



## NATIONAL COUNCIL FOR HIGHER EDUCATION



**UNAM**  
UNIVERSITY OF NAMIBIA



**NAMIBIA UNIVERSITY  
OF SCIENCE AND TECHNOLOGY**



**IUM**  
GLOBAL HUB FOR MANAGEMENT SCIENCE  
AND INFORMATION TECHNOLOGY

## 2019 National Graduate Survey Report

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## Basic information about the 2019 National Graduate Survey

<b>Participating institutions</b>	UNAM, NUST, IUM
<b>Questionnaire</b>	Adaptation of international tested tracer study questionnaires 148 questions 349 possible answers (variables)
<b>Method of data collection</b>	Online questionnaire (QTAFI software)
<b>Time of data collection</b>	February 2019 - May 2019
<b>Target population</b>	All graduates of the three institutions, who completed their studies in 2014,2015 and 2016 Number of graduates: 19,078
<b>Contacted graduates</b>	Number of contacted graduates by email, SMS or phone: About 14,457
<b>Responses</b>	6,359
<b>Response rate</b>	44 per cent net response rate





### **Our Logo embodies the following:**

-  The 'hut' symbolises a pyramid of which the 'sticks' represent the different academic streams which lead to excellence;
-  The different academic streams join and guarantee 'shelter' for the nation;
-  The 'hut' also symbolises unity through binding the different academic streams together;
-  This unified effort emphasises coordination among our higher education institutions.

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## High Level Statements

### ***The Vision***

A valued leader in coordinating quality higher education in pursuit of a knowledge-based society

### ***The Mission***

To ensure a coordinated and responsive higher education system through equitable access and quality service delivery.

### ***The Core Values***

<b><i>Integrity</i></b>	We will adhere to moral and ethical principles by exhibiting the quality of an intuitive sense of honesty and truthfulness with regard to the motivation for our actions.
<b><i>Professionalism</i></b>	We will exercise high level of competence in our work, never compromise our set standards and values.
<b><i>Accountability</i></b>	We will acknowledge and take responsibility for our actions, decisions and policies including the administration, governance and implementation within the scope of our role and encompassing the obligation to report, explain and be answerable for resulting consequences.
<b><i>Equity</i></b>	We will serve our employees, customers and stakeholders with uniformity of rule application, fairness, reasonableness and interpretation, and make decisions that are free from any bias or dishonesty.
<b><i>Commitment</i></b>	We will devote our time and energy always to meet our strategic objectives and satisfy our stakeholders' expectations.
<b><i>Teamwork</i></b>	We will continuously work together as a team to achieve our strategic objectives, reason of existence and hold ourselves accountable for our team outputs.

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## **Preface**

A Graduate Survey or Tracer Study is one of the effective methods of evaluating quality, relevance and impact of the higher education and training. The National Council for Higher Education (NCHE) has adopted the practice of conducting periodic national graduate surveys, in pursuit of its mandates of promoting a coordinated higher education system, quality assurance in higher education and access of students to higher education institutions. The graduate surveys are conducted in close collaboration with the Higher Education Institutions.

The first survey which was conducted in 2011 covered the 1999 to 2008 graduate cohorts from the University of Namibia (UNAM) and the then Polytechnic of Namibia. The second survey was conducted in 2017 and covered the 2012 and 2013 graduate cohorts from the University of Namibia, Namibia University of Science and Technology (NUST) and the International University of Management (IUM). This Survey, the third in the series of national graduate surveys, was conducted between February and May 2019. It covered the 2014, 2015 and 2016 graduate cohorts from the three local universities i.e. UNAM, NUST and IUM.

The main objective of the survey was to evaluate the external efficiencies of the higher education programmes i.e. the impact on the graduates and the relevance to the labour market. It should be noted that the study focused on the graduates and did not include the views of the employers.

It is our hope that the findings and recommendations in this report will contribute to higher education (institutions and programme) improvement; policy and labour market planning; career development, and further research.



**SYLVIA DEMAS**

**DEPUTY EXECUTIVE DIRECTOR: NCHE SECRETARIAT**

## **Acknowledgements**

Hon. Dr Becky Ndjoze-Ojo, the Deputy Minister of Higher Education, Training and Innovation, launched the commencement of this survey. Her effort is greatly acknowledged as it set the tone for conducting the survey.

We wish to thank the National Graduate Survey Inter Agency Technical Committee that consisted of planners, statisticians, marketing and alumni officials, and information technology (IT) Technicians from UNAM, NUST and IUM for providing the graduate information, spearheading the survey undertaking and commenting on the draft report. This survey would not have been possible without the participation of the 2014 - 2016 graduate cohorts. Their input and recommendations are highly appreciated.

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## Acronyms and Abbreviations

CHEERS	Careers after Higher Education - a European Research Study
EU	European Union
GER	Gross Enrolment Ratio
HEI(s)	Higher Education Institution(s)
IT	Information Technology
IUM	The International University of Management
MHETI	Ministry of Higher Education, Training and Innovation
NCHE	National Council for Higher Education
NCRST	National Commission for Research, Science and Technology
NDP5	Fifth National Development Plan
NTA	Namibia Training Authority
NQF	National Qualifications Framework
NSFAF	Namibia Students Financial Assistance Fund
NUST	Namibia University of Science and Technology
PIN	Personal Identification Number
QTAFI	Questions, Tables and Figures (open source online survey software)
REFLEX	The Flexible Professional in the Knowledge Society (international survey higher education graduates)
RST	Research, Science and Technology
SADC	Southern African Development Community
SMS	Short Message Service
SPSS	Statistical Package for the Social Sciences
STEM	Science, Technology, Engineering and Mathematics
UNAM	University of Namibia
VET	Vocational Education and Training

## Explication of the Tables

Table X: Geographic Location of Secondary School Attended (per cent)

Column percentages			
Location	Male	Female	Total
Urban	55	80	58
Rural	45	40	42
Total	100	100	100
Count	292	506	798
Question B2: Was your high/ secondary school located in urban or rural area?			

Sum of percentages

Sum of respondents

### Table title

The title of a Table informs about the content of the table in a systematic way. In the above example the title is formulated as follows: "*Geographic Location of Secondary School Attended by Sex (per cent)*" and shows three parts.

Part 1: Description of the dependent variable which is here "*Geographic Location of Secondary School Attended*". The categories of the variables are listed in the rows of the table, e.g. "*Urban*" and "*Rural*".

Part 2: Description of the independent or break variable which is here "*Sex*". The categories of the variables are listed in the columns of the Table, e.g. "*Male*" and "*Female*". The term "break variable" indicates that the results (distribution of values) for the dependent variable are "broken down" by the categories of the independent or break variable.

Part 3: The statistical measure in the Table, here "per cent".

### Column percentages

The percentages in the Tables are mostly *column percentages*. These percentages allow a comparison between the categories of the break variable, e.g. comparing, within one row, the percentages for male and female graduates.

For example, the Table above shows that the proportion of female graduates who attended urban secondary school (60 per cent) is higher when compared to male graduates (55 per cent).

The percentages should sum to 100 per cent in each column.

In the case of multiple responses, the percentages can sum to more than 100 per cent because one graduate can give more than one answer.

### Count

In each table, the base for the calculation of the percentages is stated in a row with the label "Count". Count is the number of graduates in each group (column) who answered that question (=valid cases).

In the case of questions where multiple responses are possible that row has the label "Count of respondents (n)".

Since not all graduates answered all questions, the number of valid cases can be different from table to table (item non-response).

### **Median**

In some tables with metric variables like year of enrolment, age at time of the survey or income, the median is used to measure the central tendency. The median is the value, which stands in the middle: 50 per cent have lower values and 50 per cent have higher values.

### **Arithmetic mean**

The arithmetic mean is the most commonly used measure of central tendency. The arithmetic mean is defined as being equal to the sum of the numerical values of each observation divided by the total number of observations. In this report, the arithmetic mean is mainly used to inform the answers on the five-point scale variables, which have always answer categories from 1 = not at all to 5 = highest value.

**NB: For the purpose of further analysis, all items were analysed by gender and these tables can be accessed on the NCHE's website, [www.nche.org.na](http://www.nche.org.na), under the Research link.**

## Comparison of Key Indicators between 2017 and 2019 National Graduate Surveys

Indicator		2017	2019
Study Population	<b>Graduate Population (N)</b>	<b>8,677</b>	<b>19,078</b>
	Female (%)	65	65
	Male (%)	35	35
	UNAM	5,096	9,269
	NUST	2,430	6,391
	IUM	1,151	3,418
	<b>Target (Survey) Population (n)</b>	<b>4,098</b>	<b>14,457</b>
	Female (%)	65	61
	Male (%)	35	39
	UNAM	2,538	7,125
	NUST	1,464	4,835
	IUM	96	2,497
	<b>Corrected Net Response Rate (%)</b>	<b>19</b>	<b>44</b>
	Female (%)	63	65
	Male (%)	37	35
	UNAM (%)	16	45
	NUST (%)	25	45
	IUM (%)	21	39
Respondents' Background Characteristics	<b>Sex (%)</b>		
	Female	63	65
	Male	37	35
	<b>Average Age (years)</b>	<b>30</b>	<b>30</b>
	<b>NQF Field of Learning (%)</b>		
	Agriculture	5	7
	Business Studies	52	40
	Languages	3	2
	Education	8	14
	Manufacturing	-	6
	Social Sciences	6	12
	Law	2	2
	Health	14	7
	Science	10	6
	Other	1	2
	<b>Type of First Qualification Obtained (%)</b>		
	Certificate/ Diploma	23	20
	Bachelor (3 years)	11	13
	Bachelor (4 years)	36	24
	Honours	25	37
	Professional Bachelor	1	1
	Post-graduate Certificate/ Diploma	2	0
	Masters/ PhD	2	2
	<b>Source of funding</b>		
	Namibia Student Assistance Fund (NSFAF)	51	54
	Parent(s)	40	37
	Self (own savings/ personal loan/ own income)	22	19
	Guardian(s) (other than biological parent(s))	13	12
	Bursary (private organisations excluding Government bursary/ loan/ NSFAF)	7	6

Indicator		2017	2019
	Government loan (excluding NSFAP)	-	5
	Government bursary (excluding NSFAP)	-	3
	Employer (public company)	3	3
	Employer (private company)	1	1
	Other	2	2
Factors Influencing Higher Education Choice and Learning Outcomes	<b>Selection Criteria for Study Institution (Scale: 1=not important at all; 5=very important)</b>		
	Reputation/ image of the higher education institution/ campus	4.2	4.2
	Practical emphasis of the study programme	4.2	4.2
	Provision of area of specialisation	4.1	4.1
	Admission standards and prior grades	4.0	4.1
	Availability of scholarship/ loan/ grants at the higher education institution	3.5	3.8
	Advise by parents/ relatives/ friends	3.5	3.7
	Other	-	2.9
	<b>Selection Criteria for Study Programme (%)</b>		
	Grades achieved in secondary school	79	82
	Results of special entry examination	13	9
	Other	8	8
	<b>Completion of Study within Minimum Required Period (%)</b>		
	Yes	68	70
	No	32	30
	<b>Reasons for Prolonging Studies (%)</b>		
	Failed examinations	71	65
	Financial challenges/difficulties	30	30
	Work commitments	18	19
	Family matters	17	16
	Other	31	31
University Services	<b>Quality of Study Conditions and Provisions (Scale: 1=very bad; 5=very good)</b>		
	Teaching quality	3.6	3.9
	Physical study conditions	3.7	3.7
	Learning provisions	3.9	3.6
	Specific service facilities	3.0	3.1
Further Studies	<b>Further Studies after First HE Qualification</b>		
	Yes	57	27
	No	43	73
	<b>Reasons for Further Studies (%)</b>		
	Enhancing career	64	61
	Acquiring new skills	55	48
	Updating knowledge	53	44
	Could not find employment	25	32
	For promotion	9	11
	Other reasons	9	4
Employment and Work	<b>Duration of job search (months)</b>		
	Up to 3 months	32	26
	4 to 6 months	20	11
	7 to 12 months	17	14
	13 to 24 months	12	13
	25 and more months	19	36
	<b>Most Successful Method for Finding the First Job (%)</b>		
	Press advertisements (e.g. newspapers)	47	41

Indicator		2017	2019
	Through family, friends or acquaintances	13	13
	Contacted employer on own initiative	12	12
	Through work placement/ attachment during higher/ tertiary education	5	6
	Social media (e.g. Facebook, LinkedIn)	2	6
	Contacted by employer	5	5
	Other	16	18
	<b>Employment Status (%)</b>		
	Employed	81	66
	Self-employed	2	3
	Unemployed	17	30
	Other	0	1
	<b>Type of Employment (%)</b>		
	Full-time	92	76
	Part-time	8	24
	<b>Type of Employer (%)</b>		
	Public/government	59	51
	Parastatal	14	13
	Private (including self-employed)	23	29
	Non-governmental organisation (NGO)	3	5
	Other	1	2
	<b>Level of Income (%)</b>		
	Up to N\$10,000	21	28
	N\$10,001-N\$25,000	62	55
	More than N\$25,000	17	17
Relationship between Study and Work	<b>Usefulness of Elements of Study Programme (% of "High Values" - 4 and 5 only)</b>		
	Course/programme content	69	73
	Variety of modules offered	66	67
	Opportunity for specialisation	62	64
	Research emphasis/orientation	59	59
	Practical emphasis/orientation of teaching/learning	62	65
	Work experience internships/work integrated learning)	66	69
	<b>Appropriate Level of Education for Employment by Type of Qualification (% appropriate)</b>		
	Certificate/ Diploma	83	86
	Bachelor (3 years)	62	64
	Honours	46	52
	Masters	71	65
	<b>Relationship between Field of Learning and Area of Work (%: 1=not at all; 5=to a very high extent)</b>		
	Values 1 and 2	16	15
	Value 3	13	10
	Values 4 and 5	71	75
	<b>Satisfaction with Characteristics of the Professional Work Situation (% of "High Values" - 4 and 5 only)</b>		
	Content of work	70	71
	Possibility to use knowledge and skills acquired during my studies	69	71
	Job security	69	61
	Opportunity to benefit society	61	60
	Working atmosphere	62	59
	Challenges of the job	59	59
	Chance of realising my own ideas	59	58



Indicator		2017	2019
	Workplace surroundings (noise, space, climate)	56	54
	Current position	52	53
	Equal treatment of all employees	52	48
	Equipment of workplace	48	47
	Fringe/other benefits	49	45
	Income	40	36
	Promotion prospect	34	32
<b>General Job Satisfaction (%: 1=not at all; 5=to a very high extent)</b>			
	Values 1 and 2	17	22
	Value 3	33	33
	Values 4 and 5	50	45

## 1 Executive Summary

The NCHE sponsored and coordinated the undertaking of the National Graduate Survey. The three national universities, namely: the University of Namibia (UNAM); the Namibia University of Science and Technology (NUST); and The International University of Management (IUM) implemented the survey. The study targeted all graduates who completed their studies in 2014, 2015 and 2016. The survey was conducted from 27 February to 31 May 2019. The main purpose was to obtain information on the current employment and economic status of the graduates as well as to gauge their assessment of the relevance, quality and effectiveness of their education within their work environment.

The initial planning process of the National Graduate Survey involved updating graduates' contact details. This was followed by the development of survey tools; actual conducting of the survey; data analysis and report writing. Data were collected online, using an online questionnaire with access restriction to eligible graduates. The online questionnaire was created with the open source software QTAFI (Questions, Tables and Figures) (<https://www.qtafi.de/>). SPSS (Statistical Package for Social Sciences) was used for data analysis.

The graduates who obtained higher education qualifications at the three universities between 2014 and 2016 were 19,078 in total. They formed the study population. After an attempt to contact all the graduates to ascertain availability for the survey, contact details of 14,457 graduates could be confirmed. This figure constituted the target population. Out of the target population, 6,359 responded, translating into a response rate of 44 per cent. The profile of the responded was found to be very similar to the target population when disaggregated by sex. This indicates that the study delivered representative findings.

The following are the key findings of the 2019 National Graduate Survey:

- Sixty-five (65) per cent of the respondents were female students.
- One (1) per cent of the respondents represented graduates with disability.
- The choice of the higher education institution (HEI) is mostly influenced by academic factors such as reputation or image of the HEI or campus; practical emphasis of study programme; provision of area of specialisation; and admission standards and prior grades.
- Most graduates (73 per cent), rated course/programme content “high” in terms of the usefulness of the study programme to their current employment. This observation suggests that the universities were offering useful programmes in terms of quality and content, thus enhancing the employability of the graduates.
- More than half (55 per cent) of the graduates in 2019 were satisfied with study conditions at their institutions. Teaching quality scored the best rating (3.9), followed by physical study conditions (3.7), learning provisions (3.6) and specific service facilities (3.1) on the rating scale of 1 (very bad) to 5 (very good).

- Career enhancement, acquisition of new skills, updating of knowledge and unemployment were rated as the main reasons for engaging in further studies.
- Two-third of the graduates (69 per cent) were in employment (66 per cent employees and 3 per cent self-employed) by the time of the survey. Three quarter of the employed graduates were working full-time (76 per cent) or had permanent contracts.
- The survey found that diploma/certificate graduates had a much higher rate of unemployment 43 per cent compared to Bachelor degree graduates (28 per cent).
- Majority of the graduates (71 per cent) rated “possibility to use knowledge and skills acquired during studies” high. A high percentage of graduates 75 per cent was working in areas that are appropriate to their education level and reported a close relationship between their field of study and area of work.
- More than half (51 per cent) of the graduates were employed by the public service and 13 per cent by public enterprises, amounting to 64 per cent for the public sector. Only one quarter of the graduates (26 per cent) were employed in the private sector.
- An analysis of the income distribution amongst graduates indicated a similar monthly income distribution between men and woman in general, with an advantage for males in the higher income brackets. Incidences of “other sources” of income were directly associated with the level of position - the higher the position, the more the possibility of other sources of income. Similarly, males had more sources of income than females.
- Press advertisement was the most successful method for finding the first jobs 41 per cent in 2019 (47 per cent in 2017), but was also reported to take the longest average period. Slightly more than a third of the graduates (37 per Cent in 2019 compared to 52 per cent in 2017) who searched for jobs found it within the first six months.
- The results from this study provide valuable insights for higher education policy makers, workforce planners and researchers, academics and administrators, and the graduates themselves. It can also be used to support the improvement and enhancement of university programmes and planning initiatives for the delivery of current and future programmes and services. Career advisors ought to integrate these findings into their career counselling practices, which in turn would assist prospective students to make informed course and career decisions.

## **2 Introduction**

The demand to introduce a system of tracer studies in Higher Education is growing in many countries, due to requirements for reaccreditation and quality management of study programmes. Educational institutions are required by law to implement regular tracer studies to evaluate study programmes and the effect they have on the labour markets. At the same time, the demand of national and international development partners to obtain empirical evidence about the relevance of the education/training is also growing.

Supporting Higher Education Institutions (HEIs) can play a crucial role in accelerating achievement of one of the main objectives of Vision 2030: that of developing highly productive human resources and institutions, fully utilising human potential, and achieving efficient and effective delivery of customer-focused services, which are competitive not only nationally, but also regionally and internationally.

The NCHE is, among others, responsible for promoting the establishment of a coordinated higher education system and monitoring its quality assurance mechanisms, as well as conducting research on issues related to higher education. It is under this mandate that the NCHE has been collaborating with HEIs in strengthening capacity for undertaking graduate surveys.

### **2.1 Background of the Study**

In pursuit of its mandate, NCHE considers graduate surveys as one of effective ways of gaining insight into graduates' eminence after higher education completion. The 2019 National Graduate Survey focuses on the 2014, 2015 and 2016 graduate cohorts who completed studies at the three universities (UNAM, NUST and IUM). The actual survey (data collection) was conducted from 27 February to 31 May 2019. Prior to this study, Namibia conducted two successful national graduate surveys for the 1999-2008 cohorts (conducted in 2010), and 2012-2013 cohorts (conducted in 2017).

To promote ownership, and ensure optimal utilisation and sustainability of institutional capacity, the NCHE encouraged collaboration and sharing of resources with the participating HEIs in survey planning and implementation. The survey was spearheaded by an inter-Agency Technical Committee, consisting of staff members from the NCHE Secretariat and the participating Universities. Committee members included Institutional Planners, Statisticians, Economists; Quality Assurance Practitioners; Marketing and Alumni Officials and IT Technicians. A resource person with international experience supported the committee.

The planning process started in 2018 with the determination of the target population, updating graduates' contact details, reviewing the survey tools, programming and testing of online questionnaire, website development and production of publicity materials.

### **2.2 Country Context**

In the Namibian context, higher education refers to all learning programmes leading to qualifications higher than grade 12 or its equivalent, registered on the National

Qualifications Framework (NQF) at level 5 and above. Such programmes do not include Technical Vocational Education and Training.

The main providers of higher education in the country are the three universities - two public and one private. UNAM was established in 1992. NUST started as the Polytechnic of Namibia in 1994 and was transformed into a university in 2015. IUM is the only private university. It started as Institute of Higher Learning and obtained a university status in 2002. There are also fifteen other private HEIs in the country.

Statutory agencies established to regulate and support the development of the higher education system are presented in Box 2.

<b>Box 2.1 Statutory Agencies, Establishing Act and Objectives Related the Development of Higher Education</b>		
<b>Agency</b>	<b>Establishing Act</b>	<b>Objectives</b>
NQA	Act 29 of 1996	Promote quality education and training through the development and management of the NQF; and the accreditation of education and training institutions and courses.
NSFAF	Act 20 of 2000	Provide financial assistance to students to study the prescribed courses at approved HEIs.
NCHE	Act 26 of 2003	Promote the establishment of a co-ordinated HE system; promote access to HEIs; promote quality assurance in HE; advise on the allocation of moneys to public HEIs.
NCRST	Act 23 of 2004	Ensure, among others, the co-ordination, monitoring, promotion, development, funding, innovativeness and supervision of research, science and technology in Namibia; ensure dedicated, prioritised and systematic funding for research, science and technology application and development in Namibia.
NTA	Act 1 of 2008	Responsible for the quality assurance and delivery of vocational training programmes that have potential of articulating into higher education programmes.

Source: Government of the Republic of Namibia

Headcount enrolments in public and private HEIs in Namibia have increased from 4,240 in 1992 to 59,208 in 2018. This enrolment translates into a Gross Enrolment Ratio (GER) of 24.6 per cent, which is amongst the highest in the Southern African Development Community (SADC) region, however it is below that of upper middle-income countries (52 per cent), under which Namibia is classified.

The first aspect of the return on education (on both the personal and the social sides) lies in the effect of education on employment (or unemployment). Table 2.1 shows that persons with higher qualifications have higher probability of finding jobs than those with secondary education or less.

**Table 2.1 Unemployment Rate 2018 by Education Level (per cent)**

Highest education level completed	Unemployment rate
None	28.6
Primary	34.6
Junior secondary	40.1
Senior secondary	32.7
Technical / vocational certificate/diploma	33.3
Completed year 1 or 2 or 3	27.8
University certificate, diploma or degree	14.3
Postgraduate certificate, diploma or degree	9.5
Don't know	20.6
<b>Namibia</b>	<b>33.4</b>

Source: NSA, Namibia Labour Force Surveys, (2018). Table 5.4 (unemployment by educational level and sex)

### 2.3 Objectives of the Study

The main objective of this National Graduate Survey is to evaluate the general impact of the higher education programmes on the graduates and their relevance to the labour market.

Specifically, the study sought to:

- (i) Identify factors influencing higher education choices and learning outcomes
- (ii) Gauge the graduates' reflection on the study facilities, conditions and provisions at higher education institutions.
- (iii) Determine the relationship between job search and employment.
- (iv) Establish the status of employment among the graduates.
- (v) Assess the usefulness and relevance of the study programme to graduates' employment.

The results from this study could serve as useful inputs into institutional and programme and improvement; policy and labour market planning; career development, and further research.



### **3 Methodology**

#### **3.1 Introduction**

The scope of the 2019 National Graduate Survey target cohorts who completed studies in 2014, 2015 and 2016 academic years UNAM, NUST and IUM. To avoid double counting, students who completed more than one study programmes during the 2014-2016 period were only considered once in the target population.

The survey was spearheaded by the inter-Agency Technical Committee, consisting of staff members from the NCHE Secretariat and the participating universities. Committee members included Institutional Planners, Statisticians, Economists; Quality Assurance Practitioners; Marketing and Alumni Officials and IT Technicians. A resource person with international experience supported the committee. The rationale behind this composition was to promote ownership and ensure optimal utilisation and sustainability of institutional capacity.

NCHE provided financial and material support towards the National Graduate Survey. Universities also incurred financial expenses and made in-kind contributions in a form of availing staff members for internal coordination; pre-testing of the survey tool; mobilisation of survey respondents and; production of advocacy materials.

The main activities in the study included; establishment of the study coordinating structures; survey planning and documentation; confirmation of alumni contact details; documentation and programming of survey tools; data collection and analysis; report writing; and dissemination of results.

#### **3.2 Study Population, Target Population and Sample Size**

Table 3.1 presents the study and the target populations by university. The study population includes graduates who completed any qualification registered on the NQF between level 5 and 10 between the years 2014 and 2016. When all graduates were considered (including multiple qualifications per individual graduate), the study population was 19,717.

It was necessary to exclude the incidences of multiple qualifications per graduate so as to avoid double counting and underestimation of the response rates. Thus, after excluding the additional qualifications, the figure was reduced to 19,078. This was considered as the target population.

There was no noticeable difference in the proportions by gender, an indication that the target population represented the study population consistently.

**Table 3.1 Study Population, Target Population and Sample Size by University (per cent)**

<b>Graduate population</b>	<b>University UNAM</b>	<b>NUST</b>	<b>IUM</b>	<b>Total</b>
I) Total Graduates population				
Female	67	59	72	65
Male	33	41	28	35
Total %	100	100	100	100
Count	9,399	6,391	3,927	19,717
II) Target population				
Female	67	59	72	65
Male	33	41	28	35
Total %	100	100	100	100
Count	9,269	6,391	3,418	19,078

To establish the sample size, it was important to determine the number of graduates who were reachable and available to participate in the survey. This involved tracing graduates telephonically, using initial contact details from the universities' student management systems (the Integrated Tertiary Software or ITS) to verify their contact details. The exercise also provided a platform for informing the graduates about the upcoming survey. NUST updated contact details between August and October 2018, whereas UNAM and IUM contact details were verified between December 2018 and February 2019. Graduates' phone numbers and/or email addresses were updated by seven student interns (three from NUST; two from UNAM and; two from IUM). Maintenance of alumni contact details was found to be generally poor. However, the use of student interns in updating contact details proved useful and effective.

Out of the target population (19,078), 17,922 graduates had telephone numbers and 10,643 had email addresses (Table 3.2). A total of 14,390 (75 per cent) phone numbers and 8,007 (42 per cent) email addresses were verified. The combined number of verified phone numbers with corresponding email addresses (14,457) was considered as the sample size.

**Table 3.2 Contact Status by University (count)**

<b>Contact Status</b>	<b>University</b>			<b>Total</b>
	<b>UNAM</b>	<b>NUST</b>	<b>IUM</b>	
Phone numbers available	8,898	6,357	2,667	17,922
Phone numbers verified	7,137	4,792	2,461	14,390
Email addresses available	4,171	5,297	1,175	10,643
Email addresses verified	3,244	3,949	1,175	8,007
<b>Sample size (combined verified phone numbers and verified email addresses)</b>	<b>7,125</b>	<b>4,835</b>	<b>2,497</b>	<b>14,457</b>
No contact	278	8	705	991
<b>Target Population</b>	<b>9,269</b>	<b>6,391</b>	<b>3,418</b>	<b>19,078</b>

### 3.3 Survey Tools and Data Collection

The questionnaire used in the 2017 survey was revised to suit the context of this study and to incorporate comments observed in the previous study. The revised version consisted of 8 sections on: demographic information; education and work experience before study, regional and international mobility; family information; prior higher/tertiary education; study programme completed in 2014, 2015 or 2016; employment search; further studies/ training; current employment and work; job requirement and use of qualifications; assessment of employment and work; and comments/recommendations

An online questionnaire was set up on each University's website, linked to a common National Graduate Survey website. The data collection phase was launched in February and continued until May 2019. Personal identification number (PIN) were sent to the graduates to enable them to access the survey. SMSs and e-mails were sent out to the sample (survey) population to inform them to access the questionnaire via the National Graduate Survey link on their respective institution's website. Graduates could also access the survey with their student numbers if they so wished.

### 3.4 Representativeness

To be able to generalise to the target population, the sample size should be representative of the target population. When there are no major differences in proportions between the target and the sample population in terms of sex, qualification field and qualification level, then it can be concluded that the sample was a true representative of (homogenous to) the population.

Part II of Table 3.3 shows the target population (19,078) and the sample size (14,457). Since there were no major differences in sex proportions between the target population and the sample size, it can be concluded that the sample was a true representative of (homogenous to) the target population. It is however interesting to note that although the total female graduates accounted for 59 per cent, at NUST, male graduates were more reachable (54 per cent) and relatively responsive (42 per cent) when compared to their counterparts at UNAM and IUM where they were recorded at less than one-third in both cases. The corrected net response rate for the National Graduate Survey

was 44 per cent (valid responses). The respondents' proportion distribution by sex was similar to the distribution in the target population.

**Table 3.3 Graduates Target Population, Sample, Respondents and Response Rate by University (per cent and count; graduates)**

Response statistics	University			Total
	UNAM	NUST	IUM	
I Target Population (Count)	9,269	6,391	3,418	19,078
II Sample (valid addresses)				
Female	68	46	73	61
Male	32	54	27	39
Total (per cent)	100	100	100	100
Count	7,125	4,835	2,497	14,457
III Total number of valid respondents	3,210	2,173	976	6,359
IV Sex of respondents				
Female	67	58	71	65
Male	33	42	29	35
Total (per cent)	100	100	100	100
Count	3,101	2,058	939	6,098
V Response rates				
Gross response rate (all respondents divided by target Population)	36	36	29	35
Corrected gross response rate (valid respondents divided by target population)	35	34	29	33
Net response rate (all respondents divided by sample population)	46	47	40	46
Corrected Net response rate (valid respondents divided by sample population)	45	45	39	44

### 3.5 Ethical Consideration

As part of ethical consideration, the graduates were assured that: (i) their responses would be kept confidential as PINs were used as passwords to access the survey and the use of student number was a personal choice; (ii) the results would also never be published exposing their student numbers; and that the respondents' comments would never be used against them as the survey was only interested in the general perception of the situations or conditions at institutions.

### 3.6 Strategies to Improve Response Rates

To encourage survey participation, NCHE launched newspapers and radio adverts inviting targeted graduates to participate in the survey. The advertisements alternated every fortnight. Institutions used different media platforms and institutional radios for advocacy. IUM for example extended an invitation to graduates on the cover page of a newspaper, every Friday. Posters were distributed to the universities' regional

campuses or centres, key Government Offices, Ministries and Agencies (O/M/As) around the City of Windhoek and to the Regional offices.

During the survey period, it was necessary to closely monitor responses so as to devise strategies to encourage the graduates, as and when needed. NCHE supported the survey in a form of an incentive where nine (9) graduates who fully completed the survey stood a chance to win a prize. The newspaper adverts were modified to reflect the winners as further advocacy to promote the survey. Similarly, some institutions executed a parallel draw for their graduates to win prizes. The institutions used website updates to encourage participation.

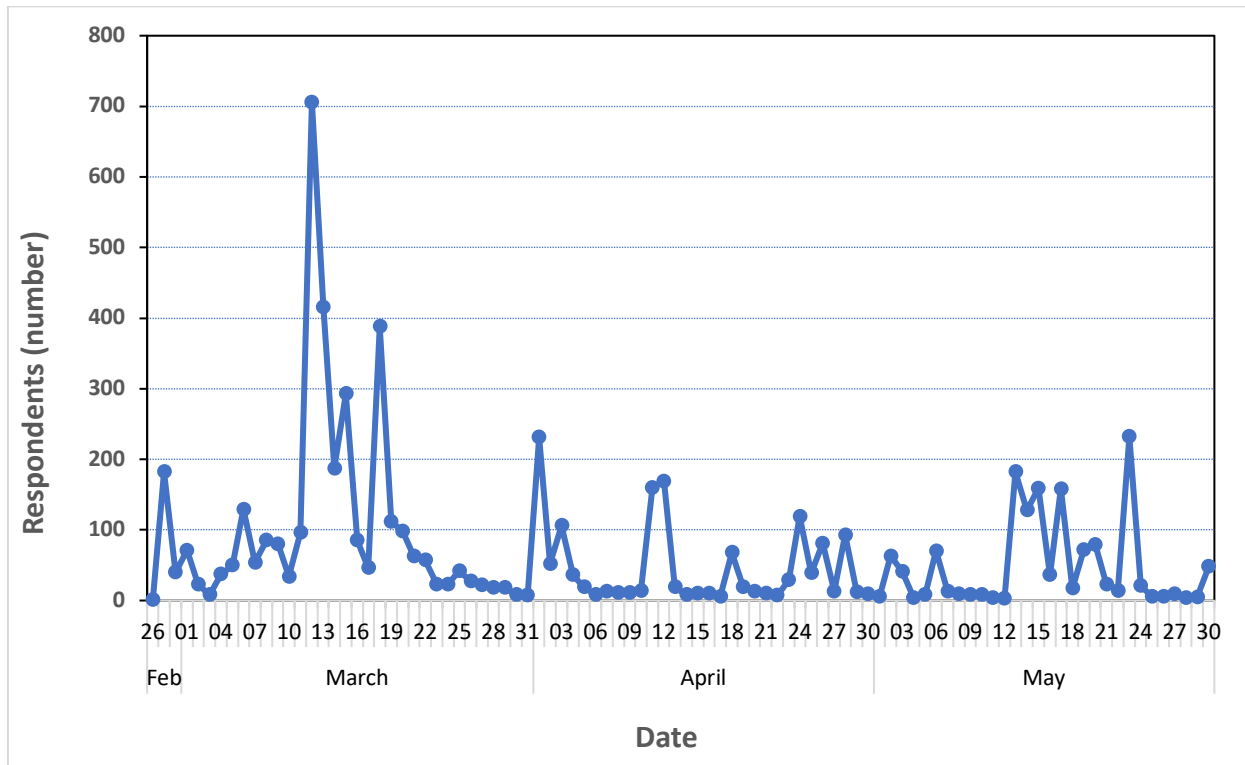
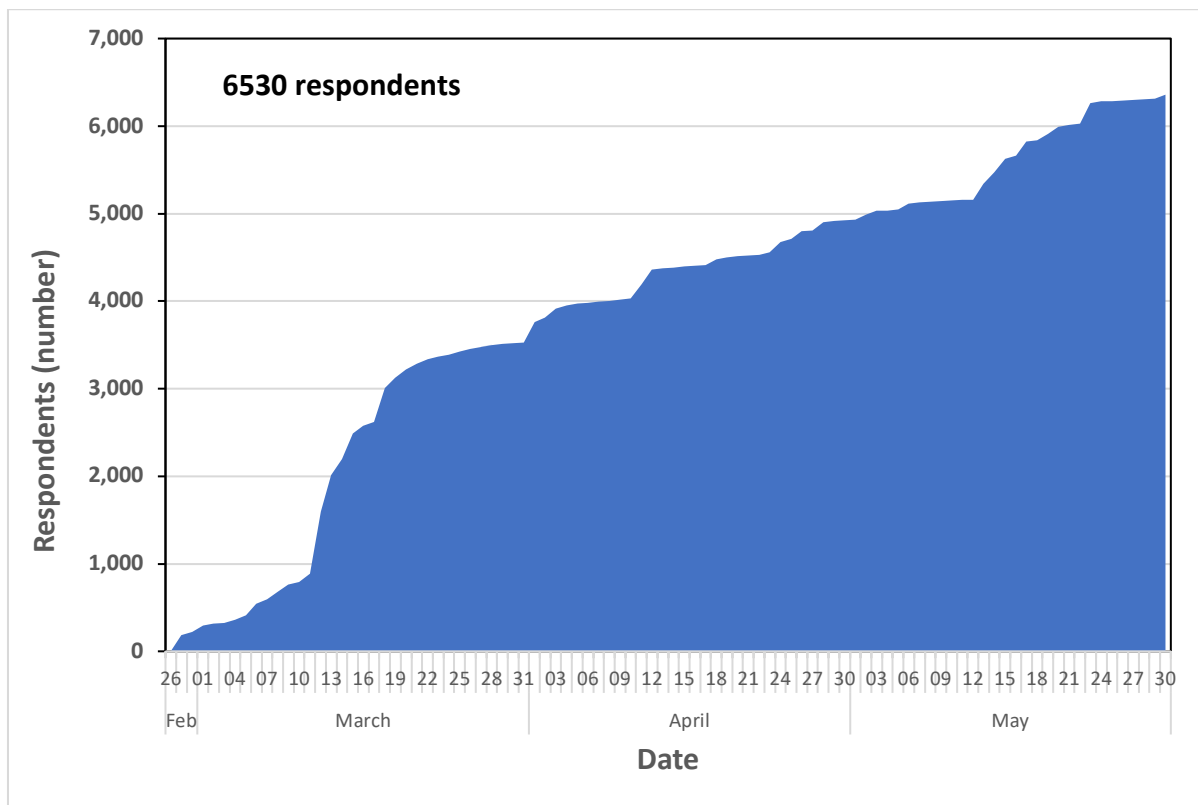
NCHE developed a website ([www.namtrace.edu.na](http://www.namtrace.edu.na)) to update both graduates as well as the technical committee on the progress of data collection with the intention to attract potential respondents. The website also provided links to the questionnaire on the universities' websites. In future, the website will serve as advocacy tool for the graduate surveys and related matters. All previous reports, gallery of photos on graduate survey activities as well related websites for literature would be found on this website.

### **3.7 Data Analysis**

Data was imported from the QTAFI (Questions, Tables and Figures) online questionnaire to SPSS (Statistical Package for Social Sciences) for analysis. By the end of the survey, a total number of 6,596 respondents had accessed the survey however, 237 were lurkers. Lurkers are respondents who entered but did not respond to any question. The valid cases used for data analysis were 6,359 respondents. Non-responses and not applicable were treated as missing. Coding of open-ended answers and creation of new variables was performed during data analysis. The data were then tabulated for reporting.

Besides the personal invitations and reminders as a source of responses, other invitations methods such as newspaper and radio advertisements. Figure 3.1 presents overall daily responses. The peaks could be attributed to the weekly invitations. The graph is not perfectly defined because invitations were not consistently sent out on the same dates.

The highest responses were recorded on 12 and 18 March 2019, SMSs were sent out but there were newspaper adverts on the 11 March as well. There was also a significant number of responses on the week of 13-17 May 2019 due to "last chance" invitations before the data collection closed. Figure 3.2 indicates the cumulative responses per day for all three HEIs. The arrows in the Figure indicate the dates when the newspaper adverts were sent out. The radio adverts were sent out on Fridays of every other week.

**Figure 3.1 Daily Respondents February - May 2019 by Date (count)****Figure 3.2 Cumulative Respondents February - May 2019 by Date**

### **3.8 Study Limitations and Methodological Challenges**

The study had limitations and several methodological challenges as listed below:

- Online questionnaire meant that only graduates with access to internet could participate in the survey. However, since the use of manual questionnaire did not yield substantive responses in the previous survey, this limitation can be considered minimal.
- The university alumni offices and institutional planning are not well resourced to ensure that contact address lists are up to date and avoid delays of the commencement of the data collection phase.
- Sending out of bulk invitation/ reminder emails was challenging to all universities due to the use of software with limitations of sending bulk emails, thereby causing bottlenecks.
- On some occasions, university servers were found to be offline, a situation that could have led to a loss of responses at a specific point in time.
- Limited research in graduate affairs; poor mainstreaming and advocacy of the survey results within institutions; and lack of understanding of the role of tracer studies in higher education quality assurance hamper appreciation of graduate surveys within institutions.
- The limited linkage and appreciation as well as the alumni office needs strengthening.

## **4 Demographic Characteristics of Respondents**

The key objectives of the survey are related to the study experience employment and work functions of graduates. It was also found necessary to take into account some demographic characteristics of the graduates such as sex; age; marital status; abilities/disabilities; nationality; number of financial dependants; social background and source of study funding. These characteristics are relevant to explain the professional success of the graduates and issues of equity. More so, it has been generally observed that regardless of progress in expanding the higher education system to increase access and opportunities for all students who qualify and meet the minimum entry requirements, significant inequities in access to higher education remain.

Table 4.1 presents an overview of some demographic characteristics of the respondents and allows a comparison of the three HEIs. Such comparison is of special interest in order to analyse the extent to which the universities attract the same groups of students.

### **4.1 Sex**

Similar to many other countries, in Namibia, female forms the large proportion of graduates. Almost two-thirds of the respondents were female (65 per cent). At NUST the proportion of female respondents was lower (58 per cent) compared to UNAM (67 per cent). This can be partly attributed to the different study structure/ orientation at the two institutions.

### **4.2 Age**

At the time of the survey, the average age of the graduates was 30 years (arithmetic mean). Since the survey was conducted about three to four years after completion of study, this means that the graduates were on average 26 to 27 years old when they completed their study. In the questionnaire, only the year of completion of study was asked and the age at the time of the survey was computed. The graduates from UNAM were on average (arithmetic mean) one year older than the NUST graduates and two years older than the IUM graduates.

### **4.3 Marital Status**

The vast majority of graduates were not married at the time of the survey. Only 18 per cent stated that they were married. The proportion of married graduates at UNAM (20 per cent) was slightly higher when compared to NUST (18 per cent) and much higher than IUM (10 per cent).



**Table 4.1 Demographic Characteristics of Respondents by Higher Education Institution Attended (per cent; arithmetic mean)**

Demographic characteristics of respondents	UNAM	University NUST	IUM	Total
Female (per cent)	67	58	72	65
Age at the time of the survey 2019 (arithmetic mean)	31	30	29	30
Disability (per cent)	2	1	2	1
Married (per cent)	20	18	10	18
Namibian nationality (per cent)	98	98	99	98
Number of financially dependent persons				
Up to three	46	56	54	50
More than three	54	44	46	50
Parent(s) alive at the time of first enrolment in higher/tertiary education (per cent)				
Both	56	61	52	57
Only mother	30	26	30	28
Only father	7	8	8	8
None	7	5	9	7
<b>Count</b>	<b>3,207</b>	<b>2,165</b>	<b>976</b>	<b>6,348</b>

National Graduate Survey 2019; Question A3: Your gender? Question A4: In which year were you born? Question A5: Do you have a disability? Question A5: What is your current marital status; Question A11: What is your nationality? Question A10: How many people are financially dependent on you? D1: Were your parent(s) alive at the time of first enrolment in higher/tertiary education?

#### 4.4 Graduates with Disabilities

The graduates with disabilities accounted for 1 per cent of respondents. Analysis of data on graduates with disability is only presented at aggregated level for selected variables. This is to ensure data anonymity.

#### 4.5 Nationality

Almost all respondents were Namibians (98 per cent).

#### 4.6 Financial Dependants

Most of the graduates were financially responsible for other people (85 per cent). About 50 per cent of the graduates reported to have more than three financially dependants.

#### 4.7 Incomplete Family Background

Thirty-six (36) per cent of the graduates reported that at the time of the first enrolment in higher education, one of their parents was deceased, and further 7 per cent reported that both were not alive.

#### 4.8 Source of Study Funding

The main source of study financing was the Namibia Student Assistance Fund (NSFAF), recorded at 54 per cent (Table 4.2). The contributions of parents accounted

for 37 per cent. Parents as source of funding was lower for female graduates (34 per cent) than male graduates (41 per cent). Male respondents were likely to fund their education (22 per cent) compared to the females (17 per cent).

**Table 4.2 Source of Study Funding by Sex (per cent; multiple responses)**

Source of funding	Sex		Total
	Male	Female	
Namibia Student Assistance Fund (NSFAF)	50	57	54
Parent(s)	41	34	37
Self (own savings/personal loan/own income)	22	17	19
Guardian(s) (other than biological parent(s))	14	12	12
Bursary (private organisations excluding Government bursary/loan/NSFAF)	7	5	6
Government loan (excluding NSFAF)	6	5	5
Government bursary (excluding NSFAF)	3	3	3
Employer (public company)	3	3	3
Employer (private company)	2	1	1
Other	2	2	2
Total	150	137	142
Count	2,070	3,813	5,883

National Graduate Survey 2019; Question D2: Who was responsible for the payment of your studies? Multiple answers possible

#### 4.9 Highest Level of Education of Parents

For most of the graduates, their attained level of education was higher than that of their parents. As Table 4.3 shows, 33 per cent of the parents of the graduates attained a higher education degree, 45 per cent completed primary or secondary education while 23 per cent had no education.

**Table 4.3 Highest Level of Education of Parents by Sex (per cent)**

Highest level of education of parents	Sex		Total
	Male	Female	
<b>a) Highest level of education of father</b>			
No education	32	34	33
Primary or secondary	43	42	42
Higher education	25	24	24
Total	100	100	100
Count	1,669	2,833	4,502
<b>b) Highest level of education of mother</b>			
No education	27	26	27
Primary or secondary	51	50	50
Higher education	22	24	23
Total	100	100	100
Count	1,871	3,342	5,213
<b>c) Highest level of education of parents</b>			
No education	22	23	23
Primary or secondary	45	44	45
Higher education	33	33	33
Total	100	100	100
Count	1,931	3,471	5,402

National Graduate Survey 2019; Question D6: What was the highest level of education of your father/mother at the time you enrolled in higher/tertiary education?

About 90 per cent of the graduates had a level of education higher than either of their parents (Table 4.4). Only 4 per cent had a father with a higher educational level and 3 per cent reported a higher level of education for their mother. The percentage of graduates who had the same level of educational attainment as their parents was slightly higher (6 per cent) for father and 4 per cent for mother).

**Table 4.4 Comparison Between Graduate and Parents' Level of Education (per cent)**

Graduate's level of education	Parents' level of education	
	Father	Mother
Lower than parents	4	3
Same as parents	6	4
Higher than parents	90	93
Total	100	100
Count	4,176	4,836

National Graduate Survey 2017, Question D6: What was the highest level of education of your father/mother at the time you enrolled in higher/tertiary education? Question F5: What was the level of study that you completed? In case of further studies, the last achieved level was used for the comparison. Question I4: What level of further study have you completed? The comparison of the level of educational attainment of the graduates and their father or mother was used to create the educational mobility indicator.

## 5 Education and Work before Study

Education and work experience of the respondents were assessed in terms of country of school completion, geographic location (urban/rural), type of high school, highest and type of qualification, year of first enrolment, and work experience before entering higher education.

### 5.1 Country of Secondary School Completion

In line with their nationality status, 98 per cent of the graduates completed secondary school in Namibia (Table 5.1).

**Table 5.1 Country of High/Secondary School National Certificate by Sex (per cent)**

Country of high/secondary school national certificate	Sex		Total
	Male	Female	
Namibia	98	98	98
Other country	2	2	2
Total	100	100	100
Count	2,155	3,954	6,109

National Graduate Survey 2019; Question B1: In which country was your high/secondary school national certificate awarded?

### 5.2 Geographic Location of Secondary School Completion

More than half (58 per cent) of students completed secondary school in urban areas compared to 42 per cent in rural areas (Table 5.2).

**Table 5.2 Geographic Location (Urban/ Rural) of School Region by Year of Completion of Study and Sex (per cent)**

Kind of school region	Sex		Total
	Male	Female	
Urban	57	59	58
Rural	43	41	42
Total	100	100	100
Count	2,155	3,945	6,100

National Graduate Survey 2019; Question B3: Was your high/secondary school located in urban or rural area?

### 5.3 Type of Secondary School

Over 90 per cent of the graduates completed secondary education in government schools (Table 5.3).

**Table 5.3 Type of Secondary School by Sex (per cent)**

Type of high/secondary school	Sex		Total
	Male	Female	
Public/Government	92	93	93
Private	7	6	6
Other type of high/secondary school	1	1	1
Total	100	100	100
Count	2,155	3,960	6,115

National Graduate Survey 2019, Question B4: From which type of high/secondary school did you receive your entry qualification for your first enrolment in higher/tertiary education?

#### 5.4 Highest School Qualification

On average, the graduates scored 28 points in the grade 12 examination (median). The average for those who entered higher education with grade 10 as highest qualification was recorded at 32 points (Table 5.4).

There were minimal differences between the male and female graduates' scores both in grades 10 and 12.

**Table 5.4 Highest School Qualification by Sex (median)**

Highest qualification	Sex		Total
	Male	Female	
<b>Points grade 12</b>			
Median	29	28	28
Count	2,030	3,688	5,718
<b>Points grade 10</b>			
Median	33	32	32
Count	1,181	1,981	3,162

National Graduate Survey 2019, Question B6: What was your highest qualification when you left school?

#### 5.5 Vocational Training before Higher Education

Rather few graduates (12 per cent) reported that they acquired vocational education before enrolling for higher education programmes (Table 5.5). It is notable that more female graduates acquired vocational education than male graduates (13 per cent for female graduates; 10 per cent for male graduates).

**Table 5.5 Vocational Training/Post-Secondary School Courses Before Entering Higher Education by Sex (per cent)**

Vocational training before entering HE	Sex		Total
	Male	Female	
Yes	10	13	12
No	90	87	88
Total	100	100	100
Count	2,145	3,914	6,059

National Graduate Survey 2019, Question B7: Did you attend any vocational training/post-secondary school courses (NQF Level 1, 2, 3, 4, 5) before entering higher/tertiary education (NQF Level 5 and higher)?

When asked to explain the extent of the linkage between the vocational education and the higher education programmes, 56 per cent indicated a high degree of linkage whereas 24 per cent stated that the linkage was low or non-existing (Table 5.6). The remaining 19 per cent indicated moderate linkages. It could be concluded that there was a moderate linkage between prior vocational education and the higher education programmes as represented by an arithmetic mean of 3.6.

**Table 5.6 Linkage of Vocational Training/Post-Secondary School Courses and Higher/Tertiary Education Studies by Sex (per cent; arithmetic mean; only graduates with vocational training/post-secondary school courses before entering higher/tertiary education)**

Linkage of vocational training and HE studies	Sex		Total
	Male	Female	
1 Not at all	18	15	16
2	9	8	8
3	17	20	19
4	16	18	17
5 To a very high extent	40	39	39
Total	100	100	100
Count	211	484	695
<b>Recoded values</b>			
High (values 4 and 5)	56	57	56
Medium (value 3)	17	20	19
Low (values 1 and 2)	27	23	24
Arithmetic mean	3.5	3.6	3.6

National Graduate Survey 2019, Question B8: To what extent was your vocational training/post-secondary school courses linked to your higher/tertiary education studies? Scale of answers from 1 = 'Not at all' to 5 = 'To a very high extent'.

## 5.6 Work Experience

Work experience before enrolment presents added advantages to students' prospects of being employed after completion of studies as some of them may return to their employment. A quarter (25 per cent) of the respondents reported that they had work experience before they enrolled in the higher education programmes (Table 5.7).

**Table 5.7 Work Experience before Enrolment in Higher/Tertiary Education by Sex (per cent)**

Work experience before enrolment in HE	Sex		Total
	Male	Female	
Yes	28	24	25
No	72	76	75
Total	100	100	100
Count	2,141	3,936	6,077

National Graduate Survey 2019, Question B9: Did you acquire any working experience before your enrolment in higher/tertiary education?

Majority of the graduates who were employed before enrolment (93 per cent) were in full-time employment, five or more days per week (Table 5.8).

**Table 5.8 Working Days per Week by Sex (per cent; only graduates with work experience before study)**

Working days per week	Gender		Total
	Male	Female	
One day	1	0	0
Two days	2	1	2
Three days	3	3	3
Four days	3	2	2
Five days	67	70	69
Six days	11	13	12
Seven days	12	11	12
Total	100	100	100
Count	585	944	1,529

National Graduate Survey 2019, Question B10: How many days did you work per week?

## 6 Factors Influencing Higher Education Choices and Learning Outcomes

Learning outcomes are results of choices made by graduates at the commencement of their studies. The choices of HEIs and programmes are influenced by various factors. The speed at which the learning outcomes are attained can be influenced by different factors. It is therefore important to understand those factors as they have implications on the planning for higher education, both at institutional and national levels.

Factors considered in the National Graduate Survey included:

- Selection criteria for study programme;
- Selection criteria for HEI;
- Study duration;
- Reasons for prolonging studies;
- Mode of study; and
- Level of study programme.

### 6.1 Selection Criteria for Study Programme

Overall, the choice of programme by the majority of graduates was influenced by the grades achieved in secondary school with (82 per cent) in 2019 (Table 6.1). When categorised by age group, the choice of programme by older graduates seemed to have been driven by the results of special entry to examination (mature age entry). This was stated by over a third (36 per cent) of the graduates who were 34 years old and above at the time of the survey.

**Table 6.1 Selection Criteria for Entry to the Study programme by Age (per cent)**

Selection criterion	Age at the time of the survey (years)			Total
	Up to 27	28 - 33	34 and older	
Grades achieved in secondary school	98	88	43	82
Results of special entry examination (mature entry)	1	4	36	9
Other	2	8	22	8
Total	100	100	100	100
Count	2,198	2,115	1,180	5,493

National Graduate Survey 2019; Question F1: Which selection criterion was used for your entry to the study programme that you completed in 2014, 2015 or 2016? Refer to your answer in question A1



## 6.2 Selection Criteria for Higher Education Institution

In addition to the selection criteria for the study programme, graduates were also asked to rank the importance of factors that influenced their choice of the HEI. Academic factors (such as reputation/ Image of the HEI/ campus; practical emphasis of the study programme; provision of area of specialisation; and admission standards and prior grades) played a major role in influencing the choice of the HEI, scoring an average of four and above (Table 6.2).

On the contrary, social factors (closeness to home; attractiveness of town/ suburb/region; and availability of quality accommodation on or off campus) appeared to be of no importance in the choice of the institution. These findings imply that the choice of the higher education institution is depended on the performance of the institution.

**Table 6.2 Importance of Factors in Choosing the University by Age (arithmetic mean)**

Importance of factors in choosing the university	Age at the time of the survey			Total
	Up to 27	28 - 33	34 and older	
Reputation/image of the higher education institution/campus	4.2	4.2	4.1	4.2
Practical emphasis of the study programme	4.1	4.1	4.2	4.2
Provision of area of specialisation	4.0	4.0	4.1	4.1
Admission standards and prior grades	4.2	4.2	4.0	4.1
Availability of scholarship/loan/grants at the higher education institution	4.0	3.8	3.2	3.8
Advise by parents/relatives/friends	3.8	3.7	3.4	3.7
Availability of accommodation on or off campus	3.4	3.2	2.7	3.2
Closeness to home	2.8	2.7	2.9	2.8
Availability of quality accommodation on or off campus	3.0	2.8	2.4	2.8
Attractiveness of town/suburb/region	2.6	2.7	2.4	2.6
Count	2,212	2,125	1,192	5,529

National Graduate Survey 2019; Question F3: How important were the following factors in choosing the higher/tertiary education institution where you completed your study programme? Scale of answers from 1 = 'Not at all important' to 5 = 'Very important'.

## 6.3 Study Duration

The graduates were asked if they completed studies in the minimum required period. Majority (70 per cent) of the respondents reported that they completed their studies on time (Table 6.3). There seemed to be a linear trend between age and possibility of completing study within the minimum required period. This argument is supported by the fact that the younger the graduate, the lower the percentage of those who did not complete studies within the minimum period. Twenty-three (23) per cent of graduates aged 27 or below did not complete studies compared to 35 per cent in the age group of 28 and older

**Table 6.3 Completion of Study Programme in the Minimum Required Period by Age (per cent)**

Completion within the minimum required period of time	Age at the time of the survey (years)			Total
	Up to 27	28 - 33	34 and older	
Yes	77	65	65	70
No	23	35	35	30
Total	100	100	100	100
Count	2,217	2,129	1,206	5,552

National Graduate Survey 2019; Question F11: Did you complete the study programme in the minimum required period of time?

There was no major difference between completion of studies within minimum required period among graduates with disability and the overall results, as 68 per cent of the graduates with disability reported to have completed studies on time, compared to the 70 per cent of all graduates.

#### **6.4 Reasons for Prolongation of Studies**

The graduates who did not complete their studies on time were probed to indicate reasons for the delay. The top four reasons include failure of examinations (65 per cent), financial challenges/ difficulties (30 per cent); work commitments (19 per cent), and family matters (16 per cent) (Table 6.4).

Reasons for prolonging studies appeared to be age specific. Whereas younger graduates (27 years and younger) mainly cited failed examination as major factor (72 per cent), financial challenges/ difficulties and work commitment appeared to be the prominent reasons for prolonging studies among the older graduates (34 years and older).

**Table 6.4 Reasons for Prolongation of Study by Age and by Ability Status (per cent; multiple responses; only graduates with prolongation of study)**

Reasons for prolongation of study	Age at the time of the survey (years)			Graduates with disability	Total
	Up to 27	28 - 33	34 and older		
Failed examinations	72	69	50	60	65
Financial challenges/difficulties	17	34	38	24	30
Work commitments	8	15	40	4	19
Family matters	12	17	21	28	16
Slow/difficulty in writing thesis/dissertation	3	7	6	8	5
Change of subject or major	4	4	6	0	4
Change of course	5	5	3	4	5
Health problems/challenges	6	6	7	24	6
Long duration of research	2	4	6	8	4
Other	10	6	7	4	7
Total	140	165	183	164	162
Count	503	741	419	25	1,663

National Graduate Survey 2019; Question F12: Which of the following reasons caused the delay? Multiple answers possible

Similar to the general results, "failed examination" (60 per cent); "family matters" (28 per cent); and "financial challenges/ difficulties" (24 per cent) were also indicated as reasons for prolonging studies among the graduates with disabilities. However, "health problems/ challenges" (24 per cent) was reported as the fourth main reason for prolonging studies in this group of graduates.

## 6.5 Mode of Study

It is important to analyse the mode of study as it has the potential of influencing the speed of completion of study and employment uptake. Table 6.5 shows full-time mode of study was the most common among the graduates (73 per cent). However, while this was true for the younger age group (33 years and below), the same did not apply to the older group whereby 59 per cent opted for part-time and distance modes of study.

**Table 6.5 Mode of study by Age at the time of the survey 2019 (per cent)**

Mode of study	Age at the time of the survey (years)			Total
	Up to 27	28 - 33	34 and older	
Full-time	88	76	39	73
Part-time	8	13	32	15
Distance	4	9	27	11
Other	1	1	2	1
Total	100	100	100	100
Count	2,215	2,132	1,202	5,549

National Graduate Survey 2019; Question F9: Through which mode of study did you complete your study programme?

## 6.6 Level of Study Programme

The survey respondents graduated with qualifications at the level of Certificate, Diploma, Bachelor, Masters and PHD. Majority of the respondents (61 per cent) graduated either with a 4-year Bachelor Honours or Honours degree (Table 6.6). The relatively low percentage of graduates (13 per cent) with a three-year Bachelor degree should be understood in the context that many Bachelor degree programmes have changed from three to four-year period.

**Table 6.6 Level of study by Age at the time of the survey 2019 (per cent)**

Level of study	Age at the time of the survey			Total
	Up to 27	28 - 33	34 and older	
Certificate	4	3	5	4
Diploma	15	13	22	16
Bachelor (3 years)	19	9	10	13
Bachelor Honours (4 years)	23	27	22	24
Honours	37	43	26	37
Professional Bachelor	0	1	1	1
Post-graduate certificate	0	0	1	1
Post-graduate diploma	0	2	6	2
Masters	0	1	7	2
PhD	0	0	0	0
Total	100	100	100	100
Count	2,209	2,124	1,206	5,539

National Graduate Survey 2019; Question F5: What was the level of study that you completed?

## **7 University Services - Study Conditions and Provisions**

One of the key objectives of graduate tracer studies is to obtain feedback from the graduates regarding the study conditions and provisions. Sometimes it is argued that such direct evaluation of study elements of the graduates who already have some real experience on the labour market and work, would allow a better picture than that was usually obtained with similar evaluations provided by students.

### **7.1 Study Conditions and Provisions**

Two questions (with 19 aspects) were used to measure study conditions and provisions, namely:

- "How would you rate the study conditions you experienced at your institution" (with 13 aspects); and
- "How would you rate the following study provisions at your institution" (with 6 aspects).

In both questions, a 5-point scale with answers varying from 1 = "very bad" to 5 = "very good" was used.

With the help of exploratory factor analysis,<sup>1</sup> four dimensions of study conditions and provisions were used to create four index variables for further analysis. The indices included:

- Teaching quality,
- Physical study conditions,
- Learning provisions,
- Specific service facilities.

The reliability of the four dimensions were analysed with Cronbach's alpha. The results showed that the reliability of the measured dimensions was sufficient with high results of 0.86 for the first two dimensions, 0.80 for the third and 0.61 for the fourth dimension (Table 7.1).

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<sup>1</sup> Principal component analysis was performed. Rotation method: Varimax with Kaiser normalisation.

**Table 7.1 Dimensions of Study Conditions and Provisions (Loadings of the rotated component matrix and Cronbach's alpha)**

<b>Dimension and related items</b>	<b>Loading</b>
<b>1. Teaching quality</b>	
Motivation offered to help in your studies	0.729
Opportunity for consultation with teaching staff	0.758
Teaching quality (methods) of lecturers	0.726
Conducting research/dissertation/research paper	0.677
Teaching/grading system	0.530
Chances for students to have an influence on higher education institution policies	0.578
Internship programme/field course/practical	0.596
<b>2. Physical study conditions</b>	
Quality of buildings	0.797
Quality of classroom learning	0.783
Student recreational facilities on campus	0.483
Availability of technical equipment (e.g. lab equipment, measuring instruments, computer lab)	0.615
Quality of technical equipment	0.562
Supply of teaching or learning materials	0.583
<b>3. Learning provisions</b>	
Learning modules	0.695
Stocking of the library	0.683
Variety of subjects offered	0.596
<b>4. Specific service facilities</b>	
Medical facilities	0.633
Higher education institution scholarships/bursaries	0.630
Catering facilities on the campus	0.640
<b>Reliability of the index variables</b>	<b>Cronbach's alpha</b>
1. Teaching quality (index)	0.86
2. Physical study conditions (index)	0.86
3. Learning provisions (index)	0.80
4. Specific service facilities (index)	0.61

National Graduate Survey 2019, Question G1: How would you rate the study conditions you experienced at your institution? Question G3: How do you rate the following study provisions at your institution? Scale of answers from 1 = 'Very bad' to 5 = 'Very good'.

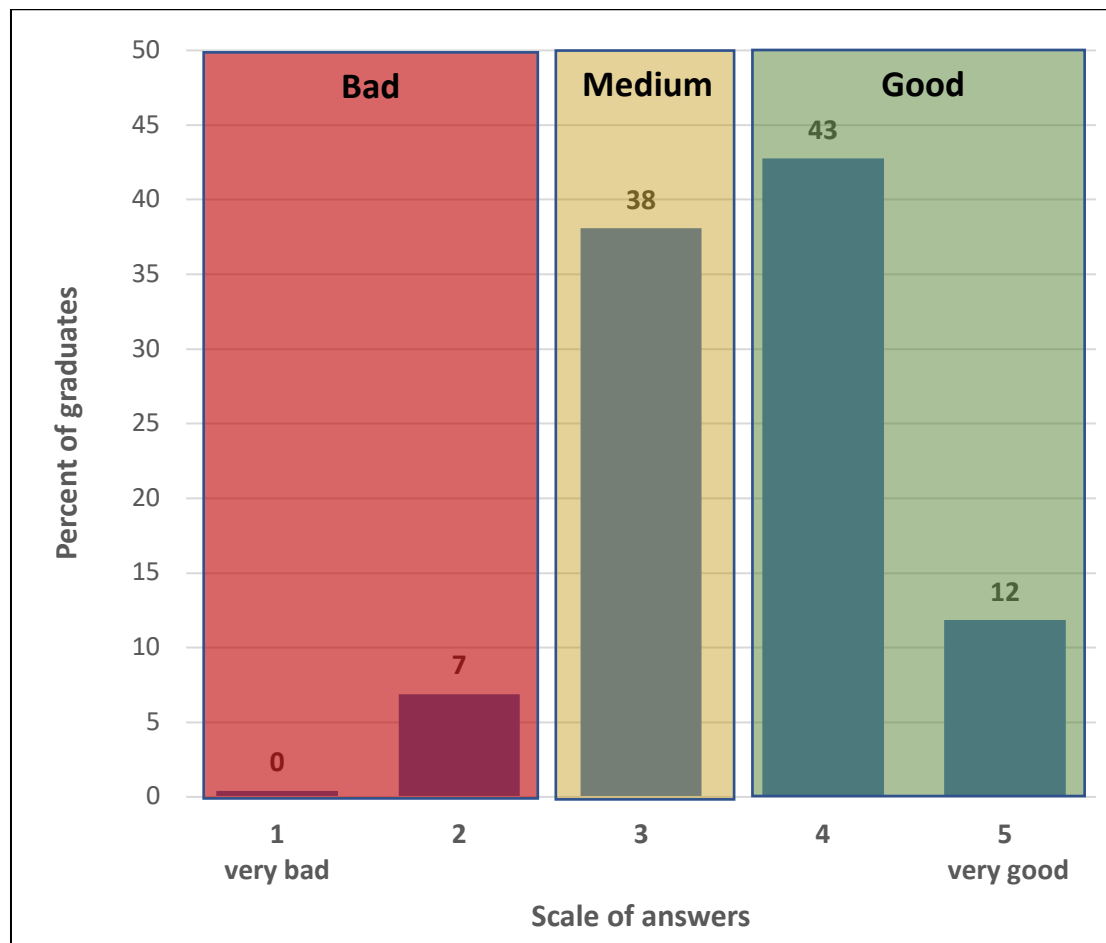
Note: Main component analysis. Only component loadings higher than 0.5 are documented.

To obtain a precise comprehensive view of the results, the average of the four index variables was calculated. The results were relatively positive. Most of the graduates were satisfied with the study conditions and provisions they experienced at their universities: the ratings of the different aspects are mostly between 3 and 4 on the 5-

point scale (Figure 7.1). Since the value 5 has the meaning of "very good", the retrospective ratings of the graduates can be interpreted as "good". The study conditions and provisions were rated as 3.6 on average.

Furthermore, Figure 7.1 shows the distribution of the rating based on the average of the four index variables, which was rounded to revert to the original 5-point scale. Only 7 per cent of the graduates evaluated the study conditions and provisions at their respective university as "bad". The majority (55 per cent) reported that the study conditions and provisions were "good". It should, however, be noted that a rather big group (38 per cent) voted for a moderate rating and was indecisive between "good" and "bad".

**Figure 7.1 Summary of the Rating of Study Conditions and Provisions (per cent; mean of index variables)**



National Graduate Survey 2017, Question G1: How would you rate the study conditions you experienced at your institution? Question G3: How do you rate the following study provisions at your institution? Scale of answers from 1 = 'Very bad' to 5 = 'Very good'.

The differences between the index variables and the single items as well as the differences in the ratings of groups of graduates were analysed so as to establish the extent to which the ratings of the study conditions and provisions can be explained by the institution attended, the field of study, gender, age and other background variables.

Table 7.2 shows that "teaching quality" scored the best evaluation (arithmetic mean: 3.9) followed by the "physical study conditions" (3.7) and the "learning provisions" (3.6). The "Specific service facilities" which include medical and catering facilities received the lowest ratings (3.1).

There are clear distinctions among the three universities: IUM received the best evaluation in all the dimensions, followed by NUST. Best scores were specifically recorded for the "teaching quality" whereby IUM was rated at 4.2, NUST at 3.9 and UNAM at 3.7. The "opportunity for consultation with teaching staff" was rated low at 3.7 by the UNAM graduates compared to 4.0 by the NUST graduates and 4.1 by the IUM graduates. The evaluation of "internship programme/ field course/ practical" yielded the lowest rating among the aspect of "teaching quality" (an average of 3.1) for all three institutions.

Within the "physical study conditions" category, NUST graduates bemoaned the provision of "student recreational facilities on campus", rated at an average of 3.1. While the averages of the other two universities were slightly higher, albeit moderate (between 3.4 and 3.6). There were mixed results within the "specific service facilities" with relatively low scores for medical facilities at IUM (2.5) and UNAM (2.7) compared to 3.2 at NUST. UNAM graduates were relatively low on the satisfaction of the availability of scholarships/ bursaries with an average of 2.9 compared to NUST (3.0) and IUM (3.3).

In general, the ranking order and pattern of study conditions and provisions by graduates with disability resembled the total average. However, "opportunity for consultation with teaching staff" (3.5), "motivation offered to help in your studies" (3.5) and "availability of technical equipment" (3.2) occupied lower order than that the total average.

The relatively low rating of the provision of internship as a teaching aspect; the quality of technical equipment and provision of student recreational facilities under the physical study conditions category as well as the entire specific services facilities require urgent attention by the universities. If left unattended, it might have far reaching implications on student success.



**Table 7.2 Rating of Study Conditions and Provisions by Higher Education Institution (arithmetic mean)**

Study conditions and provisions	Institution of higher education			Total
	UNAM	NUST	IUM	
<b>1. Teaching quality (Index)</b>	<b>3.7</b>	<b>3.9</b>	<b>4.2</b>	<b>3.9</b>
Opportunity for consultation with teaching staff	3.7	4.0	4.1	3.9
Teaching quality (methods) of lecturers	3.7	4.0	4.2	3.9
Motivation offered to help in your studies	3.6	3.8	4.2	3.7
Teaching/grading system	3.7	3.9	4.1	3.8
Conducting research/dissertation/research paper	3.6	3.7	4.2	3.7
Contacts with fellow students	4.1	4.2	4.4	4.2
Internship programme/field course/practical	3.0	3.3	2.7	3.1
Chances for students to have an influence on higher education institution policies	3.2	3.3	3.8	3.3
<b>2. Physical study conditions (Index)</b>	<b>3.6</b>	<b>3.8</b>	<b>3.8</b>	<b>3.7</b>
Quality of buildings	3.9	4.2	4.3	4.1
Quality of classroom learning	3.8	4.1	4.2	4.0
Availability of technical equipment (e.g. lab equipment, measuring instruments, computer lab)	3.5	3.9	3.7	3.6
Supply of teaching or learning materials	3.4	3.8	3.5	3.6
Quality of technical equipment	3.3	3.8	3.6	3.5
Student recreational facilities on campus	3.4	3.1	3.6	3.3
<b>3. Learning provisions (Index)</b>	<b>3.5</b>	<b>3.7</b>	<b>3.5</b>	<b>3.6</b>
Learning modules	3.7	4.0	3.8	3.8
Stocking of the library	3.7	4.1	3.8	3.8
Variety of subjects offered	3.9	4.0	4.1	4.0
<b>4. Specific service facilities (Index)</b>	<b>3.1</b>	<b>3.2</b>	<b>3.3</b>	<b>3.1</b>
Higher education institution scholarships/bursaries	2.9	3.0	3.3	3.0
Medical facilities	2.7	3.2	2.5	2.8
Catering facilities on the campus	3.3	3.3	3.1	3.3
Total	3.5	3.7	3.8	3.6
Count	2,743	1,838	894	5,475

National Graduate Survey 2019, Question G1: How would you rate the study conditions you experienced at your institution? Question G3: How do you rate the following study provisions at your institution? Scale of answers from 1 = 'Very bad' to 5 = 'Very good'.

In addition to comparisons among the universities, it is also of special interest to examine the differences by field of learning. Table 7.3 shows below-average rating of all the study provisions and conditions by graduates from the Law field of learning. The concern here is the low rating for teaching quality (3.4) compared to 3.9 by all graduates, and the aspect "internship programme/ field course/ practical sessions" (2.2 compared to 3.1 of all graduates). When compared to the fields of Education and Health which are also practical based, the low rating in the Law field of learning is a cause of concern. Graduates from the Business (2.7) and Science fields (2.8) also rated "internship programme/ field course/ practical sessions" aspect relatively low (2.7 and 2.8, respectively).

**Table 7.3 Rating of Study Conditions and Provisions by Field of Learning (arithmetic mean)**

Factors and single items	Field of learning										Total
	Agri	Busi	Lan	Edu	Man	Soc	Law	Heal	Sci	Oth	
<b>1. Teaching quality (Index)</b>	<b>3.9</b>	<b>3.9</b>	<b>4.0</b>	<b>3.9</b>	<b>3.9</b>	<b>3.9</b>	<b>3.4</b>	<b>4.1</b>	<b>3.9</b>	<b>3.8</b>	<b>3.9</b>
Motivation offered to help in your studies	3.7	3.7	3.9	3.8	3.7	3.7	3.1	4.0	3.7	3.6	3.7
Opportunity for consultation with teaching staff	4.0	3.8	4.1	3.9	3.9	3.9	3.2	4.2	3.9	4.0	3.9
Teaching quality (methods) of lecturers	3.9	3.9	3.9	3.8	3.8	4.0	3.4	4.2	3.9	3.8	3.9
Conducting research/ dissertation/research paper	3.9	3.7	3.8	3.8	3.8	3.8	3.4	3.9	3.7	3.7	3.7
Teaching/grading system	3.8	3.8	3.9	3.9	3.8	3.9	3.1	4.0	3.8	3.6	3.8
Chances for students to have an influence on higher education institution policies	3.1	3.4	3.3	3.6	3.2	3.3	2.5	3.6	3.2	3.0	3.3
Contacts with fellow students	4.3	4.2	4.1	4.3	4.3	4.1	4.1	4.4	4.2	4.1	4.2
Internship programme/field course/practical	3.6	2.7	3.4	3.9	3.0	3.0	2.2	3.9	2.8	2.9	3.1
<b>2. Physical study conditions(Index)</b>	<b>3.6</b>	<b>3.7</b>	<b>3.7</b>	<b>3.7</b>	<b>3.7</b>	<b>3.7</b>	<b>3.0</b>	<b>3.9</b>	<b>3.8</b>	<b>3.5</b>	<b>3.7</b>
Quality of buildings	4.0	4.1	4.1	4.0	4.1	4.1	3.4	4.2	4.1	4.1	4.1
Quality of classroom learning	3.9	4.0	4.1	4.0	4.1	4.0	3.4	4.2	4.0	3.9	4.0
Student recreational facilities on campus	3.1	3.4	3.2	3.5	2.8	3.5	2.9	3.4	3.3	2.9	3.3
Availability of technical equipment (e.g. lab equipment, measuring instruments, computer lab)	3.6	3.7	3.7	3.7	3.8	3.5	2.8	3.8	3.8	3.4	3.6
Quality of technical equipment	3.5	3.5	3.5	3.6	3.7	3.4	2.6	3.8	3.6	3.2	3.5
Supply of teaching or learning materials	3.7	3.6	3.7	3.5	3.6	3.7	2.8	3.8	3.7	3.3	3.6
<b>3. Learning provisions(Index)</b>	<b>3.4</b>	<b>3.6</b>	<b>3.4</b>	<b>3.5</b>	<b>3.5</b>	<b>3.6</b>	<b>3.2</b>	<b>3.7</b>	<b>3.6</b>	<b>3.4</b>	<b>3.6</b>
Learning modules	3.8	3.9	3.8	3.7	3.8	3.8	3.3	4.0	3.8	3.6	3.8
Stocking of the library	3.8	3.9	3.7	3.7	3.9	3.8	3.4	3.9	3.8	3.7	3.8
Variety of subjects offered	3.8	4.0	3.9	3.9	4.0	4.0	3.7	4.1	4.0	3.6	4.0
<b>4. Specific service facilities(Index)</b>	<b>3.2</b>	<b>3.0</b>	<b>3.2</b>	<b>3.6</b>	<b>3.0</b>	<b>3.1</b>	<b>2.4</b>	<b>3.5</b>	<b>3.0</b>	<b>2.9</b>	<b>3.1</b>
Catering facilities on the campus	3.0	3.3	3.0	3.4	3.1	3.3	3.0	3.2	3.3	3.1	3.3
Higher education institution scholarships/bursaries	2.8	3.0	2.8	3.3	2.9	3.0	2.4	3.1	3.0	2.7	3.0
Medical facilities	2.6	3.0	2.5	2.6	2.8	2.9	2.6	3.1	2.9	2.8	2.9
Total	3.6	3.6	3.6	3.7	3.6	3.6	3.1	3.8	3.6	3.5	3.6
Count	351	2122	126	745	341	651	122	392	343	84	5277

National Graduate Survey 2019, Question G1: How would you rate the study conditions you experienced at your institution? Question G3: How do you rate the following study provisions at your institution? Scale of answers from 1 = 'Very bad' to 5 = 'Very good'.

Abbreviations: Agri - Agriculture; Busi - Business Studies; Lang - Languages; Edu - Education; Man- Manufacturing Soc - Social Sciences; Law - Law; Heal - Health; Sci - Sciences; Oth – Other

## 7.2 Other Variables Influencing Study Conditions and Provisions

In addition to the HEI and field of learning, there might be other variables, which could explain the evaluation of study conditions and provisions. Sex is often seen as an important variable, because male and female graduates might have had different study experiences and expectations. The age of the students should also be taken into account. Older students might be more mature and could have a different pathway to higher education. Also relevant, could be the nationality and country of birth of the graduates; the school background in the urban or rural area could also provide meaning to the evaluation of study conditions and provisions. Different educational backgrounds might also affect the perception of the graduates who attended vocational training/post-secondary school courses or worked before entering higher education. Finally, the educational background of the parents could influence the expectations of students and so the evaluation of study conditions. The different modes of study, namely full-time, part-time and distance could have also influenced ratings of study conditions and provisions.

Table 7.4 presents the results of multiple regression analyses on the effects of the different variables. The four dimensions (index variables) of the study conditions and provisions together with the overall rating (mean) were used as dependent variables. The significant standardised regression coefficients are marked in the table as (\*). These coefficients measure the net effect of a variable while the other variables in the model are controlled (held constant). It is evident from the table that most of the variables are significant though most of the effects are rather minimal.

**Table 7.4 The Relevance of Individual Background and Study Experiences for the Rating of Study Conditions and Provisions (standardised Ordinary Least Square regression coefficients; beta)**

Independent variables	Study Conditions and Provisions							
	Overall study conditions		Quality of teaching		Physical study conditions		Learning provisions	
Male (1=yes)	-0.010	ns	0.022	ns	-0.023	ns	0.010	ns
Age	0.068	*	0.065	*	0.055	*	0.048	*
Academic background (1=yes)	-0.051	*	<b>-0.043</b>	*	-0.049	*	-0.019	ns
Namibian nationality (1=yes)	-0.004	ns	-0.015	ns	-0.022	ns	-0.004	ns
Born in Namibia (1=yes)	0.034	ns	0.027	ns	<b>0.043</b>	*	0.024	ns
VET before HE (1=yes)	0.008	ns	0.014	ns	0.002	ns	-0.006	ns
<b>Mode of study (ref. = full-time)</b>								
Part-time	-0.001	ns	-0.013	ns	0.009	ns	0.009	ns
Distance	-0.103	*	-0.172	*	-0.067	*	-0.060	*
Further studies completed or current study (1=yes)	<b>-0.038</b>	*	-0.017	ns	<b>-0.031</b>	*	-0.027	ns
Study in the minimum required time (1=yes)	0.102	*	0.151	*	0.067	*	<b>0.030</b>	*
<b>University (ref. = NUST)</b>								
IUM International University of Management	-0.012	ns	0.067	*	-0.015	ns	-0.104	*
UNAM University of Namibia	-0.172	*	-0.139	*	-0.143	*	-0.151	*
<b>Qualification level (ref. = Bachelor)</b>								
Certificate/Diploma	0.022	ns	-0.013	ns	0.016	ns	0.042	*
Honours	-0.050	*	-0.037	*	-0.049	*	-0.014	ns
Masters	<b>-0.030</b>	*	-0.006	ns	-0.018	ns	-0.017	ns
<b>Field of study (ref. = Health)</b>								
Agriculture	-0.011	ns	0.018	ns	-0.020	ns	-0.048	*
Business studies	<b>-0.044</b>	*	-0.046	*	-0.023	ns	0.031	ns
Languages	-0.001	ns	0.016	ns	0.003	ns	-0.026	ns
Education	0.080	*	0.033	*	<b>0.041</b>	*	0.006	ns
Social sciences	0.012	ns	0.020	ns	0.011	ns	0.030	ns
Law	-0.096	*	-0.079	*	-0.103	*	-0.050	*
Sciences	-0.009	ns	-0.009	ns	0.021	ns	0.005	ns
Other	-0.028	ns	-0.009	ns	<b>-0.031</b>	*	-0.025	ns
<b>R square (per cent)</b>	7	*	11	*	5	*	4	*

Significant ( $p < 0.05$ ) beta coefficients are marked with \* and the non-significant coefficients with ns.

The following variables were found relevant for the evaluation of the study conditions and provisions:

- Sex: very little differences between male and female graduates;
- Age: the study conditions and provisions were rated better by older graduates;
- Academic background: the study conditions and provisions were rated better by graduates with non-academic background;
- Nationality has no effect on the ratings but graduates born in Namibia gave a better rating of the "physical study conditions";

- Vocational training or a post-secondary school course before the course of study had no significant effect;
- Mode of study: distance education is associated with a more critical view of the study conditions and provisions of the graduates;
- Graduates with further studies completed or current further studies tend to be more critical with the study conditions and provisions in their previous study;
- Graduates who completed the study programme in the minimum required period of time are more satisfied with all dimensions of study conditions and provisions;
- University: the university attended seems to be relevant for the rating of the study conditions and provisions. UNAM graduates rated all dimensions lower than NUST graduates. IUM graduates showed a more critical view of the "quality of teaching" and the "learning provisions";
- Qualification level: Honours degree holders were less satisfied with almost all dimensions of study conditions and provisions than the Bachelor degree holders are; those in possession of Masters degrees were less satisfied than bachelor holders only regarding the "overall study conditions" and the "specific service facilities".
- Field of learning: when compared to Health as the reference category, Education graduates rated their study conditions and provisions better while the Law graduates recorded a lower rating of all.

In summary specific factors that seem to have influence on the graduates' perception include: the mode of study; previous qualifications; the university attended; type of qualification obtained; and the field of learning. This observation calls for further investigation by the universities.

## 8 Further Study

Graduates may choose to study further for various reasons, including interest in the subject, career prospects or a need to have self-confidence and analytical skills in the subject. The HEIs and programmes of further study selected are based on various factors. It is important to understand these relationships to better plan for postgraduate studies as well as for the benefits of labour market information.

### 8.1 Further Study/Training

The main measure of further studies involved asking respondents whether they were registered for another qualification at a university between completion of their studies (in 2014, 2015 and 2016) and the survey. This would usually include undergraduates proceeding straight with a higher qualification (such as postgraduate degree) or studying any other qualification.

Table 8.1 shows that about 27 per cent completed a study programme in the period 2015 to 2018.

**Table 8.1 Further Studies Completed by Year of Completion of First Study (per cent)**

Further studies completed	Year of Completion of First Study			Total
	2014	2015	2016	
Yes	33	28	24	27
No	67	72	76	73
Total	100	100	100	100
Count	1,122	1,422	2,584	5,128

Question I1: Did you complete already a further studies programme after completing your study programme in 2014, 2015 or 2016? Please refer to your answer in question A1.

### 8.2 Reasons for Pursuing Further Study

Graduates who were engaged in further studies between 2015 and 2018 ranked “enhancing career” (61 per cent), “acquiring new skills” (48 per cent) and “updating knowledge” (44 per cent), as the main reasons for pursuing further studies (Table 8.2). They also indicated that unemployment (32 per cent) had a reasonable effect on engaging in further study.

**Table 8.2 Reasons for Engaging in Further Studies by HEI (per cent; multiple responses; Only graduates with further studies)**

Reasons for engaging in further studies	University			Total
	UNAM	NUST	IUM	
Enhancing career	57	70	44	61
Acquiring new skills	46	53	41	48
Updating knowledge	41	50	35	44
Could not find employment	33	26	48	32
For promotion	10	14	5	11
Other reasons	4	2	6	4
Sum of responses (per cent)	192	216	180	200
Count of respondents (n)	695	660	182	1,537

Question I2: What was your reason for engaging in further studies? Multiple answers possible

Prospects for “enhancing career” was mainly cited as a reason for engaging in further study by graduates in the field of Languages, Manufacturing and Law (Table 8.3). Graduates who were engaging in further study in Education and manufacturing considered “acquiring new skills” as an important reason for further study. The reason, “could not find employment” was cited mostly by graduates in the fields of Agriculture and Social sciences.

**Table 8.3 Reasons for Engaging in Further Study by Field of Learning (per cent; multiple responses; only graduates with further studies)**

Reasons for engaging in further studies	Field of Learning										Total
	Agri	Busi	Lan	Edu	Man	Soc	Law	Heal	Sci	Oth	
Enhancing career	60	63	74	56	68	51	67	60	65	68	61
Acquiring new skills	50	46	54	56	55	46	42	53	50	42	48
Updating knowledge	42	45	46	43	43	40	38	44	56	39	44
Could not find employment	45	34	26	21	22	41	10	25	38	32	32
For promotion	4	12	11	14	11	11	15	10	13	10	11
Other reasons	5	3	2	2	4	5	6	3	1	3	3
Sum of responses ((per cent))	207	203	213	192	202	193	179	194	222	194	201
Count of respondents (n)	121	615	46	140	111	189	52	80	103	31	1,488

Question I2: What was your reason for engaging in further studies? Multiple answers possible

Abbreviations: Agri - Agriculture; Busi - Business Studies; Lan - Languages; Man - Manufacturing; Edu - Education; Soc - Social Sciences; Law - Law; Heal - Health; Sci - Sciences; Oth – Other

### 8.3 Level of Further Study Completed

Of the graduates who completed further studies after the initial qualification obtained in 2014/15/16, 33 per cent completed a postgraduate qualification (PhD, Masters, Postgraduate Certificate/ Diploma). In addition, Honours degree was the most popular qualification of further study, recorded at 37 per cent (Table 8.4).

**Table 8.4 Level of Completed Further Study by Sex (per cent; multiple responses; Only graduates with completed further studies)**

Level of completed further study	Sex		Total
	Male	Female	
Certificate	13	8	10
Diploma	13	15	14
Bachelor	15	13	14
Honours	35	38	37
Post-graduate certificate	3	2	2
Post-graduate diploma	12	14	14
Masters and PhD	17	17	17
Short courses	9	5	6
Other	3	3	3
Sum of responses ((per cent))	122	115	117
Count of respondents (n)	531	951	1,482

Question I4: What level of further study have you completed? Multiple answers possible

#### 8.4 Linkage Between the Field of Further Study and the Initial Field

There was a strong link (82 per cent for values 4 and 5) between the fields of further study and the initial fields (Table 8.5). All fields of learning displayed relatively strong links (more than 70 per cent at high values).

**Table 8.5 Linkage Between the Field of Further Study and the Field that Was Completed Before (per cent; arithmetic mean; only graduates with completed further studies)**

Linkage between the field of further study and the initial field	Field of Learning										Total
	Agri	Busi	Lan	Edu	Man	Soc	Law	Heal	Sci	Oth	
1 Not at all	3	5	7	2	5	4	8	7	4	7	5
2	3	3	0	4	7	5	6	4	1	7	4
3	8	9	14	8	8	16	4	4	8	17	10
4	21	16	10	21	11	17	10	11	18	20	16
5 To a very high extent	65	66	69	65	68	57	72	74	68	50	65
Total	100	100	100	100	100	100	100	100	100	100	100
Count	118	583	42	126	110	178	50	73	98	30	1,408
<b>Recoded values</b>											
Low (Values 1 and 2)	5	8	7	6	13	10	14	11	5	13	9
Medium (Value 3)	8	9	14	8	8	16	4	4	8	17	10
High (Values 4 and 5)	86	83	79	87	79	74	82	85	87	70	82
Arithmetic mean	4.4	4.4	4.3	4.4	4.3	4.2	4.3	4.4	4.5	4.0	4.3

Question I9: To what extent is the field of your further studies linked to the field that you graduated in? Scale of answers from 1 = 'Not at all' to 5 = 'To a very high extent'.

Abbreviations: Agri - Agriculture; Busi - Business Studies; Lan - Languages; Edu - Education; Soc - Social Sciences; Law - Law; Heal - Health; Sci - Sciences; Oth - Other



### 8.5 Institution of Further Study Completed

Out of 1,438 graduates who completed further studies, 32, 30, and 11 per cent studied at UNAM, NUST and IUM respectively (Table 8.6). Twenty-six per cent of the graduates pursued further studies at “other institutions”.

**Table 8.6 Institution of Further Study Completed by Level of Qualification (per cent; only graduates with completed further studies)**

Institution of completed further study	Level of Qualification				Total
	Dipl	Bachelor	Hon	Masters	
UNAM	58	16	28	36	32
NUST	18	45	25	18	30
IUM	8	9	16	6	11
Triumphant	0	1	0	0	0
Other institution/organization	16	30	31	39	26
Total	100	100	100	100	100
Count	417	552	436	33	1,438

Question I10: At which institution have you done your further studies?

### 8.6 Mode of Further Study

Overall, the mode of further study undertaken by the graduates varied from part-time (36 per cent), full-time (34 per cent) to distance (25 per cent). Graduates who pursued further studies at Diploma level through distance mode ranked second (32 per cent) in contrast of the order observed under other qualification types (Table 8.7).

"Other" modes of study included block release and blended e-learning and contact classes.

**Table 8.7 Mode of Further Study by Level of Qualification (per cent; only graduates with completed further studies)**

Mode of further study	Level of Qualification				Total
	Diploma/ Certificate	Bachelor	Honours	Masters	
Full-time	45	27	34	26	34
Part-time	20	44	41	47	36
Distance	32	24	20	12	25
Other	2	5	5	15	4
Total	100	100	100	100	100
Count	417	553	433	34	1,437

Question I12: What was the mode of your further study?

### 8.7 Duration of Further Study Programme

The average (median) duration of further study programme was 24 months (Table 8.8). The duration was longer for a Diploma at a median of 24 months than for a Bachelor degree (12 months).

**Table 8.8 Duration of Completed Further Study Programme by Kind of Degree (per cent; only graduates with completed further studies)**

Duration of further study programme	Diploma/ Certificate	Kind of degree			Total
		Bachelor	Honours	Masters	
Median (in months)	24	12	24	24	24
Count	414	553	435	34	1436

National Graduate Survey 2019, Question I14: What was the duration of your further study programme?

\*certificate /diploma includes the postgraduate qualifications.

## 8.8 Level of Current Further Study

In addition to those who completed further studies, some graduates were still pursuing further studies at the time of the survey. Majority of further study graduates were pursuing Masters (28 per cent) and Honours (26 per cent) degrees (Table 8.9). The total proportion for the Bachelor/ Honours degrees was 39 per cent and 44 percent for all Postgraduates. However, the proportion of ordinary Diplomas and Certificates (16 per cent), a confirmation that further study was more focused on deepening the knowledge rather than broadening it.

**Table 8.9 Level of Current Further Study by Field of Learning (per cent; multiple responses; Only graduates who are currently studying)**

Level of current further study	Field of Learning										Total
	Agri	Busi	Lan	Edu	Man	Soc	Law	Heal	Sci	Oth	
PhD	2	1	5	3	5	1	0	5	2	5	2
Masters	36	17	42	56	36	25	15	36	34	45	28
Honours	29	29	21	21	11	26	40	10	27	23	26
Bachelor	12	13	12	4	24	16	23	5	12	10	13
Post-graduate diploma	10	18	12	4	7	12	2	17	9	15	13
Post-graduate certificate	1	1	0	0	1	0	4	1	0	0	1
Diploma	7	16	7	7	8	18	2	8	8	3	12
Certificate	3	2	2	2	10	3	4	13	6	3	4
Short courses	1	2	2	1	2	1	6	4	1	0	2
Other	0	3	0	2	0	0	10	4	3	0	2
Sum of responses ((per cent))	100	103	104	101	104	103	106	102	102	103	103
Count of respondents (n)	157	784	57	212	110	262	48	109	146	40	1,925

Question J2: What level of further study are you undertaking? Multiple answers possible

Abbreviations: Agri - Agriculture; Busi - Business Studies; Lan - Languages; Edu - Education; Man- Manufacturing; Soc - Social Sciences; Law - Law; Heal - Health; Sci - Sciences; Oth - Other

There were no major differences between male and female graduates (Table 8.10).

**Table 8.10 Level of Current Further Study by Sex (per cent; multiple responses; only graduates who are currently studying)**

Level of current further study	Sex		Total
	Male	Female	
PhD	3	2	2
Masters	30	28	28
Honours	26	25	26
Bachelor	15	12	13
Post-graduate diploma	11	13	13
Post-graduate certificate	1	1	1
Diploma	10	14	13
Certificate	4	4	4
Short courses	3	1	2
Other	3	2	2
Sum of responses ((per cent))	104	102	103
Count of respondents (n)	703	1,256	1,959

Question J2: What level of further study are you undertaking? Multiple answers possible

## 8.9 Mode of Current Further Study

The mode of current further study can provide some indications as to whether the graduates were available for work or not. Overall, the graduates who were studying during the survey (39 per cent) were mainly undertaking it through distance mode (Table 8.11).

About 40 per cent of those who were studying while working, were doing so through distance mode and just over a third were studying on part-time basis.

**Table 8.11 Mode of Current Further Study by Type of Employment (per cent; only graduates who are currently studying)**

Mode of current further study	Type of employment		Total
	Employment	Study only	
Full-time	17	44	27
Part-time	36	20	30
Distance	41	36	39
Other	6	1	4
Total	100	100	100
Count	1,193	671	1,867

Question J10: What is the mode of your further study?

## 9 Employment Search

Employment search is often expected to be the main activity of graduates after completion of their studies. This chapter explores methods used by graduates in job search. There is also further investigation of other activities the graduates might have been engaged in. The results are disaggregated by level of qualification. Aspects of the job search process include duration of job search, methods used to find a job, most successful method, number of applications, application acknowledgements and invitations to job interviews.

### 9.1 Employment Search

Although not all graduates searched for a job after completion of their studies, the majority searched (80 per cent). Table 9.1 shows that 88 per cent of the Honours degree holders searched for employment, while this holds true only 53 per cent of the Masters Degree holders and 64 per cent of the Diploma/Certificate holders.

**Table 9.1 Employment Search by Type of Qualification (per cent)**

Employment search	Level of education achieved						Total
	Dipl	BA	Hon	Post Dipl	MA	PhD	
Yes	66	83	88	47	53	50	80
No	34	17	12	53	47	50	20
Total	100	100	100	100	100	100	100
Count	1,049	2,015	1,953	116	111	4	5,248

National Graduate Survey 2019, Question H1: Have you searched for employment after completion of your study programme?

Abbreviation: Dipl - Diploma, Certificate; BA - Bachelor; Hon - Honours; Post Dipl - Post-graduate diploma, Post-graduate certificate; MA - Masters; PhD - Doctorate degree.

### 9.2 Alternatives to Employment Search

The reasons why some graduates did not search for a job were quite different (Table 9.2). The mostly cited reason was that graduates continued with a job they held before or during their studies, (54 per cent). Masters Degree holders (69 per cent) reported this reason. Of the graduates who found a job without searching, most were Honours degree holders (28 per cent). Graduates who reported that they did not search for employment because they continued with further studies were mostly Diploma/Certificate holders (37 per cent).

**Table 9.2 Reasons for Not Searching for Employment by Type of Qualification (per cent; multiple responses; only graduates who did not search for employment)**

Reasons for not searching for employment	Diploma/ Certificate	Kind of degree			Total
		Bachelor	Honours	Masters	
Continued a job I already had before/during studies...	54	58	46	69	54
Continued studying	37	11	18	19	22
Found a job without searching	7	24	28	14	18
Became self-employed	2	3	2	0	2
Ill-health	0	0	0	0	0
Prevented due to family commitments	1	1	1	1	1
Chose not to work	2	0	1	1	1
Other reason	7	12	12	5	9
Total	109	109	107	109	108
Count	351	295	293	105	1,044

National Graduate Survey 2019, Question H2: Why have you not searched for employment? Multiple answers possible

### 9.3 Duration of Job Search

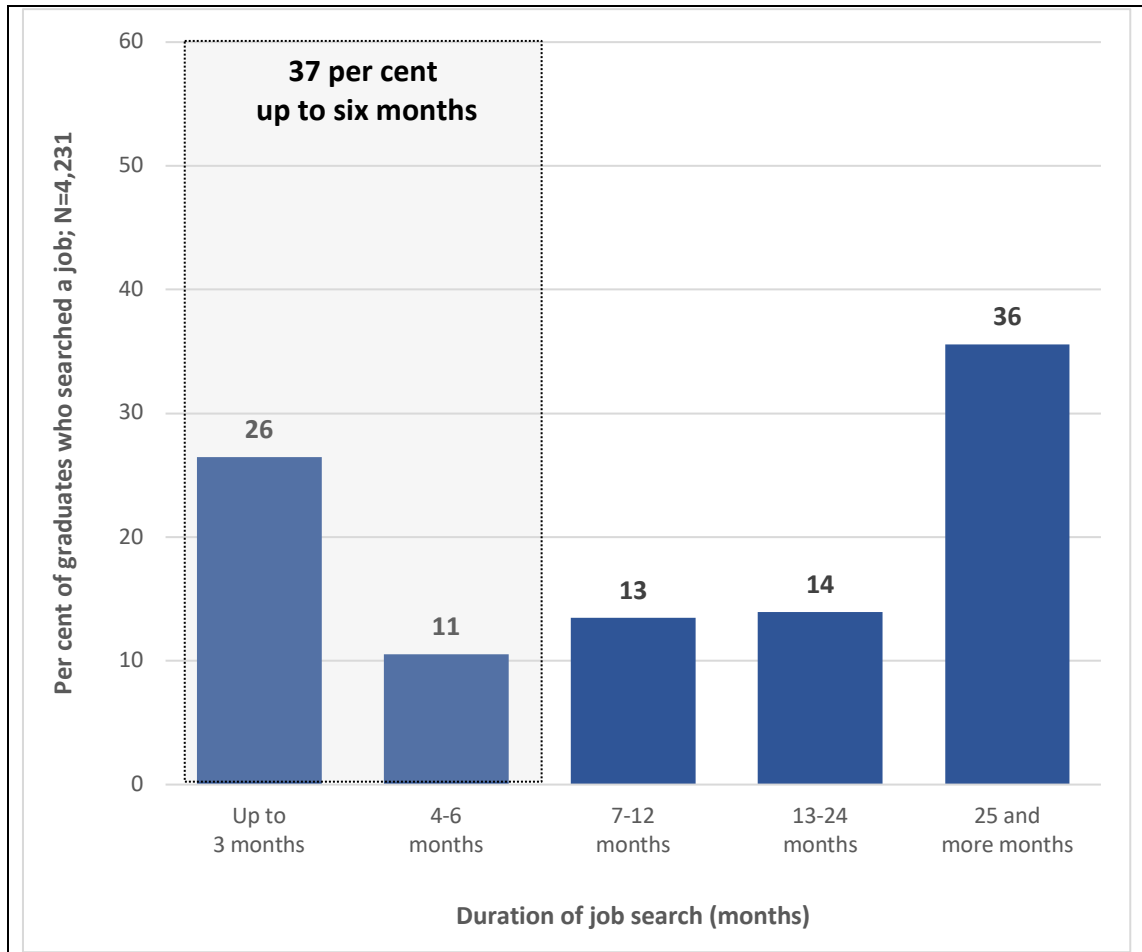
The duration of job search is often taken as a key indicator of the labour market situation of higher education graduates. The longer the duration of job search, the worse the labour market situation, an assumption which is not always true. Some graduates search longer because they prefer to work in areas where they can use their competencies related to their field of learning ("horizontal match") and/ or in aim of a position in the hierarchy of the company/organisation which is appropriate to their level of education ("vertical match"). To find a related field and appropriate job is a complex process, which requires a lot of activities on the side of the graduates but also activities and opportunities on the side of the employers ("the labour market").

The start of job search is not easy to define and might be very different for the graduates. Some graduates started searching for employment already before the completion of their studies while others might be engaged in other activities before they started searching for employment. Job search is not a full-time activity and, in this sense, not an exclusive activity. Some graduates might decide to secure a first job just as an intermediate step to find appropriate employment.

Figure 9.1 shows that close to one quarter (26 per cent) of the graduates had a very short job search duration of up to three months. However, an additional 11 per cent also reported a short job search duration of four to six months. Altogether, 37 per cent of those graduates who searched for a job after completion of their studies were able to find a first job within six months.

The median job search duration was 13 months while the arithmetic mean was also higher (15 months). It was noted that some graduates (36 per cent) took rather a longer time – more than two years to find their first job.

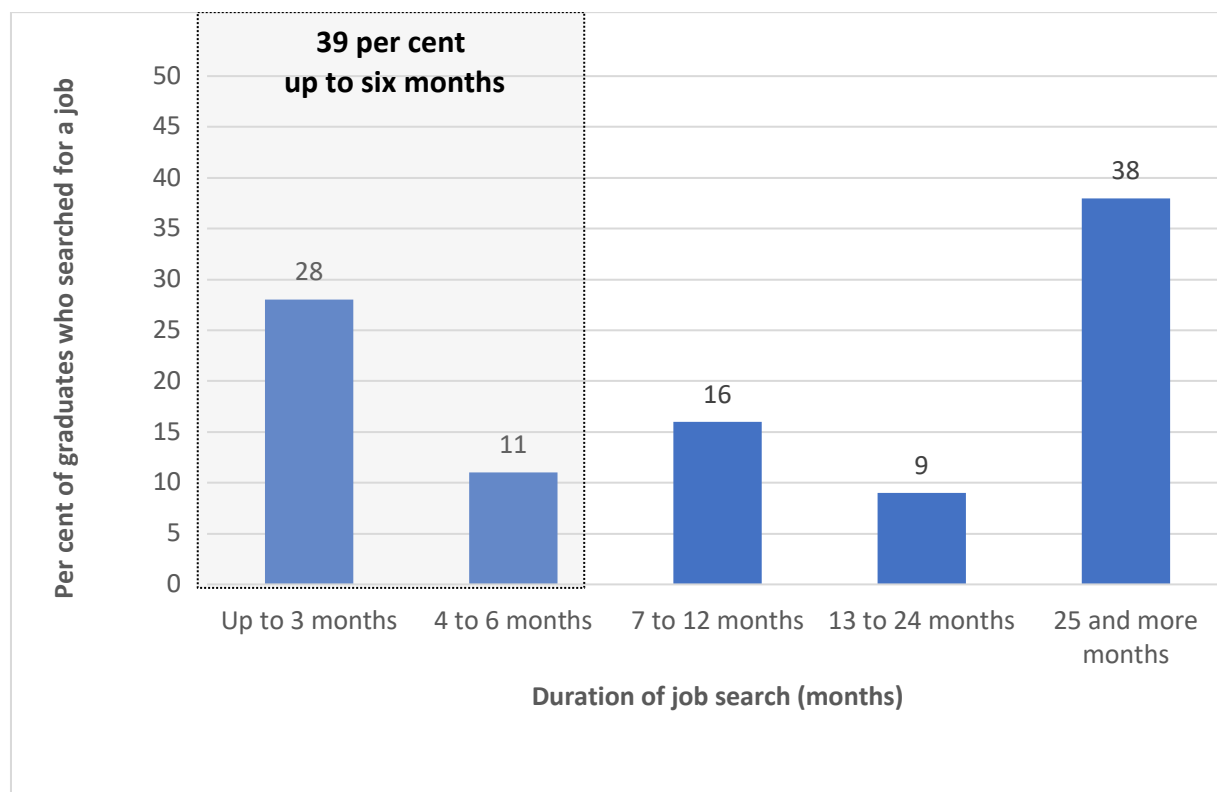
**Figure 9.1 Duration of Job Search (per cent; only graduates who searched for a job; N=4,231)**



National Graduate Survey 2019, Question H4: How long have you searched for your first job?

The presence of disability did not appear to have any influence on the duration of job search as the pattern observed among the graduates with disability was similar to the total (Figure 9.2)

**Figure 9.2 Duration of Job Search by Graduates with Disability (per cent; only graduates who searched for a job; N=4,231)**

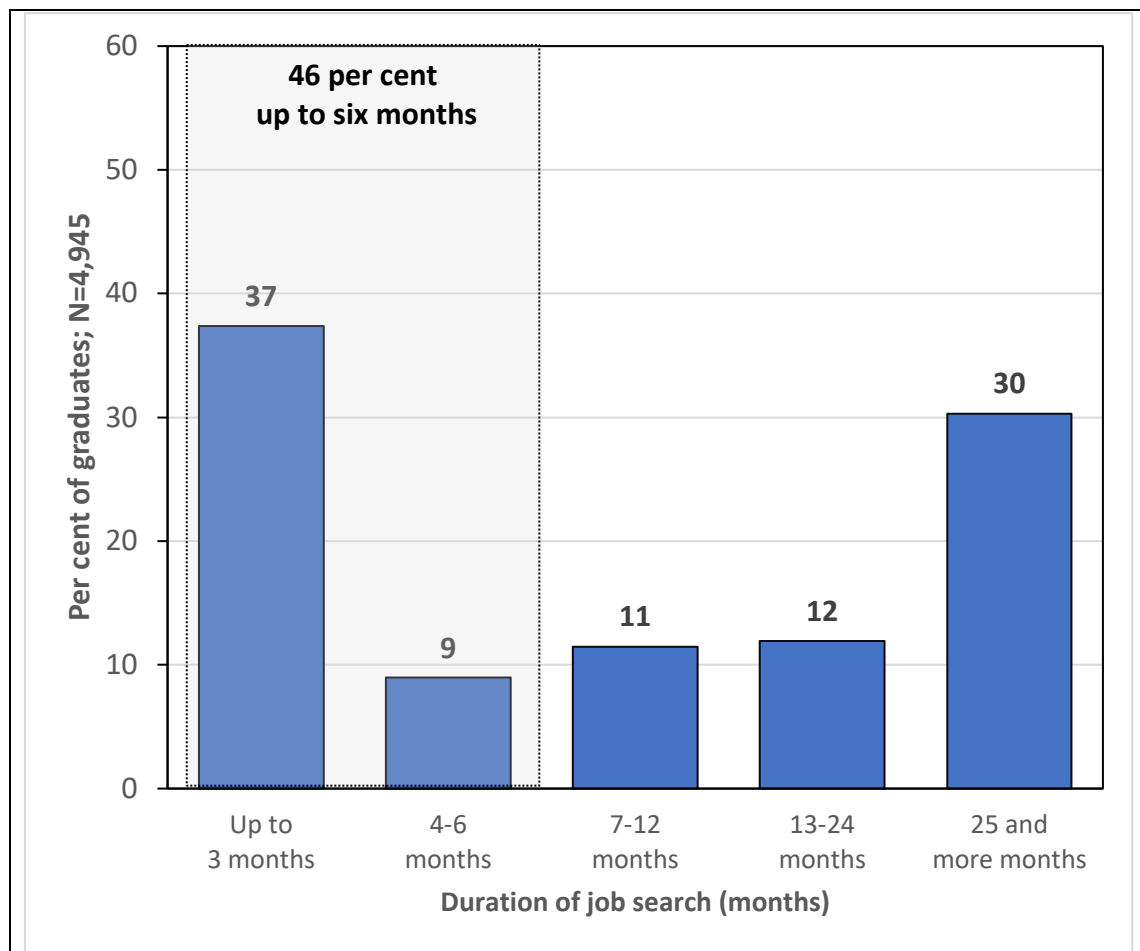


A short job search duration was associated with:

- Full- or part-time study modes,
- A higher degree level,
- A higher education level of the parents,
- A higher income at the time of the survey,
- Appropriateness of the position,
- A closer relationship between work and field of study.

It is worth noting that the reported associations are based only on the group of graduates who searched for a job and reported the duration of job search. If the group of graduates who found jobs without searching is considered, the results change. For the graduates who continued with the job they held before study, or who found a job without searching, it is assumed that their search duration was zero. This led to a change in the group of graduates with a very short job search duration of up to three months, from one third to almost 50 per cent of the graduates (**Error! Reference source not found.**).

**Figure 9.3 Duration of Job Search (per cent; only graduates who searched for a job or secured a job without search; N=4,945)**



National Graduate Survey 2019, Question H4: How long have you searched for your first job? Here we take into account that some graduates found a job without searching. For the graduates who continued with the job they held before study, or who found a job without searching, it is assumed that their search duration is zero.

#### **9.4 Number of Contacted Employers, Acknowledgements and Interview Invitations.**

Table 9.3 provides more details about the job search process differentiated by field of learning. The graduates, who searched for a job, contacted an average of 12 employers, received four acknowledgements on average and five invitations for interviews before they were able to find their first employment. The exception was found among the graduates in the Education field, who contacted only 5 employers on average. Agriculture and Education fields of learning received less acknowledgement. Graduates from Law and Health fields of learning received less interview invitations.



**Table 9.3 Average Number of Contacted Employers, Acknowledgements and Interview Invitation by Field of Learning (means; only graduates who searched for employment after completion of study)**

Indicators of job search	Field of learning										Total
	Agri	Busi	Lan	Edu	Man	Soc	Law	Heal	Sci	Oth	
Contacted employers											
Arithm. mean	11.6	14.3	12.0	5.4	16.1	12.0	12.0	7.7	12.6	12.1	12.0
Median	5.0	7.0	5.0	2.0	9.0	5.0	6.0	2.0	6.0	5.0	5.0
Count	276	1,710	93	611	246	496	74	263	282	64	4,115
Acknowledgements											
Arithm. mean	2.7	4.9	3.5	3.1	3.8	3.9	4.3	3.1	4.3	4.7	4.1
Median	2.0	2.0	2.0	2.0	3.0	2.0	2.0	1.0	2.0	2.0	2.0
Count	272	1,669	89	588	237	479	72	254	278	63	4,001
Calls for interview											
Arithm. mean	3.4	5.9	3.2	4.6	3.9	4.2	2.5	2.5	4.3	4.3	4.7
Median	2.0	4.0	3.0	3.0	2.0	2.0	2.0	1.0	3.0	3.0	3.0
Count	275	1,696	92	600	244	490	72	258	278	64	4,069

National Graduate Survey 2019; Question H9: How many employers have you approached after completion of your study programme? H10: How many acknowledgements have you received? H11: How many calls for interview have you received?

Abbreviations: Agri - Agriculture; Busi - Business Studies; Lang - Languages; Man = Manufacturing; Edu - Education; So - Social Sciences; La - Law; Heal - Health; Sci - Sciences; Oth - Other

## 9.5 Methods of Job Search

The graduates used different and many methods to find their first employment. The most often used method was "press advertisements (e.g. newspapers)" which was reported by 83 per cent of the graduates who searched for employment (Table 9.4). Health graduates (54 per cent) used this method the least.

Many graduates used "social media (e.g. Facebook, LinkedIn)" (50 per cent) while 36 per cent searched "through family, friends or acquaintances". About every third graduate "contacted employer on own initiative" or used "private employment agency (e.g. Jobs Unlimited)".

A fifth (20 per cent) of the graduates searched for a job through work placement/attachment during their studies. Graduates from the Manufacturing field (32 per cent) reported this method very often. Besides work placement, the graduates hardly reported having received help from the HEIs (only 8 per cent).

**Table 9.4 Methods Used for Job Search by Field of Learning (per cent; multiple responses; only graduates who searched for employment)**

Used job search methods	Field of learning										Total
	Agri	Busi	Lan	Edu	Man	Soc	Law	Heal	Sci	Oth	
Press advertisements (e.g. newspapers)	84	86	83	85	77	85	77	54	89	79	83
Social media (e.g. Facebook, LinkedIn)	60	54	53	34	55	52	41	33	67	52	50
Through family, friends or acquaintances	43	38	33	23	38	38	36	25	43	47	36
Contacted employer on own initiative	51	34	26	17	59	36	45	43	48	41	36
Private employment agency (e.g. Jobs Unlimited)	33	39	34	8	40	37	27	21	44	39	33
Radio/TV	29	22	15	22	16	21	9	15	22	23	21
Through work placement/attachment during higher/tertiary education	27	20	23	11	32	20	9	26	22	21	20
Contacted by employer	12	12	14	8	18	12	15	11	15	14	12
Through the Ministry of Labour	11	18	9	4	11	19	12	9	16	15	14
Through help of higher/tertiary education institution	10	7	12	2	12	6	3	13	12	8	8
Set up own business	6	11	10	2	9	7	7	5	13	15	8
Other	2	5	1	2	4	4	1	5	3	2	4
Total	367	345	312	219	372	336	283	261	394	355	325
Count	282	1,716	94	615	244	504	75	264	285	66	4,145

National Graduate Survey 2019, Question H7: What methods have you used to search for your first job after completion of your study programme? Multiple answers possible

Abbreviations: Agri - Agriculture; Busi - Business Studies; Lan - Languages; Edu - Education; Man - Manufacturing; Soc - Social Sciences; Law - Law; Heal - Health; Sci - Sciences; Oth - Other

## 9.6 Most Successful Method for Finding the First Job

The most successful method for securing the first job was the use of press advertisements which was reported by 41 per cent of the graduates who searched for a job after completion of their studies, followed by the help of family, friends or acquaintances (13 per cent) and contacting the employer on own initiative (12 per cent). All other methods accounted for 6 per cent or less (Table 9.5).

Remarkable differences in the successful first job search methods exist among the fields of learning. Only 33 per cent of the Manufacturing graduates found their first job through press advertisements. They often also contacted employers on own initiative (19 per cent).

A very different job search pattern can be found among the Health graduates, who were rarely able to find the first job through press advertisements (22 per cent), but often successfully contacted "employer on own initiative" (25 per cent) and also "Through work placement/attachment during higher/tertiary education" (12 per cent).

For graduates from the Languages (45 per cent) and Education (60 per cent) fields of learning, press advertisements was clearly the most successful first job search strategy.

**Table 9.5 Most Successful Method for Finding the First Job by Field of Learning (per cent; only graduates who searched for employment)**

Most successful method	Field of learning										Total
	Agri	Busi	Lan	Edu	Man	Soc	Law	Heal	Sci	Oth	
Press advertisements (e.g. newspapers)	37	39	45	60	33	37	39	22	42	36	41
Through family, friends or acquaintances	14	15	13	9	12	13	14	6	15	12	13
Contacted employer on own initiative	12	11	3	7	19	12	23	25	12	16	12
Other	10	8	3	2	7	12	10	6	8	9	8
Through work placement/attachment during higher/tertiary education	6	5	9	4	9	4	3	12	6	5	6
Social media (e.g. Facebook, LinkedIn)	4	5	7	6	8	6	3	6	6	10	6
Contacted by employer	6	5	11	5	4	4	4	8	4	2	5
Set up own business	3	5	3	1	2	4	0	1	3	5	3
Radio/TV	5	2	1	5	0	2	1	2	1	2	2
Private employment agency (e.g. Jobs Unlimited)	1	3	1	1	3	2	3	2	0	2	2
Through help of higher education institution	2	2	1	0	1	2	0	9	1	2	2
Through the Ministry of Labour	0	1	1	0	0	1	0	0	0	0	1
Total	100	100	100	100	100	100	100	100	100	100	100
Count	251	1,571	89	591	233	467	70	255	267	58	3,852

National Graduate Survey 2019, Question H8: What was the most successful method for finding your first job?

Choose only one answer

Abbreviations: Agri - Agriculture; Busi - Business Studies; Lang - Languages; Edu - Education;

Man – Manufacturing; Soc - Social Sciences; Law - Law; Heal - Health; Sci - Sciences; Oth - Other

## 9.7 Job Search Effectiveness

In order to obtain information about the relative effectiveness of the different job search methods, the percentage of graduates was calculated for each method that was reported as the most important one to find the first job.

As Table 9.6 shows, the most effective method for the first job search was the use of press advertisements (48 per cent). The second most effective method was the job search with the help of family, friends or acquaintances (30 per cent). Contacting the employer on own initiative 28 per cent and being contacted by the employer were also recorded as effective methods by 21 per cent of graduates, while the social media (11 per cent) and private employment agencies (5 per cent) were the less effective.

**Table 9.6 Effectiveness of Job search Methods for Finding the First Job (per cent; only graduates who searched for employment)**

<b>Job search methods</b>	<b>Effectiveness (per cent)</b>
Press advertisements (e.g. newspapers)	48
Through family, friends or acquaintances	30
Set up own business	29
Contacted employer on own initiative	28
Through work placement/attachment during higher/tertiary education	22
Contacted by employer	21
Through help of higher/tertiary education institution	18
Social media (e.g. Facebook, LinkedIn)	11
Radio/TV	10
Through the Ministry of Labour	5
Private Employment Agency (E.G. Jobs Unlimited)	5
Other	33

Effectiveness: The percentage of graduates who reported that the specific job search method was the most important one to find the first job. Example: 48 per cent of those graduates who searched for a job through press advertisements found the first job using this method.

The information about the relative effectiveness of the different job search methods can also be derived through the calculation of the average job search duration by each successful job search method.

Graduates who were assisted by their universities to find jobs or were exposed to work placement/ attachment found employment fastest (approximately 10 months). Although Press Advertisement was cited as the most successful and effective method for finding the first jobs it took a longer period - more than a year (Table 9.7). The use of the classical social network (through family, friends or acquaintances) was only successful after 15 months. Graduates who used social media (e.g. Facebook, LinkedIn) took approximately 17 months to find their first job.

**Table 9.7 Most Successful Method for Finding the First Job and Duration of Job Search (average; only graduates who searched for employment)**

Most successful method for finding the first job	Duration of job search in months	
	Arithmetic Mean	Count
Through help of higher education institution	9.6	72
Through work placement/ attachment during higher/ tertiary education	10.2	219
Contacted by employer	11.2	193
Contacted employer on own initiative	11.4	460
Press advertisements (e.g. newspapers)	13.5	1,562
Radio/TV	14.5	93
Through family, friends or acquaintances	15.2	500
Private employment agency (e.g. Jobs Unlimited)	16.5	77
Social media (e.g. Facebook, LinkedIn)	16.6	221
Through the Ministry of Labour	21.2	33
Set up own business	22.1	131
Other	22.5	296
Total	14.4	3,857

National Graduate Survey 2019, Question H4: How long have you searched for your first job? Question H7: What was the most successful method for finding your first job? Choose only one answer.

## 10 Employment and Work

The 2019 National Graduate Survey focused on graduates who completed their studies in the year 2014, 2015 and 2016. Thus, the graduates provided information related to their employment or work, approximately two to four years after completing studies. This period has to be taken into account when utilising the results on employment and work, in this chapter. It was not only important to find out if the graduates were employed or not, but the study also allowed to gauge a broader picture of the quality of their employment and work.

This chapter includes only objective indicators of the employment situation of the graduates. However, the graduates were also asked to evaluate the relationship between study and work regarding the use of competencies and the appropriateness of the position. The results of this more subjective evaluation are presented in chapter 11.

### 10.1 Employment Status

The employment situation of the graduates in Namibia, two to four years after completion of their studies, is impressive. Two-third (69 per cent) of the graduates were in employment - 66 per cent employed and 3 per cent self-employed (Table 10.1). Thirty (30) per cent were not employed. The unemployment rate is relatively high among graduates from the fields of Agriculture (51 per cent), Sciences (36 per cent) and Business (35 per cent).

**Table 10.1 Current Employment Status by Field of Learning (per cent)**

Current employment status	Field of learning										Total
	Agri	Busi	Lan	Edu	Man	Soc	Law	Heal	Sci	Oth	
Employed	44	60	76	86	68	64	75	81	58	53	66
Self-employed	2	4	0	1	3	3	2	0	5	8	3
Unemployed	51	35	19	12	28	32	22	17	36	36	30
Other	2	1	4	1	1	1	1	2	1	3	1
Total	100	100	100	100	100	100	100	100	100	100	100
Count	335	2,004	119	706	324	620	114	385	323	77	5,007

National Graduate Survey 2019; Question K1: What is your current employment status?

Abbreviations: Agri - Agriculture; Busi - Business Studies; Lan - Languages; Edu - Education;

Man-Manufacturing; Soc - Social Sciences; Law - Law; Heal - Health; Sci - Sciences; Oth - Other.

The qualification type or degree level seemed to be an important factor in the employment situation of the graduates. Graduates who completed their studies with a Diploma/ Certificate had a much higher unemployment rate (47 per cent) compared to other high qualification levels (Table 10.2 and Figure 10.1)

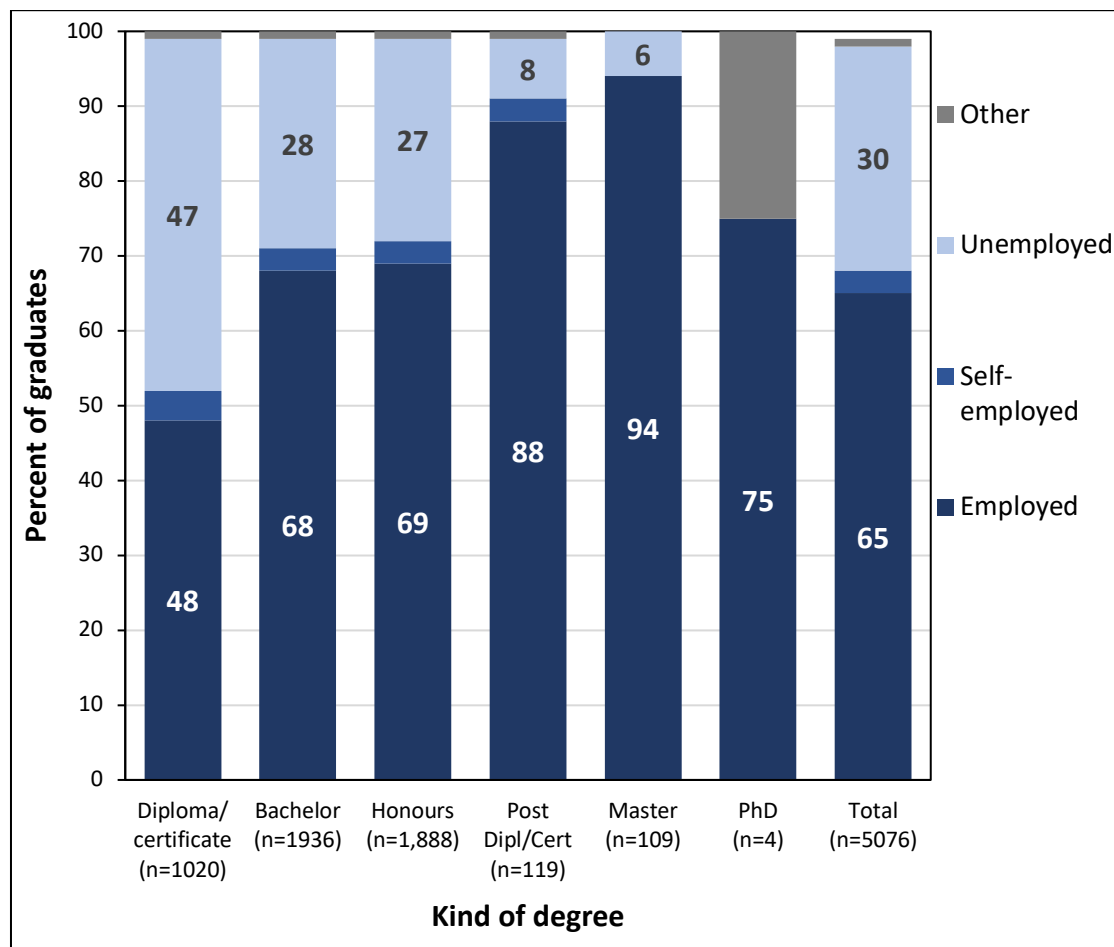
**Table 10.2 Current Employment Status by Level of Qualification (per cent)**

Current employment status	Level of qualification						Total
	Dipl	BA	Hon	Post Dipl	MA	PhD	
Employed	48	68	69	88	94	75	65
Self-employed	4	3	3	3	0	0	3
Unemployed	47	28	27	8	6	0	30
Other	1	1	1	1	0	25	1
Total	100	100	100	100	100	100	100
Count	1,020	1,936	1,888	119	109	4	5,076

National Graduate Survey 2019; Question K1: What is your current employment status?

Abbreviation: Dipl - Diploma, Certificate; BA - Bachelor; Hon - Honours; Post Dipl - Post-graduate diploma, Post-graduate certificate; MA - Masters; PhD - Doctorate degree.

**Figure 10.1 Current Employment Status by Type of Qualification (per cent)**



National Graduate Survey 2019, Question J1: What is your current employment status?

## 10.2 Activities of Unemployed Graduates

The unemployed graduates were probed to provide information about their activities. Majority of them (87 per cent) stated that they were seeking employment (Table 10.3). The second largest group was graduates who were studying and, therefore, not

employed (23 per cent). Few graduates (5 per cent) were unemployed because of child rearing and family care.

**Table 10.3 Activity of Unemployed Graduates by Field of Learning (per cent; multiple responses; only unemployed graduates)**

Activity at the time of the survey	Field of learning										Total
	Agri	Busi	Lan	Edu	Man	Soc	Law	Heal	Sci	Oth	
Unemployed, seeking employment	79	91	79	89	89	89	65	81	85	77	87
Further studies/ training	35	17	21	25	17	26	46	18	33	43	23
Unemployed, not seeking employment	3	1	4	2	1	0	12	3	2	7	2
Child rearing, family care	4	4	4	8	1	4	8	10	2	13	5
Other	1	3	11	3	2	2	0	4	1	7	3
Total	122	116	118	128	111	121	131	115	124	147	119
Count	179	735	28	87	93	206	26	73	123	30	1,580

National Graduate Survey 2019; Question K3: What applies to your current situation? Multiple answers possible.  
Abbreviations: Agri - Agriculture; Busi - Business Studies; Lan - Languages; Edu - Education; Man- Manufacturing; Soc - Social Sciences; Law - Law; Heal - Health; Sci - Sciences; Oth - Other;

### 10.3 Typology (Classification) of Employment Status

Employment and further study are not distinctive activities. This becomes clear when the answers of the graduates regarding further study and employment status were combined to derive a typology (Table 10.4). About one quarter (24 per cent) of the graduates combined employment with further study, 46 per cent were only employed (no study) and 13 per cent studied without employment. Consequently, 17 per cent were neither employed nor studying at the time of the survey.

**Table 10.4 Type of Current Employment Status by Field of Learning (per cent)**

Type of employment status	Field of learning										Total
	Agri	Busi	Lan	Edu	Man	Soc	Law	Heal	Sci	Oth	
Employment only	30	41	41	65	52	42	54	60	38	34	46
Employment and study	18	24	39	24	21	26	24	23	25	29	24
Study only	27	14	9	5	11	16	16	5	18	21	13
No employment - no study	24	21	10	6	16	16	5	12	18	16	17
Total	100	100	100	100	100	100	100	100	100	100	100
Count	331	1,969	117	683	318	605	112	368	320	76	4,899

National Graduate Survey 2019; Question K1: What is your current employment status? Question J1: Are you undertaking further studies at present?

Abbreviations: Agri - Agriculture; Busi - Business Studies; Lan - Languages; Edu - Education; Man-Manufacturing; Soc - Social Sciences; Law - Law; Heal - Health; Sci - Sciences; Oth - Other.

### 10.4 Full-time Employment

About two third (76 per cent) of employed graduates were working full-time (Table 10.5). The average weekly working time for all employed graduates was approximately 40 hours (40 hours arithmetic mean; 40 hours median). About a quarter (24 per cent) were working part-time (less than 40 hours).



**Table 10.5 Full-Time Employment Two to Four Years after Completion of Study by Kind of Degree (per cent; only employed graduates)**

Full-time employment	Level of qualification						Total
	Dipl	BA	Hon	Post Dipl	MA	PhD	
Yes	77	80	72	79	74	75	76
No	23	20	28	21	26	25	24
Total	100	100	100	100	100	100	100
Count	537	1,397	1,388	107	102	4	3,535

National Graduate Survey 2019, Question K7: How many hours do you work per week?

Weekly working hours of 40 hours and more was used to define full-time employment.

Abbreviation: Dipl - Diploma, Certificate; BA - Bachelor; Hon - Honours; Post Dipl - Post-graduate diploma, Post-graduate certificate; MA - Masters; PhD - Doctorate degree.

### 10.5 Type of Employment Contract

One of the important indicators of the quality of employment is the kind of employment - are the graduates able to find permanent employment? Permanent employment was dominant, recorded at 80 per cent (Table 10.6). Only 18 per cent of the graduates reported that they had non-permanent contracts, two to four years after graduation.

**Table 10.6 Type of Employment Contract by Field of Learning (per cent; only employed graduates)**

Type of employment contract	Field of learning										Total
	Agri	Busi	Lan	Edu	Man	Soc	Law	Heal	Sci	Oth	
Permanent contract	68	77	82	95	69	78	81	84	67	65	80
Other	29	19	18	5	27	18	17	15	30	27	18
Not applicable, I am self-employed	3	4	0	0	3	4	2	1	3	8	3
Total	100	100	100	100	100	100	100	100	100	100	100
Count	167	1,311	97	630	236	427	89	321	209	51	3,538

National Graduate Survey 2019; Question K8: Are you permanently employed?

Abbreviations: Agri - Agriculture; Busi - Business Studies; Lan - Languages; Edu - Education; Man- Manufacturing; Soc - Social Sciences; Law - Law; Heal - Health; Sci - Sciences; Oth - Other;

### 10.6 Sector of Employment

The public sector tends to employ more graduates. More than half (51 per cent) of the graduates reported to be employed in the public service whereas 13 per cent were employed by public enterprises and 26 per cent by private enterprises (Table 10.7).

**Table 10.7 Type of Employer by Field of Learning (per cent; only employed graduates)**

Type of employer	Field of learning										Total
	Agri	Busi	Lan	Edu	Man	Soc	Law	Heal	Sci	Oth	
Public/government	50	37	34	90	20	60	54	61	36	39	51
Parastatal	10	16	22	4	22	11	14	11	20	23	13
Private	25	37	31	3	49	18	29	18	29	27	26
Non-governmental organisation (NGO)	10	4	7	1	2	7	1	9	8	5	5
Self-employed	1	5	0	1	4	3	0	0	3	5	3
International and diplomatic	1	1	4	0	2	1	1	0	0	2	1
Other	3	1	2	1	0	1	1	1	2	0	1
Total	100	100	100	100	100	100	100	100	100	100	100
Count	153	1,247	91	591	226	396	80	300	201	44	3,329

National Graduate Survey 2019; Question M8: What type of employer do you work for?

Abbreviations: Agri - Agriculture; Busi - Business Studies; Lan - Languages; Edu - Education; Man- Manufacturing; Soc - Social Sciences; Law - Law; Heal - Health; Sci - Sciences; Oth - Other;

## 10.7 Industry of Employment

The graduates were asked to state the industry in which they were employed. Their answers are presented in Table 10.8 disaggregated by field of learning. This breakdown allows establishing if graduates from certain fields of study are concentrated in related economic sectors.

Education has absorbed 30 per cent of the graduates, followed by Public Administration and Defence (17 per cent), Health and Social Services (13 per cent), and Financial Intermediation (12 per cent). Only 1 per cent of the graduates were working in the Fishing industry.

For some fields of study there was a strong concentration in relevant industries, e.g. 91 per cent of the graduates from the field of Education were working in Education, and 83 per cent of graduates from Health study programmes held jobs in Health. The Agriculture and forestry industry did not feature among the industries of employment. The graduates from the Agricultural field of learning were rather concentrated in Education. Given the adverse climatic conditions that affected the sector in recent years, these results are not surprising at all. The possibility of Government employees in Agriculture choosing Public Administration and Defence industry can also not be ruled out.

**Table 10.8 Economic Sector of Employment by Field of learning (per cent; only employed graduates)**

Economic sector of employment	Field of learning										Total
	Agri	Busi	Lan	Edu	Man	Soc	Law	Heal	Sci	Oth	
Fishing and fish processing on board	10	1	1	0	0	0	2	1	1	0	1
Mining and quarrying	13	2	1	0	13	4	0	1	7	5	3
Manufacturing	10	3	6	0	3	1	2	1	2	5	3
Electricity and water	2	3	1	1	13	2	3	0	3	0	3
Construction	3	4	2	1	27	1	3	1	1	17	4
Wholesale and retail trade	2	7	2	0	3	3	2	1	3	2	4
Hotels and restaurant	2	3	1	1	1	3	0	0	1	5	2
Transport and communication	1	8	18	1	11	4	11	0	14	7	6
Financial intermediation	3	25	11	1	2	6	17	1	13	5	12
Real estate and business services	6	3	1	0	3	4	5	0	5	10	2
Public administration and defence	15	23	16	5	8	30	51	3	15	12	17
Education	32	13	38	91	13	24	3	7	27	27	30
Health	1	5	1	1	2	19	3	83	9	5	13
Total	100	100	100	100	100	100	100	100	100	100	100
Count	135	1,197	85	578	215	363	65	295	188	41	3,162

National Graduate Survey 2019; Question M13: In which economic sector are you currently employed/self-employed?

Abbreviations: Agri - Agriculture; Busi - Business Studies; Lang - Languages; Edu - Education; Man - Manufacturing; Soc - Social Sciences; Law - Law; Heal - Health; Sci - Sciences; Oth - Other

### 10.8 Level of Current Position

Professional success is sometimes measured in terms of the position reached within an organisation or company. Since the terms used for positions might be different, the survey probed the graduates to indicate the level of their position ("What is the level of your current position?"). Majority of the graduates (53 per cent) were in Non-supervisory (entry) positions (Table 10.9) and 40 per cent reported that they held higher positions (supervisory: 23 per cent; middle management: 13 per cent; and senior management: 4 per cent). Caution should be taken when using these results as some of these higher positions could have resulted from job experiences obtained before, and during, studies.

**Table 10.9 Level of Current Position by Field of Learning (per cent; only employed graduates)**

Level of current position	Field of learning										Total
	Agri	Busi	Lan	Edu	Man	Soc	Law	Heal	Sci	Oth	
Non-supervisory (entry)	48	54	56	58	48	53	43	40	59	64	53
Supervisory	25	22	24	20	30	23	28	30	24	16	23
Middle management	17	14	14	10	16	15	14	17	8	11	13
Senior management	3	5	1	3	4	5	10	3	3	2	4
Other	7	6	5	9	2	5	6	9	6	7	6
Total	100	100	100	100	100	100	100	100	100	100	100
Count	151	1,226	93	577	225	391	80	293	197	44	3,277

National Graduate Survey 2019; Question M16: What is the level of your current position?

Abbreviations: Agri - Agriculture; Busi - Business Studies; Lan - Languages; Edu - Education; Soc - Social Sciences; Law - Law; Heal - Health; Sci - Sciences; Oth - Other

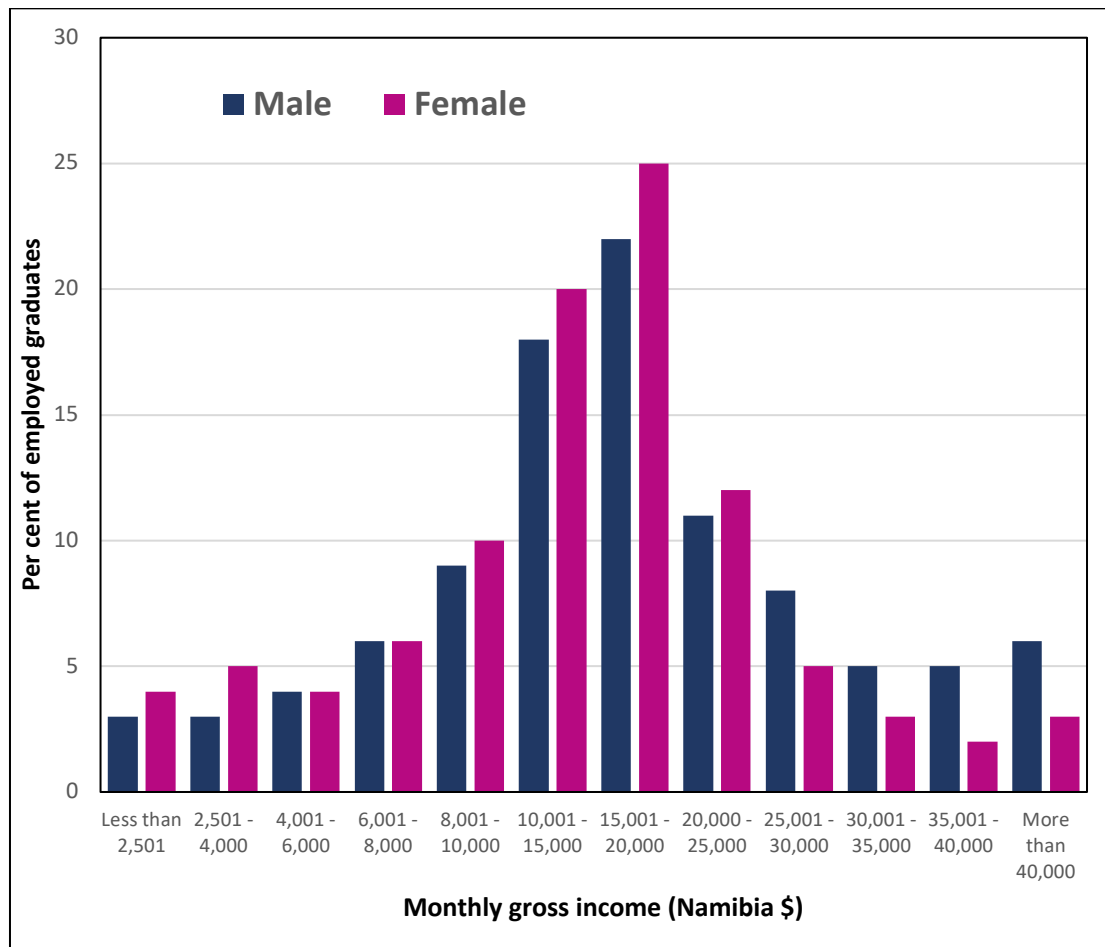
## 10.9 Income

Figure 10.2 illustrates the income distribution differentiated for male and female graduates. The income distribution is quite similar with a slight advantage for male graduates, especially in higher earning categories.

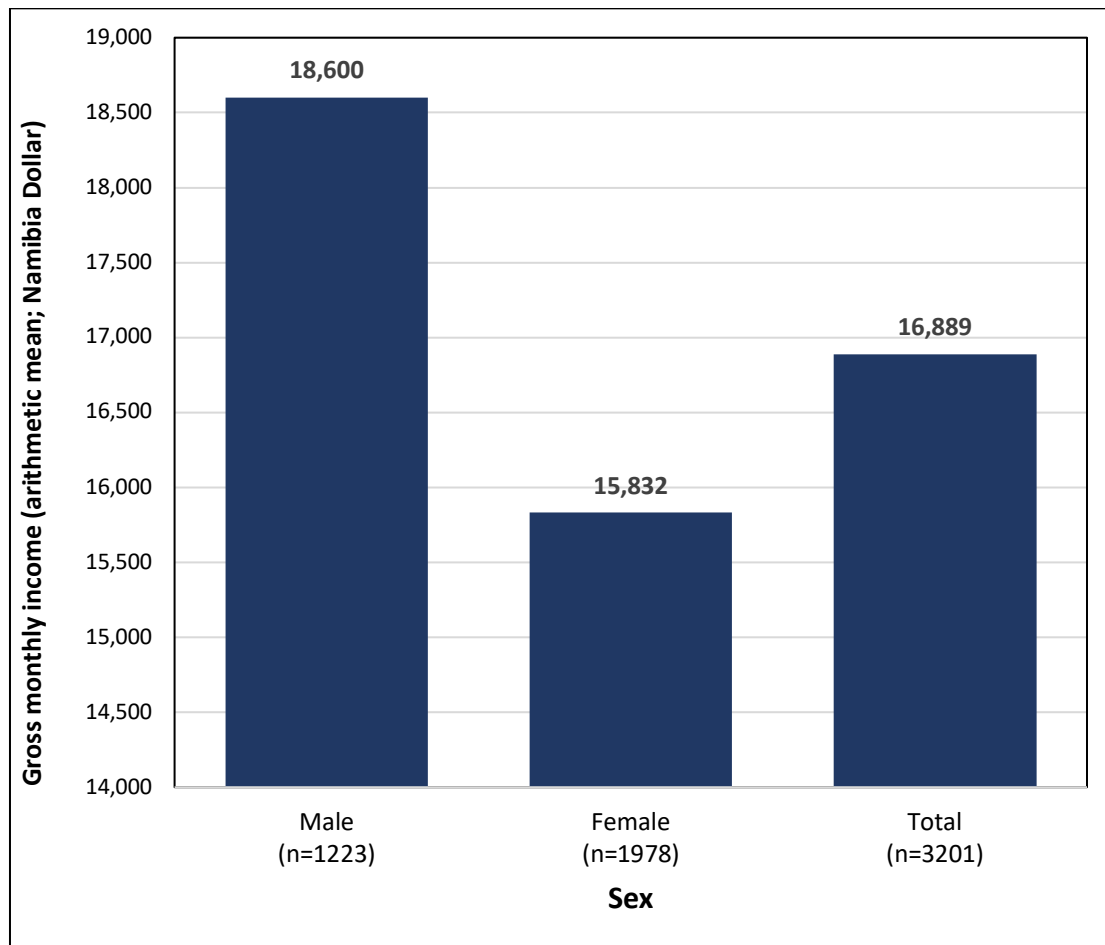
The graduates reported an average monthly gross income of about N\$17,000 (arithmetic means) with N\$19,000 for male graduates and N\$16,000 for female graduates (Figure 10.3). The median income of N\$17,500, was same for both sex.

It should be noted that the average income was calculated from the original categorised answers by using the middle of the range within one category, e.g. for the category of N\$15,001 - 20,000 the value N\$17,501 was used as the average.

**Figure 10.2 Gross Monthly Income by Sex (per cent)**

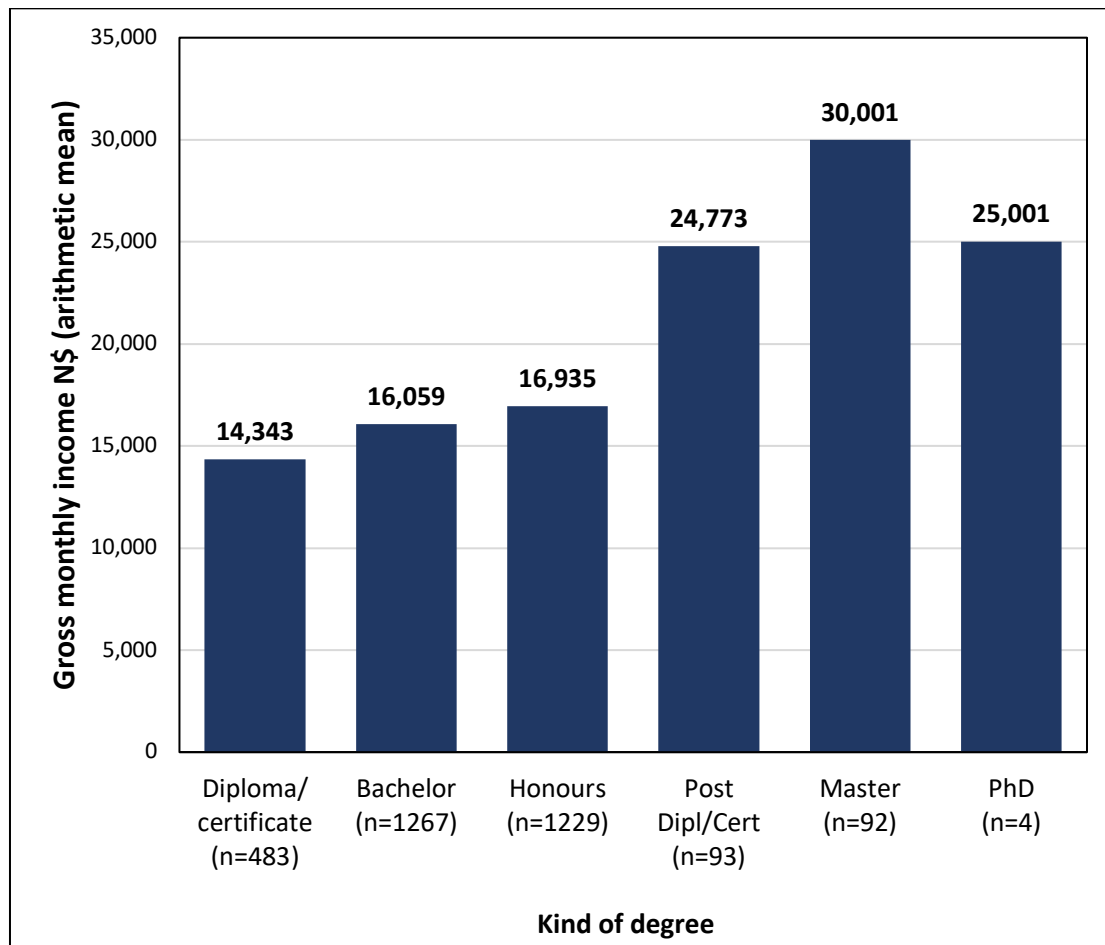


National Graduate Survey 2019, Question M18: What is/are your current total/gross monthly income/earnings?

**Figure 10.3 Gross Monthly Income by Sex (arithmetic mean)**

National Graduate Survey 2019, Question M18: What is/are your current total/gross monthly income/earnings?

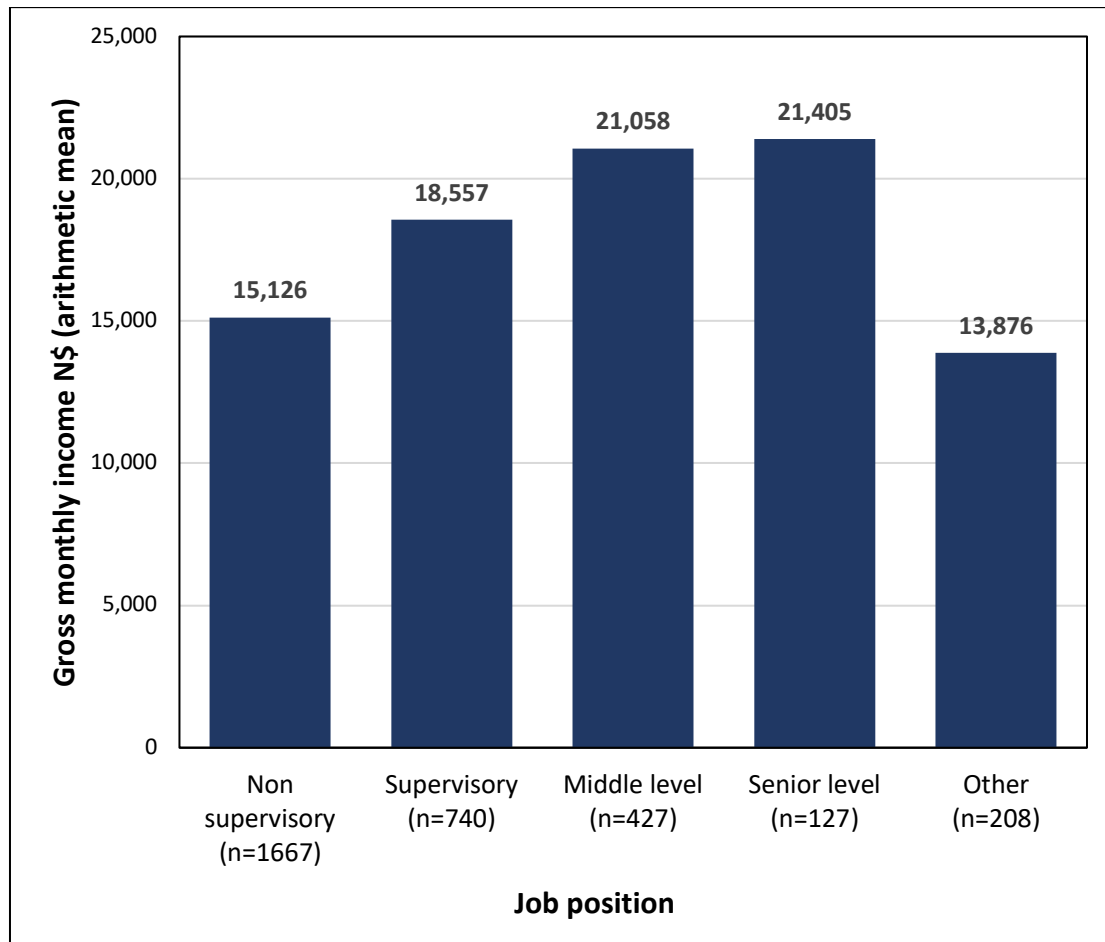
It is worth establishing whether there was a positive relationship between the levels of qualification and income. As Figure 10.4 shows, there was indeed a positive relationship between income and education merits. Graduates who achieved a Diploma or Certificate as their highest level of education reported an average income of N\$14,343 compared to N\$16,059 of the Bachelor graduates. There were no income differences between Bachelor and Honours level, while the income of the graduates with a Master and PhD degree was much higher (Master: N\$30,001).

**Figure 10.4 Gross Monthly Income by Type of Degree (arithmetic mean)**

National Graduate Survey 2019, Question M18: What is/are your current total/gross monthly income/earnings?

The income of the graduates depended also on the job position: the higher the position the higher the income.

**Figure 10.5 Gross Monthly Income by Level of Current Position (arithmetic mean)**



National Graduate Survey 2019, Question M18: What is/are your current total/gross monthly income/earnings?

### 10.10 Fringe Benefits

In addition to their salary, majority of the graduates were receiving fringe benefits. Table 10.10 shows that:

- 69 per cent received health related benefits (medical aid and insurances),
- 69 per cent received housing subsidy and rent allowance,
- 63 per cent received transportation (car/transport) allowance,
- 63 per cent was entitled to retirement (pension and gratuity),
- Education and training (staff development and family study rebate) was the least popular among all the fringe benefits, and
- 14 per cent of the employed graduates reported that they did not receive any fringe benefits.

Fringe benefits were more widespread in the public service than in the private sector, for example, housing as fringe benefit was recorded at 91 per cent of the graduates in the public service compared to only 34 per cent in the private sector (Table 10.10).



Similarly, transport related benefits were high (85 per cent) in the public service versus 31 per cent in the private sector. Also, 80 per cent of the graduates employed in the public service were receiving health benefits compared to 50 per cent in the private sector. Retirement was recorded at 70 per cent for the public service versus 48 per cent for the private sector.

It is not clear whether the high prevalence rate of fringe benefits in the public sector was the pulling factor of graduates to Government employment or the high employment rate in the public sector was because the Government could afford to absorb majority of the graduates, especially in view of persisting economic downturn.

**Table 10.10 Kind of Fringe/other Benefit(s) by Type of Employer (per cent; multiple responses; only employed graduates)**

Kind of fringe/other benefit(s)	Kind of employer				Total
	Public	Parastatal	Private	Other	
Health (medical aid, insurances)	80	81	50	50	69
Housing (subsidy, rent allowance)	91	74	34	29	69
Transportation (car/transport allowance)	85	68	31	25	63
Retirement (pension, gratuity)	70	79	48	47	63
Education and training (staff development, family study rebate)	16	36	20	16	20
None	3	10	32	30	14
Other	3	3	2	2	3
Total	346	351	217	200	300
Count	1,734	442	967	217	3,360

National Graduate Survey 2019; Question M19: What kind of fringe/other benefit(s) do you receive? Multiple answers possible

### 10.11 Other Sources of Income

Some graduates (12 per cent) had other income sources, additional to their main income (Table 10.11). There seemed to be a defined relationship between the level of job position and the incidences of other sources of income - the higher the level of the job position, the higher the percentage of graduates with additional sources of income.

**Table 10.11 Other Sources of Income by Level of Job Position (per cent; only employed graduates)**

Other sources of income	Level of job position					Total
	Non-Supervisory	Supervisory	Middle Manag.	Senior Manag.	Other	
Yes	10	14	17	25	7	12
No	90	86	83	75	93	88
Total	100	100	100	100	100	100
Count	1,766	774	449	133	215	3,337

National Graduate Survey 2019; Question M21: Do you have any other sources of income?

More male graduates reported incidences of additional sources of income (16 per cent) compared to female graduates who accounted for 10 per cent (Table 10.12).

In general, multiple sources of income have potential of affecting employees' level of productivity.

**Table 10.12 Other Sources of Income by Sex (per cent; only employed graduates)**

Other sources of income	Sex		Total
	Male	Female	
Yes	16	10	12
No	84	90	88
Total	100	100	100
Count	1,288	2,110	3,398

National Graduate Survey 2019; Question M21: Do you have any other sources of income?

### 10.12 Change of Employer

Majority of the graduates (62 per cent) reported that they did not change their employer/ employment in the first two to four years after completion of studies (Table 10.13). Seventeen (17) per cent changed employer only once and 12 per cent twice. Only 9 per cent of the employed graduates changed employer more than two times.

**Table 10.13 Change of Employer/Employment by Year of Completion of Study (per cent; only employed graduates)**

Change of employer/ employment	Year of Completion of Study			Total
	2014	2015	2016	
No change of employer/employment	54	62	67	62
Once	19	18	15	17
Twice	16	12	10	12
Three times	8	5	6	6
Four times	2	2	1	2
Five times or more	1	0	1	1
Total	100	100	100	100
Count	884	1,040	1,610	3,534

National Graduate Survey 2019; Question K9: How many times did you change employer/employment since completing your studies?

Intervals of job changes varied among the fields of learning. Table 10.14 shows that graduates from the Education and Health fields of learning rarely changed jobs. Sciences and Languages fields displayed the largest proportion of graduates who changed jobs, at least once.

**Table 10.14 Change of Employer by Field of Learning (per cent; only employed graduates)**

Change of employer	Field of learning										Total
	Agri	Busi	Lan	Edu	Man	Soc	Law	Heal	Sci	Oth	
No change of employer/employment	57	55	49	80	55	67	60	73	46	58	62
Once	16	20	29	12	18	14	24	13	21	13	17
Twice	13	15	14	6	18	10	8	8	18	17	12
Three times	11	8	4	2	7	6	5	4	10	8	6
Four times	2	2	3	0	3	1	2	1	5	4	2
Five times or more	1	1	0	0	0	2	1	0	1	0	1
Total	100	100	100	100	100	100	100	100	100	100	100
Count	167	1,309	97	631	234	421	87	320	209	52	3,527

National Graduate Survey 2019; Question K9: How many times did you change employer/employment since completing your studies?

Abbreviations: Agri - Agriculture; Busi - Business Studies; Lang - Languages; Edu - Education; Man- Manufacturing; Soc - Social Sciences; Law - Law; Heal - Health; Sci - Sciences; Oth - Other.

### 10.13 Duration of Work Experience

Table 10.15 shows that 65 per cent of the graduates have worked for more than two years with their current employer. As far as the field of learning is concerned, Sciences, Manufacturing and Agricultural fields had more graduates with less duration of work experience (24 per cent with two years at most. This is probably explained by the relatively high rate of unemployment in these fields.

**Table 10.15 Duration of Work Experiences With Current Employer by Field of Learning (per cent; only employed graduates)**

Duration of work experiences with current employer	Field of learning										Total
	Agri	Busi	Lan	Edu	Man	Soc	Law	Heal	Sci	Oth	
1 to 12 months	27	23	26	9	26	17	25	17	25	20	20
13 to 24 months	16	17	8	7	19	14	14	15	21	15	15
25 to 36 months	16	15	22	23	14	13	19	24	18	15	18
36 to 48 months	17	14	12	24	21	14	6	14	15	22	16
More than 4 years	24	32	32	37	21	42	37	31	21	29	32
Total	100	100	100	100	100	100	100	100	100	100	100
Count	147	1,197	90	554	219	379	81	290	197	41	3,195

National Graduate Survey 2019; Question M1: How long have you been working with your current employer?

Abbreviations: Agri - Agriculture; Busi - Business Studies; Lang - Languages; Edu - Education; Man- Manufacturing; Soc - Social Sciences; Law - Law; Heal - Health; Sci - Sciences; Oth - Other.

Table 10.16 presents the duration of work experiences in current position by field of learning. Sixty per cent of the graduates have worked for more than two years in their current positions.

**Table 10.16 Duration of Work Experience in Current Position by Field of Learning (per cent; only employed graduates)**

Duration of work experiences in current position	Field of learning										Total
	Agri	Busi	Lan	Edu	Man	Soc	Law	Heal	Sci	Oth	
1 to 12 months	30	29	27	9	32	23	33	21	29	26	24
13 to 24 months	19	19	13	7	19	16	18	18	24	12	16
25 to 36 months	17	15	20	23	15	12	15	25	18	19	17
36 to 48 months	15	14	13	27	20	16	7	15	12	19	17
More than 4 years	19	22	27	34	15	33	27	22	17	24	25
Total	100	100	100	100	100	100	100	100	100	100	100
Count	149	1,220	92	584	227	387	82	295	197	42	3,275

National Graduate Survey 2019; Question M2: How long have you been working in current position?

Abbreviations: Agri - Agriculture; Busi - Business Studies; Lan - Languages; Edu - Education;

Man- Manufacturing; Soc - Social Sciences; Law - Law; Heal - Health; Sci - Sciences; Oth – Other.

### 10.14 Job Search for the Current Job

Since more than one-third of graduates (38 per cent) changed their employer within the two to four years after completion of their studies, it is interesting to analyse some basic information about the job search for the current job (Table 10.17).

For the group of graduates who changed their employer, the duration of job search for the job held at the time of the survey was 14.4 months (arithmetic mean). The search duration of 13 months (median) is higher for the current employment compared with the first employment (12 months). It has to be taken into account that the twelve months median first job search period can be explained by the fact that some graduates did not search for a job because they continued a job they already held before completion of their studies. In general, the duration of job search only improved for the graduates in the Agricultural, Business and Social Studies fields of learning.

**Table 10.17 Duration of Job Search for the First and Current Job by Field of Learning (arithmetic mean and median; only employed graduates who changed their employer)**

Duration of job search	Field of learning										Total
	Agri	Busi	Lan	Edu	Man	Soc	Law	Heal	Sci	Oth	
a) Duration of job search for current job (months)											
Arithmetic mean	15.2	15.2	12.1	10.2	13.9	14.9	11.1	13.0	15.7	13.7	14.4
Median	14.0	14.0	12.5	5.0	13.0	13.0	8.0	11.0	15.0	13.0	13.0
Count	140	912	52	175	150	225	35	125	175	31	2,020
b) Duration of job search for first job (months)											
Arithmetic mean	15.4	16.5	11.8	6.4	13.4	16.2	11.3	9.8	14.6	12.7	13.9
Median	18.0	24.0	8.0	2.0	12.0	21.0	8.0	4.0	14.0	12.0	12.0
Count	281	1,700	91	594	242	497	76	255	283	64	4,083

National Graduate Survey 2019, Question H3: How long did it take you to find your current job after completing your studies in 2014/15/16?

Question H4: How long have you searched for your first job?

a) Only graduates, who changed their employment; b) Including graduates, who got their first employment without searching.

Abbreviations: Agri - Agriculture; Busi - Business Studies; Lang - Languages; Edu - Education; Man- Manufacturing; Soc - Social Sciences; Law - Law; Heal - Health; Sci - Sciences; Oth - Other

The most prominent methods used for the current job search resembled those in the first job "press advertisements" (66 per cent), followed by "Social media" (30 per cent). The method "through family, friends or acquaintances" was third at 24 per cent (Table 10.18).

**Table 10.18 Job Search Methods Used for Current Job by Field of Learning  
(per cent; multiple responses; only employed graduates who  
changed their employer)**

Used job search methods	Field of learning										Total
	Agri	Busi	Lan	Edu	Man	Soc	Law	Heal	Sci	Oth	
Press advertisements (e.g. newspapers)	59	67	79	71	63	65	67	59	68	59	66
Social media (e.g. Facebook, LinkedIn)	28	30	31	32	31	30	30	20	36	24	30
Through family, friends or acquaintances	28	24	11	15	25	27	22	18	28	24	24
Contacted employer on own initiative	25	19	8	16	28	16	28	20	23	27	20
Private employment agency (e.g. Jobs Unlimited)	15	20	15	9	18	14	15	13	17	24	17
Radio/TV	15	10	6	14	6	11	9	10	7	8	10
Contacted by employer	14	9	11	6	14	8	24	11	13	8	10
Through work placement/attachment during higher/tertiary education	11	9	11	6	11	9	7	11	10	8	9
Through the Ministry of Labour	4	8	2	6	6	8	11	4	4	5	7
Set up own business	6	8	2	1	9	5	4	2	5	5	6
Through help of higher/tertiary education institution	8	4	3	2	4	0	2	5	6	3	4
Other	10	6	2	4	3	8	0	8	4	5	6
Total	223	214	181	182	218	201	220	181	222	203	208
Count	162	1,014	62	190	159	263	46	138	183	37	2,254

National Graduate Survey 2019, Question L2: What methods have you used to search for your current job?

Multiple answers possible

Abbreviations: Agri - Agriculture; Busi - Business Studies; Lan - Languages; Edu - Education; Man-  
Manufacturing; Soc - Social Sciences; Law - Law; Heal - Health; Sci - Sciences; Oth - Other

### 10.15 Region of Employment

Table 10.19 shows the regional distribution of graduates with respect to employment disaggregated by field of learning. Almost all employed respondents worked in Namibia. Majority of the graduates (52 per cent) were employed in the Khomas region, where the capital city is located, Windhoek. Proportions in each of the other regions were 9 per cent or lower. Education and Health graduates were less concentrated in the Khomas region because these services have been decentralised all over the country. The opposite was true for graduates from Law, Science, Manufacturing and Languages fields of learning.

**Table 10.19 Region of Employment by Field of Learning (Per Cent; Multiple Responses; Only Employed Graduates)**

Region of current employment	Field of learning									Total	
	Agri	Busi	Lan	Edu	Man	Soc	Law	Heal	Sci	Oth	
Khomas	43	65	68	19	68	53	71	29	71	70	52
Oshana	5	10	9	8	7	9	7	17	4	2	9
Erongo	13	9	5	5	15	7	11	8	7	2	8
Omusati	10	4	4	18	2	5	0	10	5	2	7
Otjozondjupa	12	6	1	8	7	7	11	6	4	0	7
Ohangwena	7	4	7	15	1	7	2	6	2	5	6
Oshikoto	8	3	2	12	4	7	6	7	3	7	6
Kavango East	7	3	1	8	2	4	2	7	0	2	4
//Kharas	10	2	1	3	5	4	5	2	4	7	3
Kavango West	4	2	1	4	2	2	1	4	1	7	3
Kunene	3	2	1	2	1	2	4	5	0	2	2
Omaheke	3	1	0	3	1	3	2	2	1	0	2
Hardap	3	2	0	2	2	4	1	3	3	0	2
Zambezi (previously known as Caprivi)	2	2	1	4	1	3	4	1	0	0	2
Outside Namibia	1	1	3	0	2	1	2	1	1	0	1
Total	130	114	105	110	119	116	130	108	109	107	114
Count	155	1,248	94	595	231	396	83	299	201	43	3,345

National Graduate Survey 2019; Question M4: In which region(s) are you employed? Multiple answers possible

Abbreviations: Agri - Agriculture; Busi - Business Studies; Lang - Languages; Edu - Education; Man- Manufacturing; Soc - Social Sciences; Law - Law; Heal - Health; Sci - Sciences; Oth - Other

A comparison of the region of birth with the region of employment suggests that obtaining higher qualification may be associated with regional mobility in Namibia. Table 10.20 shows that:

- Only 18 per cent of graduates from regions other than Khomas were employed in their home regions;
- Approximately one third (38 per cent) of the graduates did not work in their home region but outside Khomas region;
- Almost half of the graduates (45 per cent) worked in Khomas region.

**Table 10.20 Region of Birth by Region of Employment (Row per cent; only employed graduates)**

Region of birth	Region of current employment			Total
	Home	Central	Other	
Kavango	59	23	18	100
Khomas	-	72	28	100
Ohangwena	20	40	41	100
Omusati	20	42	39	100
Oshana	18	43	39	100
Oshikoto	20	40	40	100
Zambezi (previously known as Caprivi)	15	46	39	100
Other	0	53	47	100
Total	18	45	38	100
Count	345	885	740	1,970

National Graduate Survey 2019, Question M6: If you work in several regions, in which region are you based?  
Only one answer

### 10.16 International Mobility

Only very few graduates were not working in Namibia at the time of the survey. Table 10.21 shows that some graduates had experiences with international mobility because they considered working or sought work outside Namibia (29 per cent), their employers sent them outside Namibia on work assignments (6 per cent) or they received offer to work outside the country (3 per cent).

**Table 10.21 Aspects of International Mobility after Study by Sex (per cent; multiple responses)**

Aspects of international mobility after study	Sex		Total
	Male	Female	
I considered working outside Namibia	26	18	21
I sought employment outside Namibia	11	6	8
I have been sent outside Namibia by employer on work assignment	8	5	6
I received an offer to work outside Namibia	4	2	3
I had regular employment outside Namibia	1	1	1
None of the above	66	76	73
Total	116	108	111
Count	1,705	3,046	4,751

National Graduate Survey 2019; Question O3: Since completing your study programme in 2014, 2015 or 2016 which of the following applied to you? Multiple answers possible

### 10.17 Self-Employment

A very low number of graduates were self-employed (130 graduates or 3 per cent). The distribution of type of self-employment is displayed in Table 10.22.



**Table 10.22 Characteristics of Self-Employment by Sex (per cent; multiple responses; only self-employed graduates)**

Kind of self-employment	Sex		Total
	Male	Female	
I am working from home	38	60	49
I established a new firm	38	21	29
I am a sole trader	32	27	29
I have a partnership/company with others	22	12	17
I took over an existing firm, office	8	4	6
Other	6	6	6
Total (sum of percentages)	144	130	137
Count	63	67	130

National Graduate Survey 2019; Question M10: If you are self-employed: Which of the following are applicable to you? Multiple answers possible

## 11 Relationship Between Study and Work

In the previous chapter, the analysis of the relationship between study and work was based on objective characteristics of employment and work such as employment status, permanent or temporary contract, working time, income, and economic sector. This chapter broadens the analysis with a "subjective" evaluation of the relationship between study and work by the graduates, with reference to:

- The usefulness of elements of the study programme,
- Appropriateness of the level of education for employment ("vertical match"),
- Relationship between field of study and area of work ("horizontal match"), and
- Job satisfaction.

Analysis of these four dimensions presents a complex picture of the relationship between higher education and work. The horizontal and vertical match could be different. A high vertical match does not automatically imply a high horizontal match. This means that graduates with a Bachelor degree could work in a typical position for Bachelor graduates but with no or low use of their acquired knowledge and skills ("skill mismatch").

### 11.1 Usefulness of Elements of the Study Programme

Graduates were asked to evaluate the usefulness of certain elements of their study programme through the following question: "In your current employment, how useful are the following elements of your study programme?" A scale of answers from 1 = "not useful at all" to 5 = "very useful" was used.

Table 11.1 presents information about the usefulness of six study elements as per the rating of the graduates, about two to four years after completion of their studies. The usefulness of all six study elements were rated to be "high" by 59 to 73 per cent of graduates, "medium" by 12 to 20 per cent and "low" by 14 to 21 per cent. These results indicate already a relatively high fit between study and work for the majority of graduates.

The ratings of the six study aspects were somehow close if one considered the overall results with course/ programme content scoring the highest in "high value" (73 per cent) and research emphasis/ orientation scoring the lowest in the "high" value category at 59 per cent. Differences were more visible among the fields of study (Table 11.2). By far, graduates who reported the best ratings for the usefulness of the study programme elements were from the Health Sciences. On the contrary, the Business Studies graduates scored the lowest ratings. Some examples of the range of good ratings (values 4 and 5) were:

- Course/programme content: Health 89 per cent; Bus 67 per cent,
- Variety of modules offered: Health 83 per cent; Sci 59 per cent,
- Opportunity for specialisation: Health 71 per cent; Law 54 per cent,

- Research emphasis/orientation: Health 73 per cent; Sciences and business 51 per cent;
- Practical emphasis/orientation of teaching/learning: Health 82 per cent; B56 per cent,
- Work experience (internships/work integrated learning): Health 87 per cent; Business 59 per cent.

These findings suggest that the universities are offering useful programmes in terms of quality and content, thus enhancing the employability of the graduates.

**Table 11.1 Usefulness of Elements of the Study Programme by Field of Learning (per cent; Only employed graduates)**

Usefulness of elements of the study programme	Field of learning										Total
	Agri	Busi	Lan	Edu	Man	Soc	Law	Heal	Sci	Oth	
Course/programme content											
High (values 4 and 5)	71	67	72	83	77	70	77	89	71	67	73
Medium (value 3)	13	15	15	11	14	10	14	5	12	17	12
Low (values 1 and 2)	15	19	14	6	9	20	9	6	17	17	14
Variety of modules offered											
High (values 4 and 5)	68	61	71	78	68	64	70	83	59	60	67
Medium (value 3)	14	18	13	15	21	15	14	9	21	19	16
Low (values 1 and 2)	18	20	16	7	11	21	16	8	19	21	16
Opportunity for specialisation											
High (values 4 and 5)	64	59	69	76	66	59	54	71	63	59	64
Medium (value 3)	15	18	19	15	17	18	27	13	15	12	17
Low (values 1 and 2)	21	23	12	10	18	22	19	16	22	29	19
Research emphasis/orientation											
High (values 4 and 5)	60	51	62	69	63	59	65	73	51	39	59
Medium (value 3)	16	22	23	18	17	17	17	15	24	44	20
Low (values 1 and 2)	24	27	15	13	20	25	18	11	25	17	21
Practical emphasis/orientation of teaching/learning											
High (values 4 and 5)	59	56	66	81	69	59	65	82	62	59	65
Medium (value 3)	19	20	20	12	17	18	17	11	19	23	17
Low (values 1 and 2)	22	24	14	7	14	23	18	7	19	18	18
Work experience (internships/work integrated learning)											
High (values 4 and 5)	66	59	69	80	73	68	68	87	66	65	69
Medium (value 3)	14	15	14	13	15	12	14	7	13	15	13
Low (values 1 and 2)	20	26	16	8	12	20	19	6	21	20	18
Count	153	1,228	92	572	227	390	78	299	199	43	3,281

National Graduate Survey 2019, Question N1: In your current employment, how useful are the following elements of your study programme? Scale of answers from 1 = 'Not useful at all' to 5 = 'Very useful'.

Abbreviations: Agri - Agriculture; Busi - Business Studies; Lang - Languages; Edu - Education; Man-Manufacturing; Soc - Social Sciences; Law - Law; Heal - Health; Sci - Sciences; Oth - Other.

## 11.2 Most Appropriate Level of Education for Employment

The concept of appropriate employment involves relating the level of education to the level of employment by asking the graduates to judge the extent to which they were able to secure appropriate employment. The term "over-education" is sometimes used to describe a situation where an individual graduate possessed a level of education in excess of what is required for his/her particular job (McGuinness, 2006). The term vertical link or vertical match between higher education and employment is sometimes also used to differentiate the concepts of over-education (vertical match) from skill mismatch (horizontal match).

This survey allowed analysis of the graduates' views about the vertical link with the answers to the question: "What is the most appropriate level of education for your employment?" Since the categories of the appropriate level of education were similar to the answers regarding the own level of education, it is possible to assess the extent of over- or under-education.

Table 11.2 presents the most appropriate level of education for employment according to the views of graduates differentiated by their own level of education achieved in 2014, 2015 or 2016. Graduates who were working in areas where a higher education degree was not required can be classified as overeducated.

Only 12 per cent of the employed graduates reported that their employment did not require higher education. At Certificate or Diploma level, 17 per cent of the graduates reported that no higher education was needed for their work. It can thus be summarised that the higher the degree, the less the possibility of a graduate(s) to work in areas where no higher education is needed.

A closer look to the results showed that 40 to 41 per cent of Bachelor, Honours and Masters degree holders held jobs that required these qualification levels. However, 23 per cent of the Bachelor, 41 per cent for Honours, 44 per cent for Masters and 25 per cent for PhD degree holders reported lower qualification as the most appropriate level of education for their employment. This group of graduates can be described as slightly overeducated. Some graduates (23 per cent) with a Bachelor degree also reported to be slightly undereducated as they considered their level of qualification insufficient.

**Table 11.2 Most Appropriate Level of Education for Employment by Level of Education Achieved (per cent; only employed graduates)**

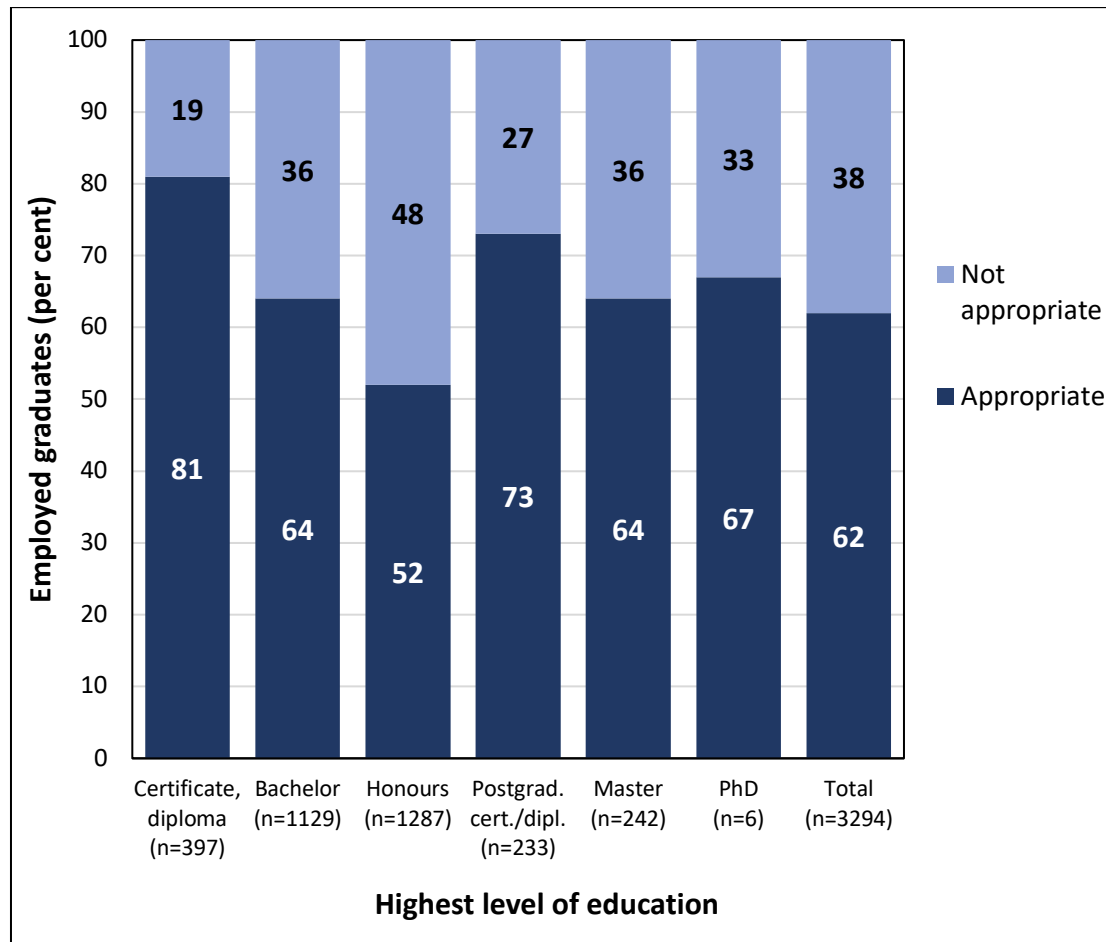
Most appropriate level of education for employment	Level of education achieved						Total
	Dipl	BA	Hon	Post Dipl	MA	PhD	
No higher education needed	17	13	9	3	1	0	12
Certificate/diploma	49	23	18	27	7	0	25
Bachelors	20	41	22	36	26	0	30
Honours	9	16	40	17	11	0	24
Masters	3	6	9	15	41	25	8
PhD	2	1	2	2	14	75	2
Total	100	100	100	100	100	100	100
Count	505	1,307	1,285	98	92	4	3,291

National Graduate Survey 2019; Question N2: What is the most appropriate level of education for your employment? One answer only

Abbreviation: Dipl - Diploma, Certificate; BA - Bachelor; Hon - Honours; Post Dipl - Post-graduate diploma, Post-graduate certificate; MA - Masters; PhD - Doctorate degree.

In Figure 11.1, the results are aggregated to illustrate the degree of appropriateness of employment, which was considered as aligned to own level of education or to a higher level of education. The results show that 62 per cent of all employed graduates were working in areas, which they consider appropriate for their level of education. However, a substantive proportion (48 per cent) of Honours degree holders held a view that they were working in areas not appropriate for their level.

**Figure 11.1 Appropriate Level of Education for Employment by Highest Level of Qualification (per cent; only employed graduates)**



National Graduate Survey 2019; Question N2: What is the most appropriate level of education for your employment? One answer only. Further degrees (if any) were taken into account.

### 11.3 Relationship between Field of Learning and Area of Work

A close relationship between field of learning and area of work indicates a match of acquired and required knowledge and skills. The existence and type of such a match provides feedback from graduates necessary for improving the study programmes. In this survey, graduates were asked to indicate the extent to which their field of study was related to their area of work. The scale of answers ranged from 1 = 'Not at all' to 5 = 'To a very high extent'.

More than two-thirds (75 per cent) of the employed graduates reported a close relationship between their field of study and area of work. This ranged from 92 per cent for the Health graduates and 65 per cent for Business graduates (Table 11.3). Graduates from the Education (90 per cent) and Law (83 per cent) fields of learning also reported a close relationship).

**Table 11.3 Relationship between Field of Learning and Area of Work by Field of Learning (per cent; arithmetic mean; only employed graduates)**

Field of study and area of work	Field of learning										Total
	Agri	Busi	Lan	Edu	Man	Soc	Law	Heal	Sci	Oth	
1 Not at all	10	13	8	3	4	14	8	4	15	9	10
2	4	8	9	1	8	7	4	2	3	2	5
3	10	14	17	6	10	10	5	2	12	0	10
4	22	22	18	17	19	19	17	12	22	30	20
5 To a very high extent	54	43	48	72	58	50	67	80	49	58	55
Total	100	100	100	100	100	100	100	100	100	100	100
Count	153	1,228	92	572	226	387	78	297	199	43	3,275
<b>Recoded values</b>											
High (values 4 and 5)	76	65	66	90	78	69	83	92	70	88	75
Medium (value 3)	10	14	17	6	10	10	5	2	12	0	10
Low (values 1 and 2)	14	21	16	5	12	21	12	6	18	12	15
Arithmetic mean	4.1	3.8	3.9	4.5	4.2	3.8	4.3	4.6	3.9	4.3	4.1

National Graduate Survey 2019. Question N3: To what extent does your field of study relate to your area of work? Scale of answers from 1 = 'Not at all' to 5 = 'To a very high extent'.

Abbreviations: Agri - Agriculture; Busi - Business Studies; Lan - Languages; Edu - Education; Man - Manufacturing; Soc - Social Sciences; Law - Law; Heal - Health; Sci - Sciences; Oth - Other

Only a few graduates reported that they were working in areas different from their fields of study (15 per cent). Reasons for taking up a job hardly linked to the field of study could vary. Graduates could have tried to find appropriate jobs, but there could have been other reasons, perhaps related to personal situations such as family needs or the wish to work in a specific locality. Table 11.4 presents such reasons disaggregated by sex. The top reasons were:

- I could not find any job closely linked to my study (18 per cent),
- At the beginning of the career envisaged I had to accept work hardly linked to my study (6 per cent),
- My current job allows me to take into account family needs (5 per cent),
- In doing this job I have better career prospects (5 per cent).

**Table 11.4 Reasons for Taking up a Job Not Linked to Study by Sex (per cent; multiple responses; only employed graduates)**

Reasons for taking up a job not linked to study	Sex		Total
	Male	Female	
I could not find any job closely linked to my study	14	20	18
At the beginning of the career envisaged			
I had to accept work hardly linked to my study	7	5	6
My current job allows me to take into account family needs	4	6	5
In doing this job I have better career prospects	5	4	5
My current job ensures high income	3	2	2
My interests have changed	2	2	2
My current job is very satisfactory	2	2	2
I was promoted to a position less linked to my studies and my previous position	2	2	2
My current job provides the opportunity for part time or flexible schedules	3	2	2
My current job provides the opportunity to work in a locality/area I prefer	2	2	2
Other	1	2	2
Not applicable, employment is related to study	78	73	75
Total	122	121	122
Count	1,269	2,052	3,321

National Graduate Survey 2019; Question N4: If you consider your employment not related to your knowledge and your study, why did you take it up? Multiple answers possible

### 11.4 Job Satisfaction

Job satisfaction measures the relationship between fields of study and takes into account the motivation of graduates. A satisfying situation can be defined as a one where the characteristics of the employment and work match with the subjective motivation. To be "satisfied" means to have achieved a situation, which is in accordance with one's own motivation. In the National Graduate Surveys, 14 different characteristics of the employment and work were to be considered by the graduates. The items were similar to the ones used in the international graduate surveys CHEERS, REFLEX, the AAU (Association of African Universities) tracer studies and the National Graduate Survey of 2011. Thus, wide comparisons can be made.

According to the results presented in Table 11.5, more than 50 per cent was satisfied with:

- The Content of work (71 per cent),
- Possibility to use knowledge and skills acquired during my studies (71 per cent),
- Job security (61 per cent),
- Opportunity to benefit society (60 per cent),
- Working atmosphere (59 per cent),
- Challenges of the job (59 per cent),
- Chance of realising own ideas (58 per cent),
- Workplace surroundings - noise, space, climate - (54 per cent),



- Current position (53 per cent compared to 52 per cent in the 2017 study),

Substantive proportions of graduates were satisfied with the following characteristics of professional work:

- Equal treatment of all employees (48 per cent),
- Equipment of workplace (47 per cent),
- Fringe and other Benefits (45 per cent),
- Income (36 per cent),
- Promotion Prospect (32 per cent)

Satisfaction with income and promotion prospects were relatively low, 36 and 32 per cent respectively.

The results further show remarkable differences in job satisfaction according to fields of study. Graduates from the Education (82 per cent) and Health (80 per cent) fields of learning reported a very high satisfaction with the content of work. Education and Health graduates also had the highest satisfaction level with the possibility to use knowledge and skills acquired during studies (81 and 80 per cent respectively). Many Manufacturing graduates reported satisfaction with "Challenges of the job" (71 per cent) while this was only true for some graduates from the Languages (54 per cent).

Job security contributes to job satisfaction. Graduates from Education and Health fields of learning (70 and 66 per cent, respectively) reported the highest job satisfaction while Manufacturing and Languages reported low satisfaction levels (47 and 48 per cent). Generally, graduates across all the fields reported a low satisfaction with promotion prospects (32 per cent); income (36 per cent); fringe benefits (45 per cent) equal treatments (48 per cent) as well as equipment of work place (47 per cent).

**Table 11.5 Satisfaction with Characteristics of the Professional Work Situation by Field of Learning (per cent; only employed graduates)**

Characteristics of professional work situation	Field of Learning										Total
	Agri	Busi	Lan	Edu	Man	Soc	Law	Heal	Sci	Oth	
Content of work											
High (values 4 and 5)	69	65	70	82	76	66	76	80	70	70	71
Medium (value 3)	18	21	22	12	17	19	13	14	20	16	18
Low (values 1 and 2)	13	14	8	6	7	15	11	7	10	14	11
Working atmosphere											
High (values 4 and 5)	59	60	61	58	65	51	56	63	66	52	59
Medium (value 3)	25	23	25	26	22	28	18	23	24	33	24
Low (values 1 and 2)	16	17	14	16	13	21	25	14	11	14	17
Job security											
High (values 4 and 5)	51	63	48	70	47	61	63	66	60	50	61
Medium (value 3)	27	18	27	20	21	17	19	17	19	28	19
Low (values 1 and 2)	22	19	25	10	32	22	19	18	22	23	19
Possibility to use knowledge and skills acquired during my studies											
High (values 4 and 5)	73	64	69	81	73	70	75	80	66	69	71
Medium (value 3)	16	18	16	13	18	15	17	12	22	10	16
Low (values 1 and 2)	12	18	14	6	8	15	8	8	13	21	13
Challenges of the job											
High (values 4 and 5)	63	57	54	60	71	56	60	62	59	60	59
Medium (value 3)	23	25	30	25	21	25	27	26	28	16	25
Low (values 1 and 2)	14	18	16	14	8	20	13	12	13	23	16
Current position											
High (values 4 and 5)	51	50	49	59	54	49	54	63	45	38	53
Medium (value 3)	24	25	28	24	27	26	23	22	35	26	25
Low (values 1 and 2)	26	25	22	16	19	25	24	15	19	36	22
Income											
High (values 4 and 5)	34	35	36	43	35	34	37	41	29	29	36
Medium (value 3)	26	28	30	31	28	29	29	31	31	26	29
Low (values 1 and 2)	40	37	34	25	37	37	34	28	40	45	34
Promotion prospect											
High (values 4 and 5)	29	31	31	39	31	29	45	30	28	33	32
Medium (value 3)	25	23	33	26	23	25	16	24	23	18	24
Low (values 1 and 2)	46	46	36	35	46	46	39	46	49	50	44
Opportunity to benefit society											
High (values 4 and 5)	62	52	64	72	57	61	62	71	58	51	60
Medium (value 3)	24	22	19	18	29	21	19	14	22	23	21
Low (values 1 and 2)	15	26	17	10	15	18	19	15	20	26	19
Chance of realising my own ideas											
High (values 4 and 5)	60	51	61	71	56	58	49	64	52	55	58
Medium (value 3)	23	24	19	19	28	22	30	20	27	16	23
Low (values 1 and 2)	18	26	19	10	16	20	21	16	20	29	20
Fringe/other benefits											
High (values 4 and 5)	42	43	40	52	37	50	35	54	40	35	45
Medium (value 3)	27	23	36	28	29	22	28	25	30	35	26

Low (values 1 and 2)	31	34	24	20	34	29	38	21	30	30	29
<b>Equipment of workplace</b>											
High (values 4 and 5)	49	53	56	34	55	45	44	44	49	34	47
Medium (value 3)	19	26	32	29	30	28	24	26	30	37	27
Low (values 1 and 2)	32	21	12	36	15	27	31	29	20	29	25
<b>Workplace surroundings (noise, space, climate)</b>											
High (values 4 and 5)	62	54	52	49	61	54	53	57	53	55	54
Medium (value 3)	21	25	33	28	21	24	21	20	26	28	25
Low (values 1 and 2)	17	21	15	23	18	22	26	23	21	18	21
<b>Equal treatment of all employees</b>											
High (values 4 and 5)	48	46	37	55	49	45	46	49	47	43	48
Medium (value 3)	20	26	34	23	22	26	18	28	27	21	25
Low (values 1 and 2)	32	28	29	21	29	29	35	23	27	36	27
Count	150	1,209	90	565	225	382	76	291	193	45	3,226

National Graduate Survey 2019; Question O1: How satisfied are you with the following characteristics of your professional work situation? Scale of answers from 1 = 'Not at all' to 5 = 'To a very high extent'.

Abbreviations: Agri - Agriculture; Busi - Business Studies; Lang - Languages; Edu - Education; Man- Manufacturing; Soc - Social Sciences; Law - Law; Heal - Health; Sci - Sciences; Oth - Other

Table 11.6 shows the results of selected characteristics of the professional work situation by university. UNAM graduates had the highest level of satisfaction in all aspects with the exception of "equipment of work place" (43 per cent) which was ranked lower than NUST (53 per cent) and IUM (48 per cent). The priority ranking of all aspects by all universities followed the same direction, with "content of work" topping the list and income receiving the least satisfaction rate.

**Table 11.6 Satisfaction with Selected Characteristics of the Professional Work Situation by University (per cent; only employed graduates)**

Characteristics of professional work	University		
	UNAM	NUST	IUM
Content of work	75	69	61
Possibility to use knowledge and skills acquired during my studies	74	68	67
Opportunity to benefit society	65	55	49
Chance of realising my own ideas	61	53	55
Equipment of workplace	43	53	48
Income	38	37	27

National Graduate Survey 2017/9, Question O1: How satisfied are you with the following characteristics of your professional work situation?

The different aspects of job satisfaction are of course related to some extent. However, the question is whether this indicates the existence of a one-dimensional job situation of good and bad jobs for the graduates. A factor analysis (principal component analysis with varimax rotation) of the 13 aspects of job satisfaction proved the contrary. There is not just one dimension of satisfying job attributes. Three dimensions of job satisfaction could be differentiated.

Based on the results of the factor analysis, three index variables were created for further analysis (Table 11.7).

**Table 11.7 Dimensions of Job Satisfaction (Loadings of the rotated component matrix and Cronbach's alpha; only employed graduates)**

Dimension and related items	Loading
<b>1. Professional work</b>	
Possibility to use knowledge and skills acquired during my studies	0.791
Content of work	0.761
Challenges of the job	0.710
Chance of realising my own ideas	0.666
Current position	0.608
Opportunity to benefit society	0.557
<b>2. Status</b>	
Income	0.777
Fringe/other benefits	0.685
Promotion prospect	0.652
Job security	0.596
<b>3. Work environment</b>	
Workplace surroundings (noise, space, climate)	0.825
Equipment of workplace	0.731
Working atmosphere	0.574
<b>Reliability of the index variables</b>	<b>Cronbach's alpha</b>
1. Professional work (index)	0.87
2. Status (index)	0.80
3. Work environment (index)	0.78

National Graduate Survey 2019, Question O1: How satisfied are you with the following characteristics of your professional work situation? Scale of answers from 1 = 'Not at all' to 5 = 'To a very high extent'.

Method: Principal component analysis with varimax rotation. The three factors explain 64 per cent of the variance of the 14 variables. Only component loadings higher than 0.5 are documented.

In addition to the single aspects, graduates were asked to provide a summary of their job satisfaction. The question was "Overall, to what extent are you satisfied with your current work situation? Scale of answers from 1 = 'Not at all' to 5 = 'To a very high extent'". This overall job satisfaction takes into account that graduates might have different work orientations, which contributes to their job satisfaction level.

The overall job satisfaction of graduates was good: close to half (45 per cent) of the graduates were satisfied (values 4 or 5), and (22 per cent) were not satisfied, recorded at values 1 or 2 (Table 11.8). The differences by field of study are not very pronounced.

**Table 11.8 General Job Satisfaction by Field of Learning (per cent; arithmetic mean; only employed graduates)**

General job satisfaction	Field of learning										Total
	Agri	Busi	Lan	Edu	Man	Soc	Law	Heal	Sci	Oth	
1 Not at all	9	11	7	5	6	12	9	5	7	11	9
2	16	14	12	9	17	18	18	11	11	13	14
3	33	35	42	33	29	27	28	32	39	31	33
4	35	25	24	34	33	30	28	34	28	31	29
5 To a very high extent	7	15	16	18	14	13	17	18	14	13	15
Total	100	100	100	100	100	100	100	100	100	100	100
Count	147	1,201	89	562	223	375	76	291	193	45	3,202
<b>Recoded values</b>											
High (values 4 and 5)	42	40	39	52	47	43	45	52	42	44	45
Medium (value 3)	33	35	42	33	29	27	28	32	39	31	33
Low (values 1 and 2)	25	25	19	14	24	30	28	16	18	24	22
Arithmetic mean	3.1	3.2	3.3	3.5	3.3	3.1	3.3	3.5	3.3	3.2	3.3

National Graduate Survey 2017, Question L2: Overall, to what extent are you satisfied with your current work situation? Scale of answers from 1 = 'Not at all' to 5 = 'To a very high extent'.

Abbreviations: Agri - Agriculture; Busi - Business Studies; Lang - Languages; Edu - Education; Man - Manufacturing; Soc - Social Sciences; Law - Law; Heal - Health; Sci - Sciences; Oth - Other

Some differences were visible between male and female graduates with a higher job satisfaction. Table 11.9 shows that more male graduates (47 per cent) recorded high levels of satisfaction in their jobs compared to their female counterparts (43 per cent).

**Table 11.9 General Job Satisfaction by Sex (per cent and arithmetic mean; only employed graduates)**

General job satisfaction	Sex		Total
	Male	Female	
1 Not at all	8	9	9
2	13	14	14
3	32	34	33
4	31	28	29
5 To a very high extent	16	15	15
Total	100	100	100
Count	1,245	2,017	3,262
<b>Recoded values</b>			
High (values 4 and 5)	47	43	44
Medium (value 3)	32	34	33
Low (values 1 and 2)	21	23	23
Arithmetic mean	3.3	3.2	3.3

National Graduate Survey 2019; Question O2: Overall, to what extent are you satisfied with your current work situation? Scale of answers from 1 = 'Not at all' to 5 = 'To a very high extent'.

In order to test the relevance of the different dimensions of job satisfaction for the overall job satisfaction, a multiple regression analysis (Ordinary Least Square method,

OLS) was performed. More than 50 per cent of the variance of the overall job satisfaction can be explained in the regression analysis by the three dimensions of job satisfaction (Table 11.10).

**Table 11.10 Explanation of General Job Satisfaction by Characteristics of Employment and Work (per cent; standardized OLS regression coefficient; only employed graduates)**

Independent variables	Standardized regression coefficient (beta)	Significance
Professional work	0.28	***
Status	0.29	***
Work environment	0.28	***
Multiple R square	0.56	***

Ordinary least square regression analysis with the overall job satisfaction as dependent variable and the three dimensions of job satisfaction as independent variables.

\*\*\* Significance level < 1 %; \*\* Significance level < 5 %

All factors, namely; "Professional work" (beta: 0.28), "Status factor" (beta: 0.29), and the "Work environment" (beta: 0.28) are equally important toward the overall job satisfaction important. Graduates like to work in areas closely related to their studies and to have a high work autonomy in demanding jobs. The content of their work, as such, is an important factor of job satisfaction regardless the status dimension (income and promotion prospects).

## 12 Conclusions and Recommendations

The main objective of this National Graduate Survey was to evaluate the quality of higher education by assessing the general impact of the programmes on the graduates and its external efficiency (meeting the needs of the economy, the labour market and for the individual). Specifically, the study sought to:

- Identify factors Influencing higher education choices and learning outcomes
- Gauge the graduates' reflection on the study facilities, conditions and provisions at higher education institutions.
- Determine the relationship between job search and employment.
- Establish the status of employment among the graduates.
- Assess the usefulness and relevance of the study programme to graduates' employment.

In addition to the findings related to the study objectives, lessons arising from the study methodology lead to useful recommendations for future surveys. The following are key conclusions and associated recommendations:

### 12.1 Methodology

Majority of the graduates' available phone numbers (75 per cent) were verified compared to emails addresses (42 per cent). An email is regarded as the best form of communication to a potential respondent as it allows inclusion of detailed information about the survey.

*Universities should make efforts to upgrade graduates' email addresses for future communication. This can easily be achieved through linking the students' private email addresses to the email addresses assigned by the university.*

Maintenance of alumni contact details was found to be generally poor. However, the use of student interns in updating contact details proved useful and effective.

*In view of limited human capacity, universities should consider continuous use of student interns in updating alumni contact details. Alumni offices should also establish relationship with the Faculties to consolidate efforts within the university.*

Although female graduates accounted for 59 per cent, at NUST, male graduates were more reachable (54 per cent) and relatively responsive (42 per cent) when compared to their counterparts at UNAM and IUM.

*It would be interesting to further investigate factors influencing gender based responsive behaviour among graduates at NUST.*

Sending out of bulk invitation/ reminder emails was challenging to all universities due to the use of software with limitations of sending bulk emails, thereby causing bottlenecks. Furthermore, university servers were found to be offline sometimes, a situation that could have led to a loss of responses at a specific point in time.

*Universities should adopt state of the art information and communication technology and invest in capacity development for administration thereof.*

Limited research in graduate affairs; poor mainstreaming and advocacy of the survey results within institutions; and lack of understanding of the role of tracer studies in higher education quality assurance hamper appreciation of graduate surveys within institutions.

*University management should demand tracer study results from Faculties and monitor feedback of lessons learnt into programme development and improvement. Quality assurance agencies should support the universities quality assurance units in ensuring that tracer studies are institutionalised as integral part of internal quality assurance mechanisms*

## **12.2 Factors Influencing Higher Education Choices and Learning Outcomes**

Academic factors (Reputations/ Image of the HEI/ campus; practical emphasis of the study programme; provision of area of specialisation; and admission standards and prior grades) play a major role in influencing the choice of the HEI as opposed to the social factors (closeness to home; attractiveness of town/ suburb/ region; and availability of quality accommodation on or off campus). This implies that the choice of the HEI is depended on the performance of the institution.

*To attract students, universities should strive to maintain high performance standards, quality services and continuously improve marketing strategies.*

Reasons for prolonging studies appeared to be age specific. Whereas younger graduates (27 years and younger) mainly cited failed examination as the major factor (72 per cent), financial challenges/ difficulties and work commitment appeared to be the prominent reasons for prolonging studies among the older graduates (34 years and older).

*In order to device targeted student support interventions, the cause of failure among younger students should be investigated. Similarly, the extent to which source of funding and socio-economic responsibilities of older graduates influence their academic success should be researched.*

## **12.3 University Services - Study Conditions and Provisions**

The relatively low rating of the provision of internship as a teaching aspect; the quality of technical equipment and provision of student recreational facilities under the physical study conditions category as well as the entire specific services facilities require urgent attention by the universities. If left unattended, it might have far reaching implications on student success.

*Considering the limited resources and competing priorities between teaching & learning, and facilities & student support services, universities might consider entering into partnerships for sharing technical equipment and recreational facilities which are necessary for enhancing learning and general student development.*



The study identified specific factors that seem to have influenced the graduates' perception. These include: the mode of study; previous qualifications; the university attended; type of qualification obtained; and the field of learning.

*Universities ought to further investigate the identified factors so as to establish specific causes of the observed perceptions as well as the extent to which it influences student success and enhance or device appropriate interventions.*

#### **12.4 Relationship between Job Search Employment**

Graduates who were assisted by their universities to find jobs or were exposed to work placement/ attachment found employment fastest (approximately 10 months). Although Press Advertisement was cited as the most successful and effective method for finding the first jobs, it was also indicated that it took a longer period - more than a year.

*Universities should strengthen partnerships with industries so as to facilitate and fast-track graduate employment. Employers should also improve on the speed of recruitment and selection processes.*

#### **12.5 Employment and Work**

The Agriculture and forestry industry did not feature among the employers. The graduates from the Agricultural field of learning were rather concentrated in Education. Given the adverse climatic conditions that affected the country in recent years, these results are not surprising at all. The possibility of Government employees in Agriculture choosing Public Administration and Defence industry can also not be ruled out.

*While the findings point to the need for refinement of survey tools to accurately capture the industry of employment, it also calls for intensification in research and upscaling of agricultural methods that are adapted to climatic change.*

It is often said "the private sector is the engine of economic growth - creating jobs, increasing trade, providing goods and services to the poor and generating tax revenue to fund basic public services such as health and education". However, the findings suggest otherwise. It is not clear whether the high prevalence rate of fringe benefits in the public sector was the pulling factor of graduates to Government employment or the high employment rate in the public sector was because the Government could afford to absorb majority of the graduates, especially in view of persisting economic downturn.

*Economists and labour market researchers ought to investigate the seemingly paradigm shift whereby Government tend to overtake the role of the private sector as "engine of economic growth" and provide recommendations that would help Government to maintain its role of creating conducive policy environment in which the private sector can thrive.*

There seemed to be a defined relationship between the level of job position and the incidences of other sources of income - the higher the level of the job position, the higher the percentage of graduates with additional sources of income.

*In general, multiple sources of income have potential of affecting employees' level of productivity. The high prevalence rate of multiple sources of income among the senior officials should be an alert to employers to take serious attention of this phenomenon and consider designing employment conditions that are of mutual benefit to both the employers and employees.*

Intervals of job changes varied among the fields of learning. Graduates from the Education and Health fields of learning rarely changed jobs whereas Sciences and Languages displayed the largest proportion of graduates who changed jobs, at least once.

*It might be useful for Faculties to investigate frequent job changes among their graduates so as to establish the driving factors (job satisfaction or relevance of the job).*

### **12.6 Relationship between Study and Work**

Majority of the graduates rated usefulness of the study programme content to their current employment “high” and attested that there was a high possibility of using the knowledge and skills acquired during their studies. This serves as confirmation that Namibian universities are offering useful programmes in terms of quality and content, thereby enhancing the employability of the graduates.

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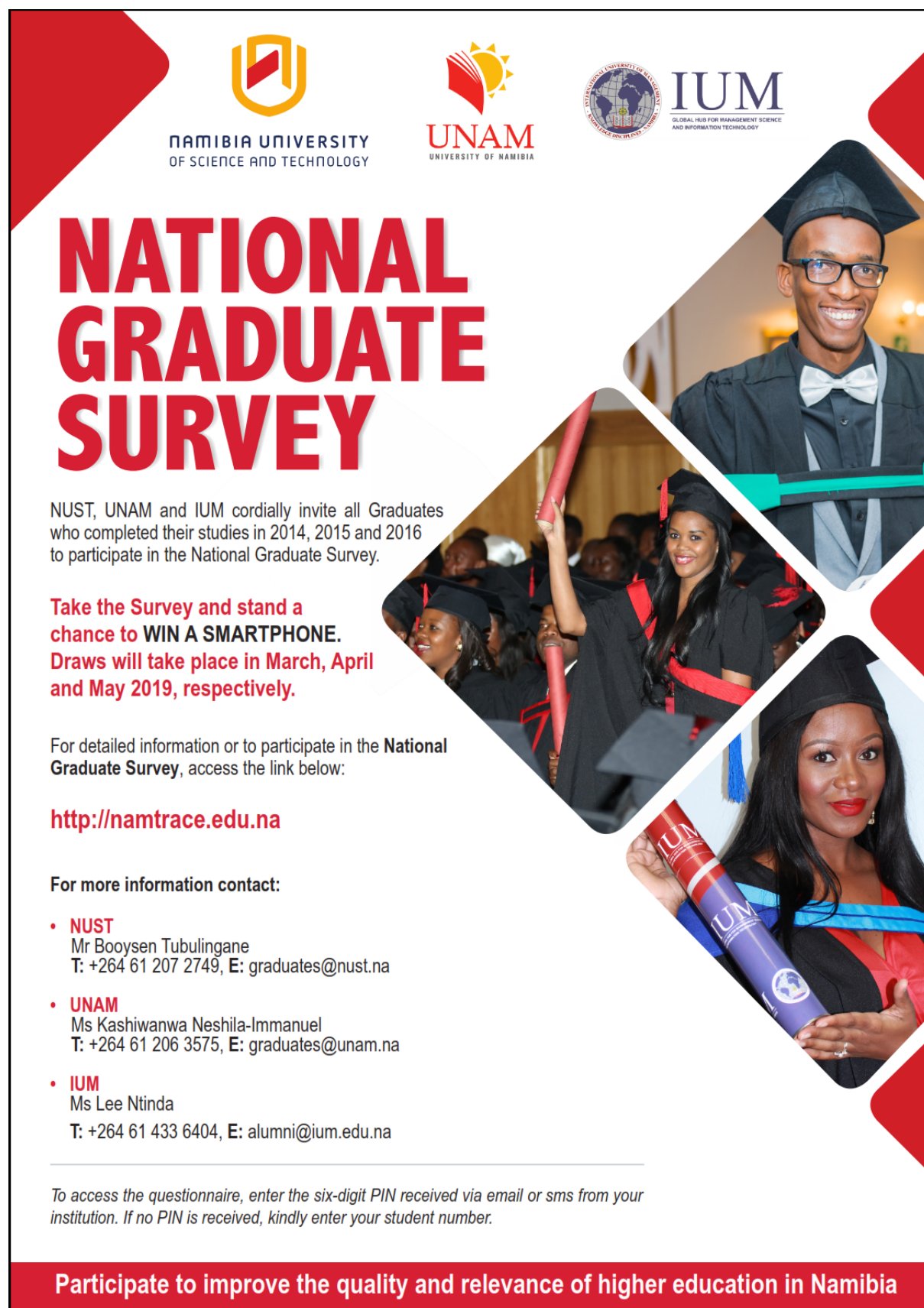
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## 14 Appendix

### 14.1 Appendix 1 (a): Mass media advertisements



**NAMIBIA UNIVERSITY  
OF SCIENCE AND TECHNOLOGY**

**UNAM  
UNIVERSITY OF NAMIBIA**

**IUM  
GLOBAL HUB FOR MANAGEMENT SCIENCE  
AND INFORMATION TECHNOLOGY**

# NATIONAL GRADUATE SURVEY

NUST, UNAM and IUM cordially invite all Graduates who completed their studies in 2014, 2015 and 2016 to participate in the National Graduate Survey.

**Take the Survey and stand a chance to WIN A SMARTPHONE.**  
**Draws will take place in March, April and May 2019, respectively.**

For detailed information or to participate in the **National Graduate Survey**, access the link below:

**<http://namtrace.edu.na>**

**For more information contact:**

- **NUST**  
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- **IUM**  
Ms Lee Ntinda  
T: +264 61 433 6404, E: alumni@ium.edu.na

*To access the questionnaire, enter the six-digit PIN received via email or sms from your institution. If no PIN is received, kindly enter your student number.*

**Participate to improve the quality and relevance of higher education in Namibia**

## 14.2 Appendix 1 (b): Mass media advertisements



**NAMIBIA UNIVERSITY**  
OF SCIENCE AND TECHNOLOGY



**UNAM**  
UNIVERSITY OF NAMIBIA



**IUM**  
GLOBAL HUB FOR MANAGEMENT SCIENCE  
AND INFORMATION TECHNOLOGY

# NATIONAL GRADUATE SURVEY

NUST, UNAM and IUM cordially invite all Graduates who completed their studies in 2014, 2015 and 2016 to participate in the National Graduate Survey.

**Take the Survey and stand a chance to WIN ONE OF THE LAST THREE SMARTPHONES. Next draw will take place in May 2019.**

For detailed information or to participate in the **National Graduate Survey**, access the link below:

**April Winners:** El-Moreyn Hanabes (NUST), Adolf Haufiku (UNAM) and Maria Kahima (IUM)

**<http://namtrace.edu.na>**

**For more information contact:**

- **NUST**  
Mr Booysen Tubulingane  
T: +264 61 207 2749, E: graduates@nust.na
- **UNAM**  
Ms Kashiwanwa Neshila-Immanuel  
T: +264 61 206 3575, E: graduates@unam.na
- **IUM**  
Ms Lee Ntinda  
T: +264 61 433 6404, E: alumni@ium.edu.na

*To access the questionnaire, enter the six-digit PIN received via email or sms from your institution. If no PIN is received, kindly enter your student number.*

**Participate to improve the quality and relevance of higher education in Namibia**





### 14.3 Appendix 2: Invitation letter

From the web site of UNAM (<http://www.unam.edu.na/graduates>)

#### NATIONAL GRADUATES SURVEY 2019

**Dear Graduates**



Universities play a crucial role in developing productive human resources and institutions, which are competitive nationally, regionally and internationally as one of the main objectives of Namibia's Vision 2030. Graduate surveys therefore, are imperative to institutional planning which will contribute to quality improvement in higher education, policy, research, and other services. The University of Namibia considers graduate surveys as an opportunity to assess the impact of the qualifications on graduates' employability, the usefulness of the study programme to graduates' employment, as well as regarding the quality of services received by graduates during their study.

Therefore, all University of Namibia graduates who completed their studies in the year 2014, 2015 and 2016 are being invited to participate in the National Graduate Survey. The information received will be treated with strict confidentiality and will solely be used for planning and programme development purposes. The results for this study will be published in tabula and graphical formats without compromising individual privacy and identification. The UNAM graduate survey study report will be available on the website of the University of Namibia and printed copies of this report will be provided to stakeholders upon request.

Your participation in the survey is highly regarded as it will contribute to a sufficient response rate expected to provide reliable results to help us improve the services UNAM provides to stakeholders.

Thank you

Kind regards,

**Prof. Kenneth K. Matengu**

Vice Chancellor: University of Namibia

#### **14.4 Appendix 3: Sample Questionnaire of National Graduate Survey 2019**



## **Survey of Graduates of the Namibia University of Science and Technology of the year 2014/15/16**

*Dear Graduate,*

*The Namibia University of Science and Technology (Former Polytechnic of Namibia), kindly request your participation in a survey for graduates who completed their studies in 2014 - 2016. We would like to find out what happened to you after you completed your studies. Did you find a job or are you still looking for a job, did your studies prepare you well for the workplace, and do you use the knowledge and skills you have learned during your studies?*

*Mainly, the improvement of the study programmes and more specific, the revision of the curricular, are the core objectives of the graduate survey.*

*Your information will be treated with strict confidentiality.*

*The results will be published in such a way that identification of individual persons is excluded. Results of this survey will be published soon on the web site of the Namibia University of Science and Technology (<http://www.nust.na>).*

*On your request, we will send you a printed version of the report with the main results of the survey.*

*Thank you very much in advance for your kind support.*

*Mr. Booysen Tubulingane, Institutional Statistician Namibia University of Science and Technology*

*(Project leader of the NUST graduate survey team)*

*Tel: +264 61 207 2749, Email: [graduates@nust.na](mailto:graduates@nust.na)*



## Explanatory Notes

How long does it take to fill in the questionnaire?

Most of you will need about half an hour. It depends of course on the kind of experiences you have made during the last years.

We have developed a high-standardized questionnaire, which mainly expect from you to mark boxes, which refer to relevant answers. With this approach, we hope that we have made it easy for you to answer the questions.

How to answer the questions?

Please answer all questions applicable to you. In some cases, you will note that the questionnaire suggests you to disregard some questions not applicable to you (e.g. → Please continue with question B7).

Since the questionnaire will be captured with the help of a scanner, please fill it in readable.

Please mark the most appropriate answer like this→ ☒

In some questions we have employed answer scales from 1 to 5 (e.g. 1 = very bad to 5 = very good).

Example of a 5-point-scale

→ Mark only one box for each item (row)

→ If you would like to correct your answer, make the wrong one black and mark and underscore the right one

K1 In your current employment, how useful are the following elements of your study programme?

	Not useful at all				Very useful	
	1	2	3	4	5	
1	<input checked="" type="checkbox"/>	@	@	@	@	Course/programme content
2	@	<input checked="" type="checkbox"/>	@	@	@	Variety of modules offered
3	@	@	<input checked="" type="checkbox"/>	<u><input checked="" type="checkbox"/></u>	@	Opportunity for specialisation

Open answers

Please fill in  if your answer would be "zero".

Sometimes we leave space for you to write an answer (.....).

If the space for your replies is not sufficient, please include an additional sheet of paper.

Your comments and additional information are welcome

This questionnaire is used in different institutions of higher education in Namibia with a wide range of different fields of study.

We could not take into consideration every specific detail of study and work, which might be relevant for the survey. Therefore, we would appreciate your comments and additional information.

Overview of the content of the questionnaire

- A. Demographic information
- B. Education and Work Experience Before Study
- C. Regional and International Mobility
- D. Family Information
- E. Prior Higher/Tertiary Education
- F. Course of Study that you Completed 2014, 2015 or 2016
- G. Study Conditions and Study Provisions
- H. Employment Search
- I. Further Studies/Training
- J. Current Further Studies/Training
- K. Current Employment Status
- L. Search for Current Employment
- M. Current Employment and Work
- N. Job Requirement and Use of Qualifications
- O. Assessment of Employment and Work
- P. Comments/Recommendations

## Survey of Graduates of the Years 2014 to 2016

### A Demographic information

**A1** In which year did you complete your higher education qualification? If you completed more than one qualification between 2014 and 2016, in which year did you complete your first qualification?

- 1 ☐ 2014
- 2 ☐ 2015
- 3 ☐ 2016

**A2** From which institution of higher education did you obtain your qualification? Refer to your answer in question A1

- 1 ☐ University of Namibia (UNAM)
- 2 ☐ Namibia University of Science and Technology (NUST) / Polytechnic of Namibia (PoN)
- 3 ☐ International University of Management (IUM)

**A3** Your gender?

- 1 ☐ Male
- 2 ☐ Female

**A4 In which year were you born?**1 ☐ 1970 and before2 ☐ 19713 ☐ 19724 ☐ 19735 ☐ 19746 ☐ 19757 ☐ 19768 ☐ 19779 ☐ 197810 ☐ 197911 ☐ 198012 ☐ 198113 ☐ 198214 ☐ 198315 ☐ 198416 ☐ 198517 ☐ 198618 ☐ 198719 ☐ 198820 ☐ 198921 ☐ 199022 ☐ 199123 ☐ 199224 ☐ 199325 ☐ 199426 ☐ 199527 ☐ 199628 ☐ 199729 ☐ 199830 ☐ 199931 ☐ 2000 and later

**A5 Do you have a disability?**

- 1 ☐ Yes
- 2 ☐ No (*Please continue with question A8*)

**A6 What kind of physical challenge are you experiencing?**

- 1 ☐ Visually impaired - blind
- 2 ☐ Visually impaired - partially blind difficult to read printed text. Need assistance in the form of audio cassettes or enlarged print
- 3 ☐ Deaf
- 4 ☐ Wheelchair bound
- 5 ☐ Muscular/Skeletal/ joint/ limb deficiencies/diseases such as polio or muscular dystrophy
- 6 ☐ Diabetes
- 7 ☐ Other

**A7 Please specify what kind of other physical challenge are you experiencing.**

- 1 .....

**A8 What is your current marital status?**

- 1 ☐ Never married
- 2 ☐ Married
- 3 ☐ Divorced
- 4 ☐ Widow(er)
- 5 ☐ Separated
- 6 ☐ Other

**A9 Please specify your marital status.**

- 1 .....

#### A10 How many persons are financially dependent on you?

- 1 ☐ No person
- 2 ☐ 1 person
- 3 ☐ 2 persons
- 4 ☐ 3 persons
- 5 ☐ 4 persons
- 6 ☐ 5 persons
- 7 ☐ More than 5 persons

#### A11 What is your nationality?

- 1 ☐ Namibian (*Please continue with question B1*)
- 2 ☐ Other nationality (please specify): .....

#### A12 Please specify your nationality.

.....

### B Education and Work Experience Before Study

#### B1 In which country was your high/secondary school national certificate awarded?

- 1 ☐ Namibia (*Please continue with question B3*)
- 2 ☐ Other country

#### B2 Please specify the name of the country of high/secondary school national certificate

.....

**B3 Was your high/secondary school located in urban or rural area?**

1 ☐ Urban

2 ☐ Rural

**B4 From which type of high/secondary school did you receive your entry qualification for your first enrolment in higher/tertiary education?**

1 ☐ Public/Government

2 ☐ Private

3 ☐ Other type of high/secondary school

**B5 Please specify the type of high/secondary school from which you received your entry qualification for your first enrolment in higher/tertiary education.**

.....

**B6 What was your highest qualification when you left school?**

1 ☐ ☐ Points grade 12

2 ☐ ☐ Points grade 10

**B7 Did you attend any vocational training/post-secondary school courses (NQF Level 1, 2, 3, 4, 5) before entering higher/tertiary education (NQF Level 5 and higher)?**

1 ☐ Yes

2 ☐ No (*Please continue with question B9*)

**B8 To what extent was your vocational training/post-secondary school courses linked to your higher/tertiary education studies?**

	Not at all				To a very high extent	
	1	2	3	4	5	
1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Linkage of vocational training/post-secondary school courses and higher/tertiary education studies

**B9 Did you acquire any working experience before your enrolment in higher/tertiary education?**

- 1 ☐ Yes
- 2 ☐ No (*Please continue with question C1*)

**B10 How many days did you work per week?**

- 1 ☐ One day
- 2 ☐ Two days
- 3 ☐ Three days
- 4 ☐ Four days
- 5 ☐ Five days
- 6 ☐ Six days
- 7 ☐ Seven days

**C Regional and International Mobility**

**C1 In which country were you born?**

- 1 ☐ Namibia (*Please continue with question C3*)
- 2 ☐ Other country

**C2 Please specify the country where you were born**

.....

**If you were not born in Namibia → Please continue with question C4**

**C3 In which region of Namibia were you born?**

- 1 ☐ Erongo
- 2 ☐ Hardap
- 3 ☐ //Kharas
- 4 ☐ Kavango East
- 5 ☐ Kavango West
- 6 ☐ Khomas
- 7 ☐ Kunene
- 8 ☐ Ohangwena
- 9 ☐ Omaheke
- 10 ☐ Omusati
- 11 ☐ Oshana
- 12 ☐ Oshikoto
- 13 ☐ Otjozondjupa
- 14 ☐ Zambezi (previously known as Caprivi)

**C4 What is your country of residence?**

- 1 ☐ Namibia (*Please continue with question D1*)
- 2 ☐ Other country

**C5 Please specify your country of residence**

.....

**D Family Information****D1 Were your parent(s) alive at the time of your first enrolment in higher/tertiary education? Multiple answers possible**

- 1 ☐ Yes, mother was alive at the time of first enrolment
- 2 ☐ Yes, father was alive at the time of first enrolment
- 3 ☐ None alive



**D2 Who was responsible for the payment of your studies? Multiple answers possible**

- 1 ☐ Parent(s)
- 2 ☐ Guardian(s) (other than biological parent(s))
- 3 ☐ Self (own savings/personal loan/own income)
- 4 ☐ Employer (public company)
- 5 ☐ Employer (private company)
- 6 ☐ Namibia Student Assistance Fund (NSFAF)
- 7 ☐ Government loan (excluding NSFAF)
- 8 ☐ Government bursary (excluding NSFAF)
- 9 ☐ Bursary (private organisations excluding Government bursary/loan/NSFAF)
- 10 ☐ Other

**D3 Please specify the other responsible persons or institutions for the payment of studies**

.....

**D4 What was the highest level of education of your father at the time you enrolled in higher/tertiary education?**

- 1 ☐ Without education
- 2 ☐ Incomplete primary school
- 3 ☐ Complete primary school
- 4 ☐ Junior secondary
- 5 ☐ Senior secondary
- 6 ☐ Tertiary certificate
- 7 ☐ Diploma
- 8 ☐ Bachelor's degree
- 9 ☐ Honours degree
- 10 ☐ Master's degree
- 11 ☐ Doctorate degree
- 12 ☐ Don't know
- 13 ☐ Other

**D5 Please specify the other highest level of education of your father**

.....

**D6 What was the highest level of education of your mother at the time you enrolled in higher/tertiary education?**

- 1 ☐ Without education
- 2 ☐ Incomplete primary school
- 3 ☐ Complete primary school
- 4 ☐ Junior secondary
- 5 ☐ Senior secondary
- 6 ☐ Tertiary certificate
- 7 ☐ Diploma
- 8 ☐ Bachelor's degree
- 9 ☐ Honours degree
- 10 ☐ Master's degree
- 11 ☐ Doctorate degree
- 12 ☐ Don't know
- 13 ☐ Other

**D7 Please specify the other highest level of education of your mother**

.....

## E Prior Higher/Tertiary Education

### E1 In which year did you first enrol for higher/tertiary education?

- 1 ☐ 2000 and before
- 2 ☐ 2001
- 3 ☐ 2002
- 4 ☐ 2003
- 5 ☐ 2004
- 6 ☐ 2005
- 7 ☐ 2006
- 8 ☐ 2007
- 9 ☐ 2008
- 10 ☐ 2009
- 11 ☐ 2010
- 12 ☐ 2011
- 13 ☐ 2012
- 14 ☐ 2013
- 15 ☐ 2014
- 16 ☐ 2015
- 17 ☐ 2016

### E2 Did you study any higher/tertiary education programme(s) before the one you completed in 2014, 2015 or 2016? Refer to your answer in question A1

- 1 ☐ Yes
- 2 ☐ No (*Please continue with question F1*)

**E3 In which field of learning was the pre-study programme?**

- 1 ☐ Agriculture and Natural Science
- 2 ☐ Business, Commerce and Management
- 3 ☐ Communication Studies and Language
- 4 ☐ Culture and Arts
- 5 ☐ Education, Training and Development
- 6 ☐ Manufacturing, Engineering and Technology
- 7 ☐ Human and Social Studies
- 8 ☐ Law, Military Science and Security
- 9 ☐ Health Science
- 10 ☐ Physical, Mathematics and Computer Sciences
- 11 ☐ Physical Planning and Construction
- 12 ☐ Services and Life Science

**E4 Please specify the name of the pre-study programme.**

1 .....

**E5 What was the name of the institution(s) of the pre-study programme?**

- 1 ☐ University of Namibia (UNAM)
- 2 ☐ Namibia University of Science and Technology (NUST) / Polytechnic of Namibia (PoN)
- 3 ☐ International University of Management (IUM)
- 4 ☐ Other

**E6 Please specify the name of the institution of the pre-study**

.....

**F Course of Study that you Completed 2014, 2015 or 2016.  
Refer to your answer in question A1**

**F1 Which selection criterion was used for your entry to the study programme that you completed in 2014, 2015 or 2016? Refer to your answer in question A1**

- 1 ☐ Grades achieved in secondary school
- 2 ☐ Results of special entry exams (mature entry)
- 3 ☐ Other

**F2 Please specify the other selection criterion which was used for your entry to the study programme.**

1 .....

**F3 How important were the following factors in choosing the higher/tertiary education institution where you completed your study programme?**

	Not at all important			Very important		
	1	2	3	4	5	
1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Closeness to home
2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Availability of scholarship/loan/grants at the higher education institution
3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Availability of accommodation on or off campus
4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Availability of quality accommodation on or off campus
5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Attractiveness of town/suburb/region
6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Reputation/image of the higher education institution/campus
7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Practical emphasis of the study programme
8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Provision of area of specialisation
9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Admission standards and prior grades
10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Advise by parents/relatives/friends
11	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Other

**F4 Please specify the other factors in choosing the higher/tertiary education institution.**

.....

**F5 What was the level of study that you completed?**

- 1 ☐ PhD
- 2 ☐ Masters
- 3 ☐ Honours
- 4 ☐ Bachelor (3 years)
- 5 ☐ Bachelor (4 years)
- 6 ☐ Professional Bachelor
- 7 ☐ Post-graduate diploma
- 8 ☐ Post-graduate certificate
- 9 ☐ Diploma
- 10 ☐ Certificate
- 11 ☐ Short courses
- 12 ☐ Other

**F6 Please specify the other level of study**

.....

**F7 In which field of learning was the study programme?**

- 1 ☐ Agriculture and Natural Science
- 2 ☐ Business, Commerce and Management
- 3 ☐ Communication Studies and Language
- 4 ☐ Culture and Arts
- 5 ☐ Education, Training and Development
- 6 ☐ Manufacturing, Engineering and Technology
- 7 ☐ Human and Social Studies
- 8 ☐ Law, Military Science and Security
- 9 ☐ Health Science
- 10 ☐ Physical, Mathematics and Computer Sciences
- 11 ☐ Physical Planning and Construction
- 12 ☐ Services and Life Science

**F8 Please specify the name of the study programme?**

1 .....

**F9 Through which mode of study did you complete your study programme?**

- 1 ☐ Full-time
- 2 ☐ Part-time
- 3 ☐ Distance
- 4 ☐ Other

**F10 Please specify the other mode of study.**

.....

**F11 Did you complete the study programme in the minimum required period of time?**

- 1 ☐ Yes (*Please continue with question G1*)
- 2 ☐ No

**F12 Which of the following reasons caused the delay? Multiple answers possible**

- 1 ☐ Financial challenges/difficulties
- 2 ☐ Failed examinations
- 3 ☐ Slow/difficulty in writing thesis/dissertation
- 4 ☐ Change of subject or major
- 5 ☐ Change of course
- 6 ☐ Family matters
- 7 ☐ Health problems/challenges
- 8 ☐ Work commitments
- 9 ☐ Long duration of research
- 10 ☐ Other

**F13 Please specify the reasons for prolongation of study.**

.....

**G Study Conditions and Study Provisions****G1 How would you rate the study conditions you experienced at your institution?**

Very bad					Very good
1	2	3	4	5	





1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Stocking of the library
2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Learning modules
3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Variety of subjects offered
4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Catering facilities on the campus
5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Medical facilities
6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Higher education institution scholarships/bursaries
7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Other

#### G4 Please specify the rating of study provisions at your institution.

.....

## H Employment Search

### H1 Have you searched for employment after completion of your study programme? Refer to your answer in question A1

- 1 ☐ Yes (*Please continue with question H4*)
- 2 ☐ No

### H2 Why have you not searched for employment? Multiple answers possible

- 1 ☐ Continued studying
- 2 ☐ Found a job without searching
- 3 ☐ Continued a job I already had before/during studies
- 4 ☐ Became self-employed
- 5 ☐ Ill-health
- 6 ☐ Prevented due to family commitments
- 7 ☐ Chose not to work
- 8 ☐ Other reason

### H3 Please specify the other reasons.

1

.....

If you have not searched for employment → Please continue with question I1

### H4 How long have you searched for your first job?

1

☐

Less than 1 month

2

☐

1 month

3

☐

2 months

4

☐

3 months

5

☐

4 months

6

☐

5 months

7

☐

6 months

8

☐

7 months

9

☐

8 months

10

☐

9 months

11

☐

10 months

12

☐

11 months

13

☐

12 months

14

☐

13 months

15

☐

14 months

16

☐

15 months

17

☐

16 months

18

☐

17 months

19

☐

18 months

20

☐

19 months

21

☐

20 months

22

☐

21 months

23

☐

22 months

24

☐

23 months

25

☐

24 months

26

☐

More than 24 months

**H5 What methods have you used to search for your first job after completion of your study programme? Multiple answers possible**

- 1 ☐ Press advertisements (e.g. newspapers)
- 2 ☐ Private employment agency (e.g. Jobs Unlimited)
- 3 ☐ Social media (e.g. Facebook, LinkedIn)
- 4 ☐ Contacted employer on own initiative
- 5 ☐ Contacted by employer
- 6 ☐ Through work placement/attachment during higher/tertiary education
- 7 ☐ Through family, friends or acquaintances
- 8 ☐ Through help of higher/tertiary education institution
- 9 ☐ Set up own business
- 10 ☐ Through the Ministry of Labour
- 11 ☐ Radio/TV
- 12 ☐ Other

**H6 Please specify the reasons for engaging in further studies.**

1 .....

**H7 What was the most successful method for finding your first job? Choose only one answer**

- 1 ☐ Press advertisements (e.g. newspapers)
- 2 ☐ Private employment agency (e.g. Jobs Unlimited)
- 3 ☐ Social media (e.g. Facebook, LinkedIn)
- 4 ☐ Contacted employer on own initiative
- 5 ☐ Contacted by employer
- 6 ☐ Through work placement/attachment during higher/tertiary education
- 7 ☐ Through family, friends or acquaintances
- 8 ☐ Through help of higher education institution
- 9 ☐ Set up own business
- 10 ☐ Through the Ministry of Labour
- 11 ☐ Radio/TV
- 12 ☐ Other

**H8 Please specify the most successful method**

.....

**H9 How many employers have you approached after completion of your study programme?**

- |    |                          |                        |      |
|----|--------------------------|------------------------|------|
| 1  | <input type="checkbox"/> | No employer approached | V066 |
| 2  | <input type="checkbox"/> | One employer           |      |
| 3  | <input type="checkbox"/> | Two employers          |      |
| 4  | <input type="checkbox"/> | Three employers        |      |
| 5  | <input type="checkbox"/> | Four employers         |      |
| 6  | <input type="checkbox"/> | Five employers         |      |
| 7  | <input type="checkbox"/> | Six employers          |      |
| 8  | <input type="checkbox"/> | Seven employers        |      |
| 9  | <input type="checkbox"/> | Eight employers        |      |
| 10 | <input type="checkbox"/> | Nine employers         |      |
| 11 | <input type="checkbox"/> | Ten employers          |      |
| 12 | <input type="checkbox"/> | 11 to 15 employers     |      |
| 13 | <input type="checkbox"/> | 16 to 20 employers     |      |
| 14 | <input type="checkbox"/> | 21 to 25 employers     |      |
| 15 | <input type="checkbox"/> | 26 to 30 employers     |      |
| 16 | <input type="checkbox"/> | 31 to 40 employers     |      |
| 17 | <input type="checkbox"/> | 41 to 50 employers     |      |
| 18 | <input type="checkbox"/> | 51 to 60 employers     |      |
| 19 | <input type="checkbox"/> | More than 60 employers |      |
|    |                          |                        |      |
|    |                          |                        |      |
|    |                          |                        |      |

#### H10 How many acknowledgements have you received?

- |    |  |      |
|----|--|------|
| 1  | <input type="checkbox"/> No acknowledgement            | V067 |
| 2  | <input type="checkbox"/> One acknowledgement           |      |
| 3  | <input type="checkbox"/> Two acknowledgements          |      |
| 4  | <input type="checkbox"/> Three acknowledgements        |      |
| 5  | <input type="checkbox"/> Four acknowledgements         |      |
| 6  | <input type="checkbox"/> Five acknowledgements         |      |
| 7  | <input type="checkbox"/> Six acknowledgements          |      |
| 8  | <input type="checkbox"/> Seven acknowledgements        |      |
| 9  | <input type="checkbox"/> Eight acknowledgements        |      |
| 10 | <input type="checkbox"/> Nine acknowledgements         |      |
| 11 | <input type="checkbox"/> Ten acknowledgements          |      |
| 12 | <input type="checkbox"/> 11 to 15 acknowledgements     |      |
| 13 | <input type="checkbox"/> 16 to 20 acknowledgements     |      |
| 14 | <input type="checkbox"/> 21 to 25 acknowledgements     |      |
| 15 | <input type="checkbox"/> 26 to 30 acknowledgements     |      |
| 16 | <input type="checkbox"/> 31 to 40 acknowledgements     |      |
| 17 | <input type="checkbox"/> 41 to 50 acknowledgements     |      |
| 18 | <input type="checkbox"/> 51 to 60 acknowledgements     |      |
| 19 | <input type="checkbox"/> More than 60 acknowledgements |      |

### H11 How many calls for interview have you received?

- 1 ☐ No call for interview V068
- 2 ☐ One call for interview
- 3 ☐ Two calls for interview
- 4 ☐ Three calls for interview
- 5 ☐ Four calls for interview
- 6 ☐ Five calls for interview
- 7 ☐ Six calls for interview
- 8 ☐ Seven calls for interview
- 9 ☐ Eight calls for interview
- 10 ☐ Nine calls for interview
- 11 ☐ Ten calls for interview
- 12 ☐ 11 to 15 calls for interview
- 13 ☐ 16 to 20 calls for interview
- 14 ☐ 21 to 25 calls for interview
- 15 ☐ 26 to 30 calls for interview
- 16 ☐ 31 to 40 calls for interview
- 17 ☐ 41 to 50 calls for interview
- 18 ☐ 51 to 60 calls for interview
- 19 ☐ More than 60 calls for interview

## I Further Studies/Training

I1 Did you complete already a further studies programme after completing your study programme in 2014, 2015 or 2016? Please refer to your answer in question A1.

- 1 ☐ Yes
- 2 ☐ No (*Please continue with question J1*)



**I2 What was your reason for engaging in further studies? Multiple answers possible**

- 1 ☐ Could not find employment
- 2 ☐ Enhancing career
- 3 ☐ For promotion
- 4 ☐ Updating knowledge
- 5 ☐ Acquiring new skills
- 6 ☐ Other reasons

**I3 Please specify the reasons for engaging in further studies.**

.....

**I4 What level of further study have you completed? Multiple answers possible**

- 1 ☐ PhD
- 2 ☐ Masters
- 3 ☐ Honours
- 4 ☐ Bachelor
- 5 ☐ Post-graduate diploma
- 6 ☐ Post-graduate certificate
- 7 ☐ Diploma
- 8 ☐ Certificate
- 9 ☐ Short courses
- 10 ☐ Other

**I5 Please specify the level of completed further study.**

.....

**I6 To which field of learning fits your further study best?**

- |    |                          |   |
|----|--------------------------|---|
| 1  | <input type="checkbox"/> | Agriculture and Natural Science             |
| 2  | <input type="checkbox"/> | Business, Commerce and Management           |
| 3  | <input type="checkbox"/> | Communication Studies and Language          |
| 4  | <input type="checkbox"/> | Culture and Arts                            |
| 5  | <input type="checkbox"/> | Education, Training and Development         |
| 6  | <input type="checkbox"/> | Manufacturing, Engineering and Technology   |
| 7  | <input type="checkbox"/> | Human and Social Studies                    |
| 8  | <input type="checkbox"/> | Law, Military Science and Security          |
| 9  | <input type="checkbox"/> | Health Science                              |
| 10 | <input type="checkbox"/> | Physical, Mathematics and Computer Sciences |
| 11 | <input type="checkbox"/> | Physical Planning and Construction          |
| 12 | <input type="checkbox"/> | Services and Life Science                   |

**I7 In which year did you enrol for this further study?**

- |   |                          |                  |
|---|--------------------------|------------------|
| 1 | <input type="checkbox"/> | 2012 and earlier |
| 2 | <input type="checkbox"/> | 2013             |
| 3 | <input type="checkbox"/> | 2014             |
| 4 | <input type="checkbox"/> | 2015             |
| 5 | <input type="checkbox"/> | 2016             |
| 6 | <input type="checkbox"/> | 2017             |
| 7 | <input type="checkbox"/> | 2018             |
| 8 | <input type="checkbox"/> | 2019             |

**I8 In which month did you enrol for this further study?**

- |    |                          |           |
|----|--------------------------|-----------|
| 1  | <input type="checkbox"/> | January   |
| 2  | <input type="checkbox"/> | February  |
| 3  | <input type="checkbox"/> | March     |
| 4  | <input type="checkbox"/> | April     |
| 5  | <input type="checkbox"/> | May       |
| 6  | <input type="checkbox"/> | June      |
| 7  | <input type="checkbox"/> | July      |
| 8  | <input type="checkbox"/> | August    |
| 9  | <input type="checkbox"/> | September |
| 10 | <input type="checkbox"/> | October   |
| 11 | <input type="checkbox"/> | November  |
| 12 | <input type="checkbox"/> | December  |

**I9 To what extent is the field of your further studies linked to the field that you graduated in?**

- |   | Not<br>at all            |                          |                          |                          | To a very<br>high extent |  |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--|
|   | 1                        | 2                        | 3                        | 4                        | 5                        |  |
| 1 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Linkage between the field of further studies and the field that was completed before |

**I10 At which institution have you done your further studies?**

- 1 ☐ University of Namibia
- 2 ☐ Namibia University of Science and Technology (NUST) / Polytechnic of Namibia (PoN)
- 3 ☐ The International University of Management
- 4 ☐ Monitronics
- 5 ☐ Triumphant
- 6 ☐ Lingua
- 7 ☐ Namibia Evangelical Theological Seminary
- 8 ☐ Paulinum
- 9 ☐ Institute of Bankers
- 10 ☐ Other institution/organization

**I11 Please specify the name and the country of the other institution of completed further study.**

.....

**I12 What was the mode of your further study?**

- 1 ☐ Full-time
- 2 ☐ Part-time
- 3 ☐ Distance
- 4 ☐ Other

**I13 Please specify the other mode of completed further studies.**

.....

**I14 What was the duration of your further study programme?**

- 1 ☐ Up to 3 months
- 2 ☐ 4 to less than 12 months
- 3 ☐ One year
- 4 ☐ Two years
- 5 ☐ Three years
- 6 ☐ More than three years

**J Current Further Studies/Training**

**J1 Are you undertaking further studies at present?**

- 1 ☐ Yes, I am studying
- 2 ☐ No (*Please continue with question K1*)

**J2 What level of further study are you undertaking? Multiple answers possible**

- 1 ☐ PhD
- 2 ☐ Masters
- 3 ☐ Honours
- 4 ☐ Bachelor
- 5 ☐ Post-graduate diploma
- 6 ☐ Post-graduate certificate
- 7 ☐ Diploma
- 8 ☐ Certificate
- 9 ☐ Short courses
- 10 ☐ Other

**J3 Please specify the level of current further study.**

.....

**J4 To which field of learning fits your current further study best?**

- |    |                          |   |
|----|--------------------------|---|
| 1  | <input type="checkbox"/> | Agriculture and Natural Science             |
| 2  | <input type="checkbox"/> | Business, Commerce and Management           |
| 3  | <input type="checkbox"/> | Communication Studies and Language          |
| 4  | <input type="checkbox"/> | Culture and Arts                            |
| 5  | <input type="checkbox"/> | Education, Training and Development         |
| 6  | <input type="checkbox"/> | Manufacturing, Engineering and Technology   |
| 7  | <input type="checkbox"/> | Human and Social Studies                    |
| 8  | <input type="checkbox"/> | Law, Military Science and Security          |
| 9  | <input type="checkbox"/> | Health Science                              |
| 10 | <input type="checkbox"/> | Physical, Mathematics and Computer Sciences |
| 11 | <input type="checkbox"/> | Physical Planning and Construction          |
| 12 | <input type="checkbox"/> | Services and Life Science                   |

**J5 In which year did you enrol for this further study?**

- |   |                          |                  |
|---|--------------------------|------------------|
| 1 | <input type="checkbox"/> | 2012 and earlier |
| 2 | <input type="checkbox"/> | 2013             |
| 3 | <input type="checkbox"/> | 2014             |
| 4 | <input type="checkbox"/> | 2015             |
| 5 | <input type="checkbox"/> | 2016             |
| 6 | <input type="checkbox"/> | 2017             |
| 7 | <input type="checkbox"/> | 2018             |
| 8 | <input type="checkbox"/> | 2019             |

**J6 In which month did you enrol for this further study?**

- |    |                          |           |
|----|--------------------------|-----------|
| 1  | <input type="checkbox"/> | January   |
| 2  | <input type="checkbox"/> | February  |
| 3  | <input type="checkbox"/> | March     |
| 4  | <input type="checkbox"/> | April     |
| 5  | <input type="checkbox"/> | May       |
| 6  | <input type="checkbox"/> | June      |
| 7  | <input type="checkbox"/> | July      |
| 8  | <input type="checkbox"/> | August    |
| 9  | <input type="checkbox"/> | September |
| 10 | <input type="checkbox"/> | October   |
| 11 | <input type="checkbox"/> | November  |
| 12 | <input type="checkbox"/> | December  |

**J7 To what extent is the field of your further studies linked to the field that you graduated in?**

- |   | Not<br>at all            |                          |                          |                          | To a very<br>high extent |  |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--|
|   | 1                        | 2                        | 3                        | 4                        | 5                        |  |
| 1 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Linkage between the field of current further studies and the field that was completed before |

**J8 At which institution are you doing your further studies?**

- |   |                          |  |
|---|--------------------------|--|
| 1 | <input type="checkbox"/> | University of Namibia  |
| 2 | <input type="checkbox"/> | Namibia University of Science and Technology (NUST) (former Polytechnic of Namibia, PON) |
| 3 | <input type="checkbox"/> | The International University of Management   |
| 4 | <input type="checkbox"/> | Monitronics  |
| 5 | <input type="checkbox"/> | Triumphant   |
| 6 | <input type="checkbox"/> | Lingua   |
| 7 | <input type="checkbox"/> | Institute of Open Learning   |
| 8 | <input type="checkbox"/> | Vocational Training Centres  |
| 9 | <input type="checkbox"/> | Other institution/organization   |

**J9 Please specify the name of the institution of current further studies.**

1 .....

**J10 What is the mode of your further study?**

1 ☐ Full-time

2 ☐ Part-time

3 ☐ Distance

4 ☐ Other

**J11 Please specify the mode of current further studies.**

.....

**J12 What is the duration of your further study programme?**

1 ☐ Up to 3 months

2 ☐ 4 to less than 12 months

3 ☐ One year

4 ☐ Two years

5 ☐ Three years

6 ☐ More than three years



## K Current Employment Status

### K1 What is your current employment status?

- 1 ☐ Employed (*Please continue with question K5*)
- 2 ☐ Self-employed (*Please continue with question K5*)
- 3 ☐ Unemployed
- 4 ☐ Other

### K2 Please specify your current employment status.

1 .....

### K3 What applies to your current situation? Multiple answers possible

- 1 ☐ Unemployed, seeking employment
- 2 ☐ Unemployed, not seeking employment
- 3 ☐ Further studies/training
- 4 ☐ Child rearing, family care
- 5 ☐ Other

### K4 Please specify the other activity at the time of the survey.

1 .....

**K5 How many temporary/contract jobs have you had after completion of your study programme?**

- 1 ☐ No temporary/contract job
- 2 ☐ One temporary/contract job
- 3 ☐ Two temporary/contract jobs
- 4 ☐ Three temporary/contract jobs
- 5 ☐ More than three temporary/contract job

**K6 How many permanent jobs have you had after completion of your study programme?**

- 1 ☐ No permanent job
- 2 ☐ One permanent job
- 3 ☐ Two permanent jobs
- 4 ☐ Three permanent jobs
- 5 ☐ More than three permanent job

**If you are currently unemployed → Please continue with question O3**

**K7 How many hours do you work per week?**

- 1 ☐ 1 to 10 hours per week
- 2 ☐ 11 to 39 hours per week
- 3 ☐ 40 hours per week
- 4 ☐ 41 to 50 hours per week
- 5 ☐ More than 50 hours per week

**K8 Are you permanently employed?**

- 1 ☐ Yes
- 2 ☐ No
- 3 ☐ Not applicable, I am self-employed

**K9** How many times did you change employer/employment since completing your studies?

- 1 ☐ No change of employer/employment (*Please continue with question M1*)
- 2 ☐ Once
- 3 ☐ Twice
- 4 ☐ Three times
- 5 ☐ Four times
- 6 ☐ Five times or more

## L Search for Current Employment

L1

How long did it take you to find your current job after completing your studies in 2014, 2015 or 2016? Refer to your answer in question A1?

- |    |                          |                     |
|----|--------------------------|---------------------|
| 1  | <input type="checkbox"/> | Less than 1 month   |
| 2  | <input type="checkbox"/> | 1 month             |
| 3  | <input type="checkbox"/> | 2 months            |
| 4  | <input type="checkbox"/> | 3 months            |
| 5  | <input type="checkbox"/> | 4 months            |
| 6  | <input type="checkbox"/> | 5 months            |
| 7  | <input type="checkbox"/> | 6 months            |
| 8  | <input type="checkbox"/> | 7 months            |
| 9  | <input type="checkbox"/> | 8 months            |
| 10 | <input type="checkbox"/> | 9 months            |
| 11 | <input type="checkbox"/> | 10 months           |
| 12 | <input type="checkbox"/> | 11 months           |
| 13 | <input type="checkbox"/> | 12 months           |
| 14 | <input type="checkbox"/> | 13 months           |
| 15 | <input type="checkbox"/> | 14 months           |
| 16 | <input type="checkbox"/> | 15 months           |
| 17 | <input type="checkbox"/> | 16 months           |
| 18 | <input type="checkbox"/> | 17 months           |
| 19 | <input type="checkbox"/> | 18 months           |
| 20 | <input type="checkbox"/> | 19 months           |
| 21 | <input type="checkbox"/> | 20 months           |
| 22 | <input type="checkbox"/> | 21 months           |
| 23 | <input type="checkbox"/> | 22 months           |
| 24 | <input type="checkbox"/> | 23 months           |
| 25 | <input type="checkbox"/> | 24 months           |
| 26 | <input type="checkbox"/> | More than 24 months |

**L2 What methods have you used to search for your current job? Multiple answers possible**

- 1 ☐ Press advertisements (e.g. newspapers)
- 2 ☐ Private employment agency (e.g. Jobs Unlimited)
- 3 ☐ Social media (e.g. Facebook, LinkedIn)
- 4 ☐ Contacted employer on own initiative
- 5 ☐ Contacted by employer
- 6 ☐ Through work placement/attachment during higher/tertiary education
- 7 ☐ Through family, friends or acquaintances
- 8 ☐ Through help of higher/tertiary education institution
- 9 ☐ Set up own business
- 10 ☐ Through the Ministry of Labour
- 11 ☐ Radio/TV
- 12 ☐ Other

**L3 Please specify what methods you have used to search for your current job.**

.....

**L4 What was the most successful method for getting your current job? One answer only**

- 1 ☐ Press advertisements (e.g. newspapers)
- 2 ☐ Private employment agency (e.g. Jobs Unlimited)
- 3 ☐ Social media (e.g. Facebook, LinkedIn)
- 4 ☐ Contacted employer on own initiative
- 5 ☐ Contacted by employer
- 6 ☐ Through work placement/attachment during higher/tertiary education
- 7 ☐ Through family, friends or acquaintances
- 8 ☐ Through help of higher/tertiary education institution
- 9 ☐ Set up own business
- 10 ☐ Through the Ministry of Labour
- 11 ☐ Radio/TV
- 12 ☐ Other

**L5 Please specify the most successful method for getting the current job.**

.....

**L6 How many employers did you contact/job positions or opportunities did you apply for before you took up your current job?**

- 1 ☐ No employer contacted
- 2 ☐ 1 employer
- 3 ☐ 2 employers
- 4 ☐ 3 employers
- 5 ☐ 4 employers
- 6 ☐ 5 employers
- 7 ☐ 6 to 10 employers
- 8 ☐ 11 to 20 employers
- 9 ☐ 21 to 30 employers
- 10 ☐ More than 30 employers

## M Current Employment and Work

### M1 How long have you been working with your current employer?

- 1 ☐ 1 to 12 months
- 2 ☐ 13 to 24 months
- 3 ☐ 25 to 36 months
- 4 ☐ 36 to 48 months
- 5 ☐ More than 4 years

### M2 How long have you been working in current position?

- 1 ☐ 1 to 12 months
- 2 ☐ 13 to 24 months
- 3 ☐ 25 to 36 months
- 4 ☐ 36 to 48 months
- 5 ☐ More than 4 years

### M3 How long have you been working with previous employer(s)?

- 1 ☐ 1 to 12 months
- 2 ☐ 13 to 24 months
- 3 ☐ 25 to 36 months
- 4 ☐ 36 to 48 months
- 5 ☐ More than 4 years
- 6 ☐ Not applicable; I have no previous employer

**M4 In which region(s) are you employed? Multiple answers possible**

- 1 ☐ Erongo
- 2 ☐ Hardap
- 3 ☐ //Kharas
- 4 ☐ Kavango East
- 5 ☐ Kavango West
- 6 ☐ Khomas
- 7 ☐ Kunene
- 8 ☐ Ohangwena
- 9 ☐ Omaheke
- 10 ☐ Omusati
- 11 ☐ Oshana
- 12 ☐ Oshikoto
- 13 ☐ Otjozondjupa
- 14 ☐ Zambezi (previously known as Caprivi)
- 15 ☐ Outside Namibia

**M5 Please specify the region of current employment.**

.....



**M6 If you work in several regions, in which region are you based? Only one answer**

- 1 ☐ Erongo
- 2 ☐ Hardap
- 3 ☐ //Kharas
- 4 ☐ Kavango East
- 5 ☐ Kavango West
- 6 ☐ Khomas
- 7 ☐ Kunene
- 8 ☐ Ohangwena
- 9 ☐ Omaheke
- 10 ☐ Omusati
- 11 ☐ Oshana
- 12 ☐ Oshikoto
- 13 ☐ Otjozondjupa
- 14 ☐ Zambezi (previously known as Caprivi)
- 15 ☐ Outside Namibia

**M7 Please specify the main region of current employment.**

.....

**M8 What type of employer do you work for?**

- 1 ☐ Public/government
- 2 ☐ Parastatal
- 3 ☐ Private
- 4 ☐ Self-employed
- 5 ☐ Non-governmental organisation (NGO)
- 6 ☐ International and diplomatic
- 7 ☐ Other

**M9 Please specify the type of your employer.**

.....

**If you are not self-employed → Please continue with question M13**

**M10 If you are self-employed: Which of the following are applicable to you? Multiple answers possible**

- 1 ☐ I established a new firm
- 2 ☐ I took over an existing firm, office
- 3 ☐ I am a sole trader
- 4 ☐ I have a partnership/company with others
- 5 ☐ I am working from home
- 6 ☐ Other

**M11 Please specify the kind of self-employment.**

1 .....  
.....  
.....

**M12 How many employees do you have?**

- 1 ☐ 1 employee
- 2 ☐ 2 employees
- 3 ☐ 3 employees
- 4 ☐ 4 employees
- 5 ☐ 5 employees
- 6 ☐ More than 5 employees

**M13 In which economic sector are you currently employed/self-employed?**

- |    |                          |                                      |
|----|--------------------------|--------------------------------------|
| 1  | <input type="checkbox"/> | Fishing and fish processing on board |
| 2  | <input type="checkbox"/> | Mining and quarrying                 |
| 3  | <input type="checkbox"/> | Manufacturing                        |
| 4  | <input type="checkbox"/> | Electricity and water                |
| 5  | <input type="checkbox"/> | Construction                         |
| 6  | <input type="checkbox"/> | Wholesale and retail trade           |
| 7  | <input type="checkbox"/> | Hotels and restaurant                |
| 8  | <input type="checkbox"/> | Transport and communication          |
| 9  | <input type="checkbox"/> | Financial intermediation             |
| 10 | <input type="checkbox"/> | Real estate and business services    |
| 11 | <input type="checkbox"/> | Public administration and defence    |
| 12 | <input type="checkbox"/> | Education                            |
| 13 | <input type="checkbox"/> | Health                               |

**M14 What is your occupation/job title? (e.g. primary school teacher)**

1	.....
	.....

**M15 Outline the 3 main duties of your job description.**

1	.....
2	.....
3	.....

**M16 What is the level of your current position?**

- 1 ☐ Non-supervisory
- 2 ☐ Supervisory
- 3 ☐ Middle management
- 4 ☐ Senior management
- 5 ☐ Other

**M17 Please specify the level of your current position.**

.....

**M18 What is/are your current total/gross monthly income/earnings?**

- 1 ☐ Less than N\$ 2,501
- 2 ☐ N\$ 2,501 - 4,000
- 3 ☐ N\$ 4,001 - 6,000
- 4 ☐ N\$ 6,001 - 8,000
- 5 ☐ N\$ 8,001 - 10,000
- 6 ☐ N\$ 10,001 - 15,000
- 7 ☐ N\$ 15,001 - 20,000
- 8 ☐ N\$ 20,000 - 25,000
- 9 ☐ N\$ 25,001 - 30,000
- 10 ☐ N\$ 30,001 - 35,000
- 11 ☐ N\$ 35,001 - 40,000
- 12 ☐ More than N\$ 40,000

**M19 What kind of fringe/other benefit(s) do you receive? Multiple answers possible**

- 1 ☐ Housing (subsidy, rent allowance)
- 2 ☐ Transportation (car/transport allowance)
- 3 ☐ Health (medical aid, insurances)
- 4 ☐ Education and training (staff development, family study rebate)
- 5 ☐ Retirement (pension, gratuity)
- 6 ☐ None
- 7 ☐ Other

**M20 Please specify the other kind of fringe/other benefit(s).**

.....

**M21 Do you have any other sources of income?**

- 1 ☐ Yes
- 2 ☐ No (*Please continue with question N1*)

**M22 What kind of other sources of income do you have?**

1 .....  
.....  
.....

## N Job Requirement and Use of Qualifications

### N1 In your current employment, how useful are the following elements of your study programme?

	Not useful at all					Very useful
	1	2	3	4	5	
1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Course/programme content
2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Variety of modules offered
3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Opportunity for specialisation
4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Research emphasis/orientation
5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Practical emphasis/orientation of teaching/learning
6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Work experience (internships/work integrated learning)

### N2 What is the most appropriate level of education for your employment? One answer only

- 1 ☐ No higher education needed
- 2 ☐ Certificate/diploma
- 3 ☐ Bachelors
- 4 ☐ Honours
- 5 ☐ Masters
- 6 ☐ PhD

### N3 To what extent does your field of study relate to your area of work?

	Not at all				To a very high extent
	1	2	3	4	5
1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Relationship between field of study and area of work				

**N4 If you consider your employment not related to your knowledge and your study, why did you take it up? Multiple answers possible**

- 1 ☐ At the beginning of the career envisaged I had to accept work hardly linked to my study
- 2 ☐ My current job ensures high income
- 3 ☐ In doing this job I have better career prospects
- 4 ☐ My interests have changed
- 5 ☐ My current job is very satisfactory
- 6 ☐ I was promoted to a position less linked to my studies and my previous position
- 7 ☐ My current job provides the opportunity for part time or flexible schedules
- 8 ☐ My current job provides the opportunity to work in a locality/area I prefer
- 9 ☐ My current job allows me to take into account family needs
- 10 ☐ I could not find any job closely linked to my study
- 11 ☐ Other

**N5 Please specify your reasons for taken up a job hardly linked to study.**

.....

## O Assessment of Employment and Work

### O1 How satisfied are you with the following characteristics of your professional work situation?

	Not at all 1	2	3	4	To a very high extent 5	
1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Content of work
2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Working atmosphere
3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Job security
4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Possibility to use knowledge and skills acquired during my studies
5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Challenges of the job
6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Current position
7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Income
8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Promotion prospect
9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Opportunity to benefit society
10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Chance of realising my own ideas
11	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Fringe/other benefits
12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Equipment of workplace
13	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Workplace surroundings (noise, space, climate)
14	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Equal treatment of all employees

### O2 Overall, to what extent are you satisfied with your current work situation?

	Not at all 1	2	3	4	To a very high extent 5
1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



**O3** Since completing your study programme in 2014, 2015 or 2016 which of the following applied to you? Multiple answers possible

- 1 ☐ I considered working outside Namibia
- 2 ☐ I sought employment outside Namibia
- 3 ☐ I received an offer to work outside Namibia
- 4 ☐ I had regular employment outside Namibia
- 5 ☐ I have been sent outside Namibia by employer on work assignment
- 6 ☐ None of the above

**P** Comments/Recommendations

**P1** What did you like about your study?

- 1 .....
- 2 .....
- 3 .....

**P2** What did you not like about your study?

- 1 .....
- 2 .....
- 3 .....

**P3** Which important changes would you recommend for your higher/tertiary education institution/study programme?

- 1 .....
- 2 .....
- 3 .....

**P4 Other comments**

- 1 .....
- 2 .....
- 3 .....

**P5 Comments/suggestions regarding this survey**

- 1 .....
- 2 .....
- 3 .....

**P6 Comments/suggestions regarding this questionnaire**

- 1 .....
- 2 .....
- 3 .....

**P7 How do you rate the following aspects of this questionnaire?**

	Very bad				Very good	
	1	2	3	4	5	
1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Length of the questionnaire
2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Clarity of the questions
3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Understandable phrasing
4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Relevance of the questions to improve the study programme
5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Relevance of the questions to inform about the labour market situation of graduates

**P8 How many minutes did you need to fill in this questionnaire?**

- |   |                          |                      |
|---|--------------------------|----------------------|
| 1 | <input type="checkbox"/> | Up to 15 minutes     |
| 2 | <input type="checkbox"/> | 16 to 20 minutes     |
| 3 | <input type="checkbox"/> | 21 to 25 minutes     |
| 4 | <input type="checkbox"/> | 26 to 30 minutes     |
| 5 | <input type="checkbox"/> | 31 to 35 minutes     |
| 6 | <input type="checkbox"/> | 36 to 40 minutes     |
| 7 | <input type="checkbox"/> | 41 to 50 minutes     |
| 8 | <input type="checkbox"/> | 51 to 60 minutes     |
| 9 | <input type="checkbox"/> | More than 60 minutes |

**P9 Please provide cellphone numbers of three of your colleagues who finished their study in the same year like you. This will help us to invite all graduates to participate in this survey.**

- |   |                  |
|---|------------------|
| 1 | Name .....       |
|   | Cell phone ..... |
|   | Email .....      |
| 2 | Name .....       |
|   | Cell phone ..... |
|   | Email .....      |
| 3 | Name .....       |
|   | Cell phone ..... |
|   | Email .....      |

**Thank you very much for completing the questionnaire!**



## CONTACTS

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