

An analysis of the effectiveness of graduate training programmes on youth unemployment in South Africa

P Mavunda

 **orcid.org/0000-0002-9627-510X**

Mini-dissertation accepted in partial fulfilment of the requirements for the degree *Masters of Business Administration* at the North-West University

Supervisor: Dr K Ndlovu

Graduation: May 2022

Student number: 23254912

SOLEMN DECLARATION

I **Pearl Mavunda** declare herewith that the mini-dissertation which I herewith submit to the **North-West University** as partial completion of the requirements set for the MBA degree, is my own work.

Signature of student **Pearl Mavunda** Student Number **23254912**

Signed at **Vaalpark** on the **7th** of **December** in the year **2021**

DEDICATION

I dedicate this mini-dissertation to the following people:

- It brings great joy to dedicate this milestone to my late father, Hendrick Mzamani Mavunda, and his precious surviving wife, my mother, Susan Maria Mavunda.
- My loving husband Mbiko Sifiso Sibiya
- My precious children, Nonhle, Nhlakanipho, and Nqobisizwe

ACKNOWLEDGMENT

I would like to acknowledge;

- My Lord God, and Jesus, the son of God. Through all trials, you have never disappointed me. Your grace and mercy constantly carry me through, and you have made it clear that all my success comes from you. I love you and thank you, All-Mighty God.
- My parents, Hendrick Mzamani Mavunda and Susan Maria Mavunda. Throughout my life, your parenthood has proven to be of greatness. The love and support you have given me are appreciated with no reservations.
- My husband, Mbiko Sifiso Sibiya. Thank you for your constant support and patients. You persevered with me through the most challenging season of my life. I'm blessed to have you in my life.
- My supervisor, Kaizer Ndlovu. Thank you for the support and positivity you continued to portray, even when it seemed hopeless. Your genuine grit towards the success of my mini-dissertation is highly appreciated.
- My study group, MAX'EDUP! Well done, and only success is upon us.

ABSTRACT

The study analysed the Graduate Training Programmes (GTP) in the Vaal Triangle Area. The purpose of the study was to test whether the efficacy of the GTP would essentially reduce youth graduate unemployment and youth unemployment in South Africa. The objectives of the study were to analyse the managerial performance feedback on the graduate who underwent the GTP, evaluates whether the quality educational level allows graduates to be competent in their field of work; explore the skills which the graduates gained during the GTP, analyse whether the skills advanced graduates to become employable, and evaluate whether graduates occupied permanent roles after completing a GTP. The qualitative method was followed, and an interview schedule was created and distributed to the relevant participants to acquire the study data for evaluation and findings purposes. The findings illustrated the effectiveness of the GTP in the Vaal Triangle Area. The objective was presented by the majority of graduates who participated in the interview schedule being appointed permanent employment roles. The study recommended that the GTP should be structured and not allocate tasks or projects to graduates on an ad-hoc basis. The study also suggested that GTP should assign mentors/ coaches and peers to graduates and a feasible budget for graduate training and development courses.

Keywords: Youth unemployment, youth graduate unemployment, Graduate Training Programmes, graduate employability skills

TABLE OF CONTENTS

SOLEMN DECLARATION	I
DEDICATION.....	II
ACKNOWLEDGMENT.....	III
ABSTRACT	IV
CHAPTER 1 NATURE AND SCOPE OF THE STUDY	1
1.1 Introduction	1
1.2 Background	1
1.3 Problem statement	3
1.4 Research objective.....	5
1.5 Research Question.....	5
1.6 Importance and benefit of the proposed study	6
1.7 Definition of key terms	6
1.8 Scope of the study.....	7
1.9 Research methodology	8
1.10 Assessing and demonstrating the quality and rigour of the proposed research design	9
1.11 Delimitations and Limitations.....	9
1.11.1 Delimitations.....	9
1.11.2 Limitations	9
1.12 The layout of the study	9
1.12.1 Chapter one: Nature and scope of the study.....	9
1.12.2 Chapter two: Literature review	9

1.12.3	Chapter three: Research methodology	10
1.12.4	Chapter four: Evaluation and findings	10
1.12.5	Chapter five: Conclusion and recommendation.....	10
1.13	Chapter summary	10
CHAPTER 2	LITERATURE REVIEW.....	11
2.1	Introduction	11
2.2	Unemployment in South Africa.....	11
2.3	Youth unemployment in South Africa.....	13
2.4	Youth graduate unemployment	16
2.5	Graduate Training Programmes	19
2.6	The theoretical literature on other similar studies	20
2.7	Chapter summary	20
CHAPTER 3	RESEARCH METHODOLOGY	22
3.1	Introduction	22
3.2	Research design.....	22
3.3	Sampling	22
3.4	Informed consent form.....	24
3.5	Data collection	24
3.6	COVID-19 Protocol.....	25
3.7	Ethical considerations	25
3.8	Data analysis.....	25
3.9	Chapter summary	25

CHAPTER 4 EVALUATIONS OF THE FINDINGS AND LESSENS LEARNED.....	26
4.1 Introduction	26
4.2 A brief overview of the data	26
4.3 Data analysis of the completed interview schedule for graduates	26
4.3.1 Demographics of participants	26
4.3.2 The graduates perspective of the GTP	28
4.3.3 Graduates outcomes of the GTP	32
4.3.4 Graduate recommendations on how GTP in the Vaal Triangle Area can improve their programmes GTPs	34
4.4 Data analysis of the completed interview schedule for graduate managers/ supervisors	35
4.4.1 Demographics of participants	35
4.4.2 The graduate managers/ supervisors perspective of the GTP	36
4.4.3 Graduate managers/ supervisors recommendations on how GTP in the Vaal Triangle Area can improve their programmes GTPs	40
4.5 Chapter summary	41
CHAPTER 5 CONCLUSION AND RECOMMENDATIONS.....	42
5.1 Introduction	42
5.2 Research question resolutions.....	42
5.2.1 Research question one.....	42
5.2.2 Research question two	42
5.2.3 Research question three.....	43
5.3 Limitations	43
5.4 Future work.....	43

5.5	Closing remarks	43
5.6	Recommendations.....	44
5.7	Chapter summary	44
	REFERENCES.....	45
	ANNEXURE A: INFORMED CONSENT FORM.....	54
	ANNEXURE B: ETHICS CERTIFICATE	56
	ANNEXURE C: INTERVIEW SCHEDULE.....	57
	ANNEXURE D: LANGUAGE EDITOR CERTIFICATE.....	71

LIST OF TABLES

Table 3-1:	Detailed sample determinants	22
Table 3-2:	Information of the candidates who distributed the interview schedules on behalf of the researcher.	24

LIST OF FIGURES

Figure 1-1:	Geographical location of the Vaal-Triangle Area	7
Figure 1-2:	Research design: An analysis of youth graduate unemployment and the effectiveness of Graduate Training Programmes in the Vaal-Triangle Area.	8
Figure 2-1:	South African unemployment rate per province	12
Figure 2-2:	Unemployment rate by education level and age group, Q1:2019.	13
Figure 2-3:	Labour market rates by age group, Q1:2021	14
Figure 4-1:	Number of graduates by qualification	27
Figure 4-2:	Allocated months for GTP by qualification	28
Figure 4-3:	Undergraduate qualification and competency	29
Figure 4-4:	Qualification was related to experience, which enabled critical skills for employability	30
Figure 4-5:	Determining factors that enabled the graduates to efficiently and effectively deliver their tasks	31
Figure 4-6:	Graduates adoptability and willingness to take risks.....	32
Figure 4-7:	Post GTP outcomes	33
Figure 4-8:	Employment status.....	33
Figure 4-9:	Graduate employability by qualification post GTP	34
Figure 4-10:	Demographics of graduate managers/ supervisors	36
Figure 4-11:	Skills sets that graduates are required to learn during the GTP.....	37
Figure 4-12:	Graduate managers/ supervisors response to the performance of graduates.....	40

CHAPTER 1 NATURE AND SCOPE OF THE STUDY

1.1 Introduction

This mini-dissertation reports the effectiveness of Graduate Training Programmes (GTP) for graduates in the Vaal-Triangle Area. The study analysed the association between an effective GTP and graduates becoming employable post the GTP. The study also lists the essential graduate employability skills, which can be learned through on-the-job training to ultimately curb the high youth graduate unemployment rate in South Africa. This chapter aims to contextualise the study in detail.

1.2 Background

The South African unemployment rate has increased to a staggering percentage high of 34.4% in quarter two of 2021 (Reuters Staff, 2021). The Reuters Staff (2021) further stated that the 34.4% point had hit a new record high unemployment rate since the 2008 quarterly labour force survey. In particular, South Africa's unemployment burden is also concerted amongst the youth, who account for 59.5% of the overall number of unemployed persons (Stats SA, 2021). The youth in South Africa find it increasingly hard to obtain employment opportunities (Lannoy *et al.*, 2018:26).

The high youth unemployment rate in South Africa has positioned the youth as the most vulnerable group in the labour market (Writer, 2021). Thus, youth unemployment in South Africa is derived as a severe economic and social problem that is increasingly regarded as a national emergency (NPC, 2012). High youth unemployment is considered the greatest struggle young South African people face (Writer, 2021). This may be caused by the increasing skills-intensive workforce that is required versus the risky low-skilled youth (Oosthuizen, 2021).

The South African government's foremost priority is to accelerate economic growth (Writer, 2021). In doing so, improving the lives of young people through creating more opportunities and assisting them to access work opportunities is a pathway towards a growing economy (Writer, 2021). The government has established programmes, initiatives and policies such as; the National Youth Development Agency (NYDA) Programmes, government service for the youth, National Youth Policy, etc., to support young South African people to gain access to employment or entrepreneurship (South African Government, 2021).

In parallel to supporting government initiatives, South Africa and worldwide regard education as a critical instrument to human capitals' growth and development (Stats SA, 2020) and promoting education as an essential requirement for employability or entrepreneurship (Kaburise, 2016: 56).

A significant number of South African graduates are unemployed youth (Stats SA, 2019). Higher Education and Training (2017) states that approximately 191 524 learners graduate from higher education institutions every year in South Africa to find employment.

The South African higher education structure is subjected by international movements, which includes concerns around the nature of skills set required for the knowledge of a growing economy, the employability of graduates within various sectors, and demands for greater responsibility and accountability in the workplace (De Jager & Nassimbeni, 2018: 33). University courses and modules cover a wide range of skills and knowledge across different learning disciplines during undergraduate and postgraduate (Senay, 2015). Although university courses provide a significant amount of higher grade knowledge and functional skills, graduates still require interpersonal and essential skills to enter and survive in the job market (Den Ouden, 2019: 10). Some critical career success determinants are still recognised as lacking in graduates technical and interpersonal skills pool when entering the workplace (Butler, 2016). The career success determinants include interpersonal skills, communication skills, technical skills, critical thinking and emotional stability (Blom & Saeki, 2016). Graduates skills to close out part of the unemployment rate can be learned through on-the-job experience (Butler, 2016).

With a lack of decent jobs for the youth, obtaining a university degree alone does not solve the high youth unemployment rate (ILO, 2020; Symington, 2012). The common skills required in the South African job market remain as communication and interpersonal skills, problem-solving and decision making, forward-thinking, analytical skills, ability to work in a team, business acumen, negotiation skills, people management skills, leadership skills, strategic thinking skills, ethical behaviour, compliance and integrity, and conceptual thinking (Butler, 2016; Senay, 2015; Oosthuizen 2021; NYP, 2015). With the high youth unemployment rate in South Africa, skills training and development programmes are implemented to curb youth unemployment (Tarin, 2016). The lead causes of graduate unemployment are the disparity between the nature of jobs, soft skills, and the young peoples' expectations (Litao & Yanjie, 2016). To alleviate graduates from the unemployment group, Graduate Training Programmes (GTP) are offered to graduates as an opportunity to improve their skillsets and become more noticeable in the job market (Tarin, 2016).

The public and private sectors offer graduates employment through their in-house GTP to improve workplace skills in response to youth becoming employable or venturing into entrepreneurship (Kaburise, 2016: 48). The GTP provides graduates with technical skills, on-the-job training, leadership capabilities, business acumen, and interpersonal skills required from an experienced employee (Kaburise, 2016: 35). The GTP are valuable initiatives that address the skills gap between graduates and working skills, such as soft skills and communication (Kaburise, 2016:

38). GTP was established to allow graduates to gain workforce experience (SARB, 2020). The purpose of a GTP is to offer graduates the employability skills required to assist them in being part of the employment bundle or become sustainable entrepreneurs (NRF, 2017).

Graduates enter into GTP to obtain valuable work experience, which separates them from other graduates who also apply for employment; however, they are less advantaged due to little or no formal background work experience (Patel, 2019). The GTP provides graduates with a head start in career opportunities and development (Butterwick & Benjamin, 2016:79). The GTP initiatives enable graduates to develop their job profile to highlight them apart from those who have not undergone a GTP, irrespective of the expectations stated by the employer (SARB, 2020). The GTP enable graduates to acquire the appropriate skills, attributes, competencies, values, and career maturity that will allow them to be fit for employment (NRF, 2017). The youth who are more likely to start their career endeavours in satisfactory and stable employment have relevant qualifications and have undergone training (ILO, 2020). It is the employer's role to ensure that the graduates undertaking the GTP are developed to sustain their careers dependently or independently (SARB, 2020).

Therefore, the study analysed the effectiveness of GTPs in assisting graduates in participating in economic growth effectively and sustaining employment in a thriving industrial area, such as the Vaal-Triangle Area. The study analysed the factors influencing graduates success in becoming employable post the GTP. Factors such as the following; graduates qualification, number of months in a GTP, graduates experience of the GTP to enable employment, graduate managers/ supervisors experience, skills transfer to graduates, support and guidance from graduate managers/ supervisors to enable graduates to become employable, and the graduates employment status post the GTP were examined.

1.3 Problem statement

The weight of unemployment is strenuous amongst the South African youth, as they account for 64.4% of the overall number of unemployed persons (Stats SA, 2021). Youth unemployment is a critical social issue in South Africa (Stats SA, 2021). South Africa's employability level has steadily declined over the current decades (Stats SA, 2021). The youth unemployment rate in 2008 was 45%, in 2014, it was 51%, and in 2020 it was 56% (O'Neill, 2021), which illustrates a constant increase in the youth unemployment level. South Africa's unemployment rate among the youth is higher regardless of the education level, as the unemployed graduates rate account for 40.3% between the ages 15-24 and 15.5% between the ages 25-34 years (Stats SA, 2021).

Youth unemployment is a real structured character Cloete (2016). Oosthuizen (2021) defines structural unemployment term as the overall inability of an economy, even at its peak, to provide work for the potential workforce. The South African economy has improved since implementing the neo-liberal (globalism and free-trade policies) economic method; however, it didn't result in employment generation (Cloete, 2016). The lack of labour market outcomes for the South African youth is a fundamental social and economic challenge, threatening social cohesion and limiting the country from gaining the demographic dividend of its moderately young population (OECD, 2015). South African youth unemployment has become one of the most challenging socio-economic issues in South Africa, increasing per year (Stats SA, 2019). Crane (2019) states that one of the possible contributing elements to youth unemployment is that the youth lack soft skills to compete in the labour market. Cloete (2016) and Ngcaweni (2016) further elaborate that youth unemployment is caused by ineffective finding employment, lack of or mismatch of skills, and lack of experience.

Bonakele (2016) clarifies youth unemployment as follows; organisations seek experienced and skilled persons and regard the inexperienced and unskilled persons as a high-risk investment, and higher education cannot be substituted for experience and skills. An academic certificate cannot be used as a reliable indicator of competence. Graham and De Lannoy (2016) define youth unemployment as a social phenomenon affected by the educational systems and socio-political, and household and community dynamics on a micro-level.

The youth unemployment trail may be primarily clarified by the evolving nature of the work market and the mismatch within the educational system (Graham and De Lannoy, 2016). The workforce largely favours skilled workers and technology-led growth paths, resulting in higher productivity and wages (Crane, 2019). The youth with minimal skills and qualifications are left without employment (Graham and De Lannoy, 2016).

The OECD (2015) addresses the low labour market outcomes for young people to require staggering measures to increase job creation, improve employability through advanced education and training, support entrepreneurship, and enhance job quality and security. The trial of youth unemployment is a structural issue demanding massive policy investments, political will and time, which are all centred as a long-term solution (Graham and De Lannoy, 2016). The National Development Plan 2030 correctly aims to deflate the high youth unemployment rate and provide ample opportunities. These opportunities include investment in the quality and quantity of education, tackling educational inequalities, and closing the gap between education and work (OECD, 2015). Motivate and support entrepreneurship by investing in existing programmes and introducing training programmes (GCIS, 2021). Furthermore, OECD (2015) states that additional improvements and extensions to the current public works programme should be implemented.

The youth mentioned above unemployment analysis of South Africa indicates that the need to secure quality education and bridge the gap between education and work should be prioritised due to high unemployment (Butterwick & Benjamin, 2006:78).

There is numerous solution mentioned above on how to reduce youth unemployment. Among the solutions, training programmes are identified as solutions to close out the gap between graduates and the workforce. However, the effectiveness of the training programmes provided to graduates, has not been analysed to determine whether training programmes provide the relevant skills, experience and ultimately employment.

Therefore, the study focused on the more significant concern that education has been highlighted as the essential tool for youth unemployment (Stats SA, 2019). However, 40% of the graduated youth from higher education institutions are unemployed (Stats SA, 2021). One way to eliminate youth unemployment is by participating in a GTP, where graduates can have employable skills and experience (Butterwick & Benjamin, 2016:80). The study analysed the effectiveness of existing GTP in the Vaal Triangle Area, an industrial hub for public and private organisations. The study sought to analyse whether graduates who partake in GTP in the Vaal Triangle Area become employable post their GTP term and reduce the high youth graduate unemployment in South Africa.

1.4 Research objective

The main research objective of this study was to evaluate the effectiveness of GTP in curbing youth graduate unemployment within the Vaal-Triangle area.

The main research objective was divided into specific objectives as follows:

1. To analyse the managerial performance feedback on the graduate who underwent the GTP and evaluate whether the quality educational level allows graduates to be competent in their field of work.
2. To explore the skills the graduates gained during the GTP and analyse whether advanced graduates become employable.
3. To evaluate whether graduates occupied permanent roles after completing a GTP.

1.5 Research Question

1. Are the university certificates equipping graduates enough to become competent in the workplace?
2. What are the skills factors required to perform within a working environment effectively?

3. Does the relationship between a university certificate and work experience assist young graduates in becoming employable?

1.6 Importance and benefit of the proposed study

The study contributes to the body of academic knowledge available to improve the effectiveness of GTPs in alleviating youth graduate unemployment; refer to Chapter 5: 5.6 for recommendations on how to improve the effectiveness of GTP. This study focuses on overall youth unemployment, youth graduate unemployment and how GTPs effectively help youth graduate unemployment in an industrial area. GTPs allow graduates to gain on-the-job experience to better prepare them for the working environment. The GTP improves interpersonal skills, technical skills, and business acumen, making graduates employable within their respective GTP organisations or finding employment elsewhere post the GTP.

The study provides the private and public organisations in the Vaal Triangle Area with constructive feedback on how effective their GTPs are in influencing graduates across industries and functions to find employment. It is also beneficial for graduates to understand the importance of the GTP and its effects, such as acquiring the technical and interpersonal skills required to become employable in an industrial area.

Much has been written about unemployment in South Africa, particularly youth unemployment. Still, little has been published about youth graduate unemployment to explore ways in bridging the gap between their qualification and employment.

1.7 Definition of key terms

Youth unemployment: Young persons who are in search of work, however, cannot find employment (Stats SA, 2019). These young people are between 21 and 35 years old (Stats SA, 2019).

Youth graduate unemployment: Young persons who have acquired a higher education certificate to find employment, however, cannot find employment (Stats SA, 2019). These young people are between 21 and 35 years old (Stats SA, 2019).

Graduate Training Programme (GTP): A programme used to bridge the gap between the graduates and employers (Butterwick & Benjamin, 2016:40). The programme assists graduates with material and on-the-job training to become competent in the job market (Butterwick & Benjamin, 2016:40).

1.8 Scope of the study

The unit sample is geographically suited in the Free State and Gauteng provinces of South Africa (Google Maps, 2017). Figure 1-1 below depicts the Vaal-Triangle area where the study was conducted. The Vaal-Triangle area consists of three settlements; Sasolburg, Vanderbijlpark, and Vereeniging (De Bruyn, 2018:61) as depicted in figure 1-1. Vereeniging and Vanderbijlpark's two settlements form part of the Emfuleni Local Municipality in Gauteng, and Sasolburg includes the Metsimaholo Local Municipality in Free State. These two municipalities fall part in two provinces; however, they are merely separated by the Vaal River and states their economies composition very similar.

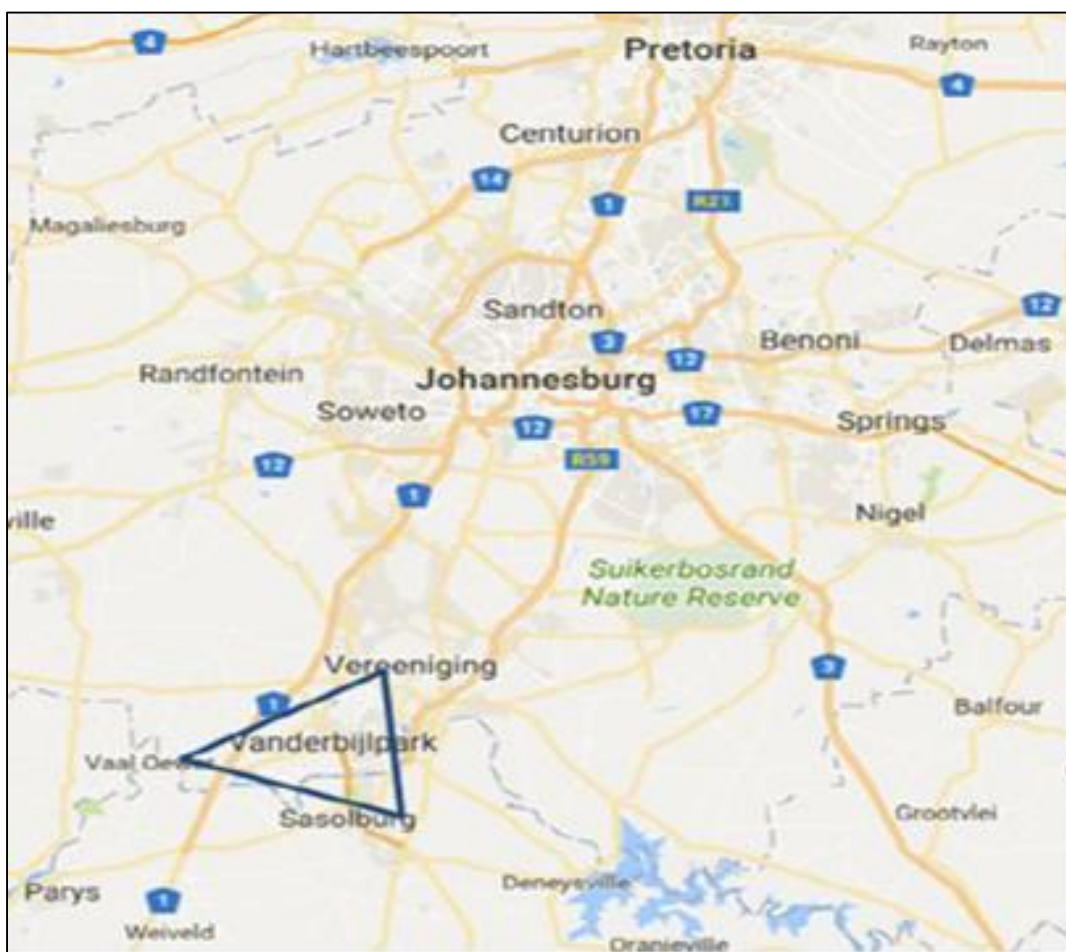


Figure 1-1: Geographical location of the Vaal-Triangle Area

[Source: Google Maps, 2017]

Furthermore, the Vaal Triangle area has since been known as one of South Africa's industrial hubs consisting of Samancor, ArcelorMittal, Cape Gate, and SASOL (Local Government Handbook, 2016). Therefore, this geographical area best suits the study for its healthy economic structure to successfully implement GTPs that enable graduates to become employable.

1.9 Research methodology

The purpose of the study was not to generalise the outcomes; however, it was to solicit a deeper understanding of the effectiveness of GTPs. Figure 1-2 below illustrates the process and steps that were undertaken to conduct the study successfully.

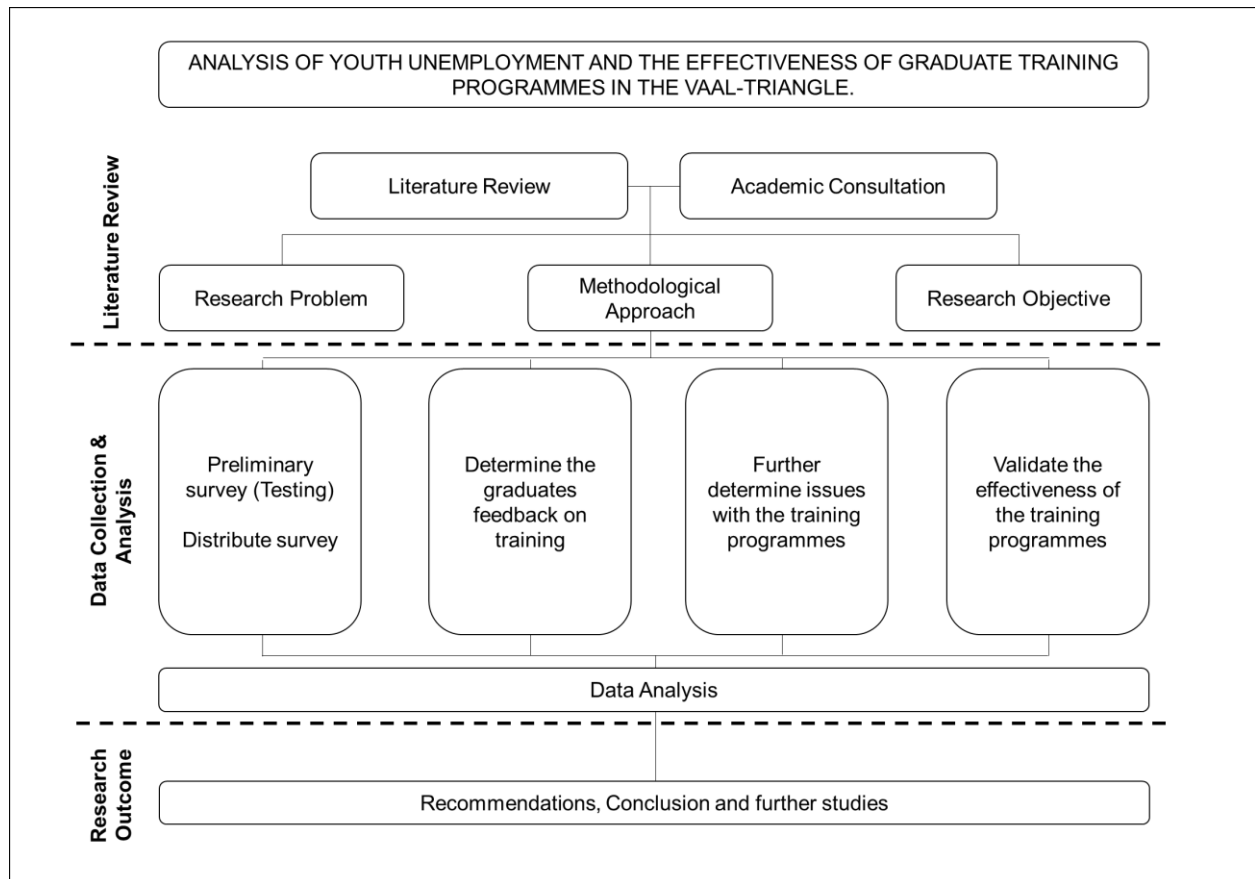


Figure 1-2: Research design: An analysis of youth graduate unemployment and the effectiveness of Graduate Training Programmes in the Vaal-Triangle Area.

[Source: Bryman and Bell, 2011:99-371]

Figure 1-2 illustrates the research design of the entire study. The study commenced with the literature review to gather a deep understanding of the research problem in its entirety and identify the research gap. This was in parallel with academic consultations with the research lectures and supervisor. The study followed the qualitative method and used an interview schedule to collect the relevant data. A preliminary interview schedule pilot run was conducted to ensure that appropriate data would be collected. After the initial interview schedule testing, the interview schedule was distributed to the relevant participants. The feedback from participants was collected, entered and stored in a secured Microsoft Excel Software for analysis, evaluation, recommendation purposes.

1.10 Assessing and demonstrating the quality and rigour of the proposed research design

The study followed a qualitative research method. An interview schedule was distributed to the participants; please refer to Chapter 3: 3.3 for the sample. The participants were requested to share their experience of the GTP; please refer to Annexure C for the questionnaire. Through the data collected from the participants, the researcher analysed the effectiveness of the GTP; please refer to Chapter 4.

1.11 Delimitations and Limitations

1.11.1 Delimitations

The study's delimitations were as follows; the analysis could not be generalised throughout South Africa, as the interview schedule was only conducted in the Vaal-Triangle Area. The interview schedule could only be completed by graduates of any academic discipline between the ages of 21 to 35 years, and have undergone a GTP between the years 2015 to 2020.

1.11.2 Limitations

The limitation was inflation which is the leading cause of the recession. Recession is the main cause of unemployment; however, it was not a significant variable for the study.

1.12 The layout of the study

The layout for the study was structured into five chapters as follows:

1.12.1 Chapter one: Nature and scope of the study

Chapter one provides an overview of the study. It's comprised of the introduction, background, problem statement, research objectives, research questions, importance and benefits of the study, definitions of the key terms, the scope of the study, research methodology, research design, delimitations and limitations and the layout of the study.

1.12.2 Chapter two: Literature review

Chapter two focused on the theoretical literature on unemployment in South Africa, youth unemployment, youth graduate unemployment, and Graduate Training Programmes.

1.12.3 Chapter three: Research methodology

Chapter three explained the methods and instruments used to collect the analytical approach followed.

1.12.4 Chapter four: Evaluation and findings

Chapter four unpacked the results obtained from the data and presented them in graphs and descriptions for each analysis.

1.12.5 Chapter five: Conclusion and recommendation.

Chapter five summarised the main findings of the data and provided recommendations in light of the main findings.

1.13 Chapter summary

Chapter one presented an overview of the overall study. The chapter also encompassed the study's background and introduction, including key terms such as youth unemployment, youth graduate unemployment, and GTP in South Africa. The chapter highlighted the growing problem of youth unemployment in South Africa and the challenges of securing employment. It also discussed the importance for the youth to attain job skills to become employable. The chapter further discussed how graduates could achieve job skills through GTP, which will empower them to be employable and ultimately reduce youth graduate unemployment.

The chapter also discussed the introduction, background, problem statement, research objectives, research questions, importance and benefits of the study, definitions of the key terms, the scope of the study, research methodology, research design, delimitations and limitations and the layout of the study. Chapter two presents the literature review.

CHAPTER 2 LITERATURE REVIEW

2.1 Introduction

The second chapter focused on the main concepts of the study's theoretical literature, such as literature on unemployment in South Africa, youth unemployment in South Africa, youth graduate unemployment in South Africa, and Graduate Training Programmes.

Furthermore, the theoretical literature focused on other similar studies that analysed identical terms such as this study. This discussion aimed to determine the uniqueness of this study from existing studies from an international, continental, and local perspective. The collection of the theoretical literature was based on the relevance to the topic of the study.

2.2 Unemployment in South Africa

Unemployment is explained as an individual of working age, willing and able to work; however, unable to find a paid job (Akindola, 2017). Unemployment is when a person actively looking for work, cannot find employment (ILO, 2020). Unemployment is used as a measuring indicator to determine an economy's health (ILO, 2020). Previous studies also widely understood that unemployment has a considerable effect on economic growth and development (Oosthuizen, 2021).

Unemployment is a global challenge (WBG, 2018) and also argued that it poses a threat to human dignity (ILO, 2020). Unemployment in South Africa has an undeniable structural character (Cloete, 2016). Structural unemployment is defined as the inability of an economy to create employment for the aggregate labour force (WBG, 2018), even so at the peak of the economic cycle (Stats SA, 2018). Structural unemployment is the toughest to address, and a previous study references it as one of four poverty traps to inherent a socio-economic situation (Cloete, 2016).

The Industrial Development Corporation (2017) states that the South African economy cannot develop more new job opportunities within an adequate period, which can reduce unemployment. South Africa faces a massive unemployment crisis and an unequal employment system (McLaren, 2017). The COVID-19 pandemic has deteriorated the unemployment crisis and exacerbated the weak and poor (IEJ, 2021). Figure 2-1 illustrates South African unemployment rates per province by gender for 2020. There is a clear indication that unemployment rates increased across all regions post the South African lockdown due to COVID-19.

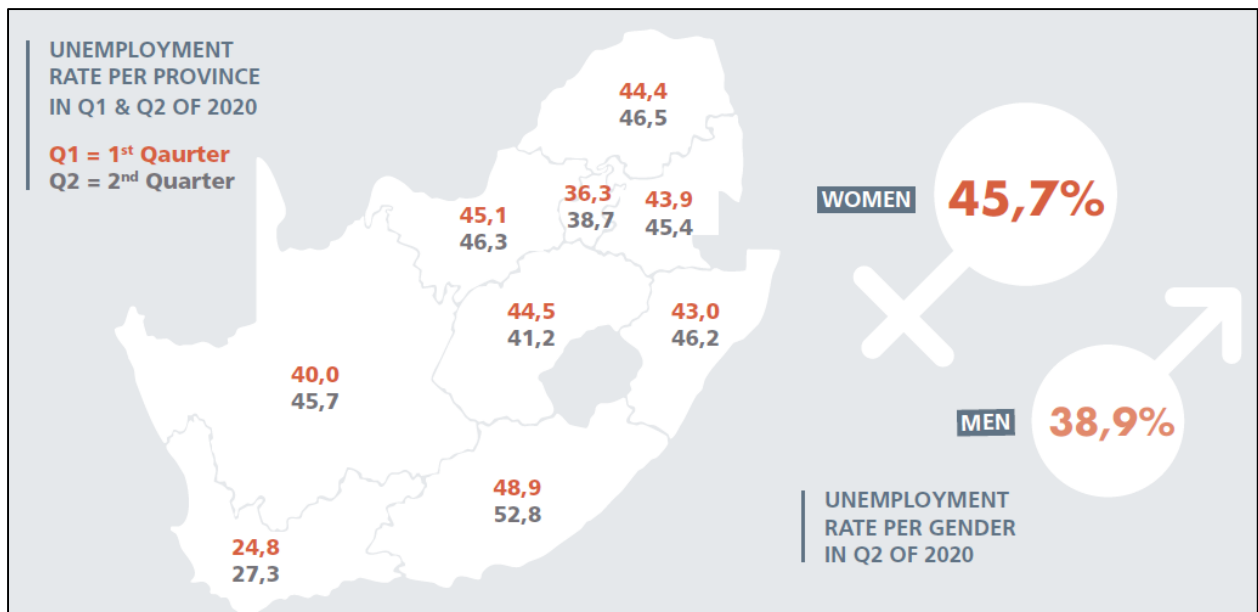


Figure 2-1: South African unemployment rate per province

[Source: IEJ, 2020]

South Africa's state of unemployment is further debated that employment has decreased due to the high demand for skilled labours, which lowered the demand for unskilled labours, intending to improve the international competitive market (Du Plessis & Smith, 2018).

The drive to stay relevant and updated with international standards has lessened the opportunities for youth and unskilled individuals to participate in the economy (Cloete, 2016). In contrast, incompetent individuals struggle to find employment; the unemployment rate among educated (skilled) individuals increases, particularly the graduates (Cloete, 2016). Figure 2-2 below illustrates that South Africa's unemployment rate among the youth is relatively higher irrespective of the educational level (Stats SA, 2019).

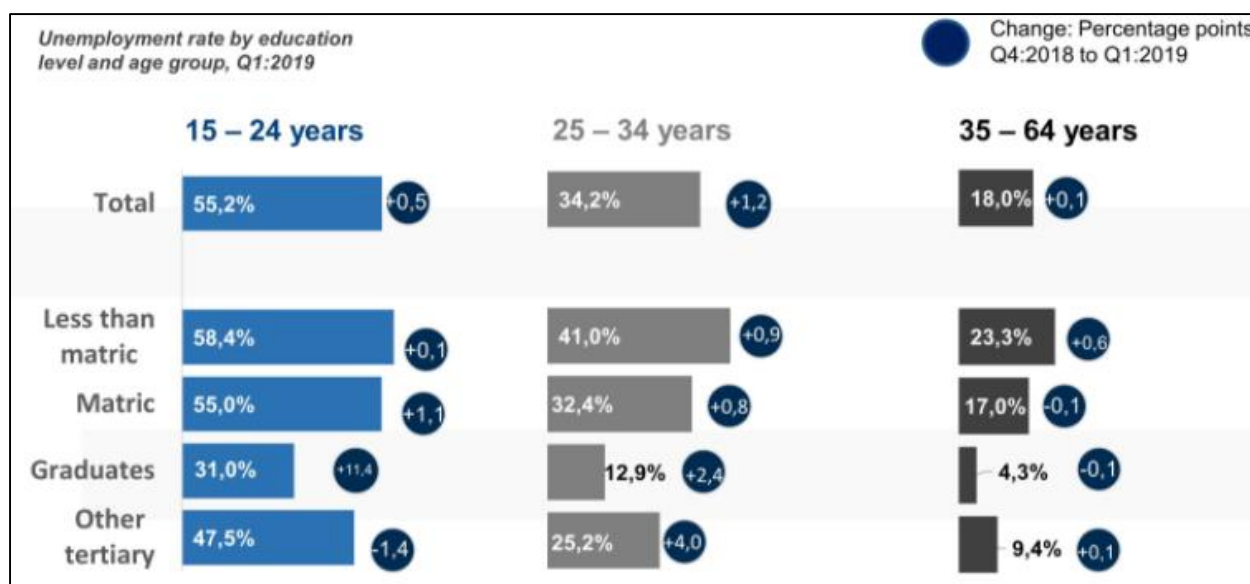


Figure 2-2: Unemployment rate by education level and age group, Q1:2019.

[Source: Stats SA, 2019.]

Youth unemployment in South Africa is a challenge, irrespective of the educational level (Stats SA, 2019). Specifically, the youth unemployed graduates are challenged to transition from school to work (Coetzee & Esterhuizen, 2018). The acquisition of a university degree supports the reduction of youth unemployment (Oosthuizen 2021); however, an alarming 33% of youth unemployment constitutes graduates (Stats SA, 2019). Perhaps providing on-the-job training and career guidance may be required for the youth unemployed graduates to curb the high unemployment rate (Coetzee & Esterhuizen, 2018).

2.3 Youth unemployment in South Africa

Youth unemployment, predominantly in the 15 to 24-year age group, remains the critical trial for transforming the South African labour market (Stats SA, 2021). The ILO (2013) stated that the global economies face a worsening youth unemployment crisis, measuring that the youth are three times more likely to be jobless than the adults. The international youth unemployment rate is 13% (Decada De Accion, 2018). South Africa describes the youth as individuals aged between 15 and 34 (Stats SA, 2021). The youth unemployment rate in South Africa is 59.5% of the aggregated number of unemployed individuals (Stats SA, 2021). Figure 2-3 below illustrates South Africa's unemployment records by age group. The people aged 15-24 years and 25-34 years are the highest contributors to unemployment (Stats SA, 2021).

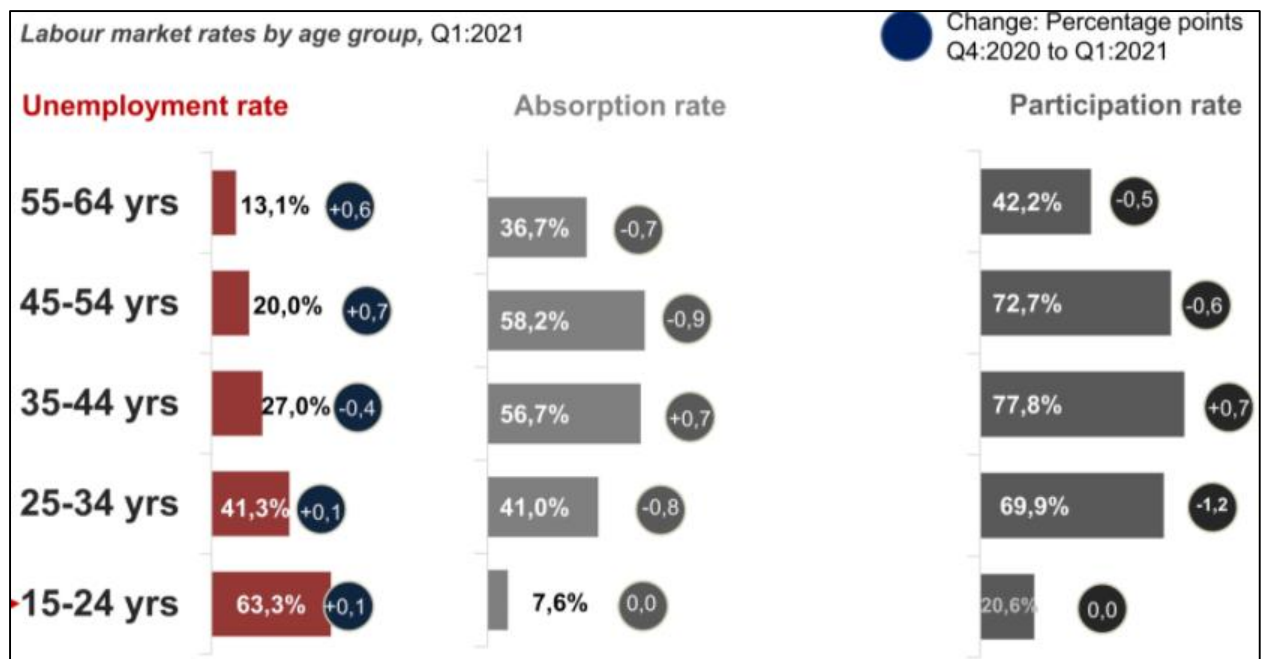


Figure 2-3: Labour market rates by age group, Q1:2021

Source: Stats SA, 2021.

Youth unemployment ranges in different parts of the country's population unequally (Mabaso, 2016). There are numerous reasons for youth unemployment in South Africa, such as population growth, incorrect ways of job searching, little to no career guidance (Cloete, 2016). Youth unemployment may be caused by different features such as the total demand of labour, size of the unemployment youth, youth wages, work search expenses, lack of experience and skills, imperfect information from the labour market (Mlatsheni & Rospabe, 2017).

Mabaso (2016) states that the results of youth unemployment are mainly because of the youth that fails to obtain the applicable skills and experience to participate in the labour market. Mabaso (2016) further adds that the South African youth are highly deprived when trying to enter the labour market, and this issue has worsened over the previous decade. The request for labour in South Africa is low due to employers moving towards capital intensive resources and more skilled labours, which raises the entry-level competition of an economy (Mabaso, 2016).

The financial crisis of an economy leads to increased cost of labour, which then leads to a decrease in available work opportunities as employers may find it uncertain about capitalising on individuals with no experience and skills (Butterwick & Benjamin, 2016:40). The capitalisation to train the unskilled youth is a risk for employers as this may reduce productivity and profit (Butterwick & Benjamin, 2016:40). About 40.3% of the youth have obtained higher education, whilst two-thirds have not entered the labour market before (Stats SA, 2021). The majority of the

youth in South Africa have fewer qualifications or no qualifications resulting from an early exit from primary education and the low quality

Work search costs are also known as high youth unemployment (Rankin, 2016). There are geographical challenges between the unemployed youth and employment opportunities (Mabaso, 2016). High data rates are involved, as most employment opportunities are now available online. The cost component discourages the unemployed youth from participating in a work application. There is a high rate of disadvantaged unemployed youth from low to no income households (Stats SA, 2020). The youth have become discouraged from contributing to the labour market (Stats SA, 2021).

High youth unemployment is associated with social issues such as violence, crime, politics, academic problems within an economy (Allen *et al.*, 1986:11). There are also high chances of contracting HIV/AIDS among unemployed youth (Mabaso, 2016). Therefore, the public sector must intervene and help decrease the high youth unemployment rate. The government should initiate improved quality education that can be developed and applied in parallel with the policies to lessen the high drop-out rate (Mabaso, 2016). The government should create policies that encourage the numeracy and literacy rate in South Africa, inspiring youth to accomplish higher certificates at higher education institutions (Tarin, 2016). Furthermore, it is encouraged that the government develop short- and long-term strategies to improve skills development and training (Tarin, 2016) and assess policies to certify that their preferred outcomes on work creation and impact in curbing youth unemployment.

There are government policy interventions that support active individuals searching for work and finding employment (Rakabe, 2016). These youth policies have been introduced to subsidize the youth, search subsidy, work fund, the National Youth Development Agency (NYDA), the Unemployment Insurance Fund (UIF), The Expanded Public Works Programme (EPWP), and fiscal and macroeconomic policies designed to enhance employment and develop and promote the necessary capital in youth unemployment.

The NYDA, UIF, EPWP are other forms of measures that ALMPs take to provide leadership and training programmes that empower and develop the skills of the unemployed youth (Mabaso, 2016). These youth programmes work towards establishing public sector employment that aims to generate over 2 million work opportunities by 2020 through development and economic growth (RSA, 2016:155). The private sector is also opening opportunities for young people such as graduate programmes, internships, mentoring programmes that enable the youth with skills and training to participate in the world of work (Rababe, 2016).

The youth unemployed subsidy was initially introduced in 2012, created to run through the Pay as You Earn programme (RSA, 2016:188). The support is designed for less experienced and skilled youth between the ages of 18-29 years old who are earning wages or salaries below the personal income tax bracket (RSA, 2016:190). The youth subsidy measures were designed to help reduce the number of discouraged youth who suffer the cost of searching for work (OECD, 2017). The youth subsidy was developed to encourage the youth to search for employment to avoid suffering a loss of diminished confidence and human capital (OECD, 2017). The youth subsidy aims to assist the less skilled and experienced to gain access into the formal labour sector and simultaneously better their chances of employment in the long run (Van Broekhuizen, 2016).

However, there are uncertainties concerning the subsidy which Botes (2016) stated that the support has great administrative and sustainability expenses, which were indirectly a tax burden to South African taxpayers. Therefore, the subsidy was assumed to be a wasteful expenditure for the government, which could be more helpful at improving the health facilities and programmes or improve the school systems, and increase social grants in the fight to reduce poverty in South Africa (Rababe, 2016).

The above signals some of the detailed measures that the South African government needs to introduce to guarantee employment (Nayali, 2016). These duties demand that workers' rights be protected while at work and entail the government implementing instant rescue measures and macro-economic policy frameworks to confront South Africa's unemployment crisis (Van Broekhuizen, 2016).

2.4 Youth graduate unemployment

Over the previous twenty years, the quantity of youth actively engaged in the job market was either working or searching for work, having declined 9,3% (ILO, 2020). The ILO (2020) further elaborates that this has been partly driven by the youth remaining longer in the education system. Staying longer in the education system may also result from not finding employment.

The main motivator for students of any age to access higher education is to increase their chances to enter the working environment and increase the possibility of succeeding in their career trajectories (Archer & Chetty, 2011., McCune *et al.*, 2016). Universities are pressured to produce well-rounded graduates that will meet the needs of the labour market.

Young people ingoing the labour market for the first time are confronted with many challenges, including dealing with unemployment after qualifying or, upon discovery of employment, coping with the transition from student to an employee, and amending to new working environments and steering the many global career challenges of the 21st century (Nayali, 2016). Challenges include

developing a career in a world with limited employment opportunities and contracted job security, the increasing fast-paced technology advancements and increasing personal responsibility for continuous up-skilling, employability and enduring learning (Nayali, 2016).

South African's higher-education institutions annually award many graduates to enter the job market (Den Ouden, 2019:10). Higher Education and Training (2017) states that approximately 191 524 learners graduate from higher education institutions every year in South Africa. University courses and modules cover a wide range of skills and knowledge across different learning disciplines during undergraduate and postgraduate (Senay, 2015). However, some critical career success determinants are still recognised as lacking in graduates technical and interpersonal skills pool when entering the workplace (Butler, 2012).

Although university courses provide a significant amount of higher grade knowledge and functional skills, graduates still require interpersonal and essential skills to enter and survive in the job market (Den Ouden, 2019: 10). The career success determinants include interpersonal skills, communication skills, technical skills, critical thinking and emotional stability (Blom & Saeki, 2011). The skills which graduates require to close out part of the unemployment rate can only be learned through on the job experience, are but not limited to the following; communication and interpersonal skills, problem-solving and decision making, forward-thinking, analytical skills, ability to work in a team, business acumen, negotiation skills, people management skills, leadership skills, strategic thinking skills, ethical behaviour, compliance and integrity, and conceptual thinking (Den Ouden, 2019: 10). With the high youth unemployment rate in South Africa, skills training and development programmes are implemented to curb youth unemployment (Den Ouden, 2019: 10). A significant number of South African graduates are among the unemployed youth. To alleviate graduates from the unemployment group, GTPs are offered to graduates as an opportunity to improve their skillsets and become more noticeable in the job market (Butler, 2012).

The young people's marginalisation is predominantly established in the high South African youth unemployment rate of 55,2% (Stats SA, 2019). Given the job-scarce nation of South Africa, joining and taking part in the world of work is particularly challenging for the youth (National Youth Policy, 2015.). Youth unemployment is a complicated matter of concern. It yields distressing effects on the economic well-being, social barring, crime, misery, and erosion of human capital and social unpredictability of those affected by it (Gyeke & Kyei, 2011). These issues also affect unemployed graduates who are likely to become exposed to crime, potential harm, and other anarchies (Kgothane, 2018). Brooks, *et al.*, (2014) states that prolonged unemployment during youth may affect physical and mental health, which are likely linked to depression, stress, and illness later in life.

Consequently, the youth are the essential human resource for the growth and development of an economy (National Youth Policy, 2015). They are the significant agents in expanding the economy, improving and resolving socio-economic issues, and innovating technologies. Their ideas and energy are essential for continuous growth and development in our societies (National Youth Policy, 2015). With a lack of decent jobs for the youth, obtaining a university alone does not solve youth unemployment (ILO, 2020; Symington, 2012).

The lead causes of graduate unemployment are the disparity between the nature of jobs, soft skills, and the young peoples' expectations (Litao & Yanjie, 2010). Blaauw *et al.* (2015) state that South African graduate unemployment is related to the education system's weakness, wrong choice of field, lack of quality in the secondary and tertiary education, lack of experience and soft skills, and high expectations. The mass enrolment of students in universities happening faster in a short period, without the labour market expanding at the same pace (Litao & Yanjie, 2010). Significantly, university curricula are of good standard and quality (ILO, 2020) to enable graduates to successfully participate in the working world. This will advance the school to create transitions for the youth and graduates (ILO, 2020). The quality of education in higher education institutions has been affected by the quantity, where universities decreased their entry requirements (Litao & Yanjie, 2010).

Yamada (2011) states that the changeover from education to employment results from many university graduates not meeting the high principles and competencies applicable in the labour market. The lack of experience, work readiness and employability skills have been indicated numerous as the core cause of graduate unemployment. Graduates do not have expertise in team-building skills, communication skills and, management skills due to a lack or no internship experience and training (Pheko & Molefhe, 2016). Policies and initiatives are developed to bridge this gap between graduates and employment (Pheko & Molefhe, 2016).

Hamilton *et al.* (2015:29) state that it is the graduates responsibility to develop their basic and practical skills in order to access employment. This, in turn, increases the chances of graduates remaining unemployed, as a business will doubtful employ graduates who are not careered mature or lack competencies required to deliver according to the average job market. This is where GTP breaks the in-balance between graduates and employers.

Vinichenko *et al.* (2016:24) emphasised that graduates come across challenges from recruitment staff strict employment criteria, where graduates undergo a rigorous selection process testing their experience for the workplace. Graduates come across the challenge of employers who are unwilling to invest money and time to develop and improve graduates. Employers are likely to employ graduates who already have the relevant competencies and experience required

The GTP initiatives will enable graduates to develop their job profile to highlight them apart from those who have not undergone a GTP, irrespective of the expectations stated by the employer. The GTP enables graduates to acquire the appropriate skills, attributes, competencies, values, and career maturity that will enable them to be fit for employment. The youth who are more likely to start their career endeavours in satisfactory and stable employment have relevant qualifications and have undergone training (ILO, 2020). It is the employer's role to ensure that the graduates undertaking the GTP are developed to add value in following their future career goals and plans (ILO, 2020).

2.5 Graduate Training Programmes

Employability skills and development are the fundamental key contributors to employability (Thirunavukarasu & Chandrasekaran, 2020). Therefore, GTP allows graduates to attain employability skills through on the job training (Sanders, 2020).

Temporary work, internships, work experience, and placement internships are intended to provide graduates with formal training to become employable (Thirunavukarasu & Chandrasekaran, 2020). Graduate training initiatives are established to bridge the way graduates access the working environment (Sanders, 2020). The graduate internship help ease graduates entry into the labour force and provides them with the necessary skills to become part of a larger organisation (Maio, 2020).

The graduate training initiatives work as a substantial aid in transitioning graduates from students into the work environment (Finch, 2016). Practical opportunities are provided to graduates to enhance their employability skills (Tymon, 2018). The skills attained will set a positive curriculum towards employment (Thirunavukarasu & Chandrasekaran, 2020)

There are different types of graduate training initiatives in all sectors, such as banking, insurance, transport and logistics, mining, technology, manufacturing, oil and gas, energy, water and sanitation, the public sector, etc. (Maio, 2020). Some graduate training initiatives expose graduates to several different organisation functions (Thirunavukarasu & Chandrasekaran, 2020).

Graduate training initiatives are helpful in developing graduates to become employable by equipping them with the necessary skills such as communication, leadership, technical, problem solving, and teamwork which can be utilised beyond the GTP experience (Sanders, 2020).

The experience gained from participating in a graduate training programme is that graduates can apply their education and explore a career, gain experience and increase their marketability, gain

professionalism in the workplace, learn from others, and identify what interests them (Maio, 2020). Graduate training initiatives tend to last one or two years (Tymon, 2018).

2.6 The theoretical literature on other similar studies

A similar study was conducted by Thirunavukarasu and Chandrasekaran, (2020) that assessed the perceptions of graduate employability in Australia. The assessment focused on graduates from an engineering curriculum and their expectations and overall perception of graduate employability (Thirunavukarasu & Chandrasekaran, 2020). Thirunavukarasu & Chandrasekaran, (2020) highlighted the gaps between the graduates academic knowledge and graduate employability. Thirunavukarasu & Chandrasekaran, (2020) further assessed the gap which graduates lack in understanding the opportunity and requirements of a GTP.

Another similar study was conducted by Edeme, (2019) that assessed the role of youth entrepreneurship and the support programmes in creating capacity in Nigeria. The study focused on youth unemployment in Nigeria, and how two remarkably different initiatives demonstrate partnership in driving a system for improving competencies to youth workers and relevant capacities to youth services (Edeme, 2019).

Chetty and Archer (2011) conducted a similar study in South Africa, assessing the graduate employability of the University of South Africa. The study evaluated students who graduated in 2009 from the University of South Africa (Chetty & Archer, 2011). The study aimed to explore the suitability and relevance of the qualifications attained for employment from the perspective of the graduates (Chetty & Archer, 2011).

The aforementioned similar studies were adopted to assess the uniqueness and relevance of this study. There are similar concepts from the studies mentioned above. However, this study analysed the effectiveness of GTPs within a thriving industrial area. All participants of the GTP, such as the graduates and graduate managers/ supervisors, were included to express their experience and perception of the GTP. This study was not exclusive of any qualification or university.

2.7 Chapter summary

Chapter two provided the literature review on unemployment in South Africa, youth unemployment in South Africa, youth graduate unemployment in South Africa, and Graduate Training Programmes. This included descriptions and statistics of unemployment and youth unemployment, youth graduate unemployment, and their effects. The literature review also included the description of GTP and the purpose thereof.

Furthermore, the theoretical literature focused on other similar studies which analysed similar terms such as youth unemployment, training programmes to combat youth unemployment, youth graduate unemployment. The three studies identified were international, continental, and local studies. After discussing the three studies, it was clear that this study is unique and relevant to help curb youth graduate unemployment in South Africa. Chapter three presents the research methodology.

CHAPTER 3 RESEARCH METHODOLOGY

3.1 Introduction

Chapter three focused on the tools used to test the research study and the participants involved in the study. The processes for data collection, management, and analysis are presented below.

3.2 Research design

The study followed a qualitative method, used an interview schedule to collect the relevant data from participants. The feedback from participants was collected, entered and stored in a secured Microsoft Excel Software for analysis, evaluation, recommendation purposes.

3.3 Sampling

The study was conducted to analyse the effectiveness of GTPs across industries and sectors in the Vaal-Triangle Area.

Table 3-1: Detailed sample determinants

Sample determinants for the study	The reasons for the selected sample determinants
Participants must have graduated (in any academic discipline) between the years 2015 – 2020	The study only analysed individuals who've completed their studies and graduated between 2015 -2020.
Participants should be older than 21 but younger than 35 years.	The study analysed the youth.
Both male and female individuals could participate in the interview schedule.	Youth unemployment in South Africa includes both genders (Stats SA, 2019).
Participants must have undergone a GTP.	The interview schedule was completed by individuals who have undergone a GTP. The study analysed their experience and outcomes of the GTP.

GTP experience could be from any industry (i.e. FMCG, Transport & Logistics, Banking and Financial Institutions, Water & Sanitation, etc.) and in any sector (Private, Public, and Private Public Partnership).	The study did not limit the area of profession and sector in which the graduates underwent their GTP.
The total sample size for the study was 50 participants from both the private and public sectors.	<p><u>Private Sector</u></p> <p><i>AECI:</i> 7 Graduates and 3 Graduate managers/ supervisors</p> <p><i>ESKOM:</i> 7 Graduates and 3 Graduate managers/ supervisors</p> <p><i>SASOL:</i> 7 Graduates and 3 Graduate managers/ supervisors</p> <p><u>Public Sector</u></p> <p><i>Emfuleni Local Municipality:</i> 7 Graduates and 3 Graduate managers/ supervisors</p> <p><i>Metsimaholo Local Municipality:</i> 7 Graduates and 3 Graduate managers/ supervisors</p>

The sample size for the study was 50 participants, which included 35 young people who have undergone the GTP in the public and private sector and 15 managerial level individuals in the public and private sector. The sample was collected in the two settlements Vereeniging and Vanderbijlpark that form part of Emfuleni Local Municipality in Gauteng, and Sasolburg that forms part of Metsimaholo Local Municipality in Free State. The participants were both from the private and public sectors.

The interview schedule was distributed to the following organisations listed below:

- Private sector: AECL, ESKOM, and SASOL.
- Public sector: Emfuleni Local Municipality and Metsimaholo Local Municipality.

Please note that the completion of the interview schedule was voluntary. Refer to Annexure C for the interview schedule.

3.4 Informed consent form

All participants were requested to sign the informed consent form before completing the interview schedule. The informed consent form ensured that participation was voluntary, reassured participants that the data would be held in confidence and only used for the study's sole purpose, and that all participants had the right to withdraw from participating at any time during the study. The informed consent form was attached to the interview schedule as a cover page. Refer to Annexure A, the informed consent form.

3.5 Data collection

The primary data collection for the study was through an interview schedule. The interview schedule was self-developed by the researcher to determine the effectiveness of the GTP in Vaal Triangle Area. The candidates who have agreed to support the researcher in distributing the interview schedule were all Managers in their designated professions. They all had contacted graduates/ interns who have undergone the GTP within their respective organisations. Furthermore, the candidates are colleagues with the managers/ supervisors who manage GTP and graduates.

Table 3-2 below discusses the roles of each candidate who supported the researcher in distributing the interview schedules to both the graduates and graduates managers/ supervisors.

Table 3-2: Information of the candidates who distributed the interview schedules on behalf of the researcher.

Name and surname	Role
AECI	Business Development Manager
ESKOM	Senior Engineer
SASOL	Manager: Internal Auditing
Emfuleni Local Municipality	Senior Manager: Economic and Development
Metsimaholo Local Municipality.	Manager: Finance and Accounting

3.6 COVID-19 Protocol

Due to COVID-19 restrictions (Department of Co-operative Governance, 2021:3), the data collection process, i.e. the survey distribution, completion and collection, was conducted electronically. No physical interaction was permitted during the study's distribution completion and collection stages.

3.7 Ethical considerations

The study was conducted ethically and responsibly, which was ensured by the ethical process which the researcher underwent. The process required the researcher to prepare the research proposal, interview schedule, and consent form that were presented to the Economics and Management Science Research Ethics Committee for ethics clearance. The researcher has obtained the ethical clearance to conduct the study and signed the North-West University code of conduct for researchers. Refer to Annexure B for the ethics certificate.

3.8 Data analysis

The main goal of data analyses was to make sense of the gathered data information. The qualitative method was used to analyse the data was analysed. The software used to capture and analyse the data from the interview schedule was the Microsoft Office Excel Software. This software was used to interpret the data findings through the use of figures developed by the software. The Microsoft Office Excel Software spreadsheets was password protected.

3.9 Chapter summary

Chapter three presented the research design, targeted sampling size, informed consent form, data collection, COVID-19 protocol, ethical considerations, and the data analysis. The Vaal Triangle Area was briefly described as the research setting for the study. The targeted sampling size was also discussed in detail. The ethical considerations applied for the study included the informed consent form that discusses the confidentiality of the data collected, and the COVID-19 protocols have all been addressed in this chapter. Chapter four presents the results and analysis of the data collected.

CHAPTER 4 EVALUATIONS OF THE FINDINGS AND LESSONS LEARNED

4.1 Introduction

Chapter four focused on the evaluation and findings of the data collected. The data was collected through an interview schedule (Annexure C).

4.2 A brief overview of the data

The evaluation and findings were of two parts; the first part of this section presented the graduates feedback, and the second part presented the graduate managers/ supervisors feedback. All evaluations and findings analysed form part of the data collected through the use of the interview schedules distributed to the relevant participants.

4.3 Data analysis of the completed interview schedule for graduates

The requirements to complete the interview schedule for graduates were as follows; the graduate must have graduated in any academic discipline, taken part in a graduate training programme between the years 2015-2020, and must be between the ages of 21years-35years.

4.3.1 Demographics of participants

All the data was collected from AECL, ESKOM, SASOL, Metsimaholo Local Municipality, and Emfuleni Local Municipality. The table below illustrates the 35 graduates who participated in the interview schedule by qualification.

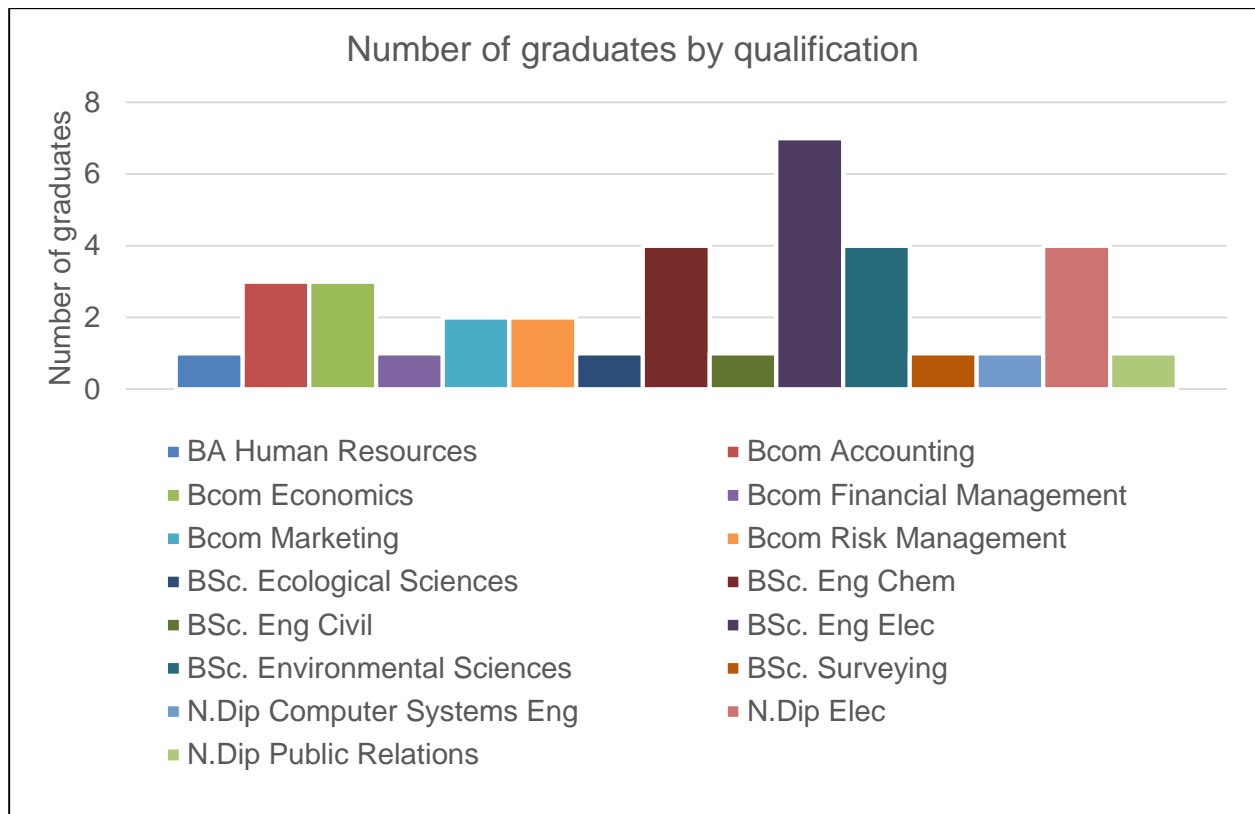


Figure 4-1: Number of graduates by qualification

The majority of the participants were from the faculty of BSc. Engineering Electrical, followed by graduates in BSc. Engineering Chemical, Bcom Economics, and Bcom Accounting. Figure 4-1 are not surprising as the Vaal Triangle Area is an industrial area that requires technical expertise to enter into its working market.

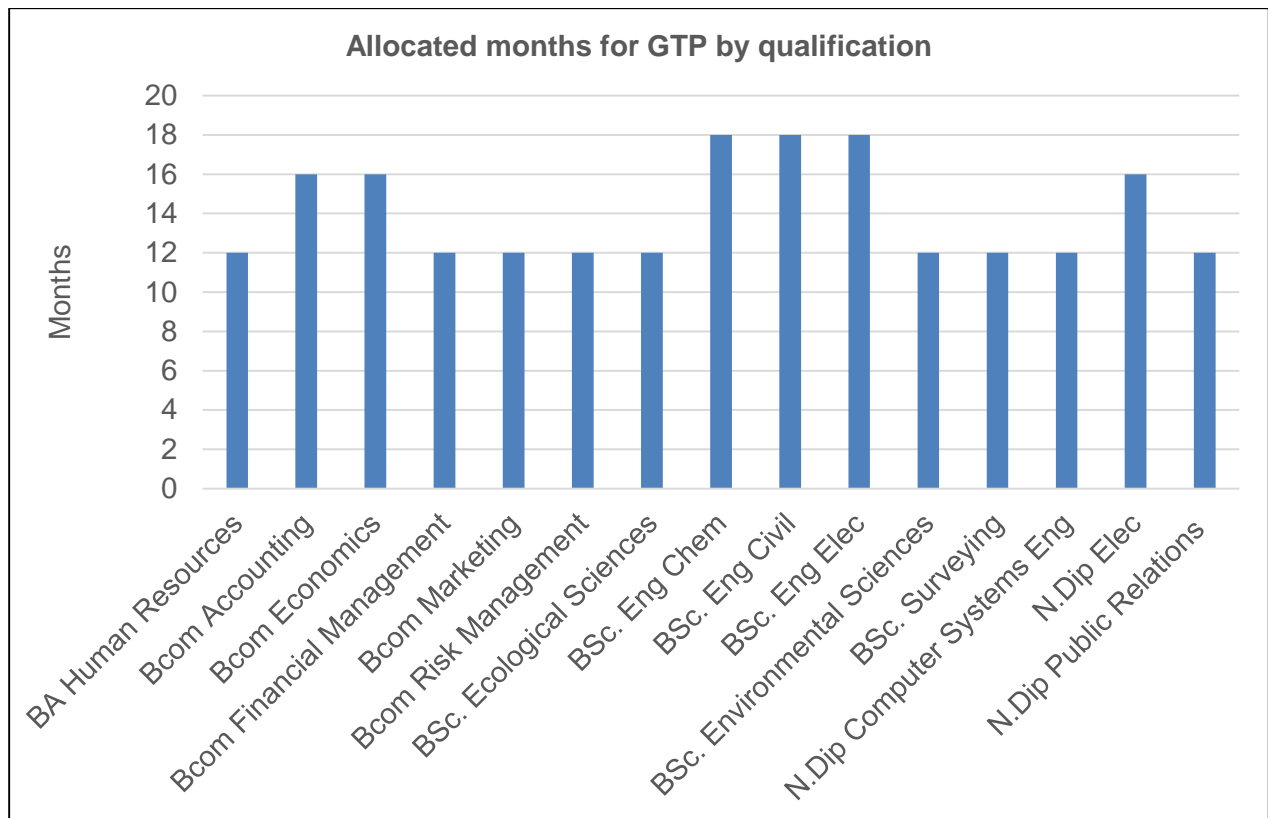


Figure 4-2: Allocated months for GTP by qualification

Figure 4-2 above demonstrates that the more technical qualifications were allocated more months than those not. The commerce (accounting) qualifications were also allocated more months than those of operations-driven.

4.3.2 The graduates perspective of the GTP

Figure 4-3 below illustrates the effectiveness of the GTP due to the relatability of the graduates qualifications and the employers work experience. The analysis clearly indicated that most GTP in the Vaal Triangle Area open opportunities to graduates with technically competent qualifications, which equip graduates to specialise in a specific discipline.

The second element of the study focused on the graduates capability to apply their qualifications in successfully delivering their tasks. The rating was partially low, and this may have been a combination of limited practical skills such as communication skills, creativity, problem-solving, organisation and time management.

Graduates were also tested on their level of transition from school into the workplace, where unfamiliar tasks and responsibilities were assigned to graduates. The deficient rating illustrates graduates lack of resources when initially entering the working environment. There was a clear

indication that most graduates weren't adoptable and comfortable undertaking unfamiliar tasks, which may be due to their employable skills or confidence.



Figure 4-3: Undergraduate qualification and competency

The following figures below were driven by figure 4-3 to unpack the effectiveness of GTP in more detail.



Figure 4-4: Qualification was related to experience, which enabled critical skills for employability

Figure 4-4 above illustrates the effectiveness of GTP to enable graduates to improve fundamental skills in their designated academic discipline. The majority of the graduates provided higher ratings towards GTPs that provided opportunities for their qualifications. Furthermore, the ratings indicated that the graduates were generally enabled to improve their problem-solving skills, and not so much on their communication and interpersonal skills. These skills were discussed in chapter two of the study as fundamental skills for all graduates to gain during their term of the GTP.

Figure 4-5 illustrates the measuring points that determine the graduates reasoning to efficiently and effectively deliver their work.

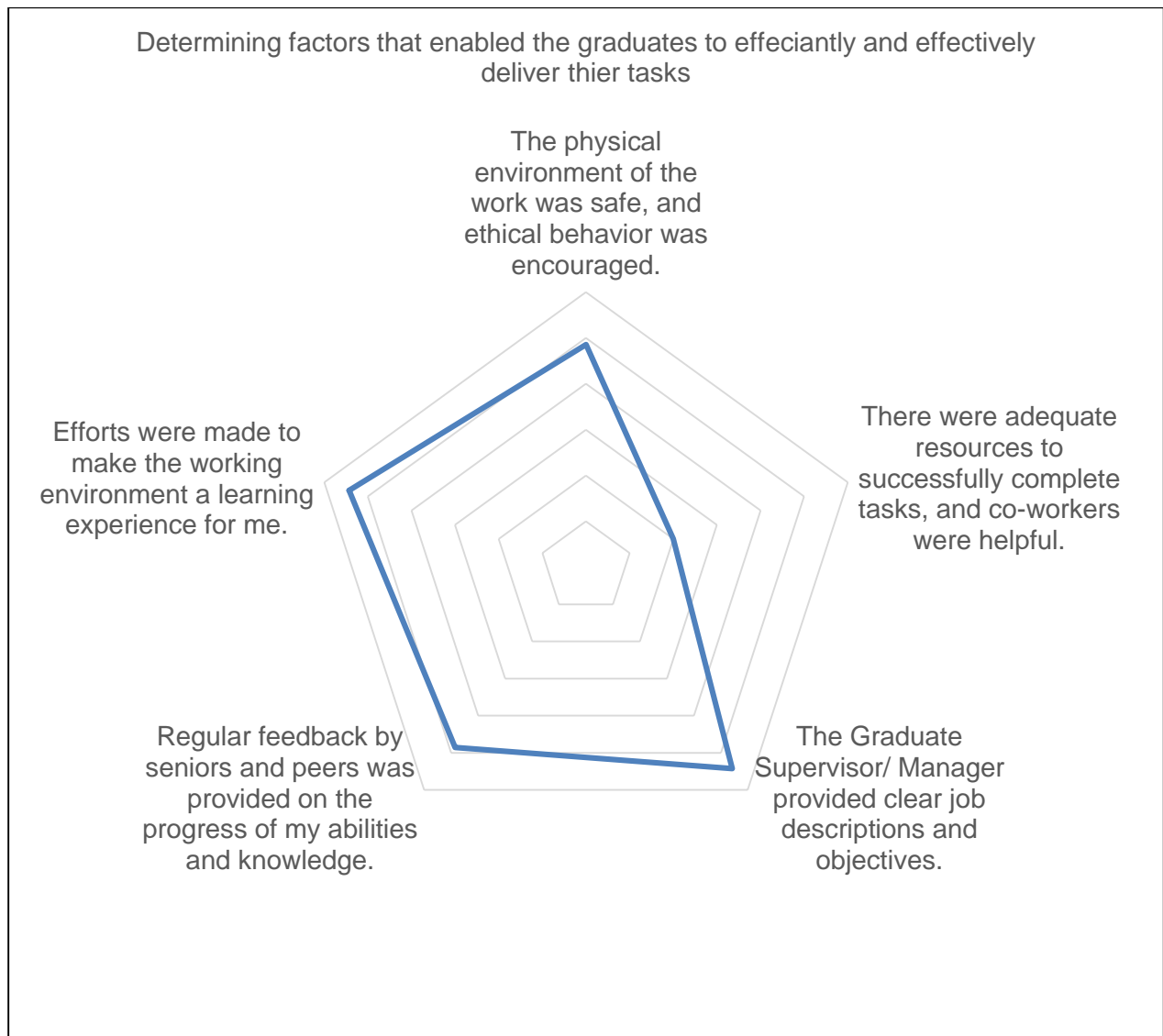


Figure 4-5: Determining factors that enabled the graduates to efficiently and effectively deliver their tasks

Most of the graduates rated the managers allocated to them with a higher score as they provided clear job descriptions and objectives. The physical working environment also played a significant impact in driving the effectiveness of the GTP for graduates. The graduates provided a higher rating for GTPs with a learning, safe, and ethical environment. This scoring indicates that graduates can perform effectively and efficiently in environments that encourage them to do better. It was rather unfortunate that the graduates weren't satisfied with the available resources to support them in accomplishing tasks, including co-workers who took little interest in equipping graduates during their GTP.

Figure 4-6 below illustrates the graduates ability to be flexible and agile in a new uncomfortable environment and apply resources available to complete tasks.

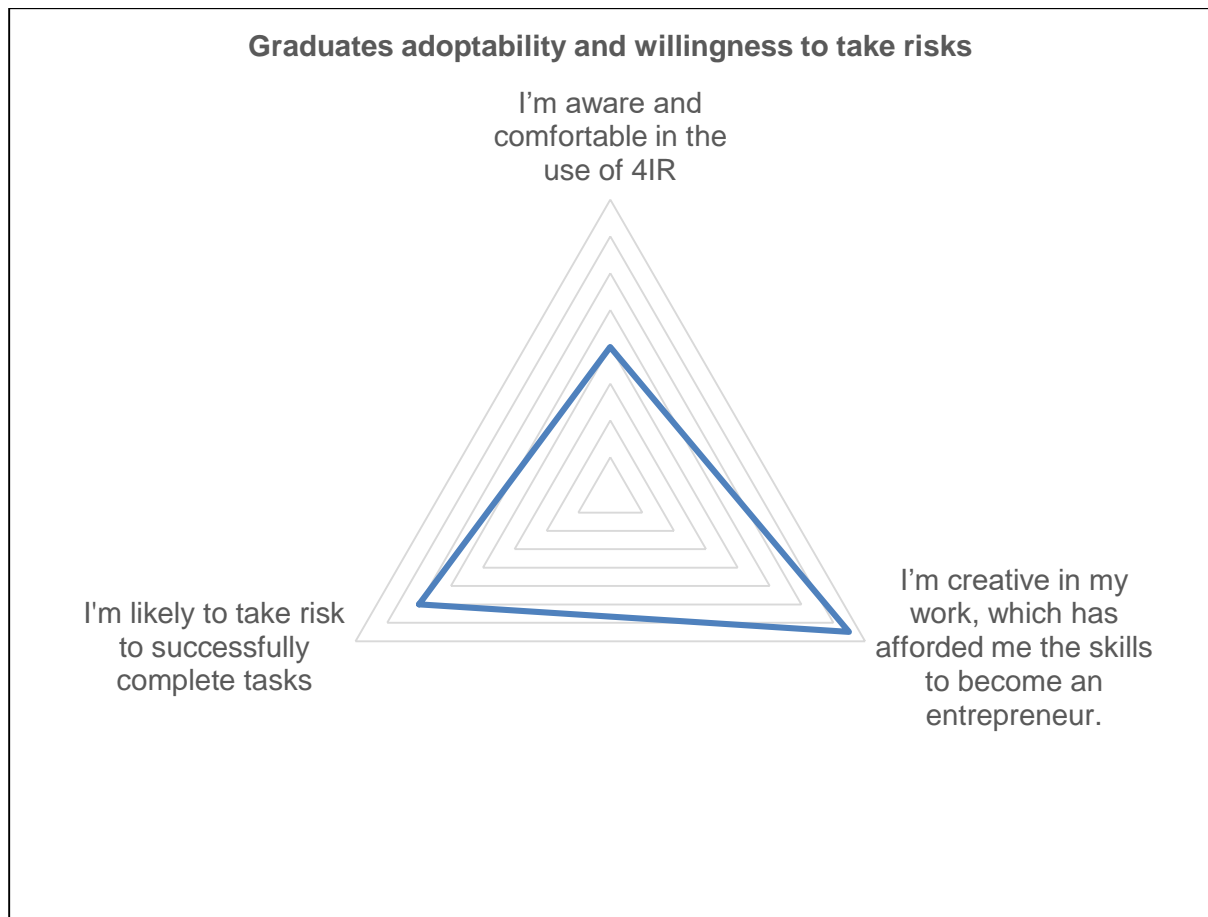


Figure 4-6: Graduates adoptability and willingness to take risks

Figure 4-6 measures the graduates risk appetite to become entrepreneurial as an employer or employee. Due to the ever-changing technology and the 4IR upon the working environment, it was critical to accessing this function from a leadership and employability perspective. Technology has become pivotal and requires individuals who will be agile and flexible in applying it. Employers constantly search for individuals who can thrive under pressure, change, and are not hindered by the disruptions but instead use the disruptions to become creative in solving complex problems.

4.3.3 Graduates outcomes of the GTP

Figure 4-7 below illustrates the graduates outcomes post the GTP. The outcome is defined by the possibility of becoming employed by the GTP employer or another employer.

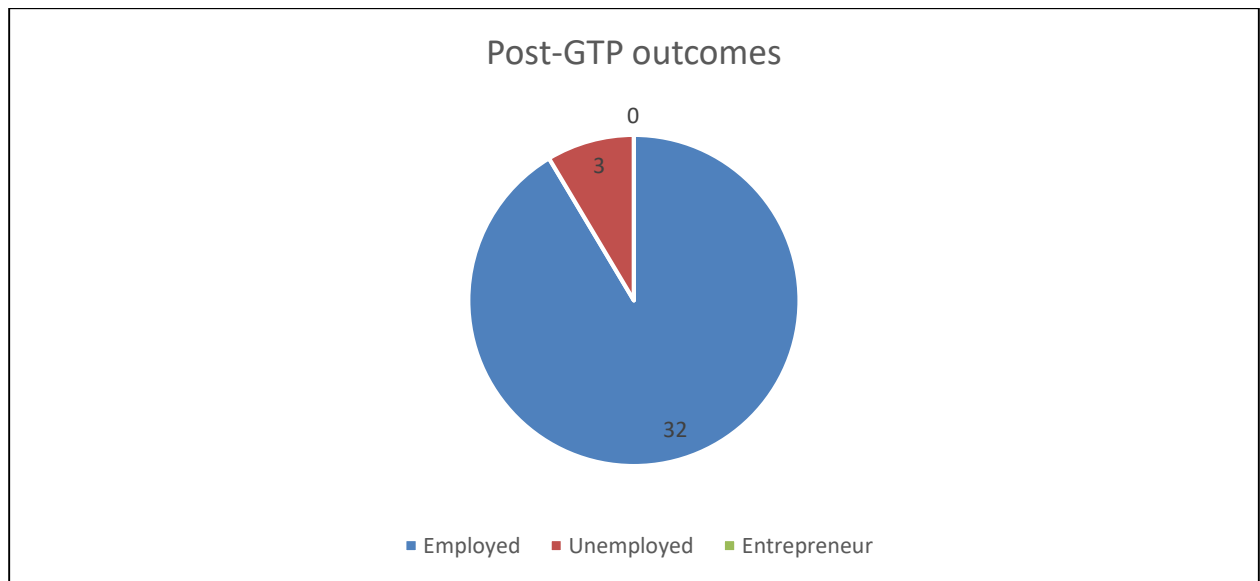


Figure 4-7: Post GTP outcomes

Figure 4-7 critically assesses the effectiveness of GTP in the Vaal Triangle Area by the graduates employability post the GTP. Figure 4-7 illustrates that the GTP effectively curbing youth graduate unemployment due to the high percentage of graduates employed post their GTP term.

However, the 3% unemployed graduates are relatively insignificant, questioning the entrepreneurial skills taught during the GTP to equip graduates who may not be employed post the GTP.

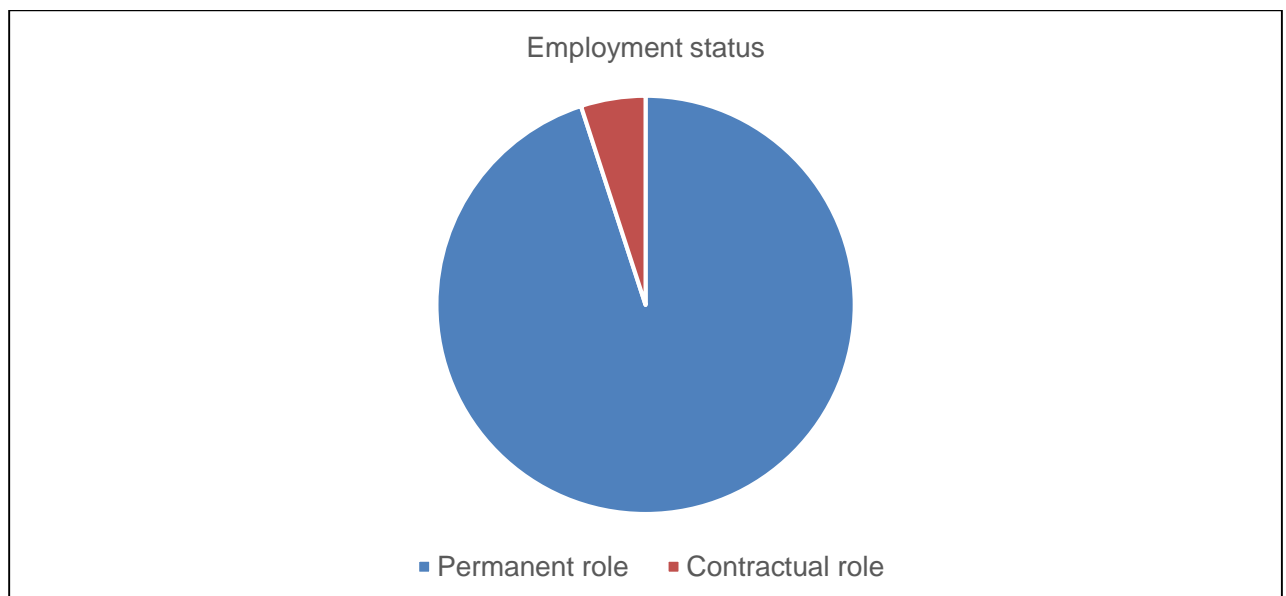


Figure 4-8: Employment status

The employment status of the employed graduates were mainly assigned into permanent roles. This employment status indicates the exceptional performance of graduates entering the GTP and the effectiveness of curbing youth unemployment.

Figure 4-9 illustrates graduate employability by qualification. This figure indicates the graduates employed and unemployed by qualification.

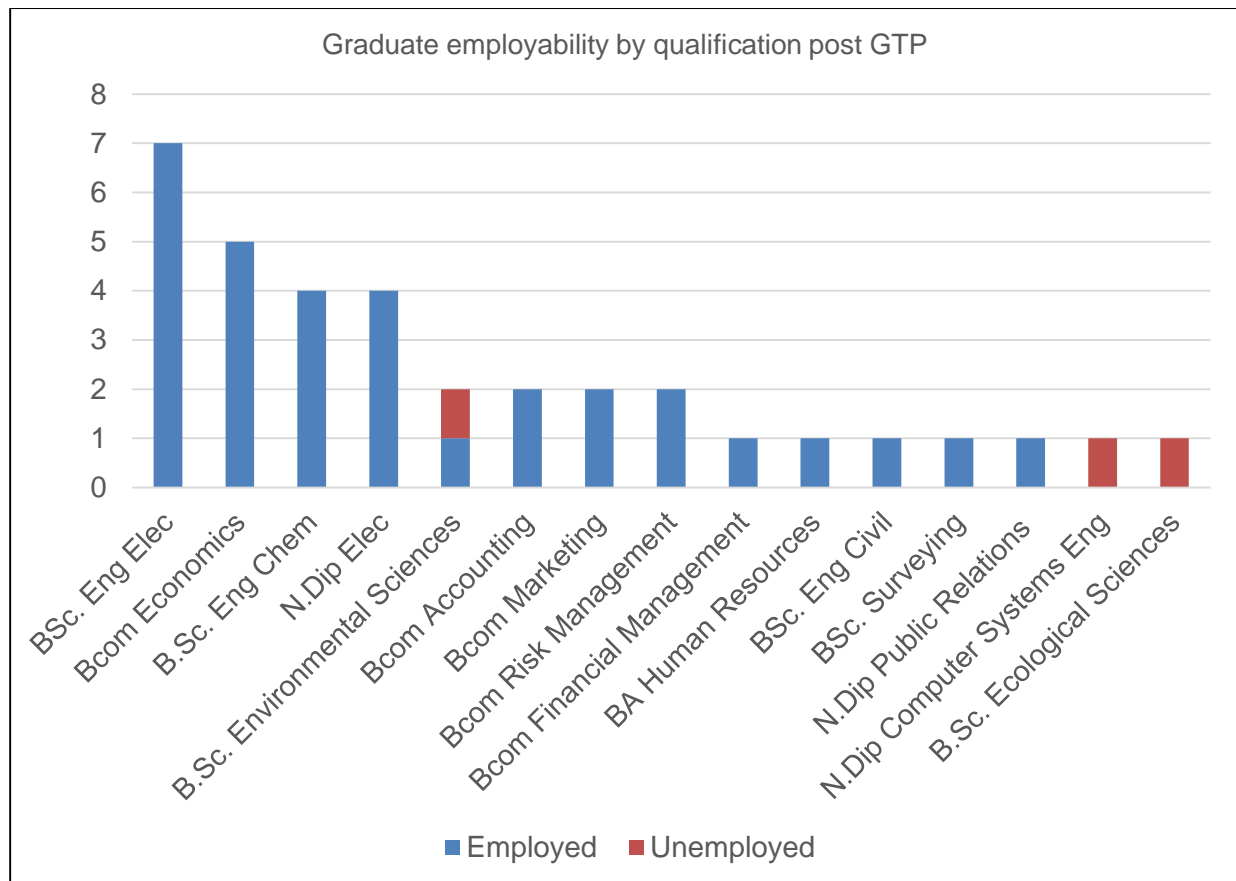


Figure 4-9: Graduate employability by qualification post GTP

The majority of the graduates of different qualifications are employed post the GTP. The Vaal Triangle Area is an industrial area that requires more technical expertise than other capabilities. This is evident due to the high-level intake of BSc. Engineering and Commercial graduates.

4.3.4 Graduate recommendations on how GTP in the Vaal Triangle Area can improve their programmes GTPs

Through the interview schedule, graduates were asked to share their views on how GTP could enhance their overall programmes to become more effective in assisting graduates to become employable. The common themes identified were as follows:

- GTP should be more structured and not ad-hoc

- In addition to the managers and supervisors who are allocated to the graduates; reliable mentors and tutors should be allocated to each graduate
- Graduate programmes should also seek to collaborate graduates with other institutions of similar work
- Allocate complex, challenging and developmental work to graduates
- Constantly provide constructive feedback, and not wait until the end of the programme
- Allocate training budget, that is solely for the development of graduates

All 35 graduates indicated that they are likely to recommend friends to attend a GTP.

4.4 Data analysis of the completed interview schedule for graduate managers/ supervisors

The requirements to complete the interview schedule for graduate managers/ supervisors were as follows; must have managed/ supervised graduates during the GTP and managed/ supervised graduates in a GTP between 2015-2020.

4.4.1 Demographics of participants

All the data was collected from AECI, ESKOM, SASOL, Metsimaholo Local Municipality, and Emfuleni Local Municipality. Figure 4-9 below illustrates the 15 graduate managers/ supervisors who participated in the interview schedule by qualification and experience.

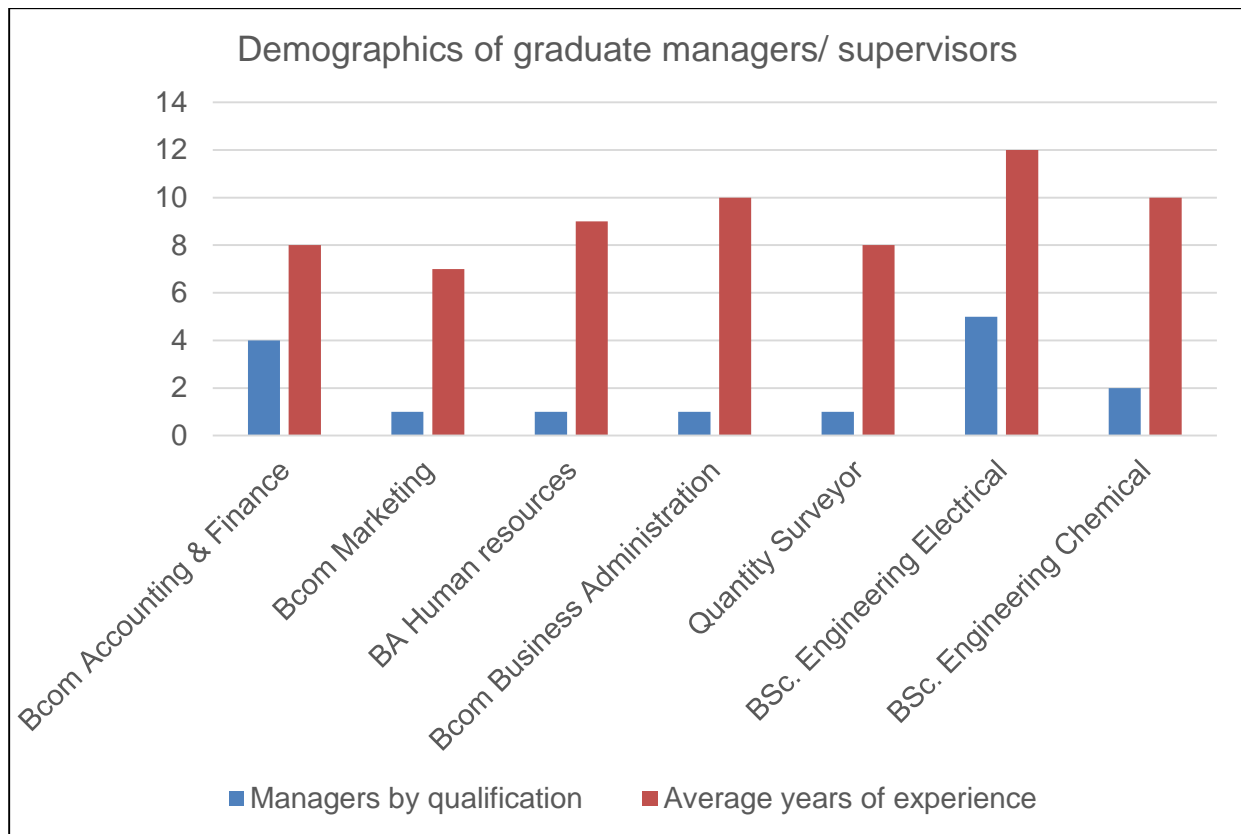


Figure 4-10: Demographics of graduate managers/ supervisors

Figure 4-10 illustrates the qualifications and years of experience required to become a manager/ supervisor to graduates in a GTP. The majority of the managers/ supervisors indicated that they are qualified engineers and financial managers/ accountants by profession. There is also a high requirement for experienced (number of experience years) managers/ supervisors responsible for the graduates. This indicates that GTP in the Vaal Triangle Area effectively allocates professions with long-standing careers to manage and support the graduates in duly performing their tasks.

Graduate managers/ supervisors in engineering are more experienced in years than all other qualifications. It may be that engineers are technical, and their career life is set to be specialised in a particular industry or work. The graduate managers/ supervisors with commercial qualifications are also highly experienced and are likely to be responsible for the functions and operations of the organisations.

4.4.2 The graduate managers/ supervisors perspective of the GTP

The graduate managers/ supervisors perspective of the GTP is another pivotal point of the interview schedule, which will help the researcher determine the GTP's effectiveness.

Figure 4-11 below illustrates the skill sets that graduates are supposed to learn during the GTP. These skills have been provided by the graduate managers/ supervisors as a mandatory requirement for all graduates.

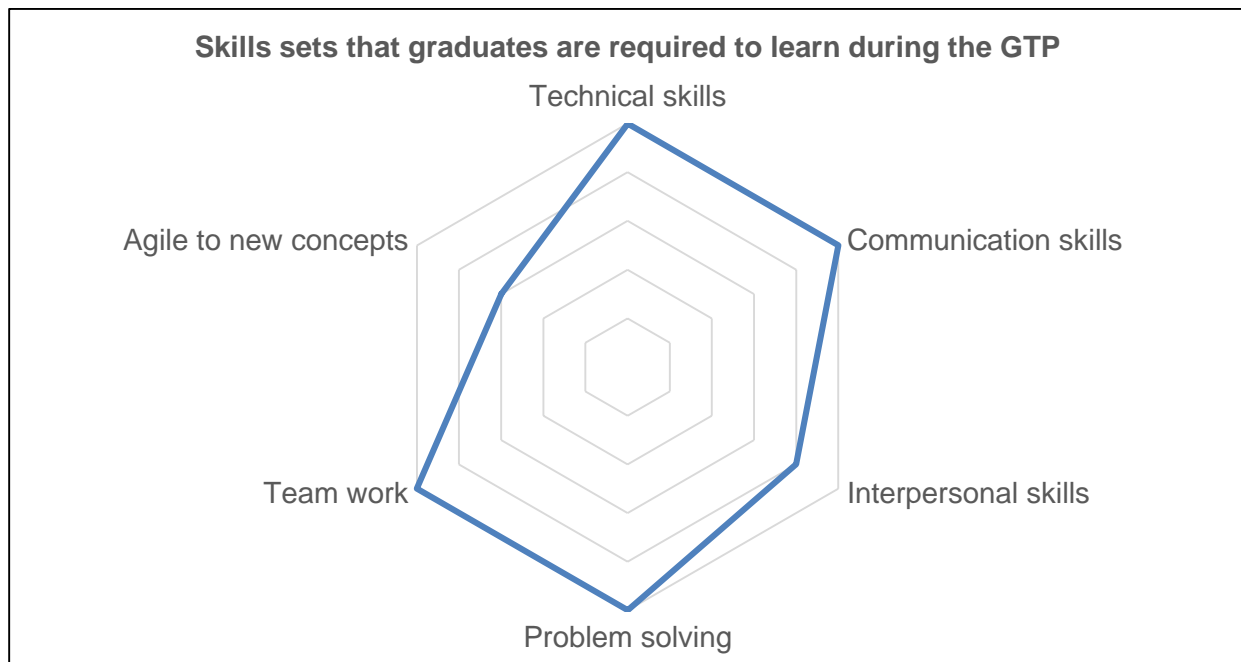


Figure 4-11: Skills sets that graduates are required to learn during the GTP

The skills sets are rated as per the graduate managers/ supervisors performance reference allocated to the graduates' Key Performance Indicators (KPI).

Conclusion: there is a clear indication that Technical skills, communication skills, problem-solving skills, and teamwork are the most critical skills required for graduates to learn during the GTP. It is understood that once graduates learn these skills, it enhances the GTP to become more effective in curbing youth unemployment.

The graduate managers/ supervisors responded to the interview schedule that it is essential for graduates to learn the skills above for the following reasons:

- Ability to solve complex problems
- Meet deadlines
- Ability to communicate in a clear and concise manner
- Develop self-career development, identify their interest and pursue it
- Navigate through work challenges
- Apply knowledge gained at the school level into the workplace
- Ability to learn and share in a professional environment
- To secure employment

The responses provided by the graduate managers/ supervisors illustrates that the GTP is initiated to curb youth unemployment essentially.

Figure 4-12 below illustrates the performance of the graduates during the GTP; the ratings are provided by the graduate managers/ supervisors. Figure 4-11 below shows a clear indication that the graduates entering the GTP are well prepared to expand their school knowledge into the workplace. The rating allocated is an overall average rating from the graduate managers/ supervisors.

Graduate managers/ supervisors response to the performance of graduates

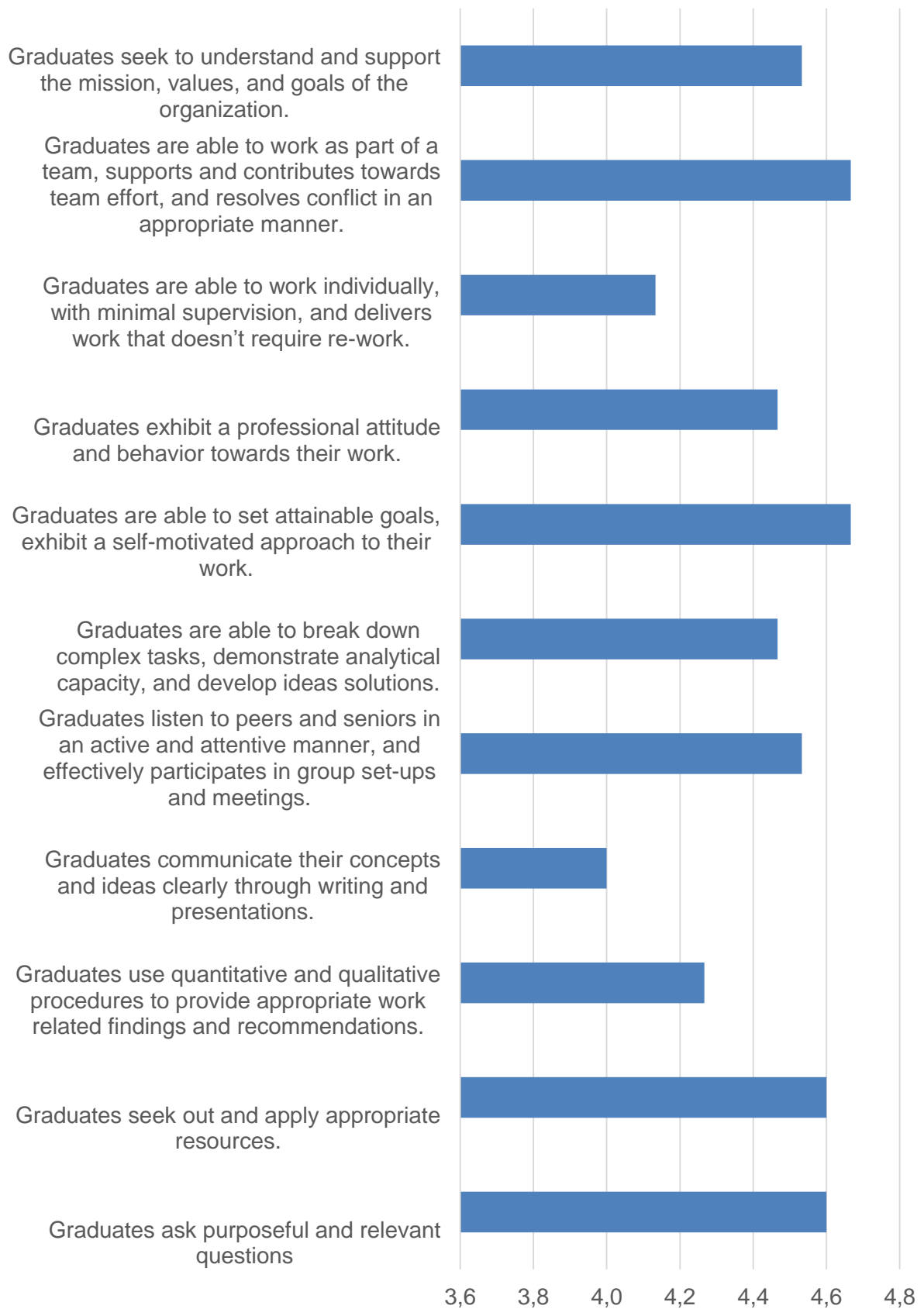


Figure 4-12: Graduate managers/ supervisors response to the performance of graduates

The rating provided by the graduate managers/ supervisors illustrates that graduates are proactive in applying the necessary resources and asking purposeful questions. The graduates can set attainable goals that exhibit a self-motivated approach to their work. It is also evident that graduates can work as part of a team and collaborate effectively towards the success of a task.

The graduates are also highly rated for seeking understanding and support for the visions and mission of the organisation in which they are temporarily working. The graduates are also rated high for breaking down complex tasks, demonstrating analytical capacity, and developing relevant solutions.

Graduates are rated low for their ability to communicate concepts clearly and concisely. Communication skills are fundamental skills required for graduates to learn during the GTP. Also, graduates are rated low for their ability to work individually with minimal supervision. This may factor in a lack of confidence, as graduates are newcomers in the world of work and may find superiors intimidating due to their extensive experience.

4.4.3 Graduate managers/ supervisors recommendations on how GTP in the Vaal Triangle Area can improve their programmes GTPs

Through the interview schedule, graduate managers/ supervisors were asked to share their views on how GTP could enhance their overall programmes to become more effective in assisting graduates to become employable. The common themes identified were as follows:

- Allocation of mentors and peers to support graduates in developing their careers
- Development of a plan and guided approach on how to implement the GTP before graduates attending the programme
- Create a solid plan on how the graduates will rotate within the organisation during the course of the programme
- Set business KPIs to allocated managers, supervisors, mentors, peers etc. who will be responsible for managing and supporting the success of the GTP
- Increase diversity among graduates to enhance inclusion and equity among graduates
- Implement networking events for graduates to meet seniors of the organisation outside the formal and professional environment. This way, graduates will not be intimidated to ask questions and engage with organisational stakeholders
- Allow graduates with liberty to gain experience in departments which they are interested in, rather than enforcing them to departments at an ad-hoc basis
- Private sector GTP should increase GTP salary to market-related rates

The graduate managers/ supervisors provided positive data regarding the performance of graduates from higher education. Although there have been a few comments on how graduates lack communication skills and confidence, and these may be skills sets that higher institutions may want to start working on to encourage and improve graduate capabilities to perform exceptionally well in the working environment.

4.5 Chapter summary

The chapter presented the evaluation and findings of the data collected through an interview schedule. The findings were presented by figures developed on the Microsoft Office Excel Software. It was found that the graduates' feedback indicated that the GTP in the Vaal Triangle Area was effective, as most graduates post the GTP were employable. The graduate managers/ supervisors feedback indicated that graduates are competent enough to enter the labour force through internships and graduate training initiatives to improve their employability skills. Furthermore, the graduate managers/ supervisors indicated that graduates generally portray business acumen. Even so, confidence and communication may be of lack.

Both graduates and graduate managers/ supervisors provided recommendations to improve the GTPs. The common themes that were drawn out from the recommendations were; the allocation of mentors and peers to support graduates in developing their careers, designing and implementing a structured GTP for graduates to follow instead of applying an ad-hoc approach, and allocating budget to invest in graduate training. Chapter five presents the conclusion and recommendations.

CHAPTER 5 CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The study sought to analyse the effectiveness of GTP in the Vaal Triangle Area, which will contribute to curbing youth unemployment in South Africa. The questions which the study tried to answer were as follows:

Chapter five summarises the evaluations and findings and draws up the conclusion and recommendations of the main findings.

5.2 Research question resolutions

The study was able to answer the research questions as follows:

5.2.1 Research question one

Are the university certificates equipping graduates enough to become competent in the workplace?

Chapter two of the study discussed the significance of education in combating unemployment, specifically youth unemployment. In chapter four of the study, the graduates' feedback indicated that their qualification enabled them to build up valuable cases when faced with problem-solving tasks. Graduates qualifications enabled graduates to break-down complex tasks and demonstrate the analytical capacity to apply appropriate resources in completing their tasks. Also, the graduate managers/ supervisors indicated that the knowledge obtained at a higher education institution positions graduates to apply their knowledge to practical work tasks quickly. Graduate managers/ supervisors further revealed that the qualifications enable graduates to be self-motivated and drive willingness to attain set goals.

5.2.2 Research question two

What are the skills factors required to effectively perform within a working environment?

Chapter two of the study extensively discusses the skills required by employees and entry-level employees such as graduates. The needed skills addressed in chapter two are communication skills, teamwork, leadership skills, problem-solving skills etc. The employable skills required to effectively perform in a working environment were also indicated by the graduate managers/ supervisors in chapter four of the study. The skills required to be learned by graduates during the GTP were agile to new concepts, teamwork, problem-solving, interpersonal skills, communication

skills, and technical skills. In summary, the main employability skills are summarised as conceptual, interpersonal and technical skills. It is evident that the graduates were able to effectively attain the employability skills during their GTP term as the majority of the graduates were employable for permanent roles post their GTP.

5.2.3 Research question three

Does the relationship between a university certificate and work experience assist young graduates in becoming employable?

Chapter four of the study indicates that most of the graduates were employed post the GTP, and that most of the graduates were employed on a permanent role. This further demonstrates that the GTP in the Vaal Triangle Area effectively curbing youth graduate unemployment, and essentially youth unemployment in South Africa.

5.3 Limitations

Due to COVID-19 restrictions, this study could explore face-to-face comments/ interviews with participants to further understand their responses. It would have been good to have a catalyst workshop with both graduates and graduate managers/ supervisors to discuss both experiences.

5.4 Future work

Further research in this field can proceed in both the public and private sectors in other thriving regions such as Gauteng (Johannesburg), Kwa-Zulu Natal (Durban), and Western Cape (Cape Town). These regions are applicable as they are the top-rated employment regions in South Africa. Perhaps more relevant recommendations on effectively conducting a GTP may be of good use in curbing the rising youth unemployment rate. The question remains the same; how effective are GTP in reducing youth unemployment in South Africa.

5.5 Closing remarks

Therefore, it is clear that high educational institutions are progressively responsible for producing skilled, flexible, and competent graduates that can contribute significantly towards a knowledge-skills-driven economy.

It is also clear that the responsibility of higher education is not without challenge. Chapter 4 of this research indicated that higher education improves the communication skills and confidence of graduates when entering the workplace. Whilst higher education serves the broader purpose of

producing well-rounded graduates, other researchers argue that higher education's role is to meet the needs of the labour market.

The swift advancement of technology, such as industry 4.0, and the internet of things (IoT), revealed an excess demand for career-ready graduates. It is anticipated that the career-ready graduate is technically competent and possesses professional skills attained through practical learning incorporated into the graduates' curriculum. However, the gap still exists with graduates

Furthermore, the government is also held accountable for the high youth unemployment, and that no solitary policy can resolve it. Still, the unsurpassed way to access the labour market for the youth is through basic education (matric), higher education, internship/ training, and work experience. Accomplishing higher education puts the youth at an advantage of finding employment in the labour market. It is essential for policy designers to ensure that the initiatives and policies aim to reduce youth unemployment and avoid the uncertainty that may impede investments from creating work and elevating youth entrepreneurs in South Africa.

5.6 Recommendations

GTP in the Vaal Triangle Area should invest more effort in structuring their GTP, allocating mentors/ coaches and peers to graduates, and allocate a feasible budget for graduate training and development courses.

Together with the private sector in South Africa, the government should apply schemes and policies that will lead the country to experience economic growth and development. In this way, South Africa will be able to sustain the short and long-term policy initiatives that support the reduction of youth unemployment.

Higher education can enhance graduates' ability to be better equipped to enter the labour market. There is an increasing drive for a highly-skilled, flexible, and competent individual in the labour market, which graduates need to be well prepared to compete with (Archer & Chetty, 2011).

5.7 Chapter summary

The final chapter focused on the conclusion and recommendations of the study. It outlined the study's initial research questions and applied chapters two and four in deriving the answers. The research objectives of the study were attained, the limitations, future work and recommendations to improve the outcomes were also discussed.

REFERENCES

- Allen, S., Waton, A., Purcell, K. & Wood, S. 1986. *The experience of unemployment*. Hong Kong. The McMillan press LTD. Pg11.
- Baldry, K. 2016. *Graduate unemployment in South Africa: Social inequality reproduces*. Journal of Education and Work, 29(7): 788-812.
- Blaauw, D., Greyling, L., Kleyhans, E.P.J. & Oluwajodu, F. 2015. *Graduate Unemployment in South Africa: A perspective from the banking sector*. South African Journal of Human Resource Management. <http://dx.doi.org/10.4102/sajhrm.13i1.656> Date of access: 27 Sep. 2020.
- Blom, A., & Saeki, H. 2011. *Employability and skills set of newly graduated engineers in India*. <http://documents.worldbank.org/curated/en/455881468267873963/pdf/WPS5640.pdf> Date of access: 7 Apr. 2020.
- Bonakele, C.F 2016. *The socio-economic impact of youth unemployment in a local municipality of the North West Province*. Mafikeng: North-West University. (Mini-dissertation – MBA).
- Botes, A. 2013. *Youth subsidy for youth unemployment*. <http://www.anc.org.za> Date of access: 20 Sep. 2021.
- Bridgstock, R. 2008. *The graduate attributes we've overlooked: enhancing graduate employability through career management skills*. Journal for Higher Education Research & Development, 28(1): 2-15.
- Brooks, K., Filmer, D., Fox, L., & Sharma, S. 2014. *Youth unemployment in the Sub-Saharan Africa*. Washington DC: World Bank Publications.
- Bryman, A., Bell, E. 2011. *Research Methodology*. 3rd ed. United Kingdom, UK: Oxford University Press.
- Butler, H. A. 2012. *Halpern Critical Thinking Assessment predict real-world outcomes of critical thinking*. Applied Cognitive Psychology. 26(5): 721-729.
- Butterwick, S., & Benjamin, A. 2006. *The road to employability through personal development: A critical analysis of the silences and ambiguities of the British Columbia (Canada) Life Skills Curriculum*. International Journal of Lifelong Education, 25(1):75-86.

- Chetty, y. & Archar, E. 2011. *Graduate employability: Conceptualisation and findings from the university of South Africa*. Research Gate. Pdf.
- Cloete, A. 2016. *Youth unemployment in South Africa: A theological reflection through the lens of human dignity*. *Missionalia journals*, 43(3):513-525.
- Crane, A. G. 2019. *Psychometric properties of a scale developed from a three-factor model of social competence*. Trent University: Ontario, Canada.
- Creed, P.A. & Watson, T. 2003. *Age, gender, psychological well-being and the impact of losing the latent and manifest benefits of employment in unemployed people*. *Journal of Psychology*. 2(1): 78-108.
- Creswell, J. W. 1998. *Qualitative inquiry and research design: Choosing among five traditions*. London. Sage.
- Davis, R. 2010. *Experience is everything: What postgraduates do during their course can play vital role in getting a job*. <https://www.google.co.za/amp/www.independent.co.uk> Date of access: 29 Sep. 2020.
- Decada De Accion. 2018. *The Global Youth Unemployment Rate Is Three Times Greater Than Between Adults*. <http://www.youthemploymentdecade.org/en/repor/la-tasa-mundial-desempleo-juvenil-tres-veces-mayor-la-losadultos/#:~:text=The%20global%20youth%20unemployment%20rate%20stands%20at%2013%25%2C%20which%20is,adults%2C%20which%20is%204.3%25> Date of access: 1 Oct. 2020.
- Department of Co-operative Governance (South Africa). 2021. *Disaster Management Act, 2002: Amendment of Regulations issues in Terms of Section 27(2)*. (Notice 284). Government Gazette, 44367:3, 30 March.
- De Bruyn, C. 2018. *The impact of tourism on Local Economic Development: An analysis of the Vaal Triangle region*. North-West University, Vaal Triangle Campus. (Doctoral dissertation).
- Den Oude, S. 2019. *The evaluation of an interpersonal development programme for interns at a tertiary education institution*. Potchefstroom: North-West University. (Mini-dissertation – Masters of Commerce in Industrial Psychology).
- De Jager, K. & Nassimbeni, M. 2005. Information literacy and quality assurance in South African higher education institutions. *South African Journal of Higher Education*, 55(1):31-38.

- Donati, M., & Watts, M. 2005. *Personal Development in Counsellor Training: Towards a clarification of inter-related concepts*. British Journal of Guidance & Counselling, 33(4): 475-484.
- Duplesis, S. and Smith, B. 2018. *South Africa's Growth Revival After 1994*. Journal of African Economies 16. No. 5 (2018), 668-704.
- Edeme, R 2019. *Assessing the role of youth entrepreneurship and support programmes in building capacity in Nigeria*. Journal of Emerging Trends in Economics and Management Sciences. 10(4):159-172.
- Eggert, M. 2013. *Brilliant Personal Development: Your essential guide to an all-round successful life*. New York, NY: Pearson Prentice Hall.
- GCIS (Government Communication and Information System). 2021. *Understanding the root cause of unemployment*.
<https://www.gcis.gov.za/content/resourcecentre/newsletters/insight/issue13> Date of access: 1 Apr. 2021.
- Graduate Careers Australia. 2016. *Graduate outlook 2016: The report of the graduate outlook survey: Employers' perspectives on graduate recruitment*. Graduate Careers Australia, Melbourne. www.graduatecareers.com.au/wpcontent/uploads/2016/02/GOS12_Report_FINAL1.pdf. Pdf. Date of access: 2 Oct. 2020.
- Graham, L.& De Lannoy, A. 2016. *Youth unemployment; what can we do in the short run?*
<http://www.econ3x3.org/sites/default/files/articles/Graham%20%26%20De%20Lannoy%20016%20Youth%20unemployment%20FINAL.pdf> Date of access: 21 Jan. 2022.
- Gyeke, K. & Kyei, K. 2011. *Determinant of Unemployment in Limpopo Province in South Africa: Exploratory Studies*. Journal of Emerging Trends in Economic and Management Sciences. University of Venda. 2(1).
- Google Maps. 2017. *Gauteng*. <https://www.google.co.za/maps/@-26.2336094,28.0094989,12>. Date of access: 3 Aug. 2020.
- Hamilton, M., Carbone, A., Gonsalvez, C. & Jollands, M. 2015. *Breakfast with ICT Employers: What do they want to see in our graduates*. In proceeding of the 17th Australasian Computing Education Conference (ACE 2015). 27(1): 30.
- Henwood, K. 2014. *Qualitative research*. Encyclopedia of critical psychology, 1611-1614.

ILO (International Labour Organisation). 2017. *Global employment trends for youth*.

[http://www.ilo.org/wcmsp5/groups/public/---dgreports/---dcomm/---publ/documents/publication/wcms_598669](http://www.ilo.org/wcmsp5/groups/public/---dgreports/---dcomm/---publ/documents/publication/wcms_598669.pdf) .pdf

Date of access: 5 Oct. 2020.

ILO (International Labour Organisation). 2020. *Global Employment Trends for Youth*.

Technology and the future of jobs. [https://www.ilo.org/wcmsp5/groups/public/---dgreports/---dcomm/---publ/documents/publication/wcms_737648](https://www.ilo.org/wcmsp5/groups/public/---dgreports/---dcomm/---publ/documents/publication/wcms_737648.pdf) .pdf

Date of access: 5 Oct. 2020.

Finch, M. 2016. *An exploratory study of factors affecting undergraduate employability*.

Education Training. 55(1).

IDC (Industrial Development Corporation). 2017. *Key trends in the South African economy*. Pdf

https://www.idc.co.za/images/2017/IDC_RI_publication_Key-trends-in-SA-economy

Date of access: 29 Aug. 2021.

IEJ (Institute for Economic Justice). 2020. *Unemployment and precarity during covid-19*. Section

27. Pdf.

Julkunen, I. 2001. *Coping and mental well-being amongst unemployed youth: A northern*

European Perspective. Journal of Youth Studies, 4(3):261-278.

Kaburise, P. 2016. *Improving soft skills and communication in response to youth*

unemployment. International Journal of African Renaissance Studies, 11(2): 33-48.

Kahmaran, B. 2011. *Youth unemployment and underemployment in developing countries:*

macro challenges with micro perspectives. Boston: University of Massachusetts.

Kgotlthane, B.E., Mudau, T.J. & Ncube, D. 2018. *An exploration of challenges faced by*

unemployed university graduate students: A case of a rural university in the Limpopo

province.pdf.

Lancaster, G. 2005. *Research Methods in Management: A Concise Introduction to Research*

Management and Business Consultancy. Burlington: Elsevier Butterworth-Heinemann.

Lannoy, A., Graham, L., Patel, L. & Leibbrandt, M. 2018. *What drives youth unemployment and*

what interventions help? Social Development, 11(8): 14-72.

Lee, T. W. 1999. *Using Qualitative Methods in Organisational Research*. Thousands of Oaks,

CA: Sage.

LinkedIn, 2019. *LearnIn: Types of Sampling Methods*. [Slideshow]
<https://www.slideshare.net/Intellspot/types-of-sampling-methods-infographic> Date of Access: 5 Aug. 2020.

Local Government Handbook. 2016. *Sedibeng district municipality*.
<https://municipalities.co.za/districts/view/14/Sedibeng-District-Municipality> Date of access: 2 Aug. 2020.

Lowden, K., Hall, S., Elliot, D. & Palmer, S. 2017. *Employers' perceptions of employability skills of new graduates*. London: Edge Foundation.

Maio, J. 2020. *Why an internship is important to all students*. Big Ideas [Blog]
<https://blog.suny.edu/2018/06/10-reasons-why-an-internship-is-important-to-all-students/> Date of access: 01 Dec. 2021.

Mabaso, S. 2016. *Youth unemployment in South Africa*. Nelson Mandela University.
<https://www.researchgate.net/publication/343240292> Date of access: 01 Sep. 2021.

Mail & Guardian, 2015. *Young graduates fear falling into the trap of nothingness*.
<https://mg.co.za/article/2015-08-13-young-graduates-fear-falling-into-trap-of-nothingness/> Date of access: 2 Apr. 2021.

McKenzie, S., Coldwell-Neilson, J. & Palmer, S. 2017. *Career aspirations and skills expectations of undergraduate IT students: are they realistic?*. In HERDSA 2017: Research development in higher education: curriculum transformation: Proceedings of the 40th HERDSA Annual International Conference.

McLaren, D. 2017. *Indicators to Monitor the Progressive Realisation of the Right to Decent Work in South Africa*. Studies in Poverty and Inequality Institute, Working Paper 15.

Ngcaweni, B. 2016. *Understanding youth unemployment and social inclusion in South Africa*. Africanus Journal of Development Studies, 46(2).

Mlatsheni, C. & Rospabe, S. 2017. *Why youth unemployment is so high and unequally spread in South Africa*. <http://www.uct.ac.za> Date of access: 25 Sep. 2021.

NRF (National Research Foundation). 2017. *DST-NRF Internship Programme 2018/ 2019*.
<https://www.nrf.ac.za/sites/default/files/documents/201819%20Internship%20Call%20Advert.pdf>
Date of access: 9 Apr. 2020.

NPC (National Planning Commission). 2012. *National Development Plan 2030. Our Future – Make It Work*. Pretoria: The Presidency. <https://www.gov.za/documents/nationaldevelopment-plan-2030-our-future-make-itwork> Date of access: 2 Apr. 2021.

NYP (National Youth Policy). 2015. *Empowering the youth of tomorrow*. https://www.gov.za/sites/default/files/gcis_document/201610/nationalyouthpolicy.pdf Date of access: 7 Sep. 2020.

Nayali, L. 2016. *Higher Education System and Jobless Graduates in Tanzania*. Journal of Education and Practice. 7(4): 116-121.

O'Neill, A. 2021. *Youth unemployment rate in South Africa in 2020*. Statista. <https://www.statista.com/statistics/813010/youth-unemployment-rate-in-south-africa/> Date of access: 6 Apr. 2020.

OECD (Organisation for Economic Co-operation and Development). 2015. *Employment: Tackling high youth unemployment*. <https://www.oecd.org/policy-briefs/south-africa-tackling-youth-unemployment.pdf> Date of access: 6 Apr. 2020.

OECD (Organisation for Economic Co-operation and Development) and ILO . 2014. *Promoting Better Labour Market Outcomes for Youth, report prepared for the G20 Labour and Employment Ministerial Meeting in Melbourne*. <http://www.oecd.org/g20/topics/employmentand-social-policy/OECD-ILO-Youth-Apprenticeships-G20.pdf> Date of access: 1 Apr. 2021.

OECD (Organisation for Economic Co-Operation and Development). 2017. *OECD Economic Survey: South Africa*. <http://www.uct.ac.za> Date of access: 16 Oct. 2021.

Oosthuizen, E.J. 2021. *Investigating the agricultural sector as a provider of youth employment in the North West Province*. Potchefstroom: North-West University. (Mini-dissertation – MBA).

Ohei, K.N., Brink, R. & Abiodun, A. 2019. *Information and communication technology (ICT) graduates and challenges of employability: A conceptual framework for enhancing employment opportunities in South Africa*. https://journals-co-za.nwulib.nwu.ac.za/docserver/fulltext/genbeh_v17_n3_a12.pdf?expires=1602140400&id=id&acname=57837&checksum=E742EA4AD0232D03BDEB09DF73FBD7C2 Date of access: 2 Oct. 2020.

Opengart, R., & Short, D. 2002. *Free agent learners: The new career model and its impact on human resource development*. International Journal of Lifelong Education, 22(1): 220.

Patel, P. 2019. *The Determinants of Unemployment: A Case of South Africa*. Potchefstroom: North-West University. (Dissertation – MCom).

Pheko, M. M. Molefhe, K. 2016. *Addressing employability challenges: A framework for improving the employability of graduates in Botswana*. International Journal of Adolescence and Youth. 22(4): 455-469.

Rakebe, E. 2016. *The jobs fund and youth wage subsidy: Design and implementation* pdf.

Rankin, N. 2016. *How will a job-search subsidy create jobs? Available on the World Wide Web*. <http://www.Econ3x3.org> Date of access: 7 Aug. 2021.

Reuters Staff. 2021. South Africa's unemployment rate hits new record high in second quarter. *Reuters*, 24 Aug. <https://www.reuters.com/article/safrica-economy-unemployment-idUSJ8N2KH000> Date of access: 31 Oct. 2021.

Research Gate. 2020. *Research Designs*. https://www.researchgate.net/figure/Research-Design-Figure-1-shows-the-research-design-of-the-overall-research-The-research_fig1_283172394 Date of access: 29 Sep. 2020.

Research Gate, 2020. *Qualitative Analysis Process*. [Slideshow] https://www.researchgate.net/figure/Qualitative-Analysis-Process-source-Biggam_fig6_262255026 Date of access: 5 Aug. 2020.

Rohman, S. A. & Lie, K. Y. 2015. *Graduate Competencies: Issues and solutions of Graduate Employability in Malaysia*. In technology and workplace skills for the twenty-first century. Palgrave Macmillan. New York.

RSA (Republic of South Africa). 2016. *Youth unemployment summit*. Pretoria: Department of Labour.

Salman, M. V. 2016. *The employability of FET Agricultural Graduates in the North West Province*. Pdf.

Sanders, P. 2018. *The top skills retail banking, insurance and actuarial employers want. Target Jobs*. <https://targetjobs.co.uk/careers-advice/accountancy-banking-and-finance/top-skills-retail-banking-insurance-and-actuarial-employers-want> Date of access: 12 Nov. 2021.

Senay, S. 2015. *On the Impacts of Project Based Learning for Workplace Preparedness of Engineering Graduates*. In Tenth System of Systems Engineering Conference (SoSE). San Antonio, TX, USA: IEEE.

Smith, C., Ferns, S. & Russell, L. 2014. *The impact of work-integrated learning on student work-readiness*.Pdf.

Stats SA (Statistics South Africa). 2019. *Youth graduate unemployed rate increase in Q1: 2019*. <http://www.statssa.gov.za/?p=12121> Date of access: 9 Apr. 2020.

South African Government. 2021. *Government and opportunities for youth*. [Website] <https://www.gov.za/issues/government-and-opportunities-youth> Date of access: 31 Oct. 2021.

Stats SA (Statistics South African). 2018. *Quarterly Labour Force Survey*. (Statistical release P0211). <http://www.statssa.gov.za/publications/P0211/P02111stQuarter2021.pdf> Date of access: 31 Oct. 2021.

Stats SA (Statistics South Africa). 2020. *Vulnerability of youth in the South African labour market*. (Statistical release P0211). http://www.statssa.gov.za/?page_id=1856&PPN=P0211&SCH=7889 Date of access: 31 Oct. 2021.

South African Reserve Bank (SARB). 2020. *Graduate Development Programme*. <https://www.resbank.co.za/AboutUs/Departments/SARBCollege/Pages/GraduateDevelopmentProgramme.aspx> Date of access: 9 Apr. 2020.

Symington, N. 2012. *Investigating Graduate Employability and Psychological Career Resource*. Pretoria: University of Pretoria.

Tarin, D. 2016. *Advantages and benefits to graduate programs*. GradConnection. 05 Aug. <https://au.gradconnection.com/blog/students/post/advantages-and-benefits-to-graduate-programs/> Date of access: 23 Aug. 2021.

Thirunavukarasu, G. Chandrasekaran, S. 2020. *Assessing learners' perceptions of graduate employability*. MDPI Sustainability. Pdf.

Travers, C. J. 2013. *Using goal setting theory to promote personal development*. In E. A. Locke, & G P. Latham (Eds.), *New developments in goal setting and task performance*. New York: Routledge.

Tymon, R. 2018. *The student perspective on employability*. Student. High. Education. 38(2): 841–856.

Van Broekhuizen, H. & Van Der Berg, S. 2016. *How high is graduate unemployment in South Africa? A much-needed update*. www.econ3x3.org Date of access: 29 Sep. 2020.

Vinichenko, M.V., Makushkin, S.A., Melnichuk, A.V., Frolova, E.V. & Kurbakova, S.N. 2016. *Student employment during college studies and after career start*. International Review of Management and Marketing. 6(5): 22-30.

Writer, S. 2021. *Ramaphosa on South Africa's 46% youth unemployment problem*. Pdf.

Yamada, G. 2015. *The boom in university graduates and the risk of underemployment: Better Information On University Quality May Reduce Underemployment And Over Qualification In Developing Countries*. IZA World Labour. Pdf.

ANNEXURE A: INFORMED CONSENT FORM



Ethics informed consent form

INFORMED CONSENT

Dear Participant

This **Informed Consent Statement** serves to confirm the following information related to the officially approved research project at the North-West University on "*The analysis of effective Graduate Training Programmes for graduates at the Vaal-Triangle Area*".

1. This study's sole purpose is to obtain information from employees, who've undergone a Graduate Training Programme in the Vaal-Triangle, and to determine the effectiveness of Graduate Training Programmes in the Vaal Triangle area.
2. The data's confidentiality is guaranteed.
3. The data gathered from the questionnaires will be used for research purposes, and only the combined results will be used for research and publication purposes. At no stage of the study can any specific respondent or his/her data entry be isolated and analysed.

4. The study does not have a correct or incorrect answer to any of the questions. This means that in comparing profiles of respondents, there is not a correct or incorrect correspondent.
5. Participation is entirely voluntary, and respondents may opt out at any time.
6. The survey should not take respondents longer than 20min to duly complete it.

Please indicate your consent

I hereby give my consent after having read the above information, that my data may be used as stated above.	YES	NO
---	------------	-----------

For additional information please contact the student directly on:

- 0823992807
- mavundapearl@gmail.com

Thank you for your time.

ANNEXURE B: ETHICS CERTIFICATE



NORTH-WEST UNIVERSITY
YUNIBESITHI YA BOKONE-BOPHIRIMA
NOORDWES-UNIVERSITEIT

Private Bag X6001, Potchefstroom
South Africa 2520

Tel: 018 299-1111/2222
Web: <http://www.nwu.ac.za>

Economic and Management Sciences Research
Ethics Committee (EMS-REC)

28 June 2021

Prof R. Rena
Per e-mail
Dear Prof Rena

EMS-REC FEEDBACK: 25062021

Student: Mavunda, P (23254912)(NWU-00070-21-A4)

Applicant: Prof R. Rena- MBA

Your ethics application on, *The analysis of effective Graduate Training Programme for graduates at the Vaal-Triangle Area*, which served 25 June 2021, refers.

Outcome:

Approved as a minimal risk study. A number NWU-00070-21-A4 is given for one year of ethics clearance.

Please note that the ethics approval of this application is subject to the Covid-19 protocols.

Kind regards,

AL Bevan-Dye

Prof Ayesha Bevan-Dye
Deputy Chairperson Vanderbijlpark: Economic and Management Sciences Research
Ethics Committee (EMS-REC)

ANNEXURE C: INTERVIEW SCHEDULE

Research Topic: The analysis of effective Graduate Training Programmes for graduates at the Vaal-Triangle Area

Student Name: PT Mavunda

Supervisor: Prof R. Rena

Student contact details:

- 0823092807
- mavundapearl@gmail.com

Please note that due to COVID-19 restrictions, all data collection procedures will be done electronically. No physical interaction will be permitted.

Interview Schedule for graduate Managers/ Supervisors
Requirements to complete the survey questionnaire is as follows: <ul style="list-style-type: none">• The survey should not take you longer than 20min to duly complete• Should reside in the Vaal-Triangle area• Must have managed/ supervised graduates during the Graduate Training Programme• Must have managed/ supervised graduate in a Graduate Training Programme between the years 2015-2020

About the requirements of a graduate supervisor/ manager		
Which qualification(s) is required to become a supervisor/ manager to graduates who are undergoing a Graduate Training Programmes?		
What experience does a supervisor/ manager require to successfully train graduates into employable employees?		
About your employment background		
What is your level (associate, specialist, manager, senior manager, director, partner, etc.)?		
In which sector is your organisation?	Public	Private
In which industry (FMCG, Transport & Logistics, Banking, Financial Institutions, Insurance, Engineering, Water & Sanitation, etc.) is your organisation?		

Please describe your role as the manager/supervisor to the graduates who undertake the Graduate Training Programme.					
About the Graduate Training Programme					
Which skills and knowledge are the graduates supposed to learn throughout the Graduate Training Programme?					
Why is it important for the graduates to learn the skills and knowledge taught during the Graduate Training Programme?					
About the performance of the graduates during the Graduate Training Programme					
By the use of a cross, rate your level of agreement with each statement below:					
Graduates ask purposeful and relevant questions	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree

Graduates seek out and apply appropriate resources.	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
Graduates use quantitative and qualitative procedures to provide appropriate work related findings and recommendations.	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
Graduates communicate their concepts and ideas clearly through writing and presentations.	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
Graduates listen to peers and seniors in an active and attentive manner, and effectively participates in group set-ups and meetings.	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
Graduates are able to break down complex tasks, demonstrate analytical capacity, and develop ideas solutions.	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
Graduates are able to set attainable goals, exhibit a self-motivated approach to their work.	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree

Graduates exhibit a professional attitude and behavior towards their work.	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
Graduates are able to work individually, with minimal supervision, and delivers work that doesn't require re-work.	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
Graduates are able to work as part of a team, supports and contributes towards team effort, and resolves conflict in an appropriate manner.	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
Graduates seek to understand and support the mission, values, and goals of the organization.	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
<p>Open statement: Industry-specific skills</p> <p>Are there any skills, functions, competencies which you feel are important and have not been listed on this evaluation? If so, please list the skills set below and asses the graduates accordingly.</p>					
	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
Your additional information and recommendation to the Graduate Training Programme					
What additional knowledge material and training, would you recommend to the Graduate Training Programme?					
What changes would you recommend to improve the Graduate Training Programme?					

Do you have any other comments?	
---------------------------------	--

Please submit the completed interview schedule to mavundapearl@gmail.com.

End of Survey. Thank you.

Research Topic: The analysis of effective Graduate Training Programmes for graduates at the Vaal-Triangle Area

Student Name: PT Mavunda

Supervisor: Prof R. Rena

Student contact details:

- 0823092807
- mavundaneard@gmail.com

Please note that due to COVID-19 restrictions, all data collection procedures will be done electronically. No physical interaction will be permitted.

Interview Schedule for Graduate individuals
Requirements to complete the survey questionnaire is as follows: <ul style="list-style-type: none">• The survey should not take you longer than 20min to duly complete• Should reside in the Vaal-Triangle area• Must have graduated in any academic discipline• Must have experience in a Graduate Training Programme between the years 2015-2020• Must be older than 21; however, younger than 35

Your academic background						
What is your qualification(s)?						
In which year did you obtain the qualification(s)?						
About your Graduate Training Programme						
In which year did you undergo the Graduate Training Programme?	2015	2016	2017	2018	2019	2020
In which sector was the Graduate Training Programme?	Public			Private		
In which industry (FMCG, Transport & Logistics, Banking, Financial Institutions, Insurance, Engineering, Water & Sanitation, etc.) was the Graduate Training Programme?						

How long (months/ years) was the Graduate Training Programme?					
About your experience of the Graduate Training Programme					
By the use of a cross, rate your level of agreement with each statement below:					
The physical environment of the work was safe, and ethical behavior was encouraged.	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
There were adequate resources to successfully complete tasks, and co-workers were helpful.	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
The Graduate Supervisor/ Manager provided clear job descriptions and objectives.	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
Regular feedback by seniors and peers was provided on the progress of my abilities and knowledge.	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
Efforts were made to make the working environment a learning experience for me.	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
The work experience was related to my abilities and academic discipline.	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree

Opportunities were provided to improve my problem solving skills.	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
Opportunities were provided to improve my leadership skills.	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
Opportunities were provided to improve my interpersonal skills.	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
Opportunities were provided to improve my technical skills.	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
Opportunities were provided to improve my communication skills.	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
I'm efficient and effective in delivering my work.	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
I'm adaptable and comfortable in undertaking work that is new to me.	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
I'm aware and comfortable in the use of 4IR	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
I'm creative in my work, which has afforded me the skills to become an entrepreneur.	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree

Open statement: Industry-specific skills Are there any skills, functions, competencies which you feel are important and have not been listed on this evaluation? If so, please list the skills set below and assess the graduates accordingly.					
	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
About your experience post the Graduate Training Programme					
After the Graduate Training Programme, where you employable or became an entrepreneur? Tick the appropriate column	Employed (Permanent)		Entrepreneur		
	Employed (Contract)		Unemployed		
If employed (permanent/ contract), was it with the same organisation you underwent your Graduate Training Programme?					

If you became an entrepreneur, in which industry are you in?	
If you are unemployed, what are you planning to do in the near future?	
Your additional information and recommendation to the Graduate Training Programme	
What additional knowledge material, and training would you recommend to the Graduate Training Programme?	
What changes would you recommend to the Graduate Training Programme to improve the training, skills and overall experience?	

Would you recommend a friend to the Graduate Training Programme?	
Do you have any other comments or recommendations?	

Please submit the completed interview schedule to mavundapearl@gmail.com.

End of survey. Thank you.

ANNEXURE D: LANGUAGE EDITOR CERTIFICATE



Thunyelwa Godongwana

Professional Translation & Editing Services

54 Mokolo Street

Penina Park

Polokwane

c/o Department of Language and Social Sciences Education

University of Limpopo

Email: thunyelwa.g@gmail.com;

thunyelwa.godongwana@ul.ac.za

Cell: 0740622194

09 Dec. 21

To Whom It May Concern

This is to confirm that I have done language editing on the required sections of the following mini dissertation:

Title:

An analysis of the effectiveness of graduate training programmes on youth unemployment in South Africa

Author:

P Mavunda (North West University, Student no: 23254912)

Do not hesitate to contact me if the need arises.

Many thanks and regards,



Dr. T Godongwana (PR: 8764434)