



THE POLYTECHNIC

2016 GRADUATES TRACER STUDY REPORT

February 2019

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LIST OF ABBREVIATIONS ACRONYMS

AfDB	African Development Bank
ESCOM	Electricity Supply Corporation of Malawi
HEST	Higher Education in Science and Technology
ICT	Information and Communications Technology
LUANAR	Lilongwe University of Agriculture and Natural Resources
MC	Multiple (response type of question)
MGDS	Malawi Growth and Development Strategy
MSCE	Malawi School Certificate of Education
MWK	Malawi Kwacha
MSE	Micro and Small Enterprise
MZUNI	Mzuzu University
NCHE	National Council for Higher Education
NGOs	Non Governmental Organisations
OR	Ordinal (type of question)
PCTS	Polytechnic Commercial and Technical Services
QTAFI	Q uestions, T ables and F igures (a software)
SDP	Skills Development Project
TEVETA	Technical, Entrepreneurial and Vocational Education and Training Authority
PhD	Doctor of Philosophy
SC	Single Choice (question)
TE	Text (type of variable)
UNIMA	University of Malawi
WASHTED	Water, Sanitation, Health and Appropriate Technology Development
WB	World Bank

EXECUTIVE SUMMARY

The Government of Malawi, with funding from the World Bank, is implementing a Skills Development Project (SDP), and the Polytechnic is among the five Participating Institutions (PI's). The other PIs are: Chancellor College (CHANCO), Mzuzu University (MZUNI), Lilongwe University of Agriculture and Natural Resources (LUANAR) and Technical, Entrepreneurial and Vocational Education and Training Authority (TEVETA). The SDP seeks to address identified gaps in the areas of skills development, institutional and human capacity in implementing the policy objectives drawn from the country's overarching policy document, the Malawi Growth and Development Strategy (MGDS) II: 2012-16, through increasing access, enhancing market relevance, and increasing the results orientation of the participating institutions. Additionally, the SDP aims to strengthen capacities of the PI's for programme implementation. This project is monitored by the National Council for Higher Education (NCHE) of Malawi. At The Polytechnic, Associate Professor Dr. Theresa Mkandawire, Dean of Engineering, leads the SDP.

This Tracer Study (2018) is the second to be conducted under the SDP Project. The first one was conducted in 2016 targeting all the 2014 Polytechnic graduates. The overall objective of the tracer study is to generate relevant information that could possibly feed into actions/interventions geared at producing graduates that are suitable for the job market. Data was collected through a structured questionnaire designed to be self-administered. The questionnaire was also designed to generate both quantitative and qualitative data on key variables such as education and training before study, the programme of study, internship/industrial attachment during the course of study, study conditions and provisions, competencies and satisfaction with the course of study, what happened after graduation, employment and work, work requirements, relevance of programme of study to current job, work orientation and job satisfaction, further education, further professional training, individual background, migration and regional mobility. The questionnaire was administered both online and using paper-based version of the questionnaire. The online version was administered using the **Questions, Tables and Figures (QTAFI)** software. This is a free open-source software developed in 2003 by Martin Guist of INCHER-Kassel University, Germany, and is used widely in administration of online surveys.

Summary of the Main Findings

A summary of the main findings for this tracer study are presented as follows:

Post-Secondary Education and Training Graduates' Study at The Polytechnic

Concerning post-secondary education and training, the majority (69%) of the respondents did not attend them before their studies at The Polytechnic. This is possibly due to most of the students joining the Polytechnic being recruited straight from secondary school.

Programme Duration and Time Spent in Class and Outside Classes

The Polytechnic has study programmes whose duration ranges from 4 to 5 years, for undergraduates. The results of hours graduates spent in a week attending classes per faculty showed that students from the faculties of Engineering (51%) and Built Environment (46%) spend on average between 30 and 39 hours attending classes per week. On the other hand, about 40% of the respondents stated that they spent up to 19 hours in the faculty of Education and Media Studies.

Regarding time spent outside classes on independent study, coursework and group discussions, about 80% of respondents from faculties Engineering and Education and Media Studies, had spent up to 29 hours during their course of study. While 73% of respondents from Commerce, 75% from Applied Sciences, and 72% from Built Environment spent the same time (up to 29 hours) on outside classes academic activities.

Internship/Industrial Attachment During the Course of Study at The Polytechnic

Regarding whether they attended the internships, all respondents from the faculty of Engineering attended. On the other hand, only 20% of the respondents from Commerce attended internship as compared to 59% (Applied Sciences), 64% (Built Environment) and 58% (Education and Media Studies). Engineering programmes and some programmes in Applied Science have mandatory internships/industrial attachments for their students in the curriculums.

Evaluation of Study Conditions and Study Provisions at The Polytechnic

Regarding evaluation of study conditions and provisions at The Polytechnic, on average across all faculties, the following were rated below "fair": student recreational facilities on campus, Availability of learning materials (e.g. books, internet access), Chances for students to have an influence on The Polytechnic policies, Availability of technical equipment (e.g. lab equipment, measuring instruments, computer lab), quality of technical equipment, quality of buildings/facilities, and stocking of the library with relevant materials. This is poor rating, and there is need for interventions to improve these conditions and provisions

On the other hand, the condition "Quality of classroom learning" was rated above fair by all faculties except Engineering. Use engineering labs as classrooms by engineering students could have influenced the rating. Respondents from Built Environment rated "Internship/industrial attachment programme" below "*bad*", while those from Engineering rated the condition above "*good*" (4.1). This rating by both faculties might have been influenced by differences in their curriculums.

Regarding rating of elements related to employment and work in their study course, the majority (59%) of graduates that participated in the survey rated 'Support of employment/job search' as "*bad*" or "*very bad*". Concerning 'support of internship/industrial attachment search' and 'mandatory internships/industrial attachments', 42% and 44% of respondents rated them as "*bad*" and "*very bad*", respectively. This is not surprising because it is not a must for all faculties to initiate these on behalf of students. Again, concerning 'professional advice provided by teaching staff' and 'practical experiences of teaching staff', 52% and 49% of graduates that participated in the survey rated them "*good*" or "*very good*" respectively.

Competencies and Satisfaction with the Course of Study

Concerning competences acquired and satisfaction with the course of study, about 75% of the graduates that participated in the survey rated competences/skills (ability to adapt to changing conditions, analytical thinking, willingness to question my and other's ideas, ability to work efficiently towards a goal, ability to organise my work processes efficiently, ability to work productively with others, ability to perform well under pressure), to a *high extent* or a *very high extent*. This indicates that the programmes of study are relevant.

With regard to the extent to which graduates would probably choose the same field of study/training, the majority of respondents across all faculties indicated that they would probably choose the same field of study/training again, to a *very high extent*. However, a proportion (18%) of graduates from the faculty of Built Environment indicated they would "*not at all*" choose the same field of study/training again and 32% of graduates from the same faculty would choose the same field of study/training to a *moderate extent*.

After Graduation from The Polytechnic

The employment status of graduates soon after graduation might indicate how relevant the program is to the job market.

Regarding graduates employment situation in their first six months after graduation, across all faculties, it is only the faculties of Engineering and Commerce that have more than half of the total number of respective respondents that stated they had full time employment within this period.

Concerning when the graduates started their first job after graduation, 37% of the respondents from Commerce, 33% from Education and Media Studies, 28% from Engineering, 27% from Applied Science and 11% from Built Environment stated that they started their first job before graduation. This could be during the period of study completion and graduation.

Regarding how long it took for graduates searching for their first jobs, the majority (65%) of the respondents took up to 3 months to search for the theory first job. Some 7% of the respondents took more than a year to search for their first job. This might point to lack of confidence in the job search, not well prepared for job industry, and limited job market that interested them. Further, the majority of the respondents (47%) stated that they had approached up to 4 employers before they got their first job.

Employment and Work

Concerning their work situation at the time of the study, 84% of the respondents from Engineering, 70% from Applied Science, 65% from Commerce, 64% from Education and Media Studies and 11% from Built Environment, were in full-time employment.

Regarding number of jobs they have had altogether since graduation, about 80% of the respondents stated that they either had 1 or 2 jobs altogether since graduation. This suggests that the majority of graduates that participated in the survey had satisfying jobs, or jobs to change with were limited.

In terms of further training, Commerce had 10% of respondents that were undergoing further studies, Engineering (9%), Education and Media Studies (6%), Built Environment (4%) and Applied Science (3%). This means that after two years of graduation most of the graduates have not upgraded themselves, pointing to limitations in career progression.

Concerning average number of hours that graduates work, about 60% of the respondents work up to 40 hours per week. The rest (40%) of the respondents reported that they work above 41 hours per week. This shows that a considerable number of graduates overwork, if the Malawian labour regulation of working 8 hours per day for 5 working days per week is applied.

Regarding length how long graduates have been working in their current jobs, the majority (56%) of the respondents have been working on their current jobs for more than 12 months.

Regarding where the graduates are employed, most graduates that participated in the survey (81%) were working in the cities of Blantyre (47%), Lilongwe (21%), Mzuzu (8%) and Zomba (5%). Possibly this is due to availability of job opportunities in cities and towns.

Relevance of Program of Study to Current Job

Regarding relevance of the programme of study to their current jobs, majority (over 70%) of the graduates that participated in the survey, from all the faculties, were of the view that the skills

and knowledge they acquired from The Polytechnic are being used in their current jobs, to a *high* or *very high extent*.

Regarding field of study that was most appropriate for the graduates' current jobs, the majority of graduates in all faculties (except Commerce) were of the opinion that the most appropriate field study for their current jobs was their own and/or related field. This means that graduates were satisfied of their study programmes.

Concerning qualification or degree that matched best the requirement for their current job, the majority of the respondents, by faculty, were of the view that the level of their qualifications (their degrees) best matched their current jobs.

Regarding usefulness of their studies were in general, the average rating was that their studies were viewed by themselves as being useful to a *high extent*.

Work Orientation and Job Satisfaction

Concerning work orientation and job satisfaction, the majority of graduates that participated in the survey (71%) indicated that "possibilities for applying acquired competencies" applied to their job situations to a *high* or *very high* extent. The aspects "to have a challenging job", "high salary", and "job security" applied to their job situations to a *high* or *very high* extent by 62%, 24%, 47% of the respondents, respectively.

Concerning graduates' satisfaction with their current jobs, 66% respondents from the faculty of Engineering were satisfied with their jobs to a *high* or *very high extent* followed by 55% of graduates from the faculty of Built Environment. The least satisfied graduates were from the faculty of Commerce (21%) followed by graduates from the faculties of Applied Sciences (24%) and Education and Media Studies who indicated that they were satisfied *not at all* or satisfied to a *less extent*.

Concerning extent of recommending someone to study at The Polytechnic, 86% of respondents from Commerce were of the view that they would recommend to a *high extend* or *very high extent* someone to study at The Polytechnic. This is compared with 72% of respondents for

Applied Sciences, 64% Engineering, 62% Education and Media Studies and 54% Built Environment.

Graduates' Individual Background

Concerning education levels of their parents, about 70% of the respondents had fathers that attained education levels of senior secondary or diploma or higher degree (Bachelor, Master, Doctorate), while 52% of respondents indicated that their mothers had attained senior secondary or diploma or higher degree (Bachelor, Master, Doctorate).

Regarding district of residence for the graduates that took part in the study, about 85% of the graduates were residing in the main cities of Blantyre, Lilongwe, Mzuzu and Zomba while the remaining 15% was spread in other districts. This is a usual finding because most graduates would want to stay in areas they are likely to be exposed to opportunities, hence the greater proportion staying in cities.

The recommendations, guided by the findings of the study, are:

- The study conditions and provisions at The Polytechnic should be improved to support teaching and learning in the following areas: quality of classroom/lecture rooms, provision of student recreation facilities, availability of learning resources, having a stable academic calendar, consultation with teaching staff and involvement of students in policy formulations.
- Although the competences acquired and competences required seem relatively comparable as per the findings, the latter exceeds all the time. That means, The Polytechnic has to work hard to entirely match the labor market requirements in the major areas of graduate competences: skills, knowledge and attributes. This can be achieved through revising the curriculum.
- The Polytechnic should ensure that students attend internship/industrial attachment. It is suggested that the internship programmes should be mandatory for every study programme.
- The Polytechnic should engage with employers of its graduates on improvement of their work conditions.
- There should be an affirmative action, starting from secondary school education level, that can favour children from impoverished families attend higher education in Malawi.

- There is need to prepare students for employment before they graduate. This could be through establishment of an office at The Polytechnic that should be tasked to look into student employment issues.

CHAPTER 1: INTRODUCTION

1.0 Background information

The Polytechnic is one of the four constituent colleges of the University of Malawi and is located in the city of Blantyre in the southern region of Malawi. The college was established in 1965 and has five academic faculties, namely: Applied Sciences, Built Environment, Commerce, Education and Media Studies and Engineering. The College has 17 departments offering 36 undergraduate degree programmes in the following disciplines: Environmental Health, Industrial Laboratory Technology, Environmental Science and Technology, Mathematical Sciences Education, Management Information Systems, Information Technology, Architectural Studies, Quantity Surveying, Physical Planning, Land Surveying, Land Economy, Accountancy, Business Administration, Auditing, Procurement, Entrepreneurship, Finance and Banking, Tourism Management, Civil Engineering (Transport), Civil Engineering (Structures), Civil Engineering (Water), Electrical & Electronic Engineering, Electronics & Telecommunications Engineering, Electronics & Computer Engineering, Industrial Engineering, Energy Engineering, Automobile Engineering, Biomedical Engineering, Mining Engineering, Geological Engineering, Metallurgy and Mineral Processing, Journalism, Business Communication, Education (Business Studies) and Technical Education. The multidisciplinary nature of the college puts The Polytechnic in a unique position to meet the multifaceted needs of the industry and society at large.

The college also offers postgraduate programmes at the levels of postgraduate diploma, Masters and PhD in the following areas: Business Administration, Infrastructure Development Management, Transport Management, Water Resources & Supply Management, Environmental Health, Environmental Protection & Management, Sustainable Engineering Management, Health and Behavior Change Communication and Technical and Vocational Education.

There are five centres: Water, Sanitation, Health and Appropriate Technology Development (WASHTED) hosted within the Faculties of Engineering and Applied Sciences; Management Development Centre (MDC) in the Faculty of Commerce; Polytechnic Commercial and Technical Services (PCTS); and Transport and Technology Transfer Centre in the Faculty of

Engineering; and Continuing Education Centre (CEC) under the Faculty of Education and Media Studies.

The Mission of The Polytechnic is "To advance knowledge, professional competencies and innovation in science, technology, commerce and communication through excellence in demand driven education, research, consultancy and outreach". The 2016 - 2022 Polytechnic Strategic Plan helps staff to recognize opportunities related to the mission and to embrace them as well as to live according to the set core values.

1.1 Skills Development Project at The Polytechnic

The Government of Malawi is implementing a Skills Development Project (SDP) in five Participating Institutions (PI's). The five PIs are: The Polytechnic, Chancellor College (University of Malawi), Mzuzu University, Lilongwe University of Agriculture and Natural Resources (LUANAR), and Technical, Entrepreneurial and Vocational Education and Training Authority (TEVETA). The SDP seeks to address identified gaps in terms of skills development, institutional and human capacity in implementing the policy objectives drawn from the country's overarching policy document, the Malawi Growth and Development Strategy (MGDS) II: 2012-16, through increasing access, enhancing market relevance, and increasing the results orientation of the participating institutions. Additionally, the SDP aims to strengthen capacities of the PIs for programme implementation. This project is monitored by the National Council for Higher Education (NCHE) of Malawi.

With respect to the development of market relevant study programmes, one of the key activities of the SDP is to conduct tracer studies on the ongoing and new education/training programmes in the priority programmes of each PI for the period between 2015 to 2019. As one of the requirements for accreditation, the NCHE also requires all tertiary education institutions to conduct tracer studies. It is within this framework that The Polytechnic carried out a tracer study of its 2014 graduates. The idea to conduct a tracer study is also a quality management component for the College.

1.2 Tracer studies

Schomburg (2016) defines tracer study as a "standardised survey (in written or oral form) of graduates from education institutions, which takes place when some time has elapsed after graduation or at the end of training". Mubuuke *et al.* (2014) give a functional description of a tracer study, "as alumni surveys that attempt to track activities of graduates of an educational institution, which enable the contextualization of these professionals through a dynamic and reliable system to determine their career progression. A tracer study also enables the gathering of information to feed back into training institutions and to inform policy bodies on key issues". Synonymous terms to tracer study are graduate survey, alumni survey, graduate career tracking and follow-up survey (Schomburg, 2016). From these descriptions, it is clear that the focus of a tracer study is on following the graduates. The main purposes for conducting tracer studies can be several, but the core ones are to evaluate the relevance of higher education to the job market, to get valuable information for the development of the university in terms of curriculum review and quality management, to contribute to the accreditation process of the university and to inform students, parents, lecturers and university administrators. The information from the graduates is usually obtained using a questionnaire, which can be paper-based or online.

The scope of a tracer study depend on several factors, such as level and duration of the study programme as well as the number of cohorts to target. Tracer studies can be conducted at a national level or at an institutional level. Some tracer studies can be conducted at the level of programme of study (e.g. Bachelor of Science in Mechanical Engineering) to evaluate the market relevance of a certain programme. The institutional tracer study (like in the present case) can be undertaken in close cooperation with other institutions using a network approach. Feedback from graduates for curriculum development and other aspects of improving study programmes are stated to be some of the objectives of institutional tracer study (Schomburg, 2016).

Unlike some universities in Europe where tracer studies are conducted on a regular basis, few tracer studies have been conducted on the graduates from the University of Malawi (UNIMA) since its establishment in 1965. The first tracer study in UNIMA was conducted in 1988, which targeted all the 5,557 graduates from the university in the period between its first graduation year (1968) and 1987 (Dubbey, Kasomekera, Mkandawire, 1990). The study aimed at examining the

satisfaction of graduates with their study conditions and getting graduates feedback on their professional preparation. Its response rate was 54%. The study unveiled a high degree of satisfaction with the university education on the part of the respondents. Further, the quality of instruction, the accessibility of staff, and the availability of the courses were rated as satisfactory by the respondents (with notable differences between the different colleges of UNIMA). Furthermore, UNIMA education was seen by most graduates as being appropriate for the employment then.

The second tracer study for UNIMA was conducted by Zembere and Chinyama (1996). This study was part of the main tracer study project carried out by the Association of African Universities. The Project targeted selected universities in Africa as follows: five from Nigeria and one each from Ghana, Kenya, Uganda, Tanzania, and Malawi. For UNIMA, all of the 3934 graduates during the period of 1987 to 1995 were targeted and only 29% of them participated in the survey. The study found that the opportunities of securing a job by graduates had declined during that period and the time of seeking employment had increased. The study also found that though most of the study programmes in the University were practice-oriented, most graduates were employed initially in jobs not linked to their training due to job scarcity. Furthermore, the study found out that many graduates only moved to jobs related to their training later, resulting in high number of graduates who had changed employment. Finally, the study unveiled that the course content of the major study and the variety of courses offered by UNIMA proved very useful to the graduates work and were rated highly.

Kadzamira (2003) conducted a tracer study on secondary school leavers and university graduates in Malawi, in order to examine the types of employment activities which were undertaken by secondary school leavers and university graduates after they have completed their secondary and university education respectively, and explore how these have changed over the last twenty years (Kadzamira, 2003). The study sampled 510 graduates with a 66% response rate from the following UNIMA programmes: accountancy, agriculture, economics, education, engineering and medicine for students that had graduated in 1980, 1987, 1994 and 1999. The study revealed that almost all of the traced university graduates were in wage employment. The results also showed that employment prospects had deteriorated among latter cohorts and it took longer for

graduates to get jobs. Further, the study revealed that access to university education was heavily skewed in favour of students from high status families, just like the finding from The Polytechnic 2016 Tracer Study.

In 2016, another tracer study was conducted, as part of the SDP Project for all the programmes at The Polytechnic and Education Science programme at Chancellor College (both colleges are part of the University of Malawi). The 2016 Tracer Study targeted the graduates that completed their studies in 2014. The response rate for The Polytechnic study was 31% while for Chancellor Collage was 25%. The aim of both studies was to generate information that could lead to improvement in curricular delivery in line with skills development for the country. This study (2018) is conducted, also as a requirement for the SDP Project, and it is the hope of the authors that it will generate further information towards skills development in Malawi.

1.3 Objectives of the 2018 Polytechnic tracer study

The overall objective of the 2018 Polytechnic study is to generate relevant information that could possibly feed into actions/interventions geared at producing graduates that are suitable for the job market.

Specifically, the study intended to achieve the following objectives:

- (i). To find out the nature of post-secondary school education and training of the 2016 Polytechnic graduates before they joined The Polytechnic
- (ii). Evaluate programmes of study in terms of the length of the study, duration of attending classes per week, and duration of study activities outside lecture rooms per week.
- (iii). Appraise the internship/industrial attachment during the course of study the graduates underwent while at The Polytechnic in terms of whether mandatory or voluntary, number of attachments and its duration.
- (iv). Evaluate study conditions and study provision at The Polytechnic as viewed by the graduates.
- (v). Assess the graduates' acquisition of competences and satisfaction with the course of study
- (vi). Assess the graduates' transition to employment.
- (vii). Assess the graduates' employment situation and relationship between study and work
- (viii). Determine the profile of the graduates as regards to their individual background and mobility.

- (ix). Identify areas of improvement on the study programmes and The Polytechnic as an institution in form of feedback from graduates.

1.4 Organization of the tracer study report

This report is organized into 4 chapters. Chapter 1 introduces the tracer study research project. This chapter presents background information on The Polytechnic as an academic institution, Skills Development Project at The Polytechnic as well as information about tracer studies in general and tracer studies conducted on UNIMA graduates so far. Objectives of this tracer study and how the report has been organised are also given in Chapter 1. Chapter 2 presents the methodology in which the following sections are covered: research design, study population, sampling, data collection techniques employed in this survey, research instruments, questionnaire administration and data analysis. Findings of the study and their discussion are presented in Chapters 3. This chapter discusses results on courses of study and evaluation of study conditions, internship during course of study, evaluation of study conditions and study provision, competencies and satisfaction with the course of study, transition to employment, employment situation and relationship, individual background and mobility and feedback on areas of improvement on study programme and The Polytechnic. Finally, Chapter 4 presents conclusion and recommendations.

CHAPTER 2: METHODOLOGY

2.0 Introduction

This Chapter presents the methods used to collect and analyse data. The research design, study population, sampling, data collection techniques, research instruments, questionnaire administration, data analysis, and limitations are discussed in this chapter as key elements of the methodology under which this tracer study project was conducted. The Chapter details descriptions of targeted 2016 graduates including the number of graduates from faculties, departments and study programmes. Processes on development and administration of the questionnaire are also discussed in this Chapter as well as the limitations.

2.1 Study design

This tracer study has employed a descriptive survey type of research to generate information 2016 Polytechnic graduates through a structured questionnaire. The questionnaire was designed to be self-administered by the graduates through either online or paper based questionnaire administration. The data collected was from both quantitative and qualitative type of questions.

2.2 Study population and tracking of graduates

2.2.1 Study population

The study targeted the entire population of 2016 graduates. From the college database, the total number of 2016 graduates was 683. These 2016 graduates were targeted with the aim of finding out what they have been doing and whether the study programmes prepared them well for the labour market. To find this information, the study targeted 2016 graduates because they have not overstayed in their workplaces. It is also relatively easy to trace graduates that completed their studies not long time ago (in this case, not more than two years). Further, at two years, graduates would have managed some transition to employment and have some relevant work experience. This is consistent with Schomburg's (2016) observation that most institutional tracer studies are conducted between one and three years after graduation.

2.2.2 Tracking of graduates

A three member team (comprising of Gloria Chisakasa, Peter Banda and Prince Kayira) was formed to trace 2016 graduates (to locate where they were at the time of the study), under

supervision of Tracer Study Team Leader. The tracking was done by calling the graduates using phone numbers and sending them emails using contacts that are in the students' data management information system. The calling and emailing were also to validate the phone numbers and email addresses (whether these are the ones the graduates are using at the time of this study). The new phone numbers and email addresses were updated accordingly.

The Team was assigned faculties to trace the graduates. Gloria Chisakasa tracked graduates from faculties of Commerce and Built Environment, Peter Banda tracked graduates from faculties' of Engineering and Applied Sciences, and Prince Kayira tracked graduates from faculty of Education and Media Studies. The Team engaged the graduates by firstly greeting them, then introduced themselves and explained on why they called them. They ended the call by thanking for their time and inviting them to participate in the forthcoming tracer study (this study). It was likewise when emailing the graduates.

2.2.3 Results and issues arising from tracking the students

The results of the traced 2016 graduates are presented in the Table 2-1, by faculty and programme. As it can be seen from the Table, about 70% of 683 total 2016 graduates have been traced. Large proportion of traced graduates was from Commerce (80%), followed by Education and Media Studies (69%), Applied Science (66%), Built Environment (65%) and lastly Engineering (64%). By programme, proportion of graduates traced varied, from 20% for Bachelor of Electrical and Electronics Engineering to 100% for Bachelor of Automobile Engineering, Bachelor of Civil Engineering (water) and Bachelor of Arts in Journalism.

Table 2-1: Tracing of 2016 graduates by faculties and study programmes (count and percentage)



Faculty	Programme	Total (count)	Traced (count)	percentage of total traced
Education and Media Studies	BA Journalism	38	24	63
	BA Journalism (Evening)	6	6	100
	BA Business Communication	43	31	72

	BA Business Communication (Evening)	18	15	83
	BEd (Business Studies)	41	30	73
	BEd (Technical Education)	56	34	61
	Faculty totals	202	140	69
Engineering	B Automobile Engineering	4	4	100
	B. Civil Engineering (Structures)	8	8	100
	B. Civil Engineering (Transport)	12	8	73
	B. Civil Engineering (Water)	6	3	50
	B. Electronics and Computer Engineering	4	3	75
	B. Electrical and electronics Engineering	5	1	20
	B. Electronics and Telecommunication Engineering	18	8	44
	B. Industrial Engineering	5	3	60
	B. Mechanical Engineering	5	4	80
	Total Faculty totals	67	42	64
Applied Science	BSc Management Information System	24	13	57
	BSc Information technology	28	22	79
	BSc Environmental Health	44	27	61
	BSc Environmental Science and Technology (Environment)	8	7	88
	BSc Environmental Science and Technology (Food)	13	11	85
	BSc Environmental Science and Technology (Physics)	6	2	33
	BSc Mathematical Science Education (MC)	2	1	50
	BSc Mathematical Science Education (MS)	8	4	50
	BSc Mathematical Science Education (SC)	29	19	66
	Faculty totals	162	106	66


Built Environment	BSc Architectural Studies	7	5	71
	BSc Land Planning	19	13	68
	BSc Land Surveying	13	8	62
	BSc Physical Planning	19	10	53
	BSc Quantity Surveying	17	13	76
	<i>Faculty totals</i>	75	49	65
Commerce	B. Accountancy	75	59	79
	A. Accountancy (Evening)	31	28	90
	B. Business Administration	61	47	77
	B. Procurement and Logistics Management	10	8	80
	<i>Faculty totals</i>	177	142	80
	Overall totals for The Polytechnic	683	479	70

In the course tracing graduates, the issues came out that might help in design of future graduate tracing methodologies and strategies. The issues are as follows:

- (i). Some graduates provided hints on tracing fellow graduates e.g using alumni groups. Refer to the snipped email response to Gloria Chisakasa, as follows:

Gloria Chisakasa
to me  16:32 (2 hours ago) ☆ 

FYI,

----- Forwarded message -----
From: Colle  >
Date: Tue, Nov 14, 2017 at 11:44 AM
Subject: Re: 2016 Graduates Tracer Study
To: Gloria Chisakasa <gchisakasa@poly.ac.mw>

Hi gloria

Thanks am excited to be helping poly.ac.mw raised and made me what i am. However where is the questionnaire? Cause it seems we answering all the questions in your email, was this also done for prior students. ?its the first am hearing of such studies. Sorry for all the questions, why isn't the Alumni group heading this? is the tracer study part of someones MBA thesis??? Am curious cause with these internet things one can be hacked so you forgive me.

- (ii). A large proportion of graduates' contacts in the college student (SMIS) database were not up to date. Most of the updated information on graduates' phone number (at the time of the study) were provided by their next of kin. As expected, their next of kin were not comfortable to give out the information. This was expected, since the SMIS contained the contacts information that the graduates provided when they were in first year. It is

recommended to be updating students contacts in SMIS, even after they have completed their studies.

- (iii). Some graduates expressed fear that this is a system or strategy to track them to pay back the loans they got for their university education. Most of these graduates provided the contacts but not where they were at the time of the study. It is recommended that the wording of the invitation letter for the Tracer Study should explicitly notify the graduates that the study has no intention to tracking graduates on the reason of them paying back the loans.
- (iv). Some graduates doubted the callers (The Team) because they did not know them, and these graduates were not comfortable to give out the information on their contacts. The Team recommended to use members of the faculty where graduated completed their studies from, when inviting graduates to participate in this Tracer Study.

A considerable proportion (70%) of the 2016 graduates was traced. Generally, it was difficult to trace all graduates, because of limitations such as limited resources (time and money) to do the work, and absence of graduates follow-up policy by the University.

2.4 Research Instruments and Data Collection

The Team employed the Tracer Study questionnaire that was used in the 2016 Polytechnic Tracer Study (it targeted 2014 graduates). The 2016 questionnaire was designed to get information on key variables such as education and training before study; the programme of study; internship/industrial attachment during the course of study; study conditions and provisions; competencies and satisfaction with the course of study; what happened after graduation; employment and work; work requirements; relevance of programme of study to current job; work orientation and job satisfaction; further education; further professional training; individual background; and migration and regional mobility.

Upon noting areas of improvement in the 2016 questionnaire, the Team improved the 2018 Questionnaire (this study) by addition of questions on: name of the faculty (Question B1), name

of the study programme (to give out a list of programmes to tick, instead of graduates writing, Question B5) and name of the Department (B2). The Team also added, among the given list of qualifications achieved at the Polytechnic, Bachelors Honors and Postgraduate Diploma. With the addition on questions, it was mandatory to programme again the improved questionnaire into QTAFI software. Appendix 1 shows the questionnaire used in this study.

The survey was designed to use an online questionnaire and if need arose, a paper-based questionnaire would administered. A webpage was developed on The Polytechnic website, (www.poly.ac.mw), where the tracer study project was introduced to the general public. The website also contained the invitation for the graduates to participate in the study. The information on introduction of the tracer study included the following: SDP in Malawi, why the tracer study was being conducted, tracer study objectives, composition of tracer study team and the contact person.

The 479 validated contacts had either email addresses or phone numbers or both. A standard invitation letter was sent by email and phone (sms message) to all traced graduates starting from 4th July 2018. Refer to Figure 2-1 for the email invitation containing the password and link to the online questionnaire.

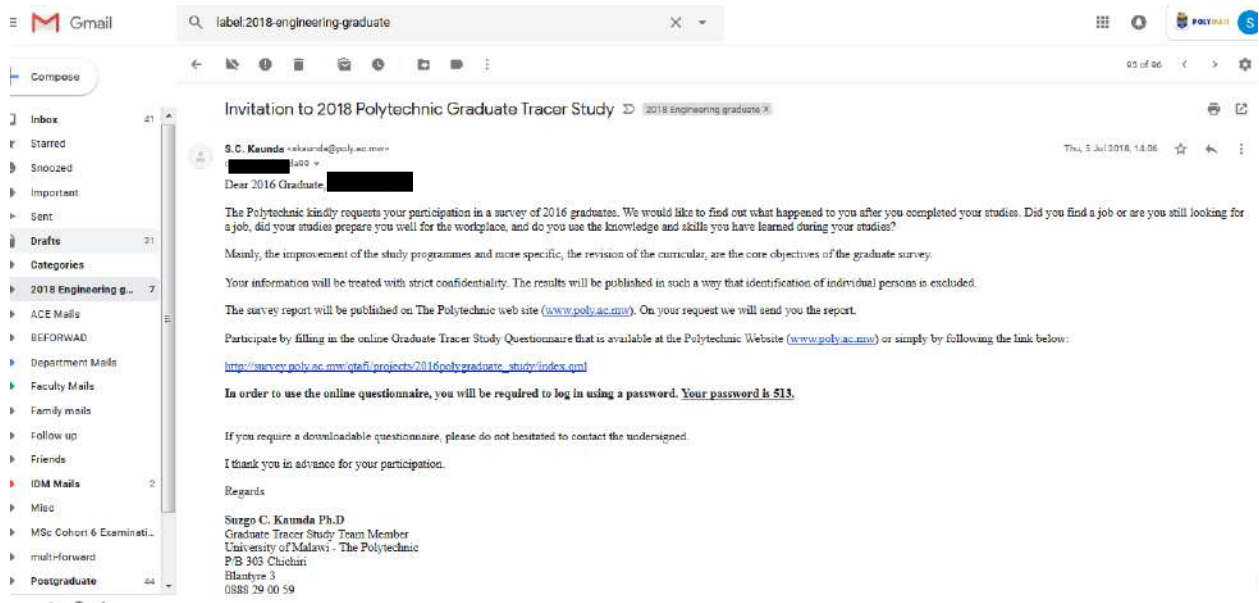


Figure 2-1: Picture of email invitation letter to a 2016 graduate, providing the link and password to the online questionnaire (the identity of the graduate is deliberately hidden)

The traced graduates who did not respond were sent reminders. The reminder increased responses sharply for some days before they declined as shown in the response against time graph (Figure 2.2) below, extracted from QTAFI webpage on running of the online survey.

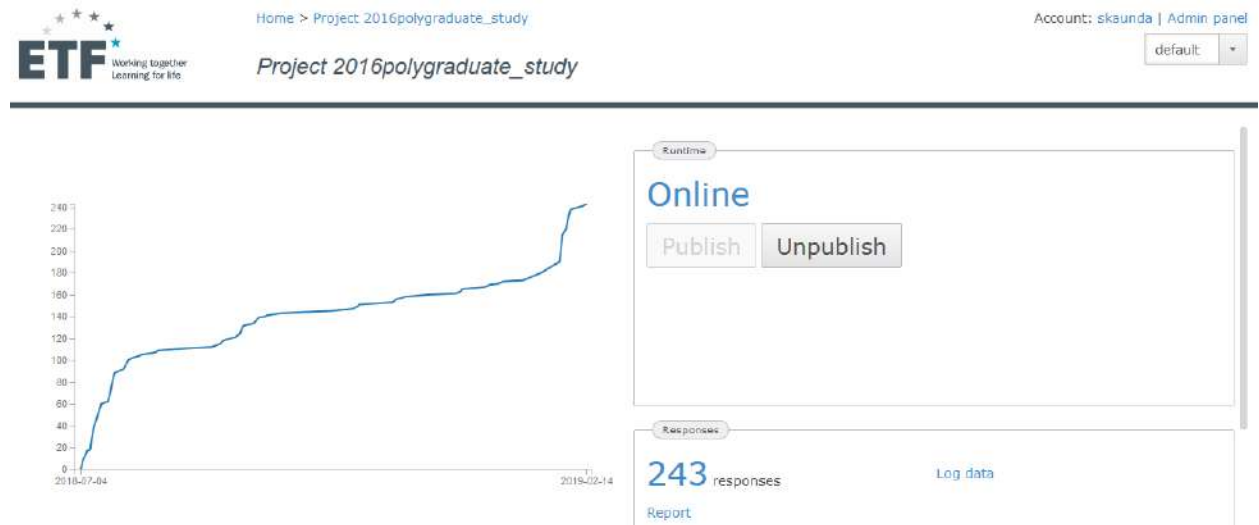


Figure 2-2: A snipped picture of the QTAFI 2016 Polytechnic Graduate Survey Project showing a graph showing graduate responses against time for the online questionnaire and the responses

2.5 Questionnaire administration

The improved questionnaire was firstly administered online using the **Questions, Tables and Figures (QTAFI)** software, which was developed in 2003 by Martin Guist of INCHER-Kassel University, Germany. It is an open-source software that is used in the administration of online surveys. The questionnaire was published online on 4th July 2018 and on the same day the graduates were sent the invitations to participate in the survey.

As stated in Section 2.5 above, reminders were sent twice, using email and sms messages to the graduates. The reminders only managed to improve the gross response rate from 18 to 21%. The team decided that that point to administer paper based questionnaire to achieve higher response rate. This was conducted from in December 2018 in all 4 cities in Malawi. The data from the completed paper based questionnaires were entered into QTAFI from January 2019, to increase responses from 144 to 243 (representing a final gross response rate of 35%). The net response is calculated based on the actual number of graduates that were traced, 479, giving 51%.

2.6 Data analysis

The data was analysed using QTAFI software, where the table reports were generated. These tables were cross-tabulated according to the requirement of the analysis of the questions (either on faculty, gender).

2.7 Limitations

Limitations in the methodology of conducting this tracer study were as follows:

- i. Despite having the list of traced graduates, the Team found out that a considerable number of them had their contacts not valid. This could be that the tracing was not done accurately or the traced graduates changed contacts.
- ii. Some of the graduates did not complete the online questionnaire to its last page.
- iii. Some of the graduates were not willing to participate in the survey, citing reasons such as questionnaire being too long and that the exercise was a ploy to track them to pay back the loans

- iv. While the improved online questionnaire was judged to be clear, it cannot be ruled out that for online survey, lack of a trained interviewer to clarify and probe in the survey could have possibly led to less reliable data.

CHAPTER 3: STUDY FINDINGS AND DISCUSSIONS

3.0 Introduction

This chapter presents tracer study findings, followed by discussions of the same. The analysis of data was done based on information submitted by 243 respondents out of graduate population of 683, which represents a gross response rate 35% response rate. However, 479 graduates were traced, and this gives a net response rate of 51%. Tables and charts (selected from all Table reports, Appendix 2) are used to present the study findings.

3.1 Post-secondary education and training before your study at The Polytechnic

3.1.1 Vocational training/post-secondary school courses before joining The Polytechnic

The graduates were asked on whether they attended any training or post-secondary school courses before their study at The Polytechnic. As it can be seen from Table 3-1, the majority (69%) of the graduates that participated in the survey did not attend any training or post-secondary school courses. This is possibly due to most of the students joining the Polytechnic being recruited straight from secondary school. About 30% of the respondents attended training or post-secondary school courses prior to joining the Polytechnic. The large share of respondents that attended prior training could be from the mature entry students, who were already employed, as shown in Table 3-2. For those who had prior employment, were employed for more than 4 years (Table 3-3).

Table 3-1: Training or post-secondary school courses before study at The Polytechnic (percentage)

Training or post-secondary school courses before joining The Polytechnic	Responses
Yes	31
No	69
<i>Missing cases</i>	<i>16</i>
<i>Total answers</i>	<i>226</i>
Question type	<i>SC</i>

Question A1: Did you attend any training or post-secondary school courses before your study at The Polytechnic?

Table 3-2: Employment before The Polytechnic (percentage)

Employment before The Polytechnic	Responses
Yes	26
No	74
<i>Missing cases</i>	18
<i>Total answers</i>	224
<i>Question type</i>	SC

Question A2: Were you employed before your study at The Polytechnic?

Table 3-3: Length of employment before study at The Polytechnic (percentage)

Length of employment before study at The Polytechnic	Responses
Less than 1 year	16
More than 1 year to 2 years	5
More than 2 years to 3 years	14
More than 3 years to 4 years	5
More than 4 years	60
<i>Missing cases</i>	184
<i>Total answers</i>	58
<i>Question type</i>	SC

Question A3: How long were you employed before your study at The Polytechnic?

3.1.2 Duration of employment before The Polytechnic

Respondents were also asked about the prior post-secondary school courses they attended. Referring to Table 3-4, about 60% of the respondents attended other courses apart from City and Guilds Certificate (20%), ABE (10%) and PAEC (25%).

Table 3-4: Post-secondary school courses attended (percentage)

Post-secondary school courses attended	Responses
City and Guilds Technician Certificate	20
ABE	10
PAEC	25
Other (please specify)	61
<i>Missing cases</i>	<i>183</i>
<i>Total answers</i>	<i>59</i>
<i>Question type</i>	<i>MC</i>

Question A4: Which post-secondary school courses did you attend? Multiple answers possible
Percent

3.2 The programme of study at The Polytechnic

3.2.1 Name of the Faculty Graduates completed their studies from at The Polytechnic

The Polytechnic has 5 faculties. Graduates were asked about the faculty they completed their studies from. Responses are presented in Table 3-5. As it can be seen, most of the graduates that participated in the survey came from Applied Science (30%). Faculty of Commerce had 23% graduates, while Education and Media Studies, Engineering and Built Environment had 15%, 19% and 13% respectively.

Table 3-5: Faculty graduates completed study from (percentage)

Faculty graduates completed study from	Responses
Applied Sciences	30
Built Environment	13
Commerce	23
Education and Media Studies	15
Engineering	19
<i>Missing cases</i>	<i>21</i>
<i>Total answers</i>	<i>221</i>
<i>Question type</i>	<i>SC</i>

Question B1: In which Faculty did you complete your study?

3.2.2 Name of Qualification Graduates Achieved at The Polytechnic

The graduates were also asked on the qualification they achieved at the Polytechnic. The majority of the respondents (79%) achieved a Bachelors degree and 21% Bachelor (honours), as presented in Table 3-6. Those that achieved Bachelors (honours) were from faculty of engineering only. It is the only faculty that offered Bachelor (honours) for that time.

Table 3-6: Qualification achieved (percentage)

Qualification achieved	Responses
Certificate	0
Diploma	0
Bachelor	79
Bachelor (Honours)	21
<i>Missing cases</i>	25
<i>Total answers</i>	217
<i>Question type</i>	SC

Question B3: Which qualification did you achieve at The Polytechnic?

3.2.3 Duration of the study programme

The first degree programmes at The Polytechnic are of varying duration of study. This depends on the nature of the programme, for instance, faculties of Engineering and Built Environment have programmes of 5 years duration, while the programmes from the rest of the faculties are of 4 year duration. Graduates were asked on the length of time it took them to complete their studies (refer to Table 3-7).

Table 3-7: Length of time to complete study (Percentage)

Length of time to complete study	Responses
Less than 1 year	0
1 year to less than 2 years	0
2 years to less than 3 years	2
3 years to less than 4 years	11
4 years to less than 5 years	56
5 years or more	31
<i>Missing cases</i>	25
<i>Total answers</i>	217
<i>Question type</i>	SC

Question B5: How long did it take to complete your study at The Polytechnic?

3.2.4 Mode of study

The graduates were asked on mode of study they used to pursue their studies at The Polytechnic. The majority of respondents (91%) reported that they pursued their studies full time while 9% pursued their studies part-time. This is presented in Table 3-8. It must be noted that The Polytechnic is yet to employ other modes such Open Distance Learning (ODL).

Table 3-8: Mode of Study (Percentage)

Mode of Study	Responses
Full time	91
Part time (block release, week end or evening)	9
<i>Missing cases</i>	22
<i>Total answers</i>	220
<i>Question type</i>	SC

Question B6: What was your mode of study?

3.2.5 Average number of hours spent attending classes

Students pursuing different programmes at The Polytechnic spend varying hours per week attending classes during their course of study. Students were asked " On average, how many hours per week did you spend attending classes during the course of your study". As can be seen from Table 3-9, students from the faculties of Engineering (51%) and Built Environment (46%) spend on average between 30 and 39 hours attending classes per week. On the other hand, about 40% of the respondents stated that they spent up to 19 hours in the faculty of Education and Media Studies. This is the least time spent in attending classes for all the 5 faculties. It is seen that faculty of Engineering has the most time spent; about 80% of the respondents stated that they spent 20 to 39 hours per week attending classes.

Table 3-9: Average number of hours spent attending classes per week by faculty (Percentage)

Hours/Faculty	Applied Sciences	Built Environment	Commerce	Education and Media Studies	Engineering
Up to 10 hours	9	4	12	9	0
11 to 19 hours	14	7	14	30	0
20 to 29 hours	23	25	26	39	28
30 to 39 hours	26	46	33	9	51
40 to 49 hours	18	14	10	3.	12
50 hours and more	5	4	0	0	5
<i>Missing cases</i>	32				
<i>Total answers</i>	211				
<i>Question type</i>	SC				

Question B7: On average, how many hours per week did you spend attending classes during the course of your study?

3.2.6 Hours spent outside of classes during course of study

Polytechnic students also spend time outside classes on independent study, coursework and group discussions. Graduates were also asked on the number of hours they spent on study activities outside of classes during their course of study. From Table 3-10, 79% of respondents from each of the faculties of Engineering and Education and Media Studies, had spent up to 29 hours outside classes, per week, during their course of study. Whilst for the same time spent, 73% of respondents from Commerce, 75% from Applied Sciences, and 72% from Built Environment.

Table 3-10: Hours spent outside of classes during course of study, by faculty (percentage)

Hours/Faculty	Applied Sciences	Built Environment	Commerce	Education and Media Studies	Engineering
Up to 10 hours	29	11	31	49	14
11 to 19 hours	23	36	20	15	23
20 to 29 hours	23	25	22	15	42
30 to 39 hours	15	7	16	18	9
40 to 49 hours	3	4	7	0	7
50 hours and more	5	14	2	3	5
<i>Missing cases</i>	24				
<i>Total answers</i>	219				
<i>Question type</i>	SC				

Question B8: On average, how many hours per week did you spend on study activities outside of classes during the course of your study?

3.3. Internship / industrial attachment during the course of study at The Polytechnic

3.3.1 Internships/industrial attachments during course of study

Students learn and acquire some skills through internship/industrial attachment. The graduates were asked on whether they had attended any internship during their course of study at The Polytechnic. Table 3-11 shows that all graduates that participated in the study, from the faculty of Engineering attended internship. On the other hand, only 20% of the respondents from Commerce attended internship as compared to 59% (Applied Sciences), 64% (Built Environment) and 58% (Education and Media Studies).

Table 3-11: Internships/industrial attachments during course of study by faculty (percentage)

Doing internships/attachment	Applied Sciences	Built Environment	Commerce	Education and Media Studies	Engineering
Yes	59	64	20	58	100
No	41	36	80	42	0
<i>Missing cases</i>	<i>19</i>				
<i>Total answers</i>	<i>224</i>				
<i>Question type</i>	<i>SC</i>				

Question C1 - Did you do any internships/industrial attachments during your course of study (this does not refer to team projects, practical courses etc.)?

3.3.2 Number of internships/Industrial attachments done in total during course of study

Graduates were also asked on the number of mandatory internships they attended during the course of study. Results are presented in Table 3-12. For Engineering, almost all of the graduates that responded stated that they attended a mandatory internship. This is due to a requirement for all engineering programmes that students attend internship during their course of study. This is done, once, covering the period of one semester. In Applied Sciences and Education and Media Studies, there are some programmes that are mandatory for students to attend internship, for example Bachelor of Science in Technical Education.

Table 3-12: Number of internships/Industrial attachments done in total during course of study by faculty (percentage)

Number of internships	Applied Sciences	Built Environment	Commerce	Education and Media Studies	Engineering
None	20	36	20	6%	0
1	36	21	0	52%	98
2	3	4	0	0	2
3	0	4	0	0	0
4 and more mandatory internships/Industrial attachments	0	0	0	0	0
<i>Missing cases</i>	<i>112</i>				
<i>Total answers</i>	<i>131</i>				
<i>Question type</i>	<i>SC</i>				

Question C2: How many mandatory internships/Industrial attachments did you do in total during your course of study?

3.3.3 Number of voluntary internships/industrial attachments done in total during course of studies

Some students find internship on their own (voluntary internship), during their course of study. When asked about the number of voluntary internships they did, the majority (32%) of the respondents did it only once (Table 3-13). These are done during vacations, which are typically of less than 3 months.

Table 3-13: Number of voluntary internships/industrial attachments done in total during course of studies (percentage)

None	45
1	32
2	16
3	5
4 or more voluntary internships/Industrial attachments	2
<i>Missing cases</i>	<i>112</i>
<i>Total answers</i>	<i>130</i>
<i>Question type</i>	<i>SC</i>

Question C3: How many voluntary internships/industrial attachments did you do in total during your course of studies?

3.3.4 Graduates' employment during study at The Polytechnic

When asked "Were you employed during your study?" the majority (87%) of the respondents who did their studies on full-time basis replied that they did not. Refer to Table 3-14. This might imply that some employers are not interested in employing students before they complete their studies. On the other hand, for those that did their studies on part time, most of them (90%) were employed during their course of study. These might be those that did their studies on block release, weekend and evening as these are usually working class students.

Table 3-14: Employment during study by mode of study (percentage)

	Full time	Part time (block release, week end or evening)
Yes	13	90
No	87	10
<i>Missing cases</i>	22	
<i>Total answers</i>	221	
<i>Question type</i>	SC	

Question C5: Were you employed during your study? Please include full-time as well as part-time work; excluded are internships/industrial attachments.

3.4. Evaluation of study conditions and study provisions at The Polytechnic

3.4.1 Rating of the study conditions and provisions

The 2016 graduates were also asked to rate the study conditions and provisions that they experienced at The Polytechnic. In general, by average, respondents did not rate any of the listed study conditions and provisions (refer to Table 3-15), to being "good" or "very good". The average rating per faculty shows some agreement in the following: Student recreational facilities on campus, Availability of learning materials (e.g. books, internet access), Chances for students to have an influence on The Polytechnic policies, Availability of technical equipment (e.g. lab equipment, measuring instruments, computer lab), Quality of technical equipment, Quality of buildings/facilities, and Stocking of the library with relevant materials. These study conditions and provisions were rated below "fair" across all faculties. This is poor rating, and there is need for interventions to improve these conditions and provisions.

Table 3-15: Rating of the study conditions and provisions (Percentage)

Rating of study conditions and study provisions	Applied Sciences	Built Environment	Commerce	Education and Media Studies	Engineering
Quality of classroom learning	3.1	3.0	3.1	3.4	2.8
Student recreational facilities on campus	2.6	2.5	2.7	2.7	2.3
Availability of learning materials (e.g. books, internet access)	2.8	2.3	2.8	2.5	2.5
Opportunity for consultation with teaching staff	3.7	3.4	3.6	3.4	3.3
Quality of teaching	3.5	3.4	3.9	3.6	3.4
Teaching/grading system	3.5	3.1	3.6	3.1	3.1
Internship/industrial attachment programme	2.5	1.9	2.1	2.7	4.1
Academic interaction with fellow students	4.0	3.2	3.8	4.0	3.8
Chances for students to have an influence on The Polytechnic policies	2.4	2.0	2.5	2.3	2.3
Availability of technical equipment (e.g. lab equipment, measuring instruments, computer lab)	2.5	2.6	2.8	2.4	2.5
Quality of technical equipment	2.6	2.4	2.8	2.5	2.4
Availability of teaching materials	2.9	2.7	3.1	2.8	2.8
Quality of buildings/facilities	2.9	2.7	3.0	2.9	2.8
Stocking of the library with relevant materials	2.7	2.4	2.8	2.4	2.5
<i>Missing cases</i>		21			
<i>Total answers</i>		222			
<i>Question type</i>		OR			

Question D1. How would you rate the study conditions and provisions you experienced at the Polytechnic?

Scale used: 1 = Very bad; 2 = Bad; 3 = Fair; 4 = Good; 5 = Very good

Again, average ratings across faculties agree on the following: Opportunity for consultation with teaching staff, Quality of teaching, Teaching/grading system, and Academic interaction with fellow students. The average rating is above "fair". This is a fair rating; however, there is need to make the ratings good or very good.

On the other hand, the condition "Quality of classroom learning" was rated above fair by all faculties except Engineering (2.8). Use engineering labs as classrooms by engineering students could have influenced the rating. It is also noted that respondents from Built Environment rated "Internship/industrial attachment programme" below "bad" (1.9), while those from Engineering rated the condition above "good" (4.1). This rating by both faculties might have been influenced by differences in curriculums. Both faculties are technical in nature, thus industrial attachment is required. This is provided for in the Engineering programme curriculums, while it is not in Built Environment programme curriculums.

3.4.2 Rating of elements related to employment and work in study course/training

Various elements related to employment and work in their study course/training were rated. The majority (59%) of graduates rated 'Support of employment/job search' as bad or very bad while 42% and 44% of graduates also rated 'support of internship/industrial attachment search' and 'mandatory internships/industrial attachments' respectively as bad or very bad. This is not surprising because it is not a must for all faculties to initiate these on behalf of students. However, in total 52% and 49% of graduates rated 'professional advice provided by teaching staff' and 'practical experiences of teaching staff' respectively as good or very good. Ratings for other elements can also be seen from Table 3-16.

Table 3-16: Rating of elements related to employment and work in study course/training (Percentage)

Elements related to employment and work in study course/training	Rating of the elements (Percentage)				
	Very bad	Bad	Fair	Good	Very good
Professional advice provided by teaching staff	1	13	33	38	14
Support of internship/Industrial attachment search	20	22	22	28	8
Practice-oriented teaching contents	6	20	42	25	6
Practical experiences of teaching staff	3	12	37	38	11
Mandatory internships/Industrial attachments	25	19	17	29	11
Support of employment/job search	24	35	23	13	5
Preparation for work	9	25	35	24	7
<i>Missing cases</i>	<i>21</i>				
<i>Total answers</i>	<i>221</i>				
<i>Question type</i>	<i>OR</i>				

Question D2. How do you rate the following elements related to employment and work in your study course/training?

3.5 Competencies and satisfaction with the course of study

3.5.1 Extent of skills/competencies acquisition upon graduation

The graduates were also asked the extent to which they acquired the skills/competencies upon graduation. The ratings were generally very high with more than 75% of the graduates rating the skills/competencies to a high extent or a very high extent except for 'mastery of my field/subject specific knowledge' and 'ability to develop new ideas and solutions'. For these two cases, 68% and 63% of the graduates respectively rated them a high extent or a very high extent. Table 3-17 provides a summary of the graduates' views of the extent to which they acquired various skills/competencies upon graduation.

Table 3-17: Extent of skills/competencies acquisition upon graduation (Percentage)

Skill/competence	Extent of skills/competencies acquisition upon graduation (percentage)				
	No at all	To a little extent	To a moderate extent	To a high extent	To a very high extent
Mastery of my field/subject specific knowledge	1	6	25	51	17
Ability to develop new ideas and solutions	0	6	31	45	18
Ability to adapt to changing conditions	0	5	20	48	27
Analytical thinking	0	2	16	58	23
Willingness to question my and other's ideas	0	2	21	52	25
Ability to work efficiently towards a goal	0	3	13	54	30
Ability to organise my work processes efficiently	0	5	13	49	32
Ability to work productively with others	0	1	11	49	38
Ability to perform well under pressure	1	0	13	47	39
<i>Missing cases 24</i>					
<i>Total answers 218</i>					
<i>Question type OR</i>					

Question E1: To what extent did you acquire the following skills / competencies upon graduation?

3.5.2 Extent to choose again field of study/training

With regard to the extent to which graduates would probably choose the same field of study/training, the majority of respondents across all faculties indicated that that they would probably choose the same field of study/training to a very high extent. However, a significant

proportion (18%) of graduates from the faculty of Built Environment indicated they would not choose the same field of study/training and 32% of graduates from the same faculty would choose the same field of study/training to a moderate extent (Table 3-18).

Table 3-18: Extent to which the same field of study/training would be chosen (Percentage)

Level of extent	Applied Sciences	Built Environment	Commerce	Education and Media Studies	Engineering
No at all	7	18	4	9	2
To a little extent	3	7	6	15	9
To a moderate extent	10	32	8	21	9
To a high extent	37	18	33	24	37
To a very high extent	43	25	48	30	42
<i>Missing cases</i>		27			
<i>Total answers</i>		215			
<i>Question type</i>		OR			

Question E2. Looking back, if you were free to choose again to what extent would you probably choose the same field of study/training?

3.5.3 Extent to which graduates would probably choose The Polytechnic again

If graduates were to choose again, the majority of graduates from the faculty of Commerce (86%) followed by graduates from the faculty of Applied Sciences (76%) indicated that they would choose The Polytechnic to a high extent or very high extent. This is a very endorsement of The Polytechnic from graduates of the two faculties compared to the graduates from the other faculties. On the other hand, 12% of graduates from the faculties of Education and Media Studies and Engineering indicated that they would not choose the Polytechnic at all or to a little extent. These findings are presented in Table 3-19.

Table 3-19: Extent to which graduates would probably choose The Polytechnic again (Percentage)

Extent to choose Poly again	Applied Sciences	Built Environment	Commerce	Education and Media Studies	Engineering
No at all	0	0	0	9	7
To a little extent	7	4	2	3	5
To a moderate extent	18	37	12	33	23
To a high extent	40	37	26	27	28
To a very high extent	36	22	60	27	37
<i>Missing cases</i>		25			
<i>Total answers</i>		218			
<i>Question type</i>		OR			

Question E3. Looking back, if you were free to choose again to what extent would you probably choose The Polytechnic?

3.5.4 Graduates' satisfaction with studies in general

Study findings show that 54% of graduates from the faculty of Built Environment are satisfied with studies in general to a moderate extent while 50% and 49% of graduates from the faculties of Applied Sciences and Commerce are satisfied to a high extent. On the other hand, while no graduate from the other faculties indicated lack of satisfaction, 3% of graduates from the faculty of Education and Media Studies indicated they were not satisfied at all with studies in general. The findings on satisfaction with studies in general are summarised in Table 3-20.

Table 3-20: Satisfaction with studies in general (Percentage)

Extent of satisfaction	Applied Sciences	Built Environment	Commerce	Education and Media Studies	Engineering
No at all	0	0	0	3	0
To a little extent	7	14	4	12	9
To a moderate extent	31	54	18	36	28
To a high extent	50	21	49	36	47
To a very high extent	13	11	29	12	16
<i>Missing cases</i>		25			
<i>Total answers</i>		218			
<i>Question type</i>		OR			

Question E4 - In retrospective, to what extent are you satisfied with your studies in general?

3.6 After graduation from The Polytechnic

3.6.1 Graduates' work situation in the first six months

The employment status of graduates soon after graduation might indicate how relevant the program is to the job market. Graduates were asked "What applied to your situation in the first six months after graduating?" The responses are presented in Table 3-21. It is only the faculties of Engineering and commerce that have more than half of the total number of respective respondents that stated they had full time employment within a period of six months. While in Applied Science it is (44%), Built Environment (43%) and Education and Media Studies (46).

Table 3-21: Work situation in the first six months by faculty (percentage) study

Work situation/Faculty	Applied Sciences	Built Environment	Commerce	Education and Media Studies	Engineering
Full time employment	44	43	51	46	61
Part time employment	24	7	10	21	5
Self-employed	6	11	16	0	5
Internship	11	14	14	9	19
Further academic/professional training	5	0	12	12	2
Further vocational education/training	0	0	0	6	0
Household work	5	0	4	3	5
Not employed, but searching for a job	23	25	26	33	12
Voluntary job	9	4	6	3	5
Freelance work	5	21	4	9	5
Other (please specify)	2	0	4	0	5
Missing cases	28				
Total answers	215				
Question type	MC				

Question F1: What applied to your situation in the first six months after graduating? Multiple answers possible by In which Faculty did you complete your study?;

In the first six months some graduates were undergoing internship. As it can be seen from Table 3-21, about 20% of the total number of respondents from Engineering were on internship, Commerce (14%), Education and Media Studies (9), Built Environment (14%) and Applied Sciences (11%). This observation suggests that these graduates were either continuing their internship or secured internship after graduation.

It is also noted from Table 3-21 that there were respondents who stated they did have employment but looking for employment, in the first six months; Engineering (12%), Commerce (26%), Education and Media studies (33%), Built Environment (25%) and Applied Sciences (23%).

3.6.2 Graduates' start time for first job after graduation

The graduates were also asked about when they started their first job after graduation. Responses are presented in Table 3-22, by faculty. Some of the respondents stated that they had already secured a job before graduation: Commerce (37%), Education and Media Studies (33%), Engineering (28%), Applied Science (27%) and Built Environment (11%). This might indicate that the employers were satisfied with their either with their internship program or they have confidence in The Polytechnic graduates. Of course, sometimes it takes relatively long period of time for students to graduate after they complete their studies, but even in this case, to get employment without a certificate would point to confidence of employment in the students.

Table 3-22: Start time for first job after graduation by faculty (percentage)

Start time for first job/Faculty	Applied Sciences	Built Environment	Commerce	Education and Media Studies	Engineering
Already secured a job before graduation	27	11	38	33	28
At the time of graduation	3	7	0	6	2
Less than 1 month after graduation	5	11	6	3	12
1 to less than 3 months after graduation	14	18	16	0	14
3 to less than 6 months after graduation	6	0	12	6	16
6 to less than 9 months after graduation	9	4	0	3	2
9 to less than 12 months after graduation	5	0	0	3	2
12 months or more after graduation	5	11	3	3	5
<i>Missing cases</i>	85				
<i>Total answers</i>	158				
<i>Question type</i>	SC				

Question F2: When did you start your first job after graduation?

It is also noted (Table 3-22) that there are some graduates responded that it took them 12 months or more after graduation to get employment. For those graduates that participated in the survey, most of those that took more than 12 months were from Built Environment (11%), followed by Engineering and Applied Sciences (5% each).

3.6.3 Graduates' method of job search for the first job after graduation

A question about how the graduates searched their first job was also asked. Referring to Table 3-23, about half of the total respondents stated that they searched for their first job using job adverts/announcements. Also, about a quarter of respondents stated that they got their first job with help of personal contacts, friends and fellow students (graduates), while others used other

means such as speculative application/independent contact to employers (22%), through internships during their course of studies (14%) and help of family contacts of parents and relatives(12%).

Table 3-23: Method of job search for the first job after graduation (percentage)

Method of job search for the first job after graduation	Responses (percentage)
Job ads/announcements (e.g. newspaper, internet, notice, radio)	50
With the help of family contacts of parents and relatives	12
With help of personal contacts, friends and fellow students	25
Speculative application / independent contact to employers	22
Through internships during my course of studies	14
Through internships after graduation	5
Through side jobs during the study	1
Through side jobs after graduation	1
I was contacted by an employer	15
Job fair/recruitment seminar	0
Through public job centre/labour office	0
Through private job agencies	0
Through social networks (e.g. facebook, LinkedIn)	18
Through the career centre/academic department or faculty of The Polytechnic	6
Through staff at The Polytechnic	9
Not applicable, I have not searched for employment	5
Other (please specify)	6
<i>Missing cases</i>	95
<i>Total answers</i>	147
<i>Question type</i>	MC

Question F3: How did you search for the first job after graduation?

Referring again to Table 3-23, it is seen that 15% of the respondents found their first jobs by being contacted by employers. This suggests that the employers had confidence in those graduates, and possibly in their study programmes. Another point noted is about a considerable proportion of graduates (18%) finding first job using social networks (e.g facebook and

LinkedIn). This shows that the social media is becoming an important tool in job search. Despite relatively fewer respondents to the question, the majority of those that did not search for job (88%) did so because they continued with the job they had prior to studying (Table 3-24).

Table 3-24: Reasons for not searching for first job (percentage)

Reasons for not searching for first job	Responses (percentage)
I continued studying	0
I continued a job I had prior to studying	88
I found a job without searching	0
I became self-employed / a freelancer	0
Other (please specify)	12
<i>Missing cases</i>	234
<i>Total answers</i>	8
<i>Question type</i>	MC

Question F4: If you did not search for a job, what were your reasons? Multiple answers possible.

3.6.4 Graduates' time period to start job search

For those graduates that did search their first job, the majority (76%) of them did so prior to graduation (Table 3-25), and 20% of the respondents found started looking for jobs after graduation. This is expected; firstly, because the graduation was done after the students had completed their studies. Secondly, students look for employment before they graduate to increase their chances of getting employed.

Table 3-25: Time period to start job search (percentage)

Time period to start job search	Responses (percentage)
Prior to graduation	76
At the time of graduation	4
After graduation	20
<i>Missing cases</i>	68
<i>Total answers</i>	174
<i>Question type</i>	SC

Question F5: When did you start searching for a job?

3.6.5 Graduates' time taken to start search for first job after graduation

For those graduates that searched for their jobs, they were asked "For how long did you search for your first job?" Responses are presented in Table 3-26. The majority (65%) of the respondents took up to 3 months to search for the theory first job. Some 7% of the respondents stayed for more than a year to search for their first job. This might point to lack of confidence in the job search, not well prepared for job industry, and limited job market.

Table 3-26: Time taken to start search for first job after graduation (percentage)

Time taken to start search for first job after graduation	Responses (percentage)
Up to 1 month	28
2 to 3 months	37
4 to 6 months	16
7 to 9 months	8
10 months to 12 months	4
More than 12 months	7
<i>Missing cases</i>	<i>117</i>
<i>Total answers</i>	<i>125</i>
<i>Question type</i>	<i>SC</i>

Question F6: For how long did you search for your first job?

3.6.6 Number of employers graduates approached before getting first job after graduation

Graduates that were employed were asked on the number of employers they had approached before they got their first jobs. This question is important because it could show how easy it was for graduates to secure employment. As it can be seen from Table 3-27, the majority of the respondents (47%) stated that they up to 4 employers.

Table 3-27: Number of employers approached before getting first job after graduation

Number of employers approached before getting first job	Respondents (percentage)
None	15
1 employer	14
2 to 4 employers	33
5 to 10 employers	22
11 to 20 employers	6
More than 20 employers	10
Missing cases	110
Total answers	132
Question type	SC

Question F8: How many employers did you approach before you got your first job after graduation?

Also, referring to Table 3-27, a considerable proportion of graduates (10%) responded that they had approached more than 20 employers before getting their first jobs. This suggests that there was job scarcity for those graduates, or they were not well prepared for the job market. This would be important for future graduates to plan on when to start their job search and how to package themselves for employment.

3.6.7 Number of employers acknowledging receipt of job applications from graduates

For those graduates that responded to the question "From how many employers did you receive acknowledgements?" Table 3-28 contains the responses. Half of the respondents (50%) stated that they received acknowledgements from 2 to 4 employers. It is also noted that 13% of the respondents stated that they did not receive any acknowledgments from employers, and 26% of the respondents got acknowledgement from only 1 employer. This might be due to some employers in Malawi who were not in a position to employ graduate by that time.

Table 3-28: Number of employers acknowledging receipt of job applications (percentage)

Number of employers acknowledging receipt of job applications	Responses (percentage)
None	13
From 1 employer	27
From 2 to 4 employers	50
From 5 to 10 employers	10
From 11 to 20 employers	0
From more than 20 employers	1
<i>Missing cases</i>	<i>110</i>
<i>Total answers</i>	<i>132</i>
<i>Question type</i>	<i>SC</i>

Question F9: From how many employers did you receive acknowledgements?

3.6.8 Number of interviews graduates attended

The graduates that searched a job were also asked on the number of employers who invited them for interviews for their first jobs. The majority (59%) of the respondents stated that they were invited for interviews by 5 to 10 employers. Refer to Table 3-29.

Table 3-29: Number of interviews invited by employers (percentage)

Number interviews invited by employers	Responses
None	7
From 1 employer	25
From 2 to 4 employers	59
From 5 to 10 employers	9
From 11 to 20 employers	0
From more than 20 employers	0
Missing cases	65
Total answers	177
Question type	SC

Question F10: How many employers invited you for interviews?

3.7 Employment and work

3.7.1 Graduates' situation by the time of study

Table 3-30 presents responses to the question "What applies to your current situation?" From the Table, the majority of the graduates were in full-time employment: Engineering (84%), Applied Science (70%), Commerce (65%), Education and Media Studies (64%) and Built Environment (61%). It is seen that about and over 90% of the graduates that participated in the survey were involved in full-time employment, part time employment, self-employment and internship, in all faculties. Therefore, by the time of conducting this study, the graduates that participated were involved in a number of employment ventures.

Table 3-30: Graduates' current situation by faculty (percentage)

Graduates' current situation/faculty	Applied Sciences	Built Environment	Commerce	Education and Media Studies	Engineering
Full time employment	70	61	65	64	84
Part time employment	9	4	6	18	5
Self-employed	9	4	12	6	7
Internship	5	11	6	3	0
Further academic/professional training	3	4	10	6	9
Further vocational education/training	0	0	0	3	0
Household work	0	4	2	0	0
Voluntary job	2	11	2	0	0
Freelance work	2	14	0	3	7
Not employed, but searching for a job	11	14	14	6	7
Other (please specify)	2	0	4	0	5
<i>Missing cases</i>	<i>39</i>				
<i>Total answers</i>	<i>204</i>				
<i>Question type</i>	<i>MC</i>				

Question G1: What applies to your current situation? Multiple answers possible

It is also positively noted that there a number of graduates that were involved in self-employment, at the time of conducting the survey. There is a change of mindset that graduates should engage in entrepreneurship in order to help create worth and further jobs. In fact, the course in entrepreneurship is taught in all programmes at The Polytechnic.

From the Table 3-30, it also noted that the number of graduates who were on training (Further academic/professional training, and Further vocational education/training) were proportionally very small. There were no respondents that were on vocational training from faculties of Applied Sciences, Built Environment, Commerce and Engineering; only 3% of the respondents in Education and Media Studies were involved in vocational training. In terms of further training, Commerce had 10% of respondents that were undergoing further studies, Engineering (9%), Education and Media Studies (6%), Built Environment (4%) and Applied Science (3%). This means that after two years of graduation most of the graduates have not upgraded themselves, pointing to limitations in career progression.

3.7.2 International mobility of graduates after graduation from The Polytechnic

When asked if they had spent time abroad for study or work, the majority of the respondents (over 90% for both male and female graduates) stated they had not. Refer to Table 3- Q037. This response agrees with the finding that most of the graduates did not attend further training. Most of the Malawian graduates prefer going abroad for further training, usually with sponsorship from employers or other organisations. Also, by not going to work abroad, the graduates miss opportunities for professional development and promotion, which come along with expatriation.

Table 3-31: International mobility after graduation from The Polytechnic by gender (percentage)

International mobility/gender	Male	Female
Yes, I worked abroad	3	4
Yes, I continued my studies/training abroad	4	4
No	93	92
<i>Missing cases</i>	<i>36</i>	
<i>Total answers</i>	<i>207</i>	
<i>Question type</i>	<i>MC</i>	

Question G2: Since you graduated from The Polytechnic, did you spend time abroad for study or work? Multiple answers possible

3.7.3 Number of jobs graduates had altogether since graduation

The graduates were asked on the number of jobs they have had altogether since graduation. As presented in Table 3-32, over 80% of the respondents stated that they either had 1 or 2 jobs altogether since graduation. This means that the majority of graduates did not change their jobs or changed only once. This suggests that the majority of graduates that participated in the survey had satisfying jobs, or jobs to change with were limited.

Table 3-32: Number of jobs graduates had altogether since graduation (percentage)

Number of jobs graduates had altogether since graduation	Responses
None	2
One job	47
Two jobs	37
Three jobs	11
More than three jobs	3
<i>Missing cases</i>	63
<i>Total answers</i>	179
<i>Question type</i>	SC

Question G3: How many jobs (including your current one) have you had altogether since graduation?

It is also noted that about 3% of the graduates that participated in the survey stated that they have changed more than 3 jobs since graduation (2 years). Despite being a small representation, changing of more than 3 jobs could point to those graduates searching for a better job that matches their career prospects and other conditions. Importantly, by changing more jobs, it shows that graduates had acquired relevant multiple skills which, which in this case, it suggests to be not the case.

3.7.4 Average number of hours graduates work per week

The average number of hours that graduate work per week was asked. Responses are presented in Table 3-33. It is seen that above half of the respondents (61%) work between up to 40 hours per week. However, 39% of the responds stated that they work above 41 hours per week. This

shows that a considerable number of graduates overwork, if the Malawian labour regulation of working 8 hours per day for 5 working days per week is applied.

Table 3-33: Average number of hours graduates work per week (percentage)

Average number of hours graduates work per week	Responses
Up to 10 hours per week	5
11 to 20 hours per week	6
21 to 30 hours per week	9
31 to 40 hours per week	41
41 to 50 hours per week	30
More than 50 hours per week	9
Missing cases	65
Total answers	177
Question type	SC

Question G4: On average, how many hours do you work per week?

3.7.5 Length of time graduates have been working in their current job

Graduates were asked "How long have you been working in your current job?" As it can be seen in Table 3-34, different time periods were stated on length of time the graduates have been working in their current jobs. The majority (56%) of the respondents have been working on their current jobs for more than 12 months. This finding agrees well on the finding that most of the employed graduates that participated in the survey have not been changing jobs. This could be that the uniqueness of the knowledge and skills they had acquired in their areas of specialisation (programmes) limits graduates from changing jobs. This situation is undesirable, because graduates are limited in acquisition of relevant work experience from different work environments.

Table 3-34: Length of time graduates have been working in their current job (percentage)

Length of time graduates have been working in their current job	Responses
Up to 1 month	4
2 to 3 months	12
4 to 6 months	10
7 to 9 months	8
10 to 12 months	10
More than 12 months	56
<i>Missing cases</i>	73
<i>Total answers</i>	169
<i>Question type</i>	SC

Question G7: How long have you been working in your current job?

3.7.6 Name of the city and district in Malawi where the graduates are employed

It is important to find out places where the graduates are employed. Graduates were asked to name the city or district in Malawi they are employed. As it can be seen from Table 3-35, most graduates that participated in the survey (81%, representing a total of 136 graduates against 168 graduates that responded to the question) were working in the cities of Blantyre (47%), Lilongwe (21%), Mzuzu (8%) and Zomba (5%). Possibly this is due to availability of job opportunities in cities and towns.

Table 3-35: Name of the city and district in Malawi where the graduates are employed (number)

Name of the city and district in Malawi	Responses
Am currently plying my job in Lilongwe	1
Balaka	2
Blantre	1
Blantyre	69
BLANTYRE , in MALAWI	1
Blantyre city	1
Blantyre Malawi	1
Blantyre, Malawi	2
Blantyre, Malawi but currently working in Nigeria for 3 months	1
BLANTYRE-MALAWI	1
Blanyre	1
Blanytre	1
CHIKWAWA	1
Chitipa	1
Dedza	1
DEDZA DISTRICT, MALAWI	1
I work in Malawi	1
In Blantyre District.	1
In petermartzberg, RSA	1
I'm working in Malawi	1
Kasungu	1
Lilongwe	1
lilongwe	31

Lilongwe, Malawi	1
Lilongwe- Bunda College	1
Lilongwe.	2
Mangochi	3
Mponela, Dowa	1
Mulanje	2
MWANZA	1
Mzimba	1
Mzuzu	12
Mzuzu Malawi	1
Neno	1
Nkhata-bay district northern part of Malawi.	1
Nkula falls in Blantyre/ Neno district	1
Not working	1
Nsanje	1
Salima	2
Thyolo	2
Thyolo district	1
working in Lilongwe	1
Zomba	9
<i>Missing cases</i>	<i>74</i>
<i>Total answers</i>	<i>168</i>
<i>Question type</i>	<i>TE</i>

Question G8: In which city/district in Malawi are you employed? (if working abroad mention the country).

3.7.7 Type of graduates' employer

When asked about the type of the employer the graduates work for, the majority of the graduates that participated in the survey, in all faculties, stated that they work in private companies: Commerce (45%), Built Environment (43%), Applied Science (42%), Education and Media Studies (36%) and Engineering (35%). Refer to Table 3-36. This is contrary to the general view that the Government is the major employer.

Table 3-36: Type of employer by faculty (percentage)

Employer/faculty	Applied Sciences	Built Environment	Commerce	Education and Media Studies	Engineering
Government	9	14	6	12	14
Parastatal	5	0	8	3	35
Private company	42	43	45	36	35
Self-employed	3	4	2	0	0
Non-governmental organisation (NGO)	17	7	14	15	2
Other (please specify)	3	0	2	0	0
<i>Missing cases</i>	<i>72</i>				
<i>Total answers</i>	<i>171</i>				
<i>Question type</i>	<i>SC</i>				

Question G9: What type of employer do you work for?

3.7.8 Graduates' sector of employment

The graduates were asked about the sector in which they were working. Responses are presented in Table 3-37. It is seen that the graduates were employed in many sectors, but according to the respondents, most graduates that participated in survey lists the following as their main employment sector: Education, Health, Construction, Utility companies (power and water), Insurance, Manufacturing, and Transport.

Table 3-37: Sector of employment (count)

Sector of employment	Responses
Administration and Hospitality	1
Agricultural Inputs Retail	1
Agriculture	6
Agriculture,health	1
Agriculture,ICT	1
ALL OF THE ABOVE	1
Architecture	1
Audit	3
Audit & Advisory	1

Banking	4
Banking/Financial Sector	1
Beverages	1
Building	1
Commerce	1
Communication	1
Communication for Development	1
Community Development(social work)	1
CONSTRUCTION	12
Construction industry	2
CONSTRUCTION SECTOR	1
consulting - in construction	1
Data management	1
Economic empowerment	1
Education	24
Education- WASH	1
Education.	1
ENERGY	1
Energy sector	1
Engineering	2
Engineering (electrical hydro ppwer generation)	1
Environment	2
Environment and Social Work	1
Environmental under Tourism	1
Faith based organization	1
Finance	4
Finance (Banking)	1
Finance- Audit	1
Financial Advisory	1
FINANCIAL SECTOR	3
FINANCIALM SERVICES	1
Governance - Electoral Management	1
Health	9
Health Insurance	1

Health Sector	1
Hospitality	3
Humanitarian (NGO)	1
Ict	1
In Marketing and Advertising	1
Industry & Trade, Engineering	1
Information and Communications Technology	1
Information Technology	2
INFORMATION TECHNOLOGY AND ENGINEERING	1
information technology infrastructure	1
INSURANCE	5
Internal Auditing and Consultancy in Accounting work	1
IT	2
Local Government	1
Low cost Housing	1
Manufacturing	6
Marketing and advertising	1
Media	1
Mining	2
Ministry of Health under department of Environmental Health.	1
MINISTRY OF TRANSPORT AND PUBLIC WORKS	1
Monitoring and Evaluation (Reailience Building project)	1
Monitoring Evaluation Accountability & Learning	1
NGO	1
Oil Industry	1
Power	1
Power utility	1
Railway Transportation Sector.	1
Real Estate	2
Research	2
Security Agency	1
STRUCTURAL ENGINEERING	1
Sustainability Advocacy	1
Teaching	1

Technical Education	1
Telecommunication	3
TELECOMMUNICATIONS	1
Telecoms	1
Tobacco processing	1
Transport	5
University	1
Water	2
Water and Sanitation	1
Water treatment sector	1
Water utility	2
Water utility service provider	1
<i>Missing cases</i>	<i>69</i>
<i>Total answers</i>	<i>173</i>
<i>Question type</i>	<i>TE</i>

Question G10: In which sector are you currently employed (e.g Agriculture, Mining, Manufacturing, Hospitality and Tourism)?

3.7.9 Graduates' gross monthly income

The graduates were asked about the gross monthly income they received at the time of the survey. As it can be seen from Table 3-38, graduates that participated in the survey reported that they receive diversified amounts of income per month. Most of the graduates that responded to the question, that have their incomes between K100,001 and K 400,000, belong to Applied Sciences (60%), Education and Media Studies (48%), Built Environment (42%), Engineering (40%) and Commerce (38%). Most graduates (47%) from Engineering received income ranging from K200,001 to K500,000, when compared to other faculties using the same range, it can be calculated to show Applied Sciences (39%), Built Environment (39%), Commerce (38%), and Education and Media Studies (36%). It can be noted that 14% of the respondents from Engineering received between K600,001 to K700,000, as compared to 6% from Commerce while the rest of the faculties did not have respondents stating they received income in the same range.

Table 3-38: Gross monthly income by faculty (percentage)

Gross monthly income/faculty	Applied Sciences	Built Environment	Commerce	Education and Media Studies	Engineering
Less than 100,000 Malawian Kwacha	6	4	6	6	0
100,001 - 200,000 Malawian Kwacha	26	21	6	15	7
200,001 - 300,000 Malawian Kwacha	17	14	14	24	14
300,001 - 400,000 Malawian Kwacha	17	7	18	9	19
400,001 - 500,000 Malawian Kwacha	5	18	6	3	14
500,001 - 600,000 Malawian Kwacha	2	7	6	0	7
600,001 - 700,000 Malawian Kwacha	2	0	8	0	14
700,001 - 800,000 Malawian Kwacha	0	0	6	0	5
More than 800.000 Malawian Kwacha	3	4	4	9	2
<i>Missing cases</i>	77				
<i>Total answers</i>	166				
<i>Question type</i>	SC				

Question G14: What is your current gross monthly income?

3.7.10 Fringe benefits received by graduates

When asked "What kind of fringe/other benefit(s) do you receive?" graduates that responded, stated that they received Health (medical aid, insurance) (55%), followed by Housing (34%), Transportation (18%) and Education (18%). Refer to Table 3-39. It is noted that 28% of the respondents did not receive any fringe benefits. Employers offered fringe benefits to graduates employees to possibly retain them.

Table 3-39: Fringe benefits received (percentage)

Fringe benefits received	Responses
Housing (subsidy, rent allowance)	34
Transportation (car/transport allowance)	18
Health (medical aid, insurances)	55
Education and training (staff development, family study rebate)	18
Utility (Electricity, Water, TV subscription etc.)	10
None	28
Other (please specify)	5
<i>Missing cases</i>	<i>71</i>
<i>Total answers</i>	<i>171</i>
<i>Question type</i>	<i>MC</i>

Question G15: What kind of fringe/other benefit(s) do you receive? Multiple responses possible

3.8 Work requirements

3.8.1 Skills/competences required in graduates' current employment

Graduates were asked to rate how they viewed the listed skills/competences are required in current employment. The listed skills are: Mastery of my field/subject specific knowledge, Ability to develop new ideas and solutions, Ability to adapt to changing conditions, Analytical thinking, Ability to question my and others' ideas, Ability to work efficiently towards a goal, Ability to organise my work processes efficiently, Ability to work productively with others, and Ability to work under pressure Table 3-40 presents the responses from graduates that participated in the survey. It can be seen that the majority of graduates that participated in the survey rated all of the listed skills/competences to be required for their current jobs to a very high extent.

Table 3-40: Skills/competences required in graduates' current employment (percentage)

Skill/competence	Extent of skill/competence being required in current employment (percentage of respondents)				
	Not at all	To a little extent	To a moderate extent	To a higher extent	To a very high extent
Mastery of my field/subject specific knowledge	2	8	13	27	50
Ability to develop new ideas and solutions	3	3	11	36	47
Ability to adapt to changing conditions	1	1	12	34	52
Analytical thinking	1	3	9	36	51
Ability to question my and others' ideas	3	4	13	38	43
Ability to work efficiently towards a goal	1	2	6	36	56
Ability to organise my work processes efficiently	1	2	6	30	62
Ability to work productively with others	1	1	6	28	64
Ability to work under pressure	1	2	6	26	65
<i>Missing cases</i>			81		
<i>Total answers</i>			162		
<i>Question type</i>			OR		

Question H1: To what extent are the following skills / competencies required in your current employment?

Over 60% of the total respondents rated the requirement of the following skills being required in their current employment to a very high extent: Ability to work under pressure, Ability to work productively with others, and Ability to organise my work processes efficiently. The graduates that participated in the survey also rated Ability to question my and others' ideas (43%) and Ability to develop new ideas and solutions (47%) as being required to their current employment by a very high extent.

3.9 Relevance of program of study to current job

3.9.1 Extent of utilisation of acquired knowledge and skills during course of study utilised in graduates' current

It is important to have study programmes that are relevant to the job market. The graduates were given opportunity to assess relevance of their programme of study to their current employment through the question "To what extent are the knowledge and skills you acquired during your course of study utilised in your current job?" The responses are presented in Table 3-41.

Table 3-41: Extent of acquired knowledge and skills during course of study utilised in graduates' current jobs by faculty (percentage)

Extent of utilisation of knowledge and skills acquired during course of study in current job	Applied Sciences	Built Environment	Commerce	Education and Media Studies	Engineering
1 No at all	2	0	6	5	3
2 To a little extent	6	5	3	5	12
3 To a moderate extent	17	21	21	18	12
4 to a high extent	47	37	24	45	38
5 To a very high extent	28	37	47	27	35
<i>Missing cases</i>			79		
<i>Total answers</i>			164		
<i>Question type</i>			OR		

Question I1: To what extent are the knowledge and skills you acquired during your course of study utilised in your current job?

The results (Table 3-41) show that the majority (over 70%) of the graduates that participated in the survey, from all the faculties, were of the view that the skills and knowledge they acquired from The Polytechnic are being used in their current jobs, to a high or very high extent. This could suggest that The Polytechnic graduates acquired skills, in their areas of specialisation, which are in demand in the job industry. Also, there is a possibility that skills and knowledge that were acquired on the job (since graduation), which could be difficult to substantiate from those acquired from their study programmes, could have effectively improved the overall graduates' skills and knowledge base concerning their current jobs, thus the graduates could rate the listed skills and knowledge to a high and very high extent in terms of utilisation to their

current jobs. It is noted that there were some graduates (about 20%) in all the faculties, that thought their acquired skills and knowledge were utilized to a little and moderate extent in their current jobs.

3.9.2 Opinion on graduates' field of study appropriateness for current job

Respondents were asked, in their opinion, to state the field of study that was most appropriate for their current jobs. Figure 3-42 shows their opinions, by faculty. The majority of graduates in all faculties (except Commerce) were of the opinion that the most appropriate field study for their current jobs was their own and/or related field. Over half (55%) of the respondents from Education and Media Studies were of the opinion that it is their own and/or related fields that are appropriate for their current jobs compared to Applied Science (44%), Engineering (42%) and Commerce (31%). For Built Environment, the majority of respondents (36%) were of the opinion that it is exclusively their own fields of study that are appropriate to their current jobs.

Table 3-42: Opinion on graduates' field of study appropriateness for current job by faculty (percentage)

Field of study most appropriate for current job/faculty	Applied Sciences (Percentage)	Built Environment (Percentage)	Commerce (Percentage)	Education and Media Studies (Percentage)	Engineering (Percentage)
Exclusively own field	20	36	20	9	28
Own and/or related field	44	21	31	55	42
A completely different field	12	11	6	3	5
No particular field	5	0	4	0	5
<i>Missing cases</i>		82			
<i>Total answers</i>		161			
<i>Question type</i>		SC			

Question I2: In your opinion, which field of study is most appropriate for your current job?

3.9.3 Opinion on level of qualification/degree appropriateness for current job

The graduates were asked to express their opinion on which qualification or degree matches best the requirement for their current job. As it can be seen in Table 3-43, the majority of the

respondents, by faculty, were of the view that the level of their qualifications (their degrees) best matched their current jobs. Most of the respondents were in Applied Sciences (61%), followed by Built Environment (50%). This would mean that the majority of graduates were applying acquired knowledge and skills in their respective jobs, thus a match between acquired skills and knowledge in their fields of study and work requirements.

Table 3-43: Opinion on level of qualification/degree appropriateness for current job by faculty (percentage)

Level of qualification/degree best matching for current job	Applied Sciences (Percentage)	Built Environment (Percentage)	Commerce (Percentage)	Education and Media Studies (Percentage)	Engineering (Percentage)
A higher degree/qualification	8	4	10	9	16
My degree/qualification	61	50	45	39	56
A lower degree/qualification	12	14	10	15	7
No degree/qualification necessary	0	0	0	0	0
<i>Missing cases</i>		82			
<i>Total answers</i>		161			
<i>Question type</i>		SC			

Question I3 - In your opinion, which qualification/degree level matches best with your current job?

It is also noted (Table 3-43) that in all faculties, a considerable proportion of the respondents were of the view that a higher degree or a lower degree would best match their current jobs. For example, 8% and 12% of respondents in Applied Sciences were of the view that a higher degree and a lower degree would best match their current jobs, respectively. This is compared to 16% of Engineering respondents who were of the view that a higher degree/qualification would best match their current jobs, and 10% of respondents in Commerce. This suggests a mismatch between graduates acquired skills and knowledge against their current job requirements.

3.9.4 Extent of appropriateness of study to graduates' current job

The extent of graduates' courses of study being appropriate to the current jobs was asked. The results are presented in Table 3-44, by gender. It is seen that majority of male (76%) and female (66%) graduates found the courses of study to be appropriate to their study to a high extent or to a very high extent. This suggests that the majority of graduates were confident of their programmes of study and viewed them relevant to their current jobs.

Table 3-44: Extent of appropriateness of study to current job by gender (percentage)

Extent of appropriateness of study to current job	Male	Female
No at all	1	7
To a little extent	8	4
To a moderate extent	15	22
To a high extent	36	34
To a very high extent	40	33
<i>Missing cases</i>	83	
<i>Total answers</i>	160	
<i>Question type</i>	OR	

Question I4: To what extent is your course of study appropriate to current job?

3.9.5 Rating of usefulness of graduates' studies

When asked to rate how useful their studies were in general, the average rating was that their studies were viewed by themselves as being useful to a high extent (4) in all of the listed aspects (refer to Table 3-45). There was no remarkable variation in responses between the male and female respondents. This indicates high level of rating on relevance of the study programmes/courses by the graduates that participated on the survey to their current jobs.

Table 3-45: Rating of usefulness of graduates' studies by gender (percentage)

Usefulness of study	Male	Female
Usefulness for finding a satisfying job after finishing your studies?	3.9	3.8
Usefulness for fulfilling your present professional tasks, if applicable?	4.0	3.7
Usefulness for your future professional development/career?	4.2	4.0
Usefulness for the development of your personality?	4.1	3.8
Usefulness for the economic development of your country?	4.3	4.0
<i>Missing cases</i>	78	
<i>Total answers</i>	165	
<i>Question type</i>	OR	

Question I4: Overall, how do you rate the usefulness of your studies?

Scale of responses: 1 = No at all; 2 = To a little extent; 3= To a moderate extent; 4 = To a high extent; 5 = To a very high extent

3.10 Work orientation and job satisfaction

3.10.1 Extent of how aspects of job situation apply to graduates

After graduating from The Polytechnic, some graduates were able to get jobs while others did not. The study inquired about the extent to which various aspects applied to their current job situations. The majority of graduates (71%) indicated that "possibilities for applying acquired competencies" applied to their job situations to a high or very high extent followed by "to have a challenging job" with 62% while 24% of the graduates indicated 'high salary' and 47% of the graduates indicated "job security" followed by "good working atmosphere" as indicated by 50% of the graduates. It is surprising that not many graduates (24%) indicated high salary as this is the motivation for most young people. Job security may also have received low rating due to the fact that most graduates most graduates are in their twenties by the time they graduate and feel they can land a job without any problem if they lost one. Table 3-46 provides a summary of graduates' views on aspects that are applicable to their current job situations.

Table 3-46: Extent of how aspects of job situation apply to graduates (Percentage)

Aspects of job situation	Not at all	To a less extent	To a moderate extent	To a high extent	To a very high extent
Possibilities to realise own ideas	3	8	18	41	30
High salary	12	20	43	18	6
Interesting work tasks	3	12	25	41	20
Clear and regulated work tasks	3	7	27	45	18
Possibilities for applying acquired competencies	1	9	19	44	27
Job security	8	17	27	28	19
Social status and recognition	3	16	39	26	16
Good work atmosphere	4	10	37	31	19
Possibilities of further professional advancement	8	9	25	29	29
Possibility for providing social influence	5	12	32	32	20

To have a challenging job	3	10	25	34	28
Good career advancement prospects	6	9	32	30	24
Possibilities to do something useful for the society	4	6	27	34	29
Good conditions for managing both work-related and family-related issues	7	13	34	28	19
Sufficient time for leisure activities	11	22	36	18	13
<i>Missing cases</i>			87		
<i>Total answers</i>			156		
<i>Question type</i>			OR		

Question J1: To what extent do the following aspects apply to your current job situation?

3.10.2 Extent of graduates' current job satisfaction

The graduates were also asked to indicate the extent to which they were satisfied with their current jobs. Their responses are classified by faculty in Table 3-47. According to study findings, the majority of graduates (66%) from the faculty of Engineering were satisfied with their jobs to a high or very high extent followed by 55% of graduates from the faculty of Built Environment. The least satisfied graduates were from the faculty of Commerce (21%) followed by graduates from the faculties of Applied Sciences (24%) and Education and Media Studies who indicated that they were not satisfied at all or satisfied to a less extent. The reasons for their responses may be linked to various aspects that may apply to their current situation such as good work atmosphere, salary, job security, challenging job etc.

Table 3-47: Extent of graduates' current job satisfaction by faculty (Percentage)

Job satisfaction	Applied Sciences	Built Environment	Commerce	Education and Media Studies	Engineering
No at all	8	6	6	5	3
To a less extent	16	6	19	16	9
To a moderate extent	43	33	47	42	22
To a high extent	24	44	19	32	47
To a very high extent	10	11	9	5	19
<i>Missing cases</i>			89		
<i>Total answers</i>			154		
<i>Question type</i>			OR		

Question J2: To what extent are you satisfied with your current job?

3.11 Further education after study at The Polytechnic

3.11.1 Enrolment for further studies after graduates' study at the Polytechnic

When asked if they had enrolled for further study or started another course of study after their study at the Polytechnic, a majority of graduates who participated in the survey (82%) stated that they had not enrolled for further studies (Table 3-48). This finding could be an indication that the training graduates receive during their study at the Polytechnic is enough to fit and perform in industry. On the other hand, the results are not unusual after two years of graduation.

Table 3-48: Enrolment for further studies after study at The Polytechnic (percentage)

Enrolment for further studies after study at The Polytechnic	Responses
Yes	18
No (Please go to question L1)	82
<i>Missing cases</i>	49
<i>Total answers</i>	193
<i>Question type</i>	SC

Question K1: Did you enrol for further studies or start another course of study after your study at The Polytechnic?

3.11.2 Enrolment for graduates' further study

When asked "Did you enrol for further studies or start another course of study after your study at the Polytechnic?" From responses in Table 3-49, it is seen that most of the respondents had enrolled for further study or started another course of study were from faculty of commerce (36%). This could be due to the nature of their professions, where they upgrade to obtain professional knowledge. It is also seen from the Table that the majority of respondents, in all faculties, did not enrol for further studies. This is probably due to parents and guardians not supporting their wards further their studies after they attain a first degree. Further, employers could come in to support graduate employees pursue further studies for career development through lifelong learning.

Table 3-49: Enrolment for further study (Percentage)

Enrolment for further study	Applied Sciences	Built Environment	Commerce	Education and Media Studies	Engineering
Yes	9	7	36	15	7
No	83	79	51	49	86
<i>Missing cases</i>		50			
<i>Total answers</i>		193			
<i>Question type</i>		SC			

Question K1: Did you enrol for further studies or start another course of study after your study at the Polytechnic?

At the time of the survey, about 59% of respondents who had enrolled for further study or other course of study did not finalise their studies (Table 3-50). This is probably because most of those who did not finalise their further studies were from Commerce and were enrolled in finance programmes such as ACCA which mostly take more than 2 years to complete.

Table 3-50: Completion of further study or other course of study/faculty (percentage)

Completion of further study or other course of study/faculty	Applied Sciences	Built Environment	Commerce	Education and Media Studies	Engineering
Yes, I completed my further studies successfully	2	0	2	6	0
No I stopped my further studies	2	0	4	0	0
No, I am still studying	6	7	29	9	7
<i>Missing cases</i>		209			
<i>Total answers</i>		34			
<i>Question type</i>		MC			

Question K2: Have you completed your further studies or the other course of study? Multiple answers possible

From the list of the given standard reasons (Table 3-51) which propel graduates to go for further studies, graduates in this study were asked to rate the extent to which those reasons applied to them. It is seen from the Table, that the majority (71%) of the respondents rated the "Wish to achieve a higher academic or professional degree" to a very high extent. This result is not surprising because the graduates need to make themselves relevant and competitive for the job market.

3.11.3 Extent of reasons applying to the graduates for wanting to go for further studies

It can also be seen from Table 3-51 that a considerable proportion of respondents (34%) viewed the reason "Demanded by my employer" as not at all a reason applying to them for going for further studies. This could imply that the training that they got at the Polytechnic is sufficient for their current jobs. Another reason could be that the opportunities available to be sent for further training by employers are limited.

Table 3-51: Extent of the given reasons applying to the graduates for wanting to go for further studies (percentage)

Reasons for further studies	Extent				
	Not at all	To a less extent	To a moderate extent	To a high extent	To a very high extent
Wish to achieve a higher academic or professional degree	0	3	6	19	71
Improvement of chances of finding a job	0	10	24	24	41
Personal interest in particular subject area	3	10	23	23	40
Demanded by my employer	34	10	21	14	21
Wish to improve my promotion prospects	14	10	17	21	38
The training is important for the development of my country	16	6	19	16	42
<i>Missing cases</i>	<i>211</i>				
<i>Total answers</i>	<i>32</i>				
<i>Question type</i>	<i>OR</i>				

Question K8: To what extent do the following reasons for further study apply to you?

3.11.4 Graduates' professional training after completing studies at the Polytechnic

Respondents were also asked if they continued professional training after completing their studies at the Polytechnic. Results (Table 3-52) show that majority of respondents, in all faculties except Commerce (47%) did not continue with professional studies. The majority of the respondents from Commerce (33%) that continued their professional training after studies at The Polytechnic could have done so because of some of the requirements for them to effectively practice in the finance profession. In addition, this finding (majority of respondents did not continue with professional training after completing studies at The Polytechnic) indicates gap in curriculum concerning lifelong learning.

Table 3-52: Professional training after completing studies at the Polytechnic (Percentage)

Professional	Applied	Built	Commerce	Education and	Engineering
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training after completing studies at the Polytechnic	Sciences	Environment		Media Studies	
Yes	12	0	33	15	2
No	74	86	47	48	86
<i>Missing cases</i>		59			
<i>Total answers</i>		184			
<i>Question type</i>		SC			

Question L1: Have you continued professional training after completing your studies at the Polytechnic?

3.12 Individual background

The characterisation of the individual background of the graduates, in terms of marital status, special needs, gender, and education of the parents or guardian gives further information to understand how they were or are influenced in their studies and work.

3.12.1 Graduates' marital status at the time of study

Table 3-53 shows the marital status of the respondent two years after their graduation, by gender. The majority of the respondents (66%) were not yet in marriage at the time of the survey while 32% were in marriage, with no major differences between male and female graduates. The large proportion of unmarried respondents was not surprising because, by this time (2 years after graduation) most graduates are still in the process of settling down and mobilising resources to support a family. In addition, others might have been planning to pursue further studies.

Table 3-53: Marital status (Percentage)

Marital status	Male	Female	Overall
Single	64	69	66
Married	34	29	32
Divorced	1	2	1
Widowed	1	0	1
<i>Missing cases</i>		44	
<i>Total answers</i>		198	
<i>Question type</i>		SC	

Question M3: What is your marital status?

3.12.2 Graduates special needs during the course of study

The respondents were also asked if they had any special needs during their course of study. Almost all of the respondents (98%) stated that they did not have special needs. While 2% (all of which were male) indicated to have special needs (Table 3-54). When asked about the kind of special needs they had during their course of study, those respondents (2) that had special needs stated they had albinism and short-sightedness, each (Table 3-55).

Table 3-54: Special needs during the course of study (Percentage)

Special needs during course of study	Male	Female	Overall
Yes	3	0	2
No	97	100	98
<i>Missing cases</i>	<i>48</i>		
<i>Total answers</i>	<i>194</i>		
<i>Question type</i>	<i>SC</i>		

Question M4: Did you have special needs during your course of study?

Table 3-55: Kind of special needs during course of study (count)

Kind of special needs during course of study	Count
Albinism	1
Eye problem - short sighted	1
<i>Missing cases</i>	<i>240</i>
<i>Total answers</i>	<i>3</i>
<i>Question type</i>	<i>TE</i>

Question M 5: What kind of special needs did you have during your course of study?

3.12.3 Highest level of education of graduates' father

Graduates that participated in the survey were asked "What is the highest level of formal education of your father?" Overall, about 70% of the respondents had fathers that attained education levels of senior secondary or diploma or higher degree (Bachelor, Master, Doctorate). Refer to Table 3-56. It is noted the majority of female respondents (42%) had fathers that were highly educated (higher degrees). This could imply that the majority of female students at The Polytechnic belong to fathers that are highly educated. This is compared to a proportion of 29% of male respondents who had fathers that were highly educated.

Table 3-56: Highest level of education of father by gender (percentage)

Highest level of education of father	Male	Female	Overall
Without education	2	0	2
Incomplete primary school	7	0	5
Complete primary school	13	2	10
Junior secondary	10	3	8
Senior secondary	16	19	16
Diploma	16	27	20
Higher education degree like Bachelor, Master, Doctorate)	29	42	33
Don't know	6	3	5
Other (please specify)	1	2	1
<i>Missing cases</i>	<i>46</i>		
<i>Total answers</i>	<i>196</i>		
<i>Question type</i>	<i>SC</i>		

Question M6: What is the highest level of formal education of your father?

3.12.4 Highest level of education of graduates' mother

Respondents were further asked about the highest level of education of their mothers. Table 3-57) presents the results. As it can be seen from the Table, just like in the case with the education of the fathers, the majority of respondents (52%) indicated that their mothers had attained senior secondary or diploma or higher degree (Bachelor, Master, Doctorate). It is also seen that equal proportion of respondents by gender (14%) had mothers that were highly educated (Bachelor, Master, Doctorate). Compared to education of fathers, is found out that female respondents had more highly educated fathers (52%) than highly educated mothers (14%). For male respondents, it is again found out that they had highly educated fathers (29%) than highly educated mothers (14%). This could probably be that the population of highly educated men is more than that for highly educated women in Malawi.

Table 3-57: Highest level of education of mother

Highest level of education of mother	Male	Female	Overall
Without education	7	2	6
Incomplete primary school	19	3	14
Complete primary school	16	14	15
Junior secondary	10	12	11
Senior secondary	16	20	18
Diploma	16	29	20
Higher education degree like Bachelor, Master, Doctorate)	14	14	14
Don't know	2	2	2
Other (please specify)	0	4	1
<i>Missing cases</i>	<i>47</i>		
<i>Total answers</i>	<i>195</i>		
<i>Question type</i>	<i>SC</i>		

M7: What is the highest level of formal education of your mother?

The findings concerning education of parents to respondents show that most of the respondents (graduates) belonged to the highly educated parents. This finding agrees with the finding of the 2014 Polytechnic Graduate Tracer Study.

3.13 Migration and regional mobility

3.13.1 Graduates' district of birth

To assess migration and regional mobility, graduates were asked which district they were born. Table 3-58 presents findings. Most of the graduates were born in Blantyre (46), Lilongwe (29), Mzimba (20) and Thyolo (13) with the rest coming from the other 22 districts. Only one respondent indicated to have been born out of Malawi (Rwanda).

Table 3-58: District of birth (count, percentage)

District of birth	Count (percentage)
Balaka	2 (1%)
Blantyre	46 (27%)
Chikwawa	2 (1%)
Chiradzulu	1 (1%)
Chitipa	5 (3%)

Dedza	6 (3%)
Dowa	1 (1%)
Karonga	2 (1%)
Kasungu	2 (1%)
Kigali/Rwanda	1(1%)
Lilongwe	29 (17%)
Machinga	1 (1%)
Mangochi	5 (3%)
Mchinji	2 (1%)
Mulanje	5 (3%)
Mwanza	1 (1%)
Mzimba	20 (12%)
Nkhatabay	3 (2%)
Nkhotakota	3 (2%)
Ntcheu	6 (3%)
Phalombe	1 (1%)
Rumphi	4 (2%)
Salima	2 (1%)
Thyolo	9 (5%)
Zomba	13 (8%)
<i>Missing cases</i>	66
<i>Total answers</i>	176
<i>Question type</i>	TE

Question N1: In which city/ district of Malawi were you born?

3.13.2 Country of graduates' attending secondary education

The survey also asked graduates to indicate the country in which they attended secondary school. Almost all the respondents (99.5%) attended their secondary education in Malawi. Refer to Table 3-59 for the findings. This could be due to public university students being selected from the holders of MSCE that are in majority compared to other criteria like Cambridge International A-Level, which could have students from other countries.

Table 3-59: Country of attending secondary education (percentage)

Country of attending secondary education	Total (percentage)
Malawi	99.5
Other	0.5
<i>Missing cases</i>	49
<i>Total answers</i>	193
<i>Question type</i>	SC

Question N2: In which country did you mainly attend your secondary education?

3.13.3 Nationality and country of graduates' residence

When asked about their nationality and residential status at the time of the study, all the respondents (100%) indicated that they were all Malawian nationals (Table 3-60) and that Malawi is their country of residence (Table 3-61). This information could mean that the college has not been able to attract international students into its programmes.

Table 3-60: Nationality (percentage)

Nationality	Responses
Malawian	100
Other nationality (please specify)	0
<i>Missing cases</i>	44
<i>Total answers</i>	198
<i>Question type</i>	SC

Question N3: What is nationality?

Table 3-61: Country of residence (percentage)

Nationality	Responses
Malawi	100
Other country (please specify)	0
<i>Missing cases</i>	47
<i>Total answers</i>	195
<i>Question type</i>	SC

Question N4: What is your country of residence?

3.13.4 Graduates district of residence at the time of survey

Table 3-62 shows the district of residence for the graduates that took part in the study. As it can be seen in the Table, about 85% of the respondents were residing in the main cities of Blantyre, Lilongwe, Mzuzu and Zomba while the remaining 15% was spread in other districts. This is a usual finding because most graduates would want to stay in areas they are likely to be exposed to opportunities, hence the greater proportion staying in cities.

Table 3-62: Respondents' district of residence (count)

District of residence	Count
Balaka	1
Blantyre	96
Chikwawa	1
Chiradzulu	1
Chitipa	1
Dedza	3
Lilongwe	39
Mangochi	4
Mulanje	1
Mwanza	1
Mzimba	4
Mzuzu	17
Nkhatabay	2
Nkhotakota	2
Nsanje	1
Rumphi	1
Salima	2
Thyolo	2
Thyolo district	1
Zomba	9
<i>Missing cases</i>	<i>53</i>
<i>Total answers</i>	<i>189</i>
<i>Question type</i>	<i>TE</i>

Question N5 In which city/district of Malawi are you leaving?

3.14 Further comments and recommendations by graduates

Graduates were given opportunity to comment on their study programmes and The Polytechnic as an institution. The results were analysed using content-based qualitative evaluation technique (Hsieh & Shannon, 2005), by firstly sorting the responses into themes to develop recommendations, as follows.

3.14.1 Graduates' liked elements of study programme

Graduates were given opportunity to feedback on their programmes of study and The Polytechnic as an institution. When asked about what they liked about their study programmes, graduates that participated in the survey gave diverse responses, possibly because programmes of study are also diverse. The responses were on general liking of some lecturers (based on their

professionalism), and on the programmes that are versatile and have packaged them conveniently to the job market.

3.14.2 Graduates' not liked elements of study programme

When asked about what they did not like about their study programmes, most respondents listed that they did not like the rigid and heavily loaded nature of the programmes. The programmes had courses/modules that were only mandatory, no option for electives. Also other disliked issues listed by many graduates were about some courses/programmes being too theoretical, with little practical infusion. Lack of student internships in many programmes was also mentioned as issues they disliked about their study programmes. Some of the respondents did not like the manner in which they were assessed, which in their views was not formative since they did not know the results of the assessments. Further, some of the respondents disliked lecturers teaching the courses, with limited experience and practical knowledge, and unprofessionalism (e.g missing classes and not able to relate well with students), were disliked by some respondents about the programmes. For example, one respondent had this to say:

"...Academic freedom is for lectures only and for not students - We can't make a formal complaint [against lecturers] about anything without suffering the consequences (by complaining i don't mean strikes)"

3.14.3 Recommended changes to study programmes by graduates

When asked about the important change they would recommend to their study programmes, most of the respondents recommended that their programmes should undergo review, among others, to include mandatory internships and increase practical aspects of the courses. The respondents also recommended that the programmes of study should be supported with more and up-to-date study provisions and learning materials (such as classrooms, books, internet).

3.14.4 Recommended changes to The Polytechnic by graduates

The graduates were also given opportunity to make recommendations on what should change to The Polytechnic as an institution. Most respondents recommended the following: The Polytechnic should construct more infrastructure (such as hostels and lecture rooms) to accommodate ever increasing student population; The Polytechnic should employ competent staff, both academically and practically to run the programmes of study; and there should be an office that should help graduate/students prepare for employment as well as help in finding employment for them.

3.14.5 Graduates' liked elements of The Polytechnic

Graduates also commented on what they like about The Polytechnic. The majority of the respondents liked the location of The Polytechnic being in the commercial of Blantyre. They supported this by saying that the location was advantageous to them when it came to securing internships as well as in their interaction with the industry. Some of the respondents liked The Polytechnic because of its professional and experienced staff, its programmes of study that are relevant to the industry, and its being a vibrant institution with attachment to University of Malawi. Further, others stated that they liked The Polytechnic because it is a public university and fees are relatively on the lower side compared to private universities.

3.14.6 Graduates' not liked elements of The Polytechnic

When asked "What did you not like about The Polytechnic? Majority of respondents expressed their dislike on frequent interruptions of the academic calendar, which according to their views, was due to industrial action (strike) by Polytechnic staff. Some of the respondents were not happy (disliked) with the following: Polytechnic inability to help students with accommodation (those not accommodated on campus); some modules quite heavy and lecturers were cruising with the main of finishing the syllabus on within time; there was direct influence of politics, which affected graduates' studies; poor sanitation facilities at the campus; and some of the infrastructure was not fit for a university and renovations are needed.

3.14.7 Extent of recommending someone to study at The Polytechnic

The graduates were asked on the extent they would recommend someone to study at The Polytechnic. Table 3-63 presents the responses. The majority of the respondents would recommend someone to study at The Polytechnic to a high extend or very high extent. By faculty, 86% of respondents from Commerce were of the view that they would recommend to a high extend or very high extent someone to study at The Polytechnic. This is compared with 72% of respondents for Applied Sciences, 64% Engineering, 62% Education and Media Studies and 54% Built Environment. This is not surprising because Polytechnic under University of Malawi, has been liked by most of the graduates that participated in the survey and thus would likely recommend it to a high and very high extent.

Table 3-63: Extent of recommending someone to study at The Polytechnic by faculty (percentage)

Extent of study recommendation	Applied Sciences (percentage)	Built Environment (percentage)	Commerce (percentage)	Education and Media Studies (percentage)	Engineering (percentage)
Not at all	0	5	0	0	0
To a less extent	4	5	2	5	11
To a moderate extent	23	36	12	24	25
To a high extent	50	36	45	62	39
To a very high extent	23	18	41	10	25
<i>Missing cases</i>	<i>67</i>				
<i>Total answers</i>	<i>176</i>				
<i>Question type</i>	<i>OR</i>				

Question O7: To what extent would you recommend someone to study at The Polytechnic?

Compared to other faculties, with 54%, Built Environment has a lesser proportion of respondents rating the recommendation to a high extent or very high extent. In addition, only 18% of respondents from Built Environment would recommend someone to study at The Polytechnic to a very high extent. In terms of recommendation to a very high extent, it is noted that the highest proportion was from Commerce (41%), followed by Engineering (25%). Education and Media Studies had the least of respondents (10%) that would recommend someone to study at The Polytechnic to a very high extent.

Looking at majority of the respondents in all faculties stating that they would recommend someone to study at The Polytechnic at a high extent and to a very high extent, it suggests that The Polytechnic is one of the premier training institutions in Malawi.

3.14.8 Rating of the aspects of the questionnaire used in this study

Graduates were given opportunity to rate several aspects (refer to Table 3-64) of this Tracer Study questionnaire. Results are presented in Table 3-64. On average, respondents rated aspect "Length of the questionnaire" close to "bad". Other aspects of the questionnaire (Clarity of the questions, Understandable phrasing, Relevance of the questions to improve The Polytechnic programme, and Relevance of the questions to inform about the labour market situation of graduates" were rated above "good". Therefore, the next tracer study should consider reducing the length of the questionnaire.

Table 3-64: Rating of the aspects of the questionnaire

Aspect	Rating (mean)
Length of the questionnaire	2.7
Clarity of the questions	4.0
Understandable phrasing	4.3
Relevance of the questions to improve The polytechnic programme	4.1
Relevance of the questions to inform about the labour market situation of graduates	4.0
<i>Missing cases</i>	58
<i>Total answers</i>	184
<i>Question type</i>	OR

Question O11: How do you rate the following aspects of this questionnaire?

Scale used: 1 = Very bad; 2 =Bad; 3 = Fair; 4= Good; 5= Very good

CHAPTER 4: CONCLUSION AND RECOMMENDATIONS

This tracer study has generated information that could possibly feed into actions/interventions geared at producing graduates that are suitable for the job market. The main findings as per the specific objectives are explained in the paragraphs that follow.

Concerning post-secondary education and training, the majority (69%) of the respondents did not attend them before their studies at The Polytechnic. This is possibly due to most of the students joining the Polytechnic being recruited straight from secondary school.

The Polytechnic has study programmes whose duration ranges from 4 to 5 years, for undergraduates. The results of hours graduates spent in a week attending classes per faculty showed that students from the faculties of Engineering (51%) and Built Environment (46%) spend on average between 30 and 39 hours attending classes per week. On the other hand, about 40% of the respondents stated that they spent up to 19 hours in the faculty of Education and Media Studies.

Regarding time spent outside classes on independent study, coursework and group discussions, about 80% of respondents from faculties Engineering and Education and Media Studies, had spent up to 29 hours during their course of study. While 73% of respondents from Commerce, 75% from Applied Sciences, and 72% from Built Environment spent the same time (up to 29 hours) on outside classes academic activities.

Regarding whether they attended the internships, all respondents from the faculty of Engineering attended. On the other hand, only 20% of the respondents from Commerce attended internship as compared to 59% (Applied Sciences), 64% (Built Environment) and 58% (Education and Media Studies). Engineering programmes and some programmes in Applied Science have mandatory internships/industrial attachments for their students in the curriculums.

Regarding evaluation of study conditions and provisions at The Polytechnic, on average across all faculties, the following were rated below "fair": student recreational facilities on campus, Availability of learning materials (e.g. books, internet access), Chances for students to have an

influence on The Polytechnic policies, Availability of technical equipment (e.g. lab equipment, measuring instruments, computer lab), quality of technical equipment, quality of buildings/facilities, and stocking of the library with relevant materials. This is poor rating, and there is need for interventions to improve these conditions and provisions

On the other hand, the condition "Quality of classroom learning" was rated above fair by all faculties except Engineering. Use engineering labs as classrooms by engineering students could have influenced the rating. Respondents from Built Environment rated "Internship/industrial attachment programme" below "*bad*", while those from Engineering rated the condition above "*good*" (4.1). This rating by both faculties might have been influenced by differences in their curriculums.

Regarding rating of elements related to employment and work in their study course, the majority (59%) of graduates that participated in the survey rated 'Support of employment/job search' as "*bad*" or "*very bad*". Concerning 'support of internship/industrial attachment search' and 'mandatory internships/industrial attachments', 42% and 44% of respondents rated them as "*bad*" and "*very bad*", respectively. This is not surprising because it is not a must for all faculties to initiate these on behalf of students. Again, concerning 'professional advice provided by teaching staff' and 'practical experiences of teaching staff', 52% and 49% of graduates that participated in the survey rated them "*good*" or "*very good*" respectively.

Concerning competences acquired and satisfaction with the course of study, about 75% of the graduates that participated in the survey rated competences/skills (ability to adapt to changing conditions, analytical thinking, willingness to question my and other's ideas, ability to work efficiently towards a goal, ability to organise my work processes efficiently, ability to work productively with others, ability to perform well under pressure), to a *high extent* or a *very high extent*. This indicates that the programmes of study are relevant.

With regard to the extent to which graduates would probably choose the same field of study/training, the majority of respondents across all faculties indicated that that they would probably choose the same field of study/training again, to a *very high extent*. However, a

proportion (18%) of graduates from the faculty of Built Environment indicated they would "*not at all*" choose the same field of study/training again and 32% of graduates from the same faculty would choose the same field of study/training to a *moderate extent*.

The employment status of graduates soon after graduation might indicate how relevant the program is to the job market.

Regarding graduates employment situation in their first six months after graduation, across all faculties, it is only the faculties of Engineering and Commerce that have more than half of the total number of respective respondents that stated they had full time employment within this period.

Concerning when the graduates started their first job after graduation, 37% of the respondents from Commerce, 33% from Education and Media Studies, 28% from Engineering, 27% from Applied Science and 11% from Built Environment stated that they started their first job before graduation. This could be during the period of study completion and graduation.

Regarding how long it took for graduates searching for their first jobs, the majority (65%) of the respondents took up to 3 months to search for the theory first job. Some 7% of the respondents took more than a year to search for their first job. This might point to lack of confidence in the job search, not well prepared for job industry, and limited job market that interested them. Further, the majority of the respondents (47%) stated that they had approached up to 4 employers before they got their first job.

Concerning their work situation at the time of the study, 84% of the respondents from Engineering, 70% from Applied Science, 65% from Commerce, 64% from Education and Media Studies and 11% from Built Environment, were in full-time employment.

Regarding number of jobs they have had altogether since graduation, about 80% of the respondents stated that they either had 1 or 2 jobs altogether since graduation. This suggests that

the majority of graduates that participated in the survey had satisfying jobs, or jobs to change with were limited.

In terms of further training, Commerce had 10% of respondents that were undergoing further studies, Engineering (9%), Education and Media Studies (6%), Built Environment (4%) and Applied Science (3%). This means that after two years of graduation most of the graduates have not upgraded themselves, pointing to limitations in career progression.

Concerning average number of hours that graduates work, about 60% of the respondents work up to 40 hours per week. The rest (40%) of the respondents reported that they work above 41 hours per week. This shows that a considerable number of graduates overwork, if the Malawian labour regulation of working 8 hours per day for 5 working days per week is applied.

Regarding length how long graduates have been working in their current jobs, the majority (56%) of the respondents have been working on their current jobs for more than 12 months.

Regarding where the graduates are employed, most graduates that participated in the survey (81%) were working in the cities of Blantyre (47%), Lilongwe (21%), Mzuzu (8%) and Zomba (5%). Possibly this is due to availability of job opportunities in cities and towns.

Regarding relevance of the programme of study to their current jobs, majority (over 70%) of the graduates that participated in the survey, from all the faculties, were of the view that the skills and knowledge they acquired from The Polytechnic are being used in their current jobs, to a *high or very high extent*.

Regarding field of study that was most appropriate for the graduates' current jobs, the majority of graduates in all faculties (except Commerce) were of the opinion that the most appropriate field study for their current jobs was their own and/or related field. This means that graduates were satisfied of their study programmes.

Concerning qualification or degree that matched best the requirement for their current job, the majority of the respondents, by faculty, were of the view that the level of their qualifications (their degrees) best matched their current jobs.

Regarding usefulness of their studies were in general, the average rating was that their studies were viewed by themselves as being useful to a *high extent*.

Concerning work orientation and job satisfaction, the majority of graduates that participated in the survey (71%) indicated that "possibilities for applying acquired competencies" applied to their job situations to a *high* or *very high* extent. The aspects "to have a challenging job", "high salary", and "job security" applied to their job situations to a *high* or *very high* extent by 62%, 24%, 47% of the respondents, respectively.

Concerning graduates' satisfaction with their current jobs, 66% respondents from the faculty of Engineering were satisfied with their jobs to a *high* or *very high extent* followed by 55% of graduates from the faculty of Built Environment. The least satisfied graduates were from the faculty of Commerce (21%) followed by graduates from the faculties of Applied Sciences (24%) and Education and Media Studies who indicated that they were satisfied *not at all* or satisfied to a *less extent*.

Concerning extent of recommending someone to study at The Polytechnic, 86% of respondents from Commerce were of the view that they would recommend to a *high extend* or *very high extent* someone to study at The Polytechnic. This is compared with 72% of respondents for Applied Sciences, 64% Engineering, 62% Education and Media Studies and 54% Built Environment.

Concerning education levels of their parents, about 70% of the respondents had fathers that attained education levels of senior secondary or diploma or higher degree (Bachelor, Master, Doctorate), while 52% of respondents indicated that their mothers had attained senior secondary or diploma or higher degree (Bachelor, Master, Doctorate).

Regarding district of residence for the graduates that took part in the study, about 85% of the graduates were residing in the main cities of Blantyre, Lilongwe, Mzuzu and Zomba while the remaining 15% was spread in other districts. This is a usual finding because most graduates would want to stay in areas they are likely to be exposed to opportunities, hence the greater proportion staying in cities.

Regarding views of the graduates on areas of improvement on study programmes, most of the respondents recommended that their programmes should undergo curriculum review, among others, to include mandatory internships and increase practical aspects of the courses. The respondents also recommended that the programmes of study should be supported with more and up-to-date study provisions and learning materials (such as classrooms, books, internet).

Regarding views of the graduates on areas of improvement on The Polytechnic as an institution, Most respondents recommended improvement in the following areas: The Polytechnic should construct more infrastructure (such as hostels and lecture rooms) to accommodate ever increasing student population; The Polytechnic should employ competent staff, both academically and practically to run the programmes of study; and there should be an office that should help graduate/students prepare for employment as well as help in finding employment for them.

Based on the findings from this tracer study, the following recommendations (some of which are similar to the 2016 Tracer Study) are made to the Polytechnic and stakeholders in the higher education sector:

- The study conditions and provisions at The Polytechnic should be improved to support teaching and learning in the following areas: quality of classroom/lecture rooms, provision of student recreation facilities, availability of learning resources, having a stable academic calendar, consultation with teaching staff and involvement of students in policy formulations.
- Although the competences acquired and competences required seem relatively comparable as per the findings, the latter exceeds all the time. That means, The

Polytechnic has to work hard to entirely match the labor market requirements in the major areas of graduate competences: skills, knowledge and attributes. This can be achieved through revising the curriculum.

- The Polytechnic should ensure that students attend internship/industrial attachment. It is suggested that the internship programmes should be mandatory for every study programme.
- The Polytechnic should engage with employers of its graduates on improvement of their work conditions.
- There should be an affirmative action, starting from secondary school education level, that can favour children from impoverished families attend higher education in Malawi.
- There is need to prepare students for employment before they graduate. This could be through establishment of an office at The Polytechnic that should be tasked to look into student employment issues.

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APPENDICES

APPENDIX 1: QUESTIONNAIRE AND CODEBOOK

University of Malawi- The Polytechnic Graduate Survey

Survey of Graduates of the Year 2016

Dear 2016 Graduate,

The Polytechnic kindly requests your participation in a survey of 2016 graduates. 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.

The survey report will be published on The Polytechnic web site (www.poly.ac.mw). On your request we will send you the report.

Please return the completed questionnaire as soon as possible to the address mentioned below. Also, remember to write your PIN number that was sent to you in the spaces provided below.

Thank you very much in advance for your kind support.

Dr Suzgo C. Kaunda

(Project Leader of the 2016 Malawi Polytechnic Graduate Survey Team)

Send the questionnaire to:

Name: Dr. Suzgo Kaunda
Postal address: The Polytechnic, P/B 303 Blantyre 3, Malawi
Phone: 01870411
Email: skaunda@poly.ac.mw

Alternatively you can submit the questionnaire online by visiting the Polytechnic website (www.poly.ac.mw) where the link for the questionnaire is provided.

Please enter your PIN:

The PIN number that was sent to you with the invitation letter to participate in the graduate survey.

Explanatory Notes

How long does it take to fill in the questionnaire?

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 highly standardized questionnaire, which mainly expects 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 form.

Please mark the most appropriate answer like this → or

Your help to improve the survey is welcome

This questionnaire is used for all the programmes at The Polytechnic. 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

The questionnaire has the following sections

EDUCATION AND TRAINING BEFORE YOUR STUDY AT THE POLYTECHNIC.....	13
THE PROGRAMME OF STUDY AT THE POLYTECHNIC	18
INTERNSHIP / INDUSTRIAL ATTACHMENT DURING THE COURSE OF STUDY AT THE POLYTECHNIC	22
EVALUATION OF STUDY CONDITIONS AND STUDY PROVISIONS AT THE POLYTECHNIC	24
COMPETENCIES AND SATISFACTION WITH THE COURSE OF STUDY	27
AFTER GRADUATION FROM THE POLYTECHNIC.....	30
EMPLOYMENT AND WORK	38
WORK REQUIREMENTS.....	49
RELEVANCE OF PROGRAM OF STUDY TO CURRENT JOB.....	51
WORK ORIENTATION AND JOB SATISFACTION	55
FURTHER EDUCATION AFTER YOUR STUDY AT THE POLYTECHNIC	104
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INDIVIDUAL BACKGROUND	61
MIGRATION AND REGIONAL MOBILITY	64
FURTHER COMMENTS AND RECOMMENDATIONS.....	67

TH

TI01

The Polytechnic Graduate Survey 2016

N001

Project identification: POLY18

POLY18-TI01

SE A

POST-SECONDARY EDUCATION AND TRAINING BEFORE YOUR STUDY AT THE POLYTECHNIC

SE01

N003

POLY18-SE01

EX

Please provide us with a few details about your training and employment before your study at The Polytechnic

EX01

N004

POLY18-EX01

CV A1

Did you attend any training or post-secondary school courses before your study at The Polytechnic?

Q001

N005

POLY18-Q001

1 Yes

V001

2 No *(Please continue with question A3)*

SU

Subject: Vocational training/post-secondary school courses before joining The Polytechnic;

MD A2

Which post-secondary school courses did you attend? Multiple answers possible

Q002

N006

Modified

POLY18-Q002

1 City and Guilds Technician Certificate

V002_01

2 ABE

V002_02

3 PAEC

V002_03

4 Other (please specify):

V002_04

.....
Kind of training/post-secondary school courses before joining The Polytechnic (text answer)

FI

show if variable="V001" value="1" ref="POLY18-Q001"

FT

Only graduates who attended post-secondary courses before joining The Polytechnic

SU

Subject: Kind of training/post-secondary school courses before joining The Polytechnic;

CV A3

Were you employed before your study at The Polytechnic?

Q003

N007

POLY18-Q003

1 Yes

V003

2 No *(Please continue with question B1)*

SU

Subject: Employment before The Polytechnic

CV A4 How long were you employed before your study at The Polytechnic? Q004

N008 POLY18-Q004

- 1 Less than 1 year **V004**
- 2 More than 1 year to 2 years
- 3 More than 2 years to 3 years
- 4 More than 3 years to 4 years
- 5 More than 4 years

FI show_if variable="V003" value="1" ref="POLY18-Q003"

FT only graduates who were employed before their study at The Polytechnic

SU Subject: Duration of employment before The Polytechnic

SE B THE PROGRAMME OF STUDY AT THE POLYTECHNIC SE02

N009 Degree=certificate POLY18-SE02

EX Please provide us with a few details about your programme of study of at The Polytechnic EX02

N010 POLY18-EX02

CV B1 In which Faculty did you complete your study? Q005

N011 Modified POLY18-Q005

- 1 Applied Sciences **V005**
- 2 Built Environment
- 3 Commerce
- 4 Education and Media Studies
- 5 Engineering

SU Subject: Name of the Faculty;

CV	B2	In which Department did you complete your study?	Q006
N011	Modified		POLY18-Q006
			V006
SU	Subject: Name of the Department;		

CV	B3	When did you complete your study at The Polytechnic?	Q007
N012	Modified		POLY18-Q007
1	<input type="checkbox"/>	January 2016	V007
2	<input type="checkbox"/>	February 2016	
3	<input type="checkbox"/>	March 2016	
4	<input type="checkbox"/>	April 2016	
5	<input type="checkbox"/>	May 2016	
6	<input type="checkbox"/>	June 2016	
7	<input type="checkbox"/>	July 2016	
8	<input type="checkbox"/>	August 2016	
9	<input type="checkbox"/>	September 2016	
10	<input type="checkbox"/>	October 2016	
11	<input type="checkbox"/>	November 2016	
12	<input type="checkbox"/>	December 2016	
SU	Subject: Date of completion;		

CV	B4	Which qualification did you achieve at The Polytechnic?	Q008
N013			POLY18-Q008
1	<input type="checkbox"/>	Certificate	V008
2	<input type="checkbox"/>	Diploma	
3	<input type="checkbox"/>	Bachelor	
4	<input type="checkbox"/>	Master	
5	<input type="checkbox"/>	Doctorate	
SU	Subject: Level of qualification;		

TE	B5	What was the name of the study programme you pursued at The Polytechnic?	Q009
N014	Modified		POLY18-Q009
1		.....	V009_TXT
SU	Subject: Name of the study programme (text answer)		

CV B6 How long did it take to complete your study at The Polytechnic? Q010

N015 Modified POLY18-Q010

- 1 Less than 1 year **V010**
- 2 1 year to less than 2 years
- 3 2 years to less than 3 years
- 4 3 years to less than 4 years
- 5 4 years to less than 5 years
- 6 5 years or more

SU Subject: Duration of the study programme;

CV B7 What was your mode of study? Q011

N016 POLY18-Q011

- 1 Full time **V011**
- 2 Part time (block release, week end or evening)

SU Subject: Mode of study;

CV B8 On average, how many hours per week did you spend attending classes during the course of your study? Q012

N017 POLY18-Q012

- 1 Up to 10 hours **V012**
- 2 11 to 19 hours
- 3 20 to 29 hours
- 4 30 to 39 hours
- 5 40 to 49 hours
- 6 50 hours and more

SU Subject: Duration of attending classes (hours);

CV B9 On average, how many hours per week did you spend on study activities outside of classes during the course of your study? Q013

N018 POLY18-Q013

- 1 Up to 10 hours **V013**
- 2 11 to 19 hours
- 3 20 to 29 hours
- 4 30 to 39 hours
- 5 40 to 49 hours
- 6 50 hours and more

SU Subject: Duration of study activities outside classes (hours);

SE C **INTERNSHIP / INDUSTRIAL ATTACHMENT DURING THE COURSE OF STUDY AT THE POLYTECHNIC** SE03

N019 POLY18-SE03

CV C1 **Did you do any internships/industrial attachments during your course of study (this does not refer to team projects, practical courses etc.)?** Q014

N020 Modified POLY18-Q014

- 1 Yes V014
- 2 No *(Please go to Question C5)*

SU Subject: Internship/Industrial attachments during course of study;

CV C2 **How many mandatory internships/Industrial attachments did you do in total during your course of study?** Q015

N021 Modified POLY18-Q015

- 1 None V015
- 2 1
- 3 2
- 4 3
- 5 4 and more mandatory internships/Industrial attachments

FI show_if variable="V013" value="1" ref="POLY18-Q013"

FT only graduates who attended mandatory internships

SU Subject: Number of mandatory internship/industrial attachments

CV C3 **How many voluntary internships/industrial attachments did you do in total during your course of studies?** Q016

N022 Modified POLY18-Q016

- 1 None V016
- 2 1
- 3 2
- 4 3
- 5 4 or more voluntary internships/Industrial attachments

FI show_if variable="V013" value="1" ref="POLY18-Q013"

FT only graduates who attended voluntary internships

SU Subject: Number of voluntary internship/industrial attachments

CV C4 **How many months did these internships/industrial attachments last?** Q017

N023 Modified POLY18-Q017

- 1 Less than 1 month V017
- 2 1 month to less than 3 months
- 3 3 months to less than 6 months
- 4 6 months to less than 9 months
- 5 9 months or more

FI show_if variable="V013" value="1" ref="POLY18-Q013"

FT only graduates who attended internships

SU Subject: Duration of internship/industrial attachments

CV C5 Were you employed during your study? Please include full-time as well as part-time work; excluded are internships/industrial attachments. **Q018**

N024 POLY18-Q018

- 1 Yes **V018**
- 2 No → Please go to question D1

SU Subject: Employment during study;

CV C6 For how many months were you employed during your study? Please include full-time as well as part-time work; excluded are internships/industrial attachments. **Q019**

N025 POLY18-Q019

- 1 Less than 1 month **V019**
- 2 1 to less than 6 months
- 3 6 to less than 12 months
- 4 12 to less than 24 months
- 5 24 months or more

FI show_if variable="V017" value="1" ref="POLY18-Q017"

FT only graduates who were employed during study

SU Subject: Duration of employment during study

SE D EVALUATION OF STUDY CONDITIONS AND STUDY PROVISIONS AT THE POLYTECHNIC **SE04**

N026 POLY18-SE04

OR D1 How would you rate the study conditions and provisions you experienced at the Polytechnic? **Q020**

N027 POLY18-Q020

	Very bad 1	Bad 2	Fair 3	Good 4	Very good 5		
1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Quality of classroom learning	V020_01
2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Student recreational facilities on campus	V020_02
3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Availability of learning materials (e.g. books, internet access)	V020_03
4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Opportunity for consultation with teaching staff	V020_04
5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Quality of teaching	V020_05
6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Teaching/grading system	V020_06
7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Internship/industrial attachment programme	V020_07
8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Academic interaction with fellow students	V020_08
9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Chances for students to have an influence on The Polytechnic policies	V020_09
10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Availability of technical equipment (e.g. lab equipment, measuring instruments, computer lab)	V020_10
11	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Quality of technical equipment	V020_11
12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Availability of teaching materials	V020_12
13	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Quality of buildings/facilities	V020_13
14	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Stocking of the library with relevant materials	V020_14

SU Subject: Rating of study conditions and study provisions

OR D2 How do you rate the following elements related to employment and work in your study course/training? Q021

N028 POLY18-Q021

	Very bad 1	Bad 2	Fair 3	Good 4	Very good 5		
1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Professional advice provided by teaching staff	V021_01
2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Support of internship/Industrial attachment search	V021_02
3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Practice-oriented teaching contents	V021_03
4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Practical experiences of teaching staff	V021_04
5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Mandatory internships/Industrial attachments	V021_05
6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Support of employment/job search	V021_06
7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Preparation for work	V021_07

SU Subject: Evaluation of the study elements related to employment and work;

SE E COMPETENCIES AND SATISFACTION WITH THE COURSE OF STUDY SE05

N029 POLY18-SE05

OR E1 To what extent did you acquire the following skills / competencies upon graduation? Q022

N030 POLY18-Q021

	Not at all 1	2	3	4	To a very high extent 5		
1 = Not at all, 2 = To a little extent, 3 = To a moderate extent, 4 = To a high extent, 5 = To a very high extent							
1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Mastery of my field/subject specific knowledge	V022_01
2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Ability to develop new ideas and solutions	V022_02
3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Ability to adapt to changing conditions	V022_03
4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Analytical thinking	V022_04
5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Willingness to question my and other's ideas	V022_05
6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Ability to work efficiently towards a goal	V022_06
7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Ability to organise my work processes efficiently	V022_07
8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Ability to work productively with others	V022_08
9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Ability to perform well under pressure	V022_09

SU Subject: Acquired competencies at the time of graduation;

OR E2 Looking back, if you were free to choose again to what extent would you probably choose the same field of study/training? Q023

N031 Modified POLY18-Q023

	Not at all 1	2	3	4	To a very high extent 5		
1 = Not at all, 2 = To a little extent, 3 = To a moderate extent, 4 = To a high extent, 5 = To a very high extent							
1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Would you probably choose the same field of study/training?	V023

SU

OR E3 Looking back, if you were free to choose again to what extent would you probably choose The Polytechnic? Q024

N032 Modified POLY18-Q024

	Not at all 1	2	3	4	To a very high extent 5		
1 = Not at all, 2 = To a little extent, 3 = To a moderate extent, 4 = To a high extent, 5 = To a very high extent							
1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Probability to choose The Polytechnic again	V024

SU Subject: Probability to choose The Polytechnic again;

OR E4 In retrospective, to what extent are you satisfied with your studies in general? Q025

N033 POLY18-Q025

Not at all To a very high extent 1 = Not at all, 2 = To a little extent, 3 = To a moderate extent, 4 = To a high extent, 5 = To a very high extent

1 1 2 3 4 5

Satisfaction with the study in general

V025

SU Subject: Satisfaction with the study in general;

SE F AFTER GRADUATION FROM THE POLYTECHNIC SE06

N034 POLY18-SE06

MD F1 What applied to your situation in the first six months after graduating? Multiple answers possible Q026

N035 POLY18-Q026

- 1 Full time employment V026_01
- 2 Part time employment V026_02
- 3 Self-employed V026_03
- 4 Internship V026_04
- 5 Further academic/professional training V026_05
- 6 Further vocational education/training V026_06
- 7 Household work V026_07
- 8 Not employed, but searching for a job V026_08
- 9 Voluntary job V026_09
- 10 Freelance work V026_10
- 11 Other (please specify): V026_11
.....

SU Subject: Employment status after graduation;

CV F2 When did you start your first job after graduation? Q027

N036 Modified POLY18-Q027

- 1 Already secured a job before graduation V027
- 2 At the time of graduation
- 3 Less than 1 month after graduation
- 4 1 to less than 3 months after graduation
- 5 3 to less than 6 months after graduation
- 6 6 to less than 9 months after graduation
- 7 9 to less than 12 months after graduation
- 8 12 months or more after graduation

SU Subject: Waiting time until start of first job after graduation;

MD	F3	How did you search for the first job after graduation? Multiple answers possible	Q028
N037		Modified	POLY18-Q028
1	<input type="checkbox"/>	Job ads/announcements (e.g. newspaper, internet, notice, radio)	V028_01
2	<input type="checkbox"/>	With the help of family contacts of parents and relatives	V028_02
3	<input type="checkbox"/>	With help of personal contacts, friends and fellow students	V028_03
4	<input type="checkbox"/>	Speculative application – independent contact to employers	V028_04
5	<input type="checkbox"/>	Through internships during my course of studies	V028_05
6	<input type="checkbox"/>	Through internships after graduation	V028_06
7	<input type="checkbox"/>	Through side jobs during the study	V028_07
8	<input type="checkbox"/>	Through side jobs after graduation	V028_08
9	<input type="checkbox"/>	I was contacted by an employer	V028_09
10	<input type="checkbox"/>	Job fair/recruitment seminar	V028_10
11	<input type="checkbox"/>	Through public job centre/labour office	V028_11
12	<input type="checkbox"/>	Through private job agencies	V028_12
13	<input type="checkbox"/>	Through social networks (e.g. facebook, LinkedIn)	V028_13
14	<input type="checkbox"/>	Through the career centre/academic department or faculty of The Polytechnic	V028_14
15	<input type="checkbox"/>	Through staff at The Polytechnic	V028_15
16	<input type="checkbox"/>	Not applicable, I have not searched for employment	V028_16
17	<input type="checkbox"/>	Other (please specify):	V028_17

SU [Subject: Job search methods for first job](#)

MD	F4	If you did not search for a job what were your reasons? Multiple answers possible	Q029
N038		Modified	POLY18-Q029
1	<input type="checkbox"/>	I continued studying	V029_01
2	<input type="checkbox"/>	I continued a job I had prior to studying	V029_02
3	<input type="checkbox"/>	I found a job without searching	V029_03
4	<input type="checkbox"/>	I became self-employed / a freelancer	V029_04
5	<input type="checkbox"/>	Other (please specify):	V029_05

SU [Subject: Reasons for no job search;](#)

FI	If you did not search for employment, please go to with question G1	FI01
N039		POLY18-FI01

CV	F5	When did you start searching for a job?	Q030
N040			POLY18-Q030

1	<input type="checkbox"/>	Prior to graduation	V030
2	<input type="checkbox"/>	At the time of graduation	
3	<input type="checkbox"/>	After graduation	

FI [hide_if variable="V027_16" value="1" ref="POLY18-Q027"](#)
 FT [Filtertext: only graduates who searched a job after graduation](#)

SU Subject: Start time of job search

CV	F6	For how long did you search for your first job?	Q031
N041		Modified	POLY18-Q031
1	<input type="checkbox"/>	Up to 1 month	V031
2	<input type="checkbox"/>	2 to 3 months	
3	<input type="checkbox"/>	4 to 6 months	
4	<input type="checkbox"/>	7 to 9 months	
5	<input type="checkbox"/>	10 months to 12 months	
6	<input type="checkbox"/>	More than 12 months	
FI		hide_if variable="V027_16" value="1" ref="POLY18-Q027"	
FT		Filtertext: only graduates who searched for a job after graduation	
SU		Subject: Duration of job search (only graduates who searched a job after graduation); ignore_if H1=2	

CV	F7	What was the method that got you your first job? Choose only one answer	Q032
N042		Modified	POLY18-Q032
1	<input type="checkbox"/>	Job ads/announcements (e.g. newspaper, internet, notice, radio)	V032
2	<input type="checkbox"/>	With the help of family contacts of parents and relatives	
3	<input type="checkbox"/>	With help of personal contacts, friends and fellow students	
4	<input type="checkbox"/>	Speculative application – independent contact to employers	
5	<input type="checkbox"/>	Through internships during my course of study	
6	<input type="checkbox"/>	Through internships after graduation	
7	<input type="checkbox"/>	Through side jobs during the study	
8	<input type="checkbox"/>	Through side jobs after graduation	
9	<input type="checkbox"/>	I was contacted by an employer	
10	<input type="checkbox"/>	Job fair/recruitment seminar	
11	<input type="checkbox"/>	Through public job centre/labour office	
12	<input type="checkbox"/>	Through private job agencies	
13	<input type="checkbox"/>	Through social networks (e.g. facebook, LinkedIn)	
14	<input type="checkbox"/>	Through the career centre /academic department or faculty at The Polytechnic	
15	<input type="checkbox"/>	Through staff at The Polytechnic	
16	<input type="checkbox"/>	Not applicable, I did not find a job until now	
17	<input type="checkbox"/>	Other (please specify):	
FI		hide_if variable="V027_16" value="1" ref="POLY18-Q027"	
FT		Filtertext: only graduates who searched a job after graduation	
SU		Subject: Method for finding the first job	

CV	F8	How many employers did you approach before you got your first job after graduation?	Q033
N043		Modified	POLY18-Q033
1	<input type="checkbox"/>	None	V033
2	<input type="checkbox"/>	1 employer	
3	<input type="checkbox"/>	2 to 4 employers	
4	<input type="checkbox"/>	5 to 10 employers	
5	<input type="checkbox"/>	11 to 20 employers	
6	<input type="checkbox"/>	More than 20 employers	
FI	hide_if variable="V027_16" value="1" ref="POLY18-Q027"		
FT	Filtertext: only graduates who searched for a job after graduation		
SU	Subject: Number of applications for employment		

CV	F9	From how many employers did you receive acknowledgements?	Q034
N044			POLY18-Q034
1	<input type="checkbox"/>	None	V034
2	<input type="checkbox"/>	From 1 employer	
3	<input type="checkbox"/>	From 2 to 4 employers	
4	<input type="checkbox"/>	From 5 to 10 employers	
5	<input type="checkbox"/>	From 11 to 20 employers	
6	<input type="checkbox"/>	From more than 20 employers	
FI	hide_if variable="V027_16" value="1" ref="POLY18-Q027"		
FT	Filtertext: only graduates who searched for a job after graduation		
SU	Subject: Number of acknowledgements		

CV	F10	How many employers invited you for interviews?	Q035
N045		Modified	POLY18-Q035
1	<input type="checkbox"/>	None	V035
2	<input type="checkbox"/>	From 1 employer	
3	<input type="checkbox"/>	From 2 to 4 employers	
4	<input type="checkbox"/>	From 5 to 10 employers	
5	<input type="checkbox"/>	From 11 to 20 employers	
6	<input type="checkbox"/>	From more than 20 employers	
FI	hide_if variable="V027_16" value="1" ref="POLY18-Q027"		
FT	Filtertext: only graduates who searched for a job after graduation		
SU	Subject: Number of calls for interviews		

SE G EMPLOYMENT AND WORK SE07
 N046 POLY18-SE07

MD G1 What applies to your current situation? Multiple answers possible Q036
 N047 POLY18-Q035

- 1 Full time employment V036_01
- 2 Part time employment V036_02
- 3 Self-employed V036_03
- 4 Internship V036_04
- 5 Further academic/professional training V036_05
- 6 Further vocational education/training V036_06
- 7 Household work V036_07
- 8 Voluntary job V036_08
- 9 Freelance work V036_09
- 10 Not employed, but searching for a job V036_10
- 11 Other (please specify): V036_11

SU [Subject: Employment status at the time of the survey;](#)

MD G2 Since you graduated from The Polytechnic, did you spend time abroad for study or work? Multiple answers possible Q037
 N048 POLY18-Q036

- 1 Yes, I worked abroad V037_01
- 2 Yes, I continued my studies/training abroad V037_02
- 3 No V037_03

SU [Subject: International mobility after graduation](#)

CV G3 How many jobs (including your current one) have you had altogether since graduation? Q038
 N049 POLY18-Q038

- 1 None V038
- 2 One job
- 3 Two jobs
- 4 Three jobs
- 5 More than three jobs

SU [Subject: Number of jobs since graduation](#)

FI → If you are currently not employed, please go to question I6 FI02
 N050 POLY18-FI02

CV	G4	On average, how many hours do you work per week?	Q039
N051		Modified	POLY18-Q039
1	<input type="checkbox"/>	Up to 10 hours per week	V039
2	<input type="checkbox"/>	11 to 20 hours per week	
3	<input type="checkbox"/>	21 to 30 hours per week	
4	<input type="checkbox"/>	31 to 40 hours per week	
5	<input type="checkbox"/>	41 to 50 hours per week	
6	<input type="checkbox"/>	More than 50 hours per week	
FI		show_if variable="V035_01" value="1" ref="POLY18-Q035"	
FI		show_if variable="V035_02" value="1" ref="POLY18-Q035"	
FI		show_if variable="V035_03" value="1" ref="POLY18-Q035"	
FI		show_if variable="V035_04" value="1" ref="POLY18-Q035"	
FT		Filtertext: only employed graduates	
SU		Subject: Working hours per week	

CV	G5	Are you permanently employed	Q040
N052			POLY18-Q040
1	<input type="checkbox"/>	Yes	V040
2	<input type="checkbox"/>	No	
3	<input type="checkbox"/>	Not applicable	
FI		show_if variable="V035_01" value="1" ref="POLY18-Q035"	
FI		show_if variable="V035_02" value="1" ref="POLY18-Q035"	
FI		show_if variable="V035_03" value="1" ref="POLY18-Q035"	
FI		show_if variable="V035_04" value="1" ref="POLY18-Q035"	
FT		Filtertext: only employed graduates	
SU		Subject: Employment status;	

CV	G6	How long did it take you to find your current job after graduation?	Q041
N053		Modified	POLY18-Q041
1	<input type="checkbox"/>	Up to 1 month	V041
2	<input type="checkbox"/>	2 to 3 months	
3	<input type="checkbox"/>	4 to 6 months	
4	<input type="checkbox"/>	7 to 9 months	
5	<input type="checkbox"/>	10 to 12 months	
6	<input type="checkbox"/>	More than 12 months	
FI		show_if variable="V035_01" value="1" ref="POLY18-Q035"	
FI		show_if variable="V035_02" value="1" ref="POLY18-Q035"	
FI		show_if variable="V035_03" value="1" ref="POLY18-Q035"	
FI		show_if variable="V035_04" value="1" ref="POLY18-Q035"	
FT		Filtertext: only employed graduates	
SU		Subject: Duration of search for current job;	

CV	G7	How long have you been working in your current job?	Q042
N054			POLY18-Q042
1	<input type="checkbox"/>	Up to 1 month	V042
2	<input type="checkbox"/>	2 to 3 months	
3	<input type="checkbox"/>	4 to 6 months	
4	<input type="checkbox"/>	7 to 9 months	
5	<input type="checkbox"/>	10 to 12 months	
6	<input type="checkbox"/>	More than 12 months	
FI		show_if variable="V035_01" value="1" ref="POLY18-Q035"	
FI		show_if variable="V035_02" value="1" ref="POLY18-Q035"	
FI		show_if variable="V035_03" value="1" ref="POLY18-Q035"	
FI		show_if variable="V035_04" value="1" ref="POLY18-Q035"	
FT		Filtertext: only employed graduates	
SU		Subject: Duration of work experience;	

CV	G8	In which city/district in Malawi are you employed? (if working abroad mention the country). Write your response in the space provided below.	Q043
N055		Modified	POLY18-Q043
1		.....	V043_TXT
FI		show_if variable="V035_01" value="1" ref="POLY18-Q035"	
FI		show_if variable="V035_02" value="1" ref="POLY18-Q035"	
FI		show_if variable="V035_03" value="1" ref="POLY18-Q035"	
FI		show_if variable="V035_04" value="1" ref="POLY18-Q035"	
FT		Filtertext: only employed graduates	
SU		Subject: Place of work;	

CV	G9	What type of employer do you work for?	Q044
N056		Modified example 1	POLY18-Q044
1	<input type="checkbox"/>	Government	V044
2	<input type="checkbox"/>	Parastatal	
3	<input type="checkbox"/>	Private company	
4	<input type="checkbox"/>	Self-employed	
5	<input type="checkbox"/>	Non-governmental organisation (NGO)	
6	<input type="checkbox"/>	Other (please specify):	
FI		show_if variable="V035_01" value="1" ref="POLY18-Q035"	
FI		show_if variable="V035_02" value="1" ref="POLY18-Q035"	
FI		show_if variable="V035_03" value="1" ref="POLY18-Q035"	
FI		show_if variable="V035_04" value="1" ref="POLY18-Q035"	
FT		Filtertext: only employed graduates	
SU		Subject: Type of employer;	

TE	G10	In which sector are you currently employed (e.g Agriculture, Mining, Manufacturing, Hospitality and Tourism)? Write your response in the space provided below.	Q045
N057		Modified question and examples	POLY18-Q045
1		..... .....	V045_TXT
FI		show_if variable="V035_01" value="1" ref="POLY18-Q035"	

FI show_if variable="V035_02" value="1" ref="POLY18-Q035"
 FI show_if variable="V035_03" value="1" ref="POLY18-Q035"
 FI show_if variable="V035_04" value="1" ref="POLY18-Q035"
 FT Filtertext: only employed graduates
 SU Subject: Sector of employment;

TE G11 What is the name of your employer? Q046

N058 POLY18-Q046
 1 V046_TXT

 FI show_if variable="V035_01" value="1" ref="POLY18-Q035"
 FI show_if variable="V035_02" value="1" ref="POLY18-Q035"
 FI show_if variable="V035_03" value="1" ref="POLY18-Q035"
 FI show_if variable="V035_04" value="1" ref="POLY18-Q035"
 FT Filtertext: only employed graduates
 SU Subject: Name of employer;

TE G12 What is your occupation/job title? (e.g. Secondary school teacher, Systems Administrator, Plant Engineer, Company Accountant). Write your response in the space provided below. Q047

N059 Modified examples POLY18-Q047
 1 V047_TXT

 FI show_if variable="V035_01" value="1" ref="POLY18-Q035"
 FI show_if variable="V035_02" value="1" ref="POLY18-Q035"
 FI show_if variable="V035_03" value="1" ref="POLY18-Q035"
 FI show_if variable="V035_04" value="1" ref="POLY18-Q035"
 FT Filtertext: only employed graduates
 SU Subject: Job title;

TE G13 Outline your three main duties/work tasks/responsibilities (E.g teaching secondary school students, installing and maintaining servers, maintaining plant and machinery, analysing accounts information). Write your response in the space provided below. Q048

N060 Modified examples POLY18-Q048
 1 V048_1_TXT

 2 V048_2_TXT

 3 V048_3_TXT

 FI show_if variable="V035_01" value="1" ref="POLY18-Q035"
 FI show_if variable="V035_02" value="1" ref="POLY18-Q035"
 FI show_if variable="V035_03" value="1" ref="POLY18-Q035"
 FI show_if variable="V035_04" value="1" ref="POLY18-Q035"
 FT Filtertext: only employed graduates
 SU Subject: Main work duties;

CV G14 What is your current gross monthly income? Q049

N061 POLY18-Q049

- 1 Less than 100,000 Malawian Kwacha **V049**
- 2 100,001 - 200,000 Malawian Kwacha
- 3 200,001 - 300,000 Malawian Kwacha
- 4 300,001 - 400,000 Malawian Kwacha
- 5 400,001 - 500,000 Malawian Kwacha
- 6 500,001 - 600,000 Malawian Kwacha
- 7 600,001 - 700,000 Malawian Kwacha
- 8 700,001 - 800,000 Malawian Kwacha
- 9 More than 800.000 Malawian Kwacha

FI show_if variable="V035_01" value="1" ref="POLY18-Q035"

FI show_if variable="V035_02" value="1" ref="POLY18-Q035"

FI show_if variable="V035_03" value="1" ref="POLY18-Q035"

FI show_if variable="V035_04" value="1" ref="POLY18-Q035"

FT Filtertext: only employed graduates

SU Subject: Gross monthly income;

MD G15 What kind of fringe/other benefit(s) do you receive? Multiple answers possible Q05

N062 Adaptation POLY18-Q049

- 1 Housing (subsidy, rent allowance) **V050_01**
- 2 Transportation (car/transport allowance) **V050_02**
- 3 Health (medical aid, insurances) **V050_03**
- 4 Education and training (staff development, family study rebate) **V050_04**
- 5 Utility (Electricity, Water, TV subscription etc.) **V050_05**
- 6 None **V050_06**
- 7 Other (please specify): **V050_07**

FI show_if variable="V035_01" value="1" ref="POLY18-Q035"

FI show_if variable="V035_02" value="1" ref="POLY18-Q035"

FI show_if variable="V035_03" value="1" ref="POLY18-Q035"

FI show_if variable="V035_04" value="1" ref="POLY18-Q035"

FT Filtertext: only employed graduates

SU Subject: Kind of fringe/other benefit(s) ;

CV G16 How many employees in total work in the company/organisation you are working for? Please estimate the number. 1

N063 Modified POLY18-Q051

- 1 Up to 5 employees **V051**
- 2 6 to 10 employees
- 3 11 to 20 employees
- 4 21 to 50 employees
- 5 51 to 100 employees
- 6 More than 100 employees

FI show_if variable="V035_01" value="1" ref="POLY18-Q035"

FI show_if variable="V035_02" value="1" ref="POLY18-Q035"

FI show_if variable="V035_03" value="1" ref="POLY18-Q035"
 FI show_if variable="V035_04" value="1" ref="POLY18-Q035"
 FT Filtertext: only employed graduates
 SU Subject: Size of the company/firm/organisation in total;

CV G17 How many full-time employees work in your company / organisation? Q052
Please estimate the number.

N064	Added	POLY18-Q052
1	<input type="checkbox"/> Up to 5 employees	V052
2	<input type="checkbox"/> 6 to 10 employees	
3	<input type="checkbox"/> 11 to 20 employees	
4	<input type="checkbox"/> 21 to 50 employees	
5	<input type="checkbox"/> 51 to 100 employees	
6	<input type="checkbox"/> More than 100 employees	

FI show_if variable="V035_01" value="1" ref="POLY18-Q035"
 FI show_if variable="V035_02" value="1" ref="POLY18-Q035"
 FI show_if variable="V035_03" value="1" ref="POLY18-Q035"
 FI show_if variable="V035_04" value="1" ref="POLY18-Q035"
 FT Filtertext: only employed graduates
 SU Subject: Size of the company/firm/organisation (full-time employees);

SE H WORK REQUIREMENTS SE08

N063 POLY18-SE08

OR H1 To what extent are the following skills / competencies required in your current employment? Q053

N065	Core question; no change					POLY18-Q053
	Not at all	To a very high extent			1 = Not at all, 2 = To a little extent, 3 = To a moderate extent, 4 = To a high extent, 5 = 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"/>	Mastery of my field/subject specific knowledge V053_01
2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Ability to develop new ideas and solutions V053_02
3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Ability to adapt to changing conditions V053_03
4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Analytical thinking V053_04
5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Ability to question my and others' ideas V053_05
6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Ability to work efficiently towards a goal V053_06
7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Ability to organise my work processes efficiently V053_07
8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Ability to work productively with others V053_08
9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Ability to work under pressure V053_09

FI show_if variable="V035_01" value="1" ref="POLY18-Q035"
 FI show_if variable="V035_02" value="1" ref="POLY18-Q035"
 FI show_if variable="V035_03" value="1" ref="POLY18-Q035"
 FI show_if variable="V035_04" value="1" ref="POLY18-Q035"
 FT Filtertext: only employed graduates
 SU Subject: Required competencies;

SE | RELEVANCE OF PROGRAM OF STUDY TO CURRENT JOB | SE09

N066 Modified POLY18-SE09

OR I1 To what extent are the knowledge and skills you acquired during your course of study utilised in your current job? Q0534

N067 Core question; no change POLY18-Q054

Not at all To a very high extent 1 = Not at all, 2 = To a little extent, 3 = To a moderate extent, 4 = To a high extent, 5 = To a very high extent

1 2 3 4 5

1 Utilisation of knowledge and skills acquired during course of study in current job **V054**

FI show_if variable="V035_01" value="1" ref="POLY18-Q035"

FI show_if variable="V035_02" value="1" ref="POLY18-Q035"

FI show_if variable="V035_03" value="1" ref="POLY18-Q035"

FI show_if variable="V035_04" value="1" ref="POLY18-Q035"

FT Filtertext: only employed graduates

SU Subject: Utilisation of acquired knowledge and skills in the job;

CV I2 In your opinion, which field of study is most appropriate for your current job? Q055

N068 Core question; no change POLY18-Q055

1 Exclusively own field **V055**

2 Own and/or related field

3 A completely different field

4 No particular field

FI show_if variable="V035_01" value="1" ref="POLY18-Q035"

FI show_if variable="V035_02" value="1" ref="POLY18-Q035"

FI show_if variable="V035_03" value="1" ref="POLY18-Q035"

FI show_if variable="V035_04" value="1" ref="POLY18-Q035"

FT Filtertext: only employed graduates

SU Subject: Appropriateness of field of study for the job;

CV I3 In your opinion, which qualification/degree level matches best with your current job? Q056

N069 Core question; no change POLY18-Q056

1 A higher degree/qualification **V056**

2 My degree/qualification

3 A lower degree/qualification

4 No degree/qualification necessary

FI show_if variable="V035_01" value="1" ref="POLY18-Q035"

FI show_if variable="V035_02" value="1" ref="POLY18-Q035"

FI show_if variable="V035_03" value="1" ref="POLY18-Q035"

FI show_if variable="V035_04" value="1" ref="POLY18-Q035"

FT Filtertext: only employed graduates

SU Subject: Match of job and qualification/degree level;

OR I4 To what extent is your course of study appropriate to current job? Q057

N070 Modified POLY18-Q057

Not at all To a very high extent 1 = Not at all, 2 = To a little extent, 3 = To a moderate extent, 4 = To a high extent, 5 = To a very high extent

1 2 3 4 5

1 Appropriateness of study to position **V057**

FI show_if variable="V035_01" value="1" ref="POLY18-Q035"

FI show_if variable="V035_02" value="1" ref="POLY18-Q035"

FI show_if variable="V035_03" value="1" ref="POLY18-Q035"

FI show_if variable="V035_04" value="1" ref="POLY18-Q035"

FT Filtertext: only employed graduates

SU Subject: Appropriateness of study to position;

MD I5 If your job is not closely related to your course of study, why did you choose this job? Multiple answers possible Q058

N071 Core question; no change POLY18-Q058

- 1 Not applicable, my job is closely related to my course of study V058_01
- 2 My current job is only a temporary stepping stone, I am still searching for professional orientation V058_02
- 3 I have not yet found an appropriate job V058_03
- 4 I receive a higher salary in my current job V058_04
- 5 My current job offers more security V058_05
- 6 My interests have changed V058_06
- 7 My current job allows a flexible time schedule V058_07
- 8 My current job allows me to work in a favoured geographical place V058_08
- 9 My current job allows me to take into consideration the interests of my family/children V058_09
- 10 Other (please specify): V058_10

FI show_if variable="V035_01" value="1" ref="POLY18-Q035"

FI show_if variable="V035_02" value="1" ref="POLY18-Q035"

FI show_if variable="V035_03" value="1" ref="POLY18-Q035"

FI show_if variable="V035_04" value="1" ref="POLY18-Q035"

FT Filtertext: only employed graduates

SU Subject: Reasons for not close related job;

OR I6 Overall, how do you rate the usefulness of your studies? Q059

N072 Modified POLY18-Q059

Not at all useful Very highly useful 1 = Not at all useful, 2 = Less useful, 3=Moderately useful, 4 = Highly useful, 5 = Very highly useful

- | | | | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|---|---------|
| | 1 | 2 | 3 | 4 | 5 | | |
| 1 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Usefulness for finding a satisfying job after finishing your studies? | V059_01 |
| 2 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Usefulness for fulfilling your present professional tasks, if applicable? | V059_02 |
| 3 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Usefulness for your future professional development/career? | V059_03 |
| 4 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Usefulness for the development of your personality? | V059_04 |
| 5 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Usefulness for the economic development of your country? | V059_05 |

SU Subject: Evaluation of the usefulness of studies ;

SE J WORK ORIENTATION AND JOB SATISFACTION SE10

N073 POLY18-SE10

FI → If you are not employed, please go to question K1 FI03

N074 Modified POLY18-FI03

OR J1 To what extent do the following aspects apply to your current job situation? Q060

N075 Core question; no change POLY18-Q059

		Not at all					To a very high extent						
		1	2	3	4	5	1 = Not at all, 2 = To a little extent, 3 = To a moderate extent, 4 = To a high extent, 5 = To a very high extent						
1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Possibilities to realise own ideas					V060_01	
2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	High salary					V060_02	
3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Interesting work tasks					V060_03	
4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Clear and regulated work tasks					V060_04	
5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Possibilities for applying acquired competencies					V060_05	
6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Job security					V060_06	
7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Social status and recognition					V060_07	
8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Good work atmosphere					V060_08	
9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Possibilities of further professional advancement					V060_09	
10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Possibility for providing social influence					V060_10	
11	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	To have a challenging job					V060_11	
12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Good career advancement prospects					V060_12	
13	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Possibilities to do something useful for the society					V060_13	
14	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Good conditions for managing both work-related and family-related issues					V060_14	
15	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Sufficient time for leisure activities					V060_15	

FI show_if variable="V035_01" value="1" ref="POLY18-Q035"
 FI show_if variable="V035_02" value="1" ref="POLY18-Q035"
 FI show_if variable="V035_03" value="1" ref="POLY18-Q035"
 FI show_if variable="V035_04" value="1" ref="POLY18-Q035"
 FT Filtertext: only employed graduates
 SU Subject: Characteristics of employment and work ;

OR J2 To what extent are you satisfied with your current job? Q061

N076 Core question; no change POLY18-Q061

		Not at all					To a very high extent						
		1	2	3	4	5	1 = Not at all, 2 = To a little extent, 3 = To a moderate extent, 4 = To a high extent, 5 = To a very high extent						
1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Job satisfaction					V061	

SU Subject: Job satisfaction;

SE K FURTHER EDUCATION AFTER YOUR STUDY AT THE POLYTECHNIC SE11

N077 Modified POLY18-SE11

CV K1 Did you enrol for further studies or start another course of study after your study at The Polytechnic? Q062

N078 Modified POLY18-Q062

1	<input type="checkbox"/>	Yes			V062
2	<input type="checkbox"/>	No	(Please go to question L1)		

SU Subject: Further studies/training;

MD	K2	Have you completed your further studies or the other course of study? Multiple answers possible	Q063	
N079		Modified	POLY18-Q063	
1	<input type="checkbox"/>	Yes, I completed my further studies successfully	V063_1	
2	<input type="checkbox"/>	No I stopped my further studies	V063_2	
3	<input type="checkbox"/>	No, I am still studying	V063_3	
FI		show_if variable="V061" value="1" ref="POLY18-Q061"		
FT		Only graduates with further studies		
SU		Subject: Further studies/training;		
TE	K3	Please specify the major-subject(s) of your further studies. Please provide your response in the space provided below.	Q064	
N080		Modified	POLY18-Q064	
1		.....	V064_TXT
FI		show_if variable="V061" value="1" ref="POLY18-Q061"		
FT		Only graduates with further studies		
SU		Subject: Subject(s) of further studies/training;		
TE	K4	Please specify the name of the institution(s) and country of your further studies. Please write your response in the space provided below.	Q065	
N081			POLY18-Q065	
1		Name of institution:	V065_1_TXT	
2		Country:	V065_2_TXT	
FI		show_if variable="V061" value="1" ref="POLY18-Q061"		
FT		Only graduates with further studies		
SU		Subject: Institution of further studies/training;		
CV	K5	Please specify the type of (expected) award from your further studies.	Q066	
N082		Modified	POLY18-Q066	
1	<input type="checkbox"/>	Certificate	V066	
2	<input type="checkbox"/>	Diploma		
3	<input type="checkbox"/>	Bachelor		
4	<input type="checkbox"/>	Bachelor (Honours)		
5	<input type="checkbox"/>	Postgraduate Diploma		
6	<input type="checkbox"/>	Master		
7	<input type="checkbox"/>	PhD		
FI		show_if variable="V061" value="1" ref="POLY18-Q061"		
FT		Only graduates with further studies		
SU		Subject: Kind of degree of further studies/training;		
ME	K6	When did you start your course of further studies?	Q067	
N083			POLY18-Q067	
1	<input type="text"/>	<input type="text"/>	Month of enrolment in further studies	
			V067_1_NU M	
2	<input type="text"/>	<input type="text"/>	<input type="text"/>	Year of enrolment in further studies
			<input type="text"/>	V067_2_NU M
FI		show_if variable="V061" value="1" ref="POLY18-Q061"		
FT		Only graduates with further studies		
SU		Subject: Time of start of further studies;		

ME	K7	When did you/will you graduate your course of further studies?	Q068
N084	Modified		POLY18-Q068
1	<input type="text"/> <input type="text"/>	Month of graduation from further studies	V068_1_NUM
2	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	Year of graduation from further studies	V068_2_NUM
FI	show_if variable="V061" value="1" ref="POLY18-Q061"		
FT	Only graduates with further studies		
SU	Subject: Time of end of further studies;		

OR	K8	To what extent do the following reasons for further studies apply to you?	Q069				
N085			POLY18-Q069				
	Not at all	To a very high extent	1 = Not at all, 2 = To a little extent, 3 = To a moderate extent, 4 = To a high extent, 5 = 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"/>	Wish to achieve a higher academic or professional degree	V069_01
2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Improvement of chances of finding a job	V069_02
3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Personal interest in particular subject area	V069_03
4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Demanded by my employer	V069_04
5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Wish to improve my promotion prospects	V069_05
6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The training is important for the development of my country	V069_06
FI	show_if variable="V061" value="1" ref="POLY18-Q061"						
FT	Only graduates with further studies						
SU	Subject: Reasons for further studies;						

SE	L	FURTHER PROFESSIONAL TRAINING	SE12
N086	Modified		POLY18-SE12

EX	Please also take into account all forms of further education and training - not only participation in events/courses.	EX03
N087		POLY18-EX03

CV	L1	Have you continued professional training after completing your studies at The Polytechnic?	Q070
N088	Modified		POLY18-Q070
1	<input type="checkbox"/>	Yes	V070
2	<input type="checkbox"/>	No, I have not started a further course of studies <i>(Please go to question M 1)</i>	
SU	Subject: Further studies/training;		

TE	L2	Please specify the (major-) subjects/name of the course(s) of your further studies. Please write your response in the space provided below.	Q071
N089			POLY18-Q070
1	.....		V071_1_TXT
2	.....		V071_2_TXT
3	.....		V071_3_TXT
4	.....		V071_4_TXT
FI	show_if variable="V069" value="1" ref="POLY18-Q069"		
FT	Only graduates with further professional training		

SU Subject: Subjects of received further professional training;

TE L3 In which areas would you like to receive further professional training if you had the opportunity to participate? Please write your response in the space provided below. Q072

N090 Modified POLY18-Q072

1 V072_1_TXT

2 V072_2_TXT

3 V072_3_TXT

4 V072_4_TXT

FI show_if variable="V069" value="1" ref="POLY18-Q069"

FT Only graduates with further professional training

SU Subject: Wished topics of further professional training;

SE M INDIVIDUAL BACKGROUND SE13

N091 POLY18-SE13

EX Please provide details about yourself in order to enable us to interpret your work biography as accurately as possible. EX04

N092 POLY18-EX04

CV M1 What is your sex? Q073

N093 POLY18-Q073

1 Male V073

2 Female

SU Subject: Sex;

ME M2 In which year were you born? Q074

N094 POLY18-Q074

1 Year of birth V074_NUM

SU Subject: Year of birth;

CV	M3	What is your marital status?	Q075
N095			POLY18-Q075
1	<input type="checkbox"/>	Single	V075
2	<input type="checkbox"/>	Married	
3	<input type="checkbox"/>	Divorced	
4	<input type="checkbox"/>	Widowed	
SU	Subject: Marital status;		

CV	M4	Did you have special needs during your course of study?	Q076
N096			POLY18-Q076
1	<input type="checkbox"/>	Yes	V076
2	<input type="checkbox"/>	No → Please continue with question M6	
SU	Subject: Special needs during the course of study;		

TE	M5	What kind of special needs did you have during your course of study?	Q077
N097			POLY18-Q077
1		.....	V077_TXT
SU	Subject: Kind of special needs during the course of study;		

CV	M6	What is the highest level of formal education of your father?	Q078
N098	Modified		POLY18-Q078
1	<input type="checkbox"/>	Without education	V078
2	<input type="checkbox"/>	Incomplete primary school	
3	<input type="checkbox"/>	Complete primary school	
4	<input type="checkbox"/>	Junior secondary	
5	<input type="checkbox"/>	Senior secondary	
6	<input type="checkbox"/>	Diploma	
7	<input type="checkbox"/>	Higher education degree (like Bachelor, Master, Doctorate)	
8	<input type="checkbox"/>	Don't know	
9	<input type="checkbox"/>	Other (please specify):	
SU	Highest level of education of father Subject: Highest level of education of father;		

CV	M7	What was the highest level of formal education of your mother?	Q079
N099		Modified	POLY18-Q079
1	<input type="checkbox"/>	Without education	V079
2	<input type="checkbox"/>	Incomplete primary school	
3	<input type="checkbox"/>	Complete primary school	
4	<input type="checkbox"/>	Junior secondary	
5	<input type="checkbox"/>	Senior secondary	
6	<input type="checkbox"/>	Diploma	
7	<input type="checkbox"/>	Higher education degree (like Bachelor, Master, Doctorate)	
8	<input type="checkbox"/>	Don't know	
9	<input type="checkbox"/>	Other (please specify):	
SU		Highest level of education of mother Subject: Highest level of education of mother;	

CV	M8	If you were raised by a guardian, what was the highest level of formal education of your guardian?	Q080
N100		modified	POLY18-Q080
1	<input type="checkbox"/>	Without education	V080
2	<input type="checkbox"/>	Incomplete primary school	
3	<input type="checkbox"/>	Complete primary school	
4	<input type="checkbox"/>	Junior secondary	
5	<input type="checkbox"/>	Senior secondary	
6	<input type="checkbox"/>	Diploma	
7	<input type="checkbox"/>	Higher education degree (like Bachelor, Master, Doctorate)	
8	<input type="checkbox"/>	Don't know	
9	<input type="checkbox"/>	Not applicable, I had no guardian	
10	<input type="checkbox"/>	Other (please specify):	
SU		Highest level of education of guardian Subject: Highest level of education of guardian;	

SE	N	MIGRATION AND REGIONAL MOBILITY	SE14
N101			POLY18-SE14

EX	Please provide us some details about your regional background which will help us to interpret your answers.	EX05
N102		POLY18-EX05

CV	N1	In which city/ district of Malawi were you born?(if you were born abroad, mention the name of the country). Please write your response in the space provided below.	Q081
N103			POLY18-Q081

1			V081_TXT
SU	Subject: District of birth;		
CV	N2	In which country did you mainly attend your secondary education?	Q082
N104			POLY18-Q082
1	<input type="checkbox"/>	Malawi	V082
2	<input type="checkbox"/>	Other country (please specify):	
			V082_TXT
SU	Subject: Country of attending secondary education;		
CV	N3	What is your nationality?	Q083
N105			POLY18-Q083
1	<input type="checkbox"/>	Malawian	V083
2	<input type="checkbox"/>	Other nationality (please specify):	
SU	Subject: Nationality;		
CV	N4	What is your country of residence?	Q084
N106			POLY18-Q084
1	<input type="checkbox"/>	Malawi	V084
2	<input type="checkbox"/>	Other country (please specify):	
SU	Subject: Country of residence;		
CV	N5	In which city/ district of Malawi are you living?(if living abroad, mention the city and country). Please write your response in the space provided below.	Q085
N107			POLY18-Q085
1		.....	V085_TXT
SU	Subject: District of residence;		

SE ○ **FURTHER COMMENTS AND RECOMMENDATIONS** SE15

N108 POLY18-SE15

EX *Please share further comments and recommendations about The Polytechnic /study programme in this part.* EX06

N109 POLY18-EX06

TE ○1 **What did you like about your study program? Please write your response in the space provided below.** Q086

N110 Modified POLY18-Q086

1 V086_TXT

.....

.....

.....

.....

SU Subject: Liked elements of study programme;

TE ○2 **What did you not like about your study program? Please write your response in the space provided below.** Q087

N106 Modified POLY18-Q087

1 V087_TXT

.....

.....

.....

.....

SU Subject: Not liked elements of study programme;

TE ○3 **Which important changes would you recommend for your study programme? Please write your response in the space provided below.** Q088

N107 Modified POLY18-Q088

1 V088_TXT

.....

.....

.....

.....

SU Subject: Recommended changes for study programme;

TE O4 Which important changes would you recommend for The Polytechnic? Please write your response in the space provided below. **Q089**

N108 Added **POLY18-Q089**

1 **V089_TXT**

.....

.....

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.....

SU Subject: Recommended changes for The Polytechnic;

TE O5 What did you like about The Polytechnic? Please write your response in the space provided below **Q090**

N109 Added **POLY18-Q090**

1 **V090_TXT**

.....

.....

.....

.....

SU Subject: Liked elements of The Polytechnic;

TE O6 What did you not like about The Polytechnic? Please write your response in the space provided below **Q091**

N110 Added **POLY18-Q091**

1 **V091_TXT**

.....

.....

.....

.....

SU Subject: Not liked elements of The Polytechnic

TE O7 To what extent would you recommend someone to study at The Polytechnic? **Q092**

N111 Added **POLY18-Q092**

Not at all To a very high extent 1 = Not at all, 2 = To a little extent, 3 = To a moderate extent, 4 = To a high extent, 5 = To a very high extent

1 1 2 3 4 5 **V092**

SU Subject: Study recommendation;

TE O8 Which comments/suggestions regarding this survey would you like to make? **Q093**

N112 **POLY18-Q093**

1 **V093_TXT**

.....

SU Subject: Comments/suggestions regarding the survey;

TE O9 What comments/suggestions regarding this questionnaire would you like to make? Q094

N113 POLY18-Q094

1 **V094_TXT**

SU Subject: Comments/suggestions regarding the questionnaire;

ME O10 How many minutes did you need to fill in this questionnaire? Q095

N114 POLY18-Q094

1 Minutes needed to fill in the questionnaire **V095_NUM**

SU Subject: Time needed to fill in the questionnaire (minutes);

OR O11 How do you rate the following aspects of this questionnaire? Q096

N115 POLY18-Q096

	Very bad 1	Bad 2	Fair 3	Good 4	Very good 5		
1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Length of the questionnaire	V096_01
2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Clarity of the questions	V096_02
3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Understandable phrasing	V096_03
4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Relevance of the questions to improve The polytechnic programme	V096_04
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	V096_05

SU Subject: Evaluation of the questionnaire;

Thank you for taking your time to complete this questionnaire!

APPENDIX 2: TABLE REPORTS

Q020 - How would you rate the study conditions and provisions you experienced at the Polytechnic? by In which Faculty did you complete your study?; Percent;

Quality of classroom learning

	Applied Sciences	Built Environment	Commerce	Education and Media Studies	Engineering
1 Very bad	3.2%	0.0%	2.0%	0.0%	2.4%
2 Bad	8.1%	35.7%	18.4%	3.0%	35.7%
3 Fair	62.9%	35.7%	49.0%	60.6%	42.9%
4 Good	24.2%	25.0%	28.6%	33.3%	16.7%
5 Very good	1.6%	3.6%	2.0%	3.0%	2.4%

Student recreational facilities on campus

	Applied Sciences	Built Environment	Commerce	Education and Media Studies	Engineering
1 Very bad	12.7%	14.3%	6.1%	6.1%	18.6%
2 Bad	23.8%	46.4%	36.7%	27.3%	41.9%
3 Fair	50.8%	17.9%	40.8%	54.5%	27.9%
4 Good	12.7%	17.9%	14.3%	12.1%	9.3%
5 Very good	0.0%	3.6%	2.0%	0.0%	2.3%

Availability of learning materials (e.g. books, internet access)

	Applied Sciences	Built Environment	Commerce	Education and Media Studies	Engineering
1 Very bad	3.1%	14.3%	4.1%	9.1%	9.3%
2 Bad	35.4%	46.4%	30.6%	39.4%	39.5%
3 Fair	43.1%	32.1%	51.0%	48.5%	39.5%
4 Good	18.5%	7.1%	14.3%	3.0%	11.6%
5 Very good	0.0%	0.0%	0.0%	0.0%	0.0%

Opportunity for consultation with teaching staff

	Applied Sciences	Built Environment	Commerce	Education and Media Studies	Engineering
1 Very bad	3.3%	0.0%	2.1%	0.0%	4.7%
2 Bad	6.7%	14.3%	6.2%	12.5%	16.3%
3 Fair	25.0%	42.9%	35.4%	46.9%	30.2%
4 Good	48.3%	35.7%	45.8%	31.2%	41.9%
5 Very good	16.7%	7.1%	10.4%	9.4%	7.0%

Quality of teaching

	Applied Sciences	Built Environment	Commerce	Education and Media Studies	Engineering
1 Very bad	1.6%	0.0%	0.0%	0.0%	0.0%
2 Bad	3.1%	10.7%	2.1%	3.1%	11.6%
3 Fair	42.2%	42.9%	31.2%	37.5%	46.5%
4 Good	46.9%	42.9%	43.8%	56.2%	30.2%
5 Very good	6.2%	3.6%	22.9%	3.1%	11.6%

Teaching/grading system

	Applied Sciences	Built Environment	Commerce	Education and Media Studies	Engineering
1 Very bad	0.0%	0.0%	2.0%	3.1%	2.4%
2 Bad	9.4%	14.3%	6.1%	21.9%	14.3%
3 Fair	42.2%	64.3%	34.7%	40.6%	59.5%
4 Good	42.2%	17.9%	46.9%	34.4%	14.3%
5 Very good	6.2%	3.6%	10.2%	0.0%	9.5%

Internship/industrial attachment programme

	Applied Sciences	Built Environment	Commerce	Education and Media Studies	Engineering
1 Very bad	32.3%	55.6%	35.6%	16.1%	0.0%
2 Bad	22.6%	14.8%	33.3%	25.8%	2.4%
3 Fair	21.0%	18.5%	17.8%	32.3%	12.2%
4 Good	16.1%	3.7%	13.3%	19.4%	53.7%
5 Very good	8.1%	7.4%	0.0%	6.5%	31.7%

Academic interaction with fellow students

	Applied Sciences	Built Environment	Commerce	Education and Media Studies	Engineering
1 Very bad	1.5%	7.7%	2.0%	0.0%	2.4%
2 Bad	1.5%	19.2%	4.1%	6.7%	2.4%
3 Fair	24.6%	30.8%	28.6%	16.7%	28.6%
4 Good	40.0%	26.9%	42.9%	46.7%	47.6%
5 Very good	32.3%	15.4%	22.4%	30.0%	19.0%

Chances for students to have an influence on The Polytechnic policies

	Applied Sciences	Built Environment	Commerce	Education and Media Studies	Engineering
1 Very bad	21.9%	46.4%	22.9%	25.8%	20.9%
2 Bad	29.7%	21.4%	27.1%	35.5%	44.2%
3 Fair	35.9%	21.4%	29.2%	25.8%	20.9%
4 Good	10.9%	3.6%	18.8%	9.7%	11.6%
5 Very good	1.6%	7.1%	2.1%	3.2%	2.3%

Availability of technical equipment (e.g. lab equipment, measuring instruments, computer lab)

	Applied Sciences	Built Environment	Commerce	Education and Media Studies	Engineering
1 Very bad	19.4%	7.1%	14.0%	12.1%	14.3%
2 Bad	27.4%	39.3%	14.0%	39.4%	33.3%
3 Fair	32.3%	39.3%	55.8%	45.5%	40.5%
4 Good	21.0%	10.7%	11.6%	3.0%	11.9%
5 Very good	0.0%	3.6%	4.7%	0.0%	0.0%

Quality of technical equipment

	Applied Sciences	Built Environment	Commerce	Education and Media Studies	Engineering
1 Very bad	13.8%	11.1%	4.3%	12.1%	14.0%
2 Bad	32.3%	48.1%	30.4%	30.3%	37.2%
3 Fair	40.0%	29.6%	47.8%	54.5%	41.9%
4 Good	10.8%	7.4%	15.2%	3.0%	7.0%
5 Very good	3.1%	3.7%	2.2%	0.0%	0.0%

Availability of teaching materials

	Applied Sciences	Built Environment	Commerce	Education and Media Studies	Engineering
1 Very bad	4.7%	3.6%	4.2%	6.1%	4.8%
2 Bad	21.9%	42.9%	12.5%	18.2%	28.6%
3 Fair	50.0%	39.3%	50.0%	60.6%	50.0%
4 Good	21.9%	10.7%	31.2%	15.2%	14.3%
5 Very good	1.6%	3.6%	2.1%	0.0%	2.4%

Quality of buildings/facilities

	Applied Sciences	Built Environment	Commerce	Education and Media Studies	Engineering
1 Very bad	3.2%	10.7%	4.1%	9.4%	0.0%
2 Bad	22.2%	25.0%	30.6%	9.4%	34.9%
3 Fair	57.1%	53.6%	36.7%	65.6%	53.5%
4 Good	12.7%	3.6%	20.4%	15.6%	11.6%
5 Very good	4.8%	7.1%	8.2%	0.0%	0.0%

Stocking of the library with relevant materials

	Applied Sciences	Built Environment	Commerce	Education and Media Studies	Engineering
1 Very bad	9.2%	14.3%	8.3%	18.2%	16.3%
2 Bad	26.2%	50.0%	22.9%	30.3%	37.2%
3 Fair	52.3%	21.4%	52.1%	42.4%	27.9%

4 Good	10.8%	10.7%	12.5%	9.1%	16.3%
5 Very good	1.5%	3.6%	4.2%	0.0%	2.3%
Missing cases	21				
Total answers	222				
Question type	OR				

Q021 - How do you rate the following elements related to employment and work in your study course/training? by In which Faculty did you complete your study?; Percent;

Professional advice provided by teaching staff

	Applied Sciences	Built Environment	Commerce	Education and Media Studies	Engineering
1 Very bad	1.6%	0.0%	0.0%	3.0%	2.3%
2 Bad	17.7%	10.7%	8.3%	0.0%	20.9%
3 Fair	32.3%	42.9%	33.3%	42.4%	23.3%
4 Good	37.1%	35.7%	39.6%	42.4%	37.2%
5 Very good	11.3%	10.7%	18.8%	12.1%	16.3%

Support of internship/Industrial attachment search

	Applied Sciences	Built Environment	Commerce	Education and Media Studies	Engineering
1 Very bad	23.4%	50.0%	14.6%	22.6%	0.0%
2 Bad	29.7%	21.4%	34.1%	22.6%	0.0%
3 Fair	20.3%	10.7%	36.6%	29.0%	11.6%
4 Good	18.8%	10.7%	12.2%	22.6%	69.8%
5 Very good	7.8%	7.1%	2.4%	3.2%	18.6%

Practice-oriented teaching contents

	Applied Sciences	Built Environment	Commerce	Education and Media Studies	Engineering
1 Very bad	7.8%	14.3%	2.1%	3.0%	7.0%
2 Bad	17.2%	17.9%	17.0%	27.3%	25.6%
3 Fair	46.9%	39.3%	46.8%	39.4%	32.6%
4 Good	25.0%	21.4%	29.8%	21.2%	23.3%
5 Very good	3.1%	7.1%	4.3%	9.1%	11.6%

Practical experiences of teaching staff

	Applied Sciences	Built Environment	Commerce	Education and Media Studies	Engineering
1 Very bad	4.7%	0.0%	0.0%	3.3%	4.7%
2 Bad	7.8%	14.3%	6.4%	6.7%	25.6%
3 Fair	48.4%	39.3%	21.3%	36.7%	32.6%
4 Good	35.9%	32.1%	57.4%	43.3%	20.9%
5 Very good	3.1%	14.3%	14.9%	10.0%	16.3%

good

Mandatory internships/Industrial attachments

	Applied Sciences	Built Environment	Commerce	Education and Media Studies	Engineering
1 Very bad	26.2%	50.0%	36.8%	21.2%	0.0%
2 Bad	24.6%	14.3%	28.9%	21.2%	2.3%
3 Fair	21.5%	14.3%	21.1%	15.2%	9.3%
4 Good	18.5%	14.3%	10.5%	36.4%	60.5%
5 Very good	9.2%	7.1%	2.6%	6.1%	27.9%

good

Support of employment/job search

	Applied Sciences	Built Environment	Commerce	Education and Media Studies	Engineering
1 Very bad	26.6%	32.1%	19.6%	37.5%	11.9%
2 Bad	40.6%	35.7%	21.7%	34.4%	40.5%
3 Fair	15.6%	10.7%	37.0%	25.0%	23.8%
4 Good	14.1%	14.3%	15.2%	3.1%	16.7%
5 Very good	3.1%	7.1%	6.5%	0.0%	7.1%

good

Preparation for work

	Applied Sciences	Built Environment	Commerce	Education and Media Studies	Engineering
1 Very bad	10.9%	21.4%	2.2%	3.0%	9.3%
2 Bad	26.6%	21.4%	21.7%	24.2%	30.2%
3 Fair	34.4%	28.6%	32.6%	45.5%	32.6%
4 Good	21.9%	21.4%	34.8%	21.2%	18.6%
5 Very good	6.2%	7.1%	8.7%	6.1%	9.3%

Missing cases 22

Total answers 221

Question type OR

Q022 - To what extent did you acquire the following skills / competencies upon graduation? by In which Faculty did you complete your study?; Percent;

Mastery of my field/subject specific knowledge

	Applied Sciences	Built Environment	Commerce	Education and Media Studies	Engineering
1 No at all	1.7%	0.0%	2.1%	3.0%	0.0%
2 To a little extent	6.7%	7.1%	4.3%	6.1%	4.7%
3 To a moderate extent	25.0%	32.1%	27.7%	24.2%	18.6%
4 To a high extent	55.0%	50.0%	51.1%	36.4%	58.1%
5 To a very high extent	11.7%	10.7%	14.9%	30.3%	18.6%

Ability to develop new ideas and solutions

	Applied Sciences	Built Environment	Commerce	Education and Media Studies	Engineering
1 No at all	1.6%	0.0%	0.0%	0.0%	0.0%
2 To a little extent	4.9%	3.6%	2.1%	9.4%	9.3%
3 To a moderate extent	34.4%	25.0%	33.3%	43.8%	18.6%
4 To a high extent	49.2%	60.7%	39.6%	25.0%	48.8%
5 To a very high extent	9.8%	10.7%	25.0%	21.9%	23.3%

Ability to adapt to changing conditions

	Applied Sciences	Built Environment	Commerce	Education and Media Studies	Engineering
1 No at all	0.0%	0.0%	0.0%	0.0%	2.4%
2 To a little extent	3.3%	10.7%	2.0%	9.1%	2.4%
3 To a moderate extent	21.7%	21.4%	24.5%	12.1%	16.7%
4 To a high extent	50.0%	57.1%	44.9%	45.5%	45.2%
5 To a very high extent	25.0%	10.7%	28.6%	33.3%	33.3%

Analytical thinking

	Applied Sciences	Built Environment	Commerce	Education and Media Studies	Engineering
1 No at all	0.0%	0.0%	0.0%	0.0%	0.0%
2 To a little extent	0.0%	7.1%	2.1%	0.0%	4.7%
3 To a moderate extent	23.0%	10.7%	14.6%	9.4%	16.3%
4 To a high extent	62.3%	71.4%	54.2%	59.4%	48.8%
5 To a very high extent	14.8%	10.7%	29.2%	31.2%	30.2%

Willingness to question my and other's ideas

	Applied Sciences	Built Environment	Commerce	Education and Media Studies	Engineering
1 No at all	0.0%	0.0%	0.0%	0.0%	2.3%
2 To a little extent	0.0%	7.1%	2.1%	0.0%	4.7%
3 To a moderate extent	24.1%	17.9%	18.8%	12.1%	25.6%
4 To a high extent	56.9%	53.6%	54.2%	54.5%	39.5%
5 To a very high extent	19.0%	21.4%	25.0%	33.3%	27.9%

Ability to work efficiently towards a goal

	Applied Sciences	Built Environment	Commerce	Education and Media Studies	Engineering
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1 No at all	0.0%	0.0%	0.0%	0.0%	2.4%
2 To a little extent	0.0%	11.5%	0.0%	0.0%	7.3%
3 To a moderate extent	13.3%	7.7%	18.4%	9.4%	9.8%
4 To a high extent	60.0%	65.4%	55.1%	43.8%	46.3%
5 To a very high extent	26.7%	15.4%	26.5%	46.9%	34.1%

Ability to organise my work processes efficiently

	Applied Sciences	Built Environment	Commerce	Education and Media Studies	Engineering
1 No at all	0.0%	0.0%	0.0%	0.0%	2.4%
2 To a little extent	1.7%	18.5%	2.1%	0.0%	7.1%
3 To a moderate extent	15.3%	7.4%	12.8%	12.1%	14.3%
4 To a high extent	49.2%	55.6%	55.3%	39.4%	47.6%
5 To a very high extent	33.9%	18.5%	29.8%	48.5%	28.6%

Ability to work productively with others

	Applied Sciences	Built Environment	Commerce	Education and Media Studies	Engineering
1 No at all	0.0%	3.7%	0.0%	0.0%	0.0%
2 To a little extent	0.0%	7.4%	0.0%	0.0%	0.0%
3 To a moderate extent	15.3%	7.4%	8.3%	9.1%	14.0%
4 To a high extent	42.4%	59.3%	60.4%	30.3%	53.5%
5 To a very high extent	42.4%	22.2%	31.2%	60.6%	32.6%

Ability to perform well under pressure

	Applied Sciences	Built Environment	Commerce	Education and Media Studies	Engineering
1 No at all	1.6%	3.7%	0.0%	0.0%	0.0%
2 To a little extent	0.0%	0.0%	0.0%	0.0%	0.0%
3 To a moderate extent	18.0%	11.1%	10.4%	15.2%	7.1%
4 To a high extent	37.7%	55.6%	54.2%	39.4%	52.4%
5 To a very high extent	42.6%	29.6%	35.4%	45.5%	40.5%

Missing cases 25

Total answers 218

Question type OR

Q023 - Looking back, if you were free to choose again to what extent would you probably choose the same field of study/training? by In which Faculty did you complete your study?; Percent;

Would you probably choose the same field of study/training?

Applied Sciences	Built Environment	Commerce	Education and Media Studies	Engineering
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1 No at all	6.7%	17.9%	4.2%	9.1%	2.3%
2 To a little extent	3.3%	7.1%	6.2%	15.2%	9.3%
3 To a moderate extent	10.0%	32.1%	8.3%	21.2%	9.3%
4 To a high extent	36.7%	17.9%	33.3%	24.2%	37.2%
5 To a very high extent	43.3%	25.0%	47.9%	30.3%	41.9%
<i>Missing cases</i>	28				
<i>Total answers</i>	215				
<i>Question type</i>	OR				

Q024 - Looking back, if you were free to choose again to what extent would you probably choose The Polytechnic? by In which Faculty did you complete your study?; Percent;

Probability to choose The Polytechnic again

	Applied Sciences	Built Environment	Commerce	Education and Media Studies	Engineering
1 No at all	0.0%	0.0%	0.0%	9.1%	7.0%
2 To a little extent	6.5%	3.7%	2.0%	3.0%	4.7%
3 To a moderate extent	17.7%	37.0%	12.0%	33.3%	23.3%
4 To a high extent	40.3%	37.0%	26.0%	27.3%	27.9%
5 To a very high extent	35.5%	22.2%	60.0%	27.3%	37.2%
<i>Missing cases</i>	25				
<i>Total answers</i>	218				
<i>Question type</i>	OR				

Q025 - In retrospective, to what extent are you satisfied with your studies in general? by In which Faculty did you complete your study?; Percent;

Satisfaction with the study in general

	Applied Sciences	Built Environment	Commerce	Education and Media Studies	Engineering
1 No at all	0.0%	0.0%	0.0%	3.0%	0.0%
2 To a little extent	6.5%	14.3%	4.1%	12.1%	9.3%
3 To a moderate extent	30.6%	53.6%	18.4%	36.4%	27.9%
4 To a high extent	50.0%	21.4%	49.0%	36.4%	46.5%
5 To a very high extent	12.9%	10.7%	28.6%	12.1%	16.3%
<i>Missing cases</i>	25				
<i>Total answers</i>	218				
<i>Question type</i>	OR				

Q026 - What applied to your situation in the first six months after graduating? Multiple answers possible by In which Faculty did you complete your study?; Percent;

	Applied Sciences	Built Environment	Commerce	Education and Media Studies	Engineering
Full time employment	43.9%	42.9%	51.0%	45.5%	60.5%
Part time employment	24.2%	7.1%	9.8%	21.2%	4.7%
Self-employed	6.1%	10.7%	15.7%	0.0%	4.7%
Internship	10.6%	14.3%	13.7%	9.1%	18.6%

Further academic/professional training	4.5%	0.0%	11.8%	12.1%	2.3%
Further vocational education/training	0.0%	0.0%	0.0%	6.1%	0.0%
Household work	4.5%	0.0%	3.9%	3.0%	4.7%
Not employed, but searching for a job	22.7%	25.0%	25.5%	33.3%	11.6%
Voluntary job	9.1%	3.6%	5.9%	3.0%	4.7%
Freelance work	4.5%	21.4%	3.9%	9.1%	4.7%
Other (please specify)	1.5%	0.0%	3.9%	0.0%	4.7%
<i>Missing cases</i>	28				
<i>Total answers</i>	215				
<i>Question type</i>	MC				

Q027 - When did you start your first job after graduation? by In which Faculty did you complete your study?; Percent;

	Applied Sciences	Built Environment	Commerce	Education and Media Studies	Engineering
Already secured a job before graduation	27.3%	10.7%	37.3%	33.3%	27.9%
At the time of graduation	3.0%	7.1%	0.0%	6.1%	2.3%
Less than 1 month after graduation	4.5%	10.7%	5.9%	3.0%	11.6%
1 to less than 3 months after graduation	13.6%	17.9%	15.7%	3.0%	14.0%
3 to less than 6 months after graduation	6.1%	0.0%	11.8%	6.1%	16.3%
6 to less than 9 months after graduation	9.1%	3.6%	0.0%	3.0%	2.3%
9 to less than 12 months after graduation	4.5%	0.0%	0.0%	3.0%	2.3%
12 months or more after graduation	4.5%	10.7%	2.0%	3.0%	4.7%
<i>Missing cases</i>	85				
<i>Total answers</i>	158				
<i>Question type</i>	SC				

Q028 - How did you search for the first job after graduation? Multiple answers possible by In which Faculty did you complete your study?; Percent;

	Applied Sciences	Built Environment	Commerce	Education and Media Studies	Engineering
Job ads/announcements (e.g. newspaper, internet, notice, radio)	34.8%	35.7%	27.5%	24.2%	44.2%
With the help of family contacts of parents and relatives	7.6%	14.3%	9.8%	0.0%	9.3%
With help of personal contacts, friends and fellow students	12.1%	25.0%	9.8%	18.2%	25.6%
Speculative application / independent contact to employers	15.2%	25.0%	7.8%	6.1%	23.3%
Through internships during my course of studies	6.1%	14.3%	0.0%	9.1%	20.9%
Through internships after graduation	1.5%	7.1%	2.0%	0.0%	9.3%

Through side jobs during the study	0.0%	0.0%	0.0%	6.1%	0.0%
Through side jobs after graduation	0.0%	0.0%	0.0%	0.0%	2.3%
I was contacted by an employer	15.2%	0.0%	15.7%	0.0%	9.3%
Job fair/recruitment seminar	0.0%	0.0%	0.0%	0.0%	0.0%
Through public job centre/labour office	0.0%	0.0%	0.0%	0.0%	0.0%
Through private job agencies	0.0%	0.0%	0.0%	0.0%	0.0%
Through social networks (e.g. facebook, LinkedIn)	7.6%	17.9%	2.0%	0.0%	37.2%
Through the career centre/academic department or faculty of The Polytechnic	3.0%	0.0%	11.8%	0.0%	2.3%
Through staff at The Polytechnic	9.1%	7.1%	3.9%	0.0%	7.0%
Not applicable, I have not searched for employment	1.5%	3.6%	7.8%	3.0%	0.0%
Other (please specify)	0.0%	3.6%	3.9%	12.1%	4.7%
<i>Missing cases</i>	96				
<i>Total answers</i>	147				
<i>Question type</i>	MC				

Q029 - If you did not search for a job what were your reasons? Multiple answers possible by In which Faculty did you complete your study?; Percent;

	Applied Sciences	Built Environment	Commerce	Education and Media Studies	Engineering
I continued studying	0.0%	0.0%	0.0%	0.0%	0.0%
I continued a job I had prior to studying	1.5%	0.0%	7.8%	3.0%	0.0%
I found a job without searching	0.0%	0.0%	0.0%	0.0%	0.0%
I became self-employed / a freelancer	0.0%	0.0%	0.0%	0.0%	0.0%
Other (please specify)	0.0%	3.6%	0.0%	0.0%	0.0%
<i>Missing cases</i>	235				
<i>Total answers</i>	8				
<i>Question type</i>	MC				

Q030 - When did you start searching for a job? by In which Faculty did you complete your study?; Percent;

	Applied Sciences	Built Environment	Commerce	Education and Media Studies	Engineering
Prior to graduation	60.6%	50.0%	49.0%	75.8%	60.5%
At the time of graduation	6.1%	7.1%	0.0%	0.0%	2.3%
After graduation	19.7%	14.3%	9.8%	12.1%	20.9%
<i>Missing cases</i>	69				
<i>Total answers</i>	174				
<i>Question type</i>	SC				

Q031 - For how long did you search for your first job? by In which Faculty did you complete your study?; Percent;

	Applied Sciences	Built Environment	Commerce	Education and Media Studies	Engineering
Up to 1 month	24.2%	14.3%	13.7%	6.1%	16.3%
2 to 3 months	21.2%	21.4%	13.7%	24.2%	25.6%
4 to 6 months	3.0%	7.1%	13.7%	6.1%	16.3%

7 to 9 months	7.6%	7.1%	0.0%	3.0%	4.7%
10 months to 12 months	4.5%	0.0%	0.0%	3.0%	2.3%
More than 12 months	6.1%	7.1%	0.0%	3.0%	2.3%
<i>Missing cases</i>	<i>118</i>				
<i>Total answers</i>	<i>125</i>				
<i>Question type</i>	<i>SC</i>				

Q032 - What was the method that got you your first job? Choose only one answer by In which Faculty did you complete your study?; Percent;

	Applied Sciences	Built Environment	Commerce	Education and Media Studies	Engineering
Job ads/announcements (e.g. newspaper, internet, notice, radio)	19.7%	10.7%	5.9%	24.2%	20.9%
With the help of family contacts of parents and relatives	3.0%	7.1%	3.9%	0.0%	4.7%
With help of personal contacts, friends and fellow students	6.1%	7.1%	3.9%	9.1%	7.0%
Speculative application / independent contact to employers	15.2%	14.3%	7.8%	0.0%	9.3%
Through internships during my course of study	3.0%	14.3%	0.0%	6.1%	9.3%
Through internships after graduation	0.0%	0.0%	0.0%	3.0%	2.3%
Through side jobs during the study	1.5%	0.0%	0.0%	0.0%	0.0%
Through side jobs after graduation	0.0%	0.0%	0.0%	0.0%	2.3%
I was contacted by an employer	13.6%	0.0%	5.9%	0.0%	9.3%
Job fair/recruitment seminar	0.0%	0.0%	0.0%	0.0%	0.0%
Through public job centre/labour office	0.0%	0.0%	0.0%	0.0%	0.0%
Through private job agencies	0.0%	0.0%	0.0%	0.0%	0.0%
Through social networks (e.g. facebook, LinkedIn)	1.5%	0.0%	0.0%	0.0%	4.7%
Through the career centre /academic department or faculty at The Polytechnic	1.5%	0.0%	9.8%	0.0%	0.0%
Through staff at The Polytechnic	4.5%	3.6%	0.0%	0.0%	2.3%
Not applicable, I did not find a job until now	0.0%	0.0%	0.0%	0.0%	0.0%
Other (please specify)	0.0%	0.0%	2.0%	6.1%	0.0%
<i>Missing cases</i>	<i>114</i>				
<i>Total answers</i>	<i>129</i>				
<i>Question type</i>	<i>SC</i>				

Q033 - How many employers did you approach before you got your first job after graduation? by In which Faculty did you complete your study?; Percent;

	Applied Sciences	Built Environment	Commerce	Education and Media Studies	Engineering
None	10.6%	7.1%	5.9%	6.1%	14.0%
1 employer	10.6%	10.7%	2.0%	12.1%	7.0%
2 to 4 employers	22.7%	21.4%	11.8%	18.2%	25.6%
5 to 10 employers	16.7%	17.9%	5.9%	3.0%	20.9%
11 to 20 employers	4.5%	0.0%	7.8%	3.0%	0.0%

More than 20 employers	4.5%	0.0%	7.8%	9.1%	7.0%
<i>Missing cases</i>	<i>111</i>				
<i>Total answers</i>	<i>132</i>				
<i>Question type</i>	<i>SC</i>				

Q034 - From how many employers did you receive acknowledgements? by In which Faculty did you complete your study?; Percent;

	Applied Sciences	Built Environment	Commerce	Education and Media Studies	Engineering
None	6.1%	10.7%	5.9%	3.0%	14.0%
From 1 employer	18.2%	21.4%	9.8%	21.2%	11.6%
From 2 to 4 employers	37.9%	25.0%	21.6%	18.2%	39.5%
From 5 to 10 employers	4.5%	3.6%	5.9%	9.1%	7.0%
From 11 to 20 employers	0.0%	0.0%	0.0%	0.0%	0.0%
From more than 20 employers	0.0%	0.0%	0.0%	0.0%	2.3%
<i>Missing cases</i>	<i>111</i>				
<i>Total answers</i>	<i>132</i>				
<i>Question type</i>	<i>SC</i>				

Q035 - How many employers invited you for interviews? by In which Faculty did you complete your study?; Percent;

	Applied Sciences	Built Environment	Commerce	Education and Media Studies	Engineering
None	4.5%	10.7%	3.9%	3.0%	9.3%
From 1 employer	21.2%	32.1%	15.7%	18.2%	14.0%
From 2 to 4 employers	56.1%	39.3%	35.3%	48.5%	51.2%
From 5 to 10 employers	6.1%	0.0%	5.9%	12.1%	9.3%
From 11 to 20 employers	0.0%	0.0%	0.0%	0.0%	0.0%
From more than 20 employers	0.0%	0.0%	0.0%	0.0%	0.0%
<i>Missing cases</i>	<i>66</i>				
<i>Total answers</i>	<i>177</i>				
<i>Question type</i>	<i>SC</i>				

Q036 - What applies to your current situation? Multiple answers possible by In which Faculty did you complete your study?; Percent;

	Applied Sciences	Built Environment	Commerce	Education and Media Studies	Engineering
Full time employment	69.7%	60.7%	64.7%	63.6%	83.7%
Part time employment	9.1%	3.6%	5.9%	18.2%	4.7%
Self-employed	9.1%	3.6%	11.8%	6.1%	7.0%
Internship	4.5%	10.7%	5.9%	3.0%	0.0%
Further academic/professional training	3.0%	3.6%	9.8%	6.1%	9.3%
Further vocational	0.0%	0.0%	0.0%	3.0%	0.0%

education/training					
Household work	0.0%	3.6%	2.0%	0.0%	0.0%
Voluntary job	1.5%	10.7%	2.0%	0.0%	0.0%
Freelance work	1.5%	14.3%	0.0%	3.0%	7.0%
Not employed, but searching for a job	10.6%	14.3%	13.7%	6.1%	7.0%
Other (please specify)	1.5%	0.0%	3.9%	0.0%	4.7%
Missing cases	39				
Total answers	204				
Question type	MC				

Q037 - Since you graduated from The Polytechnic, did you spend time abroad for study or work? Multiple answers possible by In which Faculty did you complete your study?; Percent;

	Applied Sciences	Built Environment	Commerce	Education and Media Studies	Engineering
Yes, I worked abroad	1.5%	3.6%	2.0%	3.0%	0.0%
Yes, I continued my studies/training abroad	0.0%	3.6%	2.0%	9.1%	4.7%
No	90.9%	85.7%	90.2%	72.7%	90.7%
Missing cases	36				
Total answers	207				
Question type	MC				

Q038 - How many jobs (including your current one) have you had altogether since graduation? by In which Faculty did you complete your study?; Percent;

	Applied Sciences	Built Environment	Commerce	Education and Media Studies	Engineering
None	0.0%	7.1%	3.9%	0.0%	0.0%
One job	43.9%	42.9%	39.2%	18.2%	39.5%
Two jobs	28.8%	25.0%	25.5%	39.4%	30.2%
Three jobs	7.6%	3.6%	9.8%	12.1%	11.6%
More than three jobs	1.5%	0.0%	3.9%	3.0%	0.0%
Missing cases	64				
Total answers	179				
Question type	SC				

Q039 - On average, how many hours do you work per week? by In which Faculty did you complete your study?; Percent;

	Applied Sciences	Built Environment	Commerce	Education and Media Studies	Engineering
Up to 10 hours per week	3.0%	0.0%	3.9%	6.1%	7.0%
11 to 20 hours per week	4.5%	7.1%	5.9%	6.1%	0.0%
21 to 30 hours per week	7.6%	0.0%	5.9%	9.1%	11.6%
31 to 40 hours per week	31.8%	42.9%	31.4%	24.2%	34.9%
41 to 50 hours per week	27.3%	14.3%	21.6%	27.3%	23.3%
More than 50 hours per week	7.6%	10.7%	7.8%	0.0%	9.3%

Missing cases 66
 Total answers 177
 Question type SC

Q040 - Are you permanently employed by In which Faculty did you complete your study?; Percent;

	Applied Sciences	Built Environment	Commerce	Education and Media Studies	Engineering
Yes	48.5%	42.9%	54.9%	54.5%	72.1%
No	19.7%	10.7%	13.7%	6.1%	9.3%
Not applicable	4.5%	7.1%	2.0%	6.1%	0.0%

Missing cases 84
 Total answers 159

Question type SC

Q041 - How long did it take you to find your current job after graduation? by In which Faculty did you complete your study?; Percent;

	Applied Sciences	Built Environment	Commerce	Education and Media Studies	Engineering
Up to 1 month	13.6%	10.7%	15.7%	6.1%	7.0%
2 to 3 months	15.2%	21.4%	9.8%	12.1%	9.3%
4 to 6 months	6.1%	7.1%	5.9%	3.0%	11.6%
7 to 9 months	12.1%	3.6%	5.9%	3.0%	7.0%
10 to 12 months	9.1%	7.1%	3.9%	12.1%	4.7%
More than 12 months	22.7%	17.9%	13.7%	24.2%	34.9%

Missing cases 91
 Total answers 152
 Question type SC

Q042 - How long have you been working in your current job? by In which Faculty did you complete your study?; Percent;

	Applied Sciences	Built Environment	Commerce	Education and Media Studies	Engineering
Up to 1 month	0.0%	0.0%	5.9%	3.0%	4.7%
2 to 3 months	9.1%	10.7%	9.8%	9.1%	7.0%
4 to 6 months	10.6%	3.6%	3.9%	15.2%	4.7%
7 to 9 months	7.6%	0.0%	3.9%	9.1%	7.0%
10 to 12 months	10.6%	7.1%	3.9%	6.1%	9.3%
More than 12 months	42.4%	46.4%	47.1%	27.3%	48.8%

Missing cases 74
 Total answers 169
 Question type SC

Q044 - What type of employer do you work for? by In which Faculty did you complete your study?; Percent;

	Applied Sciences	Built Environment	Commerce	Education and Media Studies	Engineering
Government	9.1%	14.3%	5.9%	12.1%	14.0%
Parastatal	4.5%	0.0%	7.8%	3.0%	34.9%
Private company	42.4%	42.9%	45.1%	36.4%	34.9%
Self-employed	3.0%	3.6%	2.0%	0.0%	0.0%

Non-governmental organisation (NGO)	16.7%	7.1%	13.7%	15.2%	2.3%
Other (please specify)	3.0%	0.0%	2.0%	0.0%	0.0%
Missing cases	72				
Total answers	171				
Question type	SC				

Q049 - What is your current gross monthly income? by In which Faculty did you complete your study?; Percent;

	Applied Sciences	Built Environment	Commerce	Education and Media Studies	Engineering
Less than 100,000 Malawian Kwacha	6.1%	3.6%	5.9%	6.1%	0.0%
100,001 - 200,000 Malawian Kwacha	25.8%	21.4%	5.9%	15.2%	7.0%
200,001 - 300,000 Malawian Kwacha	16.7%	14.3%	13.7%	24.2%	14.0%
300,001 - 400,000 Malawian Kwacha	16.7%	7.1%	17.6%	9.1%	18.6%
400,001 - 500,000 Malawian Kwacha	4.5%	17.9%	5.9%	3.0%	14.0%
500,001 - 600,000 Malawian Kwacha	1.5%	7.1%	5.9%	0.0%	7.0%
600,001 - 700,000 Malawian Kwacha	1.5%	0.0%	7.8%	0.0%	14.0%
700,001 - 800,000 Malawian Kwacha	0.0%	0.0%	5.9%	0.0%	4.7%
More than 800.000 Malawian Kwacha	3.0%	3.6%	3.9%	9.1%	2.3%
Missing cases	77				
Total answers	166				
Question type	SC				

Q050 - What kind of fringe/other benefit(s) do you receive? Multiple answers possible by In which Faculty did you complete your study?; Percent;

	Applied Sciences	Built Environment	Commerce	Education and Media Studies	Engineering
Housing (subsidy, rent allowance)	22.7%	21.4%	19.6%	30.3%	39.5%
Transportation (car/transport allowance)	16.7%	21.4%	9.8%	9.1%	11.6%
Health (medical aid, insurances)	37.9%	39.3%	41.2%	27.3%	65.1%
Education and training (staff development, family study rebate)	10.6%	7.1%	21.6%	12.1%	14.0%
Utility (Electricity, Water, TV subscription etc.)	6.1%	7.1%	7.8%	3.0%	14.0%
None	28.8%	17.9%	21.6%	24.2%	9.3%
Other (please specify)	6.1%	3.6%	2.0%	6.1%	2.3%
Missing cases	72				
Total answers	171				
Question type	MC				

Q051 - How many employees in total work in the company/organisation you are working for? Please estimate the number. by In which Faculty did you complete your study?; Percent;

	Applied Sciences	Built Environment	Commerce	Education and Media Studies	Engineering
Up to 5 employees	10.6%	7.1%	7.8%	3.0%	4.7%
6 to 10 employees	1.5%	7.1%	3.9%	12.1%	0.0%
11 to 20 employees	6.1%	25.0%	0.0%	21.2%	7.0%
21 to 50 employees	13.6%	14.3%	5.9%	0.0%	7.0%
51 to 100 employees	12.1%	7.1%	13.7%	3.0%	0.0%
More than 100 employees	34.8%	14.3%	47.1%	27.3%	65.1%
<i>Missing cases</i>	70				
<i>Total answers</i>	173				
<i>Question type</i>	SC				

Q052 - How many full-time employees work in your company / organisation? Please estimate the number. by In which Faculty did you complete your study?; Percent;

	Applied Sciences	Built Environment	Commerce	Education and Media Studies	Engineering
Up to 5 employees	9.1%	14.3%	7.8%	9.1%	2.3%
6 to 10 employees	3.0%	3.6%	2.0%	18.2%	2.3%
11 to 20 employees	12.1%	17.9%	2.0%	9.1%	9.3%
21 to 50 employees	12.1%	17.9%	5.9%	0.0%	7.0%
51 to 100 employees	15.2%	10.7%	15.7%	9.1%	4.7%
More than 100 employees	25.8%	10.7%	43.1%	21.2%	60.5%
<i>Missing cases</i>	71				
<i>Total answers</i>	172				
<i>Question type</i>	SC				

Q053 - To what extent are the following skills / competencies required in your current employment? by In which Faculty did you complete your study?; Percent;

Mastery of my field/subject specific knowledge

	Applied Sciences	Built Environment	Commerce	Education and Media Studies	Engineering
1 Not at all	2.0%	5.6%	0.0%	4.5%	0.0%
2 To a little extent	12.2%	5.6%	6.2%	9.1%	5.9%
3 To a moderate extent	14.3%	0.0%	21.9%	18.2%	5.9%
4 To a high extent	18.4%	38.9%	25.0%	18.2%	38.2%
5 To a very high extent	53.1%	50.0%	46.9%	50.0%	50.0%

Ability to develop new ideas and solutions

	Applied Sciences	Built Environment	Commerce	Education and Media Studies	Engineering
1 Not at all	3.8%	5.6%	3.1%	0.0%	2.9%
2 To a little extent	3.8%	0.0%	6.2%	4.5%	0.0%
3 To a moderate extent	13.5%	11.1%	9.4%	9.1%	8.8%
4 To a high extent	34.6%	44.4%	31.2%	27.3%	41.2%
5 To a very high	44.2%	38.9%	50.0%	59.1%	47.1%

extent

Ability to adapt to changing conditions

	Applied Sciences	Built Environment	Commerce	Education and Media Studies	Engineering
1 Not at all	0.0%	5.6%	3.0%	0.0%	0.0%
2 To a little extent	2.0%	0.0%	0.0%	0.0%	3.0%
3 To a moderate extent	20.0%	0.0%	15.2%	9.1%	6.1%
4 To a high extent	28.0%	50.0%	24.2%	31.8%	39.4%
5 To a very high extent	50.0%	44.4%	57.6%	59.1%	51.5%

Analytical thinking

	Applied Sciences	Built Environment	Commerce	Education and Media Studies	Engineering
1 Not at all	0.0%	5.9%	3.0%	0.0%	0.0%
2 To a little extent	3.9%	0.0%	0.0%	4.5%	2.9%
3 To a moderate extent	11.8%	5.9%	15.2%	4.5%	2.9%
4 To a high extent	45.1%	47.1%	21.2%	22.7%	38.2%
5 To a very high extent	39.2%	41.2%	60.6%	68.2%	55.9%

Ability to question my and others' ideas

	Applied Sciences	Built Environment	Commerce	Education and Media Studies	Engineering
1 Not at all	2.0%	5.6%	5.9%	0.0%	0.0%
2 To a little extent	2.0%	0.0%	2.9%	4.5%	9.1%
3 To a moderate extent	13.7%	16.7%	17.6%	0.0%	15.2%
4 To a high extent	43.1%	50.0%	29.4%	27.3%	33.3%
5 To a very high extent	39.2%	27.8%	44.1%	68.2%	42.4%

Ability to work efficiently towards a goal

	Applied Sciences	Built Environment	Commerce	Education and Media Studies	Engineering
1 Not at all	0.0%	5.6%	3.1%	0.0%	0.0%
2 To a little extent	1.9%	0.0%	0.0%	4.5%	2.9%
3 To a moderate extent	7.7%	0.0%	9.4%	0.0%	5.9%
4 To a high extent	36.5%	55.6%	28.1%	31.8%	29.4%
5 To a very high extent	53.8%	38.9%	59.4%	63.6%	61.8%

Ability to organise my work processes efficiently

	Applied Sciences	Built Environment	Commerce	Education and Media Studies	Engineering
1 Not at all	0.0%	5.6%	2.9%	0.0%	0.0%
2 To a little extent	1.9%	0.0%	0.0%	4.5%	2.9%
3 To a moderate extent	7.7%	0.0%	8.8%	0.0%	5.9%
4 To a high extent	26.9%	55.6%	23.5%	18.2%	29.4%

5 To a very high extent	63.5%	38.9%	64.7%	77.3%	61.8%
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Ability to work productively with others

	Applied Sciences	Built Environment	Commerce	Education and Media Studies	Engineering
1 Not at all	0.0%	5.6%	3.0%	0.0%	0.0%
2 To a little extent	0.0%	0.0%	0.0%	4.5%	2.9%
3 To a moderate extent	9.8%	0.0%	9.1%	0.0%	2.9%
4 To a high extent	29.4%	44.4%	18.2%	13.6%	32.4%
5 To a very high extent	60.8%	50.0%	69.7%	81.8%	61.8%

Ability to work under pressure

	Applied Sciences	Built Environment	Commerce	Education and Media Studies	Engineering
1 Not at all	0.0%	5.6%	0.0%	4.5%	0.0%
2 To a little extent	2.0%	0.0%	3.0%	0.0%	2.9%
3 To a moderate extent	6.0%	5.6%	12.1%	0.0%	2.9%
4 To a high extent	24.0%	33.3%	24.2%	18.2%	26.5%
5 To a very high extent	68.0%	55.6%	60.6%	77.3%	67.6%

Missing cases 81

Total answers 162

Question type OR

Q054 - To what extent are the knowledge and skills you acquired during your course of study utilised in your current job? by In which Faculty did you complete your study?; Mean;

	Applied Sciences	Built Environment	Commerce	Education and Media Studies	Engineering
Utilisation of knowledge and skills acquired during course of study in current job	3.9	4.1	4.0	3.9	3.9

Missing cases 79

Total answers 164

Question type OR

Q055 - In your opinion, which field of study is most appropriate for your current job? by In which Faculty did you complete your study?; Percent;

	Applied Sciences	Built Environment	Commerce	Education and Media Studies	Engineering
Exclusively own field	19.7%	35.7%	19.6%	9.1%	27.9%
Own and/or related field	43.9%	21.4%	31.4%	54.5%	41.9%
A completely different field	12.1%	10.7%	5.9%	3.0%	4.7%
No particular field	4.5%	0.0%	3.9%	0.0%	4.7%

Missing cases 82

Total answers 161

Question type SC

Q056 - In your opinion, which qualification/degree level matches best with your current job? by In which Faculty did you complete your study?; Percent;

	Applied Sciences	Built Environment	Commerce	Education and Media Studies	Engineering
A higher degree/qualification	7.6%	3.6%	9.8%	9.1%	16.3%
My degree/qualification	60.6%	50.0%	45.1%	39.4%	55.8%
A lower degree/qualification	12.1%	14.3%	9.8%	15.2%	7.0%
No degree/qualification necessary	0.0%	0.0%	0.0%	0.0%	0.0%
<i>Missing cases</i>	<i>81</i>				
<i>Total answers</i>	<i>162</i>				
<i>Question type</i>	<i>SC</i>				

Q057 - To what extent is your course of study appropriate to current job? by In which Faculty did you complete your study?; Percent;

Appropriateness of study to position

	Applied Sciences	Built Environment	Commerce	Education and Media Studies	Engineering
1 No at all	3.8%	0.0%	3.1%	4.5%	0.0%
2 To a little extent	3.8%	15.8%	6.2%	9.1%	9.1%
3 To a moderate extent	23.1%	5.3%	12.5%	27.3%	12.1%
4 To a high extent	32.7%	42.1%	28.1%	36.4%	45.5%
5 To a very high extent	36.5%	36.8%	50.0%	22.7%	33.3%
<i>Missing cases</i>	<i>83</i>				
<i>Total answers</i>	<i>160</i>				
<i>Question type</i>	<i>OR</i>				

Q058 - If your job is not closely related to your course of study, why did you choose this job? Multiple answers possible by In which Faculty did you complete your study?; Percent;

	Applied Sciences	Built Environment	Commerce	Education and Media Studies	Engineering
Not applicable, my job is closely related to my course of study	0.0%	7.1%	2.0%	0.0%	7.0%
My current job is only a temporary stepping stone, I am still searching for professional orientation	0.0%	0.0%	0.0%	0.0%	0.0%
I have not yet found an appropriate job	0.0%	0.0%	2.0%	0.0%	0.0%
I receive a higher salary in my current job	0.0%	0.0%	0.0%	0.0%	0.0%
My current job offers more security	0.0%	0.0%	0.0%	0.0%	0.0%
My interests have changed	0.0%	0.0%	0.0%	0.0%	0.0%
My current job allows a flexible time schedule	0.0%	0.0%	0.0%	0.0%	2.3%
My current job allows me to work in a favoured geographical place	0.0%	0.0%	0.0%	0.0%	0.0%
My current job allows me to take into consideration the interests of my family/children	0.0%	0.0%	0.0%	0.0%	0.0%
Other (please specify)	0.0%	0.0%	0.0%	0.0%	2.3%

Missing cases 235
 Total answers 8
 Question type MC

Q059 - Overall, how do you rate the usefulness of your studies? by In which Faculty did you complete your study?;
 Percent;

Usefulness for finding a satisfying job after finishing your studies?

	Applied Sciences	Built Environment	Commerce	Education and Media Studies	Engineering
1 Not at al useful	1.9%	5.3%	3.0%	0.0%	0.0%
2 Less useful	3.7%	10.5%	0.0%	9.1%	11.8%
3 Moderately useful	29.6%	21.1%	33.3%	18.2%	14.7%
4 Highly useful	35.2%	36.8%	36.4%	50.0%	41.2%
5 Very highly useful	29.6%	26.3%	27.3%	22.7%	32.4%

Usefulness for fulfilling your present professional tasks, if applicable?

	Applied Sciences	Built Environment	Commerce	Education and Media Studies	Engineering
1 Not at al useful	0.0%	0.0%	0.0%	5.6%	0.0%
2 Less useful	13.5%	11.1%	0.0%	0.0%	8.8%
3 Moderately useful	25.0%	22.2%	25.8%	22.2%	20.6%
4 Highly useful	40.4%	27.8%	45.2%	55.6%	35.3%
5 Very highly useful	21.2%	38.9%	29.0%	16.7%	35.3%

Usefulness for your future professional development/career?

	Applied Sciences	Built Environment	Commerce	Education and Media Studies	Engineering
1 Not at al useful	0.0%	5.6%	0.0%	0.0%	0.0%
2 Less useful	5.6%	5.6%	3.0%	0.0%	11.8%
3 Moderately useful	18.5%	11.1%	9.1%	27.8%	5.9%
4 Highly useful	44.4%	33.3%	30.3%	33.3%	29.4%
5 Very highly useful	31.5%	44.4%	57.6%	38.9%	52.9%

Usefulness for the development of your personality?

	Applied Sciences	Built Environment	Commerce	Education and Media Studies	Engineering
1 Not at al useful	1.9%	0.0%	3.1%	0.0%	0.0%
2 Less useful	3.7%	5.6%	6.2%	0.0%	11.8%
3 Moderately useful	16.7%	5.6%	28.1%	33.3%	5.9%
4 Highly useful	50.0%	61.1%	21.9%	22.2%	38.2%
5 Very highly useful	27.8%	27.8%	40.6%	44.4%	44.1%

Usefulness for the economic development of your country?

	Applied Sciences	Built Environment	Commerce	Education and Media Studies	Engineering
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	Sciences	Environment		Studies	
1 Not at al useful	1.9%	0.0%	0.0%	0.0%	0.0%
2 Less useful	7.5%	11.1%	0.0%	0.0%	9.1%
3 Moderately useful	15.1%	0.0%	16.1%	16.7%	6.1%
4 Highly useful	32.1%	33.3%	29.0%	55.6%	30.3%
5 Very highly useful	43.4%	55.6%	54.8%	27.8%	54.5%
<i>Missing cases</i>	78				
<i>Total answers</i>	165				
<i>Question type</i>	OR				

Q060 - To what extent do the following aspects apply to your current job situation? by In which Faculty did you complete your study?; Percent;

Possibilities to realise own ideas

	Applied Sciences	Built Environment	Commerce	Education and Media Studies	Engineering
1 Not at all	0.0%	0.0%	9.4%	5.3%	0.0%
2 To a less extent	6.0%	15.8%	9.4%	0.0%	9.4%
3 To a moderate extent	18.0%	10.5%	25.0%	21.1%	15.6%
4 To a high extent	54.0%	36.8%	28.1%	42.1%	34.4%
5 To a very high extent	22.0%	36.8%	28.1%	31.6%	40.6%

High salary

	Applied Sciences	Built Environment	Commerce	Education and Media Studies	Engineering
1 Not at all	14.0%	0.0%	21.2%	11.1%	6.2%
2 To a less extent	18.0%	31.6%	15.2%	44.4%	9.4%
3 To a moderate extent	44.0%	52.6%	36.4%	27.8%	50.0%
4 To a high extent	18.0%	5.3%	24.2%	16.7%	21.9%
5 To a very high extent	6.0%	10.5%	3.0%	0.0%	12.5%

Interesting work tasks

	Applied Sciences	Built Environment	Commerce	Education and Media Studies	Engineering
1 Not at all	3.9%	0.0%	6.2%	0.0%	0.0%
2 To a less extent	9.8%	10.5%	15.6%	16.7%	9.4%
3 To a moderate extent	27.5%	15.8%	18.8%	33.3%	28.1%
4 To a high extent	41.2%	52.6%	31.2%	33.3%	43.8%
5 To a very high extent	17.6%	21.1%	28.1%	16.7%	18.8%

Clear and regulated work tasks

	Applied Sciences	Built Environment	Commerce	Education and Media Studies	Engineering
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1 Not at all	0.0%	0.0%	9.4%	0.0%	3.1%
2 To a less extent	10.0%	5.6%	0.0%	15.8%	6.2%
3 To a moderate extent	34.0%	22.2%	31.2%	21.1%	18.8%
4 To a high extent	46.0%	50.0%	40.6%	36.8%	46.9%
5 To a very high extent	10.0%	22.2%	18.8%	26.3%	25.0%

Possibilities for applying acquired competencies

	Applied Sciences	Built Environment	Commerce	Education and Media Studies	Engineering
1 Not at all	2.0%	0.0%	3.0%	0.0%	0.0%
2 To a less extent	7.8%	15.8%	6.1%	10.5%	9.4%
3 To a moderate extent	21.6%	5.3%	24.2%	26.3%	12.5%
4 To a high extent	47.1%	57.9%	24.2%	47.4%	46.9%
5 To a very high extent	21.6%	21.1%	42.4%	15.8%	31.2%

Job security

	Applied Sciences	Built Environment	Commerce	Education and Media Studies	Engineering
1 Not at all	11.8%	5.3%	3.0%	16.7%	0.0%
2 To a less extent	17.6%	21.1%	15.2%	16.7%	18.8%
3 To a moderate extent	25.5%	42.1%	36.4%	11.1%	21.9%
4 To a high extent	33.3%	10.5%	21.2%	44.4%	28.1%
5 To a very high extent	11.8%	21.1%	24.2%	11.1%	31.2%

Social status and recognition

	Applied Sciences	Built Environment	Commerce	Education and Media Studies	Engineering
1 Not at all	6.0%	0.0%	3.1%	5.3%	0.0%
2 To a less extent	16.0%	27.8%	6.2%	15.8%	16.1%
3 To a moderate extent	40.0%	44.4%	43.8%	31.6%	35.5%
4 To a high extent	30.0%	11.1%	21.9%	36.8%	22.6%
5 To a very high extent	8.0%	16.7%	25.0%	10.5%	25.8%

Good work atmosphere

	Applied Sciences	Built Environment	Commerce	Education and Media Studies	Engineering
1 Not at all	3.9%	5.6%	0.0%	15.8%	0.0%
2 To a less extent	13.7%	22.2%	3.0%	5.3%	6.2%
3 To a moderate extent	37.3%	22.2%	42.4%	31.6%	40.6%
4 To a high extent	31.4%	33.3%	30.3%	31.6%	28.1%
5 To a very high extent	13.7%	16.7%	24.2%	15.8%	25.0%

Possibilities of further professional advancement

	Applied	Built	Commerce	Education and Media	Engineering
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	Sciences	Environment		Studies	
1 Not at all	12.0%	11.8%	0.0%	15.8%	6.2%
2 To a less extent	12.0%	11.8%	9.1%	10.5%	3.1%
3 To a moderate extent	24.0%	29.4%	30.3%	31.6%	12.5%
4 To a high extent	28.0%	29.4%	21.2%	26.3%	37.5%
5 To a very high extent	24.0%	17.6%	39.4%	15.8%	40.6%

Possibility for providing social influence

	Applied Sciences	Built Environment	Commerce	Education and Media Studies	Engineering
1 Not at all	10.0%	0.0%	0.0%	10.5%	0.0%
2 To a less extent	4.0%	23.5%	18.8%	10.5%	9.4%
3 To a moderate extent	30.0%	47.1%	28.1%	31.6%	31.2%
4 To a high extent	34.0%	17.6%	25.0%	36.8%	37.5%
5 To a very high extent	22.0%	11.8%	28.1%	10.5%	21.9%

To have a challenging job

	Applied Sciences	Built Environment	Commerce	Education and Media Studies	Engineering
1 Not at all	4.1%	0.0%	0.0%	10.5%	0.0%
2 To a less extent	8.2%	11.1%	9.1%	15.8%	9.4%
3 To a moderate extent	30.6%	33.3%	24.2%	31.6%	9.4%
4 To a high extent	38.8%	33.3%	24.2%	36.8%	34.4%
5 To a very high extent	18.4%	22.2%	42.4%	5.3%	46.9%

Good career advancement prospects

	Applied Sciences	Built Environment	Commerce	Education and Media Studies	Engineering
1 Not at all	5.9%	5.6%	0.0%	11.1%	6.7%
2 To a less extent	11.8%	11.1%	6.1%	16.7%	3.3%
3 To a moderate extent	35.3%	44.4%	33.3%	27.8%	20.0%
4 To a high extent	33.3%	11.1%	24.2%	38.9%	33.3%
5 To a very high extent	13.7%	27.8%	36.4%	5.6%	36.7%

Possibilities to do something useful for the society

	Applied Sciences	Built Environment	Commerce	Education and Media Studies	Engineering
1 Not at all	5.9%	0.0%	0.0%	10.5%	3.1%
2 To a less extent	3.9%	5.6%	9.4%	10.5%	3.1%
3 To a moderate extent	29.4%	38.9%	25.0%	26.3%	18.8%
4 To a high extent	35.3%	38.9%	28.1%	42.1%	31.2%
5 To a very high extent	25.5%	16.7%	37.5%	10.5%	43.8%

Good conditions for managing both work-related and family-related issues

	Applied Sciences	Built Environment	Commerce	Education and Media Studies	Engineering
1 Not at all	8.0%	0.0%	9.4%	15.8%	3.1%
2 To a less extent	18.0%	18.8%	3.1%	5.3%	12.5%
3 To a moderate extent	36.0%	50.0%	34.4%	26.3%	28.1%
4 To a high extent	28.0%	18.8%	28.1%	31.6%	28.1%
5 To a very high extent	10.0%	12.5%	25.0%	21.1%	28.1%

Sufficient time for leisure activities

	Applied Sciences	Built Environment	Commerce	Education and Media Studies	Engineering
1 Not at all	14.3%	0.0%	9.4%	21.1%	6.2%
2 To a less extent	22.4%	33.3%	18.8%	5.3%	28.1%
3 To a moderate extent	34.7%	27.8%	40.6%	52.6%	31.2%
4 To a high extent	22.4%	11.1%	12.5%	10.5%	25.0%
5 To a very high extent	6.1%	27.8%	18.8%	10.5%	9.4%

Missing cases 87

Total answers 156

Question type OR

Q061 - To what extent are you satisfied with your current job? by In which Faculty did you complete your study?; Percent;

Job satisfaction

	Applied Sciences	Built Environment	Commerce	Education and Media Studies	Engineering
1 No at all	7.8%	5.6%	6.2%	5.3%	3.1%
2 To a less extent	15.7%	5.6%	18.8%	15.8%	9.4%
3 To a moderate extent	43.1%	33.3%	46.9%	42.1%	21.9%
4 To a high extent	23.5%	44.4%	18.8%	31.6%	46.9%
5 To a very high extent	9.8%	11.1%	9.4%	5.3%	18.8%

Missing cases 89

Total answers 154

Question type OR

Q069 - To what extent do the following reasons for further studies apply to you? by In which Faculty did you complete your study?; Percent;

Wish to achieve a higher academic or professional degree

	Applied Sciences	Built Environment	Commerce	Education and Media Studies	Engineering
1 Not at all	0.0%	0.0%	0.0%	0.0%	0.0%
2 To a less extent	0.0%	0.0%	6.2%	0.0%	0.0%
3 To a moderate extent	20.0%	0.0%	0.0%	0.0%	33.3%

4 To a high extent	40.0%	0.0%	18.8%	0.0%	33.3%
5 To a very high extent	40.0%	100.0%	75.0%	100.0%	33.3%

Improvement of chances of finding a job

	Applied Sciences	Built Environment	Commerce	Education and Media Studies	Engineering
1 Not at all	0.0%	0.0%	0.0%	0.0%	0.0%
2 To a less extent	20.0%	0.0%	0.0%	33.3%	33.3%
3 To a moderate extent	0.0%	0.0%	31.2%	0.0%	66.7%
4 To a high extent	40.0%	0.0%	25.0%	33.3%	0.0%
5 To a very high extent	40.0%	100.0%	43.8%	33.3%	0.0%

Personal interest in particular subject area

	Applied Sciences	Built Environment	Commerce	Education and Media Studies	Engineering
1 Not at all	0.0%	0.0%	6.7%	0.0%	0.0%
2 To a less extent	0.0%	0.0%	6.7%	25.0%	33.3%
3 To a moderate extent	33.3%	0.0%	33.3%	0.0%	0.0%
4 To a high extent	0.0%	0.0%	46.7%	0.0%	0.0%
5 To a very high extent	66.7%	100.0%	6.7%	75.0%	66.7%

Demanded by my employer

	Applied Sciences	Built Environment	Commerce	Education and Media Studies	Engineering
1 Not at all	40.0%	50.0%	26.7%	0.0%	100.0%
2 To a less extent	40.0%	0.0%	6.7%	0.0%	0.0%
3 To a moderate extent	20.0%	0.0%	26.7%	25.0%	0.0%
4 To a high extent	0.0%	0.0%	20.0%	25.0%	0.0%
5 To a very high extent	0.0%	50.0%	20.0%	50.0%	0.0%

Wish to improve my promotion prospects

	Applied Sciences	Built Environment	Commerce	Education and Media Studies	Engineering
1 Not at all	25.0%	50.0%	6.7%	20.0%	0.0%
2 To a less extent	25.0%	50.0%	0.0%	0.0%	33.3%
3 To a moderate extent	25.0%	0.0%	13.3%	20.0%	33.3%
4 To a high extent	25.0%	0.0%	26.7%	0.0%	33.3%
5 To a very high extent	0.0%	0.0%	53.3%	60.0%	0.0%

The training is important for the development of my country

	Applied Sciences	Built Environment	Commerce	Education and Media Studies	Engineering
1 Not at all	0.0%	50.0%	13.3%	20.0%	33.3%
2 To a less extent	0.0%	0.0%	13.3%	0.0%	0.0%
3 To a moderate	16.7%	0.0%	13.3%	40.0%	33.3%

extent					
4 To a high extent	16.7%	0.0%	26.7%	0.0%	0.0%
5 To a very high extent	66.7%	50.0%	33.3%	40.0%	33.3%
<i>Missing cases</i>	<i>211</i>				
<i>Total answers</i>	<i>32</i>				
<i>Question type</i>	<i>OR</i>				