

**EFFECTS OF GRADUATE TRAINEE PROGRAMMES ON THE  
PREPAREDNESS OF FRESH GRADUATES FOR THE JOB MARKET:  
A CASE OF NATIONAL CONSTRUCTION AUTHORITY**

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**A RESEARCH PROJECT SUBMITTED TO THE SCHOOL OF HUMANITIES  
AND SOCIAL SCIENCES IN PARTIAL FULFILMENT OF THE  
REQUIREMENTS FOR THE AWARD OF THE DEGREE OF EXECUTIVE  
MASTER OF PUBLIC POLICY AND ADMINISTRATION**

**KENYATTA UNIVERSITY**

**JUNE 2018**

**DECLARATION**

This research projectreport is my original work and has not been presented for a degree in any other university.

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## ABSTRACT

The intention of the study was to determine how the graduate trainee programmes affects the preparedness of graduates for the job market. The study focused specifically on trainee motivation, work assignment, work supervision and practical experience of the trainees at the National Construction Authority. The statement of the problem was that, despite the best intentions of academic institutions to enhance graduates' preparedness through graduate trainee programmes, the limitations inherent within such programmes consistently produce mixed outcomes for employers, graduates and sponsors. Some trainees are able to handle tasks upon undergoing the programmes, others have been found to be grossly ineffectual and unequipped to handle practical work. The importance of the study include to the policy makers, individual trainees, universities and colleges, sponsors, the management of NCA and other government entities. Private firms will also benefit from the findings of this study. The findings would influence planning and execution of such graduate trainee programmes to ensure meaningful results. The study was guided by both behavioural and experiential learning theories and the human capital theory. Descriptive design was used and targeted 312 graduate trainees but sampled 30% of them using stratified sampling. Purposive sampling was used to identify the specific respondents from each stratum. Qualitative and quantitative data was collected using a questionnaire and analyzed using SPSS. Data presentation is done using descriptive including frequency tables, mean and the standard deviation while inferential statistics is presented using a regression model. The study found out that the graduate trainee programme in NCA had contributed significantly towards enhancing knowledge base in their career and developed self-confidence to pursue their career. The study established that work assignments and tasks carried out by the graduate trainees were relevant to their course. The study also found out that practical experience improved interpersonal skills of the graduate trainees in the real work situation. The study concludes that work assignment significantly influences preparedness of graduate trainees for the job market. When graduate trainees are given assignment or tasks that commensurate with the course they trained in colleges, they are motivated in their careers development. The study also concludes that graduates preparedness involve acquiring appropriate knowledge, skills and competencies in their area of specialization. Graduates trainees, are prepared for the job market by possessing knowledge and skills and hence making them to be reliable in the job market. The study recommends that organizations offering graduate training programmes should ensure that the training programs are designed to reflect the skills demanded by employers or industries in the job market.

## **LIST OF ACRONYMS AND ABBREVIATIONS**

<b>GDP</b>	Gross Domestic Product
<b>NCA</b>	National Construction Authority
<b>GOK</b>	Government of Kenya
<b>ELT</b>	Experiential Learning Theory
<b>IT</b>	Information Technology
<b>ROK</b>	Republic of Kenya
<b>SPSS</b>	Statistical Package for the Social Sciences
<b>UK</b>	United Kingdom

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## OPERATIONAL DEFINITION OF TERMS

<b>Employability</b>	This is the course of action of achievements, capabilities, understandings and individual characteristics that make graduates more attractive, relevant and competitive to employment
<b>Graduate trainees</b>	Refers to graduates who have just completed college, engaged by the National Construction Authority for purposes of being prepared for employment after two years based on their performance.
<b>Graduate trainee programmes</b>	Refer to programmes prepared by organizations to provide graduates with practical skills which enable them to link class work and real work. The interns, trainees, and attachés are considered graduate trainees in this study.
<b>Human capital</b>	The sum total of the skills employees have and considered as a resource or asset in an organization.
<b>Internship</b>	Projects connecting with trainees in activities aimed and at providing them with hands-on and practical encounter which enhances their learning or understanding of work issues applicable to a particular field.
<b>Interns</b>	Persons engaged by the National Construction Authority for a period ranging from six months to one year in order to gain practical skills and knowledge having graduated from an educational institution.
<b>Industrial attachment</b>	Refers to a programme organized by National Construction Authority in conjunction with learning institutions. Learners have up to three months intensive on the job training as partial fulfillment to the conferment of their certificates.

<b>Preparedness</b>	Planned achievements, capabilities, personalities and individual properties which make trainees more inclined to get work and be compelled in their choice of occupations, benefitting themselves
<b>Practical Experience</b>	Refer to all those hands-on experiences in a job setting that produce a positive change in the performance of the students involved in the experience
<b>Supervisor</b>	Refers to a person within the authority who is directly responsible for the graduate work performance s during the attachment is the immediate on-the-job supervisor



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# CHAPTER ONE

## INTRODUCTION

### 1.1. Background to the study

Graduate trainee programmes are a generally utilized strategy by researchers, scholarly organizations and expert bodies keeping in mind the end goal to mix understudies' hypothetical information with the genuine working encounters. In the current past numerous scientists have contemplated how temporary position program influence understudies' vocation improvement and progression. Harvey (1997) cited in Holden and Jameson (2002), posits that many employing firms look for graduates who are proactive, and can be used to enhance the sum capacities within the organization. For this to occur, preparedness for the job market is needed to acquire an array of skills, achievements and personal attributes which would enhance the employability of the graduate trainees (Yorke, 2004).

There are great concerns of joblessness worldwide for the large number of graduates, who are consistently losing job opportunities and governments are stressed over the extending joblessness circumstance among graduates. According to Adeyemo, Ogunleye, Oke and Aden (2010), the aggregate number of the jobless in Nigeria by the end of 2005 remained at 191.8 million people, an increase of 2.2 million from 2004 and 34.4 million since 1995. Graduate joblessness year in year out, turn out a huge number of degree and certificate holders however just a little part discover employments, any activity besides (Adeyemo, *et.al*, 2010). According to (Bloom, Canning, & Chan, 2005), a year's expansion in the aggregate instruction stock in Africa could raise profitability, yield and GDP in Sub-Saharan Africa by 0.63 percent. These findings corroborated different discoveries that advanced education improves monetary improvement in poor creating nations through innovative get up to speed.

According to Gondwe and Walenkamp (2011), few training programmes at the higher learning institutions are relevant as far as the skills required for the labour market are

concerned. Majority of the graduate trainees programmes are not aligned with the needs of the labourmarket. According to Bloom et al (2005) and Pillay (2010),the inattention to higher education within development initiatives to enhance trainees programmes,due to unavailability of empirical evidence; thereby affecting growth and development in an economy. The theory of “human capital” for instance posits that higher education yields no benefit to society apart from the benefit that accrues to the individual students (Friedman & Friedman, 1979).

To numerous graduates, work showcase achievement goes past simply getting work to incorporate issues identifying with the attractive quality of the activity as far as conditions, status and progression. Graduate employment and work encounter regularly give a constrained depiction of graduates' proficient accomplishment in the activity advertise. Some of the time, just the work status (utilized/not utilized) at a specific time after graduation is considered as a sign of expert readiness in the activity advertise. Such methodologies frequently overlook that graduates themselves do have complex work introductions and vocation designs in which different factors, for example, self-governance at the work put and the substance of work play a considerably more conspicuous part than pay. According toSchomburg (2007), most graduates work amid their course of concentrate in other to add to the course of study or to get work involvement and the season of graduation isn't the beginning of employment.

### **Graduate Trainee Programmes**

According to Karunaratne and Perera (2015), graduate trainee programmes are a popularly by many professional bodies and academia to enable them blend the theoretical knowledge with of the students and the practical working experiences. Through the program, graduates get a chance to encounter how the theories functions in the practical working and living environment. Since it appears that the business wants to retained graduates with preparing and experience, temporary position programs help the understudies in securing their sooner employability.

Graduate programmes give not just noteworthy advantages to understudies as far as profession arrangement and wage, but in addition to fortify their self-assurance and

smugness in the learning process. Yu, Sh, Churyk, and Chang (2013) opines that according to the ratings by students, the most benefits were attained in the areas of skills including the specialist knowledge, information technology, time management, communication skills and the ability to prioritize tasks and teamwork.

Internship programmes are quite critical in the acquisition of skills, individual aptitudes and abilities of the trainees. According to the study by Yu *et.al.* (2013), graduates doing their temporary position appraised their own particular ranges of abilities more prominent than the businesses; more prominent than four on a Likert scale 1-5. The ratings by fresh graduates could be as a result of their inexperience and not being aware of necessary work skills. The findings found out that employers and the trainees concur that fresh graduates are better prepared in generic skills rather than in functional and technical skills. A study by Zgheib (2005) in Lebanon, found that the interns in the business field were aware of the principles of business ethics and were desirous to behave as per these principles in their future employments and would regularly refer to morality principle in decision-making.

Hakim (2016) contends that the findings of such studies was an indicator of convergence between the prospective employers and interns in terms of the value of skills in the job market. Both the employers and interns prioritized technical skills, interpersonal and communication skills as the top three while personal attitude was ranked the least. Karunaratne and Perera (2015) found out that graduates gave a normal criticism for the students' exercises, help and supportiveness gave by university internship unit during the internship programme at the host organization. A graduate trainee programme, gives opportunities to apply theory based learning in to practice, the association ought to be more worried about the understudies' ability improvement through scholarly work, individual and future endeavor.

The Graduate Market 2016 report demonstrate that the nation's best businesses extended their graduate enlistment by 3.3% out of 2015, after ascents of 7.9% and 2.5% over the past two enrolling seasons, and that enlistment targets were required to ascend by a further 7.5% of every 2016, taking graduate opportunities to their most elevated amount since 2007. The report demonstrates that whilst less number of graduates than anticipated

are enlisted in the following year, the UK's driving businesses were averaging a yearly increment of 4.3% for their graduate enrollment in 2017. According to Amunugama, Jayasuriya and Dangalla (2009), graduates employability is described as a plan of achievements, capacities, understandings and individual qualities that make graduates more inclined to get business and be compelling in their picked occupations, which benefits themselves, the workforce, the gathering and the economy.

According to York and Knight (2003), graduate employability is about openings for work managed for the enhancement of complex learning abilities which would empower graduates to be strong, proficient and morally upright. Amunugama, *et.al*, (2009) opines that there is a consensus globally about the significance of graduate employability because of the increased competitiveness and dynamic employment market. York and Knight (2003) argue that employing firms cherish the explanatory and intelligent characteristics that lie at the core of a quality learning background. A growing demand by employers on the need for graduates to demonstrate a range of competences, which would equip them to work in a global and diverse environment, in different countries. The multi-cultural working teams are expected to be innovative and enterprising and have strong language skills. Organizations have diverse and multiple needs for higher learning graduates who have delivered results that will meet dynamic needs of universal customers (Lowden, Hall, Elliot & Lewin, 2011).

Archer and Davison (2008) opine that 'soft skills' (for example team working and communication skills) were considered to be weightier than technical ('hard skills') including degree qualification and IT skills, irrespective of the size of the organization. Archer and Davison (2008) further argue that many training and academic colleges and universities are currently keen in developing all-round graduates and hence incorporate internship and/or field practicum element in the curriculum. Trainees' programmes provide significant benefits to them in form of career preparation and income earnings as they enhance and strengthen their self-confidence and self-satisfaction in the learning process.

Karunaratne and Perera, (2015) argues that the market pressure and the desire for competent graduates with right knowledge, abilities and attitudes, universities Kenya have been compelled to enlist internship to their programs. Graduate students have a chance to get involved in a certifiable workplace which offers the students to apply theory information learnt to related, legitimate working locales (Hughes, 1998). This is supposed to supplement their degree program whereby the business area will give the additional down to earth learning knowledge. Graduate Learning is subsequently observed in a two-way process whereby functional experience picked up amid entry-level position can supplement contemplates attempted before in the colleges (Little, 2004). The labour market currently do not request graduates with an abnormal state of scholarly information but for graduates who can exhibit center abilities fundamental to prevail in the workplace (Johnson, 2000; Okay & Sahin, 2010). Some of these capabilities, for example, working in groups, showing orally and critical thinking aptitudes can improve graduate employability (Mason *et al.*, 2006).

According to Karunaratne, and Perera, (2015) internships enhance openings for work for students since it enables them to sharpen their activity abilities and work esteems, center around their profession decisions, straightforwardly get to work sources, even to inspire potential managers.

According to Jackson (2006), graduates can convey advancement and crisp understanding to firms, and enrollment specialists frequently search for potential around there, graduates can convey development and new knowledge to firms, and selection representatives regularly search for such potential among graduate learners. Graduates can bring development and fresh insight to firms, and recruiters regularly search for potential in this area. Managers are keen on a 'skills' that can be joined with the experience and knowledge of existing employees, in this way incredibly fortifying a department. It is, in any case a potential wellspring of strain amongst graduates and line supervisors in an association. The latter, given the decision, regularly prefer graduates who can 'hit the ground running' and will not require nonstop checking and contribution from other colleagues (Jackson, 2006). Line managers are regularly not specifically associated with enrollment into huge firms' graduate preparing programmes, they may be

lightly engaged with the beginning periods of formal graduate recruitment through cooperation in the filtering procedure as members of interview and so forth.

Their most vital commitment comes toward the end of the selection procedure, when they figure out which particular role within the firm the products of graduate training plans will really take up. While line managers do not affect beginning recruitment, they are subsequently still to a great degree compelling in deciding the match between graduate aptitudes and business abilities needs. Line managers affect the assurance of abilities because of their control of item, group or divisional procedures, and are the main members in dialogs about final job allocations for graduates. Therefore, it is important to understand the effects of engaging graduate trainees in a working environment, where they do interact with line managers and supervisors that monitor their performance.

#### **1.1.1. National Construction Authority**

National Construction Authority is a state corporation established by the National Construction Authority Act, No. 41 of 2011. Its core mandate is to streamline the construction industry and coordinate its development in Kenya. The Authority's role is therefore of technical nature with 60% of the staff establishment being architects, engineers, construction managers and quantity surveyors. It is the regulator for the construction industry in the country for all classes of construction works including building, civil engineering works, electrical and electronic engineering works and mechanical engineering works. The Authority upon establishment developed the Industrial Attachment and Internship Policy to guide the programme whose main aim was to create a pool of qualified and experienced technical staff to be released to the industry.

#### **1.2 Statement of the Problem**

The intentions of academic institutions to enhance their graduates' preparedness to the job market, through graduate trainees' programmes notwithstanding, the limitations inherent within the system consistently produce mixed outcomes. While some trainees exhibit notable mastery of practical skills upon engagement in trainee programmes, others are unable to handle simple tasks in their relevant areas of specialization. The government of Kenya commits to promote and strengthen graduate trainees' programmes



for the youth graduating from training institutions to enable them acquire practical experience (ROK (2015)). However, there are notable challenges facing these programmes that may have affected graduate trainees' preparedness to the job market. Kenya is facing many challenges in its internship programme, which are felt indiscriminately by the students, lecturers and the immediate on-the-job supervisors within the industry (Kamunzyu, 2010). Cranmer (2006) contends that assets would be better used to expand employment based training and experience so as to assist the graduates in the transitional stage into work. The purpose of this study was therefore to determine effects of graduate trainee programmes on the preparedness of fresh graduates for the job market.

### **1.3 Specific Objectives**

1. To establish the effects of trainee motivation on the preparedness of graduate trainees for the job market
2. To determine the effect of work assignment, on the preparedness of graduate trainees for the job market
3. To assess the effect of work supervision, on the preparedness of graduate trainees for the job market
4. To investigate the effect of practical experience, on the preparedness of graduate trainees for the job market

### **1.4 Research Questions**

1. How does trainee motivation affect graduate trainees' preparedness for the job market?
2. How does work assignment affect graduate trainees' preparedness for the job market?
3. How does work supervision affect graduate trainees' preparedness for the job market?
4. How does practical experience affect graduate trainees' preparedness for the job market?

### **1.5 Assumptions of the Study**

The study took the assumptions that:

1. Trainees' motivation has a significant impact on the preparedness of graduate trainees for the job market.
2. Work assignment has a significant impact on the preparedness of graduate trainees for the job market.
3. Work supervision has a significant impact on the preparedness of graduate trainees for the job market.
4. Practical experience has a significant impact on the preparedness of graduate trainees for the job market.

### **1.6 Justification and Significance of the Study**

This study would inform policy makers on the effects of the policy framework that guide graduate trainees in enrolling in such programmes in both the public service and the private sector in order to enhance quality of such programmes. They would get an opportunity to assess the need to review their internal policies so that they can serve the intended purpose effectively. Management of National Construction Authority would determine the most appropriate strategy to employ when engaging graduate trainees in these programmes for the benefit of both the organization and trainees in the quest of preparing graduates for the job market.

Learning institutions would better realign their programmes in a manner that enables them to prepare students for the job market and that have a bearing to their practical experiences. Trainees may gain from their learning experiences both in theory and application of the required skills and knowledge in the job market. This is because they will be equipped with knowledge and skills that build their confidence to take advantage of any employment opportunities without fear of lack of requisite experience for a suitable vacancy.

### **1.7 Scope of the Study**

The NCA is mandated to accredit and register contractors and certify contraction workers and site supervisors. The Authority engages highly qualified technical officers and suspends construction projects posing health risks and collapse hazards, has provided the

regulatory framework for registration and renewal of contractors (R.O.K, 2012). The Authority is anchored on the National Construction Authority Act No. 41 of 2011 has published the National Construction Authority Regulations 2014, the Code of Conduct and Ethics for the Construction Industry, and the NCA Strategic Plan (2015-2020) to effectively regulate the construction industry in Kenya. The Authority's staff establishment is 60% technical ranging from engineers, architects, quantity surveyors and construction management professionals.

Therefore, it provides a wide range of industrial attachment and internship opportunities for students and fresh graduate in the construction sector. They have the opportunity to interact with qualified and experienced professionals both in the Authority and in the construction sites. The Authority has a national mandate but in keeping with the spirit of devolution, it has established 12 regional offices as well as 15 liaison offices across the country. So far, the Authority has engaged 312 trainees attached in these regions. This provided the target population of the study for the years 2014 to 2016.

### **1.8 Limitations the Study**

There was a challenge of contacting trainees who had completed the programme especially for those who had changed contacts or unwilling to participate in the study. Respondents were picked using an appropriate sampling technique from selected regional offices with the help of the Authority's HR section. The available would have been biased especially to the respondents that might benefit in other ways from the organization. Therefore, respondents were trainees that had not been employed in NCA either on contract or on temporary basis, due resource constraints the study was limit to regional offices close to NCA headquarters to enable the researcher complete the study within the time limit.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter was guided by learning theories particularly behavioral and experiential theories, and the human capital theory, which provide a framework of understanding the graduate trainees' preparedness for the job market in relation to employers' expectations. Empirical review, conceptual framework and review summaries concluded the chapter.

#### **2.2 Theoretical Framework**

The primary objective of any education program is to encourage student learning. Educational program evaluation process is established to understand learning and processes of learning. Education and training, occurs in two ways; the instructive establishment and the work environment. Students' assessment of has been strongly theorized and researched; the assessment of students' work placements and internships has been more problematic as there has not been any study specifically focusing on preparedness of trainees for the job market.

##### **2.2.1 Behaviorism Learning Theory**

Behavioral theory of learning is concerned about the effects of the external environment on the conduct of human beings (Mowrer & Klein, 1989). Behaviorism theory centers on the significance of the results of those exhibitions, fights and reactions that are explained through fortification and will probably repeat later on. The essential thought of this view is that skill can be accomplished by separating errands and exercises into their segment parts or little advances. Accomplishment of each progression is recognized and strengthened, giving the inspiration to move to the subsequent stage. Mill operator and Seller (1990) noticed that this perspective of learning impacted a transmission instructional method in training in which educational module information is held by the master educator who passes on (or transmits) this information to the understudy; practically equivalent to emptying learning into the 'empty vessel' of the student's mind.

This approach prompted "content propagation, joined with the suspicion that learning is a lone action however comparative for all understudies, allows coordinate examination of understudy execution" (Van & Grove, 2011). Behaviorist way to deal with adapting likewise prompted the partition of guideline and formal (summative) evaluation, with the last being a target practice in deciding if the student was prepared to move to the following phase of direction (Hodges, Eames & Coll, 2014). Despite the fact that both students and biological parts are seen as basic by behaviorists, regular conditions get the best emphasis. Behaviorists assess the understudies to choose when to begin rule and notwithstanding make sense of which reinforces are best for a particular understudy. The most essential factor, notwithstanding, is the arranging of boosts and results inside the earth.

Behaviorists attempt to prescribe methodology that are most important for building and invigorating jolt reaction affiliations (Winn, 1990), including the use of instructional signs, practice, and stronghold. These meds have overall been exhibited strong and suitable in empowering finding that incorporates segregations (assessing certainties), theories (portraying and illustrating thoughts), affiliations (applying clarifications), and tying down (normally playing out a foreordained procedure). It is generally argued that behavioral norms can't adequately clear up the acquisition of bigger sum aptitudes or those that require a more vital significance of planning (e.g., tongue progression, basic reasoning, and finding making, essential thinking (Ertmer, & Newby, 2013). It is important to understand how graduate trainees learning processes both in theoretical and in practical terms prepare them for the job market. Behaviorism Learning Theory provides the basis of analyzing learning process envisaged in trainees' programmes in readiness for the job market.

### **2.2.2 Experiential Learning Theory**

The ELT improvement display (Kolb, 1984) describes three stages: first, acquisition, from birth to adolescence where essential capacities and psychological structures create; second, specialization, from formal tutoring through the early work and individual encounters of adulthood. Social, instructive, and hierarchical socialization powers shape the improvement of a specific, particular learning style; and third, combination in mid-

career and later life where non-overwhelming methods of learning are communicated in work and individual life. ELT characterizes learning as "the procedure whereby information is made through the change of understanding. Information comes about because of the mix of getting a handle on and changing background" (Kolb 1984).

According to Kolb (1984), experiential learning is a procedure of information-building including an innovative pressure among the four learning modes. Experiential learning is characterized as discovering that happens when changes in judgment, emotions, and information or abilities come about, for a specific individual from living through an occasion. It cannot be expected that, experience and learning are aphoristic. The substance of the learning and the sum which one learns is a capacity, not just of the specific sort of arrangement that one takes part in, yet in addition of the individual learning style of the member (Goldsmith, 1997). This procedure is depicted as a glorified learning cycle or winding where the student "touches every one of the bases" encountering, reflecting, considering, and acting in a recursive procedure that is receptive to the learning circumstance and what is being realized (Kolb & Kolb, 2008).

Kolb (1984) based this theory on the study by Lewin, Piaget and Dewey, to make a coordinated model of experiential learning in instruction that makes unequivocal linkages between an understudy's self-improvement, the work environment and formal training. He argued that, working environment was a learning domain that can improve and supplement formal instruction and can encourage self-awareness through significant work and profession advancement openings. An important part of this incorporated perspective of experiential learning is that learning ought to be considered as a procedure, instead of a result.

Instructive establishments for characterizing learning through results (and by suggestion evaluation of results), which he considers is caused by behaviorist impacts inserted in our awareness (Hodges, Eames & Coll, 2014). Kolb's perspectives of experiential learning reaffirm that an understudy's learning in the working environment is special to them. Every student's advancement is then gotten from the learning encounters they have and the earlier information and encounters they convey to each learning circumstance. While

a learning result approach is ordinarily utilized as a part of advanced education, experiential learning hypotheses propose some alert is required when utilized as a part of helpful training, where the learning happens through the individual encounters understudies have in the work environment. An essential and suggested part of the experiential model of learning is the requirement for students to think about their encounters to create new ideas and implications, which thus illuminates future activities and experiences.

According to Hodges, Eames & Coll (2014), the 'problem of scarcity' can be solved by focusing the human capital on knowledge which little materials is equivalently distributed among the agents of the economy. The behavioural learning theory and experiential theory provide the focus of experiences and practical approach to knowledge acquisition making more appropriate in understanding work assignment and practical experiences. Graduate trainees programmes are supposed to provide on-the-job training experiences to graduates that will make them appreciate the learning process, exploit acquired potential, identify linkages of behaviorism, and work related challenges.

### **2.2.3 Human Capital Theory**

According to Dae-Bong, (2009), globalization, and knowledge based economies, and technological development, have advanced numerous nations and associations to look for better approaches to keep up upper hand. The point of view is that success largely depends on the people with higher levels of competence. Human capital is defined as "skills the labor force possesses and is regarded as a resource or asset." Human capital is characterized as "aptitudes the work drive has and is viewed as an asset or resource." It incorporates the thought that there are interests in individuals (instruction, preparing, wellbeing) and that these speculations increment a person's efficiency (Diebolt & Hauptert, 2011).

As population increases, innovation propels, knowledge diffuses with bigger, denser populaces. Indeed, even little levels of innovative change expand salary and instigate guardians to allot some of their assets to class their youngsters. Instruction builds, which thus supports innovative change, salary and generation. Eventually concentrated

development, a statistic progress and supported development per capital wind up conceivable and the world escapes the Malthusian trap. Human capital is one of the principle elements of financial development in the innovative information based economy time. Instruction, information, aptitudes, abilities, mentality, wellbeing and welfare affect it. Putting resources into human capital, similarly as putting resources into the physical capital, is a vital factor to expand work efficiency of people, having real effect on quantitative and particularly subjective advancement of work constrains (Jermolajeva&Znotiņa, 2002).

Human capital theory underscores how preparing manufactures the benefit and viability of authorities by extending the level of mental supply of fiscally profitable human limit which is an aftereffect of characteristic limits and enthusiasm for people (Olaniyan&Okemakinde, 2008). Agreeably, the human capital is based on knowledge and skills acquired through learning activities which influences many sectors in a big way. Many studies and research agree that human capital accumulation on education and training, affects the growth of the wage of an individual, the productivity of firms and consequently the national economy (Dae-Bong, 2009).

The investment of human capital influences an individual's productivity as well as for others too. By getting involved in learning activities, the learners would implement job-search activities easily with increasing the human capital (Vinet *al.*, 2000). There is a challenge, whether one ought to consider all expenses for instruction as arrangement of human capital paying little respect to whether the specific educating and learning would build the efficiency of work. Education can, by hoisting the students' mind, enhance their personal satisfaction; however, it might likewise enhance the people's abilities and productivity in delivering helpful things. Human capital theory analyses the individual capacity development in relation to the various environmental factors such as appropriate technology applied in business environment. Therefore, it provides the ground to understand graduate trainees' programmes in relation to the dynamic job market that is influenced by technological advancement, for example in information communication technology (ICT).



## **2.3 Empirical Review**

### **2.3.1 Trainee motivation on the preparedness of graduate trainee for the job market**

The internship programs are advantageous in that they help support motivational levels of interns and help them to comprehend theories learnt in classroom and upgrade their learning and comprehension of issues important to their specific regions of study. As associations endeavor to contend in the worldwide economy, separation based on the abilities, learning, and inspiration of their workforce goes up against expanding significance. According to Aguinis and Kraiger (2009), improvement alludes to exercises prompting the obtaining of new learning or aptitudes for motivations behind self-improvement. Trainees may increase revelatory information or procedural learning, as well as may upgrade key learning, characterized as knowing when to apply a particular learning or ability in a specific workplace.

Organizational factors influence preparation for exchange rate, work execution and the student him or herself, in the manner that informs his or her view of learning and its exchange to the work environment (Irene, Vassiliki&Bereri, 2009). The factors influence the transfer rate of training and performance of work including the trainee, effectively influencing learning perception and the transfer to the workplace (Irene, Vassiliki&Bereri, 2009). When the trainees enter the preparation procedure, many factors and variables affect the learning, for example, the coach, the students, the preparation techniques and the program's order and outline.

Exchange of information and aptitudes happens when the student exits preparing and applies what he has realized specifically or by implication to work. Guide preparing exchange to the working environment implies that the prepared representative can apply the information and abilities obtained to his work. According to Irene et.al (2009) roundabout exchange implies that the prepared representative may exchange to the work

environment abilities or states of mind that were created in preparing, not as a major aspect of the preparation destinations but rather because of the connections and techniques utilized. Subsequently, working in a gathering, advancing fearlessness, confidence, being dependable, solid, reliable, and so forth, are altogether conceivable aptitudes and states of mind grew by implication through preparing and may add to upgraded work execution.

If university graduates select their work styles with higher needs on interior remuneration than outside pay, perceptions utilizing conventional motivational factors, for example, wage and sort of work will not do the trick. This is the reason there is expanded consideration on the fitness required in the work environment. Nevertheless, it ought to be noticed that skill expected of all representatives in a work environment is not the same as capability empowering them to be cheerful laborers. It is basic to perceive the distinction between edge ability and separated capability in characterizing and upgrading the quality and magnificence of college training (Ogata, 2009).

There were situations where the individual feels he/she is overqualified; the outcomes showed that he/she was less inclined to be attached in work requiring elevated amounts of skill, and at times with low levels of gained capability use. The happyattachee approach presents issues originating from beginning with an investigation of capability oneself and the organization-based approach in connection programs (Mgaya&Mbekomize, 2014). Delicate abilities among youthful graduates and representatives are likewise esteemed by businesses and they anticipate that new laborers will have them. These are basically individual characteristics or behavioral properties, rather than specialized aptitudes or occupation skills. They incorporate among different qualities correspondence, relational and critical thinking capacities (Oxenbridge&Evesson, 2012). Johnson and Burden (2003) found that youngsters entering the work showcase perceived that businesses looked for delicate aptitudes, for example, the capacity and to demonstrated activity; and comprehended that capabilities alone were not sufficient to secure great business. Most youngsters in the examination trusted they had those nonexclusive abilities, having picked up them at school, school and additionally university.

Taylor (2003) contends for an attention on the passionate welfare of beginner specialists. She anticipates that businesses will be delicate to the tension experienced by first-time specialists and teachers need to set them up for the multifaceted nature of work environment social relations. Taylor recommends that first occupation encounters are compelling in the advancement of confidence and the making of the more extensive change to grown-up life, and in addition having a critical impact on later business. Two parts of the change procedure are firmly associated: the need to attempt beginning basic appraisals as to working environment social relations and the need to manage the uneasiness youth report that they encounter while moving into the work environment (Oxenbridge, & Evesson, 2012).

### **2.3.2 Work assignment, on the preparedness of graduate trainee for the job market**

The best outside classroom learning practices are through an entry-level position connection to the job market. A number of examinations have noted the important of internship programs in conventional colleges and universities on the rationale in offering associations as a component of the academic program. To a customary understudy who at most is graduating out of optional school he/she benefits through picking up involvement and exposure (Burnett, 2003). When the training center is around specific job-related abilities, the instructional methodologies in preparing design must highlight the usage of the training substance to the action for preparing trade to happen. On the other hand, when the emphasis is on adjusting more figured issues, by then getting ready design must spotlight on applying learning in different settings. In this way, the substance of planning, getting ready goals, instructional methodologies, and furthermore the techniques, establishments and apparatus of planning are generally factors affecting the readiness system and the graduate students related with such undertakings (Irene *et.al*, 2009).

The available equipment utilized at work will influence the training transfer among graduate trainee. Association culture will or will not enable the worker to investigate his new abilities in his working position. Taylor (2005) reports, for example, show that youth shaped and sharpened their comprehension of business related practices and managers' desires over a broadened timeframe and from a wide assortment of sources, few of which

seem to have gotten from the school understanding. Studies have inferred that working environment engagement before entering the work market can enhance the work-preparation of youthful graduates in an assortment of ways, not slightest by furnishing them with non-specific abilities , for example, correspondence and cooperation aptitudes and utilizing activity which improve their employability (Education and Employers Taskforce 2012; Smith & Green 2004). Working environment engagement has been appeared to give different advantages. To start with, it gives the chance to young graduates to relate to parts of business, for example, independence, duty and getting a wage. Second, it lessens the 'way of life stun' that may happen when young people enter the world of work for the first time (Oxenbridge&Evesson, 2012).

### **2.3.3 Work supervision, on the preparedness of graduate trainee for the job market**

According to Mgayaand and Mbekomize (2014), the assigned mentors have noted supervision of interns as problematic, mainly because they are fresh graduate, who require too much time to train, often at the expense of performance. Nonetheless, the majority of the examinations on entry level position programs have focused on the assessment of the advantages by taking a gander at scholarly execution of understudies after connection (Mgaya&Mbekomize, 2014). Apart from conceivable change in scholarly execution, another advantage that understudies get is an opportunity to gain some nonexclusive employability aptitudes, which push them to effectively progress from the learning foundation to work. Skilled and talented supervisors are the most important ingredient for attachment and internship programmes success. Such supervisors not only guide but also mentor and counsel their subjects into the most appropriate methods achieving certain outcomes. The capacity of graduates to procure fundamental abilities and leave the preparation program better prepared to prevail in the work environment and in life depends to a great extent on the nature of direction concurred to them.

According to Bukaliya (2011) citing Tackett *et al.* (2001), universities ought to be mindful to guarantee that internship are putting forth significant learning encounters for

their graduates and graduates feel that there ought to be watchful examination of criticism from employers and trainees followed by the modification of such programmes to meet the set objectives. According to Karunaratne, and Perera, (2015) to succeed, such internship programmes should well-structured and supervised, training schedule should also cover the entire region in the association. Since they give opportunities to apply hypothesis based learning in to hone, the association ought to be more worried about the understudies' ability advancement by means of scholarly, individual and endeavor. Especially creativity based learning, projects and presentation skills, team-working activities and developing managerial skills are some important skills to be developed more through practical learning.

#### **2.3.4 Practical experience, on the preparedness of graduate trainee for the job market**

The young graduate in these programmes may value work experience as an opportunity to attempt a vocation to perceive how they enjoyed it, before making a major responsibility in settling on a profession way. According to Oxenbridge and Evesson, (2012), majority of young interns in this investigation imagined that their low maintenance work gave them degree to learn and create, including self-administration, hierarchical and basic leadership abilities. Work experience is one of high and developing enthusiasm to businesses of different sizes for various reasons, including expertise and demeanor advancement; the opportunity to make prior associations with potential enlisted people; and a stretched out chance to evaluate people (Pollard, Tassinari & Artesse *et.al*, 2015). Employers need to comprehend the scope of work encounters they could offer to understudies, potential understudies and graduates, and ought to be urged and bolstered to give more work experience.

Employers may likewise helpfully apply the advantages of work experience amid concentrate to a more organized way to deal with creating interns post-graduation. According to Pollard *et.al* (2015), not all employers communicated an interest for work involvement in their determination criteria, incompletely on decent variety grounds, yet almost all trusted that connection and entry level position programs enable graduates to build up the abilities they require thus prompts enhanced execution both in choice and at

work. Work encounter was viewed as particularly valuable in creating non-specific aptitudes and individual development as well as business or business understanding. Universities and colleges urge learners to take part in entry level position programs since they trust that there are numerous advantages that graduates get in a regulated genuine workplace in which they have the chance to try hypothesis. The favorable circumstances gave by work experience may exhibit a few dangers of pushing both profession basic leadership and evaluation by bosses too soon on in the advanced education experiences before thoughts, encounters and abilities are full grown in graduate trainees' programmes.

Internships after graduation gave extra openings yet were maybe less organized than arrangement plans amid ponder (Pollard *et. al*, 2015). According to Karunaratne and Perera (2015), the idea for by graduates' preparedness, which finished attachments at a host organization, is a requirement for general preparation than specific graduate preparedness for the job market. Organization assignment, need to give more opportunities to apply hypothetical based figuring out how to mechanical exercises, industrial facility visits and provider/client visits, flexibility to work freely, legitimate assessment ought to be finished by HR and requirement for more investment for collaboration exercises. However, discoveries propose that understudies' observation for entry-level position program of Host Company's normal and need encourage change with a specific end goal to get more advantages for the students, University and organization as well.

### **2.3.5 Graduate trainee programmes and their preparedness for the job market**

Industrial attachment may be an element that recognizes courses giving them a particular specialty in the market. Attachment likewise furnishes a profitable contact with industry for the scholarly. The attachment encounter empowers understudies to apply classroom hypothesis inside the genuine universe of work in this manner overcoming any issues amongst hypothesis and practice. A positive recognition happens when down to earth information picked up by graduates amid their industrial placement can be connected to classroom hypothesis and the other way around. A negative discernment may create when graduates begin to understand that numerous operational issues and practices, which have been learned in the classroom, are not the same as what they have

encountered by and by (Kamunzyu, 2010). Research indicates that working environment engagement preceding progressing to post-examine business offers a scope of advantages for youngsters. Studies exhibit that the delicate aptitudes required by managers are best created at work, and that businesses progressively look for representatives with some type of earlier work understanding.

According to Oxenbridge, &Evesson, (2012), working environment engagement before post-contemplated employment empower youngsters to create employability abilities and certainty; relate to the advantages related with employment; focus on what happens when starting work, enhance their post-think about occupation prospects in the job market. Stirs and Wyn (2007) revealed that the Australian student specialists in their examination effectively picked up learning encounters in work environments keeping in mind the end goal to position themselves for their future vocations. They discovered that youngsters set accentuation on developing the ability to be reflexive, to consider them to be a business may see them, and in picking up airs and dispositions that would empower them to pick up work specifically industries.

Yorke (2006), argued that employability gets from complex learning, and is an idea of more extensive territory than those of 'center' and 'key' skills". He stated that, employability is an accumulation of limits or accomplishments which constitute an important however not adequate condition for the picking up of business (which is reliant, bury alia, on the contemporary condition of the economy) and significantly more perplexing than a few advocates of 'center', 'key' and 'transferable' abilities. Glass et al (2008) found that a minority of managers for their situation considers enlist people from colleges particularly for the specialized aptitudes that they trust they will convey to the association. Most managers see a degree as an intermediary for accomplishing a specific level of skill that speaks to the base standard that they are looking for in a newcomer that will be pertinent in association execution.

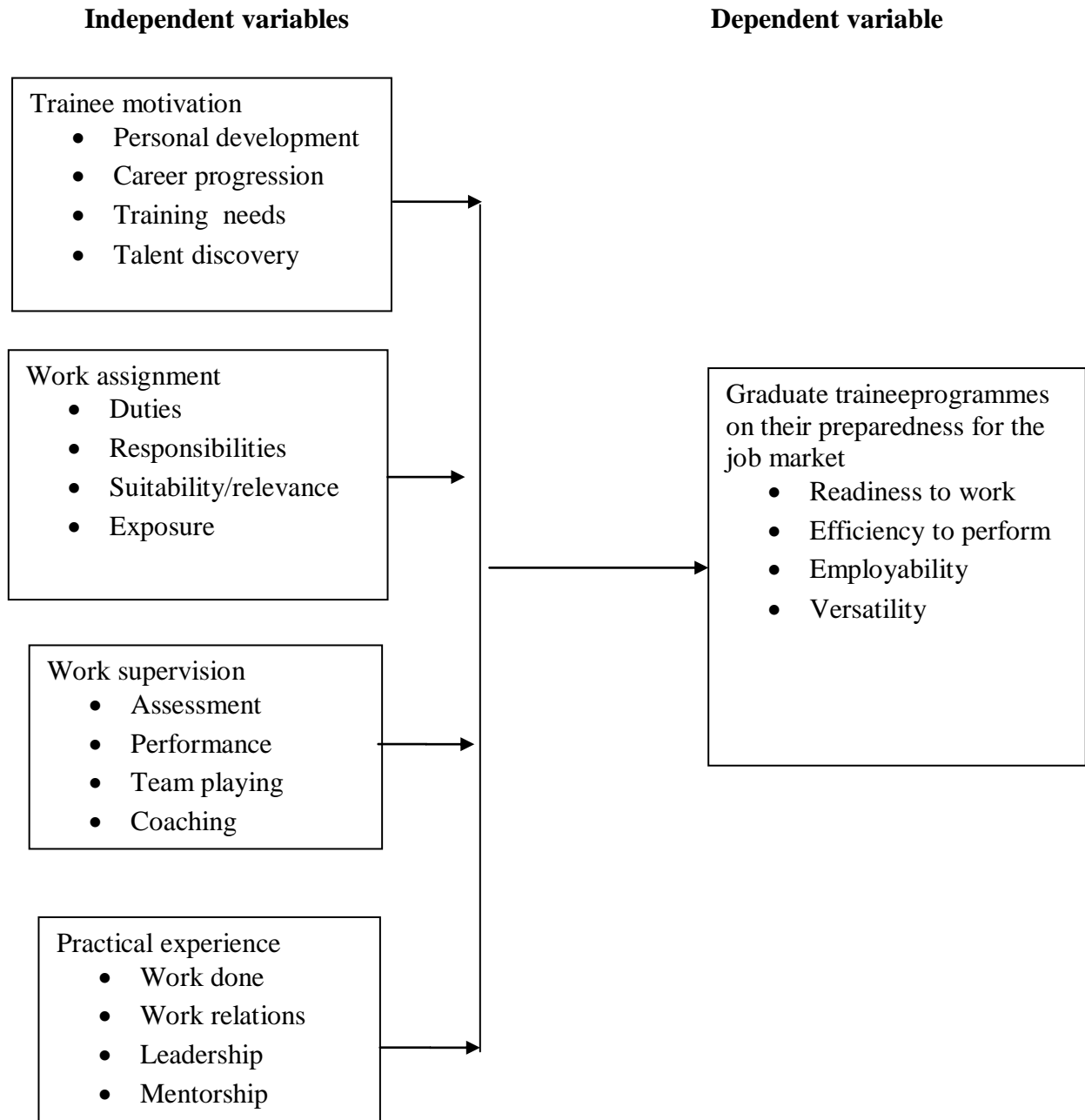
All through growing and self-creating the human capital, it is adequately conceivable that the segment of that capital as a monetary operator is broadened and the transportable and shareable qualities of human capital imply that the first holder of information can

disseminate his/her insight to others (Dae-Bong, 2009). This is the fundamental worry in the investigation to comprehend the impacts of mechanical connection and entry-level position programs on graduate learners (human capital) for the activity highlight. Dae-Bong(2009), clarifies that under such projects the first learning holder's selective possession is somewhat worthy, the comparable appropriation between the holders and the takers can be realized through connection.

Therefore, the previous two qualities broaden the 'volume 'of human capital, and the last two grow the 'range' of human capital (Dae-Bong, 2009).This is the main concern in the study to understand the effects of industrial attachment and internship programmes on graduate trainees (human capital) for the job market. Dae-Bong (2009), explains that under such programmes the original knowledge-holder's exclusive ownership is slightly acceptable, the equivalent distribution between the holders and the takers can be actualized through attachment. Consequently, the former two characteristics extend the 'volume 'of human capital, and the latter two expand the 'range' of human capital (Dae-Bong, 2009). Therefore, it is necessary to understand the extent at which graduate trainees are prepared for the job as human capital that had an opportunity to undergo such programmes.



## 2.4 Conceptual Framework



**Figure 2.1 Conceptual Framework**

**Source: Researcher (2018)**

## **2.5 Summary of the Review**

From the reviewed literature, it is obvious that employers are requesting increasingly from potential enlisted graduates, needing graduates to be a decent 'fit' with their business regarding aptitudes, capacities and states of mind. Proceeded with solid interest for graduates would lay on whether they are really seen as high quality in scholarly terms, yet significantly more vitally whether they have the correspondence and relationship building abilities in addition to positive work and business dispositions, which are the 'must have' conduct for managers. Comprehension of, and enthusiasm for business is particularly imperative to building up the human capital for the advantage of developing firms. Numerous employers are additionally searching for graduates who are adaptable and 'versatile' notwithstanding change or trouble. Most managers accentuated their enthusiasm for the totality of what the individual brought to the table, not only their capability or the substance of their course (Pollard*et.al*, 2015).

Both employers and universities understood the advantages of nearer engagement however the two sides were shy of assets to draw in as comprehensively and profoundly as they may wish which could prompt innovative behavior including making a virtual vocations reasonable utilizing online networking to give grounds nearness to answer inquiries and give counsel. Employers regularly saw that a few colleges are substantially more successful than others in helping their understudies create non-specific and employability aptitudes, and this could impact the foundations they worked in or look for connection and entry level position program to enhance their readiness for the activity showcase (Kamunzyu, 2010). The most important challenge was lack of a close working relationship between the industry and the educational institutions that authorize students to seek internship leading to lack of clarification on what is expected from both ends. Consequently the immediate on-the-job supervisors overworked the students, engaged them in petty work, discriminated against them and were pre-occupied with assessing the student interns while neglecting their most important role of being there for the students

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter discusses the research design and methodology that was used in the study. It explains the study design, target population, sample size and sampling techniques, research instruments used, the validity of the instruments, methods of data analysis and presentation of results and the administration of research tools. According to (Kothari, (2004), research philosophy is a methodical approach that takes care of the exploration issue, showing the different steps that were by and large be applied by an analyst in concentrate the exploration issue alongside the rationale behind the study.

#### **3.2 Research Design**

According to Kombo and Tromp(2006), a research design is the course of action for gathering and investigation of information in a way that plans to join importance with inquire about reason. It is the plan for gathering, estimation and investigation of information. According to Gay,citing(Mugenda&Mugenda, 1999) a descriptive study is the place information is gathered keeping in mind the end goal to test suspicions made and to answer questions concerning the present status of subjects in the investigation.The researcher used descriptive research design in this study

#### **3.3 Target Population**

Target populationis the populace to which the investigation discoveries are summed up. The individuals from the objective population ought to have comparative qualities (Lavrakas, 2008). The target population therefore included graduate trainees who have been engaged by the Authority from 2013 to 2017. There were 312 graduate trainees in categories of attachees, trainees and interns.

**Table 3.1 Target Population**

<b>Category</b>	<b>Population</b>	<b>Percentage</b>
Trainees	33	10.58
Interns	74	23.72
Attachees	205	65.70
<b>Total</b>	<b>312</b>	<b>100</b>

### **3.4 Sample Size and Sampling Techniques**

A sample is a smaller group or sub-group got from the available populace (Mugenda&Mugenda, 2009). This subgroup is precisely chosen to be illustrative of the entire populace with the significant qualities. Sampling is a methodology, process or system of picking a sub-bunch from a populace to take part in the investigation (Ogula, 2005). MugendaandMugenda (2009), suggested a sample size of between 10 to 30% as adequate to represent the population. This study applied a 30% representation of each category in the sample. The researcher used the stratified random sampling technique to arrive at the applicable sample size. Further, a purposive sampling method was applied to reach the actual respondents.

**Table 3.2 Sample Size**

<b>Category</b>	<b>Population</b>	<b>Sample size</b>	<b>Percentage</b>
Trainees	33	10	10.53
Interns	74	23	24.21
Attachees	205	62	65.26
<b>Total</b>	<b>312</b>	<b>95</b>	<b>100</b>

### **3.5 Data Collection**

Primary information was gathered using a self-administered scaled questionnaire. According to Nkapa (1999), a questionnaire is a deliberately outlined instrument for gathering information as per the determination of the examination questions. Questionnaires are viewed as a favored technique for information accumulation as they are moderately snappy and reactions are assembled standardized and henceforth they are more objective. Questionnaires were used because of their appropriateness for this sort of study.

### **3.6 Research Instrument**

The study used a scaled questionnaire to gather the primary information from the respondents. This implies the investigation was constrained to the discoveries from examination of primary information. Mugenda and Mugenda (2009) watched that, polls are often utilized as a part of quantitative social research. All the more essentially, more noteworthy accentuation were on the instrument catching information correlated to all the investigation factors (independent and dependent variables) in accordance with the examination goals.

#### **3.6.1 Validity of Instruments**

Validity is concerned with about building up whether the questionnaire content is estimating what it should quantify (Orodho, 2004). To enhance validity of the research instruments, the researcher consulted with the supervisor and conduct focused discussion with classmates and likeminded workmates. The researcher further compared the instrument with other instruments used in similar studies.

#### **3.6.2 Reliability of Instrument**

Reliability of the instrument was tested using Cronbach Alpha. This is to ensure that all the variables reflected in the final research questionnaire attain the reliability threshold. Reliability of measurement concerns how much the questionnaire gives comparable outcomes over various rehashed employments (Orodho, 2004).

The reliability of the research instruments was ascertained by analyzing the data obtained from the pre-testing exercise. A reliability coefficient above 0.7 was considered a reliable test to administer the instruments.

### **3.7 Data Processing and Analysis**

The questionnaires, once received back from the respondents, were checked for completeness and duly filled. The information was edited and coded into the SPSS (Statistical Package for Social Sciences) programming in preparation for analysis. The descriptive analysis such as measures of circulation (frequencies, and rates), measures of central tendencies (means), and measures of variation (standard deviations) were used; while inferential investigation empowered the specialist to make applicable inferences and discoveries introduced in type of recurrence tables, and furthermore in type of illustrative and inferential factual tables.

The regression model took the following form:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \varepsilon$$

Where: Y = Graduate Trainees Preparedness for the Job Market

X<sub>1</sub> = Trainee motivation

X<sub>2</sub> = Work assignment

X<sub>3</sub> = Work supervision

X<sub>4</sub> = Practical experience

β<sub>0</sub> = the intercept (value of Y when X = 0)

β<sub>1</sub> = the regression coefficient or change included in Y by each X<sub>1</sub>

ε = error term

### **3.8 Ethical Considerations**

The cardinal principle underlying ethical considerations in research is to protect the interests and the physical, psychological or cultural integrity of the individuals participating. According to Bryman and Bell (2007), research participants should not be subjected to harm in any ways whatsoever.

To ensure this, the researcher provided sufficient information and assurances to the respondents about the purpose of the research to allow comprehend the ramifications of interest and to come to a completely educated, considered and uninhibitedly given choice about regardless of whether to partake, without the activity of any weight or compulsion. Sufficient details about the study; the procedures involved and highlight the objectives of the study will also be provided to the respondents. They were also informed of potential benefits of the study and any other important enquiry was responded to appropriately.

## CHAPTER FOUR

### DATA PRESENTATION, ANALYSIS, AND INTERPRETATION

#### 4.1 Introduction

This chapter contains the findings of the study based on the study objectives. The study sought to examine the effects of graduate trainee programmes on the preparedness of fresh graduates for the job market. The study targeted graduate trainees (attachees, trainees and interns) who have been engaged by the National Construction Authority from 2013 to 2017. The data was analyzed and presented in tables, pie charts, and bar graphs.

#### 4.2 Response Rate

This section sought to determine the response rate of the study to determine whether it was adequate to provide reliable results that could help make inference on the study. The study response rate is shown in Table 4.1.

**Table 4.1: Response Rate**

<b>Respondents</b>	<b>Frequency</b>	<b>Percent</b>
Responded	78	82.1
Not Responded	17	17.9
<b>Total Sample Size</b>	<b>95</b>	<b>100.0</b>

The study sample size was 95 graduate trainees from NCA who included 10 trainees, 23 interns and 62 attachees. Out of the above sample size, 78 respondents successfully filled the questionnaires in time for analysis, which translate to a response rate of 82.1%. According to Mugenda and Mugenda (2003), 50% response rate is adequate, 60% is good and above 70% rated very well. The response rate of 82.1% was therefore appropriate for the study to continue and adequate enough to provide reliable results that could help make inference on the study.

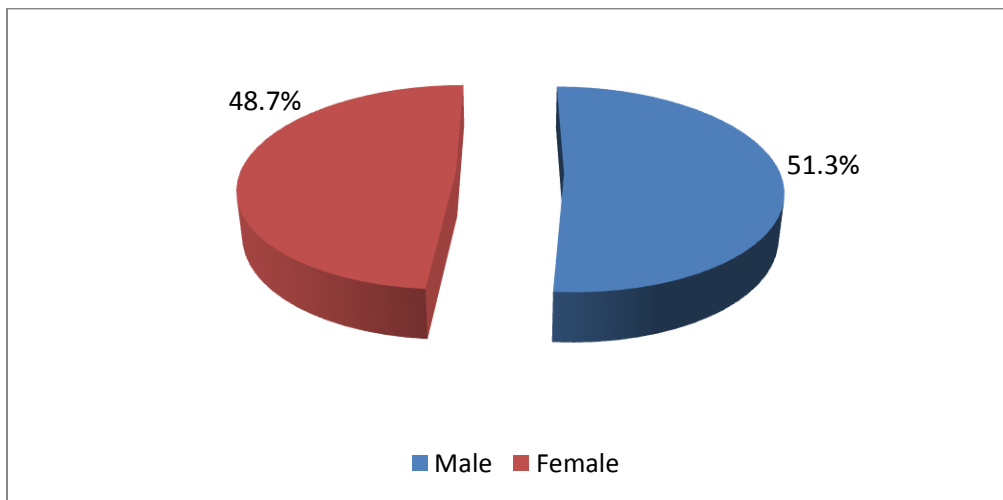


### 4.3 Background Information

In this section, the study presented the demographic information of the respondents. The respondents' demographic information reflects the relevant attributes of the population, which took part in the study. The information captured includes: gender of respondents, form of engagement with the organization, highest level of education reached and the duration the respondent took to complete the programme in NCA.

#### 4.3.1 Gender of the Respondents

The data was analysed to determine the proportion of the male respondents to their female counterparts. The study results in Figure 4.1.



**Figure 4.1: Gender of the Respondents**

The study findings in Figure 4.1 show that slightly half of the respondents (51.3%) were male while 48.7% were female. This shows that there is good presentation of both genders in the graduate trainee programmes. This improves the reliability of the study since there are responses from both genders.

#### 4.3.2 Form of Engagement in the Organization

The study also aimed at establishing the form of engagement of the graduate trainees at the National Construction Authority. The findings are presented in Table 4.2.

**Table 4.2: Form of Engagement in the Organization**

<b>Category</b>	<b>Frequency</b>	<b>Percent</b>
Trainee	6	7.7
Attachee	19	24.4
Intern	53	67.9
<b>Total</b>	<b>78</b>	<b>100.0</b>

The study findings in Table 4.2, shows that majority of the respondents 67.9% were interns in the organization while 24.4% indicated that they were Attachees. A further 7.7% of the respondents reported that they were trainees.

#### **4.3.3 Level of Education Attained**

On the highest academic qualification, the respondents gave responses as tabulated in table 4.3

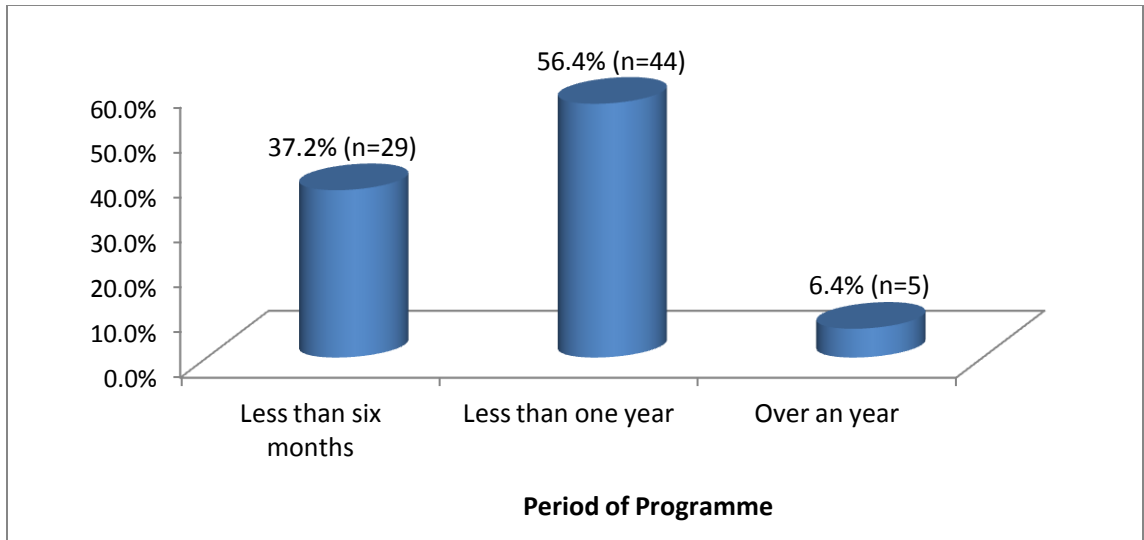
**Table 4.3: Level of Education Attained**

<b>Level of Education</b>	<b>Frequency</b>	<b>Percent</b>
University	61	78.2
Middle College	17	21.8
<b>Total</b>	<b>78</b>	<b>100.0</b>

The study established that majority of the graduate trainees (78.2%) had reached university level, while 21.8% had reached middle level college. This shows that the graduate trainee in NCA were well educated which would influence their level of preparedness for the job market.

#### **4.3.4 Period it took to completethe Programme in NCA**

The respondents were asked to indicate the time they took to complete their programme in NCA. This information was necessary to show the duration of engagement between the graduate trainee and the organization, which is offering the program. The results are presented in Figure 4.2.



**Figure 4.2: Period it took to complete the Programme in NCA**

The study results in Figure 4.2 shows that majority (56.4%) of the graduate trainees in NCA took between six month and less than one year to complete the programme. However, 37.2% of the graduate trainees revealed that their programme took less than six months while 6.4% reported that their programme took over a year to complete.

#### **4.4. Trainee Motivation and Preparedness of Graduate Trainees for the Job Market**

This section of the study addresses the first objective, which sought to determine the effects of trainee motivation on the preparedness of graduate trainees for the job market. The respondents were asked to show their level of agreement with the various statements between trainee motivation and preparedness for the job market. The results are presented in Table 4.4.

**Table 4.4: Effects of Trainee Motivation on the Preparedness for the Job Market**

<b>Statements on Trainee Motivation</b>	<b>Mean</b>	<b>Std. Deviation</b>
I was aspired for future education and career progress	4.53	0.503
I have developed self-confidence to pursue my career	4.72	0.507
I have improved my social interaction skill	4.37	0.537
It has contributed significantly towards enhancing knowledge base in my career	4.28	0.737
It has enhanced my understanding of issues relevant to the course	4.18	0.785
It has benefited me through career-related direction	4.12	0.911
I was able to discover new skills to apply at work	4.10	1.100
I enhanced my ability to fit in a working environment	4.38	0.983

The study findings in Table 4.4 shows that the respondents agreed that they had developed self-confidence to pursue their career (mean score =4.72), and they had were aspired for future education and career progress (mean score =4.53). The respondents further agreed that the programme enhanced their ability to fit in a working environment (mean score = 4.38), and had also improved their social interaction skill (mean score = 4.38). The respondents also revealed that the graduate trainee programme in NCA had contributed significantly towards enhancing knowledge base in their career (mean score = 4.28); had enhanced their understanding of issues relevant to the course (mean score = 4.18); as well as benefited the trainees through career-related direction (mean score = 4.12). Moreover, the respondents agreed that they were able to discover new skills to apply at work (mean score = 4.10).

#### **4.5 Work Assignment and Preparedness of Graduate Trainees for the Job Market**

The study sought to determine the effect of work assignment on the preparedness of graduate trainees for the job market based on varied statements about their assignments as trainees.

The results are presented in Table 4.5.

**Table 4.5: Work Assignment and Preparedness of Graduate Trainees for the Job Market**

<b>Statements Work Assignment</b>	<b>Mean</b>	<b>Std. Deviation</b>
Assignment procedures during the programme fitted my course	4.15	0.869
Duties were well-structured to cover all areas of my course	3.62	0.996
Duties were well monitored in the station	3.83	1.086
Evaluation was carried out after every task	3.69	0.902
Work assignments were flexible enough to allow creativity	3.88	0.868
Tasks carried out were relevant to my course	4.05	0.866
Tasks involved during assignment were effective as per the course	4.03	0.967
I was able to expound more on the areas relevant to the course	3.74	0.986

The results on work assignment and preparedness of graduate trainees for the job market; the findings in Table 4.5, shows that the respondents agreed that assignment procedures during the programme fitted their course (mean score = 4.15). The tasks carried out were relevant to their course (mean score = 4.05) and the tasks involved during assignment were effective as per the course and they had done in college (mean score = 4.03). The study further established that work assignments were flexible enough to allow creativity (mean score = 3.88); duties were well monitored in the station (mean score = 3.83). The respondents specifically revealed that evaluation was carried out after every task (mean score = 3.69).

Moreover, the respondents agreed that they were able to expound more on the areas relevant to the course (mean score = 3.74); and the duties were well-structured to cover all areas of my course (mean score = 3.62).

#### 4.6 Work Supervision and Preparedness of Graduate Trainees for the Job Market

The study sought to assess the effect of work supervision on the preparedness of graduate trainees for the job market. A five point Likert-scale was used to interpret the responses whereby the scores of “strongly disagree” and “disagree” were represented by mean score, equivalent to 1 to 2.5 on the continuous Likert scale ( $1 \leq \text{disagree} \leq 2.5$ ). The scores of ‘neutral’ were equivalent to 2.6 to 3.5 on the Likert scale ( $2.6 \leq \text{neutral} \leq 3.5$ ). The score of “agree” and “strongly agree” represented were equivalent to 3.6 to 5.0 on the Likert scale which shows a strong agreement with the statement. The findings are presented in Table 4.6.

**Table 4.6: Work Supervision and Preparedness for the Job Market**

<b>Work Supervision</b>	<b>Mean</b>	<b>Std. Deviation</b>
My Supervisor was always available when required	3.99	1.294
My supervisor was always helpful	4.06	1.210
My supervisor attended to arising issue promptly	3.97	1.279
I can work independently	4.36	.868
I can work with minimal supervision	4.67	.638
I maintained a good rapport with my supervisor	4.54	.697
I related appropriately with workmates	4.40	.671
I had an opportunity to learn from skilled employees	4.28	.866

On work supervision and preparedness of graduate trainees for the job market the study; the study results show that the respondents agreed that they could work with minimal supervision (mean score = 4.67); they could work independently (mean score = 4.36); they maintained a good rapport with my supervisor (mean score = 4.54); and that they related appropriately with workmates (mean score = 4.40).

On the character of the supervisor, the respondents further agreed that their supervisor was always helpful (mean score = 4.06); the supervisor was always available when required (mean score = 3.99); and that they attended to arising issue promptly (mean score = 3.97). This shows that the supervisors were helpful to the graduate trainees by guiding them and giving assist where needed to help them learn better.

#### 4.7 Practical Experience and Preparedness of Graduate Trainees for the Job Market

The study sought to evaluate the effect of practical experience, on the preparedness of graduate trainees for the job market. The results were analyzed using mean scores from the Likert scale questions, whereby the scores of “strongly disagree” and “disagree” were represented by mean score, equivalent to 1 to 2.5 on the continuous Likert scale ( $1 \leq \text{disagree} \leq 2.5$ ). The scores of ‘neutral’ were equivalent to 2.6 to 3.5 on the Likert scale ( $2.6 \leq \text{neutral} \leq 3.5$ ). The score of “agree” and “strongly agree” represented were equivalent to 3.6 to 5.0 on the Likert scale which shows a strong agreement with the statement. The findings are presented in Table 4.7.

**Table 4.7: Practical Experience and Preparedness for the Job Market**

<b>Statements on Practical Experience</b>	<b>Mean</b>	<b>Std. Deviation</b>
I applied theoretical knowledge with practices in industry	4.29	0.723
I can apply problem solving decisions at work	4.19	0.823
I could effectively prioritized tasks	4.27	0.784
NCA provided real job experience	4.37	0.791
I have improved interpersonal skills in the real work situation	4.36	0.772
Enhanced my understanding of tasks relevant to my area of study	4.26	0.711
I am now capable of managing a team of employees	3.88	0.911
I do understand what it takes to work under supervision	4.37	0.941

The study findings in Table 4.7, shows that the respondents agreed that they do understand what it takes to work under supervision (mean score = 4.37). NCA provided real job experience (mean = 4.37) and an environment to improve interpersonal skills of the graduate trainees in the real work situation (mean score = 4.36). It enhanced their understanding of tasks relevant to their area of study (mean score = 4.26). The respondents further agreed that the graduate trainee programme helped them apply theoretical knowledge with practices in the industry (mean score = 4.29); and that they

could apply problem solving decisions at work (mean score = 4.19) as well as manage a team of employees (mean score = 3.88).

#### **4.8 Graduate Trainees Preparedness for the Job Market**

The respondents were asked to show their level of agreement with the various statements on preparedness of graduate trainees for the job market. A five point Likert scale was used to interpret the responses whereby the scores of “strongly disagree” and “disagree” were represented by mean score, equivalent to 1 to 2.5 on the continuous Likert scale ( $1 \leq \text{disagree} \leq 2.5$ ). The scores of ‘neutral’ were equivalent to 2.6 to 3.5 on the Likert scale ( $2.6 \leq \text{neutral} \leq 3.5$ ). The score of “agree” and “strongly agree” represented were equivalent to 3.6 to 5.0 on the Likertscale, which shows a strong agreement with the statement. The results are presented in Table 4.8.



**Table 4.8 Graduate Trainees Preparedness for the Job Market**

<b>Statements on Preparedness</b>	<b>Mean</b>	<b>Std. Deviation</b>
The programme was related to my course or degree	4.45	0.800
I can deal effectively with conflict at work	4.15	0.757
I am able to develop team working skills	4.33	0.696
I have acquired industry working culture	4.19	0.869
It has enhanced my creativity at work	4.14	0.817
It provided hands-on experience and exposure	4.21	0.985
I have change from a graduate student to a trainee for the job market	4.46	0.801
I clearly understand the changes that influence the job market	4.18	0.936

On the preparedness of graduate trainees for the job market, the study results show that the respondents agreed that the programme was related to their course or degree they were pursuing (mean score = 4.45) and they felt that they had change from a graduate student to a trainee for the job market (mean score = 4.46). They agreed that they clearly understood the changes that influence the job market (mean score = 4.18). On the other hand, the respondents agreed that the programme was able to develop team working skills (mean score = 4.33); provided hands-on experience and exposure (mean score = 4.21); and made them acquire industry working culture (mean score = 4.19).

Moreover, the respondents agreed that the programme enhanced their creativity at work (mean score = 4.14); which made them to deal effectively with conflict at work (mean score = 4.15). The respondents agreed that they now clearly understand the changes that influence the job market (mean score = 4.18).

#### 4.9 Inferential Statistics

The inferential statistics, a multivariate regression model was applied to determine the relationship between the variables in the study. The study sought to establish the relationship between independent variables - predictors (trainee motivation, work assignment, work supervision, practical experience) and the dependent variable (Preparedness of graduate trainees for the job market).

**Table 4.9 Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.819 <sup>a</sup>	0.671	0.653	0.34457
a. Predictors: (Constant), Practical Experience, Work assignment, Work supervision, Trainee motivation				

The regression results in Table 4.9 show an R-value of 0.819(81.9%) which implies that there is high relationship between the variables. The R-Squared explains how well the model predicts the observation; is a statistical measure of how close the data is to the fitted regression line. The value of adjusted R square (coefficient of determination) was 0.653. This implies that the four predictors (practical experience, work assignment, work supervision, trainee motivation) explained 65.3% of graduate trainees preparedness for the job market. The remaining percentage of 34.7% can be explained by other variables or predictors not included in the study.

**Table 4.10: ANOVA**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	17.676	4	4.419	37.218	0.000 <sup>a</sup>
	Residual	8.667	73	0.119		
	<b>Total</b>	<b>26.343</b>	<b>77</b>			
a. Predictors: (Constant), Practical Experience, Work assignment, Work supervision, Trainee motivation						

b. Dependent Variable: Preparedness for the job market

The ANOVA results show the significance of the regression model from which an F-value ( $F = 37.218$ ) and significance p-value=0.000 ( $p < 0.001$ ) were established. This shows that the regression model has a 0.001 (0.1%) probability of giving a wrong prediction. This therefore means that the regression model has a confidence level of over 95% hence high reliability of the results.

**Table 4.11: Regression Coefficients**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	0.008	.385		0.022	0.983
Trainee Motivation	0.027	.121	.025	0.226	0.822
Work Assignment	0.205	.079	.232	2.587	0.012
Work Supervision	-0.036	.083	-.046	-0.432	0.667
Practical Experience	0.822	.117	.693	7.051	0.000

a. Dependent Variable: Preparedness for the job market

The regression co-efficient results show that there is a positive and statistically significant relationship between work assignment and preparedness of graduate trainees for the job market as shown by  $\beta = 0.205$ ,  $p = 0.012 < 0.05$ . This implies that a unit increase work assignment would improve graduate trainees preparedness for the job market at a unit of 20.5% and vice versa. The results further show a positive and significant relationship between practical experience and preparedness of graduate trainees for the job market as shown by  $\beta = 0.822$ ,  $p = 0.001 < 0.05$ . This implies that a unit increase in practical experience on the graduate trainees would increase their preparedness for the job market

at a unit of 82.2%.

However, the regression results also show that there is positive but statistically insignificant relationship between trainee motivation and preparedness of graduate trainees for the job market ( $\beta = 0.027$ ,  $p = 0.822 > 0.05$ ). There is also a negative and statistically insignificant relationship between work supervision and preparedness of graduate trainees for the job market ( $\beta = -0.036$ ,  $p = 0.667 > 0.05$ ). From the regression results, it can be deduced that practical experience and work assignment are the major aspects that significantly influences preparedness of graduate trainees for the job market. The study therefore agrees with the assumption that work assignment has a significant impact on the preparedness of graduate trainees for the job market; and practical experience has a significant impact on the preparedness of graduate trainees for the job market.

## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATIONS

#### 5.1. Introduction

This chapter provides a summary of findings, conclusions and recommendations of the study based on the objective of the study. This entails a synthesis of key issues of the objectives of the study as deduced from the entire research.

#### 5.2 Summary of Findings

The first objective was to determine the effects of trainee motivation on the preparedness of graduate trainees for the job market. The study established that the respondents agreed that they had developed self-confidence to pursue their career, and they had been aspired for future education and career progress. The respondents further agreed that the programme enhanced their ability to fit in a working environment, and had also improved their social interaction skill. The respondents also revealed that the graduate trainee programme in NCA had contributed significantly towards enhancing knowledge base in their career; had enhanced their understanding of issues relevant to the course; as well as benefited the trainees through career-related direction. Besides, the respondents agreed that they were able to discover new skills to apply at work. This shows that the programme equipped the graduate trainees with the necessary required training during their stay in the organization.

The second objective was to determine the effect of work assignment on the preparedness of graduate trainees for the job market. The study found out that assignment procedures during the programme fitted the course of the graduate trainees. Besides, the tasks carried out by the graduate trainees were relevant to their course, and the respondents felt that the tasks involved during assignment were effective as per the course they had done in college. The study further established that work assignments were flexible enough to allow creativity; duties were well monitored in the station. The respondents specifically revealed that evaluation was carried out after every task.

Moreover, the respondents agreed that they were able to expound more on the areas relevant to the course; and the duties were well structured to cover all areas of my course. The third objective was to assess the effect of work supervision on the preparedness of graduate trainees for the job market. The study found out that the graduate trainees could work with minimal supervision; they could work independently; they maintained a good rapport with my supervisor; and that they related appropriately with workmates. On the character of the supervisor, the respondents further agreed that their supervisor was always helpful; the supervisor was always available when required; and that they attended to arising issue promptly. This shows that the supervisors were helpful to the graduate trainees by guiding them and giving assist where needed so as to help them learn better.

The fourth objective was to examine the effect of practical experience, on the preparedness of graduate trainees for the job market. The study found out that that the graduate trainees understood what it takes to work under supervision; and that NCA provided real job experience; which improved interpersonal skills of the of graduate trainees in the real work situation; and also enhanced their understanding of tasks relevant to their area of study. The respondents further agreed that the graduate trainee programme helped them apply theoretical knowledge with practices in the industry; and that they could apply problem-solving decisions at work as well as manage a team of employees.

On the preparedness of graduate trainees for the job market, the study results show that the respondents agreed that the programme was related to their course or degree they were pursuing and they felt that they had change from a graduate student to a trainee for the job market. They agreed that they clearly understood the changes that influence the job market. The respondents agreed that the programme was able to develop team working skills; provided hands-on experience and exposure; and made them acquire industry-working culture. Moreover, the respondents agreed that the programme enhanced their creativity at work; which made them to deal effectively with conflict at work. The respondents agreed that they now clearly understand the changes that influence the job market; hence they are well prepared for the job market.



### **5.3 Conclusion**

The study concludes that trainee motivation not only make the graduate trainees to discover new skills to apply at work and have a career-related direction, but it increase the confidence and motivation of employees, leading to greater efficiency in their work. Training motivation can improve social interaction skill and self-confidence of the graduate trainee, resulting in higher levels of preparedness in the job market.

The study concludes that work assignment significantly influences preparedness of graduate trainees for the job market. When graduate trainees are given assignment or tasks that commensurate with the course they had done in college they feel that they are get motivated in their careers. In NCA, the graduate trainees acknowledged the assignment procedures fitted their course and the tasks carried out were relevant to their course; which mad and them more effective in their work.

The study concludes that graduates preparedness involve acquiring appropriate knowledge, skills and competencies in their area of specialization. These graduates become prepared for the job market by possessing knowledge and skills and hence making them to be reliable in the job market. Acquiring skills of the graduates starts at the school level to the practical knowledge in participating in the work experience, providing them first-hand experience in the job market.

### **5.4 Recommendations**

The study recommended the following: The study recommends that organizations offering graduate training programmes should ensure that the training programs are designed to reflect the skills demanded by employers or industries, in the job market. There is need to come up with comprehensive lifelong learning frameworks to ensure that new skills are acquired throughout one's careers and that skills are kept up to date to prepare the graduate trainees for the job market.

The study recommends that the universities and higher education institutions should develop policies to enable the students to have a platform to gain first-hand experience in the job market. The policy should look at how the universities can partner with



companies which can provide for attachments and internships with partnered companies to provide students with first-hand experience in the job market.

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## APPENDIX I: QUESTIONNAIRE

The information collected is only for the purpose of the study and will be treated with utmost confidentiality.

Please fill in or put a tick ( ) in the space provided

### SECTION I: Background information. (Please tick where appropriate)

a) What is your gender? Male [ ] Female [ ]

b) What is your category of your engagement?

Trainee [ ] Attachee [ ] Intern [ ]

c) Which is the highest education institution attended and completed studies?

University [ ] middle college [ ] secondary [ ] primary school

d) How long did it take to complete your programme in NCA?

Less than six months [ ] Less than one year [ ] Over an year [ ]

Likert Scale: Strongly Agree (SA)-5, Agree (A)-4 Neutral (N)-3 Disagree (D)-2 Strongly Disagree (SD)-1

### SECTION II: Trainee motivation on the preparedness of graduate trainees for the job market

S/N	Statements	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
O						

1	I was aspired for future education and career progress					
2	I have developed self-confidence to pursue my career					
3	I have improved my social interaction skill					
4	It has contributed significantly towards enhancing knowledge base in my career					
5	It has enhanced my understanding of issues relevant to the course					
6	It has benefited me through career-related direction					
7	I was able to discover new skills to apply at work					
8	I enhanced my ability to fit in a working environment					

**SECTION III: Work assignment, on the preparedness of graduate trainee for the job market**

S/NO	Statements	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	Assignment procedures during the programme fitted my course					

2	Duties were well-structured to cover all areas of my course					
3	Duties were well monitored in the station					
4	Evaluation was carried out after every task					
5	Work assignments were flexible enough to allow creativity					
6	Tasks carried out were relevant to my course					
7	Tasks involved during assignment were effective as per the course					
8	I was able to expound more on the areas relevant to the course					

**SECTION IV: work supervision, on the preparedness of graduate trainee for the job market**

S/NO	STATEMENTS	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	My Supervisor was always available when required					
2	My supervisor was always helpful					
3	My supervisor attended to					



	arising issue promptly					
4	I can work independently					
5	I can work with minimal supervision					
6	I maintained a good rapport with my supervisor					
7	I related appropriately with workmates					
8	I had an opportunity to be learn from skilled employees					

**SECTION V: Practical experience, on the preparedness of graduate trainee for the job market**

<b>S/NO</b>	<b>STATEMENTS</b>	<b>Strongly agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly disagree</b>
1	I applied theoretical knowledge with practices in industry					
2	I can apply problem solving decisions at work					
3	I could effectively prioritized tasks					
4	NCA provided real job experience					
5	I have improved interpersonal skills in thereal work situation					

6	Enhanced my understanding of tasks relevant to my area of study					
7	I am now capable of managing a team of employees					
8	I do understand what it takes to work under supervision					

**SECTION VI: Graduate trainees preparedness for the job market**

S/NO	STATEMENTS	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	The programme was related to my course or degree					
2	I can deal effectively with conflict at work					
3	I am able to develop team working skills					
4	I have acquired industry working culture					
5	It has enhanced my creativity at work					
6	It provided hands-on experience and exposure					
7	I have change from a graduate student to a					

	trainee for the job market					
8	I clearly understand the changes that influence the job market					

**APPENDIX II: ACTIVITY SCHEDULE**

<b>ACTIVITIES</b>	<b>Oct 2017</b>	<b>Nov 2017</b>	<b>Dec 2017</b>	<b>Jan 2018</b>	<b>Feb 2018</b>	<b>Mar 2018</b>	<b>April 2018</b>	<b>May/ June 2018</b>	<b>July 2018</b>
Development of literature review									
Presentation to school for defense									
Corrections after defense									
Submission to board of graduate studies									
Data Collection									
Data analysis and interpretation									

Report submission to board of post graduate studies									
Graduation									

### APPENDICES III: BUDGET

S/NO	ITEM DESCRIPTION	QUANTITY	UNIT COST	AMOUNT
1	Printing papers	2 rims	500	1000.00
2	Laptop computer	1	50,000	50,000.00
3	Printing	110 pages	Shs 10 per page	1,100.00
4	Binding documents	7 documents	100	700.00
5	Photocopying	6documnts	Shs 55*2	660.00
6	Transport allowances	10days	Shs 1000	10,000.00
7	Daily allowance for data collectors	4persons	4*5000*2	40,000.00
8	Data analysis	Chapter four	1000	1000.000
9	Compiling research project	3 documents	500	1500.000
<b>Grand total</b>				<b>106,560.00</b>

