THE POLYTECHNIC

**2014 GRADUATES
TRACER STUDY REPORT**

February, 2017

1

ACKNOWLEDGEMENTS

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

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

MGDS   Malawi Growth and Development Strategy

MSCE   Malawi School Certificate of Education

MWK   Malawi Kwacha

MSE   Micro and Smal Enterprise

MZUNI   Mzuzu University

NCHE   National Council for Higher Education

NGOs   Non Governmental Organisations

PCTS   Polytechnic Commercial and Technical Services

QTAFI   **Q**uestions, **Ta**bles and **Fi**gures

SDP   Skills Development Project

TEVETA   Technical, Entrepreneurial and Vocational Education and Training Authority

PhD   Doctor of Philosophy

SPSS   Statistical Package for the Social Sciences

UNIMA   University of Malawi

WASHTED   Water, Sanitation, Health and Appropriate Technology Development

WB   World Bank

EXECUTIVE SUMMARY

The Government of Malawi is implementing a Skills Development Project (SDP) in five Participating Institutions (PI's) namely: 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). 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 on all of its programmes and on its 2014 graduates. The idea to conduct a tracer study is also a quality management component for the College.

The overall objective of the study was to generate relevant information that could possibly feed into actions/interventions geared at producing graduates that are suitable for the job market. This study employed a descriptive survey design to collect information from 2014 Polytechnic graduates through a structured questionnaire designed to be self-administered in order to collect relevant information. The study was designed to generate both quantitative and qualitative data. The 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. The developed questionnaire was administered online using the **Q**uestions, **Ta**bles and **Fi**gures (QTAFI) software. Data was collected and analysed from138 out of a possible 382 respondents representing a 36% net response rate.

The main findings are as follows:

1. Evaluation of study conditions and study provision at The Polytechnic

On average the quality of classroom learning was rated as 'fair' by about half (52%) of respondents. Most of the respondents reported that the quality of students' recreational

facilities were bad or fair. Within each Faculty, the majority of the respondents indicated that the availability of learning resources were 'bad' or 'fair'. Faculties of Built Environment (67%), Education and Media Studies (56%), Applied Sciences (46%) and Commerce (44%) indicated that the availability of learning materials was 'fair'. On the other hand, graduates from the Faculties of Engineering (40%) and Commerce (40%) had rated the availability of learning materials as 'bad'.

The majority of respondents from the Faculties of Commerce (87%), Engineering (85%), Education and Media Studies (83%) and Built Environment (78%) and Applied Sciences (71%) rated the opportunity for consultation with teaching staff as 'fair' or 'good'. However, there is a considerable proportion of responses that rated consultation of teaching staff as 'bad', especially from Faculties of Applied Sciences (17%) and Built Environment (22%).

2. Internship/Industrial attachment during course of study at The Polytechnic

Just above half (56%) of the graduates that participated in the survey had undergone industrial attachment during their course of studies. The provision of internship was rated bad by over half (56%) of the total respondents, mainly from Faculties of Commerce (67%), Applied Sciences (60%) and Built Environment (50%).

3. Competencies and satisfaction with the course of study

The results show that at least 70% of the graduates had acquired various competences to a high extent or very high extent in all the areas (mastery of their field/subject specific knowledge, ability to develop new ideas and solutions, ability to adapt to changing conditions, analytical thinking, willingness to question my and others ideas, ability to work efficiently towards a goal, ability to organise work processes efficiently, ability to work productively with others and the ability to perform well under pressure) upon graduation.

At least 74% of the graduates that responded indicated that they would choose the same field of study/training again to a high or higher extent while at least 79% of the graduates would choose The Polytechnic again. About half of the graduates indicated that they would choose

their field of study gain to a very high extent. About 70% of the graduates that responded rated their level of satisfaction with studies to 'a high extent' or 'very high extent'.

4. Transition to employment

By the end of the first six months after graduating from The Polytechnic, 49% of the graduates that participated in the survey were in full time employment, 13% were employed on part-time basis and 10% were self-employed.

About 31% of the respondents had secured their first job before graduation and 36 % of them had secured their first job within the first six months after graduation. By the end of one year after graduation, 56% of the graduates that responded indicated they had secured employment. Only 13% of the respondents indicated that they secured the first job after a year.

Most graduates (61%) that responded, searched for their first job from job advertisements/announcements in newspapers, the internet, notices and radio, seconded by personal contacts, friends, and fellow students (29%). Worth noting is that a considerable proportion of responses from female graduates (22%) show that they searched for their first job with the help of family contacts of parents and relatives, compared to only 5% of responses from their male counterparts.

For those graduates that were employed without doing a job search, various reasons were given. About 40% of the employed graduates that responded stated that they did not search for a job because they had found a job without searching for it. About 30% of them stated that they did not search for a job because they continued with the job they had prior to studying. Others continued studying (9%) and became self employed or freelancers (18%). Most of the graduates (86%) that participated in the survey started their job search prior to graduation.

5. Employment situation and relationship between study and work

Overall, close to three-quarters (74%) of the graduates that responded stated that they were on permanent employment at the time of the survey. Concerning the graduates that were employed, (60%) of them were working in the private sector (which includes NGOs) as the main employer, seconded by 35% who work in public service (Government and parastatal). About three-quarters (74%) of the graduates employed in the private sector receive a gross monthly income ranging from MK100,000 to MK400,000. It also worth noting that in the NGOs, 70% of graduates earn a gross monthly income of up to MK400,000 and, just close to a quarter (23%) of them earn a monthly gross income of more than MK800,000. About 70 % of the graduates employed in parastatals earn between MWK500,000 and MWK700,000 while the majority of graduates in the other sectors earn between MWK100,000 and MWK300,000. Three-quarters of the graduates who responded are on some form of fringe benefits: the most dominant are health (55%), education (29%) and housing (24%).

5.1 Required skills and competences in current work

Based on their ratings of 'very high extent', the most important required skills/competencies required in their current jobs are: ability to work productively with others, ability to work under pressure, ability to organise work processes efficiently, and ability to work efficiently towards a goal. All the other listed skills/competences: mastery of the field/subject specific knowledge, ability to develop new ideas and solutions, ability to adapt to changing conditions, analytical thinking and ability to question theirs and others' ideas were rated 'to a high extent' of requirement.

5.2 Relevance of programme of study to current job

Overall, all the graduates that participated in the survey rated their studies as 'highly useful' for finding a satisfying job after finishing studies, for fulfilling their present professional tasks, for their future professional development/career, for development of their personality, and the economic development of Malawi.

5.3 Work orientation and job satisfaction

The extent of satisfaction with current job was 'moderate' to 'a high extent' for most of the graduates (78%) that responded to the survey. Only 43% of the graduates responded that they were satisfied to 'a high extent' with their current job.

6. Individual background and mobility

About 62% of the graduates that participated in the survey had fathers that were holders of senior Secondary School certificate or had higher education degrees (Bachelor's, Master's or PhD). Also, about 38% of the graduates had fathers that were highly educated. About 60% graduates that participated stated that their mothers had a highest education level of above senior secondary school. Also, 41% of them stated their mothers had diploma or higher education degrees. Like with the highest education of father, it is seen that most graduates that participated in the survey belong to mothers that are highly educated.

7. Feedback from graduates on improvement of study programme and The Polytechnic as an institution

Graduates that participated in the survey made the following recommendations:

- The study conditions and provisions at The Polytechnic should be improved to support teaching and learning in the following areas: quality of classrooms/lecture rooms, 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 competencies acquired and competencies required seem relatively comparable as per the findings, the latter exceeds all the time. That means, The Polytechnic should revise the curricula in order to produce graduates that will entirely fit the labor market requirements in the major areas of graduate competencies: skills, knowledge and attributes.
- 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.

- The Polytechnic should revisit the best strategy of marketing its graduates to the labour market. The recent student symposium/recruitment seminars are not the best adverting medium for the graduates.
- There should an affirmative action, starting from secondary school education level, that can favour children from impoverished families to attend higher education in Malawi.

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. The Polytechnic 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 student population and number of study programmes have increased tremendously for the past few years. The undergraduate students' enrolment at The Polytechnic has increased from 2203 in 2010 to 3369 in 2015. In terms of graduation, a total of 503 students graduated in 2010. This increased to 574 in 2014 and 613 in 2015. Also, the number of academic staff has increased from around 200 in 2010 to 335 in 2016. The increase in student enrolment has been the result of the Malawi Government policy to increase access to university education by selecting students based on classroom space and not on bed space.

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.

From the discussion above, it can be noted that no tracer study has been conducted specifically for The Polytechnic and no tracer studies have been conducted in the University

of Malawi since 2003 until the present one. This tracer study, therefore, came at the right time for The Polytechnic to conduct its own independent study.

1.3 Objectives of the 2016 Polytechnic tracer study

The 2016 Polytechnic tracer study was conducted on the 2014 Polytechnic graduates. The overall objective of the study was 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). Evaluate programmes of study in terms of the length of the study programmes duration of attending classes per week, and duration of study activities outside lecture rooms per week.

(ii). Assess the internship/industrial attachment during the course of study the graduates underwent while at The Polytechnic.

(iii). Evaluate study conditions and study provision at The Polytechnic as perceived by the graduates.

(iv). Assess the graduates' acquisition of competences and satisfaction with the course of study

(v). Evaluate the graduates' transition to employment.

(vi). Assess the graduates' employment situation and relationship between study and work in terms of the following:
- required skills and competences in their current work.
- relevance of programme of study to the graduates' current job.
- graduates' work orientation and job satisfaction.

(vii). Determine the profile of the graduates as regards to their individual background and mobility.

(viii). 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 as well as individual background and mobility. Chapter 4 presents conclusion and recommendations.

CHAPTER 2: METHODOLOGY

2.0 Introduction

This Chapter presents the methods used to collect 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 2014 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 limitations.

2.1 Study design

This study employed a descriptive survey design to collect information from 2014 Polytechnic graduates through a structured questionnaire. The questionnaire was designed to be self-administered in order to collect relevant information, and both quantitative and qualitative questions were employed in the study.

2.2 Study population

This study targeted the entire population of 2014 graduates. These 2014 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 2014 graduates because they have not overstayed in their workplaces. It is also more likely to get high response rate if graduates are earlier to trace. This is consistent with Schomburg's (2016) observation that most institutional tracer studies are conducted between one and three years after graduation when they have managed some transition to employment and have some relevant work experience. Since this tracer study was conducted in 2016, it was agreed to target 2014 graduates.

From the college database, the total number of 2014 graduates was 574. At Faculty level, the number of 2014 graduates are shown in Figure 2.1, where the Faculties of Commerce, Applied Sciences, and Education & Media Studies graduated more students because of the large number of their enrolments.
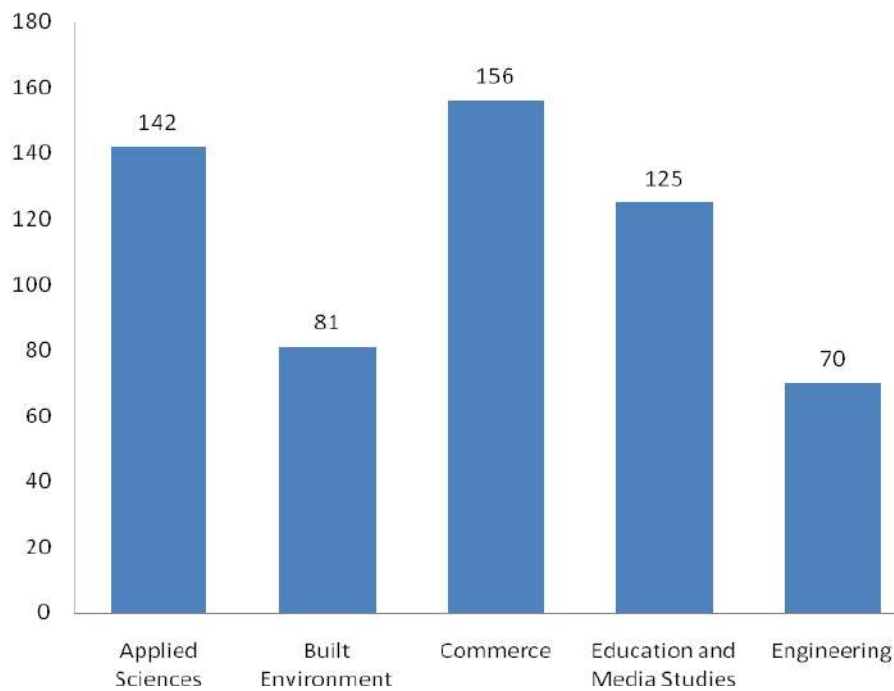
Figure 2.1: Graduates of the year 2014 by Faculty by number

The distribution of gender (male and female) graduates at faculty level is shown in Figure 2.2. The Faculty of Education & Media Studies graduated almost an equal number of male and female students. The Faculties of Applied Science and Commerce had significant (high) numbers of female graduates while the Faculties of Built Environment and Engineering had least numbers of female graduates.
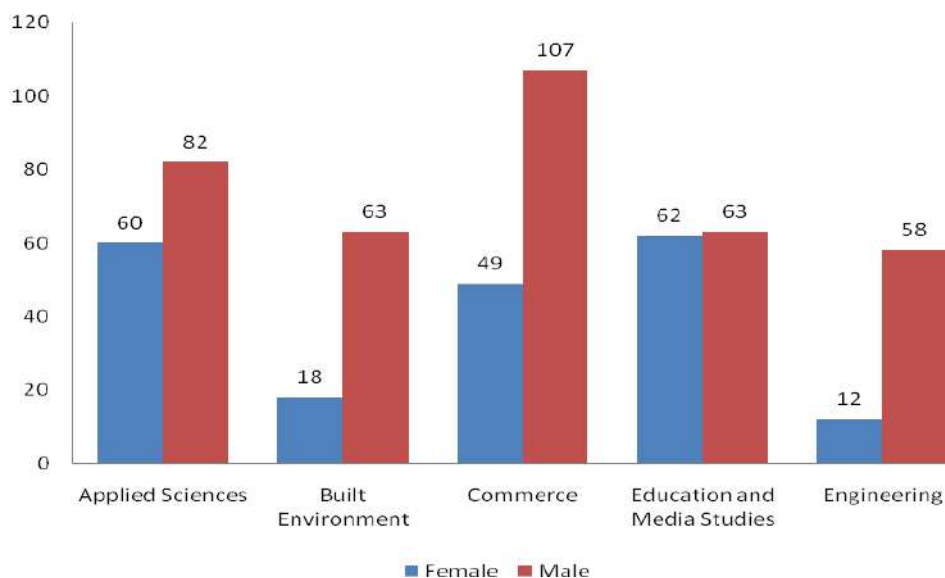
Figure 2.2: Graduates of the year 2014, by Faculty, Study Programme and Gender (number)

In terms of programmes in each Faculty, the number of 2014 graduates is given in Table 2.1.

Table 2.1: Number of 2014 graduates by Faculties, Study Programmes and Gender at The Polytechnic

Faculty	Programme	Male	Female	Total
Applied Sciences	Bachelor of Science in Environmental Health	32	14	46
	Bachelor of Science in Environmental Science and Technology	6	8	14
	Bachelor of Science in Environmental Science and Technology (Food)	1	6	7
	Bachelor of Science in Environmental Science and Technology (Physics)	4	1	5
	Bachelor of Science in Information Technology	16	6	22
	Bachelor of Science in Management Information Systems	10	11	21
	Bachelor of Science in Mathematical Sciences Education	13	14	27
	Sub-total	**82**	**60**	**142**
Built Environment	Bachelor of Science in Architectural Studies	10	9	19
	Bachelor of Science in Land Economy	15	1	16
	Bachelor of Science in Land Surveying	11	3	14
	Bachelor of Science in Physical Planning	14	2	16
	Bachelor of Science in Quantity Surveying	13	3	16
	Sub-total	**63**	**18**	**81**
Commerce	Bachelor of Accountancy	75	17	92
	Bachelor of Business Administration	32	32	64
	Sub-total	**107**	**49**	**156**
Education and Media Studies	Bachelor of Arts (Business Communication)	6	12	18
	Bachelor of Arts in Journalism	12	21	33
	Bachelor of Education (Technical)	8	8	16
	Bachelor of Education(Business Studies)	19	15	34
	Bachelor of Science (Technical Education)	18	6	24
	Sub-total	**63**	**62**	**125**
Engineering	Bachelor of Science in Civil Engineering	32	6	38
	Bachelor of Science in Electrical Engineering	16	5	21
	Bachelor of Science in Mechanical Engineering	10	1	11
	Sub-total	**58**	**12**	70
	Grand Total	**341**	**201**	**574**

2.3 Sampling

The whole population of 2014 graduates was chosen because it was designed as an institutional tracer study to give chance to every graduate to contribute towards achieving the aim of this study. The other reason was to achieve a high response rate because not all graduates might participate and the response rate is always less that 100%.

2.4 Data Collection

The Polytechnic keeps contact information of its graduates electronically. The research team collected the 2014 graduates' contact addresses and validated them by calling the numbers and sending email messages informing the graduates of the impending tracer study. This activity was conducted between July and August 2016. It was found that most of the contact addresses in the college database were not valid despite being two years old in the system. The research team then used the snowball technique to trace the graduates using fellow graduates that had valid contact addresses. Social media, especially Whatsapp and Facebook, were used by fellow students to reach out to their colleagues to obtain their current addresses. A total of 463 valid contact addresses were generated.

The survey was designed to use an electronic questionnaire and if need arose, a paper-based questionnaire would have been used instead. A webpage was developed on The Polytechnic website, www.poly.ac.mw (refer to Figure 2.3), where the tracer study troject was introduced to the general public. The website also contained the invitation for the graduates to participate in the tracer study. The introduction of the tracer study to the public contained information about the SDP in Malawi, why the tracer study was being conducted, tracer study objectives, the team conducting the study and the contact person.
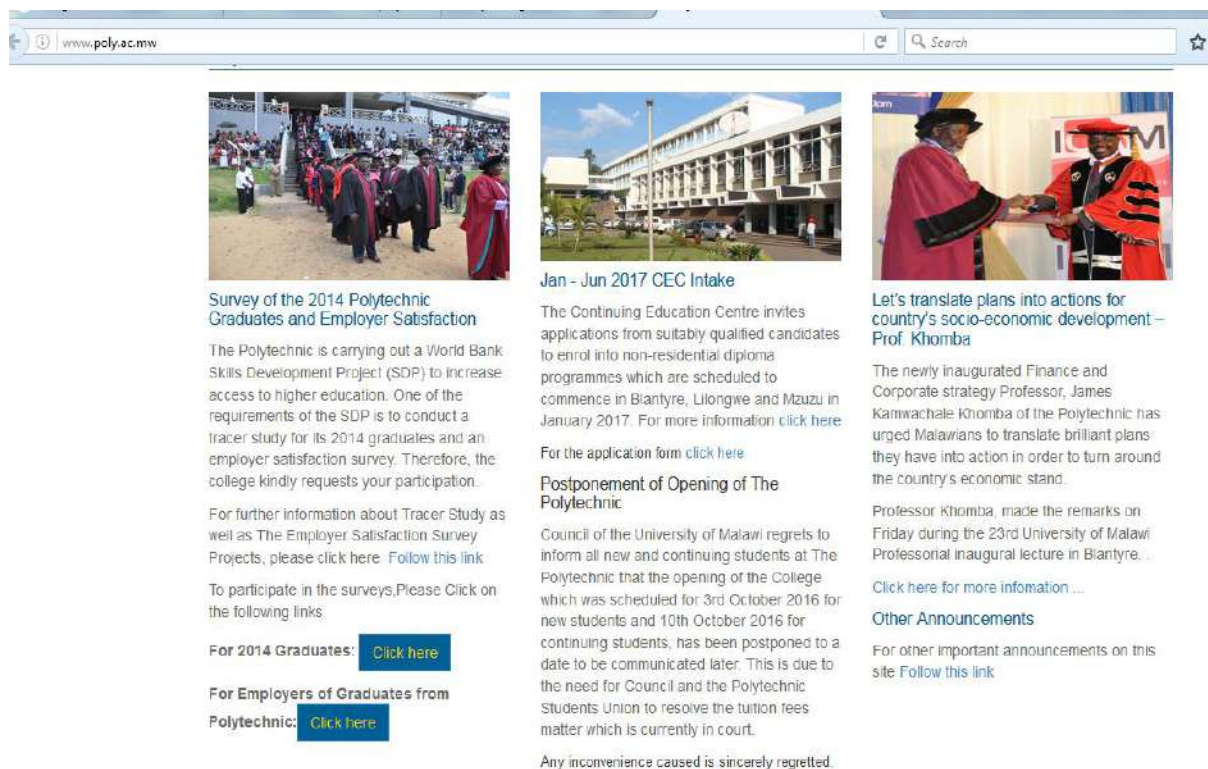
Figure 2.3: Snipped page of The Polytechnic webpage displaying information about tracer study troject (extracted on 12th December 2016).

The 463 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 the 463 graduates starting from 15 October 2016. Refer to Figure 3 and sample email and sms invitations, respectively below.
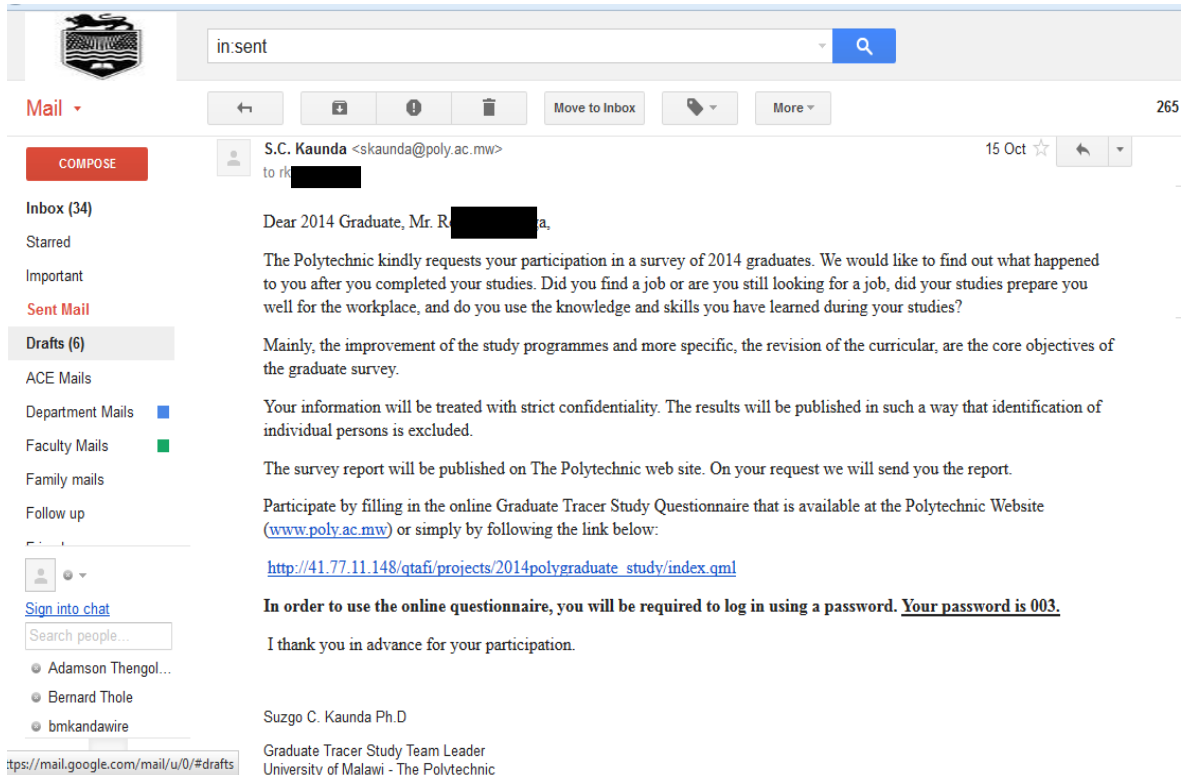
Figure 2.4: Picture of email invitation letter to a 2014 graduate, providing the link and password to the online questionnaire (the identity of the graduate is deliberately hidden)
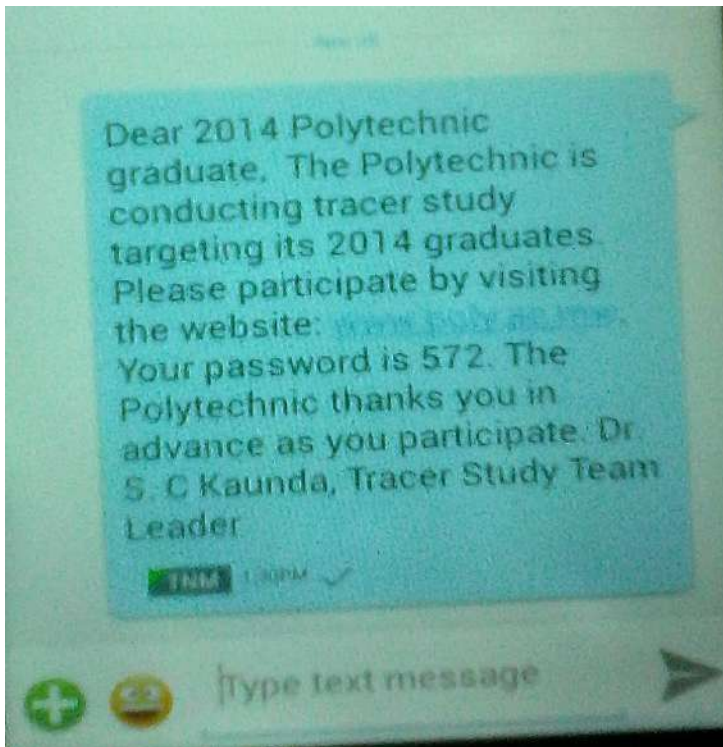
Figure 2.5: Picture of sms invitation to a 2014 graduate, providing The Polytechnic website (www.poly.ac.mw) where the link to the online questionnaire is found and the password to the online questionnaire.

The traced graduates who did not respond were sent two reminders (on 2nd November and 14th November 2016), both by email and phone (as sms message). The reminder increased responses sharply for some days before they declined as shown in the response against time graph (Figure 2.6) below, extracted from QTAFI webpage on running of the online survey.
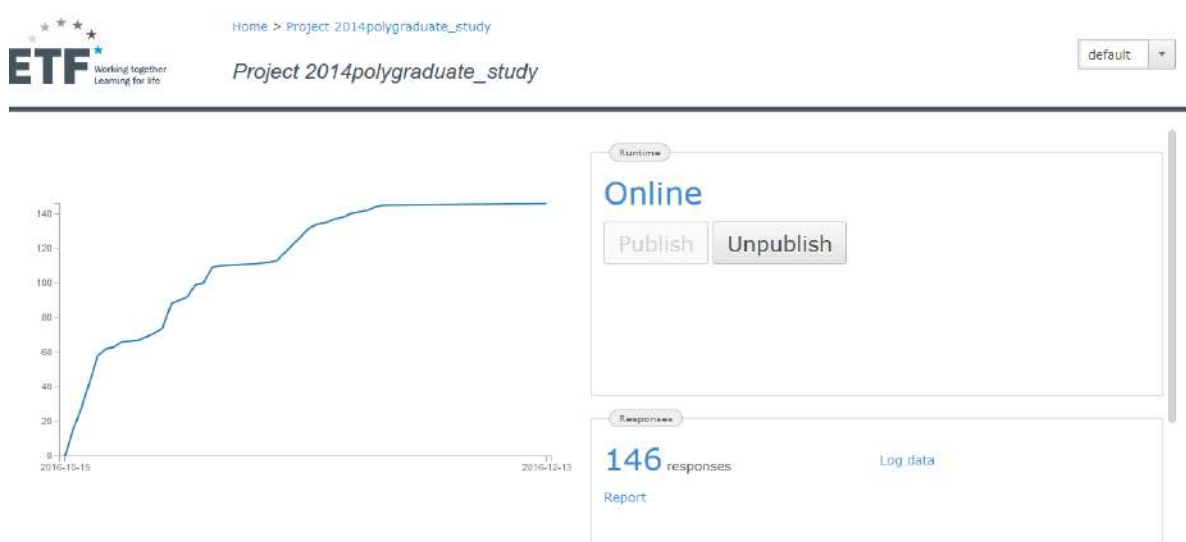
Figure 2.6: A snipped picture of the QTAFI 2014 Polytechnic Graduate Survey Project showing a graph showing graduate responses against time for the online questionnaire and the responses

2.5 Research Instruments

The 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.

The Polytechnic tracer study team adapted the questionnaire which was validated through pretesting. Pretesting was carried out from 10 to 12 April 2016. Two graduates from each programme of study were sampled randomly for 2014 graduates. Any adaptations to and additions on the questionnaire after the pretesting were sent to the consultant for review.. Appendix 1 shows The Polytechnic questionnaire.

2.6 Questionnaire administration

The developed questionnaire was administered online using the **Q**uestions, **Ta**bles and **Fi**gures (QTAFI) software, which was developed in 2003 by Martin Guist of INCHER-Kassel University, Germany. It is an open-source software that is used widely in the administration of online surveys. The questionnaire was published online on 15th October 2016 and on the same day the graduates were sent the invitations to participate in the survey. Out of 463 emails and sms messages that were sent, 81 emails bounced back while all the sms messages were successfully sent. Therefore, 382 invitations were successfully sent, and this formed the sample size for the tracer study.

As stated in Section 2.6 above, reminders were sent twice, using email and sms messages to the graduates who had not responded but it was confirmed that the emails and smses were successfully sent. Due to time limitations, after getting 138 responses the results were analyzed on 18 November 2016.

2.7 Data analysis

As the graduates were responding to the online questionnaire, the entered data was being instantly stored in QTAFI system. Then, the entered data was exported to Excel using the "export data" command in QTAFI. Due to incomplete data (drop-outs) only 119 cases of the 138 could be used in further analysis. Data was analysed using excel and SPSS.

2.9 Limitations

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

(i) There were challenges in installation and running of the QTAFI software at The Polytechnic, which delayed the launching of the survey. The problems were both internal and external. The Polytechnic server was initially found to be difficult to accommodate QTAFI, but was latter successfully installed using a separate server. After installing the server, there was a challenge concerning rights of using QTAFI which was resolved by the ICT personnel of The Polytechnic and NCHE.

(ii) The time to collect information from the graduates was relatively short (from 15 October to 14th November). It was decided, after getting a net response rate of 36% (138 responses against 382 confirmed sent invitations) to analyse the data because there was time limitation to submit the tracer study report to stakeholders.

(iii) The contact address database had a considerable number of contacts (email addresses and phone numbers) that could not be traced. The time to conduct the survey was relatively short and it was decided that the 382 out of 572 was considerably a good 'sample', refer to Section 2.4. The online survey is most efficient if the graduates have access to fast internet. The research team expected this as a challenge in Malawi because the internet is slow and unreliable.

(iv) The responses (cases) had a lot of missing data. The data was cleaned in SPSS.

(v) The online survey might have missed some respondents due to slow and unreliable internet in the country.

(vi) While the 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 DISCUSSION

3.1 Introduction

This chapter presents the findings of the tracer study followed by a discussion of the same. The analysis of data was done based on information submitted by 138 respondents out of 382, which represents a 36% response rate. As stated in Section 2.8, due to incomplete data (drop-outs) only 119 cases of the 138 could be used in further analysis, representing a net response rate of 31%. Tables and charts are used to present the study findings.

3.2 Graduate respondents - sample characteristics

This section presents the characteristics of graduate respondents relating to their programme of study, gender, age, marital status, date and level of completion among others.

3.2.1 Sample characteristics by Faculty

The 2014 Polytechnic graduates that participated in the study were from the five Faculties. The distribution of respondents from the Faculty are presented in Table 3.1.

Table 3.1: Distribution of respondents by Faculty (percentage and number)

Faculty	% (Number)
Applied Sciences	21 (25)
Built Environment	9 (11)
Commerce	20 (24)
Education and Media Studies	32 (37)
Engineering	18 (22)

B1: In which Faculty did you complete your study?

It can be seen from Table 3.1 that more graduates that participated were from the Faculty of Education and Media studies at 32% followed by Applied Sciences (21%). The least proportion of respondents was from the Faculty of Built Environment contributing 9 % of the sample. While the Faculty of Commerce had the largest number of 2014 graduates (156) and the least number were from the Faculty of Engineering (70), the two Faculties constituted 20% and 18% of the sample respectively. In terms of absolute number of respondents that were used in the analysis, more responses came from the Faculty of Education and Media Studies (37) followed by the Faculty of Applied Sciences (25). The Faculty of Commerce had 24 responses, Faculty of Engineering had 22 responses and finally, 11 responses came from Faculty of Built Environment.

3.2.2 Sample characteristic by gender

The gender distribution of the sampled graduates within Faculties is shown in Table 3.2. The proportion of female graduates within the Faculties is highest in the Faculty of Commerce followed by the Faculty of Applied Sciences and is least in the Faculties of Engineering and Built Environment.

Table 3.2: Gender Distribution within Faculties (percentage)

Faculty	Gender	
	Male (%)	Female (%)
Applied Sciences	63.2	36.8
Built Environment	85.7	14.3
Commerce	52.9	47.1
Education and Media Studies	70.6	29.4
Engineering	88.9	11.1
Total	**70.5**	**29.5**

M1: What is your sex?

The majority (70.5%) of respondents were male while the rest (29.5%) were female. This is a reflection of the situation on the ground as the majority of the students at The Polytechnic are males. This is also true within the Faculties themselves with the Faculty of Engineering having the highest proportion of male respondents at 88.9% followed by the Faculty of Built Environment at 85.7%. This picture is also not surprising because there is a general belief amongst students that Engineering is the preserve of men. The proportion of female graduates within the Faculties, on the other hand, is highest in the Faculty of Commerce (47.1%) followed by Faculty of Applied Sciences (36.8%).

3.3 Programmes of study

The 2014 graduates were also requested to provide information pertaining to their course of study and study conditions. This section provides a snapshot of programmes that are offered by The Polytechnic, in terms of date of completion, level of qualification, duration of study, mode of study, duration of attending, and duration of study activities outside the lecture room.

3.3.1 Date of completion

The majority of the sampled graduates (70%) completed their studies in March 2014 while fewer respondents completed their studies in the rest of the months throughout the year. This information is summarized in Table 3.3

Table 3.3: Date of completion

Completion date	Percentage
January 2014	1
February 2014	9
March 2014	70
April 2014	13
May 2014	3
July 2014	1
September 2014	2
October 2014	1
November 2014	0.8
Total	**100**

B2: When did you complete your study at The Polytechnic?

The majority of the respondents completed their studies in March 2014 because it was the end of the academic year for most of the programmes. Others may have completed their studies in later months because they were on special programmes run by various Faculties.

3.3.2 Level of qualification

The Polytechnic offers Certificate, Diploma, Bachelor's, Master's, and Doctorate programmes. However, all the sampled respondents graduated with Bachelor degrees, of which 29% were females (Figure 3.1).
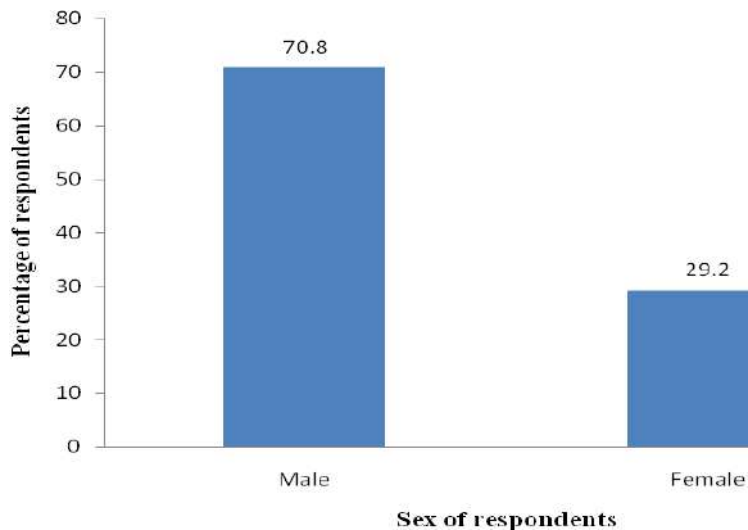
Figure 3.1: Bachelor's degree by Gender

B3: Which qualification did you achieve at The Polytechnic?

As stated above, all the respondents had a bachelor's degree, hence no other qualification level is included. The majority of the respondents are males and this is reflective of student ratios in terms of enrollment into the various Faculties and/or programmes.

3.3.3 Duration of the study programme

Due to the nature of the study programmes, duration varies from 1 year to 6 years. The majority of programmes run for 4 years with the exception of some programmes in the Faculty of Engineering and Faculty of Built Environment which run for 5 years. The results are summarized in Table 3.4. For Engineering and Built Environment, those graduates that took more than 5 years to complete their studies might have repeated their study programmes.

Table 3.4: Duration of the study programme

Duration	Percentage of respondents
1 year to less than 2 years	0.8
2 years to less than 3 years	5.1
3 years to less than 4years	11.0
4 years to less than 5 years	58.5
5 or more years	24.6
Total	**100**

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

3.3.4 Mode of study

All the 2014 graduates that participated in the study were full-time students and there were no part-time students that graduated in 2014.

3.3.5 Duration of attending classes

The sampled 2014 Polytechnic graduates were also asked to indicate the number of hours that they attended classes per week. Most of them (35%) attended classes between 30 and 39 hours per week while 3% of the respondents attended classes for at least 50 hours per week.

Table 3.5: Duration of attending classes (hours)

Duration	Percentage of respondents
Up to 10	8.5
11 to 19	8.5
20 to 29	22.2
30 to 39	35.0
40 to 49	22.2
50 and more	3.4
Total	**100**

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

3.3.6 Duration of attending classes (hours) by faculty

The duration that the 2014 graduates spent attending classes per week seemed to vary with the Faculty they belonged to. The Faculty of Applied Sciences had the most hours. Table 3.6 provides a summary of the duration of classes by Faculty.

Table 3.6: Duration of class attendance by Faculty

Faculty	Duration (hours per week)
Applied Sciences	40 – 49
Built Environment	30 – 39
Commerce	30 – 39
Education and Media Studies	30 – 39
Engineering	30 - 39

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

One of the reasons why more time is spent on attending classes in some Faculties than others is that some programmes require students to spend a minimum number of hours attending classes dealing with the theoretical aspects of the courses and then spend more time in practical sessions. This is typical of programmes within the Faculties of Applied Sciences, Built Environment and Engineering.

3.3.7 Duration of study activities outside the lecture room

While students are expected to attend lectures, they also have time outside the schedule of lectures. Students therefore spend some time on study activities outside of classes. These activities, among others, include self study and working on assignments or projects. Table 3.7 gives a summary of duration of study activities outside the lecture room.

Table 3.7: Duration of study activities outside classes (hours) by faculty (percent)

Duration	Faculty and percentage of respondents				
	Applied Sciences	Built Environment	Commerce	Education and Media Studies	Engineering
Up to 10 hours	36.0	20.0	26.1	44.7	28.6
11 to 19 hours	32.0	0.0	34.8	23.7	23.8
20 to 29 hours	16.0	30.0	21.7	10.5	14.3
30 to 39 hours	12.0	40.0	8.7	13.2	19.0
40 to 49 hours	0.0	0.0	8.7	5.3	9.5
50 hours or more	4.0	10.0	0.0	2.6	4.8

B8: Duration of study activities outside classes (hours);

The majority of graduates (68.4%) from the Faculty of Education and Media Studies spend up to 19 hours outside classes. On the other hand, a bigger proportion (70%) of students from the Faculty of Built Environment spent between 20 and 39 hours of self-study per week. For the rest of the Faculties, most students (52% - 68%) spend less than 20 hours of study activities outside the classroom per week. Very few graduates had spent more than 40 hours on study activities outside the classrooms.

3.4   Internship/Industrial attachments during course of study

Students from different Faculties go on internship/industrial attachments running from weeks to months. An internship or industrial attachment makes the classroom's abstract theories and learned examples concrete by placing the student in a real life work situation with real life co-workers performing actual professional tasks which the job encompasses. Due to the nature of programmes at The Polytechnic, students are required to be on attachment during the course of their study to gain invaluable professional experience.

3.4.1   Internships/industrial attachments by faculty

Findings show that 56% of all graduates had undergone attachment during their course of studies and that the Faculty of Engineering had a bigger proportion of graduates (70%) who had gone for internship followed by the Faculty of Education and Media Studies (59%). The least was the Faculty of Commerce (33%). The findings are summarized in Table 3.8.

Table 3.8: Internship/Industrial attachments, by Faculty (percent)

Internship/ Industrial attachment	Faculty				
	Applied Sciences	Built Environment	Commerce	Education and Media Studies	Engineering
Yes	40	50	33	59	70
No	60	50	67	41	30

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

3.4.2   Nature and number of internships/industrial attachments

Internships/industrial attachments may be voluntary or mandatory. The 2014 Polytechnic graduates were asked to indicate the number of internships/industrial attachments they had attended. Table 3.9 provides a summary of their responses.

Table 3.9: Proportion of graduates who attended internship/industrial attachments (Percentage)

Nature of Internship	Percentage of internships/industrial attachments				
	None	1	2	3	4 or more
Mandatory	46	48	2	2	3
Voluntary	33	38	20	2	8

C2:   How many mandatory internships/industrial attachments did you do in total during your course of study?
C3:   How many voluntary internships/industrial attachments did you do in total during your course of studies?

The results show that about 50% of the respondents reported that they had attended 1 mandatory industrial attachment in total during the course of study, whereas for voluntary industrial attachments, close to 60% of the graduates had attended 1 or 2 industrial

attachments in total during the course of study. The Faculties of Engineering and Education and Media Studies send their students for mandatory industrial attachment as part of the study programme, usually for the duration of one semester in the entire course of study. Students from other Faculties search for industrial attachment on their own, most of the times during the vacations, and this may likely be for one or two vacations only. The results suggest that the majority of students do not attend industrial attachment, and those that attend, do so only for a small period of their study duration.

3.4.3 Mandatory internships/industrial attachments by Faculty

It is a requirement under some programmes to go on internships/industrial attachments. For example, in the Faculties of Applied Sciences and Education and Media Studies, some students have to go on Teaching Practice for a period of not less than three months. Table 3.10 provides a summary of the findings.

Table 3.10: Mandatory Internship/Industrial Attachments within Faculties (Percentage)

Number of Mandatory Internships/ Industrial Attachments	Faculty				
	Applied Sciences	Built Environment	Commerce	Education and Media Studies	Engineering
None	70	80	67	4	71
1	30	20	22	88	21
2	0	0	0	4	0
3	0	0	11	0	0
4 or more	0	0	0	4	7

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

The Faculty of Education and Media Studies had the highest proportion of students (88%) of graduates who had gone on one mandatory internship. The rest of the Faculties had considerable small proportions of students that went on mandatory internship: Applied Sciences (30%), Commerce (22%), Engineering (21%) and Built Environment (20%). The Faculty of Applied has only one degree programme (Bachelor of Science in Mathematical Education), and this may explain why the proportion of students that went for mandatory industry attachment is relatively small.

3.4.4 Duration of Internships/industrial attachments

The duration of internship/industrial attachments given by the graduates ranged from weeks to months. Table 3.11 summarises the duration of internship/industrial attachments for the 2014 Polytechnic graduates.

Most candidates (84%) had internships/industrial attachments lasting between 1 month and 6 months while only 2% were on internship that only lasted a few weeks. It appears the duration a student spends on internship/industrial attachment depends on the nature of the programmes. Students from the Faculty of Education and Media Studies spend at least three months on internship/industrial attachment.

Table 3.11: Internship/industrial attachment duration

Duration	Percent
Less than 1 month	2
1 month to less than 3 months	40
3 months to less than 6 months	44
6 months to less than 9 months	4
9 months or more	10

C4:   How many months did these internships/industrial attachments last?

3.4.5 Employment during course of study

The 2014 Polytechnic graduates were also asked if they had ever been employed during the course of study. Their responses are summarized in the chart in Figure 3.2.
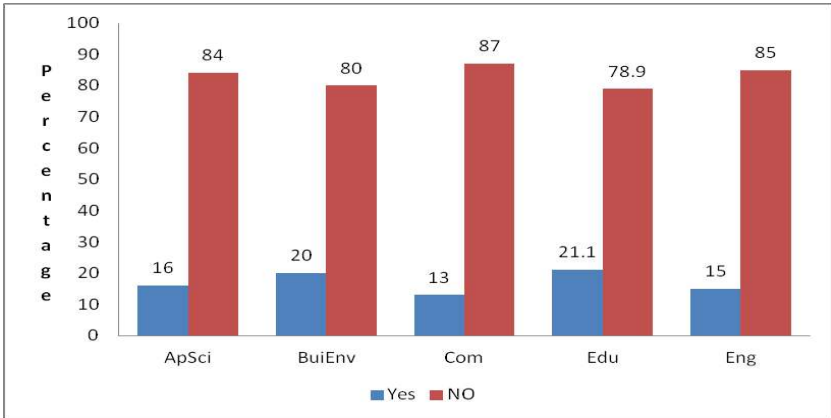
Figure 3.2: Employment during course of study

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

The majority of graduates (approximately 80%) were not employed during their course of study across all faculties. They may not have been employed due to either lack of employment opportunities or they wanted to concentrate on their studies.

3.5   Evaluation of study conditions and study provision at The Polytechnic

The 2014 Polytechnic graduates were also asked to evaluate various study conditions and study provision at The Polytechnic. These were considered under various themes: quality of classroom learning, students' recreational facilities on campus, availability of learning

resources, and opportunity for consultation with teaching staff. These are presented in the following subsections.

3.5.1 Quality of classroom learning

The graduates were asked about the study conditions and provision they experienced at The Polytechnic in terms of quality of classroom learning. Most respondents in the following faculties indicated that the quality of classroom learning was fair: Applied Sciences (71%), Built Environment (75%), and Engineering (60%). On average the quality of classroom learning was rated as fair by majority (52%) of respondents. Table 3.12 presents a summary of the responses.

Table 3.12: Quality of classroom learning (Percentage)

Quality of classroom learning	Faculty				
	Applied Sciences	Built Environment	Commerce	Education and Media Studies	Engineering
Very bad	0.0	0.0	4.3	5.6	0.0
Bad	4.2	12.5	13.0	13.9	10.0
Fair	70.8	75.0	43.5	36.1	60.0
Good	20.8	12.5	39.1	41.7	25.0
Very good	4.2	0.0	0.0	2.8	5.0

D1: How would you rate the study conditions and provisions you experienced at The Polytechnic on quality of classroom learning?

3.5.2 Students' recreational facilities on campus

The graduates were also asked to rate students' recreational facilities on campus. Their responses are summarized in Table 3.13.

Table 3.13: Quality of recreational facilities (Percentage)

Quality of recreational facilities	Faculty				
	Applied Sciences	Built Environment	Commerce	Education and Media Studies	Engineering
Very bad	4	0	9	8	0
Bad	26	67	32	36	26
Fair	52	33	41	41	58
Good	17	0	18.	11	16
Very good	0	0	0.	3	0.0

D1: How would you rate the study conditions and provisions you experienced at The Polytechnic on quality of students recreation facilities?

Within each faculty, most of the respondents reported that the quality of students recreational facility were bad or fair. Most respondents from the Faculty of Built Environment (67%) indicated that students' recreational facilities on campus were bad. Whereas most respondents in from the Faculty of Applied Sciences (52%), Commerce (41%), Education and Media

Studies (41%) and Faculty of Engineering (58%) indicated that students' recreational facilities on campus were fair.

3.5.3 Availability of learning resources

The graduates were asked "How would you rate the study conditions and provisions you experienced at The Polytechnic on availability of learning resources?". Depending on the nature of the programme, students at The Polytechnic may learn under different environments and also use different resources such as books, internet, drawing boards and others. Some of the resources may be supplied by the institution while others may be supplied by the students themselves. Table 3.14 summarises the graduates' ratings on the availability of resources.

Table 3.14: Availability of learning resources (Percentage)

| Availability of learning resources | Faculty | | | | |
	Applied Sciences	Built Environment	Commerce	Education and Media Studies	Engineering
Very bad	8	0.0	9	8	5
Bad	38	22	39	19	40
Fair	46	67	44	56	35
Good	8	11	9	14	20
Very good	0	0	0	9	0

D1: How would you rate the study conditions and provisions you experienced at The Polytechnic on availability of learning resources?

Within each faculty, the majority of the respondents indicated that the availability of learning resources were bad or fair. The majority of respondents from the Faculty of Built Environment (67%), Education and Media Studies (56%), Applied Sciences (46%) and Commerce (44%) indicated that the availability of learning materials was fair. On the other hand, 45% of the graduates from the faculty of Engineering 46% from faculty of Applied Sciences and 48% from Commerce had rated the availability of learning materials as bad or very bad. In the faculty of engineering and applied sciences, this may point to the fact that the test rigs and machines that they use in their laboratories and workshops have been in use for a very long time without replacement. When compared to results from 1996 UNIMA Tracer Study, specifically for The Polytechnic, it seems there have been no improvement because the laboratory facilities were also rated poor by the graduates (Zembere & Chinyama, 1996). It is worth noting that from the Faculty of Commerce had the highest level of dissatisfaction on the learning resources: 83% of the respondents indicated that the availability of learning resources was bad or fair. These results suggest need for improving the learning resources at The Polytechnic.

3.5.4 Opportunity for consultation with teaching staff

The teaching and learning processes require active involvement of teacher and learner. These may be achieved, among others, through giving the student the opportunity to have consultations with teaching staff. When asked to rate the opportunity for consultation with teaching staff, graduates that participated in the survey rated the opportunity differently. The majority rating it as fair or good. Table 3.15 provides a summary of the graduates' views pertaining to consultations.

Table 3.15: Consultations with teaching staff (Percentage)

Rating of consultations with teaching staff	Faculty				
	Applied Sciences	Built Environment	Commerce	Education and Media Studies	Engineering
Very bad	0	0	4	3	0
Bad	17	22	4	3	5
Fair	38	56	39	46	50
Good	33	22	48	37	35
Very good	13	0	4	11	10

D1: How would you rate the study conditions and provisions you experienced at The Polytechnic on opportunity for consultation with teaching staff?

The majority of respondents from the faculties of commerce (87%), engineering (85%), Education and Media Studies (83%) and Built Environment (78%) and Applied Sciences (71%) rated the opportunity for consultation with teaching staff as fair or good. However, there is a considerable proportion of responses that rated consultation of teaching staff as bad, especially from faculties of Applied Sciences (17%) and Built Environment (22%). This signals a need to improve on creation of opportunities for consultation between students and teaching staff.

3.5.5 Summary of rating of study conditions and provisions

Figure 3.3 shows a summary of the rating of study conditions and provisions, derived from factor analysis. The worst rated provision is internship which was rated as bad by at least 50% of the graduates. The reason for this rating may stem from the fact that the students have to make an effort to contact institutions for internship on their own. Most students find it hard to get internships on their own. On the other hand, a significant proportion of graduates (approximately 50%) rated teaching and learning, policies, infrastructure and student learning as medium. These results call on The Polytechnic to improve on the following aspects: industrial attachment programme for its students, provision of adequate teaching and learning facilities, creation of opportunities for consultation between the students and creation of opportunities for engaging students when coming up with policies.
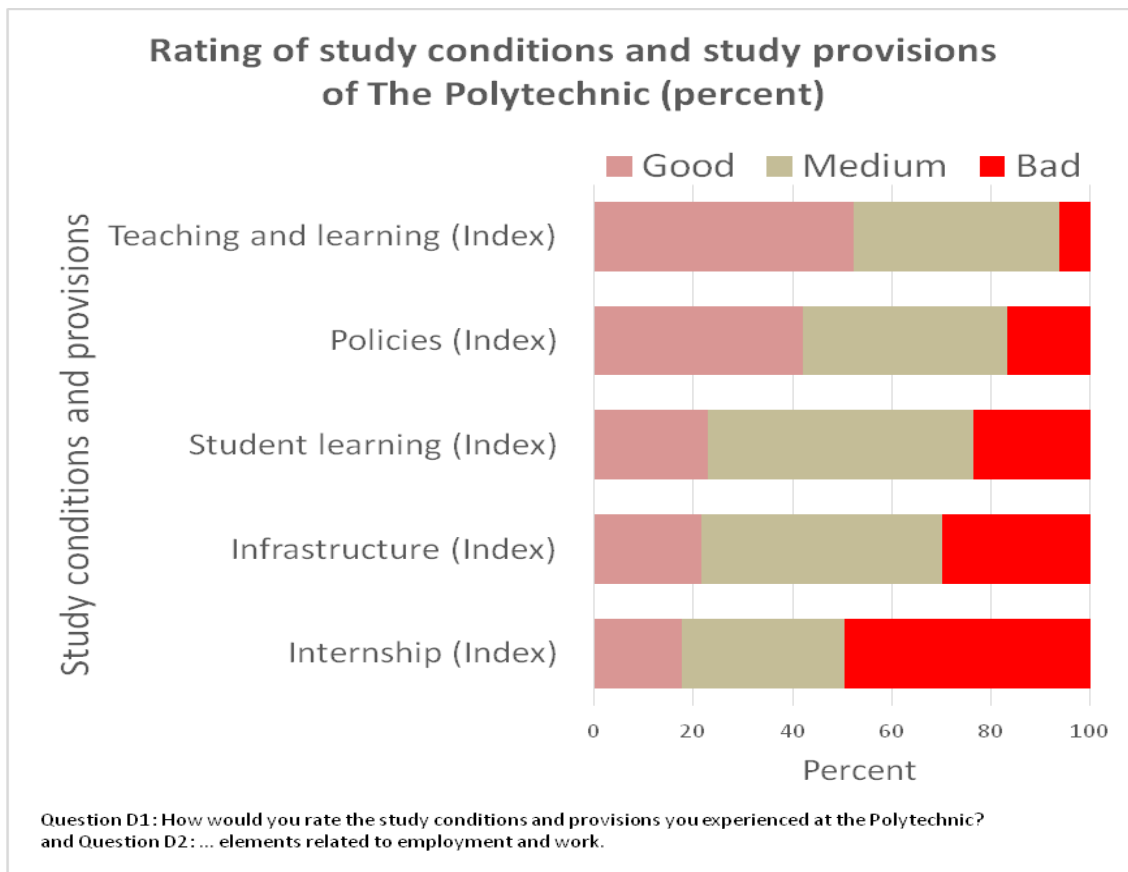
Figure 3.3: Rating of study conditions and provisions

3.6 Competencies and satisfaction with the course of study

The graduates were asked to rate their satisfaction with their courses of study and their acquisition of skills at the time of their graduation. The findings on these aspects are presented in the following subsections.

3.6.1 Acquisition of competencies at the time of graduation

The graduates were asked "To what extent did you acquire the following skills / competencies upon graduation?" A number of areas of competences were listed. Table 3.16 summarises the graduates' rating of acquisition of competences in a number of areas at the time of their graduation.

The results show that at least 70% of the graduates had acquired various competences to a high extent or very high extent in all the areas listed in Table 3.16, upon graduation. It is worth noting that the ability to perform well under pressure was rated to a very high extent by 56% of the graduates.

Table 3.16 Acquired competencies at the time of graduation (Percentage)

Area	Not 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	0	5	29	45	21
Ability to develop new ideas and solutions	0	6	22	47	26
Ability to adapt to changing conditions	1	0	17	51	32
Analytical thinking	0	2	12	45	41
Willingness to question my and others ideas	0	4	16	44	36
Ability to work efficiently towards a goal	0	3	11	43	44
Ability to organise my work processes efficiently	0	1	18	43	38
Ability to work productively with others	0	3	10	44	43
Ability to perform well under pressure	0	1	6	38	56

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

Further, it is worth noting that there were a remarkable proportion of responses that had rated the acquisition of competences upon graduation to a moderate extent. For example, about 30% of the respondents rated mastery of their field/subject specific knowledge to moderate extent, while about 20 % rated ability to develop new ideas and solutions and ability to organize work processes efficiently as both to a moderate extent. These results suggest that the programmes of study at The Polytechnic equip the graduates with appropriate skills/competences at the time of graduation, but require some improvements.

3.6.2 Choice of Polytechnic and field of study

One of the measure of satisfaction is the extent to which the graduates can chose again. Thus, graduates were asked to indicate if they would choose The Polytechnic and the same field of study if they were free to choose again. Table 3.17 provides a summary of the responses. Overall, at least 74% of the graduates that responded indicated that they would choose again the same field of study/training to a high extent or higher while at least 79% of the graduates would choose The Polytechnic again. It is worth noting that about half of the graduates indicated that they would choose their field of study gain to a very high extent. This is a significant endorsement of the institution and their programmes of study.

Table 3.17: Choice of same field of study and The Polytechnic again

Area	Not at all	To a little extent	To a moderate extent	To a high extent	To a very high extent
Same field of study/training	7	8	11	24	50
The Polytechnic again	2	2	18	33	46

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

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

3.6.3   Satisfaction with the study in general

The 2014 Polytechnic graduates were also asked to indicate their level of satisfaction with their studies. In aggregate, approximately 69% indicated that they rate their level of satisfaction with studies to a high extent or very high extent (Figure 3.4). This seems to be in tandem with their endorsement of the institution and study programme.
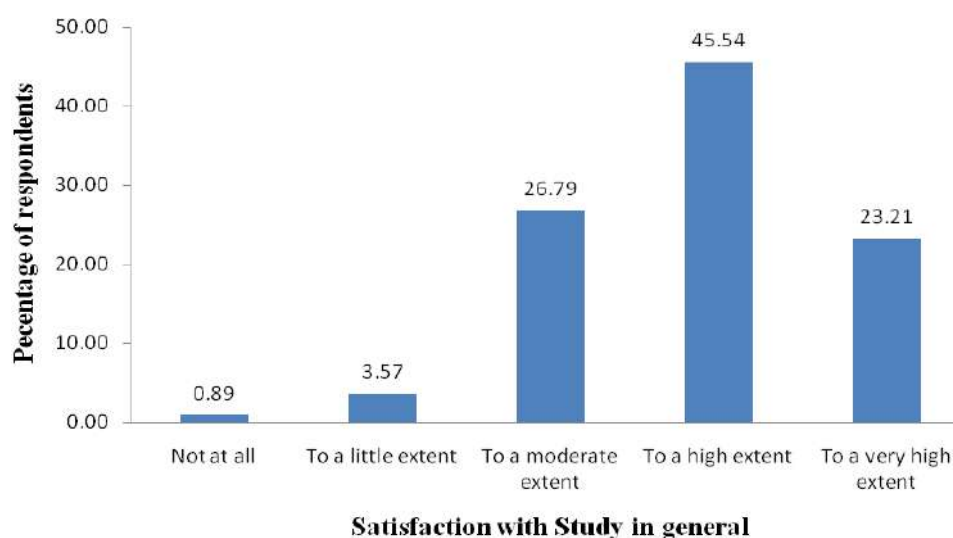
Figure 3.4: Graduates' satisfaction with their studies

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

3.7   Transition to employment

The survey tried to find out how the situation of the graduates in the first six months as they were in transition to employment is. This is important, especially when analyzing how the study prepared the graduates for work as well as how marketable their study programs are. Information about job search, employment conditions and work are taken as signals of labour market chances of graduates from different study programs. This section presents results and discussions on employment status of graduates after graduation, waiting time until start of first job after graduation, and job search methods for first job, among others.

3.7.1 Employment status after graduation

When asked about what applied to their situation in the first six month after graduating from Polytechnic, forty nine percent (49%) of the graduates that participated in the survey had full time employment, 13% were employed on part-time basis and 10% were self-employed within the first six months after graduation (Table 3.18). Moreover, 56% of the males and 32% of the females were on full time employment within the six months of their graduation. These results possibly indicate that Polytechnic study programmes are relevant to labour market, considering that the majority of respondents had job in the first 6 months after graduation, .

Table 3:18: Employment status within six months after graduation by Gender (percent; multiple responses)

Employment status after graduation	Male	Female	Total
Full time employment	56	32	49
Part time employment	10	18	13
Self-employed	13	4	10
Internship	12	18	14
Further academic/professional training	12	7	10
Further vocational education/training	0	0	0
Household work	9	7	8
Not employed, but searching for a job	28	25	27
Voluntary job	7	7	7
Freelance work	10	4	8
Other	3	0	2
Total	**160**	**121**	**149**
Count	**68**	**28**	**96**

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

3.7.2 Waiting time until start of first job after graduation

Waiting time until the first job after graduation was also asked from the graduates that participated in the survey. Table 3.19 shows that 31% of the respondents had secured the first job before graduation and 36 % of them had secured their first job within the first six months after graduation. By the end of one year after graduation, 87% of the graduates that responded indicated they had secured employment. This shows that Polytechnic graduates are most likely to get employed within one year after their graduation.

Table 3.19: Waiting time until start of first job after graduation by Gender (percent)

Waiting time until start of first job after graduation	Male	Female	#Total
Already secured a job before graduation	37	18	31
At the time of graduation	3	4	3
Less than 1 month after graduation	8	18	11
1 to less than 3 months after graduation	8	11	9
3 to less than 6 months after graduation	9	21	13
6 to less than 9 months after graduation	15	14	15
9 to less than 12 months after graduation	6	4	5
12 months or more after graduation	14	11	13
Total	**100**	**100**	**100**
Count	**65**	**28**	**93**

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

3.7.3 Job search methods for first job

The graduates that participated in the survey were asked about the job search methods that got them their first job. Table 3.20 shows that most graduates (61%) searched their first jobs through job advertisements/announcements in newspapers, internet, notices and radio, seconded by personal contacts, friends, and fellow students (29%). Worth noting is that a considerable proportion of responses from female graduates (22%) show that they got their first job with the help of family contacts of parents and relatives, compared to only 5% of responses from their male counterparts. It is also worthwhile to note that none of the graduates searched their first jobs through side jobs, job fair/recruitments seminars, and private job agencies.

Table 3.20: Job search methods for first job by Gender (percent; multiple responses)

Job search methods for first job	Male	Female	#Total
Job ads/announcements (e.g. newspaper, internet, notice, radio)	53	78	61
With the help of family contacts of parents and relatives	5	22	10
With help of personal contacts, friends and fellow students	31	26	29
Speculative application – independent contact to employers	15	19	16
Through internships during my course of studies	5	0	3
Through internships after graduation	3	4	3
Through side jobs during the study	2	4	2
Through side jobs after graduation	0	0	0
I was contacted by an employer	10	7	9
Job fair/recruitment seminar	0	0	0
Through public job centre/labour office	2	0	1
Through private job agencies	0	0	0
Through social networks (e.g. Facebook, LinkedIn)	11	22	15
Through the career centre/academic department or faculty of The Polytechnic	6	4	6
Through staff at The Polytechnic	15	7	12
Not applicable, I have not searched for employment	6	7	7
Other	5	0	3
Total	**100**	**100**	**100**
Count	**65**	**28**	**93**

F3: How did you search for the first job after graduation? Multiple answers possible

3.7.4 Reasons for no job search

The graduates that responded not to have searched for a job were asked on why they did so. Table 3.21 shows that 41% of responses are those which the graduates stated that they did not search for a job because they found a job without searching for it and that 32% continued with their jobs they had prior to studying. Others continued studying (9%), became self employed or freelancers (18%). There may be several reasons for the graduates to get jobs without searching for them. Some of the reasons would be that the graduates were contacted by the employers to work for them, that they were recruited by the same companies that took them for industrial attachments and that they got their job with the with the help of parents and relatives.

Table 3.21: Reasons for no job search by Gender (percent; multiple responses)

Reasons for no job search	Male	Female	#Total
I continued studying	11	0	9
I continued a job I had prior to studying	33	25	32
I found a job without searching	44	25	41
I became self-employed / a freelancer	17	25	18
Other	6	25	9
Total	**111**	**100**	**109**
Count	**18**	**4**	**22**

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

It is also worth noting that there were no responses from female graduates, which stated that they did not search for the job because they were continuing with their studies, compared to 11% from the male responses.

3.7.5 Start time of job search

When asked on when they started searching for a job, most of The Polytechnic graduates 86%) that participated in the survey started their job search prior to graduation as shown in Table 3.22.

Table 3.22: Start time of job search by Gender (percent)

Start time of job search	Male	Female	#Total
Prior to graduation	88	81	86
After graduation	12	19	14
Total	**100**	**100**	**100**
Count	**58**	**26**	**84**

F5: When did you start searching for a job?

3.7.6 Duration of job search

Duration of search for the first job was also asked. For those graduates who searched a job after graduation, most of them (49%) had to search for the job for 2 to 6 months, while 64% searched for more than 6 months. Refer to Table 3.23.

Table 3.23: Duration of job search (only graduates who searched a job after graduation) by Gender (percent)

Duration of job search (only graduates who searched a job after graduation)	Male	Female	#Total
Up to 1 month	20	4	15
2 to 3 months	23	32	26
4 to 6 months	18	36	23
7 to 9 months	13	8	11
10 months to 12 months	11	12	11
More than 12 months	16	8	14
Total	**100**	**100**	**100**
Count	**56**	**25**	**81**

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

3.8 Employment situation and relationship between study and work

It is important to explain the employment situation by analyzing the links between employment and education. If possible, it should give and explain causes of professional success/employment outcomes. This section presents and discusses results on the following:

   a. employment and work,

   b. work requirements,

   c. relevance of programme of study to current job, and

   d. work satisfaction.

3.8.1 Employment and work

There are several objects that were covered in the questionnaire to establish the status of employment and work of the 2014 graduates by the time of the survey. This sub-section presents the results and their discussions.

3.8.1.1 Employment status at the time of the survey

Graduates were asked "what applies to their current situation" as one means of describing their employment status. Results presented in Table 3.24, show that 84% of the respondents had full time employment by the time of the survey. Only 9% of the respondents stated that they were still searching for a job at the time of the survey. This is a surprise result because in

2014 and up to now (time of survey), the economy of Malawi is struggling and yet graduates are able to get full time employment.

It can be argued that the job market employed The Polytechnic graduates to improve on the tough economic situation in the country. This result therefore indicates high employability rate of The Polytechnic graduates and possibly high relevance of the study programs to economic development of the country. The status of employment on full time employment, further academic/professional training, household work and not employed, is almost equal among male and female graduates.

Table 3.24: Employment status at the time of the survey by Gender (percent; multiple responses)

Employment status at the time of the survey	Male	Female	#Total
Full time employment	85	82	84
Part time employment	9	4	7
Self-employed	9	0	6
Internship	0	4	1
Further academic/professional training	7	7	7
Further raining	0	0	0
Household work	4	4	4
Voluntary job	3	0	2
Freelance work	7	4	6
Not employed, but searching for a job	9	11	9
Other	1	0	1
Total	**136**	**114**	**129**
Count	**67**	**28**	**95**

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

3.8.1.2 International mobility after graduation

Working and studying abroad indicate student international mobility. It may explain international marketability of the study programs as the graduates may have picked jobs on international market. The result may also explain desire of graduates to upgrade to a higher qualification or to attain some specific skills required on the job.

Table 3.25: International mobility after graduation by Gender (percent; multiple responses)

International mobility after graduation	Male	Female	#Total
Yes, I worked abroad	4	0	3
Yes, I continued my studies/training abroad	12	4	9
No	84	96	87
Total	**100**	**100**	**100**
Count	**67**	**28**	**95**

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

However, when asked if they spend time abroad for study or work, the results in Table 3.25 show that 87% of the respondents did not spend time abroad for study or work. For those that spent time abroad, many were there for further studies and training. It is also interesting to note that of those few respondents that have worked abroad, none of them is a female.

3.8.1.3 Number of jobs since graduation

Graduates were asked on how many jobs they have had (including their current ones) since graduation. Table 3.26 shows the results. The majority of graduates that participated in the survey changed jobs in the period of two years. About 90% of them stated they had changed at least two or three jobs since graduation. This may suggest that most of the graduates that responded were hunting for better jobs.

Table 3.26: Number of jobs since graduation by Gender (percent)

Number of jobs since graduation	Male	Female	#Total
None	6	4	5
One job	30	37	32
Two jobs	45	37	43
Three jobs	15	15	15
More than three jobs	4	7	5
Total	**100**	**100**	**100**
Count	**67**	**27**	**94**

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

3.8.1.4 Working hours per week

Legally (according to labour laws), in Malawi, employees work up to a maximum of 8 hours per day and thus 40 hours per week. Table 3.27 show the results when the graduates were asked on how many hours they work per week on average. The results show that about 40% of the graduates that participated in the survey work more than 8 hours per day, thus they work overtime. This results suggests that graduates might be exploited, assuming they were not paid for overtime work. It is also worthy to note that about half of the female graduates that responded are likely to work within normal working hours. A few of the female graduates (12%) work beyond 50 hours a week.

Table 3.27: Working hours per week by Gender (percent)

Working hours per week	Male	Female	#Total
Up to 10 hours per week	12	4	10
11 to 20 hours per week	3	4	4
21 to 30 hours per week	7	4	6
31 to 40 hours per week	38	48	41
41 to 50 hours per week	33	28	31
More than 50 hours per week	7	12	8
Total	**100**	**100**	**100**
Count	**58**	**25**	**83**

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

3.8.1.5 Employment status

The graduates were asked on whether they were permanently employed. The results in Table 3.28 on employment status show that of those that participated and are employed, 72% and 80% of male and female graduates, respectively, are permanently employed. The majority are on permanent employment status. Overall, close to three-quarters (74%) of the graduates that responded stated that they were on permanent employment at the time of the survey. This result compares well with the general finding from Kadzamira, in 2003, which showed that almost all of the UNIMA graduates that were sampled (from cohorts 1980,1987, 1994 and 1999) had permanent employment (Kadzamira, 2003).

Table 3.28: Employment status by Gender (percent)

Employment status	Male	Female	#Total
Yes	72	80	74
No	20	20	20
Not applicable	8	0	6
Total	**100**	**100**	**100**
Count	**60**	**25**	**85**

G5: Are you permanently employed

3.8.1.6 Duration of search for current job

When asked "how long did it take you to find your current job after graduation", the results on those graduate the participated in the survey are given in Table 3.29. The results show that 23% of those employed got their job within the first 3 months. In 6 and 9 months time, 38% and 50% were employed respectively. By the end of one year, 64% were employed. This may suggest employability of The Polytechnic graduates, contrary to the general view that the graduates take long to find employment. It is worth noting that about one-third (36%) of the respondents stated that it took them more than one year to find their current job. This may indicate dwindling employment opportunities. Competition on the job market from other public and private colleges may contribute to The Polytechnic graduates taking more time to secure employment. Compared to the UNIMA tracer study of 1996 conducted by Zembere, the trend is the same: increasing period of securing employment (Zembere & Chinyama, 1996). It is worth noting from Table 3.29 that, in general, female graduates were employed earlier than their male counterparts.

Table 3:29: Duration of search for current job by Gender (percent

Duration of search for current job	Male	Female	#Total
Up to 1 month	16	8	14
2 to 3 months	6	17	9
4 to 6 months	10	25	15
7 to 9 months	14	8	12
10 to 12 months	14	13	14
More than 12 months	40	29	36
Total	**100**	**100**	**100**
Count	**50**	**24**	**74**

G6: How long did it take you to find your current job after graduation?

35

3.8.1.7 Duration of work experience

Table 3.30 shows the results to the question "how long have you been working in your current job". The results show that over two-thirds of the graduates that participated in the survey have been working for more than 1 year in their current jobs. This could mean that the graduates did not have longer time in employment to make the cross-overs. It could also mean that most of The Polytechnic graduates are satisfied with their job and/or possibly they do not have alternative job offers.

Table 3:30: Duration of work experience by Gender (percent)

Duration of work experience	Male	Female	#Total
Up to 1 month	2	12	5
2 to 3 months	7	8	7
4 to 6 months	10	8	10
7 to 9 months	8	4	7
10 to 12 months	5	4	5
More than 12 months	68	64	67
Total	**100**	**100**	**100**
Count	**59**	**25**	**84**

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

3.8.1.8 Type of employer

When asked about the type of employer the graduates that participated in the survey work for, most of them (60%) stated that the private sector (which includes NGOs) is their employer, seconded by 35% that work public service (Government and parastatal) (refer to Table 3.31). This shows that The Polytechnic produces more graduates for the private sector than for Government and parastatal. This might be due to the nature of The Polytechnic study programmes being more aligned to the technological and commercial needs of the labour market in Malawi. It is also worthy to note that more female graduates (57%) are employed in private companies to male counterparts (42%).

Table 3.31: Type of employer by Gender (percent)

Type of employer	Male	Female	#Total
Government	18	13	16
Parastatal	25	4	19
Private company	42	57	46
Non-governmental organisation (NGO)	11	22	14
Other	5	4	5
Total	**100**	**100**	**100**
Count	**57**	**23**	**80**

G9: What type of employer do you work for?

3.8.1.9 Gross monthly income with respect to type of employer

The gross monthly salary of the graduates that participated in the survey was also asked and the results were crosstabulated with the type of employer. The results are in Table 3.32. It can be seen that 69% of the graduates employed in parastatals earn between MWK500,000 and MWK700,000, while most of the graduates in the other sectors earn between MWK100,000 and MWK300,000. This indicates that the parastatals (such as Water Boards, ESCOM and Public Universities), in general, offer relatively higher salaries than any other type of employer.

Table 3.32: Gross monthly income by Gender (percent) with respect to type of employer (percent)

Gross monthly income (MWK)	Government	Parastatal	Private company	Non-governmental organisation (NGO)	Other	#Total
Less than 100,000	8	0	5	8	0	5
100,001 - 200,000	54	0	32	23	25	28
200,001 - 300,000	8	6	20	31	50	19
300,001 - 400,000	0	0	22	8	0	11
400,001 - 500,000	22	6	5	0	0	7
500,001 - 600,000	8	38	5	0	0	11
600,001 - 700,000	0	31	5	8	0	9
700,001 - 800,000	0	6	3	0	0	2
More than 800,000	0	13	3	22	25	8
Total	**100**	**100**	**100**	**100**	**100**	**100**

G14: What is your current gross monthly income?

At the time of the Survey, 1 US = 750 MK

About three-quarters (74%) of the graduates employed in the private sector received gross monthly income ranging from MK100,000 to MK400,000. It is also worth noting that in the NGOs, 70% of graduates earn gross monthly income of up to MK400,000 and close to a quarter (23%) of them earn a monthly gross of more than MK800,000. Therefore, in general, the results suggest that the majority of Polytechnic graduates earn gross monthly income of up to MK400,000. This is because the private sector (private companies and NGOs) is the largest employer of Polytechnic graduates (refer to Table 3.31).

3.8.1.10 Kind of fringe/other benefit(s)

When asked about the kind of fringe/other benefit(s) the employed graduates receive, the graduates stated that they received various kinds of benefits, which are listed in Table 3:33. The results show that above 75% of the graduates that responded are on some form of benefits. The most dominants are health (55%), education (29%) and housing (24%). Utility as a kind of benefit was only available to 10% of the graduates. Benefits may satisfy the

37

employed graduates despite their gross monthly income being relatively small. A considerable proportion of graduates (23%) did not receive any kind of benefits.

Table 3.33: Kind of fringe/other benefit(s) by Gender (percent; multiple responses)

Kind of fringe/other benefit(s)	Male	Female	#Total
Housing (subsidy, rent allowance)	22	28	24
Transportation (car/transport allowance)	16	8	13
Health (medical aid, insurances)	53	60	55
Education and training (staff development, family study rebate)	33	20	29
Utility (Electricity, Water, TV subscription etc.)	12	4	10
None	24	20	23
Other	10	0	7
Total	**171**	**140**	**161**
Count	**58**	**25**	**83**

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

3.8.1.11 Size of the company/firm/organisation (total employees)

The graduates were also asked about the size of the company in which they were employed. Table 3.34 shows that most of the graduates that participated (58%) were employed in organisations of more than 100 employees in total. According to the SME Policy (1998), these are categorised as large companies and their annual turnover should be above MWK10 million. This implies that these are established companies and issues of job security may have contributed to graduates seeking employment with them. This is a surprising result because, generally it is viewed that Malawian industry is too saturated to employ The Polytechnic graduates.

Table 3.34: Size of the company/firm/organisation in total by Gender (percent)

Size of the company/firm/organisation in total	Male	Female	#Total
Up to 5 employees	2	4	2
6 to 10 employees	11	4	9
11 to 20 employees	11	16	12
21 to 50 employees	9	12	10
51 to 100 employees	7	12	9
More than 100 employees	61	52	58
Total	**100**	**100**	**100**
Count	**56**	**25**	**81**

G16: How many employees in total work in the company/organization you are working for? Please estimate the number.

3.8.2 Work Requirements

This sub-section presents results on required competences for the job market. It is important to find out from the employed graduates themselves about the extent to which they view the

required competences in their current employment. This will indicate the level of work requirements the graduates are engaged in.

3.8.2.1 Required competencies

The graduates were also asked to rate the extent to which the listed competences are required in their current jobs. Based on their ratings on extent of requirement, the most important skills/competences required in their currents jobs were ability to work productively with others, ability to work under pressure, ability to organise work processes efficiently and ability to work efficiently towards a goal. All of the other listed skills/competences were rated to a nearly very high extent of requirement, as presented in Table 3.35. These are: mastery of the field/subject specific knowledge, ability to develop new ideas and solutions, ability to adapt to changing conditions, analytical thinking and ability to question their own and others' ideas. Therefore, these requirements should guide the Polytechnic during the curricular review process.

Table 3.35: Required competencies by Gender (arithmetic mean)

Required competencies	Male	Female	#Total
Mastery of my field/subject specific knowledge	4.4	4.1	4.3
Ability to develop new ideas and solutions	4.5	4.2	4.4
Ability to adapt to changing conditions	4.5	4.3	4.5
Analytical thinking	4.5	4.5	4.5
Ability to question my and others' ideas	4.3	4.3	4.3
Ability to work efficiently towards a goal	4.6	4.6	4.6
Ability to organise my work processes efficiently	4.6	4.7	4.6
Ability to work productively with others	4.7	4.6	4.7
Ability to work under pressure	4.6	4.8	4.7
Total	**100**	**100**	**100**
Count	**56**	**25**	**81**

H1: To what extent are the following skills / competences required in your current employment? Scale of answers: 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.

3.8.3 Relevance of Program of Study to Current Job

Establishing the relevance of the program of study to the current job is one way of linking education and employment. This sub-section presents results on how the graduates are utilizing the acquired knowledge and skills in the job market, appropriateness of field of study for the job, match of job and qualification/degree level, appropriateness of study to position, reasons for choosing a job not closely related to course of study and evaluation of the usefulness of studies.

3.8.3.1 Utilisation of acquired knowledge and skills in the job

Graduates were asked "To what extent are the knowledge and skills you acquired during your course of study utilised in your current job?" The summary of responses from graduates that participated are presented in Table 3.36. Generally, 74% of the graduates stated that they utilise the knowledge they acquired during the course of their study in their current job to high or very high extent. It is also worth noting that only 4% were working in unrelated jobs. This perhaps suggests that most of the graduates are working in areas that match their study.

Table 3.36: Utilisation of acquired knowledge and skills in the job by Gender (percent)

Utilisation of knowledge and skills acquired during course of study in current job	Male	Female	#Total
Not at all	0	4	1
To a little extent	0	8	3
To a moderate extent	23	21	23
To a high extent	39	46	41
To a very high extent	38	21	33
Total	**100**	**100**	**100**
Count	**56**	**24**	**80**

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

3.8.3.2 Appropriateness of field of study for the job

The opinion of the graduates on the field of study that is most appropriate for their current job was asked in order to determine the level of appropriateness of the field of study for the job. Table 3.37 shows that just over half (53%) of the employed graduates that participated in the survey reported that their own and/or related fields are appropriate for their jobs, signifying the importance of multidisciplinary approach to curriculum. Perhaps this is not surprising, because generally in some fields of study at the Polytechnic, like Engineering, graduates can work in different kinds of jobs.

Table 3.37: Appropriateness of field of study for the job by Gender (percent)

Appropriateness of field of study for the job	Male	Female	#Total
Exclusively own field	37	21	32
Own and/or related field	51	58	53
A completely different field	11	21	14
No particular field	2	0	1
Exclusively own field	37	21	32
Total	**100**	**100**	**100**
Count	**57**	**24**	**81**

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

Further, 32% of the graduates stated that exclusively their own field of study is appropriate for their jobs. These results suggest that most employers are interested to employ graduates that can work in other related disciplines. In general, 85% of the graduates work in related fields, suggesting appropriateness of the study for the job. It is worth noting that 14% of graduates stated that a completely different field of study is appropriate to their jobs, suggesting that the jobs, these graduates are working in, are completely different from the education they acquired at Polytechnic.

3.8.3.3 Match of job and qualification/degree level

Graduates were also asked "In your opinion, which qualification/degree level matches best with your current job?" Most (85%) of the graduates that participated in the survey indicated that their qualification (Bachelors) best matched their current jobs. Some 15% of the graduates were overqualified for their current jobs (Table 3.38). This may suggest that at the time of the survey, they were working in positions that were possibly junior with respect to their qualifications. It may also indicate that these 'overqualified 'graduates are likely in transit to professional positions.

Table 3.38: Match of job and qualification/degree level by Gender (percent)

Match of job and qualification/degree level	Male	Female	#Total
A higher degree/qualification	27	8	21
My degree/qualification	63	67	64
A lower degree/qualification	7	21	11
No degree/qualification necessary	3	4	4
Total	**100**	**100**	**100**
Count	**60**	**24**	**84**

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

3.8.3.4 Appropriateness of study to position

Graduates were asked to rate the appropriateness of their study to their current jobs (refer to Table 3.39). Most of the graduates (73%) that participated rated the extent of the appropriateness of study to their current jobs high or very high. Only 7% of the graduates rated that their study is to a little extent or not at all appropriate to their job positions. This result, together with that from Section 3.8.3.3, suggests that the course of study at The Polytechnic suits graduates' current jobs very well.

Table 3.39: Appropriateness of study to position by Gender (percent)

Appropriateness of study to position	Male	Female	#Total
Not at all	2	4	2
To a little extent	3	13	6
To a moderate extent	15	29	19
To a high extent	42	46	43
To a very high extent	38	8	30
Total	**100**	**100**	**100**
Count	**60**	**24**	**84**

I4: To what extent is your course of study appropriate to current job? Scale of answers: 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.

3.8.3.5 Reasons for choosing a job not closely related to course of study

Graduates were asked if their jobs are not closely related to their course of study, why did they choose those jobs? They were required to choose from the list of the reasons provided. Table 3.40 gives the summary of the results. Graduates that participated in the survey and were doing jobs not relevant to their course of study stated that reasons for doing so were that they were searching for professional orientation (17%), that they were still searching for an appropriate job (20%), and that their interests had changed (10%). It is also important to note that 7 % of graduates stated that they were in unrelated job because the job conditions there offer them more security.

Table3.40: Reasons for choosing a job not closely related to course of study by Gender (percent; multiple responses)

Reasons for choosing not closely related job to course of study	Male	Female	#Total
Not applicable, my job is closely related to my course of study	69	43	61
My current job is only a temporary stepping stone, I am still searching for professional orientation	13	29	17
I have not yet found an appropriate job	15	33	20
I receive a higher salary in my current job	2	0	1
My current job offers more security	4	14	7
My interests have changed	10	10	10
My current job allows a flexible time schedule	0	0	0
My current job allows me to work in a favoured geographical place	4	0	3
My current job allows me to take into consideration the interests of my family/children	4	0	3
Other	2	0	1
Total	**123**	**129**	**125**
Count	**48**	**21**	**69**

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

3.8.3.6 Evaluation of the usefulness of studies

Graduates were also asked to rate usefulness of their studies. Overall, all of the of graduates that participated in the survey rated their studies as highly useful for finding a satisfying job after finishing studies, for fulfilling their present professional tasks, for their future professional development/career, for development of their personality, and the economic development of Malawi (Table 3.41). These results also suggest that the graduates found the studies they obtained from the Polytechnic to be highly useful in their work requirements.

Table 3.41: Evaluation of the usefulness of studies by Gender (arithmetic mean)

Evaluation of the usefulness of studies	Male	Female	#Total
Usefulness for finding a satisfying job after finishing your studies?	4.0	4.0	4.0
Usefulness for fulfilling your present professional tasks, if applicable?	4.2	3.9	4.1
Usefulness for your future professional development/career?	4.4	4.3	4.4
Usefulness for the development of your personality?	4.3	4.2	4.2
Usefulness for the economic development of your country?	4.5	4.3	4.5
Count	**67**	**28**	**95**

Question I6: Overall, how do you rate the usefulness of your studies? Scale of answers: 1 = Not at all useful, 2 = Less useful, 3 = Moderately useful, 4 = Highly useful, 5 = Very highly useful

3.8.4 Work orientation and Job Satisfaction

This sub-section presents results on work orientation and job satisfaction. It presents results on characteristics of employment, such as salary, work tasks, job security and career advancements. On job satisfaction, the section presents results on extent of satisfaction with their current job.

3.8.4.1 Characteristics of employment and work

When asked "To what extent do the listed aspects of employment and work apply to your current job situation?" In general, all the graduates that participated in the survey responded that all of the listed aspects of employment and work in Table 3.42 applied to their current job situations to a moderate extent.

It is important to note that in their work places, close to a high extent, the graduates were able to realise their own ideas, carry out work tasks that interest them, have clear and regulated work tasks, they are able to apply acquired competencies, have challenging jobs, have good career advancement prospects, have possibilities to do something useful for their society and they can apply acquired competences in their current jobs. These aspects suggest that graduates are enthusiastic and work-oriented

43

Table 3.42: Aspects of employment and work by Gender (arithmetic mean)

Aspects of employment and work	Male	Female	#Total
Possibilities to realise own ideas	3.9	3.6	3.8
High salary	3.2	2.9	3.1
Interesting work tasks	3.8	3.6	3.7
Clear and regulated work tasks	3.9	3.9	3.9
Possibilities for applying acquired competencies	4.0	3.6	3.9
Job security	3.7	3.4	3.6
Social status and recognition	3.4	3.3	3.4
Good work atmosphere	3.5	3.0	3.4
Possibilities of further professional advancement	3.6	3.4	3.5
Possibility for providing social influence	3.6	3.4	3.5
To have a challenging job	3.9	3.9	3.9
Good career advancement prospects	3.8	3.6	3.8
Possibilities to do something useful for the society	3.9	3.6	3.8
Good conditions for managing both work-related and family-related issues	3.6	3.2	3.5
Sufficient time for leisure activities	3.1	2.9	3.0
Count	**59**	**24**	**83**

J1: To what extent do the following aspects apply to your current job situation? Scale of answers: 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.

However, the responses from the graduates suggest that the following aspects of employment and work, which are rated to a moderate extent, need to be improved: high salary, job security, social status and recognition, good work environment, possibilities of further professional advancement, possibility for providing social influence, good conditions for managing both work-related and family-related issues, and sufficient time for leisure activities.

3.8.4.2 Job satisfaction

Graduates were also asked "To what extent are you satisfied with your current job?" As can be seen from Table 3.43, the extent of satisfaction with current job was moderate to high extent for most of the graduates (78%) that responded to the survey. In addition, 43% of the graduates responded that they were satisfied to a high extent with their current job. Further, in general, more male graduates were satisfied with their job compared to the female graduates: about 40% of female graduates responded that they were satisfied with their job to a little extent or not at all. These results suggest that the graduates are satisfied with their current jobs to a high extent, despite the fact that the work conditions must be improved.

Table 3.43: Job satisfaction by Gender (percent; arithmetic mean)

Job satisfaction	Male	Female	#Total
Not at all	3	18	8
To a little extent	11	21	14
To a moderate extent	39	25	35
To a high extent	30	25	28
To a very high extent	17	11	15
Total	**100**	**100**	**100**
Count	**60**	**24**	**84**

J2: To what extent are you satisfied with your current job? Scale of answers: 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.

3.9   Individual background and mobility

This section presents findings on two subjects of this tracer study that can describe the context of the findings on the link between education and work. These subjects are education and training of graduates before their study at the Polytechnic as well as the individual background and mobility of graduates. Prior education and training/work before study has been shown to significantly influence student achievement and subsequent employment (Hailikari, Katajaouri, & Lindblom-Ylanne, 2008). For example, the education level of parents has been known to correlate with graduates' access to higher education. The World Bank finds the higher education sector to be elitist as most students are likely to come from educated segments of the society (World Bank, 2002).

3.9.1   Education and Training before study at the Polytechnic

This sub-section looks at graduates individual background and mobility. It highlights types of graduates' vocational training/post-secondary school courses before joining The Polytechnic, whether they were employed before enrolling into the college, and if so for how long? The chapter also examines biographic data of the graduates that participated in the survey.

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

Reference to results in Table 3.44, when asked if they (graduates) attended the vocational training or post-secondary school courses before joining The Polytechnic, 35% of the graduates that participated stated that they had undergone some training or post secondary courses before enrolling at The Polytechnic.

Table 3.44: Vocational training/post-secondary school courses before joining The Polytechnic by Gender (percent)

Attendance of vocational training/post-secondary school courses before joining The Polytechnic	Male	Female	Total
Yes	33	39	35
No	67	61	65
Total	100	100	100
Count	66	28	94

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

More than half (65%) of the graduates did not have any formal training nor attended any post secondary courses when they started their education at The Polytechnic. This is not surprising because The Polytechnic mainly recruits those that have just completed their secondary school education (Malawi School Certificate of Education). Those with vocational training/post-secondary school might have been those that were enrolled as mature entry students, who are recruited at year 2 or year 3. It might also be possible that fresh secondary school leavers attended the trainings in order to get prepared for their studies at The Polytechnic.

3.9.1.2 Kind of training/post-secondary school courses before joining The Polytechnic

The graduates were asked, "Which post-secondary school courses did you attend?" Table 3.45 presents a summary of responses to this question. The results show that before joining the Polytechnic, 23% of the graduates that participated in the survey had City and Guilds Technician Certificates, 15% and 4% had ABE and Public Accountants Examination Council of Malawi (PAEC) qualifications respectively. More than half of the respondents (65%) stated that before joining the Polytechnic, they had trained under other courses. The graduates that responded to have trained in other courses (not mentioned in Table 3.9.1.2) might have been the mature students who are mostly recruited based on academic requirements and work experience.

Table 3.45: Kind of training/post-secondary school courses before joining The Polytechnic by Gender (percent; multiple responses)

Kind of training/post-secondary school courses before joining The Polytechnic	Male	Female	Total
City and Guilds Technician Certificate	25	20	23
ABE	13	20	15
PAEC	6	0	4
Other	69	60	65
Total	**113**	**100**	**108**
Count	**16**	**10**	**26**

A2: Which post-secondary school courses did you attend? Multiple answers possible

3.9.1.3 Employment before The Polytechnic

When asked if they were employed before joining The Polytechnic, only about a quarter (26%) of graduates that responded stated that they were employed (Table 3.46). Possibly this could mostly include the mature entry students, coming from industry to further their studies at the Polytechnic, as discussed in Section 3.9.1.1. The majority of the students enrolled at The Polytechnic were not employed before, possibly because they were recruited straight from secondary schools.

Table 3.46: Employment before The Polytechnic by Gender (percent)

Employment before The Polytechnic	Male	Female	Total
Yes	26	25	26
No	74	75	74
Total	**100**	**100**	**100**
Count	**66**	**28**	**94**

A3: Were you employed before your study at The Polytechnic?

3.9.1.4 Duration of employment before The Polytechnic

For those that responded to being employed before joining The Polytechnic, when asked on how long they were employed, 52% of them stated that they were employed for more than 4 years, while 48% were employed for at least 4 years or less before enrolment at The Polytechnic. Refer to the results in Table 3.47. Again, these results seem to agree to the preposition that those who had employment before The Polytechnic were mature students, because of the duration they spent on employment before joining the Polytechnic. More than 4 years is a considerably long period of time for the UNIMA to accept an MSCE as an entry requirement, unless the students are enrolled as mature students with relevant experience.

Table 3.47: Duration of employment before The Polytechnic by Gender (percent)

Duration of employment before The Polytechnic	Male	Female	Total
Less than 1 year	19	0	13
More than 1 year to 2 years	6	29	13
More than 2 years to 3 years	6	14	9
More than 3 years to 4 years	6	29	13
More than 4 years	63	29	52
Total	**100**	**100**	**100**
Count	**16**	**7**	**23**

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

3.9.2 Individual background

This sub-section presents individual background information about the graduates that responded, on their years of birth, marital status, special needs, education of parents and guardians, the country in which the graduates attended secondary school, their nationality and country of residence.

3.9.2.1 Age at the time of graduation

When asked about the year they were born, the oldest graduate that participated in the survey was 48 year old and the youngest was 21 years old (refer to Table 3.48). Taking the median as the representative age of graduates, it is seen that the average age is 25 years. Thus, most graduates were 25 years old by the time of graduation. This compares well with the findings from University of Malawi Tracer Study where the average age at which students graduated from The Polytechnic was in the twenties (Zembere & Chinyama, 1996).

Table 3.48: **Age at the time of graduation**

Year of birth	Male	Female	Total
Arithm. mean	27	25	26
Median	25	24	25
Standarda deviation.	6	4	5
Minimum	21	21	21
Maximum	48	29	48
Count	67	28	95

M2: In which year were you born?

3.9.2.2 Marital Status

The graduates that participated in this survey were also asked of their marital status. As seen in Table 3.49, most of the graduates (69%) stated that they were not yet married, yet most of them were aged 27 years (by the time of this survey). This result is not surprising because, it might be that by this time (2 years after graduation) they are still settling down and looking for resources to support a family. Other reasons might be that the graduates were planning to go for further study.

Table 3.49: Marital status, by gender (percent)

Marital status	Male	Female	Total
Single	65	79	69
Married	35	21	31
Total	**100**	**100**	**100**
Count	**68**	**28**	**96**

M3: What is your marital status?

3.9.2.3 Special needs during the course of study

When asked if they had any special needs during their course of study, 96% of graduates that participated in the survey stated that they did not have special needs. Refer to Table 3.50.

Table 3.50: Special needs during the course of study by Gender (percent)

Marital status	Male	Female	Total
Yes	4	4	4
No	96	96	96
Total	**100**	**100**	**100**
Count	**67**	**27**	**94**

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

3.9.2.4 Highest level of education of father

When asked "What is the highest level of formal education of your father?", more than three-fifth (62%) of the graduates that participated in the survey had fathers that were holders of senior secondary school (e.g. MSCE) or had higher education degrees (Table 3.51). About two-fifth (38%) of the graduates had fathers that were highly educated (had higher education degrees). Only 16% of graduates stated that their fathers either did not have education or did not complete primary school. Particularly for female graduates, 78% of them stated that their fathers had diploma or higher education degree as their highest qualification compared to 55% for male graduates. These results suggest that most of the students at the Polytechnic have highly educated fathers.

Table 3.51: Highest level of education of father by Gender (percent)

Highest level of education of father	Male	Female	Total
Without education	1	0	1
Incomplete primary school	7	0	5
Complete primary school	10	7	10
Junior secondary	7	7	7
Senior secondary	13	4	11
Diploma	22	26	23
Higher education degree (e.g. Bachelor, MA, PhD)	33	52	38
Don't know	4	4	4
Total	**100**	**100**	**100**
Count	**67**	**27**	**94**

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

3.9.2.5 Highest level of education of mother

When asked about the highest level of education of their mothers, 58% graduates that participated stated that their mothers had highest education level of above senior secondary school (refer to Table 3.52). Also, 41% of them stated their mothers had diploma or higher education. As was noted earlier, with the highest education of father, it is seen that most graduates that participated in the survey were born to mothers that are highly educated. About 20% of graduates stated that their mothers either had no education or did not complete primary school. Comparing the results on highest level of education of mother and father, it is seen that about 20% of mothers did not have primary school education compared to only 6% for fathers. Further, comparing the results on female graduates to their male counterparts, it is seen that 51% of female graduates had mothers that were highly educated (with diploma or higher education degree) compared to 25% for male graduates. Therefore, the results suggest that female students at The Polytechnic are most likely to come from highly educated families compared to male students.

Table 3.52: Highest level of education of mother by Gender (percent)

Highest level of education of mother	Male	Female	Total
Without education	6	4	5
Incomplete primary school	19	7	16
Complete primary school	15	4	12
Junior secondary	7	7	7
Senior secondary	15	21	17
Diploma	25	39	29
Higher education degree (e.g Bachelor, MA, PhD)	10	14	12
Don't know	1	4	2
Total	**100**	**100**	**100**
Count	**67**	**28**	**95**

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

This result on highest level of education of mothers, together with that of the father, suggest that 2014 Polytechnic graduates come from well educated parents. This finding is not surprising because research studies conducted on graduates from higher education in Malawi reported that higher education in Malawi is a privilege of the elite of the society (Kadzamira, 2003).

3.9.2.6 Highest level of education of guardian

Graduates were also asked about the highest level of education of their guardians in case the guardians were responsible for their education. While most of the graduates stated that they did not have guardians, 37% of the graduates that had guardians stated that the highest levels of education of their guardians were diplomas or higher education degrees (refer to Table 3.53).

Table 3.53: Highest level of education of guardian by Gender (percent)

Highest level of education of guardian	Male	Female	Total
Complete primary school	2	0	2
Complete primary school	2	0	2
Senior secondary	9	17	11
Diploma	16	0	12
Higher education degree (e.g. Bachelor, MA, PhD)	18	50	25
Not applicable, I had no guardian	49	33	46
Other	4	0	4
Total	**100**	**100**	**100**
Count	**45**	**12**	**57**

M8: What is the highest level of formal education of your guardian?

3.9.2.7 Country of attending secondary education

When asked about the name of the country they attended their secondary school education, all of the graduates that participated in the survey stated they attended their secondary school in Malawi. Refer to Table 3.54.

Table 3.54: Country of attending secondary education by Gender (percent)

Country of attending secondary education	Male	Female	Total
Malawi	100	100	100
Total	**100**	**100**	**100**
Count	**67**	**27**	**94**

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

3.9.2.8 Nationality

With reference to Table 3.55, all graduates that participated in the survey stated that they were Malawians.

Table 3.55: Nationality by Gender (percent)

Nationality	Male	Female	Total
Malawi	100	100	100
Total	**100**	**100**	**100**
Count	**67**	**28**	**95**

N3: What is your nationality?

3.9.2.9 Country of residence

All graduates that participated in the survey stated that they were residing in Malawi. Refer to Table 3.56.

Table 3.56: Country of residence by Gender (percent)

Country of residence	Male	Female	Total
Malawi	100	100	100
Total	**100**	**100**	**100**
Count	**66**	**27**	**93**

N4: What is your country of residence?

3.10 Areas of improvement from the graduates' perspectives

3.10.1 Based on the study programme

Graduates were asked on what they important changes would recommend for their study programmes. The results on the recommendations from graduates based on the study programme were cross-tabulated with faculties, refer to Appendix 4. The results were analysed using content-based qualitative evaluation technique (Hsieh & Shannon, 2005), by firstly sorting the responses per Faculty. Then within the Faculty, similar responses were sorted into themes to develop recommendations, as follows.

3.10.1.1 Faculty of Applied Sciences

Most of the responses on recommendation on the study programme in the Faculty of Applied Sciences were on improvement of learning conditions (64%). In the theme of improving the study conditions, students responses were on the programme providing internship for students, having adequate number of full-time lecturers to service programmes and providing

51

more practicals to complement lectures. Some of the responses (36%) recommended review of the curricular to include the following aspects: provide room for students to major courses in third year, prepare graduates to work in diversified fields because the current programme is restrictive, include quality management in the study programme, and modify/change Environmental Health into Public Health because of the increased demand for the latter.

3.10.1.2 Built Environment

Most of the responses on recommendation (57%) on the study programmes from the Faculty of Built Environment were on reviewing the curricular of the programmes. The graduates recommended curricular review to take into account the following: more options for majoring courses, make it more relevant to Malawi's emerging needs, introduce mandatory internship in the programmes. The second major recommendation was on improving learning conditions (43%). Students recommend the following learning conditions: recruit more members of staff especially in the Land Economy Department, improve learning conditions (e.g. design studios, laboratories) at Chichiri Campus, carry out more practicals in the programmes, establish relations with reputable industries for internship and employment of the graduates, and market the programmes to the industry through the website of The Polytechnic.

3.10.1.3 Commerce

The responses from faculty of commerce on recommendations on study programmes were mostly on improving learning conditions (53%). The following learning conditions were recommended to be improved: management of large classes, poor furniture in lecture halls/rooms, provision of relevant books for every programme, lecturers stopping repetition of previous examination questions and complementing of lectures with practice. On management of large classes, graduates recommended splitting of classes and use of senior students as tutorials assistants, to help lecturers. The second recommendation was on review of the curricular, as it is with the rest of the faculties. Graduates in the faculty of commerce responded (47%) that the curricular should be reviewed to accommodate the following: alignment of the training on the needs of Malawi, introduction of Research Project course for final year Bachelor of Accountancy Programme, introduction of mandatory internship in the programme, making the programmes more professional than they were and introduction of specialization in third year.

3.10.1.4 Education and Media Studies

Most of the responses (68%) in the faculty of Education and Media Studies on recommendations on study programme were on reviewing the curricular. The graduates

recommended the following aspects in the review of the curricular: the programme should respond to current challenges in Malawi, the courses that are similar in indicative content should be reviewed, for example Human Relations with Organization Behaviour, students should be allowed to major in a programme (for example in radio, television, newspaper, public relations and marketing), incorporating courses of information technology, programming and entrepreneurship to be taught from first year to final year, more business-related courses than education courses should be introduced in Bachelor of Education (Business studies) and that the programme should be under faculty of commerce, mature students should spend two years to get the degree, make programmes should be made more technical than it is currently, some courses need renaming (for example, Business Communication looks as if it is for business community). In addition the graduates also recommended the following: mastery of the courses by the students, including courses on testing and measurements, entrepreneurship, proposal writing, leadership and management as well as on plastics. The second set of responses (32%) on recommendation was on improving the learning conditions. The graduates within the faculty responded that the following to improve the learning conditions: having a computer laboratory for each study programme, equipping the library with more relevant books for each programme, providing infrastructure that support learning (e.g. good chairs, drawing boards and refurbish workshops) and employing expertise to teach some courses, e.g. in Journalism.

3.10.1.5 Engineering

Responses from graduates within the faculty of engineering on recommendations on the study programmes were more on reviewing the curricular (53%) than on improving the learning conditions (47%). On reviewing the curricular, graduates recommended the following: the programmes should be aligned to the needs of Malawi, the graduates should be taught several engineering fields (mechanical, civil and electrical) so that they work well in different engineering environments, and introduction of courses like entrepreneurship in each programme. On improving learning conditions, the graduates recommended the following: continue with the mandatory internship but students must be attached to industries that match their study programmes, employ lecturers with industry experience to complement the already available lecturers, lectures must be supported with laboratory experiments and include industrial visits as part of the learning process.

3.10.2 The Polytechnic as an institution

The graduates were asked about which important changes they would recommend for the Polytechnic as well as what they did not like about The Polytechnic. Most of the areas that the

graduates did not like are the ones they recommended for change. The recommendation to improve the infrastructure of The Polytechnic was mentioned by many of the graduates that responded to the survey. Specifically, they stated that the following require attention: maintenance and hygiene in the student hostels were poor, the recreational facilities were lacking, the whole campus was difficult to move from one place to the other during rainy season, the library had fewer books and was not friendly to use of ICTs (there were no electrical sockets in the reading cubicles, and the internet was unreliable), lecture rooms were equipped with substandard chairs and desks, which were also not enough, and the toilets were always in a bad state.

The second most recommended aspect was having an academic calendar that is stable. Most of the graduates that responded mentioned that they did not like the unstable academic calendar for The Polytechnic, mainly due to strikes by students and industrial action by its staff. Some of the graduates recommended an improvement in management of student welfare at The Polytechnic. They stated that most of the times, the administrative personnel did not listen to their grievances and the students sometimes got intimidated when they brought issues to them, the students were not involved in policy formulation of the College, voices of mature students were not taken seriously by the normal students, and the College was not able to control social events and as such some students became affected through reckless living.

The graduates also recommended that some lecturers should be professional when discharging their duties. The graduates stated that some lecturers were lazy, they could not come for class on time and could not finish lessons, they were biased in grading. Furthermore, in the examination hall some of the lecturers were not serious in invigilation as such some students were cheating and this was unfair to those who worked hard. Finally, the graduates recommended that the Polytechnic should come up with a deliberate programme (programme should be as here not program) of sending its students for internship (or industrial attachment).

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.

In terms of rating of the learning conditions and provisions at The Polytechnic, in general they were rated poorly by the graduates that participated in the survey. The quality of classroom was rated only fair by 52% of the responded. The quality of students recreational facility were bad or fair by the majority of respondents: faculty of Built Environment (67%), rated students' recreational facilities on campus as bad, whereas most respondents from the Faculty of Applied Sciences (52%), Commerce (41%), Education and Media Studies (41%) as well as Faculty of Engineering (58%) rated students' recreational facilities on campus as fair.

Concerning internship/industrial attachment, the provision of internship was rated bad by over half (56%) of the total respondents, mainly from faculties of commerce (67%), Applied Sciences (60%) and Built Environment (50%).

The majority of respondents from the faculties of Commerce (87%), Engineering (85%), Education and Media Studies (83%) and Built Environment (78%) and Applied Sciences (71%) rated the opportunity for consultation with teaching staff as fair or good. However, there is a considerable proportion of responses that rated the consultation of teaching staff as bad, especially from faculties of Applied Sciences (17%) and Built Environment (22%).

In terms of competences and satisfaction with the course of study, the majority of graduates that participated in the survey were satisfied with the acquisition of competences from their study programmes. The acquisition of competences upon graduation was rated high to very high by most (70%) of the graduates that participated in the survey. Overall, at least 74% of the graduates that responded indicated that they would choose again the same field of study/training to a high extent or higher while at least 79% of the graduates would choose the Polytechnic again. In aggregate, approximately 70% of graduates rated the level of satisfaction with studies to a high extent or very high extent.

In terms of transition to employment, about half (49%) of the graduates that participated in the survey had full time employment, 13% were employed on part-time basis and 10% were

self-employed by the end of the first 6 months after graduation. About 30% of the respondents had secured the first job before graduation and 36 % of them had secured their first job within the first six months after graduation. By the end of one year after graduation, 56% of the graduates that responded indicated they had secured employment. These results possibly indicate that Polytechnic graduates are employable, considering that the majority of respondents had job in the first 6 months after graduation. This is contrary to the general view that Polytechnic students struggle to find employment. Furthermore, most graduates (61%) searched for their first jobs through job advertisements/announcements in newspapers, internet, notices and radio, friends, fellow students or they were seconded by personal contacts, (29%). This is contrary to the aim of organizing student recruitment seminars/symposium.

Concerning employment situation and relationship between study and work, over eighty percent (84%) of the graduates that responded had full time employment by the time of the survey. Only 9% of the respondents stated that they were still searching for a job at the time of the survey. About 90% of the graduates that responded had changed at least two or three jobs. Most of them (60%) stated that the private sector (which includes NGOs) is their main employer, seconded by public service (35%). About 70 % of the graduates employed in parastatals earn between MWK500,000 and MWK700,000 while the majority of graduates in the other sectors earn between MWK100,000 and MWK300,000.

In terms of work requirements, all of the graduates that participated in the survey rated to very high extent the following as the required skills/competences in the current jobs: very high ability to work productively with others, ability to work under pressure, ability to organize work processes efficiently and ability to work efficiently towards a goal.

Concerning relevance of program of study to their current jobs, 74% of the graduates that participated to the survey stated that they utilise the knowledge they acquired during the course of their study in their current job to high or very high extent. Most (85%) of the graduates work in related fields, suggesting appropriateness of the study for the job. Generally, 74% of the graduates stated that they utilise the knowledge they acquired during the course of their study in their current job to high or very high extent. About half (53%) of the employed graduates that participated in the survey reported that their own and/or related fields are appropriate for their jobs, signifying the importance of multidisciplinary approach to curriculum. Most (85%) of the graduates that participated in the survey indicated that at least

their qualification (Bachelors) matched best to their current jobs. Most of the graduates (73%) that participated rated the extent of the appropriateness of study to their current jobs high or very high.

Concerning work orientation and job satisfaction, the extent of satisfaction with current job was moderate to high extent for most of the graduates (78%) that responded to the survey. Only 43% of the graduates responded that they were satisfied to a high extent with their current job.

In terms of individual background shows that the parents majority of graduates that participated in the survey belong to the elite group of the Malawi society. More than three-fifth (62%) of the graduates that participated in the survey had fathers that were holders of senior secondary school or had higher education degrees (Bachelor, Masters or PhD). Also, about two-fifth (38%) of the graduates had fathers that were highly educated. Further, about 60% graduates that participated stated that their mothers had highest education level of above senior secondary school. Also, 41% of them stated their mothers had diploma or higher education degrees. Like with the highest education of the father, it is seen that most graduates that participated in the survey belong to mothers that are highly educated.

In terms of giving feedback on areas that require improvement in the study programmes and the Polytechnic as an institution, graduates that participated in the survey recommended that the learning conditions should be improved and curriculum should be revised. The most frequently cited recommendations, on improving the learning conditions, were having infrastructure that befits a higher learning institution, having undisturbed academic calendar and incorporating internship for all the study programmes.

Based on the findings from this tracer study, the following recommendations 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 ofstudent 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.

- The Polytechnic should revisit the best strategy of marketing its graduates to the labour market. The recent student symposium/recruitment seminars are not the best adverting medium for the graduates.

- There should be an affirmative action, starting from secondary school education level, that can favour children from impoverished families attending higher education in Malawi.

REFERENCES

Dubbey, J. M., Kasomekera, Z. M., Kandawire, J. A. K., 1990. *University of Malawi: Tracer Study.* Zomba Malawi.

Hailikari, T., Katajaouri, N. & Lindblom-Ylanne, 2008. The Relevance of Prior Knowledge in Learning and Instructional Design. *American Journal of Pharmaceutical Education,* 15(72).

Hsieh, H. & Shannon, S., 2005. Three approaches to qualitative content analysis. *Qualitative Health Research,* 15(9), pp. 1277-1288.

Kadzamira, E., 2003. *Where has all the education gone in Malawi?.*Available at: http://www.queensu.ca/samp/migrationresources/Documents/MALAWI_COMPLET E.pdf. [Accessed 5 December 2016].

Mubuuke, A., Businge, F. & Kiguli-Malwadd, E., 2014. Using graduates as key stakeholders to inform training and policy in health professions: The hidden potential of tracer studies. *African Journal of Health Professionals,* VI(1).

Ministry of Commerce and Industry, *Micro and Small Enterprise Policy Statement*, 1998

Schomburg, H., 2016. *Carrying out tracer studies - Guide to anticipating and matching skills and jobs.* Volume 6. European Training Foundation, Italy.

World Bank, W., 2002. *Constructing Knowledge Societies: New Challenges for Tertiary Education,* Washington DC, USA: world Bank.

Zembere, S. & Chinyama, M., 1996. *Association of African Universities.* Available at: http://rc.aau.org/files/ZEMBERE.pdf [Accessed 8 December 2016].

APPENDICES

Appendix 1: The graduate paper questionnaire and codebook

University of Malawi- The Polytechnic Graduate Survey

Survey of Graduates of the Year 2014

Dear 2014 Graduates,

The Polytechnic kindly requests your participation in a survey of 2014 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.

Thank you very much in advance for your kind support.

Dr Suzgo. C. Kaunda
(Project Leader of the 2014 Malawi Polytechnic Graduate Survey Team)

TH	The Polytechnic Graduate Survey 2016	TI01
N001	Project identification: POLY16	POLY16-TI01

SE	A EDUCATION AND TRAINING BEFORE YOUR STUDY AT THE POLYTECHNIC	SE01
N003		POLY16-SE01

EX	*Please provide us with a few details about your training and employment before your study at The Polytechnic*	EX01
N004		POLY16-EX01

CV	A1 Did you attend any training or post-secondary school courses before your study at The Polytechnic?	Q001
N005		POLY16-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	POLY16-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="POLY16-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		POLY16-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			POLY16-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="POLY16-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	POLY16-SE02

EX		*Please provide us with a few details about your programme of study of at The Polytechnic*	EX02
N010			POLY16-EX02

CV	B1	In which Faculty did you complete your study?	Q005
N011		Modified	POLY16-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	When did you complete your study at The Polytechnic?	Q006
N012		Modified	POLY16-Q006
1	☐	January 2014	**V006**
2	☐	February 2014	
3	☐	March 2014	
4	☐	April 2014	
5	☐	May 2014	
6	☐	June 2014	
7	☐	July 2014	
8	☐	August 2014	
9	☐	September 2014	
10	☐	October 2014	
11	☐	November 2014	
12	☐	December 2014	
SU		Subject: Date of completion;	

CV	B3	Which qualification did you achieve at The Polytechnic?	Q007
N013			POLY16-Q007
1	☐	Certificate	**V007**
2	☐	Diploma	
3	☐	Bachelor	
4	☐	Master	
5	☐	Doctorate	
SU		Subject: Level of qualification;	

TE	B4	What was the name of the study programme you pursued at The Polytechnic?	Q008
N014		Modified	POLY16-Q008
1			**V008_TXT**
		....	
SU		Subject: Name of the study programme (text answer)	

CV	B5	How long did it take to complete your study at The Polytechnic?	Q009
N015		Modified	POLY16-Q009
1	☐	Less than 1 year	**V009**
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	B6	What was your mode of study?	Q010
N016			POLY16-Q010
1	☐	Full time	V010
2	☐	Part time (block release, week end or evening)	
SU		Subject: Mode of study;	

CV	B7	On average, how many hours per week did you spend attending classes during the course of your study?	Q011
N017			POLY16-Q011
1	☐	Up to 10 hours	V011
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	B8	On average, how many hours per week did you spend on study activities outside of classes during the course of your study?	Q012
N018			POLY16-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 study activities outside classes (hours);	

SE	C	# INTERNSHIP / INDUSTRIAL ATTACHMENT DURING THE COURSE OF STUDY AT THE POLYTECHNIC	SE03
N019			POLY16-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.)?	Q013
N020		Modified	POLY16-Q013
1	☐	Yes	V013
2	☐	No *(Please go to Question C5)*	
SU		Subject: Internship/Industrial attachments during course of study;	

64

CV	C2	How many mandatory internships/Industrial attachments did you do in total during your course of study?	Q014
N021		Modified	POLY16-Q014
1	☐	None	**V014**
2	☐	1	
3	☐	2	
4	☐	3	
5	☐	4 and more mandatory internships/Industrial attachments	
FI		show_if variable="V013" value="1" ref="POLY16-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?	Q015
N022		Modified	POLY16-Q015
1	☐	None	**V015**
2	☐	1	
3	☐	2	
4	☐	3	
5	☐	4 or more voluntary internships/Industrial attachments	
FI		show_if variable="V013" value="1" ref="POLY16-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?	Q016
N023		Modified	POLY16-Q016
1	☐	Less than 1 month	**V016**
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="POLY16-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.	Q017
N024			POLY16-Q017
1	☐	Yes	**V017**
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.	Q018
N025			POLY16-Q018

1	☐	Less than 1 month	**V018**
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="POLY16-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			POLY16-SE04

OR	D1	How would you rate the study conditions and provisions you experienced at The Polytechnic?	Q019
N027			POLY16-Q019

	Very bad	Bad	Fair	Good	Very good		
	1	2	3	4	5		
1	☐	☐	☐	☐	☐	Quality of classroom learning	**V019_01**
2	☐	☐	☐	☐	☐	Student recreational facilities on campus	**V019_02**
3	☐	☐	☐	☐	☐	Availability of learning materials (e.g. books, internet access)	**V019_03**
4	☐	☐	☐	☐	☐	Opportunity for consultation with teaching staff	**V019_04**
5	☐	☐	☐	☐	☐	Quality of teaching	**V019_05**
6	☐	☐	☐	☐	☐	Teaching/grading system	**V019_06**
7	☐	☐	☐	☐	☐	Internship/industrial attachment programme	**V019_07**
8	☐	☐	☐	☐	☐	Academic interaction with fellow students	**V019_08**
9	☐	☐	☐	☐	☐	Chances for students to have an influence on The Polytechnic policies	**V019_09**
10	☐	☐	☐	☐	☐	Availability of technical equipment (e.g. lab equipment, measuring instruments, computer lab)	**V019_10**
11	☐	☐	☐	☐	☐	Quality of technical equipment	**V019_11**
12	☐	☐	☐	☐	☐	Availability of teaching materials	**V019_12**
13	☐	☐	☐	☐	☐	Quality of buildings/facilities	**V019_13**
14	☐	☐	☐	☐	☐	Stocking of the library with relevant materials	**V019_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?**	**Q020**

| POLY16-Q020

	Very bad	Bad	Fair	Good	Very good		
	1	2	3	4	5		
1	☐	☐	☐	☐	☐	Professional advice provided by teaching staff	**V020_01**
2	☐	☐	☐	☐	☐	Support of internship/Industrial attachment search	**V020_02**
3	☐	☐	☐	☐	☐	Practice-oriented teaching contents	**V020_03**
4	☐	☐	☐	☐	☐	Practical experiences of teaching staff	**V020_04**
5	☐	☐	☐	☐	☐	Mandatory internships/Industrial attachments	**V020_05**
6	☐	☐	☐	☐	☐	Support of employment/job search	**V020_06**
7	☐	☐	☐	☐	☐	Preparation for work	**V020_07**

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

SE	**E**	# COMPETENCIES AND SATISFACTION WITH THE COURSE OF STUDY	**SE05**

| POLY16-SE05

OR	**E1**	**To what extent did you acquire the following skills / competencies upon graduation?**	**Q021**

| POLY16-Q021

	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	☐	☐	☐	☐	☐	Mastery of my field/subject specific knowledge	**V021_01**
2	☐	☐	☐	☐	☐	Ability to develop new ideas and solutions	**V021_02**
3	☐	☐	☐	☐	☐	Ability to adapt to changing conditions	**V021_03**
4	☐	☐	☐	☐	☐	Analytical thinking	**V021_04**
5	☐	☐	☐	☐	☐	Willingness to question my and other's ideas	**V021_05**
6	☐	☐	☐	☐	☐	Ability to work efficiently towards a goal	**V021_06**
7	☐	☐	☐	☐	☐	Ability to organise my work processes efficiently	**V021_07**
8	☐	☐	☐	☐	☐	Ability to work productively with others	**V021_08**
9	☐	☐	☐	☐	☐	Ability to perform well under pressure	**V021_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?**	**Q022**

| Modified | POLY16-Q022

	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	☐	☐	☐	☐	☐	Would you probably choose the same field of study/training?	**V022**

SU

OR	E3	**Looking back, if you were free to choose again to what extent would you probably choose The Polytechnic?**	Q023
N032		Modified	POLY16-Q023

	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	☐	☐	☐	☐	☐	Probability to choose The Polytechnic again	**V023**

SU Subject: Probability to choose The Polytechnic again;

OR	E4	**In retrospective, to what extent are you satisfied with your studies in general?**	Q024
N033			POLY16-Q024

	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	☐	☐	☐	☐	☐	Satisfaction with the study in general	**V024**

SU Subject: Satisfaction with the study in general;

SE	F	# AFTER GRADUATION FROM THE POLYTECHNIC	SE06
N034			POLY16-SE06

MD	F1	**What applied to your situation in the first six months after graduating? Multiple answers possible**	Q025
N035			POLY16-Q025

1	☐	Full time employment	**V025_01**
2	☐	Part time employment	**V025_02**
3	☐	Self-employed	**V025_03**
4	☐	Internship	**V025_04**
5	☐	Further academic/professional training	**V025_05**
6	☐	Further vocational education/training	**V025_06**
7	☐	Household work	**V025_07**
8	☐	Not employed, but searching for a job	**V025_08**
9	☐	Voluntary job	**V025_09**
10	☐	Freelance work	**V025_10**
11	☐	Other (please specify):	**V025_11**

SU Subject: Employment status after graduation;

CV	F2	When did you start your first job after graduation?	Q026
N036		Modified	POLY16-Q026
1	☐	Already secured a job before graduation	V026
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	Q027
N037		Modified	POLY16-Q027
1	☐	Job ads/announcements (e.g. newspaper, internet, notice, radio)	V027_01
2	☐	With the help of family contacts of parents and relatives	V027_02
3	☐	With help of personal contacts, friends and fellow students	V027_03
4	☐	Speculative application – independent contact to employers	V027_04
5	☐	Through internships during my course of studies	V027_05
6	☐	Through internships after graduation	V027_06
7	☐	Through side jobs during the study	V027_07
8	☐	Through side jobs after graduation	V027_08
9	☐	I was contacted by an employer	V027_09
10	☐	Job fair/recruitment seminar	V027_10
11	☐	Through public job centre/labour office	V027_11
12	☐	Through private job agencies	V027_12
13	☐	Through social networks (e.g. facebook, LinkedIn)	V027_13
14	☐	Through the career centre/academic department or faculty of The Polytechnic	V027_14
15	☐	Through staff at The Polytechnic	V027_15
16	☐	Not applicable, I have not searched for employment	V027_16
17	☐	Other (please specify):	V027_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	Q028
N038		Modified	POLY16-Q028
1	☐	I continued studying	**V028_01**
2	☐	I continued a job I had prior to studying	**V028_02**
3	☐	I found a job without searching	**V028_03**
4	☐	I became self-employed / a freelancer	**V028_04**
5	☐	Other (please specify):	**V028_05**

SU   Subject: Reasons for no job search;

FI	If you did not search for employment, please go to with question G1	FI01
N039		POLY16-FI01

CV	F5	When did you start searching for a job?	Q029
N040			POLY16-Q029
1	☐	Prior to graduation	**V029**
2	☐	At the time of graduation	
3	☐	After graduation	
FI		hide_if variable="V027_16" value="1" ref="POLY16-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?	Q030
N041		Modified	POLY16-Q030
1	☐	Up to 1 month	**V030**
2	☐	2 to 3 months	
3	☐	4 to 6 months	
4	☐	7 to 9 months	
5	☐	10 months to 12 months	
6	☐	More than 12 months	
FI		hide_if variable="V027_16" value="1" ref="POLY16-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**	Q031
N042		Modified	POLY16-Q031
1	☐	Job ads/announcements (e.g. newspaper, internet, notice, radio)	**V031**
2	☐	With the help of family contacts of parents and relatives	
3	☐	With help of personal contacts, friends and fellow students	
4	☐	Speculative application – independent contact to employers	
5	☐	Through internships during my course of study	
6	☐	Through internships after graduation	
7	☐	Through side jobs during the study	
8	☐	Through side jobs after graduation	
9	☐	I was contacted by an employer	
10	☐	Job fair/recruitment seminar	
11	☐	Through public job centre/labour office	
12	☐	Through private job agencies	
13	☐	Through social networks (e.g. facebook, LinkedIn)	
14	☐	Through the career centre /academic department or faculty at The Polytechnic	
15	☐	Through staff at The Polytechnic	
16	☐	Not applicable, I did not find a job until now	
17	☐	Other (please specify):	

FI   hide_if variable="V027_16" value="1" ref="POLY16-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?**	Q032
N043		Modified	POLY16-Q032
1	☐	None	**V032**
2	☐	1 employer	
3	☐	2 to 4 employers	
4	☐	5 to 10 employers	
5	☐	11 to 20 employers	
6	☐	More than 20 employers	

FI   hide_if variable="V027_16" value="1" ref="POLY16-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?**	Q033
N044			POLY16-Q033
1	☐	None	**V033**
2	☐	From 1 employer	
3	☐	From 2 to 4 employers	
4	☐	From 5 to 10 employers	
5	☐	From 11 to 20 employers	
6	☐	From more than 20 employers	
FI		hide_if variable="V027_16" value="1" ref="POLY16-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?**	Q034
N045		Modified	POLY16-Q034
1	☐	None	**V034**
2	☐	From 1 employer	
3	☐	From 2 to 4 employers	
4	☐	From 5 to 10 employers	
5	☐	From 11 to 20 employers	
6	☐	From more than 20 employers	
FI		hide_if variable="V027_16" value="1" ref="POLY16-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			POLY16-SE07

MD	**G1**	**What applies to your current situation? Multiple answers possible**	**Q035**
N047			POLY16-Q035
1	☐	Full time employment	**V035_01**
2	☐	Part time employment	**V035_02**
3	☐	Self-employed	**V035_03**
4	☐	Internship	**V035_04**
5	☐	Further academic/professional training	**V035_05**
6	☐	Further vocational education/training	**V035_06**
7	☐	Household work	**V035_07**
8	☐	Voluntary job	**V035_08**
9	☐	Freelance work	**V035_09**
10	☐	Not employed, but searching for a job	**V035_10**
11	☐	Other (please specify):	**V035_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**	**Q036**
N048		Modified	POLY16-Q036
1	☐	Yes, I worked abroad	**V036_01**
2	☐	Yes, I continued my studies/training abroad	**V036_02**
3	☐	No	**V036_03**

SU   Subject: International mobility after graduation

CV	**G3**	**How many jobs (including your current one) have you had altogether since graduation?**	**Q037**
N049		Modified	POLY16-Q037
1	☐	None	**V037**
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		Modified	POLY16-FI02

CV	G4	On average, how many hours do you work per week?	Q038
N051		Modified	POLY16-Q038
1	☐	Up to 10 hours per week	**V038**
2	☐	11 to 20 hours per week	
3	☐	21 to 30 hours per week	
4	☐	31 to 40 hours per week	
5	☐	41 to 50 hours per week	
6	☐	More than 50 hours per week	
FI		show_if variable="V035_01" value="1" ref="POLY16-Q035"	
FI		show_if variable="V035_02" value="1" ref="POLY16-Q035"	
FI		show_if variable="V035_03" value="1" ref="POLY16-Q035"	
FI		show_if variable="V035_04" value="1" ref="POLY16-Q035"	
FT		Filtertext: only employed graduates	
SU		Subject: Working hours per week	

CV	G5	Are you permanently employed	Q039
N052			POLY16-Q039
1	☐	Yes	**V039**
2	☐	No	
3	☐	Not applicable	
FI		show_if variable="V035_01" value="1" ref="POLY16-Q035"	
FI		show_if variable="V035_02" value="1" ref="POLY16-Q035"	
FI		show_if variable="V035_03" value="1" ref="POLY16-Q035"	
FI		show_if variable="V035_04" value="1" ref="POLY16-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?	Q040
N053		Modified	POLY16-Q040
1	☐	Up to 1 month	**V040**
2	☐	2 to 3 months	
3	☐	4 to 6 months	
4	☐	7 to 9 months	
5	☐	10 to 12 months	
6	☐	More than 12 months	
FI		show_if variable="V035_01" value="1" ref="POLY16-Q035"	
FI		show_if variable="V035_02" value="1" ref="POLY16-Q035"	
FI		show_if variable="V035_03" value="1" ref="POLY16-Q035"	
FI		show_if variable="V035_04" value="1" ref="POLY16-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?	Q041
N054			POLY16-Q041
1	☐	Up to 1 month	**V041**
2	☐	2 to 3 months	
3	☐	4 to 6 months	
4	☐	7 to 9 months	
5	☐	10 to 12 months	
6	☐	More than 12 months	
FI		show_if variable="V035_01" value="1" ref="POLY16-Q035"	
FI		show_if variable="V035_02" value="1" ref="POLY16-Q035"	
FI		show_if variable="V035_03" value="1" ref="POLY16-Q035"	
FI		show_if variable="V035_04" value="1" ref="POLY16-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.	Q042
N055		Modified	POLY16-Q042
1		....	**V042_TXT**
FI		show_if variable="V035_01" value="1" ref="POLY16-Q035"	
FI		show_if variable="V035_02" value="1" ref="POLY16-Q035"	
FI		show_if variable="V035_03" value="1" ref="POLY16-Q035"	
FI		show_if variable="V035_04" value="1" ref="POLY16-Q035"	
FT		Filtertext: only employed graduates	
SU		Subject: Place of work;	

CV	G9	What type of employer do you work for?	Q043
N056		Modified example 1	POLY16-Q043
1	☐	Government	**V043**
2	☐	Parastatal	
3	☐	Private company	
4	☐	Self-employed	
5	☐	Non-governmental organisation (NGO)	
6	☐	Other (please specify):	
FI		show_if variable="V035_01" value="1" ref="POLY16-Q035"	
FI		show_if variable="V035_02" value="1" ref="POLY16-Q035"	
FI		show_if variable="V035_03" value="1" ref="POLY16-Q035"	
FI		show_if variable="V035_04" value="1" ref="POLY16-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.	Q044
N057		Modified question and examples	POLY16-Q044
1			**V044_TXT**
		....	
		....	
FI		show_if variable="V035_01" value="1" ref="POLY16-Q035"	
FI		show_if variable="V035_02" value="1" ref="POLY16-Q035"	
FI		show_if variable="V035_03" value="1" ref="POLY16-Q035"	
FI		show_if variable="V035_04" value="1" ref="POLY16-Q035"	
FT		Filtertext: only employed graduates	
SU		Subject: Sector of employment;	

TE	G11	What is the name of your employer?	Q045
N058			POLY16-Q045
1			**V045_TXT**
		....	
FI		show_if variable="V035_01" value="1" ref="POLY16-Q035"	
FI		show_if variable="V035_02" value="1" ref="POLY16-Q035"	
FI		show_if variable="V035_03" value="1" ref="POLY16-Q035"	
FI		show_if variable="V035_04" value="1" ref="POLY16-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.	Q046
N059		Modified examples	POLY16-Q046
1			**V046_TXT**
		....	
		....	
FI		show_if variable="V035_01" value="1" ref="POLY16-Q035"	
FI		show_if variable="V035_02" value="1" ref="POLY16-Q035"	
FI		show_if variable="V035_03" value="1" ref="POLY16-Q035"	
FI		show_if variable="V035_04" value="1" ref="POLY16-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.	Q047
N060		Modified examples	POLY16-Q047
1		....	V047_1_TXT
2		....	V047_2_TXT
3		....	V047_3_TXT
FI		show_if variable="V035_01" value="1" ref="POLY16-Q035"	
FI		show_if variable="V035_02" value="1" ref="POLY16-Q035"	
FI		show_if variable="V035_03" value="1" ref="POLY16-Q035"	
FI		show_if variable="V035_04" value="1" ref="POLY16-Q035"	
FT		Filtertext: only employed graduates	
SU		Subject: Main work duties;	

CV	G14	What is your current gross monthly income?	Q048
N061			POLY16-Q048
1	☐	Less than 100,000 Malawian Kwacha	V048
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="POLY16-Q035"	
FI		show_if variable="V035_02" value="1" ref="POLY16-Q035"	
FI		show_if variable="V035_03" value="1" ref="POLY16-Q035"	
FI		show_if variable="V035_04" value="1" ref="POLY16-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	Q049
N062		Adaptation	POLY16-Q049
1	☐	Housing (subsidy, rent allowance)	**V049_01**
2	☐	Transportation (car/transport allowance)	**V049_02**
3	☐	Health (medical aid, insurances)	**V049_03**
4	☐	Education and training (staff development, family study rebate)	**V049_04**
5	☐	Utility (Electricity, Water, TV subscription etc.)	**V049_05**
6	☐	None	**V049_06**
7	☐	Other (please specify):	**V049_07**
		....	

CV	G16	How many employees in total work in the company/organisation you are working for? Please estimate the number.	Q050
N063		Modified	POLY16-Q050
1	☐	Up to 5 employees	**V050**
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	

CV	G17	How many full-time employees work in your company / organisation? Please estimate the number.	Q051
N064		Added	POLY16-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="POLY16-Q035"	
FI		show_if variable="V035_02" value="1" ref="POLY16-Q035"	
FI		show_if variable="V035_03" value="1" ref="POLY16-Q035"	
FI		show_if variable="V035_04" value="1" ref="POLY16-Q035"	
FT		Filtertext: only employed graduates	
SU		Subject: Size of the company/firm/organisation (full-time employees);	

SE	H	# WORK REQUIREMENTS	SE08
N063			POLY16-SE08

OR	H1	To what extent are the following skills / competencies required in your current employment?	Q052
N065		Core question; no change	POLY16-Q052

	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	☐	☐	☐	☐	☐	Mastery of my field/subject specific knowledge	**V052_01**
2	☐	☐	☐	☐	☐	Ability to develop new ideas and solutions	**V052_02**
3	☐	☐	☐	☐	☐	Ability to adapt to changing conditions	**V052_03**
4	☐	☐	☐	☐	☐	Analytical thinking	**V052_04**
5	☐	☐	☐	☐	☐	Ability to question my and others' ideas	**V052_05**
6	☐	☐	☐	☐	☐	Ability to work efficiently towards a goal	**V052_06**
7	☐	☐	☐	☐	☐	Ability to organise my work processes efficiently	**V052_07**
8	☐	☐	☐	☐	☐	Ability to work productively with others	**V052_08**
9	☐	☐	☐	☐	☐	Ability to work under pressure	**V052_09**

FI		show_if variable="V035_01" value="1" ref="POLY16-Q035"
FI		show_if variable="V035_02" value="1" ref="POLY16-Q035"
FI		show_if variable="V035_03" value="1" ref="POLY16-Q035"
FI		show_if variable="V035_04" value="1" ref="POLY16-Q035"
FT		Filtertext: only employed graduates
SU		Subject: Required competencies;

RELEVANCE OF PROGRAM OF STUDY TO CURRENT JOB

| N066 | Modified | POLY16-SE09 |

| **OR** | **I1** | **To what extent are the knowledge and skills you acquired during your course of study utilised in your current job?** | **Q053** |

| N067 | Core question; no change | POLY16-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 ☐ ☐ ☐ ☐ ☐   Utilisation of knowledge and skills acquired during course of study in current job   **V053**

FI	show_if variable="V035_01" value="1" ref="POLY16-Q035"
FI	show_if variable="V035_02" value="1" ref="POLY16-Q035"
FI	show_if variable="V035_03" value="1" ref="POLY16-Q035"
FI	show_if variable="V035_04" value="1" ref="POLY16-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?** | **Q054** |

| N068 | Core question; no change | POLY16-Q054 |

1 ☐ Exclusively own field   **V054**

2 ☐ Own and/or related field

3 ☐ A completely different field

4 ☐ No particular field

FI	show_if variable="V035_01" value="1" ref="POLY16-Q035"
FI	show_if variable="V035_02" value="1" ref="POLY16-Q035"
FI	show_if variable="V035_03" value="1" ref="POLY16-Q035"
FI	show_if variable="V035_04" value="1" ref="POLY16-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?** | **Q055** |

| N069 | Core question; no change | POLY16-Q055 |

1 ☐ A higher degree/qualification   **V055**

2 ☐ My degree/qualification

3 ☐ A lower degree/qualification

4 ☐ No degree/qualification necessary

FI	show_if variable="V035_01" value="1" ref="POLY16-Q035"
FI	show_if variable="V035_02" value="1" ref="POLY16-Q035"
FI	show_if variable="V035_03" value="1" ref="POLY16-Q035"
FI	show_if variable="V035_04" value="1" ref="POLY16-Q035"
FT	Filtertext: only employed graduates

OR	I4	**To what extent is your course of study appropriate to current job?**	Q056
N070		Modified	POLY16-Q056

	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	**V056**
FI		show_if variable="V035_01" value="1" ref="POLY16-Q035"	
FI		show_if variable="V035_02" value="1" ref="POLY16-Q035"	
FI		show_if variable="V035_03" value="1" ref="POLY16-Q035"	
FI		show_if variable="V035_04" value="1" ref="POLY16-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*	Q057
N071		Core question; no change	POLY16-Q057

1	☐	Not applicable, my job is closely related to my course of study	**V057_01**
2	☐	My current job is only a temporary stepping stone, I am still searching for professional orientation	**V057_02**
3	☐	I have not yet found an appropriate job	**V057_03**
4	☐	I receive a higher salary in my current job	**V057_04**
5	☐	My current job offers more security	**V057_05**
6	☐	My interests have changed	**V057_06**
7	☐	My current job allows a flexible time schedule	**V057_07**
8	☐	My current job allows me to work in a favoured geographical place	**V057_08**
9	☐	My current job allows me to take into consideration the interests of my family/children	**V057_09**
10	☐	Other (please specify):	**V057_10**
FI		show_if variable="V035_01" value="1" ref="POLY16-Q035"	
FI		show_if variable="V035_02" value="1" ref="POLY16-Q035"	
FI		show_if variable="V035_03" value="1" ref="POLY16-Q035"	
FI		show_if variable="V035_04" value="1" ref="POLY16-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?**					Q058
N072		Modified					POLY16-Q058

	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	☐	☐	☐	☐	☐	Usefulness for finding a satisfying job after finishing your studies?	**V058_01**
2	☐	☐	☐	☐	☐	Usefulness for fulfilling your present professional tasks, if applicable?	**V058_02**
3	☐	☐	☐	☐	☐	Usefulness for your future professional development/career?	**V058_03**
4	☐	☐	☐	☐	☐	Usefulness for the development of your personality?	**V058_04**
5	☐	☐	☐	☐	☐	Usefulness for the economic development of your country?	**V058_05**
SU						Subject: Evaluation of the usefulness of studies ;	

SE	J	**WORK ORIENTATION AND JOB SATISFACTION**	SE10
N073			POLY16-SE10

FI	→	**If you are not employed, please go to question K1**	FI03
N074		Modified	POLY16-FI03

OR	J1	**To what extent do the following aspects apply to your current job situation?**					Q059
N075		Core question; no change					POLY16-Q059

	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	☐	☐	☐	☐	☐	Possibilities to realise own ideas	**V059_01**
2	☐	☐	☐	☐	☐	High salary	**V059_02**
3	☐	☐	☐	☐	☐	Interesting work tasks	**V059_03**
4	☐	☐	☐	☐	☐	Clear and regulated work tasks	**V059_04**
5	☐	☐	☐	☐	☐	Possibilities for applying acquired competencies	**V059_05**
6	☐	☐	☐	☐	☐	Job security	**V059_06**
7	☐	☐	☐	☐	☐	Social status and recognition	**V059_07**
8	☐	☐	☐	☐	☐	Good work atmosphere	**V059_08**
9	☐	☐	☐	☐	☐	Possibilities of further professional advancement	**V059_09**
10	☐	☐	☐	☐	☐	Possibility for providing social influence	**V059_10**
11	☐	☐	☐	☐	☐	To have a challenging job	**V059_11**
12	☐	☐	☐	☐	☐	Good career advancement prospects	**V059_12**
13	☐	☐	☐	☐	☐	Possibilities to do something useful for the society	**V059_13**
14	☐	☐	☐	☐	☐	Good conditions for managing both work-related and family-related issues	**V059_14**
15	☐	☐	☐	☐	☐	Sufficient time for leisure activities	**V059_15**
FI		show_if variable="V035_01" value="1" ref="POLY16-Q035"					
FI		show_if variable="V035_02" value="1" ref="POLY16-Q035"					
FI		show_if variable="V035_03" value="1" ref="POLY16-Q035"					

FI		show_if variable="V035_04" value="1" ref="POLY16-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?**	Q060
N076		Core question; no change	POLY16-Q060

	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	☐ ☐ ☐ ☐ ☐	Job satisfaction	**V060**
SU		Subject: Job satisfaction;	

SE11 SE K FURTHER EDUCATION AFTER YOUR STUDY AT THE POLYTECHNIC

N077	Modified	POLY16-SE11

CV	K1	**Did you enrol for further studies or start another course of study after your study at The Polytechnic?**	Q061
N078		Modified	POLY16-Q061
1	☐	Yes	**V061**
2	☐	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**	Q062
N079		Modified	POLY16-Q062
1	☐	Yes, I completed my further studies successfully	**V062_1**
2	☐	No I stopped my further studies	**V062_2**
3	☐	No, I am still studying	**V062_3**
FI		show_if variable="V061" value="1" ref="POLY16-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.**	Q063
N080		Modified	POLY16-Q063
1			**V063_TXT**
		....	
FI		show_if variable="V061" value="1" ref="POLY16-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.**	**Q064**
N081			POLY16-Q064
1		Name of institution:	**V064_1_TXT**
2		Country:	**V064_2_TXT**
FI		show_if variable="V061" value="1" ref="POLY16-Q061"	
FT		Only graduates with further studies	
SU		Subject: Institution of further studies/training;	

CV	**K5**	**Please specify the type of (expected) award (certificate, diploma, bachelor, master, PhD) from your further studies.**	**Q065**
N082		Modified	POLY16-Q065
1	☐	Certificate	**V065**
2	☐	Diploma	
3	☐	Bachelor	
4	☐	Master	
5	☐	PhD	
FI		show_if variable="V061" value="1" ref="POLY16-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?**	**Q066**
N083			POLY16-Q066
1	☐☐	Month of enrolment in further studies	**V066_1_NUM**
2	☐☐☐☐	Year of enrolment in further studies	**V066_2_NUM**
FI		show_if variable="V061" value="1" ref="POLY16-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?**	**Q067**
N084		Modified	POLY16-Q067
1	☐☐	Month of graduation from further studies	**V067_1_NUM**
2	☐☐☐☐	Year of graduation from further studies	**V067_2_NUM**
FI		show_if variable="V061" value="1" ref="POLY16-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?	Q068
N085			POLY16-Q068

	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	☐	☐	☐	☐	☐	Wish to achieve a higher academic or professional degree	**V068_01**
2	☐	☐	☐	☐	☐	Improvement of chances of finding a job	**V068_02**
3	☐	☐	☐	☐	☐	Personal interest in particular subject area	**V068_03**
4	☐	☐	☐	☐	☐	Demanded by my employer	**V068_04**
5	☐	☐	☐	☐	☐	Wish to improve my promotion prospects	**V068_05**
6	☐	☐	☐	☐	☐	The training is important for the development of my country	**V068_06**
FI		show_if variable="V061" value="1" ref="POLY16-Q061"	
FT		Only graduates with further studies	
SU		Subject: Reasons for further studies;	

SE	L	# FURTHER PROFESSIONAL TRAINING	SE12
N086		Modified	POLY16-SE12

EX		*Please also take into account all forms of further education and training - not only participation in events/courses.*	EX03
N087			POLY16-EX03

CV	L1	Have you continued professional training after completing your studies at The Polytechnic?	Q069
N088		Modified	POLY16-Q069
1	☐	Yes	**V069**
2	☐	No, I have not started a further course of studies *(Please go to question M 1)*	
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.	Q070
N089			POLY16-Q070
1	....	**V070_1_TXT**
2	....	**V070_2_TXT**
3	....	**V070_3_TXT**
4	....	**V070_4_TXT**
FI	show_if variable="V069" value="1" ref="POLY16-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.**	Q071
N090		Modified	POLY16-Q071
1		....	V071_1_TXT
2		....	V071_2_TXT
3		....	V071_3_TXT
4		....	V071_4_TXT
FI		show_if variable="V069" value="1" ref="POLY16-Q069"	
FT		Only graduates with further professional training	
SU		Subject: Wished topics of further professional training;	

SE	M	# INDIVIDUAL BACKGROUND	SE13
N091			POLY16-SE13

EX		*Please provide details about yourself in order to enable us to interpret your work biography as accurately as possible.*	EX04
N092			POLY16-EX04

CV	M1	**What is your sex?**	Q072
N093			POLY16-Q072
1	☐	Male	V072
2	☐	Female	
SU		Subject: Sex;	

ME	M2	**In which year were you born?**	Q073
N094			POLY16-Q073
1	☐☐☐☐	Year of birth	V073_NUM
SU		Subject: Year of birth;	

CV	M3	What is your marital status?	Q074
N095			POLY16-Q074

1	☐	Single	**V074**
2	☐	Married	
3	☐	Divorced	
4	☐	Widowed	

CV	M4	Did you have special needs during your course of study?	Q075
N096			POLY16-Q075

1	☐	Yes	**V075**
2	☐	No → Please continue with question M6	

TE	M5	What kind of special needs did you have during your course of study?	Q076
N097			POLY16-Q076

1	....	**V076_TXT**

CV	M6	What is the highest level of formal education of your father?	Q077
N098	Modified		POLY16-Q077

1	☐	Without education	**V077**
2	☐	Incomplete primary school	
3	☐	Complete primary school	
4	☐	Junior secondary	
5	☐	Senior secondary	
6	☐	Diploma	
7	☐	Higher education degree (like Bachelor, Master, Doctorate)	
8	☐	Don't know	
9	☐	Other (please specify):	

Highest level of education of father

CV	M7	**What was the highest level of formal education of your mother?**	Q078
N099		Modified	POLY16-Q078
1	☐	Without education	**V078**
2	☐	Incomplete primary school	
3	☐	Complete primary school	
4	☐	Junior secondary	
5	☐	Senior secondary	
6	☐	Diploma	
7	☐	Higher education degree (like Bachelor, Master, Doctorate)	
8	☐	Don't know	
9	☐	Other (please specify):	
		Highest level of education of mother	
SU		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?**	Q079
N100		modified	POLY16-Q079
1	☐	Without education	**V079**
2	☐	Incomplete primary school	
3	☐	Complete primary school	
4	☐	Junior secondary	
5	☐	Senior secondary	
6	☐	Diploma	
7	☐	Higher education degree (like Bachelor, Master, Doctorate)	
8	☐	Don't know	
9	☐	Not applicable, I had no guardian	
10	☐	Other (please specify):	
		Highest level of education of guardian	
SU		Subject: Highest level of education of guardian;	

SE	N	# MIGRATION AND REGIONAL MOBILITY	SE14
N101			POLY16-SE14

EX		*Please provide us some details about your regional background which will help us to interpret your answers.*	EX05
N102			POLY16-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.	Q080
N103			POLY16-Q080
1			**V080_TXT**
		....	
SU		Subject: District of birth;	

CV	N2	In which country did you mainly attend your secondary education?	Q081
N104			POLY16-Q081
1	☐	Malawi	V081
2	☐	Other country (please specify):	
			V081_TXT
SU		Subject: Country of attending secondary education;	

CV	N3	What is your nationality?	Q082
N105			POLY16-Q082
1	☐	Malawian	V082
2	☐	Other nationality (please specify):	
SU		Subject: Nationality;	

CV	N4	What is your country of residence?	Q083
N106			POLY16-Q083
1	☐	Malawi	V083
2	☐	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.	Q084
N107			POLY16-Q084
1			**V084_TXT**
		....	
SU		Subject: District of residence;	

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

N109 POLY16-EX06

TE O1 **What did you like about your study program? Please write your response in the space provided below.** Q085

N110 Modified POLY16-Q085

1 V085_TXT

....

....
.

....
.

....
.

SU Subject: Liked elements of study programme;

TE O2 **What did you not like about your study program? Please write your response in the space provided below.** Q086

N106 Modified POLY16-Q086

1 V086_TXT

....

....
.

....

....
.

SU Subject: Not liked elements of study programme;

TE	O3	Which important changes would you recommend for your study programme? Please write your response in the space provided below.	Q087
N107		Modified	POLY16-Q087
1			**V087_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.	Q088
N108		Added	POLY16-Q088
1			**V088_TXT**
		....	
		....	
		....	
		....	
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	Q089
N109		Added	POLY16-Q089
1			**V089_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**	**Q090**
N110		Added	POLY16-Q090
1		....	**V090_TXT**
		....	
		....	
		....	
SU		Subject: Not liked elements of The Polytechnic	

TE	**O7**	**To what extent would you recommend someone to study at The Polytechnic?**	**Q091**
N111		Added	POLY16-Q091

Not at all extent ... To a very high ... 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   **V091**

SU   Subject: Study recommendation;

TE	**O8**	**Which comments/suggestions regarding this survey would you like to make?**	**Q092**
N112			POLY16-Q092
1		....	**V092_TXT**
SU		Subject: Comments/suggestions regarding the survey;	

TE	**O9**	**What comments/suggestions regarding this questionnaire would you like to make?**	**Q093**
N113			POLY16-Q093
1		....	**V093_TXT**
SU		Subject: Comments/suggestions regarding the questionnaire;	

ME	**O10**	**How many minutes did you need to fill in this questionnaire?**	**Q094**
N114			POLY16-Q094
1	☐☐☐	Minutes needed to fill in the questionnaire	**V094_NUM**
SU		Subject: Time needed to fill in the questionnaire (minutes);	

	O1 1	**How do you rate the following aspects of this questionnaire?**	**Q095**
N115			POLY16-Q095

	Very bad 1	Bad 2	Fair 3	Good 4	Very good 5		
1	☐	☐	☐	☐	☐	Length of the questionnaire	**V095_01**
2	☐	☐	☐	☐	☐	Clarity of the questions	**V095_02**
3	☐	☐	☐	☐	☐	Understandable phrasing	**V095_03**
4	☐	☐	☐	☐	☐	Relevance of the questions to improve The Polytechnic programme	**V095_04**
5	☐	☐	☐	☐	☐	Relevance of the questions to inform about the labour market situation of graduates	**V095_05**
SU			Subject: Evaluation of the questionnaire;	

Thank you for taking your time to complete this questionnaire!

Appendix 2: Tables Report by Gender

(80 pages)

Table 1   Vocational training/post-secondary school courses before joining The Polytechnic by Gender (percent)

	Male	Female	Total
Vocational training/post-secondary school courses before joining The Polytechnic			
Yes	33	39	35
No	67	61	65
Total	100	100	100
Count	66	28	94

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

Table 2   Kind of training/post-secondary school courses before joining The Polytechnic by Gender (percent; multiple responses)

	Male	Female	Total
Kind of training/post-secondary school courses before joining The Polytechnic			
City and Guilds Technician Certificate	25	20	23
ABE	13	20	15
PAEC	6	0	4
Other	69	60	65
Total	113	100	108
Count	16	10	26

Question A2: Which post-secondary school courses did you attend? Multiple answers possible

Table 3   Employment before The Polytechnic by Gender (percent)

	Male	Female	Total
Employment before The Polytechnic			
Yes	26	25	26
No	74	75	74
Total	100	100	100
Count	66	28	94

Question A3: Were you employed before your study at The Polytechnic?

Table 4   Duration of employment before The Polytechnic by Gender (percent)

	Male	Female	Total
Duration of employment before The Polytechnic			
Less than 1 year	19	0	13
More than 1 year to 2 years	6	29	13
More than 2 years to 3 years	6	14	9
More than 3 years to 4 years	6	29	13
More than 4 years	63	29	52
Total	100	100	100
Count	16	7	23

Question A4: How long were you employed before your study at The Polytechnic?

Table 5   Name of the Faculty by Gender (percent)

	Male	Female	Total
Name of the Faculty			
Applied Sciences	18	25	20
Built Environment	9	4	7
Commerce	13	29	18
Education and Media Studies	36	36	36
Engineering	24	7	19
Total	100	100	100
Count	67	28	95

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

Table 6   Date of completion by Gender (percent)

	Male	Female	Total
Date of completion			
January 2014	3	0	2
February 2014	6	4	5
March 2014	70	74	71
April 2014	15	15	15
May 2014	0	4	1
July 2014	0	4	1
September 2014	3	0	2
October 2014	2	0	1
November 2014	2	0	1
Total	100	100	100
Count	66	27	93

Question B2: When did you complete your study at The Polytechnic?

Table 7   Level of qualification by Gender (percent)

	Male	Female	Total
Level of qualification	100	100	100
Total	100	100	100
Count	68	28	96

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

Table 8   Duration of the study programme by Gender (percent)

	Male	Female	Total
Duration of the study programme			
1 year to less than 2 years	1	0	1
2 years to less than 3 years	6	4	5
3 years to less than 4 years	12	15	13
4 years to less than 5 years	49	70	55
5 years or more	31	11	26
Total	100	100	100
Count	67	27	94

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

Table 9   Mode of study by Gender (percent)

	Male	Female	Total
Mode of study	100	100	100
Total	100	100	100
Count	68	28	96

Question B6: What was your mode of study?

Table 10   Duration of attending classes (hours) by Gender (percent)

	Male	Female	Total
Duration of attending classes (hours)			
Up to 10 hours	8	12	9
11 to 19 hours	11	12	11
20 to 29 hours	21	31	24
30 to 39 hours	36	19	32
40 to 49 hours	23	27	24
50 hours and more	2	0	1
Total	100	100	100
Count	66	26	92

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

Table 11   Duration of study activities outside classes (hours) by Gender (percent)

	Male	Female	Total
Duration of study activities outside classes (hours)			
Up to 10 hours	38	36	37
11 to 19 hours	21	32	24
20 to 29 hours	14	14	14
30 to 39 hours	18	11	16
40 to 49 hours	6	7	6
50 hours and more	3	0	2
Total	100	100	100
Count	66	28	94

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

Table 12   Internship/Industrial attachments during course of study by Gender (percent)

	Male	Female	Total
Internship/Industrial attachments during course of study			
Yes	56	57	56
No	44	43	44
Total	100	100	100
Count	68	28	96

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

Table 13   Number of mandatory internship/industrial attachments by Gender (percent)

	Male	Female	Total
Number of mandatory internship/industrial attachments			
None	45	41	44
1	50	47	49
2	3	0	2
3	0	6	2
4 and more mandatory internships/Industrial attachments	3	6	4
Total	100	100	100
Count	38	17	55

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

Table 14   Number of voluntary internship/industrial attachments by Gender (percent)

	Male	Female	Total
Number of voluntary internship/industrial attachments			
None	33	35	34
1	31	53	38
2	22	6	17
3	3	0	2
4 or more voluntary internships/Industrial attachments	11	6	9
Total	100	100	100
Count	36	17	53

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

Table 15   Duration of internship/industrial attachments by Gender (percent)

	Male	Female	Total	
Duration of internship/industrial attachments				
Less than 1 month	3	0	2	
1 month to less than 3 months	39	44	41	
3 months to less than 6 months	39	56	44	
6 months to less than 9 months	3	0	2	
9 months or more	16	0	11	
Total	100	100	100	
Count	38	16	54	

Question C4: How many months did these internships/industrial attachments last?

Table 16   Employment during study by Gender (percent)

	Male	Female	Total	
Employment during study				
Yes	19	14	18	
No	81	86	82	
Total	100	100	100	
Count	67	28	95	

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

Table 17   Duration of employment during study by Gender (percent)

	Male	Female	Total	
Duration of employment during study				
Very bad	8	0	6	
2	31	25	29	
4	8	25	12	
Very good	54	50	53	
Total	100	100	100	
Count	13	4	17	

Question 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.

Table 18   Rating of study conditions and study provisions by Gender (arithmetic mean)

	Male	Female	Total
Quality of classroom learning	3.3	3.1	3.2
Student recreational facilities on campus	2.7	2.8	2.7
Availability of learning materials (e.g. books, internet access)	2.8	2.5	2.7
Opportunity for consultation with teaching staff	3.4	3.5	3.4
Quality of teaching	3.6	3.7	3.6
Teaching/grading system	3.5	3.5	3.5
Internship/industrial attachment programme	2.3	2.3	2.3
Academic interaction with fellow students	3.8	4.1	3.9
Chances for students to have an influence on The Polytechnic policies	2.7	2.8	2.7
Availability of technical equipment (e.g. lab equipment, measuring instruments, computer lab)	2.6	2.7	2.6
Quality of technical equipment	2.6	2.7	2.6
Availability of teaching materials	3.0	3.1	3.0
Quality of buildings/facilities	2.9	2.5	2.8
Stocking of the library with relevant materials	2.7	2.4	2.6
Count	68	28	96

Question D1: How would you rate the study conditions and provisions you experienced at The Polytechnic? Scale of answers from 1 = 'Very bad' to 5 = 'Very good'.

Table 19   Evaluation of the study elements related to employment and work by Gender (arithmetic mean)

	Male	Female	Total
Professional advice provided by teaching staff	3.9	3.6	3.8
Support of internship/Industrial attachment search	2.4	2.7	2.5
Practice-oriented teaching contents	3.4	3.1	3.3
Practical experiences of teaching staff	3.5	3.3	3.5
Mandatory internships/Industrial attachments	2.5	2.8	2.6
Support of employment/job search	2.5	2.4	2.5
Preparation for work	3.2	3.1	3.2
Count	67	28	95

Question D2: How do you rate the following elements related to employment and work in your study course/training? Scale of answers from 1 = 'Very bad' to 5 = 'Very good'.

Table 20   Acquired competencies at the time of graduation by Gender (arithmetic mean)

	Male	Female	Total
Mastery of my field/subject specific knowledge	4.0	3.6	3.9
Ability to develop new ideas and solutions	4.0	3.7	3.9
Ability to adapt to changing conditions	4.2	4.1	4.2
Analytical thinking	4.3	4.1	4.3
Willingness to question my and other's ideas	4.3	3.9	4.2
Ability to work efficiently towards a goal	4.3	4.2	4.3
Ability to organise my work processes efficiently	4.2	4.2	4.2
Ability to work productively with others	4.3	4.1	4.3
Ability to perform well under pressure	4.6	4.4	4.5
Count	68	28	96

Question E1: To what extent did you acquire the following skills / competencies upon graduation? Scale of answers from 1 = 'Not at all' to 5 = '   To a very high extent'.

Table 21   Probability to choose the same field of study/training by Gender (percent; arithmetic mean)

	Male	Female	Total
Would you probably choose the same field of study/training?			
Not at all	8	4	7
2	8	15	10
3	13	11	12
4	25	30	26
To a very high extent	47	41	45
Total	100	100	100
Count	64	27	91
Recoded values			
Values 1 and 2	16	19	16
Value 3	13	11	12
Values 4 and 5	72	70	71
Arithmetic mean	4.0	3.9	3.9

Question E2: Looking back, if you were free to choose again to what extent would you probably choose the same field of study/training? Scale of answers from 1 = 'Not at all' to 5 = 'To a very high extent'.

Table 22   Probability to choose The Polytechnic again by Gender (percent; arithmetic mean)

	Male	Female	Total
Probability to choose The Polytechnic again			
Not at all	0	4	1
2	0	7	2
3	22	11	19
4	32	39	34
To a very high extent	46	39	44
Total	100	100	100
Count	68	28	96
Recoded values			
Values 1 and 2	0	11	3
Value 3	22	11	19
Values 4 and 5	78	79	78
Arithmetic mean	4.2	4.0	4.2

Question E3: Looking back, if you were free to choose again to what extent would you probably choose The Polytechnic? Scale of answers from 1 = 'Not at all' to 5 = 'To a very high extent'.

Table 23   Satisfaction with the study in general by Gender (percent; arithmetic mean)

	Male	Female	Total
Satisfaction with the study in general			
Not at all	1	0	1
2	0	11	3
3	34	18	29
4	43	46	44
To a very high extent	22	25	23
Total	100	100	100
Count	68	28	96
Recoded values			
Values 1 and 2	1	11	4
Value 3	34	18	29
Values 4 and 5	65	71	67
Arithmetic mean	3.8	3.9	3.8

Question E4: In retrospective, to what extent are you satisfied with your studies in general? Scale of answers from 1 = 'Not at all' to 5 = 'To a very high extent'.

Table 24   Employment status after graduation by Gender (percent; multiple responses)

	Male	Female	Total
Employment status after graduation			
Full time employment	56	32	49
Part time employment	10	18	13
Self-employed	13	4	10
Internship	12	18	14
Further academic/professional training	12	7	10
Further vocational education/training	0	0	0
Household work	9	7	8
Not employed, but searching for a job	28	25	27
Voluntary job	7	7	7
Freelance work	10	4	8
Other	3	0	2
Total	160	121	149
Count	68	28	96

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

Table 25   Waiting time until start of first job after graduation by Gender (percent)

	Male	Female	Total
Waiting time until start of first job after graduation			
Already secured a job before graduation	37	18	31
At the time of graduation	3	4	3
Less than 1 month after graduation	8	18	11
1 to less than 3 months after graduation	8	11	9
3 to less than 6 months after graduation	9	21	13
6 to less than 9 months after graduation	15	14	15
9 to less than 12 months after graduation	6	4	5
12 months or more after graduation	14	11	13
Total	100	100	100
Count	65	28	93

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

Table 26   Job search methods for first job by Gender (percent; multiple responses)

	Male	Female	Total	
Job search methods for first job				
Job ads/announcements (e.g. newspaper, internet, notice, radio)	53	78	61	
With the help of family contacts of parents and relatives	5	22	10	
With help of personal contacts, friends and fellow students	31	26	29	
Speculative application – independent contact to employers	15	19	16	
Through internships during my course of studies	5	0	3	
Through internships after graduation	3	4	3	
Through side jobs during the study	2	4	2	
Through side jobs after graduation	0	0	0	
I was contacted by an employer	10	7	9	
Job fair/recruitment seminar	0	0	0	
Through public job centre/labour office	2	0	1	
Through private job agencies	0	0	0	
Through social networks (e.g. facebook, LinkedIn)	11	22	15	
Through the career centre/academic department or faculty of The Polytechnic		6	4	6
Through staff at The Polytechnic	15	7	12	
Not applicable, I have not searched for employment	6	7	7	
Other	5	0	3	
Total	168	200	178	
Count	62	27	89	

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

Table 27   Reasons for no job search by Gender (percent; multiple responses)

	Male	Female	Total
Reasons for no job search			
I continued studying	11	0	9
I continued a job I had prior to studying	33	25	32
I found a job without searching	44	25	41
I became self-employed / a freelancer	17	25	18
Other	6	25	9
Total	111	100	109
Count	18	4	22

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

Table 28   Start time of job search by Gender (percent)

	Male	Female	Total	
Start time of job search				
Prior to graduation	88	81	86	
After graduation	12	19	14	
Total	100	100	100	
Count	58	26	84	

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

Table 29   Duration of job search (only graduates who searched a job after graduation) by Gender (percent)

	Male	Female	Total	
Duration of job search (only graduates who searched a job after graduation)				
Up to 1 month	20	4	15	
2 to 3 months	23	32	26	
4 to 6 months	18	36	23	
7 to 9 months	13	8	11	
10 months to 12 months	11	12	11	
More than 12 months	16	8	14	
Total	100	100	100	
Count	56	25	81	

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

Table 30   Method for finding the first job by Gender (percent)

	Male	Female	Total	
Method for finding the first job				
Job ads/announcements (e.g. newspaper, internet, notice, radio)	34	52	40	
With the help of family contacts of parents and relatives	5	0	4	
With help of personal contacts, friends and fellow students	24	12	20	
Speculative application – independent contact to employers	9	8	8	
Through internships during my course of study	5	0	4	
Through side jobs during the study	0	4	1	
I was contacted by an employer	3	12	6	
Through social networks (e.g. facebook, LinkedIn)	3	8	5	
Through the career centre /academic department or faculty at The Polytechnic		7	0	5
Through staff at The Polytechnic	5	4	5	
Not applicable, I did not find a job until now	3	0	2	
Total	100	100	100	
Count	58	25	83	

Question F7: What was the method that got you your first job? Choose only one answer

Table 31   Number of applications for employment by Gender (percent)

	Male	Female	Total
Number of applications for employment			
None	10	8	9
1 employer	7	15	9
2 to 4 employers	29	19	26
5 to 10 employers	22	19	21
11 to 20 employers	12	23	15
More than 20 employers	20	15	19
Total	100	100	100
Count	59	26	85

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

Table 32   Number of acknowledgements by Gender (percent)

	Male	Female	Total
Number of acknowledgements			
None	11	21	14
From 1 employer	12	33	19
From 2 to 4 employers	58	29	49
From 5 to 10 employers	18	17	17
From 11 to 20 employers	2	0	1
Total	100	100	100
Count	57	24	81

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

Table 33   Number of calls for interviews by Gender (percent)

	Male	Female	Total
Number of calls for interviews			
None	8	8	8
From 1 employer	18	24	20
From 2 to 4 employers	60	56	59
From 5 to 10 employers	13	12	13
Total	100	100	100
Count	60	25	85

Question F10: How many employers invited you for interviews?

Table 34   Employment status at the time of the survey by Gender (percent; multiple responses)

	Male	Female	Total	
Employment status at the time of the survey				
Full time employment	**85**	**82**	**84**	
Part time employment	9	4	7	
Self-employed	9	0	6	
Internship	0	4	1	
Further academic/professional training	7	7	7	
Further vocational education/training	0	0	0	
Household work	4	4	4	
Voluntary job	3	0	2	
Freelance work	7	4	6	
Not employed, but searching for a job	9	11	9	
Other	1	0	1	
Total	136	114	129	
Count	67	28	95	

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

Table 35   International mobility after graduation by Gender (percent; multiple responses)

	Male	Female	Total	
International mobility after graduation				
Yes, I worked abroad	4	0	3	
Yes, I continued my studies/training abroad	12	4	9	
No	84	96	87	
Total	100	100	100	
Count	67	28	95	

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

Table 36 Number of jobs since graduation by Gender (percent)

	Male	Female	Total
Number of jobs since graduation			
None	6	4	5
One job	30	37	32
Two jobs	45	37	43
Three jobs	15	15	15
More than three jobs	4	7	5
Total	100	100	100
Count	67	27	94

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

Table 37 Working hours per week by Gender (percent)

	Male	Female	Total
Working hours per week			
Up to 10 hours per week	12	4	10
11 to 20 hours per week	3	4	4
21 to 30 hours per week	7	4	6
31 to 40 hours per week	38	48	41
41 to 50 hours per week	33	28	31
More than 50 hours per week	7	12	8
Total	100	100	100
Count	58	25	83

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

Table 38 Employment status by Gender (percent)

	Male	Female	Total
Employment status			
Yes	72	80	74
No	20	20	20
Not applicable	8	0	6
Total	100	100	100
Count	60	25	85

Question G5: Are you permanently employed

Table 39   Duration of search for current job by Gender (percent)

	Male	Female	Total
Duration of search for current job			
Up to 1 month	16	8	14
2 to 3 months	6	17	9
4 to 6 months	10	25	15
7 to 9 months	14	8	12
10 to 12 months	14	13	14
More than 12 months	40	29	36
Total	100	100	100
Count	50	24	74

Question G6: How long did it take you to find your current job after graduation?

Table 40   Duration of work experience by Gender (percent)

	Male	Female	Total
Duration of work experience			
Up to 1 month	2	12	5
2 to 3 months	7	8	7
4 to 6 months	10	8	10
7 to 9 months	8	4	7
10 to 12 months	5	4	5
More than 12 months	68	64	67
Total	100	100	100
Count	59	25	84

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

Table 41   Type of employer by Gender (percent)

	Male	Female	Total
Type of employer			
Government	18	13	16
Parastatal	25	4	19
Private company	42	57	46
Non-governmental organisation (NGO)	11	22	14
Other	5	4	5
Total	100	100	100
Count	57	23	80

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

Table 42   Gross monthly income by Gender (percent)

	Male	Female	Total
Gross monthly income			
Less than 100,000 Malawian Kwacha	5	8	6
100,001 - 200,000 Malawian Kwacha	26	40	30
200,001 - 300,000 Malawian Kwacha	17	24	19
300,001 - 400,000 Malawian Kwacha	10	8	10
400,001 - 500,000 Malawian Kwacha	9	4	7
500,001 - 600,000 Malawian Kwacha	12	4	10
600,001 - 700,000 Malawian Kwacha	10	4	8
700,001 - 800,000 Malawian Kwacha	3	0	2
More than 800.000 Malawian Kwacha	7	8	7
Total	100	100	100
Count	58	25	83

Question G14: What is your current gross monthly income?

Table 43   Kind of fringe/other benefit(s) by Gender (percent; multiple responses)

	Male	Female	Total
Kind of fringe/other benefit(s)			
Housing (subsidy, rent allowance)	22	28	24
Transportation (car/transport allowance)	16	8	13
Health (medical aid, insurances)	53	60	55
Education and training (staff development, family study rebate)	33	20	29
Utility (Electricity, Water, TV subscription etc.)	12	4	10
None	24	20	23
Other	10	0	7
Total	171	140	161
Count	58	25	83

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

Table 44   Size of the company/firm/organisation in total by Gender (percent)

	Male	Female	Total
Size of the company/firm/organisation in total			
Up to 5 employees	2	4	2
6 to 10 employees	11	4	9
11 to 20 employees	11	16	12
21 to 50 employees	9	12	10
51 to 100 employees	7	12	9
More than 100 employees	61	52	58
Total	100	100	100
Count	56	25	81

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

Table 45   Size of the company/firm/organisation (full-time employees) by Gender (percent)

	Male	Female	Total
Size of the company/firm/organisation (full-time employees)			
Not at all	8	0	6
2	8	12	10
3	7	8	7
4	8	20	12
To a very high extent	12	16	13
6	56	44	52
Total	100	100	100
Count	59	25	84

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

Table 46   Required competencies by Gender (arithmetic mean)

	Male	Female	Total
Mastery of my field/subject specific knowledge	4.4	4.1	4.3
Ability to develop new ideas and solutions	4.5	4.2	4.4
Ability to adapt to changing conditions	4.5	4.3	4.5
Analytical thinking	4.5	4.5	4.5
Ability to question my and others' ideas	4.3	4.3	4.3
Ability to work efficiently towards a goal	4.6	4.6	4.6
Ability to organise my work processes efficiently	4.6	4.7	4.6
Ability to work productively with others	4.7	4.6	4.7
Ability to work under pressure	4.6	4.8	4.7
Count	60	24	84

Question H1: To what extent are the following skills / competencies required in your current employment? Scale of answers from 1 = 'Not at all' to 5 = 'To a very high extent'.

Table 47   Utilisation of acquired knowledge and skills in the job by Gender (percent; arithmetic mean)

	Male	Female	Total
Utilisation of knowledge and skills acquired during course of study in current job			
Not at all	0	4	1
2	0	8	3
3	23	21	23
4	39	46	41
To a very high extent	38	21	33
Total	100	100	100
Count	56	24	80
Recoded values			
Values 1 and 2	0	13	4
Value 3	23	21	23
Values 4 and 5	77	67	74
Arithmetic mean	4.1	3.7	4.0

Question I1: To what extent are the knowledge and skills you acquired during your course of study utilised in your current job? Scale of answers from 1 = 'Not at all' to 5 = 'To a very high extent'.

Table 48   Appropriateness of field of study for the job by Gender (percent)

	Male	Female	Total
Appropriateness of field of study for the job			
Exclusively own field	37	21	32
Own and/or related field	51	58	53
A completely different field	11	21	14
No particular field	2	0	1
Total	100	100	100
Count	57	24	81

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

Table 49   Match of job and qualification/degree level by Gender (percent)

	Male	Female	Total
Match of job and qualification/degree level			
Not at all	27	8	21
2	63	67	64
3	7	21	11
4	3	4	4
Total	100	100	100
Count	60	24	84

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

Table 50   Appropriateness of study to position by Gender (percent; arithmetic mean)

	Male	Female	Total
Appropriateness of study to position			
Not at all	2	4	2
2	3	13	6
3	15	29	19
4	42	46	43
To a very high extent	38	8	30
Total	100	100	100
Count	60	24	84
Recoded values			
Values 1 and 2	5	17	8
Value 3	15	29	19
Values 4 and 5	80	54	73
Arithmetic mean	4.1	3.4	3.9

Question I4: To what extent is your course of study appropriate to current job? Scale of answers from 1 = 'Not at all' to 5 = 'To a very high extent'.

Table 51   Reasons for not close related job by Gender (percent; multiple responses)

	Male	Female	Total
Reasons for not close related job			
Not applicable, my job is closely related to my course of study	69	43	61
My current job is only a temporary stepping stone, I am still searching for professional orientation	13	29	17
I have not yet found an appropriate job	15	33	20
I receive a higher salary in my current job	2	0	1
My current job offers more security	4	14	7
My interests have changed	10	10	10
My current job allows a flexible time schedule	0	0	0
My current job allows me to work in a favoured geographical place	4	0	3
My current job allows me to take into consideration the interests of my family/children	4	0	3
Other	2	0	1
Total	123	129	125
Count	48	21	69

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

Table 52   Evaluation of the usefulness of studies by Gender (arithmetic mean)

	Male	Female	Total
Usefulness for finding a satisfying job after finishing your studies?	4.0	4.0	4.0
Usefulness for fulfilling your present professional tasks, if applicable?	4.2	3.9	4.1
Usefulness for your future professional development/career?	4.4	4.3	4.4
Usefulness for the development of your personality?	4.3	4.2	4.2
Usefulness for the economic development of your country?	4.5	4.3	4.5
Count	67	28	95

Question I6: Overall, how do you rate the usefulness of your studies? Scale of answers from 1 = 'Not at all useful' to 5 = 'Very highly useful'.

Table 53   Characteristics of employment and work by Gender (arithmetic mean)

	Male	Female	Total
Possibilities to realise own ideas	3.9	3.6	3.8
High salary	3.2	2.9	3.1
Interesting work tasks	3.8	3.6	3.7
Clear and regulated work tasks	3.9	3.9	3.9
Possibilities for applying acquired competencies	4.0	3.6	3.9
Job security	3.7	3.4	3.6
Social status and recognition	3.4	3.3	3.4
Good work atmosphere	3.5	3.0	3.4
Possibilities of further professional advancement	3.6	3.4	3.5
Possibility for providing social influence	3.6	3.4	3.5
To have a challenging job	3.9	3.9	3.9
Good career advancement prospects	3.8	3.6	3.8
Possibilities to do something useful for the society	3.9	3.6	3.8
Good conditions for managing both work-related and family-related issues	3.6	3.2	3.5
Sufficient time for leisure activities	3.1	2.9	3.0
Count	59	24	83

Question J1: To what extent do the following aspects apply to your current job situation? Scale of answers from 1 = 'Not at all' to 5 = 'To a very high extent'.

Table 54   Job satisfaction by Gender (percent; arithmetic mean)

	Male	Female	Total
Job satisfaction			
Not at all	3	18	8
2	11	21	14
3	39	25	35
4	30	25	28
To a very high extent	17	11	15
Total	100	100	100
Count	64	28	92
Recoded values			
Values 1 and 2	14	39	22
Value 3	39	25	35
Values 4 and 5	47	36	43
Arithmetic mean	3.5	2.9	3.3

Question J2: To what extent are you satisfied with your current job? Scale of answers from 1 = 'Not at all' to 5 = 'To a very high extent'.

Table 55   Further studies/training by Gender (percent)

	Male	Female	Total
Further studies/training			
Yes	18	21	19
No	82	79	81
Total	100	100	100
Count	66	28	94

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

Table 56   Further studies/training by Gender (percent; multiple responses)

	Male	Female	Total
Further studies/training			
Yes, I completed my further studies successfully	21	0	15
No I stopped my further studies	14	0	10
No, I am still studying	64	100	75
Total	100	100	100
Count	14	6	20

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

Table 57   Kind of degree of further studies/training by Gender (percent)

	Male	Female	Total
Kind of degree of further studies/training			
Certificate	7	50	20
Diploma	29	17	25
Master	64	33	55
Total	100	100	100
Count	14	6	20

Question K5: Please specify the type of (expected) award (certificate, diploma, bachelor, master, PhD) from your further studies.

Table 58   Time of start of further studies by Gender (means)

	Male	Female	Total
Month of enrolment in further studies			
Arithm. mean	9	9	9
Median	9	10	9
Standardabw.	0	1	1
Minimum	9	8	8
Maximum	10	10	10
Count	9	4	13
Year of enrolment in further studies			
Arithm. mean	2,015	2,016	2,016
Median	2,016	2,016	2,016
Standardabw.	1	0	1
Minimum	2,014	2,015	2,014
Maximum	2,016	2,016	2,016
Count	12	6	18

Question K6: When did you start your course of further studies?

Table 59   Time of end of further studies by Gender (means)

	Male	Female	Total
Month of graduation from further studies			
Arithm. mean	9	9	9
Median	9	11	10
Standardabw.	2	4	3
Minimum	5	3	3
Maximum	11	12	12
Count	8	4	12
Year of graduation from further studies			
Arithm. mean	2,107	2,017	2,077
Median	2,017	2,018	2,017
Standardabw.	285	1	233
Minimum	2,015	2,016	2,015
Maximum	2,918	2,018	2,918
Count	10	5	15

Question K7: When did you/will you graduate your course of further studies?

Table 60   Reasons for further studies by Gender (arithmetic mean)

	Male	Female	Total
Wish to achieve a higher academic or professional degree	4.7	4.2	4.5
Improvement of chances of finding a job	2.8	4.3	3.3
Personal interest in particular subject area	4.4	4.5	4.4
Demanded by my employer	3.5	2.8	3.3
Wish to improve my promotion prospects	4.2	4.0	4.1
The training is important for the development of my country	4.5	3.8	4.3
Count	13	6	19

Question K8: To what extent do the following reasons for further studies apply to you? Scale of answers from 1 = 'Not at all' to 5 = 'To a very high extent'.

Table 61 Further studies/training by Gender (percent)

	Male	Female	Total
Further studies/training			
Yes	21	22	22
No, I have not started a further course of studies	79	78	78
Total	100	100	100
Count	66	27	93

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

Table 62 Sex by Gender (percent)

	Male	Female	Total
Sex			
Male	100	0	71
Female	0	100	29
Total	100	100	100
Count	68	28	96

Question M1: What is your sex?

Table 63 Year of birth by Gender (means)

	Male	Female	Total
Year of birth			
Arithm. mean	1,987	1,989	1,988
Median	1,989	1,990	1,989
Standardabw.	6	4	5
Minimum	1,966	1,975	1,966
Maximum	1,993	1,993	1,993
Count	67	28	95

Question M2: In which year were you born?

Table 64   Marital status by Gender (percent)

	Male	Female	Total
Marital status			
Single	65	79	69
Married	35	21	31
Total	100	100	100
Count	68	28	96

Question M3: What is your marital status?

Table 65   Special needs during the course of study by Gender (percent)

	Male	Female	Total
Special needs during the course of study			
Yes	4	4	4
No	96	96	96
Total	100	100	100
Count	67	27	94

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

Table 66   Highest level of education of father by Gender (percent)

	Male	Female	Total
Highest level of education of father			
Without education	1	0	1
Incomplete primary school	7	0	5
Complete primary school	10	7	10
Junior secondary	7	7	7
Senior secondary	13	4	11
Diploma	22	26	23
Higher education degree (like Bachelor, Master, Doctorate)	33	52	38
Don't know	4	4	4
Total	100	100	100
Count	67	27	94

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

Table 67   Highest level of education of mother by Gender (percent)

	Male	Female	Total
Highest level of education of mother			
Without education	6	4	5
Incomplete primary school	19	7	16
Complete primary school	15	4	12
Junior secondary	7	7	7
Senior secondary	15	21	17
Diploma	25	39	29
Higher education degree (like Bachelor, Master, Doctorate)	10	14	12
Don't know	1	4	2
Total	100	100	100
Count	67	28	95

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

Table 68   Highest level of education of guardian by Gender (percent)

	Male	Female	Total
Highest level of education of guardian			
Complete primary school	2	0	2
Junior secondary	2	0	2
Senior secondary	9	17	11
Diploma	16	0	12
Higher education degree (like Bachelor, Master, Doctorate)	18	50	25
Not applicable, I had no guardian	49	33	46
Other	4	0	4
Total	100	100	100
Count	45	12	57

Question M8: If you were raised by a guardian, what was the highest level of formal education of your guardian?

Table 69   Country of attending secondary education by Gender (percent)

	Male	Female	Total
Country of attending secondary education	100	100	100
Total	100	100	100
Count	67	27	94

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

Table 70   Nationality by Gender (percent)

	Male	Female	Total
Nationality	100	100	100
Total	100	100	100
Count	67	28	95

Question N3: What is your nationality?

Table 71   Country of residence by Gender (percent)

	Male	Female	Total
Country of residence	100	100	100
Total	100	100	100
Count	66	27	93

Question N4: What is your country of residence?

Table 72   Time needed to fill in the questionnaire (minutes) by Gender (means)

	Male	Female	Total
Minutes needed to fill in the questionnaire			
Arithm. mean	53	53	53
Median	50	45	48
Standardabw.	29	39	31
Minimum	10	10	10
Maximum	120	180	180
Count	57	21	78

Question O10: How many minutes did you need to fill in this questionnaire?

Table 73   Evaluation of the questionnaire by Gender (arithmetic mean)

	Male	Female	Total	
Length of the questionnaire	3.0	2.9	3.0	
Clarity of the questions	4.1	4.1	4.1	
Understandable phrasing	4.3	4.2	4.3	
Relevance of the questions to improve The Polytechnic programme	4.1	4.1	4.1	
Relevance of the questions to inform about the labour market situation of graduates		4.0	4.2	4.0
Count	65	27	92	

Question O11: How do you rate the following aspects of this questionnaire? Scale of answers from 1 = 'Very bad' to 5 = 'Very good'.

Appendix 3: Tables Report by Faculty

Table 1   Vocational training/post-secondary school courses before joining The Polytechnic by Faculty (percent)

	ApSci	BuiEnv	Com	Edu	Eng	Total
Vocational training/post-secondary school courses before joining The Polytechnic						
Yes	40	45	33	41	14	34
No	60	55	67	59	86	66
Total	100	100	100	100	100	100
Count	25	11	24	37	22	119

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

Table 2   Kind of training/post-secondary school courses before joining The Polytechnic by Faculty (percent; multiple responses)

	ApSci	BuiEnv	Com	Edu	Eng	Total
Kind of training/post-secondary school courses before joining The Polytechnic						
City and Guilds Technician Certificate	22	0	0	25	100	18
ABE	0	50	14	17	0	15
PAEC	11	0	29	0	0	9
Other	78	50	57	67	0	64
Total	111	100	100	108	100	106
Count	9	4	7	12	1	33

Question A2: Which post-secondary school courses did you attend? Multiple answers possible

Table 3   Employment before The Polytechnic by Faculty (percent)

	ApSci	BuiEnv	Com	Edu	Eng	Total
Employment before The Polytechnic						
Yes	21	9	25	34	9	23
No	79	91	75	66	91	77
Total	100	100	100	100	100	100
Count	24	11	24	38	22	119

Question A3: Were you employed before your study at The Polytechnic?

Table 4   Duration of employment before The Polytechnic by Faculty (percent)

	ApSci	BuiEnv	Com	Edu	Eng	Total
Duration of employment before The Polytechnic						
Less than 1 year	0	100	0	8	67	15
More than 1 year to 2 years	20	0	17	17	0	15
More than 2 years to 3 years	0	0	0	17	0	7
More than 3 years to 4 years	0	0	33	8	0	11
More than 4 years	80	0	50	50	33	52
Total	100	100	100	100	100	100
Count	5	1	6	12	3	27

Question A4: How long were you employed before your study at The Polytechnic?

Table 5   Name of the Faculty by Faculty (percent)

	ApSci	BuiEnv	Com	Edu	Eng	Total
Name of the Faculty						
Applied Sciences	100	0	0	0	0	21
Built Environment	0	100	0	0	0	9
Commerce	0	0	100	0	0	20
Education and Media Studies	0	0	0	100	0	32
Engineering	0	0	0	0	100	18
Total	100	100	100	100	100	100
Count	26	11	24	39	22	122

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

Table 6 Date of completion by Faculty (percent)

	ApSci	BuiEnv	Com	Edu	Eng	Total	
Date of completion							
January 2014	4	9	0	0	0	2	
February 2014	20	9	0	5	14	9	
March 2014	60	64	77	74	67	69	
April 2014	8	18	14	13	14	13	
May 2014	0	0	5	3	5	3	
July 2014	4	0	0	0	0	1	
September 2014	0	0	5	3	0	2	
October 2014	4	0	0	0	0	1	
November 2014	0	0	0	3	0	1	
Total	100	100	100	100	100	100	
Count	25	11	22	39	21	118	

Question B2: When did you complete your study at The Polytechnic?

Table 7 Level of qualification by Faculty (percent)

	ApSci	BuiEnv	Com	Edu	Eng	Total	
Level of qualification	100	100	100	100	100	100	
Total	100	100	100	100	100	100	
Count	25	11	24	39	22	121	

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

Table 8 Duration of the study programme by Faculty (percent)

	ApSci	BuiEnv	Com	Edu	Eng	Total	
Duration of the study programme							
1 year to less than 2 years	4	0	0	0	0	1	
2 years to less than 3 years	4	0	10	8	0	5	
3 years to less than 4 years	12	0	10	21	0	11	
4 years to less than 5 years	80	27	81	69	9	58	
5 years or more	0	73	0	3	91	25	
Total	100	100	100	100	100	100	
Count	25	11	21	39	22	118	

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

Table 9   Mode of study by Faculty (percent)

	ApSci	BuiEnv	Com	Edu	Eng	Total
Mode of study	100	100	100	100	100	100
Total	100	100	100	100	100	100
Count	24	11	23	39	22	119

Question B6: What was your mode of study?

Table 10   Duration of attending classes (hours) by Faculty (percent)

	ApSci	BuiEnv	Com	Edu	Eng	Total
Duration of attending classes (hours)						
Up to 10 hours	8	10	13	11	0	9
11 to 19 hours	0	0	4	22	5	9
20 to 29 hours	32	30	17	22	14	22
30 to 39 hours	24	50	43	27	43	34
40 to 49 hours	36	0	17	14	38	22
50 hours and more	0	10	4	5	0	3
Total	100	100	100	100	100	100
Count	25	10	23	37	21	116

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

Table 11   Duration of study activities outside classes (hours) by Faculty (percent)

	ApSci	BuiEnv	Com	Edu	Eng	Total
Duration of study activities outside classes (hours)						
Up to 10 hours	36	20	26	45	29	34
11 to 19 hours	32	0	35	24	24	26
20 to 29 hours	16	30	22	11	14	16
30 to 39 hours	12	40	9	13	19	15
40 to 49 hours	0	0	9	5	10	5
50 hours and more	4	10	0	3	5	3
Total	100	100	100	100	100	100
Count	25	10	23	38	21	117

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

Table 12   Internship/Industrial attachments during course of study by Faculty (percent)

	ApSci	BuiEnv	Com	Edu	Eng	Total
Internship/Industrial attachments during course of study						
Yes	40	50	33	59	70	51
No	60	50	67	41	30	49
Total	100	100	100	100	100	100
Count	25	10	24	39	20	118

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

Table 13   Number of mandatory internship/industrial attachments by Faculty (percent)

	ApSci	BuiEnv	Com	Edu	Eng	Total
Number of mandatory internship/industrial attachments						
None	70	80	67	4	71	45
1	30	20	22	88	21	48
2	0	0	0	4	0	2
3	0	0	11	0	0	2
4 and more mandatory internships/Industrial attachments	0	0	0	4	7	3
Total	100	100	100	100	100	100
Count	10	5	9	24	14	62

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

Table 14   Number of voluntary internship/industrial attachments by Faculty (percent)

	ApSci	BuiEnv	Com	Edu	Eng	Total
Number of voluntary internship/industrial attachments						
None	20	0	25	57	14	32
1	60	40	50	26	36	38
2	10	20	25	13	36	20
3	0	0	0	0	7	2
4 or more voluntary internships/Industrial attachments	10	40	0	4	7	8
Total	100	100	100	100	100	100
Count	10	5	8	23	14	60

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

Table 15   Duration of internship/industrial attachments by Faculty (percent)

	ApSci	BuiEnv	Com	Edu	Eng	Total
Duration of internship/industrial attachments						
Less than 1 month	0	0	0	4	0	2
1 month to less than 3 months	50	40	44	26	57	41
3 months to less than 6 months	40	40	33	61	29	44
6 months to less than 9 months	0	0	11	4	0	3
9 months or more	10	20	11	4	14	10
Total	100	100	100	100	100	100
Count	10	5	9	23	14	61

Question C4: How many months did these internships/industrial attachments last?

Table 16   Employment during study by Faculty (percent)

	ApSci	BuiEnv	Com	Edu	Eng	Total
Employment during study						
Yes	16	20	13	21	15	17
No	84	80	87	79	85	83
Total	100	100	100	100	100	100
Count	25	10	23	38	20	116

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

Table 17   Duration of employment during study by Faculty (percent)

	ApSci	BuiEnv	Com	Edu	Eng	Total
Duration of employment during study						
Very bad	25	50	0	14	0	16
2	0	0	0	43	67	26
4	0	0	33	14	0	11
Very good	75	50	67	29	33	47
Total	100	100	100	100	100	100
Count	4	2	3	7	3	19

Question 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.

Table 18   Rating of study conditions and study provisions by Faculty (arithmetic mean)

	ApSci	BuiEnv	Com	Edu	Eng	Total
Quality of classroom learning	3.3	3.0	3.2	3.2	3.3	3.2
Student recreational facilities on campus	2.8	2.3	2.7	2.6	2.9	2.7
Availability of learning materials (e.g. books, internet access)	2.5	2.9	2.5	2.8	2.7	2.7
Opportunity for consultation with teaching staff	3.4	3.0	3.4	3.5	3.5	3.4
Quality of teaching	3.8	3.2	3.7	3.7	3.5	3.6
Teaching/grading system	3.8	3.4	3.3	3.4	3.4	3.5
Internship/industrial attachment programme	1.9	2.4	1.6	3.1	2.2	2.3
Academic interaction with fellow students	4.0	3.6	3.8	4.0	3.7	3.9
Chances for students to have an influence on The Polytechnic policies	3.0	2.4	2.3	2.7	2.7	2.7
Availability of technical equipment (e.g. lab equipment, measuring instruments, computer lab)	2.6	2.4	2.6	2.8	2.5	2.6
Quality of technical equipment	2.7	2.7	2.6	2.7	2.6	2.6
Availability of teaching materials	3.4	3.0	3.0	3.1	3.0	3.1
Quality of buildings/facilities	3.2	3.0	2.5	2.8	2.9	2.8
Stocking of the library with relevant materials	2.7	2.3	2.4	2.8	2.5	2.6
Count	24	9	24	36	20	113

Question D1: How would you rate the study conditions and provisions you experienced at The Polytechnic? Scale of answers from 1 = 'Very bad' to 5 = 'Very good'.

Table 19   Rating of study conditions and study provisions by Faculty (percent; responses 4 and 5)

	ApSci	BuiEnv	Com	Edu	Eng	Total
Quality of classroom learning						
High	25	13	39	44	30	34
Medium	4	13	17	19	10	14
Low	71	75	43	36	60	52
Student recreational facilities on campus						
High	17	0	18	14	16	15
Medium	30	67	41	44	26	39
Low	52	33	41	42	58	46
Availability of learning materials (e.g. books, internet access)						
High	8	11	9	17	20	13
Medium	46	22	48	28	45	38
Low	46	67	43	56	35	48
Opportunity for consultation with teaching staff						
High	46	22	52	49	45	46
Medium	17	22	9	6	5	10
Low	38	56	39	46	50	44
Quality of teaching						
High	65	33	62	63	53	59
Medium	4	11	0	9	5	6
Low	30	56	38	29	42	36
Teaching/grading system						
High	71	44	38	49	50	51
Medium	4	0	5	14	15	9
Low	25	56	57	37	35	39
Internship/industrial attachment programme						
High	9	22	4	40	21	21
Medium	73	67	96	31	68	63
Low	18	11	0	29	11	16
Academic interaction with fellow students						
High	67	63	74	79	74	73
Medium	8	25	9	9	11	10
Low	25	13	17	12	16	17
Chances for students to have an influence on The Polytechnic policies						
High	26	11	13	26	15	20
Medium	17	44	61	50	35	42
Low	57	44	26	24	50	38
Availability of technical equipment (e.g. lab equipment, measuring instruments, computer lab)						
High	21	11	24	21	25	21
Medium	58	67	48	38	50	49
Low	21	22	29	41	25	30
Quality of technical equipment						
High	17	11	23	15	15	17
Medium	52	44	45	35	45	44
Low	30	44	32	50	40	40

Availability of teaching materials						
High	36	22	24	32	25	29
Medium	14	22	24	18	25	20
Low	50	56	52	50	50	51
Quality of buildings/facilities						
High	33	22	22	14	21	22
Medium	21	22	52	34	26	33
Low	46	56	26	51	53	45
Stocking of the library with relevant materials						
High	13	0	4	28	20	16
Medium	33	67	50	36	65	46
Low	54	33	46	36	15	38
Count	24	9	24	36	20	113

Question D1: How would you rate the study conditions and provisions you experienced at The Polytechnic? Scale of answers from 1 = 'Very bad' to 5 = 'Very good'.

Table 20   Evaluation of the study elements related to employment and work by Faculty (arithmetic mean)

	ApSci	BuiEnv	Com	Edu	Eng	Total
Professional advice provided by teaching staff	3.5	3.7	4.1	3.9	3.9	3.8
Support of internship/Industrial attachment search	2.3	2.1	2.1	3.0	2.6	2.5
Practice-oriented teaching contents	3.1	3.0	3.0	3.8	3.1	3.3
Practical experiences of teaching staff	3.3	3.3	3.7	3.8	3.2	3.5
Mandatory internships/Industrial attachments	2.2	2.1	2.1	3.5	2.3	2.6
Support of employment/job search	2.1	2.2	2.8	2.5	2.8	2.5
Preparation for work	3.0	3.0	3.2	3.4	3.2	3.2
Count	24	9	24	35	20	112

Question D2: How do you rate the following elements related to employment and work in your study course/training? Scale of answers from 1 = 'Very bad' to 5 = 'Very good'.

Table 21   Evaluation of the study elements related to employment and work by Faculty (percent; responses 4 and 5)

	ApSci	BuiEnv	Com	Edu	Eng	Total
Professional advice provided by teaching staff						
High	48	56	79	72	72	67
Medium	9	11	4	6	6	7
Low	43	33	17	22	22	26
Support of internship/Industrial attachment search						
High	22	11	8	36	20	22
Medium	52	67	75	30	50	51
Low	26	22	17	33	30	27
Practice-oriented teaching contents						
High	29	25	38	68	32	43
Medium	25	25	38	9	32	24
Low	46	50	24	24	37	33
Practical experiences of teaching staff						
High	38	56	52	60	40	50
Medium	21	22	14	6	30	17
Low	42	22	33	34	30	34
Mandatory internships/Industrial attachments						
High	9	22	9	55	16	25
Medium	57	67	61	19	63	49
Low	35	11	30	26	21	27
Support of employment/job search						
High	13	11	26	29	26	23
Medium	71	67	48	54	32	54
Low	17	22	26	17	42	24
Preparation for work						
High	17	33	36	57	35	38
Medium	17	33	23	17	15	19
Low	67	33	41	26	50	43
Count	24	9	24	35	20	112

Question D2: How do you rate the following elements related to employment and work in your study course/training? Scale of answers from 1 = 'Very bad' to 5 = 'Very good'.

Table 22 Acquired competencies at the time of graduation by Faculty (arithmetic mean)

	ApSci	BuiEnv	Com	Edu	Eng	Total
Mastery of my field/subject specific knowledge	3.8	3.6	3.9	4.0	3.6	3.8
Ability to develop new ideas and solutions	4.0	4.1	4.0	3.9	3.7	3.9
Ability to adapt to changing conditions	4.2	4.2	4.2	4.1	4.0	4.1
Analytical thinking	4.2	4.2	4.2	4.4	4.2	4.3
Willingness to question my and other's ideas	4.0	4.3	4.2	4.3	4.0	4.1
Ability to work efficiently towards a goal	4.1	4.3	4.5	4.3	4.1	4.3
Ability to organise my work processes efficiently	4.0	3.9	4.2	4.4	4.1	4.2
Ability to work productively with others	4.2	4.2	4.2	4.4	4.3	4.3
Ability to perform well under pressure	4.3	4.4	4.4	4.6	4.5	4.5
Count	23	9	23	35	20	110

Question E1: To what extent did you acquire the following skills / competencies upon graduation? Scale of answers from 1 = 'Not at all' to 5 = 'To a very high extent'.

Table 23 Acquired competencies at the time of graduation by Faculty (percent; responses 4 and 5)

	ApSci	BuiEnv	Com	Edu	Eng	Total
Mastery of my field/subject specific knowledge						
High	64	44	71	75	56	66
Medium	0	11	5	3	11	5
Low	36	44	24	22	33	29
Ability to develop new ideas and solutions						
High	74	78	82	74	55	72
Medium	4	0	0	9	10	6
Low	22	22	18	18	35	22
Ability to adapt to changing conditions						
High	91	89	86	77	75	82
Medium	0	0	0	0	5	1
Low	9	11	14	23	20	17
Analytical thinking						
High	81	89	85	88	90	86
Medium	0	0	5	0	5	2
Low	19	11	10	12	5	12
Willingness to question my and other's ideas						
High	82	100	83	76	75	80
Medium	0	0	4	6	5	4
Low	18	0	13	18	20	16
Ability to work efficiently towards a goal						
High	78	100	100	83	80	86
Medium	0	0	0	6	5	3
Low	22	0	0	11	15	11
Ability to organise my work processes efficiently						
High	77	67	85	85	80	81
Medium	0	0	0	0	5	1
Low	23	33	15	15	15	18
Ability to work productively with others						
High	91	89	90	82	85	87
Medium	4	0	5	0	5	3
Low	4	11	5	18	10	10
Ability to perform well under pressure						
High	96	100	91	97	85	93
Medium	0	0	0	0	5	1
Low	4	0	9	3	10	6
Count	23	9	23	35	20	110

Question E1: To what extent did you acquire the following skills / competencies upon graduation? Scale of answers from 1 = 'Not at all' to 5 = 'To a very high extent'.

136

Table 24   Probability to choose the same field of study/training by Faculty (percent; arithmetic mean)

	ApSci	BuiEnv	Com	Edu	Eng	Total
Would you probably choose the same field of study/training?						
Not at all	0	22	0	12	5	7
2	9	0	0	18	5	8
3	4	22	0	26	0	11
4	30	22	33	18	21	25
To a very high extent	57	33	67	26	68	49
Total	100	100	100	100	100	100
Count	23	9	21	34	19	106
Recoded values						
Values 1 and 2	9	22	0	29	11	15
Value 3	4	22	0	26	0	11
Values 4 and 5	87	56	100	44	89	74
Arithmetic mean	4.3	3.4	4.7	3.3	4.4	4.0

Question E2: Looking back, if you were free to choose again to what extent would you probably choose the same field of study/training? Scale of answers from 1 = 'Not at all' to 5 = 'To a very high extent'.

Table 25   Probability to choose The Polytechnic again by Faculty (percent; arithmetic mean)

	ApSci	BuiEnv	Com	Edu	Eng	Total
Probability to choose The Polytechnic again						
Not at all	0	0	0	3	5	2
2	0	0	8	0	0	2
3	17	44	8	20	15	18
4	35	22	25	43	30	33
To a very high extent	48	33	58	34	50	45
Total	100	100	100	100	100	100
Count	23	9	24	35	20	111
Recoded values						
Values 1 and 2	0	0	8	3	5	4
Value 3	17	44	8	20	15	18
Values 4 and 5	83	56	83	77	80	78
Arithmetic mean	4.3	3.9	4.3	4.1	4.2	4.2

Question E3: Looking back, if you were free to choose again to what extent would you probably choose The Polytechnic? Scale of answers from 1 = 'Not at all' to 5 = 'To a very high extent'.

Table 26   Satisfaction with the study in general by Faculty (percent; arithmetic mean)

	ApSci	BuiEnv	Com	Edu	Eng	Total
Satisfaction with the study in general						
Not at all	0	11	0	0	0	1
2	0	0	0	9	5	4
3	22	67	21	29	20	27
4	61	11	50	40	45	45
To a very high extent	17	11	29	23	30	23
Total	100	100	100	100	100	100
Count	23	9	24	35	20	111
Recoded values						
Values 1 and 2	0	11	0	9	5	5
Value 3	22	67	21	29	20	27
Values 4 and 5	78	22	79	63	75	68
Arithmetic mean	4.0	3.1	4.1	3.8	4.0	3.9

Question E4: In retrospective, to what extent are you satisfied with your studies in general? Scale of answers from 1 = 'Not at all' to 5 = 'To a very high extent'.

Table 27   Employment status after graduation by Faculty (percent; multiple responses)

	ApSci	BuiEnv	Com	Edu	Eng	Total
Employment status after graduation						
Full time employment	50	44	48	46	55	49
Part time employment	14	22	13	17	5	14
Self-employed	18	22	9	6	5	10
Internship	14	22	13	9	10	12
Further academic/professional training	9	22	9	6	15	10
Further vocational education/training	0	0	0	0	5	1
Household work	9	11	4	6	25	10
Not employed, but searching for a job	32	11	22	26	30	26
Voluntary job	14	11	0	6	10	7
Freelance work	18	11	0	6	5	7
Other	0	0	4	3	0	2
Total	177	178	122	129	165	148
Count	22	9	23	35	20	109

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

Table 28 Waiting time until start of first job after graduation by Faculty (percent)

	ApSci	BuiEnv	Com	Edu	Eng	Total
Waiting time until start of first job after graduation						
Already secured a job before graduation	24	38	33	35	35	33
At the time of graduation	10	0	0	3	0	3
Less than 1 month after graduation	10	13	21	9	5	11
1 to less than 3 months after graduation	0	0	13	6	15	7
3 to less than 6 months after graduation	29	13	4	9	10	12
6 to less than 9 months after graduation	10	13	17	15	15	14
9 to less than 12 months after graduation	0	13	4	6	10	6
12 months or more after graduation	19	13	8	18	10	14
Total	100	100	100	100	100	100
Count	21	8	24	34	20	107

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

Table 29 Job search methods for first job by Faculty (percent; multiple responses)

	ApSci	BuiEnv	Com	Edu	Eng	Total
Job search methods for first job						
Job ads/announcements (e.g. newspaper, internet, notice, radio)	81	33	54	59	58	60
With the help of family contacts of parents and relatives	10	11	8	14	5	10
With help of personal contacts, friends and fellow students	43	11	21	31	26	28
Speculative application – independent contact to employers	14	11	8	17	16	14
Through internships during my course of studies	5	11	0	3	0	3
Through internships after graduation	0	0	4	3	0	2
Through side jobs during the study	0	0	0	3	5	2
Through side jobs after graduation	0	0	0	0	0	0
I was contacted by an employer	14	0	8	3	11	8
Job fair/recruitment seminar	0	0	0	0	0	0
Through public job centre/labour office	5	0	0	0	0	1
Through private job agencies	0	0	0	0	0	0
Through social networks (e.g. facebook, LinkedIn)	19	11	13	14	11	14
Through the career centre/academic department or faculty of The Polytechnic		0	0	13	0	21 7
Through staff at The Polytechnic	10	11	17	7	21	13
Not applicable, I have not searched for employment	10	0	0	7	11	6
Other	0	22	13	0	0	5
Total	210	122	158	162	184	172
Count	21	9	24	29	19	102

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

Table 30   Reasons for no job search by Faculty (percent; multiple responses)

	ApSci	BuiEnv	Com	Edu	Eng	Total
Reasons for no job search						
I continued studying	20	0	0	10	0	7
I continued a job I had prior to studying	0	100	50	40	29	33
I found a job without searching	0	0	50	50	57	41
I became self-employed / a freelancer	40	0	0	10	14	15
Other	40	0	0	10	0	11
Total	100	100	100	120	100	107
Count	5	1	4	10	7	27

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

Table 31   Start time of job search by Faculty (percent)

	ApSci	BuiEnv	Com	Edu	Eng	Total
Start time of job search						
Prior to graduation	90	89	88	78	88	86
At the time of graduation	0	0	8	0	0	2
After graduation	10	11	4	22	12	12
Total	100	100	100	100	100	100
Count	20	9	24	27	17	97

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

Table 32   Duration of job search (only graduates who searched a job after graduation) by Faculty (percent)

	ApSci	BuiEnv	Com	Edu	Eng	Total
Duration of job search (only graduates who searched a job after graduation)						
Up to 1 month	10	25	30	12	12	17
2 to 3 months	25	0	30	23	35	26
4 to 6 months	20	25	4	35	24	21
7 to 9 months	0	0	13	19	12	11
10 months to 12 months	15	13	17	4	6	11
More than 12 months	30	38	4	8	12	15
Total	100	100	100	100	100	100
Count	20	8	23	26	17	94

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

Table 33 Method for finding the first job by Faculty (percent)

	ApSci	BuiEnv	Com	Edu	Eng	Total	
Method for finding the first job							
Job ads/announcements (e.g. newspaper, internet, notice, radio)	42	22	41	37	28	36	
With the help of family contacts of parents and relatives	0	22	5	4	0	4	
With help of personal contacts, friends and fellow students	21	0	14	26	28	20	
Speculative application – independent contact to employers	11	11	5	15	6	9	
Through internships during my course of study	5	11	0	4	0	3	
Through side jobs during the study	0	0	0	4	0	1	
I was contacted by an employer	11	0	9	0	11	6	
Through social networks (e.g. facebook, LinkedIn)	11	0	5	7	0	5	
Through the career centre /academic department or faculty at The Polytechnic		0	0	14	0	17	6
Through staff at The Polytechnic	0	11	9	4	11	6	
Not applicable, I did not find a job until now	0	22	0	0	0	2	
Total	100	100	100	100	100	100	
Count	19	9	22	27	18	95	

Question F7: What was the method that got you your first job? Choose only one answer

Table 34 Number of applications for employment by Faculty (percent)

	ApSci	BuiEnv	Com	Edu	Eng	Total
Number of applications for employment						
None	15	13	4	3	17	9
1 employer	10	0	17	17	6	12
2 to 4 employers	20	38	29	28	28	27
5 to 10 employers	15	13	13	28	11	17
11 to 20 employers	20	13	29	7	11	16
More than 20 employers	20	25	8	17	28	18
Total	100	100	100	100	100	100
Count	20	8	24	29	18	99

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

Table 35   Number of acknowledgements by Faculty (percent)

	ApSci	BuiEnv	Com	Edu	Eng	Total
Number of acknowledgements						
None	10	50	9	14	6	14
From 1 employer	35	13	18	25	18	23
From 2 to 4 employers	35	25	45	57	59	47
From 5 to 10 employers	20	13	27	4	12	15
From 11 to 20 employers	0	0	0	0	6	1
Total	100	100	100	100	100	100
Count	20	8	22	28	17	95

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

Table 36   Number of calls for interviews by Faculty (percent)

	ApSci	BuiEnv	Com	Edu	Eng	Total
Number of calls for interviews						
None	0	22	0	14	6	7
From 1 employer	30	22	13	18	22	20
From 2 to 4 employers	60	44	63	64	56	60
From 5 to 10 employers	10	11	25	4	11	12
From more than 20 employers	0	0	0	0	6	1
Total	100	100	100	100	100	100
Count	20	9	24	28	18	99

Question F10: How many employers invited you for interviews?

Table 37   Employment status at the time of the survey by Faculty (percent; multiple responses)

	ApSci	BuiEnv	Com	Edu	Eng	Total
Employment status at the time of the survey						
Full time employment	80	78	91	80	95	85
Part time employment	5	0	9	9	10	8
Self-employed	10	11	5	3	5	6
Internship	0	0	0	3	0	1
Further academic/professional training	5	11	18	3	5	8
Further vocational education/training	0	0	5	0	0	1
Household work	10	0	0	0	10	4
Voluntary job	5	0	5	0	0	2
Freelance work	15	11	0	0	10	6
Not employed, but searching for a job	10	22	0	11	5	8
Other	5	0	5	0	0	2
Total	145	133	136	109	140	129
Count	20	9	22	35	20	106

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

Table 38   International mobility after graduation by Faculty (percent; multiple responses)

	ApSci	BuiEnv	Com	Edu	Eng	Total
International mobility after graduation						
Yes, I worked abroad	0	0	4	11	0	5
Yes, I continued my studies/training abroad	0	0	0	6	37	9
No	100	100	96	83	63	87
Total	100	100	100	100	100	100
Count	20	8	23	35	19	105

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

Table 39   Number of jobs since graduation by Faculty (percent)

	ApSci	BuiEnv	Com	Edu	Eng	Total
Number of jobs since graduation						
None	10	22	0	3	0	5
One job	35	33	35	42	10	32
Two jobs	35	22	52	36	55	42
Three jobs	10	22	13	12	25	15
More than three jobs	10	0	0	6	10	6
Total	100	100	100	100	100	100
Count	20	9	23	33	20	105

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

Table 40   Working hours per week by Faculty (percent)

	ApSci	BuiEnv	Com	Edu	Eng	Total
Working hours per week						
Up to 10 hours per week	24	0	10	6	6	10
11 to 20 hours per week	0	0	0	6	6	3
21 to 30 hours per week	6	0	5	10	0	5
31 to 40 hours per week	41	71	57	32	33	43
41 to 50 hours per week	24	29	24	32	44	31
More than 50 hours per week	6	0	5	13	11	9
Total	100	100	100	100	100	100
Count	17	7	21	31	18	94

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

Table 41   Employment status by Faculty (percent)

	ApSci	BuiEnv	Com	Edu	Eng	Total
Employment status						
Yes	53	75	95	70	70	73
No	47	13	5	23	20	22
Not applicable	0	13	0	7	10	5
Total	100	100	100	100	100	100
Count	17	8	21	30	20	96

Question G5: Are you permanently employed

Table 42   Duration of search for current job by Faculty (percent)

	ApSci	BuiEnv	Com	Edu	Eng	Total
Duration of search for current job						
Up to 1 month	7	33	26	11	12	15
2 to 3 months	13	0	11	7	6	8
4 to 6 months	13	17	16	19	6	14
7 to 9 months	0	0	11	22	6	11
10 to 12 months	20	0	16	0	24	12
More than 12 months	47	50	21	41	47	39
Total	100	100	100	100	100	100
Count	15	6	19	27	17	84

Question G6: How long did it take you to find your current job after graduation?

Table 43   Duration of work experience by Faculty (percent)

	ApSci	BuiEnv	Com	Edu	Eng	Total
Duration of work experience						
Up to 1 month	12	0	5	3	0	4
2 to 3 months	12	0	0	17	0	7
4 to 6 months	12	0	10	7	15	10
7 to 9 months	12	29	5	7	0	7
10 to 12 months	12	14	5	0	5	5
More than 12 months	41	57	75	67	80	66
Total	100	100	100	100	100	100
Count	17	7	20	30	20	94

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

Table 44   Type of employer by Faculty (percent)

	ApSci	BuiEnv	Com	Edu	Eng	Total
Type of employer						
Government	27	29	11	21	0	16
Parastatal	0	14	11	7	55	18
Private company	53	43	68	32	40	46
Non-governmental organisation (NGO)	7	14	11	32	5	16
Other	13	0	0	7	0	4
Total	100	100	100	100	100	100
Count	15	7	19	28	20	89

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

Table 45   Gross monthly income by Faculty (percent)

	ApSci	BuiEnv	Com	Edu	Eng	Total
Gross monthly income						
Less than 100,000 Malawian Kwacha	6	0	0	14	0	5
100,001 - 200,000 Malawian Kwacha	35	33	24	48	0	29
200,001 - 300,000 Malawian Kwacha	12	33	29	21	0	17
300,001 - 400,000 Malawian Kwacha	6	0	24	3	20	12
400,001 - 500,000 Malawian Kwacha	18	0	0	3	15	8
500,001 - 600,000 Malawian Kwacha	6	33	10	3	15	10
600,001 - 700,000 Malawian Kwacha	6	0	5	0	30	9
700,001 - 800,000 Malawian Kwacha	0	0	0	0	10	2
More than 800.000 Malawian Kwacha	12	0	10	7	10	9
Total	100	100	100	100	100	100
Count	17	6	21	29	20	93

Question G14: What is your current gross monthly income?

Table 46   Kind of fringe/other benefit(s) by Faculty (percent; multiple responses)

	ApSci	BuiEnv	Com	Edu	Eng	Total
Kind of fringe/other benefit(s)						
Housing (subsidy, rent allowance)	25	29	24	26	16	23
Transportation (car/transport allowance)	6	14	14	6	42	16
Health (medical aid, insurances)	38	14	57	55	74	53
Education and training (staff development, family study rebate)	19	0	29	42	37	31
Utility (Electricity, Water, TV subscription etc.)	0	0	19	0	32	11
None	38	71	19	19	11	24
Other	13	0	10	6	5	7
Total	138	129	171	155	216	166
Count	16	7	21	31	19	94

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

Table 47   Size of the company/firm/organisation in total by Faculty (percent)

	ApSci	BuiEnv	Com	Edu	Eng	Total
Size of the company/firm/organisation in total						
Up to 5 employees	0	0	0	4	5	2
6 to 10 employees	6	29	0	15	10	10
11 to 20 employees	29	0	10	7	10	12
21 to 50 employees	6	14	10	19	0	10
51 to 100 employees	6	14	14	7	5	9
More than 100 employees	53	43	67	48	70	58
Total	100	100	100	100	100	100
Count	17	7	21	27	20	92

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

Table 48   Size of the company/firm/organisation (full-time employees) by Faculty (percent)

	ApSci	BuiEnv	Com	Edu	Eng	Total
Size of the company/firm/organisation (full-time employees)						
Not at all	0	0	0	10	15	6
2	18	29	0	6	10	9
3	18	14	10	3	0	7
4	18	0	10	16	10	13
To a very high extent	0	14	20	19	5	13
6	47	43	60	45	60	52
Total	100	100	100	100	100	100
Count	17	7	20	31	20	95

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

Table 49   Required competencies by Faculty (arithmetic mean)

	ApSci	BuiEnv	Com	Edu	Eng	Total
Mastery of my field/subject specific knowledge	4.1	4.1	4.6	4.2	4.2	4.3
Ability to develop new ideas and solutions	4.4	4.4	4.5	4.4	4.2	4.4
Ability to adapt to changing conditions	4.6	4.6	4.5	4.4	4.3	4.5
Analytical thinking	4.8	4.4	4.7	4.5	4.4	4.5
Ability to question my and others' ideas	4.6	4.4	4.3	4.2	4.3	4.3
Ability to work efficiently towards a goal	4.8	4.4	4.6	4.7	4.5	4.6
Ability to organise my work processes efficiently	4.7	4.6	4.9	4.6	4.5	4.6
Ability to work productively with others	4.8	4.6	4.8	4.7	4.7	4.7
Ability to work under pressure	4.6	4.4	5.0	4.7	4.6	4.7
Count	16	7	20	31	20	94

Question H1: To what extent are the following skills / competencies required in your current employment? Scale of answers from 1 = 'Not at all' to 5 = 'To a very high extent'.

Table 50   Required competencies by Faculty (percent; responses 4 and 5)

	ApSci	BuiEnv	Com	Edu	Eng	Total
Mastery of my field/subject specific knowledge						
High	88	86	90	76	79	82
Medium	6	14	5	10	5	8
Low	6	0	5	14	16	10
Ability to develop new ideas and solutions						
High	94	100	95	90	75	89
Medium	0	0	5	0	5	2
Low	6	0	0	10	20	9
Ability to adapt to changing conditions						
High	87	100	95	93	79	90
Medium	0	0	5	0	0	1
Low	13	0	0	7	21	9
Analytical thinking						
High	94	86	95	97	84	92
Medium	0	0	0	0	5	1
Low	6	14	5	3	11	6
Ability to question my and others' ideas						
High	94	100	83	80	83	85
Medium	0	0	0	3	6	2
Low	6	0	17	17	11	12
Ability to work efficiently towards a goal						
High	100	100	90	93	95	95
Medium	0	0	5	0	5	2
Low	0	0	5	7	0	3
Ability to organise my work processes efficiently						
High	94	100	100	97	90	96
Medium	0	0	0	0	5	1
Low	6	0	0	3	5	3
Ability to work productively with others						
High	94	100	95	97	95	96
Medium	0	0	0	0	5	1
Low	6	0	5	3	0	3
Ability to work under pressure						
High	94	86	100	94	90	94
Medium	0	0	0	3	5	2
Low	6	14	0	3	5	4
Count	16	7	20	31	20	94

Question H1: To what extent are the following skills / competencies required in your current employment? Scale of answers from 1 = 'Not at all' to 5 = 'To a very high extent'.

Table 51 Utilisation of acquired knowledge and skills in the job by Faculty (percent; arithmetic mean)

	ApSci	BuiEnv	Com	Edu	Eng	Total
Utilisation of knowledge and skills acquired during course of study in current job						
Not at all	0	0	0	3	0	1
2	0	0	6	3	0	2
3	20	29	24	24	17	22
4	33	29	35	41	50	40
To a very high extent	47	43	35	28	33	35
Total	100	100	100	100	100	100
Count	15	7	17	29	18	86
Recoded values						
Values 1 and 2	0	0	6	7	0	3
Value 3	20	29	24	24	17	22
Values 4 and 5	80	71	71	69	83	74
Arithmetic mean	4.3	4.1	4.0	3.9	4.2	4.0

Question I1: To what extent are the knowledge and skills you acquired during your course of study utilised in your current job? Scale of answers from 1 = 'Not at all' to 5 = 'To a very high extent'.

Table 52 Appropriateness of field of study for the job by Faculty (percent)

	ApSci	BuiEnv	Com	Edu	Eng	Total
Appropriateness of field of study for the job						
Exclusively own field	38	71	31	21	39	34
Own and/or related field	56	14	69	45	61	52
A completely different field	6	14	0	31	0	13
No particular field	0	0	0	3	0	1
Total	100	100	100	100	100	100
Count	16	7	16	29	18	86

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

Table 53   Match of job and qualification/degree level by Faculty (percent)

	ApSci	BuiEnv	Com	Edu	Eng	Total
Match of job and qualification/degree level						
Not at all	13	29	24	17	39	23
2	69	57	65	62	61	63
3	19	14	12	10	0	10
4	0	0	0	10	0	3
Total	100	100	100	100	100	100
Count	16	7	17	29	18	87

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

Table 54   Appropriateness of study to position by Faculty (percent; arithmetic mean)

	ApSci	BuiEnv	Com	Edu	Eng	Total
Appropriateness of study to position						
Not at all	0	0	0	6	0	2
2	0	14	6	10	0	6
3	20	0	24	29	0	18
4	47	29	41	32	63	43
To a very high extent	33	57	29	23	37	31
Total	100	100	100	100	100	100
Count	15	7	17	31	19	89
Recoded values						
Values 1 and 2	0	14	6	16	0	8
Value 3	20	0	24	29	0	18
Values 4 and 5	80	86	71	55	100	74
Arithmetic mean	4.1	4.3	3.9	3.5	4.4	4.0

Question I4: To what extent is your course of study appropriate to current job? Scale of answers from 1 = 'Not at all' to 5 = 'To a very high extent'.

151

Table 55   Reasons for not close related job by Faculty (percent; multiple responses)

	ApSci	BuiEnv	Com	Edu	Eng	Total
Reasons for not close related job						
Not applicable, my job is closely related to my course of study	62	75	69	44	86	62
My current job is only a temporary stepping stone, I am still searching for professional orientation	31	25	15	19	0	17
I have not yet found an appropriate job	31	25	15	26	0	20
I receive a higher salary in my current job	0	0	0	0	7	1
My current job offers more security	8	25	8	7	0	7
My interests have changed	0	0	0	19	14	10
My current job allows a flexible time schedule	0	0	0	0	0	0
My current job allows me to work in a favoured geographical place	0	0	0	7	0	3
My current job allows me to take into consideration the interests of my family/children	0	25	0	4	0	3
Other	8	0	0	0	0	1
Total	138	175	108	126	107	124
Count	13	4	13	27	14	71

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

Table 56   Evaluation of the usefulness of studies by Faculty (arithmetic mean)

	ApSci	BuiEnv	Com	Edu	Eng	Total
Usefulness for finding a satisfying job after finishing your studies?	4.2	3.8	4.4	3.7	4.3	4.0
Usefulness for fulfilling your present professional tasks, if applicable?	4.1	3.9	4.2	3.9	4.3	4.1
Usefulness for your future professional development/career?	4.3	3.8	4.6	4.2	4.5	4.3
Usefulness for the development of your personality?	4.3	4.0	4.5	4.1	4.3	4.2
Usefulness for the economic development of your country?	4.8	3.9	4.5	4.2	4.6	4.4
Count	19	8	19	35	19	100

Question I6: Overall, how do you rate the usefulness of your studies? Scale of answers from 1 = 'Not at all useful' to 5 = 'Very highly useful'.

Table 57   Evaluation of the usefulness of studies by Faculty (percent; responses 4 and 5)

	ApSci	BuiEnv	Com	Edu	Eng	Total
Usefulness for finding a satisfying job after finishing your studies?						
High	84	63	89	53	84	73
Medium	5	13	0	15	0	7
Low	11	25	11	32	16	20
Usefulness for fulfilling your present professional tasks, if applicable?						
High	71	71	79	76	89	78
Medium	0	14	5	10	0	6
Low	29	14	16	14	11	17
Usefulness for your future professional development/career?						
High	82	50	94	74	94	82
Medium	0	0	0	3	0	1
Low	18	50	6	23	6	17
Usefulness for the development of your personality?						
High	78	71	95	69	89	80
Medium	0	0	0	0	6	1
Low	22	29	5	31	6	19
Usefulness for the economic development of your country?						
High	94	71	89	84	94	88
Medium	0	29	0	3	0	3
Low	6	0	11	13	6	9
Count	19	8	19	35	19	100

Question I6: Overall, how do you rate the usefulness of your studies? Scale of answers from 1 = 'Not at all useful' to 5 = 'Very highly useful'.

Table 58   Characteristics of employment and work by Faculty (arithmetic mean)

	ApSci	BuiEnv	Com	Edu	Eng	Total
Possibilities to realise own ideas	4.3	3.5	4.1	3.5	4.1	3.9
High salary	3.2	1.8	3.4	2.9	3.7	3.1
Interesting work tasks	3.9	3.6	3.9	3.5	4.1	3.7
Clear and regulated work tasks	4.1	3.8	4.0	3.7	4.0	3.9
Possibilities for applying acquired competencies	4.1	3.7	3.9	3.7	4.1	3.9
Job security	3.6	4.0	3.8	3.4	3.9	3.7
Social status and recognition	3.5	3.2	3.3	3.5	3.6	3.4
Good work atmosphere	3.4	3.5	3.5	3.1	3.9	3.4
Possibilities of further professional advancement	3.9	3.7	3.6	3.4	3.6	3.6
Possibility for providing social influence	4.0	3.3	3.3	3.5	3.9	3.6
To have a challenging job	4.2	3.3	4.0	3.7	4.0	3.9
Good career advancement prospects	4.3	3.7	3.6	3.6	3.9	3.8
Possibilities to do something useful for the society	4.3	3.7	2.9	3.9	4.2	3.8
Good conditions for managing both work-related and family-related issues	3.7	3.8	3.2	3.4	3.7	3.5
Sufficient time for leisure activities	2.8	2.8	2.8	3.1	3.1	3.0
Count	16	6	17	31	16	86

Question J1: To what extent do the following aspects apply to your current job situation? Scale of answers from 1 = 'Not at all' to 5 = 'To a very high extent'.

154

Table 59   Characteristics of employment and work by Faculty (percent; responses 4 and 5)

	ApSci	BuiEnv	Com	Edu	Eng	Total
Possibilities to realise own ideas						
High	94	50	76	55	75	70
Medium	0	33	6	24	0	12
Low	6	17	18	21	25	18
High salary						
High	44	0	41	23	50	34
Medium	31	80	24	26	0	25
Low	25	20	35	52	50	41
Interesting work tasks						
High	69	40	69	48	80	61
Medium	0	0	13	19	7	11
Low	31	60	19	32	13	28
Clear and regulated work tasks						
High	81	67	76	68	80	74
Medium	0	17	6	10	0	6
Low	19	17	18	23	20	20
Possibilities for applying acquired competencies						
High	87	50	71	60	88	71
Medium	0	17	6	13	0	7
Low	13	33	24	27	13	21
Job security						
High	63	83	56	59	75	64
Medium	19	17	13	28	13	19
Low	19	0	31	14	13	17
Social status and recognition						
High	53	33	44	47	63	49
Medium	13	50	19	20	13	19
Low	33	17	38	33	25	31
Good work atmosphere						
High	56	50	53	35	75	51
Medium	19	17	12	26	13	19
Low	25	33	35	39	13	30
Possibilities of further professional advancement						
High	67	67	53	48	44	53
Medium	13	33	18	23	6	18
Low	20	0	29	29	50	29
Possibility for providing social influence						
High	69	50	44	45	67	54
Medium	0	50	25	16	7	15
Low	31	0	31	39	27	31
To have a challenging job						
High	80	50	76	57	75	68
Medium	0	33	12	10	6	10
Low	20	17	12	33	19	23

155

Good career advancement prospects						
High	80	50	56	57	56	60
Medium	0	17	19	21	6	14
Low	20	33	25	21	38	26
Possibilities to do something useful for the society						
High	88	50	35	71	75	66
Medium	0	17	41	7	0	12
Low	13	33	24	21	25	22
Good conditions for managing both work-related and family-related issues						
High	69	60	41	48	56	53
Medium	13	20	24	14	13	16
Low	19	20	35	38	31	31
Sufficient time for leisure activities						
High	25	17	29	33	38	31
Medium	31	50	41	30	31	34
Low	44	33	29	37	31	35
Count	16	6	17	31	16	86

Question J1: To what extent do the following aspects apply to your current job situation? Scale of answers from 1 = 'Not at all' to 5 = 'To a very high extent'.

Table 60   Job satisfaction by Faculty (percent; arithmetic mean)

	ApSci	BuiEnv	Com	Edu	Eng	Total
Job satisfaction						
Not at all	6	0	0	15	6	7
2	17	14	16	21	0	15
3	33	57	47	29	18	34
4	22	0	37	26	35	27
To a very high extent	22	29	0	9	41	17
Total	100	100	100	100	100	100
Count	18	7	19	34	17	95
Recoded values						
Values 1 and 2	22	14	16	35	6	22
Value 3	33	57	47	29	18	34
Values 4 and 5	44	29	37	35	76	44
Arithmetic mean	3.4	3.4	3.2	2.9	4.1	3.3

Question J2: To what extent are you satisfied with your current job? Scale of answers from 1 = 'Not at all' to 5 = 'To a very high extent'.

Table 61   Further studies/training by Faculty (percent)

	ApSci	BuiEnv	Com	Edu	Eng	Total
Further studies/training						
Yes	5	0	47	9	39	20
No	95	100	53	91	61	80
Total	100	100	100	100	100	100
Count	19	8	17	34	18	96

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

Table 62   Further studies/training by Faculty (percent; multiple responses)

	ApSci	Com	Edu	Eng	Total
Further studies/training					
Yes, I completed my further studies successfully	0	0	0	43	14
No I stopped my further studies	50	0	33	0	10
No, I am still studying	50	100	67	57	76
Total	100	100	100	100	100
Count	2	9	3	7	21

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

Table 63   Kind of degree of further studies/training by Faculty (percent)

	ApSci	Com	Edu	Eng	Total
Kind of degree of further studies/training					
Certificate	0	44	0	0	19
Diploma	0	44	67	0	29
Master	100	11	33	100	52
Total	100	100	100	100	100
Count	2	9	3	7	21

Question K5: Please specify the type of (expected) award (certificate, diploma, bachelor, master, PhD) from your further studies.

Table 64   Time of start of further studies by Faculty (means)

	ApSci	Com	Edu	Eng	Total
Month of enrolment in further studies					
Arithm. mean	-	9	10	9	9
Median	-	9	10	9	9
Standard deviation	-	1	-	0	1
Minimum	-	7	10	9	7
Maximum	-	10	10	10	10
Count	0	6	1	7	14
Year of enrolment in further studies					
Arithm. mean	2,016	2,015	2,016	2,015	2,015
Median	2,016	2,016	2,016	2,016	2,016
Standard deviation	-	1	1	1	1
Minimum	2,016	2,014	2,015	2,014	2,014
Maximum	2,016	2,016	2,016	2,016	2,016
Count	1	8	3	7	19

Question K6: When did you start your course of further studies?

Table 65   Time of end of further studies by Faculty (means)

	Com	Edu	Eng	Total
Month of graduation from further studies				
Arithm. mean	8	-	10	9
Median	11	-	9	10
Standard deviation	4	-	1	3
Minimum	3	-	9	3
Maximum	12	-	11	12
Count	5	0	7	12
Year of graduation from further studies				
Arithm. mean	2,017	2,017	2,145	2,073
Median	2,017	2,017	2,017	2,017
Standard deviation	1	0	341	225
Minimum	2,016	2,017	2,015	2,015
Maximum	2,018	2,017	2,918	2,918
Count	7	2	7	16

Question K7: When did you/will you graduate your course of further studies?

158

Table 66   Reasons for further studies by Faculty (arithmetic mean)

	ApSci	Com	Edu	Eng	Total
Wish to achieve a higher academic or professional degree	4.0	4.2	4.0	4.9	4.4
Improvement of chances of finding a job	4.0	4.3	3.0	2.3	3.4
Personal interest in particular subject area	5.0	4.3	5.0	4.3	4.5
Demanded by my employer	2.0	3.0	1.0	4.7	3.4
Wish to improve my promotion prospects	4.0	4.2	3.0	4.4	4.2
The training is important for the development of my country	5.0	3.4	5.0	5.0	4.2
Count	1	9	3	7	20

Question K8: To what extent do the following reasons for further studies apply to you? Scale of answers from 1 = 'Not at all' to 5 = 'To a very high extent'.

Table 67   Reasons for further studies by Faculty (percent; responses 4 and 5)

	ApSci	Com	Edu	Eng	Total
Wish to achieve a higher academic or professional degree					
High	100	67	100	100	84
Low	0	33	0	0	16
Improvement of chances of finding a job					
High	100	78	50	29	58
Medium	0	0	50	57	26
Low	0	22	0	14	16
Personal interest in particular subject area					
High	100	78	100	86	85
Medium	0	22	0	0	10
Low	0	0	0	14	5
Demanded by my employer					
High	0	33	0	86	47
Medium	100	44	100	0	37
Low	0	22	0	14	16
Wish to improve my promotion prospects					
High	100	89	50	86	84
Medium	0	11	50	14	16
The training is important for the development of my country					
High	100	44	100	100	72
Medium	0	11	0	0	6
Low	0	44	0	0	22
Count	1	9	3	7	20

Question K8: To what extent do the following reasons for further studies apply to you? Scale of answers from 1 = 'Not at all' to 5 = 'To a very high extent'.

Table 68   Further studies/training by Faculty (percent)

	ApSci	BuiEnv	Com	Edu	Eng	Total
Further studies/training						
Yes	5	13	41	18	28	21
No, I have not started a further course of studies	95	88	59	82	72	79
Total	100	100	100	100	100	100
Count	19	8	17	33	18	95

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

Table 69   Sex by Faculty (percent)

	ApSci	BuiEnv	Com	Edu	Eng	Total
Sex						
Male	63	86	53	71	89	71
Female	37	14	47	29	11	29
Total	100	100	100	100	100	100
Count	19	7	17	34	18	95

Question M1: What is your sex?

Table 70   Year of birth by Faculty (means)

	ApSci	BuiEnv	Com	Edu	Eng	Total
Year of birth						
Arithm. mean	1,988	1,988	1,982	1,986	1,988	1,986
Median	1,990	1,989	1,989	1,989	1,989	1,989
Standard deviation	5	2	24	7	4	11
Minimum	1,975	1,985	1,886	1,966	1,975	1,886
Maximum	1,993	1,991	1,993	1,993	1,991	1,993
Count	19	8	19	34	18	98

Question M2: In which year were you born?

Table 71　Marital status by Faculty (percent)

	ApSci	BuiEnv	Com	Edu	Eng	Total
Marital status						
Single	84	75	67	60	67	68
Married	16	25	33	40	33	32
Total	100	100	100	100	100	100
Count	19	8	18	35	18	98

Question M3: What is your marital status?

Table 72　Special needs during the course of study by Faculty (percent)

	ApSci	BuiEnv	Com	Edu	Eng	Total
Special needs during the course of study						
Yes	11	0	6	3	0	4
No	89	100	94	97	100	96
Total	100	100	100	100	100	100
Count	19	8	18	34	18	97

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

Table 73　Highest level of education of father by Faculty (percent)

	ApSci	BuiEnv	Com	Edu	Eng	Total
Highest level of education of father						
Without education	5	0	0	0	0	1
Incomplete primary school	5	0	6	9	0	5
Complete primary school	0	0	6	3	35	8
Junior secondary	16	0	12	6	0	7
Senior secondary	5	25	6	17	6	11
Diploma	16	13	6	34	35	24
Higher education degree (like Bachelor, Master, Doctorate)	53	63	53	26	18	38
Don't know	0	0	12	6	6	5
Total	100	100	100	100	100	100
Count	19	8	17	35	17	96

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

Table 74   Highest level of education of mother by Faculty (percent)

	ApSci	BuiEnv	Com	Edu	Eng	Total
Highest level of education of mother						
Without education	5	0	0	9	6	5
Incomplete primary school	26	13	16	9	22	16
Complete primary school	5	0	11	12	22	11
Junior secondary	0	0	5	12	11	7
Senior secondary	16	25	11	21	17	17
Diploma	26	50	37	32	11	30
Higher education degree (like Bachelor, Master, Doctorate)	21	13	16	6	6	11
Don't know	0	0	5	0	6	2
Total	100	100	100	100	100	100
Count	19	8	19	34	18	98

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

Table 75   Highest level of education of guardian by Faculty (percent)

	ApSci	BuiEnv	Com	Edu	Eng	Total
Highest level of education of guardian						
Complete primary school	0	0	0	0	8	2
Senior secondary	29	0	8	4	17	10
Diploma	14	33	17	13	0	12
Higher education degree (like Bachelor, Master, Doctorate)	29	33	8	38	8	24
Not applicable, I had no guardian	29	33	58	42	58	47
Other	0	0	8	4	8	5
Total	100	100	100	100	100	100
Count	7	3	12	24	12	58

Question M8: If you were raised by a guardian, what was the highest level of formal education of your guardian?

Table 76   Country of attending secondary education by Faculty (percent)

	ApSci	BuiEnv	Com	Edu	Eng	Total
Country of attending secondary education	100	100	100	100	100	100
Total	100	100	100	100	100	100
Count	18	8	19	34	18	97

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

Table 77   Nationality by Faculty (percent)

	ApSci	BuiEnv	Com	Edu	Eng	Total
Nationality	100	100	100	100	100	100
Total	100	100	100	100	100	100
Count	19	8	18	35	18	98

Question N3: What is your nationality?

Table 78   Country of residence by Faculty (percent)

	ApSci	BuiEnv	Com	Edu	Eng	Total
Country of residence	100	100	100	100	100	100
Total	100	100	100	100	100	100
Count	18	8	18	34	18	96

Question N4: What is your country of residence?

Table 79   Time needed to fill in the questionnaire (minutes) by Faculty (means)

	ApSci	BuiEnv	Com	Edu	Eng	Total
Minutes needed to fill in the questionnaire						
Arithm. mean	53	49	54	50	61	53
Median	60	38	50	45	60	48
Standard deviation	32	35	27	34	34	32
Minimum	10	25	20	10	15	10
Maximum	120	120	120	180	120	180
Count	15	6	19	27	15	82

Question O10: How many minutes did you need to fill in this questionnaire?

163

Table 80   Evaluation of the questionnaire by Faculty (arithmetic mean)

	ApSci	BuiEnv	Com	Edu	Eng	Total	
Length of the questionnaire	2.9	3.0	2.6	3.2	2.9	2.9	
Clarity of the questions	3.8	4.3	4.3	4.1	4.1	4.1	
Understandable phrasing	4.1	4.4	4.4	4.2	4.3	4.3	
Relevance of the questions to improve The Polytechnic programme	4.3	4.1	4.2	4.0	4.2	4.1	
Relevance of the questions to inform about the labour market situation of graduates	4.0	4.1	4.2	4.0	4.1	4.1	
Count	18	7	18	34	17	94	

Question O11: How do you rate the following aspects of this questionnaire? Scale of answers from 1 = 'Very bad' to 5 = 'Very good'.

Table 81   Evaluation of the questionnaire by Faculty (percent; responses 4 and 5)

	ApSci	BuiEnv	Com	Edu	Eng	Total
Length of the questionnaire						
High	39	14	28	41	38	35
Medium	44	29	61	29	38	40
Low	17	57	11	29	25	25
Clarity of the questions						
High	56	86	89	79	76	76
Medium	6	0	0	6	6	4
Low	39	14	11	15	18	19
Understandable phrasing						
High	72	86	100	88	88	87
Medium	0	0	0	0	6	1
Low	28	14	0	12	6	12
Relevance of the questions to improve The Polytechnic programme						
High	83	71	78	73	82	77
Medium	6	0	6	0	6	3
Low	11	29	17	27	12	19
Relevance of the questions to inform about the labour market situation of graduates						
High	78	71	78	73	71	74
Medium	11	0	11	6	6	8
Low	11	29	11	21	24	18
Count	18	7	18	34	17	94

Question O11: How do you rate the following aspects of this questionnaire? Scale of answers from 1 = 'Very bad' to 5 = 'Very good'.

Appendix 4: Further comments and recommendation by graduates respondents on study programme and on The Polytechnic

Table A4.1: Table A4.2: Comments on what graduates liked about study programme **programme (open text answer) * FACULTY Crosstabulation**

			FACULTY					
			ApSci	BuiEnv	Com	Edu	Eng	Total
Recommended changes for study programme (open text answer)		Count	0	0	1	0	0	1
		% within FACULTY	.0%	.0%	4.2%	.0%	.0%	.8%
	No answer	Count	9	4	8	10	7	38
		% within FACULTY	34.6%	36.4%	33.3%	25.6%	31.8%	31.1%
	-CHANGE OF ASSESSMENT METHOD TO 30-70 WITH ATLEAST 3 ASSIGNMENTS PER SUBJECT;;-BUSINESS COMMUNICATION WITH A FOCUS ON PRESENTATIONS SHOULD BE TAUGHT IN 4TH YEAR	Count	0	0	1	0	0	1
		% within FACULTY	.0%	.0%	4.2%	.0%	.0%	.8%
	. There must be mandatory attachments/ internships;. The College/ faculty must be built a good relationship with the industry/ employers for the benefits of the students.;. There technical / core study content must be localised. Otherwise we learned some stuff that you wonder why do they even exist on this earth.	Count	0	1	0	0	0	1
		% within FACULTY	.0%	9.1%	.0%	.0%	.0%	.8%

.more resources and infrastructure; More practical time and assessment ;Fewer intake to match resources	Count	0	0	0	1	0	1
	% within FACULTY	.0%	.0%	.0%	2.6%	.0%	.8%
1. More books;2. Awareness that BJourn is a good programme and anyone can apply for it just like prospective students apply for engineering, for example.;3. More practice, less theory.	Count	0	0	0	1	0	1
	% within FACULTY	.0%	.0%	.0%	2.6%	.0%	.8%
1. Updating the curriculum to suit Industrial Requirements;2. Employ, for the program, lecturers with Industrial Experience to mix with the more academical lecturers; 3. Continue with the mandatory Industrial Attachment Program but make sure students are attached where they will really be working according to their program of study;4. Introduce relevant IT programs to the study program	Count	0	0	0	0	1	1
	% within FACULTY	.0%	.0%	.0%	.0%	4.5%	.8%
AT LEAST PROVIDE INTERNSHIP PROGRAMS TO STUDENTS BY HAVING PARTNERSHIPS WITH PRIVATE COMPANIES	Count	0	0	1	0	0	1
	% within FACULTY	.0%	.0%	4.2%	.0%	.0%	.8%
Add a component on hydropower	Count	0	0	0	0	1	1
	% within FACULTY	.0%	.0%	.0%	.0%	4.5%	.8%
Add more current books, topics or subjects to the studies	Count	0	0	1	0	0	1
	% within FACULTY	.0%	.0%	4.2%	.0%	.0%	.8%

Add more practicals in teaching	Count	0	1	0	0	0	1
	% within FACULTY	.0%	9.1%	.0%	.0%	.0%	.8%
BRING IN MORE PRACTICAL LESSONS I.E COMPUTER PACKAGES	Count	0	0	1	0	0	1
	% within FACULTY	.0%	.0%	4.2%	.0%	.0%	.8%
Currently, the professional aspects of the programme is lacking. Revise it so that we do not have to go to MCA or other professional bodies to equip ourselves better. The programme should not be highly academic	Count	0	0	1	0	0	1
	% within FACULTY	.0%	.0%	4.2%	.0%	.0%	.8%
Employ more full time Lecturers,	Count	1	0	0	0	0	1
	% within FACULTY	3.8%	.0%	.0%	.0%	.0%	.8%
Fees must fall further, say K450,000	Count	0	0	0	0	1	1
	% within FACULTY	.0%	.0%	.0%	.0%	4.5%	.8%
Focus on the changes in todays business environment	Count	0	0	0	1	0	1
	% within FACULTY	.0%	.0%	.0%	2.6%	.0%	.8%
Fuse in a lot of practicalities to whats expected on the ground, day to day problems.	Count	0	0	0	0	1	1
	% within FACULTY	.0%	.0%	.0%	.0%	4.5%	.8%
Give students the choice to choose certain aspects to study and master	Count	1	0	0	0	0	1
	% within FACULTY	3.8%	.0%	.0%	.0%	.0%	.8%
Have a computer lab for students;;Revisit programme because some topics and content are almost similar e.g Human Relations and Organisation Behavior	Count	0	0	0	1	0	1
	% within FACULTY	.0%	.0%	.0%	2.6%	.0%	.8%

167

I appreciate the way the entire programme was tailor made and the lecturers involved. ;;It's perfect and requires no changes.	Count	0	0	0	1	0	1
	% within FACULTY	.0%	.0%	.0%	2.6%	.0%	.8%
I suggest that the faculty should consider increasing numbers o hours students spend on practical work in labs.;;Also, the faculty should incorporate some courses on entrepreneurship so that graduates should not only think of being employed but also start their own business	Count	0	0	0	0	1	1
	% within FACULTY	.0%	.0%	.0%	.0%	4.5%	.8%
I would like to see the technical aspect of the program being given the attention it deserves so that the graduates produced should be equipped with skills.	Count	0	0	0	1	0	1
	% within FACULTY	.0%	.0%	.0%	2.6%	.0%	.8%
I would recommend for more time allocation for practical lessons than class room theories. I personally think that engineering is more of practical work done on the ground through application of theories which most of them were discovered by Scientists. Therefore it would be helpful if we can concentrate much on demonstrating to students practically how these theories work on the ground rather than spending lots of time on how teaching them how those theories or formulas came about or were derived.	Count	0	0	0	0	1	1
	% within FACULTY	.0%	.0%	.0%	.0%	4.5%	.8%

I would recommend that IT be a more hands on programme as opposed to focusing on the theory	Count		1	0	0	0	0	1
	% within FACULTY		3.8%	.0%	.0%	.0%	.0%	.8%
I would recommend that the study programme includes Quality management as a course. this would set a foot stool and a bonus for those that are interested to work in a manufacturing sector. ;;I would also recommend to change/modify the programme all together into public health, because there seem to be a higher demand for public health graduates compared to environmental health graduates.;;its a very general course, which is a plus but sometimes its vital that students specialize in desired fields. so I would recommend that if possible, give students chances to specialize. this will aid us more as we develop our careers and further our education.	Count		1	0	0	0	0	1
	% within FACULTY		3.8%	.0%	.0%	.0%	.0%	.8%
I would suggest that the departments lets students major in different journalism fields like radio, tv, newspaper,PR and marketing. This will give the students to focus on one specific thing otherwise you gain a little experience and knowledge of each field	Count		0	0	0	1	0	1
	% within FACULTY		.0%	.0%	.0%	2.6%	.0%	.8%
IT AND PROGRAMING AND	Count		0	0	0	1	0	1

INTREPRENUERSHIP SHOULD BE TAUGHT FROM FIRST YEAR UP TO FORTH YEAR	% within FACULTY	.0%	.0%	.0%	2.6%	.0%	.8%
Include more business reated cources than education.	Count	0	0	0	1	0	1
	% within FACULTY	.0%	.0%	.0%	2.6%	.0%	.8%
Incorporate a lot of industrial visits	Count	0	0	0	0	1	1
	% within FACULTY	.0%	.0%	.0%	.0%	4.5%	.8%
Incorporate more of electrical and civil engineering components in the mechanical engineering syllabus	Count	0	0	0	0	1	1
	% within FACULTY	.0%	.0%	.0%	.0%	4.5%	.8%
Incorporate more practicals	Count	0	1	0	0	0	1
	% within FACULTY	.0%	9.1%	.0%	.0%	.0%	.8%
Involve students in research activities	Count	0	0	0	0	1	1
	% within FACULTY	.0%	.0%	.0%	.0%	4.5%	.8%
Involve the industry when coming up with a curriculum- assist learners with good places for attachments	Count	0	0	0	1	0	1
	% within FACULTY	.0%	.0%	.0%	2.6%	.0%	.8%
It should be a 2yrs programme for mature students	Count	0	0	0	1	0	1
	% within FACULTY	.0%	.0%	.0%	2.6%	.0%	.8%
It should be more practical less of the theory	Count	0	1	0	0	0	1

and the management should at least assist students in acquiring internship as well as jobs for the graduates. Many of the companies need people like us butits eitherhey don't know we exist or they have no assurance of our competency of which the intervention of management can boost to a greater good our chances of landing full time employment	% within FACULTY	.0%	9.1%	.0%	.0%	.0%	.8%
It should introduce a mandatory industrial attachement program for students. The program should be long enough for students to be gaining more (atleast 3 months each academic year, from second year). I feel this may help students gain more direct hands-on experience and also in the process help them in making more significant contacts that may be of help in job searching after college.	Count	1	0	0	0	0	1
	% within FACULTY	3.8%	.0%	.0%	.0%	.0%	.8%
Lecturers should avoid copying questions from previous papers	Count	0	0	1	0	0	1
	% within FACULTY	.0%	.0%	4.2%	.0%	.0%	.8%
Lectures should consult the industry on the most important things	Count	0	1	0	0	0	1
	% within FACULTY	.0%	9.1%	.0%	.0%	.0%	.8%
MORE PRACTICAL WORK AND APPLICATION OF STUDIES	Count	1	0	0	0	0	1
	% within FACULTY	3.8%	.0%	.0%	.0%	.0%	.8%
Make it more practical;Students should start	Count	0	0	0	1	0	1

171

learning AutoCAD earlier than in fourth year and not only for one semester	% within FACULTY	.0%	.0%	.0%	2.6%	.0%	.8%
Make it steady, because at my time it was still in an introductory phase,	Count	0	0	0	1	0	1
	% within FACULTY	.0%	.0%	.0%	2.6%	.0%	.8%
Make the program more practical..Because that's what graduates are faced with in the industry	Count	0	0	0	0	1	1
	% within FACULTY	.0%	.0%	.0%	.0%	4.5%	.8%
More practical challenges solving real world problems and available to modern LAB facilities.	Count	1	0	0	0	0	1
	% within FACULTY	3.8%	.0%	.0%	.0%	.0%	.8%
More practical lessons. Include up-to-date materials or syllabus. They should includes common modern areas such as Cloud Computing, Internet of things, mobile application development and artificial intelligence.	Count	1	0	0	0	0	1
	% within FACULTY	3.8%	.0%	.0%	.0%	.0%	.8%
More practical work.	Count	1	0	0	0	0	1
	% within FACULTY	3.8%	.0%	.0%	.0%	.0%	.8%
More practicals	Count	1	0	0	0	0	1
	% within FACULTY	3.8%	.0%	.0%	.0%	.0%	.8%
NONE	Count	1	0	0	0	0	1
	% within FACULTY	3.8%	.0%	.0%	.0%	.0%	.8%
Not sure	Count	1	0	0	0	0	1
	% within FACULTY	3.8%	.0%	.0%	.0%	.0%	.8%

Nothing. The study programme is perfect	Count	0	0	0	1	0	1
	% within FACULTY	.0%	.0%	.0%	2.6%	.0%	.8%
PRACTICAL WORKS & PROJECTS	Count	0	0	0	0	1	1
	% within FACULTY	.0%	.0%	.0%	.0%	4.5%	.8%
Review of curricular so that it is more responsive to the industry needs	Count	0	0	0	1	0	1
	% within FACULTY	.0%	.0%	.0%	2.6%	.0%	.8%
Review the programme so that courses should enable students to master the subjects	Count	0	0	0	1	0	1
	% within FACULTY	.0%	.0%	.0%	2.6%	.0%	.8%
Rewording, because Business Communication seems to only refer to the Business Community.	Count	0	0	0	1	0	1
	% within FACULTY	.0%	.0%	.0%	2.6%	.0%	.8%
SHOULD HAVE MORE HANDS-ON COURSES AND MORE TIME FOR THE STUDENTS TO ACQUIRE THE SKILLS AND KNOWLEDGE	Count	0	0	0	1	0	1
	% within FACULTY	.0%	.0%	.0%	2.6%	.0%	.8%
Should concentrate more on Malawian challenges particulary in the rural areas so that tje majoroty graduates from dependency on aid.	Count	0	0	1	0	0	1
	% within FACULTY	.0%	.0%	4.2%	.0%	.0%	.8%
Should include entrepreneurship skills and proposal writing skills	Count	0	0	0	1	0	1
	% within FACULTY	.0%	.0%	.0%	2.6%	.0%	.8%
Some courses should be more detailed such as, testing and measurements, leadership and management and plastics.	Count	0	0	0	1	0	1
	% within FACULTY	.0%	.0%	.0%	2.6%	.0%	.8%

Some of the course contents were swallow. Need to go deeper in the contents for better results.	Count	0	0	0	1	0	1
	% within FACULTY	.0%	.0%	.0%	2.6%	.0%	.8%
The Programme show be reviewed	Count	0	0	1	0	0	1
	% within FACULTY	.0%	.0%	4.2%	.0%	.0%	.8%
The University should consider hiring people with advanced knowledge of the technical areas of Journalism and periodically update what students are supposed to learn.	Count	0	0	0	1	0	1
	% within FACULTY	.0%	.0%	.0%	2.6%	.0%	.8%
The faculty should at the end of second year,send students to industrial attachments. The faculty should also introduce Research project for Bacc students.	Count	0	0	1	0	0	1
	% within FACULTY	.0%	.0%	4.2%	.0%	.0%	.8%
The programme is very general, if students could be given a chance to specialize in 3rd year	Count	0	0	1	0	0	1
	% within FACULTY	.0%	.0%	4.2%	.0%	.0%	.8%
The programme should be reviewed to take into account changes in the profession	Count	0	0	1	0	0	1
	% within FACULTY	.0%	.0%	4.2%	.0%	.0%	.8%
The programme should not be changing every year	Count	0	0	0	1	0	1
	% within FACULTY	.0%	.0%	.0%	2.6%	.0%	.8%
The situation now is ok, because the college searches for industrial attachment for each and every student. So this should continue.	Count	0	0	0	0	1	1
	% within FACULTY	.0%	.0%	.0%	.0%	4.5%	.8%
The syllabus was outdated during my year of study	Count	1	0	0	0	0	1
	% within FACULTY	3.8%	.0%	.0%	.0%	.0%	.8%

The time for lectures should be well planned. The calendar should accomodate all topics to be covered. Lecturers for the programe should be more dedicated. They spend more time doing consultancies. The calendar should also accomodate internships. They are important.	Count	0	0	0	1	0	1
	% within FACULTY	.0%	.0%	.0%	2.6%	.0%	.8%
Theory being taught in class should be combined with practicals...engineering is more practical..it would be great if students get to see/experience the practicality of what they learn in class	Count	0	0	0	0	1	1
	% within FACULTY	.0%	.0%	.0%	.0%	4.5%	.8%
They is a need for students to do more labs rather than spending all the time learning theory in class	Count	0	0	0	0	1	1
	% within FACULTY	.0%	.0%	.0%	.0%	4.5%	.8%
They should major from third year	Count	1	0	0	0	0	1
	% within FACULTY	3.8%	.0%	.0%	.0%	.0%	.8%
To have proper classrooms that will be suitable for the number of students.	Count	0	0	1	0	0	1
	% within FACULTY	.0%	.0%	4.2%	.0%	.0%	.8%
University has to improve learning conditions	Count	0	1	0	0	0	1

at its Chichiri campus;Students have to go for attachments for the whole year either in a fourth or third year.;University has to recruit more young staff members under Land Economy Department;University has to help current members of staff to study masters and PhD in Valuation, real estate finance, real estate investment, land development, property management and Land Management.;University website has to include more information from department of Land Economy ;Land Economy needs to have its own department.;University has to establish relations with highly reputable Universities that offer real estate courses such as University of Reading, Nottingham Trent University, Herriot Watt University, University of Cape town, City London University, Royal Agricultural University, University of Nottingham and Glasgow Univerisity	% within FACULTY	.0%	9.1%	.0%	.0%	.0%	.8%
WHEN YOU HAVE FINISHED STUDIES ,YOU SHOULD BE POSTED IN TIME	Count	0	0	0	1	0	1
	% within FACULTY	.0%	.0%	.0%	2.6%	.0%	.8%
additional subjects	Count	0	0	0	1	0	1
	% within FACULTY	.0%	.0%	.0%	2.6%	.0%	.8%
classes to be split into smaller classes or reinforce lecturer-student interactions	Count	0	0	1	0	0	1
	% within FACULTY	.0%	.0%	4.2%	.0%	.0%	.8%

176

expansion of the curricular to accommodate chemistry and in-depth I T	Count	0	0	0	1	0	1
	% within FACULTY	.0%	.0%	.0%	2.6%	.0%	.8%
give the students a practical experience overview	Count	0	0	1	0	0	1
	% within FACULTY	.0%	.0%	4.2%	.0%	.0%	.8%
include more practical activities	Count	0	0	0	0	1	1
	% within FACULTY	.0%	.0%	.0%	.0%	4.5%	.8%
interniship	Count	0	0	1	0	0	1
	% within FACULTY	.0%	.0%	4.2%	.0%	.0%	.8%
objectives should be well outlined	Count	0	0	0	1	0	1
	% within FACULTY	.0%	.0%	.0%	2.6%	.0%	.8%
provide more field work in form of attachment	Count	1	0	0	0	0	1
	% within FACULTY	3.8%	.0%	.0%	.0%	.0%	.8%
put it under faculty of commerce	Count	0	0	0	1	0	1
	% within FACULTY	.0%	.0%	.0%	2.6%	.0%	.8%
the number of courses to be covered per year of study should be reduced but should still be prepared in a way that after graduation one can stand a chance to do any type of job in the cooperate world	Count	1	0	0	0	0	1
	% within FACULTY	3.8%	.0%	.0%	.0%	.0%	.8%
the school should put an effort in sending the	Count	1	0	0	0	0	1

students for internship one of the academic semesters. The school should put an effort in trying to get the students job by the end of their study or even scholarships to further education	% within FACULTY	3.8%	.0%	.0%	.0%	.0%	.8%
to provide more options for majoring	Count	0	1	0	0	0	1
	% within FACULTY	.0%	9.1%	.0%	.0%	.0%	.8%
Total	Count	26	11	24	39	22	122
	% within FACULTY	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Question O1: What did you like about your study program?

Table A4.2: Comments on what graduates did not like about study programme **(open text answer) * FACULTY Crosstabulation**

			FACULTY					
			ApSci	BuiEnv	Com	Edu	Eng	Total
Not liked elements of study programme (open text answer)	No answer	Count	10	4	8	10	9	41
		% within FACULTY	38.5%	36.4%	33.3%	25.6%	40.9%	33.6%
	. It was new. and not much has been done to market the program to the industry where the graduates can be absorbed.	Count	0	1	0	0	0	1
		% within FACULTY	.0%	9.1%	.0%	.0%	.0%	.8%
	1. Lack of mandatory internships;2. Incorporation of relevant and updated IT in the Program ;3. Lack of Practical or Industrial Experience in most lecturers;4. Emphasis on Examinations instead of mastering the course contents making students study for the sake of exams and not mastering the contents;5. Lab sessions were not possible for other subjects as there were no resources available;6. Outdated use of topographic survey equipment	Count	0	0	0	0	1	1
		% within FACULTY	.0%	.0%	.0%	.0%	4.5%	.8%
	1. Not enough time for practical lesson	Count	0	0	0	0	1	1
		% within FACULTY	.0%	.0%	.0%	.0%	4.5%	.8%
	1. Theoretically learned so many	Count	1	0	0	0	0	1

technologies that needed practicals because the school had little facilities;;2. over dependence on part time Lecturers whose efficiency leaves a lot to be desired	% within FACULTY	3.8%	.0%	.0%	.0%	.0%	.8%
ASSESSMENT METHOD-20-80 JUST PUT ME UNDER AN UNDUE PRESSURE	Count	0	0	1	0	0	1
	% within FACULTY	.0%	.0%	4.2%	.0%	.0%	.8%
As much as the program focused on different fields, the courses did not stay focused and provide depth knowledge of the fields.	Count	0	0	1	0	0	1
	% within FACULTY	.0%	.0%	4.2%	.0%	.0%	.8%
Auditing. ;it was hell.;;all notes and required detailed analysis	Count	0	0	1	0	0	1
	% within FACULTY	.0%	.0%	4.2%	.0%	.0%	.8%
Class was too big to lecturers to pay attention to specific student needs	Count	0	0	1	0	0	1
	% within FACULTY	.0%	.0%	4.2%	.0%	.0%	.8%
Did not like fact that we were alot and sitting space was limited.To have a proper sit during lectures you had to be very punctual.	Count	0	0	1	0	0	1
	% within FACULTY	.0%	.0%	4.2%	.0%	.0%	.8%
How other students,lecturers and the	Count	0	0	0	1	0	1

public perceive Journalism. Most people believe it is a study undertaken by people with loose morals and bad habits. Due to this, students of the study programme have a difficult time in workplaces and sometimes experience relatively higher harassment at the college campuses.	% within FACULTY	.0%	.0%	.0%	2.6%	.0%	.8%
I did not like that it lacked a lot of real life scenario practical sessions	Count	1	0	0	0	0	1
	% within FACULTY	3.8%	.0%	.0%	.0%	.0%	.8%
I do not like it because, it appears jobs are difficult to find.	Count	0	0	0	1	0	1
	% within FACULTY	.0%	.0%	.0%	2.6%	.0%	.8%
I got little industrial exposure	Count	0	0	0	0	1	1
	% within FACULTY	.0%	.0%	.0%	.0%	4.5%	.8%
IT COVERED MORE ON THEORY THAN PRACTICAL	Count	0	0	1	0	0	1
	% within FACULTY	.0%	.0%	4.2%	.0%	.0%	.8%
Irrelevant theories	Count	0	0	0	0	1	1
	% within FACULTY	.0%	.0%	.0%	.0%	4.5%	.8%
It concentrated more on on theoretical aspect of schooling than practical	Count	0	0	0	0	1	1
	% within FACULTY	.0%	.0%	.0%	.0%	4.5%	.8%
It did not provide enough options to major	Count	0	1	0	0	0	1
	% within FACULTY	.0%	9.1%	.0%	.0%	.0%	.8%
It did not provide for much practice of	Count	0	0	0	1	0	1

courses in metal work, wood work and plastics.;;The course in plastics was too brief.	% within FACULTY	.0%	.0%	.0%	2.6%	.0%	.8%
It does not include taxation	Count	0	0	1	0	0	1
	% within FACULTY	.0%	.0%	4.2%	.0%	.0%	.8%
It is not so popular which affects our employ-ability.	Count	0	0	0	1	0	1
	% within FACULTY	.0%	.0%	.0%	2.6%	.0%	.8%
It lacked mandatory industrial attachements which is key in reinforcing the knowledge gained in class and also in the preparation of students for their jobs.	Count	1	0	0	0	0	1
	% within FACULTY	3.8%	.0%	.0%	.0%	.0%	.8%
It was general, no specializing	Count	0	0	1	0	0	1
	% within FACULTY	.0%	.0%	4.2%	.0%	.0%	.8%
LEARNING APPROACH	Count	1	0	0	0	0	1
	% within FACULTY	3.8%	.0%	.0%	.0%	.0%	.8%
LEARNING DRAWING COURSE	Count	0	0	0	1	0	1
	% within FACULTY	.0%	.0%	.0%	2.6%	.0%	.8%
Lack of advanced expertise in Real Finance among members of staff during our time.	Count	0	1	0	0	0	1
	% within FACULTY	.0%	9.1%	.0%	.0%	.0%	.8%
Lack of lecturers creativity.	Count	0	0	1	0	0	1
	% within FACULTY	.0%	.0%	4.2%	.0%	.0%	.8%
Lack of mandatory industrial placements	Count	0	0	0	0	1	1

	% within FACULTY	.0%	.0%	.0%	.0%	4.5%	.8%
Lack of proper LAB equipment	Count	1	0	0	0	0	1
	% within FACULTY	3.8%	.0%	.0%	.0%	.0%	.8%
Lectures stick to Theoretical part instead of practical	Count	0	1	0	0	0	1
	% within FACULTY	.0%	9.1%	.0%	.0%	.0%	.8%
Less particle teaching	Count	0	1	0	0	0	1
	% within FACULTY	.0%	9.1%	.0%	.0%	.0%	.8%
Less practicals	Count	0	0	0	1	0	1
	% within FACULTY	.0%	.0%	.0%	2.6%	.0%	.8%
Marking system	Count	0	0	1	0	0	1
	% within FACULTY	.0%	.0%	4.2%	.0%	.0%	.8%
Mode of study- Full Time was not applicable for full time employees.	Count	0	0	0	1	0	1
	% within FACULTY	.0%	.0%	.0%	2.6%	.0%	.8%
N/A	Count	1	0	0	0	0	1
	% within FACULTY	3.8%	.0%	.0%	.0%	.0%	.8%
No industrial attachment	Count	1	0	0	0	0	1
	% within FACULTY	3.8%	.0%	.0%	.0%	.0%	.8%
No space in the industry to accomodate	Count	0	0	0	1	0	1

us eg government secondary schools and due to the fact that we were not majoring a specific field it is difficult for even the education institutions to provide us the required tasks because there is no business studies in most sec schools	% within FACULTY	.0%	.0%	.0%	2.6%	.0%	.8%
Our class failed to diagnose symposium	Count	0	0	0	1	0	1
	% within FACULTY	.0%	.0%	.0%	2.6%	.0%	.8%
Our program was more theoretical than practical. But the nature of our program according to my understanding- now it should have been the other way round	Count	0	1	0	0	0	1
	% within FACULTY	.0%	9.1%	.0%	.0%	.0%	.8%
SLEEPLESS NIGHTS	Count	0	0	0	0	1	1
	% within FACULTY	.0%	.0%	.0%	.0%	4.5%	.8%
SUBJECTS KEPT ON CHANGING EVERY SEMISTER	Count	0	0	0	1	0	1
	% within FACULTY	.0%	.0%	.0%	2.6%	.0%	.8%
Some courses that were taught had very few topics which were just the basics and we're completed in 1 semester	Count	0	0	0	1	0	1
	% within FACULTY	.0%	.0%	.0%	2.6%	.0%	.8%
Some important courses were not fully covered	Count	0	0	0	1	0	1
	% within FACULTY	.0%	.0%	.0%	2.6%	.0%	.8%
Some of the course content was too narrow and restrictive for a Bachelor's Degree programme.	Count	0	0	0	1	0	1
	% within FACULTY	.0%	.0%	.0%	2.6%	.0%	.8%
Some things were just not clear	Count	1	0	0	0	0	1

	% within FACULTY	3.8%	.0%	.0%	.0%	.0%	.8%
Studying too many things within a short period of tine	Count	0	0	0	0	1	1
	% within FACULTY	.0%	.0%	.0%	.0%	4.5%	.8%
Subjectivity of some lecturers in awarding marks to students	Count	0	0	0	1	0	1
	% within FACULTY	.0%	.0%	.0%	2.6%	.0%	.8%
THE FACT THAT I NEVER HAD TO REST.	Count	0	0	1	0	0	1
	% within FACULTY	.0%	.0%	4.2%	.0%	.0%	.8%
THE WHOLE PROGRAM IDDNT LIKE IT	Count	0	0	0	1	0	1
	% within FACULTY	.0%	.0%	.0%	2.6%	.0%	.8%
The Material was broad and did not usually go in depth enough and sometimes it was repetitive	Count	1	0	0	0	0	1
	% within FACULTY	3.8%	.0%	.0%	.0%	.0%	.8%
The School did not put an effort in finding us internships for industrial practice	Count	1	0	0	0	0	1
	% within FACULTY	3.8%	.0%	.0%	.0%	.0%	.8%
The curriculum not up to date	Count	0	0	0	1	0	1
	% within FACULTY	.0%	.0%	.0%	2.6%	.0%	.8%
The lack of the practical part. It was more of theory rather than practical.	Count	0	0	0	0	1	1
	% within FACULTY	.0%	.0%	.0%	.0%	4.5%	.8%
The mode of teaching was more theoretical rather than practical.	Count	0	0	0	0	1	1
	% within FACULTY	.0%	.0%	.0%	.0%	4.5%	.8%
The policy for mature students with	Count	0	0	0	1	0	1

relevant diplomas to enter the programme at second year is unfair. Diploma courses usually last 2 - 3 yrs. The policy needs to be reviewed. Determination for year of entry for mature students should be based on the relevance of courses at diploma level (which I think is not the case at the moment), and relevant industrial experience.	% within FACULTY	.0%	.0%	.0%	2.6%	.0%	.8%
The program failed to transform the book knowledge into what it says it can	Count	0	0	0	0	1	1
	% within FACULTY	.0%	.0%	.0%	.0%	4.5%	.8%
The programme was to loaded.	Count	0	0	0	0	1	1
	% within FACULTY	.0%	.0%	.0%	.0%	4.5%	.8%
The technical part of the program was/is given little attention. It is a Technical program of study and it needed to have extensive practical work, but rather more theory is taught. ;;Despite the diversity in the program, I still think the program is not clear on what type of graduates it intends to produce especially on us being considered as science teachers at secondary school. I really don't see the relationship between what the program offers and the syllabus in our secondary schools.	Count	0	0	0	1	0	1
	% within FACULTY	.0%	.0%	.0%	2.6%	.0%	.8%
The time for covering course material was	Count	0	0	0	1	0	1

minimal. Hence most modules were not adequately covered. Practicals were not fully covered and the number of assignments were reduced for some modules. We did not have a symposium, as a pioneer class it was neccessary for us to have one. This has contributed to our not finding the appropriate jobs for the knowledge gained. The programme was not marketed for. Most organisations do not know our skills and capabilities. Where we have to compete with a Bachelor of Journalism candidate during interviews. The priority goes to them and not us.	% within FACULTY	.0%	.0%	.0%	2.6%	.0%	.8%
Too many introductory courses and no courses to master the concepts	Count	0	0	0	1	0	1
	% within FACULTY	.0%	.0%	.0%	2.6%	.0%	.8%
Too much essay questions which are subjective when assessment	Count	0	0	1	0	0	1
	% within FACULTY	.0%	.0%	4.2%	.0%	.0%	.8%
Tough exams;High living costs;High fees for parallel students	Count	0	0	0	0	1	1
	% within FACULTY	.0%	.0%	.0%	.0%	4.5%	.8%
Very difficult	Count	0	0	1	0	0	1
	% within FACULTY	.0%	.0%	4.2%	.0%	.0%	.8%
Video and radio production should be more practical and include education visits to relevant institutions	Count	0	0	0	1	0	1
	% within FACULTY	.0%	.0%	.0%	2.6%	.0%	.8%

187

WE DID NOT HAVE ENOUGH LEARNING RESOURCES	Count	1	0	0	0	0	1
	% within FACULTY	3.8%	.0%	.0%	.0%	.0%	.8%
WRITTING DISSETATION IN GROUPS	Count	0	0	1	0	0	1
	% within FACULTY	.0%	.0%	4.2%	.0%	.0%	.8%
We did not do much on practical lessons. We used outdated materials.	Count	1	0	0	0	0	1
	% within FACULTY	3.8%	.0%	.0%	.0%	.0%	.8%
We did not have enough lecturers and we have to outsource from Commerce Department	Count	0	0	0	1	0	1
	% within FACULTY	.0%	.0%	.0%	2.6%	.0%	.8%
We were not sent to any industrial attachments. Maybe because we were mature entry students but not everyone in the class was employed so this was the negative part of the program. ;;Moreover, we failed to conduct our symposium at the end of the program but this was on us. Negative indeed.	Count	0	0	0	1	0	1
	% within FACULTY	.0%	.0%	.0%	2.6%	.0%	.8%
insufficient practicals	Count	0	1	0	0	0	1
	% within FACULTY	.0%	9.1%	.0%	.0%	.0%	.8%
it was at the evolution stage so some important courses were being abandoned for the new ones	Count	0	0	0	1	0	1
	% within FACULTY	.0%	.0%	.0%	2.6%	.0%	.8%
it wasnt too specific	Count	0	0	0	1	0	1
	% within FACULTY	.0%	.0%	.0%	2.6%	.0%	.8%

188

lack of attachment initiated by the college	Count	1	0	0	0	0	1
	% within FACULTY	3.8%	.0%	.0%	.0%	.0%	.8%
lack of practical assignments	Count	0	0	1	0	0	1
	% within FACULTY	.0%	.0%	4.2%	.0%	.0%	.8%
no appreciation in terms of awards for well doing students;no job hunting skills were induced;educational materials were not readily available	Count	0	0	0	1	0	1
	% within FACULTY	.0%	.0%	.0%	2.6%	.0%	.8%
on adequate resources hence, no mastery of practical skills;Incompetent infrastructure;Vague overall program objective	Count	0	0	0	1	0	1
	% within FACULTY	.0%	.0%	.0%	2.6%	.0%	.8%
some important subjects were lacking for example management	Count	0	0	0	1	0	1
	% within FACULTY	.0%	.0%	.0%	2.6%	.0%	.8%
ssome of the books used were outdated	Count	0	0	1	0	0	1
	% within FACULTY	.0%	.0%	4.2%	.0%	.0%	.8%
the courses were too many	Count	1	0	0	0	0	1
	% within FACULTY	3.8%	.0%	.0%	.0%	.0%	.8%
too many subject courses	Count	1	0	0	0	0	1
	% within FACULTY	3.8%	.0%	.0%	.0%	.0%	.8%
work load	Count	1	0	0	0	0	1
	% within FACULTY	3.8%	.0%	.0%	.0%	.0%	.8%
~ Less practicals and more theory on	Count	0	0	0	1	0	1

		.0%	.0%	.0%	2.6%	.0%	.8%
courses demanding practicals.;~Division into two programmes at third year. Bachelor of education(technical) and bachelor of science(technical education) to me I don't see the difference it just increase the level of confusion in my head.mybe if it was like others majoring in wood while others metal	% within FACULTY						
Total	Count	26	11	24	39	22	122
	% within FACULTY	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Question O2: What did you not like about your study program?

Table A4.3: Comments on what graduates on recommended changes for The Polytechnic(open text answer) * FACULTY Crosstabulation

			FACULTY					
			ApSci	BuiEnv	Com	Edu	Eng	Total
Recommended changes for The Polytechnic (open text answer)	No answer	Count	12	5	11	14	8	50
		% within FACULTY	46.2%	45.5%	45.8%	35.9%	36.4%	41.0%
	1. Buildings beautify and give honour. Let us renovate our college and make it a dignified place. She has produced many worthy people who would be willing to support her if she gives directions and is transparent about her resources, both from government and her well-wishers.;2. Staff of The Polytechnic should be courteous and nice to students and strangers. Some staff members' behaviour is, at most, appalling and degrading. There are however some good people who are role models to students.	Count	0	0	0	1	0	1
		% within FACULTY	.0%	.0%	.0%	2.6%	.0%	.8%
	1. Improve infrastructure and furnishings;2. Provide up-to-date literature and computer labs;3. Engage the Industry in Research and Curricula restructuring;4. Set Quality Management System that would set The Polytechnic at par with other technical colleges in the region.	Count	0	0	0	0	1	1
		% within FACULTY	.0%	.0%	.0%	.0%	4.5%	.8%
	1. to have adequate learning rooms for all	Count	0	0	1	0	0	1

191

courses.;2. to ensure availability of updated and sufficient books in the library;3. facilitate internships for all courses	% within FACULTY	.0%	.0%	4.2%	.0%	.0%	.8%
AVAILABILITY OF LEARNING MATERIALS MORE ESPECIALLY BOOKS.	Count	0	0	0	0	1	1
	% within FACULTY	.0%	.0%	.0%	.0%	4.5%	.8%
Adopt a wider approach of teaching	Count	1	0	0	0	0	1
	% within FACULTY	3.8%	.0%	.0%	.0%	.0%	.8%
Advertise the programme internationally.	Count	0	1	0	0	0	1
	% within FACULTY	.0%	9.1%	.0%	.0%	.0%	.8%
Allocate more resources in the library. Internet should be made accesible to a wide area on campus.	Count	0	0	0	1	0	1
	% within FACULTY	.0%	.0%	.0%	2.6%	.0%	.8%
Analysis of students grievances to avoid closures and disreptancies	Count	1	0	0	0	0	1
	% within FACULTY	3.8%	.0%	.0%	.0%	.0%	.8%
BOOST RESEARCH AND DEVELOPMENT AND COMING UP WITH INNOVATIVE LEARNING PROGRAMS	Count	0	0	1	0	0	1
	% within FACULTY	.0%	.0%	4.2%	.0%	.0%	.8%
Build good infrastures in additions to the existing ones suitable for university.;Establish a strong relationship between The Polytechnic management and staff and students;Set policies applicable to programmes	Count	0	0	1	0	0	1
	% within FACULTY	.0%	.0%	4.2%	.0%	.0%	.8%

Departments should be well managed. We did not have a symposium because our department had conflicts. As a communications department the whole purpose of the programme was not achieved. If our own department cannot resolve conflicts, how do they lecture us on the same. Infrastructure should also be looked into. During our time of study the whole annex area had no functioning toilets. This made it uncomfortable for learning.	Count	0	0	0	1	0	1
	% within FACULTY	.0%	.0%	.0%	2.6%	.0%	.8%
Father-Son relations between the administration and the students' body...at least introducing a platform for social interaction between the Management and students	Count	1	0	0	0	0	1
	% within FACULTY	3.8%	.0%	.0%	.0%	.0%	.8%
Grading system should be improved to reflect the competencies of individual student. Favouritism in awarding of grades should be eliminated. Examination Management should be improved to get rid of cheating students.	Count	0	0	0	1	0	1
	% within FACULTY	.0%	.0%	.0%	2.6%	.0%	.8%
Helping students find internship	Count	0	0	1	0	0	1
	% within FACULTY	.0%	.0%	4.2%	.0%	.0%	.8%
Hygiene;Infrastructure;Internet;Books in the library	Count	0	0	0	1	0	1
	% within FACULTY	.0%	.0%	.0%	2.6%	.0%	.8%

I would like to see a change in the following areas:;1: Books in the library, of which most of them are outdated. ;2: Internet access. It is limited. ;3: The hostels are kind of below standard. ;4: The furniture, especially in the classrooms is too old. ;5: E-access to results and other important communications	Count	0	0	0	1	0	1
	% within FACULTY	.0%	.0%	.0%	2.6%	.0%	.8%
Improve learning processes.That is infrastructure and resources for leaening	Count	0	0	0	0	1	1
	% within FACULTY	.0%	.0%	.0%	.0%	4.5%	.8%
Improve on classroom space and have enough study material in the libraries	Count	0	0	1	0	0	1
	% within FACULTY	.0%	.0%	4.2%	.0%	.0%	.8%
Improve on grading i.e objectivity.	Count	0	0	0	1	0	1
	% within FACULTY	.0%	.0%	.0%	2.6%	.0%	.8%
Improve on internet service and connectivity	Count	0	0	0	1	0	1
	% within FACULTY	.0%	.0%	.0%	2.6%	.0%	.8%
Increase infrastructure	Count	0	0	0	0	1	1
	% within FACULTY	.0%	.0%	.0%	.0%	4.5%	.8%
Infrastructure	Count	1	0	0	0	0	1
	% within FACULTY	3.8%	.0%	.0%	.0%	.0%	.8%
Infrastructure should be improved, as well	Count	0	1	0	0	0	1

as making tailor made programs for the industry. They should carry out a proper research in terms of what employees are looking for and develop programs for the same . And though it might sound archaic but intake for some programs need to be reduced , minimised or suspended if need be .e g our course land economy many are being trained buh jobs are not forthcoming . Many like myself are doing a different Carrier path all together .	% within FACULTY	.0%	9.1%	.0%	.0%	.0%	.8%
Infrastructure...inclusion of more learning/studying materials...and stressing on the need of industrial attachments..	Count	0	0	0	0	1	1
	% within FACULTY	.0%	.0%	.0%	.0%	4.5%	.8%
Invest more into teaching and learning resources;;Invest more into technology;;Encourage research by engaging students	Count	0	0	0	1	0	1
	% within FACULTY	.0%	.0%	.0%	2.6%	.0%	.8%
Invites more companies, industries, organisation to advertise the students so that they shouldnt be this high number of unemployeed graduates from The Polytechnic	Count	0	0	0	1	0	1
	% within FACULTY	.0%	.0%	.0%	2.6%	.0%	.8%
It should dwell much on sme development including agribusinesses	Count	0	0	1	0	0	1
	% within FACULTY	.0%	.0%	4.2%	.0%	.0%	.8%
Lecture student consultation to be	Count	0	1	0	0	0	1

improved	% within FACULTY	.0%	9.1%	.0%	.0%	.0%	.8%
Lectures should consult the industry on the most important things	Count	0	1	0	0	0	1
	% within FACULTY	.0%	9.1%	.0%	.0%	.0%	.8%
MUST IMPROVE THE INFRASTRUCTURE SO THAT IT CAN PROVIDE A GOOD LEARNING ENVIRONMENT FOR THE STUDENTS	Count	0	0	0	1	0	1
	% within FACULTY	.0%	.0%	.0%	2.6%	.0%	.8%
More books and computers would be a good start. Plus an improvement in student-adminstration relationships which sometimes affects the school calendar.	Count	0	0	0	1	0	1
	% within FACULTY	.0%	.0%	.0%	2.6%	.0%	.8%
More practical challenges solving real world problems and available to modern LAB facilities.	Count	1	0	0	0	0	1
	% within FACULTY	3.8%	.0%	.0%	.0%	.0%	.8%
Need for more infrastructure	Count	0	0	0	0	1	1
	% within FACULTY	.0%	.0%	.0%	.0%	4.5%	.8%
Polytechnic as a whole should develop	Count	1	0	0	0	0	1

	strong links with the idustry to allow for a mandatory industrial attachments to help its students, and should also up its effort in helping students out in getting internship after graduation. Government institutions dont allow graduates to be interns currently so an opportunity to gain that much needed experience is lost in that regard as a result students loose that had fought knowledge and skills gradually as they stay without doing anything professionary relevant.	% within FACULTY	3.8%	.0%	.0%	.0%	.0%	.8%
	Provide more internships for the students before graduation so they have a more practical experience of their studies.	Count	1	0	0	0	0	1
		% within FACULTY	3.8%	.0%	.0%	.0%	.0%	.8%
	Provision of internet to students in hostels and classrooms	Count	0	0	0	1	0	1
		% within FACULTY	.0%	.0%	.0%	2.6%	.0%	.8%
	Purchase more books related to the programme (BBC);Provide internet	Count	0	0	0	1	0	1
		% within FACULTY	.0%	.0%	.0%	2.6%	.0%	.8%
	Reduce enrollment	Count	0	0	1	0	0	1
		% within FACULTY	.0%	.0%	4.2%	.0%	.0%	.8%
	Review the curricular	Count	0	0	0	0	1	1
		% within FACULTY	.0%	.0%	.0%	.0%	4.5%	.8%
	STUDENT RECREATION CENTER	Count	0	0	0	1	0	1

SHOULD BE IMPROVED,INTERNET SHOULD BE MADE FREE EVEN IN HOSTELS	% within FACULTY	.0%	.0%	.0%	2.6%	.0%	.8%
Should adopt modular system other than continuous assessment	Count	0	0	1	0	0	1
	% within FACULTY	.0%	.0%	4.2%	.0%	.0%	.8%
Should have a stable academic calender	Count	0	0	1	0	0	1
	% within FACULTY	.0%	.0%	4.2%	.0%	.0%	.8%
Should make sure that the academic calendar is stable	Count	0	0	0	0	1	1
	% within FACULTY	.0%	.0%	.0%	.0%	4.5%	.8%
Student should be sent for practical work	Count	1	0	0	0	0	1
	% within FACULTY	3.8%	.0%	.0%	.0%	.0%	.8%
TAKE AN INITIATIVE TO EXPOSE STUDENT IN THE INDUSTRY BEFORE THEY FINISH THEIR STUDIES	Count	0	0	1	0	0	1
	% within FACULTY	.0%	.0%	4.2%	.0%	.0%	.8%
THE LECTURES AND STUDENTS TO COOPERATIVE	Count	0	0	0	1	0	1
	% within FACULTY	.0%	.0%	.0%	2.6%	.0%	.8%
THE NEW COMPUTERS SHOULD BE ALLOCATED TO THE CIT DEPARTMENT NOT THE JOURNALISM DEPARTMENT	Count	1	0	0	0	0	1
	% within FACULTY	3.8%	.0%	.0%	.0%	.0%	.8%
The Polytechnic should change combining different programmes when attending a lecture. When the class is big, learning becomes tough	Count	0	0	0	1	0	1
	% within FACULTY	.0%	.0%	.0%	2.6%	.0%	.8%
The Polytechnic should collaborate/affiliate	Count	1	0	0	0	0	1

with other international universities organization such as NARIC UK because most international universities do not recognize our grading system.For example, at University of Edinburgh, UK, they need an overall grade of 80% from Malawian applicant. I do not think anyone at The Polytechnic has got that grade before. Improve on infrastructure. It is very embarrassing for a university like Polytechnic to still be using chalk boards instead of white boards. Some of the class rooms do not have power sockets. The students should have access to internet and other resources. Students do research and projects. But where are they? Create a portal where students can access different projects for reference. I think there is also a big gap between the students, the administration and the lecturers.The university should enforce a mandatory attachment/internship for the students.	% within FACULTY	3.8%	.0%	.0%	.0%	.0%	.8%
The University should consider hiring	Count	0	0	0	1	0	1

199

people with advanced knowledge of the technical areas of Journalism and periodically update what students are supposed to learn. and they should try to make the assessment a little more transparent.	% within FACULTY	.0%	.0%	.0%	2.6%	.0%	.8%
The availability of of enough key books for the courses especially the books that are on short loan basis in the Library	Count	0	0	1	0	0	1
	% within FACULTY	.0%	.0%	4.2%	.0%	.0%	.8%
The college should strive hard give opportunity for mandatory industrial internship programs for all students. This would help them understand better what is really expected of them in the industry and provide the students with a chance to be mentored in their respective field of study.	Count	0	0	0	0	1	1
	% within FACULTY	.0%	.0%	.0%	.0%	4.5%	.8%
The learning environment interms of structures	Count	0	0	0	1	0	1
	% within FACULTY	.0%	.0%	.0%	2.6%	.0%	.8%
The period for attachment to be one year in which a student must not pay fees	Count	0	0	0	1	0	1
	% within FACULTY	.0%	.0%	.0%	2.6%	.0%	.8%
The Polytechnic should consider a	Count	0	0	0	1	0	1

separate campus for Mature students. This will save mature students time lost due to demonstrations by normal students, and frequent college closures. This will also ensure that mature students complete their studies within the specified time frame. It is a fact that most of the issues normal students usually have with college administration rarely concern mature students. It must be borne in mind that mature students pay higher fees than normal students. It is, therefore, unfair to disturb their studies for issues that do not necessarily concern them. As such, it would do mature students a great deal of good if college administration considered a separate campus for mature students.	% within FACULTY	.0%	.0%	.0%	2.6%	.0%	.8%
There is too much work load in Mechanical Engineering. I guess it has been sorted out in the modular program	Count	0	0	0	0	1	1
	% within FACULTY	.0%	.0%	.0%	.0%	4.5%	.8%
They need to acquire materials and equipments for the labs.The conditions of the labs also need to be improved	Count	0	0	0	0	1	1
	% within FACULTY	.0%	.0%	.0%	.0%	4.5%	.8%
They should have enough materials for practical learning e.g a better studio, a radio station or tv where journalism students can be working in	Count	0	0	0	1	0	1
	% within FACULTY	.0%	.0%	.0%	2.6%	.0%	.8%

To Invest more in final year students project programs	Count	0	0	0	0	1	1
	% within FACULTY	.0%	.0%	.0%	.0%	4.5%	.8%
To recruited more specialized lecturers	Count	0	1	0	0	0	1
	% within FACULTY	.0%	9.1%	.0%	.0%	.0%	.8%
Utilize the knowledge being acquired by students. Can't have projects on campus and outsource designers outside the institution.	Count	0	0	0	0	1	1
	% within FACULTY	.0%	.0%	.0%	.0%	4.5%	.8%
calender stability	Count	0	0	1	0	0	1
	% within FACULTY	.0%	.0%	4.2%	.0%	.0%	.8%
fix the hostels	Count	0	0	1	0	0	1
	% within FACULTY	.0%	.0%	4.2%	.0%	.0%	.8%
include online learning material distribution;e-learning	Count	0	0	0	0	1	1
	% within FACULTY	.0%	.0%	.0%	.0%	4.5%	.8%
intensify on internship programs	Count	1	0	0	0	0	1
	% within FACULTY	3.8%	.0%	.0%	.0%	.0%	.8%
it has to Improve its IT system for students. Students have to access their results anywhere in the world.;Introduce online lecturing with students.;It has to Improve its learning conditions and Chichiri campus has to be the priority.;Past dissertations have to be accessed online	Count	0	1	0	0	0	1
	% within FACULTY	.0%	9.1%	.0%	.0%	.0%	.8%
mobilize enough resources a part from the	Count	0	0	0	1	0	1

government funds and link with industry to improve learning	% within FACULTY	.0%	.0%	.0%	2.6%	.0%	.8%
strikes ;infrastuctures;courses should be specific	Count	0	0	0	1	0	1
	% within FACULTY	.0%	.0%	.0%	2.6%	.0%	.8%
the infrastructure should be upgraded and increased to as to sufficiently accommodate the high numbers of students enrolled in the institution (e.g. classrooms and boarding facilities). there should be no students to fetch their residing places rather the university should provide these because the system which is in place right now, is affecting the performance of the students and the students do not have any form of security at all.;;the institution should also consider offering employment to some deserving students after completion of their studies and also expose the students to some practical work / internship instead of letting the students to do this on their own because i myself have been facing so many rejections.	Count	1	0	0	0	0	1
	% within FACULTY	3.8%	.0%	.0%	.0%	.0%	.8%
the intake should be as per resources for each course	Count	0	0	0	1	0	1
	% within FACULTY	.0%	.0%	.0%	2.6%	.0%	.8%
the school should put an effort in sending	Count	1	0	0	0	0	1

	the students for internship one of the academic semesters. The school should put an effort in trying to get the students job by the end of their study or even scholarships to further education	% within FACULTY	3.8%	.0%	.0%	.0%	.0%	.8%
	there must be hands on rather than more theory time	Count	1	0	0	0	0	1
		% within FACULTY	3.8%	.0%	.0%	.0%	.0%	.8%
Total		Count	26	11	24	39	22	122
		% within FACULTY	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table A4.4: Comments on what graduates on what they did not like about The Polytechnic(open text answer) * FACULTY Crosstabulation

			FACULTY					
			ApSci	BuiEnv	Com	Edu	Eng	Total
Not liked elements of The Polytechnic (open text answer)	No answer	Count	13	4	9	14	8	48
		% within FACULTY	50.0%	36.4%	37.5%	35.9%	36.4%	39.3%
	-the hostels were really in bad condition and the toilets were not being taken care of properly;-frequent closure due to demonstration;-inadequate security	Count	0	0	0	0	1	1
		% within FACULTY	.0%	.0%	.0%	.0%	4.5%	.8%
	.Lack of enough classes space. sometimes	Count	0	1	0	0	0	1

we could miss classes because there were no rooms available for class session regardless being allocated on the time table. Or the same class room could have more than three classes allocated the same at the same time.;. College's management- The student's welfare was very poor and they ignored it most of the times;. Unhygienic Hostels- There was poor maintenance especially on plumbing system.;. Poor internet access;. Library electrical system was never maintained especially the sockets, and getting your laptop in the library was a headache especially if your battery life is short. ;. Some how, the political interference and influence on both students and management.;. Poor sporting infrastructures.	% within FACULTY	.0%	9.1%	.0%	.0%	.0%	.8%
1. lazy lectures who fail to deliver.;2 the location is not too conducive for learning. noise in the highway distracts students	Count	0	0	1	0	0	1
	% within FACULTY	.0%	.0%	4.2%	.0%	.0%	.8%
A number of things: ;1. Toilets - were not	Count	0	0	0	1	0	1

well cared for - thus, the company hired to provide cleaning services left a lot to be desired. In ; addition, taps were not working in most toilets. ; 2. Desks - were old and worn out. Some of the desks were actually ideal for primary schools, and not for a higher ; institution of learning like The Polytechnic. ;3. Frequent closures - greatly disturbed the academic calender.	% within FACULTY	.0%	.0%	.0%	2.6%	.0%	.8%
Administration intimidating the students to voice out their say	Count	1	0	0	0	0	1
	% within FACULTY	3.8%	.0%	.0%	.0%	.0%	.8%
Allocation of resources such as hostels that favours certain programmes.;;There less awards of outstanding students in other faculties, this makes other programmes to seem less important.;;Handling of students issues by management takes too long and they students are not dealt with kindly.	Count	0	0	0	1	0	1
	% within FACULTY	.0%	.0%	.0%	2.6%	.0%	.8%
Biased kind of grading by some lecturers	Count	0	0	0	1	0	1
	% within FACULTY	.0%	.0%	.0%	2.6%	.0%	.8%
Channel of communication. Most decisions are made by normal students and they do not consult mature students. Our class comprised of mature students only.	Count	0	0	0	1	0	1
	% within FACULTY	.0%	.0%	.0%	2.6%	.0%	.8%
Cleaners were not coming to clean the	Count	0	0	0	1	0	1

hostels, especially during weekends and the whole place was messy;;Unstable academic calender	% within FACULTY	.0%	.0%	.0%	2.6%	.0%	.8%
Closures, demonstrations	Count	0	0	0	0	1	1
	% within FACULTY	.0%	.0%	.0%	.0%	4.5%	.8%
Dictatorship and selfish way of leadership by management proven by poor policies which are introduced ith little or no involvement of the students.	Count	1	0	0	0	0	1
	% within FACULTY	3.8%	.0%	.0%	.0%	.0%	.8%
Discrimination in terms of how the whole system regard the non residential or parallel students.i was myself a parallel student though attending to the same lectures writing same assignment we were treated like second fiddles.by the lectures as well as our fellow students	Count	0	1	0	0	0	1
	% within FACULTY	.0%	9.1%	.0%	.0%	.0%	.8%
Few infrastrucure	Count	0	0	0	0	1	1
	% within FACULTY	.0%	.0%	.0%	.0%	4.5%	.8%
Frequent closures of the college due to strike by students and lecturers	Count	0	0	0	0	1	1
	% within FACULTY	.0%	.0%	.0%	.0%	4.5%	.8%
Frequent sit ins/strikes by students prolonged my study period at Polytechnic	Count	0	0	0	0	1	1
	% within FACULTY	.0%	.0%	.0%	.0%	4.5%	.8%
Geographical location. The surroundings	Count	0	0	0	0	1	1

can be noisy sometimes. I did not like the system of increasing the intake without expanding the college's infrastructure. The abandonment of the old cafeteria is another thing i never liked.	% within FACULTY	.0%	.0%	.0%	.0%	4.5%	.8%
Hygiene;Internet;lack books in the library;Lack of up-to-date learning materials	Count	0	0	0	1	0	1
	% within FACULTY	.0%	.0%	.0%	2.6%	.0%	.8%
I liked everything	Count	0	0	0	1	0	1
	% within FACULTY	.0%	.0%	.0%	2.6%	.0%	.8%
IT WAS HARD TO GET INFORMATION DUE TO SHORTAGE OF BOOKS AND POOR INTERNET	Count	0	0	0	1	0	1
	% within FACULTY	.0%	.0%	.0%	2.6%	.0%	.8%
Influstructures i.e. teaching and learning room;No enough recreation services ;Accommodation facilities outraged and very poor	Count	0	0	0	1	0	1
	% within FACULTY	.0%	.0%	.0%	2.6%	.0%	.8%
Interrupted school calendar due to industrial conflicts	Count	0	0	0	1	0	1
	% within FACULTY	.0%	.0%	.0%	2.6%	.0%	.8%
Interruptions/ strikes	Count	0	0	0	1	0	1
	% within FACULTY	.0%	.0%	.0%	2.6%	.0%	.8%
It is located in the midst of the city which is	Count	0	0	1	0	0	1

always noisy as such students take for granted that once they complete, they will automatically be consumed by the nearby industries. This prevents them to think beyond.	% within FACULTY	.0%	.0%	4.2%	.0%	.0%	.8%
Its unstable calendar	Count	0	0	1	0	0	1
	% within FACULTY	.0%	.0%	4.2%	.0%	.0%	.8%
LOCATION AND UNDER UTILIZED ICT DEVELOPMENTS	Count	0	0	1	0	0	1
	% within FACULTY	.0%	.0%	4.2%	.0%	.0%	.8%
Lack of modernity of various facilities including teaching and learning materials	Count	0	0	0	1	0	1
	% within FACULTY	.0%	.0%	.0%	2.6%	.0%	.8%
Learning materials are outdated and take a long time to be replaced;IT system is very slow;University website is inactive in most cases;Frequent disagreements between the management and students that lead to waste of time,	Count	0	1	0	0	0	1
	% within FACULTY	.0%	9.1%	.0%	.0%	.0%	.8%
Lecturers and students strike that could lead to closure of the college most of the times	Count	0	1	0	0	0	1
	% within FACULTY	.0%	9.1%	.0%	.0%	.0%	.8%
Library closing times during weekends	Count	0	0	0	0	1	1
	% within FACULTY	.0%	.0%	.0%	.0%	4.5%	.8%
Marking or grading system	Count	0	0	1	0	0	1
	% within FACULTY	.0%	.0%	4.2%	.0%	.0%	.8%

	Most of the laboratory equipment is very old and outdated	Count	0	0	0	0	1	1
		% within FACULTY	.0%	.0%	.0%	.0%	4.5%	.8%
	N/A	Count	0	0	0	1	0	1
		% within FACULTY	.0%	.0%	.0%	2.6%	.0%	.8%
	No close supervision during exams so cheating exists, which is not fair for some students who actually work hard	Count	0	0	1	0	0	1
		% within FACULTY	.0%	.0%	4.2%	.0%	.0%	.8%
	Not sending student for attachment especially EH	Count	1	0	0	0	0	1
		% within FACULTY	3.8%	.0%	.0%	.0%	.0%	.8%
	Nothing much.	Count	0	0	0	1	0	1
		% within FACULTY	.0%	.0%	.0%	2.6%	.0%	.8%
	OLD CLASSES AND BUILDINGS. IT HIGH TIME THEY RENOVATE THE PLACE	Count	1	0	0	0	0	1
		% within FACULTY	3.8%	.0%	.0%	.0%	.0%	.8%
	Political influences on the school leading to prolonged school shutdowns.	Count	1	0	0	0	0	1
		% within FACULTY	3.8%	.0%	.0%	.0%	.0%	.8%
	Problems of internet and insufficient books	Count	0	0	0	1	0	1
		% within FACULTY	.0%	.0%	.0%	2.6%	.0%	.8%
	Regular strikes by both staff and students, grievances are never solved diplomatically more often than not	Count	1	0	0	0	0	1
		% within FACULTY	3.8%	.0%	.0%	.0%	.0%	.8%
	Shortage of class room chairs which at times forced us to sit on uncomfortable benches during class lessons.	Count	0	0	0	0	1	1
		% within FACULTY	.0%	.0%	.0%	.0%	4.5%	.8%

	Size of lecture room. This was especially bad in the first year of my studies. We would be about 80 to 90 students in a lecture to designed for far less students	Count	0	1	0	0	0	1
		% within FACULTY	.0%	9.1%	.0%	.0%	.0%	.8%
	Strike by both students and members of staff	Count	0	0	1	0	0	1
		% within FACULTY	.0%	.0%	4.2%	.0%	.0%	.8%
	Strikes for both lecturers and students	Count	0	0	0	1	0	1
		% within FACULTY	.0%	.0%	.0%	2.6%	.0%	.8%
	THE INTRODUCTION OF STIPEND ALLOWANCE	Count	0	0	1	0	0	1
		% within FACULTY	.0%	.0%	4.2%	.0%	.0%	.8%
	Taking more than necessary to get my degree, strikes and the like	Count	1	0	0	0	0	1
		% within FACULTY	3.8%	.0%	.0%	.0%	.0%	.8%
	The Constant Strikes and closures	Count	1	0	0	0	0	1
		% within FACULTY	3.8%	.0%	.0%	.0%	.0%	.8%
	The Polytechnic does not respect its own academic calendar.	Count	0	0	0	0	1	1
		% within FACULTY	.0%	.0%	.0%	.0%	4.5%	.8%
	The assessment was mostly based on what the lecturer's knew and were comfortable with. That did not provide room for innovative students to achieve their academic potential.	Count	0	0	0	1	0	1
		% within FACULTY	.0%	.0%	.0%	2.6%	.0%	.8%
	The classrooms and teaching materials were very poor	Count	0	0	0	1	0	1
		% within FACULTY	.0%	.0%	.0%	2.6%	.0%	.8%

The cultural diversity which taught/prepared us for the different people we were going to meet in our various work places	Count	1	0	0	0	0	1
	% within FACULTY	3.8%	.0%	.0%	.0%	.0%	.8%
The fact that no improvements are being made in terms of infrastructure,course outlines	Count	0	0	1	0	0	1
	% within FACULTY	.0%	.0%	4.2%	.0%	.0%	.8%
The frequent strikes and school closures	Count	1	0	0	0	0	1
	% within FACULTY	3.8%	.0%	.0%	.0%	.0%	.8%
The inability of the administration to hear students needs	Count	0	0	0	0	1	1
	% within FACULTY	.0%	.0%	.0%	.0%	4.5%	.8%
The infrastructure is substandard.Need for some renovation	Count	0	0	0	0	1	1
	% within FACULTY	.0%	.0%	.0%	.0%	4.5%	.8%
The is need for more strict invigilation processes. It really hurts to see other people getting their degrees on a silver platter when you have to work hard for yours.	Count	0	0	0	1	0	1
	% within FACULTY	.0%	.0%	.0%	2.6%	.0%	.8%
The structures especially chairs in some classes were tattered	Count	0	0	1	0	0	1
	% within FACULTY	.0%	.0%	4.2%	.0%	.0%	.8%
The teaching and learning materials were outdated	Count	0	0	0	1	0	1
	% within FACULTY	.0%	.0%	.0%	2.6%	.0%	.8%
There were a lot of inconveniences	Count	0	0	0	0	1	1

213

concerning strikes by both students and members of teaching staff. Some of the strikes resulted in college closure and students being sent home	% within FACULTY	.0%	.0%	.0%	.0%	4.5%	.8%
UNPREDICTABILITY OF GRADUATING DATE-THIS WAS A NUISANCE TO SOME OF US WHO WANTED TO GO OUT OF THE SYSTEM AS QUICKLY AS POSSIBLE	Count	0	0	1	0	0	1
	% within FACULTY	.0%	.0%	4.2%	.0%	.0%	.8%
Unstable academic calendar	Count	0	0	0	0	1	1
	% within FACULTY	.0%	.0%	.0%	.0%	4.5%	.8%
Unstable academic calender	Count	0	0	1	0	0	1
	% within FACULTY	.0%	.0%	4.2%	.0%	.0%	.8%
VERY POOR INFRASTRUCTURE AND POOR COMMUNICATION BETWEEN STUDENTS AND THE MANAGEMENT	Count	0	0	0	1	0	1
	% within FACULTY	.0%	.0%	.0%	2.6%	.0%	.8%
hard to navigate during rainy season	Count	1	0	0	0	0	1
	% within FACULTY	3.8%	.0%	.0%	.0%	.0%	.8%
infrastructure;some of the courses and the way they were delivered	Count	0	0	0	1	0	1
	% within FACULTY	.0%	.0%	.0%	2.6%	.0%	.8%
lack of interconnecting diverse programs	Count	0	1	0	0	0	1
	% within FACULTY	.0%	9.1%	.0%	.0%	.0%	.8%
lacking in terms of infrastructure	Count	0	0	0	1	0	1
	% within FACULTY	.0%	.0%	.0%	2.6%	.0%	.8%

library materials were outdated	Count	0	0	0	1	0	1
	% within FACULTY	.0%	.0%	.0%	2.6%	.0%	.8%
no involvement of school in sending students to attachment. There is a need of the college to give full attention to student eg finding places where students should be	Count	1	0	0	0	0	1
	% within FACULTY	3.8%	.0%	.0%	.0%	.0%	.8%
nothing	Count	0	1	0	0	0	1
	% within FACULTY	.0%	9.1%	.0%	.0%	.0%	.8%
the hostels, the state of the classrooms, the lack of good recreational and sports facilities	Count	0	0	1	0	0	1
	% within FACULTY	.0%	.0%	4.2%	.0%	.0%	.8%
the infrastructure	Count	0	0	1	0	0	1
	% within FACULTY	.0%	.0%	4.2%	.0%	.0%	.8%
the library not operating for 24 hours	Count	0	0	1	0	0	1
	% within FACULTY	.0%	.0%	4.2%	.0%	.0%	.8%
too much disturbances in the academic calendar	Count	1	0	0	0	0	1
	% within FACULTY	3.8%	.0%	.0%	.0%	.0%	.8%
uncontrolled social activities which rendered many vulnerable to manipulation into reckless living	Count	0	0	0	1	0	1
	% within FACULTY	.0%	.0%	.0%	2.6%	.0%	.8%
Total	Count	26	11	24	39	22	122
	% within FACULTY	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%