

**THE IMPACT OF ORGANISATIONAL INTEGRATED MARKETING
COMMUNICATION TOOLS FOR VOCATIONAL OPPORTUNITIES
FROM A GRADUATE PERSPECTIVE: CASE OF DURBAN
UNIVERSITY OF TECHNOLOGY**

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DECLARATION

I Tessa Reddy, declare, that the Dissertation entitled “The impact of organisational integrated marketing communication tools for vocational opportunities from a graduate perspective: case of Durban University of Technology” is a result of my own investigation and research. It has never been conducted nor submitted in part for any degree at any institution. All sources have been duly acknowledged.

Signature:.....

Date:.....

DEDICATION

This study is dedicated to my parents for all their unwavering support and encouragement and two of my dear friends Andrew Ronald Kamwendo and Stanley Chibuzor Onwubu for all their assistance and advice during my study.

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Firstly, I would like to thank God for making all this possible.

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GLOSSARY

AET - Adult Education and Training

CHE - Council for Higher Education

CO-OP – Cooperative of Education

CPI - Corruption Perceptions Index

DBE - Department of Basic Education

DHET – Department of Higher Education and Training

DOE - Department of Education

DUT - Durban University of Technology

EFA – Exploratory Factor Analysis

FET - Further Education and Training

GDP – Gross Domestic Product

HEA - Higher Education Authority

HEI – Higher Education Institutes

IMC - Integrated Marketing Communications

IST – In-Service Training

NQF – National Qualifications Framework

NSA – National Skills Authority

NSF – National Skills Fund

NSFAS – National Student Financial Aid Scheme

NYDA - National Youth Development Agency

PFMA – Public Finance Management Act

SAGDA - South African Graduates Development Agency

SAGRA – South Africa Graduate Recruiters Association

SAQA – South African Qualifications Authority

SEO – Search Engine Optimisation

SETA – Sector Education and Training Authority

UOT – University of Technology

WIL – Work-integrated Learning

ABSTRACT

Appropriate integrated marketing communication tools are utilised to disseminate messages regarding products, services, and brands to targeted audiences in order to attract attention, develop interest, and ignite a desire for action. With the rising levels of graduate unemployment, employers seeking quality graduates to fulfil various vocational roles within organisations. However, there is a limited understanding of the effect integrated marketing communication tools have on graduate employment. The aim of the study was to determine the impact of organisational integrated marketing communication tools for vocational opportunities for graduates of the Durban University of Technology. The primary objective of this study was to investigate the effectiveness of marketing communication tools adopted by graduates of the Durban University of Technology. The secondary objective was to determine the relationship between work-integrated learning and graduate employment. A quantitative approach was utilised and data were collected through a structured self-developed questionnaire. The study population, for the purposes of this study, was graduates of the Durban University of Technology. A sample of four hundred and fifty questionnaires was administered to graduates from all faculties at the university.

The findings revealed that the communication media adopted by the respondents were generally appropriate and effective. The findings indicated that traditional communication tools (newspapers and career magazines) and non-traditional communication tools (amongst others social media, the internet and electronic database and email systems) were adopted by graduates. It was also interesting to note that the university adopts both traditional and non-traditional media to engage with graduates and the world of work. However, it was found that the recruiting organisations' used mainly traditional communication media. Clearly, communication systems used by recruiting employers should be revisited and enhanced by including non-traditional communication media to the technology oriented graduates.

This study will be of benefit to recruiting organisations by emphasising innovative communication tools to be adopted for graduate recruitment. Furthermore, respondents suggested that non-traditional communication will be able to foster strategic community engagements and partnerships with the University of Technology in recruiting high-calibre graduates. Interestingly the majority of the respondents participated in experiential training and work-integrated learning. A positive relationship between work-integrated learning and graduate employment was found.

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CHAPTER ONE

BACKGROUND

1.1 INTRODUCTION

University graduates believe that upon the completion of a university qualification, one will immediately progress to the world of work. However, for graduates to enter the world of work there are two prerequisites, namely work experience and job specialisation. Employers are expected to enhance a graduate's skills, knowledge and to enable graduates to enter the world of work. Universities of Technology have created a direct link between themselves and the labour market. Universities of Technology' curricula are designed to provide students with specialised training and work-integrated learning (WIL) which prepares students for proficiency in their chosen fields. Universities of Technology provide undergraduate students with theoretical knowledge and technological competency and the workplace (work-integrated learning) provides the student with theory and technological application. The work-integrated learning or experiential learning/training is essential for students at Universities of Technology. When students graduate with diplomas and degrees they can move directly into the world of work as skilled employees. Employment is generally offered to students upon graduating, most often by the company or organisation that provided the student, with their experiential learning/training (Kruss 2004: 677).

However, the graduate unemployment issue in South Africa has been under the spotlight. Ally (2014: 1) maintains that many university graduates are finding it difficult to secure employment upon graduating. It is interesting to note that the British Council Kenyan County Director, Tony Reilly, stated at a graduate unemployment conference held on 2014 February 4 in Nairobi; that graduate employability is a critical problem in African countries and South Africa is no exception. However, to date, little research has been conducted to address graduate employment. With the recession and the debt crisis, unemployment is a major concern for universities. It is apparent that increased unemployment causes widespread economic, psychological and social problems. The employers integrated marketing communication tools are expected to communicate with people to provide, to inform, influence individuals, create perceptions of brands, products, services, and ideas.

1.2 BACKGROUND OF THE STUDY

The Durban University of Technology came into being as a result of a merger of the ML Sultan Technikon and Technikon Natal which took place in April 2002. Shortly after the merger it was named the Durban Institute of Technology and thereafter to the Durban University of Technology (Durban University of Technology 2016: 3). The Durban University of Technology (DUT) is South Africa's leading University of Technology (UOT). The University of Technology comprises approximately twenty-three thousand students; with campuses situated in the Durban and the Pietermaritzburg areas with a satellite campus based in the Umlazi District. The Durban campuses have approximately six thousand graduates per annum, and graduation takes place at the April and September graduation ceremonies. There are two campuses in Pietermaritzburg, which are the Riverside and Indumiso campuses and six campuses in Durban; Brickfield Campus, City Campus, ML Sultan campus, Ritson Campus and Mansfield Steve Biko Campus. The DUT is made up of six faculties, namely; Applied Sciences, Health Sciences, Engineering and the Built Environment, Accounting and Informatics, Arts and Design and Management Sciences. Each of the faculties offers a variety of programmes with both theoretical and technological competencies. Table 1.1 depicts the qualifications offered in each faculty for undergraduate and for postgraduate qualifications in the respective programmes.

Table 1. 1: Faculties and Departments

Accounting and Informatics	Construction Management and Quantity Surveying
Auditing and Taxation	Electrical Power Engineering
Finance and Information Management	Electronic Engineering
Financial Accounting	Industrial Engineering
Information and Corporate Management	Mechanical Engineering
Information Technology	Town and Regional Planning
Management Accounting	Health Sciences
Applied Sciences	Basic Medical Sciences
Biotechnology and Food Technology	Biomedical and Clinical Technology
Chemistry	Chiropractic and Somatology
Clothing and Textile Studies	Community Health Studies
Food and Nutrition Consumer Sciences	Dental Sciences
Horticulture	Emergency Medical Care and Rescue
Maritime Studies	Homoeopathy
Mathematics, Statistics, and Physics	Medical Orthotics and Prosthetics
Sports Studies	Nursing
Arts and Design	Radiography
Drama and Production Studies	Management Sciences
Fashion and Textiles	Applied Law
Fine Art and Jewellery Design	Business Studies Unit
Media, Language, and Communication	Ecotourism
School of Education	Entrepreneurial Studies and Management
Video Technology	Hospitality and Tourism
Visual Communication	Human Resource Management
Engineering and the Built Environment	Marketing and Retail
Architectural Technology	Operations and Quality Management
Chemical Engineering	Public Management and Economics
Civil Engineering and Surveying	Public Relationship Management

Source: Durban University of Technology (2017)

1.3 RESEARCH PROBLEM

The integrated marketing communication tools for mass communication include advertising, propaganda, publicity, sales promotion, sponsorship and the internet. Integrated marketing communication tools for direct communication are; personal selling, direct marketing, and the internet (Matovic, Knezevic and Brankov 2015: 142). Integrated marketing communication refers to the utilisation of each of the communication tools in a synergistic manner, so that the various communication platforms are aligned and convey the same message to the intended or target audience. Hence, by utilising the various communication tools collaboratively the effect is much greater than utilising each communication tool independently (Du Plessis, Bothma, Jordaan and Van Heerden 2008: 10). Marketing communication tools have been adopted by industrial employers and governmental sectors to communicate with a targeted audience by attracting attention, creating interest and desire and eventually achieving action, while it also creates and builds trust and loyalty (Reid 2005: 42).

With this in mind, many university graduates are struggling to secure work experience and employment, since the latter part of 2008 the graduate unemployment rate has risen. The increase has been three per cent in the third quarter of 2008 to six per cent in the third quarter of 2013 (Van Broekhuizen 2013: 47). In other words, the unemployment rate amongst graduates has doubled in less than four years. According to Statistics South Africa fourth quarter 2016 labour force survey, the graduate unemployment rate is approximately seven per cent (Pitso 2017: 2). Furthermore, a study conducted by the National Youth Development Agency (NYDA) together with the South African Graduates Development Agency (SAGDA) showed that there are between 300 000 and 600 000 unemployed graduates in South Africa at a given time. There is growing concern as more than forty per cent of graduate internship candidates have been unsuccessful in securing permanent employment in South Africa. Furthermore, approximately forty-two per cent of graduates have not been absorbed into the labour market (Ntshidi 2014: 2).

Consequently, insufficient mass communication is one of the main causes of graduate unemployment; whereby organisations which require graduate and internship candidates are not engaging with universities. Employers from various organisations do not discuss graduate employment with educators from universities and many educators are not updated with regard to current graduate job placement rates. As a result, university graduates are even changing career paths as they are unaware of the job opportunities that are available to them (Miletich 2013: 2). Thus far, it has not been established whether the efficiency of marketing communication initiatives of both the corporate and government sectors is linked to the many university graduates' inability to secure work experience and/or employment and therefore this can be a lack of information gap (Mangan 2012: 4).

As a result, based on the findings in the preceding paragraph the problem statement is discussed as; since there are rising levels of graduate unemployment and concomitantly employers seeking quality candidates within organisations. It is apparent that there is a limited understanding of the role of marketing communications and the influence it has on graduates when selecting organisations for employment or vocational opportunities.

1.4 AIM AND OBJECTIVES OF THE RESEARCH

The main objective or aim of the study was to determine the impact of organisational integrated marketing communication tools for vocational opportunities for graduates of the Durban University of Technology.

1.4.1 Sub-objectives

- To identify the marketing communication tools utilised/adopted by the Durban University of Technology graduates for career and vocational opportunities;
- To identify the organisational integrated marketing communication tools/platforms adopted by the Durban University of Technology graduates; and
- To analyse the relationship between Work-Integrated Learning (WIL) and graduate vocational opportunities.

1.5 IMPORTANCE OF THE STUDY

The goal of universities is to provide the working world with suitable graduates in the various fields of employment. Furthermore, Universities of Technology and organisations are expected to determine how current graduates engage in job searches, how they identify organisations to work for and how they apply for vocational opportunities. When communicating employment opportunities, it is important for organisations to determine the integrated marketing communication tools to utilise to target the respective graduate labour market and achieve a competitive advantage. This research study focus was to determine which marketing communication tools influenced graduates seeking employment or vocational opportunities. Furthermore, the question arises; whether marketing communication tools utilised by the government and corporate sectors are appropriate.

Prospective graduate employers can utilise the findings from this study to develop suitable recruitment strategies that will enhance the graduate decision-making with regard to employment opportunities. Graduates will also benefit from this study since it will identify graduate perceptions of integrated marketing communication tools for various vocational opportunities. Furthermore, the study also identified the most appropriate marketing communication tools that are adopted by graduates of the Durban University of Technology and utilised by the selected university. Overall, the study has also contributed to the theory and knowledge of graduate employment, recruitment for employers and university graduates.

1.6 LIMITATIONS

The study was limited to the Durban University of Technology and focused on graduates in various disciplines which are part of the six faculties, namely Applied Sciences, Health Sciences, Engineering and the Built Environment, Accounting and Informatics, Arts and Design and Management Sciences. The respondents were selected due to their accessibility.

1.7 FOCUS OF THE STUDY

The focus of this study has been on developing a framework for the Durban University of Technology with regard to communication tools for vocational opportunities to DUT graduates. Previous studies on marketing communication tools and graduate unemployment in South Africa were utilised as background information for this study. Furthermore, the literature review also highlighted the marketing communication landscape of organisations and the tools adopted by the Durban University of Technology graduates.

1.8 RESEARCH METHODOLOGY

1.8.1 Rationale for the study

The study sought to determine whether integrated marketing communication has an influence on graduates' employment opportunities. The study sought to benefit employers and graduates by identifying appropriate methods to market and communicate with graduates about the vocational opportunities available on the labour market. The overall study will benefit the economy and society as a whole by assisting graduates that search for employment; which will eventually lead to the reduced rate of unemployment, poverty, crime, alcohol and drug abuse and suicide. From an industry perspective; successful candidates will promote growth within the corporate and government sectors. Corporate and governmental organisations that wish to utilise external marketing companies for the promoting of graduate programmes and learnerships and other vocational opportunities will be creating more employment in South Africa.

1.8.2 Research design

Quantitative research methods were utilised to gather data from the target population. According to Blythe (2009: 32), there are numerous advantages when utilising quantitative research methods. Quantitative research methods are utilised in order to collect data in the numeric form to allow statistical calculations. The research study is descriptive in nature, which involves facts concerning the nature and status of a situation, a descriptive methodology is utilised by researchers who aim to identify the cause of certain situations, namely; who, what, where, when and how (Zikmund and Babin 2013: 49). The researcher used a cross-sectional methodology, and Hall (2008: 1) notes that a cross-sectional methodology is conducted at one point in time; a cross-sectional methodology is an inexpensive method which is utilised in most research studies. Due to time and financial constraints, the study was cross-sectional in nature.

1.8.3 Target population

According to Groves, Fowler, Couper, Lepkowski, Singer, and Tourangeau (2009: 69), a target population is the population of interest for the researcher; it comprises variables such as a group of individuals. Naidoo (2010: 5) states that a sample is a subset of the population. The target population for this study is defined as graduates of the Durban University of Technology. The reason for selecting the sample is that the research is a case study based on the Durban University of Technology.

1.8.4 Size of sample

Leedy and Ormrod (2010: 214) suggest for a population size of approximately 5000 a sample size of four hundred will be appropriate. The sample size for this research study comprised 450 respondents. There are six faculties within the Durban University of Technology; with an average of approximately six thousand graduates each year. Therefore, the researcher had selected a final sample size of 450 respondents. Therefore the sample size is large enough for this research study. The researcher had three research field assistants to administer and collect the questionnaires.

1.8.5 Sampling method

According to Diggines and Wiid (2009: 200), non-probability sampling is easier and faster to obtain information and it is a cost-effective method. The inclusion criteria were graduates of the Durban University of Technology. Geographic dimensions were taken into consideration, location based on where respondents would be accessible. Convenience sampling had been selected as the sampling technique for the research study. The non-probability, convenience sampling method was utilised. The researcher utilised convenience sampling and the respondents were thereby selected due to their accessibility (Gideon 2012: 67).

1.8.6 Measuring instrument/questionnaire design

The researcher chose to utilise a self-developed questionnaire as the measuring instrument and primary data-collection tool (See, Appendix C). A questionnaire design is a simple and convenient method of data collection. It is less time-consuming for both the researcher and the respondents and it is; an inexpensive method. A questionnaire was utilised in order to obtain information. The questionnaire included a combination of questions, namely a five point Likert scale, nominal scale, open-ended and close-ended questions.

1.8.7 Data-collection method

Primary and secondary sources of data were utilised. A questionnaire was used to collect primary data for the study. The permission to administer the questionnaires to the graduates and registered graduates; was obtained from the Department of Research and Postgraduate Support at the Durban University of Technology. (See, Appendix D). Four hundred and fifty questionnaires were administered and returned, yielding a one hundred per cent response rate. The data were collected using the face-to-face method at three on-campus venues, during registration, during the April 2016 graduation ceremonies and at the Co-Operative of Education Department. The respondents were selected due to them being accessible. Distribution and collection of completed questionnaires (administered at the university) were undertaken by three field research assistants. A meeting was held together with the researcher, the supervisor and the three field research assistants, whereby questions arose and all were clarified. Those questionnaires which could not be completed on campus were later collected by the three research field assistants from the respondent's respective home/residence. Secondary data were obtained from books, journals, documents, lecture notes, and the internet all of which are credible and relevant to the research study.

1.9 DATA ANALYSIS

The data obtained from the responses on the completed questionnaires were analysed by the researcher using the Statistical Software for Social Sciences (SPSS) package (Version 23.0) and the relevant descriptive and inferential statistical calculations and tests were performed.

1.9.1 Validity

Validity in research indicates how well an instrument measures a concept of what was intended to be measured (Feinberg, Kinnear and Taylor 2013: 480). There are various types of validity, however, this research study used face/content validity. The validity of the questionnaire was pre-tested by the research supervisor together with the assistance of the statistician. A pilot pre-test was conducted to identify and eliminate any possible problem.

1.9.2 Reliability

According to Aaker, Day, Kumar and Leone (2011: 270) reliability can be established by determining whether the measurements of results are stable over a period of time. In other words, the same results may be obtained when the test is conducted on numerous occasions using the same measuring instrument. Cronbach's Alpha was calculated to measure the

reliability of the measurement for each factor for this research study. The Cronbach's Alpha coefficient was utilised to measure the degree of the instruments internal consistency. Reliability is computed by taking several measurements on the same subjects. Overall, the reliability coefficient of 0.70 or higher is considered as "acceptable". The Cronbach Alpha was calculated for the pilot pre-test and the final administration of the questionnaires.

1.10 ETHICAL CONSIDERATIONS

Respondents and all parties involved in this research study endured no physical, emotional or mental harm. Consent was obtained from all respondents before participating in the research study. All respondents were informed of the fact that they reserved the right to participate in the study and could at any given time withdraw from the study. Respondents were assured that no individual questionnaires or responses were to be made public. The Durban University of Technology Management Sciences, Faculty Research Ethics Committee (FREC) had provided the researcher with ethical clearance for this research study. (See, Appendix F).

1.11 OUTLINE OF THE STUDY

Chapter one encapsulates the background of the research, the research problem and question, research objectives, limitations of the study and the importance and benefits of the research.

Chapter two encompasses a literature review, which relates to the higher education landscape in South Africa and the South African graduate labour market and the ramifications of graduate unemployment in the country. This chapter also provided literature on work-integrated learning and the various types of work-integrated learning together with the benefits it provides for the various stakeholders.

Chapter three comprised a literature review regarding the synergistic effect of marketing communications utilised by public and private organisations as well as Universities of Technology such as DUT with regard to graduate employability.

Chapter four described the research methodology that was utilised to obtain primary data. It also described the procedures for collecting data using the research instrument (questionnaire). The data were captured using Microsoft Excel (2010) and the data were analysed and interpreted using Statistical Software for Social Sciences (SPSS), Version 23.0.

Chapter five discussed descriptive and inferential statistics. The data were processed into graphs and, tables. Cross-tabulations were utilised to assess the relationship between variables and constructs. Relevant statistical calculations were conducted to interpret the data obtained.

Chapter six provides the conclusions of the study. The conclusions are based on the results and findings of this study. Recommendations on how to improve marketing communications from an organisational perspective as well as an institutional perspective in accordance with the findings of the research are also made.

1.12 CONCLUSION

Chapter one provided a background and introduction to the research study. The research methodology of the study was also briefly discussed and justifications were provided for the quantitative questionnaire as a research instrument. The chapter concluded by providing an outline of the research study. The next chapter is the literature review, on the South African graduate labour market, higher education landscape, and work-integrated learning.

CHAPTER TWO

THE SOUTH AFRICAN GRADUATE LABOUR MARKET, HIGHER EDUCATION, AND WORK-INTEGRATED LEARNING

2.1 INTRODUCTION

Chapter one introduced the research study and briefly explained the background of the study. Chapter two provides a theoretical background on the South African graduate labour market, graduate recruitment, and employability. The employability model is explained, including, the challenges associated with graduate employment. Graduate unemployment situation, types of unemployment, reasons for graduate unemployment and the consequences thereof are also discussed. This chapter also introduces the South African Higher Education landscape and the changes and transformation of higher education in South Africa. This chapter concludes with a description of work-integrated learning and how it is utilised as a recruitment mechanism, the benefits it has to various stakeholders and the role of the university, the Co-operative of Education Department and the advisory board.

2.2 THE SOUTH AFRICAN GRADUATE LABOUR MARKET

The South African graduate labour market is divided into three segments namely post-school, pre-degree artisanal and para-professional as well as university-trained professionals and graduates. The first segment comprises the post-school, pre-degree artisanal and the para-professional labour force, namely, matriculants, with a certificate or diploma obtained from a Further Education and Training (FET) institution, University of Technology, or a Private Independent Education and Training Institution. Work placement and practical work experience form part of the curriculum and are usually compulsory prior to qualifying. In some qualifications, students in certain programmes were sponsored by organisations and students continue working for those organisations upon graduating. Whereby, the second segment constitutes of university-trained professionals, namely; vocations in law, engineering, medicine, chartered accountancy, teaching and social work. Students that are registered in these fields of study are generally self-sponsored and supported by their families are known as middle-class families. Practical experience is obtained upon university graduation and it is a pre-requisite for professional registration. Lastly, the third segment comprises graduates with a general bachelor's degree and an indirect link to the world of work. These are graduates with bachelor's degrees in arts, commerce, management and public administration. These students are self-sponsored and have no association with an employer or organisation prior

to, during or in the phase of graduation. Graduates from this segment are usually employed by the enormously developed services sector (Kraak 2010: 81).

2.3 GRADUATE RECRUITMENT

With the global economic recession graduate, unemployment is a concern. There is a risk that graduates will incur lifetime earning losses when they enter the labour market during an economic downturn. Furthermore, as the demand for new graduates' decreases, graduate unemployment rates increase, resulting in graduate salaries decrease (Vatillingam 2010: 21). Organisations also face various new challenges with regard to recruitment, selection, and retention of graduate employees. There are not many graduate employment opportunities available. Consequently, the application rates for graduate employment appreciate and this has drastically increased in recent years. The screening of applications has become financially high and it has become a difficult task for organisations during the screening and selection process. Due to the high levels of graduate unemployment, some graduates apply for jobs not related to their career or field of study. Large multinational organisations utilise a long-term approach whereby they recruit graduates based on their personalities and transferable skills. The organisations' strive to ensure that graduates are suitable and conform to the organisational philosophy by providing training for the graduate employed. To attract the best candidates large organisations offer lucrative graduate programmes and provide benefits so that graduates will become loyal and make beneficial and profitable contributions to the organisation on completion of the graduate programme (Abel, Deitz and Su 2014: 3).

2.4 GRADUATE EMPLOYABILITY

Graduate employability refers to a set of achievements, skills, knowledge and personal attributes (Yorke 2008: 3). Graduate employability allows graduates to become successful in obtaining employment and being more successful in their selected careers. Graduate employability involves improving the ability of an individual to acquire employment. However, graduate employability also focuses on making graduates ready for the world of work which is appropriate to their respective qualifications. In other words, it should benefit the employer and the graduate as it will allow for the opportunity to utilise and develop skills, productivity and career experiences (Nabi 2003: 371). From an employer's perspective employability is work readiness which is a combination of skills, knowledge, attitudes and commercial understanding all of which will permit graduates to make contributions to organisational objectives directly after commencing employment (Omar, Manaf, Mohd, Kassim and Aziz 2012: 103).

2.5 THE EMPLOYABILITY MODEL

Graduate employability has been a subject of research over the years. Prior to the CareerEDGE employability model being introduced in 2007, various other employability models existed. In an effort to explain employability (Pool and Sewell 2007: 280) developed what is known as the CareerEDGE employability model, providing a structured guide for empowering students to attain their full potential to become successful in the world of work.

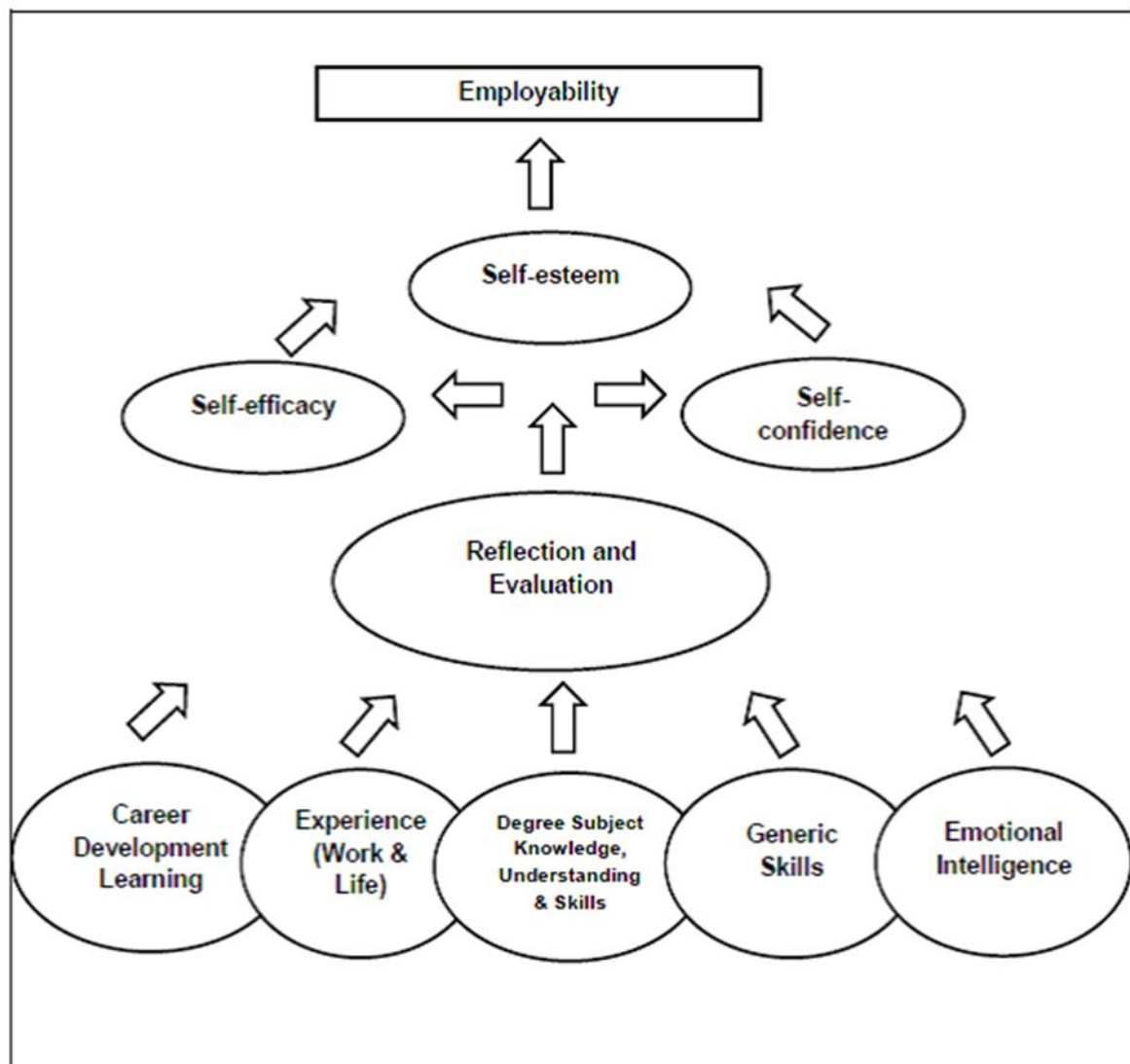


Figure 2. 1: Employability model

Source: Adapted from Pool and Sewell (2007: 280)

Figure 2.1 displays the employability model which depicts the key elements of employability. In accordance with the model; there is an interaction between the various components, a

demonstration that each element is necessarily imperative. Also, one missing element will greatly reduce a graduate's chances with regard to employment. The mnemonic "CareerEDGE" is utilised to remember the five elements on the bottom tier of the model. The importance of the employability model is that it aids in enhancing student employability, growth and development. It assists tertiary educational institutions in designing and structuring the programmes and it serves as a guide to assist tertiary institutions to focus on their objective of imparting knowledge onto students and ensuring students participate in the complete student experience in order to become well rounded employable graduates (Pool and Sewell 2007: 280).

In line with Figure 2.1, the employability model will be elaborated in the preceding paragraph. The key components of the employability model are highlighted on the bottom tier, it is deemed to be the most important aspect of employability. Career development learning (CDL), this component incorporates students acquiring knowledge, concepts, skills, and attitudes which assist students regarding their future careers. Skills, namely compiling curriculum vitae, completing job applications, presentation skills and preparing for job interviews have been identified as essential. It also includes providing students with knowledge regarding geographic placement of jobs as well as entrepreneurship opportunities. Career development learning equips students with the relevant skills for competing in a competitive graduate labour market. Graduating and acquiring employment skills is important, however, being able to articulate those skills and knowledge to the labour market determines complete career potential. This includes finding information thereafter utilising the information regarding careers, labour market trends and finally locating, securing and maintaining the employment. In addition, it is used in exploiting other career opportunities for career advancement (Bridgstock 2009: 37).

The second component, experience work, and life include; work and other life experiences. Work experience provides graduates with a competitive advantage in the workplace and graduates will be more likely to obtain employment upon completion of their tertiary qualification. Work experience should be incorporated into the curriculum and in any possible means in order to increase the graduates' employability (Pegg, Waldock, Hendy-Isaac and Lawton 2012: 45).

Degree subject knowledge, skills, and understanding are the third components which lead to students entering tertiary education to acquire knowledge and gain skills regarding a specified subject or discipline. Thereby, students hope to ascertain employment within that particular field. Some students are passionate regarding a specific subject, hence; they are keen on

acquiring knowledge regarding that subject area. However, it is evident that the focus of tertiary education institutions is that students should acquire knowledge and a love, passion, and interest in learning and obtain the best degree classification they can (Rae 2007: 607).

The fourth component, generic skills (includes enterprise skills). Gaining skills are no longer optional to a graduate; it has become vital to graduate employability (Singh, Thambusamy and Ramly 2014: 316). Therefore, employers tend to measure graduate skills in the recruitment and selection process. There are many generic skills that graduates are required to possess, namely; communication, information literacy, research and inquiry, personal and intellectual autonomy and ethical, social and professional understanding. These skill sets should be incorporated into the education curriculum learning outcomes (Bridgstock 2009: 34).

Emotional intelligence is the fifth component and refers to the manner in which individuals have the ability to perceive, use, understand and manage emotion. In addition, graduates need to consider, understand and manage the feelings and emotions in their personal and professional relationships. This skill is incorporated into the tertiary curriculum which includes; group assessments whereby, students work collaboratively with their peers (Pool and Qualter 2013: 215).

Lastly, reflection and evaluation, these components include; learning from prior experiences. Reflective journals, audio, and video and electronic portfolios are utilised in the curriculum as the reflection can assist students in obtaining employment. This allows students to become aware and articulate their abilities as reflection is a mental process. Due to the process of reflection and evaluation, students are able to develop their self-efficacy, self-confidence, and self-esteem which are all critical links to employment (Moon 2004: 4).

By the same token, the Durban University of Technology has a set of graduate attributes, which graduates are expected to achieve once they have completed their respective qualifications. The Durban University of Technology graduate attributes include:

- Critical and creative thinking;
- The ability to work independently as well as collaboratively;
- Knowledgeable practitioners;
- Effective communicators;
- Culturally, environmentally and socially aware individuals within national and international borders; and
- Active and reflective learners (Sattar and Cooke 2014: 5).

In understanding these factors, it is possible to identify all commonalities between the CareerEDGE employability model and the DUT's graduate attributes. As each of the DUT graduate attributes coincides with the CareerEDGE employability model components. Namely, Critical and creative thinking is linked to the career development and learning component. The ability to work independently as well as collaboratively is linked to the generic skills component. Knowledgeable practitioners are linked to the degree subject knowledge, skills and understanding component. Effective communicators link to the generic skills component. Culturally, environmentally and socially aware individuals within national and international borders are linked to the experience, work, and life component as well as to the emotional intelligence component. Active and reflective learners are linked to reflection and evaluation component (Pool and Sewell 2007: 280) and (Sattar and Cooke 2014: 5).

2.6 THE IMPORTANCE OF GRADUATE EMPLOYABILITY

A degree alone no longer suffices (Ortlieb 2015: 1). There have been numerous improvements in higher education and various changes in the graduate recruitment market. Hence, a degree is no longer adequate in order to guarantee a graduate a rewarding future career especially in the present-day economic climate. In numerous sectors, organisations and recruiters are searching for 'work-ready' graduates with a clear affirmation of job-specific skills together with solid graduate attributes. To gain a competitive edge in the job market, graduates are required to develop their employability whilst being enrolled at tertiary institutions. Graduates need to have a proper understanding of how the workplace operates and how the graduate can incorporate their skills into the workplace (Docherty 2014: 1).

Furthermore, return on investment is a fundamental reason why individuals consider tertiary education. Individuals that want to improve their career prospects thereby they register at tertiary education institutions. Many individual's perspectives are that higher education increases one's knowledge and skills, therefore resulting in a higher income. However, annual increases in tertiary education tuition fees equate to high levels of debt for many graduates. Therefore, graduates want to ensure that their money is well spent. Gaining employment after completing a qualification is imperative in order to pay off student loans (Kruss, McGrath, Peterson and Gastrow 2015: 23).

Moreover, engaging in the educational process, namely; requires inventive teaching, learning and assessment techniques which assist students with interacting in the education process. In addition, it assists students in developing attributes which make students attractive to prospective employers upon completion of their studies. This process assists in maintaining

students' interest. Hence, when students discover the relevance of their studies to their prospective careers and life beyond the bounds of the university it makes learning more attractive. It elicits more commitment from students, which ultimately leads to well-rounded graduates. Interacting with the complete student experience is the cluster of activities by students who attempt and participate in the total student experience which include academic, co-curricular, extra-curricular and work experience benefit from a well-rounded education. This contributes to the life of the student as well as the community and university has it also forms part of a graduate's resume (University of Edinburgh 2011: 4).

2.7 CHALLENGES ASSOCIATED WITH GRADUATE EMPLOYABILITY

Graduate employability is a major concern across the world. With the various stakeholders; embarking on finding solutions to graduate unemployment. Employers' skills and attribute requirements are constantly changing as a result, graduates find it difficult to identify and acquire the necessary skills for entering the world of work (Tariq 2012: 420).

Thus, the global economic recession is one of the contributing factors to high levels of graduate unemployment. Individuals who graduate during an economic recession tend to have difficulty in securing employment. When graduates secure employment during the turbulent economic situation they choose less desirable job positions than those that have graduated in a strong economy. Graduates who have been hired during the recession period in less desirable positions remain in their occupation for a longer period of time. These graduates are usually unable to move into better positions after the economy regains strength. Economic recession graduates also earn lower salaries in comparison to those who graduated in economic expansion periods (Fletcher 2009: 7).

Another challenge faced by individuals is, crime and specifically organised crime, (money-laundering and counterfeiting) are contributing factors to employability issues in South Africa and globally. Counterfeit goods distributed and sold across the country impact on the unemployment rate. Legitimate companies and retailers are directly competing with illegal traders. This equates to lower profits. Therefore, companies cannot afford to employ more staff and in some situations, companies liquidate, leaving many individuals with no employment (Tshabalala 2014: 520).

Furthermore, cybercrime, (identity theft and internet fraudsters) are increasingly committing crimes. Cybercrime includes; intercepting consumers' credit card details, stealing data and passwords and hacking into consumers' bank accounts. The money, which the hackers steal, is easily transferred through various banking systems around the world in rapid time, making

it difficult to trace. Educated individuals who are unemployed stray into cybercrime to enrich themselves (UNODC 2014: 31).

In addition, there are fraud and corruption in the workplace. This refers to government officials offering employment and the awarding of tenders to their personal friends and families. This prohibits other candidates from having a fair and equal opportunity of gaining that vacancy or being awarded that tender, as the potential candidate's application for the vacancy or tender was set aside due to corruption giving preference for the available vacancy or tender (Moatshe and Faull 2012: 5). It is important to note that South Africa has been performing poorly in the Transparency International Corruption Perceptions Index (CPI). The CPI ranks countries and territories on the basis of how corrupt a country's public sector is. South Africa is ranked 72 out of 177 countries which have been surveyed, with a score of 42 out of 100 on the CPI (Institute of Risk Management South Africa 2015: 16).

It can be seen that organisations also face time constraints that require an immediate replacement to fill in a vacancy. Therefore, due to time constraints, the organisation advertises the vacancy for a short time period. This does not grant all graduate job-seekers the opportunity to respond to the advertisement. Therefore, not all graduate job-seekers will be aware of the advertisement in such a short space of time. An example is the Transnet online graduate programme job posting where the advertisement was posted on August 5, 2012, and the closing date for applications was August 8, 2012. This advertisement allowed just three days for an individual to see the advertisement and respond. In addition, technology walls are whereby, graduates applying for vocational opportunities and graduate programmes online does not obtain any feedback. Therefore, graduates are concerned about their application either assuming that no one has reviewed their application or the vacancy was either legitimate or fake (Goodman 2015: 14).

Lastly, little or no work experience, this leaves many graduates in a paradoxical position where they are not employed and have little or no work experience. This dilemma can be resolved if an organisation takes the initiative to recruit the graduate by providing the graduate with their first job experience. Thus, if the graduate is not employed he/she will not have work experience (International Labour Organisation 2012: 28).

2.8 CHALLENGES FACED BY UNIVERSITY GRADUATES WHEN JOB SEARCHING

The number of students graduating from the South African public and private universities each year is relatively high, which results in more graduates applying for the same job position. The demand for graduate employment is high and the supply of graduate employment opportunities cannot meet the demand (Rae 2007: 606). South Africa's democracy brought about various employment legislation and laws which all organisations in the country have to comply with. Some of the legislation include the Employment Equity Act No. 55 of 1998 (EE) and the Affirmative Action Act no. 29 of 1998 (AA) which were implemented to redress the imbalances of the past practices. These policies can have a detrimental effect on individuals as those are who have incurred expenses by studying towards a qualification and then upon graduating having to acknowledge there is little chance of being employed in that job market or sector (Tomu 2013: 35).

Furthermore, there has been an increase in foreign citizens taking up residence in South Africa, thus leaving many South Africans unemployed. From 2001 to 2011 approximately three million Zimbabweans gained employment in South Africa. Consequently, South African citizens are missing out on employment opportunities due to the foreign graduates having filled those vacancies. Work experience has also been regarded as a major issue for graduates. In addition, many organisations require a specified number of years of work experience (Interface 2013).

It is important to note that, a critical factor is skills shortages. According to Radebe (2013: 2), South Africa has a critical skills shortage. University graduates who have studied on a full-time basis have little or no work experience. This means not meeting job requirements to be able to apply for many vacancies. University graduates require work experience. Consequently, graduates have theoretical knowledge and lack of application of knowledge and skills that are relevant to the world of work. In most instances, the practical application completed within a specified time frame during one's tertiary career for the completion of one's qualification may not be adequate. Consequently, many organisations prefer not to employ university graduates as they lack practical experience (Manpower Group 2012: 7). Finally, information inadequacy occurs when sufficient information is not provided in order for the graduate to fully engage with the information. For example, contact details are not provided and basic information regarding the organisation is not easily accessible. Such, a situation is referred to as an unbalanced mode of communication (Kajtazi, Haftor and Mirijamdotter 2011: 64).

2.9 GRADUATE UNEMPLOYMENT

Unemployed graduates are described as jobless people who hold an academic qualification (Shift 2012). According to Tunde (2011: 4), unemployed graduates can be categorised as individuals who have not worked after graduating from university. It also includes individuals who have lost their jobs and want to re-enter the labour market. Clearly, graduate unemployment has social, psychological and economic ramifications. According to the Institute of Risk Management South Africa, many graduates with university degrees cannot obtain employment. Economists emphasize the problem which includes; the mismatch between skills that young people offer and what employers require. As a result, employers receive a large number of applications; but, organisations cannot find potential candidates with the correct set of abilities (Institute of Risk Management South Africa 2015: 20). According to the report (Statistics South Africa 2015), the graduate unemployment by population group is as follows:

Table 2. 1: Graduate unemployment by population

Group	2015	2014
Black African	1.3	1.3
Coloured	0.9	0.7
Indian/Asian	8.2	7.4
White	10.1	7.0

According to the statistics depicted in Table 2.1, there has been an increase in graduate unemployment from 2014 to 2015 among the Coloured, Indian and White population group, whereas, the unemployment rate remained constant within the Black population group (BusinessTech 2014: 3).

2.10 TYPES OF UNEMPLOYMENT

There are three types of unemployment, namely frictional, structural and cyclical. Frictional unemployment refers to those individuals who are not employed due to being in between jobs. This type of unemployment includes; individuals relocating locally or internationally, individuals who are not actively searching for employment or individuals who are awaiting their next job commencement (Sexton 2015: 524).

Secondly, structural unemployment means that there is a skills mismatch for the job or the geographic location where the employee intends to work. For example, when an engineer is displaced by a robotic machine to perform duties and tasks which are conducted by employees, the employee becomes unemployed. It is known as structural employment since

the structure of the employment is incompatible with the skills and expertise offered and provided by the employee (Baumol and Blinder 2008: 498).

The last type is cyclical unemployment this occurs when the economy slows down. Cyclical unemployment is equal to the difference between the existing unemployment rate and the natural unemployment rate. For example, the employees that have the necessary skills and knowledge, but the demand has decreased and the organisation can no longer continue the employee's employment. This occurs when there are changes in output due to economic cycles (Arnold 2008: 128).

2.11 REASONS FOR GRADUATE UNEMPLOYMENT

There are many reasons that constitute to graduate unemployment in South Africa and globally. Some of the fundamental reasons for graduate unemployment include:

- The absence or insufficiency of both soft skills and life skills amongst graduates which include interpersonal communication, presentation skills, and driving skills;
- Little or no access to employers and social networks that promote employment and vocational opportunities;
- Limited or no work experience;
- Unfavourable attitudes and incorrect perceptions of employment by graduates as well as graduates by employers;
- Fields of study whereby the demand for employment is low;
- Academic institutions with inferior service delivery with regard to education; and
- Insufficient support from educators, society and family members in assisting unemployed graduates (Stuart 2008: 66).

2.12 THE GRADUATE UNEMPLOYMENT RATE IN SOUTH AFRICA

Ngui (2016: 30) indicates that graduates are sometimes in between jobs, and some graduates are seeking better employment opportunities while other graduates are employed in a less qualified position. Therefore, graduate unemployment figures cannot be extremely accurate. According to Statistics South Africa the unemployment rate in 2014 in terms of educational level, was fourteen per cent for tertiary education (Business Tech 2014: 3). However, according to Joubert, the graduate unemployment rate in South Africa was approximately one hundred thousand graduates out of the two million that are unemployed at any given time (Business Tech 2015: 6). According to the Presidency (South Africa 2015: 2) at a youth day celebration in 2015 President Jacob Zuma mentioned that "many of our graduates sit at home

without jobs". Furthermore, Deputy-President Cyril Ramaphosa stated that even with enhanced education younger individuals find it difficult to secure employment, because employers are not often keen to employ individuals without work experience (Youth Day Commemoration 2014).

Not to mention, Schwarzman, Pinheiro, and Pillay (2015: 13) confirm that higher education graduates are finding it challenging to obtain employment and have to resort to occupations which require lower qualifications or they are required to migrate to other countries in search of employment. It is important to note that according to Wijnberg (2014: 3) a decrease in the unemployment rate may be good, but a slight change can also indicate an increase in the number of discouraged employment seekers increasing the employment rate.

2.13 CONSEQUENCES OF GRADUATE UNEMPLOYMENT

Crime increases when individuals cannot or refuse to earn a living and generate an income through entrepreneurship and the legal labour market. Therefore, individuals with prospective, current and future opportunities in legal labour are less prone to commit crimes and involve themselves in illicit activities. In an economic period where the unemployment rate is high the chance of an individual working in the legal labour market decreases, resulting in an increase in the crime rate as individuals turn to crime to generate an income (Altindag 2012: 145). This confirms Merton's theory which states that when no opportunities exist individuals resort to deviant behaviour. Merton's theory is about individuals achieving cultural goals. For example for citizens (graduates) to achieve basic needs and a stable or comfortable life, the government is required to provide access to education and employment. Merton suggested that when individuals are faced with a gap between 'what ought to be' and 'what is' the individual will feel strained and have a choice between five modes of adaptation, which are ritualism, retreatism, innovation, rebellion, and conformity (Merton's strain theory: definition, examples and quiz 2015: 3).

Together with, graduate, under-employment, which refers to individuals occupying lower level positions within organisations. This is measured by the level of income, educational requirements and the number of hours worked. Under-employment could be voluntary and involuntary, as graduates could utilise under-employment in order to obtain additional skills and knowledge. Voluntary under-employment is usually temporary and beneficial to the graduate. On the other hand, involuntary under-employment refers to when graduates require funds to pay off their university debt or just to escape being unemployed and the only means

of earning an income and being employed is to go into under-employment (Scurry and Blenkinsopp 2011: 645).

A pertinent issue is the overpopulating of urban areas, this refers to individuals that migrate to the city and urban areas in order to search for employment, whereby many work opportunities are available within the city. This leads to the overcrowding of urban areas, a shortage of houses, an increase in traffic, poor health conditions; leading to an imbalance in the urban ecosystem (Nguyen 2013: 2).

Furthermore, graduate unemployment creates low confidence and low self-esteem among graduates as graduates have a tendency to feel inferior to their peers who are employed. It has a negative impact on their employment search as many graduates' hopes of finding employment diminish. Consequently, many graduates lose interest in the search for employment (Peacock 2012: 7). South Africa has one of the world's highest crime rates and injuries sustained through acts of violence. This is mainly caused by alcohol consumption and alcohol abuse which adds to the death toll after HIV/AIDS. According to the Minister of Health Aaron Motsoaledi, approximately 3.5 million people are treated for medical injuries every year, adding more pressure and stress on the public health system (South Africa to Ban Alcohol Ads, Minister 2011: 3). Alcohol and drug abuse can be linked to unemployment as many individuals deal with financial economic conditions differently. Some individuals are driven to excessive alcohol consumption to ease the stress of being unemployed and some individuals, even turn to use illegal substances such as drugs (Dávalos, Fang and French 2011: 1318).

Moreover, unemployment leads to ill health all of which is caused by high levels of stress. With more responsibilities and families to take care of it is assumed that older individuals are more affected by developing ill health due to being unemployed. However, this is not the case as the findings from a study conducted over a fourteen-year period. The study indicates that unemployment related to psychological ill health in younger individuals in comparison to older individuals and various other health issues can be developed early on in a young individuals life (Reine, Novo and Hammarström 2004: 342). According to Antillón, Lauderdale, and Mullahy (2014: 23), sleep deprivation causes an increase in diabetes and it results in obesity, which leads to ill health and many individuals experience sleeplessness due to the poor performance of the economy and unemployment.

In addition, increases occur in the mortality rate as many unemployed individuals, including unemployed graduates, increase their alcohol consumption, begin smoking and some even abuse narcotic substances. Due to poverty, this ultimately leads to ill health equating to a high mortality rate. Individuals with loss of self-confidence and those who feel inferior to their peers

are in some instances driven to commit suicide. This also results in an increase in the mortality rate. Only by effectively addressing the unemployment challenges in South Africa, will it assist in eradicating millions of South Africans out of poverty (Youth Day Commemoration 2014).

2.14 VOCATIONAL OPPORTUNITIES

Vocational opportunities incorporate education and training in all industries. Vocational opportunities specifically focus on the practical skills which allow graduates to interact in employment-related activities. Vocational opportunities assist in enhancing labour mobility, adaptability, and productivity, which is beneficial to the individual (graduate) and the organisation. This increases the organisation's competitiveness and redresses the labour market imbalances (Agrawal 2013: 15).

In turn, academic graduates need to balance their general knowledge with work-specific human capital. The increase in the productive ability of graduates with vocational experience inculcates higher labour market returns at career entry level in comparison to academic graduates (Gellner and Geel 2014: 268). It is important to note that interning is invaluable for job seekers (2014: 7) graduates have an opportunity to impress the organisations with their ability and work ethic and to befriend decision-makers and various stakeholders.

2.14.1 Graduate programme

Graduate programmes are work-based experience programmes for those individuals that have completed their tertiary qualifications. Most graduate programmes offer graduates a salary or a monthly stipend for the duration of the work. The salary differs according to organisations, fields of employment and levels of qualification. Graduate programmes differ in duration - a minimum of three months to a maximum of thirty-six months is the usual time period for graduate programmes. Graduates gain practical work experience that relates to their field of study. Graduates are mentored by senior-level managers and or supervisors in their respective fields to ensure the necessary knowledge and skills are imparted to the graduate. The graduate may be offered a permanent position within the organisation if/when the vacancy becomes available and if the graduate has performed according to the requirements set by the organisation (University of Queensland 2014: 3).

2.14.2 Internships

Internships are a form of work experience for individuals who are currently registered as full-time or part-time students. Usually, internships are a form of voluntary or unpaid work.

However, students sometimes receive a stipend or a travel allowance. Students who undertake internships normally work during weekends and/or during university holidays. Internships are usually of a shorter duration as compared to graduate programmes. There are no guarantees of the student being employed as a permanent employee within the organisation. However, if the student adjusts to the work environment and is a good employee during their internship, and should the vacancy become available the student may become a permanent employee when the student graduates with the respective qualification (Kraak 2008: 199).

2.14.3 Learnerships and apprenticeships

Learnerships include theory and practical work. The learnership contracts are laid out in the Skills Development Act. A learnership is where individuals work for an organisation whilst simultaneously studies toward an academic qualification. The apprenticeship contract is a legally binding agreement which is usually structured within a specific industry context, where monitoring and quality assurance are done by the industry training boards. Individuals are usually paid an allowance for their work efforts. Individuals may be offered permanent employment if their workplace performance is good as well as their academic results (Hammond 2011: 5). Apprenticeship contracts are laid out in the Manpower Training Act. This indicates the distinction between work which only artisans can perform, and the income to be paid to apprentices-in-training as well as to qualified and experienced artisans (Jobvine 2015).

2.15 THE HIGHER EDUCATION LANDSCAPE

The South African Education landscape includes; higher education institutions (HEIs), further education and training (FET) colleges and adult education and training (AET) centres. The Council on Higher Education (CHE) includes public universities, University of Technologies and comprehensive universities and private institutions. The former National Department of Education (DOE) was divided into the Department of Basic Education (DBE) and the Department of Higher Education and Training (DHET). The department of higher education and training (DHET) was established according to the Presidential Minute No. 690 of July 6, 2009. However, it took effect only from April 1, 2010 (Bailey 2014: 6). Presently, the higher education landscape comprises five types of academic institutions; traditional universities, universities of technology (former technikons), private universities, further education and training colleges (FET) and professional training (nursing and the police force). The apartheid era and post-apartheid have brought about various changes and transformations in higher education. Higher education consists of a wide range of institutions providing various forms of

certification, such as vocational degrees and doctoral degrees. Universities are knowledge-intensive institutions, coordinated around traditional values of collegiality, autonomy, and achievement. In order to function universities rely on the existence of professional bodies (Schwarzman, et al 2015: 2).

Moreover, the changes in the higher education landscape have increased the number of enrolments in higher education by providing various funding opportunities. This allows many students access to higher education. The higher education landscape in South Africa is following international and global trends, namely curriculum renewals whereby there is now a development of skills geared toward economic development instead of creating a society of graduates for only governance, business, and management. More emphasis is now placed on science and technology to enhance society and provide solutions to the current environmental issues the world faces (Council on Higher Education 2016: 11).

2.15.1 Role-players in South Africa's higher education

The South African White paper claims that there are many role players in the South African Higher Education landscape to ensure the success and improvement of higher education to redress the imbalances of the past. Some of the role players are the South African Qualifications Authority, Sector Education and Training Authority, National Skills Authority and the National Student Financial Aid Scheme (The skills portal: 2017).

2.15.1.1 South African Qualifications Authority

The South African Qualifications Authority is popularly known as SAQA. It is a statutory body structured and established in terms of the SAQA Act of 1995. The SAQA body is both locally and internationally recognised for the purpose of ensuring that all rules and principles of the National Qualifications Framework are adhered (SAQA 2016: 2). The SAQA board consists of twelve members appointed by the Minister of Higher Education and Training. The board serves as an advisory board to the Minister of Higher Education and Training with regard to the NQF affairs and proceedings in conjunction with the NQF act. The board's role also includes controlling the implementation of the NQF and makes certain the objectives are achieved. SAQA's role with regard to qualifications includes; developing and implementing of policy and criteria for the development, registration, and publications of qualifications and part-qualifications. SAQA ensures the registration of a qualification or part-qualification when it has been approved by the quality council after it meets the necessary criteria. SAQA has to develop policies and criteria after consulting with the quality council for assessments,

recognition of prior learning and credit accumulation and transfer. SAQA's role with regard to professional bodies is to first consult with the statutory and non-statutory bodies consisting of expert practitioners in various occupational fields together with the quality council. SAQA develops and implements policy and criteria for recognising professional bodies and register professional designation for the purpose of the act (What is the South African Qualifications Authority 2014: 1).

2.15.1.2 Sector Education and Training Authority

Sector Education and Training Authority are also known as SETAs. It is one of the fundamentally important requirements for any country's economic growth, especially in South Africa. Skills development and empowering of the previously disadvantaged citizens are imperative to redress the imbalance of the apartheid era. The SETA body was designed to support and issue training levies by all employers country-wide. In order to qualify for SETA grants, organisations are required to submit comprehensive documents each year detailing the levels of skills, experience, and qualifications of employees and all in-house training being conducted (Skills Education Training Authority in South Africa 2016: 2). Chapter three, section ten of the Skills Development Act of 1998, sets out the roles and responsibilities of SETAs. The main role of the SETA is to improve skills and to bring skills to the employed or those individuals wanting to be employed. This is done by making sure that individuals learn and obtain skills that are required by employers and communities. The training and skills development focuses on both young individuals commencing their first-time employment as well as those individuals already in jobs to improve and enhance their respective skills set (SETAS 2015: 1).

2.15.1.3 National Skills Authority (NSA)

The National Skills Authority is an advisory body which was established in 1999 in terms of the Skills Development Act of 1998. This body provides guidance to the Minister of Higher Education and Training and interacts with the Sector Education and Training Authority. The NSA advises the Minister of Higher Education and Training on developing strategies and policies as well as developing strategic frameworks and criteria for allocation of finance from the National Skills Fund. With regard to the SETA, the NSA body assists in developing strategies and policies and reports to the Minister of Higher Education and Training regarding the progress made with the programmes. The NSA also conducts investigations and does research and monitoring (National Skills Authority 2016: 3).

2.15.1.4 National Student Financial Aid Scheme

The National Student Financial Aid Scheme is also known as NSFAS. This scheme was implemented to provide students from disadvantaged backgrounds with educational loans and bursaries for these students to complete an undergraduate diploma or degree (National Student Financial Aid Scheme 2016: 3). NSFAS is governed by the National Student Financial Aid Scheme Act and the Public Finance Management Act (PFMA). It was established according to the National Student Financial Aid Scheme, Act number. 56 of 1999. The act allows students to apply for educational loans and bursaries from NSFAS, but the board has set specific conditions with regard to the loan or bursary. Payment is made to the designated Higher Education Institution or Further Education and Training colleges, instead of the applicant (student). NSFAS administers loans and bursaries granted to students at the institutions - receive the loan and bursary application forms from students, assess the applications based on the relevant criteria determined by NSFAS, and grant of loans or bursaries when the criteria have been met (National Student Financial Aid Scheme 2017: 1).

2.16 MERGERS IN THE SOUTH AFRICAN HIGHER EDUCATION LANDSCAPE

South Africa has twenty-three public higher education institutions which offer an array of study opportunities for both local and international students. South Africa began restructuring the higher education system after the apartheid regime to improve the accessibility to tertiary education whereby smaller universities were merged to form comprehensive universities, and technikons were merged to form universities of technology. Universities offer students' academic degrees where universities of technology offer students' vocational education. South Africa's universities are subsidised by the national government and are governed in terms of the Higher Education Act (South Africa's universities 2012: 2).

2.17 WORK-INTEGRATED LEARNING

Kramer and Usher (2011: 2) refers to work-integrated learning as various types of student employment experiences, generally arranged by the educational institution, which coincides with the student's field of study and elicits a relationship between theory gained in the classroom with the practical on-the-job training. Matoti and Junquera (2012: 262) define work-integrated learning is defined as an element of an educational programme that focuses on the application of learning in an original learning work-based context under the guidance and supervision or mentorship of an individual representing the workplace. Work-integrated learning also includes experiential learning in many Higher Education institutions. Experiential training/learning consolidates theory gained by the student in the classroom with practical

applications and knowledge gained from workplace exposure. Since there is an increase in the quest for talented employees, human resource professionals from various organisations are utilising experiential training/learning as a measuring instrument to identify potential employees. The organisation takes note of talented students who are most likely to perform well at their organisation upon graduating. It is therefore apparent that experiential training/learning to have many benefits for both students and organisations (Kant 2007: 32-33).

At the same time, to assist in bridging the gap between higher education and the world of work, the higher education institutions and the private sector have developed university learning which is orientated to provide practical 'real world' experience to students. This form of learning is referred to as work-integrated learning (WIL), which is an umbrella term. To outline curricular, pedagogic and assessment practices covering a span of academic disciplines which integrate formal learning and workplace concerns integrating the theoretical and practical application in student learning can transpire through a range of work-integrated learning approaches. Clearly, formal or informal work placements, work-integrated learning is, fundamentally intended to improve student learning, using innovative curricular, pedagogical and assessment forms which have been developed in reply to the concerns regarding graduate attributes, employability, and civic responsibility. Some examples of WIL include action-learning, apprenticeships, cooperative education, experiential learning, inquiry learning, inter-professional, practicum placements, problem-based learning, project-based learning, scenario learning, service learning, team-based learning, virtual or simulated work-integrated learning, work-based learning, work experience and workplace learning. All are forms of WIL and focus on empowering students to integrate theoretical knowledge obtained through formal learning; with practical knowledge obtained through workplace exposure (Council on Higher Education 2011: 4).

Together with, on the job (on-site) work-integrated learning, this refers to the actual placement of a student in an organisation. For students to gain hands-on experience, from trained and qualified mentors. It takes the form of paid and non-paid internships and/or vacation jobs; whereby, the student carries out certain projects at the workplace (Martin and Hughes 2009: 9).

In addition, off the job (off-site) work-integrated learning, this includes the; embedding simulated work-based situations in the classroom in the form of case studies, role-plays, demonstrations and PowerPoint presentations. Whereby work-related situations are discussed and lectures enhance work preparedness (Pegg et al 2012: 44).

2.18 WORK-INTEGRATED LEARNING AS A RECRUITMENT TOOL FOR EMPLOYERS

Professionals in the employer market are utilising work-integrated learning as a tool to identify students likely to perform well, develop and flourish within the organisation. When organisations employ students from various tertiary institutions to engage in experiential training they can selectively identify the candidates who are talented and have the potential to be successful in the role should they be employed. Work-integrated learning can, therefore, be regarded as a better option than traditional interviews and probationary periods in order to identify suitably talented graduate candidates (Kant 2007: 33). Clearly, advantages are apparent for both employers and graduates/students.

2.18.1 The advantages of work-integrated learning for students

There are numerous advantages of work-integrated learning for students. Work-integrated learning assists students in many aspects with regard to the development of skills, experience and theoretical and practical knowledge. The following are some advantages of work-integrated learning for students:

- career exploration;
- career clarity;
- increased prospects for employment;
- a chance to apply theory to practice in an actual work environment and community background;
- developing marketable, workplace skills and attributes;
- improved self-confidence, personal development, and civic engagement;
- financial compensation (however, it is not compulsory for the organisation to pay the student); and
- quality work-place exposure (Higher Education Quality Council of Ontario 2011: 5).

2.18.2 The advantages of work-integrated learning for organisations

Graduates who have participated in formal work-placements or internships during their undergraduate programme tend to benefit, from the practical experience which focuses on employability, knowledge, and skills. Work-integrated learning can be utilised as a recruitment mechanism to hire employees. Furthermore, it minimises financial costs associated with a recruitment method (interviews and assessments) and training costs. Student's ideas and innovations can be utilised by organisations to improve and expand their business practices.

It is important to note that transference of knowledge occurs from university to industry (Andrews and Higson 2007: 45).

2.19 WIL AT THE DURBAN UNIVERSITY OF TECHNOLOGY

The work-integrated learning programmes adhere to the following procedure when a student is accepted to work in an organisation; a student is required to draft an acceptance letter to a designated academic staff at DUT. The letter is either approved or declined depending on the work experience the organisation is going to impart to the student. With the approval, the student registers for work-integrated learning at the university and an agreement between the student, university, and organisation is created. Thereafter, students commence with their workplace training, the students are frequently monitored by academic staff members who schedule visits and appointments to the workplace. Students are also required to produce interim reports so that the academic staff member can monitor the students' progress regarding their workplace experience. On completion of workplace experience, the student will submit a document referred to as a logbook or log sheets to the work-integrated learning coordinator together with a final report (Ramlutchman and Veerasamy 2013: 150).

In addition, DUT also has an advisory board for each qualification. The ultimate aim of an advisory board is to provide communication channels among the academic institution, professional organisations as well as industry (the public and private sectors). The advisory board assists the academic institution by providing feedback regarding the trends in the job market, relevant skills and attributes that are required from students and graduates in order to ensure success in the world of work. The advisory board also analyses the academic programme and qualifications to ensure what the academic institutions are doing with their students are aligned with industry requirements (Advisory Board Committee 2016: 2).

Moreover, a Cooperative Education department focuses on learning that is based on a partnership between the institution and its external stakeholders. The department strives to provide the student with augmented learning exposure in the work environment. Co-operative education is an integration; between higher education, the workplace, students, university, industry, and communities. It includes; liaison between the university, employers, professional bodies and professional societies and other relevant organisations such as student bodies (Co-operative education 2017: 1). The co-operative of education department plays various roles. The role of the co-operative education unit is defined as follows:

- Creating strategic partnerships which equate to the establishment of work-integrated learning opportunities for students in the workplace;

- Communicating and collaborating with employers, youth organisations and various other stakeholders on issues relating to student employment;
- Ensuring that the co-operative education policy is implemented and conformed to accordingly across the institution;
- Ensuring that the issues regarding work-integrated learning across the institution are addressed;
- Controlling and managing information regarding co-operative education; and
- Marketing and communicating the work-integrated learning programme (Cape Peninsula University of Technology 2015: 3).

It is interesting to note from, a resource perspective, DUT also has a career resource centre to provide students with updated career-related information. The primary function of the career resource centre is to provide support to both prospective students and registered students in their quest for employment. Services provided by the career resource centre include; specialised career information, national and international programmes and qualifications, bursary and scholarship information, work skills information, organisational information, economic and labour market information, access to computers for creating resumes and searching online for employment opportunities and internal access for employment information and applications (Durban University of Technology 2015: 3).

2.20 CONCLUSION

The South African graduate labour market is volatile due to prevailing economic conditions. Obtaining employment is very difficult for many South African university graduates. This chapter discussed graduate employment, unemployment, and employability together with the challenges, consequences and benefits and drawbacks it encompasses. This chapter discussed the vocational opportunities available which are designed to assist graduates as well as students. South Africa has many higher education institutions that offer a wide range of academic programmes in various fields to both local and international students. The higher education landscape has been through various transformations from the apartheid era to post-apartheid. The aim of higher education institutions is to provide tertiary education to all students who meet the requirements to further their education. Universities of Technology are internationally recognised and provide students with both theoretical and practical knowledge. The Durban University of Technology is one of the most prestigious universities of technology in South Africa. The public and private sectors need to invest in more employment creation initiatives, so that there can be huge cohorts of skilled, educated individuals as well as graduates around the world with not enough employment opportunities thus, leaving many

individuals and graduates unemployed. Therefore, students, universities, the government, and businesses are all required to make a contribution to improving the country and the economy by assisting one another in finding solutions to decrease the unemployment rate and also properly match education and skills with employment, thus leading to graduates being “appropriately employed” in their respective fields.

In this chapter work-integrated learning was also discussed together with the benefits it holds for both students and organisations. The chapter concluded with an assessment of work-integrated learning being used as a recruitment mechanism. The next chapter will entail an in-depth discussion regarding integrated marketing communications, which encapsulates the marketing communication mix, the macro and micro-environment and the consumer decision-making process.

CHAPTER THREE

INTEGRATED MARKETING COMMUNICATIONS

3.1 INTRODUCTION

The rising levels of graduate unemployment have led to competition among organisations and employers in search of the best talent. The success of any organisation depends on the employees. Organisations are, therefore, required to implement efficient and effective organisational, integrated marketing communications. Furthermore, marketing communication tools are utilised to disseminate messages regarding products, services, and brands to target audiences and markets. The objective of marketing communication is to create awareness and elicit action from the target audience, namely; purchasing the product, rendering a service or seeking more information.

Thus, academics, educators and managers and all stakeholders alike are trying to incorporate innovative marketing communication media for faster, more efficient and effective dissemination of vocational opportunities. The use of communication tools to influence and induce graduates to take some sort of action, (to seek employment). However, the consumer may not purchase the product due to certain factors such as; economic constraints. Hence, the effectiveness of communication tools should not only focus on purchase intentions, rather it should focus on consumer attitudes toward the advertisement, communication and the brand (Debasish and Muralidhar 2013: 80).

3.2 THE EMERGENCE OF MARKETING COMMUNICATIONS IN THE RECRUITMENT PROCESS

Futrell (2008: 511) describes recruitment as a process of seeking potential candidates and interviewing the potential applicants for the vacancies currently available. In other words, recruitment is all about finding and securing the best employees. Thus, employing skilled and talented individuals is vital to an organisation's success. It is therefore clear that the organisation's success is dependent on the attributes, abilities, and potential of individual employees. Hence, the main activity of hiring employees is during the first stage. This is when one is engaged in communicating information to potential candidates and employment seekers. This includes communicating information such as; job descriptions, working conditions, benefits, organisational goals and expectations of the employer. In addition, organisations marketing communication also utilises persuasive messages to persuade the

employment seeker to be a part of the organisation by influencing the employment seeker to apply for the vacancy advertised (Allen, Van Scotter and Otondo 2004: 144).

Therefore, the recruitment of graduates in the labour market can no longer remain solely the function of the human resources department within an organisation. Recruitment has become more of a marketing function. Employment seekers who are potential employees should be approached in the same manner as a potential consumer. In other words, employment seekers should be identified, segmented and targeted. The organisation recruiting employees should create awareness whereby, the employment seeker will be attracted to the entity and the corporate brand and advance to apply for the vacancy. Undoubtedly, the labour market has become a sector with great competition for talented employees. Therefore, the most successful marketing campaigns can lead to the most suitable candidate being employed as well as retained within the organisation (Cappelli 2001: 140).

Furthermore, human resources together with recruitment specialists have now adopted a marketer's approach. In other words, human resources are offering employment opportunities and creating awareness which is vital for marketers, and also necessary in order to fill a job position within an organisation. Creating awareness is a function of marketing to develop innovative strategies, tactics and marketing campaigns. Human resources together with the marketing department can create forms of integrated marketing communication messages to communicate job offerings and make organisations job offerings look appealing to potential candidates. Identifying target markets and marketing directly to the target market is one way of ascertaining and recruiting a good employee. Thus, it is turning a prospect into a candidate and eventually into an employee (Finnigan 2013: 2).

Furthermore, Greyling, Müller, and Powell (2007: 107) maintained that external recruitment of employees is normally conducted using various methods, namely; personal reference, and promoting of the employment opportunities by using advertising on various media platforms. Media platforms include; but are not limited to newspapers, trade magazines, radio and the internet. Presentations are conducted by organisational representatives at schools and at Higher Education Institutions in order to recruit graduates for employment and students for experiential training. Hence, all these marketing communication methods are to inform and promote the employment opportunities available.

3.3 MARKETING COMMUNICATIONS IN THE RECRUITMENT PROCESS

According to Ryan, Gubern, and Rodriguez (2000: 354), there are various communication tools for recruitment available to employers. For example, there is the online route, where an applicant is required to apply for a vacant position or a new job description on the website by completing digital application forms as vacancy advertisements are available online and form part of the digital medium. The digital medium seems to be favourable towards the younger generation (Jacob and Jacob 2013: 54). For many years employers and recruitment specialists around the globe have utilised traditional marketing communications such as; print advertisements to convey employment opportunities to job-seekers. However, according to Barger and Labrecque (2013: 71-73), marketing communication programmes include a wide range of both digital and non-digital channels. Organisations participate in career fairs where organisational representatives convey work opportunities to graduates and ways in which graduate job-seekers can apply. Career fairs normally take place at resource centres on university campuses. However, with the advancement of technology, organisations now utilise the internet and social media platforms as marketing communication tools for recruitment. Furthermore, entities place their vacancies on the company's websites and on social media platforms, namely; Facebook, Twitter and LinkedIn and even virtual career fairs are taking place (Bashford 2008: 34).

3.4 MACRO-ENVIRONMENT

The macro environment is external and consists of uncontrollable factors which have a direct or indirect impact on businesses. The macro environmental factors are; political and legal, economic, demographic, social-cultural, physical/natural, technological and international. These factors impact on the functioning of the organisation/business. These factors can have a direct or indirect impact or effect on the recruitment of employees (graduates) (Young and Pagoso 2008: 53).

3.4.1 Political and legal factors

Political factors refer to the stability of the government and the movements and attitudes of political parties. This may lead to government influence on taxation policies, labour legislation and trade agreements. Political factors involve legal factors (national employment laws, international relations, black economic empowerment and trade unions). Political factors are concerned with attitudes and approaches. Political factors are a representation of influences, restrictions, and opportunities which are not binding. Legal factors are concerned with laws

and regulations which are required to be compiled (PESTLE Macro-environmental Analysis 2012: 3).

In this manner, cause-related marketing refers to corporate social responsibility. It is one method utilised by organisations to gain a competitive advantage over their competitors. As a result, organisations are expected to contribute to social causes - this is known as cause-related marketing (CRM). It is an effective marketing tool utilised in promoting corporate social responsibility initiatives. Cause-related marketing is a way in which organisations communicate their good gestures and deeds to the public and consumers, thus allowing individuals to make better decisions regarding the organisation (Nejati 2014: 36). For example, individuals who are affiliated with that particular cause which the organisation assisted will support the organisation by purchasing their goods or rendering their services. In addition, graduate job-seekers who are for the cause would consider applying for vocational opportunities in that organisation; hence the organisation's values coincide with the graduate job seeker's values.

In addition, advertising in South Africa is governed by advertising standards. The communication industry refers to the Advertising Standards Authority of South Africa, also known as the ASASA. This is an independent body which has been established by the marketing communication industry. The body ensures that advertising is legal, decent, honest and truthful, by upholding the code of advertising practice set by the ASASA and the International Chamber of Commerce (Advertising Standards Authority South Africa 2017: 2).

Furthermore, labour legislation, also called labour relations, involves a three-dimensional relationship among employers, employees and the government. The government aims to ensure good labour relations between employers and employees. Hence, it leads to industrial peace which ultimately results in steady production. The Labour Relations Act (LRA) No. 66 of 1995. The aim of this act is to enhance economic development, social justice, labour peace and democratisation of the workplace. This act defines the relationship between employers and trade unions as well as provides a set of rights and a structure for which union organisations, collective bargaining, and settlement of disputes and strikes can be adhered to (South Africa 2015: 8).

Other legal legislation is the Basic Conditions of Employment Act (BCEA) No. 75 of 1997. This act sets out the rights and responsibilities of employers and employees. This Act has been established to ensure that employers adhere to the standard of employment regarding payment, working hours, leave, dismissal and dispute resolution (Open Source Solutions Africa 2009: 3).

3.4.2 Economic factors

Major changes in the economic landscape of the country and around the world such as; income, cost of living, interest rates, taxation and low growth rate results in changing spending patterns. This leads to a change in purchasing patterns which ultimately impacts an organisation's profitability. These negative economic factors result in organisations reducing their spending and limiting their budgets, which impacts the organisations integrated marketing communications strategy, has organisations refrain from investing large amounts of financial capital in poor economic conditions (Marketing-Insider 2016: 2).

Furthermore, a low growth rate is crucial as it results in lower sales. Therefore, the profit margins tend to decrease. Organisations reduce their expenses which involve reducing their budgets. This impacts' on the organisation's marketing communication campaigns and thus the organisation will not be able to invest large amounts of financial capital for the marketing communication initiative. On the other hand, the stabilisation of the world economy has positive effects on national economies. Unemployment rates tend to decrease, the general wage and salary levels increase thereby, making employees stronger (Yilmaz 2014: 103).

In contrast, high unemployment rates create large costs for individuals and for the economy. Certain costs are challenging to value or measure, especially the long-term social costs. Unemployment equates to a loss of income and a decrease in the GDP. The unemployed experience a decrease in their standard of living which leads to lower spending power and an increase in debt, less consumption, draining of retirement savings, creating of scepticism in the value of an education, thus denying educational opportunities to one's children, which impacts the future economy (Simpson 2017).

Moreover, the negative multiplier effect refers to the closure of a local factory resulting in the loss of hundreds of jobs. This can have an enormous negative multiplier effect on the local and regional economy. Hence, one individual's spending is another individuals income, which means to lose well-paid employment can lead to a decrease in demand for local services, downward pressure on house prices and second-round employment effects for organisations supplying the factory that closed down (Consequence of unemployment 2018:1).

In addition, loss of national output indicates unemployment, which results in a loss of potential national output (GDP) and wastage of scarce resources. Some individuals opt to leave the labour market permanently; hence they are demotivated and gave up the search for employment. This can have a negative impact on the long run aggregate supply and it

damages the economy's growth potential. During high unemployment, there is an increase in spare capacity (Marketing-Insider 2016: 2).

Subsequently, fiscal costs arise when the government does not benefit, hence there is a fall in tax revenues and higher spending on welfare payments for individuals who are unemployed. An increase in the budget deficit, which increases the risk that the government will be required to raise taxes or scale back plans for public spending on public merit goods. Similarly, social costs, namely; an increase in unemployment are linked to social deprivation. An example is a relationship between crime and social dislocation, which includes; divorce rates, deteriorating health and lower life expectancy (Riley 2015: 3). According to Tomlinson (2007: 290) the graduate labour market is competitive and congested hence the supply of graduates exceeds the demand, and there are many graduates with very few employment opportunities - therefore the market is saturated.

3.4.3 Socio-demographic variables

This variable refers to the population size, age, gender, race, economic status, level of education and occupation. It is a vital component in marketing as it can be utilised to tailor and design, marketing communication messages to specific target markets and audiences (Claessens 2016: 2). Demographics allows' marketers to identify and categorise individuals by creating demographic profiles. Demographic profiles assist marketers with regard to behavioural patterns and lifestyles of consumers thus marketing plans and strategies can be effectively structured (Wiid 2014: 23). Social factors refer to social and cultural changes that influence the manner in which markets function and the manner in which customers perceive products, organisations, brands and markets. Social factors are namely; changes in demographics, changes in ethnic make-ups and changes in people's attitudes (Eagle, Dahl, Czarnecka and Lloyd 2014: 76).

3.4.4 Physical factors

Natural resources such as water, oils, natural gases and other minerals are limited. Organisations need to take into consideration that a shortage of these limited resources equates to an increase in production costs (Cant 2010: 41). For example, for the manufacturing of a specific product whereby, the raw material to manufacture the product is scarce, the price of the product will be significantly higher than the normal price or the product may be removed from the market. Another example is that the cost of producing goods increase it may lead to the retrenchment of employees. When a product is removed from the

market it leads to staff being out of employment. This factor affects graduate employment; hence in the event, a manufacturing industry is affected due to insufficient natural resources the industry will not employ workers including graduate candidates.

3.4.5 Technological factors

Technology has a massive effect, influence and impact on the world. From a marketing perspective, it affects the consumption pattern, consumption rates, development of new products and the innovation of existing products. Moreover, technology has changed the manner in which the world communicates (Etzel, Walker and Stanton 2007: 41).

3.4.5.1 Technological trends

According to Ebersohn (2011b: 12), there are seven technological trends that affect organisations, namely; applications and mobile devices, video, social analytics, omnipresent computing, mobile connectivity, software and the virtual office. Furthermore, mobile devices are not limited to cellular phones. They also include tablet computers, personal digital assistants, Apple iPad or any other device that can be utilised to connect to the internet and download and use applications (apps). In addition, applications are downloadable programmes that are utilised to perform certain activities such as a tweet on Twitter. In conjunction with mobile devices, applications are revolutionizing the manner in which business transactions are conducted from signing a contract, to making a sale and the manner in which businesses together with society communicates (Upkar 2003: 236).

In addition, video media content is now taking businesses and marketing to a new level. Hence, when it comes to communication such as advertising, businesses utilise traditional media namely; television and magazines. However, with mobile devices having the ability to play video formats, marketers are personalising advertising messages as they are being sent in the multimedia format which includes; an integration of images, audio and video. These messages can be sent to the right person at the right time and at the right place (Peng-Ting and Hsin 2012: 543-557).

At the same time, many marketers utilise social media, such as My Space and YouTube for marketing activities such as; advertising and promotions. Once marketing activities have been conducted online and through social media, it can be measured. Social analytics involves the measurement, analysis and interpretation of the results (Ambler 2011: 918-919).

Furthermore, the use of omnipresent computing is embedding technology in a variety of everyday objects which include; products and buildings. Regardless of where one is at any given time or place one can always get and stay connected. With omnipresent computing, there has been a huge increase in accessing information and computing by knowledge workers. Knowledge workers consist of marketers, managers and accountants, those that are involved in the process of analysing, instructing, planning and decision making. Omnipresent computing provides many benefits to knowledge workers. Hence, omnipresent computing provides unlimited access to computing and it eliminates the time and place barrier and it allows the ability to receive, process and interpret information regarding the business and its environment (Davis 2002: 67-73).

With this in mind, these technological developments have increased the speed of mobile connectivity which has reached the fourth generation (4G). Mobile phones which include; Android and smartphones have faster internet access than an asymmetric digital subscriber line (ADSL) connection. Thus the faster the speed at which the internet operates the faster information can be found, transactions can be performed and communication can take place, which benefits organisations and consumers (Ebersohn 2011b: 12).

Equally important, software is no longer used for basic computing as now there are various types of computer software which are designed for multiple purposes. However, business software has advanced and it assists businesses and makes all operations efficient, less time-consuming and simpler. With the development of applications on smartphones and Android devices, it has made conducting business transactions much simpler as most transactions can be conducted through a mobile device. Business applications increase rapidly. Particularly, sales applications such as inventory tracker, there are also sales and commissions applications which keep a record of how many sales the business had conducted during a certain time period. The Omni invoice application creates an invoice at any time or place, and for the sales CRM, this allows sales personnel to track leads and devise action plans - to name but a few (Ankeny 2010: 56-60).

Not to mention, a virtual office can be utilised by businesses. Businesses can create a virtual office by utilising a mixture of the internet, electronic mail (e-mail), facsimile, phone calls, video calling such as Skype and BlackBerry Messenger Enterprise. Businesses can communicate internally such as; the marketing department can communicate with their sales force through the virtual office. The business can also communicate with their suppliers, and even clients and consumers can liaise with the business through video calling instead of meeting face-to-face. The virtual office has various advantages such as a decrease in fixed costs, no need to

pay rent or rates as physical premises are not required in most cases. There are flexible working hours for all employees, transactions can be conducted 24 hours a day at any given place across the globe, it benefits clients as it saves them time and money to go to a physical office or business premises (Baubre 2008: 15-16).

3.4.6 International variables

This variable involves local and international political trends and events which influence organisations, as every country has their own environmental variables (technologies, laws, culture and politics). With regard to the graduate recruitment situation, an example is international variables are becoming increasingly important as individuals from around the world can apply for employment opportunities in other countries if the employment opportunity is open to individuals of foreign citizenship (Cant, Strydom, Jooste and Du Plessis 2007: 58).

3.5 MICRO-ENVIRONMENT

The micro-environment comprises the organisation's internal factors. These internal factors can be controlled by the organisation, namely; the management structure, resources and the corporate culture. The following factors are not completely under the control of the marketer; however, the marketer's input is valuable (Cant et al 2007: 36). For example, internal factors play an important role in the recruitment of graduates, hence management assists employees in moving upward within the organisation by motivating employees and providing conferences and workshops to guide and mentor employees. When employees move up the rankings, entry-level positions become available for graduates to join the organisation.

3.6 CONSUMER BEHAVIOUR

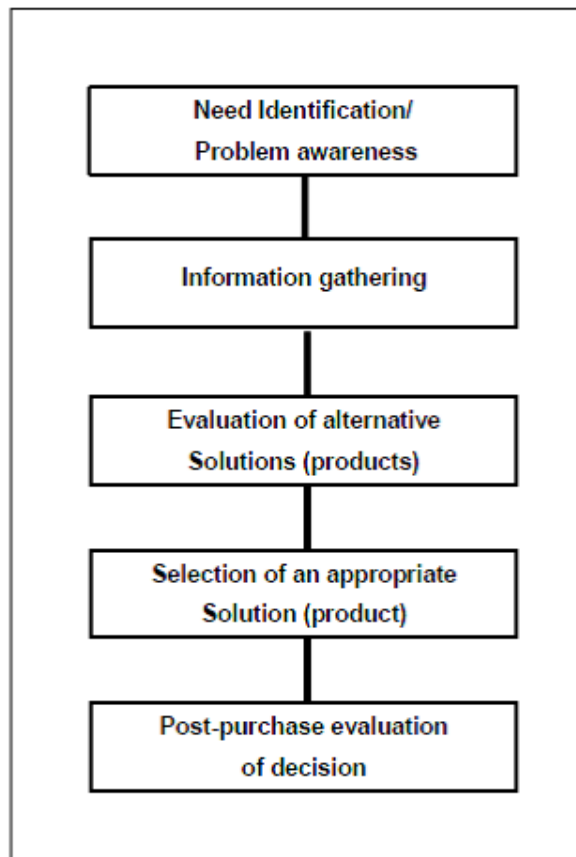


Figure 3. 1: Consumer decision-making process

Source: Adapted from Blackwell, Miniard and Engel (2006: 70)

The consumer decision-making process consists of five stages, namely need or problem recognition, information search, evaluation of alternatives, purchase decision and post-purchase behaviour. The first stage is need recognition, which refers to the consumer requiring a product or having a desire to purchase the product. The consumer could also want to change brands. For example, in a graduate job search, stage one commences with need recognition, the graduate needs a job, namely to earn a living or to pay back educational loans. The second stage is a search for information; this refers to sources of information, which comprises two types of searches. One is when consumers take into consideration past experiences and when information is obtained from friends and family. The second is obtaining information from external sources, namely; advertising either digital or traditional media. For example, during the second stage in a graduate job search is the search for information where the graduate searches for employment/vocational opportunities. The search for information is done by

utilising various tools, namely digital and non-digital (career websites, career resource centre on campus and the department of labour, etc.). The third stage involves the evaluation of alternatives. Consumers weigh the options based on individual criteria. For example, the third stage in a graduate job search is the evaluation of alternatives whereby the graduate evaluates all the information obtained during the search process. This refers to whether the graduate prefers part-time/full-time employment, whether relocation is involved or the salary is adequate to cover their costs. The fourth stage is the purchase; this refers to the consumer making a decision on the product or brand. For example, the fourth stage in a graduate job search refers to purchase, which is the acceptance of the job/vocational opportunity. The fifth stage is post-purchase behaviour, at this stage, the consumer, is either satisfied with the purchase or dissatisfied. For example, in a graduate job search the fifth stage post-purchase behaviour this refers to whether or not the graduate is happy with his/her decision of accepting the job/vocational opportunity (Hibic and Poturak 2016: 408).

3.6 MARKET SEGMENTATION OF GRADUATES

Market segmentation is defined as the process of dividing a complete group of individuals into smaller groups which are known as segments or target consumers/audiences who have common characteristics and needs. Marketers select related segments which are then known as target markets and marketers utilise various communication tools and strategies to market to the segments. Moreover, there are various types of consumers in the world, with each consumer having personal needs and buying behaviours. Segmentation aims to provide consumers with products that will satisfy needs and behaviour patterns. Marketing segmentation strategies can be refined using a wide array of attributes found among consumers (Gillian 2011: 17).

In addition, market segmentation is utilised for various purposes, namely; profiling consumers, identifying potential consumers, identifying potential marketing targets, identifying locations, estimating trade area potentials and deciding on the style of communication to utilise. Markets can be segmented based on geographic, demographic, behavioural and psychographic characteristics (Greene and Greene 2008: 304).

3.6.1 Geographic segmentation

This type of segmentation comprises an organisation dividing its market on the basis of geography. There are various methods by which a market can be geographically segmented. As a result, an organisation can divide a market by geographical areas such as; cities,

countries, states, regions or even international regions. Alternatively, organisations can divide the market into rural areas, urban areas, and semi-urban areas (Grimsley 2015: 3).

3.6.2 Demographic segmentation

Demographic segmentation comprises dividing the market, according to age, family size, the family life cycle, gender, income, occupation, education, religion, ethnic group, generation, nationality and social class. Demographic segmentation is most often associated with consumer needs and wants and is usually simple to measure, hence demographic characteristics assist organisations in determining the size of the market and the media the organisation should utilise to reach the target market effectively (Kotler and Keller 2009: 255).

3.6.3 Behavioural segmentation

This is the most powerful form of segmentation as it utilises actual consumer behaviour to assist organisations in making a distinction among market segments (Ferrell and Hartline 2011: 146). This segmentation method divides consumers into groups based on knowledge of, attitude toward and use of or response to a product. For example, occasions, benefits, user status, usage rate, buyer readiness stage, loyalty status and attitude are the finest points for developing market segments (Kotler and Keller 2009: 263).

3.6.4 Psychographic segmentation

Psychographic segmentation refers to attitudes, motivations and personality. Characteristics and beliefs are analysed using mathematics and statistics and the outcome or result is psychographic segmentation. Psychographic segmentation allows marketers to measure the motivations to certain behaviour such as why individuals in a specific generation or income group accept or reject a message, why certain individuals take some sort of action and other individuals ignore it. By utilising psychographic segmentation it assists marketers in communication efforts by enhancing the quality and accountability of their campaigns by aiming directly at the most receptive audience (Morgan, Levy and Fortin 2002: 22).

For example, in the recruitment of employees, including the average candidate and the graduate candidate a silly analogy is used, whereby one compares fishing with the recruiting of employees. A fisherman or woman would say that the same bait used to effectively attract small fish would not be effective in attracting harder-to-land big fish. The same principle applies to the recruiting of employees. The need to use the right “bait” or certain attraction features to the organisations’ target market is no different. Hence, the job and organisational

features that would attract the average job-seeker to a job would not capture the attention of top achievers or innovators. The average individual would be excited; hence the organisation provides comprehensive benefits. However, the innovator may be interested in how often the organisation takes risks and sponsors or funds innovative ideas. In most recruiting, all the information provided to job-seekers is generic, designed to reach a mass audience (Sullivan 2014: 2).

That is to say, by creating targeted employee value propositions for employee segments, organisations should have different or separate messages. Messages should be tailored to attract the best top-performing candidates; hence market segmentation is vital. Highly desirable groups of job candidates, which include top achievers, technology buffs and diverse candidates do not have similar interests. Highly desirable groups do not want the same features in a job in comparison to the average job-seeker. Therefore, organisations need to segment the recruitment messages as it can be incorporated to suit the various target markets (Colombo 2014).

3.7 THE EMPLOYMENT MARKETING MIX

Originally, the marketing mix was created and developed for the consumer goods sector. However, organisations began noticing the importance of the marketing mix in other areas i.e. Human resources. The marketing mix includes aspects, namely; product, price, place and promotion, also known as the four Ps. The marketing mix is intended to include; people, process and physical evidence. This combination is created and utilised to satisfy the needs and wants of an organisations target market (Lamb, Hair and McDaniel 2012: 47). To gain a clearer understanding the entire marketing mix will be explained briefly, following a more detailed discussion on the promotion aspect and how the marketing mix has been adopted by human resources for recruitment, retention and selection of employees.

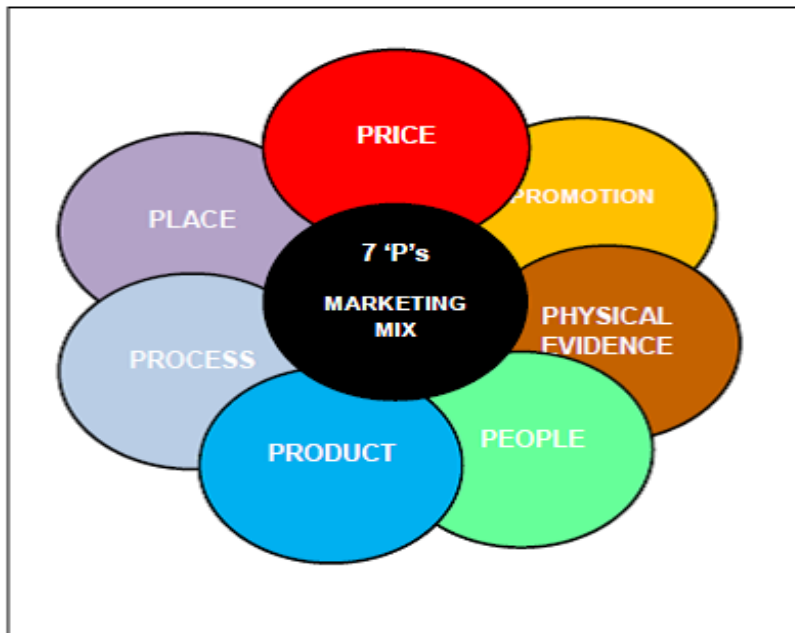


Figure 3. 2: Marketing mix – seven Ps

Source: Adapted from Lipsett (2016)

3.7.1 Product

According to Kotler and Keller (2009: 358), a product is a tangible item or service, an item of value that can be offered to a market to satisfy the wants and needs of the consumers; this includes; physical goods, services and experiences. Similarly, in a recruitment situation the product refers to the applicant: thus, is the job position or vocational opportunity within the company together with the corporate culture and the organisations brand. It is described in the job description or function which entails working hours, vacation leave, public holidays, opportunities for both personal and organisational development and growth (Jordan 2012: 3).

Additionally, an organisation's product offering includes; work experience, mentorship and training, which the organisation offers graduate employees. The organisation should identify the features of the job or vocational opportunity. One of the features of a job or vocational opportunity is the pay (remuneration); another feature could be performance benefits as high achievers may earn more (Michel 2010: 3).

Furthermore, the core product consists of the benefit that the product (employment/job) transfers to the graduate job-seeker. The benefits of employment include; vacation leave, public holidays, pension and medical insurance. Lastly, the augmented product refers to the implicit considerations, usually the generalised commitment from the organisation. This refers

to the organisation caring about the welfare and well-being of the employees and their families by offering support where necessary in order to ensure that employees have a balanced work and family life (Wickham, O'Donohue and Hanson 2008: 3). For example, when a consumer views an advertisement for a motor vehicle, the consumer will remember certain aspects of the product such as; the features and driving performance. Applying this to the recruitment context when a consumer views an advertisement for a job, the consumer would remember certain aspects regarding the job or organisation.

3.7.2 Price

Price in a recruitment situation is the salary and/or compensation offered to the candidate. Compensation includes; medical insurance, accidental death or injury insurance, bonuses, overtime pay, vacation leave, paid public holidays, sick leave, pension plans, parking, travel allowances, petrol allowances, expense reimbursement and employee assistance programmes (Hansen 2015: 3). Organisations set their price accordingly, and different positions within the organisation have different prices. When an organisation requires a candidate to fill a senior level position within the organisation such as; the chief executive officer (CEO) position; the organisation will set the price so that the price will assist in employing and retaining the candidate namely; a higher salary, better benefits and even company shares. However, for lower level positions the organisation's pricing strategy is to minimise costs, hence the organisation will provide a basic salary that coincides with the industry standards (Bai 2012: 98).

3.7.3 Place

The recruitment channels are the channels that are utilised to carry the message from the sender to the receiver - in this situation from the recruiter or organisation to potential graduate candidates and employment seekers. Consequently, selecting the correct media to broadcast the organisation's employment opportunities and the correct integration of media channels is important for an organisation's recruitment marketing communication (Meyer 2012: 6).

3.7.4 Promotion

Promotions are the communication methods and strategies that organisations and recruitment specialists utilise to source and recruit candidates. Promotion is all about communicating the organisation's vocational opportunities and job offerings. Additionally, it is having a recruitment brochure, a page on the organisation's website providing graduate job-seekers with

information regarding the organisation and the opportunities available; it is about utilising social media platforms such as; Facebook, Twitter and LinkedIn in order to recruit graduate job-seekers. Moreover, communication channels are revolutionising marketing and are great platforms for recruitment communication, namely; social networks, mobile, search engines and automation systems (Michel 2010: 3).

In addition, Social networks for recruitment include LinkedIn, Facebook and Twitter. These are ideal locations to find graduate job candidates. There are various tools which make it simple for organisations to convey the message about the vocational opportunities available at their organisations. Potential employees can utilise this communication platform to access and read job postings and receive updates from the organisation. In 2015, more individuals started accessing the internet through mobile devices such as; smartphones and tablet PCs than through desktop computers. This indicates that it is vital for organisations to mobile optimize their online career sites to provide an easy and user-friendly method for graduate job seekers to search for and apply for vocational opportunities using their mobile phones and other mobile devices (Jordan 2012).

Additionally, search engines provide abundant information sources for online job searches. Many graduate job seekers find it difficult trying to make sense of all the information. Organisations can gain a competitive edge by ensuring that potential employees are able to find their organisation's job offerings easily. Hence organisations should ensure that their job offerings and career sites are search-engine optimized as it shows up on page one of the search results, thus, allowing graduate job seekers to gain access to their organisation's career opportunities first (Brooks 2017).

Subsequently, automation systems are used when organisations can utilise automated communication campaigns that target graduate job seekers at the correct time. By organisations utilising a robust sourcing solution, the organisation can create and build the talent pool, which can enter into email campaigns which utilise software to send communication messages at pre-determined intervals (Jordan 2012).

3.7.5 People

People refer to customers and the employees of the organisation. Organisations employees are important in marketing, as they deliver services. It is imperative for an organisation to recruit and train the correct people, in order for the organisation to deliver excellent service to the customers/clients. Regardless of the type of service the employees provide, it is known that when an organisation employs people who believe in the organisation and its products or

service offering, which the organisation creates or provides, it is very likely that the employees will perform at their best level. By the same token, the ways in which the employees conduct themselves and treat other staff members are also important aspects. These are contributing factors which prospective employees (graduate job-seekers) view before accepting a job offer or continuing work at the organisation. Management styles are also considered a variable as there are different management styles such as autocratic and permissive. The characteristics of management and the manner, in which they handle situations, treat their subordinates and their decision-making impact on the employees (graduate job-seeker) decision in remaining within the organisation (The marketing mix definition of the 4ps and 7ps 2016: 2).

Moreover, organisational culture is also referred to as corporate culture, as it constitutes the values, behaviours, beliefs, expectations, experiences and philosophy, all of which contributes to the social and psychological environment within the organisation (Business Dictionary 2016: 2). Individuals (staff/employees) within an organisation can be one of two things - a huge advocate or a huge deterrent to the recruitment and retention of new candidates. Employee referrals are a huge part of the recruitment process since employees spend most of their lives at the workplace positive referrals tells an organisation that their employees are passionate and enjoy working at the organisation and within their work environment. The correct employee will ensure that superior service is delivered to clients as well as all organisational stakeholders (Marketing Mix 2016: 2).

3.7.6 Process

Process refers to the flow of activities by which the service is delivered to the customer. These activities can be shown by the service delivery system and the operating system. The manner in which the service is delivered to a consumer determines whether or not the customer is satisfied with the service. Hence, the process is a vital aspect of marketing (Strydom 2011: 245). There are various recruitment processes and they differ from each industry and organisation. Some organisations conduct their own recruitment and other organisations outsource to recruitment companies, also known as agencies to take candidates through the recruitment process. When the recruitment process becomes too long, tedious and demanding it can impact on the candidate/prospective employees' (graduate job seekers) decision on whether to apply to that organisation's job offer or not. Hence, not all graduate job seekers are prepared to go through numerous tasks and rigorous processes. Some graduate recruitment processes include various stages. For example a telephonic interview, an interview using Skype, psychometric tests (oral, logical, numeric) and a panel interview. Graduate job seekers are aware that the labour market is a competitive landscape, and when

opportunities are spotted by the graduate job seekers they capitalise on the opportunity. In the event, the organisation takes longer than expected to respond or provide the graduate job seeker with feedback or if the application process is costly and tedious the graduate job seeker will move onto the next opportunity or apply for another job at a different organisation (Taylor 2016: 3).

3.7.7 Physical evidence

Physical evidence includes aspects such as; the environmental appearance (waiting rooms and reception areas), staff appearance (uniform and other dress codes), facilities and equipment, brand image (brand logo), all of which are evaluated and perceived by an individual and measured according to the individual's expectations (Lancaster and Withey 2007: 270).

Indeed, the workplace environment and atmosphere should portray the organisation's corporate identity and brand image as it will enhance the organisation's image through physical evidence such as; the building, appearance and signage. The physical evidence is portrayed according to the expectations of the graduate job seeker and it impacts on their decision when applying to the organisation and accepting the job offer. When employing staff, the employer in some instances overrates the glamour of certain jobs during the advertising of the job on offer hence, the employer attracts employees for all the wrong reasons which result in disappointment and sometimes frustration, which leads to the prospective employee not accepting the job on offer (Bennett and Strydom 2001: 203).

3.8 MARKETING COMMUNICATION OBJECTIVES

Koekemoer and Bird (2004: 34) stated that marketing communications are implemented to achieve certain objectives the seven objectives are discussed as follows:

- **Build primary demand:** Marketers utilise various tactics to influence and convince consumers to choose their specific product offering instead of their competitors. It is often vital for marketers to create primary demand by building a need or want for a specific product offering. For example, graduates are in search of employment. Hence, primary demand is a need for a job or other forms of vocational opportunities. Organisations can successfully create a demand for their organisation's job offerings and attract graduates and other employment seekers to their organisation rather than that of their competitors;
- **To create brand awareness:** Once the primary demand has been established, marketers compete for market share by trying to create secondary demand for their specific brands.

The first phase in creating demand for a specific brand is to create awareness among the target market or target audience. Creating awareness can be established using various methods such as repetitive advertising, publicity and personal selling endeavours;

- To provide relevant information (knowledge): The awareness encompasses familiarising consumers with the organisations brand using marketing communication tools. Consumers require information in order to develop an opinion and to be able to select between alternative brands. Hence, organisations utilise marketing communication to inform individuals about a product (features, advantages, benefits) differences and what makes their product offering preferable to that of their competitors. The information will motivate the target audience. For example, when graduates are informed about vocational opportunities by the various organisations, it allows graduates to make informed decisions, such as which organisation to apply to for vocational job opportunities. The organisation has the ability to provide information for graduates. The information conveyed is usually stating why their organisation is the best organisation to work for instead of the competitors. By allowing organisations the opportunity, the organisation can employ the best candidate for the graduate vocational experience;
- To influence attitudes and feelings: By creating awareness and providing information marketing communication can improve or change consumers' attitudes and feelings. Marketing communications aim at creating a particular image in order to position a brand and to create favourable attitudes that will lead to a desire for the organisation's brand rather than that of the competitor's brand;
- To create desires: It is said that before a consumer can prefer a brand, liking is required - liking is an attitude as well as a feeling which leads the consumer to "I must have it" or "I'd rather purchase that one" this is a desire for a specific brand;
- To create preferences: A common question is asked in business, what makes a consumer prefer one brand to another? Usually, it is the consumer's perception of value for money, the perception of quality and of cost. Consumers rarely form preferences because of the features of a brand. Successful marketing communication, therefore, creates awareness, provides relevant information, influences attitudes and feelings and creates desires as well as preferences by persuading the consumer that the organisation's brand is better than the competitor's brand; and
- To facilitate purchase and trial: Successful marketing communication often leads to a consumer's intention to purchase and reason to try a new brand. However, if the brand is unavailable or highly priced it may decrease the likelihood of the consumer making a purchase. Brand switching is likely to occur. However, effective marketing communications serve as a manner in which the organisation can overcome these challenges as it will

persuade the target audience that even though the price is extremely high it is the best value for money and lastly, to create loyal customers. This refers to repeat purchase. High consumer satisfaction equates to consumer loyalty, hence a decrease from total satisfaction results in a huge decrease in consumer loyalty.

3.9 MODELS OF COMMUNICATION

The term communication originates from the Latin verb *communicare*, which means to inform, participate or share. The verb *communicare* is related to the word *communis*, translated as common; therefore the origin of the word communication indicates its broad meaning (Bessonov 2008: 163). When individuals communicate there is something in common which; is either to share information, an idea, a feeling and or an opinion. Therefore, communication is defined as an exchange of information which is vital in our everyday lives (Amarite 2013: 280).

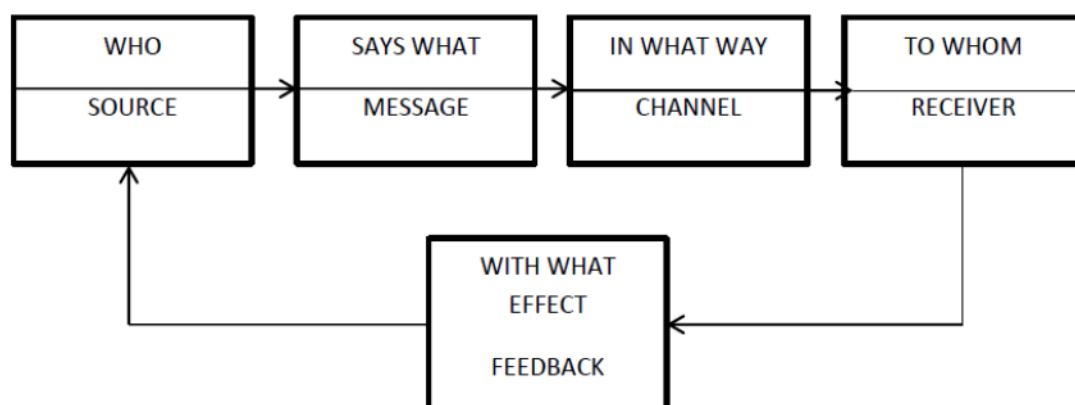


Figure 3.3: A communication model

Source: Adapted from Nwankwo and Aiyeku (2002: 215)

It is important to note that Harold Lasswell deals with the concept of who says what to whom in which channel to what effect? The answers to these questions involve parties and variables of a communication process which are the communicator, message, channel, receiver and the effect. **“Who?”** When analysing the **who** variable, one looks at the various factors of which, commences and guides the act of communication which is also known as control analysis. **“Says What?”** this variable deals with the content analysis. **“In which channel?”** this variable is known as data analysis as it refers to the mannerism in which information passes. For example radio, print media and various other channels of communication. **“To**

whom?” this variable is the audience analysis. It refers to the individuals of which, the message/information has reached and **“with what effects?”** this variable is effective analysis, which refers to the impact the message/information has on the audience (Wallace and Roberson 2009: 32).

Equally, for the graduate job seeker, it is vital to be familiar with the communicator. Within this context, the organisation is the communicator. It is important for the graduate job seeker to understand what has been communicated (the message). In order for the graduate job seeker to receive the message, the graduate job seeker is required to know which channel the message will be broadcasted (communication channel or media platform). The organisation needs to measure and test the effectiveness of the communication strategy (by determining the number of individuals the message reached and the number of individuals who have acknowledged the message) (Bessonov 2008: 167).

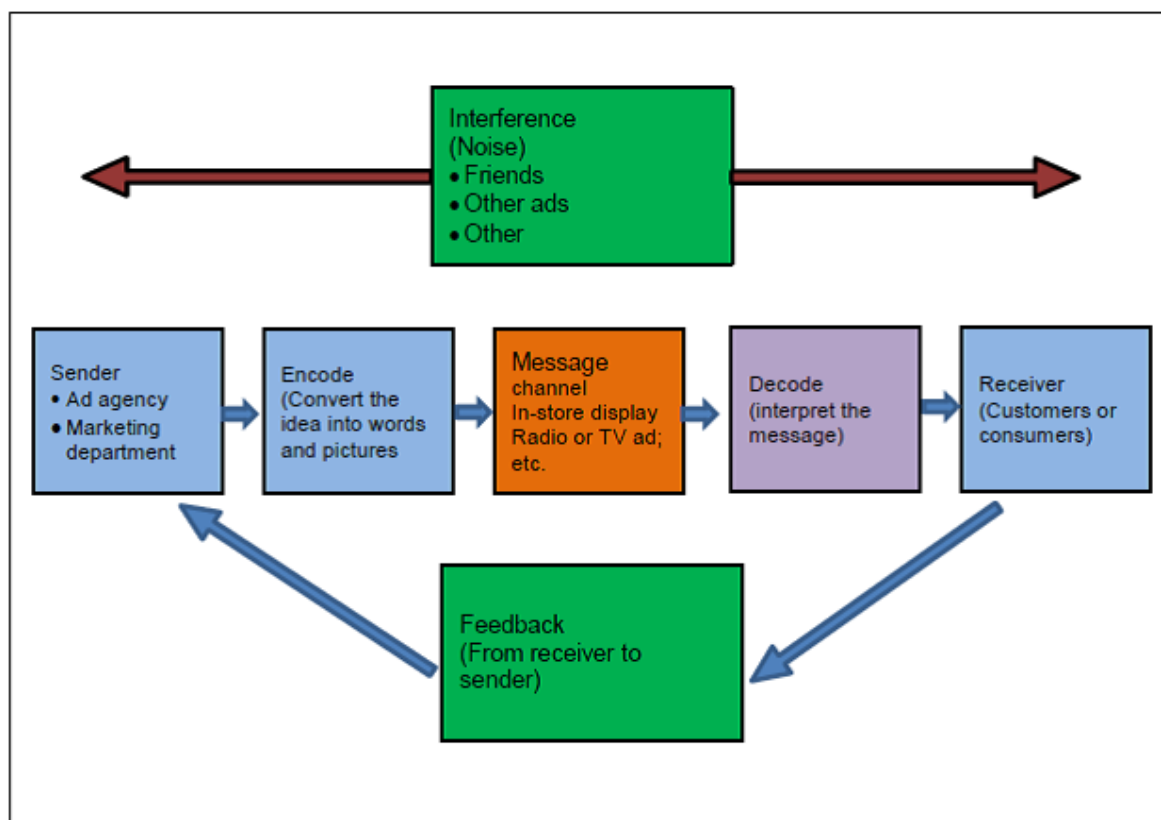


Figure 3. 4: Shannon’s communications model

Source: Adapted from Foulger (2004: 5)

The second model discusses, Shannon’s model which is regarded as a basic communication model. There are two important parties, namely; the sender and the receiver. The major tools

are the message and the media whilst communication functions are encoding, decoding, response and feedback. The noise variable refers to the random and competitive messages that may interrupt the intended communication. Senders are expected to know which target audience to reach and the response expected. Senders need to encode messages in a manner that the target audience can decode. The message must be transmitted through the media to the target audience through feedback channels. The more the senders' field of experience overlaps that of the receiver, the more effective the message is expected to be (Kotler and Keller 2012: 480).

For example, the employer/organisations are the senders of vocational opportunity messages and the graduate job seekers are the receivers of the message. The organisation will encode the message and the graduate job seeker will decode the message. The graduate job seeker should be able to respond by applying for the vocational opportunity (feedback). The noise would refer to the competitive organisations and their vocational offerings.

Foulger (2004: 5) mentioned that the communication process is divided into eight stages namely:

- The first stage is known as the **information source** - this refers to the individual/organisation that creates the message;
- The second stage is the **message**, which refers to the information source received by the destination (individual or audience);
- The **transmitter** is the third stage - transmission includes a wide array of transmitters; the simplest form of a transmission signal is face-to-face communication. It encompasses two layers of transmission, namely; the mouth (sound) and the body (gesture). It creates and modulates a signal. The second can be described as a channel – it is air (sound) and lights (a gesture which enables the transmission of the signals from one individual to another);
- **The signal** this stage refers to the flow through a channel. There may be multiple parallel signals, for example, in face-to-face interaction. Sound and gesture involve different signal systems that rely on different channels and modes of transmission. In the case of sound or gesture converted into electronic signals and radio waves there may be multiple serial signals;
- The **carrier or channel** stage is the most common channel, namely air, light, electricity, radio waves, paper and postal systems;
- The **noise** this is in the form of secondary signals which confuse and obscure the signal carrier;

- A **receiver** refers to the instrument in face-to-face interaction it is a set of ears (sound) and a pair of eyes (gestures). With television, it would include multiple components such as an antenna and a television set; and
- The final stage of the model is the **destination** which refers to the individual who consumes and processes the message.

3.10 THE ROLE AND TYPES OF ORGANISATIONAL COMMUNICATION

Communication is the verbal and written form of sending, receiving and structuring information. Media refers to the various channels and medium one uses in order to convey messages and information, therefore, we derive from communication media. There are two types of communication media, namely; physical media and mechanical media. Physical media channels refer to the individual who is communicating the message that can be seen and heard by the receiver. The purpose of physical media is receiving the message, including the body language of the communicator (Ganguly 2012: 142).

Also, mechanical media are the electronic form of media. These channels are utilised for fast communication. It can be utilised to provide the receiver with large volumes of information. Some of the media include; electronic mail, newsletters and social media (Communication Toolbox 2008: 3). However, with technological advancements, the mechanical media integrate certain features of physical media. Consequently, communication media have a variety of communication tools. According to Ebersohn (2011a: 52), the marketing director, Howard Fox states that from the introduction of television sets to the internet, and monthly launching of magazines and newspapers the growth in the South African media industry has provided various choices for marketers. However, the increase in the number of communication tools has increased business competition (Winer 2008: 7). The internet communication has opened up international opportunities and competition. Communication media impact on the push and pull strategy in marketing. Magazines, electronic mail, letters and telephone allow the sender to push the message to the receiver, whilst media such as billboards and social media allows the receiver to pull the message from the sender which is called the pull strategy (Hollensen 2010: 495).

In addition, communication media have allowed marketers the opportunity to build and create relationships and trust with consumers. Communication media also brought challenges to marketers. Consumers of luxury brands such as Rolex watches prefer traditional media, print advertisements in magazines and newspapers and the company believes that the best results are derived from traditional media concepts. Some might view a company that utilises current

communication methods as up-to-date and companies want to portray that up-to-date image. However, companies want the best marketing communication strategy and in some instances, like the Rolex Company, consumers of the brand prefer the traditional form of media (Powell 2007: 32).

Subsequently, there are three types of communication activities within organisations, known as management communication, marketing communication and organisational communication. The most strategic communication group is management communication; whereby the organisations rely on marketing communication and organisational communication to support management communication (Van Riel and Fombrun 2007: 14).

3.11 MARKETING OF EMPLOYMENT OPPORTUNITIES

Human resource personnel face an important responsibility, employing the best employee to fill a job position within an organisation. The landscape for talented employees is extremely competitive as there is always a demand for skilled, knowledgeable, experienced and educated employees. In other words, the recruitment process requires varying marketing strategies for the various types of businesses, be it the service industry or consumer goods industry. It has been recognised that there are many differences between the goods and services industries necessitating different challenges and requiring different strategies. It is vital for organisations to communicate the recruiting and retention strategies effectively and efficiently. Organisations are utilising characteristic recruitment marketing communication tools in order to portray the organisations' employment opportunities, as the ideal vacancy for job seekers. The goal of utilising characteristic marketing communication strategies is to create a preference for the particular organisation by the target audience. Recruitment advertisements, also known as job advertisements, provide job seekers with information regarding the vacancy available. This is done in order to acquire suitable candidates for the positions available. Recruitment advertising is not just placing a vacancy advertisement in the newspaper; it seeks to promote the corporate brand identity to the prospective candidate (Sisodia and Chowdhary 2012: 83-84).

Notably, there is a wide array of different channels of communication available to organisations, marketers and human resource management, all of which can be utilised to attract potential and prospective employees and graduate job seekers. Communication such as advertising and referrals can be used. However, recruitment advertising is the most common method utilised by most organisations to target graduates and create a direct link with potential employees. Recruitment advertising is a vital tool for effective manpower

planning, selection and placement of personnel for suitable positions. Recruitment advertising communicates the job description, qualifications required, motivational attributes and information regarding the organisation. It is highly effective for targeting individuals with suitable skills. When the size and success of an organisation are portrayed in the recruitment advertisement it improves the corporate image in the minds of potential applicants. A good corporate image assists the organisation in attracting top performing, highly competent employees and it has a positive influence on employee morale and labour relations (Himanshu and Jaya 2008: 46).

Furthermore, the distribution of employment is linked to the availability of employment information. Networks, in the labour market, illustrates the fact that access to different types of networks can have major differences in terms of employment outcomes. To decrease search and screening costs organisations sometimes rely on word-of-mouth to communicate and advertise available vacancies. When it happens, a part of a social network with a higher percentage of employed individuals indicates that one is more likely to receive information regarding the available vacancies. The utilisation of social network tools in developing countries is more common and various information-gathering tools such as; recruitment agencies and internet websites are at one's disposal (Mayer 2012: 1271).

For example; in South Africa, an unemployed university graduate might be searching for employment as a call centre agent. With high unemployment levels in South Africa, call centre X is not keen to advertise using many types of media and communication due to cost factors. With non-zero screening costs, this is a large investment the organisation is not prepared to make. Therefore the organisation utilises word-of-mouth and one platform which is free to advertise. The graduate applicant is unaware of the advertising platform which was utilised to advertise the job offer; the graduate applicant's only option of finding out about the vacancy is through word-of-mouth. The graduate applicant knows individuals who are employed and they are aware of the vacancy being advertised hence, they will inform the graduate applicant. However, if the graduate applicant's social circle is with many unemployed individuals, chances are that the graduate applicant will not be informed as those individuals are not going to convey the employment information as they themselves will apply for the vacancy and they would not want to hinder their chance of landing that job. The chance of obtaining the information regarding the available job offering and applying for the vacancy is therefore very limited. However, if the graduate applicant was aware of the vacancy the graduate would apply and may stand a favourable chance of being employed. Therefore, social networks are important and can have an impact on whether an individual is able to obtain employment or not (Nolen 2013: 355).

3.12 IMPORTANCE OF MARKETING IN GRADUATE RECRUITMENT

Marketing to employees is regarded as a successful strategy. **The employer or internal branding** is utilised to influence an employee's susceptibility to be attracted to remain with and be motivated to support the organisation's business objectives. A powerful employer brand assists in differentiating one organisation from other organisation in an increasingly competitive labour market. Potential candidates are more likely to seek employment and consider and accept the offer from that particular organisation (Hunt and Landry 2014: 33).

According to Robin Erickson vice-president, talent acquisition research (Bersin by Deloitte, 2014) there has been an increase in competition for talented employees world-wide and organisations are striving toward finding and developing new innovative methods and strategies which can be utilised to find, recruit and retain high-quality employment candidates.

Consequently, recruitment of employees demands investments in time and finance. The best way to attract and retain excellent employees is for organisations, employers, recruiters and human resource divisions to employ marketing strategies in the recruitment process and to think like marketers (Roa 2010: 203). Organisations require an understanding of graduate needs, wants, desires and expectations of the world of work. Therefore, utilising the marketing mix product, price, place and promotion in the recruitment strategies and the communication should be designed focusing on a specific target market (Schweitzer and Lyons 2008: 557).

Moreover, marketing concepts are imperative in job advertisements as job advertisements are utilised to promote, inform and attract prospective employees, allowing a prospective job seeker to apply for the job on offer at a specific organisation. Organisational integrated marketing communication applies to the recruitment processes and strategies. Organisations utilise recruitment marketing communications to attract job candidates to apply for employment opportunities as well as to screen and shortlist candidates who match the job description. Hence, job advertisements act as a vital signalling device to prospective job candidates. Recruitment advertisements advertently and inadvertently communicate information to individuals in the labour market which include; graduate job seekers regarding employment opportunities (Feldman, Bearden and Hardesty 2006: 125).

3.13 INTEGRATED MARKETING COMMUNICATION (IMC)

Integrated marketing communication is a phrase that became prominent in the latter 20th century. Integrated marketing communication was used to describe the application of marketing messages across the various marketing communication channels. Integrated

marketing communication was created to present more than standard advertising to consumers and businesses. Integrated marketing communication suggests that marketers should pay attention to consumers by taking cognisance of consumer needs and wants, purchasing patterns, media exposure and other elements. Previously, organisations have experienced the separation of communication methods such as advertising, direct marketing, sales promotions, and public relations. Instead of a synergistic, customer-centred planning process as in integrated marketing communications (Bilal, Muhammed and Uzma 2013: 125).

Integrated marketing communication has emerged as a significant strategy that is utilised to direct practitioners in creating and executing marketing communications more effectively and efficiently. Integrated marketing communication involves utilising promotional elements in a uniformed manner in order to create a synergistic communication effect. Marketing communications are said to be the “voice” of the organisation and its brand. It is the manner in which an organisation can create a dialogue and build a relationship with stakeholders, target audiences and markets. Integrated marketing communication heightens the organisation’s ability to reach the correct customer, with the right message, at the right time and in the right place (Rehman and Syed 2011: 187). Integrated marketing communication has greatly influenced the thinking and acting of various organisations that are competing in the economy. With an ever-changing economy and various technological advancements and increased competition, it is vital for an organisation to create a dynamic impact on their target audience and market. Therefore integrated marketing communication is a significant communication trend in marketing which has been adopted by various organisations (Surendra and Narendra 2010: 134).

3.14 INTEGRATED MARKETING COMMUNICATION TOOLS

Table 3. 1: Integrated marketing communication tools

Media advertising	Place advertising
Television	Bulletin boards
Radio	Billboards
Newspaper	Posters
Magazines	Cinema
Direct response and interactive advertising	Transit
Mail	Point-of-purchase advertising
Telephone	Shelf talkers
Broadcast media	Aisle markers
Print media	Shopping cart ads
Computer related	In-store radio or television
Trade promotions	Consumer promotions
Trade deals and buying allowances	Samples
Point-of-purchase display allowances	Coupons
Push money	Premiums
Contests and dealer incentives	Refund/rebates
Training programs	Contests/sweepstakes
Trade shows	Bonus packs
Cooperative advertising	Price-offs
Event marketing and sponsorship	Personal selling
Sports	
Arts	
Entertainment	
Fairs and festivals	
Cause-related	
Publicity and public relations	

Source: Adapted from Keller (2001: 820)

3.14.1 Advertising

Advertising is defined as any paid method of non-personal communication regarding an organisation, product, service, or idea by an identified sponsor. The payment refers to the advertising space or time needs to be purchased. The non-personal aspect refers to the form of advertising that utilises mass media communication channels such as television and radio targets a mass audience and there is no immediate feedback or responses (Belch and Belch 2004: 16). Advertising has been adopted by various industries and firms around the world in order to communicate information about products, services and brands. Advertising focuses on informing and creating top of mind awareness (Etzel et al 2007: 522). However, advertising is not only utilised to influence consumers in purchasing a product or using a firm's service, it is utilised to attract and influence employment seekers and potential job candidates (Recruitment and Selection 2012: 15). A common type of advertising in the recruitment market is word-of-mouth advertising. Forms of word-of-mouth communications are referrals and networking. Referrals are an informal method of recruitment, are cost-effective and can be

executed in a timeous manner. The referral method is usually utilised for recruiting first-time employment seekers at a base-level. Networking is also an informal method of recruitment and it is utilised by various organisations (Richardson 2012: 7).

3.14.2. Broadcast media

Broadcast media comprises radio discussed in paragraph 3.14.1.2, television discussed in paragraph 3.14.1.3 and the internet (computer-related/digital advertising discussed in paragraph 3.14.7. By communicating/advertising on any of these platforms, it provides mass communication, as it reaches a mass audience either nationwide or globally (Management Study Guide 2016: 4).

3.14.2.1 Television advertising

In addition, television marketing communication entails all communicational activities on local, national and even satellite television channels. With the objective of immediately making a sale, identifying with a prospective customer or inducing traffic at points of purchase. Television advertising is incorporated into televised programming during defined breaks. However, television advertising is an expensive form of advertising. In certain situations, it is not an effective form of advertising as many consumers avoid television advertisements by taking breaks from television viewing and channel hopping (Dix and Phau 2010: 115). For example, the purpose of recruiting employees in conjunction with television advertising is not utilised as it reaches huge masses and it is a very expensive method of communication. However, organisations like the Boeing Company, advertise to create an impressionable brand image of the organisation within the mind of the consumer, hence the Boeing Company has the intention of wanting individuals to know they are a large organisation, which can indirectly impact an individual or graduate job seeker when applying for vacancies within the Boeing organisation (Zelonka 2014).

3.14.2.2 Radio advertising

Furthermore, radio communication entails conveying marketing communication messages through local and national airwave channels, even international live audio streaming, to provide information in order to influence consumers to make a purchase or render a service. Radio is sometimes utilised to convey employment information, usually in the form of an advertisement or during the radio show whereby, the information is conveyed. However, this

form of communication media is not often utilised for recruitment of employees (Dogan 2012: 400).

3.14.2.3 Print media

Print media include; advertising in magazines and newspapers. Print media form part of traditional advertising which is usually utilised to communicate to the masses. Print media are associated with high production and distribution costs. Print media are generally utilised to discuss complex products and provide the audience with more detailed information. Print media are the most common form of recruitment advertising around the world. This is a form of paid-for advertising, as organisations pay for space to advertise in magazines and newspapers (Amen 2011: 1192).

3.14.2.3.1 Magazines

Additionally, magazines form part of print media. For governmental employment opportunities, there are separate publications, there are trade magazines that have sector-specific employment advertisements (Emerald frog marketing 2016).

3.14.2.3.2 Newspaper advertising

Nonetheless, newspapers are accessible and affordable for large organisations and the public. Hence, it is mass communication which reaches many individuals and it comprises of a lot of useful information. Newspaper employment advertisements are usually found in the classifieds section of the newspaper. However, many newspapers have a weekly employment pull-out supplement. There are several different types of employment advertisements; blind advertisements, which do not state the name of the organisation placing the advertisement, applicants are urged to reply to a post-office box number, a consulting firm or to a recruitment agency. Blind advertisements allow organisations to remain anonymous. However, it makes applicants sceptical. This thereby results to highly qualified individuals not applying to a blind advertisement as the general perception of an organisation that utilises blind advertising remains negative. Organisations which are well established and highly reputable refrain from utilising blind advertisements. On the other hand, open advertisements comprise large volumes of useful information regarding the position being advertised. The content of the advertisement may comprise of details such as; job description, qualifications required for the position, career development prospects for employees and selection processes. Visual features such as an organisations logo, the size of the advertisement, the colour scheme and

placement make the advertisement more attractive and appealing to the reader/ job seeker (Himanshu et al 2008: 48).

3.14.2.4 Computer-related/digital/internet advertising

According to (Wei Jia, Choon Ling and Zhongwei 2013: 90) digital advertising is a part of interactive advertising and it incorporates four categories namely; internet advertising, mobile advertising, digital outdoor advertising and in-game advertising, an explanation follows:

- Internet advertising includes various types of messages online, such as; paid search, display advertisements, video advertisements, classifieds and sponsorships;
- Mobile advertising incorporates the delivery of promotional messages using wireless devices such as; mobile phones, tablets, personal digital assistants (PDAs) short message services (SMS), multimedia message services (MMS) and video and television through mobile devices, advertising in the downloadable applications and mobile web;
- Digital outdoor advertising includes; digital billboards, interactive and three dimensional (3D) displays and captive video networks, which are most commonly utilised in malls, clubs and office buildings; and
- In-game advertising is promotional messages whereby, it is delivered through computer and television games (PlayStation).

The digital era has created a generalised shift in the manner in which communication industries function. It is apparent that the future lies in the full integration of all communications driven by the rapid pace of technological innovations. One can expect the industry evolution towards integrated communications to generate pace. From the inception of the telephone to the creation of iPad apps (applications), communication media have been changing rapidly. The internet and social media platforms are revolutionizing the manner in which people communicate with each other globally. The internet has become the driver of the world's economy. In a short space of time, the internet together, social media have transformed the manner in which people live, work and communicate (Galbraith 2014: 2).

The internet together with social media has created numerous avenues and opportunities for individuals and businesses to connect, network, and keep in touch with family, friends, clients and customers. The four types of social media include; social networks or online communities, blogs, micro-blogs and really simple syndication (RSS). Organisations can utilise any one or all of the mentioned communication tools to market their products, services and organisational brands (Schmidt and Ralph 2011: 37). Social networks and online communities are another form of the internet and interactive methods of advertising and communication. It is a platform

whereby, members (consumers) reveal certain characteristics regarding their purchases and consumption patterns. The largest sites include; Facebook, Twitter and MySpace. Users create online accounts and each community member or user of these sites can interact with one another by sharing messages, pictures and videos (Zubeseck and Sarvary 2011: 73).

Facebook is a marketing communication tool that provides an opportunity to assist organisations to have real-time conversations with their target audiences and markets. Facebook allows for the organisation to track and monitor current trends among consumers in the marketplace. It also provides an advantage for organisations as stakeholders can comment, write reviews, provide suggestions and ideas and ask questions directly to the organisation. The initial purpose of sites such as; Facebook was to socialise with friends. However, features such as Facebook pages enable businesses to advertise products and services and market their brands (Al-muani and Saydam 2014: 205). For example, Facebook has become a platform for organisations to communicate job and vocational opportunities.

Twitter is a micro-blogging virtual platform. The posts are limited to one hundred and forty characters. It is an ideal platform for discussing products, services and brands. Twitter is a platform to create and build partnerships and relationships with key stakeholders (Hennig-Thurau, Malhotra, Frieger, Gensler, Lobschat, Rameswamy and Skiera 2010: 312).

LinkedIn is an online community space/zone which enables registered users to create online profiles, build and share networks, create and join groups and search for people and businesses. LinkedIn is also utilised for sales and marketing, online recruitment, job searching and career development. LinkedIn is a platform whereby, all professionals and businesses can connect and interact. LinkedIn is interactive; where individuals can post presentations, videos, sound clips and pictures online (Understanding LinkedIn Social media overview covers LinkedIn profile, network 2012: 1).

MySpace is an online social networking community where individuals create online profiles. The profile is then linked to the member's online friends thereby, creating an intertwined network among members. MySpace is not just a platform to communicate and socialise with friends or listen to live streaming music. It includes pages with separate sections for classifieds, events and groups (O'Leary 2006: 2).

BizCommunity is a digital platform utilised for promoting and showcasing business communities around the country including recruitment. Bizcommunity posts job advertisements online on their website as well as the mobisite. Bizcommunity allows users to

create profiles, upload their resumés, search and apply for vacancies (Aboutbizcommunity.com 2015: 2).

Blogs are called online or electronic journals. The advantage of blogging for organisations is that it allows the organisation to interact directly with customers and potential customers. A blog can be added to the organisation's marketing mix (Dawson and Dawson 2007: 2). A common micro-blogging tool is Twitter; as mentioned in the previous paragraph, with a limited number of characters of a maximum of one hundred and forty. Twitter is an excellent tool for interacting with consumers and transmitting information regarding the organisations brand, products and services. Twitter is a great tool to assist organisations with regard to building relationships with key stakeholders (Hennig-Thurau et al. 2010: 314).

Really simple syndication is utilised by marketers as it allows marketers to create on-going web content updates, "pulled" from an individual's (subscribed user's) RSS reader. Smartphones also have RSS features which can be utilised as an RSS reader. Marketers have the ability to have individuals subscribe to RSS news feeds as they subscribe to email lists. However, RSS has evolved as a well-founded complementary tool for e-mail newsletters, notably as more web content is changed in e-mail newsletters (Bannan 2009: 26).

3.14.3 Billboards

Billboards usually in the past were printed on poster paper. With technological advancements, poster paper is now being replaced with flat screen display monitors. Printed advertisements are now motion picture advertisements with sound and some have interactive features. This type of advertising has an advantage, hence the locations these billboards are situated are usually crowded, these are mainly situated at commuter stations and airports. With many individuals commuting and travelling daily it equates to a large number of viewers. Traditional billboards are now incorporated into state of the art technology whereby, billboards are embedded with cameras linked to face-tracking computer software. This computer software is able to detect the mood of individuals as they move past the billboard and the advertisement displayed on the billboard changes to coincide with the mood of the individual. The software technology matches the movements of the eyes and mouth to six expression patterns which correspond to happiness, anger, sadness, fear, surprise and disgust (Billboard boom 2011: 71). This type of communication is not utilised in the recruitment of employees as it is highly expensive.

3.14.4 Cinema

The report on cinema advertising states that this type of advertising is utilised to target younger audiences. Cinema advertisements lead to greater attention being paid to the advertisement thus making it more memorable, as this can lead to top-of-the-mind awareness among consumers (Millward Brown 2014: 1).

3.14.5 Public relations/publicity

Public relations are associated with an organisation's image which is portrayed in the public domain. It involves how an organisation's image is recognised and respected by the public. Without taking into consideration an organisation's products and or services, an organisation's image is most vital. Hence, an unfavourable image can damage an organisation. Equally a favourable image can improve an organisation even in a short period of time. The aim of public relations practitioners is to create and improve an organisation's image in a positive manner and to counter all negative publicity (Gillis 2011: 23). The objective of public relations is to communicate a message to a large audience, usually to the masses. However, unlike advertising, public relations are free of charge. Public relations depend on the media to convey the message to the public. Media coverage produced by public relations usually carries more of an advantage as the masses view it as an independent endorsement instead of an organisational promotional technique. Public relations strategies include; news releases, special events, speakers' bureaus, sponsorships and newsletters. When organisations have a favourable image within the public domain, many individuals would want to associate with that particular organisation. Hence, when a vacancy becomes available within that organisation many individuals will apply for the vacancy (Henley 2008: 163) and (Waters, Bortree and Tindall 2013: 617-618).

3.14.6 Direct marketing

Direct marketing is defined as direct communication with an individual client or individual entity to generate a reply, in the form of an order; a request for information or a visit to an outlet where the product is made available for purchase. Usually, this is to make a purchase of that particular product. Many organisations utilise direct marketing to contact job-seekers usually in the form of short message services (SMS) has organisations and recruiters obtain job-seekers mobile numbers and contact details from universities and online websites where individuals may have created profiles (Dogan 2012: 399). Direct marketing is a personalised method of communication to specific individuals or specific groups of people through various communication media, namely electronic mail (email), telephone and direct response

advertising. The recruitment marketing environment adopts direct marketing tools to contact applicants and specific candidates from external sources; usually, candidates who have a particular set of skills, certain qualifications and certain attributes which are appropriate to the position that is being filled (Arthur 2012: 33).

3.14.7 Sales promotion

Sales promotion is utilised for various purposes, namely; to heighten consumer demand, to grow market share, to improve the availability of an organisations products and services and it is used to target clients as well as staff (Marketing, Advertising and PR 2017:1). For example, in a recruitment situation, wholesalers (university), promote the employment offerings to consumers (graduate employment seekers). The pull strategy is said to have consumers who are driven to pull the products from the shelves. The pull strategy is promoting the product or service to the ultimate consumer. Organisations promote their employment offerings directly to consumers (graduate employment seekers). Sales promotion entails various types of promotions (discounts, free samples, competitions and sweepstakes) to enhance the organisation's brand, offerings or service (Mullin 2010: 2). The objective of sales promotional activities is to encourage a prompt response (making a purchase or making repeat purchases). According to a survey conducted in 2008 by High Fliers Research Limited, the results indicated that large amounts of money were spent by various organisations on promotional freebies and gifts to graduate job applicants (The SAGRA recruitment survey 2008). Therefore Jiana and Lles (2011: 97) suggest that employer branding is undertaken by enterprises using internal and external promotional tactics to communicate the organisation's employment offerings to current employees or potential employment seekers, thus allowing applicants to differentiate between one employer and employment offerings from another.

3.14.8 Placements

Product placements are among the most rapidly growing forms of marketing communication. Product placements entail placing or positioning a product or brand within a movie, television sitcom, blogs, video games and music videos. Due to technological advancements and the ability for one to pause, rewind, fast forward and skip through advertisements that one may not enjoy and may consider as boring. Marketers have discovered an alternative manner in which they have acceded product placement as an integrated marketing communication strategy (Soba and Aydin 2013: 113).

3.14.9 Events and sponsorships

Sponsorships have both a direct and indirect impact on employees. Due to sponsorships of certain sports clubs, sporting events or sports personalities, many employees may find the organisation more attractive. Potential job candidates may also create a positive attitude toward the organisation. Hence, the potential job candidate may identify with the organisation and may feel a sense of belonging to the organisation and with the employee corporate culture. This results in potential job candidates applying for vacancies within the organisation. It also leads to positive recruitment and retaining of employees within the organisation (Khan, John and Syed 2013: 281-284).

3.14.10 Trade/career fairs

During fairs, usually known as careers fairs, representatives from various public and private organisations are invited to advertise and present information directly to students and graduates. These representatives encourage and motivate students and graduates to apply for graduate programmes, learnerships, apprentice programmes and internships at their respective organisations (Schüller and Rasticová 2011: 62).

3.14.11 Word-of-mouth/referrals

One method of recruitment in the retail sector is known as employee referral programmes (ERPs). This method of recruitment entails current employees suggesting potential candidates for available positions within the organisation. Current employees refer potential candidates to the organisation and they are rewarded usually in the form of a once-off cash payment. However, other than referrals there is a general recruitment method known as word-of-mouth. This is when a potential candidate receives information from employees and non-employees of an organisation. One form of word-of-mouth communication is staff-word-of-mouth communication (SWOM). Staff-word-of-mouth communication is an economical communication method. Staff-word-of-mouth communication also provides the organisation with the advantage of informing and influencing the messages with the staff-word-of-mouth communication channels (Keeling, McGoldrick and Sadhu 2013: 87-89). For example, organisations treating their employees as customers can improve the workforce. Consequently, employees can be more productive and may lead to high retention rates and loyalty due to the high levels of customer satisfaction among employees. This equates to the current employees of the organisation influencing other individuals to join the organisation when job opportunities become available through word-of-mouth marketing communication enabling organisations to attract and recruit new talented employees.

3.14.12 Personal selling

This is a form of dyadic communication which means direct communication or one-on-one communication between two individuals. There are numerous advantages to this form of marketing communication. As an example, the tailoring of a message to the sender, there is one major drawback when it comes to personal selling which is the cost factor. Personal selling is one of the most expensive marketing communication methods (Van Heerden and Drotsky 2011: 9). Personal selling is an interactive process between two or more individuals, usually the buyer and the seller. This interaction can take place in person, on the internet, using social media platforms, and electronic mail (email). Personal selling is all about creating a relationship between the buyer and the seller (Rajput and Vasisht 2008: 174-177). For example, when graduate candidates participate in interviews; the interviewer (organisation) and the interviewee (candidate/graduate job-seeker) engage in personal selling. Both parties exchange information (offer and acceptance) known as the exchange process. Similar to a buyer and seller situation, both parties have goals and objectives in mind when interacting with each other.

3.14.13 Out-of-home media (posters and bulletin boards)

Advertisements on the exterior surfaces of buses and mini-bus taxis are known as out-of-home advertising (Billboards, signage's, posters, on escalators, in airports, trains and bus terminals, sports stadiums, scoreboard advertisements, transit advertisements). These communicative messages are broadcast on outdoor spaces. One disadvantage of this type of communication is that these forms of advertising are expensive to create. (Billboard boom (Out-of-home advertising 2011: 71). These forms of advertising are not utilised in the recruitment of employees.

3.15 AIDA MODEL

The AIDA model was developed and designed to assist marketers by helping marketers understand the needs and wants of consumers by providing an insight into their decision-making processes. It is said that before consumers make a purchasing decision they go through all four stages of the AIDA model. The AIDA model is utilised for measuring the effectiveness of advertising. AIDA is an acronym in marketing and advertising which refers to attention, interest, desire and action. This acronym describes the events which usually occur when a consumer engages with an advertisement (Capstone encyclopaedia 2003: 31).

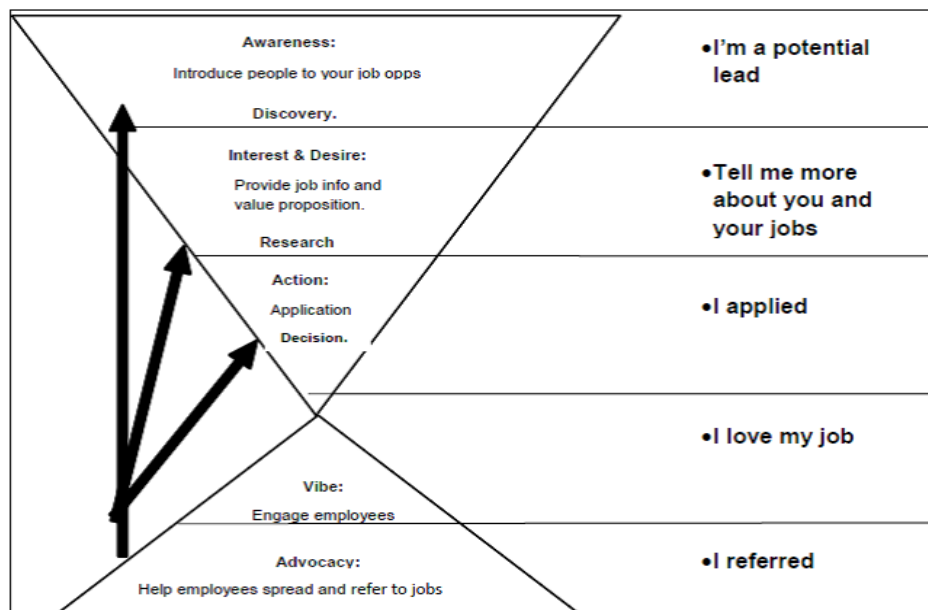


Figure 3. 5: AIDA model

Source: Adapted from Ben-Zur (2013)

- A – Awareness, attract the attention of the customer;
- I – Interests, raises and increases the consumers' interest by focusing on demonstrating the advantages and benefits of the product;
- D – Desire, influences and convinces consumers that they want and desire the product as it will satisfy their needs; and
- A – Action driving consumers to take action which means to gather more information regarding the product and or purchase the product (Jiangyu and Yu 2013: 47).

The AIDA model consists of four stages, awareness, to attract the attention of the target market; hence before an individual goes out to purchase the product the marketer or advertiser is required to capture the attention of the consumer. To capture a consumer's attention an advertiser can utilise controversial or shocking content. Interest, to generate an interest in the consumer by displaying the features, advantages and benefits of a product, individuals gain interest in that particular product and or brand. To generate interest advertisers utilise music and promotional language. Desire, to create a desire in consumers, advertisers are required to know how to target their market by creating an advertising message that influences the consumer, relating to the fact that their needs will be fulfilled with the purchase of the product. The last stage action, which is to end the purchase; hence advertisers must provide

reassurance to the consumer that the decision in making that purchase was the correct decision (Gharibi, Danesh and Shahrodi 2012: 927).

For example, recruitment of graduates, graduates first need to be aware of the various organisations and the vocational opportunities the organisations have on offer. Graduates need to be interested in the organisation, hence the organisation is required to demonstrate to the graduate the advantages and benefits of working at their organisation in comparison to their competitors' organisations. The organisation must thereafter, instil a desire within the graduates. Hence, the graduates should find the organisation as the most desirable organisation to work for. For example, the "employer of the year" award event. Graduates would take some action which would be to apply for relevant vacancies and vocational opportunities at the organisation, by filling out application forms, applying online or creating a profile online and submitting their resume. The AIDA model is vital in the recruitment market; hence without the awareness, interest and desire no response or action will take place.

3.16 DAGMAR MODEL

Dagmar is an acronym for Defining Advertising Goals for Measured Advertising Response. The model was designed by Russel H Colly in 1961, to measure the results of a marketing campaign. According to Colly the aim of advertising was to communicate instead of sell (Investinganswers 2015: 2). For example, when an organisation wants to measure the effectiveness of their marketing campaign for its graduate vocational offerings, the organisation would begin by testing an advertisement which is created to move potential employees (graduates) through the four stages of the purchase/acceptance (application) process.

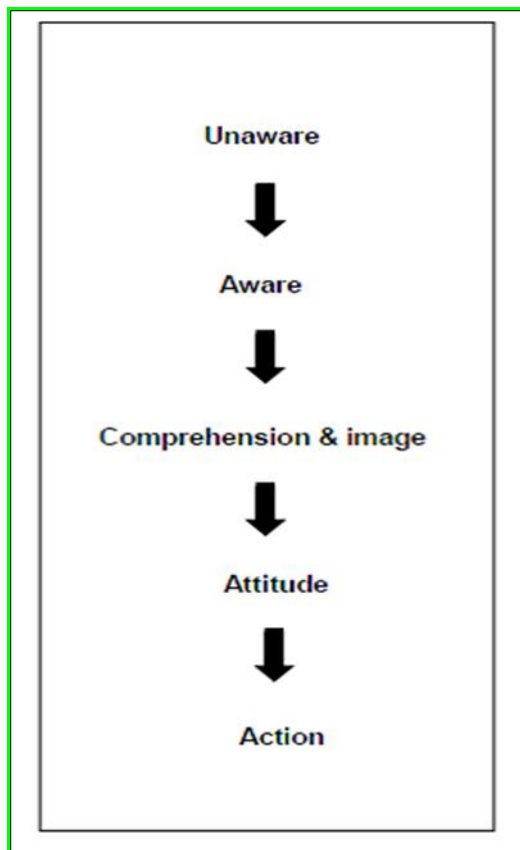


Figure 3. 6: Dagmar model

Source: Adapted from Patidar (2017)

The four stages are discussed in the preceding paragraphs:

- **Awareness** is the first stage whereby the organisation makes the consumer (graduate job-seeker) aware of the new vocational opportunity available at their organisation;
- **Comprehension** occurs when the organisation demonstrates to the consumer (graduate job-seeker) the benefits of working at their organisation and it reminds the consumer (graduate job-seeker) of the organisation's logo and brand name;
- **Conviction** occurs when the organisation assists in ensuring that the consumer (graduate job-seeker) gets emotionally attached to the organisation and the vocational offerings; hence the consumer (graduate job-seeker) establishes an emotional preference for the organisation and their vocational offerings in comparison to another organisation; and
- **Action** is the final stage whereby, the consumer (graduate job-seeker) applies for the vocational opportunity at the organisation, thus giving the organisation an opportunity of selecting and recruiting among the finest graduates, hence the more graduates apply for the vocational offering the organisation will benefit from having a large pool of talent to recruit from (Shobika and Sindhu 2014: 76).

The organisation then measures the success of the marketing communication efforts by utilising the DAGMAR model. The organisation establishes how far the consumer (graduate job-seeker) has proceeded through the four stages of the process. Hence, if many consumers (graduate job-seekers) stop at any of the first three stages, the organisation would have to reconsider their communication methods and improve on them (Investopedia 2015: 4).

3.17 CONSUMER BEHAVIOUR AND MARKET STRATEGY

In order to be competitive and survive in a competitive environment, organisations must provide their target market with more value than their competitors (Hawkins and Mothersbaugh 2009: 12).

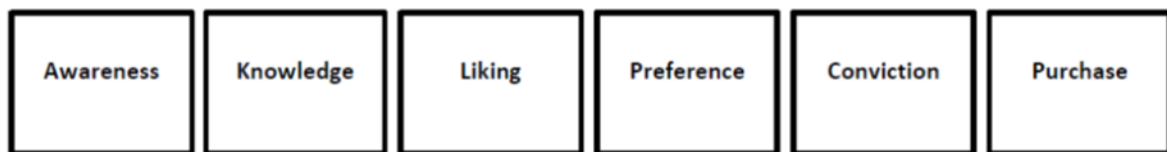


Figure 3. 7: Hierarchy of effects model

Source: Adapted from Lavidge and Steiner (1961: 61)

To explain the various stages of consumer response to advertising the hierarchy of effects model is utilised. Larson (2009: 290) discusses the model and explains how marketing communication initiatives influence the response of the target audiences. The hierarchy of effects model explains the response in seven stages; as each of the stages employs various communication, advertising, research and promotional strategies and techniques which are discussed as follows:

- During the first stage, the consumers are unaware of the products, services and brands that are available or on the market. The first task for an organisation is to conduct research by using various research methods such as focus groups, interviews and to establish the need or want for the product, service and or brand and thereafter build brand awareness regarding their organisation's offerings;

For example, organisation X has a graduate vacancy and they want to create awareness regarding this graduate vacancy. The organisation is now required to conduct research as to which universities they want to target, which university graduates conform to the requirements of the vacancy available. A graduate vacancy is a consumer-driven product, therefore the hierarchy of effects model suggests, that the organisation create awareness regarding the

product and thereafter, provide knowledge regarding the product. Various communicative and promotional initiatives will be utilised.

For example, it is vital for organisations to comprehend how prospective graduate employees view organisations and the process involved when making a decision regarding careers. Organisations are required to be aware that not all graduates are knowledgeable about their brand. Creating awareness about their organisation at all times by developing continual communication strategies may be an advantage to the organisation. The marketing strategy provides direction as to how the organisation will access the market-place- and include elements such as target market selection, value propositions and the marketing mix.

- Knowledge at this stage, consumers generally make comparisons between one organisation's brand offerings and another. Hence, consumers will seek certain information such as the advantages or benefits regarding the product on offer. For example, the organisation's marketing departments are required to create communication material that the target market will access information regarding the organisation. As a marketing communication strategy will not be effective unless the primary target market is identified the market-place is required to be segmented into homogenous groups for information to be communicated to the correct target market. For example, the graduate job-seeker needs to ascertain information regarding the organisation as it will assist in the graduate job-seekers decision-making;
- Once the awareness and knowledge stages merge, the communication messages inform consumers about the brand and test the consumers brand recall. The liking stage during this stage the consumer develops emotions regarding the product as liking of a product set in. For example, once the information has been conveyed and communicated to the correct target audience, it is vital for the marketing department to determine how prospective graduate job-seekers feel about the organisation. The target market can have negative feelings regarding the organisation. This can be due to various factors, namely insufficient promotional opportunities. The organisation has the ability to improve and correct their shortcomings and thereafter to convey or communicate that information back to the target audience. By determining how the target audience feels about the organisation, it assists the organisation in branding the organisation in the minds of prospective graduate candidates. It can be considered as a superior employer brand in comparison to competing organisations;
- The preference stage, the consumer may like the brand; however, the consumer may be contemplating trying other brands i.e. the target market may like or favour the organisation's brand, but may not rate the organisation highly in terms of standards. This is where marketers

will have to utilise the positive attributes of the organisation to emphasise the value of the organisation;

- In the fourth and fifth stages, the liking and preferences are associated with organisations and advertisers utilise images in their advertisements thus, displaying the status and glamour of the product. The brand will have competition and therefore organisations utilise celebrities to endorse their products. The conviction and commitment stages are those stages whereby the organisation needs to persuade or convince the consumer to purchase the product through a trial;
- The conviction stage is where the consumer's doubts turn to action, i.e. the target market may favour the organisation. However, they may lack confidence in the organisation and again the organisation must have the ability to persuade. For example, the prospective graduate job candidate that they are the employer of choice by utilising integrated marketing communications to instil confidence in graduate job-seekers.
- Finally, commitment this is when the consumer makes the purchase. For example, the target market or audience develops confidence regarding the organisation and what the organisation represents. In the event the graduate job seeker is not ready to make a full commitment, it is the role of the marketer to influence and persuade the graduate job-seeker to take action, i.e. make a decision. The graduate job-seekers commitment to work at the organisation is the final stage in the customer acceptance.

3.18 CONCLUSION

To conclude, in a media-saturated society integrated marketing communication provides a holistic perspective. However, it is important that marketers keep all messages consistent with the different marketing communication tools and media platforms. Digital technologies have enhanced the manner in which marketing communications have been conducted with new innovations and technologies. It is known that the success of any organisation is the employees, in order to achieve the organisational objectives, it is imperative to attract the best possible individuals. Hence a simple vacancy advertisement is no longer adequate to attract competent people. Hence, creative and strategic alternatives are required for the recruitment of graduate employees. This chapter discussed the communication models and integrated marketing communication, the tools and media which are used by marketers and organisations. How the marketing communication tools and media platforms relate to the recruitment of graduates for employment/vocational opportunities. The next chapter presents the research methodology.

CHAPTER FOUR

RESEARCH METHODOLOGY

4.1 INTRODUCTION

Sanjeev (2010: 1) mentioned that research involves a series of procedures (searching, collecting, analysing and interpreting data) to understand a phenomenon. The research process is systematic, organised and logical. Scientific techniques and methods are utilised in order to acquire knowledge and study the problem or phenomenon (Krishnaswami and Satyaprasad 2010: 2). This chapter presents the methodology that was adopted for this research study. A researcher is expected to provide and propose recommendations to the phenomenon or problem, researchers are required to utilise suitable methodologies. Therefore, this chapter describes the research design, research strategy, target population, the research instrument, pilot study, data analysis, validity and reliability (Kumar 2014: 20).

4.2 RESEARCH DESIGN

According to Myers, Well and Lorch (2013: 14) a research design refers to the 'plan' or 'structure' that is used as a guide during the research process. Once the research problem has been formulated a plan stipulating the techniques, steps and procedures for collecting and analysing the required information needs to be developed. Once that has been established, it allows the researcher to answer the research questions validly and objectively (Beri 2013: 56). According to Aaker, et al (2011: 72) the research design also emulates the intent of the inquiry, which can be described as the following; exploratory, descriptive and causal.

4.2.1 Exploratory studies

Exploratory studies are conducted with the intention of simplifying situations or unearthing ideas that are of paramount importance to business and organisational opportunities. They are usually undertaken with the knowledge that businesses will require more research in order to provide conclusive evidence (Zikmund and Babin 2013: 48). Exploratory research is conducted when a particular phenomenon has not been subject to existing or previous theory or empirical research. The findings from the exploratory research have to be construed with extreme caution since the findings from the exploratory research are considered as hypothesis-generating rather than hypothesis-testing. Therefore, exploratory research is most appropriate as a basis which requires further research (Schwab 2013: 204). According to

(McNabb 2013: 105) exploratory studies assist the researcher in obtaining a greater understanding regarding the phenomenon or problem.

4.2.2 Descriptive research

Descriptive research, as the name suggests, involves describing particular phenomena, characteristics and attributes. Descriptive research can focus on an individual variable or on two or more variables concurrently (Mooi and Sarstedt 2011: 15). Descriptive research provides a summary of thoughts, feelings or behaviours at a given time and a given place. There are two types of descriptive research, namely qualitative and quantitative. Findings from descriptive research can assist researchers in generating interesting, naturally occurring behaviour (Stangor 2014: 14). This research study adopted the descriptive research design.

4.2.3 Causal research

According to Feinberg, Kinnear and Taylor (2014: 59) causal research are utilised to collect evidence based on cause-and-effect relationships, to determine and understand the nature and function of the causal factors and the effect.

4.3 QUALITATIVE RESEARCH

Hammersley (2013: 12) asserts that qualitative research is a practice of inquiry whereby the characteristics of a phenomenon are analysed for in-depth comprehension and clarification. Qualitative research is usually utilised to provide critical acumen about interpersonal relationships. It is, therefore, suitable for understanding an array of societal matters arising from circumstantial cultural contexts (Tracy 2012: 6).

4.4 QUANTITATIVE RESEARCH

Creswell (2014: 4) states that quantitative research is a technique for measuring objective theories by investigating the relationships among variables. The quantitative research utilises numerical data which can be analysed using various statistical methods and techniques (Johnson and Christensen 2013: 31). Quantitative research is often measured through the use of instruments such as questionnaires and structured interviews all of which provide numerical data for statistical testing and analysis (Andrew, Pedersen, and McEnvoy 2011: 47). This research study adopted a quantitative approach.

4.5 HYPOTHESES

Hypotheses are statements obtained from the current aggregation of knowledge that can be tested by utilising the techniques and methods of science. Hypothesis testing is utilised to establish the significance of the research finding. The statement of the research objective consists of both a null and alternative hypothesis. The null hypothesis anticipates that a relationship between the constructs to be tested does not exist and the alternative hypothesis anticipates that a relation exists between constructs (Ang 2014: 43).

H₀: Marketing communications do not influence graduates decisions when applying for vocational opportunities

H₁: Marketing communications do influence graduates decision when applying for vocational opportunities.

4.6 RESEARCH METHODOLOGY FOR THE STUDY

The quantitative research method was chosen. According to Kanire (2012: 5), quantitative research is a common form of methodology which is utilised in social studies. The quantitative research method allowed the researcher to distribute self-developed questionnaires to participants whereby comparisons could be made. All research participants answered identical questions on the questionnaires. The aim of quantitative research is to determine the relationship between the independent and dependent variables within the population (Nykiel 2007: 58). The rationale regarding the utilisation of the questionnaires for the research study was that it was a cost-effective manner in which to collect data from a large number of respondents of Durban University of Technology graduates.

4.7 TARGET POPULATION

A population is a totality of elements of interest to the researcher as a source of data for the researcher. The elements include; individuals (customers and employees), organisations (charities and schools) as well as objects (documents and artefacts). Due to the large size of the population, researchers are not able to conduct research among all individuals within the population, due to time and financial costs. Therefore, researchers utilise sampling techniques (Rose, Spinks and Canhoto 2015: 187). A sample as a fragment of the whole population, which has been selected for research is known as a subset of the total population. This aspect of the research involves the analysis of data from the target population consisting of graduates of the Durban University of Technology (Beri 2013: 176).

4.8 RESEARCH INSTRUMENT: QUESTIONNAIRE

A structured self-developed questionnaire was handed to respondents by the three research field assistants to complete. The five-point Likert scale was utilised in the questionnaire to measure the level of agreement or disagreement. Open-ended questions were utilised as well as close-ended questions where respondents had to select the most appropriate answer that best described their perspective, opinion or situation. The most important advantages of a structured self-administered (face-to-face) questionnaire were the total elimination of postage costs (Trochim, Donnelly and Arora 2015: 174). (See, Appendix C).

4.9 RESEARCH INSTRUMENT

According to the Business Dictionary (2016: 3), a questionnaire is defined as a set of research or survey questions which were asked of respondents or participants and which are formally designed to obtain specific information. In this study, the questionnaire was the most appropriate data-collection tool. There are certain advantages of utilising questionnaires and it was the preferred method to collect and gather primary data:

Convenience; thus refers to questionnaires as being the most simplistic instrument for data collection and it can be distributed using electronic mail (email), facsimile and the internet. In recent years, online questionnaires have become a common method of data gathering. In addition, questionnaires are the most financially economical method utilised to gather data; as it is associated with minimal financial costs. In terms of respondents, this research instrument can be utilised to gather data about large numbers of respondents as well as small groups. Also, observer subjectivity can be avoided, as there is little or no observer subjectivity as all the respondents have a standard stimulus through the questionnaire. Therefore, high reliability is obtained and the researcher's own biases are eradicated. Flexibility can be achieved as questionnaires can be customised in design to meet the objectives of any type of research. In addition, using pre-prepared questionnaires, researchers are able to purchase the rights to utilise the different types of pre-prepared questionnaires which have been created by other researchers (McNabb 2010: 109).

Denscombe (2010: 170) reiterates that there are also certain drawbacks when utilising the questionnaire method, such as pre-coding of questions whereby, respondents have a tendency to avoid answering pre-coded questions as the respondents find it restricting. Second, being truthful with questionnaires whereby the researcher cannot determine the truthfulness of the answers provided by the respondents as the questionnaires are completed at a distance from the researcher.

4.10 QUESTIONNAIRE DEVELOPMENT

The questionnaire was a self-developed construct, developed by the researcher. Types of questions used for the different sections included; nominal, open-ended, and close-ended and the Likert type rating scale were chosen for this research study. Azzarra (2010: 111) explains the characteristics of the Likert scale as follows:

- Likert scales are not based on a *yes* or *no* answer from the respondent;
- Likert scales are designed to allow for degrees of opinions from the respondent, and even no opinion at all with the neutral option; and
- Quantitative data are gathered, as it can be easily analysed.

The Likert scale is a three to seven-point scale which is utilised for the respondent to select his or her degree of agreement or disagreement regarding a particular statement. For this study, the researcher had selected the five-point Likert scale (Brace 2013: 62). The questionnaire was divided into seven sections:

Section A: Demographic profile;

Section B: Employment

Section C: Integrated marketing communication;

Section D: Communication media;

Section E: Relationship between work-integrated learning and graduate employment;

Section E: DUT promotional activities; and

Section F: Vocational opportunities

4.11 PILOT STUDY

A pilot study is conducted to pre-test the questionnaire and determine whether it contributes to the reliability and validity of the questionnaire. A pilot study is a study conducted on a smaller scale than the questionnaire and is distributed to a percentage of the total sample population (Van Thiel 2007: 82). The pilot study has the following advantages:

- It provides knowledge on whether the order of the questions influences the respondents;
- It enables the researcher to determine if the questionnaire was easily interpreted and understood by the respondents; and
- It makes financial sense; hence if errors are contained in the questionnaire and it is found during the pilot pre-testing, it eliminates the possibility of unreliable results (Utts 2015: 47).

The concept of pre-test may be necessary to make adjustments to the questionnaire and to test the content validity of the survey instrument. Firstly, the pre-test questionnaire was subject

to face validity whereby it was checked and evaluated by the supervisor who is an expert in this field together with the assistance of the statistician. Then construct validity whereby an appropriate pre-test was conducted on 30 March 2015, amongst fifty, B Tech, Marketing and Retail Management graduate registered students at the Durban University of Technology. The result of pre-testing provided valuable information for avoiding ambiguous questions and the instrument was refined accordingly for the final administration. The results from the pilot study indicated that the response rate of the questionnaire was one hundred per cent. With statement 1.6 many respondents found difficulty in responding to.

4.11.1 Administration of the questionnaire

The pre-test questionnaire took the form of fifty conveniently sampled B Tech, Marketing and Retail Management graduate registered students who participated. The pre-test questionnaire was administered on 30 March 2015, at the lecture venue. The response rate was one hundred per cent. When the questionnaire was self-administered by the researcher to the respondents the nature and the objective of the research study were explained to the respondents. In addition, the respondents were also assured of the confidentiality and anonymity, the questionnaire was accompanied by the cover letter which explained the anonymity clause.

4.11.2 Collection of the data

All fifty questionnaires were completed during the time allocated during the lecture. Respondents were comfortable with completing the questionnaire. All fifty questionnaires were returned to the researcher upon completion. The questionnaires were scrutinised for various inconsistencies, omissions and unanswered or incomplete questions.

4.12 ACTUAL QUESTIONNAIRE /FINAL QUESTIONNAIRE

The researcher first sought permission to conduct the research study, from the Department of Research and Postgraduate Support. (See, Appendix D). Thereafter the researcher sought permission to conduct the research study among the Durban University of Technology graduates. The researcher contacted the relevant departments within the university to contact graduates. A letter was e-mailed to all graduates as well as DUT registered students who were engaged in further study at the university using the dut4life e-mail address. The researcher had employed three research field assistants to assist with the administering and collection of the questionnaires.

4.12.1 Administration of the questionnaire

The response rate was one hundred per cent. Four hundred and fifty questionnaires were administered by the three research field assistants, the three research field assistants were trained by the researcher. The nature and the objective of the research study were explained to the respondents. In addition, the respondents were also assured of the confidentiality, the questionnaire was accompanied by a cover letter which explained the anonymity clause. The data were collected by the three research field assistants using the face-to-face method at the various registration venues between January 2016 to March 2016, during the graduation ceremonies in April 2016 and at the Co-operative of Education Department between; January 2016 to April 2016. The respondents were selected due to them being accessible.

4.12.2 Collection of the data

Respondents were comfortable with completing the questionnaire. All four hundred and fifty questionnaires were returned to the three field research assistants upon completion. Those respondents that could not complete the questionnaires provided the three field research assistants with their home/residence addresses for the collection of the questionnaires. The questionnaires were scrutinised for various inconsistencies, omissions and unanswered or incomplete questions by the researcher.

4.13 SAMPLING METHOD

Clow and James (2014: 226) maintain that sampling is utilised when it is not practical to investigate the entire population of the study. Therefore, a sample needs to be selected from the total population, according to a pre-determined method. Four hundred and fifty graduates were chosen from the total population to participate in this study. There are two types of sampling methods, viz. probability and non-probability sampling methods (Ferrell, Niininen, Lukas, Schembri and Pride 2014: 93). The various types of probability and non-probability sampling methods are illustrated in Figure 4.1.

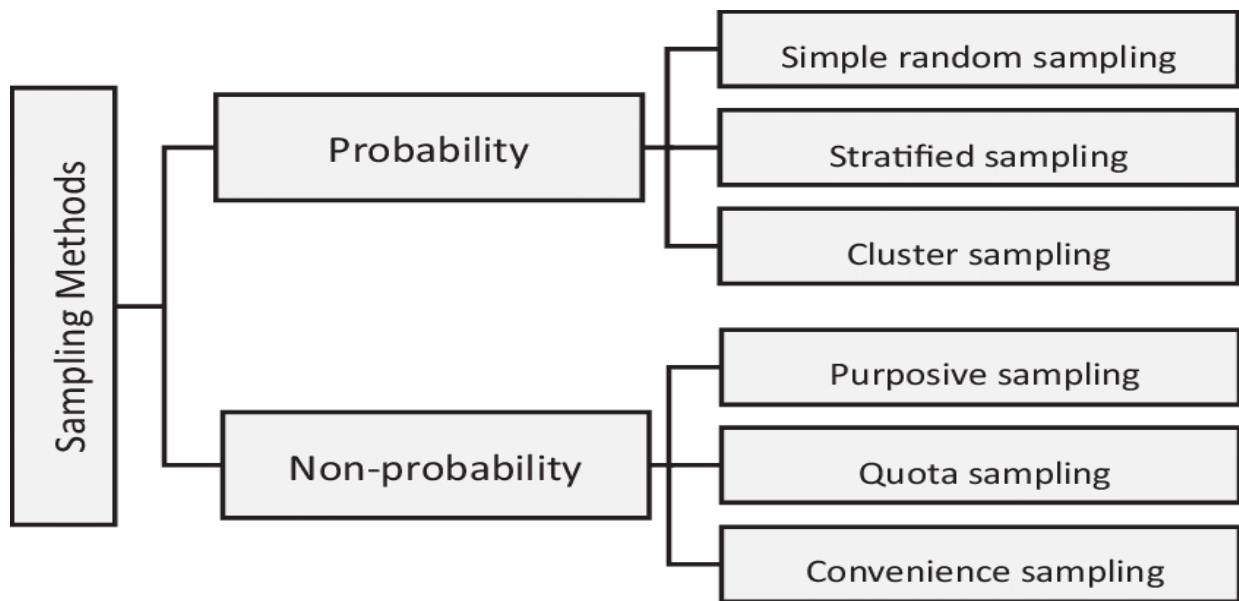


Figure 4. 1: Sampling methods

Source: Adapted from Sarstedt, M., Bengart, P., Shaltoni, A. & Lehmann, S. (2017: 653)

4.13.1 Probability sampling

According to Newby (2014: 237) probability sampling is also known as equal probability of selection method (EPSEM), whereby all elements in the sampling frame have an equal opportunity of being selected for the sample. Probability sampling techniques include; simple random sampling, systematic sampling, stratified sampling and cluster sampling (Reddy and Acharyulu 2009: 196).

- Simple random sampling is a fundamental sampling technique that is used in the statistical computations of social research (Babbie 2013: 209);
- The systematic sampling method may be categorised into three considerable groups, namely linear systematic sampling, circular systematic sampling and repeated systematic sampling. Systematic sampling is easy, as it is time-effective and economical when the selection process is manual and it ensures, that the sample is further spread across the population (Daniel 2012: 147);
- A cluster sampling technique divides the population into groups, known as clusters and/or segments. All elements from the clusters chosen are utilised for the sample. Cluster sampling is categorised under the same umbrella as random sampling as the clusters are randomly selected (Crano, Brewer and Lac 2015: 230); and

- The stratified sampling technique is utilised when the total population is not homogenous. The population comprises different categories or groups known as strata and each stratum is homogenous within itself - for example, when a population is split into groups there is variation among groups. However, when there is no or little variation within a group stratified sampling is utilised to select a random sample (Jani 2014: 11).

4.13.2 Non-probability sampling

Non-probability sampling is undertaken when there is no known possibility of any distinct element in the population being selected. The researcher is unable to calculate the sampling error that has occurred and does not know whether or not the resulting sample estimates are accurate (Feinberg, Kinnear and Taylor 2014: 304). Non-probability sampling is utilised when the researcher requires preliminary information rapidly and inexpensively. In some situations, non-probability sampling may be the only way of obtaining data (Sekaran and Bougie 2010: 276). Babbie (2013: 199) explains that there are four types of non-probability sampling methods, namely; availability sampling, purposive/judgmental sampling, snowball sampling and quota sampling.

- Availability sampling or convenience sampling means that subjects in the sample are chosen for the convenience of the researcher, in situations where subjects are nearby and easily available (Black 2012: 224);
- Purposive sampling refers to the sampling method of when the researcher knows; the characteristics of the target population, and therefore the researcher pursues certain individuals that portray those characteristics to be included in the sample (Gideon 2012:67);
- Snowball sampling is drawn from individuals who are contacted. Those individuals are asked to identify individuals whom they know off with similar characteristics and those referred individuals are recruited for the research. Researchers describe this as snowball sampling (Bradley 2013: 168); and
- Quota sampling is similar to stratified random sampling, where both methods involve dividing the population into categories based on attributes which may affect the value of the parameter being investigated (Dommermuth 2011: 19).

In this research study the non-probability, convenience sampling technique was utilised as the sample was chosen from voluntary participants (graduates) due to their accessibility from the Durban University of Technology.

4.14 DATA ANALYSIS

Peck, Olsen and Devore (2012: 5) state that data analysis is a process, it commences with planning followed by data gathering, data description in graphical and numerical form and thereafter data analysis, which means converting raw data into useful information which can be utilised to benefit organisations and lastly interpretation of the results. Data obtained from questionnaires can be analysed either manually by utilising a computer in conjunction with statistical software (Hague, Hague and Morgan 2013: 178).

Data cleaning happens when information that has been noted in a hurry may contain some errors in the form of missing data or the data had been entered incorrectly. Therefore, data needs to be cleaned before being presented as information. The researcher requires correct information and figures so the statistics and conclusions can be correct. Data cleaning can be done manually or by utilising a computer and statistical software (Struwig and Stead 2007: 158). The questionnaires were numbered; thereafter the data were captured onto a Microsoft Excel spreadsheet manually by the researcher and checked before submission to the statistician for exporting the data into SPSS programme for analysis.

In addition, Blank responses are whereby respondents in some situations may not complete the entire questionnaire; they may leave certain questions blank, or partially answered. Blank values are called variable missingness. There are various reasons as to why respondents leave certain questions blank. For example, a respondent may be too embarrassed to disclose certain information (Crano et al. 2015: 244). Biggam (2011: 171) suggests that blank responses should be dealt with in the following manner: set the mid-point on the scale, researchers should not take notice of blank responses, however, this decreases the sample size, set the mean value of each of the responses to the blank and allocate the items, the mean of the respondents own responses to other questions measuring this variable. The researcher utilised the mean of the respondents' own responses to the other questions that were left blank, hence the questions were related in order to measure the variable.

4.14.1 Preparation of analysis of the data

Coding involves symbols utilised to describe the number of questionnaires. The questionnaires are required to be coded in order to input data into a computer (Wetcher-Hendricks 2011: 15). For this research study, all questionnaires received from the respondents upon completion were coded prior to inputting the data into the Microsoft Excel spreadsheet and thereafter the SPSS statistical software package version 23.0.

Furthermore, categorising happens when the variables are categorised together so as to aid several items measuring a particular concept being grouped together (Jackson 2012: 95). For this research study, the open-ended questions in which respondents noted their opinions and suggestions, was categorised to form themes.

In addition, data entry is described as the process after the data have been coded and categorised and then entered into a computer (Singh 2007: 83). The data for this research study were entered into the computer manually by the researcher, in order to thereafter utilise the statistical software to perform the relevant statistical calculations and tests.

4.14.2 Analysis of data

When the questionnaires had been collected from the respondents, the questionnaires were firstly counted, thereafter coded and the responses were manually captured onto the Microsoft Excel spreadsheet using a computer. The statistical computer software suite (SPSS) version 23.0 for Windows 8.1 was utilised to calculate and compute the relevant statistical tests. Tests included; frequencies, percentages, cross-tabulations, t-tests, analysis of variation, Cronbach's Alpha, chi-square and correlations. The software was also utilised to generate tables, column graphs and pie charts, hence the data were presented in numerical and graphical formations.

4.15 DESCRIPTIVE STATISTICS

Descriptive statistics as the name implies, are descriptive in nature. Descriptive statistics depict actual data. Some of the statistical testings adopted included; frequency distribution, measures of central tendency, measures of variations, measures of relationships and simple descriptive statistics (Vogt, Vogt, Gardner and Haeffele 2014: 206). For this research study, descriptive statistical tests were conducted.

According to Anderson, Sweeney and Williams (2012: 33), a frequency distribution is a tabulation of data depicting the number (frequency) of items in each of the several non-overlapping classes. One technique of simplifying and organising a set of scores is to categorise them into an organised display that presents the complete set. This display is known as a frequency distribution and is made up of a tabulation of the number of items in each group on the measuring scale (Gravetter and Forzano 2008: 419). For this research study, the frequency distribution was calculated.

The measures of central tendency include; mode, which is the value that occurs most frequently in a set of data. The median is the middle value in a group of data ranked in ascending order (lowest to highest) and mean is the average value in a group of data when the data set of values are added together and divided by the number of numbers (Black 2012: 53). For this research study, the measures of central tendency were calculated and the mean values were calculated to provide further insight into the results of the findings.

The measures of variability include; variance which is based on the mean as a measure of central tendency. It is calculated by the average of the square deviations from the mean. Standard deviation is the square root of the variance. The range is the difference between the maximum and minimum values (Dietz and Kalof 2009: 126). For this research study, the standard deviation was calculated.

Measures of relationship can be explored by utilising correlation coefficients, scatter plots and contingency tables. Correlation coefficients convey the significance of the relationship between two variables. Scatter plots show the form, direction and strength of the relationship between two quantitative variables. Contingency tables, also known as cross-tabulations, normally depict the relationship between sets of nominal data (Jogulu and Pansiri 2011: 695). For this research study, correlation coefficients were calculated to measure the strength of relationships between nominal variables and cross-tabulations were done.

Simple descriptive statistics include; ratios as utilised for comparing the relative size of different groups of a variable. It is calculated by dividing the frequency of one group by the frequency of another. Proportions are pieces of a whole and can be expressed by a fraction. It is calculated by placing the frequency of one group over that of the total numbers in the sample or population. To calculate a percentage of each item one is required to find the proportion and thereafter, the proportions are changed into percentages by multiplying them by one hundred (Healey 2012: 23). For the purpose of this research study, ratios and percentages were calculated.

4.16 INFERENCE STATISTICS

Inferential statistics consist of processes utilised to make inferences or draw conclusions from quantitative data about population characteristics from information comprised in a sample drawn from the same population. Inferential statistics comprise of two primary divisions which are parametric statistics and non-parametric statistics (Mendenhall, Beaver and Beaver 2012: 4). For this research study, inferential statistical tests were conducted.

4.16.1 Parametric statistics

This is the most common type of inferential statistics. Parametric tests demand assumptions to be more specific and more rigorous than assumptions for non-parametric statistics. Parametric tests are said to be more powerful, hence they have a great chance of rejecting the null hypothesis when the null hypothesis is false (Kraska-Miller 2014: 34). The t-Test is also known as the student t-test and it is most commonly utilised. This test is utilised to check for differences between sample means for two independent groups to establish whether the differences between the two means are significant due to chance (Salkind 2010: 1462). Analysis of Variance (abbreviated as ANOVA), is utilised to establish whether the sets of means are the same or the differences between the means differ from one another significantly or not (Feinberg et al. 2014: 520). In this research study, parametric statistical tests were conducted which consisted of the t-test and analysis of variance.

4.16.2 Non-parametric statistics

In events where the population distribution is either unknown or has little distribution other than normal, a non-parametric statistical hypothesis test may be the most appropriate (Byrnes 2008: 75). Chi-square, also known as the “goodness-of-fit test”, is commonly used in non-parametric statistical tests. Chi-square tests are conducted when measurements link only to assigning observations to categories (Krishnaswamy, Sivakumar and Mathirajan 2009: 358). In this research study, non-parametric statistical tests were conducted the hypothesis testing was conducted and chi-square was calculated to measure whether relationships exist between variables.

4.17 FACTOR ANALYSIS

According to Feinberg et al. (2013: 480) factor analysis is a statistical technique which makes a large number of inter-correlated variables and withdraws from the group a smaller number of uncorrelated factors, in other words, factor analysis is a method of data reduction. A typical use of factor analysis is in survey research, where a researcher wishes to represent a number of questions with a small number of hypothetical factors. For example, as part of a national survey on political opinions, participants may answer three separate questions regarding environmental policy, reflecting on issues at the local, state and national level. Each question, by itself, would be an inadequate measure of attitude towards environmental policy, but together they may provide a better measure of the attitude. The factor analysis matrix tables are preceded by Table 5.14, that reflects the results of KMO and Bartlett's Test. The requirement is that Kaiser-Meyer-Olkin Measure of Sampling Adequacy should be greater

than **0.500** and Bartlett's Test of Sphericity less than 0.05. In all instances, the conditions are satisfied to allow for the factor analysis procedure. Factor analysis is done only for the Likert scale items. Certain components are divided into finer components. This is explained below in the rotated component matrix.

4.18 VALIDITY

Hutcheson and Moutinho (2011: 327) noted that a research study is only considered valid if it measures what the researcher initially set out to measure. There are five classifications of validity namely; content validity, predictive validity, convergent validity, discriminant validity and nomological validity, which are briefly discussed in the following paragraph:

- Content validity: Also known as face validity, this type of validity rates the questionnaire questions and statements to determine whether the items appropriately represent the underlying construct of interest. Content or face validity is judged by allowing an expert in the field to analyse whether or not the questions and statements are applicable;
- Predictive validity: Also known as criterion validity indicates whether a measure is predictive of something else the researcher wants to predict;
- Convergent validity: If the researcher has a firm sense that he/she is measuring the correct concept, the researcher should be able to develop alternative measures and the results of those measures should be homogenous;
- Discriminant validity: The researcher requires being absolutely certain that the various scales measure different concepts, hence the researcher does not confuse measuring one concept by measuring another concept; and
- Nomological validity: Researchers prefer each measure to be related in an appropriate theoretical manner to other marketing constructs (Hyman and Sierra 2010: 245).

In this research study, the researcher employed content and face validity, the following measures were done to ensure the validity of this study:

- The researcher determined the objectives of the study;
- The researcher developed the questionnaire containing the questions and statements pertaining to the objectives of the study;
- The questionnaire was subjected to academics and a professional (supervisor) in the field of Marketing, together with the statistician (face validity);
- The opinion of the individuals was taken into account in the form of a pilot study;

- The questionnaire was subjected to a pilot group, who had characteristics similar to those of the target population. The pre-test respondents understood the questionnaire and what was being asked of them and the questionnaire was deemed valid; and
- Construct validity was utilised whereby literature adaptation whereby the questionnaire was developed using literature from previous studies.

4.19 RELIABILITY

Reliability is whether or not the results of a research study are consistent and produce similar results under constant conditions when conducted on all occasions. For example, if results under a particular category were found to fluctuate when the study was conducted on two or more occasions the researcher would consider it an unreliable measure (Bryman 2012: 46). Wilson (2014: 35) suggests that for the researcher to determine whether a research is reliable or not, the researcher needs to consider the various threats to reliability including time error, subject error and observer influence.

In this research study, the researcher employed the following measures to ensure the reliability of the study:

- A pre-test study of the questionnaire was done to make certain that all questions and statements were both relevant and easily understood;
- The questionnaires ensured the anonymity of respondents;
- Cronbach's alpha was calculated to measure the reliability of measurement, a reliability coefficient of 0.70 or higher is considered as 'acceptable'. The overall Cronbach's Alpha score was 0.851 which is deemed reliable. (Discussed further in Chapter 5).

Table 4. 1: Reliability of pilot pre-test results/Cronbach's Alpha coefficient

Section		Number of Items	Cronbach's Alpha
2	Integrated Marketing Communication	10 of 10	0.986
3	Integrated Marketing Communication and Graduate Unemployment	9 of 9	0.974
4	Relationship between Work-Integrated Learning and Graduate Employment	4 of 4	0.965
5	Vocational Opportunities	7 of 7	0.977
Overall		30 of 30	0.993

Sections 2, 3, 4, and, 5 that constituted the research instrument were considered in obtaining the Cronbach's Alpha scores. The questionnaire measures can be accepted. Sections, 2, 3, 4 and 5 exceeds the recommended Cronbach Alpha value. The overall score of 0.993 exceeds the recommended Cronbach's Alpha value of 0,600. This indicates a degree of acceptable, consistent scoring for each section of the pilot pre-test research.

4.20 LIMITATIONS OF THE STUDY

The research was limited to the graduates of the Durban University of Technology and not to other universities or university of technologies. The sample size was only four hundred and fifty (450) of the total graduate population.

4.21 ELIMINATION OF BIAS

Bias is defined as an inclination or prejudice for or against one person or a group of people, especially in a manner considered to be unfair (Oxford Dictionary 2014: 3). According to Smith and Noble (2014: 100), states that bias exists across research designs. It is challenging to eliminate as bias can occur at each stage of the research process and it affects the validity and reliability of the research findings. Measurement bias is the most common form of bias in research; as measurement bias is derived from measurement errors related to the flaws or faults in the researchers' utilisation of the measuring instruments (questionnaires). There are two types of measurement errors which include; random measurement error (noise) and systematic measurement error. Bias can occur from various sources, for example, the wording of the questions on the questionnaire and the sequence of the questions in the questionnaire (Remler and Van Ryzin 2014: 83).

In this research study, respondents were to remain anonymous by not providing their names to prevent bias in the analysis of the research findings; even though the questionnaires were distributed through self-administration by the research field assistants, the respondents' identities remained anonymous as no respondents' identity was affiliated to any questionnaire. This resulted in no identities being linked to any questionnaire. The researcher aspired to sustain objectivity throughout the research study. The questionnaire was designed in a simplistic manner which made it easy to interpret and understand.

4.22 ETHICAL CONSIDERATIONS

Ethics refers to the basic set of morals and values an individual utilises to make social and business decisions. Ethics can be defined as the set of values and standards that are utilised

in decision making (Silver, Stevens, Wrenn and Loudon 2013: 24). Baines and Fill (2014: 102) noted that marketing research should be conducted in an objective, subdued and honest demeanour. The aim of research ethics is to avoid harm to research participants, obtain informed consent from all research participants and respect the right to privacy of all individuals involved in the research process (Gray 2014: 85). Informed consent, written consent from certain participants if necessary, voluntary participation, confidentiality and anonymity were all the factors that were taken into consideration by the researcher to proclaim the study ethically acceptable (Adams and Lawrence 2014: 5-11). The researcher had followed and adhered to all the ethics set by the academic institution. The Durban University of Technology Management Sciences, Faculty Research Ethics Committee (FREC) had provided the researcher with ethical clearance for this research study. (See, Appendix F).

4.23 CONCLUSION

Chapter four presented the research methodology used in this research study. The rationale, as well as the research design for this study, was discussed. The data-collection tools have been particularised together with the sampling method. The data gathering procedures were discussed as well as the data analysis. This chapter concluded with the ethical considerations. The next chapter presents the findings of the results as well as a discussion and interpretation of the findings from this study.

CHAPTER FIVE

PRESENTATION OF FINDINGS, INTERPRETATION AND DISCUSSION OF FINDINGS

5.1 INTRODUCTION

The previous chapter discussed the research methodology and the research design of the study. This chapter presents the results derived from the structured self-developed questionnaire. The non-probability sampling technique was utilised to select graduates from the Durban University of Technology. Descriptive and Inferential statistical tests were conducted using the Statistical Software Package for Social Sciences (SPSS) version 23.0. The results from the descriptive statistical tests were presented in the form of graphs, cross-tabulations and tables, whilst inferential tests were presented as tables.

5.2 DESCRIPTIVE DATA

5.2.1 Demographic profile of respondents

Section one of the questionnaire concentrated on the demographic profile of the respondents. The demographic dimensions that were analysed in this study include; age, gender, ethnic group and highest educational qualification obtained. The aim of creating a demographic profile of the sample is to understand the sample respondents better. The graphs are numbered sequentially as figures. Results are depicted in tables or graphs followed by a narrative.

- Age

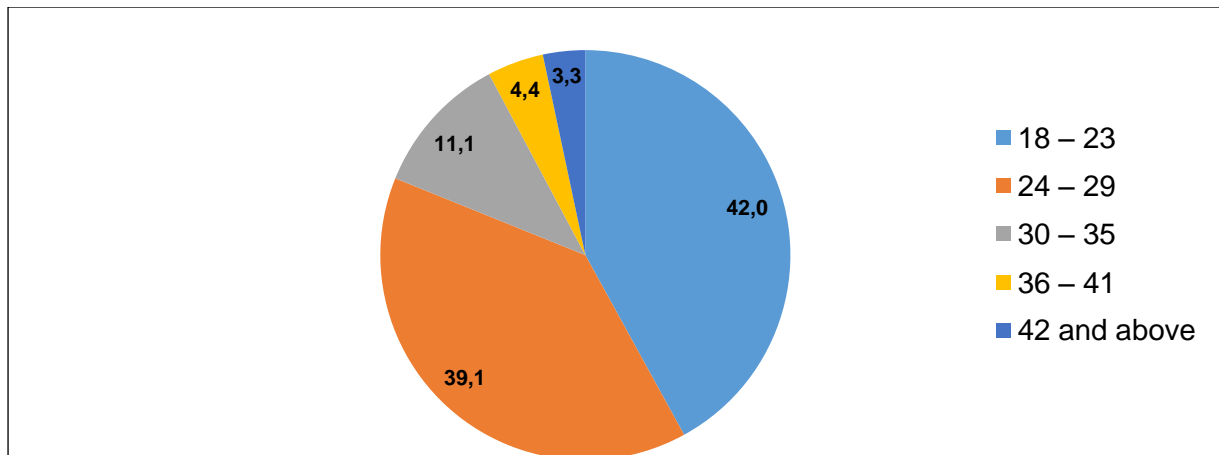


Figure 5. 1: Age

Figure 5.1 displays the various age categories of the sample. The respondents' age categories were divided into five cohorts. The largest cohort was the 18-23 age (42.0%) followed by the 24-29 age cohort (39.1%). With the smallest age cohort being the, 42 and above age cohort (3.3%).

- Gender

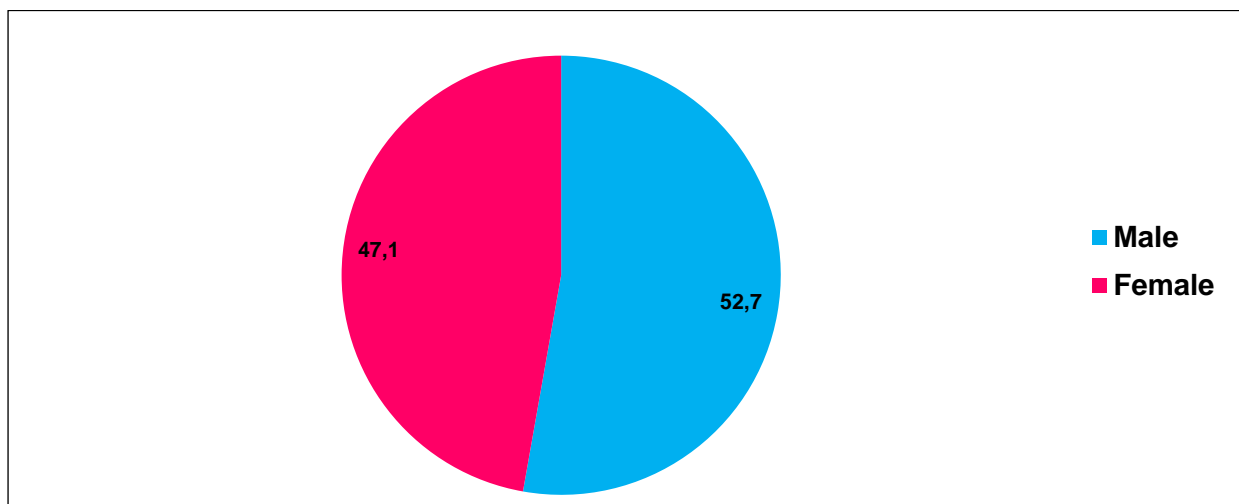


Figure 5. 2: Gender

Figure 5.2 illustrates the gender profile of the respondents from the Durban University of Technology. The respondent's females were (47.1%) and males were (52.7%). Thus a gender ratio was approximately 1:1 (47.1: 52.7).

- The racial composition of the sample

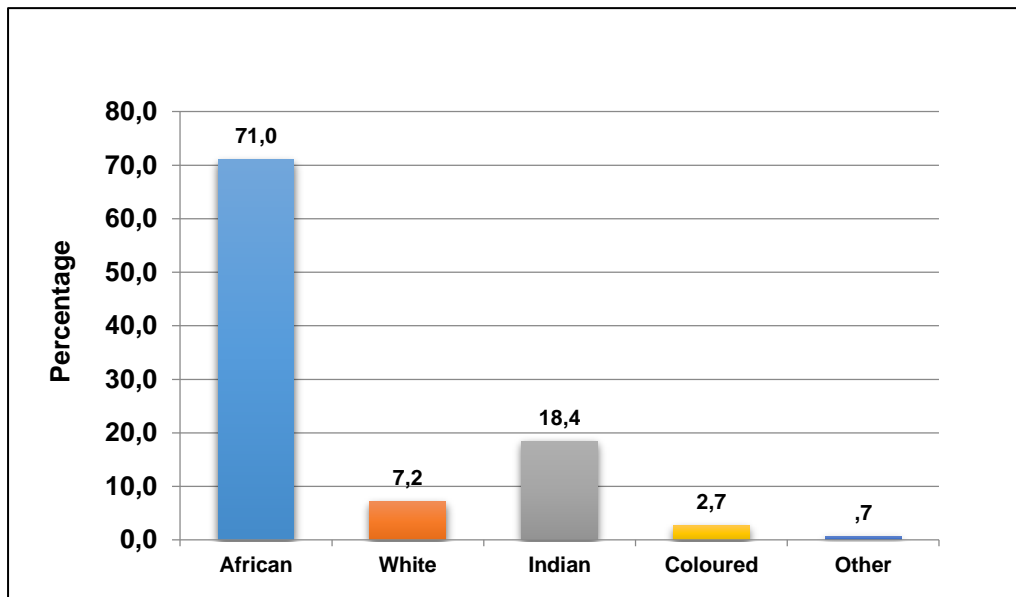


Figure 5. 3: Racial composition

Figure 5.3 illustrates the racial composition of the respondents at the Durban University of Technology. The majority of the respondents (71.0%) were African, followed by (18.4%) Indian and a relatively smaller percentage of respondents were white (7.2%) and (2.7%) coloured. The smallest grouping was (0.7%) other which were foreign nationals (Chinese, German, Zimbabwean, etc.).

• Location of respondents

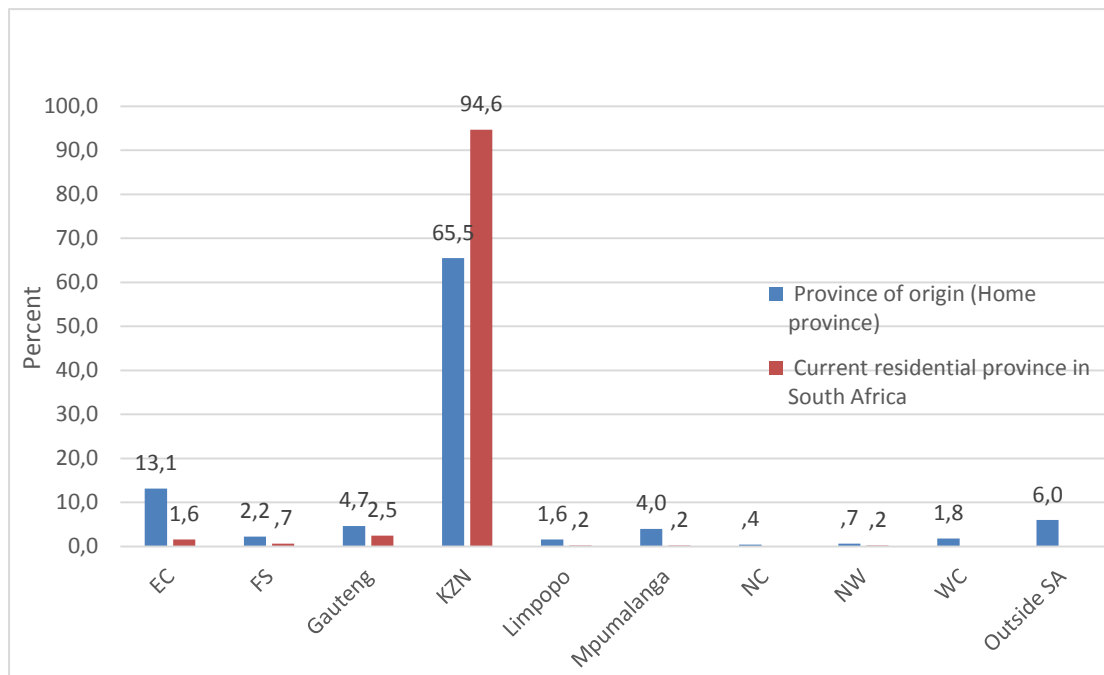


Figure 5. 4: Location/Province of origin and residential province

Figure 5.4 depicts the home province of origin and current provincial residence. The majority of the respondent's (94.6%) current residential province was KwaZulu-Natal. The majority of the respondents (65.5%) province of origin was Kwazulu-Natal. Figure 5.4 shows that (34.5%) of the respondents' province of origin is outside of KwaZulu-Natal.

• Employment status

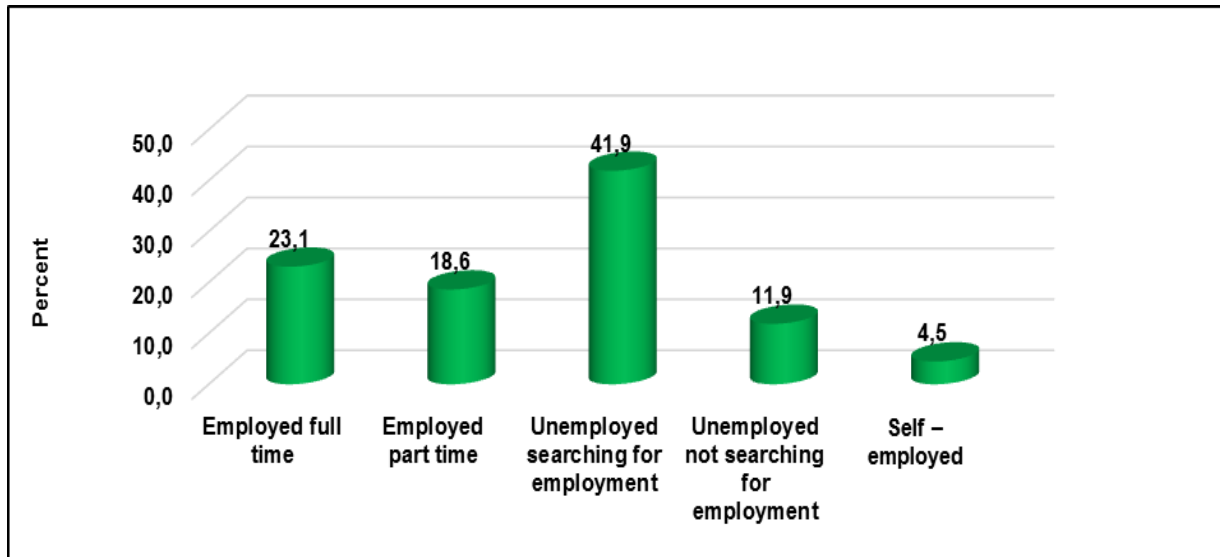


Figure 5. 5: Employment status

Figure 5.5 presents the employment status of the respondents. The employment status of the respondents is presented in descending order in the form of percentages. Five groups emerged, namely:

1. Unemployed and searching for employment (41.9%);
2. Employed full-time (23.1%);
3. Employed part-time (18.6%);
4. Unemployed and not searching for employment (11.9%); and
5. Self-employed (4.5%).

The overall percentage of respondents employed (full-time, self-employed and part-time) are $(23.1\% + 4.5\% + 18.6\% = 46.2\%)$. Employment indicates that (46.2%) of respondents are in some form of employment and 41.9% of the respondents are unemployed and searching, whilst a minor percentage of respondents (11.9%) choose not to search for employment.

- Educational qualification

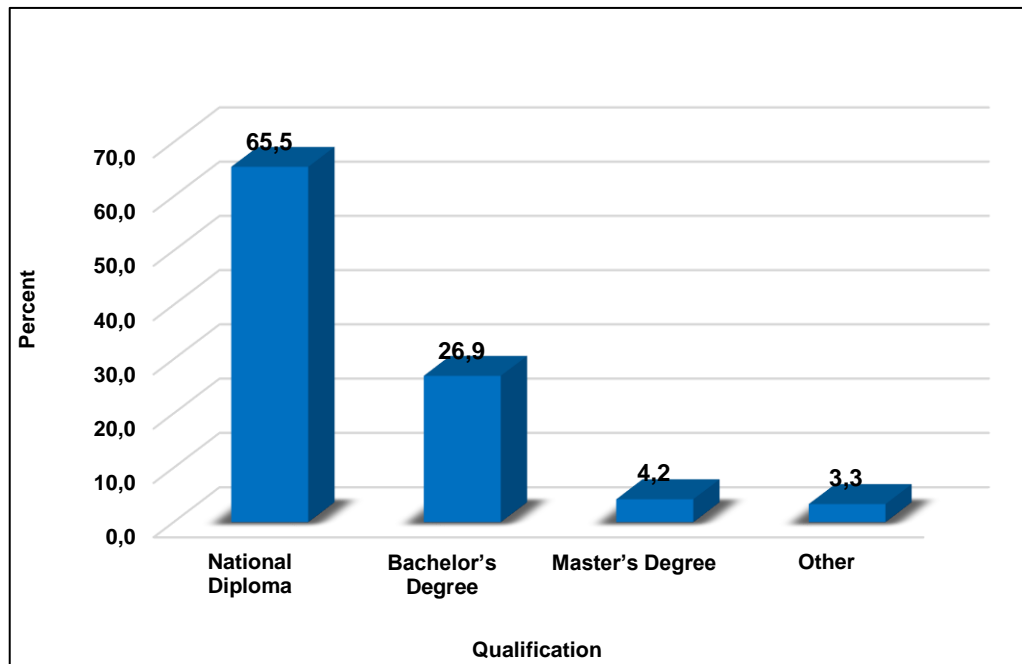


Figure 5. 6: Educational qualification

Figure 5.6 presents the educational qualifications obtained by the respondents of the Durban University of Technology. Nearly two-thirds (65.5%) of the respondents obtained a National Diploma with a further quarter (26.9%) obtaining a Bachelor's Degree at the Durban University of Technology.

- **Further studies**

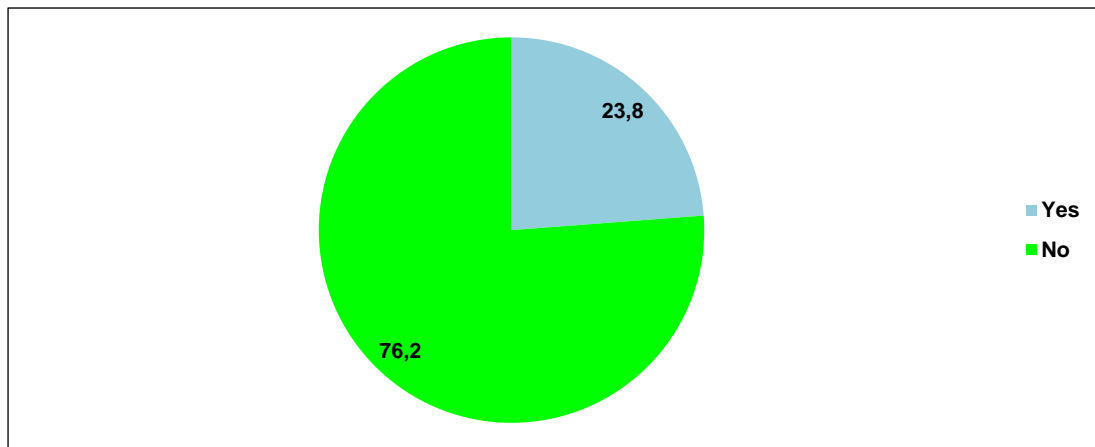


Figure 5. 7: Engaged in further studies

Figure 5.7 shows that the majority of respondents, (76.2%) were not engaged in further studies at the Durban University of Technology and (23.8%) were engaged in further studies at the Durban University of Technology.

Table 5. 1: Type of qualifications respondents are engaged in

Type of qualification	Frequency	Valid Per cent
	67	14,9
Higher Certificate	1	,2
National Diploma	1	,2
B Tech	145	32,2
M Tech	44	9,8
D Tech	5	1,1
Post-Doctoral Degree	1	,2
Post-Graduate	1	,2
Total	198	58.8
No response	252	41.2
	450	

Table 5.1 depicts the type of qualification the respondents are engaged in. When answering the question some respondents only agreed and disagreed regarding studying further, whereby the respondent indicated a yes or no.

Furthermore, in order to gain a deeper insight of respondents by analysing a yes or no to a further study question, qualifications were categorised into five qualification types, i.e. Higher Certificate, National Diploma, B Tech, M Tech, D Tech or post-doctoral degree. In addition, some respondents indicated the field of study, i.e. accounting, chemistry, etc.

Table 5. 2: Engaged in Further Studies (Discipline)

Qualification: Name/Discipline	Frequency	Per cent	Qualification: Name/Discipline	Frequency	Per cent
Management Sciences			Engineering and the Built Environment		
Business Administration	19	4,2	Architecture	1	,2
Business Management	1	,2	Chemical Engineering	1	,2
Human Resources Management	4	,9	Electronic Engineering	1	,2
Logistics, Supply Chain Management	1	,2	Mechanical Engineering	2	,4
Marketing	20	4,4	Accounting and Informatics		
Public Management	18	4,0	Cost Management Accounting	5	1,1
Retail Business Management	2	,4	CTA	1	,2
Sales	7	1,6	I T	1	,2
Specialist Project Management	1	,2	Library and Information Studies	1	,2
Arts and Design			Management Accounting	1	,2
			Taxation	4	,9
			Applied Sciences		
Language Practice	1	,2	Chemistry	3	,7
Language Practice	2	,4	Consumer Science, Food and Nutrition	1	,2
Health Sciences			Food Technology	1	,2
Biomedical Technology	1	,2	Maritime Studies	1	,2
Chiropractic	1	,2			
Clinical Technology	2	,4			
Homeopathy	1	,2			
Somatology	1	,2			
Total	107	100,0			
No response	343				
	450				

Table 5.2 indicates the specific disciplines those respondents are engaged with further studies at the Durban University of Technology. From 450 respondents, 343 were not engaged in further studies at the Durban University of Technology; in addition, 107 respondents were

engaged in further studies. The 107 respondents, specified the field (discipline) of study they were further engaged in, which is presented in Table 5.2.

Table 5. 3: Experiential training

	Frequency	Percent
Yes	358	80.3
No	88	19.7
No response	4	
	450	

Table 5.3 shows the number of respondents that had engaged in experiential training as a compulsory module within the respective qualification. Eight out of every ten respondents, (80.3%) indicated that experiential training was a requirement for the successful completion of the National Diploma qualification. Perhaps, experiential training can be utilised as a recruitment tool for organisations.

Table 5. 4: Experiential training duration

Response rate	N	Mean	Std. Deviation	Minimum	Maximum
Response	373	6.4826	5.14236	1.00	43.00
No response	77				
	450				

Table 5.4 focuses on the duration of experiential training in terms of months. Most respondents spend an average of a semester conducting their experiential training.

Table 5. 5: How long (in months) after graduating did you obtain present employment?

Months	Frequency	Valid Per cent
3 months	93	57,1
6 months	37	22,7
9 months	10	6,1
12 months	13	8,0
Over 12 months	10	6,1
Total	163	100,0
No response	287	
	450	

Table 5.5 indicates that (57.1%) of respondents obtained employment three months after graduating. Based on Table 5.5, 287 respondents did not respond to the question. Hence, some respondents are unemployed and some respondents choose not to respond to the question.

5.2.2 Cross Tabulations of demographic dimensions

Table 5. 6: Gender distribution in age groups

			Gender		Total
			Male	Female	
Age in years	18 – 23	% within Age in years	52.9%	47.1%	100.0%
		% within Gender	42.2%	42.0%	42.1%
	24 – 29	% within Age in years	51.1%	48.9%	100.0%
		% within Gender	38.0%	40.6%	39.2%
	30 – 35	% within Age in years	50.0%	50.0%	100.0%
		% within Gender	10.5%	11.8%	11.1%
	36 – 41	% within Age in years	57.9%	42.1%	100.0%
		% within Gender	4.6%	3.8%	4.2%
	42 and above	% within Age in years	73.3%	26.7%	100.0%
		% within Gender	4.6%	1.9%	3.3%
Total		% within Age in years	52.8%	47.2%	100.0%
		% within Gender	100.0%	100.0%	100.0%

Table 5.6 depicts five age categories, a cross tabulated cohort with gender, which was categorised into three cohorts. Cohort one; has both males and females between the ages of 18 to 23 that generally register toward an undergraduate diploma. In other words, respondents have post-matric qualifications. Cohort two; depicts that the gender is the same for both males and females between the ages of 30 to 35. Cohort three; represents the age for both males and females between the age category of 36 to 41 and 42 and above are most commonly related to post-graduate studies.

There is a gender balance within the 18 to 29 age cohort. There is an even gender balance of the 30 to 35 age cohort being (50%) male and (50%) female. However, for the age cohort of 36 to 42 and above, there is a gender imbalance, with male (57.9%) and female (42.1%) in

the 36 to 41 age cohort male (73.3%) and female (26.7%) in the 42 and above age cohort, thus a gender imbalance.

Table 5.7: Highest Educational Qualification obtained in terms of employment status

			1.4 Highest educational qualification obtained at the Durban University of Technology (DUT)				Total
			National Diploma	Bachelor's degree	Master's degree	Other	
2.1 Employment status	Employed full-time	% within 2.1 Employment status	56,3%	32,0%	3,9%	7,8%	100,0%
		% of Total	13,0%	7,4%	0,9%	1,8%	23,1%
	Employed part-time	% within 2.1 Employment status	59,0%	31,3%	6,0%	3,6%	100,0%
		% of Total	11,0%	5,8%	1,1%	0,7%	18,7%
	Unemployed searching for employment	% within 2.1 Employment status	70,6%	26,7%	1,6%	1,1%	100,0%
		% of Total	29,7%	11,2%	0,7%	0,4%	42,0%
	Unemployed not searching for employment	% within 2.1 Employment status	78,8%	5,8%	13,5%	1,9%	100,0%
		% of Total	9,2%	0,7%	1,6%	0,2%	11,7%
	Self-employed	% within 2.1 Employment status	57,9%	36,8%	0,0%	5,3%	100,0%
		% of Total	2,5%	1,6%	0,0%	0,2%	4,3%
Total		% within 2.1 Employment status	65,4%	27,0%	4,3%	3,4%	100,0%
		% of Total	65,4%	27,0%	4,3%	3,4%	100,0%

Table 5.7 depicts the frequencies in terms of highest educational qualification obtained and employment status. Note, row three depicts the largest proportion of the respondents appears to be unemployed graduates, with (70.6%) being diploma graduates; and (26.7%) B Tech graduates. Interestingly, row one depicts that respondents are employed full-time. Furthermore, (14.3%) of the respondents in this category has post-graduate qualifications and are also not employed and are searching for employment.

On a positive note, row one depicts that (56.3%) of diplomats and (32.0%) of B Tech graduates are employed. Furthermore, approximately (10%) of the post-graduates are employed. Row two and row five depicts a similar trend with the part-time employed and self-employed respondents. Overall, 205 of 445 of the sample are employed. It is important to note that row four indicates that approximately (12%) of the respondents are unemployed and not searching for employment, in other words, voluntary unemployment.

Table 5. 8: Highest Educational Qualification in terms of age

			1.4 Highest educational qualification obtained at the Durban University of Technology (DUT)				Total
			National Diploma	Bachelor's degree	Master's degree	Other	
1.1 Age in years	18-23	% within 1.1 Age in years	84,0%	13,3%	0,5%	2,1%	100,0%
		% of Total	35,2%	5,6%	0,2%	0,9%	41,9%
	24-29	% within 1.1 Age in years	52,3%	39,8%	5,1%	2,8%	100,0%
		% of Total	20,5%	15,6%	2,0%	1,1%	39,2%
	30-35	% within 1.1 Age in years	58,0%	32,0%	6,0%	4,0%	100,0%
		% of Total	6,5%	3,6%	0,7%	0,4%	11,1%
	36-41	% within 1.1 Age in years	50,0%	30,0%	15,0%	5,0%	100,0%
		% of Total	2,2%	1,3%	0,7%	0,2%	4,5%
	42 and above	% within 1.1 Age in years	33,3%	26,7%	20,0%	20,0%	100,0%
		% of Total	1,1%	0,9%	0,7%	0,7%	3,3%
Total		% within 1.1 Age in years	65,5%	26,9%	4,2%	3,3%	100,0%
		% of Total	65,5%	26,9%	4,2%	3,3%	100,0%

Table 5.8 clearly depicts that the majority of the respondents in the 18 to 23 age cohort (84%) are diplomats whilst, (13.3%) of the respondents have B Tech degrees. It is important to note a comparatively smaller percentage of respondents are diplomats (52.3%) and (39.8%) of the respondents have B Tech degrees. Furthermore, Table 5.8, also depicts that a higher percentage of the respondents (7.4%) have masters degrees. It is important to note that in the 30 to 41 age cohort the majority of the respondents have diplomas and B Tech degrees whilst a minor percentage of the respondents have master's degrees.

Table 5. 9: Age distribution in terms of employment status

			2.1 Employment status					Total
			Employed full-time	Employed part-time	Unemployed searching for employment	Unemployed not searching for employment	Self-employed	
1.1 Age in years	18-23	% within 1.1 Age in years	9,6%	18,1%	50,5%	17,6%	3,7%	100,0%
		% of Total	4,0%	7,6%	21,3%	7,4%	1,6%	42,2%
	24-29	% within 1.1 Age in years	17,8%	21,8%	46,6%	8,6%	5,2%	100,0%
		% of Total	7,0%	8,5%	18,2%	3,4%	2,0%	39,0%
	30-35	% within 1.1 Age in years	53,1%	18,4%	18,4%	4,1%	6,1%	100,0%
		% of Total	5,8%	2,0%	2,0%	0,4%	0,7%	11,0%
	36-41	% within 1.1 Age in years	80,0%	10,0%	5,0%	5,0%	0,0%	100,0%
		% of Total	3,6%	0,4%	0,2%	0,2%	0,0%	4,5%
	42 and above	% within 1.1 Age in years	80,0%	0,0%	6,7%	13,3%	0,0%	100,0%
		% of Total	2,7%	0,0%	0,2%	0,4%	0,0%	3,4%
	Total	% within 1.1 Age in years	23,1%	18,6%	41,9%	11,9%	4,3%	100,0%
		% of Total	23,1%	18,6%	41,9%	11,9%	4,3%	100,0%

Table 5.9 depicts the frequencies in terms of age and employment status. Note, row four depicts the largest proportion of the respondents which appears to be employed full-time graduates, in both the 36 to 41 age cohort and the 42 and above age cohort. Interestingly, row one depicts that respondents are unemployed searching for employment within the 18 to 23 age cohort and approximately (47%) of the respondents are unemployed and searching for employment in the 24 to 29 age cohort.

On a positive note, row four depicts that (80%) of the respondents are employed full-time. Row five depicts a similar trend with the full-time employed representing (80%) of the sample. It is important to note that row one indicates that approximately (50%) of the respondents are

unemployed and searching for employment and row two also depicts (46.6%) of the respondents are unemployed and searching for employment.

The section that follows analyses the scoring patterns of the respondents per variable per section. Levels of disagreement (negative statements) and levels of agreement (positive statements) are displayed in Table 5.10. The results are first presented using summarised percentages for the variables that constitute each section. The results are then further analysed according to the importance of the statements.

Table 5. 10: Integrated marketing communications

	Strongly disagree		Disagree		Uncertain		Agree		Strongly agree		Mean/Std.
	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	
Q3.1) I receive emails from DUT regarding job/graduate opportunities	77	17,3%	44	9.9%	41	9.2%	135	30.3%	148	33.3%	3.52/1.468
Q3.2) I searched for job/graduate opportunities in various print media (newspapers, career magazines, etc.)	33	7,4%	37	8,3%	34	7,6%	204	45,8%	137	30,8%	3.84/1.167
Q3.3) I responded to adverts in the print media by completing the application forms, sending my CV, etc.	35	7,9%	42	9.4%	49	11,0%	184	41.3%	135	30,3%	3.77/1.204
Q3.4) I telephone the organisations to query about the job/graduate opportunity	64	14,4%	108	24,3%	102	22.9%	124	27,9%	47	10,6%	2.96/1.233
Q3.5) I applied for job/graduate opportunities through a recruitment agency	81	18.2%	98	22,0%	56	12,6%	144	32,4%	66	14,8%	3.04/1.367
Q3.6) I consulted friends, family and peers about job/graduate opportunities	31	7,0%	45	10,1%	44	9.9%	216	48,5%	109	24,5%	3.73/1.144
Q3.7) Search for employment using social media (Facebook, Twitter, LinkedIn, etc.)	62	13.9%	76	17,1%	76	17,1%	154	34,6%	77	17,3%	3.24/1.308
Q3.8) I prefer using social media (Facebook, Twitter, LinkedIn, etc.) to search for job/graduate opportunities	63	14,2%	100	22,5%	107	24,0%	123	27,6%	52	11,7%	3.00/1.240
Q3.9) I prefer using the DUT App	63	14,2%	83	18,7%	162	36,4%	107	24,0%	30	6,7%	2.91/1.121
Q3.10) I prefer using my dut4life email account for job/graduate opportunities	63	14,2%	90	20,2%	116	26,1%	133	29.9%	43	9,7%	3.01/1.207
Q3.11) I received prompt response/feedback from my job applications	56	12,6%	118	26,5%	11	24.9%	126	28,3%	34	7,6%	2.92/1.164
Q3.12) Many organisations indicated in their adverts that only successful applicants will be contacted	16	3,6%	20	4,5%	51	11,5%	156	35.1%	202	45,4%	4.14/1.027

Table 5.10 deals with the use of integrated marketing communication channels with regard to searching and applying for vocational and graduate work opportunities. One of the objectives

of the study was to ascertain the integrated marketing communication tools utilised or adopted by the Durban University of Technology graduates for career or vocational opportunities.

Table 5.10 indicates the frequency distribution scores with regard to integrated marketing communication dimensions. The Likert scale was used to determine the frequency of the dimension measured, 1 lowest to 5 highest. The findings of the majority of respondents in descending order revealed the following:

- Many organisations indicated in their adverts that only successful applicants will be contacted (Mean 4.14) (Std. 1.027);
- I searched for job/graduate opportunities in various print media (newspapers, career magazines, etc.) (Mean 3.84) (Std. 1.167);
- I responded to adverts in the print media by completing the application forms, sending my CV, etc. (Mean 3.77) (Std. 1.204);
- I consulted friends, family and peers about job/graduate opportunities (Mean 3.73) (Std. 1.144);
- I receive emails from DUT regarding job/graduate opportunities (Mean 3.52) (Std. 1.468);
- Search for employment using social media (Facebook, Twitter, LinkedIn, etc.) (Mean 3.24) (Std. 1.308);
- I applied for job/graduate opportunities through a recruitment agency (Mean 3.04) (Std. 1.367);
- I prefer using social media (Facebook, Twitter, LinkedIn, etc.) to search for job/graduate opportunities (Mean 3.00) (Std. 1.240);
- I prefer using my dut4life email account for job/graduate opportunities (Mean 3.01) (Std. 1.207);
- I telephone the organisations to query about the job/graduate opportunity (Mean 2.96) (Std. 1.233);
- I received prompt response/feedback from my job applications (Mean 2.92) (Std. 1.164); and
- I prefer using the DUT App (Mean 2.91) (Std. 1.121).

There are some very different scoring patterns from the respondents surveyed in this research study. In Table 5.10 the following patterns are observed. Some items show (significantly) higher levels of agreement whilst, other levels of agreement are lower (but still greater than the levels of disagreement). The highest agreement value is (80.5%) to the statement “*Many organisations indicated in their adverts that only successful applicants will be contacted*”. It is followed by (76.6%) to the statement “*I searched for job/graduate opportunities in various print media (newspapers, career magazines, etc.)*”.

Table 5. 11: Communication media

	Strongly disagree		Disagree		Uncertain		Agree		Strongly agree		Mean/Std .
	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	
Q4.1) I have access to various types of electronic media	13	2,9%	22	4,9%	33	7,4%	180	40,4%	197	44.3%	4.18/0.973
Q4.2) I am aware of all graduate employment opportunities published in the media	23	5,2%	63	14,2%	133	29.9%	169	38.0%	57	12.8%	3.39/1.044
Q4.3) I find that organisations are adequately communicating graduate employment opportunities	25	5,6%	78	17,5%	123	27,6%	167	37,5%	52	11,7%	3.32/1.069
Q4.4) I suggest organisations should communicate more with universities with regard to graduate opportunities	8	1,8%	10	2,2%	48	10.8%	133	29.9%	246	55.3%	4.35/0.891
Q4.5) I have missed out on various employment opportunities because they were not communicated using the appropriate media	23	5,2%	52	11,7%	129	29,0%	136	30,6%	105	23,6%	3.56/1.125
Q4.6) The Alumni office communicates via email (dut4life) with graduates about job/graduate opportunities	32	7,2%	43	9,7%	195	43,8%	123	27.6%	52	11,7%	3.27/1.028
Q4.7) By organisations marketing their graduate employment opportunities, it would influence my attitude with regard to applying for the opportunities	11	2,5%	12	2,7%	66	14,8%	188	42,2%	168	37,8%	4.10/0.921

Table 5.11 shows the frequency distribution scores with regard to communication media. The Likert scale was used to determine the frequency of the dimensions measured, 1 lowest to 5 highest. The findings of the majority of respondents in descending order revealed the following:

- I suggest organisations should communicate more with universities with regard to graduate opportunities (Mean 4.35) (Std. 0.891);
- I have access to various types of electronic media (Mean 4.18) (Std. 0.973);
- By organisations marketing their graduate employment opportunities, it would influence my attitude with regard to applying for the opportunities (Mean 4.10) (Std. 0.921);
- I have missed out on various employment opportunities because they were not communicated using the appropriate media (Mean 3.56) (Std.1.125);

- I am aware of all graduate employment opportunities published in the media (Mean 3.39) (Std.1.044);
- I find that organisations are adequately communicating graduate employment opportunities (Mean 3.32) (Std.1.069); and
- The Alumni office communicates via email (dut4life) with graduates about job/graduate opportunities (Mean 3.27) (Std.1.028).

There are different scoring patterns from the Durban University of Technology respondents surveyed, in this research study. Table 5.11 revealed that there were high scores for agreeing to the statement in this section. The highest agreement value is (85.2%) to the statement “*I suggest organisations should communicate more with universities with regard to graduate opportunities*”, It is thereby followed by (84.7%) to the statement “*I have access to various types of electronic media*” and it is followed by (80.0%) to the statement “*by organisations marketing their graduate employment opportunities; it would influence my attitude with regard to applying for the opportunities*”.

Table 5. 12: Work-integrated learning and graduate employment

	Strongly disagree		Disagree		Uncertain		Agree		Strongly agree		Mean/Std.
	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	
Q5.1) I responded to experiential training opportunities	24	5,4%	39	8.8%	54	12.1%	192	43.1%	136	30,6%	3.85/1.115
Q5.2) My qualification prepared me adequately for the world of work	8	1,8%	21	4.7%	63	14,2%	211	47.4%	142	31.9%	4.03/0.901
Q5.3) The dut4life email system informed me about job/graduate opportunities in the public and private sector	39	8,8%	68	15,3%	102	22.9%	176	39,6%	60	13,5%	3.34/1.152
Q5.4) I initiated contact regarding experiential training with the DUT CO-OP	38	8,5%	87	19,6%	79	17.8%	158	35.5%	83	18,7%	3.36/1.229

This section investigates bridging the gap between work-integrated learning and graduates vocational opportunities and one of the objectives of the study was to determine the relationship between work-integrated learning and graduate vocational opportunities. Table 5.12 illustrates the scoring pattern of the results obtained. Table 5.12 presents the frequency

distribution scores with regard to work-integrated learning and graduate employment dimensions. The Likert scale was used to determine the frequency of the dimension measured, 1 lowest to 5 highest. The findings of the majority of respondents in descending order revealed the following:

- My qualification prepared me adequately for the world of work (Mean 4.03) (Std. 0.901);
- I responded to experiential training opportunities (Mean 3.85) (Std.1.115);
- I initiated contact regarding experiential training with the DUT CO-OP (Mean 3.36) (Std.1.229); and
- The dut4life email system informed me about job/graduate opportunities in the public and private sector (Mean 3.34) (Std.1.152).

The pattern in Table 5.12 indicates (53.1%) of the respondents in agreement with the statement “*the dut4life email system informed me about the job or graduate opportunities in the public or private sector*”. This revealed that electronic media can influence graduates with regard to graduate opportunities. There were (73.7%) of the respondents in agreement with the statement “*I respond to experiential training opportunities*”. This indicated that for many respondents experiential training was a compulsory module for the completion of the National Diploma qualification.

Table 5. 13: DUT PROMOTIONAL OPPORTUNITIES

	Strongly disagree		Disagree		Uncertain		Agree		Strongly agree		Mean/Std .
	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	
Q6.1) The world of work (WOW) promotional event made me aware of the job/graduate opportunities available for me	34	7,6%	71	16,0%	83	18,7%	157	35,3%	100	22,5%	3.49/1.217
Q6.2) Department staff informed me about experiential training opportunities available	38	8,5%	81	18,2%	70	15,7%	167	37,5%	89	20,0%	3.42/1.234
Q6.3) DUT CO-OP informed me about experiential training, job/graduate opportunities	46	10,3%	94	21,1%	104	23,4%	129	29,0%	72	16,2%	3.20/1.236
Q6.4) The world of work (WOW) event offers graduate vocational opportunities	27	6,1%	48	10,8%	161	36,2%	143	32,1%	66	14,8%	3.39/1.057
Q6.5) DUT CO-OP should engage with the corporate sector and develop graduate learnerships and graduate programmes	13	2,9%	19	4,3%	66	14,8%	178	40,0%	169	38,0%	4.06/0.980
Q6.6) DUT CO-OP should offer more corporate scholarships to first entry students	12	2,7%	18	4,0%	62	13,9%	154	34,6%	199	44,7%	4.15/0.986
Q6.7) My qualification gives me a wide variety of job opportunities	13	2,9%	28	6,3%	61	13,7%	160	36,0%	183	41,1%	4.06/1.030

This section deals with DUT promotional activities and Table 5.13 illustrates the scoring pattern of the results obtained. Table 5.13 indicates the frequency distribution scores with regard to DUT promotional activities. The Likert scale was used to determine the frequency of the dimensions measured, 1 lowest to 5 highest. The findings of the majority of respondents in descending order revealed the following:

- DUT CO-OP should offer more corporate scholarships to first entry students (Mean 4.15) (Std.0.986);
- DUT CO-OP should engage with the corporate sector and develop graduate learnerships and graduate programmes (Mean 4.06) (Std. 0.980);
- My qualification gives me a wide variety of job opportunities (Mean 4.06) (Std.1.030);
- The world of work (WOW) promotional event made me aware of the job/graduate opportunities available for me (Mean 3.49) (Std. 1.217);
- Department staff informed me about experiential training opportunities available (Mean 3.42) (Std. 1.234);
- The world of work (WOW) event offers graduate vocational opportunities (Mean 3.39) (Std. 1.057); and
- DUT CO-OP informed me about experiential training, job/graduate opportunities (Mean 3.20) (Std. 1.236).

There are different scoring patterns from the Durban University of Technology respondents surveyed, in this research study. Table 5.12 revealed that there were high scores for agreeing to the statement in this section. The highest agreement value is (79.3%) to the statement “*DUT CO-OP should offer more corporate scholarships to first entry students*”, It is thereby followed by (78%) to the statement “*DUT CO-OP should engage with the corporate sector and develop graduate learnerships and graduate programmes*”.

- How can organisations improve the marketing of graduate employment opportunities?

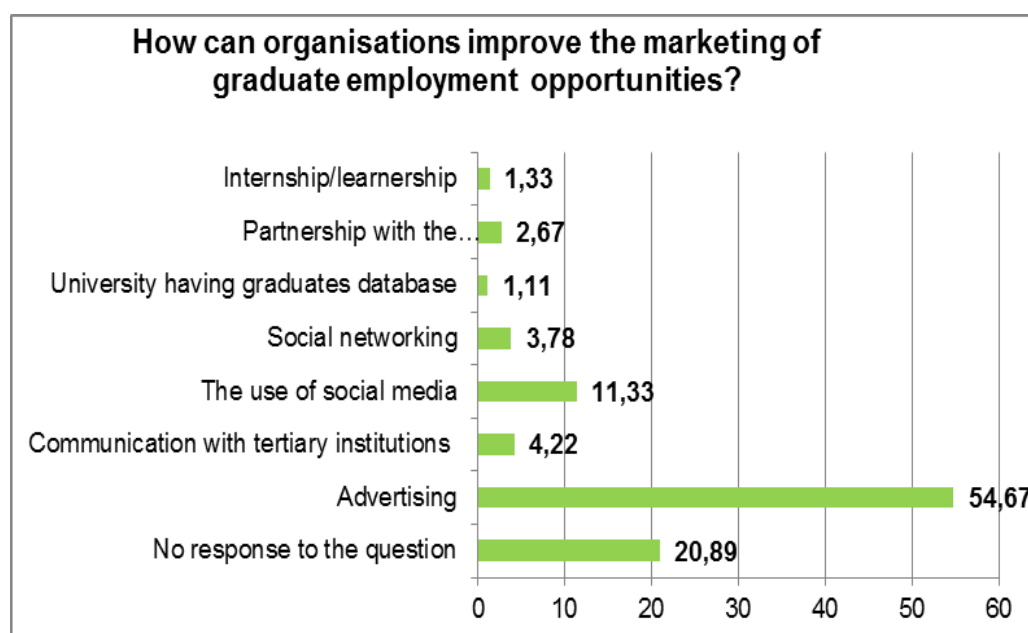


Figure 5. 8: Marketing of Graduate employment opportunities

Some of the categories that arose from the open-ended question include:

- Advertising: The majority of respondents (54.67%) suggest that organisations should utilise advertising as an effective marketing communication tool. By using various digital communication platforms, LinkedIn, Facebook, and the internet, as well as traditional mediums such as television and radio. Furthermore, banner advertisements and pop-up advertisements were also suggested as ways that organisations can improve the marketing of employment opportunities;
- Social media: Respondents (11.3%) suggested that the university, as well as organisations, should utilise social media to market and communicate employment offerings to graduates;
- Communication with tertiary institutions: respondents (4.22%) believe that through effective communication by all stakeholders it can improve the manner in which information is shared between all parties regarding employment for both students and graduates;
- Social networking: Respondents (3.78%) suggested that the university, as well as organisations, should engage with students and graduates using social networking tools; and
- Partnerships: Respondents (2.67%) believe that creating partnerships with all stakeholders, namely; industry members and universities can assist students and graduates with regard to WIL and graduate employment.

- **Challenges experienced by graduate job seekers**

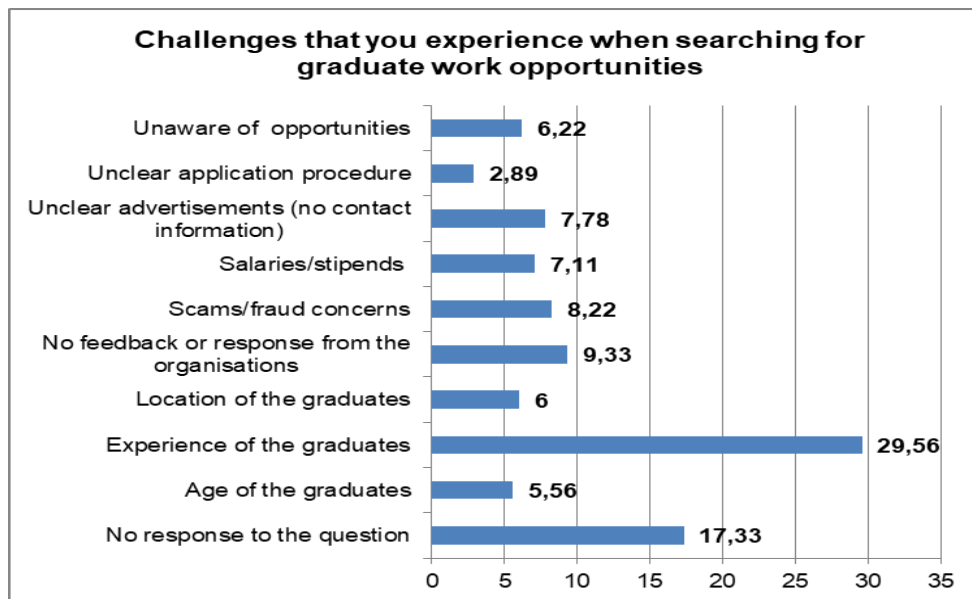


Figure 5. 9: Challenges experienced when searching for graduate work opportunities

Some of the responses derived from the open-ended question include:

- **Work experience:** respondents (29.56%) indicated that work experience is one of the criteria in advertising for a particular job. Many organisations specified specific years of experience for a particular job;
- **Feedback:** respondents (9.33%) indicated that they have received no response or feedback from their applications. This leaves respondents feeling unsure about themselves and their qualifications. Respondents cannot understand the reasons as to why they are unsuccessful in their job search. Respondents do not know how they can improve on their résumés and job applications;
- **Scams:** Respondents (8.22%) searching for employment are generally very trusting of the print media as respondents believe that many scams take place only online. Whereby, false job advertisements are advertised and some job advertisements request money from graduate job-seekers. The respondents believe that due to the various scams taking place, it is difficult for them to distinguish between a legitimate and fake job advertisement. This creates doubt in their minds as to whether they should complete the application and send through relevant documentation in response to the job advertisement;
- **Unclear advertisements:** Respondents (7.78%) mentioned that misleading and incorrect information deprives them of obtaining employment;

- Salary/Stipend: Respondents (7.11%) stated that many graduate entry-level salaries are extremely low, thus graduate job candidates only cover their travelling costs. For most learnerships and internships graduates receive a stipend. For those respondents that live in areas a long distance from the place of work, travelling becomes a huge expense to them and sometimes relocation is also expense;
- Unaware of opportunities: This refers to the lack of awareness, respondents (6.22%) are not aware of the various employment offerings hence they do not know where to search for the offerings and/or how to conduct job searches; and
- Location: Respondents (6%) mentioned that the need to relocate to obtain employment is sometimes necessary, as many employment opportunities are in urban areas. Respondents feel that it is an expense to them and they find it challenging to relocate in search of employment.

5.3 INFERENTIAL STATISTICS

For this research study, various inferential statistical tests were calculated which include; KMO and Bartlett's test, factor analysis, t-tests, analysis of variation, chi-square and Spearman correlations. According to IBM Support, the Kaiser-Meyer-Olkin Measure of Sampling Adequacy is a statistic that indicates the proportion of variance in your variables that might be caused by underlying factors. High values (close to 1.0) generally indicate that a factor analysis may be used with your data. If the value is less than 0.50, the results of the factor analysis probably will not be very useful (IBM Corp 2016).

Table 5. 14: KMO and Bartlett's Test

Section		Kaiser-Meyer-Olkin Measure of Sampling Adequacy	Bartlett's Test of Sphericity		
			Approx. Chi-Square	Df	Sig.
3	Integrated marketing communications	.725	1360.320	66	.000
4	Communication media	.651	448.899	21	.000
5	Relationship between Work-integrated learning and graduate employment	.674	198.418	6	.000
6	DUT promotional activities	.793	725.128	21	.000

Table 5.14 presents the KMO and Bartlett's test whereby, all of the conditions are satisfied for factor analysis - that is, the Kaiser-Meyer-Olkin Measure of sampling adequacy value should be greater than 0.500 and Bartlett's test of Sphericity sig. the value should be less than 0.05. This indicates that the variables that constituted the instrument were perfect measures of the component. It can be said that the sections in the measuring instrument measured exactly what they were intended to measure.

5.3.1 Factor analysis

Factor analysis is a statistical technique whose main goal is data reduction. A typical use of factor analysis is in survey research, where a researcher wishes to represent a number of questions with a small number of hypothetical factors. With reference to the Tables 5.15 to 5.18, the principal component analysis was used as the extraction method, and the rotation method was Varimax with Kaiser Normalization. This is an orthogonal rotation method that minimises the number of variables that have high loadings on each factor. It simplifies the interpretation of the factors.

- Factor analysis/loadings show inter-correlations between variables; and
- Items of questions that are loaded similarly imply measurement along a similar factor. An examination of the content of items loading at or above 0.5 (and using the higher or highest loading in instances where items cross-loaded at greater than this value) effectively measured along the various components.

• Rotated Component Matrix

In multivariate statistics, exploratory factor analysis (EFA) is a statistical method used to uncover the underlying structure of a relatively large set of variables. EFA is a technique

within factor analysis whose overarching goal is to identify the underlying relationships between measured variables.

Table 5. 15: Integrated marketing communications

Rotated Component Matrix ^a				
Section 3 Integrated marketing communications	Component			
	1	2	3	4
I receive emails from DUT regarding job/graduate opportunities	.154	.534	-.031	.488
I searched for job/graduate opportunities in various print media (newspapers, career magazines, etc.)	.832	.032	.027	.185
I responded to adverts in the print media by completing the application forms, sending my CV, etc.	.814	.042	.032	.250
I telephone the organisations to query about the job/graduate opportunity	.536	.275	.132	-.447
I applied for job/graduate opportunities through a recruitment agency	.544	.247	.194	-.223
I consulted friends, family and peers about job/graduate opportunities	.436	.079	.455	.264
I search for employment using social media (Facebook, Twitter, LinkedIn, etc.)	.174	.095	.888	-.005
I prefer using social media (Facebook, Twitter, LinkedIn, etc.) to search for job/graduate opportunities	-.025	.206	.874	.036
I prefer using the DUT App	.088	.828	.150	-.071
I prefer using my dut4life email account for job/graduate opportunities	-.028	.847	.131	.047
I received prompt response/feedback from my job applications	.223	.480	.105	.121
Many organisations indicated in their adverts that only successful applicants will be contacted	.158	.115	.131	.753
Extraction Method: Principal Component Analysis.				
Rotation Method: Varimax with Kaiser Normalization.				
a. Rotation converged in 6 iterations.				

Table 5.15 depicts results of the factors analysed pertaining to integrated marketing communication. As illustrated in Table 5.15, the section did not load perfectly along one factor; it is split along four factors/components. This is due to the fact that the questions in this section induced indifference.

The four factors/components are namely:

- Factor 1 - the **traditional medium of communication** (search and response to print media, application banks, telephonic communication and recruitment agency and recruitment from the university);
- Factor 2 - **digital communication** (electronic mail, dut4life email account, DUT app);
- Factor 3 - **Social media** (social media preference and social media platforms) and;
- Factor 4 - **organisational communication practices** (communication provided only to successful candidates).

Table 5. 16: Communication media

Rotated Component Matrix ^a			
Section 4 Communication media	Component		
	1	2	3
I have access to various types of electronic media	.492	.613	-.274
I am aware of all graduate employment opportunities published in the media	.796	.123	.130
I find that organisations are adequately communicating graduate employment opportunities	.817	.009	.074
I suggest organisations should communicate more with universities with regard to graduate opportunities	-.009	.776	.049
I have missed out on various employment opportunities because they were not communicated using the appropriate media	-.327	.494	.574
The Alumni office communicates via email (dut4life) with graduates about job/graduate opportunities	.384	-.037	.810
By organisations marketing their graduate employment opportunities, it would influence my attitude with regard to applying for the opportunities	.112	.739	.116
Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization.			
a. Rotation converged in 7 iterations.			

Table 5.16 indicates that respondents identified different trends within the section.

The three factors/components are namely:

- Factor 1 –**Awareness of media** (aware of graduate employment opportunities and adequate communication channels);
- Factor 2 –**organisational engagement with the university** (communication between organisations and the university in the form of partnerships); and
- Factor 3 –**media targeting graduates** (integrated marketing communication platforms that are utilised to communicate and promote vocational and graduate opportunities, to graduates).

Table 5. 17: Relationship between Work-integrated learning and graduate employment

Component Matrix ^a	
Section 5 Relationship between Work-integrated learning and graduate employment	Component
	1
I responded to experiential training opportunities	.688
My qualification prepared me adequately for the world of work	.606
The dut4life email system informed me about job/graduate opportunities in the public and private sector	.776
I initiated contact regarding experiential training with the DUT CO-OP	.665
Extraction Method: Principal Component Analysis.	
a. 1 components extracted.	

It is noted that the variables that constituted “Work-integrated learning and graduate employment” loaded perfectly along one component only. Notably, and based on the extracted principal component analysis, the results of this analysis revealed that all of the factors constituted the various sections (factors) loaded perfectly along as a single component in each instance. This implies that the statements that constituted the sections measured what is set out to measure.

Factor 1 – The **university communication** (university communication channels in terms of work-integrated learning and vocational opportunities for students and graduates).

Table 5. 18: DUT promotional activities

Rotated Component Matrix ^a		
Section 6 DUT promotional activities	Component	
	1	2
The world of work (WOW) promotional event made me aware of the job/graduate opportunities available for me	.818	.056
Department staff informed me about experiential training opportunities available	.757	-.021
DUT CO-OP staff informed me about experiential training, job/graduate opportunities	.768	.062
The world of work (WOW) event offers graduate vocational opportunities	.781	.143
DUT CO-OP should engage with the corporate sector and develop graduate learnerships and graduate programmes	.173	.762
DUT CO-OP should offer more corporate scholarships to first entry students	-.013	.799
My qualification gives me a wide variety of job opportunities	.537	.291
Extraction Method: Principal Component Analysis.		
Rotation Method: Varimax with Kaiser Normalization.		
a. Rotation converged in 3 iterations.		

This section loaded along two sub-categories as shown in Table 5.18. Two questions were identified as different components; the others were identified as one trend.

- Factor 1 – **WOW event and DUT staff communication.** (the Durban University of Technology Co-Operative of Education, department staff and programme department staff's role in the graduate's ability to engage with the world of work and the vocational opportunities, promotional event awareness, departmental staff, CO-OP staff and vocational opportunity offerings) and;
- Factor 2 – **CO-OP initiatives** (scholarships, learnerships and graduate programmes).

5.3.2 Differences between employment status and IMC dimensions

5.3.2.1 Integrated marketing communications

Table 5. 19: Full-time employed responses in terms of IMC

Questions	No	Likert scale					Mean	Std.	T-test Value	P-value
		SD	D	N	A	SA				
Q3.1	103	33%	13.6%	10.7%	32.0%	10.7%	2.74	1.468	18.923	0.000
Q3.2	103	11.7%	9.7%	4.9%	47.6%	26.2	3.67	1.286	28.955	0.000
Q3.3	103	13.6%	8.7%	8.7%	37.9%	31.1%	3.64	1.364	27.094	0.000
Q3.4	103	21.4%	24.3%	17.5%	31.1%	5.8%	2.76	1.264	22.141	0.000
Q3.5	103	23.3%	24.3%	7.8%	30.1%	14.6%	2.88	1.437	20.366	0.000
Q3.6	103	15.5%	13.6%	6.8%	47.6%	16.5%	3.36	1.335	25.543	0.000
Q3.7	103	26.2%	22.3%	12.6%	21.4%	17.5%	2.82	1.474	19.391	0.000
Q3.8	103	23.3%	31.1%	18.4%	16.5%	10.7%	2.60	1.301	20.295	0.000
Q3.9	103	23.3%	25.2%	31.1%	14.6%	5.8%	2.54	1.170	22.071	0.000
Q3.10	103	25.5%	26.2%	26.2%	13.6%	8.7%	2.54	1.251	20.641	0.000
Q3.11	103	20.4%	28.2%	20.4%	22.3%	8.7%	2.71	1.265	21.729	0.000
Q3.12	103	8.7%	7.8%	8.7%	37.9%	36.9%	3.86	1.245	31.499	0.000

H₀: There is no significant difference between full-time employed respondents and integrated marketing communication

H₁: There is a significant difference between full-time employed respondents and integrated marketing communication

Table 5.19 revealed that the employed full-time respondent scoring patterns exhibited statistically significant differences ($p < 0.001$) for all twelve dimensions in the results with regards to the integrated marketing communication. Therefore H₁ is accepted.

Table 5. 20: Part-time employed responses in terms of IMC

Questions	No	Likert scale					Mean	Std.	T-test Value	P-value
		SD	D	N	A	SA				
Q3.1	83	14.5%	12.0%	13.3%	32.5%	27.7%	3.47	1.391	22.725	0.000
Q3.2	83	2.4%	12.0%	9.6%	51.8%	24.1%	3.83	1.010	34.561	0.000
Q3.3	83	3.6%	8.4%	14.5%	49.4%	24.1%	3.82	1.014	34.320	0.000
Q3.4	83	8.4%	27.7%	24.1%	31.3%	8.4%	3.04	1.131	24.457	0.000
Q3.5	83	14.5%	26.5%	7.2%	33.7%	18.1%	3.14	1.380	20.753	0.000
Q3.6	83	3.6%	18.1%	8.4%	47.0%	22.9%	3.67	1.127	29.696	0.000
Q3.7	83	10.8%	22.9%	12.0%	34.9%	19.3%	3.29	1.312	22.847	0.000
Q3.8	83	13.3%	25.3%	14.5%	34.9%	12.0%	3.07	1.276	21.931	0.000
Q3.9	83	16.9%	30.1%	25.3%	25.3%	2.4%	2.66	1.107	21.906	0.000
Q3.10	83	18.1%	26.5%	16.9%	33.7%	4.8%	2.81	1.224	20.889	0.000
Q3.11	83	10.8%	28.9%	18.1%	37.3%	4.8%	2.96	1.142	23.650	0.000
Q3.12	83	1.2%	2.4%	15.7%	36.1%	44.6%	4.20	0.880	43.526	0.000

H₀: There is no significant difference between part-time employed respondents and integrated marketing communication

H₁: There is a significant difference between part-time employed respondents and integrated marketing communication

Table 5.20, revealed that employed part-time respondents scoring patterns exhibited statistically significant differences ($p < 0.001$) for all twelve dimensions in the results with regards to integrated marketing communication. Therefore, H₁ is accepted.

Table 5. 21: Unemployed searching for employment, the response in terms of IMC

Questions	No	Likert scale					Mean	Std.	T-test Value	P-value
		SD	D	N	A	SA				
Q3.1	187	11.2%	7.5%	8.6%	27.3%	45.5%	3.88	1.359	39.072	0.000
Q3.2	187	5.3%	3.7%	5.9%	48.1%	36.9%	4.07	1.029	54.152	0.000
Q3.3	187	5.9%	4.8%	10.2%	41.7%	37.4%	4.00	1.097	49.844	0.000
Q3.4	187	12.8%	20.3%	24.6%	29.4%	12.8%	3.09	1.234	34.239	0.000
Q3.5	187	13.9%	19.8%	15.0%	37.4%	13.9%	3.18	1.289	33.691	0.000
Q3.6	187	3.2%	3.2%	10.2%	52.4%	31.0%	4.05	0.912	60.726	0.000
Q3.7	187	8.6%	11.8%	18.7%	43.9%	17.1%	3.49	1.161	41.128	0.000
Q3.8	187	8.6%	16.6%	30.5%	32.1%	12.3%	3.23	1.129	39.120	0.000
Q3.9	187	8.0%	11.8%	43.3%	29.4%	7.5%	3.17	1.005	43.076	0.000
Q3.10	187	8.6%	16.0%	29.4%	37.4%	8.6%	3.21	1.086	40.462	0.000
Q3.11	187	8.6%	22.5%	28.3%	32.1%	8.6%	3.10	1.108	38.220	0.000
Q3.12	187	2.1%	3.2%	10.2%	36.4%	48.1%	4.25	0.919	63.240	0.000

H₀: There is no significant difference between unemployed searching for employment respondents and integrated marketing communication

H₁: There is a significant difference between unemployed searching for employment respondents and integrated marketing communication

Table 5.21, revealed that the unemployed searching for employment respondent scoring patterns exhibited statistically significant differences ($p < 0.001$) for all twelve dimensions in the results with regards to integrated marketing communication. Therefore, H_1 is accepted.

Table 5. 22: Unemployed not searching for employment response in terms of IMC

Questions	No	Likert scale					Mean	Std.	T-test Value	P-value
		SD	D	N	A	SA				
Q3.1	53	15.1%	11.3%	3.8%	32.1%	37.7%	3.66	1.467	18.167	0.000
Q3.2	53	9.4%	18.9%	9.4%	32.1%	30.2	3.55	1.353	19.092	0.000
Q3.3	53	7.5%	26.4%	11.3%	35.8%	18.9%	3.32	1.268	19.073	0.000
Q3.4	53	15.1%	26.4%	26.4%	15.1%	17.0%	2.92	1.313	16.211	0.000
Q3.5	53	28.3%	20.8%	18.9%	18.9%	13.2%	2.68	1.411	13.822	0.000
Q3.6	53	9.4%	15.1%	18.9%	35.8%	20.8%	3.43	1.248	20.028	0.000
Q3.7	53	13.2%	18.9%	18.9%	32.1%	17.0%	3.21	1.306	17.878	0.000
Q3.8	53	15.1%	28.3%	24.5%	22.6%	9.4%	2.83	1.221	16.880	0.000
Q3.9	53	7.5%	13.2%	37.7%	28.3%	13.2%	3.26	1.095	21.710	0.000
Q3.10	53	3.8%	11.3%	28.3%	35.8%	20.8%	3.58	1.064	24.529	0.000
Q3.11	53	15.1%	28.3%	32.1%	15.1%	9.4%	2.75	1.175	17.066	0.000
Q3.12	53	3.8%	5.7%	15.1%	26.4%	49.1%	4.11	1.103	27.136	0.000

H_0 : There is no significant difference between unemployed not searching for employment respondents and integrated marketing communication

H_1 : There is a significant difference between unemployed not searching for employment respondents and integrated marketing communication

Tables 5.22 revealed that the unemployed not searching for employment, respondent scoring patterns exhibited statistically significant differences ($p < 0.001$) for all twelve dimensions in the results with regards to integrated marketing communication. Therefore, H_1 is accepted.

Table 5. 23: Self-employed response in terms of IMC

Questions	No	Likert scale					Mean	Std.	T-test Value	P-value
		SD	D	N	A	SA				
Q3.1	19	10.5%	0.0%	5.3%	36.8%	47.4%	4.11	1.243	14.402	0.000
Q3.2	19	21.1%	0.0%	26.3%	26.3%	26.3	3.37	1.461	10.050	0.000
Q3.3	19	15.8%	15.8%	15.8%	36.8%	15.8%	3.21	1.357	10.311	0.000
Q3.4	19	15.8%	42.1%	21.1%	15.8%	5.3%	2.53	1.124	9.798	0.000
Q3.5	19	15.8%	15.8%	21.1%	31.6%	15.8%	3.16	1.344	10.240	0.000
Q3.6	19	5.3%	10.5%	5.3%	57.9%	21.1%	3.79	1.084	15.235	0.000
Q3.7	19	15.8%	5.3%	42.1%	26.3%	10.5%	3.11	1.197	11.308	0.000
Q3.8	19	15.8%	5.3%	31.6%	36.8%	10.5%	3.21	1.228	11.393	0.000
Q3.9	19	26.3%	21.1%	42.1%	5.3%	5.3%	2.42	1.121	9.412	0.000
Q3.10	19	21.1%	26.3%	26.3%	10.5%	15.8%	2.74	1.368	8.721	0.000
Q3.11	19	10.5%	36.8%	26.3%	26.3%	0.0%	2.68	1.003	11.666	0.000
Q3.12	19	0.0%	5.3%	10.5%	26.3%	57.9%	4.37	0.895	21.274	0.000

H₀: There is no significant difference between self-employed respondents and integrated marketing communication

H₁: There is a significant difference between self-employed respondents and integrated marketing communication

Table 5.23 revealed that the self-employed respondents scoring patterns exhibited statistically significant differences ($p < 0.001$) for all twelve dimensions in the results with regards to integrated marketing communication. Therefore H₁ is accepted.

• Graduate responses to IMC in terms of employment status

Table 5. 24: ANOVA results of graduate's perception of IMC

	N	Mean	Std. Deviation	Std. Error	p-value	Sig
Full-time employed	12	3.0100	0.48296	0.13942	0.117	Not-Significant
Part-time employed	12	3.3300	0.46980	0.13562		
Unemployed searching	12	3.5600	0.45102	0.13020		
Unemployed not-searching	12	3.2750	0.42622	0.12340		
Self-employed	12	3.2250	0.61168	0.17658		
Total	60	3.2800	0.50803	0.06559		

Table 5.24, depicts that although the mean score on integrated marketing communication was different among the five employment statuses, the ANOVA test, however, showed no significant difference beyond the 0.05 interval level ($p > 0.05$), between employment status and integrated marketing communication dimensions.

5.3.2.2 Communication media in terms of employment status

Table 5. 25: Full-time employed response in terms of communication media

Questions	No	Likert scale					Mean	Std.	T-test Value	P-value
		SD	D	N	A	SA				
Q4.1	103	4.9%	3.9%	6.8%	41.7%	42.7%	4.14	1.039	40.402	0.000
Q4.2	103	9.7%	16.5%	23.3%	39.8%	10.7%	3.25	1.152	28.646	0.000
Q4.3	103	12.6%	26.2%	20.4%	30.1%	10.7%	3.00	1.229	24.779	0.000
Q4.4	103	2.9%	1.9%	9.7%	33.0%	52.4%	4.30	0.938	46.555	0.000
Q4.5	103	9.7%	14.6%	18.4%	35.0%	22.3%	3.46	1.259	27.872	0.000
Q4.6	103	16.5%	15.5%	36.9%	19.4%	11.7%	2.94	1.219	24.485	0.000
Q4.7	103	4.9%	2.9%	14.6%	51.5%	26.2%	3.91	0.981	40.467	0.000

H₀: There is no significant difference between full-time employed respondents and communication media

H₁: There is a significant difference between full-time employed respondents and communication media

Table 5.25 revealed that the employed full-time respondents scoring patterns exhibited statistically significant differences ($p < 0.001$) for all seven dimensions in the results with regards to communication media. Therefore, H₁ is accepted.

Table 5. 26: Part-time employed responses in terms of communication media

Questions	No	Likert scale					Mean	Std.	T-test Value	P-value
		SD	D	N	A	SA				
Q4.1	83	2.4%	7.2%	12.0%	41.0%	37.3%	4.04	1.005	36.573	0.000
Q4.2	83	1.2%	20.5%	26.5%	37.3%	14.5%	3.43	1.014	30.837	0.000
Q4.3	83	3.6%	24.1%	27.7%	34.9%	9.6%	3.23	1.040	28.292	0.000
Q4.4	83	1.2%	4.8%	14.5%	28.9%	50.6%	4.23	0.954	40.379	0.000
Q4.5	83	1.2%	10.8%	21.7%	44.6%	21.7%	3.75	0.961	35.532	0.000
Q4.6	83	6.0%	15.7%	38.6%	27.7%	12.0%	3.24	1.054	28.001	0.000
Q4.7	83	0.0%	6.3%	13.3%	44.6%	36.1%	4.11	0.856	43.748	0.000

H₀: There is no significant difference between part-time employed respondents and communication media

H₁: There is a significant difference between part-time employed respondents and communication media

Table 5.26 revealed that the part-time employed respondents scoring pattern exhibited statistically significant differences ($p < 0.001$) for all seven dimensions in the results with regards to communication media. Therefore H₁ is accepted.

Table 5. 27: Unemployed searching for employment responses in terms of communication media

Questions	No	Likert scale					Mean	Std.	T-test Value	P-value
		SD	D	N	A	SA				
Q4.1	187	2.1%	3.7%	6.4%	41.2%	46.5%	4.26	0.899	64.866	0.000
Q4.2	187	5.9%	10.2%	33.7%	38.0%	12.3%	3.41	1.024	45.481	0.000
Q4.3	187	4.3%	9.6%	27.3%	47.1%	11.8%	3.52	0.969	49.733	0.000
Q4.4	187	1.6%	0.5%	9.1%	31.0%	57.8%	4.43	0.809	74.832	0.000
Q4.5	187	3.2%	10.7%	38.5%	25.1%	22.5%	3.53	1.054	45.796	0.000
Q4.6	187	3.7%	3.7%	51.3%	29.4%	11.8%	3.42	0.884	52.839	0.000
Q4.7	187	1.1%	1.6%	13.9%	38.5%	44.9%	4.25	0.832	69.806	0.000

H₀: There is no significant difference between unemployed searching for employment respondents and communication media

H₁: There is a significant difference between unemployed searching for employment respondents and communication media

Table 5.27 revealed that the unemployed searching for employment respondent scoring patterns exhibited there were statistically significant differences ($p < 0.001$) for all seven dimensions in the results with regards to communication media. Therefore, H₁ is accepted.

Table 5. 28: Unemployed not searching for employment response in terms of communication media

Questions	No	Likert scale					Mean	Std.	T-test Value	P-value
		SD	D	N	A	SA				
Q4.1	53	1.9%	9.4%	7.5%	39.6%	41.5%	4.09	1.024	29.108	0.000
Q4.2	53	1.9%	17.0%	26.4%	37.7%	17.0%	3.51	1.031	24.787	0.000
Q4.3	53	1.9%	15.1%	43.4%	22.6%	17.0%	3.38	1.004	24.481	0.000
Q4.4	53	0.0%	5.7%	49.4%	26.4%	58.5%	4.38	0.882	36.131	0.000
Q4.5	53	7.5%	13.2%	28.3%	20.8%	30.2%	3.53	1.265	20.306	0.000
Q4.6	53	5.7%	11.3%	39.6%	32.1%	11.3%	3.32	1.015	23.824	0.000
Q4.7	53	5.7%	1.9%	17.0%	37.7%	37.7%	4.00	1.074	27.110	0.000

H₀: There is no significant difference between unemployed not searching for employment respondents and communication media

H₁: There is a significant difference between unemployed not searching for employment respondents and communication media

Tables 5.28 revealed that the unemployed not searching for employment respondents scoring patterns exhibited statistically significant differences ($p < 0.001$) for all seven dimensions in the results with regards to communication media. Therefore, H₁ is accepted.

Table 5. 29: Self-employed responses in terms of communication media

Questions	No	Likert scale					Mean	Std.	T-test Value	P-value
		SD	D	N	A	SA				
Q4.1	19	5.3%	0.0%	0.0%	31.6%	63.2%	4.47	0.964	20.223	0.000
Q4.2	19	0.0%	5.3%	52.6%	31.6%	10.5%	3.47	0.772	19.602	0.000
Q4.3	19	0.0%	26.3%	26.3%	36.8%	10.5%	3.32	1.003	14.411	0.000
Q4.4	19	5.3%	0.0%	21.1%	15.8%	57.9%	4.21	1.134	16.181	0.000
Q4.5	19	10.5%	5.3%	26.3%	26.3%	31.6%	3.63	1.300	12.176	0.000
Q4.6	19	0.0%	5.3%	42.1%	42.1%	10.5%	3.58	0.769	20.299	0.000
Q4.7	19	5.3%	0.0%	26.3%	31.6%	36.8%	3.95	1.079	15.950	0.000

H₀: There is no significant difference between self-employed respondents and communication media

H₁: There is a significant difference between self-employed respondents and communication media

Table 5.29, revealed that the self-employed respondent scoring patterns exhibited statistically significant differences ($p < 0.001$) in all seven dimensions in the results with regards to communication media. Therefore H₁ is accepted.

• **Graduate responses to communication media in terms of employment status**

Table 5. 30: ANOVA results of respondents perceptions on communication media

	N	Mean	Std. Deviation	Std. Error	p-value	Sig
Full-time employed	7	3.5714	0.54919	0.20758	0.842	Not-Significant
Part-time employed	7	3.7186	0.42231	0.15962		
Unemployed searching	7	3.8314	0.45678	0.17265		
Unemployed not-searching	7	3.7443	0.40877	0.15450		
Self-employed	7	3.8043	0.41952	0.15856		
Total	35	3.7340	0.43652	0.07379		

Table 5.30, indicates that the mean score on communication media was different among the five employment status. However, the ANOVA test showed no significant difference beyond the 0.05 interval level ($p > 0.05$).

5.3.2.3 Work-integrated learning in terms of graduate employment

Table 5. 31: Full-time employed responses in terms of work-integrated learning and graduate employment

Questions	No	Likert scale					Mean	Std.	T-test Value	P-value
		SD	D	N	A	SA				
Q5.1	103	9.7%	11.7%	15.5%	44.7%	18.4%	3.50	1.204	29.555	0.000
Q5.2	103	1.9%	6.8%	11.7%	55.3%	24.3%	3.93	0.899	44.366	0.000
Q5.3	103	15.5%	25.2%	24.3%	29.1%	5.8%	2.84	1.178	24.510	0.000
Q5.4	103	14.6%	27.2%%	13.6%	34.0%	10.7%	2.99	1.280	23.718	0.000

H₀: There is no significant difference between full-time employed respondents and work-integrated learning and graduate employment

H₁: There is a significant difference between full-time employed respondents and work-integrated learning and graduate employment

Table 5.31 revealed that the employed full-time respondents scoring patterns exhibited statistically significant differences ($p < 0.001$) for all four dimensions in the results with regards to the relationship between work-integrated learning and graduates employment. Therefore H₁ is accepted.

Table 5. 32 Part-time employed responses in terms of work-integrated learning and graduate employment

Questions	No	Likert scale					Mean	Std.	T-test Value	P-value
		SD	D	N	A	SA				
Q5.1	83	6.0%	8.4%	8.4%	55.4%	21.7%	3.78	1.071	32.174	0.000
Q5.2	83	0.0%	8.4%	13.3%	45.8%	32.5%	4.02	0.897	40.879	0.000
Q5.3	83	7.2%	15.7%	25.3%	36.1%	15.7%	3.37	1.145	26.852	0.000
Q5.4	83	9.6%	18.1%%	14.5%	33.7%	24.1%	3.45	1.300	24.155	0.000

H₀: There is no significant difference between part-time employed respondents and work-integrated learning and graduate employment

H₁: There is a significant difference between the part-time employed respondents and work-integrated learning and graduate employment

Table 5.32 revealed that the part employed respondents scoring patterns exhibited statistically significant differences ($p < 0.001$) for all four dimensions in the results with regards to the relationship between work-integrated learning and graduate employment. Therefore H₁ is accepted.

Table 5. 33: Unemployed searching for employment response in terms of work-integrated learning and graduate employment

Questions	No	Likert scale					Mean	Std.	T-test Value	P-value
		SD	D	N	A	SA				
Q5.1	187	2.7%	4.8%	10.2%	39.6%	42.8%	4.15	0.972	58.369	0.000
Q5.2	187	2.7%	2.7%	15.0%	44.9%	34.8%	4.06	0.919	60.448	0.000
Q5.3	187	7.0%	8.6%	20.3%	48.1%	16.0%	3.58	1.077	45.437	0.000
Q5.4	187	6.4%	15.5%%	19.3%	38.5%	20.3%	3.51	1.166	41.153	0.000

H₀: There is no significant difference between unemployed searching respondents and work-integrated learning and graduate employment

H₁: There is a significant difference between unemployed searching respondents and work-integrated learning and graduate employment

Table 5.33, revealed that the unemployed searching for employment respondents scoring patterns exhibited statistically significant differences ($p < 0.001$) with regard to the relationship between work-integrated learning and graduate employment. Therefore H₁ is accepted.

Table 5. 34: Unemployed not searching for employment responses in terms of WIL and graduate employment

Questions	No	Likert scale					Mean	Std.	T-test Value	P-value
		SD	D	N	A	SA				
Q5.1	53	5.7%	17.0%	18.9%	34.0%	24.5%	3.55	1.202	21.484	0.000
Q5.2	53	1.9%	0.0%	17.0%	45.3%	35.8%	4.13	0.833	36.116	0.000
Q5.3	53	3.8%	22.6%	24.5%	30.2%	18.9%	3.38	1.147	21.430	0.000
Q5.4	53	3.8%	13.2%%	26.4%	30.2%	26.4%	3.62	1.130	23.330	0.000

H₀: There is no significant difference between unemployed not searching for employment respondents and work-integrated learning and graduate employment

H₁: There is a significant difference between unemployed not searching for employment respondents and work-integrated learning and graduate employment

Tables 5.34 revealed that the unemployed not searching for employment respondents scoring patterns exhibited statistically significant differences ($p < 0.001$) for all four dimensions in the results with regards to the relationship between work-integrated learning and graduate employment. Therefore H₁ is accepted.

Table 5. 35: Self-employed responses in terms of work-integrated learning and graduate employment

Questions	No	Likert scale					Mean	Std.	T-test Value	P-value
		SD	D	N	A	SA				
Q5.1	19	9.7%	11.7%	15.5%	44.7%	18.4%	3.50	1.204	29.555	0.000
Q5.2	19	1.9%	6.8%	11.7%	55.3%	24.3%	3.93	0.899	44.366	0.000
Q5.3	19	15.5%	25.2%	24.3%	29.1%	5.8%	2.84	1.178	24.510	0.000
Q5.4	19	14.6%	27.2%	13.6%	34.0%	10.7%	2.99	1.280	23.718	0.000

H₀: There is no significant difference between self-employed respondents and work-integrated learning and graduate employment

H₁: There is a significant difference between self-employed respondents and work-integrated learning and graduate employment

Table 5.35 revealed that the self-employed respondents scoring patterns exhibited statistically significant differences ($p < 0.001$) in all four items in the results with regards to the relationship between work-integrated learning and graduates employment. Therefore H₁ is accepted.

• **Graduate responses to the relationship between work-integrated learning and graduate employment in terms of employment status**

Table 5. 36: ANOVA results of respondent's perception of the relationship between work-integrated learning and graduate employment

	N	Mean	Std. Deviation	Std. Error	p-value	Sig
Full-time employed	4	3.3150	0.49790	0.24895	0.306	Not-Significant
Part-time employed	4	3.6550	0.30116	0.15058		
Unemployed searching	4	3.8250	0.32665	0.16332		
Unemployed not-searching	4	3.6700	0.32280	0.16140		
Self-employed	4	3.3150	0.49790	0.24895		
Total	20	3.5560	0.41279	0.9230		

Table 5.36, indicates that the mean score on the relationship between work-integrated learning and graduate employment was different among the five employment status, the ANOVA test, however, and showed no significant difference beyond the 0.05 interval level ($p > 0.05$).

5.3.2.4 DUT promotional activities

Table 5. 37: Full-Time employed responses in terms of DUT promotional activities

Questions	No	Likert scale					Mean	Std.	T-test Value	P-value
		SD	D	N	A	SA				
Q6.1	103	15.5%	23.3%	14.6%	35.0%	11.7%	3.04	1.298	23.761	0.000
Q6.2	103	14.6%	19.4%	20.4%	35.9%	9.7%	3.07	1.239	25.135	0.000
Q6.3	103	18.4%	26.2%	24.3%	22.3%	8.7%	2.77	1.238	22.678	0.000
Q6.4	103	11.7%	14.6%	43.7%	22.3%	7.8%	3.00	1.076	28.307	0.000
Q6.5	103	4.9%	5.8%	16.5%	35.0%	37.9%	3.95	1.106	36.261	0.000
Q6.6	103	4.9%	3.9%	11.7%	34.0%	45.6%	4.12	1.078	38.744	0.000
Q6.7	103	4.9%	7.8%	13.6%	38.8%	35.0%	3.91	1.112	35.697	0.000

H₀: There is no significant difference between full-time employed respondents and DUT promotional activities

H₁: There is a significant difference between full-time employed respondents and DUT promotional activities

Table 5.37 revealed that the employed full-time respondents scoring patterns exhibited statistically significant differences ($p < 0.001$) for all seven dimensions in the results with regards to DUT promotional activities. Therefore H_1 is accepted.

Table 5. 38: Part-time employed responses in terms of DUT promotional activities

Questions	No	Likert scale					Mean	Std.	T-test Value	P-value
		SD	D	N	A	SA				
Q6.1	83	7.2%	22.9%	14.5%	47.0%	8.4%	3.27	1.127	26.392	0.000
Q6.2	83	7.2%	20.5%	15.7%	43.4%	13.3%	3.35	1.163	26.243	0.000
Q6.3	83	7.2%	25.3%	30.1%	25.3%	12.0%	3.10	1.133	24.902	0.000
Q6.4	83	2.4%	10.8%	41.0%	36.1%	9.6%	3.40	0.896	34.534	0.000
Q6.5	83	3.6%	4.8%	13.3%	45.8%	32.5%	3.99	0.994	36.558	0.000
Q6.6	83	2.4%	6.0%	9.6%	43.4%	38.6%	4.10	0.970	38.455	0.000
Q6.7	83	0.0%	4.8%	16.9%	38.6%	39.8%	4.13	0.866	43.459	0.000

H₀: There is no significant difference between part-time employed respondents and DUT promotional activities

H₁: There is a significant difference between part-time employed respondents and DUT promotional activities

Table 5.38 revealed that the part employed respondents scoring pattern, exhibited statistically significant differences ($p < 0.001$) for all seven dimensions in the results with regards to DUT promotional activities. Therefore H_1 is accepted.

Table 5. 39: Unemployed searching for employment responses in terms of DUT promotional activities

Questions	No	Likert scale					Mean	Std.	T-test Value	P-value
		SD	D	N	A	SA				
Q6.1	187	0.0%	10.5%	47.4%	15.8%	26.3%	3.58	1.017	15.334	0.000
Q6.2	187	5.3%	21.1%	5.3%	47.4%	21.1%	3.58	1.216	12.825	0.000
Q6.3	187	10.5%	21.1%	31.6%	26.3%	10.5%	3.05	1.177	11.303	0.000
Q6.4	187	5.3%	10.5%	47.4%	31.6%	5.3%	3.21	0.918	15.250	0.000
Q6.5	187	5.3%	5.3%	26.3%	31.6%	31.6%	3.79	1.134	14.563	0.000
Q6.6	187	0.0%	5.3%	36.8%	21.1%	36.8%	3.89	0.994	17.077	0.000
Q6.7	187	0.0%	5.3%	31.6%	26.3%	36.8%	3.95	0.970	17.732	0.000

H₀: There is no significant difference between unemployed searching for employment and DUT promotional activities

H₁: There is a significant difference between unemployed searching for employment and DUT promotional activities

Table 5.39, revealed that the unemployed searching for employment respondent's scoring patterns exhibited significant differences ($p < 0.001$) for all seven dimensions in the results with regard to DUT promotional activities. Therefore H₁ is accepted.

Table 5. 40: Unemployed not searching for employment responses in terms of DUT promotional activities

Questions	No	Likert scale					Mean	Std.	T-test Value	P-value
		SD	D	N	A	SA				
Q6.1	53	0.0%	9.4%	24.5%	37.7%	28.3%	3.85	0.949	29.540	0.000
Q6.2	53	7.5%	22.6%	7.5%	41.5%	20.8%	3.45	1.264	19.881	0.000
Q6.3	53	7.5%	18.9%	26.4%	32.1%	15.1%	3.28	1.166	20.490	0.000
Q6.4	53	9.4%	3.8%	37.7%	26.4%	22.6%	3.49	1.171	21.710	0.000
Q6.5	53	1.9%	1.9%	18.9%	37.7%	39.6%	4.11	0.913	32.807	0.000
Q6.6	53	1.9%	1.9%	18.9%	20.8%	56.6%	4.28	0.968	32.202	0.000
Q6.7	53	3.8%	5.7%	15.1%	35.8%	39.6%	4.02	1.065	27.472	0.000

H₀: There is no significant difference between unemployed not searching for employment and DUT promotional activities

H₁: There is a significant difference between unemployed not searching for employment and DUT promotional activities

Tables 5.40, that the unemployed not searching for employment respondents scoring patterns exhibited statistically significant differences ($p < 0.001$) for all seven dimensions in the results with regards to DUT promotional activities. Therefore H₁ is accepted.

Table 5. 41: Self-employed responses in terms of DUT promotional activities

Questions	No	Likert scale					Mean	Std.	T-test Value	P-value
		SD	D	N	A	SA				
Q6.1	19	0.0%	10.5%	47.4%	15.8%	26.3%	3.58	1.017	15.334	0.000
Q6.2	19	5.3%	21.1%	5.3%	47.4%	21.1%	3.58	1.216	12.825	0.000
Q6.3	19	10.5%	21.1%	31.6%	26.3%	10.5%	3.05	1.177	11.303	0.000
Q6.4	19	5.3%	10.5%	47.4%	31.6%	5.3%	3.21	0.918	15.250	0.000
Q6.5	19	5.3%	5.3%	26.3%	31.6%	31.6%	3.79	1.134	14.563	0.000
Q6.6	19	0.0%	5.3%	36.8%	21.1%	36.8%	3.89	0.994	17.077	0.000
Q6.7	19	0.0%	5.3%	31.6%	26.3%	36.8%	3.95	0.970	17.732	0.000

H₀: There is no significant difference between self-employed respondents and DUT promotional activities

H₁: There is a significant difference between self-employed respondents and DUT promotional activities

Table 5.41 revealed that the self-employed respondent scoring patterns exhibited statistically significant differences ($p < 0.001$) for all seven dimensions in the results with regards to DUT promotional activities. Therefore H₁ is accepted.

• **Graduate responses to DUT promotional activities in terms of employment status**

Table 5. 42: ANOVA results in terms of DUT promotional activities

	N	Mean	Std. Deviation	Std. Error	p-value	Sig
Full-time employed	7	3.4086	0.55915	0.21134	0.592	Not-Significant
Part-time employed	7	3.6200	0.43620	0.16487		
Unemployed searching	7	3.5786	0.34031	0.12863		
Unemployed not-searching	7	3.7829	0.37955	0.14346		
Self-employed	7	3.5786	0.34031	0.12863		
Total	35	3.5937	0.41195	0.06963		

Table 5.42, indicated the mean score on DUT promotional activities was different among the five employment status, the ANOVA test, however, showed no significant difference beyond the 0.05 interval level ($p > 0.05$).

5.3.3 Relationship between IMC dimensions (Correlations)

Table 5. 43: Spearman correlations test showing a linear relationship between variables

	Awareness of Integrated Marketing Communication	Spearman correlation coefficient (r)
1	I responded to adverts in the print media by completing the application forms, sending my CV, etc. I searched for job/graduate opportunities in various print media (newspapers, career magazines, etc.)	.617**
2	I prefer using social media (Facebook, Twitter, LinkedIn, etc.) to search for job/graduate opportunities. I search for employment using social media (Facebook, Twitter, LinkedIn, etc.).	.659**
3	I prefer using my dut4life email account for job/graduate opportunities. I prefer using the DUT App.	.614**
4	I find that organisations are adequately communicating graduate employment opportunities. I am aware of all graduate employment opportunities published in the media.	.466**
5	I responded to experiential training opportunities. I receive emails from DUT regarding job/graduate opportunities.	.401**
6	The dut4life email system informed me about job/graduate opportunities in the public and private sector. I receive emails from DUT regarding job/graduate opportunities.	.490**
7	The dut4life email system informed me about job/graduate opportunities in the public and private sector. I prefer using my dut4life email account for job/graduate opportunities.	.450**
8	Department staff informed me about experiential training opportunities available. The world of work (WOW) promotional event made me aware of the job/graduate opportunities available for me.	.461**
9	DUT CO-OP informed me about experiential training job/graduate opportunities. I receive emails from DUT regarding job/graduate opportunities.	.404**
10	DUT CO-OP informed me about experiential training job/graduate opportunities. The dut4life email system informed me about job/graduate opportunities in the public and private sector.	.420**
11	DUT CO-OP informed me about experiential training job/graduate opportunities. I initiated contact regarding experiential training with the DUT CO-OP.	.475**
12	DUT CO-OP informed me about experiential training job/graduate opportunities. The world of work (WOW) promotional event made me aware of the job/graduate opportunities available for me.	.500**
13	DUT CO-OP informed me about experiential training job/graduate opportunities. Department staff informed me about experiential training opportunities available.	.514**
14	The world of work (WOW) event offers graduate vocational opportunities. The world of work (WOW) promotional event made me aware of the job/graduate opportunities available for me.	.631**
15	The world of work (WOW) event offers graduate vocational opportunities. DUT CO-OP informed me about experiential training job/graduate opportunities.	.496**
16	DUT CO-OP should offer more corporate scholarships to first entry students. DUT CO-OP should engage with the corporate sector and develop graduate learnerships and graduate programmes.	.519**

For Table 5.43, it is important to note that variables are colour coded to highlight correlation. Only significant linear correlations above $r=0.4$ at the significant level of 0.01 were considered. The Bivariate Spearman's correlation is used to quantify the relationship between two variables measured at the ordinal and nominal level (Johnson and Christensen 2013:32). In this study, Bivariate Spearman's analysis was performed on the (ordinal) data, which yielded several correlations. As shown in Table 5.43, this study highlights results in only the highest linear correlations above $r=0.4$ at the significance level of 0.01. Variables rendered output with

a significant (2-tailed) value of 0.000 ($p < 0.01$). The conclusions of these analyses are summarised in the following sections. A point worth mentioning is that the relatively strong positive correlations between communication (dut4life, and DUT CO-OP etc.) and job awareness suggest that communication improves employment opportunities among graduate respondents, thus supporting the hypothesis **H₁**: Marketing communications do influence graduates decision when applying for vocational opportunities.

With reference to Table 5.43, the respondents agreed that:

- They search for job/graduate opportunities in various print media (newspaper, career, magazine etc.) (Row one, Column one). Consequently, this encouraged them to complete the application forms as well as sending their CV (Row one, Column one);
- They prefer using social media sites such as Facebook, Twitter, LinkedIn as well as dut4life to search for job/graduate opportunities (Row two and three, Column two and three);
- Organisations are adequately communicating graduate employment opportunities (Row four, Column four). As a consequence, they become aware of all graduate employment opportunities published in the media (Row four, Column four);
- They responded to experiential training opportunities because they receive emails from the DUT regarding job/graduate opportunities (Row five, Column five). This encouraged respondents to use the dut4life email account for job/graduate opportunities (Row six and seven, Column six and seven);
- The World of Word (WOW) events offers graduate vocational opportunities, as their promotional event made the respondents aware of the job/graduate opportunities available for them (Row fourteen, Column fourteen);
- The DUT CO-OP informed graduates about experiential training job/graduate opportunities (Row nine and thirteen, Column nine and thirteen). This is evident in the World of Word (WOW) event (Row twelve and fifteen, Column twelve and fifteen); and
- That DUT CO-OP should offer more corporate scholarships to first-year entry students (Row sixteen, Column sixteen). As such, the respondents recommended that DUT CO-OP should engage with the corporate sector and develop graduate learnership programme (Row sixteen, Column sixteen).

5.3.4 Relationship between the world of work and demographics

H₀: There is no relationship between WOW and the demographics

H₁: There is a relationship between WOW and the demographics

Appendix E shows a significant relationship between WOW and specified demographics (highest qualification, experiential training, employment status and waiting period for present employment post-graduation) no significant relationship between specified demographics

(age, gender, ethnic group, and qualification, province of origin and current provincial residence). Therefore, H_1 is partially accepted.

H_0 : There is no relationship between experiential training opportunities by department staff and the demographics

H_1 : There is a relationship between experiential training opportunities by department staff and the demographics

Appendix E shows that there is a significant relationship between experiential training opportunities by department staff and the specified demographic variables (age, gender, ethnic group, qualification, province of origin and residence, qualification, experiential training and duration of experiential training). It is important to note that there is no significant relationship between experiential training opportunities by department staff and specified demographics (age, gender, ethnic group, province of origin and residence, employment status and waiting period for present employment post-graduation). Consequently, there is a significant relationship between experiential training opportunities by department staff and demographics; therefore, H_1 is partially accepted.

H_0 : There is no relationship about experiential training opportunities by CO-OP staff and demographics

H_1 : There is a relationship between experiential training opportunities by CO-OP staff and demographics

Appendix E shows, that there is a significant relationship between CO-OP staff and for the specified demographics (age, qualification, experiential training and the time period for present employment post-graduation), where the P value was between 0.05 and 0.00. However, there is no significant relationship between CO-OP staff information and specified demographics (gender, ethnic group, highest educational qualification, duration of experiential training, province of origin and residence and employment status) where the P value is more than 0.05. Consequently, there is a significant relationship between experiential training opportunities by CO-OP staff and demographics and H_0 is partially accepted.

H_0 : There is no relationship between graduate vocational opportunities by WOW promotional event and demographics

H_1 : There is a relationship between graduate vocational opportunities by WOW promotional event and demographics

Appendix E shows that there is a significant relationship between graduate vocational opportunities by WOW promotional event for the specified demographics (experiential training was a compulsory module, province of origin, employment status and waiting period for

present employment post-graduation), where the P value was between 0.000 and 0.08. However, there is no significant relationship between graduate vocational opportunities by WOW promotional event and specified demographics (age, gender, ethnic group, highest educational qualification, qualification, duration of experiential training and current residential province), where the P value is more than 0.05. Consequently, there is a significant relationship between graduate vocational opportunities by WOW promotional event and demographics and H_1 is partially accepted.

H_0 : There is no relationship between the engagement between DUT CO-OP and corporate sector in terms of graduate learnerships and programmes and demographics

H_1 : There is a relationship between the engagement between DUT CO-OP and corporate sector in terms of graduate learnerships and programmes and demographics

Appendix E shows that there is a significant relationship between the engagement between DUT CO-OP and corporate sector in terms of graduate learnerships and programmes and the specified demographics (age, ethnic group and experiential training was a compulsory module), where P value was between 0.004 and 0.024. However, there is no significant relationship between the engagement between DUT CO-OP and corporate sector in terms of graduate learnerships and programmes and specified demographics (gender, highest educational qualification, qualification, duration of experiential training, province of origin, current residential province, employment status, waiting period for present employment post-graduation), where P value is more than 0.05. Consequently, there is a significant relationship between the engagement between DUT CO-OP and corporate sector in terms of graduate learnerships and programmes and demographics and H_1 is partially accepted.

H_0 : There is no relationship between corporate scholarships to first entry students by DUT CO-OP and demographics

H_1 : There is a relationship between corporate scholarships to first entry students by DUT CO-OP and demographics

Appendix E shows that there is a significant relationship between corporate scholarships to first entry students by DUT CO-OP and specified demographics (age and waiting period for present employment post-graduation), where the P value was between 0.001 and 0.003. However, there is no significant relationship between corporate scholarships to first entry students by DUT CO-OP and the specified demographics (gender, ethnic group, highest educational qualification, qualification, experiential training was a compulsory module, duration of experiential training, province of origin, current residential province and employment status), where the P value is between 0.067 and 0.91. Consequently, there is a

significant relationship between a corporate scholarship to first entry students by DUT CO-OP and demographics and H_1 is partially accepted.

H_0 : There is no relationship between my qualification gives me a wide variety of job opportunities and demographics

H_1 : There is a significant relationship between my qualification gives me a wide variety of job opportunities and demographics

Appendix E shows that there is a relationship between my qualifications gives me a wide variety of job opportunities and the specified demographics (highest educational qualification obtained), were the P value is 0.05. However, there is no significant relationship between my qualification gives me a wide variety of job opportunities and specified demographics (age, gender, ethnic group, qualification, experiential training was a compulsory module, duration of experiential training, province of origin, current residential province, employment status the waiting period of present employment post-graduation), were the P value is between 0.0229 to 0.9111. Consequently, there is a significant relationship between my qualification gives me a wide variety of job opportunities and demographics and H_1 is partially accepted.

5.3.5 Reliability statistics

The two most important aspects of precision are reliability and validity. The success of a research study is dependent on the validity and reliability of the research. The Cronbach's Alpha coefficient was utilised to measure the degree of the instruments internal consistency. Reliability is computed by taking several measurements on the same subjects. A reliability coefficient of 0.70 or higher is considered as "acceptable". Sections 3, 4, 5, and 6 that constituted the research instrument were considered in obtaining the Cronbach's Alpha scores.

Table 5. 44: Reliability of results/Cronbach's Alpha coefficient

Section		Number of Items	Cronbach's Alpha
3	Integrated marketing communications	12 of 12	.771
4	Communication media	6 of 7	.631
5	Relationship between work-integrated learning and graduate employment	4 of 4	.622
6	University marketing communication tools/platforms for experiential training/graduate/vocational opportunities	7 of 7	.766
Overall		30 of 30	.851

According to Hinton, McMurray and Brownlow (2014: 364), 0.50 to 0.70 indicates moderate reliability and 0.70 to 0.90 indicates higher reliability. Sections three and six reliability score were above 0.70 and is considered to have higher reliability. Sections four and five, the scores were below 0.70, indicates a moderate reliability. Due to the questionnaire being a self-developed construct the measures can be accepted. The overall score of 0.851 exceeds the, recommended Cronbach's Alpha value of 0,600. This indicates a degree of acceptable, consistent scoring for these sections of the research.

5.4 DISCUSSION OF RESULTS

5.4.1 Demographic profile

Demographics are defined as statistical data concerning the characteristics of a population; this includes age, gender, income level, and occupation. Researchers utilise demographic questions in quantitative research in order to know who to survey, how to collect and analyse the responses and convert them into meaningful data. Hence, in this research study, the researcher included the demographic section in the questionnaire in order to understand the demographic profile of the sample of the total DUT graduate population. The following section discusses the demographic profile of the respondents in this study.

As indicated in Figure 5.1 the age categories of the sample respondent's graduate composition at the Durban University of Technology. The majority age category is 18 to 23 (42.0%). The majority of respondents are diploma graduates from 18 to 23 age cohort. However, Figure 5.2, revealed that the respondent's graduate composition at the Durban University of Technology is male-dominated at (52.8%) and females at (47.1%). The findings are consistent with previous research studies conducted by (Konyana 2012: 81) which revealed; that some higher education institutions have more male (52.8%) than female (47.3%) students. However, studies conducted by (Redmond 2010: 62) and (Wiese 2008: 219) which revealed that some higher education institutions had more female students (64.0%) than male students (36.0%). The results of the cross tabulations in Table 5.6 present the association between the respondent's age and gender. Table 5.6 depicts three categories, a cross-tabulation of age and gender, which were categorised into three cohorts, namely, category one: undergraduate studies both males and females between the ages of 18 to 23 generally register toward an undergraduate diploma. Hence, these respondents apply to study post-matric qualifications. Category two: the gender is the same for both males and females between the ages of 30 to 35. Category three: the age categories between 36 to 41 and 42 and above are most commonly related to post-graduate studies.

However, the cross-tabulation indicates a relatively equal percentage for male (42.2%) and female (42.0%). Within the age cohort of 18 to 23 as well as 30 to 35, there is an equal percentage, male (50.0%) and female (50.0%), 36 to 41 and 42 and above a higher percentage of male respondents, which indicates a gender imbalance. This is consistent with Macgregor (2009: 1) that according to government statistics, approximately, fifty-one per cent of females register at University of technologies, slightly more females register for postgraduate studies, however, females are the minority that registers toward doctoral studies. Therefore the age category 30 to 35 which usually indicates those that are registered toward postgraduate studies are relatively equal and 36 to 42 and above indicated a higher percentage of males hence this age cohort is generally associated to doctoral level studies. It is revealed in Figure 5.3 that the respondent's graduate composition at the Durban University of Technology is dominated by African (71.0%). This is consistent with the DUT statistics the Durban University of Technology Annual report (2016: 40) in 2016 graduate racial composition was (79%) for African. Followed by (17%) Indian, (3%) white and (1%) coloured. More African than other race cohorts may have participated in the study.

The Province of origin Figure 5.4; revealed that the highest number of respondents came from Kwa-Zulu Natal (65.3%). This may be due to sample selection. Current residential province revealed that the highest number of respondents resides in Kwa-Zulu Natal (94.2%). In terms of employability, Figure 5.5 reveals that the majority of respondents were unemployed and searching for employment (41.9%). Organisations should, therefore, target all communication activities regarding employment and vocational offerings to this group. As this cohort of respondents makes up the target market for organisations that require individuals for vocational and graduate employment. However, it can be that respondents that are unemployed and not searching for employment do not know or understand how to search for employment. These respondents have access to media and are aware of all media, however, they may not understand how to utilise the media for employment search.

It is interesting to note, Table 5.9 revealed that the majority age cohort that was unemployed searching for employment is 18 to 23 (50.5%) followed by 24 to 29 (46.6%). The majority of employed full- time respondents were between the ages of 36 to 41 and 42 and above. The findings from this study may be due to the sample selection:

Those respondents between the ages of 18 to 23 and 24 to 29 are new graduates, having minimal to no work experience, hence they are unemployed; and

On the other hand, those respondents between the ages of 36 to 41 and 42 and above, due to their age, they usually have work experience and some have studied on a part-time basis while working, hence they are employed full-time.

With regard to qualifications, Figure 5.6 presents a (65.5%) of respondents having obtained a National Diploma, which is the first qualification one can register for before getting into the other qualifications such as; the B Tech. In South Africa a small number of students continue their studies into postgraduate levels the findings are consistent with Kember, Ho and Leung (2016) which mentioned that the minority of students continue to postgraduate studies due to insufficient support regarding the decision making in order to pursue further studies on a postgraduate level. Based on Figure 5.6 the majority of respondents completed the National Diploma, this can be due to the sample selection. Table 5.1 revealed that (76.2%) of the respondents were not engaged in further studies. The respondents, on the other hand, are focusing on obtaining employment (searching for employment, applying for job offerings and attending interviews). Those respondents who are already in employment cannot manage studies concurrently with work and some respondents maybe cannot afford to pay for furthering their studies. This may be due to insufficient finances, the need to commence employment to pay off student loans and NFSAS bursaries.

It is interesting to note, Table 5.7 reveals that (70.6%) of the respondents that have obtained a National Diploma are unemployed and searching for employment. The study is consistent with Johnes (2006: 281) which states that there still remains the case that the better qualified have far greater employment opportunities. Maybe just a diploma has been insufficient in securing employment in the country. It is shown in Table 5.8 that the majority of respondents that obtained a National Diploma as the highest educational qualification are the 18 to 23 age cohort (84.0%). The majority of respondents that obtained a B Tech as the highest educational qualification are the 24 to 29 age cohort (39.8%). The majority of respondents that obtained a master's degree and other qualifications are (20.0%). The findings from this study may be due to the sample selection:

Students usually commence their post-matric qualifications at the age of 18; the National Diploma duration is a minimum of three years when studied full-time. Hence those respondents between the ages of 18 to 23 would have obtained a National Diploma. Generally, students register toward a B Tech qualification after the completion of the National Diploma, generally, at the age of 21 or 22, the B Tech full-time duration is a minimum of one year. Hence (39.8%) of the respondents within the age cohort of 24 to 29 would have obtained a B Tech degree. Generally, those students who are mature tend to register toward postgraduate

studies such as the master's degree. Those individuals within the older age cohort also tend to study toward other qualifications in order to gain new knowledge and skills that will enhance their credentials hence (20.0%) of respondents within the 42 and above age category have obtained a master's degree and (20.0%) obtained other qualifications.

On a positive note, Figure 5.7 revealed that the minority of respondents (23.8%) was engaged in further studies at the Durban University of Technology. The findings are consistent with Adcorp's Labour Market analyst Loane Sharp "a young person with an honours degree had a 78% chance of finding a job (Magwaza 2012: 11). It is therefore apparent that the 23.8% of respondents that were engaged in further studies are concerned about their career mobility. Table 5.2 reveals; the majority of respondents predominantly came from the faculty of management sciences. The faculty of management sciences is one of the largest faculties among all other faculties within the institution with the highest number of undergraduates. In addition, Postgraduate student numbers in the faculty of management sciences are comparatively higher than other faculties at the university.

In order for students to successfully complete a National Diploma qualification at the Durban University of Technology the student is required to complete experiential training as it forms part of the qualification curriculum. Table 5.3 revealed experiential training, the majority of respondents (79.6%) indicated that experiential training was a compulsory module during their undergraduate studies. This may be due to the University of Technology being practically driven by providing students with practical experience during their academic career in order to equip students with the basic entry level practical experience to progress toward the world of work. With regard to the average duration of experiential training, Table 5.4 revealed that it is a semester. This allows students to conduct their experiential training during the university vacation period so it does not clash with their daily campus schedule. This is relatively consistent with the research that suggests that graduates with work experience are more likely to gain employment upon graduation than those without (Pedagogy for Employability Group 2006). The findings are relatively similar to other research conducted by (Lowden, Hall, Elliot and Lewin 2011: 24) which has found evidence for the value of work-based and work-related learning experiences in promoting the employability of graduates. It is, therefore, apparent that experiential training activities including on the job training to assist students and graduates with regard to obtaining employment, hence the longer the duration of experiential training activities the more beneficial it is to the graduate. Table 5.5 revealed that the majority of respondents took an average of three months to be employed. This is due to the search process and the organisational recruitment processes, especially for graduates. This is not consistent to Pool, Qualter and Sewell (2013: 304) that states when using graduate

employment rates it may be a quick and convenient way of measuring “employability”, however, the method provides insufficient validity for various reasons firstly many, graduates will take longer than six months to secure the “graduate job”. It is therefore apparent, that even thou graduates may be employed in the labour market, it is not certain that they are employed within their field of expertise.

5.4.2 Integrated marketing communication

Integrated marketing communication was used to describe the application of marketing messages across the various marketing communication channels. Integrated marketing communication was created to present more than standard advertising to consumers and businesses. Integrated marketing communication suggests that marketers should pay attention to consumers by taking cognisance of consumer needs and wants, purchasing patterns, media exposure and other elements. Previously, organisations have experienced the separation of communication methods such as advertising, direct marketing, sales promotions, and public relations. Instead of a synergistic, customer-centred planning process as in integrated marketing communications (Bilal, Muhammed and Uzma 2013: 125). The discussion was achieved by posing twelve statements. The top six were discussed as the most important aspects.

Many organisations indicated in their adverts that only successful applicants will be contacted (Mean 4.14) - Advertisements by organisations, reference is made to what information was communicated in the advertisement. The pertinent issue is that only successful candidates will be contacted. From a researcher’s point of view, this communication strategy is not a good communication strategy as candidates do not know whether their applications and or CV’s were received by the organisation or recruiter, the candidate is unaware of whether his or her application had been reviewed by the recruiter. By organisations not providing an acknowledgement of applications or provide feedback regarding the status of the application, candidates do not know where they stand. By not providing feedback to applications, candidates do not know where or how they have not met the criteria for the job;

- searched for job/graduate opportunities in various print media (newspapers, career magazines, etc.) (Mean 3.84) - Respondents utilise print media in search of job opportunities. Organisations utilise print media to communicate employment or vocational opportunities;
- I responded to adverts in the print media by completing the application forms, sending my CV, etc. (Mean 3.77) - The respondents respond to print media advertisements. Respondents used print media to send through their applications. Thus print media is an effective form of communication for employment and vocational offerings;

- I consulted friends, family and peers about job/graduate opportunities (Mean 3.73) - Liaising and consulting with friends and family is a form of word of mouth communication. Word of mouth communication takes the form of both digital and face to face. Forms of word-of-mouth communications are referrals and networking. Referrals and networking are informal methods of recruitment, which are cost-effective and can be executed in a timeous manner. The referral method is usually utilised for recruiting first-time employment seekers at a base-level (Richardson 2012: 7);
- I receive emails from DUT regarding job/graduate opportunities (Mean 3.52) - Respondents receive electronic communication from the university regarding graduate/vocational opportunities. The university sends out mass communication using the dut4life email system; and
- Search for employment using social media (Mean 3.24) - Respondents utilise social media platforms for searching and responding to vocational/employment opportunities. This is consistent with the fact that entities place their vacancies on the company's websites and on social media platforms, namely; Facebook, Twitter and LinkedIn and even virtual career fairs are taking place (Bashford 2008: 34). Hence respondents utilise social media platforms in search of graduate employment offerings.

5.4.3 Communication media

Table 5.11, depicts that (84.7%) of the respondents indicate that they have access to various types of electronic media and (85.2%) of respondents agreed that organisations should communicate more with universities with regard to graduate opportunities. The findings reveal that there is insufficient communication with regard to graduate or vocational opportunities, especially through electronic media as many respondents indicated that they have access to the various forms of electronic media. Clearly, more communication efforts from organisations are required to motivate respondents to apply for employment opportunities.

Graduate employability refers to a set of achievements, skills, knowledge and personal attributes (Yorke 2008: 3). Graduate employability allows graduates to become successful in obtaining employment and being more successful in their selected careers. Graduate employability involves improving the ability of an individual to acquire employment. However, graduate employability also focuses on making graduates ready for the world of work which is appropriate to their respective qualifications. In other words, it should benefit the employer and the graduate as it will allow for the opportunity to utilise and develop skills, productivity and career experiences (Nabi 2003: 371). The discussion was achieved by posing seven statements. The top six were discussed as the most important aspects.

- I suggest organisations should communicate more with universities with regard to graduate opportunities (Mean 4.35) - This refers to strategic partnerships between the university and the various stakeholders. The role of the co-operative education department is to create strategic partnerships which equate in the establishment of work-integrated learning opportunities for students in the workplace and another function of the co-operative of education department is to communicate and collaborate with employers and youth organisations on issues relating to student/graduate employment; and the manner in which to provide work placement for all students for their experiential training as well as all graduates in order to obtain experience and be absorbed into the labour market (Cape Peninsula University of Technology 2015: 3);
- I have access to various types of electronic media (Mean 4.18) - This is supported by, (Jacob and Jacob 2011: 54) that mentions the digital medium seems to be favourable towards the younger generation;
- By organisations marketing their graduate employment opportunities, it would influence my attitude with regard to applying for the opportunities (Mean 4.10) - Debasish and Muralidhar (2013: 80) mention that the effectiveness of communication tools should not only focus on purchase intentions, rather it should focus on consumer attitudes toward the advertisement, communication and the brand. This is further supported by Koekemoer and Bird (2004: 34) that state that one of the objectives of marketing communications is to influence attitudes and feelings. This indicates that marketing communication regarding vocational opportunities should be conducted hence it can influence the minds and attitudes of the respondents in terms of searching and applying for vocational employment offerings;
- I have missed out on various employment opportunities because they were not communicated using the appropriate media (Mean 3.56) - Respondents will only be aware of certain information and opportunities if it is being communicated using a wide range of channels and mediums as well as mediums of communication which the respondent is aware of and which the respondent utilises;
- I am aware of all graduate employment opportunities published in the media (Mean 3.39) - Respondents agree to be, aware of all types of communication media. Factor 1 – Was identified as Awareness of media. (All media and adequate media), colour coded in yellow, which refers to the graduate respondent's awareness of the various graduate/vocational opportunities; and
- I find that organisations are adequately communicating graduate employment opportunities (Mean 3.32) - Respondents agreed to organisations adequately utilising integrated marketing communication with concern to graduate employment opportunities.

5.4.4 Work-Integrated Learning

Work-integrated learning is defined as an element of an educational programme that focuses on the application of learning in an original learning work-based context under the guidance and supervision or mentorship of an individual representing the workplace (Matoti and Junquera 2012: 262). The discussion was achieved by posing four statements. All four statements were discussed as the most important aspects.

- My qualification prepared me adequately for the world of work (Mean 4.03) - Respondents believe that the university and the curriculum was designed in such a manner that they have been prepared to enter the world of work, this is consistent with the graduate attributes set by the institution, which are critical and creative thinking, the ability to work independently as well as collaboratively, knowledgeable practitioners, effective communicators, culturally, environmentally and socially aware individuals within national and international borders, and Active and reflective learners (Sattar and Cooke 2014: 5). The qualification is fine; however work-integrated learning must incorporate work preparedness. It is important that before students complete their qualifications work preparedness needs to take place, the how can I find a job component needs to be emphasised;
- I responded to experiential training opportunities (Mean 3.85) - At the Durban University of Technology, students go through a process in order to register and participate in the on the job component of work-integrated learning. Firstly a student is required to draft an acceptance letter to a designated academic staff at DUT. The letter is either approved or declined depending on the work experience the organisation is going to provide to the student. On the approval, the student registers for work-integrated learning at the university and an agreement between the student, university, and organisation is created. Thereafter, the student commences with their workplace training, the students are frequently monitored by academic staff members who schedule visits and appointments to the workplace. Students are also required to produce interim reports so that the academic staff member can monitor the students' progress regarding their workplace experience. On completion of workplace experience, the student will submit a document referred to as a logbook or log sheets to the work-integrated learning coordinator together with a final report. A status of "passed" will reflect on the student's progress report upon successful completion of experiential training; and
- I initiated contact about experiential training with the DUT CO-OP (Mean 3.36) – The Cooperative Education department focuses on learning that is based on a partnership between the institution and its external stakeholders. The department strives to provide the student with augmented learning exposure in the work environment. Cooperative education

is an integration; between higher education, the workplace, students, university, industry, and communities. It includes; liaison between the university, employers, professional bodies and professional societies and other relevant organisations such as student bodies (Durban University of Technology 2017: 1). The Co-operative Education Department strives to provide the student with augmented learning exposure in the work environment.

- The dut4life email system informed me about job/graduate opportunities in the public and private sector (Mean 3.34) - This is supported by Konyana (2012: 112) whereby electronic communication was identified as the third factor. The findings from this study may be due to the sample selection:
- This can be due to the university creating a dut4life email account for all registered students. Once the student graduates, their email addresses can still be utilised. This provides the respondents with ease and convenience at which they can send and receive emails using not just a desktop PC or a laptop but mobile electronic devices such as a smart or Android phone; and
- Students and graduates have on-campus access to WIFI thus further enabling them to access their emails.

5.4.5 DUT promotional activities

Vocational opportunities incorporate education and training in all industries. Vocational opportunities specifically focus on the practical skills which allow graduates to interact in employment-related activities. Vocational opportunities assist in enhancing labour mobility, adaptability, and productivity, which is beneficial to the individual (graduate) and the organisation. This increases the organisation's competitiveness and redresses the labour market imbalances (Agrawal 2013: 15). The discussion was achieved by posing seven statements. The top six were discussed as the most important aspects.

- DUT CO-OP should offer more corporate scholarships to first entry students (Mean 4.15) - respondents believe that by providing scholarships for entry-level students it would motivate students to continue their studies as well as if the scholarships are sponsored by organisations, the students can conduct their experiential training at the organisation and upon graduation they can be employed at the organisation;
- DUT CO-OP should engage with the corporate sector and develop graduate learnerships and graduate programmes (Mean 4.06) - By providing learnerships for students, the students can thereafter give back to the corporate sector by conducting their experiential training and being employed after graduating. One of the objectives of the study was to analyse the relationship between work-integrated learning and graduate vocational opportunities. By

organisations providing learnerships and graduate programmes for graduates, it can be utilised as a recruitment tool in selecting employees for the organisation. Hence, the communication of the organisation can be done through the programme;

- My qualification gives me a wide variety of job opportunities (Mean 4.06) - This is stated by (Kraak 2010: 81) that work placement and practical work experience forms part of the curriculum and is usually compulsory prior to qualifying. Research suggests that work experience should be incorporated into the curriculum and in any possible means in order to increase the graduates' employability (Pegg, et al 2012: 45);
- The world of work (WOW) promotional event made me aware of the job/graduate opportunities available for me (Mean 3.49) - According to a survey conducted in 2008 by High Fliers Research Limited, the results indicated that large amounts of money were spent by various organisations on promotional freebies and gifts to job applicants (The SAGRA graduate recruitment survey 2008). Promotional campaigns and events conducted on campus and are targeted to students as well as graduates makes the respondents aware of the opportunities, that exist and, allows' the students and graduates to inquire for more information;
- Department staff informed me about experiential training opportunities available (Mean 3.42) - This is supported by (Ramlutchman and Veerasamy 2013: 150) whereby, DUT staff assists students in many regards for WIL. By assisting students with obtaining organisational placements, approving of the placement and monitoring of the student whilst at the workplace;
- The world of work (WOW) event offers graduate vocational opportunities (Mean 3.39) - This is supported by Jones (2002: 174) that states students view exhibitions as an important platform and promotional tool for searching for a career and vocational information; and
- DUT CO-OP informed me about experiential training, job/graduate opportunities (Mean 3.20) - This is supported by Mbadi (2012: 1) whereby, the Co-operative of Education, the department hosts the World of Work (WOW) careers exhibition at the university, this promotional event is utilised for organisations to communicate opportunities to students regarding experiential training and to graduates regarding work/vocational opportunities.

5.4.6 Strategic relationship communication

Advertising – There are various forms of advertising both traditional (print media, (newspapers and trade magazine) and non-traditional (electronic media, i.e. email advertisements and digital media i.e. social media such as Facebook) forms of advertising. Graduate employment and vocational offerings are advertised in various mediums using various media channels.

Social media - The internet and social media platforms are revolutionizing the manner in which people communicate with each other globally. In a short space of time, the internet together, social media has transformed the manner in which people live, work and communicate (Galbraith 2014: 2). Social media is a common tool used by many individuals including university students and graduates, much of their time is generally spent online, browsing content and communicating with friends and family members. Thus it is a good communication platform to utilise for graduate vocational and employment offerings.

Communication with the university – Respondents believe that adequate communication between the educational institute and the various stakeholders, strategic partnerships and alliances can be forged. Tertiary institutions can be updated regarding job placement rates and they can assist in finding ways to improve the university graduates placement rates in the labour market. Through transparent communication between industry and universities, the industry can assist higher education institutions with regard to improving their curriculums so it can be designed to benefit graduates in the workplace.

Database – A form of direct marketing. Direct marketing is a personalised method of communication to specific individuals or specific groups of people through various communication media, namely electronic mail (email), telephone and direct response advertising. The recruitment marketing environment adopts direct marketing tools to contact applicants and specific candidates from external sources; usually, candidates who have a particular set of skills, certain qualifications and certain attributes which are appropriate to the position that is being filled (Arthur 2012: 33). Respondents believe that a database with their information should be created and access is given to certain organisations that require graduates for vocational and employment opportunities. Thus, it makes it simple to directly contact the organisation's target market for the employment offerings.

Social networking – According to O'Leary (2006: 2), MySpace is not just a platform to communicate and socialise with friends or listen to live streaming music. It includes pages with separate sections for classifieds, events and groups. Many individuals utilise online platforms to network and communicate. Respondents believe that social networking is an ideal method to communicate with organisations regarding employment offerings.

Partnership - The university departments strive to provide the respondent with augmented learning exposure in the work environment. Co-operative education is an integration; between higher education, the workplace, students, university, industry and communities. It includes; liaison between the university, employers, professional bodies and professional societies and other relevant organisations such as student bodies (Durban University of Technology 2017:

1). The role of the co-operative education unit is to create strategic partnerships which equate in the establishment of work-integrated learning opportunities for students in the workplace (Cape Peninsula University of Technology 2015: 3). Respondents once again believe it is important for the creation of partnerships between the various stakeholders as it can lead to all parties being updated with regard to job placement rates and organisations together with the university can assist in graduate employability by creating strategic plans.

Internships - are a form of work experience for individuals who are currently registered as full-time or part-time students. Usually, internships are a form of voluntary or unpaid work. However, students sometimes receive a stipend or a travel allowance. Students who undertake internships normally work during weekends and/or during university holidays. Internships are usually of a shorter duration as compared to graduate programmes. There are no guarantees of the student being employed as a permanent employee within the organisation. However, if the student is an exceptional employee during their internship, and should the vacancy become available the student may become a permanent employee when the student graduates with the respective qualification (Kraak 2008: 199). Respondents believe that providing internships it can add to their work experience and it gives them a chance of obtaining employment within the organisation by showcasing their talent during the internship. The internship will also allow for the development of workplace skills and knowledge.

5.4.7 Graduate employability challenges

Experience - However, for graduates to enter the world of work (Kruss 2004: 678) states that there are two prerequisites, namely work experience and job specialisation. In South Africa, many university graduates are struggling to secure work experience and in conjunction employment, Van Broekhuizen (2013: 47) mentioned that since the latter part of 2008 the graduate unemployment rate has risen. Mangan (2012: 4) also agree and mentioned that many university graduates' inability to secure work experience and/or employment.

Experience work and life include; work and other life experiences. According to Pegg et al (2012: 45) work, experience provides graduates with a competitive advantage in the workplace and graduates will be more likely to obtain employment upon completion of their tertiary qualification. Work experience should be incorporated into the curriculum and in any possible means in order to increase the graduates' employability. Little or no work experience leaves many graduates in a paradoxical position where they are not employed and have little or no work experience. Thus, if the graduate is not employed he/she will not have work experience

(International Labour Organisation 2012: 28). Work experience has also been regarded as a major issue for graduates. In addition, many organisations require a specified number of years of work experience (Interface 2013). According to Stuart (2008: 66), there are many reasons that constitute to graduate unemployment in South Africa and globally one of the fundamental reasons for graduate unemployment are Limited or no work experience. Furthermore, Deputy-President Cyril Ramaphosa stated that even with enhanced education younger individuals find it difficult to secure employment, because employers are not often keen to employ individuals without work experience (Youth Day Commemoration 2014). One of the reasons organisations do not employ graduates without work experience is that graduates with vocational experience inculcate higher labour market returns at career entry level in comparison to academic graduates (Gellner and Geel 2014: 268). Respondents are aware that with no or little work experience it becomes challenging to secure employment.

Feedback - Technology walls are whereby, graduates applying for vocational opportunities and graduate programmes online does not obtain any feedback. Therefore, graduates are concerned about their application either assuming that no one has reviewed their application or the vacancy was either legitimate or fake (Goodman 2015: 14). The advisory board assists the academic institution by providing feedback regarding the trends in the job market, relevant skills and attributes that are required from students and graduates in order to ensure success in the world of work. (Advisory Board Committee 2016: 2). In the event, the organisation takes longer than expected to respond or provide the graduate job seeker with feedback or if the application process is costly and tedious the graduate job seeker will move onto the next opportunity or apply for another job at a different organisation (Taylor 2016: 3). Respondents believe that feedback is necessary in order for them to understand the reason behind why they were unsuccessful in obtaining the job which they applied for. By providing feedback to the candidate it can motivate them to improve their qualifications, improve their CV writing abilities and other areas which they seem to lack.

Scams – According to Slingo (2016: 1) one in three job scam victims is currently at university or have graduated, the study also revealed that 71.5% of job seekers believe that job scammers target individuals searching for their first job, however, only 17% of students agree with that statement. This establishes that the students are highly vulnerable to scams and fraud. Students and graduates are victims of job scammers due to insufficient experience in the labour market and being unable to notice the difference between a legitimate or fake job posting/advertisement. Respondents are sometimes scared to apply for jobs namely online due to the many scams and internet fraud taking place.

Unclear advertisements – Sometimes information is not clearly communicated; contact details are not provided and basic information regarding the organisation cannot be easily accessible. Such, a situation is referred to as an unbalanced mode of communication (Kajtazi et al 2011: 64).

Location - structural unemployment means that there is a skills mismatch for the job or the geographic location where the employee intends to work (Baumol and Blinder 2008: 498). According to Xiaohao and Changjun (2009: 167) students generally remain and work in the same place post-graduation, the survey conducted among graduates in 2008 indicates on average 82.3% of graduates remained to work in their hometown.

Age – Respondents noted that age is a challenge when it comes to securing employment in the labour market. This is consistent with Centre for development and enterprise (2013:13) mentions, younger graduates are more likely to be unemployed in comparison to their older counterparts, hence the older graduates are doing better in securing full-time employment.

Salaries - Economic recession graduates also earn lower salaries in comparison to those who graduated in economic expansion periods (Fletcher 2009: 7). Moreover, Global economic recession, furthermore, as the demand for new graduates' decreases, graduate unemployment rates increase, resulting in a decrease in graduate salaries (Vatillingam 2010: 21). It is apparent that low salaries are also a reason as to why graduates do not take up certain job opportunities. Hence sometimes it is not financially viable for graduates to take up certain job opportunities have they cannot cover their costs.

Unaware of opportunities – This is consistent with (Miletich 2013: 2) that mentioned university graduates are changing career paths as they are unaware of the job opportunities that are available to them. The hierarchy of effects model discusses that the consumers are unaware of the products, services and brands that are available or on the market. The first task for an organisation is to conduct research by using various research methods such as focus groups and interviews to establish the need or want for the product, service and or brand and thereafter build brand awareness regarding their organisation's offerings. The same applies to graduate vocational opportunities, organisations need to create awareness in order to inform graduates that there are certain vocational opportunities available to them and how to find the vocational and employment opportunities and apply for the vocational and employment opportunities. Hence by creating partnerships with the university, it can assist in targeting the relevant individuals.

Unclear application procedure – In terms of the AIDA model, graduates would take some action which would be to apply for relevant vacancies and vocational opportunities at the organisation, by filling out application forms. In the event of online applications if it not clear there is no immediate feedback regarding gaining clarity of the application form. Feedback generally takes time and before feedback can be given the employment opportunity has expired. Respondents mentioned that sometimes applications are not simple to complete and there are no tutorials and assistance in completing the application forms and no information is provided with regard to the application process and procedure and what the next step in the process is.

5.4.8 Employment status

Table 5.24, it can be observed unemployed searching for employment respondents (3.56 ± 0.45) had the highest perception about the integrated marketing communication, while the lowest perceptions were measured for full-time employed graduates (3.01 ± 0.48). This is understandable, given that full-time employed respondents are not as concerned about employment hence, they have already obtained employment, whereas, those respondents who are unemployed and searching for employment has the highest mean value (3.56). Unemployed searching for employment is the target audience, which organisations need to segment and target their marketing communication regarding employment and vocational opportunities.

Table 5.30, it can be observed unemployed searching for employment respondents (3.8314 ± 0.45) had the highest perception about the integrated marketing communication tools utilised for communicating and creating awareness of vocational and graduate employment opportunities, while the lowest perceptions were measured for full-time employed respondents (3.5714 ± 0.48). This is understandable, given that unemployed searching for employment respondents utilise the various marketing communication tools in the search for employment and vocational opportunities.

Table 5.36, it can be observed unemployed searching for employment respondents (3.825 ± 0.45) had the highest perception about the work-integrated learning and graduates employment, while the lowest perceptions were measured for full-time employed respondents (3.315 ± 0.48). This is understandable, given that unemployed searching for employment respondents can be respondents that are furthering their studies and want to take on work-integrated learning opportunities so they can benefit upon completion of their studies.

Table 5.42, it can be observed unemployed not searching for employment respondents (3.7829 ± 0.45) had the highest perception about the integrated marketing communication, while the lowest perceptions were measured for full-time employed respondents (3.4086 ± 0.48). This is understandable, given that those respondents who are unemployed not searching for employment, are engaged in further studies hence; they are concerned regarding integrated marketing communication in terms of vocational opportunities.

Each employment status has been segmented and each dimension of employment status was tested (t-test). Tables 5.19 to 5.23; 5.25 to 5.29; 5.31 to 5.35 and 5.37 to 5.41. However, the analysis of variance was done Tables 5.10 to 5.13 which compared all the employment status dimensions. The analysis of variation results indicates each employment status and their opinion on the various sections. The results indicate that full-time employed respondents are not interested in IMC, communication media, the relationship between work-integrated learning and graduate employment and DUT promotional activities. According to Figure 3.5, the AIDA model, full-time employed respondents have taken action; they are in the vibe, engage employees level. Hence the researcher and marketer are not interested in this segment. Table 5.30, the self-employed category was the second highest with a mean score of (3.8043). Self-employed are interested in vocational and employment opportunities hence they are already exposed to the world of work, according to Figure 3.5, the AIDA model they are at the interest level.

5.5 CONCLUSIONS

This chapter presented and discussed the data gathered from the study. The research instrument (questionnaire) was indicated as being reliable even though it exceeded the recommended score with the inconsistencies due to the questionnaire being a newly-developed construct. The results of the descriptive statistics utilised for the study indicate that the majority of the research participants were between the ages of 18 to 23, African and obtained a National Diploma. Unemployed still searching for employment were the majority of respondents based on the frequency table. The gender ratio was found to be approximately 1:1 with the majority of respondents indicating that experiential training was a compulsory module in order to complete their qualifications at the Durban University of Technology.

Inferential statistics such as factor analysis, chi-square tests, a test of independence, analysis of variation and Pearson's correlation and t-tests were conducted on the data gathered. The results of the inferential tests performed in this study revealed significant relationships among the demographic variables such as gender, educational level, province of origin and the

various research statements and various directly proportional relationships were identified. Statements like “*By organisations marketing their graduate employment opportunities, it would influence my attitude with regard to applying for the opportunities*” displayed the existence of more directly related proportionalities. The next chapter will conclude this research study, summarise the findings, draw conclusions and suggest recommendations for further study and future research.

CHAPTER SIX

CONCLUSIONS AND RECOMMENDATIONS

6.1 INTRODUCTION

The previous chapter presented the research findings, provided an interpretation and a discussion of the research findings. A discussion of the results and findings concluded the chapter. This chapter summarises the important findings and discusses the conclusions and provides recommendations drawn from the research study.

6.2 SUMMARY OF THE STUDY

Chapter one introduced the research study, the problem and the objectives of the study. The study was aimed to ascertain which organisational integrated marketing communication tools graduates of the Durban University of Technology are aware of and use to pursue vocational opportunities. The delimitations of the study were discussed. The structure of the research study was discussed.

Chapter two provided an overview of the South African graduate labour market, the higher education sector and work-integrated learning. The chapter discussed the various segments of the graduate labour market, graduate employability and challenges relating to graduate employability. The higher education landscape was discussed and work-integrated learning and its incorporation into the higher education curriculum.

Chapter three discussed the integrated marketing communication, the macro and micro environmental factors that impact marketing communications, market segmentation, and marketing p's, marketing communication objectives and the models of communication. The marketing communication tools utilised by the University of Technology has been discussed as well as the communication tools used by both the private and public sector. The marketing communication processes regarding recruitment of graduates were explored. The study revealed that marketing communications should be utilised to market employment and vocational opportunities to students and graduates.

Chapter four discussed the research design and methods that were utilised in the study. The research instrument and sampling methods were identified. A questionnaire was designed by

the researcher to collect data from the graduates at the Durban University of Technology Durban campuses.

Chapter five presented the analysis and findings. The chapter explored the findings of the study. The chapter discussed the factors that influence the respondents and the factors that influence their decision making regarding vocational and employment applications. The importance of marketing communication in the recruitment of graduates was also reported.

6.3 MAIN FINDINGS REGARDING THE RESEARCH PROBLEM

As stated in chapter one the research problem was there is a limited understanding of the role of marketing communications has on graduates when selecting organisations for employment or vocational opportunities.

As a result, there were relatively strong positive correlations between communication (dut4life, and DUT CO-OP etc.) and job awareness which suggests that communication improves employment opportunities among graduate respondents, thus supporting the hypothesis statement that marketing communications do influence graduates decision when applying for vocational opportunities.

6.4 CONCLUSIONS ARISING FROM THE DEMOGRAPHIC PROFILE

From an employment point of view, it is important to note that the majority of the respondents are youth between the 18 to 35 age cohorts. Furthermore, the major percentage of the respondents is African males with a National Diploma qualification. The major percentage of the respondents is unemployed see Figure 5.5 and engaged in the search for employment.

6.5 CONCLUSIONS ARISING FROM THE RESEARCH OBJECTIVES

The aim of the study was to determine the impact of organisational integrated marketing communication tools for vocational opportunities for graduates of the Durban University of Technology.

The results were presented in chapter five; the study draws conclusions pertaining to the sub-objectives of the study, which are as follows:

- To identify the marketing communication tools utilised/adopted by university graduates for career and vocational opportunities;

- To identify the organisational integrated marketing communication tools/platforms adopted by graduates; and
- To analyse the relationship between work-integrated learning and graduate vocational opportunities.

6.5.1 Sub-objective one: To identify the marketing communication tools utilised/adopted by university graduates for career and vocational opportunities;

Graduates utilise various marketing communication tools for career/vocational searches. Based on Table 5.15 the top three factors that emerged were traditional communication, digital communication and social media. The marketing communication tools utilised/adopted by the respondents include:

- Print media (newspapers and magazines);
- Social media (Facebook, Twitter and LinkedIn);
- Word of mouth (Friends and family);
- Telephonic;
- Dut4life email system and the DUT application;
- Recruitment agencies; and
- Department of cooperative education.

Furthermore, with regard to the awareness of vocational opportunities the following communication tools influenced the graduates' awareness (print media, social media, and the world of work exhibition, departmental staff, DUT Co-Op and the dut4life email system).

As a result, unemployed searching for employment respondents (3.56 ± 0.45) had the highest perception about the integrated marketing communication, thus, suggesting that unemployed searching for employment is the target audience whereby, organisations need to segment and target their marketing communication initiatives regarding employment and vocational opportunities to this employment status group.

Furthermore, in section four, the unemployed searching for employment respondents (3.8314 ± 0.45) had the highest perception regarding the communication media. Once again, organisations need to target this employment status group.

In addition, unemployed not searching for employment respondents (3.7829 ± 0.45) had the highest perception about the integrated marketing communication. This is understandable, given that those respondents, who are unemployed not searching for employment, engaged

in further studies hence; they are concerned regarding integrated marketing communication for vocational opportunities.

The study revealed that graduate job seekers, as well as students, utilise a variety of marketing communication tools in the search for vocational/employment offerings. Universities could streamline and centralize the communication, allowing easier access to students and graduates.

6.5.2 Sub-objective two: To identify the organisational integrated marketing communication tools/platforms adopted by graduates.

Marketing communication tools are vital to an organisations success. Marketing communication tools are available to organisations and employers for recruitment. According to Hunt and Landry (2014: 33) employer or internal branding is utilised to influence employee's susceptibility to be attracted to and remain with the organisation. Furthermore, the research study revealed that the respondents indicated that the university utilises electronic and promotional communication. The university communicates to registered students for work-integrated learning through the co-operative of education and departmental staff. The university communicates to graduates for vocational and employment opportunities through the department of co-operative of education and the Alumni office.

The tool used by the university to communicate with both registered students and graduates is the dut4life email system. The study revealed that only 39.7 per cent of respondents prefer using the dut4life email account. However, 63.1 per cent of respondents received emails from the university and 43.0 per cent of respondents were uncertain about receiving information regarding vocational opportunities from the Alumni. It is apparent that the Durban University of Technology should market the dut4life email system to the students in order for students and graduates to fully utilise the email platform. Even though the information is communicated by the university, if students and graduates do not use the dut4life email they will not be informed about the relevant opportunities available to them.

On the other hand, the world of work careers exhibition is a promotional activity arranged by the DUT Co-Op together with organisations to communicate and promote work-integrated learning, vocational and employment opportunities to both students and graduates. The purpose of the WOW is to allow students and graduates to engage with industry and bridge the gap between the industry and students/graduates. However, this opportunity is limited to those individuals who are on campus and in the Durban area.

6.5.3 Sub-objective three: To analyse the relationship between Work Integrated Learning (WIL) and graduate vocational opportunities

The first part of work-integrated learning is the qualification. The respondents indicated that the qualification was appropriate and relevant. Respondents stated that experiential training was a compulsory requirement of the qualification and the duration was ranging from one to six months, which is equivalent to a semester. The respondents confirmed that experiential training assists them with regard to work preparedness.

Work-integrated learning involves partnerships between the university and industry, as indicated in Table 5.17 university communication between the organisations loaded perfectly onto one component. Work-integrated learning also incorporates student and graduate employment programmes such as; internships, learner ships and graduate programmes. Graduate vocational opportunities are concerned with experience. When respondents participate in work-integrated learning they gain experience as WIL is linked to work and other experiences. With regard to the development of graduate learnerships and programmes, 78 per cent of the respondents agreed that the DUT Co-Op should engage with organisations to form partnerships in order to provide graduates with employment creation experiences.

Furthermore, 80.3 per cent of respondents stated that experiential training was a compulsory requirement for their undergraduate studies at the Durban University of Technology, and the respondents spent an average of a semester conducting their experiential training, thus indicating that the respondents have obtained a form of work experience. The majority of respondents based on Table 5.5, indicated that they had obtained employment after three months. Many respondents indicated that work experience is one of the reasons as to why they find it difficult to obtain employment

6.5.4 Overall objective/overall aim and overall purpose of the study

The overall objectives and aims of the study have been achieved.

6.6 RECOMMENDATIONS

- It is recommended that the university together with the on-campus career resource centre assist students and graduates by preparing them on how to search for vocational and employment opportunities by providing tutorials on where to search for experiential training opportunities, and vocational opportunities and how to perform online searches. As well as, how to create online profiles and accounts and how to complete online application forms;

- It is also recommended for adopting a digital culture among students. The study revealed more than half of the respondents use social media platforms for vocational/employment search. The study recommends the integration of social media utilisation for work-integrated learning and employment offerings from the Alumni and Co-operative of Education department as well as the DUT website;
- It is further recommended that the use of digital platforms to create awareness of vocational/employment offerings be available. Various changes in the recruitment industry have taken place over the years. Rapid changes have been characterised due to technological advancements. The study revealed that 76.3 per cent of respondents search for vocational/employment offerings in the print media. Digital communication platforms are recommended by this study as it is a platform that can reach volumes of people in a short space of time, thus allowing for instant responses from the target audience; and
- It is recommended to use electronic mail (email). A systematic approach to communicating with all students and graduates is the use of the dut4life email system. The study reveals that 52.5 per cent of respondents utilise the platform for vocational offerings. The university needs to engage with students regularly using the email system, thus encouraging the use of the platform. When students utilise the email platform, it will encourage the use of the platform post-graduation. This will lead to graduates always being connected to the institution and the Alumni department and being aware of all vocational offerings communicated by the university.

6.7 LIMITATIONS OF THE STUDY

- The study was limited to the Durban University of Technology. Hence the findings may not necessarily apply to any other Higher Educational Institutions;
- Obtaining authorization, conducting research at a higher educational institution requires obtaining authorization and permission in order to administer questionnaires. Certain documentation is required for submission in order to obtain permission. The procedure of obtaining permission is a lengthy process, thus postponing the study for a specified time period; and
- In addition, the quantitative findings of the research study were limited to those participants willing to complete the questionnaires and provide input.

6.8 RECOMMENDATIONS FOR FURTHER/FUTURE RESEARCH

- The research study presents some scope for further research. The research study focused on the Durban University of Technology. Further research can be done at other Higher Education Institutions;
- The research study utilised; quantitative and non-probability sampling for convenience. Further research can be done by utilising the mixed method approach, which can be utilised to generate more data regarding graduates' perceptions of IMC tools in the recruitment into the labour market; and
- The study was unable to investigate/examine the influence of specific communication tools in detail and the impact it would have on the recruitment of graduate candidates. Further research can investigate the influence of specific communication tools/channels as it can provide a better/detailed understanding.

6.9 CONCLUSION TO THE STUDY

The empirical findings of the study have revealed that marketing communication tools are of importance in the marketing, communicating and promoting of vocational/employment offerings to students and graduates. South Africa is a developing economy, with advancements in various sectors. As the country and industries continue to develop, it will require additional human capital. It is believed that university graduates would be ideal candidates to join the future expanding labour market. The aim of the study was to ascertain organisational integrated marketing communication tools graduates of the Durban University of Technology are aware of and use to pursue vocational opportunities. It was discovered that respondents are aware of all IMC tools, the respondents have knowledge pertaining to the various IMC tools. However, the study revealed that the employment and vocational opportunities were not adequately communicated to the relevant target market in order for them to be aware of and respond to the offer.

Public and private organisations together with universities of technology and Higher Education Institutions should adopt the various marketing communication tools and channels in their marketing strategies, in order to successfully target students for experiential training and graduates for vocational and employment opportunities. Marketing communication tools need to be utilised synergistically as they cannot be successfully utilised independently. All organisations need to utilise relevant marketing communication tools to target graduate audiences as recruitment has become a competitive landscape. Communication has to

convey the message clearly. Communicative messages need to be accessible to the target audience.

The results of the research study provide marketing practitioners at the University and both corporate and government organisational sectors as to which marketing communication tools to utilise in the recruitment of students and graduates. Hence, the study indicated which communication platforms were utilised by graduates. On the other hand, organisations need to utilise a mix of communication tools, hence other than the World of Work event, the various stakeholders need to create more partnerships and provide students and graduates with further opportunities to allow the bridging of the gap between the university and the world of work. By industry utilising the correct implementation of marketing communication tools in their recruitment, it will give them the competitive advantage in selecting among the finest students and graduates within certain disciplines. The internet and social media are a current global trend among generation Y. The industry is required to utilise more social media and internet communication tools to target the graduate labour market candidates. As the use of social media in South Africa and the availability of WI-FI hotspots have drastically increased over the years. It is anticipated that the findings from this research study provide an understanding of the importance of integrated marketing communication tools in the recruitment of students for work-integrated learning and graduates for the labour market.

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APPENDIX A: Gatekeepers letter

3 Sanrose Avenue
Silverglen
Chatsworth
Durban
4092
05 March 2015

Attention: Prof S Moyo

Department of Research and Postgraduate support
Durban University of Technology
PO Box 1334
Durban

4000

Terms of Reference: Letter of consent for conducting research at Durban University of Technology

I, **Tessa Reddy** a registered M Tech degree in marketing at the Durban University of Technology seek consent to undertake research with the stakeholders at the University. The title of the research project is *“The impact of organisational integrated marketing communication tools for vocational opportunities from a graduate perspective: the case of Durban University of Technology”*.

The quantitative research approach in the form of a survey of DUT graduates will be undertaken. Data will be collected through self-administered questionnaires from graduates of the Durban University of Technology. It will be highly appreciated if permission is granted for the administering of the questionnaires on campus. My research proposal has been approved by the Faculty Research Committee (Management Sciences) on the 1 August 2014. Kindly advise me on the process to gain permission. The findings from the study will contribute to the public and private enterprise sector with regard to graduate employment opportunities.

In order to pursue this research study, the researcher requires four hundred and fifty graduate respondents. I hereby request your consent and support in conducting this research. Your assistance will be highly appreciated. Should you require further information please contact the researcher/supervisor

Tessa Reddy

email – 20923610@dut4life.ac.za/ Tes.Reddy@gmail.com

Telephone numbers: 072 673 8951/ 031 401 1505

Supervisor: Dr M Maharaj, Department of Marketing and Retail

email – maharama@dut.ac.za or you can Telephone 031-373 5387.

Thank you for your time.

Yours sincerely,

Tessa Reddy (Ms) student number: 20923610

APPENDIX B: Letter of information and consent

Faculty of Management Sciences

Department of Marketing and Retail Business Management

Date

Letter of information and consent

Dear Participant

My name is Tessa Reddy and I am currently registered for an M Tech degree in marketing at the Durban University of Technology. According to the programme requirements, a research project needs to be undertaken. The title of the research study is the impact of organisational integrated marketing communication tools for vocational opportunities from a graduate perspective: the case of Durban University of Technology.

The questionnaire should not take longer than (10) minutes to complete. All responses will be kept confidential. Please note that filling out this questionnaire is voluntary. Kindly take note that there are no right or wrong answer/responses to any of the questions and statements. Your assistance in completing the questionnaire will be highly appreciated. I hereby request your consent and support in conducting this research.

Should you require further information please contact the researcher or the supervisor using the numbers or emails provided below.

Yours sincerely,

Tessa Reddy (researcher)

Contact Details – Mobile number: 0726738951 / Email: Tes.Reddy@gmail.com

Dr M Maharaj

Supervisor / Promoter

Contact Details – Mobile number: 0832627929/ Email: maharama@dut.ac.za

APPENDIX C: Questionnaire

QUESTIONNAIRE

Please mark with an [X] in the appropriate block

1. DEMOGRAPHIC PROFILE

1.1 Age in years

18 – 23		1
24 – 29		2
30 – 35		3
36 – 41		4
42 and above		5

1.2 Gender

Male		1
Female		2

1.3 Ethnic group

African		1
White		2
Indian		3
Coloured		4
Other		5

1.4 Highest educational qualification obtained at the Durban University of Technology (DUT)

National Diploma		1
Bachelor's Degree		2
Master's Degree		3
Other		4

1.5 Are you engaged in further studies? If yes, state it

1.6 Experiential training was a compulsory requirement for my studies at the Durban University of Technology (DUT)

Yes		1
No		2

The duration of my experiential training was

18 months		1
12 months		2
6 months		3
3 months		4
2 months		5
1 Month		6

1.8 Province of origin (Home province)

Eastern Cape		1
Free State		2
Gauteng		3
KwaZulu-Natal		4
Limpopo		5
Mpumalanga		6
Northern Cape		7
North West		8
Western Cape		9
Outside South Africa		10

1.9 Current residential province in South Africa

Eastern Cape		1
Free State		2
Gauteng		3
KwaZulu-Natal		4
Limpopo		5
Mpumalanga		6
Northern Cape		7
North West		8
Western Cape		9

2 EMPLOYMENT

2.1 Employment status

Employed full-time		1
Employed part-time		2
Unemployed searching for employment		3
Unemployed not searching for employment		4
Self – employed		5

2.2 How long after graduating did you obtain present employment?

3 months		1
6 months		2
9 months		3
12 months		4
Over 12 months		5
Currently unemployed		6

3. INTEGRATED MARKETING COMMUNICATIONS

To what extent do you agree or disagree with the following statements	Strongly disagree	Disagree	Uncertain	Agree	Strongly agree
3.1 I receive Emails from DUT Regarding job/graduate opportunities	1	2	3	4	5
3.2 I searched for job/graduate opportunities in various print media (Newspapers, career magazines, etc.)	1	2	3	4	5
3.3 I responded to adverts in the print media by completing the application forms, sending my CV, etc.	1	2	3	4	5
3.4 I telephone the organisations to query about the job/graduate opportunity	1	2	3	4	5
3.5 I applied for job/graduate opportunities through A recruitment agency	1	2	3	4	5
3.6 I consulted friends, family and peers about job/graduate opportunities	1	2	3	4	5
3.7 I search for employment using social media (Facebook, Twitter, LinkedIn, etc.)	1	2	3	4	5
3.8 I prefer using social media (Facebook, Twitter, LinkedIn, etc.) to search for job/graduate opportunities	1	2	3	4	5
3.9 I prefer using the DUT app	1	2	3	4	5
3.10 I prefer using my dut4life email account for job/graduate opportunities	1	2	3	4	5
3.11 I received prompt response/feedback from my job applications	1	2	3	4	5
3.12 Many organisations indicated in their adverts that only successful applicants will be contacted	1	2	3	4	5

4. COMMUNICATION MEDIA

To what extent do you agree or disagree with the following statements	Strongly disagree	Disagree	Uncertain	Agree	Strongly agree
4.1 I have access to various types of electronic media	1	2	3	4	5
4.2 I am aware of all graduate employment opportunities published in the media	1	2	3	4	5
4.3 I find that organisations are adequately communicating graduate employment opportunities	1	2	3	4	5
4.4 I suggest organisations should communicate more with universities with regard to graduate opportunities	1	2	3	4	5
4.5 I have missed out on various employment opportunities because they were not communicated using the appropriate media	1	2	3	4	5
4.6 The alumni office communicates via email (dut4life) with graduates about job/graduate opportunities	1	2	3	4	5
4.7 By organisations marketing their graduate employment opportunities, it would influence my attitude with regard to applying for the opportunities	1	2	3	4	5

5 RELATIONSHIP BETWEEN WORK INTEGRATED LEARNING & GRADUATE EMPLOYMENT

To what extent do you agree or disagree with the following statements	Strongly disagree	Disagree	Uncertain	Agree	Strongly agree
5.1 I responded to experiential training opportunities	1	2	3	4	5
5.2 My qualification prepared me adequately for the world of work	1	2	3	4	5
5.3 The dut4life email system informed me about job/graduate opportunities in the public and private sector	1	2	3	4	5
5.4 I initiated contact about experiential training with the DUT CO-OP	1	2	3	4	5

6 DUT PROMOTIONAL ACTIVITIES

DUT – Durban University of Technology

CO-OP Department – Durban University of Technology Cooperative Education department

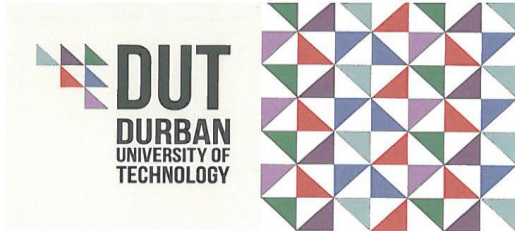
To what extent do you agree or disagree with the following statements	Strongly disagree 1	Disagree 2	Uncertain 3	Agree 4	Strongly agree 5
6.1 The world of work (WOW) promotional event made me aware of the job/graduate opportunities available for me					
6.2 Department staff informed me about experiential training opportunities available	1	2	3	4	5
6.3 DUT CO-OP informed me about experiential training, job/graduate opportunities	1	2	3	4	5
6.4 The world of work (WOW) event offers graduate vocational opportunities	1	2	3	4	5
6.5 DUT CO-OP should engage with the corporate sector and develop graduate learnerships and graduate programmes	1	2	3	4	5
6.6 DUT CO-OP should offer more corporate scholarships to first entry students	1	2	3	4	5
6.7 My qualification gives me a wide variety of job opportunities	1	2	3	4	5

7 VOCATIONAL OPPORTUNITIES

7.1 How can organisations improve the marketing of graduate employment opportunities?

7.2 What are some of the challenges that you experience when searching for graduate work opportunities?

APPENDIX D: Letter of permission



*Directorate for Research and Postgraduate Support
Durban University of Technology
Tromso Annexe, Steve Biko Campus
P.O. Box 1334, Durban 4000
Tel.: 031-3732576/7
Fax: 031-3732946
E-mail: moyos@dut.ac.za*

16th March 2015

Ms Tessa Reddy
c/o Department of Marketing and Retail
Durban University of Technology

Dear Ms Reddy

PERMISSION TO CONDUCT RESEARCH AT THE DUT

Your email correspondence in respect of the above refers. I am pleased to inform you that the Institutional Research Committee (IRC) has granted full permission for you to conduct your research "The impact of organisational integrated marketing communication tools for vocational opportunities from a graduate perspective: case of Durban University of Technology." at the Durban University of Technology.

We would be grateful if a summary of your key research findings can be submitted to the IRC on completion of your studies.

Kindest regards.
Yours sincerely



PROF. S. MOYO
DIRECTOR: RESEARCH AND POSTGRADUATE SUPPORT

APPENDIX E: Pearson Chi-Square tests

		Age in years	Gender	Ethnic group	Highest educational qualification obtained at the Durban University of Technology (DUT)	Qualification	Experiential training was a compulsory requirement for my studies at the Durban University of Technology (DUT)	The duration of my experiential training (in months) was	Province of origin (Home province)	Current residential province in South Africa	Employment status	How long (in months) after graduating did you obtain present employment?
The world of work (WOW) promotional event made me aware of the job/graduate opportunities available for me	Chi-square Df Sig.	13,131 16 0,663	8,478 4 ,076	9,569 16 0,888	22,284 12 .034*	7,983 4 ,092	12,919 4 .012*	23,093 20 0,284	35,854 36 0,476	23,229 24 0,506	63,958 20 .000*	65,294 20 .000*
Department staff informed me about experiential training opportunities available	Chi-square Df Sig.	21,152 16 0,173	9,325 4 ,053	13,884 16 0,607	21,808 12 .040*	10,729 4 .030*	29,381 4 .000*	38,086 20 .009*	40,086 36 0,294	22,777 24 0,533	30,524 20 0,062	30,662 20 0,06
DUT CO-OP informed me about experiential training job/graduate opportunities	Chi-square Df Sig.	27,223 16 .039*	2,593 4 ,628	19,384 16 0,249	13,955 12 0,304	11,853 4 .018*	21,250 4 .000*	30,639 20 0,06	41,337 36 0,249	24,484 24 0,434	30,553 20 0,061	45,916 20 .001*
The world of work (WOW) event offers graduate vocational opportunities	Chi-square Df Sig.	21,603 16 0,156	3,817 4 ,431	14,318 16 0,575	17,147 12 0,144	9,060 4 ,060	11,905 4 .018*	26,497 20 0,15	56,610 36 .016*	32,083 24 0,125	37,902 20 .009*	57,460 20 .000*
DUT CO-OP should engage with the corporate sector and develop graduate learnerships and graduate programmes	Chi-square Df Sig.	28,998 16 .024*	4,301 4 ,367	38,444 16 .001*	20,835 12 0,053	6,310 4 0,177	15,598 4 .004*	15,910 20 0,722	43,993 36 0,169	9,000 24 0,998	11,968 20 0,917	30,516 20 0,062
DUT CO-OP should offer more corporate scholarships to first entry students	Chi-square Df Sig.	41,915 20 .003*	5,034 5 0,412	18,129 20 0,579	8,321 15 0,91	10,307 5 0,067	6,660 5 0,247	21,891 25 0,642	43,794 45 0,523	10,429 30 1	29,949 25 0,226	52,140 25 .001*
My qualification gives me a wide variety of job opportunities	Chi-square Df Sig.	11,939 16 0,748	5,629 4 ,229	18,031 16 0,322	24,983 12 .015*	3,551 4 ,470	3,207 4 ,524	22,967 20 0,29	39,243 36 0,327	22,188 24 0,568	16,931 20 0,657	12,148 20 0,911

APPENDIX F: Ethical clearance



MANAGEMENT SCIENCES: FACULTY RESEARCH ETHICS COMMITTEE (FREC)

22 August 2014

Student No: 20923610

FREC No: 31/14FREC

Dear Ms T Reddy

MASTERS DEGREE IN TECHNOLOGY: MARKETING

TITLE: THE IMPACT OF ORGANISATIONAL INTEGRATED MARKETING COMMUNICATION TOOLS FOR VOCATIONAL OPPORTUNITIES FROM A GRADUATE PERSPECTIVE: CASE OF DURBAN UNIVERSITY OF TECHNOLOGY

Please be advised that the FREC has reviewed your proposal and the following decision was made:
Ethics Level 1: Approved Subject to Minor Corrections.

The conditions of approval are as follows:

- Question 5 of Ethics Checklist, please explain the answer
- Question 14 of Ethics Checklist should be "No". there are no special or vulnerable group in this study

Please submit the amended proposal with a cover letter to the FREC administrator: This document must reach the FREC as soon as possible, but not more than 6 months from the approval date. Please note that research on the proposed project may not proceed until you have received correspondence from the FREC.

Yours Sincerely

Prof N Dorasamy
Chairperson: FREC