

---

# The job situation of the new graduate

1981

001.3072068  
HSRC  
MAY 81



---

Human Sciences Research  
Council

S.A. Institute for  
Manpower Research



RGN · HSRC

---

<b>Klasnr./Class No.</b>	<b>Registrernr./No.</b>
001.3072068 HSRC MN 81	50658/3

**HUMAN SCIENCES RESEARCH COUNCIL  
RAAD VIR GEESTESWETENSKAPLIKE NAVORSING**

Private Bag X41  
Pretoria  
Republic of South Africa  
0001  
Telegrams RAGEN  
Tel. (012) 28-3944  
Telex 3-0893

Privaatsak X41  
Pretoria  
Republiek van Suid-Afrika  
0001  
Telegramme RAGEN  
Tel. (012) 28-3944  
Teleks 3-0893

President	Dr. J.G. Garbers	President
Vice-Presidents	Dr. J.D. Venter, Dr. A.J. van Rooy and/en Dr. P. Smit	Vise-presidente
Secretary-Treasurer	J.G.G. Gräbe	Sekretaris-tesourier

**Institutes**

S.A. Institute for Communication Research (SAICR)  
S.A. Institute for Educational Research (SAIER)  
S.A. Institute for Historical Research (SAIHR)  
S.A. Institute for Languages, Literature and Arts (SAILLA)  
S.A. Institute for Manpower Research (SAIMAR)  
S.A. Institute for Psychological and Psychometric Research (SAIPPR)  
S.A. Institute for Research Development (SAIRD)  
S.A. Institute for Sociological, Demographic and Criminological Research (SAISDCR)  
S.A. Institute for Statistical Research (SAISR)  
Bureau for Research Support Services (BRSS)  
Administration

**Programmes**

Investigation  
tion into Education

**Institute**

S.A. Instituut vir Geskiedenisnavorsing (SAIGN)  
S.A. Instituut vir Kommunikasienavorsing (SAIKN)  
S.A. Instituut vir Mannekragnavorsing (SAIMAN)  
S.A. Instituut vir Navorsingsontwikkeling (SAINO)  
S.A. Instituut vir Opvoedkundige Navorsing (SAION)  
S.A. Instituut vir Psigologiese en Psigometriese Navorsing (SAIPPN)  
S.A. Instituut vir Sosiologiese, Demografiese en Kriminologiese Navorsing (SAISDKN)  
S.A. Instituut vir Statistiese Navorsing (SAISN)  
S.A. Instituut vir Taal, Lettere en Kuns (SAITALEK)  
Buro vir Ondersteunende Navorsingsdienste (BOND)  
Administrasie

**Nasionale Programme**

RGN-Sportondersoek  
RGN-Onderzoek na die Onderwys

**Funksie van die RGN**

Die RGN onderneem, bevorder en koördineer navorsing op die gebied van die geesteswetenskappe, dien die Regering en ander instansies van advies insake die benutting van navorsingsbevindinge en versprei inligting betreffende die geesteswetenskappe.



RGN-BIBLIOTEEK  
HSRC LIBRARY

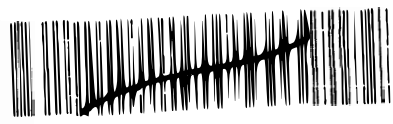
VCIL

VERVALDATUM/DATE DUE

1982 -03- 31			UATE
03 DEC 1993			ons)
22 MAY 1992			ons)
03 DEC 1993			
			ARCH

ACTING DIRECTOR: S.S. TERBLANCHE

0000000000



2844363866



PRETORIA  
1980

Research finding M-R-81  
ISBN 0 86965 763 1

Copy Right Reserved

Price: R2,10  
(GST included)

001.3072068 HSRC MN 81



## INDEX

	PAGE
1 INTRODUCTION	1
1.1 Background and aim	1
1.2 Method	2
1.3 The survey group	3
2 THE EMPLOYMENT SITUATION OF THE NEW GRADUATE	11
2.1 Introduction	11
2.2 Employer	11
2.3 Occupation	20
2.4 Finding employment	20
2.5 Income	28
2.6 The use of university training in the work situation	34
3 JOB EXPECTATIONS AND JOB SATISFACTION	41
3.1 Introduction	41
3.2 Job expectations and fulfilment	41
3.3 Job satisfaction	47
4 SYNOPSIS	52
APPENDIX 1: Questionnaire	55
APPENDIX 2: Classification of degrees in fields of study	62
APPENDIX 3: TABLES A1-A8	65
REFERENCES	73

# THE JOB SITUATION OF THE NEW GRADUATE

## CHAPTER 1

### INTRODUCTION

#### 1.1 BACKGROUND AND AIM

Writing in the Careers Supplement (Rand Daily Mail, 1976-11-09), Nils Lindhard, the Careers Adviser of the University of Cape Town points out that "Nobody really knows (in South Africa) where the graduates from our 16 universities find their first job". In this he is correct. In Britain the University Grants Commission requires that universities report on the matter and they consequently regularly publish results. The HSRC undertook a National Survey in 1966-1967 (Terblanche, 1969) but since then it has been left to individual universities who have the interest to conduct follow-up studies of their students.

With the passing of the boom period of the 1960s and early 70s overseas studies that showed a decline in the job opportunities for new graduates (NGs), became frequent. A few quotes from these studies will suffice to show the general conclusion reached.

"In the spring of 1971 a crisis developed in the job market for college graduates ... In contrast with the multiple job offers ... during the 1960's, the 1971 bachelors found suitable job offers very scarce, and many of them, unhappily and in desperation wound up in a temporary makeshift, and frequently blue-collar or service jobs." (Gordon, 1975)

"The offers of employment to June Graduates were down 20 % from the previous year. The decline continued in 1971 and, with the exception of a brief recovery in 1972, the prospects for employment of US College graduates have remained bleak throughout the 1970s". (Spekke, 1976)

From Britain it is reported that graduates are no longer in a seller's market. (Greenaway and Williams, 1973) In "*Bildung und Wissenschaft*" (Vol. 14, 1977, p. 248) it is stated that "with the exception of Sweden, all countries covered by the survey betrayed a marked rise in joblessness among graduates as a result of the latest recession". The USA's Bureau of Labor Statistics expects the supply of graduates throughout

the mid-1980s to exceed demand and to have 2 to 2,5 college graduates competing for every available job. (Spekke, 1976)

In spite of an apparent lack of job opportunities, university trained people are an important part of any country's manpower and they represent a group in which large amounts of public money have been invested. Among the new graduates are the scientists, engineers and managers of the future - the men and women who are going to shape our world.

Manpower demand and supply studies of the HSRC (Vermaak et al, 1978) showed that, in a fast growing phase of its economy, the RSA is going to have a shortfall of university trained people in many spheres.

What is the new graduate's job situation in the RSA in times of recession? Is it difficult to find a job? Is university training utilized? What are the job expectations of graduates and to what extent do their present jobs satisfy these expectations? The aim of the present study is to find an answer to these and related questions - in short to determine how new graduates with no job experience perceive their new world of work.

## 1.2 METHOD

### 1.2.1 *The Survey*

During the annual updating of the National Register of Natural and Social Scientists, names and addresses of graduates are supplied by all universities in the RSA. A questionnaire (Appendix 1) specially aimed at the new graduate was designed and sent to new graduates (NGs) together with the usual National Register questionnaire. As the study is aimed at the job situation of new graduates who have had no previous work experience, no questionnaires were sent to UNISA's graduates. The study deals with the NGs of 1977, i.e. people who completed their studies towards a first degree during 1977 and received their degrees from June 1977 to May 1978. No questionnaires were sent to graduates with foreign addresses (N=250) although graduates of the Republics of Transkei and Bophuthatswana were included.

In all 10 638 questionnaires were mailed of which 4855 (46 %) were returned and processed.

### 1.2.2 *Representativeness of the sample*

The representativeness of the sample can be judged on a few factors known about the universum of new graduates, i.e. field of study, male to female ratio and university where degree was obtained. The survey group is compared to the universum in Tables 1.1 and 1.2. The size and categories of the universum were calculated from the various graduation ceremony programmes. Because *all respondents did not answer all the questions in the questionnaire the totals in some tables differ slightly.*

There are differences between the universum and the survey group as far as field of study is concerned. (Table 1.1) The largest difference occurs in the medical field. Doctors are well known for their reluctance to complete questionnaires. According to Table 1.2 all the universities are well represented. There is a tendency for the universities where most of the students are English speaking or Non-White to have a slightly lower response rate.

All universities and all the fields of study are well represented in the survey group and there does not seem to be any reason why the group cannot be regarded as a representative sample of NGs.

## 1.3 THE SURVEY GROUP

### 1.3.1 *Introduction*

The tables in Paragraph 1.2.2 indicate that 4855 NGs took part in the survey. Table 1.3 shows that 1116 (23 %) of the NGs had had some work experience prior to obtaining a first degree. Taking into consideration that UNISA's graduates were not included in the survey, this number appears at a first glance to be surprisingly high. Of the White males 824 (30 %) had some work experience and the percentages were even higher for Coloureds and Asians. Military service and work during holidays were not regarded as work experience for the purposes of the survey. Those respondents who indicated some work experience did not complete the full questionnaire because the aim was to focus on the NGs who had no previous experience of the world of work. The present employment situation of the 1116 is therefore unknown.

TABLE 1.1

COMPARISON BETWEEN TOTAL NO. OF PERSONS WHO RECEIVED A FIRST DEGREE AND SURVEY GROUP BY FIELD OF STUDY

Field of study	Total number of persons who received degrees				Total		Survey group				Total		
	Male		Female				Male		Female				
	N	%	N	%	N	%	N	%	N	%	N	%	
Pharmacology	78	1,1	64	1,6	142	1,3	37	1,2	33	1,9	70	1,4	
Medical, dental, veterinary	678	9,8	125	3,1	803	7,4	213	6,9	39	2,2	252	5,2	
Engineering	808	11,7	5	0,1	813	7,5	398	12,9			398	8,2	
Natural sciences (general)	624	9,1	446	11,2	1070	9,8	343	11,1	260	14,7	603	12,4	
Natural sciences (occ.directed)	480	7,0	318	8,0	798	7,3	265	8,6	164	9,3	429	8,8	
Human sciences (general)	1634	23,7	1636	40,9	3270	30,0	680	22,0	740	41,8	1420	29,3	
Human sciences (occ. directed)	492	7,1	1080	27,0	1572	14,4	207	6,7	393	22,2	600	12,4	
Law	406	5,9	71	1,8	477	4,4	178	5,8	26	1,5	204	4,2	
Commerce (accounting)	151	2,2	18	0,5	169	1,6	87	2,8	8	0,5	95	2,0	
Other commerce and administration	1332	19,3	218	5,5	1550	14,2	575	18,6	94	5,3	669	13,8	
Agriculture	206	3,0	18	0,5	224	2,1	101	3,3	12	0,7	113	2,3	
TOTAL	N	6889	100	3999	100	10888	100	3084	100	1769	100	4853	100
	%	63,3		36,7		100		63,5		36,5		100	



TABLE 1.2  
COMPARISON BETWEEN SURVEY GROUP AND UNIVERSUM BY UNIVERSITY WHERE DEGREES  
WERE OBTAINED

University		Universum		Survey group	
		N	%	N	%
Natal:	Durban-Westville	282	2,6	110	2,3
	Fort Hare	203	1,9	77	1,6
	Natal	1053	9,7	576	11,9
	Zululand	98	0,9	32	0,7
Sub-total		1636	15,0	795	16,4
Transvaal:	North	179	1,6	75	1,5
	Pretoria	1819	16,7	879	18,1
	PU for CHE	945	8,7	445	9,2
	RAU	298	2,7	153	3,2
	Witwatersrand	1407	12,9	526	10,8
Sub-total		4648	42,7	2078	42,8
Cape Province:	Cape Town	1190	10,9	314	6,5
	Port Elizabeth	324	3,0	221	4,6
	Rhodes	401	3,7	201	4,1
	Stellenbosch	1533	14,1	749	15,4
	Western Cape	199	1,8	65	1,3
Sub-total		3647	33,5	1550	31,9
Orange Free State:	Orange Free State	957	8,8	432	8,9
Sub-total		957	8,8	432	8,9
TOTAL		10888	100	4855	100

TABLE 1.3  
DESTINATION OF THE SURVEY GROUP AFTER GRADUATION

Destination	White		Coloured		Asian		Black		Total													
	Male	Female	Male	Female	Male	Female	Male	Female														
No previous work experience	N	%	N	%	N	%	N	%	N	%	N	%										
Full-time military service	199	7,1									199	4,1										
Post-graduate student	807	29,0	803	48,7	27	42,9	10	38,5	29	27,4	16	42,1	32	26,0	22	40,0	1746	36,0				
Housewife			46	2,8							2	5,3					48	1,0				
Seeking employment	15	0,5	20	1,2					5	4,7	1	2,6	1	0,8	4	7,3	46	0,9				
Joined labour force	940	33,8	590	35,8	10	15,9	10	38,5	38	35,8	15	39,5	65	52,8	22	40,0	1690	34,9				
Sub-total	N																					
	1961	70,4	1459	88,5	37	58,7	20	76,9	72	67,9	34	89,5	98	79,7	48	87,3	3729	77,0				
Employment prior to graduation	824	29,6	190	11,5	26	41,3	6	23,1	34	32,1	4	10,5	25	20,3	7	12,7	1116	23,0				
TOTAL	2785	100	1649	100	63	100	26	100	106	100	38	100	123	100	55	100	4845	100				

Of the 3729 NGs who had no previous work experience, 1746 (47 %) continued their studies and 1690 (45 %) joined the labour force for the first time. From Chapter Two onwards the report deals with these 1690 NGs.

The number of NGs with no previous work experience doing full-time military service seems to be on the low side, which is not surprising as the questionnaires were mailed to addresses supplied by universities at the time of graduation.

### 1.3.2 *Field of study*

For purposes of analysis and discussion, the various degrees are grouped into 11 fields of study. Appendix 2 shows the classification used.

In Table 1.4 the Whites in the survey group are classified by field of study and language group. The language group classification is based on the language the respondents prefer to use in correspondence.

The field of study pattern between men and women differs radically. The human sciences field, both applied and general, is by far the most popular field for women and 64 % of the women in the survey group have a degree in the human sciences field as against the 28 % for men. Relatively more women than men take a degree in general natural science.

There is also a marked difference in the field of study pattern for the two language groups. Relative to the total ratio of 55 : 45 for Afrikaans and English-speaking men in Table 1.4, English-speaking graduates tend to concentrate more on engineering, general natural science and other commerce and administration. The relatively more popular fields for Afrikaans-speaking NGs are agriculture, accounting, law, human sciences and pharmacology.

Although relatively more English-speaking females in the survey group obtained degrees in general natural science and general human sciences, more Afrikaans-speaking females obtained degrees in the occupationally directed fields of the natural and human sciences.

TABLE 1.4  
FIELD OF STUDY BY SEX AND LANGUAGE GROUP: WHITES

Field of study	Males						Females					
	Afrikaans		English		Total		Afrikaans		English		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Pharmacology	22	1,4	5	0,4	27	1,0	19	1,9	14	2,2	33	2,0
Medical, dental, veterinary	104	6,7	90	7,3	194	7,0	18	1,8	15	2,3	33	2,0
Engineering	173	11,1	220	17,8	393	14,1						
Natural sciences (general)	111	7,2	176	14,3	287	10,3	130	13,0	118	18,2	248	15,0
Natural sciences (occ. directed)	139	9,0	121	9,8	260	9,3	110	11,0	45	6,9	155	9,4
Human sciences (general)	359	23,1	230	18,6	589	21,1	373	37,3	313	48,3	686	41,6
Human sciences (occ. directed)	140	9,0	46	3,7	186	6,7	263	26,3	100	15,4	363	22,0
Law	104	6,7	45	3,6	149	5,3	19	1,9	3	0,5	22	1,3
Commerce (accounting)	50	3,2	25	2,0	75	2,7	4	0,4	3	0,5	7	0,4
Other commerce and administration	271	17,5	256	20,7	527	18,9	59	5,9	31	4,8	90	5,5
Agriculture	79	5,1	20	1,6	99	3,6	6	0,6	6	0,9	12	0,7
TOTAL	1552	100	1234	100	2786	100	1001	100	648	100	1649	100

TABLE 1.5  
FIELD OF STUDY BY AGE

Field of study		Age								Total	
		19 yrs	20 yrs	21 yrs	22 yrs	23 yrs	24 yrs	25-26 yrs	27-28 yrs		28+ yrs
Pharmacology	N				13	18	17	14	6	2	70
	%				18,6	25,7	24,3	20,0	8,6	2,9	100
Medical, dental, veterinary	N				1	6	71	105	31	38	252
	%				0,4	2,4	28,2	41,7	12,3	15,1	100
Engineering	N			4	49	82	94	95	41	33	398
	%			1,0	12,3	20,6	23,6	23,9	10,3	8,3	100
Natural sciences (general)	N		5	146	179	109	59	51	19	35	603
	%		0,8	24,2	29,7	18,1	9,8	8,5	3,2	5,8	100
Natural sciences (occ. directed)	N			20	78	94	74	88	34	41	429
	%			4,7	18,2	21,9	17,2	20,5	7,9	9,6	100
Human sciences (general)	N		8	334	448	229	103	83	43	173	1421
	%		0,6	23,5	31,5	16,1	7,2	5,8	3,0	12,2	100
Human sciences (occ. directed)	N	1	1	76	197	166	51	35	20	45	592
	%	0,2	0,2	12,8	33,3	28,0	8,6	5,9	3,4	7,6	100
Law	N		2	25	45	36	34	30	11	21	204
	%		1,0	12,3	22,1	17,6	16,7	14,7	5,4	10,3	100
Commerce (accounting)	N			7	15	21	16	18	4	14	95
	%			7,4	15,8	22,1	16,8	18,9	4,2	14,7	100
Other commerce and administration	N		4	66	144	146	86	100	37	87	670
	%		0,6	9,9	21,5	21,8	12,8	14,9	5,5	13,0	100
Agriculture	N			4	18	30	30	20	7	4	113
	%			3,5	15,9	26,5	26,5	17,7	6,2	3,5	100
TOTAL	N	1	20	682	1187	937	635	639	253	493	4847
	%	0,02	0,4	14,1	24,5	19,3	13,1	13,2	5,2	10,2	100

### 1.3.3 *Age at graduation*

The age at which a person graduates will depend partly on the length of the study period. More than a quarter of the survey group (29 %) was 25 years or older. (Table 1.5) It is therefore not surprising that so many of them had some work experience prior or during their period of study at university. It must also be kept in mind that some of the residential universities cater for working students by offering lectures after or before normal working hours.

## CHAPTER 2 THE EMPLOYMENT SITUATION OF THE NEW GRADUATE

### 2.1 INTRODUCTION

The employment patterns of graduates in the industrialized countries of the West seem to be at the crossroads. Spekke (1976, p. 298) says: "... analysis strongly suggests that the apparent collapse of the college job market is part of a long term change in the existing supply and demand balance". Spekke also shows that many people are educated beyond the needs of the job and points out the quite universal trend for university training to become more career orientated. This trend can also be observed in the RSA as the numerous "tails" added to B. degrees such as B.A. (Ed) testify. The various diplomas that can be obtained at university are usually also career orientated.

This study deals with new graduate (NG) joining the labour force for the first time with a Bachelors degree. Some have career-orientated degrees such as medical and engineering degrees and others have a general degree such as a B.A., B.Com. and B.Sc. In this chapter attention will be focused on various aspects of the employment situation and how it differs for the various fields of study.

### 2.2 EMPLOYER

Table 2.1 shows how the NGs are distributed among various employer groups by field of study. Because of the importance of finding employment a detailed analysis is given for the other population groups even if many categories are empty.

Table 2.1 shows that Whites have a much more diverse field of study than Non-Whites and men more than women. The public sector is the main employer of NGs and the very high rate of employment in the medical field is understandable because most of the new doctors are doing their internships. Each employer group has a preference for a certain kind of NG. Graduates in pharmacology are employed predominantly in the private sector and this also applies to graduates in commerce and administration. Semi-government institutions such as the CSIR, Atomic Energy Board, etc. employ mainly engineering and natural science graduates while public corporations focus on engineering graduates.

TABLE 2.1  
EMPLOYER BY FIELD OF STUDY

(a) White males

Field of study		Self-employed		Government		Provincial admin.		Local authority		Semi-government		Public corporation		Private sector		Total	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Pharmacology	N	1	3,1			6	3,7			1	0,9			15	4,0	23	2,4
	%	4,3				26,1				4,3				65,2		100	100
Medical, dental and veterinary	N	5	15,6	20	10,5	117	71,3							11	3,0	153	16,3
	%	3,3		13,1		76,5								7,2		100	100
Engineering	N	1	3,1	36	18,8	8	4,9	11	45,8	65	60,2	36	72,0	90	24,2	247	26,2
	%	0,4		14,6		3,2		4,5		26,3		14,6		36,4		100	100
Natural sciences (general)	N	2	6,3	9	4,7	1	0,6	2	8,3	16	14,8	2	4,0	26	7,0	58	6,2
	%	3,4		15,5		1,7		3,4		27,6		3,4		44,8		100	100
Natural sciences (occ.directed)	N	1	3,1	22	11,5	7	4,3	6	25,0	8	7,4	6	12,0	46	12,4	96	10,2
	%	1,0		22,9		7,3		6,3		8,3		6,3		47,9		100	100
Human sciences (general)	N	1	3,1	27	14,1	9	5,5			3	2,8	2	4,0	25	6,7	67	7,1
	%	1,5		40,3		13,4				4,5		3,0		37,3		100	100
Human sciences (occ. directed)	N	3	9,4	12	6,3	5	3,0	2	8,3	2	1,9	1	2,0	6	1,6	31	3,3
	%	9,7		38,7		16,1		6,5		6,5		3,2		19,4		100	100
Law	N			18	9,4					1	0,9			13	3,5	32	3,4
	%			56,3						3,1				40,6		100	100
Commerce (accounting)	N			2	1,0			1	4,2					16	4,3	19	2,0
	%			10,5				5,3						84,2		100	100
Other commerce and administration	N	6	18,8	19	9,9	10	6,1	2	8,3	5	4,6	3	6,0	114	30,6	159	16,9
	%	3,8		11,9		6,3		1,3		3,1		1,9		71,7		100	100
Agriculture	N	12	37,5	26	13,6	1	0,6			7	6,5			10	2,7	56	6,0
	%	21,4		46,4		1,8				12,5				17,9		100	100
TOTAL	N	32	100	191	100	164	100	24	100	108	100	50	100	372	100	941	100
	%	3,4		20,3		17,4		2,6		11,5		5,3		39,5		100	100

(Continued)



TABLE 2.1 (CONTINUED)

(b) White females

Field of study	Self-employed		Government		Provincial admin.		Local authority		Semi-government		Public corporation		Private sector		Total		
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
Pharmacology	N		2	1,4	10	6,0			1	1,0			13	8,9	26	4,4	
	%		7,7		38,5			3,8				50,0			100		
Medical, dental, veterinary	N	2	66,7	7	5,0	20	11,9						2	1,4	31	5,3	
	%	6,5		22,6		64,5							6,5		100		
Engineering	N																
	%																
Natural sciences (general)	N		16	11,3	8	4,8	4	22,2	23	23,0	1	7,1	11	7,5	63	10,7	
	%		25,4		12,7		6,3	36,5		1,6		17,5		100			
Natural sciences (occ.directed)	N		16	11,3	45	26,8	1	5,6	6	6,0			11	7,5	79	13,4	
	%		20,3		57,0		1,3	7,6				13,9		100			
Human sciences (general)	N	1	33,3	25	17,7	15	8,9	6	33,3	19	19,0	5	35,7	41	28,1	112	19,0
	%	0,9		22,3		13,4		5,4		17,0		4,5		36,6		100	
Human sciences (occ. directed)	N		60	42,6	68	40,5	5	27,8	45	45,0	4	28,6	45	30,8	227	38,5	
	%		26,4		30,0		2,2	19,8			1,8		19,8		100		
Law	N		2	1,4									2	1,4	4	0,7	
	%		50,0										50,0		100		
Commerce (accounting)	N										1	7,1	1	0,7	2	0,3	
	%										50,0		50,0		100		
Other commerce and administration	N		8	5,7	1	0,6	2	11,1	5	5,0	3	21,4	18	12,3	37	6,3	
	%		21,6		2,7		5,4	13,5		8,1		48,6		100			
Agriculture	N		5	3,5	1	0,6			1	1,0			2	1,4	9	1,5	
	%		55,6		11,1			11,1					22,2		100		
TOTAL	N	3	100	141	100	168	100	18	100	100	100	14	100	146	100	590	100
	%	0,5		23,9		28,5		3,1		16,9		2,4		24,7		100	

(Continued)

TABLE 2.1 (CONTINUED)

(c) Coloured males

Field of study		Self-employed		Government		Provincial admin.		Local authority		Semi-government		Public corporation		Private sector		Total	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Pharmacology	N %													2	40,0	2	20,0
														100		100	
Medical, dental and veterinary	N %					1	100									1	10,0
						100										100	
Engineering	N %																
Natural sciences (general)	N %			1	25,0									2	40,0	3	30,0
				33,3										66,7		100	
Natural sciences (occ. directed)	N %																
Human sciences (general)	N %			1	25,0											1	10,0
				100												100	
Human sciences (occ. directed)	N %			1	25,0											1	10,0
				100												100	
Law	N %													1	20,0	1	10,0
														100		100	
Commerce (accounting)	N %																
Other commerce and administration	N %			1	25,0											1	10,0
				100												100	
Agriculture	N %																
TOTAL	N %			4	100	1	100							5	100	10	100
				40,0		10,0								50,0		100	

(Continued)

TABLE 2.1 (CONTINUED)

(d) Coloured females

Field of study		Self-employed		Government		Provincial admin.		Local authority		Semi-government		Public corporation		Private sector		Total	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Pharmacology	N %																
Medical, dental, veterinary	N %			1 33,3	25,0	2 66,7	66,7									3 100	30,0
Engineering	N %																
Natural sciences (general)	N %																
Natural sciences (occ. directed)	N %					1 100	33,3									1 100	10,0
Human sciences (general)	N %			1 33,3	25,0					1 33,3	100			1 33,3	100	3 100	30,0
Human sciences (occ. directed)	N %			2 66,7	50,0			1 33,3	100							3 100	30,0
Law	N %																
Commerce (accounting)	N %																
Other commerce and administration	N %																
Agriculture	N %																
TOTAL	N %			4 40,0	100	3 30,0	100	1 10,0	100	1 10,0	100			1 10,0	100	10 100	100

(Continued)

TABLE 2.1 (CONTINUED)

(e) Asian males

Field of study	Self-employed		Government		Provincial admin.		Local authority		Semi-government		Public corporation		Private sector		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Pharmacology	N				2	15,4							2	10,5	4	11,4
	%				50,0								50,0		100	
Medical, dental, veterinary	N	1	100	1	50,0	11	84,6								13	37,1
	%	7,7		7,7		84,6									100	
Engineering	N															
	%															
Natural sciences (general)	N			1	50,0								4	21,1	5	14,3
	%			20,0									80,0		100	
Natural sciences (occ. directed)	N												1	5,3	1	2,9
	%												100		100	
Human sciences (general)	N												1	5,3	1	2,9
	%												100		100	
Human sciences (occ. directed)	N															
	%															
Law	N															
	%															
Commerce (accounting)	N												4	21,1	4	11,4
	%												100		100	
Other commerce and administration	N												7	36,8	7	20,0
	%												100		100	
Agriculture	N															
	%															
TOTAL	N	1	100	2	100	13	100						19	100	35	100
	%	2,9		5,7		37,1							54,3		100	

(Continued)

TABLE 2.1 (CONTINUED)

(f) Asian females

Field of study		Self-employed		Government		Provincial admin.		Local authority		Semi-government		Public corporation		Private sector		Total	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Pharmacology	N %																
Medical, dental, veterinary	N %					2 100	50,0									2 100	13,3
Engineering	N %																
Natural sciences (general)	N %									1 50,0	33,3		1 50,0	25,0	2 100	13,3	
Natural sciences (occ. directed)	N %					2 100	50,0								2 100	13,3	
Human sciences (general)	N %			1 50,0	33,3								1 50,0	50,0	2 100	13,3	
Human sciences (occ. directed)	N %			2 28,6	66,7			1 14,3	100	2 28,6	66,7		2 28,6	50,0	7 100	46,7	
Law	N %																
Commerce (accounting)	N %																
Other commerce and administration	N %																
Agriculture	N %																
TOTAL	N %			3 20,0	100	4 26,7	100	1 6,7	100	3 20,0	100		4 26,7	100	15 100	100	

(Continued)

TABLE 2.1 (CONTINUED)

(g) Black males

		Self-employed		Government		Provincial admin.		Local authority		Semi-government		Public corporation		Private sector		Total	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Pharmacology	N			1	3,3					1	20,0			1	4,8	3	4,8
	%			33,3						33,3			33,3			100	
Medical, dental, veterinary	N			2	6,7											2	3,2
	%			100,0												100	
Engineering	N																
	%																
Natural sciences (general)	N			5	16,7							3	50,0	6	28,6	14	22,6
	%			35,7								21,4		42,9		100	
Natural sciences (occ. directed)	N																
	%																
Human sciences (general)	N			11	36,7					2	40,0	3	50,0	1	4,8	17	27,4
	%			64,7						11,8		17,6		5,9		100	
Human sciences (occ. directed)	N			1	33,3									4	19,0	5	8,1
	%			20,0										80,0		100	
Law	N			6	20,0									4	19,0	10	16,1
	%			60,0										40,0		100	
Commerce (accounting)	N																
	%																
Other commerce and administration	N			4	13,3					2	40,0			5	23,8	11	17,7
	%			36,4						18,2				45,5		100	
Agriculture	N																
	%																
TOTAL	N			30	100					5	100	6	100	21	100	62	100
	%			48,4						8,1		9,7		33,9		100	

(Continued)

TABLE 2.1 (CONTINUED)

(h) Black females

Field of study		Self-employed		Government		Provincial admin.		Local authority		Semi-government		Public corporation		Private sector		Total	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Pharmacology	N																
	%																
Medical, dental, veterinary	N																
	%																
Engineering	N																
	%																
Natural sciences (general)	N			1	4,8											1	4,6
	%			100												100	
Natural sciences (occ. directed)	N																
	%																
Human sciences (general)	N			10	47,6											10	45,5
	%			100												100	
Human sciences (occ. directed)	N			9	42,9					1	100					10	45,5
	%			90,0						10,0						100	
Law	N																
	%																
Commerce (accounting)	N																
	%																
Other commerce and administration	N			1	4,8											1	4,6
	%			100												100	
Agriculture	N																
	%																
TOTAL	N			21	100					1	100					22	100
	%			95,5						4,5						100	

Although about 70 % of White female NGs are employed in the public sector, graduates in administration, human sciences (general) and pharmacology are employed to a reasonable extent by the private sector.

### 2.3 OCCUPATION

Related to the field of study is the occupation of NGs. Table 2.2 gives a classification of the occupations of NGs grouped into 17 occupational categories. Some fields of study such as medicine, architecture, law, etc. are closely connected with the occupation while general fields of study such as B.Sc., B.A., and B.Com. courses lead to a wide variety of occupations. Often these occupations are linked to one of the majors taken for the degree but it also frequently happens that the job obtained has very little connection with the field of study. Quite a number of White female NGs (13 %) obtained clerical posts.

By and large the general occupational structure reflects the field of study.

### 2.4 FINDING EMPLOYMENT

As has been indicated in previous paragraphs, the job market for graduates in Western countries is tight and many college graduates have to take employment in clerical or even blue collar jobs. The analysis in the previous chapter shows that this is not the case in the RSA, but the question still remains - did graduates experience difficulty in finding work (which may be an indication of a tightening market) in a time of recession such as was experienced during the survey period in 1978? Factors which will be discussed in this section and which have a bearing on this question are the ease with which work was obtained, the extent to which university training is used in the job acquired, the minimum qualification for effective performance in the job and the techniques used in finding employment.



TABLE 2.2  
OCCUPATION BY FIELD OF STUDY

Occupational group	Whites				Coloureds				Asians				Blacks				Total			
	Male		Female		Male		Female		Male		Female		Male		Female		Male		Female	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1 Medical and paramedical	176	18,7	122	20,7	3	33,3	4	40,0	18	51,4	4	26,7	4	6,6			201	19,2	130	20,4
2 Engineering	244	26,0	1	0,2					1	2,9			1	1,6			246	23,5	1	0,2
3 Architectural and other building	81	8,6	8	1,4					1	2,9							82	7,8	8	1,3
4 Natural science	37	3,9	28	4,7	1	11,1			1	2,9			2	3,3			41	3,9	28	4,4
5 Agricultural	51	5,4	4	0,7													51	4,9	4	0,6
6 Actuarial and mathematical	27	2,9	29	4,9							2	13,3	4	6,6			31	3,0	31	4,9
7 Technician	7	0,7	19	3,2			1	10,0	1	2,9			2	3,3			10	1,0	20	3,1
8 Law	31	3,3	4	0,7					10	28,6			8	13,1			49	4,7	4	0,6
9 Commerce	114	12,1	27	4,6									2	3,3			116	11,1	27	4,2
10 Teaching	37	3,9	121	20,5	3	33,3	1	10,0	1	2,9	2	13,3	21	34,4	13	59,1	62	5,9	137	21,5
11 Human science, social work, religion and personnel directed	23	2,4	67	11,4	2	22,2	3	30,0	1	2,9	5	33,3	6	9,8	8	36,4	32	3,1	83	13,0
12 Libraries, information, museums and archives	4	0,4	32	5,4													4	0,4	32	5,0
13 Art, journalism and recreational	9	1,0	27	4,6													9	0,9	27	4,2
14 Administrative	31	3,3	3	0,5			1	10,0									31	3,0	4	0,6
15 Clerical	34	3,6	75	12,7					1	2,9	2	13,3	10	16,4	1	4,5	45	4,3	78	12,2
16 Service	26	2,8	18	3,1													26	2,5	18	2,8
17 Other	8	0,9	5	0,8									1	1,6			9	0,9	5	0,8
TOTAL	940	100	590	100	9	100	10	100	35	100	15	100	61	100	22	100	1045	100	637	100

#### 2.4.1 *Ease with which employment was obtained*

NGs were asked to indicate how easy it was to find employment. Answers could be given on a five-point scale ranging from "very easily" to "with great difficulty". Table 2.3 gives an analysis of the answers. To facilitate the comparison between various fields of study, an average is calculated by giving five marks to "very easily" down to 1 for "with great difficulty". (See question 8 of questionnaire)

Table 2.3 shows that the great majority of NGs had no problem in finding work. Averages of more than four or approaching four, i.e. "easily", are common. There are some exceptions. White male graduates in law, Asian males in accounting, natural science and commerce show indexes of less than three, i.e. approaching the category "with difficulty". Those who did experience difficulties were asked to state the reasons for this and the answers of those who responded are analyzed in Table 2.4.

According to Table 2.4 lack of job opportunities and experience are the main reasons why difficulties were experienced in finding employment. Table 2.4 also points to the fact that NGs, especially women, often prefer to work in a specific geographical area which can also make it difficult to find suitable employment.

It is however clear from the responses that the job market for graduates in the RSA is not nearly as depressed as it is in other Western countries.

#### 2.4.2 *Techniques used in finding employment*

In the questionnaire the NGs were asked to indicate the techniques they used to find employment and what techniques proved to be successful, i.e. led to employment. Table 2.5 analyzes these answers. The figure in brackets indicates the percentage of successes. For example White females in pharmacology said that they tried eight times to obtain employment through friends and relatives and that half these attempts led to an employment offer.

TABLE 2.3  
INDEX OF EASE WITH WHICH WORK WAS OBTAINED BY FIELD OF STUDY

Field of study	Whites		Coloureds		Asians		Blacks	
	Male	Female	Male	Female	Male	Female	Male	Female
Pharmacology	4,2 (23)*	4,4 (26)	5,0 (2)		4,3 (4)		3,7 (3)	
Medical, dental, veterinary	4,4 (152)	4,4 (31)	4,0 (1)	5,0 (3)	3,8 (13)	5,0 (2)	4,5 (2)	
Engineering	4,5 (246)							
Natural sciences (general)	4,1 (57)	4,0 (62)	4,3 (3)		2,8 (5)	2,5 (2)	3,4 (13)	4,0 (1)
Natural sciences (occ. directed)	3,9 (94)	4,3 (79)		5,0 (1)	3,0 (1)	4,5 (2)		
Human sciences (general)	4,0 (69)	3,7 (112)	4,0 (1)	4,3 (3)	4,0 (1)	3,5 (2)	4,1 (17)	4,3 (10)
Human sciences (occ. directed)	4,1 (28)	3,8 (226)	4,0 (1)	4,3 (3)		3,7 (6)	3,4 (5)	3,6 (10)
Law	2,4 (32)	3,8 (4)	5,0 (1)				4,4 (10)	
Commerce (accounting)	4,6 (19)	3,0 (2)			2,8 (4)			
Other commerce and administration	4,1 (155)	3,4 (36)	5,0 (1)		2,1 (7)		3,6 (11)	2,0 (1)
Agriculture	4,4 (53)	4,2 (9)						
TOTAL	4,3 (928)	3,9 (587)	4,5 (10)	4,6 (10)	3,3 (35)	3,8 (14)	3,9 (61)	3,9 (22)

\*Number of persons in each category

TABLE 2.4  
REASONS WHY IT WAS DIFFICULT TO OBTAIN EMPLOYMENT BY FIELD OF STUDY

Reasons	Whites		Asians		Blacks		Total									
	Male		Female		Male		Female									
	N	%	N	%	N	%	N	%								
Too few job opportunities	48	32,0	45	24,1	5	29,4	3	14,3	3	37,5	56	29,8	48	23,9		
Lack of experience	19	12,7	18	9,6	1	5,9	1	16,7	3	14,3		23	12,2	19	9,5	
Combination of 1 and 2	19	12,7	23	12,3			1	4,8			20	10,6	23	11,4		
No vacancies in preferred geographical area	24	16,0	43	23,0	6	35,3	2	33,3	3	14,3	1	12,5	33	17,6	46	22,9
Must still do military service	7	4,7									7	3,7				
Discrimination because of sex or race	1	0,7	4	2,1	3	17,6			1	4,8		5	2,7	4	2,0	
Other (combinations of the above)	32	21,3	54	28,9	2	11,8	3	50,0	10	47,6	4	50,0	44	23,4	61	30,3
TOTAL	150	100	187	100	17	100	6	100	21	100	8	100	188	100	201	100

TABLE 2.5  
TECHNIQUES USED IN FINDING EMPLOYMENT

(a) White males

Field of study		Friends and relatives	Advertisement	Recruiting: Govt. dept.	Recruiting: organization	Employment: Dept. of Labour	Private employment agency	Info. service: university	Bursary or loan	Own initiative	Total
1 Pharmacology	N	4 (75)*	5 (40)					3(100)	5(100)	30 (40)	47
	%	8,5	10,6					6,4	10,6	63,8	100
2 Medical, dental, veterinary	N	17 (65)	30 (27)	4 (50)	5 (80)	1(100)	6 (33)	14 (78)	29 (79)	162 (70)	268
	%	6,3	11,2	1,5	1,9	0,4	2,2	5,2	10,8	60,4	100
3 Engineering	N	55 (51)	101 (12)	20 (35)	22 (86)		14 (7)	15 (33)	352 (52)	181 (18)	760
	%	7,2	13,3	2,6	2,9		1,8	2,0	46,3	23,8	100
4 Natural sciences (general)	N	22 (32)	64 (25)	8(113)	18 (61)		6 (50)	11 (45)	18 (67)	51 (24)	198
	%	11,1	32,3	4,0	9,1		3,0	5,6	9,1	25,8	100
5 Natural sciences (occ. directed)	N	37 (40)	50 (16)	6 (50)	4(100)	1	7	11 (54)	56 (64)	218 (17)	390
	%	9,5	12,8	1,5	1,0	0,3	1,8	2,8	14,4	55,9	100
6 Human sciences (general)	N	15 (33)	86 (15)	9 (44)	5(100)		15 (27)	3 (33)	10 (90)	124 (31)	267
	%	5,6	32,2	3,4	1,9		5,6	1,1	3,7	46,4	100
7 Human sciences (occ. directed)	N	11 (45)	33 (9)	2 (50)	11 (54)	2	2	7 (14)	10 (90)	36 (25)	114
	%	9,6	28,9	1,8	9,6	1,8	1,8	6,1	8,8	31,6	100
8 Law	N	17 (59)	11 (9)	3 (67)	1			1	11(100)	85 (16)	129
	%	13,2	8,5	2,3	0,8			0,8	8,5	65,9	100
9 Commerce (accounting)	N	7 (57)	3 (67)		5 (60)		1(100)		1(100)	12 (75)	29
	%	24,1	10,3		17,2		3,4		3,4	41,4	100
10 Other commerce and administration	N	84 (48)	221 (15)	9 (22)	33 (79)		31 (10)	39 (13)	29 (86)	278 (22)	724
	%	11,6	30,5	1,2	4,6		4,3	5,4	4,0	38,4	100
11 Agriculture	N	16 (50)	31 (13)	7 (29)	6(100)		2	3	27 (67)	20 (65)	112
	%	14,3	27,7	6,3	5,4		1,8	2,7	24,1	17,9	100

\*Percentage of successes

(Continued)

TABLE 2.5 (CONTINUED)

(b) White males

Field of study		Friends and relatives	Adver= tisement	Recruit= ing: Govt. dept.	Recruit= ing: orga= nization	Employment: Dept. of Labour	Private employment agency	Info. service: university	Bursary or loan	Own initiative	Total
1	Pharmacology	N 8 (50) % 13,8	1(100) 1,7	1 1,7				6 (67) 10,3	16 (56) 27,6	26 (54) 44,8	58 100
2	Medical, dental, veterinary	N 1(100) % 1,8	8 (37) 14,3	1(100) 1,8	1(100) 1,8			7 (71) 12,5	4(100) 7,1	34 (62) 60,7	56 100
3	Engineering	N %									
4	Natural sciences (general)	N 21 (52) % 6,6	82 (17) 25,9	7 (14) 2,2	26 (46) 8,2	1 (0) 0,3	2 (50) 0,6	6 (33) 1,9	31 (45) 9,8	140 (20) 44,3	316 100
5	Natural sciences (occ. directed)	N 21 (33) % 9,4	48 (21) 21,5	2(100) 0,9	6(100) 2,7		6 2,7	12 (58) 5,4	26 (81) 11,7	102 (35) 45,7	223 100
6	Human sciences (general)	N 61 (54) % 9,7	193 (10) 30,6	21 (29) 3,3	6 (83) 1,0	15 (13) 2,4	45 (18) 7,1	18 (22) 2,9	16 (31) 2,5	256 (19) 40,6	631 100
7	Human sciences (occ. directed)	N 136 (35) % 10,0	541 (15) 39,8	43 (30) 3,2	41 (49) 3,0	11 (0) 0,8	49 (2) 3,6	50 (12) 3,7	89 (31) 6,5	399 (22) 29,4	1359 100
8	Law	N 2 (50) % 25,0	1 12,5						3 (67) 37,5	2 (50) 25,0	8 100
9	Commerce (accounting)	N %	15 68,2					1(100) 4,5		6 (67) 27,3	22 100
10	Other commerce and administration	N 25 (36) % 8,1	91 (13) 29,4	5 (40) 1,6	2(100) 0,6	2 (0) 0,6	16 (6) 5,2	9 (11) 2,9	21 (48) 6,8	138 (8) 44,7	309 100
11	Agriculture	N 5 % 11,1	12 (8) 26,7	3 (33) 6,7	4 (75) 8,9	1 (0) 2,2		2 (0) 4,4	6 (83) 13,3	12 (8) 26,7	45 100

TABLE 2.5 (CONTINUED)

(c) Non-Whites:

Sex		Friends and relatives	Adver= tisement	Recruit= ing: Govt. dept.	Recruit= ing: orga= nization	Employment: Dept. of Labour	Private employment agency	Info. service: university	Bursary or loan	Own initiative	Total
Male	N	90 (13)	214 (6)	4 (75)	12 (67)	3 (0)	12 (0)	35 (26)	20 (70)	407 (12)	797
	%	11,3	26,9	0,5	1,5	0,4	1,5	4,4	2,5	51,1	100
Female	N	22 (45)	54 (11,1)	3 (67)	12 (25)		10 (10)	5 (60)	11 (82)	106 (20)	223
	%	9,9	24,2	1,3	5,4		4,5	2,2	4,9	47,5	100

Two techniques stand out as the most often tried in the bid to find employment, namely response to an advertisement and own initiative. However these two techniques also have generally the lowest record of success. Of the two it would seem as if the personal approach i.e. own initiative, is more successful. The chances of Non-Whites obtaining employment by means of these two techniques are even lower than for Whites.

Family and friends play an important role in finding employment - usually more important than the role played by recruiting organizations.

## 2.5 INCOME

The income received from an occupation plays an important role in the allocation of labour. Freeman based his models of the job market mainly on the incomes of various groups of graduates. Three questions about incomes were asked, i.e. present salary/income, expected income after 15 years' job experience and expected income at retirement age.

### 2.5.1 *Present salary*

In Table 2.6 present salaries are analyzed by occupation and employer sector. Because of the small numbers in the categories this analysis does not cover Non-Whites or self-employed persons. Median salaries are calculated only if there are more than five persons in a category and quartile salaries are given only if the number is ten or more.

Salaries paid by the government and provincial administrations tend to be lower than in the other employer sectors. The low salaries paid in the private sector to law graduates is due to the fact that most of these graduates are articled clerks while the salaries paid in government are based on the usual fixed salary structure for graduates. Women are usually paid lower salaries than men, but these differences are not very marked.





Because of the small numbers in many categories in Table 2.6, sampling errors can distort the real situation, but the tables do give an indication of the starting salaries in various groups. A remark about the human science etc. group working in the private sector should perhaps be made. Most of these NGs are ministers of religion with a study period of seven years behind them.

### 2.5.2 *Income expectations*

The NGs were asked to give their opinion on the income generation capacity of their occupations by stating the salary they expected to earn after 15 years of working life and at retirement, leaving the effect of inflation out of consideration. The figures in Table 2.7 were calculated by subtracting present salary from expected salary and calculating the percentage increase for every person who answered the question. The results were then categorized by occupational group. The results in Table 2.7 only reflect the expectation of Whites after 15 years' experience. No analysis is given for Non-Whites because of the small numbers in most of the occupational groups.

Males have higher income expectations than females. Whereas 85 % of the males expect their salaries to increase by at least 80 % after 15 years' job experience the percentage for females is 46 %. Males in the medical and commercial fields have relatively high income expectations. Of the NGs in the commercial field 25 % expect their present salary to increase by at least 400 % in 15 years' time - this group has by far the highest income expectations. The NGs usually expect their salaries to be higher at retirement age than after 15 years' work and no separate tabulation is presented in this regard.

To obtain some indication of the realism of the NGs concerning income expectations an analysis was made of the data obtained from the HSRC's 1979 Salary Survey for Graduates. (Kruger, 1979) The employees in this survey were classified by age group into occupational groups comparable to those used in the present study on NGs. The median salary by age and occupational group was calculated and the median salary of the 20-24 year-olds was then compared with the median salary of the 35-39 and 40-44 year-olds.

TABLE 2.7  
 EXPECTED SALARY INCREASE AFTER 15 YEARS' WORK EXPERIENCE, EMPLOYEES

(a) Males

Present occupation		Percentage increase expected			Total
		Less than 80 %	80 %-120 %	More than 120 %	
1 Medical and paramedical	N	10	17	101	128
	%	7,8	13,3	78,9	100
2 Engineering	N	28	82	115	225
	%	12,4	36,4	51,1	100
3 Architectural and other building	N	8	30	30	68
	%	11,8	44,1	44,1	100
4 Natural Science	N	9	11	11	31
	%	29,0	35,5	35,5	100
5 Agricultural	N	7	10	9	26
	%	26,9	38,5	34,6	100
6 Actuarial and mathematical	N	3	6	14	23
	%	13,0	26,1	60,9	100
7 Technical	N	2	3	-	5
	%	40,0	60,0		100
8 Law	N	5	7	12	24
	%	20,8	29,2	50,0	100
9 Commerce	N	8	7	85	100
	%	8,0	7,0	85,0	100
10 Teaching	N	11	10	7	28
	%	39,3	35,7	25,0	100
11 Human science, social work, religion, personnel	N	6	5	10	21
	%	28,6	23,8	47,6	100
12 Libraries, archives, information, museums	N	1	-	3	4
	%	25,0		75,0	100
13 Art, journalism, recreational	N	-	2	5	7
	%		28,6	71,4	100
14 Administrative	N	5	4	17	26
	%	19,2	15,4	65,4	100
15 Clerical	N	5	11	13	29
	%	17,2	37,9	44,8	100
16 Service	N	7	1	13	21
	%	33,3	4,8	61,9	100
17 Other	N	1	2	2	5
	%	20,0	40,0	40,0	100
TOTAL	N	116	208	447	771
	%	15,0	27,0	58,0	100

(Continued)

(b) Females

TABLE 2.7 (CONTINUED)

Present occupation		Percentage increase expected			Total
		Less than 50 %	50 %- 80 %	More than 80 %	
1	Medical and paramedical	N 23 % 28,8	16 20,0	41 51,3	80 100
2	Engineering	N - %	-	1 100,0	1 100
3	Architectural and other building	N - %	1 20,0	4 80,0	5 100
4	Natural Science	N 3 % 15,8	4 21,1	12 63,2	19 100
5	Agricultural	N 2 % 50,0	-	2 50,0	4 100
6	Actuarial and mathematical	N 4 % 16,0	6 24,0	15 60,0	25 100
7	Technical	N 3 % 23,1	5 38,5	5 38,5	13 100
8	Law	N - %	-	2 100,0	2 100
9	Commerce	N - %	4 19,0	17 81,0	21 100
10	Teaching	N 26 % 35,6	27 37,0	20 27,4	73 100
11	Human science, social work, religion, personnel	N 8 % 19,0	19 45,2	15 35,7	42 100
12	Librarian, archives, information, museums	N 9 % 34,6	3 11,5	14 53,8	26 100
13	Art, journalism, recreational	N 1 % 5,9	4 23,5	12 70,6	17 100
14	Administrative	N - %	1 33,3	2 66,7	3 100
15	Clerical	N 15 % 29,4	21 41,2	15 29,4	51 100
16	Service	N 5 % 50,0	2 20,0	3 30,0	10 100
17	Other	N 1 % 33,3	2 66,7	-	3 100
TOTAL		N 100 % 25,3	115 29,1	180 45,6	395 100

The latter groups would contain most of the employees with 15 years' work experience. The results appear in Table 2.8. The information in Tables 2.7 and 2.8 is not directly comparable because the information in Table 2.8 is based on a cross section analysis at a point in time and median incomes are used.

TABLE 2.8  
DIFFERENCE (%) BETWEEN SALARY AT AGE 20-24 AND SALARY AT 35-39 AND 40-44 YEARS BY OCCUPATION, MARCH 1979

Occupation	Age	<80 %	80 %-120 %	More than 120 %
Medical and paramedical	35-39			X
	40-44			X
Engineering	35-39		X	
	40-44		X	
Architectural and other building	35-39		X	
	40-44		X	
Natural science	35-39			X
	40-44			X
Agricultural	35-39		X	
	40-44			X
Actuarial and mathematical	35-39		X	
	40-44		X	
Technician	35-39		X	
	40-44		X	
Law	35-39			X
	40-44			X
Commerce	35-39			X
	40-44			X
Teaching	35-39		X	
	40-44			X
Human science, social work, religion, personnel	35-39			X
	40-44			X
Librarian, archives, information, museums	35-39		X	
	40-44		X	
Art, journalism, recreational	35-39			X
	40-44			X
Administrative	35-39			X
	40-44			X
Clerical	35-39	X		
	40-44	X		
Service	35-39			X
	40-44			X
Other	35-39			X
	40-44			X

It would seem, however, as if those NGs who expect their incomes to increase by less than 80 % after 15 years have unrealistically low income expectations. By and large it can be said that most of the NGs seem to have a reasonable idea of the income possibilities of their occupations.

Those NGs in the professional fields which usually lead to private practice, e.g. medicine and law, expect to earn appreciably more if they should become self-employed, which is also realistic assessment of the usual situation.

## 2.6 THE USE OF UNIVERSITY TRAINING IN THE WORK SITUATION

Having received a university education, NGs usually expect to use their knowledge in their work situation. The question on the extent to which their university training is used in their work and the question on the level of qualification needed for effective performance in their work are aimed at gauging NGs' feelings towards the level of the work they are doing at the moment.

Table 2.9 gives an analysis of the answers obtained to the question on the extent to which university training is used in the work situation.

Because of small numbers, the information for Non-Whites is not categorized by field of study.

One of the most striking aspects of the utilization of university training is the relatively larger percentages of NGs in the Public sector who stated that university training is used either a great deal or to a reasonable extent. This trend is noticeable in most fields of study except commerce and administration where the trend is reversed. The reason for the greater use made of university training in the public sector is probably the diversity of the available jobs and the fact that a rather structured manning system based on job evaluation, is used in determining personnel needs.

TABLE 2.9

## EXTENT TO WHICH UNIVERSITY TRAINING IS USED IN WORK

## (a) White males

Field of study	Employer sector	N	A great deal	To reason=able extent	A little	Not at all	Total
Pharmacology	Public	7	28,6	42,9	14,3	14,3	100
	Private	15	13,3	33,3	53,3		100
Medical, dental, veterinary	Public	137	95,6	3,7	0,7		100
	Private	10	90,0	10,0			100
Engineering	Public	119	38,7	39,5	20,2	1,7	100
	Private	125	32,0	44,0	21,6	2,4	100
Natural sciences (general)	Public	27	40,7	33,3	18,5	7,4	100
	Private	28	14,3	35,7	46,4	3,6	100
Natural sciences (occ. directed)	Public	43	48,8	34,9	14,0	2,3	100
	Private	52	44,2	32,7	15,4	7,7	100
Human sciences (general)	Public	39	25,6	25,6	33,3	15,4	100
	Private	27	18,5	29,6	29,6	22,2	100
Human sciences (occ. directed)	Public	20	45,0	25,0	25,0	5,0	100
	Private	7	28,6	28,6	28,6	14,3	100
Law	Public	19	26,3	36,8	26,3	10,5	100
	Private	13	30,8	46,2	15,4	7,7	100
Commerce (accounting)	Public	3	33,3	33,3		33,3	100
	Private	16	62,5	37,5			100
Other commerce and administration	Public	36	11,1	27,8	27,8	33,3	100
	Private	116	39,7	35,3	21,6	3,5	100
Agriculture	Public	33	36,4	45,5	18,2		100
	Private	10	40,0	20,0	40,0		100
TOTAL	Public	483	52,2	26,3	15,7	5,8	100
	Private	419	35,6	36,5	23,2	4,8	100

## (b) White females

Pharmacology	Public	13	38,5	46,2	15,4		100
	Private	13	15,4	53,9	30,8		100
Medical, dental, veterinary	Public	27	88,9	11,1			100
	Private	2	100,0				100
Engineering	Public						
	Private						
Natural sciences (general)	Public	51	39,2	37,3	17,7	5,9	100
	Private	12	8,3	25,0	33,3	33,3	100
Natural sciences (occ. directed)	Public	68	73,5	14,7	8,8	2,9	100
	Private	11	45,5	45,5		9,1	100
Human sciences (general)	Public	65	13,9	33,9	33,9	18,5	100
	Private	46	6,5	37,0	28,3	28,3	100

(Continued)

TABLE 2.9 (CONTINUED)

Field of study	Employer sector	N	A great deal	To reason=able extent	A little	Not at all	Total
Human sciences (occ. directed)	Public	178	55,1	28,7	8,4	7,9	100
	Private	49	36,7	32,7	20,4	10,2	100
Law	Public	2	50,0	50,0			100
	Private	2	50,0	50,0			100
Commerce (accounting)	Public	2		50,0	50,0		100
	Private						
Other commerce and administration	Public	16	25,0	18,8	43,8	12,5	100
	Private	21	28,6	38,1	33,3		100
Agriculture	Public	7	42,9	42,9		14,3	100
	Private	2		50,0	50,0		100
TOTAL	Public	427	50,2	27,6	14,3	8,0	100
	Private	160	23,8	36,9	25,0	14,4	100

## (c) Non-White males

Population group							
Coloureds	Public	5	40,0	40,0	20,0		100
	Private	5	60,0	20,0	20,0		100
Asians	Public	15	85,7	14,3			100
	Private	19	42,1	36,8	10,5	10,5	100
Blacks	Public	32	40,6	37,5	12,5	9,4	100
	Private	27	33,3	44,4	14,8	7,4	100
TOTAL	Public	52	53,9	30,8	9,6	5,8	100
	Private	51	39,2	39,2	13,7	7,8	100

## (d) Non-White females

Coloureds	Public	8	12,5	75,0	12,5		100
	Private	1		100,0			100
Asians	Public	11	54,6	36,4	9,1		100
	Private	4	25,0	25,0	25,0	25,0	100
Blacks	Public	22	50,0	45,5	4,6		100
	Private						
TOTAL	Public	41	43,9	48,8	7,3		100
	Private	5	20,0	40,0	20,0	20,0	100

In general a much larger percentage of Non-Whites than Whites thought that their training was being well utilized.



It is often not possible to use university training in the general fields of study directly and in some fields such as general human sciences and natural sciences about 50 % of the NGs reported that their training is not used to any extent worth mentioning.

In Table 2.10 an analysis is given of the qualification level NGs think necessary for effective performance of the work (column marked 1) and the qualification level required by the employer (column marked 2).

In all fields there are NGs who feel that they should have a higher qualification for the effective performance of their work. Employers also often require people with higher qualifications but probably cannot find such people. This situation applies mainly in the fields of natural science, accounting and agriculture. On the other side of the coin are the NGs who feel that they do not need a degree for the effective performance of their present duties. Graduates sometimes have to take up employment that does not require a degree for the effective performance of present duties. This is illustrated by White male and female graduates in the general human sciences field where 33 % of the males and 39 % of the females employed in the public sector said that their employer actually only required a Std 10 qualification. It is also clear that it is mainly female graduates who have to take a position for which the employer does not require a degree. Table 2.10(b) shows for example that in only 55 % (both in the private and public sectors) of the cases did the employer require a B. degree level. Fourteen per cent required a level higher than B.degree and 31 % a level lower than B. degree.

Human science (general), Commerce (accounting) and Other commerce and administration are the fields of study in which many NGs felt that the jobs they are doing now do not require a degree. This does not necessarily mean that they are under-utilized. Graduates in these fields are usually not trained for a specific occupation and therefore must obtain experience. All careers are started at the bottom.

TABLE 2.10

## QUALIFICATION NEEDED FOR EFFECTIVE PERFORMANCE OF WORK AND QUALIFICATION REQUIRED BY EMPLOYER

(a) White males

Field of study	Em= poyer sector	N	Qualification level														To= tal			
			Lower than Std 10		Std 10		Std 10 + diploma/ cert.		B. degree		Post= graduate diploma		Hons or postgrad. B. degree		M.degree			D.degree		
			1*	2**	1	2	1	2	1	2	1	2	1	2	1	2		1	2	
Pharmacology	Public	7						14,3		100,0	85,7									100
	Private	15					13,3	26,7	86,7	73,3										100
Medical, dental, veterinary	Public	136				0,7			94,9	91,9	0,7	0,7	2,2	2,2	2,2	2,2		2,2		100
	Private	11							100,0	100,0										100
Engineering	Public	120			1,7		9,2	2,5	81,7	88,3	1,7	1,7	5,0	5,0	0,8			2,5		100
	Private	126			0,8		20,6	18,3	72,2	74,6	2,4	2,4	2,4	2,4	1,6			2,4		100
Natural sciences (general)	Public	28			14,3	17,9	21,4	10,7	46,4	60,7	3,6	3,6	14,3	7,1						100
	Private	28			10,7	17,9	28,6	3,6	50,0	71,4			10,7	3,6			3,6			100
Natural sciences (occ. directed)	Public	43					7,0		83,7	83,7	2,3	4,7	4,7	11,6	2,3					100
	Private	52			1,9	5,8	23,1	25,0	69,2	61,5	1,9	3,9	3,9	1,9			1,9			100
Human sciences (general)	Public	39	2,6	5,1	35,9	33,3	15,4	20,5	35,9	38,5	2,6	2,6	2,6		2,6		2,6			100
	Private	27	7,4	3,7	18,5	37,0	18,5	18,5	44,4	33,3	11,1	7,4								100
Human sciences (occ. directed)	Public	21		4,8	9,5	9,5	33,3	33,3	42,9	52,4			14,3							100
	Private	7		28,6			28,6	71,4	57,1			14,3								100
Law	Public	19			26,3	47,4	42,1	31,6	26,3	21,1	5,3									100
	Private	13			7,7	7,7			84,6	69,2	7,7	7,7						15,4		100
Commerce (accounting)	Public	3			66,7	33,3	33,3	33,3		33,3										100
	Private	15			13,3	46,7			26,7	20,0	13,3	20,0	26,7	13,3						100
Other commerce and administration	Public	35	5,7	2,9	22,9	42,9	22,9	2,9	40,0	34,3	8,6	14,3						2,9		100
	Private	116			25,9	37,1	11,2	9,5	41,4	38,8	11,2	6,0	9,5	6,0	0,9			2,6		100
Agriculture	Public	34	2,9	2,9	2,9	2,9	17,7	5,9	47,1	64,7	2,9		17,7	14,7	8,8					100
	Private	10			10,0	10,0	20,0	20,0	60,0	60,0			10,0	10,0						100
TOTAL	Public	485	0,8	1,0	7,8	9,7	11,6	6,6	70,3	73,2	2,3	2,5	5,2	4,3	1,9	0,6	0,2	2,1		100
	Private	420	0,5	0,2	11,2	17,1	16,7	14,1	59,5	58,3	5,5	4,3	5,7	3,6	1,0	0,5		1,9		100

\*Qualification needed  
\*\*Qualification required

(Continued)

TABLE 2.10 (CONTINUED)

(b) White females

Field of study	Em= ployer sector	N	Qualification level												To= tal				
			Lower than Std 10		Std 10		Std 10 + diploma/ cert.		B. degree		Post= graduate diploma		Hons or postgrad. B. degree			M.degree		D.degree	
			1	2	1	2	1	2	1	2	1	2	1	2		1	2	1	2
Pharmacology	Public	13			7,7			7,7	92,3	92,3									100
	Private	13					7,7	15,4	84,6	76,9	7,7	7,7							100
Medical, dental and veterinary	Public	27							100,0	92,6							7,4	100	
	Private	2							100,0	100,0								100	
Engineering	Public																		
Natural sciences (general)	Public	51		2,0	15,7	9,8	9,8	13,7	68,6	66,7	2,0	7,8	2,0				2,0	100	
	Private	12	8,3		8,3	16,7	25,0	16,7	50,0	50,0	8,3	16,7						100	
Natural sciences (occ. directed)	Public	68			2,9	2,9	29,4	36,8	55,9	48,5	11,8	4,4		1,5			5,9	100	
	Private	11			9,1		18,2	27,8	72,7	63,6		9,1						100	
Human sciences (general)	Public	65	6,2	6,2	29,2	38,9	20,0	13,9	29,2	33,9	10,8	9,2	4,6		1,5		1,5	100	
	Private	46			26,1	21,7	23,9	28,3	41,3	36,9	4,4	2,2	4,4				10,9	100	
Human sciences (occ. directed)	Public	178	2,3	1,7	7,9	7,3	15,7	19,7	56,2	51,7	9,6	10,7	8,4	4,5			4,5	100	
	Private	49	4,1	2,0	12,2	20,4	20,4	14,3	46,9	57,1			14,3	2,0	2,0		4,1	100	
Law	Public	2							100,0	100,0								100	
	Private	2							100,0	100,0								100	
Commerce (accounting)	Public																		
	Private	2			50,0	50,0			50,0	50,0								100	
Other commerce and administration	Public	16	12,5	6,3	25,0	12,5	12,5		43,8	68,8		6,3	6,3				6,3	100	
	Private	21			19,1	23,8	14,3	14,3	61,9	61,9	4,8							100	
Agriculture	Public	7			14,3			14,3	71,4	71,4	14,3			14,3				100	
	Private	2							50,0	100,0			50,0					100	
TOTAL	Public	427	2,3	2,1	11,5	10,3	15,9	18,3	57,4	55,3	8,0	7,7	4,7	2,3			0,2	3,8	100
	Private	160	1,9	0,6	15,6	17,5	18,8	18,8	53,8	55,0	3,1	3,1	6,3	0,6	0,6		0,2	4,4	100

(Continued)

TABLE 2.10 (CONTINUED)

## (c) Non-White males

Population group	Em= ployer sector	N	Qualification level														To= tal		
			Lower than Std 10		Std 10		Std 10 + diploma/ cert.		B. degree		Post- graduate diploma		Hons or post grad. B. degree		M.degree			D.degree	
			1	2	1	2	1	2	1	2	1	2	1	2	1	2		1	2
Coloureds	Public	5	40,0		40,0		20,0		20,0		60,0		20,0						100
	Private	5			20,0		20,0		20,0		40,0		60,0		20,0		20,0		
Asians	Public	15			6,7						93,3		100,0						100
	Private	19			15,8		15,8		10,5		5,3		63,2		68,4		5,3		
Blacks	Public	35	5,7	2,9	8,6	17,1	34,3	22,9	45,7	37,1	5,7	11,4					8,6		100
	Private	27	3,7		14,8	18,5	33,3	18,5	40,7	59,3	3,7		3,7				3,7		
TOTAL	Public	55	3,6	5,5	7,3	14,6	23,6	16,4	60,0	50,9	5,5	7,3					5,5		100
	Private	51	2,0		15,7	17,7	23,5	11,8	49,0	62,8	3,9		5,9		3,9		3,9		

## (d) Non-White females

Coloureds	Public	9	11,1	11,1	11,1	11,1	33,3	55,6	33,3				11,1				22,2		100		
	Private	1							100,0		100,0										
Asians	Public	11					18,2		9,1		63,6		90,9		9,1		9,1		100		
	Private	4			25,0		25,0				50,0		75,0				25,0				
Blacks	Public	21			4,8		14,3		14,3		52,4		47,6		14,3		14,3		9,5		100
	Private																19,1				
TOTAL	Public	41	2,4	1,1	4,9	2,4	19,5	12,2	51,2	61,0	9,8	7,3	9,8		9,8				100		
	Private	5			20,0		20,0		60,0		80,0		20,0				2,4				

## CHAPTER 3 JOB EXPECTATIONS AND JOB SATISFACTION

### 3.1 INTRODUCTION

Every worker has certain expectations concerning his work. These expectations are the result of a complicated interplay of personality and environmental factors. Closely connected with these expectations is the level of job satisfaction experienced by the worker. Literally thousands of articles have been published on the subject of job satisfaction and various theories have been postulated and still the last word has not been said. It is not the aim of this study either to prove or disprove a theory. The aim is simply to show what NGs expect from their work, how these expectations are met in the work situation and how satisfied they feel with their present work. The questions in the questionnaire (appendix 1) on which these analyses are based are Questions 15 and 16. The questions clearly rest on the assumption that the smaller the gap between what a person expects from his work (needs) and the extent to which these expectations are met, the more satisfied he or she ought to be.

### 3.2 JOB EXPECTATIONS AND FULFILMENT

As can be seen from Question 16 NGs were asked to scale expectations and fulfilment on a nine-point scale.

The average of the responses was calculated and the complete analyses are given in Appendix 3. (Table A1-A8) Figures 1-5 are graphical representations of the information contained in the tables. No figure is given for respondents who number less than ten. The pattern of expectations for the various population groups and the sexes as well as workers in the private and public sector is basically the same. Differences between the average levels do occur and the Non-Whites were generally inclined to scale the importance of all the job aspects higher than was the case with Whites. In general the NGs would like to do work that is challenging, provides scope for using their personal abilities, in which the chances of promotion are good and where promotion takes place on merit.

FIGURE 1  
 JOB EXPECTATIONS AND EXTENT TO WHICH EXPECTATIONS ARE MET:  
 WHITE MALES

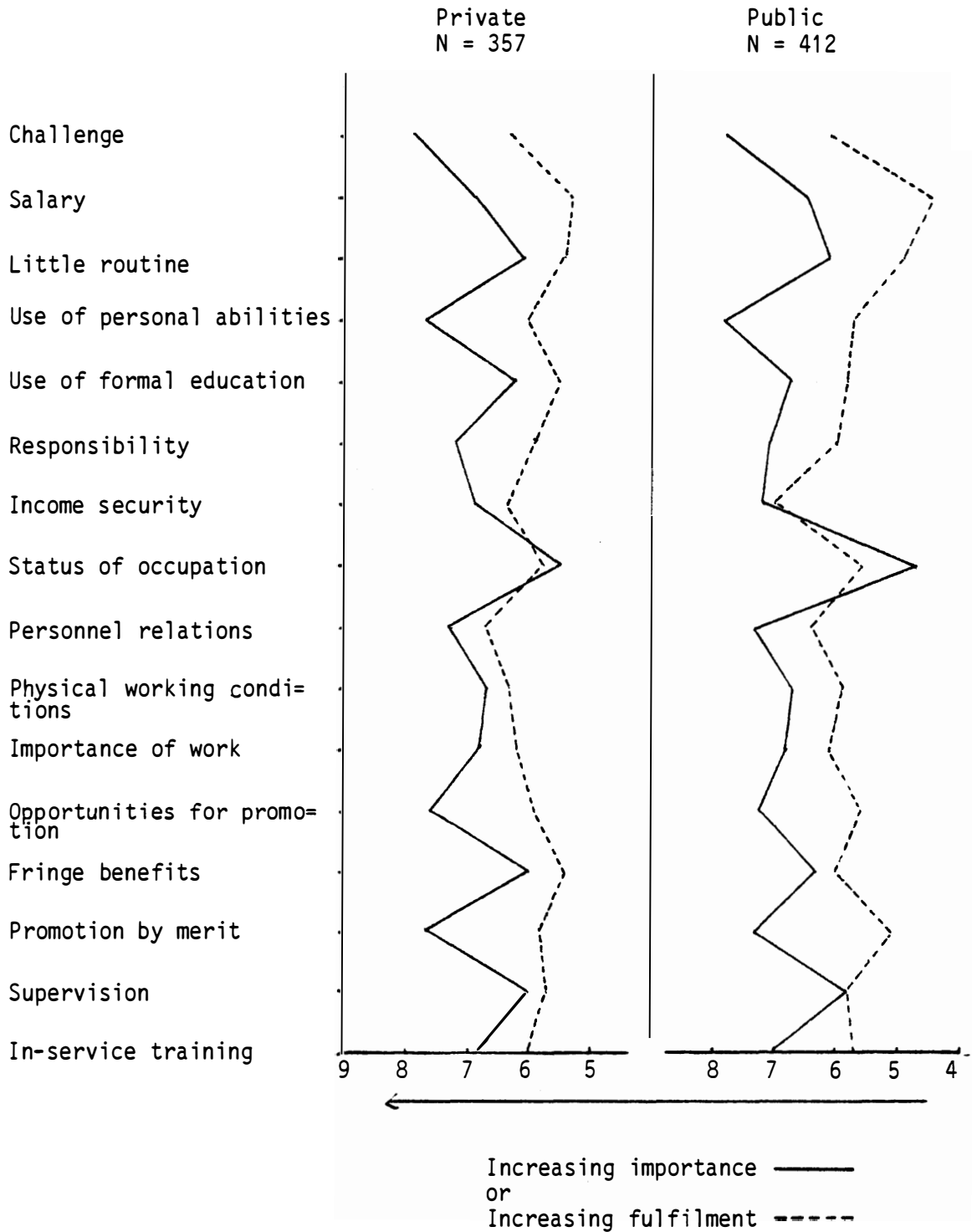


FIGURE 2  
 JOB EXPECTATIONS AND EXTENT TO WHICH EXPECTATIONS ARE MET:  
 WHITE FEMALES

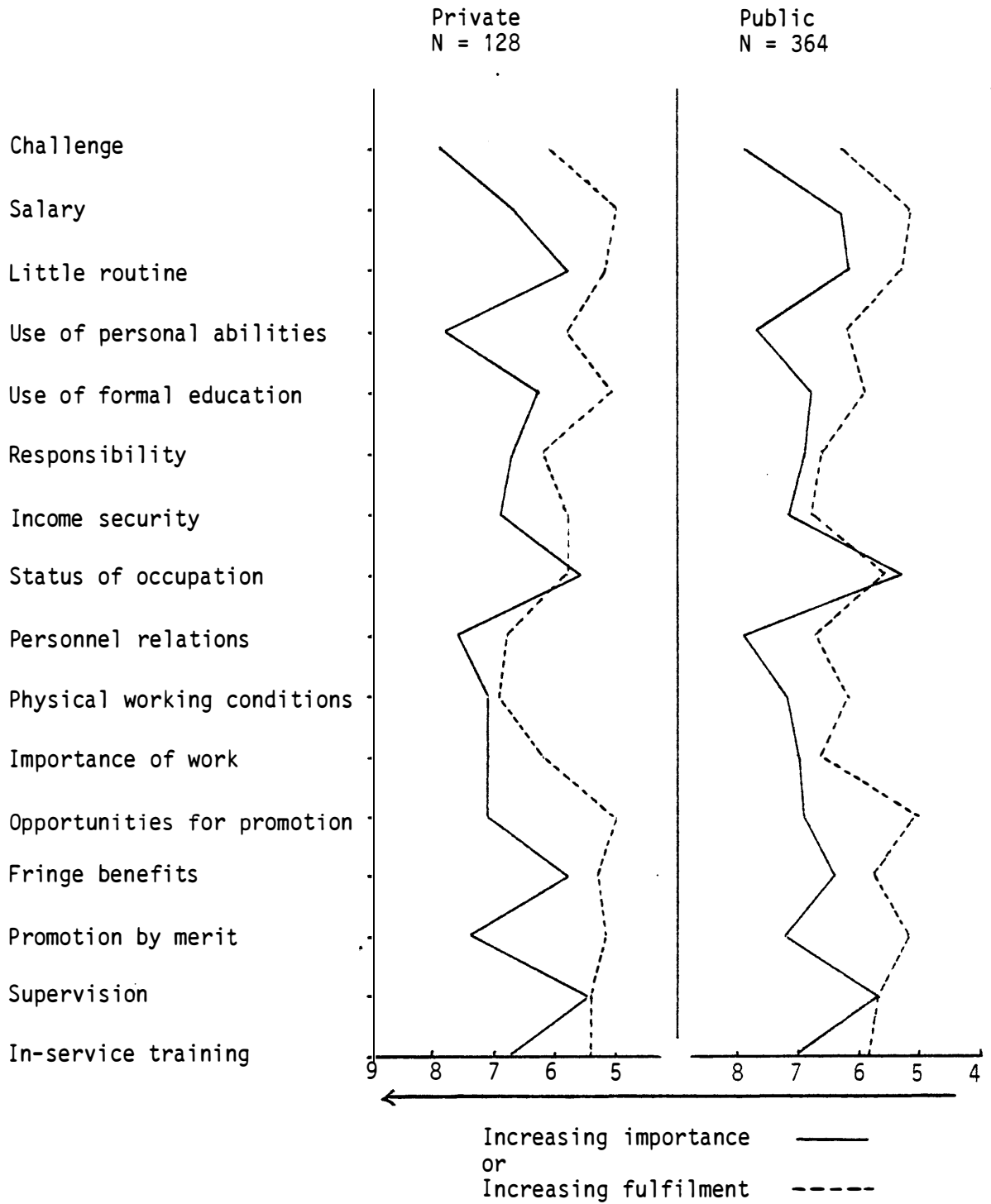


FIGURE 3  
 JOB EXPECTATIONS AND EXTENT TO WHICH EXPECTATIONS ARE MET:  
 ASIAN MALES

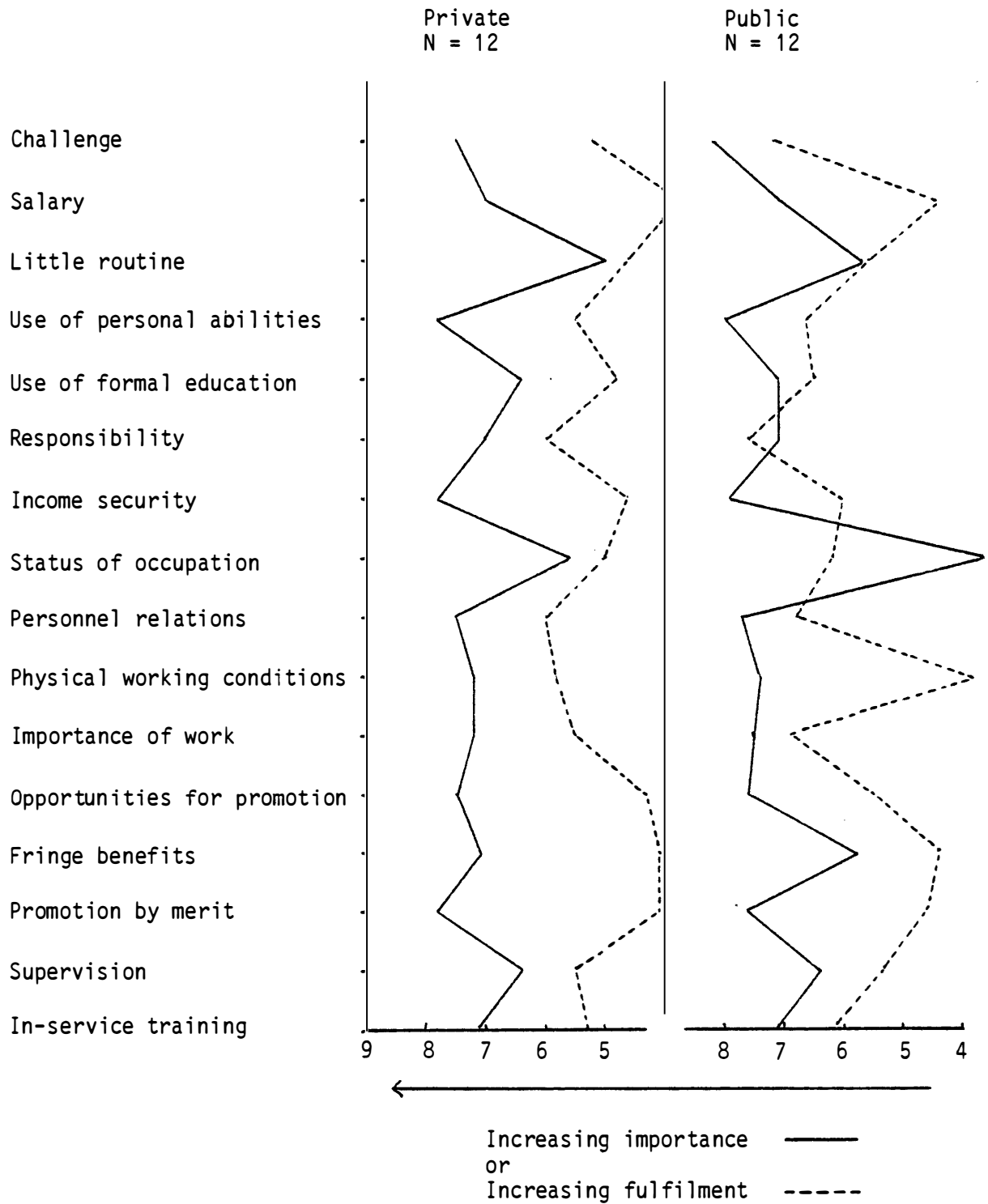




FIGURE 4  
 JOB EXPECTATIONS AND EXTENT TO WHICH EXPECTATIONS ARE MET:  
 BLACK FEMALES

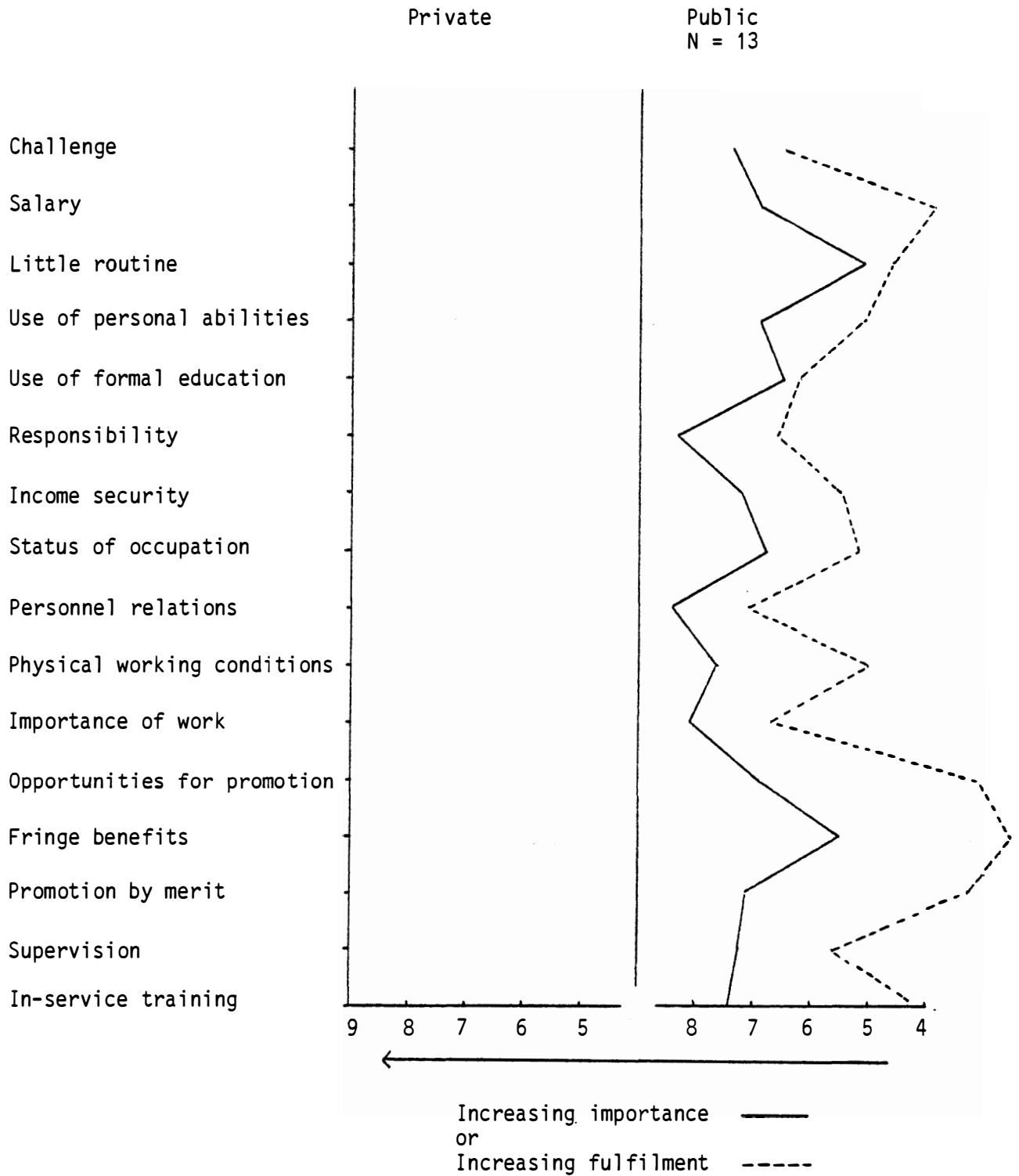
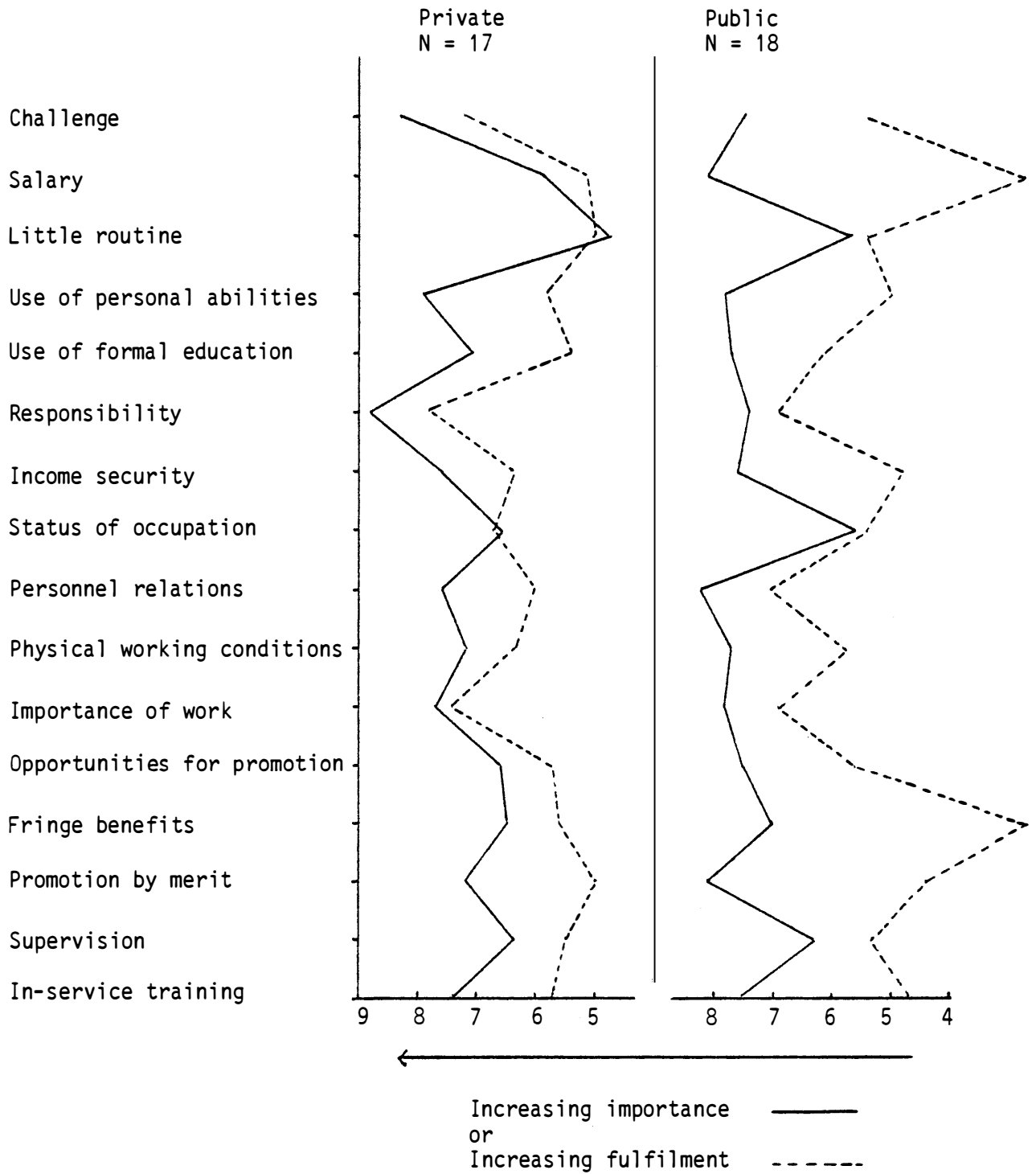


FIGURE 5  
 JOB EXPECTATIONS AND EXTENT TO WHICH EXPECTATIONS ARE MET:  
 BLACK MALES



There is usually a gap between what is expected and the extent to which the expectations are met. The general pattern is that the gap widens as the job aspect is scaled more important. The gap between expectations and fulfilment is usually slightly larger in the public than in the private sector.

### 3.3 JOB SATISFACTION

NGs were asked to indicate (Question 15) the level of job satisfaction on a six-point scale. The level of satisfaction for the various groups is given in Table 3.1 and represents the average score indicated by each group.

Most of the NGs are more or less satisfied with their work - this is indicated by a score greater than 3. Most of the groups have an average of between 4 and 5. In most fields of study NGs in the public sector are somewhat less satisfied than their counterparts in the private sector. Blacks in the public sector seem to be the least satisfied group if the two White female law graduates are not considered.

As was stated in the introduction, there is a positive correlation between the size of the gap between what is expected from an occupation and the extent to which these expectations are met on the one hand and the feeling of satisfaction or dissatisfaction on the other hand. The strength of this correlation is, however, not the same for all the job aspects listed. Table 3.2 gives the Pearson correlation coefficients for the perceived gap and job satisfaction for employees in the public and private sectors. Because of the sample size in the case of Whites, most of the correlations are statistically significant. Even correlation coefficients of less than 0,3 are statistically significant at the 1 % level in most cases and therefore, no level of significance is given in Table 3.2. The number of Non-Whites in Table 3.2 is much smaller and high correlation coefficients are required for statistical significance. No coefficient is calculated for categories containing less than five responses.

TABLE 3.1  
LEVEL OF JOB SATISFACTION

Field of study	Sector	Whites			
		N	Male	N	Female
1 Pharmacology	Public	7	3,6	13	4,2
	Private	15	4,3	13	4,2
2 Medical, dental, veterinary	Public	137	5,2	27	5,3
	Private	10	4,6	2	4,5
3 Engineering	Public	119	4,7		
	Private	125	4,9		
4 Natural science (general)	Public	27	4,3	50	4,8
	Private	28	4,8	12	3,8
5 Natural science (occ. directed)	Public	43	4,4	68	4,9
	Private	51	4,3	11	4,5
6 Human sciences (general)	Public	38	4,6	65	4,3
	Private	27	4,1	46	4,2
7 Human sciences (occ. directed)	Public	21	4,1	178	4,7
	Private	7	4,4	49	4,5
8 Law	Public	19	3,8	2	3,0
	Private	13	5,1	2	5,5
9 Commerce	Public	3	4,3		
	Private	16	5,3	2	5,0
10 Other commerce and administration	Public	36	3,5	16	4,4
	Private	117	4,6	21	4,6
11 Agricultural	Public	33	4,3	7	4,4
	Private	10	5,0	2	3,0
TOTAL	Public	483	4,6	426	4,7
	Private	419	4,6	160	4,3

Population group	Sector	Non-Whites			
		N	Male	N	Female
Coloureds	Public	5	4,4	9	4,0
	Private	5	4,0	1	6,0
Asians	Public	15	4,9	11	4,3
	Private	19	4,3	4	4,5
Blacks	Public	35	3,3	21	3,6
	Private	27	4,5		
TOTAL	Public	55	3,8	41	3,9
	Private	51	4,4	5	4,8

TABLE 3.2

CORRELATION BETWEEN JOB SATISFACTION AND DIFFERENCE IN WHAT IS EXPECTED FROM A JOB AND EXTENT TO WHICH EXPECTATIONS ARE MET

Job feature	Whites				Coloureds				Asians				Blacks			
	Male		Female		Male		Female		Male		Female		Male		Female	
	Pr <sup>1)</sup>	Pub	Pr	Pub	Pr	Pub	Pr	Pub	Pr	Pub	Pr	Pub	Pr	Pub	Pr	Pub
Challenge	33	50	42	47			08		75*	-12	00		27	46		04
Salary	14	25	23	22			83**		01	69*	53		-44	16		43
Little routine	23	22	35	40			51		21	27	89**		19	-16		40
Use of personal abilities	38	50	57	57			30		53	59**	54		40	36		05
Use of formal education	31	46	50	48			51		71*	34	95*		28	54**		16
Responsibility	29	45	54	49			-08		-43	30	85**		-02	48		23
Income security	06	10	22	09			51		-30	49	49		24	33		-04
Status of occupation	20	32	48	29			00		38	16	81**		-24	48**		-30
Personnel relations	27	25	35	25			74		04	22	07		08	45		25
Physical working conditions	30	24	36	31			19		-10	20	56		-01	03		-13
Importance of work	30	34	52	44			61		-46	-10	78		-11	40		05
Opportunity for promotion	22	31	43	40			63		12	23	75		09	08		-03
Fringe benefits	03	05	26	03			76**		-52	70*	18		-02	19		39
Promotion by merit	24	24	37	35			58		32	40	28		04	08		04
Supervision	20	08	36	16			-04		-09	34	77		08	29		-21
In-service training	14	23	32	33			70		-29	41	85**		20	30		-06

<sup>1)</sup> Pr = private sector  
 Pub = public sector

\*Coefficient significant at 1 %-level  
 \*\*Coefficient significant at 5 %-level

Note: Commas before the correlation coefficients have been left out

The general theory that the perceived difference between what is expected from a job and the extent to which these expectations are met (referred to as the gap in the following discussion) is correlated with the level of job satisfaction, is substantiated. As the gap increases the level of job satisfaction tends to decrease. Because this is generally the case, negative signs are used only when the correlation works the other way round. Commas have been left out. It can also be deduced from the sizes of the coefficients that some job aspects have a stronger relationship with job satisfaction than others. Generally it seems that if a job supplies a challenge, carries responsibility and the worker feels that use is being made of his personal abilities and formal education, then a high level of job satisfaction will be experienced.

The relationship between the gap and job satisfaction is much weaker for male employees in the private sector where the coefficients tend to be markedly smaller than it is for males employed in the public sector and for women in both private and public sectors. No analyses of the available information could supply an explanation for this phenomenon. The factors influencing job satisfaction are complex as has been shown by numerous articles on the subject. The feeling of job satisfaction is an attitude and as such it is influenced by factors ranging beyond the job situation as such. There is remarkable agreement among all groups of graduates as to the importance of the job aspects. The scaling of the extent to which expectations are met, as well as of job satisfaction could be influenced by the general image that society has of, say, public servants and women employees. Should this image be negative, workers in these categories could be more sensitive in their reaction towards certain job aspects and this could influence their scaling.

In the case of Non-Whites a surprising number of coefficients have negative signs. Table 3.1 shows that the general level of job satisfaction of Non-Whites is about on a par with that of Whites. The gap between expectations and the extent to which these expectations are met in the job situation is, however, much larger especially for Non-White men. These large gaps result even in negative correlation coefficients all though none is statistically significant. What has been said about public servants and women would also apply in the case of Blacks. All these NGs

would have been influenced to some extent by the student unrest of 1976, and the reaction of the Non-White would be influenced by more than just the situation in the job. If it is generally accepted by a subculture that prevailing practices discriminate against it, there could be a tendency to overreact to questions on sensitive areas. The job aspects listed can in many cases be regarded as such sensitive areas.

## CHAPTER 4

### SYNOPSIS

#### 4.1 INTRODUCTION

With the passing of the boom period of the 1960s and early 1970s overseas studies on the job situation of new graduates (NGs) show a marked decline in job opportunities and many graduates have had to accept clerical or even blue collar jobs. The aim of this study is to investigate the job situation of new graduates in South Africa in a time of economic recession.

#### 4.2 THE SURVEY GROUP

The study deals with people who completed their studies towards a first degree during 1977. The sample of 4855 persons is considered to be representative of the 10 638 NGs who could have taken part in the study. All the South African universities with the exception of UNISA are represented in the sample. The study has as focal point those NGs who are engaged in their first job. A large complement of NGs were continuing their studies or had had previous work experience and only 1690 (35 %) had joined the labour force for the first time. The study deals mainly with these 1690 NGs.

About 25 % of the NGs were 25 years of age or older and it is therefore not surprising that many of them had had some work experience prior to their period of study at university.

#### 4.3 EMPLOYMENT SITUATION

Because of their own special functions and aim, every employer group has a preference for NGs in certain fields of study. The public sector is, however, the main employer.

Only a small number of NGs had difficulty in finding employment. Those who did have difficulty ascribed it mainly to experience and limited job opportunities. Some NGs, especially women, prefer to work in a specific geographical area which can also make it more difficult to find work.



The techniques most often used to find employment were responding to advertisements or contacting employers on own initiative. Of the two, own initiative far more often led to success. Family and friends also play an important role in finding employment.

The salaries paid by government and provincial administrations tend to be lower than in other employer sectors. NGs assess the future incomes of their occupations reasonably realistically.

Having received a university education NGs usually expect to use their knowledge in the work situation. One of the most striking findings is the relatively larger percentages of NGs in the public sector who stated that their university training is used either a great deal or to a reasonable extent. This trend is noticeable in most fields of study. Fifty per cent or more of the NGs in the general human and natural sciences field however, reported that they do not use their training to any extent worth mentioning. Many NGs in the human sciences (general) and commerce and administration fields felt that the jobs they are doing now, do not require a university degree.

#### 4.4 JOB EXPECTATIONS AND JOB SATISFACTION

The pattern of job expectations for the various population groups and the sexes as well as workers in the private and public sectors is basically the same. In general NGs would like a job that is challenging, offers scope for their personal abilities, in which the chances of promotion are good and where promotion takes place on merit. There is usually a gap between what is expected from a job and the extent to which expectations are met. The general pattern is that the gap is relatively wide for the aspects mentioned above and is usually slightly larger in the public than in the private sector.

Most of the NGs are more or less satisfied with their work. In most fields of study the NGs in the public sector are somewhat less satisfied than NGs in the private sector.

#### 4.5 CONCLUSION

This study on the job situation of new graduates shows that the demand for NGs in South Africa is strong even in times of economic recession as was experienced during 1978 when this study was undertaken.

Large sums of public money are spent on university education and it is up to employers to make full use of the abilities of graduates. It is a short-sighted policy to employ graduates in jobs which offer no challenge to them and in which personal ability is not utilized.

NGs in all fields should, however, accept that they need to gain experience and that there is much for them to learn. This is especially true for the NG with a general non-occupationally directed degree. Most of the jobs these NGs can obtain offer little scope for the specific utilization of their university education. When the career possibilities of a job are perceived as negligible and the experience gained is judged not to be worthwhile, labour turnover will be high. It would pay employers to stress the training aspects of the first job and to give NGs a clear idea of the possible career paths.

# APPENDIX 1 QUESTIONNAIRE

Office Use

## 1. MILITARY SERVICE

Which one of the following statements is applicable in your case?

1			4

<p>1.1 I am at present doing my basic military service (one or more years consecutively). <span style="float: right;"><input type="checkbox"/> 1</span></p> <p>Please mention the following:</p> <p>(a) Date on which you began your military service ..... 19 .....</p> <p style="text-align: center;">month</p> <p>(b) Did you start working <i>full-time</i> before commencing your military service?</p> <p>Yes <input type="checkbox"/> 1 → Complete the rest of the questionnaire by supplying data on the occupation you entered.</p> <p>No <input type="checkbox"/> 2 → Ignore the other questions in this questionnaire. PLEASE RETURN THIS QUESTIONNAIRE.</p>	<p><input type="checkbox"/> MS 5</p> <p><input type="checkbox"/> (1.1 a) 6 9</p> <p><input type="checkbox"/> (1.1 b) 10</p>
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------

<p>1.2 I have completed my basic military service (one or more years consecutively) <span style="float: right;"><input type="checkbox"/> 2</span></p>	
-------------------------------------------------------------------------------------------------------------------------------------------------------	--

<p>1.3 I still have to do my basic military service <span style="float: right;"><input type="checkbox"/> 3</span></p> <p>Indicate the date on which you have to start ..... 19 .....</p> <p style="text-align: center;">month</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%; height: 20px;"></td> <td style="width: 25%;"></td> <td style="width: 25%;"></td> <td style="width: 25%;"></td> </tr> <tr> <td style="text-align: center;">11</td> <td></td> <td></td> <td style="text-align: center;">14</td> </tr> </table>					11			14
11			14						

<p>1.4 I have been permanently exempted from military service <span style="float: right;"><input type="checkbox"/> 4</span></p>	
---------------------------------------------------------------------------------------------------------------------------------	--

<p>1.5 Military service not applicable (e.g. women, immigrants) <span style="float: right;"><input type="checkbox"/> 5</span></p>	
-----------------------------------------------------------------------------------------------------------------------------------	--

## 2. YOUR OCCUPATION

2.1 Indicate the occupation you entered after obtaining your degree (excluding temporary holiday employment)

- Full-time housewife
- Full-time student. Please complete Questions 17 and 18. The other questions in this questionnaire do not apply to you.
- Teacher (primary or secondary school)
- Lecturer
- Medical doctor (internship)
- Engineer → please specify branch of engineering → .....
- Other → specify. Please give a functional description of your occupation, irrespective of your training, qualifications or rank, for example "chemist" and NOT "professional officer", "researcher" or "public servant".

15			17

### 2.2 Change of occupation

Have you changed occupations since you entered the occupation mentioned in 2.1?

- Yes  1
- No  2

16

If "Yes", what occupation are you pursuing at present?

19			21

**3. EMPLOYER SECTOR**

Which one of the following statements applies to you?

I am self-employed in my own business undertaking or practice (including (i) partners in professional undertakings or (ii) managing directors who own more than 50 per cent of a company's shares) 01

I work for the Government 02

I work for a provincial administration 03

I work for a local authority (e.g. city or town council) 04

I work for a semi-government, government-controlled or government subsidised organisation (CSIR, boards of control, universities, SAR & H, Post Office, SABS etc.) 05

I work for a public corporation (e.g. ISCOR, SASOL, ESCOM) 06

My employer is a member of the private sector (private firms, organisations, undertakings, etc.) 07

A combination of the above-mentioned. (Specify the code numbers of the statements, for example, full-time lecturer plus own practice, codes 01 & 05) 08

I am unemployed but seeking employment 09

I am voluntarily outside the labour market (housewife, student, etc.) 10

None of the above (please specify type of employer): 11

Office  
use

22 23

IF YOU ARE unemployed or voluntarily outside the labour market, that is, if you indicated 09 or 10 in Question 3, ignore the other questions in this questionnaire. Please return this questionnaire with the National Register Questionnaire in the envelope enclosed YOUR PARTICIPATION IN THIS PROJECT IS OF THE UTMOST IMPORTANCE

**4. ECONOMIC SECTOR**

Under which one of the following categories can the main activity (business) of your employer (or of yourself if you are self-employed) be classified?

Forestry, agriculture and fishing 01

Mining (including digging and quarrying) 02

Electricity, gas and water supply (including generation, production, purification and distribution) 03

Building and construction 04

Manufacturing (including production, processing and printing) 05

Transport, storage and communication (SAR & H, postal services, SABC, SAA, etc.) 06

Commerce and trade (hotel-keeping, wholesale, retail, meat and motor trade) 07

Financing (banks, building societies, IDC, etc.) 08

Professional services (medical, judicial, engineering, etc.) 09

Other personal services (pastoral work, sport, entertainment, etc.) 10

Protection services (police, defence force, prisons, traffic control, etc.) 11

All other community and government services as rendered by ordinary civil service, provincial administration, local government (city and town councils), semi-government, government-controlled or government-subsidised organizations, (CSIR, National Parks Board, marketing control boards, etc.) 12

None of the above Please specify 13

24 25

**5. PERIOD DURING WHICH YOU TRIED TO FIND EMPLOYMENT**

Please supply the following information

- (a) Date on which last examination (written or oral) for degree was completed  
 month 19
- (b) Date on which you began looking for your first position  
 month 19
- (c) Date on which you began working in your first position  
 month 19

Office Use

(a)  
26 27

(b)  
28 31

(b - a = -)  
32 33

(b - a = -)  
34 35

(c)  
36 39

(c - b)  
40 41

**6. TECHNIQUES USED IN FINDING EMPLOYMENT**

Indicate in Column A how many times you made use of the specific technique to obtain your first position

Indicate in Column B which one (or more) of the techniques brought success in obtaining your first position.

Techniques used in finding employment	A Number of times technique was used	B technique that brought success
Friends or relatives		
Response to advertisement		
Recruiting by officers from government departments		
Recruiting by organisation where you are employed at present		
Employment bureau of the Department of Labour		
Private employment agency		
Information service of university		
Applied for bursary and/or loan		
Applied directly on own initiative		
Other — specify		

42-43  44

45-46  47

48-49  50

51-52  53

54-55  56

57-58  59

60-61  62

63-64  65

66-67  68

69-70  71

72-73  74

**7. NUMBER OF POSITIONS**

- (a) How many positions did you apply for in the period from the time you wrote your last examination for a degree until you took up duties in your first position?

Number: (including the position in which you were appointed)

(card)  
76

M 100 77-80

1 4

5 6

- (b) How many of these applications were successful, but were rejected by you?

Number:

7 8

**8. HOW EASILY DID YOU OBTAIN YOUR FIRST POSITION?**

Very easily  1      Easily  2      Not so easily  3      With difficulty  4      With great difficulty  5

If you marked 3, 4 or 5, why did you experience problems?

- Too few job opportunities for your qualifications  1
- Not sufficient job experience  2
- Salary offered too low  3
- Insufficient information with regard to vacancies  4
- No vacancies in geographical area where you would want a job  5
- Poor conditions of service (excluding salary)  6
- Do not know  7
- Other reasons — specify .....

Office use

9

10 11

**9. YOUR OCCUPATIONAL KNOWLEDGE**

Which occupations are open to persons with your training, qualifications and interest? Mention not more than 5 occupations. (Do not include your present occupation as mentioned in Question 2.)

Occupation

- 9.1 .....
- 9.2 .....
- 9.3 .....
- 9.4 .....
- 9.5 .....

12-14  
   15-17  
   18-20  
   21-23  
   24-26

**10. MINIMUM QUALIFICATION REQUIRED FOR OCCUPATION**

Please indicate in Column A the *minimum* qualification level which you consider necessary for effective performance in your work.

Please indicate in Column B the *minimum* qualification level required by your employer for the position you are filling at present. (If you are in your own practice, leave Column B blank.)

Minimum qualification level	A Level required for effective performance	B Level required by employer
Lower than Std 10	1	1
Std 10	2	2
Std 10 plus diploma/certificate	3	3
A Bachelor's degree	4	4
A post-graduate diploma	5	5
An Honours or post-graduate B. degree	6	6
A Master's degree	7	7
A Doctor's degree	8	8

27 28

**11. TO WHAT EXTENT DO YOU USE YOUR UNIVERSITY TRAINING IN YOUR PRESENT OCCUPATION?**

A great deal  1      To a reasonable extent  2      A little  3      Not at all  4

29

12. ARE YOU CONSIDERING ENTERING ANOTHER OCCUPATION?

Yes  1  
 No  2

If 'Yes', please indicate the occupation(s) you are considering in order of preference and indicate whether you have taken any steps to enter this occupation

Occupation	Steps taken?		Office use		
First choice	Yes 1	No 2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Second choice	Yes 1	No 2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Third choice	Yes 1	No 2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

13. WHAT IS YOUR ANNUAL SALARY/INCOME?

13.1 Employees

(a) Please indicate your annual salary before any deductions are made. Overtime earnings, bonuses, allowances and other fringe benefits are excluded. You should indicate only the salary which you receive as a result of the direct pursuit of your present occupation.

Employees in the public sector should include pensionable salary increases, e.g. the 5% pensionable allowance which is paid to public servants.

(a)	R	per annum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) Cash bonuses (prior to taxation) (e.g. Christmas, holiday bonus)	R	per annum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(c) Income (prior to taxation) derived from overtime	R	per annum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
lecturing in a part-time capacity	R	per annum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
consultation	R	per annum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

13.2 Persons with their own business undertaking or practice

(a) Net income derived from the direct pursuit of your occupation (prior to taxation)	R	per annum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) Income (prior to taxation) derived from salaried work of the same nature after hours	R	per annum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

13.3 Total income 13.1(a) + (b) + (c) + 13.2(a) + (b)

R  per annum

(card)  
76  
M100 77-80

14. EXPECTED INCOME

If inflation is disregarded, what would you expect your annual income in your present occupation to be

as employee and	↓	as self-employed person — if your occupation lends itself to private practice ↓	<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"/>
— after you have acquired 15 years' job experience			R	and R	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
— when you get to retirement age	R	and R	<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"/>

**15. JOB SATISFACTION**

If you had to tell a friend or acquaintance how satisfied you are in your present occupation, what would you say? (Choose the ONE answer which best reflects your feelings )

- I am completely satisfied with my occupation and am not interested in any other occupation 1
- Although some minor points bother me, I am reasonably content on the whole 2
- Quite a number of things bother me, but they are nevertheless outweighed by that which pleases me. 3
- The things which fill me with discontent, weigh somewhat heavier than those which please me. 4
- Although there are some things of which I approve, I am rather dissatisfied on the whole. 5
- I think that I would be more satisfied in any other occupation. 6

Office use

29

**16. HOW IMPORTANT ARE THE FOLLOWING JOB CHARACTERISTICS TO YOU, AND TO WHAT EXTENT DOES YOUR PRESENT JOB HAVE THESE CHARACTERISTICS?**

Indicate your personal opinion on the scale in Column A.

In Column B you must indicate to what extent your present job has these characteristics.

Employees answer 16.1 to 16.16, self-employed persons answer 16.1 to 16.11.

Job characteristics		A									B									
		Degree of importance of occupational characteristics to me personally									Extent to which my present occupation satisfies my expectations									
		Very important			Important			Less important			Well			Reasonably			Poorly			
		9	8	7	6	5	4	3	2	1	9	8	7	6	5	4	3	2	1	
Scale																				
16.1	Challenge which work offers																			30-31
16.2	Good salary/income																			32-33
16.3	Little routine work																			34-35
16.4	Opportunity to use personal abilities																			36-37
16.5	Opportunity to use formal training																			38-39
16.6	A high degree of responsibility																			40-41
16.7	Income security																			42-43
16.8	Status of occupation																			44-45
16.9	Good staff relations																			46-47
16.10	Pleasant physical working conditions																			48-49
16.11	Importance of work																			50-51
16.12	Opportunity for promotion																			52-53
16.13	Good fringe benefits																			54-55
16.14	Promotion according to merit																			56-57
16.15	Good supervision																			58-59
16.16	Sufficient in-service training																			60-61

**THANK YOU FOR YOUR CO-OPERATION**  
(Please remember to return the National Register Questionnaire as well.)



**FULL-TIME STUDENTS ONLY**

**17. POST-GRADUATE STUDY**

Indicate the name of the university at which you are enrolled, the name of the diploma/certificate/degree and the main field of study of the course. e.g. Wits, B.A.Hons., Psychology

University	Name of diploma/ certificate/degree	Main field of study
------------	----------------------------------------	---------------------

**18 ATTEMPT TO FIND EMPLOYMENT?**

Did you seek employment after obtaining a degree (excluding holiday work), but decided to continue your studies, since you could not obtain a position of your choice?

Yes  1  
 No  2

If "Yes" please indicate

(a) how many posts you applied for Number .....

(b) The most important reason why you experienced problems in obtaining employment

- Too few job opportunities for your qualifications  1
- Not sufficient job experience  2
- Salary offered too low  3
- Insufficient information with regard to vacancies  4
- No vacancies in geographical area where you would want a job  5
- Poor conditions of service (excluding salary)  6
- Do not know  7
- Other reason — specify .....

Office use	
62	63
64	68
69	72
73	
74	
75	
76	3 (card)
77-80	M100

**THANK YOU FOR YOUR CO-OPERATION**

(Please remember to return the National Register Questionnaire as well.)

APPENDIX 2  
CLASSIFICATION OF DEGREES INTO FIELDS OF STUDY

<u>Field of study</u>	<u>B. degree</u>
1    Pharmacology	Pharmacology
2    Medical; dental; veterinary	Medicine & surgery Medicine (B.Sc. (Med)) Dental Surgery Veterinary Science
3    Engineering	Engineering
4    Natural Sciences (general)	B.Sc. (general)
5    Natural Sciences (occupational directed)	Occupational Therapy Architecture Landscape Architecture Forestry Building Management Building Arts Building Administration Quantity surveying Land surveying Dietetics Physiotherapy Domestic Science Industrial Chemistry Physical Education Meteorology Military Science Town and regional planning Education Nursing Food Science Medical Science Educational Domestic Science B. Art et Sc. (Planning) B. Art et Sc. (Nursing) Computer Science

APPENDIX 2 (CONTINUED)

6	Human Sciences (general)	B.A. (general) Languages B.A., B.Sc. B.Soc. Sc. (general)
7	Human Sciences (occupational directed)	Marketing Library Science Drama Domestic Science Journalism Communication Art Physical Education Social Work Military Science Music Primary Education Education Pre-primary Education Art Education Physical Training Education Musical Education Commerce Education Library Science Education Domestic Science Education Personnel leadership Personnel Management Occupational Therapy Logopaedics Speech and Hearing Therapy Theology Political Science Building Arts Pedaetrics

APPENDIX 2 (CONTINUED)

8	Law	Law
		Commercial Law
9	Commerce (accounting)	Accounting
		Commercial Accounting
10	Other Commerce and Administration	Business Science
		Economics
		Econometrics
		Economical Science
		Commerce
		Agricultural Economics
		Agricultural Management
		Administration
11	Agriculture	Agriculture
		Agricultural Education

## APPENDIX 3

TABLE A1

## IMPORTANCE AND FULFILMENT OF CERTAIN JOB ASPECTS: WHITE MALES

Job aspects	Private sector						Public sector					
	Importance			Fulfilment			Importance			Fulfilment		
	N	$\bar{X}$	s	N	$\bar{X}$	s	N	$\bar{X}$	s	N	$\bar{X}$	s
1 Challenge which work offers	371	7,9	1,2	371	6,3	1,9	430	7,9	1,1	430	6,1	2,1
2 Good salary/income	371	6,9	1,6	371	5,3	1,9	430	6,5	1,5	430	4,5	1,7
3 Little routine work	371	6,1	1,8	371	5,4	2,0	430	6,1	2,0	430	4,9	2,0
4 Opportunity to use personal abilities	371	7,7	1,3	371	6,0	1,9	430	7,7	1,2	430	5,8	2,1
5 Opportunity to use formal training	371	6,2	1,8	371	5,5	2,1	430	6,7	1,7	430	5,8	2,2
6 A high degree of responsibility	371	7,2	1,5	371	5,9	1,9	430	7,1	1,4	430	6,0	2,2
7 Income security	371	6,9	1,8	371	6,4	1,9	430	7,2	1,6	430	7,0	1,8
8 Status of occupation	371	5,5	2,0	371	5,8	1,9	430	4,8	2,0	430	5,6	2,0
9 Good staff relations	370	7,3	1,6	370	6,6	1,8	430	7,3	1,6	430	6,4	1,8
10 Pleasant physical working conditions	370	6,6	1,8	370	6,3	1,9	430	6,7	1,7	430	5,9	2,0
11 Importance of work	370	6,8	1,7	370	6,2	1,8	430	6,8	1,8	430	6,1	2,0
12 Opportunity for promotion	357	7,6	1,5	357	5,9	2,0	412	7,2	1,6	412	5,6	2,0
13 Good fringe benefits	357	6,0	2,1	357	5,4	2,4	412	6,2	1,9	412	6,0	2,1
14 Promotion according to merit	357	7,7	1,5	357	5,8	2,1	412	7,3	1,6	412	5,1	2,1
15 Good supervision	357	6,0	2,1	357	5,7	2,0	412	5,7	2,1	412	5,7	1,9
16 Sufficient in-service training	357	6,8	1,9	357	6,0	2,2	412	7,0	1,8	412	5,7	2,2

TABLE A2  
IMPORTANCE AND FULFILMENT OF CERTAIN JOB ASPECTS: WHITE FEMALES

Job aspects	Private sector					Public sector				
	N	Importance		Fulfilment		N	Importance		Fulfilment	
		$\bar{X}$	s	$\bar{X}$	s		$\bar{X}$	s	$\bar{X}$	s
1 Challenge which work offers	136	7,9	1,2	6,1	2,2	377	7,9	1,3	6,3	2,1
2 Good salary/income	136	6,7	1,7	5,0	2,2	377	6,4	1,8	5,2	1,8
3 Little routine work	136	5,8	2,1	5,2	2,2	377	6,2	2,2	5,3	2,2
4 Opportunity to use personal abilities	136	7,8	1,3	5,8	2,4	377	7,7	1,4	6,2	2,2
5 Opportunity to use formal training	136	6,3	1,8	5,1	2,3	377	6,8	1,7	5,9	2,4
6 A high degree of responsibility	136	6,7	1,8	6,2	2,2	377	6,9	1,8	6,6	2,1
7 Income security	136	6,9	1,8	5,8	2,2	377	7,2	1,7	6,8	1,9
8 Status of occupation	136	5,6	2,1	5,8	2,0	377	5,3	2,2	5,6	1,9
9 Good staff relations	136	7,6	1,6	6,8	1,9	377	7,9	1,3	6,7	2,1
10 Pleasant physical working conditions	136	7,1	1,8	6,9	1,8	377	7,2	1,7	6,2	2,2
11 Importance of work	136	7,1	1,8	6,2	1,9	377	7,0	1,9	6,6	1,9
12 Opportunity for promotion	128	7,1	1,8	5,0	2,3	364	6,9	1,9	5,0	2,2
13 Good fringe benefits	128	5,8	1,9	5,3	2,3	364	6,4	2,0	5,7	2,1
14 Promotion according to merit	128	7,4	1,8	5,2	2,3	364	7,2	1,8	5,2	2,4
15 Good supervision	128	5,5	2,5	5,4	2,2	364	5,7	2,4	5,7	2,2
16 Sufficient in-service training	128	6,7	2,0	5,4	2,2	364	7,0	2,0	5,8	2,4

TABLE A3

## IMPORTANCE AND FULFILMENT OF CERTAIN JOB ASPECTS: COLOURED MALES

Job aspects	Private sector				Public sector					
	N	Importance		Fulfilment		N	Importance		Fulfilment	
		$\bar{X}$	s	$\bar{X}$	s		$\bar{X}$	s	$\bar{X}$	s
1 Challenge which work offers	4	8,8	0,5	5,5	2,6	4	8,5	0,6	7,5	1,9
2 Good salary/income	4	6,8	2,9	5,8	2,6	4	7,8	1,5	4,0	1,8
3 Little routine work	4	4,5	0,6	4,8	1,9	4	5,3	2,9	6,5	1,7
4 Opportunity to use personal abilities	4	8,3	1,5	5,3	3,5	4	8,5	0,6	5,8	1,5
5 Opportunity to use formal training	4	7,3	0,5	4,0	2,9	4	8,0	1,2	5,8	3,6
6 A high degree of responsibility	4	8,5	0,6	6,3	2,2	4	8,8	0,5	8,0	1,2
7 Income security	4	7,3	2,1	6,8	1,9	4	7,5	1,9	5,8	1,9
8 Status of occupation	4	5,3	2,5	6,3	2,1	4	6,3	2,1	6,0	2,9
9 Good staff relations	4	8,0	2,0	7,5	0,6	4	8,5	1,0	6,8	2,6
10 Pleasant physical working conditions	4	8,0	1,4	5,8	1,9	4	8,5	1,0	4,8	2,1
11 Importance of work	4	7,5	2,4	8,0	0,8	4	9,0	0,0	7,8	1,5
12 Opportunity for promotion	4	8,0	1,4	4,0	3,8	4	8,5	0,6	6,0	2,9
13 Good fringe benefits	4	6,8	1,7	5,8	3,2	4	7,3	1,3	3,3	2,2
14 Promotion according to merit	4	9,0	0,0	5,8	3,6	4	8,8	0,5	5,0	2,9
15 Good supervision	4	7,5	2,4	5,8	2,5	4	6,5	1,7	6,8	1,7
16 Sufficient in-service training	4	7,3	2,9	5,8	3,3	4	6,5	3,3	6,8	1,7

TABLE A4

## IMPORTANCE AND FULFILMENT OF CERTAIN JOB ASPECTS: COLOURED FEMALES

Job aspects	Private sector				Public sector					
	N	Importance		Fulfilment		N	Importance		Fulfilment	
		$\bar{X}$	s	$\bar{X}$	s		$\bar{X}$	s	$\bar{X}$	s
1 Challenge which work offers	1	9,0		9,0		7	7,7	1,0	6,1	3,0
2 Good salary/income	1	4,0		3,0		7	6,6	2,4	3,7	1,8
3 Little routine work	1	9,0		9,0		7	5,4	2,6	3,9	3,0
4 Opportunity to use personal abilities	1	9,0		9,0		7	7,0	1,8	5,0	2,4
5 Opportunity to use formal training	1	6,0		6,0		7	5,9	2,3	5,9	2,9
6 A high degree of responsibility	1	9,0		9,0		7	6,0	2,0	6,9	2,1
7 Income security	1	3,0		1,0		7	7,1	1,7	6,4	1,4
8 Status of occupation	1	4,0		4,0		7	4,1	2,3	6,4	1,1
9 Good staff relations	1	9,0		9,0		7	5,9	3,0	6,7	1,8
10 Pleasant physical working conditions	1	9,0		9,0		7	6,1	1,9	5,7	2,4
11 Importance of work	1	9,0		9,0		7	7,3	1,8	6,7	2,1
12 Opportunity for promotion	1	6,0		7,0		8	5,0	1,5	3,5	2,7
13 Good fringe benefits	1	3,0		5,0		8	5,9	2,3	3,3	1,7
14 Promotion according to merit	1	9,0		9,0		8	6,8	1,9	4,8	3,2
15 Good supervision	1	7,0		7,0		8	5,4	3,2	5,3	2,9
16 Sufficient in-service training	1	9,0		7,0		8	8,0	1,1	5,5	3,1



TABLE A5  
 IMPORTANCE AND FULFILMENT OF CERTAIN JOB ASPECTS: ASIAN MALES

Job aspects	Private sector						Public sector					
	Importance			Fulfilment			Importance			Fulfilment		
	N	$\bar{X}$	s	N	$\bar{X}$	s	N	$\bar{X}$	s	N	$\bar{X}$	s
1 Challenge which work offers	13	7,5	1,1	13	5,2	2,2	14	8,2	1,1	14	7,2	2,1
2 Good salary/income	13	7,0	1,8	13	3,7	1,5	14	7,1	1,7	14	4,5	2,4
3 Little routine work	13	5,0	1,4	13	4,6	1,9	14	5,7	2,4	14	5,6	2,2
4 Opportunity to use personal abilities	13	7,8	1,1	13	5,5	2,3	14	8,0	1,0	14	6,6	2,1
5 Opportunity to use formal training	13	6,4	1,6	13	4,8	2,4	14	7,1	1,4	14	6,5	1,7
6 A high degree of responsibility	13	7,0	1,6	13	6,0	1,2	14	7,1	2,2	14	7,6	1,7
7 Income security	13	7,8	1,2	13	4,6	1,9	14	7,9	1,4	14	6,1	2,4
8 Status of occupation	13	5,6	2,8	13	5,0	1,7	14	3,6	1,8	14	6,2	2,2
9 Good staff relations	13	7,5	1,6	13	6,0	2,0	14	7,7	1,6	14	6,8	1,9
10 Pleasant physical working conditions	13	7,2	1,9	13	5,8	1,7	14	7,4	2,1	14	3,9	2,7
11 Importance of work	13	7,2	1,9	13	5,5	1,6	14	7,5	1,6	14	6,9	1,6
12 Opportunity for promotion	12	7,5	1,7	12	4,3	2,3	12	7,6	1,8	12	5,5	2,2
13 Good fringe benefits	12	7,1	1,8	12	4,1	1,7	12	5,8	2,5	12	4,4	2,4
14 Promotion according to merit	12	7,8	1,6	12	4,1	2,2	12	7,7	2,4	12	4,6	2,8
15 Good supervision	12	6,4	2,2	12	5,5	1,2	12	6,4	2,5	12	5,3	2,5
16 Sufficient in-service training	12	7,1	2,4	12	5,3	1,6	12	7,1	1,6	12	6,1	1,7

TABLE A6  
 IMPORTANCE AND FULFILMENT OF CERTAIN JOB ASPECTS: ASIAN FEMALES

Job aspects	Private sector						Public sector					
	Importance			Fulfilment			Importance			Fulfilment		
	N	$\bar{X}$	s	N	$\bar{X}$	s	N	$\bar{X}$	s	N	$\bar{X}$	s
1 Challenge which work offers	4	8,0	1,2	4	6,3	1,7	6	7,3	1,2	6	6,0	1,3
2 Good salary/income	4	6,3	1,7	4	5,0	1,6	6	7,0	1,9	6	3,5	1,8
3 Little routine work	4	6,8	1,7	4	5,3	1,3	6	5,0	1,8	6	5,3	1,0
4 Opportunity to use personal abilities	4	8,0	1,2	4	6,5	2,6	6	7,5	0,8	6	5,7	0,8
5 Opportunity to use formal training	4	5,8	1,3	4	4,5	2,9	6	5,3	2,0	6	6,2	1,2
6 A high degree of responsibility	4	7,0	1,4	4	5,0	2,7	6	6,8	1,7	6	6,5	1,9
7 Income security	4	5,8	1,9	4	5,5	2,6	6	7,2	1,6	6	5,0	2,4
8 Status of occupation	4	5,3	1,5	4	5,8	2,2	6	6,5	2,6	6	4,8	2,7
9 Good staff relations	4	6,8	1,7	4	6,5	1,7	6	8,3	0,8	6	6,0	1,7
10 Pleasant physical working conditions	4	6,0	2,2	4	6,5	2,4	6	7,3	1,0	6	4,5	1,4
11 Importance of work	4	6,0	0,8	4	5,0	1,6	6	7,2	1,0	6	7,3	1,0
12 Opportunity for promotion	4	6,3	1,7	4	6,3	1,9	5	7,6	0,9	5	3,8	1,5
13 Good fringe benefits	4	5,8	2,9	4	4,8	2,1	5	6,4	1,5	5	3,2	1,1
14 Promotion according to merit	4	7,0	1,4	4	5,0	1,8	5	8,4	0,9	5	3,2	0,8
15 Good supervision	4	4,5	1,9	4	6,8	1,7	5	6,4	1,7	5	6,8	1,6
16 Sufficient in-service training	4	7,8	1,3	4	6,3	2,8	5	6,6	1,1	5	6,2	1,1

TABLE A7  
IMPORTANCE AND FULFILMENT OF CERTAIN JOB ASPECTS: BLACK MALES

Job aspects	Private sector				Public sector					
	N	Importance		Fulfilment		N	Importance		Fulfilment	
		$\bar{X}$	s	$\bar{X}$	s		$\bar{X}$	s	$\bar{X}$	s
1 Challenge which work offers	18	8,3	1,2	7,2	1,8	19	7,5	1,8	5,4	2,2
2 Good salary/income	18	5,9	2,0	5,2	2,2	19	8,1	1,1	2,8	1,2
3 Little routine work	18	4,8	3,1	5,0	2,1	19	5,7	2,6	5,4	2,5
4 Opportunity to use personal abilities	18	7,9	1,6	5,8	2,2	19	7,8	1,3	5,0	2,1
5 Opportunity to use formal training	18	7,1	2,1	5,4	2,4	19	7,7	1,8	6,1	2,8
6 High degree of responsibility	18	8,8	0,5	7,8	1,5	19	7,4	2,2	6,9	2,5
7 Income security	18	7,6	1,9	6,4	1,9	19	7,6	1,7	4,8	2,5
8 Status of occupation	18	6,6	2,5	6,7	1,7	19	5,6	2,5	5,4	2,7
9 Good staff relations	18	7,6	1,9	6,0	2,2	19	8,2	1,4	7,0	1,9
10 Pleasant physical working conditions	18	7,2	2,7	6,3	1,9	19	7,7	2,0	5,8	2,6
11 Importance of work	18	7,7	1,7	7,4	1,8	19	7,8	1,5	6,9	2,0
12 Opportunity for promotion	17	6,6	2,4	5,7	2,2	18	7,5	1,9	5,6	2,9
13 Good fringe benefits	17	6,5	2,0	5,6	2,1	18	7,0	2,1	2,8	1,8
14 Promotion according to merit	17	7,2	2,4	5,0	2,0	18	8,1	1,7	4,4	2,3
15 Good supervision	17	6,4	2,3	5,5	2,5	18	6,3	2,1	5,3	2,7
16 Sufficient in-service training	17	7,4	1,8	5,7	2,4	18	7,5	1,7	4,7	2,9

TABLE A8  
IMPORTANCE AND FULFILMENT OF CERTAIN JOB ASPECTS: BLACK FEMALES

Job aspects	Private sector				Public sector					
	N	Importance		Fulfilment		N	Importance		Fulfilment	
		$\bar{X}$	s	$\bar{X}$	s		$\bar{X}$	s	$\bar{X}$	s
1 Challenge which work offers					14	7,4	1,7	6,5	1,4	
2 Good salary/income					14	6,9	2,2	3,9	2,4	
3 Little routine work					14	5,1	2,5	4,6	1,7	
4 Opportunity to use personal abilities					14	6,9	2,4	5,1	2,0	
5 Opportunity to use formal training					14	6,5	2,2	6,2	2,0	
6 High degree of responsibility					14	8,3	1,3	6,6	1,9	
7 Income security					14	7,2	1,9	5,5	2,2	
8 Status of occupation					14	6,8	2,8	5,2	2,2	
9 Good staff relations					14	8,3	0,9	7,1	2,0	
10 Pleasant physical working conditions					14	7,6	2,2	5,0	2,3	
11 Importance of work					14	8,1	1,5	6,7	1,6	
12 Opportunity for promotion					13	6,9	3,5	3,3	2,5	
13 Good fringe benefits					13	5,5	3,0	2,8	1,5	
14 Promotion according to merit					13	7,1	3,0	3,5	2,8	
15 Good supervision					13	7,2	2,0	5,4	2,4	
16 Sufficient in-service training					13	7,4	2,5	4,3	3,1	

## REFERENCES

- 1 BILDUNG UND WISSENSCHAFT, Volume 14, 1977. 248-249
- 2 GORDON, M.S. The Labor Market and Student Interests. *Liberal Education* Vol. 61, No. 2, May 1975. 149-152.
- 3 GREENAWAY, H. and WILLIAMS, G. *Patterns of Change in Graduate Employment*. London. Society for Research into Higher Education, 1973.
- 4 RAND DAILY MAIL, 1976-11-09.
- 5 SPEKKE, A. Is going to college worth the investment? *The Futurist* December 1976. 297-304.
- 6 TERBLANCHE, S.S. *The occupational situation of a group of new graduates*. Pretoria, Human Sciences Research Council, Institute for Manpower Research, Report MM-3, 1969.
- 7 VERMAAK, J.A., JACOBS, J.J. and TERBLANCHE, S.S. *The demand for and supply of manpower, Part 1: Estimate of the demand for manpower by occupation and educational level for the four population groups*. Pretoria, Human Sciences Research Council, Institute for Manpower Research, Report MM-70, 1977.

