Research Title: Assessing education's relevance to industry needs and the impact on graduate employability: A case study of UFH Communication Graduates

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Declaration

I **_Ntandokazulu Siwela,_** student number 200263617, declare that this is my original work and has not been published at any other university prior to this.

Signature: ~~~signature~~~   **Date:** 8th February 2011

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ACRONYMS

ASGISA: Accelerated Shared Growth Initiative for South Africa

CHE: Council of Higher Education

DPRU: Department of Research and Policy

FET: Further Education and Training

GNU: Government of National Unity

HE: Higher Education Institutions

JIPSA: Joint Initiative for Priority Skills Acquisition

MDGs: Millennium Development Goals

NCHE: National Council of Higher Education

NSDS: National Skills Development Strategy

OBE: Outcome Based Education

PDSs: Personal Development Plans

RDP: Restructuring and Development Programme

SA: South Africa

SETA: Sector Education and Training Authority

UFH: University of Fort Hare

UOP: University of Phoenix

WBL: Work Based Learning

WRL: Work Related Learning

CHAPTER 1

INTRODUCTION AND BACKGROUND

1.1. INTRODUCTION

The 21st century has seen nations becoming more competitive yet ironically more interdependent as their future becomes even more dependent on the knowledge, skills, and resourcefulness of its people, creating new opportunities and difficulties for education, (Power, 2000). The education-work-society interdependency has therefore become more important now than ever. It is also because of this triad-interdependency that tertiary education's relevance to industry needs has become a crucial issue in societal development. The ever changing needs of South Africa, the unemployment rate, introduction of new technologies and many other ripple effects of globalization have seen more and more pressure mounting on the South African education system as more and more people try to ensure that the education system answers the crucial challenges of the country today and tomorrow.

The discussion below provides a detailed account of the context, in which this discourse on curriculum relevance takes place, highlighting some relevant cornerstones of the Reconstruction and Development Programme, (RDP, 1994). Furthermore, this chapter exposes the key research questions and significance of the study. The subsequent chapter 2 gives an account of what other scholars have said on issues of curriculum relevance, development and the South African Higher Education system. Chapter 3 explains the research methodology as a research process used to investigate the problem in question. In this research study the researcher uses both quantitative and qualitative design (online surveys of three groups, these are the graduates, prospective employers and the lecturers). The analysis is based on quantitative data and further substantiated through qualitative data analysis. The subsequent chapter tabulates and lays out the results according to the surveys. The final chapter discusses the findings and makes future recommendations.

1.2. ORIENTATION AND GENERAL BACKGROUND

Curriculum and learning theories both imply that a particular purpose of education gives rise to the subject matter, need of society and culture, and needs and interests of learners (UOP, 2002). This thus gives rise to the discourse on societal development, which comes at a point when South Africa is more than a decade into its independence and some of the founding principles of the democratic S.A, as seen from the perspective of the GNU, are that of a need to effectively address the problems of poverty and the gross inequality evident in almost all aspects of South African society. This was predicted to be only possible if the South African economy could be firmly placed on the path of high and sustainable growth. It is further asserted that achieving these objectives required and shall continue to require a national effort from all groups, sectors and communities (RDP, 1994).

Pre-1994 some people had already begun to see the relationship between the education system and the ability to satisfy national needs. Department of Education, 2001 in Cloete, N. Fehnel, R. Maasaaen, P. Moja,T. Perold,H & Gibbon,T. 2002, it is stated that the Ministry of Higher education, 1992, dreamt of a situation where they would be able to:

- To provide increased access to higher education and to produce graduates with the skills and competencies necessary to satisfy the needs of South Africa
- To promote equity of access and outcome in order to redress the past inequalities through ensuring that students and staff profiles progressively reflect the demographic compositions of the South African society.
- Ensure diversity in the institutional landscape of higher education through mission and programme differentiation to satisfy national skills/knowledge needs
- Build high level research capacity, including sustaining current research strength and to promote research linked to national development needs
- Restructure and consolidate the institutional landscape of the higher education system in order to transcend the fragmentation, inequalities and inefficiencies of the apartheid past and to enable the establishment of South African institutions

consistent with the vision and values of a non-racial, non-sexist and democratic society. (*The National Plan for Higher Education, 1992:p14*)

The afore-discussed objectives of the National Plan for Higher Education were very much in line with the vision, as shared by Nelson Mandela, such that the Reconstruction and Development Programme (RDP) became the integrated, coherent socio-economic policy framework that sought to mobilize all the country's people and the country's resources towards the final eradication of the results of apartheid and the building of a democratic, non-racial and non-sexist future (RDP, 1996: p1) *available online*. The RDP White Paper, (RDP 1994:4) represented a vision for the fundamental transformation of South Africa, it called for an integrated process of transformation to ensure that the country does the following:

- develops strong and stable democratic institutions and practices characterized by representativeness and participation
- becomes a fully democratic and non-racial society
- becomes a prosperous society, having embarked upon a sustainable and environmentally friendly growth and development path
- addresses the moral and ethical development of society.

The RDP programme was therefore based on 5 key programs that were meant to provide direction and milestones for the RDP, these were namely: meeting the basic needs, developing S.A human resources, strengthening the economy, democratizing the state/society and implementing the RDP. Speaking of meeting basic needs, focus was given to provision of jobs, land, housing social welfare amongst many other basic needs. Of importance is that JOBS were listed number one, yet to date South Africa is still battling with the phenomena of unemployment. Secondly, of note is that the development of human resources came second; the very life of the RDP was corner-stoned on a people-centered-approach. The tool to develop the human resources was pinpointed as education and training (RDP, 1996: 8).

The document recommitted the Government and the society as a whole *"…to the task of improving the quality of life for all South Africans within the shortest possible time…"* It was foretold that if growth and development were to be achieved, the transformation would have to permeate every level of government, every department, and every public institution. Thus it can be concluded that dating back then the concept of interdependence of various institutions for the ultimate reconstruction, development and growth of SA had already been acknowledged and accepted not only in government or Parliament but right across the African society.

However, of significant note is the non existence of a direct mention of the role of educational institutions in the RDP preparation, this meant an immediate incapacitation of this institution as it is only mentioned that:

> *"To succeed in both areas of endeavor the government will need active partnership with civil society, and with business and labour in particular. While both business and labour have the freedom in a democratic South Africa to protect and promote their immediate interests, it is the Government's fervent hope that they will jointly pursue the broader challenges of extending opportunity to the millions of adult South Africans who can currently find no place in the formal economy."*

Addressing the inequalities was expected to expand markets locally and abroad, and even create opportunities to promote representative ownership of the economy where all racial groups would have a fair chance. That way the expansion of the South African economy would raise state revenues by expanding the tax base instead of having to permanently raise tax rates. The achievement of the aforementioned is going to take some doing, for over a decade now S.A has continued to fight this war and to date little has been achieved as the levels of participation in the national economy for most remains a luxury seeing many are still battling with their most basic needs.

For the purpose of this study societal development has been conceptualized as the dynamic process or organizing human energies and activities in Higher Education institutions, industry, and government to achieve greater economic results without downplaying the non-economic and intrinsic benefits of education. Education, as one of the unequivocally important institutions in upholding societal values, is to National Agenda what labor market's performance is to national economy as is evident in the white paper that came with the GNU, the RDP document.

In the preamble of the White Paper on RDP, (1996) it is reflected that the GNU was fully committed to:

- the gradual reduction in the fiscal deficit, thereby avoiding the debt trap.
- ensure that recurrent government expenditure does not increase in real terms.
- reduce government dissaving over time.
- changing the ratio of government spending towards increased capital expenditure
- financing the RDP primarily through restructuring the national, provincial and local government budgets to shift spending, programmes and activities to meet RDP priorities.
- Re-organise and train the civil service to ensure effective and efficient services to all citizens and progressive cost savings.
- develop our human resources, facilitate labour market reform and establish effective collective bargaining-based rights for all.

The achievement of these objectives can only be done with a well educated citizenry whose educational qualifications are aligned with the development needs of the societies, whose freedoms are observed, their responsibilities to the country are very much informed by the understanding of the developmental agenda, supported by the constitution and strategically approached by the work industry and the civil society. This is further reflected in the National Skills Development Strategy as expressed by the then Minister of Labour, Membathisi Mdladlane. The vision and mission of the 2005-2010 NSDS can be summarized as that of seeking sustainable growth through the vigorous

alignment of the citizenry's work with their skills and the national agenda. One of the NSDS objectives is that of improving employability to increase human livelihoods, this relationship is not underplayed, even the 5 principles, on which the document is corner-stoned, further clarify this:

1. Support economic growth for employment creation and poverty eradication.
2. Promote productive citizenship for all by aligning skills development with national strategies for growth and development.
3. Accelerate Broad Based Black Economic Empowerment and Employment Equity. (85% Black, 54% women and 4% people with disabilities, including youth in all categories). Learners with disabilities to be provided with reasonable accommodation such as assistive devices and access to learning and training material to enable them to have access to and participate in skills development.
4. Support, monitor and evaluate the delivery and quality assurance systems necessary for the implementation of the NSDS.
5. Advance the culture of excellence in skills development and lifelong-learning.

It is the, SA Constitution, NSDS, ASGISA, JIPSA, CHE and a lot other institutions like the SETA's efforts that shall see the achievement of Millennium Development Goals, none of these projects or institutions can go it alone. Bua News, 2007 was quoted as reporting, "Higher education has a crucial role in Millennium Development Goals," hereafter MDGs. Moreover, the recent discussions have been preparing the way for Higher Education institutions to advocate for more recognition and support in helping to achieve the MDGs because clearly development will not take place without the research, policy analysis, the teaching and outreach that the universities provide.

From the basic needs school of thought, education is a basic need which can unlock and maximize human potentials (Rahim, 2006), which is a factor of development. The essence of education is rightfully enshrined in the Universal Declaration of Human Rights Article 26.2

"Education shall be directed to the full development of human personality and to the strengthening of respect for human dignity and fundamental freedoms…"

These were highly resounded in the inaugural speech made by the honourable Nelson Mandela, then President of South Africa, 1994,

"My Government's commitment to create a people-centered society of liberty binds us to the pursuit of the goals of freedom from want, freedom from hunger, freedom from deprivation, freedom from ignorance, freedom from suppression and freedom from fear. These freedoms are fundamental to the guarantee of human dignity."

The above mentioned human dignity is the same dignity that is undermined or deprived to the larger citizenry, if a citizen's life is spent in education institution for over 12 years from primary education through to tertiary and yet still struggle to find their way in the society, with the government investing money in the education of this individual, the families sacrificing all that they do, the individual not engaging in all other activities enjoyed by their advantaged counterparts, all that becomes vain and their search for employment is not the most re-countable experience.

While being an end, education is also a means to the achievement of most basic needs, and even extends to enable the attainment of self-actualization. It is therefore pertinent that education continues to be viewed as a basic need and resist its evolution into a mere basic commodity. Failure to resist would result in the world becoming increasingly unequal, competitive, polarized, conflicted and dangerous, (Power, 2000) as some commodities are produced not with a lifelong purpose, but rather with a built-in obsoleteness to encourage re-purchase.

Education may serve as a key to a whole lot of benefits like the eradication of chronic-poverty, the achievement of universal education for the next generations, the promotion of gender equality, empowerment of women, reduction of child mortality, improvement of mental health, combating HIV/AIDS and other diseases as mentioned in the 8 millennium goals, ensuring environmental sustainability and a development of a global partnership, (Modisane and Masango, 2005). The current status quo shows the development of global partnerships is still problematic and poses more threats with an approach of wanting to depend on these partnerships to create decent and productive work for young people, whereas South Africa should be looking at its needs and then re-aligning their curriculum to produce a home-brewed personnel that is tailor-taught to serve the national agenda and assist in forging international partnerships to benefit South Africa by creating a job market for South Africans abroad.

However, education negligently offered to poor and developing countries can also be a thriving double sided sword to for mass destruction if not properly implemented. For example between 1999 and 2002 there was a remarkable growth of enrolment for primary education from 150 000 to 280 000 in 2002 (Mseleku, Department of Health director-general, 2005), yet the procession to tertiary education went down and the unemployment levels did not show much of a correlation. Thus the vast debate around the issue of education relevance and responsiveness. This is a danger faced by most African countries as they keep up with the quantitative production of educated mass yet lacking the resources and supporting structures to ensure the quality of this education. This is particularly important in the face of "new imperialisms" as global economic order leads the world to high quality private education for the elite, while the poorly funded and inferior public education systems continue to give in to such ideologies yet they do have the power to avert this through engaging and deliberating on curriculum relevance.

Moreover, given the long standing history of self-esteem as being the basis of destruction of humanity that breeds hegemony or indirect imperialism it therefore becomes imperative that we place education relevance not as just a means to work nor a pillar for the survival of education in the future, but rather as the greatest challenge facing education for societal upliftment through the resourcefulness of its people.

Nelson Mandela, following his release from prison, quoted Marx as saying "Just as Darwin discovered the law of Development or organic nature, so Marx discovered the law of development of human history; the simple fact, hitherto concealed by an overgrowth of ideology, that mankind first of all eat, drink, have shelter and clothing before it can pursue politics, science, art, religion, etc; that therefore the production of the immediate material means, and consequently the degree of economic development attained by a given people during a given epoch, form the foundation upon which the state institutions , the legal conceptions, art and even the ideas on religion of the people concerned have been evolved, and in the light of which they must, thereafter, be explained instead of vice versa as had hitherto been the case…" Simply put meant, "man must eat before he can think" further supported by Vladimir Lenin, leader of the Russian Revolution in 1917, "Before we perceive, we breathe; we cannot exist without air, food, and water." Nelson Mandela (1994)

With a role and potential as mentioned in the preceding discussion, it therefore follows that National goals' attainment is related to the education system's efficiency and effectiveness. A fact highlighted by the government's huge investment in education which has been estimated around R150 billion in South Africa, both private and public education (Thabiso, SAFM Afternoon talk, Radio programme, 2007). Investment in tertiary education alone is not a sufficient condition for societal development; appropriate linkages with the labor market needs of the larger economy are critical to societal development. Basic needs, vocational and academic knowledge debate, formal, informal, and non-formal discourse, theory and practice debate, and the mode 1 and

mode 2 theoretical perspectives which in the larger picture encompass most of the afore-mentioned debates will be dealt with in chapter two.

Amongst the above-mentioned theoretical perspectives the overarching critical yet controversial is the human capital theory most founded and advocated for by Theodore. W. Schultz (1961) in Karabel and Hasley (1977). This theory emphasizes that education is not a mere consumption act but rather a productive investment in both individuals and societal development. Education increases individual productivity in the work place as they complement physical capital, and productivity in engaging societal issues thereby creating a technical base of labor force necessary for rapid national growth (Schultz, 1961 in Karabel and Hasley, 1977).

It is in line with the human capital theory that this study is therefore based on a synthesis of mode 1 (universities as ivory towers) and mode 2 (universities as existing within communities and focusing on improving student experience through the acknowledgment of various sources of knowledge). This synthesis is hereafter referred to as mode 3 (emphasizing curriculum relevance to industry needs through industry-university partnerships to bring about economic worth of graduates, tertiary institutions, and the employing industries to societal development). Despite the obvious critical socio-economic role played by education, its human capital contribution to the physical capital for national success has been a grey area for decades now due to moralistic and philosophical beliefs and attitudes that refuse to see beyond "name calling". In the midst of all the existing debates over the purposes and value of education, an observable incongruence has arisen in what is offered at tertiary institutions, what the labor market demands, and societal needs. It is in the above understanding that the subsequent part of this chapter endeavors to contextualize the problem. In the sections thereafter the researcher draws out the statement of the problem and its context, objectives of the study.

1.3. THE CONTEMPORARY SOUTH AFRICAN SCENE

The incongruency in the triad education-work-society relationship occurs in the context where there has been a paradigm shift from the 'divide and rule' to 'unite and develop' approach corner-stoned by a democracy that upholds values such as 'education for all' and marked by concepts such 'participatory development, people-centered services, development, and the Africanisation of the curricula'. As such tertiary education's market does not only comprise of luxurious and status-driven elite but is now including the basic-needs-driven previously disadvantaged population. This basic-needs driven population grew up knowing that a university qualification was a magical key to a well paying job and a brighter future, this therefore saw the trend of a growing number of students enrolling for university degrees. However, the reality on the ground has seen most of these graduates being eluded by their dreams for a better future, DPRU, Policy Briefs, (2005). "*Although graduate unemployment remains small relative to overall unemployment, the actual unemployment rate of this group has increased by almost 50 per cent between 1995 and 2005, which makes it the fastest growing unemployment rate among all the education cohorts.*" DPRU Policy Brief Series, (2005).

1.3.1. Universities are not the last bridge: Life-long Learning

Also, the context is such that while tertiary education is understood to be the last bridge between formal education system and the industry, it has been clearly pronounced that there is also non-formal learning that goes on at the work place and other non-formal settings, which of course is a necessity for an individual's growth. This has seen life-long learning becoming a concept of great interest as seen in the debates by Catherine Hoppers and others, Odora Hoppers, UNESCO Conference (2008). This therefore has begun to place a lot of pressure on H.E to further equip their students with the appreciation and capability to self-teach and adapt to working demands and conditions. Delivering to such a giant task for universities with minimal industry connection as is the case with the department of communication at the University of Fort Hare, is almost a futile effort before it even begins. Unless links with the industry are initiated or restored where they existed before, delivering on this new demand would be impossible.

Moreover, with the dynamic nature of the environment; technological advancements and the shift towards a knowledge economy, deskilling has become a reality and as such life long learning has become a necessity. These are just but a few of the trends that have seen education relevance becoming a prominent issue in the 20th and 21st century as rightfully predicted by (Power, 2000). At a workshop (held on the 27th of October 2005) organized by the African Union, an AU official (Dr. Tema), stated that for many African heads of state, 'higher education is seen as either irrelevant to development or a threat to the state… and the AU secretariat now wants to bring higher education back into the mainstream' (Workshop Report, NEPAD, 2005). In such a context the tertiary education sector can not afford to remain in *yester years'* view of education as an elite's ivory insular tower (Scott, 1995; Gibbons et al, 1994).

1.3.2. The Triad education-work-society relationship and graduate employability

This study is cognizant of the fact that the insufficient synthesis of the triad education-work-society relationship has seen governmental funding being depleted while being invested in graduates that ultimately become obsolete. Furthermore, the unemployment rate's decrease is slow. There is an undeniable link between the levels of poverty and unemployment in South Africa. Despite the ANC government's commitment to lowering unemployment, formal employment continued to fall, or at best stagnate, with only countable job offers that were either informal or very temporary in the public works. This clearly depicted by the figure 1, adapted from a document by the Department of Research and Policy Unity in the university of Cape Town **(see next page).**

Figure 1: Adapted from the DRPU in the University of Cape Town.

Figure 1: Unemployment Rates, 1995 and 2000 to 2005
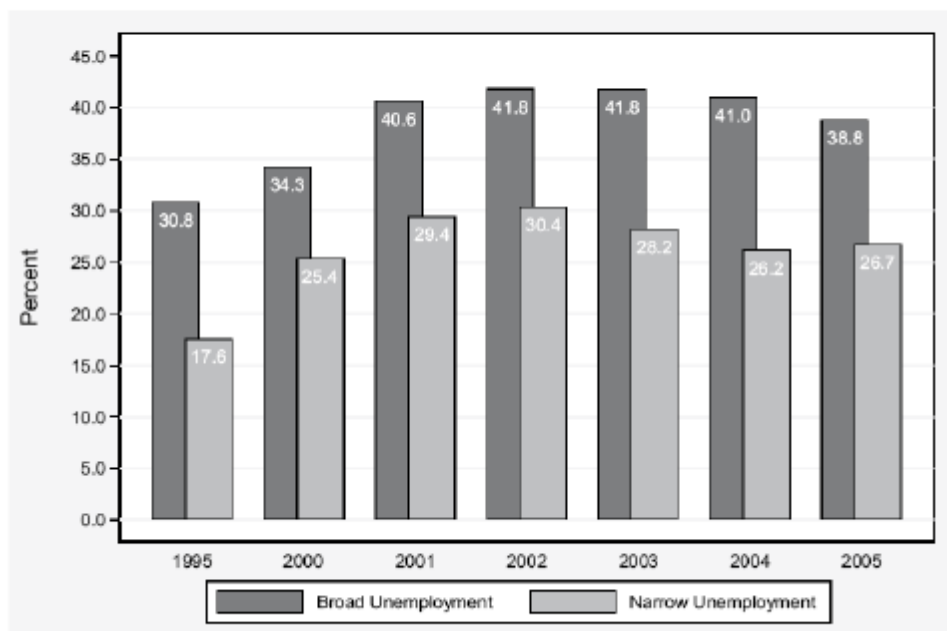
Source: *Own Calculations, OHS 1995 and LFS 2005(2) (Statistics South Africa)*

The following year after 2005, Mangxamba posited that research findings reflect that graduate unemployment levels as of 2006, in South Africa, stood at 30%, (Mangxamba, 2006).

For a factor affecting the employability, productivity of graduates and consequentially the development agenda of the country as stated in the National Plan for Higher Education (2002), academic relevance to industry needs should not only be left to be initiated by the industry but rather, while acknowledging the possibility of it being a joint-venture initiative, the Universities should ensure that they proactively conduct formal student and graduates evaluation every couple of years which some Deans from well pronounced universities have revealed has not been the trend for a while (Maharasoa and Hay, 2001). It is also important that the students and graduates take part in the evaluation of their education efficacy while universities actively seek out industry needs. This is essentially so because at the end of the day the universities are the ones who are involved in the 'manufacture of products to be sold who in this case are the graduates.' Also of importance is whether or not the results of these evaluative studies are implemented in the structuring, designing, and implementation of their curriculum.

South Africa is currently sitting with an innumerable number of skilled graduates and those that the system has obliquely deemed 'obsolete' graduates. There are complaints about high unemployment rates of which irrelevance of degrees has been identified as one for the reasons for this trend. It is also important to note that the unemployment rate is not solely resulting from the problems within the higher education realms, the industry itself has been found wanting as it erects some barrier to entry mechanisms which will be discussed later in the project (Livingstone, 1999:3). Either way, consequentially the government and the private sector has lost a lot of money through sponsoring dead end programmes while the money could have been invested in courses directly related to societal needs of the day and the industry demands.

1.3.3. Needs that gave birth to RDP still ring true today: has anything been achieved?

Ironically, the needs that ushered in the making of the famous RDP, 1996 white paper page 5-6 can still be echoed today as if they were written just yesterday,

Why do we need an RDP?

1.3.3.1   Our history has been a bitter one dominated by colonialism, racism, apartheid, sexism and repressive labour policies. The result is that poverty and degradation exist side by side with modern cities and a developed mining, industrial and commercial infrastructure. Our income distribution is racially distorted and ranks as one of the most unequal in the world. Women are still subject to innumerable forms of discrimination and bias. Rural people are marginalized. Throughout, a combination of lavish wealth and abject poverty characterizes our society.

1.3.3.2   The economy was built on systematically enforced racial division in every sphere of our society. Rural areas were divided into underdeveloped bantustans and well-developed, white-owned commercial farming areas. Towns and cities were divided into townships without basic infrastructure for blacks and well-resourced suburbs for whites. Segregation in education, health, welfare, transport and employment left deep scars of inequality and economic inefficiency.

Violence has had a devastating effect on our society and the need to restore peace and a sense of community security, as well as the prevention of domestic violence, is paramount.

1.3.3.3 In commerce and industry, very large conglomerates dominated by whites control large parts of the economy. Cheap labour policies and employment segregation concentrated skills in white hands. Our workers are poorly equipped for the rapid changes taking place in the world economy. Small and medium-sized enterprises are underdeveloped, while highly protected industries underinvested in research, development and training. The informal sector and 'survival sector' include many of South Africa's women workers, who are underpaid and exploited.

1.3.3.4 The result is that in every sphere of our society - economic, social, legal, political, moral, cultural, environmental South Africans are confronted by serious problems.

Against these great odds our people have now achieved a remarkable political transition. All parties in the National Assembly have committed themselves to the RDP objectives. In a common effort, we can begin to rebuild and stabilize our society. At the same time, the challenges facing South Africa are enormous. Only a comprehensive approach to harnessing the resources of our country can reverse the crisis created by apartheid. Only a thorough-going effort to harness the life experiences, skills, energies and aspirations of the people can lay the basis for a new South Africa.

1.3.3.5 No political democracy can survive and flourish if the majority of its people remain in poverty, without land, without their basic needs being met and without tangible prospects for a better life. Attacking poverty and deprivation will therefore be the first priority of the democratic Government.

1.3.3.6 How can we do this successfully? A programme is required that is achievable, sustainable and meets the objectives of freedom, and an improved standard of living and quality of life for all South Africans within a peaceful and stable society characterized by equitable economic growth.

1.3.3.7 *The RDP is designed to be such a programme. In struggling to meet the RDP's objectives we face many obstacles. We are setting ourselves a great challenge. Not every expectation will be realized and not every need will be met immediately. The RDP provides the framework within which choices can be made, and within which needs can be matched with affordability and factors constraining our ability to supply. The RDP involves both the Government and the people in identifying needs and the obstacles to satisfying; those needs. and will involve both in jointly implementing realistic strategies to overcome these obstacles. The RDP is an expression of confidence in the wisdom, organizational abilities and determination of our people.*

The fact that the aforementioned words still hold true in present day South Africa has left much to be desired. Researchers in South Africa have said that up to 30 percent of university graduates are unable to find jobs post graduation, this is less than the unofficial 40 percent speculated rate, (Mangxamba, 2006). These findings are in sync with those of the South African Graduate Development Association, who as a result have called for an overhaul of the South African education system. Multiple mechanisms are being thrown in the education sector to address this including OBE, and the Deputy President lead initiative, JIPSA (Joint Initiative on Priority Skills Acquisition) where it is hoped that JIPSA will sharpen the focus of both students and tertiary education bodies in line with what has been identified as the most needed skills of the country. ASGISA also endeavors to deal with some of the challenges faced by the South African citizenry today and possibly tomorrow if no decisive measures are taken to strengthen the education system of the country.

Clearly in the face of challenges as described 20 years ago, the above mentioned strategies can not go it alone as has been reflected by the continuation` of high unemployment rates in South Africa, as such the situation now demands realism and pragmatism in curriculum reform by focusing attention not only on what tertiary institutions stand for in society but also on what they can realistically do and achieve, given their legacies and the particular contexts in which they operate today. Teboho Moja of the Ministry of Education identified opportunities for partnerships in developing program-based education, which is in line with the open systems approach to education

sometimes referred to as Mode 2 education (Gibbons, 1998), in order to make the curriculum more flexible, relevant, and responsive to society's needs.

It is not only high unemployment levels, success or unsuccessful transition of graduates from school-to-work, low levels of graduate competence and productivity that are of concern to society, but the need to educate, train and develop responsible citizens with a social conscience (Mokadi, 2004:6). Ultimately the society, at large suffers, whose needs are neither addressed by the industry nor the university. Higher education has an even larger social conscience and economic prosperity mandate to equip graduates with the ability and competence to participate creatively, constructively, and meaningfully in seeking to find solutions to the socio-economic problems of the country; someone who will help to address the problems of crime, poverty, disease, violence, drug and substance abuse, of which employability is perceived as a reasonable starting point. This is very much in direct contrast to the envisaged programmes of the GNU's RDP white paper that back then had began to dream of a better integratively developed people centered country, reflected below:

1.3.4 The 5 Key programmes of the RDP (RDP, 1994:7-12)

There are many proposals, strategies and policy programmes contained in the RDP. These can be grouped into five major policy programmes that are linked one to the other. The five key programmes are as stated below:

- *Meeting Basic Needs,*
- *Developing our Human Resources,*
- *Building the Economy,*
- *Democratizing the State and Society,*
- *and Implementing the RDP*

The five sections of the RDP document provide the key objectives and are a guide to action, and a basic checklist of performance for all participants in the implementation of

the RDP. Accordingly, each of those programmes had their own brief statement of the objectives, as shown below:

> **1.3.4.1   Meeting Basic Needs.** *The first priority is to begin to meet the basic needs of people- jobs, land, housing, water, electricity, telecommunications, transport, a clean and healthy environment, nutrition, healthcare and social welfare. In this way we can begin to reconstruct family and community life in our society… the success of these programmes is essential if we are to achieve peace and security for all.*

It was envisaged that people would become part of the decision-making process on job for example, help to decide where infrastructure is located, be employed in its construction, and be empowered to participate in the management and administration of large-scale developments. Naturally had all things gone accordingly then this would have stimulated the economy through increased demand for materials such as bricks and steel, appliances such as television sets and washing machines, and many other products. We would have had the most ideal situation in South Africa to date, but the reality is we are living in a community where most people still struggle to get the basics on a day to day basis.

> **1.3.4.2   Developing our Human Resources:** *The RDP is a people-centered programme- our people must be involved in the decision-making process, in implementation, new job opportunities requiring new skills, and in managing and governing our society. This will empower our people, but an education and training programme is crucial. This chapter of the RDP deals with education from primary to tertiary level and from child care to advanced scientific and technological training. It focuses on young children, students and adults. It deals with training in formal institutions and at the workplace.*

It was suppose to be a people centered development, pillared by education but along the way the appropriateness of the education fell by the side and all sort of SETAs, Internships, and other government led initiatives sprang up only to die so many deaths and rise again so many times. The big question still remained, "do we have the curriculum that serves a national agenda and the workplace needs?"

- *The underlying approach of these programmes is that education and training should be available to all from cradle to grave. The RDP takes a broad view of education and training, seeing it not only as something that happens in schools or colleges, but in all areas of our society - homes, workplaces, public works programmes, youth programmes and in rural areas…*

From this we learn that the concept of lifelong learning was introduced, encouraging people to learn from birth to death. Also, the concept of workplace learning is therefore no new phenomena of the 21st century but has rather been in people's minds and policies for a while now, just lacking legitimatizing and full implementation.

- *A key focus throughout the RDP is on ensuring a full and equal role for and recognition of women in every aspect of our economy and society. With this emphasis and with the emphasis on affirmative action throughout the RDP, we will unlock boundless energies and creativity suppressed by racism and discrimination.*
- *In training, particular attention is being paid to the challenges posed by the restructuring of our industries as we fully re-enter the world economy. These challenges can only be met through the extensive development of our human resources.*
- *An arts and culture programme is set out as a crucial component of developing our human resources. This will assist us in unlocking the creativity of our people, allowing for cultural diversity within the project of developing a unifying national culture, rediscovering our historical heritage and assuring that adequate resources are allocated.*
- *Because of apartheid, sport and recreation have been denied to the majority of our people. Yet there can be no real socio-economic development without there being adequate facilities for sport and recreation in all communities. The RDP wants to ensure that all people have access to such facilities. Only in this way can all our people have a chance to represent their villages, towns, cities, provinces or country in the arena of sport and to enjoy a rich diversity of recreational activities.*

Present day universities, particularly previously black institutions of Higher Education like the University of Fort Hare, University of the North (now University of Limpopo) etc, give little regard to sport. This is reflected in budgets and maladministration that sometimes riddles their sporting codes and departments. For students who are multi talented, there seems to be an imbalance between being able to focus on formal studies and sport participation because their time tables are not made to cater for their different schedules. The art, sport and recreation are all part of the modern day "hidden curriculum" that unleashes many human potentials, creativity and helps to mould the self-esteem of many of our young and old, simply taken from the old almost cliché adage, a healthy body is equal to a healthy mind.

- *The problems facing the youth are well known. If we are to develop our human resource potential, then special attention must be paid to the youth. Our human resource policy should be aimed at reversing youth marginalization by empowering youth and allowing them to reach their full potential. Programmes for training, education and job creation will enable our youth to play a full role in the reconstruction and development of our society.*

The above section reflects all the good the GNU had planned for the youth. Key to them was the unlocking of human potential in their youth so that they are able to creatively play a role in the economy of the country and self actualize from contentment. However, the mismatch between university curriculums seems to compromise the very human potentials by rendering them obsolete before they hit the market.

- *This programme for the development of our human resources underpins the capacity to democratize our society, thus allowing people to participate on the basis of knowledge, skill and creativity.*

At this stage human capital phenomena is mentioned and regarded as of paramount importance. Politicians of the day understood that the democratization of the country meant the unlocking of individuals potentials, relevant education and training, available sporting facilities, satisfactory participatory development etc.

1.3.4.3 ***Building the Economy:*** *The economy has strengths and weaknesses. Mining, manufacturing, agriculture, commerce, financial services and infrastructure are well developed. At present we have a large surplus of electricity-generating capacity. These are strengths upon which we can build. However, so far they have not benefited all our people. A process of reconstruction is proposed to ensure that these strengths now benefit everyone*

- *But we must also address serious weaknesses in our economy. There are still very clear racial and gender inequalities in ownership, employment and skills. Past industrial policies assisted in creating employment and were an important factor in developing the industry but they were also accompanied by repressive labor practices, neglect of training, isolation from the world …*

- *Central to building the economy is the question of worker rights. Past industrial policies of labor exploitation and repression must be redressed and the imbalances of power between employers and workers corrected…*

- *In the world economy, the demand for raw materials including minerals has not grown rapidly and there is intense competition in the production of manufactured goods. The General Agreement on Tariffs and Trade (GATT) was recently updated to achieve substantial reductions in tariff levels. Our economy must adjust to these pressures if we are to sustain economic growth and continue to develop a large domestic manufacturing sector that makes greater use of our own raw materials and minerals.*

- *A central proposal of the RDP is that we cannot build the South African economy in isolation from its Southern African neighbors. Such a path would benefit nobody in the long run. If South Africa attempted to dominate its neighbors, it would restrict their growth, reducing their potential as markets, worsening their unemployment and causing increased migration to South Africa. If it seeks mutual cooperation, it can develop a large, stable market offering stable employment and common labour standards in all areas.*

- *The pressures of the world economy and the operations of international organizations such as the International Monetary Fund (IMF), World Bank and GATT, affect our neighbors and South Africa in different ways. In the case of*

our neighbors, they were pressured into implementing programmes with adverse effects on employment and standards of living. It is essential that we combine to develop an effective growth and development strategy for all southern African countries.

- *In building the economy, programmes dealing with the following areas are dealt with: linking reconstruction and development; industry, trade and commerce; resource-based industries; upgrading infrastructure; labor and worker rights, and Southern Africa.*

1.3.4.4   Democratizing the State and Society: *Democratizing the state is integral to the RDP. Without thorough going democratization the resources and potential of our country and people will not be available for a coherent programme of reconstruction and development.*

- *In linking democracy, development and a people-centered approach to government, we are paving the way for a new democratic order. This chapter sets out the role of the Constitution and Bill of Rights, of national, provincial and local government, the administration of justice, the public sector, parastatals, the police and security forces, social movements and NGOs, and a democratic information system in facilitating socio-economic development.*

1.3.4.5   Implementing the RDP: *The RDP raises many challenges in its implementation because it involves processes and forms of participation by organizations outside the Government that are very different to the old apartheid order. To implement and coordinate the RDP will require the establishments of effective RDP structures in government at a national, provincial and local level.*

- *This chapter deals with the proposals for coordinating and planning the implementation of the RDP. This requires substantial restructuring of the present planning processes and rationalization of the complex, racist and fragmented structures that exist. The RDP can only be people-centered if the planning and coordinating processes allow the active involvement of democratic structures.*

Although much has been achieved, but these words and dreams still ring true for South Africa today. Employment creation was central to the economic strategies as laid out in the RDP White paper, particularly in 3.1.3-3.1.5

- *The GNU inherited an economy characterized by a number of structural problems. These are fully set out in the Base Document and will not be repeated here. The challenge is to correct those problems and regenerate economic growth and a more equitable distribution of the benefits of such growth.*

- *The role of the Government and the public sector in general within the broader economy has to be redefined so that reconstruction and development are facilitated. In a wide range of areas the GNU will take the lead to bring about reform and readdress structural problems. However, in doing so its guidelines will remain the basic principles of the RDP, namely a people-driven approach, reconciliation, democratization and creating and enabling environment for the private sector to grow and increase the level of participation in viable economic activity by all people.*

- *Employment creation is the central priority. We have to reverse the low levels of investment and saving, the outward flow of capital and generally improve the environment for productive investment. In addition the GNU will facilitate labour intensive methods in the public sector through the National Public Works Programme administered by the Department of Public Works.*

- *It is essential that there is greater participation in the economy and that existing ownership patterns become less concentrated, more racially inclusive and that small, medium and micro enterprises account for a substantially larger part of economic activity. These programmes will require that we address the discriminatory practices of the past that have left a legacy of inequality.*

- *In the labour market discriminatory practices of the past have distorted collective bargaining and left our workforce with a distorted and inadequate skill base. In both these areas substantial progress has been made in recent years and we will now build on and accelerate these developments.*

However, there is a clear neglect of the role of formal education, either by doing or by short of sight, but all the same the impact has been such that although employment has been created, minimally as it has been reflected throughout the years, it has been in the less meaningful job related to the short term public works which were put in the forefront by the RDP document. Ironic that while the GNU knew clearly that they had inherited an economy characterized by a number of structural problems, their prime solution was offered as a facilitation of labour intensive methods in the public sector through the National Public Works Programme administered by the Department of Public Works. These solutions were suppose to be even extended to the larger skills needs, education and work industry.

The above highlighted understanding is on the assumptions that prior to one fulfilling community purposes (belonging and identity needs) one has to fulfill basic needs of which self education, work, food, and shelter are still basic to most South Africans. What higher education cannot afford to produce is graduates who even fail to satisfy their own basic needs and in the long run add to the poverty rates. Neither can we afford to produce graduates who only want to get into the workplace so as to earn a fortune, drive an expensive car, or live in a fancy house. Higher institutions of education are then faced with a dilemma of balancing up personal and societal obligations in their graduates. These were also echoed in the RDP document, 1994, 3.2.2 The Government's central goal for reconstruction and development was to meet the social and economic needs of the people and to create a strong, dynamic and balanced economy which would:

- *create jobs that are sustainable, and increase the ability of the economy to absorb new job-seekers in both the formal and less formal sectors*
- *alleviate the poverty, low wages and extreme inequalities in wages and wealth generated by the apartheid system, meet basic needs, and thus ensure that every South African has a decent living standard and economic security*

- *address economic imbalances and structural problems in industry, trade, commerce, mining, agriculture, finance and labour markets*

- *integrate into the world economy utilizing the growing home base in a manner that sustains a viable and efficient domestic manufacturing capacity, and increases the country's potential to export manufactured products*

- *address economic imbalances and uneven development within and between South Africa's regions*

- *ensure that no one suffers discrimination in hiring, promotion or training on the basis of race or gender*

- *develop the human resource capacity of all South Africans so the economy achieves high skills and wages*

- *democratize the economy and empower the historically oppressed, particularly the workers and their organizations, by encouraging broader participation in decisions about the economy in both the private and public sector create productive employment opportunities at a living wage for all South Africans*

- *develop a prosperous and balanced regional economy in southern Africa based on the principle of equity and mutual benefit. "*

Further to that the RDP document, 1994, 3.2.2, reveals that's the government was aware of the crucial role to be played by human resources and thus their protection was of core importance to them. This is further clarified in the quote below

- *The Government's economic policies require human resource development on massive scale. Improved training and education are fundamental to higher employment, the introduction of more advanced technologies, and reduced inequalities. Higher labour productivity will be the result of new attitudes towards work and especially new skills in the context of overall economic reconstruction and development. New and better management skills are urgently required.*

- *Basic to the consultative and interactive approach to economic policy are the protection of worker rights and labour standards, and proactive labour market policies. The RDP makes a decisive break with the exploitative cheap*

labour policies of apartheid and moves toward education, training, skills, a living wage and collective bargaining as the basis for enhanced productivity in the economy.

- *Gender equality is also a major objective of economic policy. Market failure often exacerbates discrimination which already exists within the Government and the wider society, leading, among other things, to artificial notions of 'women's work' and 'men's work'; employment discrimination in public works projects; unpaid labour by women; credit constraints for women with limited collateral; insufficient resource allocation to early child care and education; poor nutrition; gender discrimination in law enforcement and treatment of perpetrators of domestic violence; discriminatory treatment on the basis of marital status or pregnancy, and insufficient public health services. Objectives include identifying and addressing gender-biased aspects of government practice and economic management, and in particular increasing training opportunities for women, establishing parental rights, improving credit subsidies and innovative credit schemes, ensuring the public provision of child care, and improved competition policy to benefit women.*

1.3.5 THE RDP and Industrial policy

In support of its efforts to transform S.A and make it a democratic country with a productive and non discriminating citizenry, the GNU put in place and Industrial policy, RDP, 1996, as seen in the next page:

*1.3.5.1 **The objectives of the Government's industrial policy are employment generation, increased investments, improved trade performance and enhanced productivity.** Attaining these goals will require a focus on both the restructuring of existing industries and the correct identification of new areas of industrial development, especially in ways which will encourage the adding of maximum value to the country's natural resource endowment. A*

new approach to industrial policy will require a commitment from the entire nation, including tripartite decision making which draws contributions from the Government, labour and business.

1.3.6 The RDP and Labour market and human resource development

1.3.6.1 *Given the extremely high unemployment rate, economic growth strategies must focus on improving labour absorption. While specific technical and institutional needs and labour absorption possibilities may differ across sectors, the general foundation for employment growth is a literate, numerate and healthy work force. The Government has helped to consolidate the Labour Relations Act to this end.*

1.3.6.2 *Government labour policies will be formulated to assist the most vulnerable among the unemployed, particularly rural women and the youth. The Government will also promote techniques such as skills audits in local communities. Other means of unblocking logjams which prevent effective operation of the labour market will be supported. Accredited training programmes will be established in the context of the National Qualifications Framework. The NPWP, using Labour-Intensive methods of delivery, training and socially determined wages, will increase employment associated with the creation and upgrading of infrastructure. The Framework Agreement on Labour Intensive Construction offers an important tripartite cooperation in this regard.*

1.3.6.3 *The RDP will also safeguard and extend the gains that workers have already won. There will be equal rights for all workers, the right to strike and the right to information about employers. All workers should be entitled to a living wage and humane conditions of employment in a healthy and safe environment. Affirmative action policies will be used to end discrimination on the grounds of race and gender, and to address the disparity of power between workers and employers, as well as between urban and rural areas. The Government will protect the integrity of the collective bargaining system. Parties to the collective bargaining process will be encouraged to settle disputes amicably, without prejudice to their rights under the Constitution or any law.*

National, industrial bargaining forums have an important role, namely to negotiate industrial policy, training and education programmes, job placement and job creation programmes, and the like.

1.3.6.4 *Industrial democracy will facilitate greater worker participation and decision making in the workplace. The empowerment of workers will be enhanced through access to company information. Human resource development, and education and training are key inputs into policies aimed at higher employment, the introduction of more advanced technologies, and reduced inequalities. Discrimination on the grounds of race and gender must end. Parties to collective bargaining will be encouraged to negotiate affirmative action policies to address discrimination and the disparities of power between workers and employers.*

1.3.7 The RDP and Welfare

1.3.7.1 *It is unfortunately true that many communities and families depend almost entirely on the cash from pensions and disability grants. Even though there has been a high level of dependency upon these services, many who are entitled to grants or pensions do not receive them. Old people in rural areas and the mentally ill are particularly vulnerable in this respect.*

1.3.7.2 *The efficiency of delivery of welfare to all who have an entitlement will be improved. The Government will act decisively against corruption.*

It is in the aforementioned context and the background from all the mentioned documents, that this research therefore attempts to use a case study of the Bachelor's Degree of Applied Communication Management to investigate their the relationship between employability rates and the degree's relevance to industry needs. In so doing the researcher will reveal the underlying factors for the mismatch and its aftermath, the driving force for the partnering up with industries and then motivate for such an approach, and expose some of the benefits that the mode 3 approach will have for the HE Institutions, students, employers, and the nation.

1.4. STATEMENT OF THE PROBLEM

The essence of practical applicability of education has been downplayed for decades now, from early days of the vocational versus academic education debate, through to today's mode 1 mode 2 debate. This has been to the detriment of students, industry and nation in that it has bred a fertile ground for the manifestation of the observable mismatch between the university curriculum offers and industry needs. This situation demands a more pragmatic, maintained, and monitored partnership between the university and the industry, this is further underscored by the quote below: *"In an increasingly complex world, cross-sector partnership has become an essential approach to addressing the world's development challenges and achieving the Millennium Development Goals."Kemal Dervis, 1994.*

Partnerships would remedy the content and structure, pedagogy. Also, university programmes will be diversely informed by student needs and aspirations, the government, and industry and consequently the points of mismatch will be reduced. Furthermore, the transition of graduates from tertiary to work will become relatively easier thereby cutting down unemployment, lowering the training costs that industry usually spends on entry employees straight from university. Following which graduate performance and competence will improve and consequently the levels of productivity will increase. Moreover, the self-fulfilled graduates will be in a better position to efficiently contribute to the societal needs.

1.5. SIGNIFICANCE OF STUDY

This study seeks to illuminate the underlying factors for the growing incongruency between tertiary education and industry, thereby denouncing the exclusive use of mode 1 approach as well as expose the limitations of the mode 2 implementations. This study further explores the downplayed role of the industry in this mismatch. In addition, this study caters for student voices which have been neglected by most literature. Ultimately, the information provided by this study will be useful to; students planning on

studying at tertiary level, both internal and external curriculum managers, the employment industry that use the tertiary institutions as labour pools. Also, information from this data will contribute to literature and debate on curriculum relevance thereby opening up a chance to inform national education-policy-making, implementation and monitoring.

1.6. THE OBJECTIVES OF THE STUDY

This study investigates the points of match and mismatch between what tertiary education offers and what the industry demands. Essentially this study asks the following question: "What is the relationship between the employability of the graduates to the relevance of tertiary education to industry-skills needs?" The information sought by this study is therefore: (1) graduate employment rate, (2) points of match and mismatch between the industry and degree offered, and (3) reasons for the mismatch or match and its aftermath. Furthermore, the suitability and readability of newly graduated employees will be explored and assessed from former/current and prospective employer perspectives.

1.7. DELIMITATION OF THE STUDY

This study will be conducted within the following parameters:

a) Only graduates from Applied Communication Management, who enrolled for the programme from the year 2000 to 2009 will be surveyed. All graduates enrolled from the year 2000 and graduate prior to 2005 did an old programme called the Bachelor of Social Science (Communication), while all other graduates who enrolled from 2002 and graduated in 2005 going forward did a newly named degree bachelor of Applied Communications Management. In principle the former degree was suppose to be more hands on, however it ultimately became a slight name change without any significant change in content.

b) The definition of unemployment will include only those that have been searching for more than six months or more thus the choice of graduates only until 2009, this follows Kraak's warning that the relativity of the definition of unemployment may be a

cause for unreliability of statistical data on unemployment in S.A (SAFM, Radio interview, 2007).

c) At this teething stage of the study the researcher acknowledges that the study may suffer due to the unavailability of some sources or documents of information sought after. Therefore, the study is also susceptible to change of methodology in search for the most appropriate and yet accessible means of acquiring relevant information.

1.8. RESEARCH METHODOLOGY

It is therefore in the context of the above observation that in this current project, the researcher examines the mismatch and match between what the media studies curriculum of the University of Fort Hare offers and the specified skills needed in the media sector as specified by the Skills Education and Training Authority for the Media sector (MAPPSETA). After all, the advocacy cannot go on without specific knowledge of the problems to be identified. It is in this line of thinking that this study seeks to reveal the match or mismatch from three perspectives; the student, lecturer, and the industry or employers.

The guiding objective is to determine the employment levels of graduates of Applied Communications Management, check possibility of the impact of degree relevance to the employment levels, and pinpoint the major points of match or mismatch.

This study has been placed within the field of applied research because it seeks to address a societal problem which is in the form of 'the mismatch between tertiary curricula and industry needs'. Due to the holistic yet evaluative nature of this study a qualitative case study approach will be assumed. As such this study will focus on the degree of Applied Communication management and the researcher will rely on statistical data and figures only as a foundation for the rest of the findings and the discussion thereafter. A checklist of essential skills will be drawn up in line with the provisions set out in the MAPPSETA skills audit documents and used to create online surveys for graduates, employers and lecturers. The researcher acknowledges the need

of a degree of triangulation to address any flaws of one method thereby increasing the levels of method validity and study reliability.

In accordance with the above understanding content analysis, questionnaire, and interviews will form the core data collection techniques of this study. An online survey was emailed to over 60 graduates (+/-12.5% of the total graduates) between 2004 and 2009. The survey seeks to determine whether or not the graduates are employed and discover the surrounding factors for the status. Also this part will seek out the graduates' assessment of the efficiency and effectiveness of their education in preparing them for the world of work. Moreover, this study offers the perspectives of lecturers and prospective employers.

1.9. IMPORTANCE OF STUDY

This study is particularly important for the Communications Department that currently has limited, if any, formal relations with its graduates, and to the larger university whose database on graduate employment and whereabouts still remains such a mystery and if known is only to a few administrators. Furthermore, this project will contribute in two ways to the existing knowledge on curriculum relevance debate first by introducing the neglected student voice together with the lecturer, industry perspectives and ties in the national agenda. Secondly, by providing a working template upon which curriculum audits, particularly those in the related social science like social work, may be done. Finally, by giving pointers and recommendations towards a working model on which to base, implement, and assess the triad-partnerships or 'triple helix' Swartz (2005).

1.10.   DEFINITION OF KEY CONCEPTS
Curriculum relevance: the curriculum meaning to student needs, its significance, applicability to industry and national agenda as per reigning societal demand.

Industry needs: refers to all the intellectual and physical skills, personality, and emotional that the employment industry requires from new entrants towards the attainment of highest productivity rates. These industry needs are also matched with the national economical and social needs.

Societal Development: this study conceptualizes societal development as the political, social, economic, and technological betterment of society or simply implying positive social adaptation to change in such a way that today's generations are able to reach self actualization as well as live life such that the national agenda of the day is attained. This is on the understanding that societies change due to people developing new needs and therefore changing their behavior; moreover people will choose to change their behavior in order to better realize their potentials.

Curriculum reform or transformation: refers to the change effected to the system of selection for teachers and students, course structure and content, and the pedagogy or teaching approaches and assessment methods to realign curriculum both hidden or latent and manifest.

Employability: the possession of the basic requirements as per job advertisement and the quality of trainability thereof.

Productivity: the ability to satisfactorily perform duties to specification within the set time limits.

1.11.   SUMMARY

It is in the context of the above developments that tertiary education's relevance has come under speculation. While the applied significance of this study is to explore the points of match and mismatch of the degree of Applied Communication Management and industry needs, the findings of this research have theoretical implications, for they contribute to our growing understanding the essence and required processes to maintain the triple helix relationship as this has implications for all three stakeholders involved but above all it has direct bearings on the employability of graduates. In the subsequent chapter, a fusion of literature review on the debate about curriculum relevance, brief exploration of some scenarios where the triad partnership has been implemented thereby bringing out the advantages and disadvantages or challenges paused by this approach. The chapter thereafter will be on research methodology, and followed by a chapter on findings and data analysis will be presented. Finally, the discussion, limitations and recommendations for future research are outlined followed by the general study conclusion.

CHAPTER 2

LITERATURE REVIEW ANDTHEORETICAL FRAMEWORK

2.1   INTRODUCTION

This chapter dwells on the literature review which is an account of the ongoing discussions by other researchers and scholars on a related topic. Moreover, the literature review reflects the methodology other scholars used to engage the topic and further discusses the results of various studies and their implications for the current study. This study conceptualizes development as the betterment of society or simply implying positive social adaptation to change. This adaption is such that today's generations are able to reach self actualization if not at least pursuing it, as well as live life such that the national agenda of the day is attained. This is on the understanding that societies' behavior is needs driven whose fulfillment is dependent on the unleashing of human potentials (Rahim, 2006) where education is viewed as a value laden social activity which is a result of choice and reasoning for personal development. Over time individual development has become synonymous with individual education. Individual development has, overtime, become a foundation upon which societal development is based and measured by, Enemark, (2005).

South Africa has one of the highest education expenditures in the world over, between 2008-2009 close to R123 million rands was invested in education. However, huge investments alone are still not enough for societal development. In order to realize societal development through individuals development via education an urgent need has emerged for curriculum re-alignment in South Africa's higher education institutions with regard to objectives, the quality, relevance of programmes, the profile of graduates, teaching and learning methods, flexibility of the study plans, measures for quality and interaction amongst the universities, industry, industry and society at large. The University of Fort Hare has not been exempted from this trend as evident in its Strategic

Plan 2000 (hereafter, SP2000) very much founded in the predeceasing UFH Review Report. SP2000 highlights that new demands are being imposed on tertiary institutions to redefine their roles "…in relation to the provision of knowledge and skills required for social, economic and cultural development of the emerging democracy…" Swartz, (2000) the document further asserts that in order to respond to such demands the universities are faced with a situation where they have to transcend far beyond their traditional roles to active participants of developing solutions to the exciting developmental challenges of South Africa today and the world over. Among the changes this document proposes is the critical need to revamp the prorammes offered by the university to the 'marketplace'.

2.2 A DEBATE ON CURRICULUM RELEVANCE FROM VARIOUS PERSPECTIVES

Various theories and debates exist in relation to the role played by education in societal development, for the sake of this study three categories have been created on the criteria of the dominating view of education at that time and relationship between the university and the environment, these are mode 1 and mode 2. The third mode is later recommended at the end of this study with following the findings of this research. Mode 3 shall be a strategic synthesis of mode 1 and mode 2 with further suggestions to advance the needs of the day, 21st century in line with a foregrounding human capital theory. This is cognizant of the fact that the world's economy is changing as knowledge supplants physical capital as a source of present and future wealth.

Human capital theory maintains that one's potentials hinges only on the functional ability of being employed. To this end this theory is viewed as flawed in that it undermines the overflowing role played by education in facilitating the attainment of other basic and even higher needs. However, with all its short comings the human capital theory provides a unique perspective from which to learn, particularly under the current reign of curriculum relevance. This study does not overlook the interconnectivity between education, human potential and human development, thereby suggesting that while for the purposes of this study we focus much on the human capital aspect, education it self is more than human capital (Rahim, 2006).

2.3 TOWARDS AN UNDERSTANDING OF CURRICULUM RESPONSIVENESS

Curriculum responsiveness is at the core of this study hence a deeper understanding of the concept is necessary. Responsiveness is behavioral change when incited by stimulus. It implies adaptation to change in the environmental conditions by learning of these as learning is an ecological prerequisite of survival and as such responsiveness is the drive to survive. As applied to universities, responsiveness therefore means adaptation to reigning environmental forces to meet society's broad expectations that higher education will adapt to change and contribute to national needs. Curriculum relevance is such that it demands an element of "continuous improvement" (Gallagher, 2001). Policy documents such as NCHE report, the White paper and NPHE reports have taken a broad approach to the issue of curriculum relevance, avoiding focus on economic competitiveness. NCHE refers to the challenges of redress and development, while the White Paper appeals for the development of "enlightened responsible and constructively critical citizens." These documents also warn against ad-hoc approaches, instead the NCHE report concludes that responsiveness should also include an appreciation of demands on higher education that flow from a more universal, wider-ranging view of its nature and role in human affairs. This means the new framework for transformation of South African Higher Education institutions also has to provide enough room for the kind of freedom that will ensure autonomous academic inputs and discretion, so that those long-term objectives of Higher education, which the market and immediate social environment do not and can not register, can be attached to.

For the fact that curriculum relevance has been so wide a debate implies that education is dynamic. This dynamicism is necessitated by the forever changing state of the surrounding environment, particularly with the various trends impinging on education, globalization, internationalization, contextualization, technological advancement and knowledge economy.

The knowledge economy is characterized by the dependency on information and ICTs for economic sensibility, hence as knowledge becomes more important so does higher education. The quality of knowledge generated through higher education institutions and the employability of its products is becoming increasingly critical to national competitiveness, particularly in the face of the major challenge of skills and knowledge obsolescence and deskilling. Faced with such a challenge education has had to be viewed differently, hence the new concept of lifelong learning and the relative acceptance of vocational education and non-formal learning into the mainstream education or knowledge. It has been argued that urgent action to expand the quantity and quality of higher education in developing countries should become top national development priority to countries concerned and the larger international community at large (World Bank, 2000).

It is in line with the above understanding that the late 20th and early 21st century have been characterized by debates on the need for curriculum reform and curriculum responsiveness in so many countries in Africa, America, Asia and in Europe (Liannqing, 1996; Michael, 1997; Zhang, Lam, Bauer, 2001; Zhao and Harris, 2004) and many others who have taken the debate locally such a Gibbons, 1994, Scott, 1995, Ogude et al, 2006, Maharasoa and Hay 2001, and Kraak, 2000). Internationally there has been an observable transition in the functioning and structure of tertiary institutions which entails a shift form elite and insular institutions which for a long time have been modeled along archaic Western societies which now themselves have re-aligned themselves with the reigning environmental challenges and opportunities.

To gain a deeper understanding it is imperative that the researcher provides a holistic view of the evolution of education views. For the sake of this purpose three umbrella and inclusive theoretical perspectives have been assumed for this study. The subsequent section provides the insight into the evolution of education from closed system or mode 1, through "open systems" or mode 2, and to the current holistic and interactive open systems which is the mode 3 perspective. Through this discussion, insight is brought into the needs for implementing this new approach

2.4 EDUCATION UNDER MODE 1 APPROACH

Mode 1 approach to education as explained by Gibbons (2000) refers to the metaphorical illustration of ivory towers. This approach considers education as for the elite. Furthermore, knowledge is disciplinarian and characterized by groupings of courses and programmes according to discipline like Sociological studies, lacking the interdisciplinary approach which mode 2 offers. Mode 1 operates on the basis of tertiary institutions being the only source of knowledge. In this school of thought academic knowledge is given precedence over vocational knowledge a distinction that Lewis, (1998) sees as insignificant, and only serves to draw class stratifications within a society.

2.4.1 The core founding values of mode 2 are:

Tertiary institutions operating on this mode are therefore characterized by:

a) <u>Disciplinary Knowledge</u> where knowledge is formal and coded according to canonical rules and procedures of academic principles, thereby disqualifying any other sources of information that are not within academic structures. Formal learning is given unchallenged reign over all other forms of knowledge. This distinction is rooted deep in the origins of the British system where back in the Victorian age the essence or focus was not on depth of curricula but rather on "senile" or "menial", the former was attached to academic knowledge, while the latter was associated with vocational education also referred to as instrumental knowledge (Young, 1971).

The partitioning of the curricula into vocational and academic has been a feature evident in the American system since the passage of the Smith-Hughes Act in 1919 (Lewis, 1998). Such discriminatory trends were not much surprising in the historical context but it is a concern today as democratic values are to be upheld and thereby giving freedom of expression and education such that even the poor can challenge the reigning ideologies and determine their own curricula.

Formal knowledge is viewed as a structured form of instruction that reinforces conformity, stratification, and appropriate values at an accredited institution called a school (Rahim, 2006). There is more emphasis on lecturer knowledge which is therefore regurgitated to students. This mode is very much characterized by the employment of lecturers on the basis of their qualifications alone and academic experience, paying no attention to their experience in the field of teaching and the links thereof. The books and sources of information are restricted to the writings by professors already in the teaching field or other known publications by academics that are sometimes colleagues to a point that lecturers that could explain to you their personal encounter with author so and so who is a professor at a known university or worse a neighboring institution.

In this mode the recommended use of a colleagues work was the order of the days. In mode 1, curriculum development is very much influenced by the qualifications of the lecturer, HOD or programme Director as is evident in the making of the Degree of Social Science (Communications) later presumably upgraded to Applied Communications Management whereas much content remained the same. The make up of the degree is very much reflective only of the qualifications of the lecturers and management of that day, with little industry link if any at all thereby showing minimum concern with societal development oriented teaching that gives students a well rounded perspective and experience of the course.

In Mode 1, Education is viewed as an end itself (Gibbons, 1998, and Rahim, 2006) hence nothing seemed sinister by teaching for years on end without having tasted any part of the industry in question. This mode of thinking provided a framework where prescribed guidelines with set outcomes in the form of skills, attitudes, values, becomes credentials for job entry, focusing much on trainability of credential holder. Under this mode, the narrowed human capital approach prospered as vocational education was highly regarded as instrumental knowledge for application in set situations. The class struggles of the day were fought on basis of qualifications, and elitism was reigning in the work industry unlike in mode 2 where productivity becomes core concern.

Upward mobility was only on the basis of one's education qualification while there were stringent bottlenecks meant to ensure the entrance of only a few to university. This approach dwarfed the voice of the poor, for whom Lewis, (1998) knew that education held a key to social mobility but they lacked the voice to interrogate schools and resist curricula impositions upon their children who for most of the part were taught vocational skills widely used but not given much regard for vocational education was low status compared to the high status academic knowledge. Those who pursued vocational training forfeited opportunities of going to university, thereby forfeiting high status jobs and any chances of rising up the ladder, socially. This happened in most countries except in countries where vocational tracking leads to technological universities like the present relatively new scenario in South Africa.

b) <u>Homogenous production sites</u> - The development of disciplinary knowledge has historically been associated with universities and other institutions of Higher Education. These institutions often exist in (ivory tower) isolation from real-world problems and basic research form the core of the interest of the institutions. In contrast Lewis sets forth an argument for the consideration of vocational education to be considered as general education for all knowledge systems are equal and can therefore form a unitary curriculum without hierarchical order and tracking such that all students would be equal and engage in a breadth of studies supportive of the widening vocational insight without losing perspective of academic subjects (Lewis, 1998).

Lewis, (1998) challenges the pursuit of knowledge for the sake of knowledge without practical application as he says this widens the gap between the weight put on vocational knowledge and academic knowledge without necessarily enabling a betterment of society besides increasing inequality. In tandem with Lewis, Sedunary, (1996) highlights that the distinction between manual and mental labour is outmoded and superfluous and not a good basis upon which social roles should be constructed as both ends are necessary parts of education for societal development.

c) <u>Insular Knowledge</u> – Here the only reference points for disciplinary knowledge are academic peers, the interplay or interactive approach to meaning production is disregarded (Gibbons, 1998).

2.5 EDUCATION UNDER MODE 2 APPROACH

In trying to come up with a more contemporary approach to education, Gibbons (1998) created mode 2. The shift, away from what Gibbons term 'Mode 1' to 'Mode 2', can be simply understood as 'problem solving knowledge' where priority is on the ability to respond and retool quickly to rapidly changing contemporary societal and economic demands. The mode 2 approach to Higher Education is said to have been necessitated by the effects of globalization, democratization, competition, education for all and a lot other contributing factors. Mode 2 denounces the insulated nature of Mode 1 and advocates for the more open and interactive approach to education. Gibbons (1998) asserts that the mode 2 approach is unlike the mode 1 where education was a luxury, instead it has become a tool through which economic development can be attained.

2.5.1 The core founding values of mode 2 are:

a) <u>Problem-Solving and Trans-disciplinary</u> - where knowledge is problem-oriented. Furthermore, it attempts to solve problems by drawing on a multiple disciplines, which interact in the real world contexts of use and application, yielding solutions and new knowledge which are not easily reducible to any of the participating disciplines, for instance the combination of Business Economics or Administration studies with Communication Science Studies to groom Media Managers or Economic Journalists.

b) <u>Heterogeneous, Tanks-institutional production sites</u> – Resulting from the contestation of the authority given to formal learning, informal learning comes to play. Informal learning relies on spontaneity, self-direction and dialogue (Rahim, 2006). Knowledge is produced in multiple sites by problem solving teams with members emanating from various institutions: from Higher Education Institutions, networking enterprise R&D laboratories, state S&T institutes, and NGO think tanks.

Under this mode, informal learning is recognized as essential hence the opening up of apprenticeship or learning situations, with limited evaluation though as reflected in the low follow up mechanisms employed by institutions like the University of Fort Hare in their Social Work internship programme. In institutions like the former Border Techninkon, now Walter Sisulu, apprenticeship follow up and assessment are critical. This variant approach to the importance of informal training emanates from the distinction between vocational knowledge and academic knowledge. Formal partnerships are and joint-ventures forged between these actors to generate new knowledge and exploit its commercial potential are common.

To a larger extent education is viewed as a means to an end. However, this mode still does not acknowledge unintentional learning, which by the virtue of being exposed to practical work experiences one is open to and becomes an important part of self-development without the learner intending to do so.

c) Socially useful knowledge - Many of the problems addressed by trans-disciplinary and trans-institutional knowledge workers today are of great social importance or commercial value. This is socially accountable knowledge. Though some universities managed to adopt this mode of thinking, the fact that the pre-merger-era, Technikons were more popular in absorbing this mode and their teaching approach being informed by it. However, it is still a fact that to date after the mergers there are some universities that merged with technikons but still have not soundly implemented any practical ends to their degree programes, still focusing much on the theoretical aspects, preferring to even conduct the practical through theory. Few of the programmes have role-plays, internships, industry evaluator visits etc which a precepts of a Mode 2 based education. Mode 2 views social usefulness in a narrow way as it is simply the work place and productivity, which to a larger extent is important for the employability of individuals which if not achieved can be energy consuming and will denying as revealed by the experience of one England's job seekers:

"I found it harassing and nerve wrecking ordeal to accommodate myself to a reduced rate of benefit. I lived in dread of those empty, boring, and monotonous walking about searching for a job that was never there, and returning to a lodging bereft with warmth and stimulating food. The emptiness of the belly, and the accompanying tension and worry, produced an emptiness of the brain and of the spirit. I walked about looking for work as much to distract myself as to find work, Cohen, 1945:28, cited in Livingstone, (1999).

In the light of the above quote it therefore becomes clear the interplay and multifaceted role that education plays in attaining other basic needs. It is for this reason that there is a wide agreed view that education is widely useful as it facilitates the attainment of other basic needs and expands to enabling good citizenry, which the narrow *'socially useful-knowledge'* of mode 2 fails to encompass*.*

2.6 CRITICISM OF MODE 1 AND MODE 2

The exclusive application of mode 1 has resulted in the stagnated and insulated production of knowledge and view of education thereby failing to be responsive to the dynamic environment. Also, the mode 2 approach, while advocating for the responsive approach has blamed institutions as being the ones at fault thereby overlooking the contributing industrial factors which have acted as barrier to entry.

Both Mode 1 and mode 2 fail to maintain direct relevance to the South African context where there has been rapid transition from apartheid to democracy characterized by education for all and the entrance of new diverse needs as a result of various classes accessing education. Moreover, South Africa is currently struggling with stubbornly stagnant rates of unemployment thereby making it one of the most important national priorities.

The high unemployment rates contribute to the unintended failure to become active citizens and sometimes intended dependence on non-conforming behavior to achieve basic needs.

The failure to find work result in the wearing off of the spirit and conflict of the mind sometimes question his worth as reflected earlier from one of the accounts of a job seeker " *…reduced rate of benefit…"(M. Cohen, 1945:28, cited in Livingstone 1999). This desolate account shows a* contravention of one to the founding provisions of the South African National Constitution Chapter 1.1a (The Republic of South Africa is one sovereign, democratic state founded on human dignity, the achievement of equality and the advancement of human rights and freedoms).

Upon close inspection it may also be discovered that the issue of unemployment is also very much related to the failure of many South African to carry out their responsibilities as citizens as earmarked on the constitution that is to equally subject every citizen to the duties and responsibilities of citizenship. The continuing perpetuation of the official local languages evident in the constitution of the country Chapter 1.6.1- 1.6.4, also contributes to unemployability of the citizens and the phenomenon of pride in one's native language is blanketly taken at face value by some institutions and their student population as well to mean the undermining of English as the official business language and other people's languages which is quite detrimental in the diverse society that we live in nowadays and the employers are very much aware of yet the graduates come ignorant of. Mode 2 overlooks the issues of autonomy for both the education institution and the companies.

Mode 1 and 2 fail to bring in the student needs and voice to the upfront thereby making development seem top-down and lacking the human face. The two modes seem to be oblivious of the fact that students have various learning abilities and approaches thus when designing and implementing curriculum the educators should consider the learning theories. Moreover, "…at the heart of every learning theory and its practical application is the student" Deutsch, N, (2004).

2.7 A CRITICAL ANALYSIS OF THE IMPORTANCE OF LEARNING THEORIES AND THE STUDENT

Learners are interested in learning relevant subject matter. Carl Rogers 1902-1987 in Drummond (2003), discusses two kinds of learning: "cognitive (meaningless) and experiential (significant). Carl Rogers also distinguishes experiential learning in that it addresses the needs and wants of the learner" (Kearsley, 1994-2004). Learning becomes meaningful and significant because the subject matter is related to the student's interests and needs. Rogers further posits that, self interest and "self-initiated learning" has less threat to the self and therefore "learning proceeds faster" (Kearsley, 1994-2004).

Rogers' theory of learning encompasses four steps: "students participate in some activity, reflect upon the activity, use their analytical skills to derive some useful insight from the experience, and then incorporate their new understanding(s) into their daily lives" (Sachse, 2002). This reflects learners' motivation to keep abreast of technological developments. Both Mode 1 and Mode 2 are ignorant of Roger's learning theory, thus fall short of fully equipping learners with the necessary skills. Therefore this study endeavors to address arising issues by means of recommendations and a model which is a synthesis of mode 1 and mode 2, which will be referred to as mode 3.

It is upon the understanding of the core underpinnings of the Mode 1 to Mode 2 shift that the researcher will suggest a synthesis of Mode 1 and Mode 2, hereafter referred to as Mode 3, as a theoretical framework to answer the core concerns of this study using a case study of the Bachelor of Applied Communication Management. Mode 3 will therefore be given as a future guiding theoretical framework on which curriculum assessment and development can be based.

2.8 TOWARD CRITICAL RETHINKING OF EDUCATION UNDER MODE 3 APPROACH

Due to the dynamic nature of the environment yet stagnated view of universities they have been forecasted to outlive their use and will not survive the acid test that the free market demands from them. This is obviously in cognizance of the possible and already existing incongruency in the triad education-work-society relationship. Universities have become factories where the prices are high, efficiencies low and outcomes questionable. Although, it should be noted that there has been effort to address such anomalies, which are of the move towards knowledge with greater applicability and practice, along with greater emphasis on economic and social relevance.

It is therefore in the above understanding that this study uses mode 3 approach to education as an endeavor to harmonize the triad relationship and ensure curriculum relevance without compromising the very much needed strong base of human capital. This people-centered yet interactive developmental approach has real potential to drive creative solutions to educational, industry, and national challenges in an integrated and sustainable way. Locally, most institutions are still toying between mode 1 and mode 2 in a bid to re-align with governmental demands and market demands. Locally, the firms, policymakers and government agree that skills shortages are probably the most important obstacle to accelerated growth in South Africa, DPRU, 2005. South Africa attempts to meet pressing national needs in a global context, curriculum relevance or responsiveness has become central to policy, and higher education sustainability is grappling with this as it rethinks the curriculum.

However, while efforts to restructure curricula show evidence of institutions attempting to become responsive, the outcomes of knowledge and skills to dynamic environment and sometimes incompatible, they may respond to immediate market needs, they may not produce the "self-programmable labour" that is required for the now knowledge economy. Ironically, in the midst of high unemployment rates, the South African government is seating with a skills shortage problem thus demands that higher education to contribute forcefully to graduate employability (Maharasoa and Hay, 2001).

This can be done if there is an understanding of the reasons for the unemployment of graduates, from both the perspectives of the firms and the student.

2.9   THE REASONS WHY SOME GRADUATES ARE NOT EMPLOYED

According to a study conducted by DRPU, 2005, the reasons for unemployment include the following:

- **Graduates sometimes enroll for the wrong field**
- **firms are not able to use graduates to fill their skills requirements** because the graduates may have the qualifications but not the practical skills and experience.
- **The wrong types of graduates are being produced**. We need more technical graduates. This is illustrated by the low enrolment levels in engineering sciences and at Further Education Training (FET) colleges.
- **Shortages also exist at management level** and graduates are simply not suited for these positions.
- **Suitably skilled staffs are often poached** by other companies or emigrate.
- **Graduates are not of a high enough quality.**
- **Many Graduates are Unemployed, because they have chosen the Wrong Field of Study**
- **Although there is an oversupply of graduates in general, unemployment is higher for those with a diploma or certificate coupled with grade 12. Also for African graduates**, although this is partially explained by the massive increase in enrolment of African students at tertiary institutions. This is also evident for **Commerce students** – again, this may be because that is a field more people enroll in.

There has been a significant difference in the trends of unemployment according to subjects of study, the table below shows these interesting and crucial facts for future government funding and the HEI enrolment strategies in the future:

Figure 2: Breakdown of Tertiary Unemployment by Type and field of study, 2005

Field of Study	Share (Percent)					
	2000	2001	2002	2003	2004	2005
Business, Commerce and Management Studies	30.5	26.9	28.2	27.6	28.2	28.1
Education, Training and Development	25.6	26.5	23.2	19.0	21.1	14.1
Physical, Mathematical, Computer & Life Sciences	11.3	15.1	10.5	14.4	9.8	16.5
Manufacturing, Engineering and Technology	8.6	9.2	12.4	13.7	10.8	11.6
Health Sciences and Social Services	5.8	3.4	5.7	5.5	8.3	9.7
Human and Social Studies	2.7	3.8	6.8	4.4	4.9	4.9
Other/Unspecified	15.5	15.1	13.1	15.4	16.9	15.2
Total	100.0	100.0	100.0	100.0	100.0	100.0

Adapted from DRPU, Policy Briefs(2005: 6)

Seeing the degree in Communications is a social science, it is even of more concern as it has been observed that while labour demands for students with qualifications in social sciences and humanities are less acute, those are the fields more students keep registering for. They also keep registering for fields that do not directly prepare them for professions, which take them longer to find jobs than graduates in economic and management sciences and natural sciences, DPRU 2005

The figures depicted in the table above are very disheartening to the students, universities, the employers, the government that invests millions in the lives of these young people. The big question still rings in their minds, why? There are many possibilities, the list provided below tries to answer this growing concern:

a) The Quality of Education is not up to Standard

The quality of education in South Africa is a concern on all levels. Fewer and fewer matriculants are passing with exemption, and it is suggested that 82 per cent of all students entering university are functionally illiterate – that is, they do

not possess adequate writing and communications skills to perform optimally at a university level. Of further concern is the fact that, while English remains the major medium of education, with almost 95 per cent of students being taught in English, only 10 per cent speak it at home. This explains the poor academic performance.

There is a disproportionate large number of unemployed African gradates. One possible reason for this is that many of them attend HBU (Historically Black Universities – many firms do not have recruitment drives in those institutions. Universities seem to focus on how many students they can enroll, not on how well they will do. Perhaps they should align intake according to the skills identified by JIPSA.

Combined with this, there is a high drop-out rate – one study cited at the end of 2000, confirms that, 30 per cent of first year students dropped out, and another 20 per cent dropped out between their second and third years. Of the remaining 50 per cent, less than half failed to graduate within the prescribed course period. This may be because many students are not adequately prepared and struggle with the heavy academic workload. The quality of FET colleges is questioned. While there is a recapitalization underway to increase the quality of education offered at these colleges, many firms who would be able to use FET colleges to train staff prefer to do their training in-house because they doubt the quality of the colleges.

b) Continued Racial Discrimination Favors Whites

Notwithstanding the fact that African students are more likely to choose study areas with lower employment, African graduates are definitely still disadvantaged in the labour market.

c) They Lack Soft Skills, Workplace Readiness and Experience

At the start of their careers many graduates lack the so-called "soft skills" such as time management, creative thinking and general communication skills. This is one of the main reasons many candidates are already unsuccessful in the

recruitment phase. Of specific concern is the fact that many of these students come from historically Black institutions, where they do not have the opportunities to develop these skills by participating in student bodies etc, as do their cohorts in historically White institutions.

Graduates often do not have enough work experience to work independently. University graduates generally do not have any chance to gain working knowledge in their fields, and even though colleges often require students to complete an internship before graduating, these are hard to come by. Again, students from historically White institutions are better off here, because they have more opportunities to gain "work" experience as academic assistants and so on.

The problem is exacerbated by the fact that many companies do not want to make an investment in training, or fear that other firms will simply poach staff once they have trained them.

d) Their Expectations are too High

Finally, the problem may not be that there are no opportunities for graduates, but rather that their expectations are too high. They expect that their qualifications will open the door to high salaries and management positions, and are not willing to start "at the bottom".

The current graduate unemployment problem points to a deeper, more serious and long-term problem – a problem with the education system. It is a system that in many ways is failing learners by not preparing them adequately for tertiary study and later on for work, by not steering them towards subjects and courses for which there is a demand and in many cases, by not providing them with an adequate quality of education. DRPU, 2005. *At the same time, it points to a failure of businesses to absorb more graduates into training or internship programmes and to commit to them despite their youth and lack of experience. While no single, short-term solution will solve the problem, policies which move*

to increasing the quality of our education, limiting enrolment to some courses, and incentivizing companies to take up graduates by, for example, giving internships the same BEE points as learnerships will ensure that future graduates are absorbed (DRPU, 2005)

With a situation showing the continued trend of unemployment even when the SETA's are on the ground to introduce learnerships, the mode 3 approach to education becomes indispensable. Mode 3 demands that particular attention is placed on the ability of the curriculum to equip students with sound knowledge and skills that are relevant to developing countries' needs and aspirations without downplaying students' personal growth. This way the expected responsiveness of education to economic and social development can then be met. According to the 1997 White Paper on Higher Education (DoE, 1997), higher education is expected to increase its responsiveness to societal interests and needs. Amongst the expectations are those listed below:

- Meet needs of an increasingly technologically oriented economy
- Deliver research requisite
- Deliver highly trained people and knowledge to equip developing society to address national needs
- Participate in a rapidly changing and competitive global context through provision of globally competitive skills and knowledge.

2.10   Addressing the industry-education links: The future of Education

In the future higher educational programmes need to be designed in such a way that they link the industry, the larger community and the al agenda. The triple helix relationship as asserted by Prof D. Swartz, is crucial and needs to be more evident. The HEIs ought to acknowledge industrial perspectives, practices, and needs, and incorporate such new knowledge in their educational and research programmes. Industry needs to be receptive of new research and technology via direct interaction with students (the best channel of technology transfer). Moreover, there is a need for the industry ought to create opportunities to work with and recruit highly trained and equipped students and graduates. Industry and HEI must cooperate closely to tailor

programs that meet the interests and needs of the students, faculty, industrial corporations and the nation at large.

The current and future societies demand that education coordinators/directors' efforts and strategies should keep abreast of industry programs in detail, and of trends and particular requirements and developments in the relevant industries. ***The programme directors or HODs must aim to meet industrial needs while ensuring that HEI educational programs meet student needs, degree requirements, and educational goals.*** This obviously calls upon the education coordinators/directors to have a close relationship with its industrial liaison officer, because the two activities overlap strongly and affect each other's results. The education programs should serve as student advocates, and the industry programs as advocates for industry. Developing common goals and a relationship that ensures joint-input into programs is essential to a strong education program that is relevant to industry and meets industry's demands and needs*.*

The industry-education link suggests several goals. The process of learning in this relationship is a mutual one, with opportunity to encourage life-long learning, in which the HEI and industry serve alternately as teacher and learner. ***Education programs provide opportunities for student-industry and faculty-industry interaction via mentoring, internships, co-advising on theses and doctoral programs, recruitment, employment, visiting scientist programs, seminars, workshops, and presentations.*** Industry may directly sponsor education programs or educational innovations relevant to industry needs and goals. As part of the lifelong learning aspect of their education programs, industries may sponsor seminars, workshops, and short courses to bring industry to the center or take the HEI to industry, transfer technology and HEI research to industry, and encourage faculty exchanges with industry.

Special community outreach programs, aimed at specific groups, can enrich the diversity and extend the impact of the HEIs. Examples of such programs are those targeting at-risk groups, such as high school students or high school dropouts, or targeting dislocated workers via retraining programs, or targeting technical students via community college programs. Continuing education programs are also relevant for the

wider community audience and the general public, as well as for academia. Educating the public about the value and meaning, of media or any other progammes/profession for that matter, in their daily lives is a role that HEI education programs must increasingly address. This can be achieved through the suggested mode 3 approach to education. The value of the industry-education link success and its sustainability cannot be overemphasized, thus the triple-helix call is premised on the values below:

a) <u>The knowledge is needs driven and characterized by basic and applied knowledge.</u> This is cognizant of the fact that the needs of the society operate on neither basic nor applied realms exclusively, hence universities will be demanded to be more flexible and responsive. Moreover, it has been asserted that education in development, is more than contributing to a country's productive capacity (Rahim, 2006), which is in conflict with the mode 2 approach.

   The needs driven aspect of this mode implies that the environmental changes impinge on the state of the curriculum and demands a responsive approach as further evident in the Australian approach where they draw inspiration from the changing characters of contemporary work such as the impact of technology (Lewis, 1998). Moreover, the academic versus vocational divide belongs to yester years as it will not suffice in the current high performance workplaces where critical thinking and lifelong learning in the face of deskilling, skill flexibility and trainability are valued so much. On another level the needs of students determine the success of education programmes, for it has become increasingly clear that there is a need to change the way in which the system and its institutions relate to its students (Power, 2000).

b) <u>Characterized by trans-disciplinarily, potentials-tapping-based, critical and empowering knowledge.</u> This approach while giving autonomy to the students to unleash their potentials and shift between various disciplines through elective course, this is done under serious supervision by career counselors and lecturer suggestions in line with student needs and industrial demands. This would curb the creation of dead end qualifications.

c) <u>Characterized by acknowledgement and implementation of the hidden curriculum and culture</u> where extra curricula activities and institutional culture seeks to play a significant role in student's academic and personal development. Moreover, higher education systems become reasonably reflective of corporate culture of the various industrial institutions they feed. As advocated for in the RDP White Paper, 1994, sports, arts and recreation are suppose to be open and accessible to everyone. Taking lessons from the old adage "all work no play makes Jack a dull boy" another one back to basics kind of adage is "a healthy body is equal to a healthy mind." On this basis, Mode 3 seeks to fully acknowledge the essence of all other hidden curriculum activities to try and enrichen the student experience and improve their self esteem, unleash potentials, and sharpen their minds and creativity. Recreational activities in universities are almost restricted to huge parties which in the University of Fort Hare have become "bashes." ***'Is that all that universities can strategically organize and plan and offer their clients, future ambassadors?'*** one wonders.

d) <u>Heterogeneous tanks-institutional production sites where both formal, non-formal, informal, and vocational knowledge</u> are submerged and recognized as essential, though to varying degrees, for the successful grooming both students and lecturers for the welfare of the institution, students, and the society at large. Also incorporating the various production sites as suggested by the mode 2 approach. This is also acknowledged in the RDP, section 1.4.5 book, (1994:8). However, the follow up and implementation proves to have been a little more challenging than was anticipated thus it falls a little on the negative side with SETAs underperforming, the rise and death of the National Youth Development Agency, JIPSA all dying a natural death.

Moreover, this mode in cognizant of the entrapment of teachers in the margins of the curricular where they assume a defensive stance in of fear losing their jobs since most were schooled in the old mode 1 approach where they were the only sources of knowledge. In addition, this defensive stance assumes the form of resistance to change as they are faced with a challenge of lifelong learning to address a situation where they can not connect their work with the current dominant academic-vocational culture. This defensive stance has perpetuated up to today hence the

continued protective stance on the academic versus vocational knowledge divide and the association of academic education with status. New vocationalism sparked up by global economy and commitment to the belief that the curriculum must now be more deliberately connected with work (Lewis, 1998), giving the same regard to both vocational and academic work, both playing a complementary role. Other scholars such as Enemark have challenged the Fordist simplicities in the workplace as technological dynamicism and social complexities demand for job flexibility rather than the narrow vocational approach where people are only trained to perform only particular repetitive jobs.

Ogude et al, (2006) in line with Lewis's 1961 proposal for the consideration of all knowledge as equally important, she points out that it is now necessary to shift from the induction into specialized knowledge and specific disciplines to the development of broad generic and transferrable skills. This new approach will raise standards and assure competition at work, focus on new workplace basics such as problem solving, "learning to learn", and teamwork. This approach would broaden the focus of vocational education through mechanisms such as integration with academics and vice versa, using occupations to contextualize academic subjects, to offer occupational clusters rather than single vocational disciplines, with a hope to bridge the vocational and academic divide.

This approach would necessitate the split up of curriculum at levels two where the practical oriented students are given opportunity to pursue intensively practical courses where they spend much time in the industry, then the more academic interested take up more theory oriented programmes. However, the goal is not necessarily the exploitation of commercial potentials as suggested by Mode 2 otherwise education commodification would be perpetuated. Instead the objective would be to foster diversity and maintain lecturers' dynamicism and graduate employability without compromising curriculum relevance.

e) Guarded and guided by mutually set mechanisms to monitor and regulate relationship and goal achievements. In the new mode, the regulatory and monitoring

mechanisms are overseen by members from four perspectives, the government, tertiary institutions, students' representative body, and the employment industry. Moreover, this approach seeks to ensure the autonomy of the various stakeholders which is essential for the successful implementation of the partnership.

f) <u>The acknowledgement of a greater problem than employability-</u>that is this mode while seeking to improve on unemployability, the long term goal would be enable people to attain self-actualization in the process of empowering the country in that this would enable them to become active citizens who are able to serve their needs, extend a hand and plough back without compromising future generations' ability to do better and not struggle with same problems. Furthermore, this approach acknowledges the various forms of unemployment and thus endeavors to reduce chronic poverty handed down generations.

2.11 SUMMARY

It is in the above understanding of the various loopholes of mode 1 and mode 2 that Mode 3 is therefore suggested to answer the missing links and move towards a more relevant education. Furthermore, the relationship that education has with employability and the larger societal development, is made more crucial than ever. The new mode shall acknowledge the fact that the role of education is larger than responsiveness to the labour market and employability, it extends to national agenda, active citizens, and future generations' prosperity. The suggested Mode 3 shall be context oriented and incorporate student needs and voices. It ought to encourage an interactive approach (combination of theory and practice) to education without compromising the quality and autonomy of education institutions. It is forecasted that this will impact on growth and assist the South African government's plan to reduce poverty and unemployment by almost half by the year 2014, without compromising the ability of future generations to positively influence their environment. The following chapter seeks to illuminate the research design and methodology or research instruments used to collect the information sought after by this study.

CHAPTER 3
RESEARCH METHODOLOGY

3.1 INTRODUCTION

This chapter serves to explain the research methodology used by the researcher in investigating the employment levels of graduates of Applied Communications Management, checking the possibility of the impact of degree relevance to the employment levels, and pinpoint the major points of match or mismatch. By the term 'research methodology' the researcher refers to the clear description of context and purpose of research (McBurney, 2001), the participants, sampling procedures, and research techniques or data collection means. In more general terms it is a description of how this study is conducted in line with the core concerns of this research topic as outlined below.

Seeing that there is a problem, a mismatch between the university curriculum offers and industry needs. For a long time now, this has been endeavored to be remedied by the mode 2 advocacy, however, on implementation of this approach in some instances there has been missing links on what should be done, where, why, when, who, and how this is on the premises purported by Peter Drucker in Garry Jacobs and Harlan Cleveland, (1999). There is a need to have a paradigm shift from a context where education is an end in itself, to a context where it is a necessity that education is simultaneously viewed as an end and a means to an end, contrastingly, education has continued on the yesteryear's mode. The research methodology of this study thus ought to assist the researcher in investigating key relevant questions as stated below and finding solutions to mend the observable mismatch between the industry and the HEIs' education programs.

3.2 HYPOTHESIS

 With a more pragmatic, maintained and monitored partnership between the University and the industry, the content and structure, pedagogy, of university programmes will be

diversely informed by student needs and aspirations, the government, and industry, consequently the points of mismatch will be reduced. Furthermore, the transition of graduates from tertiary to work will become relatively easier thereby cutting down unemployment, lowering the training costs that industry usually spends on entry employees from universities. Following which, graduate performance and competence will improve and consequentially the levels of productivity will increase. Moreover, the self-fulfilled graduates will be in a better position to efficiently contribute to societal development.

3.3   RESEARCH QUESTIONS

3.3.1   Are the graduates from the Communications Department, University of Fort Hare employable?

3.3.2   What are their views on the relationship between the degree the do, their employment status and aspirations or jobs they do?

3.3.3   What are the lecturers' views on the strength of their degrees?

3.3.4   What are the employers' views and suggestions on the degrees done at tertiary institutions to strengthen the quality of their graduates?

3.4   CONTEXTUALISATION OF THE STUDY

This study has been placed within the field of applied research because it seeks to address an ill which is in the form of 'the mismatch between tertiary curricula and industry needs'. Due to the holistic yet evaluative and conflictist nature of this study a qualitative case study approach will be assumed (Shepard, 2002). As such this study will rely on desktop research (document analysis). A checklist of essential skills will be drawn up in line with the provisions set out in the MAPPSETA skills audit documents.

The researcher acknowledges the need of a degree of triangulation to address any flaws of one method thereby increasing the levels of method validity and study reliability thus will use the questionnaire to conduct a survey of graduate views and experiences.

Moreover, the experiences and views of the employers or ex-employers of the graduates shall be interviewed.

3.5   DEVELOPING A RESEARCH DESIGN

The case study approach means that a specific department such as the Department Communication Management which is a feeder department for many other departments from other faculties at the University of Fort Hare, high enrolment figures yet allegedly low graduate absorption levels into the media industry, will be extensively studied. This is in respect of the inquiry on the relationship between curriculum efficiency and effectiveness to the graduate absorption rates.

The case study approach has been used previously by researchers in the same field of inquiry, which is curriculum relevance, e.g. the Mozambique study by the World Bank. The case study approach allows the exploration of three perspectives; the student, lecturer, and the employer. This approach has potential of unexpected discoveries and new insights which will enrich the findings of this study. Furthermore, this approach enables the investigation of the correlation between variables which otherwise would not be sufficiently explained in quantitative means. However, it is important to note that the results of case studies cannot be arbitrarily generalized to every other situation, but it provides in-depth insights into issues relevant to every department or discipline. This approach has the potential of being highly time consuming, however this is a limitation the researcher intends to deal with by ensuring the management of the parameters of the study.

3.6   UNITS OF ANALYSIS

This study will use employment levels of graduates who have actively searched for a job for a period longer than 6 months as key indicating factors of relevance. Secondly the study will rely on the comparative assessment of curriculum (goals and objectives, content, pedagogy) against a checklist developed in line with MAPPPSETA's list of critical and scarce skills in the media industry in the 21st century to date.

3.7   DATA COLLECTION

In accordance with the above understanding, content analysis, questionnaire, and interviews will form the core data collection techniques of this study. An online survey will be carried out through a questionnaire emailed to 12,5% male and female, 60 graduates from 2004-2009. Graduates from all over Africa were reached by virtue of the power of online tools.

To further assess the relevance of the degree under study, the researcher will assess the course's content according to a checklist of essential skills database as determined by MAPPSETA in the 21st century. Brief email interviews will be used with employers to gain their perspective on the relevance of the degree, and graduate productivity through performance appraisals from relevant persons employing some employed graduates with the Degree of Applied Communications Management.

3.8   POPULATION SAMPLE AND SAMPLING TECHNIQUE

A sample is a small portion of the total set of objects, events, persons that together comprise the subject of a study (De Vos, 2004). The major reason for sampling is feasibility. It reduces the likelihood of information overload which would result in inaccuracy; this is so because, with a sample; time money and efforts are focused on a manageable size of respondents.

The population sample for the graduate survey is drawn using random sampling, where all relevant members of the targeted population (graduates from 2004 to 2009) have an equal chance of being selected (Shepard, 2002). This is on the rationale that while the Alumni Database has contacts for most graduates, the contact details may have changed hence some may not be reachable, so only those available at the time of call will be surveyed. While this approach awards opportunity to all graduates registered with the Alumni it also enables the researcher to attain the required number without compromising sample representativity of the universe population under study.

Purposive sampling is used to select employers and lecturers based on relevance of the interviewees and information that comes with their position and authority.

3.9 ONLINE QUESTIONNAIRE: Advantages and Disadvantages for this study

The graduate experiences and opinions after their degrees is a very reflective measure that can be used to reflect on how they perceive the relevance of their tertiary education and the quality of their tertiary education in view of their job-seeking or work experiences. Thus the online questionnaire is also drawn up for the graduates. It is on this rationale that this study uses student online survey to solicit their experiences, views and suggestions. This is largely on the rationale that qualitative surveys help understand the world from a participant's point of view, to unfold meaning of people's experiences and to uncover their lived world. To a great extent interviews provide the researcher with more qualitative data that would not be available through sole reliance on closed self facilitated questionnaires.

The online questionnaire has the advantages of reaching out to many people all at once. Moreover it awards the respondents a chance to consult and give relevant feedback. In addition, the online questionnaire is less expensive, unlike having to incur transport costs. Online surveys allow the researcher to try and expand the response rate by sending out constant reminders to prospective respondents. The surveymonkey

facility has in built analysis tool that collates all responses into tables, pie charts and bar graphs thereby making the analysis a lot easier and faster.

The emailed survey monkey is advantageous in that the respondents have time to gather required documents and their responses be more informed by these documents. The nature of online surveys enables the documentation of all text. Also, it enables the focus on the survey and the accurate documentation of responses since it does not demand any listening or short hand from the researcher. Moreover, online surveys allow the cutting down of costs as well as further interrogation of topics under study.

However, on the other hand this new research tool assisted by computers and the internet, has its own challenges. Amongst these challenges is the fact that, emails compete for attention thus the invite to participate and the link may be missed or ignored for a very long time if not forever. In addition, the efficacy of the tool is still very much dependent on the experience of the researcher, meaning if the researcher does not get proper training or assistance in creating their survey and formatting it in friendly manner, the results are compromised. Also, the new tool is still not clearly understood by some respondents so others answered and failed to submit their responses thereby reducing the response rate captured. The survey monkey facility is in a way controlled by the respondent because unlike in the personal interview where the researcher is in front of the respondent and asking questions that demand instant responses, online surveys allow the respondent to respond when convenient to them. Moreover, people only access their inboxes once in a while unless they are working fulltime, this may be out of choice or sometimes a result of insufficient funds to surf the net from an internet café.

3.10 CONSTRUCTION OF THE ONLINE QUESTIONNAIRE

The questionnaires were constructed in such a way that they were not too time-consuming or tedious. The questionnaire was sectioned with a closed questions to elicit statistical findings and the open questions to establish qualitative data and cater for the different views of graduates/lecturers and employers. The open questions are phrased to elicit the reasoning behind the quantitative data responses. Closed questions allow greater uniformity of responses to enable easy quantification of the demographic distribution and all the responses to closed questions. Online surveys with closed questionnaires enable a quick click through making it easier to complete the survey. On the other hand open ended questions serve as a means to gain a pool of information that the researcher would have otherwise missed had she exclusively used closed questions. Also, open questions serve as follow up or check questions on submitted answers (Wimmer and Dominick, 2003).

3.11 CONTENT ANALYSIS: Advantages and Disadvantages for this study

Content analysis is a systematic study of texts content in such a way that the researcher can make inferences. Content analysis has advantages of getting the central aspects of social interaction for instance the content of the prospectus will reveal the objectives and outcomes of the degree of Applied Communication Management. Moreover, content analysis can deal with huge amounts of information all at once and reveal information that may not easily be solicited through an interview. On the respondents' side, it may prove timeous and respondents select information as they see fit, questions of whether the curriculum is reflective of the qualifications of the domineering pedagogy or not are unearthed whereas a survey may not easily do that. In addition, content analysis unearths both qualitative and a quantitative information which in most cases complements one another and deals with the issues of validity and reliability of studies. Content analysis can also be disadvantageous in that it is prone to the subjectivity of the researcher since they use their discretion when coding. However, there is an option of not coding in some cases. Moreover, content analysis can be very time consuming and difficult to automate for computerized analysis.

3.12   DATA ANALYSIS

The data gathered will be analysed qualitatively based on the key themes that will emerge. Hancock (2002: 27) define qualitative data analysis as "working with data, organizing it, breaking it into manageable units, synthesizing it, searching for patterns, discovering what is important and what is to be learned, and deciding what you will tell others".

Qualitative data analysis comprises various steps where the researcher moves from quantitative data collected to making some form of explanation based on the statistics provided and follow up answers that the respondents give. Gibbs 2002, further asserts that the explanations given are a reflection of the interpretation or understanding of the people or situations under study. Qualitative analysis, unlike quantitative analysis, further answers the questions WHY and HOW, thereby strengthening the statistical data provided.

An interpretative approach will be used. For this purpose statistical data will form the foundation on which to explain the correlation between focus variables and the discovered contributing factors. This task will be undertaken cognizant of the fact that findings can always be interpreted in different ways hence subjective judgments and personal biases will be guarded against to increase objectivity. The statistical findings shall be documented with the assistance of the statistics department. Moreover, the findings of content analysis shall also be documented with the help of Word 2007's concept finder or word finder.

3.13   ETHICAL CONSIDERATIONS

Ethical considerations are an important aspect of research, especially social science research. Ethical procedures are established in order to protect the individuals' physical and mental integrity, to respect the moral and cultural values and religious and philosophical convictions, and other fundamental rights including respect for privacy and also maintain the highest level of confidentiality. With regard to ethics in research, the researcher will endeavor to exercise the following ethical considerations:

3.13.1 VOLUNTARY PARTICIPATION

In this research, respondents will be encouraged to participate out of free will. Social research according to Babbie (2004: 63) represents an intrusion into people's lives. A major tenet of social research ethics is that participation should be voluntary.

3.13.2 AVOIDANCE OF HARM

In the proposed research dangers such as physical, emotional or psychological harm will be closely guarded against and thoroughly examined. Babbie (2004: 64) indicates that social research should never injure the people being studied, regardless of whether they volunteer for the study.

3.13.3 ANONYMITY AND CONFIDENTIALITY

The respondents will be clearly informed on the aspect of confidentiality. During the interviews no names will be asked from the participants. Furthermore, for those respondents working in certain companies, only their positions and names of their posts shall be used as an effort to maintain confidentiality without of course compromising the clarity of the results of this study.

3.13.4 INFORMED CONSENT

In this research the researcher has solicits the permission to survey lecturers and prospective employers via an email which explains to them why they have been chosen and requests them to participate in the study. Prospective employers and lecturers had an option of saying "Yes" or "No" to the request. A similar email accompanies every online link emailed to graduates. Furthermore, in the process of securing the permission the researcher had to inform the prospective respondents of the maintenance of confidentiality. Moreover, in the request letter the researcher informed the participants about the research topic, and aims so that they will choose knowingly and willingly to participate in the research. According to Bless et al (2007:106), participants have a right to know what the research is about, how it will affect them, the risks and benefits of participation and the fact that they have the right to decline to participate if they choose to do so

3.14 RELIABILITY AND VALIDITY OF THE RESEARCH INSTRUMENTS

Huitt (2001) asserts that collecting quantitative data and doing research always raises the issues of reliability and validity. He distinguishes reliability from validity as consistency data while validity deals with accuracy, whether or not the questionnaire asked the relevant questions or not. Other scholars like Hoepfil, 1997 and Winter, 2000, refer to this as precision or credibility. According to Huitt, 2001 the study is reliable when its replicable and can produce similar results.

3.15 DELIMITATION OF THE STUDY

This study will be conducted within the following parameters: **a)** only graduates from Applied Communication Management, 2004 to 2009 will be surveyed; **b)** the definition of unemployment will include only those that have been searching for more than six months or more, this will increase reliability (Kraak, SAFM, Radio interview, 2007); **c)** as predicted, the study suffered due to the unavailability of some sources and documents of information sought after detailing the objectives of the Communications degree from its conception.. Thus the researcher had to change methodology in search for the most appropriate and yet accessible means of acquiring relevant information, thus having initially wanted to do interviews and self-administered questionnaires, the researcher later on settled for the online surveymonkey due to its suitability for the study and its ability to reach out to the three groups of respondents. The online survey was deemed necessary as it allowed the participants to think through their responses and search up information about what they could not remember offhand. For instance, the lecturers were able to refer to their programme outlines and lesson plans to detail the content, objectives and pedagogical approach when teaching the courses they do.

3.16 SUMMARY

Chapter 3 provides a discussion of the research strategies and approaches used to investigate the key research concerns of this study thereby producing useful insights in to the quality of effort that the researcher invested to ensure the reliability and validity of the study. This study uses three groups as key sources of information. Also, the researcher uses 2 research tools to explore the relevance of the Degree of Applied Communication Management; these are content analysis and online survey. The research methodology is selected to answer the key research questions of the study, thus it is not influenced by the researcher but rather necessitated by what it ought to measure. Moreover, issues of informed consent, reliability and validity are taken in to account to ensure the study can be relied on by other authors. Literature is considered as to the experiences of other authors when using a similar research tool, thus lessons are drawn from these to ensure the successful implementation of the chosen tool, which in this case is online surveys to three groups, the students, lecturers, and prospective employers.

The chapter that follows is a compilation of results. The subsequent chapter after that discusses the study results and uses graphical presentations to reflect the statistical data. The chapter is guided by key research questions to give it structure and ensure that it answers exactly what the research tool was designed to measure.

CHAPTER 4

RESULTS AND DATA ANALYSIS

4.1 INTRODUCTION

The study set out o explore the points of match or mismatch between industry needs and what the universities offer/produce. Crucial skills are questioned from 3 angles, the lecturer, students, and prospective employers. Moreover, the pedagogy is analysed from both the student and lecturer perspective to check the structure, content and whether or not learning outcomes are used as key guiding factors in the total development of a student preparing them for the industry. University or lecturer relationships and knowledge of the industry was researched. The data gathered is analysed qualitatively based on the key themes that have emerged following the carrying out of 3 separate online surveys with 3 groups; graduates of Fort Hare between 2004-2009, lecturers and former lecturers of Fort Hare. Finally, 5 prospective employers of UFH Communications Degree holders were also surveyed online.

This chapter seeks to work with data collected via the new surveymonkey tool which substituted self-facilitated questionnaires and interview via email or telephone. The new method of choice, surveymonkey, proved very handy in not only reaching to graduates from SA but from all over Africa since the tool permeated all borders. This chapter shall further organise the data, breaking it into manageable units, synthesizing it, searching for patterns, discovering what is important and what is to be learnt in the current South African education versus industry situation. Furthermore this chapter seeks to sift out from all the data collected, only that information that is worth telling others (Hancock 2002: 27). Gibbs (2002) further asserts that the explanations given should be a reflection of the interpretation and understanding of the people or situations under study. This understanding shall further assist the betterment of the South African education system and furthermore advocate for the thorough understanding and serving of societal needs.

Qualitative analysis, unlike quantitative analysis, further answers the questions WHY and HOW, thereby strengthening the statistical data provided by the survey. Thus the paragraphs that follow will give key answers to the guiding research questions using a summary of the responses as given by the three different groups all having been a part of the University of Fort Hare Communications Department.

4.2   GENERAL OVERVIEW FOLLOWING THE SURVEYS OF GRADUATES

Student opinions of their post-tertiary experiences are a reflective measure that can be used to tap into how they value tertiary education and the quality of tertiary education and therefore directly become critical for the governments' efforts to assure institutional quality as explained by Astin 1993, Banta 1997, and Ewell 1993. It is on this rationale that this study uses student online survey with both closed and open ended questionnaires to solicit their views, expectations and experiences.

Of the 60 intended respondents only 19 graduates were able to respond, 9 male and 10 female, meaning 47.4%   representation of men and 52.6% representation of lady graduates. Their ages ranged between 22 years and 48 years of age. Of these 19 respondents, 5 completed a B. Soc. Sc (Communication) which was phased out in 2004 ushering in the new B. Applied Communication Management, of which only 14 respondents completed this new degree. Of all the 19 respondents, one skipped the question on career guidance and awareness, only 18 commented on whether or not they were informed of the career opportunities avalable for communication graduates, 27.8% said they were told whilst 72.2% said they were never informed by any lecturer or university staff for career guidance. Table 1, below shows how many respondents completed a B.S.Soc Sc (Communication) and how many completed a Bachelor Applied Communications Management.

Of the 19 respondents, non, except one person has managed to become what they initially dreamt to be when they were younger, others are working in fileds they never dreamt of, others still remain in search for jobs, while others believe they are progressing towards their dream jobs and thus some continue to pursue further studies.

Figure 3: Illustrating that only 5 people did B. Soc Sc (Comm) and 14 did B. Applied (Comm)
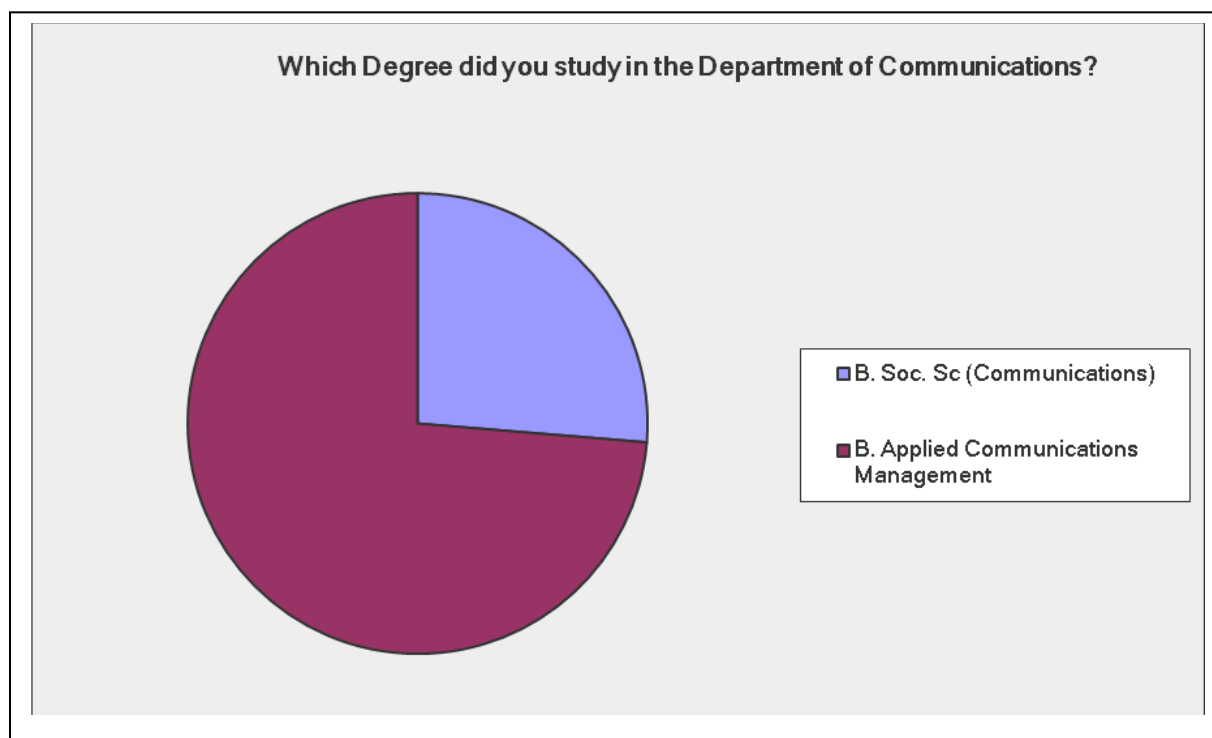
4.3 PROFESSIONAL AFFILIATION AND INDUSTRY PREPAREDNESS

Of the 19 respondents only 2 graduates belonged to any Professional Body in the media or any communications field, one belonged to MAPPPSETA and the other belonged to the PRISA. In a world where professions are acknowledged by signing up and being active in the field thereof, e.g. medical association, dental association, lawyers association, PRISA etc, the researcher immediately had a hunch about a certain problem existing for these graduates. Asked why they did not affiliate with any communications professional body or authority, 1 respondent skipped the question,

while 2 simply thought it was not applicable to them. On the other hand, 3 confessed that that they just had not had the time to subscribe yet.

The rest of the respondents said:

1. *"My immediate supervisor is a member of the International Association of Business Communicators (IABC). I therefore have access to resources and networks through her membership."*
2. *"Because I am not affiliated with any job industry."*
3. *"I think my career path has sort changed. Although it is still in the communications it's more related to ICT and Development issues not just communications."*
4. *"I am not aware of any"*
5. *"There is none in my area"*
6. *"I am no longer pursing a Communications career."*
7. *"I haven't registered yet."*
8. *"…not employed"*
9. *"I didn't pursue my communications career"*
10. *"I don't know"*
11. *"…this is the first time I hear about it"*
12. *"I have heard of some but I don't know any and the process of applying and benefits"*
13. *"Haven't registered yet."*
14. *"There isn't one to join."*
15. *"I have had ideology issues with joining the Cape Town Press Club and still addressing my issues with the parliamentary Press Gallery Association."*

The table below illustrates the distribution of the highest levels of qualifications held by the graduates surveyed.

Figure 4: Qaulifications distribution of respondents

Bachelors	47.4%	9
Honours	21.1%	4
Masters	31.6%	6
PhD/ Professor	0.0%	0

Asked why they chose to do the degrees they studied, they responded:

1. *"I have always had a keen interest on media studies and advertising."*
2. *"I was forced to do that degree when I got the …scholarship. I was not given the chance to choose what I really wanted to do. In my case I wanted to do law."*
3. *"…I did B.Soc. Sc (Communication) because I wanted a career in the communications industry. I chose to do a Masters degree in 2008 in ICT education, after I had developed interest in ICTs for development and chose to focus on education as my area of development."*
4. *"I am more of a communication person."*
5. *"I had Interest in marketing and advertising."*
6. *"It was not out of my choice, it was the only route relevant to the subjects I did in my high school. That is why I had to do Honors in Development Studies instead of Communications."*
7. *"To be employable.'*
8. *"I enjoy communication and media and felt it would stand me in good stead for the future."*
9. *"I wanted to pursue my interest in the fields of advertising, financial-journalism and business.'*
10. *"I love communication but I initially wanted to do journalism."*
11. *"I didn't qualify to do the degree I was intending to study (Bcom). So I was then told to do communications, which I did."*
12. Two said *""To get a job and work for my family"."*
13. *"To pursue interest in the fields of advertising, journalism-financial and business, marketing."*
14. *"High interest in media studies."*
15. *"To pursue interest in advertising and journalism"*
16. *"I wanted to go into media and communications."*
17. *"To improve my knowledge at work and get a promotion."*
18. *"To stay informed"*

Of the 19, there is a significant mention of employability in one form or the other; over 10 people allude to the use of their degrees for employment. Of crucial note is the evasiveness of the responses to this crucial question. There is more direct specificity when asked "what they dream of being when they were younger, specific jobs and career jobs are mentioned. Of importance is the comparison of what their childhood dreams, what they hoped to achieve with the degree, and where they are today. Looking at the trend reflected below, while researchers would expect a strong correlation of these three forces, there seems to be a pattern of digressing, one person dreams of this, they do the next degree and end up in a non-related field. This speaks to the question of investing in human capital.

To clarify the afore-mentioned, a hypothetical example shall be used, when one invests in livestock such as cows, he takes the route of a farmer to ensure they grow and reproduce and ultimately enable him to make profit from sales of calves, milk and meat, yet if the cows somewhere along the line they get a wrong diet, they become futile if not over expensive investments since they may not be able or take longer and more money finally to reproduce, make milk or good beef for that matter. It is the same principle with graduates a lot is invested in them yet the current South African situation opens them up to becoming futile investments. Worse with internships springing up every corner, yes they do get equipped but lacking the basics front their universities they make little use of their opportunities to progress in life and become fully productive citizens.

Of the 19 respondents 10 were employed while 9 were not employed seeing that they skipped the question. Their years of looking for employment ranged from 1 month, 5 years. Their responses ranged from:

1. *"I am not looking for a job because I am a PhD student"*

2. *"When I enrolled I was already employed"*

3. *"2months"*

4. *"4years (using the Communications Degree)"*

5. *"2 years"*

6. *"… about a month"*

7. *"5 months"*

8. *"9 months"*

9. *"4 years"*

10. *" for over 5 years now"*

11. *"a few months"*

12. *"1 month"*

13. *" months to get promoted after graduation"*

Moreover, very little attention is made to running the media field as an individual business; this has a correlation with the non affiliation to any professional bodies as this is where one would get information and advice as to what other opportunities exist in the communications industry besides general employment. Meetings and discussions at professional bodies are crucial to the professional growth of that field in question, it is where Media ethics, regulatory authorities and systems of operation would be discussed, agreed on and established.

Below is a list of what they dreamt of doing when they were younger and what they are currently employed:

1. *One participant dreamt of being a Fashion designer,* **yet is now with the Strategic Marketing Group as an Account manager.**
2. *One participant dreamt of being a lawyer she is* **now a PhD student! At Rhodes University: PhD Student (Media Studies)**
3. *Another respondent dreamt of being a TV personality,* **yet now is in the education fraternity as an Educator**
4. *Another, dreamt of being a Lawyer,* **but is currently in the Department of Education: ICT support**
5. *Another participant wanted to be an Accountant,* **yet she continued to do a degree in communication, in her response to his/her employment status no response is given.**
6. *One participant dream of becoming a Civil Engineer* **yet landed herself with a Degree in Communications and later landed a job at FNB as a Corporate facilitator**
7. *Another respondent dreamt of being a Director,* **did a Communications degree and is still not Employed**
8. *Another, dreamt of being a Public relations something... or scientist,* **yet today they are at the Ikhwezi Wellness Center: as a Community Outreach Project Officer**
9. *Another, dreamt of being a Doctor,* **yet landed themselves a job in the Department of Labour as a Client Service Officer**
10. *One participant had a couple of things in mind, being a priest, then a policeman and finally an accountant,* **to date there are still none of the above, worse they got a communications degree which puts them nowhere close to their dreams.**
11. *Another dreamt of being a TV presenter,* **yet to date they are still not employed.**
12. *Another graduate dreamt of being a Magazine Editor,* **yet they have become a Front Desk Assistant with the hope that they are still pursuing their dreams**

13. *Another wanted to be a business person,* **went ahead and did a Communications qualification and is now working as an Isolomzi cc: Receptionist**

14. *Another wanted to be an author and journalist,* **to date there is no indication of their employment status.**

15. *Another participant dreamt of being a business person and journalist,* **today they are working as a Communications Officer at the Division of Marketing and Communication - University of Fort Hare**

16. *Another dreamt of being a teacher,* **went ahead and did Communication; to date they are not employed.**

17. *Another dream of being many things, mostly in entertainment South African Broadcasting Corporation***, to date they are a Senior Journalist at SABC**

18. *Another dreamt of being a CEO of a company* **yet today they are in media Media 24: as a Specialist Journalist**

19. *Another, dreamt of being a Lawyer,* **but they enrolled for a degree in to date they are not employed.**

To check if they had any future plans of ever reaching out to their dreams, realigning their degrees with their paths, it was asked whether they knew anything about Personal Development Plans. One participant skipped the question, 22.2% (4 respondents) said they knew about PDPs while the other 14, a 77.8% knew nothing about PDPs. The 4 that knew about PDPs, said their PDPs would have the information as stated in the table below, while the rest 15 did not have a personal planning document, of which 2 did not skip the question but rather wrote N/A.

The table on the next page reflects the contents of some of the PDP's that some respondents include in their PDPs.

Figure 5: Reflects the contents of some of the respondents' PDPs contain.

Respondent	i)	ii)	iii)	iv)	v)
1	Get my PhD in 3 years	Volunteer with ICT organization	Do a lot of consultancy while doing my PhD	Join academia	Have my own consultancy
2	Join a public relations institute	Work in public relations	Get my Honours in Communication	Run my own company	Get into film or book writing
3	N/A	N/A	N/A	N/A	N/A
4	To get a job	Get driver license	Do my Masters	Get my PhD in 5 years time	To do philanthropic work after (turning) 55 years
5	To work in UN	To be able to give back to UFH once a year from next year	To run a media academy in 3 years time	N/A	N/A
6	N/A	N/A	N/A	N/A	N/A

Their job hunting experiences are captured in the quotations below:

1. *"I had limited means of looking for a job. I was based in a village with no access to the internet and limited money to buy newspapers to look for work. I also had a young child and therefore could not leave home to look for work in cities in the province or other areas in the country. The best decision I made was to go back to school, UFH, to study towards my honours. I got two job offers before the end of that year"*

2. *"its a daunting task, feeling I am not employable, only regrets or none from potential employees"*

3. *"Well I don't if this is relevant but I worked in between my 1st degree and my honours which I did in 2007. After completing my 1st degree in Dec 2002, I did not start looking for a job until after my graduation in May. I needed some time to rest and thought it made sense anyway to have the certificate and academic record I was certain would need to accompany a job application. So, when I applied for a job in May of 2003, I was invited for an interview in July. I took that job and started working in September of the same year."*

4. *"Had no hassles"*

5. *"The problem is experience and I suggest the program should have included a year of attachment."*

6. *"frustrating and they said I didn't have the practical experience to be able to perform the duties of communications personnel"*

7. *"I was approached by an ex-Fort Harian to work in alumni relations in JHB but declined and started a job at the bank instead. Interviews went well and I had no difficulties"*

8. *"I spent lots of money buying news papers, going on internet etc. I felt worthless and useless because there I was educated and all but couldn't find employment. Employer was very friendly and inviting."*

9. *"I made a lot of applications via email and postal to no avail. Once in a while got an interview only to receive a reject letter. This demoralized me and for over a year I did not have the energy to look for formal employment while I saw my mother beginning to despair seeing her investment turn to nothing. but finally this small company employed me as a front desk assistant"*

10. *"I started off excited after graduation. Even before grad I did an internship as a communications officer. To date I am unemployed and I have hoped from internship to internship little remuneration for growth. It is very frustrating, sometimes I wonder where I would have been if I had studied at another institution."*

11. *"I have a persist and lively nature, I did a lot of investigation on the Division and I didn't waste time in approaching them about the position. I started off as a student assistant."*

12. *"It was short, done during my internship after completing my degree and I was offered employment at the end of that month."*

13. *"Sometimes I got worried that I would not be able to get the position I wanted but because I had experience already, and the degree had also introduced me to some media and society I was able to be better than other applicants*

14. *"Discouraged, as if I chose a wrong degree"*

1. *"Formulating client communication including media relations strategies to leverage maximum return on investment, Proactively formulate/contribute into communication strategies across a range of business related issues, Liaise with various SMG Africa's departments such as production, creative and admin to ensure ECDC expectations are met, Write in various forms such as annual reports, newsletters, media releases and website updates, Generate ideas on developing new services"*
2. *"Well I am a student, so I suppose writing my thesis is my responsibility."*
3. *"Educate"*
4. *"Facilitation, Assessments, skills development"*
5. *"Draft proposals, look for funding, research about possible funders, act as a P.A to the center manager"*
6. *"Advising employers and employees on work related matters, assisting employees who have been unfairly dismissed complete CCMA forms."*
7. *"Attending to guest, Telephone calls and bookings, typing, printing and filing, internet searches for information on clients and prospective ones, getting new clients, making presentations."*
8. *"Picking up calls, attending to visitors, distributing university emails, bookings such as our boardroom, banners, etc, selling promotional items."*
9. *"Coverage of National Assembly for News/Current Affairs, Reporting on other national politics/public debate."*
10. *"Cover news, Assign other journalist to news in other areas, Assign photo journalist."*

Of the 19 respondents, 6 people skipped the question. The other 5 felt their jobs were not at all related to their qualifications, whilst 8 agreed that their jobs were demanding what they studied for at university.

4.4 AN EVALUATION OF THE USE OF THEIR DEGREES TO PREPARE THE GRADAUTES FOR THE INDUSTRY

Of the 18 people that responded to the question as to whether or not they were aware of Learning outcomes to guide their studying at Fort hare, 11 said "Yes" while 7 said "No" and one respondent ignored the question.

Asked what opportunities were there for self-directed (e.g. group research or home study) learning in the course? 15 Graduates responded:

1. *"The nature of social sciences allows for this type of learning."*
2. *"Lots especially in my third yr and honours class. We did several research projects there"*
3. *"None"*
4. *"A lot of opportunities we were constantly encouraged by our lecturers to continuously keep ourselves up to date with the communications fields by Toks and Jeff and Mr. Dube"*
5. *"I'm not sure if I understand the question"*
6. *"None what so ever"*
7. *"Limited since we did not discuss these with our lecturers, I only saw them because I studied closely the textbooks we used etc"*
8. *"None"*
9. *"Not clear."*
10. *"Not clear."*
11. *"Not clear."*
12. *"PASS centre"*
13. *"Do not fully understand the question"*
14. *little, besides group work*
15. *"Many from private to government"*

Asked what guidance was available on effective self-directed learning? The participants had this to say:

1. *"In my time, we had a fantastic group of lecturers that encouraged out-of-the box learning and innovation in the process interrogating issues."*
2. *"What does this mean? Are you asking if we were taught on how to do self directed learning? If so, guidance was available in terms of a research methodology class/course that we did. This*

prepared us on the research projects that we did. The lecturers were also available along the way to provide guidance in terms of what needed to be done next etc..."

3. *"None"*
4. *"For any proactive learners there was plenty of guidance if one required it"*
5. *"Not much"*
6. *"There was no guidance at all"*
7. *"We did a lot of workplace imaging where we acted like we owned companies and we were making adverts for certain campaigns, this was only one course we were taught by Mr. Toks, others there was none"*
8. *"None but we did a lot of group assignments"*
9. *"Less."*
10. *"Less."*
11. *"Less."*
12. *"PASS centre"*
13. *"Not clear on this question either"*
14. *"Little"*
15. *"Few"*

The pie chart on the next page reflects how much opportunity the graduates felt they had to self-direct during their studies at UFH. Only 4 respondents shared their rationale for how they felt:

1. *"It was more evident in the honours group. We were constantly encouraged to engage with each other on different issues and not shy away from viewing issues from various perspectives."*

2. *"n/a"*

3. *"If you were willing to go in that direction the lecturers encouraged healthy debate thereby allowing you to fully see the relevance of self study"*

4. *"Group assignments. Sometimes I wish the lecturers will be strategic in formulating groups to mix the group nicely so they learn from each other instead of leaving it to students."*

Figure 6: Opportunity for Self-Directed Learning

Are students encouraged to self-direct/motivate more and more throughout different levels of the programme?
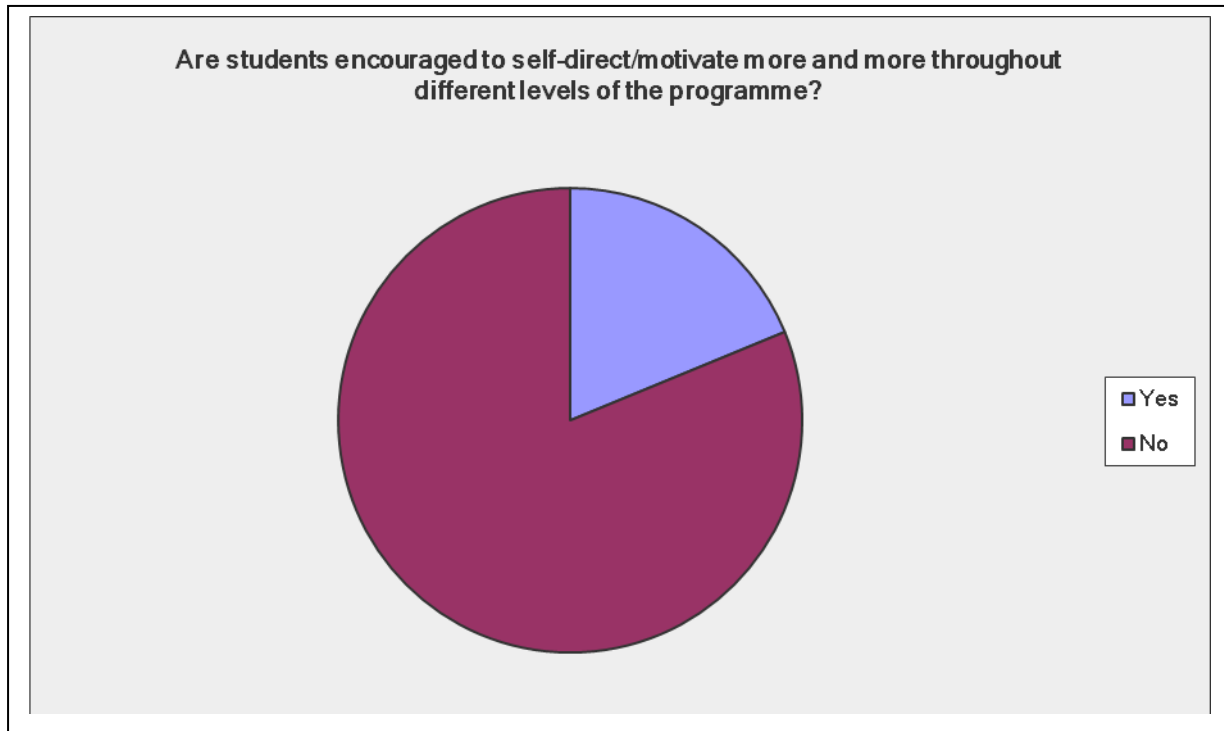
Only 13 agreed that they were encouraged to self-direct more and more during their course of study, while the other 3 disagreed, then 3 decided to skip the question. 2 respondents further commented that that they had limited industry exposure, sometimes through the Beats magazine and the thoroughness of the focus on the 5W and H.

Asked if the degree prepared them for the skills on the next figure 5, they responded:

Figure 7: The degree to which the course prepared the graduates for the skills below

SKILL	Responses
REPORT WRITING	*10 said yes while 8 said no, and 1 skipped the question*
COGNITIVE /INTELLECTUAL SKILLS	*17 said yes while 1 said no, and 1 skipped the question*
VERBAL COMMUNICATION SKILLS	*11 said yes while 8 said no*
NUMERACY SKILLS	*2 said yes while 17said no*
MEDIA ETHIC AND MEDIA LAW KNOWLEDGE	*15 said yes while 4 said no*
VISUAL COMMUNICATION SKILLS	*18 said yes while 1 said no*
INFORMATION RETRIEVAL SKILLS	*15 said yes while 3 said no, and 1 skipped the question*
YOUR LIFE SKILLS	*19 said yes unanimously*
BUSINESS SKILLS	*13 said yes while 6 said no, and 1 skipped the question*
INFORMATION TECHNOLOGY SKILLS?	*12 said yes while 6 said no, and 1 skipped the question*
YOUR WORK ETHIC	*15 said yes while 1 said no, and 3 skipped the question*
OWN PERSONAL SKILLS	*18 said yes unanimously while 1 skipped the question*

Figure 8: A table of responses reflecting the depth of intellectual skills learnt or not learnt

KINDLY RATE THE COGNITIVE/INTELLECTUAL SKILLS YOU LEARNT FROM YOUR DEGREE ON A SCALE OF NONE to EXCELLENT:						
Answer Options	None	Poor	Fair	Good	Excellent	Rating Average
Critical analysis/judgment	0	1	4	11	3	3.84
Making and justifying decisions	0	2	7	9	1	3.47
Arguments supported by evidence	0	1	7	9	2	3.63
Evaluating complex information	0	3	7	6	2	3.39
Problem solving	0	2	8	7	2	3.47
Engage in gender related arguments	0	5	6	6	2	3.26
Relevant media analysis skills	0	4	6	5	4	3.47
Ability to learn or upskill	1	6	4	8	0	3.00
answered question						
skipped question						

Figure 9: A table reflecting the depth of Report writing skills learnt or not learnt.

RATE THE LEVEL OF IMPROVEMENT THE DEGREE HAD ON YOUR REPORT WRITING SKILLS:							
Answer Options	None	Poor	Fair	Good	Excellent	Rating Average	Response Count
Accuracy	2	3	7	7	0	3.00	19
Spelling Grammar Punctuation	0	4	10	3	2	3.16	19
Interviewing	3	3	7	5	1	2.89	19
Research	0	2	7	10	0	3.42	19
Other (please specify)							3
answered question							**19**
skipped question							**0**

Figure 10: A table reflecting the depth of Verbal Communication Skills learnt or not learnt.

KINDLY RATE THE VERBAL COMMUNICATION SKILLS YOU LEARNT FROM YOUR DEGREE ON A SCALE OF NONE to EXCELLENT							
Answer Options	None	Poor	Fair	Good	Excellent	Rating Average	Response Count
Presentation skills	1	4	4	8	1	3.22	18
Assertiveness and brevity	1	6	3	6	2	3.11	18
African Language	8	3	6	0	1	2.06	18
answered question							18
skipped question							1

Figure 11: A table reflecting the depth of Numeracy Skills learnt or not learnt.

KINDLY RATE THE NUMERACY SKILLS YOU LEARNT FROM YOUR DEGREE ON A SCALE OF NONE to EXCELLENT							
Answer Options	None	Poor	Fair	Good	Excellent	Rating Average	Response Count
Budgeting	8	3	6	0	1	2.06	18
Arithmetic (add, subtract, multiply /divide)	11	2	3	2	0	1.78	18
answered question							18
skipped question							1

Figure 12: A table reflecting the depth of Media Ethic & Media Law Knowledge learnt or not learnt.

KINDLY RATE THE MEDIA ETHIC AND MEDIA LAW KNOWLEDGE YOU LEARNT FROM YOUR DEGREE ON A SCALE OF NONE to EXCELLENT							
Answer Options	None	Poor	Fair	Good	Excellent	Rating Average	Response Count
Awareness of media regulating authorities	2	1	3	9	3	3.56	18
Constitutional Laws governing communication practitioners	4	1	4	8	1	3.06	18
answered question							**18**
skipped question							**1**

Figure 13: A table reflecting the depth of Visual Communication Skills learnt or not learnt.

KINDLY RATE THE VISUAL COMMUNICATION SKILLS YOU LEARNT FROM YOUR DEGREE ON A SCALE OF NONE to EXCELLENT							
Answer Options	None	Poor	Fair	Good	Excellent	Rating Average	Response Count
Semiotic or text analysis	0	4	3	8	4	3.63	19
Picture production and composition	2	4	7	4	2	3.00	19
answered question							**19**
skipped question							**0**

Figure 14: A table reflecting the depth of Information retrieval Skills learnt or not learnt.

KINDLY RATE THE INFORMATION RETRIEVAL SKILLS YOU LEARNT FROM YOUR DEGREE ON A SCALE OF NONE to EXCELLENT							
Answer Options	None	Poor	Fair	Good	Excellent	Rating Average	Response Count
Comprehension passages	0	7	5	6	1	3.05	19
Summary writing	0	7	5	6	1	3.05	19
Net surfing	0	2	10	6	1	3.32	19
Source citing or quoting	0	3	6	8	2	3.47	19
answered question							**19**
skipped question							**0**

Figure 15: A table reflecting the depth of Life Skills learnt or not learnt.

KINDLY RATE THE LIFE SKILLS YOU LEARNT FROM YOUR DEGREE ON A SCALE OF NONE to EXCELLENT							
Answer Options	None	Poor	Fair	Good	Excellent	Rating Average	Response Count
Communication	0	0	8	7	4	3.79	19
Motivation	3	2	6	5	3	3.16	19
Risk taking	2	3	6	6	1	3.06	18
Professionalism	0	2	6	9	2	3.58	19
Innovation	0	2	10	6	1	3.32	19
Leadership	0	4	3	8	4	3.63	19
Adaptability/flexibility	0	5	6	6	2	3.26	19
Other (please specify)	0	0	0	1	0	4.00	1

Figure 16: A table reflecting the depth of Business Skills learnt.

KINDLY RATE THE BUSINESS SKILLS YOU LEARNT FROM YOUR DEGREE ON A SCALE OF NONE to EXCELLENT							
Answer Options	None	Poor	Fair	Good	Excellent	Rating Average	Response Count
Commercial awareness	2	4	6	5	1	2.94	18
Cross-cultural sensitivity	1	0	6	10	1	3.56	18
Ethical sensitivity	1	2	5	6	4	3.56	18
Global awareness	1	4	7	4	2	3.11	18
Acting morally	0	7	4	5	1	3.00	17
Media management aspects	0	7	5	4	2	3.06	18
answered question							**18**
skipped question							**1**

Figure 17: A table reflecting the depth of Work Ethic Skills learnt.

KINDLY RATE THE WORK ETHIC SKILLS YOU LEARNT FROM YOUR DEGREE ON A SCALE OF NONE to EXCELLENT							
Answer Options	None	Poor	Fair	Good	Excellent	Rating Average	Response Count
Teamwork/working	0	1	1	12	4	4.06	18
Time management	0	3	7	4	4	3.50	18
Setting goals/action	0	5	6	4	3	3.28	18
Independence/self-management	0	2	3	6	7	4.00	18
Meeting Deadlines	0	6	3	4	5	3.44	18
answered question							**18**
skipped question							**1**

Figure 18: A table reflecting the depth of Technology Skills learnt.

KINDLY RATE THE INFORMATION TECHNOLOGY SKILLS YOU LEARNT FROM YOUR DEGREE ON A SCALE OF NONE to EXCELLENT							
Answer Options	None	Poor	Fair	Good	Excellent	Rating Average	Response Count
Typing	0	5	5	5	3	3.33	18
Faxing	4	8	1	3	2	2.50	18
Emailing	1	4	4	4	5	3.44	18
Desktop publishing	3	8	3	2	2	2.56	18
Photo Editing	7	6	3	1	1	2.06	18
MS PowerPoint	2	5	4	5	2	3.00	18
answered question							**18**
skipped question							**1**

Figure 19: A table reflecting the depth of Personal Skills learnt or not learnt.

KINDLY RATE THE PERSONAL SKILLS YOU LEARNT FROM YOUR DEGREE ON A SCALE OF NONE to EXCELLENT							
Answer Options	None	Poor	Fair	Good	Excellent	Rating Average	Response Count
Emotional intelligence	3	0	6	6	3	3.33	18
Self-awareness	0	2	7	5	4	3.61	18
Self-confidence	0	2	7	5	4	3.61	18
Self-worth/esteem	0	6	4	4	4	3.33	18
Creativity	0	7	4	5	2	3.11	18
Reflectiveness	0	4	8	5	1	3.17	18
skipped question							1

When asked which career opportunities exist for them, which is according to their own personal understanding. The 14 respondents answered while 5 other skipped the question. Below is an alphabetical typology of the career routes mentioned by the 14 respondents:

- Academia
- *Acting Talents*
- Administrar
- *Advertising &* Marketer
- Business Person
- CEO (SABC)
- Communications officer
- Community/media development
- *Editor*
- *Education Specialist/Lecturer*
- *Film And Media Production*

- Government/corporate communications
- *ICT And Education Consultancy*
- *Journalism*
- Lifestyle entertainment
- *Magazine Reporting*
- *Media Analyst & Management*
- *Media Research*
- *News Editor/Presenter*
- *NGO World: With Focus On Development Issues In ICT*
- Photographer

- *Policy Developer/In Government*
- *Public Relations Officer*
- Public stakeholder engagement/ Lobbying
- *Radio DJ*
- *Researcher*
- Sales and marketing
- *Stakeholder Relations*
- *Story Teller*
- student recruitment officer
- *Producer/Presenter/Reporter*
- Web content manager

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When asked if they were sure of what they wanted to do after graduation, 22.2% responded yes while the rest of the 77.8% said they were not sure.

Figure 20: A table reflecting that only 4 respondents were sure what they wanted to do after graduation, while the other 14 were not sure. 1 respondent skipped the question.

Were you sure of what you wanted to do after graduation

- Yes
- No
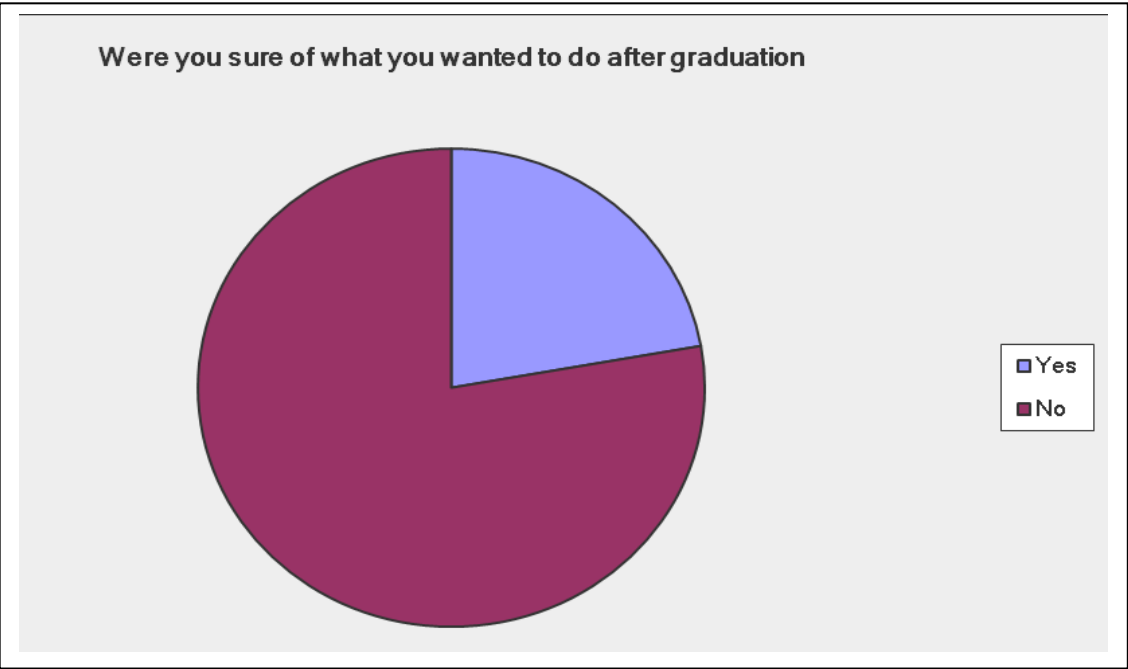
Diagram 21: A table reflecting that only 16 participants responded to the question on Workbased Learning.

WORK-BASED and WORK-RELATED LEARNING DID YOU EVER ENGAGE IN ANY WORK-BASED LEARNING (WBL)? (e.g. sandwich placement, short work placement, work-based professional practice, credit for part-time or voluntary work, etc)		
Answer Options	Response Percent	Response Count
Yes	56.3%	9
No	43.8%	7
answered question		**16**
skipped question		**3**

Of the 16, there are 9 participants that agreed that they had WBL whilst the 7 others said they did not have any WBL.

Asked if there were any other activities apart from those mentioned above where students undertook activities that mirror those in the real world, their responses are listed below:

Figure 22: A table reflecting what other activities students were exposed to.

i)	ii)	iii)	iv)	v)
Tutor				
none what so ever				
group presentations	*n/a*	*n/a*	*n/a*	*n/a*
n/a	*n/a*	*n/a*	*n/a*	*n/a*
ushers during graduation	*putting up banners for functions*	*student promoters*		
public presentations	*n/a*	*n/a*	*n/a*	*n/a*
athletics	*committee member of ADT*			

Figure 23: A table reflecting the relations between lecturer and students after graduation.

Do you keep in touch with your former Lecturers?		
Answer Options	**Response Percent**	**Response Count**
Yes	42.1%	8
No	57.9%	11
answered question		**19**
skipped question		**0**

Results show that 4 respondents use cellphones, 4 use email, 0 use telephone, 2 use face to face meetings, 3 others use Skype, face book, social events. One person commented that the lecturers have left the university thus cannot be reached easily.

Asked why they keep in touch with their former Lecturers? 11 Responded, while 8 skipped the question:

1. *It's all about gratitude. My lecturers believed in me when i had little faith about my abilities. I think keeping them informed about my progress in life will give them an indication that they are making a difference in some youngsters' lives.*
2. *One is my current supervisor, the other motivates me, he is a pillar of support as I do my PhD.*
3. *Enquire more knowledge about work challenges*
4. *Personal*
5. *Would love to, just so I can approach them for advice every now and then... We became friends*
6. *To ask for advise*
7. *General discussion and ask assistance with certain projects*
8. *N/a*
9. *One of my former lecturers is now a researcher in my field of work, so we get in contact on work specific information that is required for their work, through my current work environment*
10. *I would love to keep in touch with them but most have left the university, if I could get hold of them I would chat about industry developments seeing I want to run a media academy in a few years*
11. *Advices and new developments in life*

Requested to state any additional comments they had on graduate employability (current and planned activities, areas for improvement), 14 responded while 5 skipped the question:

1. *Students must be encouraged to participate is media/communication activities within campus in order to get experience. These include Radio Forte, the communication newsletter/newspaper & learnerships with the UFH marketing & communication department. I feel the institution can do more to prepare students by equipping them with basic skills during their period of study.*
2. *Employability in the area of communications is very low, probably because of the mismatch between what is taught in tertiary education and what the real workplace demands.*

3. *Communications graduates have a problem with being employed because they lack that practical experience like what other degrees like Social Work offer. I therefore suggest the Degree be either a Four year Degree with a mini-research report from placement in fourth year (with or without an Honours Qualification). By so doing the students will be exposed to their prospective employers and the corporate world. Otherwise it's a dynamic programme.*

4. *The degree did not properly prepare me for the work environment. I suggest you make it more practical. Students must graduate and be able to show potential employers something PRACTICAL that they can do with their heads and hands. right now I don't see that happening*

5. *Students should be made aware of how tough job hunting is there and should be equipped with skills so that they can be able to stand on their own two feet.*

6. *The mere fact that you are a graduate does not mean you can easily be employed.*

7. *if the degree could be made more hands on, bring back the beats magazine, CKI relations for internships, link up with sabc graduate programmes etc*

8. *I want the degree to be made stronger by having more internships like Social work students or inviting companies to lectures or lead practicals like video camera work etc*

9. *What the graduate employability at the University of Fort Hare needs, is one but a basic element; motivation, innovative measures, skills development, character and a planned strategic and complete life-span.*

10. *What the graduate employability at the University of Fort Hare needs, is one but a basic element; motivation, innovative measures, skills development, character and a planned strategic and complete life-span.*

11. *What the graduate employability at the University of Fort Hare needs, is one but a basic element; motivation, innovative measures, skills development, character and a planned strategic and complete life-span.*

12. *the university's communications degree programme is scattered and so consideration with regards to changing it for the better to improve employability is highly advisable.*

13. *the degree is very useful to someone who has already had practical training or experience because it expands mainly theoretical thinking, for those that do not have initiative it may be a problem to get practical exposure so the department needs to cater for such by making practice a core part of the degree*

14. *n/a*

4.5 GENERAL OVERVIEW FOLLOWING THE ONLINE SURVEYS OF 5 PROSPECTIVE EMPLOYERS.

In total there were 5 respondents, 1 female and 4 male. These comprised a Training Manager, Administrator, 2 Directors, and a Group HR Director from companies such as ABSA, Cell C, SABC and 2 Communications events companies. Amongst some of them were 2 UFH graduates, of course had qualifications from other universities as well, one from UCT, one from City and Guilds and the last one from Wits University. 2 of the prospective employers were not members of any professional body, it was the 2 small companies and they said, "First time I hear about such a body in particular.", while the second one said, "I am still to join seeing I recently joined this company." On the other hand, the other 3 were affiliated with SABC - Largest broadcaster in Africa, PRISA, MAPPPSETA and BMF.

They unanimously agreed that they would employ UFH Communications graduates, their rationale is reflected in the table below:

Figure 24: A table reflecting whether or not the prospective employers would employ UFH Communication qualified graduates.

1.	*We would employ any capable graduate if vacancies exist. Also we have an EE policy*
2.	*They are well equipped with the necessary knowledge of communication strategies*
3.	*They are trainable though I am worried about their ability to communicate with senior clients and ability to write newsletters*
4.	*I would employ any graduate as long as they qualify. I must say though that a lot of negativity has been said about Fort Hare graduates in general*
5.	*It is a credible qualification*

Results show that employers use various recruiting means, as listed below:

1. *Tertiary presentations*
2. *Industry (competitors)*
3. *Graduates*
4. *Internet*
5. *Dispatch*
6. *Sunday Times*
7. *Head hunts*
8. *internally*
9. *agencies*
10. *newspapers*
11. *agencies*
12. *head hunting*
13. *personal interviews*
14. *Newspapers*
15. *Specialist magazines*
16. *Word of mouth*
17. *Referrals*

Asked what are the top 8 skills (soft and hard skills) they look for in their employees in the fields of communications, media and relations management, they responded diversely depending on the company that a person is working for or heading. See figure 23 below for a reflection of their responses.

Figure 25: A table reflecting some key top skills that companies look for in the graduates.

1. *Ability and keenness to learn*
2. *Adobe Photoshop, in design users of latest software in media*
3. *Advertising management and finance background*
4. *Computer extraordinary skills and will to learn more*
5. *Computer literacy*
6. *Creativity*
7. *Critical analysis*
8. *Economics journalist skill*
9. *Emotional intelligence*
10. *Flexibility and trainability*
11. *Fluency in English and at least three African languages.*
12. *Good calculation skills and budgeting to train for senior positions*
13. *Good spoken languages and written*
14. *Interpersonal skills*
15. *Journalism or similar qualification*
16. *News sense*
17. *Operations basics - editing*
18. *Organizing*
19. *People skills of all levels*
20. *Person should have intrapersonal skills*
21. *Personal communications skills*
22. *Planning*
23. *Research*
24. *Resilience*
25. *Time management to meet deadlines*
26. *Vast knowledge job he/she wants to do.(Research on position)*
27. *Writing ability (creative*

Figure 26: A table reflecting employers rating of graduates; report writing skills.

RATE THE GRADUATE/EMPLOYEE REPORT WRITING SKILLS:							
Answer Options	**None**	**Poor**	**Fair**	**Good**	**Excellent**	**Rating Average**	**Response Count**
Accuracy	0	2	2	1	0	2.80	5
Spelling Grammar Punctuation	0	3	1	1	0	2.60	5
Interviewing	0	0	5	0	0	3.00	5
Research	0	3	0	2	0	2.80	5
Other (please specify)							0
answered question							5

Below is an illustration of the employers' recruiting experiences in their own words, e.g. what are the graduates expectations, your first impressions etc:

1. Graduates often have higher expectations of "glamour" in broadcasting but fail to realize there is a   steep learning path on the way to reaching their   idealistic destinations. General Knowledge among them is often very lacking
2. I had In-service training before I was accepted at my current position
3. Some graduates struggle with giving real life examples of situation where they overcome challenges, lack of direct communication skills, they are very keen to work but still struggle with directly saying so and selling themselves, graduates from other universities like Rhodes and UCT have stronger qualifications and some we already know from the news articles we hear about while they still at school, some we know from internship programmes we run with them and the visiting lectureships we conducted years back etc
4. The graduates are qualified but lack confidence as seen when they talk. during orientation they catch on fast
5. Some graduates have expectations that are not grounded in reality and think they can get to the top without putting in the "hard yards".

Figure 27: A table reflecting employers rating of graduates' cognitive skills.

KINDLY RATE THE GRADUATE/EMPLOYEE'S COGNITIVE/INTELLECTUAL SKILLS ON A SCALE OF NONE to EXCELLENT:							
Answer Options	None	Poor	Fair	Good	Excellent	Rating Average	Response Count
Critical analysis/judgment	0	2	2	1	0	2.80	5
Making and justifying decisions	0	1	3	1	0	3.00	5
Arguments supported by evidence	0	3	1	0	0	2.25	4
Evaluating complex information	0	1	4	0	0	2.80	5
Problem solving	0	0	3	2	0	3.40	5
Engage in gender related arguments	0	0	2	2	1	3.80	5
Relevant media analysis skills	0	1	3	1	0	3.00	5
Ability to learn or upskill	0	0	1	3	1	4.00	5

Figure 28: A table reflecting employers rating of graduates' verbal communication skills.

KINDLY RATE THE GRADUATE/EMPLOYEE'S VERBAL COMMUNICATION SKILLS ON A SCALE OF NONE to EXCELLENT							
Answer Options	None	Poor	Fair	Good	Excellent	Rating Average	Response Count
Presentation skills	0	0	4	1	0	3.20	5
Assertiveness and brevity	0	1	2	2	0	3.20	5
African Language	0	0	2	2	1	3.80	5
English Language	0	2	1	2	0	3.00	5
answered question							5

Figure 29: Reflecting employers rating of graduates' visual communication skills.

KINDLY RATE THE GRADUATE/EMPLOYEE'S VISUAL COMMUNICATION SKILLS ON A SCALE OF NONE to EXCELLENT							
Answer Options	None	Poor	Fair	Good	Excellent	Rating Average	Response Count
Semiotic or text analysis	0	1	2	2	0	3.20	5
Picture production and composition	0	1	3	1	0	3.00	5
answered question							5
skipped question							0

Figure 30: Reflecting employers rating of graduates' numeracy skills:

KINDLY RATE THE GRADUATE/EMPLOYEE'S NUMERACY SKILLS ON A SCALE OF NONE to EXCELLENT							
Answer Options	None	Poor	Fair	Good	Excellent	Rating Average	Response Count
Budgeting	0	3	1	1	0	2.60	5
Arithmetic (add, subtract, multiply /divide)	0	3	1	0	1	2.80	5
Basic application of Maths in everyday life	0	1	3	1	0	3.00	5
answered question							5
skipped question							0

Figure 31: Reflecting employers rating of graduates' information retrieval skills:

KINDLY RATE THE GRADUATE/EMPLOYEE'S INFORMATION RETRIEVAL SKILLS ON A SCALE OF NONE to EXCELLENT							
Answer Options	None	Poor	Fair	Good	Excellent	Rating Average	Response Count
Comprehension passages	0	0	2	3	0	3.60	5
Summary writing	0	0	2	3	0	3.60	5
Net surfing	0	1	1	1	2	3.80	5
Source citing or quoting	0	2	1	2	0	3.00	5
answered question							5
skipped question							0

Diagram 32: Reflecting employers rating of graduates' life skills:

KINDLY RATE THE GRADUATE'S LIFE SKILLS ON A SCALE OF NONE-EXCELLENT							
Answer Options	None	Poor	Fair	Good	Excellent	Rating Average	Response Count
Communication	0	0	3	2	0	3.40	5
Motivation	0	0	3	2	0	3.40	5
Risk taking	0	1	3	0	1	3.20	5
Professionalism	0	4	1	0	0	2.20	5
Innovation	0	3	2	0	0	2.40	5
Leadership	0	1	4	0	0	2.80	5
Adaptability/flexibility	0	0	2	2	0	3.50	4
Other (please specify)	0	0	0	1	0	4.00	1
answered question							5
skipped question							0

Figure 33: Reflecting employers rating of graduates' information technology skills:

KINDLY RATE THE GRADUATE/EMPLOYEE'S INFORMATION TECHNOLOGY SKILLS ON A SCALE OF NONE to EXCELLENT							
Answer Options	None	Poor	Fair	Good	Excellent	Rating Average	Response Count
Typing	0	0	1	2	2	4.20	5
Faxing	0	0	2	1	2	4.00	5
Emailing	0	0	1	2	2	4.20	5
Desktop publishing	0	1	2	1	1	3.40	5
Photo Editing	0	2	0	2	1	3.40	5
MS PowerPoint	0	1	1	1	2	3.80	5
Innovative use of ICT	0	2	0	2	1	3.40	5
Other (please specify)							1
answered question							5
skipped question							0

Number	Response Date	Other (please specify)
1	Oct 21, 2010 1:32 PM	they adapt easily to using ifax and other technologies when taught

A 100% of the prospective employers do encourage their employees to possess and complete PDPs. 4 out of 5 employers have PDPs that guide their own careers, while 1 respondent revealed that they do not have one PDP to assist them to rate their performance nor plan their careers.

Diagram 34: Reflecting employers rating of graduates' personal skills:

KINDLY RATE THE GRADUATE/EMPLOYEE'S PERSONAL SKILLS ON A SCALE OF NONE to EXCELLENT							
Answer Options	None	Poor	Fair	Good	Excellent	Rating Average	Response Count
Emotional intelligence	0	2	1	1	1	3.20	5
Self-awareness	0	0	3	1	1	3.60	5
Self-confidence	0	1	0	3	1	3.80	5
Self-worth/esteem	0	1	0	3	1	3.80	5
Creativity	0	0	3	1	1	3.60	5
Reflectiveness	0	1	3	0	1	3.20	5

4 of the respondents highlighted items that they would like to be on their UFH employees PDP lists, these include:

i)	ii)	iii)	iv)	v)
Ability to work unsupervised	Ability to manage personal finances	work longer hours	Accuracy	
driving license	attend more workshops related to the use of ICT in media world	up skill on camera use, still and video editing	up skill on use of new ways of creating interesting magazines and other social networking sites and websites	Up-skill Human Resources mgt
improving technology appreciation skills e.g. new softwares	improving academic qualifications with other universities to strengthen exposure	driving license	going for self esteem assistance	business training
Assertiveness, NOT aggression	Attention to detail	Written communication	Innovation	Research

Figure 35: Reflecting employers rating of graduates' visual communication skills:

WORK-BASED and WORK-RELATED LEARNING DOES YOUR COMPANY EVER PARTICIPATE IN WORK-RELATED LEARNING (WRL)? (e.g. role plays, 'live' case studies, media related projects/consultancy projects, field trips, work shadowing, etc)		
Answer Options	**Response Percent**	**Response Count**
Yes	80.0%	4
No	20.0%	1
answered question		**5**

All 4 of the 5, 80% of the prospective employers are involved in Work based learning with other institutions of higher learning. Moreover, they all revealed that they had more that the usual Work related learning activities, these included:

i)	ii)	iii)	iv)	v)	
Journalism internship (when funding allows)					
How the working env. is apart from Varsity	Be hardworking to achieve your necessary goals	Self determined			
we encourage role plays that we assess for a local college	internships	job shadowing for the women's month	we would like to have our case studies as part of the textbooks so the students have a better understanding	research on company related topics that we can support	
we take in volunteer students and train them as well					
In-service training	Action learning projects	Graduate development programme	Special assignments	'Take a girl to work''	

.

List the institutions of learning that you have a relationship with:

i)	ii)	iii)	iv)	v)	vi)	vii)	
Most SA tertiaries	Numerous institutions like the IAJ, Media Monitoring etc	Commonwealth Training, Asia Bioaedcast Dev, CBC Canada, BBC in the UK					
Rhodes University	Wits University	East London MSC College	other FET on a once off basis	UOVS	UKZN		
Rhodes university	UJ						
Wits University	University of Johannesburg	Amogelang and Lebohang High Schools	Swelihle High School	Nkumbulo and Lethulwazi High Schools	Belhar High School	Luhlaza High School	

List any of the projects you run with these institutions, e.g. scholarships, guest lecturing, internships etc:

I)	Ii)	Iii)	Iv)	V)	Vi)	Vii)	
Internships (formal)	Internships (informal - job shadowing)	Industry workshops					
Internships	Assessing their role plays	Support industry related research	Guest lectures	Further study for our staff	Job shadowing	Teach at vacation classes	
Scholarships	Volunteers	Internships					
Bursaries for top students in maths, science & accounting	Internships	Guest lecturing	Career guidance	Environmental awareness projects	Teacher upgrade programmes	Library development	

Figure 36: Reflecting how employers keep in touch with educational institutions:

How do you keep in touch with these institutions of learning?		
Answer Options	Response Percent	Response Count
Cellphone	75.0%	3
Email	100.0%	4
Telephone	100.0%	4
Face to face meetings	100.0%	4
Other (please specify)		1
answered question		**4**
skipped question		**1**

STATE ANY ADDITIONAL COMMENTS YOU HAVE TO ASSIST IMPROVE GRADUATE EMPLOYABILITY AND PRODUCTIVITY (current and planned activities, areas for improvement)

Only 3 prospective employers responded:

1. we need to see more of students from UFH in our companies, it is just a matter of starting and keeping friendships for good use

2. We need systems that will create manage and maintain relationships with all these other universities. There is a lot the students can learn from our companies and we can learn a lot from the students and their universities

3. Institutions of higher learning must make contact with Companies in order to establish their needs and to assist in the development and maintenance of a talent pipeline of Graduates.

4.6   RESULTS FOLLOWING THE ONLINE SURVEYS OF 3 LECTURERS

Lecturer responses were required regarding two broad areas, that is course content and industry relations. Results indicate that significant differences were shown to exist between students and lecturers in their perceptions of the degree to which their bachelors' qualification prepared them for the industry, for instance major differences exist in that lecturers said they shared learning outcomes with learners while most learners said they were not aware of LOs. The results tabulated below will reflect some of these differences and a further discussion will be done in chapter 5.

2 male current lecturers responded and 1 female former lecturers now Lecturing at the university of Venda. 2 of the current lecturers, one has a Masters and the other is a Professor, whilst the former lecturer also has a Masters as her highest qualification.

All 3 are members of Professional bodies, these are respectively laid out below;
1. Sacomm & ACCE
2. SACOMM
3. SOUTH AFRICAN COMMUNICATION ASSOCIATION (SACOMM)

The 3 Lectured In The Following Fields:

1. Advertising, Public Relations, And Communication Research Communication
2. Public Relations/Corporate Communication
   Media Production Skills
   Film & Television Studies
   Radio Studies
   Print Media
   Principles Of Journalism
   Media Studies
   Communication Research Methods &Development Communication

3. The One Male Masters Holder also teaches at Undergraduate Level As Well And Supervises Honours Students as well

4. Professor also teaches at Undergraduate Level As Well, Honours And Supervise Honours, Master's And PhD Projects

When asked which prescribed textbooks they use?   The Professor ignored this question, the other lady stipulated that they use VARIOUS textbooks DEPENDING ON THE COURSE.

More comprehensively, the last respondent highlighted that they uses the following textbooks for his courses:

Skinner, Von Essen and Mersham. 2001. Handbook of Public Relations (6th Edition). Oxford: Cape Town. • Du Plessis, D. 2000. Introduction to Public Relations and Advertising. Juta: Lansdowne. • Rensburg, R. and Cant, M. 2003. Public Relations: South African Perspective. Heinemann: Sandown • Newsom et al. 1993. This is PR. The realities of Public Relations. 5th Ed. Wadsworth. California • Bivin, T. 2005. Public Relations Writing. The Essentials of Style and Format. 5th Ed. McGraw Hill: Boston

Asked which extra readings they recommend for their students, two respondents skipped this question whilst the one respondent said she uses:
- Internet sources
- Course handouts
- Various media content e.g. newspapers etc
- Any relevant sources

Asked on whether or not Intended learning outcomes (ILOs) were used to guide learners, they all unanimously responded with a Yes. Even when it comes to students being openly made aware of any course outcomes/ILOs that are related explicitly to employability, they all said YES.

 The ILOs are shared with learners via Everyday lesson plans, all 3, 100% use course outlines to share ILOs with students.

Requested to please list some of the Learning outcomes for their courses, one respondent ignored the question while the other female respondent simply said: **"**see some learners guide I made in the department"

The last male participant gave a detailed breakdown of LEARNING OUTCOMES FOR CMA 311 (ADVERTISING AS MARKETING COMMUNICATION), clearly showing he took his time to complete the study and engage in relevant research.

Learning outcome 1

a. Learners should be able to develop an understanding of what advertising is all about

b. Learners should be able to highlight the key words in the various definitions towards having a very clear definition of advertising

Assessment criteria

The following are critically discussed:

• Various definitions of advertising will also be looked into. The key words in the definitions will be highlighted to clearly understand what advertising is all about
• Key role players in advertising will also be identified

Learning outcome 2

• Learners should be able to know the values of advertising by looking at the advantages and disadvantages of advertising

Assessment criteria

• The various advantages and disadvantages of advertising will be identified and discussed
• Examples will be provided where necessary to support discussions and help learners to understand more

Learning outcome 3

• Learners will be able to attain knowledge of marketing communication process and identify advertising as part of the process

Assessment criteria

• The relationship between advertising and communication will be discussed

• The communication phases in advertising will also be critically identified and discussed

• Examples will be given where necessary to fully understand marketing as a communication process

Learning outcome 4

• Learners will be exposed to in-depth discussion on advertising management and the strategic process of advertising

Assessment criteria

• Advertising management involves planning, execution and evaluation of the advertising strategy, which will be discussed

• Knowing how to analyzing existing market situation

• Knowing how to set advertising objectives and identifying them

• Knowing how to compile and decide on advertising messages

• Deciding on the right advertising media, being guided by organization's media plan

Learning outcome 5

• Learners will be exposed to the advertiser-agency relationship

Assessment criteria

• Knowing the roles and expectations of the advertiser

• Knowing how the in-house advertising department works

- Knowing how advertising agency works
- The functions of advertising agencies
- The structure of advertising agencies
- Selecting the right advertising agency

Learning outcome 6

- Learners will be exposed to the various media suitable for advertising
- Learners will also be able to compare the advantages and disadvantages of the various forms of electronic and print media suitable for advertising

<u>Assessment criteria</u>

- A comparison of advantages and disadvantages of the various media will be well discussed
- Detailed benefits of using electronic and print media such as radio, television, cinema, new media, newspapers, billboards etc when advertising will be highlighted

Learning outcome 7

- Learners will be exposed to the strategy execution stage and be able to know what the creative process of an advertisement entails

<u>Assessment criteria</u>

- Advertising is about creativity, and the various stages of being creative and fashioning out a good advertisement will be discussed
- These stages include having the brief, the copy, visualization, ad creation, and launching the campaign

Learning outcome 8

- Learners will be exposed to the last stage of the strategic process, which is evaluation and feedback

Assessment criteria

• Knowing how to evaluate an ad and feedback from the ad will be discussed

• This is to know if the company / organization is on track, to know if the ad is communicating or there is a need to recall the ad

• The effectiveness of advertising will be discussed

• The fives ways of assessing advertising effectiveness will also be discussed

Learning Outcome 9

• Learners will be exposed to some models of advertising, which are used to manage the advertising and communication activities

• The models also explain how advertising works and provide a framework to move customers from one goal to the next

Assessment

• The following models of advertising will be discussed

• The AIDA (Awareness, Interest, Desire and Action) model

• The Defining Advertising Goals for Measured Advertising Results (DAGMAR) model

• The Lavidge and Steiner model

• The Think-Feel-Do model

Learning Outcome 10

• Learners will be exposed to ethics in advertising

Assessment

• Ethical issues in advertising will be discussed

• An overview of the Advertising Standards Authority of South Africa will be discussed

Asked what opportunities are there for self-directed (e.g. group research or home study) learning in the course? The lecturers revealed that this was done Through text books suggested and group work is constantly given to students. Self directed learning is further encouraged though:

1. The aid of the course outline,
2. We do our best to guide the students
3. Consultation times are made available to students and this allows for one-on-one discussion

However, only 2 lecturers could still retain the same answer by the time a check question was posed again.

The 2 lecturers were then further probed to check what mechanisms they had in place to ensure self direction or motivation was a crucial part of learning, their responses reveal that:

Learners are reminded what the next topic is, and encouraged to read ahead of the class. Moreover, learners consult with lecturers to make suggestions on how to make their learning better. Further probed as to what specific tasks require self direction the one lecturer responded that all her tasks, while the second lecturers said; "individual assignments and group tasks that involve the practical aspect of the course"

Figure 37: Reflecting when writing skills are taught and assessed:

AT WHICH LEVEL ARE REPORT WRITING SKILLS TAUGHT AND ASSESSED:					
TAUGHT					
Answer Options	**1ST YEAR**	**2ND YEAR**	**3RD YEAR**	**THROUGHOUT**	**Response Count**
Accuracy	0	1	0	1	2
Spelling Grammar Punctuation	0	1	0	1	2
Interviewing	1	0	0	1	2
Research	0	0	2	1	3
ASSESSED					
Answer Options	**1ST YEAR**	**2ND YEAR**	**3RD YEAR**	**THROUGHOUT**	**Response Count**
Accuracy	0	1	0	1	2
Spelling Grammar Punctuation	0	1	0	1	2
Interviewing	1	0	0	1	2
Research	0	0	2	1	3
Other (Additional Comments)					2
Research is also taught at the Honours level					**3**
From the beginning students are taught all the important skills					**0**

Figure 38: Reflecting when cognitive skills are taught and assessed:

LEVEL WHEN COGNITIVE SKILLS TAUGHT AND ASSESSED?					
TAUGHT					
Answer Options	**1ST YEAR**	**2nd YEAR**	**3rd YEAR**	**THROUGHOUT**	**Response Count**
Critical analysis/judgment	0	0	1	2	3
Making and justifying decisions	1	0	0	2	3
Arguments supported by evidence	0	1	0	2	3
Evaluating complex information	0	0	1	1	2
Problem solving	1	0	0	1	2
Engage in gender related arguments	0	0	0	2	2
Relevant media analysis skills	0	0	1	2	3
Ability to learn or upskill	0	0	0	3	3

ASSESSED					
Answer Options	**1ST YEAR**	**2nd YEAR**	**3rd YEAR**	**THROUGHOUT**	**Response Count**
Critical analysis/judgment	0	0	1	2	3
Making and justifying decisions	1	0	0	2	3
Arguments supported by evidence	0	1	0	2	3
Evaluating complex information	0	0	1	1	2
Problem solving	1	0	0	1	2
Engage in gender related arguments	0	0	0	2	2
Relevant media analysis skills	0	0	1	2	3
Ability to learn or upskill	0	0	0	3	3

Figure 39: Reflecting when verbal communication skills are taught and assessed:

AT WHICH LEVEL ARE VERBAL COMMUNICATION SKILLS TAUGHT AND ASSESSED?					
TAUGHT					
Answer Options	**1st YEAR**	**2nd YEAR**	**3rd YEAR**	**THROUGHOUT**	**Response Count**
Presentation skills	1	0	0	2	3
Assertiveness and brevity	0	0	0	2	2
African Language	1	0	0	1	2
ASSESSED					
Answer Options	**1st YEAR**	**2nd YEAR**	**3rd YEAR**	**THROUGHOUT**	**Response Count**
Presentation skills	1	0	0	2	3
Assertiveness and brevity	0	0	0	2	2
African Language	1	0	0	1	2

Figure 40: Reflecting when numeracy skills are taught and assessed:

AT WHICH LEVEL ARE NUMERACY SKILLS TAUGHT AND ASSESSED?					
TAUGHT					
Answer Options	**1st YEAR**	**2nd YEAR**	**3rd YEAR**	**THROUGHOUT**	**Response Count**
Budgeting	0	0	0	1	1
Arithmetic (add, subtract, multiply /divide)	0	0	0	1	1
ASSESSED					
Answer Options	**1st YEAR**	**2nd YEAR**	**3rd YEAR**	**THROUGHOUT**	**Response Count**
Budgeting	0	0	0	1	1
Arithmetic (add, subtract, multiply /divide)	0	0	0	1	1

Figure 41: Reflecting when media ethics and law skills are taught and assessed:

AT WHICH LEVEL IS MEDIA ETHICS AND MEDIA LAW KNOWLEDGE TAUGHT AND ASSESSED?					
TAUGHT					
Answer Options	**1st YEAR**	**2nd YEAR**	**3rd YEAR**	**THROUGHOUT**	**Response Count**
Awareness of media regulating authorities	0	1	1	0	2
Constitutional Laws governing communication practitioners	0	1	1	0	2
ASSESSED					
Answer Options	**1st YEAR**	**2nd YEAR**	**3rd YEAR**	**THROUGHOUT**	**Response Count**
Awareness of media regulating authorities	0	1	1	0	2
Constitutional Laws governing communication practitioners	0	1	1	0	2

Figure 42: Reflecting when visual communication skills are taught and assessed:

AT WHICH LEVEL ARE VISUAL COMMUNICATION SKILLS TAUGHT AND ASSESSED?					
TAUGHT					
Answer Options	**1st YEAR**	**2nd YEAR**	**3rd YEAR**	**THROUGHOUT**	**Response Count**
Semiotic or text analysis	1	2	0	0	3
Picture production and composition	0	2	0	1	3
ASSESSED					
Answer Options	**1st YEAR**	**2nd YEAR**	**3rd YEAR**	**THROUGHOUT**	**Response Count**
Semiotic or text analysis	1	2	0	0	3
Picture production and composition	0	2	0	1	3

Figure 43: Reflecting when life skills are taught and assessed:

AT WHICH LEVEL ARE LIFE SKILLS YOU TAUGHT AND ASSESSED?					
TAUGHT					
Answer Options	**1st YEAR**	**2nd YEAR**	**3rd YEAR**	**THROUGHOUT**	**Response Count**
Communication	0	0	0	2	2
Motivation	0	0	0	2	2
Risk taking	0	0	0	2	2
Professionalism	0	0	0	2	2
Innovation	0	0	0	2	2
Leadership	0	0	0	2	2
Adaptability/flexibility	0	0	0	2	2
Other (please specify)	0	0	0	2	2
ASSESSED					
Answer Options	**1st YEAR**	**2nd YEAR**	**3rd YEAR**	**THROUGHOUT**	**Response Count**
Communication	0	0	0	2	2
Motivation	0	0	0	2	2
Risk taking	0	0	0	2	2
Professionalism	0	0	0	2	2
Innovation	0	0	0	2	2
Leadership	0	0	0	2	2
Adaptability/flexibility	0	0	0	2	2
Other (please specify)	0	0	0	1	1

Figure 44: Reflecting when information technology skills are taught and assessed:

AT WHICH LEVEL ARE INFORMATION TECHNOLOGY SKILLS TAUGHT AND ASSESSSED?					
TAUGHT					
Answer Options	**1st YEAR**	**2nd YEAR**	**3rd YEAR**	**THROUGHOUT**	**Response Count**
Typing	2	0	0	0	2
Faxing	1	0	0	0	1
Emailing	2	0	0	0	2
Desktop publishing	1	1	0	0	2
Photo Editing	1	1	0	0	2
MS PowerPoint	1	0	0	1	2
ASSESSED					
Answer Options	**1st YEAR**	**2nd YEAR**	**3rd YEAR**	**THROUGHOUT**	**Response Count**
Typing	1	0	0	1	2
Faxing	1	0	0	0	1
Emailing	1	0	0	1	2
Desktop publishing	1	0	0	1	2
Photo Editing	1	0	0	1	2
MS PowerPoint	1	0	0	0	1

Figure 45: Reflecting when work ethic skills are taught and assessed:

AT WHICH LEVEL ARE WORK ETHIC SKILLS TAUGHT AND ASSESSED?					
TAUGHT					
Answer Options	**1st YEAR**	**2nd YEAR**	**3rd YEAR**	**THROUGHOUT**	**Response Count**
Teamwork/working with others	0	1	0	1	2
Time management	0	0	0	2	2
Setting goals/action planning	0	0	0	2	2
Independence/self-management	0	0	0	2	2
Meeting Deadlines	0	0	0	2	2
ASSESSED					
Answer Options	**1st YEAR**	**2nd YEAR**	**3rd YEAR**	**THROUGHOUT**	**Response Count**
Teamwork/working with others	0	0	0	2	2
Time management	0	0	0	2	2
Setting goals/action planning	0	0	0	2	2
Independence/self-management	0	0	0	2	2
Meeting Deadlines	0	0	0	2	2

Figure 46: Reflecting when personal skills are taught and assessed:

AT WHICH LEVEL ARE PERSONAL SKILLS TAUGHT AND ASSESSED?					
TAUGHT					
Answer Options	**1st YEAR**	**2nd YEAR**	**3rd YEAR**	**THROUGHOUT**	**Response Count**
Emotional intelligence	1	0	0	1	2
Self-awareness	1	0	0	1	2
Self-confidence	1	0	0	1	2
Self-worth/esteem	1	0	0	1	2
Creativity	0	1	0	1	2
Reflectiveness	1	0	0	1	2
ASSESSED					
Answer Options	**1st YEAR**	**2nd YEAR**	**3rd YEAR**	**THROUGHOUT**	**Response Count**
Emotional intelligence	1	0	0	1	2
Self-awareness	1	0	0	1	2
Self-confidence	1	0	0	1	2
Self-worth/esteem	1	0	0	1	2
Creativity	0	1	0	1	2
Reflectiveness	1	0	0	1	2

When asked what career opportunities existed for their students, the lecturers responded as reflected below:

I)	Ii)	Iii)	Iv)	V)		
Journalism	Broadcasting	Public relations	Advertising			
Journalism/media	Photography	Public relations	Communication officers	Advertising & marketing		
Journalist	Communication officer	Communication researcher	Public relations	Academic		

Asked further if they shared these job opportunities with learners prior to their registration at the university, which is at registration, all 5 lecturers, 100% respondents agreed that career information was shared with their students. A follow up question was made regarding how the lecturers prepare students for the transition from graduates to employees, all 3 lecturers responded, their responses are seen below:

1. Engagement in practical work
2. I encourage my students to start participating in internship during the course of their studies,
3. Career exhibitions / talks etc

The next question sought to understand if learners were encouraged at any stage to make use of a crucial tool, which is the personal development plan. The question was structured as follows: **How is PDP delivered in your course/programme? E.g. culture of reading and general knowledge, encouraging realigning self with industry requirements like License and voluntary work, self initiated projects etc**

Only 3 lecturers responded and revealed that they do this through assignments and words of motivation, self initiated projects & reading widely, through course teaching, special sessions. A further follow up question was posed to find out how PDP is supported exactly (e.g. **personal tutor, course tutor, peers, etc),** only 2 lecturers responded, one revealing that this is supported via tutors and the use of TLC services of peer learning support.

The second lecturer revealed that they use all the example given as personal tutor, course tutor, peers and more though they did not reveal which other additional means were used to support PDP.

Trying to understand whether PDP was assessed at any given time, one respondent said they did assess it by means of following up on students during the internship and after such programmes. This one lecturer further shared that they credited the internship or extra depending on the nature of the activity, while the other one said they do not assess it. The third lecturer did not respond.

4.7   WORK-BASED LEARNING (WBL) and WORK-RELATED LEARNING (WRL)

Examples of work based or work related learning include; sandwich placement, short work placement, work-based professional practice, credit for part-time or voluntary work, etc

When asked if the course had any part on WBL, 2 Lecturers said No though some learners do take their own initiative and go for internship during the holidays, while the other said Yes. Asked to list which WBL activities they have for their students the one lecturer listed 9 WBL related activities which they gave and assessed as practical assignments to students;

1. News writing & gathering
2. editing and production
3. video taking & editing
4. photography
5. desktop publishing
6. radio production
7. television production
8. web designing etc
9. advertising

Asked as to whether apart from the activities mentioned above, are there any other activities where the students undertake that mirror those activities in the real work world, the responses revealed that there were unstructured internships, group tasks and other campus activities.

4.8   SUMMARY

Results indicate significant similarities exist amongst the students, lecturers and employers in their perceptions of each of the importance of a triad relationship, however, little reference is made as to the model that either are willing to follow to ensure the success of the triple helix relationship. This would result in a higher employability rate, more productivity and a greater GDP for the country. Results also reveal a significant shortage of a more diversified and structured use of practical approaches to learning. Moreover, the results suggest the overall importance of establishing a platform for the career advancement of graduates prior to registration and during the first year and a constant reminder via newspaper, T.V internet adverts for communication related jobs so that they are in constant touch with what qualification needs and skill requirements are currently reigning in their field of interest so that they continue to adjust their PDPs. Results also suggest a strong need of communication between student voices, industry voice and university voice to ensure a stronger and more relevant curriculum for university to make more productive citizenry. The subsequent chapter offers a discussion of the above results, findings and gives some recommendations to relevant people as well as gives indicators for future researchers in a related field.

CHAPTER 5

FINDINGS, RECOMMENDATIONS AND CONCLUSION

5.1   INTRODUCTION

This final chapter analyses and discusses the findings in terms of the responses collected during the investigation of the topic under study. The aims and key research questions play a guiding role to give this chapter a structure that directly responds to the key concerns of this study. Recommendations are made as to the key focus of Mode 3 and also made to future researchers who may be interested in studying a related topic. Finally, further limitations are exposed as a hint for future researchers as well, as lessons learnt.

5.2   ANSWERS TO THE MAIN PROBLEM, RESEARCH QUESTIONS, AIMS AND OBJECTIVES OF THE INVESTIGATION

South Africa sits with a situation where curriculum strengthening is not offered to the hands of the industry and the tertiary institutions, but rather new role players are introduced to little effect. The findings reflect that SETAs play a role after school whereas the problems need to be addressed while students are still studying, they need to be equipped with relevant skill and given internships while they are still studying so that they start work directly without having to be abused by the industry or them abusing the country. Below are some key guiding research questions:
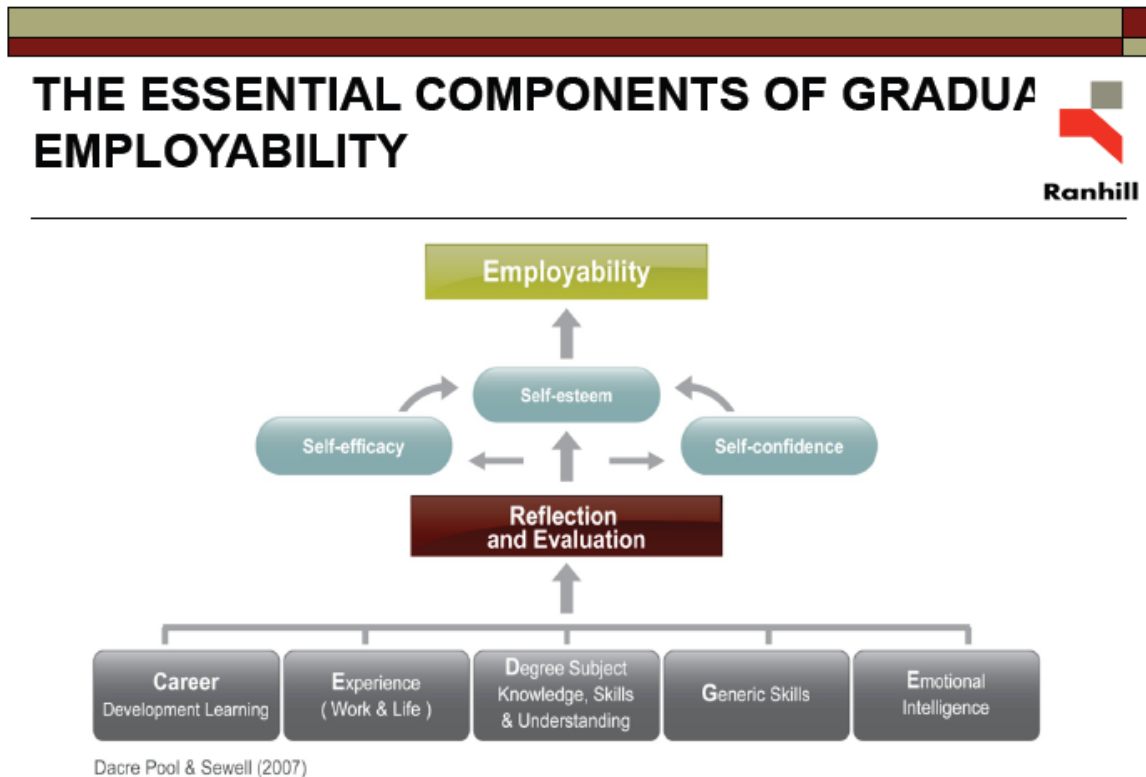
a) Are the graduates from the Communications Department, University of Fort Hare employable?

b) What is their views on the relationship between the degree they do, their employment status and aspirations or jobs they do?

c) What is the lecturers' views on the strength of their degrees?

d) What is the employers' views and suggestions on the degrees done at tertiary institutions to strengthen the quality of their graduates?

5.3 CONCLUSIONS DRAWN FROM THE MAIN FINDINGS OF THE INVESTIGATION

Dacre Pool and Sewell, (2007) arrived at an understanding that there are various factors that affect graduate employability, these include self-esteem, self efficacy, self confidence, development learning, experience, understanding of course studied, generic skills and emotional intelligence. These are further confirmed in this study. Thus the researcher of this study recommends that the degree of Applied Communication Management be revised to directly to include WBL/WRL such that it covers the key factors that affect graduate employability as discussed by Dacre Pool and Sewell, (2007). For, example The Beats student magazine should be funded and run by the Department of Communication then factored into the assignments on news writing and editing. Also, old partnerships with the former CKI radio station and Radio Forte must be revived and new ones built as well. When learners are introduced to the Johari Window, Maslow's hierarchy of needs, there should be relevant local examples used to draw a link between theory and the lives of students or their colleagues. Such an improved content and approach to learning will allow learners the chance of directly improving their self-esteem and ready them for the industry in terms of relevant experience thereby awarding them a chance to be employed in directly relevant jobs.

Figure 47: Reflecting the Essential Components of Graduate Employability

Adapted from: Dacre Pool and Sewell 2007

5.3.1 The Employability of the graduates from the Communications Department, University of Fort Hare

The findings reflects that many students enroll in universities and colleges for courses or programs as they perceive these will earn them a better future by means of employability or increased ability and opportunity for self employability or worthy citizenry. These findings are further echoed in the study of Graduate Careers Australia, (2008). Of the 19 respondents only 10 were employed. Judging from this, graduates from UFH Comm. Dept may be deemed employable. These graduates spend between one month and 5 years looking for employment. The employers all attested to the fact that they would employ any capable and qualified graduates. This rules out the fears that graduates are being employed on basis of race, name of institution etc. It places the graduates of UFH on a similar competitive scale with other graduates from other

universities. Thus putting more and more pressure on the importance of a degree that places one candidate way above the rest in terms of qualification and competency rather than relying on legacies. UFH graduates are seen as possessing a

"…credible qualification …well equipped with the necessary knowledge of communication strategies…and they are trainable…" The other factors they have counting in their favor is policies such as Employment Equity and Affirmative Action. This coupled with stronger slightly more practical degrees, there would be more employed UFH graduates than there is today.

Analyzing the job hunting experiences of these graduates, ones reads a slightly different picture, a picture that almost directly calls upon the urgent need for a facelift of the current curriculum in media studies and communication to overcome some of the challenges as explained by some of the graduates from UFH and quicken their rate of employment of the graduates from UFH, see below:

1. *"I had limited means of looking for a job. I was based in a village with no access to the internet and limited money to buy newspapers to look for work. I also had a young child and therefore could not leave home to look for work in cities in the province or other areas in the country. The best decision I made was to go back to school, UFH, to study towards my honours. I got two job offers before the end of that year"*
2. *"its a daunting task, feeling I am not employable, only regrets from potential employees"*
3. *"Well I don't if this is relevant but I worked in between my 1st degree and my honours which I did in 2007. After completing my 1st degree in Dec 2002, I did not start looking for a job until after my graduation in May. I needed some time to rest and thought it made sense anyway to have the certificate and academic record I was certain would need to accompany a job application. So, when I applied for a job in May of 2003, I was invited for an interview in July. I took that job and started working in September of the same year."*
4. *"Had no hassles"*
5. *"The problem is experience and I suggest the program should have included a year of attachment."*
6. *"frustrating and they said I didn't have the practical experience to be able to perform the duties of communications personnel"*

7   *"I was approached by an ex-Fort Harian to work in alumni relations in JHB but declined and started a job at the bank instead. Interviews went well and I had no difficulties"*

8   *"I spent lots of money buying news papers, going on internet etc. I felt worthless and useless because there I was educated and all but couldn't find employment. Employer was very friendly and inviting."*

9   *"I made a lot of applications via email and postal to no avail. Once in a while got an interview only to receive a reject letter. This demoralized me and for over a year I did not have the energy to look for formal employment while I saw my mother beginning to despair seeing her investment turn to nothing. but finally this small company employed me as a front desk assistant"*

10 *"I started off excited after graduation. even before grad I did an internship as a communications officer. To date I am unemployed and I have hoped from internship to internship little remuneration for growth. It is very frustrating, sometimes I wonder where I would have been if I had studied at another institution."*

11 *"I have a persist and lively nature, I did a lot of investigation on the Division and I didn't waste time in approaching them about the position. I started off as a student assistant."*

12 *"It was short, done during my internship after completing my degree and I was offered employment at the end of that month."*

13 *"Sometimes I got worried that I would not be able to get the position I wanted but because I had experience already, and the degree had also introduced me to some media and society I was able to be better than other applicants*

14 *"Discouraged, as if I chose a wrong degree*

The responses above bring about the next debate of whether beating chronic unemployment with irrelevant employment or underemployments counts as employment. In the history of black South Africans, unemployment has been a phenomena that is sometimes passed on from generation to generation to a point where unemployment grants in SA are a real part of everyday livelihoods. With the leap into a new dispensation came the high hopes that employment would be available to all, yet to date we are still battling with it.

Many feel they are employed, for example the 10 graduates, yet investigating deeper into their job hunting experience it is discovered that different forms of unemployment exist. Irrelevant jobs give people the hope that they are employed yet their basics are still not met by these jobs. Noteworthy, is the fact that only one person from all the 19 is

employed in an industry and position they always dreamt for and is related to their communication degree. All others are in irrelevant posts, or in minor positions where their degrees do not even come into play, a wasted investment economically speaking. If one uses a million rands to make a machine to make 2 million pencils a month, then begins to use that machinery to make only the leads, would it not ultimately cost twice as much to make the pencils dreamt of? This phenomenon I would call "underemployment" where a person is capable and trained to do 10 things but the company only employs them to do only 3, simply because they are desperate for a job the qualified person ends up being stuck with a job of little satisfaction. With little satisfaction comes underperformance which may in the long run affect the productivity of that company and ultimately the GDP of that country.

It is thus recommended that partnerships be used as a stepping stone for learners so that they do not meet the industry for the first time when only when they graduate but rather use internships as training grounds and networking opportunities for the future. This approach reduces the likelihood of graduates ending up in jobs that are not related to their qualifications such as becoming a Typist with a degree in Communications Management. Cases where graduates end up in irrelevant jobs there is more chances for underemployment leading to lower productivity and in the long term it has a negative impact on the country's economy.

Of the 19 respondents only 2 graduates belong to any Professional Body in the media or any communications field, one belonged to MAPPPSETA and the other belonged to the PRISA. It can be asserted that more training and linking up with professional bodies in the media industry would assist in their appreciation of the roles played by these bodies and also enable both the university and the student to tap into opportunities of growth offered by a relationship with a professional body, ranging from new knowledge, bursaries, training opportunities, debates in the field etc.

5.3.2 Aspirations and jobs: An understanding of what the graduates think of the relevance of their degrees

Findings reflect a trend that raises an alarm if not a concern, that of a probability of only 1 in every 20 only studying the correct degree in line with their aspirations and achieving their dreams. For example, only one of the nineteen participants managed to achieve what they set out to be, studied a relevant degree to their aspirations and now works in a field of their dreams.

The rest of the 18 have to play the game of compromise throughout, others aspired to be in different professions yet they enrolled for non related degrees due to various reasons such as funds, options available etc.

On the other hand others aspired for professions in the media world, they studied the right degree but they feel they were ill prepared by the degree as they lacked grounding in certain aspects such as practical exposure, crucial skills such as report writing, graphic design, media professional authorities etc. See the table on the next page for a reflection of aspirations and reality today;

Figure 48: Reflecting the student dreams versus their current reality

STUDENT DREAM	CURRENT EMPLOYMENT STATUS
Fashion designer	*Marketing Account manager*
lawyer	*PhD Student (Media Studies)Rhodes*
TV personality	*Educator*
Lawyer	*Department of Education: ICT support*
Accountant	*Employment status not given thus set as unemployed*
Civil Engineer	*FNB as a Corporate facilitator*
Company Director	*still not Employed*
Public relations something... or scientist	*Community Outreach Project Officer*
Doctor	*Department of Labour as a Client Service Officer*
One participant had a couple of things in mind, being a priest, then a policeman and finally an accountant	*To date they are still none of the mentioned*
TV presenter	*Still not employed.*
Magazine Editor	*Front Desk Assistant*
Business person	*Receptionist*
Author and journalist	*To date there is no indication of their employment status*
Business person and journalist,	*Today is a Communications Officer*
Teacher	*Not employed.*
Another dreamt of being many things, mostly in entertainment South African Broadcasting Corporation,	*To date they are a Senior Journalist at SABC*
CEO of a company	*Specialist Journalist*

Looking at their job responsibilities at their current positions, the issue of underemployment is also raised as some of the aspects they were taught in their degree of study become irrelevant when they take up non-related jobs or jobs below their levels of qualification. This situation can lead to frustrations or underperformance that ultimately affects their productivity or even ripple down to affecting the GDP of the country in the long run.

These findings also point towards a possible lost investment by the private sector, parents and the government, whoever funds the studies of a person who ends up in another non-related field is faced with a loss one way or the other no matter how insignificant it may seem at the present moment. This is a trend not only tied to the social science or communications graduates only, this problem is wide spread even to the Arts, Science and Commerce graduates where millions are invest in them with the hope they will benefit the industry then after graduation someone lands in a non-related field.

For example, in UFH it is popular for students who study Sciences, Arts, Commerce, Social Science yet after final year they struggle to find work and then they opt to further their studies not because it sharpens their career but rather because there is a bursary available in PGCE and they end up teaching. This is a problem that could be overcome by exposing learners to the industry prior to their graduation and formalizing relations so that an initial link is set up between employer and prospective employer, at worst graduates can go back and volunteer at such organizations and at best employers will head hunt the graduate based on their performance and potential shown during the internship, job shadowing etc. In farming, people say a cow is bought by being seen, if it is not in the market no one will develop interest in it.

In addition, it is observable that most of the fields these graduates land up in are of course fields below their levels of education, but surely do need specialized training, thus if they do not have this Secretarial training they are likely to be rated as bad employees thereby giving the institution a bad reputation, whereas had they had exposure to such environments they would be aware of the responsibilities of a secretary and somehow learn from that exposure in preparation for an entrance

position in that particular company or even further their studies by getting another month's course in Secretarial studies.

The results also prove that there is little exposure to possible career options available for graduates before they enroll for the degree otherwise graduates would know that the degree will not earn the position in a field of their dreams and thus search for relevant degrees.

The researcher thus recommends that more deliberate and structured screening of prospective students needs to be done prior to their registration. Most important, is that they be given an opportunity to express what they hope to achieve with their degree. This approach benefits both the lecturer and the student as it enables the lecturer to gain a better understanding of the student and thus use relevant pedagogies and examples in the future when communicating with the lecturer. This has been found to useful, particularly in cases where learners have limited understanding of the implications of their choices of degrees visa viz their careers. This approach should be synthesized with the current system at UFH where there is a period allowed to learners to change their degrees and modules. However, this is not done to everyone's knowledge it is just a few fortunate students that get to know that they can change their courses for more relevant fields during the course of the first semester. This change should also be done more systematic to involve the lecturer and proposed course lecturer, also to allow an assessment of the learner's academic progress in this field and demand solid reasons for changing courses. This approach awards the lecturer to play a pivotal role in assisting their learners to choose the most suitable degree for their interests, strengths, and weaknesses too.

The lack of career guidance prior to registration, of course is not the only challenge, earlier career guidance from primary education levels needs to play a stronger role in influencing their career choices and guide their preparations for enrolment to tertiary institutions. A role play or interaction with current job requirements and responsibilities according to newspaper/internet job adverts or skills shortages as per SETA should also be used as part of the training material at the beginning of the degree for learners to familiarize with their prospective jobs. Keeping one's career in perspective helps the focus of learning and gives it structure that enables one to achieve their goals unlike having no guiding nor controlling vision. In addition, this said, Personal Development Plans become a crucial part of the teaching and learning or tertiary education. On the one hand it helps the learner to keep in perspective where they are heading to, the milestones and timelines, secondly it assists the lecturer to be relevant in their teaching methods, content and practical planned for the course.

5.3.3 The employers' views and the lecturers' perception on the strength of the degrees for the graduates.

In South Africa, a war is unraveled against illiteracy, poverty, and unemployment, however, with employers lacking satisfaction with university graduates, the government is to continue investing in futile efforts against unemployment and poverty. Another study by Precision Consulting, 2007) points out that both the government and industry expect graduates to possess a broad range of employability skills, attributes and personal qualities, as is the case in South Africa. However, the findings of this study reveal a mismatch that demands the partnering up of these entities to achieve a more harmonized, unique new knowledge and approach to serving the South African agenda and its needs then moving along to being better plays in the world economy.

Data from this study shows that employers rate applicants' academic skills and performance significantly higher than they rated them on areas aligned with employability skills. The table below displays data gathered from UFH Department of Communication Graduates, from the perspective of 4 prospective employers. The data is consistent with the data gathered in interviews by learners. When compared with lecturer response, the responses seem to vary slightly, to no significant point though, as they generally agree on the extensive need for an introduction of practical end to the degree of Applied Communication Management. Also coming out significantly is the strong need for re-alignment of the hidden curriculum such things that shape self esteem, teamwork and other personal qualities that groom the self in such a way that the person is a well socialized and educated person to a point that one only hungers for development and self actualization becomes a reality that is achievable while being a good citizen.

Below is a list of crucial skills and abilities that employers demand from all graduates seeking employment.

33 key skills that employers look at when selecting or recruiting graduates
1. ability and keenness to learn
2. adobe Photoshop in Design users of latest software in media
3. advertising management and finance background
4. computer extraordinary skills and will to learn more
5. Computer literacy
6. computer literacy
7. Computer skills
8. creativity
9. Creativity
10. Critical analysis
11. economics journalist skill
12. emotional intelligence

13.	flexibility and trainability
14.	Fluency in English and at least three African languages.
15.	good calculation skills and budgeting to train for senior positions
16.	good spoken languages and written
17.	Interpersonal skills
18.	Journalism or similar qualification
19.	News sense
20.	Operations basics - editing
21.	Organizing
22.	people skills
23.	people skills of all levels
24.	Person should have Intrapersonal skills
25.	Personal communications skills
26.	Planning
27.	research
28.	Research
29.	research abilities
30.	Resilience
31.	time management to meet deadlines
32.	Vast knowledge job he/she wants to do.(Research on position)
33.	Writing ability (creative)

The content of the Communication degree is geared towards producing an industrially, socially and politically relevant graduate thus the change of the name of the degree in 2002 from Bachelor of Social Science (Communication) to Bachelor of Applied Communication Management. In essence, this was just a name change not accompanied by the necessary content change and pedagogical approaches. Thus the researcher recommends that the name change of the degree of Applied Communication be accompanied by necessary steps to make it more applied than

theory. This approach would be highly beneficial to university as it would make Fort Hare live up to its promise of internationally relevant and politically, socially and economically relevant graduates. This in the long run is going to increase UFH's legacy of Excellence, etched in the strategic vision and mission of the institution. Examples of simple means of adding a touch of practice to the degree include the use of more state of the art technologies in teaching and learning, the involvement of industry key role player such as MAPPPSETA, PRISA, and other companies via industry assessed assignments e.g the making of an advert, guest lectures by some of the illustrious alumni of UFH, linking up with such institutions as the SABC which as indicated by one of the employee respondents from SABC, they are more than willing to partner up with UFH for as long as the relationship is strategically and systematically managed.

A close inspection of the degree reveals that the curriculum change was more influenced by lecturer qualifications rather than student needs and societal needs. This raises the concern over the requirements on lecturer posts in UFH and South African universities as a whole. Having completed a PhD in field of study does not automatically qualify one to become an effective lecturer, having been a tutor in a subject does not qualify one to be a strategic lecturer who assists in the betterment of the curriculum offer and ultimately their students. Thus it is recommended that the university adjusts its requirements when advertising lecturer posts, to add industry experience and an excellent teaching experience/record or qualification as a requirement to ensure experience, relevance, knowledge, adaptability, creativity, networks for learner experience learning and efficiency in teaching. Besides the basic one day field trips, a lecturer who has not worked in the field, will not advocate for any other crucial substantial creative teaching methods.

While all three lecturers agreed that they do share Learning Outcomes to guide the teaching and learning experience, some graduates revealed that they were not aware of learning outcomes. Worse so, graduates revealed that available list of career information was not used to guide learners in selecting courses of study before registration but rather were once in a while shared either during orientation or class discussion. This means that no efforts are made to neither match prospective learners to degrees available nor jobs available.

In an information led society with all sorts of technology and dynamicism we cannot afford to leave such things to chance otherwise a spear thrown with no particular destination may never get there because there is nowhere to get.

The findings reveal that the learning outcomes are rather theoretical oriented as there is no LO that speaks of "learner should be able to do…" it is predominantly "learner should understand … learner should define…" etc. Learning by doing or reflecting that one has learnt by doing is a crucial way of learning for life to ensure that it is not easy for learners to forget what they have just learnt. One of the best ways to accomplish experiential learning is by means of team work, which is something that lecturers at UFH encourage and use widely. It helps develop hand on skills necessary for lifelong learning and enables "concrete experience abilities, reflective observation abilities, abstract conceptualization abilities and active experimentation abilities" (Smith, 2001). Such team work and instruction is an integral part of the curriculum and its design thus UFH 's future curriculum renewal efforts ought to be cognizant of this fact and tailor make programmes even the Grounding Programme to ensure it addresses the key challenges faced by UFH students for their betterment.

Experiential learning and curriculum design need to both emphasize the interests of the learner. However the curriculum also takes other variables such as subject matter, social and cultural into consideration. This implies a need to understand the key driving forces of students which are their aspirations, dreams and cultural backgrounds. **An experiential based curriculum takes a more humanistic approach to learning. It**

perceives the student as an individual whose experience of learning "differs from one student to the next because students have different backgrounds, motivations, and levels of aspirations" (UOP, 2002, p. 138).

This creates a very different kind of curriculum. Such a curriculum is very complex to develop. It demands a great deal of flexibility and willingness to change things when the need occurs, something which South African universities need to act on.

Such approaches to teaching and learning integrate exercises with theoretical ideas as students practice working in teams. Students develop management and leadership skills that are the direct result of team work, listening skills, and critical thinking and problem solving" (Alon & Cannon, p. 350). The skills acquired apply to real life situations thus can be modified from time to time depending on changes in situations. It is easier to adapt something that one learnt in practice rather than theory, theoretical knowledge is usually applicable to one known/familiar situation. This approach to teaching and learning makes it meaningful and relevant to the learner, lecturer, industry and society at large.

5.4   RESEARCH IMPLICATIONS

It is recommended that future research or replications among other samples should thoroughly examine the perceptions of the academics on employability

Practical implications– Based on the findings, specific implications related to employers, students, lecturers and educational institutions were identified. The study offers new insights into the mode used in respect of Higher Education in South Africa, mode 1 and mode 2 are critiqued and learnt from to propose a new perspective which is Mode 3. Mode 3 is thus forwarded as a key guiding tool for future curriculum designers, policy developers, lecturers and business interested in partnering up with HEI for the betterment employees, graduates drawn from universities.

5.5 A MOVE TOWARDS MODE 3 HIGHER EDUCATION IN SOUTH AFRICA

Based on the results, discoveries and findings of this study a mode 3 approach is thus suggested as a move towards closing the gaps that exist between societal needs, university degrees and industry demands on graduates. Our aim is to foster close working and understanding between business and higher education so that world-class learning and research can improve the international competitiveness of both sectors and the capabilities of graduates and those already in the workforce. No amount of government investment in the enhancement of "skills" and "personal attributes" will correct "employability" problems if institutions and business organizations fail to communicate with each other with respect to the "skills" and "personal attributes" required at graduation. Thus communication needs to flow at three levels. First, between institutions, and businesses. Second, between institutions and students. Finally; between businesses, and students. Information obtained can then be employed to redesign and manage educational programs. Further, learning experiences more generally can be attuned to required needs, which support both graduate "job-readiness" and "employability". For example, Junghagen, (2005) maintains: … it is an important role of a schools…to not only follow trends and developments in industry but also to function as an actor taking part in driving and stimulating this development. At the same time, continuous input from industry is essential to define future practice …

5.5.1 The tripartite partnership demands that:

• Universities continue to provide vast theoretical knowledge and also begin to make use of acknowledge other informal sources of knowledge work based learning and the importance of teaching people in such a way that they continue to learn other things even post graduation. This speaks to the effect of re-adjusting the qualification and experience requirements on academic staff to a point that they should at least have one year minimum industry exposure to fully appreciate its needs and have networks that enable them to see beyond the book knowledge and encourage learners to link up with the industry.

- students also take the responsibility for identifying their dreams, career choices, engaging lecturers, and making use of portfolios to demonstrate their capabilities such that they meet employer needs. This also speaks to students having to make more use of student societies to uplift their true potentials and champion their personal needs in more logical and professional ways to their ultimate benefit , the university and the country as a whole.

- workplace supervisors participating in internships, job shadowing and any other work based learning programs should provide meaningful reports on student employability skills and progress at any such opportunities awarded to learners. More and more companies should open up to offer work-based learning opportunities for university graduates. Here the different SETAs should play a significant role in the administration of most processes. Other companies have already started sponsoring specific programmes such as Social Development's sponsorship of social work students, ARC's sponsorship of Agriculture students and many other companies such as SABC involvement in media studies. We need to see more companies adopting this approach to ensure that graduates not only complete their studies and come their direction but rather are well equipped graduates.

The value of a student's well rounded (theoretical, practical and cultural experience goes beyond purely the acquisition of knowledge - it enables good citizenry and opens up one's eyes to lies in the ability to see business and personal issues from other than your own cultural perspective.

Diagram 49, next page, summarizes the Mode 3 as necessitated by the short comings of mode 1 and mode 2 and suggested by the findings of this study.

Figure 49: Reflecting Mode 3 Approach to Education

Mode 3
The knowledge is needs driven and characterized by basic and applied knowledge. This is cognizant of the fact that the needs of the society operate on neither basic nor applied realms exclusively, hence universities will be demanded to be more flexible and responsive. This would require tertiary institution to carry internal curriculum audits and external environmental scanning. Junghagen, (2005) suggests that institutions would benefit from working directly with employers to adjust their curricula and qualifications frameworks to ensure student success in labour markets. Moreover, Knight and Yorke (2004) also assert that the alignment of higher education with workforce needs should be based on careful action by institutions to embed skills and attributes within instructional programs.
Characterized by trans-disciplinarily, potentials-tapping-based, critical and empowering knowledge. This approach while giving autonomy to the students to shift between various disciplines through elective course, this is done under serious supervision by career counsellors and lecturer suggestions. This would curb the creation of dead end qualifications.
Characterized by acknowledgement of the essence of hidden curriculum and culture where there extra curricula activities and institutional culture seeks to play a significant role in student's academic and personal development
Heterogeneous tanks-institutional production sites where both formal, non-formal, informal, and vocational knowledge are submerged and recognized as essential, though to varying degrees, for the successful grooming of students for their welfare and the society at large. Also incorporating the various production sites as suggested by the mode 2 approach. This approach would necessitate the split up of curriculum at levels two where the practical oriented students are given opportunity to pursue intensively practical courses where they spend much time in the industry, then the more academic interested take up more theory oriented programmes. However, the goal is not necessarily the exploitation of commercial potentials as suggested by Mode 2 otherwise we would be perpetuating education commodification. Instead the objective would be to foster diversity and maintain lecturers' dynamicism and graduate employability without compromising curriculum relevance.
Guarded and guided by mutually set mechanisms to monitor and regulate relationship and goal achievements. The mechanisms are overseen by members from four perspectives, the government, tertiary institutions, and students' representative body, and the employment industry. Moreover, this approach would ensure that autonomy of the various stakeholders is essential for the successful implementation of the partnership. It is apparent that note that such consultation e.g. through the SETAs and the many internship the programs do not always address important behavioral and skill attributes required for effective performance in the early stages of a graduate's business life. This is also observed in Rynes et al study in 2003. Yet these behavioral and skill attributes are an element, which businesses are increasingly calling for in university graduates (Knight and Yorke 2004).

The new mode proposes and supports a humanistic face to education, an education relevant to learners, their families and communities, as well as society at large. The key focuses of the suggested Mode 3 are all epitomized in the popular Chinese Proverb that says:

"Tell me and I will forget
Show me and I will remember
Involve me and I will understand
Step back and I will act"

5.6   SUMMARY

In other parts of the developed world Universities are generally encouraging students to develop their employability skills and to prepare for job interviews by providing examples of these skills and how they have been acquired. Graduate employability, these include self-esteem, self efficacy, self confidence, development learning, experience, understanding of course studied, generic skills and emotional intelligence, Dacre Pool and Sewell (2007). Formal reporting on employability skills by universities would add significantly to university staff workloads, require changes to student records software and add new burdens to a stretched system. At this stage employers do not expect universities to provide this level of detail about a student's employability skills and universities are not generally in a position to do so.

The learning objectives should include these skills and they should not be done in a haphazard manner but rather a strategic and logical fashion such that it grooms their graduates to better citizens who live a worthy life. With the new systems being tried out at UFH, such as graduate tracking, e-filing of graduate portfolios should become a real

part of student progress in their years of tertiary education so that employers are able to obtain a more complete picture of a graduate and their skills and experience.

 The introduction of such approaches should enable students to identify their dreams and industry demands prior to admission or at admission then continue review their skills and skill gaps as they progress in their degrees. The South African industry is, at this stage, more concerned that the employability skills are low yet the demands of graduates are so high even at entrance level, yet lacking in practical knowledge relevant to work productively so.

South African Universities thus need to work to engage thoroughly with the national agenda and then engage with the industries to see how their needs help achieve these top government priorities, then develop a more integrated assessment of employability skills needed by the industry. This should happen to the effect that universities re-align themselves with the key purposes of the mergers again, and begin to offer more relevant degrees with a practical touch to help solve South African and world challenges.

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