



**‘Matching higher education and the labour market’**

**2nd Annual Career Development Stakeholders Conference**

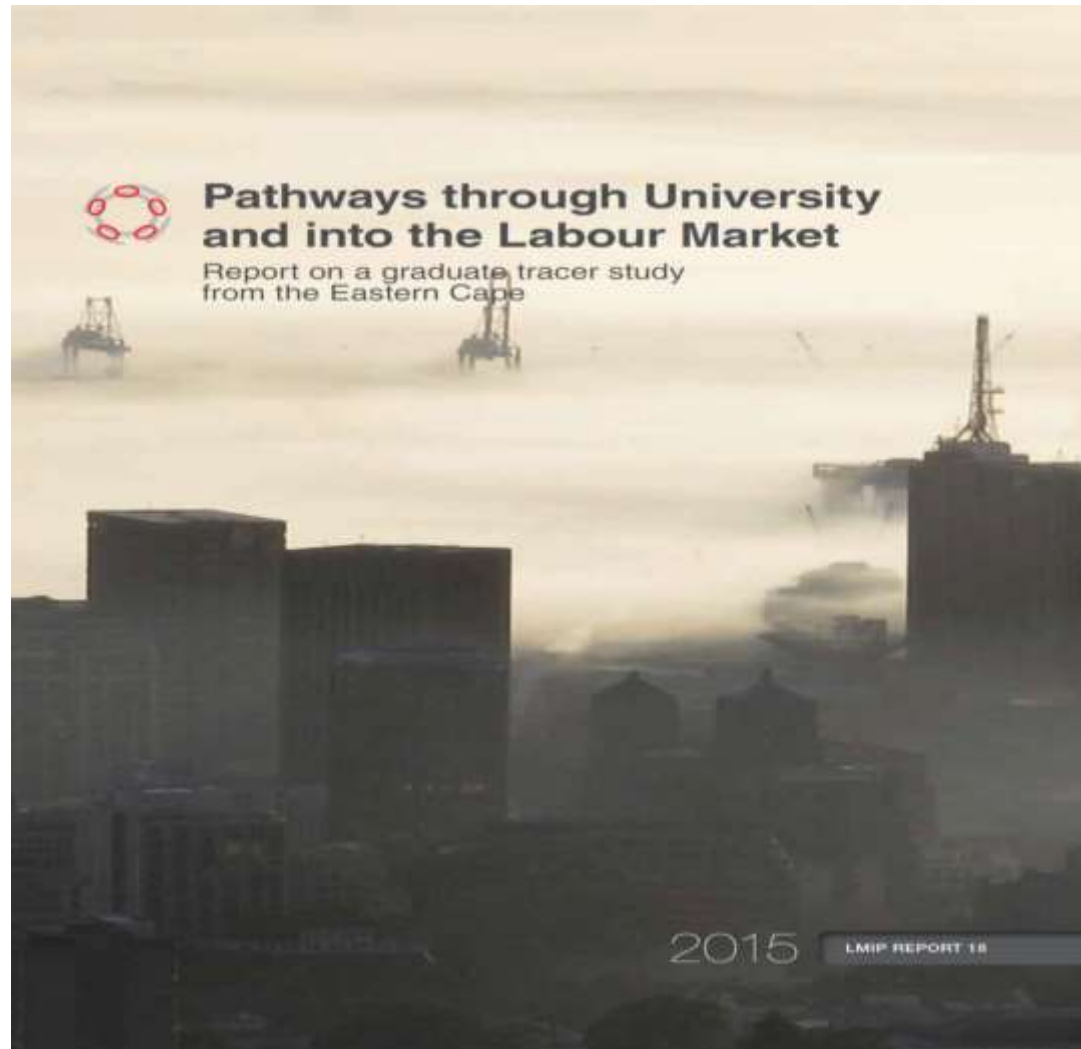
**CAREERS IN A CHANGING WORLD**

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# Publications:

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# Rationale:

## **Graduate under/unemployment:**

- 1) Tremendous waste of human and financial resources
- 2) Sends a 'signal' about the functioning of the higher education system
- 3) Mismatch between skills supply and skills demand?
- 4) Linked with an over-supply of certain skills- e.g. general degrees?

# Why are some graduates under/unemployed?

- Higher for Humanities and Arts graduates (but contested)
- Higher rates of unemployment among HDIs (e.g. van Broekhuizen 2016):
  - 1) Field of study?
  - 2) A problem of matching? (Altman 2007)
  - 3) A 'signalling' problem? (Pauw et al. 2006)
  - 4) Poor social networks in the private sector (Kraak 2010)
  - 5) Lack of information about career opportunities?



# Eastern Cape Graduate Destination Study



# Methods and data:

- Tracer study of the 2010 and 2011 cohorts from the University of Fort Hare (HDI) and Rhodes University (HAI) who graduated with a Bachelor's degree
- Stratified (by subjects and institution) probability sample of 1,211 graduates representing the total population of 4,927 graduates
- Response rates of 39% and 47% per cent, respectively
- Fieldwork = online survey and telephonic interviews

# Some questions:

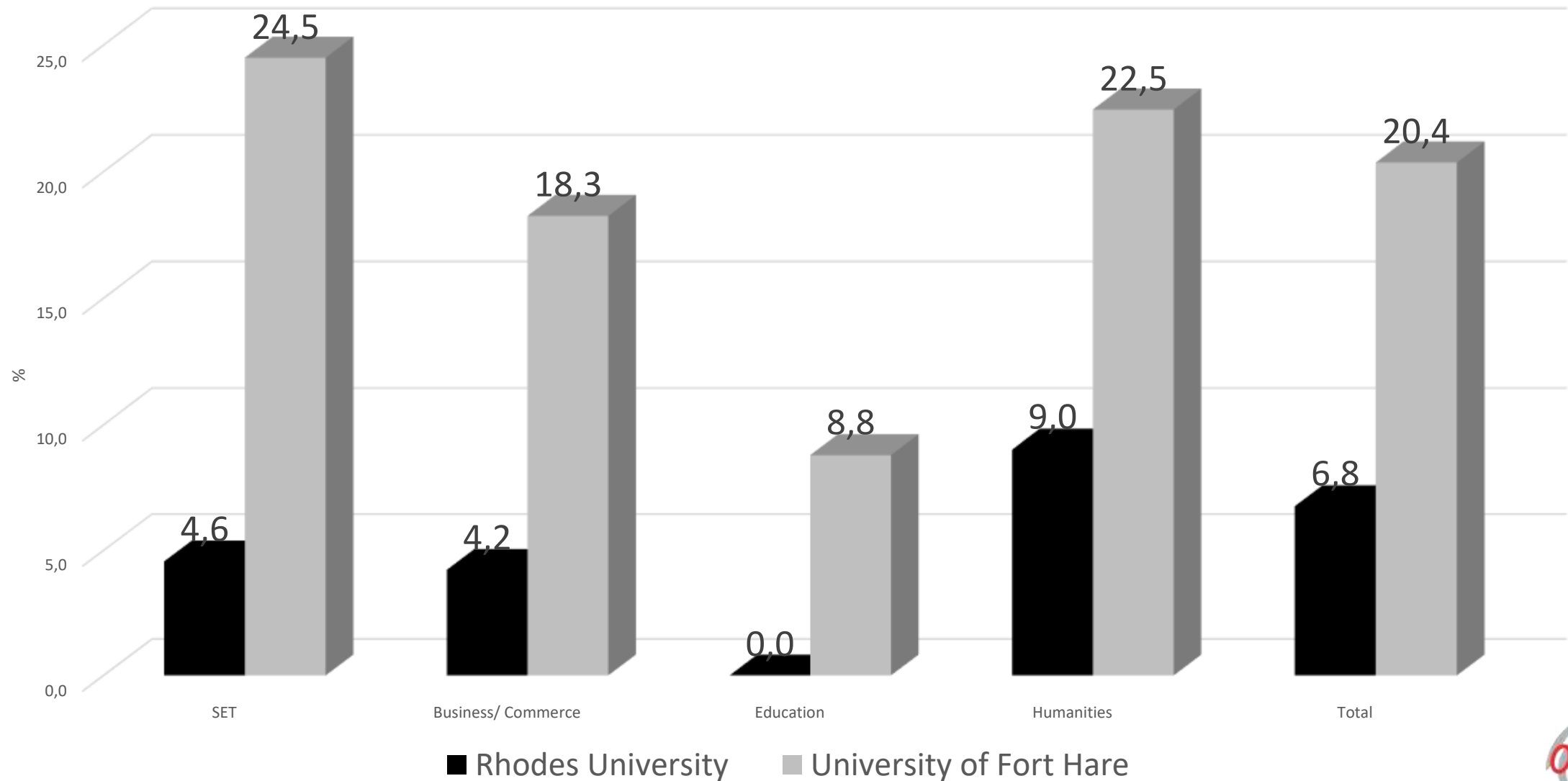
## **Graduate unemployment:**

- Linked with study choices or performance at university?
- Or linked with 'non-HE' factors such as social networks, schooling disadvantages, institutional signalling, **information asymmetries**, or discrimination

## **Graduate over-qualification:**

- Do graduates work in 'graduate jobs'?
- How do we measure this?
- Are qualifications and skills the same thing?
- Is over-qualification a voluntary or involuntary state?

# Figure 1: Broad unemployment rates, by field of study



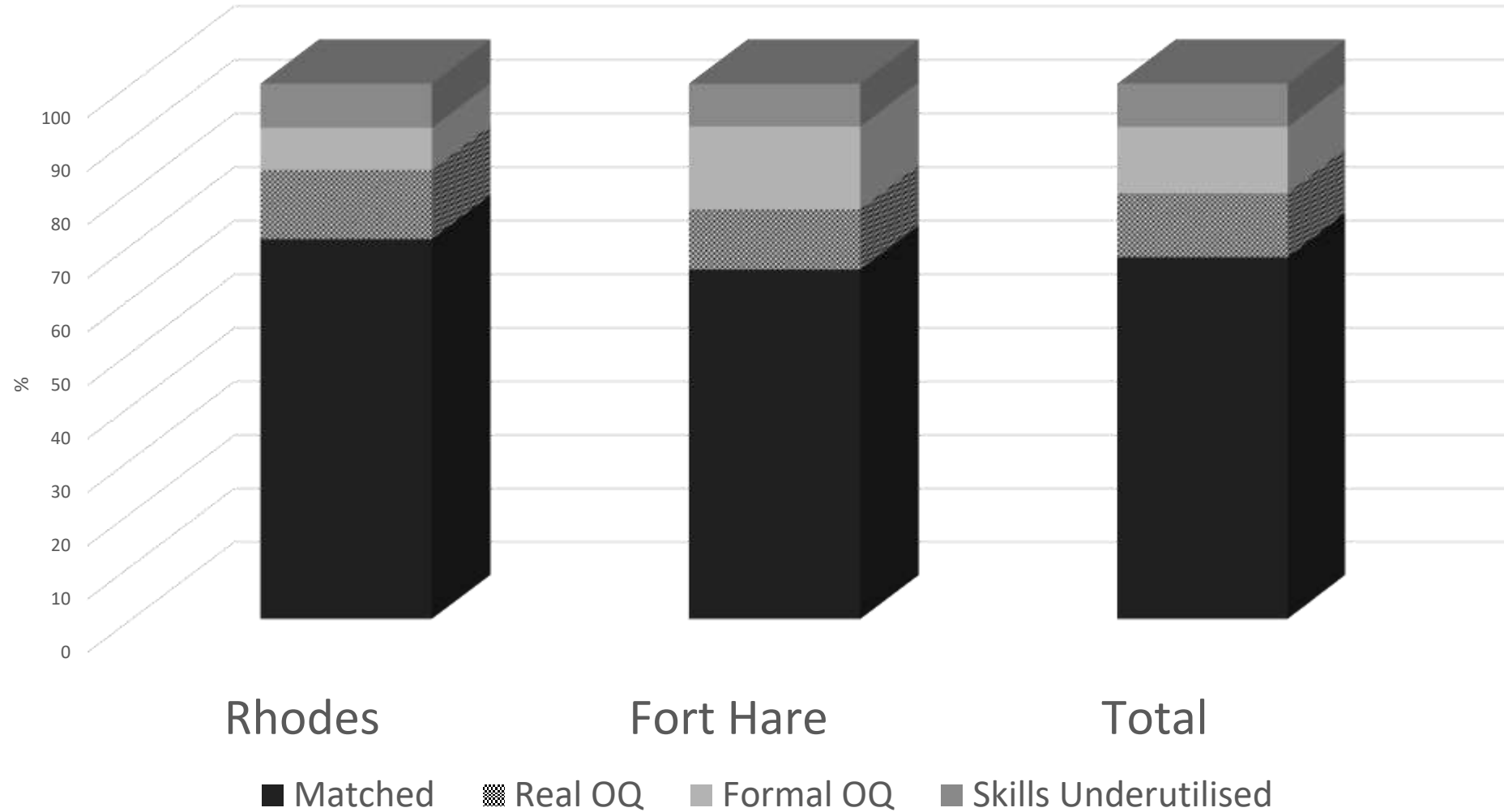
Notes: The data are weighted.



**Table 1: Means of finding employment (employees only)**

Rhodes University					
	SET	Commerce	Education	Humanities	Total
Employment agency	13.16 (4.06)	12.73 (3.58)	0.00 (0.00)	7.25 (1.87)	9.84 (1.61)
Relatives	6.04 (2.66)	5.15 (2.12)	0.00 (0.00)	7.75 (1.92)	6.59 (1.27)
Linked to bursary	1.55 (1.54)	4.43 (2.27)	0.00 (0.00)	2.10 (1.04)	2.63 (0.89)
Social media	4.96 (2.46)	15.08 (3.97)	21.05 (18.05)	11.82 (2.32)	11.56 (1.74)
Personal contacts	21.02 (4.56)	27.07 (4.56)	27.63 (18.35)	34.12 (3.41)	29.56 (2.38)
Newspaper	8.76 (3.91)	9.78 (3.44)	60.53 (18.99)	11.08 (2.24)	10.86 (1.71)
Campus recruitment	3.77 (2.17)	8.69 (2.90)	6.58 (6.66)	5.23 (1.61)	5.95 (1.24)
University of Fort Hare					
Employment agency	0.00 (0.00)	4.50 (1.57)	0.00 (0.00)	1.62 (0.80)	1.92 (0.56)
Department of Labour	10.03 (3.18)	6.16 (1.89)	11.90 (5.62)	8.82 (1.80)	8.68 (1.28)
Relatives	1.21 (1.20)	3.08 (1.36)	1.82 (1.81)	3.42 (1.22)	2.79 (0.73)
Linked to bursary	12.11 (3.44)	4.92 (1.70)	21.56 (6.59)	15.48 (2.32)	12.91 (1.52)
Social media	5.84 (2.54)	7.84 (2.09)	0.00 (0.00)	4.36 (1.29)	4.99 (0.91)
Personal contacts	8.39 (2.86)	13.84 (2.66)	7.84 (3.82)	11.78 (2.15)	11.32 (1.37)
Newspaper	36.62 (5.04)	40.69 (3.87)	20.55 (6.08)	37.50 (3.13)	36.23 (2.10)
Campus recruitment	8.82	4.16	3.30	4.75	5.08

**Figure 2: Job matching status among employed graduates, by institution (%)**



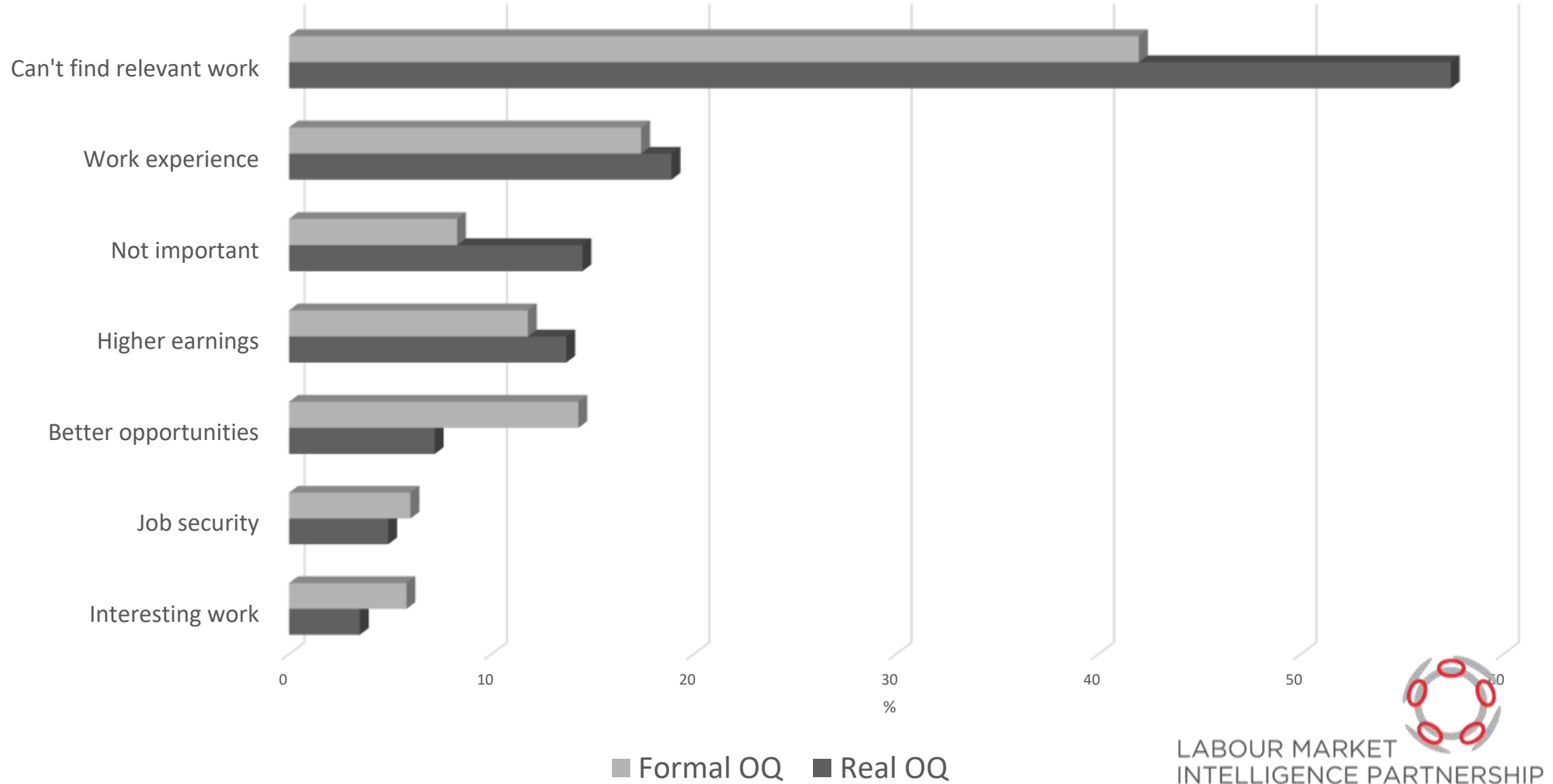
Note: The data are weighted.

**Table 2: Summary statistics (proportions) for over-qualification, by university (row totals)**

	Rhodes University		University of Fort Hare	
	Real OQ	Formal OQ	Real OQ	Formal OQ
<b>Academic performance</b>				
Below 60%	0.1706 (.0440)	0.0990 (.0337)	0.0755 (.0258)	0.1560 (.0362)
Distinction	0.1240 (.0552)	0.1006 (.048)	0.1798 (.067)	0.3118 (.0826)
<b>Field of study</b>				
SET	0.0982 (.0325)	0.0896 (.0328)	0.1192 (.0339)	0.1236 (.0350)
Commerce	0.1145 (.0346)	0.0683 (.0262)	0.1678 (.0295)	0.1766 (.0310)
Education	---	---	0.0000 (.0000)	0.0746 (.0427)
Humanities	0.1520 (.026)	0.0725 (.0187)	0.1069 (.0199)	0.1725 (.0243)

Notes: The data are weighted. Standard errors in brackets

### Figure 3: Reasons for not working in a relevant field, by type of OQ



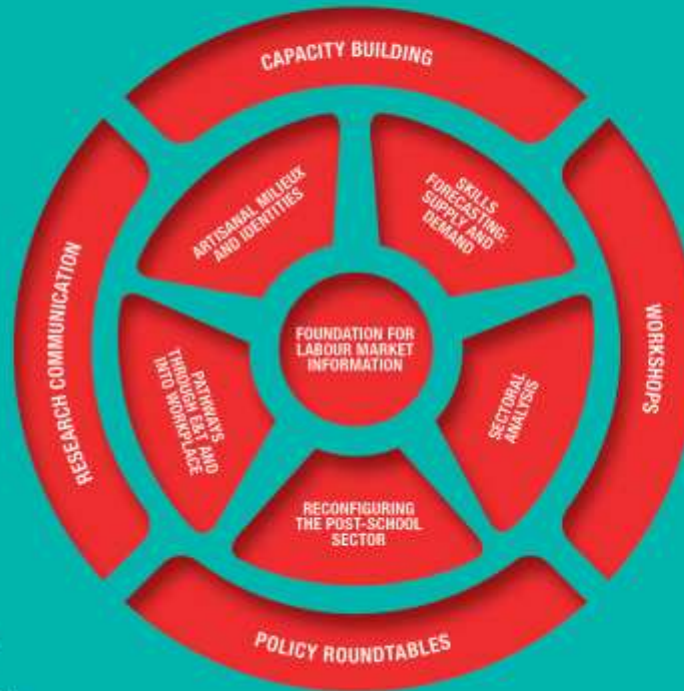
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# Conclusions:

- Risks of graduate under/unemployment as well as the determinants differ by institution
- Signalling vs. matching/social networking/information?
- Policy interventions should not be uniform across all universities/schools
- Remaining question: when and how should information on careers be provided??



THANK YOU



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