Building relationships between Māori secondary school students and tertiary education.

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Abstract: This investigation measures the success of the Rangatahi Business Competition (RBC). The decision whether or not to run the competition again was answered using the following predetermined measures of success: how many of the participants have shown improved self esteem, how many of the participants have shown improved personal development, how many of the participants have shown improved connection to family and community, and how many of the participants have shown improved motivation to move into employment, further training and specifically tertiary education. The results showed an increase in all areas. The competition resulted in strong relationships being formed between the University of Waikato and the schools who participated in the RBC especially the individuals involved. Hence the recommendation to run the RBC bi-annually was made. It was concluded that the competition should be used as a model for other schools within the University as well as in other Universities throughout the country.

Keywords: Māori students, personal development, secondary education, self esteem, tertiary education.

Introduction

The Rangatahi Business Competition (2006) is new to The University of Waikato. Nationally, it is perhaps the first of its kind as it targets Māori secondary school students through a Māori driven approach. The strategic rationale for the competition is to provide assistance in an area that has been neglected for some time. Rob McLeod emphasised this point when he suggested "that the national cost of Māori unemployment, under developed skills, and underperformance in education is around $45 billion" (McLeod, NZ Herald, July 12, 2004). The purpose of the Rangatahi Business Competition (RBC) is:

> … to encourage Māori secondary school students to aspire to the heights of excellence in their endeavours, as well as encouraging higher educational goals with a particular focus on education in business and entrepreneurial skills (Hui Taumata, Summary report, 2005, p. 2).

The competition involves Māori secondary school students attending strategic management lectures, being tutored and mentored from senior Māori students from the Waikato Management School. They also research their case studies while visiting Māori businesses in Wellington and then present their final projects at the competition evening to which family and friends are invited. The national Māori conference on economic development emphasised:

> …the vital importance of urgently increasing Māori human capital to raise Māori average incomes and to drive economic growth and create an intensive focus on growing enterprise and entrepreneurial skills, including those that are also life skills – amongst Māori (Hui Taumata, Summary report, 2005, p. 2).

Amongst the idea for improving the learning environment for Rangatahi, the recommendation was made to make a "…investment which is both educational and cultural, strengthening identity and instilling and modelling core values" (Hui Taumata, Summary report, 2005, p. 2). Therefore, the RBC was planned as an initiative to inspire Rangatahi to achieve higher goals. Although there are many variables that could be measured to indicate the success of the RBC, the scope of this research is defined by the objectives and questions that follow.

Relevant Marketing Concepts

The RBC is being evaluated by those participating in the competition because a key ingredient in any such organisation is customer satisfaction. Customer satisfaction concerns consumer evaluation service (Lovelock, Patterson & Walker, 2004). The customer is a reference point for many parts of marketing and is used here to measure the success of the RBC (Gummesson, 1994).

The RBC is a proactive approach to try and encourage young Māori to achieve excellence. The competition is being used as a tool to establish and enhance relationships for the University of Waikato with Māori youth. Gummesson suggests that "…relationship marketing (RM) sees marketing activities as part of a larger context, inside as well as outside the company, which shall be beneficial to all parties in the long run, preferably also in the short run" (Gummesson, 1994, p. 15). However, Varey (2002) acknowledges that the value of the relationship must not only be recognised by the business (University) but also by the customer (students) in order for true value to exist in a relationship.

A major strategic implication of RM is that consumers are approached as specific subgroups of the market (Winer, 2001; Gummesson, 2004). The RBC is perhaps the first of its kind as it targets Māori secondary school students through a Māori driven approach. It is noted that subgroups often have unique differences which require different services to be satisfied. The level of customer satisfaction has a direct influence on positive word of mouth which raises the potential that participants will encourage others to participate in similar activities Soloman, 2004).

The purpose of this investigation is to see if the students involved in the Rangatahi Business Competition show improvements in self esteem, personal development, connection to family and community and improved motivation into employment, further training and specifically tertiary education. This would enable evaluation of the effectiveness of the RBC as a tool to build relationships with Māori secondary school students. The results would also allow the University to decide whether or not to run the RBC bi annually.

Research Objectives

The research objectives are defined by sets of questions grouped under four areas as follows:

Self esteem
- How many of the participants have shown improved self esteem.
- What caused participants to have/not have improved self esteem.

Personal development
- How many of the participants have shown improved personal development.
- What caused participants to have/not have improved personal development.

Connection of family and community
- How many of the participants have shown improved connection to family and community.
- What caused participants to have/not have improved connection to family and community.

Motivation
- How many of the participants have shown improved motivation to move into employment, further training and specifically tertiary education.
- What caused participants to have/not have improved motivation to move into employment, further training and specifically tertiary education.

Methodology
Kaupapa Māori research methodology was used as it was requested by the sponsor to do so.

> Kaupapa Māori research is an attempt to retrieve Māori research for Māori, and that meets the goals of increasing returns for Māori Academics and the people they affect with their research. It provides a focus through which Māori people, as communities of researchers and the researched, have been able to engage in dialogue regarding new priorities, policies and practices for research, for, by, and with, Māori. (Smith, 1999, p. 2).

Secondary Research
Gathering the relevant literature can help guide the investigation so that the objectives can be met within the limited time frame. The sources of data and bibliography used are included in the reference list

Internal Secondary Research
Internal secondary data was the first type of data to be collected in order to gain relevant information on the RBC. The advantages of this data is that it is not expensive to collect and can be easily and quickly located. The purpose of collecting RBC's internal secondary data was to gain a better understanding of the decision problem by looking at why the competition was designed and what it hopes to achieve. The private information gathered included the agreement for provision of grant funding under the youth development partnership fund between the Ministry of Youth Development and the Hamilton City Council and the RBC regulations and information document.

External Secondary Research
External secondary data was then collected about issues relating to the RBC. As a result of the sponsoring organisation outlining the majority of the research objectives that they wanted measured the relevant topics were used as key words for research. The internet was chosen as the search tool because of the timeliness and accurate information that is discovered. ABI-Inform (Proquest) and EBSCO databases along with Google scholar were used to find self esteem, motivation and personal development questionnaires such as the Rosenberg scale that could be used for the student questionnaires.

Quantitative Primary Research
A questionnaire was created which was made up of a number of specific and formalised questions. The questions were based on the information that was gathered during the secondary research process and the eight research objectives. Normally qualitative research would have been conducted first but because of time constraints questions were formulated using a decision research tree as well as academic sound questionnaires found during the secondary research. Many of the self esteem questions used in the questionnaires come from a ten item Likert scale which was developed from an original sample of 5,024 high school juniors and seniors from 10 randomly selected schools in New York State (Rosenberg, 1965).

Following a pilot questionnaire which was tested and refined, the final questionnaire which used a Liker scale with seven categories, was distributed at one of the first gatherings for the RBC to

capture the opinions of the students before they engaged in the competition. This self-administered survey method was the most effective method due to time constraints as it was the quickest method to distribute and gather information from all of the participants. The six schools who were invited by the University to participate were asked to select five Māori students as participants in the survey. This gave a total of 30 individuals.

Respondents were asked a number of questions relating to the eight research objectives. A similar questionnaire was administered at the conclusion of the RBC so that any changes could be analysed. However, the final questionnaire had more questions than the first as it included questions from the synthesised findings of the focus groups.

A pre-coded questionnaire was created prior to collecting the data. However there were some qualitative questions which were analysed differently as they could not be pre coded. The responses were inputted in to Minitab to discover the mean for each question. The mode was also used to determine the most frequent response value. These data were compared for the first and final data sets.

Qualitative Primary Research
Qualitative primary data was collected through two focus groups. An outline of the questions based on the eight research objectives was created to be used as a guide for the unstructured discussion. As a result of the questionnaire focusing on behavioural changes over the course of the RBC the focus group tried to capture what caused the changes/lack of change. It helped highlight what areas of the RBC were effective and potentially areas that can be changed to make it more effective in the future.

Conducting effective focus groups was important to identify useful qualitative data to answer the research questions. The quantitative and qualitative research was used to make worthwhile recommendations about the RBC. The focus groups provided information on what the participants thought were the most influential parts of the competition so that recommendations could be made even in the areas where behavioural changes were not easily quantifiable. Six focus groups were conducted using all of the available participants. The focus group findings were used to form the final questionnaire which all the students participated in.

The following are significant events that happened during the RBC and were used to form the moderators guide for the focus groups:

1. Introduction lecture – This lecture was held at the Waikato Management School and consisted of a presentation by the competition organising team. Following this, a lecture was given by Dr Jarrod Haar on the strategic tools to be used in the competition.
2. Tutorials – These tutorials were held on campus with the group's mentors. Each group was tutored on the material covered in the introduction lecture and has been given opportunities to practise using the tools that were applied in the competition.
3. Haerenga – This involved travelling to Wellington as a group and researching the actual Māori businesses involved. These included Kia Kaha Clothing, Rainey Collins, Huia Publishers, SOL Media, Kai in the City and Tohu Wines. The data collected by the participants was used to create reports for the competition. Other components of Haerenga included listening to guest speakers, visiting parliament and meeting with the Minister of Māori affairs.
4. Preparation Workshops – With the assistance of their mentors, groups created the report for the competition. Although each group had a mentor assigned to them, the document was written entirely by the students.

5. Preparation Session – Students spent half a day on campus preparing for their presentation. Students were given advice on how to give an effective presentation and also had the opportunity to practise in the Price Waterhouse Coopers lecture theatre.
6. Case Presentation – The teams gave their final presentation at Founders Theatre Hamilton. The evening was open to the public with live entertainment. The winning team received a prize of $2,500.

Observation

It is important to attend all of the events listed above as an observer. By going to all of the key events it built a rapport with the participants so that they felt more comfortable giving answers during the focus groups and surveys. With the assistance of those involved in running the RBC, a process design was formed which was used as the basis for the facilitators guide for the focus groups. This gave the ability to probe participants in certain areas when conducting the focus groups. Through observation it also assisted in identifying areas where improvements could be made to the RBC.

Instruments

The majority of the questions in the focus groups were unstructured questions which allowed the respondents to freely express their personal opinions, attitudes and experiences relating to the RBC (Carson, Gilmore, Perry & Gronhaug, 2001). At times during the focus group a dichotomous question was asked to help determine how applicable a topic was for the respondents and also to help guide the structure of discussion toward the research. A dichotomous question is a "structure question with only two response alternatives, such as yes or no" (Malhotra, Hall, Shaw & Oppenheim, 2002, p. 279). A dictaphone (recording device) was used to reduce the level of interview bias when it came to recording and analysing what had been said (Carson et al, 2001).

Analytical Methods

Each focus group was transcribed and then the findings were synthesised to identify main themes or ideas. The findings were also analysed using averages and percentages to help identify overall trends. However, the synthesised findings were used to finalise the student questionnaire that was administered at the conclusion of the RBC. The statistical significance of the changes was not able to be measured as there were not sufficient data to run parametric or non parametric tests. Therefore the percentage change for each school was used to indicate the magnitude of change over the seven-point Likert scale.

Results and Discussion

Effects on Self Esteem

As seen in Table 1, there was a general increase in the self esteem of the participants with the average being 55%, which indicates that the RBC had a positive impact on the student's perception of themselves. One of the purposes of the RBC was to encourage Māori secondary school students to strive for excellence in their endeavours by first believing in themselves (Hui Taumata Summary report, 2005). The students enjoyed being challenged and extended by doing things that they wouldn't normally do. One student stated that "…once you have done that you can do anything" The student's perception of what benefits they have received as a result of the competition is vital as the customer has become the reference point for many things especially marketing (Gummesson, 1994).

Table 1. Comparison of Self Esteem level before and after Competition

School	Self Esteem		
	Before	**After**	**Change**
Melville	0.94	2.20	133%
Te Kura o te Kaokaoroa o Patetere	1.66	2.63	59%
Fraser	1.54	2.43	57%
Hillcrest	1.74	2.66	52%
Cambridge	1.89	2.77	47%
Fairfield	2.31	2.94	27%
Overall (Average)	**1.68**	**2.60**	**55%**

Table 2 summarises the results for investigating what caused participants to have/not have improved self esteem. A score of -2 suggests a strong negative impact while +2 represents a strong positive impact. Almost all of the identified activities had a positive effect on all of the students self esteem with a few showing no impact. It is notable that all of the students agreed that none of the identified activities had a negative impact towards their self esteem.

Activities during the RBC were planned with the intent to provide positive outcomes with regards to the eight research objectives which includes improving the self esteem of the students involved. These activities included tutorials, haerenga, preparation workshops and the presentation evening. Through the focus groups, specific parts of Haerenga such as meeting successful Māori people, visiting assigned businesses and spending time with TRN (Māori management student network at the University of Waikato) were consistently regarded as being influential. Other influential items included being in the newspapers and the friendships made during RBC. Students from some schools had lower self esteem before the competition began. Some students felt that they wouldn't have the ability to compete against 'higher class' schools. However, these schools showed higher increases in self esteem. "We tried real hard. I just wanted Melville to be up there, and we did that". This shows the importance of having a mix of schools with students from differing socio- economic backgrounds

Table 2.   Influence of Activities on Self Esteem

	(-2)	(-1)	(0)	(1)	(2)	Mean (2dp)	Mode
Presentation evening	0	0	0	1	29	1.97	2
Interacting with your mentor	0	0	0	4	26	1.87	2
The RBC in general	0	0	0	4	26	1.87	2
Spending time with TRN	0	0	0	5	25	1.83	2
Friendships made during RBC	0	0	0	6	24	1.80	2
Haerenga	0	0	0	6	24	1.80	2
Tutorials	0	0	1	7	22	1.70	2
Being in the newspapers	0	0	0	11	19	1.63	2
Meeting successful Māori people	0	0	0	11	19	1.63	2
Presentation workshops	0	0	1	10	19	1.60	2
Visiting your assigned business	0	0	3	8	19	1.53	2

The three most influential parts for self esteem was the presentation evening, the RBC in general and interacting with the mentor. The presentation evening boosted the student's confidence and has helped them realise their capabilities. Detailed analysis revealed that the students felt strongly that the RBC was very influential. Sample statements include: "it's been the experience of a lifetime, it has really changed my life"; "It makes it so much easier to come to Uni now that we have done this". The mentors also appeared to have had a major influence on the student self esteem. The next most influential part was spending time with TRN which was an aspect identified by the students in the focus groups. The least influential part was the visit to their assigned business.

Effects on Personal Development

Table 3 shows that there was an overall increase of 71% in the student's perception of their personal development. It is noted that although the Melville students were well below the rest of the schools before the competition began, they provided the largest change (219%).

Table 3.   Comparison of Personal Development level before and after the Competition

School	Personal Development		
	Before	**After**	**Change**
Melville	0.46	1.46	219%
Fraser	0.91	1.91	109%
Te Kura o te Kaokaoroa o Patetere	1.11	2.00	79%
Hillcrest	1.17	2.06	76%
Fairfield	1.89	2.74	45%
Cambridge	2.00	2.71	36%
Overall	**1.26**	**2.15**	**71%**

Further analysis showed that the students thought that the competition helped them realise the importance of hard work and what they can achieve if they put the effort in. The statement on being a part of the RBC: "makes me want to work harder" was a typical response. Activities planned to increase self esteem also appeared to improve personal development (Table 4). In addition to these activities was the introduction lecture by Dr Haar, learning strategic tools and learning to write a formal report. It is vital that the students realise the benefits they have received as a result of being apart of the RBC because in order for relationships to be formed between a business (University) and a customer (student) the customer must be able to recognise what benefits they receive (Varey, 2002).

Almost all of the identified activities had a positive effect on all of the student's personal development with only a few expressing no impact at all. It is important to note that all of the students agreed that none of the identified activities had a negative impact towards their personal development.

The three most influences on personal development was the presentation evening, interacting with the mentor and the RBC in general. The next most influential part was learning to write a formal report. The majority of students felt that as a result of the presentation evening their communication skills improved to a great extent. "Writing the report, it was so hard. But when we finished it I felt like the stuff we do at school was gonna be easy now". The RBC "…gave us an opportunity to see things through the eyes of a Uni student. We definitely have a better attitude

toward school now". The least influential item was again the visit to their assigned business closely followed by the friendships made during the RBC.

Table 4.   Influence of Activities on Personal Development.

	(-2)	(-1)	(0)	(1)	(2)	Mean (2dp)	Mode
Presentation evening	0	0	0	3	27	1.90	2
Interacting with your mentor	0	0	0	5	25	1.83	2
The RBC in general	0	0	0	6	24	1.80	2
Learning to write a formal report	0	0	0	7	23	1.77	2
Spending time with TRN	0	0	1	6	23	1.73	2
Haerenga	0	0	1	7	22	1.70	2
Being in the newspapers	0	0	0	15	15	1.50	1
Introduction lecture by Dr Haar	0	0	3	9	18	1.50	2
Tutorials	0	0	3	10	17	1.47	2
Meeting successful Māori people	0	0	3	11	16	1.43	2
Presentation workshops	0	0	3	11	16	1.43	2
Friendships made during RBC	0	0	4	12	14	1.33	2
Learning SWOT, STEPP and KSF	0	0	4	12	14	1.33	2
Visiting your assigned business	0	0	6	11	13	1.23	2

Effects on Connection to Family and Community

As seen in Table 5, there was an overall increase of 49% in the student's perception of their connection with family and community. While students from all of the schools showed an increase in personal development, the results for the Melville students again followed previous patterns where they were lower at the outset yet showed the greatest change (110%). Further analysis revealed that the students who had parents who attended the presentation evening said that their parents really enjoyed it and had supported them throughout the competition. Students stated that they enjoyed being "recognised for good things instead of bad things" and also said that teachers, principals and peers at school now look to them as role models and encourage them to continue to excel. They enjoyed making their parents and schools proud as it has given them the desire "… to keep doing these sorts of things". The schools that did not show much improvement in this area can be explained by the lack of support from the school throughout the competition and especially for the presentation evening.

The majority of the identified activities had a positive effect on all of the student's connection with family and community with the remaining few expressing no impact. It is useful to note that all of the students agreed that none of the identified activities had a negative impact towards their connection with family and community (Table 6).

Table 5. Comparison of Connection to Family and Community before and after the competition.

School	Family & Community		
	Before	**After**	**Change**
Melville	0.84	1.76	110%
Te Kura o te Kaokaoroa o Patetere	1.08	1.92	78%
Fraser	1.52	2.24	47%
Hillcrest	1.88	2.56	36%
Fairfield	1.92	2.60	35%
Cambridge	2.04	2.72	33%
Overall	**1.55**	**2.30**	**49%**

Table 6. Influence of Activities on Connection to Family and Community

	(-2)	(-1)	(0)	(1)	(2)	Mean (2dp)	Mode
The RBC in general	0	0	0	8	22	1.73	2
Being in the newspapers	0	0	0	11	19	1.63	2
Friendships made during RBC	0	0	0	12	18	1.60	2
Presentation evening	0	0	0	12	18	1.60	2
Haerenga	0	0	2	11	17	1.50	2
Interacting with your mentor	0	0	0	17	13	1.43	1
Spending time with TRN	0	0	3	12	15	1.40	2
Tutorials	0	0	3	14	13	1.33	1
Meeting successful Māori people	0	0	9	11	10	1.03	1
Presentation workshops	0	0	9	11	10	1.03	1
Visiting your assigned business	0	0	9	13	8	0.97	1

The four most influential parts of the RBC on the students connection with family and community was the RBC in general, being in the newspapers, friendships made during the RBC and the presentation evening. The least influential part out of the aspects identified was the again the students visit to their assigned business.

The students felt that the competition improved their connection with the community as they were recognised for good things instead of bad things especially the positive publicity they received in local and regional newspapers. Those whose parents attended were really happy as they enjoyed receiving the positive feedback they received from family and friends. Students also received recognition from the University, parliament and local members of parliament which has given the students a big boost and has begun a prestigious network of contacts. Getting to meet students from other schools and forming friendships with other students has helped the students realise how important it is to socialise outside of their immediate surroundings and strengthen their

relationship with their communities. The support offered by schools was also recognised as a vital part to the success of their achievements.

Effects on Motivation for Employment, Training and Tertiary Education

There was a general increase of 30% in the motivation to move into employment and further training (Table 7). Using the average of the five students from each school, the results show an increase in this motivation for the participants from each school.

Table 7.   Comparison of Motivation Level before and after the Competition.

School	Motivation		
	Before	**After**	**Change**
Hillcrest	1.80	2.51	40%
Fraser	1.74	2.42	39%
Melville	1.80	2.40	33%
Cambridge	2.09	2.74	32%
Te Kura o te Kaokaoroa o Patetere	1.91	2.43	27%
Fairfield	2.46	2.83	15%
Overall	**1.97**	**2.56**	**30%**

Hillcrest students expressed slightly more change in motivation as compared to their counterparts in the other schools. Further analysis revealed that there was an increase in the motivation to start a business (43%) and to attend University (32%).

After the RBC, all but one of the thirty participants stated that they were considering the option of going to university. It was also found that although there was a spread of desired universities before the event, after it, 20 of the students changed their choice to Waikato, so that at the end all students designated Waikato as their first choice. With respect to seeking education in specific areas, limited data indicated that the majority became keen to study business or management and that as a marketing tool for business studies the competition was successful.

As Gummersson stated "Relationship marketing (RM) sees marketing activities as part of a larger context, inside as well as outside the company, which shall be beneficial to all parties in the long run, preferably also in the short run" (Gummesson, 1994, p. 15). The present findings of substantial shifts in the desire to attend University generally and then to target the University of Waikato specifically indicate success of the RBC programme. Furthermore, the use of a business focus appears to have directly affected the students desire to pursue further education in different fields

Activities planned to increase personal development were also planned to have a positive influence on the student's motivation to move into employment and further training. The majority of the identified activities had a positive effect on all of the student's motivation to move into employment and further training with the scores being ranging from 1.63 to 1.90. The more influential activities were Haerenga, the presentation evening and spending time with TRN. Going on Haerenga and putting into practice the theories that the students had learned allowed students to experience first hand what business is about. "Doing this gave me a new perspective, so I'm looking into business now". Spending time with TRN (which is the Māori management network at the University of Waikato) had a strong positive influence on the students. It showed the students that there are support networks in place for Māori at University.

One of the biggest strategic implications of relationship marketing is that consumers are no longer approached as 'grey masses' but are approached as specific segments (subgroups) of the market (Winer, 2001; Gummesson, 2004). The RBC is perhaps the first of its kind as it targets Māori secondary school students through a Māori driven approach. Many of the students attributed much of the success to the Māori focus. As one student stated "It was about being proud of being Māori. We were in a comfortable working environment".

Conclusions and Recommendations

Self Esteem

The RBC resulted in improved self esteem for the students that competed from all of the six schools. Students from some schools had lower self esteem before the competition began. Some students felt that they wouldn't have the ability to compete against 'higher class' schools. However, these schools showed the greatest increase in self esteem at the conclusion of the RBC. The most influential parts in the minds of the students when it came to improving self esteem was the presentation evening, interacting with the mentor and spending time with TRN. It is recommended:

- That a mix of schools with students from differing socio economic backgrounds be used.

- That they continue to include the presentation evening, careful selection of the mentors and involvement from TRN or similar Māori student network to maintain the high levels of change in self esteem.

- That mentors are either senior students or graduates within the topic of study for the competition as they have a strong influence on the students. It would also be encouraged that mentors are Māori as they are good role models for the students.

- That the students be provided with practice time in the same venue and similar environment.

- That the selection of what businesses will be studied by the students should also be done carefully in order to have someone that is able to meet with the students who is enthusiastic and encouraging and that the business is suitable.

Personal Development

The RBC resulted in improved personal development. A major perceived benefit was the realisation of that hard work was needed for achievement. It is recommended:

- That the Māori driven approach be maintained as it encourages students to be proud of who they are and gives them a desire to represent Māori well by putting in the hard work.

- The most influential parts in the minds of the students when it came to improving personal development was the presentation evening, interacting with the mentor and learning to write a formal report. The least beneficial identified aspect according to the students was again their visit to the assigned businesses. It is recommended:

- That they continue to include the presentation evening, careful selection of the mentors and the formal report to maintain the high levels of change in personal development.

- That mentors continue to fulfill the role of support.

- That the report required by students continues to be a challenging and highly-focused exercise for students.

Connection to Family and Community

The RBC resulted in improved connections to family and community and it is recommended that the programme:

- Continues to encourage positive recognition from family, community, schools and other area.

- Encourages building friendships earlier by holding a smaller scale Haerenga at the beginning of the competition to encourage synergy earlier in the competition.

- Wherever possible organise positive public recognition for the students involved through newspapers, the university, parliament, principals, teachers, parents and any other avenues.

- Develops a wider range of schools from differing parts of Hamilton and seek to expand beyond the Waikato region to encourage even more diversified participants.

- Informs schools, principals and teachers about the competition so that the students will receive support and recognition for their achievements.

- Develop further opportunities for parents to become involved and support.

Effects on Motivation Level

The RBC resulted in improved motivation to move into employment, further training and tertiary education and it is recommended that the programme:

- Continue the business focus to help foster the desire to pursue business to seek further education and to develop career paths.

- Use the RBC as a model with a focus on other areas (e.g. science, computers or law) to encourage students to pursue education and careers in other fields.

- Use the RBC as a model for other universities to run similar competitions in order to encourage local secondary school students to pursue tertiary education nation wide.

- Continues to include Haerenga, the presentation evening and the involvement of TRN or a similar Māori network to maintain the high levels of change in motivation.

- Continues the Māori focus as it creates a comfortable working environment for the students

Finally, it is clear that the answer to the decision problem is that the Rangatahi Business Competition should be run bi-annually if the necessary funds can be raised.

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Author Notes

This paper is based on a larger report and requests for further detail on the research methodology and analysis are available form the author upon request.

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