

# **MZUZU UNIVERSITY**

**FACULTY OF TOURISM, HOSPITALITY AND MANAGEMENT**

**GRADUATE TRACER STUDY REPORT**

**(SEPTEMBER 2018)**

## ABSTRACT

The tracer study was carried out by the faculty of tourism, hospitality and management at Mzuzu University (MZUNI). The faculty has three departments and five programmes on offer. The faculty receives funding from World Bank to increase access, market relevance and cost efficiency of its programmes under Skills Development Programme (SDP). The faculty carried out the tracer study to inform delivery of its curriculum, and was based on three objectives. The tracer study also forms part of the requirements for funding under the SDP. The tracer study was necessary for the Faculty to assess relevance of its programmes to the industry's needs, understand the challenges that its graduates face in the industry, understand how its graduates fair in the job market and to find out areas of improvements as may be recommended by the graduates.

The study targeted fifth cohort, which graduated in 2016 and had 44 graduates. A census sampling was adopted. Data was collected using questionnaires. Graduates were traced through contacts obtained from their class representative. Questionnaires were completed by the graduates and collected by the Faculty's' two teams while others were sent on email. Data were analysed through SPSS. Challenges experienced during the study included difficulties in meeting some students who were participating in voter registration and housing and census exercises, graduates going through training in police service and lack of interest by some students to participate in the study.

The study shows that the faculty's programmes attracted both male and female candidates. The Faculty's programmes also attract people with prior qualification and experience in the tourism industry. Some of the faculty's graduates acquired jobs while pursuing their studies at MZUNI. The graduates reported low levels of satisfaction with the programmes they pursued, but acknowledged having acquired good competencies in management courses than in operational courses. Most graduates are employed in both public and private sector, including tourism and non tourism organisations, but some are yet to find jobs. Most graduates are not embracing entrepreneurship despite having covered courses in this area. Most graduates found jobs within one year after graduation, especially through social capital but less with the faculty's staff assistance. Majority of the graduates are working in cities. Graduates working in tourism industry were found to receive better salaries than those in other sectors, but expressed low satisfaction levels with their jobs, a finding that whose explanation was not within the scope of this study. Most graduates were found to be utilising the skills and competencies they learnt in their programme.

The study recommends that the Faculty should embrace its approaches to delivery of management courses but improve on practical course of its programmes. The study findings promise that practical orientation of its graduates will be nurtured when the SDP supported facilities are completed as most challenges which impinged on the cohort's training will have been eradicated. The study encourages the faculty to promote access to education by both male and female gender. However, multiple modes of delivery should be adopted for the faculty's programmes, in addition to the fulltime-face-to-face delivery mode. Given that graduates are being employed even in other non-tourism economic sectors, transferable management skills should be strengthened. The faculty should also market its programmes to various tourism players, even outside the cities. Up-to-date database of graduates should be kept and that graduates should be informed of possible jobs in the industry. Career guidance should also be provided to graduates. Further studies should also be carried out in areas which revealed the need for further information but were not addressed in this study. Data collection tool should also be revised for future tracer studies.

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## **LIST OF ABBREVIATIONS**

FoTH&M : Faculty of Tourism, Hospitality and Management

MZUNI : Mzuzu University

ODeL : Open and Distance e-Learning

SDP : Skills Development Project

SPSS: Statistical Package for Social Sciences

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## CHAPTER ONE

### 1.0 Introduction

Mzuzu University is one of the public universities situated in the northern part of Malawi, established in 1999. Its vision is to be a premier provider of tertiary education, adaptive research and outreach in Malawi and the world. The University's mission is to provide high quality education, training, research and complimentary services to meet the technological, social and economic needs of individuals and communities in Malawi and the world. The values of the University are Self-reliance, Service and Perfection. While it started with teacher education programs, the University has expanded to six Faculties and these are:

1. Faculty of Education;
2. Faculty of Environmental Sciences;
3. Faculty of Tourism, Hospitality and Management (FoTH&M)
4. Faculty of Health Sciences.
5. Faculty of Humanities and Social Science
6. Faculty of Science Information and Innovation

Further to that, the University has three Centres, namely: Centre for Open and Distance Learning (CODL), Centre for Water and Sanitation, and the Testing and Training Centre for Renewable Energy and Technologies (TECRET). The University offers programs at certificate, diploma, and degrees at both undergraduate and postgraduate levels.

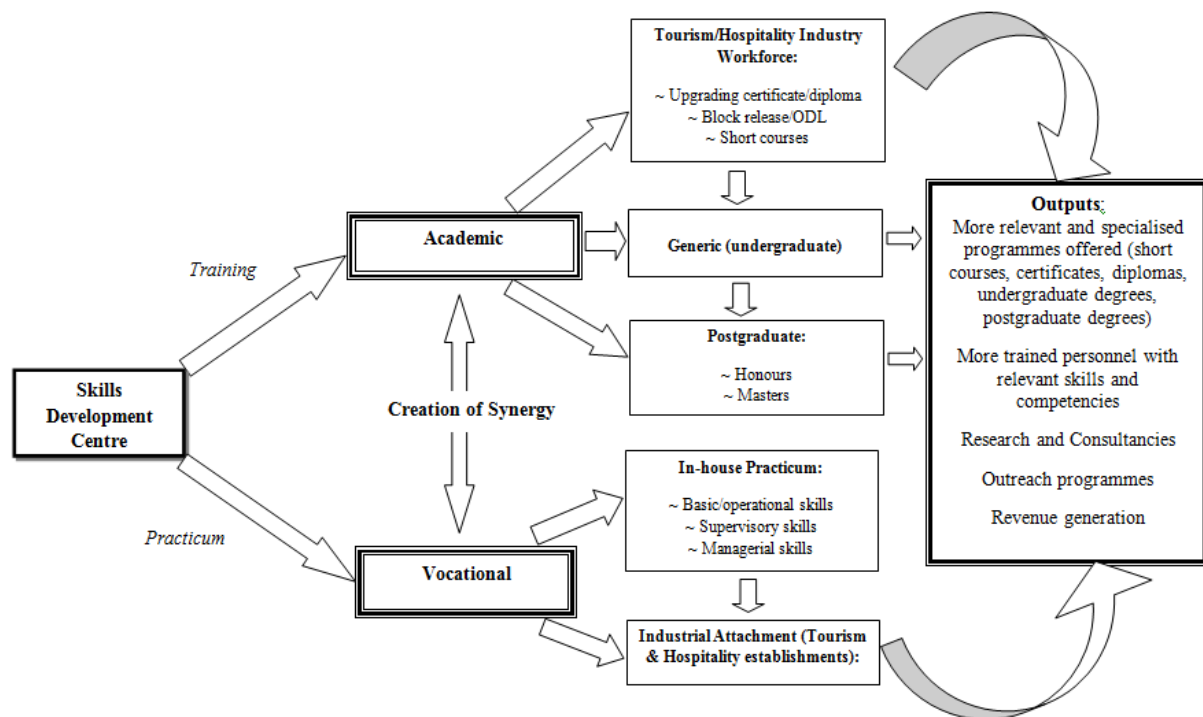
### 1.1 Faculty of Tourism, Hospitality and Management

The Faculty of Tourism, Hospitality and Management (FoTH&M) at Mzuzu University was established in 2007 following a specific request by the ministry responsible for tourism. The Faculty aims at producing competent and skilled tourism and hospitality professionals who would address the needs of the industry through research and professional service delivery. It started with three staff members and about 40 students with two four-year programmes: Bachelor of Science Tourism and Bachelor of Science Hospitality Management. These programmes were being offered through face to face full time delivery mode only. Recently, the Faculty has seen positive growth in terms of number of departments, programs, delivery modes and student enrolment.

In 2018, the Faculty has introduced a new Department, (Department of Management) that houses management programs as well as servicing management courses in other departments including those in other faculties. In the same year, the Faculty has introduced and

implemented five new programs; Bachelor of Arts (Cultural and Heritage Tourism), Bachelor of Arts (Culinary Arts), Diploma in Travel and Tourism Management, Diploma in Tour and Safari Guiding, Diploma in Pastry and Bakery and Postgraduate Diploma in Hotel Operations. These programs are offered through face to face-full-time mode, face-to-face weekend mode and Open Distance and e-Learning (ODEL) mode. The Faculty has also diversified its delivery mode to increase access to tourism and hospitality education in Malawi so that it can fulfil its mandate of supplying tourism industry job market with highly skilled and competent labour.

The Faculty offers a combination of vocational (practical) and academic (theoretical) components. It has adopted the teaching model below in the delivery of the tourism and Hospitality management programmes:



## 1.2 Skills Development Project (SDP) at Mzuzu University

The Skills Development Project aims at increasing access, market relevance, and results orientation of supported skills development institutions in agreed priority areas. The two components of the project concern strengthening institutional performance and also technical assistance for system strengthening and policy reforms. The Government of the Republic of Malawi received a credit facility from the World Bank towards the SDP. Mzuzu University is one of the five participating institutions including University of Malawi-The Polytechnic, University of Malawi-Chancellor College, Lilongwe University of Agriculture and Natural

Resources, and the Technical, Entrepreneurial and Vocational Education and Training Authority (TEVETA).

For Mzuzu University, the first component consists of carrying out a number of specific programmes.

- a) To increase access to secondary teacher training programmes including, among others, establishing four new satellite learning centres covering the three regions of Malawi, with corresponding curriculum development and staff capacity building to augment Mzuzu University's Centre for Open and Distance Learning. This will facilitate the rapid expansion of degree level graduates supported by the open and distance learning approach, developing curriculum for ODL programmes, supplying equipment, strengthening the capacity of staff in the development of ODL materials and upgrading staff skills to deliver the programs.
  
- b) To increase access, market relevance, sustainability and cost efficiency of hospitality and tourism courses including, among others, establishing a Skills Development Centre, supplying equipment and upgrading staff skills to deliver the programs, all through the provision of results-based grants. Mzuzu University is the only public university in Malawi offering courses in Tourism and Hospitality Management, following a specific request by the Ministry of Tourism to offer courses in this field.

The priority areas for the SDP at Mzuzu University are secondary school teacher training and tourism. Mzuzu University plans to provide an increased number of highly skilled and versatile personnel for the tourism industry; improve market relevance of the programmes; ensure programmes sustainability and cost efficiency by offering programmes through ODL, among other modes of delivery. The Faculty plans to offer programmes at certificate, diploma, bachelor's, honours, master's degrees as well as short courses. The impact of the Skills Development Project would include:

- Increase in student enrolment due to purpose built infrastructure
- Enhancement of the delivery of tourism and hospitality training at the University level
- Accelerating skills acquisition of existing workforce
- High quality tourism and hospitality services and products to be offered to domestic and international market;

- Capacity building for the Faculty staff at various levels from technician to doctoral level.

Conducting the Tracer Study is part of the SDP requirement and curriculum delivery improvement.

### **1.3 Development Plans**

The institutional development plans are reported based on the pillars agreed upon forming the backbone for the strategic goals and objectives in the 2016-2020 Mzuzu University Strategic Plan. The overall goal is to provide high quality tertiary education in Malawi.

Outlined below are the specific goals under each pillar of the institution as a whole.

#### **i. Teaching, Learning and Training**

- Increase access and equity to higher education
  - Increase enrolment from 4,000 to 8,000 by 2020
  - Provide adequate facilities for teaching, learning and training
- Improve the quality and relevance of higher education and training provision
  - Improve quality and relevance of curricula
  - Strengthen student support services
- Promote innovation and entrepreneurship
  - Inculcate a mind-set that is entrepreneurial oriented
  - Emphasize innovative application of theoretical knowledge

#### **ii. Capacity Building**

- Enhance delivery of programmes, research and outreach services
  - Train staff to the highest relevant academic qualification
  - Meet minimum standards of staffing levels
  - Improve the institutional transport system
- Develop purpose-built infrastructure
  - Improve utilisation of contemporary technologies

#### **iii. Research, Consultancy and Outreach**

- Create and apply knowledge for addressing existing challenges in society
  - Promote and encourage quality research and innovation
  - Strengthen research support services
  - Promote research collaboration at national and international level
- Promoting contract research and consultancy

- Market the University research and consultancy services
- Engage with local communities in projects of mutual benefit
  - Define and promote outreach initiatives
- iv. Governance and Management
  - Govern the University along its vision, mission and values
    - Develop and implement effective academic and administrative systems
    - Improve the audit and risk management function
    - Establish the market relevance of the University's programmes
- v. Resource Mobilisation
  - Move towards self-reliance
    - Increase generation of resources to supplement government support for effective functionality of the University

#### **1.4 Development Plans for the Faculty of Tourism, Hospitality and management**

The Faculty of Tourism, Hospitality and Management is currently implementing its development and expansion plans in terms of infrastructure, programmes of study ranging from certificate to postgraduate levels offered through face-to-face and ODeL. The development and expansion plan includes vocational training and development, academic component and staff development. The vocational training and development component entails construction of the Tourism and Hospitality Skills Development Centre designed to equip learners with appropriate skills through its laboratories to aid practicum for Tourism and Hospitality training. It is expected that all programmes offered by the Faculty will be supported by the Skills Development Centre. The academic component consists of increasing teaching and learning resources, development of new programs, increased flexible modes of programme delivery, development of a research, consultancy and outreach unit as a hub of excellence for action-oriented research and consultancies and introduction of postgraduate programmes and outreach. The Faculty will undertake staff development programmes by introducing in-house postgraduate courses.

## **CHAPTER TWO**

### **2.0 OBJECTIVES OF THE TRACER STUDY**

This chapter presents objectives of the second tracer study and its justification. The chapter also presents the research questions that were framed to help address the study objectives.

#### **2.1 Main Objective**

To inform delivery of curriculum in the Faculty of Tourism, Hospitality and Management (FoTH&M).

#### **2.2 Specific Objectives**

Specifically, the tracer study needed to:

- Determine the perceptions of FoTH&M graduates on the completeness/adequacy of their degree programmes.
- Identify the challenges that FoTH&M graduates face in the job market.
- Identify some of the characteristics which define FoTH&M graduates' job market.
- Determine the relevance of the knowledge, skills and attitudes acquired by FoTH&M graduates to their current jobs.

#### **2.3 Research Questions**

- What are the perceptions of FoTH&M graduates on the completeness/adequacy of their degree programmes?
- What challenges do FoTH&M graduates face in the job market?
- What features characterise the job market for graduates of FoTH&M?
- How relevant are the knowledge, skills and attitudes acquired by FoTH&M graduates to their current jobs?

#### **2.4 Justification for the Study**

The tracer study was necessary for the Faculty to (i) assess the degree of relevance of its programmes to the industry's needs, (ii) understand the challenges that its graduates face as they execute their day to day tasks in their respective jobs (iii) understand how its graduates fair in the job market after completion of their degree programs and (iv) to find out from the graduates the areas that they believed needed some attention if the programmes were to help improve the tourism industry in Malawi, among other things.

The tracer study will accord the Faculty the opportunity to be responsive to the inputs of and challenges faced by its graduates. This is necessary if the Faculty's graduates are to contribute to the growth and performance of the industry. The graduate tracer study also forms part of the deliverables of the World Bank funded Skills Development Project that is currently being implemented at Mzuzu University.

## **CHAPTER THREE**

### **3.0 METHODOLOGY**

This Chapter provides information pertaining to strategies and techniques deployed in tracing graduates, contacting them, collecting data from them and how the data were analysed. The chapter also highlights challenges that were faced during the tracer study.

#### **3.1 Description of Target Population**

The study was carried on students who graduated from the Faculty of Tourism, Hospitality and Management at Mzuzu University in the year 2016. This was a fifth cohort and had a total of 44 graduates. This cohort graduated from either the BSc Tourism or the BSc Hospitality Management programmes. The first cohort graduated in 2011; second cohort graduated in 2012; third cohort graduated in 2014 and fourth cohort graduated in 2015. There was no graduating class in 2013 because of some challenges which resulted in the University being closed for seven (7) months in 2011. A census approach was adopted in which all the graduates were to be included in the study. This approach was used due to the relatively small number of graduates for this cohort (44).

#### **3.2 Designing of the Study Tool**

The questionnaire that was used as a data collection tool in the graduate tracer study was adapted from the questionnaire which was used in the 2016 graduate tracer study. The questionnaire was modified to suit the two programmes offered by the Faculty and the 2016 cohort that was targeted.

#### **3.3 Preliminary Tracing of Graduates**

The graduates were initially traced from 4th to 12th July, 2018. The Faculty staff contacted the class representative of the 2016 cohort through social media (through WhatsApp) and requested him to solicit contacts and other details pertaining to his former classmates. The class representative then contacted his colleagues through the same media (their WhatsApp group) and was able to furnish the Faculty staff with information on the contact details (emails and phone numbers) of each graduate, the respective districts they were in, and the specific organisations they were working with. Using these details, a database of graduates was created.



While soliciting contacts and other important information from his fellow graduates, the class representative also informed them about the study. This facilitated subsequent communication by the Faculty teams during data collection as most graduates were already aware and awaiting to be contacted for the tracer study.

### **3.5 Data Collection**

Using the contact details, all graduates were contacted and informed of the schedule for the data collection exercise. The schedule was based on the districts in which the respective graduates were. Two teams of Faculty members were organised; one covered graduates based in the southern and northern regions, while the other covered graduates in the central region. The teams contacted the graduates and arranged to meet them at their convenient locations. Team members waited as the questionnaires were being filled. The questionnaires were also sent to graduates who could fill and send them back to the Faculty through email. Through this approach, a total of 32 questionnaires were filed, representing a notable 72.7% response rate.

### **3.6 Data analysis**

Data were handed over to a data manager for processing. The data manager was specifically hired for the task so as to allow Faculty members, who constituted the tracer study team, to concentrate on interpretation of its findings and writing of the tracer study report. Data were analysed using Statistical Package for Social Sciences (SPSS) software to generate frequency tables and cross-tabulations of variables.

### **3.7 Components of the Graduate Tracer Study Questionnaire**

The graduate tracer study questionnaire was designed to acquire information about the graduates' perception of the study conditions in the course of their studies at MZUNI, experiences after graduation, career progression and suggestions for improvement of the faculty programmes. The questionnaire consisted of fifteen sections as follows:

- a) Vocational education or training of the graduate before their studies at Mzuzu University.
- b) Course studies pursued at Mzuzu University.
- c) Internship and work experience during course studies at Mzuzu University.
- d) Graduates' evaluation of study conditions and study provisions at Mzuzu University.
- e) Opinion on competencies and satisfaction obtained with the study.

- f) After graduation from Mzuzu University.
- g) Employment and work.
- h) Work requirements.
- i) Relationship between study and employment.
- j) Work orientation and job satisfaction.
- k) Further education after the study at Mzuzu University.
- l) Further vocational /professional training.
- m) Individual background.
- n) Migration and regional mobility.
- o) Further comments and recommendations.

### **3.8 Challenges faced during the tracer study**

A number of challenges were experienced during the tracer study exercise, especially during data collection. First, data was collected at the time when the national voter registration and sensitization exercise was in progress. As such, it was not possible to meet with some of the graduates as they were part of the exercise. Secondly, at the time of data collection some graduates were going through training in the police service. This made it impossible to neither send a questionnaire to them nor meet them. These challenges entail that in order to collect data from most target respondents, the tracer study period should not be carried out at a time when there are major events or national activities taking place in the country. Thirdly, some students were merely not interested to participate in the study.

## CHAPTER FOUR

### 4.1 Biographic background of BSc Tourism and BSc Hospitality Management graduates

In this study, data were collected from graduates of Cohort five. These graduated with either Bachelor of Science in Tourism or Bachelor of Science in Hospitality Management in 2016. The study managed to collect data from 32 of the targeted 44 respondents. Of the 31 respondents who indicated their sex, 48 percent graduated in Bachelor of Science Tourism whereas 52 percent graduated in Bachelor of Science Hospitality Management. Furthermore, 68 percent of the respondents were male and 32 percent were female. Table 1 below provides more descriptions of the respondents.

**Table 1: Sex distribution by programme (percent)**

	Male	Female	Total
<b>Sex distribution by programme</b>			
Bachelor of Science Tourism	43	60	48
Bachelor of Science Hospitality Management	57	40	52
Total	100	100	100
Count	21	10	31

**Table 2: Vocational/post-secondary school courses before entering MZUNI by gender (percent)**

	Male	Female	Total
<b>Vocational training or post-secondary school courses before entering MZUNI</b>			
No	62	78	67
Yes	38	22	33
Total	100	100	100
Count	21	9	30

As it can be seen in Table 2 and Table 3 above and below respectively, 67 percent of the graduates did not attend vocational or post-secondary school courses before joining Mzuzu University while 33 percent had attended such training before their admission at the University. Those who attended vocational or post-secondary school education prior to Mzuzu University had attended training in different fields with about 50 percent in tourism and travel related fields. This suggests that tourism and hospitality programmes at Mzuzu

University do not only attract those who have studied tourism related courses but also those who have studied non-tourism related courses especially business management related courses. These could have been upgrading students.

**Table 3: Kind of training/post-secondary school courses before entering MZUNI by gender (percent)**

	Male	Female	Total
<b>Kind of training/post-secondary school courses before entering MZUNI by gender (percent)</b>			
Hospitality Management	11	0	10
Tourism Management	11	0	10
Travel and Tourism Management	22	100	30
Others	56	0	50
Total	100	100	100
Count	9	1	10

**Table 4: Employment before Mzuzu University by study programme (percent)**

	Tourism	Hospitality Management	Total
<b>Employment before studies at MZUNI</b>			
Yes	56	7	32
No	44	93	68
Total	100	100	100
Count	16	15	31

Table 4 and Table 5 show employment status of the respondents before joining the University and the duration of their employment respectively. As per Table 4, 32 percent of the graduates were employed prior to their enrolment. The table further indicates that more graduates in Tourism as compared to Hospitality Management were employed before embarking on their studies with Mzuni. In line with Table 4, Table 5 shows the duration of the employment before MZUNI. Sixty-seven percent of the graduates who were employed before enrolment with MZUNI were employed for a maximum period of two years while 33 percent were employed for more than two years. It must be mentioned that during the time when the fifth cohort studied BSc Tourism and the BSc Hospitality Management, the programs were only

offered through face-to-face delivery mode implying that some graduates had to resign or take unpaid leave in order to allow for classes.

**Table 5: Duration of employment before MZUNI by study programme (percent)**

	Tourism	Hospitality Management	Total
<b>Duration of employment before your study at Mzuzu University</b>			
Less than 1 year	25	0	22
More than 1 year to 2 years	50	0	45
More than 2 year to 3 years	13	0	11
More than 3 year to 4 years	0	100	11
More than 4 years	12	0	11
Total	100	100	100
Count	8	1	9

Table 6 below illustrates the number of graduates who were employed permanently or temporarily during their studies in Tourism and Hospitality Management at Mzuzu University. Sixty percent of the respondents indicated that they were not employed during their study while forty percent were engaged in either permanent or part-time job. Those who were permanently employed could be on study leave whilst the rest could have been temporarily employed during inter-semester holidays.

**Table 6: Employment during study by study programme (percent)**

	Tourism	Hospitality Management	Total
<b>Employment during studies at MZUNI</b>			
Yes	40	40	40
No	60	60	60
Total	100	100	100
Count	15	15	30

The results depicted in Table 7 below show that the majority of graduates who were employed during their studies at Mzuzu University were working in part time jobs. As already discussed in the previous paragraph, graduates could have been using their holidays to secure part time jobs to gain experience.

**Table 7: Duration of employment during study by study programme (percent)**

	Tourism	Hospitality Management	Total
<b>Duration of employment during study</b>			
Less than one month	29	0	15
One to six months	42	83	62
More than 24 months	29	17	23
Total	100	100	100
Count	7	6	13

As shown in Table 8, approximately 86 percent of the respondents were employed within a period of one year while about 68 percent of the graduates got their first job within six months after graduation. Seven percent have not been employed anywhere since their graduation in 2016. It must be noted that some of the graduates who have not been employed since their graduation may be self-employed.

**Table 8: Employment status after graduation by gender (percent)**

	Male	Female	Total
<b>Employment status after graduation</b>			
At the time of completion of studies	16	11	14
Less than a month after completing studies	5	0	4
1 month to less than 3 months after completing studies	16	22	18
3 months to less than 6 months after completing studies	16	33	21
6 months to less than 9 months after completing studies	26	0	18
9 months to less than 12 months after completing studies	5	22	11
More than one year after completing studies	11	0	7
I have not been employed since I completed my studies	5	11	7
Total	100	100	100
Count	19	9	28

#### **4.2 Perceptions of FoTH&M graduates on the adequacy of their degree programs**

The study also intended to determine the graduates' perceptions of the adequacy of the degree program that they attended at Mzuzu University. In this respect, graduates were asked to rate the institution/faculty on various aspects of their study. Apart from determining the duration

of their study programme, the study also intended to establish was conditions and study provisions by programs. Table 9 highlights how the respondents rated the study conditions and provisions at Mzuzu University.

**Table 9: Duration of study by programme (percent).**

	Tourism	Hospitality Management	Total
<b>Duration of study programme</b>			
19 months to 24 months	0	19	9.4
25 months and more	100	81	90.6
Total	100	100	100
Count	16	16	32

Table 9 above shows that 19 percent of the graduates took about two years to complete their studies. This observation does not give an indication of the specific programmes that these graduates pursued, as the programmes are offered for a minimum of three years for upgrading students and four years for generic students. However, this finding might relate to upgrading students who normally join the programmes at level two but responded to the question without consideration for holidays as part of the study duration. The majority (81 percent) whose duration of study was at least twenty five years should have been generic students who take four years to complete the programme. The proportionate percentage in which more graduates (81 percent) took more at least twenty five months to complete their stud programmes is also an indication that the programmes admit more generic students than upgrading students.

**Table 10: Rating of study conditions and study provisions by study programme (arithmetic mean)**

	Tourism	Hospitality Management	Total
<b>Rating of study conditions and study provisions</b>			
Quality of classroom learning.	2.69	2.67	2.68
Student recreational facilities on campus.	2.31	2.47	2.39
Availability of learning materials (e.g. books, internet access).	2.63	2.6	2.61
Opportunity for consultation with teaching staff.	3.25	3.53	3.39
Quality of teaching.	3	3.33	3.17
Teaching/grading system.	2.88	2.87	2.87
Internship/industrial attachment programme.	3.81	3.47	3.65
Academic interaction with fellow students.	3.93	3.79	3.86
Chances for students to have an influence on MZUNI policies.	2.88	2.86	2.87
Availability of technical equipment (e.g. lab equipment, measuring instruments, computer lab).	2.75	2.6	2.68
Quality of technical equipment.	2.47	2.53	2.5
Availability of teaching materials.	2.67	3	2.83
Quality of buildings/facilities.	2.38	2.6	2.48
Stocking of the library with relevant materials.	2	2.4	2.19

A total Arithmetic mean of between 2 and 2.9 in most elements means that study conditions at Mzuzu University are generally modest and can be improved. While the majority of the conditions were rated as modest, stock of the library with relevant materials cited as being poor. This suggest that there is need to acquire and stock the library with more relevant materials in order to support students admitted in the Faculty's programmes.

On a positive note, the respondents favourably rated internship or industrial attachment program. This could be because the faculty secures places for internship for their students. There could be a better score on internship, but the graduates could have rated this element as such because of the timing of internship. Most of the graduates felt that the arrangement



where students went for internship in third year semester seven and come back later for level four semester 8 deprived them of job opportunities. They explained that most of students were offered jobs but their employers lost interest in them upon indicating that there returning to school. Relatively, most of the students suggested shifting attachments to level 4 semester 8 so that students do not come back for classes when they leave MZUNI for internship.

**Table 11: Duration of attending courses by programme of study (percent)**

	Tourism	Hospitality Management	Total
<b>Duration of attending courses</b>			
11 to 19 hours	19	6	13
20 to 29 hours	31	38	34
30 to 39 hours	25	19	22
40 to 49 hours	25	25	25
50 hours and more	0	12	6
Total	100	100	100
Count	16	16	32

The results on duration of attending courses and duration of study activities outside courses are shown in Tables 10 and 11 respectively. The majority of students, about 34% were within the expected range of 20 to 29 hours spent attending courses per week. Those graduates who indicated that they attended classes more than 29 hours in a week could be because of make-up classes and repeat courses whereby students find themselves with more than six courses per semester. The findings on duration of activities outside courses in Table 11 indicate that most of the graduates spent 20 to 29 hours on study activities outside courses. The finding may indicate that students spent time in group work and discussions, assignments and faculty and individual study trips.

Surprisingly, 50% of students in tourism cited the range of 20 to 29 hours, whereas only 25% of hospitality students were in that range of hours. This disparity could be because of guess work on duration of study activities outside courses as the majority of respondents indicated to the data collection team that they could not remember specific hours they spent on that aspect.

**Table 12: Duration of study activities outside courses by programme of study (percent)**

	Tourism	Hospitality Management	Total
<b>Duration of study activities outside Courses.</b>			
Up to 10 hours	19	19	19
11 to 19 hours	31	37	34
20 to 29 hours	50	25	38
30 to 39 hours	0	19	9
Total	100	100	100
Count	16	16	32

**Table 13: Evaluation of the study elements related to employment and work by study programme (arithmetic mean)**

	Tourism	Hospitality Management	Total
<b>Evaluation of study elements related to employment</b>			
Professional advice provided by teaching staff.	3.25	3.73	3.48
Support of internship/Industrial attachment search.	4	4	4
Practice-oriented teaching contents.	2.94	3.2	3.06
Practical experiences of teaching staff.	3.07	3.53	3.3
Mandatory internships/Industrial attachments.	3.47	3.5	3.48
Support of employment/job search.	1.73	2.2	1.97
Preparation for work.	2.67	3.13	2.9
Individual occupational advice in the field/subject specific knowledge.	2.67	3.33	3

Table 12 shows that respondents rated their programs very highly in the areas of support offered during internship search. Respondents were also satisfied that the faculty secures internship places for its students. Some important elements like professional advice provided by teaching staff, practice-oriented teaching contents and practical experiences of teaching staff were rated average. This is contradictory to the faculty teaching model in that it could be difficult for the faculty to implement a practical based teaching approach when the teaching staff, for example, are not practical oriented. On the other hand, support of employment search was rated very poorly. As it was pointed out in the first tracer study report, these results

could be expected as the University and the Faculty of Tourism, Hospitality and Management do not actively participate in the graduates' job search efforts.

**Table 14: Acquired competencies at the time of graduation by study program (arithmetic mean)**

	Tourism	Hospitality Management	Total
<b>Acquired competencies at the time of graduation</b>			
Mastery of my field/subject specific knowledge.	3.50	3.87	3.68
Ability to develop new ideas and solutions.	4.00	3.80	3.90
Ability to adapt to changing conditions.	3.88	3.93	3.90
Analytical thinking.	3.88	4.07	3.97
Willingness to question my and other's ideas.	4.06	4.00	4.03
Ability to work efficiently towards a goal.	3.81	4.13	3.97
Ability to organise my work processes efficiently.	4.13	4.20	4.16
Ability to work productively with others.	4.06	4.27	4.16
Ability to perform well under pressure.	4.19	4.27	4.23

From the table 14 above, competencies acquired from BSc Tourism and BSc Hospitality Management was rated very highly. This finding could indicate that since the elements which were being evaluated on Question E1 are managerial in nature, the faculty of Tourism, Hospitality and Management included critical managerial courses in the two programs. Perhaps this could also suggest that the faculty approach to delivery of managerial courses is effective. Even in the employer satisfaction survey which was conducted in 2016, it was established that employers were satisfied with managerial capabilities of Mzuzu University graduates in tourism and hospitality management.

Table 15 shows results on whether the graduates were satisfied with their studies in general. 55 percent (Somewhat and to some extent) of the respondents indicated that they were not satisfied with their studies whereas only 45 percent responded that they were highly satisfied. As observed from responses in other components of the questionnaire, dissatisfaction of the graduates could be because of more theoretical approaches to tourism and hospitality training, longer study period for upgrading students as they expected lesser completion time than 3 years, inadequate teaching materials and the tendency of delivering general courses like Mathematics and ICT without clear connection to tourism industry.

**Table 15: Satisfaction with the study in general by study programme (percent)**

	Tourism	Hospitality Management	Total
<b>Satisfaction with the study in general.</b>			
Somewhat	25	13	19
To some extent	38	33	36
To high extent	31	40	36
To very high extent	6	13	10
Total	100	100	100
Count	16	15	31

#### 4.3 Features characterising the job market for FoTH&M graduates

To understand the job market for BSc Tourism and BSc Hospitality Management graduates, various areas were explored including whether the graduates were employed or not, the duration of their job search, type of employer, economic sector they were employed in and applicability of gained knowledge and skills. When asked whether they were employed or not, 7 percent said they were not employed, but searching for a job. Tables 16 and 17 show the findings on the employment status of the respondents at the time of the survey by study programme.

**Table 16: Employment status at the time of the survey by study programme (percent; multiple responses)**

	Tourism	Hospitality Management
<b>Employment status at the time of the survey</b>		
Paid employment (e.g. wage, salary)	69	71
Self-employed	6	21
Occasional job (just to earn money)	19	7
Internship/practical attachment currently	19	0
Further vocational education/training	13	0
Household work (family care)	6	0
Not employed, but searching for a job	0	14
Count	16	14

**Table 17: Employment status at the time of the survey by study programme (count; multiple responses)**

	Tourism	Hospitality Management	Total
<b>Employment status at time of the survey</b>			
Paid employment (e.g. wage, salary)	11	10	21
Self-employed	1	3	4
Occasional job (just to earn money)	3	1	4
Internship/practical attachment currently	3	0	3
Further vocational education/training	2	0	2
Household work (family care)	1	0	1
Not employed, but searching for a job	0	2	2
<b>Total</b>	<b>16</b>	<b>14</b>	<b>30</b>

It can be seen from the table that the majority of tourism and hospitality graduates, about 71% and 69% of BSc Hospitality Management and BSc Tourism were on paid employment at the time of the data collection only that the major concern as regard to this is low satisfaction levels of the graduates with their jobs. Nevertheless, the findings are favourable considering the high levels of unemployment in Malawi. Another significant observation to take note of is lower number (1) of graduates who were self-employed especially for tourism graduates. This is unexpected as many tourism businesses are less capital intensive and easier to start than hospitality businesses. Additionally these students went through an entrepreneurship course in their respective programmes. While further study can be conducted to establish why such is a case, it could be suggested that this is so because students focus on searching for paid jobs than starting their own business. Further, it could also imply that the delivery of the entrepreneurship course did not equip its graduates with practical entrepreneurship skills.

When asked to respond on the type of employer they work for (Refer to table 18), 58 percent indicated that they work for private sector, 13 percent were self-sponsored, 12 percent work either government or parastatal and the rest work for non-government organisation and other forms of organisation as indicated in Table 18. Surprisingly, it was observed that none of the Hospitality graduates were employed in the government. This was so despite the notion that some government functions in the tourism and hospitality sector like inspection of hospitality establishments can be better performed by someone adequately trained in Hospitality Management.

Another observation worth noting is on self-employment disparity between graduates in Tourism Management and hospitality Management. The findings indicated that about 29 percent of the hospitality graduates were self-employed while none of the Tourism graduates was self-employed. This is unexpected because by the nature of tourism and hospitality businesses, tourism businesses are easier to establish than hospitality businesses.

**Table 18: Type of employer by study programme (percent: only employed graduates)**

	Tourism	Hospitality Management	Total
<b>Type of employer</b>			
Government	8	0	4
Parastatal	8	9	8
Private company	62	55	58
Self-employed	0	27	13
Non-governmental organisation (NGO)	15	0	8
Other	8	9	8
Total	100	100	100
Count	13	11	24

**Table 19: Economic sector of employment by study programme (only employed graduates)**

	Tourism	Hospitality Management	Total
<b>Economic sector</b>			
Banking	0	17	7
Tourism	53	42	48
Education	7	25	15
others	40	17	30
Total	100	100	100
Count	15	12	27

Table 19 above summarises findings on economic sector of employment for the 2016 graduates. The results show that 48 percent of the graduates are in the tourism sector while 52 percent are employed in other sectors including education, banking and others. Further, the results show that a larger percentage of graduates in tourism, about 53 percent, were employed in tourism sector while only 42 percent of hospitality graduates were employed in

tourism sector. The numbers for graduates employed in non- tourism economic sectors suggest that some of the courses that are taught in the faculty's programmes might be applicable in other sectors also; hence its graduates might have gained transferable skills.

**4.4 To identify the challenges that FoTH&M graduates face in the job market.**

As mentioned in Chapter 1, one of the objectives of this study was to identify the challenges that the 2016 graduates from the Faculty were facing in the industry. A number of questions as regards to the period in which the graduates started looking for jobs, the methods they used to find jobs, the number of jobs they had had after graduation, amongst others, were asked. Table 19 that follow present the findings on the same.

**Table 20: Duration of job search**

	Tourism	Hospitality Management	Total
<b>Duration of search for current job</b>			
Up to 1 month	15	0	9
2 to 3 months	8	30	17
4 to 6 months	23	10	17
7 to 9 months	8	20	13
10 to 12 months	8	0	4
More than 12 months	39	40	39
Total	100	100	100
Count	13	10	23

From Table 20 above, it can be seen that about 56 percent of the graduates secured their current job within the first 12 months after graduation. On the contrary, the first tracer study for previous cohorts indicated that 83 percent of the graduates found their current jobs within a year and only 17 percent of the graduates got their current jobs beyond a period of 12 months. Comparing the duration for tourism and hospitality graduates, the trend for both graduates are almost the same with 60 percent and 59 percent of tourism and hospitality graduates respectively securing their first jobs within a period of one year.

With reference to Table 21 below, the study findings indicate that about 40 percent, of the graduates searched for their first jobs through the help of their parents, relatives, personal contacts, friends and fellow students. This could be the case of typical Malawi job market where

social capital is very vital to finding jobs. Another observation worth mentioning is little support from the teaching staff at Mzuzu University in facilitating job search for their students and graduates.

**Table 21: Job search methods for first job by study programme (percent; multiple responses)**

	Tourism	Hospitality Management	Total
<b>Method for finding the first job</b>			
Replied to a job adverts/announcement	22	43	31
With help of parents and relatives	33	0	19
Personal contacts, friends and fellow students	33	29	31
Speculative application-independent contact with employers	11	14	13
Teaching staff at Mzuzu University	0	14	6
<b>Total</b>	<b>100</b>	<b>100</b>	<b>100</b>

**Table 22: District of employment by study programme (percent; only employed graduates)**

	Tourism	Hospitality Management	Total
<b>District of employment</b>			
Lilongwe	27	36	31
Nkhotakota	13	0	8
Salima	0	9	4
Mzimba	7	18	12
Nkhata Bay	7	0	4
Blantyre	33	9	23
Mangochi	0	18	8
Thyolo	7	0	4
Zomba	7	9	8
<b>Total</b>	<b>100</b>	<b>100</b>	<b>100</b>
<b>Count</b>	<b>15</b>	<b>11</b>	<b>26</b>

Table 22 shows that the majority of the graduates, (54 percent) are working in Malawi's major cities of Lilongwe and Blantyre. Probably this result is due to the large number of tourism



establishments as well as other service providers in the two cities. However, it is still unexpected that tourism active districts outside the major cities like Salima, Nkhata-Bay and Mangochi indicate very low intake of tourism and hospitality graduates. The same observation was made during the first tracer study where it was suggested that this could imply that small and medium-sized resort properties are not employing a significant number of the graduates. Nevertheless, since major Malawian tourist attractions such as Lake Malawi, wildlife reserves and sceneries are located in such districts, thereby attracting a significant number of international and domestic tourism, the faculty's graduates might be employed in these districts.

**Table 23: Number of jobs since graduation by study programme (percent)**

	Tourism	Hospitality Management	Total
<b>Number of jobs since graduation</b>			
One job	0	17	8
Two jobs	43	50	46
Three jobs	57	17	39
More than three jobs	0	17	8
Total	100	100	100
Count	14	12	26

About 42 percent of the respondents had changed jobs three or more times from 2016 to 2018. Comparing the current percentage and the one for previous tracer study, the 2016 percentage is 12 percent higher despite that the first tracer study population included first cohort which graduated in 2010, six years before the tracer study. The findings on this component, support results on satisfaction where the graduates are not satisfied with the jobs that they get. While the study did not focus much on examining why graduates changed their jobs, it should be noted that the tourism industry is usually associated with high labour turnover due to generally low wages and demanding work environments. Such being the case, the rate of job turnover reported by the respondents might not be out of the norm, much as it is not desirable.

**Table 24: Gross monthly income by sector of employment (percent: only employed graduates)**

	Banking	Tourism	Education	others	Total
<b>Gross monthly income</b>					
Less than 100,000 MK	0	8	50	50	24
100,001-200,000 MK	100	62	50	17	52
200,001-300,00 MK	0	15	0	17	12
300,001-400,000 MK	0	8	0	17	8
More than 800,000 MK	0	8	0	0	4
Total	100	100	100	100	100
Count	2	13	4	6	25

As per Table 24, majority of the respondents working in tourism sector indicated that they earn a gross income in the range of MK100, 001 and MK200, 000. However, these findings are not unique to those who were working in the tourism sector, as graduates working in education and banking are also earning less than MK200, 000. While tourism sector is characterised by low earning as compared to other sectors, the results of this study show otherwise. This would indicate that pay conditions in the tourism industry are improving.

**Table 25: Kind of fringe/other benefit(s) by sector of employment (frequency; multiple responses: only employed graduates)**

	Banking	Tourism	Education	Others
<b>Kind of fringe/other benefit(s)</b>				
Housing (subsidy, rent allowance)	0	5	1	2
Transportation (car/transport allowance)	0	2	0	3
Health (medical aid, insurances)	2	2	0	1
Education and training (staff development, family study rebate)	0	1	0	1
Utility (Electricity, Water, TV subscription etc.)	0	3	1	1
None	0	6	3	5
Other	1	0	0	0
Count	2	13	4	8

**Table 26: Kind of fringe/other benefit(s) for those in Tourism Sector (Count)**

	Tourism	Hospitality Management	Total
<b>Kind of fringe/other benefit(s)</b>			
Housing (subsidy, rent allowance)	3	2	5
Transportation (car/transport allowance)	0	2	2
Health (medical aid, insurances)	1	1	2
Education and training (staff development, family study rebate)	1	0	1
Utility (Electricity, Water, TV subscription etc.)	1	2	3
None	4	2	6
<b>Total</b>	<b>8</b>	<b>5</b>	<b>13</b>

The results in the tables 25 and 26 show that those working in tourism sector have some fringe benefits like housing, transportation, health, education and training and utilities. This can make the tourism industry appealing to the graduates compared to other economic sectors like banking, education and others. However, this information does not reveal the positions held by the graduates in which they are accorded such fringe benefits.

**Table 27: Working hours per week by employment sector (percent: only employed graduates)**

	Banking	Tourism	Education	others	Total
<b>Working hours per week</b>					
Up to 10 hours per week	0	5	5	0	9
11 to 20 hours per week	0	0	0	5	5
21 to 30 hours per week	5	9	0	5	18
31 to 40 hours per week	5	14	5	0	23
41 to 50 hours per week	0	14	5	5	23
More than 50 hours per week	0	9	0	14	23
<b>Total</b>	<b>9</b>	<b>50</b>	<b>14</b>	<b>27</b>	<b>100</b>
<b>Count</b>	<b>2</b>	<b>11</b>	<b>3</b>	<b>6</b>	<b>22</b>

About 55 percent of the graduates work within the standard 40 hours per week whereas about 45 percent work more than 40 hours per week. Comparatively, extreme cases of working

more than 40 hours per day are prevalent amongst graduates working in tourism sector than those working in other sectors. Working long hours is typical of jobs in tourism sector as sometimes working hours are determined by the guests who can be served beyond the normal shift hours. Additionally, this could be so due to increased number of small and medium establishments in tourism sector where employees do not have well defined shifts. Eventually long working hours is one of the factors which negatively affect job satisfaction in the tourism sector. This may explain low satisfaction levels for the 2016 tourism and hospitality graduates working in tourism sector.

Tables 28 and 29 below, show the size of the organisations in which the 2016 graduates are working. From these tables, it can be seen that most of the graduates are working in Small and medium organisations (1-250 employees). While table 28 incorporates graduates working in non-tourism sector organisations, it is very apparent (from Table 29) that graduates from the Hospitality programme might be working in Small and medium hospitality units that are privately owned by individuals or families. For most graduates of Tourism programme working in government, they might have had problems indicating the size of their organisation since its size may not be easily defined at office level.

**Table 28: Size of the company/firm/organisation by study programme (percent: only employed graduates)**

	Tourism	Hospitality Management	Total
<b>Size of the company/firm/organisation</b>			
Up to 10 employees	17	50	32
11-50 employees	24	20	23
51-100 employees	8	10	9
101-250 employees	17	0	9
251-1000 employees	17	20	18
More than 1000 employees	17	0	9
<b>Total</b>	<b>100</b>	<b>100</b>	<b>100</b>
<b>Count</b>	<b>12</b>	<b>10</b>	<b>22</b>

**Table 29: Size of the company/firm/organisation by programme (percent; for those in Tourism Sector)**

	Tourism	Hospitality Management	Total
<b>Size of the company/firm/organisation.</b>			
Up to 10 employees	14.3	40	25
11-50 employees	42.8	40	41.7
51-100 employees	14.3	0	8.3
251-1000 employees	14.3	20	16.7
More than 1000 employees	14.3	0	8.3
Total	100	100	100
Count	7	5	12

From Tables 30 and 31 below, it is clear that fifth cohort graduates from the Faculty of tourism were not satisfied with the jobs they were doing at the time of the study. Three percent of the respondents indicated that they were not satisfied at all while 85 percent are just partially satisfied. This is not favourable for the Faculty considering that about 42 percent of the graduates working in tourism sector are also partially satisfied. In particular, Table 31 reveals that graduates in tourism field indicated better satisfaction levels than those in the hospitality sector. This shows that although the graduates are in their own sector, by training, the majority of them (11 of 13) are not satisfied with the jobs they are in. This component could have been further explored by establishing reasons why these graduates were not satisfied. However, the questionnaire lacked a probing question on the matter. Despite the oversight, it could be suggested that some of the reasons could be long working hours in tourism sector (more in hospitality) or that graduates hold unrealistic expectations of the jobs in the sector. The high unsatisfaction levels reported may be related to earlier findings which indicated that most graduates are working small and medium organisations, some of which are often directly controlled by the owners.

**Table 30: Job satisfaction by sector of employment (percent)**

	Banking	Tourism	Education	others	Total
<b>Job satisfaction</b>					
Not at all	0	0	25	0	4
Somewhat	50	46	0	43	38
To some extent	50	38	50	57	46
To high extent	0	8	25	0	8
To a very high extent	0	8	0	0	4
Total	100	100	100	100	100
Count	2	13	4	7	26

**Table 31: Job satisfaction by graduates in tourism sector (percent)**

	Somewhat	To some extent	To high extent	very high extent	Total
<b>Job satisfaction</b>					
Tourism	33	80	100	100	62
Hospitality	67	20	0	0	38
Management					
Total	100	100	100	100	100
Count	6	5	1	1	13

#### **4.5 To determine the relevance of the knowledge, skills and attitudes acquired by FoTH&M graduates to their current jobs.**

##### **a) Relationship between study and employment**

Respondents were asked to rate the level of utilisation of knowledge of the skills acquired during their course of study in their current jobs. The results are cross tabulated with the sectors where the graduates are working. Table 32 below shows the outcomes.

**Table 32: Utilisation of knowledge and skills acquired during course of study in current job (percent)**

	Banking	Tourism	Education	Others	Total
Not at all	0	0	3	0	3
Somewhat	3	0	0	13	17
To some extent	0	20	3	13	37
To high extent	3	17	0	10	30
To a very high extent	0	7	7	0	13
Total	6	44	13	36	100
Count	2	13	4	8	27

**Table 33: Utilisation of knowledge and skills acquired in current job by programme (percent, for those in Tourism Sector)**

	To some extent	To high extent	Very high extent	Total
<b>Utilisation of Knowledge and skills</b>				
Bachelor of Science Tourism	67	60	50	61
Bachelor of Science	33	40	50	39
Hospitality Management				
Total	100	100	100	100
Count	6	5	2	13

The findings in Table 32 show that about 48 percent of the graduates are highly utilising the knowledge, skills and attitudes they gained while studying at Mzuzu University. What is worrisome is 41% of the graduates who are either somewhat or to some extent or not using the knowledge at all. While it may be understandable for those working in other sectors like Banking and Education, those extreme cases where about 20 percent of tourism and hospitality graduates cannot apply knowledge, skills and attitudes obtained in the programs are a call for concern. This could be because these graduates did not go through intensive practical based training as explained by some of the respondents in the suggestion section of the questionnaire, a situation earlier attributed to inadequate training laboratories for the two programmes. This is not a favourable finding to the faculty but will be addressed when the purposely built infrastructure is completed at Dunduzu site.

**Table 34: Appropriateness of field of study for the job by study sector of employment (percent: only employed graduates)**

	Banking	Tourism	Education	others	Total
<b>Appropriateness of field of study for the job</b>					
Exclusively own field	4	31	8	0	11
Own and/or related field	0	5	4	15	10
A completely different field	0	0	4	0	4
No particular field	4	0	0	12	15
<b>Total</b>	<b>8</b>	<b>50</b>	<b>15</b>	<b>27</b>	<b>100</b>

**Table 35: Appropriateness of field of study for the job by study programme (percent: only employed graduates)**

	Tourism	Hospitality Management	Total
<b>Appropriateness of field of study for the job</b>			
Exclusively own field	29	58	42
Own and/or related field	43	34	39
A completely different field	7	0	4
No particular field	21	8	15
<b>Total</b>	<b>100</b>	<b>100</b>	<b>100</b>
<b>Count</b>	<b>14</b>	<b>12</b>	<b>26</b>

As shown in Table 34 and Table 35, majority of the respondents (81%) indicated that, the skills and knowledge that they acquired during their studies were relevant to their current employment. This is a positive finding especially that all graduates working in tourism sector felt that their field was appropriate for their jobs. This would imply that the graduates working in the tourism sector highly utilise knowledge, skills and attitude they acquired in their respective study programmes. Further, the finding also shows that some of the tourism and hospitality management graduates working in other economic sectors felt that tourism field was appropriate for their jobs. This finding suggests that even graduates working in other economic sectors were able to apply the knowledge, skills and attitudes in executing their duties and responsibilities in their respective jobs.



**Table 36: Evaluation of usefulness of studies (mean).**

	Tourism	Hospitality Management	Total
<b>Evaluation of the usefulness of studies</b>			
For finding a satisfying job after finishing your studies	2.9	3.1	3.0
For fulfilling your present professional tasks, if applicable	3.2	3.7	3.4
For your future professional development/career	4.1	3.8	3.9
For the development of your personality	3.7	3.9	3.8
For the economic development of your country	3.6	3.9	3.8

Table 36 shows that most graduates (3.9 percent) consider their studies as a key to their future professional/career development. This would mean that graduates consider their qualifications as a tool to acquiring good jobs in the society. In this respect, the Faculty need to provide more career guidance to its graduates in the course of their studies and be able to adapt its programmes in line with changes in the job market. This will help graduates to have realistic expectations from their programmes and the job market. It will also make the programmes relevant to the fulfillment of the graduates' professional /career development. The 38 percent who equally related the usefulness of their studies to development of their personality and economic development of their country might have considered their studies as having equipped them with the necessary skills and knowledge for them to carry out notable activities in the society. For the faculty, these findings reveal that delivery of its programmes need to equip graduates with more competence based skills so that they can really contribute to the economic development of the nation as well as achieve their personal development.

## CHAPTER FIVE

### 5.0 CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 Conclusion

This tracer study has generated vital information for the Faculty to deliver programmes in a way that its objectives should be met. The study has shown that the faculty's programmes produce both male and female graduates. Apart from appealing to secondary school graduates, the Faculty's programmes also attract people with prior qualification and experience in the tourism industry. It has also been established that some graduates acquired jobs while pursuing their studies at MZUNI. Nevertheless, most of the Faculty's graduates reported low levels of satisfaction with the programmes they pursued. Interestingly, graduates acknowledged that they acquired good competencies mainly in management courses than in operational courses, signifying the managerial nature of the programmes by design and lack of adequate training laboratories to the operational courses, at the time.

While majority of the graduates are employed, both in public and private sector, including tourism and non tourism organisations, some graduates are were yet to find jobs. The study also found low level of engagement in entrepreneurship ventures amongst its graduates. Most of the graduates found jobs within one year after graduation, especially through social capital but less with the faculty's staff assistance. Majority of the graduates are working in cities than in other tourism active places in Malawi. Although the study established that graduates working in tourism industry are paid better than those in other sectors, most graduates are not satisfied with their current jobs. Reasons for the high unsatisfaction levels amongst the working graduates remain unknown as this was not within the scope of this study. Most graduates especially those in hospitality industry are utilising the skills and competencies they learnt in their programme.

While the positive findings indicate commendable efforts by the Faculty and should therefore be continued, inappropriate and inadequate infrastructure, limited teaching and learning resources and limited staff compliment at the time these graduates were pursuing their studies would explain the unfavourable evaluation of the programmes by the graduates. The current Skills Development Project which is supporting MZUNI's Institutional Improvement Plan, will hence avert graduates' observations on challenges pertaining to their training in the Faculty's programmes. It can hence be ascertained that the study generated valuable information for improving delivery of the Faculty's programmes in its quest to produce graduates who can provide a perfect fit for the workforce requirements of the tourism industry.

## **5.2 Recommendations**

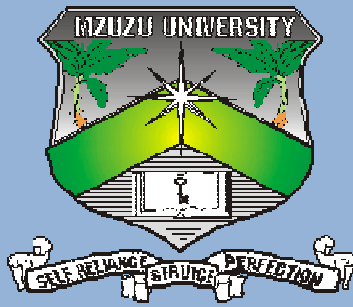
The empirical evidence has confirmed the usefulness of the Faculty's teaching model of achieving a delicate balance between academic training and vocational orientation in its delivery, but has further highlighted areas needing urgent attention. First, the faculty should promote its programmes to both male and female candidates so that they can promote equal access to its programmes for both male and female candidates. Secondly, the faculty should have flexible mode of delivery for its programmes so that even people who are working can access its programmes without taking leave days always. Delivery of the faculty's programmes through Block-release, ODeL, and weekend modes of delivery, in addition to the face-to-face programmes would be appropriate. Third, there is need to strengthen the transferable management skills of its graduates since some of its graduates are employed across the economic sectors. Relatively, the student's operational skills should be enforced through intensive training and student engagement in practical activities in their respective courses.

In order to promote employability of its graduates, the faculty should engage with the industry so as to improve industry's awareness and understanding of the nature of study programmes offered by the Faculty and the skills acquired by its graduates and how relevant the graduates are to the organisations in the tourism industry. In addition, there is need to establishing a Faculty-housed student career support function, in order to offer guidance and on career opportunities to its graduates. Furthermore, there is need to investigate the low levels of satisfaction amongst graduates with the programmes they pursued at the university so that this might be addressed. There is also need to investigate the reasons for relatively low proportion of graduates being involved in entrepreneurship despite a course being delivered in this area and explore possible solutions. Lastly, the faculty should investigate positions that most of its graduates are picking on the job market, so that its programmes may be delivered accordingly. Since reasons for the high job dissatisfaction levels and the prevalence of changing jobs by the Faculty's graduates have not been addressed by the current study, an investigation into these areas would yield valuable information.

## **5.3 Suggestions for future tracer studies**

- There is need to keep an up-to-date data base of the faculty's graduates in order to facilitate any necessary communications and future tracer studies.

- The faculty should sensitise its graduates on the need to participate in similar studies as away to counter non response rates.
- The faculty should revise the data collection instrument to reduce its length, remove questions which become irrelevant with the passage of time and incorporate other necessary questions.
- Next tracer studies should be carried out a time when activities of national interest are not taking place so that most students can participate.
- There is need to carry to collect feedback from students as they join first year, as they progress with their studies, precede the tracer studies so that proper interventions are made to improve the programmes' delivery as may be deemed necessary before the students graduate.



**MZUZU UNIVERSITY**

**2018**

**Graduate Survey**

**Survey of Tourism and Hospitality  
Management Graduates of the Year  
2016**

*Dear Graduates,*

*As head of the research group, I kindly request your participation in a survey of graduates who completed their tourism and hospitality management studies at Mzuzu University.*

*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.*

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

*Please return the completed questionnaire as soon as possible to the address mentioned below.*

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

*Mathews Lambulira*

***Project Leader – MZUNI Tracer Study Team***

Send the questionnaire to:

Name: Mathews Lambulira

Postal address: Deputy Dean, Mzuzu University, Private Bag 201, Mzuzu 2

Phone: 0993 874 526

Email: [mathewsmoris@gmail.com](mailto:mathewsmoris@gmail.com)

## Explanatory Notes

### *How long does it take to fill in the questionnaire?*

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

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

### *How to answer the questions?*

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

Please mark the most appropriate answer like this →

### *Your help to improve the survey is welcome*

This questionnaire is used in different TEVET/Higher Education institutions with a wide range of different fields of study. We could not take into consideration every specific detail of study and work, which might be relevant for the survey. Therefore we would appreciate your comments and additional information.

### *Overview of the content of the questionnaire*

A

**No table of contents entries found.**

# Mzuzu University Graduate Survey 2018

## A Vocational education/training before your study at Mzuzu University

*Please provide us with details about your vocational education/training before your study at Mzuzu University.*

**A1** Did you attend any vocational training and/or post-secondary school courses before your study at Mzuzu University?

1  Yes

2  No (*Please continue with question A3*)

**A2** Please specify the vocational training and/or /post-secondary school courses.

1 .....

**A3** Were you employed before your study at Mzuzu University

1  Yes

2  No (*Please continue with question B1*)

**A4** How long were you employed before your study at Mzuzu University

1  Up to 1 year

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

## B The course of studies at Mzuzu University

*In this section please refer in your answers only to the studies that you finished at Mzuzu University.*

**B1** What was the name of the study programme at Mzuzu University Education institution?

1 .....



<b>B2 How many months did you study at Mzuzu University?</b>	
1	<input type="checkbox"/> Up to 6 months
2	<input type="checkbox"/> 7 months to 12 months
3	<input type="checkbox"/> 13 months to 18 months
4	<input type="checkbox"/> 19 months to 24 months
5	<input type="checkbox"/> 25 months and more

<b>B3 On average, how many hours per week did you spend <u>attending courses / classes</u> during the course of your study?</b>	
1	<input type="checkbox"/> Up to 10 hours
2	<input type="checkbox"/> 11 to 19 hours
3	<input type="checkbox"/> 20 to 29 hours
4	<input type="checkbox"/> 30 to 39 hours
5	<input type="checkbox"/> 40 to 49 hours
6	<input type="checkbox"/> 50 hours and more

<b>B4 On average, how many hours per week did you spend on study activities <u>outside of courses/classes</u> during the course of your study?</b>	
1	<input type="checkbox"/> Up to 10 hours
2	<input type="checkbox"/> 11 to 19 hours
3	<input type="checkbox"/> 20 to 29 hours
4	<input type="checkbox"/> 30 to 39 hours
5	<input type="checkbox"/> 40 to 49 hours
6	<input type="checkbox"/> 50 hours and more

## **C Internships/practical attachments and work experiences during course of studies at Mzuzu University**

<b>C1 Were you employed during your study? Please include full-time as well as part-time work; excluded are internships.</b>	
1	<input type="checkbox"/> Yes
2	<input type="checkbox"/> No → <i>Please continue with question D1</i>

**C2 For how many months were you employed during your study? Please include full-time as well as part-time work; excluded are internships/practical attachments.**

1	<input type="checkbox"/>	Less than 1 month
2	<input type="checkbox"/>	1 to 6 months
3	<input type="checkbox"/>	7 to 12 months
4	<input type="checkbox"/>	13 to 24 months
5	<input type="checkbox"/>	More than 24 months

**D Evaluation of study conditions and study provisions at Mzuzu University**

D1 How would you rate the study conditions and provisions you experienced at Mzuzu University?

	Very bad					Very good					
	1	2	3	4	5	1	2	3	4	5	
1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Quality of classroom learning
2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Student recreational facilities on campus, facilities
3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Availability of learning materials (e.g. books, internet access)
4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Opportunity for consultation with teaching staff
5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Quality of teaching of instructors assessment
6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Relevance of grading system
7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Internship/practical attachment programme
8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Contract with fellow students
9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Chances for students to have an influence on Mzuzu University
10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Availability of technical equipment (e.g. lab equipment, computer lab)
11	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Quality of technical equipment
12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Availability of teaching materials
13	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Quality of buildings
14	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Stocking of the library with relevant materials

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

	Very bad				Very good	
	1	2	3	4	5	
1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Professional advice and guidance provided by teaching staff
2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Support of internship/ practical attachment search
3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Practice-oriented teaching contents
4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Practical experiences of teaching staff
5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Mandatory internships/practical attachments, if any
6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Support of employment/job search
7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Preparation for work
8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Individual occupational advice in your field

**E Competencies and satisfaction with the course of study**

**E1 To what extent did you acquire the following skills / competencies upon completion of studies?**

	Not at all				To a very high extent	
	1	2	3	4	5	
1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Mastery of my field/subject specific knowledge
2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Ability to develop new ideas and solutions
3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Ability to adapt to changing conditions
4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Analytical thinking
5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Willingness to question my and others ideas
6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Ability to work efficiently towards a goal
7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Ability to organise my work processes efficiently
8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Ability to work productively with others
9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Ability to perform well under pressure

**E2 In retrospective, to what extent are you satisfied with your studies in general?**

	Not at all				To a very high extent	
	1	2	3	4	5	
1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Satisfaction with the study in general

## **F After Graduation from the Mzuzu University**


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

- |   |                          |  |
|---|--------------------------|--|
| 1 | <input type="checkbox"/> | Self-employed  |
| 2 | <input type="checkbox"/> | Occasional job (just to earn money)                        |
| 3 | <input type="checkbox"/> | Internship/practical attachment                            |
| 4 | <input type="checkbox"/> | Further academic/professional education (higher education) |
| 5 | <input type="checkbox"/> | Further vocational education/training                      |
| 6 | <input type="checkbox"/> | Household work   |
| 7 | <input type="checkbox"/> | Not employed, but searching for a job                      |
| 8 | <input type="checkbox"/> | Other (please specify):<br>.....                           |

### **F2 When did you start your first job after you completed your studies?**

- |   |                          |   |
|---|--------------------------|---|
| 1 | <input type="checkbox"/> | At the time of completion of studies                        |
| 2 | <input type="checkbox"/> | Less than 1 month after completion of studies               |
| 3 | <input type="checkbox"/> | 1 month to less than 3 months after completion of studies   |
| 4 | <input type="checkbox"/> | 3 months to less than 6 months after completion of studies  |
| 5 | <input type="checkbox"/> | 6 months to less than 9 months after completion of studies  |
| 6 | <input type="checkbox"/> | 9 months to less than 12 months after completion of studies |
| 7 | <input type="checkbox"/> | More than one year after completion of studies              |
| 8 | <input type="checkbox"/> | I was never employed since I completed my studies           |

<b>F3 How did you search for the first job after you completed your studies? Multiple answers possible</b>	
1	<input type="checkbox"/> Replied to job advertisements/announcements (e.g. newspaper, internet, notice)
2	<input type="checkbox"/> With help of parents and relatives
3	<input type="checkbox"/> With help of personal contacts, friends and fellow students etc.
4	<input type="checkbox"/> Speculative application – independent contact to employers
5	<input type="checkbox"/> Through internships/practical attachments during my course of study
6	<input type="checkbox"/> Through internships/practical attachments after completion of my course of study
7	<input type="checkbox"/> Through (side) jobs during the study and after completion of my course of study
8	<input type="checkbox"/> I was contacted by an employer
9	<input type="checkbox"/> Job fair
10	<input type="checkbox"/> Through the public job centre (labour offices)
11	<input type="checkbox"/> Through private job agencies
12	<input type="checkbox"/> Through internet or social media (e.g. FACEBOOK)
13	<input type="checkbox"/> Through teaching staff at Mzuzu University
14	<input type="checkbox"/> Not applicable, I have not searched for employment
15	<input type="checkbox"/> Other (please specify): .....

 **If you did not search for employment, please continue with question G1**

<b>F4 When did you start searching for a job?</b>	
1	<input type="checkbox"/> Prior to completion of study
2	<input type="checkbox"/> Around the time of completion of study
3	<input type="checkbox"/> After completion of study

<b>F5 How long did you search for your first job? Include also job search period before completion of study.</b>	
1	<input type="checkbox"/> Up to 1 month
2	<input type="checkbox"/> 2 to 3 months
3	<input type="checkbox"/> 4to 6 months
4	<input type="checkbox"/> 7to 9 months
5	<input type="checkbox"/> 10months to 12 months
6	<input type="checkbox"/> More than 12 months

<b>F6 What was the most successful method for finding your first job? Choose only one answer</b>	
1	<input type="checkbox"/> Replied to job advertisements/announcements (e.g. newspaper, internet, notice)
2	<input type="checkbox"/> With help of parents and relatives
3	<input type="checkbox"/> With help of personal contacts, friends and fellow students etc.
4	<input type="checkbox"/> Speculative application – independent contact to employers
5	<input type="checkbox"/> Through internships/practical attachments during my course of study
6	<input type="checkbox"/> Through internships/practical attachments after completion of my course of study
7	<input type="checkbox"/> Through (side) jobs during the study and after completion of my course of study
8	<input type="checkbox"/> I was contacted by an employer
9	<input type="checkbox"/> Job fair
10	<input type="checkbox"/> Through the public job centre (labour offices)
11	<input type="checkbox"/> Through private job agencies
12	<input type="checkbox"/> Through internet or social media (e.g. FACEBOOK)
13	<input type="checkbox"/> Through teaching staff at Mzuzu University
14	<input type="checkbox"/> Not applicable, I did not find a job until now
15	<input type="checkbox"/> Other (please specify): .....

## **G Employment and Work**

<b>G1 What applies to your current situation? Multiple answers possible</b>	
1	<input type="checkbox"/> Paid employment (e.g. wage, salary)
2	<input type="checkbox"/> Self-employed
3	<input type="checkbox"/> Occasional job (just to earn money)
4	<input type="checkbox"/> Internship/practical attachment
5	<input type="checkbox"/> Further academic/professional education (higher education)
6	<input type="checkbox"/> Further vocational education/training
7	<input type="checkbox"/> Household work (family care)
8	<input type="checkbox"/> Not employed, but searching for a job
9	<input type="checkbox"/> Other (please specify): .....

**G2 How many jobs (including your current one) have you had altogether after completing your study?**

- 1  No job, I have never been employed since completion of studies
- 2  One job
- 3  Two jobs
- 4  Three jobs
- 5  More than three jobs

**→ If you are currently unemployed, please continue with question I6**

**G3 How many hours on average do you work per week?**

- 1  Up to 10 hours per week
- 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

**G4 How long did it take you to find your current job after completing your studies?**

- 1  Up to 1 month
- 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

**G5 How long have you been working in your current job?**

- 1  Up to 1 month
- 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

<b>G6 In which district of Malawi are you employed?</b>	
<b>Central Region</b>	
1	<input type="checkbox"/> Dedza
2	<input type="checkbox"/> Dowa
3	<input type="checkbox"/> Kasungu
4	<input type="checkbox"/> Lilongwe
5	<input type="checkbox"/> Mchinji
6	<input type="checkbox"/> Nkhosakota
7	<input type="checkbox"/> Ntcheu
8	<input type="checkbox"/> Ntchisi
9	<input type="checkbox"/> Salima
<b>Northern Region</b>	
10	<input type="checkbox"/> Chitipa
11	<input type="checkbox"/> Karonga
12	<input type="checkbox"/> Likoma
13	<input type="checkbox"/> Mzimba
14	<input type="checkbox"/> Nkhata Bay
15	<input type="checkbox"/> Rumphi
<b>Southern Region</b>	
16	<input type="checkbox"/> Balaka
17	<input type="checkbox"/> Blantyre
18	<input type="checkbox"/> Chikwawa
19	<input type="checkbox"/> Chiradzulu
20	<input type="checkbox"/> Machinga
21	<input type="checkbox"/> Mangochi
22	<input type="checkbox"/> Mulanje
23	<input type="checkbox"/> Mwanza
24	<input type="checkbox"/> Nsanje
25	<input type="checkbox"/> Thyolo
26	<input type="checkbox"/> Phalombe
27	<input type="checkbox"/> Zomba
28	<input type="checkbox"/> Neno
29	<input type="checkbox"/> Not applicable, I'm employed abroad



<b>G7 What type of employer do you work for?</b>	
1	<input type="checkbox"/> Public/government
2	<input type="checkbox"/> Parastatal
3	<input type="checkbox"/> Private company
4	<input type="checkbox"/> Self-employed
5	<input type="checkbox"/> Non-governmental organisation (NGO)
6	<input type="checkbox"/> Other

<b>G8 In which economic sector are you currently employed (e.g. fishery, primary education, textile industry)?</b>	
1	<input type="checkbox"/> banking <input type="checkbox"/> Tourism <input type="checkbox"/> Education <input type="checkbox"/> Others Specify ..... .....

<b>G9 What is your current gross monthly income?</b>	
1	<input type="checkbox"/> Less than 100,000 Malawian Kwacha
2	<input type="checkbox"/> 100,001 - 200,000 Malawian Kwacha
3	<input type="checkbox"/> 200,001 - 300,000 Malawian Kwacha
4	<input type="checkbox"/> 300,001 - 400,000 Malawian Kwacha
5	<input type="checkbox"/> 400,001 - 500,000 Malawian Kwacha
6	<input type="checkbox"/> 500,001 - 600,000 Malawian Kwacha
7	<input type="checkbox"/> 600,001 - 700,000 Malawian Kwacha
8	<input type="checkbox"/> 700,001 - 800,000 Malawian Kwacha
9	<input type="checkbox"/> More than 800.000 Malawian Kwacha

<b>G10 What kind of fringe/other benefit(s) do you receive? Multiple answers possible</b>	
1	<input type="checkbox"/> Housing (subsidy, rent allowance)
2	<input type="checkbox"/> Transportation (car/transport allowance)
3	<input type="checkbox"/> Health (medical aid, insurances)
4	<input type="checkbox"/> Education and training (staff development, family study rebate)
5	<input type="checkbox"/> Utility (e.g. water, electricity, TV subscription)
6	<input type="checkbox"/> None
7	<input type="checkbox"/> Other (please specify): .....

**G11 How many employees work in your company / organisation? Please estimate the number.**

1	<input type="checkbox"/>	Up to 10 employees
2	<input type="checkbox"/>	11 to 50 employees
3	<input type="checkbox"/>	51 to 100 employees
4	<input type="checkbox"/>	101 to 250 employees
5	<input type="checkbox"/>	251 to 1000 employees
6	<input type="checkbox"/>	More than 1000 employees

## H Work requirements

**H1 To what extent are the following skills / competencies required in your current job?**

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

## I Relationship between study and employment

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

	Not at all					To a very high extent					
	1	2	3	4	5	1	2	3	4	5	
1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Utilisation of knowledge and skills acquired during course of study in current job?

<b>12 In your opinion, what <u>field of study</u> is most appropriate for your current job?</b>	
1	<input type="checkbox"/> Exclusively own field
2	<input type="checkbox"/> Own or a related field
3	<input type="checkbox"/> A completely different field
4	<input type="checkbox"/> No particular field

<b>13 To what extent is your current job <u>appropriate</u> to your course of study?</b>						
	Not at all	To a very high extent				
	1	2	3	4	5	
1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Appropriateness of current job to course of study

<b>14 If your job is not closely related to your course of study, why did you choose this job? <i>Multiple answers possible</i></b>	
1	<input type="checkbox"/> Not applicable, my job is close related to my course of study
2	<input type="checkbox"/> My current job is only a temporary stepping stone, I am still searching for professional orientation
3	<input type="checkbox"/> I have not found an appropriate job (yet)
4	<input type="checkbox"/> I receive a higher salary in my current job
5	<input type="checkbox"/> My current job offers more security
6	<input type="checkbox"/> My interests have changed
7	<input type="checkbox"/> My current job allows a flexible time schedule
8	<input type="checkbox"/> My current job allows me to work in a favoured geographical place
9	<input type="checkbox"/> My current job allows me to take into consideration the interests of my family/children
10	<input type="checkbox"/> Other (please specify): .....

<b>15 Altogether: How do you rate the usefulness of your studies?</b>						
	Not at all useful	Very useful				
	1	2	3	4	5	
1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	for finding a satisfying job after finishing your studies?
2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	for fulfilling your present professional tasks, if applicable?
3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	for your future professional development/career?
4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	for the development of your personality?
5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	for the economic development of Malawi?

## J Work orientation and job satisfaction

**J1** To what extent are you satisfied with your current job situation?

Not at all                      To a very high extent

1    2    3    4    5

1      Job satisfaction

## M Individual background

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

**M1** What is your sex?

1  Male

2  Female

## O Further comments and recommendations

*Please share further comments and recommendations about your Mzuzu University/study programme in this part.*

**O1** What did you like about your study?

1 .....

**O2** What did you not like about your study?

1 .....

**O3** Which important changes would you recommend for your Mzuzu University/study programme?

1 .....

**O4** What comments/suggestions regarding this survey would you like to make?

1 .....

**O5 What comments/suggestions regarding this questionnaire would you like to make?**

1

.....

**O6 How do you rate the following aspects of this questionnaire?**

	Very bad				Very good	
	1	2	3	4	5	
1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Length of the questionnaire
2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Clearness of the questions
3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Understandable phrasing
4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Relevance of the questions to improve the TEVET/Higher Education programme
5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Relevance of the questions to inform about the labour market situation of graduates

**O7 How many minutes did you need to fill in this questionnaire?**

Minutes needed to fill in the questionnaire

**Thank you very much for your help.**