Deferred Dreams:

The contribution of skills development to the further education of employed, non-matriculants in the Private Security Industry of South Africa

Submitted in fulfilment of the requirements of the degree of Master of Technology in Human Resource Management in the Faculty of Management at the Durban University of Technology

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ABSTRACT

The purpose of the study was to investigate aspects relating to skills development within the Private Security Sector. The study investigates the role skills development, outcomes based education and related legislation plays in shaping of the career pathways of individuals. The study further investigates the reasons associated with non-completion of Secondary Schooling and why no attempt was made to obtain a National Senior Certificate once employed or economically active.

The researcher was motivated to select this topic as she worked in Human Resources within an organisation that falls within the Private Security Sector. The researcher has been working in Human Resources and training and development for the past nine years and has developed a keen interest in skills development and its impact on employability and career growth.

DECLARATION

I hereby declare that this thesis is my own work, except where due reference has been made. The work has not been submitted for a degree to any other university.

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CHAPTER 1

INTRODUCTION

1.1. INTRODUCTION

The main purpose of this study was to investigate and analyse the role skills development, outcomes based education and legislation plays in shaping the career pathways of individuals with and without a National Senior Certificate or Matric. This study also investigated reasons behind non-completion of Secondary Schooling by employed individuals in the Private Security Sector and why no attempt was made to obtain their National Senior Certificate once employed.

The study also addresses the role that organisations, within this sector, can play to address skills development.

Chapter 1 of this dissertation covers the background of the study, the motivation for the study, the research hypotheses, the research questions, the research objectives, the scope of the study, the significance of the study, limitations of the study, definition of terms used and an overview of the dissertation.

1.2. BACKGROUND

In order for a country to compete globally it needs the right quantity and quality of skills in place. The aforesaid is not the case in South Africa.

This combination of right quantity and quality of skills is determined by the human resource development strategies and policies within organisations and the strategies and legislation put into place by the country.

The Safety and Security Sector Education and Training Authority (SASSETA) is one of the 21 sector education and training authorities (SETA) that was recertified on 1 April 2011 by the Department of Higher Education and Training (SASSETA, 2017).

Its mandate is drawn from the Skills Development Act, the National Skills Development Strategy and other subsidiary legislative frameworks (SASSETA, 2017).

The White Paper on Post School Education and Training (November 2013) locates SETAs as one component of the post-schooling system. The post-school system aims to assist in building a fair, equitable, non-racial, non-sexist and democratic South Africa, to provide expanded access, improved quality and increased diversity of provision, and to provide a stronger and more cooperative relationship between education and training institutions and the workplace (SASSETA, 2017).

SASSETA is one of the major contributors to employment in South Africa. The total employment in the sector is in excess of 720,000, thereby constituting approximately 15% of the total workforce in South Africa (SASSETA, 2017). Within the private security sector, the increase in the demand for private security services, for example; has seen large scale sector growth over the past decade. This growth has been characterised by an increasing number of security companies operating in South Africa.

Table 1.1: Total employment according to sub-sector, 2014

Chamber	N	%
Corrections	41 476	5
Defence	78 707	10
Justice	23 741	3
Legal Services	51 786	7
Policing	194 824	26
Private Security and Investigation Activities	368 214	49
Total	**758 748**	**100**

Source: www.sasseta.org.za

Skills Development, as the catalyst for Human Resource Development, and the legislative measures put into place in the form of Broad-Based Black Economic Empowerment (B-BBEE) to promote skills development within the Private Security industry will be the primary focus of this research study.

An attempt will be made to unpack and harness these measures and guide security companies on utilising these measures in a mutually beneficial manner for both the individual and the company as a whole.

In addition to above, a high proportion of non-matriculants do not go on to complete secondary education in South Africa. The paradox exists in that industries, such as the Private Security Sector, which employ non-matriculants, require a Matric as a pre-requisite for career advancement or promotion.

A further focus will be on Human Resource Development (HRD), a term coined by Nadler in 1970. This research project probes HRD and its link to skills development within the private security industry.

Nadler's model consists of three components namely, HRD, Training and Education. Two of the components, namely training and HRD will be discussed in more detail although reference will be made to education.

1.3. MOTIVATION FOR THE STUDY

The researcher was motivated to select this topic as she currently works in Human Resources / Training and Development. The researcher has been working in HR / Training and Development for the past nine years and has developed a keen interest in skills development, employability, succession planning and talent management.

In recent years skills development has become a priority issue for the government of South Africa and its organisations as they realise the importance of having the right quantity and quality of skills in place in order to be globally competitive. This is evidenced by the importance of skills development element in the B-BBEE Amended Codes of Good Conduct.

The organisation that the researcher works for has been experiencing a shortage of skills, particularly numeracy, communication and management skills especially with entry-level employees. It was further observed that a large number of employees did not complete Secondary Schooling and are not in possession of a National Senior Certificate. This observation, coupled with the researcher's interest in skills development motivated the researcher to probe further into this issue of non-completion of Secondary Schooling and its impact on the career pathways of these individuals as well as the role the organisation can play in addressing this issue.

The aim of the research is to investigate non-completion of Secondary Schooling, the extent of the impact on career choice and pathways, the factors influencing skills development within this sector and what can be done to overcome this situation.

The researcher believes that the results of the research will provide insight into skills development issues within the Private Security Sector and will assist organisations, within this sector, to address these issues more effectively.

1.4. OVERALL RESEARCH PROBLEM

The overarching research problem is to unearth the role skills development and outcomes based education plays in an organisation as well as the role it plays in the shaping of the career pathways of individuals whilst at the same time adhering to legislative requirements. A further aim is to uncover reasons why economically active, permanently employed individuals did not complete secondary school and why no attempt was made by these individuals to complete their secondary qualification or equivalent NQF 4 qualification once employed.

This is a critical area of research as it impacts all areas of the economic and business cycles, namely the employee, employer, legal requirements and importantly this sectors' performance, profitability, stability and continuity into the future.

It is clear that inequalities in both educational quality and quantity existed prior to 1994 and whilst being addressed post 1994 a pipeline effect of the educational system providing a more standardised output from secondary schools still has some learners unprepared for tertiary education.

The pre-millennials of South Africa would have a psyche of acceptance of the status quo. This area needs to be addressed through the National Skills Development Plan. This, if successful will allow for significant potential talent to be identified, skilled and given opportunities to grow, both themselves and this sector. More importantly, these skills need to be retained in this sector.

According to Martin and Grubb (2001), if individuals leave the schooling system without adequate skills and competencies, it is extremely difficult to overcome these barriers. Non-completion of Secondary Schooling and the quality of education in South Africa contributes to the barriers individuals must overcome in order to find suitable employment in a very competitive job market.

According to Fall (2012), students that drop out of high-school are generally those that struggle to engage behaviourally and/or academically.

Jobs which previously required low educational attainment for entry are now being filled by people who have completed high school or even possess degrees.

Branching from the main research problem are two subordinate research problems:

Firstly, if an outcomes based qualification, achieved in the workplace, will make a difference to the individual and the company once concluded.

The assumption is made that by effectively managing skills and Human Resource Development (HRD) in the workplace a meaningful contribution can be made to the individual and the organisation.

According to Jyothi and Venkatesh (2006), Human Resource Management (HRM) and HRD are intertwined and can be ascribed to employer-employee relations, with management having control over human and physical resources, resulting in their effective utilisation in order to attain organisational goals.

According to Erasmus, Loedolff, Mda and Nel (2008), changing employee needs and aspirations in acquiring knowledge and skills for career change and on-the-job promotion have become a trend. Individuals join companies for job opportunities and possibilities of promotion with the hope of being successful in their career life.

According to Erasmus et al (2008) and Swanepoel, Erasmus, Van Dyk and Schenk (2008), senior management have realised that any problems, shortcomings or gaps preventing organisations or employees from achieving their objectives can usually be overcome through training and development activities.

The second subordinate problem relates to Human Resource Development and the implementation of one of the seven pillars of the B-BBEE scorecard, namely skills development.

The issue at hand is how ready and willing organisations are to stay in line with the required legislation, such as the National Skills Act (97 of 1998), the National Skills Development Strategy (NSDS) and more recently the National Skills Development Plan (NSDP) whose aim, amongst others, is "…to develop the skills of the South African workforce, to utilize the workplace as an active learning environment…" (Botha, Kiley & Truman, 2009).

The approach to this problem is twofold. Firstly, skills development will be critically viewed in terms of Broad-Based Black Economic Empowerment, focusing on the implications for companies and secondly, skills development will be viewed in light of human resource development and its importance.

Statutes such as the BEE Act, Skills Development Act (SDA) and Skills Development Levies Act (SDLA) will also be addressed in relation to the research study.

1.5. RESEARCH QUESTIONS

i. What is the contribution of outcomes based training (in this instance a NQF4, Matric equivalent qualification) to matriculants and non-matriculants in career advancement?
ii. What are the reasons behind non-completion of Secondary Schooling?
iii. Why no attempt was made to obtain a Senior Certificate or equivalent qualification once employed?
iv. What is the perceived value of a Senior Certificate versus equivalent qualification?
v. To what extent will the non-completion of Secondary Schooling hamper career growth?

vi.   What factors influence the rate of skills development within the Private Security Sector?

vii.   What do respondents feel organisations can do to improve skills development?

viii.   What is the contribution of skills development and related legislation to the organisation?

1.6. HYPOTHESES

Hypotheses 1

H_1: Outcomes based education (in this instance learnerships) has a positive impact on the individual in terms of knowledge and skills gained coupled with an increase in confidence and motivation.

H_0: Outcomes based education (in this instance learnerships) has a no impact on the individual in terms of knowledge and skills gained coupled with an increase in confidence and motivation.

Hypotheses 2

H_1: Individuals believe that by achieving a Matric equivalent, outcomes based qualification, it will make a difference to their career growth and socio economic position.

H_0: Individuals believe that by achieving a Matric equivalent, outcomes based qualification, it will make no difference to their career growth and socio economic position.

Hypotheses 3

H_1: Individuals who, for either personal or financial reasons, were unable to complete secondary education, once economically active will not pursue a National Senior Certificate.

H_0: Individuals who, for either personal or financial reasons, were unable to complete secondary education, once economically active will pursue a National Senior Certificate.

Hypotheses 4

H_1: A National Senior Certificate or equivalent NQF 4 qualification is not critical to individuals and employers in terms of employment and career growth.

H_0: A National Senior Certificate or equivalent NQF 4 qualification is critical to individuals and employers in terms of employment and career growth.

Hypotheses 5

H_1: Skills Development has a positive impact on the organisation and employee.

H_0: Skills Development has a no impact on the organisation and employee.

1.7. SCOPE OF THE STUDY

The study looks at the factors influencing skills development and reasons associated with non-completion of Secondary Schooling and what can be done to address the issue within the Private Security Sector.

The total population for this study is 87 learners completing a FETC: Generic Management Qualification NQF 4 within Fidelity ADT.

This company was selected on the following basis:

i.   the company employs 50 employees or more and is required to have a Skills Development Committee / Training Committee in place.

ii.   this company is required to submit Workplace Skills and an Annual Training Report

iii.   the company is required to complete an employment equity report. With regard to skills development, such companies are required to explain how the training implemented made a contribution to achieving the employment equity targets in the respective organisations, and

iv.   the researcher can gain access to information due to being employed within the KZN branch of the company.

v. The sample within the company was selected nationally form learners that were enrolled on an NQF 4 Generic Management Qualification. All 87 learners participated and no learners were excluded.

1.8. SIGNIFICANCE OF THE STUDY

This study may prove useful to the Private Security Sector to determine the degree to which non-completion of Secondary Schooling affects career growth and potential within this sector and provide understanding with regard to skills development within this sector.

It will further determine the aspirations and expectations of individuals currently completing a workplace based learnership which is equivalent to a National Senior Certificate (Matric) or NQF 4. In addition, respondents will provide insight into how their past has shaped their career within the company as well as their attitude towards career growth.

The researcher intends to share the results of her research with the organisation as this may provide insight into some of the skills development issues the organisation is grappling with.

Future researchers on this topic will benefit from this study as the researcher aims to determine the reasons associated with non-completion of Secondary Schooling by employed individuals, the factors influencing skills development and what can be done to address this gap in the Private Security Sector.

The results of this study will provide a foundation from which future research can be developed.

Another area of study could be the correlation of funding models, the motivation of employers to carry out effective training and the impact of this on the company and industry sector.

1.9. DEFINITION OF TERMS

Annual Training Reports

An annual training report submitted by organisations to the Department of Labour, which details training figures and training progress within the organisation during the past year.

B-BBEE

Broad-Based Black Economic Empowerment

Blacks

Africans, Coloureds and Indians.

Competence

The ability to do something successfully or efficiently.

Department of Labour

The Department of Labour publishes legislation that regulates labour practices and activities. The core activities of the Department of labour include:

  i.   improved economic efficiency and productivity,
  ii.   skills development and employment creation,
  iii. sound labour relations,
  iv.   eliminating inequality and discrimination in the workplace, and
  v.   alleviating poverty in employment.

Designated Groups

Designated Groups refers to Africans, Coloured, Indians, women and persons with disabilities.

DHED

Department of Higher Education

Employment Equity Plan

A plan that has to be compiled by employers, which details how the respective employers plan to address equity imbalances.

Employment Equity Report

An annual report submitted to the Department of Labour, which details employment equity figures and employment equity progress within the organisation over the past year.

Grants

The revenue that employers receive from SETA's for the training of employees in accordance with the workplace skills plan.

Learning Outcomes

Contextually demonstrated end products of the learning process.

NSDP

National Skills Development Plan

NSDS III

National Skills Development Strategy III

Recognition of Prior Learning

A process by which formal and / or informal experiential learning is recognised.

QCTO

Quality Council for Trades and Occupations

SASSETA

Safety and Security Sector Education and Training Authority

SETA

Sector Education and Training Authority

Skill

The ability to perform a set of tasks and do it well.

Skills Development

Skills development refers to the development and improvement of peoples' skills, knowledge and abilities. Related terms: training and development.

Skills Development Facilitator

A Skills Development Facilitator is nominated to oversee the skills programme in the respective company.

Skills Development Levy

A compulsory levy payable by organisations for the purpose of funding education and training within their organisations. The levy is outlined is the Skills Development Levies Act, 1999 and is based on 1% of an employer's payroll.

Workplace Skills Plans

A plan drafted and submitted by each employer for the development of skills within the particular organisation. Submission to the SETA for that particular sector, acceptance, implementation and monitoring are required before an employer is reimbursed a portion of the skills levy.

1.10. CHAPTER OVERVIEW OF DISSERTATION

Chapter 2 of this dissertation reviews literature and comprises a study and evaluation of the contributions of previous authors on the topic of skills development.

Chapter 3 describes skills development in South Africa. This chapter includes a discussion on the background to skills development in South Africa, skills development legislation and strategies including employment equity.

Chapter 4 investigates reasons behind non-completion of Secondary Schooling and further probes into reasons why once employed these individuals did not pursue completion of Secondary Schooling or NQF 4 equivalent qualification.

Chapter 5 describes the field study conducted in order to understand the points emphasised previously including the problem of non-completion of Secondary Schooling within the Private Security Sector. The survey method was used in this study. The data was analysed using quantitative methods. The research is mainly of a descriptive nature; therefore, the data is analysed using descriptive data analysis techniques such as tables and graphs.

Chapter 6 presents the findings of the field research using the appropriate statistical tools with data obtained from the questionnaires.

Chapter 7 presents a discussion of these findings in the context of the research objectives and the conclusions based on the findings of the research.

Chapter 8 presents recommendations based on the findings. This chapter also includes suggestions for future research.

Chapter 9, which is the final chapter, discusses the limitations of the study.

CHAPTER 2

LITERATURE REVIEW: TRAINING AND DEVELOPMENT

2.1 INTRODUCTION

International literature uses the terms training and development. South African literature tends to use the terms skills development or learning and development. For the purposes of this research, the assumption will be that training and development and skills development have a similar meaning.

Skills development is a priority issue globally and South Africa is no exception to this phenomenon as indicated by Broad-Based Black Economic Empowerment and other related legislation.

Several studies have been conducted into skills development and its importance to human resource development. This study focuses on economically active, employed individuals as opposed to unemployed individuals or youth which seems to be the global focus for many other authors.

Nel *et al* (2001) points out that education and training has been the most powerful lever for improving both individual opportunity and the institutional competitiveness of countries worldwide and are therefore instrumental from a personal growth and global competitiveness of the country.

Nel *et al* (2001), describe education as the activities aimed at providing knowledge, skills, moral values and understanding required in the normal course of life and in a sense shaping the individual. Nel *et al* goes on to define training and development as the factors that guide an individual and prepare him or her to perform specific activities as directed by the position they occupy in order to achieve maximum outputs and goals set.

Training and development are essentially learning experiences in that they seek a relatively permanent change in an individual that will improve his or her ability to perform on the job and future jobs (Nel *et al,* 2001).

In addition, Nel et al (2001), state that training is a planned process which is aimed at modifying attitude, knowledge or skills behaviour and is directed at improving an employee's work performance in line with company objectives and goals. It is important that training is results-oriented (or outcome based) and is measurable in terms of the organisation's requirements. Learnerships are made up out of unit standards and outlines outcomes to be achieved, which in turn can be aligned to outcomes sought by the organisation. Training must make a real contribution to improving the goal achievement and the internal efficiency of the organisation in order to be competitive in the marketplace (Nel et al 2001).

According to Nel *et al* (2001), development refers to the acquiring of new skills and abilities as the individual's career progresses. Therefore, development pertains to the growth opportunities within a job and the organisation for a specific employee, in line with that individual's personal development plan.

According to DeSimone et al (2002), a major focus today is on workplace learning and performance. The Amended Codes of Good Practice and B-BBEE legislation, in particular the Skills Development Pillar within the B-BBEE Scorecard, plays a major role in the implementation of workplace based qualifications, especially Learnerships.

Workplace learning or on-the-job learning can be defined as the acquisition of knowledge or skills by formal or informal means that occurs in the workplace.

According to the Human Resource Development Strategy 2010-2030, HRD refers to formal and precise activities that would develop individuals to reach their full potential.

DeSimone *et al* (2002), defines Human Resource Development (HRD) as a set of systematic and planned activities designed by an organisation to provide its members with the opportunities to learn necessary skills to meet current and future job demands in order to aid career growth.

Nel *et al* (2001), point out that in order for training to be successful and to yield positive returns it is important that training and education policies be shaped within the prevailing macro-social and economic circumstances as well as the national strategic vision of a particular country.

In the South African context, the country has undergone profound socio-economic transformation in that old apartheid structures have been dismantled and have been replaced by unrestricted and democratic structures to allow fair and equal opportunities to all its citizens. The legacy of apartheid denied access to quality education to a vast majority of the population, therefore resulting in a large segment of the population lacking key competencies required to meet the challenges of the economic changes within the country's macro environment. It is with this background in mind that the country needs to identify areas of skills shortages and put plans in place to develop and improve the quality of the human resources within the country so as to transform the economy from a low skills base to one that is committed to lifelong learning. The concept of lifelong learning should also form the cornerstone of all corporate learning and development strategies.

The South African government fully appreciates the need for skills development and has implemented human resources development strategies in an effort to be more responsive to the education and training needs of South Africans and to make South Africa more competitive globally.

The previously restrictive apartheid era has impacted on personal mastery, the ability to learn and various other areas of South Africans lives. With this in mind, the notion of not having a Matric and accepting one's current state of being has to change.

The believe that personal growth and career advancement are possible, which is a break from previous generations psyche.

In clarity, skills development initiatives must be introduced to upskill those individuals who did not complete Secondary Schooling, but are economically active, in order to promote career and personal growth.

This means, in essence, people need to understand that pathways of personal growth and career advance are possible and attainable.

The concept of SETA qualifications giving equivalency to a Matric from a vocational perspective needs to be understood. This is especially true for non-matriculants.

An improved collaboration between SETA's, QCTO and DHED is desperately needed to create access for these learners. The area of vocational qualifications allowing access into tertiary institutions is an issue that will be expanded on in the Doctoral Proposal.

Finally, a support structure between employer (through learning and development), the employee, the SETA qualifications and its funding mechanisms will help ensure the status quo is broken for future generations.

2.2 THE HUMAN RESOURCE DEVELOPMENT FRAMEWORK AND A SYSTEMATIC APPROACH TO TRAINING IN THE WORKPLACE

Systematic, formal training includes careful assessments and attention to determining training goals, designing and building methods and training material that are directly aligned to achieve the goals, implementing training and careful evaluation to ensure that training is carried out effectively and that training goals were reached. In systematic, formal training, each phase of the process produces results directly needed by the next phase (Formal Training Processes, 2017).

Ivancevich (2007) believes that training is important for new or present employees and that training is the systematic process of altering the behaviour of employees in a direction that will achieve organisational goal.

Instructional Systems Design (ISD) is a type of formal approach to training where the goals of the training are carefully determined often from various types of assessments of the learners, goals are established to address the results of the assessments, various methods of training and learning are developed and designed to achieve those goals, and evaluation plans are established to measure the quality of the training and extent of achievement of the goals (Formal Training Processes, 2017).

ADDIE, an acronym for the phases listed below, is one of the most popular ISD models:
1. Analyse the organisation's and employees' needs and then identify training goals which, when reached, will equip learners with the knowledge and skills to meet the organisation's and individual's needs. Usually this phase also includes identifying when training should occur and who should attend as learners.
2. Design a training system that learners and trainers can implement to meet the learning goals.
3. Develop a training comprising of resources and learning materials.
4. Implement training, including delivering of the training.
5. Evaluate the training during and after implementation of training.

DeSimone et al (2002) states that HRD should follow a four step process or sequence:
i. needs assessment
ii. design
iii. implementation
iv. evaluation

The above is also known as the A DImE framework which is similar to the ADDIE model above.

According to Goldstein (2002), training systems do not exist as a vacuum or a silo within organisations but rather as one of the critical subsystems within an organisation to support the overall goals and objectives set through measured outcomes.

Jinabhai (2005), takes this concept of a systematic approach to training further by stating that since the primary goal of training is to contribute to the organisation's overall goals, training programmes should be developed in line with the corporate strategy and considers this approach to comprise the following elements:

i.   identifying and analysing training needs in line with company strategy,
ii. setting training objectives,
iii. planning training to meet objectives,
iv. conducting training in accordance with the plan, and
v.   evaluating training

Ivancevich (2007) believes that a formal training programme is an effort by the employer to provide opportunities for the employee to acquire job-related skills, attitudes and knowledge, and therefore learning is the act by which the individual acquires skills, knowledge, and abilities that result in a relatively permanent change in his or her behaviour.

This step-by-step process will be discussed in more detail.

2.2.1 Identifying and Analysing Training Needs

The training needs analysis is concerned with defining the gap between what is happening and what should be happening. In addition, it provides a detailed investigation of apparent performance problems so as to establish real causes and to determine which of these problems can be addressed through training (Jinabhai, 2005).

Sorenson (2002) supports this point by confirming that a needs assessment identifies performance measures, performance standards, performance gaps and determines whether these gaps can be closed or bridged through training interventions.

Ivancevich (2007) believes that the needs assessment phase serves as the formulation for decisions that must be made at a later phases.

According to Brown (2002), conducting a needs assessment is useful in identifying the organisational goals and the effectiveness of training in achieving these goals, the gaps or discrepancies between employee skills and the skills required for effective job performance and problems that may or may not be solved by training.

A needs assessment also determines the conditions under which the training and development activities will occur and the basis for evaluating the effectiveness of the training programme.

Once the needs analysis has been completed, training objectives need to be set in order to address the specific training needs that have been identified through the needs analysis process. The following section deals with the setting of training objectives.

2.2.2. Setting Training Objectives

DeSimone et al (2002), state that once the assessment phase has been completed, it is important to translate the issues identified in that phase into clear objectives for learning and development programmes. The setting of training objectives forms part of the design phase.

Jinabhai (2005), asserts that effective training objectives underlie the identification of training priorities and contribute to the successful implementation of training programmes.

Training objectives also focus on developing competencies of employees, improving their performance and helping people to grow within the organisation.

Lastly, training objectives concentrate on reducing the learning time for employees starting new jobs on appointment or promotion so that they become fully competent as quickly and economically as possible (Jinabhai, 2005).

This should not be at the expense of not understanding the individual and skills needed to successfully complete the qualification (Hunter 2002).

2.2.3 Planning Training Interventions to Meet Organisational Objectives

According to Hunter (2002), the training should be designed according to the training objectives. Hunter (2002), identifies three factors which should be taken into account when deciding on the type of training technique to be used:

i. Job related factors refer to the nature of the tasks to be learned which determine the type of training technique that will be used.
ii. Organisational factors refer to issues such as budget or funds available for training, production techniques, urgency of training, management time available for training and the buy-in from senior management into training.
iii. Personal factors of the trainers and learners include their background, experience, skills and knowledge of the learners, the level of literacy of the learners and their attitudes towards training.

2.2.4 Conducting Training in Accordance with the Training Plan

Conducting training requires planning and organising in accordance with the training plan (Hunter, 2002). Hunter (2002), points out that preparing learners for training is critical to the success of a training intervention.

Learners need to be given adequate notice of the training so that they can prepare themselves mentally for the learning process and also inform their family that their time will be divided between that of work, family and study.

It is accepted that the more employees are involved in the planning of the training process the better they understand the need to be trained, the content of the training and what is expected of them in terms of learning and performance standards and objectives.

2.2.5 Evaluating Training

Donald Kirkpatrick first published his Four-Level Training Evaluation Model in 1959, in the US Training and Development Journal.

The model was updated in 1975, and again in 1994, when he published his best-known work, "Evaluating Training Programs" (Kirkpatrick, 1994).

Level 1: Reaction

This level measures how learners reacted to the training. According to Kirkpatrick (1994), it is important to measure reaction, because it aids understanding as to how well the training was received by the intended audience. It also leads to improved training for future learners, including identifying important areas or topics that are missing from the training.

Level 2: Learning

Level two of the model measures what learners have learned and how much knowledge has increased as a result of the training.

Level 3: Behaviour

This level evaluates if learners have changed their behaviour, based on the training they received. Specifically, this looks at how learners apply the information in the workplace.

Level 4: Results

At this level the final result of the training is analysed. This includes outcomes that the organisation has determined to be good for business, good for the employees, or good for the bottom line.

According to Thomson (2004), the evaluation of training serves three purposes, which are, evidencing that training works, improving training practices and reinforcing their impact.

According to Blanchard *et al* (2000), the factors that drive the need to evaluate training include the increased focus on quality, the need for continuous improvement, organisational cost-cutting initiatives and return on investment.

Nel *et al* (2001), state that training and development can never be effective if it is not properly assessed. Evaluation forms are the last link in the loop of the systems approach to training and development as it determines whether the training gap has been closed (Nel *et al,* 2001).

The above discussion addressed the systematic approach to training which begins with the needs analysis, setting training objectives, planning the training to meet the objectives, conducting training in accordance with the training plan and finally evaluating the training. It is important to keep in mind that during the training process there are several individual and organisational factors at play, which influence the outcome of the training. These factors are known as predictors of training outcomes and are discussed in detail in the section, which follows.

2.3 TRAINING OUTCOMES PREDICTORS

Predictors of training outcomes refer to the factors that pertain to the individual and organisation that account for differences in the training outcome (War *et al,* 1999).

2.3.1 Learners

i.   Cognitive Ability

Research indicates that if a person's general intelligence is good, it promotes self-efficacy, personal mastery and helps greatly with skills acquisition. Therefore, people with a high cognitive ability will likely learn more and succeed in training (Salas *et al,* 2001).

ii.   Self-efficacy (self-belief)

Self-efficacy refers to the belief that one can perform specific tasks and behaviours. Findings from research show that self-efficacy leads to improved learning and performance (Salas et al, 2001).

iii.   Goal Orientation

Salas *et al* (2001), classify goal orientation into two areas, which include: mastery goal orientation which refers to individuals seeking to develop competence by acquiring new skills and mastering novel situations; and performance goal orientation whereby individuals look for assurances of their own competence by seeking good performance evaluations and avoiding negative evaluations.

iv.   Learner Readiness

Goldstein (2002), states that learner readiness refers to the maturational and experiential factors in the background of the learner. According to Goldstein (2002) "programmes will fail if the prerequisite skills necessary to perform successfully are not considered." This is critical within the South African context and are often overlooked or trivialised. It is critical to assess the readiness of the learners through pre-assessments.

2.3.2 Training Motivation

Salas *et al* (2001) define training motivation as the direction, effort, intensity and persistence that learners apply to learning-oriented activities before, during and after training.

Studies have indicated that learners' motivation to learn and attend training has an effect on their skill acquisition, retention and willingness to apply the newly acquired knowledge, skills and abilities on the job (Salas *et al,* 2002).

2.3.3 The Pre-training Environment and Climate

Salas *et al* (2001), state that research suggests that the manner in which the organisation frames the training and the nature of the learners' previous experiences in training do influence the learning outcomes.
Other pre-training contextual factors such as voluntary or mandatory attendance were also found to influence the motivation to learn. In addition, the research also indicates that learners' previous experiences with training, such as prior negative events, affect learning and retention.

2.3.4 Organisational Features

War *et al* (1999), provide insight into the transfer climate in an organisation which impacts on the extent to which learning is actually applied. War *et al* (1999), state that when supervisors and colleagues encourage and reward the application of the course material, training is more likely to yield positive outcomes on the job.

Internal promotions based on attaining various qualifications or programmes in order to be considered for promotion also assist in stimulating a positive training and working environment.

2.3.5 The Transfer of Training

Gumuseli et al (2002), define the transfer of training as, "the process of the implementation of knowledge, skill, attitude and other qualities acquired in the training programme into the workplace."

Transfer of training can either be positive or negative. Positive transfer of training means that the training promotes intended job performance and negative transfer of training implies that the training does not produce the intended job performance (van der Klink et al, 2001).

Gumuseli *et al* (2002) adds a third category, that of no change or zero transfer.

Leadership or management plays a critical role in the transfer of learning. Investigations reveal that the support provided by managers before training, during training and after training contributes to the positive transfer of training and the reward is increased productivity, effectiveness and job satisfaction (Gumuseli *et al,* 2002).

According to Goldstein (2002) research shows that employees who operate in a situation where a more positive transfer climate exists in terms of influencing learners to use what they have learned and rewarding learners for doing so, demonstrated more transfer behaviour onto the job.

Organisations have a major role to play in facilitating the transfer of skills to the workplace.

A lack of support from managers and supervisors to facilitate the transfer of skills to the workplace and an unsupportive work environment play a major role in hindering the effective transfer of training.

It is also important that the skills acquired through training are retained. The next section deals with skills retention.

2.4 RETENTION OF SKILLS

Retention strategies refer to the processes put into place to keep the best employees in an organisation (Teke, 2002). Organisations throughout the world are seeking innovative strategies to attract and develop new talent and to develop other strategies, in order to retain that talent (McKenzie, 2007). McBain (1999), states that organisations that are able to attract and retain talented employees will be in a better position to secure competitive advantage in the marketplace.

This point is reiterated by Hiltrop (1999), who states that superior talent is increasingly recognised as the prime source of competitive advantage in high performance organisations.

Hiltrop (1999) puts forward certain principles which organisations should consider in an effort to retain key skills. These include: make the ability to attract and retain talent a top management priority, create policies and practices that enhance the firm's attractiveness in the labour market, provide opportunities for learning and self-development, create challenging and career-enhancing work experiences and build your own talent pool from within the organisation as much as possible.

Schuler and Jackson (2006) define retention as everything that an employer does to encourage qualified and productive employees to continue working for the organisation. According to Chordiya (2013), it is a process in which the employees are encouraged to remain with the organisation for the maximum period of time.

Leonard (1998) found that organisations that were successful in retaining key people focussed on aspects such as skills development, job coaching, mentoring and recognition.

Birt *et al* (2004), support this statement by confirming that employers who are winning the war for talent, focus on employee development, recognition and a supportive organisational environment.

The above-mentioned strategies focus on developing and improving the skills levels of employees. Through employing these strategies organisations are able to create an organisational environment conducive to employee development and skills retention.

2.4.1 Career Management and Career Development

Schreuder et al (1997) define career management as a shared responsibility between the employer and employee. This is an ongoing process whereby the employee obtains knowledge of self, knowledge of the work environment, set career goals and develops a strategy to attain goals.

DeSimone *et al* (2002), consider career management as an ongoing process of preparing, implementing and monitoring an individual's career plans in line with the organisation's career system.

Abrahams (2003), asserts that the implementation of career management enables employees to fit into professions of their choice while at the same time uplifting the skills level throughout the organisation.

According to Nel *et al* (2001), the major reasons for organisations implementing career management are detailed as follows:
  i.   to cope with competition and the increased mobility of professional employees,
  ii.   to provide employees with the opportunity to control their careers,
  iii. organisations need to avoid obsolescence by encouraging employees to learn new skills, improve knowledge and foster a culture of lifelong learning,

iv.   turnover tends to reduce as employees experience less frustration and greater job satisfaction as there are more opportunities for advancement, and

v.   employees are given the opportunity to perform better and to be placed into positions that fit their ambitions and talents.

Nel *et al* (2001), stress that the aim of the career management process within an organisation is to match the employee's needs, abilities and goals with the current and future needs of the organisation. According to them, career management attempts to integrate the objectives of the individual and the organisation so that both parties will gain, win-win. The benefits of this process are improved satisfaction and personal development for the employee, increased productivity and creativity within the organisation.

According to Joy-Matthews (2004), employees have a responsibility for keeping their skills current and developing skills for the future. Managers must in turn ensure that employees' expectations are realistic, that opportunities to grow are offered and that the necessary support is provided.

2.4.2 Performance Management

Boselie et al. (2012) defines performance management as the task given to organisations in defining, measuring and motivating employee performance with the intention of improving organisational performance in the process. Performance management is defined by Armstrong (2002) as 'a strategic and integrated process that delivers sustained success to organizations by improving the performance of the people who work in them and by developing the capabilities of individual contributors and teams'.

Spangenberg (1994) states that performance management comprises a set of techniques used by the management team to plan, direct and improve the performance of subordinates in line with achieving the organisational goals. Goals are usually cascaded in accordance with hierarchy.

Performance management systems allow organisations to implement changes within the organisation through using methods to improve employees' performance, which ultimately impacts on the business performance. Performance management systems are also linked to training and development as the information obtained from a performance management process provides valuable input into what type of training and development interventions are required to improve performance.

2.4.3 Coaching

DeSimone et al (2002), give a definition of coaching by Kinlaw, which views coaching as a mutual discussion between a manager and employee. This process follows a predictable procedure and leads to superior performance, commitment to sustained improvement and positive relationships.

Zweibel (2005) proposes that coaching supports training and development initiatives in that it is an ongoing process, which continually reinforces the lessons learned from training through a structured process involving feedback and follow-up.

It can be seen that the coaching process is a shared process that involves input from both the employee and supervisor.

Through this process the employee takes ownership for his or her development but also draws on the expertise, motivation and support of his or her supervisor.

Through the application of the above-mentioned aspects of coaching, this intervention provides the major benefits of helping businesses compete more effectively and assists people attain their potential (Jarvis, 2004).

2.4.4 Mentoring

DeSimone et al (2002), describe mentoring as a relationship between a junior and senior member in an organisation that contributes to career development of both members. A commonly held perception of mentoring is summarised as "Formally or informally, a manager with experience, expertise and wisdom teaches, counsels and helps a less experienced or less knowledgeable person to develop professionally and personally" (Smith, 2011).

In many organisations mentoring relationships are formed as a result of parties' mutual attraction, however, other organisations develop formal mentoring programmes where mentors and protégés are paired off and provided with support for the relationship (DeSimone, et al 2002).

McBain (1998), sees mentoring as a process mainly focused on career development whereby mentors are the individuals with advanced experience and knowledge who are committed to providing upward mobility to support their protégé's careers. The second aspect to mentoring is the focus on broader personal development and learning (McBain, 1998).

Mentoring improves individual and organisational performance and results in higher employee retention (Smith 2011).

In order for mentorship to be successful it must have the support of top management and be in line with the strategic direction of the business. The mentoring process should be well structured and its objectives must underpin the business strategy.

The skills and knowledge developed through this process must benefit and improve employee performance and at the same time increase business performance.

The government has identified mentoring as one of the skills development practices that could be applied to drive skills development and open up opportunities to people whose career growth was limited in the past (Fenwick, 2001).

Mentoring is considered an effective strategy, which promotes the transfer of skills, improves employees' knowledge base and encourages life-long learning (Fenwick, 2001).

It is therefore necessary that mentorship programmes are structured in line with organisations' employment equity plans and facilitate the achievement of organisations' employment equity goals (Wingrove, 2002).

2.5 SUMMARY

It can be seen that training and development is a powerful tool in developing human capital as well as enhancing organisational competitiveness whilst adhering to current legislation.

This chapter highlights and discusses the importance of a systematic approach to training, the predictors of training outcomes and the retention of skills and how it can be applied in the workplace.

This research study has a keen interest in those individuals who did not complete Secondary Schooling but are permanently employed within the Private Security Sector and completing a Matric equivalent qualification (FETC: Generic Management NQF level 4 Learnership).

From the field study of this research study, it is clear that time constraints and time lapsed from attending school hindered these individuals in completing their Secondary Schooling or obtaining a Matric Certificate.

Organisations play a key role in identifying these individuals, taking into account their positions, length of service and career paths and through skills development strategies and organisational objectives plan learning and development initiatives to aid the career growth of these individuals. By doing this the organisation can retain their knowledge and experience within the sector as well as eradicate the paradox that exists within the organisation, whereby a Matric certificate is a pre-requisite for promotion.

Even though it is stated that a systematic approach to learning and development should be adopted, a blanket approach should not be used for training in general and rather that each identified training need should be reviewed on a case to case basis.

Further initial assessment might be required, in terms of employees who did not complete Secondary Schooling, to pin-point exact levels of competency and what might be required to bridge possible shortfalls.

The baseline requirement for an NQF 4 level (Matric equivalent) qualification is numeracy and literacy at NQF level 3. It is therefore evident that the numeracy and literacy of these individuals need to be assessed in order to ensure they are ready to complete an equivalent qualification.

Learning and development is a time consuming and expensive exercise. Organisations therefore need to ensure that they benefit from the investment made in training.

To this end, every effort needs to be made to ensure that the skills people have been trained in are retained and transferred to employees within the organisation.

Important skills retention strategies include: career management and career development, performance management, coaching and mentoring.

CHAPTER 3

SKILLS DEVELOPMENT IN SOUTH AFRICA

3.1. INTRODUCTION

The following chapter presents a framework to understand skills development in South Africa through discussion of various aspects pertaining to skills development including relative legislation.

The background to skills development in South Africa is discussed and valuable information is provided which assists in understanding how and why certain skills shortages exist today.

Skills development legislation and strategies are also discussed as well as how these two aspects impact on skills development presently.

Employment equity issues are also discussed so as to provide an understanding of how these factors impact on skills development.

3.2 BACKGROUND TO THE STATE OF SKILLS IN SOUTH AFRICA

According to Hunter (2002), evidence indicates that the strength of a country's economy depends to a large extent on the level of education and skill of its population and the type of subjects which students' study.

Hunter (2002) states, that the previous government, pre-1994, did not do enough to educate and train its people and that the education in the country is still inadequate in comparison to the needs of the country.

The overriding problem in the South African education system is that the average level of education for the population is seven years of schooling compared to developed countries where the average level of education is approximately eleven years of schooling. In addition, in the traditional African schools there is a serious lack of science, mathematics and business education (Hunter, 2002).

Many South African organisations consider training and development as vital in addressing the skills gaps and developing capacity to meet competitive demands (Horwitz, et al, 2002). This, coupled with recent legislative requirements further emphasise the focus on skills development in the country and its organisations.

3.3 SKILLS DEVELOPMENT LEGISLATION AND STRATEGIES

The South African government was compelled to make changes in the training system, which is supportive of the economic and social changes the country is facing. Nel et al (2011) believe that to influence the training system the state should take the lead in developing policy that is supportive of the economic and social change in South Africa. This means legislation should be passed to make provision for enabling mechanisms, but will also regulate the actions and inputs of those involved in the training market.

South Africa, through the Department of Labour, has largely responded to the skills challenges by inaugurating a National Skills Development Strategy (NSDS), the latest being the NSDS III subsequently replaced by the National Skills Development Plan. The NSDP focuses largely on rural development, youth, people with disabilities and women with a strong focus on workplace provisioning in an effort to improve employer participation and engagement on skills planning matters for the next ten years up to 2030.

The NSDS III reigned for the past eight years and will be discussed as part of this research study.

The NSDS is driven through legislation promulgated since 1998, and attempts to align the participation of workers and employers around the initiative to broaden and deepen the profile of skills in the economy.

The NSDS identifies the priorities for skills development and provide a mechanism for measuring progress. It also charts the way forward for the Department of Labour, the Sector Education and Training Authorities (SETAs) and other key institutions. The strategy is made up of five strategic objectives.

A synopsis of these objectives is shown below:
I.   Strategic Objective 1: Developing a culture of high quality life-long learning.
II.   Strategic Objective 2: Fostering skills development in the formal economy for productivity and employment growth.
III.   Strategic Objective 3: Stimulating and supporting skills development in small business.
IV.   Strategic Objective 4: Promoting skills development for employability and sustainable livelihoods through social development initiatives.
V.   Strategic Objective 5: Assisting new entrants into employment.

As part of this research the following Acts will be discussed:
1. The Skills Development Act (1998)
2. Skills Development Levies Act (1999)
3. Broad-Based Black Economic Empowerment Act (2003).

In addition, attention will also be drawn to the National Skills Development Strategy and the various frameworks and institutions which implement and oversee this skills development strategy.

3.3.1 The Skills Development Act

3.3.1.1 The Purpose of the Skills Development Act

This Act provides the legislative basis for the skills development element of the B-BBEE scorecard within organisations.

The Skills Development Act No.97 of 1998 (chapter 1, section 2) states that the purpose of the Act is focussed on the following:

Section 2(1) of the Act states that the purposes of the Act are:

a. *"to develop the skills of the South African workforce -*
    i. *to improve the quality of life of workers, their prospects of work and labour mobility;*
    ii. *to improve productivity in the workplace and the competitiveness of employers;*
    iii. *to promote self-employment; and*
    iv. *to improve the delivery of social services;*
b. *to increase the levels of investment in education and training in the labour market and to improve the return of investment;*
c. *to encourage employers -*
    i. *to use the workplace as an active learning environment;*
    ii. *to provide employees with the opportunities to acquire new skills;*
    iii. *to provide opportunities for new entrants to the labour market to gain work experience; and*
    iv. *to employ persons who find it difficult to be employed;*
d. *to encourage workers to participate in leadership and other training programmes;*
e. *to improve the employment prospects of people previously disadvantaged by unfair discrimination and to redress those disadvantages through training and education;*
f. *to ensure the quality of education and training in and for the workplace;*

g. *to assist-*

    i.   *work seekers to find work;*

    ii.   *retrenched workers to re-enter the labour market;*

    iii.   *employers to find qualified employees; and*

h. *to provide and regulate employment services."*

The following bodies play a role in achieving the above-mentioned goals: National Skills Authority, the National Skills Fund, Sector Education and Training Authorities (SETAs), labour centres and the Skills Development Planning Unit as well as the encouragement of public-private partnerships and cooperation with the South African Qualifications Authority (SAQA).

In-house, on-site or workplace based training programmes are given a formal structure as skills programmes in terms of Section 20 of the Act if these programmes are occupationally based (workplace based) and if the programme on completion constitutes credits towards a qualification registered in terms of the National Qualifications Framework.

According to Nel *et al* (2001), the Skills Development Act aims to develop the skills of the South African workforce, increase the quality of working life for workers, improve the productivity of the workplace, promote self-employment and improve the delivery of social services.

With regard to the role of employers, the Act aims at encouraging employers to use the workplace as an active learning environment, to provide opportunities for new entrants into the market place to gain work experience and to improve the employment prospects of previously disadvantaged people through education and training (Nel, *et al,* 2001).

In their article Keightley and Babb (1999), state that the Act provides an institutional framework to devise and implement national, sector and workplace strategies to develop and improve the skills of the South African workforce, to integrate these strategies within the National Qualifications Framework and to provide learnerships that lead to recognised occupational qualifications.

According to Blumental (2004), the Skills Development Act is not the answer to the unemployment crisis in South Africa, but it is a support mechanism in that it enables business to expand its workforce, properly upgrade and develop existing employees and their skills.

3.3.1.2 Key Frameworks and Institutions Linked to the Skills Development Act

The following frameworks and institutions oversee skills development:

I.   The National Skills Authority (NSA)

Section 4 of the Act launches the National Skills Authority of which the functions are stated in Section 5(1):

   a. *"to advise the Minister on -*
      i.   *a national skills development policy;*
      ii.   *a national skills development strategy;*
      iii. *guidelines on the implementation of the national skills development strategy;*
      iv.   *the allocation of subsidies from the National Skills Fund; and*
      v.   *any regulations to be made;*
   b. *to advise with SETAS on -*
      i.   *the national skills development policy; and*
      ii.   *the national skills development strategy;*
   c. *to report to the Minister in the prescribed manner on the progress made in the implementation of the national skills development strategy;*

d. to conduct investigations on any matter arising out of the application of this Act; and

e. to exercise any other powers and perform any other duties conferred or imposed on the Authority by this Act.

II.   Sector Education and Training Authorities (SETA's)

The Skills Development Act No.97 of 1998 (chapter 3, section 10), states that the purpose of a SETA is to develop sector skills plans within the framework of the national skills development strategy and to implement its sector plans by establishing learnerships, approving workplace skills plans and allocating grants to employers, education and training providers and workers, and monitoring education and training in the sector. SETA's also focus on promoting learnerships through identifying workplaces for practical experience, supporting the development of learning materials, improving the facilitation of learning and assisting in the conclusion of learnership agreements.

Other areas of focus of SETA's include registering learnership agreements, collecting and disbursing skills development levies in the sector, liaising with the NSA on national skills development policy, national skills development strategy and sector plans. Lastly, SETA's are responsible for liaising with the Department of Education and any education body to improve information with regard to employment opportunities between education and training providers and the labour market.

III.   Learnerships

The Skills Development Act No.97 of 1998 (chapter 4, section 16) states that learnerships may be established by a SETA under the following circumstances: the learnership must consist of a structured learning component, the learnership includes practical work of a specified nature and duration, the learnership leads to a qualification registered with the South African Qualifications Authority and is related to an occupation, and the intended learnership is registered with the Director-General in the prescribed manner.

IV.   The Skills Planning Unit

It is stated in The Skills Development Act No.97 of 1998 (chapter 6, section 22), that the purpose of the Skills Planning Unit is to research and analyse the labour market in order to determine skills development needs for South Africa, each sector of the economy and organs of state. This planning unit also assists in the formulation of the national skills development strategy and sector skills development plans.

In addition, the Skills Planning Unit provides information on skills to the Minister, the NSA, SETA's, education and training providers and organs of state.

V.   The National Skills Fund

According to the Skills Development Act No.97 of 1998 (chapter 7, section 27), this fund is credited with 20% of the skills development levies, interest and penalties collected in respect of every SETA, money appropriated by Parliament, interest earned on unexpended balances in the fund, donations to the fund and money received from other sources. The money in the fund may only be used for projects identified in the national skills development strategy as national priorities.

VI.   Labour Centres

The Skills Development Act No.97 of 1998 (chapter 6, section 23) states that the functions of Labour Centres include the provision of employment services for workers, employers and training providers. Labour Centres are also responsible for registering work-seekers, registering work opportunities, assisting people enter special education and training programmes, to find employment, start income-generating projects and to participate in special employment programmes.

VII.   NSDS

The National Skills Development Strategy (NSDS) is the tool used by the Department of Labour to drive the process of developing the skills of the South African labour force. Six conceptual pillars: Inclusion, Relevance, Sustainability, Creativity, Quality and Quantity inform its key aims and objectives.

VIII.   The National Qualifications Framework (NQF)

According to Nel *et al* (2001), the NQF provides a framework on which standards and qualifications, which are agreed to by education and training stakeholders in South Africa, are registered. Through the application of this framework education and training is made more flexible, efficient and accessible (Nel, *et al,* 2001).

Fenton (1996) describes the key objectives of the NQF as the recognition of prior learning, the development of people who were previously disadvantaged in terms of education and the portability of skills across industry.

The building blocks of the NQF is termed unit standards, which describes the outcomes of learning and the standard of performance that must be met in order for an individual to be deemed competent in a specific area of skill or knowledge (Foster, 1998).

Learnership qualifications consist of a number of unit standards with accompanying credits which constitutes a full qualification.

Unit standards allows learners to be assessed on the actual skills or competencies required to perform the job as opposed to the academic qualifications alone. Through the application of unit standards it is also possible to evaluate a person's prior learning and skills against an approved national standard. This is valuable as people learn many things outside of formal education and these standards provide a framework to obtain formal recognition for these skills.

IX.   The South African Qualifications Authority (SAQA)

The SAQA came into being through the SAQA Act (Nel *et al,* 2001). According to Nel *et al* (2001), SAQA provides a comprehensive national framework consisting of national standards to improve the quality and relevance of training.

This framework is valuable in that it alleviates the problem created by the vast variety of training qualifications and pathways that are available on the training market, which make it difficult for learners to judge the credibility and market value of a course.

The main function of SAQA is to oversee the development and implementation of the National Qualifications Framework.

One of the core requirements of SAQA is that training providers have to have documented quality management systems in place in order to ensure that training providers are maintaining the quality of registered standards and qualifications.

SAQA then accredits Education and Quality Assurer Bodies (ETQA's) to monitor and audit the processes through which learners are to receive formal recognition for achieving NQF qualifications and standards (Patrick, 1999).

The NQF is considered valuable in that it facilitates the development of competency standards and provides a vehicle for the integration of training and development (Fenton, 1996).

The Skills Development Amended Act 2008 (no 37 of 2008) brought about the establishment of three Quality Councils to manage three sub frameworks which fall within a single National Qualifications Framework (NQF) and are managed with the South African Qualifications Authority (SAQA), namely the HEQC, UMALUSI and Trades and Occupations (QCTO).

The amendment act introduced the Quality Council for Trades and Occupations (QCTO) which main aim is to coordinate learning towards occupational competence.

A number of other amendments where gazetted of which the most significant being the aforementioned.

3.3.2 The Skills Development Levies Act

The Skills Development Levies Act, 1999 provides a regulatory framework to address the low level of investment by firms in training.

This Act aims to promote learning and development in South Africa and is driven as a percentage (6%) of an employer's total payroll.

The SDL Act regulates a compulsory levy scheme to fund education and training in businesses within various sectors in South Africa as outlined in the Skills Development Act No.97 of 1998. It aims to expand the knowledge and competencies of the labour force in an attempt to increase the supply of skilled labour in South Africa, providing for greater productivity, employability and competitiveness.

The levy was introduced on the basis of 0.5% of an employer's payroll per month, effective from 1 April 2000 and thereafter 1.0% of an employer's payroll, effective 1 April 2001 (Nel et al, 2001).

3.3.3 Financing of the Skills Development System The levy system

The financing of the skills development system is based on the levy-based scheme, regulated in the Skills Development Levies Act (RSA, 1999) discussed above.

Every employer, except those exempted by the Act (i.e. public service employer, religious or charitable institutions, national or provincial public entity), and whose total employee payroll as calculated by PAYE (Pay as You Earn) is to exceed R 500 000 per year, has to pay a skills levy of 1% of the total employee payroll. It is also worthwhile noting, that compared to international standards this levy is considered relatively low, as international investment in training usually ranges between four and seven percent (Thejane, 2007, Blaine, 2007).

The levy is collected through the South African Revenue Service (SARS) whereby 20% of the levy is allocated to the National Skills Fund (NSF) and the remaining 80% is paid to all existing SETAs. The SETA's then demarcate 10% to its administration and the rest of the amount is allocated to grant payments to employers who have provided training in terms of their Workplace Skills Plan and Annual Training Report.

Two mandatory grants are available:
  I. Planning grant: 50% of the levy, paid out on submission and approval of a Workplace Skills Plan (WSP), which identifies the training planned by an employer for each year.
  II. Implementation grant: A percentage of the levy that is paid out upon receipt and approval of an Annual Training Report (ATR) from the employer.

In addition, certain discretionary grants for pursuing relevant skills development projects can be obtained by employers under specific conditions.

All grants are subject to the availability of funds from the SETAs and an efficient distribution of these funds. The aforementioned have been difficult in the case of some SETAs as financial mismanagement in the early years after inception have led to strained finances, and thus delayed or no payment of funds. The process of submitting Workplace Skills Plans (WSP) and Annual Training Reports (ATR) has been commonly criticized by employers for being "too tedious and highly bureaucratic".

3.3.4 Tax deductions

As an additional incentive for employers Section (12H) of Taxation Laws Amendment Act of 2016 provides additional deductions to employers for qualifying learnership agreements. These additional deductions are intended as an incentive for employers to train employees in a regulated environment in order to encourage skills development and job creation (SARS 2016).

In 1998 the Skills Development Act was put into place in an effort to aid the further development of skills within the South African workforce by encouraging workplaces to become active learning environments and make provisions for ongoing education and skills development.

The increased investment in skills development was intended to translate into greater returns on investment for employers, while simultaneously generating a more competent workforce with improved future employment prospects.

Through providing access to further training and education in a controlled environment, the Skills Development Act sought to empower employees while enticing employers to participate with promises of increased profit.

The Skills Development Act of 1998, and Skills Development Levy Act of 1999, set the bar for focused skills development programs, and the Sector Education and Training Authorities (SETAs) were implemented to monitor skills development efforts and ensure that energies spent were in line with the overall Sector Skills Plans.

The third wave of the National Skills Development Strategy (NSDS III) was released in February 2011 (Department of Higher Education and Training, 2011). The NSDS III has eight goals, which link closely with those of the DHET Strat Plan. The Plan emphasises the importance of assisting students and learners to move between learning and work.

The skills levy funds is used to incentivise organisations to open up structured workplace learning for students as well as for university and university of technology students.

Training is a valuable tool whether it is institution-based or on-the-job. The positive returns of further training and skills development impact all areas and interests of a business with considerable long term benefits.

Therefore, using the avenues made available by the Skills Development Act, companies are able to facilitate sustainable training and skills development practices that benefit industry on a national level.

The State Owned Enterprises and other large employers have a special role to play in this regard.

3.4 B-BBEE AND SKILLS DEVELOPMENT

3.4.1 Background to Skills Development in Relation to Employment Equity

The historical imbalances of the past have inhibited skills development amongst the majority of the population. The apartheid legacy in South Africa created racial segmentation of the labour market in respect of access to higher-level skills (Horwitz, *et al,* 2002).

Access for Black people to trades and skilled work was legislatively prohibited by job reservation in favour of white employees.

3.4.2 Understanding Employment Equity and Affirmative Action

Hunter (2002) describes employment equity as the employment of people in a fair and equitable manner compared to the approach of the past in South Africa in order to establish a diverse workforce which mirrors that of the population and EAP of South Africa.

This means that all people should have a fair chance of being selected for positions and should receive training, development, support and be remunerated according to the job requirements and not on race, religion or gender (Hunter, 2002).

According to Nel *et al* (2001), the concept of employment equity aims to undo huge disparities in the labour market brought about through apartheid.

In this case, equity is defined as, "present fair discrimination to prevent future unfair discrimination" (Nel *et al,* 2001).

Affirmative action in South Africa has been seen as a way to amend past imbalances and to inhibit future discrimination (De Beer, 2011). Affirmative, in terms of employment, focuses on increasing the representation of the designated groups through hiring, skills development and promotion (De Beer, 2011). Hunter (2002) describes affirmative action as the positive action taken by organisations to rectify the inequalities, which have resulted from past discriminatory practices. This includes all employment practices such as recruitment, selection, training, development and remuneration.

This approach focuses on giving people from previously disadvantaged groups' preferential treatment so that in time an equitable employment situation can be achieved (Hunter, 2002).

3.4.3 The Employment Equity Act

De Beer (2011) describes employment equity as the attempts by the government and organisations to increase equity in the workplace.

Nel *et al* (2001) expresses that the main purpose of the Employment Equity Act No.55 of 1998 is to:
  i.   promote equal opportunity and fair treatment in employment through the elimination of unfair discrimination, and
  ii. implement affirmative action to redress the disadvantages in employment experienced by designated groups.

According to Nel *et al* (2001) the Employment Equity ActNo.55 of 1998 highlight the following affirmative action strategies, which organisations are compelled to adhere to:

i.   the identification and removal of barriers to employment equity,

ii.   increase in workforce diversity,

iii. make adjustments for reasonable accommodation so that people from designated groups enjoy equal opportunities and are equitably represented in the workforce,

iv.   ensure equitable representation of suitably qualified people,

v.   retain, train and develop skills, and

vi.   put in place measures such as preferential treatment and numerical goals.

Booysen (2007) states that transformation in the organisation must be all-inclusive and comply with legislation. Employment equity legislation compels employers to identify and remove discriminatory barriers that hamper the progress of designated groups within organisations.

This legislation also forces an employer to put measures in place which focus on the equitable representation of race groups and ensure the training and retention of designated groups.

The Employment Equity Act 55 of 1998 ("EEA") was amended by the Employment Equity Amendment Act 47 of 2013 ("Amendment Act"). The Employment Equity Regulations, 2014 ("regulations") were also published in the Government Gazette (No: 37873) on 1 August 2014.

The Amendment Act and regulations introduced a number of material changes and amplifications to the EEA, impacting on the regulation of disputes, the extension of the jurisdiction of the Commission of Conciliation Mediation and Arbitration (CCMA) and the relationship between employers and the Department of Labour (DoL).

3.4.4 Broad-Based Black Economic Empowerment Act, 2003 (Act no. 53 of 2003)

The objectives of this Act are to facilitate broad-based black economic empowerment by—

   i.   promoting economic transformation in order to enable meaningful participation of <u>black people</u> in the economy;
  ii.   achieving a substantial change in the racial composition of ownership and management structures and in the skilled occupations of existing and new enterprises;
 iii.   increasing the extent to which communities, workers, cooperatives and other collective enterprises own and manage existing and new enterprises and increasing their access to economic activities, infrastructure and skills training;
  iv.   increasing the extent to which black women own and manage existing and new enterprises, and increasing their access to economic activities, infrastructure and skills training;
   v.   promoting investment programmes that lead to broad-based and meaningful participation in the economy by black people in order to achieve sustainable development and general prosperity
  vi.   empowering rural and local communities by enabling access to economic activities, land, infrastructure, ownership and skills;

For the purpose of this study there will be a focus on Amended Code Series 400: The General Principles for Measuring Skills Development.

3.4.5 Employment Equity and Its Link to Skills Development

As mentioned above, the B-BBEE 2003 (act no. 53 of 2003) requires organisations to set goals, devise plans and implement appropriate training measures to address affirmative action.

This requirement is underpinned by the Skills Development Act No.97 of 1998, which requires companies to appoint Skills Development Facilitators, commit to training plans and pay a training levy (Fenwick, 2001).

According to Mdladlana (2005), skills development and employment equity are the cornerstones of good human resources practice in South Africa in that together they contribute towards enhanced performance of enterprises and improvement in the quality of work life.

These two concepts, though they are linked, are not the same in that a culture of learning and education in organisations is necessary irrespective of the workforce demographics. However, in the South African context, given the legacy of institutionalised segregation of labour, which we are in the process of redressing, skills development is an essential component to achieving employment equity (Mdladlana, 2005).

Many organisations experience a shortage of appropriately skilled people from designated groups. The way to deal with this challenge is to link employment equity and skills development (Madladlana, 2005).

The link between employment equity and skills development is illustrated by employers being required to complete an employment equity report, which forms part of the skills development report. In this regard companies are required to explain how the training that has been implemented in their respective organisations has made a contribution towards achieving the employment equity targets in their respective organisations.

3.4.6 Amended Codes of Good Practice (2013) - Amended Code Series 400: The General Principles for Measuring Skills Development

3.4.6.1 Objectives of this Statement

The objective is to specify the scorecard for measuring the Skills Development Element of B-BBEE Scorecard and to define the key measurement principles associated with the Skills Development Element and indicate the formula for measuring the Skills Development Element.

3.4.6.2 The Skills Development Element Scorecard

Table 3.1: B-BBEE Scorecard

Category	Skills Development Element	Weighting points	Compliance Target
Skills Development Expenditure on any programme specified in the Learning Programme Matrix for black people as a percentage of the Leviable Amount			
Skills Development Expenditure on Learning Programmes specified in the Learning Programme Matrix for black people as a percentage of Leviable Amount.	**8**	**6%**	
Skills Development Expenditure on Learning Programmes specified in the Learning Programme Matrix for black employees with disabilities as a percentage of Leviable Amount.	**4**	**0.3%**	
Learnerships, Apprenticeships, and Internships			
Number of black people participating in Learnerships, Apprenticeships and internships as a percentage of total employees	**4**	**2.5%**	
Number of black unemployed people participating in training specified in the learning programme matrix as a percentage of number of employees	**4**	**2.5%**	
Bonus points:			
Number of black people absorbed by the Measured and Industry Entity at the end of the Learnerships programme	**5**	**100%**	

The compliance targets for the Skills Development scorecard are based on the overall demographic representation of black people as defined in the Regulations of the Employment Equity Act and Commission of Employment Equity Report as amended from time to time. In determining a Measured Entity's score, the targets should be further broken down into specific criteria according to the different race sub-groups within the definition of black in accordance with the Regulations of Employment Equity Act and Commission of Employment Equity Report.

3.4.6.3 Key Measurement Principles

The following criteria must be fulfilled in order for the Measured Entity to receive points on the Skills Development Element scorecard:

i. Workplace Skills Plan, an Annual Training Report and Pivotal Report which are SETA approved; and

ii. Implementation of Priority Skills programme generally, and more specifically for black people.

iii. The 6 % compliance target includes external training expenditure for unemployed black people.

iv. A tracking tool has to be developed in order for the Measured Entity to score.

v. If less than 100% of the learners are absorbed the percentage achieved or absorbed will be recognised.

3.4.6.4 Subminimum and Discounting Principle

A Measured Entity must achieve a minimum of 40% of the targets set out in the Skills Development Element. Non-compliance to the threshold targets will result in the overall achieved B-BBEE status level being discounted.

3.4.6.5 Learning Programme Matrix

For the purpose of this study attention is directed to Level D on the learning programme matrix, which is labelled Learnerships and Apprenticeships, which is the most important category for Skills Development in line with the Amended Codes of Good Conduct and critical for employers with B-BBEE scorecards.

Table 3.2 Breakdown of Learning Programme Matrix

Cat	Programme	Narrative Description	Delivery Mode	Learning Site	Learning Achievement
A	Bursaries	Institution-based theoretical instruction alone-formally assessed by the institution	Institutional instruction	Institutions such as universities and colleges, schools, ABET providers	Recognised theoretical knowledge resulting in the achievement of a degree, diploma or certificate issued by an accredited or registered formal institution of learning
B	Internships	Institution-based theoretical instruction as well as some practical learning with an employer or in a simulated work environment-formally assessed through the institution	Mixed mode delivery with institutional instruction as well as supervised learning in an appropriate workplace or simulated work environment	Institutions such as universities and colleges, schools, ABET providers and workplace	Theoretical knowledge and workplace experience with set requirements resulting in the achievement of a degree, diploma or certificate issued by an accredited or registered formal institution of learning
C	Learnerships	Recognised or registered structured experiential learning in the workplace that is required after the achievement of a qualification - formally assessed by a statutory occupational or professional body	Structured learning in the workplace with mentoring or coaching	Workplace	Occupational or professional knowledge and experience formally recognised through registration or licensing

D	Learnerships or Apprenticeships	Occupationally-directed instructional and work-based learning programme that requires a formal contract - formally assessed by an accredited body	Institutional instruction together with structured, supervised experiential learning in the workplace	Institution and workplace	Theoretical knowledge and workplace learning, resulting in the achievement of a South African Qualifications Authority registered qualification, a certificate or other similar occupational or professional qualification issued by an accredited or registered formal institution of learning
E	Work-integrated learning	Occupationally-directed instructional and work-based learning programme that does not require a formal contract - formally assessed by an accredited body	Structured, supervised experiential learning in the workplace which may include some institutional instruction	Workplace, institutional as well as ABET providers	Credits awarded for registered unit standards, continued professional development, improved performance or skills (e.g. evidence of outputs based on Performance Development Programme)
F	Informal training	Occupationally-directed informal instructional programmes	Structured information sharing or direct instruction involving workshops, seminars and conferences and short courses	Institutions, conferences and meetings	Continuing professional development, attendance certificates and credits against registered unit standards (in some instances)
G	Informal training	Work-based informal programmes	Informal training	Workplace	Increased understanding of job or work context or improved performance or skills

Source: Empowerdex. 2017. Amended Code Series 400: The General Principles for Measuring Skills Development. [ONLINE]

3.4.7 Skills Development Practices that Promote Employment Equity

According to (Folscher, 2005) leveraging skills development of employees is an important concept in achieving equitable representation of black people in all occupations and at all levels of the workplace over a period of time.

Folscher (2005) identifies certain skills development initiatives, which facilitate the successful implementation of employment equity:

i.   promote skills development by spending at least 6% of payroll over and above the skills development levy on education and training,

ii. ensure that at least 5% of black employees are on learnerships at any given time,

iii. implement personal development plans to increase the number of black managers at all occupational levels within the organisation, and

iv. ensure employment equity plans focus on achieving equitable representation in all occupational categories and levels within the workforce.

3.5 B-BBEE CODES OF GOOD PRACTICE 2007 vs. 2013

3.5.1 Introduction

The South African Department of Trade and Industry's growth strategy for the country "includes a focus on broadening participation, equity and access to redress for all economic citizens, particularly those previously marginalised" (dti 2007b).

The Department for Trade and Industry defines B-BBEE (broad-based black economic empowerment) as "a specific government policy to advance economic transformation and enhance the economic participation of black people in the South African economy" (dti 2007b).

Considering the amount of information in terms of the rationale, codes of practice, etc., that is available on the dti's website (http://www.thedti.gov.za), it is clear that BEE (under the legislative framework of the Broad-Based Black Economic Empowerment Act (Act No. 53 of 2003) and the Amended B-BBEE Codes of Good Practice has undergone a rapid metamorphosis and has become an integral part of South Africa's everyday business life.

The Strategy for Broad-Based Black Economic Empowerment (dti 2011) provides details of the transformation rationale, its purpose in terms of overcoming the economic legacy of apartheid, and the B-BBEE strategy itself, including definitions, policy objectives, key principles, policy instruments, financing arrangements and various appendices, which contain, for example, the balanced scorecard, definitions and draft regulations.

B-BBEE is measured by means of a balanced scorecard and includes scores for direct empowerment, human resource development and indirect empowerment.

Officially, in terms of the Broad-Based Black Economic Empowerment Act, B-BBEE means "the economic empowerment of all black people including women, workers, the youth, people with disabilities and people living in rural areas through diverse but integrated socio-economic strategies".

'Black people' is a generic term that embraces Africans, Coloureds and Indians. The objectives of article 2 of the Act are to facilitate B-BBEE by:
- promoting economic transformation in order to enable participation of black people in the economy;
- achieving a substantial change in the racial composition of ownership and management structures and in the skilled occupations of existing and new enterprises;
- increasing the extent to which communities, workers, cooperatives and other collective enterprises own and manage existing and new enterprises and increasing their access to economic activities, infrastructure and skills training;

- increasing the extent to which black women own and manage existing and new enterprises and increasing their access to economic activities, infrastructure and skills training;

- promoting investment programmes that lead to broad-based and meaningful participation in the economy by black people in order to achieve sustainable development and general prosperity;

- empowering rural and local communities by enabling access to economic activities, land infrastructure, ownership and skills; and

- promoting access to finance for black economic empowerment.

The most comprehensive and elaborate official B-BBEE publication is contained in Government Notice 1019 of 2013 by the Department of Trade and Industry, entitled Amended code series 000: Framework for measuring Broad-Based Black Economic Empowerment issued under Section 9 of the Broad-Based Black Economic Empowerment Act 53 of 2003: Codes of Good Practice on Black Economic Empowerment.

3.5.2 B-BBEE Codes of Good Practice: Notice 112 of 2007

Skills Development

Below is an overview of the content that was part of the B-BBEE Codes of Good Practice which governed the measurement of the skills development element of B-BBEE.

The following table represents the indicators and method for calculating a score for skills development:

Table 3.3: The Skills Development Scorecard 2007

Category	Skills Development Element	Weighting Points	Compliance Target
Skills Development Expenditure on any programme specified in the Learning Programmes Matrix			
	Skills Development Expenditure on the Learning Programmes specified in the Learning Programmes Matrix for black employees as a percentage of Leviable Amount using the Adjusted Recognition for Gender	6	3%
	Skills Development Expenditure on Learning Programmes specified in the Learning Programmes Matrix for black employees with disabilities as a percentage of Leviable Amount using the Adjusted Recognition for Gender	3	0.3%
Learnerships			
	Number of black employees participating in Learnerships or Category B, C and D Programmes as a percentage of total employees using the Adjusted Recognition for Gender	6	5%

Source: Codes of Good Practice on Black Economic Empowerment

In terms of Clause 3 of Statement 400, Measured Entities will only receive points on the Skills Development Scorecard if they are in compliance with the requirements of the Skills Development Act and the Skills Development Levy Act, if they have registered with the applicable Sector Education and Training Authority and if they have implemented programmes targeted at developing Priority Skills specifically for black employees.

3.5.3 B-BBEE Codes of Good Practice: Notice 1019 of 2013

Following a review, the South African Government revised the B-BBEE Codes in October 2013.

The Revised Codes have reduced the Scorecard Elements from 7 to 5 by combining Management Control and Employment Equity into one element and combining Preferential Procurement and Enterprise Development into one element.

A portion of the old Enterprise Development element has been limited to Supplier Development.

Note: The Amended Codes of Good Practice for BEE comprise approximately 112 pages and provide detailed explanations of the framework.

Table 3.4: The Skills Development Scorecard 2013

Criteria	2007 BEE Codes		2013 BEE Codes	
	Weighting	**Bonus**	**Weighting**	**Bonus**
Ownership	20	3	25	0
Management Control	10	1	15	4
Employment Equity	15	3	-	-
Skills Development	**15**	**0**	**20**	**5**
Preferential Procurement	20	0	-	-
Enterprise and Supplier Development	15	0	40	4
Socio-economic Development	5	0	5	0
TOTAL	**100**	**7**	**100**	**13**

Source: www.bee.co.za

A distinction is made between an Exempted Micro-Enterprise (EME) with a total revenue of R10 million or less; a Qualifying Small Enterprise (QSE) with total revenue of between R10 million and less than R50 million; and a Generic Enterprise that turns over more than R50 million per annum and which is measured against a Generic BEE Scorecard.

For the purpose of the research proposal the focus will be on a Generic Enterprise with a Generic Scorecard.

Any business that turns over more than R50 million is classified as a Generic Enterprise.

Generic Enterprises are required to use all 5 elements on the revised B-BBEE Scorecard.

Measurement of an enterprise as a 'contributor' in terms of the B-BBEE scorecard determines its B-BBEE status on the basis of the qualification in terms of points scored, including its B-BBEE recognition level.

Table 3.5: 2007 vs 2013 points required for B-BBEE contributor status

2007 BEE Codes	2013 BEE Codes	BEE Status (Level)	Procurement Recognition
100+	100+	1	135%
85-100	95-100	2	125%
75-85	90-95	3	110%
65-75	80-90	4	100%
55-65	75-80	5	80%
45-55	70-75	6	60%
40-45	55-70	7	50%
30-40	40-55	8	10%

Source: www.bee.co.za

From the aforementioned discussion it is clear that the Amended B-BBEE Codes of Good Practice have a greater focus on enterprise development, ownership and skills development.

3.6. The role of the Private Sector in terms of skills development

Governments may use diverse instruments to financially support and encourage training, one of them being the use of training levies whereby employers contribute a Skills Development Levy as mentioned in above discussions.

There has been a broad consensus across Association of Southeast Asian Nations (ASEAN) about the importance of building effective TVET systems to develop the skills of the workforce and to consequently boost productivity, economic growth and high quality employment (OECD, 2016).

Globally, 38% of the employers have difficulties filling jobs due to the lack of skills of applicants (Manpower Group 2015). At the same time, private stakeholders are rarely involved in shaping framework conditions for skills development and technical vocational education and training (OECD, 2016).

3.7. SUMMARY

This chapter provides an overview of the legislation and skills development strategies, which are aimed at addressing skills shortages in South Africa.

It is clear that the government followed a structured legislative approach to the drafting and implementation of legislation aimed at creating an equitable society by addressing the interrelated issues of human rights, employment equity, skills development, allocation of natural resources and black economic empowerment.

An understanding of employment equity is also provided. Attention is drawn to the purpose of the employment equity legislation and the link between employment and skills development is also highlighted. This link shows that in the South African context skills development is an essential component to achieving employment equity.

This chapter also provides an overview of skills development activities that takes place within an organisation and puts into context the environment in which the field study took place.

It is clear that companies have to employ a multi-dimensional approach to black economic empowerment to ensure that it incorporate all the prescriptions of all legislation that has an influence on its business units and not only legislation that is directly associated with the principles of Black Economic Empowerment.

Whilst the legislation may seem restrictive and prescriptive it also supports and develops structures and funding to encourage employers to actively participate in skills development.

The link between learning and development or skills development and relative legislation is made in that whilst every effort must be made to follow a systematic approach to training it is important to apply the legislative measures with regard to skills development.

Recruitment and selection of individuals to be trained should be in line with EAP (Economic Active Population) statistics for the country or region and must tie in with the EE targets or plan of the organisation.

By leveraging skills development, a "talent pool" can be created for succession planning in line with the Employment Equity targets of the organisation. A further benefit of enrolling employees onto learnerships is that it will maximise B-BBEE points under the skills development pillar of the B-BBEE scorecard. By selecting key learnerships to address skills shortages within the organisation it can ensure that the right employees with the right skills are in place to perform specific job functions.

In terms of unemployed individuals to be trained as part of the B-BBEE scorecard, organisations can identify learnerships in line with scarce skills, train these individuals and absorb them into the company, once again ensuring the necessary skills are in place to perform specific job functions as well as satisfying both the training of unemployed individuals as well as obtaining bonus points for absorbing these individuals into the organisation.

Experience of the researcher within the training and development sector attest to these structures and funding being embraced by organisations, making a positive impact on the performance of the company and employees.

The above needs a total strategy formulation around the understanding of the individuals to be trained, the assessment, the training or qualification to be delivered, coaching and mentoring, business buy-in, retention strategies and articulation or advancement opportunities within the organisation.

CHAPTER 4

EMPLOYED NON-MATRICULANTS IN SOUTH AFRICA

4.1 INTRODUCTION

Education is one of the strongest predictors of health worldwide (Freudenberg & Ruglis, 2007) with well-documented positive outcomes.

In South Africa, the Department of Education defines dropout as leaving school before completing a given grade in a given school year (Wegner, Flisher, Chikobvu, Lombard & King, 2008).

The importance attached to obtaining Matric or Grade 12 National Senior Certificate (NSC), is deeply rooted in the South African psyche. Not obtaining this qualification is often associated with failure in a general sense. It is therefore expected that getting all students to successfully complete Secondary Schooling, in other words Grade 12 or Matric, is often put forward as a national development goal.

Throughout adolescence, students make many important decisions which will shape their future, one of which is the decision to persist and complete Secondary Schooling.

While making these decisions, high school students face forces such as employment opportunities, family responsibilities or academic ability that may cause them to be pulled, pushed or to fall out of school.

In many ways the decision to remain in school is imperative in its importance as non-completion of Secondary Schooling has both public and private costs.

In an economy where education strongly influences income and occupation, non-matriculants are at a significant disadvantage. According to Rumburger (1987) non-matriculants are less likely to participate in the labour market than other adults, and they often become stalled in low-wage jobs with few advancement opportunities.

In the world's industrial economies, completion of a secondary school certificate is considered both a minimum level of educational attainment needed to access and succeed in the post-school education and labour markets (Cuervo & Wyn, 2011; Karmel & Liu, 2011; Lamb & Markussen, 2011; Sweet, Anisef, Brown, Adamuti-Trache, & Parekh, 2012) and a measure of successful transition from childhood to adulthood (Billett, Johnson, & Thomas, 2014).

The current South African economy is characterised by high unemployment (almost one in three people), weak currency and a low political stability.

More recent research on non-completion of secondary school highlights the substantial negative impacts associated with leaving school early. Impacts include poorer labour market, health and wellbeing outcomes for individuals (Belfield & Levin, 2007; Leigh & Ryan, 2008; Oreopoulos, 2003; Rumberger, 2011).

This study will be analysed using the framework of *push, pull*, and *falling out* factors, as set forth by Jordan, Lara, and McPartland (1994) and Watt and Roessingh (1994).

The discussion section will suggest potential reasons for predominant types of factors, and the implications this has on non-matriculants in the past, present, and future.

4.2 BACKGROUND

Considerable international research has addressed factors associated with non-completion or dropping out of school.

Non-matriculants may leave school because of a variety of individual and school based factors.

The early school leaving literature, or 'dropout discourse' (De Witte et al., 2013), cites a range of demographic, contextual and environmental factors that may contribute to early school leaving. Research shows that dropping out is often a result of cumulative disengagements (Nevala et al., 2011; Tillezcek et al., 2011), entails a 'multidimensional process' (Tillezcek et al., 2011) and is a decision that 'is influenced by factors that are at work for a long period of time' (Manni & Kalb, 2003).

A number of theories have been advanced to explain the reasons students leave school prematurely.

"Pull-out" theories assume that students make a cost-benefit analysis of their economic interest to remain in or leave school (McNeal, 1997; Mihalic & Elliott, 1997). These theories view the adolescent in a contextual sense, in that schooling is only one of the important parts of the adolescent's life, along with family, the labour market, peers, and churches and other organisations. According to pull-out theorists, in the context of a high unemployment rate, students are more likely to leave school because of financial constraints, family responsibility, location of schools and other factors which determine non-completion of Secondary Schooling.

In contrast, factors internal to the school, such as disciplinary policies or conflicts with students or teachers, might serve to push students out of school.

"Push-out" theories concentrate on the school factors that discourage students from continuing with their education.

Push-out theorists argue that students leave school not only because of their individual attributes but also because of school structure (Fine, 1986, 1991). Jordan, Lara, and McPartland (1994) define push effects as "factors located within the school itself that negatively impact the connection adolescents make with the school's environment and cause them to reject the context of schooling."

These factors can be "structural, contextual, climate-related, or individualised" and can influence certain students to view school as an unwelcoming place.

The influence of these push-out factors and pull-out factors may depend in part on the ethnicity and/or gender of the students. In a South African context examples of push-out factors are poorly trained teachers, lack of facilities, distance to schools and peer pressure.

4.3 THEORIES OF SCHOOL DROPOUT

4.3.1 Push, pull and falling out framework

A framework was developed by two groups of authors to explain reasons why students drop out of school and as such they can be pushed, pulled or fall out of school (Jordan et al., 1994; Watt & Roessingh, 1994). The aforementioned points can be integrated to explain the overall dropout experience of students.

Jordan et al. (1994) explained pressures on students of *push* and *pull* dropout factors.

Students can be pulled out when factors inside the student divert them from completing school. These occur when factors, such as financial worries, out-of-school employment, family needs, or even family changes, such as marriage or childbirth, pull students away from school. They can also include illnesses, as these may cause students to put a greater value on something outside of school, and therefore they do not complete school.

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A student is *pushed out* when adverse situations within the school environment lead to consequences, ultimately resulting in dropout. These include tests, attendance and disciplinary policies, and even consequences of poor behaviour.

Watt and Roessingh (1994) added a third factor called *falling out* of school, which occurs when a student does not show significant academic progress in schoolwork and becomes uninterested or even disillusioned with school completion. It is not necessarily an active decision, but rather a "side-effect of insufficient personal and educational support".

More than push or pull factors, falling out factors highlight a process in school dropout whereby the student gradually increases in behaviours or desires of academic disengagement, without being forced out by the school (by push factors) or lured out by things they need or want (by pull factors). As a result, these students eventually disappear or fall out from the system. This is supported by Audis & Willms (2001) stating that the intention to drop out of school is cumulative over many years and that decisions to stay at or to leave school are likely to be informed by experiences across a range of classrooms and with a range of teachers, this represents a potential gap in both our knowledge of, and our approaches to, the reduction of non-completion.

Audas and Willms (2001) claimed that engagement is central to effective learning, and define it as the 'extent to which young people identify with their school and derive a sense of wellbeing from their learning'.

Christenson, Reschly, & Wylie (2012) noted that the concept of student engagement has expanded in meaning.

Earlier research referred mostly to simple engagement in class, but this has expanded into a multidimensional construct comprising emotional, cognitive and behavioural components that have implications for motivation for learning (Fredricks, Blumenfeld, & Paris, 2004).

There is a general consensus in the literature that student engagement is closely tied to students' decisions to stay at or leave school (Fredricks et al., 2004; Rumberger, 2011). Students dropping out of school frequently cite a lack of engagement in their learning as one of the key reasons for deciding to leave (Bridgeland, DiIulio, & Morison, 2006). The key difference between push, pull, and falling out factors has to do with agency.

With push factors, the school is the agent whereby a student is removed from school as a result of a consequence. With pull factors, the student is the agent, such that attractions or distractions lure them out of school.

Finally, with falling out factors, neither the student nor school is the agent. Instead, circumstances exist that neither the school nor the student can remediate, and as a result, the connection students have with completing school gradually diminishes.

Although there seems to be a similarity between pull and falling out factors in terms of both involving an action of the students, the definitive difference is that pull factors have a distinct object working as an attraction/distraction that is sought by students, leading to dropout, whereas falling out factors lack this attraction/distraction.

Rapid increases in educational attainment and the massification of secondary education in South Africa resulted in substantial differences in the supply and quality of educated workers across generations.

While the labour market conditions facing secondary school graduates have worsened with time, the value of a Matric certificate relative to that of Grade 10 and Grade 11 has remained positive both in terms of earnings and the likelihood of finding employment.

With the above in mind the contribution and value of vocational, workplace based qualifications is undeniable.

4.4 VALUE OF MATRIC CERTIFICATE

A research paper by Branson et al (2013) presents evidence that the labour market value of matric (the returns to matric) has remained positive in the post-apartheid era. They find that the labour market conditions faced by all secondary school graduates have indeed worsened over time, but that the premium to matriculation in terms of earnings and the probability of finding a job has remained positive.

4.4.1 Background to the issues: the quality of education and the labour market

According World Bank statistics, many countries have managed the expansion of secondary education without an associated deterioration of quality. Unfortunately, South Africa has not been so fortunate in this regard.

The level of learning taking place in South African schools is highly variable across schools and is low on average (Spaull, 2013). South Africa scores well below other nations of similar socio-economic status and even perform below the levels set out by the school curriculum. In addition, while the expansion of incomplete secondary education has been substantial, the levels of completed secondary education (matriculation) have been far less, partly due to poor preparation in earlier grades making the hurdle of passing the externally set matriculation examination challenging.

Multiple studies show that completing secondary school and tertiary education provides an important advantage in the labour market (minimum requirement for most occupations), improving access to jobs and affording workers higher earnings (Keswell & Poswell, 2004; Branson, Leibbrandt & Zuze, 2009; Branson & Leibbrandt, 2013).

There have been growing differences in the earnings of matriculants. This suggests significant disparities in the quality of their education.

In both international and local standardised educational tests, South African learners score well below those from other countries of similar socio-economic status and perform below the target levels set by the Department of Education.

While the number of learners that complete secondary school (matriculate) has risen over time, it has risen less than general secondary school enrolment. This is evidence of poorly-prepared learners struggling to pass the externally set matric exams.

The falling quality of secondary education, combined with a pattern of poor economic growth that has increasingly demanded higher levels of skills, has resulted in recent generations of matriculants' successively facing deteriorating labour market conditions. Compared to older generations, they earn less in real terms and are less likely to find jobs.

4.4.2 Trends in educational attainment, earnings and employment

Branson et al. (2013) use 17 years of data from national household surveys from the period 1994-2010 to estimate the wage and employment returns to educational attainment (also see Branson et al. 2009). The segment of birth cohorts (groups of people born in the same year(s)) were used to analyse the changes in educational attainment and the returns to education over time.

Analyses were done on cohorts that were born between 1944 and 1985, in three-year categories which allowed changes to be identified in the relationship between educational attainment and the labour market, since individuals born in the same year (in the same birth cohort) experience similar economic, education and labour market conditions. Therefore, unravelling the generational components from the life-cycle and other components for individuals with similar levels of educational attainment and reveal the benefits of being in possession of a matric.

The figure below shows the educational attainment for each of the different cohorts as referred to above. It clearly shows the rapid expansion of secondary education since 1944. In particular, the proportion of people who passed Matric (indicated by the red bars) grew rapidly for successive cohorts born up to the mid-1970s (after which it stabilised). At the same time, the proportion of people carried on to complete a tertiary qualification has been more or less stable during the entire period, even while matriculation rates were increasing rapidly. This figure obscures the differences in terms of race.

Black South Africans have made substantial progress and the gap between the educational attainment of black and coloured South Africans has been closed. However, both races continue to attain approximately two years less education than whites (Lam & Branson 2013).
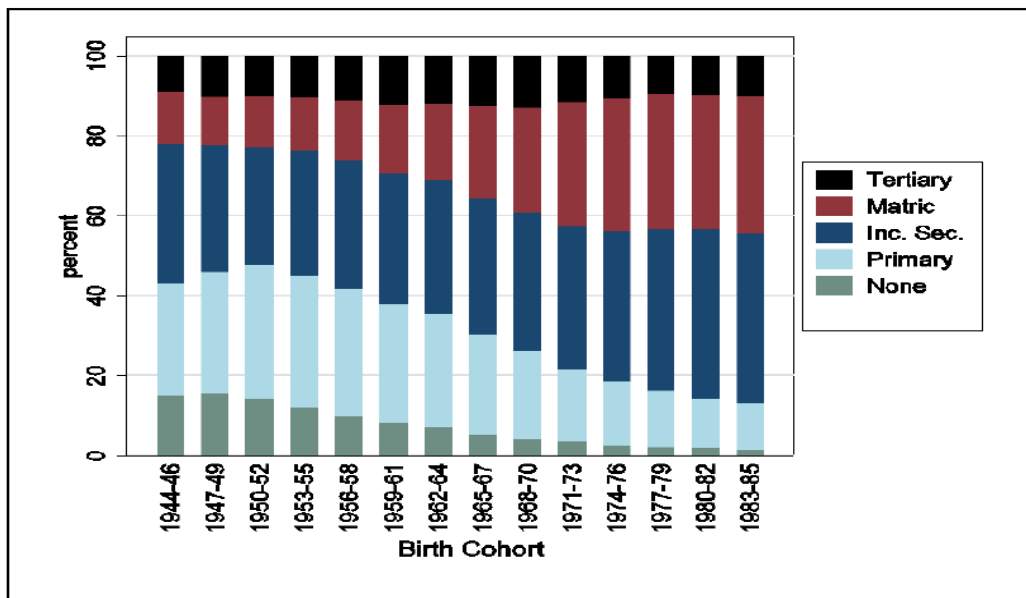
Fig. 4.1: Distribution of educational attainment for adult males aged 25 to 50 (by birth cohort category)

It should be noted that the observed increases in average educational attainment hide large inequalities between schools (Lam & Branson 2013).

4.4.3 The premium to Matriculation

A National Senior Certificate or Matric will carry value in the labour market as long as it affords an individual with a greater probability of employment and/or higher earnings than somebody who has attained a lower level of education (but who otherwise has similar characteristics).

Therefore the 'relative return' to Matric is positive. This could be the case even during worsening labour market conditions if the returns to lower levels of education are falling as fast, as or faster than the returns to matric.

To determine whether or not falling absolute returns to Matric translate into falling relative returns, a comparison is made between the deterioration in the labour market experiences of matriculants and those with an incomplete secondary education.

Branson et al. (2013) calculate the ratio between the average earnings of those with Matric and those with only grade 10 or 11. This ratio is the earnings premium to Matric. If the ratio is larger than one, it means that, relative to having only grade 10 or 11, Matric provides an earnings premium in the work place. A similar ratio can be calculated for the probability of being employed.

The table below illustrates the premiums to Matric for a selection of recent cohorts at ages 25 to 29.

Table 4.1: Earning and employment probability premiums

Birth cohort	Earnings premium						Employment probability premium					
	Age						Age					
	25	26	27	28	29	Average	25	26	27	28	29	Average
1968-70	1.32	1.59	1.60	1.57	1.39	1.49	1.07	1.20	1.07	1.06	1.07	1.10
1971-73	1.47	1.53	1.58	1.50	1.52	1.52	1.09	1.10	1.08	1.11	1.15	1.11
1974-76	1.33	1.29	1.40	1.54	1.32	1.37	1.28	1.06	1.16	1.20	1.20	1.18
1977-79	1.60	1.46	1.50	1.45	1.41	1.48	1.15	1.10	1.15	1.19	1.07	1.13
1980-82	1.48	1.44	1.24	1.91	1.78	1.57	1.11	1.11	1.19	1.09	1.19	1.14
Average	1.44	1.46	1.46	1.59	1.48	1.49	1.14	1.11	1.13	1.13	1.13	1.13

The above table indicates that, although the absolute earnings of younger cohorts have fallen with time, matriculants are still significantly better off in terms of earnings and employment probability than those with an incomplete secondary education.

For example, at the age of 25, matriculants born between 1980 and 1982 earned 48% more on average and were 11% more likely to be employed than individuals with only grade 10 or 11 in the same cohort (i.e. this cohort has ratios of 1.48 and 1.11 respectively, highlighted in red above). Thus, the premium to Matric clearly has remained positive despite deteriorating labour market conditions.

4.5 SUMMARY

Matric continues to carry weight in the labour market. Worsening labour market outcomes of matriculants should not be confused with a negative valuation of the matriculation certificate relative to fewer years of education.

Whilst there has been a net decline in the absolute return to matriculation – consistent with an increased supply of matriculants and a deteriorating quality of education – the earnings premium of matriculants compared to those with only grade 10 or 11 has remained positive and relatively stable across generations.

Similarly, matriculation continues to improve the odds of securing employment.

It should be noted that the premiums reported above are for individuals whose highest level of education is matric. Keeping in mind that passing matric is the launching pad into higher or tertiary education; one must also consider the earnings and employment premiums to tertiary education. These returns are positive and substantial.

Moreover, both the earnings and employment premiums to tertiary education (relative to matric) have increased steadily across generations and continue to do so. Passing matric remains the gateway to these benefits.

Furthermore, it should be noted that the same scenario exists in relation to a matric equivalent qualification which is often vocational and of significant value to the skills required by the individual and organisation. Hence it can be expected to notice an increase in matric equivalent qualifications being offered to employees and unemployed individuals that will become a "skilled pool" for organisations.

Once again organisations are instrumental in identifying, training and upskilling of non-matriculants. With reference to earlier discussions, learning and development initiatives coupled with B-BBEE legislation and skills development can be utilised in addressing the upskilling of these individuals to the benefit of the organisation, the employee and the skills development goals of South Africa.

This evidence helps us to understand why South Africans need to attain a matric certificate or matric equivalent certificate, even under very difficult circumstances.

Organisations can assist in improving the employability and income potential of its employees by offering Matric equivalent qualifications to those individuals in their employ who only achieved grade 10 or 11.

CHAPTER 5

RESEARCH METHODOLOGY

5.1 INTRODUCTION

This chapter outlines the following aspects of the field study:

i.   the study site,

ii.   the purpose of the study,

iii.   the overall research problem,

iv.   identification of the research questions,

v.   identification of the hypotheses,

vi.   the research method used,

vii.   the research design applied,

viii.   qualitative versus quantitative research methods,

ix.   description of the population of the study,

x.   explanation of the sampling technique used,

xi.   data collection method and data collection instrument used, and

xii.   the data analysis methods applied.

5.2 THE STUDY SITE

This study was conducted within an organisation in the Private Security Sector. Input was obtained on a national basis as this organisation has a national footprint within South Africa. The study included the following regions: Coastal (KZN and Port Elizabeth) and Inland (Pretoria and Johannesburg).

5.3 PURPOSE OF THE STUDY

The main purpose of the study was to investigate the impact of skills development coupled with outcomes based education as well as the relevant legislation.

The secondary purpose of the study was to investigate and analyse reasons associated with the non-completion of matric and why no attempt was made to obtain a National Senior Certificate once economically active. In addition, the study aims to identify the roles that organisations within the sector can play in order to address skills development and improve skills development so as to ensure an ongoing availability of skills for the future.

5.4. OVERALL RESEARCH PROBLEM

The South African government has over recent years implemented legislative measures to attempt to address and rectify the mistakes of the past. Whilst this research took an in-depth look at skills development and legislature, a paradox exists within the organisation, in that the organisation employed individuals without a National Senior Certificate or Matric but in order for these individuals to be considered for promotion they have to be in possession of the aforementioned which could have a retarding effect on these individuals' career growth.

5.5 RESEARCH QUESTIONS

The following questions were researched:

1. What is the contribution of outcomes based training (in this instance a NQF4, matric equivalent qualification) to matriculants and non-matriculants?
2. What are the reasons behind non-completion of Secondary Schooling?
3. Why no attempt was made to obtain a Senior Certificate or equivalent qualification once employed?
4. What is the perceived value of a Senior Certificate versus an equivalent qualification?
5. To what extent will the non-completion of Secondary Schooling hamper career growth?

6. What factors influence the rate of skills development within the Private Security Sector?

7. What do respondents feel organisations can do to improve skills development?

8. What is the contribution of skills development and related legislation to the organisation?

5.6 HYPOTHESES

The study identified the following hypotheses:

Hypotheses 1

H_1: Outcomes based education has a positive impact on the individual in terms of knowledge and skills gained coupled with an increase in confidence and motivation

H_0: Outcomes based education has a no impact on the individual in terms of knowledge and skills gained coupled with an increase in confidence and motivation

Hypotheses 2

H_1: Individuals believe that achieving a Matric equivalent, outcomes based qualification, will make a difference to their career growth and socio economic position.

H_0: Individuals believe that achieving a Matric equivalent, outcomes based qualification, will make no difference to their career growth and socio economic position.

Hypotheses 3

H_1: Individuals who, for either personal or financial reasons, were unable to complete secondary education, once economically active will not pursue a National Senior Certificate.

H_0: Individuals who, for either personal or financial reasons, were unable to complete secondary education, once economically active will pursue a National Senior Certificate.

Hypotheses 4

H_1: A National Senior Certificate or equivalent NQF 4 qualification is critical to individuals and employers in terms of employment and career growth.

H_0: A National Senior Certificate or equivalent NQF 4 qualification is not critical to individuals and employers in terms of employment and career growth.

Hypotheses 5

H_1: Skills Development has a positive impact on the organisation and employee.

H_0: Skills Development has a negative impact on the organisation and employee.

5.7. THE RESEARCH METHOD

The research method used in this study was the survey method. Dyer (1995) explains the survey method to be a process used to collect data from a large dispersed group of people.

A descriptive survey is used in this study which aims to establish the features of a particular group and to provide a description of the group in relation to certain specific characteristics which the group possesses. This type of research aims to enquire about a group's motives, attitudes and opinions towards a particular subject, with the assumption that this information will, to some degree, apply to a wider group with similar characteristics (Dyer, 1995).

Neuman (2000) leads that the main advantage of the survey research methodology is that it is a cost-effective method to sample many respondents over a vast area. The main disadvantage is that it is complex, in that it involves co-ordinating many people and can involve several steps.

In addition administration requires good organisational skills and accurate record keeping. This can become time consuming and somewhat expensive.

The above disadvantage was overcome by effective planning and capturing of the survey results electronically.

5.8 THE RESEARCH DESIGN

According to Babbie and Mouton (2005), research designs are specific, detailed and have specifically formulated decision steps. Dyer (1995), states that the research design specifies the procedures to be followed, the information to be collected, questionnaires that have to be constructed, the respondents who have to be sourced and the data to be collected.

Christensen (1997), states that research design refers to the outline, plan or strategy used to investigate the research problem. Determining the most appropriate research design requires a thorough understanding of the research problem and hence choosing the appropriate design that will provide answers to the research problem (Christensen, 1997).

5.9 QUALITATIVE VERSUS QUANTITATIVE RESEARCH

This research project was undertaken using the quantitative research method.

According to Saunders et al (2009), quantitative data is based on significance of numbers and where the collection results in numerical and standardised data. Quantitative research consists of information represented in the form of numbers, which represents the results of a measurement process applied to certain variables (Dyer, 1995).

Quantitative research offers the benefit of representing information in a precise and unambiguous way. In addition, when numbers are used to represent information, the data, once it has been collected, can be analysed by using various statistical procedures.

The value of this being that the researcher is able to go beyond the surface of the information at hand and draw conclusions about its significance and meaning (Dyer, 1995) and produces quantifiable, reliable data specific to the target population (Webb and Auriacombe, 2006).

5.10. POPULATION

Christensen (1997) describes a population as being all the events, things or individuals to be represented.

Wegner (2000) points out that a population is the collection of all observations of a random variable under study and about which one is trying to draw conclusions in practice. A population has to be defined in specific terms to include only those sampling units with characteristics that are relevant to the problem. Not every member of a population can be observed or measured due to time and cost consideration (Wegner, 2000).

In this research study the total population is 87 individuals within the Private Security Sector within South Africa employed in the same organisation.

The company was selected on the following basis:
  i.   it employs 50 employees or more and is required to have a Skills Development Committee/Training Committee in place for consultation purposes. This company is required to consult employees, through consultation forums, on the implementation of the Workplace Skills Plan and the process involved in developing the Annual Training Report,
  ii. a company that employs 50 people or more also has an increased link to employment equity in that such companies are also required to complete an employment equity report. With regard to skills development, such companies are required to explain how the training that was implemented, made a contribution to achieving the employment equity targets in the respective organisations, and

iii.   all 87 employees are employed by this company and are completing an outcomes based qualification or learnership which made it easier for the researcher to gain access to information.

5.11 SAMPLING

For this research study the total population was used and sampling was not used. The reason for this is that researcher is aware that the expected response rate to questionnaires sent out is estimated at 20%. In line with this, the researcher sent out questionnaires to the total population (87 employees) so as to increase the number of possible responses in order to have a reasonable number of responses to conduct data analysis. The researcher hoped to receive about 70 useable responses.

Although sampling was not used in this research study, the researcher is aware of what sampling is, as well as two main types of sampling techniques, which are briefly mentioned below.

Dyer (1995) describes a sample as being a group of individuals who are selected from within a larger population by means of a sampling procedure, and who generate the data for the research. Sampling is used by a researcher to draw conclusions about a group of individuals when it is not possible to gather information from each individual in the group as the group is too large for every member to be contacted (Dyer, 1995).

Wegner (2000) identifies two main types of sampling, which are probability and non-probability sampling.

Probability sampling includes a selection of methods where the observations in the research have been selected on a purely random basis from the population. Non-probability sampling is a sampling method in which observations are not selected randomly (Wegner, 2000).

5.12. DATA COLLECTION METHOD

Questionnaires were used to obtain responses to questions from the 87 employees.

Respondents were sent a letter of information (Appendix A) to explain the reasons behind the research, asked for their participation in the research and advised that they will receive a questionnaire for completion. The respondents were also asked to sign a consent form for participating in the study (Appendix B). Thereafter questionnaires were handed out to all respondents together with a covering letter explaining the background to the research and respondents were asked to complete the questionnaire (Appendix C and D).

Respondents were asked to complete the questionnaire in class which took place according to a set schedule. The researcher could therefore, with a certain amount of certainty, reach the target population.

Of the 87 questionnaires sent out, 79 completed questionnaires, which represented a 91% response rate, were returned to the researcher.

5.13. DATA COLLECTION INSTRUMENT

Wegner (2000) identifies several data collection instruments used to collect data for statistical analysis, some of which include: observations, questionnaires, interviews and experimentation.

The data collection instrument used in this research study is a questionnaire.

According to Wegner (2000), the design of the questionnaire is critical so as to ensure the correct research questions are addressed and that accurate and appropriate data for statistical analysis is collected. The questionnaire for this research study was designed from the research questions, research objectives and the literature review.

The questionnaire used in this research study was divided into four sections, Sections one to four. Section one consists of 12 questions. Section two comprises 11 questions, which were only completed by individuals who do not–possess a National Senior Certificate. Section three and four consist of seven questions each (Appendix D).

The self-administered questionnaire approach was adopted whereby respondents were given the questionnaires to complete on their own.

Neuman (2000) identifies the following factors, which should be avoided when designing questionnaires. These include:
  i.   jargon and abbreviations
  ii.   ambiguity, confusion and vagueness
  iii. emotional language and prestige bias
  iv.   double-barrelled questions
  v.   leading questions
  vi.   questions beyond respondents' capabilities

Neuman (2000) identifies two types of questions, which are open-ended and close-ended questions.

Open-ended questions ask questions that allow respondents to provide unstructured and free responses whereas close-ended questions only allow for structured and fixed responses in that a question is asked and the respondents are given fixed answers to choose from.

Both types of questions have advantages and disadvantages. Neuman (2000) explains some of the following advantages and disadvantages of open-ended and close-ended questions.

The main advantages of open-ended questions include: they permit a large number of possible answers, respondents can answer in detail, they permit creativity and richness of details and reveal the respondents logic and frame of reference.

The main disadvantages of open-ended questions include: different respondents provide varying degrees of detail in answers, comparisons and statistical analysis becomes difficult, a great amount of respondents' time, thought and effort is necessary and respondents may become intimidated by the questions (Neuman, 2000).

The main advantages of close-ended questions include: it is easier and quicker for respondents to answer, the answers of different respondents are easier to compare and there are fewer irrelevant or confused answers to questions.

The main disadvantages of close-ended questions include: they can suggest ideas that the respondent would not otherwise have given, respondents with no opinion or knowledge can answer anyway, misinterpretation of a question can go unnoticed, marking the wrong response is possible and they force respondents to give simplistic responses to complex issues (Neuman, 2000).

The questions used in this research study consisted of closed-ended questions.

The researcher mainly used close-ended questions, as they were more suited to the research study in that respondents were restricted to specific questions with specific responses. The researcher was able to obtain answers to the questions in the desired form.

In Section four, the 5-point Likert Scale was used (Appendix D). Six statements were given to individuals and they were asked to rate their answers mainly on the following scale: 1. Strongly Agree 2. Agree 3. Don't Agree or Disagree 4. Disagree 5. Strongly Disagree.

A 5-point Likert Scale was used as it is simple and allows respondents to capture answers to questions easily and quickly.

The next section explains how the questions relate to the hypotheses, i.e. how certain questions help conclude certain hypotheses.

Hypothesis 1
Outcomes based education has a positive impact on the individual in terms of knowledge and skills gained coupled with an increase in confidence and motivation.

In section three, questions one to seven were used to test this hypothesis. These questions provided information on why the respondents are completing an outcomes based qualification, the perceived value of an outcomes based qualification relating to skills and career growth, influence on confidence and motivation and whether individuals believe it will make a difference to their socio-economic position.

South Africa lacks key competencies in particular basic numeracy, literacy and managerial skills. By implementing outcomes based qualifications or learnerships in the workplace these skills shortages can be addressed.

The global competitiveness survey states that one of the most serious constraints facing business in South Africa is the lack of available skill. According Powell and Reddy (2014: 1), the scarcity of skills is a constraint on business operations and is causing bottlenecks in production and difficulties in service delivery.

Further to this, the Department of Higher Education and Training states that the roles of SETAs are re-defined to "mediate between education and work", with their main focus on developing the skills of the existing workforce and providing the skills pipeline to existing workplaces (DHE, 2013: 67).

SETAs will support training programmes that lead to qualifications and awards recognised by industry, rather than on short courses (DHE, 2013: 61).

Work-based learning such as learnerships and internships in the non-artisan fields will also be expanded, and SETAs are expected to facilitate work-based partnerships between employers and educational institutions.

It can be seen from the above discussion that the information ascertained from these questions helps to provide a conclusion to this hypothesis.

Hypothesis 2

Individuals believe that by achieving a Matric equivalent, outcomes based qualification, will make a difference to their career growth and socio economic position.

In section 2, questions nine to eleven were used to test this hypothesis.

Information was obtained on whether completing an outcomes based, matric equivalent qualification would increase motivation, confidence and promote career growth within the company.

The information obtained from the questionnaires indicates strongly that a Matric equivalent qualification will have a positive impact on career growth, confidence and motivation. It further indicates a positive effect on future career advancement and socio-economic position.

Further to the above a majority of the non-matriculants in the research study indicated that they will still be employed within the Private Security even if they were in possession of a National Senior Certificate or Matric which creates a favourable environment for investing in skills development.

Hypothesis 3

Individuals who, for either personal or financial reasons, were unable to complete secondary education, once economically active will not pursue a National Senior Certificate.

Section 2, Questions seven and eight were used to test this hypothesis. Question 7 looked at why the individuals did not complete their secondary schooling and Question 8 gauged why these individuals, once economically active, did not pursue the completion of their secondary schooling.

The information from these questions helps to conclude this hypothesis in that it provides information on the reasons for non-completion and non-pursuance of completion once employed.

Hypothesis 4

A National Senior Certificate or equivalent NQF 4 qualification is critical to individuals and employers in terms of employment and career growth.

Section 2, Questions one to six were used to test this hypothesis.

These questions looked at whether non-completion of secondary school had an impact on the career growth of the individuals.

Literature confirms that the labour market value of matric has remained positive in the post-apartheid era (Branson et al, 2013).

Furthermore, multiple studies show that completing secondary school and tertiary education provides an important advantage in the labour market, improving access to jobs and affording workers higher earnings (Keswell & Poswell, 2004; Branson, Leibbrandt & Zuze, 2009; Branson & Leibbrandt, 2013).

The information obtained from these questions is directly linked to this hypothesis as it is concerned with the perceived value of a National Senior Certificate or Matric in terms of employment and career growth.

Hypothesis 5

Skills Development has a positive impact on the organisation and employee.

Section 4, Questions one to seven were used to test this hypothesis. These questions looked at whether skills development within the organisation is adequate.

These questions gained insight into employment equity, management buy-in, upskilling of individuals, coaching and mentorship. Furthermore, strategies for improved skills development indicated a strong inclination towards on-the-job training, more learnerships and higher levels of learnerships to enhance skills development.

These questions provided information which is directly related to this hypothesis as it is concerned with skills development within the organisation.

5.14. TESTING THE QUESTIONNAIRE

The questionnaire was pre-tested before it was distributed to the respondents. This was done by way of a pilot study, which was carried out on 18 employees in KwaZulu-Natal and Port Elizabeth. The purpose of pre-testing the questionnaire was to refine the questions so as to eliminate potential problems that respondents may have in answering the questions.

Eighteen responses were received from the pilot study. The responses highlighted certain questions, which were considered ambiguous and others, which used complicated wording. Corrections were made to the questions and the questionnaire was then distributed to all the respondents.

5.15. DATA ANALYSIS

Wegner (2000) describes data analysis as the process of collecting individual data and values, collating, summarising, analysing and presenting such data in a useful format for decision making.

The information obtained in this research study was analysed using mainly quantitative methods and data was mainly of a descriptive nature. The data analysis included descriptive data analysis techniques such as tables and graphs.

The quantitative methods expressed the data collected in terms of numbers and values, which included calculations of the mean, median, mode, standard deviation and percentage scores. Responses were collated, processed and captured onto the MS Excel package where the calculations of the mean, median, mode, standard deviation and percentage scores were done.

5.17. SUMMARY

This chapter describes the site where the research was conducted, the purpose of the study, the research problems, research questions and research objectives. This chapter also provides details of the following: the research method, the research design, quantitative versus qualitative research, the population, sampling, data collection, the data collection instrument, data analysis and the tests used.

The survey method using questionnaires was used. The questionnaire was delivered to the total population of 87 respondents and no sampling was used. The reason behind this is that the researcher wanted to get back as many responses as possible so as to have a reasonable number of responses to conduct data analysis. Seventy nine usable responses were received.

The data collection method followed the process of handing out information letters to the respondents to tell them about the survey and ask them to participate in the research. This was then followed by the questionnaire to the respondents.

The data analysis was carried out mainly using descriptive data analysis techniques such as tables and graphs. This analysis was done using the SPSS package.

CHAPTER 6

STATEMENT OF FINDINGS, INTERPRETATION AND DISCUSSION OF THE PRIMARY DATA

6.1 INTRODUCTION

This chapter presents the results and discuss the findings obtained from the questionnaires in this study. The questionnaire was the primary tool that was used to collect data and was distributed to car guards in various cities around South Africa. The data collected from the responses was analysed with SPSS version 24.0. The results will present the descriptive statistics in the form of graphs, cross tabulations and other figures for the quantitative data that was collected. Inferential techniques include the use of correlations and chi square test values; which are interpreted using the p-values.

6.2 THE SAMPLE

In total, 87 questionnaires were despatched and 79 were returned which gave a 90% response rate.

The sample was constituted as follows:

Table 6.1

	Frequency	Percent
CPT	30	38.0
KZN	9	11.4
PE	7	8.9
Pretoria	33	41.8
Total	79	100.0

6.3 THE RESEARCH INSTRUMENT

The research instrument consisted of 79 items, with a level of measurement at a nominal or an ordinal level. The questionnaire was divided into 4 questions which measured various themes as illustrated below:

1. Biographical data
2. National Senior Certificate data
3. Outcomes based training data
4. Skills Development data

6.4 RELIABILITY STATISTICS

The two most important aspects of precision are reliability and validity. Reliability is computed by taking several measurements on the same subjects. A reliability coefficient of 0.70 or higher is considered as "acceptable".

The table below reflects the Cronbach's alpha score for all the items that constituted the questionnaire.

Table 6.2

Case Processing Summary			
Section 3		N	%
Cases	Valid	79	100.0
	Excluded[a]	0	0.0
	Total	79	100.0
a. Listwise deletion based on all variables in the procedure.			

Reliability Statistics	
Cronbach's Alpha	N of Items
0.777	6

Table 6.3

Case Processing Summary			
Section 4		N	%
Cases	Valid	79	100.0
	Excluded[a]	0	0.0
	Total	79	100.0
a. Listwise deletion based on all variables in the procedure.			

Reliability Statistics	
Cronbach's Alpha	N of Items
0.649	6

Even though this was a newly developed construct, the reliability scores for all applicable sections approximated the recommended Cronbach's alpha value. This indicates a degree of acceptable, consistent scoring for these sections of the research. The minimum acceptable Cronbach Alpha reliability coefficient is 0.6. The reported reliability levels indicated in the above table are therefore acceptable, although Section 4 is marginal.

6.5 FACTOR ANALYSIS

Factor analysis is a statistical technique and its 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. For example, as part of a national survey on political opinions, participants may answer three separate questions regarding environmental policy, reflecting issues at the local, state and national levels. 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. Factor analysis can be used to establish whether the three measures do, in fact, measure the same thing. If so, they can then be combined to create a new variable, a factor score variable that contains a score for each respondent on the factor. Factor techniques are applicable to a variety of situations.

A researcher may want to know if the skills required to be a decathlete are as varied as the ten events, or if a small number of core skills are needed to be successful in a decathlon.

You need not believe that factors actually exist in order to perform a factor analysis, but in practice the factors are usually interpreted, given names, and spoken of as real things.

The matrix tables are preceded by a summarised table 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 0.50 and Bartlett's Test of Sphericity less than 0.05. In all instances, the conditions are satisfied which allows for the factor analysis procedure.

Factor analysis is done only for the Likert scale items. Certain components divided into finer components. This is explained below in the rotated component matrix.

KMO and Bartlett's Test

Table 6.4

KMO and Bartlett's Test		
Section 3		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0.858
Bartlett's Test of Sphericity	Approx. Chi-Square	326.289
	df	15
	Sig.	0.000

Table 6.5

KMO and Bartlett's Test		
Section 4		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0.745
Bartlett's Test of Sphericity	Approx. Chi-Square	98.290
	df	15
	Sig.	0.000

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 the Bartlett's Test of Sphericity sig. value should be less than 0.05.

Rotated Component Matrix

Table 6.6

Rotated Component Matrix[a]		
Section 3	Component	
	1	2
I will be better equipped to do my job	0.863	0.075
I will be able to grow in my career	0.883	0.094
I will have the confidence to apply for better jobs with higher income potential	0.848	-0.123
I will feel more positive and motivated	0.904	-0.036
My communication and numeracy skills will improve	0.937	-0.009
If I didn't have the opportunity to complete this qualification, I would have resigned from my employment with the company?	0.001	0.995
Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization.		
a. Rotation converged in 2 iterations.		

Table 6.7

Rotated Component Matrix[a]		
Section 4	Component	
	1	2
There is a shortage of qualified and experienced Africans, Coloureds and Indians with management skills in my organisation.	0.019	0.799
My supervisor/manager supports me and allows me to apply my training in the workplace.	0.790	-0.167
This programme is applicable to my job and gives me valuable skills.	0.721	0.419
Managers helping learners to apply what they have been taught in class contributes to improved training.	0.792	0.047
I actively showcase my abilities and take on responsibilities outside of my role.	0.106	0.785
Skills development is essential for achieving employment equity in an organisation.	0.638	0.406
Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization.		
a. Rotation converged in 3 iterations.		

Factor analysis is a statistical technique with a main goal 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. With reference to the table above:

i. The principle component analysis was used as the extraction method, and the rotation method was Varimax with Kaiser Normalization. This is an orthogonal rotation method that minimizes the number of variables that have high loadings on each factor. It simplifies the interpretation of the factors.

ii. Factor analysis/loading show inter-correlations between variables.

iii. Items of questions that 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.

It is noted that the variables that constituted S3 and S4 loaded along two components (sub-themes). This means that respondents identified different trends within the section. Within the section, the splits are colour coded.

Section A: Biographical Data

This section summarises the biographical characteristics of the respondents.
The table below describes the overall gender distribution by age.

Table 6.8

| | | | Gender | | Total |
			Male	Female	
What is your age? (years)	25 - 34	Count	11	12	23
		% within What is your age?	47.8%	52.2%	100.0%
		% within Gender	22.9%	38.7%	29.1%
		% of Total	13.9%	15.2%	29.1%
	35 - 44	Count	25	11	36
		% within What is your age?	69.4%	30.6%	100.0%
		% within Gender	52.1%	35.5%	45.6%
		% of Total	31.6%	13.9%	45.6%
	45 - 54	Count	12	7	19
		% within What is your age?	63.2%	36.8%	100.0%
		% within Gender	25.0%	22.6%	24.1%
		% of Total	15.2%	8.9%	24.1%
	55 - 64	Count	0	1	1
		% within What is your age?	0.0%	100.0%	100.0%
		% within Gender	0.0%	3.2%	1.3%
		% of Total	0.0%	1.3%	1.3%
Total		Count	48	31	79
		% within What is your age?	60.8%	39.2%	100.0%
		% within Gender	100.0%	100.0%	100.0%
		% of Total	60.8%	39.2%	100.0%

Overall, the ratio of males to females is approximately 3:2 (60.8%:39.2%).

Within the age category of 35 to 44 years, 69.4% were male. Within the category of males (only), 52.1% were between the ages of 35 to 44 years. This category of males between the ages of 35 to 44 years formed 31.6% of the total sample.

There is a significant difference by age (p < 0.001) but not by gender (p = 0.056).

In respect of gender, the sector as a whole has 70% male employees and 30% female employees, a picture which is again influenced significantly by the profile of the Private Security subsector, where 79% of employees are male (SASSETA, 2017).

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70 % of the respondents were born pre-1994 and would have been affected in one way or the other by the apartheid era.

The figure below indicates the racial composition of the sample.
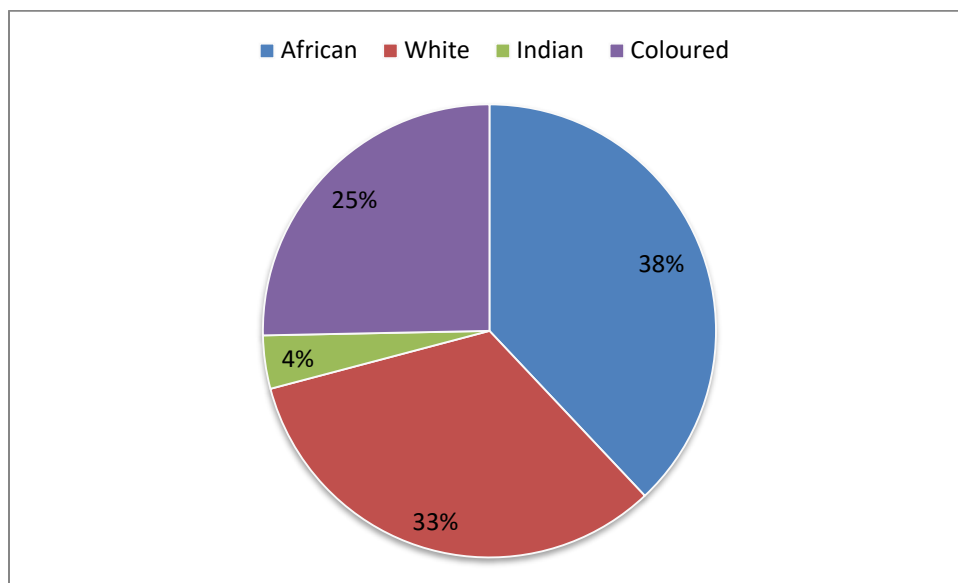
Fig. 6.1

The distribution by race is not similar, $p < 0.001$.

It is noted that 33% of the respondents' are White and not in line with national EAP figures. This being said, it is representative of the company demographics and regions in which research was done. The number of questionnaires obtained from the regions is stipulated below:

i.   41.8% from Johannesburg/Pretoria
ii. 38% from Cape Town
iii. 11.4% from KwaZulu-Natal
iv. 8.9% from Port Elizabeth

The figure below indicates the secondary education levels of the respondents.
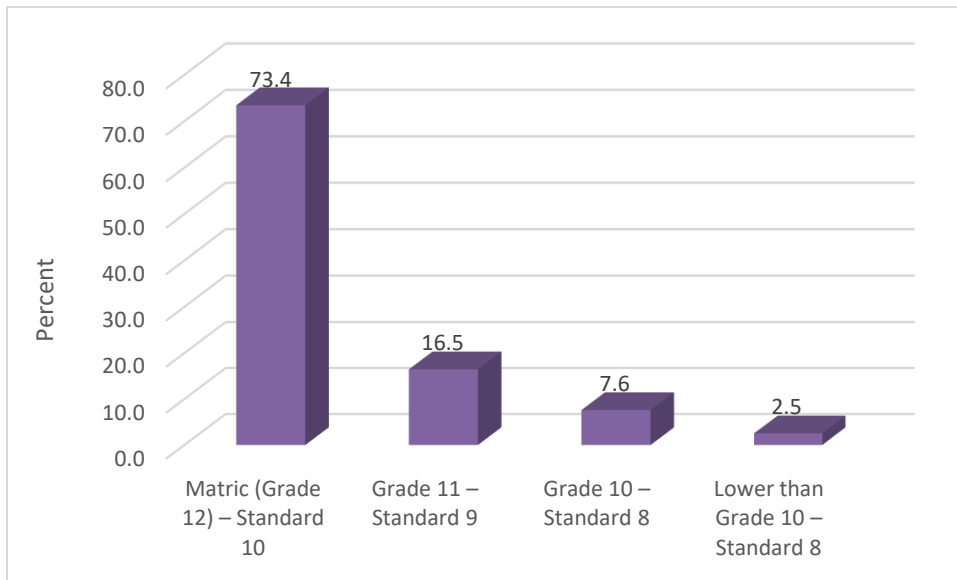
Fig. 6.2

The majority of respondents (73.4%) had a Matric qualification.

The majority of the respondents (73.4%) have indicated that they are in possession of a National Senior Certificate. However, it is the 26.6% who are of interest to the researcher. Investigating the questions of why these respondents did not complete Secondary Schooling and why, once economically active, did not pursue completion of their Secondary Schooling. An interesting fact is that 73.4% of the respondents indicated that they are in possession of a Matric certificate yet currently completing a Matric equivalent NQF 4 qualification. Information obtained by these respondents were also analysed in support of research questions.

The distribution by education level is not similar, $p < 0.001$.

Significantly more respondents attended urban schools ($p < 0.001$).

Table 6.9

	Frequency	Percent
Urban	62	78.5
Rural	17	21.5
Total	79	100.0

Most of the respondents attended government schools (86.1%).

Table 6.10

	Frequency	Percent
Government/Public	68	86.1
Semi-Private	8	10.1
Private	3	3.8
Total	79	100.0

Significantly more respondents attended government schools ($p < 0.001$).

Most of the respondents indicated that their schooling experience had been positive ($p < 0.001$).

Table 6.11

	Frequency	Percent
Yes	71	89.9
No	8	10.1
Total	79	100.0

The table below is in response to "Are you working in the Private Security Sector?"

Table 6.12

	Frequency	Percent
Yes	76	96.2
No	3	3.8
Total	79	100.0

Nearly all of the respondents (96.2%) indicated that they were involved in the sector. The 3.8% of respondents who indicated otherwise in the above table might have done so for the following reasons as the learnership agreement is signed between employee, employer, training institution and respective SETA and therefore highly unlikely that they are therefore not employed in the Private Security Sector:

i.   Did not understand the question

ii.   Might be an administrative or office bound employee who associate Private Security with only guarding and armed response

Why are you currently employed in the Private Security Sector?

Table 6.13

	Frequency	Percent
It was the only job I could find	27	34.2
I enjoy working in the Private Security Sector	36	45.6
It pays well	5	6.3
Other	11	13.9
Total	79	100.0

A large portion (34.2%) of the respondents indicated that the reason why they are currently employed within the Private Security Sector is because it was the only job they could find. This could be related to the following, but not limited to the following reasons as discussed in the aforementioned literature review:

i.   Low educational attainment

ii.   Financial constraints

iii. Family responsibility

iv.   Poor academic performance

v.   Quality of schooling

Moreover it is interesting to note that the majority (45.6%) of the respondents indicated that the reason why they are currently employed within the Private Security Sector is because they enjoy working in the Private Security Sector, which is an indicator of loyal employees and creates a favourable learning and development environment with possible positive Return on Investment (ROI).

The figure below indicates the length of employment in the sector.
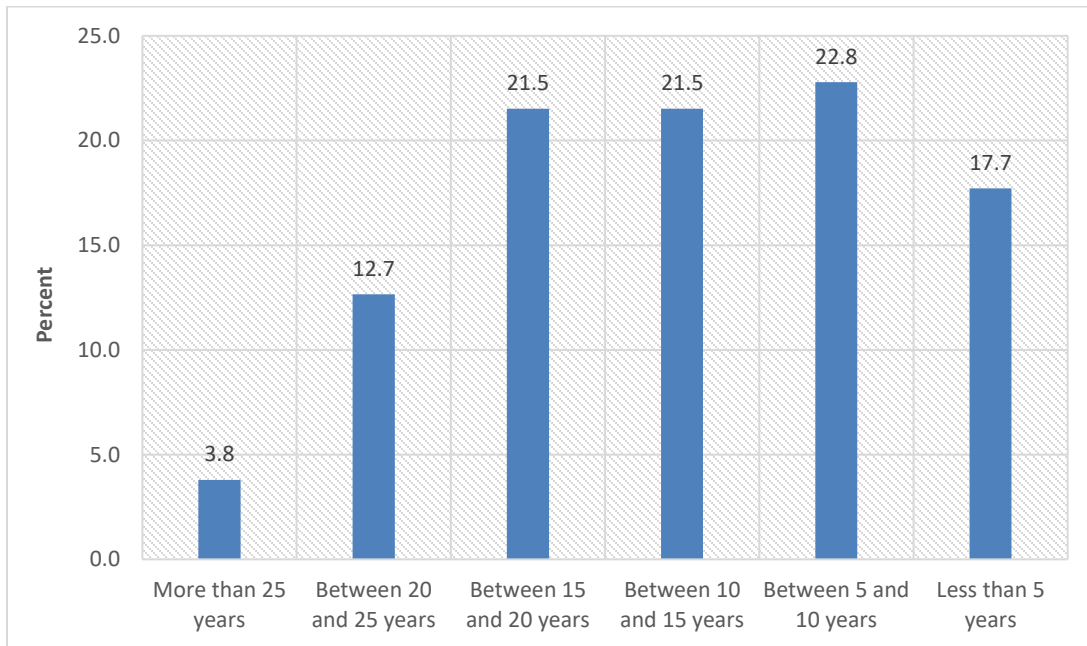
Fig. 6.3

More than 82% of the respondents had been in employ for more than 5 years (p = 0.027).

This is a useful statistic as it indicates that responses obtained would be from experienced individuals. It further indicates strong loyalty to the organisation as well as a wealth of knowledge and experience which can be harnessed and developed through skills development interventions (like learnerships) and afford these individuals career advancement opportunities.

What is your position in the company i.e. Guard, Supervisor, etc.?
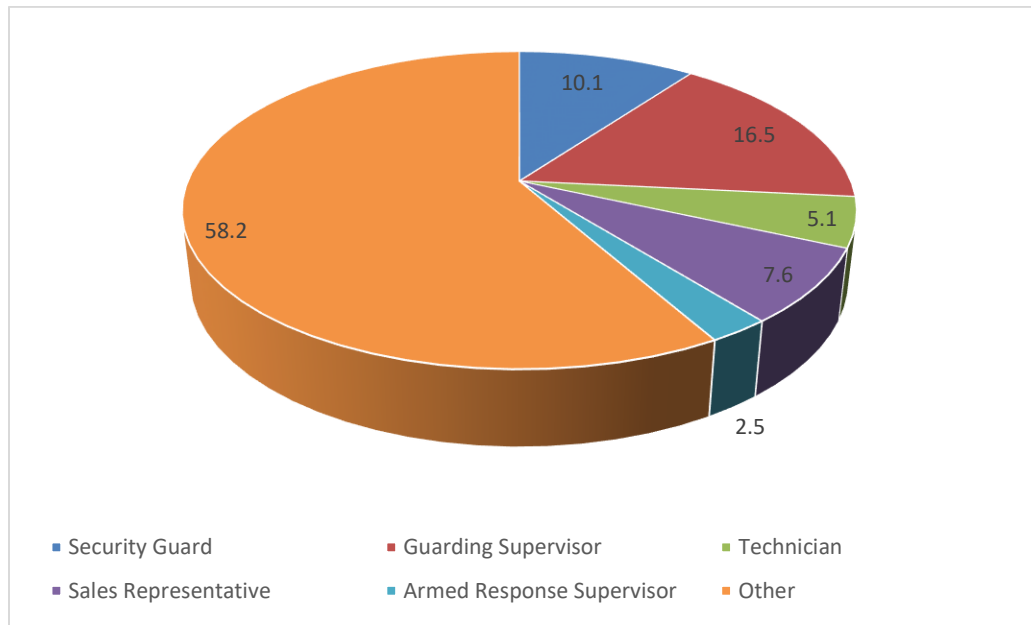
Fig. 6.4

There is a significant difference by position ($p < 0.001$).

The selected organisation specialises in a variety of services and is not limited to guarding and armed response. In order not to include an exhaustive list in the research instrument, the researcher limited the responses to the following (Appendix D):

  i.   Security Guard
  ii.   Guarding Supervisor
  iii. Technician
  iv.   Sales Representative
  v.   Armed Response Officer
  vi.   Armed Response Supervisor
  vii. Other

Departments within the organisation includes but are not limited to sales, technical, guarding, armed response, commercial, collections, administration, community development, marketing, communications, human resources, information technology, warehousing and call centre and monitoring centre.

The figure below indicates the monthly income.
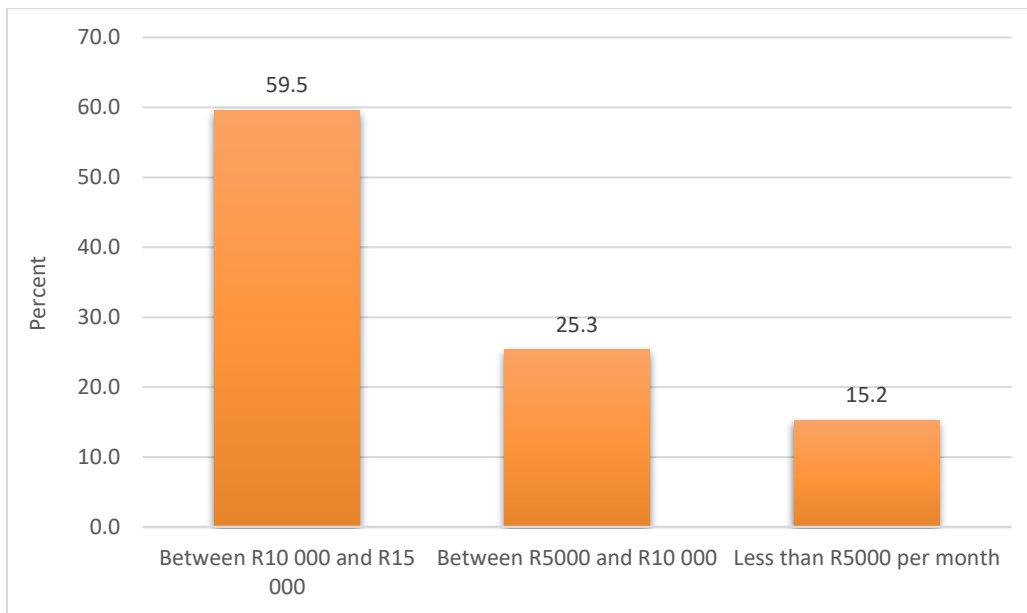
Fig. 6.5

There is a significant difference in income, $p < 0.001$.

The significant difference in income can be attributed to the respondents' job level within the company. A salary of less than R5000 per month may indicate an entry-level position with higher incomes attributed to higher job levels, such as a Senior Response Officer.

6.6 SECTION ANALYSIS

The section that follows analyses the scoring patterns of the respondents per variable per section.

The results are first presented using summarised percentages for the variables that constitute each section.

Results are then further analysed according to the importance of the statements.

Section 2

This section deals with the perceived importance of a National Senior Certificate in the workplace coupled with the importance of an outcomes based, Matric equivalent NQF 4 qualification in the workplace.

This section was only answered by the respondents who had indicated that they did <u>not</u> have a valid South African Matric certificate.

The table below summarises the scoring patterns.

Table 6.14

Questions	Yes	No	Chi Square P-value
Do you think it is important to have a Grade 12 National Senior Certificate /Matric Certificate?	87.0	13.0	0.000
Do you think it is important to employers for you to have a Grade 12 National Senior Certificate /Matric Certificate?	82.6	17.4	0.000
Do you think you have been disadvantaged in your working career because you do not have a Grade 12 National Senior Certificate /Matric Certificate?	91.3	8.7	0.000
Do you regret not achieving your Grade 12 National Senior Certificate /Matric Certificate?	95.7	4.3	0.000
If you did have a Grade 12 National Senior Certificate /Matric Certificate; do you think you would be in your current job?	60.9	39.1	0.000
If you did have a Grade 12 National Senior Certificate /Matric Certificate would you have studied further at a Tertiary Institution?	82.6	17.4	0.000
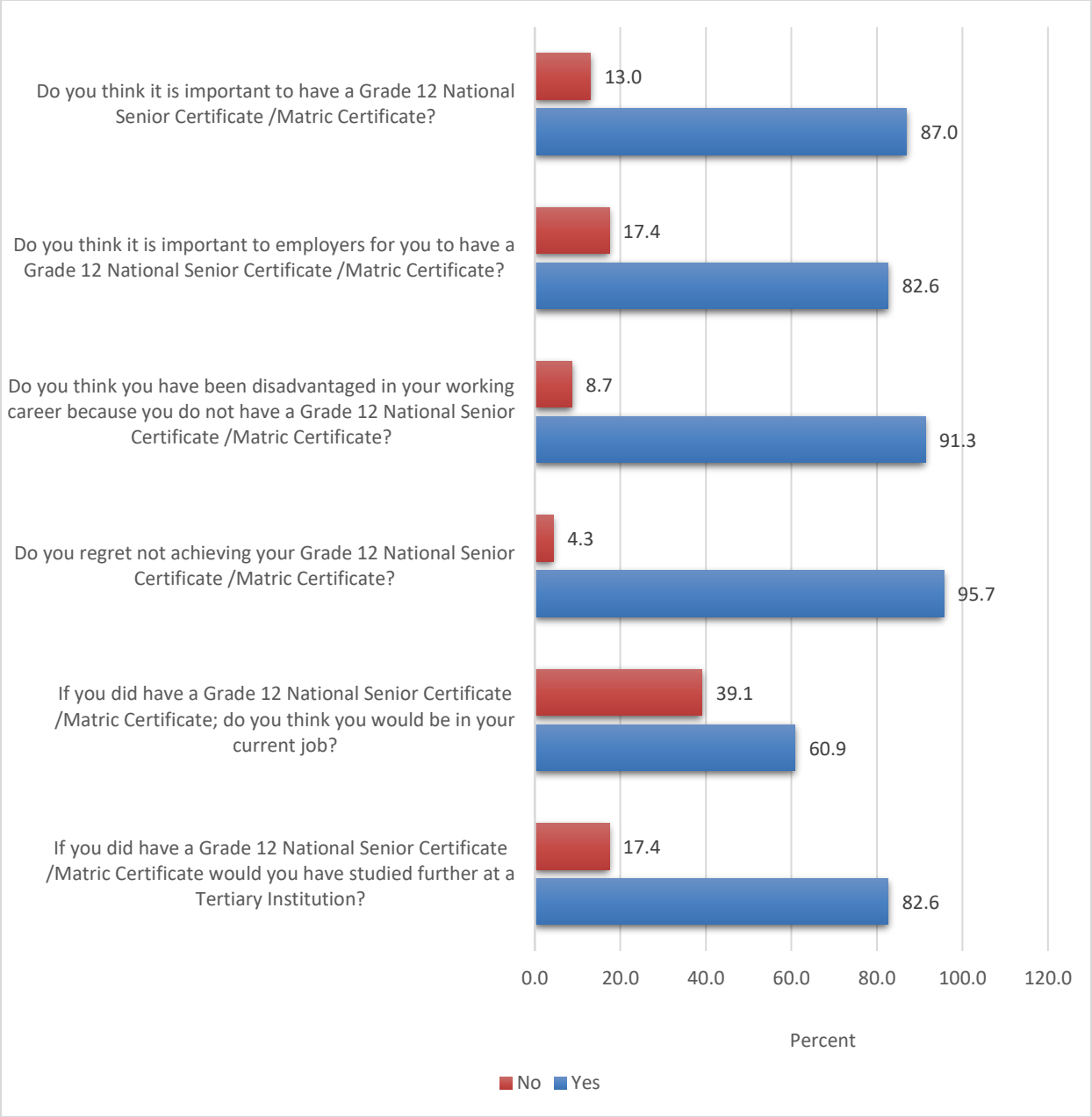
Fig. 6.6

The following patterns are observed:

i. All of the statements show (significantly) higher levels of agreement (Yes) whilst other levels of agreement are lower (but still greater than levels of disagreement)

ii. There are no statements indicating higher levels of disagreement

iii. The significance of the differences is tested and shown in the table.

To determine whether the scoring patterns per statement were significantly different per option, a chi square test was done. The null hypothesis claims that similar numbers of respondents scored across each option for each statement (one statement at a time). The alternate states that there is a significant difference between the levels of agreement and disagreement.

The results are shown in the table.

The highlighted sig. values (p-values) are less than 0.05 (the level of significance), it implies that the distributions were not similar. That is, the differences between the way respondents scored (Yes, No) were significant.

Why did you not complete your secondary schooling?

Table 6.15

	Frequency	Percent
Lack of money	6	26.1
Had to take care of family	5	21.7
Poor academic performance	2	8.7
Pregnancy	2	8.7
Completing Secondary Schooling was not important	1	4.3
Quality of education	1	4.3
Other	6	26.1
Total	23	100.0

The two most important reasons were the lack of finances (26.1%) and family responsibility (21.7%).

The above supports the pull-out theory in that students are more likely to leave school because of financial constraints, family responsibility, location of schools and other factors which determine non-completion of Secondary Schooling.

From Pareto perspective, 80% of the reasons given above are related to economics. The remaining 20% includes various reasons and shows no significant theme.

Why did you not pursue or try to complete your Matric once employed?

Table 6.16

	Frequency	Percent
Time constraints	13	56.5
Too long since I left school	4	17.4
Not important to have Grade 12/Matric	1	4.3
Embarrassed	1	4.3
Not academically capable of achieving Grade 12/Matric	1	4.3
Other	3	13.0
Total	23	100.0

From a Pareto perspective 80% of the respondents indicated time constraints and length of period since leaving school are the main reasons for not pursuing or completing Secondary Schooling or Matric once employed. It is interesting to note that respondents are engaged in a vocational qualification so the one major constraint is that of time since the respondents are permanently employed. Hence organisations are critical in creating a learning environment for employees to attend equivalent qualifications that could invariably open up higher education opportunities and career progression to the candidates.

The figure below is a summary of the last 3 statements in this section.

Table 6.17

Questions	Yes	No	Chi Square P-value
Do you think this NQF 4/ Matric equivalent qualification will motivate you and have a positive influence on you as a person?	100.0	0.0	-
If you complete and achieve the NQF 4/Matric equivalent qualification; will it give you the confidence to apply for a higher position within a company?	100.0	0.0	-
If you did have a Grade 12 National Senior Certificate /Matric Certificate would you be working in the Private Security Sector?	78.3	21.7	0.011
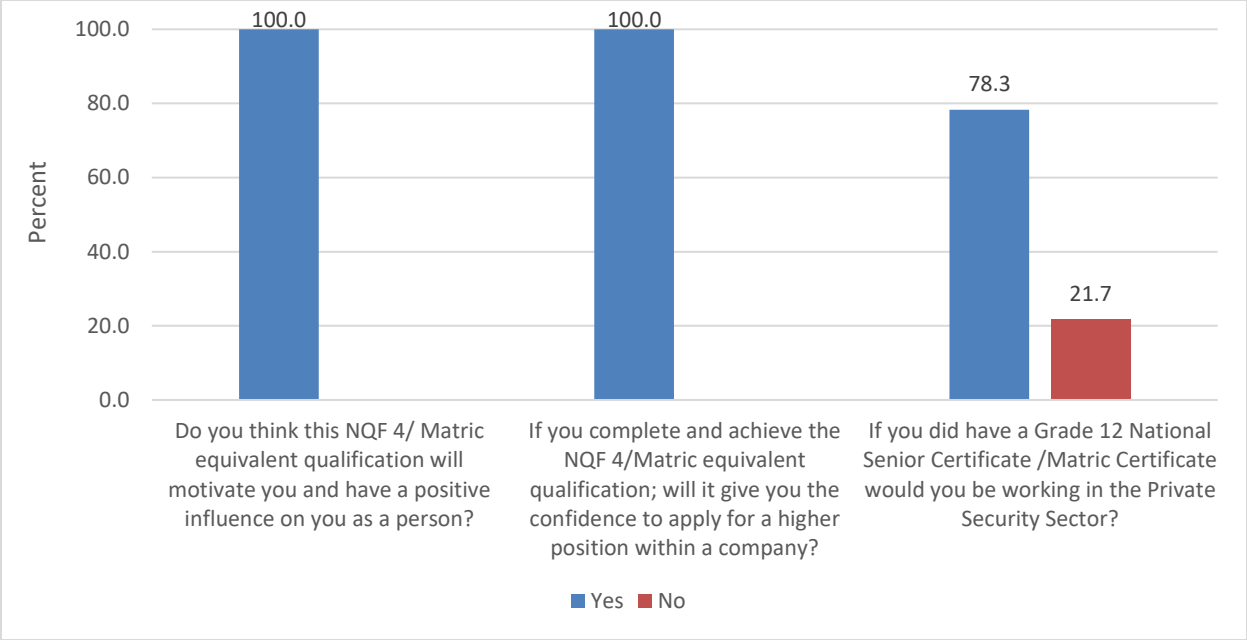
Fig. 6.7

The above responses indicate a very strong link between completing a Matric equivalent qualification and it having a positive impact on the individual. It further indicates a positive influence on confidence and career growth within the company.

It is interesting to note that a high percentage (78.3%) indicated that they would still be working in the Private Security Industry even if they did have a National Senior Certificate.

Section 3

This section looks at why both matriculants and non-matriculants are completing a Matric equivalent NQF 4 qualification. As previously mentioned 73.4% of the respondents indicated that they already have a National Senior Certificate or Matric.

Why are you completing a NQF 4 Generic Management qualification?

Table 6.18

	Frequency	Percent
I want to be able to apply for higher positions with a better income	48	60.8
I did not study after Matric and have no formal qualification	15	19.0
I want to have a Matric equivalent qualification because I did not complete Matric	7	8.9
I was told by my manager to do this programme	6	7.6
Other	3	3.8
Total	79	100.0

Table 6.19

Questions		Strongly Agree	Agree	Don't Agree or Disagree	Disagree	Strongly Disagree	Chi Square P-value
I will be better equipped to do my job	S3.2	70.9	22.8	5.1	1.3	0.0	0.000
I will be able to grow in my career	S3.3	64.6	30.4	5.1	0.0	0.0	0.000
I will have the confidence to apply for better jobs with higher income potential	S3.4	57.0	39.2	3.8	0.0	0.0	0.000
I will feel more positive and motivated	S3.5	55.7	39.2	3.8	1.3	0.0	0.000
My communication and numeracy skills will improve	S3.6	55.7	36.7	6.3	1.3	0.0	0.000
If I didn't have the opportunity to complete this qualification, I would have resigned from my employment with the company?	S3.7	6.3	5.1	11.4	48.1	29.1	0.000
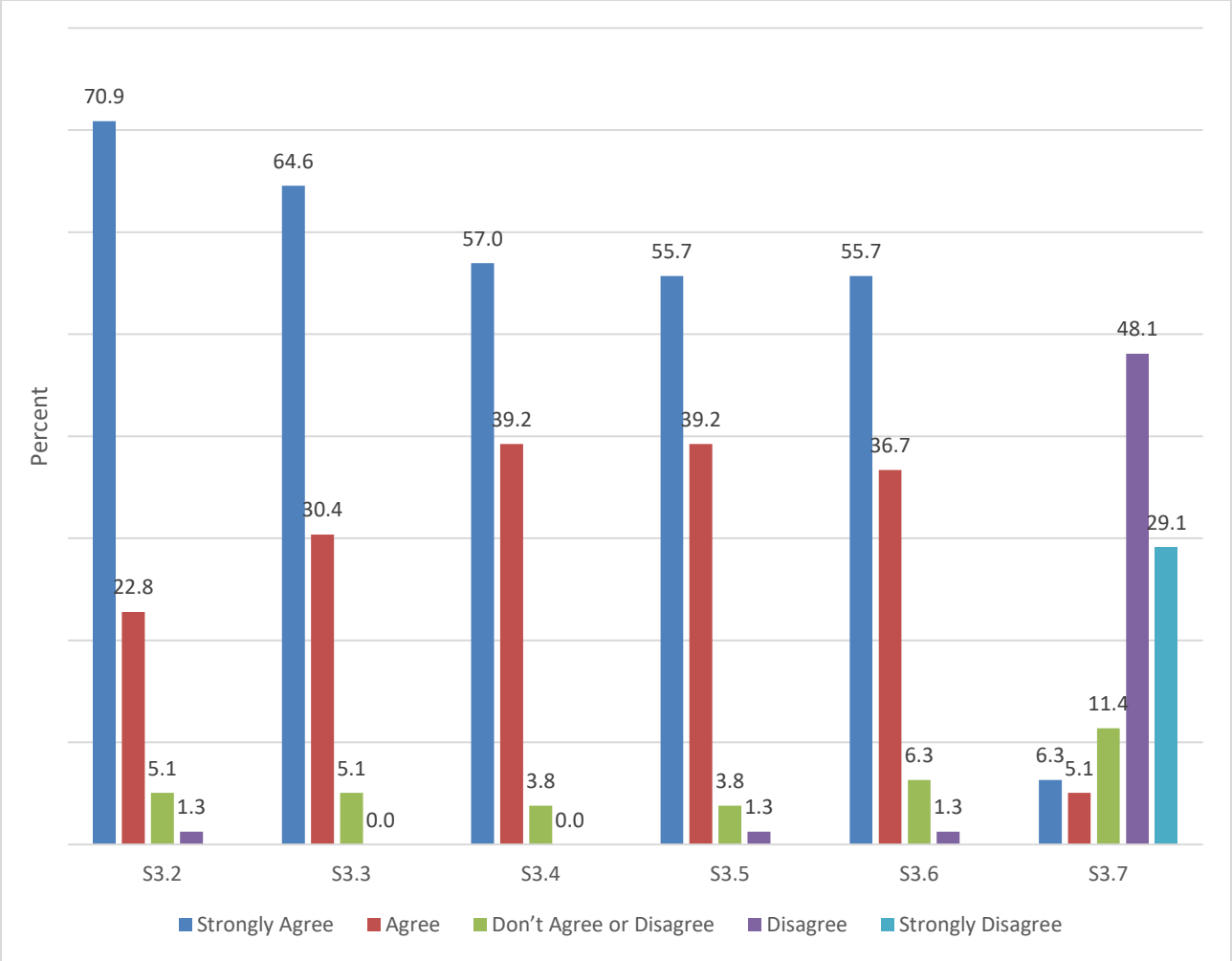
Fig. 6.8

There are strong levels of agreement to the first five questions whilst there is a strong level of disagreement for the last. Although patterns are significantly different, the first five questions relates to acquired skills, career growth, confidence, motivation and ability to improve current socio economic position and indicates a positive correlation between completing a Matric equivalent, outcomes based qualification and improvement of skills, confidence and motivation to enhance career growth opportunities.

The last question asked that should the individual not have been afforded the opportunity to complete the qualification would the respondent resign from the organisation. There was a strong disagreement to this statement and indicates strong employee commitment to the organisation, which is supported by the long service of the individuals participating in this study.

Section 4

This section investigates skills development and management buy-in within the organisation. For any learning and development intervention to be successful, management support is crucial for knowledge transfer to be applied and transferred in the workplace.

Table 6.20

Questions		Strongly Agree	Agree	Don't Agree or Disagree	Disagree	Strongly Disagree	Chi Square P-value
There is a shortage of qualified and experienced Africans, Coloureds and Indians with management skills in my organisation.	S4.1	24.1	29.1	19.0	20.3	7.6	0.040
My supervisor/manager supports me and allows me to apply my training in the workplace.	S4.2	40.5	53.2	3.8	1.3	1.3	0.000
This programme is applicable to my job and gives me valuable skills.	S4.3	55.7	40.5	2.5	1.3	0.0	0.000
Managers helping learners to apply what they have been taught in class contributes to improved training.	S4.4	35.4	57.0	6.3	1.3	0.0	0.000
I actively showcase my abilities and take on responsibilities outside of my role.	S4.5	36.7	55.7	1.3	6.3	0.0	0.000
Skills development is essential for achieving employment equity in an organisation.	S4.7	46.8	48.1	5.1	0.0	0.0	0.000
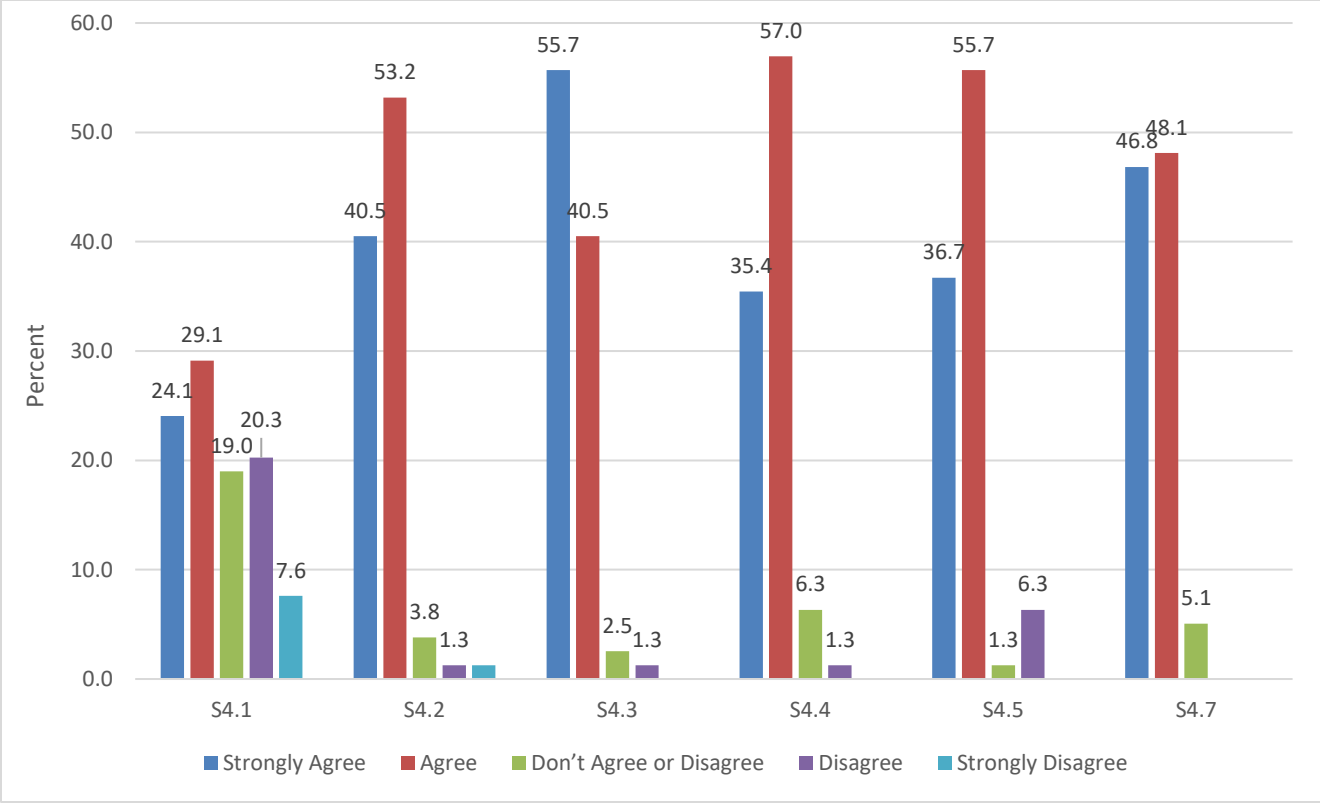
Fig. 6.9

There are strong levels of agreement to the last five questions whilst there is a mixed response to the first. Although patterns are significantly different, the last five questions relates to management support, coaching, skills development relative to position, application of newly acquired skills in the workplace and the importance of skills development.

The first question asked if there is a shortage of qualified and experienced Africans, Coloureds and Indians with management skills in the organisation. The majority of the respondents agreed (53.2%), it must however be noticed that those respondents in disagreement (39.3%) is also significant.

6.7 HYPOTHESIS TESTING

The traditional approach to reporting a result requires a statement of statistical significance. A p-value is generated from a test statistic. A significant result is indicated with "p < 0.05". These values are highlighted with a *.

Hypothesis 1

H_0: Outcomes based education (in this instance learnerships) has a no impact on the individual in terms of knowledge and skills gained coupled with an increase in confidence and motivation.

H_1: Outcomes based education (in this instance learnerships) has a positive impact on the individual in terms of knowledge and skills gained coupled with an increase in confidence and motivation.

In section three, questions one to seven were used to test this hypothesis.

Table 6.21

	Why are you completing a NQF 4 Generic Management qualification?	I will be better equipped to do my job	I will be able to grow in my career	I will have the confidence to apply for better jobs with higher income potential	I will feel more positive and motivated	My communication and numeracy skills will improve	If I didn't have the opportunity to complete this qualification, I would have resigned from my employment with the company?
Chi-Square	87.013[a]	97.051[b]	42.253[c]	34.734[c]	68.190[b]	62.924[b]	53.595[a]
df	4	3	2	2	3	3	4
Asymp. Sig.	0.000	0.000	0.000	0.000	0.000	0.000	0.000

At the 5% (a=0.05), H_0 will be rejected if the p-value (Asymp-sig) is less than 0.05.

H_0 is rejected for all of the above questions and it is concluded that outcomes based education (in this instance learnerships) has a positive impact on the individual in terms of knowledge and skills gained coupled with an increase in confidence and motivation. H_1 is therefore accepted.

Hypothesis 2

H_0:   Individuals believe that by achieving a Matric equivalent, outcomes based qualification, will make no difference to their career growth and socio economic position.

H_1:   Individuals believe that by achieving a Matric equivalent, outcomes based qualification, will make a difference to their career growth and socio economic position.

In section 2, questions nine to eleven were used to test this hypothesis.

Table 6.22

	I will feel more positive and motivated	I will have the confidence to apply for better jobs with higher income potential	If you did have a Grade 12 National Senior Certificate /Matric Certificate would you be working in the Private Security Sector?
Chi-Square	68.190[b]	34.734[c]	6.545[a]
df	3	2	1
Asymp. Sig.	0.000	0.000	0.011

At the 5% (a=0.05), H_0 will be rejected if the p-value (Asymp-sig) is less than 0.05.

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H_0 is rejected for all of the above questions and it is concluded that individuals believe that by achieving a Matric equivalent, outcomes based qualification, will make a difference to their career growth and socio economic position. H_1 is therefore accepted.

Hypothesis 3

H_0: Individuals who, for either personal or financial reasons, were unable to complete secondary education, once economically active will pursue a National Senior Certificate.

H_1: Individuals who, for either personal or financial reasons, were unable to complete secondary education, once economically active will not pursue a National Senior Certificate.

Section 2, Questions seven and eight were used to test this hypothesis. Question 7 looked at why the individuals did not complete their secondary schooling and Question 8 gauged why these individuals, once economically active, did not pursue the completion of their secondary schooling.

Table 6.23

	Why did you not complete your secondary schooling?	Why did you not pursue or try to complete your Matric once employed?
Chi-Square	8.545	22.545
df	6	4
Asymp. Sig.	0.201	0.000

At the 5% (a=0.05), H0 will be rejected if the p-value (Asymp-sig) is less than 0.05. The H_0 is accepted for question 1 and rejected for question 2. Qualifying questions were asked in the questionnaire separating matriculants from non-matriculants.

The above questions were answered by respondents without a National Senior Certificate and therefore H1 is accepted as these respondents did not complete their Matric once they were employed.

Hypothesis 4

H0: A National Senior Certificate or equivalent NQF 4 qualification is not critical to individuals and employers in terms of employment and career growth.

H1: A National Senior Certificate or equivalent NQF 4 qualification is critical to individuals and employers in terms of employment and career growth.

Section 2, Questions one to six was used to test this hypothesis.

Table 6.24

	Do you think it is important to have a Grade 12 National Senior Certificate /Matric Certificate?	Do you think it is important to employers for you to have a Grade 12 National Senior Certificate /Matric Certificate?	Do you think you have been disadvantaged in your working career because you do not have a Grade 12 National Senior Certificate /Matric Certificate?	Do you regret not achieving your Grade 12 National Senior Certificate /Matric Certificate?	If you did have a Grade 12 National Senior Certificate /Matric Certificate; do you think you would be in your current job?	If you did have a Grade 12 National Senior Certificate /Matric Certificate would you have studied further at a Tertiary Institution?
Chi-Square	11.636[a]	8.909[a]	14.727[a]	18.182[a]	.727[a]	8.909[a]
df	1	1	1	1	1	1
Asymp. Sig.	0.001	0.003	0.000	0.000	0.394	0.003

At the 5% (a=0.05), H0 will be rejected if the p-value (Asymp-sig) is less than 0.05. Thus, H0 is rejected for all of the above questions except question 5 and it is concluded that a National Senior Certificate or equivalent NQF 4 qualification is critical to individuals and employers in terms of employment and career growth.

For question 5, H_0 is not rejected. This could be an indication that question 5 should not have been included in testing this hypothesis. This would require further research.

Hypothesis 5

H_0: Skills Development has a no impact on the organisation and employee.
H_1: Skills Development has a positive impact on the organisation and employee.

Section 4, Questions one to seven was used to test this hypothesis. These questions looked at whether skills development within the organisation is adequate.

Table 6.25

	There is a shortage of qualified and experienced Africans, Coloureds and Indians with management skills in my organisation.	My supervisor/manager supports me and allows me to apply my training in the workplace.	This programme is applicable to my job and gives me valuable skills.	Managers helping learners to apply what they have been taught in class contributes to improved training.	I actively showcase my abilities and take on responsibilities outside of my role.	Skills development is essential for achieving employment equity in an organisation.
Chi-Square	10.051[a]	98.152[a]	71.127[b]	64.544[b]	62.924[b]	28.430[c]
df	4	4	3	3	3	2
Asymp. Sig.	0.040	0.000	0.000	0.000	0.000	0.000

H_0 is rejected for all of the above questions and it is concluded that individuals believe that Skills Development has a positive impact on the organisation and employee. H_1 is therefore accepted.

A second Chi square test was performed to determine whether there was a statistically significant relationship between the variables (rows vs columns).

The null hypothesis states that there is no association between the two. The alternate hypothesis indicates that there is an association.

All values without an * (or p-values more than 0.05) do not have a significant relationship. For the purpose of this research study only values with a p-value of less than 0.05 will be discussed.

Table 6.26

Crosstab					
			Gender		Total
			Male	Female	
If you did have a Grade 12 National Senior Certificate /Matric Certificate; do you think you would be in your current job?	Yes	Count	5	9	14
		% within Gender	38.5%	90.0%	60.9%
	No	Count	8	1	9
		% within Gender	61.5%	10.0%	39.1%
Total		Count	13	10	23
		% within Gender	100.0%	100.0%	100.0%

Chi-Square Tests						
	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)	Point Probability
Pearson Chi-Square	6.303[a]	1	0.012	0.029	0.017	
Continuity Correction[b]	4.325	1	0.038			
Likelihood Ratio	6.964	1	0.008	0.029	0.017	
Fisher's Exact Test				0.029	0.017	
Linear-by-Linear Association	6.029[c]	1	0.014	0.029	0.017	0.016
N of Valid Cases	23					
a. 1 cell (25.0%) have expected count less than 5. The minimum expected count is 3.91.						
b. Computed only for a 2x2 table						
c. The standardized statistic is -2.455.						

The p-value between "If you did have a Grade 12 National Senior Certificate /Matric Certificate; do you think you would be in your current job?" and "Gender" is 0.029. This means that there is a significant relationship between the variables highlighted in yellow. In that, the gender of the respondent did play a significant role in terms of how respondents viewed being in their current jobs.

Table 6.27

Crosstab					
			If you did have a Grade 12 National Senior Certificate /Matric Certificate; do you think you would be in your current job?		Total
			Yes	No	
Managers helping learners to apply what they have been taught in class contributes to improved training.	Strongly Agree	Count	3	6	9
		% within If you did have a Grade 12 National Senior Certificate /Matric Certificate; do you think you would be in your current job?	21.4%	66.7%	39.1%
	Agree	Count	9	1	10
		% within If you did have a Grade 12 National Senior Certificate /Matric Certificate; do you think you would be in your current job?	64.3%	11.1%	43.5%
	Don't Agree or Disagree	Count	2	1	3
		% within If you did have a Grade 12 National Senior Certificate /Matric Certificate; do you think you would be in your current job?	14.3%	11.1%	13.0%
	Disagree	Count	0	1	1
		% within If you did have a Grade 12 National Senior Certificate /Matric Certificate; do you think you would be in your current job?	0.0%	11.1%	4.3%

Chi-Square Tests						
	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)	Point Probability
Pearson Chi-Square	8.026[a]	3	0.045	0.023		
Likelihood Ratio	9.011	3	0.029	0.043		
Fisher's Exact Test	7.891			0.023		
Linear-by-Linear Association	.540[b]	1	0.462	0.620	0.326	0.161
N of Valid Cases	23					
a. 6 cells (75.0%) have expected count less than 5. The minimum expected count is .39.						
b. The standardized statistic is -.735.						

The p-value between "Managers helping learners to apply what they have been taught in class contributes to improved training?" and "If you did have a Grade 12 National Senior Certificate /Matric Certificate; do you think you would be in your current job?" is 0.023. This indicates that whether an individual have or do not have a Matric Certificate the role of managers is significant in retention of staff and knowledge transfer.

Table 6.28

Crosstab					
			Do you think it is important to have a Grade 12 National Senior Certificate /Matric Certificate?		Total
			Yes	No	
This programme is applicable to my job and gives me valuable skills.	Strongly Agree	Count	16	0	16
		% within Do you think it is important to have a Grade 12 National Senior Certificate /Matric Certificate?	80.0%	0.0%	69.6%
	Agree	Count	4	3	7
		% within Do you think it is important to have a Grade 12 National Senior Certificate /Matric Certificate?	20.0%	100.0%	30.4%
Total		Count	20	3	23
		% within Do you think it is important to have a Grade 12 National Senior Certificate /Matric Certificate?	100.0%	100.0%	100.0%

Chi-Square Tests						
	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)	Point Probability
Pearson Chi-Square	7.886[a]	1	0.005	0.020	0.020	
Continuity Correction[b]	4.560	1	0.033			
Likelihood Ratio	8.251	1	0.004	0.020	0.020	
Fisher's Exact Test				0.020	0.020	
Linear-by-Linear Association	7.543[c]	1	0.006	0.020	0.020	0.020
N of Valid Cases	23					
a. 2 cells (50.0%) have expected count less than 5. The minimum expected count is .91.						
b. Computed only for a 2x2 table						
c. The standardized statistic is 2.746.						

The p-value between "This programme is applicable to my job and gives me valuable skills." and "Do you think it is important to have a Grade 12 National Senior Certificate /Matric Certificate?" is 0.020. This means that there is a significant relationship between the variables highlighted in yellow. In that, obtaining a National Senior Certificate or equivalent NQF 4 qualification plays a significant role in terms of improving skills and application of skills in the workplace.

Table 6.29

Crosstab										
			Why did you not complete your secondary schooling?							Total
			Lack of money	Poor acade-mic perfor-mance	Completing Secondary Schooling was not important	Had to take care of family	Pregnancy	Quality of education	Other	
My supervisor/manager supports me and allows me to apply my training in the workplace.	Strongly Agree	Count	1	0	1	4	2	1	1	10
		% within Why did you not complete your secondary schooling?	16.7%	0.0%	100.0%	80.0%	100.0%	100.0%	16.7%	43.5%
	Agree	Count	5	2	0	0	0	0	4	11
		% within Why did you not complete your secondary schooling?	83.3%	100.0%	0.0%	0.0%	0.0%	0.0%	66.7%	47.8%
	Don't Agree or Disagree	Count	0	0	0	0	0	0	1	1
		% within Why did you not complete your secondary schooling?	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	16.7%	4.3%
	Strongly Disagree	Count	0	0	0	1	0	0	0	1
		% within Why did you not complete your secondary schooling?	0.0%	0.0%	0.0%	20.0%	0.0%	0.0%	0.0%	4.3%
Total		Count	6	2	1	5	2	1	6	23
		% within Why did you not complete your secondary schooling?	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)	Point Probability
Pearson Chi-Square	21.230[a]	18	0.268	0.280		
Likelihood Ratio	24.606	18	0.136	0.021		
Fisher's Exact Test	28.031			0.022		
Linear-by-Linear Association	.018[b]	1	0.894	0.920	0.435	0.019
N of Valid Cases	23					
a. 28 cells (100.0%) have expected count less than 5. The minimum expected count is .04.						
b. The standardized statistic is .133.						

The p-value between "My supervisor/manager supports me and allows me to apply my training in the workplace." and "Why did you not complete your secondary schooling?" is 0.022. A significant relationship exists between the variables highlighted in yellow. In terms of how non-matriculants, completing a Matric equivalent qualification, apply new knowledge in the workplace and the role managers and supervisors play in terms of supporting these individuals.

Table 6.30

Crosstab

			Do you think it is important to employers for you to have a Grade 12 National Senior Certificate /Matric Certificate?		Total
			Yes	No	
My supervisor/manager supports me and allows me to apply my training in the workplace.	Strongly Agree	Count	10	0	10
		% within Do you think it is important to employers for you to have a Grade 12 National Senior Certificate /Matric Certificate?	52.6%	0.0%	43.5%
	Agree	Count	9	2	11
		% within Do you think it is important to employers for you to have a Grade 12 National Senior Certificate /Matric Certificate?	47.4%	50.0%	47.8%
	Don't Agree or Disagree	Count	0	1	1
		% within Do you think it is important to employers for you to have a Grade 12 National Senior Certificate /Matric Certificate?	0.0%	25.0%	4.3%

	Strongly Disagree	Count	0	1	1
		% within Do you think it is important to employers for you to have a Grade 12 National Senior Certificate /Matric Certificate?	0.0%	25.0%	4.3%
Total		Count	19	4	23
		% within Do you think it is important to employers for you to have a Grade 12 National Senior Certificate /Matric Certificate?	100.0%	100.0%	100.0%

Chi-Square Tests

	Value	Df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)	Point Probability
Pearson Chi-Square	11.610[a]	3	0.009	0.011		
Likelihood Ratio	10.823	3	0.013	0.011		
Fisher's Exact Test	8.905			0.011		
Linear-by-Linear Association	9.187[b]	1	0.002	0.006	0.006	0.006
N of Valid Cases	23					
a. 6 cells (75.0%) have expected count less than 5. The minimum expected count is .17.						
b. The standardized statistic is 3.031.						

The p-value between "My supervisor/manager supports me and allows me to apply my training in the workplace." and "Do you think it is important to employers for you to have a Grade 12 National Senior Certificate /Matric Certificate?" is 0.011. This means that there is a significant relationship between the variables highlighted in yellow. In that, the importance of having a National Senior Certificate or equivalent qualification plays a significant role in terms of how managers and supervisors support individuals in applying knowledge and skills in order to obtain a National Senior Certificate or equivalent qualification.

Table 6.31

Crosstab									
			Why did you not pursue or try to complete your Matric once employed?						Total
			Not important to have Grade 12/Matric	Time constraints	Embarrassed	Not academically capable of achieving Grade 12/Matric	Too long since I left school	Other	
If I didn't have the opportunity to complete this qualification, I would have resigned from my employment with the company?	Strongly Agree	Count	1	0	0	0	0	1	2
		% within Why did you not pursue or try to complete your Matric once employed?	100.0%	0.0%	0.0%	0.0%	0.0%	33.3%	8.7%
	Don't Agree or Disagree	Count	0	3	0	0	1	0	4
		% within Why did you not pursue or try to complete your Matric once employed?	0.0%	23.1%	0.0%	0.0%	25.0%	0.0%	17.4%
	Disagree	Count	0	10	0	1	1	2	14
		% within Why did you not pursue or try to complete your Matric once employed?	0.0%	76.9%	0.0%	100.0%	25.0%	66.7%	60.9%
	Strongly Disagree	Count	0	0	1	0	2	0	3
		% within Why did you not pursue or try to complete your Matric once employed?	0.0%	0.0%	100.0%	0.0%	50.0%	0.0%	13.0%
Total		Count	1	13	1	1	4	3	23
		% within Why did you not pursue or try to complete your Matric once employed?	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Chi-Square Tests						
	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)	Point Probability
Pearson Chi-Square	29.966[a]	15	0.012	0.017		
Likelihood Ratio	23.702	15	0.070	0.021		

Fisher's Exact Test	23.339			0.019		
Linear-by-Linear Association	.008[b]	1	0.928	0.961	0.511	0.040
N of Valid Cases	23					
a. 23 cells (95.8%) have expected count less than 5. The minimum expected count is .09.						
b. The standardized statistic is .090.						

The p-value between "If I didn't have the opportunity to complete this qualification, I would have resigned from my employment with the company" and "Why did you not pursue or try to complete your Matric once employed?" is 0.019. There is a significant relationship between the variables highlighted in yellow. In that, respondents value their employment and having the opportunity to complete a workplace qualification enhances motivation.

Table 6.32

Crosstab					
			Do you think it is important to employers for you to have a Grade 12 National Senior Certificate /Matric Certificate?		Total
			Yes	No	
I will have the confidence to apply for better jobs with higher income potential	Strongly Agree	Count	13	2	15
		% within Do you think it is important to employers for you to have a Grade 12 National Senior Certificate /Matric Certificate?	68.4%	50.0%	65.2%
	Agree	Count	6	0	6
		% within Do you think it is important to employers for you to have a Grade 12 National Senior Certificate /Matric Certificate?	31.6%	0.0%	26.1%
	Don't Agree or Disagree	Count	0	2	2
		% within Do you think it is important to employers for you to have a Grade 12 National Senior Certificate /Matric Certificate?	0.0%	50.0%	8.7%
Total		Count	19	4	23
		% within Do you think it is important to employers for you to have a Grade 12 National Senior Certificate /Matric Certificate?	100.0%	100.0%	100.0%

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)	Point Probability
Pearson Chi-Square	10.935[a]	2	0.004	0.015		
Likelihood Ratio	9.473	2	0.009	0.020		
Fisher's Exact Test	7.017			0.030		
Linear-by-Linear Association	3.526[b]	1	0.060	0.081	0.081	0.064
N of Valid Cases	23					
a. 5 cells (83.3%) have expected count less than 5. The minimum expected count is .35.						
b. The standardized statistic is 1.878.						

The p-value between "I will have the confidence to apply for better jobs with higher income potential" and "Do you think it is important to employers for you to have a Grade 12 National Senior Certificate /Matric Certificate? is 0.030. There is a significant relationship between the variables highlighted in yellow. In that, being in possession of a National Senior Certificate, Matric or equivalent qualification plays a significant role in terms of applying for better positions within an organisation.

Table 6.33

Crosstab

			Do you think it is important to have a Grade 12 National Senior Certificate /Matric Certificate?		Total
			Yes	No	
I will have the confidence to apply for better jobs with higher income potential	Strongly Agree	Count	14	1	15
		% within Do you think it is important to have a Grade 12 National Senior Certificate /Matric Certificate?	70.0%	33.3%	65.2%
	Agree	Count	6	0	6
		% within Do you think it is important to have a Grade 12 National Senior Certificate /Matric Certificate?	30.0%	0.0%	26.1%
		Count	0	2	2

	Don't Agree or Disagree	% within Do you think it is important to have a Grade 12 National Senior Certificate /Matric Certificate?	0.0%	66.7%	8.7%
Total		Count	20	3	23
		% within Do you think it is important to have a Grade 12 National Senior Certificate /Matric Certificate?	100.0%	100.0%	100.0%

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)	Point Probability
Pearson Chi-Square	14.771[a]	2	0.001	0.012		
Likelihood Ratio	10.464	2	0.005	0.012		
Fisher's Exact Test	8.163			0.012		
Linear-by-Linear Association	6.349[b]	1	0.012	0.029	0.029	0.025
N of Valid Cases	23					
a. 4 cells (66.7%) have expected count less than 5. The minimum expected count is .26.						
b. The standardized statistic is 2.520.						

The p-value between "I will have the confidence to apply for better jobs with higher income potential" and "Do you think it is important to have a Grade 12 National Senior Certificate /Matric Certificate?" is 0.012. There is a significant relationship between the variables highlighted in yellow. In that, being in possession of a National Senior Certificate, Matric or equivalent qualification plays a significant role in terms of socio economic standard.

Table 6.34

Crosstab					
			Do you think it is important to employers for you to have a Grade 12 National Senior Certificate /Matric Certificate?		Total
			Yes	No	
I will be able to grow in my career	Strongly Agree	Count	14	1	15
		% within Do you think it is important to employers for you to have a Grade 12 National Senior Certificate /Matric Certificate?	73.7%	25.0%	65.2%
	Agree	Count	5	1	6
		% within Do you think it is important to employers for you to have a Grade 12 National Senior Certificate /Matric Certificate?	26.3%	25.0%	26.1%
	Don't Agree or Disagree	Count	0	2	2
		% within Do you think it is important to employers for you to have a Grade 12 National Senior Certificate /Matric Certificate?	0.0%	50.0%	8.7%
Total		Count	19	4	23
		% within Do you think it is important to employers for you to have a Grade 12 National Senior Certificate /Matric Certificate?	100.0%	100.0%	100.0%

Chi-Square Tests						
	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)	Point Probability
Pearson Chi-Square	10.703[a]	2	0.005	0.025		
Likelihood Ratio	8.499	2	0.014	0.030		
Fisher's Exact Test	7.325			0.018		
Linear-by-Linear Association	7.335[b]	1	0.007	0.016	0.016	0.015
N of Valid Cases	23					
a. 5 cells (83.3%) have expected count less than 5. The minimum expected count is .35.						
b. The standardized statistic is 2.708.						

The p-value between "Do you think it is important to employers for you to have a Grade 12 National Senior Certificate /Matric Certificate?" and "will be able to grow in my career." is 0.018. There is a significant relationship between the variables highlighted in yellow. In that, being in possession of a National Senior Certificate, Matric or equivalent qualification by the respondent plays a significant role in terms of career growth within organisations.

Table 6.35

Crosstab					
			Do you think it is important to have a Grade 12 National Senior Certificate /Matric Certificate?		Total
			Yes	No	
I will be able to grow in my career	Strongly Agree	Count	14	1	15
		% within Do you think it is important to have a Grade 12 National Senior Certificate /Matric Certificate?	70.0%	33.3%	65.2%
	Agree	Count	6	0	6
		% within Do you think it is important to have a Grade 12 National Senior Certificate /Matric Certificate?	30.0%	0.0%	26.1%
	Don't Agree or Disagree	Count	0	2	2
		% within Do you think it is important to have a Grade 12 National Senior Certificate /Matric Certificate?	0.0%	66.7%	8.7%
Total		Count	20	3	23
		% within Do you think it is important to have a Grade 12 National Senior Certificate /Matric Certificate?	100.0%	100.0%	100.0%

Chi-Square Tests						
	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)	Point Probability
Pearson Chi-Square	14.771[a]	2	0.001	0.012		
Likelihood Ratio	10.464	2	0.005	0.012		
Fisher's Exact Test	8.163			0.012		
Linear-by-Linear Association	6.349[b]	1	0.012	0.029	0.029	0.025
N of Valid Cases	23					
a. 4 cells (66.7%) have expected count less than 5. The minimum expected count is .26.						
b. The standardized statistic is 2.520.						

The p-value between "Do you think it is important to have a Grade 12 National Senior Certificate /Matric Certificate?" and "I will be able to grow in my career." is 0.012. There is a significant relationship between the variables highlighted in yellow. In that, being in possession of a National Senior Certificate, Matric or equivalent qualification by the respondent plays a significant role in terms of career growth and advancement.

Table 6.36

Crosstab					
			If you did have a Grade 12 National Senior Certificate /Matric Certificate would you have studied further at a Tertiary Institution?		Total
			Yes	No	
I will be better equipped to do my job	Strongly Agree	Count	15	1	16
		% within If you did have a Grade 12 National Senior Certificate /Matric Certificate would you have studied further at a Tertiary Institution?	78.9%	25.0%	69.6%
	Agree	Count	2	3	5
		% within If you did have a Grade 12 National Senior Certificate /Matric Certificate would you have studied further at a Tertiary Institution?	10.5%	75.0%	21.7%
	Don't Agree or Disagree	Count	2	0	2
		% within If you did have a Grade 12 National Senior Certificate /Matric Certificate would you have studied further at a Tertiary Institution?	10.5%	0.0%	8.7%
Total		Count	19	4	23
		% within If you did have a Grade 12 National Senior Certificate /Matric Certificate would you have studied further at a Tertiary Institution?	100.0%	100.0%	100.0%

Chi-Square Tests					
	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	8.122[a]	2	0.017	0.045	
Likelihood Ratio	7.042	2	0.030	0.045	
Fisher's Exact Test	6.292			0.045	
Linear-by-Linear Association	1.446[b]	1	0.229	0.422	0.216
N of Valid Cases	23				

The p-value between "If you did have a Grade 12 National Senior Certificate /Matric Certificate would you have studied further at a Tertiary Institution?" and "I will be better equipped to do my job" is 0.045. There is a significant relationship between the variables highlighted in yellow. In that, furthering education, whether by obtaining a Matric or equivalent qualification or attending tertiary education plays a significant role in terms skills and knowledge required to perform job functions.

Table 6.37

Crosstab							
			What is your ethnicity?				Total
			African	White	Indian	Coloured	
Skills development is essential for achieving employment equity in an organisation.	Strongly Agree	Count	15	8	1	13	37
		% within What is your ethnicity?	50.0%	30.8%	33.3%	65.0%	46.8%
	Agree	Count	15	16	1	6	38
		% within What is your ethnicity?	50.0%	61.5%	33.3%	30.0%	48.1%
	Don't Agree or Disagree	Count	0	2	1	1	4
		% within What is your ethnicity?	0.0%	7.7%	33.3%	5.0%	5.1%
Total		Count	30	26	3	20	79
		% within What is your ethnicity?	100.0%	100.0%	100.0%	100.0%	100.0%
Chi-Square Tests							
	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)	Point Probability	
Pearson Chi-Square	12.129[a]	6	0.059	0.051			
Likelihood Ratio	11.143	6	0.084	0.102			
Fisher's Exact Test	10.958			0.049			
Linear-by-Linear Association	.329[b]	1	0.566	0.577	0.313	0.055	
N of Valid Cases	79						
a. 6 cells (50.0%) have expected count less than 5. The minimum expected count is .15.							
b. The standardized statistic is -.574.							

The p-value between "What is your ethnicity?" and "Skills development is essential for achieving employment equity in an organisation." is 0.049. There is a significant relationship between the variables highlighted in yellow. In that, the respondents' ethnicity plays a significant role in achieving skills development and employment equity targets within an organisation.

Table 6.38

Crosstab									
			How long have you been working in this sector?						Total
			More than 25 years	Between 20 and 25 years	Between 15 and 20 years	Between 10 and 15 years	Between 5 and 10 years	Less than 5 years	
This programme is applicable to my job and gives me valuable skills.	Strongly Agree	Count	0	6	11	5	15	7	44
		% within How long have you been working in this sector?	0.0%	60.0%	64.7%	29.4%	83.3%	50.0%	55.7%
	Agree	Count	3	3	6	11	3	6	32
		% within How long have you been working in this sector?	100.0%	30.0%	35.3%	64.7%	16.7%	42.9%	40.5%
	Don't Agree or Disagree	Count	0	1	0	1	0	0	2
		% within How long have you been working in this sector?	0.0%	10.0%	0.0%	5.9%	0.0%	0.0%	2.5%
	Disagree	Count	0	0	0	0	0	1	1
		% within How long have you been working in this sector?	0.0%	0.0%	0.0%	0.0%	0.0%	7.1%	1.3%
Total		Count	3	10	17	17	18	14	79
		% within How long have you been working in this sector?	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Chi-Square Tests						
	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)	Point Probability
Pearson Chi-Square	23.537[a]	15	0.073	0.085		
Likelihood Ratio	23.900	15	0.067	0.014		
Fisher's Exact Test	24.541			0.013		
Linear-by-Linear Association	.266[b]	1	0.606	0.656	0.326	0.044
N of Valid Cases	79					
a. 15 cells (62.5%) have expected count less than 5. The minimum expected count is .04.						
b. The standardized statistic is -.515.						

The p-value between "How long have you been working in this sector?" and "This programme is applicable to my job and gives me valuable skills." is 0.013. There is a significant relationship between the variables highlighted in yellow. In that, knowledge and skills gained in the time working for the company plays a significant role in how the skills and knowledge gained completing the FETC: Generic Management NQF4 qualification is being applied.

Table 6.39

Crosstab						
			What is your monthly income?			Total
			Between R10 000 and R15 000	Between R5000 and R10 000	Less than R5000 per month	
If I didn't have the opportunity to complete this qualification, I would have resigned from my employment with the company?	Strongly Agree	Count	1	3	1	5
		% within What is your monthly income?	2.1%	15.0%	8.3%	6.3%
	Agree	Count	1	1	2	4
		% within What is your monthly income?	2.1%	5.0%	16.7%	5.1%
	Don't Agree or Disagree	Count	6	1	2	9
		% within What is your monthly income?	12.8%	5.0%	16.7%	11.4%
	Disagree	Count	19	13	6	38
		% within What is your monthly income?	40.4%	65.0%	50.0%	48.1%
	Strongly Disagree	Count	20	2	1	23
		% within What is your monthly income?	42.6%	10.0%	8.3%	29.1%
Total		Count	47	20	12	79
		% within What is your monthly income?	100.0%	100.0%	100.0%	100.0%

Chi-Square Tests						
	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)	Point Probability
Pearson Chi-Square	17.820[a]	8	0.023	0.022		
Likelihood Ratio	17.886	8	0.022	0.032		
Fisher's Exact Test	17.375			0.009		
Linear-by-Linear Association	8.588[b]	1	0.003	0.004	0.003	0.001
N of Valid Cases	79					
a. 9 cells (60.0%) have expected count less than 5. The minimum expected count is .61.						
b. The standardized statistic is -2.931.						

The p-value between "What is your monthly income?" and "If I didn't have the opportunity to complete this qualification, I would have resigned from my employment with the company?" is 0.009.

There is a significant relationship between the variables highlighted in yellow. In that, the respondents' income plays a significant role when making career decisions.

Table 6.40

Crosstab					
			Secondary School location		Total
			Urban	Rural	
If I didn't have the opportunity to complete this qualification, I would have resigned from my employment with the company?	Strongly Agree	Count	3	2	5
		% within Secondary School location	4.8%	11.8%	6.3%
	Agree	Count	3	1	4
		% within Secondary School location	4.8%	5.9%	5.1%
	Don't Agree or Disagree	Count	8	1	9
		% within Secondary School location	12.9%	5.9%	11.4%
	Disagree	Count	26	12	38
		% within Secondary School location	41.9%	70.6%	48.1%
	Strongly Disagree	Count	22	1	23
		% within Secondary School location	35.5%	5.9%	29.1%
Total		Count	62	17	79
		% within Secondary School location	100.0%	100.0%	100.0%

Chi-Square Tests						
	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)	Point Probability
Pearson Chi-Square	7.910[a]	4	0.095	0.091		
Likelihood Ratio	9.146	4	0.058	0.071		
Fisher's Exact Test	8.524			0.049		
Linear-by-Linear Association	2.337[b]	1	0.126	0.131	0.085	0.031
N of Valid Cases	79					
a. 6 cells (60.0%) have expected count less than 5. The minimum expected count is .86.						
b. The standardized statistic is -1.529.						

The p-value between "What is your monthly income?" and "If I didn't have the opportunity to complete this qualification, I would have resigned from my employment with the company?" is 0.049. There is a significant relationship between the variables highlighted in yellow. In that, the respondents' income plays a significant role when making career decisions.

Table 6.41

Crosstab									
			How long have you been working in this sector?						Total
			More than 25 years	Between 20 and 25 years	Between 15 and 20 years	Between 10 and 15 years	Between 5 and 10 years	Less than 5 years	
My communication and numeracy skills will improve	Strongly Agree	Count	2	2	9	8	15	8	44
		% within How long have you been working in this sector?	66.7%	20.0%	52.9%	47.1%	83.3%	57.1%	55.7%
	Agree	Count	1	6	8	8	2	4	29
		% within How long have you been working in this sector?	33.3%	60.0%	47.1%	47.1%	11.1%	28.6%	36.7%
	Don't Agree or Disagree	Count	0	2	0	1	0	2	5
		% within How long have you been working in this sector?	0.0%	20.0%	0.0%	5.9%	0.0%	14.3%	6.3%
	Disagree	Count	0	0	0	0	1	0	1
		% within How long have you been working in this sector?	0.0%	0.0%	0.0%	0.0%	5.6%	0.0%	1.3%
Total		Count	3	10	17	17	18	14	79
		% within How long have you been working in this sector?	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Chi-Square Tests						
	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)	Point Probability
Pearson Chi-Square	21.175[a]	15	0.131	0.109		
Likelihood Ratio	23.048	15	0.083	0.042		
Fisher's Exact Test	22.891			0.028		
Linear-by-Linear Association	1.384[b]	1	0.239	0.267	0.134	0.024
N of Valid Cases	79					

a. 15 cells (62.5%) have expected count less than 5. The minimum expected count is .04.

b. The standardized statistic is -1.176.

The p-value between "How long have you been working in this sector?" and "My communication and numeracy skills will improve" is 0.028. There is a significant relationship between the variables highlighted in yellow. In that, the period worked in a position or organisation plays a role in the improvement in numeracy and communication, either through learning and development interventions or exposure to communication and numeracy activities within the organisation.

Table 6.42

Crosstab							
			What is your age?				Total
			25 - 34	35 - 44	45 - 54	55 - 64	
I will feel more positive and motivated	Strongly Agree	Count	11	20	13	0	44
		% within What is your age?	47.8%	55.6%	68.4%	0.0%	55.7%
	Agree	Count	11	16	4	0	31
		% within What is your age?	47.8%	44.4%	21.1%	0.0%	39.2%
	Don't Agree or Disagree	Count	1	0	1	1	3
		% within What is your age?	4.3%	0.0%	5.3%	100.0%	3.8%
	Disagree	Count	0	0	1	0	1
		% within What is your age?	0.0%	0.0%	5.3%	0.0%	1.3%
Total		Count	23	36	19	1	79
		% within What is your age?	100.0%	100.0%	100.0%	100.0%	100.0%

Chi-Square Tests							
	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)	Point Probability	
Pearson Chi-Square	33.062[a]	9	0.000	0.020			
Likelihood Ratio	15.569	9	0.076	0.030			
Fisher's Exact Test	17.392			0.025			
Linear-by-Linear Association	.055[b]	1	0.815	0.820	0.451	0.088	
N of Valid Cases	79						
a. 10 cells (62.5%) have expected count less than 5. The minimum expected count is .01.							
b. The standardized statistic is .234.							

The p-value between "What is your age?" and "I will feel more positive and motivated" is 0.025. There is a significant relationship between the variables highlighted in yellow. In that, the respondents' age plays a significant role in the respondent feeling positive and motivated. This can be attributed to learning and development activities as it acts as a motivating factor for some individuals.

Table 6.43

Crosstab							
			Why are you currently employed in the Private Security Sector?				Total
			It was the only job I could find	I enjoy working in the Private Security Sector	It pays well	Other	
I will be able to grow in my career	Strongly Agree	Count	19	23	2	7	51
		% within Why are you currently employed in the Private Security Sector?	70.4%	63.9%	40.0%	63.6%	64.6%
	Agree	Count	8	12	3	1	24
		% within Why are you currently employed in the Private Security Sector?	29.6%	33.3%	60.0%	9.1%	30.4%
	Don't Agree or Disagree	Count	0	1	0	3	4
		% within Why are you currently employed in the Private Security Sector?	0.0%	2.8%	0.0%	27.3%	5.1%
Total		Count	27	36	5	11	79
		% within Why are you currently employed in the Private Security Sector?	100.0%	100.0%	100.0%	100.0%	100.0%

Chi-Square Tests							
	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)	Point Probability	
Pearson Chi-Square	16.513[a]	6	0.011	0.018			
Likelihood Ratio	13.082	6	0.042	0.047			
Fisher's Exact Test	11.159			0.045			
Linear-by-Linear Association	3.075[b]	1	0.080	0.097	0.052	0.017	
N of Valid Cases	79						
a. 7 cells (58.3%) have expected count less than 5. The minimum expected count is .25.							
b. The standardized statistic is 1.753.							

The p-value between "Why are you currently employed in the Private Security Sector?" and "I will be able to grow in my career" is 0.045. There is a significant relationship between the variables highlighted in yellow. Respondents, being employed within the Private Security Sector, foresee positive career growth opportunities within the organisation.

Table 6.44

Crosstab			What is your age?				Total
			25 - 34	35 - 44	45 - 54	55 - 64	
I will be able to grow in my career	Strongly Agree	Count	12	26	13	0	51
		% within What is your age?	52.2%	72.2%	68.4%	0.0%	64.6%
	Agree	Count	11	9	4	0	24
		% within What is your age?	47.8%	25.0%	21.1%	0.0%	30.4%
	Don't Agree or Disagree	Count	0	1	2	1	4
		% within What is your age?	0.0%	2.8%	10.5%	100.0%	5.1%
Total		Count	23	36	19	1	79
		% within What is your age?	100.0%	100.0%	100.0%	100.0%	100.0%

Chi-Square Tests							
	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)	Point Probability	
Pearson Chi-Square	25.515[a]	6	0.000	0.006			
Likelihood Ratio	13.469	6	0.036	0.028			
Fisher's Exact Test	12.679			0.026			
Linear-by-Linear Association	.206[b]	1	0.650	0.709	0.371	0.089	
N of Valid Cases	79						
a. 6 cells (50.0%) have expected count less than 5. The minimum expected count is .05.							
b. The standardized statistic is .454.							

The p-value between "What is your age?" and "I will be able to grow in my career" is 0.026. There is a significant relationship between the variables highlighted in yellow. In that, the respondents' age plays a significant role in being able to grow in their careers.

Table 6.45

Crosstab							
			What is your age?				Total
			25 - 34	35 - 44	45 - 54	55 - 64	
I will be better equipped to do my job	Strongly Agree	Count	14	28	14	0	56
		% within What is your age?	60.9%	77.8%	73.7%	0.0%	70.9%
	Agree	Count	8	8	2	0	18
		% within What is your age?	34.8%	22.2%	10.5%	0.0%	22.8%
	Don't Agree or Disagree	Count	1	0	2	1	4
		% within What is your age?	4.3%	0.0%	10.5%	100.0%	5.1%
	Disagree	Count	0	0	1	0	1
		% within What is your age?	0.0%	0.0%	5.3%	0.0%	1.3%
Total		Count	23	36	19	1	79
		% within What is your age?	100.0%	100.0%	100.0%	100.0%	100.0%

Chi-Square Tests						
	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)	Point Probability
Pearson Chi-Square	28.160[a]	9	0.001	0.017		
Likelihood Ratio	16.733	9	0.053	0.022		
Fisher's Exact Test	18.237			0.018		
Linear-by-Linear Association	.732[b]	1	0.392	0.427	0.231	0.063
N of Valid Cases	79					
a. 11 cells (68.8%) have expected count less than 5. The minimum expected count is .01.						
b. The standardized statistic is .855.						

The p-value between "What is your age?" and "I will be better equipped to do my job" is 0.018. There is a significant relationship between the variables highlighted in yellow.

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In that, the respondents' age plays a significant role in being able to perform certain activities relative to certain positions. Furthermore, age, combined with the necessary qualifications aids job performance.

Table 6.46

Crosstab			What is the highest level of secondary education you have completed?				Total
			Matric (Grade 12) – Standard 10	Grade 11 – Standard 9	Grade 10 – Standard 8	Lower than Grade 10 – Standard 8	
Why are you completing a NQF 4 Generic Management qualification?	I did not study after Matric and have no formal qualification	Count	15	0	0	0	15
		% within What is the highest level of secondary education you have completed?	25.9%	0.0%	0.0%	0.0%	19.0%
	I want to be able to apply for higher positions with a better income	Count	35	9	3	1	48
		% within What is the highest level of secondary education you have completed?	60.3%	69.2%	50.0%	50.0%	60.8%
	I want to have a Matric equivalent qualification because I did not complete Matric	Count	1	4	2	0	7
		% within What is the highest level of secondary education you have completed?	1.7%	30.8%	33.3%	0.0%	8.9%
	I was told by my manager to this programme	Count	6	0	0	0	6
		% within What is the highest level of secondary education you have completed?	10.3%	0.0%	0.0%	0.0%	7.6%
	Other	Count	1	0	1	1	3
		% within What is the highest level of secondary education you have completed?	1.7%	0.0%	16.7%	50.0%	3.8%
Total		Count	58	13	6	2	79
		% within What is the highest level of secondary education you have completed?	100.0%	100.0%	100.0%	100.0%	100.0%

Chi-Square Tests						
	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)	Point Probability
Pearson Chi-Square	37.529[a]	12	0.000	0.003		
Likelihood Ratio	31.808	12	0.001	0.000		
Fisher's Exact Test	27.518			0.001		
Linear-by-Linear Association	8.232[b]	1	0.004	0.005	0.005	0.002
N of Valid Cases	79					
a. 16 cells (80.0%) have expected count less than 5. The minimum expected count is .08.						
b. The standardized statistic is 2.869.						

The p-value between "What is the highest level of secondary education you have completed?" and "Why are you completing a NQF 4 Generic Management qualification?" is 0.001. There is a significant relationship between the variables highlighted in yellow. In that, the respondents' highest education plays a significant role in completing a qualification. For instance, those respondents who are not in possession of a valid National Senior Certificate or Matric would benefit from completing a Matric equivalent qualification.

Table 6.47

Crosstab					
			Valid South African Senior Certificate/Matric		Total
			Yes	No	
Why are you completing a NQF 4 Generic Management qualification?	I did not study after Matric and have no formal qualification	Count	14	1	15
		% within Valid South African Senior Certificate/Matric	25.0%	4.3%	19.0%
	I want to be able to apply for higher positions with a better income	Count	34	14	48
		% within Valid South African Senior Certificate/Matric	60.7%	60.9%	60.8%
	I want to have a Matric equivalent qualification because I did not complete Matric	Count	1	6	7
		% within Valid South African Senior Certificate/Matric	1.8%	26.1%	8.9%
	I was told by my manager to this programme	Count	6	0	6
		% within Valid South African Senior Certificate/Matric	10.7%	0.0%	7.6%
	Other	Count	1	2	3
		% within Valid South African Senior Certificate/Matric	1.8%	8.7%	3.8%
Total		Count	56	23	79
		% within Valid South African Senior Certificate/Matric	100.0%	100.0%	100.0%

Chi-Square Tests						
	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)	Point Probability
Pearson Chi-Square	19.043[a]	4	0.001	0.001		
Likelihood Ratio	20.443	4	0.000	0.001		
Fisher's Exact Test	17.269			0.001		

	3.515[b]	1	0.061	0.068	0.044	0.019
Linear-by-Linear Association						
N of Valid Cases	79					
a. 7 cells (70.0%) have expected count less than 5. The minimum expected count is .87.						
b. The standardized statistic is 1.875.						

The p-value between "Valid South African Senior Certificate / Matric." and "Why are you completing a NQF 4 Generic Management qualification?" is 0.001. There is a significant relationship between the variables highlighted in yellow. In that, having or not having a Senior Certificate or Matric plays a role in whether or not respondents will be completing a Matric equivalent, NQF 4 qualification. If respondents do not have a valid Senior Certificate or Matric, obtaining an equivalent NQF 4 qualification will be beneficial in terms of personal and professional growth.

Table 6.48

Crosstab						
			What is your monthly income?			
			Between R10 000 and R15 000	Between R5000 and R10 000	Less than R5000 per month	Total
Why did you not complete your secondary schooling?	Lack of money	Count	1	1	4	6
		% within What is your monthly income?	9.1%	12.5%	100.0%	26.1%
	Poor academic performance	Count	0	2	0	2
		% within What is your monthly income?	0.0%	25.0%	0.0%	8.7%
	Completing Secondary Schooling was not important	Count	1	0	0	1
		% within What is your monthly income?	9.1%	0.0%	0.0%	4.3%
	Had to take care of family	Count	2	3	0	5
		% within What is your monthly income?	18.2%	37.5%	0.0%	21.7%
	Pregnancy	Count	2	0	0	2

		% within What is your monthly income?	18.2%	0.0%	0.0%	8.7%
	Quality of education	Count	0	1	0	1
		% within What is your monthly income?	0.0%	12.5%	0.0%	4.3%
	Other	Count	5	1	0	6
		% within What is your monthly income?	45.5%	12.5%	0.0%	26.1%
Total		Count	11	8	4	23
		% within What is your monthly income?	100.0%	100.0%	100.0%	100.0%

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)	Point Probability
Pearson Chi-Square	24.098[a]	12	0.020	0.006		
Likelihood Ratio	24.570	12	0.017	0.014		
Fisher's Exact Test	17.967			0.018		
Linear-by-Linear Association	7.111[b]	1	0.008	0.006	0.002	0.001
N of Valid Cases	23					

a. 21 cells (100.0%) have expected count less than 5. The minimum expected count is .17.

b. The standardized statistic is -2.667.

The p-value between "What is your monthly income?" and "Why did you not complete your secondary schooling?" is 0.018. There is a significant relationship between the variables highlighted in yellow. In that the income or financial position of the respondent did play a significant role in terms of why respondents did not complete secondary schooling.

Table 6.49

Crosstab							
			What is the highest level of secondary education you have completed?				Total
			Matric (Grade 12) – Standard 10	Grade 11 – Standard 9	Grade 10 – Standard 8	Lower than Grade 10 – Standard 8	
Why did you not complete your secondary schooling?	Lack of money	Count	0	5	0	1	6
		% within What is the highest level of secondary education you have completed?	0.0%	41.7%	0.0%	50.0%	26.1%
	Poor academic performance	Count	0	0	1	1	2
		% within What is the highest level of secondary education you have completed?	0.0%	0.0%	20.0%	50.0%	8.7%
	Completing Secondary Schooling was not important	Count	0	0	1	0	1
		% within What is the highest level of secondary education you have completed?	0.0%	0.0%	20.0%	0.0%	4.3%
	Had to take care of family	Count	0	5	0	0	5
		% within What is the highest level of secondary education you have completed?	0.0%	41.7%	0.0%	0.0%	21.7%
	Pregnancy	Count	2	0	0	0	2
		% within What is the highest level of secondary education you have completed?	50.0%	0.0%	0.0%	0.0%	8.7%
		Count	1	0	0	0	1

	Quality of education	% within What is the highest level of secondary education you have completed?	25.0%	0.0%	0.0%	0.0%	4.3%
	Other	Count	1	2	3	0	6
		% within What is the highest level of secondary education you have completed?	25.0%	16.7%	60.0%	0.0%	26.1%
Total		Count	4	12	5	2	23
		% within What is the highest level of secondary education you have completed?	100.0%	100.0%	100.0%	100.0%	100.0%

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)	Point Probability
Pearson Chi-Square	35.522[a]	18	0.008	0.006		
Likelihood Ratio	34.321	18	0.011	0.001		
Fisher's Exact Test	27.559			0.001		
Linear-by-Linear Association	.771[b]	1	0.380	0.396	0.206	0.017
N of Valid Cases	23					

a. 28 cells (100.0%) have expected count less than 5. The minimum expected count is .09.

b. The standardized statistic is -.878.

The p-value between "What is the highest level of secondary education you have completed?" and "Why did you not complete your secondary schooling?" is 0.001. There is a significant relationship between the variables highlighted in yellow. There is a direct link between highest level of education achieved and why respondents did not complete secondary schooling as both these variables relate to level of education.

Table 6.50

Crosstab							
			What is your ethnicity?				Total
			African	White	Indian	Coloured	
If you did have a Grade 12 National Senior Certificate /Matric Certificate would you have studied further at a Tertiary Institution?	Yes	Count	8	1	1	9	19
		% within What is your ethnicity?	100.0%	25.0%	100.0%	90.0%	82.6%
	No	Count	0	3	0	1	4
		% within What is your ethnicity?	0.0%	75.0%	0.0%	10.0%	17.4%
Total		Count	8	4	1	10	23
		% within What is your ethnicity?	100.0%	100.0%	100.0%	100.0%	100.0%

Chi-Square Tests						
	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)	Point Probability
Pearson Chi-Square	11.515[a]	3	0.009	0.009		
Likelihood Ratio	10.253	3	0.017	0.015		
Fisher's Exact Test	8.474			0.009		
Linear-by-Linear Association	.011[b]	1	0.917	1.000	0.539	0.183
N of Valid Cases	23					
a. 6 cells (75.0%) have expected count less than 5. The minimum expected count is .17.						
b. The standardized statistic is -.104.						

The p-value between "What is your ethnicity?" and "If you did have a Grade 12 National Senior Certificate /Matric Certificate would you have studied further at a Tertiary Institution?" is 0.009. There is a significant relationship between the variables highlighted in yellow. In that, the respondent's ethnicity plays a role as to why secondary schooling was not completed by the respondent and whether or not tertiary education would have been pursued once completed.

Table 6.51

Crosstab							
			What is the highest level of secondary education you have completed?				Total
			Matric (Grade 12) – Standard 10	Grade 11 – Standard 9	Grade 10 – Standard 8	Lower than Grade 10 – Standard 8	
If you did have a Grade 12 National Senior Certificate /Matric Certificate would you have studied further at a Tertiary Institution?	Yes	Count	3	12	2	2	19
		% within What is the highest level of secondary education you have completed?	75.0%	100.0%	40.0%	100.0%	82.6%
	No	Count	1	0	3	0	4
		% within What is the highest level of secondary education you have completed?	25.0%	0.0%	60.0%	0.0%	17.4%
Total		Count	4	12	5	2	23
		% within What is the highest level of secondary education you have completed?	100.0%	100.0%	100.0%	100.0%	100.0%

Chi-Square Tests							
	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)	Point Probability	
Pearson Chi-Square	9.427[a]	3	0.024	0.040			
Likelihood Ratio	10.025	3	0.018	0.022			
Fisher's Exact Test	8.069			0.015			
Linear-by-Linear Association	.535[b]	1	0.465	0.527	0.334	0.184	
N of Valid Cases	23						
a. 7 cells (87.5%) have expected count less than 5. The minimum expected count is .35.							
b. The standardized statistic is .731.							

The p-value between "What is the highest level of secondary education you have completed?" and "If you did have a Grade 12 National Senior Certificate /Matric Certificate would you have studied further at a Tertiary Institution?" is 0.015. There is a significant relationship between the variables highlighted in yellow.

In that, the respondent's highest level of schooling plays a role in whether or not the respondent would have pursued tertiary education.

Table 6.52

Crosstab									
			What is your position in the company i.e. Guard, Supervisor, etc.?						Total
			Security Guard	Guarding Supervisor	Technician	Sales Representative	Armed Response Supervisor	Other	
If you did have a Grade 12 National Senior Certificate /Matric Certificate; do you think you would be in your current job?	Yes	Count	2	2	1	0	1	8	14
		% within What is your position in the company i.e. Guard, Supervisor, etc.?	50.0%	40.0%	50.0%	0.0%	100.0%	100.0%	60.9%
	No	Count	2	3	1	3	0	0	9
		% within What is your position in the company i.e. Guard, Supervisor, etc.?	50.0%	60.0%	50.0%	100.0%	0.0%	0.0%	39.1%
Total		Count	4	5	2	3	1	8	23
		% within What is your position in the company i.e. Guard, Supervisor, etc.?	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Chi-Square Tests						
	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)	Point Probability
Pearson Chi-Square	11.664[a]	5	0.040	0.022		
Likelihood Ratio	15.741	5	0.008	0.013		
Fisher's Exact Test	11.905			0.010		
Linear-by-Linear Association	5.700[b]	1	0.017	0.018	0.010	0.004
N of Valid Cases	23					

a. 12 cells (100.0%) have expected count less than 5. The minimum expected count is .39.

b. The standardized statistic is -2.388.

The p-value between "What is your position in the company i.e. Guard, Supervisor, etc.?" and "If you did have a Grade 12 National Senior Certificate /Matric Certificate; do you think you would be in your current job?" is 0.010. There is a significant relationship between the variables highlighted in yellow. In that, the respondent's position within the company plays a role in whether or not the respondent would be in the current position if the respondent had a National Senior Certificate or Matric.

Table 6.53

Crosstab							
			What is your ethnicity?				Total
			African	White	Indian	Coloured	
If you did have a Grade 12 National Senior Certificate /Matric Certificate; do you think you would be in your current job?	Yes	Count	2	4	0	8	14
		% within What is your ethnicity?	25.0%	100.0%	0.0%	80.0%	60.9%
	No	Count	6	0	1	2	9
		% within What is your ethnicity?	75.0%	0.0%	100.0%	20.0%	39.1%
Total		Count	8	4	1	10	23
		% within What is your ethnicity?	100.0%	100.0%	100.0%	100.0%	100.0%

Chi-Square Tests							
	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)	Point Probability	
Pearson Chi-Square	9.985[a]	3	0.019	0.012			
Likelihood Ratio	11.784	3	0.008	0.015			
Fisher's Exact Test	9.107			0.017			
Linear-by-Linear Association	3.572[b]	1	0.059	0.066	0.043	0.023	
N of Valid Cases	23						
a. 7 cells (87.5%) have expected count less than 5. The minimum expected count is .39.							
b. The standardized statistic is -1.890.							

The p-value between "What is your ethnicity?" and "If you did have a Grade 12 National Senior Certificate /Matric Certificate; do you think you would be in your current job?" is 0.017. There is a significant relationship between the variables highlighted in yellow. In that, the respondent's ethnicity plays a role in whether or not the respondent would be in the current position if the respondent had a National Senior Certificate or Matric.

6.8 CORRELATION

Bivariate correlation was also performed on the (ordinal) data. The results are found in the appendix (Appendix E).

The results indicate the following patterns.

Positive values indicate a directly proportional relationship between the variables and a negative value indicates an inverse relationship. All significant relationships are indicated by a * or **.

For the purpose of this research, patterns will be highlighted due to the large number of positive correlations.

The correlation value between "I will be better equipped to do my job" and "This programme is applicable to my job and gives me valuable skills." is 0.427. This is directly related proportionally. Respondents indicate that the more skills they acquire from the programme, the better they would be equipped to do their jobs, and vice versa.

The correlation value between "I will be better equipped to do my job" and "I will be able to grow in my career." is 0.720. This is directly related proportionally. Respondents indicate that the more skills they acquire from the programme, the more they will progress in their career, and vice versa.

The correlation value between "I will be better equipped to do my job" and "I will have the confidence to apply for better jobs with higher income potential" is 0.589. This is directly related proportionally. Respondents indicate that the more skills they acquire from the programme, the higher their potential earnings will be and vice versa.

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The correlation value between "I will be able to grow in my career" and "I will have the confidence to apply for better jobs with higher income potential" is 0.673. This is directly related proportionally. Respondents indicate that the more skills they acquire from the programme, the higher their potential earnings will be and vice versa.

The correlation value between "I will be better equipped to do my job" and "I will feel more positive and motivated" is 0.699. This is directly related proportionally. Respondents indicate that the more skills they acquire from the programme, the more positive and motivated the respondents will be.

The correlation value between "I will be better equipped to do my job" and "My communication and numeracy skills will improve" is 0.763. This is directly related proportionally. Respondents indicate that programme will increase skills, in particular communication and numeracy skills.

The correlation value between "I will be able to grow in my career" and "I will feel more positive and motivated" is 0.743. This is directly related proportionally. Respondents indicate that with career growth, motivation will increase which will have positive impact on the respondent.

The correlation value between "I will have the confidence to apply for better jobs with higher income potential" and "My communication and numeracy skills will improve" is 0.824. This is directly related proportionally. Respondents indicate that confidence will increase as they attain more skills and vice versa.

The correlation value between "I will be able to grow in my career" and "My supervisor/manager supports me and allows me to apply my training in the workplace." is 0.453. This is directly related proportionally. Respondents indicate that with career growth, supervisor/manager support is critical in order to apply knowledge and skill gained into the workplace.

The correlation value between "I will have the confidence to apply for better jobs with higher income potential" and "This programme is applicable to my job and gives me valuable skills." is 0.447. This is directly related proportionally. Respondents indicate that confidence will increase as they attain more skills and vice versa.

The correlation value between "This programme is applicable to my job and gives me valuable skills." and "I actively showcase my abilities and take on responsibilities outside of my role." is 0.404. This is directly related proportionally. Respondents indicate that the more skills they acquire from the programme, the more they will show case their abilities and take on more responsibilities, and vice versa.

The correlation value between "There is a shortage of qualified and experienced Africans, Coloureds and Indians with management skills in my organisation." and "Skills development is essential for achieving employment equity in an organisation." is 0.269. This is directly related proportionally. Respondents indicate that there is a shortage of qualified and experienced Africans, Coloureds and Indians with management skills in my organisation and through skills development employment equity targets can be met through upskilling those individuals earmarked for progression.

6.9 CONCLUSIONS

This chapter presents the sample profile, research results and a summary of the research results.

Information is presented on the nature of the data, the reliability analysis and correlation analysis carried out. Descriptive statistics and results of hypotheses tests are also presented in this chapter. The research results are presented in the form of graphs and tables and a summary of these results pulls the research results together and highlights the main features of the research results.

A reliability analysis was also carried out to determine how reliable the results were. A correlation analysis was carried out which indicates the strength of the relationships between certain questions.

Hypotheses tests were carried out and the results of the hypotheses tests were discussed. The following chapter will present the discussion and conclusions associated with this research**.**

CHAPTER 7

DISCUSSION AND CONCLUSIONS

7.1 INTRODUCTION

The purpose of this chapter is to discuss the findings of the study in terms of the research questions and the hypotheses tests. Conclusions, based on the findings, will also be presented.

7.2. DISCUSSION OF RESULTS

7.2.1. Research Questions

7.2.1.1 What is the contribution of outcomes based training (in this instance a NQF4, Matric equivalent qualification) to matriculants and non-matriculants?

This research question links to section three in the questionnaire which was aimed at both matriculants and non-matriculants. The results show that 48 out of 79 (refer to Table 6.18) respondents indicated that the completion of Matric equivalent, outcomes based qualification will enable them to apply for higher positions with a better income potential. In addition, 15 out of 79 respondents indicated that they did not study after completing Matric and have no formal education.

The majority of the respondents (93.7%) strongly agreed and agreed that they will be better equipped to do their jobs, that they will be able to grow in their careers (95%), will have an increase in confidence (96.2%), will feel more positive and motivated (94.9%) and that their skill set will improve (92.4%).

It is evident from the above that a Matric equivalent, outcomes based qualification (in this instance a FETC: Generic Management NQF 4 Learnership) contributes positively to an individual who did not complete secondary schooling.

It further aids confidence and career growth. It is important to highlight the crucial role organisations play in the upskilling of these individuals in order to achieve career advancement or increase their employability if they are released from employment after training.

Literature confirms that career development is one of the important aspects pertaining to the retention of talent as it provides employees with the opportunity to control their careers. In line with this, career development also improves the skills level throughout the organisation (Nel et al, 2001).

According to literature, career development is also considered important to skills development and retention as through this process employees are able to develop career strategies, improve their skills levels and find job satisfaction (Nel *et al,* 2001).

There is also a clear link between learning and development and company performance with superior learning processes being championed as a source of competitive advantage. According to Watkins and Marsick (1996), a learning organisation is "one that learns continuously and transforms itself". "Learning is a continuous, strategically used process—integrated with and running parallel to work."

7.2.1.2 What are the reasons behind non-completion of Secondary Schooling?

The results show that 6 out of 23 (refer to Table 6.15) respondents consider a lack of funds as the main reason behind non-completion of Secondary Schooling followed closely by family care with 5 out of 23. This result therefore indicates that respondents considered a lack of money and family responsibility as the biggest factors for non-completion of Secondary Schooling with 47.8% of the responses falling into these categories.

The above is supported by literature by Jordan et al. (1994) whereby students can be pulled out when personal factors prevent the student from completing school.

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These occur when factors, such as financial worries, out-of-school employment, family needs, or even family changes, such as marriage or childbirth, pull students away from school. They can also include illnesses, as these cause students to put a greater value on something outside of school, and therefore they do not complete school.

Once again it is important to highlight that organisations play an important role in shaping the career pathways of these individuals in that these individuals left school for reasons other than lack of commitment, intellect, attitude and opportunity.

By identifying these individuals and affording them the opportunity to obtain a Matric equivalent qualification can be mutually beneficial to both the individual and the organisation in the following ways:

- individuals will be able to apply for higher positions with higher income potential
- improved motivation and confidence in individuals
- the organisation can identify individuals in line with EE plan or targets
- the organisation will benefit in terms of creating a talent pool for succession planning
- the organisation can benefit from a B-BBEE point of view as learnerships has been identified as a key intervention for obtaining skills development points on the B-BBEE scorecard.

7.2.1.3 Why no attempt was made to obtain a Senior Certificate or equivalent qualification once employed?

The results show that 13 out of 23 (refer to Table 6.16) respondents consider time constraints as the main reason behind why the completion of Secondary Schooling was not pursued once employed.

This result therefore indicates that respondents considered time constraints as the biggest factor for non-completion of Secondary Schooling once economically active and employed, hence the reason why vocational qualifications play such an important role in shaping the career pathways of these individuals.

Furthermore, the difficulty in finding Matric tutors, attending classes and the degree of difficulty makes vocational qualifications more feasible for the individuals. From the research study it is also evident that matriculants find vocational qualifications beneficial and applicable to their jobs as the skills obtained can be transferred to the workplace.

Information gathered from the respondents indicates a high level of loyalty to the organisation in that 82.3% of the respondents have been with the company for more than five years and 59.5% of these more than ten years. Further to this, 60.9% of the respondents who do not have Matric indicated that they would still be in the organisation even if they did have a Matric certificate. It is therefore worthwhile for organisations to invest in these individuals as the organisation will have a positive return on investment including the benefits mentioned above.

7.2.1.4 What is the perceived value of a Senior Certificate versus an equivalent qualification?

This research question links to section two of the questionnaire which was only answered by those individuals who did not complete Secondary Schooling.

From the responses, 87.0% of the respondents indicated that it is important to have a National Senior Certificate, 82.6% of the respondents indicated that it is important to employers for individuals to have a Matric and 82.6% of the respondents indicated that they would have studied further at a Tertiary Institution should they have completed Secondary Schooling.

It is clear from the above that the perceived value of a National Senior Certificate / Grade 12 or Matric is positive and will remain so for as long as Matric will carry value in the labour market and for as long as it endows an individual with a greater probability of employment and/or higher earnings than somebody who has attained a lower level of education, but who otherwise has similar characteristics. Matriculation continues to improve the odds of employment and opportunity for advancement whether pursuing further studies or career advancement opportunities. Further research needs be conducted into the value of a Matric equivalent qualification in the employment market.

7.2.1.4 To what extent will the non-completion of Secondary Schooling hamper career growth?

This research question links to section two of the questionnaire and was only answered by those individuals who did not complete Secondary Schooling.

From information gathered, 92.3% of the respondents indicated that they think they were disadvantaged in their working career because they were not in possession of a National Senior Certificate or Matric and 95.7 % of the respondents regret not achieving the National Senior Certificate.

The paradox exists in that organisations employ individuals who do not have Matric, but in order for these individuals to be promoted a pre-requisite in many instances is a Matric certificate. Thus, these individuals' growth and advancement within the organisation is hampered due to the non-completion of secondary schooling.

Organisations can utilise all the tools and incentives harnessed in legislation and other statutory bodies to upskill these individuals to a level that will allow them the opportunity to advance in the organisation.

7.2.1.5 What factors influence the rate of skills development within the Private Security Sector?

This research questions links to section four in the questionnaire.

The following factors have been identified influencing skills development in the Private Security Industry:
1. B-BBEE Legislation
2. Differing levels of education of employees
3. Employment Equity
4. Investment into Skills Development
5. Management support and buy-in

There is a shortage of qualified and experienced Africans, Coloureds and Indians with technical and management skills. The results indicate that more than 50% of the respondents agree with this statement (refer to Table 6.20). The literature also attests to the finding that there is a scarcity of qualified and experienced black candidates. The main factors influencing this shortage are the poor education and training legacies inherited from apartheid legacy and the limitations that were in place with regard to access to education (Horwitz *et al,* 2002).

Skills development policies and legislation provide effective guidelines for their organisations to carry out training. The purpose of the Skills Development Act is to provide guidelines for organisations to develop the skills of employees (Nel *et al,* 2001).

According to the results, the majority of the respondents indicated that support by supervisors to facilitate the transfer of skills to the workplace improve skills development practices with a high to very high effect. This result therefore indicates that respondents considered support by supervisors to facilitate the transfer of skills to the workplace as one of the biggest factors that promote skills development.

The support from supervisors is important to employees so that they can apply the skills they have learnt to the job (Gumeseli *et al,* 2002:82).

Supervisors play an important role in the training process as they know their employees well, know who is ready for training, know who is coping with the training and who is falling behind and understand their abilities. With this being said, further research can be conducted into the coaching and mentoring skills of supervisors and which learning and development needs to be implemented to address this issue.

The results show that most of the respondents strongly agree and agree that helping learners apply what they have learnt contributes to improved training. The review of the literature also confirms that management support to training and development is important for effective skills development (Thomson, 2004).

Managers and Supervisors assisting employees to apply learning, give employees the opportunities to actively showcase their abilities and take on additional responsibilities and aids the skills development and transfer of knowledge process in line with organisational objectives and goals.

The results further indicate that the majority of the respondents strongly agree and agree that workplace based programmes is applicable to their jobs and gives them valuable skills.

It is important to once again draw attention to skills development and its link to achieving employment equity in an organisation.

Vocational training both specialised, for example security related or generic, for example Management training are considered valuable to both matriculants, non-matriculants and management who works with these employees.

7.2.2. HYPOTHESES

Hypothesis 1

Outcomes based education (in this instance learnerships) has a positive impact on the individual in terms of knowledge and skills gained coupled with an increase in confidence and motivation.

The results of this hypothesis test confirmed that that outcomes based education (learnerships) has a positive impact on the individual in terms of knowledge and skills gained coupled with an increase in confidence and motivation.

According to the results 60.8% of the respondents are completing an equivalent qualification in order to apply for higher positions within the organisation. Further to this the majority of the respondents strongly agreed and agreed that by completing an outcomes based, Matric equivalent qualification:

- they will be better equipped to do their job
- they will be able to grow in their career
- they will feel more positive and motivated
- their skills will improve, including numeracy and literacy skills, and
- they will still be employed with the organisation, even if they did not have the opportunity to complete said qualification.

Hypothesis 2

Individuals believe that by achieving a Matric equivalent, outcomes based qualification, will make a difference to their career growth and socio economic position.

The results of this hypothesis test confirmed that a Matric equivalent, outcomes based qualification will make a difference to individuals in terms of career growth and socio economic position for both matriculants and non-matriculants.

According to the results 100% of respondents think a NQF 4/ Matric equivalent qualification will motivate them and have a positive influence on them as individuals.

Further to this, 100% of the respondents indicated that the Matric equivalent qualification will give them the confidence to apply for higher positions within the organisation. The respondents (78.3%) further indicated that they would still continue employment in the Private Security Sector if in possession of a Matric or equivalent qualification.

Hypothesis 3

Individuals who, for either personal or financial reasons, were unable to complete secondary education, once economically active will not pursue a National Senior Certificate.

Section 2, Questions seven and eight were used to test this hypothesis. Question 7 looked at why the individuals did not complete their Secondary Schooling and Question 8 gauged why these individuals, once economically active, did not pursue the completion of their secondary schooling.

The results indicated that 26.1% of non-matriculants did not complete Secondary Schooling due to lack of money. This is followed by family responsibility with 21.7%.

Further to the above, 56.5% of the respondents indicated that they did not pursue completion of Secondary Schooling due to time constraints followed by time elapse since leaving school with 17.4%.
Further investigations can be done in this regard as their might be more complex reasons behind non-completion of Secondary Schooling once employed.

The null hypothesis was accepted for question one and rejected for question two. The above questions were answered by respondents without a National Senior Certificate and therefore the alternate hypothesis was accepted as these respondents did not complete their Matric once they were employed.

Hypothesis 4

A National Senior Certificate or equivalent NQF 4 qualification is critical to individuals and employers in terms of employment and career growth.

According to the results 87% of the respondents indicated that they think it is important to have a Matric, 82.6% of the respondents indicated that they think it is important to employers for individuals to have a Matric.

From the results it is also evident that 91.3% of the respondents feel that they have been disadvantaged in their career due to not having Matric and 95.7% regret not completing Secondary Schooling.

It is interesting to note that 82.6% of the respondents indicated that they would have studied further if they had a Matric. This might be attributed to the realisation of both the earnings and employment premiums to tertiary education relative to Matric. By obtaining a Matric equivalent qualification, access can be gained into Tertiary Education.

The null hypothesis was rejected for all of the questions relating to this hypothesis except for the question, "If you did have a Grade 12 National Senior Certificate /Matric Certificate; do you think you would be in your current job?" as the majority of the respondents indicated that they would still be employed in their current position.
It is concluded that a National Senior Certificate or equivalent NQF 4 qualification is critical to individuals and employers in terms of employment and career growth.

Hypothesis 5

Skills Development has a positive impact on the organisation and employee.

According to the results more than half (53.2%) of the respondents strongly agreed and agreed that there is a shortage of qualified and experienced Africans, Coloureds and Indians with management skills in the organisation.

In addition to this, 94.9% of the respondents strongly agreed and agreed that skills development is essential for achieving employment equity in an organisation.

Through skills development, employment equity within an organisation can be addressed ensuring the right skill set is in place in terms of what is required in a specific position.

Further to the above 93.7% of the respondents strongly agreed and agreed that managers or supervisors allow them to apply what they have learned and 92.4% of the respondents strongly agreed and agreed that this leads to improved training, hence workplace based training adds value to both the individual and the organisation.

Lastly, 96.2% of the respondents strongly agreed and agreed that the qualification is applicable to their jobs and gives them valuable skills and 92.4% actively showcase their skills and take on responsibilities outside of their roles.

The results of this hypothesis test confirmed that skills development has a positive impact on the employee and organisation.

7.3. CONCLUSIONS

Conclusions will be drawn in terms of the three main focus areas of this research study, namely:

- Non-matriculants completing a Matric equivalent, outcomes based qualification
- Matriculants completing a Matric equivalent, outcomes based qualification
- The Private Security Sector and its role

7.3.1 Non-matriculants

Based on the results of the field study, 26.6% of the respondents indicated that they did not have a Matric certificate. Lack of money (26.1%) and family responsibility (21.7%) was highlighted as the main reasons behind non-completion of Secondary Schooling.

Time constraints (56.5%) and time elapse (17.4%) since leaving school was highlighted as the main reasons for not pursuing completion once employed. These individuals are cognisant of the value of a Matric and its value in the employment market and to employers. Furthermore, these individuals indicated that they have been disadvantaged in their careers due to the fact that they did not complete Secondary Schooling.

Affording these individuals the opportunity to obtain a Matric equivalent qualification will enable them to progress to higher positions within the organisation which in turn eliminates the paradox (as mentioned in above discussions) created when employing non-matriculants.

Furthermore, valuable skills will be gained that can be transferred into the workplace, improving productivity, motivation and quality.

It can be concluded that by offering a Matric equivalent, outcomes based qualification or learnership within organisations has a positive impact on both the individuals and the organisation.

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7.3.2 Matriculants

An interesting observation in this study is the high number of respondents in possession of a National Senior Certificate completing a Matric equivalent qualification.

This may be because of a desire to address gaps within their current performance, learning new skills from vocational training, the desire to apply for higher positions in the organisation or because they did not attend tertiary education after completion of Secondary Schooling.

From both a matriculant and non-matriculant point of view Matric equivalent, outcomes based qualifications serves as a catalyst for the following:

- improved skills,
- improved confidence and motivation,
- career advancement, and
- articulation to Higher Education and Qualifications.

7.3.3 Private Security Sector

From the results it can be inferred that organisations within this sector are battling to address employment equity issues and skills shortages, hence the scarce and critical skills funding lists, of which Management appears on both. This is evident from the results indicating a high shortage of suitably qualified and experienced Blacks. This shows that the organisation has not been proactive enough in fast tracking Blacks into management positions in order to deal with the high demand for suitably qualified and experienced Blacks.

Based on the results of the field study it can be concluded that there is a number of non-matriculants being employed in this sector and this skills gap is not being closed fast enough by organisations within this sector.

This is shown by the slow rate of skills development within this sector and the fact that organisations are battling to source appropriately qualified and experienced people. This skills gap needs to be closed so that organisations within this sector can be competitive.

This sector has not paid sufficient attention to attracting highly talented people into the sector. The sector has an image of being a low skills industry and there is no evidence to show that this sector has put strategies in place to raise its image in the market place and position itself as an employer of choice.

There are skills shortages within the sector and skills development needs to be accelerated in order for this sector to achieve growth, competitiveness, profitability and attract individuals as they will see it as a sector with career opportunities.

Lastly, organisations within the Private Security Sector serve as the catalyst for upskilling employees and therefore needs to accelerate skills development initiatives and focus on building capacity within the industry.

In doing so we will start to develop the Private Security Industry into a more vibrant, attractive and stable industry.

This in turn will create growth, employment and add the economic growth of South Africa.

CHAPTER 8

RECOMMENDATIONS

8.1 INTRODUCTION

The purpose of this chapter is to present the recommendations based on the conclusions drawn from the study.

With regard to the findings of this study, the following recommendations focus on the role organisations within the Private Security Sector can play in order to address skills development and improve skills development so as to ensure an ongoing availability of skills for the future. It is realised that skills development is a process, which takes time to show results but the aim is to create fertile ground so as to facilitate and accelerate the skill development within this sector.

8.2 RECOMMENDATIONS

i. **Matric vs. vocationally equivalent qualifications**
   To eliminate the paradox of having a National Senior Certificate for career advancement, organisations should identify those suitable individuals based on certain criteria, for example years of service, potential, etc. and put interventions in place to address this shortfall in order to retain these individuals in the organisation.

ii. **Talent Management and Retention Strategies**
   Organisations often put into place retention strategies for middle and higher management employees, similar retention strategies should be in place for lower level employees who are not in possession of a National Senior Certificate.

These individuals would have been overlooked from a promotion or career advancement point of view, but will have knowledge and skills pertinent to the business organisation. These individuals should be identified, trained, coached, mentored, retained and developed into supervisors or managers.

iii. FET and HET relationship building

The SASSETA could form a partnership with the Education Department and influence the Education Department to review the high school curriculum to include specific vocational training geared towards the skills that are in short supply. For example, the training could focus on skills that are in short supply.

iv. Career presentations and opportunities

Organisations could go to schools and deliver presentations encouraging learners to follow careers within disciplines that have skills shortages. Through these programmes, learners can be identified and sponsored to carry out studies in certain disciplines where there are skills shortages. Organisations could also offer bursaries to students who are already pursuing studies in disciplines where there are skills shortages. These programmes will bring about a pool of young, suitably qualified people who could be considered for employment.

v. Uplifting unemployed individuals' skills to strengthen employability

Increasing the number of opportunities for experiential learning and learnerships could also create a pool of young, suitably qualified people and provide an avenue for organisations to assess these people for permanent employment.

vi.   Public and Private partnerships

In conjunction with certain tertiary institutions, organisations could introduce management development and leadership programmes aimed at equipping people with management skills.

vii. BBBEE compliance

The development of Africans, Coloureds and Indians should be accelerated. This could be achieved by implementing training programmes, particularly aimed at the development of key skills amongst Blacks.

viii. Increased company/SETA learner opportunities

In addition, there should be increased bursaries, learnership and opportunities for experiential training offered to Blacks. This will increase the pool of suitably qualified Blacks.

ix. Coaching and Mentorship

Skills transfer programmes could be set up, which focus on qualified and experienced employees transferring knowledge and skills to younger less experienced employees in a structured and organised manner. In line with this approach, organisations can implement Train the Trainer programmes where experienced and qualified people are trained to train people in the fields in which they have acquired knowledge, experience and skills over the years.

x. Government action to increase employer training

The amount of training taking place in the organisation within this sector should be increased. In accordance with this the overall training spend should be increased in line with the benchmarks for developing countries.

xi. Training and Company Strategy

Uplifting the skills of employees should be one of the strategic objectives of these organisations. The aim should be that skills development should become institutionalised and part of the organisation's culture and values.

xii. Training and Company Strategy

The organisation needs to step up the implementation and progress of their skills development interventions such as mentorship, coaching and career development. This could entail ensuring that these interventions are applied consistently throughout the organisation.

xiii. Industry Profile

The Private Security Sector should focus on raising its stature in the marketplace by branding itself as an attractive sector to work in. This should improve the image of this sector and should assist in attracting young, skilled people into this sector.

xiv. Professional Bodies

Recruitment and selection of participants to be based on EAP statistics of country in order to align with Employment Equity and Skills Development strategies and meet legal and skills statutory requirements.

8.3 Conclusion

A strategic plan incorporating the suggested recommendations listed above, created with all interested stakeholders would be an invaluable roadmap for development of skills in the security industry or any other industry.

An article will be submitted in the security journals that may create interest in the way forward for the benefit of all.

CHAPTER 9

LIMITATIONS OF THE STUDY AND RECOMMENDATIONS FOR FURTHER RESEARCH

9.1 INTRODUCTION

The purpose of this chapter is present the limitations of the study and provide recommendations for further research.

9.2. LIMITATIONS OF THE STUDY

The study was conducted over a relatively short period of five months from July to October 2017 and only focused on individuals currently completing a workplace based qualification. Although the necessary inferences could be made the researcher feels the number of employees, not in possession of a National Senior Certificate, is much greater than indicated in the statistics obtained.

There were a large number of White respondents and the researcher feels that if there were a larger Black representation the results would have been more informative, but due to the population being individuals completing a workplace based qualification inferences were made based on the specific criteria being assessed.

Certain respondents neglected to answer all questions and more meaningful input could have been obtained should all questions have been answered accordingly.

The study was carried out nationally by course facilitators. The researcher feels it is crucial that clear instructions be given to those administering the questionnaires in order to avoid partial completions and leaving blank spaces.

The number of respondents was good (90%). The population was small due to the fact that a certain group was targeted, namely those individuals completing a workplace based qualification.

The selected population of 87 only represents a small number of employees within the organisation.

Anomalies were picked up in the hypothesis tests where certain questions used to test the hypotheses did not assist in providing conclusions to the hypotheses. These contradictory results could not be explained in the findings and as a result could have limited the understanding and applicability of the research results with regard to skills development within the Private Security Sector. These anomalies were not looked at in detail as this was not the part of the study.

Strengths of the study
   i.   The study was well accepted by the company and employees as a worthwhile endeavour.
   ii. This area of study is under researched as evidenced by the age of certain references as most research focus on unemployed as oppose to non-matriculant, employed individuals.
   iii. This area is of critical importance to the stability and continuity of the industry.
   iv. As highlighted earlier, due to the importance to the economy and competitiveness of South Africa, this sector needs to be protected and grown.

This study was a success in terms of the employees, due to the strong self-interest of the individuals concerned. It was clear that employees were strongly motivated by opportunities for self-improvement and it was a pleasure to interact with them.

This study would help to increase access into personal development for people interested in this critical, but often misrepresented industry.

9.3 RECOMMENDATIONS FOR FURTHER RESEARCH

Similar research could be conducted in other sectors that are experiencing similar issues so that all sectors learn from the research and are able to apply recommended strategies to address skills development.

Future research could also focus on skills development within sectors that are leaders in skills development. Through this research, the findings can be compared and this will help all sectors to learn from the research and improve skills development.

Researchers could also conduct research on skills development in other developing countries and compare the findings so as that all industries can learn from this body of knowledge and through this improve skills development.

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APPENDICES
ANNEXURE A – GATEKEEPER LETTER

ADT Security
2 Halifax Road,
New Germany, 3620
P O Box 242,
New Germany, 3620

Tel: 086 12 12 100
Fax: 086 12 12 105
www.adt.co.za

06 January 2016

To Whom It May Concern

CONSENT TO CONDUCT RESEARCH

I, R Kekana, Human Resource Director of ADT Security (Pty) Ltd, hereby consent to Anel Terblanche conducting research within ADT (Pty) Ltd.

Human Resource Director
ADT (Pty) Ltd

7 / 01 / 2016

Date

Title of the Research Study:

Deferred Dreams: The contribution of skills development and outcomes based training to the career pathways of employees within the Private Security Industry of South Africa

Principal Investigator/s/researcher:

Anel Terblanche (BTech: Management)

Supervisor:

Professor S Perumal (Doctorate in Commerce)

Brief Introduction and Purpose of the Study:

This research study will try to establish reasons why employed, non-matriculants did not complete their secondary education and why no attempt was made to obtain a matric certificate once employed. Research will also be conducted into Human Resource Development, Skills Development and Human Capital. This research study will further gauge attitudes, perspectives and expectation before and after completion of a matric workplace based qualification.

Outline of the Procedures:

Responsibilities of participants are to:

1. Read the consent form and ask the researcher any questions
2. Understand what the research study is about before agreeing to participate
3. Carefully consider any risks or benefits (if any) of participating in the study
4. Inform researcher of withdrawal from research study

5. Contact researcher with complaints or concerns about participation in the research study

6. Fulfill responsibilities of participation as described in consent form

7. Keep a copy of the consent form for record purposes

Participants will be required to complete two questionnaires.

The venue for completing the questionnaires will be the training rooms in respective regions (Cape Town, Durban, Johannesburg and Port Elizabeth).

Only participants who meet the following inclusion criteria will be requested to complete the questionnaires:

- be South African citizens
- not be in possession of a Matric Certificate
- work in the private security industry for ADT (Pty) Ltd
- must be over the age of 25
- prepared to participate in the research study

Risks or Discomforts to the Participant:

This research study poses no foreseeable risk or discomfort to the participants of this study.

Benefits:

By participating in this research study, participants will only be providing a service to their organisation but also future learners who deserves a "second chance".

Reason/s why the Participant May Be Withdrawn from the Study:

Participation in this research study is voluntary and participants can at any time choose to withdraw consent without stating any reason.

Remuneration:

Participants will receive no remuneration for participating in this research study.

Costs of the Study:

The participant will not be expected to cover any costs towards the research study.

Confidentiality:

All personal data will be treated confidentially. Data will only be available to the researcher and his/her supervisor and statistician. Data will be kept or stored separate from all other data and will be password protected or secured where applicable.

Persons to Contact in the Event of Any Problems or Queries:

Please contact the researcher, Anel Terblanche on 082 813 1356 or Professor S Perumal (Supervisor) 0823311483 or the Institutional Research Ethics administrator on 031 373 2900. Complaints can be reported to the DVC: TIP, Prof F. Otieno on 031 373 2382 or dvctip@dut.ac.za.

Sincerely,

Student	Supervisor / Promoter
Anel Terblanche	Professor S Perumal (Supervisor)
Cell: 082 813 1356	Cell: 082 331 1483
Email: **anelh1@hotmail.co.za**	Email: **perumals@ukzn.ac.za**

ANNEXURE C – CONSENT LETTER

Statement of Agreement to Participate in the Research Study:

- I hereby confirm that I have been informed by the researcher, _____ (name of researcher), about the nature, conduct, benefits and risks of this study - Research Ethics Clearance Number: _____,

- I have also received, read and understood the above written information (Participant Letter of Information) regarding the study.

- I am aware that the results of the study, including personal details regarding my sex, age, date of birth, initials and diagnosis will be anonymously processed into a study report.

- In view of the requirements of research, I agree that the data collected during this study can be processed in a computerised system by the researcher.

- I may, at any stage, without prejudice, withdraw my consent and participation in the study.

- I have had sufficient opportunity to ask questions and (of my own free will) declare myself prepared to participate in the study.

- I understand that significant new findings developed during the course of this research which may relate to my participation will be made available to me.

_____   _____   _____   _____

Full Name of Participant   Date   Time   Signature / Right Thumbprint

I, _____ (name of researcher) herewith confirm that the above participant has been fully informed about the nature, conduct and risks of the above study.

_____   _____   _____

Full Name of Researcher   **Date**   **Signature**

_____   _____   _____

Full Name of Witness (If applicable)   **Date**   **Signature**

_____   _____   _____

Full Name of Legal Guardian (If applicable)   **Date**   **Signature**

Please note the following:

Research details must be provided in a clear, simple and culturally appropriate manner and prospective participants should be helped to arrive at an informed decision by use of appropriate language (grade 10 level - use Flesch Reading Ease Scores on Microsoft Word), selecting of a non-threatening environment for interaction and the availability of peer counseling (Department of Health, 2004)

If the potential participant is unable to read/illiterate, then a right thumb print is required and an impartial witness, who is literate and knows the participant e.g. parent, sibling, friend, pastor, etc. should verify in writing, duly signed that informed verbal consent was obtained (Department of Health, 2004).

If anyone makes a mistake completing this document e.g. wrong date or spelling mistake a new document has to be completed.

The incomplete original document has to be kept in the participant file and not thrown away and copies thereof must be issued to the participant.

References:

Department of Health: 2004. *Ethics in Health Research: Principles, Structures and Processes* http://www.doh.gov.za/docs/factsheets/guidelines/ethnics/
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ANNEXURE D – INTRODUCTORY LETTER TO RESPONDEND

Faculty of Management Sciences

Department of Human Resources

Date_____

Dear Participant

My name is Anel Terblanche and I am a management student at Durban University of Technology. For my research study, I am examining reasons why employed, non-matriculants over the age of 25 did not complete their secondary education and why no attempt was made to obtain a matric certificate once employed. Research will also be conducted into Human Resource Development, Skills Development and Human Capital. This research study will further gauge attitudes, perspectives and expectations before and after completion of a workplace based qualification. I am inviting you to participate in this research by completing the attached questionnaire.

The following questionnaire will require approximately twenty minutes to complete. There is no compensation for responding nor is there any known risk. In order to ensure that all information will remain confidential, please do not include your name in the questionnaire.

If you agree to participate in this research study, please answer all questions as honestly as possible and return the completed questionnaire promptly by placing the questionnaire in the drop box, located outside the training room.

Participation is strictly voluntary and you may refuse to participate at any time. The data being collected will provide useful information to research being conducted. If you would like a copy of this research study, please contact me on the details below. Completion and return of the questionnaire will indicate your willingness to participate in this study.

If you require additional information or have any questions, please contact me at the number listed below.

If you are not satisfied with the manner in which this study is being conducted, you may anonymously report any complaints to the Institutional Research Ethics administrator on 031 373 2900. Complaints can be reported to the DVC: TIP, Prof F. Otieno on 031 373 2382 or dvctip@dut.ac.za.

Thank you for taking the time to assist me in my education endeavors.

Sincerely,

Student	Supervisor / Promoter
Anel Terblanche	Professor S Perumal (Supervisor)
Cell: 082 813 1356	Cell: 082 331 1483
Email: **anelh1@hotmail.co.za**	Email: **perumals@ukzn.ac.za**

ANNEXURE E – QUESTIONNAIRE

Deferred Dreams:

The contribution of skills development and outcomes based training to the career pathways of employees within the Private Security Industry of South Africa

Please tick (√) the appropriate <u>box</u> or boxes where required.

Please answer <u>all</u> the questions as required.

Please read each question carefully and answer accordingly.

Please answer truthfully.

Qualifying question:

Do you have a valid South African Senior Certificate (Matric/Grade 12)?

☐ Yes

☐ No

If you have answered <u>no</u> to the above, please complete <u>all 4 Sections</u> of the questionnaire.

If you have answered <u>yes</u> to the above, please complete <u>Section 1, Section 3 and Section 4</u> of the questionnaire.

1. Are you:

☐ Male   ☐ Female

2. What is your age?

☐ 18-24   ☐ 25-34
☐ 35-44   ☐ 45-54
☐ 55-64   ☐ 65 or over

3. What is the highest level of secondary education you have completed? (Please select only one option.)

☐ Matric (Grade 12) – Standard 10

☐ Grade 11 – Standard 9

☐ Grade 10 – Standard 8

☐ Lower than Grade 10 – Standard 8

4. What is your ethnicity?

☐ African

☐ Indian

☐ White

☐ Coloured

5. Secondary School location?

☐ Urban (Within city or town)

☐ Rural (Countryside/farm)

6. School type?

☐ Government/Public

☐ Semi-Private

☐ Private

7. Was your schooling a positive experience?

☐ Yes

☐ No

8. Are you working in the Private Security Sector?

☐ Yes

☐ No

9. Why are you currently employed in the Private Security Sector?

☐ It was the only job I could find

☐ I enjoy working in the Private Security Sector

☐ It pays well

☐ Other (Please specify here in writing): _____

10. How long have you been working in this sector?

☐ More than 25 years

☐ Between 20 and 25 years

☐ Between 15 and 20 years

☐ Between 10 and 15 years

☐ Between 5 and 10 years

☐ Less than 5 years

11. What is your position in the company i.e. Guard, Supervisor, etc.?

☐ Security Guard

☐ Guarding Supervisor

☐ Technician

☐ Sales Representative

☐ Armed Response Officer

☐ Armed Response Supervisor

☐ Other, (Please specify here in writing): _____

12. What is your monthly income?

☐ Between R10 000 and R15 000

☐ Between R5000 and R10 000

☐ Less than R5000 per month

1. Do you think it is important to have a Grade 12 National Senior Certificate /Matric Certificate?

❑ Yes

❑ No

2. Do you think it is important to employers for you to have a Grade 12 National Senior Certificate /Matric Certificate?

❑ Yes

❑ No

3. Do you think you have been disadvantaged in your working career because you do not have a Grade 12 National Senior Certificate /Matric Certificate?

❑ Yes

❑ No

4. Do you regret not achieving your Grade 12 National Senior Certificate /Matric Certificate?

❑ Yes

❑ No

5. If you did have a Grade 12 National Senior Certificate /Matric Certificate; do you think you would be in your current job?

☐ Yes

☐ No

6. If you did have a Grade 12 National Senior Certificate /Matric Certificate would you have studied further at a Tertiary Institution?

☐ Yes

☐ No

7. Why did you not complete your secondary schooling?

☐ Sought employment

☐ Lack of money

☐ Poor academic performance

☐ Completing Secondary Schooling was not important

☐ Had to take care of family

☐ Location of school

☐ Pregnancy

☐ Suffer from a disability/illness

☐ I have reached the grade I wanted to reach

☐ Quality of education

☐ Disciplinary issues at school

☐ Other (Please specify here in writing): _____

8. Why did you not pursue or try to complete your Matric once employed?

❏ Not important to have Grade 12/Matric

❏ Time constraints

❏ Embarrassed

❏ Not academically capable of achieving Grade 12/Matric

❏ Too long since I left school

❏ The stigma attached to not having a Matric Certificate

❏ Other (Please specify here in writing):_____

9. Do you think this NQF 4/ Matric equivalent qualification will motivate you and have a positive influence on you as a person?

❏ Yes
❏ No

10. If you complete and achieve the NQF 4/Matric equivalent qualification; will it give you the confidence to apply for a higher position within a company?

❏ Yes
❏ No

11. If you did have a Grade 12 National Senior Certificate /Matric Certificate would you be working in the Private Security Sector?

❏ Yes
❏ No

Section 3:

1. Why are you completing a NQF 4 Generic Management qualification?

☐ I did not study after Matric and have no formal qualification

☐ I want to be able to apply for higher positions with a better income

☐ I want to have a Matric equivalent qualification because I did not complete matric

☐ I was told by my manager to this programme

☐ Other (Please specify here in writing): _____

2. By completing the Generic Management NQF 4 qualification; I will be better equipped to do my job?

☐ Strongly Agree

☐ Agree

☐ Don't Agree or Disagree

☐ Disagree

☐ Strongly Disagree

3. By completing the Generic Management NQF 4 qualification; I will be able to grow in my career?

☐ Strongly Agree

☐ Agree

☐ Don't Agree or Disagree

☐ Disagree

☐ Strongly Disagree

4. By completing the Generic Management NQF 4 qualification; I will have the confidence to apply for better jobs with higher income potential?

☐ Strongly Agree

☐ Agree

☐ Don't Agree or Disagree

☐ Disagree

☐ Strongly Disagree

5. By completing the Generic Management NQF 4 qualification; I will feel more positive and motivated?

☐ Strongly Agree

☐ Agree

☐ Don't Agree or Disagree

☐ Disagree

☐ Strongly Disagree

6. By completing the Generic Management NQF 4 qualification; my communication and numeracy skills will improve?

☐ Strongly Agree

☐ Agree

☐ Don't Agree or Disagree

☐ Disagree

☐ Strongly Disagree

7. If I didn't have the opportunity to complete this qualification, I would have resigned from my employment with the company?

☐ Strongly Agree

☐ Agree

☐ Don't Agree or Disagree

☐ Disagree

☐ Strongly Disagree

1. There is a shortage of qualified and experienced Africans, Coloureds and Indians with management skills in my organisation.

☐ Strongly Agree

☐ Agree

☐ Don't Agree or Disagree

☐ Disagree

☐ Strongly Disagree

2. My supervisor/manager supports me and allows me to apply my training in the workplace.

☐ Strongly Agree

☐ Agree

☐ Don't Agree or Disagree

☐ Disagree

☐ Strongly Disagree

3. This programme is applicable to my job and gives me valuable skills.

☐ Strongly Agree

☐ Agree

☐ Don't Agree or Disagree

☐ Disagree

☐ Strongly Disagree

4. Managers helping learners to apply what they have been taught in class contributes to improved training.

☐ Strongly Agree

☐ Agree

☐ Don't Agree or Disagree

☐ Disagree

☐ Strongly Disagree

5. I actively showcase my abilities and take on responsibilities outside of my role.

☐ Strongly Agree

☐ Agree

☐ Don't Agree or Disagree

☐ Disagree

☐ Strongly Disagree

6. Please mark with a cross (X) the top 5 strategies that you believe could lead to improved skills development and ensure a sustainable skills base for the future.

On-the-job training	
Coaching and Mentoring	
Increase the number of learnerships within the company	
Offer next NQF level learnerships e.g. from a NQF 4 to NQF 5, etc.	
Better training facilities	
Clear career pathways linked to qualifications within the organisation	
Transfer of knowledge from Manager/Supervisor to learner	
Fast tracking employment equity (black) candidates once qualification is achieved	

7. Skills development is essential for achieving employment equity in an organisation.

☐ Strongly Agree

☐ Agree

☐ Don't Agree or Disagree

☐ Disagree

☐ Strongly Disagree

The following is not compulsory should you wish to remain anonymous.

Questionnaire completed by:

_____

Signature:

_____

Date:

_____

Contact number:

_____

Email address:

_____

ANNEXURE F – BIVARIATE CORRELATION

Correlations

Spearman's		I will be better equipped to do my job	I will be able to grow in my career	I will have the confidence to apply for better jobs with higher income potential	I will feel more positive and motivated	My communication and numeracy skills will improve	If I didn't have the opportunity to complete this qualification, I would have resigned from my employment with the company?	There is a shortage of qualified and experienced Africans, Coloureds and Indians with management skills in my organisation.	My supervisor/manager supports me and allows me to apply my training in the workplace.	This programme is applicable to my job and gives me valuable skills.	Managers helping learners to apply what they have been taught in class contributes to improved training.	I actively showcase my abilities and take on responsibilities outside of my role.	Skills development is essential for achieving employment equity in an organisation.
I will be better equipped to do my job	Correlation Coefficient	1.000											
	Sig. (2-tailed)												
	N	79											
I will be able to grow in my career	Correlation Coefficient	.720**	1.000										
	Sig. (2-tailed)	0.000											
	N	79	79										
I will have the confidence to apply for better jobs with higher income potential	Correlation Coefficient	.589**	.673**	1.000									
	Sig. (2-tailed)	0.000	0.000										
	N	79	79	79									
I will feel more positive and motivated	Correlation Coefficient	.699**	.743**	.735**	1.000								
	Sig. (2-tailed)	0.000	0.000	0.000									
	N	79	79	79	79								
My communication and numeracy skills will improve	Correlation Coefficient	.763**	.756**	.824**	.860**	1.000							
	Sig. (2-tailed)	0.000	0.000	0.000	0.000								
	N	79	79	79	79	79							
If I didn't have the opportunity to complete this qualification, I would have resigned from my employment with the company?	Correlation Coefficient	-0.064	-0.028	-0.138	-0.125	-0.112	1.000						
	Sig. (2-tailed)	0.573	0.804	0.226	0.274	0.326							
	N	79	79	79	79	79	79						
There is a shortage of qualified and experienced Africans, Coloureds and Indians with management skills in my organisation.	Correlation Coefficient	.351**	.261*	.316**	.259*	.333**	0.110	1.000					
	Sig. (2-tailed)	0.002	0.020	0.005	0.021	0.003	0.334						
	N	79	79	79	79	79	79	79					
My supervisor/manager supports me and allows me to apply my training in the workplace.	Correlation Coefficient	.272*	.453**	.376**	.392**	.417**	-0.117	0.117	1.000				
	Sig. (2-tailed)	0.015	0.000	0.001	0.000	0.000	0.306	0.307					
	N	79	79	79	79	79	79	79	79				
This programme is applicable to my job and gives me valuable skills.	Correlation Coefficient	.427**	.496**	.447**	.532**	.517**	-0.003	.279*	.610**	1.000			
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000	0.981	0.013	0.000				
	N	79	79	79	79	79	79	79	79	79			
Managers helping learners to apply what they have been taught in class contributes to improved training.	Correlation Coefficient	.300**	.416**	.399**	.397**	.410**	-0.093	0.130	.591**	.574**	1.000		
	Sig. (2-tailed)	0.007	0.000	0.000	0.000	0.000	0.413	0.253	0.000	0.000			
	N	79	79	79	79	79	79	79	79	79	79		
I actively showcase my abilities and take on responsibilities outside of my role.	Correlation Coefficient	.329**	.298**	.535**	.388**	.482**	-0.093	.454**	0.165	.404**	.375**	1.000	
	Sig. (2-tailed)	0.003	0.008	0.000	0.000	0.000	0.415	0.000	0.147	0.000	0.001		
	N	79	79	79	79	79	79	79	79	79	79	79	
Skills development is essential for achieving employment equity in an organisation.	Correlation Coefficient	.298**	.356**	.370**	.436**	.482**	-0.123	.269*	.422**	.619**	.517**	.424**	1.000
	Sig. (2-tailed)	0.008	0.001	0.001	0.000	0.000	0.278	0.016	0.000	0.000	0.000	0.000	
	N	79	79	79	79	79	79	79	79	79	79	79	79

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).