPECTS IN THE CHOICE OF AN INSTITUTION

Aspect measured	Findings	Number of respondents	% responses to the various options
How important are the social activities at a postschool training institution for most people in the choice of a postschool training institution?	The majority of white (68,7 %), coloured (68,2 %), Asian (58,3 %) and black (59,7 %) respondents indicated that the social activities at a postschool training institution were important/very important for most people in the choice of a postschool training institution.	Whites: N = 397 Coloureds: N = 393 Asians: N = 400 Blacks: N = 802	

	POPULATION GROUP			
	Whites %	Coloureds %	Asians %	Blacks %
Not very important	4,0	2,8	6,3	6,6
Not important	12,6	9,9	19,3	7,9
Neutral	14,6	19,1	16,3	25,8
Important	53,1	45,3	46,3	41,4
Very important	15,6	22,9	12,0	18,3

TABLE 2.4 (cont.)

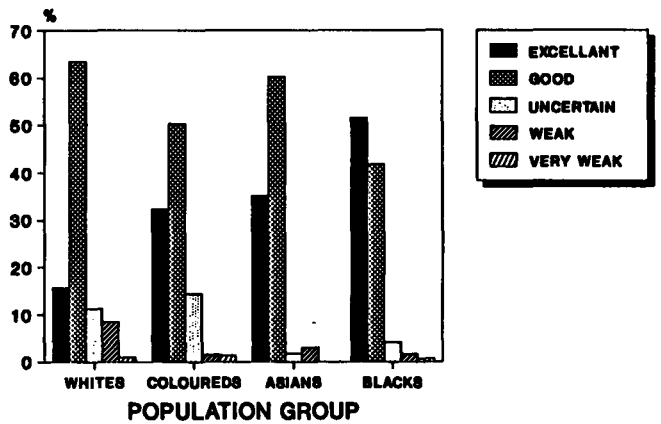
UNIVERSITY AND TECHNIKON: IMPORTANCE OF SOME ASPECTS IN THE CHOICE OF AN INSTITUTION

Aspect measured	Findings	Number of respondents	% responses to the various options
How important is the quality of the sport and coaching facilities at a postschool training institution for most people in the choice of a postschool training institution?	Most of the white (70,9 %), coloured (64,3 %), Asian (57,3 %) and black (59,1 %) respondents indicated that the quality of the sport and coaching facilities at a postschool training institution were important/very important for most people in the choice of a postschool training institution.	Whites: N = 399 Coloureds: N = 393 Asians: N = 400 Blacks: N = 801	

	POPULATION GROUP			
	Whites %	Coloureds %	Asians %	Blacks %
Not very important	3,3	3,1	8,0	6,1
Not important	10,3	11,5	21,8	9,9
Neutral	15,5	21,1	13,0	25,0
Important	51,9	39,9	41,5	41,6
Very important	19,0	24,4	15,8	17,5

TABLE 2.5

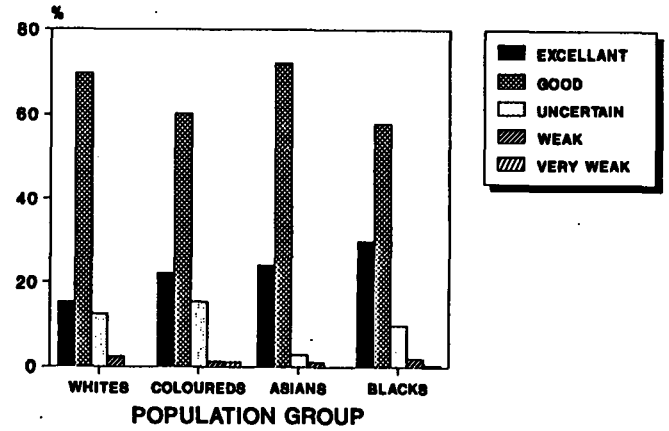
UNIVERSITY AND TECHNIKON: EVALUATION OF GENERAL IMAGE

Aspect measured	Findings	Number of respondents	% Responses to the various options
What is your general image of the university?	The vast majority of white (79,2 %), coloured (82,8 %), Asian (95,3 %) and black (93,5 %) respondents indicated that their general image of the university was good/ excellent.	Whites: N = 399 Coloureds: N = 395 Asians: N = 399 Blacks: N = 802	

	POPULATION GROUP			
	Whites %	Coloureds %	Asians %	Blacks %
Excellent	15,8	32,4	35,1	51,6
Good	63,4	50,4	60,2	41,9
Uncertain	11,3	14,4	1,8	4,2
Weak	8,5	1,5	3,0	1,6
Very weak	1,0	1,3	-	0,6

TABLE 2.5 (cont.)

UNIVERSITY AND TECHNIKON: EVALUATION OF GENERAL IMAGE

Aspect measured	Findings	Number of respondents	% responses to the various options
What is your general image of the technikon?	The vast majority of white (85,2 %), coloured (82,3 %), Asian (96,3 %) and black (87,9 %) respondents indicated that their general image of the technikon was good/excellent.	Whites: N = 399 Coloureds: N = 394 Asians: N = 399 Blacks: N = 802	

	POPULATION GROUP			
	Whites %	Coloureds %	Asians %	Blacks %
Excellent	15,3	22,1	24,1	30,0
Good	69,9	60,2	72,2	57,9
Uncertain	12,5	15,5	2,8	9,9
Weak	2,3	1,3	1,0	1,9
Very weak	-	1,0	-	0,4

CHAPTER 3

PERCEPTIONS OF EMPLOYERS, PROFESSIONAL COUNCILS AND TRADE UNIONS

3.1 INTRODUCTION

Employers, trade unions and professional councils were involved in the investigation for the following reasons:

(a) Employers are the direct users of the students as the products of university and technikon training.

(b) Research done by tertiary institutions is implemented in the private sector.

(c) The private sector invests in universities and technikons to provide training, to improve training and to enhance facilities and skills available for research.

(d) Professional councils have a say in tertiary curricula. They lay down certain prerequisites for the registration of their members to ensure and to preserve professional standards.

(e) Trade unions are the formal bodies representing the interests of employees some of whom received tertiary training. It is in the trade union's interests to ensure efficient and relevant training.

It was thought that organizations with direct interests in tertiary education could contribute to an investigation into the image of the university to identify deficiencies and that this should be taken into account when aiming to improve the universities.

3.2 ASPECTS INVESTIGATED

The following aspects of university and technikon training were investigated by means of a structured questionnaire that was sent to organizations (the respondents are listed in Appendix A):

(a) Perceived responsibility of the university versus the perceived responsibility of the technikon and the degree to which both fulfil their respective responsibilities.

(b) Perceptions of the quality of the training and research in each type of institution.

(c) The immediate relevancy of training.

(d) The effectiveness/efficiency and relevance of research performed at present.

(e) The deficiencies identified by these organizations.

3.3 THE TEST SAMPLE

Of the 100 questionnaires posted to the 100 largest companies in the RSA that employed persons with tertiary training, 42 responded. Among this group of returns, questionnaires were completed by 2 heads of psychological services, 28 human resources managers, 7 directors of human resources, 2 recruitment officers, 1 director of manpower planning and 2 financial directors. Two of the companies were in the mining and quarrying sector; 16 were in the manufacturing sector; 7 in the construction sector; 12 in the wholesale and retail trade, catering and accommodation services; 3 were in financing, insurance, real estate and business services sector, and 2 were in the sector involved in community, social and personal services.

Fifty per cent (50 %) (13 of the 26) questionnaires sent to professional councils were completed and returned. The questionnaires were completed by 2 directors/deputy directors, 2 presidents/ vice presidents, 1 member of the council, 2 administrative officers, 1 manager, 1 secretary and 7 registrars of councils.

Only 10 of the 90 trade unions that received questionnaires responded. This is a response of only 11 % which possibly indicates that trade unions are not sensitive to the topic being investigated. The questionnaires returned by trade unions were completed by 7 secretaries, 1 labour relations officer, 1 labour relations manager and 1 president. In the analysis of questionnaire returns, the numbers of respondents to each question varies because all respondents did not answer all the questions.

3.4 FINDINGS

Firstly the different organizations were requested to indicate what they regarded as the respective responsibilities of the university and the technikon. Secondly, the perceptions of the respondents were invited on the success of the university versus the success of the technikon in equipping students with skills and acquired characteristics corresponding to the responsibilities the organization expected of employees. Thirdly, the perceived success of university and technikon training and research was assessed. Finally, the respondents were asked to evaluate statements regarding university and technikon training and research.

3.4.1 Perceived responsibility of the university versus the perceived responsibility of the technikon

Detailed findings of the responses to this question are given in Table 3.1 (pp. 64-79). Respondents were asked to choose one of the following options on each measured aspect:

1 - Wholly the responsibility of the technikon
2 - Mainly the responsibility of the technikon
3 - The responsibility of both
4 - Mainly the responsibility of the university
5 - Wholly the responsibility of the university.

Most aspects of training and research were regarded by the majority of respondents as a matter of joint responsibility of the university and technikon.

A considerable percentage of respondents however indicated that the following aspects of training and research lay mainly/wholly within the realm of university education and training:

(a) Balanced cultural and social development of the student.
(b) The training of high-level manpower.
(c) The preparation of students to take a lead in research and development.
(d) The preparation of the student for life-long independent study.
(e) Development of intellectual skills.
(f) The promotion of creative thinking.
(g) The development of adaptability to changing professional requirements.
(h) The development of expertise in scientific language.

A considerable percentage of respondents indicated that the following aspects of training and research were mainly/wholly the responsibility of the technikon:

(a) Development of the ability to apply technology.
(b) Career-oriented training of the student.
(c) The development of practical skills.

3.4.2 Perceptions of the success of the university versus the success of the technikon in equipping students with skills and acquired characteristics

A detailed analysis is given in Table 3.2 (pp. 80-109). Respondents were asked to choose one of the following options regarding the success of the university as opposed to the success of the technikon in equipping students with skills and acquired characteristics:

1 - Not at all
2 - To a small extent
3 - To an appreciable extent
4 - To a considerable extent
5 - To a large extent
6 - Not applicable.

The findings were as follows:

(a) General training and development of the student

(i) University-trained students - Professional councils showed appreciably more agreement with the success of the university whereas employers and trade unions' responses reflected some reservations about the general training of university students.

(ii) Technikon-trained students - While the professional councils mostly absolved themselves from commenting on the training and development of technikon-trained students, these students were held in higher regard by the trade unions than by employers.

(b) Balanced cultural and social development of students

(i) University-trained students - The professional councils expressed considerably fewer reservations about cultural and social development of university-trained students than did either the employers or the trade unions.

(ii) Technikon-trained students - On the other hand technikon-trained students were seen as benefiting to an appreciably lesser extent from the point of view of their cultural and social development by both employers and by trade unions.

(c) Developed cultural values

(i) University-trained students - Professional councils and trade unions were satisfied with the developed cultural values of university-trained students, while employers were mostly negative about the success of universities in this regard.

(ii) Technikon-trained students - Technikon trained students were seen as benefiting to an appreciably lesser extent from the point of view of their developed cultural values by trade unions. Employers also showed reservations about the developed cultural values of technikon-trained students.

(d) Potential for training of high-level manpower

(i) University-trained students - Professional councils and trade unions were very positive about the potential of university-trained students for purposes of training of high-level manpower. Although employers were also positive about this, they showed some reservations.

(ii) Technikon-trained students - On the other hand technikon-trained students were seen as benefiting to an appreciably lesser extent from the point of view of their cultural and social development by especially the employers.

(e) The ability to lead research

(i) University-trained students - Professional councils showed appreciably more agreement with the success of the university whereas employers and trade unions responses reflected some reservations about the ability of university students to lead research.

(ii) Technikon-trained students - Technikon-trained students were seen as benefiting to a considerably lesser extent from the point of view of their ability to lead research especially by employers. The respondents from the professional councils opted out of answering this question for the main part. These students were held in better regard by the trade unions than by the employers.

(f) Preparedness of the student for further training

(i) University-trained students - Professional councils showed appreciably more agreement with the success of the university in the preparedness of university students for further training. All three groups of respondents were positive about the success of the university.

(ii) Technikon-trained students - Employers and trade unions were reasonably satisfied with the preparedness of technikon students for further training although their responses reflected appreciably more reservations than in the case of the university students.

(g) Developed intellectual skills

(i) University-trained students - Professional councils showed appreciably more agreement with the success of the university whereas employers and trade unions reflected some reservations about the developed intellectual skills of university students.

(ii) Technikon-trained students - While the professional councils mostly absolved themselves from commenting on the issue, technikon-trained students were seen as benefiting to an appreciably lesser extent from the point of view of their developed intellectual skills by employers. Trade unions showed considerably more agreement with the success of technikons about the development of the intellectual skills of their students.

(h) Innovative and creative thinking

(i) University-trained students - All three response groups agreed on the success of the university in the development of innovative and creative thinking. The employers and trade unions however showed more reservations in this regard than the professional councils.

(ii) Technikon-trained students - On the other hand technikon-trained students were seen by employers as benefiting to an appreciably lesser extent from the point of view of their creative and innovative thinking. Trade unions on the other hand agreed with the success of the technikon in this regard. For the main part the respondents from the professional councils refrained from answering this question.

(i) Flexibility in the application of knowledge

(i) University-trained students - Professional councils showed appreciably more agreement with the success of the university. Although employers and trade unions also agreed with the success of the university in this regard they reflected some reservations about the flexibility in the application of knowledge by the university students.

(ii) Technikon-trained students - Technikon-trained students were seen as benefiting to an appreciably lesser extent from the point of view of their flexibility in the application of knowledge by employers while trade unions on the other hand agreed with the success of the technikon in this regard. The respondents from the professional councils opted out of answering this question for the main part.

(j) The ability to apply technology

(i) University-trained students - Employers indicated that they were not satisfied with the ability of university students to apply technology. The responses of the professional councils showed some reservations regarding this aspect of the training of university students. No finding was possible from the responses made by trade unions.

(ii) Technikon-trained students - Both employers and trade unions indicated that they were very satisfied with the ability of technikon students to apply technology. The respondents from the professional councils opted out of answering this question for the main part.

(k) The ability to adapt to changing professional requirements

(i) University-trained students - All three groups of respondents agreed on the success of the university with regard to the ability of university students to adapt to changing professional requirements.

(ii) Technikon-trained students - While the professional councils mostly absolved themselves from commenting on this issue, technikon-trained students were seen as benefiting to an appreciably lesser extent from the point of view of their ability to adapt to changing professional requirements by employers. Trade unions showed less reservations in this regard. Most of the professional councils opted out of answering this question.

(l) Career-oriented training

(i) University-trained students - The professional councils agreed on the success of the university in the career-oriented training of the university students, while the employers indicated that the technikons were more successful in this aspect of training. The trade unions showed some reservations about the career-oriented training of the university students.

(ii) Technikon-trained students - On the other hand technikon-trained students were seen as benefiting to a considerable extent from the point of view of their career-oriented training by employers and trade unions. For the main part the respondents from the professional councils opted out of answering this question.

(m) Developed practical skills

(i) University-trained students - The employers indicated that they were not satisfied with the success of the university about the development of practical skills of university students. Although the majority of professional councils' respondents indicated that they agree with the success of the universities they did however show some reservations regarding this aspect of training. The responses of the trade unions revealed even more reservations in this regard.

(ii) Technikon-trained students - While the professional councils mostly absolved themselves from commenting on this aspect the technikon-trained students were seen as benefiting to a considerably greater extent from the point of view of their developed practical skills by employers and trade unions. Most of the professional councils refrained from, answering this question.

(n) Scientific literacy

(i) University-trained students - All three groups of respondents agreed with the success of the university concerning the development of scientific literacy among university students.

(ii) Technikon-trained students - Although the trade unions and employers agreed with the success of the technikons in this regard, the employers showed appreciably more reservations about the development of the scientific literacy of technikon students. Most of the professional councils did not answer this question.

(o) Economic literacy

(i) University-trained students - Although the professional councils and trade unions agreed with the success of the university with regard to the development of economic literacy of university students, the employers indicated that the university was not successful in this regard.

(ii) Technikon-trained students - Although the trade unions and employers agreed with the success of the technikons in this regard, the employers showed considerably more reservations about the development of the economic literacy of technikon students. Most of the professional councils did not answer this question.

3.4.3 Perceived success of university and technikon training and research

A detailed analysis is given in Table 3.3 (pp. 110-130). Respondents were asked to choose one of the following options for each of the aspects to be measured:

1 - Technikon definitely more successful
2 - Technikon slightly more successful than the university
3 - Equally successful
4 - University slightly more successful than the technikon
5 - University definitely more successful.

From these findings it became evident that the majority of respondents felt that the university was more successful than the technikon in the following aspects:

(a) Conferring status on its students.
(b) Enabling its students to earn high salaries.
(c) Providing students with good promotion prospects.
(d) Preparing students to occupy managerial positions in companies.
(e) Preparing students for other high level positions in a company.
(f) Providing tuition for students who perform above average in the academic field.
(g) Setting high academic standards.
(h) Developing students' intellectual capacities.
(i) Leading research.
(j) Leading tertiary education.

The majority of respondents indicated that the technikon was more successful in the following:

(a) Training students in fields of study that are in great demand in the labour market.

(b) Providing students with the ability to apply their acquired knowledge in the work situation.

(c) Preparing students to adapt easily and quickly to the work situation.

(d) Keeping tuition fees at reasonable levels. (Large percentages of respondents however indicated that neither achieved this end.)

3.4.4 Evaluation of statements regarding university and technikon training and research

A detailed analysis is given in Table 3.4 (pp. 131-134).

(a) Most respondents agreed with the statement that the course composition of many university students is too general.

(b) Most respondents agreed with the statement that many persons currently trained at universities would be more suitably trained at technikons.

(c) Most respondents disagreed with the statement that universities should concentrate on basic research rather than applied research.

(d) Almost all the respondents agreed with the statement that technikons should be encouraged to co-operate with universities in order to accomplish effective interaction of their research and development activities.

3.5 SUMMARY

Most of the perceived responsibilities were in accordance with the role of the university and the role of the technikon as described in the literature and indicated in Chapter 1 Paragraph 1.4.

According to the majority of respondents the university should concentrate on aspects of general development and character building of students, the development of leadership for high level manpower, the development of intellectual skills, the promotion of innovative and creative thinking, the preparation of students for further training, the development of adaptability to changing professional requirements, the development of scientific literacy, in addition to which the university should take the lead in research and in tertiary education in general.

The typical role of the technikon is seen by most respondents as the development of the ability of students to apply technology, career-oriented training and the development of practical skills. The abovementioned skills and characteristics were also those which the university and technikon respectively were very successful in equipping students with.

In general most respondents indicated that university-trained students had more status, were able to earn high salaries, had better promotion prospects, were better prepared for managerial and high-level positions, their intellectual capacities were more developed and they were better equipped to lead research. The university was more successful in the setting of high academic standards and was the leader of tertiary education.

Technikon-trained students were in great demand in the labour market, were more able to apply their acquired knowledge in the work situation and could adapt easily and quickly to the work situation. Technikons had kept tuition fees at more reasonable levels and their courses were more relevant to the requirements of the workplace.

In general, the image of the university in the private sector is in accordance with the role that the university should fulfil as seen by the CUP. According to the respondents (especially employers) there are however, the following deficiencies in university training:

(a) The development of cultural values of students.
(b) The ability of university students to apply technology.
(c) Career-oriented training of the students.
(d) The development of the practical skills of university students.
(e) The development of economic literacy.
(f) Tuition fees of universities are too high.
(g) The course composition of many university students is too general.
(h) Many persons currently trained at universities are more suitable for training at technikons.
(i) There should be more co-operation between the university and technikon with regard to research and development activities.

TABLE 3.1

UNIVERSITY AND TECHNIKON: RESEARCH AND TRAINING: PERCEIVED RESPONSIBILITY

Aspect measured	Response group	Number of respondents	Findings	% responses of the various groups to the options
General training and development of the student	Employers	N = 42	The majority of respondents indicated that this aspect was a matter of joint responsibility	1: - 2: 2,4 3: 83,3 4: 14,3 5: -
	Professional councils	N = 13	Although the majority of respondents indicated that this aspect was a matter of joint responsibility, a considerable percentage was of the opinion that it was mainly the responsibility of the university.	1: - 2: - 3: 69,2 4: 30,8 5: -
	Trade unions	N = 8	The majority of respondents indicated that this aspect was a matter of joint responsibility	1: - 2: - 3: 87,5 4: 12,5 5: -

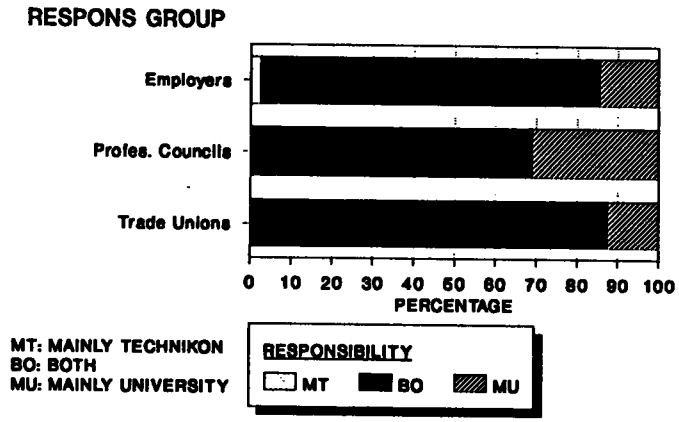


TABLE 3.1 (cont.)

UNIVERSITY AND TECHNIKON: RESEARCH AND TRAINING: PERCEIVED RESPONSIBILITY

Aspect measured	Response group	Number of respondents	Findings	% responses of the various groups to the options
Balanced cultural and social development of the student	Employers	N = 40	The majority of respondents indicated that this aspect was a matter of joint responsibility. A considerable percentage was of the opinion that it was mainly the responsibility of the university.	1: - 2: - 3: 80 4: 20 5: -
	Professional councils	N = 13	Although the majority of respondents indicated that this aspect was a matter of joint responsibility, a considerable percentage was of the opinion that it was mainly the responsibility of the university.	1: - 2: - 3: 61,5 4: 38,5 5: -
	Trade unions	N = 9	The majority of respondents indicated that this aspect was a matter of joint responsibility. A considerable percentage was of the opinion that it was mainly the responsibility of the university.	1: - 2: - 3: 77,8 4: 22,2 5: -

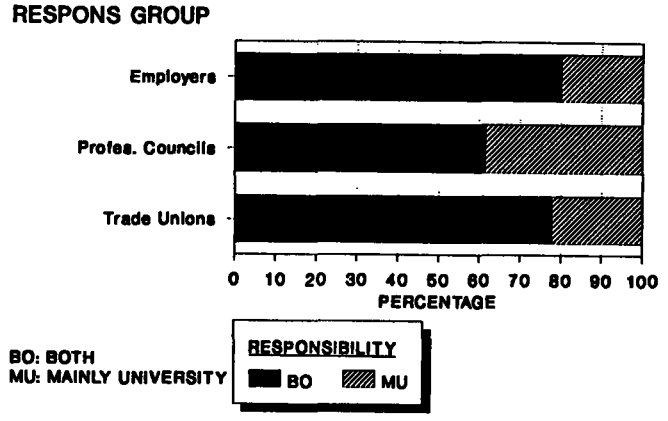


TABLE 3.1 (cont.)

UNIVERSITY AND TECHNIKON: RESEARCH AND TRAINING: PERCEIVED RESPONSIBILITY

Aspect measured	Response group	Number of respondents	Findings	% responses of the various groups to the options
Building the character of students	Employers	N = 41	All the respondents indicated that this aspect was a matter of joint responsibility.	1: - 2: - 3: 100 4: - 5: -
	Professional councils	N = 12	Although the majority of respondents indicated that this aspect was a matter of joint responsibility, a considerable percentage was of the opinion that it was mainly the responsibility of the university.	1: - 2: - 3: 83,3 4: 16,7 5: -
	Trade unions	N = 10	The majority of respondents indicated that this aspect was a matter of joint responsibility. One respondent indicated that it was wholly the responsibility of the technikon.	1: 10,0 2: - 3: 90,0 4: - 5: -

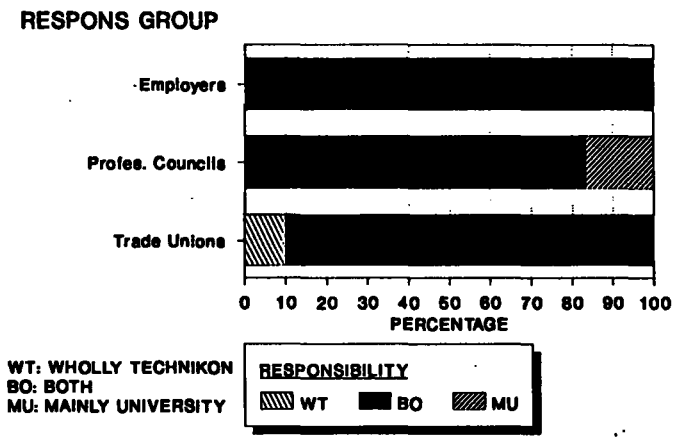


TABLE 3.1 (cont.)

UNIVERSITY AND TECHNIKON: RESEARCH AND TRAINING: PERCEIVED RESPONSIBILITY

Aspect measured	Response group	Number of respondents	Findings	% responses of the various groups to the options
The development of cultural values	Employers	N = 41	The majority of respondents indicated that this aspect was a matter of joint responsibility.	1: - 2: 2,4 3: 92,7 4: 2,4 5: 2,4
	Professional councils	N = 13	Although the majority of respondents indicated that this aspect was a matter of joint responsibility, a considerable percentage was of the opinion that it was mainly/wholly the responsibility of the university.	1: - 2: - 3: 84,6 4: 7,7 5: 7,7
	Trade unions	N = 10	The majority of respondents indicated that this aspect was a matter of joint responsibility. Two respondents indicated that it was mainly/wholly the responsibility of the university.	1: - 2: 10,0 3: 70,0 4: 10,0 5: 10,0

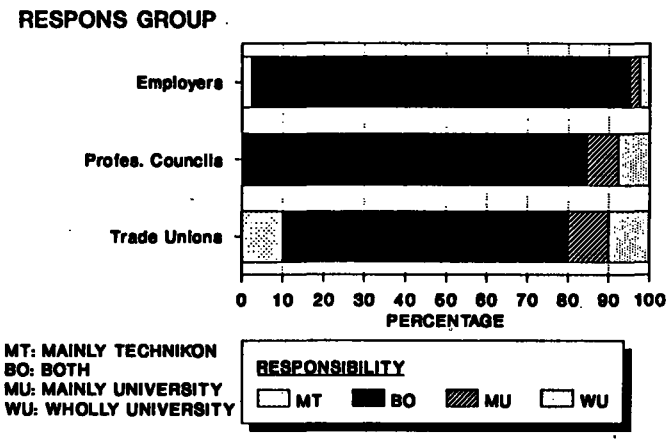


TABLE 3.1 (cont.)

UNIVERSITY AND TECHNIKON: RESEARCH AND TRAINING: PERCEIVED RESPONSIBILITY

Aspect measured	Response group	Number of respondents	Findings	% responses of the various groups to the options
The training of high-level manpower	Employers	N = 42	A small majority of respondents indicated that this aspect was a matter of joint responsibility. A very large percentage indicated that this aspect was mainly/wholly the responsibility of the university.	1: - 2: 2,4 3: 54,8 4: 40,5 5: 2,4
	Professional councils	N = 13	A small majority of respondents indicated that this aspect was a matter of joint responsibility. A large percentage was of the opinion that it was mainly/wholly the responsibility of the university.	1: 7,7 2: - 3: 53,8 4: 23,1 5: 15,4
	Trade unions	N = 10	The majority of respondents indicated that this aspect was mainly/wholly the responsibility of the university. A considerable percentage indicated that this was a joint responsibility.	1: - 2: 10,0 3: 40,0 4: 30,0 5: 20,0

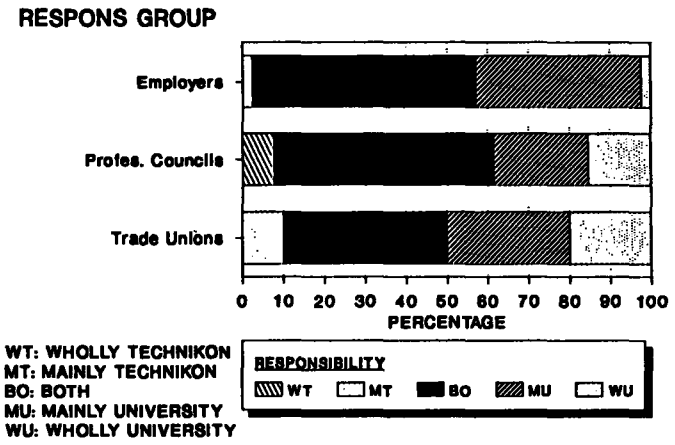


TABLE 3.1 (cont.)

UNIVERSITY AND TECHNIKON: RESEARCH AND TRAINING: PERCEIVED RESPONSIBILITY

Aspect measured	Response group	Number of respondents	Findings	% responses of the various groups to the options
The preparation of students to take the lead in research and development	Employers	N = 42	The majority of respondents indicated that this aspect was mainly/wholly the responsibility of the university. A considerable percentage indicated that this aspect was a joint responsibility.	1: - 2: - 3: 26,2 4: 40,5 5: 33,3
	Professional councils	N = 12	A very large majority of respondents indicated that this aspect was mainly/ wholly the responsibility of the university. The remaining respondents indicated that this aspect was a joint responsibility.	1: - 2: - 3: 16,7 4: 58,3 5: 25,0
	Trade unions	N = 9	A small majority of respondents indicated that this aspect was a matter of joint responsibility. A large percentage indicated that this aspect was mainly/wholly the responsibility of the university.	1: - 2: - 3: 55,6 4: 33,3 5: 11,1

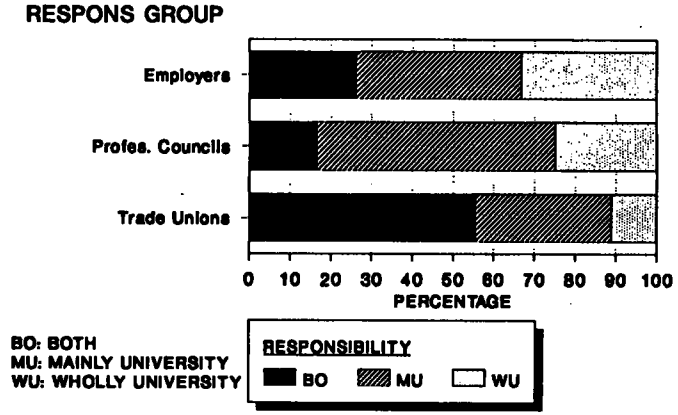


TABLE 3.1 (cont.)

UNIVERSITY AND TECHNIKON: RESEARCH AND TRAINING: PERCEIVED RESPONSIBILITY

Aspect measured	Response group	Number of respondents	Findings	% responses of the various groups to the options
The preparation of the student for life-long independent study	Employers	N = 42	Although the majority of respondents indicated that this aspect was a matter of joint responsibility, a considerable percentage was of the opinion that it was mainly/wholly the responsibility of the university.	1: - 2: 2,4 3: 54,8 4: 35,7 5: 7,1
	Professional councils	N = 13	The majority of respondents indicated that this aspect was mainly/wholly the responsibility of the university. A large percentage indicated that it was a matter of joint responsibility.	1: - 2: - 3: 46,2 4: 38,5 5: 15,4
	Trade unions	N = 9	Although the majority of respondents indicated that this aspect was a matter of joint responsibility, a large percentage was of the opinion that it was mainly/wholly the responsibility of the university.	1: - 2: - 3: 55,6 4: 33,3 5: 11,1

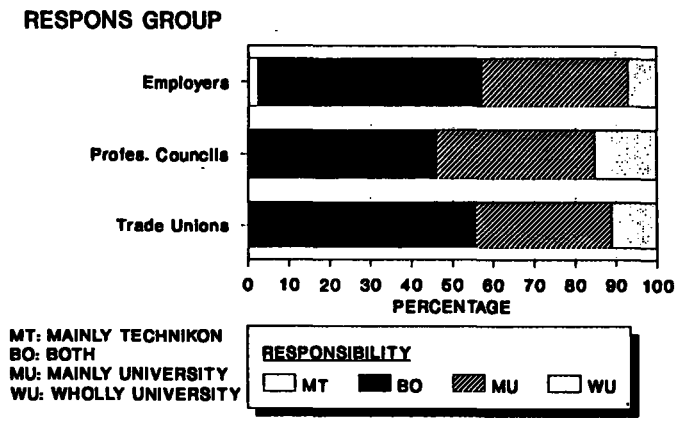


TABLE 3.1 (cont.)

UNIVERSITY AND TECHNIKON: RESEARCH AND TRAINING: PERCEIVED RESPONSIBILITY

Aspect measured	Response group	Number of respondents	Findings	% responses of the various groups to the options
Development of intellectual skills	Employers	N = 42	The majority of respondents indicated that this matter was mainly the responsibility of the university. A large percentage indicated that it was a matter of joint responsibility.	1: - 2: - 3: 45,2 4: 54,8 5: -
	Professional councils	N = 13	The vast majority of respondents indicated that this matter was mainly/ wholly the responsibility of the university. The remaining respondents indicated that it was a matter of joint responsibility.	1: - 2: - 3: 15,4 4: 53,8 5: 30,8
	Trade unions	N = 9	A small majority indicated that this aspect was a matter of joint responsibility. A very large percentage indicated that it was mainly the responsibility of the university.	1: - 2: - 3: 55,6 4: 44,4 5: -

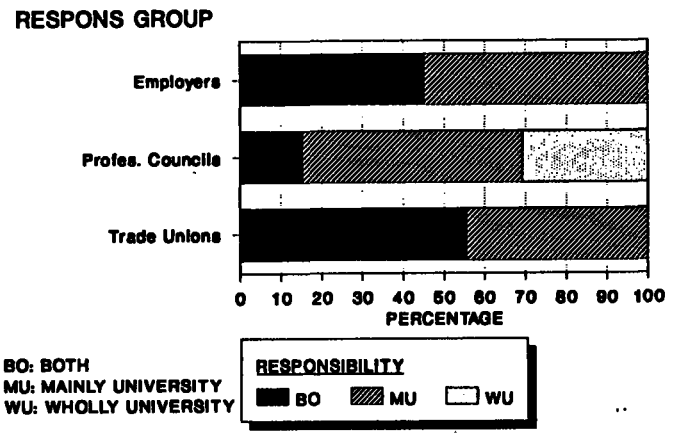


TABLE 3.1 (cont.)

UNIVERSITY AND TECHNIKON: RESEARCH AND TRAINING: PERCEIVED RESPONSIBILITY

Aspect measured	Response group	Number of respondents	Findings	% responses of the various groups to the options
The promotion of creative thinking	Employers	N = 42	The majority of respondents indicated that it was a matter of joint responsibility. A large percentage indicated that it was mainly the responsibility of the university.	1: - 2: 2,4 3: 61,9 4: 35,7 5: -
	Professional councils	N = 13	The majority of respondents indicated that it was mainly/wholly the responsibility of the university. A very large percentage indicated that this aspect was a matter of joint responsibility.	1: - 2: - 3: 46,2 4: 30,8 5: 23,1
	Trade unions	N = 9	The majority of respondents indicated that this aspect was a matter of joint responsibility. Two respondents indicated that this aspect was mainly/ wholly the responsibility of the technikon.	1: 11,1 2: 11,1 3: 66,7 4: 11,1 5: -

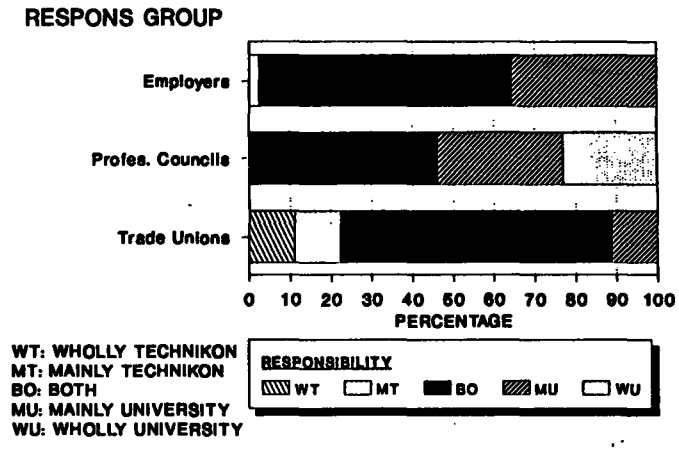


TABLE 3.1 (cont.)

UNIVERSITY AND TECHNIKON: RESEARCH AND TRAINING: PERCEIVED RESPONSIBILITY

Aspect measured	Response group	Number of respondents	Findings	% responses of the various groups to the options
The development of flexibility in the application of knowledge	Employers	N = 42	Although the vast majority of respondents indicated that this aspect was a matter of joint responsibility, a considerable percentage indicated that this aspect was mainly/wholly the responsibility of the university.	1: - 2: 4,8 3: 73,8 4: 16,7 5: 4,8
	Professional councils	N = 12	The vast majority indicated that this was a matter of joint responsibility. The other respondents indicated that this was mainly/wholly the responsibility of the university.	1: - 2: - 3: 83,3 4: 8,3 5: 8,3
	Trade unions	N = 9	The majority of respondents indicated that this aspect was a matter of joint responsibility.	1: - 2: 11,1 3: 77,8 4: 11,1 5: -

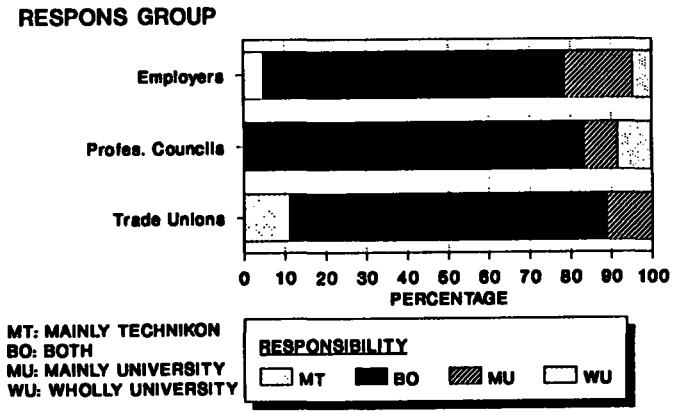


TABLE 3.1 (cont.)

UNIVERSITY AND TECHNIKON: RESEARCH AND TRAINING: PERCEIVED RESPONSIBILITY

Aspect measured	Response group	Number of respondents	Findings	% responses of the various groups to the options
Development of the ability to apply technology	Employers	N = 42	The majority of respondents indicated that this aspect was a joint responsibility. Most of the remaining respondents indicated that this was mainly/wholly the responsibility of the technikon.	1: 7,1 2: 31,0 3: 54,8 4: 7,1 5: -
	Professional councils	N = 12	Equal percentages of respondents indicated that this aspect was a joint responsibility or mainly the responsibility of the technikon.	1: - 2: 50,0 3: 50,0 4: - 5: -
	Trade unions	N = 10	Equal percentages of respondents indicated that this aspect was a matter of joint responsibility or mainly/ wholly the responsibility of the technikon.	1: 20,0 2: 30,0 3: 50,0 4: - 5: -

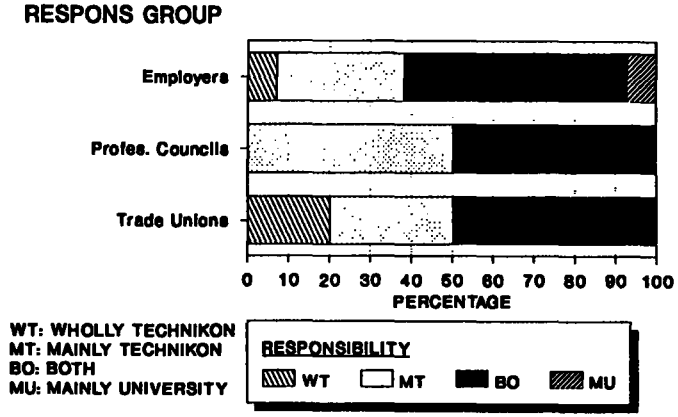


TABLE 3.1 (cont.)

UNIVERSITY AND TECHNIKON: RESEARCH AND TRAINING: PERCEIVED RESPONSIBILITY

Aspect measured	Response group	Number of respondents	Findings	% responses of the various groups to the options
The development of adaptability to changing professional requirements	Employers	N = 42	Although the majority of respondents indicated that this aspect was a matter of joint responsibility, a considerable percentage was of the opinion that it was mainly the responsibility of the university.	1: - 2: 4,8 3: 66,7 4: 26,2 5: 2,4
	Professional councils	N = 13	A small majority of respondents indicated that this aspect was a matter of joint responsibility. The remaining respondents indicated that it was mainly/wholly the responsibility of the university.	1: - 2: - 3: 53,8 4: 38,5 5: 7,7
	Trade unions	N = 9	The vast majority of respondents indicated that this aspect was a matter of joint responsibility. The remaining respondents indicated that it was mainly the responsibility of the university.	1: - 2: - 3: 77,8 4: 22,2 5: -

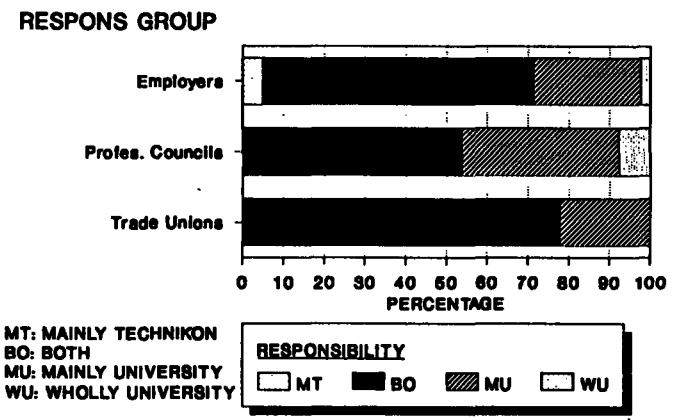


TABLE 3.1 (cont.)

UNIVERSITY AND TECHNIKON: RESEARCH AND TRAINING: PERCEIVED RESPONSIBILITY

Aspect measured	Response group	Number of respondents	Findings	% responses of the various groups to the options
Career-oriented training of the student	Employers	N = 42	Although the majority of respondents indicated that this aspect was a matter of joint responsibility, a very large percentage indicated that it was mainly/ wholly the responsibility of the technikon.	1: 2,4 2: 33,3 3: 59,5 4: 4,8 5: -
	Professional councils	N = 13	Although the majority of respondents indicated that this aspect was a matter of joint responsibility, a very large percentage indicated that it was mainly the responsibility of the technikon.	1: - 2: 30,8 3: 53,8 4: 15,4 5: -
	Trade unions	N = 10	All the respondents indicated that this aspect was mainly/wholly the responsibility of the university.	1: - 2: - 3: - 4: 40 5: 60

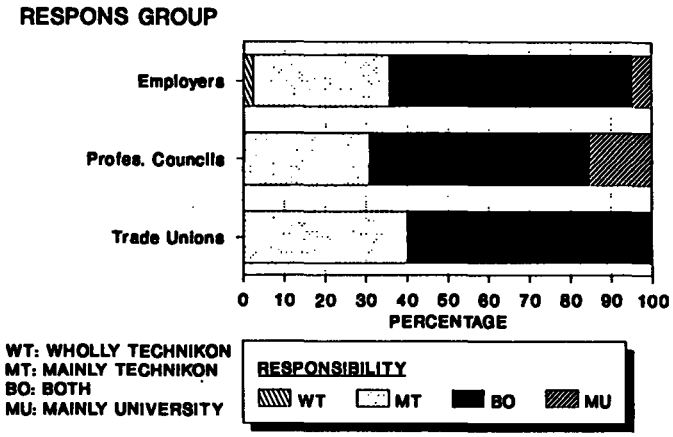


TABLE 3.1 (cont.)

UNIVERSITY AND TECHNIKON: RESEARCH AND TRAINING: PERCEIVED RESPONSIBILITY

Aspect measured	Response group	Number of respondents	Findings	% responses of the various groups to the options
The development of practical skills	Employers	N = 42	The vast majority of respondents indicated that this aspect was mainly/ wholly the responsibility of the technikon.	1: 9,5 2: 78,6 3: 11,9 4: - 5: -
	Professional councils	N = 12	A small majority of respondents indicated that this aspect was mainly the responsibility of the technikon. The remaining respondents indicated that it was a matter of joint responsibility.	1: - 2: 58,3 3: 41,7 4: - 5: -
	Trade unions	N = 10	Equal percentages of respondents indicated that it was mainly the responsibility of the technikon or a joint responsibility.	1: - 2: 50,0 3: 50,0 4: - 5: -

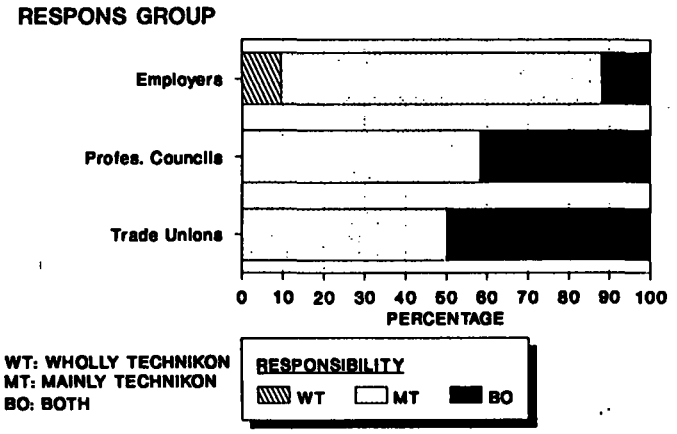


TABLE 3.1 (cont.)

UNIVERSITY AND TECHNIKON: RESEARCH AND TRAINING: PERCEIVED RESPONSIBILITY

Aspect measured	Response group	Number of respondents	Findings	% responses of the various groups to the options
The development of scientific literacy	Employers	N = 42	The majority of respondents indicated that this aspect was a matter of joint responsibility. A large percentage indicated that it was mainly/wholly the responsibility of the university.	1: - 2: - 3: 69,0 4: 26,2 5: 4,8
	Professional councils	N = 13	The majority of respondents indicated that this aspect was a matter of joint responsibility. A large percentage indicated that it was mainly/wholly the responsibility of the university.	1: - 2: - 3: 69,2 4: 23,1 5: 7,7
	Trade unions	N = 10	Equal percentages of respondents indicated that this aspect was a matter of joint responsibility or mainly/wholly the responsibility of the university.	1: 10,0 2: 10,0 3: 40,0 4: 30,0 5: 10,0

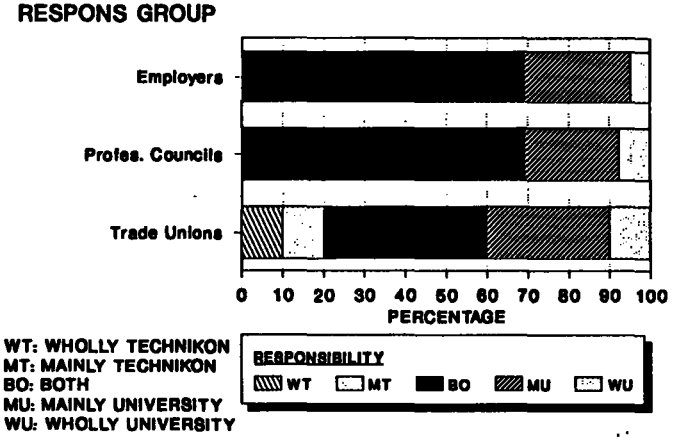


TABLE 3.1 (cont.)

UNIVERSITY AND TECHNIKON: RESEARCH AND TRAINING: PERCEIVED RESPONSIBILITY

Aspect measured	Response group	Number of respondents	Findings	% responses of the various groups to the options
The development of economic literacy	Employers	N = 42	The vast majority of respondents indicated that this aspect was a matter of joint responsibility.	1: - 2: 11,9 3: 83,3 4: 4,8 5: -
	Professional councils	N = 12	The vast majority of respondents indicated that this aspect was a matter of joint responsibility.	1: - 2: 8,3 3: 91,7 4: - 5: -
	Trade unions	N = 10	The majority of respondents indicated that this aspect was a matter of joint responsibility.	1: 10,0 2: 10,0 3: 60,0 4: 10,0 5: 10,0

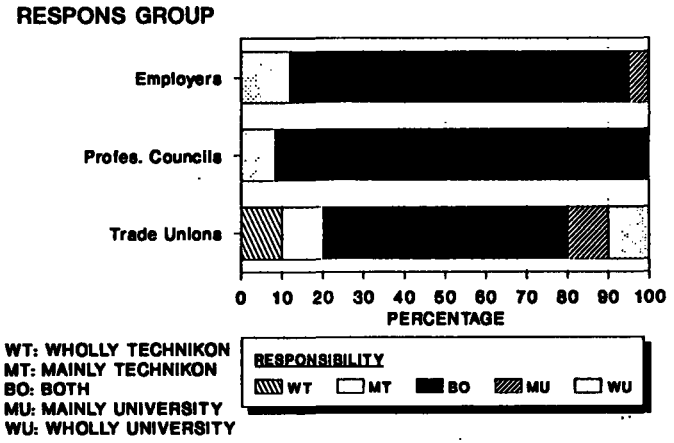


TABLE 3.2

UNIVERSITY AND TECHNIKON: SKILLS AND ACQUIRED CHARACTERISTICS: PERCEPTIONS OF SUCCESS

Aspect measured	Response group	Number of respondents	Findings	% responses of the various groups to the options	
General training and development of the student	Employers	N = 40	Most respondents indicated that university-trained graduates have these characteristics to a <u>considerable extent</u>.	1: - 2: 19 3: 23,8 4: 45,2 5: 7,1 6: 4,8	UNIVERSITY-TRAINED STUDENTS
	Professional councils	N = 13	The majority of respondents indicated that university-trained graduates have these characteristics to a <u>considerable/ large extent</u>.	1: - 2: 7,7 3: 7,7 4: 38,5 5: 46,2 6: -	
	Trade unions	N = 7	The majority of respondents indicated that university-trained graduates have these characteristics to <u>an appreciable/ a considerable extent</u>.	1: 14,3 2: 14,3 3: 28,6 4: 28,6 5: 14,3 6: -	

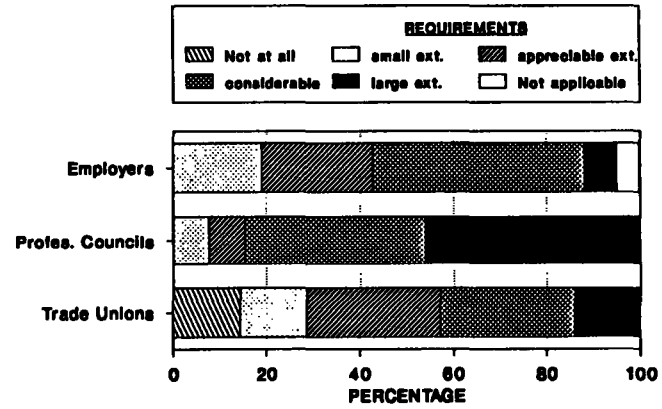


TABLE 3.2 (cont.)

UNIVERSITY AND TECHNIKON: SKILLS AND ACQUIRED CHARACTERISTICS: PERCEPTIONS OF SUCCESS

Aspect measured	Response group	Number of respondents	Findings	% responses of the various groups to the options	
General training and development of the student	Employers	N = 41	The majority of respondents indicated that technikon-trained graduates have these characteristics to an appreciable/ a considerable extent.	1: - 2: 19,5 3: 41,5 4: 34,1 5: 4,9 6: -	TECHNIKON-TRAINED STUDENTS
	Professional councils	N = 12	Technikon-trained graduates have these characteristics to a large extent.	1: 8,3 2: - 3: 8,3 4: 8,3 5: 16,7 6: 58,3	
	Trade unions	N = 7	Most respondents indicated that technikon-trained graduates have these characteristics to an appreciable/ a considerable extent.	1: - 2: 14,3 3: 42,9 4: 43,9 5: - 6: -	

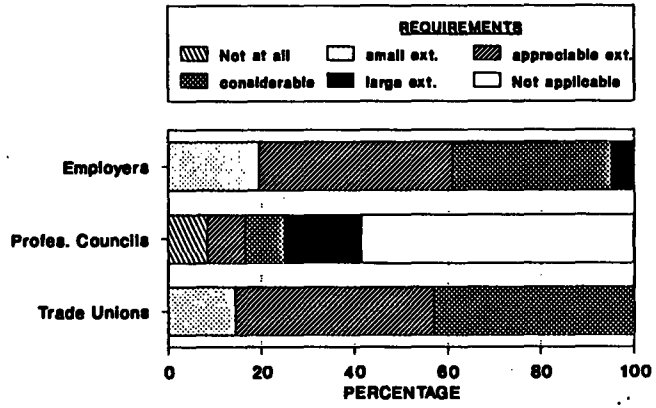


TABLE 3.2 (cont.)

UNIVERSITY AND TECHNIKON: SKILLS AND ACQUIRED CHARACTERISTICS: PERCEPTIONS OF SUCCESS

Aspect measured	Response group	Number of respondents	Findings	% responses of the various groups to the options	
Balanced cultural and social development of the student	Employers	N = 42	Most respondents indicated that university-trained graduates have these characteristics to an appreciable/ a considerable extent	1: 7,1 2: 16,7 3: 40,5 4: 35,7 5: - 6: -	UNIVERSITY-TRAINED STUDENTS
	Professional councils	N = 13	The majority of respondents indicated that university-trained graduates have these characteristics to a considerable extent.	1: - 2: 7,7 3: 15,4 4: 46,2 5: 30,8 6: -	
	Trade unions	N = 6	Most respondents indicated that university-trained graduates have these characteristics to a considerable extent.	1: - 2: - 3: 33,3 4: 66,7 5: - 6: -	

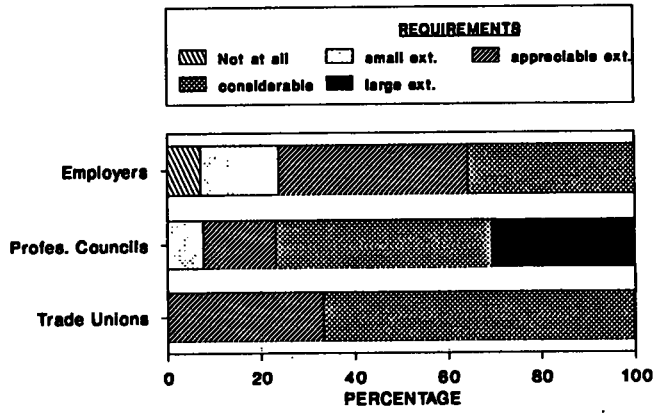


TABLE 3.2 (cont.)

UNIVERSITY AND TECHNIKON: SKILLS AND ACQUIRED CHARACTERISTICS: PERCEPTIONS OF SUCCESS

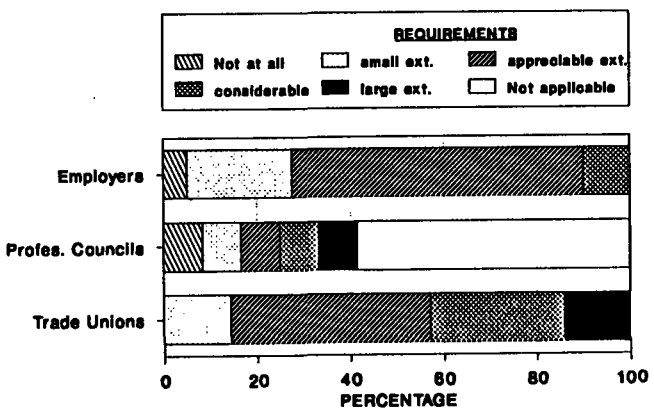
Aspect measured	Response group	Number of respondents	Findings	% responses of the various groups to the options	
Balanced cultural and social development of the student	Employers	N = 40	The majority of respondents indicated that technikon-trained graduates have these characteristics to an appreciable extent.	1: 5,0 2: 22,5 3: 62,5 4: 10,0 5: - 6: -	TECHNIKON-TRAINED STUDENTS 
	Professional councils	N = 12	No findings possible.	1: 8,3 2: 8,3 3: 8,3 4: 8,3 5: 8,3 6: 58,3	
	Trade unions	N = 7	Technikon-trained graduates have these characteristics to an appreciable extent.	1: - 2: 14,3 3: 42,9 4: 28,6 5: 14,3 6: -	

TABLE 3.2 (cont.)

UNIVERSITY AND TECHNIKON: SKILLS AND ACQUIRED CHARACTERISTICS: PERCEPTIONS OF SUCCESS

Aspect measured	Response group	Number of respondents	Findings	% responses of the various groups to the options
Developed cultural values	Employers	N = 42	Most respondents indicated that university-trained graduates have these characteristics to an appreciable/ a considerable extent.	1: 2,4 2: 21,4 3: 35,7 4: 35,7 5: 4,8 6: -
	Professional councils	N = 13	The majority of respondents indicated that university-trained graduates have these characteristics to a considerable extent.	1: - 2: - 3: - 4: 69,2 5: 30,8 6: -
	Trade unions	N = 6	Most respondents indicated that university-trained graduates have these characteristics to a considerable extent.	1: - 2: 16,7 3: 16,7 4: 66,7 5: - 6: -

UNIVERSITY-TRAINED STUDENTS

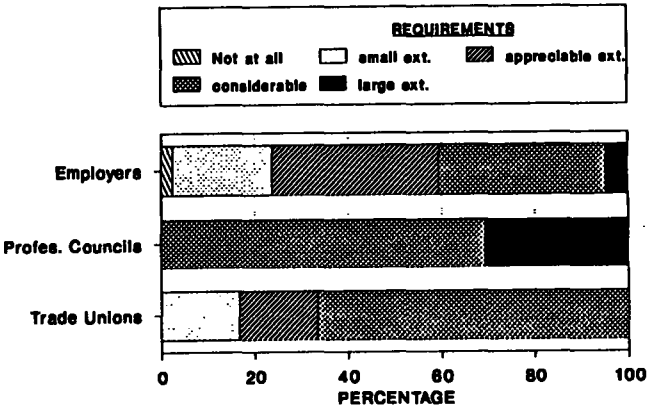


TABLE 3.2 (cont.)

UNIVERSITY AND TECHNIKON: SKILLS AND ACQUIRED CHARACTERISTICS: PERCEPTIONS OF SUCCESS

Aspect measured	Response group	Number of respondents	Findings	% responses of the various groups to the options
Developed cultural values	Employers	N = 41	The majority of respondents indicated that technikon-trained graduates have these characteristics to an appreciable extent.	1: 2,4 2: 19,5 3: 39,0 4: 36,6 5: 2,4 6: -
	Professional councils	N = 12	No findings possible.	1: 8,3 2: 8,3 3: 8,3 4: 8,3 5: 8,3 6: 58,3
	Trade unions	N = 7	Most respondents indicated that technikon-trained graduates have these characteristics to an appreciable extent.	1: - 2: - 3: 57,1 4: 28,6 5: 14,3 6: -

TECHNIKON-TRAINED STUDENTS

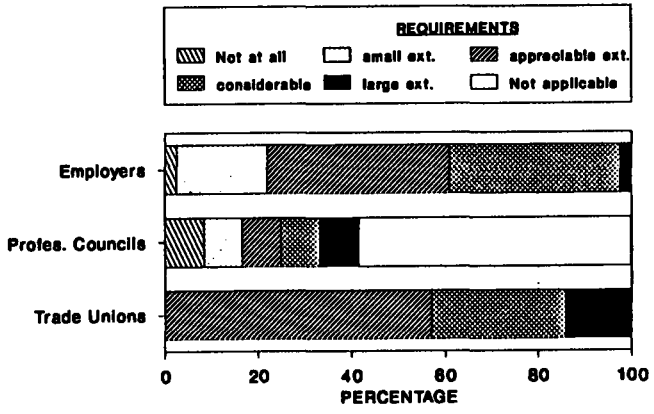


TABLE 3.2 (cont.)

UNIVERSITY AND TECHNIKON: SKILLS AND ACQUIRED CHARACTERISTICS: PERCEPTIONS OF SUCCESS

Aspect measured	Response group	Number of respondents	Findings	% responses of the various groups to the options
Potential for training of high-level manpower	Employers	N = 40	The majority of respondents indicated that university-trained graduates have these characteristics to a considerable extent.	1: - 2: 9,8 3: 22,0 4: 43,9 5: 22,0 6: 2,4
	Professional councils	N = 12	Most respondents indicated that university-trained graduates have these characteristics to a large extent.	1: 7,7 2: - 3: - 4: 23,1 5: 61,5 6: 7,7
	Trade unions	N = 6	University-trained students have these characteristics to a considerable extent.	1: - 2: - 3: 16,7 4: 50,0 5: 33,3 6: -

UNIVERSITY-TRAINED STUDENTS

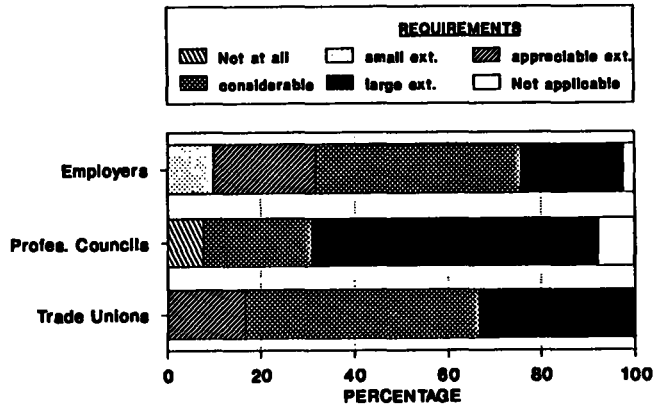


TABLE 3.2 (cont.)

UNIVERSITY AND TECHNIKON: SKILLS AND ACQUIRED CHARACTERISTICS: PERCEPTIONS OF SUCCESS

Aspect measured	Response group	Number of respondents	Findings	% responses of the various groups to the options	
Potential for training of high-level manpower	Employers	N = 39	Technikon-trained graduates have these characteristics to an appreciable extent.	1: - 2: 17,5 3: 52,5 4: 22,5 5: 5,0 6: 2,5	TECHNIKON-TRAINED STUDENTS
	Professional councils	N = 12	Technikon-trained graduates have these characteristics to a considerable extent.	1: 8,3 2: 8,3 3: 8,3 4: 16,7 5: - 6: 58,3	
	Trade unions	N = 7	Technikon-trained graduates have these characteristics to an appreciable/ a considerable extent.	1: - 2: - 3: 42,9 4: 42,9 5: 14,3 6: -	

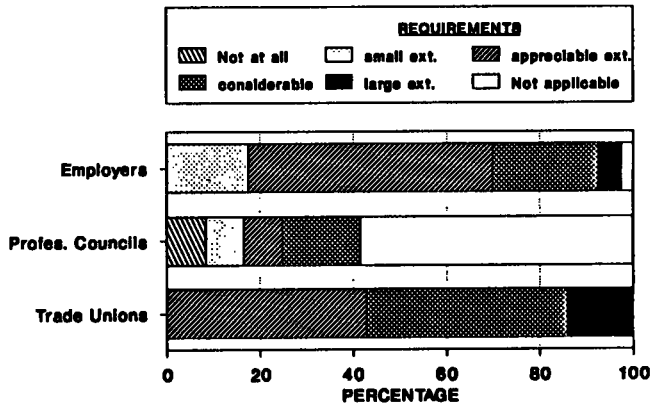


TABLE 3.2 (cont.)

UNIVERSITY AND TECHNIKON: SKILLS AND ACQUIRED CHARACTERISTICS: PERCEPTIONS OF SUCCESS

Aspect measured	Response group	Number of respondents	Findings	% responses of the various groups to the options	
The ability to lead research	Employers	N = 41	Most respondents indicated that university-trained graduates have these skills to a large extent.	1: - 2: 9,5 3: 26,2 4: 28,6 5: 33,3 6: 2,4	UNIVERSITY-TRAINED STUDENTS
	Professional councils	N = 13	The majority of respondents indicated that university-trained graduates have these skills to a large extent.	1: 7,7 2: 7,7 3: 15,4 4: 23,1 5: 46,2 6: -	
	Trade unions	N = 6	Most respondents indicated that university-trained graduates have these skills to a considerable extent.	1: - 2: - 3: 33,3 4: 50,0 5: 16,7 6: -	

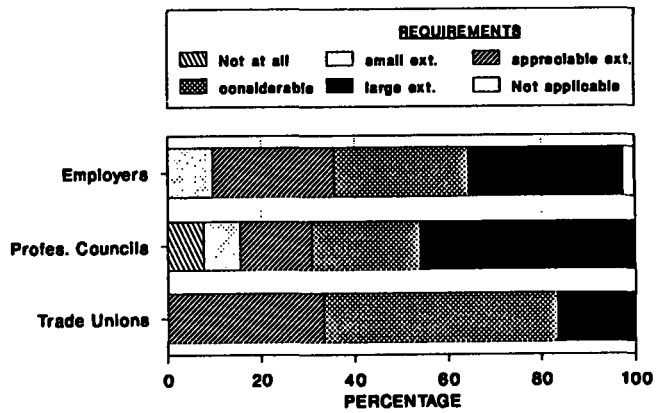


TABLE 3.2 (cont.)

UNIVERSITY AND TECHNIKON: SKILLS AND ACQUIRED CHARACTERISTICS: PERCEPTIONS OF SUCCESS

Aspect measured	Response group	Number of respondents	Findings	% responses of the various groups to the options	
The ability to lead research	Employers	N = 41	Most respondents indicated that technikon-trained graduates have these skills to a small extent.	1: 14,6 2: 41,5 3: 29,3 4: 12,2 5: 2,4 6: -	TECHNIKON-TRAINED STUDENTS
	Professional councils	N = 12	Technikon-trained graduates have these skills to an appreciable extent.	1: 8,3 2: 8,3 3: 16,7 4: 8,3 5: - 6: 58,3	
	Trade unions	N = 7	Technikon-trained graduates have these skills to an appreciable/ a considerable extent.	1: - 2: - 3: 42,9 4: 42,9 5: 14,3 6: -	

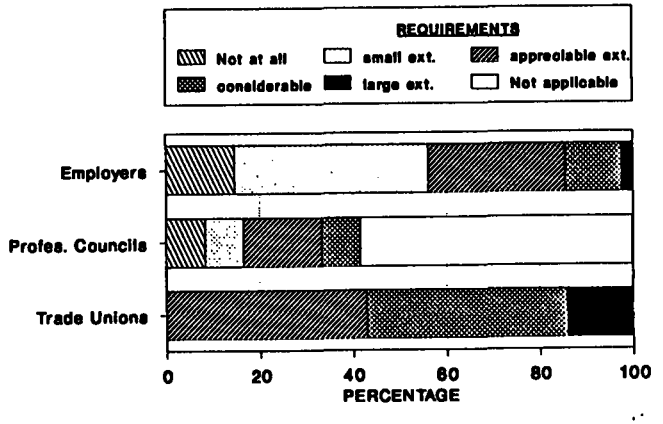


TABLE 3.2 (cont.)

UNIVERSITY AND TECHNIKON: SKILLS AND ACQUIRED CHARACTERISTICS: PERCEPTIONS OF SUCCESS

Aspect measured	Response group	Number of respondents	Findings	% responses of the various groups to the options	
Preparedness of the student for further training	Employers	N = 42	Most respondents indicated that university-trained students have these characteristics to a considerable extent.	1: 2,4 2: 7,1 3: 23,8 4: 50,0 5: 16,7 6: -	UNIVERSITY-TRAINED STUDENTS
	Professional councils	N = 13	Most respondents indicated that university-trained students have these characteristics to a large extent.	1: - 2: 7,7 3: 7,7 4: 30,8 5: 53,8 6: -	
	Trade unions	N = 6	The majority of the respondents indicated that the university-trained students have these characteristics to a considerable extent.	1: - 2: 16,7 3: 16,7 4: 66,7 5: - 6: -	

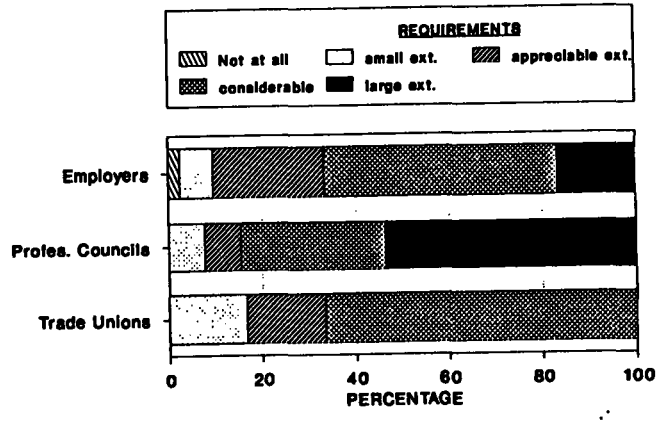


TABLE 3.2 (cont.)

UNIVERSITY AND TECHNIKON: SKILLS AND ACQUIRED CHARACTERISTICS: PERCEPTIONS OF SUCCESS

Aspect measured	Response group	Number of respondents	Findings	% responses of the various groups to the options	
Preparedness of the student for further training	Employers	N = 40	Most respondents indicated that technikon-trained students have these characteristics to a <u>considerable extent</u>.	1: - 2: 12,2 3: 31,7 4: 43,9 5: 9,8 6: 2,4	TECHNIKON-TRAINED STUDENTS
	Professional councils	N = 12	Technikon-trained students have these characteristics to an <u>appreciable extent</u>.	1: 8,3 2: - 3: 25,0 4: 8,3 5: - 6: 58,3	
	Trade unions	N = 7	Most respondents indicated that technikon-trained students have these characteristics to a <u>considerable extent</u>.	1: - 2: - 3: 28,6 4: 42,9 5: 28,6 6: -	

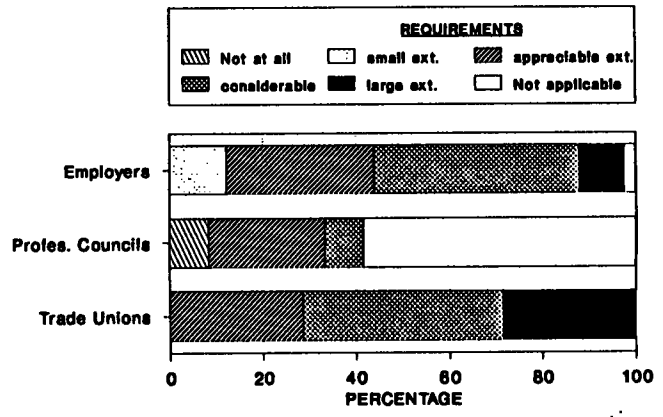


TABLE 3.2 (cont.)

UNIVERSITY AND TECHNIKON: SKILLS AND ACQUIRED CHARACTERISTICS: PERCEPTIONS OF SUCCESS

Aspect measured	Response group	Number of respondents	Findings	% responses of the various groups to the options	
Developed intellectual skills	Employers	N = 42	University-trained graduates have these skills to a considerable extent.	1: - 2: 14,3 3: 14,3 4: 59,5 5: 11,9 6: -	UNIVERSITY-TRAINED STUDENTS
	Professional councils	N = 13	University-trained graduates have these skills to a large extent.	1: - 2: - 3: 7,7 4: 30,8 5: 61,5 6: -	
	Trade unions	N = 6	University-trained graduates have these skills to a considerable extent.	1: - 2: 16,7 3: 33,3 4: 50,0 5: - 6: -	

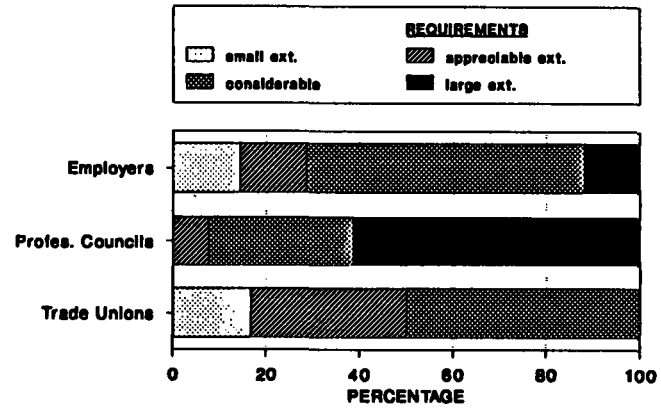


TABLE 3.2 (cont.)

UNIVERSITY AND TECHNIKON: SKILLS AND ACQUIRED CHARACTERISTICS: PERCEPTIONS OF SUCCESS

Aspect measured	Response group	Number of respondents	Findings	% responses of the various groups to the options	
Developed intellectual skills	Employers	N = 41	Technikon-trained graduates have these skills to an appreciable extent.	1: 4,9 2: 31,7 3: 41,5 4: 19,5 5: 2,4 6: -	TECHNIKON-TRAINED STUDENTS
	Professional councils	N = 12	Technikon-trained students have these skills to an appreciable/ a considerable extent.	1: 8,3 2: - 3: 16,7 4: 16,7 5: - 6: 58,3	
	Trade unions	N = 8	Technikon-trained graduates have these skills to a considerable extent.	1: - 2: 14,3 3: 14,3 4: 57,1 5: 14,3 6: -	

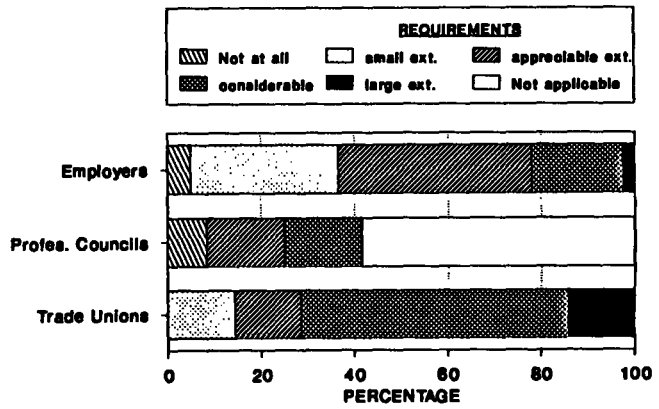


TABLE 3.2 (cont.)

UNIVERSITY AND TECHNIKON: SKILLS AND ACQUIRED CHARACTERISTICS: PERCEPTIONS OF SUCCESS

Aspect measured	Response group	Number of respondents	Findings	% responses of the various groups to the options
Innovative and creative thinking	Employers	N = 42	University-trained graduates have these skills to a considerable extent.	1: 2,4 2: 16,7 3: 21,4 4: 50,0 5: 9,5 6: -
	Professional councils	N = 13	Most respondents indicated that university-trained graduates have these skills to a large extent.	1: - 2: 7,7 3: 7,7 4: 38,5 5: 46,2 6: -
	Trade unions	N = 6	Most respondents indicated that university-trained graduates have these skills to a considerable extent.	1: - 2: 16,7 3: 33,3 4: 50,0 5: - 6: -

UNIVERSITY-TRAINED STUDENTS

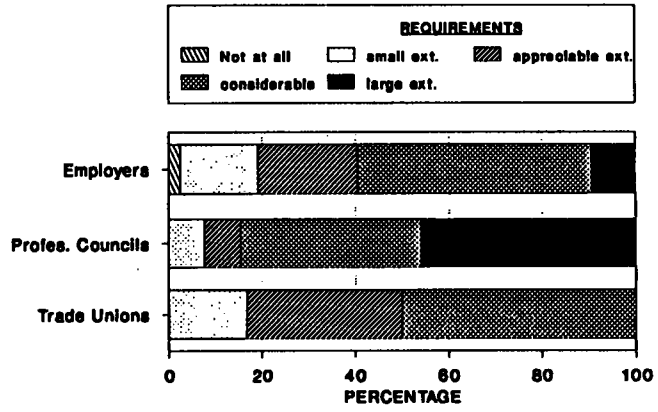


TABLE 3.2 (cont.)

UNIVERSITY AND TECHNIKON: SKILLS AND ACQUIRED CHARACTERISTICS: PERCEPTIONS OF SUCCESS

Aspect measured	Response group	Number of respondents	Findings	% responses of the various groups to the options
Innovative and creative thinking	Employers	N = 41	Most respondents indicated that technikon-trained graduates have these skills to an appreciable extent.	1: - 2: 34,1 3: 48,8 4: 14,6 5: 2,4 6: -
	Professional councils	N = 12	Technikon-trained graduates have these skills to a considerable extent.	1: 8,3 2: 8,3 3: 8,3 4: 16,7 5: - 6: 58,3
	Trade unions	N = 7	Most respondents indicated that technikon-trained graduates have these skills to an appreciable/ a considerable extent.	1: - 2: - 3: 42,9 4: 42,9 5: 14,3 6: -

TECHNIKON-TRAINED STUDENTS

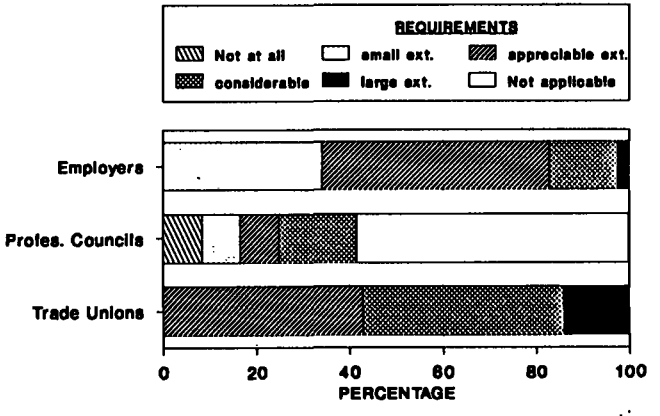


TABLE 3.2 (cont.)

UNIVERSITY AND TECHNIKON: SKILLS AND ACQUIRED CHARACTERISTICS: PERCEPTIONS OF SUCCESS

Aspect measured	Response group	Number of respondents	Findings	% responses of the various groups to the options	
Flexibility in the application of knowledge	Employers	N = 42	Most respondents indicated that university-trained graduates have these skills to a considerable extent.	1: 2,4 2: 19,0 3: 21,0 4: 40,5 5: 16,7 6: -	UNIVERSITY-TRAINED STUDENTS
	Professional councils	N = 13	The majority of respondents indicated that university-trained graduates have these skills to a large extent.	1: - 2: - 3: 23,1 4: 30,8 5: 46,2 6: -	
	Trade unions	N = 6	Most respondents indicated that university-trained graduates have these skills to an appreciable/ a considerable extent.	1: - 2: - 3: 50,0 4: 50,0 5: - 6: -	

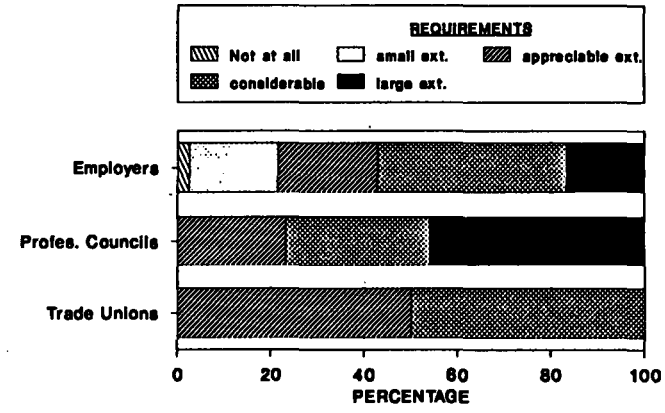


TABLE 3.2 (cont.)

UNIVERSITY AND TECHNIKON: SKILLS AND ACQUIRED CHARACTERISTICS: PERCEPTIONS OF SUCCESS

Aspect measured	Response group	Number of respondents	Findings	% responses of the various groups to the options	
Flexibility in the application of knowledge	Employers	N = 41	The majority of respondents indicated that technikon-trained graduates have these skills to an appreciable extent.	1: - 2: 17,1 3: 51,2 4: 29,3 5: 2,4 6: -	TECHNIKON-TRAINED STUDENTS
	Professional councils	N = 12	Technikon-trained graduates have these skills to an appreciable/ a considerable extent.	1: 8,3 2: - 3: 16,7 4: 16,7 5: - 6: 58,3	
	Trade unions	N = 7	Most respondents indicated that technikon-trained graduates have these skills to a considerable extent.	1: - 2: - 3: 14,3 4: 71,4 5: 14,3 6: -	

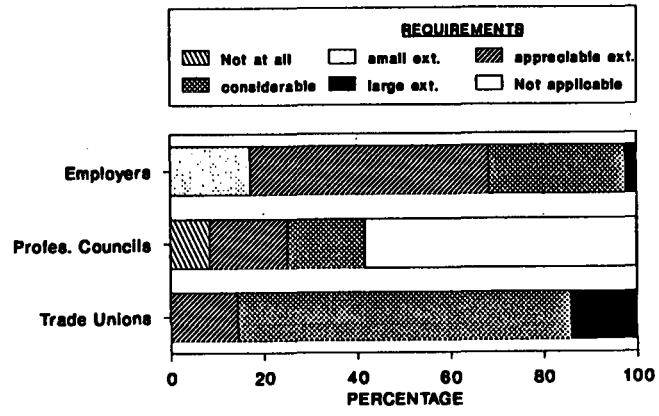


TABLE 3.2 (cont.)

UNIVERSITY AND TECHNIKON: SKILLS AND ACQUIRED CHARACTERISTICS: PERCEPTIONS OF SUCCESS

Aspect measured	Response group	Number of respondents	Findings	% responses of the various groups to the options	
The ability to apply technology	Employers	N = 42	Most respondents indicated that the university-trained students have these skills to a <u>small extent</u>.	1: - 2: 38,1 3: 23,8 4: 28,6 5: 9,5 6: -	UNIVERSITY-TRAINED STUDENTS
	Professional councils	N = 13	Most respondents indicated that the university-trained graduates have these skills to an <u>appreciable extent</u>.	1: - 2: 23,1 3: 38,5 4: 7,7 5: 30,8 6: -	
	Trade unions	N = 6	No findings possible.	1: - 2: 33,3 3: 33,3 4: 33,3 5: - 6: -	

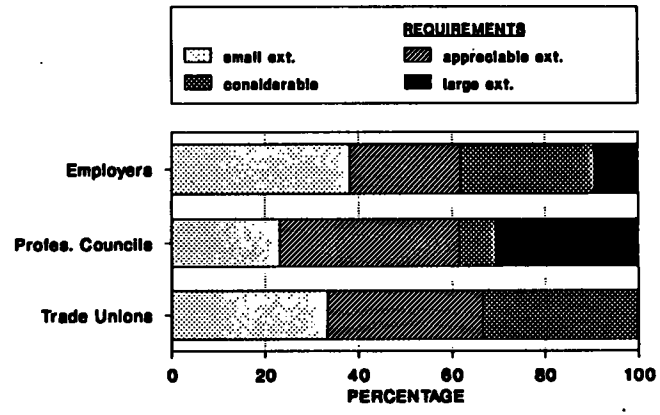


TABLE 3.2 (cont.)

UNIVERSITY AND TECHNIKON: SKILLS AND ACQUIRED CHARACTERISTICS: PERCEPTIONS OF SUCCESS

Aspect measured	Response group	Number of respondents	Findings	% responses of the various groups to the options	
The ability to apply technology	Employers	N = 41	The majority of respondents indicated that technikon-trained graduates have these skills to a considerable extent.	1: - 2: - 3: 12,2 4: 65,9 5: 22,0 6: -	TECHNIKON-TRAINED STUDENTS
	Professional councils	N = 12	Technikon-trained graduates have these skills to a considerable extent.	1: 8,3 2: - 3: 8,3 4: 16,7 5: 8,3 6: 58,3	
	Trade unions	N = 7	Most respondents indicated that technikon-trained graduates have these skills to a large extent.	1: - 2: - 3: 28,6 4: 28,6 5: 42,9 6: -	

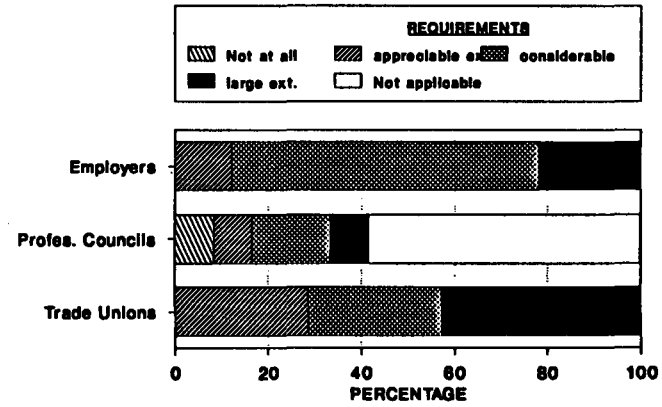


TABLE 3.2 (cont.)

UNIVERSITY AND TECHNIKON: SKILLS AND ACQUIRED CHARACTERISTICS: PERCEPTIONS OF SUCCESS

Aspect measured	Response group	Number of respondents	Findings	% responses of the various groups to the options	
The ability to adapt to changing professional requirements	Employers	N = 42	Most respondents indicated that university-trained graduates have these skills to a considerable extent.	1: - 2: 14,3 3: 31,0 4: 35,7 5: 19,0 6: -	UNIVERSITY-TRAINED STUDENTS
	Professional councils	N = 13	The majority of respondents indicated that university-trained graduates have these skills to a considerable extent.	1: - 2: - 3: 23,1 4: 46,2 5: 30,8 6: -	
	Trade unions	N = 6	Most respondents indicated that university-trained graduates have these skills to a considerable extent.	1: - 2: 16,7 3: 33,3 4: 50,0 5: - 6: -	

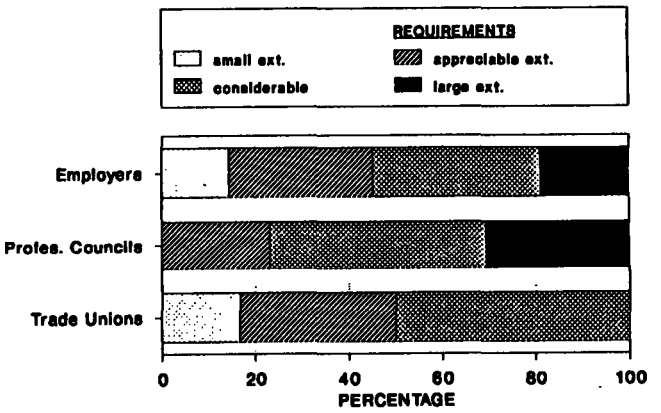


TABLE 3.2 (cont.)

UNIVERSITY AND TECHNIKON: SKILLS AND ACQUIRED CHARACTERISTICS: PERCEPTIONS OF SUCCESS

Aspect measured	Response group	Number of respondents	Findings	% responses of the various groups to the options
The ability to adapt to changing professional requirements	Employers	N = 40	Most respondents indicated that technikon-trained graduates have these skills to an appreciable extent.	1: 2,4 2: 12,2 3: 56,1 4: 26,8 5: - 6: 2,4
	Professional councils	N = 12	Technikon-trained graduates have these skills to a considerable extent.	1: 8,3 2: 8,3 3: 8,3 4: 16,7 5: - 6: 58,3
	Trade unions	N = 7	The majority of respondents indicated that technikon-trained graduates have these skills to an appreciable extent.	1: - 2: - 3: 71,4 4: 14,3 5: 14,3 6: -

TECHNIKON-TRAINED STUDENTS

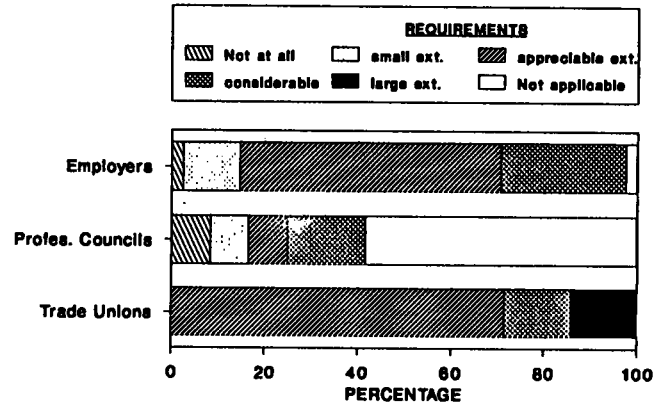


TABLE 3.2 (cont.)

UNIVERSITY AND TECHNIKON: SKILLS AND ACQUIRED CHARACTERISTICS: PERCEPTIONS OF SUCCESS

Aspect measured	Response group	Number of respondents	Findings	% responses of the various groups to the options
Career-oriented training	Employers	N = 42	Most respondents indicated that university-trained graduates have these skills to a small extent.	1: 2,4 2: 40,5 3: 28,6 4: 21,4 5: 7,1 6: -
	Professional councils	N = 13	Most respondents indicated that university-trained graduates have these skills to a large extent.	1: - 2: 23,1 3: - 4: 15,4 5: 61,5 6: -
	Trade unions	N = 7	The majority of respondents indicated that university-trained graduates have these skills to an appreciable extent.	1: 14,3 2: 14,3 3: 42,9 4: 14,3 5: 14,3 6: -

UNIVERSITY-TRAINED STUDENTS

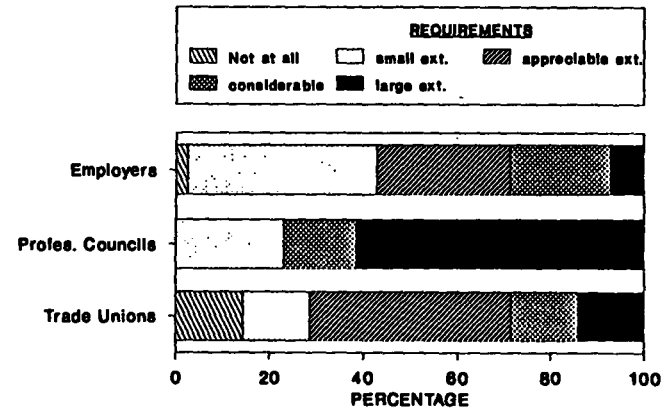


TABLE 3.2 (cont.)

UNIVERSITY AND TECHNIKON: SKILLS AND ACQUIRED CHARACTERISTICS: PERCEPTIONS OF SUCCESS

Aspect measured	Response group	Number of respondents	Findings	% responses of the various groups to the options
Career-oriented training	Employers	N = 41	Most respondents indicated that technikon-trained graduates have these skills to a considerable extent.	1: - 2: 4,9 3: 14,6 4: 56,1 5: 24,4 6: -
	Professional councils	N = 12	Technikon-trained graduates have these skills to a considerable extent.	1: - 2: 8,3 3: - 4: 25,0 5: 8,3 6: 58,3
	Trade unions	N = 7	All the respondents indicated that technikon-trained graduates have these skills to a considerable/large extent.	1: - 2: - 3: - 4: 57,1 5: 42,9 6: -

TECHNIKON-TRAINED STUDENTS

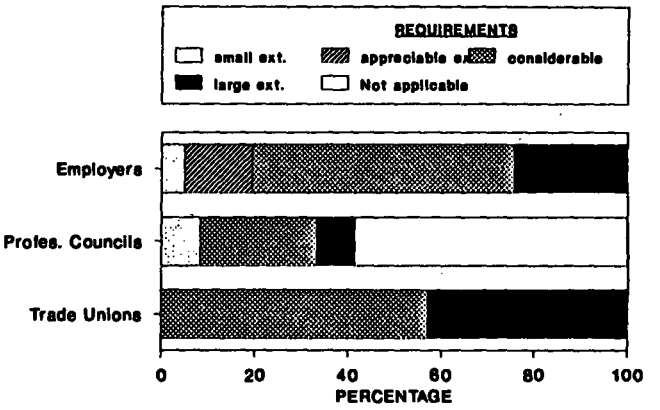


TABLE 3.2 (cont.)

UNIVERSITY AND TECHNIKON: SKILLS AND ACQUIRED CHARACTERISTICS: PERCEPTIONS OF SUCCESS

Aspect measured	Response group	Number of respondents	Findings	% responses of the various groups to the options
Developed practical skills	Employers	N = 42	The majority of respondents indicated that the university-trained graduates have these skills to a small extent.	1: 4,8 2: 66,7 3: 21,4 4: 4,8 5: 2,4 6: -
	Professional councils	N = 13	University-trained graduates have these skills to a considerable/large extent.	1: - 2: 23,1 3: 15,4 4: 30,8 5: 30,8 6: -
	Trade unions	N = 6	The majority of respondents indicated that the university-trained graduates have these skills to an appreciable extent.	1: - 2: 16,7 3: 50,0 4: 33,3 5: - 6: -

UNIVERSITY-TRAINED STUDENTS

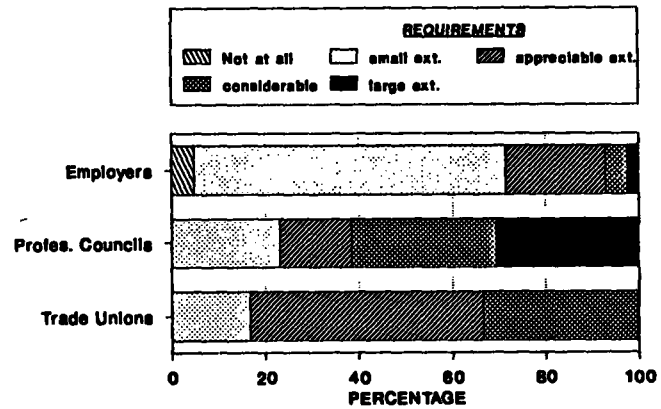


TABLE 3.2 (cont.)

UNIVERSITY AND TECHNIKON: SKILLS AND ACQUIRED CHARACTERISTICS: PERCEPTIONS OF SUCCESS

Aspect measured	Response group	Number of respondents	Findings	% responses of the various groups to the options	
Developed practical skills	Employers	N = 41	Most respondents indicated that technikon-trained graduates have these skills to a considerable extent.	1: - 2: 2,4 3: 17,1 4: 48,8 5: 31,7 6: -	TECHNIKON-TRAINED STUDENTS
	Professional councils	N = 12	Technikon-trained graduates have these skills to a considerable extent.	1: - 2: 8,3 3: - 4: 25,0 5: 8,3 6: 58,3	
	Trade unions	N = 7	Most respondents indicated that technikon-trained graduates have these skills to a large extent.	1: - 2: - 3: - 4: 42,9 5: 57,1 6: -	

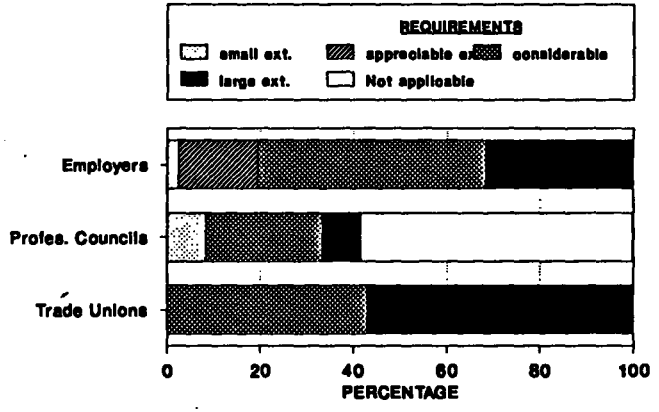


TABLE 3.2 (cont.)

UNIVERSITY AND TECHNIKON: SKILLS AND ACQUIRED CHARACTERISTICS: PERCEPTIONS OF SUCCESS

Aspect measured	Response group	Number of respondents	Findings	% responses of the various groups to the options
Scientific literacy	Employers	N = 42	The majority of respondents indicated that university-trained graduates have these skills to a considerable extent.	1: 2,4 2: 11,9 3: 26,2 4: 33,3 5: 26,2 6: -
	Professional councils	N = 13	Most respondents indicated that university-trained graduates have these skills to a large extent.	1: - 2: 7,7 3: 7,7 4: 23,1 5: 61,5 6: -
	Trade unions	N = 6	The majority of respondents indicated that university-trained graduates have these skills to a considerable extent.	1: - 2: - 3: 16,7 4: 50,0 5: 33,3 6: -

UNIVERSITY-TRAINED STUDENTS

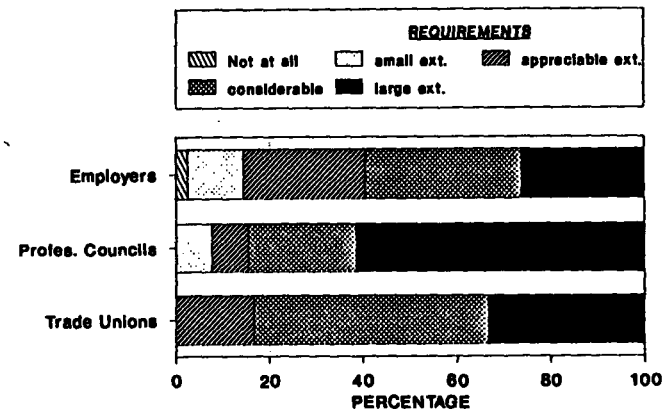


TABLE 3.2 (cont.)

UNIVERSITY AND TECHNIKON: SKILLS AND ACQUIRED CHARACTERISTICS: PERCEPTIONS OF SUCCESS

Aspect measured	Response group	Number of respondents	Findings	% responses of the various groups to the options
Scientific literacy	Employers	N = 41	Most respondents indicated that technikon-trained graduates have these skills to an appreciable extent.	1: 4,9 2: 14,6 3: 46,3 4: 29,3 5: 4,9 6: -
	Professional councils	N = 12	Technikon-trained graduates have these skills to a considerable extent.	1: 8,3 2: 8,3 3: - 4: 16,7 5: 8,3 6: 58,3
	Trade unions	N = 7	The majority of respondents indicated that technikon-trained respondents have these skills to a considerable extent.	1: - 2: 14,3 3: 28,6 4: 42,9 5: 14,3 6: -

TECHNIKON-TRAINED STUDENTS

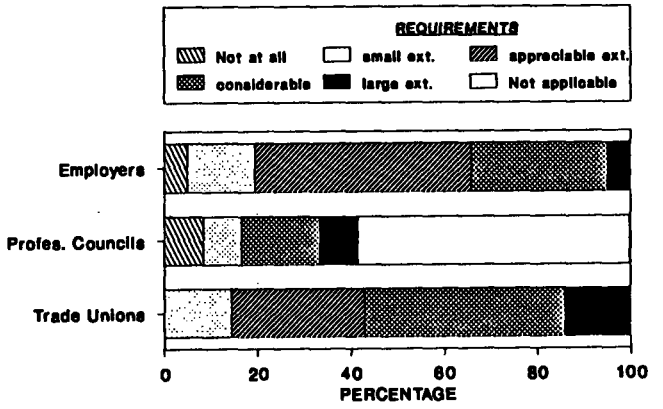


TABLE 3.2 (cont.)

UNIVERSITY AND TECHNIKON: SKILLS AND ACQUIRED CHARACTERISTICS: PERCEPTIONS OF SUCCESS

Aspect measured	Response group	Number of respondents	Findings	% responses of the various groups to the options	
Economic literacy	Employers	N = 42	The majority of respondents indicated that university-trained graduates have these skills to a small extent.	1: 7,1 2: 33,3 3: 31,0 4: 28,6 5: - 6: -	UNIVERSITY-TRAINED STUDENTS
	Professional councils	N = 13	Most respondents indicated that university-trained graduates have these skills to a considerable extent.	1: 7,7 2: - 3: 15,4 4: 46,2 5: 30,8 6: -	
	Trade unions	N = 6	The majority of respondents indicated that university-trained graduates have these skills to a considerable extent.	1: - 2: 16,7 3: 16,7 4: 50,0 5: 16,7 6: -	

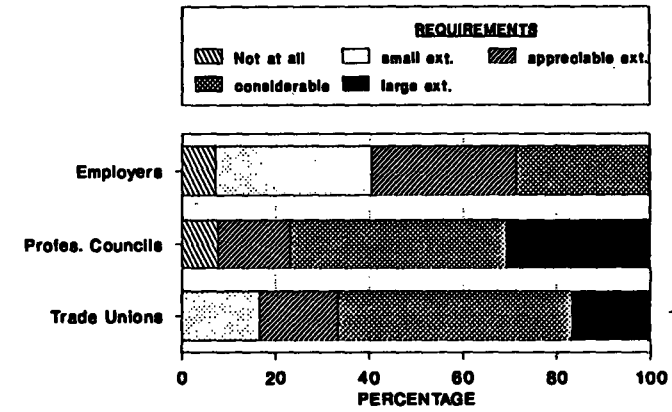


TABLE 3.2 (cont.)

UNIVERSITY AND TECHNIKON: SKILLS AND ACQUIRED CHARACTERISTICS: PERCEPTIONS OF SUCCESS

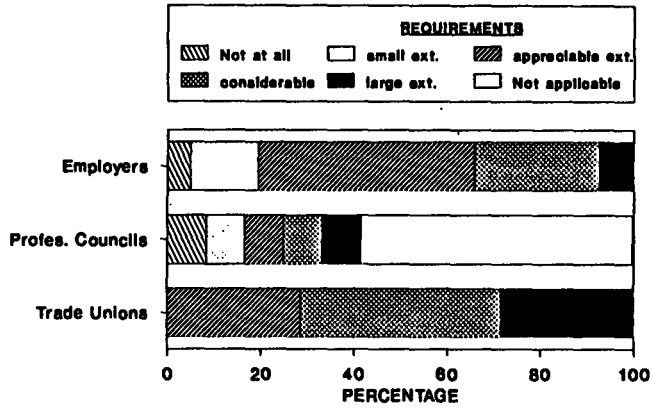
Aspect measured	Response group	Number of respondents	Findings	% responses of the various groups to the options	
Economic literacy	Employers	N = 41	Most respondents indicated that technikon-trained graduates have these skills to an appreciable extent.	1: 4,9 2: 14,6 3: 46,3 4: 26,8 5: 7,3 6: -	TECHNIKON-TRAINED STUDENTS 
	Professional councils	N = 12	No findings possible.	1: 8,3 2: 8,3 3: 8,3 4: 8,3 5: 8,3 6: 58,3	
	Trade unions	N = 7	Most respondents indicated that technikon-trained graduates have these skills to a considerable extent.	1: - 2: - 3: 28,6 4: 42,9 5: 28,6 6: -	

TABLE 3.3

UNIVERSITY AND TECHNIKON: RESEARCH AND TRAINING: PERCEIVED SUCCESS

Aspect measured	Response group	Number of respondents	Findings	% responses of the various groups to the options
Conferring status on its students	Employers	N = 42	Most of the respondents indicated that the university was definitely more successful.	1: - 2: - 3: 2,4 4: 23,8 5: 73,8 6: -
	Professional councils	N = 13	Most of the respondents indicated that the university was definitely more successful.	1: - 2: - 3: - 4: 15,4 5: 84,6 6: -
	Trade unions	N = 10	Most of the respondents indicated that the university was more successful. A high percentage of respondents indicated that the university and technikon were equally successful.	1: 10 2: 10 3: 30 4: 10 5: 40 6: -

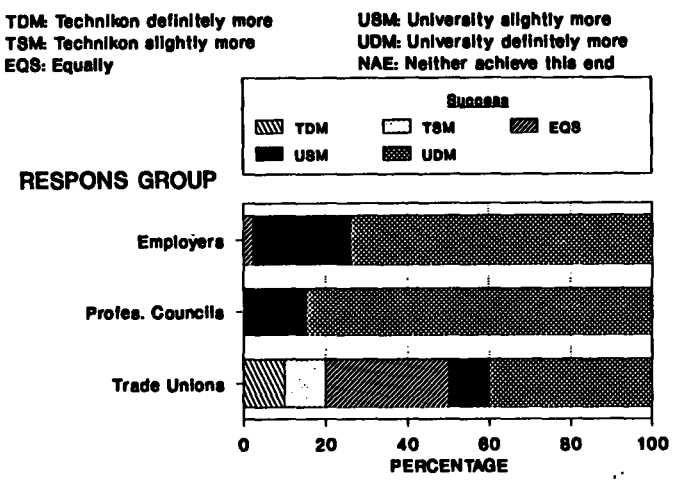


TABLE 3.3 (cont.)

UNIVERSITY AND TECHNIKON: RESEARCH AND TRAINING: PERCEIVED SUCCESS

Aspect measured	Response group	Number of respondents	Findings	% responses of the various groups to the options
Enabling its students to earn high salaries	Employers	N = 42	Most of the respondents indicated that the university was more successful.	1: - 2: - 3: 23,8 4: 45,2 5: 28,6 6: 2,4
	Professional councils	N = 13	Most of the respondents indicated that the university was more successful. A high percentage of respondents indicated that the university and technikon were equally successful.	1: - 2: - 3: 38,5 4: 30,8 5: 30,8 6: -
	Trade unions	N = 10	Equal percentages of respondents indicated that the university was more successful and that the university and technikon were equally successful.	1: - 2: 10 3: 40 4: 30 5: 10 6: 10

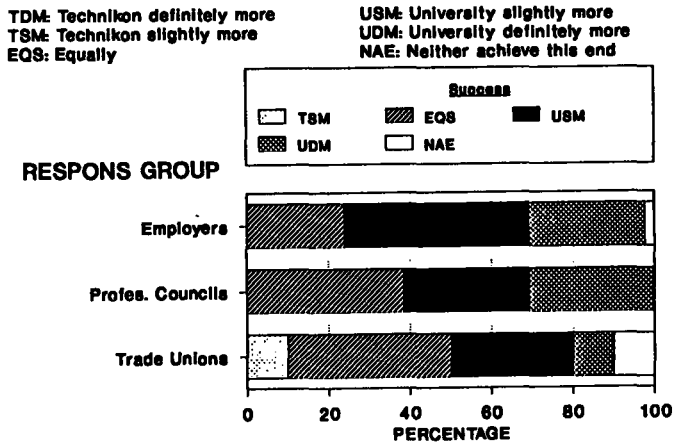


TABLE 3.3 (cont.)

UNIVERSITY AND TECHNIKON: RESEARCH AND TRAINING: PERCEIVED SUCCESS

Aspect measured	Response group	Number of respondents	Findings	% responses of the various groups to the options
Equipping students adequitely to ensure future occupational and income security	Employers	N = 41	The majority of respondents indicated that the university and technikon were equally successful.	1: - 2: 7,3 3: 65,9 4: 12,2 5: 7,3 6: 7,3
	Professional councils	N = 13	Most respondents indicated that the university and technikon were equally successful.	1: - 2: 7,7 3: 76,9 4: 7,7 5: - 6: 7,7
	Trade unions	N = 10	Most respondents indicated that the university and technikon were equally successful. A high percentage indicated that the technikon was more successful.	1: 20 2: 20 3: 50 4: - 5: - 6: 10

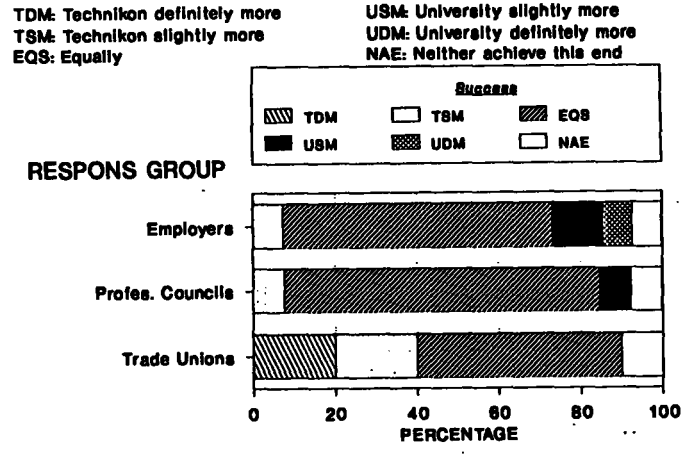


TABLE 3.3 (cont.)

UNIVERSITY AND TECHNIKON: RESEARCH AND TRAINING: PERCEIVED SUCCESS

Aspect measured	Response group	Number of respondents	Findings	% responses of the various groups to the options
Offering primary professional training to students	Employers	N = 42	The majority of respondents indicated that the university and technikon were equally successful. Most of the remaining respondents indicated that the university was more successful.	1: - 2: 14,3 3: 50,0 4: 28,6 5: 7,1 6: -
	Professional councils	N = 13	The majority of respondents indicated that the university was definitely more successful.	1: 7,7 2: 7,7 3: 23,1 4: 7,7 5: 46,2 6: 7,7
	Trade unions	N = 10	Most of the respondents indicated that the university and technikon were equally successful.	1: 30 2: - 3: 40 4: 10 5: 10 6: 10

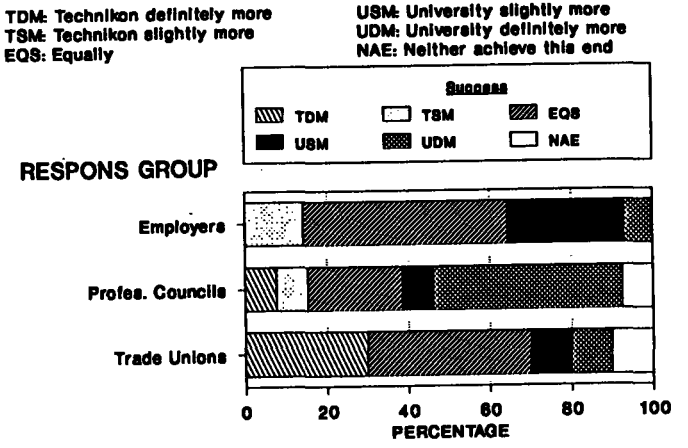


TABLE 3.3 (cont.)

UNIVERSITY AND TECHNIKON: RESEARCH AND TRAINING: PERCEIVED SUCCESS

Aspect measured	Response group	Number of respondents	Findings	% responses of the various groups to the options
Providing students with promotion prospects	Employers	N = 42	The majority of respondents indicated that the university was more successful.	1: - 2: - 3: 40,5 4: 33,3 5: 26,2 6: -
	Professional councils	N = 13	Most of the respondents indicated that the university was more successful.	1: - 2: - 3: 38,5 4: 23,1 5: 38,5 6: -
	Trade unions	N = 10	Most of the respondents indicated that the university was slightly more successful.	1: - 2: 20 3: 30 4: 50 5: - 6: -

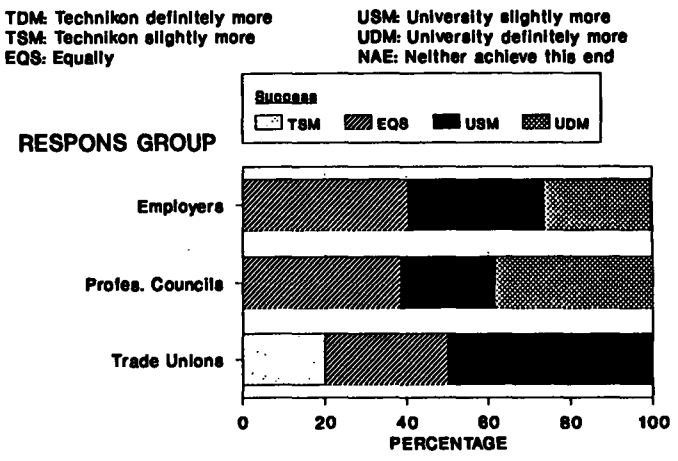


TABLE 3.3 (cont.)

UNIVERSITY AND TECHNIKON: RESEARCH AND TRAINING: PERCEIVED SUCCESS

Aspect measured	Response group	Number of respondents	Findings	% responses of the various groups to the options
Preparing students to occupy managerial positions in companies	Employers	N = 42	The majority of respondents indicated that the university was more successful.	1: 2,4 2: 2,4 3: 28,6 4: 38,1 5: 16,7 6: 11,9
	Professional councils	N = 13	Most of the respondents indicated that the university was more successful.	1: - 2: - 3: 30,8 4: 30,8 5: 30,8 6: 7,7
	Trade unions	N = 10	Most of the respondents indicated that the technikon was more successful.	1: 20 2: 20 3: 20 4: 20 5: 10 6: 10

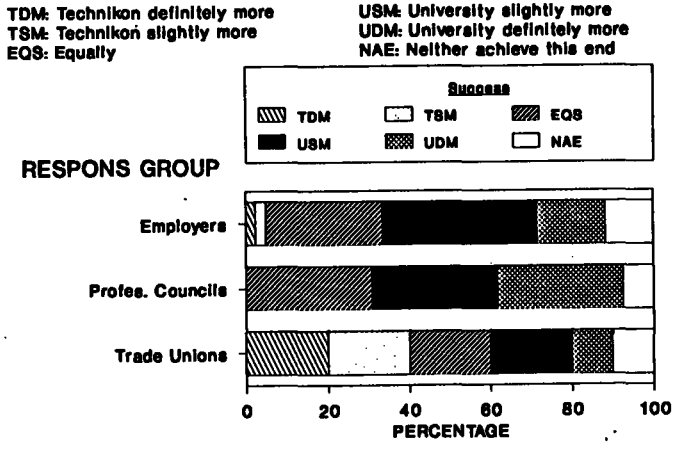


TABLE 3.3 (cont.)

UNIVERSITY AND TECHNIKON: RESEARCH AND TRAINING: PERCEIVED SUCCESS

Aspect measured	Response group	Number of respondents	Findings	% responses of the various groups to the options
Preparing students for other high level positions in a company	Employers	N = 42	The majority of respondents indicated that the university was more successful.	1: - 2: 2,4 3: 31,0 4: 38,1 5: 23,8 6: 4,8
	Professional councils	N = 13	Most respondents indicated that the university was more successful.	1: - 2: - 3: 38,5 4: 23,1 5: 38,5 6: -
	Trade unions	N = 10	Equal percentages indicated that the university was slightly more successful and that the university and technikon were equally successful.	1: 10 2: - 3: 40 4: 40 5: - 6: 10

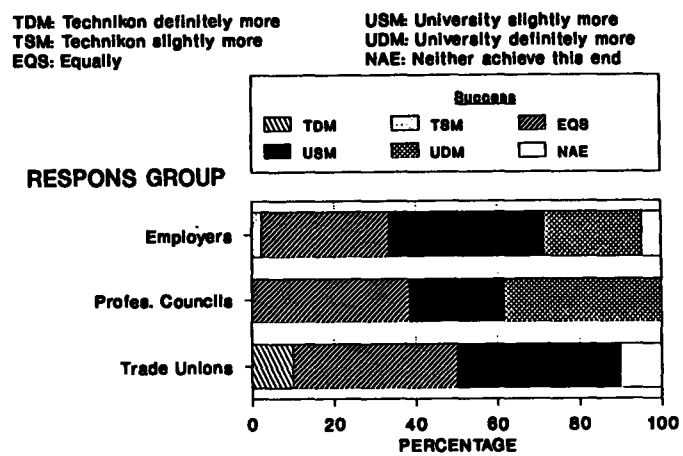


TABLE 3.3 (cont.)

UNIVERSITY AND TECHNIKON: RESEARCH AND TRAINING: PERCEIVED SUCCESS

Aspect measured	Response group	Number of respondents	Findings	% responses of the various groups to the options
Providing tuition for students who perform above average in the academic field	Employers	N = 42	The majority of respondents indicated that the university was more successful.	1: 2,4 2: 4,8 3: 21,4 4: 40,5 5: 26,2 6: 4,8
	Professional councils	N = 13	The majority of respondents indicated that the university was definitely more successful.	1: - 2: - 3: 23,1 4: 15,4 5: 61,5 6: -
	Trade unions	N = 10	The majority of respondents indicated that the university was definitely more successful.	1: - 2: 10 3: 10 4: 20 5: 40 6: 20

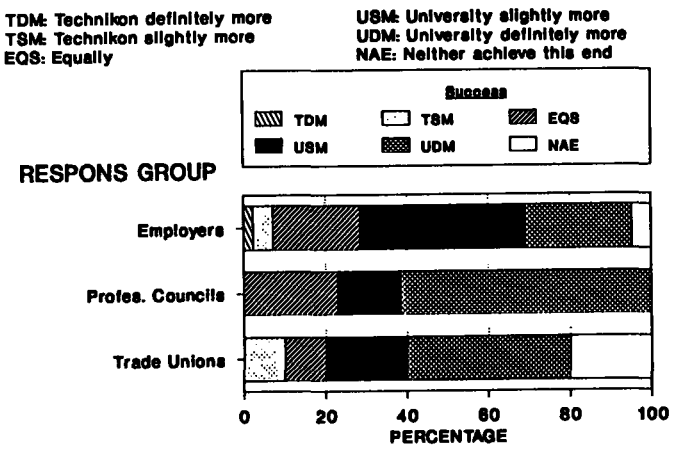


TABLE 3.3 (cont.)

UNIVERSITY AND TECHNIKON: RESEARCH AND TRAINING: PERCEIVED SUCCESS

Aspect measured	Response group	Number of respondents	Findings	% responses of the various groups to the options
Setting high academic standards	Employers	N = 42	Most of the respondents indicated that the university was more successful. A high percentage of respondents indicated that the university and technikon were equally successful.	1: - 2: - 3: 42,9 4: 31,0 5: 23,8 6: 2,4
	Professional councils	N = 13	Most of the respondents indicated that the university was more successful. A high percentage of respondents indicated that the university and technikon were equally successful.	1: - 2: - 3: 46,2 4: 15,4 5: 38,5 6: -
	Trade unions	N = 10	The majority of respondents indicated that the university and technikon were equally successful. The remaining respondents indicated that the university was more successful.	1: - 2: - 3: 60 4: 20 5: 20 6: -

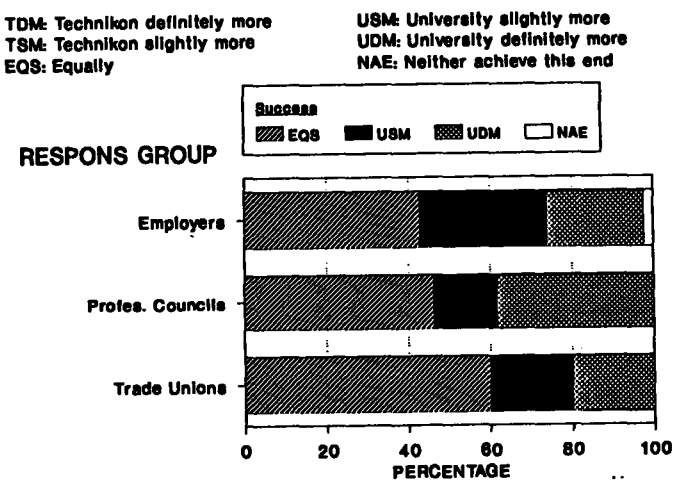


TABLE 3.3 (cont.)

UNIVERSITY AND TECHNIKON: RESEARCH AND TRAINING: PERCEIVED SUCCESS

Aspect measured	Response group	Number of respondents	Findings	% responses of the various groups to the options
Preparing students for further training	Employers	N = 42	The majority of respondents indicated that the university and technikon were equally successful. Most of the respondents indicated that the university was more successful.	1: - 2: 7,1 3: 61,9 4: 19,0 5: 9,5 6: 2,4
	Professional councils	N = 13	The majority of respondents indicated that the university and technikon were equally successful. Most of the remaining respondents indicated that the university was more successful.	1: - 2: - 3: 61,5 4: 30,8 5: 7,7 6: -
	Trade unions	N = 10	A small majority of respondents indicated that the university was more successful.	1: 30 2: - 3: 30 4: 30 5: 10 6: -

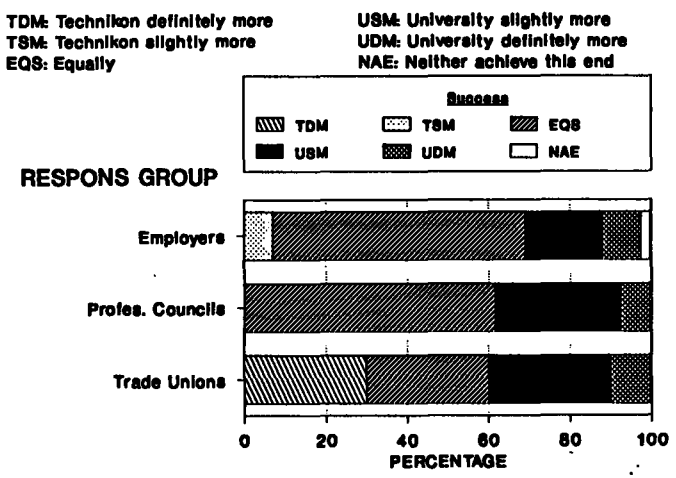


TABLE 3.3 (cont.)

UNIVERSITY AND TECHNIKON: RESEARCH AND TRAINING: PERCEIVED SUCCESS

Aspect measured	Response group	Number of respondents	Findings	% responses of the various groups to the options
Developing students' intellectual capacities	Employers	N = 41	The majority of respondents indicated that the university was more successful. A high percentage of respondents indicated that the university and technikon were equally successful.	1: - 2: - 3: 36,6 4: 39,0 5: 19,5 6: 4,9
	Professional councils	N = 13	The majority of respondents indicated that the university was more successful. The remaining respondents indicated that the university and technikon were equally successful.	1: - 2: - 3: 38,5 4: 23,1 5: 38,5 6: -
	Trade unions	N = 10	A small majority of respondents indicated that the university was more successful.	1: - 2: 20 3: 30 4: 30 5: 10 6: 10

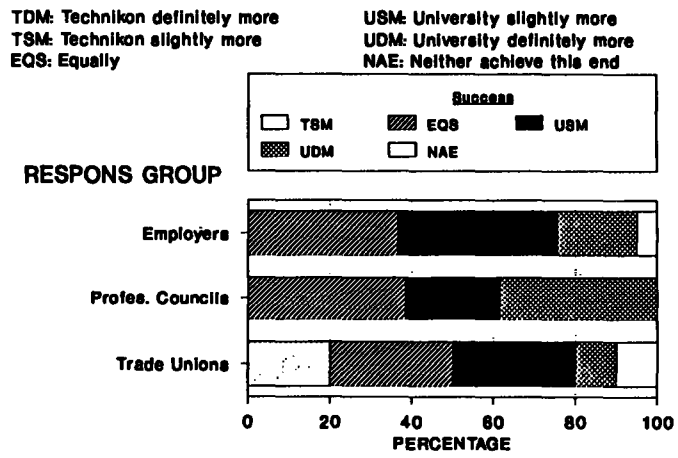


TABLE 3.3 (cont.)

UNIVERSITY AND TECHNIKON: RESEARCH AND TRAINING: PERCEIVED SUCCESS

Aspect measured	Response group	Number of respondents	Findings	% responses of the various groups to the options
Training students in fields of study that are in great demand in the labour market	Employers	N = 41	The majority of respondents indicated that the technikon was more successful.	1: 12,2 2: 39,0 3: 29,3 4: 12,2 5: - 6: 7,3
	Professional councils	N = 13	The majority of respondents indicated that the university and technikon were equally successful. Considerable percentages of respondents indicated that the technikon was more successful and that neither achieved this end.	1: - 2: 30,8 3: 46,2 4: - 5: - 6: 23,1
	Trade unions	N = 10	The majority of respondents indicated that the technikon was more successful.	1: 30 2: 50 3: 20 4: - 5: - 6: -

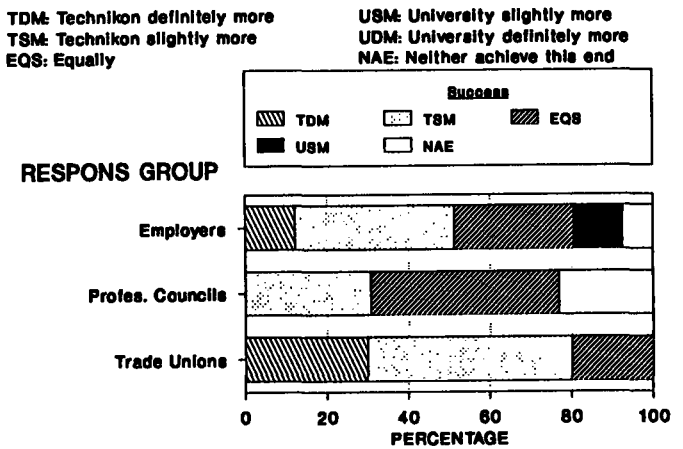


TABLE 3.3 (cont.)

UNIVERSITY AND TECHNIKON: RESEARCH AND TRAINING: PERCEIVED SUCCESS

Aspect measured	Response group	Number of respondents	Findings	% responses of the various groups to the options
Providing students with the ability to apply their acquired knowledge in the work situation	Employers	N = 41	The majority of respondents indicated that the technikon was more successful.	1: 12,2 2: 56,1 3: 22,0 4: 2,4 5: - 6: 7,3
	Professional councils	N = 13	Equal percentages of respondents indicated that the technikon was slightly more successful and that the university and technikon were equally successful.	1: - 2: 46,2 3: 46,2 4: - 5: - 6: 7,7
	Trade unions	N = 10	Equal percentages of respondents indicated that the technikon was more successful and that the university and technikon were equally successful.	1: 20 2: 30 3: 50 4: - 5: - 6: -

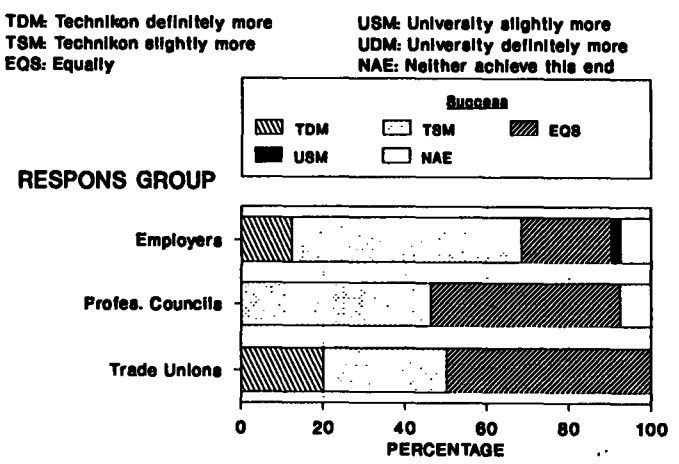


TABLE 3.3 (cont.)

UNIVERSITY AND TECHNIKON: RESEARCH AND TRAINING: PERCEIVED SUCCESS

Aspect measured	Response group	Number of respondents	Findings	% responses of the various groups to the options
Providing students with balanced cultural and social development	Employers	N = 41	The majority of respondents indicated that the university and technikon were equally successful.	1: - 2: 4,9 3: 46,3 4: 26,8 5: 2,4 6: 19,5
	Professional councils	N = 13	The majority of respondents indicated that the university and technikon were equally successful. A considerable percentage indicated that the university was more successful.	1: - 2: - 3: 61,5 4: 23,1 5: 7,7 6: 7,7
	Trade unions	N = 10	Equal percentages of respondents indicated that the university and technikon were equally successful and that the university was more successful.	1: - 2: 20 3: 40 4: 30 5: 10 6: -

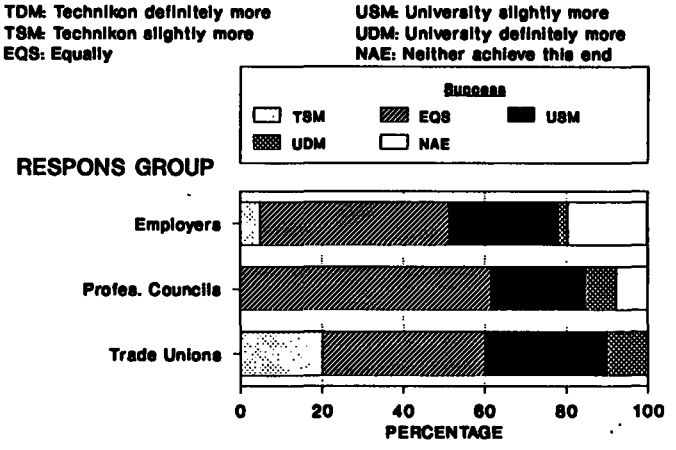


TABLE 3.3 (cont.)

UNIVERSITY AND TECHNIKON: RESEARCH AND TRAINING: PERCEIVED SUCCESS

Aspect measured	Response group	Number of respondents	Findings	% responses of the various groups to the options
Ensuring that it's courses maintain relevance to the requirements of the work place	Employers	N = 41	The majority of respondents indicated that the technikon was more successful.	1: 22,0 2: 51,2 3: 19,5 4: - 5: - 6: 7,3
	Professional councils	N = 13	Most respondents indicated that the technikon was slightly more successful.	1: - 2: 69,2 3: 30,8 4: - 5: - 6: -
	Trade unions	N = 10	The majority of respondents indicated that the technikon was definitely more successful.	1: 60 2: 20 3: 20 4: - 5: - 6: -

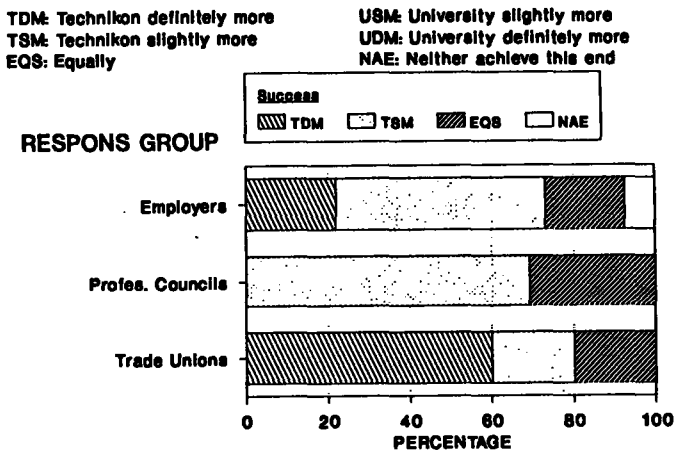


TABLE 3.3 (cont.)

UNIVERSITY AND TECHNIKON: RESEARCH AND TRAINING: PERCEIVED SUCCESS

Aspect measured	Response group	Number of respondents	Findings	% responses of the various groups to the options
Preparing students to adapt easily and quickly to the work situation	Employers	N = 41	The majority of respondents indicated that the technikon was more successful.	1: 14,6 2: 43,9 3: 26,8 4: 4,9 5: - 6: 9,8
	Professional councils	N = 13	The majority of respondents indicated that the technikon was more successful.	1: 7,7 2: 30,8 3: 23,1 4: 23,1 5: - 6: 15,4
	Trade unions	N = 10	The majority of respondents indicated that the technikon was more successful.	1: 20 2: 40 3: 20 4: 10 5: - 6: 10

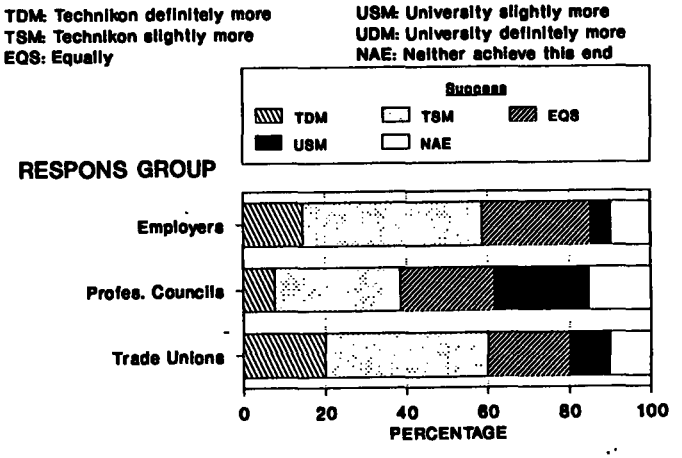


TABLE 3.3 (cont.)

UNIVERSITY AND TECHNIKON: RESEARCH AND TRAINING: PERCEIVED SUCCESS

Aspect measured	Response group	Number of respondents	Findings	% responses of the various groups to the options
Training students to have an awareness of the need for serving the community	Employers	N = 41	A small majority of respondents indicated that the university and technikon were equally successful. An almost equal percentage indicated that neither achieved this end.	1: - 2: 2,4 3: 36,6 4: 24,4 5: 2,4 6: 34,1
	Professional councils	N = 13	Equal percentages of respondents indicated that the university and technikon were equally successful and the university was more successful.	1: - 2: - 3: 46,2 4: 38,5 5: 7,7 6: -
	Trade unions	N = 10	The majority of respondents indicated that the university and technikon were equally successful. A considerable percentage indicated that neither achieved this end.	1: - 2: 10 3: 60 4: - 5: - 6: 30

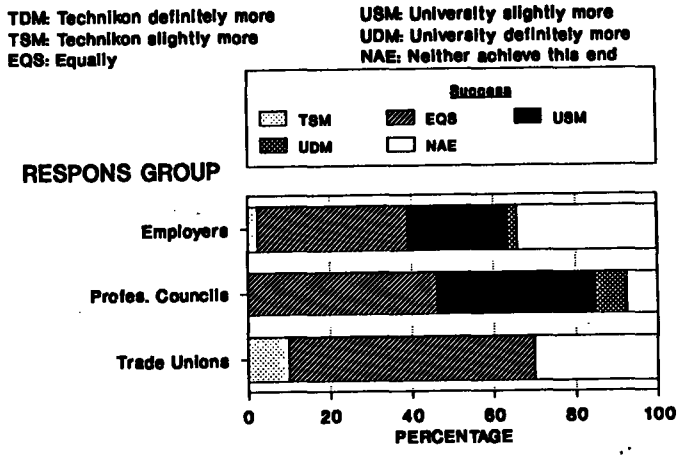


TABLE 3.3 (cont.)

UNIVERSITY AND TECHNIKON: RESEARCH AND TRAINING: PERCEIVED SUCCESS

Aspect measured	Response group	Number of respondents	Findings	% responses of the various groups to the options
Disseminating information to the public/employers about the courses offered	Employers	N = 42	The majority of respondents indicated that the university and technikon were equally successful.	1: 7,1 2: 14,3 3: 52,4 4: 11,9 5: 9,5 6: 4,8
	Professional councils	N = 13	The majority of respondents indicated that the university and technikon were equally successful.	1: - 2: - 3: 69,2 4: 15,4 5: - 6: 15,4
	Trade unions	N = 10	The majority of respondents indicated that the university and technikon were equally successful.	1: 20 2: 10 3: 60 4: - 5: - 6: 10

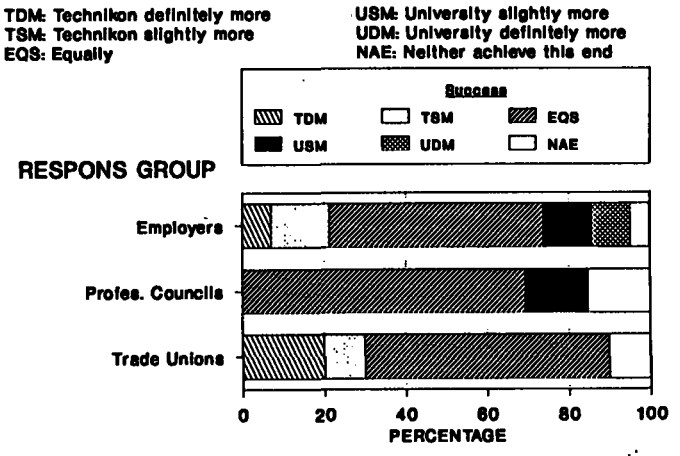


TABLE 3.3 (cont.)

UNIVERSITY AND TECHNIKON: RESEARCH AND TRAINING: PERCEIVED SUCCESS

Aspect measured	Response group	Number of respondents	Findings	% responses of the various groups to the options
Keeping tuition fees at reasonable levels	Employers	N = 41	The majority of respondents indicated that the technikons were more successful. A very large percentage indicated that neither achieved this end.	1: 12,2 2: 39,0 3: 12,2 4: - 5: - 6: 36,6
	Professional councils	N = 13	A small majority indicated that the university and technikon were equally successful. A very large percentage of respondents indicated that the technikon was more successful.	1: 16,7 2: 25,0 3: 50,0 4: - 5: - 6: 8,3
	Trade unions	N = 10	A majority of respondents indicated that the technikon was more successful.	1: 30 2: 40 3: 20 4: - 5: - 6: 10

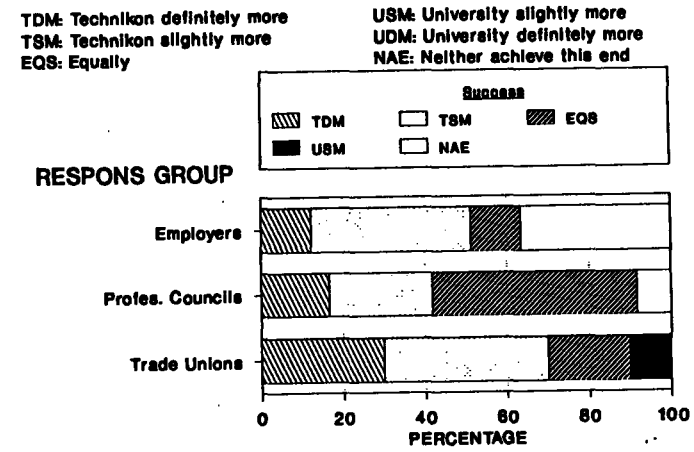


TABLE 3.3 (cont.)

UNIVERSITY AND TECHNIKON: RESEARCH AND TRAINING: PERCEIVED SUCCESS

Aspect measured	Response group	Number of respondents	Findings	% responses of the various groups to the options
Leading research	Employers	N = 41	The vast majority of respondents indicated that the university was more successful.	1: - 2: 4,9 3: 4,9 4: 51,9 5: 39,0 6: -
	Professional councils	N = 13	All the respondents indicated that the university was more successful.	1: - 2: - 3: - 4: 61,5 5: 38,5 6: -
	Trade unions	N = 10	A small majority indicated that the university and technikon were equally successful. A very high percentage indicated that the university was more successful.	1: - 2: 10 3: 50 4: 30 5: 10 6: -

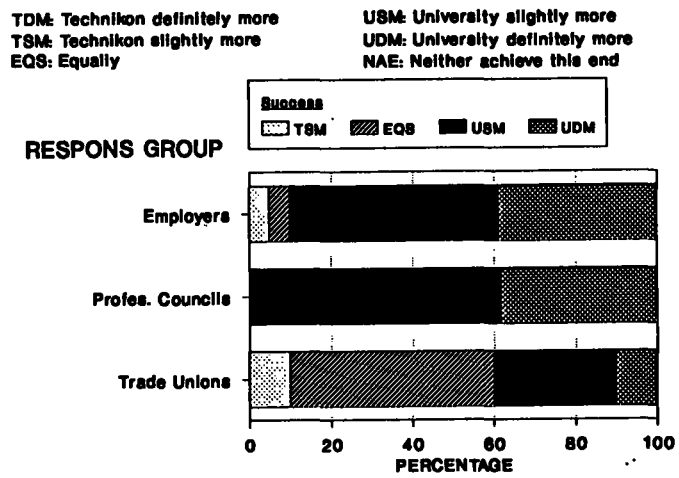


TABLE 3.3 (cont.)

UNIVERSITY AND TECHNIKON: RESEARCH AND TRAINING: PERCEIVED SUCCESS

Aspect measured	Response group	Number of respondents	Findings	% responses of the various groups to the options
Leading tertiary education	Employers	N = 41	The majority of respondents indicated that the university was more successful.	1: - 2: - 3: 20,0 4: 40,0 5: 32,5 6: 7,5
	Professional councils	N = 13	The majority of respondents indicated that the university was more successful.	1: - 2: - 3: 7,7 4: 46,2 5: 46,2 6: -
	Trade unions	N = 10	The majority of respondents indicated that the university was more successful. A considerable percentage indicated that neither achieved this end.	1: - 2: 10 3: 10 4: 30 5: 20 6: 30

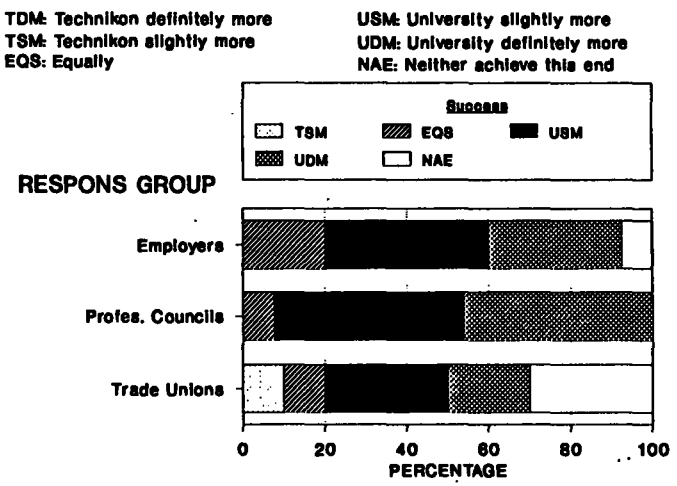


TABLE 3.4

AN EVALUATION OF STATEMENTS REGARDING UNIVERSITY AND TECHNIKON TRAINING AND RESEARCH

Aspect measured	Response group	Number of respondents	Findings	% responses of the various groups to the options
The course composition of many university students is too general	Employers	N = 42	Most respondents agreed with this statement.	1: 73,8 2: 21,4 3: 4,8
	Professional councils	N = 13	Equal percentages of respondents agreed and disagreed.	1: 46,2 2: 46,2 3: 7,7
	Trade unions	N = 10	Most respondents agreed with this statement.	1: 80 2: 10 3: 10

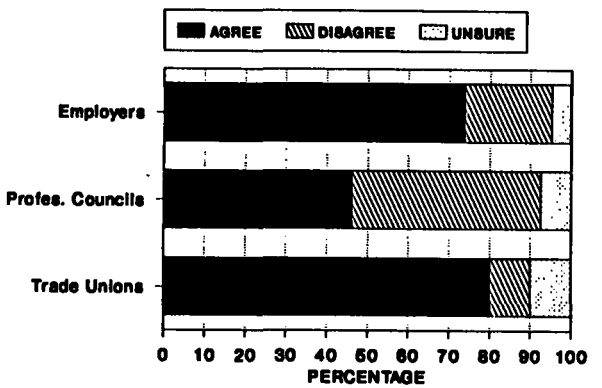


TABLE 3.4

AN EVALUATION OF STATEMENTS REGARDING UNIVERSITY AND TECHNIKON TRAINING AND RESEARCH

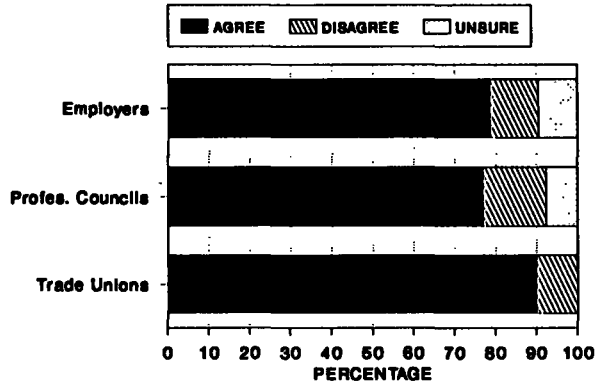
Aspect measured	Response group	Number of respondents	Findings	% responses of the various groups to the options	
Many persons currently trained at universities should rather be trained at technikons	Employers	N = 42	Most respondents agreed with this statement.	1: 78,6 2: 11,9 3: 9,5	
	Professional councils	N = 13	Most respondents agreed with this statement.	1: 76,9 2: 15,4 3: 7,7	
	Trade unions	N = 10	Most respondents agreed with this statement.	1: 90 2: 10 3: -	

TABLE 3.4

AN EVALUATION OF STATEMENTS REGARDING UNIVERSITY AND TECHNIKON TRAINING AND RESEARCH

Aspect measured	Response group	Number of respondents	Findings	% responses of the various groups to the options
Universities should concentrate on basic research rather than applied research	Employers	N = 42	Most respondents disagreed with this statement.	1: 16,7 2: 61,9 3: 21,4
	Professional councils	N = 13	Most respondents agreed with this statement.	1: 23,1 2: 69,2 3: 7,7
	Trade unions	N = 10	Equal percentages of respondents agreed and were unsure.	1: 40 2: 20 3: 40

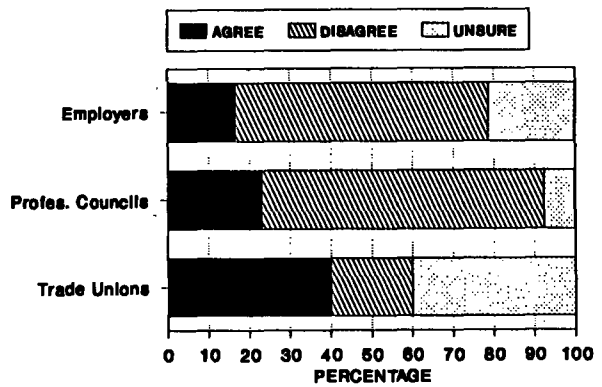
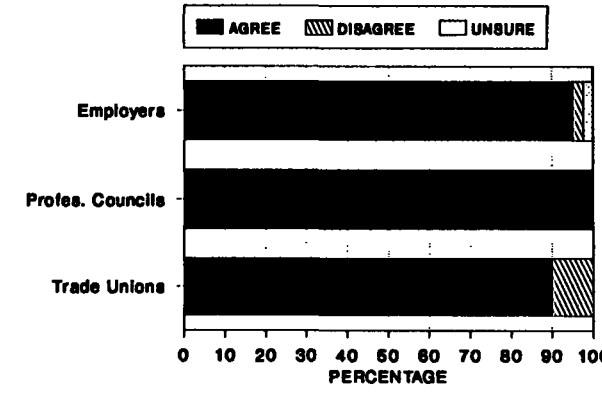


TABLE 3.4

AN EVALUATION OF STATEMENTS REGARDING UNIVERSITY AND TECHNIKON TRAINING AND RESEARCH

Aspect measured	Response group	Number of respondents	Findings	% responses of the various groups to the options
Technikons should be encouraged to co-operate with universities in order to accomplish effective interaction of research and development activities	Employers	N = 42	Almost all the respondents agreed with this statement.	1: 95,2 2: 2,4 3: 2,4
	Professional councils	N = 13	All the respondents agreed with this statement.	1: 100 2: - 3: -
	Trade unions	N = 10	Most respondents agreed with this statement.	1: 90 2: 10 3: -



CHAPTER 4

STUDENTS' PERCEPTIONS OF THE IMAGE OF THE UNIVERSITY

4.1 INTRODUCTION

University and technikon students in their first academic year were involved in the survey to establish the reasons for their final choice of university/technikon training; to find out if they had considered technikon/university training as an alternative; to reveal the reasons for their consideration of technikon/university training if applicable; to assess what their exposure were to universities before entering university or technikon; to determine which factors had influenced these students in their final choice of a specific university/technikon for training; to establish what career guidance they had received, as well as their general image of the university as opposed to their general image of the technikon.

4.2 THE SAMPLE TEST

As mentioned in Chapter 1 Paragraph 2.1, 200 questionnaires were distributed to each of 8 selected universities and to 8 technikons. These institutions were selected on the following parameters:

(a) Urban/rural
(b) Medium of instruction
(c) Size
(d) The inclusion of all four population groups

The following universities were selected:

(a) University of Cape Town - Urban; English; large university.
(b) University of the Western Cape - Coloureds.
(c) University of the North - Blacks.
(d) University of Pretoria - Urban; Afrikaans; large university.
(e) University of Westville - Asians.
(f) Potchefstroom University - Rural; Afrikaans; small university.
(g) Rhodes University - Rural; English; small university.
(h) Orange Free State - Medium size.

The following technikons were chosen:

(a) Cape Technikon - Urban; English; large.

(b) Mabopane East Technikon - Blacks.

(c) Orange Free State Technikon - Afrikaans; Medium size.

(d) Port Elizabeth Technikon - English; Medium size.

(e) Pretoria Technikon - Urban; Afrikaans; large.

(f) M.L. Sultan Technikon - Asians.

(g) Vaal Triangle Technikon - Rural; Afrikaans.

(h) Peninsula Technikon - Coloureds.

Of the 1 600 questionnaires sent to universities 1 016 were returned within the time allowed for the students to respond, while a timely response was received from 766 technikon students. Universities and technikons were asked to distribute the questionnaires among academic first-year students of the various fields of study.

Firstly the biographical data of the respondents are discussed.

4.3 BIOGRAPHICAL DATA OF RESPONDENTS

A detailed analysis of the biographical data of the respondents is given in Table 4.1 (pp. 156-160).

The vast majority of university respondents were between 16 and 21 years, while the vast majority of technikon respondents were between 17 and 22 years.

There were more male than female technikon respondents, while most of the university respondents were females.

The home language of most of the university and technikon respondents was Afrikaans with English that of the second largest group. Of the total number of technikon students 21,5 % had an African language as home language, while 14,1 % of the university students had an African language as home language.

The majority of university respondents had been in Std 10 the previous year and 7,1 % of them had completed their national service. Of the total of technikon students 54,9 % had been in Std 10 and 10,8 % had been involved in national service the previous year. Eight comma one per cent (8,1 %) of university and 17 % of technikon students had already been studying full-time at a tertiary institution.

The majority of university and technikon students had followed a general field of study at school. The second largest group of university and technikon students had taken natural sciences at school.

4.4 FIELD OF STUDY

A detailed analysis of the responses is given in Table 4.2 (pp. 161-163). Regarding current fields of study, more or less equal percentages of university and technikon respondents were enrolled in the natural sciences. The majority of technikon students followed a commercial field of study. Larger percentages of university students followed courses in the human sciences and in the medical and health services than was the case with technikon students.

When they had chosen their field of study at the beginning of Standard 8, 42,1 % of university and 34 % of technikon students had had a specific field of study in mind. The university students who had had a specific field of study in mind at the beginning of Std 8 gave their order of precedence of choice of study field as: natural sciences (34,3 %); human sciences (32,6 %); commerce (21,4 %), and medicine and health services (11,7 %). For the same group of technikon students the order of precedence was: natural sciences (58,8 %); commerce (21,8 %); human sciences (11,3 %), and medicine and health services (8,2 %).

Most of the university and technikon students indicated positively that the subjects that they had chosen for matric enabled them to follow the field of study of their choice.

It seems that for the sample groups involved in this survey the most popular fields of study for university students were the natural sciences and the human sciences, and for the technikon students the most popular fields of study were the natural sciences and commerce.

4.5 UTILIZATION OF GUIDANCE PERIODS AT SCHOOL

Most of the technikon (59 %) and university (61,6 %) respondents indicated that in their opinion school guidance periods were not effectively utilized. Of the respondents, 36,4 % of the technikon and 31,2 % of university respondents indicated that these periods were utilized effectively, while 4,6 % of the technikon and 7,2 % of university students were unsure on the issue.

In general the respondents indicated that the career guidance periods at school were not utilized effectively.

In this respect students were asked to indicate whether a given list of activities took place often, sometimes or never during guidance periods at school.

The most important finding deduced from Table 4.3 (pp. 164-167) is that the university and technikon students' responses to the various aspects were alike.

Of the listed activities those that took place in school guidance periods in order of precedence were:

(a) University students

(i) Guidance teacher provides general information on fields of study

(ii) Class or group discussions are held on the issues involved in the choice of an occupation.

(iii) Pupils read books, magazines, newspaper articles, etc. featuring different occupations.

(iv) Pupils evaluate themselves (analysis of personality, interests, aptitude, etc.)

(v) Pupils are allowed to do homework during guidance periods.

(b) Technikon students

(i) Guidance teacher provides general information on fields of study and training possibilities available to school leavers.

(ii) Pupils receive help with learning and study problems.

(iii) Class or group discussions are held on the issues involved in the choice of an occupation.

(iv) Pupils read books, magazines, newspaper articles, etc. featuring different occupations.

(v) Pupils are allowed to do homework during guidance periods.

Of the listed activities, those that took place periodically during guidance periods at school, in order of precedence, were:

(a) University students

(i) Pupils attend career exhibitions.

(ii) Pupils read books, magazines, newspaper articles, etc. featuring differing occupations.

(iii) Pupils receive help with learning and study problems.

(iv) Pupils evaluate themselves (analysis of personality, interests, aptitude, etc.)

(v) Films/videos are shown.

(b) Technikon students

(i) Pupils attend career exhibitions.

(ii) Pupils read books, magazines, newspaper articles, etc. featuring different occupations.

(iii) Pupils evaluate themselves (analysis of personality, interests, aptitude, etc.)

(iv) Pupils receive help with learning and study problems.

(v) Class or group discussions are held on the issues involved in the choice of an occupation.

Of the activities listed for school guidance periods, those that never took place during school guidance periods, in order of precedence, were:

(a) University students

(i) Sport/other activities take place during guidance periods.
(ii) Individual pupils do a presentation to the class on a specific occupation.
(iii) Guidance class visits employers, training institutions, etc.
(iv) Written assignments are given on different occupations.
(v) Teaching examination subjects.

(b) Technikon students

(i) Individual pupils do a presentation to the class on a specific occupation.
(ii) Guidance class visits employers, training institutions, etc.

(iii) Sport/other activities.

(iv) Written assignments are given on different occupations.

(v) Films/videos are shown.

4.6 UNIVERSITY AND TECHNIKON STUDENTS: CONSIDERATION OF A TERTIARY INSTITUTION

Detailed findings are given in Table 4.4 (pp. 168-169). A much higher percentage (46,5 %) of technikon students than university students (26,4 %) indicated that they had also considered university/technikon training. A very high percentage (59,4 %) of technikon students indicated that they qualified for university entrance.

Most of the technikon students (62,9 %) indicated that whether or not they had university entrance they still preferred technikon training. A small percentage of technikon (4,1 %) respondents indicated that they were not successful at university and had registered at a technikon because of this. Of the technikon respondents 9,5 % indicated that they preferred university training but did not have university entrance, while 11,7 % of technikon respondents indicated that they preferred university training to technikon training but that the university fees were too high.

4.7 REASONS FOR CONSIDERATION OF UNIVERSITY TRAINING BY TECHNIKON STUDENTS

As mentioned in the previous paragraph 46,5 % of technikon respondents indicated that they had considered university training. The five most important reasons as offered in the questionnaire for their consideration of university training were (in order of precedence):

(i) The university offers a similar course to the one for which I have applied for admission/ selection.

(ii) I would rather obtain a degree than a diploma and only universities provide degree courses.

(iii) Persons with university qualifications have more status in society than people with technikon qualifications.

(iv) Persons with university qualifications receive higher salaries than those with technikon qualifications.

(v) Persons with university qualifications have a better chance of being promoted than people with technikon qualifications.

A detailed analysis of these responses is given in Table 4.4 (pp. 168-169).

4.8 REASONS FOR THE CONSIDERATION OF TECHNIKON TRAINING BY UNIVERSITY STUDENTS

Paragraph 4.5 indicates that 26,4 % of the university respondents had considered technikon training as an alternative.

These respondents indicated the following five reasons as the most important for their consideration of technikon training (in order of precedence):

(i) The technikon equips one with better skills for certain occupations than a university can.

(ii) Technikon training costs less than university training.

(iii) The technikon offers a similar course to the one for which I have applied for selection/ admission.

(iv) I have a better chance of passing the course at a technikon.

(v) Nowadays people who are technikon trained enjoy as high a status in the community as those who are university trained.

A detailed analysis of responses is given in Table 4.5 (pp. 170-173).

4.9 REASONS FOR PREFERENCE OF TECHNIKON TRAINING BY TECHNIKON STUDENTS

A list of anticipated reasons for students' final choice of technikon training was given and students were asked to indicate which had played a role in their final decision and preference to study at a technikon. Detailed findings are set out in Table 4.6 (p. 174-177).

The five most important reasons (those indicated by the highest percentages of students) in order of precedence were:

(i) The technikon equips one better with skills for certain occupations than a university.

(ii) Technikon training costs less than university training.

(iii) A greater need for technikon trainees than for university trainees exists in the labour market.

(iv) Nowadays people who are technikon trained enjoy as high a status in the community as those who are university trained.

(v) I have a better chance of passing the course at a technikon.

4.10 REASONS FOR PREFERENCE OF UNIVERSITY TRAINING BY UNIVERSITY STUDENTS

In a similar way the reasons for university respondents' final choice of university training were established. There is a detailed analysis of findings in Table 4.6 (pp. 174-177).

The five most important reasons, in order of precedence, were:

(i) I prefer obtaining a degree to a diploma and only universities provide degree courses.

(ii) I am of the opinion that a university will suit my potential better.

(iii) The course that interests me, can only be followed at universities.

(iv) In my opinion university training standards are higher than technikon training standards.

(v) Persons with university qualifications have a better chance of being promoted than people with technikon qualifications.

The five functions arranged by the university attended most by technikon students in order of precedence were:

(i) Carnival/Rag processions
(ii) Career exhibitions
(iii) Campus visit, while at school
(iv) Sport meetings
(v) Theatrical performances

4.11 UNIVERSITIES AND TECHNIKONS: TRAINING AND RESEARCH: PERCEIVED SUCCESS

Students were asked to indicate the relative success of the university as opposed to the success of the technikon regarding different aspects of university training and research.

The respondents were given the following options:

1 - Technikon definitely more successful
2 - Technikon slightly more successful
3 - Equally successful
4 - University slightly more successful
5 - University definitely more successful

A detailed analysis of responses is given in Table 4.10 (pp. 181-190).

In order to make general findings possible on the various aspects measured, it was necessary to combine options 1 and 2, and options 4 and 5 in some cases.

Chaid analyses were performed to assess if there were any meaningful relation between the biographical data of the students and the way in which they responded to the various aspects of the question asked.

It was also necessary to group the responses as mentioned above into three categories to perform the Chaid analyses. The three categories were:

1 - Technikon more successful
2 - Equally successful
3 - University more successful

For university respondents the following biographical data were used as independent variables (predictors):

(i) Age of respondents
(ii) Occupation the previous year
(iii) Sex of respondents
(iv) Home language
(v) Consideration of technikon training

4.12 SOURCES OF INFORMATION ON UNIVERSITIES

A detailed analysis of this aspect is given in Table 4.7 (p. 178).

The university students indicated that the following sources were the most important in providing students with information on universities (in order of precedence):

(i) Information brochures on universities
(ii) Vocational guidance provided at school
(iii) Relative/friend who studied/receives training/works at a university
(iv) Your parents/guardian
(v) Guidance/information provided by university staff

Technikon students indicated the following five sources in order of precedence as the most important in providing them with the necessary information on universities:

(i) Information brochures on universities
(ii) Vocational guidance provided at school
(iii) At career exhibitions
(iv) Subject teachers
(v) Information on universities in the media

4.13 ATTENDANCE OF RESPONDENTS OF FUNCTIONS ARRANGED BY UNIVERSITIES

Detailed information is given in Table 4.8 (p. 179).

The five functions most attended by university respondents are in order of precedence:

(i) Carnival/Rag processions
(ii) Lectures/courses
(iii) Career exhibitions
(iv) Campus visit, while at school
(v) Theatrical performances
(v) Field of study

The following biographical data of the technikon respondents were used in the Chaid analyses as independent variables (predictors):

(i) Age of respondents
(ii) Occupation the previous year
(iii) Sex of respondents
(iv) Home language
(v) Consideration of university training
(vi) University entrance
(vii) Reason for not choosing university training
(viii) Field of study

The dendograms of the Chaid analyses for the responses of the university students are given in Figure 4.1 (pp. 194-203) and those for the technikon students in Figure 4.2 (pp. 204-211). In the analyses only the first three predictors are reported on, at a 5 % level of significance. It should be noted that the Chaid analyses are only explorative analyses which indicate the main independent variables (predictors) which meaningfully contribute to differences in responses. Taking the overall aim of the investigation into account it was not considered applicable to proceed to a loglinear model analysis. If the percentages of the different options in Table 4.10 (pp. 181-190) are compared with the percentages in the dendograms given in Figures 4.1 and 4.2 slight differences can be seen. The explanation of this is that one of the prerequisites for Chaid analyses is that respondents who did not answer any one of the aspects of the dependent and independent variables involved in the analyses should be excluded in the analyses. It should also be borne in mind that options 1 and 2 in Table 4.10 are represented by option 1; option 3 in Table 4.10 is represented by option 2 and options 4 and 5 in Table 4.10 are represented by option 3 in Figures 4.1 and 4.2.

The dendograms give very detailed information and only the most important findings in this regard will be given.

In Table 4.11 (pp. 191-193) a summary of the first three dividers with respect to the statements concerning tertiary training is given. The level of significance of each divider is given in brackets.

The following constitute the main findings of the analyses. For more detailed information and findings see Tables 4.10 and 4.11 and Figures 4.1 and 4.2.

4.13.1 Setting high academic standards

(1) University students

Most respondents (74,5 %) indicated that the university was definitely more successful in setting high academic standards.

Occupation the previous year and field of study were the most important predictors of the way in which the students responded.

Students who were in Std 10, worked full-time or were involved in their national service the year before they enrolled at universities responded slightly less positively on the success of the university in the setting of high standards than did the students who worked part time or studied part-time or full-time at a tertiary institution the previous year.

Students enrolled in a commerce field of study and who were in Std 10, worked full-time or did national service the previous year were the most positive about the success of the university, while the natural sciences' students in this group agreed more on the success of the university than did the students enrolled in the human sciences and medicine and health services.

(2) Technikon students

Although most of the technikon respondents (51,2 %) indicated that both the university and the technikon were equally successful in setting high academic standards, the second largest group (36,4 %) agreed more with the success of the university in this regard.

Home language and reason for not choosing university training were the most important predictors of the way in which the students responded.

The respondents whose home language was either Afrikaans or English were more positive about the success of the university than the respondents who indicated an African language or Afrikaans and English as their home language. Of the first group the respondents who indicated that they should have liked to study at a university, agreed more with the success of the university in setting high academic standards than did the respondents who indicated that they preferred technikon training.

4.13.2 Preparing students for further training

(1) University students

Most of the respondents (40,3 %) indicated that both the university and the technikon were equally successful in preparing students for further training. The second largest group agreed on the success of the university.

Home language was found to be the most important predictor of the way in which the students responded.

The respondents who indicated that their home language was Afrikaans or African agreed more with the success of the university, while the respondents whose home language was English or Afrikaans and English agreed more with the success of both institutions.

(2) Technikon students

Most of the technikon students (53,5 %) indicated that the technikon was more successful in preparing students for further training.

No prediction was possible on how the independent variables influenced the responses to the dependent variable.

4.13.3 Equipping students adequately to ensure future occupational and income security

(1) University students

The majority of respondents (52,8 %) indicated that both institutions were equally successful. Most of the remaining respondents (33,1 %) indicated that the university was more successful.

Home language and sex of respondents were the most important predictors of the way in which the students responded to this aspect.

Students whose home languages were African and Afrikaans agreed more with the success of the university regarding this aspect than did the students whose home languages were English or Afrikaans and English.

In the group of students with home languages African and Afrikaans the males agreed considerably more with the success of the university, while the female students whose home language were African agreed considerably more with the success of the university in this regard than did the female students whose home language was Afrikaans.

In the group of respondents whose home languages were English or Afrikaans and English the males were more positive than the females about the success of the university.

(2) Technikon students

Although most respondents (44,4 %) indicated that both institutions were equally successful, a considerable percentage (42,3 %) of respondents indicated that technikons were more successful in equipping students adequately to ensure future occupational and income security.

Reasons for not choosing university training and field of study were the most important predictors of the way in which the students responded to this aspect of the question.

Students who preferred to study at a technikon agreed more with the success of the technikon than did students who should have liked to study at a university.

Of the students who should have liked to study at a university, the students who were enrolled in the human sciences and commerce and management fields of study agreed more with the success of the technikon than did the students enrolled in the natural sciences and medicine and health services.

4.13.4 Developing students' intellectual capacities

(1) University students

The majority (57,7 %) of university students indicated that the university was more successful in developing students' intellectual capacities.

The best predictors of the way in which the students responded were home language and sex.

Students whose home language was English agreed considerably more with the success of the university in this regard than did the group of respondents with home languages African, Afrikaans or Afrikaans and English.

The males of the last group agreed appreciably more with the success of the university in the development of the students' intellectual capacities.

(2) Technikon students

Most of the technikon students (49,6 %) indicated that both the university and the technikon were equally successful in equipping students with intellectual capacities.

The most important predictors of the way in which the students responded were home language, reason for not choosing university training, age and field of study.

The group of respondents whose home languages were African, Afrikaans or Afrikaans and English were considerably more positive about the success of the technikon while the respondents whose home language was English were more positive about the success of the university.

Of the first group (home language African, Afrikaans, Afrikaans and English) the students who indicated that they preferred technikon training agreed more with the success of the technikon. This was found especially for the students who were 17-24 years old.

Students enrolled in the human sciences, natural sciences and medicine and health services agreed more with the success of the university than did the commerce and management students.

4.13.5 Training students to have an awareness of the need for serving the community

(1) University students

Most of the university students (57,7 %) indicated that both institutions were equally successful, while most of the remaining students (27,3 %) indicated that the university was more successful in training students to have an awareness of the need for serving the community.

It was found that the sex of students was the most important factor contributing to the way in which the students responded.

It was found that the female university students agreed appreciably more with the success of both the university and the technikon in this regard.

(2) Technikon students

Although the majority (47,7 %) of respondents indicated that both institutions were equally successful, a considerable percentage (38,9 %) of respondents indicated that the technikon was more successful in this matter.

The sex of the students was the best predictor of the way in which the technikon students responded to this aspect of the question.

The female technikon respondents agreed appreciably more with the success of both the university and the technikon regarding the training of students to have an awareness of the need for serving the community.

4.13.6 Keeping tuition fees at reasonable levels

(1) University students

The majority (56,6 %) of the university respondents indicated that they agreed on the success of the technikon in keeping tuition fees at reasonable levels.

Home language, field of study and the sex of respondents were found to be the best predictors of the responses.

The students whose home language was English agreed considerably more with the success of the technikon in this regard.

Of the group whose home language was Afrikaans or whose home language included an African language it was found that the students enrolled in medicine and health services and in commerce and management fields of study were more positive about the success of the technikon in keeping tuition fees at reasonable levels.

Female students enrolled in human sciences and natural sciences were appreciably more positive about the success of the technikon in keeping tuition fees at reasonable levels.

(2) Technikon students

Most (78,3 %) technikon respondents indicated that they agreed on the success of the technikon in keeping tuition fees at reasonable levels.

No further predictions could be made regarding the influence of the independent variables on the responses made to this aspect of the question.

4.13.7 Leading tertiary education because it supplies the academic teachers for other tertiary education institutions

(1) University students

The majority (51,1 %) of university respondents indicated that the university was more successful in leading tertiary education.

Home language, sex of the respondents, consideration of technikon training and age of respondents were found to be the best predictors of the way in which the university students responded to this aspect of the question.

Students who indicated that their home language was Afrikaans agreed appreciably more with the success of the university in this regard.

The male respondents of the group whose home languages were African, English or Afrikaans and English agreed more with the success of the university in this regard than did the females of this group. Of these males, those who did not consider technikon training before enrolling at a university were slightly more positive about the success of the university. Female respondents in this group who were 21 years or older agreed more with the success of the university in this regard than did the younger females.

(2) Technikon students

Most of the technikon respondents (54,6 %) indicated that both the university and technikon were equally successful in leading tertiary education.

The most important predictors of the responses to this aspect of the question were age and sex of the respondents as well as reason for choosing university training.

Students whose aged ranged from 17 to 21 years agreed considerably more with the success of both the university and the technikon, while the older students indicated that the university was more successful in leading tertiary education. Female students of the younger age group agreed appreciably more with the success of both institutions in this regard than did the males of the younger age group. Females of the younger age group who did not have university entrance but preferred to study at a technikon agreed the most with the success of both institutions in leading tertiary education.

4.13.8 Ensuring that it's courses maintain relevance to the requirements of the work place

(1) University students

The majority of university students (45,2 %) indicated that in their opinion both institutions were equally successful. A considerable percentage (37,3 %) of respondents indicated that the technikon was more successful than the university in ensuring that it's courses maintain relevance to the requirements of the work place.

The predictor which was the most meaningful in explaining the differences in responses was the home language of the respondents. The respondents whose home language was English indicated that they agreed appreciably more with the success of the technikon in this regard.

(2) Technikon students

Most of the technikon students (68,5 %) indicated that the technikon was definitely more successful in ensuring that it's courses maintain relevance to the requirements of the work place.

The age of the respondents, their occupation in the previous year, university entrance and their consideration of university training were the most important predictors of the way in which they responded.

Students who were 19 years or older agreed appreciably more with the success of the technikon in this regard. Students of this age group who had obtained university entrance agreed appreciably more with the success of the technikon.

Students of the ages 17 to 18 years who had been in Std 10, had been studying full-time at a tertiary education institution, or who had worked part time the previous year, agreed considerably more with the success of the technikon in this regard than did the technikon students who had been doing their national service; had been studying part-time at a tertiary institution; or those who had worked full-time the previous year. Students of the group who agreed more with the technikon's success and had not considered university training were appreciably more positive about the technikon's success in this regard than those who had not considered university training.

4.13.9 Providing students with balanced cultural and social development

(1) University students

Although most respondents (48,1 %) indicated that both institutions were equally successful, an almost equal percentage (48 %) indicated that the university was more successful about providing students with balanced cultural and social development.

Home language, age and sex of the respondents were the best predictors of the responses on this aspect.

The university respondents whose home language was Afrikaans agreed slightly more with the success of both institutions in this regard while most of the respondents of the other language groups indicated that the university was more successful in this regard.

Students whose home language was Afrikaans and who were younger than 22 years agreed more with the success of both institutions while the older students of this language group agreed more with the success of the university in providing balanced cultural and social development. The male respondents of this younger age group and with home language Afrikaans agreed more with the success of the university, while the females of this group agreed slightly more with the success of both institutions.

(2) Technikon students

The majority of technikon students (66,8 %) indicated that both the technikon and university were equally successful in providing students with balanced cultural and social development.

The best predictors of the responses on this aspect were reason for not choosing university training, sex of respondents and age.

Students who preferred technikon training agreed appreciably more with the success of both institutions. The females of this group indicated that they agreed more with the success of both the university and technikon and this was particularly in the case of female students of the age group 17 to 20 years.

4.13.10 Preparing students to adapt easily and quickly to the work situation

(1) University students

Most of the university students (53,7 %) indicated that the technikon was more successful in preparing students to adapt easily and quickly to the work situation.

The best predictor of the responses was the occupation of the student the previous year.

Students who completed their national service, worked full-time, or studied full-time at a tertiary institution agreed more with the success of the technikon in this regard.

(2) Technikon students

The majority (78 %) of technikon students indicated that the technikon was more successful in preparing students to adapt easily and quickly to the work situation.

Home language, consideration of university training and reason for not choosing university training were the best predictors of students' responses to this aspect of the question.

Students whose home language was Afrikaans were more positive about the success of the technikon than respondents with other home languages. Students with Afrikaans as home language who did not consider university training were the most positive about the success of the technikon, while students from this group who preferred technikon training to university training or who indicated that although they would have preferred university training, had chosen the technikon because the fees of the universities were too high, agreed appreciably more with the success of the technikon.

4.14 SUMMATIVE FINDINGS

Most of the technikon and university students indicated that guidance periods were not effectively utilized. It is interesting to note that the university and technikon students' responses on the various aspects were very similar.

A much higher percentage of technikon students than university students indicated that they had also considered university/technikon training. Almost 60 % of the technikon respondents had qualified for university entrance. The majority of technikon students indicated that whether or not they had university entrance they still preferred technikon training. Almost half (46,5 %) of the technikon respondents indicated that they had considered university training. The most important reasons for their consideration were that a similar course was offered by the university; that they preferred obtaining a degree; that the higher status was attached to university training, and that university training offered potentially better income possibilities and better promotion opportunities.

Of the university respondents 26,4 % indicated that they had considered technikon training. The main reasons for their consideration of technikon training were that the technikon equipped one with better skills for certain occupations; that technikon training was cheaper; that a similar course was offered by technikons; that he/she stood a better chance of passing the course at a technikon and that the status of technikon-trained students was similar to the status of university-trained students.

The main reasons for technikon students' final decision to study at a technikon were given as: that the technikon equips one with better skills for certain occupations; that a greater need for technikon trainees exists in the labour market; that technikon-trained students enjoy as high a status as university students and that the student has a better chance of passing the course at a technikon.

University students' final decision to rather study at a university were determined mainly by the fact that they preferred obtaining a degree; that the university suited their potential better; that the course they were interested in could only be followed at universities; that they were of the opinion that university training standards were higher, and that university-trained students had better promotion prospects.

Information brochures on universities and vocational guidance at school were indicated by both university and technikon respondents as the most important sources of information on universities. Other important sources of information were relatives/friends who studied/received training/worked at a university, their parents/guardians, university staff, career exhibitions, subject teachers and the media.

The functions at universities most attended by both university and technikon respondents prior to their registration at the university or technikon were carnival/rag processions; career exhibitions; campus visits, and theatrical performances.

With regard to the perceived success of the university/technikon considerable percentages of both response groups agreed that the university was more successful in setting high academic standards and in leading tertiary education. Considerable percentages of both response groups agreed that the technikon was more successful in keeping tuition fees at reasonable levels; ensuring that courses maintain relevance and in preparing students to adapt easily and quickly to the work situation.

The Chaid analyses provides very detailed information which can be studied by the reader. A few remarks in this regard are offered.

Home language was found to be the most frequent predictor of the way in which the students responded.

(a) Afrikaans and English respondents agreed more with the success of the university in setting high academic standards and in preparing students for further training.

(b) English respondents agreed more with the success of the university in developing students' intellectual capacities.

(c) Respondents with an African language as a home language agreed more with the success of universities in equipping students adequately to ensure future occupational and income security.

(d) Afrikaans-speaking respondents agreed more with the success of universities in equipping students adequately to ensure future occupational and income security and in leading tertiary education.

(e) English-speaking respondents agreed more with the success of the technikon in keeping tuition fees at reasonable levels and ensuring that it's courses maintain relevance to the requirements of the work place.

(f) Afrikaans-speaking respondents showed considerable more reservations than the other language groups about the success of the university in providing students with balanced cultural and social development.

TABLE 4.1

BIOGRAPHICAL DATA OF RESPONDENTS

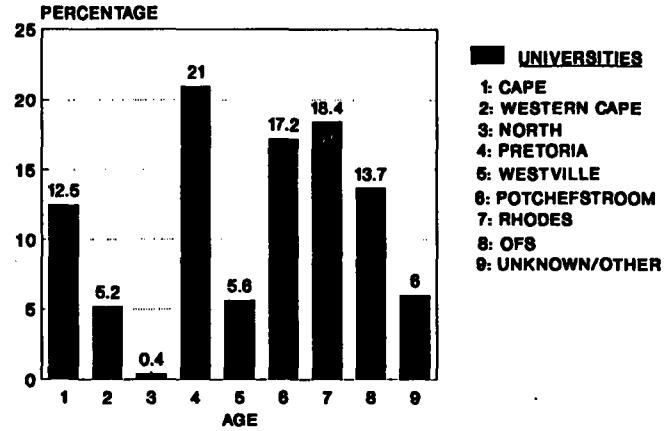
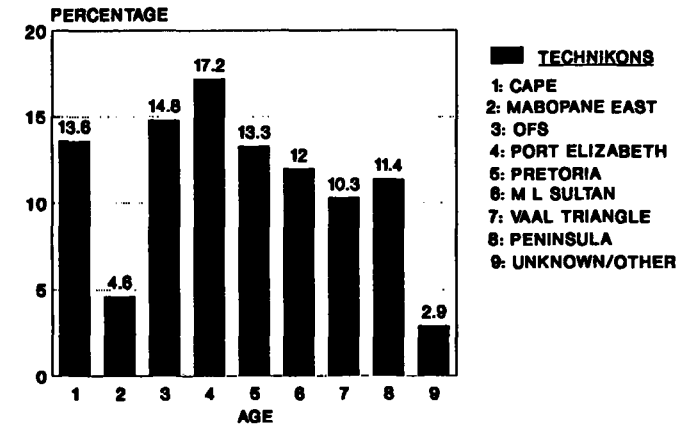
Aspect measured	Response group	Number of respondents	Characteristics of respondents	% respondents of the various institutions
% respondents of the various universities and technikon	University students	N = 1 016	The most respondents were from the universities of Pretoria, Rhodes, the Orange Free State and Cape Town.	
	Technikon students	N = 766	Reasonably high percentages of students of the different technikons involved in the survey responded.	

TABLE 4.1 (cont.)

BIOGRAPHICAL DATA OF RESPONDENTS

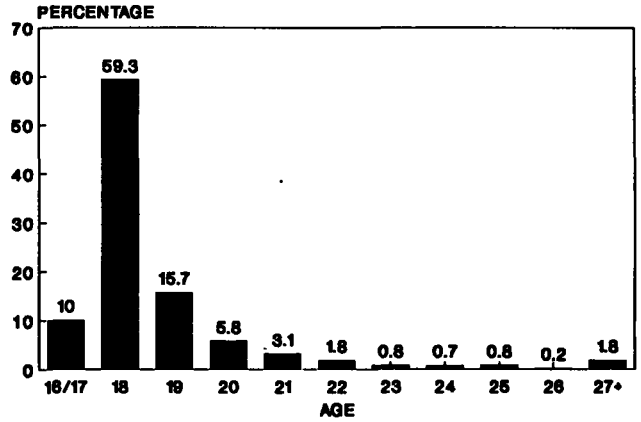
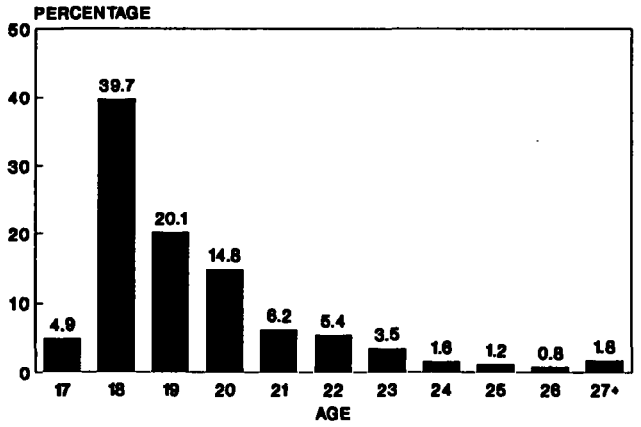
Aspect measured	Response group	Number of respondents	Characteristics of respondents	% respondents of the various age groups
Age distribution of respondents	University students	N = 1 010	Most respondents were 18 years old. The vast majority of respondents (93,9 %) were 16-21 years old. Only 6,1 % of respondents were older than 21 years.	
	Technikon students	N = 761	Most respondents were 18 years old. The vast majority of respondents (91,1 %) were 17-22 years old. Only 8,9 % of respondents were older than 22 years.	

TABLE 4.1 (cont.)

BIOGRAPHICAL DATA OF RESPONDENTS

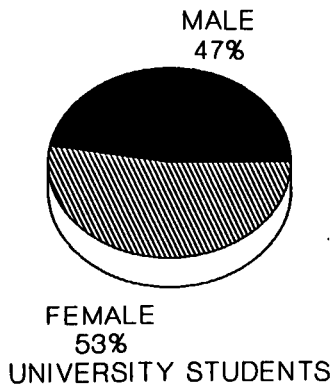
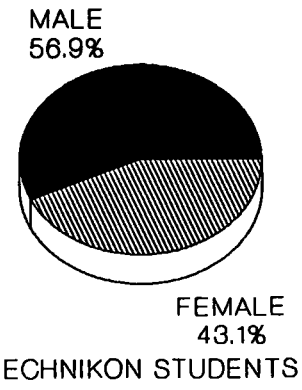
Aspect measured	Response group	Number of respondents	Characteristics of respondents	% respondents according to sex
Sex of respondents	University and technikon students	University students: N = 1 014	Just more than half (53 %) of university students were females.	
		Technikon students: N = 765	Just more than half (56,9 %) of technikon students were males.	

TABLE 4.1 (cont.)

BIOGRAPHICAL DATA OF RESPONDENTS

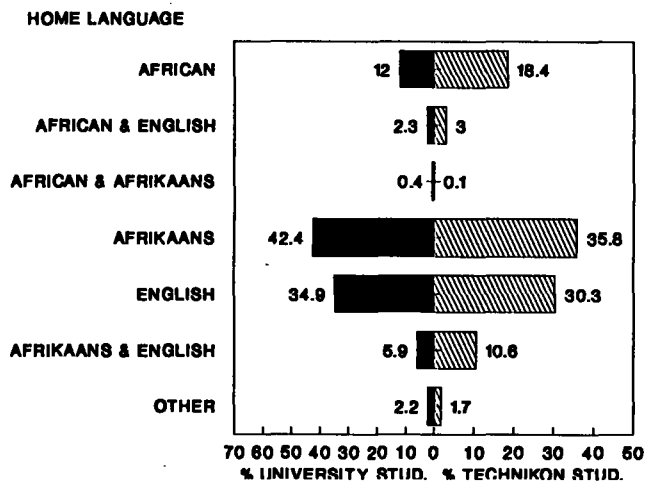
Aspect measured	Response group	Number of respondents	Characteristics of respondents	% respondents according to home language
Home language of respondents	University and technikon students	University students: N = 1 015 Technikon students: N = 762	Most of the university (42,4 %) and technikon (35,8 %) respondents' home language was Afrikaans. The second largest group's home language for university and technikon respondents was English. 21,5 % of technikon and 14,7 % of university respondent's home language included an African language.	

TABLE 4.1 (cont.)

BIOGRAPHICAL DATA OF RESPONDENTS

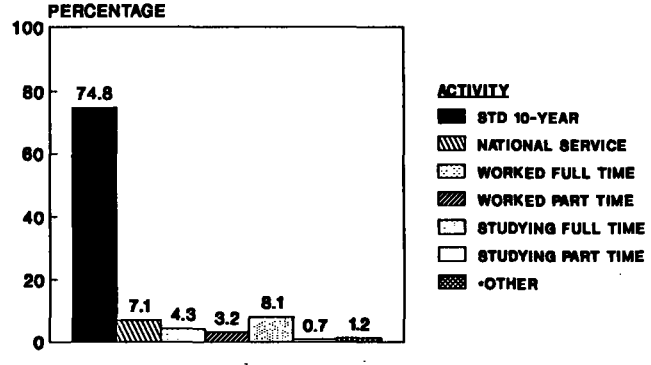
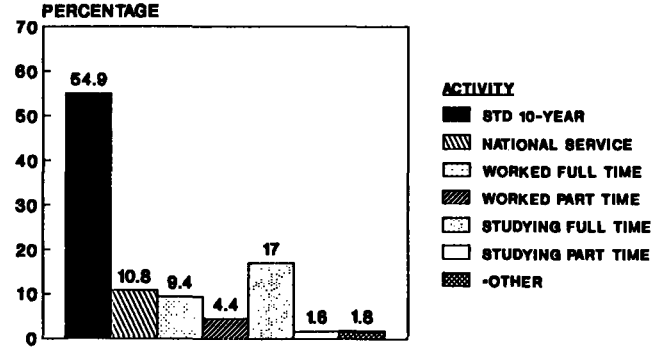
Aspect measured	Response group	Number of respondents	Characteristics of respondents	% respondents according to activity the previous year
Activity/ occupation of respondents the previous year	University students	N = 1 007	The majority (74,8 %) of respondents were in Std 10 the previous year. 7,1 % of respondents did national service and 8,1 % of respondents were already studying full-time. 7,5 % worked full-time or part-time.	
	Technikon students	N = 747	Just more than half (54,9 %) were in Std 10 the previous year. 10,8 % of respondents did national service and 17 % were already studying full-time. 13,8 % worked full-time or part-time.	

TABLE 4.2

FIELD OF STUDY OF RESPONDENTS

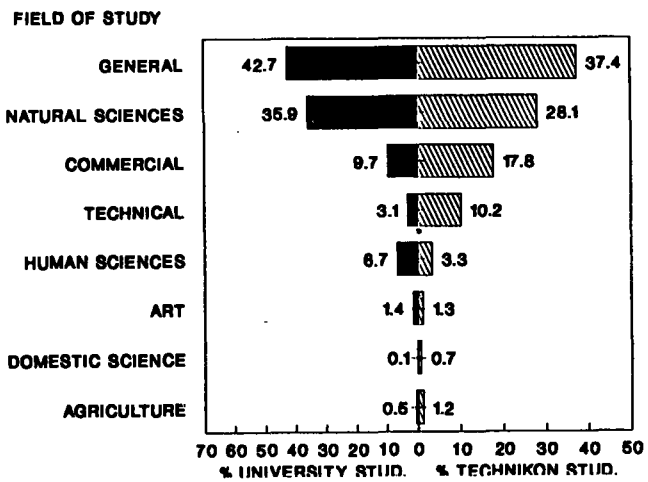
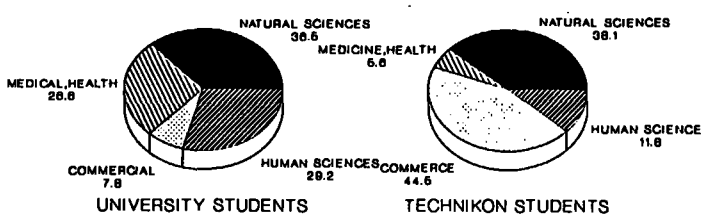
Aspect measured	Findings	Number of respondents	% respondents according to field of study
Field of study at school	The majority of university (42,7 %) and technikon (37,4 %) respondents had been enrolled in a general field of study at school. Large percentages of the university (35,9 %) and technikon (28,1 %) respondents had been enrolled in a natural science field of study at school. More of the technikon respondents had been enrolled in commercial (17,8 %), technical (10,2 %) and agricultural (1,2 %) fields of study at school as opposed to university respondents (9,7 %; 3,1 % and 0,5 %) respectively. More of the university respondents had been enrolled in human sciences at school.	University students: N = 1 001 Technikon students: N = 752	
Field of study enrolled in at university and technikon	More or less equal percentages of university and technikon students were currently enrolled in the natural sciences. A much greater percentage (44,5 %) of technikon students as opposed to university students (7,8 %) were enrolled in a commercial field of study. Larger percentages of university students were enrolled in medical and health services and human sciences.	University students: N = 960 Technikon students: N = 677	

TABLE 4.2 (cont.)

FIELD OF STUDY OF RESPONDENTS

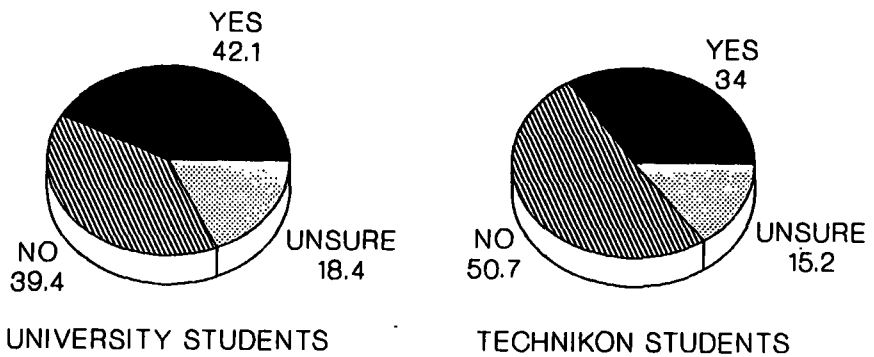
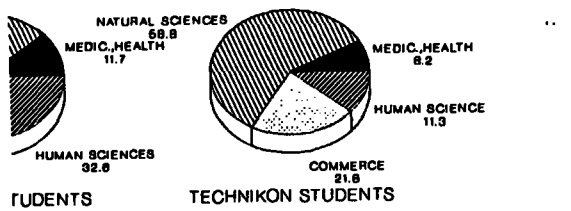
Aspect measured	Findings	Number of respondents	% responses to the various options
Did you already have a specific field of study in mind when you chose your field of study at the beginning of Std 8?	42,1 % of university respondents and 34 % of technikon respondents had a specific field of study in mind. Fewer technikon respondents had a specific field of study in mind than technikon students who did not.	University students: N = 1 014 Technikon students: N = 761	
Study field which the student had in mind	The order of preference for the 42,1 % university respondents who had a specific field of study in mind was: natural sciences (34,3 %); human sciences (32,6 %); commercial (21,4 %); medicine and health services (11,7 %). For the 34 % technikon respondents the order of preference was: natural sciences (58,8 %); commerce (21,8 %); human sciences (11,3 %); medicine and health services (11,7 %).	University students: N = 420 Technikon students: N = 257	

TABLE 4.2 (cont.)

FIELD OF STUDY OF RESPONDENTS

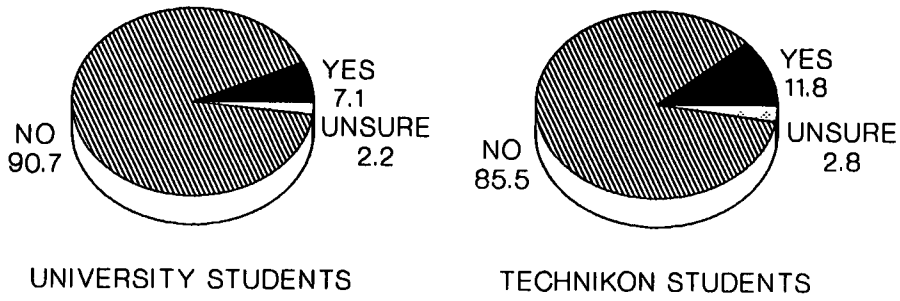
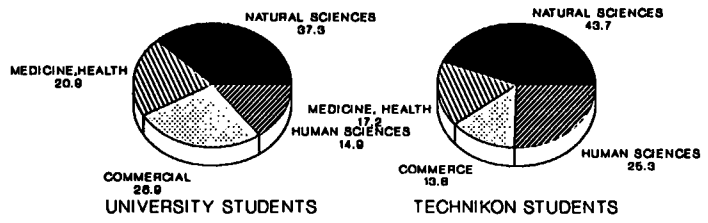
Aspect measured	Findings	Number of respondents	% responses to the various options
Is there a field of study that you would have liked to follow this year which is not possible due to your choice of Std 10 subjects?	Most of the university and technikon students did not want to follow a field of study which was not possible due to their choice of Std 10 subjects. A slightly higher percentage of technikon respondents (11,8 % as opposed to the 7,1 % of university respondents) would have liked to follow a field of study which was not possible.	University students: N = 1 010 Technikon students: N = 757	
Study field which the students would have liked to follow	For the 7,1 % university students who wanted to follow a field of study which was not possible the order of preference was: natural sciences (37,3 %); commercial (26,9 %); medicine and health services (20,9 %); human sciences (14,9 %). The order of preference for the 11,8 % of technikon students was: natural sciences (43,7 %); human sciences (25,3 %); medicine and health services (17,2 %); commerce (13,8 %).	University students: N = 67 Technikon students: N = 87	

TABLE 4.3

UTILIZATION OF GUIDANCE PERIODS

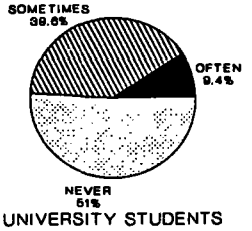
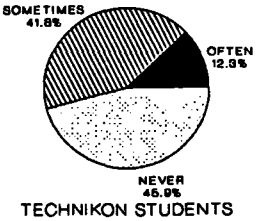
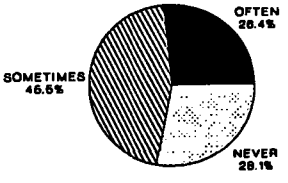
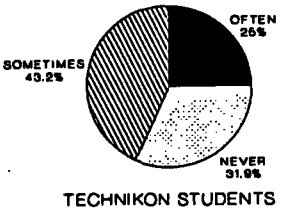
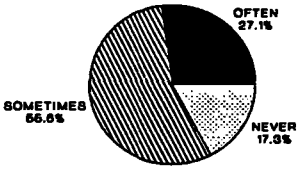
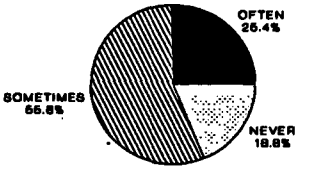
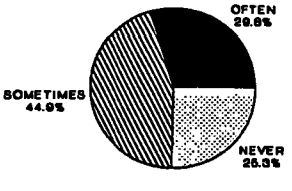
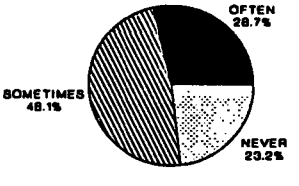
Activity	Number of respondents	% respondents to the various options
Period is used for teaching examination subjects.	University students: N = 989 Technikon students: N = 749	 UNIVERSITY STUDENTS  TECHNIKON STUDENTS
Pupils are allowed to do homework during guidance periods.	University students: N = 986 Technikon students: N = 753	 UNIVERSITY STUDENTS  TECHNIKON STUDENTS
Pupils read books, magazines, newspaper articles, etc. featuring different occupations.	University students: N = 984 Technikon students: N = 749	 UNIVERSITY STUDENTS  TECHNIKON STUDENTS
Class or group discussions are held on the issues involved in the choice of an occupation.	University students: N = 987 Technikon students: N = 753	 UNIVERSITY STUDENTS  TECHNIKON STUDENTS

TABLE 4.3 (cont.)

UTILIZATION OF GUIDANCE PERIODS

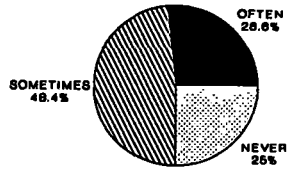
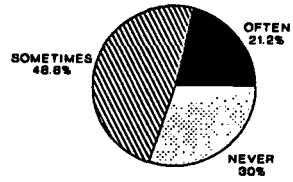
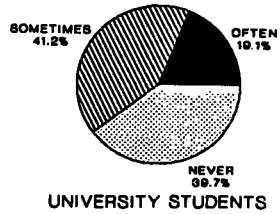
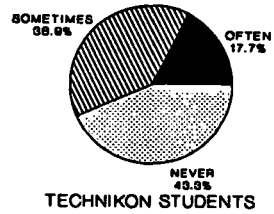
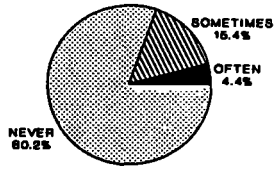
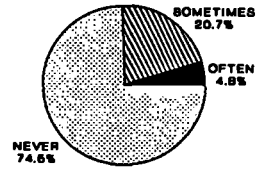
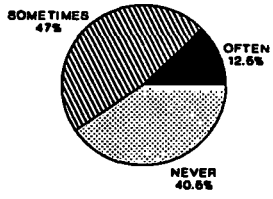
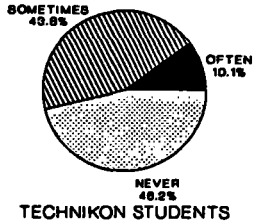
Activity	Number of respondents	% respondents to the various options
Pupils evaluate themselves (analysis of personality, interests, aptitude, etc.).	University students: N = 988 Technikon students: N = 750	 UNIVERSITY STUDENTS  TECHNIKON STUDENTS
Guidance teacher conducts individual interviews.	University students: N = 985 Technikon students: N = 750	 UNIVERSITY STUDENTS  TECHNIKON STUDENTS
Individual pupils do a presentation to the class on a specific occupation.	University students: N = 985 Technikon students: N = 752	 UNIVERSITY STUDENTS  TECHNIKON STUDENTS
Films/videos are shown.	University students: N = 985 Technikon students: N = 754	 UNIVERSITY STUDENTS  TECHNIKON STUDENTS

TABLE 4.3 (cont.)

UTILIZATION OF GUIDANCE PERIODS

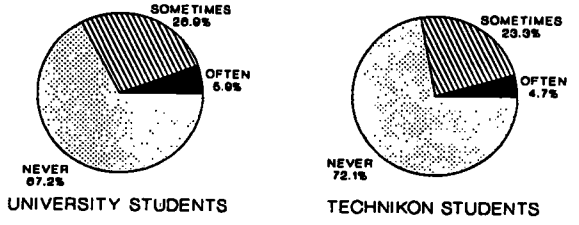
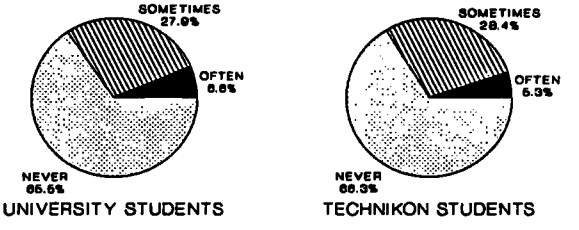
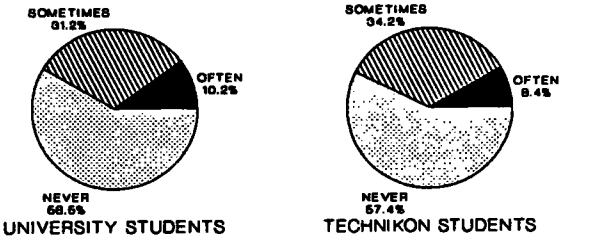
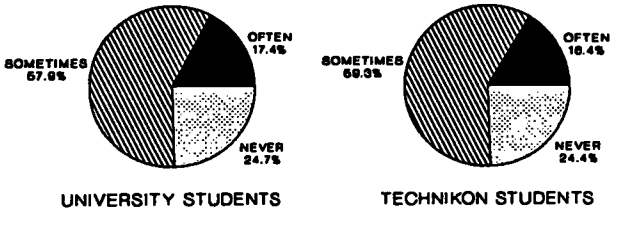
Activity	Number of respondents	% respondents to the various options
Guidance class visits employers, training institutions, etc.	University students: N = 985 Technikon students: N = 752	
Sport/other activities take place during guidance periods.	University students: N = 985 Technikon students: N = 750	
Written assignments are given on different occupations.	University students: N = 986 Technikon students: N = 751	
Pupils attend career exhibitions.	University students: N = 987 Technikon students: N = 751	

TABLE 4.3 (cont.)

UTILIZATION OF GUIDANCE PERIODS

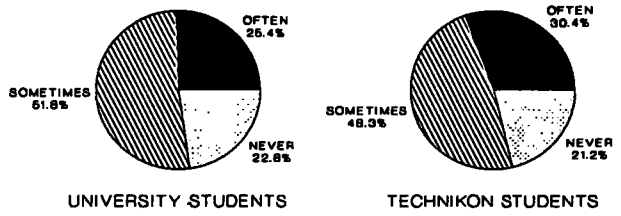
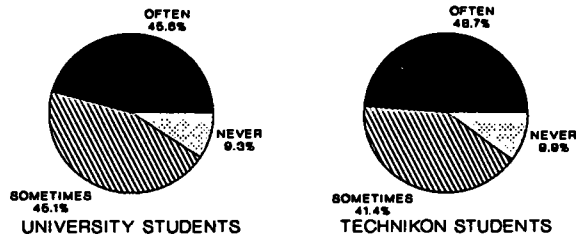
Activity	Number of respondents	% respondents to the various options
Pupils receive help with learning and study problems.	University students: N = 983 Technikon students: N = 749	
Guidance teacher provides general information on fields of study and training possibilities available to school leavers.	University students: N = 985 Technikon students: N = 751	

TABLE 4.4

UNIVERSITY AND TECHNIKON STUDENTS: CONSIDERATION OF A TERTIARY INSTITUTION

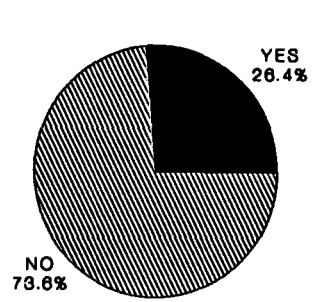
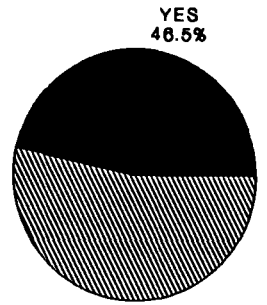
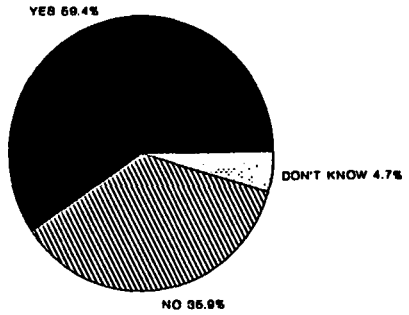
Aspect measured	Response group	Number of respondents	Findings	% responses of the various groups to the options
Did you give only consideration to studying at a university/ technikon this year?	University and technikon students	University students: N = 1 012 Technikon students: N = 762	More or less a quarter (26,4 %) of the university students indicated that they had considered technikon training, while almost half (46,5 %) of the technikon students indicated that they had considered university training.	 UNIVERSITY STUDENTS  TECHNIKON STUDENTS
Do you qualify for university entrance?	Technikon students	N = 764	59,4 % of the technikon respondents indicated that they qualified for university entrance.	 TECHNIKON STUDENTS

TABLE 4.4 (cont.)

UNIVERSITY AND TECHNIKON STUDENTS: CONSIDERATION OF A TERTIARY INSTITUTION

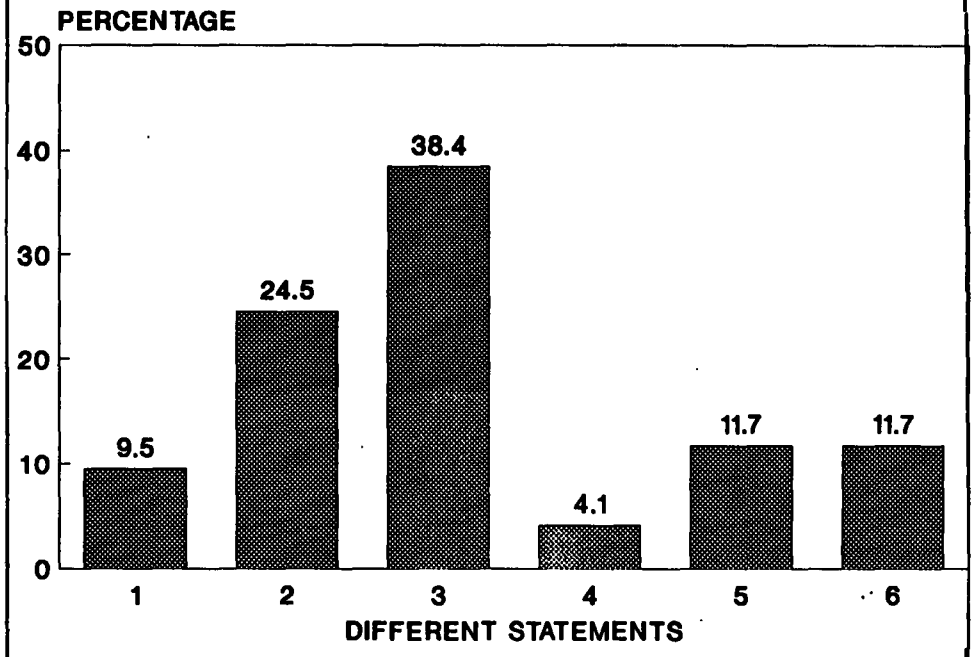
Aspect measured	Response group	Number of respondents	Findings	% responses of the various groups to the options
Reason for preference of technikon training to university training	Technikon students	N = 758	38,4 % of the technikon respondents indicated that although they had university entrance they preferred technikon training. 24,5 % of the technikon respondents indicated that they did not have university entrance and preferred technikon training. 4,1 % were not successful at university and had because of this registered at a technikon. 9,5 % preferred university training bit did not have university entrance. 11,7 % indicated that they preferred universities but the fees of the universities were too high.	 1: I should have liked to study at a university, but do not have university entrance. 2: I do not have university entrance, but prefer studying at a technikon. 3: I have university entrance, but prefer to study at a technikon rather than at a university. 4: I was not successful at university and have now registered at a technikon. 5: I should have liked to study at a university, but the fees of the universities are too high. 6: None of the above.

TABLE 4.5

REASONS FOR CONSIDERATION OF UNIVERSITY TRAINING BY TECHNIKON STUDENTS

Reason for consideration	Number of respondents
1. The university offers a similar course to the one for which I have applied for admission/ selection.	N = 337
2. Persons with university qualifications have more status in society than people with technikon qualifications.	N = 338
3. Persons with university qualifications receive higher salaries than those with technikon qualifications.	N = 337
4. Persons with university qualifications have a better chance of being promoted than people with technikon qualifications.	N = 338
5. Employers prefer university-trained persons to technikon-trained persons.	N = 334
6. Universities are the only institutions where professional training is provided.	N = 336
7. Only universities train people for high-level occupations.	N = 337
8. In my opinion university training standards are higher than technikon training standards.	N = 336
9. The university is closer to my parents' home than the technikon.	N = 335
10. I was unfamiliar with the various courses offered by technikons.	N = 338

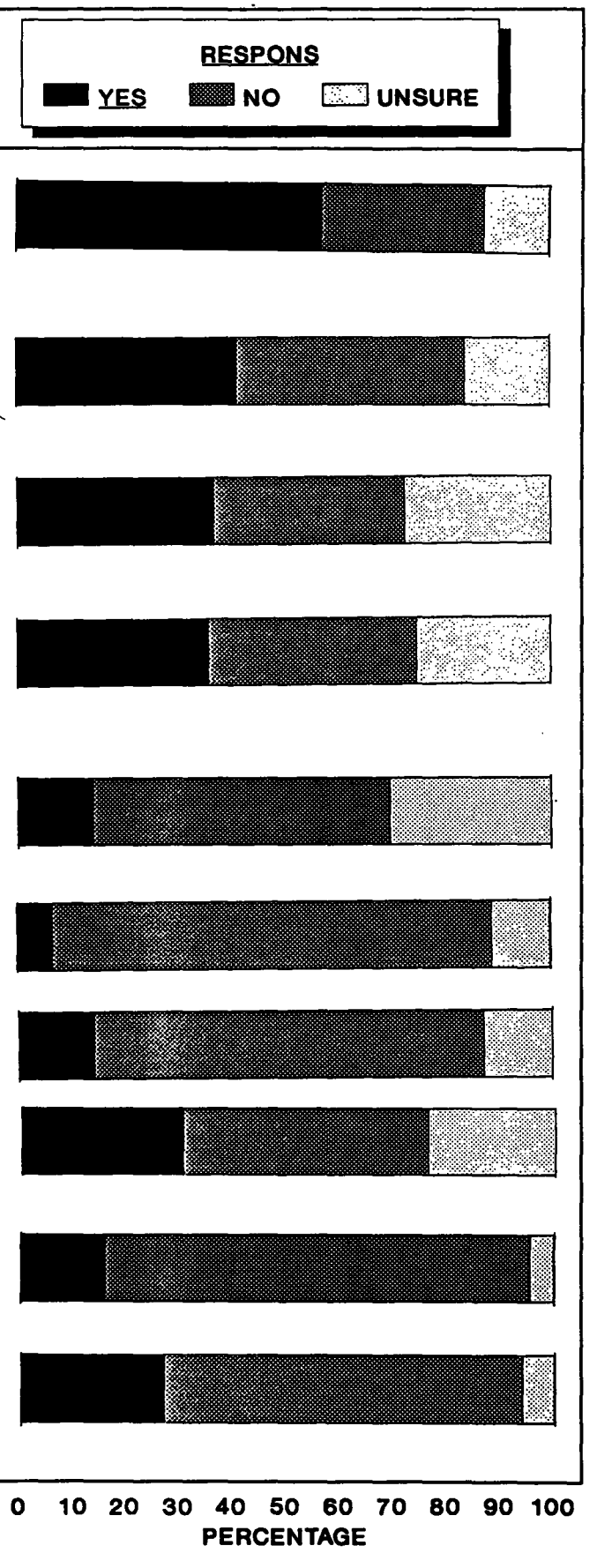


TABLE 4.5 (cont.)

REASONS FOR CONSIDERATION OF UNIVERSITY TRAINING BY TECHNIKON STUDENTS

Reason for consideration	Number of respondents
11. I was under the impression that only persons who wish to undergo technical training study at a technikon.	N = 338
12. Technikon training is intended for persons with manual dexterity/practical aptitude.	N = 336
13. My parents/guardian preferred that I should study at a university rather than at a technikon.	N = 337
14. I could get a bursary from a university.	N = 338
15. I could get a bursary from an institution that required that I study at a university.	N = 337
16. My employer would prefer that I should rather study at a university.	N = 327
17. I am of the opinion that a university would suit my potential better.	N = 336
18. I would rather obtain a degree than a diploma and only universities provide degree courses.	N = 338
19. The universities offer better sport facilities/sports/ coaches.	N = 337
20. As yet I am unsure of exactly what career I wish to pursue and therefore I thought that it would be a good idea if I followed a general field of study at a university in the meantime.	N = 331

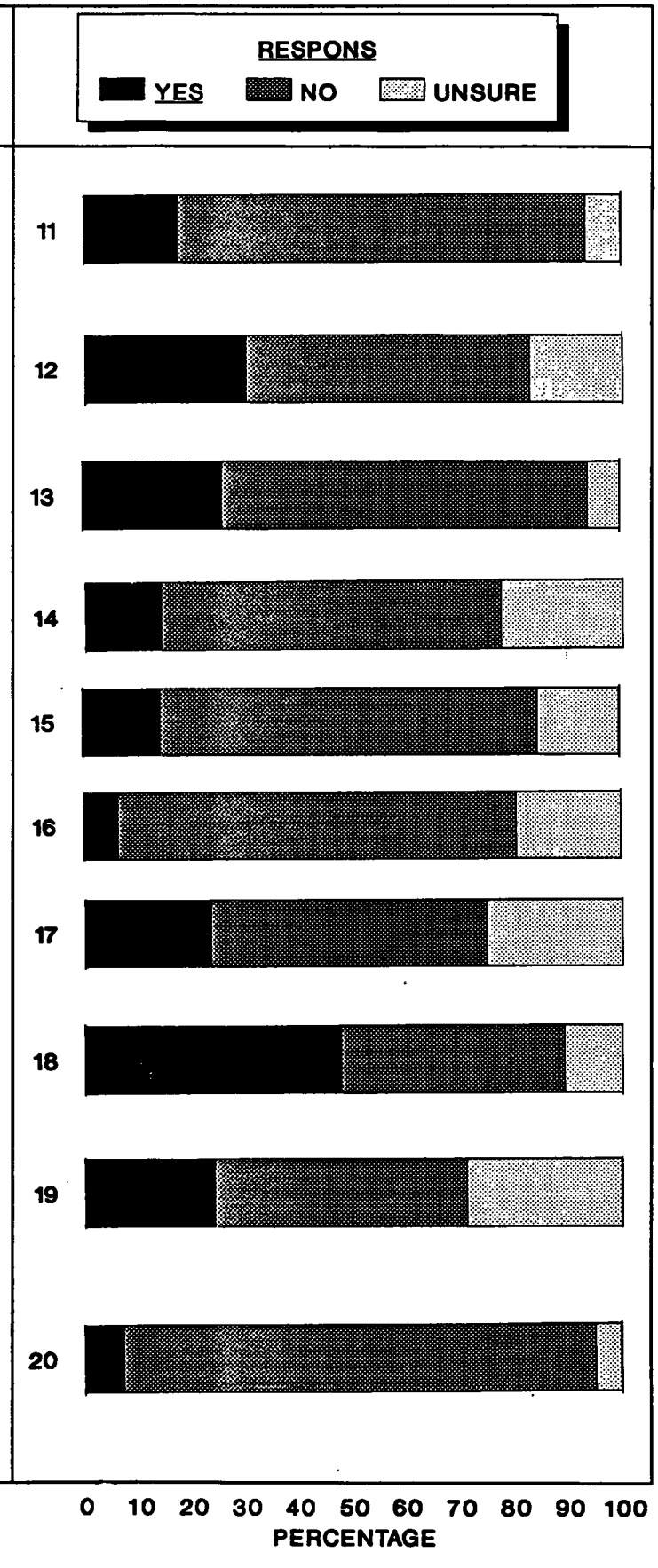


TABLE 4.5 (cont.)

REASONS FOR CONSIDERATION OF TECHNIKON TRAINING BY UNIVERSITY STUDENTS

Reason for consideration	Number of respondents
1. The technikon offers a similar course to the one for which I have applied for selection/ admission.	N = 259
2. There is a greater demand for technikon trainees than for university trainees in the labour market.	N = 257
3. The salaries of technikon trainees are at a par with, or even higher than the salaries of those trainees with university training.	N = 263
4. Technikon trainees have the same or an even better chance of promotion than those with university training.	N = 263
5. Employers prefer technikon-trained persons to university-trained persons.	N = 263
6. The technikon equips one with better skills for certain occupations than a university can.	N = 263
7. Technikon training costs less than university study.	N = 263
8. Nowadays people who are technikon trained enjoy as high a status in the community as those who are university trained.	N = 263
9. I have a better chance of passing the course at a technikon.	N = 263
10. The technikon is closer to my home than the university.	N = 263

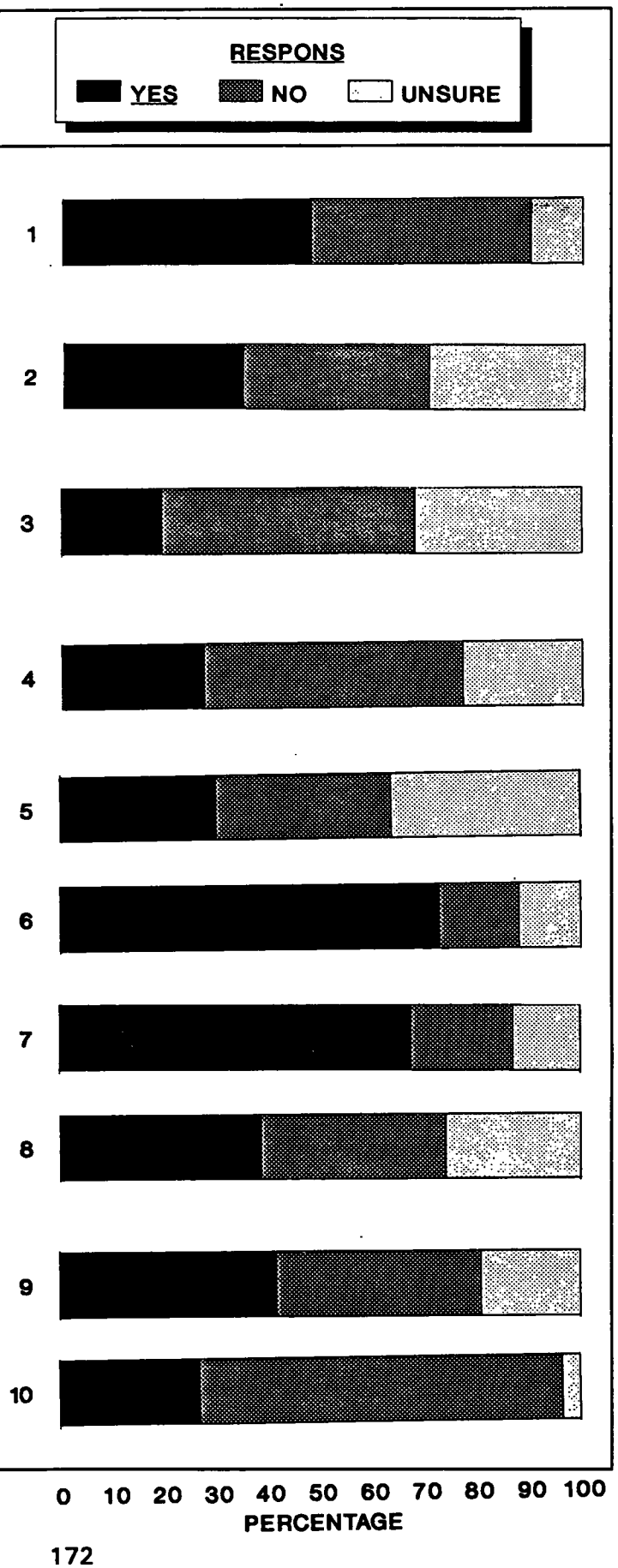


TABLE 4.5 (cont.)

REASONS FOR CONSIDERATION OF TECHNIKON TRAINING BY UNIVERSITY STUDENTS

Reason for consideration	Number of respondents
11. My parents/a teacher/relative/ friend (boyfriend/girlfriend)/ acquaintance advised me rather to study at a technikon.	N = 263
12. It is immaterial whether I obtain a diploma or a degree.	N = 263

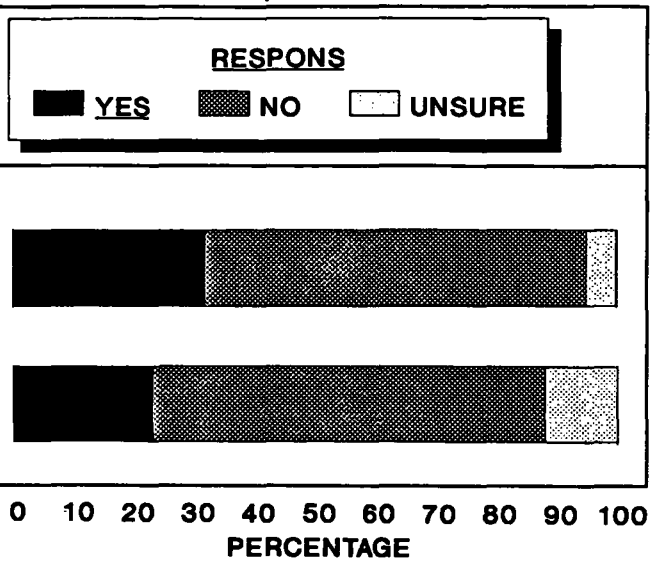


TABLE 4.6

REASONS FOR PREFERENCE OF TECHNIKON TRAINING BY TECHNIKON STUDENTS

Reason for preference	Number of respondents
1. I do not have university entrance.	N = 740
2. The course that interests me can only be followed at technikons.	N = 748
3. A greater need for technikon trainees than for university trainees exists in the labour market.	N = 746
4. The salaries of technikon trainees are on a par with or higher than the salaries of those trainees with university training.	N = 745
5. Employers prefer technikon-trained persons to university-trained persons.	N = 747
6. Technikon trainees have the same or better chance of promotion than those with university training.	N = 742
7. The technikon equips one with better skills for certain occupations than a university can.	N = 754
8. Technikon training costs less than university study.	N = 748
9. Nowadays people who are technikon trained enjoy as high a status in the community as those who are university trained.	N = 748
10. I have a better chance of passing the course at a technikon.	N = 749

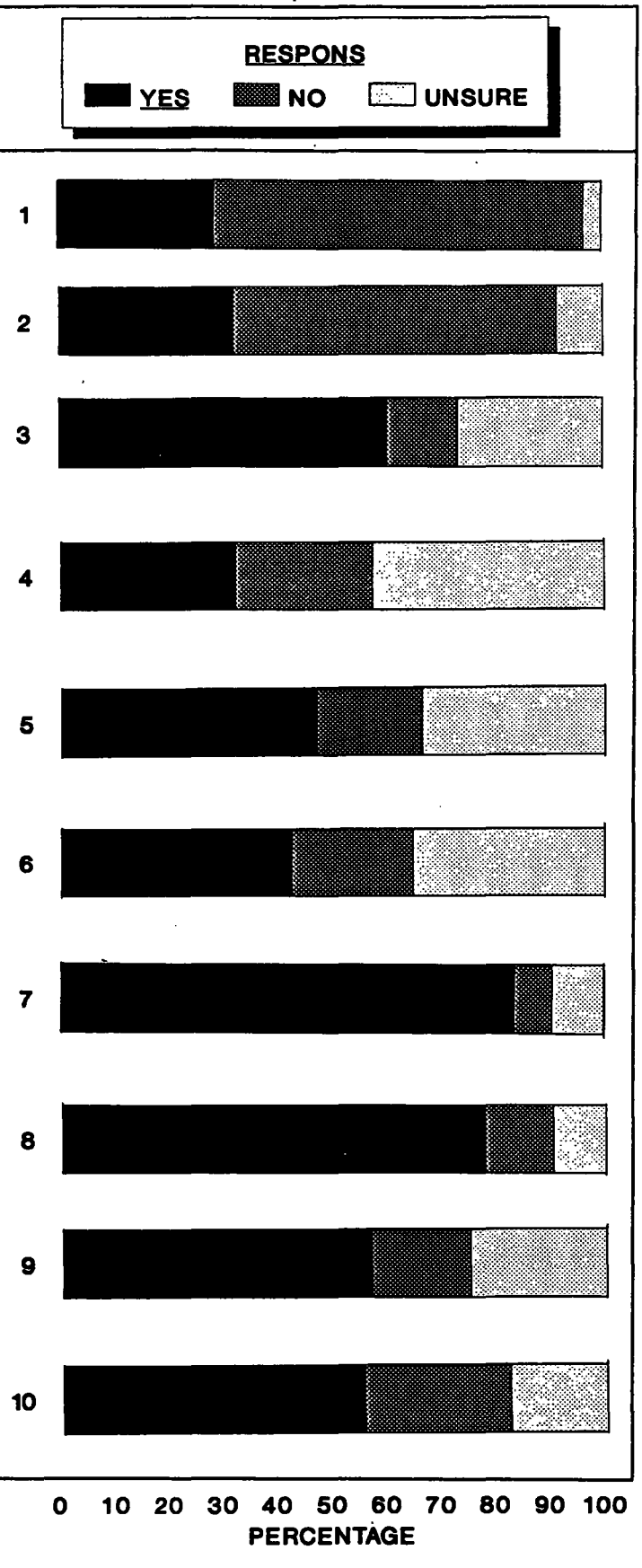


TABLE 4.6 (cont.)

REASONS FOR PREFERENCE OF TECHNIKON TRAINING BY TECHNIKON STUDENTS

Reason for preference	Number of respondents
11. The technikon is closer to my home than the university.	N = 745
12. My parents/a teacher/relative/ friend (boyfriend/girlfriend)/ acquaintance advised me rather to study at a technikon.	N = 745
13. It is immaterial whether I obtain a diploma or a degree.	N = 741

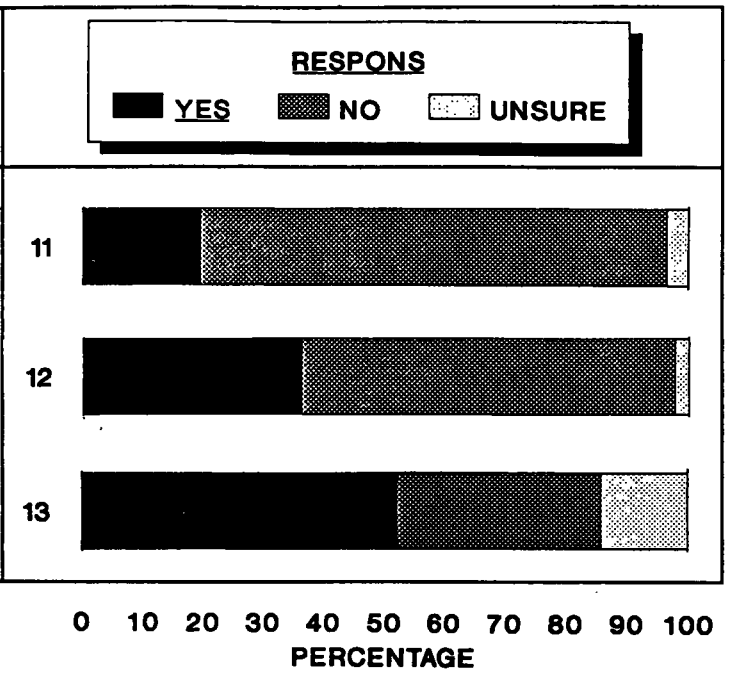


TABLE 4.6 (cont.)

REASONS FOR PREFERENCE OF UNIVERSITY TRAINING BY UNIVERSITY STUDENTS

Reason for preference	Number of respondents
1. The course that interests me, can only be followed at universities.	N = 797
2. Persons with university qualifications have more status in society than people with technikon qualifications.	N = 977
3. Persons with university qualifications receive higher salaries than those with technikon qualifications.	N = 976
4. Persons with university qualifications have a better chance of being promoted than people with technikon qualifications.	N = 976
5. Universities are the only institutions where professional training is provided.	N = 977
6. Only universities train people for high-level occupations.	N = 978
7. In my opinion university training standards are higher than technikon training standards.	N = 978
8. The university is closer to my parents' home than the technikon.	N = 974
9. I am unfamiliar with the various courses offered by technikons.	N = 977
10. To my knowledge, only persons who wish to undergo technical training study at a technikon.	N = 977

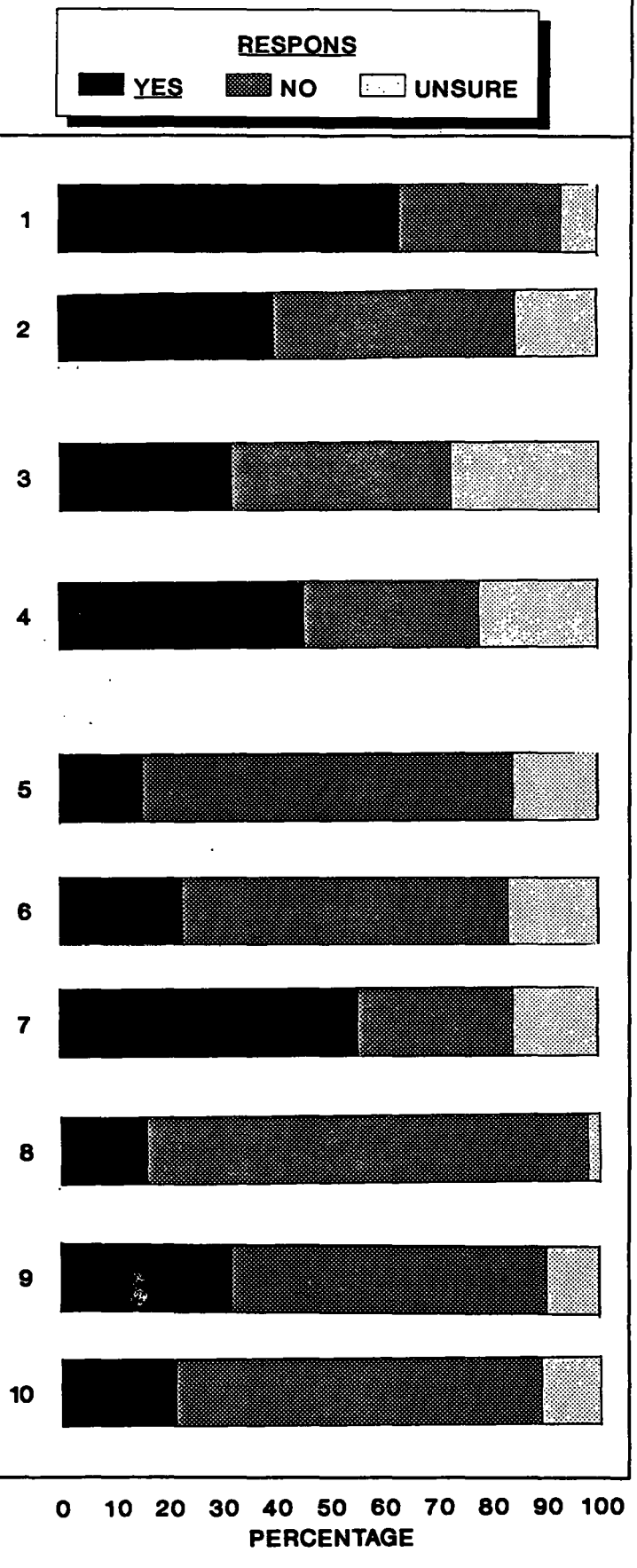


TABLE 4.6 (cont.)

REASONS FOR PREFERENCE OF UNIVERSITY TRAINING BY UNIVERSITY STUDENTS

Reason for preference	Number of respondents
11. Technikon training is intended particularly for persons with manual dexterity/practical aptitude.	N = 973
12. My parents/guardian prefer/s that I should study at a university rather than a technikon.	N = 973
13. I received a bursary from a university.	N = 974
14. The institution awarding me a bursary, requires that I study at a university.	N = 979
15. My employer requires that I study at a university.	N = 949
16. I am of the opinion that a university will suit my potential better.	N = 972
17. I prefer obtaining a degree to a diploma and only universities provide degree courses.	N = 973
18. The universities offer better sport facilities/sport coaches.	N = 973
19. As yet I am unsure of exactly what career I wish to pursue and have therefore decided to follow a general field of study at a university in the meantime.	N = 971

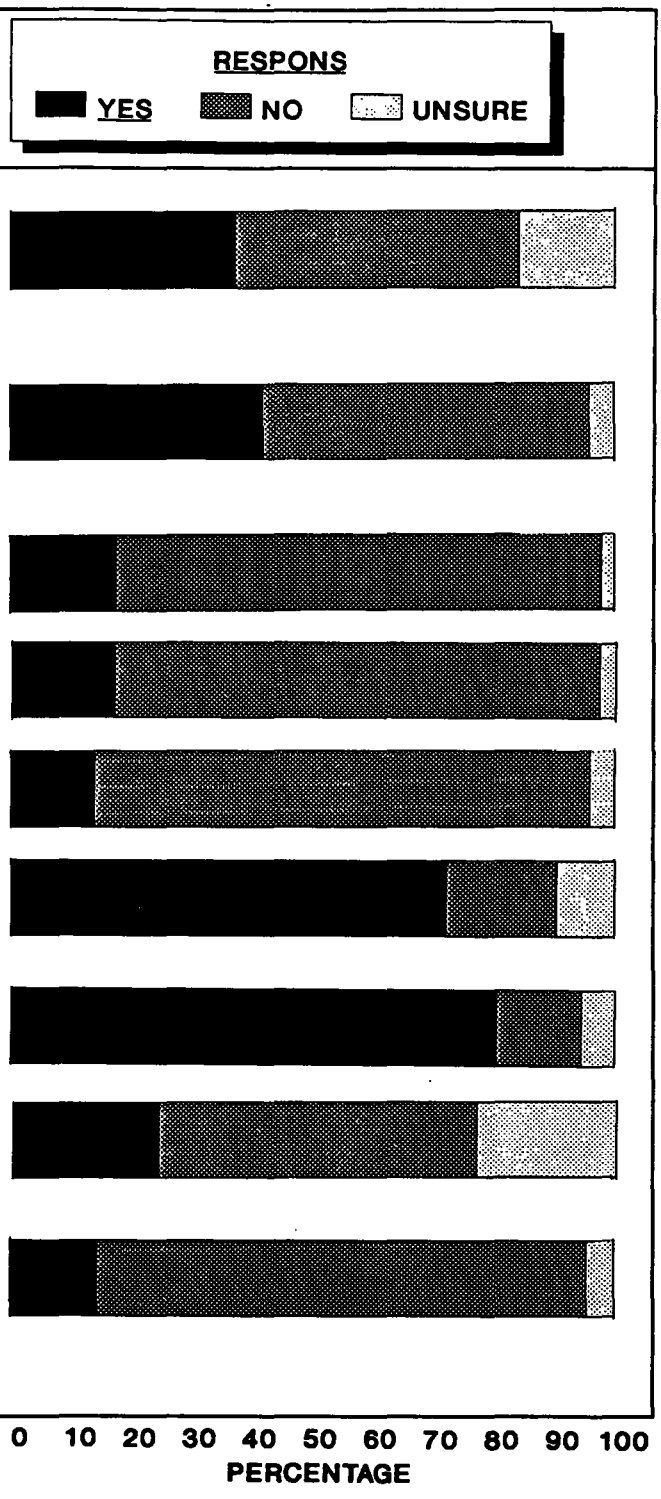


TABLE 4.7

ORDER OF PRECEDENCE OF SOURCES OF INFORMATION ON UNIVERSITIES (FIRST FIVE)

Source of information	Order of precedence	
	University students	Technikon students
Vocational guidance provided at school	2	2
Subject teachers		4
Information brochures on universities	1	1
Information on universities in the media		5
Guidance/information provided by university staff	5	
Relative/friend who studies/receives training/works at a university	3	
Your parents/guardian	4	
Your employer		
Career exhibitions		3
Counselling bureaus of universities		
Counselling bureaus of other tertiary institutions		
Counselling services of outside institutions, e.g. HSRC (NIPR), Department of Manpower, etc.		
Other		

TABLE 4.8

ATTENDANCE OF RESPONDENTS OF FUNCTIONS ARRANGED BY UNIVERSITIES

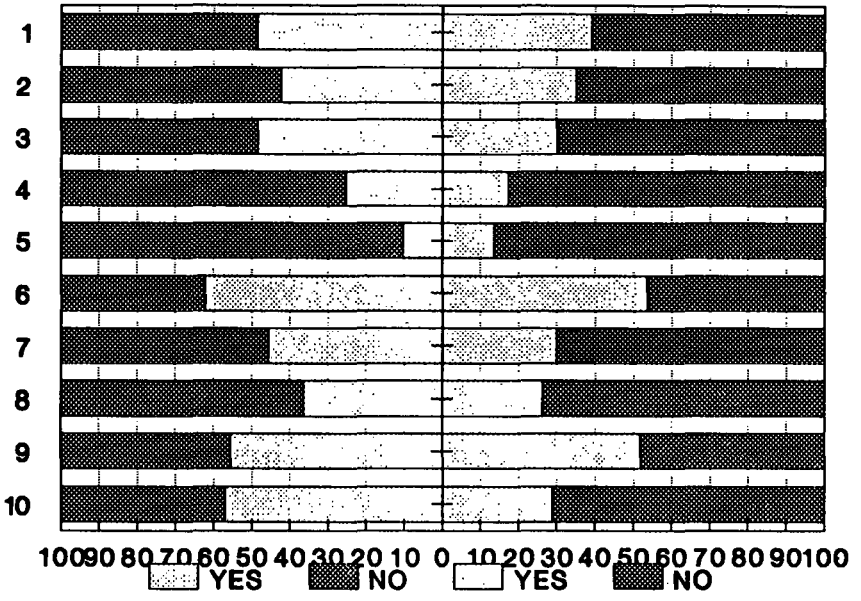
Findings	Number of respondents	% University students	% Technikon students
1. The five functions most attended by university respondents are in order of precedence: (a) Carnival/Rag processions (b) Lectures/courses (c) Career exhibitions (d) Campus visit, while at school (e) Theatrical performances. 2. The five functions most attended by technikon respondents are in order of precedence: (a) Carnival/Rag processions (b) Career exhibitions (c) Campus visit, while at school (d) Sport meetings (e) Theatrical performances	University students: 1. N = 1 003 2. N = 1 001 3. N = 1 003 4. N = 1 001 5. N = 999 6. N = 1 003 7. N = 999 8. N = 998 9. N = 999 10. N = 1 000 Technikon students: 1. N = 763 2. N = 761 3. N = 761 4. N = 760 5. N = 760 6. N = 763 7. N = 760 8. N = 761 9. N = 762 10. N = 760	 1. Campus visit, while at school 2. Sport meetings 3. Theatrical performances 4. Art exhibitions 5. Fashion parades	0 10 20 30 40 50 60 70 80 90 100 YES NO 6. Carnival/Rag processions 7. Concerts 8. Song and music recitals 9. Career exhibitions 10. Lectures/courses

TABLE 4.9

ORDER OF PRECEDENCE OF FACTORS WHICH CONTRIBUTED TO STUDENTS' PREFERENCE OF A SPECIFIC INSTITUTION FOR TERTIARY EDUCATION (FIRST FIVE)

Factors contributing to preference	Order of precedence	
	University respondents	Technikon respondents
The standard of training	1	1
The course which interests me, is presented at this institution only		
My parents/guardian prefer(s) this institution	5	5
Lectures are presented in my home language	2	2
The variety of social and cultural activities presented here	3	
This institution is close to my home/my parents' home		3
Availability of accommodation in a residence		
Relative/friend is/was a student/works at the institution		
The appearance of the campus	4	
Advertisements of this institution in the media		
Staff of this institution presented information at the school I attended		
Information brochures that were distributed by this institution		4
Sport facilities available/opportunity for participation in sport		
Sport coaching offered by famous sport personalities		

TABLE 4.10

UNIVERSITY AND TECHNIKONS: TRAINING AND RESEARCH: PERCEIVED SUCCESS

Aspect measured	Findings	Number of respondents	% responses of the various groups to the options
Setting high academic standards	<u>University respondents</u> Most respondents indicated that the university was definitely more successful.	N =996	1: 1,0 2: 0,6 3: 23,0 4: 32,2 5: 42,3 6: 0,9
	<u>Technikon respondents</u> The majority of respondents indicated that both institutions were equally successful.	N = 750	1: 6,4 2: 5,5 3: 51,2 4: 22,0 5: 14,4 6: 0,5

TDM: Technikon definitely more
TSM: Technikon slightly more
EQS: Equally
USM: University slightly more
UDM: University definitely more
NAE: Neither achieve this end

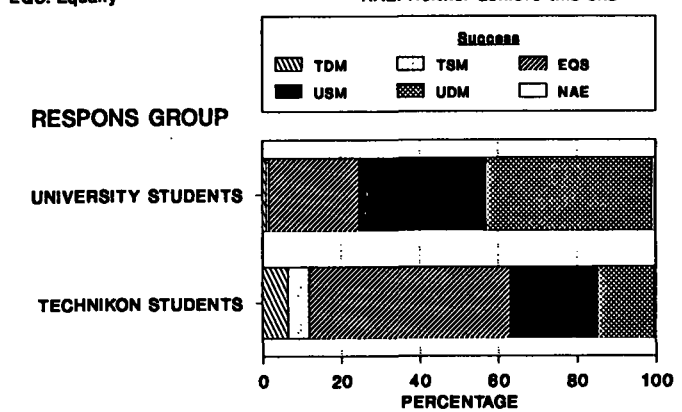


TABLE 4.10 (cont.)

UNIVERSITY AND TECHNIKONS: TRAINING AND RESEARCH: PERCEIVED SUCCESS

Aspect measured	Findings	Number of respondents	% responses of the various groups to the options
Preparing students for further trianing	<u>University respondents</u> Most respondents indicated that both institutions were equally successful.	N =995	1: 7,7 2: 13,4 3: 40,3 4: 19,4 5: 18,5 6: 0,7
	<u>Technikon respondents</u> Most respondents indicated that the technikon was more successful.	N = 749	1: 29,6 2: 23,9 3: 35,0 4: 6,3 5: 4,5 6: 0,7

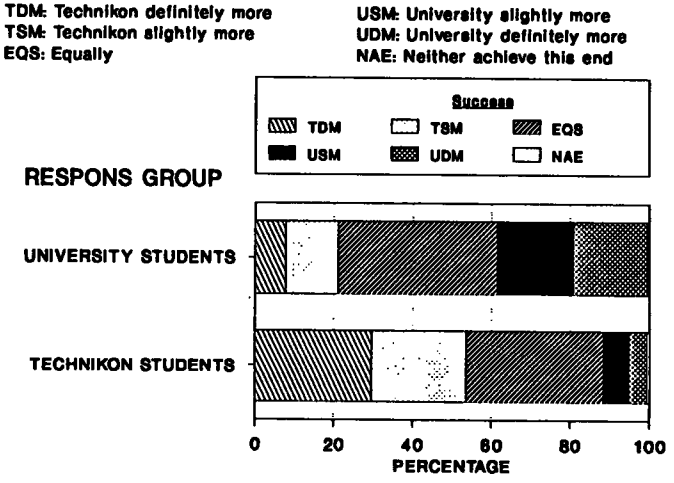


TABLE 4.10 (cont.)

UNIVERSITY AND TECHNIKONS: TRAINING AND RESEARCH: PERCEIVED SUCCESS

Aspect measured	Findings	Number of respondents	% responses of the various groups to the options
Equipping students adequately to ensure future occupational and income security	<u>University respondents</u> The majority of respondents indicated that both institutions were equally successful.	N = 1000	1: 3,8 2: 8,7 3: 52,8 4: 19,4 5: 13,7 6: 1,6
	<u>Technikon respondents</u> Although most respondents indicated that both institutions were equally successful, a considerable percentage indicated that technikons were more successful.	N = 748	1: 21,4 2: 20,9 3: 44,4 4: 9,0 5: 2,5 6: 1,9

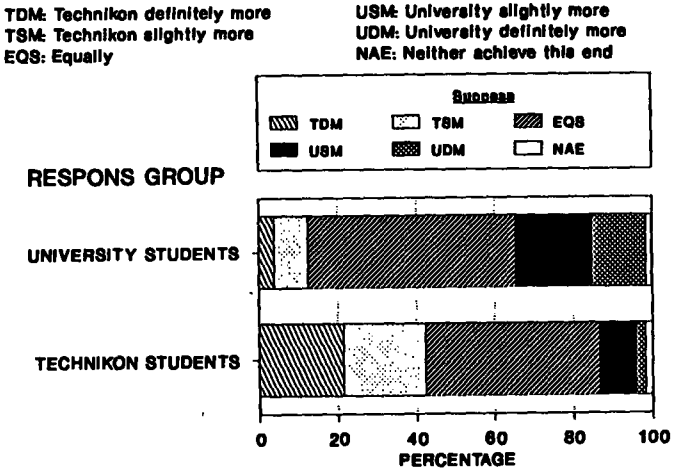


TABLE 4.10 (cont.)

UNIVERSITY AND TECHNIKONS: TRAINING AND RESEARCH: PERCEIVED SUCCESS

Aspect measured	Findings	Number of respondents	% responses of the various groups to the options
Developing students' intellectual capacities	<u>University respondents</u> The majority of respondents indicated that universities were more successful.	N = 997	1: 1,4 2: 4,0 3: 36,2 4: 30,4 5: 27,3 6: 0,7
	<u>Technikon respondents</u> Most respondents indicated that both institutions were equally successful.	N = 746	1: 11,8 2: 14,5 3: 49,6 4: 17,2 5: 6,4 6: 0,5

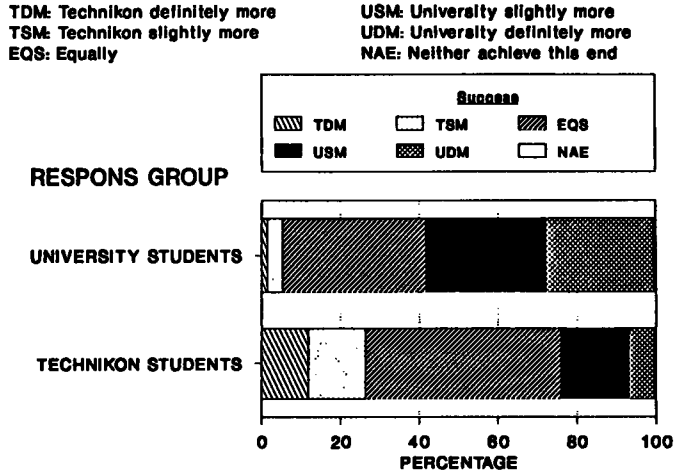


TABLE 4.10 (cont.)

UNIVERSITY AND TECHNIKONS: TRAINING AND RESEARCH: PERCEIVED SUCCESS

Aspect measured	Findings	Number of respondents	% responses of the various groups to the options
Training students to have an awarenes of the need for serving the community	<u>University respondents</u> Most respondents indicated that both institutions were equally successful.	N = 999	1: 2,0 2: 7,6 3: 57,7 4: 16,0 5: 11,3 6: 5,4
	<u>Technikon respondents</u> Although the majority of respondents indicated that both institutions were equally successful, a considerable percentage indicated that the technikon was more successful.	N = 745	1: 19,6 2: 19,3 3: 47,7 4: 4,4 5: 2,6 6: 6,4

TDM: Technikon definitely more
TSM: Technikon slightly more
EQS: Equally
USM: University slightly more
UDM: University definitely more
NAE: Neither achieve this end

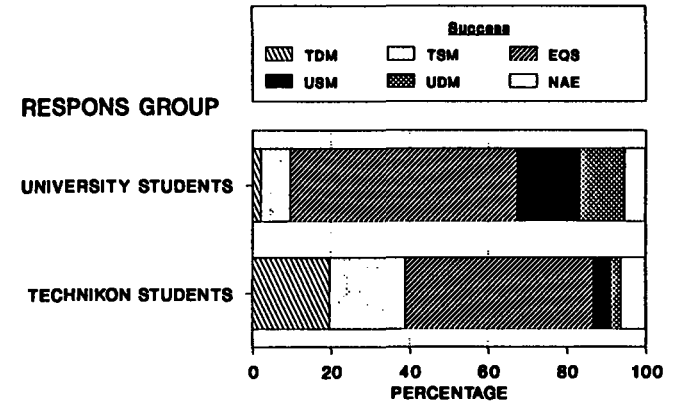


TABLE 4.10 (cont.)

UNIVERSITY AND TECHNIKONS: TRAINING AND RESEARCH: PERCEIVED SUCCESS

Aspect measured	Findings	Number of respondents	% responses of the various groups to the options
Keeping tuition fees at reasonable levels	University respondents The majority of respondents indicated that the technikon was more successful.	N = 990	1: 22,8 2: 33,8 3: 28,6 4: 2,6 5: 2,6 6: 9,5
	Technikon respondents Most respondents indicated that the technikon was definitely more successful.	N = 750	1: 50,7 2: 27,6 3: 12,8 4: 1,2 5: 1,5 6: 6,3

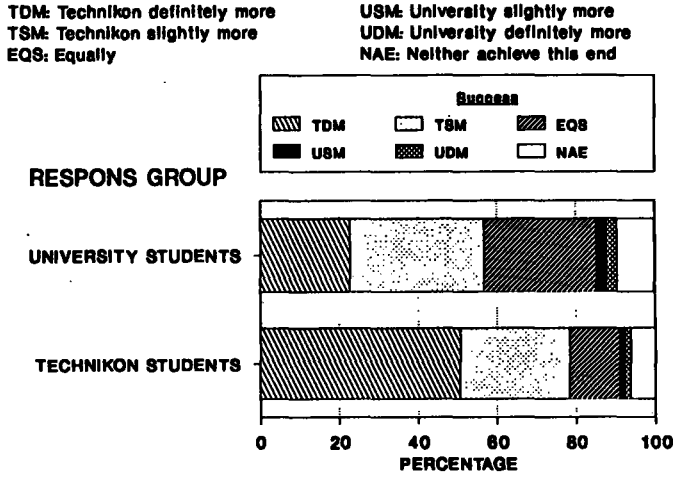


TABLE 4.10 (cont.)

UNIVERSITY AND TECHNIKONS: TRAINING AND RESEARCH: PERCEIVED SUCCESS

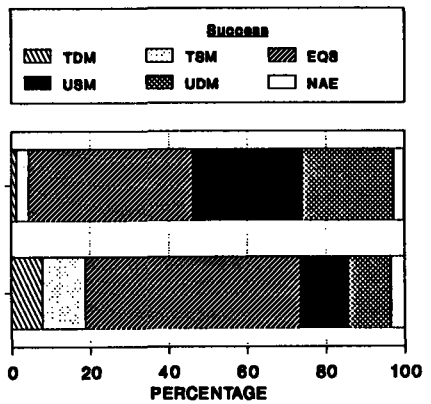
Aspect measured	Findings	Number of respondents	% responses of the various groups to the options	
Leading tertiary education because it supplies the academic teachers for other tertiary education institutions	<u>University respondents</u> The majority of respondents indicated that the university was more successful.	N = 990	1: 1,3 2: 3,0 3: 41,8 4: 27,8 5: 23,3 6: 2,7	TDM: Technikon definitely more TSM: Technikon slightly more EQS: Equally USM: University slightly more UDM: University definitely more NAE: Neither achieve this end 
	<u>Technikon respondents</u> Most respondents indicated that both institutions were equally successful.	N = 745	1: 7,9 2: 10,9 3: 54,6 4: 12,2 5: 10,9 6: 3,5	

TABLE 4.10 (cont.)

UNIVERSITY AND TECHNIKONS: TRAINING AND RESEARCH: PERCEIVED SUCCESS

Aspect measured	Findings	Number of respondents	% responses of the various groups to the options
Ensuring that its courses maintain relevance to the requirements of the work-place	<u>University respondents</u> Although most respondents indicated that both institutions were equally successful, a considerable percentage indicated that the technikon was more successful.	N = 996	1: 12,0 2: 25,3 3: 45,2 4: 10,1 5: 5,8 6: 1,5
	<u>Technikon respondents</u> Most respondents indicated that the technikon was definitely more successful.	N = 752	1: 37,6 2: 30,9 3: 25,7 4: 2,8 5: 1,9 6: 1,2

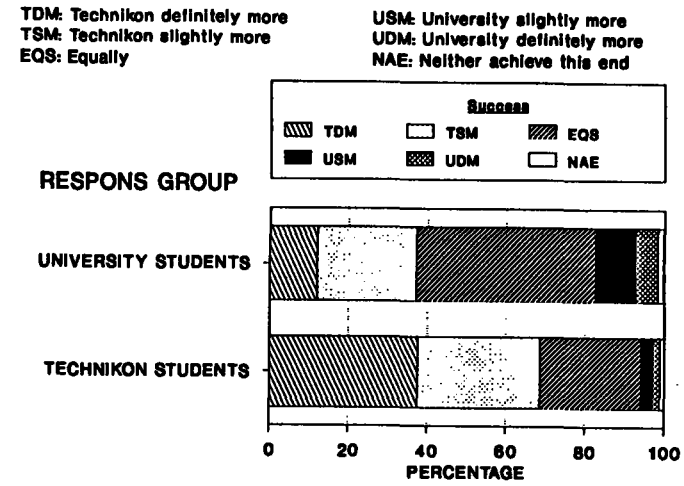


TABLE 4.10 (cont.)

UNIVERSITY AND TECHNIKONS: TRAINING AND RESEARCH: PERCEIVED SUCCESS

Aspect measured	Findings	Number of respondents	% responses of the various groups to the options
Providing students with balanced cultural and social development	<u>University respondents</u> Although most respondents indicated that both institutions were equally successful, a considerable percentage indicated that the university was more successful.	N = 998	1: 0,6 2: 1,6 3: 48,1 4: 29,3 5: 18,7 6: 1,7
	<u>Technikon respondents</u> The majority of respondents indicated that both institutions were equally successful.	N = 753	1: 9,3 2: 10,0 3: 66,8 4: 8,0 5: 3,5 6: 2,5

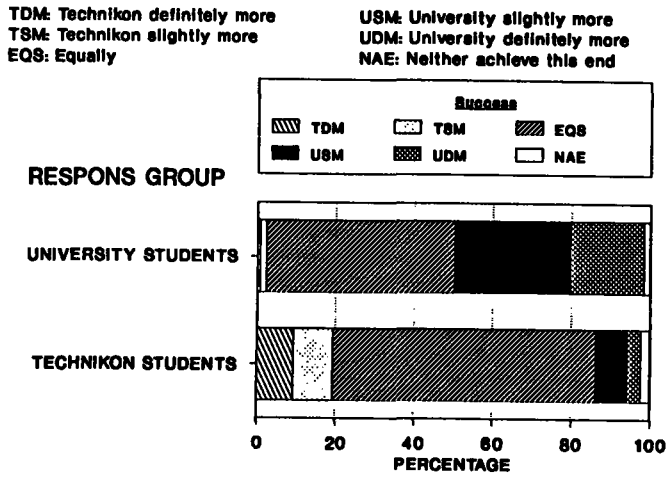


TABLE 4.10 (cont.)

UNIVERSITY AND TECHNIKONS: TRAINING AND RESEARCH: PERCEIVED SUCCESS

Aspect measured	Findings	Number of respondents	% responses of the various groups to the options
Preparing students to adapt easily and quickly to the work situation	<u>University respondents</u> Most respondents indicated that the technikon was more successful.	N = 997	1: 14,5 2: 39,2 3: 31,7 4: 8,7 5: 4,6 6: 1,2
	<u>Technikon respondents</u> The majority of respondents indicated that the technikon was definitely more successful.	N =753	1: 46,7 2: 31,3 3: 16,3 4: 1,9 5: 1,9 6: 1,9

TDM: Technikon definitely more
TSM: Technikon slightly more
EQS: Equally
USM: University slightly more
UDM: University definitely more
NAE: Neither achieve this end

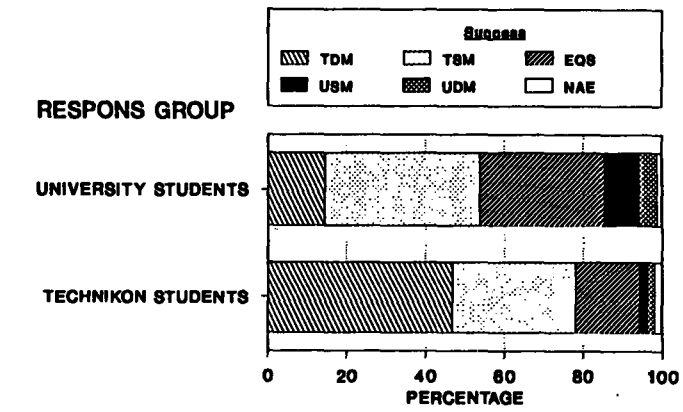


TABLE 4.11

SUMMARY OF CHAID-ANALYSES (ONLY FIRST THREE DIVIDERS) WITH RESPECT TO THE STATEMENTS CONCERNING TERTIARY TRAINING

STATEMENTS	PREDICTORS * (Listed at end of table) **	
	UNIVERSITY STUDENTS	TECHNIKON STUDENTS
Setting high academic standards	1. Occupation the previous year (4,8096E - 05 %) 2. Field of study (1,6986E - 0,5 %	1. Home language (8,9878E - 07 %) 2. Reason for not choosing university training (0,0438530 %)
Preparing students for further training	Home language (4,4290E - 11 %)	No prediction is possible
Equipping students adequately to ensure future occupational and income security.	1. Home language (4,1075E - 08 %) 2. Sex/Sex (0,0067695 %/4,2106228 %) 3. Home language (0,5243056 %)	1. Reason for not choosing university training (0,0238079 %) 2. Field of study (0,3955691 %)
Developing students' intellectual capacities	1. Home language (3,2686E - 10 %) 2. Sex (0,0466304 %)	1. Home language (1,2486E - 10 %) 2. Reason for not choosing university training (0,0021425 %) 3. Age/Field of study (0,2857795 %/0,5042405 %).
Training students to have an awareness of the need for serving the community	Consideration of technikon training (0,5030859 %)	Sex of respondents (1,3567820 %)

* Significant at the 5 % level

TABLE 4.11 (cont.)

SUMMARY OF CHAID-ANALYSES (ONLY FIRST THREE DIVIDERS) WITH RESPECT TO THE STATEMENTS CONCERNING TERTIARY TRAINING

STATEMENTS	PREDICTORS* (Listed at end of table)**	
	UNIVERSITY STUDENTS	TECHNIKON STUDENTS
Keeping tuition fees at reasonable levels	1. Home language (7,6780E - 08 %) 2. Field of study (0,0450931 %) 3. Sex of respondents (3,7443733 %)	1. No prediction is possible.
Leading tertiary education because it supplies the academic teachers for other tertiary education institutions	1. Home language (0,0054947 %) 2. Sex of respondents (0,0434713 %) 3. Consideration of technikon training/Age (1,7580776 %/0,0019631 %)	1. Age of respondents (1,9981E - 06 %) 2. Sex of respondents (2,2414875 %) 3. Reason for not choosing university training (0,0008715 %)
Ensuring that it's courses maintain relevance to the requirements of the work-place	1. Home language (0,0022715 %)	1. Age of respondents (0,2914791 %) 2. Occupation the previous year/University entrance (1,1347E - 05 %/0,5441108 %) 3. Considered university training (2,4812002 %)
Providing students with balanced cultural and social development	1. Home language (0,0221491 %) 2. Age (0,0234343 %) 3. Sex (4,7832661 %)	1. Reason for not choosing university training (0,0020731 %) 2. Sex of respondents (0,3625050 %) 3. Age of respondents (0,1069601 %)

TABLE 4.11 (cont.)

SUMMARY OF CHAID-ANALYSES (ONLY FIRST THREE DIVIDERS) WITH RESPECT TO THE STATEMENTS CONCERNING TERTIARY TRAINING

STATEMENTS	PREDICTORS* (Listed at end of table)**	
	UNIVERSITY STUDENTS	TECHNIKON STUDENTS
Preparing students to adapt easily and quickly to the work situation	1. Occupation the previous year (0,0369216 %)	1. Home language (0,0034029 %) 2. Consideration of university training (3,6730928 %) 3. Reason for not choosing university training (0,0938529 %)

* Significant at the 5 % level

** Predictors for university students: Age, occupation the previous year, Sex, Home language, Consideration of technikon training, Field of study

** Predictors for technikon students: Age, occupation the previous year, Sex, Home language, Consideration of university training, University entrance, Reason for not choosing university training

FIGURE 4.1.1

SETTING HIGH ACADEMIC STANDARDS

UNIVERSITY STUDENTS

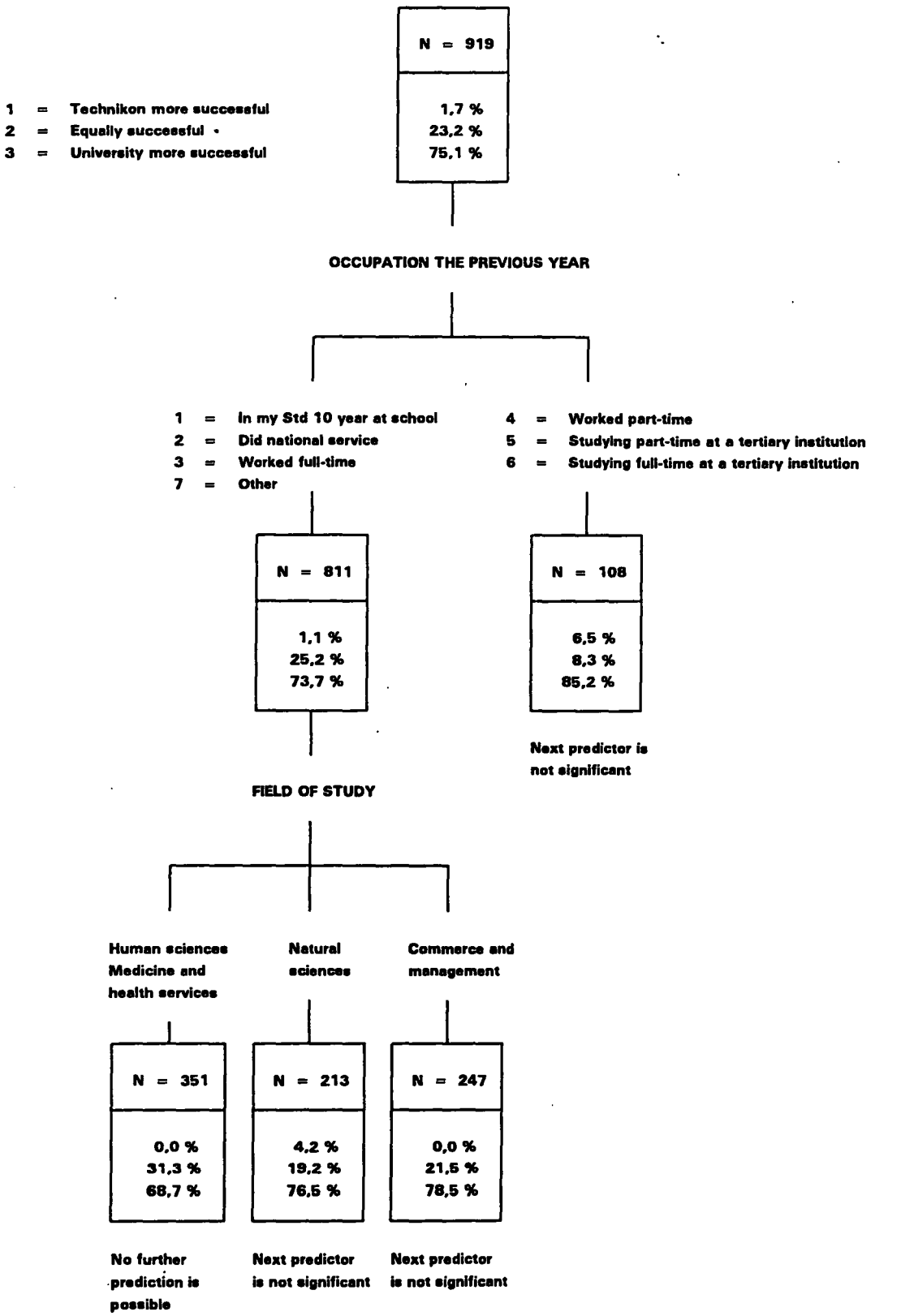


FIGURE 4.1.2

PREPARING STUDENTS FOR FURTHER TRAINING

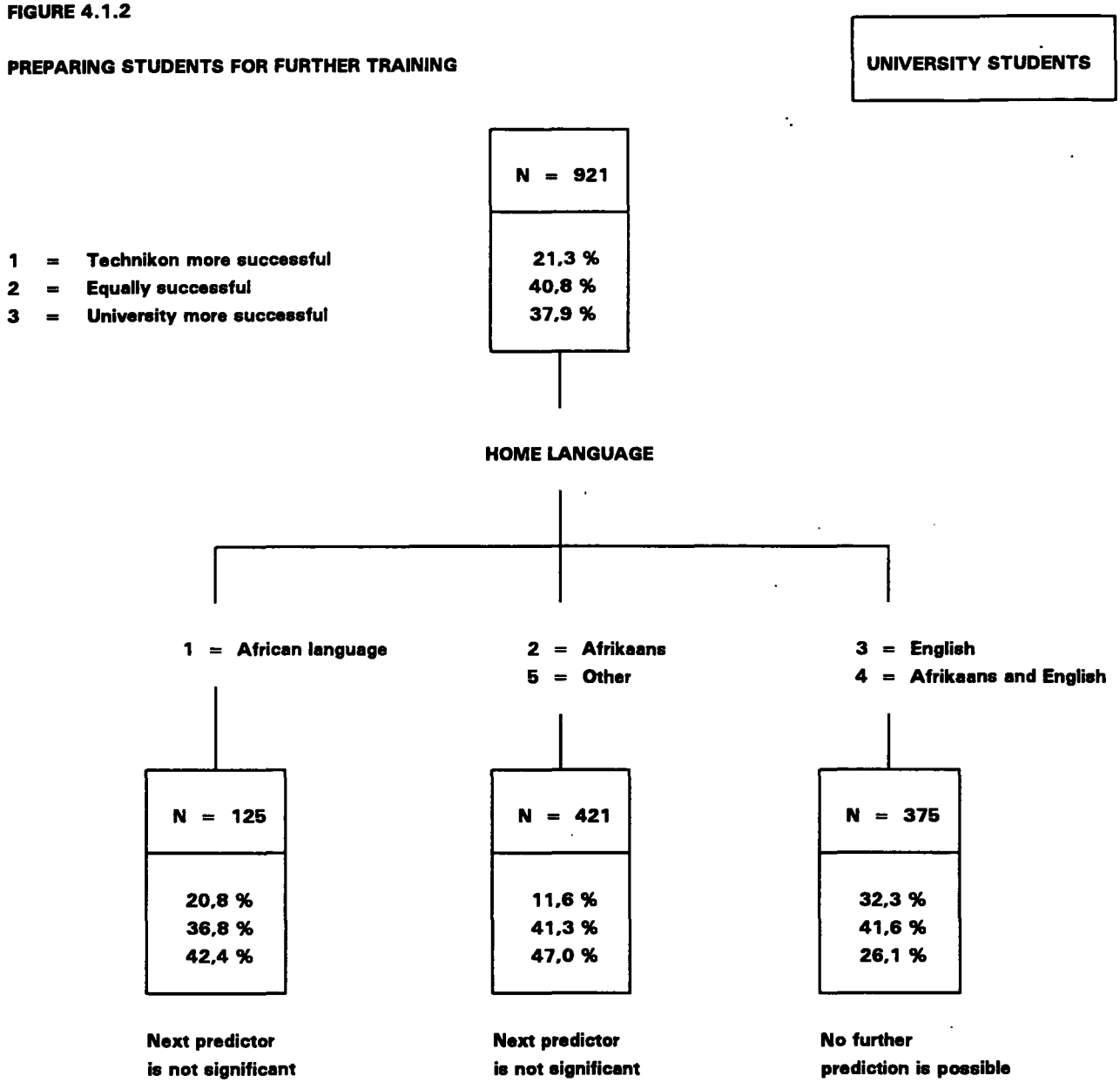


FIGURE 4.1.3

EQUIPPING STUDENTS ADEQUATELY TO ENSURE FUTURE OCCUPATIONAL AND INCOME SECURITY

UNIVERSITY STUDENTS

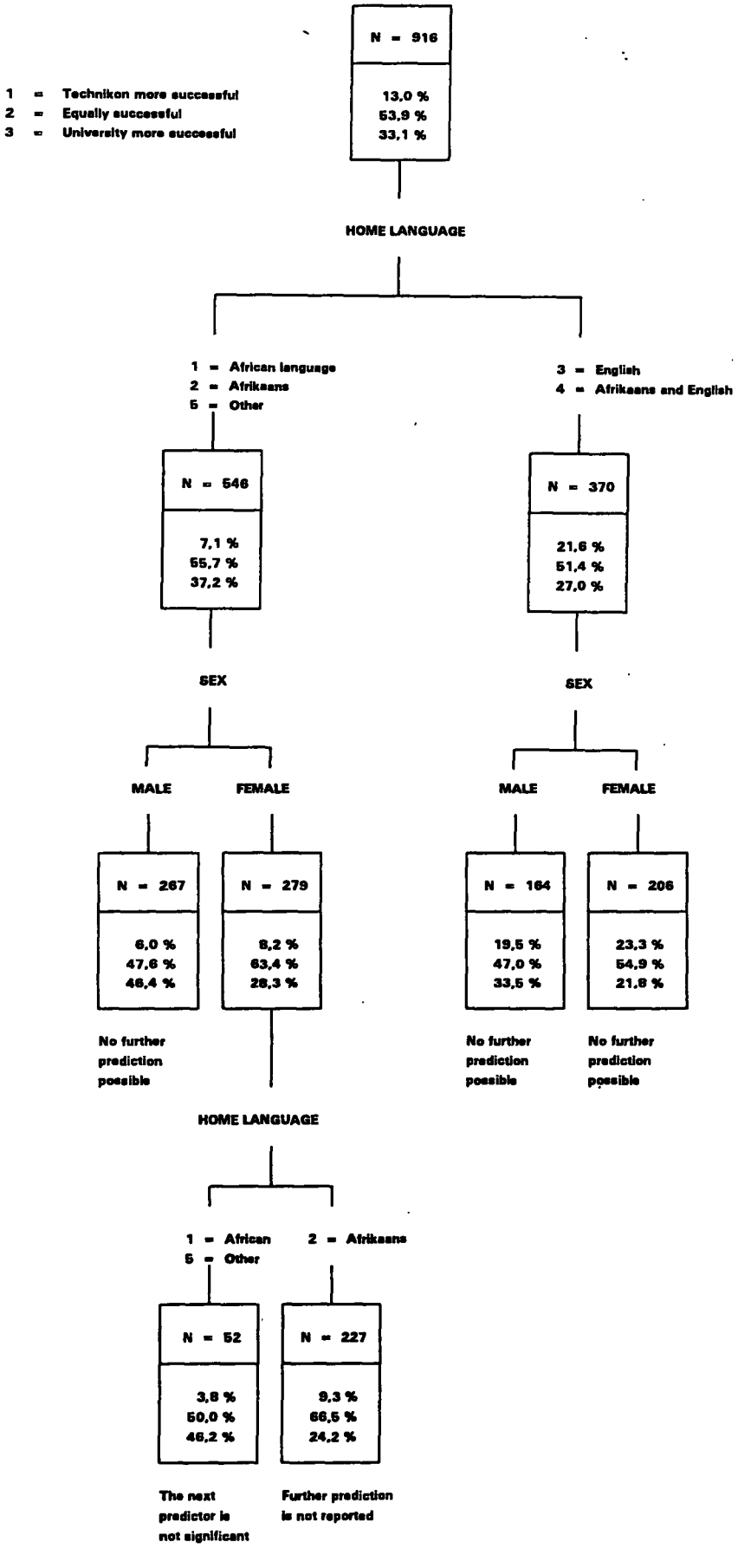


FIGURE 4.1.4

DEVELOPING STUDENTS' INTELLECTUAL CAPACITIES

UNIVERSITY STUDENTS

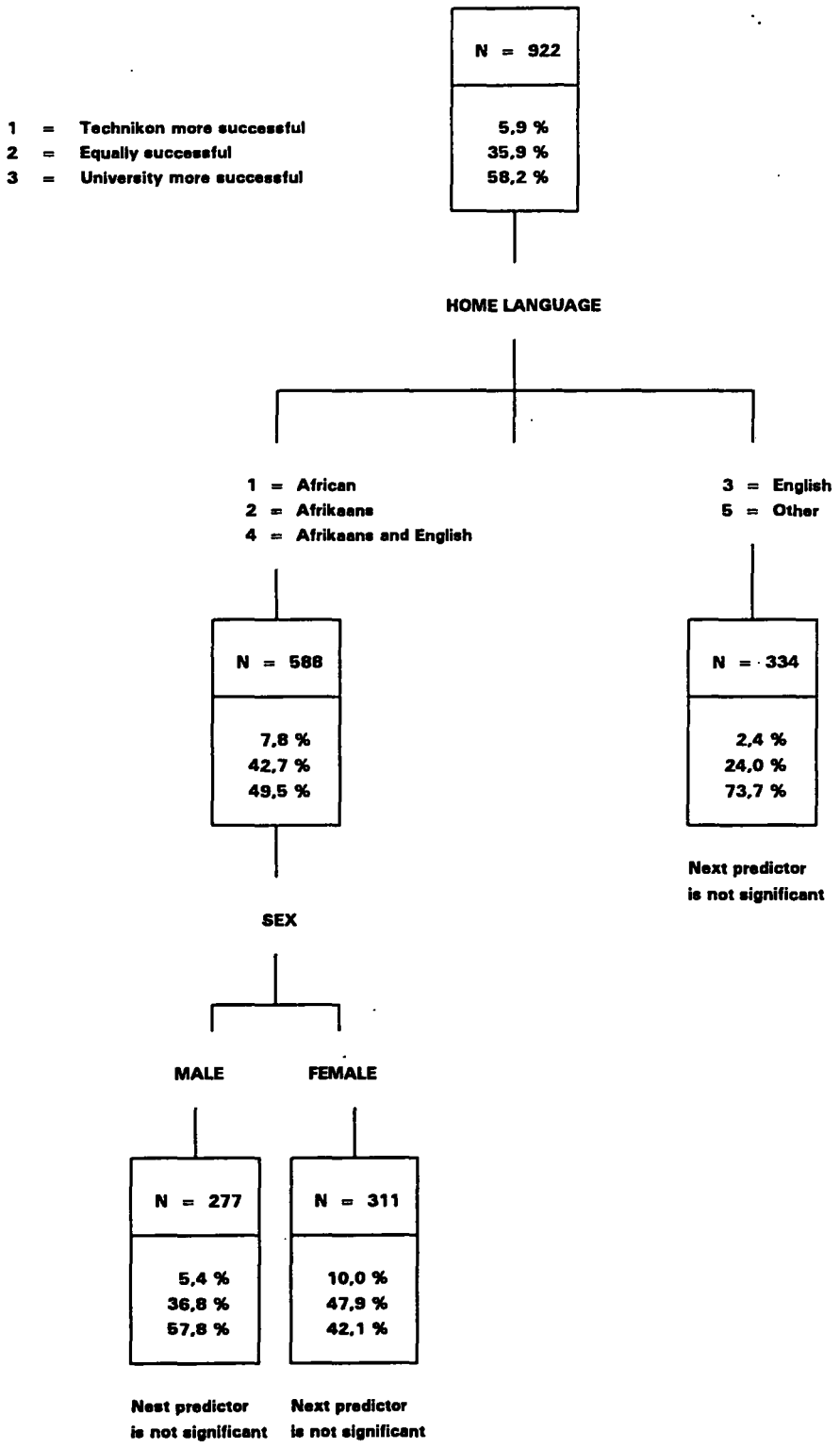


FIGURE 4.1.5

TRAINING STUDENTS TO HAVE AN AWARENESS OF THE NEED FOR SERVING THE COMMUNITY

UNIVERSITY STUDENTS

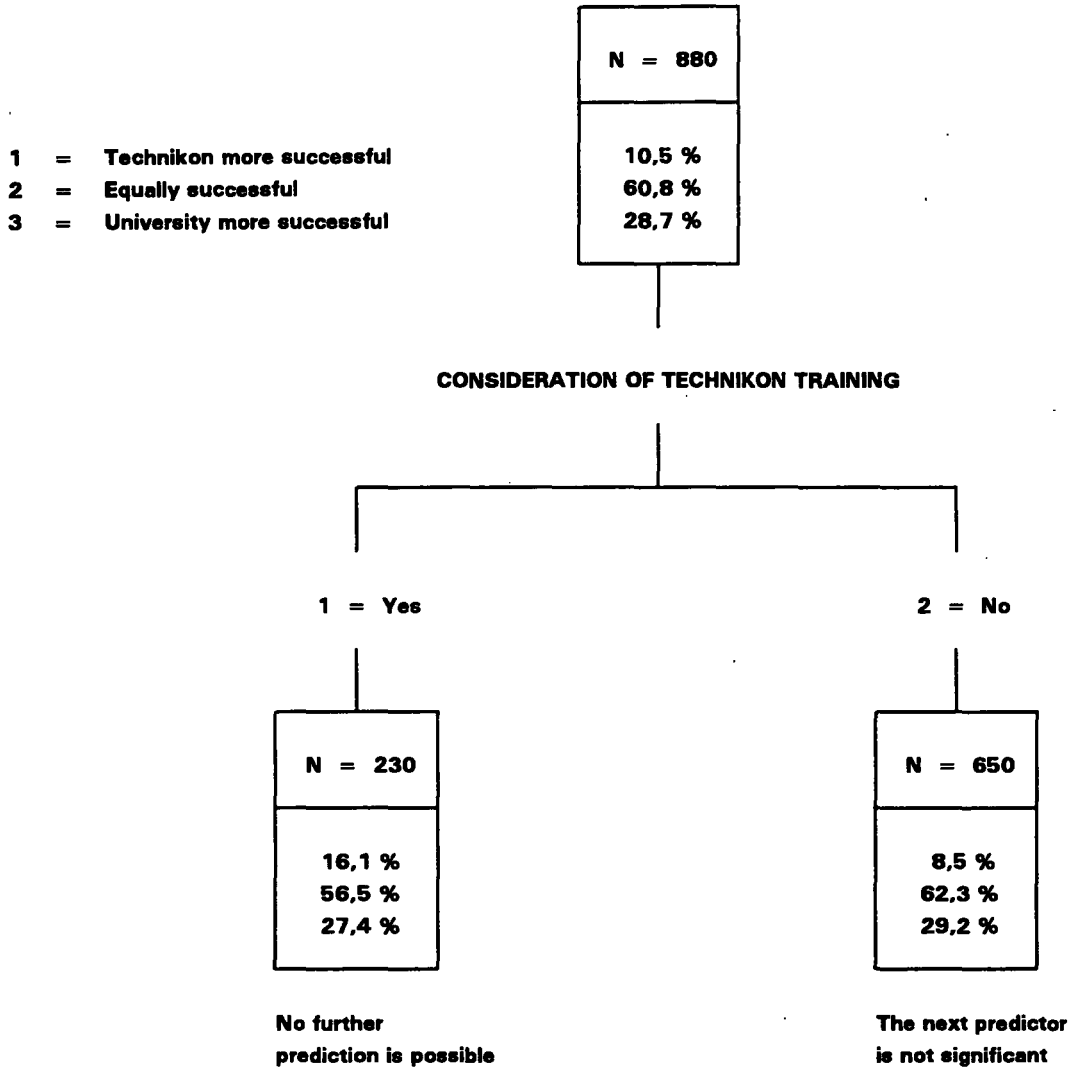


FIGURE 4.1.6

KEEPING TUITION FEES AT REASONABLE LEVELS

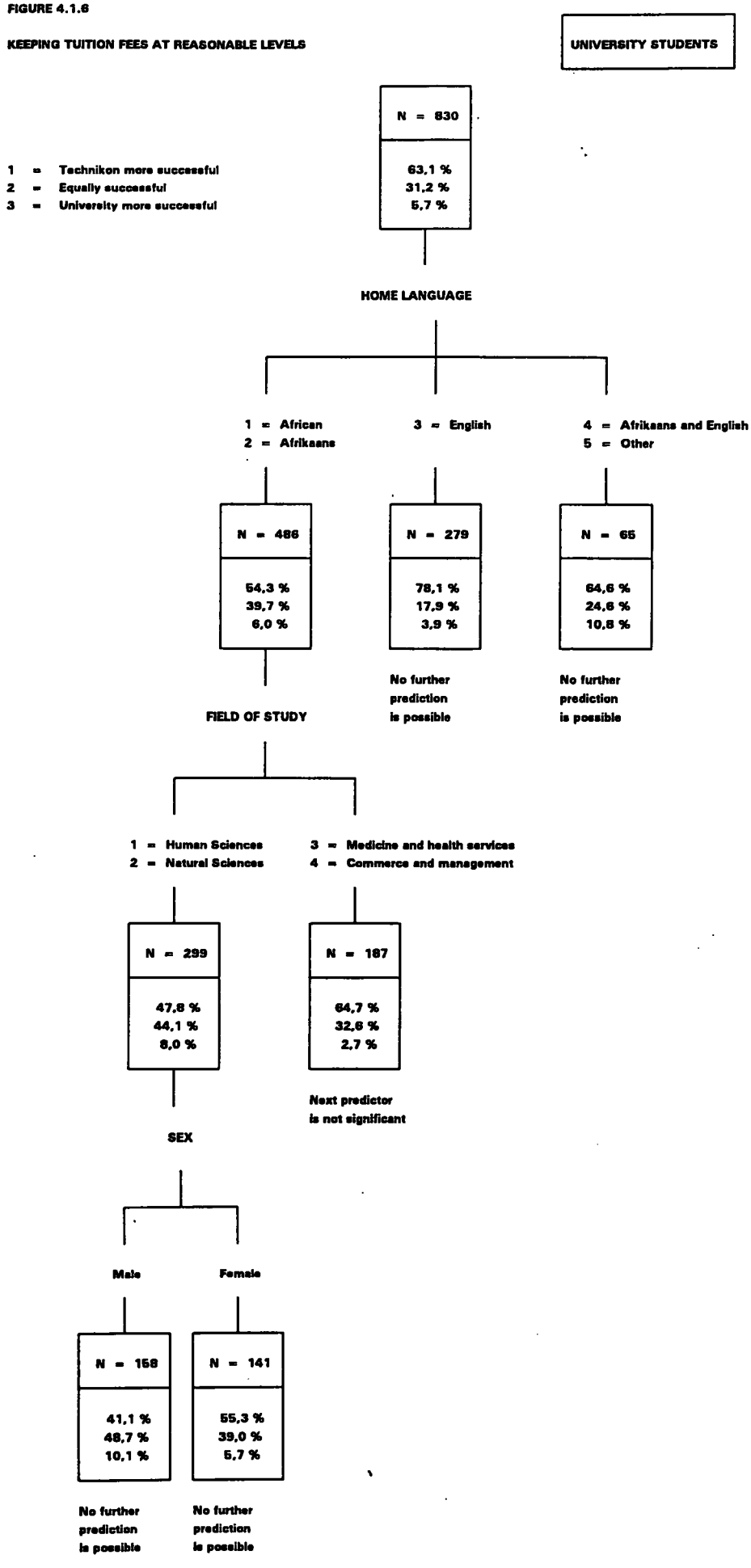


FIGURE 4.1.7

LEADING TERTIARY EDUCATION BECAUSE IT SUPPLIES THE ACADEMIC TEACHERS FOR OTHER TERTIARY EDUCATION INSTITUTIONS

UNIVERSITY STUDENTS

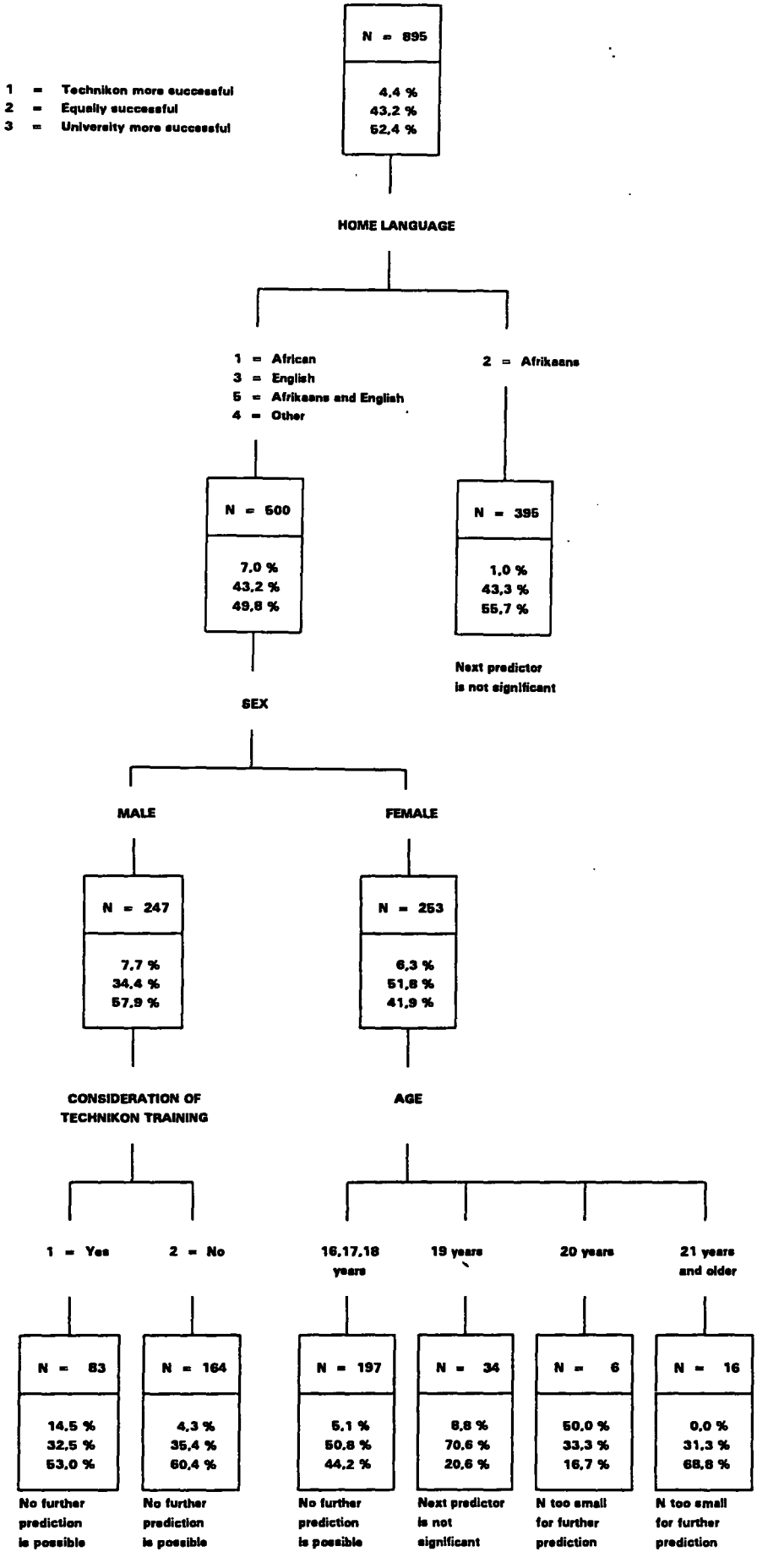


FIGURE 4.1.8

ENSURING THAT IT'S COURSES MAINTAIN RELEVANCE TO THE REQUIREMENTS OF THE WORK-PLACE

UNIVERSITY STUDENTS

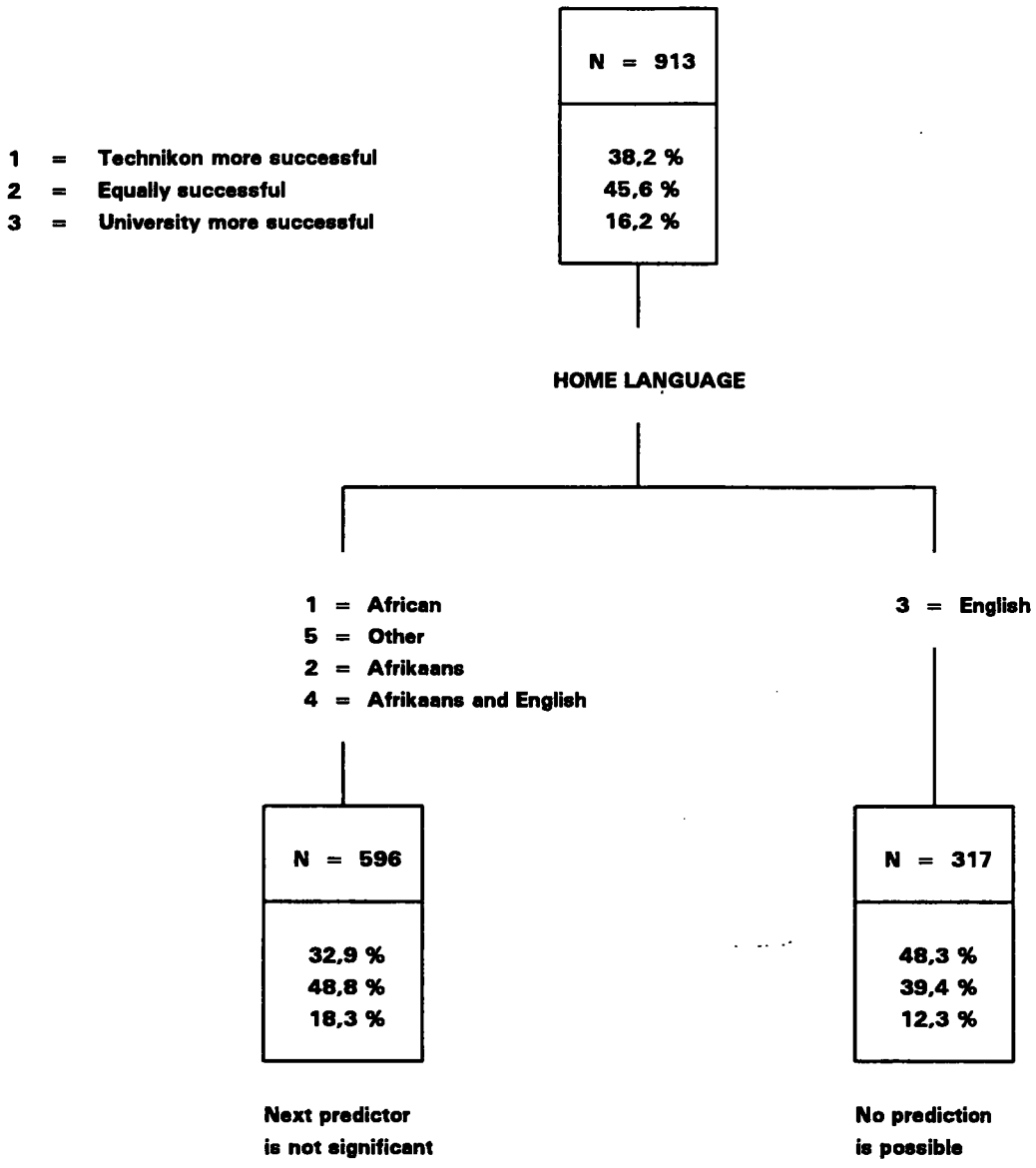


FIGURE 4.1.9

PROVIDING STUDENTS WITH BALANCED CULTURAL AND SOCIAL DEVELOPMENT

UNIVERSITY STUDENTS

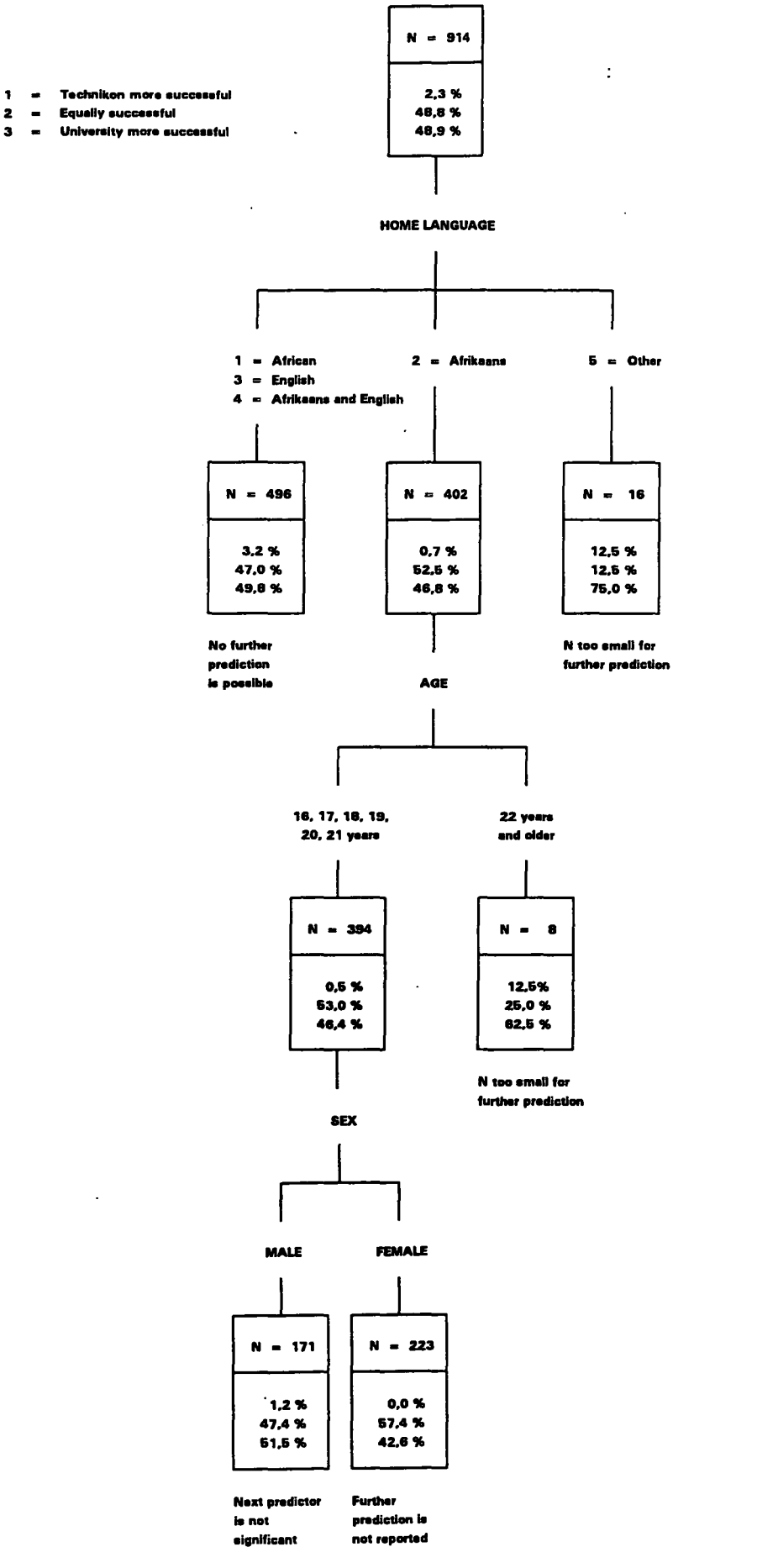


FIGURE 4.1.10

PREPARING STUDENTS TO ADAPT EASILY AND QUICKLY TO THE WORK SITUATION

UNIVERSITY STUDENTS

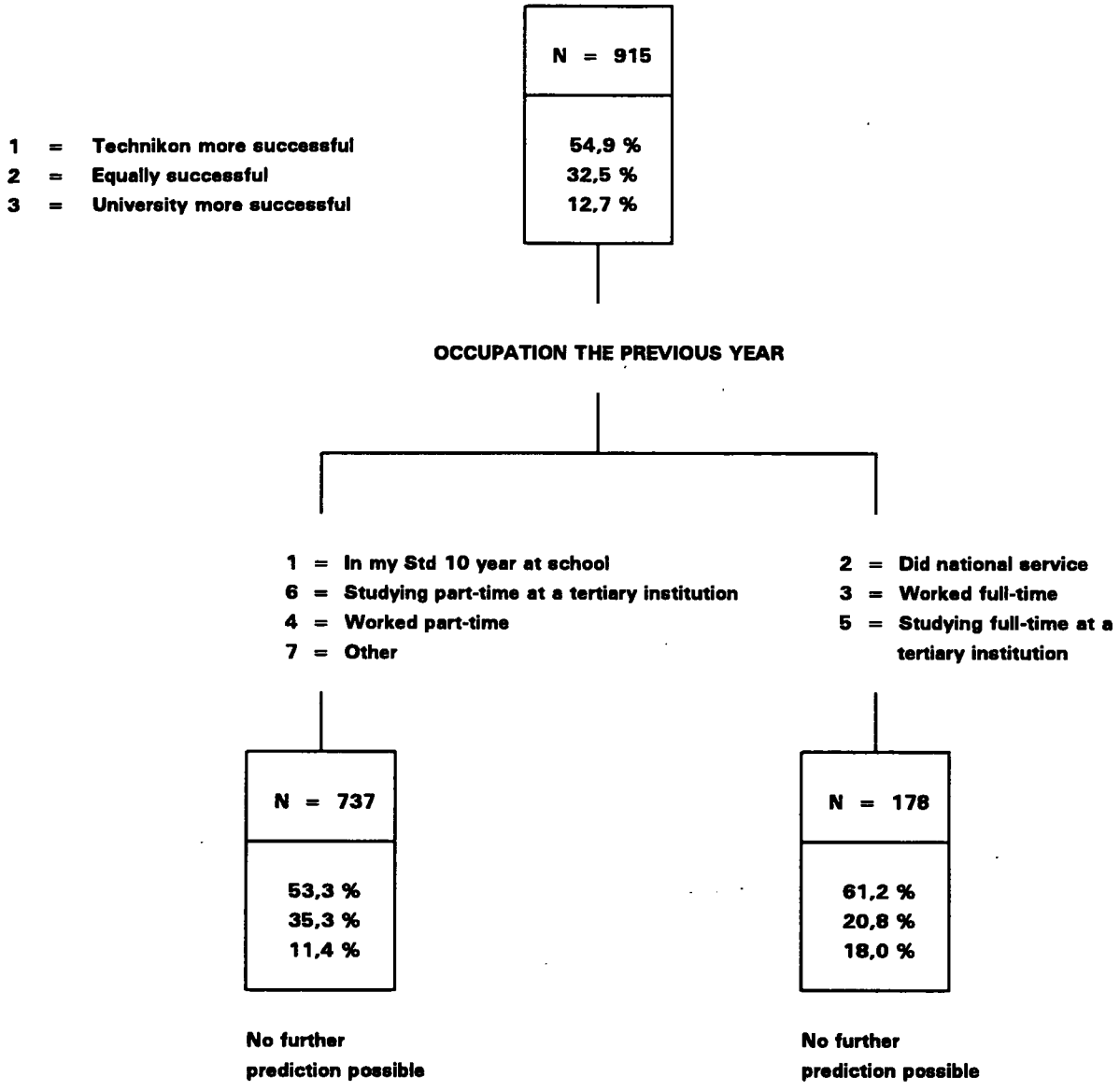


FIGURE 4.2.1

SETTING HIGH ACADEMIC STANDARDS

TECHNIKON STUDENTS

1 = Technikon more successful
2 = Equally successful
3 = University more successful

N = 629

11,8 %
51,4 %
36,9 %

HOME LANGUAGE

1 = African
4 = Afrikaans and English
5 = Other

2 = Afrikaans
3 = English

N = 211

22,7 %
46,0 %
31,3 %

Next predictor is not significant

N = 418

6,2 %
54,1 %
39,7 %

REASON FOR NOT CHOOSING UNIVERSITY TRAINING

1 = I should have liked to study at a university, but do not have university entrance.

2 = I do not have university entrance, but prefer studying at a technikon.

4 = I was not successful at university and have now registered at a technikon.

3 = I have university entrance, but prefer to study at a technikon rather than at a university.

5 = I should have liked to study at a university, but the fees of the universities are too high.

6 = None of the statements given.

N = 99

5,1 %
38,4 %
56,6 %

No further prediction is possible

N = 319

6,6 %
58,9 %
34,5 %

Next predictor is not significant

FIGURE 4.2.2

EQUIPPING STUDENTS ADEQUATELY TO ENSURE FUTURE OCCUPATIONAL AND INCOME SECURITY

TECHNIKON STUDENTS

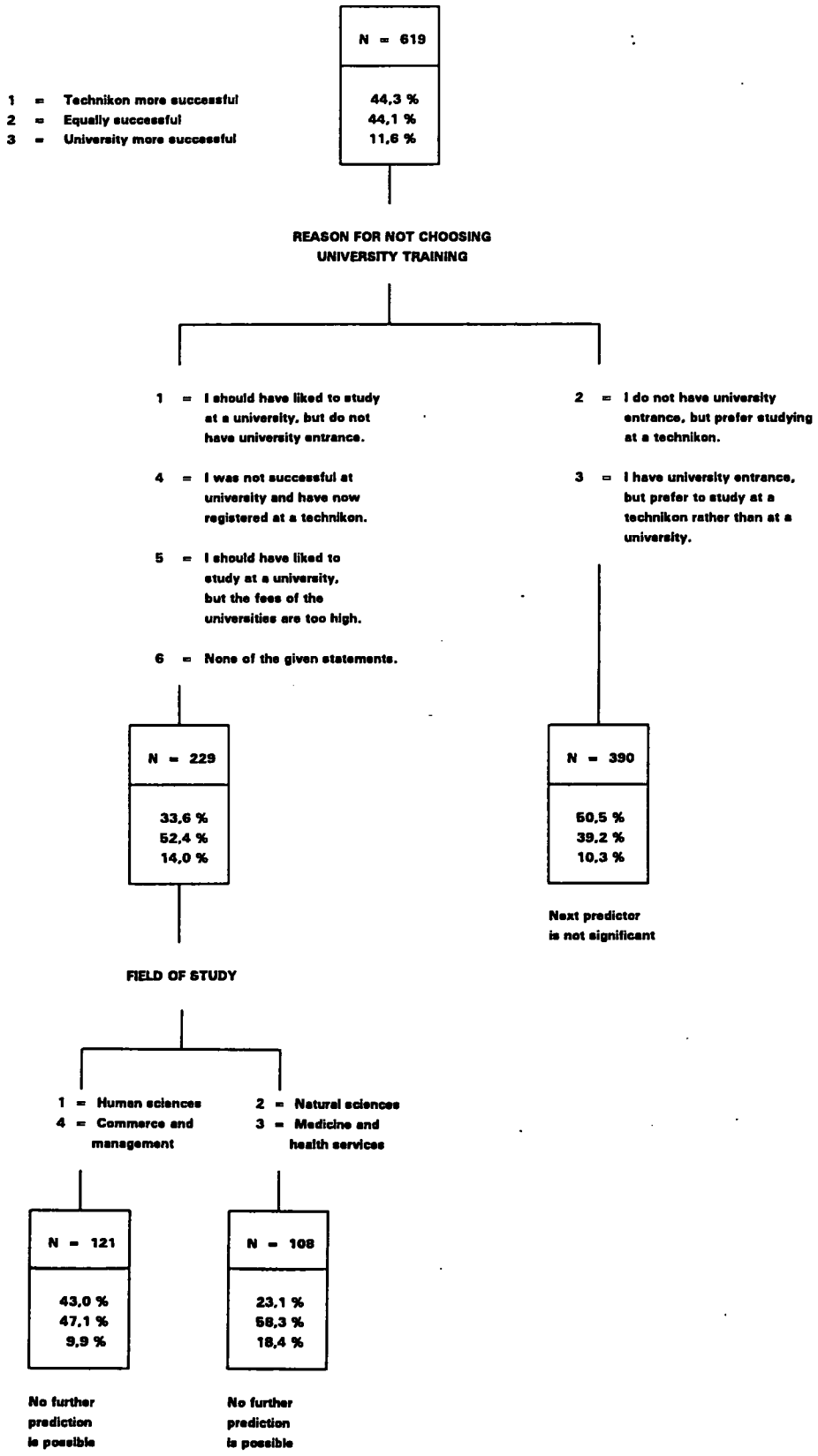


FIGURE 4.2.3

DEVELOPING STUDENTS INTELLECTUAL CAPACITIES

TECHNIKON STUDENTS

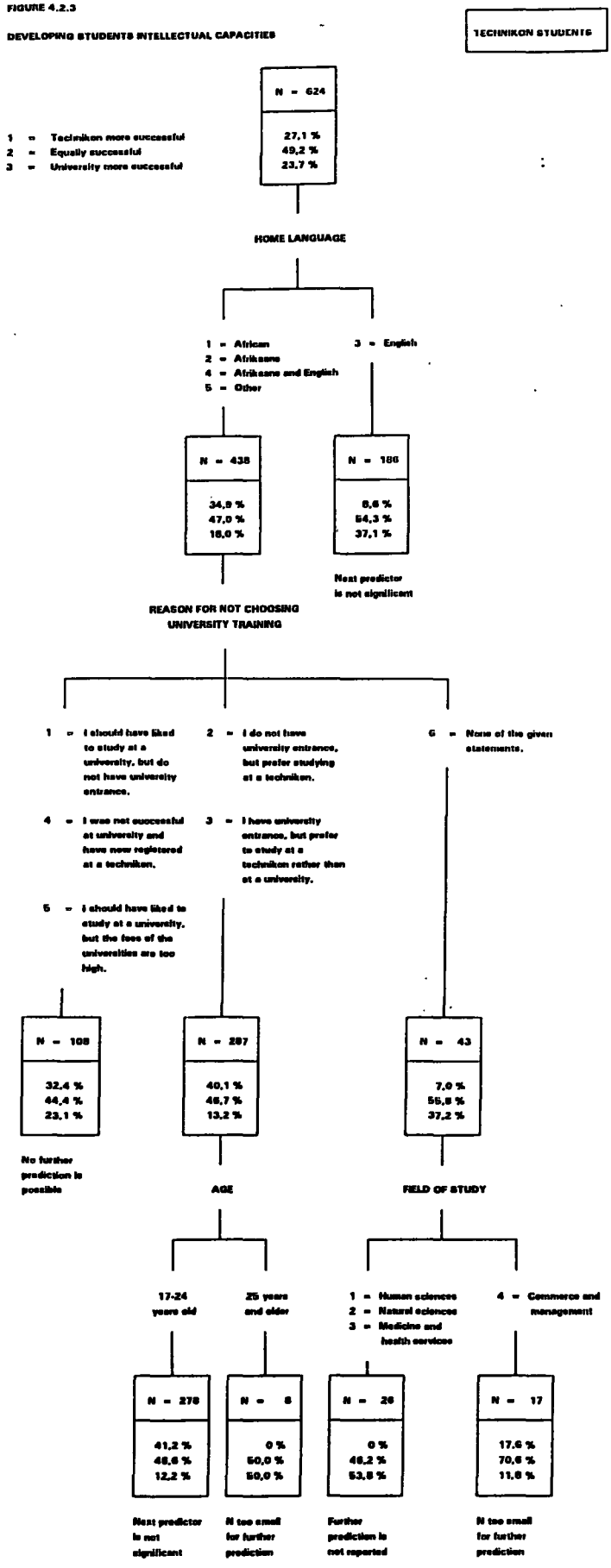


FIGURE 4.2.4

TRAINING STUDENTS TO HAVE AN AWARENESS OF THE NEED FOR SERVING THE COMMUNITY

TECHNIKON STUDENTS

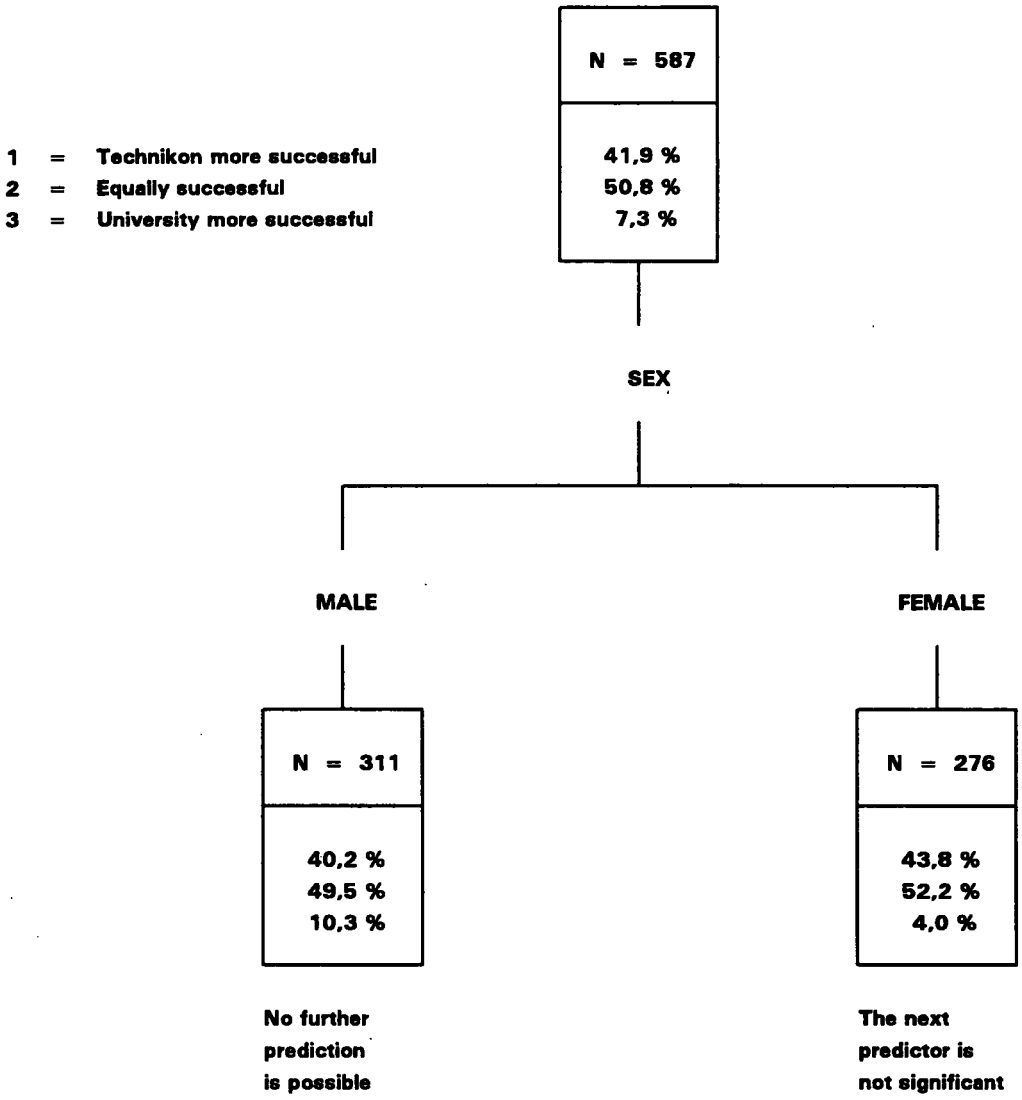


FIGURE 4.2.5

LEADING TERTIARY EDUCATION BECAUSE IT SUPPLIES THE ACADEMIC TEACHERS FOR OTHER TERTIARY EDUCATION INSTITUTIONS

TECHNIKON STUDENTS

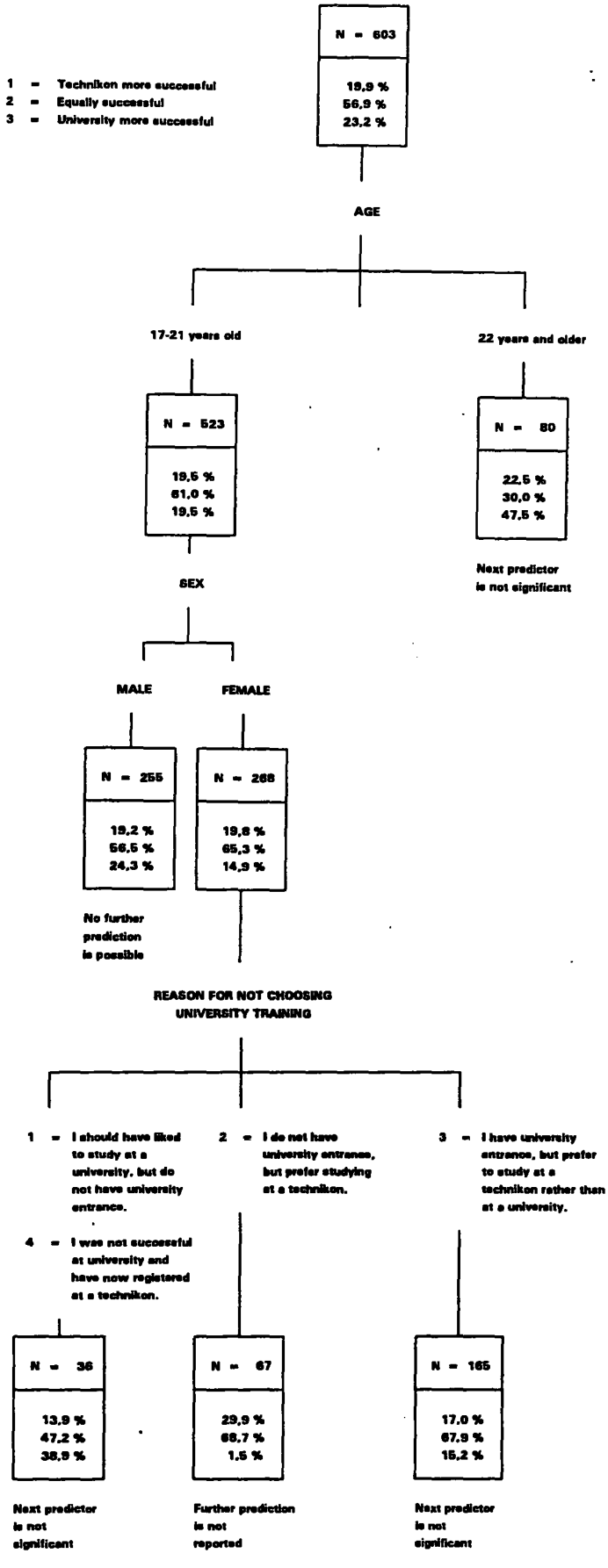


FIGURE 4.2.6

ENSURING THAT IT'S COURSES MAINTAIN RELEVANCE TO THE REQUIREMENTS OF THE WORK-PLACE

TECHNIKON STUDENTS

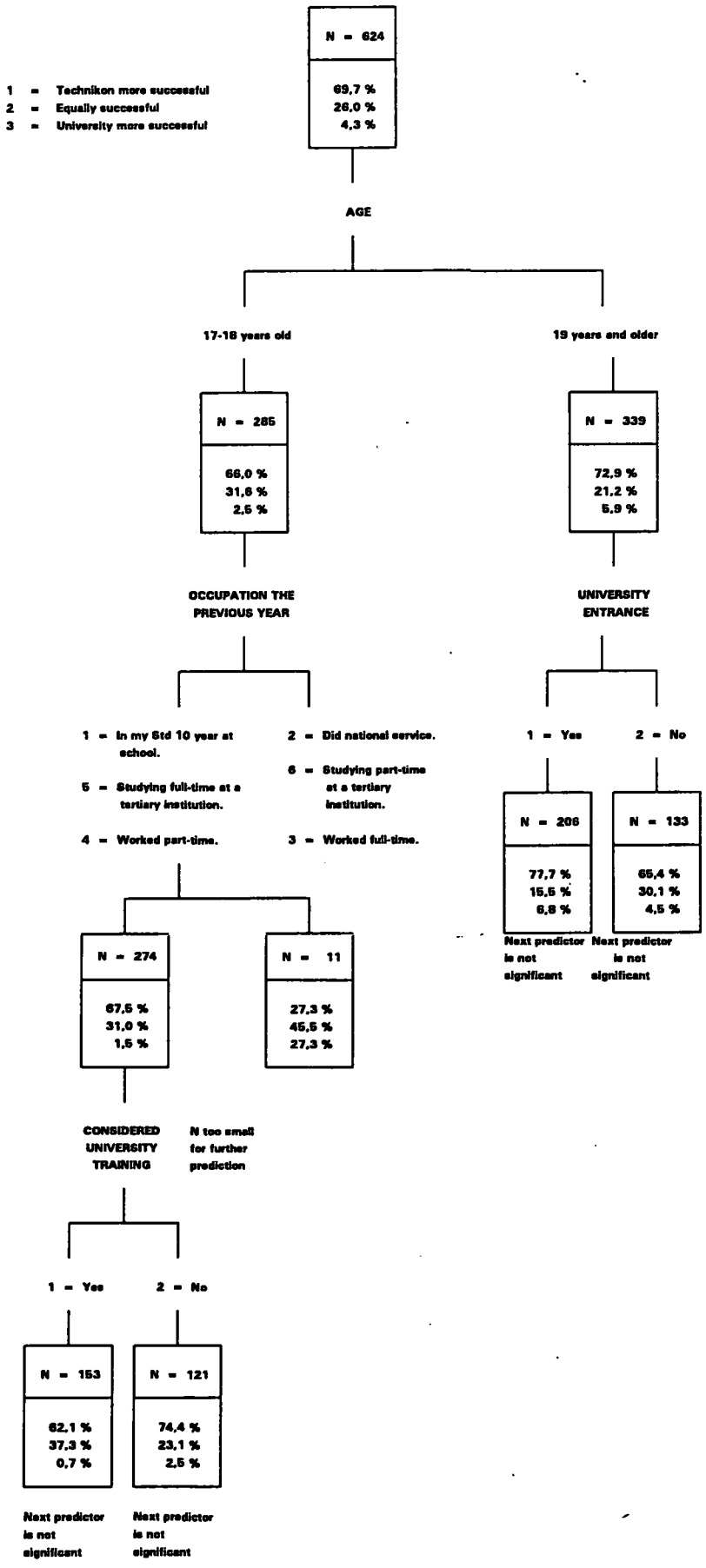


FIGURE 4.2.7

PROVIDING STUDENTS WITH BALANCED CULTURAL AND SOCIAL DEVELOPMENT

TECHNIKON STUDENTS

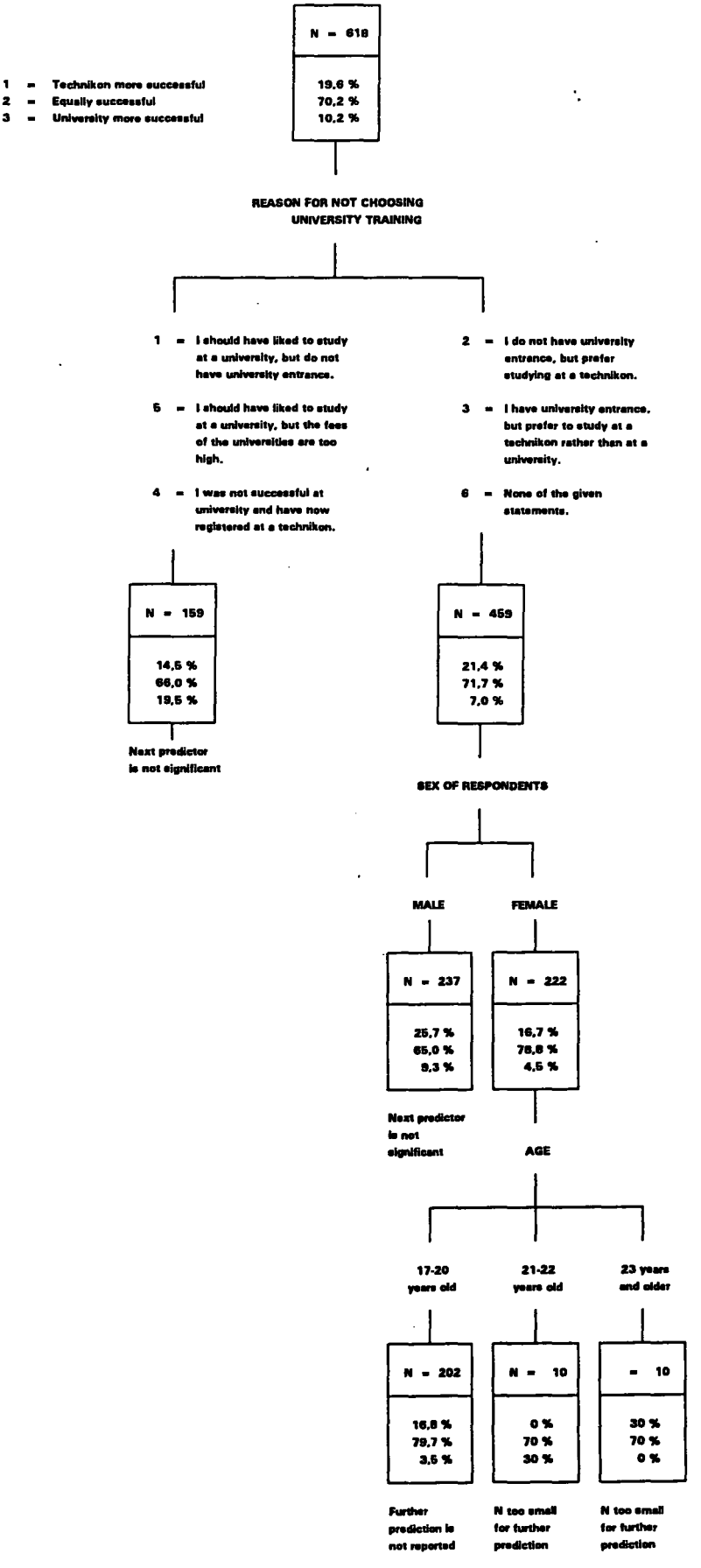
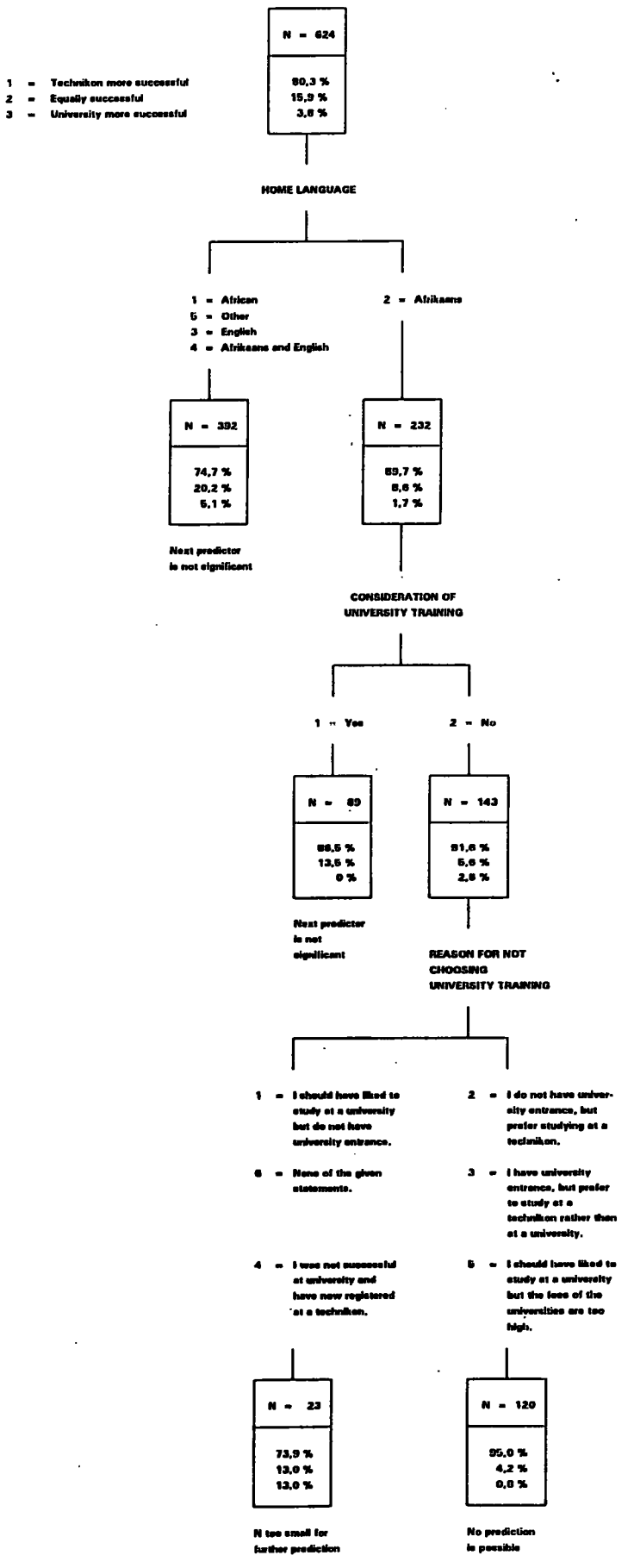


FIGURE 4.2.6

PREPARING STUDENTS TO ADAPT EASILY AND QUICKLY TO THE WORK SITUATION

TECHNIKON STUDENTS



CHAPTER 5

FINDINGS AND RECOMMENDATIONS

5.1 INTRODUCTION

In this chapter the findings of the issues which were investigated are integrated. Where applicable, the findings of the previous survey which was done in 1987 are given. It must be noted that the previous survey was restricted as far as the general public is concerned, and included only whites, coloureds and Asians.

5.2 FINDINGS

5.2.1 The priority given to the university, the technikon and other tertiary institutions

In the 1987 survey it was found that the general public selected the university as their first choice for post-secondary education. For whites and Asians the technikon was the second most popular choice, while the coloureds indicated the teacher training college as their second choice.

In the current survey the university was also the most popular choice of the general public for post-secondary education. The second most popular choice for almost all population groups was the technikon; only blacks preferred teacher training as a second option.

5.2.2 Expectations regarding university training

In the previous survey the general public who preferred university training indicated that anticipated career preparation and promotion opportunities offered by the training were important considerations for choosing university training.

In the current survey the general public indicated that what attracted them to university training was the higher status associated with university training; the possibility of earning a higher income; better promotion prospects; the guarantee of a secure occupation or existence and the fact that universities are perceived to be more successful in developing a student both culturally and socially.

The general public respondents in the current survey indicated that obtaining a degree rather than a diploma was important for most people.

5.2.3 Perceived responsibility of the university as opposed to the perceived responsibility of the technikon

Most of the perceived responsibilities were in accordance with the role of the university and the role of the technikon as described in the literature.

According to the employers, professional councils and trade unions, the university should concentrate on aspects of general development and character building of students, the development of leadership for high-level manpower; the development of intellectual skills; the promotion of innovative and creative thinking; the preparation of the student for further training; the development of adaptability to changing professional requirements; the development of scientific literacy, in addition to which the university should take the lead in research and in tertiary education in general.

The typical role of the technikon is seen by the above-mentioned respondents as the development of the ability of students to apply technology, the development of practical skills, and as career-oriented training.

5.2.4 Perceptions of the quality of the training and research

Employers, professional council and trade union respondents were satisfied that the university and technikon were very successful in equipping students with the skills and characteristics mentioned in the previous paragraph.

Most of the employer, professional council and trade union respondents indicated that university-trained students had more status; were able to earn high salaries; had better promotion prospects; were better prepared for managerial and high level positions, had more developed intellectual capacities and were better equipped to lead research. The university was seen as being more successful in the testing of high academic standards and was regarded the leader in the field of tertiary education.

Concerning the perceived success of the university/technikon considerable percentages of both university and technikon new first-year students agreed that the university was more successful in setting high academic standards and in being the leader in the field of tertiary education.

5.2.5 The effectiveness/efficiency and relevance of research

A very interesting finding was that the employers, professional councils and trade unions disagreed with the statement that universities should concentrate on basic research rather than applied research. These groups agreed that technikons should be encouraged to co-operate with universities in order to accomplish effective interaction of research and development activities.

5.2.6 Immediate applicability of training

The general public respondents of the current survey indicated that weak points of universities were that the university failed to adequately meet the demands of the labour market; that the development of practical skills of students and the adaptability of university students to the work situation were not satisfactory.

According to the employer, professional councils and trade unions respondents, technikon-trained students were in greater demand in the labour market, were more able to apply their acquired knowledge in the work situation and could adapt easily and quickly to the work situation. The courses of the technikons were more relevant to the requirements of the workplace.

Considerable percentages of new first-year university and technikon students agreed that the technikon was more successful in ensuring that courses maintain relevance and in preparing students to adapt easily and quickly to the work situation.

5.2.7 Deficiencies in university training

In the previous survey respondents of the general public were of the opinion that the cost involved in technikon training was more favourable. The cost involved in university training was given as an important consideration when university training was not chosen. The political influence at universities was also strongly indicated by all three groups when university training was not chosen. The coloureds and Asians in the previous survey who did not prefer university training, indicated that admission requirements were too strict and that the length of training was too long.

In the current survey the general public respondents of all four population groups indicated that university training was too expensive. It was especially the Asians and blacks who felt strongly about the cost of university training. The coloureds, Asians and blacks of the current survey indicated that university training took too long. Again it was mostly the Asians and blacks who felt strong about this issue. Respondents from the private sector indicated that the technikons had been more successful in keeping their tuition fees at reasonable levels.

According to the respondents in the private sector (especially employers) the following deficiencies in university training exist: the development of the cultural values of students is inadequate; university students are not able to apply technology satisfactorily; the career-oriented training of the students is unsatisfactory; the practical skills of university students are not adequately developed; the economic literacy of students needs to be addressed, the tuition fees of universities are too high, and the course composition of many students is too general. They also agreed that many persons currently trained at universities are more suitable for training at technikons. They indicated that there should be more co-operation between the universities and technikons with regard to research and development activities.

Considerable percentages of new first-year students indicated that the technikon is more successful in keeping tuition fees at reasonable levels; that the courses are more relevant and that students are therefore better prepared to adapt to the work situation.

5.2.8 Reasons for the choice of university/technikon

The social acitivities and the quality of sport and coaching facilities at a postschool training institution were very important considerations for most people in the choice of a postschool training institution according to respondents of the general public in the current survey.

The majority of technikon students indicated that they were satisfied with technikon training. Almost half of the technikon students considered university training prior to registration at a technikon. The most important reasons for their consideration of university training were that a similar course was offered by the university; they preferred obtaining a degree; the higher status of university training; the potential of university training to offer better income possibilities and the better promotion opportunities offered by university training.

More or less a quarter of the university respondents considered technikon training because they thought that the technikon equips one with better skills for certain occupations; that a greater need for technikon trainees exists in the labour market; and that the status of university and technikon training is equal. These were also the main reasons given for technikon respondents to elect to undergo technikon training.

University students elected to study at a university rather than at a technikon because they wanted to obtain a degree; they thought the university would suit their potential better; the course they were interested in could only be followed at universities; they were of the opinion that university training standards were higher and university-trained students had better promotion prospects.

Factors which contribute to students' preference of a specific university are the standard of training; the fact that lectures are presented in his/her home language; the variety of social and cultural activities offered; the appearance of the campus and the institution was preferred by their parents/guardians.

5.2.9 Career guidance received

Most of the technikon and university students involved in the survey indicated that guidance periods at school had not been effectively utilized.

5.2.10 Exposure to the university prior to enrolment

Information brochures on universities and vocational guidance at school were indicated by both university and technikon respondents as the most important sources of information on universities. Other important sources of information were a relative or friend who studies or receives training or works at a university; their parents or guardians; university staff; career exhibitions; subject teachers and the media.

The functions at universities which were most attended by both university and technikon students prior to their registration at the university or technikon were carnival or rag processions; career exhibitions; campus visits, and theatrical performances.

5.2.11 Chaid-analyses

Home language was found to be the most frequent predictor of the way in which the students responded.

Afrikaans and English respondents agreed more with the success of the university in setting high academic standards and in preparing students for further training. English respondents agreed more with the success of the university in developing students' intellectual capacities. Respondents with an African language as a home language agreed more with the success of universities in equipping students adequately to ensure future occupational and income security. Afrikaans-speaking respondents agreed more with the success of universities in equipping students adequately to ensure future occupational and income security and in leading tertiary education. English-speaking respondents agreed more with the success of the technikon in keeping tuition fees at reasonable levels and in ensuring that its courses are relevant for the requirements of the work place. Afrikaans-speaking respondents showed considerably more reservations than the other language groups about the success of the university in providing students with balanced cultural and social development.

5.2.12 Perceptions of the general image of the university

The general image of the university was found to be very positive by the general public in the current survey.

In general, the image of the university in the private sector, is in accordance with the role that the university should fulfil as seen by the CUP.

The image of the university among new first year university students was also in accordance with the role that the university should fulfil, as seen by the CUP.

5.2 RECOMMENDATIONS

(a) The CUP should decide whether or not the identified deficiencies need attention in the light of the mission which the CUP sees for universities.

(b) It seems that especially the Asian and black communities perceive university training as too long and too expensive for them. This issue should be addressed.

(c) All response groups seem to urge for more career-oriented training; the development of practical skills; the development of the ability to apply technology to enable university students to adapt quicker to the work situation. There is also a need for more applied research. In short, it seems that relevancy of university training needs attention. It is for the CUP to decide whether the mission of the university allows addressing these issues.

(d) Coloureds need to be better informed of universities as it seems that many are uncertain of its role and potential.

(e) Trade unions view the university more negatively than other social groupings. This needs rectifying.

(f) School guidance, especially career guidance, needs urgent attention.

(g) A mechanism should be developed so that students who would benefit most from studying at a technikon, are guided in that direction.

(h) The course composition of university students should be directed towards a specific field of research, or towards an occupation.

(i) The economic literacy and the development of the cultural values of university students need more attention.

(j) Updated research on these issues need to be done on a regular basis in order to determine whether or not the university is still fulfilling the needs of the changing South-Africa.

APPENDIX A

ORGANIZATIONS THAT RESPONDED

EMPLOYERS

South African Breweries
Pep Stores
Pretoria Portland Cement
Consolidated Metallurgical Industries
Edgars Stores
Grinaker Construction
Metro Cash 'n Carry
Everite
Sun International
BTR Dunlop
Distillers Korporasie SA Bpk.
Group Five Limited
Yskor
Stellenbosch Farmers Winery Ltd
Toyota Marketing Co.
R & R Tabakvervaardigers
Gants Foods (Pty) Ltd
Consol Bpk.
Pick 'n Pay
Haggie Rand Ltd
Sappi
Fedfood Bpk.
Anglo Alpha Ltd
Bateman Industrial Holdings
AECR Explosives & Chemicals
Safmarine
LTA Limited
Sage Holdings Limited
Romatex
Federale Volksbeleggings
Foschini
Picardi Holdings Bpk.

Premier Milling
STC/Altech/Powertech/Allied Technologies
JD Group
Rolla/D & H
Murray & Roberts Construction
Tradegro Ltd
Amalgamated Beverage Industries
Putco Ltd
Trek Petroleum (Edms) Bpk.
Highveld Steel

PROFESSIONAL COUNCILS

Cape Law Society
Openbare Rekenmeesters, Ouditeursraad
Council for Professional Engineers
Prokureursorde Transvaal
Council for Professional Engineers
Plato
OFS Law Society
Johannesburg BOR Council
SA Aptekersraad
SA Council for Dental Technicians
Natal Law Society
SA Raad vir Maatskaplike Werk
SA Council for Architechts

TRADE UNIONS

Fedsal
Ambagspersoneelvereniging
Uwusa
SA Association of Municipal Employers
SA Posvereniging
Raad op Plaaslike Bestuursaangeleenthede
Amalgameerde Ingenieursvakbond van SA
Salstaff
Metal & Electrical Workers Union of SA
Die Mynwerkersunie
Vereniging van Gesalariseerde Nywerheidspersoneel

BIBLIOGRAPHY

BEUKES, J.H., HUMAN, A. & MARX, A. 1987. *Die beeld van technikons*. Pretoria: Raad vir Geesteswetenskaplike Navorsing.

DU PLESSIS, P.G.W. 1987. Universiteit: Dienskneg of leier van die gemeenskap. *In*: VAN DER WALT, B. (ed.) *Venster op die universiteit*. Potchefstroom: P.U. vir C.H.O., 42-47.

GOOD, C.V. (ed.) 1959. *Dictionary of education*. New York: McGraw-Hill.

GOVE, P.B. (ed.) 1981. *Webster's third new international dictionary*. Springfield: Merriam-Webster INC. Publishers.

OST, H. 1989. The nature of technologic literacy. *Spectrum*, 27(3): 62-64.

RAAD VIR GEESTESWETENSKAPLIKE NAVORSING. 1989. *Die RGN/NOR-ondersoek na vaardigheidsopleiding in die RSA*. Pretoria: Raad vir Geesteswetenskaplike Navorsing.

REPORT OF THE MAIN COMMITTEE OF THE CUP INVESTIGATION. 1987. *Macro-aspects of the university within the context of tertiary education in the RSA*. Pretoria: Raad vir Geesteswetenskaplike Navorsing.

SMIT, E.J. 1987. Outonome Universiteitsbestuur: Agtergronde en werking. *In*: VAN DER WALT, B. (ed.) *Venster op die universiteit*. Potchefstroom: P.U. vir C.H.O., 48-64.

STRYDOM, A.H. & BITZER, E.M. (ed.) 1988. *'n Bestuursraamwerk vir universiteite in Suid-Afrika*. Bloemfontein: Universiteit van die Oranje-Vrystaat.

VAN DER WALT, J.L. 1987. Beroepsopleiding en universiteitsonderrig. *In*: VAN DER WALT, B. (ed.) *Venster op die universiteit*. Potchefstroom: P.U. vir C.H.O., 27-31.

Doc : 283192
Copy : 306122
PB : 91398

R44,00