



**Complexities Surrounding Unpaid Internships for
Historically Disadvantaged Students on Westville Campus,
University of KwaZulu Natal.**

**Submitted in Partial Fulfilment for the Degree of Social Science:
Masters in Population Studies**

**University of KwaZulu Natal (Howard College of Humanities):
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DECLARATION

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Dear Sir/Madam

I, Abahle Samkelisiwe Dlamini, Registration Number 213570491, hereby declare that the dissertation entitled:

Exploring complexities surrounding unpaid internships for historically disadvantaged students on Westville campus, University of KwaZulu Natal.

is the result of my own research and has not been submitted in part or full for any other degree or to any other university. The material used in this study is my original work except where otherwise cited and referenced. This dissertation does not contain any other person's data, pictures, graphs text, graphics or tables unless specifically acknowledged as being sources from other persons. Where written sources have been quoted, the following has been applied:

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Abahle Samkelisiwe Dlamini

29 March 2020

Date

ACKNOWLEDGEMENTS

This journey took longer than initially expected but the victory is just as sweet thanks to those that contributed along the way.

Firstly, I would like to thank God for placing people and opportunities in my path that have made it possible for me to reach this level in my academic career.

My father Themba Dlamini's financial contribution throughout my entire academic career has been nothing short of sacrificial and I am truly grateful.

I also appreciate my mother Wendy Dlamini's emotional support when I considered giving up and my younger sister Nkosilehla Dlamini's ongoing words of encouragement that were extremely helpful towards the end.

None of this would have been possible without my supervisor Mohammed Vawda's assistance and patience because I do realise that I was not the easiest of master's candidates.

Lastly, to all the participants from Westville campus who gave their time and input throughout this project, your contribution is very much appreciated.

ABSTRACT

The primary aim of this study is to investigate the complexities surrounding internships among UKZN Westville students. This includes knowledge, attitudes, perceptions and behaviors towards internships (especially unpaid internships). To limit the scope of the relevant data and strengthen the study, this study draws from the employment relationship framework – under the larger umbrella of labour relations. This theoretical framework was instrumental in the entire study in terms of using the right research methods to better answer the research's questions. The theoretical framework also limits generalisations by identifying the key elements and connections that inform the study's direction. The framework is structured around four (4) elements or sub-theories: the unitarist, pluralist, Marxist and radical.

This study adopted an explorative qualitative research approach for collecting the required data and the analysis thereof. In this qualitative research both semi-structured and in-depth interviews were used to evaluate the complexities surrounding internships among UKZN Westville students. A non-probability sampling method was used to recruit a total sample size of 15 participants.

The findings from this study revealed that there are various factors influencing the complex relationship between unpaid internships and graduate employment within the studied population. Here, the results found that lack of compensation, social class, discrimination, favouritism, nepotisms, and lack of paid internships are some of the factors that impact on the complexities surrounding internships among UKZN Westville students. The results from this study further highlight that difficulties to get paid internships or work experience programmes is a challenge which restrict the potential for under-privileged groups to secure their first employment. In other words, the difficulties to find paid internships or work experience programme for under-privileged groups is related to the lack of work experience itself since they do not have the luxury of working for free while still taking care of their financial needs.

In conclusion, the results from this study present a direct evaluation of the association between social class and graduates' internships, and ultimately employability. The role of legal frameworks and stakeholders (such as government, higher institutions and employers) ultimately has the potentials to improving youths and/or graduates' employability through the promotion of paid internships.

Key words: Unpaid internships, higher education, employability, skills mismatch, South Africa.

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ABBREVIATIONS

ABA- AMERICAN BAR ASSOCIATION

BCEA- BASIC CONDITIONS OF EMPLOYMENT ACT

DOL- DEPARTMENT OF LABOUR

EU- EUROPEAN UNION

FLSA- FAIR LABOUR STANDARDS ACT

FWA- THE FAIR WORK ACT

GIC- GLOBAL INTERN COALITION

HD- HIGHER DEGREE

HDI- HISTORICALLY DISADVANTAGED INDIVIDUAL

ICN- INTERNATIONAL COUNCIL OF NURSES

ILO- INTERNATIONAL LABOUR ORGANISATION

NACE- NATIONAL ASSOCIATION OF COLLEGES AND EMPLOYERS

**OECD- ORGANISATION FOR ECONOMIC CO-OPERATION AND
DEVELOPMENT**

PDI- PREVIOUSLY DISADVANTAGED INDIVIDUAL

WHD- WAGE HOUR DIVISION

UKZN- UNIVERSITY OF KWAZULU NATAL

USA-UNITED STATES OF AMERICA

UWE- UNPAID WORK EXPERIENCE

WIL- WORK INTERGRATED LEARNING

CHAPTER ONE

INTRODUCTION

1.1 STUDY BACKGROUND

Internships have, for a long time, been perceived as a bridge between education and employment. Traditionally, the concept of apprenticeships and/or internships as a means of training skilled workers dates to the Middle Ages (Burke & Carton, 2013; Perlin, 2011). During the Middle Ages and the Renaissance, apprenticeships and/or internships were typically seven years in duration (Burke & Carton, 2013; Perlin, 2011). This was to ensure that the masters recouped their investment and that the apprentice and/or the intern was given adequate time and training to become skilled and not simply exploited as cheap labour (Burke & Carton, 2013; Perlin, 2011; Epstein, 1998). As a result, this experience imparted not only artisan skills, but also the tacit skills required for professional success (Rothschild, 1994) such as judgement under pressure, informed intuition, problem-solving abilities, and how to relate with clients – these skills often improve with experience or exposure (Rick Newman, 2010 as cited by Burke & Carton, 2013; Perlin, 2011; Dolgin, 1996). Thus, the traditional concept of apprenticeships and/or internships was designed as a promising model for improving job skills. As a result, numerous websites exist today in South Africa as a means of matching prospective interns to prospective positions.

Although internships are typically paid positions, unpaid internships also provide a means for developing both tacit and job-related skills in South Africa. However, in a sample of 20,000 participants, a study conducted in the United States revealed that paid internships translated into employment offers (60.0%) compared to unpaid internships (38.0%) (Vascellaro, 2011). This raises questions about the impact of unpaid internships on youth unemployment in South Africa and other developing economies. Are these unpaid interns less empowering than paid interns? Unpaid internships have long been a subject of national and international intense scrutiny and debate in South Africa among its universities, politicians and employers (Mseleku, 2019; Allan, 2019; Orrell, 2018; Mushonga et al., 2018; McBride et al., 2018; Mabiza et al., 2017; Reinhard et al., 2016; Leonard et al., 2016; Erasmus, 2012; Sides, 2008; Johnson, 2005; Gregory, 1998). In addition, the International Labour Office (ILO) further raises concern about

the role of internships in serving as an effective bridge between education and (paid) work (ILO, 2018). In it, the ILO 2012 call for action argues that although internships and other work experience schemes have increased as ways of securing decent jobs, such mechanisms are becoming a risk factor. This is because in some cases they are used as a way of obtaining cheap labour or replacing existing workers with those they can pay less. Against these backgrounds, discourses around the extent to which different institutional arrangements and design features of internships are conducive to the integration of young people into longer term stable employments are crucial to improving the livelihoods of families in South Africa. This is also highlighting that the extent to which interns are recognized and protected under both labour and social security laws in the country can serve as a catalytic force to reducing the level of youths' unemployment level in the country. Of course, the growth of South Africa as a nation depends to a large extent on employment. High unemployment rate keeps the inflation high – making it difficult for people to provide for their families.

“We cannot always build the future for the youth, but we can build our youth for the future”. These wise words expressed by President Franklin D. Roosevelt (Wise-Quote, 2016) signifies the significance of internships in countries with high rates of unemployment among their youths. In a country such as South Africa, where most of its graduates are actively seeking for formal employment, understanding the relationship between paid internships and/or unpaid internships with securing employment is very vital to preparing its graduates for the future and as well as improve employments levels among the youths. The results in Figure 1.1 shows that youth unemployment is still quite high regardless of level of education (Stats SA, 2019). It can be said that the full potential of young people is not fully realized in the country because they do not have access to productive and decent jobs. Although they are an asset, many young people in South Africa face high levels of economic and social uncertainty leaving this asset under-utilised. This is because a difficult transition into the work force has long-lasting consequences not only for the youth but also for their families, communities, and the country at large. However, if adequately utilized, internships can become an important part of the transition from education to employment – especially among the South African youths. Therefore, with high levels of unemployment among the youth population (15-24 years) in the country who are actively searching for employment opportunities, it is even more significant for the country to invest in their future.

THE UNEMPLOYMENT RATE AMONG THE YOUTH IS HIGHER IRRESPECTIVE OF EDUCATION LEVEL

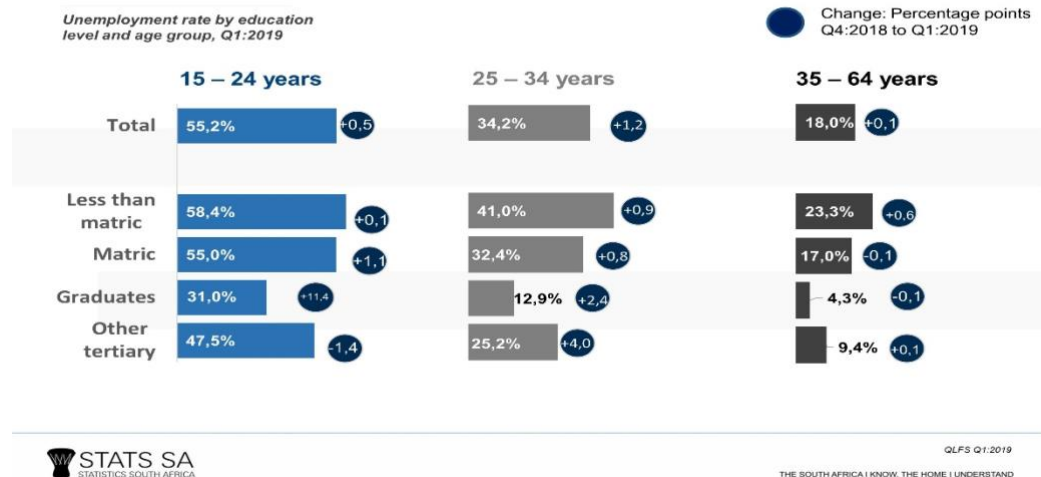


Figure 1. 1: Shows unemployment rates in South Africa (Stats SA, 2019)

1.2 INTRODUCTION

Unemployment is a global problem which differs in context and content across regions and economies. With that being said, the magnitude of the problem is at its worst in most developing economies. For example, even though the average world unemployment rate in 2013 was 6.0%, the countries in the Organisation for Economic Co-operation and Development (OECD) and the regions comprising the sub-Saharan recorded higher rates of unemployment than the average world rate of 6.0% – between 7.7% to 8.0% (World Development Indicators, 2014; OECD, 2014). In 2013 for example, South Africa is among the sun-Saharan countries with the highest rates of unemployment (24.7%), as well as Lesotho (24.7%), closely followed by Swaziland (22.5%) (World Development Indicators, 2014; Statistics South Africa, 2014a), while Greece and Spain were among the OECD countries with the highest rates of unemployment – with 27.5% and 26.1%, accordingly (OECD, 2014). Currently, the rate of unemployment within the 15-65 years age group in South Africa is currently estimated at 30.8% percent in the third quarter of 2020 (Trading Economics, 2020) from 23.3% in the previous quarter. This is based on the strict definition of employment which essentially means actively searching for work. While the broader definition places unemployment much higher at 42.6% which is also an increase from the 43.1% from the previous quarter (Trading

Economics, 2020). Here, the broader definition includes people who have stopped looking for work.

Unemployment conditions in South Africa are associated with dreadful economic and structural factors. Here, the main economic factor or condition that is associated with unemployment in the country is slow economic growth – which slows the demand for labour. Although in most economies, slow economic growth accounts for aggravated unemployment rates, while levels of employment improve with improvement in economic conditions. However, unemployment in South Africa varies in context and in content. In south Africa, higher unemployment rates are still observed even when “the economy” is doing well (Nonyana & Njuho, 2018). This is an indication that unemployment in the country is more related to structural factors or conditions. Many of which includes historical influence (the apartheid legacy), technological advancements, and skills mismatch (Stats SA, 2014b; Altman, 2007; Mafiri, 2002). As a result, this makes the South African concept of unemployment very unique and distinct as compare to other African countries or economies. For example, the South African unemployment does not only provide a unique social context for the study of both class and race relations, but equally provides data on the overall political and economic growth of the country based on labour force, consumer spending, high literacy level, social policies, social programmes and many more. Furthermore, the unemployed group(s) in South Africa is unique because they have a social history that differs from other minority racial-affiliated groups in the country as well as other economies.

Although unemployment rate among the youths (15-25years), has seen a decrease from 59% in the first quarter of 2020, it is still higher than all the others age groups as it was recorded at 52.3% percent during the last quarter (Trade Economics, 2020). As a result, Statistics South Africa (Stats SA) further highlight that education and prior work experience play a pivotal role in the labour market in the country, especially among the youth (Stats SA, 2020). Most often employers would rather employ those with previous work experience and a higher level of education. Sadly, for the youth, lack of work experience is a stumbling block that results in them finding it hard to secure employment (Stats SA, 2020). This study seeks to examine and explore the complexities surrounding unpaid internships for historically disadvantaged students on the Westville campus of UKZN. This study is also grounded on the idea of “Rethinking Internship for Human Development” since internships were introduced to enhance

the capacity for people (particularly young people in the country) to increase their employability.

1.3 RESEARCH PROBLEM STATEMENT

Although studies have argued that there is a link between internships and securing employment. There has not been any study conducted in South Africa that investigate the impact of unpaid internships on securing employment. Thus, the increasing graduate unemployment in South Africa raises robust controversial debate regarding the nature of this phenomenon and possible solutions. Even with the introduction of internships, youth unemployment continues to be a national challenge that needs urgent and coordinated responses to address it (Stats SA, 2020). In other words, with the increase in graduate unemployment in the country, the increase in different work experience programmes designed by various stakeholders to equip graduates with work experience is evidence in the country. Although these programmes exist in the country, it is unknown if they translate to graduate employment. Has already highlighted in the study background, internships play important role in human development, not only in terms of providing work experience, but promote capacity building for graduates. Thus, this research will inform further development of this programme to attain its objectives – such that it improves employability for youths in the country, and thereby open new opportunities for graduate employment.

Therefore, internship has a room for improvement, and it needs to be restructured and/or customized to further contribute to human development. This entails that improving the effectiveness of internships programmes in the country would not only lead to employment security for interns, but also improve the livelihoods of the interns and that of their families. In other words, addressing the plague of graduate unemployment in the country – as a very significant socio-economic problem in the country – would empower many young people in South Africa to enhance their family's wellbeing and economic security, while indirectly and directly improving the well-being and health of citizens in the country. As a result, this study explores the complexities surrounding internship wages or the lack thereof. This involves studying the awareness, perceptions and the laws governing internship wages and how that affects historically disadvantaged individuals.

1.4 THE MOTIVATION OF THE STUDY

The main motivation for this research, besides “adding to the existing body of knowledge” on unpaid internships, is to provide data on the concept of unpaid internships and its impact on historically disadvantaged individuals. This will hopefully improve the internship experience for the better and most importantly make it accessible for all. In a world where the idea of a meritocracy is preached but seldom fully practiced, it is important that future generations feel that they have equal opportunities to do their best and be rewarded accordingly for the work they put in. In addition, this study hopes to improve quality of human life by inspiring all actors including law makers, media, educational institutions, private and public sector to improve the internship experience and provide equity where gaps exist. In other words, this research project will aid in addressing graduate unemployment in South Africa, thus, the development of internships programme can massively contribute to capacity development for the programme beneficiaries. This means that those with privilege and/or power will have to recognize it and use their privilege to shed light on marginalized communities and experiences and help improve them. Therefore, the outcome of this research is critical to relevant stakeholders as they seek to find interventions that are cost-effective, and which are drastic to address the challenges of unemployment and socioeconomic problems in the country.

1.5 RATIONALE AND SIGNIFICANCE OF THE STUDY

The overriding rationale of this study is that improving access to quality employment for graduates through internship development would benefit not only those who will participate in employment, but the nation will also earn long term environmental, social, economic, and political development. Thus, studying how students perceive the internship experience because of what they may have heard or experienced will be vital to stakeholders as they seek to find interventions that are cost-effective to improving the working conditions of young people in the country and increase participation from previously disadvantaged individuals. Students’ attitudes (specifically those from previously disadvantaged backgrounds) will also be explored especially when it comes to what they hope to gain from an internship. In other words, what they expect from the experience, existing narratives that influence the way they see internships and how they think it can be made better.

Furthermore, this study aims to identify if an internship is an option and what role can compensation play when it comes to their ability to partake in an internship. Factors that drive a student towards or away from doing an internship are vital to improving the working conditions of young people in South Africa. The classification and definition of internships within the broader labour umbrella is a common theme throughout the study's literature as well. This is also very vital toward understanding the factors contributing to successful internship and professional development. The rationale here is that while internships are considered critical for new graduates' transition to employment and professional development, there are various possible factors that can hinder the success of internships. Therefore, insights on these factors can be useful in better planning of internship programmes in the country to facilitate graduates' employment in South Africa.

Therefore, this study will among other things, answer the question of whether some groups or communities have it easier than others. By doing so, the goal is that those that experience privilege recognizes it and use it to shed light on the plight of those without it. This is because from the literature explored, it points towards the notion that internship has become more of a privilege than an opportunity that is afforded to all (Curiale, 2010). Actors such as policymakers, higher institutions, employers, and those in unique position to make changes for better quality internships that are more available to all who seek to partake in one (Curiale, 2010). Ultimately, not a lot of literature is available on internships, let alone unpaid internships in the country, so, this study does aim to “add to the existing body of knowledge” on unpaid internships. This will help push policy for better quality internships and availability of said internships. Equity must be the aim if we are to move forward as a more productive meritocracy. Also, this research aims to increase awareness of the socio-economic issues surrounding internships. It will also look at the existing institutional arrangements, actors (being the lawmakers, potential employers and employees) and theories involved in labour and how labour systems developed with the help of authors like Curiale (2010).

1.6 THEORETICAL FRAMEWORK UNDERPINNING THE STUDY

To limit the scope of the relevant data and strengthen the study, a specific theoretically framework was used in this study, which is called the “employment relationship” (Kaufman, 2017). This framework is under the larger umbrella of labour relations according to Kaufman

(2017). This allows for more critical evaluation of the study (Kaufman, 2017). This theoretical framework help guide the entire study in terms of using the right research methods and better answer the research questions and reach objectives. The theoretical framework also limits generalisations by identifying the key elements and connections that inform the study's direction (Kaufman, 2017).

Furthermore, it is important to note that research is rooted on a stronger scientific foundation when it is informed and guided by well-reasoned and theoretical framework (Kaufman, 2017). More specifically, theory leads researchers to think more deeply about their subject of analysis in which they are studying (Kaufman, 2017). This can include its purpose, origins, key attributes, and operation; the nature of independent and dependent variables; the cause-effect relationships that connect them; and the formulation and testing of hypotheses (Kaufman, 2017).

Defining employment relations however can be very difficult because there is not one definition just like with internships. The definition slightly differs in different fields of study and institutions according to Kaufman (2017) but the common theme in all definitions is the relationship that exists between an employer and an employee and the absence or presence of conflict.

There are four main elements or sub theories encompassed by the employment relations theoretical framework. These are unitarist, pluralist, Marxist and radical (Kaufman, 2017):

1. The unitarist emphasises the co-dependentsness of the employer-employee relationship which if everyone does their part, results in conflict being avoided (Kaufman, 2017).
2. Secondly, the pluralist assumes that workplace conflict is inevitable in terms of work, tasks and rewards allocation which gives rise to different interest groups such as unions which bring those issues to light so they can be resolved (Kaufman, 2017).
3. Thirdly the Marxist theory, which is based on the work of Karl Marks, and argues that capitalism is characterised by a class struggle and this means that a large amount of wealth is controlled by a small number of bourgeoisie or capitalists while the larger proletariat/workers have the least amount of wealth or resources (Kaufman, 2017). This basically means that the existing systems of inequality are the reason for the conflict even within the workplace both industrially and socially. This school of thought also encompasses both labour process and feminist theories according to Kaufman (2017).

4. The last is the radical theory which sees conflict as a necessary evil so that employees can protect themselves from big capitalist corporations (Kaufman, 2017).

There are, however, critiques to the employment relations theoretical framework. One of them is the radical pluralist approach (Ackers, 2014). This critiques centres on a more sociological approach to conflict and is based on a more historical explanation of the limitations of the employment relationship (Ackers, 2014). While this can be seen as a valid critique, it is based on European experience.

1.7 RESEARCH OBJECTIVES

1.7.1 Aims of the study

The aim of this study is to investigate the complexities surrounding internships among UKZN Westville students. This includes knowledge, attitudes, perceptions and behaviors towards internships.

1.7.2 Objectives of the Study

This study operates under a set of objectives or guidelines. Although the overriding aim of this study is to generate insights on the relationship between internships and employment opportunities for historically disadvantaged individuals, the researcher employed specific objectives to achieved that. Therefore, the specific objectives of this study were:

1. To describe the perceived push and pull factors that influence higher degree (HD) students to take up internships.
2. To explore how and why compensation informs performance during internships.
3. To explore how socioeconomic factors impacts on internship opportunities among HD students.

1.8 RESEARCH QUESTIONS

When addressing the problem statement of this study, the following research questions are fundamental and relevant:

1. What are the push and pull factors that influence higher degree (HD) students to take up internships?
2. Why does compensation inform performance during internships?
3. How does socioeconomic factors influence internship opportunities and inequality among HD students?

1.9 OUTLINE OF THE STUDY

Chapter One: The introductory chapter serves as a brief introduction to internships and by extension unpaid internships. It then goes into the motivations behind the chosen topic and a brief historic overview of internships and how they have evolved. A theoretical framework (Kaufman, 2017) and rationale of the study is included in this chapter along with the importance of this study. The aims and objectives of the study are also in this chapter including the reason why it must be explored in both a global and local context.

Chapter Two: This is an overall literature review on the topics of internships and the complexities surrounding them. It includes certain socioeconomic issues attached to internships, unpaid work experience and the law surrounding it and even issues such as gender and harassment in the workplace. These topics were explored both on a South African context and global context to gauge both similarities and differences in the overall experience with internships. From this chapter, it was then easier to gauge the attitudes and behaviours of students towards the internship experience. Existing networks and working relationships between different actors (schools, students and employers/companies) were also explored to determine how they affect the outcome of student performance and participation.

Chapter Three: The methodology chapter is a more detailed history of the study area and why it was chosen along with a detailed description of all the methods that were used to collect the data from students at Westville Campus, University of KwaZulu Natal. This involves a brief history of the University of KwaZulu Natal, the theoretical framework, types of data used, data set, sampling methods and even the sample size. The target group and nature of the study along with its limitations were also included in this chapter. It is at this point that the “SWOT” analysis is done which highlights perceived internal strengths, weaknesses, external opportunities and threats of the study (Mindtools.com, 2019).

Chapter Four: In this chapter data collected is transcribed and thoroughly analysed and full report of observations is provided. The chapter report and discusses the results achieved from the data collected from student at Westville campus in accordance with the literature review and theoretical framework. Also, a reflection on the different tools used throughout the data collection are included in this chapter.

Chapter Five: This chapter present an overall conclusion drawn from the analysis of this research. It considered the data collected, the literature and theoretical framework. It also evaluates whether objectives and aims of the study were met and if not why. Lastly, this chapter serves to highlight key new information that may have been out of the scope of the research but can still be useful and most importantly propose recommendations for a way forward.

1.10 CHAPTER SUMMARY

This chapter provided a brief inception to the problems of internships and the need for further studies and contributions to be made towards laws surrounding definitions of internships, their accessibility, overall experience and compensation. Studies of this nature are also very few and far between especially in South Africa and even those that exist, the goal is to study the overall human experience in relation to internships beyond the surface aspects that are result or production-based. Therefore, the chapter briefly specified research objectives and questions. The intentions of the study to contribute to the wider literature on the link between internship and its impacts on young people employment was also highlighted in this chapter.

CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

The issue of graduate and/or youth unemployment has been receiving substantial attention in South Africa from different stakeholders (including government, private sector, and the civil society) for more than a decade. Youth unemployment has not only been recognised as a major development issue in the country, but it has become a public policy concern – particularly among graduates. Although graduate and/or youth unemployment has been widely studied and discussed among different stakeholders, the existing literature in the country shows that limited research has been done on graduate and/or youth unemployment relative to internships (paid and/or unpaid internships). Within South Africa, youth and/or graduate unemployment has been narrowly studied with more focus on general aspects of the issue. Hence, little is known about the nature of youth and/or graduate unemployment relative to internships (paid and/or unpaid), which informs the need for further investigation of this problem. A student or candidate's foray into the internship experience "experiential learning" (Chavan, 2011) is often seen as an excellent segue into working life as many authors highlight the many benefits of internships. While their points are valid, it is important to note that internships do not exist in a bubble but there are circumstances that surround, contribute and sometimes deter the overall experience and expected outcome. One of the key components is the monetary aspect and socio-political historical backgrounds of the participants (Curiale, 2010). There are also indicators of this when one looks at the perceptions that both employer and intern have about internships. This influences the relationship and outcome of the internship. It is important that both parties come with a mutually beneficial attitude (Havav, 2013). When the benefits or expectations are imbalanced, it gives rise to social, economic, and even health issues. When balanced there will be a common ground between ethical benefit without unreasonable sacrifice.

A key component of this study is the relationship between unpaid internships and historically disadvantaged individuals or groups. The complexities of unpaid internships include perceived attitudes and behaviours. These can be because of the issues are of a social, political and economic in nature (Gordon et al, 2013). Inequality and power struggles have historically been at the core of many wars and social injustice and vices and they are usually closely linked with money and/or assets (Gordon et al, 2013). Therefore, it is not surprising that power and its influence can be observed within labour and by extension, internships (Eagleton, 2005). Universal phrases that are heard in internship spaces are “Any internship is better than no internship” (NACE, 2010) or “It is a means to get one’s foot in the door” (Braun, 2012). So, in a nutshell the driving forces and power dynamics are also very clear within the internship space. This is also why today we have what is called historically disadvantage individuals or communities. These are people who essentially at one point in history did not have a stake in the economy of their own country (Dugard, 2015). Therefore, the literature review chapter of this study explore and rigorously discuss the different viewpoints, ideas, findings, and contexts from authors about how internships are viewed. In other words, this chapter present the relevant existing literature on youth and/or graduate unemployment particularly in relation to internships or work experience programmes.

The first part of this chapter provides a broad understanding of internships. The second part present a classical background of internship, particularly in relation to classical definition and the complexity that surrounds the conceptualization of internship. A vast literature focusing on the major debates on the advantages and disadvantages of internships at global, continental, and national level are also presented in the second part of this chapter. In it, the chapter discusses the complexities such as perceptions, attitudes and behaviours surrounding unpaid internship. After that, the law surrounding unpaid internships, compensation and its links with certain social issues were explored. The fourth part of the chapter presented a theoretical and structural shift in terms of the implementations and facilitations of internship programmes as seen in global organisations and national organisations as a means of improving the standards of internships globally. Lastly, the chapter ended with a conclusion.

2.2 CONCEPTUALIZING INTERNSHIPS

Internships are generally looked at in a positive manner. For instance, the internship experience is motivated by young people attempting to enter the workforce and therefore to give a candidate experience in their chosen field (Jackel, 2011). Other motivations for young people participating in internships can also be financial in nature (Li, 2016). This is because a “dream job” (Li, 2016) is usually a well-paying one so an internship can be a steppingstone towards that. However, despite such advantages, there are also disadvantages that can be noted (Curiale, 2010). These disadvantages are often linked to wages or the lack of it. This can affect different groups of people differently. Historically disadvantaged individuals can experience internships or internship culture differently from their non-historically disadvantaged counterparts because of wages or the lack thereof. These two groups’ experiences can also differ in terms of awareness of available internships and even participation in said internships (Curiale, 2010). This results in the internship culture itself being problematic – making the definition of internship very complex.

The definition of what an internship is or what constitutes an internship is the first point at which we see the problematic nature of internships (Curiale, 2010). Existing definitions of internships are usually vague and unclear especially since internships are also called different names in different fields of study (Jackel, 2011). In medicine for instance, there are service internships and “preceptorships” whereby students shadow doctors or nurses respectively (Hall, 2014). This usually counts towards their final grade mark. In law, internships are usually called clerkships (Fink, 2013) and this is usually done once the degree is complete. Sometimes authors use these terms interchangeably which ends up being even more confusing and makes it difficult to streamline a law that is specific (yet inclusive) enough to cover all students concerned.

In terms of what actually constitutes an internship, some authors attempt to define internships according to the nature or the type of work done, and hours involved (Jackel, 2011). This can largely depend on the needs of the student and the employer (Jackel, 2011). This means that the type and amount of work done is also varied. This can unfortunately allow for a certain degree of exploitation because “it allows certain parties to maintain that there is an understanding when in fact there is not” (Eisenberg, 1984:120). Thus, because these definitions by authors such as Jackel (2011) is “unclear”, the law surrounding internships becomes unclear

as well. As a result, authors have tried to come up with definitions of what an internship is to use as a guideline especially for law making purposes and this study touches upon that subject.

To give a basic understanding of what an internship is, a few definitions will be explored. Firstly, Jackel (2011) defines internships as a form of experiential education that helps students learn first-hand whether a career of interest is a “good fit” and to gain understanding of what a specific career is all about. Basically, internships provide exploratory opportunities for candidates to “clarify career objectives and verify career choices.” (Jackel, 2011:62). In terms of time frame, internships usually last one semester or longer and sometimes take place during the summer according to Jackel (2011). Compensation also varies and can be anything from “no pay, a token amount or stipend to a substantial salary” (Jackel, 2011:62). Also, “internship work schedules may involve working on a part-time or full-time basis” and may result in full employment at the end of a candidate’s degree according to Jackel (2011:62).

A second definition is offered by Jones et al, (2017:394) who define internships as Work-Integrated Learning (WIL) which is “an activity that incorporates both academic learning with its application in the workplace”. Like Jackel (2011), Jones et al, (2011:394), further highlight that an internship enables students to acquire practical skills and experience through their participation in real work activities and environments. Payment varies as well in Jones et al (2011)’s definition. Furthermore, Jones et al (2011:394) consider WIL to be “one of the most effective methods” of acquiring full-time employment. This is done by “offering prospective employees real examples of practical workplace skills” (Jones et al., 2011:394), which is a goal that Jackel (2011) also highlights as well in his description of what an internship constitutes.

In both these definitions, there are two commonalities or themes. The first is that of outcomes versus compensation. The second is that duration can vary along with certain duties which are specific to each career. Both of which are the reason why it becomes difficult to come up with a universal definition of what an internship is. Another reason why there is no one definition is that, as previously mentioned, there are many kinds of internships nowadays (Jackel, 2011) and each develops their own nuanced names overtime and across different career fields. So, essentially, internships tend to constantly evolve (Perlin, 2011). This is why it is important to look at their history and find out who had access to internships historically before delving into the other issues that surround it.

2.3 GLOBAL HISTORY OF INTERNSHIPS

In the middle ages, internships were called apprenticeships (Burke & Carton, 2013; Perlin, 2011). They normally lasted years in comparison to the now more popular internship which can be anything from a few weeks to a year but rarely more than that (Burke & Carton, 2013; Perlin, 2011). The idea of “learning by doing” (Burke & Carton, 2013; Perlin, 2011) has been a reoccurring theme throughout history and has been a way to train young people in different skill sets (Perlin, 2011). For example, a blacksmith would have an apprentice much like a wordsmith would have an apprentice (Perlin, 2011). The “master” would then become a parental figure in the apprentice’s life through teaching them religion and morality (Smith, 1981). Learning by doing became so popular throughout history that it spread into many fields including medicine (Burke & Carton, 2013; Perlin, 2011). Some authors suggest that after the Second World War, this type of helicopter teaching limited the spread of information to a selected few because fewer students would be taken at a time (Wallis, 2008). This was compounded by the Fitzgerald¹ of 1937 which made training apprentices costly (Perlin, 2011). As time went on it was amended to include health, safety, welfare and accountability of employers through establishment of contracts. Regulations banning racial, ethnic, religious, age and gender discrimination in apprenticeship programs (Clardy, 2003).

Perlin (2011) also highlights Snell’s (1996) periods of transition of apprenticeships. From the 1200s till 1563, the focus was more on guild apprenticeship according to Perlin (2011). This period was followed by a more statutory form of apprenticeship (1563-1814) which then gave way to the present more voluntary form of apprenticeship which is currently known as the internship (Perlin, 2011). This is around the same time labour systems became more formalised and laws surrounding them were being passed (Perlin, 2011). Once apprenticeship culture became more regulated, internships became more common and were in almost every field according to Perlin (2011). In South Africa, this was aided by the fact that according to the National Association of Colleges and Employers (NACE) reported that “75 percent of employers prefer job candidates with work experience and more than 90 per cent prefer to hire interns who have worked for their organisation” (Bacon, 2011:68).

¹ The Fitzgerald is a National Apprenticeship Act that was passed by congress in 1937 in order to regulate and establish standards of apprenticeship programs (Clardy, 2003).

In the global context, especially in countries like Australia and the United States of America, internships are very beneficial when it comes to career advancement. However, the most pressing issue with internships throughout history is the economic classism that exists in the work environment (Curiale, 2010). This trend was recorded early in history when in countries like England where the number of apprentices were limited in certain trades that were profitable “in the name of social order and hierarchy” (Snell, 1996:304). Gender, in the *Sociological Review* by Rega. et al (2015) also comes to the forefront when it comes to the quality of internships. Here, Curiale, (2010) expands by exploring the relationship between ageism and gender and how it affects the perception of the intern and the internship experience and subsequent job acquisition.

Therefore, the ethics of internships that are highlighted by Smith (1996), especially unpaid ones are, often overshadowed by the financial issues that come with it, which are usually consequences of social classification (Curiale, 2010). Thus, this study seeks to find common ground that mutually and adequately benefits both parties. Structure and supervision also play key roles (Eyler, 2009) and earlier scholars including Harris et al. (1999) agree with this notion.

2.4 EXISTING LITERATURE ON INTERNSHIPS

A vast literature on the major debates on internships at global, continental and national level are presented henceforth. With that being said, most of the literature is quantitative in nature and only focuses on numeric results such as employment statistics. In South Africa, only recently have qualitative studies been done on the subject by authors like Mseleku (2019), Motene (2017), Campbell (2016), and Meintjes and Niemann-Struweg (2011) who explore the meaningfulness of internships. This study particularly helped a lot especially when it comes to figuring out where this very study can fit in the larger conversation and avoid repeating what other authors have written about the phenomenon. This then helps with identifying gaps within the larger conversation about the internship experience. Throughout the literature review process, it is evident that qualitative studies of this nature and availability of information about labour law regarding internship are missing from the South African context. This is especially true when it comes to availability of information on behaviours and attitudes of historically disadvantaged young people that are yet to participate in internships whether paid or unpaid.

2.4.1 Perceived advantages of Internships

The benefits of an internship, whether paid or unpaid are undeniably instrumental to securing employment (Burke & Carton, 2013; Perlin, 2011; Bacon, 2011). They can be derived by following what the internship aims to achieve or was designed for. Some of these benefits can include that students gain insight into different companies thus being able to make decisive decisions toward chosen a career path. Taking on internships during academic training becomes much easier for students to switch careers sooner rather than later (Curiale, 2010). Thus, allowing them the privilege to determine their passion. On the other hand, participating in internships during academic training allows students to zero in on a specific career more intensely by building-on on their existing passion. This gives students higher confidence within their professional life and lowers anxiety as they know what they are doing with their lives. This can ultimately lead to better grades in school as well (Knouse, 1999). Furthermore, key connections are made through networking whilst gaining actual work experience (Curiale, 2010). Another advantage if working for free especially in the health sector according to Smith (1996) is the learning of moral obligations and leadership by students at a pivotal stage in their career. This is because they learn to lead from a standpoint of service to others not just their own gain which is very important in the health sector (Smith, 1996). For companies, especially those with limited resources, money is “saved” by finding candidates that are willing to work for free and also because recruiting an intern in particular saves money as they usually require much less training (Curiale, 2010) and this makes them more “desirable”.

Dennis, (1996) highlights that another benefit of doing an internship whether paid or unpaid is that students can develop certain skills which include time management, communication, self-discipline, taking “initiative and an overall better self-concept” (Burke & Carton, 2013; Perlin, 2011; Knouse, 1999). On top of those skills, an internship becomes a space to develop moral capacities like responsibility, imagination and perseverance (Smith, 1996). “Intellectual capacities” like “critical thinking” are also developed (Burke & Carton, 2013; Perlin, 2011; Smith, 1996). In addition, for some students it provides the opportunity to travel in the case of overseas internships (Van Rekom, 2008).

Furthermore, internships have been described by scholars as a bridge between education and employment (Burke & Carton, 2013; Perlin, 2011; Rothschild, 1994). For example, Rothschild (1994), argues that the experiences acquired during internships imparted not only artisan skills, but also the tacit skills required for professional success (Rothschild, 1994) such as judgement

under pressure, informed intuition, problem-solving abilities, and how to relate with clients – these skills often improve with experience or exposure (Rick Newman, 2010 as cited by Burke & Carton, 2013; Perlin, 2011; Dolgin, 1996). This entails that the concept of internship was design as a promising model for improving job skills. Although internships are typically paid positions, unpaid internships also provide a means for developing both tacit and job-related skills in South Africa. However, in a sample of 20,000 participants, a study conducted in the United States revealed that paid internships translated into employment offers (60.0%) compared to unpaid internships (38.0%) (Vascellaro, 2011). Furthermore, in a study conducted on final year teaching students revealed that students who had knowledge on or had done internships before were more willing to “enrol for a course or module in community service” provided it “added value to their career development or give them academic credits” amongst other benefits (Bender & Jordaan, 2007). It is clear from this study that the perceived benefits become one of the pull factors of internship participation. In this way, internships are seen as something that will give student an edge over their counterparts who have not participated in an internship. As a result, the International Labour Office (ILO) further raises concern about the role of internships in serving as an effective bridge between education and (paid) work (ILO, 2018). Against these backgrounds, discourses around the extent to which different institutional arrangements and design features of internships are conducive to the integration of young people into longer term stable employments are crucial to improving the livelihoods of families in South Africa.

2.4.2 Perceived disadvantages of unpaid internships: The Global Perspective

Unpaid internships have long been a subject of national and international intense scrutiny and debate (Mseleku, 2019; Allan, 2019; Orrell, 2018; Mushonga et al., 2018; McBride et al., 2018; Mabiza et al., 2017; Reinhard et al., 2016; Leonard et al., 2016; Erasmus, 2012; Sides, 2008; Johnson, 2005; Gregory, 1998). Consequently, the ILO 2012 call for action argues that although internships and other work experience schemes have increased as ways of securing decent jobs, such mechanisms are becoming a risk factor as in some cases it is used as a way of obtaining cheap labour or replacing existing workers (ILO, 2018). When it comes to disadvantages of internship, a commonality amongst most of the examples from almost all the authors is that they all stem from lack of or inadequate compensation. Students who participate in internships with little or no pay often end up giving up most legal rights typically afforded to employees (Yamanda, 2002). This result in more students being accustomed to paying

proverbial “dues” and working for free because it is so normalised. The legal “void” in which internships exist makes it possible for students to fall through the crack and give up their rights (Yamanda, 2002). There are also “social costs” that come with internship culture (Yamanda, 2002). The first of these is that it exacerbates significant inequalities between students who have money and who do not (Yamanda, 2002).



Figure 2. 1: Shows civil criticism against unpaid internships (Vey Willetts LLP, 2019)

In the past, when one spoke of exploitation they would most likely be referring to a child sweatshop labourer or a slave but more recently there has been a subtler and nuanced version or example which is called the student intern (Gregory, 2012). This is particularly true for the unpaid intern as depicted in Figure 2.1 (Vey Willetts LLP, 2019). When it comes to unpaid internships, there is a gap between the law and business practices (Bacon, 2011).

According Curiale (2010) unpaid internships are on the rise in the United States of America and are expected to rise as the economy continues to deteriorate. Certain fields such as politics and entertainment are particularly going to have more and more unpaid interns and with the promise to young people of a “great experience” and the opportunity to “get their foot in the door” (Curiale, 2010). Unpaid internships lead to the perception that employers respond more favourably to internship experience. This results in students feeling pressured to do them. This is not a good attitude to have as it comes from a place of desperation as student only do these in the hopes that these kinds of internships make them more appealing or competitive. This is where Curiale (2010) identifies a disconnection as this means that low-income individuals cannot afford the now “luxury” of an unpaid experience. This then causes a domino effect as it perpetuates the cycle of poverty (Mseleku, 2019; Allan, 2019; Orrell, 2018; Mushonga et al.,

2018; McBride et al., 2018; Mabiza et al., 2017; Reinhard et al., 2016; Leonard et al., 2016; Erasmus, 2012; Sides, 2008; Johnson, 2005; Gregory, 1998).

Furthermore, unpaid internships give way to exploitation as some employers then opt to hire unpaid interns as opposed to paid labourers which increases the rate of unemployment (ILO, 2018). The more common unpaid internships become, the more distinct the class divide becomes – especially among entry level job seekers (ILO, 2018; Curiale, 2010). This is especially true because unpaid work is usually in sectors like politics, and media where significant actors who are in a position to change the internship experience to accommodate the challenges of the working class are found. This means that only middle-class people end up in these sectors as they can “afford the luxury of an unpaid work experience” and this is problematic as it “stifles the working-class voices” (ILO, 2018; Curiale, 2010). In other words, there are two ways in which the United States of America views unpaid internships, some see the ethical benefits and some view it as unpaid labour with a fancy name (Curiale, 2010) which is illegal.

However, since the legality of unpaid internships is unclear and complex, it can easily be manipulated (Curiale, 2010). This can lead to the attitude of normalisation of free labour since viewing it from the outside makes it seem like both parties get what they want ignoring the other intricate issues involved. Even those in the law field in the United States of America are not exempt from exploitation (Fink, 2013) and because “fighting the powers that be” (Gibson, 2017) on one’s own can sabotage one’s employability prospects students are too afraid to challenge the status quo (Fink, 2013). What is adding to the problem is that some of those who have had to do unpaid internships are diminishing students’ grievances by calling them privileged and unwilling to pay their dues (Gregory, 2012).

Issues surrounding sexual harassment can also be linked with economics according to Hakim (2004). Because interns are usually paid less or not at all, they become easier to exploit especially when they are from previously disadvantaged backgrounds (Hakim, 2004). In most cases the victims are female because of the still dominant patriarchal setup of our society (Hakim, 2004). Interns are usually young and naïve and thus preyed on (Hakim, 2016). When compounded with the issues of financial stability or lack thereof, manipulation is easier to achieve, in the case of older interns, they are usually discriminated for being too old with the hovering yet unasked question of “What have you been doing all this time?” (Curiale, 2010). This hostile environment can greatly affect their experience, performance and outcome of their

internship. According to Yamanda (2002), a study on United States female physicians found that “gender discrimination and sexual harassment were more common during their internship, residency and fellowship years than during their practice”. This is made worse by the fact that it is in the formative stages of their career that medical community values are instilled (Yamanda, 2002).

Within the South African context, interns are described as “prospective elites” (Gregory, 2012), thus, the existence of their problems and needs is usually ignored by government. Thus, there is a grey area where interns are seen as both students and workers and so employees sees and treat them as whatever suits their bottom line because there are regulations regulating the workings of interns in South Africa (Gregory, 2012). One example is that of medical internship which have even been deemed “slaves of the state” (Erasmus, 2012) as they work 80hours overtime without compensation. On top of that, the risk of ill-treatment in the workplace as work experience is part of their curriculum (Erasmus, 2012) and this situation is worse for disadvantaged students. While employers are known to “rely on internship participation as a positive candidate indicator” (Jones et al, 2017: 394-395), in reality there is less than a 15 percent difference in received job offers between individuals who had Higher Education, Skills and completed an internship and those who had not (NACE, 2014; Cannon & Arnold, 1998). Thus, in as much as unpaid internships are viewed as one of the “most bankable credential you can put on your resume” (Braun ,2012), exploitation is still rife with some students end up only fetching coffee or cleaning kitchen and lavatories which has nothing to do with their chosen career (Braun, 2012). For historically disadvantaged students, which in the United States of America include: Native Americans, Black American, most immigrant groups except for those from Northern Europe, women and disabled people according to Glenn (1992), unpaid internships are a luxury that they just cannot afford (Curiale,2010). This makes it harder for historically disadvantaged students to participate especially given that some students also have to deal with black tax (Rochester, 2017) on top of supporting themselves.

These disadvantages definitely deter internship participation because the interns are particularly vulnerable in this stage of their career, so they become targets. This can drastically affect their overall performance during their internship (Yamanda, 2002). This is also where historically disadvantaged individuals essentially getting the raw end of the stick because their participation is limited and so they become stuck in a cycle of poverty because their upward mobility has a glass ceiling (Curiale, 2010). Also, “the figure of the self-reliant, risk-bearing,

non-unionised, self-exploiting, always-on flexibly employed worker in the creative industries that has been positioned as a role model of contemporary capitalism” (de Peuter, 2014) becomes too high a pedestal for previously disadvantaged students to measure up to. Hence, the attitude becomes that it is not for them.

Employability in the South African context – much more like in America and Australia – has been packaged as a commodity because it indicated quality in an employee (Maharasoja & Hay, 2001). This has given rise to unpaid internship because then the focus is not immediately on money but getting “one’s foot in the door” to get money (Braun, 2012; Maharasoja & Hay, 2001). This entails that coupled with the decline in the world economy means that students are that much more willing to do them. Although universities are also trying to increase the employability of their students by including internships as part of their curriculum to compete with Technicon’s, there are still some discrepancies between the different departments. For example, in the KwaZulu Natal area, engineering students seem to be surer of their employability than other faculties such as business (Maharasoja and Hays, 2001). This means that other sectors like business are more likely to be exploited when doing unpaid internships because they aren’t monitored by institutions of education. It is because of larger issues like this that the plight of interns and particularly unpaid interns has not really been heard because there have always been bigger fish to fry like actual full-time workers rights (Gregory, 2012). Like in the United States and Australia, interns’ salaries or lack thereof and their exploitation fall through the crack of the system in terms of being a subject of concern because of the many labour issues that South Africa has (Gregory, 2012). Gregory (2012) even calls for existing statutory protections to be applied. Universities are also not guilt free in this situation as according to Gregory (2012) they are very complicit when it comes to the exploitation of unpaid interns and the large gap or cracks that exist in the system.

Furthermore, the dream that is sold to students especially those from previously disadvantaged backgrounds, is that they are investing by paying tuition (Gregory, 2012). This tuition is paid usually using a scholarship or student loan which they will have to pay back with the job that they are made to assume after getting the degree they are paying for (Gregory, 2012). Unfortunately, this does not always happen and even worse still, if that very degree requires practical or work experience to receive credits, they then must figure out how to pay for extra transport or sometimes rent on a student budget. Unfortunately, even during post-Apartheid, race and/or gender is still a lens through which people process information about self and their

assumptions about race asymmetry persist in subtler and more implicit and sometimes explicit ways (Franchi, 2003). For example, previously disadvantaged interns are deliberately overlooked because they are not trusted by companies because the assumption is that they are not used to being surrounded by wealth as they usually sleep-in shacks, thus they will steal something (Sallaz, 2010). Some company representatives in South Africa even argue that when it comes to giving employment opportunities, they just “do not target the “black market” or pool of potential employees or interns (Sallaz, 2010). As a result, some previously disadvantages individuals turn to code switching (sounding “whiter” if black or behaving manlier if they are women or wearing fancy clothes if poor) especially during interviews so that they look more desirable to the employer (Sallaz, 2010). Thus, for those previously disadvantaged individuals that can’t work multiple jobs to fund their unpaid internship experience turn to theft – crime becomes rife in universities and students end up stealing university equipment (Swanson, 2013).

The effects on unpaid internships for the student doctors in South Africa are even worse because they can result in death of patients which can psychologically scar them for life (Erasmus, 2012). This can be because of lack of sleep which is unhealthy. Worse still, lack of sleep can result in mistakes that could have been avoided (Erasmus, 2012). On top of that, because practical application of affirmative action for women still has room for improvement in South Africa, thus, they remain a minority and vulnerable to harassment (Finchi, 2003). Also, like students in the United States of America, it is said that students from previously disadvantages backgrounds and many recent graduates “work simultaneously in unpaid professional roles and part-time paid jobs in retail or food service to survive from month to month” (Grant-Smith & McDonald, 2015). This according to Grant-Smith and McDonald (2015), can have a potentially negative impact on their studies and work-life balance. This can be detrimental in the long run because one of the students in particular said that it “can become an issue because if you don’t have time to be able to conduct another part-time job where you are being paid, it kind of starts to impact on everything socially and academically” (Grant-Smith & McDonald, 2015:66), which further proves how prevalent exploitation is within the internship culture. Thus, having the financial capacity to undertake unpaid professional work experience has the potential to allow some students to gain an advantage over others which is something that rings true for interns in South Africa, America, and Australia (Smith & McDonald, 2015). Also, it is not only the wages forgone that impact financially on students but work experience participants also need to be able to afford commuting costs to the

workplace and may also need to pay for travel and accommodation costs if the host employer is not located close to where they live (Grant-Smith & McDonald, 2015; Curiale, 2010).

Therefore, despite enthusiasm for unpaid work experience by some students, it is overly simplistic to understand these decisions to undertake unpaid work experience as a deliberate and autonomous choice to work for free (Grant-Smith & McDonald, 2015). Most unpaid students had first attempted to gain paid work experience while some had applied to multiple employers to both ‘learn and get paid’ and resorted to unpaid work when no paid work experience was available (Grant-Smith & McDonald, 2015).

2.5 RETHINKING INTERNSHIPS

2.5.1 Legal Policy Framework

One cannot deny the efforts that South Africa has made in addressing the issue of youth unemployment as a whole. For example, the youth wage subsidy, which is a South African legal policy framework designed to incentivise companies into employing the youth. This makes the cost of hiring much lower and stimulates job creation thus reducing inflation (Katz, 1996). Nevondwe & Odeku (2014: 780-781)) quote Lee (2005) when the author postulates the “possibility of raising net employment gains by wage subsidies by 20-30%. This is more through targeting specific disadvantaged groups” provided these funds are not mishandled.

The youth wage subsidy’s goal was to create 423000 jobs for youth between ages 18-29 and cost 5 billion over 3 years (Odeku, 2012). There has also been the job seekers grant which was introduced by the ANC in 2012 (Odeku, 2012). This was to address the fact that a majority are poor and more than half of them (18-24) live under the lower bound of the poverty line of R604 per month in 2011 according to the ANC (2012: 782).

However, as mentioned, there are concerns over the misuse of these incentives especially in a country such as South Africa which is plagued by corruption. In order to combat this issue Nevondwe & Odeku (2014) suggests that responsibilities of each role player must be clear and outlined to ensure accountability. Also, there are concerns over the sustainability of these incentives long term (Nevondwe & Odeku, 2014). Clearly a long-term solution is needed. According to Preside Jacob Zuma (2012) South Africa cannot be a welfare state.

2.5.2 The Light at the End of the Tunnel

The bright side is that South Africa's bill of rights is amongst the best in the world (Erasmus, 2012) and there are many laws that govern the treatment of workers on South Africa. These include the Basic Conditions of Employment Act which prohibits forced labour, the Labour Relations Act which recognises all employees as part of the labour force and thus should be compensated with at least a minimum wage (Erasmus, 2012). However, much like the laws in the United States of America and Australia the application on the ground or practically leave a lot to be desired (Erasmus, 2012). As mentioned above, student tend to fall through the cracks of the system and South Africans are no exception. Erasmus (2012) makes medical interns' prime examples of this disparity.

Therefore, there are multiple organisations that have come about due to the issue of unpaid internships. One of them is the Global Intern Coalition (GIC) which is a network of organisations aiming to improve workplace rights for interns including compensation issues worldwide and was founded in 2013 (GIC, 2019). Formerly known as the International Coalition for Fair Internships, the GIC collaborates with private, public and non-profit sectors to lead the global intern rights movement ("MISA Young Graduate Programme: Comparative Governance", 2019). Members include (amongst many others):

- Fair Internship Initiative (United Nations)
- Interns Go Pro (United States of America),
- Pay Our Interns (United States of America),
- Interns Australia (Australia), and
- Stutern (Nigeria) etc., ("MISA Young Graduate Programme: Comparative Governance", 2019).

In South Africa, municipalities are responding to the Constitutions and interns' call for action. The Municipal Infrastructure Support Agent (MISA) and Young Graduates Programme is one of those initiative and it is a structured work-based internship development programme aimed at students in the built environment sector from different institutions of study for work experience. This work experience may last between 12-24 months (MISA and Young Graduate Programme: Comparative Governance, 2019). While this programme is not restricted to only

previously disadvantaged students, they do get first preference (MISA Young Graduate Programme: Comparative Governance, 2019).

2.6 CHAPTER SUMMARY

There are many commonalities that can be derived from authors, one of them being the overarching benefit of internships (paid or unpaid) when it comes to gaining work experience and skills, and access to a network of connections within their field according to Curiale (2010). There are also differences in views even though scholars agree that the wage issue cannot be separated from the internship experience and future benefits of said internship.

There is also a strong consensus about the reinforcement of class-based privilege in the labour market with internships being the catalyst of that process (Shade & Jacobson, 2015). In addition, Curiale (2010) further argues that internships as they currently are “stifle working class voices”. While internships assist candidates gain insight into different companies, provide networking opportunities and actual work experiences, companies are also said to benefit in the sense that interns require less training and during their internship phase, candidates cost companies less than regular employees (ILO, 2018; Curiale, 2010). Also, companies with limited resources can “save” money by finding candidates that are willing to work for free. However, the benefits to students are also undeniable as they do get actual work experience and make key connections through networking and because they are students, they are in a unique position to change careers sooner rather than later (Curiale, 2010).

Overall, unpaid internships are a major development issue and has attracted major interest from different stakeholders including government, private sector and civil society. In this chapter, literature has been collated to make meaning of internships (paid and unpaid) considering various aspect. This chapter has positioned internships (especially unpaid internships) as a major assault on humanity and that continues to grow regardless of various interventions made across the globe. It has been discovered from the literature that unpaid internship is an international problem that is common both in developed and developing countries. In addition, lack of income, lack of social connection, social class dynamics, labour market dynamics, and economic crisis have been cited as the main factors for the growing biases in internships (especially unpaid internships) both internally and locally. The implications of these ranges from those relating to economic, social, and psychological issues. The findings from the

literatures indicates that to address the complexities surrounding internships (especially unpaid internships), countries must focus on concerted efforts to redress the social issues related to it through developing strategies for boosting inclusive economic growth.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 INTRODUCTION

This chapter is an outline of the methodology or methods used in this study. In other words, this chapter present a comprehensive approach adopted by the researcher for the investigation of the complexities surrounding unpaid internships for historically disadvantaged students on the Westville campus of UKZN. This study employed a qualitative research methodology and is framed within a critical paradigm. Therefore, the chapter began by discussing the research paradigm to which this study is based on. In it, the chapter outlined the research design and research approach used to achieve the research objectives. In addition, the chapter described the data collection process, the study participants, the sampling techniques and sample size of the study. The chapter also covers a compressive section on the method employed to analyse the collated data and the reasons for such decisions. Ethical considerations and trustworthiness and credibility of qualitative research were also covered in this chapter.

3.2 RESEARCH PARADIGM

Understanding a research paradigm through which a research is carry out is a very critical component of every research project. As such, a research paradigm is described as “a set of methods that all exhibit the same pattern or element in common” (Meredith et al., 1989:305). Thus, they further argued that there are various aspects to through which research activities can

be classified, which include the methods to collect data, the duration of data collection, the methods used to analyse data, the nature of the units of analysis, the immediate purpose of the research, and many more (Meredith et al., 1989). Furthermore, Guba and Lincoln (2005) described a paradigm as a net that contains the ethics (axiology, epistemology, ontology and methodology, which serves as a set of beliefs that guide the implementation and facilitation of a research project. In addition, they argued that “a paradigm represents a worldview that defines, for its holder, the nature of the ‘world’, the individual’s place in it, and the range of possible relationships to that world and its parts, as for example, cosmologies and theologies do” (Guba & Lincoln, 1994:107). Here, paradigms are characterised through their ontology, epistemology and methodology. In simple terms, ontology is what exist and is a view on the nature of reality (Guba & Lincoln, 2005). In other words, ontology is concerned with the nature of reality and the nature of human beings in the world. On the hand, epistemology is mainly concerned with the manner through which reality can be known or understood. In other words, epistemology is our perceived relationship with the knowledge as to whether or not we are part of that knowledge (Guba & Lincoln, 2005). Therefore, a research paradigm can be described as theory through which researchers conduct research, or more formally establishes a set of practices for conducting research (Yvonne, 2010). As a result, there four main paradigms that governs research which includes positivism, post-positivism, critical theory, and constructivist. Consequently, given the nature and essence of this study, the researcher framed the study within a critical paradigm which is discussed in detail below.

The most difficult thing about this entire research exercise was establishing and sticking to a paradigm because of the exposure to different kinds of literature both scholarly and otherwise, overtime. There have been so many “scripts” (Healy & Perry, 2000) that have influenced the overall thinking process which was also an issue that the respondents themselves share as they are also academics. Furthermore, this study acknowledges the existence of paradigms such as positivist and postmodern ways of thinking that have constantly stood out in recent academic literature. However, instead of utilising these ways of thinking this study sought to utilise the critical paradigm. This is because of its relevancy in the overall purpose of both this study and the critical theory itself – to better understand, expose and ultimately resist social inequality (Van Dijk, 1998). This is because this study has elements of inequality within it. Critical paradigm according to Van Dijk (1998) is a type of analytical thinking or research that particularly looks at the way social power is abused, dominance and inequality are enacted, reproduced and resisted by text and talk in a political context. A positivist view might have

caused the unconscious asking of too many leading questions to reaffirm my own ideas whereas critical theorist take an explicit position (Van Dijk, 1998).

Increasingly, theorists have examined the use of critical theory paradigm in several fields as a research approach to guide knowledge development in various fields. As a result, this study used critical theory as a paradigmatic philosophical base for exploring and understanding the complexities surrounding unpaid internships for historically disadvantaged students on the Westville campus of UKZN. Central to this position is the argument that critical theory can provide the integrative framework for development of empirical knowledge that can cultivate inclusive development relative to internships in South Africa. Critical theory is therefore described as a research tradition that uses critical metatheoretical perspective as its point of departure about the production and usage of knowledge (Mill et al., 2001). Here, the ontology of critical theory paradigm assumes a mediating position between the extremes of subjectivism and objectivism and acknowledges the reflexive and subjective aspects of science (Morrow, 1994)². Furthermore, an analysis of the epistemological assumption of critical theory also suggest a position mediating between the extremes of positivism and anti-positivism. Thus, critical theory paradigm is based on the argument that the pragmatic rationality of a theory is linked to its potential effectiveness in solving problems, rather than its foundationalist ability to support or disagree with a theory – using empiricist techniques (Morrow, 1994). As a result of this exploration, critical theory provides a framework for potentially understanding and analysing the relationships among different forms of inquiry with specific methodologies and research problems (Müller-Doohm, 2017; Howell, 2016; Mill et al., 2001). In other words, critical theory provides a framework for potentially understanding and analysing the complexities surrounding unpaid internships for historically disadvantaged students on the Westville campus of UKZN.

3.3 RESEARCH METHODOLOGY

A research methodology or research design³ is described as a type of inquiry used to provide a detailed guide to the methods and procedures to be used to address research questions (Creswell, 2013). Denzin and Lincoln (2011; 2005; 1994) further add that a research

² Ontologically, critical paradigm argues that an absolutely representation of objective reality cannot be achieved.

³ A blueprint for data collection and subsequent analysis of the research collated data (Neuman, 2013).

methodology is determined by the nature of the research question and the phenomena under investigation. Suggesting that the research strategy or methodology utilized in an investigation should be seen as a tool to answer the research question(s). This study is geared toward exploring and understanding the complexities surrounding unpaid internships for historically disadvantaged students on the Westville campus of UKZN. This research did not aim at providing a definitive truth about the research topic but rather seeks to investigate different ways of looking at and driving youth and/or graduate employments in South Africa through internships. This was guided by the following specific research questions:

1. What is the push and pull factors that influence higher degree (HD) students to take up internships?
2. Why does compensation inform performance during internships?
3. How does socioeconomic factors influence internship opportunities and inequality among HD students?

It is therefore imperative that the researcher chooses a methodology for the study and a strategy that aimed at the positive findings of solutions to the above research questions. Consequently, a qualitative research approach was deemed plausible as the methodology because this research approach reinforces an understanding and interpretation of meaning relative to the underlying complexities surrounding unpaid internships for historically disadvantaged students on the Westville campus of UKZN. Here, qualitative research and qualitative analysis were used to captured what the underly complexities are relative to unpaid internships for historically disadvantaged students on the Westville campus of UKZN.

As noted by Bless et al (1995), a qualitative researcher can describe in-depth experiences of people's lives and social contexts that strengthen, support and/or diminish their living and working environment. Thus, many scholars described qualitative research as being inductive by nature whereby the researcher usually explores meanings and insights on the subject matter (Mohajan, 2018; Levitt et al., 2017; Corbin & Strauss, 2008; Weischedel et al., 2005). Punch (2013) further argues that a qualitative research approach is a type of social science research that collects and analyses non-numerical data that seeks to interpret meaning from the collated data to unravel social life through the study targeted populations or places. Similarly, McGuirk and O'Neill (2005:147) argues that "qualitative research seeks to understand the ways people experience the same events, places and processes different as part of a fluid reality; a reality

constructed by them through multiple interpretations and filtered through multiple frames of reference and systems of meaning making”. This type of research approach is said to be a multi-method in focus, involving an interpretive, and naturalistic approach to its subject matter (Miller et al., 2018; Gentles et al., 2015; Denzin & Lincoln, 2005; Hill et al., 1999; Denzin & Lincoln, 1994; Lincoln & Guba, 1985). Here, the multifaceted nature of qualitative research approach allows investigators to develop a holistic picture of the phenomenon in question. Thus, qualitative research approach seeks to investigate or study local knowledge and understanding of a given phenomenon, program, people’s experiences, meanings and relationships, and social processes and contextual factors that impact on the phenomenon under investigation. Denzin and Lincoln (2005) describe the following principles as the basics of qualitative research approach:

- ✓ Qualitative research is holistic; such that it looks at the larger picture and then seeks to understand the whole.
- ✓ It investigates or study the relationships within a system.
- ✓ It is geared toward understanding a give social setting, not necessarily on making predictions about that setting.
- ✓ It is a time-consuming analysis which requires an ongoing analysis of data.
- ✓ In a qualitative research design, the researcher is required to become or be part of the research instrument which usually incorporates a description of the researcher’s own biases and ideological preferences.
- ✓ Qualitative research approach is responsive to ethical concerns by incorporating informed consent decisions.

Correspondingly, Dey (1993) argues that while quantitative research approach is concern with numbers, qualitative research approach is concern with meanings where meanings are mediated mainly through language and action. The author further argues that in qualitative research approach, concepts are constructed in terms of an intersubjective language which allows us to communicate intelligibly and interact effectively (Dey, 1993). Indicating that instead of trying

to quantify social reality, qualitative research approach makes meaning of the social reality through engaging with people’s understanding of their lives. Therefore, in qualitative research, the objective is exploratory and descriptive instead of explanatory (Mohajan, 2018; Levitt et al., 2017; Gentles et al., 2015; Denzin & Lincoln, 2005). Here, the descriptive component of

qualitative research approach allows the research to provide a description of the experiences of the participants, which will either support or disagree with the theoretical assumptions on which the study is built-on (Smythe, 2012; Camic et al., 2003; Meyer, 2001).

While most research conducted in South Africa around youth and graduate unemployment relative to internship is scientific in approach (quantitative), some types of information cannot be condensed into numbers for analysis. In such cases, language provides a better and more sensitive way of conveying findings around youth and graduate unemployment relative to internship in South Africa (Bless et al., 1995). Hence qualitative research design is a flexible style of inductive reasoning research methodology (Creswell, 2013). This is a research methodology that seeks to understand the phenomenon of study by examining the different meanings individuals attach to diverse social and human problems (Basias & Pollalis, 2018; Kahlke; Creswell, 2013). As a result, the descriptive nature of this type of research approach enables the readers to understand the meanings attached to the experiences, the distinct nature of the problem and the impact of the problem (Smythe, 2012; Camic et al., 2003; Neuman, 2002; Meyer, 2001). Therefore, in qualitative research, reality is socially constructed, and it is believed that it is influenced by different external factors. Here, the worldview and reality that is constructed and lived by the actor is influenced by factors ranging from environmental, economic, geographical, political, culture, gender, race and class (Neuman, 2002). Hence, in social research such as the current study, qualitative research is critical to understanding complex social phenomenon and the context through which the actors behave and experiences the phenomenon (Neuman, 2002). More so, qualitative research approach is suitable for this study since it is aim at exploring the relationship between internships and opportunities for youth and graduate employment – especially for historically disadvantaged groups (Bless et al., 1995). This is critical to producing desired results since qualitative research approach provide researchers with the opportunity to probe more deeply the ‘why’ and ‘how’ of an issue – enabling the understanding of an individual’s life experiences, beliefs and attitudes – thus providing more data on the topic (Bless et al., 1995).

Therefore, a qualitative research was deemed plausible for this research study since the purpose of this study was to explore the complexities surrounding unpaid internships for historically disadvantaged students on the Westville campus of UKZN. The study is qualitative and exploratory in nature. Within the classical understanding of qualitative research, there are three broad categories of collecting data: interviewing; participant observation; and the use of

personal documents (Mouton & Marais, 1991). Thus, in this current study, the objectives were addressed through interacting directly with the study participants who gave meaning and interactions of the issues under investigation. Therefore, the used of qualitative research approach here allows the researcher and the participants to address the questions under investigation in relation to internship programmes and employment opportunities for youths and graduates in South Africa.

3.4 RESEARCH SETTING

3.4.1 Historical background of the study area

The University of KwaZulu-Natal came to existence 1 January 2004 according to the University of KwaZulu Natal's website (Ukzn.ac.za, 2019). Two major universities joined forces to become one big institution. These universities were the University of Durban-Westville with the University of Natal (Ukzn.ac.za, 2019).

The website further explains that the "University of Durban-Westville (UDW) was established in the 1960s as the University College for Indians on Salisbury Island in Durban Bay" (Ukzn.ac.za, 2019). The number of students throughout the 1960s were low because of policies that governed South Africa at that time which caused a lot of conflict (Ukzn.ac.za, 2019). The University of Durban-Westville became an autonomous institution in 1984 after much struggle and protest and this meant that students of all races could attend. (Ukzn.ac.za, 2019).

Therefore, this study was conducted in a university because students stand to benefit the most from a study on internships. They are in a unique position where they could be linked with a company and an institution of higher learning. These are both very significant actors within employment or labour relationships (Kaufman, 2017). Also, students were chosen because the researcher anticipate that the students will be free to speak about any company and/or risk losing their job. It was more convenient for the researcher in this way as the participants would have some level of freedom to express themselves. Interns or people that were fully employed would have been problematic in this regard.

3.4.2 Study location

The study location, UKZN Westville campus, is located 29. 49' 30" S and 30. 56' 30" E of the equator (Ukzn.ac.za, 2019).

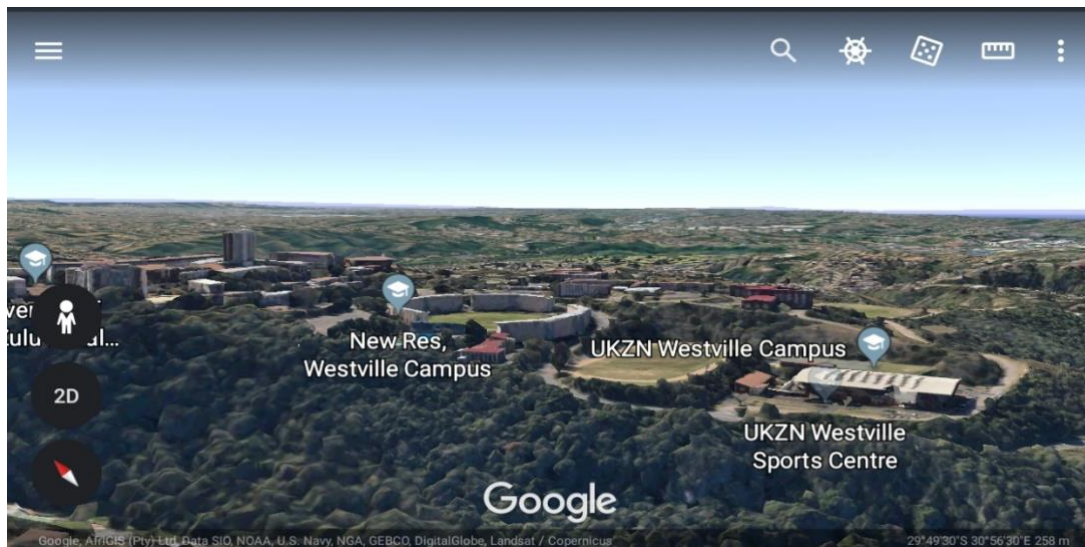


Figure 3. 1: Shows study location (Google Earth, 2019).

The study location is located in Durban which is within the province of KwaZulu-Natal (ukzn.ac.za, 2019). It is also very close to UKZN Howard campus as shown in **Figure 3.2**, which is also part of the larger UKZN institution.

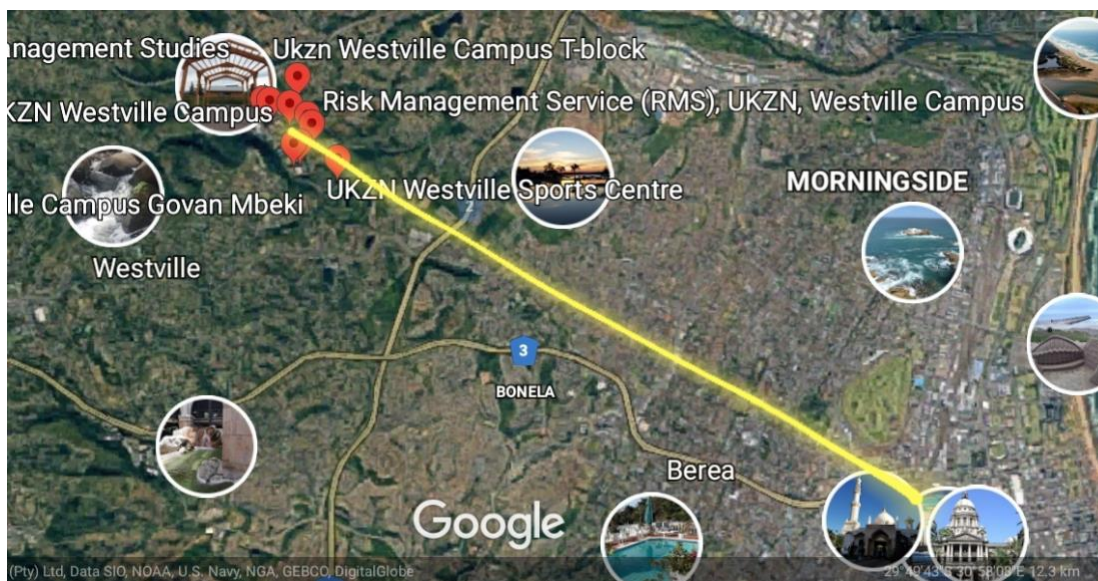


Figure 3. 2: Shows a Map of UKZN with the distance between Westville and Howard Campus (Google Earth, 2019).

This campus was chosen because of its history and geographical proximity to where the researcher studies (UKZN Howard campus). See **Figure 3.2**. It is also rich in history and diversity which hopefully will provide a more diverse group of respondents given the now inclusive nature of the institution. This allows for more points of views.

It is important to note that within its core values, the institution does aim to “Promote access to learning that will expand educational and employment opportunities for all” (Ukzn.ac.za, 2019). This brings forth two questions. The first question being “how exactly do they go about it?” and the second being whether or not internships are part of that expansion of educational and learning opportunity. This study will also explore and seek to answer questions of how the institution collaborates with students and prospective employers to make sure that the transition from school to working life is as smooth as possible especially for students.

3.5 DATA COLLECTION PROCEDURE

The prime purpose of this study is to explore the complexities surrounding unpaid internships for historically disadvantaged students on the Westville campus of UKZN. Consequently, because this study employed a qualitative research approach, the researcher collected primary data from the study’s participants using both semi-structured interviews and in-depth interviews. According to Goeldner and Richie (2006) primary data is an original data which is collected by researchers for a specific research project. Although questionnaires are one of many ways which are widely used to collect primary data, there are other techniques, such as structured interviews, in-depth interviews, and observations through which primary data can be obtained by researchers (Goeldner & Richie, 2006). The advantage of primary data is that it is specific to the study (Goeldner & Richie, 2006).

Unlike other methods of data collection, both semi-structured interviews and in-depth interviews provided answers to critical questions regarding the participants perceptions regarding internship programmes relative to employment. Thus, Fylan (2005:65) argued that “semi-structured interviews are simply conversations in which you know what you want to find out about and so have a set of questions to ask and a good idea of what topics will be covered, but the conversation is free to vary, and is likely to change substantially between participants”. As a result, this indicates that the used of semi-structured interviews and/or in-depth interviews is suitable for exploratory studies such as the current study where the research questions cannot be narrowly defined (Fylan, 2005). Therefore, since the objectives of this research focused on understanding experiences, opinion, behaviours, attitudes, values and processes, the used of semi-structured interviews and/or in-depth interviews were deemed plausible as a qualitative tool to generate “facts”, or insights into or understanding the experiences, opinion, attitudes,

behaviour, processes, or predictions of the participants relative to internship programmes (McIntosh & Morse, 2015; Rowley, 2012; Louise & While, 1994). More so, the semi-structured interviews used for this study also provided in-depth insights concerning internship programme in relation to employment opportunities (**See appendix 1**). This data collection method allowed the participants to express their experiences and perceptions in an open-ended manner, and thereby provided adequate data to understanding the issues being investigated in this study.

Furthermore, as also used in social research studies, in-depth interviewing is critical to understanding the lived experiences of people and the meaning they make of their experiences and perceptions (Seidman, 2013; David & Sutton, 2004). Thus, the used of semi-structured interviews in this study served as the base to give participants more control over the research process. Consequently, during the semi-structured interviewing, the researcher directs the participants' responses to specific areas of inquiry⁴ (McIntosh & Morse, 2015). As a result, the researcher utilized their expertise to generate in-depth information on the subject under investigation. Therefore, Lowe (2011), described semi-structured interviews as a process of asking open-ended questions using identified themes in a semi-structured manner which is interposed with probes designed to generate more elaborate responses. Hence, as a common practice in qualitative studies, the used of the interview guide in this study during the data collection phase aided the researcher to direct the conversation toward the topics and issues about which the researcher intended to study. This was an ideal technique for this study as it addressed unequal power relations that are reinforced by other research methodologies such as survey questionnaires (Hoffmann, 2007).

Therefore, the in-depth interviews were conducted with students during the day, based on a time that best suited them, while keeping in mind the study's deadline. Participants were referred by the initial respondent to give me my desire number of participants. A semi-structure interview questions were prepared for the interviews and the entire interview was recorded. The data for this study was collected in November of 2019.

⁴ In other words, participants' responses are focused to particular aspect of their experiences to generate in-depth information or clearer perspective of the experiences or perceptions.

3.6 SAMPLING AND SAMPLE SIZE

3.6.1 Study's Sampling Method

A non-probability sampling method was used in this study when it came to choosing respondents which then took the form of snowball and convenience sampling (Marshall, 1996). To find the first respondent, a convenience sampling approach was utilized. This first respondent then identified other respondents for the snowball sampling stage (Marshall, 1996). Unfortunately, convenience sampling is not very rigorous as it involves the selection of the most accessible people (Marshall, 1996) but the limitation of the study which are mentioned in the “SWOT” analysis (Mindtools.com, 2019) section of this study, meant that it was the most plausible method of sampling. Furthermore, snowball sampling has become a key non-probability approach to sampling design if the group has networks that are difficult for outsiders to penetrate (Sudman & Kalton, 1986) and this was true for this research as well. Traditionally, university students are not a hard group to penetrate but with the growing anti-social culture especially among university students, it is difficult to steer students’ attention away from their mobile phones or ask for their time especially if you have nothing monetary to offer them in return. This is when snowball and convenience sampling came in handy as the only difficult part is finding the initial respondent. After that there is a snowball or domino effect that comes because of referrals (Biernacki & Waldorf, 1981).

Furthermore, many students were unwilling to participate as students tend to either not be in the mood or are too busy to participate especially since this study was conducted during exam season. It was therefore helpful to use a non-technical type of sampling to reach the required sample size. Furthermore, convenience sampling method was used in this study because it is usually not expensive and was not time consuming (Marshall, 1996). Therefore, this study employed a non-probability sampling method. Here, non-probability samples comprise of non-randomisation and are based on convenience or accidental, purposive, quota, volunteer, and expert types (McIntosh & Morse, 2015)

3.6.2 Sample Size

This study involved fifteen (15) final year students at the University of KwaZulu Natal (Westville Campus) that went through both the semi-structured questions and the interviewing process. The small size of the sample size emphasized quality over quantity which is the nature

of a qualitative study. This was also to avoid “unsatisfactory saturation” (Parker & O’reilly, 2013). Therefore, a sample consisting of 15 participants were selected using a convenience sampling technique. The decision to use a sample size of 15 participants was based on the idea to generate the information richness in which the aim is to understand the common perceptions and experiences among the group. Correspondingly, the individuals interviewed relatively share common characteristics. They comprise of both males and females, ages range between 20-30 years, are final year students, and from disadvantaged backgrounds. Since the purpose of this study was to study the complexities surrounding unpaid internships for historically disadvantaged students on the Westville campus of UKZN – based on the issues of internship and employment.

3.7 DATA ANALYSIS

In qualitative research, it is critical that researchers analyse qualitative data in a manner that fully described and understood the participants’ live experiences by examining how the participants construct the meaning of their lived experiences in their natural context (Bless et al., 1995). In addition, Mouton and Marais (1991) argues that a data analysis is the process whereby a phenomenon is broken down into its constituent parts for it to be understood better. Thus, in this qualitative study, the gathered data was analysed using a “thematic analysis⁵” (TA). In addition, a thematic coding and analysis of the data helped the researcher in meeting the objectives of the study. Here, thematic coding and analysis emphasizes pinpointing, examining, and noting down themes or patterns within the collated data which helped the researcher in defining the discourses (themes) associated with a specific research question (Braun & Clark, 2006). A theme “captures something pivotal about the data” as it correlates to the research question and represents “some level of pattern-like response or meaning within the data collected in a particular study (Braun & Clark, 2006). This part of the process mostly requires the judgement of the researcher. The significance of a theme is dependent on how much it relates to the research topic and questions (Braun & Clark, 2006).

⁵ A thematic analysis is a data analysis technique that involves identifying and reporting patterns or themes within a collated data (Braun & Clark, 2006). This method “minimally organizes” and explains the collated data in detail and as well as interprets the themes or discourses that emerges from the collated data (Braun & Clark, 2006).

Thematic coding takes place in six phases (Maguire & Delahunt, 2017; Braun & Clark, 2014; 2006). These include becoming familiar with the data, generating initial codes, searching for themes, reviewing themes defining and naming themes and lastly, producing a report (Braun & Clark, 2006). This means that thematic analysis best suits this kind of study. In critical theory paradigm, the method of thematic analysis (TA) has become a common practice (Burns, 2006). Thus, this study employed a TA methodology to analyse the collected data and to understand the complexities surrounding unpaid internships for historically disadvantaged students on the Westville campus of UKZN. In doing so this research identified different themes rather than providing an absolute answer to the problem. Suggesting that a TA “involves telling an interpretative story about the data in relation to a research question” (Clarke & Braun, 2014: 6626).

Thematic analysis occurs in six phases (Maguire & Delahunt, 2017; Clark & Braun, 2014; Braun & Clark, 2014; 2006) as follows:

Phase 1: *Becoming familiar with the data.* During the first phase of the TA, the researcher read through the collected data to familiarized myself with the data and to get a feel for the different responses from the participants. And while reading through the transcribed data, the researcher made note of the ways in which the participants constructed the meaning of internship relative to employment and how it impacts on the overall experiences of the participants. This is the initial reading which also involved formulating potential “start codes” and involved taking notes (Maguire & Delahunt, 2017; Clark & Braun, 2014; Braun & Clark, 2014; 2006). Thus, the transcribed data were read many times to ensure that the constructions of the concepts were fully grasped and documented by the researcher. In other words, the data was read and re-read until the researcher was convinced that there was no evidence of any new trends or interpretations from the text. More so, the researcher also noted the similarities at phase 1 of the analysis on how the participants constructed ideas and attached meaning to their constructions.

Phase 2: *Generating initial codes.* This is where the theme that was reoccurring within the data set was identified, keeping in mind if it related to the research topic at hand. These codes were written on a section of the paper/table and sometimes highlighted in different colors. This first wave of codes is rarely efficient thus it was important to refine those codes by adding, subtracting, splitting or combining potential codes or words (Maguire & Delahunt, 2017; Clark & Braun, 2014; Braun & Clark, 2014; 2006).

Phase 3: *Searching for theme.* This is when the researcher combined overarching themes within the data and identifies broader patterns and links that are formed within the data. These themes are usually in the form of phrases or sentences which provide meaning for the codes (Maguire & Delahunt, 2017; Clark & Braun, 2014; Braun & Clark, 2014; 2006). Identification of these theme was made easier by highlighting each theme in a specific colour.

Phase 4: *Reviewing theme in two in two steps.* Step 1 involved reviewing coded data and step 2 involved the collective data forming a thematic map of the analysis. This was when data that supported or refuted the theory was identified. Here, there can be connections between overlapping themes which can indicate the emergence of a new theme. Some themes also fell by the ways side or require more depth (Maguire & Delahunt, 2017; Clark & Braun, 2014; Braun & Clark, 2014; 2006).

Phase 5: *Defining and naming themes.* At this stage specific aspects of data were captured along with what was interesting about specific themes and why. The data was also further refined, and each theme was explored to identify its specific meaning within the larger data set (Maguire & Delahunt, 2017; Clark & Braun, 2014; Braun & Clark, 2014; 2006). Therefore, during this phase, the researcher identified common constructions or meanings that emerged from the collated data. These identified constructions were then deconstructed to gain a better grasped of each discourse as portrayed or constructed by the participants. And during the deconstruction process, the researcher examined the text for contradictions, similarities and ambiguities emerging from the constructions as portrayed by the participants. Thus, at phase 5 of the analysis process, the researcher also identified the objectives of the research based on the language used by the participants. Therefore, after the discourses were deconstructed, the researcher searched for similarities and differences based on how the participants discussed about the different discourses.

Phase 6: *Producing the report.* Following the process of categorizing and searching for differences and similarities in how the participants attached meaning to the discourses, the researcher then integrated the different constructions. Thus, at phase 6 the researcher constructed a holistic and comprehensive view of the emerging discourses or constructions. Thereafter, the researcher consequently summarized the results under each theme in a narrative style that seeks to describe the complexities surrounding unpaid internships for historically disadvantaged students on the Westville campus of UKZN while still relating the findings to the collected data. Here a dialogue representing or supporting each theme was presented to

increase validity and merit of the analysis (Maguire & Delahunt, 2017; Clark & Braun, 2014; Braun & Clark, 2014; 2006). Hence, the researcher used the six steps of thematic analysis process as prescribed by Braun and Clarke (2006: 87-93) for the organization and interpretation of the collected data.

It is worth noting that thematic analysis is “not exactly critically acclaimed as an analytic method” (Braun & Clark, 2006: 93). This is arguably because it is poorly demarcated and claimed yet widely used (Braun & Clark, 2006). Furthermore, the coding and analysis process was done manually in this research. The manual process although more tedious to some, because of the reading and re-reading of the texts (Braune & Clarke, 2006), proved more helpful through writing note and highlighting certain codes and themes of interest to identify patterns (Braune & Clarke. 2006) within complexities surrounding internships.

3.8 ETHICAL CONSIDERATIONS

For the safety of the participants, their names have been changed. Also, to meet ethical standard of the UKZN institution, during the interviews participants’ rights were rights to them by the researcher. Approval from the Humanities and Social Science Ethics Committee was obtained which allowed the researcher to conduct this study (**See appendix 2**). A consent form was also given to each participant to understand their rights and only sign upon agreeing to take part in the study voluntarily (**See appendix 3**). Also, permission was asked from the participants before recording the interviews. Lastly, a gatekeeper’s letter (**See appendix 4**) from the registrar’s office was obtained in order to make sure that the institution was aware of what was happening.

3.9 TRUSTWORTHINESS AND CREDIBILITY

The overriding question to take into account in qualitative research is how to ensure a high-quality research and results. While a quantitative research pride itself with the extent to which results are consistent over time (reliability) and whether the study truly measures that which it was intended to measure (validity) (Denzin & Lincoln, 2005), qualitative research disputes with the idea of generalizability of findings and argues that meaning is historically contingent and therefore no two people can experience the same ‘thing’ in the same way. Thus, with

qualitative research, there is a multiplicity of data and findings can therefore not be generalized across different contexts (Denzin & Lincoln, 2005). Validity in qualitative research can also be seen in the extent to which the researcher provides enough detail to enable the readers to interpret the meaning and context of what is presented (Smythe, 2012; Mouton & Marais, 1991). Similarly, some scholars also argue that the trustworthiness of a qualitative research process can be determined by the extent to which the researcher provides information and the processes through which the end results are met (Basias & Pollalis, 2018). Therefore, validation is contingent on the transparency with which the data collection and analysis procedures are presented. In other words, the trustworthiness of a qualitative research is contingent on the transparency through which the research was conducted. In addition, the use of sufficient verbatim quotations was also taken into account to boost the trustworthiness of the research results. As a result, the researcher used direct quotations from the original data collected and present them in the final report as a way of clarifying to the reader the data collected and the way it was interpreted (Bless et al., 1995).

3.10 CHAPTER SUMMARY

This chapter gave a detail presentation of the research methodology used to achieve the research goals. In it, the chapter began by presenting the research paradigm and as well as the research approach employed in this study. The study employed a qualitative research approach. The chapter also briefly explained why a university was chosen as a study area and why the participants were students. Furthermore, explanations of the data collection methods used were also given along with reasons for why certain methods were chosen as opposed to any other methods. The chapter further highlights in sequence, the steps that were followed as a reference point and guideline during the data collection and analysis process.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION OF FINDINGS AND DISCUSSION

4.1 INTRODUCTION

This chapter presents the findings for the study that seek out to explore the complexities surrounding unpaid internships for historically disadvantaged students on the Westville campus of UKZN while still relating the findings to the literature reviewed in chapter 2 of this study. While lack of work experience may seem as one of the causes of graduate unemployment, this study found that graduate unemployment is caused by the combination many factors. Here, unpaid internship for poor economic students was cited as one of the main reasons for lack of work experience and graduate unemployment. Furthermore, the results shows that discrimination and nepotism undermine graduates' employability despite their capabilities. The evidence of these factors as reported by this study's participants is presented in three themes as seen in Section 4.3.

4.2 DEMOGRAPHIC PROFILE OF THE PARTICIPANTS

The study's participants were all black and were between the ages of 20 and 26. One was a foreign/international student. There were more male (9) than female (6) participants because those males were more willing to participate than their female counterparts. Given that it was a convenience sample, this was possible and did happen (Marshall, 1996). The class background (**Table 4.1**) was determined through self reporting. Only one participant classified themselves as upper middle class while six participants identified themselves as middle class. Furthermore, 8 out of the 15 participants identified themselves as lower-middle class. These participants were either in third year or at honours level.

Table 4. 1: Show participants' demographic profile

Participants' pseudo names	Age	Gender	Race	Level of Study	Type of degree	Class Background
1. Terrence*	25	Male	Black	Honours	Management	Middle

2. Thabo *	25	Male	Black	Third	BSc general	Low-middle
3. Musa*	21	Male	Black	Third	Management	Low-middle
4. Thembi*	21	Female	Black	Third	BSc Biological Science	Middle
5. Taphiwa*	20	Male	Black	Third	BSc General	Low-middle
6. Vusi*	24	Male	Black	Honours	BSc GEM	Middle
7. Vuyani*	23	Male	Black	Honours	BSc GEM	Upper- middle
8. Mlondi*	25	Male	Black	Honours	Management	Low-middle
9. Sethu*	22	Female	Black	Third	BSc General	Low-middle
10. Lindo*	24	Female	Black	Honours	BSc GEM	Low-middle
11. Thamiso*	22	Male	Black	Honours	BSc GEM	Middle
12. Jabu*	23	Female	Black	Honours	BSc GEM	Middle
13. Luthando*	23	Female	Black	Honours	BSc GEM	Middle
14. Palesa*	26	Female	Black	Third	Management	Low-middle
15. Vuyo*	23	Male	Black	Third	BSc General	Low-middle

4.3 FACTORS INFLUENCING INTERNSHIPS

4.3.1 Theme 1: Push and Pull Factors of Participating in Internships

This study found that lack of work experience in the labour market is the leading cause for students taking up unpaid internships. Here, the stagnant South African economy is unable to create adequate employment opportunities for youths and graduates, thus students are forced to take up unpaid internships in order to make themselves more appealing in the labour market. Correspondingly, because the country's labour market is not expanding simultaneously as the

number of graduates which increases rapidly every year, unpaid internships serve as a strategic move of making graduates more appealing. In other words, the competitive nature of the South African labour market left the participants with no choice but to engaged in unpaid internships. Much like the theoretical framework of the employment relationship (Kaufman, 2017), the first theme of this study relies heavily on what the employer and employee bring to the table or stand to benefit. Internationally, the main reason why people do unpaid internships is because in the United States of America for example, there is a perception that employers respond more favourably to internship experience according to Curiale (2010). This “experience” is said to help young people “get their foot in the door” (Curiale, 2010). Similarly, in Australia, students pursue work experience and work-integrated learning (WIL) programs to improve their employment prospects on graduation in a competitive labour market (Cullen, 2011). In South Africa, the sentiment of employability and setting one’s foot in the door is reiterated by Maharasoa and Hay (2001). Similarly, according to the participants in this study the theme unpaid internship being a way of gaining work experience was also consistently highlighted. It seemed to be the only reason that was known.

“Yah cause ungabhala kwiCV”. (yes, because you can write it on your CV) (Thabo, November 2019).

“It makes it easier to find a job like most recruiters prefer someone who is clued up on what goes on and has some level of experience so that they don’t have to retrain and don’t have to spoon feed that person the work again but.... anyways no it could be easier to find a job” (Vusi, November 2019).

“mina for me it’s more or less the same cause we get to learn about the job sitholi experience” (Thembi, November 2019).

“...to my experience it’s classified under work experience which companies look for when hiring” (Thamiso, November 2019).

Although studies have highlighted that students take up unpaid internships because it is part of their academic requirements, the participants of this study made no mentioned of such claims. For example, in America, law students partake in unpaid internships for the sake of finishing their articles (Bacon, 2011). This is also true for Australian students according to Cullen (2011). In South Africa, student doctors were highlighted by Erasmus (2012) as an example of unpaid internships or “service – being part of the curriculum. In contrast to the literature, the

participants of this study did not mention any other reason for internship besides experience. This, the researcher attributed to either lack of time as it was exam season or just lack of interest in answering the questions at length. However, the most similar response by a participant got to linking unpaid internships with their curriculum was in terms keeping their skills sharpened while looking for a job after graduation. This reason can be classified under the unitarist element of the theoretical framework. This is because both the employer and employee are benefiting from each other (Kaufman, 2017).

“They most certainly do make it easy to find a job cause you’re better than someone sitting at home. For me as a GIS person, if I did an unpaid internship it would benefit me if I went to a GIS company so that would benefit me. The tasks I would likely be given would be related to my career or degree. This is purely ideal though, but I haven’t seen it practically. But I do think it can add some weight into you CV” (Vuyani, November 2019).

Furthermore, another interesting finding in terms of experience was that of internships being a way to learn skills. According to the literature, Dennis (1996) highlights that doing an internship whether paid or unpaid helps young people develop certain skills. These according to Dennis (1996) include time management, communication, self-discipline, taking initiative and an overall better self-concept. Unfortunately, most participants did not go into detail on what entailed experience, but it was clear that they knew that there was indeed some kind of experience that could be obtained. Those that did attempt to specify spoke of exposure, skills acquisition and practise much like Dennis (1996) mentions in the literature.

“Yah basically that the advantage will be working with people who are already in the industry who already have the experience that one that would be looking to broaden their skill set on that specified field would enjoy if they were under.....the company.....so yah it’s the exposure that you get and the experience...” (Vusi, November 2019).

Additionally, an interesting reason for unpaid internships that one participant pointed out was that of unpaid internships being a source of cheap labour for companies. Which was one of the pull factors highlighted in the literature. According to Curiale (2010) money is “saved” by finding candidates that are willing to work for free. Similarly, my participant had a similar response.

“I see it as a source of cheap labour...” (Terrence, November 2019)

Therefore, the results from this study highlight that the main reason students take up internship is mainly for gaining work experience. Unpaid internships are evidently seen as being a gate way to a job or as a “way to get one’s foot in the door”. This is a common reality in both internationally and locally context (as depicted by these participants). Most importantly, from this analysis, the researcher identified that the employer and the potential employee both have roles to play. The company provides experience and the employee provides labour and, in that way, they become co-dependant (Kaufman, 2017). This ties in with the unitarist element of the theoretical framework (Kaufman, 2017).

4.3.2 Theme 2: Role of Compensation

Compensation was a reoccurring issue throughout this study. Thus, the results from this study revealed that compensation is the second factor influencing internships among the participants. In other words, compensation is another factor influencing the complexities surrounding unpaid internships for historically disadvantaged students on the Westville campus of UKZN. As evidenced by the participants, compensation influences performance during internships. Compensation was also linked to many other issues apart from performance such as exploitation and other social issues. Also, the theoretical framework also speaks of compensation or “rewards” (Kaufman, 2017) in all four of its elements (i.e. the unitarist, pluralist, Marxist and radical) so it is a very significant theme. Here, the participants highlight the implications what happens when there is the presence of compensation and what happens when there is absence of compensation.

From the collated data, the role of compensation is that of a motivator. The participants highlight that compensation increases work ethic. When you are not paid, the participants think that you tend to not give it your all and feel like the company is not investing in you. This results in the interns becoming demotivated. This finding supports the argument that compensation makes participation possible (Curial, 2010). Thus, the absence of compensation can drastically affect their overall performance during their internship (Yamanda, 2002). For example, some of the participants interviewed expressed the following as a positive role that compensation plays during internships:

“Yes I think it (compensation) is very important so that candidates would be more encouraged to do better in the work they do because they are getting paid” (Vusi, November 2019).

“I feel like they’re not beneficial if they are unpaid because as students, you wanna experience the workplace. So, if you do something and you get paid it motivates you to like do your best in order to carry on” (Vuyo, November 2019).

However, the absence of compensation was expressed to playing a negative role towards internships performance. This “cause and effect” is also part of Kaufman’s (2017) employment relationship theoretical framework. Particularly, it relates to the unitarist element. While it is believed that graduate education institutions to some degree are meant to feed the labour market through producing competent graduates with skills and knowledge needed by industry, the findings of this study revealed that unpaid internships have a negative influence towards ensuring that graduates are motivated to be part of the labour market. Furthermore, participation within the workplace is also ensured if compensation is present because interns are able to afford their social needs and be able to transport themselves if needs be. Thus, the student can perform at their best if they only worry about work and not how they will pay for their rents and daily needs. This was highlighted by one of the participants as follows:

“In most cases where in terms of ama commercial entities where they offer internships and stuff in cases where they don’t pay I doubt kutsi uyagurantee anything (like a job possibility) within the company so you don’t have that confidence. So, you don’t excel you always think “I’m still gonna leave this organisation” and don’t reach your potential” (Thembi, November 2019).

Another role of compensation as highlighted by some of the participants is that it also benefits the employers since students in return will perform their duties effectively. They further highlighted that it is going to add value to the company’s image. For example, there are organisations such as the American Bar Association that make sure that compensation is given to all law practitioner even at the lowest level (Fink, 2013). The organisation also holds non-compliance companies accountable (Fink, 2013). This is within the pluralist element of the employment relationship theoretical framework (Kaufman, 2017) as the conflict that arises from the uneven allocation of rewards gives rise to different groups that try to resolve it. So, if a company complies they look good in the eyes of society. In the South African context,

Gregory (2012) highlights how during the Reagan administration in the United States, the Sullivan Principle code of Conduct was implemented. This resulted in South Africa being sanctioned because of their then oppressive policies (Gregory, 2012). This was to make sure equal opportunities were given to all people including previously disadvantaged backgrounds (Gregory, 2012). In as much as it did more harm than good in the beginning, it pioneered the way in which South Africa and other countries would later want to be viewed by the world to be able to trade.

“Uhm look South Africa has been pushing for transformation more than any other country to my knowledge. I think every year it gets a little easier for disadvantage people and females because it makes companies look good internationally if they care about things like that. However, there are still family-owned business that could be helping their friends or family with internships...” (Thamiso, November 2019).

Therefore, the findings from this study revealed that unpaid interns, especially those from historically disadvantaged backgrounds get the raw end of the stick when there is lack of compensation (Curiale, 2010). This is because according to Curiale (2010), their participation is limited. For this reason, they become stuck in a cycle of poverty because their upward mobility has a glass ceiling (Curiale, 2010). As mentioned in the literature, previously disadvantaged students are financially excluded from participation (Hakim, 2004). Here, Hakim (2004) further argues that people who are excluded from gaining entrance into work experience are people who cannot afford to be unpaid – these are people from developing countries or lower socio-economic backgrounds.

This sentiment is echoed by some of the participants from Westville campus when they talk about their backgrounds being the reason they cannot participate as adequately as other students do. When compensation is not there, it puts the interns at a further disadvantage. Essentially, the participants emphasised the needs that are needed personally and professionally as the main role of compensation besides it just being an incentive to work harder. This links well with an American example given by Rochester (2017) about how internships are luxuries that some just cannot afford (Curiale, 2010), it makes it harder for historically disadvantaged students to participate. This is especially true given that some students also must deal with black tax (Rochester, 2017) on top of supporting themselves. This also highlighted of another aspect of exploitation which was pointed out by some participants who spoke about race and how the benefits are different across racial lines.

“Yah it’s very important especially if you have dependants. Like some people must support their parents even as students...” (Lindo, November 2019)

“I... I... I think it’s very important that you get payment especially as a black person...I don’t know about other races but definitely a lot of black people like we can’t or don’t have the opportunity to work for free. Money for work gear, you know and also once you state that you work there is a level of independence that your parents now expect. It’s not just ideological it’s forced on us as a country because our economy is not great. There is pressure to meet basic needs and that is impossible if you are poor and work for free” (Vuyani, November 2019).

“Yes very!!! We all need money to support ourselves so if you don’t get paid it is difficult” (Jabu, November 2019)

“Manami ngicabanga kanjalo kutsi mawuphuma emndenini ohluphekayo awuzokwazi ukuthola intezi fana no transpothi kutsi udle nawe olunch kanjalo.”(I think that when you come from a poor family you need money for transport and lunch, things like that) (Thembi, November 2019).

This where the Marxist class struggle that Kaufman (2017) highlights in the employment relationship theoretical framework. Essentially the “cycle of poverty” Curiale (2010) talks about is one of the “systems of inequality” (Kaufman, 2017) that cause conflict in society according to the theoretical framework.

Furthermore, another negative role that unpaid internships plays is the exploitative nature of it as highlighted by all the participants. Thus, the perception of internships especially unpaid internships being exploitative was common among nearly all the respondents and even more so in the literature. This raises questions regarding the value of internships to graduates and its role to graduate employability as expressed by all the participants. Thus, the expression of the participants supports the arguments that unpaid internships give way to exploitation as some employers then opt to hire unpaid interns as opposed to paid labourers which increases the rate of unemployment (ILO, 2018). The more common unpaid internships become, the more distinct the class divide becomes – especially among entry level job seekers (ILO, 2018; Curiale, 2010). Here, Glenn (1992), rightly argues that unpaid internships are a luxury that people who are socioeconomically disadvantaged cannot just afford (Curiale, 2010). Here, most participants who have had encounters with issues regarding unpaid internships pointed

out the idea of being powerless to change the situation. This they said would lead to more exploitation and being taken advantage of at the hands of companies. This can even include harassment in the workplace or being over worked. The participants also mentioned that sometimes you end up doing work that is not related to the career. This aligned with the statement made by Amanda (2002) in the literature when the author says that interns or young people are particularly vulnerable at this stage of their career, so they become targets (Amanda, 2002). The second part about exploitation is that of having to do jobs that are not related to one's career path which Braun (2012) highlights. In the United States of America for example, Braun (2012) talks of exploitation being rife in the unpaid internship industry with some students ending up only fetching coffee or cleaning kitchen and toilets (Braun, 2012). The participants seem to share an almost similar sentiment. To this effect, some of the participants had strong opinions on the matter as follows:

“Why would you want someone that person to work when you don't have the funds to pay that person to me it's like you are manipulating” (Musa, November 2019)

“It's that people take advantage of you, you will work long hours, or they won't teach you anything like you'll just be getting people tea and answering the phone in the front desk” (Palesa, November 2019).

“...some are frustrated at the workplace cause the work they give them is not related to the job they are doing. Not that you are getting coffee... like you will work but at the same time wendza izinto zomuntu (do other people's personal projects) on the side that are personal which means longer hours” (Musa, November 2019).

“But disadvantages are that you could be exploited, working extra hours or doing remedial tasks like making coffee or tea, stuff like that” (Thamiso, November 2019).

“...you're more attractive in the market but it feels exploitative. An unpaid internship is not beneficial to the black child period” (Vuyani, November 2019).

This theme ties in with the ideas of interns lacking knowledge about their rights which prevents people from identifying the problem. Thus, leading to the normalisation of uncondusive situation such that the cycle of poverty and unpaid internship continues. This was also seen in the literature where some young people are quoted saying “Any internship is better than no internship” (NACE, 2010). These are phrases that are very common in the internship space (NACE, 2010). This makes it easy to buy into ideas of “intangible future benefits” and the

normalisation of free labour (Curiale, 2010) while ignoring the real issues that could be a stumbling block towards breaking the cycle of poverty. *Terrence* (one of the participants) was one such participant who vehemently proclaim this idea. As mentioned in the literature, the legality of unpaid internships is unclear and complex, thus, it can easily be manipulated by employers (Curiale, 2010).

“Also at the end of the day you acquire a skill, some people pay much to acquire a skill and, in this case, you didn’t pay like in a school...okay? And somebody tutors you so at the end of the day you are not paid but whatever skill or knowledge you get then, you might get double the payment in future. The only disadvantage is a temporary inconvenience, okay...yah...like some people know you are working but yah you have nothing to show for it. But the knowledge is immeasurable, not tangible but in future it will come up” (Terrence, November 2019).

4.3.3 Theme 3: The inequalities of socioeconomic status and internship opportunities

This theme set out to analyse how socioeconomic factors or status influences internship opportunities among the studied participants. The theme also evaluate how participants social class can serve as a catalytic force to take on paid and/or unpaid internship opportunities. Furthermore, beyond just being a comparative discussion, this theme highlights other complexities that exist within unpaid internship that fall under the theoretical framework (Kaufman, 2017). For example, this entire theme speaks to the Marxist element of the employment relationship theoretical framework (Kaufman2017). Class struggles are clear in this theme and inform peoples experiences and by extension, perceptions on unpaid internships. This is what Kaufman (2017) explains as being the core of the Marxist element of theoretical framework. While there are other common causes of graduate unemployment such as lack of employment itself in the labour market, socioeconomic status is another drawback for graduate employability. As evidenced in this section, participants within higher social class are less likely to take part in unpaid internships than their counterparts. Most worrying, class-based conditions inform how people are treated are treated at work and who get what. Unfortunately, the results of this study revealed that poor social class plays a role on taking up unpaid internships versus paid internships (which is seen as being preserved for those with high social class).

As previously mentioned in the study, privilege does not only exist within races but has more recently started to exist across economic lines. It is also interesting to see how class structure can dictate how unpaid internships are perceived. Most of the Westville participants who had this kind of privilege were not aware of it, but it was deduced by the researcher using the responses given by said participants. It was also seen in the way they were not aware of the existence of unpaid internships. They also had expectations of how they wanted their working life to happen. To them the notion of unpaid internships was ridiculous and could not picture anyone let alone themselves participating in one. It was like they lived in their own world and by a different set of rules. Their privilege was seen in the way they felt they were entitled to certain rights. Even though they were not aware if any rights existed for other young people in their age group. They seemed sheltered from the real world so to speak. This can be seen by their less desire to engage in politically inclined issues. These participants also did not seem like active seekers of this kind of knowledge. They seemed to distance themselves from the topic and retreat into their own utopian world where unemployment is a myth. This being the very definition of privilege of any kind. This means that only middle-class people end up in these sectors as they “can afford the luxury of an unpaid work experience” and this is problematic as it “stifles the working-class voices” according to Curiale (2010). This is proven to be true by the participants’ responses. The Marxist class struggle can be seen through these observations in both the literature and the participants.

Also, discrimination, favouritism and nepotism were highlighted by the participants as critical factors contributing to internships opportunities which are based on social class. Some participants expressed that even though they qualified for paid internships, they would struggle to get them let alone finding employment for certain jobs that they qualified for because they were discriminated by employers. Other participants expressed that employers gave priority to some applicants even if they did not qualify or because of their class-based privileges. Thus, most of the participants expressed that nepotism and class discrimination is what leads to unemployment and subsequently socioeconomic inequality. For instance, some of the participants expressed their experiences and perceptions of how class-bases privileges impact on internship opportunities while promoting social inequality:

“I don’t really like politics so can we skip that one? (giggles)... I prefer not to be politically driven or what not No I’m not aware of any unpaid internship opportunities and if they were available I don’t think I would take them. I honestly

don't think I'm cut out for an unpaid internship and I don't think anyone would ever like wanna work for free or anything like that. ... I have no idea if they have different experiences for disadvantaged and non-disadvantaged people.... I have no opinion about this really... I mean for me personally I haven't even heard of unpaid internships so exposure to these things is quite.... I mean my knowledge on this whole thing is quite limited" (Thembi, November 2019).

"...but I've heard of racial...like people being treated differently based on their races in the work place. With some races getting some sort of prestige and being invited into boardrooms while black kids are not" (Vuyani, November 2019).

"But in my mind I thought whatever I though every internship like... a person does, they need to get paid for? Don't they? Like there a certain amount of money that an intern has to get to the work that they've done one way or another. ... Uhhh uh idk, possibly, I don't know... like I said I've never heard of unpaid internships I guess so...or not? Mhh I think so" (Taphiwa, November 2019).

"Well basically means you're working for free, basically means that you're volunteering, does it not mean that? I've never heard of such but yah..." (Vusi, November 2019).

Looking at the theoretical framework of the study, the Marxist element and the pluralist element are very evident here. This is because there are existing inequalities that can be observed from the student at Westville and according to Kaufman (2017) and these inequalities often results to conflicts of interest. The pluralist element becomes the solution to the conflict in the sense that it highlights that conflicts are inevitable and brings rise to interest groups that shed light on the issue (Kaufman, 2017).

On the other hand, the lower-class participants seemed to have strong opinions on the structure of the labour market further proving Curiale's (2010) point about lower class individuals need to be given pivotal positions in society as they are in a better position and perhaps mind set to make a change because of their real-life experiences. They were active seekers of knowledge while most of the middle-class member seemed ignorant (for lack of a better term). Most of the participants knew about unpaid internships so they knew what they were talking about. This further reinforces Kaufman's (2017) pluralist element of the employment relationship theoretical framework. This is because, as seen in the responses, the lower-class students at

Westville are primed for becoming the interest groups that resolve the conflict that comes with unpaid internships because they recognise that it exists. Language was also a very interesting aspect of this study. The participants spoke in their native tongue which I had to translate. Luckily most of them spoke in isiZulu or isiXhosa which is not very different from my own native language siSwati. This could also be linked to the class or socioeconomic background because the lower-class participants expressed themselves better in their native language. The middle class or higher participants in contrast, used mostly English and in a very academic way.

“... I think everyone must be paid if not it’s illegal” (Sethu, November 2019).

“Mhlampe they should pay you ngoba manje mhlampe imali as transport so that ungakwazi nawe kuthi ufike kahle noma ingabanga nkulu.” (They should pay you transport money so that you can get to work even if it is not a lot.) (Thabo, November 2019).

4.4 CHAPTER SUMMARY

The findings from this study revealed that there are various factors influencing the complex relationship between unpaid internships and graduate employment within the studied population. As reported by participants, these factors include lack of compensation, social class, discrimination, favouritism, nepotisms, and lack of paid internships.

The results from this study further highlights that difficulties to get paid internships or work experience programmes is a challenge which restrict the potential for under-privileged groups to secure their first employment. In other words, the difficulties to find paid internships or work experience programme for under-privileged groups is related to the lack of work experience itself since they do not have the luxury of working for free while still taking care of their financial needs.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS

5.1 INTRODUCTION

This chapter presents the conclusions of the research major findings in relations to the literature review and the study's theoretical framework. Furthermore, the chapter present some recommendations for interventions.

5.2 RESEARCH CONCLUSIONS AND THEORETICAL REFLECTIONS

In terms of “cause and effect” relationships that exist in theory, the framework of the employment relationship (Kaufman, 2017) seemed to be at the core of the perceptions that students have about internships. While some themes had one element of the theoretical framework within them, others had more than one. Students of Westville campus generally perceive internships as beneficial but only if compensation is involved. However, if they are unpaid, they can be detrimental to the personal development of the participant especially if they are from a preciously disadvantaged community (Curiale, 2010). The same findings can be found in both the literature review and the data collected to highlight this point. Throughout the study is the role compensations plays was argued to be critical to improving the socioeconomic conditions of the interns and also serve as a source of motivation. The key is money being needed not just for spending on fancy things but for basic human needs (such as transport and food) so that the intern has the capacity to participate in the internship fully. Essentially, money is seen as a tool for equity. Money is also seen as a variable that should be constant to achieve successful participation in internships. This at the very least limits conflict that is cause by uneven distribution of tasks and rewards (Kaufman, 2017). These deductions were also true for most of the literature with varying exceptions. For example, in the literature, some feel that interns should not be paid and must “pay their dues” (Gregory, 2012). This is one of the few times the pluralist element was highlighted as the emphasis is on the conflict (not being paid) is seen as a necessary evil. Gregory (2012) suggests that this might add to the problem and this researcher also agrees. The employer must compensate the interns so that the employer is able to fully utilise the skill of their employee as the unitarist element suggests.

Work and pay go hand in hand or should go hand in hand according to the respondent. Another interesting finding was that the unitarist element of the theoretical framework was the most popular or agreeable element while the pluralist was the least popular.

Furthermore, existing systems of inequality are highlighted by respondents and even though there are policies in place but the on the ground application is still lacking. The conflict caused by the Marxist class struggle is very evident from both the opinions of the respondents and the literature. This is because people of differing classes have different experiences and subsequently, opinions which do not normally benefits their counterparts (Kaufman, 2017). Therefore, all the themes inform one another, and they are all tied together within the Employment Relationship theoretical framework (Kaufman, 2017). Therefore, the findings from this study revealed that there are various factors influencing the complex relationship between unpaid internships and graduate employment within the studied population. As reported by participants, these factors include lack of compensation, social class, discrimination, favouritism, nepotisms, and lack of paid internships. The results from this study further highlights that difficulties to get paid internships or work experience programmes is a challenge which restrict the potential for under-privileged groups to secure their first employment. In other words, the difficulties to find paid internships or work experience programme for under-privileged groups is related to the lack of work experience itself since they do not have the luxury of working for free while still taking care of their financial needs.

In conclusion, internships do have certain benefits that cannot be denied (Curiale, 2010). However, it is important to stay away from a one size fits all attitude towards them. With the economic gap that exists in South Africa (Stats SA, 2019), it is clear that internships can quickly go from being an opportunity to being a burden. This is especially true for those living below the poverty line and/or from previously disadvantaged backgrounds. It is also important to note most of the previously disadvantaged individuals do not experience the plight of the rest of the members of the community. For this reason, they are unaware and lack empathy for the other disadvantaged members of the community. This means that they cannot be part of the solution if they are not aware of the problem. Awareness programmes must be done in order to solve such issues. In that same breath, members of the previously disadvantaged community who do experience difficulty should be more empowered. This is because they are more likely to fight for the right of people in their community because they can relate. There is also the need to restructure the current system or culture of internships. The employment structure of South

Africa still skews in favour of a “selected group(s)” according to Stats SA (2019). Therefore, things like social re-engineering to making of laws and policies that are more inclusive are critical to promoting inclusive development.

5.3 RECOMMENDATIONS

1. Compensation remains an overarching factor in the success of internships throughout this study, therefore, the recommendation is that compensation must be provided in all internship programmes. Current paying internship programmes may also need to increase/review their salaries for interns in order to allow disadvantaged groups to fully participate and thrive without worrying too much about their home situation.
2. Secondly, better collaboration between students, educational institutions and places of employment must be a priority. Most respondents seemed to look at internships as something they might do and not something highly likely. This may largely be due to how internships did not seem to be adequately advertised. Therefore, more aggressive marketing of internships needs to happen. This needs to be done by both companies and institutions of higher learning.
3. Furthermore, collaboration between students, companies and institutions of higher learning should be improved to help with both quality assurance and awareness. Collaboration can be in the form of changes in the curriculum to increase employability (Gregory, 1998) of students. This will therefore reduce the number of students who must first take up an unregulated, potentially exploitative unpaid internship. Companies must also let institution know what kind of skills they are looking for. This way, institution will be better able to advice student on the most employable career path to take.
4. In terms of quality assurance, university involvement must also increase in the sense that they should monitor and investigate student’s place of work (in the case where it is part of the academic programme) for working conditions, compensation and type of duties or nature of work done as suggested by (Maharasoja and Hays, 2012). This can be done by sending university representatives or the lecturers themselves to do at least one check and must require full reports from students with emphasis on honesty.
5. The law in South Africa on labour relations, when it comes to internships, needs to be reviewed. It should clearly and inclusively indicate what kind of compensation must be

provided for interns. Nobody should be allowed to work for free and it should be made a federal crime to allow a candidate to do so.

6. In that same breath, it should also be a crime to not have an active internship programme or internship programme within a company. The size of the intake can vary according to the size of the company. Since companies stand to benefit from interns and internship programmes, it is only fair that they contribute towards the making of those interns. Companies without internships should also be taxed higher than those without. This money can go into funding internship programmed in other companies. In that way, the minimum wage law will be enforced in a “subtler” manner.
7. The internship application process needs to be less stringent as travel costs can deter students from going to an interview for a potential internship. As a country, South Africa must utilize technologies such as video calling through WhatsApp or skype as a method of interviewing applicants.
8. The labour department needs to update their website. This involves posting up to date labour law information which clearly states interns’ rights and exact amount they should expect to get paid minimum. The website should also contain up to date information on internship opportunities and other relevant information. It should also have offices at a more central location where students can go and learn about internship opportunities, their rights and voice out their concerns of non-compensation and exploitation.
9. Better internship awareness techniques must be incorporated in schools so that more students participate. This can be in both knowing what internships exist and how they could potentially benefit student in the long run. Achievement of this can be in the form of visits or “activations” at universities that promote internship participation. They can also provide internship information and available opportunities.
10. An equitable solution when it comes to compensation, such as the minimum wage law is key. This must be practically enforced and regulated across all sectors. This can specifically be done in sectors like law, politics and media where agents of change are employed. This is so that candidates from previously disadvantaged backgrounds can also have a chance to participate. Enforcement can occur in a variety of ways including:
 - a) Regular inspections and audits by government representatives to make sure student are getting paid fairly, without discrimination and with the quality of the internship relevant and up to date.

- b) The labour department of South Africa needs to keep an updated website that is regularly and has a section that deals with grievance of interns.

5.4 CHAPTER SUMMARY

This chapter presents the conclusions of this study major findings. Thereafter, the chapter presented some intervening recommendations to help address some of the issues highlighted in this study.

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APPENDIX 1: RESEARCH'S SEMI-STRUCTURED INTERVIEWS

Questions for Westville Students

Please ensure that the letter of CONSENT is signed by participant prior to starting the interview after it has been read and understood. Also note that participants may withdraw participation at any point they feel uncomfortable or in the case of an emergency (details/steps on how to formally withdraw are included in the letter of consent). Note that any personal information given will be kept confidential.

1. What does an unpaid internship mean to you?
2. What are any advantages you have heard/read about unpaid internships?
3. What are any disadvantages you have heard/read about unpaid internships?
4. Are you aware of available of unpaid internship opportunities and if so, do you have interest in pursuing one or not and why?
5. Do you think an unpaid internship makes it easier to find a job? (Probing questions like how come or why is that or please elaborate).
6. In your opinion, are unpaid internships as beneficial or as useless as they are perceived to be?
7. Are you aware of what the law says about unpaid internships and wages in South Africa? (Depending on the response I will ask probing questions.)
8. Is compensation important during an internship? Please substantiate your answer.
9. In your opinion do students from middle class and working-class or poorer backgrounds have the same unpaid internship experience? Substantiate your yes/no answer.
10. How do you think students are personally affected by unpaid internships? (i.e. socio-economic issues)?
11. Do you think historically disadvantaged (black/female/disabled) students have the same access to unpaid internships as non Historically disadvantaged students? Give reasons for your answer.

12. Have you or anyone you know experienced any maltreatment or harassment whilst doing their unpaid internship? If so, please elaborate on the nature of the offense and what measures were taken. If no measures were taken, please state why not.
13. Are you aware of any collaboration between the university you currently attend and corporate companies that helps students with internship programmes? If yes, please describe.
14. What solutions can be explored to improve the quality or students perceptions of unpaid internships?

APPENDIX 2: ETHICAL CLEARANCE

13 November 2019

Miss Abahle Samkelisiwe Dlamini (213570491)
School Of Built Env & Dev Stud
Howard College

Dear Miss Dlamini,

Protocol reference number: **HSSREC/00000780/2019**

Project title: **Exploring complexities surrounding unpaid internships for historically disadvantaged students on Westville Campus, University of KwaZulu Natal.**

Full Approval - Expedited Application

This letter serves to notify you that your application received on 05 November 2019 in connection with the above, was reviewed by the Humanities and Social Sciences Research Ethics Committee (HSSREC) and the protocol has been **granted FULL APPROVAL**

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment/modification prior to its implementation. In case you have further queries, please quote the above reference number. PLEASE NOTE: Research data should be securely stored in the discipline/department for a period of 5 years.

This approval is valid for one Year from 13 November 2019.

To ensure uninterrupted approval of this study beyond the approval expiry date, a progress report must be submitted to the Research Office on the appropriate form 2 - 3 months before the expiry date. A close-out report to be submitted when study is finished.

Yours sincerely,



Professor Urmilla Bob
University Dean of Research

Humanities & Social Sciences Research Ethics Committee
Dr Rosemary Sibanda (Chair)
UMN Research Ethics Office Westville Campus, Govan Mbeki Building
Postal Address: Private Bag X54001, Durban 4000
Website: <http://research.ukzn.ac.za/Research-Ethics/>

Founding Campuses: m Edgewood m Howled Co0lege tie Medkol School m Netetmalbbwg m WeslvBe

INSPIRING GREATNESS

APPENDIX 3: INFORM CONSENT FORM

UKZN HUMANITIES AND SOCIAL SCIENCES RESEARCH ETHICS COMMITTEE (HSSREC)

APPLICATION FOR ETHICS APPROVAL

For research with human participants

INFORMED CONSENT FORM

Information Sheet and Consent to Participate in Research

Date: 13/11/2019

Greetings UKZN Westville student

My name is Abahle Samkelisiwe Dlamini from University of KwaZulu Natal Howard College Campus. I am in the Population Studies department which is under Built Environment. My contact details include email 213570491@stu.ukzn.ac.za or cellphone: 002774471896/0026878335804.

You are being invited to consider participating in a study that involves research on complexities surrounding unpaid internships among historically disadvantaged UKZN Westville students. The aim and purpose of this research is to explore the socio-economic issues associated with internships (i.e. how internships or lack thereof affect students on a personal level), to discover students' attitudes towards internships, what they expect and what they may have heard and to hopefully find out ways of improving the internship experience.

The study is expected to enroll a total of fifteen (15) respondents/participants from the Westville campus of UKZN and will participate in an extensive interview session which will be recorded. The duration of your participation if you choose to enroll and remain in the study is expected to be 3 days. The study is funded by the University of KwaZulu Natal.

The study may involve discomforts which includes sacrificing personal time or time that could otherwise be designated to extensive studying or typing of assignments. We hope that the study will create the following benefits: adding to the body of knowledge on internships and positively influence laws surrounding internship accessibility. If for any reason participation cannot be done personally, the interview can be conducted by video call but only if the circumstances are extenuating.

This study has been ethically reviewed and approved by the UKZN Humanities and Social Sciences Research Ethics Committee (approval number_____).

In the event of any problems or concerns/questions you may contact the researcher at (Abahle Samkelisiwe Dlamini on 002774471896/0026878335804) or the UKZN Humanities & Social Sciences Research Ethics Committee, contact details as follows:

HUMANITIES & SOCIAL SCIENCES RESEARCH ETHICS ADMINISTRATION

Research Office, Westville Campus

Govan Mbeki Building

Private Bag X 54001

Durban

4000

KwaZulu-Natal, SOUTH AFRICA

Tel: 27 31 2604557- Fax: 27 31 2604609

Email: HSSREC@ukzn.ac.za

It is important to note that participation in this research is voluntary and that as a participant you may withdraw participation at any point. Also, in the event of refusal/withdrawal of participation you as the participant, will not incur penalty or loss of treatment or other benefit to which they are normally entitled. The procedure required from the participants for orderly withdrawal is to email the researcher a formal letter and call as soon as the participant feels uncomfortable or is too busy to participate on those specified days. The researcher can terminate the participant from the study if the participant is no longer a registered student at the University of KwaZulu Natal Westville Campus.

To protect confidentiality of personal/clinical information, and the limits of confidentiality if applicable. Describe the fate of the data and stored samples.

The collected data will be stored and protected by the University of KwaZulu Natal.

CONSENT (Edit as required)

Ihave been informed about the study entitled “Knowledge, attitudes, perceptions and behaviors towards internships among UKZN Westville students.” by (Abahle Samkelisiwe Dlamini).

I understand the purpose and procedures of the study which is to find out the feelings or attitudes of students towards internships and how they affect students in the socio-economically.

I have been given an opportunity to answer questions about the study and have had answers to my satisfaction.

I declare that my participation in this study is entirely voluntary and that I may withdraw at any time without affecting any of the benefits that I usually am entitled to.

If I have any further questions/concerns or queries related to the study I understand that I may contact the researcher at (provide details).

If I have any questions or concerns about my rights as a study participant, or if I am concerned about an aspect of the study or the researchers then I may contact:

HUMANITIES & SOCIAL SCIENCES RESEARCH ETHICS ADMINISTRATION

Research Office, Westville Campus

Govan Mbeki Building

Private Bag X 54001

Durban

4000

KwaZulu-Natal, SOUTH AFRICA

Tel: 27 31 2604557 - Fax: 27 31 2604609

Email: HSSREC@ukzn.ac.za

Or my Supervisor Mohammed Vawda (0312601115)

Additional consent, where applicable

I hereby provide consent to:

Audio-record my interview / focus group discussion YES / NO

_____	_____
Signature of Participant	Date

_____	_____
Signature of Witness	Date
(Where applicable)	

_____	_____
Signature of Translator	Date
(Where applicable)	

APPENDIX 4: GATEKEEPER'S LETTER



UNIVERSITY OF
KWAZULU-NATAL
INYUVESI
YAKWAZULU-NATAEI

10 July 2019

Ms Abahle Samkelisiwe Dlamini (SN 213570491)
School of Built Environment and Development Studies
College of Humanities
Howard College Campus
UKZN
Email: 21357049.1Hstu.ukzn.ac

Dear Ms Dlamini

RE: PERMISSION TO CONDUCT RESEARCH

Gatekeeper's permission is hereby granted for you to conduct research at the University of KwaZulu-Natal (UKZN) towards your postgraduate studies, provided Ethical clearance has been obtained. We note the title of your research project is:

"Exploring complexities surrounding unpaid internships for historically disadvantaged student on Westville Campus, University of KwaZulu Natal."

It is noted that you will be constituting your sample by conducting interviews with students on the Westville campus.

Please ensure that the following appears on your notice/questionnaire:

- Ethical clearance number;
- Research title and details of the research, the researcher and the supervisor;
- Consent form is attached to the notice/questionnaire and to be signed by user before he/she fills in questionnaire;
- gatekeepers approval by the Registrar.

You are not authorized to contact staff and students using 'Microsoft Outlook' address book. Identity numbers and email addresses of individuals are not a matter of public record and are protected according to Section 14 of the South African Constitution, as well as the Protection of Public Information Act. For the release of such information over to yourself for research purposes, the University of KwaZulu-Natal will need express consent from the relevant data subjects. Data collected must be treated with due confidentiality and anonymity.

Yours sincerely

MR SS MOKOENA
REGISTRAR

Office of the Registrar

Postal Address: Private Bag X54001, Durban, South Africa

Telephone: +27 (0) 31 260 8005/2206 **Facsimile:** +27 (0) 31 260 7824/2204 Email: registrarf.ukzn.ac.za

Website: ukzn.ac.za

109 YEARS OF MAOEMIC EXCELLENCE

Founding Campuses m Edgewood m Howard College • • Medical School m Pietermaritzburg m Westville

MEMORANDUM OF UNDERSTANDING BETWEEN SUPERVISOR AND CANDIDATE

The relationship between supervisor and a candidate for a research degree is one of mentorship. A supervisor should advise about the structure of the degree, should direct the candidate to sources and material, may suggest better forms of expression, but in the end the thesis/dissertation must be the candidate's own work.

CORRECTION OF STYLE AND GRAMMAR

A completed thesis/dissertation must be satisfactory as regards form and literary expression. Although the supervisor will point out any passages in the thesis/dissertation which are stylistically poor, or which are grammatically weak, it is not possible for a supervisor to correct great numbers of language errors. A student may, if necessary, and at his or her own cost, employ a copy editor at his or her own cost to proof read the thesis and correct blemishes of style.

PLAGIARISM

A candidate may not include in the thesis/dissertation any quotations from another writer, or adopt substantial ideas from another writer, without acknowledgement and without reference to the source of the quotation. Direct quotations must be indicated by the use of quotation marks. Plagiarism will lead to the thesis and the degree being failed.

MAXIMUM PERIOD ALLOWED FOR COMPLETION

Masters: A Masters degree undertaken on a full-time basis should be completed in 4 semesters. There is a maximum of 8 semesters.

PhD: A Doctoral degree undertaken on a full-time basis should be completed in six semesters. There is a maximum of 12 semesters.

Permission of the Board of the College is required for extensions beyond these periods and will only be granted in special circumstances.

EXPECTATIONS OF SUPERVISOR AND CANDIDATE

Projected date for the submission of the research proposal Will the candidate be expected to attend group seminars? Approximate frequency of such seminars

How often will the candidate present written work? E.g. monthly, quarterly, etc

How often will the supervisor and the candidate expect to meet?
e.g. monthly, every two months, etc.

Approximately how soon after submission of written work may the candidate expect comments from the supervisor?

See overleaf for additional provisions. Any other special provisions agreed on?

Candidate 

Signed

A. HLE SAMKELISIWE PLAMINI

Name: (print)

/ /

Date:

Supervisor

Signed

Name: (p- ")

Date





104/19

NOTE:

The supervisor's consent is required in order to submit the completed thesis for examination and no thesis will be accepted by the College for examination without the supervisor's approval. The supervisor must see the final version of the thesis before submission. A candidate may, if he/she wishes, insist on submission without the supervisor's consent, but this fact will be noted in the supervisor's report.

A) Duties and Responsibilities of the Postgraduate Student

Student's postgraduate training consists mainly of the following activities performed under the guidance of the supervisor:

- a) Reading books/scientific articles and possibly attending lectures to obtain the necessary background for successful research in the chosen field.
- b) Research (depending on the discipline this can be field work, laboratory work, computer work, or pencil and paper research).
- c) i If the student is studying on campus: regular meetings with the supervisor to discuss and plan the research, and to report on progress, OR
ii If the student is not studying on campus: regular communications with the supervisor, typically by email, to discuss and plan the research, and to report on progress. In this case it is the responsibility of the student to make sure that contact is maintained.
- d) Collection of the research data.
- e) Presentation of the results and conclusions in a scholarly written manuscript (which typically becomes a chapter of the dissertation/thesis or a research publication).

While initially the student performs these activities following detailed instructions by the supervisor, it is expected that the student, as work progresses, gains increasing independence, in particular with regard to a), b), d), and e).

The research leading to a postgraduate degree starts with planning the research and committing this plan to paper in the form of a research proposal of at most 500 words, which had to be submitted with the student's application. An additional, more detailed research proposal is required. Whilst the supervisor may determine the research topic in consultation with the student, the research proposal is written by the student in consultation with the supervisor. Length and detail of this proposal will depend on the discipline and topic of study. Student and supervisor should keep a copy of the

proposal, as it might serve as an indicator of how much work has to be done to complete the project.

In most schools there is an expectation that postgraduate students work as student demonstrators for undergraduate courses. These expectations should be clearly indicated to the student before s/he registers for the degree. Unless there are strong reasons motivated to the Academic Leader Research or Dean and Head of School, a full-time student should not work for the School for more than 8 hours per week.

Studying for a postgraduate degree is a full-time job. It is typically expected of a full-time student to spend at least 40 hours per week, 49 weeks per year, on the project. The basic rule 'what you put in is what you get out' applies.

The ultimate responsibility to find accommodation, to ensure timely registration and to secure sufficient funding for study fees, accommodation, subsistence, transport and other expenses, and possibly obtaining visas, lies with the postgraduate student. However, students should approach the supervisor about the possibility of them applying for a bursary or scholarship. International students must approach the International Office to get assistance with accommodation.

Students must lodge a backup of all data, results and notes with the Supervisor or ensure that they regularly update their notes and results to a pre-determined School folder.

Students who fail to complete or withdraw from the degree are obligated to return equipment lent/given to them to aid their research or to assist with the completion of the degree.

A) Responsibilities of the Supervisor

As mentioned under A) one of the key activities during postgraduate studies is regular meetings between student and supervisor. A supervisor has to make himself/herself available for such meetings. If the supervisor is absent from UKZN for an extended period of time, he/she has to make provisions for either a co-supervisor or a colleague to assist the student, or continual contact by email.

The role of the supervisor is not to provide help with the collection of actual research results. The supervisor should provide guidance to the student, such as giving advice as to which scientific literature is likely to be relevant for the project, which scientific methods and techniques are appropriate and perhaps demonstrating such techniques, and what kind of equipment is available. The supervisor should also give guidance as to how information should be collected and later, in the writing up of the dissertation/thesis, how results are analysed and presented in a scholarly way.

As a complementary part of the postgraduate training, the supervisor should facilitate a doctoral student's exposure to regional conferences or workshops in the field of study, and assist in raising funds for conference/workshop fees, subsistence, travel expenses, etc. The supervisor should also facilitate arrangements for doctoral students to present a paper or a poster at an international conference if he deems it beneficial for the student and if funds are available.

Field trips that are essential for the project are to be arranged by the supervisor.

The supervisor has to submit an annual progress report on the research to the College of Humanities, as prescribed by the College rules.

Should the project require ethical clearance from the university or any other kind of permit (for example for collecting indigenous plants), then it is the supervisor's responsibility to obtain these. However, the student has to assist in preparing the necessary documentation.

The supervisor has to bring the relevant safety rules to the student's attention and it is the responsibility of the student to meet all safety regulations. The supervisor should also clarify co-authorship of papers with the student and co-supervisors.

B) Dissertation/Thesis

Students are advised to write up their results as their research progresses, typically in the form of chapters of the dissertation/thesis or articles for publication in appropriate peer-reviewed journals.

The supervisor will advise on how to go about the writing-up. The supervisor will read chapters handed in by the student and give feedback within a reasonable time. It is, however, not the supervisor's job to proofread chapters.

The College rules allow for different formats of theses; for example, a thesis in form of a monograph or a collection of research papers to which an introductory chapter and final discussion is added. The decision on the format of the thesis is made by the supervisor in consultation with the student.

The university rules for plagiarism apply.

The student is strongly advised to submit her/his dissertation/thesis only after having received approval from the supervisor. Should a student submit without approval of the supervisor, then this will be indicated to the College Office in writing to safeguard the supervisor(s) academic reputation.

Once the dissertation/thesis has been examined, and if it is passed subject to corrections as specified by the examiners, it is the student's responsibility to make these changes and hand in the corrected dissertation/thesis to the College Office. The supervisor has to verify that the changes have indeed been made.

Should parts of the dissertation/thesis be published, then the supervisor in consultation with the student will decide which authors appear on the paper, and in which order. In this decision, the supervisor will take into account the contributions of the co-supervisor, student, and possibly third parties, to the part of the project that is to be published. A supervisor may publish results obtained by a postgraduate student without consulting the student if within one year of submission of the dissertation/thesis no attempt has been made by the student to publish the results or to extend the research leading to these results.

If the student is bound by a confidentiality agreement, for example with a sponsor, then it is the student's responsibility to make sure that the agreement is honoured.

Legal opinion must be sought regarding the matter of intellectual property, particularly in terms of Supervisors who are funded by external Organisations but have a student needing to withdraw.

A) Facilities Provided by the School

In order to allow the student to work on their project successfully, the School must undertake to provide the student with basic infrastructure such as desk space, computer and internet access, and (not necessarily free) use of a photocopier. Further facilities, such as equipment and laboratory space that the School or Supervisor commits itself to providing are to be specified on a separate sheet and attached to this memorandum as an appendix.

B) Running and Travel Expenses

Should the project require use of expensive equipment, then it should be specified on a separate sheet who is responsible for these expenses. This sheet should be attached to this memorandum as an appendix. If a field trip or attendance at a conference by the student is planned, it must be clearly indicated to the student which expenses will be covered by the supervisor. This indication should be given well in advance, and in the form of either an oral agreement or, preferably, a signed agreement between supervisor and student.

C) Collegiality

Student and supervisor should treat each other with respect and dignity. In the interest of the research project, student and supervisor should keep each other informed about any activity relating to or relevant for the project. It is unacceptable for either party to submit results of the research project for publication or to present them at a conference without prior consultation with the other party.

D) Time Frames

Student and supervisor should agree on time frames for different phases of the project, these time frames should be reviewed at least annually. When setting these time frames, supervisor and student should be mindful of the fact that, according to Department of Education guidelines, a Master

dissertation is expected to be completed within two semesters, and a PhD thesis is expected to be completed within four semesters.

A) Conflict Resolution

Should there be a conflict or disagreement between supervisor and student which cannot be resolved by the parties involved, then either party can approach the Academic Leader Research or Dean and Head of School (or the College Dean of Research if the Dean and Head of School is one of the conflicting parties) about the conflict. The Dean and Head of School (or College Dean of Research) will then either arbitrate or choose a senior academic of the School not involved in the conflict to arbitrate. The arbitrator's decision is final and cannot be appealed.

