



# **ASSAF TRACER STUDY OF UNIVERSITY GRADUATES IN THE SOCIAL SCIENCES, HUMANITIES & ARTS**

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## *THEME 1: Take-up of humanities graduates in the workplace (Do they get jobs?)*

- Current status of graduates in terms of employment
- Time of entry into the labour market (e.g. before, during or after studies)
- Time-to-employment for first job after graduation
- General trajectory of employment between first and current job
- Job search strategies to obtain first job



### *THEME 2: Nature and conditions of current employment of humanities graduates (Where do they go to and what do they do?)*

- Nature of employment – self-employed/ work for an employer/ both
- Sector of employment – public sector/ private (business) sector/ other private sector
- Place of employment – local or overseas
- Areas of work assignment
- Income levels



### ***THEME 3: Link between tertiary education and world of work / Knowledge and skills for the workplace***

- Relevance of completed studies to current job
- Preparation for current job
- Benefits of completed studies with regard to current job
- Utilisation in current job of knowledge/skills acquired in studies
- Competencies required in current job



- Web-based survey
- Obtained approval to establish contact with the alumni-offices at the majority of universities (18 of the 23 participated) – First letters sent out end of February 2010
- A link was forwarded to all graduates on the mailing list of the alumni-databases (names or addresses of respondents not provided to us and responses were anonymous)
- Survey was “closed” on the 3<sup>rd</sup> of May 2010
- Issue of the representativeness of the 12 064 completed questionnaires

# Realized sample



Qualification	All graduates (N=12064)	Science fields			
		Social Sciences, Humanities & Arts (N=3617)	Economic & Management Sciences (N=2936)	Natural, Agricultural, Engineering & Health Sciences (N=5488)	No field specified (N=23)
Undergraduate Diploma/ Certificate	2.7%	1.4%	4.0%	2.8%	17.4%
Bachelors Degree	28.4%	25.2%	24.5%	32.6%	30.4%
Postgraduate Diploma	8.5%	9.3%	10.7%	6.7%	13.0%
Honours Degree	21.4%	24.9%	24.2%	17.7%	17.4%
Masters Degree	27.9%	27.8%	33.9%	24.7%	21.7%
Doctoral Degree	11.1%	11.4%	2.7%	15.5%	0.0%
Total	100%	100%	100%	100%	100%

# Sample profile (1)



Demographic variables	All graduates	Science fields		
		SSHA	EMS	SET
<b>Gender</b>				
Female	42.7%	60.0%	35.8%	35.0%
Male	57.3%	40.0%	64.2%	65.0%
Total	100% (N=11964)	100% (N=3591)	100% (N=2919)	100% (N=5454)
<b>Race</b>				
Black	11.0%	8.5%	15.7%	10.2%
Coloured	3.2%	3.8%	3.5%	2.6%
Indian/Asian	4.1%	2.5%	4.9%	4.8%
White	80.1%	83.3%	74.7%	81.0%
Other	1.5%	1.9%	1.2%	1.5%
Total	100% (N=10343)	100% (N=3124)	100% (N=2609)	100% (N=4610)

## Sample profile (2)



Demographic variables	All graduates	Science fields		
		SSHA	EMS	SET
<b>Age</b>				
20-24 yrs	6.1%	5.2%	9.2%	5.0%
25-29 yrs	14.8%	12.7%	16.5%	15.3%
30-34 yrs	11.3%	9.7%	12.4%	11.7%
35-39 yrs	10.9%	10.4%	13.0%	10.2%
40-44 yrs	10.5%	10.7%	11.6%	9.7%
45-49 yrs	10.1%	10.5%	10.0%	9.9%
50-54 yrs	11.8%	12.9%	10.6%	11.7%
55+ yrs	24.5%	27.8%	16.6%	26.5%
Total	100% (N=11966)	100% (N=3599)	100% (N=2919)	100% (N=5448)
<b>Nationality</b>				
South African	73.1%	73.8%	76.8%	70.7%
Other nationality	0.5%	0.6%	0.2%	0.6%
South African & other	26.4%	25.6%	23.0%	28.7%
Total	100% (N=11992)	100% (N=3599)	100% (N=2926)	100% (N=5467)



# Categorisation of SSHA disciplines



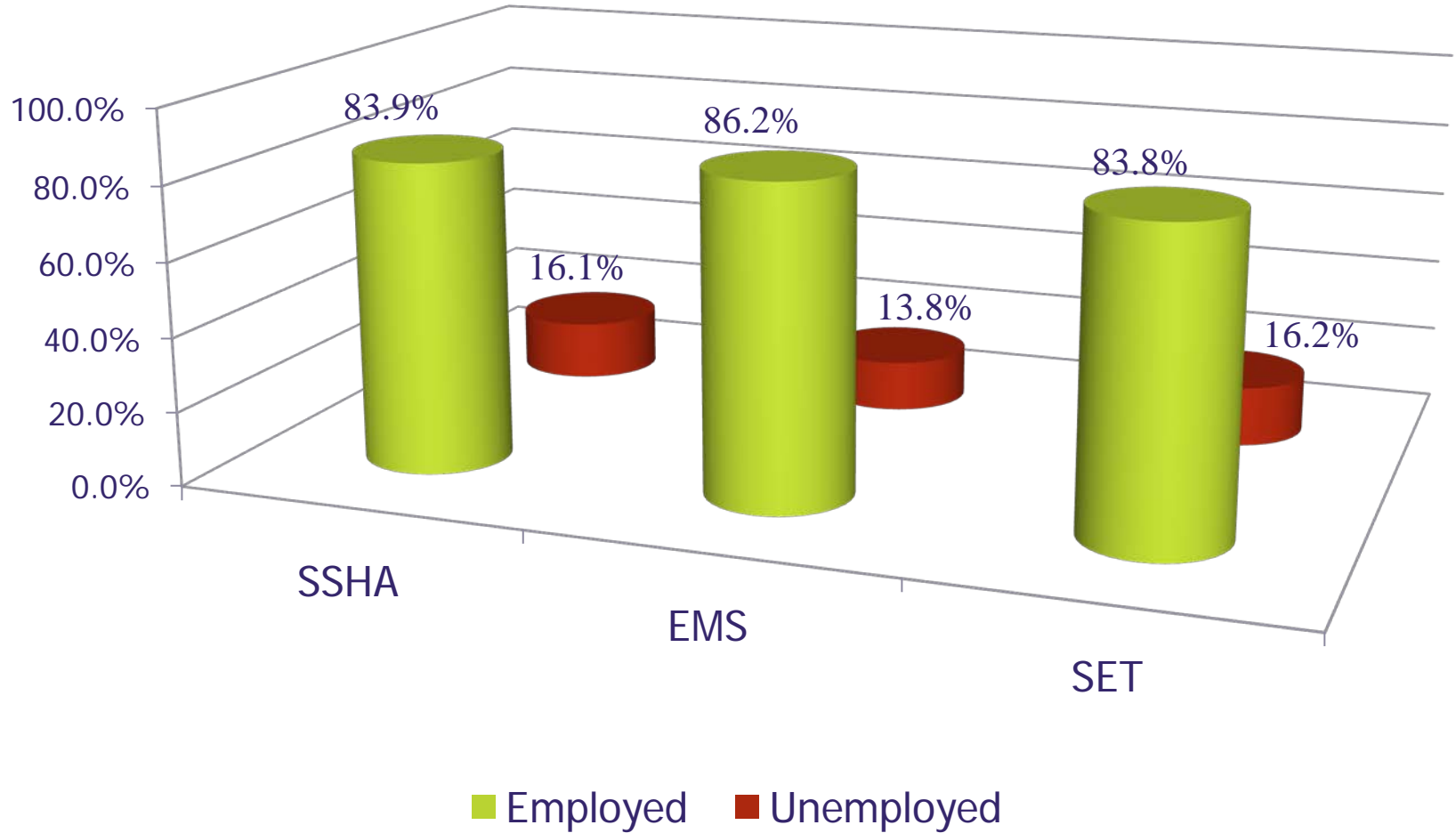
Social Sciences	Education	662
	Geography	63
	Journalism, communication and media studies	202
	Library and information sciences	112
	Political studies	142
	Psychology	431
	Social sciences with economic & management sciences	129
	Social sciences with health-related subjects	53
	Social work	165
	Sociology and related studies	113
Humanities	Ancient cultures and archaeology	37
	History	87
	Languages and literature	459
	Law	476
	Philosophy	28
	Theology and religious studies	197
Arts	Fine arts/Design	198
	Performing arts (Drama & Music)	



## *THEME 1*

# **TAKE-UP OF HUMANITIES GRADUATES IN THE WORKPLACE (DO THEY GET JOBS?)**

# Proportions of employed by science field



# Employment status disaggregated



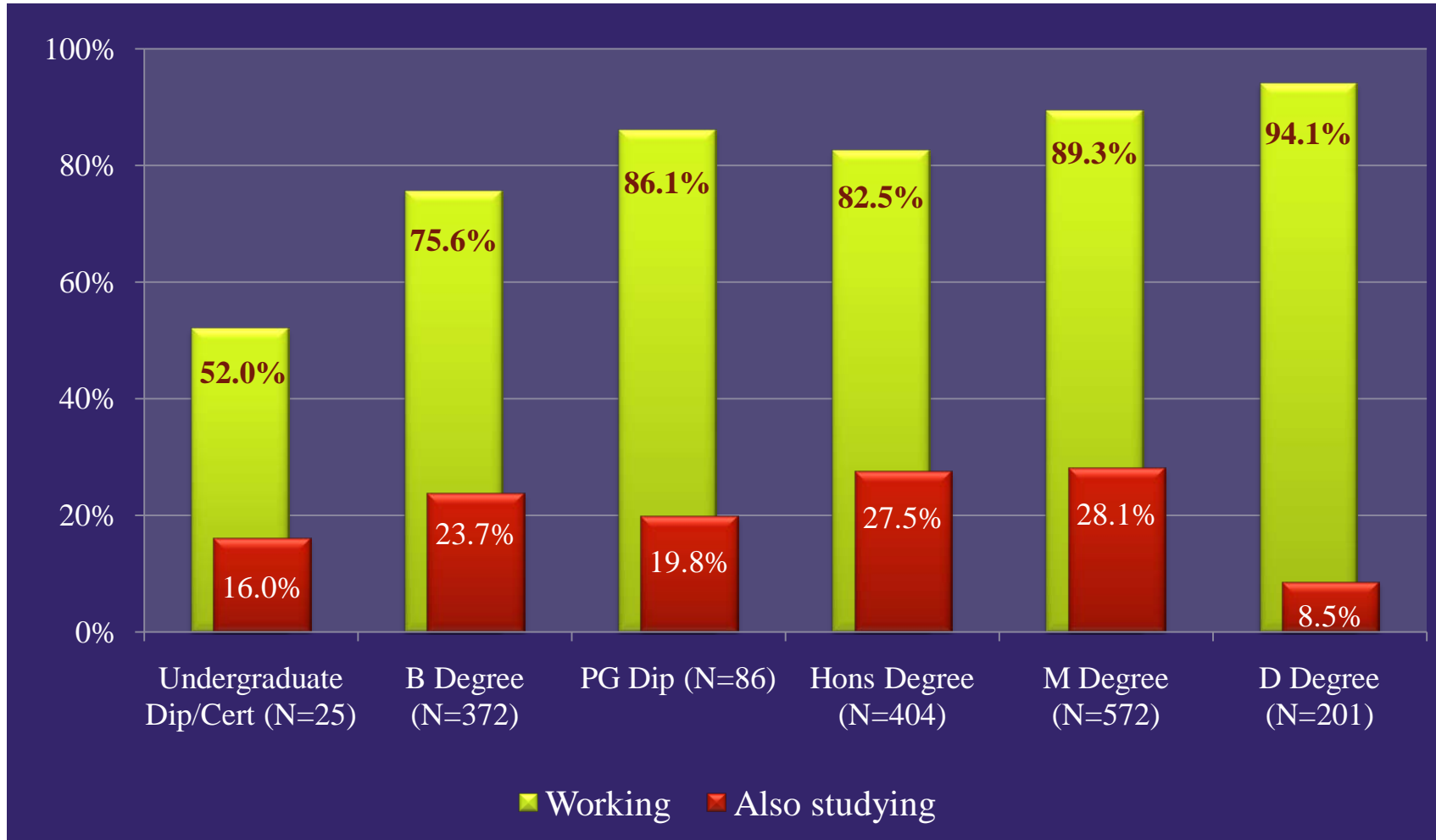
Graduation period	Employment and study status				Total
	Working and studying	Working and not studying	Not working but studying	Neither working nor studying	
<b>Social Science, Humanities and Arts (SSHA)</b>					
Before 1980	3.8%	64.4%	0.9%	30.9%	100% (n=551)
1980 – 1989	9.1%	78.9%	1.2%	10.9%	100% (n=607)
1990 – 1999	15.8%	75.3%	1.0%	7.8%	100% (n=766)
2000 – 2010	24.0%	60.4%	11.3%	4.3%	100% (n=1660)
<b>Total</b>	<b>16.6%</b>	<b>67.4%</b>	<b>5.8%</b>	<b>10.3%</b>	<b>100% (N=3584)</b>
<b>Economic &amp; Management Sciences (EMS)</b>					
Before 1980	0.8%	66.8%	0.8%	31.5%	100% (n=241)
1980 – 1989	3.7%	84.6%	1.6%	10.2%	100% (n=383)
1990 – 1999	10.2%	85.3%	0.7%	3.7%	100% (n=587)
2000 – 2010	24.6%	60.6%	9.5%	5.3%	100% (n=1693)
<b>Total</b>	<b>17.0%</b>	<b>69.3%</b>	<b>5.9%</b>	<b>7.8%</b>	<b>100% (N=2904)</b>
<b>Natural, Agricultural, Engineering &amp; Health Sciences (SET)</b>					
Before 1980	2.0%	64.5%	0.3%	33.2%	100% (n=1027)
1980 – 1989	7.0%	86.2%	0.8%	5.9%	100% (n=944)
1990 – 1999	13.5%	82.2%	0.9%	3.3%	100% (n=1064)
2000 – 2010	23.8%	58.3%	15.4%	2.6%	100% (n=2412)
<b>Total</b>	<b>14.8%</b>	<b>69.0%</b>	<b>7.2%</b>	<b>9.1%</b>	<b>100% (N=5447)</b>

# Current employment a realisation of professional ideals?



Graduation period	Response			Total
	Not at all	To some extent	To a significant extent	
<b>SSHA</b>				
Before 1980	10.2%	37.8%	52.0%	100% (n=373)
1980 - 1989	10.2%	40.1%	49.7%	100% (n=529)
1990 - 1999	11.4%	43.2%	45.4%	100% (n=692)
2000 - 2010	11.6%	48.0%	40.4%	100% (n=1388)
<b>Total</b>	<b>11.1%</b>	<b>44.2%</b>	<b>44.7%</b>	<b>100% (N=2982)</b>
<b>EMS</b>				
Before 1980	3.1%	39.8%	57.1%	100% (n=161)
1980 - 1989	6.8%	42.3%	50.9%	100% (n=338)
1990 - 1999	7.2%	46.8%	46.0%	100% (n=556)
2000 - 2010	9.5%	53.6%	36.8%	100% (n=1428)
<b>Total</b>	<b>8.2%</b>	<b>49.7%</b>	<b>42.1%</b>	<b>100% (N=2483)</b>
<b>SET</b>				
Before 1980	5.3%	29.5%	65.2%	100% (n=682)
1980 - 1989	7.1%	32.8%	60.1%	100% (n=872)
1990 - 1999	5.5%	39.5%	55.0%	100% (n=1009)
2000 - 2010	7.4%	53.0%	39.6%	100% (n=1968)
<b>Total</b>	<b>6.6%</b>	<b>42.6%</b>	<b>50.8%</b>	<b>100% (N=4531)</b>

# Recent SSHA graduates (2000–2010) who are currently working (and also studying)



# First entry into labour market (graduates with an UNDERGRADUATE qualification)



Graduation period	Science field	I only obtained this job after receiving my undergraduate qualification (i.e. after graduation)	I was already in this job during the course of my undergraduate studies	I was already in this job before enrolling for my undergraduate qualification	Total
Before 1980	SSHA	88.4%	8.0%	3.6%	100% (n=138)
	EMS	71.2%	22.0%	6.8%	100% (n=59)
	SET	83.9%	10.6%	5.5%	100% (n=329)
	<b>Total</b>	<b>83.7%</b>	<b>11.2%</b>	<b>5.1%</b>	<b>100% (N=526)</b>
1980-1989	SSHA	82.0%	14.0%	4.0%	100% (n=150)
	EMS	66.7%	26.7%	6.7%	100% (n=90)
	SET	79.6%	15.9%	4.4%	100% (n=339)
	<b>Total</b>	<b>78.2%</b>	<b>17.1%</b>	<b>4.7%</b>	<b>100% (N=579)</b>
1990-1999	SSHA	88.6%	8.1%	3.4%	100% (n=149)
	EMS	76.6%	18.8%	4.7%	100% (n=128)
	SET	77.3%	17.7%	5.1%	100% (n=277)
	<b>Total</b>	<b>80.1%</b>	<b>15.3%</b>	<b>4.5%</b>	<b>100% (N=554)</b>
2000-2010	SSHA	69.9%	21.3%	8.7%	100% (n=286)
	EMS	69.5%	21.0%	9.5%	100% (n=348)
	SET	69.7%	24.3%	6.0%	100% (n=604)
	<b>Total</b>	<b>69.7%</b>	<b>22.7%</b>	<b>7.6%</b>	<b>100% (N=1238)</b>

# First entry into labour market (graduates with a POSTGRADUATE qualification)



Graduation period	Science field	I only obtained this job after receiving my postgraduate qualification	I was already in this job during the course of my postgraduate studies	I only obtained this job in the period after receiving my undergraduate qualification but before enrolling for a postgraduate qualification	I was already in this job during the course of my undergraduate studies	I was already in this job before enrolling for my undergraduate qualification	Total
Before 1980	SSHA	74.4%	7.5%	11.5%	3.5%	3.1%	100% (n=227)
	EMS	42.4%	22.2%	21.2%	10.1%	4.0%	100% (n=99)
	SET	63.7%	13.0%	17.0%	3.7%	2.6%	100% (n=347)
	<b>Total</b>	<b>64.2%</b>	<b>12.5%</b>	<b>15.8%</b>	<b>4.6%</b>	<b>3.0%</b>	<b>100% (N=673)</b>
1980-1989	SSHA	69.2%	11.7%	13.6%	4.2%	1.3%	100% (n=383)
	EMS	40.9%	21.9%	26.3%	7.7%	3.2%	100% (n=247)
	SET	55.8%	16.6%	19.3%	6.4%	1.9%	100% (n=529)
	<b>Total</b>	<b>57.0%</b>	<b>16.1%</b>	<b>18.9%</b>	<b>6.0%</b>	<b>2.0%</b>	<b>100% (N=1159)</b>
1990-1999	SSHA	60.2%	16.3%	16.9%	3.5%	3.1%	100% (n=540)
	EMS	42.6%	13.6%	28.0%	9.2%	6.6%	100% (n=425)
	SET	52.2%	15.8%	24.5%	6.0%	1.5%	100% (n=730)
	<b>Total</b>	<b>52.3%</b>	<b>15.4%</b>	<b>22.9%</b>	<b>6.0%</b>	<b>3.3%</b>	<b>100% (N=1695)</b>
2000-2010	SSHA	47.9%	18.9%	21.1%	7.2%	5.0%	100% (n=1086)
	EMS	42.0%	17.0%	25.0%	10.0%	5.9%	100% (n=1080)
	SET	46.5%	20.4%	22.2%	8.6%	2.4%	100% (n=1351)
	<b>Total</b>	<b>45.6%</b>	<b>18.9%</b>	<b>22.7%</b>	<b>8.6%</b>	<b>4.3%</b>	<b>100% (N=3517)</b>



# First entry into labour market (graduates with a POSTGRADUATE qualification)



Graduation period	Science field	I only obtained this job after receiving my postgraduate qualification	I was already in this job during the course of my postgraduate studies	I only obtained this job in the period after receiving my undergraduate qualification but before enrolling for a postgraduate qualification	I was already in this job during the course of my undergraduate studies	I was already in this job before enrolling for my undergraduate qualification	Total
Before 1980	SSHA	74.4%	7.5%	11.5%	3.5%	3.1%	100% (n=227)
	EMS	42.4%	22.2%	21.2%	10.1%	4.0%	100% (n=99)
	SET	63.7%	13.0%	17.0%	3.7%	2.6%	100% (n=347)
	<b>Total</b>	<b>64.2%</b>	<b>12.5%</b>	<b>15.8%</b>	<b>4.6%</b>	<b>3.0%</b>	<b>100% (N=673)</b>
1980-1989	SSHA	69.2%	11.7%	13.6%	4.2%	1.3%	100% (n=383)
	EMS	40.9%	21.9%	26.3%	7.7%	3.2%	100% (n=247)
	SET	55.8%	16.6%	19.3%	6.4%	1.9%	100% (n=529)
	<b>Total</b>	<b>57.0%</b>	<b>16.1%</b>	<b>18.9%</b>	<b>6.0%</b>	<b>2.0%</b>	<b>100% (N=1159)</b>
1990-1999	SSHA	60.2%	16.3%	16.9%	3.5%	3.1%	100% (n=540)
	EMS	42.6%	13.6%	28.0%	9.2%	6.6%	100% (n=425)
	SET	52.2%	15.8%	24.5%	6.0%	1.5%	100% (n=730)
	<b>Total</b>	<b>52.3%</b>	<b>15.4%</b>	<b>22.9%</b>	<b>6.0%</b>	<b>3.3%</b>	<b>100% (N=1695)</b>
2000-2010	SSHA	47.9%	18.9%	21.1%	7.2%	5.0%	100% (n=1086)
	EMS	42.0%	17.0%	25.0%	10.0%	5.9%	100% (n=1080)
	SET	46.5%	20.4%	22.2%	8.6%	2.4%	100% (n=1351)
	<b>Total</b>	<b>45.6%</b>	<b>18.9%</b>	<b>22.7%</b>	<b>8.6%</b>	<b>4.3%</b>	<b>100% (N=3517)</b>

# Time-to-employment for first job after graduation

(Only respondents who obtained their first job after completing either an undergraduate or postgraduate qualification)



Current age	Science field	Less than 1 month after graduation	Between 1 and 6 months after graduation	Between 7 and 12 months after graduation	More than 12 months after graduation	Total
34 years of age and younger	SSHA	48.4%	38.6%	7.2%	5.7%	100% (n=541)
	EMS	52.7%	35.4%	7.0%	4.9%	100% (n=673)
	SET	62.4%	29.4%	5.1%	3.0%	100% (n=961)
	<b>Total</b>	<b>56.0%</b>	<b>33.6%</b>	<b>6.2%</b>	<b>4.3%</b>	<b>100% (N=2175)</b>
35-44 years	SSHA	49.3%	35.7%	7.9%	7.0%	100% (n=529)
	EMS	53.7%	35.1%	5.4%	5.8%	100% (n=464)
	SET	66.1%	24.1%	5.4%	4.4%	100% (n=755)
	<b>Total</b>	<b>57.7%</b>	<b>30.5%</b>	<b>6.2%</b>	<b>5.5%</b>	<b>100% (N=1748)</b>
45-54 years	SSHA	68.2%	26.0%	3.2%	2.6%	100% (n=620)
	EMS	77.7%	18.5%	1.4%	2.5%	100% (n=367)
	SET	82.8%	12.5%	2.0%	2.6%	100% (n=837)
	<b>Total</b>	<b>76.8%</b>	<b>18.3%</b>	<b>2.3%</b>	<b>2.6%</b>	<b>100% (N=1824)</b>
55+ years	SSHA	73.6%	22.9%	1.1%	2.5%	100% (n=571)
	EMS	84.9%	14.2%	0.5%	0.5%	100% (n=212)
	SET	88.2%	10.3%	0.6%	0.9%	100% (n=823)
	<b>Total</b>	<b>82.6%</b>	<b>15.3%</b>	<b>0.7%</b>	<b>1.4%</b>	<b>100% (N=1606)</b>

# Time spent between first job and current job

(Only respondents whose first job is not their current job)



Current age	Science field	I had one regular job	I had various temporary jobs	I had various permanent jobs	I had more than one job at a time	I was unemployed most of the time	I embarked on further study/ professional training	I was pre-dominantly engaged in child rearing or family care
34 years of age and younger	SSHA (n=540)	32.2%	24.8%	32.2%	13.9%	6.1%	22.6%	1.7%
	EMS (n=598)	35.5%	16.1%	37.3%	5.0%	4.5%	22.1%	0.7%
	SET (n=783)	41.9%	14.6%	33.5%	5.1%	4.1%	21.3%	1.0%
	<b>Total (N=1921)</b>	<b>37.2%</b>	<b>17.9%</b>	<b>34.3%</b>	<b>7.5%</b>	<b>4.8%</b>	<b>21.9%</b>	<b>1.1%</b>
35-44 years	SSHA (n=627)	26.8%	15.6%	50.1%	9.7%	2.1%	25.2%	7.0%
	EMS (n=614)	25.7%	8.3%	64.8%	5.7%	2.0%	24.8%	2.3%
	SET (n=863)	28.9%	12.2%	55.2%	7.0%	1.9%	25.1%	4.4%
	<b>Total (N=2104)</b>	<b>27.3%</b>	<b>12.1%</b>	<b>56.5%</b>	<b>7.4%</b>	<b>1.9%</b>	<b>25.0%</b>	<b>4.6%</b>
45-54 years	SSHA (n=702)	23.9%	10.3%	53.7%	10.3%	2.8%	27.4%	15.4%
	EMS (n=517)	24.8%	3.1%	68.7%	7.0%	0.4%	23.4%	2.7%
	SET (n=965)	25.2%	6.6%	60.6%	6.5%	1.5%	23.6%	6.7%
	<b>Total (N=2184)</b>	<b>24.7%</b>	<b>7.0%</b>	<b>60.3%</b>	<b>7.8%</b>	<b>1.6%</b>	<b>24.8%</b>	<b>8.6%</b>
55+ years	SSHA (n=653)	22.7%	9.2%	60.3%	9.8%	2.1%	30.6%	16.2%
	EMS (n=342)	22.8%	2.6%	69.3%	4.7%	3.2%	21.6%	1.2%
	SET (n=939)	24.5%	5.3%	61.3%	8.0%	1.0%	23.5%	6.5%
	<b>Total (N=1934)</b>	<b>23.6%</b>	<b>6.2%</b>	<b>62.4%</b>	<b>8.0%</b>	<b>1.8%</b>	<b>25.6%</b>	<b>8.8%</b>

# Job search strategies to obtain first job (Only SSHA graduates)



	34 years of age and younger (n=782)	35-44 years (n=702)	45-54 years (n=793)	55+ years (n=740)
I applied for an advertised vacancy (Newspaper, letter, internet sources)	34.9%	34.6%	33.8%	34.3%
I was approached by an employer/ I was offered a position	28.9%	28.2%	28.6%	29.9%
I contacted employers without knowing about a vacancy	21.7%	19.4%	17.0%	17.4%
I used personal connections/ contacts (e.g. parents, relatives, friends) to join a joint enterprise	18.4%	13.1%	7.7%	4.3%
I established contacts while working during the course of study	12.1%	8.7%	6.3%	6.1%
I contacted a commercial/ private employment agency	9.8%	6.7%	2.4%	1.1%
I encountered the employers during campus visits	5.4%	2.4%	3.0%	1.5%
I enlisted the help of teaching staff of the institution of higher education	4.7%	3.0%	4.5%	3.1%
I enlisted the help of the careers/placement office at my institution of higher education	4.2%	2.3%	2.4%	1.9%
I contacted a public employment agency	2.7%	2.1%	1.9%	1.4%
I launched advertisements myself	2.0%	1.3%	0.1%	0.4%
I started my own business	2.0%	1.4%	2.0%	2.0%



## *THEME 2*

**NATURE AND CONDITIONS OF  
CURRENT EMPLOYMENT OF  
HUMANITIES GRADUATES  
(WHERE DO THEY GO TO AND  
WHAT DO THEY DO?)**

# Nature of employment by graduation period



Graduation period	Nature of employment			Total
	Self-employed	Work for an employer	Work for an employer but also create own employment	
<b>Social Science, Humanities and Arts (SSHA)</b>				
Before 1980	34.9%	46.0%	19.1%	(n=372)
1980 – 1989	28.5%	56.2%	15.3%	(n=530)
1990 – 1999	20.7%	61.1%	18.2%	(n=692)
2000 – 2010	11.1%	70.5%	18.4%	(n=1375)
<b>Total</b>	<b>19.4%</b>	<b>62.7%</b>	<b>17.9%</b>	<b>(N=2969)</b>
<b>Economic &amp; Management Sciences (EMS)</b>				
Before 1980	41.1%	44.8%	14.1%	(n=163)
1980 – 1989	24.5%	55.5%	20.0%	(n=335)
1990 – 1999	20.0%	65.2%	14.8%	(n=560)
2000 – 2010	8.0%	78.9%	13.1%	(n=1428)
<b>Total</b>	<b>15.1%</b>	<b>70.4%</b>	<b>14.5%</b>	<b>(N=2486)</b>
<b>Natural, Agricultural, Engineering &amp; Health Sciences (SET)</b>				
Before 1980	40.1%	40.6%	19.3%	(n=678)
1980 – 1989	30.3%	55.1%	14.6%	(n=877)
1990 – 1999	20.7%	64.0%	15.3%	(n=1014)
2000 – 2010	6.4%	81.5%	12.1%	(n=1967)
<b>Total</b>	<b>19.2%</b>	<b>66.4%</b>	<b>14.4%</b>	<b>(N=4536)</b>

## Nature of employment (within SSHA graduates)

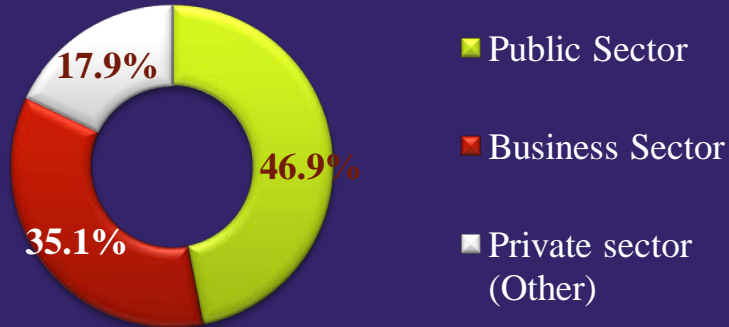


Graduation period	Employment classification			Total
	Self-employed	Work for an employer	Work for an employer but also create own employment	
<b>Social Sciences</b>				
Before 1980	28.7%	52.2%	19.1%	100% (n=157)
1980 – 1989	27.3%	59.2%	13.5%	100% (n=260)
1990 – 1999	22.9%	60.2%	16.9%	100% (n=349)
2000 – 2010	10.7%	71.1%	18.2%	100% (n=776)
<b>Total</b>	<b>18.1%</b>	<b>64.7%</b>	<b>17.2%</b>	<b>100% (N=1542)</b>
<b>Humanities</b>				
Before 1980	39.3%	46.2%	14.5%	100% (n=145)
1980 – 1989	33.2%	55.6%	11.2%	100% (n=187)
1990 – 1999	18.2%	65.2%	16.6%	100% (n=253)
2000 – 2010	10.4%	71.6%	18.0%	100% (n=423)
<b>Total</b>	<b>20.7%</b>	<b>63.4%</b>	<b>15.9%</b>	<b>100% (N=1008)</b>
<b>Arts</b>				
Before 1980	50.0%	20.8%	29.2%	100% (n=24)
1980 – 1989	28.6%	34.3%	37.1%	100% (n=35)
1990 – 1999	26.3%	39.5%	34.2%	100% (n=38)
2000 – 2010	18.5%	44.6%	36.9%	100% (n=65)
<b>Total</b>	<b>27.2%</b>	<b>37.7%</b>	<b>35.2%</b>	<b>100% (N=162)</b>

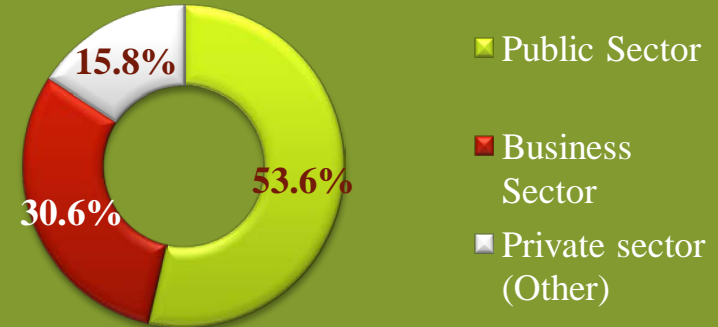
## Sector of employment (within SSHA graduates)



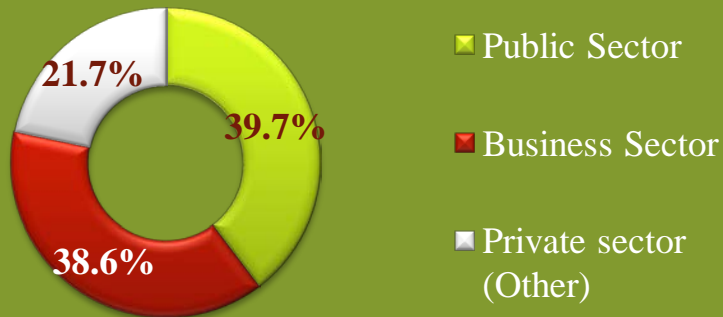
### All SSHA (n = 2290)



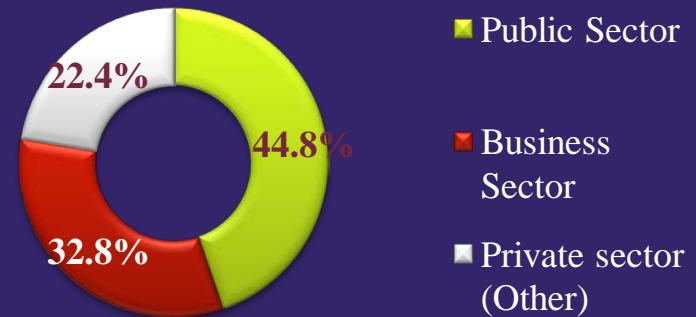
### Social Sciences (n = 1214)



### Humanities (n = 756)



### Arts (n= 116)

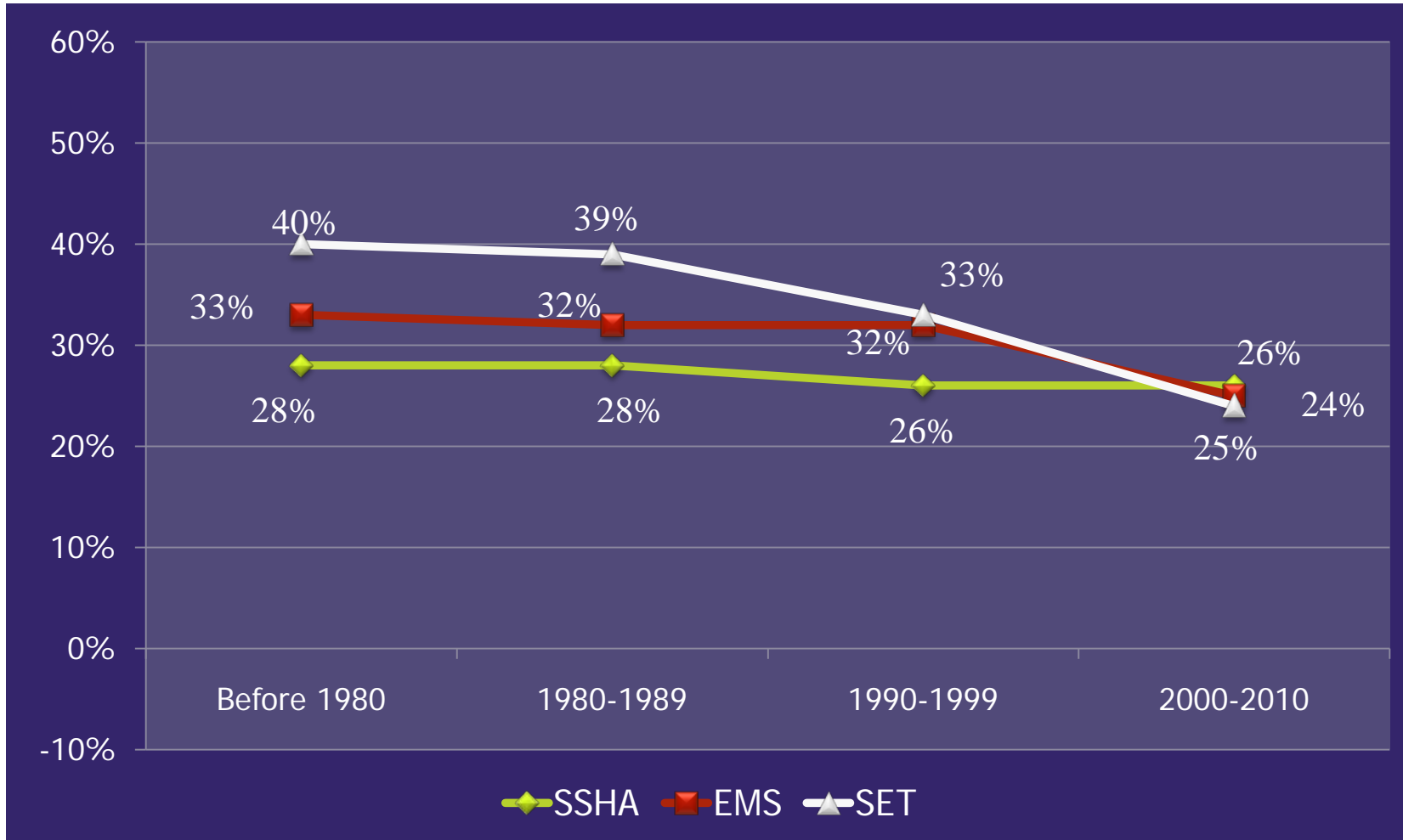


\* Public sector = Government department, government organisation, government-owned company, science council, public college, public school, public hospital, public museum

\* Private sector (other) = NGO, trust, foundation, church, private museum, independent education/training



# Employed graduates working overseas



Demographic variables	Graduation period							
	Before 1980		1980-1989		1990-1999		2000-2010	
	N	% not in SA	N	% not in SA	N	% not in SA	N	% not in SA
<b>Highest completed qualification</b>								
Undergraduate Diploma/Certificate	9	11.1%	8	62.5%	2	0.0%	13	30.8%
Bachelors Degree	136	25.0%	152	30.3%	153	26.8%	281	24.9%
Postgraduate Diploma	80	26.3%	70	22.9%	39	30.8%	73	28.8%
Honours Degree	92	28.3%	144	18.8%	183	20.2%	332	15.7%
Masters Degree	31	35.5%	95	33.7%	238	26.9%	511	29.0%
Doctoral Degree	23	52.2%	62	37.1%	80	28.8%	189	38.6%
<b>Employment classification</b>								
Self-employed	130	31.5%	150	22.7%	141	23.4%	151	18.5%
Work for an employer	168	26.8%	296	30.7%	422	27.0%	969	26.2%
Work for an employer but also create own employment	70	25.7%	81	28.4%	126	23.8%	253	30.8%



The three principal areas of work assignment for SSHA graduates according to relative prominence are:

- Teaching and training (listed by 45% of respondents);
- Management and administration (listed by 44% of respondents); and finally
- Advisory and consulting (listed by 41% of respondents).

Results were similar for other science fields. However, teaching and training was ranked significantly lower by graduates in other science fields. Differences in the principal areas of work assignment of within the group of Social Science, Humanities and Arts graduates also appear to reflect traditional disciplinary differences. The largest proportion of Arts students (62%) indicated that artistic production and creative activity was a principal area of work assignment in their current employment. For Humanities graduates it was advisory services and consulting. A significantly higher proportion of Social Science graduates listed the relevance of R&D and policy related work.

# Major areas of work assignment of employed graduates



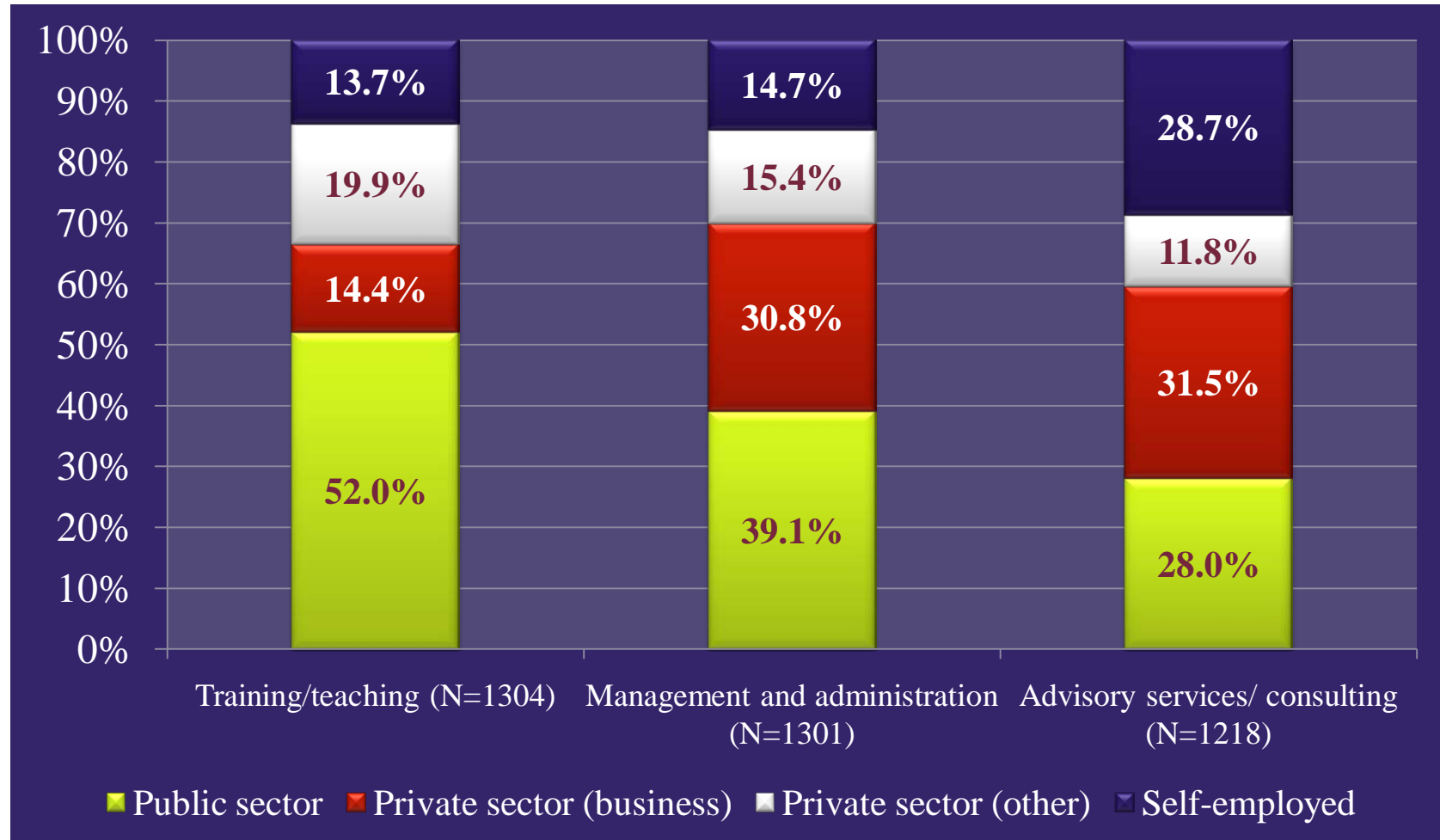
Work assignment	Science fields			All graduates (N=10176)
	SSHA (N=3034)	EMS (N=2530)	SET (N=4598)	
Management and administration	44.3%	60.9%	42.1%	47.4%
Advisory services/ consulting	41.3%	48.5%	48.4%	46.3%
Planning and organising	35.9%	39.3%	34.0%	35.9%
Training/teaching	44.9%	20.5%	33.0%	33.4%
Project management	21.9%	30.4%	31.8%	28.5%
R&D	25.3%	17.6%	35.8%	28.1%
General office work	20.1%	18.7%	12.4%	16.2%
Supervision	14.8%	13.5%	17.9%	15.9%
Policy related work	15.2%	14.2%	9.9%	12.5%
Sales	6.8%	13.6%	7.7%	8.9%
Artistic production/ creative activity	14.6%	2.9%	3.8%	6.8%
Commercial production/ manufacturing	2.2%	6.4%	8.4%	6.0%

# Areas of current work assignment within SSHA, over time



Work assignment	Broad science domain within SSHA					
	Social Sciences		Humanities		Arts	
	Before 1990 (N=422)	After 2000 (N=791)	Before 1990 (N=332)	After 2000 (N=431)	Before 1990 (N=60)	After 2000 (N=65)
Advisory services/ consulting	39.1%	36.3%	44.9%	49.9%	21.7%	23.1%
Artistic production/ creative activity	12.6%	12.3%	13.6%	10.2%	65.0%	60.0%
Commercial production/ manufacturing	2.6%	1.4%	2.7%	0.9%	6.7%	6.2%
General office work	15.9%	21.5%	15.1%	24.1%	18.3%	27.7%
Management and administration	44.8%	43.0%	41.6%	38.3%	43.3%	43.1%
Planning and organising	34.4%	41.5%	28.6%	28.3%	31.7%	36.9%
Policy related work	13.7%	18.8%	9.6%	14.6%	5.0%	7.7%
Project management	15.4%	26.4%	16.6%	17.6%	15.0%	26.2%
R&D	17.1%	37.2%	14.5%	25.3%	18.3%	27.7%
Sales	8.3%	4.7%	7.2%	2.6%	13.3%	16.9%
Supervision	15.6%	16.6%	10.8%	10.4%	13.3%	13.8%
Training/teaching	46.9%	54.0%	35.5%	41.3%	53.3%	40.0%

## Sector of employment of SSHA graduates within three major areas of work assignment





Social Science Humanities and Arts graduates earn significantly lower incomes compared to graduates in other science fields. Whereas over a third of other science field graduates indicated that they earn R50, 000 or more per month the proportion for Social Science Humanities and Arts graduates in this income bracket is only 17%. Just under half (45%) of the Social Science Humanities and Arts graduates earn R20, 000 or less compared to less than a quarter of graduates from the other science fields.

Not surprisingly, Doctoral and Masters graduates earn on average more than bachelors degree and diploma graduates across all fields of science.

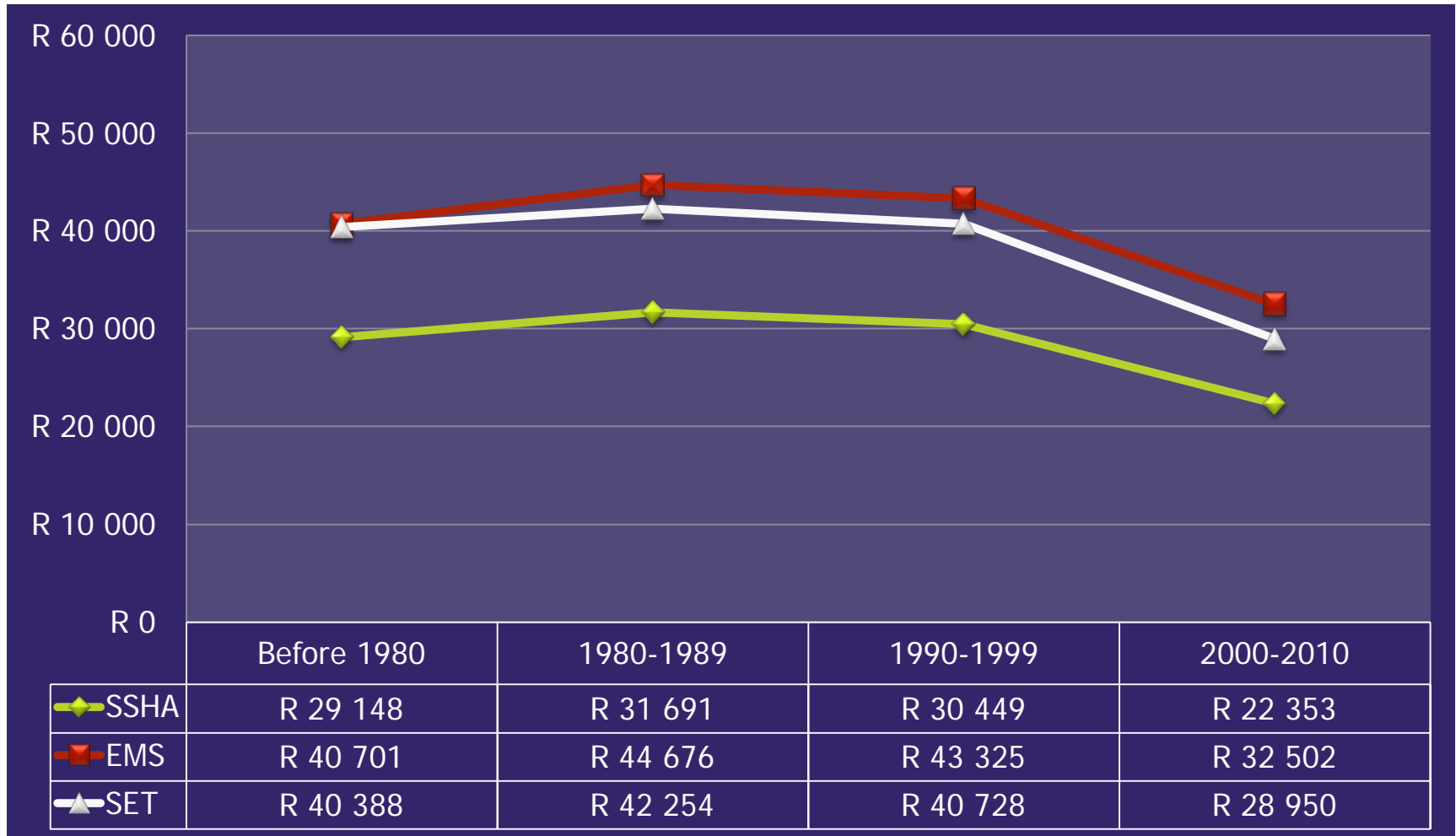
# Monthly Income by science fields



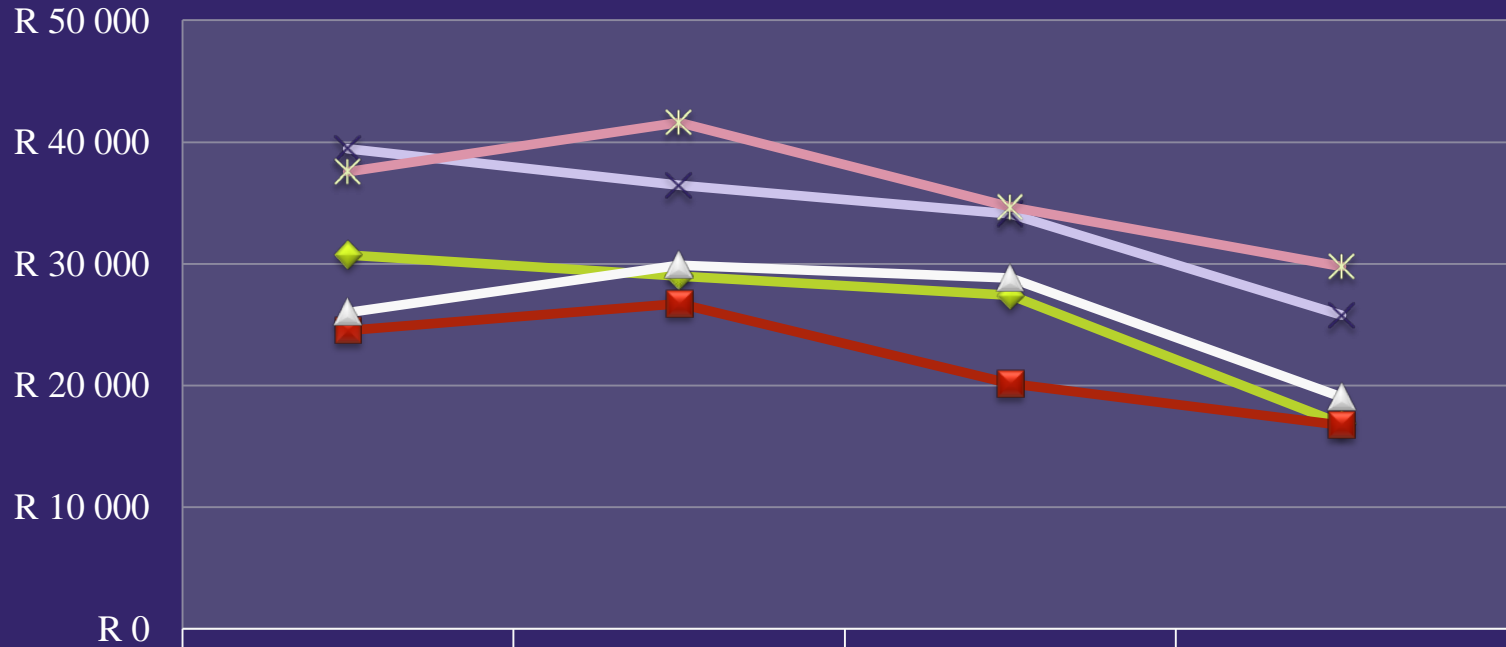
Monthly Income							Total
Less than R5000	R5001-R10000	R10001 to R20000	R20001 to R30000	R30001 to R40000	R40001 to R50000	More than R50000	
<b>Social Sciences, Humanities and Arts</b>							
5.0%	12.4%	<b>27.1%</b>	19.8%	11.7%	7.0%	17.0%	100% (N=2960)
<b>Economic &amp; Management Sciences</b>							
2.4%	6.9%	14.2%	13.6%	12.7%	11.6%	<b>38.7%</b>	100% (N=2457)
<b>Natural, Agricultural, Engineering &amp; Health Sciences</b>							
2.0%	5.9%	16.4%	17.5%	12.6%	10.3%	<b>35.3%</b>	100% (N=4474)



# Mean monthly income of employed graduates, by science field and graduation period



# Mean monthly income of employed SSHA graduates, by highest completed qualification



	Before 1980	1980-1989	1990-1999	2000-2010
◆ B Degree	R 30 727	R 28 967	R 27 381	R 16 822
■ PG Diploma	R 24 500	R 26 710	R 20 122	R 16 736
▲ Hons Degree	R 25 978	R 29 891	R 28 816	R 19 056
× M Degree	R 39 467	R 36 442	R 34 106	R 25 746
* D Degree	R 37 571	R 41 582	R 34 643	R 29 791

## Mean monthly income by SSHA discipline



Sub-field	Mean Income	N
Law	37872	421
Political Studies	31613	124
Geography & Environmental Studies	29961	51
Social Sciences with Economic/Management Subjects	29900	106
History	29478	69
Interdisciplinary Social Sciences (e.g. Future Studies, Gender Studies)	29288	40
Sociology & Related Studies	27720	134
<b>Average</b>	<b>26789</b>	<b>2982</b>
Psychology	26750	357
Philosophy	25676	17
Ancient Cultures & Archaeology	24423	26
Education	24179	534
Language & Literature	23250	358
Social Work	22790	93
Theology & Religious Studies	22494	159
Library & Information Sciences	21916	95
Journalism, Communication & Media Studies	21745	177
Arts	21280	164
Social Sciences with Health-related subjects	21180	47



## *THEME 3*

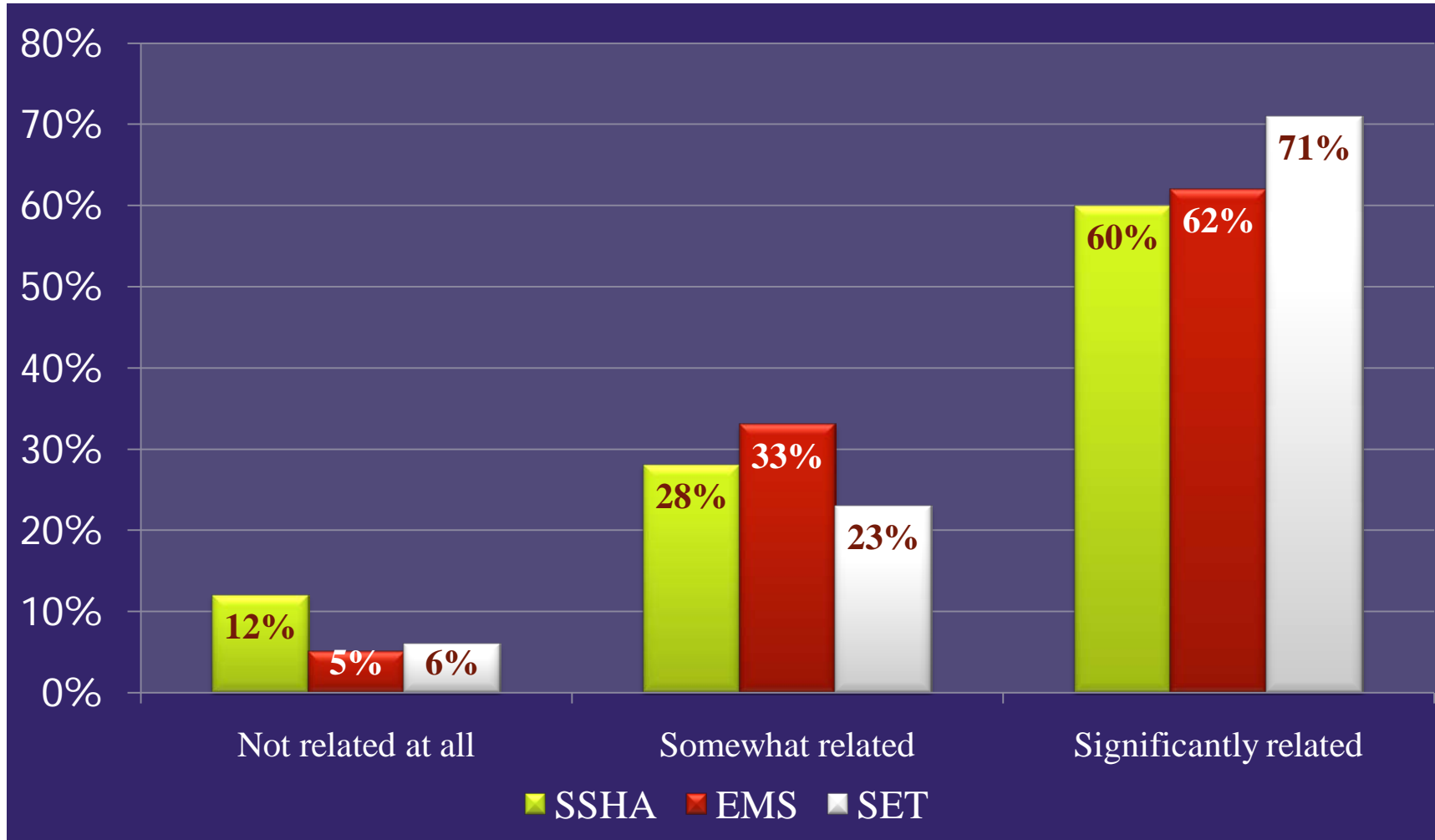
# **LINK BETWEEN TERTIARY EDUCATION AND WORLD OF WORK / KNOWLEDGE AND SKILLS FOR THE WORKPLACE**



Overall results across various fields indicate a positive and stable relationship between tertiary education and employment.

- The overwhelming majority of graduates in all fields of science indicated that their field of study was relevant and significantly related to their current employment.
- Similarly, a clear linear relationship is evident between levels of education and perceived value of education in relation to current employment. An impressive 60% of Social Science Humanities and Arts graduates reported that their studies were significantly related to their current employment. This was somewhat lower than the Agricultural, Natural, Engineering & Health Sciences group (71%), but only marginally below the Economic & Management Sciences group (62%). Alternatively the greatest proportion of graduates indicating that their studies were not related to their employment was Social Science Humanities and Arts graduates (12%).

## Relevance of completed studies to current job



# Relevance of completed studies to current job by highest degree



Not related at all	Somewhat/ partially related	Significantly related	Total
Undergraduate Diploma/Certificate			
9.7%	35.5%	54.8%	100% (N=31)
Bachelors Degree			
19.1%	35.9%	44.9%	100% (N=721)
Postgraduate Diploma			
17.3%	25.6%	57.1%	100% (N=266)
Honours Degree			
15.1%	29.7%	55.2%	100% (N=754)
Masters Degree			
5.8%	25.2%	69.0%	100% (N=874)
Doctoral Degree			
2.5%	16.7%	80.7%	100% (N=353)

# Relevance of education by professional/ academic discipline (SSHA graduates)



Graduation period	Not related at all	Somewhat/ partially related	Significantly related	Total
<b>Professional disciplines</b>				
Before 1980	9.2%	26.8%	64.1%	100% (n=153)
1980 – 1989	16.4%	23.8%	59.8%	100% (n=244)
1990 – 1999	7.7%	18.8%	73.5%	100% (n=287)
2000 – 2010	3.5%	17.6%	78.8%	100% (n=510)
Total	7.9%	20.4%	71.8%	100% (N=1194)
<b>Academic disciplines</b>				
Before 1980	20.3%	39.1%	40.6%	100% (n=64)
1980 – 1989	22.7%	36.0%	41.3%	100% (n=75)
1990 – 1999	28.8%	36.4%	34.7%	100% (n=118)
2000 – 2010	12.2%	32.6%	55.2%	100% (n=230)
Total	18.9%	34.9%	46.2%	100% (N=487)

*Professional fields incl. Law, Theology, Social Work and Education*





	<b>SSH&amp;A (N=3020)</b>	<b>Economic &amp; Management Sciences (N=2518)</b>	<b>Natural, Agricultural, Engineering &amp; Health Sciences (N=4571)</b>	<b>All graduates (N=10109)</b>
My field of study is the only one to enter my area of work	35.4%	29.0%	48.5%	39.7%
Some other fields could prepare for the area of work as well	42.7%	53.9%	38.9%	43.8%
Another field would have been more useful	8.9%	6.6%	5.7%	6.9%
The field of study does not matter very much in my area of work	9.5%	8.3%	4.9%	7.1%
Higher education studies are not at all related to my area of work	3.5%	2.3%	2.1%	2.5%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>



Social Science Humanities and Arts graduates indicated that they felt that they had been relatively well-prepared through their academic studies and that they utilize the acquired knowledge and skills. There are not any significant differences across the various science fields. Over three quarters of all graduates reported being either very satisfied or satisfied with their current employment. The proportion for Social Science Humanities and Arts and Agricultural, Natural, Engineering & Health Sciences graduates is 80%. Interestingly the lowest percentages reported for all fields are amongst the most recent (2000-2010) graduation cohort.

# Preparedness for current job by science field



<b>Did not prepare me at all</b>	<b>Prepared me in a very basic way</b>	<b>Prepared me moderately</b>	<b>Prepared me well</b>	<b>Prepared me very well</b>	<b>Total</b>
<b>Social Sciences, Humanities and Arts</b>					
4.0%	14.9%	25.7%	32.4%	22.9%	100% (N=2999)
<b>Economic &amp; Management Sciences</b>					
1.5%	11.9%	25.6%	36.6%	24.4%	100% (N=2495)
<b>Agricultural, Natural, Engineering &amp; Health Sciences</b>					
2.1%	11.1%	22.6%	33.4%	30.8%	100% (N=4548)

# Level of preparedness for current job by degree (SSHA graduates)



Did not prepare me at all	Prepared me in a very basic way	Prepared me moderately	Prepared me well	Prepared me very well	Total
<b>Undergraduate Diploma/Certificate</b>					
9.4%	25.0%	15.6%	31.3%	18.8%	100% (N=32)
<b>Bachelors Degree</b>					
6.4%	22.3%	27.9%	29.5%	13.9%	100% (N=721)
<b>Postgraduate Diploma</b>					
3.8%	20.7%	27.1%	30.8%	17.7%	100% (N=266)
<b>Honours Degree</b>					
5.6%	13.9%	29.3%	31.2%	20.0%	100% (N=754)
<b>Masters Degree</b>					
1.9%	10.2%	24.5%	36.8%	26.5%	100% (N=874)
<b>Doctoral Degree</b>					
0.9%	8.2%	16.2%	31.5%	43.2%	100% (N=352)

# Level of preparedness for SHA graduates: Professional vs. Academic disciplines



Graduation Period	Did not prepare me at all	Prepared me in a very basic way	Prepared me moderately	Prepared me well	Prepared me very well	Total
<b>Professional disciplines</b>						
Before 1980	3.3%	19.0%	26.8%	31.4%	19.6%	(n=153)
1980 – 1989	2.9%	17.4%	26.9%	30.2%	22.7%	(n=242)
1990 – 1999	2.1%	12.2%	25.1%	36.9%	23.7%	(n=287)
2000 – 2010	1.4%	11.5%	23.5%	32.9%	30.7%	(n=511)
Total	2.1%	13.8%	25.0%	33.1%	26.0%	(N=1193)
<b>Academic disciplines</b>						
Before 1980	7.7%	20.0%	26.2%	30.8%	15.4%	(n=65)
1980 – 1989	5.3%	17.3%	30.7%	26.7%	20.0%	(n=75)
1990 – 1999	7.6%	16.9%	28.8%	27.1%	19.5%	(n=118)
2000 – 2010	3.9%	9.1%	29.6%	31.3%	26.1%	(n=230)
Total	5.5%	13.7%	29.1%	29.5%	22.1%	(N=488)



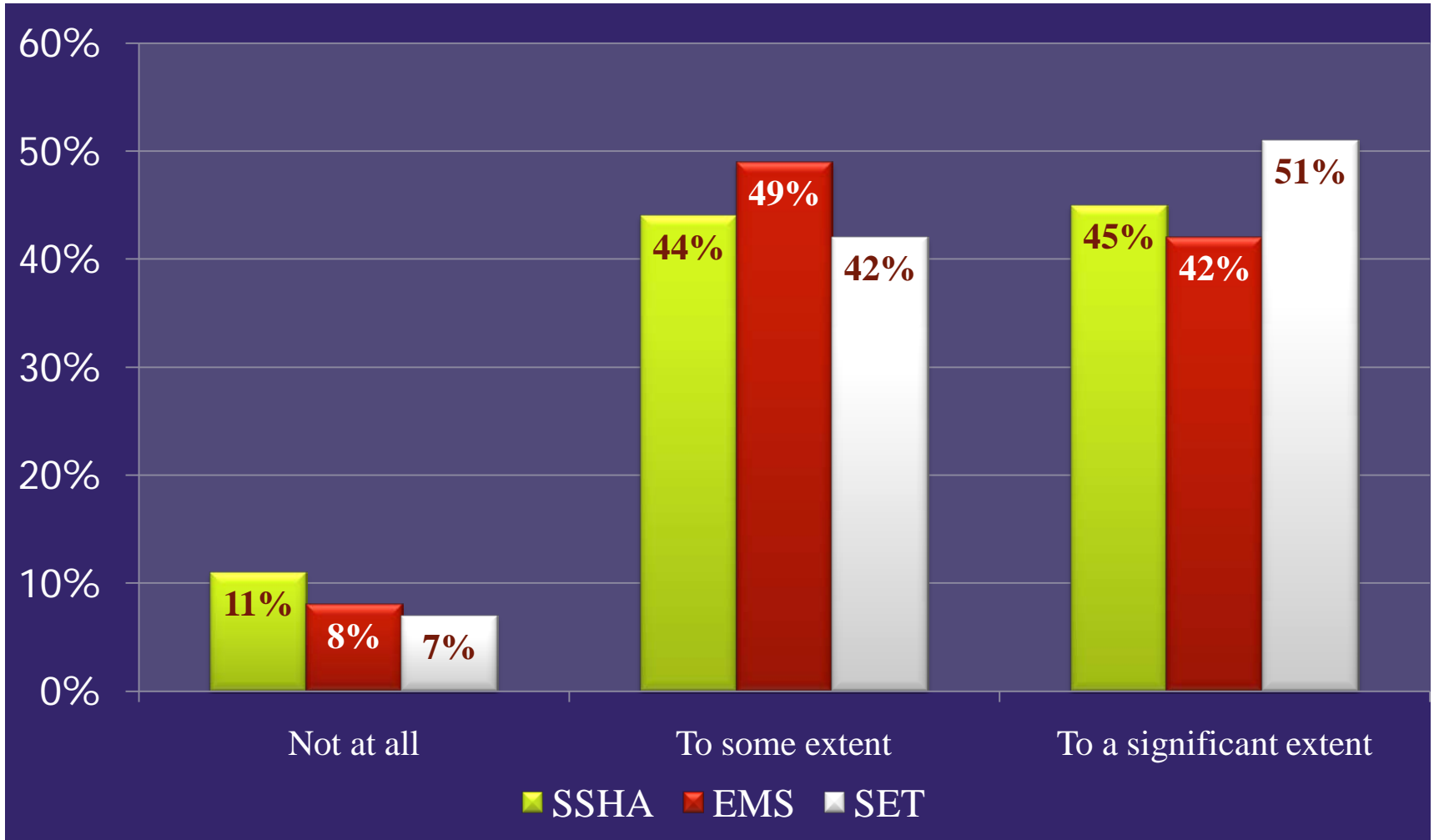
Graduates in all fields underlined the value of theoretical knowledge and the importance of learning to think independently as the major benefits of completed studies. The competencies most emphasized as necessary for current employment by Social Science Humanities and Arts graduates are (in order of prevalence) oral communication skills; written communication skills; working independently; problem solving abilities; initiative; and tolerance and/or appreciation of differing points of view. Less important skills included unconventional thinking and negotiating skills.

# Benefits of completed studies, by science field



Main benefits of completed studies	SSHA (N=3034)	Economic & Management Sciences (N=2530)	Natural, Agricultural, Engineering & Health Sciences (N=4598)	All graduates (N=10162)
My studies provided me with the required theoretical knowledge	71.8%	79.6%	82.3%	78.5%
My studies helped me to think independently	77.4%	74.4%	78.3%	77.1%
My studies helped me to gain self-confidence	58.7%	55.8%	54.6%	56.1%
My studies helped me to gain higher status/recognition	54.6%	57.4%	54.5%	55.3%
My studies provided me with the required technical skills	32.2%	53.6%	64.9%	52.3%
My studies provided me with the required practical skills	40.4%	31.2%	50.0%	42.5%
My studies helped me to obtain a higher rank/ promotion	31.9%	36.0%	36.9%	35.2%

# Extent to which knowledge and skills are utilised in current job, by science field





# Utilisation of knowledge and skills in current job



Graduation period	Degree to which current job utilises knowledge and skills acquired during studies			Total
	Not at all	To some extent	To a significant extent	
<b>Professional disciplines</b>				
Before 1980	5.8%	44.2%	50.0%	100% (n=154)
1980 - 1989	9.4%	42.2%	48.4%	100% (n=244)
1990 - 1999	3.9%	40.0%	56.1%	100% (n=285)
2000 - 2010	1.8%	41.6%	56.7%	100% (n=510)
Total	4.4%	41.7%	54.0%	100% (N=1193)
<b>Academic disciplines</b>				
Before 1980	15.4%	47.7%	36.9%	100% (n=65)
1980 - 1989	16.0%	48.0%	36.0%	100% (n=75)
1990 - 1999	16.9%	49.2%	33.9%	100% (n=118)
2000 - 2010	5.7%	48.7%	45.7%	100% (n=230)
Total	11.3%	48.6%	40.2%	100% (N=488)

# Extent to which current job requires certain competencies

Competencies	SSHA (N ≈ between 2863 & 3000)		All graduates (N ≈ between 9733 & 10062)	
	Not at all	To a large extent	Not at all	To a large extent
Problem solving ability	1.9%	77.4%	1.2%	84.0%
Oral communication skills	1.7%	85.4%	1.8%	79.7%
Written communication skills	2.3%	83.6%	2.7%	76.2%
Analytic competencies	4.9%	67.8%	3.0%	75.2%
Working independently	1.8%	79.1%	2.1%	74.0%
Initiative	2.0%	76.0%	2.0%	73.6%
Critical thinking	3.4%	70.9%	3.1%	69.4%
Cross-disciplinary thinking/knowledge	2.5%	68.6%	2.1%	69.3%
Tolerance, appreciation of differing points of view	2.4%	75.7%	3.5%	66.1%
Documenting ideas and information	3.9%	66.7%	3.4%	65.2%
Field-specific theoretical knowledge	8.5%	62.4%	6.1%	64.1%
Computer skills	4.9%	60.3%	3.7%	64.1%
Working in a team	5.8%	59.8%	3.9%	64.1%
Reflective thinking	3.7%	70.6%	4.5%	63.2%
Broad general knowledge	2.4%	65.8%	3.6%	59.0%
Creativity	5.7%	56.1%	9.1%	46.2%
Negotiating skills	11.1%	50.6%	13.1%	44.1%
Unconventional thinking	11.3%	41.8%	11.9%	38.1%
Foreign language proficiency	63.6%	10.0%	71.0%	6.5%



# SUMMARY OBSERVATIONS



1. The study provides overwhelming evidence that university education is worthwhile; in fact, the more one invests in it (the higher the qualification) the more benefits ensue from university education.
2. As far as employability is concerned, there are few differences between SSHA graduates and graduates from other fields.
3. The most striking difference recorded in our survey concerns the huge disparities in level of income between SSHA graduates and all other graduates. The SSHA earns on average 30 – 35% less than the average EMS or SET graduate.

## Summary observations (2)

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4. But the disparities in income also apply within the SSHA-family:
  - The lowest paid category of graduates (in the Arts) earn approximately 60% less than the highest paid graduate (in Law) [confirming the relevance of distinguishing between “professional” and “academic disciplines”]
  - Graduates in Government (especially in Health and Education) and SA Universities earn less than graduates in the Science Councils and most forms of employment overseas
5. The proportion of SA graduates working overseas (ca. 25%) is rather disturbing although the proportions for SSHA graduates are generally the smallest (probably signifying a smaller demand) and there are indications of a declining trend.



6. The “fit” or “alignment” between tertiary education and the world of work is generally very good. Vast majorities of graduates indicated their satisfaction with the degree to which university education prepared them for their current employment and the degree to which their university studies is a realisation of their professional ideals. These results would suggest either that universities are responsive to changing demands in the labour market and/or that university education prepares graduates at a more generic/general level for the world of work. The latter “hypothesis” is borne out by the types of competencies prioritized as being particularly relevant to their work: problem-solving, oral and written communicative competencies and so on.

## Summary observations (4)

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7. Having said this, there is some evidence that point to “differentiated” knowledge and skills requirements across and within fields (more technical, practical and R&D skills in the natural and health sciences than for SSHA graduates). There are also within the SSHA group big differences between the “professional’ and “academic” disciplines as far as this is concerned.
8. Following from the previous observation, there is evidence that knowledge and competencies that are typical to the knowledge society (but also to corporatist and managerialist job environments) are increasingly required. This is demonstrated in shifts in skills such as project management, advisory and consultancy services and R&D. Although the latter is more pronounced for the Natural and Health Sciences, all three shifts apply to the SSHA as well.



**Thank you**

