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The appropriateness of education and training of school leavers and individuals that complete tertiary education: The views of job finders

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The appropriateness of education and training of school leavers and individuals that complete tertiary education:
The views of job finders

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1. **Background**

According to Gibbons (1998) tertiary institutions, especially universities, are for the most part organized according to the structures of disciplinary science (known as Mode 1) and these structures are changing. The major change is the emergence of a distributed knowledge production system and within this system knowledge is characterized by a set of attributes which has been labeled as Mode 2.

The main change, as far as universities are concerned, is that knowledge production and dissemination (research and teaching) are no longer self contained activities, carried out in relative institutional isolation. They now involve interaction with a variety of other knowledge producers. In this situation connections will increasingly involve the use of the potentialities of the new information and communication technologies (Gibbons, 1998).

The main differences between Mode 1 and Mode 2 according to Gibbons (1998) are the following:

- In Mode 1 problems are set and solved in a context governed by the (largely academic) interests of a specific community. By contrast, in Mode 2 knowledge is produced in a context of application;
- Mode 1 is disciplinary while Mode 2 is transdisciplinary;
- Mode 1 is characterized by relative homogeneity of skills, Mode 2 by their heterogeneity;
- In organizational terms, Mode 1 is hierarchical and, in academic life at least, has tended to preserve its form, while in Mode 2 the preference is for flatter hierarchies using organizational structures which are transient;
- In comparison with Mode 1, Mode 2 is more socially accountable and reflexive;
- In comparison with Mode 1, Mode 2 involves a much expanded system of quality control. Peer review still exists to be sure, but in Mode 2 it includes a wider, more temporary and heterogeneous set of practitioners, collaborating on a problem defined in a specific and localized context.

According to Heijke, Meng and Ramaekers (2003) university education can be seen as organized around disciplines. However, in university education students acquire not only discipline-specific competencies, but also general academic competencies.

General academic competencies needed to acquire a coherent body of discipline-specific competencies. Vice versa, by learning discipline-specific competencies, students also acquire general academic competencies, which in turn, increase the effectiveness of the learning process through which discipline-specific competencies are acquired. Furthermore, general academic competencies not only further the acquisition of discipline-specific competencies, but also foster the development of other competencies, either during the higher education process or later on, valued in the labour market (for example management competencies).

Little (2001) found that higher education curricula vary in their relationship to work: for example, they might be geared closely to specific occupations; towards preparation for research and knowledge creation; towards the general development of an individual's personal attributes and skills as well as higher order cognitive skllls. Moreover, in some countries there has, traditionally, been a closer match between higher education and work than others.

The relevance and appropriateness of training are issues that became the focus point of all the respective role players in the field, namely government, educational institutions, the labour market, the private sector, the public sector, economists, etc. Important questions are being asked regarding the real definitions of relevance and appropriateness; the criteria that should be taken into account; what needs should be addressed; what role should be allocated to each role player, etc. These questions are of a complex nature and not easy to answer clearly, especially in the light of the ever changing external and internal environment and the demands associated with those changes.

Educational institutions are preparing and equipping students for their future careers and therefore have to take cognisance of the needs and demands of the labour market in order to ensure the relevance of training and education. The needs and demands of the labour market are being governed by the characteristics of the external and the internal environment and the changes that are taking place. Organisations have to adapt to these demands in order to survive and they need people to enable them to achieve their strategic goals. People are the most important asset of the organisation and should be developed to realise their full potential in order to add value to the organization. In order

to attain this goal, a match or fit should be created between the demands of a specific job in terms of abilities, skills, interests, knowledge, personality traits, values, and the most suitable person for that job.

According to Campbell (1997) the purpose of occupational training is to provide individuals with the knowledge, skills, attitudes, and so forth, necessary for gainful employment. To effectively and efficiently accomplish this purpose, occupational training institutions need to be aware of and responsive to workforce requirements. This view is echoed by Brindley and Ritchie (2000) who stress the idea that educational institutions need to evaluate their existing courses and teaching/learning practices not only to develop appropriate skills and competencies in the emerging graduates, but to change attitudes to career opportunities in the smaller organization.

There are many concerns about the adequacy of workforce competencies due to changes in the modern workplace which were brought about by technology management innovations and increased competition in the global marketplace. According to Heijke, Meng and Ramaekers (2003) discussions on this problem often emhasise the importance of certain competencies and blame the educational system for inadequately providing them. Labour market parties thereby too easily relate the competencies needed to function in a job and to achieve a high salary with what initial education should generate. This is the idea one gets when looking at studies in which the central question is whether general competencies or rather occupation-specific competencies pay off on the labour market. Some authors stress the importance of occupation-specific competencies, while others underline the importance of general or generic competencies.

Stasz, Ramsey, Eden, DaVanzo, Farris and Lewis (Heijke, Meng and Ramaekers, 2003) indicate that employers and workers note the need for generic competencies such as problem solving, communication and the ability to work in teams. Verbal and quantitative skills are especially significant outcomes of higher education, not only because they are valuable in their own right, but also because they facilitate learning of all kinds in college and throughout life.

It is of paramount importance that educational institutions should take notice of the demands of the labour market to ensure that their curricula and programmes address these demands. It is also necessary to clarify the role expectations of educational institutions and the labour market to determine potential role ambiguities and to demarcate each role player's role more specifically. In order to determine the demands of the labour market a representative sample of managers on different levels of management and representing the private and the public sector were approached to complete a questionnaire to obtain relevant information in this regard.

2. Literature review

The Human Science Research Council (Swanepoel, Erasmus, Van Wyk and Schenk (2003) has conducted a study on South African labour market trends and workplace needs in respect of formal employment for 1998 to 2003. The study incorporated eight of the nine economic sectors of the South African economy. Detailed forecasts of future demand were made at subsector level of the professional and artisan occupations. These occupations typically require at least three years' post-matric education. An analysis and forecast of the supply of high-level human resources was also done. Comparisons between supply and demand were not made, due mainly to the weak link between most occupations and educational qualifications.

The outcome reflects low levels of job creation, job losses in unskilled labour, strong (40% +) growth in demand for information technology (IT) professionals and chartered accountants, and skills shortages in certain occupational categories. Fewer than 50 000 jobs will be created over the next five years, despite an estimated annual growth in output of 2,7% in the trade sector, due mainly to job losses in government. The vast majority of net job creation will be in the professional and managerial categories. Job losses will probably occur in the semiskilled or unskilled category, largely because of the impact of computerization and new technology (Swanepoel, Erasmus, Van Wyk and Schenk, 2003).

The highest growth in the professional category is expected in the field of IT, for example, computer systems analyst, software systems engineers and computer consultants. Chartered accountants will also experience rapid growth in demand in

various sectors due to the flexible way in which their skills can be applied in most companies. Commercial occupations such as accounting and financial and economic occupations are also expected to show high (15% - 40%) growth. High to moderately high (10% - 15%) growth in demand is also foreseen for engineers, with electrical (including electronic) and chemical engineers in the greatest demand. Mining engineering is the exception, with expected growth of less than 5% by 2003. Budgetary constraints on government mean that there will be a limited growth in demand for teachers, nurses, librarians and social workers (Swanepoel, Erasmus, Van Wyk and Schenk, 2003).

The growth in demand (3,9%) for artisans will be much slower than the growth in demand (9,6%) for professionals. In fact, no artisan occupations are expected to experience a demand increase of more than 10% over the period 1998 to 2003. The highest growth areas are expected in the food processing, motor vehicle and building trades. Negative growth (0% - 10%) is expected in both the furniture and printing trades. Semi-skilled or unskilled occupations can expect negative growth (-3,4%) in demand over the next five years (Swanepoel, Erasmus, Van Wyk and Schenk, 2003).

Shortages of multi-skilled managers, electrical and mechanical engineers, IT professionals (particularly systems and software-related specialists), accountants and engineering technicians were reported. The engineering (for example fitters and turners, millwrights) and electrical and electronic categories (for example electricians) reported the greatest shortage of artisans (Swanepoel, Erasmus, Van Wyk and Schenk, 2003). It is important for schools and higher education institutions to take notice of these forecasts to align their curricula and programmes to provide forthese forecasted trends.

Gnanam (2000) pointed out that in higher education there should be an increasing emphasis on the subject-neutral competencies over the subject-related knowledge and skills. This is due to several reasons. The knowledge gained in a subject-based discipline may not have direct relevance to the job in question but the competencies acquired through any subject-based graduate programme will always have relevance to the job on hand.

According to Gnanam (2000) the educational and training goals of any programme of study are to provide and demonstrate certain qualities, skills, capabilities and values. In terms of subject-specific and subject-neutral outcomes they may be grouped as follows:

- Subject-specific outcomes
  - ✓ Subject knowledge and understanding;
  - ✓ Subject-specific skills.
- Subject-neutral outcomes
  - ✓ Cognitive skills
    - ➢ Demonstrate the skills necessary to plan, conduct and report a project;
    - ➢ Synthesise information/data from a variety of sources;
    - ➢ Analyse, evaluate/interpret human performance;
    - ➢ Apply various principles and methodologies to the solution of problems;
    - ➢ Formulate and test concepts and hypotheses.
  - ✓ General skills
    - ➢ The capacity to learn in familiar and unfamiliar situations;
    - ➢ Communicate effectively (written, verbal, graphically);
    - ➢ Numerical skills appropriate to subject of study specialization;
    - ➢ Competent use of Information Technology;
    - ➢ The ability to work as part of a team;
    - ➢ The ability to work independently.

In the era of exponential growth of knowledge, there is, according to Gnanam (2000) already an awareness that higher education should focus o the development of core competencies more than the subject-specific knowledge. This, if considered against the background of the emerging global community, requires the development of core competencies necessary and acceptable at the global level. This does not, however, imply that subject-specific knowledge should be ignored or neglected. Subject-specific knowledge is still essential to inculcate these skills and competencies. The competency elements should be integrated in the existing subject-based studies.

This perspective is also highlighted by Coetzee and Le Roux (2001) with their reference to what they called "fitness-of-purpose" and "fitness-for-purpose". Allan (1996) also emphasizes the importance of the integration of subject-specific outcomes and personal transferable and generic academic outcomes. Key transferable skills include verbal

communication skills; the collection, processing and interpretation of information; the effective use of information technology; independent decision-making and working effectively in teams.   Generic academic outcomes comprises of the utilization and application of information, analysis of information; critical thinking and the synthesis of information.

Gnanam (2000) refers to the fact that many of the core competencies have been in practice to some extent in all the programmes of study, but they need to be well articulated and made explicit. Though the different subject-based programmes will have certain inherent potential towards these outcomes, they are generally discipline-neutral. The following core competencies should be addressed:

- Process competencies
  - ✓ Problem formulation;
  - ✓ Assessing information;
  - ✓ Sifting of evidence;
  - ✓ Use of literature;
  - ✓ Data analysis;
  - ✓ Developing arguments;
  - ✓ Attention to detail;
  - ✓ Numeracy;
  - ✓ Literacy;
  - ✓ Computing;
  - ✓ Laboratory competencies;
  - ✓ Safety
- Presentational competencies
  - ✓ Language;
  - ✓ Data presentation;
  - ✓ Oral communication;
  - ✓ Report-writing;
  - ✓ Word processing
- Management-related competencies
  - ✓ Project planning;
  - ✓ Setting objectives;
  - ✓ Project management;

- ✓ Personal management;
- ✓ Time management;
- ✓ Working to deadlines;
- ✓ Working with others;
- ✓ Coping with crises
- Personal competencies
  - ✓ Independence;
  - ✓ Self-confidence;
  - ✓ Self-reliance;
  - ✓ Self-discipline;
  - ✓ Self-enquiry

Dearing (1997) ads the following core competencies to this list:

- Practical use of information technology;
- Learning how to learn;
- Social competencies;
- Adaptation to the changing context of flexibility;
- Problem-solving.

All these are subject-neutral and transferable to any situation in life.

Holden and Jameson (2002) identified the following transferable skills that entrants to the job market should acquire in order to cope with job demands:

- Self-reliance;
- Ability to work effectively in teams;
- Ability to anticipate and lead change;
- Ability to learn;
- Interpersonal skills;
- Ability to communicate verbally;
- Ability to analyse and solve problems;
- Negotiating skills;
- Networking;
- Action planning;
- Ability to facilitate innovative teamwork;

Rajan, Chapple and Battersby (1998) identified four sets of core skills, namely:

- Personal attributes
  - ✓ Initiative;
  - ✓ Integrity;
  - ✓ Motivation.
- Soft skills
  - ✓ Interpersonal skills;
  - ✓ Self-confidence
- Practical skills
  - ✓ Communication;
  - ✓ Information technology.
- Overarching capabilities
  - ✓ Team-working;
  - ✓ Business awareness.

In research done by Heijke, Meng and Ramaekers (2003) graduates were asked to indicate the extent to which they had a given competency at time of graduation and the extent to which this given competency is required in he current work. Three clusters of competencies were identified, namely general academic competencies, discipline specific competencies and management competencies. The three clusters consist of the following items:

- **General academic competencies**
  - ✓ Broad general knowledge;
  - ✓ Cross disciplinary thinking knowledge;
  - ✓ Problem-solving ability;
  - ✓ Analytical competencies;
  - ✓ Reflective thinking, assessing one's work;
  - ✓ Learning abilities;
  - ✓ Power of concentration;
  - ✓ Critical thinking;
  - ✓ Written communication skills.
- **Management competencies**
  - ✓ Planning, coordinating and organizing;
  - ✓ Leadership;
  - ✓ Economic thinking;

- ✓ Creativity;
- ✓ Oral communication skills;
- ✓ Tolerance, appreciating different points of view;
- ✓ Initiative;
- ✓ Taking responsibilities, decisions.
- ▪ **Discipline-specific competencies**
  - ✓ Discipline-specific theoretical knowledge;
  - ✓ Discipline-specific knowledge of methods

According to the research of Yorke (Holden and Jameson, 2002) surveyed organizations appeared to require a number of skills and abilities to underpin effective performance, namely:

- ▪ Oral communication;
- ▪ Being able to work under pressure;
- ▪ Handling one's own workload;
- ▪ Multi-skilling.

The above-mentioned findings about the skills and competencies that employers want from graduates can be compared to graduates' own perceptions of the extent to which they possessed certain skills and competencies on graduation. According to Little (2001) the top ten competencies possessed by graduates across Europe at the time of graduation are the following:

- ▪ Learning abilities;
- ▪ Assertiveness, decisiveness, persistence;
- ▪ Working independently;
- ▪ Written communication skills;
- ▪ Loyalty, integrity;
- ▪ Getting personally involved;
- ▪ Field-specific theoretical knowledge;
- ▪ Power of concentration;
- ▪ Tolerance;
- ▪ Adaptability.

The following competencies also appear in the ten most highly rated possessed competencies of graduates in the United Kingdom:

- Working in a team;
- Working under pressure;
- Oral communication skills;
- Problem-solving ability;

However, none of these appeared in the top ten list for European graduates overall (Little, 2001).

According to Rajan, Chapple and Battersby (1998) companies are reporting gaps between what the graduates actually possess and what the employers require in respect of their needs in terms of each of the four sets of core skills, namely personal attributes, soft skills, practical skills and overarching capabilities. More than 75% of employers in their study reported that graduates had deficiencies in all four core skills. Employers were of the view that a degree does not prepare students for work.

Williams and Owen (Holden and Jameson, 2002) in contrast report few complaints from the employers of graduates in their research. Although they note that approximately 12% of companies recruiting graduates felt that the standards of graduates had declined in recent years, in the main, their research notes a positive assessment of graduate capability. While the principal perceived benefit of employing a graduate are those of intelligence, ideas, and ability to learn, it is their interpersonal skills which are seen by a majority of employers as bringing actual benefits to the organization.

O'Brien and Clark (Brindley and Ritchie, 2000) refer to the fact that academia has been critised for providing industry with graduates who are theoretically strong, but lacking in practical skills.

Sneed and Morgan (Brindley and Ritchie, 2000) discovered employer dissatisfaction with the verbal, quatitative and problem-solving skills of students.

Westhead and Storey (Brindley and Ritchie, 2000) found that organizations were seen as being unable to provide the diversified job-related training desired by graduates.

Brindley and Ritchie (2000) and Greenhaus and Callanan (1994) found that graduates have unrealistically high expectations regarding jobs and organizations in general, but that they nevertheless make effective contributions to organizations.

Holden and Jameson (2002) refers to concerns about the capabilities of graduates to cope with the changing graduate labour market. There is considerable interest in the issue of whether, and if so, to what extent, graduates increasingly require new capabilities; ones which may traditionally not figured in undergraduate programmes. From a relatively small research base a consensus appears to have emerged which accepts that employers generally perceive graduates lack certain skills or, increasingly need different skills, in order to perform effectively in today's organizations.

According to Little (2001) a survey of graduates across Europe revealed that UK graduates regard their degrees as a less useful preparation for their current employment (three years after graduation) than did their European counterparts (49% UK graduates rated usefulness of studies as preparation for current employment highly, compared to 61% graduates overall). So, the UK appears less successful than Europe as a whole in preparing graduates for employment.

In the survey of graduates, both UK graduates and graduates across Europe ranked personality as the most important criterion in getting a first job on graduation (Little, 2001). Field of study was ranked as the second most important criterion. However, at present (at least in the UK) it seems to be a moot point whether these personal qualities are being enhanced by particular skills-development initiatives being undertaken within higher education curricula. Indeed, it is not clear whether higher education can intentionally make much of a difference here.

According to research that has recently been done by the Human Science Research Council (Jordaan, 2004) employers are looking for four important requirements that job applicants have to meet:

- An entrepreneurial spirit which includes thinking out of the box and an intention to pursue the seemingly impossible. It also includes the willingness of lifelong learning to develop oneself and to broaden one's horizon. Furthermore it is important to stay modest and to steer away from arrogance.

- A high level of emotional intelligence which include attributes like motivating oneself; to persist despite frustration; to be in control of oneself and not allowing stress to inhibit the ability to think and to do. It also include sound interpersonal relations with junior and senior colleagues; the ability to lead and to follow; the ability to respect cultural diversity and to establish harmonious human networking that promote team work. Another important component of emotional intelligence is emotional stability which includes to stay cool and calm during a tight schedule.
- The ability to manage complexities effectively. To survive and to get and maintain the competitive edge, organizations have to be flexible, willing to change and adapt quickly to changes. It is also important to see the bigger picture and to understand the dynamics of organiations and how the respective components of the organisation interact with one another and outside companies.
- The ability to understand and to manage seemingly insignificant details. The identification and control of mistakes and errors become more important in achieving success.

Coetzee (1991) stresses the fact that universities and other higher education institutions, in order to become more relevant, should identify and address community needs. These institutions should also prepare their students to contribute to an ever-continuing changing social and natural reality.

According to Greenhaus and Callanan (1994) tertiary institutions and organizations should take care of students' expectations regarding what to expect when entering the world of work. Both parties are often guilty of cultivating specific expectations which are not realistic and which could easily lead to reality shock when students are being confronted with the real life situation. Tertiary institutions could foster the impression among students that they are fully equipped to face the realities of the work environment and that they would easily adapt to the demands that await them, while this is not actually true, due to the unique characteristics associated with each job and organization. Organizations could contribute to unrealistic expectations by means of their recruitment campaigns.   In order to attract the most talented candidates,

organizations could be tempted to project an unrealistic, idealized image of themselves which do not necessarily reflect the actual situation.

Hawkins and Winter (Little, 2001) pointed out that that in many sectors of the economy the nature of jobs is changing rapidly and completely new sectors are emerging. In consequence, graduates not only need to be able to a set job now, but also to have the personal capabilities for dealing intelligently with change and challenging situations, so that they can manage their relationship with work and with learning throughout all stages of their life.   Harvey, Moon, Geall and Bower (Little, 2001) refer to the fact that employers want graduates who can quickly adapt to the workplace culture, who can use their abilities and skills to evolve an organization, and can use higher-level skills to facilitate innovative teamwork.

3.   **Methodology**

3.1 **Purpose of the study**

The purpose of the study was to determine the appropriateness of training and education in schools and tertiary institutions by exploring the views and experiences of stakeholders at the receiving end of the process, namely:
- Managers at different levels of organizations that represent both the public and the private sectors;
- Entrants to the labour market representing both the public and the private sectors;
- Final year students from the university of the Free State, the university of technology of the Free State and the technical college;
- Matriculants from different schools in the Free State and Northern Cape.

3.2 **Selection of respondents**

Respondents from the above-mentioned target groups were selected:
- Managers representing organizations in both the public and private sectors in urban and rural areas in the Free State and Northern Cape and different levels of management were selected. The sample of managers consisted of 67 managers from the public sector and 71 from the private sector. These managers represent 34 respective organizations.

- A sample of entrants representing organizations in both the public and private sectors in urban and rural areas in the Free State and Northern cape was selected. A person was labeled an entrant after a service of not more than 2 years of service have been completed. The number of entrants that participated in the study consisted of 123 employees in the public sector and 139 employees in the private sector. Entrants in the public sector represent 27 respective occupations, while entrants in the private sector represent 36 respective occupations.
- A sample of 624 students from a broad range of departments and faculties from the three above-mentioned tertiary institutions was selected.
- A sample of 540 matriculants from different schools in the Free State and the Northern Cape was selected.

3.3 Gathering of the data

Questionnaires which make provision for open-ended questions in accordance with the Delphi-technique of qualitative research were designed for each target group and distributed among the selected respondents. Focus group interviews for each target group were conducted in order to clarify specific ambiguities that could arise.

Managers were requested to complete questionnaires that consisted of the following open-ended questions:
- According to your experience, are the new entrants to the labour market **theoretically** sufficiently equipped for what they have to do?
- According to your experience, are the new entrants to the labour market **practically** sufficiently equipped for what they have to do?
- According to your experience, is the **training** of entrants to the labour market relevant?
- According to your experience, what are the most important general job related **shortcomings** of entrants to the labour market?
- What job related **requirements** do you personally have in mind for entrants to the labour market?
- According to your experience, what are the most important **obstacles** that entrants to the labour market have to face?

Entrants were requested to complete questionnaires that consisted of the following open-ended questions:

- Have you found a job in your specific field of expertise?
- Specify your field of expertise;
- What in your opinion are the main obstacles in your way to find a job in your field of expertise?
- According to your experience, have you been theoretically sufficiently equipped for your career?
- According to your experience, have you been practically sufficiently equipped for your career?
- What job related requirements did you have to meet when entering the workplace?
- What were the obstacles that you had to face to find this job?
- What factors contributed to help you to become successful in finding a job?

A sample of 624 students from different departments was selected from eleven faculties representing three tertiary institutions, in the Free State and Northern Cape, namely the University of the Free State (250 students), the University of Technology (263 students) and the Technical College (111 students). They were requested to complete a questionnaire that consisted of the following open-ended questions:

- What career do you intend to pursue?
- Do you think that you are sufficiently equipped for your intended career in terms of **theory**?
- Do you think that you are sufficiently equipped for your intended career with regard to the **practical** aspects thereof?
- Do you think that your major **educational needs** have been met in your institution?
- Stipulate your specific **educational needs**.
- Have you already applied for a job in your specific career field of choice?
- If you have already applied for a job, was your application successful?
- If your application was unsuccessful what, in your opinion, contributed to your failure?
- Do you think that the **contents of the curriculum** (theoretical and practical) contributed to the fact that you were unsuccessful?
- What **job-related requirements** were you expected to meet when applying for the job?

- In your opinion, which **obstacles** prevent you from acquiring a job?
- Did you receive **career counseling** at school?
- If so, did the career counseling meet your expectations?
- Have you received any other form of career counseling? If so, what type of career counseling?

A sample of 540 matriculants representing schools in the Free State and Northern Cape was selected. They were requested to complete a questionnaire that consisted of the following open-ended questions:

- What career do you intend to pursue?
- Do you think that you are sufficiently equipped for your intended career in terms of theory?
- Do you think that you are sufficiently equipped for your intended career with regard to practical aspects?
- Do you think that your prominent educational needs have been met in school?
- Specify your specific educational needs.
- Have you already applied for a job in your specific career field of choice?
- If you have already applied for a job, was your application successful?
- If your application was not successful what, in your opinion, contributed to your failure?
- Do you think that the contents of the curriculum (theoretical and practical) contributed to the fact that you were not successful?
- What job related requirements were you expected to meet when applying for a job?
- In your opinion, which obstacles prevent you from acquiring a job?
- Have you received career counseling at school?
- If your answer is yes, did the career counseling meet your expectations?
- Have you received any other form of career counseling? If so, what type of career counseling?

The principles of the Delphi-technique were applied in the gathering and processing of the data. The purpose of this technique is to provide respondents with specific open-ended questions to demarcate the focus area of research Respondents should have the opportunity to reflect their ideas, perceptions and feelings regarding a specific issue without be influenced or directed in a specific way. Their responses should also be

reflected objectively without forcing them into specific categories and thereby distorted them.

4. Results

4.1 Managers' views regarding the appropriateness of the education and training of new entrants to the labour market

The selected managers responded as follows to the respective questions:

4.1.1 Are the new entrants to the labour market theoretically sufficiently equipped for what they have to do?

4.1.1.1 Responses of managers in the public sector

Managers in the **public sector** responded differently to this question. Thirty four (34=51%) of them indicated that new entrants are fully equipped, while thirty three (33=49%) were of the opinion that they are not sufficiently prepared for the labour market. The following comments were listed:

Table 1: Responses of managers in the public sector regarding their perceptions of the theoretical equipment of entrants to the labour market

Comments	Frequency	%
Although new entrants to the labour market are theoretically sufficiently equipped for the labour market, they still need in-service training and coaching to prepare themselves for the unique demands and characteristics associated with specific jobs and organizations	22	33
New entrants do not know everything that has to be done and that is required. Their qualifications are not always relevant in terms of what they have been hired for	18	27
Their theoretical knowledge assists them in analysing and interpreting job related materials that they are provided with	18	27
The theory that they acquired assists them with the philosophy that is needed to execute their jobs properly	18	27
The theoretical knowledge of students leaving tertiary		

Comments	Frequency	%
institutions are relevant, but not that of entrants leaving school	17	25
Some aspects are relevant; others not	16	24
New entrants learn like parrots and do not have the necessary understanding and insight in what they learn. They have the qualifications, but seem to have forgot the content when it comes to delivery	15	22

4.1.1.2 Responses of managers in the private sector

According to forty one (41=58%) managers in the **private sector**, new entrants are sufficiently equipped for the labour market, while thirty (30=42%) managers differ. They made the following comments:

Table 2: Responses of managers in the private sector regarding their perceptions of the theoretical equipment of entrants to the labour market

Comments	Frequency	%
The programs that are developed and presented by the respective tertiary institutions serve the demands of the current labour market	24	34
Tertiary institutions keep up to date with changes in the labour market	21	30
Entrants out of schools do not have sufficiently theoretical skills and find it very difficult to adapt to the demands of the work environment	21	30
Although entrants, especially from tertiary institutions, are theoretically well equipped, they still need a certain amount of in-service training to familiarize them with the specific dynamics of a specific job in the organization	19	27
Although theoretically well equipped, entrants display a lack of product knowledge	17	24

The challenge for new entrants is to integrate theory and practice with each other	15	21
Entrants are not fully equipped, but due to their theoretical background they have the ability to learn fast	15	21
Many entrants forget their theoretical knowledge and use the qualification only as a ticket to enter the labour market	13	18
There is a lot of theory that students at tertiary institutions are learning that is not used in the labour market	13	18

4.1.1.3 Discussion of the results

The following conclusions could be drawn by virtue of the above-mentioned results:

- Managers in the public and private sectors differ from one another in terms of their views regarding the sufficiency of entrants' theoretical knowledge. Most of the managers (public sector: 51%; private sector: 58%) are of the opinion that entrants are sufficiently equipped for what they have to do, while 49% of the managers in the public sector and 42% managers in the private sector do not share this view. Notice should be taken of the fact that a substantial proportion of managers in both sectors believe that entrants are not sufficiently equipped for what they have to do in the workplace.

- Managers in both sectors (public sector: 33%; private sector: 27%) indicated that, although new entrants to the labour market are sufficiently theoretically equipped for what they have to do, they still need in-service training and coaching to prepare themselves for the unique and characteristic demands associated with specific jobs and organizations.

- Another common denominator regarding the responses of the managers in both sectors is that entrants coming directly from schools do not have sufficient theoretical knowledge to equip them for their jobs and they find it very difficult to adapt to the demands of the work environment (public sector: 25%; private sector: 30%).

- Managers in both sectors indicated that, despite the fact that the theoretical knowledge of entrants do not address all the needs of the labour market, it contributes to the following:
  - ✓ Their theoretical knowledge assists entrants in analyzing and interpreting job related issues (27% of managers in the public sector);
  - ✓ Their theoretical knowledge provides them with the philosophy that is needed to execute their jobs properly (27% of managers in the public sector);
  - ✓ Their theoretical knowledge enables them to learn fast (21% of managers in the private sector).
- The advantages of theoretical subject-based knowledge as indicated by some managers coincide with the views of Coetzee and Le Roux (2001), Gnanam (2000), Allan (1996) , namely that most of the students' educational experiences contribute to the enhancement of some subject-neutral core competencies.

4.1.2 Are the new entrants to the labour market practically sufficiently equipped for what they have to do?

4.1.2.1 Responses of managers in the public sector

Most of the managers in the **public sector** (55=82%) are of the opinion that new entrants to the labour market are not practically sufficiently equipped to perform well in their jobs. Only twelve (12=18%) managers disagreed. The following comments were made:

Table 3: Responses of managers in the public sector regarding their perceptions of the practical equipment of entrants to the labour market

Comments	Frequency	%
Entrants need to know how to implement the theory and how to integrate theory and practice with each other	27	40
Entrants need more job related experience	21	31
They are not able to deliver from the start. In-service training and mentoring are needed	19	28
Entrants from technikons and technical colleges are practically		

more sufficiently equipped	17	25
Entrants need practical internships during their tertiary education	17	25
Entrants coming from school have no relevant background and are not ready for the labour market	17	25
Entrants have the technical capabilities, but do not know how to utilise them	14	21
Practical experience is learned in the labour market	13	19
Many entrants end up in jobs for which they are not trained	11	16

4.1.2.2 Responses of managers in the private sector

Fifty six (56=79%) managers from the **private sector** believed that entrants to the labour market are not practically sufficiently equipped, compared to fifteen (15=21%) managers who differed from them. The following comments were provided:

Table 4: Responses of managers in the private sector regarding their perceptions of the practical equipment of entrants to the labour market

Comments	Frequency	%
In most instances, entrants to the labour market, especially students from tertiary institutions, have excellent theoretical knowledge, but very little practical experience	29	41
Most of the organizations have their own customized systems which are not addressed during training at tertiary institutions	26	37
A certain amount of in-service training to address the uniqueness of a specific organization and jobs is essential	22	31
A technical environment requires practical experience and therefore entrants cannot be expected to be fully equipped. They are, however, adapting fast due to their theoretical		

background	19	27
There are many practical skills that can only be learned in the work place	16	23
Students from schools are not sufficiently practically equipped to meet the demands of the labour market	14	20
Entrants find it very difficult to apply and implement their theoretical knowledge	12	17
Students from technikons and technical colleges are practically better equipped to face the demands of the labour market	11	15
Tutorship programs during tertiary training is essential	10	14
It depends on the field of study	10	14
Tertiary education is still very theory orientated	9	13
Entrants are theoretically sufficiently equipped to make it in the interview, but when it comes to delivering, it becomes a disaster	8	11

4.1.2.3 Discussion of the results

The following conclusions could be derived from the above-mentioned results:

- A substantial percentage of managers in the public sector (82%) and the private sector (79%) believe that entrants to the labour market are not practically sufficiently equipped for what they have to do.
- Managers in both sectors (public sector: 40%; private sector: 79%) indicated that entrants do not know how to implement the theory and how to integrate theory and practice with one another.
- According to managers in both sectors (public sector: 31%; private sector: 41%) entrants need more job related experience.
- Another common denominator among the responses of managers in both sectors is that entrants from technikons and technical colleges are practically more equipped (public sector: 25%; private sector: 15%) to face the demands of the labour market.

- Managers in both sectors (public sector: 28%; private sector: 31%) believe that entrants need in-service training and mentoring to address the uniqueness and characteristic nature of specific jobs and organizations. Entrants are not able to deliver from the start. In this regard 25% of managers in the public sector indicated that practical internships should be provided during tertiary education.

- Managers in both sectors (public sector: 25%; private sector: 20%) felt that students from schools are not sufficiently practically equipped to meet the demands of the labour market.

- Some managers (public sector: 19%; private sector: 23%) indicated that many practical skills can only be learned in the workplace.

- It would be unfair to expect of higher education institutions to cater for the uniqueness of specific jobs in specific organizations, even when they are attempting to address the urgent need for additional practical application of theories to solve real life problems. Therefore organizations should accept the responsibility for the finishing touches.

4.1.3 Is the training of entrants to the labour market relevant?

4.1.3.1 Responses of managers in the public sector

Thirty two (32=48%) managers in the **public sector** were satisfied that the training of entrants were relevant, compared to thirty five (35=52%) who disagreed. A qualitative analysis of the comments highlights the following:

Table 5: Responses of managers in the public sector regarding their perceptions of the relevance of the training of entrants to the labour market

Comments	Frequency	%
More job related training should be conducted by means of in-service training	26	39
Especially technical training is relevant	22	33
Especially university students need more in-service training compared to students from technikons and technical colleges	15	22
In-service training is essential for each entrant to customise		

them to the unique characteristics and demands of the organization and the specific job	14	21
Training at tertiary institutions are too general and in most cases does not address the requirements of the specific job	12	18
Only the training of students from tertiary institutions are relevant; not the training of students from school	11	16
Relevant training does not refer to job related knowledge and skills only, but should also include soft skills like interpersonal relationships, problem-solving, etc.	9	13
Relevant training does not refer to job related knowledge and skills only, but should also include soft skills like interpersonal relationships, problem-solving, etc.	9	13
The training of students who acquired professional qualifications is more relevant	9	13
Many entrants are not equipped to do the work due to a mismatch between what is required and what they have to offer	9	13

4.1.3.2 Responses of managers in the private sector

Most of the managers in the **private sector**, namely forty two (42=59%) indicated that the training of entrants to the labour market is relevant, while twenty nine (29=41%) differed from them. The managers responded as follows to the above-mentioned question:

Table 6: Responses of managers in the private sector regarding their perceptions of the relevance of the training of entrants to the labour market

Comments	Frequency	%
In-service training is essential to address issues more specific to the demands of the organization and the job and to enable entrants to perform well in their jobs. Organisations also have a		

responsibility in this regard	24	34
Usually tertiary institutions are more theory focused and therefore training does not equip one to work on a stand alone basis immediately after graduation	23	32
Most of the training at tertiary institutions are not specific enough to address the organizations unique needs. The training is too generic	19	27
The specific nature of the job and the specific focus of the tertiary institution will would determine the relevance of the training	17	24
Organisations should provide mentoring and coaching programmes to address the specific training requirements of the organization	16	23
Training at schools are not labour market related	15	21

4.1.3.3 Discussion of the results

The following conclusions could be drawn by virtue of the above-mentioned results:

- No dominant trend regarding the managers' views in terms of the relevance of training of entrants could be identified. It is obvious from the results that managers do not have consensus on this matter. Managers in the public sector are more or less equally divided in their view regarding this matter: 48% indicated that the training of entrants is relevant, while 52% differ from them. Managers in the private sector shows a more substantial tendency towards the view that the training of entrants is relevant: 59% compared to 41%.

- A substantial proportion of managers in both sectors (public sector: 39%; private sector: 34%) expressed the view that job related training should be conducted by means of in-service training. Many managers feel that the training of tertiary institutions are not specific enough to address organizations' unique needs (public sector: 18%; private sector: 27%).

- Managers from both sectors (public sector: 16%; private sector: 21%) believe that the training of students from school are not labour market related.

- The plead for the integration of subject-based and subject-neutral knowledge and competencies as suggested by Coetzee and Le Roux (2001), Gnanam (2000) and Allan (1996) could address the need expressed by managers.

4.1.4 What are the most important general job related shortcomings of entrants to the labour market?

4.1.4.1 Responses of managers in the public sector

Managers from the **public sector** listed the following job related shortcomings:

Table 7: Responses of managers in the public sector regarding their perceptions of the most important job related shortcomings of entrants to the labour market

Comments	Frequency	%
Inability to integrate theory and practice with one another	23	34
Lack of sufficient job related practical/technical knowledge	22	33
Unrealistic expectations regarding salaries, fringe benefits, salaries, promotion, etc. They do not understand that one first has to crawl before one can walk	22	33
Lack of job related experience	21	31
Inability to accept responsibility for own decisions, behaviour and career development	19	28
Inability to work in group context, especially diverse groups	19	28
Lack of self-confidence	19	28
Lack of proper interpersonal skills	19	28
Lack of commitment to achieve organizational goals	18	27
Lack of sufficient verbal communication skills	18	27

Lack of internal locus of control	17	25
Lack of maturity	17	25
Lack of problem-solving ability	16	24
Inability to make independent decisions	16	24
Lack of independence	16	24
Lack of work ethics	15	22
Misguided perceptions that their qualifications are enough to carry them through the performance of their jobs	14	21
Lack of self-discipline	14	21
Poor time management	14	21
Are not tuned to the importance of quality	14	21
Lack of presentation skills	13	19
Lack of punctuality	13	19
Minimum usage of their full potential	13	19
Do not really understand the importance of the timeous completion of tasks	13	19
Lack of common sense	13	19
Inability to become independent from mentors	13	19
Lack of internal drive	12	18

Inability to adapt fast enough to the new work environment	12	18
Inability to really understand the dynamics of the work environment	12	18
Inability to work under pressure and to cope with stress	12	18
Lack of endurance and perseverance	12	18
Wrong attitude, especially among those with degrees. They think that they know everything	12	18
Low emotional intelligence	12	18
Low production rates	12	18
Lack of knowledge of computer software	12	18
Fear of making mistakes	11	16
Inability to manage conflict effectively	11	16
Qualifications are not suitable for the job applied for	11	16
Inability to see the bigger picture	11	16
Ignoring advices and instructions of superiors who are not as well educated as they are	11	16
Are not tuned to the importance of productivity	11	16
Failure to balance social and working life that usually leads to under performance	11	16
Focus more on getting a qualification rather than on the content of the qualification	11	16
Negligence	10	15

Many are in the market just because it is a job	10	15
They are there for the pay and are of very little use to the market	9	13

4.1.4.2 Responses of managers in the private sector

According to managers in the **private sector** the most general job related shortcomings of entrants to the labour market are the following:

Table 8: Responses of managers in the private sector regarding their perceptions of the most important job related shortcomings of entrants to the labour market

Comments	Frequency	%
Unrealistic expectations regarding salaries, fringe benefits, progress, promotion, etc.	26	37
Lack of job related experience	24	34
Inability to take initiative	24	34
Inability to think creatively and generating new ideas	24	34
Lack of interpersonal skills	24	34
Inability to integrate theory and practice with each other	24	34
Inability to work together with others in teams, especially diverse teams	23	32
Inability to make effective decisions independently	23	32
Inability to think holistically and to see the bigger picture	23	32
Lack of customer care	22	31

Fear of implementing decisions	22	31
Inability to accept responsibility for own decisions, actions and career development	22	31
Lack of self-confidence	22	31
Lack of an entrepreneurial approach	23	32
Lack of job related training	22	31
In-service training is essential to address issues more specific to the demands of the organization and the job and to enable entrants to perform well in their jobs. Organisations also have a responsibility in this regard	21	30
Lack of understanding of the dynamics of a changing work environment	16	23
Little balance between task and people orientation	16	23
Irrelevant qualifications	15	21
Lack of enthusiasm and passion	15	21
Acquired a degree, but do not know what it is about	13	18
Insufficient product knowledge	13	18
Unwillingness to start at the bottom of the organization	13	18
Not familiar with organisational culture	12	17
Lack of professionalism	11	15
Lack of pride in their work	11	15

Lack of independence from mentors	11	15
Poor time management	11	15
Insufficient self-knowledge, especially in terms of strong points and weaknesses	10	14
Unwillingness to learn from others	10	14
Fear of failure and making mistakes	9	13
Not being self-starters	9	13
Poor productivity rates	9	13
Low quality service delivery	8	11
Wrong attitude	8	11
Lack of motivation	8	11
Lack of multi-skilling	8	11

4.1.4.3 Discussion of the results

The following conclusions could be derived from the above-mentioned results:

- The most prominent shortcomings identified by managers in both the public and private sectors include the following:
  - ✓ Unrealistic expectations on the side of entrants regarding salaries, fringe benefits, progress, promotion (public sector: 33%; private sector: 37%);
  - ✓ Inability to integrate theory and practice with one another (public sector: 34%; private sector: 34%);
  - ✓ Lack of job related experience (public sector: 31%; private sector: 34%);
  - ✓ Lack of interpersonal skills (public sector: 28%; private sector: 34%);
  - ✓ Inability to work together in group context, especially diverse teams (public sector: 28%; private sector: 32%);

- ✓ Inability to accept responsibility for own decisions, actions and career development (public sector: 28%; private sector: 31%;
- ✓ Lack of self-confidence (public sector: 28%; private sector: 31%);
- ✓ Inability to take initiative (public sector: 25%; private sector: 34%);
- ✓ Lack of problem-solving ability (public sector: 24%) and inability to think creatively and generating new ideas (private sector: 34%);
- ✓ Inability to make effective decisions independently (public sector: 24%; private sector: 32%);
- ✓ Inability to think holistically and to see the bigger picture (public sector: 16%; private sector: 32%).

- ▪ Prominent shortcomings that were pointed out by managers in the public sector as important and which were not regarded by managers in the private sector in the same light, include the following:
  - ✓ Lack of sufficient verbal communication (27%);
  - ✓ Lack of commitment to achieve organizational goals (27%);
  - ✓ Lack of maturity (25%);
  - ✓ Lack of work ethics (22%);
  - ✓ Lack of self-discipline (21%);
  - ✓ Poor time-management (21%);
  - ✓ Are not tuned to the importance of quality (21%);
  - ✓ Lack of presentation skills (19%);
  - ✓ Lack of punctuality (19%);
  - ✓ Minimum usage of full potential (19%);
  - ✓ Inability to become independent from mentors (19%);
  - ✓ Do not really understand the importance of the timeous completion of tasks (19%);
  - ✓ Lack of common sense (19%).

- ▪ Prominent shortcomings which were important to managers in the private sector and which were not included in the public sector's managers' list are the following:
  - ✓ Lack of customer care (31%);
  - ✓ Fear of implementing decisions (31%);
  - ✓ Lack of entrepreneurial approach (31%);
  - ✓ Lack of job related training (31%);
  - ✓ Lack of understanding of the dynamics of a changing work environment (23%);

- ✓ Little balance between task and people orientation (23%);
- ✓ Irrelevant qualifications (21%);
- ✓ Lack of enthusiasm and passion (21%);
- ✓ Acquired a degree, but do not know what it is about (18%);
- ✓ Insufficient product knowledge (18%);
- ✓ Unwillingness to start at the bottom of the organization (18%).

- The above-mentioned shortcomings which were identified by managers, relate to the subject-neutral knowledge and competencies referred to by Gnanam (2000) and Allan (1996). According to them these generic competencies should be integrated with the subject-based knowledge and competencies in the curricula and programmes of higher education institutions to deliver a more sufficiently equipped product to the job market.

4.1.5 What job related requirements do you personally have in mind for entrants to the labour market?

4.1.5.1 Responses of managers in the public sector

Managers in the **public sector** listed the following job related requirements:

Table 9: Responses of managers in the public sector regarding the job related requirements that they personally have in mind for entrants to the labour market

Comments	Frequency	%
Integration of theory and practice	24	36
To become a team player: learn and to be willing to work within a group	22	33
Interpersonal skills	22	33
Problem-solving skills	22	33
Take responsibility for decisions and actions	22	33
Communication skills (verbal)	18	27

Independent decision-making	18	27
Creative thinking	16	24
Taking initiative	16	24
Become a self-generating, self-motivating person	16	24
Self-confidence	16	24
They should be eager to learn	16	24
Adaptation to a ever changing, dynamic work environment	14	24
Adhere to work ethics	14	24
Becoming multi-skilled	12	18
Assertiveness	12	18
Adopt a general positive attitude	12	18
Devotion, commitment and dedication in pursuing organizational goals	12	18
Should display loyalty to the employer	12	18
Ability to adapt faster to a changing work environment	12	18
Ability to see the bigger picture. Should not focus only on their own tasks without seeing how it impacts on the bigger organization	12	18
Should be able to work under pressure and to cope effectively with stress	12	18
Add value to the organization	12	18

Entrants should seek help where they do not understand	10	15
Should be able to plan ahead and to become proactive	10	15
Computer skills	10	15
Customer orientated	10	15
Entrants should bring the latest information/knowledge to the work environment	8	12
Emotionally mature	8	12
They should respect their peers and superiors	8	12
Should have realistic expectations regarding all job related issues	8	12
Should know the rules and regulations of the organization	8	12
Perseverance and persistence	8	12
Tenacity	8	12
Enthusiasm	8	12
Willingness to take orders	8	12
Willingness to go through the ranks	8	12
Pride in what they do	8	12

4.1.5.2 Responses of managers in the private sector

Managers in the **private sector** listed the following responses to the above-mentioned question:

Table 10: Responses of managers in the private sector regarding the job related requirements that they personally have in mind for entrants to the labour market

Comments	Frequency	%
Independent thinking and decision-making which includes analytical and critical thinking, problem solving ability, and using common sense	26	37
Self-confidence	24	34
Self-motivation; being a self-generating person	24	34
Ability to work together in teams	24	34
Interpersonal skills	21	30
Willingness to learn from others	21	30
Integrating theory and practice with one another	21	30
Taking responsibility for one's decisions and actions	20	28
Creative and innovative thinking	19	27
An entrepreneurial mind set	19	27
Enthusiasm	18	25
Taking initiative and being proactive	18	25
Ability to understand and to adapt to a ever changing work environment	16	23
Self-development	16	23
Realistic expectations regarding all job related issues	15	21
Client orientation and customer care	14	20

Verbal communication skills	14	20
Assertiveness	12	17
Understanding of and adapting to the organizational culture	10	14
Basic financial skills	10	14
Ability to work independently	10	14
Holistic thinking: see the bigger picture	10	14
Ability to add value to the organization	8	11
Willingness to take risks	8	11
Knowledge of the product	7	10
Willingness to accept challenges	7	10
Ability to manage conflict effectively	7	10
Effective time management	7	10
Effective self-presentation skills	7	10
Loyalty to the organization and its employees	7	10

4.1.5.3 Discussion of the results

The following conclusions could be drawn in the light of the above-mentioned results:

- The most prominent job related requirements identified by managers of both the public and private sectors, are the following:
  - ✓ Ability to work together in teams (public sector: 33%; private sector: 34%);
  - ✓ Integration of theory and practice (public sector: 36%; private sector: 30%);

- Independent thinking and decision-making which includes analytical and critical thinking, problem solving ability and using common sense (public sector: 27%; private sector: 37%);
- Interpersonal skills (public sector: 33%; private sector: 30%);
- Taking responsibility for decisions and actions (public sector: 33%; private sector: 28%);
- Self-confidence (public sector: 24%; private sector: 34%);
- Being a self-generating, self-motivating person (public sector: 24%; private sector: 34%)
- Creative and innovative thinking (public sector: 24%; private sector: 34%);
- A willingness to learn (public sector: 24%; private sector: 30%);
- Taking initiative and being proactive (public sector: 24%; private sector: 25%);
- Ability to work under pressure and to cope with stress (public sector: 18%; private sector: 31%);
- Ability to understand and to adapt to a ever changing work environment (public sector: 24%; private sector: 23%).

- The following important job related requirements which were identified by managers in the public sector were not important to their counterparts in the private sector:
  - Adherence to work ethics (24%);
  - Becoming multi-skilled (18%);
  - Adopting a general positive attitude (18%);
  - Devotion, commitment and dedication in pursuing organizational goals (18%);
  - Should display loyalty to the employer (18%);
  - Ability to adapt faster to a changing work environment (18%);
  - Ability to see the bigger picture (18%);
  - Add value to the organization (18%).

- The following important job related requirements which were indicated by the managers in the private sector, were not important to their colleagues in the public sector:
  - An entrepreneurial mind set (27%);
  - Enthusiasm (25%);
  - Self-development (23%);
  - Realistic expectations regarding all job issues (21%);
  - Client orientation and customer care (20%);

- ✓ Assertiveness (17%).
- ▪ Many of the above-mentioned job related requirements suggested by managers are similar to the requirements identified by the Human Science Research Council (Jordaan, 2004). In order to enable students to get jobs, these skills and competencies should be integrated in the curricula and programmes of higher education institutions.

4.1.6 What are the most important obstacles that entrants to the labour market have to face?

4.1.6.1 Responses of managers in the public sector

Managers in the **public sector** identified the following most important obstacles that entrants to the labour market have to face:

Table 11: Responses of managers in the public sector regarding their perceptions of the most important obstacles that entrants to the labour market have to face

Comments	Frequency	%
Lack of job related experience, especially hands-on experience	25	37
Unrealistic expectations regarding the respective job related issues like salaries, fringe benefits, promotion, etc.	22	33
Lack of sufficient job opportunities due to the state of the economy	22	33
Adapting to the work environment within a reasonable period of time	16	24
Lack of commitment in achieving organizational goals	16	24
Lack of initiative	15	22
Regulatory policies and procedures	14	21

Legislative requirements	14	21
A "know-all" attitude and a unwillingness to learn	14	21
Lack of career maturity	12	18
Lack of proper communication skills	12	18
Lack of effective interpersonal skills	12	18
Lack of long term goals	12	18
Insufficient induction and orientation	11	16
Some jobs are reserved for relatives and friends: Nepotism	11	16
Lack of discipline	11	16
No clear job performance standards	10	15
Affirmative action	10	15
Lack of knowledge of computer software	9	13
Lack of self-determination	9	13
Massive student loans that makes it difficult to make ends meet	8	12
Inferior treatment	8	12
Inability to sacrifice	8	12
Lack of trust	7	10
Fear of authority (7=10%);	7	10
Rejection from other employees (7=10%).	7	10

4.1.6.2 Responses of managers in the private sector

According to the managers in the **private sector** the most important job related obstacles that entrants to the labour market have to face are the following:

Table 12: Responses of managers in the private sector regarding their perceptions of the most important obstacles that entrants to the labour market have to face

Comments	Frequency	%
Lack of job related experience	29	41
Lack of self-confidence	21	30
Unrealistic expectations regarding salaries, fringe benefits, progress, promotion, etc.	19	27
Working together in a team	19	27
Inability to integrate theory and practice with one another	19	27
Ignorance regarding the nature and dynamics of the work environment	18	25
Lack of independent decision-making	18	25
Lack of self-discipline	17	24
Inability of entrants to take responsibility for their decisions and actions	17	24
Lack of mentoring programmes	16	23
Inability to adapt to the organisation's culture	16	23
Lack of self-presentation skills	15	21

Lack of commitment	14	20
Inability to take initiative and to be proactive	14	20
Lack of verbal communication skills	14	20
Poor communication within the organization	14	20
Lack of availability of jobs due to the state of the economy	14	20
Poor time management	13	18
Lack of creative thinking	13	18
Lack of self-drive	13	18
Lack of self-management	12	17
Inability to see the bigger picture	12	17
Unwillingness to take risks	11	15
Wrong attitude	10	14
Lack of organizational support and encouragement	10	14
Restructuring and transformational change	10	14
Lack of negotiation skills	10	14
Experienced workers are not willing to train new entrants	9	13
Irrelevant qualifications	7	10

4.1.6.3 Discussion of the results

The following conclusions result from the above-mentioned results:

- The common most prominent obstacles indicated by managers of both the public and private sectors are the following:
  - ✓ Lack of job-related experience (public sector: 37%; private sector: 41%);
  - ✓ Unrealistic expectations regarding the respective job related issues like salaries, fringe benefits, promotions, etc (public sector: 33%; private sector: 27%);
  - ✓ Lack of sufficient job opportunities due to the state of the economy (public sector: 33%; private sector: 20%);
  - ✓ Inability to adapt to the organization's culture within a reasonable period of time (public sector: 24%; private sector: 23%);
  - ✓ Lack of commitment in achieving organizational goals (public sector: 24%; private sector: 20%);
  - ✓ Inability to take initiative and to be proactive (public sector: 22%; private sector: 20%);
  - ✓ Lack of verbal communication skills (public sector: 18%; private sector: 20%);
- Important obstacles identified by managers in the public sector, but not supported by managers in the private sector are the following:
  - ✓ Regulatory policies and procedures (21%);
  - ✓ Legislative requirements (21%);
  - ✓ Lack of career maturity (18%);
  - ✓ Lack of interpersonal skills (18%);
  - ✓ Lack of long term goals (18%);
  - ✓ Insufficient induction and orientation (16%);
  - ✓ Some jobs are reserved for relatives and friends: nepotism (16%).
- Managers in the private sector indicated the following important obstacles which were not supported by their counterparts in the public sector:
  - ✓ Inability to work together in a team (27%);
  - ✓ Inability to integrate theory and practice with one another (27%);
  - ✓ Ignorance regarding the nature and dynamics of the work environment (25%);
  - ✓ Lack of independent decision-making (25%);
  - ✓ Inability of entrants to take responsibility for their decisions and actions (23%);
  - ✓ Lack of mentoring programmes (23%);
  - ✓ Lack of self-presentation skills (21%);
  - ✓ Poor communication within the organization (20%);
  - ✓ Poor time management (18%);

✓ Lack of creative thinking (18%);

✓ Lack of self-drive (18%).

4.2 The appropriateness of education and training as experienced by entrants in the labour market

4.2.1 Demographic characteristics of the respondents

4.2.1.1 Gender

The gender of entrants in the public and private sectors are reflected in figures 1 and 2 respectively
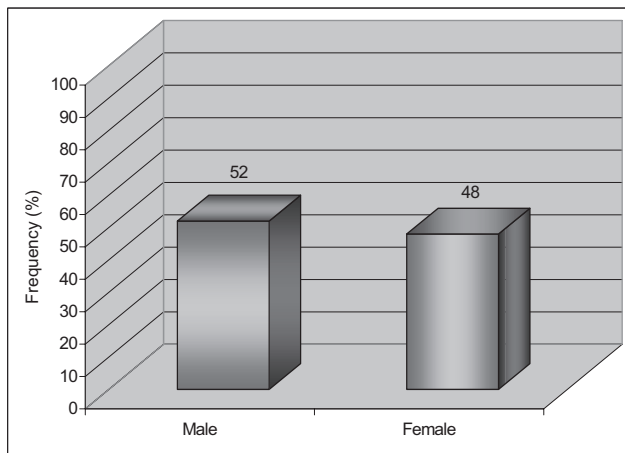
Figure 1: Distribution of entrants in the public sector according to gender
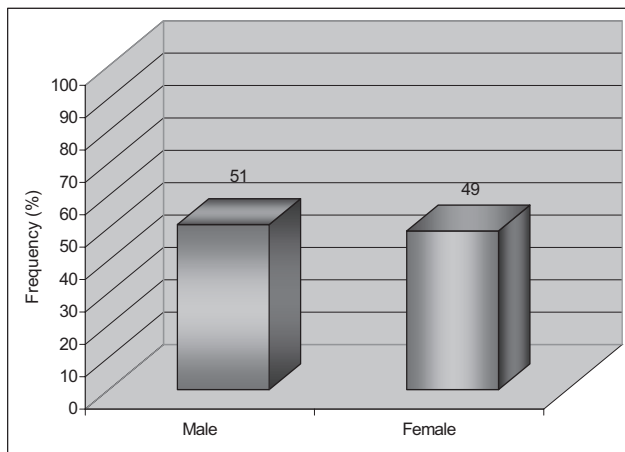
Figure 2: Distribution of entrants in the private sector according to gender

It is evident from figures 1 and 2 that the entrants in both the public and private sectors are equally distributed in terms of gender. In both cases there is a very slight, but insignificant male dominance.

4.2.1.2 Age

The distribution in terms of age of the entrants in the public and private sectors are reflected in figures 3 and 4 respectively.
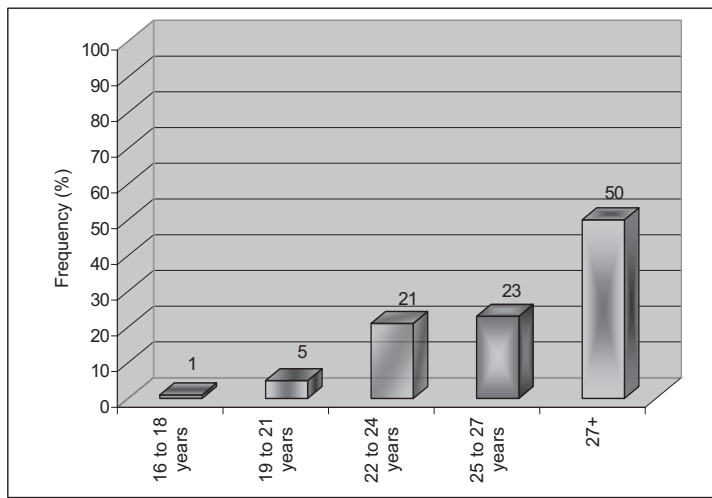
Figure 3: Distribution of entrants in the public sector in terms of age
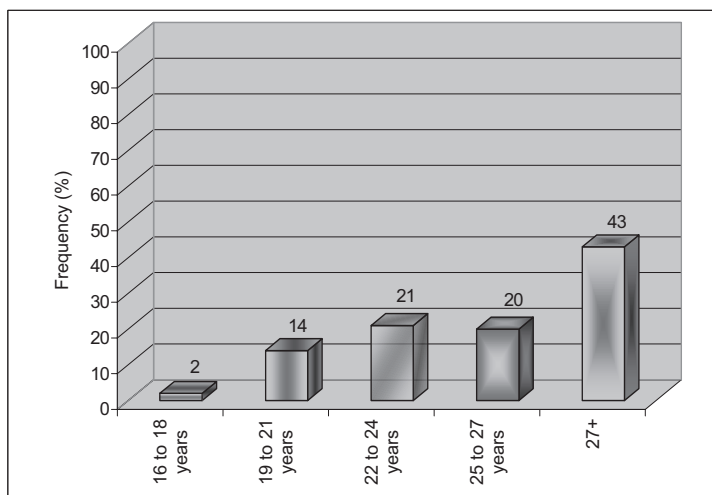
Figure 4: Distribution of entrants in the private sector in terms of age

It follows from figures 3 and 4 that most of the entrants are beyond 27 years of age while a substantial portion (50% in the case of the public sector and 43% in the case of he private sector) is beyond 27 years of age. The implication is that the predominant percentage of entrants got access to organizations at a relatively high age. Possible explanations for this trend are that many of them left school at a late stage or that they first completed their graduate and postgraduate studies since a substantial proportion of them acquired graduate and postgraduate qualifications as indicated in tables 9 and 10.

4.2.1.3 Race

The distribution of entrants in the public and private sectors according to race are reflected in figures 5 and 6 respectively
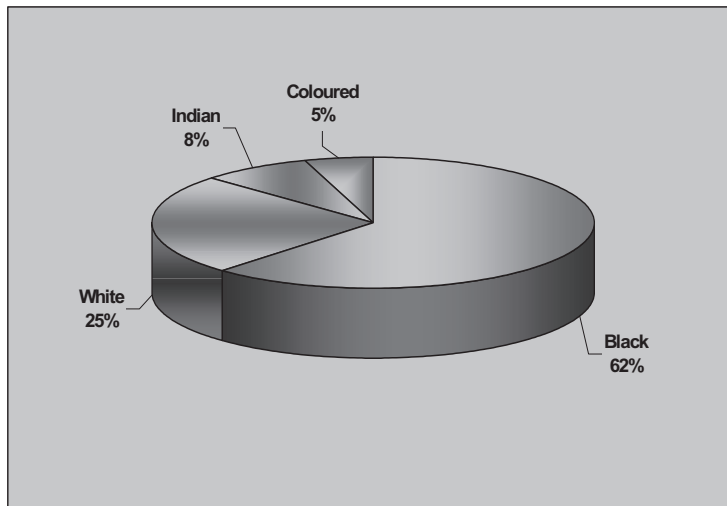
Figure 5: Distribution of entrants in the public sector according to race
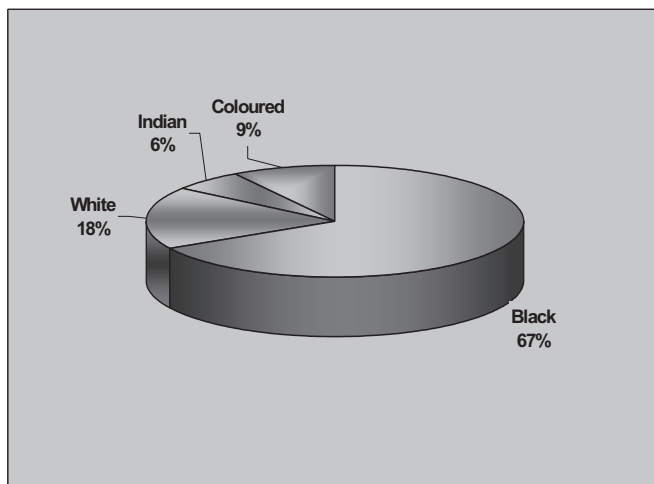
Figure 6: Distribution of entrants in the private sector
according to race

It is clear from figures 5 and 6 that the dominant race group in both the public and private sectors is Blacks (public sector: 62%; private sector: 67%), followed by Whites (Public sector: 25%; private sector: 18%).

4.2.1.4 Language

The distribution of entrants in the public and private sectors in terms of language preference are indicated in figures 7 and 8
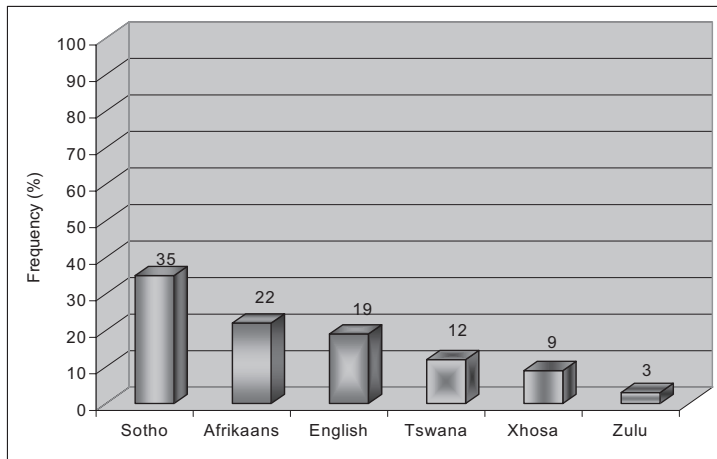
Figure 7: Distribution of managers in the public sector
according to language preference
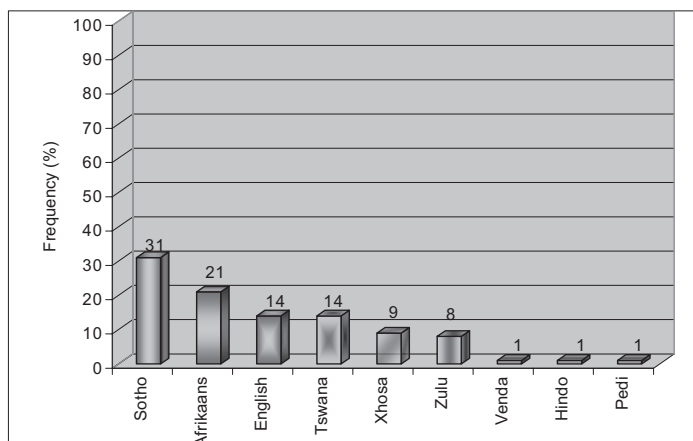
Figure 8: Distribution of entrants in the private sector
according to language preference

According to the content of figures 7 and 8 the dominant language preference in both sectors is Sotho (public sector: 35%; private sector: 31%), followed by Afrikaans (public sector: 22%; private sector: 21%). This is understandable in the light of the race distribution as indicated in figures 5 and 6.

4.2.1.5 Highest academic qualification

The distribution of entrants in the public and private sectors regarding their highest academic qualification are reflected in figures 9 and 10.
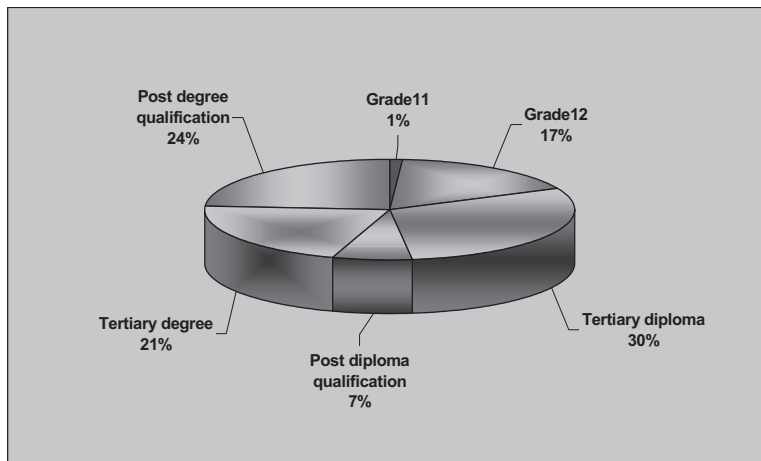
Figure 9: Distribution of entrants in the public sector
regarding their highest academic qualification
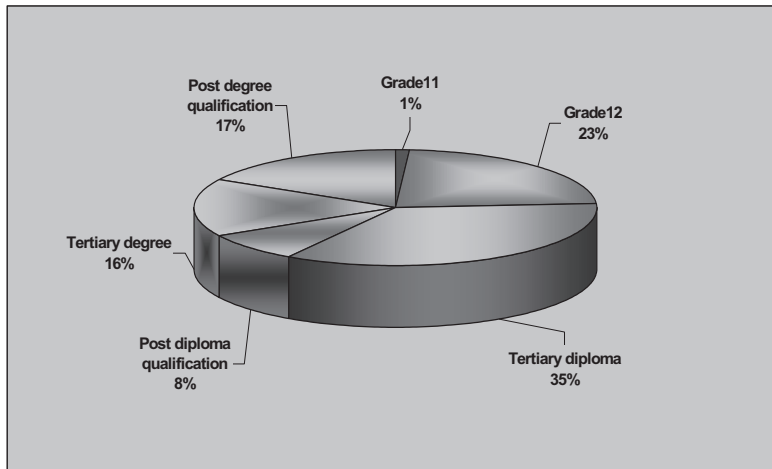
Figure 10: Distribution of entrants in the private sector regarding highest academic qualification

It is evident from figures 9 and 10 that most of the entrants in both sectors acquired at least a tertiary diploma (public sector: 30%; private sector: 35%). A substantial percentage of entrants in both sectors are in possession of a tertiary degree (public sector: 21%; private sector: 16%).

4.2.1.6 Physical disability

The distribution of entrants in the public and private sectors regarding physical disability are indicated in tables 11 and 12.
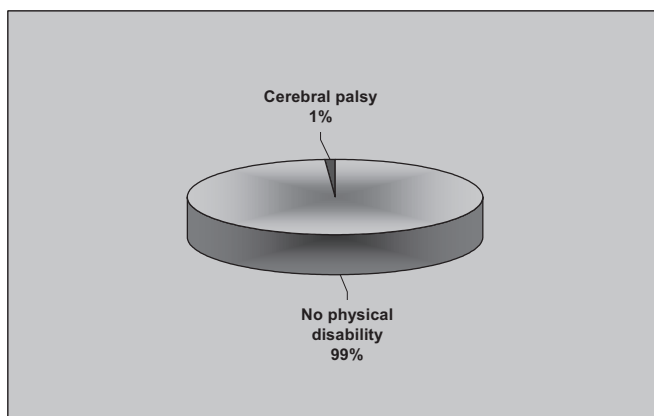
Figure 11: Distribution of entrants in the public sector regarding physical disability
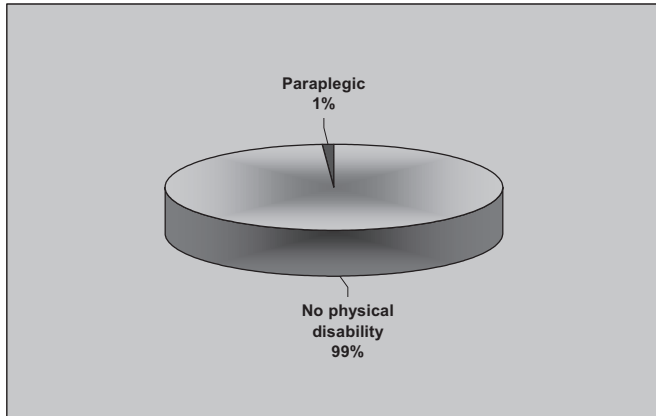
Figure 12: Distribution of entrants in the private sector regarding physical disability

Only one entrant in the public sector and one in the public sector are suffering from physical disabilities.

4.2.2   Have you found a job in your field of expertise?

4.2.2.1 Responses of entrants in the public sector

The responses of entrants in the public sector regarding their success in finding a job in their field of expertise are indicated in table 13.

Table 13: Responses of entrants in the public sector regarding their success in finding a job in their field of expertise

	Frequency	%
Yes	84	68
No	39	32

4.2.2.2 Responses of entrants in the private sector

The responses of entrants in the private sector regarding their success in finding a job in their field of expertise are reflected in table 14.

Table 14: Responses of entrants in the private sector regarding their success in finding a job

in their field of expertise

	Frequency	%
Yes	91	66
No	48	34

4.2.2.3 Discussion of the results

The following conclusions result from the results reflected in tables 13 and 14:

- The majority of entrants in the public sector (68%) and in the private sector (66%) were successful in finding jobs in their fields of expertise;
- A significant percentage of entrants, however, find themselves in jobs for which they are not trained (public sector: 32%; private sector: 34%);
- According to Swanepoel, Erasmus, Van Wyk and Schenk (2003) it is important that a match should prevail between the requirements of a specific job and the skills and expertise of the job incumbent to ensure job satisfaction and a high level of productivity.

4.2.3 Specify your field of expertise

4.2.3.1 Responses of entrants in the public sector

The fields of expertise of entrants in the public sector are specified in table 15.

Table 15: The fields of expertise of entrants in the public sector

Field of expertise	Frequency	%
Accountancy	16	20
Electrical engineering	13	11
Education	11	9
Public administration	9	7
Business management	7	6

Information technology	6	5
Administrative clerk	5	4
Communication and marketing	4	3
Sales and marketing	4	3
Human resource management	4	3
Psychology	4	3
Training and development	4	3
Customer service	3	2
Social work	3	2
Law	3	2
Hotel management	3	2
Public relations	3	2
Financial management	3	2
Aircraft electrician	2	1
Quality management	2	1
Maintenance management	2	1
Geography	2	1
Security	2	1
Urban and regional planning	2	1

Sport administration	2	1
Travel and tourism	2	1
South African National Defence Force	2	1

4.2.3.2 Responses of entrants in the private sector

The fields of expertise of entrants in the public sector are specified in table 16.

Table 16: The fields of expertise of entrants in the private sector

Field of expertise	Frequency	%
Accountancy	17	12
Electrical engineering	16	12
Administrative clerk	14	10
Information technology	9	6
Business administration and management	7	5
Network planning design	6	4
Human resource management	5	4
Financial management	5	4
Customer service	5	4
Mechanical engineering	5	4
Sociology	5	4
Training and development	4	3
Project management	4	3

Marketing	4	3
Labour law/relations	3	2
Industrial engineering	3	2
Instrumentation and control technician	2	1
Transport	2	1
Education	2	1
Psychology	2	1
Urban and regional planning	2	1
SA Police	2	1
Public management	2	1
Architecture	2	1
Tourism	2	1
Anthropologist	1	1
Economist	1	1
Mathematician	1	1
Statistician	1	1
Library and Information science	1	1
Telecommunication engineering	1	1
Law	1	1

Radiography	1	1
Electronic communication	1	1
Communication	1	1

4.2.3.3 Discussion of the results

According to tables 15 and 16 the entrants in the public sector represent twenty seven respective occupations, while entrants in the private sector represent thirty six respective occupations.

4.2.4 What in your opinion are the main obstacles in your way to find a job in your field of expertise?

4.2.4.1 Responses of entrants in the public sector

The responses of entrants in the public sector regarding the main obstacles in their way to find a job in their field of expertise are reflected in table 17.

Table 17: The main obstacles in the way of entrants in the public sector to find a job in their fields of expertise

Obstacles	Frequency	%
Lack of job related experience	41	33
Lack of vacancies/job opportunities	36	29
Lack of job related qualifications	25	20
Stiff competition	21	17
Nepotism	4	3

Sexism	4	3
Lack of appropriate networks	4	3
Lack of self-confidence	3	3
Lack of access to information about vacancies	3	3

4.2.4.2 Responses of entrants in the private sector

The responses of entrants in the private sector regarding the main obstacles in their way to find a job in their field of expertise are reflected in table 18.

Table 18: The main obstacles in the way of entrants in the private sector to find a job in their fields of expertise

Obstacles	Frequency	%
Lack of job related experience	48	36
Lack of vacancies/job opportunities	36	26
Stiff competition	25	18
Lack of job related qualifications	23	17
Lack of in-service training	8	6
Affirmative action	8	6
Very specialized fields	6	4
Sex prejudice	6	4
Nepotism	5	4
Corruption/bribes	4	3

Lack of advertising of vacancies in newspapers	2	1
Unrealistic expectations regarding the importance of job related experience on the side of employers	2	1

4.2.4.3 Discussion of the results

It is evident from tables 17 and 18 that entrants in both the public and the private sectors identified the same four major obstacles in their way to find a job in their fields of expertise, namely:

- Lack of job related experience (public sector: 33%; private sector: 36%);
- Lack of vacancies/job opportunities (public sector: 29%; private sector: 26%);
- Lack of job related qualifications (public sector: 20%; private sector: 17%);
- Stiff competition (public sector: 17%; private sector: 18%).

4.2.5 According to your experience, have you been theoretically sufficiently equipped for your career?

4.2.5.1 Responses of entrants in the public sector

The responses of entrants in the public sector regarding whether they have been theoretically sufficiently equipped for their careers or not, are reflected in table 19.

Table 19: Responses of entrants in the public sector regarding the sufficiency of their theoretical knowledge for their jobs

	Frequency	%
Yes	95	77
No	28	23

4.2.5.2 Responses of entrants in the private sector

The responses of entrants in the private sector regarding the sufficiency or insufficiency of their theoretical job related knowledge are indicated in table 20.

Table 20: Responses of entrants in
the private sector regarding the
sufficiency or insufficiency of their
theoretical job related knowledge

	Frequency	**%**
Yes	97	70
No	42	30

4.2.5.3 Discussion of the results

The following conclusions follow from the results reflected in tables 19 and 20:

- The majority of entrants in the public sector (77%) and in the private sector (70%) indicated that they are theoretically sufficient equipped for their jobs. This belief is understandable in the light of the research findings of Williams and Jameson (Holden and Jameson, 2002) who identified a positive assessment of graduate ability. According to them the principal perceived benefits of employing graduates are those of intelligence, ideas and ability to learn;

- The proportion of entrants that feel that they are not theoretically sufficient equipped (public sector: 23%; private sector: 30%) is, however, substantial and this finding should be attended to by all the role players involved. According to Little (2001) a survey of graduates across Europe revealed that UK graduates regard their degrees as a less useful preparation for their current employment.

- Managers in the public and private sectors differ from one another in terms of their views regarding the sufficiency of entrants' theoretical knowledge. Most of the managers (public sector: 51%; private sector: 56%) are of the opinion that entrants are sufficiently equipped for what they have to do, while 49% of the managers in the public sector and 42% managers in the private sector do not share this view. Notice should be taken of the fact that a substantial proportion of managers in both sectors believe that entrants are not sufficiently equipped for what they have to do in the workplace;

- Managers in both sectors (public sector: 33%; private sector: 27%) indicated that, although new entrants to the labour market are sufficiently theoretically equipped for what they have to do, they still need in-service training and coaching to prepare themselves for the unique and characteristic demands associated with specific jobs

and organizations. Managers in both sectors indicated that, despite the fact that the theoretical knowledge of entrants do not address all the needs of the labour market, it contributes to the following:

✓ Theoretical knowledge assists entrants in analyzing and interpreting job related issues (27% of managers in the public sector);

✓ Theoretical knowledge provides them with the philosophy that is needed to execute their jobs properly (27% of managers in the public sector);

✓ Theoretical knowledge enables them to learn fast (21% of managers in the private sector);

▪ The advantages of theoretical subject-based knowledge as indicated by some managers coincide with the views of Heijke, Meng and Ramaekers (2003), Coetzee and Le Roux (2001), Gnanam (2000), Allen (1996), namely that most of the students' educational experiences contribute to the enhancement of some subject-neutral core competencies.

4.2.6 According to your experience, have you been practically sufficiently equipped for your career?

4.2.6.1 Responses of entrants in the public sector

The responses of entrants in the public sector regarding whether they have been practically sufficiently equipped for their careers or not, are reflected in table 21.

Table 21: Responses of entrants in the public sector regarding the sufficiency or insufficiency of their practical knowledge for their jobs

	Frequency	%
Yes	68	55
No	55	45

4.2.6.2 Responses of entrants in the private sector

The responses of entrants in the private sector regarding the sufficiency or insufficiency of their practical knowledge for their jobs are indicated in table 22.

Table 22: Responses of entrants in the private sector regarding the sufficiency or insufficiency of their practical knowledge for their jobs

	Frequency	%
Yes	64	46
No	75	54

4.2.6.3 Discussion of results

The following conclusions could be drawn from the content of tables 21 and 22:

- The majority of entrants in the public sector (55%) feel that they are practically sufficiently equipped for their jobs, while the majority of entrants in the private sector (54%) indicated that they are not.;

- A substantial percentage of managers in the public sector (82%) and the private sector (78%) believe that entrants to the labour market are not practically sufficiently equipped for what they have to do. O' Brien and Clark (Brindley and Ritchie, 2000) found that academia has been critisised for providing industry with graduates who are theoretically strong, but lacking in practical skills.

- According to managers in both sectors (public sector: 31%; private sector: 41%) entrants need more job related experience;

- Managers in both sectors (public sector: 28%; private sector: 31%) believe that entrants need in-service training and mentoring to address the uniqueness and characteristic nature of specific jobs and organizations. Entrants are not able to deliver from the start. In this regard 25% of managers in the public sector indicated that practical internships should be provided during tertiary education;

- Some managers (public sector: 19%; private sector: 23%) indicated that many practical skills can only be learned in the workplace;

- It would be unfair to expect of higher education institutions to cater for the uniqueness of specific jobs in specific organizations, even when they are attempting to address the urgent need for additional practical application of theories to solve real

life problems.   Therefore organizations should accept the responsibility for the finishing touches.

4.2.7 *What job related requirements did you have to meet when entering the workplace?*

4.2.7.1 Responses of entrants in the public sector

The responses of entrants in the public sector regarding the job related requirements that they have to meet when entering the workplace are indicated in table 23.

Table 23: Responses of entrants in the public sector regarding the job related requirements they had to meet when entering the workplace

Job related requirements	Frequency	%
Job related qualifications	75	61
Job related experience	74	60
Job related knowledge	38	31
Computer literacy/skills	33	27
Interpersonal skills	18	15
Conflict management skills	7	6
Ability to work together in teams	5	4
Self-presentation skills	5	4
Problem-solving skills	5	4
Language proficiency (more than two languages)	5	4
Self-discipline	4	3
Self-motivation	4	3

Optimism/positive attitude	4	3
Verbal communication skills	4	3
Hardworking	4	3
Ability to work under pressure	3	2
Creativity	3	2

4.2.7.2 Responses of entrants in the private sector

The responses of entrants in the private sector regarding the job related requirements that they had to meet when entering the workplace are indicated in table 24

Table 24: Responses of entrants in the private sector regarding the job related requirements they had to meet when entering the workplace

Job related requirements	Frequency	%
Job related qualifications	76	55
Job related experience	75	54
Job related knowledge	35	25
Computer literacy/skills	26	19
Verbal communication skills	23	17
Interpersonal skills	13	9
Analytical skills	12	9
Ability to work together in teams	10	7
Ability to work under pressure	10	7

Customer care/focus	9	6
Creativity and innovation	9	6
Taking initiative	9	6
Ability to work and think independently	6	4
Taking responsibility for decisions and behaviour	6	4
Self-esteem/self-confidence	5	4
Self-motivation	4	3
Being willing to work overtime	2	1

4.2.7.3 Discussion of results

The following conclusions result from the content of tables 23 and 24:

- Entrants in both sectors identified the same top four job related requirements that they had to meet when entering the workplace:
  - ✓ Job related qualifications (public sector: 61%; private sector: 55%);
  - ✓ Job related experience (public sector: 60%; private sector: 54%);
  - ✓ Job related knowledge (public sector: 31%; private sector: 54%);
  - ✓ Computer literacy/skills (public sector: 27%; private sector: 19%).
- Interpersonal skills was an important requirement for entrants in the public sector (15%), but less important to their counterparts in the private sector (9%). According to Little (2001) both UK graduates and graduates across Europe ranked personality as the most important criterion in getting a first job on graduation. Williams and Owen (Holden and Jameson, 2002) pointed out that interpersonal skills are seen by a majority of employers as an important benefit to the organization.
- Entrants in the private sector (17%) regarded verbal communication skills as an important requirement but to the entrants in the public sector it was a less important requirement (3%). Sneed and Morgan (Brindley and Ritchie, 2000) discovered employer dissatisfaction with the verbal, quantitative and problem-solving skills of students;

- The most prominent job related requirements that managers in both sectors want entrants to meet, differ significantly from the views of the entrants. These requirements are the following:
  - ✓ Ability to work together in teams (public sector: 33%; private sector (34%);
  - ✓ Integration of theory and practice (public sector: 36%; private sector: 30%);
  - ✓ Independent thinking and decision-making which includes analytical and critical thinking, problem solving ability and using common sense (public sector: 27%; private sector: 37%);
  - ✓ Interpersonal skills (public sector: 33%; private sector: 30%);
  - ✓ Taking responsibility for decisions and actions (public sector: 33%; private sector: 28%);
  - ✓ Self-confidence (public sector: 24%; private sector: 34%);
  - ✓ Being a self-generating, self-motivating person (public sector: 24%; private sector: 24%; private sector: 34%);
  - ✓ Creative and innovative thinking (public sector: 24%; private sector: 34%);
  - ✓ A willingness to learn (public sector: 24%; private sector: 30%);
  - ✓ Taking initiative and being proactive (public sector: 24%; private sector: 25%);
  - ✓ Ability to work under pressure and to cope with stress (public sector: 18%; private sector: 31%);
  - ✓ Ability to understand and to adapt to a ever changing work environment (public sector: 24%; private sector: 23%).

  A possible explanation for this discrepancy is that managers in both sectors are likely to regard job related qualifications, knowledge and experience as a given reality and the above-mentioned requirements as an add on. According to Rajan, Chapple and Battersby (1998) companies are reporting gaps between what the graduates actually possess and what the employers require in respect of their needs in terms of each of the four sets of core skills, namely personal attributes, soft skills, practical skills and overarching capabilities. More than 75% of employers in their study reported that graduates had deficiencies in all four core skills. Employers were of the view that a degree does not prepare students for work;

- Many of the above-mentioned job related requirements suggested by the managers are similar to the requirements identified by the Human Science Research Council (Jordaan, 2004).

- The fact that the entrants did not mention the additional requirements identified by the managers, is probably an indication that they were not aware of the importance of these requirements. These requirements should be communicated to them and should be addressed in in-service training, coaching and mentoring. This message should also be communicated to tertiary institutions and schools to take into consideration in curriculum- and programme planning and implementation.

4.2.8 What were the obstacles that you had to face to find this job?

4.2.8.1 Responses of entrants in the public sector

The responses of entrants in the public sector regarding the main obstacles in the way to find a job are described in table 25

Table 25: The responses of entrants in the public sector regarding the main obstacles in the way to find a job

Main obstacles in the way to find a job	Frequency	%
Lack of job related experience	37	30
Lack of job related qualifications	22	18
Stiff competition	22	18
Lack of vacancies/job opportunities	20	16
Affirmative action	10	8
Lack of computer literacy/skills	8	7
Lack of language proficiency (more than two languages)	8	7
Nepotism	7	6
Sexism	7	6
Lack of verbal communication skills	5	4

Lack of information regarding vacancies	5	4

4.2.8.2 Responses of entrants in the private sector

The responses of entrants in the private sector regarding the main obstacles in the way to find a job are described in table 26.

Table 26: The responses of entrants in the private sector regarding the main obstacles in the way to find a job

Main obstacles in the way of finding a job	Frequency	%
Lack of job related experience	56	40
Lack of job related qualifications	40	29
Stiff competition	28	20
Affirmative action	19	14
Lack of job related knowledge	9	6
Lack of computer literacy/skills	9	6
Lack of self-presentation skills	9	6
Lack of language proficiency	9	6
Prejudice	7	5
Lack of information about vacancies	6	4

4.2.8.3 Discussion of the results

The following conclusions result from the content of tables 25 and 26:

- Entrants in both sectors identified the same top three main obstacles that they had to face to find a job, namely:
  - ✓ Lack of job related experience (public sector: 30%; private sector: 40%);
  - ✓ Lack of job related qualifications (public sector: 18%; private sector: 29%);

- ✓ Stiff competition (public sector: 18%; private sector: 20%).
- Entrants in the public sector (16%) regarded the lack of vacancies/job opportunities as an important obstacle but this view was not shared by their colleagues in the private sector.
- Lack of job related knowledge was an obstacle on the list of entrants in the private sector (6%) which was not supported by the entrants in the public sector.
- Other less prominent obstacles on the lists of the entrants in both sectors but with different weights attached to them, include the following:
  - ✓ Affirmative action (public sector: 8%; private sector: 14%);
  - ✓ Lack of computer literacy/skills (public sector: 7%; private sector: 6%);
  - ✓ Lack of language proficiency (more than one language) (public sector: 7%; private sector: 6%);
  - ✓ Lack of information regarding vacancies (public sector: 4%; private sector: 4%).
- The only significant obstacle that entrants identified that corresponds with the list of major obstacles indicated by managers in both sectors is job related experience.
- Other important obstacles that were identified by managers in both sectors which do not appear on the entrants' list of major obstacles are the following:
  - ✓ Unrealistic expectations regarding the respective job related issues like salaries, fringe benefits, promotions, etc. (public sector: 33%; private sector: 27%);
  - ✓ Inability to adapt to the organisation's culture within a reasonable period of time (public sector: 24%; private sector: 23%);
  - ✓ Lack of commitment in achieving organizational goals (public sector: 24%; private sector: 20%);
  - ✓ Inability to take initiative and to be proactive (public sector: 22%; private sector: 20%);
  - ✓ Lack of verbal communication skills (public sector: 18%; private sector: 20%).
- It is evident from the above-mentioned findings that a huge difference exists regarding the views of the managers and the entrants. The question is whether or not mutual understanding of one anothers' frames of reference occurs. This discrepancy regarding the two parties' views regarding the main obstacles that entrants are facing have the potential to generate problems which could be detrimental to the achievement of organizational goals. Clarification regarding these communication gaps by means of communication is essential.

4.2.9 What factors contributed to help you to become successful in finding a job?

4.2.9.1 Responses of entrants in the public sector

The responses of entrants in the public sector regarding the factors that contributed to help them to become successful in finding a job, are described in table 27

Table 27: Responses of entrants in the public sector regarding the factors that contributed to their success in finding a job

Factors that contributed to success in finding a job	Frequency	%
Job related qualifications	55	45
Job related experience	49	40
Self-presentation skills	24	20
Job related knowledge	21	17
Persistence in applying for a job	21	17
Interpersonal skills	15	12
Hardworking	12	10
Networks/contacts	12	10
Ability to make independent decisions	9	7
Computer literacy/skills	7	6
Willingness to learn continually	6	5
Self-confidence	6	5
Positive attitude	6	5

Advertisements/internet	5	4
Ability to work under pressure	5	4
Language proficiency	5	4
Affirmative action	3	2
Fairness of the selection process	3	2
Job commitment	3	2
Assertiveness	3	2
Problem-solving skills	3	2
Self-motivation	3	2
Gender equity	2	2
Verbal communication skills	2	2
Customer care /focus	2	2
Level of maturity	2	2
Self-discipline	2	2
Ambition	2	2
Responsibility	2	2

4.2.9.2 Responses of entrants in the private sector

The responses of entrants in the private sector regarding the factors that contributed to help them to become successful in finding a job, are described in table 28.

Table 28: Responses of entrants in the private sector regarding the factors that contributed to their success in finding a job

Factors that contributed to success in finding a job	Frequency	%
Job related qualifications	47	34
Job related experience	42	30
Self-presentation skills	27	19
Dedication and devotion	17	12
Persistence in applying for a job	15	11
Self-determination	12	9
Affirmative action	11	8
Good references	10	7
Interpersonal skills	9	6
Networking/contacts	9	6
Good customer care	8	6
Positive attitude	7	5
Verbal communication skills	7	5
Language proficiency	7	5
Advertisements in news papers and internet	7	5
Ability to work together in teams	7	5
Self-confidence	6	4
Self-motivation	6	4

Ambition	6	4
A good CV	5	4
Creative and innovative thinking	4	3
In-service training	3	2
Independent thinking	3	2
Be at the right place at the right time	2	1
Passion for the job	2	1
Knowledge of the skills of the Skills Development Act	2	1
Being a self-starter	2	1
Analytical skills	2	1
Ability to work under pressure	2	1
Knowing the right people	2	1

4.2.9.3 Discussions of the results

The following conclusions could be derived from the results reflected in tables 27 and 28:

- Entrants in both sectors agreed with each other regarding the top four most prominent factors that contributed to their success in finding a job, namely:
  - ✓ Job related qualifications (public sector: 45%; private sector: 34%);
  - ✓ Job related experience (public sector: 40%; private sector: 30%);
  - ✓ Self-presentation skills (public sector: 20%; private sector: 30%);
  - ✓ Persistence in applying for a job (public sector: 17%; private sector: 11%).
- Other important factors singled out by entrants in the public sector, which were not supported by entrants in the private sector, include the following:
  - ✓ Job related knowledge (17%);

    ✓   Interpersonal skills (12%).

▪   Entrants in the private sector regarded dedication and devotion (12%) as an
    important contributor to their success, but this factor was of no significance to
    entrants in the public sector.

4.3 The appropriateness of education and training as viewed by students from tertiary institutions

4.3.1 Demographic characteristics of the respondents

4.3.1.1 Gender

The gender of students from the University of the Free State, University of Technology
and Technical College are reflected in figures 13 - 15 respectively.

4.3.1.1.1 University of the Free State

Figure 13 provides a graphical representation of the sample composition with regard to
gender.
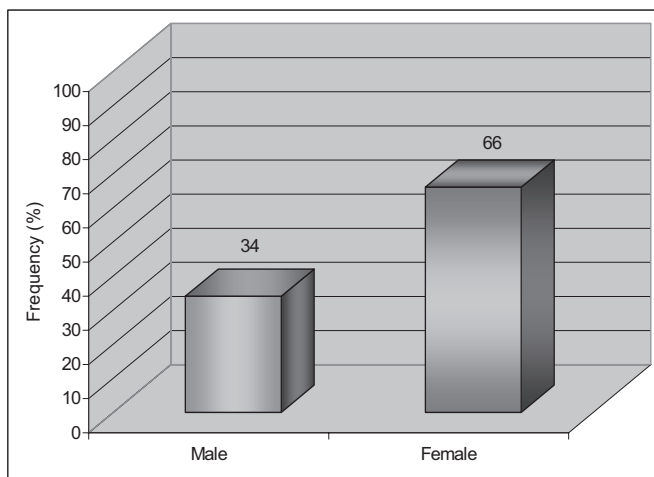
**Figure 13: Gender composition of the sample from
the University of the Free State**

It is evident from Figure 13 that the majority of students are female (66%) while males
comprise 34% of the sample.

4.3.1.1.2 University of Technology

Figure 14 illustrates the graphical representation of the sample composition with regard to gender.
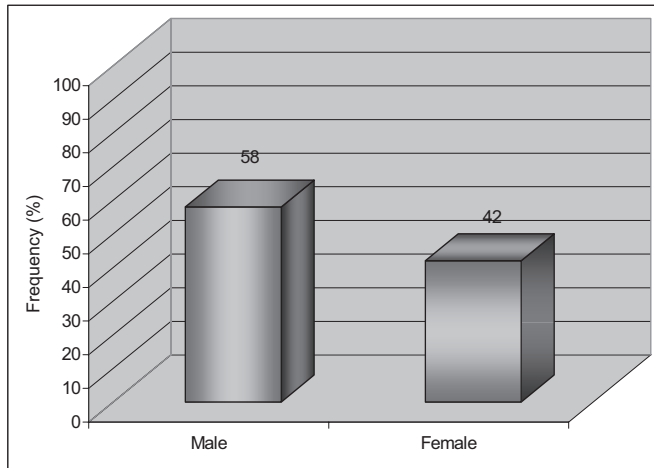
Figure 14: Gender composition of the sample from
the University of Technology

From figure 14 it appears that the majority of students are male (58%) while females comprise 42% of the sample.

4.3.1.1.3 Technical College

Figure 15 provides a graphical exposition of the sample composition with regard to gender.
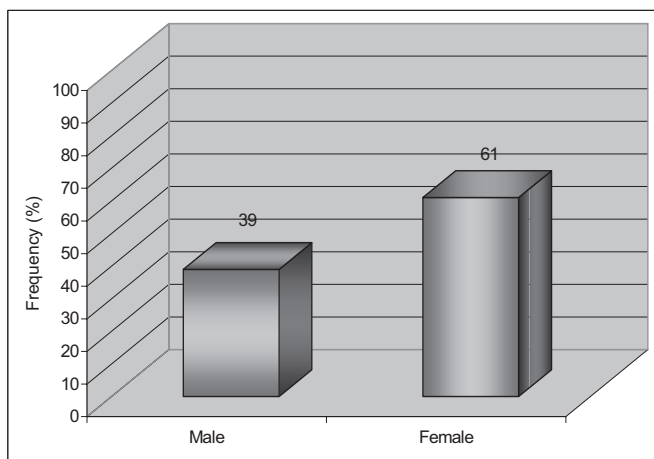
Figure 15 : Gender composition of the sample from
the Technical College

From figure 15 it appears that the majority of students are female (61%) while males comprise 39% of the sample.

4.3.1.1.4 Discussion of combined results with regard to the three tertiary institutions

The majority of students (56.3%) from the three tertiary institutions are females.

4.3.1.2 Age

Figures 16 - 18 provide the age distribution of the students from the University of the Free State, University of Technology and Technical College respectively.

4.3.1.2.1 University of the Free State

Figure 16 provides the age distribution of the sample.
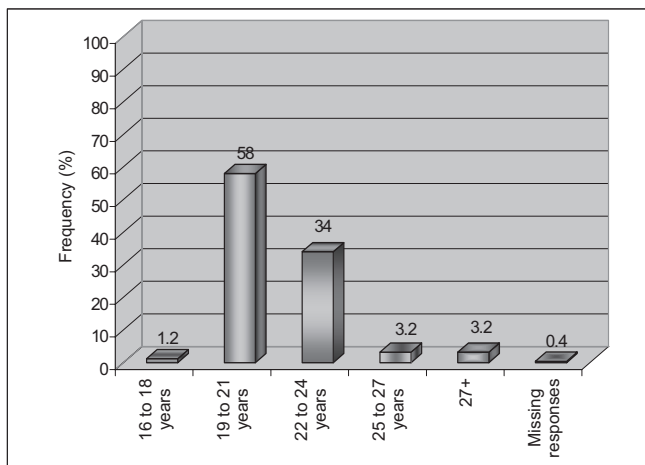
Figure 16: Age distribution of the sample from the
University of the Free State

From figure 16 it seems that the majority of students are between the ages of 19 and 24 years (92%).

4.3.1.2.2 University of Technology

Figure 17 provides the age distribution of the sample.
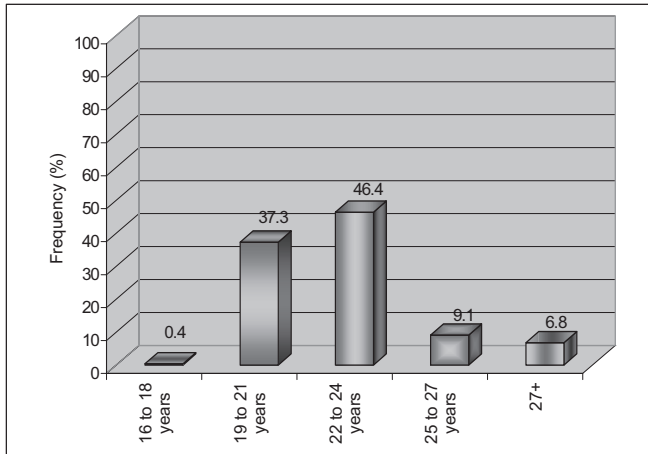
Figure 17: Age distribution of the sample from the
University of Technology

Figure 17 illustrates that the majority of students are between the ages of 19 and 24 years (83.7%).

4.3.1.2.3 Technical College

Figure 18 provides the age distribution of the sample.
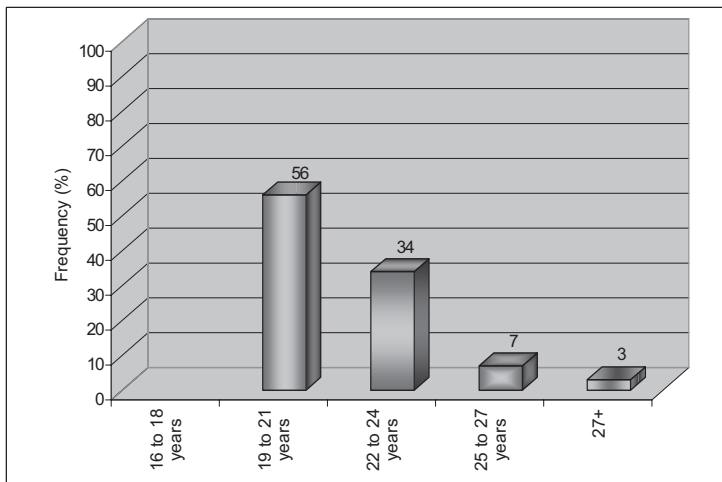
Figure 18: Age distribution of the sample from the
Technical College

From figure 18 it appears that the majority of students are between the ages of 19 and 21 years (90%).

4.3.1.2.4 Discussion of combined results with regard to the three tertiary institutions

Most of the students from the three tertiary institutions (88.5%) are between the ages of 19 and 21 years.

4.3.1.3 Race

The distribution of students according to race, from the University of the Free State, University of Technology and Technical College, reflected in figures 19 – 21 respectively.

4.3.1.3.1 University of the Free State

Figure 19 provides a graphical illustration of the sample with regard to race.
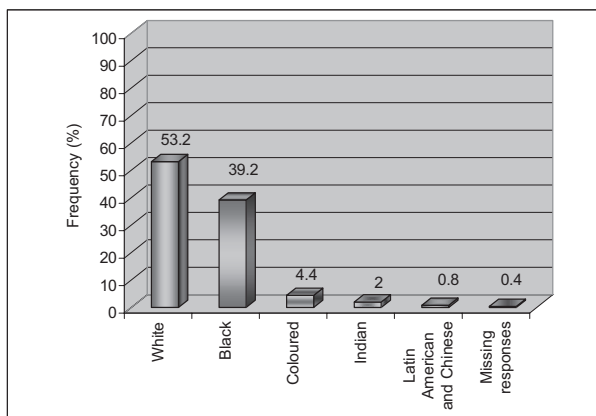
Figure 19: Racial composition of the sample
from the University of the Free State

Figure 19 indicates that the majority of students are White (53.2%), 39.2% are Black, 4.4% are Coloured and 2% are Indian of racial origin. A further 0.8% of the students are members of the following groups: Latin American and Chinese. There was one (0.4%) missing response.

4.3.1.3.2 University of Technology

Figure 20 provides a graphical representation of the sample regarding race.
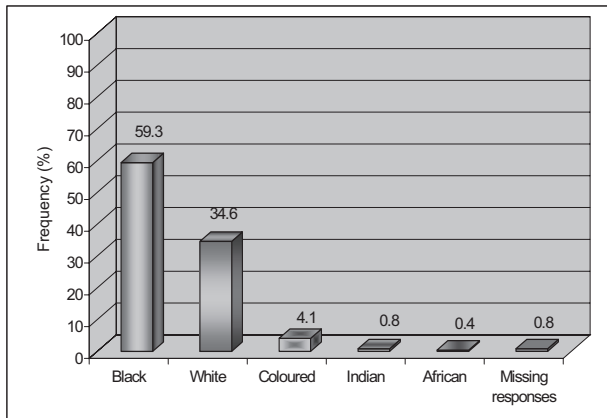
Figure 20: Racial composition of the sample
from the University of Technology

From figure 20 it is evident that the majority of students are Black (59.3%), 34.6% are White, and 4.1% are Coloured of racial origin. A further 1.2% of the students are members of the following groups: Indian (0.8%) and African (0.4%). There were 2 (0.8%) missing responses.

4.3.1.3.3 Technical College

Figure 21 provides a graphical representation of the sample with regard to race.
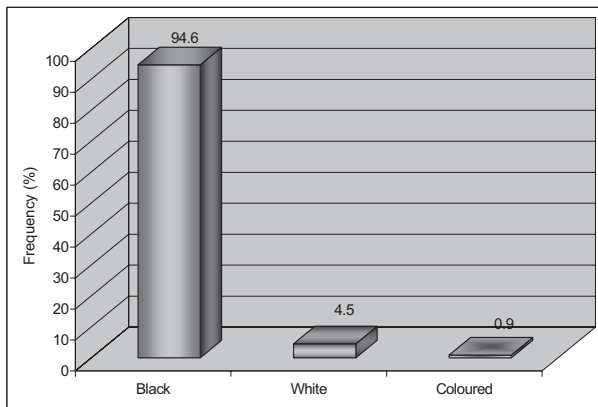
Figure 21: Racial composition of the sample
from the Technical College

From figure 21 it appears that the majority of students are Black (94.6%), 4.5% are White and 0.9% are Coloured of racial origin.

4.3.1.3.4 Discussion of combined results with regard to the three tertiary institutions

The majority of the students in the sample of students from tertiary institutions are black (64.3%), followed by whites (30.7%), coloureds (3.1%) and others (1.3%)

4.3.1.4 Language

The composition of the samples from the University of the Free State, University of Technology and the Technical College, with regard to language, are displayed in Figures 22 - 24.

4.3.1.4.1 University of the Free State

Figure 22 displays a graphical representation of the composition of the sample regarding language.
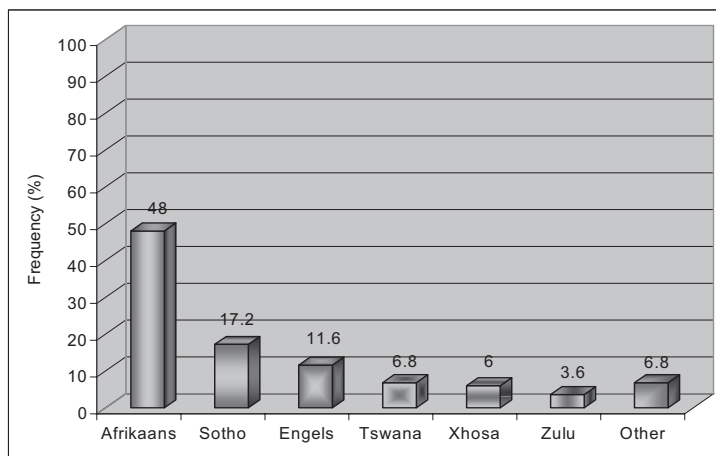
Figure 22: Language composition of the sample

According to figure 22 the dominant language preference is Afrikaans (48%) followed by Sotho (17.2%), English (11.6%), Tswana (6.8%) and Xhosa (6%). A proportion of 10.4% of the students speaks one of the following languages, or a combination thereof: Zulu; Venda; Spanish; Chinese; Afrikaans and English; Sotho and English; Zulu and English; Sotho, Xhosa and English; Sotho, Tswana, English and Afrikaans.

4.3.1.4.2 University of Technology

Figure 23 displays a graphical illustration of the composition of the sample regarding language.
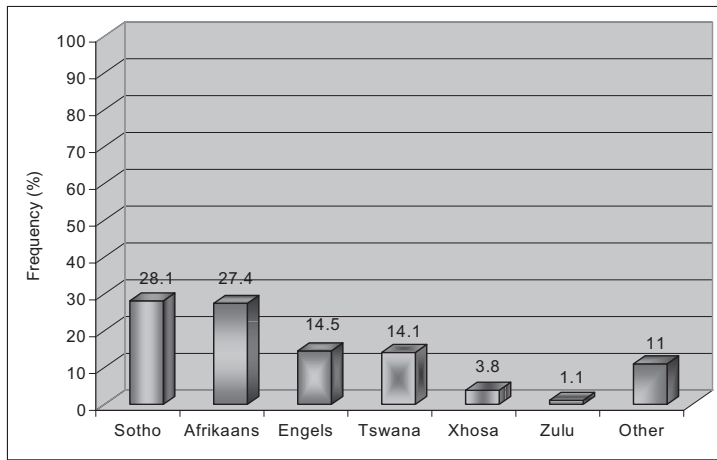
Figure 23: Language composition of the sample

According to figure 23 the two dominant language preferences are Sotho (28.1%) and Afrikaans (27.4%). Other language preferences include English (14.5%) followed by Tswana (14.1%) and Xhosa (3.8%). A Proportion of 12.1% of the students identify one of the following languages, or a combination thereof as their language of preference: Zulu; Venda; Tsonga; English and Afrikaans; Sotho and English; English and Swedish; Tswana and English; Xhosa and English; Hindi and English; Sotho, Tswana and English; Tswana, English and Afrikaans; Xhosa, Zulu and English; Sotho, Zulu and English; Sotho, Xhosa, Zulu and English.

4.3.1.4.3 Technical College

Figure 24 displays a graphical representation of the composition of the sample with regard to language.
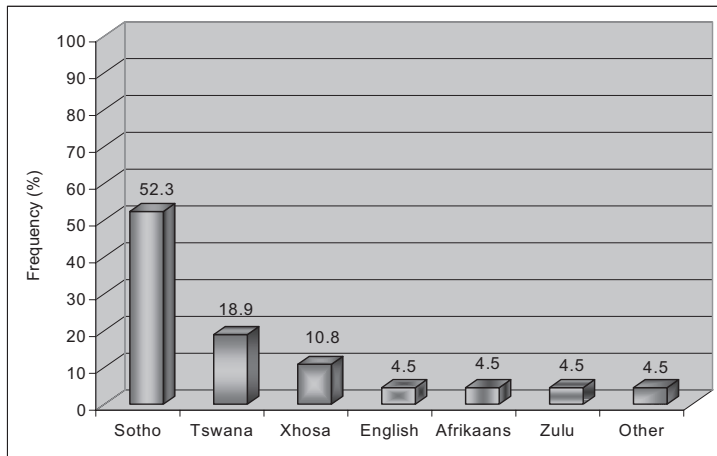
Figure 24 : Language composition of the sample

According to figure 24 the dominant language preference is Sotho (52.3%) followed by Tswana (18.9%), Xhosa (10.8%), English (4.5%), Afrikaans (4.5%) and Zulu (4.5%). A proportion of 4.5% of the students further identified one of the following languages, or a combination thereof as their language preference: Tsonga; Sotho and English; Zulu and English; Xhosa, Zulu and English.

4.3.1.4.4 Discussion of combined results with regard to the three tertiary institution

The dominant language preference of the majority of the sample of students from the three tertiary institutions is Sotho (32.5%), followed by Afrikaans (26.6%), Tswana (13.3%), English (10.2%), Xhosa (6.9%) and Zulu (1.5%).

4.3.1.5 Highest academic qualifications

The distribution of students from the University of the Free State, University of Technology and Technical College regarding their highest academic qualifications is reflected in figures 25 - 27.

4.3.1.5.1 University of the Free State

Figure 25 provides a graphical exposition of the sample with regard to highest academic qualification.
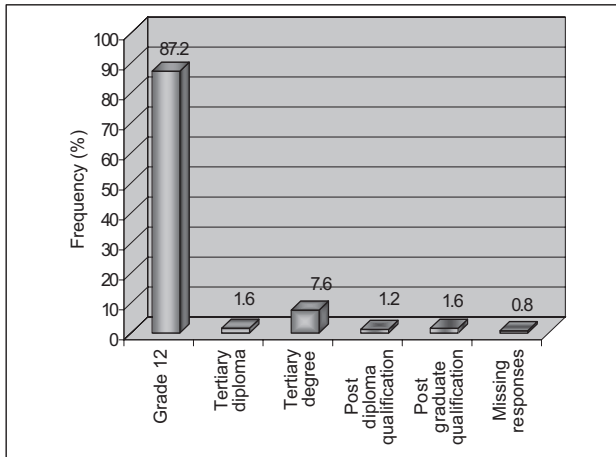
Figure 25: Distribution of students from the
University of the Free State regarding
their highest academic qualification

It is evident from figure 25 that most of the students acquired a minimum of a Grade 12 qualification (87.2%), while 7.6% have a tertiary degree.

4.3.1.5.2 University of Technology

Figure 26 provides a graphical representation of the sample with regard to highest academic qualification attained.
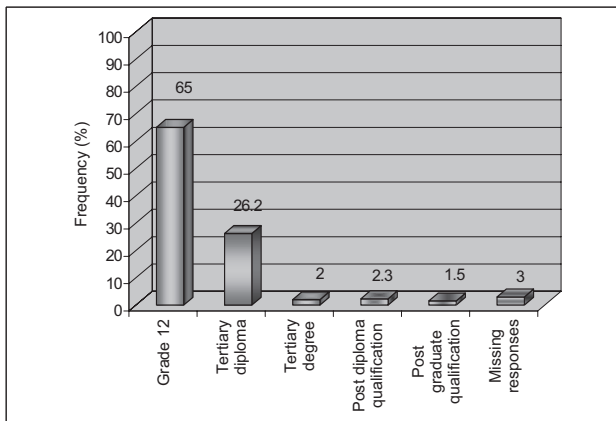
Figure 26: Distribution of students from the
University of Technology regarding
their highest academic qualification

It is evident from figure 26 that most of the students acquired a minimum of a Grade 12 qualification (652%). A substantial percentage of the students are, however, in possession of a tertiary diploma (26.2%).

4.3.1.5.3 Technical College

Figure 27 provides a graphical representation of the sample with regard to highest academic qualification achieved.
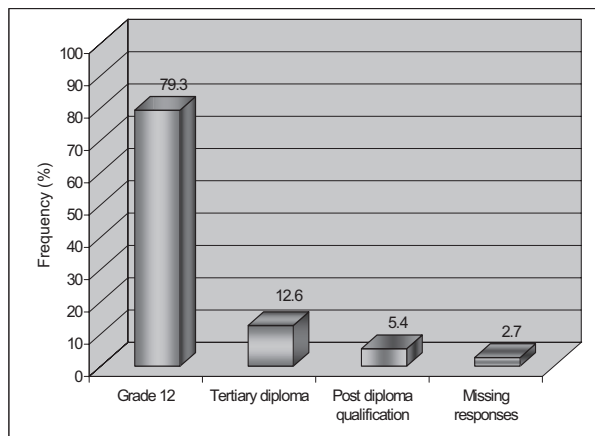
Figure 27: Distribution of students from the
Technical College regarding their
highest academic qualification

Figure 27 illustrates that most of the students acquired at least a Grade 12 qualification (79.3%), while 12.6% possess a tertiary diploma and 5.4% a post graduate qualification.

4.3.1.5.4 Discussion of combined results with regard to the three tertiary institutions

A substantial majority of students in the sample of students from tertiary institutions acquired at least a Grade 12 qualification, while many of them also obtained tertiary diplomas and post graduate qualifications.

4.3.1.6 Physical disability

None of the samples from the University of the Free State, the University of Technology or the Technical College contained any individual who reported any form of physical disability.

4.3.2 What career do you intend to pursue?

4.3.2.1 Responses of students from the University of the Free State

4.3.2.1.1 Faculty of Economic and Management Sciences

Students from the Centre for Accounting and the Faculty of Economic and Management Sciences responded as follows with regard to the type of career that they intend to pursue:

Table 29: Responses of students from the Faculty of Economic and Management Sciences regarding which career they intend to pursue

Type of career or career field	Frequency	%
Accountancy (Charted accountant/Auditor)	56	56
Industrial psychology / Human resource management	21	21
Psychologist	7	7
Marketing	6	6
Sociology	2	2
Financial Management	2	2
Financial advising	1	1
Nursing	1	1
Banking	1	1
Criminologist	1	1
Entrepreneur	1	1
Urban and regional planning	1	1

4.3.2.1.2 Faculty of the Humanities

Students from the Faculty of the Humanities responded as follows with regard to the type of career that they intend to pursue:

Table 30: Responses of students from the Faculty of the Humanities regarding which career they intend to pursue

Type of career or career field	Frequency	%
Psychologist (Clinical, Counseling, Sport, Child, Industrial)	22	55.0
Social worker	4	10.0
Human resource management	3	7.5
Education	3	7.5
Criminologist	2	5.0
Journalist	2	5.0
Human movement specialist / Biokineticist	2	5.0
Behaviouristic genetics	1	2.5
Anthropologist	1	2.5

4.3.2.1.3 Faculty of Natural Sciences

Students from the Faculty of Natural Sciences responded as follows with regard to the type of career that they intend to pursue:

Table 31: Responses of students from the Faculty of Natural Sciences regarding which career they intend to pursue

Type of career or career field	Frequency	%
Information technology (including programming, database or web design)	16	18.8

Chemist	15	17.6
Geneticist	8	9.4
Researcher (chemical and biological sciences)	6	7.0
Medicine/Medical field	4	4.7
Forensics	4	4.7
Medical physics	4	4.7
Unsure	3	3.5
Education	2	2.3
Statistician	2	2.3
Botanist	2	2.3
Ecologist	2	2.3
Chemical engineering	1	1.2
Scientist	1	1.2
Laboratory technician	1	1.2
Lecturer	1	1.2
Geology	1	1.2
Narcotics	1	1.2
Cosmetic chemistry	1	1.2
Entrepreneur	1	1.2

Business management	1	1.2
Language technology	1	1.2
Microbiologist	1	1.2
Engineering	1	1.2
Human resources	1	1.2
Health sciences	1	1.2
Plant cultivation	1	1.2
Plant physiology	1	1.2
Missing responses	1	1.2

4.3.2.1.4 Faulty of Law

Students from the Faculty of Law responded as follows with regard to the type of career that they intend to pursue:

Table 32: Responses of students from the Faculty of Law regarding which career they intend to pursue

Type of career or career field	Frequency	%
Attorney (including lawyer in criminal justice, medical-legal attorney, lawyer in family law)	15	60
Law	5	20
Advocate	2	8
State prosecutor	1	4

Forensics	1	4
Unsure	1	4

4.3.2.1.5 Discussion of results

According to tables 29 - 32 the students from the University of the Free State represent forty-eight respective occupations.

4.3.2.2 Responses of students from the University of Technology

4.3.2.2.1 Faculty of Engineering

Students from the Faculty of Engineering responded as follows with regard to the type of career that they intend to pursue:

Table 33: Responses of students from the Faculty of Engineering regarding which career they intend to pursue

Type of career or career field	Frequency	%
Information technology	20	20.4
Civil engineering	19	19.4
Mechanical engineering	16	16.3
Programming	12	12.2
Electrical engineering	9	9.2
Software engineering	4	4.1
Website design	4	4.1
Database administration	3	3.1
Electronic communication	2	2.0

Technician (Civil engineering)	1	1.0
Transportation engineering	1	1.0
Project management	1	1.0
Engineering design	1	1.0
Consulting engineer	1	1.0
Electrical technician	1	1.0
Computer systems engineering	1	1.0
Systems analysis	1	1.0
Lecturer	1	1.0

4.3.2.2.2 Faculty of the Humanities

Students from the Faculty of the Humanities responded as follows with regard to the type of career that they intend to pursue:

Table 34: Responses of students from the Faculty of the Humanities regarding which career they intend to pursue

Type of career or career field	Frequency	%
Graphic design	6	42.9
Fashion design	2	14.3
Interior decorating	2	14.3
Lecturing	2	14.3

Fine artistry	1	7.1
Advertising	1	7.1

4.3.2.2.3 Faculty of Economic and Management Sciences

Students from the Faculty of Economic and Management Sciences responded as follows with regard to the type of career that they intend to pursue:

Table 35: Responses of students from the Faculty of Economic and Management Sciences regarding which career they intend to pursue

Type of career or career field	Frequency	%
Marketing	23	15.2
Internal auditor	21	13.9
Human resource management	18	11.9
Import and export management	16	10.6
Hospitality management	11	7.3
Advertising	6	3.9
Sport management	6	3.9
Hotelier	4	2.6
Tour guide	4	2.6
Marketing manager	4	2.6
Sport coaching	3	2.0
Entrepreneur	3	2.0
Tourism	3	2.0

Events coordination	3	2.0
Chef	2	1.3
Restaurant owner	2	1.3
Marketing consultant	2	1.3
Sport administration	2	1.3
Personnel practitioner	1	0.7
Industrial relations officer	1	0.7
Marketing research	1	0.7
Marketing director	1	0.7
Public relations	1	0.7
Banqueting-coordinator	1	0.7
Outdoor activities	1	0.7
Game ranching/lodging industry	1	0.7
Personal training	1	0.7
Marketing representative	1	0.7
Missing responses	8	5.3

4.3.2.2.4 Discussion of results

According to tables 33 - 35 the students from the University of Technology represent fifty respective occupations.

4.3.2.3 Responses of students from the Technical College

4.3.2.3.1 Faculty of Financial Management

Students from the Faculty of Financial Management responded as follows with regard to the type of career that they intend to pursue:

Table 36: Responses of students from the Faculty of Financial Management regarding which career they intend to pursue

Type of career or career field	Frequency	%
Financial management	14	36.8
Accountancy (Charted accountant, Cost and management accountant, Technical accountant, Internal auditing)	13	34,2
Financial management	2	5.3
Financiering	2	5.3
Marketing	1	2.6
Business management	1	2.6
Information technology	1	2.6
Financial information systems	1	2.6
Financial assistant	1	2.6
Missing responses	2	5.3

4.3.2.3.2 Faculty of Management Assistant

Students from the Faculty of Management Assistant responded as follows with regard to the type of career that they intend to pursue:

Table 37: Responses of students from the Faculty of the Management Assistant regarding which career they intend to pursue

Type of career or career field	Frequency	%
Secretarial	10	40
Management assistant	3	12
Clerk	2	8
Language practice	1	4
Office administration	1	4
Office and technology	1	4
Import and export manager	1	4
Management	1	4
Tourism management	1	4
Business management	1	4
Business administration	1	4
Communication science	1	4
Missing responses	1	4

4.3.2.3.3 Faculty of Engineering

Students from the Faculty of Engineering responded as follows with regard to the type of career that they intend to pursue:

Table 38: Responses of students from the Faculty of Engineering regarding which career they intend to pursue

Type of career or career field	Frequency	%
Electrical engineer	20	71.4

Electrician	5	17.8
Artisan	1	3.6
Technician	1	3.6
Mechanical engineering	1	3.6

4.3.2.3.4 Faculty of Public Relations

Students from the Faculty of Public Relations responded as follows with regard to the type of career that they intend to pursue:

Table 39: Responses of students from the Faculty of Public Relations regarding which career they intend to pursue

Type of career or career field	Frequency	%
Public relations	5	25
Management assistant	3	15
Public relations officer	3	15
Communication	2	10
Business management	2	10
Radiography	1	5
Marketing and salesmanship	1	5
Public relations practitioner	1	5
Music	1	5
Missing responses	1	5

4.3.2.3.5 Discussion of results

According to tables 36 - 39 the students from the Technical College represent thirty-three respective occupations.

4.3.2.4 Discussion of combined results with regard to the three tertiary institutions

It is evident from the above-mentioned findings that the sample of students from the tertiary institutions cover a broad range of respective occupations that they are intending to pursue. The most popular occupations include accountancy, human resource management, psychology, information technology, engineering, graphic design, marketing, public relations and secretarial assistance.

4.3.3 Do you think that you are sufficiently equipped for your intended career in terms of the theoretical aspects thereof?

4.3.3.1 Responses of students from the University of the Free State

4.3.3.1.1 Faculty of Economic and Management Sciences

The responses of students from the Faculty of Economic and Management Sciences regarding whether or not they are sufficiently equipped for their intended careers, with regard to the theoretical aspects thereof, are reflected in table 40.

Table 40: Responses of students from the Faculty of Economic and Management Sciences regarding the sufficiency of their theoretical knowledge for their intended careers

	Frequency	%
Yes	71	71
No	22	22
Only partially	6	6
Missing responses	1	1

4.3.3.1.2 Faculty of the Humanities

Students from the Faculty of the Humanities responded as follows regarding the sufficiency of their theoretical knowledge for their intended careers:

Table 41: Responses of students from the Faculty of the Humanities regarding the sufficiency of their theoretical knowledge for their intended careers

	Frequency	%
Yes	27	67.5
No	10	25.0
Only partially	3	7.5

4.3.3.1.3 Faculty of Natural Sciences

The responses of students from the Faculty of Natural Sciences regarding whether or not they are sufficiently equipped for their intended careers with regard to the theoretical aspects thereof, are reflected in table 42.

Table 42: Responses of students from the Faculty of Natural Sciences regarding the sufficiency of their theoretical knowledge for their intended careers

	Frequency	%
Yes	55	64.7
No	21	24.7
Only partially	6	7.1
Uncertain	3	3.5

4.3.3.1.4 Faculty of Law

Students from the Faculty of Law responded as follows regarding the sufficiency of their theoretical knowledge for their intended careers:

Table 43: Responses of students from the Faculty of Law regarding the sufficiency of their theoretical knowledge for their intended careers

	Frequency	%
Yes	14	56
No	7	28
Only partially	4	16

4.3.1.5 Discussion of results

The following conclusions are evident from the results reflected in tables 40 – 43:

- The majority of students (66.8%) from the University of the Free State indicated that they are sufficiently equipped in terms of theory, for their intended careers.
- The proportion of students (31.6%) who believe that they are not sufficiently equipped for their intended careers with regard to the theoretical aspects thereof, or that they are only partially equipped, is however substantial and this result should be noted and attended to by all of the role players concerned.

4.3.3.2 Responses of students from the University of Technology

4.3.3.2.1 Faculty of Engineering

The responses of students from the Faculty of Engineering regarding whether or not they are sufficiently well equipped with regard to the theoretical aspects of their intended careers, are reflected in table 44.

Table 44: Responses of students from the Faculty of Engineering regarding the sufficiency of their theoretical knowledge for their intended careers

	Frequency	%
Yes	85	87

	Frequency	%
No	9	9
Only partially	2	2
Uncertain	2	2

4.3.3.2.2 Faculty of the Humanities

Students from the Faculty of the Humanities responded as follows regarding the sufficiency of their theoretical knowledge for their intended careers:

Table 45: Responses of students from the Faculty of the Humanities regarding the sufficiency of their theoretical knowledge for their intended careers

	Frequency	%
Yes	13	93
No	0	0
Only partially	1	7

4.3.3.2.3 Faculty of Economic and Management Sciences

Students from the Faculty of Economic and Management Sciences responded as follows regarding the sufficiency of their theoretical knowledge as pertaining to their intended careers:

Table 46: Responses of students from the Faculty of Economic and Management Sciences regarding the sufficiency of their theoretical knowledge for their intended careers

	Frequency	%
Yes	117	77.5
No	22	14.6
Only partially	8	5.2

Uncertain	1	0.7
Missing responses	3	2.0

4.3.3.2.4 Discussion of results

According to tables 44 - 46 the majority of students (82%) from the University of Technology indicated that they are sufficient equipped with regard to the theoretical aspects of their intended careers.

4.3.3.3 Responses of students from the Technical College
4.3.3.3.1 Faculty of Financial Management

The responses of students from the Faculty of Financial Management regarding whether or not they are sufficiently equipped with regard to the theoretical aspects of their intended careers, are reflected in table 47.

Table 47: Responses of students from the Faculty of Financial
Management regarding the sufficiency of their theoretical
knowledge for their intended careers

	Frequency	**%**
Yes	32	84.2
No	3	8.0
Only partially	1	2.6
Uncertain	1	2.6
Missing response	1	2.6

4.3.3.3.2 Faculty of Management Assistant

Students from the Faculty of Management Assistant responded as follows regarding the sufficiency of their theoretical knowledge for their intended careers:

Table 48: Responses of students from the Faculty of Management Assistant regarding the sufficiency of their theoretical knowledge for their intended careers

	Frequency	%
Yes	20	80
No	3	12
Missing response	2	8

4.3.3.3.3 Faculty of Engineering

Students from the Faculty of Engineering responded as follows regarding the sufficiency of their theoretical knowledge as required by their intended careers:

Table 49: Responses of students from the Faculty of Engineering regarding the sufficiency of their theoretical knowledge for their intended careers

	Frequency	%
Yes	24	86
No	4	14

4.3.3.3.4 Faculty of Public Relations

The responses of students from the Faculty of Public Relations regarding whether or not they are sufficiently equipped for their intended careers, with regard to theory, are reflected in table 50.

Table 50: Responses of students from the Faculty of Public Relations regarding the sufficiency of their theoretical knowledge for their intended careers

	Frequency	**%**
Yes	18	90
No	2	10

4.3.3.3.5 Discussion of results

According to tables 47 - 50 the majority of students (85%) from the University of Technology indicated that they are sufficiently equipped for their intended careers with regard to the theoretical aspects thereof.

4.3.3.4 Discussion of combined results with regard to the three tertiary institutions

The majority of students from tertiary institutions indicated that they are theoretically sufficiently equipped for their intended careers. The proportion of students who believe that they are not sufficiently equipped (20.4%) for their intended careers is, however, substantial. A significant percentage of managers in the public sector (49%) and the private sector (42%) believe that students from tertiary institutions are not theoretically sufficiently equipped for what they have to do in the workplace.

4.3.4 Do you think that you are sufficiently equipped for your intended career with regard to the practical aspects thereof?

4.3.4.1 Responses of students from the University of the Free State

4.3.4.1.1 Faculty of Economic and Management Sciences

The responses of students from the Faculty of Economic and Management Sciences regarding whether or not they are sufficiently equipped for their intended careers, with regard to the practical aspects thereof, are reflected in table 51.

Table 51: Responses of students from the Faculty of Economic and Management Sciences regarding the sufficiency of their practical knowledge for their intended careers

	Frequency	%
Yes	26	26
No	68	68
Only partially	5	5
Missing responses	1	1

4.3.4.1.2 Faculty of the Humanities

Students from the Faculty of the Humanities responded as follows regarding the sufficiency of their practical knowledge for their intended careers:

Table 52: Responses of students from the Faculty of the Humanities regarding the sufficiency of their practical knowledge for their intended careers

	Frequency	%
Yes	17	42.5
No	17	42.5
Only partially	5	12.5
Missing responses	1	2.5

4.3.4.1.3 Faculty of Natural Sciences

The responses of students, from the Faculty of Natural Sciences regarding whether or not they are sufficiently equipped for their intended careers, with regard to the practical aspects thereof, are reflected in table 53.

Table 53: Responses of students from the Faculty of Natural Sciences regarding the sufficiency of their practical knowledge for their intended careers

	Frequency	%

Yes	38	44.7
No	41	48.2
Only partially	1	1.2
Uncertain	5	5.9

4.3.4.1.4 Faculty of Law

Students from the Faculty of Law responded as follows regarding the sufficiency of their practical knowledge for their intended careers:

Table 54: Responses of students from the Faculty of Law regarding the sufficiency of their practical knowledge for their intended careers

	Frequency	**%**
Yes	2	8
No	22	88
Only partially	1	4

4.3.4.1.5 Discussion of results

The following conclusions are evident from the results reflected in tables 51 - 54

- The majority of students (59%) from the University of the Free State indicated that they are not sufficiently equipped for their intended careers with regard to the practical aspects thereof, while a further 5% indicated that they are only partially equipped.

- Though universities possess a strong theoretical foundation, it is evident from aforementioned data, that it is vital to place greater emphasis on the practical aspects of education, in future.

4.3.4.2 Responses of students from the University of Technology

4.3.4.2.1 Faculty of Engineering

The responses of students from the Faculty of Engineering regarding whether or not they are sufficiently equipped, with regard to the practical aspects of their intended careers, are reflected in table 55.

Table 55: Responses of students from the Faculty of Engineering regarding the sufficiency of their practical knowledge for their intended careers

	Frequency	%
Yes	54	55
No	36	37
Only partially	5	5
Uncertain	3	3

4.3.4.2.2 Faculty of the Humanities

Students from the Faculty of the Humanities responded as follows regarding the sufficiency of their practical knowledge for their intended careers:

Table 56: Responses of students from the Faculty of the Humanities regarding the sufficiency of their practical knowledge for their intended careers

	Frequency	%
Yes	9	64.3
No	3	21.4
Only partially	2	14.3

4.3.4.2.3 Faculty of Economic and Management Sciences

Students from the Faculty of Economic and Management Sciences responded as follows regarding the sufficiency of their practical knowledge for their intended careers:

Table 57: Responses of students from the Faculty of Economic and Management Sciences regarding the sufficiency of their practical knowledge for their intended careers

	Frequency	%
Yes	70	46.4
No	69	45.7
Only partially	8	5.3
Uncertain	2	1.3
Missing responses	2	1.3

4.3.4.2.4 Discussion of results

The following conclusions are evident from the results reflected in tables 55 - 57:

- A proportion of 50.6% of the University of Technology's students indicated that they are sufficiently equipped for their intended careers in terms of the practical aspects thereof.

- The proportion of students (46.8%) who believe that they are insufficiently, or only partially, equipped for their future careers, in terms of practical knowledge, is substantial and this result should be noted and attended to by all of the parties concerned.

4.3.4.3 Responses of students from the Technical College

4.3.4.3.1 Faculty of Financial Management

The responses of students from the Faculty of Financial Management regarding whether or not they are sufficiently equipped for their intended careers, with regard to the practical aspects thereof, are reflected in table 58.

Table 58: Responses of students from the Faculty of Financial Management regarding the sufficiency of their practical knowledge for their intended careers

	Frequency	%

Yes	28	74
No	7	18
Uncertain	3	8

4.3.4.3.2 Faculty of Management Assistant

Students from the Faculty of Management Assistant responded as follows regarding the sufficiency of their practical knowledge for their intended careers:

Table 59: Responses of students from the Faculty of Management Assistant regarding the sufficiency of their practical knowledge for their intended careers

	Frequency	%
Yes	19	76
No	6	24

4.3.4.3.3 Faculty of Engineering

Students from the Faculty of Engineering responded as follows regarding the sufficiency of their practical knowledge as required by their intended careers:

Table 60: Responses of students from the Faculty of Engineering regarding the sufficiency of their practical knowledge for their intended careers

	Frequency	%
Yes	8	28.6
No	19	67.8
Missing responses	1	3.6

4.3.4.3.4 Faculty of Public Relations

The responses of students from the Faculty of Public Relations regarding whether or not they are sufficiently equipped for their intended careers, with regard to the practical aspects thereof, are reflected in table 61.

Table 61: Responses of students from the Faculty of Public Relations regarding the sufficiency of their practical knowledge for their intended careers

	Frequency	%
Yes	15	75
No	4	20
Missing responses	1	5

4.3.4.3.5 Discussion of results

The following conclusions are evident from the results reflected in tables 58 - 61:

- The majority of students (63.1%) from the Technical College indicated that they are sufficiently well equipped with regard to the practical aspects of their intended careers.

- The proportion of students (32.4%) who feel that they are not sufficiently well equipped regarding the practical aspects of their intended careers is however, substantial and all of the role players involved should attend to this finding.

4.3.4.4 Discussion of combined results with regard to the three tertiary institutions

The majority of students (51.5%) from tertiary institutions indicated that they are sufficiently equipped for their intended careers with regard to the practical aspects thereof. The percentage of students (46%) who do not share this view is, however, substantial. A significant percentage of managers in the public sector (82%) and the private sector (79%) believe that entrants to the labour market are not practically sufficiently equipped for what they have to do.

4.3.5 Do you think that your prominent educational needs have been met by your institution?

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4.3.5.1 Responses of students from the University of the Free State

4.3.5.1.1 Faculty of Economic and Management Sciences

The responses of students from the Faculty of Economic and Management Sciences regarding whether or not their prominent educational needs have been met, are displayed in table 62

Table 62: Responses of students from the Faculty of Economic and Management Sciences regarding whether or not their prominent educational needs have been met

	Frequency	%
Yes	60	60
No	31	31
Only partially	6	6
Missing responses	3	3

4.3.5.1.2 Faculty of the Humanities

Students from the Faculty of the Humanities responded as follows regarding whether or not their prominent educational needs have been met:

Table 63: Responses of students from the Faculty of the Humanities regarding whether or not their prominent educational needs have been met

	Frequency	%
Yes	31	77.5
No	4	10.0
Only partially	5	12.5

4.3.5.1.3 Faculty of Natural Sciences

The responses of students from the Faculty of Natural Sciences regarding whether or not their prominent educational needs have been met, are reflected in table 64.

Table 64: Responses of students from the Faculty of Natural Sciences regarding whether or not their prominent educational needs have been met

	Frequency	%
Yes	55	64.7
No	20	23.5
Only partially	5	5.9
Missing responses	5	5.9

4.3.5.1.4 Faculty of Law

Students from the Faculty of Law responded as follows regarding whether or not their prominent educational needs have been met by their education institution:

Table 65: Responses of students from the Faculty of Law regarding whether their prominent educational needs have been met

	Frequency	%
Yes	18	72
No	4	16
Only partially	2	8
Missing responses	1	4

4.3.5.1.5 Discussion of results

The following conclusions are evident from the results reflected in tables 62 - 65:

- The majority of students (65.6%) from the University of the Free State indicated that their prominent educational needs have been met.
- Although the majority of students are satisfied, there is still a proportion (30.8%) of students who feel that their educational needs have not been met, or have been met only partially. It is therefore important that this issue should be addressed, with specific emphasis on the most prominent educational needs of students of the University of Free State, as listed in table 5.

4.3.5.2 Responses of students from the University of Technology

4.3.5.2.1 Faculty of Engineering

The responses of students from the Faculty of Engineering regarding whether or not their prominent educational needs have been met, are reflected in table 66.

Table 66: Responses of students from the Faculty of Engineering regarding whether or not their prominent educational needs have been met

	Frequency	%
Yes	65	66.3
No	14	14.3
Only partially	14	14.3
Missing responses	5	5.1

4.3.5.2.2 Faculty of the Humanities

Students from the Faculty of the Humanities responded as follows regarding whether their prominent educational needs have been met or not:

Table 67: Responses of students from the Faculty of the Humanities regarding whether or not their prominent educational needs have been met

	Frequency	%

Yes	5	35.7
No	2	14.3
Only partially	4	28.6
Missing responses	3	21.4

4.3.5.2.3 Faculty of Economic and Management Sciences

Students from the Faculty of Economic and Management Sciences responded as follows regarding whether or not their prominent educational needs have been met:

Table 68: Responses of students from the Faculty of Economic and Management Sciences regarding whether or not their prominent educational needs have been met

	Frequency	%
Yes	110	72.9
No	26	17.2
Only partially	11	7.3
Uncertain	4	2.6

4.3.5.2.4 Discussion of results

The following conclusions are evident from the results reflected in tables 66 - 68:

- The majority of students (68.4%) from the University of the Free State indicated that their prominent educational needs have been met.
- The proportion of students (27%) who believe that their prominent educational needs have not been met, or that such needs have only been partially fulfilled, is, however, substantial and this result should be noted and attended to by all of the role players concerned.

4.3.5.3 Responses of students from the Technical College

4.3.5.3.1 Faculty of Financial Management

The responses of students from the Faculty of Financial Management regarding whether or not their prominent educational needs have been met, are reflected in table 69.

Table 69: Responses of students from the Faculty of Financial Management regarding whether or not their prominent educational needs have been met

	Frequency	%
Yes	22	57.9
No	1	2.6
Only partially	3	7.9
Missing responses	12	31.6

4.3.5.3.2 Faculty of Management Assistant

Students from the Faculty of Management Assistant responded as follows regarding whether or not their prominent educational needs have been met:

Table 70: Responses of students from the Faculty of Management Assistant regarding whether or not their prominent educational needs have been met

	Frequency	%
Yes	16	64
No	6	24
Only partially	1	4
Missing responses	2	8

4.3.5.3.3 Faculty of Engineering

Students from the Faculty of Engineering responded as follows regarding whether or not their prominent educational needs have been met by their educational institution:

Table 71: Responses of students from the Faculty of Engineering regarding whether or not their prominent educational needs have been met

	Frequency	%
Yes	11	39.3
No	10	35.7
Only partially	6	21.4
Missing response	1	3.6

4.3.5.3.4 Faculty of Public Relations

The responses of students from the Faculty of Public Relations regarding whether or not their prominent educational needs have been met, are displayed in table 72

Table 72: Responses of students from the Faculty of Public Relations regarding whether or not their prominent educational needs have been met

	Frequency	%
Yes	12	60
No	3	15
Missing responses	5	25

4.3.5.3.5 Discussion of results

The following conclusions are evident from the results reflected in tables 69 - 72:

- The majority of students (55%) from the Technical College indicated that their prominent educational needs have been met.

- The proportion of students (27%) that feel that their educational needs have not been met, or have been met only partially is, however, substantial and all or the parities involved should attend to this finding.

4.3.5.4 Discussion of combined results with regard to the three tertiary institutions

The majority of students from tertiary institutions (63.2%) indicated that their prominent educational needs have been met. The proportion of students (28.2%) who differs from this view, is significant.

4.3.6 Stipulate your specific educational needs.

4.3.6.1 Responses of students from the University of the Free State

4.3.6.1.1 Faculty of Economic and Management Sciences

Students from the Faculty of Economic and Management Sciences listed the following educational needs:

Table 73: Responses of students from the Faculty of Economic and Management Sciences regarding their specific educational needs

Comments	Frequency	Percentage
Acquiring appropriate knowledge	33	33
Acquiring appropriate skills	26	26
Development of self-confidence	22	22
More practical work/Practical application of knowledge	16	16
Exposure to practical experience	10	10
Knowledge gained should be relevant to the world of work.	8	8

Development of a positive attitude	7	7
Development of abilities	5	5
To obtain a degree	5	5
Personal-development	5	5
Sufficient theoretical background	3	3
Developing self-presentation skills	2	2
Self-knowledge development	2	2
Increased financial assistance	2	2
Language skills development	1	1
Developing business skills	1	1
Developing communication skills	1	1
Increasing self-motivation	1	1
Developing creative thinking	1	1
Development of reasoning abilities	1	1
Greater access to study material	1	1
Stress management training	1	1
Life skills training	1	1
Interpersonal skills development	1	1
Increased knowledge on work-place ethics	1	1

Comments	Frequency	Percentage
Development of logical reasoning abilities	1	1

4.3.6.1.2 Faculty of the Humanities

The responses of students from the Faculty of the Humanities regarding their educational needs are listed in table 74.

Table 74: Responses of students from the Faculty of the Humanities regarding their specific educational needs

Comments	Frequency	Percentage
Acquiring appropriate knowledge	17	42.5
Acquiring appropriate skills	16	40.0
Development of self-confidence	10	25.0
Development of abilities	7	17.5
Exposure to practical experience	6	15.0
Development of a positive attitude	5	12.5
More practical work	4	10.0
Personal development	2	5.0
Training on establishing and owning a practice	1	2.5
To obtain a degree	1	2.5
Sufficient theoretical background	1	2.5
Developing people skills	1	2.5
Internship opportunities	1	2.5

Comments	Frequency	Percentage
Providing challenges	1	2.5

4.3.6.1.3 Faculty of Natural Sciences

Students from the Faculty of Natural Sciences listed the following educational needs:

Table 75: Responses of students from the Faculty of Natural Sciences regarding their specific educational needs

Comments	Frequency	Percentage
Acquiring appropriate knowledge	21	24.7
More practical work (practical knowledge)/Practical application of knowledge	20	20.0
Acquiring appropriate skills	14	16.5
Development of self-confidence	11	12.9
Development of abilities	8	9.4
Exposure to practical experience	6	7.1
Sufficient theoretical background	5	5.9
More equipment (e.g. laboratories, apparatus)	5	5.9
Development of a positive attitude	3	3.5
Experiential training	2	2.4
Increased availability of bursaries/financial aid	2	2.4
Increased knowledge of industry	2	2.4
Developing communication skills	1	1.2

Leadership skills training	1	1.2
For the institution to be experienced as equally competent by international learners	1	1.2
Guidance on career development	1	1.2
Development of creative thinking	1	1.2
Personal development	1	1.2
Interviewing skills training	1	1.2
Practical assignment must be relevant to industry requirements	1	1.2
Collaboration of private institutions (industry and companies) with the institutions of higher education, in order to evaluate the applicability of training to industry.	1	1.2
Gaining greater independence	1	1.2
Enabled to perform effectively in future employment	1	1.2
Informed of work-place expectations and requirements	1	1.2
Development of problem-solving strategies	1	1.2
Acquiring planning skills	1	1.2
Developing management skills	1	1.2
Being exposed to a broad spectrum of subjects	1	1.2
Competent lecturers	1	1.2
Availability of and exposure to extra reading material	1	1.2
Development of scientific writing skills	1	1.2

4.3.6.1.4 Faculty of Law

The responses of students from the Faculty of Law regarding their educational needs are listed in table 76.

Table 76: Responses of students from the Faculty of Law regarding their specific educational needs

Comments	Frequency	Percentage
More practical work (practical knowledge)/ Practical application of knowledge	9	20
Sufficient theoretical background	2	8
To obtain a degree	2	8
Acquiring appropriate knowledge	2	8
Acquiring appropriate skills	1	4
Development of abilities	1	4
Increased research	1	4
Qualified lecturers	1	4
More specialised subject choices	1	4

4.3.6.1.5 Discussion of results

Tables 73 - 76 illustrate the six important educational needs as indicated by students of the University of the Free State:

- Acquisition of appropriate knowledge (73 = 29.2%)
- Acquisition of appropriate skills (58 = 23.2%)
- More practical work (practical knowledge)/Practical application of knowledge (49 = 19.6%)
- Development of self-confidence (43 = 17.2%)
- Exposure to practical experience (including experiential training) (24 = 9.6%)

- Development of abilities (21 = 8.4%)

4.3.6.2 Responses of students from the University of Technology

4.3.6.2.1 Faculty of Engineering

Students from the Faculty of Enginering listed the following educational needs:

Table 77: Responses of students from the Faculty of Engineering regarding their specific educational needs

Comments	Frequency	Percentage
More practical work (practical knowledge)/Practical application of knowledge	16	16.3
Exposure to practical experience	11	11.2
Acquiring appropriate knowledge	7	7.1
Development of abilities	5	5.1
Acquiring appropriate skills	4	4.1
Sufficient theoretical background	4	4.1
Development of a positive attitude	3	3.1
More equipment and facilities (e.g. computers, books)	3	3.1
To obtain a diploma	3	3.1
Exposure to equipment used in the actual work-environment	2	2
Preparation for professional life/working world	2	2
Increased availability of bursaries	2	2
Development of self-confidence	2	2

Experiential training	2	2
Increased expression of ideas	1	1
Greater availability of internship	1	1
Equipped to be successful	1	1
Computer skills training	1	1
Afrikaans lecturers	1	1
That the institution function exclusively in English	1	1
Increased motivation	1	1

4.3.6.2.2 Faculty of the Humanities

The responses of students from the Faculty of the Humanities regarding their educational needs are listed in table 78

Table 78: Responses of students from the Faculty of the Humanities regarding their specific educational needs

Comments	Frequency	Percentage
Exposure to practical experience	2	14.3
Acquiring appropriate knowledge	2	14.3
Motivation	2	14.3
Increased practical work (practical knowledge)/Practical application of knowledge	1	7.1
Development of self-confidence	1	7.1

Comments	Frequency	Percentage
Greater availability of bursaries	1	7.1
Computer skills training	1	7.1
Fair evaluation	1	7.1

4.3.6.2.3 Faculty of Economic and Management Sciences

Students from the Faculty of Economic and Management Sciences listed the following educational needs:

Table 79: Responses of students from the Faculty of Economic and Management Sciences regarding their specific educational needs

Comments	Frequency	Percentage
Acquiring appropriate knowledge	27	17.9
More practical work/Practical application of knowledge	22	14.6
Experiential training	19	12.6
Exposure to practical experience	11	7.3
Acquiring appropriate skills	11	7.3
Development of abilities	10	6.6
Development of self-confidence	8	5.3
Training needs being met	6	4.0
Development of a positive attitude	4	2.6
Competent lecturers (including availability and punctuality of lecturers)	3	2.0
Sufficient theoretical background	2	1.3

Increased financial aid	1	0.7
Receiving job offers	1	0.7
Greater availability of internships	1	0.7
Increased individual attention	1	0.7
More field trips	1	0.7
Skilled in career development strategies	1	0.7
To obtain a degree	1	0.7
Non racist environment	1	0.7
Improved facilities (e.g. internet, effective library system)	1	0.7
Information from lecturers on developments in their field	1	0.7
Increased computer literacy	1	0.7
Greater specialisation in a specific field	1	0.7

4.3.6.2.4 Discussion of results

The six most important educational needs as identified by students from the University of Technology are indicated in tables 4.49 – 4.51:

- Exposure to practical experience (including experiential training) (45 = 17.1%)
- More practical work (practical knowledge)/Practical application of knowledge (39 = 14.8%)
- Acquisition of appropriate knowledge (36 = 13.7%)
- Acquisition of appropriate skills (15 = 5.7%)
- Development of abilities (15 = 5.7%)
- Development of self-confidence (11 = 4.2%)

4.3.6.3 Responses of students from the Technical College

4.3.6.3.1 Faculty of Financial Management

The responses of students from the Faculty of Financial Management regarding their educational needs are listed in table 80 below:

Table 80: Responses of students from the Faculty of Financial Management regarding their specific educational needs

Comments	Frequency	Percentage
Development of self-confidence	8	21.1
Acquiring appropriate skills	6	15.8
Acquiring appropriate knowledge	6	15.8
Development of a positive attitude	3	7.9
Obtaining the necessary qualifications	3	7.9
Development of abilities	2	5.3
Increased in-service training	2	5.3
Increased practical work (practical knowledge)/Practical application of knowledge	2	5.3
Increased financial aid	1	2.6
Exposure to practical experience	1	2.6
Being taught responsibility	1	2.6
Greater access to the internet	1	2.6
More equipment	1	2.6

4.3.6.3.2 Faculty of Management Assistant

Students from the Faculty of Management Assistant listed the following educational needs:

Table 81: Responses of students from the Faculty of Management Assistants regarding their specific educational needs

Comments	Frequency	Percentage
Development of self-confidence	3	12
Development of abilities	3	12
Increased practical work (practical knowledge)/Practical application of knowledge	3	12
Acquiring appropriate skills	2	8
Acquiring appropriate knowledge	2	8
Obtaining the necessary qualifications	2	8
Increased exposure to experiential training	2	8
Increased financial aid	2	8
Up to date equipment (Including computers and software)	1	4
Empowered to achieve personal goals	1	4
Job access upon completion of studies	1	4
Obtaining work in the chosen field of study	1	4
Development of a positive attitude	1	4

4.3.6.3.3 Faculty of Engineering

The responses of students from the Faculty of Engineering regarding their educational needs are listed in table 82.

Table 82: Responses of students from the Faculty of Engineering regarding their specific educational needs

Comments	Frequency	Percentage
More practical work (practical knowledge)/Practical application of knowledge	13	46.4
More equipment (need workshops, computers)	7	25.0
Acquiring appropriate skills	6	21.4
Increased experiential training	3	10.7
Exposure to practical experience	2	7.1
Development of self-confidence	2	7.1
Acquiring appropriate knowledge	2	7.1
Obtaining the necessary qualifications	1	3.6
Development of abilities	1	3.6
Increased financial aid	1	3.6
Empowerment for the world of work	1	3.6
Experienced lecturers	1	3.6

4.3.6.3.4 Faculty of Public Relations

Students from the Faculty of Public Relations listed the following educational needs:

Table 83: Responses of students from the Faculty of Public Relations regarding their specific educational needs

Comments	Frequency	Percentage
Increased practical work (practical knowledge)/Practical application of knowledge	5	25
Development of self-confidence	3	15
Acquiring appropriate skills	2	10
Equipment (new equipment; computers with internet access)	2	10
To obtain the necessary qualifications	1	5
Greater financial aid	1	5
Increased exposure to practical experience	1	5
Increased participation	1	5
Increasing motivation	1	5

4.3.6.3.5 Discussion of results

Tables 80 - 83 indicate the six most important educational needs as stated by Technical College students:

- Increased practical work (practical knowledge)/Practical application of knowledge (23 = 20.7%)
- Development of self-confidence (16 = 14.4%)
- Acquisition of appropriate skills (16 = 14.4%)
- Exposure to practical experience (including experiential and in-service training) (11 = 9.9%)

- Necessary equipment (e.g. computers, internet, most recent software, workshops) (11 = 9.9%)
- Acquisition of appropriate knowledge (10 = 9.0%)

4.3.6.4 Discussion of combined results with regard to the three tertiary institutions

The most prominent educational needs listed by students from tertiary institutions are the following:

- Practical application of knowledge (18.3%);
- Acquisition of appropriate knowledge (17.3%);
- Acquisition of appropriate skills (14.4%);
- Exposure to practical experience (12.2%);
- Development of self-confidence (11.9%).

4.3.7 Have you already applied for a job in your specific career field?

4.3.7.1 Responses of students from the University of the Free State

4.3.7.1.1 Faculty of Economic and Management Sciences

Students from the Faculty of Economic and Management Sciences responded as follows regarding whether or not they have already applied for a job in their specific career field:

Table 84: Responses of students from the Faculty of Economic and Management Sciences regarding whether or not they have already applied for a job in their specific career field

	Frequency	%
Yes	12	12
No	86	86
Missing responses	2	2

4.3.7.1.2 Faculty of the Humanities

The responses of students from the Faculty of the Humanities regarding whether or not they have already applied for a job in their specific career field, are reflected in table 85.

Table 85: Responses of students from the Faculty of the Humanities

regarding whether or not they have already applied for a job in their
specific career field

	Frequency	%
Yes	7	17.5
No	33	82.5

4.3.7.1.3 Faculty of Natural Sciences

The responses of students from the Faculty of Natural Sciences regarding whether or
not they have already applied for a job in their career field, are reflected in table 86.

Table 86: Responses of students from the Faculty of Natural Sciences
regarding whether or not they have already applied for a job in their
specific career field

	Frequency	%
Yes	14	16.5
No	71	83.5

4.3.7.1.4 Faculty of Law

Students from the Faculty of Law responded as follows regarding whether or not they
have already applied for a job in their specific career field:

Table 87: Responses of students from the Faculty of Law regarding
whether or not they have already applied for a job in their specific
career field

	Frequency	%
Yes	7	28
No	18	72

4.3.7.1.5 Discussion of results

According to tables 84 - 87 the majority of students from the University of the Free State (208 = 83.2%) have not yet applied for a job in their specific career field.

4.3.7.2 Responses of students from the University of Technology

4.3.7.2.1 Faculty of Engineering

The responses of students from the Faculty of Engineering regarding whether or not they have already applied for a job in their specific field, are reflected in table 88.

Table 88: Responses of students from the Faculty of Engineering regarding whether or not they have already applied for a job in their specific career field

	Frequency	%
Yes	65	66.3
No	31	31.6
Missing responses	2	2.1

4.3.7.2.2 Faculty of the Humanities

Students from the Faculty of the Humanities responded as follows regarding whether or not they have already applied for a job in their career field:

Table 89: Responses of students from the Faculty of the Humanities regarding whether or not they have already applied for a job in their specific career field

	Frequency	%
Yes	3	21.4
No	11	78.6

4.3.7.2.3 Faculty of Economic and Management Sciences

Students from the Faculty of Economic and Management Sciences responded as follows regarding whether or not they have already applied for a job in their career field, are reflected in table 90.

Table 90: Responses of students from the Faculty of Economic and Management Sciences regarding whether or not they have already applied for a job in their specific career field

	Frequency	%
Yes	50	33.1
No	98	64.9
Missing responses	3	2.0

4.3.7.2.4 Discussion of results

According to tables 88 - 90 the majority of students from the University of Technology (140 = 53.2%) have not yet applied for a job in their specific career field. A substantial amount (118 = 44.9%), however, have already applied.

4.3.7.3 Responses of students from the Technical College

4.3.7.3.1 Faculty of Financial Management

The responses of students from the Faculty of Financial Management regarding whether or not they have already applied for a job in their specific career field, are reflected in table 91.

Table 91: Responses of students from the Faculty of Financial Management regarding whether or not they have already applied for a job in their specific career field

	Frequency	%
Yes	14	36.9
No	23	60.5

	Frequency	%
Missing responses	1	2.6

4.3.7.3.2 Faculty of Management Assistant

Students from the Faculty of Management Assistant responded as follows regarding whether or not they have already applied for a job in their specific field of choice:

Table 92: Responses of students from the Faculty of Management Assistant regarding whether or not they have already applied for a job in their specific career field

	Frequency	%
Yes	16	64
No	9	36

4.3.7.3.3 Faculty of Engineering

Students from the Faculty of Engineering responded as follows regarding whether or not they have already applied for a job in their specific career field:

Table 93: Responses of students from the Faculty of Engineering regarding whether or not they have already applied for a job in their specific career field

	Frequency	%
Yes	13	46.4
No	15	53.6

4.3.7.3.4 Faculty of Public Relations

The responses of students from the Faculty of Public Relations regarding whether or not they have already applied for a job in their specific career field, are reflected in table 94.

Table 94: Responses of students from the Faculty of Public Relations

regarding whether or not they have already applied for a job in their
specific career field

	Frequency	%
Yes	11	55
No	8	40
Missing responses	1	5

4.3.7.3.5 Discussion of results

According to tables 91 - 94 fifty-four (48.6%) students from the Technical College, have already applied for a job in their specific career field and fifty-five students (49.5%) have not yet applied.

4.3.7.4   Discussion of combined results with regard to the three tertiary institutions

Most of the students from tertiary institutions (61.7%) have already applied for jobs in their specific career fields.

4.3.8 If you have already applied for a job, was your application successful?

4.3.8.1 Responses of students from the University of the Free State

4.3.8.1.1 Faculty of Economic and Management Sciences

Those Students from the Faculty of Economic and Management Sciences who have already applied for a job in their specific career field, responded as follows regarding whether or not their application was successful:

Table 95: Responses of students from the Faculty of Economic and
Management Sciences who have applied for jobs regarding
whether or not their applications were successful

	Frequency	%
Yes	9	75
No	0	0

Still waiting for reply	3	25

4.3.8.1.2 Faculty of the Humanities

Those students from the Faculty of the Humanities who have already applied for a job in their specific career field, respond as follows regarding whether their application was successful or not:

Table 96: Responses of students from the Faculty of the Humanities who have applied for jobs regarding whether or not their applications were successful

	Frequency	**%**
Yes	2	28.6
No	5	71.4

4.3.8.1.3 Faculty of Natural Sciences

Responses of students from the Faculty of Natural Sciences who have already applied for jobs, regarding whether or not their applications were successful, are reflected in table 97.

Table 97: Responses of students from the Faculty of Natural Sciences who have applied for jobs regarding whether or not their applications were successful

	Frequency	**%**
Yes	3	21.4
No	5	35.7
Still waiting for reply	6	42.9

4.3.8.1.4 Faculty of Law

Those students from the Faculty of Law who have already applied for a job in their specific career field, respond as follows regarding whether their applications were successful or not:

Table 98: Responses of students from the Faculty of Law who have applied for jobs regarding whether or not their applications were successful

	Frequency	%
Yes	5	71.4
No	2	28.6

4.3.8.1.5 Discussion of results

According to tables 95 - 98 nineteen (47.5) of the forty students from the University of the Free State who applied for jobs in their specific career field of choice, were successful, twelve (30%) were not, and nine (22.5%) are still waiting for a reply.

4.3.8.2 Responses of students from the University of Technology

4.3.8.2.1 Faculty of Engineering

Responses of students from Faculty of Engineering who have already applied for jobs, regarding whether or not their applications were successful, are reflected in table 99.

Table 99: Responses of students from the Faculty of Engineering who have applied for jobs regarding whether or not their applications were successful

	Frequency	%
Yes	21	32.3
No	31	47.7
Still waiting for reply	12	18.5

	Frequency	%
Missing responses	1	1.5

4.3.8.2.2 Faculty of the Humanities

Those students from the Faculty of the Humanities who have already applied for a job in their specific career field, respond as follows regarding whether or not their applications were successful:

Table 100: Responses of students from the Faculty of the Humanities who have applied for jobs regarding whether or not their applications were successful

	Frequency	%
Yes	3	100
No	0	0

4.3.8.2.3 Faculty of Economic and Management Sciences

Responses of students from Faculty of Economic and Management Sciences who have already applied for jobs, regarding whether or not their applications were successful, are reflected in table 101.

Table 101: Responses of students from the Faculty of Economic and Management Sciences who have applied for jobs regarding whether or not their applications were successful

	Frequency	%
Yes	15	30
No	29	58
Still waiting for reply	6	12

4.3.8.2.4 Discussion of results

According to tables 99 - 101, thirty-nine (33.1%) of the hundred and eighteen students from the University of Technology who applied for jobs in their specific career fields, were successful, sixty (50.8%) were not and eighteen (15.3%) are still waiting for a response. There was one (0.8%) missing response.

4.3.8.3 Responses of students from the Technical College
4.3.8.3.1 Faculty of Financial Management

Those students from the Faculty of Financial Management who have already applied for a job in their specific career field, respond as follows regarding whether or not their application was successful:

Table 102: Responses of students from the Faculty of Financial Management who have applied for jobs regarding whether or not their applications were successful

	Frequency	%
Yes	0	0
No	10	66.7
Still waiting for reply	3	20.0
Missing responses	2	13.3

4.3.8.3.2 Faculty of Management Assistant

Responses of students from the Faculty of Management Assistant who have already applied for jobs, regarding whether or not their applications were successful, are reflected in table 103.

Table 103: Responses of students from the Faculty of Management Assistant who have applied for jobs regarding whether or not their applications were successful

	Frequency	%
Yes	1	6.25

No	14	87.50
Still waiting for reply	1	6.25

4.3.8.3.3 Faculty of Engineering

Those students from the Faculty of Engineering who have already applied for a job in their specific career field, respond as follows regarding whether or not their application was successful:

Table 104: Responses of students from the Faculty of Engineering who have applied for jobs regarding whether or not their applications were successful

	Frequency	%
Yes	3	23.1
No	10	76.9

4.3.8.3.4 Faculty of Public Relations

Those students from the Faculty of Public Relations who have already applied for a job in their specific career field, respond as follows regarding whether their application was successful or not:

Table 105: Responses of students from the Faculty of Public Relations who have applied for jobs regarding whether or not their applications were successful

	Frequency	%
Yes	0	0
No	10	90.9
Still waiting for reply	1	9.1

4.3.8.3.5 Discussion of results

According to tables 102 - 105, four (7.3%) of the fifty-five students from the Technical College who applied for jobs in their specific career fields, were successful, forty-four (80%) were not and five (9.1%) are still waiting for a reply. There were two (3.6%) missing responses.

4.3.8.4 Discussion of combined results with regard to the three tertiary institutions

The majority of students from tertiary institutions (53.6%) who applied for jobs were not successful, 29.3% were successful and 15.6% are still waiting for a response from employers.

4.3.9 If your application was unsuccessful, what do you think contributed to your failure?

4.3.9.1 Responses of students from the University of the Free State

4.3.9.1.1 Faculty of Economic and Management Sciences

As nine of the twelve students from the Faculty of Economic and Management Sciences, who applied for posts, were successful and three are still waiting for a response, no reasons are listed here.

4.3.9.1.2 Faculty of the Humanities

Students from the Faculty of the Humanities listed the following reasons for being unsuccessful in their applications:

Table 106: Responses of students from the Faculty of the Humanities regarding why their applications were unsuccessful

Comments	Frequency	Percentage
Lack of experience	3	60
Not in possession of the required qualifications (still studying)	2	40
Insufficient skills	1	20

4.3.9.1.3 Faculty of Natural Sciences

Students from the Faculty of Natural Sciences listed the following reasons for being unsuccessful in their applications:

Table 107: Responses of students from the Faculty of Natural Sciences regarding why their applications were unsuccessful

Comments	Frequency	Percentage
Not in possession of the required qualifications	2	40
Lack of ability to express myself and to present my application in the best possible manner	2	40
Lack of experience	1	20

4.3.9.1.4 Faculty of Law

Students from the Faculty of Law listed the following reasons for being unsuccessful in their application:

Table 108: Responses of students from the Faculty of Law regarding why their applications were unsuccessful

Comments	Frequency	Percentage
Affirmative action (being a White male)	1	50
Race (being Coloured)	1	50
Results not good enough	1	50

4.3.9.1.5 Discussion of results

Students from the University of the Free State (tables 106 - 108) indicated that the two most important reasons for their applications being unsuccessful were the following:

- Lack of experience (4 = 33.3%)
- Not in possession of the required qualifications (4 = 33.3%)

4.3.9.2 Responses of students from the University of Technology

4.3.9.2.1 Faculty of Engineering

Students from the Faculty of Engineering listed the following reasons for being unsuccessful in their application:

Table 109: Responses of students from the Faculty of Engineering regarding why their applications were unsuccessful

Comments	Frequency	Percentage
Lack of experience	12	38.7
Unaware of why	5	16.1
Not in possession of the required qualifications	3	9.7
Lack of skills	2	6
Not in possession of a driver's licence	1	3.2
Not confident enough during the interview	1	3.2
Late application	1	3.2
Affirmative action (White male)	1	3.2
Age (too old)	1	3.2
Too much competition	1	3.2
Large number of candidates of which some were better equipped	1	3.2
Lack of knowledge of work-place requirements and expectations	1	3.2
Certain job-related knowledge that was not covered in the course	1	3.2

4.3.9.2.2 Faculty of the Humanities

As all three of the students of the Faculty of the Humanities who applied for positions were successful, no reasons are listed here.

4.3.9.2.3 Faculty of Economic and Management Sciences

Students from the Faculty of Economic and Management Sciences listed the following reasons for being unsuccessful in their applications:

Table 110: Responses of students from the Faculty of Economic and Management Sciences regarding why their applications were unsuccessful

Comments	Frequency	Percentage
Lack of experience	25	86.2
Not in possession of the required qualifications	4	13.8
Race (being White)	1	3.4
Language (being Afrikaans)	1	3.4
Black empowerment policies	1	3.4
Still studying and were not immediately available	1	3.4
Lack of ability to sell myself	1	3.4
Not sure why not	1	3.4
Lack of information	1	3.4
In possession of a work visa for abroad	1	3.4

4.3.9.2.4 Discussion of results

Tables 109 - 110 indicate that students from the University of Technology noted the following as the two most important reasons for their applications being unsuccessful:

- Lack of experience (37 = 61.7%)

- Not in possession of the required qualifications (7 = 11.7%)

4.3.9.3 Responses of students from the Technical College
4.3.9.3.1 Faculty of Financial Management

Students from the Faculty of Financial Management listed the following reasons for being unsuccessful in their applications:

Table 111: Responses of students from the Faculty of Financial Management regarding why their applications were unsuccessful

Comments	Frequency	Percentage
Lack of experience	4	40
Not in possession of the required qualifications	5	50

4.3.9.3.2 Faculty of Management Assistant

Students from the Faculty of Management Assistant listed the following reasons for being unsuccessful in their applications:

Table 112: Responses of students from the Faculty of Management Assistant regarding why their applications were unsuccessful

Comments	Frequency	Percentage
Lack of experience	10	71.4
Programmes that are outdated	1	7.1
Not sure why not	1	7.1
Did not meet the requirements	1	7.1

4.3.9.3.3 Faculty of Engineering

Students from the Faculty of Engineering listed the following reasons for being unsuccessful in their application:

Table 113: Responses of students from the Faculty of Engineering regarding why

their applications were unsuccessful

Comments	Frequency	Percentage
Lack of experience	5	50
Not in possession of the required qualifications	3	30
Lack of practical knowledge	2	20
Not in possession of a driver's licence	1	10
Lack of job opportunities	1	10
Lack of knowledge	1	10
Lack of skills	1	10

4.3.9.3.4 Faculty of Public Relations

Students from the Faculty of Public Relations listed the following reasons for being unsuccessful in their applications:

Table 114: Responses of students from the Faculty of Public Relations regarding why their applications were unsuccessful

Comments	Frequency	Percentage
Lack of experience	5	50
Not in possession of the required qualifications	3	30
Not sure why not	1	10
Not in possession of a driver's licence	1	10
Results not good enough	1	10
Age (too young)	1	10

4.3.9.3.5 Discussion of results

It is evident from tables 111 – 114 that students from the University of Technology regard the following as the two most important reasons for their applications being unsuccessful:

- Lack of experience (24 = 54.5%)
- Not in possession of the required qualifications (11 = 25%)

4.3.9.4 Discussion of combined results with regard to the three tertiary institutions

Students from tertiary institutions listed the following most prominent reasons for their applications being unsuccessful:

- Lack of job related experience (49.8%)
- Lack of job related qualifications (23.3%)

4.3.10 Do you think that the contents of the curriculum (theoretical and practical) contributed to the fact that you were unsuccessful?

4.3.10.1 Responses of students from the University of the Free State

4.3.10.1.1 Faculty of Economic and Management Sciences

As nine of the twelve students, in the Faculty of Economic and Management Sciences, who applied for positions, were successful and the other three students are still awaiting a reply, no responses are indicated here.

4.3.10.1.2 Faculty of the Humanities

Responses of students from the Faculty of the Humanities whose applications were unsuccessful, regarding whether or not the contents of the curriculum (theoretical and practical) contributed to their failure, are reflected in table 115

Table 115: Responses of students from the Faculty of the Humanities
regarding whether or not the contents of the curriculum contributed
to their applications being unsuccessful

	Frequency	%
Yes	2	40

No	3	60

4.3.10.1.3 Faculty of Natural Sciences

Those students from the Faculty of Natural Sciences whose applications were unsuccessful responded as follows regarding whether the contents of the curriculum (theoretical and practical) contributed to their failure, or not:

Table 116: Responses of students from the Faculty of the Natural Sciences regarding whether or not the contents of the curriculum contributed to their applications being unsuccessful

	Frequency	%
Yes	1	20
No	4	80

4.3.10.1.4 Faculty of Law

Responses of students from the Faculty of Law whose applications were unsuccessful, regarding whether or not the contents of the curriculum (theoretical and practical) contributed to their failure, are reflected in table 117.

Table 117: Responses of students from the Faculty of Law regarding whether or not the contents of the curriculum contributed to their applications being unsuccessful

	Frequency	%
Yes	0	0
No	2	100
Uncertain		
Missing responses		

4.3.10.1.5 Discussion of results

Tables 115 - 117 indicate that three (3 = 25%) of the twelve students from the University of the Free State, whose applications were unsuccessful, indicated that the contents of the curriculum contributed to their failure, while nine (9 = 75%) of the students differed from them.

4.3.10.2 Responses of students from the University of Technology
4.3.10.2.1 Faculty of Engineering

Those students from the Faculty of Engineering whose applications were unsuccessful, respond as follows regarding whether or not the contents of the curriculum (theoretical and practical) contributed to their failure:

Table 118: Responses of students from the Faculty of Engineering regarding whether the contents of the curriculum contributed to their applications being unsuccessful

	Frequency	%
Yes	10	32.3
No	18	58.1
Partially	1	3.2
Uncertain	1	3.2
Missing responses	1	3.2

4.3.10.2.2 Faculty of the Humanities

All three of the students from the Faculty of Humanities who applied for posts were successful; therefore no responses are indicated here.

4.3.10.2.3 Faculty of Economic and Management Sciences

Those students, from the Faculty of Economic and Management Sciences whose applications were unsuccessful, responded with the following regarding whether or not the contents of the curriculum (theoretical and practical) contributed to their failure:

Table 119: Responses of students from the Faculty of Economic and Management Sciences regarding whether the contents of the curriculum contributed to their applications being unsuccessful

	Frequency	%
Yes	10	34.5
No	18	62.1
Missing responses	1	3.4

4.3.10.2.4 Discussion of results

Tables 118 - 119 indicate that twenty (20 = 33.3%) of the sixty students from the University of Technology, whose applications were unsuccessful, stated that the contents of the curriculum contributed to their failure, thirty-six (36 = 60%) differed from them, one student (1 = 1.7%) was of the opinion that the contents of the curriculum only partially contributed to his/her failure, and one (1 = 1.7%) was uncertain. There were two (2 = 3.3%) missing responses.

4.3.10.3 Responses of students from the Technical College

4.3.10.3.1 Faculty of Financial Management

Responses of students, from the Faculty of Financial Management, whose applications were unsuccessful, regarding whether or not the contents of the curriculum (theoretical and practical) contributed to their failure, are reflected in table 120

Table 120: Responses of students from the Faculty of Financial Management regarding whether or not the contents of the curriculum contributed to their applications being unsuccessful

	Frequency	%
Yes	3	30
No	5	50
Uncertain	1	10

	Frequency	%
Missing response	1	10

4.3.10.3.2 Faculty of Management Assistant

Those students from the Faculty of Management Assistant whose applications were unsuccessful, responded as indicated below with regard to whether the contents of the curriculum (theoretical and practical) contributed to their failure, or not:

Table 121: Responses of students from the Faculty of Management Assistant regarding whether or not the contents of the curriculum contributed to their applications being unsuccessful

	Frequency	%
Yes	4	28.6
No	10	71.4

4.3.10.3.3 Faculty of Engineering

Students from the Faculty of Engineering, whose applications were unsuccessful, stated the following regarding whether or not the contents of the curriculum (theoretical and practical) contributed to their failure, and these responses are reflected in table 122.

Table 122: Responses of students from the Faculty of Engineering regarding whether the contents of the curriculum contributed to their applications being unsuccessful, or not

	Frequency	%
Yes	8	80
No	2	20

4.3.10.3.4 Faculty of Public Relations

Those students, from the Faculty of Public Relations, whose applications were unsuccessful, responded with the following regarding whether or not the contents of the curriculum (theoretical and practical) contributed to their failure:

Table 123: Responses of students from the Faculty of Public Relations regarding whether or not the contents of the curriculum contributed to their applications being unsuccessful

	Frequency	%
Yes	3	30
No	7	70

4.3.10.3.5 Discussion of results

Tables 120 - 123 indicate that eighteen (18 = 40.9%) of the forty-four students from the Technical College, whose applications were unsuccessful, indicated that the contents of the curriculum contributed to their failure, twenty-four (24 = 54.5%) differed from them and one of the students (1 = 2.3%) was uncertain. There was one (1 = 2.3%) missing response.

4.3.10.4 Discussion of combined results with regard to the three tertiary institutions

Most of the students from tertiary institutions (63.2%) indicated that the contents of the curricula did not contribute to the fact that they were unsuccessful. The proportion of students who blames the contents of the curricula for their failure to get jobs (33%) is, however, substantial.

4.3.11 What job-related requirements did you have to meet when applying for the job?

4.3.11.1 Responses of students from the University of the Free State

4.3.11.1.1 Faculty of Economic and Management Sciences

Students from the Faculty of Economic and Management Sciences who applied for jobs in their specific career fields, listed the following job-related requirements which they were expected to fulfil upon application:

Table 124: Responses of students from the Faculty of Economic and Management Sciences regarding job-related requirements they had to meet upon job application

Comments	Frequency	Percentage
Had to meet certain academic requirements/qualifications	2	8.3
Experience in the field	1	8.3
Appropriate knowledge	1	8.3
Appropriate skills	1	8.3
Creativity	1	8.3
Problem-solving skills	1	8.3
Communication skills	1	8.3

4.3.11.1.2 Faculty of the Humanities

Students from the Faculty of the Humanities who applied for jobs in their specific career fields, listed the following job-related requirements which they were expected to fulfil upon application:

Table 125: Responses of students from the Faculty of the Humanities regarding job-related requirements they had to meet upon job application

Comments	Frequency	Percentage
Had to meet certain academic requirements/qualifications	3	42.9
Appropriate and adequate experience in the field	3	42.9
Appropriate knowledge	2	28.6
Creativity	1	14.3
In possession of a driver's licence	1	14.3

Comments	Frequency	Percentage
Good interpersonal skills	1	14.3

4.3.11.1.3 Faculty of Natural Sciences

Students from the Faculty of Natural Sciences who applied for jobs in their specific career fields, listed the following job-related requirements which they were expected to fulfil upon application:

Table 126: Responses of students from the Faculty of Natural Sciences regarding job-related requirements they had to meet upon job application

Comments	Frequency	Percentage
Had to meet certain academic requirements/qualifications	6	42.9
Experience in the field	3	21.4
Assessment on job-related knowledge	1	7.1
Good academic results	1	7.1
Adequate people-skills	1	7.1
Multilingual	1	7.1
Able to work with analytical equipment	1	7.1

4.3.11.1.4 Faculty of Law

Students from the Faculty of Law, who applied for jobs in their specific career fields, listed the following job-related requirements which they were expected to fulfil upon application:

Table *127: Responses of students from the Faculty of Law regarding job-related requirements they had to meet upon job application*

Comments	Frequency	Percentage
Had to meet certain academic requirements/qualifications	1	14.3

Adequate computer literacy	1	14.3
Research skills	1	14.3
None	1	14.3

4.3.11.1.5 Discussion of results

The following conclusions can be drawn from the results reflected in tables 124 - 127:

- Academic requirements (12 = 30%) are the most frequently cited requirement with which applicants were expected to comply.
- Emphasis was also placed on prior experience (7 = 17.5%) and relevant skills (including computer, research, problem-solving, language, communication and people skills) (7 = 17.5%).

4.3.11.2 Responses of students from the University of Technology

4.3.11.2.1 Faculty of Engineering

Students from the Faculty of Engineering who applied for jobs in their specific career fields, listed the following job-related requirements that they were expected to fulfil upon application:

Table 128: Responses of students from the Faculty of Engineering regarding job-related requirements they had to meet upon job application

Comments	Frequency	Percentage
Had to meet certain academic requirements/qualifications	13	20.0
Experience in the field	13	20.0
Job-related knowledge	9	13.8
Experiential training	2	3.1
Practical skills	2	3.1
Problem-solving skills	1	1.5

	Frequency	Percentage
Communication skills	1	1.5
Good academic results	1	1.5
Knowledge of the specific industry	1	1.5
Undergo practical and theoretical evaluation	1	1.5
Management skills	1	1.5

4.11.2.2 Faculty of the Humanities

Students from the Faculty of the Humanities who applied for jobs in their specific career fields, listed the following job-related requirements that they were expected to fulfil upon application:

Table 129 : Responses of students from the Faculty of the Humanities regarding job-related requirements they had to meet upon job application

Comments	Frequency	Percentage
Knowledge of certain computer programmes	2	66.7
Experience in the field	1	33.3
Academic and artistic abilities	1	33.3
Interpersonal skills	1	33.3

4.3.11.2.3 Faculty of Economic and Management Sciences

Students from the Faculty of Economic and Management Sciences who applied for jobs in their specific career fields, listed the following job-related requirements which they were expected to fulfil upon application:

Table 130:   Responses of students from the Faculty of Economic and Management Sciences regarding job-related requirements they had to meet upon job application

Comments	Frequency	Percentage

Experience in the field	24	48
Had to meet certain academic requirements/qualifications	14	28
Appropriate knowledge (theoretical and practical knowledge, knowledge of the work-place)	7	14
In possession of a driver's licence	6	12
Appropriate skills	2	4
None	1	2
Computer literacy	1	2
Work visa	1	2
Communication skills	1	2
Self-confidence	1	2
Undergo an interview	1	2
Previous achievements	1	2
Language skills	1	2
Certain personality trait requirements	1	2

4.3.11.2.4 Discussion of results

The following conclusions can be drawn from the results reflected in tables 128 - 130:

- Prior experience (40 = 33.9%) is the most frequently cited requirement with which applicants were expected to comply.

- Emphasis was also placed on academic requirements (27 = 22.9%), job-related knowledge (including practical and theoretical knowledge, knowledge of the work-place and industry) (19 = 16.1%) as well as relevant skills (including computer,

interpersonal, communication, language, problem-solving, management and practical skills) (11 = 9.3%).

4.3.11.3 Responses of students from the Technical College
4.3.11.3.1 Faculty of Financial Management

Students from the Faculty of Financial Management, who applied for jobs in their specific career fields, listed the following job-related requirements which they were expected to fulfil upon application:

Table 131: Responses of students from the Faculty of Financial Management regarding job-related requirements they had to meet upon job application

Comments	Frequency	Percentage
Had to meet certain academic requirements/qualifications	8	57.1
Experience in the field	3	21.4
Appropriate knowledge	1	7.1

4.3.11.3.2 Faculty of Management Assistant

Students from the Faculty of Management Assistant, who applied for jobs in their specific career fields, listed the following job-related requirements that they were expected to fulfil upon application:

Table 132: Responses of students from the Faculty of Management Assistant regarding job-related requirements they had to meet upon job application

Comments	Frequency	Percentage
Experience in the field	5	31.3
Secretarial skills	4	24.0
Had to meet certain academic requirements/qualifications	2	12.5
Computer literacy	2	12.5

Comments	Frequency	Percentage
Possess a driver's licence	1	6.3
High level of literacy	1	6.3
Adequate communication skills	1	6.3

4.3.11.3.3 Faculty of Engineering

Students from the Faculty of Engineering, who applied for jobs in their specific career fields, listed the following job-related requirements that they were expected to fulfil upon application:

Table 133: Responses of students from the Faculty of Engineering regarding job-related requirements they had to meet upon job application

Comments	Frequency	Percentage
Had to meet certain academic requirements/qualifications	6	46.2
Experience in the field	4	30.8
Practical knowledge	1	7.7
Theoretical knowledge	1	7.7
Knowledge of the specific company	1	7.7
Familiarity with the specific job	1	7.7
Apprenticeship	1	7.7
Appropriate skills	1	7.7

4.3.11.3.4 Faculty of Public Relations

Students from the Faculty of Public Relations, who applied for jobs in their specific career fields, listed the following job-related requirements that they were expected to fulfil upon application:

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Table 134: Responses of students from the Faculty of Public Relations regarding job-related requirements they had to meet upon job application

Comments	Frequency	Percentage
Experience in the field	3	27.3
Secretarial skills	3	27.3
Appropriate skills	2	18.2
Adequate computer literacy	1	9.1
Specific personality trait requirements	1	9.1
Administrative skills	1	9.1

4.3.11.3.5 Discussion of results

The following conclusions can be drawn from the results reflected in tables 131 - 134:

- Academic requirements (16 = 29.6%), relevant skills (including computer, communication, secretarial and administrative skills, as well as literacy) (16 = 29.6%). and prior experience (15 = 27.8%) are the three most frequently cited requirements with which applicants were expected to comply.

4.3.11.4 Discussion of combined results with regard to the three tertiary institutions

The most prominent job related requirements that students from tertiary institutions had to meet when applying for jobs are the following:

- Academic requirements (27.5%);
- Prior job related experience (26.4%);
- Relevant skills including computer, communication, interpersonal, language, problem-solving, administrative and people skills (18.8%)

4.3.12 In your opinion, which obstacles prevent you from acquiring a job?

4.3.12.1 Responses of students from the University of the Free State

4.3.12.1.1 Faculty of Economic and Management Sciences

Students from the Faculty of Economic and Management Sciences identified the following obstacles that prevent them from acquiring a job:

Table 135: Responses of students from the Faculty of Economic and Management Sciences regarding obstacles that prevent them from acquiring a job

Comments	Frequency	Percentage
Lack of job-related experience	18	18
None	11	11
Not in possession of the required academic qualifications	8	8
Race:		
▪ Being White (discrimination against White people)	5	5
▪ Being Black (discrimination against Black people)	1	1
Market saturation (over supply of accounting students)	6	6
Lack of appropriate knowledge	2	2
Lack of job opportunities/unemployment	2	2
Affirmative action	1	1
Lack of self-esteem	1	1
Lack of practical knowledge	1	1
Deficit in certain language skills	1	1
Not knowing the right people or contacts	1	1
Not one of the top candidates	1	1

Lack of self-confidence	1	1

4.3.12.1.2 Faculty of the Humanities

Students from the Faculty of the Humanities identified the following obstacles that prevent them from acquiring a job:

Table 136: Responses of students from the Faculty of the Humanities regarding obstacles that prevent them from acquiring a job

Comments	Frequency	Percentage
Lack of job opportunities/unemployment	7	17.5
Lack of job-related experience	6	15.0
Not in possession of the required academic qualifications	3	7.5
Insufficient training	1	2.5
Study permit prohibitions	1	2.5
Affirmative action	1	2.5
Not knowing the right people or contacts	1	2.5

4.3.12.1.3 Faculty of Natural Sciences

Students from the Faculty of Natural Sciences identified the following obstacles that prevent them from acquiring a job:

Table 137: Responses of students from the Faculty of Natural Sciences regarding obstacles that prevent them from acquiring a job

Comments	Frequency	Percentage
Lack of job-related experience	17	20.0
Race:		
▪ Being White (discrimination against White people)	9	10.6

Lack of job opportunities/unemployment	4	4.7
Not in possession of the required academic qualifications	3	3.5
Age (too young)	3	3.5
Still studying	2	2.4
Gender: ▪ Being male (discrimination against males) ▪ Being female (discrimination against females)	1 1	1.8 1.8
Deficit in certain language skills	1	1.8
Lack of self-confidence	1	1.8
Lack of interviewing skills	1	1.8
Lack of experiential training	1	1.8
Being situated far from industries	1	1.8
Lack of appropriate skills	1	1.8
Affirmative action	1	1.8
Over supply of entry-level skills	1	1.8
Racial differences	1	1.8
None	1	1.8

4.3.12.1.4 Faculty of Law

Students from the Faculty of Law identified the following obstacles that prevent them from acquiring a job:

Table 138: Responses of students from the Faculty of Law regarding obstacles that

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prevent them from acquiring a job

Comments	Frequency	Percentage
Affirmative action	5	20
None	4	16
Race:		
▪ Being White (discrimination against White people)	2	8
Lack of job-related experience	1	4
Inadequate academic achievement (Academic record)	1	4
Lack of practical training	1	4
Lack of practical knowledge	1	4
Not knowing the right people or contacts	1	4

4.3.12.1.5 Discussion of results

The following conclusions result from the contents of tables 135 - 138:

▪ Students from the University of the Free State identified the following as the most common hindrance preventing them from acquiring work:

✓ Lack of job-related experience (43 = 17.2%).

▪ Other less prominent obstacles are as follows:

✓ Race (predominantly discrimination against White people: 16 = 6.4%);

✓ Lacking the required qualifications (14 = 5.6%),

✓ Lack of job opportunities/unemployment (13 = 5.2%);

4.3.12.2 Responses of students from the University of Technology

4.3.12.2.1 Faculty of Engineering

Students from the Faculty of Engineering identified the following obstacles prohibiting them from acquiring a job:

Table 139: Responses of students from the Faculty of Engineering regarding obstacles

that prevent them from acquiring a job

Comments	Frequency	Percentage
Lack of job-related experience	25	25.5
Affirmative action	5	5.1
None	5	5.1
Race:		
▪ Being White (discrimination against White people)	3	3.1
▪ Being Coloured (discrimination against Coloured people)	1	1.0
Lack of appropriate skills	3	3.1
Not in possession of a driver's licence	3	3.1
Unsatisfactory academic achievement	2	2.0
Not in possession of the required academic qualifications	2	2.0
Age		
▪ Being too old	1	1.0
▪ Being too young	1	1.0
The South African Constitution	1	1.0
Late submission of CVs	1	1.0
Not having received a bursary	1	1.0
Not up to date with the latest technological developments	1	1.0
Market saturation (IT market)	1	1.0
Not having satisfactory interviewing skills	1	1.0
Lack of confidence	1	1.0

	Frequency	Percentage
Lack of communication skills	1	1.0
Not knowing the right people or contacts	1	1.0
Lack of practical knowledge	1	1.0
Fear of failure	1	1.0

4.3.12.2.2 Faculty of the Humanities

Students from the Faculty of the Humanities identified the following obstacles which prevent them from acquiring a job:

Table 140: Responses of students from the Faculty of the Humanities regarding obstacles that prevent them from acquiring a job

Comments	Frequency	Percentage
Affirmative action	2	14.3
Lack of information on available jobs	2	14.3
Lack of job-related experience	1	7.1
Not in possession of the required academic qualifications	1	7.1
None	1	7.1
Unsatisfactory academic achievement	1	7.1
Unaware of companies with vacancies	1	7.1
Not being a South African citizen	1	7.1
Lack of confidence	1	7.1
Lack of communication skills	1	7.1

Comments	Frequency	Percentage
Lacking information on starting a business	1	7.1
No access to a computer	1	7.1
Having a negative attitude	1	7.1
Poor body language	1	7.1

4.3.12.2.3 *Faculty of Economic and Management Sciences*

Students from the Faculty of Economic and Management Sciences identified the following obstacles which prohibit them from acquiring a job:

Table 141: Responses of students from the Faculty of Economic and Management Sciences regarding obstacles that prevent them from acquiring a job

Comments	Frequency	Percentage
Lack of job-related experience	55	36.4
Race: ▪ Being White (discrimination against White people)	5	3.3
Not in possession of the required academic qualifications	4	2.6
Affirmative action	4	2.6
Age ▪ Being too young ▪ Being too old	2 2	1.3 1.3
Lack of job opportunities/unemployment	2	1.3
Not in possession of a driver's licence	2	1.3
None	2	1.3

Lack of knowledge	2	1.3
Undeveloped skills	2	1.3
Not a South African citizen, only in possession of a study permit/ Not in possession of a work visa	2	1.3
Still currently studying	1	0.7
Gender: ▪ Being female (discrimination against females)	1	0.7
Lacking in required personality traits	1	0.7
Racism	1	0.7
Poor language skills	1	0.7
Black empowerment	1	0.7
Lack of experiential training	1	0.7
Not computer literate	1	0.7
Study and career field being regarded as redundant	1	0.7
Not knowing the right people or contacts	1	0.7
Studying full-time	1	0.7
Lack of self-confidence	1	0.7

4.3.12.2.4 Discussion of results

The following conclusions result from the contents of tables 139 - 141:

▪ Students from the University of Technology identified the following as the most common hindrances preventing them from acquiring work:

✓ Lack of job-related experience (82 = 31.2%).

- Other less prominent obstacles are as follows:
  - ✓ Affirmative action (11 = 4.2%)
  - ✓ Lack of relevant skills (including interviewing, communication and language skills (10 = 3.8%)
  - ✓ Race (predominantly discrimination against White people: 8 = 3%);
  - ✓ Lacking the required qualifications (7 = 2.7%),

4.3.12.3 Responses of students from the Technical College

4.3. 12.3.1 Faculty of Financial Management

Students from the Faculty of Financial Management identified the following obstacles preventing them from acquiring a job:

Table 142: Responses of students from the Faculty of Financial Management regarding obstacles that prevent them from acquiring a job

Comments	Frequency	Percentage
Lack of job-related experience	7	18.4
Not in possession of the required academic qualifications	4	10.5
None	2	5.3
Lack of skills	1	2.6
Still currently studying	1	2.6

4.3.12.3.2 Faculty of Management Assistant

Students from the Faculty of Management Assistant identified the following obstacles prohibiting them from acquiring a job:

Table 143: Responses of students from the Faculty of Management Assistant regarding obstacles that prevent them from acquiring a job

Comments	Frequency	Percentage
Lack of job-related experience	11	44

Not in possession of the required academic qualifications	2	8
Lack of job opportunities/unemployment	2	8
Not in possession of a driver's licence	1	4
Lack of self-confidence	1	4

4.3.12.3.3 Faculty of Engineering

Students from the Faculty of Engineering identified the following obstacles preventing them from acquiring a job:

Table 144: Responses of students from the Faculty of Engineering regarding obstacles that prevent them from acquiring a job

Comments	Frequency	Percentage
Lack of job-related experience	10	35.7
Race ▪ Being White (discrimination against White people)	3	10.7
Not in possession of a driver's licence	2	7.1
Lacking the required academic qualifications	2	7.1
Lack of job opportunities/unemployment	1	3.6
Lack of self-confidence	1	3.6
Lack of skills	1	3.6
None	1	3.6
Still currently studying	1	3.6

Lack of training	1	3.6
Nationality	1	3.6
Age (being too young)	1	3.6
Lack of practical knowledge	1	3.6
Being situated in a disadvantaged area	1	3.6

4.3.12.3.4 Faculty of Public Relations

Students from the Faculty of Public Relations identified the following obstacles that prohibit them from acquiring a job:

Table 145: Responses of students from the Faculty of Engineering regarding obstacles that prevent them from acquiring a job

Comments	Frequency	Percentage
Lack of job-related experience	11	55
Lack of self-confidence	1	5
Lacking the necessary computer skills	1	5

4.3.12.3.5 Discussion of results

The following conclusions result from the contents of tables 142 - 145:

- Students from the Technical College identified the following as the most common hindrance preventing them from acquiring work:
  - ✓ Lack of job-related experience (39 = 35.1.%)
- Other less prominent obstacles are as follows:
  - ✓ Lacking the required qualifications (8 = 7.2%)
  - ✓ Race (predominantly discrimination against White people: 3 = 2.7%);
  - ✓ Lack of job opportunities/unemployment (3 =2.7%);

- ✓ Lack of relevant skills (3 = 2.7%)
- ✓ Lack of self-confidence (3 = 2.7%)
- ✓ Not in possession of a driver's licence (3 = 2.7%)

4.3.12.4 Discussion of combined results with regard to the three tertiary institutions

Students from tertiary institutions identified the following most prominent obstacles that prevented them from acquiring a job:

- Lack of job related experience (27.8%);
- Lack of job related qualifications (5.2%);
- Racial discrimination (4.0%);
- Lack of job opportunities (2.6%).

4.3.13 Did you receive career counseling at school?

4.3.13.1 Responses of students from the University of the Free State

4.13.1.1 Faculty of Economic and Management Sciences

Students from the Faculty of Economic and Management Sciences responded as follows regarding whether or not they received career counseling at school:

Table 146: Responses of students from the Faculty of Economic and Management Sciences regarding whether or not they received career counseling at school

	Frequency	%
Yes	68	68
No	31	31
Missing responses	1	1

4.3.13.1.2 Faculty of the Humanities

The responses of students from the Faculty of the Humanities regarding whether or not they received career counseling at school, are reflected in table 147.

Table 147: Responses of students from the Faculty of the Humanities
regarding whether or not they received career counseling at school

	Frequency	%
Yes	25	62.5
No	13	32.5
Missing responses	2	5.0

4.3.13.1.3 Faculty of Natural Sciences

Students from the Faculty of Natural Sciences responded as follows regarding whether or not they received career counseling at school:

Table 148: Responses of students from the Faculty of Natural Sciences
regarding whether or not they received career counseling at school

	Frequency	%
Yes	57	67.1
No	26	30.6
Missing responses	2	2.3

4.3.13.1.4 Faculty of Law

The responses of students from the Faculty of Law regarding whether or not they received career counseling at school, are reflected in table 149.

Table 149: Responses of students from the Faculty of Law regarding
whether or not they received career counseling at school

	Frequency	%
Yes	20	80
No	5	20

4.3.13.1.5 Discussion of results

The following conclusions result from the contents of tables 146 – 149:

- The majority of students from the University of the Free State (170 = 68%) did indeed receive career counseling at school.

- The proportion of students (75 = 30%) who did not receive career counseling at school is, however, substantial and this result should be noted, and attended to by all parties concerned.

4.3.13.2 Responses of students from the University of Technology

4.3.13.2.1 Faculty of Engineering

Students from the Faculty of Engineering responded as follows regarding whether or not they received career counseling at school:

Table 150: Responses of students from the Faculty of Engineering regarding whether or not they received career counseling at school

	Frequency	%
Yes	43	43.9
No	43	43.9
Missing responses	12	12.2

4.3.13.2.2 Faculty of the Humanities

The responses of students from the Faculty of the Humanities regarding whether or not they received career counseling at school, are reflected in table 151:

Table 151: Responses of students from the Faculty of the Humanities regarding whether or not they received career counseling at school

	Frequency	%
Yes	8	57.1
No	5	35.7

	Frequency	%
Missing responses	1	7.2

4.3.13.2.3 Faculty of Economic and Management Sciences

Students, from the Faculty of Economic and Management Sciences responded as follows regarding whether or not they received career counseling at school:

Table 152: Responses of students from the Faculty of Economic and Management Sciences regarding whether or not they received career counseling at school

	Frequency	%
Yes	64	42.4
No	71	47.0
Missing responses	16	10.6

4.3.13.2.4 Discussion of results

According to tables 150 - 152 a hundred-and-fifteen (115 = 43.7%) students from the University of Technology (63%) did receive career counseling at school and a hundred-and-nineteen (119 = 45.2%) did not. The proportion which did not receive career counseling at school is substantial and this result should be noted, and attended to by all role-players concerned.

4.3.13.3 Responses of students from the Technical College
4.3.13.3.1 Faculty of Financial Management

The responses of students from the Faculty of Financial Management regarding whether or not they received career counseling at school, are reflected in table 153.

Table 153: Responses of students from the Faculty of Financial Management regarding whether or not they received career counseling at school

	Frequency	%
Yes	23	60.5

No	14	36.9
Missing response	1	2.6

4.3.13.3.2 Faculty of Management Assistant

Students from the Faculty of Management Assistant responded as follows regarding whether or not they received career counseling at school:

Table 154: Responses of students from the Faculty of Management Assistant regarding whether or not they received career counseling at school

	Frequency	%
Yes	8	32
No	17	68

4.3.13.3.3 Faculty of Engineering

The responses of students from the Faculty of Engineering regarding whether or not they received career counseling at school, are reflected in table 155.

Table 155: Responses of students from the Faculty of Engineering regarding whether or not they received career counseling at school

	Frequency	%
Yes	9	32.1
No	19	67.9

4.3.13.3.4 Faculty of Public Relations

Students from the Faculty of Public Relations responded as follows regarding whether or not they received career counseling at school:

Table 156: Responses of students from the Faculty of Public Relations regarding whether or not they received career counseling at school

	Frequency	%
Yes	7	35
No	12	60
Missing response	1	5

4.3.13.3.5 Discussion of results

The following conclusions result from the contents of tables 153 - 156

- The majority of students from the Technical College (62 = 55.9%) did not receive career counseling at school.
- Less than half of the students (47 = 42.3%) did receive career counseling. This result should be noted, and attended to by all parties concerned.

4.3.13.4 Discussion of combined results with regard to the three tertiary institutions

A slight majority of students from tertiary institutions (51.3%) received career counseling at school, but a substantial percentage of them (43.7%) did not.

4.3.14 If your answer is yes, did the career counseling meet your expectations?

4.3.14.1 Responses of students from the University of the Free State

4.3.14.1.1 Faculty of Economic and Management Sciences

Those students from the Faculty of Economic and Management Sciences, who received career counseling at school, responded as follows regarding whether the career counseling met with their expectations or not:

Table 157: Responses of students from the Faculty of Economic and Management Sciences who received career counseling at school regarding whether or not this counseling met with their expectations

	Frequency	%
Yes	37	54.4
No	25	36.8

Only partially	5	7.3
Missing response	1	1.5

4.3.14.1.2 Faculty of the Humanities

Those students from the Faculty of the Humanities, who received career counseling at school, responded as follows regarding whether or not this career counseling met their expectations:

Table 158: Responses of students from the Faculty of the Humanities who received career counseling at school regarding whether or not this counseling met with their expectations

	Frequency	%
Yes	13	52
No	11	44
Only partially	1	4

4.3.14.1.3 Faculty of Natural Sciences

Those students from the Faculty of Natural Sciences who received career counseling at school, responded as follows regarding whether the career counseling met their expectations or not:

Table 159: Responses of students from the Faculty of Natural Sciences who received career counseling at school regarding whether or not this counseling met with their expectations

	Frequency	%
Yes	23	40.4
No	31	54.4
Only partially	1	1.7

	Frequency	%
Missing response	2	3.5

4.314.1.4 Faculty of Law

Those students from the Faculty of Law, who received career counseling at school, responded as follows regarding whether or not the career counseling met their expectations:

Table 160: Responses of students from the Faculty of Law who received career counseling at school regarding whether or not this counseling met with their expectations

	Frequency	%
Yes	7	35
No	12	60
Can't remember	1	5

4.314.1.5 Discussion of results

Tables 157 - 160 indicate that eighty (80 = 47.1%) of the hundred-and-seventy students from the University of the Free State, who received career counseling at school, believe that there expectations were met, seventy-nine (79 = 46.5%) differed from them, and seven students (7 = 4.1%) were of the opinion that the career counseling only partially met their expectations.

4.3.14.2 Responses of students from the University of Technology

4.3.14.2.1 Faculty of Engineering

Those students from the Faculty of Engineering who received career counseling at school, responded as follows regarding whether the career counseling met with their expectations or not:

Table 161: Responses of students from the Faculty of Engineering who received career counseling at school regarding whether or not this counseling met with their expectations

	Frequency	%

Yes	29	67.4
No	14	32.6

4.3.14.2.2 Faculty of the Humanities

Those students from the Faculty of the Humanities who received career counseling at school, responded as follows regarding whether the career counseling met their expectations or not:

Table 162: Responses of students from the Faculty of the Humanities who received career counseling at school regarding whether or not this counseling met their expectations

	Frequency	%
Yes	5	62.5
No	3	37.5

4.3.14.2.3 Faculty of Economic and Management Sciences

Those students from the Faculty of Economic and Management Sciences who received career counseling at school, responded as follows regarding whether or not the career counseling met their expectations:

Table 163: Responses of students from the Faculty of Economic and Management Sciences who received career counseling at school regarding whether or not this counseling met with their expectations

	Frequency	%
Yes	41	64.1
No	16	25.0
Don't know	1	1.6
Missing response	6	9.3

4.3.14.2.4 Discussion of results

Tables 161 - 163 indicate that seventy-five (75 = 65.2%) of the hundred-and-fifteen students from the University of the Technology, who received career counseling at school, believe that their expectations were met, while thirty-three (33 = 28.7%) differed from them.

4.3.14.3 Responses of students from the Technical College

4.3.14.3.1 Faculty of Financial Management

Those students from the Faculty of Financial Management who received career counseling at school, responded as follows regarding whether the career counseling met their expectations or not:

Table 164: Responses of students from the Faculty of Financial Management who received career counseling at school regarding whether or not this counseling met their expectations

	Frequency	%
Yes	10	43.5
No	10	43.5
Only partially	1	4.3
Missing response	2	8.7

4.3.14.3.2 Faculty of Management Assistant

Those students from the Faculty of Management Assistant, who received career counseling at school, responded as follows regarding whether or not this career counseling met their expectations:

Table 165: Responses of students from the Faculty of Management Assistant who received career counseling at school regarding whether or not this counseling met with their expectations

	Frequency	%

Yes	5	62.5
No	2	25.0
Missing response	1	12.5

4.3.14.3.3 Faculty of Engineering

Those students, from the Faculty of Engineering, who received career counseling at school, responded as follows regarding whether the career counseling met their expectations or not:

Table 166: Responses of students from the Faculty of Engineering who received career counseling at school regarding whether or not this counseling met with their expectations

	Frequency	%
Yes	8	88.9
No	1	11.1

4.3.14.3.4 Faculty of Public Relations

Those students from the Faculty of Public Relations, who received career counseling at school, responded as follows regarding whether or not the career counseling met their expectations:

Table 167: Responses of students from the Faculty of Public Relations who received career counseling at school regarding whether or not this counseling met with their expectations

	Frequency	%
Yes	4	57.1
No	3	42.9

4.3.14.3.5 Discussion of results

Tables 164 - 167 indicate that the majority (27 = 57.4%) of the forty-seven students from the Technical College, who received career counseling at school, believe that their expectations were met, sixteen (16 = 34%) differed from them, and one student (1 = 2.1%) was of the opinion that the career counseling only partially met his/her expectations.

4.3.14.4 Discussion of combined results with regard to the three tertiary institutions

The majority of students from tertiary institutions (56.6%) who received career counseling at school, believe that their expectations were met, but a substantial percentage of them (36.4%) does not share this view.

4.3.15 Did you receive any other form of career counseling? If so, what form of career counseling?

4.3.15.1 Responses of students from the University of the Free State

4.3.15.1.1 Faculty of Economic and Management Sciences

The responses of students from the Faculty of Economic and Management Sciences regarding whether or not they received any other form of career counseling, are indicated in table 168.

Table 168: Responses of students from the Faculty of Economic and Management Sciences regarding whether or not they received any other form of career counseling

	Frequency	%
Yes	15	15
No	85	85

The types of career counseling that were received are listed in table 169:

Table 169: Reponses of students from the Faculty of Economic and Management Sciences regarding other forms of career counseling received

Comments	Frequency	Percentage

At the University (Kovsie counseling and UNIBS)	7	46.6
Psychologist	3	20.0
Psychometric testing (Aptitude tests)	2	13.3
People from the business sector (People already working in the field)	1	6.7
Open day at most universities	1	6.7
At different institutions	1	6.7

4.3.15.1.2 Faculty of the Humanities

The responses of students from the Faculty of the Humanities regarding whether or not they received any other form of career counseling, are indicated in table 170.

Table 170: Responses of students from the Faculty of the Humanities regarding whether or not they received any other form of career counseling

	Frequency	%
Yes	8	20
No	32	80

The types of career counseling received are listed in table 171:

Table 171: Reponses of students from the Faculty of the Humanities regarding other forms of career counseling they received

Comments	Frequency	Percentage
Psychologist	4	50.0
At the University (Kovsie counseling)	3	37.5

Psychometric testing (Aptitude tests)	1	12.5

4.3.15.1.3 Faculty of Natural Sciences

The responses of students from the Faculty of Natural Sciences regarding whether or not they received any other form of career counseling, are indicated in table 172.

Table 172: Responses of students from the Faculty of Natural Sciences regarding whether or not they received any other form of career counseling

	Frequency	%
Yes	13	15.3
No	72	84.7

The types of career counseling received are listed in table 173:

Table 173: Reponses of students from the Faculty of Natural Sciences regarding other forms of career counseling they received

Comments	Frequency	Percentage
At the University (Kovsie counseling)	4	30.7
Psychometric testing	3	23.1
Psychologist	2	15.4
University of Pretoria	1	7.7
Department of Manpower	1	7.7
Personal inquiry into careers	1	7.7
Missing response	1	7.7

4.3.15.1.4 Faculty of Law

The responses of students from the Faculty of Law regarding whether or not they received any other form of career counseling, are indicated in table 174.

Table 174: Responses of students from the Faculty of Law regarding whether or not they received any other form of career counseling

	Frequency	%
Yes	9	36
No	16	64

The types of career counseling received are listed in table 175:

Table 175: Reponses of students from the Faculty of Law regarding other forms of career counseling they received

Comments	Frequency	Percentage
At the University (Kovsie counseling)	3	33.3
Psychologist	3	33.3
Other universities (RAU and Stellenbosch)	2	22.2
Psychometric testing (Aptitude tests)	1	11.1

4.3.15.1.5 Discussion of results

From tables 168 - 175 the following conclusions can be drawn:

- The majority of students from the University of the Free State (205 = 82%) received no other form of career counseling.
- Those who did indeed receive other forms of career counseling, identified the following as the most prevalent alternatives:
  - ✓ At the University (Kovsie counseling and UNIBS) (17 = 37.8%);
  - ✓ From a psychologist (12 = 26.7%);
  - ✓ Through the utilisation of psychometric testing (7 = 15.6%)

4.3.15.2 Responses of students from the University of Technology

4.3.15.2.1 Faculty of Engineering

The responses of students from the Departments of Civil Engineering, Mechanical Engineering, Electrical Engineering and Information Technology regarding whether or not they received any other form of career counseling, are indicated in table 176.

Table 176: Responses of students from the Faculty of Engineering regarding whether or not they received any other form of career counseling

	Frequency	**%**
Yes	6	6.1
No	92	93.9

The types of career counseling received, are listed in table 177:

Table 177: Reponses of students from the Faculty of Engineering regarding other forms of career counseling they received

Comments	**Frequency**	**Percentage**
Psychologist	2	33.3
At the University (Kovsie counseling)	1	16.7
Seminar attendance	1	16.7
Psychometric testing (Aptitude tests)	1	16.7
Study methods counseling	1	16.7

4.3.15.2.2 Faculty of the Humanities

The responses of students from the Faculty of the Humanities regarding whether or not they received any other form of career counseling, are indicated in table 178.

Table 178: Responses of students from the Faculty of the Humanities

regarding whether or not they received any other form of career counseling

	Frequency	%
Yes	1	7.1
No	13	92.9

The type of career counseling received was not specified.

4.3.15.2.3 Faculty of Economic and Management Sciences

The responses of students from the Faculty of Economic and Management Sciences regarding whether or not they received any other form of career counseling, are indicated in table 179.

Table 179: Responses of students from the Faculty of Economic and Management Sciences regarding whether or not they received any other form of career counseling

	Frequency	%
Yes	15	9.9
No	136	90.1

The types of career counseling that were received are listed in table 180:

Table 180: Reponses of students from the Faculty of Economic and Management Sciences regarding other forms of career counseling they received

Comments	Frequency	Percentage
At the Technicon Centre for Counseling	3	20.0
Psychometric testing (Aptitude tests)	1	6.7
Open days at technicons and universities	1	6.7

Counseling at the University of Pretoria and Potchefstroom	1	6.7
Worked for a company for two weeks	1	6.7
From an internal auditor	1	6.7
Read a book on careers	1	6.7
Discussed careers with B-Tech students	1	6.7
From relatives and friends	1	6.7
Missing responses	4	26.7

4.3.15.2.4 Discussion of results

From tables 176 - 180 the following conclusions can be drawn:

▪ The majority of students from the University of Technology (241 = 91.6%) received no other form of career counseling.

▪ Those who did indeed receive other forms of career counseling, identified the following as the most prevalent alternatives:

✓ At the Centre for Counseling at the University of Technology (Free State) (3 = 13.6%)

✓ At other technicons and universities (3 = 13.6%)

4.3.15.3 Responses of students from the Technical College

4.3.15.3.1 Faculty of Financial Management

The responses of students from the Faculty of Financial Management regarding whether or not they received any other form of career counseling, are indicated in table 181.

Table 181: Responses of students from the Faculty of Financial
Management regarding whether or not they received any other
form of career counseling

	Frequency	%
Yes	4	10.5

No	34	89.5

The types of career counseling that were received are listed in table 182:

Table 182: Reponses of students from the Faculty of Financial Management regarding other forms of career counseling they received

Comments	Frequency	Percentage
At the National Computer College (NCC)	1	25
At the Department of Education	1	25
At Boston Business College	1	25
Missing responses	1	25

4.3.15.3.2 Faculty of Management Assistant

The responses of students from the Faculty of Management Assistant regarding whether or not they received any other form of career counseling, are indicated in table 183.

Table 183: Responses of students from the Faculty of Management Assistant regarding whether or not they received any other form of career counseling

	Frequency	%
Yes	0	0
No	25	100

4.3.15.3.3 Faculty of Engineering

The responses of students from the Faculty of Engineering regarding whether or not they received any other form of career counseling, are indicated in table 184.

Table 184: Responses of students from the Faculty of Engineering regarding whether or not they received any other form of career

counseling

	Frequency	%
Yes	1	3.6
No	27	96.4

The types of career counseling that were received are listed in table 185:

Table 185: Reponses of students from the Faculty of Engineering regarding other forms of career counseling they received

Comments	Frequency	Percentage
Career exhibition	1	100

4.3.15.3.4 Faculty of Public Relations

The responses of students from the Faculty of Public Relations regarding whether or not they received any other form of career counseling, are indicated in table 186.

Table 186: Responses of students from the Faculty of Public Relations regarding whether or not they received any other form of career counseling

	Frequency	%
Yes	0	0
No	20	100

4.3.15.3.5 Discussion of results

From tables 181 - 186 the following conclusions can be drawn:

- The majority of students from the Technical College (106 = 95.5%) received no other form of career counseling.
- Those who did indeed receive other forms of career counseling, identified the following as the most prevalent alternative:

- ✓ At other colleges (National Computer College and Boston Business College) (2 = 40%);

4.3.15.4 Discussion of combined results with regard to the three tertiary institutions

The majority of students from the tertiary institutions received no other form of career counseling. Those who did receive other forms of career counseling, identified the following as the most prevalent alternatives:

- ▪ Institutional counseling services;
- ▪ Psychologists;
- ▪ Through the utilisation of psychometric testing;
- ▪ Other tertiary institutions

4.4 The appropriateness of education and training as viewed by matriculants from schools

4.4.1 Demographic characteristics of the respondents

4.4.1.1 Gender

Figure 28 provides a graphical representation of the sample composition with regard to gender.
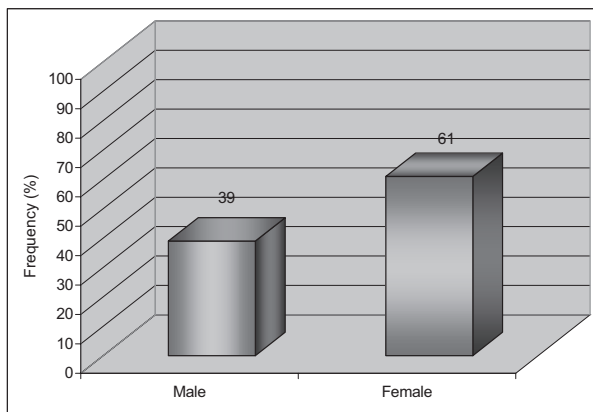
Figure 28: Gender composition of the sample

From figure 28 it is evident that the majority of matriculants are female (61%) while males comprise 39% of the sample.

4.4.1.2 Age

Figure 29 provides the age distribution of the sample.
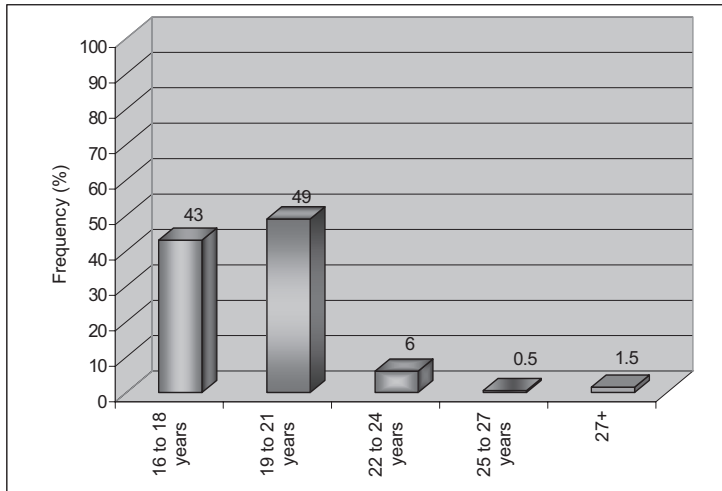
Figure 29: Age distribution of the sample

From figure 29 it appears that the majority of matriculants are between the ages of 16 and 21 years (83%).

4.4.1.3 Race

Figure 30 provides a graphical representation of the sample with regard to race.
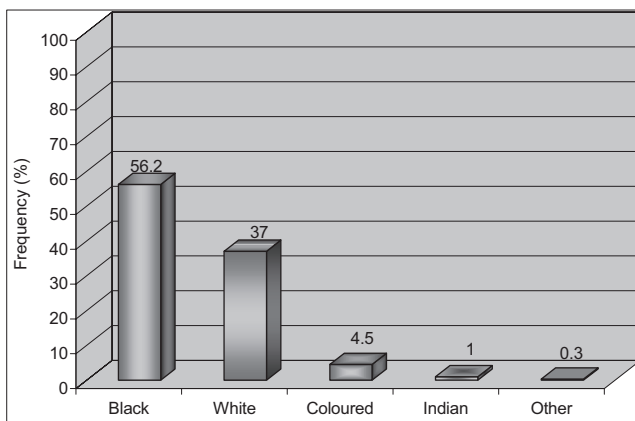
Figure 30: Racial composition of the sample

From figure 30 it appears that the majority of matriculants are Black (56.2%), 37% are White, 4.5% are Coloured and 1% are Indian of racial origin. A further 0.3% of matriculants are members of the following groups: African, Asian, Muslim and Chinese.

4.4.1.4 Language

Figure 31 displays a graphical representation of the composition of the sample regarding language.
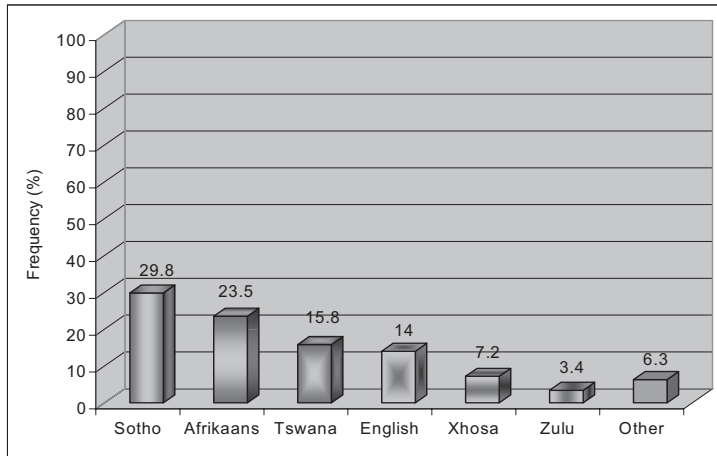
Figure 31: Language composition of the sample

According to figure 31 the dominant language preference is Sotho (29, 8%) followed by Afrikaans (23.5%), Tswana (15.8%) and English (14%). A proportion of 6.3% of the matriculants speak one of the following languages, or a combination thereof: Venda; Tsonga; Pedi; Swati; Dagbani; Chinese; Afrikaans and English; Sotho, English and Afrikaans; English and Chinese; Sotho and English; Venda and English; Sotho, Zulu and English as well as Zulu and English.

4.4.1.5 Physical disability
Figure 32 represents a graphical exposition of the sample regarding physical disability.
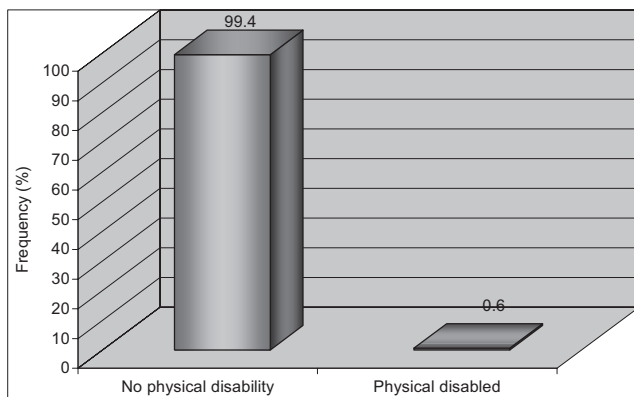
Figure 32: Distribution of the sample regarding

physical disability

Only three matriculants (3 = 0.6%) experience one of the following physical disabilities: blindness in one eye, deafness and limping.

4.4.2 What career do you intend to pursue?

4.4.2.2 Responses of matriculants in the Free State and Northern Cape

Matriculants responded as follows with regard to the type of career that they intend to pursue:

Table 187: Responses of matriculants regarding what careers they intend to pursue

Type of career or career field	Frequency	%
Accountancy (Charted accountant/Auditor)	131	24.3
Marketing (including advertising)	42	7.8
Psychologist (Forensic, Industrial, Clinical, Child)	36	6.7
Economist	33	6.1
General management (including business management)	28	5.2
Financial management	26	4.8
Managing information systems (IT)	24	4.4
Human resource management	20	3.7
Journalist	12	2.2
Teaching	11	2.0
B. Com. Banking	10	1.9
Lawyer	10	1.9

Nursing	9	17
Engineer (civil, mechanic, electric)	9	1.7
Science and technology	8	1.5
Public administration	8	1.5
Entrepreneur	7	1.3
Biokineticist	7	1.3
Public relations	6	1.1
Medical doctor	6	1.1
Tourism	6	1.1
Social worker	5	0.9
Consumer consultant	5	0.9
Public management	5	0.9
Geologist	4	0.7
Food scientist (Food related consumer science)	4	0.7
Sport management	4	0.7
Interpreter	4	0.7
Graphic designer	4	0.7
Sport (sport administrator, sport management, sport agent)	4	0.7
Industrial relations	4	0.7

Agriculture	4	0.7
Criminologist	4	0.7
Radio presenter	4	0.7
Town planner	3	0.6
Musician	3	0.6
Paramedic	3	0.6
Fashion analyst	3	0.6
Fashion designer	3	0.6
Pilot	3	0.6
Private investigator	3	0.6
Microbiologist	2	0.4
Communications director or copy-writer	1	0.2
Editor (newspaper or magazine)	1	0.2
Human and community dynamics	1	0.2
Nuclear medicine	1	0.2
Don't know	3	0.6
Missing responses	6	1.1

4.4.2.2 Discussion of results

According to table 187 the majority of matriculants hope to pursue a career in the Economic and Management Sciences. The career most frequently identified by the matriculants was that of a Charted Accountant (24.3%).

4.4.3 Do you think that you are sufficiently equipped for your intended career in terms of theory?

4.4.3.1 Responses of matriculants in the Free State and Northern Cape

The responses of matriculants regarding whether they are sufficiently equipped with regard to theory, for their intended careers or not, are reflected in table 188.

Table 188: Responses of matriculants regarding the sufficiency of their theoretical knowledge for their intended careers

	Frequency	%
Yes	376	69.6
No	155	28.7
Uncertain	3	0.6
Missing responses	6	1.1

The following comments were made:

- I know everything that I should with regard to what I have learnt up to this stage.
- All of my subjects provide me with enough background for my intended career.
- Further training is required, but high school accounting provided a good background.
- Yes, as I learnt about the theory of accounting at school.
- To a certain extent but not completely.
- Not yet, but after further studies.
- No, as I am not yet familiar with all of the theory relevant to the world of business.
- Not quite, as I did not take economics at school due to subject choices.

4.4.3.2 Discussion of results

The following conclusions are evident from the results reflected in table 188:

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- The majority of matriculants (69.6%) are of the opinion that they are sufficiently equipped for their intended careers in terms of theory.

- The proportion of matriculants (28.7%) that feel that they are not sufficiently equipped with regard to theory is, however, substantial and this result should be noted and attended to by all of the role players concerned. As there are a variety of available careers, schools cannot be expected to fulfill all needs regarding career-specific knowledge. However, broad guidelines will have to be set, in consultation with relevant parties in the labour market, to address the job related knowledge generally expected of novice labour market entrants.

- The majority of managers in both the public and private sectors are of the opinion that matriculants are not sufficiently equipped to enter the labour market.

4.4.4 Do you think that you are sufficiently equipped for your intended career with regard to practical aspects?

4.4.4.1 Responses of matriculants in the Free State and Northern Cape

The responses of matriculants regarding whether they are sufficiently equipped for their intended careers, with regard to practical aspects, or not, are reflected in table 189.

Table 189: Responses of matriculants regarding the sufficiency of their practical knowledge for their intended careers

	Frequency	%
Yes	331	61.3
No	195	36.1
Uncertain	6	1.1
Missing responses	8	1.5

The following comments were made:

- Yes, I have taken many practical classes.
- Thus far, yes, I know how to work with people, how to do business and I will be well equipped with the new skills that I acquire.
- Yes, because what I have in terms of theory, I can apply practically.

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- Practical application has been partially dealt with, but not sufficiently.
- Yes a bit, I rate it 60%.
- Not yet, but after further studies
- No, at school you are very protected and not exposed too much to the outside world.
- No, I will still have to work a lot and learn many practical applications.
- No, I don't know how to apply knowledge in practice.
- No, there is too much theory and no practice at all.

4.4.4.2 Discussion of results

The following conclusions could be drawn from the results reflected in table 189:

- The majority of matriculants (61.3%) feel that they are sufficiently equipped in practical aspects for their intended careers.
- The proportion of matriculants (36.1%) that indicated that they are not sufficiently equipped is, though, substantial. However schools cannot be expected to suffice all practical needs as required by various careers, yet the relevant parties should pay attention to the development of general skills and practical exposure in general. The necessary in-service training could address further practical exposure of novice labour market entrants.

4.4.5 Do you think that your prominent educational needs have been met at school?

4.4.5.1 Responses of matriculants in the Free State and Northern Cape

The responses of matriculants regarding whether their prominent educational needs have been met at school, or not, are displayed in table 190.

Table 190: Responses of matriculants regarding whether or not their
Prominent educational needs have been met at school

	Frequency	%
Yes	404	74.8
No	90	16.7
Only partially	35	6.5

Missing responses	11	2.0

The following comments were made:

- School prepares you for life out there.
- My school career thus far, was the best part of my life.
- I received very good education.
- School provides you with the necessary development, knowledge and self-confidence.
- My abilities to think and behave logically were developed.
- The school I come from is rated highly and I achieved all required educational needs at school.
- I am more approachable than I was previously, and acquired many skills at school.
- My school taught me knowledge, discipline and people skills.
- I have really grown up, not just physically but mentally as well.
- I am able to face challenges that could come my way.
- Confidence and attitude, yes, but not knowledge.
- They 'feed' you the information at school.
- Not all of them, because we never received guidance at school.
- Not all of them since our school does not have the necessary equipment, for example computers.
- Everything but attitude was addressed.
- I still have to improve my skills and knowledge.
- No, not self-confidence and other skills.
- Not really. I don't think my abilities were fully explored and developed.
- Essentially no, in the sense that school education is quite different from tertiary education. The environment of learning and study within these two areas is very different.
- No, appropriate knowledge and self-confidence are needed.
- Focus on the practical is lacking.

4.4.5.2 Discussion of results

The following conclusions are drawn from the results reflected in table 190:

- The majority of matriculants (74.8%) feel that their prominent educational needs have been met in school.

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- Although the majority of matriculants are satisfied, there is still a proportion (23.2%) of matriculants that feel that their educational needs have not been met, or have been met only partially. It is therefore important that this issue should be addressed with specific focus on the most prominent educational needs of matriculants, as listed in table 191.

4.4.6 Specify your specific educational needs.

4.4.6.1 Responses of matriculants in the Free State and Northern Cape

The following educational needs were listed:

Table 191: Responses of matriculants regarding their specific educational needs

Comments	Frequency	Percentage
Acquiring appropriate general knowledge	116	21.5
Development of self-confidence	107	19.8
Acquiring appropriate general skills	86	15.9
Development of general abilities	76	14.1
Development of a positive attitude	43	8
Exposure to practical experience	42	7.8
Exposure to tertiary education	24	4.4
Receiving financial assistance	16	3
Becoming computer literate	13	2.4
Exposure to different studying techniques	13	2.4
Acquiring theoretical knowledge	13	2.4
Developing people skills	12	2.2

Developing communication skills	11	2
Acquiring study material	10	1.9
High standard of education	8	1.5
Business ownership and management skills	6	1.1
Sufficiently trained and effective educators	6	1.1
Development of a personal value system	6	1.1
Mathematical skill development	6	1.1
Knowledge of business management	6	1.1
Self-assertiveness skills	5	0.9
Access to learning facilities	5	0.9
Close supervision and personal attention	4	0.7
Access to career counseling	4	0.7
Leadership skills development	4	0.7
Development of self-esteem	4	0.7
Development of self-respect	4	0.7
Determination development	4	0.7
Increased extra-mural involvement	4	0.7
Increased discipline	3	0.5
Motivation	3	0.5

Management skills	3	0.5
Reading skills	3	0.5
Career-orientation regarding education	3	0.5
Life skills	3	0.5
Knowledge of the world of work	3	0.5
The educational system must keep abreast with changes and developments	2	0.4
Regular evaluation to benchmark mastery of completed work	2	0.4
Time management skills	2	0.4
Development of teamwork skills	2	0.4
Wider variety of subjects to choose from	2	0.4
Sufficient preparation for tertiary education	2	0.4
Writing skills development	2	0.4
Development of social skills	2	0.4
Development of business skills	2	0.4
Language skills development	2	0.4
Public speaking skills development	2	0.4
Acquisition of self-discipline	2	0.4
Self-empowerment	2	0.4

Financial management skills	2	0.4
Text books in all mother tongue languages	1	0.2
Accessible information	1	0.2
Increased interaction with fellow scholars	1	0.2
Obedience	1	0.2
More educators	1	0.2
Mental and intellectual preparation for the world of work	1	0.2
Comfortable environment, free from racism	1	0.2
Being taught patience	1	0.2
Acknowledgement for achievements	1	0.2
Self-owned practice management skills	1	0.2
Practical application of knowledge	1	0.2
Greater orientation towards outcomes-based and source-based education	1	0.2
Educational tours	1	0.2
Development of listening skills	1	0.2
Freedom of expression	1	0.2
Conduct skills development	1	0.2
Development of analytical skills	1	0.2
Development of reasoning abilities	1	0.2

People-interaction skills		1	0.2
Being taught independence		1	0.2
Good education		1	0.2

4.4.6.2 Discussion of results

The following conclusions can be drawn from the results reflected in table 191:

▪ Matriculants identified the acquisition of skills (including people, communication, mathematical, analytical, management, time management, reading, writing, listening, learning, language, public speaking, leadership, social, behavioural, life, business and financial management skills (145 = 26.9%) as their most prominent educational needs. It is interesting to note that only 2.4% of matriculants identified computer literacy as an educational need while computer literacy is strong in demand in the labour sector.

▪ Emphasis is also placed on knowledge (including theoretical knowledge, knowledge of business management, knowledge of the world of work and people knowledge) (139 = 25.7%), self-confidence (107 = 19.8%) as well as the development of abilities (76 = 14.1%).

4.4.7 Have you already applied for a job in your specific career field?
4.4.7.1 Responses of matriculants in the Free State and Northern Cape

The responses of matriculants regarding whether they have already applied for a job in their specific career field, or not, are indicated in table 192.

Table 192: Responses of matriculants regarding whether or not they have already applied for a job in their specific career field

	Frequency	%
Yes	35	6.5
No	503	93.1

Missing responses	2	0.4

4.4.7.2 Discussion of results

According to table 192 the majority of matriculants (93.1%) have not yet applied for a job in their specific career field. Only thirty-five (35 = 6.5%) of the matriculants have already applied.

4.4.8 If you have already applied for a job, was your application successful?

4.4.8.1 Responses of matriculants in the Free State and Northern Cape

Those matriculants that have already applied for a job in their specific career field, respond as follows regarding whether their application was successful or not.

Table 193: Responses of matriculants who have applied for jobs,
regarding whether or not their applications were successful

	Frequency	%
Yes	17	48.6
No	13	37.1
Still waiting for reply	5	14.3

4.4.8.2 Discussion of results

According to table 193 seventeen (48.6%) of the thirty-five matriculants that applied for jobs in their specific career fields, were successful and thirteen (37.1%) were not.

4.4.9 If your application was unsuccessful, what do you think contributed to your failure?

4.4.9.1 Responses of matriculants in the Free State and Northern Cape

The following reasons were listed for being unsuccessful in their application:

Table 194: Responses of matriculants regarding why their applications were unsuccessful

Comments	Frequency	Percentage
Lack of experience	5	38.4

Not in possession of the required qualifications	4	30.8
Lack of information on how to apply for a job	1	7.7
No vacancies available	1	7.7
Application refused due to organisation policy	1	7.7
Did not meet their needs	1	7.7

4.4.9.2 Discussion of results

From table 194 it appears that the majority of matriculants (9 = 69.2%) site their lack of experience, as well as the fact that they were not in possession of the required qualifications, as reasons for their applications being unsuccessful.

4.4.10 Do you think that the contents of the curriculum (theoretical and practical) contributed to the fact that you were unsuccessful?

4.4.10.1 Responses of matriculants in the Free State and Northern Cape

Those matriculants whose applications were unsuccessful respond as follows regarding whether the contents of the curriculum (theoretical and practical) contributed to their failure or not.

Table 195: Responses of matriculants regarding whether the contents of the curriculum (theoretical and practical) contributed to their failure, or not

	Frequency	%
Yes	5	38.4
No	6	42.6
Uncertain	1	7.7

Comments	Frequency	Percentage
Missing response	1	7.7

4.4.10.2 Discussion of results

Table 195 indicates that five (5 = 38.4%) of the thirteen matriculants, whose applications were unsuccessful, indicated that the contents of the curriculum contributed to their failure, while six (6 = 46.2%) of the matriculants differed from them.

4.4.11 What job-related requirements did you have to meet when applying for the job?

4.4.11.1 Responses of matriculants in the Free State and Northern Cape

Matriculants, who applied for jobs in their specific career fields, listed the following job-related requirements that they were expected to fulfill upon application:

Table 196: Responses of matriculants regarding job-related requirements they had to meet upon job application

Comments	Frequency	Percentage
Had to meet certain academic requirements/qualifications	18	51.4
Experience in the field	12	34.3
Knowledge	3	8.6
Driver's licence	2	5.7
Self-confidence	2	5.7
None	2	5.7
Computer skills	2	5.7
Language skills	1	2.9
Interpersonal skills	1	2.9

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Marketing skills	1	2.9
Communication skills	1	2.9
People skills	1	2.9
Positive attitude	1	2.9
Accuracy in work	1	2.9
Passport	1	2.9
Patience	1	2.9
Able to function under pressure	1	2.9
Knowledge of the product	1	2.9
Decision making ability	1	2.9
Understanding of the company	1	2.9
Adhere to certain mental and physical requirements	1	2.9

4.4.11.2 Discussion of results

The following conclusions can be drawn from the results reflected in table 196:

- Academic requirements (18 = 51.4%) and prior experience (34.3%) are the two most frequently sited requirements with which applicants were expected to comply.
- Emphasis was also placed on relevant skills (including computer, language, interpersonal, marketing, communication and people skills) (7 = 20%).

4.4.12 In your opinion, which obstacles prevent you from acquiring a job?
4.4.12.1 Responses of matriculants in the Free State and Northern Cape

Matriculants identified the following obstacles that prevent them from acquiring a job:

Table 197: Reponses of matriculants regarding obstacles that prevent them from acquiring a job

Comments	Frequency	Percentage
Not in possession of the required academic qualifications	62	11.5
Lack of job-related experience	49	9
Race:		
▪ Being White (discrimination against White people)	24	4.4
▪ Being Coloured (discrimination against Coloured people)	1	0.2
None	20	3.7
Age (too young)	14	2.6
Lack of job opportunities/unemployment	12	2.2
Gender:		
▪ Being male (discrimination against males)	8	1.5
▪ Being female (discrimination against females)	3	0.5
Affirmative action	11	2.0
Applicant is still studying	7	1.3
Lack of appropriate skills	5	0.9
Lack of job-related knowledge	5	0.9
Language skills	4	0.7
Applicant does not know the right people (have contacts)	3	0.5
Over-population	3	0.5
Lack of confidence	3	0.5

Lack of theoretical knowledge	2	0.4
Personality (e.g. being an introvert)	2	0.4
Lack of self-discipline	1	0.2
Competitive environment	1	0.2
Not being computer literate	1	0.2
Lacking the required communication skills	1	0.2
Not complying with the requirements	1	0.2
Not enough industry knowledge	1	0.2
Negative attitude	1	0.2
Lack of practical skills	1	0.2
Not being fully informed	1	0.2
Not being sufficiently responsible	1	0.2

4.4.12.2 Discussion of the results

The following conclusions result from the content of table 197:

- Matriculants identified the following as the most common hindrances preventing them from acquiring work:
  - ✓ Lacking the required qualifications (11.5%);
  - ✓ Lack of job-related experience (9%).
- Other less prominent obstacles are as follows:
  - ✓ Race (predominantly discrimination against White people: 4.4%);
  - ✓ Age (too young: 2.6%);
  - ✓ The unemployment rate (2.2%);
  - ✓ Affirmative action (2%);
  - ✓ Gender (specifically being male: 1.5%).

4.4.13 Did you receive career counseling at school?
4.4.13.1 Responses of matriculants in the Free State and Northern Cape

The responses of matriculants regarding whether or not they received career counseling at school, are indicated in table 198.

Table 198: Responses of matriculants regarding whether or not they received career counseling at school

	Frequency	%
Yes	324	63.3
No	167	31.0
Missing responses	31	5.7

The following comments were made:
- Only in tenth grade.
- Yes, in twelfth grade.
- Weekly.
- Only until ninth grade.
- A little, but not enough in my opinion.
- No, I am from a previously disadvantaged school.
- I have not received any, even though I need it.
- I can recall only one hour of career counseling.

4.4.13.2 Discussion of results
- Table 198 illustrates that the majority of matriculants (63%) did indeed receive career counseling at school.
- The proportion of matriculants (31%) that did not receive career counseling at school is, however, substantial and this result should be noted, and attended to by all parties concerned.

4.4.14 If your answer is yes, did the career-counseling meet your expectations?
4.4.14.1 Responses of matriculants in the Free State and Northern Cape

Those matriculants who received career counseling at school responded as follows regarding whether the career counseling met with their expectations or not.

Table 199: Responses of matriculants who received career counseling at school regarding whether or not this counseling met with their expectations

	Frequency	%
Yes	241	70.5
No	93	27.2
Only partially	6	1.7
Missing response	2	0.6

The following comments were made:
- They answered all questions regarding what course would suit my personality and how to go about obtaining the skills and knowledge necessary for my career.
- If we didn't have career counseling we would have been lost and confused, as there are so many available courses.
- Many people spoke to us and they gave us all the guidance possible.
- The career counseling exceeded my expectations and really helped me.
- It gave me a sense of knowledge and direction.
- They explained fully what I wanted to know about my intended career, the challenges, requirements, etc.
- Yes, a lot because they also helped us with the subject choices.
- Yes, they did because they made sure that they saw us individually.
- The guidance could have been presented better and more information given.
- No, it was not satisfactory. Only the pleasant aspects of careers are highlighted at school and in-depth attention is not paid to what really happens out there.
- The guidance was very basic and superficial.
- No, it wasn't because it didn't provide us with much information about the different jobs available and it did not aid us in making a career choice.
- Not exactly, I didn't feel that I could talk to them; I was just taking in information.

4.4.14.2 Discussion of results

From table 199 it appears that the majority (70.5%) of matriculants who received career counseling at school believe that their expectations were met.

4.4.15 Did you receive any other form of career counseling? If so, what form of career counseling?

4.4.15.1 Responses of matriculants in the Free State and Northern Cape

The responses of matriculants regarding whether or not they received any other form of career counseling are indicated in table 200.

Table 200:   Responses of matriculants regarding whether or not they received any other form of career counseling

	Frequency	%
Yes	89	16.5
No	451	83.5

The types of career counseling that were received are listed in table 201:

Table 201: Reponses of matriculants regarding other forms of career counseling they received

Comments	Frequency	Percentage
At the University (Kovsie counseling and UNIBS)	25	28.1
Psychologist (Counseling, Educational, Industrial)	14	15.7
Psychometric testing (Aptitude and personality tests)	10	11.2
People from the business sector (People already working in the field)	5	5.6
Through Damelin	3	3.4
At the Technicon	2	2.2

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Expositions and conferences	2	2.2
On the internet	2	2.2
Read books and talked to people	1	1.1
Mentors	1	1.1
Person hired by a CA company	1	1.1
Open day at tertiary institutions	1	1.1

4.4.15.2 Discussion of results

From tables 200 and 201 the following conclusions can be drawn:

- The majority of matriculants (83.5%) received no other form of career counseling.
- Those who did indeed receive other forms of career counseling, identified the following as the most prevalent alternatives:
  - ✓ At the University (Kovsie counseling and UNIBS) (28.1%);
  - ✓ From a psychologist (Counseling, Educational, Industrial) (15.7%);
  - ✓ Through the utilisation of psychometric testing (aptitude and personality tests) (11.2%)

5. **General conclusions**

The following general conclusions could be derived by virtue of the findings of this study:

- A substantial proportion of managers in both the public (49%) and private sectors (42%) is of the opinion that entrants to the labour market are not theoretically sufficient equipped for what they have to do.
- A significant percentage of managers in both the public (33%) and private sectors (27%) believes that entrants need in-service training, coaching and mentoring to prepare themselves for the unique demands and characteristics associated with specific jobs and organizations.

- The majority of managers in the public (82%) and private (79%) sectors indicated that entrants to the labour market are not practically sufficient equipped to perform well in the work environment.

- Students coming directly from schools are not theoretically (25% managers in the public sector; 30% managers in the private sector) and practically (25% managers in the public sector; 20% managers in the private sector) sufficiently equipped to enter the labour market

- Managers in both sectors are divided regarding their views in connection with the relevance of the training of entrants. The fact that 52% of managers in the public sector and 41% of managers in the private sector believe that the training of entrants are not relevant, is, however, alarming.

- The five most prominent job related shortcomings that were identified by managers in both the public and private sectors are the following:
  - ✓ Inability to integrate theory and practice with one another;
  - ✓ Unrealistic expectations on the side of entrants regarding salaries, fringe benefits, progress, promotion, etc.;
  - ✓ Lack of job related experience;
  - ✓ Lack of interpersonal skills;
  - ✓ Inability to work together in group context, especially diverse teams.

- Managers in both sectors identified the following five most important job related requirements:
  - ✓ The ability to work together in teams;
  - ✓ Integration of theory and practice;
  - ✓ Independent thinking and decision-making which includes analytical and critical thinking, problem-solving ability and using common sense;
  - ✓ Interpersonal skills.
  - ✓ Taking responsibility for decisions and actions

- According to managers from both sectors the five most important obstacles that entrants to the labour market have to face are the following:
  - ✓ Lack of job related experience;
  - ✓ Unrealistic expectations on the side of entrants regarding the respective job related issues;
  - ✓ Lack of sufficient job opportunities due to the state of the economy;
  - ✓ Inability to adapt to the organisation's culture within a reasonable period of time;

- ✓ A "know-all" attitude and a unwillingness to learn.
- It seems that role ambiguity occurs regarding what should be expected of higher education institutions and the labour sector in terms of the preparation of students for what they have to face in the job or labour market. The labour market might feel that the product delivered by higher education institutions are not fully equipped to cope with the job related demands that they have to face, that subject-based knowledge is not sufficient and that subject-neutral or generic skills and competencies should also being provided for. Higher education institutions might feel that it is not their duty to add on to subject-based knowledge. The problem is that the entrant to the labour market is on the receiving end and caught in-between without having the power to rectify the situation.
- The majority of entrants in both the public and the private sectors are male, beyond 27 years of age, black, use Sotho as their language of preference, have at least a tertiary diploma an do not suffer from physical disabilities.
- The majority of entrants in the public sector (68%) and in the private sector (66%) have found a job in their fields of expertise. A substantial proportion of entrants, however, were not successful in this respect (public sector: 32%; private sector: 34%). This implies that approximately 33% of entrants are occupying jobs for which they were not trained. A mismatch occurs when people are employed in jobs where their skills and knowledge do not meet the requirements of the job. This mismatch could have a detrimental effect on their job satisfaction and productivity.
- The major obstacles in the entrants' way to find jobs in their fields of expertise are:
  - ✓ Lack of job related experience (public sector: 33%; private sector: 36%);
  - ✓ Lack of vacancies/job opportunities (public sector: 29%; private sector: 26%);
  - ✓ Stiff competition (public sector: 17%; private sector: 26%).
- The majority of entrants in the public sector (77%) and in the private sector (70%) indicated that they are theoretically sufficiently equipped for their jobs. There is, however, a substantial number of entrants who differ from this view (public sector: 23%; private sector: 30%).
- Managers in both the public and private sectors are more or less equally divided in their view regarding the sufficiency of entrants' theoretical knowledge. It is alarming, however, that a significant percentage of managers (public sector: 49%; private sector: 42%) believe that entrants are not theoretically sufficiently equipped for their

jobs. This finding could probably be ascribed to the fact that approximately 33% of entrants are finding themselves in jobs for which they were not trained.

- The **majority** of entrants in the public sector (55%) and the **minority** of entrants in the private sector (46%) indicated that they are practically sufficiently equipped for their jobs. Notice should be taken of the fact that a significant percentage of entrants (public sector: 45%; private sector: 54%) believe that they are practically not up to standard. This finding should also be interpreted in terms of the fact that approximately 33% of entrants are employed in positions for which they were not trained.

- The belief that entrants are not practically sufficiently equipped for their jobs is echoed by 82% of managers in the public sector and 78% of managers in the private sector.

- Managers in both the public sector (31%) and the private sector (41%) indicated that entrants need in-service training, coaching and mentoring to address the uniqueness and characteristic nature of specific jobs and organizations. According to them many practical skills can only be learned in the workplace.

- According to entrants in both the public and the private sectors the major job related requirements they had to meet when entering the workplace were:
  - ✓ Job related qualifications (public sector: 61%; private sector: 55%);
  - ✓ Job related experience (public sector: 60%; private sector: 54%);
  - ✓ Job related knowledge (public sector: 31%; private sector: 54%);
  - ✓ Computer literacy/skills (public sector: 27%; private sector: 19%).

- A huge discrepancy exists between the views of the entrants and the managers in both sectors regarding the requirements that entrants have to meet. This discrepancy has the potential to evoke conflict between the two parties in the workplace, and to have an adverse effect on job satisfaction and productivity.

- The major obstacles in the way to find a job which were identified by entrants in both sectors are:
  - ✓ Lack of job related experience (public sector: 30%; private sector: 40%);
  - ✓ Lack of job related qualifications (public sector: 18%; private sector: 29%);
  - ✓ Stiff competition (public sector: 18%; private sector: 20%).

  It is interesting that the lack of vacancies/job opportunities is not included in the list of major obstacles while this is an actual reality which was also singled out by managers in both sectors.

- A huge difference of opinion exists between managers and entrants regarding the main obstacles that entrants had to face to find a job. According to the literature (Greenhaus and Callanan, 1994) and managers in both sectors unrealistic expectations is one of the major obstacles that hamper applicants attempts to get a job. It is evident from the above-mentioned findings that entrants do not support this view. A possible explanation for this is that entrants are not even aware of the fact that there expectations are unrealistic.
- Entrants in both sectors agreed with one another regarding the most prominent factors that contributed to their success in finding a job:
  - ✓ Job related qualifications (public sector: 45%; private sector: 34%);
  - ✓ Job related experience (public sector: 40%; private sector: 30%);
  - ✓ Self-presentation skills (public sector: 20%; private sector: 30%);
  - ✓ Persistence in applying for a job (public sector: 17%; private sector: 11%).
- According to Little (2001) the top ten competencies possessed by graduates across Europe at the time of graduation are the following:
  - ✓ Learning abilities;
  - ✓ Assertiveness, decisiveness, persistence;
  - ✓ Working independently;
  - ✓ Written communication skills;
  - ✓ Loyalty and integrity;
  - ✓ Getting personally involved;
  - ✓ Field-specific theoretical knowledge;
  - ✓ Power of concentration;
  - ✓ Tolerance;
  - ✓ Adaptability.
- The majority of students from tertiary institutions (77.9%) indicated that they are theoretically sufficiently equipped for their intended careers. The proportion of students who believe that they are not sufficiently equipped (20.4%) for their intended careers is, however, substantial.
- The majority of students (51.5%) from tertiary institutions indicated that they are sufficiently equipped for their intended careers with regard to the practical aspects thereof. The percentage of students (46%) who do not share this view is, however, substantial.

- The majority of students in tertiary institutions (63.2%) indicated that their prominent educational needs have been met. The proportion of students (28.2%) who differs from this view, is significant.

- The most prominent educational needs listed by students from tertiary institutions are the following:
  - ✓ Practical application of knowledge (18.3%);
  - ✓ Acquisition of appropriate knowledge (17.3%);
  - ✓ Acquisition of appropriate skills (14.4%);
  - ✓ Exposure to practical experience (12.2%);
  - ✓ Development of self-confidence (11.9%).

- Most of the students from tertiary institutions (61.7%) have already applied for jobs in their specific career fields

- The majority of students from tertiary institutions (53.6%) who applied for jobswere not successful, 29.3% were successful and 15.6% are still waiting for a response from employers

- Students from tertiary institutions listed the following most prominent reasons for their applications being unsuccessful:
  - ✓ Lack of job related experience (49.8%);
  - ✓ Lack of job related qualifications (23.3%)

- Most of the students from tertiary institutions (63.2%) indicated that the contents of the curricula did not contribute to the fact that they were unsuccessful. The proportion of students who blames the contents of the curricula for their failure to get jobs (33%) is, however, substantial.

- The most prominent job related requirements that students from tertiary institutions had to meet when applying for jobs are the following:
  - ✓ Academic requirements (27.5%);
  - ✓ Prior job related experience (26.4%);
  - ✓ Relevant skills including computer, communication, interpersonal, language, problem-solving, administrative and people skills (18.8%).

- Students from tertiary institutions identified the following most prominent obstacles that prevented them from acquiring a job:
  - ✓ Lack of job related experience (27.8%);
  - ✓ Lack of job related qualifications (5.2%);
  - ✓ Racial discrimination (4.0%);

- ✓ Lack of job opportunities (2.6%)
- A slight majority of students from tertiary institutions (51.3%) received career counseling at school, but a substantial percentage of them (43.7%) did not
- The majority of students from tertiary institutions (56.6%) who received career counseling at school, believe that their expectations were met, but a substantial percentage of them (36.4%) does not share this view.

6. <u>Recommendations</u>

6.1 Tertiary institutions and schools

- It is evident from the results that employers are also looking for selected general competencies from the graduates of higher education institutions rather than the subject knowledge alone. It seems essential that these competencies should be integrated in the existing subject-based studies. The respective subject curricula should be aligned with this need in the job market.
- Competencies that should also be addressed in the curricula of higher education institutions include the ability to work together in groups, especially diverse groups; group dynamics, interpersonal skills, independent thinking and decision-making; analytical and critical thinking; problem-solving ability; using common sense, and developing an internal locus of control.
- Higher education institutions should expand their focus to provide for additional practical training to reinforce the integration of theory and practice.
- The fact that a substantial percentage of entrants indicated that they are not theoretically sufficiently equipped to do their jobs, implies that the current curricula and programmes of higher education institutions do not address important job related needs and requirements. It is evident that subject-specific knowledge alone is not enough to address the requirements that entrants have to face in the workplace and that employers are also looking for selected general competencies.   Higher education institutions should consider the integration of subject-specific and subject-neutral knowledge and skills in their curricula and programmes.

6.2 Employers/organizations

- Since the uniqueness and characteristic nature of specific jobs and organizations could not be catered for by higher education institutions, organizations should

address their specific job related demands by means of in-service training, coaching and mentoring.

- The fact that approximately 33% of entrants in both the public and the private sector find themselves in jobs for which they were not trained, impacts negatively on the effectiveness of organizations' selection processes. The purpose of the selection process is to ensure the best fit between the requirements of a specific job and the skills and expertise of the job incumbent. Organizations should revise the validity and reliability of their selection processes to address this issue.

- Huge discrepancies exists between the views of the entrants and managers regarding a broad range of job related issues, namely requirements that should be met, obstacles in the way of finding a job, the sufficiency of entrants' qualifications, etc. These discrepancies is indicative of a communication gap which has the potential to have an adverse effect on job satisfaction and productivity. These issues should be clarified during the orientation or induction programmes initiated by organizations.

6.3 Schools

- The curricula in schools should be more aligned with job related requirements in order to equip students better for the demands of the labour market. Mode 2 knowledge should also be included to complement mode 1 knowledge.

- The reality of a lack of vacancies and job opportunities could partially be addressed by cultivating an entrepreneurial disposition, knowledge and skills, starting at school level and reinforcing this during tertiary education. People have to create jobs for themselves.

- Although many schools are providing sufficient and effective career counseling, it is evident from the results that many of them fail to address the important needs of students in this respect. Career counseling by well trained specialists in the field should be a priority in schools and should not be ignored or neglected. Career counseling should focus on self-exploration and self-awareness as well as on exploration of job opportunities, job requirements, the demand and supply situation and creating the best fit between job requirements and what students have to offer.

6.4 Higher education institutions and organizations

- The unrealistic expectations on the side of entrants regarding job related issues should be addressed by higher education institutions and organizations. A person's attraction to a certain job is based on the expectation that the job will provide desirable outcomes. Whether accurate or not, these expectations strongly influence one's choice of a job in an organization. Organizations should ensure that their recruitment campaigns to attract the most talented candidates project a a realistic image of the organizations and what candidates could expect. Higher education institutions could contribute to more realistic expectations by means of their training programmes and student counseling services.

- It is evident from the results that employers are also looking for selected general competencies from the graduates of higher education institutions rather than the subject knowledge alone. It seems essential that these competencies should be integrated in the existing subject-based studies. The respective subject curricula should be aligned with this need in the job market.

- It is evident that entrants are not practically sufficiently equipped for their jobs. Both organizations and higher education institutions can contribute to solve this problem. Organizations should address their specific job related demands by providing more in-service training, coaching and mentoring. Higher education institutions should expand their focus to provide for additional practical training to reinforce the integration of theory and practice. This could be done by increased involvement in community projects.

6.5 All the stakeholders

- Representatives of the private sector, the public sector, the respective higher education institutions, government, the community and all other stakeholders should come together on a regular basis to clarify the roles and contributions that each party should become involved in to the mutual benefit of all.

- Since the demand and supply situation is of cardinal importance during the process of career decision-making, the most recent information regarding this situation should be communicated to the career counseling advisors in schools and higher education institutions.

6.5 Education at home

- Parents should foster and cultivate an internal locus of control in their children which implies:
  - ✓ Accepting responsibility for own decisions and behaviour;
  - ✓ Taking initiative and making things happen instead of waiting for things to happen;
  - ✓ Adopting a general positive disposition towards life and people in general;
  - ✓ Becoming part of the solution and not of the problem

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