

Engaging alumni in private higher education to develop alumni relations

WW Wallace
25605097

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Supervisor: Prof RA Lotriet

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ABSTRACT

This study explores the possibilities of establishing alumni relations in a private higher education institution.

Therefore, the Primary objective of the study is to identify if there is a need from the alumni that have successfully completed their studies and students who have not completed their studies to remain in contact with the private higher education institution. The need for alumni relations may benefit the alumni and the private higher education institution.

The secondary objectives further enhanced the research of the primary objective by exploring alumni relation avenues for relations and communication. Analysing the reasons for relations with the private higher education institution may improve student enrolments and success rates in occupational based qualifications currently being offered at the private higher education institution.

The private higher education institution was examined to identify if the current qualifications offered, provide an effective platform for alumni to start entrepreneurial careers. The barriers alumni face in starting their own business and the perceptions of characteristics of successful entrepreneurs were measured against the graduate's experiences in the work environment. The engagement of alumni and the information provided throughout the survey could lead to identifying new academic market demands and higher education industry trends in the different modes of delivery to educate students. This may lead to new enrolment plans with short and long term diversification possibilities based on results of the survey.

The literature review defines alumni, entrepreneurship in alumni, higher education descriptions and trends, smartphones as a survey tool, communication methods and an overview of the private higher education institution. These areas formed the basis of the survey in combination with the primary and secondary objectives.

The study was conducted on the alumni of the private higher education institution used for this study. The survey was sent out to the available contacts on the current data base and 141 respondents replied. This sample formed the basis of the empirical investigation in chapter three. The demographics, alumni relations and the private higher education institution's location, qualification offerings and effectiveness used descriptive statistics that included mean values and standard deviations.

In the survey section three and five analyses were conducted using Chronbach's alpha coefficients to identify the reliability, validity and internal consistency of the different variables. Kaiser's measure of sample adequacy (MSA) was then used to give a better indication of the inter correlations among variables and to determine whether the factor analysis done on section three and five were applicable to the study. Descriptive statistics and effect sizes were then calculated on the constructs for differences between main courses and demographics.

Based on results from the empirical investigation and the factors explored throughout the study, the results were concluded with recommendations, the achievement of the objectives and suggestions for future research.

Keywords: Alumni relations, Private Higher Education, Entrepreneurship, Education industry trends, Smart Phones

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CHAPTER 1

NATURE AND SCOPE OF THE STUDY

1.1 INTRODUCTION

A company's growth is arguably determined by a strategy and the definition of what the firm is based on, perception of the brand, service or product and how much the company has grown since inception. In each strategy there are many different aspects that a company will address that may affect growth and measure growth (Gupta *et al.* 2013). In the academia business environment, Dalbey *et al.* (2007) mention that every private university has a fundamental mission and vision which are projected through identity, culture and physical representation of the campus and mainly the successfulness of alumni in the industry.

Growth strategies in private tertiary education institutions are commonly focused on the need to expand by increasing student enrolments, provide economic development and to create awareness in the public and private sector (Dalbey *et al.* 2007). According to the Department of Higher Education and Training (DHET) (2015:3), (see Figure 1.1) the private education sector accounted for 10.8% of students in Higher Education Institutes (HEIs), 24% of Further Education and Training (FET) Colleges and Adult Education Training facility (AET) provided 3% from 2013 to 2014. Mashininga (2012) however states that private universities are set to overtake public tertiary education institutions in Africa. In Figure 1.1 it can be seen that the numbers of private owned institutions account for 80% in HEIs, 92% in private FET Colleges and private AET centres make up 2%.

Figure 1.1: Overview of post-school education and training (PSET) institutions in 2013 - 2014

	HEIs			FET Colleges			AET Centres			TOTAL PSET
	Public	Private	Total	Public	Private	Total	Public	Private	Total	
Number of institutions	23	113	136	50	627	677	3 150	62	3 212	4 025
Number of students/learners enrolled	983 698	119 941	1 103 639	639 618	154 632	794 250	249 507	8 316	257 823	2 155 712

(Source: Department of Higher Education and Training, 2015)

To support Mashininga’s (2012) view, (see **Figure 1.2**) public HEI’s learner enrolments have declined from 983 698 learners in 2014 to 969 155 learners in 2015. That is a difference of 14 543 less learners, whereas Private HEI’s have increased enrolments from 119 941 in 2014 learners to 142 557 learners in 2015. That is an increase of 22 616 more students and now accommodate 13% of students in HEI’s.

Figure 1.2: Overview of PSET institutions in 2014 - 2015

	HEIs			Colleges			AET Centres				TOTAL PSET
	Public	Private	Total	Public TVET	Private Colleges (Ex Private FET)	Total	Public AET	Private AET	Not Declared	Total	
Number of institutions	26	119	145	50	291	341	1 828	55	n.a.	1 883	2 369
Number of students/learners enrolled	969 155	142 557	1 111 712	702 383	78 995	781 378	262 680	7 560	5 028	275 268	2 168 358

(Source: Department of Higher Education and Training 2016)

However, even with the large number of institutions available in the private sector, the student numbers do not reflect higher student enrolments compared the public sectors do (see Figure 1.1). By forming closer relationships with the alumni, and developing alumni relations, private tertiary education institutions could increase student enrolments.

Fambiz (2008) adds that strategies may be addressed in formal planning sessions, quality circles, team meetings, management structures, growth strategies, new policies and procedures. The research will cover aspects of exploring the

possibilities of establishing alumni relations that may contribute to potential growth obstacles experienced in private higher education.

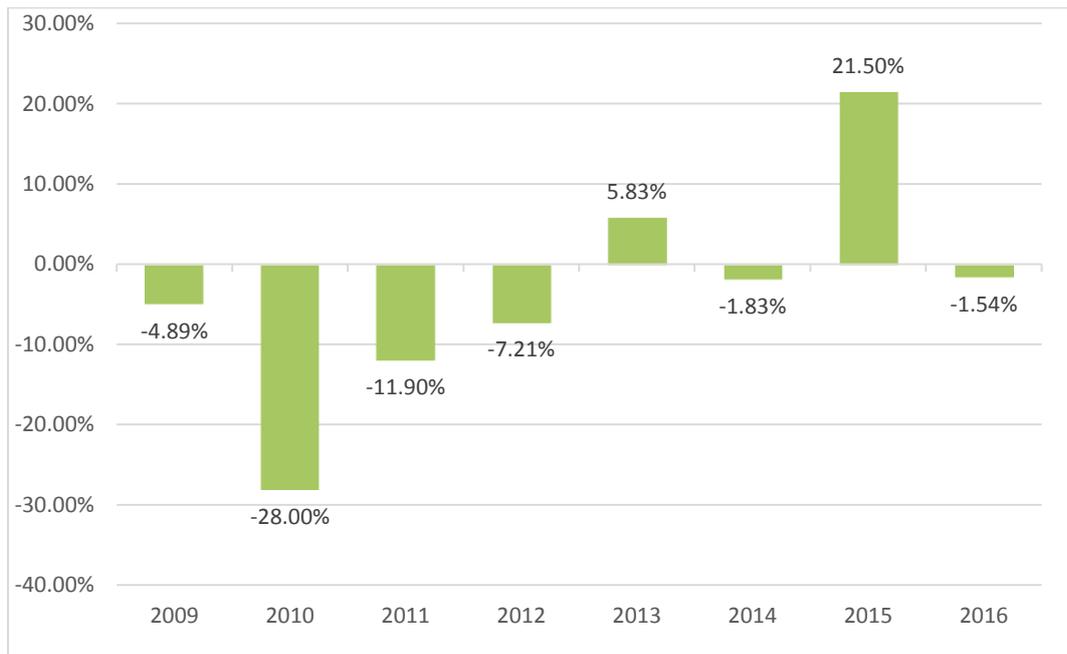
This study will focus on a small to medium-sized private higher education business in South Africa. The study will explore and identify difficulties that a private higher education provider might experience in forming a relationship with alumni. By effectively collaborating with the alumni, a strategic plan may be developed for alumni relations to aid in identifying market trends, course relevance and qualifications development. Results could contribute to the current and future growth strategies to enable healthier future growth.

1.2 PROBLEM STATEMENT

In this study, the case study company will be referred to as Institution A. Institution A was established in 1981 by an entrepreneur and has been operating successfully since inception. Institution A is registered as a Private Higher Education institute and is currently classified as a small to medium sized enterprise (SME). Institution A provides the following qualifications: Interior Decorating and Design, Photography, and Beauty Therapy. In 2003, Institution A became an accredited site of qualification delivery for a Further Education and Training (FET) provider, training students in Hairdressing, Cosmetology, and Short Courses over periods of one day to three months to target entrepreneur based career development.

Institution A has become one of the most popular private institutes to study beauty courses in South Africa and has obtained numerous accolades in its endeavours. However, the number of student enrolments has been idling over the years in Institution A's student enrolment numbers (see Figure 1.3). The student numbers have shown a negative trend over the past eight years. These could be many contributing factors including elements in the interior and exterior environment.

Figure 1.3: First year enrolments



(Source: Institution A. 2016)

As seen in Figure 1.3 there are shifting numbers of student enrolments even though two new qualifications, Photography and Interior Design Correspondence courses were introduced in 2014 which improved numbers in 2015. This may indicate a stage of uncertainty in the current target market and industry trends in the beauty sector. The growth strategy of institution A was last revised in 2002 and does not address alumni relations. Alumni relations may assist in strategic decisions and marketing of an institutions mission and vision. By involving the alumni, Private education institutions can build long term relationships to aid in programme research and development of future growth (Killian 2014).

Therefore the current strategy should be assessed and revised, or a new strategy might be needed to accommodate alumni. Hill (2008) adds that rapid expansion and growth can add a tremendous amount of strain on organizations' resources and if a business needs to be successful, they need to review its strategies and processes to stabilize the company for future growth. A well-planned and revised growth strategy is essential during this period and the current strategy does not include a strategic plan for alumni relations in Institution A.

1.3 OBJECTIVES OF THE STUDY

1.3.1 Primary Objective

The primary objective of this study is to explore if there is a need for an alumni relations platform in Institution A. By engaging the alumni that have successfully completed their studies and students who have not completed their studies, results may improve student enrolments and success rate in occupational based qualifications currently offered at institution A.

1.3.2 Secondary Objectives

In order to address the primary objective, the following secondary objectives were formulated:

- Investigate alumni relation avenues to aid with entrepreneurial growth in related fields offered at Institution A.
- To examine if the current courses offered provide an effective platform for alumni to start entrepreneurial careers and what barriers alumni face in starting their own business.
- To identify new academic market demands and trends to increase enrolments and short and long term diversification possibilities based on results of the survey.

1.4 RESEARCH METHODOLOGY:

1.4.1 Literature study

The following sources will be consulted during the literature study:

- NWU databases e.g. Google Scholar, Lexis Nexis, Science direct, Research Gate, JSTOR
- Internet sources
- Relevant published articles

- Academic journals
- Paper back and E-books
- Additional studies, essays and dissertations

Keywords mentioned in the study:

Alumni relations, Private Higher Education, Entrepreneurship, Education industry trends, Smart Phones

1.4.2 Empirical investigation

According to ETA (2009:1) a questionnaire is an accurate way to gather information about individuals. The questionnaires may be completed via hand outs, telephone, face to face or electronically through email or web based. The empirical study will involve the alumni of Institution A. Online surveys will be used and sent out via email, social media and SMS systems. This will provide a cost effective method of retrieving data. A database list of the Alumni is held at Institution A and available for use. The questionnaire will be anonymous and will provide the interviewees with a range of answers to choose from, set out in the questionnaire based on the literature review in chapter 2.

Mathers *et al.* (2009:6) add that a survey has internal and external validity and can be efficient due to random sampling of smaller populations and to draw conclusions about a larger population. Surveys can be wide spread and access participants that are geographically dispersed. Surveys could have ethical advantages by not exposing participants to offensive practices flexibility by combining other methods if necessary to produce stronger data (Mathers *et al.* 2009:6).

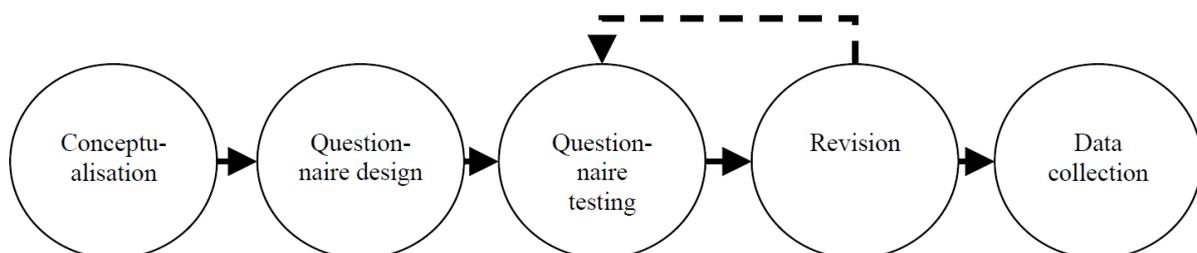
1.4.3 The measuring instrument

In designing a suitable questionnaire, a researcher has in essence met with two options:

- An existing questionnaire: According to Hayman (2006:1) pre-existing questionnaires are an advantage as the questionnaires have been extensively tested and would save money and time in conducting the research. However, not all pre tested questionnaires are suitable for the objective of a study.
- Developing a new questionnaire: Giesen (2012:5) states in developing a questionnaire the data gathered must be valid, reliable and relevant. The survey should be convenient and user-friendly for the respondent. Ease of processing the survey is critical to the interviewer and respondent as time is of the essence. Questionnaires must also be easily adaptable to change in events or circumstances of the researched topic. To adapt to these possible changes an extensive literature review must be done along with statistical evidence to support the data gathered (Giesen 2012: 5).

The questionnaire was developed (see Addendum A) based on Brancato *et al.* (2006:11) (see Figure 1.4). In order to conceptualise the questionnaire an extensive literature review was done (see chapter 2) and aided in the design of the questionnaire using the Google Docs questionnaire design platform.

Figure 1.4 The five stages of questionnaire design and testing



(Source: European Statistical System Brancato *et al.* 2006:11)

Creative Reach Systems (2014) state that pre-testing a survey/questionnaire should be conducted on similar respondents. A Pilot study was conducted using the staff members of Institution A who were ex-students. By running a pre-test survey, unforeseen problems may be identified such as ambiguous statements, bias

statements, spelling, ease of instructions and functionality of gathering the data (Creative Reach Systems 2014).

Digital Survey methods were used that sent out a link that directed the respondent to the survey via SMS, email and social media. Mobile smart phones were considered as an additional method to increase the reach of respondents. Three major mobile operating systems were considered and used for the pilot test, these being Android, Apple iOS and Blackberry. All surveys opened successfully on the devices and were filled in correctly and submitted with ease for data collection.

The survey covered less sensitive questions with the use of category selection options and Likert scale statements in the beginning of the survey. It ended with open ended questions that allowed for the opportunity of respondents to be honest or to elaborate on the selections made throughout the survey. No questions were compulsory and the survey was continuously revised until the data collection process was sufficient and reliable.

The sections of the survey will be divided into:

- Section 1: Alumni geographies and demographics
- Section 2: Institution A's location, qualifications and effectiveness
- Section 3: Characteristics of successful entrepreneurs
- Section 4: Alumni relations, communication and support
- Section 5: Reasons why start-up companies fail
- Section 6: Open ended questions and recommendations

1.4.4 Scope of the study

The field of the study falls within exploring alumni relation possibilities by consulting alumni to further develop occupational based qualifications.

1.4.5 Geographical demarcation

The study is limited to the alumni of Institution A. The alumni are dispersed across South Africa and Namibia and will be communicated with via email, internet and SMS to complete online surveys.

1.4.6 Contribution of the study

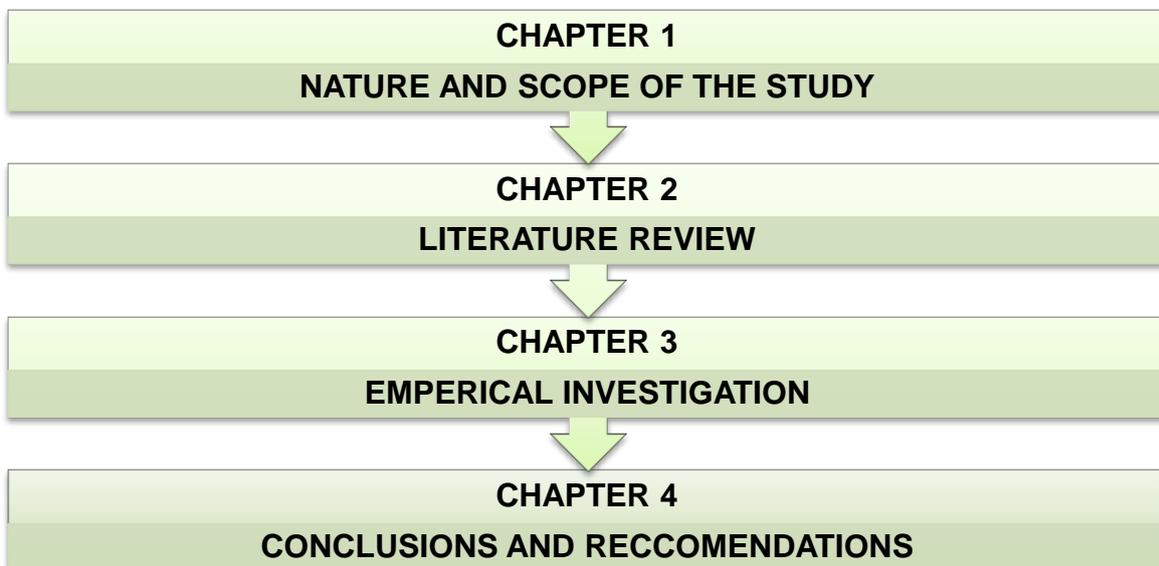
By exploring the objectives stated in this chapter, research might suggest that alumni want to stay in contact with Institution A. A link may be identified between the courses offered and the possible need for additional courses to improve entrepreneurial knowledge for occupational industries to provide horizontal integration of qualifications.

1.5 LIMITATIONS OF THE STUDY

- The aim of this study is to establish alumni relations and explore the advantages of alumni relations to identify possible future growth opportunities in private higher education.
- The literature study's aim is to illustrate the importance of alumni relations and how to engage alumni. By engaging alumni, private higher education institutions may identify barriers and experiences during and after studies that prevented alumni from starting their own entrepreneurial businesses based the occupational qualifications offered at institution A.
- Convenience and purposive sampling: Non-probability sampling method technique – The results of the questionnaire will be limited to the alumni of Institution A.
- Geographic: respondents will be limited to alumni of Institution A across South Africa.

- Sample size: the proposed minimum sample consists of 120 respondents. This will not allow for generalization. However a larger sampled would be preferred to aid in the empirical investigation and will most likely produce a more reliable result.
- The scope of the study is restricted to the Institution A. The respondents will be confined to the alumni that have completed and not completed their qualifications at Institution A.

1.6 LAYOUT OF THE STUDY



CHAPTER 1: NATURE AND SCOPE OF THE STUDY

Chapter 1 serves as an introduction and overview of the study to the reader. The problem statement serves as a guide as to why the researcher has chosen the topic of exploration followed by the primary and secondary objectives of the study. The development of the questionnaire will be discussed to provide readers with the outline of the topics researched in Chapter 2.

CHAPTER 2: LITERATURE REVIEW

Chapter 2 focuses on the extensive in-depth literature review that formed the basis of the study and formulation of the questionnaire. The overview of Institution A is discussed so that the reader may familiarise them self with the private higher education industry examined in this study. The topics studied in the literature review were alumni relations, successful entrepreneur characteristics, barriers to entry in industries, reasons why start-up companies fail, smart phones as a survey tool and higher education industry trends.

CHAPTER 3: EMPERICAL INVESTIGATION

Chapter 3 contains a comprehensive description of the steps taken in the research methodology followed by a complete emperical exploration of the results of the survey. This included the sampling techniques, analysis and discussions of results.

CHAPTER 4: CONCLUSIONS AND RECCOMENDATIONS

In Chapter 4 the results of of the survey and analysis will be discussed and concluded and whether the objectives of the study were acheived. Practical suggestions will be presented to management of Institution A and further research reccomendations will be presented.

1.7 SUMMARY

This chapter provided the primary and secondary objectives of the study. It underlined the importance of alumni structures and relations that Institution A has to investigate in developing possible alumni relations. The research sections were briefly discussed in the chapter breakdown to provide the reader an overview of the research to be conducted. Chapter two will explore the literature that could aid in exploring the need and benefits of alumni relations discussed in the primary and secondary objectives of this study.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

Future, current and past students are arguably the most important assets to any educational institution. As an institution grows the value of alumni become forever more indispensable, and are seen as their stake holders (University of the Western Cape, 2014:2). According to the Commission for Educational Exchange (2013:4) the development of any educational institution is highly reliant on the sustainability of graduate development. (Rust 2012: 11274) add that forming and securing a long standing relationship with graduates develops a secure and healthy financial future for a university. South African Tertiary education institutions are favoured by students mainly based on influences such as reputation, word of mouth, communication and convenience (Rust 2012: 11275).

This chapter explores the avenues that form the basis of this study. The primary objective of this study is to explore the possibility of establishing alumni relations strategy to aid in the future growth of Institution A. To better understand the term alumni, the word alumni is defined and the various sectors of alumni relations and communication are discussed along with the best practices and trends. The influences of why start-up companies fail, barriers to market entry and traits of successful entrepreneurs are discussed to explore the effectiveness of entrepreneurial orientated qualifications for higher education of alumni. This is to evaluate the perceptions of success and create suitable questions and statements in developing the survey.

The different sectors of Higher Education are reviewed to identify how alumni are taught and trained for a selected industry. Trends in mobile usage and engagement will be explored as a viable option to aid in completing the survey and to increase the reach of Institution A's alumni. Lastly the industry trends of Higher Education were discussed to identify the best practices and technologies used in the industry, nationally and internationally. Lastly the institution overview was discussed to give

the reader a better insight into the running of the organisation. The literature study was conducted to provide Institution A with an insight to identify emerging trends and challenges in higher education by effectively contacting alumni that may lead to an operational alumni relations strategy.

2.2 ALUMNI

2.2.1 Defining Alumni

The term Alumni was derived from the Latin verb 'alere' which means to 'to nourish' or 'to bring up' (Commission for Educational Exchange, 2013:4). President of the alumni association and Vice-Chancellor at Nelson Mandela Metropolitan University (NMMU) (2011:1) state that globally, alumni in society and work act as ambassadors of a university and represent products of the institution where they studied at. Alumni are citizens that attain various qualifications and that are from diverse backgrounds contributing to the populace are called alumni (NMMU, 2011:1). Alumni are defined as a former student or pupil of a particular school, college or university and can be a former member of a group, company or organization (Oxford Dictionary 2016).

2.2.2 Alumni Associations

Chewning cited by Shaindlin (2010:5) states that the first formally recognised alumni association was formed in 1821 at Williams College Massachusetts. The United States Agency for International Development (USAID) (2012:6) further explains that an alumni association are graduates that share a common experience in attending a training programme or course that operate in an organised group. These members do not always have similar interests and come from different environments and circumstances and have different qualifications (USAID 2012:6).

Rust (2012:11273) adds that an alumni association aids in endorsing a university, and creates a desire amongst graduates to be associated with their university. This

aids in social awareness and participation of ex-students in the tertiary institution's endeavours and may add to the development and growth of the higher education institutions.

2.2.3 Alumni relations

The Council of Advancement and Support of Education (CASE) (2014) defines alumni relations as the collaboration with professional colleagues in the advancement of communications and development of the tertiary institution to advocate the institutions mission and vision.

Having sound alumni relations may contribute to the perceived value of a university. This statement is supported by Hunte (2013) who indicates that through providing a valuable professional service to the public and continuous communication with their higher education institution, alumni may strengthen the tertiary institution brand. BWF_Alumni (2013) add that tertiary education institutions and alumni need to work together very strongly in order to develop alumni relations that will support and create awareness of the goals of the institution.

In accord with the previous mentioned statements, the NAPA Group (2015:1-2) elaborate on the latest practices and best trends in alumni communications to improve relations in the points below:

- Cultivating relationships with multiple former students are essential to build a lasting link between the tertiary education institutions. This can be done by developing a strategic communication plan that is vital to maintain relations with alumni.
- Conveying the correct message to the correct populations in a timely manner is vital in reinforcing the university and alumni relationships. This can be done by training staff members in the priorities of the institution and the interests of the alumni.

- Identifying the key forms of communications through market research. These may include personal visits, online, publications and events.
- Websites that offer alumni communications aid in forming close relationships between alumni and tertiary education institutions. Articles and means of interaction may include industry news and trends, issues, workshops, programs and activities that alumni can partake in. This encourages alumni professionals to collaborate with each other and strengthen the brand of the institution.
- Assigning alumni communications officers improve the overall reach and relations of alumni. Officers are responsible for programs and strategies to constantly communicate with the alumni and to endorse the courses offered and align with the goals of the university.
- Communication officers may reevaluate and measure the effectiveness of emerging and traditional communication approaches such as mobile and different forms of social media.

2.2.4 Viability and role of alumni

Moore and Kuol cited by Ebert *et al.* (2015:252) mention that alumni have a great deal of knowledge to offer. Alumni have first-hand experience in the industry and measure the application of education received at tertiary education institutions in relation to the job requirements and industry trends. Alumni can provide resources and networks that can greatly aid in universities' strategic goals. This type of information is extremely important and regularly underused in countries and tertiary education institutions that do not develop alumni relations (Ebert *et al.* 2015:252).

The Center for World University Rankings (CWUR) cited by Business Tech (2014) explains that the top universities in the world get measured by the excellence of staff members, quality of education and alumni employment which leads to significant funding and recognition for universities. Ebert *et al.* (2015:253) further explains that

alumni can add immense value to an institution of higher education without fundraising as most traditional university alumni associations involve fundraising. Thus there is a large growing interest in developing alumni relation strategies in countries that do not have long standing traditions such as the United States of America and Great Brittan (Ebert *et al.* 2015:253).

Barron (2015: 253) further adds that alumni are the true measure of higher education institutions' programs and education. Alumni exemplify the aptitudes acquired at educational institutes and their role can be a valuable marketing tool in creating a competitive advantage and can be seen as a viable option to utilise a higher education growth strategy.

2.2.5 Using alumni as a marketing tool for brand identification

Curtis *et al.* cited by Stephenson and Yerger (2013:244) indicate that brand identification offers a sense of belonging to alumni and forms a significant advantage in higher education that may lead to stronger competition among rivals. Vining (2014) improves the statement by adding that alumni should be one of the most important aspects in a higher education organisations' marketing plan and should be seen as one of the most valued assets. Hanover (2014:5) adds though, communicating an effective brand for current and future students require successful strategies, planning and marketing tools.

Vining (2014) assists in the above statement by listing certain aspects below that a higher education organisation should apply in retaining alumni as marketing tools:

- Enrol students as alumni in the final year of study.
- Create a detailed database of students enrolling and graduating.
- Appoint an alumni officer to stay up to date with graduates.
- Invite alumni to events, workshops, classes and awards ceremonies.
- Maintain and effective communication loop that includes good feedback.

- Create regular surveys and interact with alumni using the latest communication trends.
- Supply information and news about the latest happenings of the institution.
- Generate an alumni support system.

Constantin cited by Govender (2014:2) states that one of the best strategic tools to use in engaging an alumni relations strategy is marketing communication. Govender (2014:2) in closing states that communication involves different tools for different situations as every university has a different target market.

2.2.6 Exploring alumni networks and relations

Conventional tools have become outdated and obsolete in alumni relations due to the rapid evolution of powerful digital communication technologies (Shaindlin, 2013:14). Alumni feel passionately associated with their tertiary education institution, and by utilizing the latest communication technologies and social media platforms may create a more profound connection with alumni. In order to increase growth in tertiary education institutions, universities must stay connected to their alumni (Ellison cited by Leonardo 2015).

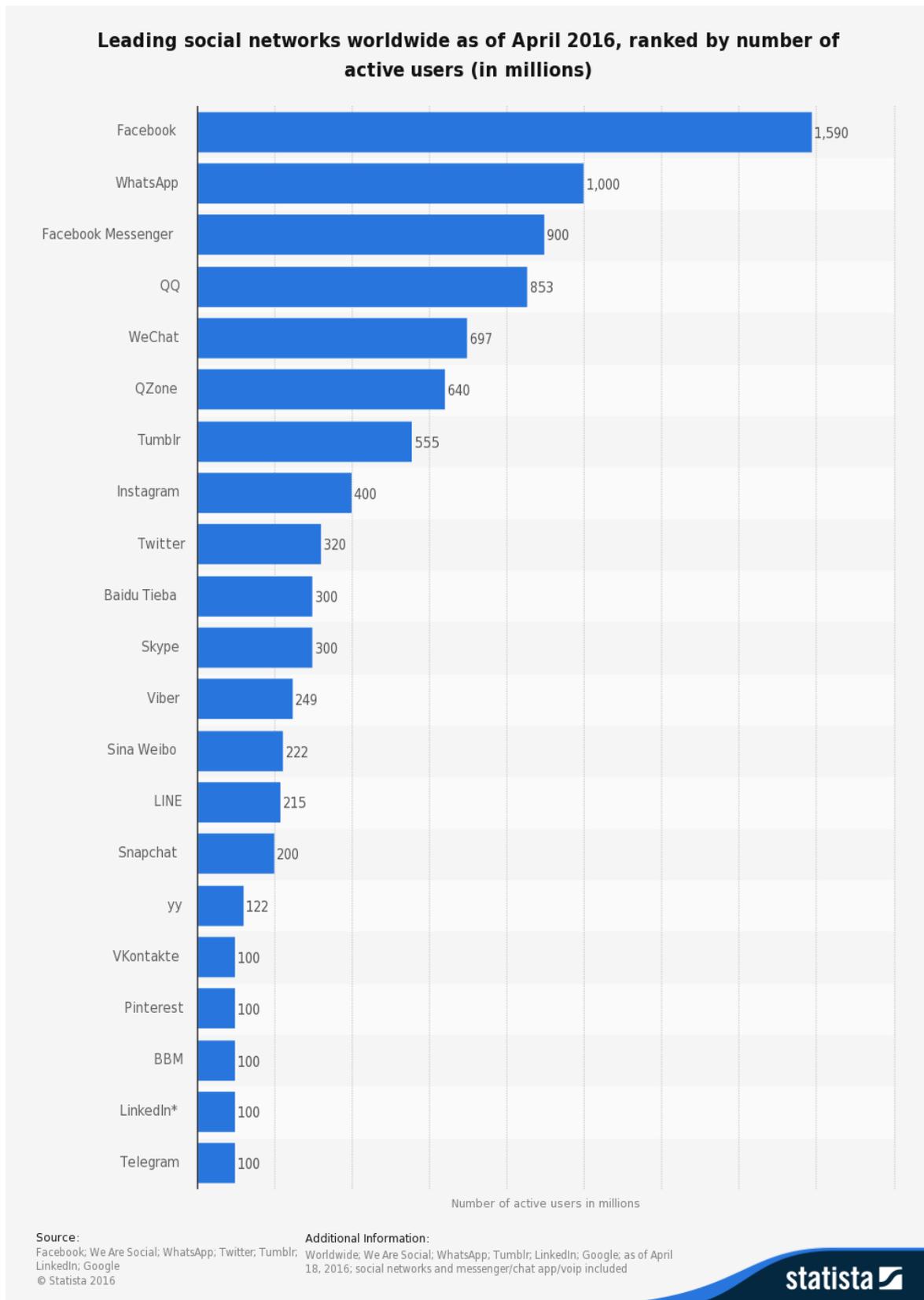
Chi *et al.* (2012:1391) adds to Leonardo (2015) that networks and communication have the ability to develop a university's reach amongst alumni using social media platforms and modern communication technologies and may aid in an alumni's career path. Many times alumni disappear into the industries after graduation if there are no networks or established means of communication. The success in private higher education companies is usually measured on the impact the alumni create in the market or selected field of study (Barron 2015: 256).

In increasing the effectiveness of alumni networks and relations, the following higher education marketing and communication trends should be considered:

- Create a responsive website design to engage alumni. Websites should be easy to navigate for all users young and old on all platforms and mobile devices (Witeck and Nestra 2015).
- Use search engines effectively. Marketing and brand administrators should make sure that specific searches should appear first with particular programmes. Google would be advised as it is the most popular search engine (Hanover Research 2014).
- Invest in web analytics. Web analytics are extremely important in higher education as it helps identify the different types of audiences, who they are, where they are and how do they interact with institutions and other alumni (Noaman 2012).
- Use social media as a strategic tool. Noaman (2012) indicates that social media might be one of the biggest contributors to Return on Investment (ROI) and that most tertiary education institution use some form of social media. These may include platforms such as Facebook, Twitter and LinkedIn.
- Concentrate on mobile development. Mobile technology is advancing at a rapid rate and institutions should develop mobile friendly websites to accommodate alumni. These platforms may be used as an effective communication platform for newsletters, advertising, latest trends and surveys (Savenije 2013).
- Harness 'Big Data' using Contact Management System (CMS) and Customer Relationship Management (CRM) systems. These systems will aid in the reach of alumni and align with web analytics and social media (Neghina 2015)

Even though the above mentioned are extremely important to create communication channels, Frank (2013) states that most alumni use social media in today's age to stay in contact through social media as opposed to the traditional methods. These mainly include Facebook, LinkedIn, YouTube and Twitter. Smith (2016) and Chaffey (2016) indicate in Figure: 2.1 that the most popular social networking platforms are the following:

Figure 2.1: Most common social media tools used to engage alumni



(Source: Smart Insights 2016)

In a survey conducted by Mack and Stoner (2014:6), audiences such as alumni and students were surveyed (see Figure 2.1) to identify which preferred channels of social media communication respondents favoured. One can see that Facebook at 90%, Twitter at 73% and LinkedIn at 73% were the most popular platforms.

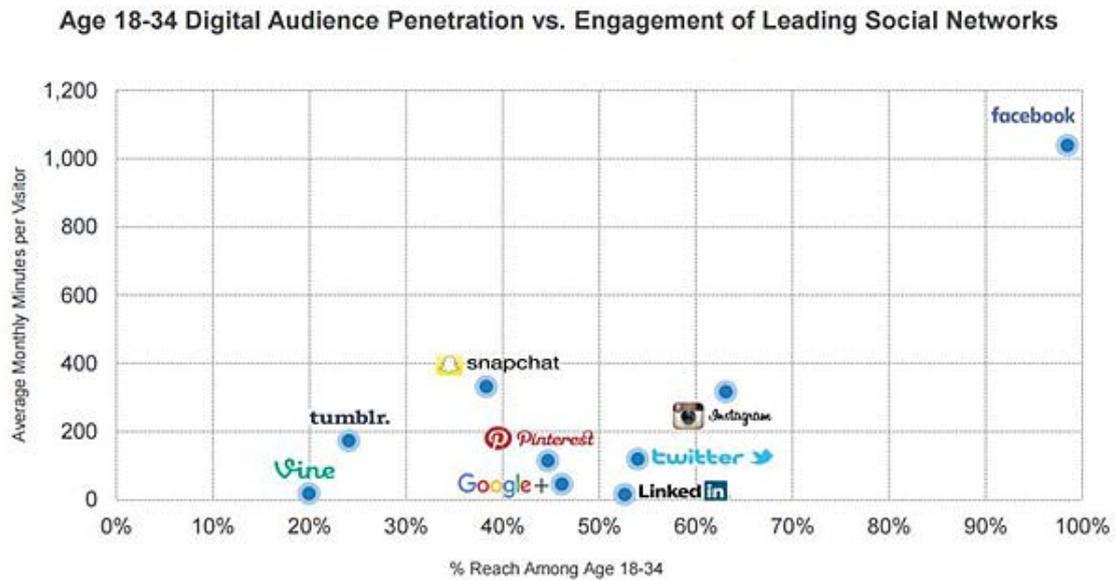
Figure 2.2: Audiences and the preferred channels of communication.

	Alumni	Students	Parents	Donors
Facebook	90%	72%	54%	57%
Twitter	73%	63%	43%	47%
LinkedIn	73%	34%	15%	28%
YouTube	56%	54%	40%	44%
Instagram	32%	33%	16%	15%

(Source: Mack and Stoner 2014)

In identifying the most engaging social media to target alumni, Allen (2016) identifies (see Figure 2.2) Facebook as the best way to properly engage alumni as it is the platform that audiences use the most as a channel of communication.

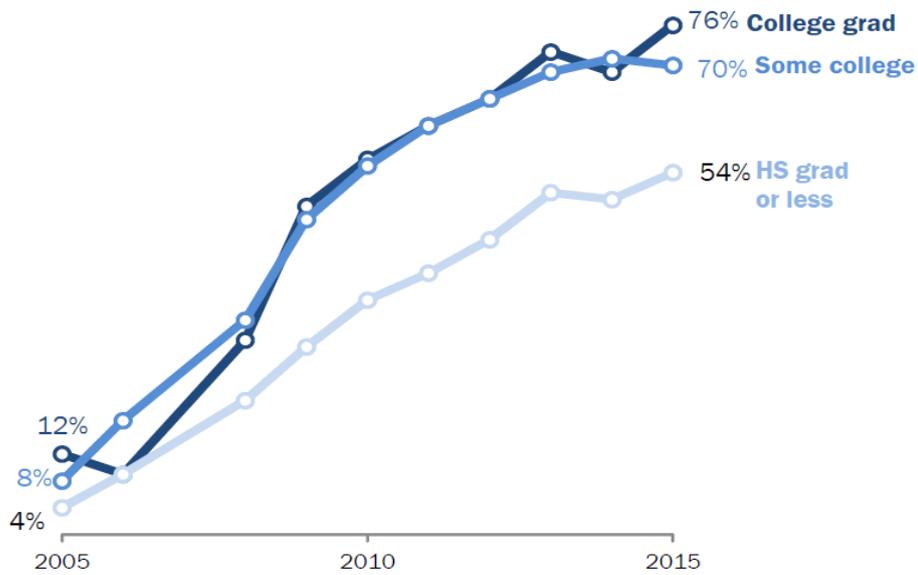
Figure 2.3: Digital audience penetration vs. engagement of leading social networks.



(Source: comScore Media Metrix Multi-Platform, 2015)

Perrin (2015:3-6) indicates that people with higher income and higher education qualifications are more likely to use social media. This can be seen in figure 5: ABC, most students who have graduated from universities are 76% more likely to use social media as a means of communication.

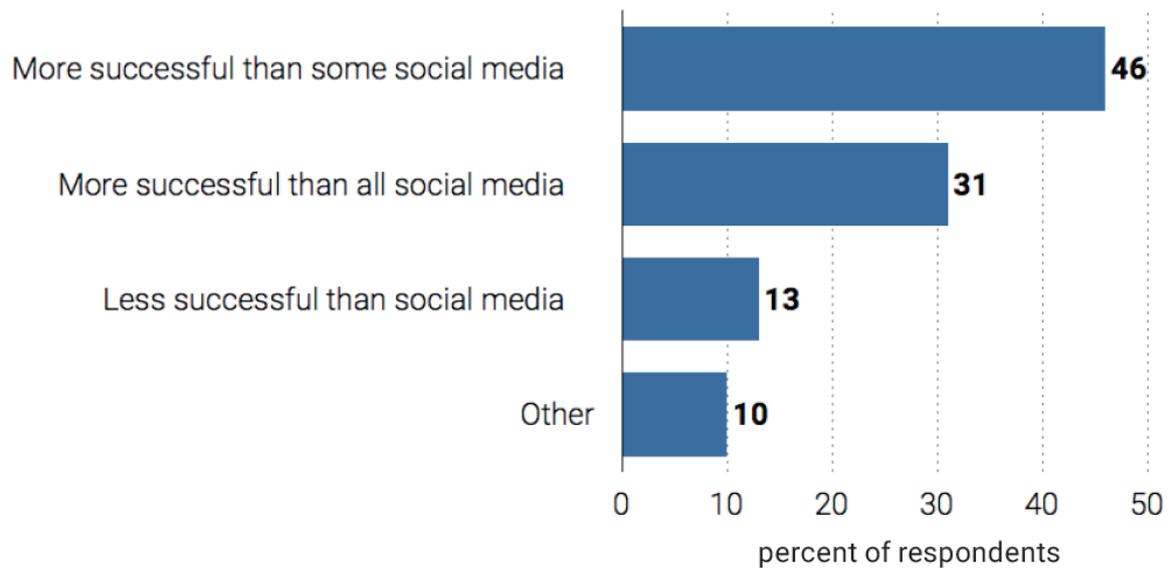
Figure 2.4: Social Media Usage by Educational Attainment



(Source: Pew Research Center surveys, 2005-2006, 2008-2015)

However Mack and Stoner (2014:7) sheds light on email still being a viable option to communicate and reach alumni and creates a multichannel approach than one method, but still places emphasis on online communication. In Figure 2.5, 77% of the respondents that replied to the survey conducted agreed that email can be more successful than most social media platforms.

Figure 2.5: Email Preference Compared To Social Media

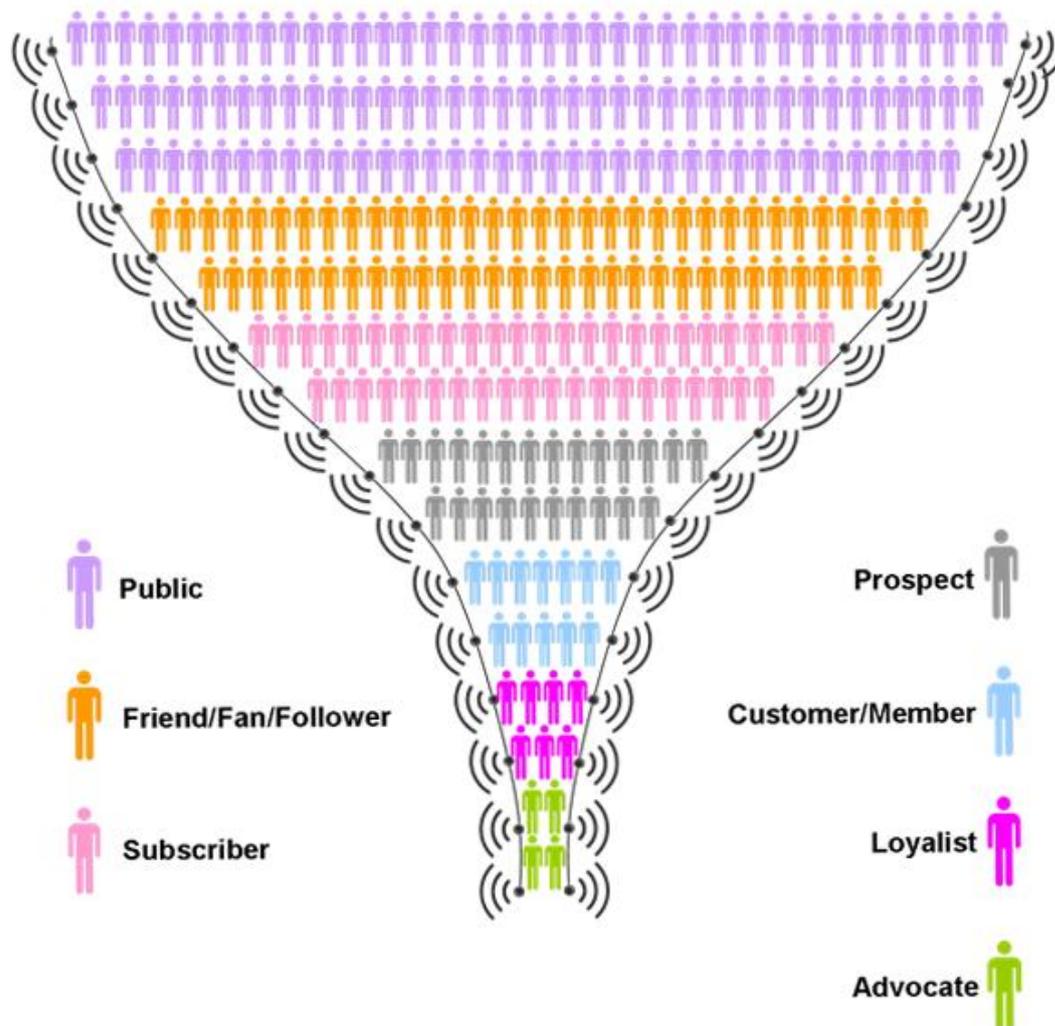


(Source: Mack and Stoner, 2014)

This may be due to an older populace of alumni seeing email as a reliable long-standing medium (Mack and Stoner 2014). Digital media aids in collecting data rather swiftly as opposed to traditional methods. However, email can be incorporated into digital media as an analytical tool in surveys. In contrast, with the positive outlook of social media and traditional methods of surveying and engaging alumni and all their benefits, Smiciklas (2015) warns institutions not to create an assumption that all alumni will become brand ambassadors for their tertiary education institution.

In Figure 2.6 Smiciklas (2015) indicates that social media engagement and communication rarely reach beyond the advocate, loyalist, and consumer. This is backed by Davis (2012) who mentions that just because an institution has a lot of followers on their social media platform does not mean that institutions will get a high response rate and messages being forwarded to other alumni.

Figure 2.6: The Social Media Engagement Funnel



(Source: Intersection Marketing Ltd, 2015)

An advocate shares their experiences with people without the expectancy of reward. They share stories, photos and experiences of the institutions or organizations via social media and word of mouth (Fiorella 2013). A loyalist consumer: is someone who will continuously use the same service or product before looking at another (Miller 2013).

To further engage alumni, improve networks and grow alumni relations Hines (2015), Dawley (2016) and Seiter (2015) concur with Hausman (2016) in listing popular metrics available that a higher education institution may use for social media to

enhance communication once alumni relations have been established. These are shown below:

- Referral traffic. (Amount of referrals from shared links by respondents)
- Click rate. (amount of times respondents click on a link)
- Vanity metrics such as reach, frequency, likes, shares.
- Customer insight demographics: age, gender, Geographic's, mobile, country, city, and psychographics such as personality, lifestyle and groups.
- Loyalty which we can segregate by source and demographics.
- Deep source analytics: these include source of visits, source of conversions, and movement through websites.
- Competitor analysis.
- Engagement: participating in surveys.
- Audience Growth Rate

2.3 Establishing an alumni strategic plan

Managers and alumni of universities should develop their own strategic plans in order to establish the institutions main priorities for future growth (Moreno 2013). Based on the above literature, there can be many benefits of establishing an alumni relations strategy. Management of Institution A at the end of the study should study the results in chapter 3 and apply the acquired information presented in chapter 4. Establishing an alumni association strategy is not the primary focus of this study but may greatly contribute to further studies and strategies of engagement.

2.4 ENTREPRENEURSHIP IN ALUMNI

Jolly *et al.* (2010:2-5) define an entrepreneur as an individual who discovers an opportunity and creates an establishment to take advantage of it. Higher education institutions play a significant role in fostering entrepreneurship amongst alumni as innovation and human capital are dependent on it (Jolly *et al.* 2010:2-5). Alumni are likely to have wide career paths and their choices of entrepreneurial careers and are noticeable. Alumni are responsible for a host of new ventures, including ideas on commercial entrepreneurial opportunities (Hsu *et al.* 2007:769).

In fostering entrepreneurs among alumni, Klein *et al.* (2013:73) clarifies that private and government tertiary institutions teach and have different concepts of entrepreneurship (see Figure 2.7). The primary difference between the private and public education is that private institutions focus on entrepreneurial orientated qualifications for alumni for further investment of stakeholders. These may include grants, product affiliations, company bursaries and recommendations. Whereas, public higher education institutions are less transparent; this may be due to multiple authorities and interest groups having contradictory values and interests (Klein *et al.* 2013:73).

Figure 2.7: Different concepts of entrepreneurship in private and public organizations

	Private organizations	Public organizations	Public and private organizations
Decision making within organizations			Recognition and realization of opportunity; judgment over resource deployment
Common measures of entrepreneurial value creation	Returns to founders, shareholders, and other investors; time to IPO; time to revenue generation; return on invested capital	Improvements in security, education, health, and civic life; advances in the provision of utilities and transportation services	Efficiency and effectiveness in resource and capability deployment
Genesis of capabilities			Developed through experience and learning; may be tacit; can lead to excess capacity
Deployment of capabilities	Accumulated and deployed to support the pursuit of well-defined goals for achieving returns on investment	Initially accumulated to support the pursuit of qualitative goals, but ultimately outlive the goals and may be deployed elsewhere	Accumulated and deployed by actors within the organization seeking to create and capture value
Measures	Resources and capabilities are difficult to measure separately from their value in use	Resources and capabilities become visibly evident as bureaucratic structures emerge; these structures are more readily observable than the achievement of value creation	Productivity is difficult to assess
Focus of measurement systems and practices	Ends, outcomes, achievements	Means, tasks, activities	
Mechanisms for assessing the cost or value of a resource	Factor markets	Analogy to private value; price of construction; transferability	VRIN criteria; appropriability criteria

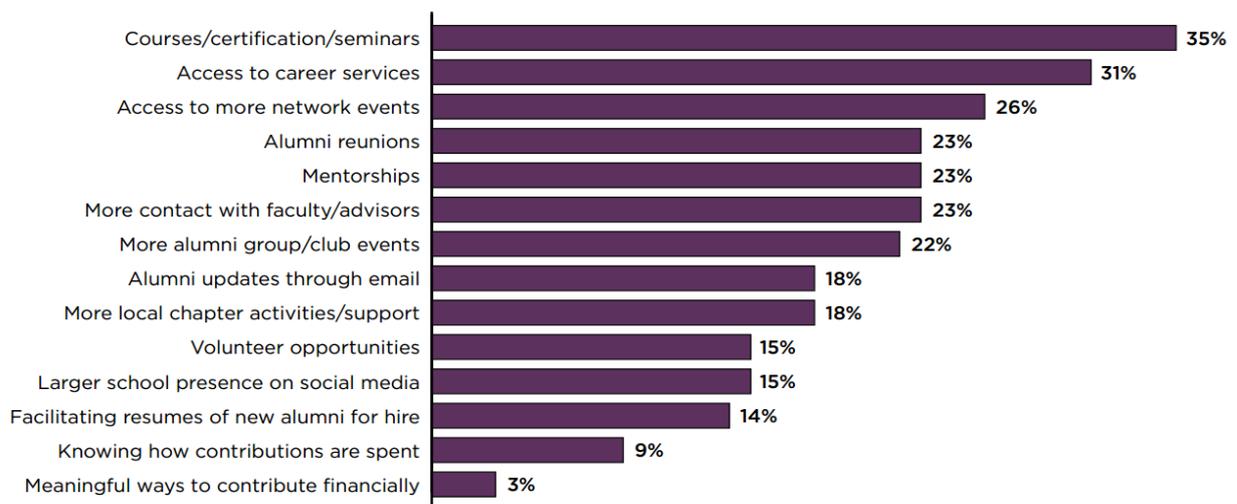
(Source: Strategic Entrepreneurship Journal, Klein *et al.* 2013)

Eisgruber and Lee (2015:5) state that it is imperative that higher education institutions engage alumni in entrepreneurship creativities such as workshops or seminars after studies and by doing so will expand entrepreneurial alumni networks.

Alumni who are engaged directly from their higher education institutions truly feel that the institution contributed to their successful careers and in return will become loyalists in promoting the brand of the institution (Cline, 2014). Halabisky (2010) concludes that by engaging a higher education institutions alumnus is one of the most important key success factors in successful entrepreneurial alumni.

Graduate Management Admission Council (GMAC) (2015:28) add that alumni rate their career successes much higher if their tertiary institution engages effectively with them than students who do not stay in touch with their universities. The preferred engagement of alumni is represented in Figure 2.8. Refresher courses/workshops are first at 35%, career assistance is second at 31% and access to more networking events is rated at 26% and is seen as an essential part in increasing entrepreneurial opportunities.

Figure 2.8: Top activities preferred by alumni to engage their education institution



(Source: Graduate Management Admission Council GMAC, 2015)

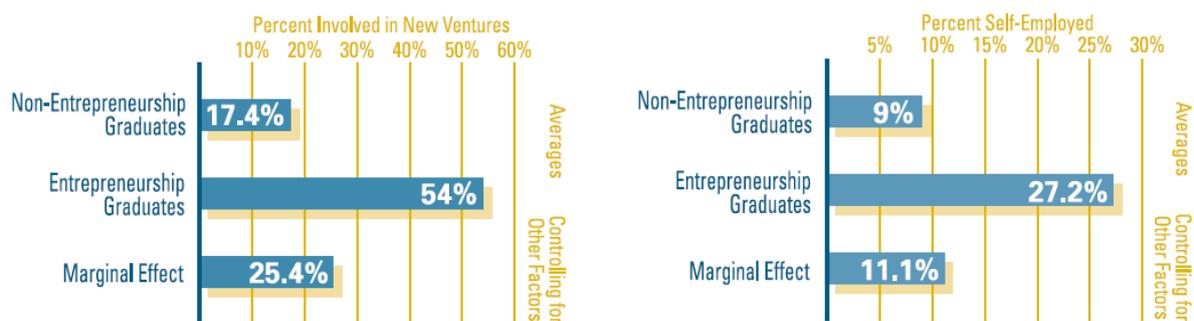
In educational institutions Lenox *et al.* (2014:2) in accord with Klien (2013) reveal that private higher educational establishments focus on training and preparing alumni, directed with the intent to participate in entrepreneurial practices, more than public institutions. This in essence may create a higher return on investment for private higher educators, enhance positive alumni networks and brand recognition.

In order to determine the success opportunities of entrepreneurial alumni and barriers of start-up companies that alumni might face, a literature study was conducted on possible influences, Traits, characteristics and factors that may contribute to questions constructed in the survey and follows next.

2.4.1 Successfulness of alumni in entrepreneurial related courses after graduation

Institution A's vision is to aid in the development of viable careers. In particular the entrepreneurial orientation of therapists and designers in service of the country and its people (see 2.7.2). Charney and Libecap (s.a) add that graduates who were educated in new venture courses that are occupational or vocationally inclined are more likely to be self-sufficient enterprising individuals. This is indicated in Figure 2.9 where entrepreneurial course graduates are 54% more likely to be involved in new ventures and are 27.2% more likely to be self-employed than non-entrepreneurial course graduates.

Figure 2.9: Entrepreneurship education in new ventures and self-employment

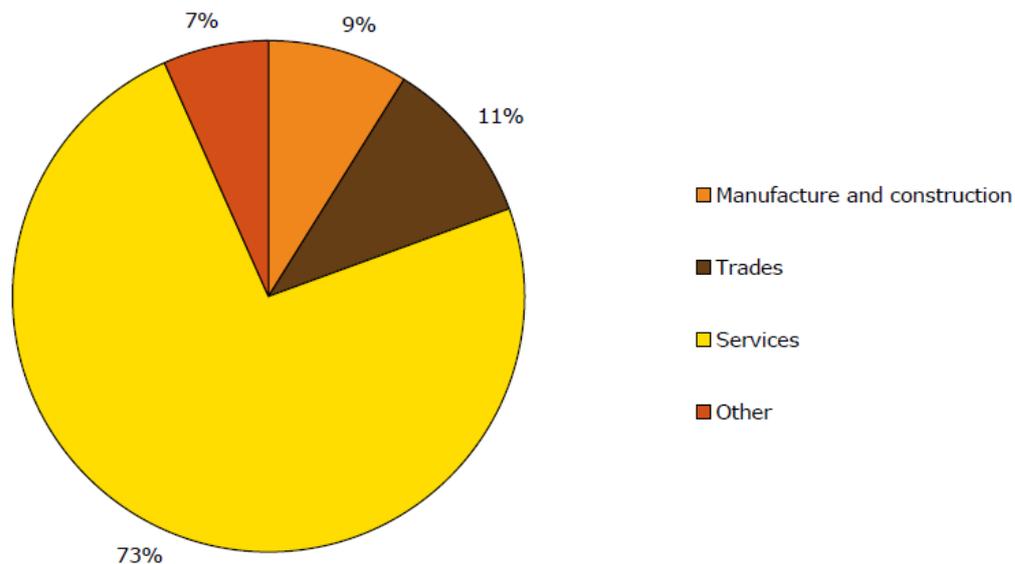


(Source: The Kauffman Centre for Entrepreneurial Leadership, 2015)

The European Commission (2012:7) states that entrepreneurial education makes a huge difference in alumni attitudes and intentions and provides a significant contribution in skills, knowledge in an alumni's employability worldwide. In accordance with Charney and Libecap (s.a), there is a substantial amount of

entrepreneurial alumni (73%) who have set up ventures in service at (see Figure 2.10), which falls largely under occupational and vocational training (The European Commission 2012:74).

Figure 2.10: Core activity of enterprises set up by alumni



(Source: The European Commission 2012:74)

2.4.2 Characteristics of successful entrepreneurs

In order to determine what defines a successful entrepreneur, characteristics of successful entrepreneurs were explored and then used in the survey as a measuring tool. This was to identify if the alumni's perceptions of the characteristics that define a successful entrepreneurs differ from each other based on the qualifications completed at Institution A. Bowser (2014), states that most successful entrepreneurs such as Richard Branson, Bill Gates and Henry Ford all share similar qualities. The most popular characteristics researched are stated below:

- Being a strong leader: Leaders have excellent communication skills and the ability to assemble teams and project a common goal. Smale (2015) adds that leaders are determined and set extremely clear goals.
- Risk takers: Page (2014) indicates that entrepreneurs must not be afraid to fail and start again. Entrepreneurs are often effective in making the best decisions in the worst case scenarios (Bowser 2014).
- Extremely self-motivated: Entrepreneurs call on change through direct actions on an opportunity that presents itself and can adapt well to changing situations (Bowser 2014). Entrepreneurs are driven by the entire goal and not tasks that need to be completed and they motivate others to aid in the vision of the final goal (Page 2014).
- Highly adaptable: Page (2014) and Bowser (2014) mentions that being adaptable may allow one to respond swiftly to any situation that does not go according to plan. The ability to steer a project through constantly unforeseen circumstances requires a highly spirited adaptability leader.
- Good networking skills: Constantly building good relationships and collaborating in the community and business environment can be hugely successful and mutually beneficial (Smale 2015). Bowser (2014) adds that entrepreneurs rarely achieve success alone and usually involve a lot of peer networking.
- Money management: Overspending and poor financial decisions can ruin a business (Smale 2015). Mielach (2013) adds that entrepreneurs separate their wants from their needs and are well disciplined when self-gratification is a temptation and maintain a good balance in expenditure.
- Constantly innovate and stay on top of competition: Entrepreneurs are always on the quest for new innovation and new ideas. These new products, services and processes may contribute to a higher competitive advantage (Smale 2015 and Bowser 2014).
- Innovation: Page (2014) explains that entrepreneurs constantly explore new ideas to generate revenue and improve existing ideas. Bowser (2014) continues to add that successful entrepreneurs often welcome change as new processes, services and products create new business avenues.

Hagenburch (2015) explains that one of the most important factors, that is more important than previously mentioned and that contributes the most towards those success factors of an entrepreneur, is ethics and integrity. Ethical problems are one of the hardest factors to manage in a new venture creation as there is a lack of infrastructure and very little time for entrepreneurs to monitor everything (Hanson 2015). Ethical challenges usually arise in starting a business and it is imperative that a strong moral base and integrity is established from the onset (Hagenburch 2015). Page (2014) adds that ethical practice is undoubtedly the most vital characteristic of an entrepreneur.

2.4.3 Characteristics of successful start-ups to overcome barriers in starting a business

Many views may exist to be argued in establishing a successful entrepreneur start-up and the barriers preventing alumni from starting their own business. This segment was explored to aid in the open ended questions in section 6 of the survey. This could assist Institution A in the future to aid alumni in starting their own business. Merged views were researched and particular characteristics that may underwrite a successful new venture are listed below:

- Strategic plan: Companies that don't have a vision and mission are not usually amongst successful start-ups. New venture creation should identify short term and long term vision and be able to execute them Deeb (2016). These visions must include plans such as a companies, human resource, marketing and product strategy (Hall 2013).
- Employees: Successful start-ups do not hire workers that can contribute to the organisation's cause. Successful businesses hire, train, motivate and retain the best employees possible to build the best team conceivable (Hall 2013). In addition, Taylor (2016) states that keeping your employees happy, productive and to remain in the company is one of the main and most challenging building blocks to successful start-up businesses.
- Customers: An entrepreneur must know their customer and exactly what they want. Customers need to be valued and entrepreneurs predominantly go out

their way to take care of clients and by doing so normally exemplify the best entrepreneurial start-ups (Hall 2013) and Poppick (2016).

- Culture: Hall (2013) explains that entrepreneurs must establish a positive culture that promotes shared philosophies and aligns employee behaviours. This is supported by Galit (2016) that mentions entrepreneurs who nurture culture create a sustainable competitive advantage to cultivate culture entrepreneurs need to protect the value of the employee's community.
- Mentors: Entrepreneurs are never afraid of criticism or intimidated to call on other professionals for advice. Sharing of skills and guidance aid in creating long term networks and contribute to a competitive advantage in new start-up companies (Hall 2013).
- Communication: Agrawal (2016) states that the trait that may contribute the most to successful start-ups is communication. Harmainen (2015) adds that communication is a vital aspect across all vertical and horizontal communication channels. If this is not properly executed it may affect a start-up's employee effectiveness, culture, productivity and the entire performance of the organisation (Harmainen 2015).

2.4.4 Why start-up companies fail

In order to determine why start-up companies fail, the main characteristics of why they fail were explored and then used in the survey as a measuring tool in section five of the survey. This was to identify the alumni's experiences after studies in starting up a business and how they may differ from each other based on the qualifications completed at Institution A. Kuhn (2016) explains that the first and main reason why start-up companies fail is because they are selling a product to the public that they do not want and the market demand not being sufficient enough. Levy (2014) identifies that the second reason most companies fail (29%), is because they run out of money. In consensus with Kuhn (2016), Levy (2014) adds 42% of companies who failed indicated that there was no need for the product they were offering.

In order to identify some of the main barriers that start-up companies face, research was done on the topic and the most popular points discussed are mentioned below:

- Internal conflict: Alsever (2014) states that up to 65% of start-ups fail due to internal conflict of founding members.
- No Market demand: Kiska (2014) adds that barriers to entry may be a big contribution to no market demand as sometimes start-up companies take too long to set up a product or service.
- Cash and no investors: One of the biggest reasons entrepreneurial businesses fail is due to the lack of money (Zahorsky 2016). Mars (2013) adds that the shortage of capital requirements and lack of investor's also present large barriers for companies who have the ability to do well.
- Competition: Cutler (2014) mentions that start-ups will always face fierce rivalry amongst companies that will always try to better the service or product and provide a cheaper price. Demers (2014) adds that start-ups that do start succeeding become too over confident of the success of the product so that further development of a product or service is forgotten. This when competition capitalizes and the new venture struggles to keep up the pace and loose competition demand in the market.
- No business model: Skok (2012) mentions that one of the most common causes of start-up failure is the lack of a sound business model. Entrepreneurs fail when the cost of acquiring the customer is larger than the lifetime value of the customer (Skok 2012).
- Poor management team: Fallon (2014) states that too often start-up managers get caught up in multiple roles. This may lead to the urge of hiring people out of haste. Therefore assigning the incorrect individuals to tasks and may lead to inadequate micromanagement. Start-up entrepreneurs should hire members who share the same vision creating a committed management team is where successful start-ups must invest a lot of time in though it may prolong the process in starting up a new venture (Tobak 2014).

2.5 THE HIGHER EDUCATION LANDSCAPE

As this study involve a private higher education Institution, a literature review was conducted on the South African education landscape and the subsidiaries' that are relevant to the study.

2.5.1 Higher education authorities

According to the Higher Education Act 101 of 1997, Higher Education is defined as all learning programmes leading to a qualification that meets the requirements of the Higher Education Qualifications Framework (HEQF) on policies of higher education (SAQA 2010:7). SAQA (2010:7) clarifies in the Higher Education Act 101 of 1997, that a Higher Education Institution is any institution that is merged, public or privately and provides higher education on a full time, part-time and distance learning basis. In order to understand the different departments of Higher Education that are applicable to this study and Institution A, the Department of Higher Education and Training (DHET) Annual Report 2014/15 (2015:21-23) aids in listing the divisions and the description thereof as follows:

Council on Higher Education (CHE)

The CHE handles the quality assurance and education policies for all Higher Education institutions across South Africa.

Education and Training and Development Practices Sector Education and Training Authority (ETDP SETA)

This sector aids in quality assurance of accessible training in and development in the accounting and financial subdivisions.

Qualification Council for Trades and Occupations (QCTO)

This subdivision is the quality assurer of all occupational qualifications that relate to the labour market in South Africa.

Services Sector Education and Training Authority (SERVICES SETA)

Facilitates the quality of accessible education, development and training in the service sectors of South Africa

South African Qualifications Authority (SAQA)

Sustains the National Qualifications Framework (NQF). This ensures adequate and equal opportunity for all possible learners to access learning achievements in South Africa.

Technical and Vocational Education and Training (TVET) and Further Education and Training (FET)

According to TVET Colleges South Africa (2016), TVET and FET colleges enable learners to receive an education that provides entrepreneurial opportunities in a range of occupational or vocational industries.

UMALUSI - Council for Quality Assurance in General and Further Education and Training

The council is responsible for the management and development of the sub-framework of qualifications for further education and training and the quality policy (UMALUSI 2016).

2.5.2 Private and public sector education subsidiaries

According to CHE (2016), public higher education institutions are funded by government via the Department of Higher Education and Training (DHET), these include Universities of Technology and Universities across-the-board. Private higher education institutions are owned by individuals or private establishments and may

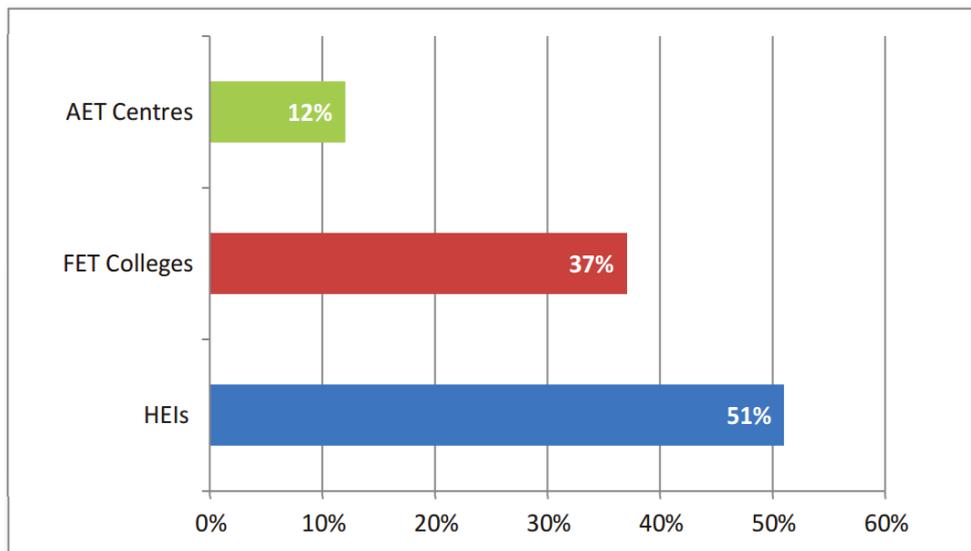
offer similar qualifications to public universities. Private universities are not funded by the government and are generally privately subsidized (CHE 2016).

Since 2001, du Pre' cited by Govender (2014:2) indicates that the CHE realigned the higher education landscape in South Africa that led to mergers and new institution names. According to Statistics on Post-School Education and Training in South Africa: 2014 (2016:3), South Africa currently has 2369 Post -School Education and Training (PSET) institutions which consist of the following:

- 26 public Higher Education Institutions
- 119 Private Higher Education Institutions
- 50 Public TVET Colleges
- 291 Private TVET Colleges
- 1 828 Public Adult Education and Training (AET) Centres
- 55 Private AET Centres

Figure 2.11 indicates that over 51% of students who are enrolled at PSET are in HEI's and TVET Colleges are positioned at 37% and provide the most popular choices of education institutions in South Africa. This indicates a promising sector in which private universities may invest.

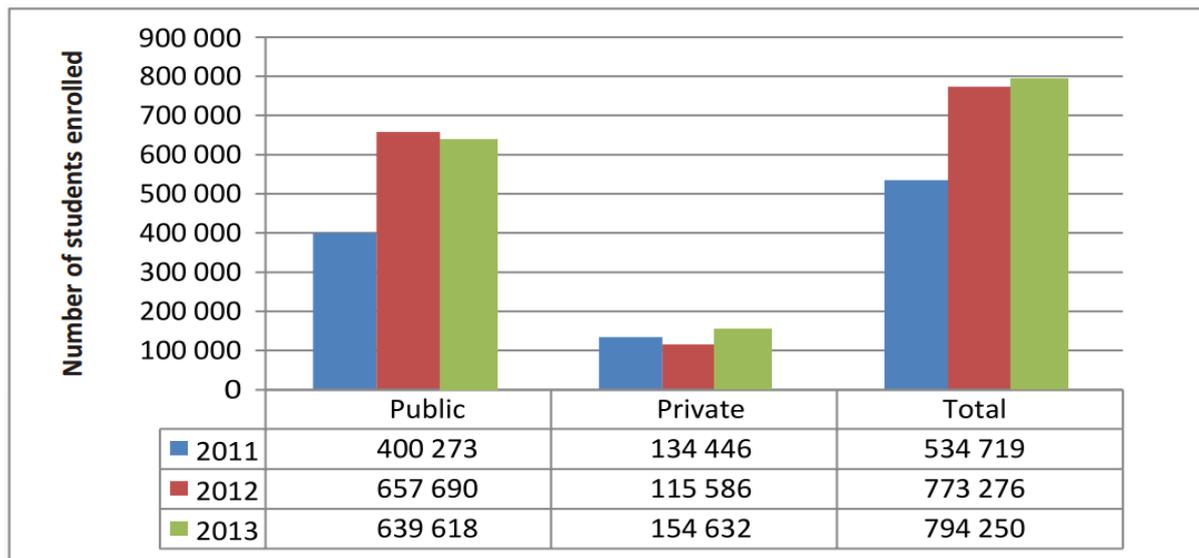
Figure 2.11: Percentage distribution of student enrolments in post-school education and training institutions, in 2014.



(Source: Department of Higher Education and Training. Statistics on Post-School Education and Training in South Africa: 2015)

However, in Figure 2.12, private universities rank the lowest in student enrolments but have increased since 2011 from 134 446 students to 154 632 students. This is also seen in Chapter 1 Figure 1.1 and to support Mashininga's (2012) view, (see Figure 1.2) public HEI's learner enrolments have declined from 983 698 learners in 2014 to 969 155 learners in 2015. That is a difference of 14 543 less learners, whereas Private HEI's have increased enrolments from 119 941 in 2014 learners to 142 557 learners in 2015. That is an increase of 22 616 more students and now accommodate 13% of students in HEI's.

Figure 2.12: Number of students enrolled in public and private HEI's, from 2010 to 2014



(Source: Department of Higher Education and Training. Statistics on Post-School Education and Training in South Africa: 2015)

Figure 2.13: Number of students enrolled in private HEIs by gender, from 2011 to 2014

Year	Male	Female	Unspecified	Total
2011	48 876	54 160	n.a.	103 036
2012	43 704	53 774	n.a.	97 478
2013	55 606	64 335	n.a.	119 941
2014	65 431	73 776	3 350	142 557

(Source: Department of Higher Education and Training. Statistics on Post-School Education and Training in South Africa: 2015)

In spite of this, accrediting a private university may not be as effortless and straightforward as one might think as barriers to entry in starting a private university can be seen as quite low due to the regulations and logistics involved. According to the Department of Higher Education and Training (2016:22), no private institution is allowed to offer higher education from the 1st of January 2000. Private institutions have to be registered with the DHET and comply with the Higher education Act 101 of 1997. These qualifications have to fall under the Higher Education Qualifications

Sub-Framework (HEQSF) DHET (2016:22). With these rules, regulations and rigmarole, new competition may be unwilling to embark on a new venture in the private education sector thus bringing down the barriers of entry.

2.6 HIGHER EDUCATION INDUSTRY TRENDS

The current change and speed of technology means that higher education institutions need to train their employees constantly to maintain a competitive advantage and avoid being out-smarted by competitors by staying up to date with industry trends (Docebo 2014:4). Hanover Research (2014) adds that successful strategic planning and identifying market trends through alumni may be more essential than traditional advertising in higher education.

Strategies in higher education institutes should present a unified brand message, environment, experience and competitive advantage in building loyalty, recruiting and retaining relationships of students and graduates (Hanover Research (2014). Yohn (2014) adds that observing trends in education is viable for the existence and competitive advantage in higher education institutions become enrolment trends may pose serious problems in institutions that affect short term and long term sustainability.

By identifying industry trends in education, improvements in assessment may be identified in the effectiveness of the learning programs and will enable the institution to reflect on the student learning and improve outcomes. This may provide external stakeholders with sufficient evidence of successful student learning and benefit the education institution (Banta 2012:3).

Aydin (2014: 471) states that universities must at all times remain attentive to all new advances in higher education to adequately prepare students for the industry, as higher education performs a major part in the social and economic development of a country. Tremblay *et al.* (2012:16) in conjunction with Aydin (2014: 472) continue to explain that universities tend to compete for ranking and status and are largely

affected by globalisation, intensive economies, societal progress, technological advances, legislation and competition trends.

Globally, new trends are leaning towards internationalism and corporate social responsibility that involve collaborations between disciplines and further developing knowledge after studies (Slippers *et al.* 2015:1). In order to aid with the survey questions, general factors that may have a big influence on education trends were researched and the most popular factors influencing education trends nationally and globally that are related to the study are briefly discussed below:

2.6.1 Competition:

Altbach (2010) mentions that students tend to seek the best possible education institutions to study at. Woldegiorgis and Doevenspeck (2015:105) describes education competitiveness as the ability to publicize the level of education received and the ability to create successful students. Destler (2012) adds that competition is extremely advantageous in reducing costs amongst competitors. However Destler (2012) further states that there is little competition amongst private tertiary institutions to offer the lowest price. Instead, private tertiary institutions tend to always drive up the costs of courses and programmes.

Sommer (2014) aids in clarifying the main trends in education competition below:

- Skills: Tertiary institutions employ staff members with years of industry expertise instead of just a qualification in the selected industry to fulfil the high demand for vocational education.
- Global thinking: Large tertiary institutions are looking at new recruitment strategies to target international students. This may aid in new course delivery methods and comprehension methods of higher education.
- Enterprise learning: Tertiary institutions are starting to align themselves to large companies to aid in new systems and procedure development in a specified industry.

- Competency based degrees: Tertiary institutions should measure the success of students based on the amount of jobs attained by the students and not necessarily the amount of graduates of the institution and should place more emphasis on skills based learning.
- Massive Open Online Courses (MOOC): This allows for a far wider reach in education and doesn't require on site delivery. Recoded video presentations and live video presentations may urge companies to invest in these new blended learning methods. This is further discussed in section 2.6.7.

2.6.2 Public sector funding

Carelse (2014) mentions that government contributions to higher education have dropped 49% to 40% from the early 1900s to 2012. South Africa is not the only country to experience differentiating and fluctuating contributions to education from government that have led to unrest. However, Carelse (2014) mentions that there are other systems or trends from around the world that South Africa may learn from and lists some public funding trends around the world:

- Germany: Was originally state funded until 2006 when the court decided that education fees did not conflict with the education vision of Germany. This did not work well and the skills supply dropped, which led Germany to reintroduce free education in 2014 and the government contributed 84% in funding (Carelse 2014).
- The United Kingdom: The UK had capped tuition fees and increased it annually. It was removed in 2010 which allowed universities to charge students large amounts annually and substitute up to 30% of the costs. This led to a lot of hostility as seen in South Africa (Carelse 2014).
- The United States of America: The USA is one of the most costly education organizations globally. Government only funds up to 34% of costs in higher education. As a result, the USA as of 2015 has over a \$1 Trillion in debt.

However new government law, have allowed students to study free at community colleges for two years to obtain vocational skills (Carelse 2014).

- South Africa: SA is required to increase its enrolment rate to over 1.6 million students by 2013. However, SA spends 0.75% of its Gross Domestic Product (GDP) on education compared to other countries that spend on average 0.9% of their GDP other nations. Therefore SA would need to spend up to 2% of its GDP to reach the specified enrolment numbers with public funding (Carelse 2014).

2.6.3 Expansion and diversification

Teichler (2015:15-16) indicates that diversity is one of the most prevalent issues that arise in educational policies and procedures and can be seen as one of the most powerful trend setters in education. Diversity has the tendency to shape and largely affect the size of the education landscape and is often broadly regulated by government which can dictate education trends in a country (Teichler 2015:16). The European Academy (2016:2) captivatingly states that diversification in higher education institutions prefer private additional revenue streams as public funding is seen as a downward trend. Developing additional course programmes and alternative income methods such as alumni relations programmes may contribute to generating alternative income streams that are highly valuable and crucial for the survival of universities (The European Academy, 2016:2).

2.6.4 Internationalization/Globalization

Globalization is said to mould higher education institutions. This is seen in competitiveness and market alignment which aids in research funding and it has become a form of internationalization strategy (Fahey cited by Woldegiorgis and Doevenspeck 2015:106). Knight and Altbach cited by Woldegiorgis and Doevenspeck (2015:105) state that internationalization is when academic institutions and systems (government and private) collaborate on specific programmes and policies to manage and utilize globalisation to improve international academic

alignment of course programmes. By integrating global and domestic dimensions and trends of education, African higher institutions may improve the functions, purpose and modes of delivery in higher education (University of Oxford 2015:1).

2.6.5 Information technologies in learning:

European Union (2014:11-12) state that technological innovations drastically change the landscape of higher education institutions and affect the way in which students learn and are taught. University of Oxford (2015:15) supports the before mentioned statement by adding that new education technology trends in education are essential for teaching in higher education institutions worldwide and has become one of the key drivers in social development and industry competitiveness. New technologies in teaching methods promote immense collaboration with national and global institutions, companies and students and may enhance educational success in emerging economies (European Union 2014:11-12).

2.6.6 Private and public sector partnerships

Guimon cited by The Innovation Policy Platform (2013:1) states that collaborations, networking and the adoption of new technology and innovation from other universities are crucial for skills development for the promotion of entrepreneurship and start-ups in emerging economies. According to University of Oxford (2015:12) Universities can enhance their associations with industries and encourage diversity by collaborating and forming strategic alliances with other universities in government and public education institutions. Fostering education collaborations may provide better platforms for students to share knowledge, network and improve the learning capability and implementation of the knowledge acquired during the student's tenure at university (European Union 2014:11-12).

2.6.7 Trends in teaching: Modes of delivery and assessment:

European Union (2014:11-12) mentions that the latest trends are speed in feedback and catering for the needs of students using state-of-the-art technology to widen access and to enable students to learn anyplace using online technologies. These new trends in teaching aid in reaching alumni after they have graduated to further develop their skills via online workshops and demonstrations. Singh (2011:5) adds that in South Africa, universities are faced with massification which involves the amplified use of the most modern communication information technologies for knowledge production and that all current trends are Information and Communication and Technology (ICT) based. MOOC's are some of the prominent trends developing around the world in technology driven education (University of Oxford, 2015:15). Some of the most popular latest teaching trends in higher education are listed below:

- Student demand: General access to web based learning has increased tremendously using internet, social media and learning apps on smartphones and tablets. Smartphone usage has increased from 18% in 2009 to 64% in 2014 and has allowed access too many new learning platforms (Morrison, 2016).
- Increase in non-traditional students: Adults and people who are already working may make use of MOOC's to improve or learn new skills without attending full time classes (Bellum, 2013).
- Employer support: Employers are willing to aid in improving employee's skills and development via online learning programs to provide growth opportunities in a business environment and to contribute to better procedures in the work environment and staff retention (Rossheim, 2016).
- Government support: The government has found it easier to issue grants and funding programs for digital learning using MOOC's. This has enabled flexible qualification avenues to aid in skills specific education and development and vocational learning (Banta, 2012:3).

The Flipped Classroom: These are simulations or virtual learning environments and virtual reality is following suit (Banta 2012:3). New Media Consortium (2014:36) adds that The Flipped Classroom creates a more effective and efficient use of

contact session learning. This is done by allowing face-to-face instruction from facilitators or industry professionals and is fast becoming one of the most popular trends of teaching at higher education institutions. These include the following:

- Simulations: Brown (2016) explains that simulations replicate the work environment. This enables the student to actively engage other individuals and groups to test and explore new ideas in a real life scenario and the lecturer becomes the facilitator rather than a theory lecturer. New Media Consortium (2014:37) indicates that classrooms are turned into environments that allow students to deal with problems experienced in the work place and allows for better problem solving.
- Smith (2015) mentions that virtual reality (VR) is already being tested as virtual classrooms worldwide. Dhuha International School (2016) adds that virtual reality creates the ability to bring large groups of students together to interact and share ideas with each other in a three dimensional environment. There are many large investors such as Google and Apple with educational platforms that collaborate with giant smart phone companies such as HTC, Sony and Samsung to provide VR head sets and communication devices worldwide (Smith 2015).

Just-in-time teaching: Is the ability for students to post questions electronically via smart phone apps, emails or on open source learning platforms. This enables the lecturer to identify where students may be struggling and save time in future lectures (Banta 2012:3). The above mentioned teaching technology trends are already having a profound direct impact on higher education institutions. These trends allow for better teaching, accessibility and interactivity as students come from different backgrounds and have different cognitive learning capabilities and it provides better quality learning on and off campus nationally and globally (European Union 2014:11-12)

2.7 OVERVIEW OF INSTITUTION A

This section will provide a basic overview of the history, description and milestones of Institution A and Further Education and Training (FET) College. Institution A's mission and vision and different business divisions and how they function will be discussed in order to give insight into the strategy of the organisation. Institution A is pursuing a strategy for Alumni relations. The areas discussed will provide a better understanding of the rest of the study and what industries the Alumni work in.

2.7.1 A short history and description of Institution A and FET College courses

Institution A is situated in the Northwest province, in a vibrant student town. The safe, student friendly environment ensures that students remain engaged in learning while providing them with the opportunity to get involved in sport and social events. Students are able to meet interesting people and share experiences that will last a lifetime (Institution A, 2015).

Institution A was established in 1981 and has been operating successfully for 35 years. Institution A is a registered Private Higher Education institute. All qualifications are registered on the National Qualification Framework (NQF) at the South African Qualifications Authority (SAQA). Institution A provides the following qualifications: Interior Design, Photography and Beauty Therapy. In 2003, a Further Education and Training (FET) college was founded and provides expert training in Hairdressing, Cosmetology and Short Courses in the fields of qualifications provided. Students from both institutions benefit from access to the shared facilities, resources, and expertise (Institution A, 2015). The above mentioned education platforms will be further discussed in the literature review in chapter 3.

At Institution A, students are prepared for the future and acquire the necessary skills to succeed as an employer or employee and develop a keen interest in grooming our country's future entrepreneurs. Institution A educates students by providing them with the relevant insights and advice on how to successfully market their skills and services through entrepreneurial pursuits with qualified professionals in the trade.

Institution A dedicates itself to the education of successful entrepreneurs, takes pride in educating students ensuring achievements to the best of their ability (Institution A, 2015).

2.7.2 Mission and Vision statement

- Mission: To broaden knowledge: by continuous research and staying in touch with the most recent teaching methods and career-orientated developments.
- Vision: The development of viable careers: in particular the entrepreneurial orientation of therapists and designers in service of the country and its people.

2.7.3 Institution A and FET College summarised strategy

The following strategy segments were stated by Institution A (2015):

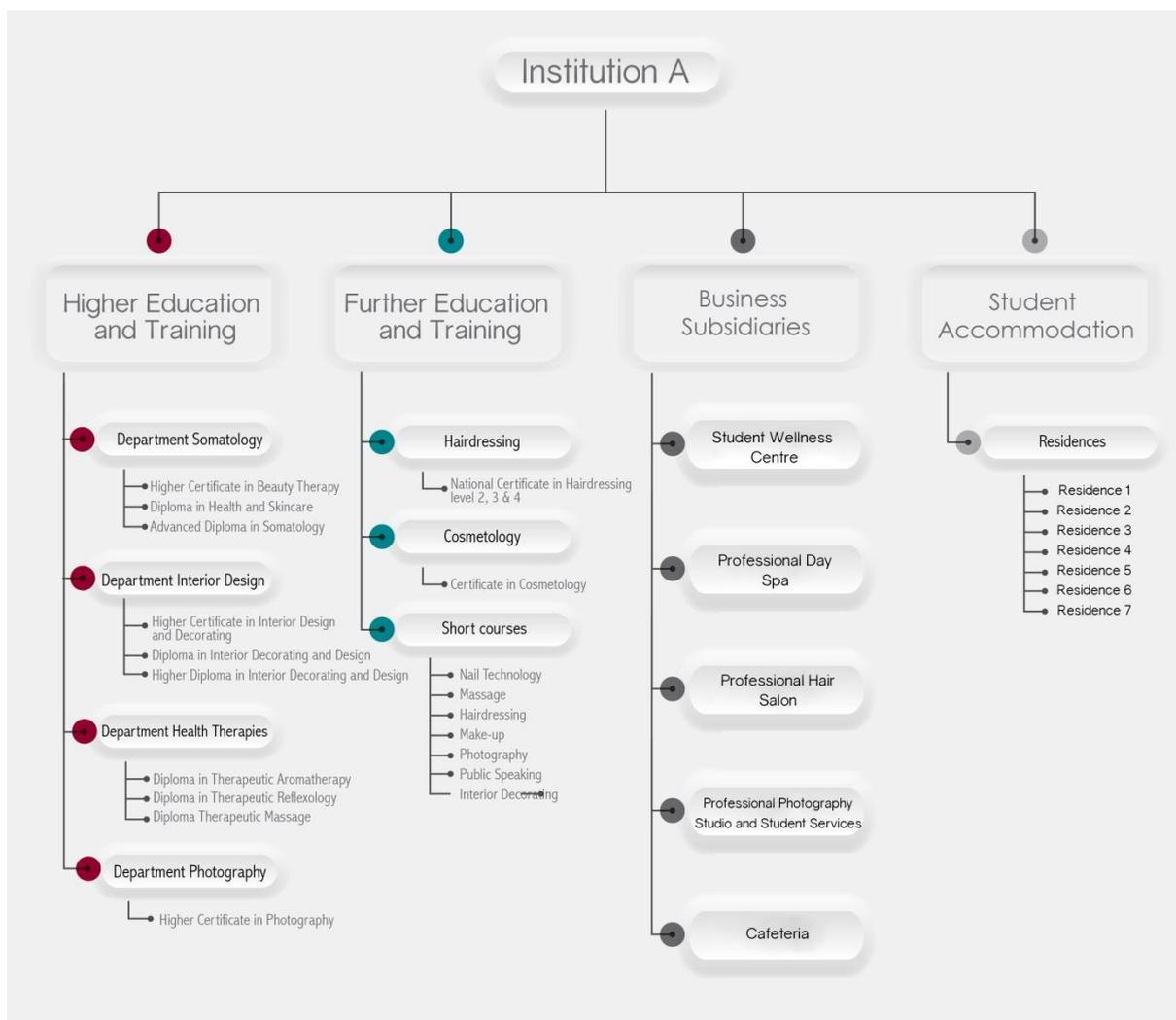
- To respect the uniqueness of each individual: enabling each person to realize the outcome-based possibilities and performance.
- To always strive towards the highest standards in training: ethics, integrity, and helpfulness and to assist students in making their chosen profession a pleasure as well as a success.
- To motivate staff: to make a positive contribution to the advancement of the world of health, lifestyle and business, nationally as well as internationally.
- To motivate both students and staff: to strive towards excellence in the fulfilment of their dreams
- To comply with regulatory educational requirements, expand delivery options, access funding and improve facilities
- To meet all regulatory requirements: as stipulated in the new educational framework of the Council of Higher education (CHE).
- Expand delivery options: by forming associate agreements with additional Higher Education private providers and FET College.
- Access funding: by identifying programmes and qualifications where grants are available and getting the necessary accreditation for such programmes

- Use available and future space for a newer high-tech Somatology Department and for additional accommodation for students in the newer programmes.
- Acquire additional parking. The strategy is then to close the whole campus off with fencing to provide a safer more secure campus during 2015 – 2017.

2.8 QUALIFICATION DESCRIPTIONS

In order to understand the nature of the literature and rationale of the study it is important that a summarised overview of the courses and businesses (see Figure 2.15) offered by Institution A, FET College and business subsidiaries is what the different departments entail.

Figure 2.14 Organisational chart



(Source: Author 2016)

According to SAQA (2016) The National Qualifications Framework (NQF) is a classification for the structure of further Education and Training, Higher Education and Trades and Occupations for qualifications and part-qualifications. Each of the qualifications has a specific NQF level on completion of the course. The purpose of this will be explained and summarised in the literature review of this study and will give more insight as to what industries the Alumni are working in.

2.8.1 Beauty Therapy

Somatology involves treating a variety of skin and body conditions in a holistic and health related manner. Students are trained in the latest trends and techniques in spa therapy, technologically advanced treatments, equipment, the human body, cosmetic products and management for the national and international industry. This is done to enhance the wellbeing, health, beauty and quality of life of clients (Institution A, 2014)

Qualifications offered:

- Advanced Diploma in Somatology (NQF level 6): 3 years full time
- Diploma in Health and Skincare (NQF level 5): 2 years full time

2.8.2 Interior Design and Decorating

Interior designers create inspiring functional and socially responsible spaces. The interior design course includes various private, residential, corporate as well as the social development of public spaces. An interior designer solves problems encountered in the architectural industry. A client's requests need to be addressed by Interior designers by visualizing and designing spaces three-dimensionally (Institution A, 2014).

Qualification offered:

- Higher Diploma in Interior Decorating and Design (NQF level 7): 3 years full time
- Diploma in Interior Decorating and Design (NQF level 6): 2 years full time

2.8.3 Higher Certificate in Photography

This Higher Certificate in Photography gives the student the opportunity to combine the skill of photography and liaise with other professionals in the multimedia industry such as graphic designers, videographers and web designers. This is achieved by real situational demonstrations and interactive workshops. The course prepares and equips the student to work in all facets of the industry as an entrepreneur or for a multimedia company, nationally and internationally. Students are trained in the latest trends and techniques in photography, technologically advanced processes and equipment (Institution A, 2014)

Qualification offered:

- Higher Certificate in Photography (NQF Level 5): 1 year full time

2.8.4 Therapeutic Aromatherapy

Aromatherapy entails the treatment and care of the body and face with essential oils. An aroma therapist studies the science of blending and creating oils. Aromatherapy science involves the effects on all the senses of the patient based on the chemical ingredients of essential oils. On completion of the qualification, students have to register with the Allied Health Professions Council of South Africa and will be issued a practice number (Institution A, 2014).

Qualification offered:

- Diploma in Therapeutic Aromatherapy (NQF level5) 2 years full time

2.8.5 Therapeutic Massage

Therapeutic Massage aids in improving one's life by relieving tension, pain, improving circulation and promoting digestion and joint mobility. This is done by isolating and massaging the soft tissue and muscle in the affected area to restore normal systemic and functional use. On completion of the qualification, students have to register with the Allied Health Professions Council of South Africa, and will be issued a practice number (Institution A, 2014).

Qualification Offered:

- Diploma in Therapeutic Massage (NQF level 5):2 years full time

2.8.6 Therapeutic Reflexology

Therapeutic Reflexology is the process of activating self-healing by pressure point massage to reduce pain, discomfort and imbalances throughout the body. This is applied on reflex points such as the hands, feet, ears and face in order to stimulate parts of the body to heal. Therapeutic Reflexology is not a substitute for medical treatment. Therapeutic Reflexology is performed by pressure application of specific thumb and finger manipulation and is not considered as massaging. On completion of the qualification, students have to register with the Allied Health Professions Council of South Africa, and will be issued a practice number (Institution A, 2014).

Qualification offered:

- Diploma in Therapeutic Reflexology (NQF level 5): 2 years full time

2.8.7 Cosmetology

The Cosmetology Certificate teaches the students practical skills and theoretical knowledge to work in the beauty therapy industry with make-up, facials, nail technology and industry trends. The beauty industry correlates with the additional

courses offered at Institution A. These are Hairdressing, Photography, Advertising and Media. The qualification enables learners to continue learning at higher levels and provide additional qualification possibilities (Institution A, 2014).

Qualification offered:

- Certificate in Cosmetology (NQF level 4): 1 year full-time.

2.8.8 Hairdressing

Students are trained and kept up to date with the latest trends and technologies in the hairdressing industry by means of practical demonstrations in real life scenarios and by taking part in competition training. New styling and cutting techniques are explained and demonstrated as well as the latest hair product development and use thereof (Institution A, 2014).

Qualification offered:

- National Certificate in Hairdressing (level 2, 3 & 4): 2 years full time

2.8.9 Short courses

Short courses are not registered qualifications on the South African National Qualifications Framework (SAQA) and have no NQF classification. However, Institution A has developed short courses to cater for anyone who is looking to expand their current expertise or learn a new skill to uplift the community. The short courses do not require a specific NQF level in order to complete the course. There for anyone may attend a short course (Institution A, 2014).

The short courses involve theoretical elements and the application thereof over a certain period of time based on the content and may range from one day to a period of three months. Some of the short courses have a requirement list that is needed to complete the course and will aid in the actual start-up of a business and income. On

completion of the short course, an Attendance Certificate will be issued to the student on successful completion of the course (Institution A, 2014).

Institution A offers the following short courses:

- Nail short courses
- Massage short courses
- Make-up short courses
- Hair dressing short courses
- Decorating short courses
- Photography short courses

Pre-trade test training:

Pre-trade test training focuses on theory and practical characteristics of hairdressing to prepare the applicants for the national requirements. Applicants are trained in Hairdressing Technician, Hair Stylist (Ladies Caucasian), Afro Hairdressing and Barbering (Gent's) (Institution A, 2014).

Trade test:

To be legally qualified as a hairdresser, the applicant needs to complete a trade test. Candidates are observed and evaluated by a NAMB (National Artisan Moderation Body) registered assessor during a practical examination. Trade tests can only be completed if the applicants who have had formal training at an accredited Service SAETA (Sector Education and Training Authority) or have four or more years training in the industry (Institution A, 2014).

2.9 BUSINESS DIVISIONS OF INSTITUTION A AND FET STRUCTURE

Institution A and FET College focus on delivering services to clients in the courses that the companies provide. The different business areas have been split up into different business divisions based on the qualifications offered. This is done to aid the students who have to work in the industry as part of the Work Integrated

Learning (WIL) process. WIL greatly assists the Alumni in starting an entrepreneurial business by forming a client base early on during the student's studies.

Work Integrated Learning forms an integral part of the Higher Education and training of entrepreneurs and multimedia professionals as a requirement for a qualification. Work Integrated Learning is planned according to vocational requirements and work-study. The universal purpose of WIL at Institution A is to enhance student learning. WIL is an umbrella term for a range of approaches and strategies that integrates academic theory and knowledge with relevant work practice within a qualifications. WIL is purposefully designed to achieve explicit educational outcomes in collaboration with industry partners. WIL has the particular capacity to assist students in developing competence and entrepreneurial insight to the specific industry. At Institution A, WIL is essential to its commitment to high quality learning and teaching (Institution A, 2015).

The manner in which WIL is assessed will be discussed in the literature review as it is essential as to how the Alumni can progress in the specific industry of a selected area of study. The different business divisions are discussed in the following sections

2.9.1 Business 1- Student Wellness Centre

The Wellness Centre is a student run business division. The treatments are more affordable than the official professional Day Spa business. A selected variety of treatments are performed by trained students. Quality control is implemented by qualified staff members to ensure that the public receives the best quality service at affordable prices. The treatments also form part of the WIL process (Institution A, 2015).

2.9.2 Business 2 – Professional Day SPA

The professional Day SPA for beauty has been an establishment for over 27 years. The Day SPA has been awarded numerous awards in the industry and is still committed to exceptional service. The Day SPA is well known in the field of skincare

and health therapy. A Medical Doctor is available for medical cosmetic procedures and provides a selection of beauty products for purchase (Institution A, 2015).

2.9.3 Business 3 – Professional Hair Salon

The Hair Salon is a successful extension that provides quality services to the public in hair styling, cutting, industry trends and product sales. The Hair Salon also forms part of the WIL process in the Hairdressing qualification (Institution A, 2015).

2.9.4 Business 4 – Professional Photography Studio and Student Services

The professional Photography Studio serves as Institution A's training facility where photography students obtain first-hand experience in the different photographic services provided to the public. In essence, the student advances and grows entrepreneurial skills required in the industry. The Photography Studio serves as a professional environment for a student to complete WIL hours under the guidance of qualified educators (Institution A, 2015).

2.9.5 Business 5 – Food Cafeteria

In addition to the qualification businesses, the Food Cafeteria is Institution A's campus food court. The Food Cafeteria offers students, staff and the public meals, refreshments and a venue for small functions in a friendly relaxed atmosphere.

2.10 SUMMARY

This chapter outlined the main constructs of the study. Based on the literature, alumni relations are most critical to the development and future growth of private higher education institutions. In order to aid in business and marketing strategies, education institutions need to identify where their alumni are and how successful they are after completing their qualifications.

Education institutions need to explore the different possibilities in creating and maintaining relations with alumni based on industry trends and advancements in technology. Developing a successful communication link with alumni will aid in better qualifications development, identify likes and dislikes of current qualifications, the latest industry trends, difficulties in creating and obtaining work in the selected field of study and the dire need of alumni during and after studies.

By deciphering this, only then may institutions successfully engage with alumni to aid in difficulties that education institutions and alumni experience in the industries.

CHAPTER 3

DISCUSSION AND RESULTS OF THE EMPIRICAL STUDY

3.1 INTRODUCTION

The primary purpose of the study was to explore the engagement potential with previous alumni to develop alumni relations with institution A. This was done in belief that alumni relations could lead to better service delivery during studies and post education for alumni and to identify whether current qualifications programs are adequate for entrepreneurial and work related industries offered at Institution A.

This chapter will discuss the methods used to approach alumni to aid in developing alumni relations and constructing the survey that relate to the objectives discussed in Chapter 1. A formal survey was distributed amongst an existing alumni database at Institution A. The survey was constructed combining the literature in Chapter 2 pertaining to alumni relations and the objectives in Chapter 1 and consisted of 6 sections. The data gathered from the survey was analysed and converted into accurate information by the North-West University's Statistical Consultation Services. Kaiser's Measure of Sampling Adequacy (MSA), exploratory factor analysis for data reductions, descriptive statistics and effect sizes and Chronbach's alpha coefficients were used to determine the validity and reliability of the questionnaire. The results were analysed to identify possible relationships between variables and will be discussed throughout the chapter.

The questionnaire was developed with an accompanying introduction letter that explained the purpose of the survey (see Addendum A). All six sections of the survey were combined into a single questionnaire with one page/section at a time that the respondents completed. This established the quantitative component of the study. The least personal questions were asked at the beginning of the survey and more open ended personal questions were asked at the end. None of the questions were compulsory and led to an acceptable ethical approach for the respondents as they were not forced to answer any questions. All the results from the separate sections of the survey will be discussed in this chapter.

3.2 RESEARCH METHODOLOGY

3.2.1 Introduction

As part of the research different means of accessibility to the survey were considered. These being Short Message Service's (SMS), Electronic mail (Email) and social media, primarily Facebook. All these mediums are accessible via a smart phone. Making the decision involved researching the accessibility to internet using mobile devices and covered Africa and South Africa. The study does not focus on using specifically smartphones to complete the survey but was considered as an additional method to hopefully expand the reach and ease of accessibility to complete the questionnaire as most of the students in the database only provided cell phone numbers as a means of contact and may lead to future research possibilities. Because of this, smart phone use forms part of the chapter.

3.2.2 The smart phone conceptualisation

As the internet, social media and electronic mail was used to conduct the survey, it is important that a smartphone is well defined for the purpose of this research. As technology has evolved, plenty more features have been added to mobile phones. These are, to name a few, full high definition colour displays, touch screen, embedded cameras and faster connection technologies and internal storage and it can be said to have replaced computers as the primary device for wireless internet access (Yu, 2012: 831 - 832). Litchfield cited by Yu (2012: 832) proposed that a definition of a smart phone is a phone that runs on an independent operating system that can have permanent access to the internet.

3.2.3 Feasibility of using smart phones to collect data (ease of access) real-time information

According to the International Telecommunications Union (ITU) and Information Communications Technology (ICT), mobile devices provide one of the largest platforms to conduct quantitative research since the beginning of online surveys (Penwarden 2013:1). The Netherlands Institute for Social Research (2013: 10) adds

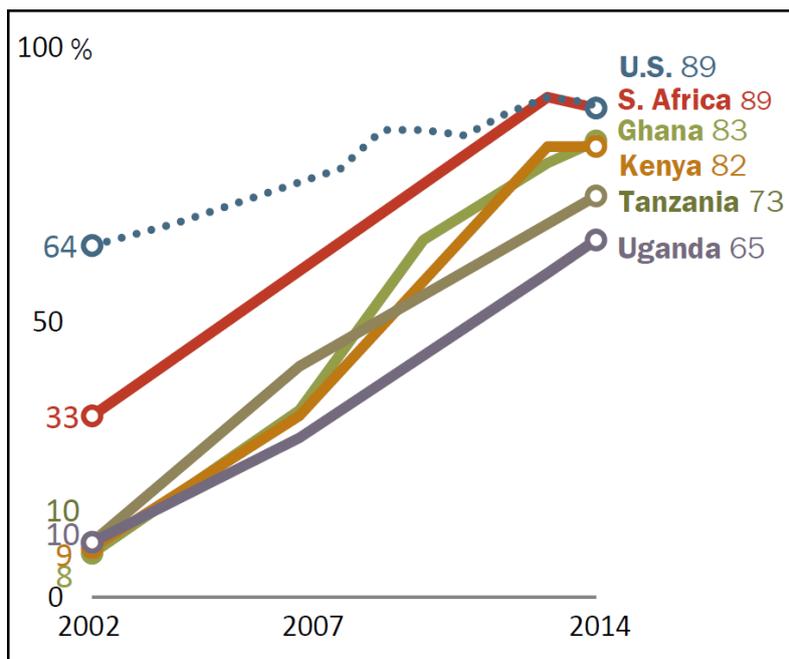
to Penwarden’s statement in maintaining that smartphones can collect data relatively quickly using social surveys.

Surveys using traditional methods such as telephone, paper, internet and face to face take a considerable time to complete. This could possibly be due to smartphone consumers generally have mobile permanent access to the internet, SMS and social media platforms (Netherlands Institute for Social Research 2013: 10). Mobile phones can be seen as indispensable in today’s age as Sales Force (2014:6) explains; most consumers say that smartphones are a central part to everyday life, as consumers can connect to everyone and everything. The average consumer can spend an average of 3.2 hours a day on a smartphone accessing SMS’s, emails, internet and social media (Sales Force 2014:11).

3.2.4 African and South African statistics usage of smart phones

Figure 3.1 indicates the increase in cell phone usage from 2002 to 2014. Pew Research Center (2015:2) indicates that there are just as many cell phones in South Africa and Africa as there is in the United States of America.

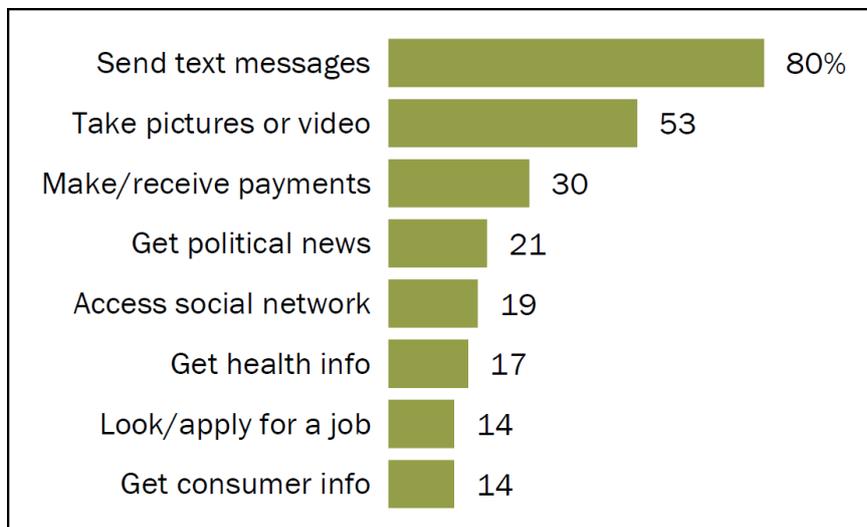
Figure 3.1: Cell Phone Ownership Surges in Africa



(Source: Pew Research Centre 2015)

Figure 3.2 indicates the most used applications of a mobile phone.

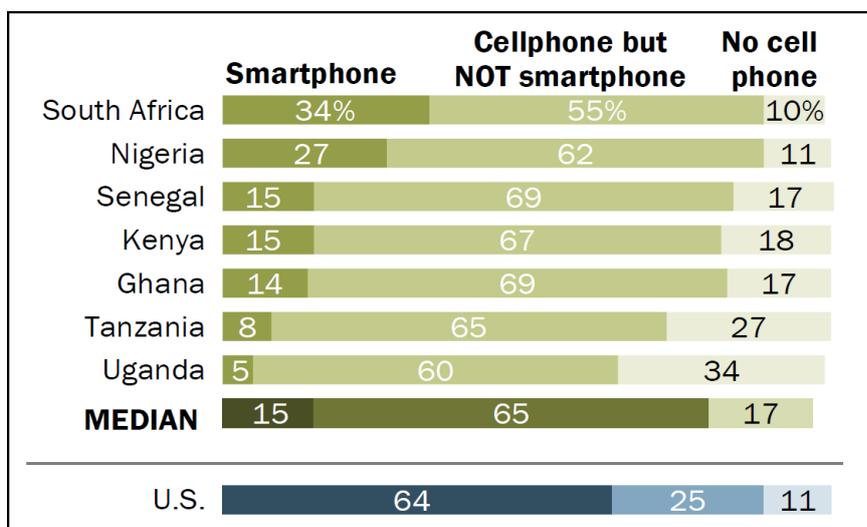
Figure 3.2: Adult cell phone owners who used a cell phone in 2015



(Source: Pew Research Centre 2015)

According to Figure 3.2, 80% of adults mainly use cell phones for short text messages. 53% of use their cell phones to take pictures or video and 30% use cell phones to make or receive payment. Only 19% of South African adults use their phone to access social media networks. However, South Africa has the most users of smartphones in Africa as seen in

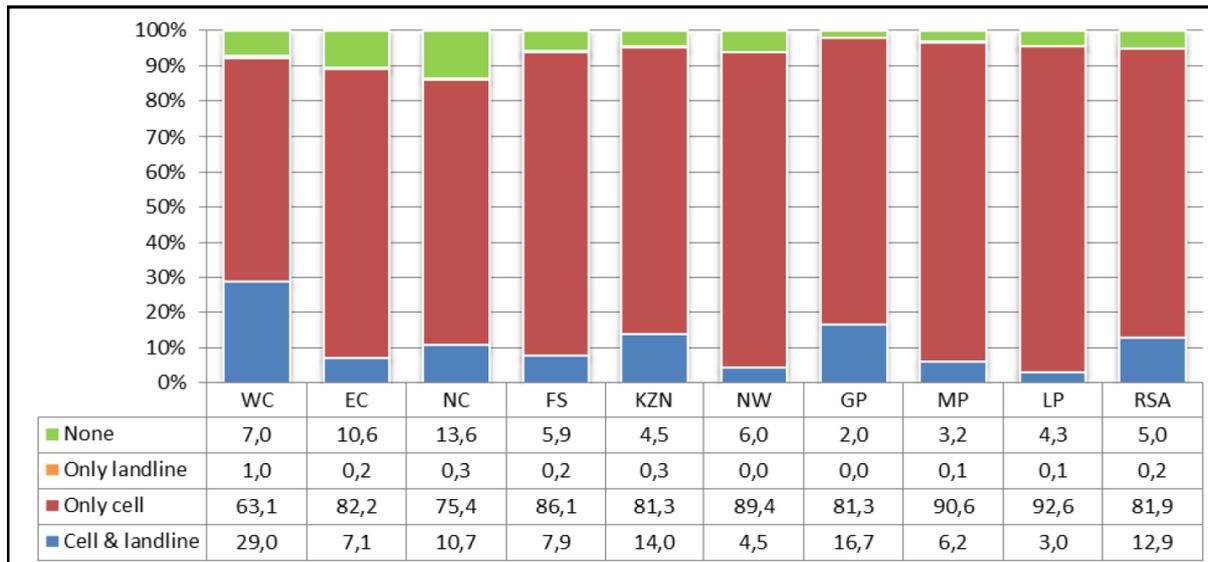
Figure 3.3: Smartphone usage in Africa



(Source: Pew Research Centre 2015)

In Figure 3.4 an overall average of 82% of all the provinces of South Africans has access to a cell phone which confirms the percentage of adult cell phone users in Figure 3.2 (Statistics South Africa, 2014:51).

Figure 3.4: Percentage of households who have a functional landline and cellular telephone in their



(Source: Statistics South Africa, 2015)

In Figure 3.5 Pew Research Center (2015:3-5) shows that students who have secondary education are more likely to own a smart phone and indicates that more than 57% South African tertiary students may own a smart phone. Figure 3.5 furthermore shows that people who speak or read English and are between the ages of 18 to 34 are also more likely to own smartphones. These stats fall in the favour of Institution A to conduct the survey via SMS to possibly reach respondents.

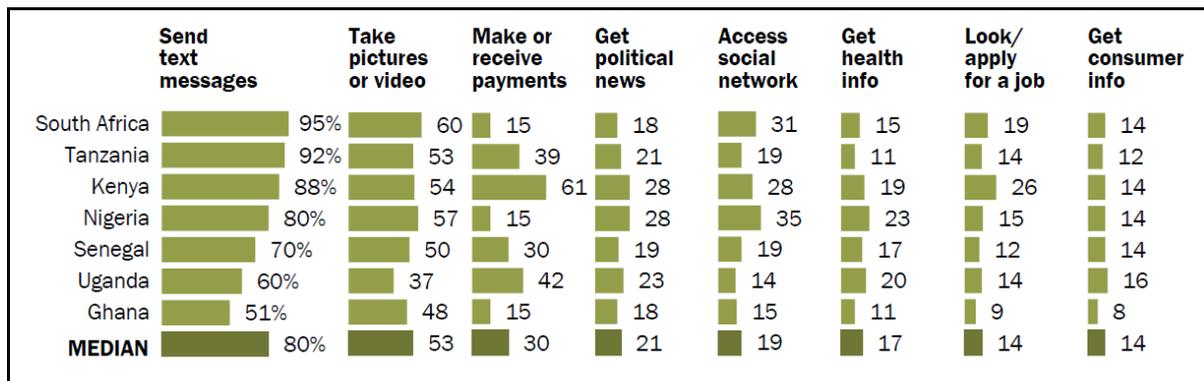
Figure 3.5: Age and education smartphone usage

Younger, Educated and English-Speaking Africans More Likely to Own Smartphone										
<i>Adults who own a smartphone</i>										
	Total	By education:			By English language ability:			By age:		
		Secondary or more	Less than secondary	Diff	Speak or read English	Cannot speak or read English	Diff	18-34	35+	Diff
	%	%	%		%	%		%	%	
South Africa	34	57	13	+44	--	--	--	41	27	+14
Nigeria	27	35	5	+30	33	2	+31	34	17	+17
Senegal	15	46	8	+38	38	5	+33	20	9	+11
Kenya	15	28	5	+23	19	1	+18	18	11	+7
Ghana	14	21	4	+17	20	2	+18	21	6	+15
Tanzania	8	--	--	--	17	1	+16	10	5	+5
Uganda	5	20	3	+17	7	1	+6	7	2	+5

(Source: Pew Research Centre, 2015)

Figure 3.6 shows the most common uses of smart phones in Africa and South Africa. Sending out a SMS about the survey with a link to the survey may be a viable option based on the statistics in Figure 3.6 as 95% send and receive text messages. Using a social media platform such as Facebook might be feasible as well. Based on the statistics, 34% of smartphone users in South Africa use their phones to access social media content. Overall based on the statistics, students who have completed secondary or higher education and are younger, with English as part of their vocabulary are more likely to partake in smartphone usage.

Figure 3.6: Most Common Use of Smart Phones in Africa

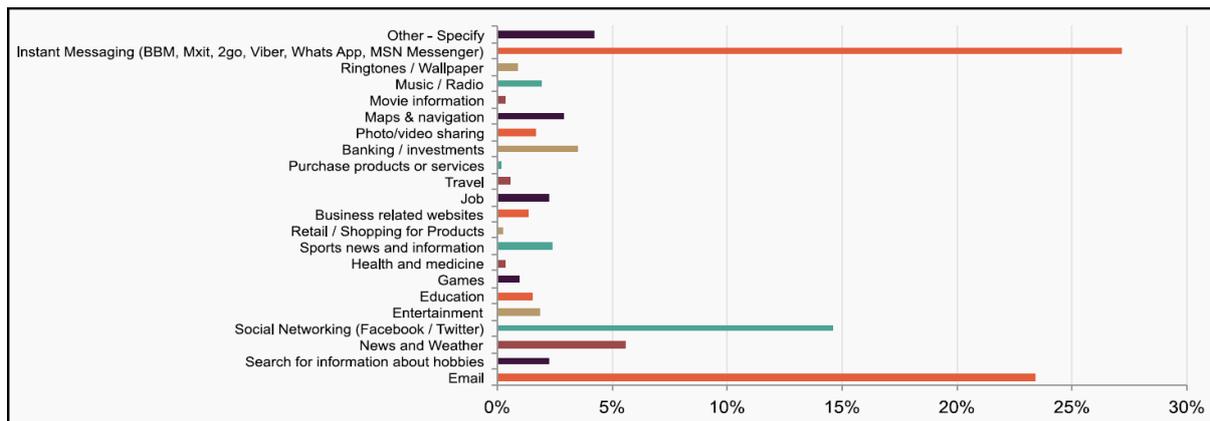


(Source: Pew Research Centre, 2015)

In order to further explore the possibility of using cell phone numbers and smartphones as a means to conduct a survey, research was done on the number of smartphones that might be available to complete the survey. Effective measure (2013: 3) differs however, with the statistics of Pew Research Center, and adds that out of the mobile phone use in South Africa 92% use a smart phone and 8.1% use a standard mobile device. Out of the 92% of smartphone users, 80.2% used their smartphones to access the internet and 19.8% of users used the phones for conventional use.

Out of the smartphones users, 34.6% were prepaid or alternatively known as 'pay as you go', whereas 65.4% preferred a monthly payment on a contract. 65.7% of smartphone subscribers preferred a data plan where 34.4% used Wi-Fi connection. The main types of activities performed on a smartphone can be seen in Figure 3.7.

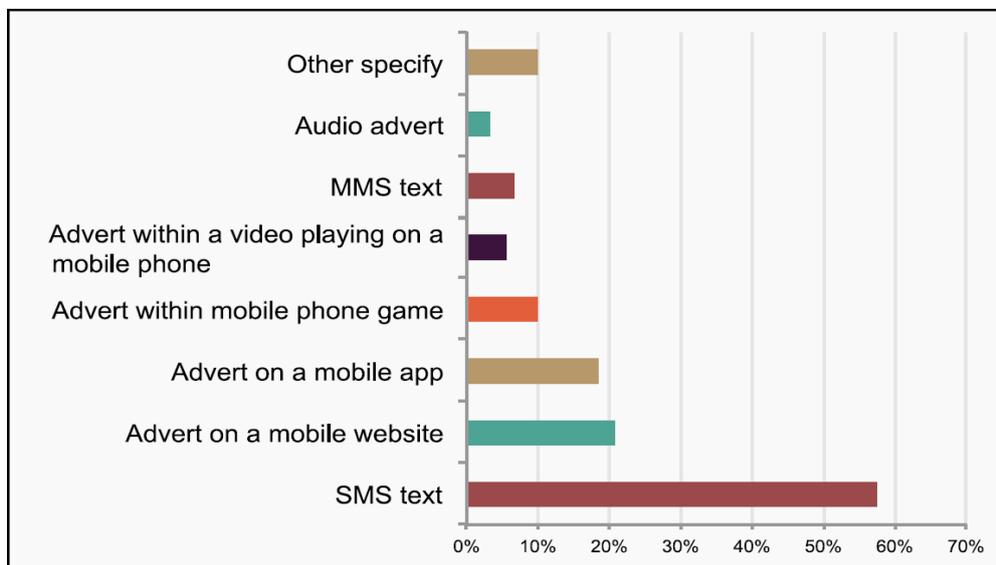
Figure 3.7: Main activities performed on a smartphone



(Source: Effective measure, 2013)

The most popular activities are instant messaging, social networking and Email. Effective measure (2013: 13) identified that 47.1% of smartphone users have been exposed to advertisements mainly in the form of instant messaging, social media and SMS as seen in Figure 3.7 and Figure 3.8 where a mobile website is just over 20% and SMS is just under 60%.

Figure 3.8: Mobile based advertisements



(Source: Effective measure, 2013)

Nevertheless, based on the different statistics explored, and the market of alumni being targeted by Institution A from middle to upper income households (Institution A). Utilizing smart phones seems to be a viable method in sending out the survey to

the candidates. Institution A may benefit from the use of SMS, email and social media to complete the survey due to mobile accessibility by the public using smart phone/devices. In addition this may lead to future in depth research based on the smartphone communication and interactivity with alumni.

3.3 DATA COLLECTION

3.3.1 Questionnaire development

A carefully constructed survey was used as a measuring instrument that was distributed electronically amongst the existing alumni database. The survey was designed on Google Docs platform using the research obtained in the literature review of Chapter 2 and the objectives in Chapter 1. By using the Google Docs platform to design the survey a digital link could be copied and sent out to respondents digitally. Google Docs immediately constructed stats from the completed questionnaires (see Addendum A and B). A SMS system as well as email was used to deliver the link. To increase the reach of the survey amongst alumni, a digital link to the questionnaire was posted on Institution A's Facebook account. All links could be accessed via computers, tablets and smart phones and would take the respondent directly to the survey to complete and submit it. The survey consisted of six sections and is discussed below:

Section 1: Demographic information

Section 1's demographic questions were compiled with a combination of Section 1 that entailed demographical information of the populace sampled. This included educational information, age, gender, race, employment, workplace experience and location. The purpose of section 1 was to identify differences and comparisons between the graduate's experiences and perceptions during and after studies in relation to the additional sections of the survey by using of cross-tabulation questions.

Section 2: Institution A's location, qualifications and effectiveness

Section 2 contained questions that were directed at Institution A's qualification offerings and location. The purpose of this section was to identify if there was a need for additional campuses and courses that could allow diversification possibilities. A four point Likert scale was used to identify to what extent the respondents agreed or disagreed with the statements. The scale ranged from 1 - Strongly disagree to 4 - Strongly agree. The means and standard deviations are discussed.

Section 3: Characteristics of successful entrepreneurs

Institution A offers occupational based qualifications. It was essential to identify what characteristics determine a successful entrepreneur from the alumni's perspective, as this may lead to better occupational course development. The top characteristics that determine successful entrepreneurs were researched in the literature review in Chapter 2 and the main characteristics identified were used in section 3. This can be used to measure the entrepreneurial orientation, effectiveness and the success of the different courses studied at Institution A using Kaiser's Measure of Sampling Adequacy (MSA). This could help with the significance of a factor analysis for data reductions and contribute to the reliability and validity of the construct in section 3.

Section 4: Current alumni relations, communication and support

As Institution A's alumni relations strategy is not totally clear, the need for alumni relations is evident. Section 4 was constructed based on a comprehensive literature review on alumni relations in Chapter 2. The Likert scale was used to identify to what extent the respondents agreed or disagreed with the statements. The questions covered the importance of staying in communication with the alumni's tertiary institution and to identify the best methods to stay in communication with Institutions alumni. By completing this section, Institution A may identify diversification possibilities to further develop alumni and increase enrolments by developing an alumni association based on the needs of alumni from their tertiary institution. The means and standard deviations are discussed.

Section 5: Reasons why start-up companies fails

As Institution A provides mainly occupational qualifications, it was important to identify why some alumni do not start their own businesses. This section was completed using a Likert scale to identify to what extent the respondents agreed or disagreed with the statements. This provided statistical comparisons between the courses studied and employment in Section 1 to the relationship of section 5: Reasons why start-up companies fail. Kaiser's Measure of Sampling Adequacy (MSA) was used to aid in the significance of a factor analysis for data reductions that may well contribute to the reliability and validity of the construct in section 5.

Section 6: Open ended questions and recommendations

Section 6 provided the respondents with the opportunities to elaborate anonymously if preferred, on choices made in the survey for further interpretation. Institution A may utilize these open-ended questions to identify possible hindrances and opportunities that influence alumni in the industry and future growth of the organisation. The following questions were asked:

- Suggestions on improvement and growth
- Barriers preventing start-ups
- Barriers preventing work in the studied industry
- Additional course recommendations.

3.3.2 Target population

Convenience sampling used to conduct the study. Etikan *et al.* (2015:2) defines Convenience sampling as a way to target a specific population that meet the requirements for the research such as availability, inclination to participation, within geographical vicinity and easily accessible. The sample was limited to the alumni of Institution A. Participants were located all over South Africa. The specific group of participants chosen (the alumni) would provide the most accurate information required for the study.

Some of the samples were gathered from an outdated database at Institution A. Due to this, social media was considered along with replicating the link to send out via SMS and email as an additional option to extend the reach of the survey. This was a decision based on the extensive literature review done in Chapter 2 around the possibility of using smart phones as a survey tool.

Emails and SMS's were sent out again on a weekly basis to remind respondents about the survey. Social media posts were also boosted on a weekly basis to ensure extended reach to associated alumni not following Institution A on social media. In total, 141 completed questionnaires were filled in and received for statistical analysis.

3.3.3 Ethical considerations

The survey (see Addendum A) was sent out with an introductory letter that stated the reason for the survey and that the survey was anonymous. All surveys that were set up in Google Docs and received were completely anonymous. Therefore confidentiality was insured during the study.

3.3.4 Response rate

A total of 141 responses were received and processed through the North-West University's Statistical Consultation Services. Due to the nature of social media being one of the platforms used to access the survey via a link, it was difficult to calculate the number of questionnaires that reached the alumni. In addition, 1858 combined cell phone numbers and e-mail addresses were used to send out the survey link. The number of cell phone numbers and e-mails still valid were unknown as no fully structured alumni database was in place and the new Learner Management System was still in an infant stage.

3.4 STATISTICAL ANALYSIS

The accumulated information was sent through to the North-West University's Statistical Consultation Services for interpretation. The standard deviations, mean values and Chronbach's alpha coefficients were calculated to identify the reliability, validity and internal consistency of the different variables. In addition Kaiser's measure of sample adequacy (MSA) was used to give a better indication of the inter correlations among the variables (Zaiontz 2013) and to determine whether the factor analysis done on section 3 and 5 were applicable to the study. Descriptive statistics and effect sizes were calculated on the constructs for differences between main courses and demographics.

3.5 RESULTS OF DEMOGRAPHICAL INFORMATION

In section 1 of the survey, the respondents indicated their gender, race, age, the year that their studies were completed, main course studied, employment, work experience, income, and location (see Addendum B). These results will correlate with the other sections in the survey that will be discussed throughout this chapter (see Chapter 3, 3.7 for correlation questions). Section 1 of the survey will aid in identifying the current situation of Institution A's alumni after graduation. Results are discussed and shown by means of frequency and percentage distribution and pie charts.

***Frequency missing:** indicates the amount of respondents that did not complete that particular question in a section out of 141 respondents.

3.5.1 Gender

Question one was to identify the amount of female and male respondents. The majority 99.3% of the respondents were female and only one respondent 0.7% was male (see Table 3.1).

Table 3.1 Gender of respondents

Gender	Frequency	Percentage
1. Male	1	0.7
2. Female	140	99.3

3.5.2 Race

Question two was to identify the race of the respondents and they were categorized into Black, White, Indian and Coloured. Most of the respondents were predominantly White at 95.74% with Black respondents at 3.5% and only one coloured respondent at 0.71% (see Table 3.2) and totalled 141 respondents.

Table 3.2 Race classification of respondents

Race	Frequency	Percentage
1. Black	5	3.5
2. White	135	95.74
3. Indian	0	0
4. Coloured	1	0.71

3.5.3 Current age of the respondents

The intent of question 3 in section 1 was to exhibit the respondent's age and categorise them. The respondents indicated their age (see Table 3.3) by selecting the following options: 18-25 years, 26-30 years, 31-35 years, 36-40 years and 41 years and older. Majority of the respondents (53.19%) were between the ages of 18-25 years. 27.66% of the respondents were between 26-30 years of age, with 12.06% between the ages of 31-35 years, 4.26% between the ages of 36-40 years of age and 2.84% were the age of 41 or higher.

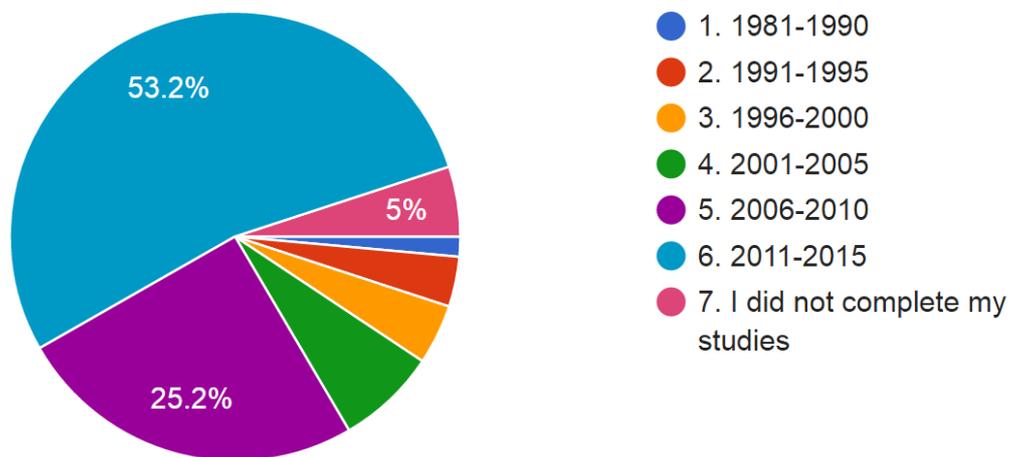
Table 3.3 Current age of respondents

Age	Frequency	Percentage
1. 18-25	79	53.19
2. 26-30	39	27.66
3. 31-35	17	12.06
4. 36-40	6	4.26
5. 41 and older	4	2.84

3.5.4 Year of study completion by respondents

Question four was designed to identify when students completed their studies (see Figure 3.1) and may relate to first income and current take home pay of the respondents in Section 1 of the survey. Based on the figures, students who completed their studies 2001-2015 formed the majority (53.2%) of the respondents in the survey. 25.2% of the respondents completed their studies 2006-2010, 7.1% were respondents between 2001-2005, and 9.3% of the respondents were from 1981-2000 and 5% of respondents did not complete their studies at Institute A.

Figure 3.9: The year you completed your studies



*Frequency missing – 2

3.5.5 Course studied

The purpose of question 5 in Section 1 was to identify the different courses of the respondents that studied at Institution A (see Table 3.4). Most of the respondents studied Beauty Therapy with 41.31%, 26.95% studied Hairdressing, 15.60% studied Interior Design and Decorating, 12.77% studied Photography, 2.84% studied Therapeutic Massage and 0.71% of the respondents studied Therapeutic Reflexology. There were no respondents that studied Therapeutic Aromatherapy.

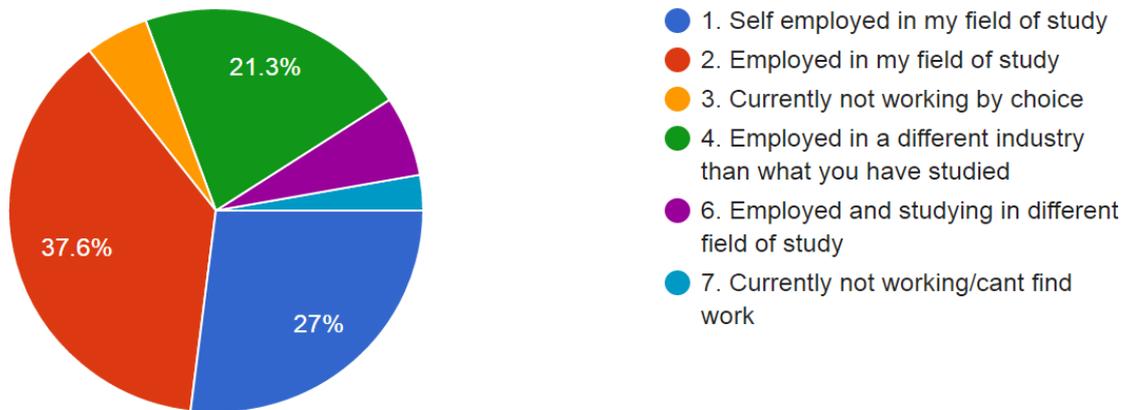
Table 3.4 Main course studied by respondents

Main course studied at Institution A	Frequency	Percentage
1. Beauty Therapy	58	41.31
2. Therapeutic Reflexology	1	0.71
3. Therapeutic Aromatherapy	0	0
4. Therapeutic Massage	4	2.84
5. Interior Design & Decorating	22	15.60
6. Photography	18	12.77
7. Hairdressing	38	26.95

3.5.6 Employment

The importance of question 6 in Section 1 was to identify how the respondents were employed after their studies (see Figure 3.2). 37.6% of the respondents are employed in their field of study. 27% are self-employed in their field of study and indicates that 64.6% of the respondents are still active in their field of study. 21.3% are employed in a different industry than what they have studied. 7% are employed and are working in a different field than what they have studied. 5% are currently not working by choice and 3% are not working as the respondents cannot find work.

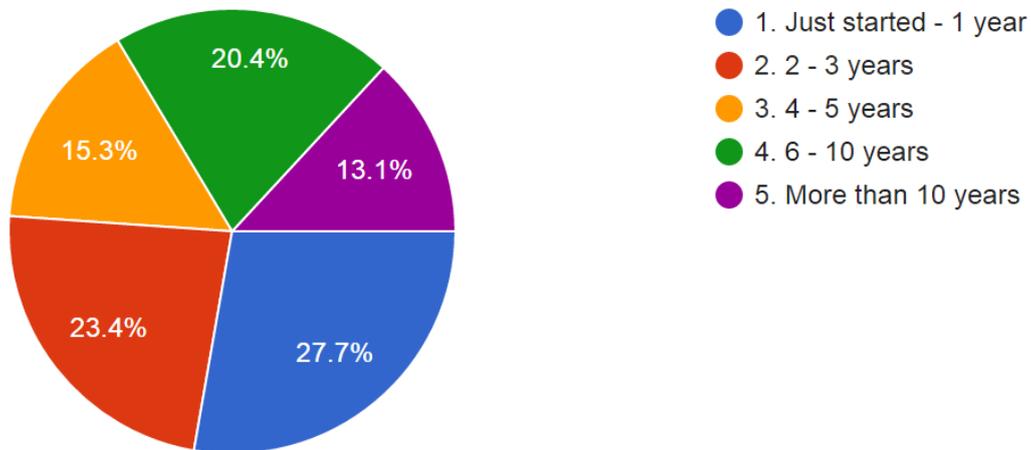
Figure 3.10 Employment of respondents



3.5.7 Work experience

The purpose of question 7 in section 1 was to identify how much work experience the respondents have from completion of their studies (see Figure 3.3). 27.7% of the respondents have just started working and are still currently busy with their first year of work. 23.4% of the respondents have 2 – 3 years of work experience, 20.4% have 6 – 10 years working experience. 15.3% have 4 – 5 years' work experience and 13.1% of the respondents have more than 10 years' work experience.

Figure 3.11 Work Experience of respondents



*Frequency missing - 4

3.5.8 Place of work

The purpose of question 8 in Section 1 is to identify where the respondents work from (see Table 3.5). The majority of the respondents with 60.2% work for a company. 32.2% of the respondents said that they work for themselves. That percentage (16.5%) work from home and 15.8% work from a rented space. Respondents who work on in Partnerships and Cruise ships share the same percentage of 3.8% each.

Table 3.5 Where do the respondents work?

Where do you work	Frequency	Percentage
1. For myself - rented space	21	15.8
2. For myself - from home	22	16.5
3. Partnership	5	3.8
4. For a company	80	60.2
5. Cruise ships	5	3.8

*Frequency missing – 8

3.5.9 Self-employment

The objective of question 9 in Section 1 was to identify how many people work under a self-employed respondent (see Table 3.6). If the respondent was not self-employed they could select option 5. I am not self-employed. According to the response, 64.8% of the respondents indicated they are not self-employed. 32% are self-employed and have 1 – 2 people working under them and 1.6% have 3 – 4 people working under them. Respondents with 5 – 6 employees and 7 employees or more, share the same percentage of 0.8% each. However, 16 respondents (11.3%) did not complete question 9 in section 1. This is the highest amount of respondents not to answer a question in the survey. 11.3% could have altered the percentage ratio in question 9 Section 1 marginally.

Table 3.6 If you are self-employed, how many people work under you?

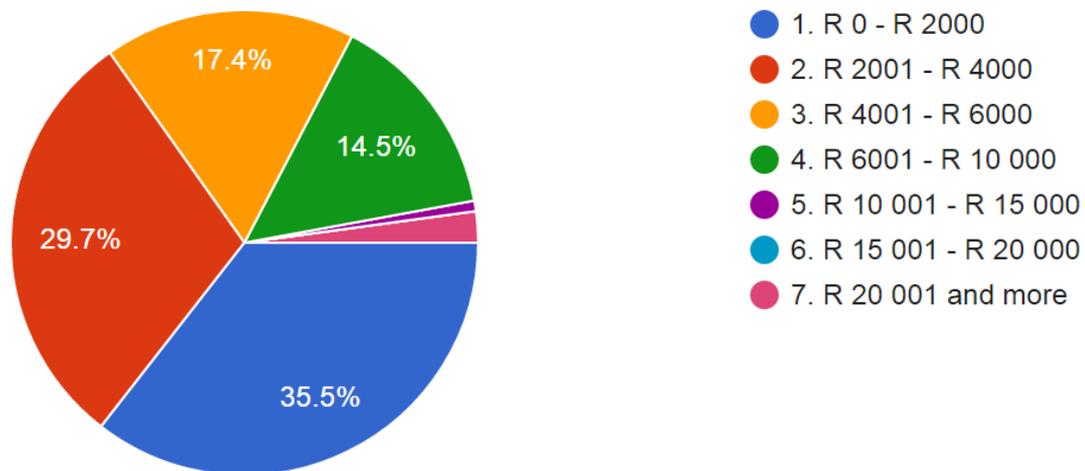
If you are self-employed, how many people work under you?	Frequency	Percentage
1. 1 - 2	40	32
2. 3 - 4	2	1.6
3. 5 - 6	1	0.8
4. 7 or more	1	0.8
5. I am not self employed	81	64.8

*Frequency missing – 16

3.5.10 Income after studies

The purpose of question 10 in Section 1 was to identify the income respondents received directly after completing their qualification (see Figure 3.4). 35.5% received an income between R 0 – R 2000 per month directly after their studies. 29.7% received between R 2001 – R 4000 per month, 17.4% received R 4001 – R 6000 per month and 14.5% received R 6001 – R 10 000 per month. Only the minority of the respondents received higher amounts directly after studying, 2.2% received R20 0001 and more, 0.7% received R 10 001 – R 15 000 and 0% of the respondents earned an income between R 15 001 – R 20 000.

Figure 3.12 First income directly after studies

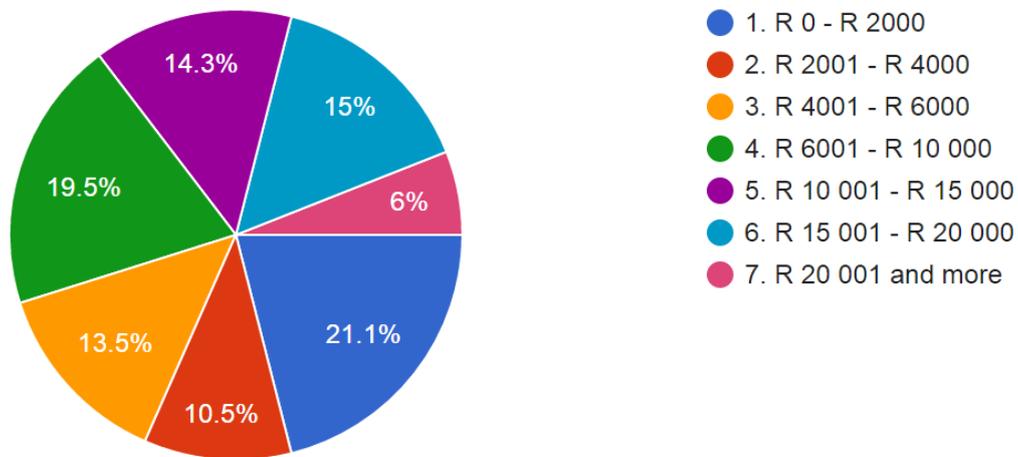


*Frequency missing – 3

3.5.11 Current income

The purpose of question 11 in Section 1 was to identify the current income that respondents receive (see Figure 3.5). All percentages indicate the current income of the respondents. 21.1% earn between R 0 - R 2000, 19,5% earn between R 6001 - R 10 000, 15% earn between R 15 001 - R 20 000, 14.3% earn between R 10 001 - R 15 000, 13.5% earn between R 4001 - R 6000, 10.5% earn between R 2001 - R 4000 and only 6% of the respondents earn R 20 001 and more.

Figure 3.13 Current income



*Frequency missing – 8

3.5.12 Current location

The purpose of question 12 in Section 1 was to identify the current location of the respondents after completing their studies (see Table 3.7). 28.8% still reside in the North West Province, 23.7% are currently located in Gauteng Province, and 10.8% are in the Free State Province. 9.4% reside outside the borders of South Africa, 7.9% in Mpumalalanga Province and 7.2% are in the Western Cape Province. The remaining 12.2% of the respondents are distributed amongst Northern Cape Province with 6.5%, Limpopo Province with 3.6%, Kwazulu Natal Province with 1.4%, and with the least amount of respondents located in the Eastern Cape Province with 0.7%

Table 3.7 Current location of respondents

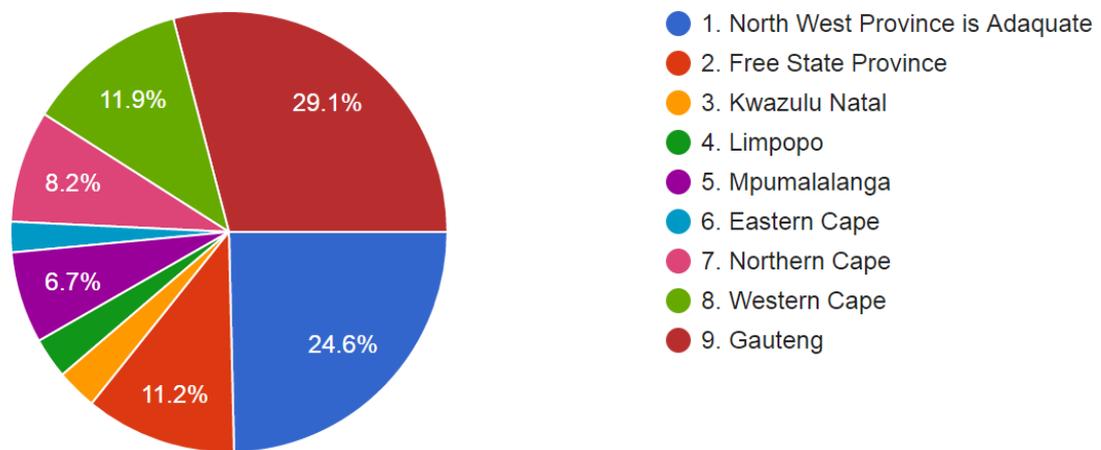
Current location	Frequency	Percentage
1. North West Province	40	28.8
2. Free State Province	15	10.8
3. Kwazulu Natal	2	1.4
4. Limpopo	5	3.6
5. Mpumalalanga	11	7.9
6. Eastern Cape	1	0.7
7. Northern Cape	9	6.5
8. Western Cape	10	7.2
9. Gauteng	33	23.7
10. Outside South Africa	13	9.4

*Frequency missing – 2

3.5.13 Additional campuses

The purpose for question 4 in Section 2 was to establish whether the respondents would prefer an additional campus to Institution A which is located in the North West Province. Respondents indicated their choices below by selecting a province where they would prefer an additional campus (see Figure 3.6). 29.1% of the respondents indicated that they would prefer an additional campus in Gauteng Province and 24.6% indicated that the North West Province is adequate and there is no need for an additional campus. 11.9% of the respondents would like to have a campus in the Western Cape Province and 11.2% would prefer an additional campus in the Free State Province. 8.2% opted for the Northern Cape Province and 6.7% Mpumalalanga Province. Limpopo and Kwazulu Natal Province were equal choices with 4% each and the Northern Cape Province was the least popular choice for an additional campus with only 2.2%.

Figure 3.14 Where would you mainly prefer an additional campus?



*Frequency missing – 7

3.6 RELIABILITY OF MEASURING INSTRUMENT

3.6.1 Kaiser’s Measure of Sampling Adequacy (MSA)

To aid in the significance of a factor analysis for data reductions, Kaiser’s Measure of Sampling Adequacy (MSA) was utilised in Section 3 and 5. MSA indicates the inter correlations between variables and the common variance (Andale 2016). MSA variables are indicated between 0 and 1; Kaiser cited by Andale (2016) indicates how to interpret the values of the results in table 3.1.

Table 3.8: Kaiser’s Measure of Sampling Adequacy (MSA)

The measure	Interpretation
≥ 0.80	Meritorious
0.70	Middling
0.60	Mediocre
0.50	Miserable
< 0.50	Unacceptable

In section 3: The characteristics that define a successful entrepreneur, the MSA overall value is 0.92 with a cumulative variance of 68.73%. This indicates that correlations amongst the variables are large and validate that the sampling is adequate for factor analysis.

In section 5: The reason why start-up companies fail, the MSA overall value is slightly lower at 0.83 with a cumulative variance of 60%. This indicates that correlations amongst the variables are considerable and validate that the sampling is adequate for factor analysis.

3.6.2 Factor analysis used for data reductions

An exploratory factor analysis was used for data reduction to yield one factor in section 3 and section 5 in order to identify if the questions related to the constructs using MSA were reliable. In section 3: The characteristics that define a successful entrepreneur, one factor was retained by the MINEIGEN criterion. The final communality estimates vary between the lowest value 0.51 and the highest value 0.78.

In section 5: The reason why start-up companies fail, three factors were retained by the MINEIGEN criterion. The 3 factors have been grouped to form constructs in table 3.2 based on the Rotated Factor Pattern, also known as Standardised Regression Coefficients to aid in data reduction. By grouping the factors into constructs, cross-tabulation questions were formed to identify if there are any correlations between the main courses studied at Institution A and the demographic questions in section 3.10. The final communality estimates vary between 0.23 the lowest value in statement 1 construct 2 and the highest value 0.79 in statement 4 construct 3.

Table 3.9 Section 5: exploratory factor analysis grouping of Section 5 into constructs

Construct 1: Planning	Construct 2: Support services	Construct 3: Barriers to entry
3. Not the right team 6. Poor product 7. No business model/plan 8. Poor marketing 9. Loss of focus and drive 10. Bad location	1. No Market demand 2. Run out of cash 11. No financing or investor interest 12. Legal challenges 13. Lack of available networks or advisors	4. Competitors are to strong and you are out competed 5. Pricing and cost issues

3.6.3 Chronbach's Alpha

In order to determine the reliability and validity of the factors in Section 3: The characteristics that define a successful entrepreneur and Section 5: The reason why start-up companies fail. Chronbach's alpha was used to measure the internal consistency (see Table 3.3) to identify how strongly the measured items are related as a group (Bruin 2006).

Taylor (2013) specifies that Chronbach's Alpha measures internal consistency measured between values 0 – 1. Values closer to 1 have a greater correlation and are seen as more reliable. The guidelines in for interpreting the values are shown in Table 3.3.

Table 3.10 Guidelines to interpret Chronbach's Alpha

Indication	Value
Poor	0.00 – 0.69
Fair	0.70 – 0.79
Good	0.80 – 0.89
Strong/Excellent	0.90 – 0.99

In Table 3.4, Entrepreneur Characteristics Alpha in Section 3 was the highest and measured at 0.940. Section 5, Planning, Support Services and Barriers to entry all measured fair to good and were all above 0.70. This indicates that the overall factors are reliable and consistent and reveal a high degree of the same attributes.

Table 3.11 Cronbach Coefficient Alpha Section 3 and 5

Variable	Chronbach's Alpha
Entrepreneur Characteristics	0.940
Planning (Construct 1)	0.852
Support Services (Construct 2)	0.778
Barriers to entry (Construct 3)	0.714

3.6.4 Likert Scale

Section 2, 3, 4 and 5 were measured on a 4 point Likert scale (see Table 3.5). The Likert scale aids in measuring the respondents attitude towards a specific statement or topic in a survey. This measures the level of disagreement or agreement of the statement (McLeod 2008). A lower mean value indicates the level at which the respondents disagree and a higher mean value indicates the extent to which the respondents agree with the statement. In Table 3.5 the respondents had the opportunity to respond on a four point Likert scale ranging from 1 – Strongly Disagree, 2 - Disagree, 3 – Agree and 4 – Strongly Agree.

Table 3.12 Four point Likert scale

1	2	3	4
Strongly Disagree	Disagree	Agree	Strongly Agree

The mean value and standard deviation for each statement by the respondents were calculated by computing the overall list of the acquired values, then dividing count by the total number of values. These and are discussed in each section summary that follows in this chapter.

3.6.5 Descriptive statistics and effect sizes

A data reduction was done on the main courses studied at Institution A. The courses were divided into four categories due to the lack of respondents in Therapeutic Reflexology, Therapeutic Aroma Therapy and Therapeutic Massage. The following courses were categorised as:

- 1: Beauty Therapy (BT)
- 2: Interior Design and Decorating (IDD)
- 3: Photography (PHOTO)
- 4: Hairdressing (HAIR)

Table 3.13 Descriptive statistics and effect sizes on constructs for differences between main courses

Construct	Group/Course	N	Mean	Std. Dev.	P.V.	Comparisons significance at the 0.05 level*	d-value			
							1	2	3	4
Entrepreneur	1	58	3.65	0.63	0.97	None	-	0.10	0.00	0.01
	2	21	3.71	0.34			0.10	-	0.15	0.17
	3	18	3.65	0.41			0.00	0.15	-	0.01
	4	38	3.65	0.33			0.01	0.17	0.01	-
Planning	1	58	3.16	0.64	0.44	None	-	0.23	0.11	0.18
	2	21	3.01	0.56			0.23	-	0.38	0.42
	3	18	3.22	0.51			0.11	0.38	-	0.08
	4	38	3.27	0.62			0.18	0.42	0.08	-
Support	1	58	2.86	0.60	0.61	None	-	0.27	0.28	0.13
	2	21	3.03	0.60			0.27	-	0.01	0.11
	3	18	3.03	0.46			0.28	0.01	-	0.12
	4	38	2.95	0.67			0.13	0.11	0.12	-
Barriers to entry	1	58	2.65	0.77	0.22	None	-	0.34	0.50 ^Δ	0.08
	2	21	2.90	0.62			0.34	-	0.19	0.23
	3	18	3.03	0.65			0.50 ^Δ	0.19	-	0.37
	4	38	2.71	0.85			0.08	0.23	0.37	-

The D - Value and practical significance was measured between the effect sizes on the various presented constructs for differences between main courses. Effect sizes measures the magnitude and differences of an effect relating to a specific variable

and the standard deviation sizes (Gall 2001). The effect sizes were measured according the following in Table 3.7.

Table 3.14 D-Value effect sizes

D - Value	Amount of effect
0.2	Small
0.5	Medium
0.8	Large

In the descriptive statistics in Table 3.6, course 3: Photography (PHOTO) was affected the most by Barriers to entry with a d-value of 0.50^Δ with a mean value of 3.03. The rest of the constructs had very little effect on respondents who completed their qualifications with rest of the d-values remaining below 0.50^Δ.

3.7 SECTION 2: Mean value and standard deviation of Institution A's location, qualifications and effectiveness

Section 2 of the survey (see Addendum A) was to identify if Institution A's current location and qualifications offerings are adequate based on the experience during studies and the current situation of the respondents after studies. This section consisted of 12 questions out of which 11 questions used a Likert scale of 1 to 4 (see table 3.5 and Table 3.12). 1 – Strongly Disagree, 2- Disagree, 3- Agree, and 4 – Strongly Agree. Question 4 used a Pie graph (see Figure 3.6) as discussed in section 3.4 to identify where would the respondents mainly prefer an additional campus.

Table 3.15 Mean value and standard deviation of section 2

Variable	Sample (n)	Mean	Std. Deviation (s)
SEC 2 N1	140	2.67	0.998
SEC 2 N2	141	2.67	0.967
SEC 2 N3	139	2.98	0.977
SEC 2 N5	141	2.92	1.131
SEC 2 N6	140	2.85	1.045
SEC 2 N7	140	2.90	1.068
SEC 2 N8	141	2.75	1.139
SEC 2 N9	140	3.25	0.908
SEC 2 N10	140	3.04	0.880
SEC 2 N11	139	3.33	0.802
SEC 2 N12	141	2.78	1.049
Average	140	2.90	1.192

Out of the eleven statements the average mean value recoded was 2.90. Three of the questions had a mean higher than 3.0. The highest mean value is ($\bar{x} = 3.33$) question 11: Institution A should offer refresher workshops in my field of study. This indicates that 87.77% of respondents desire refresher workshops and may be beneficial to Institution A. The second highest mean value was ($\bar{x} = 3.25$) question 9: Full time contact courses are the best way to learn at Institution A. The third highest mean value of ($\bar{x} = 3.04$) is that Institution A should offer more business orientated courses. Whereas the lowest mean value ($\bar{x} = 2.67$) is shared between question 1: Institution A's campus is located in a pleasant location and question 2: Institution A's campus is located in a convenient location.

This reveals a combined average of 59% in question 1 and 2 that Institutions A's campus is located in a pleasant and convenient location. This slight drop in the mean may be identified in Figure 3.6, discussed in section 3.4 to identify where would the respondents mainly prefer an additional campus. Gauteng Province was mainly preferred and has the highest percentage of 29.1%, North West Province 24.6%, Western Cape Province 11.9% and Free State Province 11.2%. The overall answers in questions in Section 2 signify that the respondent's views are fairly similar.

3.8 SECTION 3: Mean value and standard deviation of characteristics of successful entrepreneurs

Section 2 of the survey (see Addendum A) was to identify what are the strongest characteristics that define an entrepreneur as the courses offered at Institution A are occupationally orientated. The average mean value is ($\bar{x} = 3.58$) as indicated in Table 3.16, the mean values of statement one to nine ranged between 3.52 and 3.77. The standard deviations ranged between 0.511 and 0.672. This signifies that the majority of the respondents agree on statements in section three that define a successful entrepreneur.

Table 3.16 Mean value and standard deviation of section 3

Variable	Sample (n)	Mean	Std. Deviation (s)
SEC 3 N1	140	3.52	0.672
SEC 3 N2	140	3.60	0.619
SEC 3 N3	139	3.61	0.630
SEC 3 N4	140	3.62	0.615
SEC 3 N5	140	3.58	0.611
SEC 3 N6	140	3.75	0.534
SEC 3 N7	139	3.71	0.541
SEC 3 N8	139	3.77	0.511
SEC 3 N9	139	3.75	0.536
Average	140	3.58	0.622

In Section 3 question 10: Does Institution A develop successful entrepreneurs, 65.2% of the respondents agreed that Institution A develops successful entrepreneurs whereas 34.8% disagrees (see Addendum B).

3.9 SECTION 4: Mean value and standard deviation of Institution A's alumni relations, communication and support

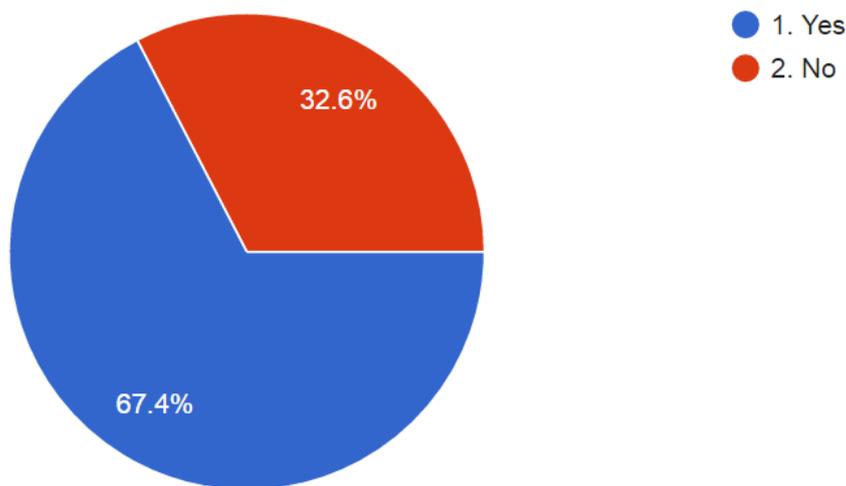
The purpose of Section 4 was to identify the current alumni relations, current and post experience with Institution A and to identify what need there is to develop alumni relations (see Addendum A). The average mean value is ($\bar{x} = 2.50$) as indicated in Table 3.17. The mean values of statement one to thirteen ranged between 2.50 and 3.16. The standard deviations ranged between 0.861 and 1.136.

Table 3.17 Mean value and standard deviation of section 4

Variable	Sample (n)	Mean	Std. Deviation (s)
SEC 4 N1	141	2.00	0.985
SEC 4 N2	141	2.76	1.025
SEC 4 N3	141	2.75	1.022
SEC 4 N4	141	2.54	1.028
SEC 4 N6	140	3.16	0.861
SEC 4 N7	139	2.34	0.938
SEC 4 N8	139	2.50	0.973
SEC 4 N9	141	2.50	1.011
SEC 4 N10	140	2.64	1.036
SEC 4 N11	141	2.86	0.994
SEC 4 N12	139	2.61	1.003
SEC 4 N13	141	2.92	1.128
Average	140	2.50	0.960

In Section 4, question five: Do you follow Institute A on social media? A pie chart was used instead of a four point Likert scale. 67% of the respondents indicated that they follow Institute A on social media and 32.6% do not (see Figure 3.7).

Figure 3.15 Do you follow Institute A on social media?



Out of 141 respondents (see Addendum B), in statement one: Institution A stays in contact with all its ex-students, 71.6% of the respondents disagreed that Institution A

stays in contact with their alumni. In contrast however, in statement 2: You want Institution A to stay in contact with you, 67.3% want Institution A to stay in contact with them (see Addendum B). In identifying the best social media platform to follow institution A with, statement six: Facebook is a good method to follow Institution A, yielded the highest mean value of all the social media platforms of 3.16. 84.3% of the respondents agreed that Facebook is the best method to stay in contact with Institution A. The telephone was the least popular method to stay in contact, as 64.6% disagreed that the telephone is the best method to stay in contact.

In Section 4, statement three, 65.2% of the respondents agreed that Staying in contact with Institution A will help collaborate better with professionals in your industry. However, In Section 4, statement four, only 56.1% agree that Staying in contact with Institution A will help them become a better entrepreneur, and 49.9% don't think staying in contact with Institution A will aid them in becoming a better entrepreneur (see Addendum B).

3.10 SECTION 5: Mean value and standard deviation of why start-up companies fail

Section 5 of the survey (see Addendum A) was to identify the reasons why start-up companies fail. The statistical data retrieved aided in correlations between the courses studied and status of employment in Section 1 to the relationship of section 5: Reasons why start-up companies fail. However, these yielded 3 factors as indicated in Table 3.2 with an exploratory factor analysis grouping of Section 5 into constructs. Cross-tabulation questions were formed and are discussed in Chapter 3.10.

Table 3.18 Mean value and standard deviation of section 5

Variable	Sample (n)	Mean	Std. Deviation (s)
SEC 5 N1	140	2.8 2	0.8 99
SEC 5 N2	137	3.0 8	0.7 95
SEC 5 N3	140	3.0 7	0.8 10
SEC 5 N4	139	2.6 0	0.9 13
SEC 5 N5	139	2.9 2	0.8 04
SEC 5 N6	139	3.0 0	0.8 51
SEC 5 N7	139	3.0 8	0.7 75
SEC 5 N8	140	3.3 3	0.7 45
SEC 5 N9	140	3.3 4	0.7 56
SEC 5 N10	140	3.2 2	0.7 89
SEC 5 N11	139	3.1 1	0.7 90
SEC 5 N12	138	2.7 9	0.8 02
SEC 5 N13	138	2.8 9	0.8 22
Average	139,1	3.02	0.812

The average mean value is ($\bar{x} = 3.02$) as indicated in Table 3.19, the mean values of statement one to thirteen ranged between 2.60 and 3.34. The standard deviations ranged between 0.745 and 0.913. This signifies that the majority of the respondents may have varied opinions as to why Start-up Company's fail.

3.11 SECTION 6: Open ended questions and recommendation analysis

Open ended questions allow respondents to express themselves better and thus may provide more information by being honest and not being limited to a choice. This may assist in improving a respondent's understanding and support in the survey (Andrew 2011). Wyse (2014) adds that the advantages that open ended questions can add to a survey are the following:

- Unconstrained variety of answers.
- Exposes how respondents feel about the questions.
- Answers may aid in clarifying closed questions.

In Section 6 the respondents had the opportunity to elaborate on four open ended questions in the survey. These questions were not a compulsory section in the survey.

3.11.1 Suggestions on improvement and growth:

The purpose of question 1 in Section 6 was to identify possible areas where Institution A could improve on service delivery that could lead to future growth possibilities. 71 out of 141 respondents answered question 1 Section 6. The most popular submissions were identified as the following:

- New industry techniques
- Additional business courses
- Refresher workshops and courses: practical, online and distance learning
- Further staff training required
- Photography course must be extended

3.11.2 Barriers preventing start-ups

The purpose of question 2 in Section 6 was to identify the biggest barrier preventing alumni from starting their own business. 82 out of 141 respondents answered question 2 Section 6. The most popular submissions were identified as the following:

- Having available cash
- Funding and financing
- Location
- Strong competition

3.11.3 Barriers preventing work in the studied industry

The purpose of question 3 in Section 6 was to identify the biggest barrier preventing alumni from working in their industry that they studied in. 72 out of 141 respondents

answered question 3 Section 6. The most popular submissions were identified as the following:

- Work experience
- Salary not enough
- Finances
- Location

3.11.4 Additional course recommendations

The purpose of question 4 in Section 6 was to identify additional courses that Institution A could offer based on the respondents answer. New course offerings may lead to the future growth and diversification possibilities of Institution A. 75 out of 141 respondents answered question 3 Section 6. The most popular submissions were identified as the following:

- Business Management
- Marketing
- Graphic Design
- Project/event Planning
- Advanced hair and beauty techniques
- Longer Photography qualification

3.12 CROSS-TABULATION'S

The reason for the cross-tabulation questions was to identify if there are any connections between the main courses studied at Institution A and the demographic questions in Section 1 of the survey and the current status of employment. This may aid in identifying diversification possibilities and alumni related challenges to enable future growth in Institution A. The main courses studied from the respondents that studied at Institution A were divided into four categories due to the lack of

respondents in Therapeutic Reflexology, Therapeutic Aroma Therapy and Therapeutic Massage. The following courses were categorised as:

- 1: Beauty Therapy (BT)
- 2: Interior Design and Decorating (IDD)
- 3: Photography (PHOTO)
- 4: Hairdressing (HAIR)

These courses were compared to the following aspects in Section 1:

- Current employment status
- Place of work
- Work experience in the industry
- How many people work under you if you are self employed
- Income directly after studies
- Current income
- Current location

The respondent's current location was compared to the following aspects in Section 1:

- Income directly after studies
- Current income

The following groups were defined in order to aid in the refinement and the reliability of the survey.

1. Section 1: Question 5: Main course studied at Institution A relationship with Section 1: Question 6: Employment. This section was grouped into 3 groups: 1, 2, and group 3-6 as seen in Table 3.20.

Table 3.19 Grouping of current employment status

Group 1:	Group 2:	Group 3:
1. Self-employed in my field of study	2. Employed in my field of study	3. Currently not working by choice 4. Employed in a different industry than what you have studied 6. Employed and studying in different field of study 7. Currently not working/can't find work

Table 3.20 Cross-tabulation between main course studied and employment status

Main course studied	Group 1	Group 2	Group 3	Total
1: Beauty Therapy	17.24%	43.10%	39.66%	100.00%
2: Interior Design and Decorating	13.64%	36.36%	50.00%	100.00%
3: Photography	33.33%	5.56%	61.11%	100.00%
4: Hairdressing	44.74%	50.00%	5.26%	100.00%

Table 3.21 illustrates the current status of employment in relation to the qualifications completed at institution A.

- 44.74% of Hairdressing respondents have the highest rate of self-employment from Institution A, whereas 13.64% of Interior Design and Decorating respondents have the lowest.
 - 50% of the Hairdressing and 43.1% of Beauty Therapy respondents are still employed in their field of study after qualifying from Institution A. While Photography is the lowest at 5.56%.
 - 61.11% of Photography respondents fall into group 3, and are the highest percentage of alumni not to work in the same industry that they are qualified in. This may be a result of construct 3: Barriers to entry discussed in Table 3.6. Hairdressing only has 5% of their respondents not working in the same industry that they are qualified in.
2. Section 1: Question 5: Main course studied at Institution A relationship with Section 1: Question 8: place of work (see Addendum B).

Table 3.21 Cross-tabulation between main courses studied and place of work

Place of Work	Option Selected					Total
Courses:	1	2	3	4	5	
1. BT	11.32%	9.43%	1.89%	71.70%	5.66%	100.00%
2. IDD	4.76%	19.05%	4.76%	71.43%	0.00%	100.00%
3. PHOTO	6.25%	43.75%	0.00%	43.75%	6.25%	100.00%
4. HAIR	34.21%	10.53%	7.89%	44.74%	2.63%	100.00%

Table 3.22 illustrates the current place of work in relation to the qualifications completed at institution A.

- 34.21% of HAIR respondents occupy the highest self-employment and rent space, where 4.76% of IDD has the lowest.
 - 43.75% of Photography respondents that work for themselves from home opposed to 9.43% of BT.
 - 7.89% of HAIR respondents are working in partnerships.
 - An average 71% of BT and IDD respondents work for a company as opposed to an average of 44% of PHOTO and HAIR respondents working for a company.
 - BT and PHOTO contain the highest average of 6% working on cruise ships.
3. Section 1: Question 5: Main course studied at Institution A relationship with Section 1: Question 7: Work experience in the industry (see Addendum B).

Table 3.22 Cross-tabulation between main courses studied and work experience

Work Experience	Option Selected					Total
Courses:	1	2	3	4	5	
1. BT	12.28%	24.56%	12.28%	24.56%	26.32%	100.00%
2. IDD	42.86%	38.10%	9.52%	9.52%	0.00%	100.00%
3. PHOTO	75.00%	18.75%	6.25%	0.00%	0.00%	100.00%
4. HAIR	21.05%	18.42%	26.32%	28.95%	5.26%	100.00%

Table 3.23 illustrates the current work experience in the industry in relation to the qualifications completed at institution A.

- The HAIR respondents are overall evenly distributed with regards to work experience. 21.05% have up to one year’s work experience, 18.42% have 2 – 3 years, 26.32% have 4 – 5 years, 28.95% have 6 – 10 years and the lowest is 5.26% with more than 10 years’ work experience.
 - 75% of PHOTO respondents are currently within in their first year of work with 42.86% of IID respondents.
 - 24% of BT and 38.1% of IDD respondents make up the majority of 2 – 3 years of work experience.
 - 12.28% of BT and 26.32% of HAIR respondents make up the majority of 4– 5 years of work experience.
 - 24.56% of BT and 28.95% of HAIR respondents make up the majority of 6 – 10 years of work experience.
 - 26.32% of BT respondents made up the majority of more than 10 years’ work experience.
4. Section 1: Question 5: Main course studied at Institution A relationship with Section 1: Question 9: Self Employment (see Addendum B).

Table 3.23 Cross-tabulation between main courses studied and how many people work under the respondents if they are self employed

Employees Courses:	Option Selected					Total
	1	2	3	4	5	
1. BT	21.15%	0,00%	0,00%	0,00%	78,85%	100,00%
2. IDD	22,22%	0,00%	0,00%	0,00%	77,78%	100,00%
3. PHOTO	43,75%	0,00%	0,00%	0,00%	56,25%	100,00%
4. HAIR	45,71%	5.71%	2.86%	2.86%	42.86%	100.00%

Table 3.24 illustrates how many people work under the respondents if they are self-employed in the industry in relation to the qualifications completed at institution A.

- 57.14% HAIR respondents have the most staff members working for them, 45.71% 1 -2 people, 5.71% 3 – 4 people, 2.86% 5 – 6 people, and 2.86 with 6 or more staff members. This indicates that the HAIR respondents have the highest rate of self-employment based on the qualifications offered at Institution A.
 - BT has the lowest rate of self-employment at 21.15% followed shortly by IDD at 22.22%.
5. Section 1: Question 5: Main course studied at Institution A relationship with Section 1: Question 10: Income after studies (see Addendum B).

Table 3.24 Cross-tabulation between main courses studied and income after studies

First income Courses:	Option Selected						Total
	1	2	3	4	5	6	
1. BT	21.05%	31.58%	24.56%	17.54%	0.00%	5.26%	100.00%
2. IDD	33.33%	14.29%	19.05%	28.57%	4.76%	0.00%	100.00%
3. PHOTO	47.06%	35.29%	11.76%	5.88%	0.00%	0.00%	100.00%
4. HAIR	50.00%	36.84%	7.89%	5.26%	0.00%	0.00%	100.00%
Average	37,86%	29,50%	15,82%	14,32%	1,19%	1,32%	100,00%

*Left out option 6, so 7 becomes 6 on the options available

Table 3.25 illustrates the income directly after studies in relation to the qualifications completed at institution A.

- HAIR respondents earn the least directly after studies with 50% earning between R 0 - R 2000 per month and 36.84% earning R 2001 – R 4000 an month. Followed shortly by PHOTO at 47.06% earning between R 0 - R 2000 per month directly after studies.
- IDD have the ability to earn the most directly after studies with a combined average of 52.35 % earning between R 4001 – R 15 000 a month.
- Only 5.26% of BT has earned between R 15 001 - R 20 000 a month directly after studies.

6. Section 1: Question 7: Work experience in the industry Institution A
Relationship with Section 1: Question 1: Question 11: Current Income (see Addendum B).

Table 3.25 Cross-tabulation between main courses studied and current income

Current income	Option Selected							Total
Courses:	1	2	3	4	5	6	7	
1. BT	10.91%	7.27%	10.91%	14.55%	23.64%	25.45%	7.27%	100%
2. IDD	38.10%	0.00%	14.29%	23.81%	9.52%	9.52%	4.76%	100%
3. PHOTO	35.29%	29.41%	23.53%	0.00%	5.88%	0.00%	5.88%	100%
4. HAIR	20.00%	14.29%	11.43%	28.57%	8.57%	11.43%	5.71%	100%
Average	26.07%	12.74%	15.04%	16.73%	11.90%	11.60%	5.91%	100%
Difference from first income	-11.79%	-16.76%	-0.78%	2.42%	10.71%	10.29%	5.91%	

Table 3.26 illustrates the current income of respondents in relation to the qualifications completed at institution A.

- Currently 38.1% of IDD and 35.29% of PHOTO earn the least between R 0 - R 2000 per month. This may be due to the high number of respondents of IDD and PHOTO that still have limited years of work experience as indicated in Table 3.23.
- Overall there is a decrease of 29.33% of respondents earning between R 0 – R 6000 in option 1 – 3 and in increase of 29.33% of respondents earning between R 6001 – R20 001 and more in option 4 – 7.

- BT are the better income earners currently with 56.36% of respondents earning between R 10 001 – R 20 001 and more in option 5 – 7, with PHOTO the least at 11.76%.

7. Section 1: Question 5: Main course studied at Institution A relationship with Section 1: Question 12: Current Location (see Addendum B).

Table 3.26 Cross-tabulation between main courses studied and current location

Location	Option Selected				
Courses:	1	2	3	4	5
1. BT	25.86%	5.17%	1.72%	1.72%	8.62%
2. IDD	19.05%	14.29%	0.00%	9.52%	0.00%
3. PHOTO	44.44%	22.22%	0.00%	5.56%	5.56%
4. HAIR	29.73%	10.81%	2.70%	2.70%	10.81%

Option Selected					Total
6	7	8	9	10	
0.00%	5.17%	13.79%	25.86%	12.07%	100%
0.00%	0.00%	4.76%	47.62%	4.76%	100%
0.00%	5.56%	5.56%	5.56%	5.56%	100%
2.70%	10.81%	0.00%	18.92%	10.81%	100%

Table 3.27 illustrates the current location of respondents in relation to the qualifications completed at institution A.

- The Majority of BT respondents work in North West Province and Gauteng Province with 25.86% for each province.
- 47.62% of IID respondents work in Gauteng.
- 44.44% of PHOTO respondents work in the North West Province.
- 29.73% of HAIR respondents work in the North West Province, but are fairly distributed around the other provinces.

8. Section 1: Question 12: Current Location relationship with Section 1: Question 10: Income after studies (see Addendum B).

Table 3.27 Cross-tabulation between current location and first income after studies

First income	Option Selected						Total
Location	1	2	3	4	5	6	
1. North West Province	50.00%	27.78%	13.89%	2.78%	2.78%	2.78%	100.00%
2. Free State Province	57.14%	21.43%	7.14%	14.29%	0.00%	0.00%	100.00%
3. Kwazulu Natal	0.00%	50.00%	0.00%	50.00%	0.00%	0.00%	100.00%
4. Limpopo	0.00%	60.00%	40.00%	0.00%	0.00%	0.00%	100.00%
5. Mpumalanga	30.00%	30.00%	10.00%	30.00%	0.00%	0.00%	100.00%
6. Eastern Cape	0.00%	100.00%	0.00%	0.00%	0.00%	0.00%	100.00%
7. Northern Cape	50.00%	25.00%	25.00%	0.00%	0.00%	0.00%	100.00%
8. Western Cape	10.00%	40.00%	10.00%	30.00%	0.00%	10.00%	100.00%
9. Gauteng	33.33%	18.18%	30.30%	18.18%	0.00%	0.00%	100.00%
10. Outside South Africa	7.69%	53.85%	7.69%	23.08%	0.00%	7.69%	100.00%
Average	23.82%	42.62%	14.40%	16.83%	0.28%	2.05%	

*Left out option 6, so 7 becomes 6 on the options available

Table 3.28 illustrates the current location of respondents in relation to their first income after studies.

- Respondents that started working in the North West, Free State and Northern Cape provinces earned the least as their first income after studies.
- Respondents that started working in Kwazulu Natal, Western Cape and Gauteng provinces earned the most as their first income after studies.
- The highest average of 42.62% of the respondents throughout the provinces indicated that their first average income of the between R 2001 – R 4000.
- The lowest average of 0.28% of the respondents throughout the provinces indicated that their first average income of the between R 10 001 – R 15 000.

9. Question 12: Current Location relationship with Section 1: Question 11: Current Income (see Addendum B).

Table 3.28 Cross-tabulation between current location and current income

First income	Option Selected							Total
Location	1	2	3	4	5	6	7	
1. North West Province	34.29%	22.86%	2.86%	17.14%	5.71%	5.71%	11.43%	100,00%
2. Free State Province	35.71%	0.00%	28.57%	21.43%	7.14%	7.14%	0.00%	100.00%
3. Kwazulu Natal	0.00%	0.00%	50.00%	50.00%	0.00%	0.00%	0.00%	100.00%
4. Limpopo	0.00%	20.00%	0.00%	40.00%	40.00%	0.00%	0.00%	100.00%
5. Mpumalanga	11.11%	0.00%	22.22%	22.22%	44.44%	0.00%	0.00%	100.00%
6. Eastern Cape	0.00%	0.00%	0.00%	0.00%	100.00%	0.00%	0.00%	100.00%
7. Northern Cape	42.86%	14.29%	28.57%	14.29%	0.00%	0.00%	0.00%	100.00%
8. Western Cape	10.00%	0.00%	10.00%	30.00%	20.00%	30.00%	0.00%	100.00%
9. Gauteng	15.63%	6.25%	18.75%	6.25%	18.75%	25.00%	9.38%	100.00%
10. Outside South Africa	0.00%	16.67%	0.00%	16.67%	8.33%	50.00%	8.33%	100.00%
Average:	14.96%	8.01%	16.10%	21.80%	24.44%	11.79%	2.91%	

Table 3.29 illustrates the current location of respondents in relation to their current income.

- The North West, Free State and Northern Cape Provinces still yield the lowest current income based on the respondents.
- Mpumalanga Province showed the greatest increase of current income in option 5 from 0% to 44%.
- The largest average increase in current income is in option 5 from 0.28% to 24.44% with a current income between R 10 001 – R 15 000.
- The largest average decrease in in current income is in option 2 from 42.62% to 8.01% with a current income between R 2001 – R 4000.
- Table 3.29 indicates that the respondents current income have increased overall.

3.13 SUMMARY

This chapter explored the empirical investigation findings conducted through the use of the survey sent out to the alumni. The questionnaire was utilised to investigate if there was a need for alumni to form relations with Institution A and whether there is a correlation between the occupational qualifications offered and the success of the

alumni based on the courses that they have studied. The sample consisted of the alumni from Institution A and 141 respondents filled out the survey. Kaiser's Measure of Sampling Adequacy (MSA), Factor analysis for data reductions, Chronbach's alpha, descriptive statistics and effect sizes were used on section 3 and Section 5 to form constructs to aid in cross tabulation questions

Each section of the survey was analysed and the mean value and standard deviation was calculated for each individual statement in the section and the average the mean value and standard deviation for the entire section. The following overall values were calculated: Section1: mean value of and a standard deviation value of. Section 2: mean value of 2.9 and a standard deviation value of 1.192. Section 3: mean value of 3.58 and a standard deviation value of 0.622. Section 4: mean value of 2.5 and a standard deviation value of 0.960. Section 5: mean value of 3.03 and a standard deviation value of 0.812.

The survey concluded with open-ended questions for alumni to provide any recommendations for institution A or to elaborate on the selections made throughout the survey. Cross-tabulation questions were formulated to further aid in the analysis to identify constructs that may influence the alumni's choices and opinions on the current qualifications offered at institution A. This contributed to the final conclusions and future study recommendations and is discussed in chapter 5.

CHAPTER 4

CONCLUSION AND RECOMMENDATIONS

4.1 INTRODUCTION

The purpose of Chapter 5 is to discuss and conclude the findings by examining the literature review in Chapter 2 and the results of the empirical investigation in Chapter 3. The conclusions were followed by possible contributions to Institution A, and Practical recommendations to address the different sections of the survey that cover engagement of alumni for relations, successfulness of qualifications offerings, and identifying new academic market demands that may lead to diversification possibilities.

These aspects presented as to how recommendations could be put into practice. Chapter 5 will conclude by evaluating the objectives set out in Chapter 1 and additional future research was presented.

4.2 MAIN FINDINGS FROM THE EMPIRICAL INVESTIGATION

In this section the overall demographic information of the empirical investigation was summarised and concluded. Afterwards, the reliability of the measuring instruments used were discussed to give an indication of the reliability and validity of the survey.

The mean values and standard deviation of the different sections were utilised in the survey except Section 1: Demographic information and were calculated and interpreted. Kaiser's Measure of Sampling Adequacy (MSA), Factor analysis for data reductions, Chronbach's alpha, descriptive statistics and effect sizes were used on section 3 and Section 5 to form constructs to aid in cross tabulation questions.

4.2.1 Demographic information survey responses

The following conclusions were obtained from the demographic information received from the respondents in the survey and are summarised below:

- A minimum of 120 respondents were needed to deem the survey viable. 141 respondents replied to the survey.
- When the gender distribution was assessed, the male respondents were almost non-existent as almost all the respondents (99.3%) were female.
- The racial distribution of the respondents was skewed as 95.74% were white, and had little representation of the other races.
- Mostly half of the respondents (53.19%) were between the ages of 18 – 25 and led to responses mainly from a younger sample. The second majority of respondents (39.72%) were between the ages of 26 – 35 years of age.
- Most of the participants held a qualification in Beauty Therapy (41.31%) and Hairdressing (26.95%). No Therapeutic Massage respondents took part in the survey.
- The evaluation of the employment status of the respondents indicated that the majority (64.6%) still worked in the industry in which they obtained their qualification. 27% were self-employed and 37.6% were still actively employed by a company in their field of study.
- Mostly half of the respondents (51.1%) had work experience between just starting to work to 3 years of work experience.
- In deciphering self-employment, the majority of the respondents (32%) had an average of 1 – 2 staff members working under them.
- In exploring the income of the respondents, a comparison between first income after studies and current income were compared. The majority of the respondents (64.2%) earned a first income between R 0 – R4000. This value dropped to (31.6%) compared to the current income of respondents who earn R 0 – R4000. The largest growth segment of income was respondents (17.4%) who earned a first income between R 6001 – R 20 000. This segment of income increased to 48.8% of the respondents with a current income

between R 6001 – R 20 000 and may indicate positive growth possibilities in the occupational qualifications offered.

- Data of the respondents location revealed that the majority (28.8%) were located in the Northwest Province, Gauteng (23.7%) and (10.8%) in the Free State Province. Similarity when requested to identify where the respondents would prefer an additional campus, the greater number of the respondents (29.1%) requested Gauteng Province, (24.6) Northwest Province and (11.2%) Free State Province. Northwest province lies central to these provinces and may explain the high demand for the adjoining provinces.

4.2.2 Reliability of the survey

Kaiser's Measure of Sampling Adequacy (MSA) was utilised to aid in the significance of a factor analysis for data reductions in Section 3: characteristics of successful entrepreneur and Section 5: Reasons why start-up companies fail. The sampling adequacy was above 0.80 for both sections and indicated a strong correlation between variables and the common variance of the topic.

An exploratory factor analysis was then conducted to aid in data reductions to form constructs in section 2 and 3. One factor was identified in Section 1: Entrepreneur Character, whereas three factors were identified in Section 2: Reasons why start-up companies fail. These factors were divided into three constructs: Planning, Support service and Barriers to entry.

The reliability of these constructs was tested using Chronbach's Alpha coefficient. All construct values were between 0.7 and 0.9, demonstrating good reliability. Data reductions using descriptive statistics and effect sizes were done on the main courses studied at Institution A, and divided into four course categories:

- 1: Beauty Therapy (BT)
- 2: Interior Design and Decorating (IDD)
- 3: Photography (PHOTO)
- 4: Hairdressing (HAIR)

The d-value and practical significance was measured against the various constructs developed for any differences amongst the different courses. Only photography was affected by one construct: Barriers to entry with a d-value of 0.50^Δ which indicates a medium effect on photography respondents. Cross correlation questions were developed using the different constructs, courses studied and demographic information for additional analysis.

4.2.3 Assessment of Institution A's location, qualifications and effectiveness

Section 2 of the measuring instrument consisted of 12 questions (indicated as Numbers (N)) out of which 11 questions used a Likert scale of 1 to 4 (see table 3.5 and Table 3.12). The respondents were asked to evaluate each statement by indicating their level of agreement or disagreement by selecting 1 – Strongly Disagree, 2- Disagree, 3- Agree, and 4 – Strongly Agree.

The result demonstrated that all the statements had an average mean value of 2.90, which indicated that the respondents mostly agreed with the statements presented to them regarding Institution A's qualifications value and effectiveness. The highest mean values recorded were 3.25 – Number (N) 9, 3.04 - N10, and 3.33 - N11. These three statements addressed full time contact sessions are the best way to learn, the need for more business orientated qualifications and a strong need for refresher workshops after studies. The section presented an average standard deviation (SD) between the three highest mean values of 0.863 compared the overall SD of 1.192 (see Table 3.15). This may indicate that there are inconsistencies amongst the respondent's answers.

4.2.4 Assessment of characteristics of successful entrepreneurs

In Section 3 the top 9 characteristics of a successful entrepreneur formulated from the literature review in Chapter 2 were used to measure the respondent's perceptions of successful entrepreneurs as the qualifications offered at Intuition A are entrepreneurial in nature. The same 4 point Likert scale was used and indicated that the mean values in this section were the most consistent throughout the study.

The average mean value recorded was 3.58 and the mean values varied from the lowest mean value 3.52 – N1 to the highest mean value 3.77 – N8 (see Table 3.16). The average SD was 0.622 with the lowest of 0.551 (mean value: 3.77 - N8) to the highest SD of 0.672 (mean value: 3.52 - N1). This indicates that the majority of the respondents strongly agreed about the statements presented to them regarding the characteristics that define a successful entrepreneur.

4.2.5 Assessment of alumni relations, communication and support

In Section 4, the measuring instrument consisted of 13 statements that related to alumni relations and used the same four point Likert scale. The average mean value was documented at 2.50 and indicated that there are discrepancies amongst the respondent's answers. The lowest mean value recorded was 2.00 – N1: Institution A stays in contact with all its ex-students. The majority of the respondents disagreed with this statement the most out of Section 3. The highest mean value recorded was 3.16 – N16: Facebook is a good method to follow Institution A to form alumni relations. The SD ranged between 0.861 and 1.136 and indicates that the opinions of the respondents varied quite a bit when indicating the best mediums and methods to form alumni relations.

4.2.6 Assessment of reasons why start-up companies fail

Section 5 explored the top reasons why start-up companies fail. The most prevalent reasons were formulated from the literature review in Chapter 2 to measure the respondent's perceptions of the possibilities as to why new ventures fail. The same 4 point Likert scale was used and indicated that the mean values in this section that had 13 statements which respondents had to complete. The average mean value was 3.02 and indicated that the general consensus of respondents agreed with the majority of statements as to why start-up companies fail.

The lowest mean value was 2.60 N4: Competitors are too strong and you are out competed and the highest mean value was 3.34 N9: Loss of focus and drive. The SD average was 0.812 and ranged from 0.745 to 0.899.

However, three factors were derived from Section 5 in the exploratory factor analysis to form constructs to measure against the qualifications the respondents studied; these were planning, support and barriers to entry. Planning consisted of N3, N6, N7, N8, N9 and N10 and had an average SD value of 0.701. Support consisted of N1, N2, N11, N12 and N13 and had and produced an average SD value of 0.658, which is the lowest out of the three constructs. Barriers to entry consisted of N4 and N5 and had an average SD value of 0.814 and were the closest to the overall SD average of 0.812 in Section 5. These constructs had varying results compared to the average mean which indicates that there were differences between the respondent's answers.

4.2.7 Assessment of open ended questions and recommendations

The open ended questions provided the respondents an opportunity to elaborate on the selections with four open ended questions. The additional information gathered contributed to additional constructive analysis and recommendations. These recommendations included, academic and growth improvements, identifying barriers to start-up companies, barriers preventing respondents to work in the industry and additional course suggestions.

4.3 CONTRIBUTION TO THE STUDY

The results are evident that alumni want to stay in contact with Institution A. There is a clear link between the courses offered and the need for additional courses to improve their entrepreneurial knowledge for the occupational industry and horizontal integration of qualifications. By identifying these factors, Institution A can focus on developing an alumni relations strategy for the future and improve on the current qualifications offered as the alumni can provide insight as to whether the current course offerings are adequate.

4.4 RECOMMENDATIONS

From the comprehensive findings in the empirical investigation, there is a clear need for communication and maintaining a relationship between alumni and Institution A. The findings also indicated that there is no strong alumni relations structure or alumni association. In addition there are no support systems in Institution A for alumni regarding work related difficulties experienced after studies. For the development of alumni relations and future growth possibilities, the following recommendations below should be considered.

4.4.1 Alumni geographies and demographics

Out of the 141 responses, the results displayed that there is a desire for additional campuses in the Gauteng and Free State and Western Cape Provinces. Gauteng province was the highest preference with 29.1%. Half the respondents displayed an average mean value of 2.67 that institution A is located in a pleasant and convenient location. However when asked if Institution A required an additional campus the mean value increased to 2.98. This revealed that the majority of the respondents agreed to the statement. Institution A has been in existence for over thirty years and still resides on one campus. Short and long term goals of the possibilities of franchising should be considered to form part of the current business plan.

Gauteng is a metropolitan area, and Institution A should look at the potentials of partnerships to share sites of delivery or collaborate in course offering and presentations. Acquisitions of perhaps smaller institutions may add the current course offerings and generate an additional method to increase to the reach to potential students and contribute to the promotion of the brand identity of the institution. It is therefore recommended that expansion and franchising should form part of a diversification strategy with short and long term goals.

4.4.2 Location, qualifications and effectiveness

The results showed that Institution A is a well-known private higher education institution in the fields of study of the alumni and that the institution is up to date with the latest trends. These two aspects had an average mean value of 2.89, which is in strong agreement with what the alumni share about these aspects.

The respondents felt that new modes of delivery and additional courses were necessary based on the results of the survey. The strongest need from the respondents was for refresher workshops after studies with a mean value of 3.33. The refresher workshops can be conducted by staff members, industry professionals, guest speakers or alumni, and can provide an additional source of income.

Workshops may assist in aligning Institution A with popular brands within the beauty and multimedia sectors and provide a boost in marketing opportunities. These workshops should cover the latest industry trends and new techniques in the different departments of the institution. Refresher workshops will assist alumni who are starting their own businesses as entrepreneurs to possibly overcome potential barriers and create a competitive advantage amongst rivals. Workshops may well aid in collaborations amongst professionals in the relevant industries.

Institution A has only one distance learning qualification at the moment in the form of a Higher Certificate in Interior Design and Decorating. Based on the need of the alumni, distance learning qualifications and online courses should be implemented in each department of the Institution. These qualifications must provide a platform for students to progress horizontally and vertical into the full time contact qualifications. All the heads of departments must be tasked with the job of further course development in the institution as qualifications development and new qualifications are highly sort after by alumni based on the research and will provide articulation possibilities for the alumni.

On further exploration of the results, there is a high demand for business orientated qualifications with a mean value of 3.04. To aid in the success of occupational based

qualifications, the development business orientated courses must be added as a priority in the short and long term goals for the Institution. Based on the findings in the open ended questions the most popular requests were, Business Management, Marketing and Project/event Planning. Business Management and Marketing should be considered as the primary pursuit in accreditation of courses as these qualifications tie in directly with the occupational qualifications offered. These courses may be offered online or via distance learning to further assist alumni after studies in growing self-employment businesses and providing growth opportunities.

4.4.3 Alumni relations, communication and support

The results indicate a clear need for alumni to retain a relationship with their education institution with an average mean value of 2.76. The outcomes of the survey clearly indicate that Institution A does not stay in contact with their alumni with a mean value of 2.00. With no current alumni relations plan in place it is highly is extremely hard to identify the successfulness of the qualifications and level of service delivery to the students. It is highly recommended that the Institution uses the research and results to implement alumni relations.

Primarily, a meticulous and consistent Learner Management System needs to be implemented as students enrol. These enrolments must form a data base that can be accessed at any time from the marketing department and heads of departments and filed in a manner that emails or SMS can be sent out with ease. The current data base showed a lack of reliability based on the amount of respondents who replied to the survey.

Keeping healthy relations with alumni may assist in their needs in the industry. Alumni may in addition refer potential students to study at Institution A if there is a healthy relationship between the two parties. Concentrate on social media platforms to engage students as the mean value was recorded at 3.16 with respondents selecting Facebook as the best methods to stay in contact with their education provider, followed shortly by Instagram and LinkedIn. E-mail was second with a mean value of 2.86 and is still a good platform to engage alumni with newsletters of

the latest happenings and workshops that may be presented. Based on the literature review, people have a greater tendency to open and read emails.

To conclude the creation of a dedicated alumni association committee with the correct leadership skills and who share the vision of Institution A can create the desire for alumni to be associated with their education institution. Institution A should consider the use of ex-students as council members and advisors. Create an alumni forum and use available channels to communicate and send out newsletters via emails and social media for reunions, gatherings, seminars and workshops to create social awareness and consort with fellow alumni in similar fields. These efforts may add to the development and growth of Institution A

4.5 EVALUATION OF THE STUDY

In this section, the success of this study is evaluated by determining whether the research objectives were met as indicated in Chapter 1.

4.5.1 Primary objective

The primary objective of the study was to explore if there was a need for alumni relations from the alumni of Institution A. and if so, how would institution A go about establishing relations and what benefits and recommendations could the alumni present in forming relations with Institution A.

To address the primary objectives secondary objectives were formulated.

4.5.2 Secondary objectives

To achieve the primary objective, the following secondary objectives were compiled and addressed.

- Investigate alumni relation avenues to aid with entrepreneurial growth in related fields offered at Institution A.

- To examine if the current courses offered provide an effective platform for alumni to start entrepreneurial careers and what barriers alumni face in starting their own business.
- To identify new academic market demands and trends to increase enrolments and short and long term diversification possibilities based on results of the survey.

The first secondary objective was achieved within the literature study in Chapter 2 section 2.2.2 to section 2.2.5, Chapter 3 Section 3: Characteristics of successful entrepreneurs of the survey by using Chronbach's Alpha and exploratory factor analysis for data reduction. In addition Section 4: Alumni relations, communication and support by using mean values and standard deviation.

This was strengthened by the correlation and open ended questions in Chapter 3 that there is a desire for alumni relations, a favoured means of communication and that those relations will provide the opportunities to collaborate better with professionals and become a better entrepreneur. The objective was to:

- Investigate alumni relation avenues to aid with entrepreneurial growth in related fields offered at Institution A.

The second secondary objective was achieved by using the survey in Section 2 that the current courses are up to date with the latest technologies and that Institution A qualifications are good enough to start your own business. This was supported in Section 3 of the survey that institution A develops successful entrepreneurs and was calculated by mean values and standard deviations seen in Chapter 3.

This objective was further supported by the survey in section 2 of the survey and in Chapter 3 where Kaiser's Measure of Sampling Adequacy (MSA) was utilised to aid in the significance of a factor analysis for data reductions along with Chronbach's Alpha to identify and validate what barriers alumni face in starting their own business. The objective was:

- To examine if the current courses offered provide an effective platform for alumni to start entrepreneurial careers and what barriers alumni face in starting their own business.

The third secondary objective was attained via open ended questions of the survey in section 6 that allowed respondents to advise on additional course recommendations that could provide possible avenues of diversification. In addition cross-tabulation/correlation questions were developed in Chapter 3 using descriptive statistics and effect sizes on constructs for the differences between the main courses studied. The objective was:

- To identify new academic market demands and trends to increase enrolments and short and long term diversification possibilities based on results of the survey.

4.6 SUGGESTIONS FOR FUTURE RESEARCH

Suggestions for future research include the following:

- The findings may be performed by other private higher education institutions to detect the inclination of relations from alumni and the outcomes of their qualifications offered based on current alumni experiences
- Additional surveys over selected periods of time on an annual basis may assist with better analysis. Only 141 respondents answered the survey due to an unreliable data base. By having an up-to date comprehensive Learner Management System in place, proper comprehensive records of alumni may be used. By conducting annual research over a time period, a larger data base may be used and produce a larger target population.
- In the current study specific factors were used (characteristics that define a successful entrepreneur and the reasons why start-up companies fail) and

were correlated to specific courses. Further exploration can be done on additional factors that may hinder or assist alumni in occupational qualifications and the effectiveness of old qualifications and the demand for new qualifications.

- Additional research can be done on how people complete surveys using today's modern technology, such as desktop computers, laptops, tablets and smart phones and what platform they used to access the survey, such as SMS, email or social media using Wi-Fi, Asymmetric digital subscriber line (ADSL) or cellular networks . Results may vary depending on the age group of the respondents, occupational industry, income and location.
- An Investigation as to how many alumni structures and strategies exist in the private higher education sector and to determine the effectiveness of alumni associations may present better structures and value to alumni strategies.
- The findings indicate many growth prospects for Institution A. Diversification strategy possibilities should be researched and developed to be implemented over short and long term phases. This may lead to growth strategy research potentials in the private higher education sector and competitive advantage analysis. For an example see Addendum C.

4.7 CONCLUSION

Conclusions and recommendations were drawn based on the selected factors and analysis in Chapter three. Assessments and conclusions followed the structure set out in chapter three by comparing results of the sample for differences and similarities. The selected topics (successful characteristics of an entrepreneur and reasons why start-ups fail) were analysed by Kaiser's Measure of Sampling Adequacy (MSA) to aid in the significance of a factor analysis for data reductions along with Chronbach's Alpha to identify and validate the reliability of testing the constructs.

These constructs aided in the correlation questions between demographics and the courses studied at institution A. Additional analysis was done on alumni relations, communication and support and Institution A's qualifications value effectiveness. These were analysed by mean values and standard deviations and aided in interpreting and assessment of the final results.

From the conclusions recommendations were formulated as to how to engage alumni to form relations and how the relations could influence growth opportunities and diversification possibilities in Institution A. This was assessed through the primary and secondary objectives and followed by proposals for future research.

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ADDENDUM A: ALUMNI RELATIONS SURVEY

Good day. Please could you kindly complete the survey below for Institution A. Institution A wants to find out from you our most valuable clients about your experiences during and after your studies. Institution A is launching a Alumni association for all our graduates and would like to know what you are doing and how we can improve based on your experiences during your studies and current work experience. The survey will aid us to improve our service to our future students and commitment to you, our Alumni. The survey is anonymous and will only take 5 minutes of your time.

SECTION 1: DEMOGRAPHICAL INFORMATION

This information is required for the statistical analysis of the different interest groups. Please place an 'X' in the appropriate box.

N1	Indicate your gender	Male	Female
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N2	Indicate your race	Black	White	Indian	Coloured
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N3	Current age	
	18 – 25	
	26 – 30	
	31 – 35	
	36 – 40	
	40 and older	

N4	The year you completed your studies	
	1981 – 1990	
	1991 – 1995	
	1996 – 2000	
	2001 – 2005	
	2006 – 2010	
	2011 – 2015	
	I did not complete my studies	

N5	Main course studied at Institution A	
	Beauty Therapy	
	Therapeutic Reflexology	
	Therapeutic Aromatherapy	
	Therapeutic Massage	
	Interior Design and Decorating	
	Photography	
	Hairdressing	

N6	Employment	
	Self-employed in my field of study	
	Employed in my field of study	
	Currently not working by choice	
	Employed in a different industry than what you have studied	
	Employed and studying in a different field of study	
	Currently not working/can't find work	

N7	Work experience	
	Just started to 1 year	
	2 – 3 years	
	4 – 5 years	
	6 – 10 years	
	More than 10 years	

N8	Where do you work	
	For myself – rented space	
	For myself – from home	
	Partnership	
	For a company	
	Cruise ships	

N9	If you are self-employed, how many people work under you?	
	1 – 2	
	3 – 4	
	5 – 6	
	6 or more	
	I am not self-employed	

N10	First income directly after studies	
	R 0 – R 2000	
	R 2001 – R 4000	
	R 4001 – R 6000	
	R 6001 – R 10 000	
	R 10 001 – R 15 000	
	R 15 001 – R 20 000	
	R 20 001 and more	

N11	Current take home pay	
	R 0 – R 2000	
	R 2001 – R 4000	
	R 4001 – R 6000	
	R 6001 – R 10 000	
	R 10 001 – R 15 000	
	R 15 001 – R 20 000	
	R 20 001 and more	

N12	Current location	
	North West Province	
	Free State Province	
	Kwazulu Natal	
	Limpopo	
	Mpumalanga	
	Eastern Cape	
	Northern Cape	
	Western Cape	
	Gauteng	
	Outside South Africa	

SECTION 2: INSTITUTION A'S LOCATION, QUALIFICATIONS AND EFFECTIVENESS

In this section, please select an option between 1 - 4 stating how strongly you agree or disagree about the statement.

1= Strongly disagree

2= Disagree

3= Agree

4= Strongly agree

	STATEMENT	SCALE				
N1	Institution A's campus is located in a pleasant location	1	2	3	4	5
N2	Institution A 's campus is located in a convenient	1	2	3	4	5
N3	Institution A needs an additional campus	1	2	3	4	5

N4	Where would you prefer an additional campus	
	North West Province is adequate	
	Free State Province	
	Kwazulu Natal	
	Limpopo	
	Mpumalanga	
	Eastern Cape	
	Northern Cape	
	Western Cape	
Gauteng		

	STATEMENT	SCALE				
N5	Institution A is a well-known Higher education institution in your	1	2	3	4	5
N6	Institution A is up to date with the latest industry trends in my field of	1	2	3	4	5
N7	Institution A should offer distance learning courses with occasional contact sessions	1	2	3	4	5
N8	Institution A should offer online courses	1	2	3	4	5
N9	Full time contact courses are the best way to learn at Institution A	1	2	3	4	5
N10	Institution A should offer more business orientated courses	1	2	3	4	5
N11	Institution A should offer refresher workshops in my field of study	1	2	3	4	5
N12	The courses offered at Institution A are good enough to start your own business	1	2	3	4	5

SECTION 3: CHARACTERISTICS THAT DEFINE A SUCCESSFUL ENTREPRENEUR

In this section, how strongly do you agree or disagree about the characteristics that define a successful entrepreneur?

Please select an option between 1 - 4 stating how strongly you agree or disagree about the statement.

1= Strongly disagree

2= Disagree

3= Agree

4= Strongly agree

	STATEMENT	SCALE				
N1	An entrepreneur is not afraid to take risks	1	2	3	4	5
N2	An entrepreneur must have strong leadership qualities	1	2	3	4	5
N3	An entrepreneur must understand that failure is part of the game	1	2	3	4	5
N4	An entrepreneur must be highly adaptable	1	2	3	4	5
N5	An entrepreneur must understand the value of peer network	1	2	3	4	5
N6	An entrepreneur must have a good understanding of money management	1	2	3	4	5
N7	An entrepreneur has to stay on top of competition and constantly innovate	1	2	3	4	5
N8	An entrepreneur must know the needs of your customers	1	2	3	4	5
N9	An entrepreneur must communicate constantly	1	2	3	4	5
N10	Institution A develops successful entrepreneurs					

SECTION 4: ALUMNI RELATIONS, COMMUNICATION AND SUPPORT

Please select an option between 1 - 4 stating how strongly you agree or disagree about the statement.

1= Strongly disagree

2= Disagree

3= Agree

4= Strongly agree

	STATEMENT	SCALE				
N1	Institution A stays in contact with all its ex-students	1	2	3	4	5
N2	You want Institution A to stay in contact with you after you have studied	1	2	3	4	5
N3	Staying in contact with Institution A will help you collaborate better with professionals in your industry	1	2	3	4	5
N4	Staying in contact with Institution A will help me become a better entrepreneur	1	2	3	4	5
N5	Do you follow Institution A on social media?	1	2	3	4	5
N6	Facebook is a good method to follow Institution A	1	2	3	4	5
N7	Twitter is a good method to follow Institution A	1	2	3	4	5
N8	Instagram is a good method to follow Potchefstroom Academy	1	2	3	4	5
N9	LinkedIn is a good method to follow Institution A	1	2	3	4	5
N10	Telephone is a good method to stay in contact and follow Institution A	1	2	3	4	5
N11	Email is a good method to follow Institution A	1	2	3	4	5
N12	Staying in contact with Institution A is important to you	1	2	3	4	5
N13	You would recommend Institution A to others to study at	1	2	3	4	5

SECTION 5: REASONS WHY START-UP COMPANIES FAIL

Please select an option between 1 - 4 stating how strongly you agree or disagree about the statement.

1= Strongly disagree

2= Disagree

3= Agree

4= Strongly agree

	STATEMENT	SCALE				
		1	2	3	4	5
N1	No market demand	1	2	3	4	5
N2	Run out of cash	1	2	3	4	5
N3	Not the right team	1	2	3	4	5
N4	Competitors are too strong and you are outcompeted	1	2	3	4	5
N5	Pricing and cost issues	1	2	3	4	5
N6	Poor product	1	2	3	4	5
N7	No business model	1	2	3	4	5
N8	Poor marketing	1	2	3	4	5
N9	Loss of focus and drive	1	2	3	4	5
N10	Bad location	1	2	3	4	5
N11	No financing or investor interest	1	2	3	4	5
N12	Legal challenges	1	2	3	4	5
N13	Lack of available networks or advisors	1	2	3	4	5

SECTION 6: OPEN ENDED QUESTIONS AND RECOMMENDATIONS

Do you have any suggestions for the future growth or success of Institution A?

Short answer text:

What is the biggest barrier preventing you from starting your own business?

Short answer text:

What is the biggest barrier that prevented you from working the industry?

Short answer text:

What additional courses would you recommend Institution A to offer?

Short answer text:

Thank you for your time to fill out our questionnaire. Your views and recommendations are extremely important to us.

ADDENDUM B: CONFIRMATION OF LANGUAGE EDITING

Linda Ackermann

Copywriter/Translator

*8 Calderbank avenue
Potchefstroom
2531*

*018 294 5195
083 455 8627*

1 December 2016

TO WHOM IT MAY CONCERN

Re: *Letter of confirmation of language editing*

The dissertation Engaging alumni in private higher education to develop alumni relations by W. Wallace (25605097) was language, technically and typographically edited. The sources and referencing technique applied was checked to comply with specific Harvard technique.

Final corrections as suggested remain the responsibility of the student.

Linda Ackermann