



Career Path & Conditions of Work of Graduates in the Labour Market

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Executive Summary

Malta's University student population is a significant aspect within Malta's educational system – evidencing a strong expansion in the tertiary sector that parallels trends in Europe.

Noteworthy is the gender distribution changes registered among University students since 1991, showing how – slowly but surely – women are an increasing feature of the University student population in Malta.

Indeed, Malta's virtual triplication of student population at University is considered as positive evidence of an evolving workforce. This growth is largely considered the result of encouraging systems implemented by Government inclusive of a free system and incentives, along with a consistent financial and moral support provided by Maltese families, encouraging their offspring to further their academic studies at University.

Expenditures related to Malta's University students are estimated at 45.1% of the Gross domestic product per capita – a significant 8 percentage points above the European average (Schmidt, 2005). Such expenditures include salaries to academic staff, research programmes, student allowances and other investments. Despite such positive trends, Malta's student enrolment remains relatively low. This being the only distinguishing feature of Malta's system when compared to tertiary systems of advanced economies.

Whilst women are becoming an increasing feature in the University of Malta – a feature that is also common among European economies, differences in the choice of courses and careers prevail. Indeed it is a common observation that women tend to concentrate in specific areas of study (nursing and education) whilst shying off from other academic paths – as exemplified by engineering and architecture.

The Typical University Student?

Without generalising, the average student (as established by Debono et al in 2005) lives with parents, of whom, the mother is occupied in a domestic role while the father is gainfully employed in a white-collar role. It is also pertinent to note that fathers engaged in blue-collar work roles are becoming a more common feature among Maltese university students.

Segregation of students in certain academic paths is by no means a characteristic limited to Malta. Evidence suggests that such segregation is a universal aspect in advanced and developing economies, unrelated to a nation's historical context or women's status in society.

A prevailing male orientation is evident among engineering and architecture graduates and students. It is interesting to note that whilst a male prevalence persists among students in architecture, women are slowly becoming an increasing feature among engineering students. In contrast, the prevalence of female students in education is augmenting, although notable is the increasing female participation across all other areas of study.

Despite the positive trends in University population, changes in the overall employed graduate population in Malta are shallow – architecture & engineering remain male dominated sectors, while female graduate participation in pharmaceutical & educational roles remains shallower than the typical output from the University of Malta. This aspect is considered a result of graduate women leaving paid work at a higher rate than their male counterparts do – possibly for career breaks if not a complete abandonment of paid work. Nevertheless, rapid changes feature in certain sectors of Malta's graduate workforce, exemplified by the increasing female participation in the legal profession and women graduating in science degrees.

These aspects of horizontal segregation tend to resist policies implemented by governments that encourage participation and universalism, largely addressing vertical segregation at any work place. Indeed, the segregation of gender across fields of study is reinforced by strongly ingrained stereotyped beliefs and expectations, along with subtle 'barriers' arising from lack of female or male role models in certain occupations. Gender domination of courses is also known to possibly encourage or discourage men and women accordingly, enhancing informal networks among students and word of mouth.

Tertiary Sector Expansion

Expansion of tertiary education in Malta features also a significant growth in the non-university sector, exemplified by (MCAST). Whilst administering shorter, vocational training, the latter is known to have been significantly popular with young women. Parallel are the trends among vocational education systems in EU countries, where expansion is the result of a process of democratization and modernization that prevailed over recent years. Such processes are considered as responsible for attracting young women into vocational education as opposed to

more academic, University education, leaving specific training paths with a dominating male participation.

The size of a tertiary education system also plays a role – limiting access to the few ‘elite’ groups from relatively homogenous socio-economic features. Larger systems tend to attract ‘masses’ – eliciting wider interest in society and attracting students with lesser abilities, lower interest in intellectual development and less developed educational and occupational aspirations, resulting in thinned out gender segregations.

A final factor is the catalytic role that women in university education play in attracting other women, consciously or involuntarily as they represent a role model with whom prospective recruits associates themselves.

Labour Market Trends

Differences in the jobs and career paths taken by men and women provided a strong contention for labour market analysts for a long time. A degree of gendered occupational segregation remained consistent since the turn of the past century – until the 1970s when rapid occupational expansion in managerial and professional occupations initiated as a key characteristic of modern economies. Indeed, female representation in managerial roles in advanced economies moved from 14% in 1950 to 39% in 2000, while female representation in professional roles advanced from 45% in 1975 to 53% twenty years later (Wootton, 1997).

Largely facilitated by state legislation, these trends evidence restrained vertical segregation, yet leaving a number of occupations virtually gender stereotyped – social workers, nurses, primary school teachers, computer system analysts, engineers. Nevertheless, vertical segregation persists, perhaps more strongly in certain occupations, wherein women more often occupy lower level occupations even if women dominate the sector. Such trends are also common in Malta.

An analysis of gender across occupations in formal employment shows how women outnumber men only in the case of clerical occupations, whilst occupying a significant but not dominating share in professional, technical, associate technical and service or market occupations.

More significant is the notion that women in clerical grades account for 24% of female labour in Malta, while women in professional and technical/associate professional grades account for 30.9% of female labour. Men in the same types of occupations account for only 23.6% of male

labour. An additional 9.6% occupy senior positions, a stark contrast against the 5.5% of women in formal work who occupy similar positions.

Segregation – An Attitude?

Gender segregation in occupations is not a random process. It starts at a very young age when young boys and girls – aspire to become an astronaut, a medical doctor, a top model or a fashion designer. Toys are selected to reflect these aspirations – space vehicles, a toy stethoscope, creating dresses for the favourite doll or even organising a catwalk for a line of dolls. At a later stage, selected aspirations are subject to an evaluation process, often ending up to be reflected upon as too ambitious. The space helmet is replaced by conventional car models – projecting a sign of a potential engineering aspiration. Soon car models finish lining up a showcase – trophies reminiscent of a child’s ambition that became a teenage challenge in O-level mathematics, physics and associated academic paths. It is here where teenagers adopt a new outlook on their aspirations – that by now are less pronounced.

Some men and women may be aware of their capabilities and tend to adopt a new ambition. Others, typically young men, will reconcile with their tall ambitions and push themselves through every challenge. Possibly this mechanism explains why men feature more career certainty than women, who in turn, are less likely to realise their childhood dream careers. Indeed, young women may revert to a different career path in recognition that their previous selection, despite being popular, was not the result of much thought – finding out, after much consideration, that such aspiration did not fit their interests or presented overwhelming obstacles that cannot be matched by their capabilities. Often, girls face discouraging feedback from parents, school peers or indeed realise that their choice is in conflict with the expectations tied to their femininity. It is here when teenage girls think with their ‘feet on the ground’, and lower their ambitions – often underestimating their talent.

Perhaps it is here where contention lies. Baldacchino in 1997 asserts that gender, social class and experience may not impinge on career paths or choices of graduates as extensively after graduation. Darmanin (1997), however, notes that there is a lack of insight in career paths and choices of graduates prior to taking up University studies, shaping the outcome up to graduation and beyond. One has to question whether it is men or women who are keenest to continue with their studies.

The Implications of Career Paths

A failure to achieve an aspiration is considered a serious loss of human potential at personal and economic levels: an economy suffers a lack of return on investment when skilled graduate workers (particularly when a state funded educational system is involved) disappear from the labour pool for some reason or another within a short span of time.

Various are the factors that push women into not achieving their aspirations to their full potential. From a personal context, women may be afraid of success, are less of risk takers ⁽¹⁾, nurture lower levels of academic self-esteem, are more motivated by sensational achievement but face higher levels of home-career role conflict.

Yet, other contextual aspects enhance these personal factors among women. Experiences at school and with the family, along with family attitudes, the community, culture, a perceived role in childcare (and consequences arising from potential careers aspired) and plans for a family and life (that are largely shaped by the values nurtured) provide some of these aspects that influence choices among women pursuing tertiary education. Considerations related to a job's aspects also play a role, with flexibility and employability being key considerations, although demand side factors are not neglected. These factors shape a woman's own perceptions about her competence in certain fields – pushing her into choosing one academic field of study as opposed to another.

These evidence none but a central role that the family reserves when a child is forming aspirations whilst growing up. Disappointingly, guidance and counselling services at schools, in practice, may not be effective in helping young women making choices.

Equally important is how careers remain gendered because of interplay of external factors – such as the level of education required for specific careers, expansion or decline of certain jobs and individual preferences. Social attitudes about gender roles and stereotypes also play a role – shaped by culture, an internalised gender identity, perceived own competences and personality traits. Yet, discrimination plays a role – starting from deprived or lack of opportunities for socialisation with members of the opposite sex in specific gender oriented industries (girls and construction, boys and primary school teachers), and enhanced by a

¹ gender distribution among the self-employed sets out evidence for this assertion

disapproving society and an overwhelming sense of competition – not to mention a desire to excel as well as the satisfaction from challenging work.

Life after Graduation

Research among Maltese graduates shows how, initially, a significant proportion of graduates find employment with public service, although a part of such human resources will later move into the private sector when opportunities arise. Definite contracts (if not part-time employment) are also common within the first year of employment, with indefinite contracts becoming more common at a later stage. Sectoral gender segregation is also noticeable – public sector tends to attract more female graduates than males, while the converse holds in respect to the private sector and fresh graduates.

Nevertheless, a proportion of such graduates are likely to be underemployed – engaging in work that is well below the skills attained by graduates through their university studies or in work that is totally unrelated to their area of qualification. Such is a growing aspect in developed economies – arising from the increasing skill level output by Universities that outperforms the skill requirement augmentation among employers. It is also known that employers often consider attitudes towards work, competence, previous experience and communication skills as more valuable assets than academic attainment – albeit this is often a subjective aspect among employers

In Malta, oversupply is evidently on the rise. Whilst in 2001, 10% of graduates claimed to be in a job unrelated to their academic qualification (Debono et al, 2003, 2005). In 2005, this proportion rose fourfold. Analysts claim such trend is the result of credential inflation – a trend that prevails as Maltese society augments the value of graduate qualifications, whilst providing employers with an overwhelming supply of qualified human resources. These resources, in turn, are offered jobs that previously could be aptly manned by lesser qualified men and women. Such situations place women in a more disadvantaged position, involving undue pressure that pushes graduate women to accept jobs below their educational level and loose interest in achieving higher-level ambitions

Underemployment, however, is a feature among younger graduates, virtually disappearing as graduate men and women accumulate experience and skill, particularly if their employment remains uninterrupted. Indeed, this constitutes one significant aspect on the employability of graduate women who consider returning to paid work following a career break – primarily as

workplaces continue to evolve in terms of skill requirements & intricacies. Similarly, graduate underemployment undermines the employment prospects that are more appropriate to non-graduate human resources.

Graduate Unemployment

Graduate unemployment is also an important aspect of the early days of graduate life. Rising graduate unemployment is a common feature of all advanced economies – and is significantly more common among creative arts and design graduates. In 2005, registered graduate job seekers in Malta primarily featured a business related degree, while studies show that around a quarter of graduates were searching a job within the first year after graduation – irrespective of their status in respect to paid work

Some attribute graduate unemployment to reduced public sector recruitment – while other considers such unemployment because of University's inability to prepare human resources for work place realities as prevailing these days. What is also evident is that a number of graduates remain optimistic in their job search, avoiding clerical posts whilst continuing with a search for a professional occupation.

Employment Conditions

Research suggests that there are no real differences among graduate men and women in considering job conditions. Whilst graduates in Malta start their employment by earning salaries close to the national average, it is a common reflection that a degree is no longer a passport for outstanding and immediate remuneration levels. This is perhaps a key antecedent to the dissatisfaction featuring among fresh graduates when asked about their earnings.

Equally significant is the observation that graduate men typically earn higher salaries than their female counterparts, a gap that widens with status and qualifications, but resultant from various factors. It is known that a significant proportion of graduate women engage in part-time work, possibly in the public sector, rendering average annual salaries among graduate women lower than those of graduate men, who in turn occupy more managerial posts or are engaged in the private sector.

Moreover, whilst graduates feature overall satisfaction with the attained work-life balance, their challenging job, relationships at work and career prospects, they tend to be concerned about

stress arising from work – perhaps a response to the changes and adaptations they make in facing new workplace rigidities and responsibilities

Opting for further studies is often the result of intents for securing better paying and challenging jobs – although differences in commitment to work among men and women are apparent. It is here where women and men distinguish themselves in advancing in their careers – as employers reward dedication, responsibility and performance perhaps beyond academic attainment.

These reflections place women at an additional disadvantage – arising from a perception that work and family roles are incompatible. Guilt feelings about potential neglect of children and a reluctance to abandon a valued career (and income) frequently feature among graduate women after settling with a partner. Often they adjust their career intent on balancing the ‘equation’ – opting for a part-time role or abandoning the career if reconciliation of family with work is not feasible.

Work – Family Roles

Research suggests that decisions about work and family roles are dealt with differently across sexes, as by Hakim in her work in the 1990s. Moreover, the decision making process is influenced by a more complex network of factors, pushing women (particularly those considered as drifters) to compromise on their ‘maximum’ goals in both work and family spheres and satisfy the requirements related to both areas. Such is the case of the female medical doctor who opts to further her studies in medicine and later renounce to a full-time role for a part-time yet better rewarding career, or the female banker who negotiates family roles with her partner in recognition of a rewarding yet rigid role with her employer

Yet, some women executives leave career goals at a maximum, prioritised and valued – possibly in response to personal or economic circumstances. These choices are largely influenced by women’s early socialisation, childhood experiences and upbringing, instilling an awareness and an attitude towards occupational gender discrimination, along with a practical attitude in solving career and family challenges. Nevertheless, options are often limited in number.

Women executives in Malta are no exception – facing difficult choices between family and career and making that choice following an acute consideration of the limited options open for them. In connection with this, Malta’s social policies support the role of a working mother, but

not that of men and women as independent individuals. This is reflected by the mean age of men and women leaving paid work – showing how women tend to opt for a formal dependence on their partner: the single breadwinner model.

The prevalence of this model remains a significant challenge on the effectiveness of rapid regulatory changes happening in our country – an effectiveness that is enhanced by rapidly rising social wants. These contrast against the prevailing expectations of society on professional women – intelligent, motivated, assertive, and independent and career oriented, yet still fitting feminine stereotypes as women.

It is these stereotypes that perhaps render parental leave yet unpopular among fathers, despite from such right being available to public sector male employees, with women opting to safeguard and facilitate the development of their partner's career. One has to take into consideration the self employed females and the private sector employees.

Perhaps it is appropriate to consider a series of challenges that call for an urgent redress. The underutilisation of qualified women, the lost return on investment Malta is suffering when qualified women move out of paid level, the marginalisation of qualified women – and the associated logarithmic decline of work prospects that women suffer in considering a return to the labour force. These factors call for investigation relating to other factors, exemplified by the persisting economic dependence on partners and the hindered development of potential of qualified women, without neglecting the frequent role overload and stress suffered by dual role women.

Findings from Research

Respondent Profile

Field research as part of this study involved the interviewing of 351 University graduates (interviewed during a six-week period in the months of July and August 2006). An analysis of this sample shows that:

- 51.6% of participants were women;
- 39.8% of participants were younger than 30 years of age, 34.9% between 30 to 39 years of age, while 19.3% were aged 40 to 49 years. A further 6.0% of participants were 50 years or older;

- 64.3% of participants participated in formal education up to a University Diploma or First Degree Level while another 35.4% participated in formal education up to a post-graduate level. A remaining 0.3% participated only up to a post-secondary level of formal education;
- 60.1% of the survey participants had a baccalaureate qualification or equivalent, 19.8% featured a Master's degree, 12.4% had attained a diploma, while a further 5.3% had attained a University Doctoral;
- A total of 30.1% of participants had attained their qualifications within 2 years prior to the study, a further 18.4% had attained their highest qualification between 2 and 5 years prior to the study, another 27.4% had attained their highest qualification between 5 and 10 years prior to the study, while the remaining 24.1% attained their highest qualification 10 years or more prior to the study;
- 26.9% of participants were qualified in educational subjects, 24.3% in managerial sciences, 17.9% in technology & engineering, while 17.3% were qualified in medicine & healthcare. The remaining 13.6% were qualified in the arts, law, social sciences, veterinary sciences and other fields of study;
- 56.6% of participants were married, and/or living with partner, while 36.5% were never married, single living with parents. Another 6.0% of the survey participants were never married and lived alone, while the remaining participants featured different family statuses;
- 46.1% of participants claimed to have caring responsibilities at home. 50.0% of such participants had one type of caring responsibility at home, while 43.7% featured two types of caring roles, while the remaining 6.3% of participants featured 3 such responsibilities at home;
- On average, 40.8% of participants spent less than 1 hour in domestic work, 42.3% spent 1 to 3 hours, while the remaining 16.9% spent more than 3 hours;
- 83.1% of participants who lived with a partner had their partners engaged in a paid job;
- 94.6% of participants were engaged in a paid job, while the remaining 5.4% were inactive;
- Of the participants engaged in paid work, 72.4% of participants occupied professional jobs (employed or self employed), 14.2% occupied senior manager jobs or directors' roles, while 7.0% were engaged in associate professional or technical occupations;
- 48.0% of participants in employment were engaged with government organisations, 26.6% were employed with private companies or sole traders, while 12.1% were employed with parastatal companies. The remaining participants (in employment) featured jobs in non-profit organisations, commercial partnerships or publicly listed organisations;
- Of the participants in gainful employment, 89.3% were employed on a full-time basis, 7.4% were employed on a part-time basis, while the remaining 3.3% were employed full time with reduced hours.

Partner Profile

Partner's Pay

A total of 40.6% of research participants had a better pay than their partner's, 31.8% declared that their partner's pay was better, while 27.6% had a similar pay. Indeed, 52.0% of female participants claimed that their partner's pay was better than theirs. Conversely, 66.7% of male respondents had a better pay than that of their partner's. Participants engaged in professional, associate professional and high managerial occupations, together with participants employed in full-time jobs had a better pay overall. Indeed, the disparity in pay narrows significantly between male and females engaged in managerial occupations and similarly high rank positions.

Career in Paid Work

66.9% of participants' partners intended to pursue a career in paid work. 55.6% of male respondents' partner would pursue such a career, while 79.7% of female respondents answered positively in this regard. While the interest to pursue a paid job decreased with respondents' age increase, the majority of their partners were already engaged in paid work.

Partner's Job

52.4% were professionals (employed or self employed), 15.3% were senior managers or officials, large business owners or directors, 13.2% were clerical employees, while 7.4% were associate professionals or engaged in technical occupations. While male and female partner job profiles were similar overall, male partners were more likely to be involved in senior managerial posts, large business ownership or directorship than their female counterparts who were more likely to be engaged in clerical roles.

The qualitative research ⁽²⁾ suggests that most participants have partners with full time jobs in clerical, executive or professional occupations. However, in cases where it was felt that one of the spouses should stop working because of childcare/domestic responsibilities, it was the wife who stopped. Not all wives resigned however, since there were participants whose wife was on unpaid leave. In one of the cases reviewed, the wife, who is also a graduate, was according to her husband willing to take major childcare and household responsibilities and to switch to part-time work in her husband's accounting and auditing firm. For her husband this was a

² Involving twenty in-depth interviews with selected quantitative research participants

'natural' decision even though his wife is a B.Sc graduate. The partners of the female graduates were in paid employment except for one, who is a retired police officer and therefore his graduate wife is the main breadwinner.

Partner's Education & Qualifications

37.1% of partners had obtained a diploma (university) or a first degree, while 24.2% had a post-graduate level of education. Conversely, 14.9% had secondary schooling, while 10.8% had post secondary schooling.

32.6% of partners attained a university degree at Baccalaureate level, 13.5% attained a Master's qualification, while 8.8% attained a diploma or equivalent level of education. 37.8% of participants declared that their partner had a lower level of qualifications ranging from vocational certification to less than O level equivalent, although the majority had A or O level qualifications. Male partners typically attained higher levels of education than female partners. Indeed, while female partner qualifications were most likely to be at a diploma or Baccalaureate level, male partners attained higher educational levels, especially at Masters' level. This was more likely in the case for younger respondents (aged 30 to 39 years). Education levels were similar amongst male and female partners with a level of education below a diploma level.

Tasks & Chores Required at Home

Overall participants and their partners shared most of the responsibility for tasks and chores typically required at home, although somewhat stronger responses were obtained in relation to administration, motor vehicle care and children's transport for additional education activities (private lessons, ballet, music among others) for activities that were more likely to be conducted by partners. Indeed, female respondents showed significantly higher responsibility towards helping their children with homework and home care jobs such as laundry, ironing of clothes, home cleaning, cooking, shopping, caring for dependents or ill at home and their children's recreational activities. Male respondents were more likely to be responsible for home maintenance, motor vehicle care and administration tasks.

The qualitative interviews further suggested that when male graduates had a partner engaged in full-time housework/childcare, such men claimed to give some help with the children such as taking them to private lessons or similar errands, although the main responsibility lay with the wife. A few cases of female graduates were observed wherein, female graduates shared these responsibilities with their supportive husbands who gave a significant contribution to household responsibilities. In other cases, however, female graduates carried the entire domestic burden on their own.

Parents' Profile

The profession or job occupied by the graduates' fathers influenced the job occupied by their children. The level of qualifications also increased as the father's level of education increased, although the level of qualification attained by their father had no significant effect on graduates. Conversely, the level of participants' qualifications increased as mothers occupied higher ranked jobs. However, the level of their mother's education and qualifications had no significant influence on participants' job.

Overall, however, qualitative research did not offer support to such assertion. The parents of most graduates interviewed were not graduates themselves, except for one interviewee whose parents both featured a master's degree and occupied professional occupations. In the majority of cases, the mother of the graduate was a homemaker, while in quite a few cases the mother did not work even before marriage. Among some of the in-depth interviewees, the mother resigned upon marriage because of the then imposed marriage bar or in line with cultural expectations. In quite a few cases, the respondent was the only graduate in the family including brothers and sisters.

Work

Employment Period

Since their first graduation at University, participants were employed for median of 7 years, had been with their employer for 5 years and occupied their present role for 3¼ years.

Male graduates were in employment for longer periods, spent more time with their employer and spent more time in their present role than their female counterparts. The difference in the employment period between male and females averaged 3½ years, with such disparity narrowing slightly in relation to the time spent with their employer and the time spent in their present role.

Employment History

55% of participants claimed that their present job was the only job they ever had, while a further 24% claimed that this was their second. Conversely, 18% of participants declared to be either in their third or fourth job, while only 3% of participants had an experience of more than four jobs. Moreover, a change of job was less common amongst respondents who were younger than 30 years, qualified in education or medicine & healthcare, within less than 10 years from completion of studies, spent 5 to 9 hours in domestic work and were engaged in

professional occupations. 77.7% of graduate participants still considered themselves to be engaged in the same industry or sector since their first graduation.

Whilst some participants in the in-depth interviews never changed jobs, qualitative research suggests that the majority of graduates do not remain in the same job since they started working. In most cases, a job switch did not involve drastic changes in the field of employment. There were cases of graduates (especially those involved in education) who worked in a number of schools, taught at different levels, taught different subjects or switched from teaching to counselling or from teaching to lecturing at university. There were cases of graduates who changed their job to improve their pay or working conditions especially upon graduation. Some graduates were noted to have changed jobs as the post they occupied was not completely in line with their area of specialisation. In certain cases, a graduate would leave a job to start an own private practice.

The Inactive Graduate

Present Status

Out of the inactive graduate participants interviewed in this research, 44.4% were homemakers or mothers, 27.8% were studying, and 11.1% were househusbands or fathers, while the remaining 16.7% were involved in other arrangements. Most homemakers or mothers had finished their studies for over 10 years, having the majority of their partners engaged in a paid job. 83.3% of these participants were previously engaged in a paid job.

Of the inactive graduates, 90.9% of respondents resigned from their employment, while 9.1% stopped for health reasons. 44.4% of the participants that resigned claimed career or study purposes, while another 44.4% had family commitments or maternity. Only 11.1% had actually stopped in view of job conditions.

Benefits & Paid Work

Flexitime, sick or emergency childcare leave and short notice leave were the main benefits that could be offered to inactive graduates to encourage them to consider moving back to paid work. Indeed, while these graduates would consider these conditions in line with other typical benefits, they considered after-school childcare facilities or programmes as the least interesting benefits.

Job Occupied Last

60.0% of inactive graduates were involved in professional occupations in their last job, 20.0% were associate professionals or engaged in a technical occupation, while 13.3% were clerical employees. Indeed, 68.4% of these graduates worked full time in their main job, 21.1% were part timers, while the remaining 10.5% worked full time with reduced hours.

Moreover, while 95.2% of these graduates worked with an employer, 76.2% were engaged on a permanent–indefinite contract, 19.0% were engaged on a casual basis while 4.8% were employed on a permanent–fixed term contract.

84.2% of these participants were not seeking a job, while another 15.8% were seeking a job albeit not registering with ETC. Respondents who were seeking a job were younger than 30 years, had a Baccalaureate qualification and had completed their studies within 5 years prior to this study.

Job Vacancies & Potential Information Sources

Three participants did not succeed to find a job following their own efforts of a job search – with the main reason relating exclusively to the unavailability of jobs. In seeking a job, such graduates typically relied on newspaper adverts followed by other sources of information about vacancies.

Pursuit of Further Employment

Circumstances under which these graduates decided not to pursue further employment related primarily to family responsibilities (33.3% of responses) while other reasons related primarily to the further studies.

At Work

Employment & Sector of Activity

92.5% of participants in employment were employed with an employer, 5.7% were self–employed without employees, while 1.9% were self–employed with employees. Of the graduate participants in employment, 89.8% occupied a full–time job, 6.9% were occupied a part–time job (as main job), while the remaining 3.3% were employed full time with reduced hours.

54.7% of participants in work were engaged in the governmental services sector, 30.3% in the commercial services sector, while 11.4% were engaged in the manufacturing sector. Differences across gender were also apparent: 46.3% of male participants were engaged in the

governmental services sector, 38.4% in the commercial services sector, while 10.4% were engaged in the manufacturing sector. Conversely, 62.7% of the female participants were primarily engaged in the governmental services sector, 22.5% in the commercial services sector, while 12.4% were engaged in the manufacturing sector.

Part Time & Reduced Hours

Of the respondents working in part time or full time with reduced hours, 55.1% chose such basis in response to their caring responsibilities at home, while another 14.7% in response to their continued studies. Another 14.7% claimed that they could not find a full time job. A case in point is Amy, a 49-year old single mother of twin daughters. Although Amy's daughters are now 20 years old and quite independent, Amy has other caring responsibilities – her mother is an elderly woman who needs her help. Her sister is dying of cancer and Amy helps her and her two children. She also gives some of her time to her father's cousin who has recently gone blind by keeping her company in the afternoon. When her father was alive and wheelchair-bound, Amy also used to spend time with him. Consequently, Amy was constrained to take up part-time employment as a tutor although she would have liked to work on a full-time basis.

Basis of Main Job

80.6% of working participants occupied a job with a permanent indefinite contract, while 12.4% and 7.0% were employed on a permanent fixed term contract and on a casual basis, respectively. The duration of these contracts ranged from shorter than a year (32.6% of responses) to 1 to 2 years (16.3% of responses), while 39.6% of responses were for contracts longer than 2 years.

Hours Worked

Participants worked an average minimum of 36.6 hours in their typical workweek. Participants engaged in a full time job with reduced hours worked for 20 hours on average, while part time workers spent 16 hours on average in their job. Male graduates worked marginally longer weekly minimum hours than their female counterparts. Such observation prevailed across all respondent groups, albeit some differences prevailed:

- male respondents aged 30 to 49 years worked longer minimum hours than their female counterparts;
- female participants with caring responsibilities worked fewer minimum hours weekly than other respondents;

- fewer hours were worked by female participants who spent more than 7 hours in domestic work daily. The longer the time devoted to domestic work, the shorter the hours women spent in their paid job;
- female graduates whose partner was engaged in a paid job worked less hours (approximately 8.5 hours) on average than other respondent groups.

80.3% of respondents were happy with the number of hours they worked in their main job, although 13.4% sought to decrease these hours (while 6.4% sought to increase them). Participants aged 40 to 49 years and those employed part time were most likely to seek to increase their hours of work.

48.0% of graduates worked additional hours on top of their weekly minimum. Additional hours worked increased as the level of the respondents' qualifications increased, while full time workers were more inclined towards working additional hours.

Additional hours averaged 7.8 hours weekly. Male graduates worked longer additional hours (2 to 3 hours on average) on a weekly basis than their female counterparts. Only 3.9% of participants worked on a shift basis where arrangements on permanent basis were marginally more common, of whom, 60.0% were engaged in shifts worked morning or afternoons, while another 30.0% had morning, afternoon and night shifts. Conversely, only 10.0% of these participants had day and night shifts.

Qualitative research also suggests that the longest hours worked featured among the self-employed graduates. One case concerned a husband and father whose long hours of work do not permit him much time with his family. Another involved a pharmacist who has her own community pharmacy and feels that her working hours are too long – precluding her from pursuing further studies and response to her keen interest in art.

Flexitime

76.7% of participants did not benefit from flexitime (flexible hours, flexible workweeks) in their main job. Of the graduates who benefited from such arrangement, males were more common. Colin (who works at a Government institution) used to work flexible hours when his wife was pregnant. Some in-depth interviews claimed that flexitime is a suitable alternative to a career break if it was available. A female graduate claimed that her husband had started undergraduate studies but could not continue since flexible hours did not feature in his job conditions.

Second Jobs

25.6% occupied a second job, where responsibilities held related primarily to professional occupations (68.3% of responses) and senior managerial occupations (11.0% of responses).

Second jobs featured quite often among in-depth interviewees, with such jobs mostly related to their main occupation – such as private lessons in the case of teachers; private practice in the case of accountants or bank employees and counsellors. Other graduates sat on boards or committees related to their field. There were others whose part-time work involved a completely different activity especially if it involved work in their partner's activity. There were those who were involved in more than one secondary activity.

Apart from the opportunity of earning extra income, part-time work offers graduates the possibility of engaging in activities that interest them but that they could not take up as a main occupation, exemplified by media activities or arts.

Employee Responsibilities

68.7% of the participants did not have employees reporting to them. The number of employees reporting to participants varied considerably, although the median response related to under 3 employees across all job levels. While males reported higher responses in this regard, employees engaged in professional occupations were most likely to report to these graduates.

Job Satisfaction

Participants were rather positive regarding different aspects of their job and their satisfaction. Indeed, participants were typically satisfied with the variety and closure of tasks, with a relatively lower level of satisfaction featuring in respect with information provided about their work and pay earned. These accounts evidence a typically high level of motivation among employed graduates in their main work, a feature that is also supported by the outcome of qualitative research as part of this study. Most of the in-depth interview participants were satisfied with their job, with some even described their work as challenging or even as fun. Some find satisfaction in the work itself, as is the case of restoration – wherein the graduate involved claimed to find a great deal of satisfaction in the restoration of artefacts that are of national importance. Others find satisfaction in the results obtained such in counselling, pharmacy or teaching. Yet, some graduates expressed their dissatisfaction with pay or with working conditions such as working hours or rude clients.

Highest Attained Qualification

55.8% of participants perceived that the highest qualification they attained was entirely relevant to their present or last job. Contrastingly, 33.6% perceived that their qualification partially relevant, while the remaining 10.6% thought that it was not relevant at all. Research participants quote different reasons, with a lack of drive from management for improvement topping the list of such reasons. A politically driven administration at the workplace, restrictive conditions at government organisations, futile promises regarding benefits or conditions, difficulty to re-integrate in a profession after a career break and the settlement for a less satisfactory job in view of financial needs were other reasons behind why graduates occupied jobs where their qualification was not relevant at all. Among in-depth research participants, it was those who did not take up vocational courses who were mostly engaged in a career line that is different from their studies e.g. an administrative officer who graduated in history.

Career in Future

61.8% of research participants (in paid employment) would not consider switching their line of profession or career in the future. Participants would mainly consider career prospects within the sector of activity and the remuneration associated with the job. Importance was also attributed to the future of the profession and future of the sector of activity and opportunities for further training. Other aspects that were considered of a certain importance related to job satisfaction, respect and motivation, new stimuli, new goals, avoidance of routine, job security and the opportunities arising from new industries. Other mentions related to family opportunities, health and physical strength.

66.1% of participants considered switching their basis of employment in future, in view of their intention of building a family and of dependents living at home. Participants somewhat also considered the importance of personal and family remuneration. The take up of new business opportunities, higher job satisfaction, flexibility and the need for change also featured as other considerations. Other considerations pertained to the caring responsibilities and the reduction of long work hours also in view of age or health aspects. Indeed, female respondents were more concerned about building a family, dependants living at home and family remuneration than their male counterparts.

In-depth interviews suggest that those who would like to change their career are largely those who are not completely satisfied with the choice they made. They would like to have pursued other interests and are disappointed that they did not follow their dreams. Some had been discouraged by their family, while others only considered other possibilities after starting their

academic training. In other cases, the interviewee could not follow a particular course because it was not offered during his/her university days. Some in-depth interviewees were seriously considering taking up further studies and actually changing their career, albeit this is a significant challenge as such graduates need to start anew.

Family Friendly Measures

Observed family friendly measures varied significantly at work, with the more frequently observed benefits comprising parental leave, part time work, short notice leave, sick/emergency childcare leave, career break with committed guaranteed return and flexitime in diminishing order of incidence. Indeed:

- parental leave was more likely to feature among female respondents, respondents aged 30 to 39 years, respondents with a university diploma or equivalent, participants with less than 2 years from completion of studies and unmarried participants living with parents;
- part time work was more likely to feature among female respondents, respondents aged 30 to 39 years, married participants living with partner, participants with 1 caring role, participants spending 3 to 5 hours in domestic work, participants with a partner that is not engaged in a paid job, participants involved in a commercial partnership and full time workers;
- short notice leave was a less common feature among male respondents, respondents aged 30 to 39 years, respondents with a university diploma or equivalent, participants with 2 to 5 years from completion of studies and married participants living with partner;
- sick/emergency childcare leave was marginally less likely to be available for male respondents, while a career breaks with committed guaranteed return was less likely to be available for their female counterparts.

Benefits & Job Change

In considering family friendly benefits as an alternative to a job basis change or exiting the work force, graduates expressed an interest in a number of such systems, exemplified by flexitime, sick/emergency childcare leave and study leave. Most respondents will not consider such benefits on their own and were inclined to consider a range of such systems together. Nevertheless, graduates were less interested in benefits like professional guidance, after school childcare facilities or programmes and job sharing. Differences across sexes also prevailed in such levels of interest, with female graduates featuring higher levels of interest for flexitime, childcare facilities, after school childcare facilities, childcare subsidy or allowance and parental leave than their male counterparts.

Choice of Career

Choice of Course Pursued

In selecting the course to pursue at University (and subsequent career), graduates considered primarily the expected employment opportunities, followed by the course content and expected future income. Other influences featured at a less important level, exemplified by media, counsel recommendations, family tradition and the appeal of the courses to specific sex. Equally significant, in selecting a course, students seldom considered the less stringent requirements for other courses or the more demanding nature of other courses.

Other important issues related primarily to personal disposition and interest towards the subject or the respective associated jobs. Female respondents were somewhat more concerned towards work and life balance than their male counterparts. The importance of this balance was most likely to be felt among younger participants with a baccalaureate qualification.

Among 79.3% of the graduates interviewed, the interest in the academic courses chosen started at an age between 11 and 25 years. Science, technology and engineering graduates, along with social sciences graduates typically featured older ages when such respondents actually started being interested in the respective field of study.

In-depth interviews demonstrated how some graduates dreamt of becoming artists or flight attendants when they were younger but later on realised these were just dreams. There were those who were never certain of what they really wanted even after graduating while others always knew what they wanted to do. Most graduates chose their particular course because they were interested in the subject or in the vocational career attached to it as in the case of teaching. Family also featured as a strong influence on the choice of course – a proportion of interviewees admitted that their family discouraged them from taking up certain courses, regretting it later. In one case, Jake (aspiring law) was encouraged to study accounts by his family since the family business would benefit more from having an auditor than a lawyer. Another graduate was encouraged to take up university studies after her sister (who has a disability) could not continue studying. While graduates mentioned other factors considered in making their choice, such as career prospects or working hours, these did not appear to have been a highly determining factor.

Participants were satisfied overall with the academic life they experienced in attaining their highest level of education. They were more satisfied in relation to the contents of the course and training, while they were less satisfied regarding the university or institutions' facilities that

supported their studies and the lecturers and the academic staff and the relevance of the course contents with their present or last job. Participants were somewhat less satisfied in relation to the opportunities for work after graduation.

Qualitative research also affirmed that graduates considered the content of their course as relevant and even as having given them more recognition and credibility. Yet some graduates felt that experience and personal skills were more important in the course of their work.

Employment Prior to University Studies

68.1% of participants were not employed in gainful work prior to their undertaking of university studies. Participants who worked before their studies were likely to have been employed in clerical jobs (43.1% of responses) or professional (³), associate professional and technical occupations with 15.6% and 14.7% of responses.

In 41.5% of the cases, the employer at the time of commencing studies was a private company or sole trader, while 37.5% were employed by a government organisation. Moreover, while 45.4% of employers were involved in the commercial service sector, 30.6% were employed in the government services sector, 12.0% in the manufacturing sector and 10.2% in the hotel & catering sector. In-depth interviews also established that graduates might remain with the same employer after graduation particularly if such studies related to their line of work. In other cases, the graduate chose to remain with the same employer intent on gaining the necessary experience – particularly when this led to earning some form of warrant or certification licence. In other cases, particularly when the employer sponsored such studies, graduates chose to honour contractual obligations and remain with such employer.

71.6% of the participants employed prior to their studies, occupied a full-time job, 26.6% were employed on a part-time basis, while the remaining 1.8% were employed full time with reduced hours. Moreover, 65.1% of participants (who were employed prior to their studies) were engaged through a permanent indefinite contract, while 20.8% and 14.2% were employed on a casual basis and a permanent fixed term contract, respectively.

Employment Period

Among respondents employed prior to starting their studies, the typical graduate had been in employment for just under eight years and was employed with an employer for an average of

³ Prior to taking up post-graduate studies

6.8 years. Male graduates had been in their employment for a longer period before starting their studies, contrasting against their female counterparts: female respondents worked for an average of 5 years while males worked for 10 years prior to commencing their studies.

Moreover, while female respondents had been with their employer for an average of 4.3 years, males had been for 8.6 years prior to commencing their studies. Indeed, while a shorter period of work was observed for female respondents across all age groups, the number of years in employment prior to commencement of studies increased as age increased for both male and female respondents.

Financing of Studies

Few were the research participants who received financing for their studies, not counting the students who benefited from the student scheme operated at the University of Malta. In 9.4%, 8.8% and 7.8% of the cases, the studies were funded by either the employer, self-funded or funded by parents, respectively while only 4.1% had won a scholarship. Another 12.9% of the participants funded their studies through a mixture of the above. Male respondents were observed to fund their own studies or benefit from employers' funding of studies more often than their female counterparts. Such was also the case of those aged 30 years and over, with a diploma or Masters qualification, were single living alone or living with a partner not engaged in a paid job, or participants engaged in clerical or managerial occupations. No further differences were observed between male and female participants.

63.0% of participants who attained their highest qualification through employer funding or part of a University of Malta scheme did not have to spend time employed with their sponsoring employer after their graduation, as opposed to the remaining 37.0%. Should the latter have opted not to stay with their sponsoring employer for the contracted time, 32.3% were required to refund costs (17.6% required to refund the entire training cost while the remaining 14.7% were required to refund pro-rata in accordance with the time spent with employer). Conversely, 35.3% of these participants had to pay a fine, while 14.7% would have sustained no consequences in this regard.

Unpaid Leave

Of the graduates who worked before undertaking studies leading to their highest qualifications, 9.2% availed themselves of unpaid leave for any period beyond 1 month prior to commencing their studies. A mixture between family, career or study commitments led to this spell of unpaid leave that typically lasted 2½ months overall.

First Job after Graduation

45.7% of graduates had to seek a job after graduation. Of such graduates, 49 respondents (or 31.0%) spent a period of time unemployed while searching for a job after their graduation. Female respondents were more likely to spend time unemployed than their male counterparts. On average, this unemployment period was 3 months long.

In searching a job, graduates relied on newspaper adverts, assistance from the ETC job centres, friends or acquaintances and the Internet (25.5%, 17.8%, 12.1% and 12.1% of responses, respectively), while other methods were accounted for by the remaining 32.5%.

A proportion of graduates participating in in-depth interviews claimed to have had already a job upon graduation either because they were sponsored by their employer, or because they studied on a part-time basis. Of those who did not have a job, the majority did not find it difficult to find a job upon graduating, although less fortunate cases were also observed. In one of the cases (a B.Com graduate), the interviewee expressed frustration with being refused jobs on the basis of lack of experience – compelling her to set up her own business.

Of the respondents who had to search for a job following graduation, 13.3% refused a job offer while searching for a job. While no particular reason prevailed on others as to why such respondents refused such offers, progression opportunities of the job, lack of variety of tasks within the job and the pay offered featured as the more common reasons.

Career after First Job Following Graduation

Only 15 respondents or 4.3% of participants spent time unemployed after their first job following their graduation – often as a result of a resignation (75%) or dismissal/redundancy (25%). On average, they spent 4 months searching for a new job. Resignation was primarily related to various circumstances of which the furthering of studies, maternity, job conditions and the engagement in other jobs topped the list of reasons claimed by interviewees.

Career Break

Following their graduation, only 7.2% of participants availed themselves of a career break. On average, this break was of 26 months long, prevailing among women, aged 30 to 39 years, within 10 to 15 years from completion of studies, married and living with partner and employed full time with reduced hours or on a part time basis.

Family responsibilities (mainly childbirth and care) accounted for the primary reason behind such a break (60.0% of responses). Among other respondents, a holiday, break or gap year featured as the key reason (16.7% of participants taking a career break), while continuing of studies were the reason for a break among 13.3% of such participants. Unsurprisingly, women availed of such a break for family responsibilities and study, while men availed of a break for study or recreational purposes. Female respondents availing of such a break were more likely to be aged 30 to 39 years, within 10 to 15 years from completion of their studies, married or living with their partner, presently employed part time or full time with reduced hours.

The only alternatives offered by employers prior to setting off on this break were mainly parental leave followed by a career break with committed or guaranteed return and part time work. Yet, such participants still availed of a career break mainly in belief that they are in the best position to raise their kids and of building a stronger family that should not be compromised by work.

Participants strongly agreed that this career break was indispensable for the upbringing of their children, while it served to build and establish a stronger family. While participants were most likely to plan this before, it was also significantly beneficial in building life competencies. To a lesser extent, participants also believed that dependents (ill, disabled or parents) could only live better with their help during this career break. Female respondents opined more strongly towards the indispensability of their career break than their male counterparts. During this break, 56.0% of participants received help that facilitated their life, with most of this help forthcoming from parents and partners (39.1% and 64.3% of cases respectively).

While 60.0% of such respondents had ended their career break – of whom, 76.9% landed a job immediately upon ending their break possibly due to arrangements set prior to leaving the employer or through a planned approach adopted in ending such a break. Another 15.4% of respondents took them less than a month to find a job while 7.7% found a job within three months.

Experiences following their return to paid work were typically positive especially towards their ability to find a job, the acceptance of their applications or for matching their previous pay. Nevertheless, returnees claimed that they did not manage find a job that offered them very good prospects for promotion or a better-paid job when they returned to work after a career break. Male participants were marginally more positive in relation to finding a job that offered

prospects for a promotion than their female counterparts, although both men and women showed negative responses in this regard.

In-depth interviews also support the notion that career breaks were largely availed of in response to childcare responsibilities. The decision for a woman to break her career is largely based on traditional notions of the female carer and the perceived inability of the male to take care of children. In other cases, it is the man's higher income that was also of consideration or the higher occupational level he occupied, making his career not worth breaking. One female graduate claimed that she reluctantly had to break her career on the decision of her husband. On the other hand, the male participants whose wives were on a career break claimed that such wives had willingly decided to take the break on their own.

Some interviewees pointed that should flexitime or adequate childcare were available, they would not have had to break their careers, despite the prevailing philosophy that children are better brought up by their parents.

Future Career Break

92.3% of participants were not planning to avail themselves of a career break. Conversely, participants that planned such a break intended to stop working for 1 year on average. The main reasons for this career break also related to family reasons, with childbirth and childcare topping such reasons, particularly among female respondents. An interest towards other activities such as a break for studies or a gap year featured among both male and female respondents.

Family friendly measures as alternatives to a career break were perceived rather unconvincing, with some types of alternatives would not be considered at all. Parental leave, childcare facilities, sick or emergency childcare leave and flexitime attracted higher positive responses as an alternative to a career break. Indeed, in-depth interviews revealed that often women showed no intention of breaking their career, particularly when they were still single or did not plan of having children. Other women felt that they would be able to juggle their work and family responsibilities especially since their work permitted flexible hours and long holidays, as in the case of teachers.

Future Job Change

14.5% of participants were looking for a new job, with higher incidences prevailing among part time workers and respondents with no caring responsibilities. Participants looking for a new job

considered various factors as significantly important in accepting a new job offer, primarily related to pay, designation & type of job, career prospects, nature of tasks, long-term prospects for employment, and flexibility in their job. Nevertheless, participants were rather unconcerned with location and recommendations by family or friends. Across sexes, fringe benefits were more important to men, while women valued designation and type of job, career prospects, long-term prospects for employment, sector of activity, reputation of company, and prospects for further training.

Further Education & Lifelong Learning

58.6% of participants were willing to take up further studies, primarily a Masters degree. 57.5% of these respondents would pursue their studies locally, while the remaining 42.5% would pursue studies with institutions based abroad. The basis of such programme is very likely to be part time – a case for 64.2% of such respondents.

Working full time and studying part time, (especially through distance learning courses) would help participants attain their academic goals. The benefiting from flexitime, training leave and annualised hours were other options considered to render further studies more feasible an option.

Promotion, Discrimination & Unfair Treatment

67.1% of participants were never given a promotion during their employment following their graduation, with such responses prevailing among the younger graduates. The remaining 32.9% of participants were given a promotion, primarily in response to their work performance. Other reasons for promotion related to seniority and mobility in grades at work and qualifications attained before job. Both male and female respondents attributed their promotion primarily to performance at work.

In-depth interviews also support such observations, with a portion of the interviewees having been promoted in the course of their career, especially upon completion of further studies. Automatic promotion also featured in some cases when the graduate engaged in further studies. Other research participants featured no possibility for promotion – such as the self-employed or a bank employee who already occupies a high-level position and claims that the bank would probably not offer him a promotion as that would mean losing the experience he has in his particular activity. A few other cases claimed that they were not interested in promotion especially since it involved a switch from teaching to administrative work.

13.6% of research participants were denied a promotion by an employer in an unfair manner. Men were more likely to be denied promotions unfairly than their female counterparts, with such observation being also relatively more common among older graduates. The main reasons related to political beliefs, nepotism, corruption & discrimination, futile promises, unjust promotions following seniority and unclear career development paths. Despite individual cases of sexual discrimination and racism, no differences in reasons for unjust denial of promotion featured across the sexes of interviewees.

Conclusions

Employment

It appears that as a category of workers, graduates are to a large extent engaged in full-time employment, and so are their partners. Only a relatively small proportion of respondents were employed on a part-time basis or worked reduced hours. The majority of graduates are engaged in professional work while others occupy senior managerial posts, owned or directed businesses or performed associate professional or technical work. In general, the findings suggest that those who invest in tertiary education are more likely to be participating in the economy and to occupy the higher-level jobs. Almost one fourth of graduates are also engaged in a second job.

Male graduates are in general more likely to have been employed for a longer period and to have been in their present role with their current employer than females. On the other hand, females who were employed for a longer time and have been with the same and employer and in the same role for longer periods are those engaged in part-time work or reduced hours. This suggests that it is more difficult for women than for men to pursue their career without either interrupting it or alternatively without having to make adjustments to their working hours and at times also to their line of work.

Indeed, those graduates who in the future envisage switching their basis of employment, consider doing so as a consequence of caring responsibilities although they claim that they would also take into consideration the remuneration received from the job as a result.

Similar to the responses obtained from those who are currently unemployed, graduates who are economically active considered flexitime, sick/emergency childcare leave and study leave as alternatives to leaving their job or changing the basis of their employment. Childcare facilities, after school childcare facilities and parental leave were, understandably, desired more by

younger graduates while flexible hours was the preferred choice of women under 30 or over 50 years old.

Inactive Graduates

Those graduates who are not currently in paid employed stopped working or chose not to start working largely due to caring responsibilities or to continue their studies. It is interesting to note that a few of the observed homemakers are men. Such inactive graduates indicated that they would consider entering or returning to the labour market should they be able to work flexible hours and if they had the possibility of taking emergency or childcare leave, albeit they did not consider after school childcare facilities as a strong incentive.

Satisfaction at Work

Although overall graduates expressed satisfaction with various aspects of their job, a significant majority would consider changing their line of work in the future. This was especially the case with young female graduates and especially among those who are not engaged in full-time employment. This indicates that these graduates are not content with their line of work, possibly as this falls short of their life's ambitions/aspirations. This could be due to not making the right choice of career or course possibly due to unavailability of course or discouragement from parents or friends. They could also be in a line of work temporarily – a result of a number of factors such as having to switch from full-time to part-time work in a different area or inability to find employment in there area of specialisation, hoping to succeed some time in the future.

Most graduates were satisfied with the content of their course of study although they were less satisfied with the support structures and facilities available at the university as well as with the academic staff. They also expressed less satisfaction with the relevance of their studies to their present job.

Choice of Course

Most graduates claimed that their choice of course was mostly influenced by the content of the course as well as the career prospects and future income with other factors such as family tradition with the attraction for sex-specific courses being less influential. However, women tended to give more consideration towards being able to achieve a work-life balance than males, evidenced by both quantitative and qualitative research forming part of this study. Yet, interest in the course content appears to have taken precedence over factors such as shorter

working hours or holidays. At the same time, one notes that over one fourth of the respondents graduated in educational subjects. Consequently, they chose to take up courses leading to a career that does not entail long hours of work and that permits parents to fit their working hours more or less with their children's school hours. In certain cases, there is also the possibility for parents to send their children to the same school where they work.

Parents

It is noted that a significant number of graduates have parents with less than O level education. Although many graduates claimed that their father occupied a high-level job, there are a significant number of graduates whose father is engaged in lesser intricate occupations. This reflects the expansion in educational opportunities that Malta witnessed in the past years and suggests that there is a significant degree of intergenerational mobility. As expected, more than half the participants do not have working mothers.

Partners

The partners of the majority of graduates are also likely to have a university education although over a third of graduates declared that their partner did not feature such levels of education. The partners of most graduates are also engaged in higher level of occupations and intend to pursue a career – a commoner feature when the partner is a man. Almost half of the wives of male graduates do not intend to follow a career, a consequence of wives having to give up their career due to childcare responsibilities.

Home & Family Commitments

Although graduates do not appear to dedicate a great deal of time to housework, with the majority spending between 1 and 3 hours daily, almost half of the respondents featured caring responsibilities. Furthermore, although many graduates claim to share these responsibilities and duties with their partner, it is women who have the greatest share of responsibility where childcare and daily house chores are concerned.

Career Break

The majority of graduates did not avail of a career break since their graduation. Nor do they plan to take a break in the future. Those who did take, or plan to do so, mentioned family commitments as the major reason behind their decision although other reasons were of mention, such as study or holidays. Again, graduates highlighted flexitime and sick/emergency

childcare leave as possible alternatives to interrupting their career or that of their partner. On the other hand, there were those who despite the availability of other alternatives, still decided to sacrifice their career to bring up their children themselves. For these respondents, a career break was considered indispensable for the upbringing of their children believing that their decision would contribute to the building of a stronger family. Furthermore, those who ended their career break claimed to find no difficulty to re-enter the labour market although they did suffer certain consequences such as having less prospects for promotion or better pay.

Some Recommendations

In view of the above, it is recommended that efforts be made on various fronts. If female graduates are to be provided with the opportunity to feature a 'return on investment', they cannot alone remain burdened with the conflict of combining work and family responsibilities. Providing necessary structure to enable an acceptable work-life balance for graduate women is important in enabling them to exploit the full potential in which they invested during their academic studies.

More significant is the notion that women remain segregated within certain spheres of study – a feature that is the result of a community culture at different levels – family, peers and guidance, resulting in poorly informed decisions that may well push women out of the labour market at some time in the future. This may be the case when women consider breaking a career for family reasons – is it the mistaken career that pushes a women to value more family life?

In this respect, policy-makers, may initiate efforts that stimulate Maltese society to take positive steps that at least address aspects of the horizontal segregation, along with building enabling structures that permit women to truly choose between a career break and a feasible uninterrupted career. Such efforts must:

- help future graduates make more informed choices regarding their future career;
- evaluate current academic courses in order to assess their relevance to job requirements particularly to fields with different areas of specialisation;
- attract students to the less popular courses in order to avoid a concentration of students in courses such as education and health care increasing the risk of flooding already saturated job markets;
- encourage employers of graduates to provide more family-friendly measures to both men and women in order to further decrease the number of graduates, especially women who have to opt

for part-time employment, reduced hours or career breaks to balance their work and family demands. Flexitime and emergency child care leave appear to be the options which are most desired by graduates who would otherwise not interrupt or adjust their career;

- encourage more men to avail themselves of these measures where available in order for domestic roles to be equal, thus enabling more women to invest more time in their career.

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1 Background

1.1 National Commission for the Promotion of Equality

Gender mainstreaming features as a significant priority within the Maltese Government's policies over the past two decades. This reflects the increased awareness of the need to address gender-related issues in order to enable women and men to participate fully and on an equal footing in the various spheres of socio-economic and political life. One of the major challenges facing Maltese society at the turn of the new millennium is that of transforming the labour market from one that is largely male-dominated to one that provides access, opportunities and rewards equally to all workers regardless of their gender.

The Government's commitment to promote gender equality reflects itself through a number of policy and legal measures as well as various support initiatives implemented especially over the past two decades. The removal of the Marriage Bar in 1981; the introduction of parental (instead of maternal) leave; structures that allow for flexible work patterns; the provision of responsibility breaks; the extension of maternity leave and the introduction of childcare provision were undoubtedly steps in the right direction.

Major achievements were also attained within the Maltese legal framework, especially since the ratification of the United Nations' Convention on the Elimination of all Forms of Discrimination Against Women in 1991, involving an associated amendment of the Maltese Constitution. The recently amended labour legislation (Employment & Industrial Relations Act of 2002, Chapter 452) also addressed a series of gender concerns. Furthermore, the Act to Promote Equality for Men and Woman (Chapter 456) not only addresses a number of issues in this regard but also provides for the establishment of a National Commission for the Promotion of Equality for Men and Women. These important legal structures together with what is commonly referred to as the Family Law (amended in 1993) provide a strong legal framework, which facilitates the emergence of a more gender-friendly socio-economic environment.

Intent on rendering the gender equality legislation effective, the National Commission for the Promotion of Equality for Men and Women (herein termed as the Commission) was set up in 2004, entasked with the implementation of such measures that enable the introduction and upholding of gender equality as a value in socio, political, economic and legislative spheres. Within such a context, the Commission absorbed the strategic tasks previously performed by

the Department for Women in Society and the Commission for the Advancement of Women. The Commission thus acts as Malta's equality hub, by:

- identifying, establishing and updating all policies directly or indirectly related to issues of equality between men and women;
- identifying the needs of persons who are disadvantaged by reasons of their sex and to take such steps within its power and to propose appropriate measures in order to cater for such needs in the widest manner possible;
- monitoring the implementation of national policies with respect to the promotion of equality between men and women;
- liaising between and ensuring the necessary co-ordination between government departments and other agencies in the implementation of measures, services or initiatives proposed by Government or the Commission from time to time;
- keeping direct and continuous contact with local and foreign bodies working in the field of equality issues, and with other groups, agencies or individuals as the need arises;
- working towards the elimination of discrimination between men and women;
- carrying out general investigations with a view to determine whether the provisions of the Equality for Men & Women Act (Chapter 456) are being complied with;
- investigating complaints of a more particular or individual character to determine whether the provisions of the above Act are being contravened with respect to the complainant and, where deemed appropriate, to mediate with regard to such complaints;
- enquiring into and advising or making determinations on any matter relating to equality between men and women as may be referred to it by the Minister responsible for Social Policy;
- providing, where and as appropriate, assistance, to persons suffering from discrimination in enforcing their rights under the above Act;
- keeping under review the working of this Act, and where deemed required, at the request of the Minister responsible for the Family and Social Solidarity or otherwise, submit proposals for its amendment or substitution;
- performing such other functions as may be assigned by this or any other Act or such other functions as may be assigned by the Minister responsible for the Family and Social Solidarity.

1.2 Objectives of the Study

1.2.1 Context

The above context sets out a critical role as part of Malta's employment strategy – outlined in the Country's National Development Plan for Economic and Social Cohesion for 2003–2006. Within this strategy, significant measures feature as an important component for Malta's employment rate targets, set at 71% for men and 60% for women by 2010 – in parallel with the Lisbon Strategy targets.

Indeed, Malta's National Action Plan, published in September 2004 as part of the European Employment Strategy, outlines an approach intent on reaching the Lisbon Strategy goals – a resolution that is intent on rendering the European Union as the World's leading economy and knowledge location that supports a world competitive advantage. Malta's employment strategy purports four horizontal areas, comprising:

- Increasing adaptability of workers and enterprises;
- Attracting more people to enter and remain on the labour market by making work a real option for all;
- Investing more and more effectively in human capital and lifelong learning;
- Ensuring effective implementation of reforms through better governance.

The same Plan sets out a total of 81 initiatives intent on supporting the development of the Maltese labour market whilst stimulating a number of trends that reverse the effects of specific employment characteristics. A total of 30 projects are being financed through the allocation of finances forming part of the European Social Fund – amounting to € 12.16 million (jointly funded by the Maltese Government), planned to be implemented between 2005 and 2006. These projects promote:

- Lifelong learning and social inclusion,
- Human resources development in Gozo,
- Employability & adaptability, and
- Gender equality.

The effects of these measures purport to the creation of jobs for 42,537 workers over the period 2001 to 2010 – largely envisaged to relate to women in the private sector. Such development means an attraction of 4,000 women to the labour market annually – a significant trend that contrasts against the average of 900 women entering employment annually during the years 1990 to 1999, and provides additional contentions when the rates at which women leave the labour market for family responsibilities are considered.

Indeed, the importance of the employability and adaptability objectives is reflected by the allocation of funds derived from the European Structural Funds – accounting for 51% of the financing of the thirty different projects approved for funding. This feature of the National Employment strategy is specifically addressed by three key guidelines:

- Job Creation & Entrepreneurship;
- Address Change & Promote Adaptability & Mobility, and
- Promoting Development of Human Capital & Lifelong Learning

The Commission's efforts provide a significant role in Maltese society, aiming to render Maltese organisations capable of competing in world markets by tapping under-utilised resources and skills, exploiting experience and knowledge of motivated resources who benefit from an augmented work-life balance. The Commission, thus, intends to build awareness among Malta's social partners about the cost-effectiveness and potential returns from investment directed towards the introduction of family-friendly measures at the work place – exemplified by flexible work arrangements, childcare and remunerative work through **equal value/equal opportunities policies**. Such measures lead to an effective reduction in gender segregation in the labour market, encouraging women to participate in paid work and aspire for higher responsibilities.

These objectives are also a central implication of the intents of the European Social Fund – a financial instrument that aimed to augment the social and economic development of the European Community. The purpose of the European Social Fund, is thus that of providing financial independence and career progression of women, utilising skills and potential of women to maximise economic growth and narrow down a Member State's welfare gap, as is the case of Malta.

In implementing measures that enable the attainment of the above objectives, the Commission embarked on a process of research intent on augmenting its body of knowledge about the Maltese equality & employment environment. In this respect, the Commission's purpose of increasing the participation and advancement of women in the labour market is primarily dependent on the identification and promotion of measures towards the advancement of a work-life balance by addressing the working environment in public and private sectors. In attaining this objective, the Commission's research efforts need to:

- identify potential grounds for improvement to render the system of family-friendly conditions of work more effective for both employee and employer (by sensitising social partners to the cost-effectiveness and accruing benefits of such approaches);
- identify gender disparities in pay and recommend the elimination of these barriers;
- track career paths of graduates and identify the effects of the absence of family-friendly measures and their discriminatory effect on women;
- identify how working arrangements can be varied to meet employee and organisational requirements.

In connection with the above, the Commission, through a competitive tendering processes, engaged Allied Consultants to undertake four independent yet related research projects involving:

- an investigation in The Introduction of Family-friendly Measures at the Workplace
- a Gender Pay Review
- a Tracer Study to Follow the Career Path and Conditions of Work of Graduates in the Labour Market
- the conduct of a Teleworking Pilot Project, which relates the efforts undertaken resulting to this report.

1.2.2 Research Objectives

More specifically, in identifying and evaluating the reasons for career choice among graduate men and women, the Commission aims at elucidating the societal and economic impact of the absence of family-friendly working arrangements as translated from gender discrimination. The findings of the research will form a basis for communications targeting social partners, expounding the negative impact arising from the lack of family-friendly work arrangements.

1.2.3 Significance

The research related to this project bears a significant impact on:

- national policies (education, social security, welfare, employment conditions) and
- instruments (such as financial assistance, employment conditions, training, counselling and social welfare programmes)

availed to people seeking employment or currently gainfully engaged, largely as a result of the recommendations adopted by the Commission in advising on employment regulations or other communications that may encourage employers and employees to adopt new approaches in ensuring equality at work between men and women. In this context, recommendations set out in this report relate to all Maltese society.

Equally important, apart from influencing employment measures and conditions of employment as adoperated by employers, recommendations set out in this report pose implications on Government and the Commission's policies relating to the allocation of resources (financial and human), bearing consequences on:

- Government's structure of earnings (social security contributions and other sources);
- the Commission's structure of earnings (Government funding);
- Government's structure of expenditure (education, entrepreneurship support programmes, business promotion assistance, guidance & counselling services) and
- the Commission's structure of expenditures (administration of programmes, family assistance services).

1.3 Project Tasks

In addressing the requirements of the research project, efforts undertaken by Allied Consultants included:

- Carrying out of initial exploratory research in respect to graduates in the Maltese labour market, intent on building an initial understanding of the research area by accessing published/unpublished literature pertaining to the subject;
- Building a research instrument that effectively draws on information about careers and aspirations among Maltese graduates of both sexes with a focus on life, career paths (past and future) and choice, job value, responsibilities, hours of work, family-friendly working arrangements (potential and existing);

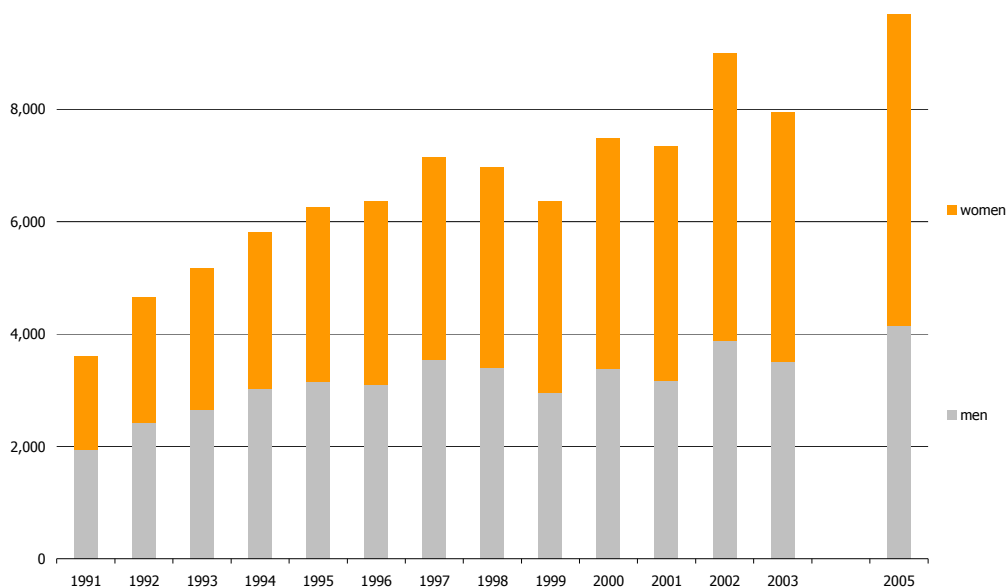
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- Administering the instrument in (□) above through the conduct of 300 to 400 quantitative face-to-face interviews with graduate men and women engaged in paid work;
 - Translating quantitative data into electronic fields, coding of data, weighing and verifying responses;
 - Conducting additional qualitative interviews (n = 20) intent on expounding further the reasons why graduate women and men pursue specific careers or indeed leave the labour market as a result of own or imposed conditions from the environment;
 - Conducting quantitative and qualitative analyses on the data gathered intent on attaining the research objectives set out in Section 1.2.2, expounding the differences in the careers selected by graduate women and men in the Maltese labour market. The same analysis is intent on identifying the reasons why such differences exist through the compilation of case studies pertaining to 20 selected men and women;
 - Submitting a report detailing the levels and extent of differences in careers between graduate women and men across different occupation/sector groups, elucidating the antecedents for such differences and the implications on the Maltese economy in terms of unattainable return from tertiary education (investment);
 - Developing a communications approach targeting Malta's social partners, soliciting the implementation of measures that encourage the adoption of family-friendly approaches among employers by opening opportunities for graduated women;
 - Presenting detailed periodic (quarterly) technical and financial reports to the Project Leader, in a format as required by the Commission and other project stakeholders with authority.

2 The Career Path of Graduates

2.1 Introduction

The past few decades have seen a dramatic increase in the number of people taking up tertiary education in Malta. The importance of further studies beyond compulsory education has been on the political agenda of consecutive governments. In Malta, the state provides free post-secondary and tertiary education to all Maltese citizens. Besides, since the 1980's students have also benefited from various schemes (which have been subject to changes over the years) which have enabled students to continue studying without being a huge financial burden on their parents. Indeed, in Malta the proportion paid by students or their families for tuition fees and other education related expenditure amounts to less than 5%. This is also the case for Denmark, Greece, Finland, Sweden, Iceland and Norway (Schmidt, 2005). In 2005 more than 2500 students graduated from the University of Malta while the student population for the academic year 2005 –2006 amounts to over 9,600 (Office of the Registrar, University of Malta, 2005).

Figure 1 – University of Malta Student Population (⁴)



⁴ Source: Office of the Registrar, University of Malta, 2006

Figure 2 – University of Malta Student Population (⁵)

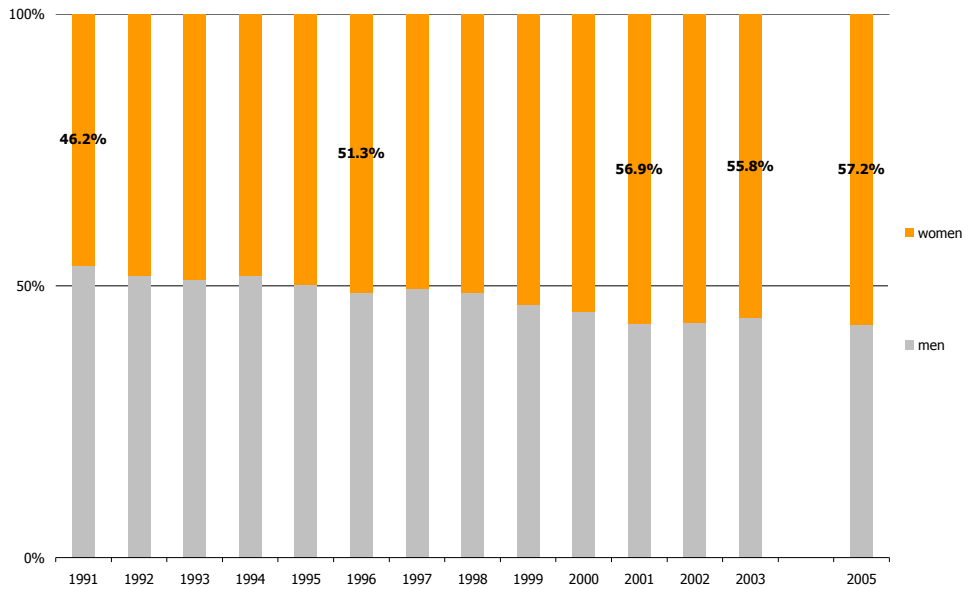
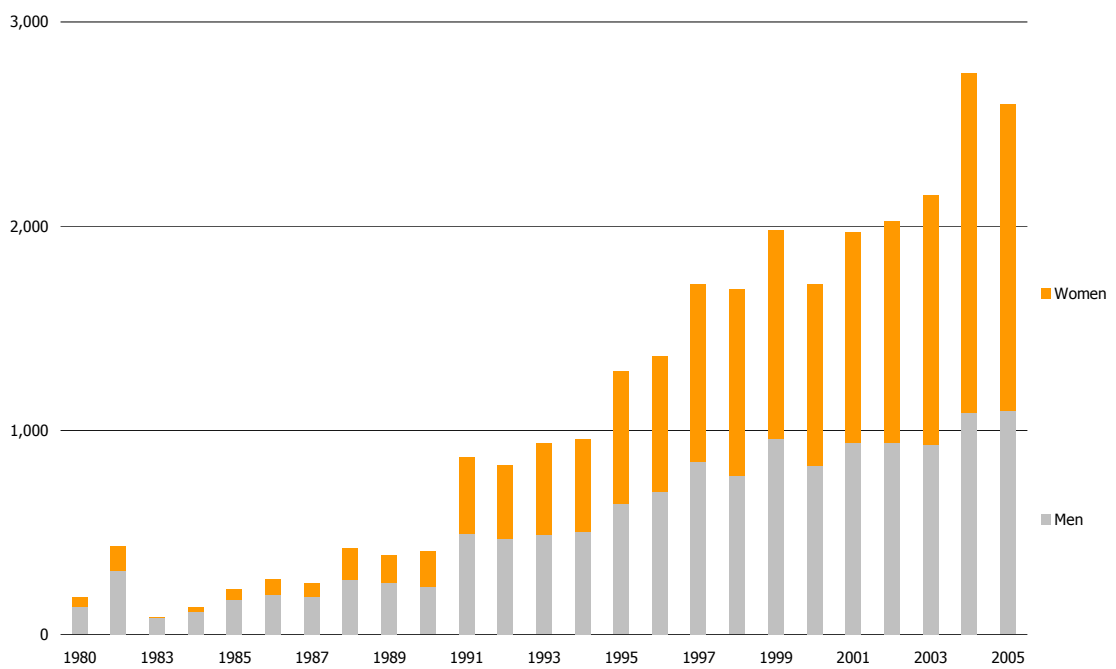


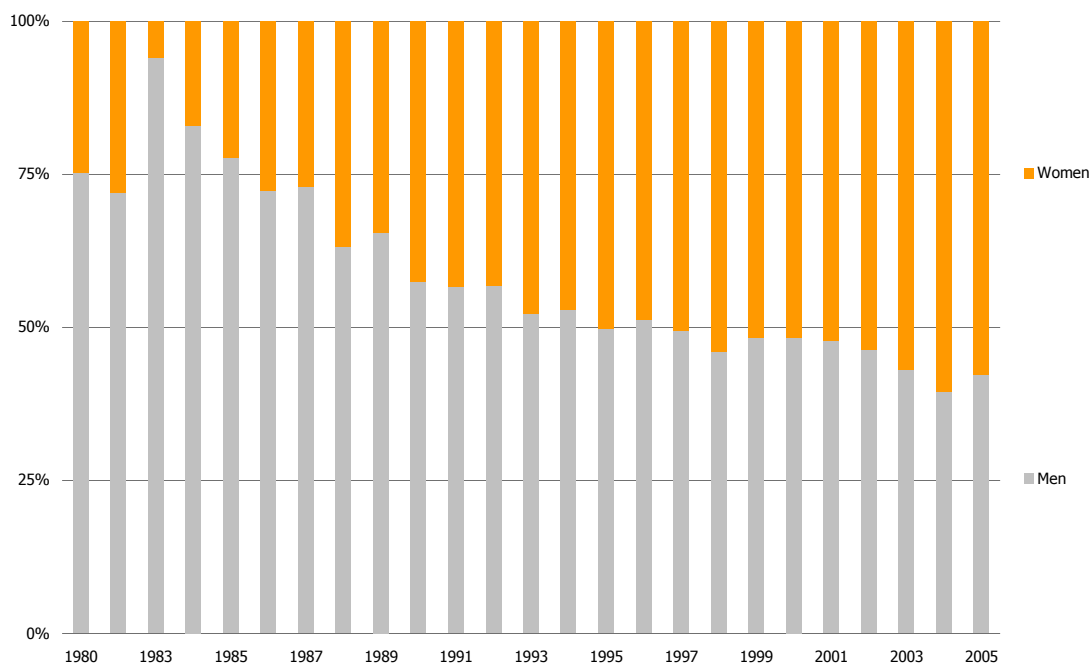
Figure 3 – Graduates from the University of Malta (⁶)



⁵ Source: Office of the Registrar, University of Malta, 2006

⁶ Source: Office of the Registrar, University of Malta, 2006

Figure 3 – Graduates from the University of Malta (continued)



Investment in tertiary education increases with the level of the country's wealth (Schmidt, 2005). However, countries with different GDP levels can spend similar amounts on tertiary education per student as in the case of Poland (GDP = 9,600 EUR PPS) and Finland (GDP = 23,500 EUR PPS) where similar amounts are invested in tertiary education per student (just over 43%). Comparisons of GDP per capita and education expenditures across different countries allow a better comparison, showing how Malta, Denmark, Cyprus, Sweden, Bulgaria and the United States invest considerably more than the average across EU25, while Greece and Portugal on average invest over 10 percentage points less. In Europe, 37.1% of GDP per capita is spent per student in tertiary education compared to 43.9% in Japan and 57.8% in the United States. In Malta the investment compared to GDP per capita stands at 45.1%, 8 percentage points higher than the EU average (ibid.). In Europe, students are allocated an average of 16.1% of total public expenditure in financial aid. The allocation is proportionately highest in Cyprus (52.5% of total public expenditure on tertiary education) while it is proportionately less than half the EU25 average in the Czech Republic, Estonia, Greece, Spain, Poland, Portugal and Switzerland. Most countries offer scholarships, loans or grants or a combination of both (Schmidt, 2005).

This expansion of tertiary education in Malta is in line with European trends. There has been an increase of 2.5 million students (17%) in the EU25 between 1997/98 and 2002/3. In 2002/3 the number of students in tertiary education in the EU25 amounted to almost 17 million (Andren, 2005). The total number of graduates (including 1st, 2nd and further degrees) in Europe increased by over 30% to 3.3 million from 2.5 million in 1998 even though the number of people in the 20 – 29 age group has decreased by 4% during the same period. The rise was particularly noted in the new EU member states. Compared to the 20 – 29 age group within the population, there was an increase in the number of graduates in all countries apart from Norway and Finland. In all the new member states apart from Cyprus there was a rise of over 50% in the number of graduates since 1998 accompanied by a fall in the proportion of 20 – 29 year-olds in the population (Andren, 2005).

At the same time the student enrolment rate in Malta is still relatively low compared to the EU average. Together with Slovakia and the Czech Republic, Malta has a particularly low enrolment rate. Cyprus and Luxembourg also have low enrolment rates although in their case this is attributed to the high percentage of tertiary students from these countries who study abroad (57% and 68% respectively). The highest enrolment rates in the EU are found in Finland and Sweden where tertiary education enrolment rates are similar to or even above those of the US (Andren, 2005).

Over the past few years, a significant increase in the number of women following university courses has also been observed to the extent that nowadays the trend is for more females to be studying at university than males. In Malta, for the academic year 2005–6 women make up 57.2% of a total university student population of 9679 (Office of the Registrar, University of Malta, 2005). This gender equality in enrolment rates in tertiary education is part of a positive universal trend which started in the 1960's Charles and Bradley (2002). In all EU member states apart from Germany, female university students outnumber males. The female majority especially stands out in Iceland, Albania and the Baltic countries where the percentage of females in tertiary education is over 60%. In the EU25, 54.6% of university students are female and the percentage is increasing annually. In 1998 the women made up just below 53% of the university student population. In Germany the number of males is slightly higher (50.5%). Switzerland, Turkey and Japan also have a higher proportion of males in tertiary education than females (Andren, 2005).

Still, there are a number of differences between females' and males' choice of courses as well as in the career paths they follow. Women and men tend to concentrate in certain courses

especially those (such as teaching and nursing) which enable them to combine better their career–family responsibilities in the future. Although in different countries sex distributions vary, the various dimensions of women’s tertiary status (e.g. overall enrolments, representation at elite tertiary levels and representation in male–dominated field of study) do not vary historically and across the different countries (Charles and Bradley, 2002).

Recently some changes have been registered and a more balanced gender–ratio is being achieved in a number of courses. Despite their larger investment in higher education, women tend to interrupt, modify or end their career once they become mothers while men tend to experience uninterrupted career trajectories. Consequently, men tend to benefit more from the advantages of possessing a university degree. They are more likely to occupy high status positions in the labour market and enjoy better working conditions. They are also more likely to further their studies and develop their career even if they are married and have children. On the contrary, many women tend to bear less fruit from their investment, being very often constrained to choose between their career and their family at some point in their life. As a result, if they do not quit the labour market altogether, they are very often underemployed both in terms of time and qualifications.

However, graduate mothers are not the only category being hit by the problem of underemployment. The number of graduates who are engaged in work, which does not particularly require the specialized skills or knowledge acquired at university is on the increase. Although many graduates occupy professional and higher level, well–paid posts, there has been a noted increase in graduates occupying lower level positions, which do not require university training. Women are more likely to be found in these occupations. The implications of this are either that Malta is experiencing an over–saturated graduate labour market especially in certain sectors or that our graduates are being burdened with study material (mostly of a theoretical nature) which is not congruent with labour market requirements. However this phenomenon is not a characteristic which is unique to the Maltese labour market. In the US and Canada it is estimated that around 20% of the workforce is underemployed. Between 40 and 60% of workers are affected by performance underemployment and for the past twenty–five years it has been on the increase. In the Netherlands the level of underemployment is lower than that of the US and Canada and similar to that of Germany and the United Kingdom. In the Netherlands, men have suffered more from credential inflation at the lower levels of education while at the higher levels, it is women who have suffered most. Consequently in advanced industrial societies graduates have increasingly limited prospects of securing employment at the

occupational level for which they are trained leading to the underutilization of knowledge and skills as well as to a waste of human potential (Batenburg and de Witte, 2001).

2.2 Graduates: A Profile

According to Baldacchino (1997) graduates tend to hail from certain localities in the Maltese Islands while they are almost absent in certain parts of the islands. While the national average stood at 5.5 graduates per 10,000 population, the three towns Attard–Balzan–Lija had the highest graduate density at three times the national average. In contrast, there was only one graduate from the Cottonera area in the sample. Malta’s Northern Harbour region also had a substantial graduate representation in Baldacchino’s sample while the Inner Harbour Area and the South East region had a low graduate presence. Interestingly, the proportion of Gozitan graduates was not much lower than the national average. This despite the fact that a recent EU Urban Audit Report (MaltaMedia News, 2005) rated Gozo as having the lowest graduate rate (4.5%) among more than 250 European cities and urban zones.

In their studies of university graduates, Debono et al (2003, 2005) found that most graduates have parents with at least a secondary level of education although fathers tend to have higher qualifications than mothers. Most graduates had fathers employed in white-collar occupations, the most common jobs being administrative/managerial and professional/technical. This implies that despite the efforts made by consecutive governments to encourage the participation of students from different social class backgrounds, tertiary education is still the domain of the middle and upper classes. As Canning (1999) has observed, attempts at transforming an elitist educational system into one, which is more inclusive of the majority, were not successful. Although we have seen an expansion in graduate level education, social and economic inequalities has been reinforced. In Scotland, graduate expansion was accompanied by a decline in intermediate level qualifications and in the number of those without any qualifications.

Debono et al’s studies (2003, 2005) analysed the parents’ occupational status when the respondents were sixteen years old, a critical age when young people make important career decisions and choices. In congruence with the traditional gender role differentiation that is still prevalent in Maltese society, the majority of graduates did not have working mothers when they were sixteen (65% and 70% respectively in the two studies). Both fathers and mothers of graduates were unlikely to be employers/self-employed or occupied in skilled, semi-skilled or unskilled jobs. However, among those graduating in 2004, the percentage of fathers in skilled

or semi-skilled jobs was higher and there was a smaller proportion involved in white-collar work. However, on the whole the children of white-collar workers are more likely to have a tertiary education and a university degree.

The number of women taking up tertiary education in Malta has increased dramatically since the 1960's to the extent that now they outnumber males. Among students who received their degree in November 2004, 64% were women and 36% were men (ETC, 2005). The trend continued with 1489 of out 2574 of 2005 graduates being females, outnumbering males by over 400 (Office of the Registrar, University of Malta, 2005). The increase in the number of female graduates is congruent with what is happening in all European countries where both the percentage of female students and female graduates have been increasing annually (Andren, 2005). However, Malta does not follow the EU trend of having a higher percentage of female graduates than students. Data from Europe (Andren, 2005) suggest that while there are more females than males who graduate, the percentage of female graduates is higher than the percentage of female students. In 2002/3, the percentage of female students in the EU was 54.6% while the percentage of female graduates was 58.3%. This may be due to differences in the fields of study taken by males and females and the duration of the courses they follow. It could also imply that there is a lower drop-out rate among females. Malta together with Austria, Switzerland and Liechtenstein were the only countries in the EU, which did not have higher rates of female graduates than students in 2003. On the contrary, the difference was especially pronounced in the Baltic countries, Portugal, Cyprus and Albania.

The median age of students in tertiary education (full-time and part-time) varies between 20 and 25 in Europe although the age span varies from one country to another. In certain countries such as Poland, Slovakia, France, Greece, Cyprus, all candidate countries, and the Former Yugoslav Republic of Macedonia, there are fairly similar age groups. In other countries, particularly the United Kingdom, Sweden and Iceland, there is a much wider age span and a trend for older age groups to be in higher education (Andren, 2005). In Malta young females tend to follow university courses more than older ones. The study carried out by Debono et al (2005) showed that among these graduates most males were 23 – 25 years old while most females fell within the 20 – 22 year category. Compared to 2002 graduates, there were less males in the 20 – 25 years age bracket while more males graduated when they were over 30 years old. There was also a significant rise in the number of female graduates aged 41 years and over (4.8% in 2002 as opposed to 9.7% in 2004).

According to Andren (2005) most students in the EU are enrolled in social science, business and law courses, the only exceptions being Denmark and Finland. The popularity of these study areas is especially evident in Latvia (53%) as well as in Cyprus, Poland, Slovenia and Romania (around 45%). In Denmark around 25% of students are enrolled in social sciences, business and law while a similar proportion of students is found in health and welfare courses. In Finland, 27% of students are enrolled in engineering, manufacturing and construction and only 22% opted for social sciences, business and law.

Male and female university students still tend to be found in traditionally sex-specific courses and the patterns are more or less similar in all the EU. Furthermore, the trends remained fairly similar compared to previous years. While in certain areas such as agriculture, veterinary medicine and in the field of services, there is a fairly even sex distribution, females predominate in education, arts and humanities while males predominate in science, mathematics and computing as well as in engineering and construction. However, in Bulgaria and Romania, women make up more than 50% of students in science, mathematics and computing while in Ireland and Portugal the proportion of females in these fields is not far from the 50% mark (ibid.).

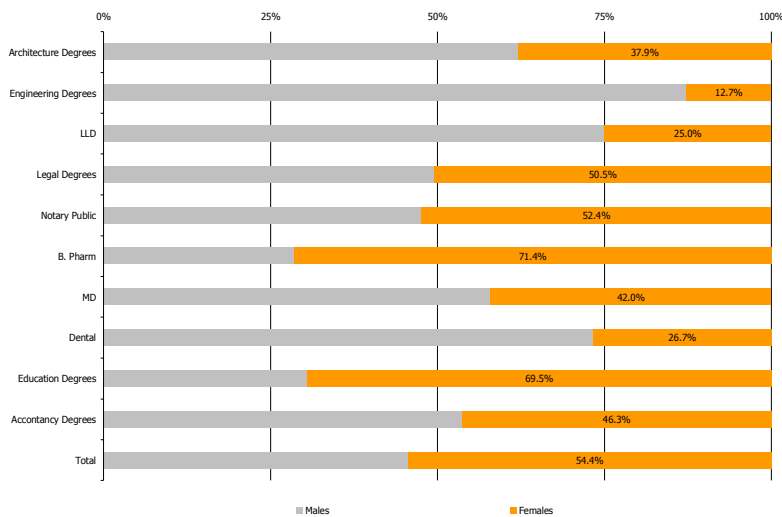
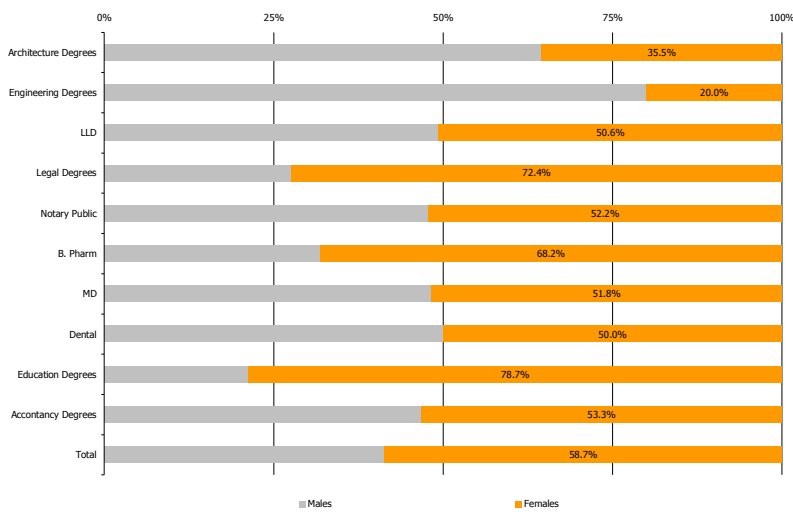
2.3 Equal but Separate?

Sex segregation at tertiary level education institutions is a universal phenomenon and it has persisted even where a dramatic growth in the rate of female enrolment has taken place as in the case of Malta. Therefore, it is improbable that it is related to historical and cross-national differences in overall student enrolment rates and in their relative representation either in higher level courses or in traditionally sex-specific fields (Charles and Bradley, 2002). After all wide disparities have also been found (Charles and Bradley, 2000 in Charles and Bradley, 2002) in countries where women are well represented in the most elite areas of tertiary education. Neither could the researchers attribute segregation to the degree of women's status in other social spheres. For example, they cite research by Bradley (2000) that segregation across fields of study is greater in the US than in Turkey.

In Malta the low representation of women in Engineering (80.9% males) and Architecture (63.3% males) is very evident (ETC, 2005). The low representation of females among engineering graduates is found across the EU. The country with the highest percentage of female graduates in engineering in 2003 was Estonia with a proportion of 40.8%. At the same time, one notes with encouragement that within the EU, Malta was the only country where the

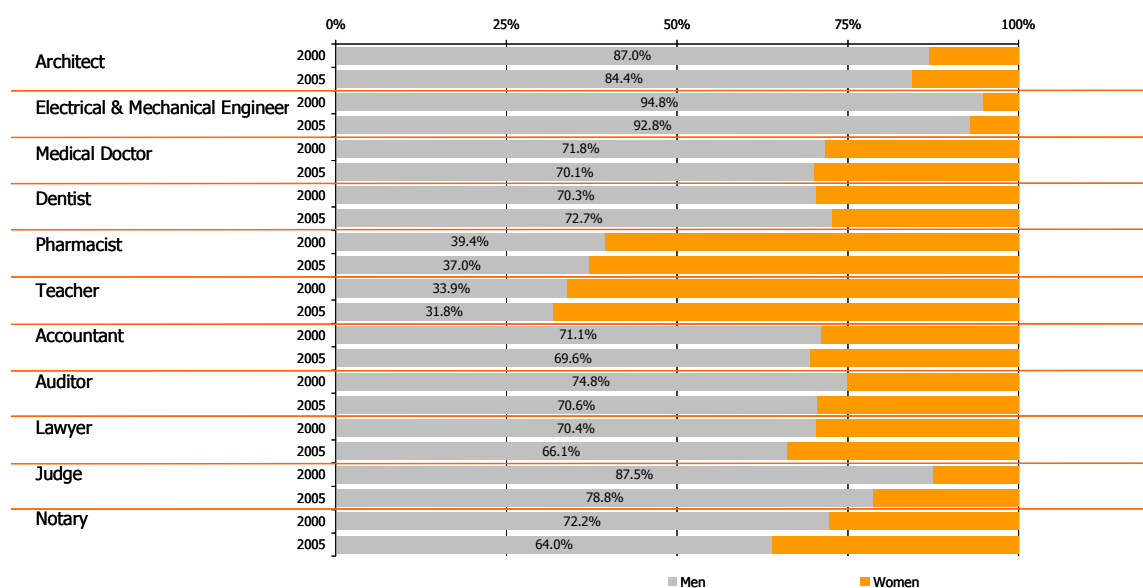
number of engineering graduates doubled since 1998 (Andren, 2005). Males are then relatively underrepresented in the humanities especially in education (72.7% females) and in health care (71.8% females) (ETC, 2005). This traditional gendering of professional training is also evident in Debono et al's (2003, 2005) graduate samples where females dominate in certain fields especially in education and males dominate in others such as Science, Engineering and Economics, Management and Accountancy.

Figure 4 – Selected University Programmes' Population in 2005 and 2001 (7)



Science has traditionally also failed to attract many women. In Malta for every 100,000 workers below 35 years of age, there are 70 women and 460 men with science degrees (ETC, 2002). However, the academic year 2004–2005 has seen an encouraging rise in the number of females taking up science at University with 49.5% (1,645) of students reading for science degrees being women while 50.5% (1,681) being men (ETC, 2005).

Figure 5 – Graduate Human Resource Stocks in Malta in 2000 and 2005 ⁽⁸⁾



It is encouraging to note that in Malta, as in the Czech Republic, Latvia, Lithuania, Poland and Slovakia, the number of graduates in science has more than doubled since 1998 (Andren, 2005). According to the same report, science tends to attract females more than engineering does even though since 1998 the number of females taking engineering studies has increased by 3.2 percentage points while among science students there was 0.3 percentage points decrease. In a number of countries, science students make up the majority of science graduates while in no country are female engineering graduates in a majority (Andren, 2005).

In the US, the gender gap in students taking up mathematics and science subjects has been reduced in recent years although there are still differences in the specific courses taken (Blau et al, 2002). Gender differences are more substantial in the chosen field of specialization in college although since the 1960's there has been a significant narrowing of this gap. A

⁷ Source: University of Malta, 2006

⁸ Source: Employment & Training Corporation, 2006

comparison of women receiving bachelor's degrees in 1965/66 with their counterparts in 1996/97 shows that American women have made huge strides in infiltrating traditionally male fields and professions.

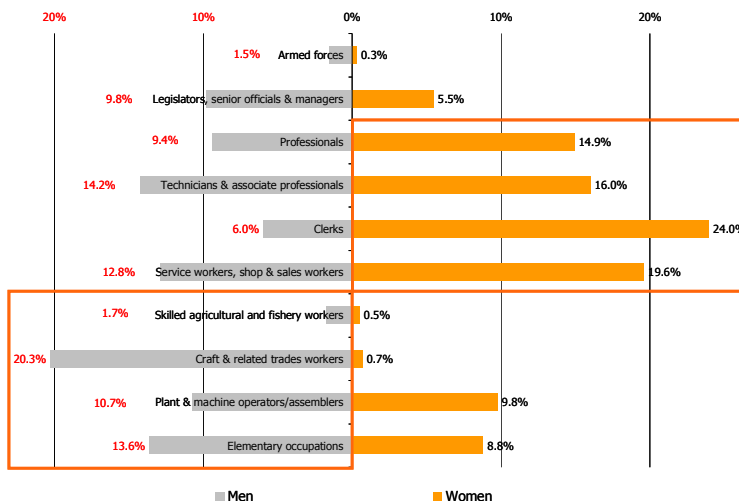
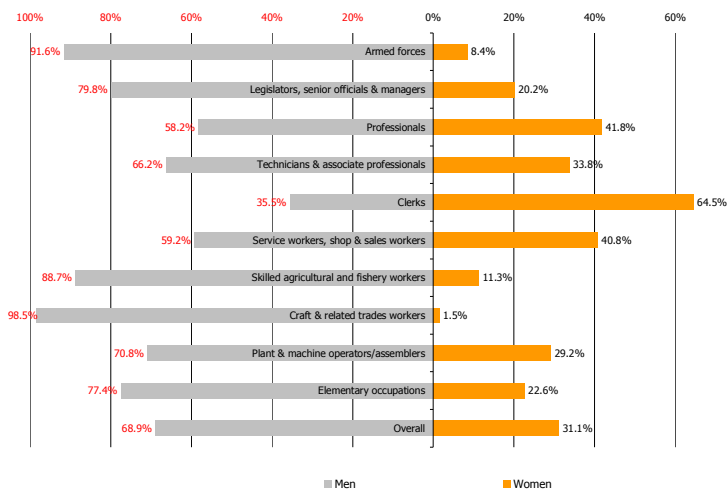
Among 2005 University of Malta graduates, male domination was also evident especially in IT, Architecture and Civil Engineering while females dominated in Arts, Health Care, Education, Law and Medicine. The infiltration of women in the traditionally male field of medicine and surgery is increasingly evident. Women in the 2004–2005 academic year made up 60.6% of medical students (ETC, 2005). Charles and Bradley (2002) attribute the relatively large representation of women in health-related areas of study to the increase in female labour force participation. It is interesting to note that among 2005 graduates, females also outnumbered males in Theology. However even in some of these female dominated areas, where higher degrees are concerned, males outnumber females. For example more males than females obtained Master's degrees in Arts and Health Care in 2005. In certain areas, the ratios are more balanced. This is especially evident in European Studies and Diplomatic Studies as well as among those graduating from the Faculty of Economics, Management and Accountancy (FEMA) (Office of the Registrar, University of Malta, 2005).

If one looks at the number of students following university courses during the academic year 2005–2006, similar patterns are evident. However, a comparison of student composition in the respective courses reveals certain interesting features. For example following the Architecture and Civil Engineering course, there are twice as many females in the third year (24 females; 12 males) while in the fourth year the reverse is evident (12 females; 25 males). In the first year, within the same faculty there are still more males following the Bachelor of Engineering and Architecture (Hons) courses. However, with 31 females and 39 males, the gap has certainly narrowed. Another positive observation is that overall, within the Faculty of Science, the number of females and males is balanced (170 females; 177 males) while in the Bachelor of Science (Hons) course, females outnumber males. There are a number of other courses which reveal overall gender-balanced ratios such as Dentistry and Labour Studies. Gender parity may also be observed among first year medical students and those reading for a Master of Arts in Theology, both traditionally male areas of study (Office of the Registrar, University of Malta, 2005).

Apparently, the overall trend for course segregation by gender is not confined to university students. At the Malta College of Arts, Science and Technology (MCAST) in March 2005 the number of male students taking vocational courses was double that of females (66.2% and

33.8% respectively). Furthermore, male students at MCAST are crowded in traditionally male areas such as electronics, masonry, engineering and others while women tend to concentrate in fields such as arts and design, banking and financial services and administrative and community care. On the other hand, females tend to concentrate in secretarial and commercial vocational courses (ETC, 2002). Similar trends are noted in the Extended Skill Training Scheme and the Technical Apprenticeship Scheme offered by the Employment and Training Corporation where boys and girls are still largely attracted to gender stereotypical vocational courses, thus restricting their career options (ETC, 2002).

Figure 6 – Gender Segregation in the Labour Market in 2005 (9)



2.4 Factors Affecting Segregation in Tertiary Education

Despite the greater priority given to the principle of gender equality by policy makers, educational authorities and society in general, sex segregation has persisted. Charles and Bradley (2002) explain this persistence by arguing that values of universalism are more likely to reduce vertical than horizontal segregation. Sex segregation across fields of study (horizontal) is likely to be more resistant than inequalities across different tertiary levels (vertical) to gender equality policies. Horizontal segregation is continuously reinforced by strongly engrained, stereotyped beliefs, which are not necessarily incongruent with gender equality policies. Stereotyped expectations can be easily reconciled with the principle of 'equal but different' which has even been accepted by certain feminists (e.g. Scott, 1988 cited by Charles and Bradley, 2002).

On the contrary, it is more difficult to reconcile vertical inequalities with the ideals of gender parity. Therefore, these widely accepted cultural beliefs about gender differences continue to play a crucial role in influencing students' choices and preferences and counsellors' decisions even within liberal and egalitarian cultural contexts. This explanation seems to be congruent with the Maltese scene where traditional gender role expectations still prevail (Camilleri-Cassar, 2005). As the data for Malta indicate, gender segregation across fields of study is much more prevalent than it is vertically. For example, females outnumber males in high status courses such as law and medicine and there is no dramatic difference in gender representation in higher-level courses such as Master's and Doctoral degrees. According to the ETC (2005) among students who finished their post-graduate courses in 2004 there were slightly more males (50.5%) than females (49.5%).

Historically women have been the victims of discriminatory practices by educational institutions. Until relatively recently, women were denied entry into universities or into certain courses. Although nowadays this is no longer the case, there are still subtle barriers, which women have to deal with when they opt for traditionally male studies or career paths. Male dominated fields may discourage women who are interested in such occupations. In this way, past barriers continue to have an impact on women's decisions. The lack of female role models is another subtle barrier, which makes it more difficult for women to cross the line to a traditionally male career. Informal networks among students are also significant. If students in gender atypical

⁹ Source: Labour Force Survey, September 2005. National Statistics Office, 2006.

fields are not included in informal networks at university, they will be denied access to important information about coursework, the field and career opportunities (Blau et al, 2002).

Using data from twelve advanced industrialized countries, Charles and Bradley (2002) sought to investigate sex segregation both across field of study (horizontal) and across tertiary level (vertical). The latter implies a gradation of courses in terms of rigour, duration and social status. In their study, they considered three structural features that may affect gender distributions across tertiary levels, fields of study or both.

2.4.1 Structural Diversification

Over the past years, we have witnessed the expansion and diversification of tertiary education worldwide making tertiary studies more accessible to individuals from different social backgrounds. This was part of a process of democratization and modernization of higher education both on a local and international level. However, expansion has largely taken place in the non–university sector of tertiary education.

Patterns of vertical segregation are influenced by cross–national variations in the institutional location of specific courses. Individuals will enrol in a specific course programme regardless of the type and level of institution at which it is offered. For example if nursing and teaching are offered at undergraduate level colleges, many women would still be attracted to them. If such programmes are upgraded from non–university to university levels, as in Malta’s case, the participation of women in these higher level courses tends to increase.

Therefore female representation in higher level tertiary courses is likely to be lower in countries with a larger non–university tertiary sector since they would be attracted to these less elite, shorter vocational courses especially as they anticipate their future work-family dilemmas and weigh the costs and benefits of more demanding university studies. Furthermore, a good representation of females in undergraduate vocational courses may ease the pressure on policymakers to promote gender equality in higher level tertiary courses. Female concentration in non-university institutions is greater in countries with a higher segregation by field of study.

Structural diversification may also affect horizontal segregation. With the expansion of the non-university sector of higher education, tertiary education as a whole may lose its traditionally elitist image. This might change the disposition of students at all tertiary levels. Individuals who feel they belong to a privileged or intellectual elite tend to possess a sense of self–efficacy

and to enhance their self-esteem. As a result, they may ignore traditional gender expectations when they come to choose their field of study.

2.4.2 Tertiary Systems Size

The size of the tertiary educational system may influence sex distributions both vertically and horizontally. Small selective systems are accessible only to the elite few while 'mass' systems tend to attract students from different social backgrounds, including those with lesser abilities, a lower interest in intellectual development and less developed educational and occupational aspirations. In such systems females tend to settle for lower level courses and traditionally 'female' fields of study.

However, the researchers found no direct effects of tertiary system size on gender distributions. Apparently, the 'massification' and feminization of tertiary education do not have a significant impact on sex segregation. Sex segregation seems to be more extreme where expansion is achieved by means of disproportionate growth in non-university institutions and where access to women is achieved through women's concentration in vocational courses or traditionally female fields of study.

2.4.3 Female Participation

An influx of female students at university may shift the image of the female university student from being a rare exception to being 'the norm'. This may consequently lead to greater efforts being made to accommodate women as a group on the basis of gendered stereotypes, even creating 'female-specific' courses such as home economics. On the contrary, when the participation of women in higher education is not so common, women are more likely to be accommodated within the existing programmes. However, the study found no direct effects of female tertiary participation rates on gender distributions

2.5 Segregated Career Paths

Differences in the jobs or career paths taken by men and women have always been a central characteristic of the labour market. The degree of gendered occupational segregation has apparently remained constant since the beginning of the 20th century although since the 1970's there has been a notable decline (Wootton, 1997). This was due to a number of factors such as the women's movement, gender equality legislation, the greater participation of women in

higher education and in the labour market as well as a reduction in gender stereotyping in education and employment. In general, the higher the level of education, the lower the level of segregation. College graduates according to Wootton had lower levels of occupational segregation than high school graduates while those with doctoral or professional degrees had even lower levels.

Since the 1970's there was a rapid occupational expansion in managerial and professional occupations and women have generally managed to infiltrate these occupations. In fact between 1975 and 1995 women's representation in managerial posts nearly doubled while in professional occupations women's share rose from 45% to 53% (Wootton, 1997). While in the 1950, men made up 86% of managers, in 2000 male representation went down to 61%. Within the same period, the share of women among professionals (excluding teachers) rose from 35% to 51%. The movement of women in such posts was greatly facilitated by state legislation (Katz et al, 2005). In Malta the number of female professionals as a proportion of all female workers is almost twice that of men (ETC, 2002).

However, general occupational categories tend to mask underlying gender differences within professional specialties. Since the beginning of the 20th century women have dominated the human services professions such as nurses, librarians, social workers and so on (Katz et al, 2005). In the US, 93% of registered nurses and 84% of elementary school teachers in 1995 were women while they made up only 3 out of 10 computer system analysts and scientists and less than one-tenth of engineers. There were less significant differences within managerial occupations although they still differed in the managerial field they occupied. For example, women accounted for 80% of medicine and health managers while only 6% of construction inspectors (Wootton, 1997).

Women are not just underrepresented in certain fields (horizontal segregation) but they are also more likely to be found occupying lower level occupations within particular fields (vertical segregation) even in those fields which are not so male dominated. Women in science and related careers tend to choose occupations which offer lower prestige levels than those chosen by men. Farmer (1997) cites a study by Crabtree et al (1995) which compared the occupational prestige of men and women in science or technical careers. They found that men scored higher in prestige levels compared to women (84 vs 62). It was found that women were concentrated in the helping sciences (46% vs 4%). At the same time, in the health sector they were more likely to occupy lower level occupations such as nursing or health technician posts rather than be physicians. Men tend to cluster in engineering posts and in higher level health professions.

In Malta men are twice as likely to occupy legislative and senior managerial posts than women both under and over the age of 35 (ETC, 2005). A study by Reskin and Roos (1990 in Katz et al, 2005) showed the concentration of women in lower level managerial posts. Women tended to supervise women rather than men in line with conventional stereotypes and they were less likely than men to have effective authority in decision making processes which were largely a male domain. According to Katz et al (2005), even when teachers are excluded, sex stratification among professional occupations still remained. Although women have managed to increase their representation within the higher professions, they still remained a minority. They also remained a minority among scientific and technical professionals with their representation between 1910 and 2000 increasing from 1% to only 20%. In certain other fields (offering less prestige, pay and authority), women made greater strides. Women are almost equally represented among arts and entertainment professionals and they increased their share in business service professions as well as among technicians.

2.6 Factors underlying Gendered Career Paths

There may be various factors that lead men and women to occupy different posts such as the level of education, the expansion or decline of certain jobs within the labour market, individual preferences, social attitudes about gender roles as well as discrimination (Wootton, 1997). There is ample evidence which points to prejudice against women who opt for careers in the sciences especially in engineering and technical fields. Giurleo (1997) refers to a number of studies which showed that these women experience discrimination and face a number of obstacles. Unlike boys, girls had not been socialized to feel comfortable in technical working environments and were unlikely to have been prepared through experience such as exploring or working with mechanical things. As a result, women are less likely to have faith in their technical or mechanical abilities and they start questioning their competence. Having been taught to aspire and train for gender-appropriate occupations, it is difficult for those who want to cross the line. They would have to face the disapproval of their parents, teachers and friends. Furthermore they would have to face practical problems if their parents refuse to support them financially. Although these problems are not as serious as they were in the past, it is difficult to believe that they have nowadays been completely eliminated (Blau et al, 2001).

Giurleo (1997) interviewed eleven men and women who had either persisted in or switched from a science career. She noted some similarities between men and women although women had some unique experiences. For both men and women who changed from science, some

common reasons were that they preferred to work with people or did not like college classes or the technical work involved. Some women who changed were derailed from the career they originally opted for and were not given the opportunity to decide on a definite career path. Unlike men, the women also reported experiences of harassment and discrimination. Yet, those who persisted in technical careers did not seem to let this interfere with their work and seemed content to work in a male-dominated environment. A common trait among both men and women who persisted in engineering and computer science careers was their sense of competition and their desire to excel as well as the satisfaction they derived from their challenging work.

Although qualitative data confirmed quantitative findings that women face a number of difficulties in the pursuit of engineering and other technical careers, it seems that ambitious women who strive to achieve, do well in technical careers. The women in Giurleo's (1997) study who persisted in technical careers had lower fear of success than those who changed careers.

Correll (2001) argues that unlike class and race differences, gender differences cannot be explained by structural or cultural differences since males and females are generally brought up in mixed-sex families, attend similar types of high school, are approximately equally distributed across different socio-economic strata and family structures and are almost equally likely to go to college after high school (actually the female rate is slightly higher). She links women's under-representation in certain courses and occupations to widespread cultural beliefs about gender differences in task or subject competence. These are either internalized into one's gender identity or else they influence males' and females' evaluation of their competence. In either case, males are likely to overestimate and females to underestimate their mathematical ability. Females are therefore less likely to embark on a career path requiring mathematical competence. In fact Correll's research findings revealed that males with the same mathematics grades as females overrated their perceived performance compared to females. The research also suggested that males' overestimation did not extend to verbal tasks indicating that they do not overrate their performance for all tasks but only where this reflects widespread cultural expectations. Therefore, it seems that men dominate in mathematics-related careers not because they are better than women but because they believe they are.

The same may apply to personality traits, which historically and culturally have been perceived as being masculine or feminine. Traditionally gender-specific fields have been stereotyped as requiring gender-specific personality traits. Having been brought up with the idea that male

fields require certain traits and skills which are considered 'unfeminine' or in which they feel incompetent, women find it more difficult to enter traditionally male fields. Likewise, men interested in traditionally female fields face similar dilemmas (Blau et al, 2002).

The implications of such findings may have a wider application in that generally, gender beliefs about various career tasks may have a strong impact on the individuals' assessment of their competence or skills leading women and men into different career trajectories. For example, the concentration of women in caring and teaching professions may be a reflection of their culturally determined self-assessment regarding their superior nurturing skills. Similarly, the commonly held view that in order to be successful, surgeons should be able to maintain emotional distance and that males are better able to do this is reflected in the predominance of male surgeons (Correll, 2001)).

As Darmanin (1997) argues, a thorough gender analysis of graduate studies and career paths entails a shift from the simplistic optimism of looking at the recently higher majority of females at university and onto a deeper examination of gendered trends which are reflected in both the educational system and the labour market. Although the increase in the number of females reading for a degree is encouraging, we should not let this mislead us into thinking that women and men are embarking on graduate studies and the ensuing career path on an equal footing. Furthermore, Le Feuvre (1999) opines that sociological literature has tended to focus more on the mechanisms which have hindered women (and to a certain extent still do) from occupying higher level professional posts, while less importance has been given to their widespread inclusion since the 1990's. Very often, the recent mass infiltration of women in professional posts has been analyzed within the same frameworks used to explain their previous exclusion. Consequently, a number of writings on the subject seem to suggest that although women are no longer categorically excluded as a social group from the higher strata of professional occupations, the gender regime into which they have been included has remained relatively unchanged.

2.7 Career Aspirations and Development

During their secondary school years, boys and girls may already have an idea as to what type of work they would like to do later on in life especially since in their early teens they are expected to choose certain specialized areas of study. However, for a number of reasons, girls are less likely to realize their dreams. Vassallo et al (2002) quote the results of a survey by Delia et al carried out in 1997 involving 529 responses from boys and girls in Maltese schools

concerning their projected future career aspirations. The survey found significant gender differences. While all students aspired to having a career in future, the preferences indicated by the girls concentrated on a very narrow set of activities centred around clerical work and personal and health care. On the contrary, Farmer (1997) does not report much difference between the aspirations of boys and girls when they were in high school even though in reality women tended to end up in less prestigious careers. Therefore, there might be a link between men's high aspirations in high school and success in high level careers while for women this may not be the case.

Research has also revealed that women have lower expectations than men concerning their projected future earnings. A study by Heckert (2002) attempted to examine gender differences in pay expectations. She cites research by Major and Konar (1984) which found that gender differences between male and female students about their expected future pay could be linked to two out of three career path variables. There were gender differences related to area of specialization and the degree level of students but not in the number of years students projected to be in full-time employment. Another study by Jackson et al (1992 in Heckert, 2002) revealed that gender differences among undergraduates were found in projections students made regarding time out of the labour market for childrearing. However, this could not explain the difference in pay expectations of males and females at the beginning and peak of their careers.

Although women predicted they would take more time out of the labour market than men did, there was not much difference between women and men in their projections of full-time work duration. Women probably expected to compensate for their time off work (3 years and 4 months on average) by retiring later. There were also noted gender similarities regarding educational degree expectations both in terms of higher degree desired as well as when they would start their graduate studies. Contrary to expectations and to previous research findings, Heckert's (2002) study indicated that men showed more career certainty than women. Prior research had suggested either that men and women are equally career mature or that women are slightly more mature than men (Phillips and Imhoff, 1997 in Heckert, 2002). However Heckert used a different measurement tool from that which is commonly used.

Despite their projected aspirations when they are still in secondary or high school, it is not uncommon for individuals to actually take up different career paths. Farmer (1997) wanted to find out why certain women had changed their career aspirations since 1980 when they were

still in high school. Interviews with women who did not persist as planned in a science career revealed four major reasons for this:

- i. Some women had chosen a popular career path in high school without even thinking about it;
- ii. Some had chosen a career that they later realized did not fit their interests and so they turned to something that interested them more;
- iii. Some had also changed to a better fit but had to overcome many obstacles in the process;
- iv. Some had been derailed from their path by some external critical situation. Reasons for derailing included critical problems in the family, sex role socialization, school experiences e.g. teachers as role models and ethnic discrimination.

A study by Hollinger and Fleming (1992 in Reddin, 1997) also found that many gifted women's adolescent aspirations very often do not materialize. This is contrary to the experience of gifted or talented men who are more likely to have a professional career. Reddin (1997) refers to literature which suggested that this is due to the role conflict which arises from the social expectations which are attached to females and to gifted persons respectively. Since adolescence, girls come to realize that there are particular expectations tied to femininity and this impinges on their gender identity and role development. At the same time, they are expected to be high achievers because they are talented. However, they also learn that within the occupational sphere, high status careers are stereotypically associated with males. It is not surprising therefore, that women tend to lower their expectations and opt for careers which are of a lower status, require lower qualifications and less commitment and which are more compatible with family responsibilities. This also explains the discrepancy that exists between talented women's self-ratings and their actual performance.

One's career aspirations may not materialize for a number of reasons. Only a slight majority of the graduates sampled in Baldacchino's (1997) tracer study claimed that their present employment matched the expectations they had prior to employment. Those who found the reality of employment different from what they expected were either disappointed, surprised or even enthusiastic about the mismatch. Among the reasons cited for the mismatch were: blocked opportunities or bleak labour market prospects, insufficient qualifications and higher or lower satisfaction levels than expected.

Asked about their future plans, a noted number of graduates expressed an interest in further study or in joining the academic staff of the University. The majority of respondents in the study showed an interest in following higher level post-graduate courses such as Masters or Doctorate degrees. Law graduates showed the least interest in furthering their studies except for the attendance of short courses and keeping up to date with developments. Others planned to specialize. The majority of graduates were however more inclined to advance within their present career or to increase their range of responsibilities. Some others planned to emigrate permanently or temporarily while others wished to start their own business. The majority (77%) of Engineering graduates in the tracer study sample (Baldacchino, 1997) had undergone further training although most of this training took place within their own employing organizations, unlike Arts students. Some also received training abroad. Many FEMA graduates had also taken up or were planning further training. This either consisted of short training courses in specific areas such as marketing, insurance or management or else of longer courses that would further enhance their chances for promotion, better pay or other career prospects.

This interest in further studies, also evident in Arts students could be an indication that graduates consider the market to have become more competitive. This concern was especially expressed by male FEMA graduates who felt that limited opportunities on the labour market were the major hurdle in their endeavour to fulfil their career aspirations. In contrast, among the women it is family obligations that present the major obstacles in their career path. Although the trend for further studies among graduates was also evident in more recent studies, there seems to be a downward trend among graduates who take this option. A look at the figures in Debono et al's previous studies (2001 and 2003) indicates that lately students have been less likely to further their education after having obtained their first degree (46% in 2000; 45% in 2002 and 35% in 2004). There may be various factors underlying this trend among which an increase in the cost of living which makes it more difficult for people to cope without a full salary (Debono et al, 2005). On the other hand, graduates may be constrained to continue studying if they consider their employment prospects as being too poor. In Virtanen and Koivisto's (2001) study, architects in Finland very often even postpone their graduation and start working in times of full employment while job scarcity drives many of them to continue studying.

There is no significant difference between males and females regarding their choice of study beyond degree level. The gap that existed in 2002 between males and females reading for doctorate and masters degrees had narrowed by 2004 with more women taking up such high level courses. However, there is still a notable discrepancy in the proportion of men and women taking up further studies. While in 2002, 50% males and 42% females chose to further their education, in 2004, the figures were 40% and 32% respectively (Debono et al, 2003, 2005).

Baldacchino (1997) does not feel that the issue of gender, experience or social class had any impact on the career paths or choices of the graduates in his study. At the same time, some females almost exclusively felt that gender acted as a hindrance to their career aspirations while twice as many men as females admitted that gender helped their career. However, as Darmanin (1997) pointed out, Baldacchino's study does not analyze the career path and choices of graduates within a framework of gender differences. Therefore, for example we do not know whether it is men or women who are keenest on further studies. Although women indicated gender to be an obstacle to their career aspirations, it is not clear whether this is due to the women's preferences or priorities or whether it is due to employer discrimination or any other factor which may have contributed to make it more difficult for women to pursue their career or even to stay in the labour market.

2.8 Career Choice

Women's motivation and career choices and commitment are influenced both by personal and situational factors. Some of these factors may facilitate while others may hinder women from achieving their full career potential (Farmer, 1997). A number of variables are at play when one seeks to understand why many women do not achieve what they strive for with the consequence that this loss of human potential has both on the economy as well as on the women involved.

An earlier study by Farmer (1978 in Farmer, 1997) was based on a model, which had included two sets of variables: personal and environmental. Personal variables relate to one's self concept and are mainly linked to sex role socialization. They have been found to affect women's achievement and career motivation differently from the way they influence men. Literature on gender differences has shown that women tend to demonstrate:

- more fear of success;

- lower risk-taking behaviour;
- lower levels of academic self-esteem;
- higher vicarious achievement motivation; and
- higher levels of home-career role conflict.

However, personal factors do not act alone. They interact with context variables such as experiences within the family, at school and within the community and leave a significant impact on one's career choices and decisions. Women continue to perceive their child caring role as incompatible with careers that require high commitment, long working hours, travelling and relocation. The women in Farmer's (1997) study claimed that when they made their choice they took into consideration the employability prospects as well as the flexibility of hours they could choose to work. They considered nursing as a good fit in the case of having to raise children, or of being divorced. Unfortunately, women take it for granted that this is only possible in female fields such as nursing. However, employers may also offer the possibility of working from home or of working flexible hours even to professionals in non-traditional fields such as engineering.

Farmer (1997) believes that career choice for women is a much more complex process since their decisions depend on other life plans. In dual earner families, this is very often the case with both men and women. In fact, the first (quantitative) phase of the study revealed that both males and females valued both their family and career roles. However, the difference lies in that for women, a high value on family meant a low career commitment. The complex demands of combining multiple roles seem to bear heavier on women who tend to feel they have to compromise more.

Correll (2001) demonstrated how cultural beliefs about gender may influence the early career decisions of men and women in different ways to the extent that individuals tend to base their decisions on gendered perceptions. This leads men and women to end up taking gender differentiated career paths. Although demand-side processes such as discrimination and internal labour markets have been given a great deal of attention in the analysis of occupational segregation, less importance has been given to supply-side processes. Considering that women and men are apparently making career-related choices that are directing them towards different career paths, it is important to ask why individuals make the choices they do. While there is no doubt that discrimination and other structural constraints, have an important role to play in explaining occupational segregation, an understanding of what seem to be voluntary

decisions taken by men and women in relation to their eventual career path undoubtedly gives a fuller picture of the situation.

Farmer (1997) cites evidence (Farmer and Bohn, 1970) that when women are not constrained by the demands of multiple roles, by economic limitations, by occupational discriminatory practices, they are more likely to choose careers that offer higher status and prestige and which are more challenging. The participants of the in-depth interviews in Farmer's (1997) study however did not demonstrate such a tendency. Asked what they would change if they had a magic wand and were completely free of past and present constraints, the interviewees received a mixture of responses. Some simply wanted a little upgrade but did not wish to change what they were doing. These women were very committed to their careers. Others said they would improve things for their family, which was more important to them than their career. Others indicated a desire for a different type of life including travel or a change in personality. These women were not happy with their current state of affairs. Yet surprisingly enough, they did not opt for a different career option.

Another important factor leading men and women to opt for different career paths is one's perceived competence in certain fields. Such perceptions are very often strongly influenced by social perceptions. This is especially evident in gendered cultural perceptions concerning mathematical aptitude. Research (in Correll, 2001) has indicated that many students perceive mathematics as a male subject. Despite this, there is lack of empirical support for such ideas. Research has also shown that parents and teachers do not have the same expectations regarding their sons' and daughters' achievement in mathematics. Both normally expect boys to have more success. Therefore, young people have exposure to various sources of gendered beliefs about mathematical competence and are therefore likely to become aware that males are generally believed to be better at mathematics. Correll (2001) also cites research (Steele, 1997; Lovaglia et al, 1998) which suggested that when individuals are conscious that others expect a weak performance from them because they belong to a particular group, this is likely to cause anxiety and affect their performance resulting in actual poorer performance.

Correll's study (2001) is based on data from the National Educational Longitudinal Study of 1988 on a multistage sample of around 25,000 8th grade students, their parents, teachers and school administrators from over 1000 schools. A sub-sample from the base year was again surveyed in 1990, 1992 and 1994 when the students were sophomores, seniors and two years beyond high school respectively. Students were also given tests in mathematics, reading, social studies and science. The study revealed that differences in the choice of activities or subjects

that limit occupational choices later on in life can be noted at an early stage of young people's life cycle. Especially in certain areas such as engineering or physical sciences, choices may have been made in the first or second year of college when future course requirements are taken into consideration. In fact, by high school, there are more males than females taking advanced level mathematics and science elective classes.

Various explanations have linked mathematical aptitude with entry into mathematics, engineering and science professions. In fact mathematics has been compared to a 'critical filter' (Sells, 1973; Dossey et al, 1988 in Correll, 2001) which eliminates certain individuals from the path towards engineering, mathematics and science careers. However, what such explanations fail to account for is why it is women who are disproportionately being filtered off the path. Furthermore, women's actual mathematical performance is at par with that of males. Therefore it cannot account for the large gender difference in mathematics-related careers (Correll, 2001). Instead, Correll suggests it is cultural beliefs about gender and mathematics that have an impact on the different choices made by men and women.

2.9 Guidance in Career Choice

Although there can be various sources of influence when youngsters come to make subject or career choices, parents apparently have a central role in their children's decisions (Gatt/ETC, 2003). One would expect guidance and counselling services at schools and universities to have a significant role to play in the choices made by students or graduates. However, this is apparently not always the case. According to Gatt (ETC, 2003) both teachers and guidance teachers seem to have much less influence than friends when it comes to subject or career choices while a few claimed they were not influenced by anyone. The women interviewed in Farmer's (1997) study did not regard school counselling as very effective in their career choices. Yet from their personal experiences, they suggested students should:

- pick a career they would enjoy;
- explore different career options;
- set goals;
- choose careers that would ensure economic independence;
- try to overcome difficulties and not give up when faced with challenges.

The women interviewed by Reddin (1997) also had negative comments to make about their experience (or lack of it) with guidance services. Walker et al (1992, in Reddin, 1997) examining the most common concerns of talented women over seven decades, in fact reported school guidance services as being the most inadequate and unhelpful. Other issues raised besides guidance were vague and traditional school and social expectations, unchallenging curricula and the absence of role models. The women in Reddin's study also reported a lack of exposure to non-traditional career role models. She cites research that indicates the importance of having role models whose lifestyle incorporates both family and career. Women are less likely to be exposed to such models. Research also suggested that same-sex models are more effective than opposite sex models for women's career success.

Another problem related to career guidance that can be traced to the secondary education phase in Malta is that apparently students who attend Junior Lyceums, Church and Private schools are more likely to be channelled by the guidance and counselling services to further their studies in academic and vocational areas, possibly leading to tertiary education while area secondary students, who admittedly tend to be more work-oriented, do not get the same type of information regarding subject choice and post-secondary options (Gatt/ETC, 2003). Furthermore, it seems that guidance services at secondary level are not individual-oriented to cater for the particular interests of different students but are rather of a general and limited nature. Although there are students who regard guidance services as good and helpful, Gatt's study (ETC, 2003) showed that students are not always capable of distinguishing between personal and career guidance. Another problem also mentioned by the study participants who at the time were in post-secondary courses was that although they felt that the prospectus for post-secondary courses was informative, it would have been more helpful were they to have access to it earlier during their secondary education. This would have enabled them to know beforehand the importance of certain qualifications required.

According to an OECD (2004) report, at university career guidance is also very often inadequate to meet the needs of students as they are making crucial educational and career choices. There are not enough qualified resources to help and support students' career development and guidance needs. The existing services tend to focus more on personal and study guidance rather than on career development and choice. The development of skills in career management and entrepreneurship are given much less priority. It is also doubtful how much the needs of particular student categories are being met. These include for example, 'students in transition from study to employment, students who are dropping out from or changing their

courses, mature students returning to study, distance learning students and international students' (OECD, 2004: 20).

2.10 Graduate Employment

2.10.1 Employment

Maltese graduates manage to land a full-time, relatively well-paid job soon after they graduate although others prefer to further their education on a full-time basis or to combine part-time work and study. However, the literature also reveals certain recent trends that are of concern. There is apparently a growing trend among graduates to be performing work that they could have still done without completing tertiary studies. Also, graduate unemployment is rising.

A study by Virtanen and Koivisto (2001) showed that entry into the labour market for the first time could be stressful. Graduates find themselves in a role characterized by demands and responsibilities soon after the relative freedom of their student days and may find it difficult to integrate smoothly into the world of work. They may also start harbouring certain doubts about their knowledge and skills. Furthermore, especially in the first months upon obtaining their degree, graduates may find it difficult to secure stable jobs immediately. Fixed term contracts and unemployment periods are not uncommon.

Debono et al's (2003, 2005) studies revealed that graduates tend to find their jobs through newspaper adverts or through the Government's education and health divisions. Employment information through the internet is hardly sought by graduates. Finding work through relatives and friends is also not uncommon. The Employment and Training Corporation and other private employment agencies play a very insignificant role where it comes to graduate employment information. Only 4% of graduates in the studies used these services. Considering the rising proportion of underemployed and unemployed graduates, perhaps the ETC should invest more resources into targeting graduates and their job expectations (Debono et al, 2003, 2005).

Baldacchino's tracer study (1997) focused on 189 respondents who had graduated from the University of Malta between 1986 and 1992. The graduates in the sample came from six different faculties namely Arts, Engineering, Economics, Management and Accountancy (FEMA), Law, Science and Pharmacy. Fifty structured interviews were also carried out with employers of graduates. The study revealed that close to 50% of graduates were out of the labour market

at the time of the study. Some were pursuing post-graduate studies in Malta. Others (5%) were studying or working abroad while another 1.7% were on maternity leave. Just over 2% chose to be inactive and occupied a domestic role.

As expected most of the sampled graduates (92%) were employed at the time of the study while 6.9% were self-employed. Only 1% of graduates were employers while none of the graduates was unemployed even though over half the sample had not been sponsored by an employer to take up tertiary studies. Among those who had been sponsored, only 7 (all males) had to register for work for six months or more. The majority of graduates in the two studies by Debono et al (2003, 2005) were also employed and most worked on a full-time basis. Those who were in part-time employment were very often engaged in full-time studies. Employment rates are similar for new female and male graduates although there may be certain fluctuations over the years. For example, among 2002 graduates there were slightly more women in employment than males while this trend was reversed among the 2004 group.

Upon graduation, the majority of degree holders are more likely to take up public sector employment. Yet around 20% of these eventually transfer to the private sector when the opportunity arises. In contrast, none of the graduates was reported to have switched from the private sector to public/parastatal sector employment. About one third of the sample opted from private sector employment or self-employment as soon as they graduated (Baldacchino, 1997). Similar findings were reported by Debono et al (2003, 2005). Their study indicated that the public sector absorbs most of the new graduates although eventually, a significant proportion of these switch to private sector employment. The study also found that the majority of graduates work on indefinite contracts. Those who are engaged in indefinite contract work are spread almost evenly across the private and the public sector although it is very often assumed that private sector employment is more characterized by definite contract employment.

The public sector tends to attract more females than males while males tend to concentrate more in the private sector probably because males are more likely to be qualified in areas which are demanded in the private sector such as engineering and IT. Secondly, females tend to concentrate in the fields of education and health, which are mostly found in the public sector. Besides, one cannot dismiss the possibility that private employers may prefer to employ males rather than equally qualified females (Debono et al, 2003, 2005)

Around a third of graduates take up employment within the Educational sector. The Health and the Banking/Finance/Audit sectors also tend to absorb a large number of graduates. This corresponds to the fact that Education and FEMA are the two largest faculties at university while the Institute of Health Care is the largest institute (Debono et al, 2003, 2005). The sectors which employ the smallest share of graduates are Retail/Wholesale, Environment/Construction and the Hotels/Catering/Entertainment/Tourism sectors which recruit only about 3% of graduates each (Debono et al, 2005).

In Baldacchino's (1997) sample, Arts students whose studies are subject-oriented rather than vocational mostly end up employed within the educational sector and some in management. Half of those graduating in art subjects took up further studies upon graduation. Most of the Engineering graduates were employed in professional/technical categories although a significant minority had managerial posts. As they grow older, the trend for engineers is to occupy managerial positions. Like Engineering graduates, Science graduates envisaged occupying a senior managerial post in the future. As a result, many had training plans congruent with such aspirations. Most FEMA graduates held jobs that could be classified under either accounting/finance/auditing or management although there were others working in marketing or human resources, public administration and even teaching.

A look at the jobs performed by Pharmacy graduates at the time of Baldacchino's (1997) study shows that contrary to the commonly held view, the Pharmacy course is not a strictly vocational course – producing pharmacists. Indeed, only 55% worked as pharmacists while the rest were engaged in a wide range of activities. They worked as medical representatives, laboratory officers as well as teachers, brewers, research assistants or in beverage management. A similar trend was noted among Law graduates. Many probably assume that Law graduates eventually work as notaries or lawyers having their own private practice. However although some of the graduates in the sample were self-employed lawyers or notaries, the majority were employees and did not necessarily work as legal experts. In fact, there appears to be an emerging trend for university courses to move away from being strictly vocational. At the same time, many of those who were employed at the time of the study planned to set up their own legal practice in the future. In fact, Law graduates manifested the strongest inclination towards entrepreneurship from among all the sampled graduates.

About two-thirds of graduates in Debono et al's (2003, 2005) studies had a job before graduation although this figure includes those who took up tertiary education as mature or part-time students. Many of these continued working with the same employer upon

graduation. However, this does not necessarily mean that it was their choice. It could also mean that they could not change because they did not find better opportunities or to a lesser degree because they were bound by a contract. Having a degree may also give one the opportunity to change from one job to another with the same employer. In fact a small percentage of graduates who remained working for the same employer after graduation changed their occupation.

2.10.2 Voluntary work

A total of 18% of all new 2004 graduates carried out work of a voluntary nature, 4% less than 2002 graduates. This figure is closer to the European average than to the local average. However it reflects the local trend that voluntary work is more likely to be performed by older persons than young people. Considering the challenges which young graduates have to deal with especially in the first year upon graduation, this is not surprising. It is likely that as local research has indicated, the participation of graduates in voluntary work increases as they get older (Debono et al, 2003, 2005). A few (19%) of the graduates in Aston's (1999) study also engaged in voluntary work although this mostly served some transitional function such as to make contacts with potential employers or to make the career choice easier. Graduate women and men in Malta do not show similar participation rates in voluntary work. Male graduates tend to engage in voluntary work more than females. Among 2004 graduates the percentage of females was even less than that among 2002 graduates while the percentage of males remained the same. This could be due to a number of reasons such as men having more time to spare as a result of having less family responsibilities. It could also be that there are more opportunities for males to perform voluntary work. Activities which traditionally attracted women to voluntary work may have been taken over by professions such as social work or youth work. It could also be that men are more likely to take the initiative than their female peers (Debono et al, 2003,2005).

2.10.3 Overqualification or Underemployment?

Over the past decades, in the advanced industrial countries, people have achieved unprecedented levels of formal qualifications (Batenburg and de Witte, 2001). At the same time the mean skill level required by occupations has not increased at the same pace leading to a large-scale under-utilisation of knowledge and skills in these market economies which is barely acknowledged by both policy makers and managers. Batenburg and de Witte report that

similar to the US and Canada, in the Netherlands the skill increase involved in occupational levels has been exceeded by the dramatic increase in qualification levels. Between 1977 and 1995 the proportion of underemployed persons increased 35.4% to 37.7%. Levels of underemployment do not necessarily take a linear progression. They may rise and fall again during the years. Furthermore, levels of overemployment were reported to be of similar proportions in the Netherlands (Batenburg and de Witte, 2001).

In Malta too, a great deal of investment, money and energy is allocated to the accumulation of educational qualifications because it is often assumed that this would guarantee a 'good job'. After all, labour market analysis has consistently shown that obtaining academic credentials pays. Those having higher qualifications not only receive a good income but they are also more likely to receive further training and education in the future (Canning, 1999). However, as Mallia (1994 in Baldacchino 1997) has shown, those with little or no qualifications but with other desired personality traits and skills do not necessarily find it difficult to find employment. Qualification escalation may be a significant factor only when it comes to the recruitment of professionals and managers in high level jobs. However, employers in Gatt's (ETC, 2003) study claimed that having tertiary qualifications enable young employees to start at a higher level job. Within business firms, employers are more likely to recruit engineers, teachers, accountants and other young graduates at higher levels within their company.

Baldacchino (1997) cites a number of studies that examine the relationship between educational qualifications or certificate accumulation and the requirements, expectations and recruitment strategies of employers. There is evidence that employers are more inclined to consider a number of factors such as attitudes to work, competence, previous experience and communications skills as more valuable assets than educational certificates. Certificates are after all not necessarily proof of the knowledge, competence and skills required for the job even though very often young people are being pressured to obtain qualifications which are above the requirements of the job.

One can measure the misfit between credential and occupational levels either subjectively or objectively (Batenburg and de Witte, 2001). Subjective measures involve the judgements made by employees themselves or by others such as their supervisors or employers regarding whether the job requirements fit the credentials possessed by the employees. The limitation of this method is that it relies on subjective opinions and experiences. Measuring underemployment objectively overcomes this problem since it is based on the researcher's definition based on statistical evidence regarding whether there is a match between educational

levels and job skill levels. This method has its own limitations since it does not take into consideration whether overqualified workers utilize their credentials in other ways and are thus not necessarily frustrated with their underemployment (Batenburg and de Witte, 2001).

From a subjective point of view, more than half the graduates (57%) in Baldaccino's study claimed that part of their duties at work could be performed equally well by non-graduates. Such tasks included routine work involving clerical, stocktaking, testing, dispensing and filing duties. Mostly engineering graduates followed by Science and FEMA graduates endorsed this idea. Within the Pharmacy sample, 52% of survey participants consider non-graduates (such as compounders) to be just as suitable for the job they occupied. Similarly, 65% of Science graduates did not consider having a degree as essential for the requirements of the tasks they performed. They considered a non-graduate as being just as competent. Law graduates were mostly against the idea that non-graduates could effectively perform their duties. Only some of the graduates (39%) considered certain tasks such as administration, research tasks, letter drafting and contacting people as capable of being performed by non-graduates. It would be interesting to know whether there were any gender differences among those who considered non-graduates to be just as capable to performing their jobs, considering that it is not uncommon for women to be performing the more routine and less challenging tasks within an organization (Darmanin, 1997).

Surprisingly, with the exception of Law graduates, employers too considered graduate employees replaceable. This was especially expressed in relation to Arts graduates. In 40% of cases employers felt that a degree was not absolutely necessary for the task at hand. However one has to take into consideration that the employers' responses could have been triggered either by the over qualification of graduates for the tasks they perform or by the fact that certain skills are learned through experience and not through university training (Baldacchino, 1997).

Debono et al's consecutive studies (2003, 2005) of Maltese graduates also reveal some worrying trends where graduate employment is concerned. Since their first graduate outcome study in 2001, it became evident that the percentage of graduates requiring their university qualifications to apply for their job has been decreasing. In the 2001 study, 10% of graduates claimed to be doing work that was unrelated to their degree. In the two subsequent studies (2003, 2005), 33% and 40% of graduates respectively did not require their degree to be in their present occupation. This over-supply of qualifications was predicted by Collins (1979 in Canning, 1999) and was related to the concept of social exclusion whereby the middle classes

would be in a better position to establish themselves firmly within professional occupations. Canning cites Dore (1976) who saw the growth in the number of those pursuing higher education as a symptom of credential inflation rather than as a response to a demand for professional work. More recently, Robinson (1997 in Canning) echoed Dore's ideas, arguing that the educational system did not simply keep pace with shifts in the world of work. Rather it enabled employers to recruit more qualified employees for practically the same jobs.

Although the graduates in the tracer study (Baldacchino, 1997) occupied a wide variety of jobs, most occupations could be classified under either professional/technical or higher administrative/managerial posts in the private or public sector. A comparison of the 2005 and 2003 studies by Debono et al however reveals a shift in the type of jobs occupied by graduates even though they are only separated by two years. Both studies show that very few graduates are employers, own account workers or have skilled, semi-skilled or unskilled jobs. However, the more recent study revealed a downward trend among new graduates employed in professional/technical posts (50% compared to 62% in 2003) and administrative/managerial (13% compared to 17%). At the same time, the number of graduates occupying executive/clerical jobs more than doubled since the 2003 study (34% up from 15%). These figures may be an indication of a saturated graduate labour market and an increase in the underemployment of graduates. We are experiencing a situation where more graduates are chasing fewer graduate level jobs (Canning, 1999).

Debono et al's (2005) study reveals that although half of those who graduated in 2004 were in professional or technical jobs, males (59% compared to 45% occupied by females) occupied the majority of these jobs. The authors also note that a high 41% of female graduates occupied clerical or executive posts while another 4% were underemployed in unskilled jobs. While it is of concern that underemployment among graduates has increased so dramatically between 2002 and 2004, it is unfortunate that females are even more disadvantaged. Apparently, they are being worse hit by the problem.

It is assumed (Batenburg and de Witte, 2001) that individuals strive to reach the highest skill level possible in their job and that they expect a high return on their educational investment. It is also assumed that workers try to avoid underemployment as much as possible since this leads to frustration and loss of motivation. At the same time, both men and women know competition is strong in the labour market especially where higher skill levels are involved. Batenburg and de Witte refer to literature suggesting that women are less interested in achieving high-level jobs and are more likely to accept jobs below their educational level

compared with men. It has also been argued that women tend to suffer more from underemployment since they have to compete with men for occupations that have traditionally been male dominated. Basing their analysis on Dutch national labour market survey data (the EBB survey) Baternburg and de Witte (2001) measured underemployment objectively. Their research showed that the decrease in mean skill level is larger for women than for men with higher and extended higher levels of education. Men suffered more from qualification inflation at intermediate and extended lower levels of education.

At the same time, Baternburg and de Witte (2001) found no gender differences when comparing underemployment levels of new entrants in the labour market with those of employees who have been within the labour market for a number of years. Their study revealed that mean skill level increases with age at every educational level regardless of gender. Older, more experienced workers are less likely to be underemployed than those who have just started work. According to the 'waiting room effect' theory, underemployment decreases with age for two reasons. First of all, young people postpone their entry into the labour market as they pursue further studies. Secondly, employers are more likely to employ overqualified young workers in order to compensate for their inexperience. Young people may accept employment requiring skills below their educational training on the premise that their job level will improve later on in their career. Baternburg and de Witte (2001) argue that if women's skills and level of education were to develop at the same pace as those of men, their underemployment in the higher occupational categories will decrease. However, they do not examine the reasons behind women's failure to catch up with men at these levels. The idea that young employees expect the skill level of their job to increase in the future also tends to be problematic for Malta, at least where women are concerned. Considering that many Maltese women resign from their employment or reduce their work input once they become mothers, it is more likely that their skill level will decrease if and when they re-enter the labour market to resume their career.

The underemployment of graduates is not only undesirable for graduates themselves but also, by default, a serious problem for non-graduate school leavers. As Gatt's (ETC, 2003) study has shown, although young school leavers have problems finding a job due to their lack of experience or because of their tender age, they are now facing another problem: that of jobs being taken by graduates when they can be performed by non-graduates who are obviously less qualified in an ever increasingly competitive labour market. As Canning (1999) observes, an oversupply of graduates can lead to a 'bumping down' on the occupational ladder, whereby graduates will occupy the posts of those less qualified. Those having intermediate levels of

education have to compete with graduates for jobs that employers would rather offer to graduates. This downward pressure from graduates only serves to aggravate the plight of the low-skilled, undereducated workforce and of the unemployed.

According to the Baternburg and de Witte (2001) the main problem underlying the underemployment situation is not the oversupply of qualifications but the undersupply of highly skilled occupations. It seems that market economies have not managed to generate enough occupations requiring high skill levels to meet the rapidly increasing credential level among employees. Therefore, what has been happening is essentially an expansion of qualified employees within occupations rather than in response to an increase in the skill or training requirements of the labour market (Canning, 1999). Policy makers have tended to give greater priority to the creation of low-level jobs in order to address the problem of long-term unemployment (Baternburg and de Witte, 2001). However their study suggested that this has offered only a partial solution. As overqualified employees block the paths of the less qualified, such policies are only treating the symptoms of the problem. They do not offer a structural solution to the gap between credentials and labour market requirements. Employment strategies aimed at addressing underemployment should focus on the higher levels of the labour market. The creation of higher level jobs to meet the supply of credentials will consequently solve the problem of unemployment at the lower end of the labour market.

A credential inflation may give rise to proposals for reducing participation levels in tertiary education as investment in tertiary education may be seen as a waste of public funds. However, this is not a solution. Apart from the cultural value of education, a well trained labour force is essential in today's competitive international markets. Therefore, the most feasible solution to the education-jobs discrepancy remains the creation of high skill level jobs. This will enable the utilization of talented and trained employees who would be in a better position to develop their full potential. This is not only beneficial to employers and organizations but to individuals themselves. Challenging and rewarding jobs are a source of satisfaction and growth. Workers who are fulfilled in their job tend to be more productive, efficient, innovative, and crucial assets to any organization (Baternburg and de Witte, 2001).

2.9.4 Unemployment

Graduates' success in the labour market partly indicates the worth of the courses of study they had undertaken (Aston, 1999). First Destination Statistics (FDS) (in Aston, 1999) on students graduating with first degrees in 1995 in the UK showed that six months after graduation 9%

were unemployed while 29% had full-time permanent jobs. Unemployment was highest among Creative Art and Design graduates (12%) with the exception of Medicine, Dentistry and Law disciplines that often require graduates to further their studies before being able to practise. Fields of study producing graduates with above average employment rates included Computer Science (44%), Business Studies (39%) and subjects allied to Medicine (43%) while those with degrees in Humanities, Biological Sciences and Languages had below average success in securing full-time permanent employment. Among those obtaining post-graduate degrees in 1995, 6% were unemployed six months later while 45% were in full-time permanent employment. Here too unemployment rates were highest among post-graduates in Creative Arts and Design (8%) although Engineering and Technology (7%) and Education (7%) also experienced above average unemployment rates (Aston, 1999).

Data obtained from Higher Education and Labour Market Reports (HELM) between 1983 and 1993 reveal that during the first year after graduation, Art and Design students were less likely to be employed (42%) compared to all other courses (54%). Those graduating in vocational areas were almost twice as likely to be in full-time employment. However, these differences lost their significance over a period. By the end of the third year the employment rates of graduates compared well across all subjects. Still the overall graduate unemployment rate in the first year stood at 23% (Aston, 1999). The research suggested that the degree area of study was a key determinant of the future labour market situation of the graduate. For example, those who study a particular discipline such as Fine Arts or Humanities are at a disadvantage. Although theoretically, their options for career choice are wider, in reality they are very often requested to undertake further training before they are given a job. Furthermore, since their course of study is not job-oriented, these graduates may take longer to decide which career path to follow.

The Birmingham Institute of Art and Design carried out a survey on the career paths of Art and Design students from a cross-section of its courses over a thirteen-month period (Aston, 1999). The study found that most first degree graduates were in paid employment although the first year following graduation was characterized by temporary part-time employment and work was often unrelated to their field of study. Having more than one job was also not uncommon. During the first year, graduates were more likely to experience unemployment although some managed to land a job successfully after a short time. After the first year however, labour market activity increased and graduates were more likely to find jobs related to

their studies. Almost half the graduates took up some form of further study usually within the first year of graduation. PGCE and Master's degrees were the most commonly chosen options.

With the post-graduate group, the trends were more or less similar although their labour market participation remained stable after the first year rather than increased. Less than one-fourth of post-graduates engaged in further studies following their post-graduate degree. Among those taking post-graduate degrees, many had undertaken some form of teaching or lecturing while others returned to what they were doing before they started further studies. Teaching and lecturing was also a popular option among the first degree graduates (Aston, 1999).

More recent UK data (Graduate Prospects, 2005), suggest that despite the optimistic trends characterizing the labour market, in the first years of the millennium, unemployment rates among 2002 graduates increased to 6.9%, a rise of 0.6% from 2001. The highest unemployment rates were among IT graduates (14.6%), reflecting the recent slowdown of the IT market. Unemployment was lowest among civil engineering and building graduates, reflecting the booming construction sector. The problem partly lies in the fact that graduates' supply does not match the demand in the different employment sectors. For example in areas such as finance and business services where we find many graduates, there was a decline in vacancies. On the other hand, the expanding construction industry attracts only a small percentage of graduates.

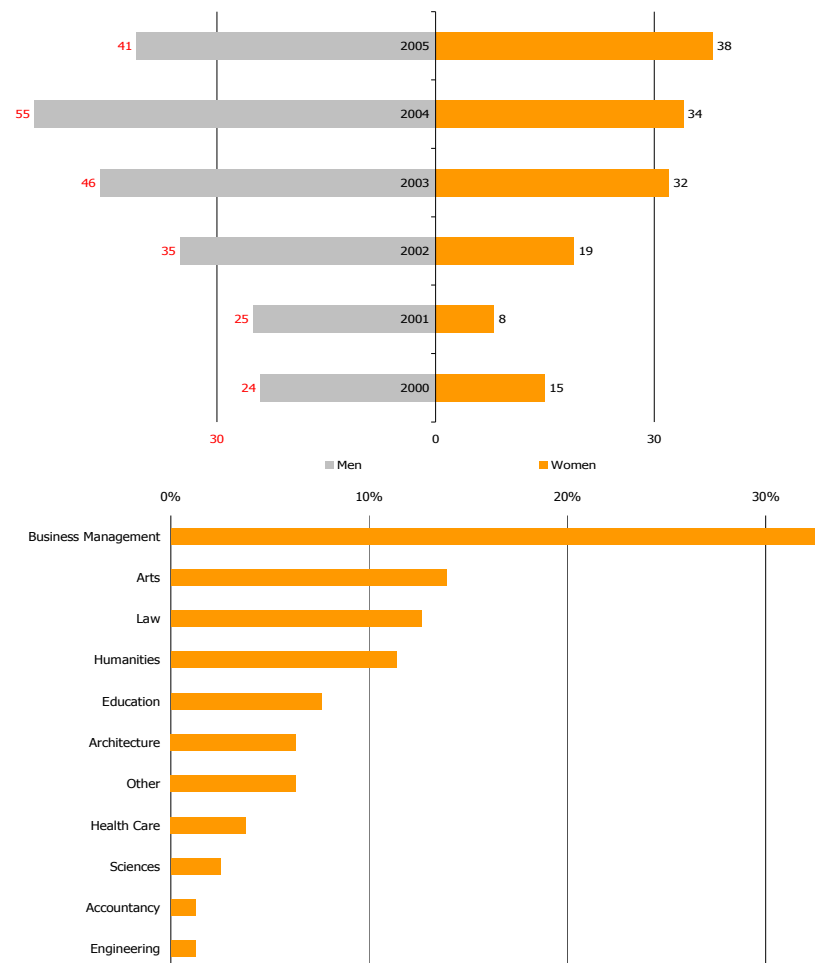
According to the same source (Graduate Prospects, 2005) a survey among the Association of Graduate Recruiters in the UK found that vacancies for graduates decreased by 3.4% in 2003. Most of the decrease was noted in the engineering, accountancy and banking sectors. Graduate posts in IT, marketing and investment banking fell by up to a third while there was much more demand for general managers.

In Malta, lawyers seem to have less problems finding employment than other graduates. In Baldacchino's (1997) tracer survey all Law graduates started working immediately after graduating even if they were not sponsored during their studies. One explanation for this is that admissions for the Law course were only possible in alternate years and the Faculty produced a relatively smaller number of graduates in relation to market demands.

In Debono et al's (2003, 2005) studies, around one-fourth of graduates were seeking employment or alternative employment at the time of the study since most of these already had a job. Others were in part-time study and/or working on a part-time basis. However a

growing proportion of the graduate population who were seeking employment were neither studying nor working. Since the authors' first study on graduate outcomes in 2000, the percentage of unemployed graduates rose from 4% to 6% in 2002 and to 8% in 2004. Almost 90% of graduate job seekers expected their job to be connected to their degree course although a notable percentage (8.5% in 2002 and 10% in 2005) claimed they would accept any job. The majority of graduates seeking employment expected a salary which falls within the average graduate salary bracket although a significant proportion aimed even higher. Although higher expectations may land graduates higher paid jobs, if expectations are too high, this may lead to disillusionment and frustration as well as to the risk of long-term unemployment.

Figure 7 – Graduate Unemployment in Malta ⁽¹⁰⁾



¹⁰ Data as at December 2005. Source: Employment & Training Corporation, 2006

This worrying trend of rising graduate unemployment may in part be due to a lower demand from the public sector as part of the government's strategy to reduce public sector employment. These are apparently not being absorbed by the private sector. Another reason cited by Debono et al (2003, 2005) could be the lack of preparation by the educational system for the world of work. For example, the university has often been accused of putting more emphasis on theory rather than on practical skills needed on the job. A further possibility is that graduates are likely to be interested only in posts of a professional level although as the study showed, the number of graduates in clerical posts has increased. However, many would rather not start their career in a clerical post after years of studying. Unemployment among graduates may also be due to a decrease in graduates taking up further studies. Although more graduates may be expected to further their training when unemployment increases, the studies carried out by Debono et al (2003, 2005) showed otherwise.

Debono et al (2003) suggest that it may be worth analyzing the growing unemployment among graduates to see whether in certain areas, the market is close to or has reached a saturation point and whether students should be channelled towards courses which lead to jobs which are in greater demand. The authors also believe that one should look into why most graduates do not seek the services of employment agencies to find a job. Traditionally the Employment and Training Corporation has dedicated most of its resources and energy to the employment needs of lower occupational groups and less to individuals with degrees. However, considering the increase in unemployed and underemployed graduates, this situation has to be remedied before it gets worse.

A study by Virtanen and Koivisto (2001) revealed that graduates tend to feel subjectively threatened by unemployment insecurity especially when their job is seen as 'too precarious' or when they perceive their career prospects as too poor. Uncertainty about future employment prospects has a negative impact even on white-collar professionals and, especially, during their first years in the world of work, young graduates tend to need a sense of 'collective employment security' in order to be able to develop a strong sense of coherence.

2.11 Conditions of Work of Graduates

When it comes to choosing a career path, it is inevitable for an individual to take into consideration the conditions of work attached to the job such as hours of work and pay as well as the opportunities for career advancement. In Heckert's (2002) study, men and women did not reveal significant differences in the importance they gave to pay, promotions or job perks.

However, men demonstrated a stronger predisposition to consider salary when it comes to choosing a career.

Although in the UK there was a drop in graduate employment in 2002 and 2003, graduates were still receiving relatively good starting salaries (Graduate Prospects, 2005). In Malta too, although having a degree does not necessarily guarantee a very high income, graduate salaries are still relatively good especially when one considers that professionals are more likely to receive annual salary increments and may also have a better chance of being promoted [although this should not be taken for granted as Baldacchino (1997) shows]. According to Debono et al (2003, 2005), in the first year after graduation, degree holders tend to earn an income which is close to the national average gross annual salary (Lm4912 and Lm5174 respectively according to NSO statistics for December 2002 and May 2005). In fact 58% of employed graduates earn between Lm301 and Lm500 monthly while 12% earn up to Lm600. Those whose monthly income is below Lm300 tend to be part-time workers. However, Debono et al also report a high level of pay dissatisfaction among graduates. Only one fourth claimed to be satisfied with what they earned.

The studies of Debono et al (2003, 2005) confirm other research findings (Paparella, 2005; Drolet, 2002) indicating that male graduates earn higher salaries than females and that the gender pay gap widens, the higher the status and the qualifications. According to Debono et al (2003, 2005) most females earn up to Lm500 a month while among 2004 graduates the majority (36.5%) do not earn more than Lm400. There were more males earning between Lm600 and Lm1000 in both the 2002 and 2004 groups. However among 2002 graduates, there were more females (3:1) with an income exceeding Lm1101 although there were still more males who overall earned more than Lm1000. Among 2004 graduates the percentage of females earning over Lm1000 a month is lower than that of males although the biggest gap concerns the highest income bracket considered in the study, that of over Lm1101 with a ratio of 9 males to 1 female.

There are various factors, which may account for this discrepancy including both horizontal and vertical occupational segregation as well as occupational discrimination. Debono et al (2003) believe that the income discrepancy between males and females can partly be explained by the fact that males are more likely to be employed in the private sector (where salaries tend to be generally higher than those in the public sector) since they tend to qualify in areas which are more sought after in the commercial market. Furthermore, one finds a higher number of male graduates in management posts which is partly due to the larger number of older male

graduates who would have had more time to advance in their career. Males also tend to have higher income expectations than females although both males and females expect higher incomes than those actually received by graduates (Debono et al, 2005). It is also interesting to note that while among 2002 graduates, males showed a higher satisfaction with their earnings than females (42% as opposed to 34%), among 2004 graduates, similar levels of satisfaction were reported by both sexes (ibid. 2003, 2005).

Most graduates in Debono et al's (2003, 2005) studies are generally satisfied with their job, which they consider challenging. Many report satisfactory relations with their co-workers. They also feel respected by their superiors. Over half the graduates do not find it difficult to combine their work and private life while around half the respondents feel they have the opportunity to move forward in their career with their present employer. A central problem in their work was work-related stress that was indicated as a problem by two-thirds of the graduates. At the same time, women tend to be happier with their work situation and with their relationships at work even though they tend to have less opportunities for promotion with their current employer. Women also reported lower levels of stress and a better ability to balance their work and personal life. Job satisfaction is an important facet of a graduate's well being. Australian studies cited by Virtanen and Koivisto (2001) indicated that lack of job satisfaction is linked with poor mental health at least as strongly as unemployment at age 16 - 25.

Debono et al (2003) suggest that perhaps we tend to measure career success too much on the basis of upward mobility openings and levels of pay while their findings indicate that having a high status and a high paying job does not necessarily imply a high level of job satisfaction. However, this should not lead policy makers to believe they may rest assured that female graduates are content with their situation and that there is no room for further policies enabling women to develop their career and realize their full potential as women and as workers. After all, women may demonstrate a high level of satisfaction not because they do not want to advance in their career or to receive a higher salary but because their present job allows them to reconcile their domestic responsibilities with their work. Even unmarried graduates know that if they eventually have a family, they would have to choose careers which enable them to balance their responsibilities effectively or else they would have to leave the labour market. As Farmer's (1997) research has shown, having multiple roles seems to bear heavier on women and they tend to start planning early to be able to cope with the burden effectively in the future.

Cachia (1994 in Baldacchino, 1997) found that many Maltese graduates opt for further studies with the intention of securing challenging and well paying jobs. However it is not uncommon for graduates especially those who work in industry to discover that their job does not live up to their expectations both where challenges, responsibility and autonomy levels are concerned as well as in terms of pay. However since Baldacchino's study does not break down the data by gender throughout, it does not indicate whether men and women have different conditions of work or whether there are any differences in the attitude or commitment towards work between men and women (Darmanin, 1997).

Having a degree does not guarantee better opportunities for training or promotion. Baldacchino (1997) found that in a third of the cases, employers did not offer their graduate employees any training at all. The study also revealed that although graduates may expect career improvements simply on the basis of their credentials, many employers who were interviewed were of the opinion that employees deemed to merit a promotion are those who show dedication and responsibility and who perform well overall, regardless of whether they have a degree or not.

2.12 Career – Family Role Conflict

Home-career role conflict is distinguished from time-based conflict that refers to having a work overload. According to Farmer (1984 in Tipping, 1997), home-career role conflict is a psychological state that results from the perception that family and work roles are incompatible. Women feel guilty about the prospect of neglecting their children. At the same time they are reluctant to abandon a valued career and to give up on valuable income. Failing to combine both roles satisfactorily leads to frustration. Very often it also leads individuals (mostly women) to make career adjustments or to leave the labour market altogether. It is also evident that certain labour market strategies and structures tend to privilege males who are in a better position to embark on an uninterrupted linear career path.

Hakim (1991, 1995, 1996 in Crompton and Harris, 1999) however does not believe that women are victims of structural disadvantages but their labour market behaviour patterns are a reflection of their various choices. She distinguishes between three types of female workers, the 'committed', the 'uncommitted' and the 'drifters' or 'adaptives'. Women who fit into the first group put their career first, the second group puts family first while the drifters or adaptives do not have a rigid career plan and it is difficult to explain their labour market behaviour. In her more recent work in which she continued to develop her preference theory, this latter group

has been given greater importance and has been identified as being the largest female category. However, Crompton and Harris (1999) are critical of Hakim's preference theory claiming that she does not explain why women fall under the three categories or why they may switch from one category to another. They believe that the situation is much more complex than she suggests. All the women in their study could be described as committed to their career considering the investment they made in their training and career. However there were still significant differences between them in the way they dealt with family-career conflict. Some of these differences could be attributed to differences in the types of constraint and opportunity presented by the particular profession or occupation.

Labour market behaviour patterns are very often influenced by organizational work practices and their impact on the domestic division of labour. For example, in Crompton and Harris' study (1999) doctors were in a better position to choose specializations, which made it easier for them to control their working hours. Among doctors, traditional gender roles tended to be reproduced and female doctors were more likely to switch to part-time employment in order to cope with their domestic responsibilities. On the contrary, the rigid organizational practices of bankers gave rise to less stereotyped gender roles at home. Bankers who chose to combine their work and family life did not have the option of negotiating family-friendly work arrangements. Instead, they had to negotiate a more favourable division of labour at home.

From their interviews with doctors and bankers, Crompton and Harris (1999) classified women's responses to the conflicting demands of work and family life according to a number of categories. They found that the majority of women had 'satisfied' (after Chafetz and Hagan, 1996), that is they sought to combine work and family life without maximizing their goals in either sphere. They had to scale down either their family and/or their career goals. Within this category there were those who continued to combine both roles successfully but gave more priority to their family. Other women refused to compromise and sought to maximize both their career and family goals. This group of 'maximizers' are distinguished from the careerists who deliberately put their careers before their family. Among the careerists however, there were those who were constrained to give priority to their work due to particular personal or economic circumstances while others deliberately chose to put their career before their family even if it meant not getting married or not having children.

Although Crompton and Harris (1999) do not deny that different women approach family-career conflict in different ways, they do not attribute this, as Hakim's preference theory does, to psycho-biological differences in women but to the women's early socialisation. Both among

doctors as well as among bankers, maximizers could be singled out from the other women for a number of reasons. Many were both conscious of and against occupational gender discrimination. They were also more likely to have successfully managed to overcome obstacles both in their career and family life. Crompton and Harris (1999) see a link between the maximizers' different perceptions and labour market behaviour and their childhood experiences. They were more likely to have been encouraged by both family and school than other women.

Therefore, although like Hakim, Crompton and Harris (1999) do not believe women to be 'structural dopes', neither do they perceive women's actions as being determined by the fact that they are women, or even a particular kind of woman as Hakim suggests. They believe that both choice and constraint play an important role in the process leading to the decisions taken by women in response to the demands of their dual role. In other words, they contend that women make choices based on the options they have at their disposal. Camilleri-Cassar (2005) comes to a similar conclusion.

Many of the participants in Camilleri-Cassar's (2005) study tended to live up to traditional gender role expectations even though they were graduates. Most of them made adjustments to their career while some left the world of work completely upon becoming mothers. Her sample consisted of 39 women who graduated from the University of Malta between 1991 and 1995 and who were aged between 28 and 38 years. They were all married and living with their husband and dependent children. Almost all the women had experienced an interrupted career pattern. All were engaged in full-time employment until after marriage when most of them had to make a choice between leaving paid employment or making changes to their career in order to dedicate more time and energy to their family. The few who did not have to leave their full-time job, could do so because they had support from family members. Out of the 32 who were economically active at the time of the study, 16 worked on a full-time basis. However, four of these were in the teaching/academic profession and another four had switched their career to teaching to accommodate their family needs. 16 worked on reduced hours and almost half of these were self-employed. Four of the graduates were on parental leave while another three were full-time housewives.

On the basis of the evidence which emerged from her study, Camilleri-Cassar tends to support Walby's (1997) theory that women tend to rationally choose the best option out of the limited range of possibilities available to them. She did not find evidence to support either Hakim's (1996) idea that women are free, responsible adults who make real, unconstrained choices or her preference theory (Hakim, 1998) that some women are work-oriented, others are more

inclined towards the home while the majority choose to combine both worlds. In Malta, women are constrained to make difficult choices when it comes to choosing between career and family. Although factors such as cultural expectations may influence women's labour market practices, the women in Camilleri-Cassar's (2005) study seemed to be mainly influenced by their husband's wishes and career needs rather than by their own needs as graduate career women. Although some of the women left paid employment and embarked on their caring and home-making role with enthusiasm, they still felt uncomfortable about losing their economic independence. Malta's existing social policies are still far from facilitating the emergence of a model where both men and women can participate fully in the labour market as economically independent individuals. As long as women continue to be treated as wives and mothers, rather than as individuals, they will remain subordinate to their husbands and expected to regard their caring responsibilities as their first priority.

Indeed NSO statistics (in Camilleri-Cassar, 2005) indicate that the median age of women who quit the labour market in 2004 was 26 whereas for men it was 59. Although Baldacchino's (1997) study found no gender difference in the rate of labour market dropouts, there were marked differences in the reasons given by males and females for doing so. Males were more likely to take up post-graduate studies or to go abroad for work or study while those who opted for non-labour market choices were all females. At the same time it is encouraging to note that having a university degree appears to have a huge impact on women's decision concerning whether to resume or quit work especially once they become mothers. This is evident when one compares the employment rate of female graduates from the sample (85%) with the national female employment rate, which in August 2005 stood at 33.7% (NSO, Labour Force Survey 2005).

Camilleri-Cassar (2005) argues that although in Malta's Gender Equality Action Plan 2003-4, the Government declares its commitment to increase female employment participation and to help both women and men to achieve an effective work-life balance, in effect, support toward this end has so far only been of a fragmentary nature. She agrees with the evaluation made by the Joint Assessment Paper (JAP, 2001) that while Maltese women have made great strides in terms of equality legislation, the male breadwinner model still predominates in various aspects of Maltese social and economic life. As an example, she mentions the absence of any reference to childcare in Malta's recent gender equality legislation. Consequently, whether Maltese women decide to continue working, to quit the labour market or to combine their work and family roles, it is within this framework that such decisions are made.

The conflict arising out of having to combine work and family responsibilities is further enhanced by the contrasting social expectations tied to women's dual roles. The experiences of the women in Reddin's (1997) study illustrate the contradictory messages, which they receive as successful professionals and as women. On the one hand, they are expected to be intelligent, motivated, assertive, independent and career-oriented while as women they are expected to fit feminine stereotypes.

Camilleri-Cassar (2005) highlights another contradictory situation, which exists in Malta between the culturally predominant male-breadwinner model and state social policies presumably aimed at enhancing gender equality. Despite their seemingly good intent, it is doubtful whether in practice this is being achieved. For example although parental leave is available to both mothers and fathers employed in the public sector, there is a huge discrepancy between the number of females and males who opt to work on reduced hours or who avail themselves of parental leave. Very often it is the woman who is constrained to take these options in order to safeguard and facilitate the development of the husband's career as well as to live up to cultural expectations. Furthermore, the few fathers who opt for parental leave do not always do so with the aim of taking care of their children but for other purposes such as to develop their private practice or to further their studies.

Besides, there are other problems related to these 'gender-friendly' policies. They are available only to public sector employees. For example more than half the women in Camilleri-Cassar's (2005) study were not entitled to parental leave either because they were self-employed, part-time workers, private-sector/parastatal employees or Church-school teachers. In such cases it is up to the employer to decide whether the employee may take care leave. Furthermore, eligible parents can only benefit from these policies until their child is eight years old. Considering the scarcity of child care facilities in Malta as well as the long working day, an eight-year old child is hardly old enough to be left alone at home while the parents are at work outside school hours or during school holidays.

There are a number of problems, which arise out of the 'need' for graduate mothers to switch to part-time work or to reduce their working hours:

- Qualified women are being underutilized or underemployed in terms of potential hours of work;
- Women's skills and expertise are being wasted to the detriment of themselves and the national economy;

- Qualified women end up forming part of a marginalized workforce constrained to accept inferior conditions of work;
- Women's career prospects diminish;
- Women lose their economic independence;
- Women are hindered from developing their full potential both as women and as qualified workers.

Role conflict is not exclusively a female phenomenon. For both men and women role conflict is likely to involve the family and work roles. However, the emotions triggered by this conflict tend to be projected differently by men and women. While for men feelings of guilt and anxiety are linked to their breadwinner roles, for women it is their care-taking role which is the source of most of their anxiety and guilt. Participants having multiple roles are also likely to experience role overload having to carry out various tasks in a limited time. However, this posed much less of a problem to the participants in Tipping's study. At the same time, in line with both Super (1980) and Sieber (1974), Tipping found that despite the stress and anxiety experienced by individuals who have to cope with the demands of a number of roles, the benefits and rewards obtained from successfully managing to combine roles effectively by far compensate for the challenges and obstacles involved.

According to Tipping, in their endeavour to establish an effective home-work balance, both men and women tend to find ways of coping with the stressful demands of their roles. They both tend to come up with creative coping strategies for dealing with role conflict. These included:

- Planning – Especially for women planning is of utmost importance and very often starts at an early stage in their life. For example, they would explore opportunities and make choices that in the future would make coping with multiple roles easier.
- Clarifying roles values and setting priorities. This enables individuals to cope better with role conflict.
- Modifying roles – Role modification especially to accommodate family demands is more common among women and may involve switching from full-time to part-time work, moving to a different shift or working from home.
- Reframing – This involves adjusting one's attitude towards stress such as reminding oneself that, for example, long working hours are the norm nowadays.

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- Making use of support systems. These mainly consist of flexible working arrangements or child care facilities although the latter are very often provided by family members especially the woman's mother.

3 Key Issues

Table 1 sets out a summary of the issues that call for investigation among Maltese graduate men and women in paid employment – this in response to the research objectives set out in the project and the issues that arise from the review of different published works pertaining to the subject.

Table 1 – Summary of Key Issues Arising from Section 2

Area	Issues
Profile of Graduate	<ul style="list-style-type: none"> ■ Features of social status: <ul style="list-style-type: none"> ○ age, marital status and number of children (among other features) ○ family background (parents and the present family, if married). ■ Parents' occupation, educational level and residential area ■ Information of the partners' level of education and qualifications in case of marriage. ■ The degree, faculty and level of the degree. ■ The present job of the graduate. ■ Other jobs/employment apart from main job.
Choice of Course	<ul style="list-style-type: none"> ■ Reasons involved in the selection of specific course <ul style="list-style-type: none"> ○ work/life balance as an option ○ its appeal to a specific gender (such as teaching or nursing for women) ○ employment opportunities; ○ perceived future income; ○ hours of work; ○ family tradition; ○ family business/practice; ○ course content; ○ less demanding than other courses; ○ did not have required qualifications for other courses. ■ Influences on choice: parents; friends; media; guidance either in secondary, post-secondary or at university. ■ The time and reason when the interest was stimulated for the choice of career such as education/employment. ■ Possible switch in career following graduation? Fulfilment of earlier career aspirations? Was this in response to lack of course's or outcome's capability to satisfy graduate's expectations? Reasons for training's inability to satisfy graduate's expectations may include: <ul style="list-style-type: none"> ○ not enough qualifications, ○ possible discouraging through social pressure, ○ friends / family; ○ insufficient employment opportunities;

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- non-suitability of career (hours of work, technical factors, demands of job, lack of social/communication skills required; too sex atypical).
 - Year of graduation
 - Duration of job search
 - Source of job/vacancy info
 - Do graduates find what they look for in their first job / present jobs?
 - Do graduates refuse job offers? Why do they refuse such offers? Why are other jobs accepted?
 - Do graduates experience unemployment spells after first job? Reasons?
 - Dismissal?
 - Further studies?
 - Resignation for other reasons (e.g. health? Family pressure? Job failing to satisfy expectations? Other?)
- Job search
- Duration of work/experience in the present fields.
 - Engagement in other fields (professions/sectors)
 - Experience / duration of work with present employer
 - Job changes (and number) along with reasons for changes in jobs:
 - Pay?
 - Working hours?
 - Conditions of work?
 - Other reasons?
 - Employment before tertiary education? Is respondent engaged with same employer? Did employer sponsor the studies?
 - Is respondent contemplating change of jobs? Reasons?
 - Is respondent contemplating a career break? If yes, what is the envisaged duration of this break? For what reasons?
 - Study?
 - gap year?
 - Parenthood?
 - private practice?
 - Illness?
 - other caring responsibilities?
 - If a career break was/is experienced, how did respondent arrive to such as state – was the break voluntary or imposed by circumstances (dismissal, voluntary resignation, on unpaid/paid leave/sick leave)
 - Is a career break a truly free choice, especially for women who break careers for childcare? This calls for the operationalising of concepts related to choice and constraints – women may claim a break to be voluntary, masking potential truths relating to social pressures, gender stereotypes and other possible reasons, exemplified by:
 - No child care facilities
 - Partner did not offer to take the break
 - No other opportunities such as flexihours or working from home
 - The lack of help from parents
- Career Trajectory
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- The perception that the female is the best suitable parent to bring up children
 - Consequences of a career break, that may include:
 - Promotion
 - increase/decrease in pay, skill, status
 - change of jobs
 - difficulty to find full-time employment
 - Was the career break a result of a pre-planned approach?
 - Past academic life features:
 - level and length of course
 - location of academic institution (Malta, overseas)
 - How studies read (full-time, part-time on location, distance learning, other)
 - Sponsorship of academic training (individual? Employer? Other?)
 - Technical / Theoretical orientation of training
 - Implications of studying on lifestyle: breaking from an employment in which student was engaged prior to taking up studies?
 - Further studies contemplated at time of studying?
 - Are participants contemplating further studies?
 - What type of training?
 - level and length of course
 - location of academic institution (Malta, overseas)
 - How studies read (full-time, part-time on location, distance learning, other)
 - Sponsorship of academic training (individual? Employer? Other?)
 - Technical / Theoretical orientation of training
 - Implications of studying on lifestyle: breaking from a present employment, implications on family life, implications on income, lifestyle, among others
 - Will further studies change the participants' career? Is studying encouraged by employers? Family? Partner? Children? Friends?
 - Do employers provide graduates with on-the-job training? Do employer encourage employees to further their studies?
 - How much to respondents believe in equal training opportunities for men and women?
 - Were participants' ever promoted at work?
 - What is the possibility of a promotion in their present job?
 - Did respondents every apply for a promotion (formally or informally) If not, what were the reasons?
 - Is a degree/qualification an advantage? Does a degree increase the chance for a promotion? What do graduates perceive as important characteristics sought by employers for a promotion?
 - Do graduates feel they have been denied a promotion unfairly? If so, on what basis of discrimination?
 - Number of hours worked by graduates
 - Number of jobs worked simultaneously by graduates (1^o and 2^o jobs)
 - Do graduates moonlight? Do graduates change employment from full-time to part-
- Continued Studies
- Promotion
- Basis of Employment
-

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- time or vice versa? Do they plan such moves for the future? For what reasons?
- To what extent do graduates choose between part-time and full-time employment? Do graduates in part-time work contemplate to work full time? Do graduates in full-time work contemplate of moving to part-time work only as a main job? Is such a move a matter of free choice or imposition by life factors (e.g. lack of help from partner, single parenthood, breadwinner responsibility, other)
 - Will graduates in full-time work consider switching to part-time? To flexible work? To telework? Use childcare facilities provided by 3rd parties?
- Work – Life Balance
- How is the attainment of a work-life balance supported?
- By Employer – in the form of flexibility, childcare facilities, leave to carry out caring duties, study leave, work from home.
 - By Partner of the graduate (in case of married graduates) – in the form of contribution towards housework, childcare, encouragement to further studies, to work longer hours.
- The Graduates' Partners
- Is partner considered to have a career?
 - Do partners interrupt the graduates' careers? For what reasons?
 - Are graduates' partners graduates themselves? What are the features of such partners? Did partners undertake further studies? Were partners promoted in their job? What their promotion prospects?
 - What is the relative income of partners? Better/worse than graduates interviewed?
 - What is the perceived level of importance of the graduates' qualifications compared to the partners' qualifications? Whose career is given a priority particularly in case of decisions exemplified by the need of a
 - career break,
 - leaving Malta for employment/studies,
 - taking further studies,
 - reducing or increasing the number of hours of work
- Tertiary Education & Work
- How well did academic training prepare the graduate for the world of work?
 - Do University courses provide enough theoretical & practical insight for the requirements of the job?
 - In their present job, did the employer require a degree and the amount of knowledge acquired through University for the effective execution of the job?
 - Do graduates believe that a degree made it easier for them to land a job?
 - Would graduates have done their job effectively without their qualification?
- Job Satisfaction
- Do graduates fulfil aspirations/expectations in their present job?
 - Do graduates find their job boring / tedious?
 - What aspect of work do present graduates with most/least satisfaction?
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4 Graduates' Careers in Malta – Analysis from Field Research

4.1 Respondent Profile

351 university graduates were interviewed, the features of whom are summarised below:

- 51.6% of participants were women (see Table 2);
- 39.8% of participants were younger than 30 years of age, 34.9% between 30 to 39 years of age, while 19.3% were aged 40 to 49 years. A further 6.0% of participants were 50 years or older (Table 3);
- 64.3% of participants participated in formal education until at University Diploma or First Degree Level while another 35.4% participated in formal education until post-graduate level. A remaining 0.3% participated only until post-secondary level formal education (Table 4);
- 60.1% of the survey participants had a baccalaureate qualification or equivalent, 19.8% featured a Master's degree, 12.4% had attained a diploma, while a further 5.3% had attained a University Doctoral (Table 5).
- A total of 30.1% of participants had attained their qualifications within 2 years prior to the study, a further 18.4% had attained their highest qualification between 2 and 5 years prior to the study, another 27.4% had attained their highest qualification between 5 and 10 years prior to the study, while the remaining 24.1% attained their highest qualification 10 years or more prior to the study (Table 6);
- 26.9% of participants were qualified in educational subjects, 24.3% in managerial sciences, 17.9% in technology & engineering, while 17.3% were qualified in medicine & healthcare. The remaining 13.6% were qualified in the arts, law, social sciences, veterinary sciences and other fields of study (Table 7);
- 56.6% of participants were married, living and/or with partner, while 36.5% were never married, single living with parents (Table 8). Another 6.0% of the survey participants were never married and lived alone, while the remaining participants featured different family statuses;
- 46.1% of participants claimed to have caring responsibilities at home. 50.0% of such participants had one type of caring responsibility at home, while 43.7% featured one type of caring roles, while the remaining 6.3% of participants featured 3 such responsibilities at home (Table 9);
- On average, 40.8% of participants spent less than 1 hour in domestic work, 42.3% spent 1 to 3 hours, while the remaining 16.9% spent more than 3 hours (Table 11);
- 83.1% of participants who lived with a partner had their partners engaged in a paid job (Table 12);

- 94.6% of participants were engaged in a paid job, while the remaining 5.4% were inactive (Table 13);
- Of the participants engaged in paid work, 72.4% of participants occupied professional jobs (employed or self employed), 14.2% occupied senior manager jobs or were owners of large business owners or directors, while 7.0% were engaged in associate professional or technical occupations (Table 14);
- 48.0% of participants in employment were engaged with government organisations, 26.6% were employed with private companies or sole traders, while 12.1% were employed with parastatal companies. The remaining participants (in employment) featured jobs in non-profit organisations, commercial partnerships or publicly listed organisations (Table 15);
- Of the participants in gainful employment, 89.3% were employed on a full-time basis, 7.4% were employed on a part-time basis, while the remaining 3.3% were employed full time with reduced hours (Table 16).

Table 2 – Summary of Participants’ Gender

		Frequency	Valid Percent
Valid	Male	170	48.4
	Female	181	51.6
	Total	351	100.0

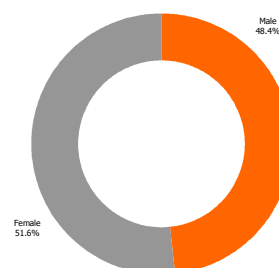


Table 3 – Summary of Participants’ Age

		Frequency	Valid Percent
Valid	< 30 yrs	132	39.8
	30 - 39 yrs	116	34.9
	40 - 49 yrs	64	19.3
	50+ yrs	20	6.0
	Total	332	100.0

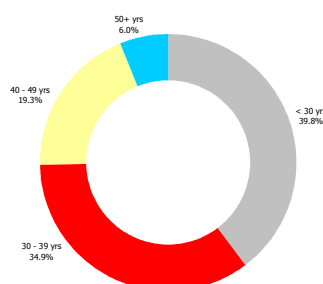


Table 4 – Summary of Participants’ Highest Level of Formal Education Participated

		Frequency	Valid Percent
Valid	Post Secondary	1	0.3%
	Diploma (University) & First Degree	223	64.3%
	Post graduate	123	35.4%
	Total	347	100.0%

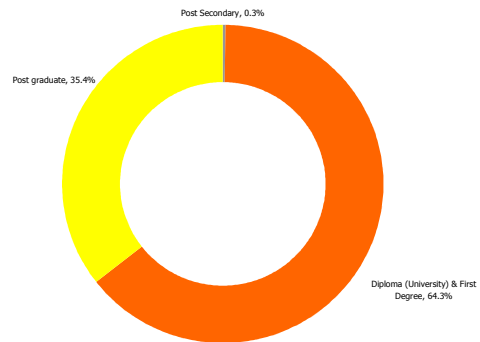


Table 5 – Summary of Participants’ Highest Level of Qualification Attained

		Frequency	Valid Percent
Valid	University Diploma or equivalent	43	12.4
	University degree - Baccalaureate	209	60.1
	University degree - Masters' level	69	19.8
	University Doctoral	19	5.5
	Other	8	2.3
	Total	348	100.0

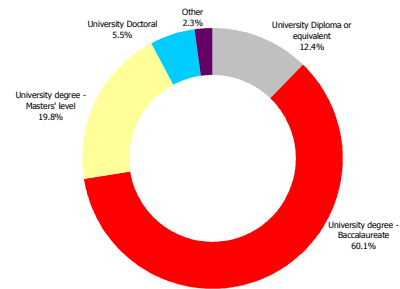


Table 6 – Summary of Participants’ Age of Highest Qualification

		Frequency	Valid Percent
Valid	< 2 years	100	30.1
	2 - 5 yrs	61	18.4
	5 - 10 yrs	91	27.4
	10 - 15 yrs	47	14.2
	15+ yrs	33	9.9
	Total	332	100.0

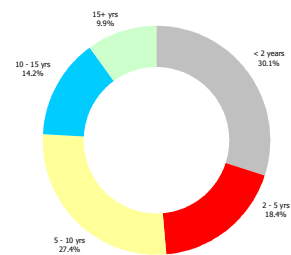


Table 7 – Summary of Participants’ Area of Study

		Frequency	Valid Percent
Valid	Arts	12	3.5
	Education	93	26.9
	Law	9	2.6
	Managerial Sciences	84	24.3
	Medicine & Healthcare	60	17.3
	Science, Technology & Engineering	62	17.9
	Social Sciences	7	2.0
	Veterinary Sciences	6	1.7
	Other	13	3.8
	Total	346	100.0

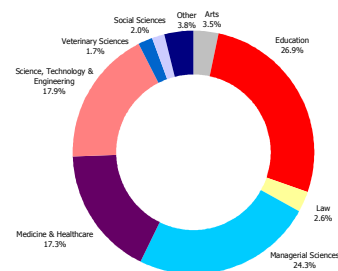


Table 8 – Summary of Participants’ Status

		Frequency	Valid Percent
Valid	Married or living with partner	197	56.6
	Separated or divorced and not living with partner	2	.6
	Widowed and not living with partner	1	.3
	Never married / single living with parents	127	36.5
	Never married / single living alone	21	6.0
Total		348	100.0

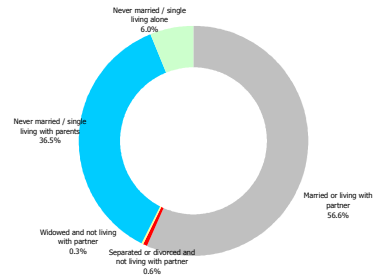


Table 9 – Summary of Participants’ Caring Responsibilities

		Frequency	Valid Percent
Valid	Yes	158	46.1
	No	185	53.9
	Total	343	100.0

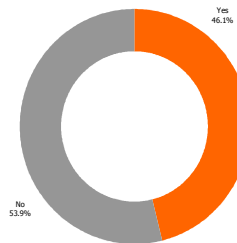


Table 10 – Summary of Participants’ Caring Roles

		Frequency	Valid Percent
Valid	1	79	50.0
	2	69	43.7
	3	10	6.3
	Total	158	100.0

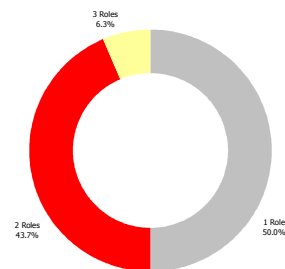


Table 11 – Summary of Participant Domestic Responsibilities

		Frequency	Valid Percent
Valid	< 1hr	133	40.8
	1 - 3 hrs	138	42.3
	3 - 5 hrs	36	11.0
	5 - 7 hrs	8	2.5
	7 - 9 hrs	7	2.1
	> 9 hours	4	1.2
	Total	326	100.0

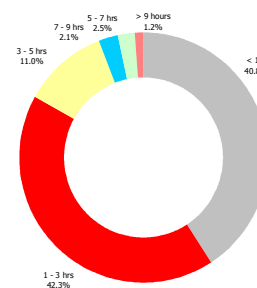


Table 12 – Summary of Participant’s Partner Engagement in a Paid Job

		Frequency	Valid Percent
Valid	Yes	172	83.1
	No	35	16.9
	Total	207	100.0

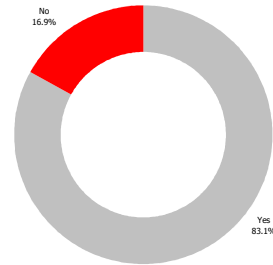


Table 13 – Summary of Participant’s Engagement in a Paid Job

		Frequency	Valid Percent
Valid	Yes	337	96.6
	No	12	3.4
	Total	349	100.0

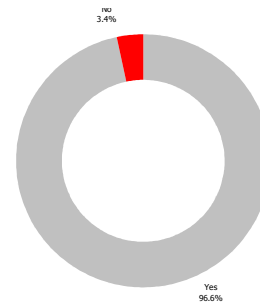


Table 14 – Summary of Participants’ Occupation

		Frequency	Valid Percent
Valid	Senior Manager/Officials, Large Business Owners, Directors	47	14.2
	Professionals (Employed or Self Employed)	239	72.4
	Associate Professionals & Technical	23	7.0
	Clerical Employees	18	5.5
	Skilled Agriculture & Fishery Workers	1	.3
	Crafts & Related Trades	1	.3
	Elementary Occupations	1	.3
	Total	330	100.0

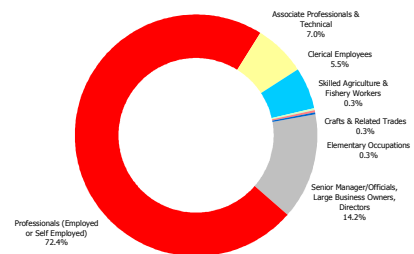


Table 15 – Summary of Participants’ Employer Organisation

		Frequency	Valid Percent
Valid	Government organisation/department	159	48.0
	Parastatal company	40	12.1
	Publicly listed company	17	5.1
	Private company/sole trader	88	26.6
	Commercial partnership	8	2.4
	Non-profit organisation	19	5.7
	Total	331	100.0

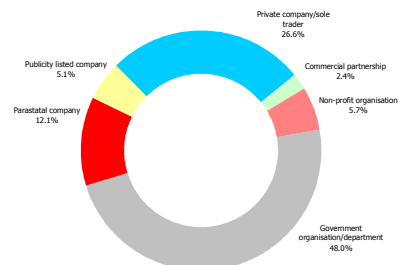
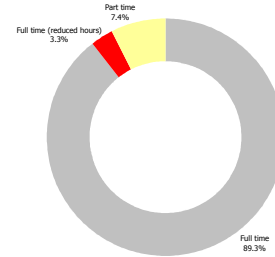


Table 16 – Summary of Participants’ Job Basis

		Frequency	Valid Percent
Valid	Full time	301	89.3
	Full time (reduced hours)	11	3.3
	Part time	25	7.4
	Total	337	100.0



4.2 Partner Profile

4.2.1 Partner’s Pay

Of the participants who lived with a partner, 40.6% claimed to earn a better pay than their partner’s, 31.8% declared that their partner’s pay was better, while 27.6% had similar pay. Indeed, 52.0% of female participants declared that their partner’s pay was better than their pay. Conversely, 66.7% of male respondents claimed to earn a better pay than their partner’s, possibly as a result of a proportion of male graduates who had spouses not engaged in paid work. Better pay (than their partner’s) was claimed by participants engaged in professional, associate professional and high managerial occupations.

Table 17 – Partner’s Pay (Frequency & % Response)

		Frequency	Valid Percent
Valid	Mine is / was better than partner’s	69	40.6
	Both pays equal	47	27.6
	Partner’s pay is / was better than mine	54	31.8
	Total	170	100.0

A total of 27 respondents provided 'Don't Know' or 'No Answer' response

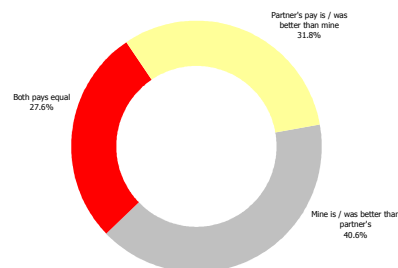


Table 18 – Partner’s Pay by Respondent & Work Characteristics (Frequency & % Response)

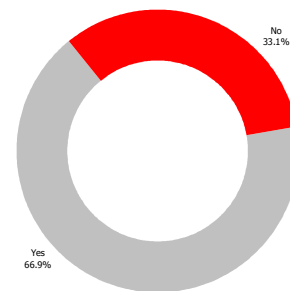
		How Does Your Partner's Pay Compared to Yours					
		Mine is / was better than partner's		Both pays equal		Partner's pay is / was better than mine	
		Count	Row N %	Count	Row N %	Count	Row N %
Gender	Male	48	66.7%	21	29.2%	3	4.2%
	Female	21	21.4%	26	26.5%	51	52.0%
Age	< 30 yrs	15	33.3%	13	28.9%	17	37.8%
	30 - 39 yrs	29	40.3%	21	29.2%	22	30.6%
	40 - 49 yrs	22	51.2%	9	20.9%	12	27.9%
	50+ yrs	0	.0%	3	75.0%	1	25.0%
Highest Level of Qualification Attained	University Diploma or equivalent	6	30.0%	7	35.0%	7	35.0%
	University degree - Baccalaureate	36	33.6%	36	33.6%	35	32.7%
	University degree - Masters' level	21	61.8%	4	11.8%	9	26.5%
	University Doctoral	5	100.0%	0	.0%	0	.0%
	Other	0	.0%	0	.0%	3	100.0%
Area of Study	Arts	1	20.0%	3	60.0%	1	20.0%
	Education	15	26.3%	22	38.6%	20	35.1%
	Law	3	100.0%	0	.0%	0	.0%
	Managerial Sciences	17	50.0%	9	26.5%	8	23.5%
	Medicine & Healthcare	10	35.7%	6	21.4%	12	42.9%
	Science, Technology & Engineering	14	48.3%	6	20.7%	9	31.0%
	Social Sciences	2	50.0%	0	.0%	2	50.0%
	Veterinary Sciences	2	66.7%	0	.0%	1	33.3%
No. of Years since Completion	< 2 years	12	48.0%	3	12.0%	10	40.0%
	2 - 5 yrs	13	41.9%	8	25.8%	10	32.3%
	5 - 10 yrs	21	41.2%	15	29.4%	15	29.4%
	10 - 15 yrs	13	37.1%	9	25.7%	13	37.1%
	15+ yrs	6	28.6%	10	47.6%	5	23.8%
Status	Married or living with partner	67	41.9%	43	26.9%	50	31.3%
	Never married / single living with parents	2	22.2%	4	44.4%	3	33.3%
	Never married / single living alone	0	.0%	0	.0%	1	100.0%
Caring Responsibilities	Yes	52	47.3%	23	20.9%	35	31.8%
	No	17	33.3%	18	35.3%	16	31.4%
Variety of Caring Responsibilities at Home	1	28	48.3%	13	22.4%	17	29.3%
	2	23	50.0%	6	13.0%	17	37.0%
	3	2	25.0%	5	62.5%	1	12.5%
Time Spent in Domestic Work on Average (Daily)	< 1hr	23	57.5%	8	20.0%	9	22.5%
	1 - 3 hrs	34	39.1%	23	26.4%	30	34.5%
	3 - 5 hrs	7	31.8%	8	36.4%	7	31.8%
	5 - 7 hrs	3	42.9%	1	14.3%	3	42.9%
	7 - 9 hrs	1	16.7%	2	33.3%	3	50.0%
	> 9 hours	0	.0%	1	50.0%	1	50.0%
Partner's Engagement in a Paid Job	Yes	65	39.2%	47	28.3%	54	32.5%
	No	4	100.0%	0	.0%	0	.0%
Engagement in a paid job	Yes	68	41.7%	46	28.2%	49	30.1%
	No	1	14.3%	1	14.3%	5	71.4%
Job Occupied	Senior Manager/Officials, Large Business Owners, Directors	17	73.9%	5	21.7%	1	4.3%
	Professionals (Employed or Self Employed)	44	37.3%	34	28.8%	40	33.9%
	Associate Professionals & Technical	6	60.0%	3	30.0%	1	10.0%
	Clerical Employees	1	14.3%	2	28.6%	4	57.1%
	Skilled Agriculture & Fishery Workers	0	.0%	1	100.0%	0	.0%
Employer Organisation	Government organisation/department	24	33.8%	25	35.2%	22	31.0%
	Parastatal company	11	47.8%	5	21.7%	7	30.4%
	Publicity listed company	4	50.0%	3	37.5%	1	12.5%
	Private company/sole trader	24	54.5%	8	18.2%	12	27.3%
	Commercial partnership	1	50.0%	1	50.0%	0	.0%
	Non-profit organisation	3	23.1%	4	30.8%	6	46.2%
Present Job	Full time	64	46.4%	41	29.7%	33	23.9%
	Full time (reduced hours)	2	25.0%	0	.0%	6	75.0%
	Part time	2	12.5%	4	25.0%	10	62.5%

4.2.2 Career in Paid Work

66.9% of participants (living with a partner) stated that their partner intended to pursue a career in paid work, contrasting against the assertion made by the remaining 33.1% of participants, wherein they stated that their partner did not intend to pursue a career in paid work. Differences among male and female participants were significant: 55.6% and 79.7% of male and female respondents (respectively) declared that their partner would pursue a career in paid work, giving evidence of a higher level of inactivity among female partners living with graduate survey participants. While the intent to pursue a paid job among participants' partners decreased as respondents' age increased, noteworthy is the observation that the majority of respondents' partners were already engaged in paid work. Of the respondents' partners not engaged in paid work, 15.2% were reported by their spouses to be intent on pursuing a career.

Table 19 – Partners' Intent: Career in Paid Work (Frequency & % Response)

		Frequency	Valid Percent
Valid	Yes	113	66.9
	No	56	33.1
	Total	169	100.0



A total of 28 respondents provided 'Don't Know' or 'No Answer' response

		Does Your Partner Intend to Pursue a Career in Paid Work		Total
		Yes	No	
Is Partner Engaged in a Paid Job	Yes	107	28	135
	No	5	28	33
Total		112	56	168

		Does Your Partner Intend to Pursue a Career in Paid Work		Total
		Yes	No	
Is Partner Engaged in a Paid Job	Yes	79.3%	20.7%	100.0%
	No	15.2%	84.8%	100.0%
Total		66.7%	33.3%	100.0%

Table 20 – Partners’ Intent: Career in Paid Work Across Respondent Characteristics (Frequency & % Response)

		Does Your Partner Intend to Pursue a Career in Paid Work			
		Yes		No	
		Count	Row N %	Count	Row N %
Gender	Male	50	55.6%	40	44.4%
	Female	63	79.7%	16	20.3%
Age	< 30 yrs	35	81.4%	8	18.6%
	30 - 39 yrs	45	70.3%	19	29.7%
	40 - 49 yrs	26	61.9%	16	38.1%
	50+ yrs	4	33.3%	8	66.7%
Highest Level of Qualification Attained	University Diploma or equivalent	14	56.0%	11	44.0%
	University degree - Baccalaureate	71	70.3%	30	29.7%
	University degree - Masters' level	20	66.7%	10	33.3%
	University Doctoral	4	50.0%	4	50.0%
	Other	3	75.0%	1	25.0%
Area of Study	Arts	2	50.0%	2	50.0%
	Education	33	71.7%	13	28.3%
	Law	2	50.0%	2	50.0%
	Managerial Sciences	30	75.0%	10	25.0%
	Medicine & Healthcare	21	75.0%	7	25.0%
	Science, Technology & Engineering	17	53.1%	15	46.9%
	Social Sciences	3	75.0%	1	25.0%
	Veterinary Sciences	3	100.0%	0	.0%
	Other	1	20.0%	4	80.0%
No. of Years since Completion	< 2 years	15	57.7%	11	42.3%
	2 - 5 yrs	24	72.7%	9	27.3%
	5 - 10 yrs	34	75.6%	11	24.4%
	10 - 15 yrs	19	67.9%	9	32.1%
	15+ yrs	16	64.0%	9	36.0%
Status	Married or living with partner	104	66.2%	53	33.8%
	Never married / single living with parents	8	72.7%	3	27.3%
	Never married / single living alone	1	100.0%	0	.0%
Caring Responsibilities	Yes	65	66.3%	33	33.7%
	No	38	69.1%	17	30.9%
Variety of Caring Responsibilities at Home	1	35	70.0%	15	30.0%
	2	30	66.7%	15	33.3%
	3	5	71.4%	2	28.6%
Time Spent in Domestic Work on Average (Daily)	< 1hr	28	71.8%	11	28.2%
	1 - 3 hrs	56	68.3%	26	31.7%
	3 - 5 hrs	13	68.4%	6	31.6%
	5 - 7 hrs	3	50.0%	3	50.0%
	7 - 9 hrs	4	80.0%	1	20.0%
Partner's Engagement in a Paid Job	Yes	107	79.3%	28	20.7%
	No	5	15.2%	28	84.8%
Engagement in a paid job	Yes	108	66.3%	55	33.7%
	No	5	83.3%	1	16.7%
Job Occupied	Senior Manager/Officials, Large Business Owners, Directors	17	53.1%	15	46.9%
	Professionals (Employed or Self Employed)	78	72.2%	30	27.8%
	Associate Professionals & Technical	6	54.5%	5	45.5%
	Clerical Employees	4	57.1%	3	42.9%
	Skilled Agriculture & Fishery Workers	0	.0%	1	100.0%
	Crafts & Related Trades	0	.0%	1	100.0%
	Elementary Occupations	1	100.0%	0	.0%
Employer Organisation	Government organisation/department	44	59.5%	30	40.5%
	Parastatal company	17	70.8%	7	29.2%
	Publicity listed company	6	66.7%	3	33.3%
	Private company/sole trader	29	76.3%	9	23.7%
	Commercial partnership	2	100.0%	0	.0%
	Non-profit organisation	10	76.9%	3	23.1%
Present Job	Full time	92	63.4%	53	36.6%
	Full time (reduced hours)	6	100.0%	0	.0%
	Part time	10	90.9%	1	9.1%

4.2.3 Partner's Job

Respondents related to their partners' occupations: 52.4% of such participants' partners occupied professional occupations (employed or self employed) while 15.3% were employed in senior management or were large business owners or directors. A further 13.2% of survey participants claimed to have their partners engaged in clerical occupations, while another 7.4% of research participants had their partners engaged in associate professional or technical occupations. While jobs across male and female partners were rather similar, male partners were more involved in senior managerial posts, large business ownership or directorships, contrasting against the jobs occupied by female partners – typified by clerical roles.

Table 21 – Respondent Partners' Jobs (Frequency & % Response)

		Frequency	Valid Percent
Valid	Senior Manager/Officials, Large Business Owners, Directors	29	15.3
	Professionals (Employed or Self Employed)	99	52.4
	Associate Professionals & Technical	14	7.4
	Clerical Employees	25	13.2
	Skilled Agriculture & Fishery Workers	3	1.6
	Crafts & Related Trades	6	3.2
	Plant & Machine Operator, Assembly Workers	5	2.6
	Elementary Occupations	5	2.6
	Never Engaged in Paid Work - House wife / Husband	3	1.6
	Total	189	100.0

A total of 8 respondents provided 'Don't Know' or 'No Answer' response

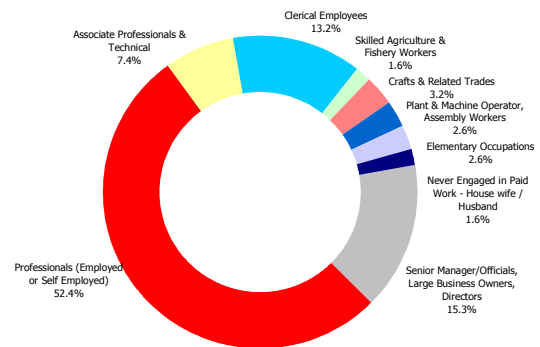


Table 22 – Respondent Partners’ Job Across Respondent Characteristics (Frequency & % Response)

		The Job Your Partner Occupied Last / Still Occupies																	
		Senior Manager/Officials, Large Business Owners, Directors		Professionals (Employed or Self Employed)		Associate Professionals & Technical		Clerical Employees		Skilled Agriculture & Fishery Workers		Crafts & Related Trades		Plant & Machine Operator, Assembly Workers		Elementary Occupations		Never Engaged in Paid Work - House wife / Husband	
		Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
Gender	Male	7	7.6%	49	53.3%	6	6.5%	16	17.4%	0	0.0%	4	4.3%	4	4.3%	3	3.3%	3	3.3%
	Female	22	22.7%	50	51.5%	8	8.2%	9	9.3%	3	3.1%	2	2.1%	1	1.0%	2	2.1%	0	0.0%
Age	< 30 yrs	2	2.1%	25	26.5%	4	4.2%	8	8.5%	0	0.0%	1	1.0%	1	1.0%	0	0.0%	0	0.0%
	30 - 39 yrs	17	17.5%	44	45.7%	4	4.1%	7	7.3%	0	0.0%	3	3.1%	2	2.1%	2	2.1%	0	0.0%
	40 - 49 yrs	5	5.1%	21	21.8%	6	6.2%	8	8.3%	2	2.1%	1	1.0%	1	1.0%	3	3.1%	1	1.0%
	50+ yrs	4	4.1%	5	5.1%	0	0.0%	1	1.0%	0	0.0%	0	0.0%	1	1.0%	0	0.0%	1	1.0%
Highest Level of Qualification Attained	University Diploma or equivalent	5	5.1%	7	7.3%	3	3.1%	2	2.1%	3	3.1%	2	2.1%	2	2.1%	2	2.1%	2	2.1%
	University degree - Baccalaureate	14	14.5%	61	63.0%	10	10.4%	16	16.7%	0	0.0%	2	2.1%	3	3.1%	3	3.1%	0	0.0%
	University degree - Masters' level	10	10.4%	23	23.8%	1	1.0%	3	3.1%	0	0.0%	2	2.1%	0	0.0%	0	0.0%	1	1.0%
Area of Study	University Doctoral	0	0.0%	4	4.1%	0	0.0%	3	3.1%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	Other	0	0.0%	4	4.1%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	Arts	3	3.1%	3	3.1%	0	0.0%	0	0.0%	0	0.0%	1	1.0%	0	0.0%	0	0.0%	0	0.0%
	Education	9	9.3%	30	31.0%	5	5.1%	11	11.4%	2	2.1%	1	1.0%	1	1.0%	2	2.1%	0	0.0%
	Law	0	0.0%	3	3.1%	0	0.0%	2	2.1%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	Managerial Sciences	8	8.3%	17	17.5%	5	5.1%	5	5.1%	0	0.0%	2	2.1%	1	1.0%	1	1.0%	1	1.0%
	Medicine & Healthcare	2	2.1%	24	24.8%	2	2.1%	2	2.1%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	Sciences, Technology & Engineering	6	6.2%	17	17.5%	1	1.0%	8	8.3%	0	0.0%	1	1.0%	1	1.0%	2	2.1%	1	1.0%
	Social Sciences	0	0.0%	2	2.1%	0	0.0%	0	0.0%	0	0.0%	2	2.1%	0	0.0%	0	0.0%	0	0.0%
	Veterinary Sciences	1	1.0%	2	2.1%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	Other	0	0.0%	1	1.0%	0	0.0%	1	1.0%	1	1.0%	0	0.0%	2	2.1%	0	0.0%	1	1.0%
	No. of Years since Completion	< 2 years	6	6.2%	11	11.4%	5	5.1%	3	3.1%	0	0.0%	1	1.0%	1	1.0%	0	0.0%	0	0.0%
2 - 5 yrs		3	3.1%	20	20.8%	2	2.1%	5	5.1%	0	0.0%	1	1.0%	0	0.0%	2	2.1%	0	0.0%
5 - 10 yrs		8	8.3%	26	26.8%	4	4.1%	7	7.3%	0	0.0%	1	1.0%	3	3.1%	2	2.1%	1	1.0%
10 - 15 yrs		6	6.2%	26	26.8%	0	0.0%	4	4.1%	1	1.0%	1	1.0%	0	0.0%	0	0.0%	0	0.0%
15+ yrs		5	5.1%	13	13.5%	2	2.1%	1	1.0%	2	2.1%	2	2.1%	0	0.0%	1	1.0%	1	1.0%
Status	Married or living with partner	29	29.9%	93	96.4%	14	14.5%	25	26.1%	3	3.1%	5	5.1%	4	4.1%	5	5.1%	3	3.1%
	Never married / single living with parents	0	0.0%	5	5.1%	0	0.0%	0	0.0%	0	0.0%	1	1.0%	1	1.0%	0	0.0%	0	0.0%
Caring Responsibilities	Yes	18	18.6%	62	64.3%	11	11.4%	15	15.5%	1	1.0%	4	4.1%	2	2.1%	5	5.1%	2	2.1%
	No	7	7.3%	30	30.7%	3	3.1%	9	9.3%	0	0.0%	2	2.1%	2	2.1%	0	0.0%	1	1.0%
Variety of Caring Responsibilities at Home	1	8	8.3%	38	39.3%	2	2.1%	8	8.3%	0	0.0%	2	2.1%	0	0.0%	4	4.1%	1	1.0%
	2	9	9.3%	23	23.8%	6	6.2%	8	8.3%	1	1.0%	2	2.1%	1	1.0%	1	1.0%	1	1.0%
	3	2	2.1%	3	3.1%	2	2.1%	1	1.0%	0	0.0%	0	0.0%	1	1.0%	0	0.0%	0	0.0%
Time Spent in Domestic Work on Average (Daily)	< 1hr	4	4.1%	27	27.8%	3	3.1%	7	7.3%	0	0.0%	0	0.0%	1	1.0%	1	1.0%	2	2.1%
	1 - 3 hrs	14	14.5%	49	50.7%	9	9.3%	14	14.5%	1	1.0%	1	1.0%	1	1.0%	2	2.1%	2	2.1%
	3 - 5 hrs	3	3.1%	13	13.5%	2	2.1%	2	2.1%	0	0.0%	2	2.1%	0	0.0%	0	0.0%	1	1.0%
	5 - 7 hrs	0	0.0%	4	4.1%	0	0.0%	0	0.0%	0	0.0%	1	1.0%	1	1.0%	1	1.0%	0	0.0%
	7 - 9 hrs	3	3.1%	1	1.0%	0	0.0%	1	1.0%	0	0.0%	0	0.0%	0	0.0%	1	1.0%	0	0.0%
Partner's Engagement in a Paid Job	Yes	27	27.8%	93	96.4%	12	12.4%	18	18.6%	3	3.1%	3	3.1%	2	2.1%	3	3.1%	3	3.1%
	No	2	2.1%	7	7.3%	2	2.1%	7	7.3%	0	0.0%	3	3.1%	2	2.1%	0	0.0%	3	3.1%
Engagement in a paid job	Yes	27	27.8%	95	97.9%	14	14.5%	25	26.1%	2	2.1%	6	6.2%	5	5.1%	5	5.1%	3	3.1%
	No	2	2.1%	4	4.1%	0	0.0%	0	0.0%	1	1.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Job Occupied	Senior Manager/Officials, Large Business Owners, Directors	8	8.3%	12	12.4%	1	1.0%	5	5.1%	0	0.0%	2	2.1%	1	1.0%	1	1.0%	2	2.1%
	Professionals (Employed or Self Employed)	17	17.5%	79	82.2%	4	4.1%	14	14.5%	2	2.1%	4	4.1%	3	3.1%	2	2.1%	1	1.0%
	Associate Professionals & Technical	0	0.0%	0	0.0%	7	7.3%	2	2.1%	0	0.0%	0	0.0%	1	1.0%	2	2.1%	0	0.0%
	Clerical Employees	0	0.0%	2	2.1%	2	2.1%	3	3.1%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	Crafts & Related Trades	0	0.0%	1	1.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Employer Organisation	Government organisation/department	16	16.5%	30	30.7%	7	7.3%	16	16.7%	0	0.0%	5	5.1%	3	3.1%	2	2.1%	2	2.1%
	Parastatal company	3	3.1%	14	14.5%	1	1.0%	2	2.1%	0	0.0%	1	1.0%	1	1.0%	2	2.1%	1	1.0%
	Publicly listed company	0	0.0%	6	6.2%	0	0.0%	3	3.1%	0	0.0%	0	0.0%	1	1.0%	0	0.0%	0	0.0%
	Private company/sole trader	4	4.1%	32	33.1%	3	3.1%	2	2.1%	2	2.1%	0	0.0%	0	0.0%	1	1.0%	0	0.0%
Present Job	Commercial partnership	0	0.0%	2	2.1%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	Non-profit organisation	3	3.1%	9	9.3%	3	3.1%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	Full time	24	24.5%	81	84.1%	11	11.4%	23	23.8%	0	0.0%	5	5.1%	5	5.1%	5	5.1%	3	3.1%
	Full time (reduced hours)	2	2.1%	6	6.2%	0	0.0%	0	0.0%	0	0.0%	1	1.0%	0	0.0%	0	0.0%	0	0.0%
	Part time	1	1.0%	7	7.3%	3	3.1%	2	2.1%	2	2.1%	0	0.0%	0	0.0%	0	0.0%	0	0.0%

4.2.4 Partner’s Education & Qualifications

Survey participants’ partners featured different highest levels of academic partaking: 37.1% of participants’ partners attended University (diploma or a first degree), 24.2% received post-graduate education, 14.9% had completed secondary schooling, while 10.8% had completed post secondary schooling.

Table 23 – Participant Partners’ Highest Level of Education Attended (Frequency & % Response)

		Frequency	Valid Percent
Valid	Primary schooling	3	1.5
	Secondary schooling	29	14.9
	Secondary vocational	3	1.5
	Post secondary	21	10.8
	Post secondary vocational	19	9.8
	Diploma university or first degree	72	37.1
	Post graduate	47	24.2
Missing	System	3	
	Total	197	

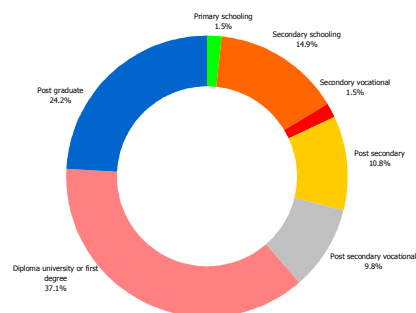


Table 24 – Participant Partners’ Highest Level of Education Attended Across Respondent Characteristics (Frequency & % Response)

		Highest Level of Education your Partner attended														
		Primary schooling		Secondary schooling		Secondary vocational		Post secondary		Post secondary vocational		Diploma university or first degree		Post graduate		
		Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	
Gender	Male	1	1.0%	18	18.6%	2	2.1%	11	11.3%	7	7.2%	44	45.4%	14	14.4%	
	Female	2	2.1%	11	11.3%	1	1.0%	10	10.3%	12	12.4%	28	28.9%	33	34.0%	
Age	< 30 yrs	1	2.7%	4	10.8%	1	2.7%	4	10.8%	7	18.9%	16	43.2%	4	10.8%	
	30 - 39 yrs	1	1.2%	6	7.2%	0	.0%	8	9.6%	7	8.4%	27	32.5%	34	41.0%	
	40 - 49 yrs	0	.0%	12	22.6%	1	1.9%	5	9.4%	5	9.4%	24	45.3%	6	11.3%	
	50+ yrs	1	7.1%	2	14.3%	1	7.1%	3	21.4%	0	.0%	4	28.6%	3	21.4%	
Highest Level of Qualification Attended	University Diploma or equivalent	1	3.6%	11	39.3%	0	.0%	2	7.1%	4	14.3%	5	17.9%	5	17.9%	
	University degree - Baccalaureate	2	1.8%	13	11.6%	1	.9%	15	13.4%	10	8.9%	49	43.8%	22	19.6%	
	University degree - Masters' level	0	.0%	4	10.3%	0	.0%	4	10.3%	3	7.7%	13	33.3%	15	38.5%	
	University Doctoral	0	.0%	1	11.1%	1	11.1%	0	.0%	1	11.1%	4	44.4%	2	22.2%	
	Other	0	.0%	0	.0%	0	.0%	0	.0%	1	20.0%	1	20.0%	3	60.0%	
Area of Study	Arts	0	.0%	1	14.3%	0	.0%	1	14.3%	1	14.3%	3	42.9%	1	14.3%	
	Education	1	1.6%	9	14.8%	2	3.3%	10	16.4%	3	4.9%	15	24.6%	21	34.4%	
	Law	0	.0%	1	20.0%	0	.0%	0	.0%	0	.0%	3	60.0%	1	20.0%	
	Managerial Sciences	1	2.6%	6	15.4%	0	.0%	1	2.6%	7	17.9%	18	46.2%	6	15.4%	
	Medicine & Healthcare	1	3.0%	0	.0%	1	3.0%	0	.0%	4	12.1%	19	57.6%	8	24.2%	
	Science, Technology & Engineering	0	.0%	6	18.2%	0	.0%	6	18.2%	2	6.1%	11	33.3%	8	24.2%	
	Social Sciences	0	.0%	1	33.3%	0	.0%	0	.0%	1	33.3%	1	33.3%	0	.0%	
	Veterinary Sciences	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%	2	66.7%	1	33.3%	
	Other	0	.0%	4	57.1%	0	.0%	2	28.6%	0	.0%	0	.0%	1	14.3%	
	No. of Years since Completion	< 2 years	0	.0%	2	7.4%	0	.0%	6	22.2%	7	25.9%	6	22.2%	6	22.2%
Status	Married or living with partner	3	1.5%	29	14.9%	3	1.5%	21	10.8%	19	9.8%	72	37.1%	47	24.2%	
	Caring Responsibilities	Yes	2	1.6%	21	16.5%	1	.8%	10	7.9%	12	9.4%	46	36.2%	35	27.6%
	No	0	.0%	5	9.6%	2	3.8%	8	15.4%	6	11.5%	21	40.4%	10	19.2%	
	Variety of Caring Responsibilities at Home	1	0	.0%	10	14.9%	2	3.0%	7	10.4%	4	6.0%	27	40.3%	17	25.4%
	2	2	3.7%	9	16.7%	0	.0%	3	5.6%	8	14.8%	16	29.6%	16	29.6%	
Time Spent in Domestic Work on Average (Daily)	< 1hr	0	.0%	6	14.0%	1	2.3%	4	9.3%	4	9.3%	17	39.5%	11	25.6%	
	1 - 3 hrs	0	.0%	14	14.4%	0	.0%	12	12.4%	12	12.4%	34	35.1%	25	25.8%	
	3 - 5 hrs	0	.0%	2	8.0%	1	4.0%	2	8.0%	2	8.0%	12	48.0%	6	24.0%	
	5 - 7 hrs	2	33.3%	1	16.7%	0	.0%	0	.0%	0	.0%	0	.0%	3	50.0%	
	7 - 9 hrs	0	.0%	1	16.7%	0	.0%	0	.0%	1	16.7%	3	50.0%	1	16.7%	
Partner's Engagement in a Paid Job	> 9 hours	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%	3	100.0%	0	.0%	
	Yes	1	.6%	20	12.3%	2	1.2%	13	8.0%	17	10.5%	62	38.3%	47	29.0%	
Engagement in a paid job	No	2	6.3%	9	28.1%	1	3.1%	8	25.0%	2	6.3%	10	31.3%	0	.0%	
	Yes	3	1.6%	28	15.1%	2	1.1%	21	11.3%	19	10.2%	69	37.1%	44	23.7%	
Job Occupied	Senior Manager/Officials, Large Business Owners, Directors	1	2.9%	7	20.0%	0	.0%	5	14.3%	3	8.6%	12	34.3%	7	20.0%	
	Professionals (Employed or Self Employed)	2	1.6%	15	12.1%	1	.8%	11	8.9%	12	9.7%	50	40.3%	33	26.6%	
	Associate Professionals & Technical	0	.0%	4	33.3%	1	8.3%	1	8.3%	4	33.3%	1	8.3%	1	8.3%	
	Clerical Employees	0	.0%	2	22.2%	0	.0%	3	33.3%	2	22.2%	1	11.1%	1	11.1%	
	Skilled Agriculture & Fishery Workers	0	.0%	0	.0%	0	.0%	0	.0%	1	100.0%	0	.0%	0	.0%	
	Crafts & Related Trades	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%	1	100.0%	0	.0%	
	Government organisation/department	2	2.3%	14	16.1%	2	2.3%	12	13.8%	12	13.8%	20	23.0%	25	28.7%	
	Parastatal company	0	.0%	5	23.8%	0	.0%	3	14.3%	0	.0%	9	42.9%	4	19.0%	
	Publicly listed company	1	10.0%	1	10.0%	0	.0%	1	10.0%	1	10.0%	5	50.0%	1	10.0%	
	Private company/sole trader	0	.0%	8	16.7%	0	.0%	3	6.3%	5	10.4%	23	47.9%	9	18.8%	
Employer Organisation	Commercial partnership	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%	2	100.0%	0	.0%	
	Non-profit organisation	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%	8	61.5%	5	38.5%	
	Full time	3	1.5%	25	15.5%	2	1.2%	20	12.4%	16	9.9%	60	37.3%	35	21.7%	
Present Job	Full time (reduced hours)	0	.0%	1	11.1%	0	.0%	0	.0%	0	.0%	1	11.1%	7	77.8%	
	Part time	0	.0%	2	13.3%	0	.0%	1	6.7%	3	20.0%	7	46.7%	2	13.3%	

32.6% of the participants’ partners featured a university degree (at baccalaureate level), while 13.5% had attained a Masters level. Another 8.8% of participants’ partners’ featured a University diploma or equivalent. A total of 37.8% of participants declared that their partner featured lower level qualifications ranging from vocational certification to less than O-level equivalents, although the majority had A- or O- level qualifications. Levels of qualifications were typically higher among participants’ male partners as opposed to female partners.

Table 25 – Respondents’ Partners’ Highest Qualifications (Frequency & % Response)

		Frequency	Valid Percent
Valid	Less than O-Level equivalent	15	7.8
	O-Level	22	11.4
	A-Level	22	11.4
	Vocational Certification	14	7.3
	University Diploma or equivalent	17	8.8
	University degree - Baccalaureate	63	32.6
	University degree - Masters' level	26	13.5
	University Doctoral	8	4.1
Total	Other	6	3.1
	Total	193	100.0
Missing	System	4	
Total		197	

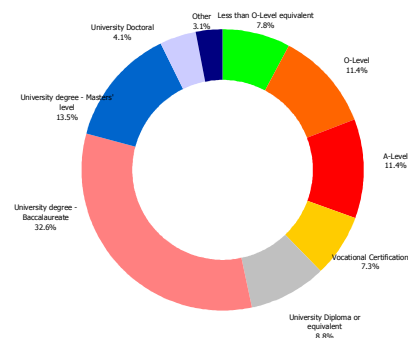


Table 26 – Respondents’ Partners’ Highest Qualifications Across Respondent Characteristics (Frequency & % Response)

		Highest Level of Qualification your Partner attained																	
		Less than O-Level equivalent		O-Level		A-Level		Vocational Certification		University Diploma or equivalent		University degree - Baccalaureate		University degree - Master's level		University Doctoral		Other	
		Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
Gender	Male	8	8.2%	12	12.2%	13	13.3%	6	6.1%	11	11.2%	42	42.9%	5	5.1%	0	0%	1	1.0%
	Female	7	7.4%	10	10.5%	9	9.5%	8	8.4%	6	6.3%	21	22.1%	21	22.1%	8	8.4%	5	5.3%
Age	< 30 yrs	3	3.3%	5	5.3%	3	3.3%	6	6.3%	4	4.3%	10	10.5%	0	0%	5	5.3%	0	0%
	30 - 39 yrs	4	4.3%	5	5.3%	8	8.4%	3	3.3%	7	7.4%	31	32.5%	20	21.1%	2	2.1%	2	2.1%
	40 - 49 yrs	5	5.3%	8	8.4%	7	7.4%	3	3.3%	4	4.3%	18	19.0%	3	3.3%	1	1.1%	4	4.3%
	50+ yrs	2	2.1%	1	1.1%	2	2.1%	2	2.1%	2	2.1%	3	3.3%	3	3.3%	0	0%	0	0%
Highest Level of Qualification Attained	University Diploma or equivalent	5	5.3%	7	7.4%	4	4.3%	0	0%	4	4.3%	3	3.3%	3	3.3%	0	0%	2	2.1%
	University degree - Baccalaureate	8	8.4%	10	10.5%	14	14.7%	9	9.5%	9	9.5%	44	46.0%	8	8.4%	7	7.4%	1	1.1%
	University degree - Master's level	2	2.1%	3	3.3%	3	3.3%	2	2.1%	3	3.3%	13	13.7%	11	11.6%	1	1.1%	2	2.1%
	University Doctoral	0	0%	1	1.1%	0	0%	3	3.3%	0	0%	3	3.3%	2	2.1%	0	0%	0	0%
Area of Study	Arts	0	0%	2	2.1%	0	0%	1	1.1%	0	0%	3	3.3%	1	1.1%	0	0%	0	0%
	Education	5	5.3%	8	8.4%	10	10.5%	4	4.3%	6	6.3%	16	16.8%	12	12.6%	1	1.1%	1	1.1%
	Law	0	0%	1	1.1%	0	0%	0	0%	1	1.1%	2	2.1%	0	0%	0	0%	1	1.1%
	Managerial Sciences	1	1.1%	5	5.3%	3	3.3%	4	4.3%	4	4.3%	15	15.6%	4	4.3%	1	1.1%	2	2.1%
	Medicine & Healthcare	1	1.1%	1	1.1%	2	2.1%	3	3.3%	9	9.5%	4	4.3%	12	12.6%	5	5.3%	1	1.1%
	Science, Technology & Engineering	4	4.3%	2	2.1%	4	4.3%	1	1.1%	4	4.3%	11	11.6%	4	4.3%	1	1.1%	1	1.1%
	Social Sciences	1	1.1%	0	0%	0	0%	1	1.1%	0	0%	1	1.1%	0	0%	0	0%	0	0%
	Veterinary Sciences	0	0%	0	0%	0	0%	0	0%	0	0%	2	2.1%	1	1.1%	0	0%	0	0%
	Other	3	3.3%	1	1.1%	2	2.1%	0	0%	0	0%	1	1.1%	14	14.7%	0	0%	0	0%
	< 2 years	2	2.1%	2	2.1%	6	6.3%	3	3.3%	2	2.1%	4	4.3%	6	6.3%	0	0%	2	2.1%
	2 - 5 yrs	4	4.3%	3	3.3%	2	2.1%	4	4.3%	1	1.1%	10	10.5%	3	3.3%	3	3.3%	1	1.1%
5 - 10 yrs	5	5.3%	6	6.3%	5	5.3%	3	3.3%	7	7.4%	14	14.7%	8	8.4%	4	4.3%	3	3.3%	
10 - 15 yrs	1	1.1%	5	5.3%	2	2.1%	1	1.1%	3	3.3%	17	17.8%	8	8.4%	1	1.1%	0	0%	
15+ yrs	2	2.1%	5	5.3%	2	2.1%	2	2.1%	3	3.3%	15	15.6%	1	1.1%	0	0%	0	0%	
Married or living with partner	Yes	15	15.6%	22	23.1%	22	23.1%	14	14.7%	17	17.8%	63	66.3%	26	27.2%	8	8.4%	6	6.3%
	No	13	13.7%	10	10.5%	13	13.7%	9	9.5%	8	8.4%	46	48.3%	19	20.0%	3	3.3%	5	5.3%
Caring Responsibilities	Yes	1	1.1%	9	9.5%	6	6.3%	3	3.3%	7	7.4%	15	15.6%	6	6.3%	4	4.3%	1	1.1%
	No	5	5.3%	7	7.4%	7	7.4%	3	3.3%	5	5.3%	28	29.4%	9	9.5%	1	1.1%	2	2.1%
Variety of Caring Responsibilities at Home	1	5	5.3%	7	7.4%	7	7.4%	3	3.3%	5	5.3%	28	29.4%	9	9.5%	1	1.1%	2	2.1%
	2	6	6.3%	4	4.3%	5	5.3%	5	5.3%	3	3.3%	16	16.8%	10	10.5%	1	1.1%	3	3.3%
	3	1	1.1%	1	1.1%	1	1.1%	1	1.1%	2	2.1%	2	2.1%	1	1.1%	1	1.1%	0	0%
Time Spent in Domestic Work on Average (Daily)	< 1hr	2	2.1%	6	6.3%	4	4.3%	3	3.3%	4	4.3%	19	20.0%	4	4.3%	2	2.1%	0	0%
	1 - 3 hrs	6	6.3%	11	11.6%	12	12.6%	4	4.3%	9	9.5%	30	31.6%	15	15.6%	3	3.3%	5	5.3%
	3 - 5 hrs	2	2.1%	0	0%	4	4.3%	3	3.3%	2	2.1%	7	7.4%	4	4.3%	2	2.1%	1	1.1%
	5 - 7 hrs	3	3.3%	0	0%	0	0%	0	0%	0	0%	0	0%	3	3.3%	0	0%	0	0%
	7 - 9 hrs	1	1.1%	0	0%	0	0%	0	0%	1	1.1%	4	4.3%	0	0%	0	0%	0	0%
	> 9 hours	0	0%	0	0%	0	0%	0	0%	2	2.1%	1	1.1%	0	0%	0	0%	0	0%
Partner's Engagement in a Paid Job	Yes	9	9.5%	16	16.8%	14	14.7%	11	11.6%	16	16.8%	55	58.0%	26	27.2%	8	8.4%	6	6.3%
	No	6	6.3%	6	6.3%	8	8.4%	3	3.3%	1	1.1%	8	8.4%	0	0%	0	0%	0	0%
Engagement in a paid job	Yes	15	15.6%	21	22.1%	22	23.1%	13	13.7%	17	17.8%	59	62.3%	24	25.3%	8	8.4%	6	6.3%
	No	0	0%	1	1.1%	0	0%	1	1.1%	0	0%	4	4.3%	2	2.1%	0	0%	0	0%
Job Occupied	Senior Manager/Officials, Large Business Owners, Directors	3	3.3%	4	4.3%	8	8.4%	1	1.1%	3	3.3%	13	13.7%	2	2.1%	0	0%	1	1.1%
	Professionals (Employed or Self Employed)	9	9.5%	11	11.6%	12	12.6%	11	11.6%	11	11.6%	41	43.0%	21	22.1%	5	5.3%	3	3.3%
	Associate Professionals & Technical	3	3.3%	2	2.1%	1	1.1%	1	1.1%	1	1.1%	3	3.3%	0	0%	0	0%	0	0%
	Clerical Employees	0	0%	3	3.3%	0	0%	0	0%	2	2.1%	0	0%	0	0%	2	2.1%	2	2.1%
	Skilled Agriculture & Fishery Workers	0	0%	1	1.1%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
	Crafts & Related Trades	0	0%	0	0%	0	0%	0	0%	0	0%	1	1.1%	0	0%	0	0%	0	0%
	Government organisation/department	9	9.5%	11	11.6%	13	13.7%	7	7.4%	9	9.5%	17	17.8%	16	16.8%	1	1.1%	4	4.3%
	Parastatal company	3	3.3%	3	3.3%	2	2.1%	0	0%	1	1.1%	7	7.4%	2	2.1%	1	1.1%	1	1.1%
Publicly listed company	1	1.1%	1	1.1%	2	2.1%	0	0%	1	1.1%	3	3.3%	1	1.1%	1	1.1%	0	0%	
Employer Organisation	Private company/side trader	2	2.1%	6	6.3%	4	4.3%	3	3.3%	5	5.3%	19	20.0%	2	2.1%	5	5.3%	1	1.1%
	Commercial partnership	0	0%	0	0%	0	0%	0	0%	0	0%	2	2.1%	0	0%	0	0%	0	0%
	Non-profit organisation	0	0%	0	0%	0	0%	0	0%	0	0%	3	3.3%	3	3.3%	0	0%	0	0%
	Full time	14	14.7%	18	19.0%	21	22.1%	11	11.6%	14	14.7%	55	58.0%	20	21.1%	2	2.1%	6	6.3%
Present Job	Full time (reduced hours)	1	1.1%	0	0%	0	0%	0	0%	1	1.1%	1	1.1%	3	3.3%	3	3.3%	0	0%
	Part time	0	0%	3	3.3%	1	1.1%	2	2.1%	2	2.1%	2	2.1%	1	1.1%	3	3.3%	0	0%

Education featured as the most common area of qualification among respondents’ partners (27.2% of responses), followed by managerial sciences (21.6%) and science, technology and engineering (16.0%). Such observations prevailed among all respondents’ partners, although female partners featured higher incidences pertaining to medicine & healthcare as key areas of academic attainment.

Table 27 – Partner’s Area of Study (Frequency & % Response)

		Frequency	Valid Percent
Valid	Arts	3	2.4
	Education	34	27.2
	Law	6	4.8
	Managerial Sciences	27	21.6
	Medicine & Healthcare	15	12.0
	Science, Technology & Engineering	20	16.0
	Social Sciences	1	.8
	Veterinary Sciences	6	4.8
	Other	13	10.4
Total	125	100.0	
Missing	System	72	
Total		197	

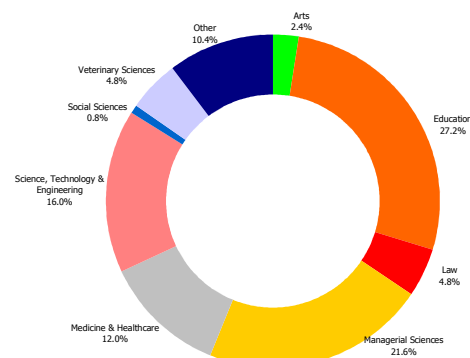


Table 28 – Partner’s Area of Study by Respondent & Work Characteristics (Frequency & % Response)

		Partner's level of qualification																	
		Arts		Education		Law		Managerial Sciences		Medicine & Healthcare		Science, Technology & Engineering		Social Sciences		Veterinary Sciences		Other	
		Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
Gender	Male	1	1.6%	16	26.2%	2	3.3%	10	16.4%	14	23.0%	8	13.1%	1	2.0%	0	0.0%	9	14.8%
	Female	2	3.1%	18	28.1%	4	6.3%	17	26.9%	1	1.6%	12	18.8%	0	0.0%	6	9.4%	4	6.3%
Age	< 30 yrs	1	4.5%	4	18.2%	1	4.5%	7	31.8%	2	9.1%	1	4.5%	0	0.0%	4	18.2%	2	9.1%
	30 - 39 yrs	1	1.6%	17	27.0%	4	6.3%	13	20.6%	7	11.1%	14	22.2%	0	0.0%	1	1.6%	6	9.5%
	40 - 49 yrs	1	3.2%	11	35.5%	1	3.2%	6	19.4%	3	9.7%	3	9.7%	0	0.0%	1	3.2%	5	16.1%
	50+ yrs	0	0.0%	2	25.0%	0	0.0%	1	12.5%	3	37.5%	1	12.5%	1	12.5%	0	0.0%	0	0.0%
Highest Level of Qualification Attained	University Diploma or equivalent	0	0.0%	3	27.3%	1	9.1%	3	27.3%	1	9.1%	1	9.1%	1	9.1%	0	0.0%	1	9.1%
	University degree - Baccalaureate	1	1.3%	20	26.7%	2	2.7%	21	28.0%	7	9.3%	12	16.0%	0	0.0%	4	5.3%	8	10.7%
	University degree - Masters' level	2	6.7%	8	26.7%	2	6.7%	3	10.0%	4	13.3%	5	16.7%	0	0.0%	2	6.7%	4	13.3%
	University Doctoral	0	0.0%	1	20.0%	0	0.0%	0	0.0%	3	60.0%	1	20.0%	0	0.0%	0	0.0%	0	0.0%
	Other	0	0.0%	2	50.0%	1	25.0%	0	0.0%	0	0.0%	1	25.0%	0	0.0%	0	0.0%	0	0.0%
Area of Study	Arts	0	0.0%	1	20.0%	0	0.0%	0	0.0%	1	20.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	Education	2	5.6%	20	55.6%	1	2.8%	4	11.1%	2	5.6%	4	11.1%	0	0.0%	0	0.0%	3	8.3%
	Law	0	0.0%	1	25.0%	0	0.0%	0	0.0%	2	50.0%	1	25.0%	0	0.0%	0	0.0%	0	0.0%
	Managerial Sciences	0	0.0%	2	7.4%	3	11.1%	9	33.3%	2	7.4%	8	29.6%	1	3.7%	0	0.0%	2	7.4%
	Medicine & Healthcare	1	4.0%	5	20.0%	1	4.0%	4	16.0%	3	12.0%	2	8.0%	0	0.0%	5	20.0%	4	16.0%
	Science, Technology & Engineering	0	0.0%	4	18.2%	0	0.0%	5	22.7%	3	13.3%	4	18.2%	0	0.0%	0	0.0%	1	4.5%
	Social Sciences	0	0.0%	0	0.0%	0	0.0%	1	50.0%	0	0.0%	1	50.0%	0	0.0%	0	0.0%	0	0.0%
	Veterinary Sciences	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2	66.7%	0	0.0%	0	0.0%	1	33.3%	0	0.0%
	Other	0	0.0%	1	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	< 2 years	0	0.0%	3	21.4%	0	0.0%	5	35.7%	0	0.0%	4	28.6%	0	0.0%	0	0.0%	2	14.3%
	2 - 5 yrs	1	5.0%	5	25.0%	2	10.0%	3	15.0%	2	10.0%	3	15.0%	0	0.0%	1	5.0%	3	15.0%
5 - 10 yrs	2	5.6%	8	22.2%	2	5.6%	6	16.7%	4	11.1%	4	11.1%	1	2.8%	5	13.9%	4	11.1%	
10 - 15 yrs	0	0.0%	8	27.6%	0	0.0%	5	16.6%	3	9.5%	6	20.7%	0	0.0%	0	0.0%	1	3.2%	
15+ yrs	0	0.0%	7	31.8%	0	0.0%	6	27.3%	5	22.7%	5	22.7%	0	0.0%	0	0.0%	2	9.1%	
Status	Married or living with partner	3	2.4%	34	27.2%	6	4.8%	27	21.6%	15	12.0%	20	16.0%	1	0.8%	6	4.8%	13	10.4%
	Other	1	1.2%	27	32.1%	5	6.0%	17	20.2%	12	14.3%	13	15.5%	0	0.0%	2	2.4%	7	8.3%
Caring Responsibilities	Yes	1	1.2%	27	32.1%	5	6.0%	17	20.2%	12	14.3%	13	15.5%	0	0.0%	2	2.4%	7	8.3%
	No	2	6.1%	6	18.2%	1	3.0%	8	24.2%	1	3.0%	6	18.2%	1	3.0%	3	9.1%	5	15.2%
Variety of Caring Responsibilities at Home	1	0	0.0%	15	34.1%	4	9.1%	8	18.2%	7	15.9%	9	20.5%	0	0.0%	1	2.3%	0	0.0%
	2	1	2.8%	10	27.8%	0	0.0%	10	27.8%	4	11.1%	5	13.9%	0	0.0%	1	2.8%	5	13.9%
Time Spent in Domestic Work on Average (Daily)	< 1hr	0	0.0%	2	28.6%	1	14.3%	1	14.3%	1	14.3%	0	0.0%	0	0.0%	0	0.0%	2	28.6%
	1 - 3 hrs	2	3.1%	18	28.1%	4	6.3%	14	21.9%	7	10.9%	10	15.6%	1	1.6%	3	4.7%	5	7.8%
	3 - 5 hrs	1	5.9%	4	23.5%	1	5.9%	6	35.3%	0	0.0%	1	5.9%	0	0.0%	2	11.8%	2	11.8%
	5 - 7 hrs	0	0.0%	1	33.3%	1	33.3%	0	0.0%	0	0.0%	1	33.3%	0	0.0%	0	0.0%	0	0.0%
	7 - 9 hrs	0	0.0%	0	0.0%	0	0.0%	1	25.0%	0	0.0%	3	75.0%	0	0.0%	0	0.0%	0	0.0%
	> 9 hours	0	0.0%	1	33.3%	0	0.0%	1	33.3%	0	0.0%	1	33.3%	0	0.0%	0	0.0%	0	0.0%
Partner's Engagement in a Paid Job	Yes	2	1.7%	34	29.2%	6	5.2%	26	22.4%	12	10.3%	19	16.4%	0	0.0%	6	5.2%	11	9.5%
	No	1	11.1%	9	29.0%	0	0.0%	1	11.1%	3	33.3%	1	11.1%	1	11.1%	0	0.0%	2	22.2%
Job Occupied	Senior Manager/Officials, Large Business Owners, Directors	0	0.0%	5	26.3%	2	10.5%	6	31.6%	2	10.5%	3	15.8%	0	0.0%	0	0.0%	1	5.3%
	Professionals (Employed or Self Employed)	2	2.4%	25	29.4%	3	3.5%	16	18.8%	13	15.3%	12	14.1%	1	1.2%	6	7.1%	7	8.2%
Employer Organisation	Academic/Professional & Technical	1	16.7%	1	16.7%	0	0.0%	0	0.0%	0	0.0%	1	16.7%	0	0.0%	0	0.0%	3	50.0%
	Clinical Employees	0	0.0%	0	0.0%	1	20.0%	2	40.0%	0	0.0%	1	20.0%	0	0.0%	0	0.0%	1	20.0%
	Crafts & Related Trades	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	100.0%	0	0.0%	0	0.0%	0	0.0%
	Government organisation/department	1	2.0%	19	38.8%	2	4.1%	11	22.4%	2	4.1%	6	12.2%	1	2.0%	2	4.1%	5	10.2%
	Parastatal company	0	0.0%	3	23.1%	1	7.7%	2	15.4%	3	23.1%	1	7.7%	0	0.0%	1	7.7%	2	15.4%
Present Job	Publicity listed company	0	0.0%	0	0.0%	1	20.0%	1	20.0%	1	20.0%	1	20.0%	0	0.0%	0	0.0%	1	20.0%
	Private company/sole trader	0	0.0%	5	14.7%	2	5.9%	7	20.6%	5	14.7%	8	23.5%	0	0.0%	3	8.8%	4	11.8%
	Commercial partnership	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	50.0%	1	50.0%	0	0.0%	0	0.0%	0	0.0%
	Non-profit organisation	2	15.4%	4	30.8%	0	0.0%	5	38.5%	1	7.7%	0	0.0%	0	0.0%	1	7.7%	1	7.7%
Present Job	Full time	1	1.0%	30	30.3%	4	4.0%	22	22.2%	15	15.2%	14	14.1%	1	1.0%	2	2.0%	10	10.1%
	Full time (reduced hours)	1	12.5%	0	0.0%	2	25.0%	1	12.5%	0	0.0%	1	12.5%	0	0.0%	1	12.5%	2	25.0%
	Part time	1	9.1%	0	0.0%	0	0.0%	3	27.3%	0	0.0%	3	27.3%	0	0.0%	3	27.3%	1	9.1%

A total of 32.0% of participants' partners had attained their highest level of qualification within 5 to 10 years prior to the study; another 21.3% had attained their qualification within 2 and 5 years prior to the study, while another 21.3% of participants' partners had attained their highest qualification between 10 and 15 years prior to the study. Another 17.2% of respondents' partners had completed their studies 15 years or more prior to the study.

Table 29 – Number of Years since Completion of Studies by Respondents' Partner (Frequency & % Response)

		Frequency	Valid Percent
Valid	< 2 years	10	8.2
	2 - 5 yrs	26	21.3
	5 - 10 yrs	39	32.0
	10 - 15 yrs	26	21.3
	15+ yrs	21	17.2
	Total	122	100.0
Missing	System	75	
Total		197	

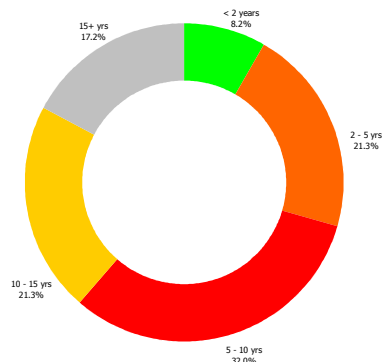


Table 30 – Number of Years since Completion of Studies by Respondent & Work Characteristics (Frequency & % Response)

		No. of Years since Completion									
		< 2 years		2 - 5 yrs		5 - 10 yrs		10 - 15 yrs		15+ yrs	
		Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
Gender	Male	2	3.4%	9	15.3%	18	30.5%	14	23.7%	16	27.1%
	Female	8	12.7%	17	27.0%	21	33.3%	12	19.0%	5	7.9%
Age	< 30 yrs	1	4.5%	11	50.0%	10	45.5%	0	.0%	0	.0%
	30 - 39 yrs	5	8.3%	12	20.0%	25	41.7%	18	30.0%	0	.0%
	40 - 49 yrs	4	12.1%	2	6.1%	2	6.1%	8	24.2%	17	51.5%
	50+ yrs	0	.0%	1	16.7%	2	33.3%	0	.0%	3	50.0%
Highest Level of Qualification Attained	University Diploma or equivalent	1	8.3%	2	16.7%	4	33.3%	4	33.3%	1	8.3%
	University degree - Baccalaureate	4	5.6%	15	21.1%	23	32.4%	14	19.7%	15	21.1%
	University degree - Masters' level	4	13.8%	4	13.8%	9	31.0%	7	24.1%	5	17.2%
	University Doctoral	1	20.0%	3	60.0%	1	20.0%	0	.0%	0	.0%
	Other	0	.0%	2	50.0%	2	50.0%	0	.0%	0	.0%
Area of Study	Arts	0	.0%	1	25.0%	2	50.0%	1	25.0%	0	.0%
	Education	6	16.7%	8	22.2%	9	25.0%	8	22.2%	5	13.9%
	Law	0	.0%	2	50.0%	0	.0%	1	25.0%	1	25.0%
	Managerial Sciences	1	3.7%	3	11.1%	11	40.7%	6	22.2%	6	22.2%
	Medicine & Healthcare	3	12.5%	4	16.7%	8	33.3%	5	20.8%	4	16.7%
	Science, Technology & Engineering	0	.0%	7	31.8%	6	27.3%	4	18.2%	5	22.7%
	Social Sciences	0	.0%	0	.0%	0	.0%	1	100.0%	0	.0%
	Veterinary Sciences	0	.0%	1	33.3%	2	66.7%	0	.0%	0	.0%
	Other	0	.0%	0	.0%	1	100.0%	0	.0%	0	.0%
	No. of Years since Completion	< 2 years	4	26.7%	3	20.0%	3	20.0%	3	20.0%	2	13.3%
2 - 5 yrs		0	.0%	12	60.0%	4	20.0%	3	15.0%	1	5.0%
5 - 10 yrs		4	11.4%	4	11.4%	22	62.9%	5	14.3%	0	.0%
10 - 15 yrs		0	.0%	6	20.7%	8	27.6%	14	48.3%	1	3.4%
15+ yrs		2	10.0%	0	.0%	1	5.0%	1	5.0%	16	80.0%
Status	Married or living with partner	10	8.2%	26	21.3%	39	32.0%	26	21.3%	21	17.2%
Caring Responsibilities	Yes	5	6.1%	14	17.1%	21	25.6%	23	28.0%	19	23.2%
	No	3	9.1%	12	36.4%	14	42.4%	3	9.1%	1	3.0%
Variety of Caring Responsibilities at Home	1	3	6.5%	5	10.9%	8	17.4%	19	41.3%	11	23.9%
	2	3	8.8%	8	23.5%	12	35.3%	5	14.7%	6	17.6%
	3	0	.0%	1	16.7%	3	50.0%	0	.0%	2	33.3%
	4	2	7.1%	7	25.0%	5	17.9%	8	28.6%	6	21.4%
Time Spent in Domestic Work on Average (Daily)	< 1hr	5	7.7%	16	24.6%	23	35.4%	13	20.0%	8	12.3%
	1 - 3 hrs	1	6.3%	1	6.3%	9	56.3%	2	12.5%	3	18.8%
	3 - 5 hrs	1	33.3%	1	33.3%	0	.0%	1	33.3%	0	.0%
	5 - 7 hrs	0	.0%	1	25.0%	0	.0%	0	.0%	3	75.0%
	7 - 9 hrs	0	.0%	0	.0%	0	.0%	2	100.0%	0	.0%
	> 9 hours	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%
Partner's Engagement in a Paid Job	Yes	10	8.8%	26	22.8%	36	31.6%	24	21.1%	18	15.8%
	No	0	.0%	0	.0%	3	37.5%	2	25.0%	3	37.5%
Engagement in a paid job	Yes	10	8.6%	24	20.7%	38	32.8%	24	20.7%	20	17.2%
	No	0	.0%	2	33.3%	1	16.7%	2	33.3%	1	16.7%
Job Occupied	Senior Manager/Officials, Large Business Owners, Directors	1	5.6%	4	22.2%	3	16.7%	4	22.2%	6	33.3%
	Professionals (Employed or Self Employed)	8	9.8%	16	19.5%	29	35.4%	16	19.5%	13	15.9%
	Associate Professionals & Technical	1	16.7%	1	16.7%	3	50.0%	1	16.7%	0	.0%
	Clerical Employees	0	.0%	2	33.3%	2	33.3%	2	33.3%	0	.0%
	Crafts & Related Trades	0	.0%	0	.0%	0	.0%	1	100.0%	0	.0%
Employer Organisation	Government organisation/department	7	14.3%	8	16.3%	19	38.8%	7	14.3%	8	16.3%
	Parastatal company	1	7.7%	4	30.8%	1	7.7%	3	23.1%	4	30.8%
	Publicly listed company	0	.0%	3	60.0%	1	20.0%	1	20.0%	0	.0%
	Private company/sole trader	1	3.0%	6	18.2%	12	36.4%	8	24.2%	6	18.2%
	Commercial partnership	0	.0%	1	50.0%	0	.0%	1	50.0%	0	.0%
	Non-profit organisation	1	7.7%	2	15.4%	5	38.5%	3	23.1%	2	15.4%
Present Job	Full time	8	8.3%	20	20.8%	27	28.1%	21	21.9%	20	20.8%
	Full time (reduced hours)	0	.0%	2	25.0%	6	75.0%	0	.0%	0	.0%
	Part time	2	18.2%	1	9.1%	5	45.5%	3	27.3%	0	.0%

4.2.5 Tasks & Chores at Home

Overall, participants and their partners shared most of the responsibility for tasks and chores typically required at home. Nevertheless, respondents featured somewhat stronger responses in relation to administration tasks and motor vehicle care, while tasks exemplified by carriage of offspring for additional education activities (such as private lessons, ballet, music) were more common among the respondents' partners. Indeed;

-
- female graduate respondents were more often engaged in tasks involving helping their children with homework, home care jobs (such as laundry, ironing of clothes, home cleaning, cooking, shopping, caring for dependent and non dependent children or adults with disability or illness at home) and their children's recreational activities. Male graduate respondents were more likely to be responsible for home maintenance, motor vehicle care and administration tasks;
 - tasks and chores related to housework and the caring of children were primarily the responsibilities undertaken by female graduate participants younger than 39 years, while home maintenance, motor vehicle care and administration tasks were more common among male graduates aged 50 years and older. More of a balance in the responsibilities for these tasks and chores featured amongst graduate participants aged 30 to 39 years;
 - participants with a diploma level of qualification had greater responsibilities towards kid's recreational activities. Participants qualified in education, medical and healthcare and social sciences had more responsibilities towards these tasks and chores than other respondent groups;
 - participants who spent 5 to 7 hours in domestic work had more responsibilities in relation to tasks and responsibilities at home;
 - participants who lived with partners engaged in paid jobs featured more responsibilities than graduates who lived with partners not engaged in paid work. This observation prevailed particularly in respect with tasks like helping children with homework, transport of kids, caring of adults and dependent children along with home chores. Participants who's partner was not in employment were more commonly responsible for home maintenance, motor vehicle care and administration;
 - participants engaged in part time work or full-time work with reduced hours were most likely to be responsible for home chores and caring responsibilities.

Table 31 – Tasks & Chores at Home (Mean Response)

	N	Minimum	Maximum	Mean	Std. Deviation
Kid's homework help	110	1	5	2.72	1.264
Kid's transport to/ from school	106	1	5	2.77	1.252
Kid's transport to additional education	97	1	5	2.69	1.167
Kid's recreational activities	114	1	5	2.89	1.119
Laundry	198	1	5	2.91	1.602
Clothes' ironing	201	1	5	2.98	1.640
Home cleaning	197	1	5	2.87	1.345
Home maintenance	191	1	5	2.74	1.377
Cooking	199	1	5	2.89	1.410
Caring - adults with disability / illness at home	34	1	5	3.15	1.374
Caring - dependent, school aged children	101	1	5	2.88	.993
Caring - dependent (non schooling) children	63	1	5	2.92	1.097
Caring elderly mobile people at home	31	1	5	3.10	1.350
Motor vehicle care	193	1	5	2.67	1.411
Administration	202	1	5	2.58	1.306
Shopping	202	1	5	2.89	1.151

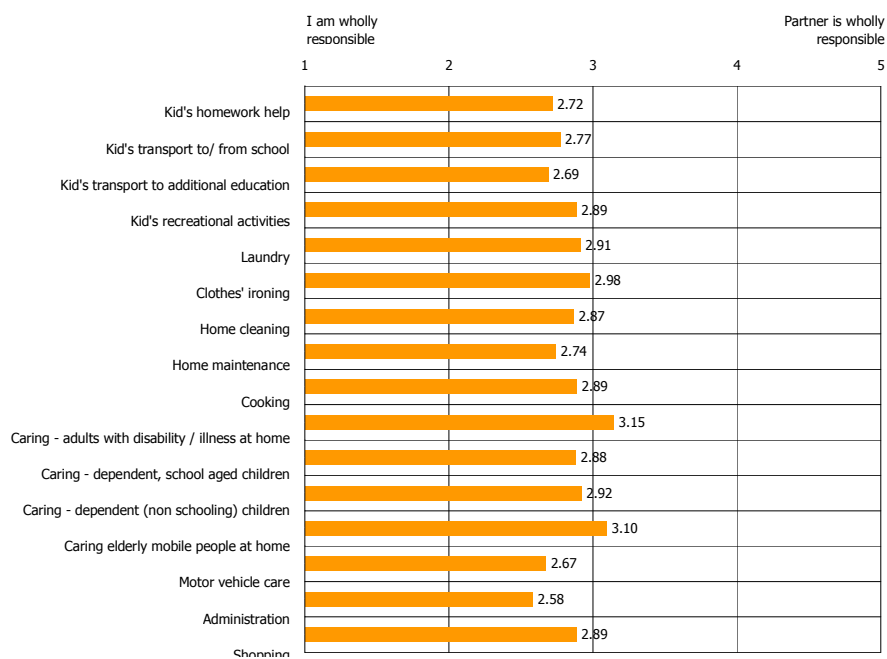


Table 32 – Tasks & Chores at Home by Respondent & Work Characteristics (Mean Response)

		Kid's transport to additional education (private lessons, ballet, music etc)				Kid's recreational activities	Laundry	Clothes/ironing	Home cleaning	Home maintenance	Cooking	Caring - adults with disability / illness at home	Caring - dependent school aged children	Caring - dependent (non schooling) children	Caring elderly/mobility people at home	Motor vehicle care	Administration	Shopping
		Mean	Mean	Mean	Mean													
Gender	Male	3.37	3.36	3.17	3.27	4.17	4.16	3.80	1.97	3.67	3.71	3.41	3.37	3.00	1.78	2.31	3.51	
	Female	1.94	2.31	2.09	2.45	1.63	1.77	1.91	3.59	2.07	1.80	2.28	2.36	3.25	3.57	2.86	2.26	
Age	< 30 yrs	1.50	1.67	1.00	1.86	2.11	2.18	2.24	2.86	2.34	1.00	1.00	1.25	2.86	3.06	2.58	2.64	
	30 - 39 yrs	2.67	3.07	2.74	3.00	2.80	2.93	2.81	2.96	2.77	4.15	2.84	3.29	3.60	2.84	2.87	2.85	
	40 - 49 yrs	2.79	2.83	2.86	2.98	3.41	3.38	3.24	2.49	3.15	2.85	2.93	2.88	2.70	2.46	2.48	3.09	
	50+ yrs	2.86	1.33	2.14	2.57	3.53	3.67	3.27	2.40	3.64	3.00	3.40	2.60	3.50	1.80	1.60	2.87	
Highest Level of Qualification Attained	University Diploma or equivalent	2.93	2.25	2.38	2.25	2.93	2.97	2.72	2.97	2.57	2.71	2.71	2.90	3.00	2.76	2.59	2.62	
	University degree - Baccalaureate	2.73	2.80	2.62	2.82	2.76	2.89	2.71	2.67	2.85	2.63	2.81	2.80	3.25	2.70	2.71	2.82	
	University degree - Masters' level	2.73	2.82	2.76	3.26	3.25	3.13	3.36	2.57	3.15	4.43	3.05	3.14	2.90	2.46	2.27	3.20	
	University Doctoral	3.20	3.60	3.80	3.50	3.67	3.67	3.33	3.00	3.44	4.00	3.83	3.67	4.00	2.33	2.67	3.22	
Area of Study	Other	1.60	3.25	3.33	3.50	2.50	3.00	2.80	4.00	2.60	5.00	2.25	-	-	4.00	2.20	3.00	
	Arts	2.00	3.33	1.50	2.67	3.13	3.75	3.71	3.14	3.43	5.00	4.00	5.00	3.00	2.25	2.13	3.75	
	Education	2.90	2.55	2.54	2.80	2.37	2.48	2.45	3.18	2.47	2.32	2.75	2.55	3.86	2.97	2.75	2.58	
	Law	3.00	4.33	4.00	3.00	3.75	2.80	4.00	2.00	3.40	-	-	3.00	3.00	-	1.80	2.20	
	Managerial Sciences	3.37	3.10	3.00	3.05	3.45	3.28	3.18	2.41	3.31	3.75	3.11	3.42	3.29	2.42	2.35	3.10	
	Medicine & Healthcare	2.72	2.32	2.58	2.71	2.44	2.55	2.30	2.85	2.59	2.33	2.59	2.47	2.00	3.09	2.56	2.56	
	Science, Technology & Engineering	3.00	2.65	2.48	2.70	3.49	3.77	3.23	2.24	3.14	3.00	2.75	2.91	2.83	2.12	2.66	3.06	
	Social Sciences	2.50	1.50	2.50	3.00	2.33	2.00	3.00	4.33	1.75	-	3.00	-	-	3.33	3.00	2.33	
	Veterinary Sciences	5.00	5.00	5.00	5.00	4.00	3.33	4.00	3.33	3.33	-	5.00	5.00	5.00	3.33	3.67	3.67	
	Other	2.43	3.14	3.00	3.29	3.29	3.29	3.14	1.86	3.86	4.00	3.33	3.33	5.00	2.14	2.86	3.29	
No. of Years since Completion	< 2 yrs	2.57	3.36	2.83	3.07	3.19	3.00	3.26	3.25	2.85	4.00	3.00	4.25	3.33	2.69	2.81	3.25	
	2 - 5 yrs	2.93	2.71	3.08	3.00	2.90	2.76	3.06	2.66	3.12	3.50	2.92	3.00	3.75	2.84	2.30	3.30	
	5 - 10 yrs	2.20	2.63	2.38	2.78	2.67	2.71	2.51	2.74	2.66	2.17	2.62	2.50	2.64	2.55	2.50	2.53	
	10 - 15 yrs	2.83	2.68	2.52	2.61	2.49	2.97	2.55	2.86	2.84	4.75	2.76	3.43	3.17	3.09	2.85	2.66	
	15+ yrs	2.72	2.65	2.65	2.91	3.35	3.35	3.19	2.40	2.97	2.75	2.85	2.80	3.67	2.35	2.52	3.03	
Status	Never married / single living alone	2.77	2.84	2.74	2.94	2.94	3.03	2.90	2.77	2.92	3.35	2.92	2.96	3.10	2.73	2.63	2.91	
	Married or living with partner	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	-	1.00	1.00	1.00	
	Separated or divorced and not living with partner	2.00	1.00	1.00	1.00	2.00	2.00	2.00	1.00	1.00	1.00	1.00	1.00	-	1.00	1.00	1.00	
	Widowed and not living with partner	1.00	1.00	2.00	2.00	4.00	2.33	3.33	4.00	3.50	1.00	3.00	-	3.00	2.00	2.33	4.00	
Caring Responsibilities	Yes	2.78	2.83	2.72	2.92	2.93	2.97	2.92	2.79	3.07	3.22	2.95	3.00	3.38	2.76	2.73	2.89	
	No	2.40	2.33	2.00	2.00	2.91	2.96	2.75	2.55	2.49	2.71	1.80	2.00	2.63	2.43	2.50	2.89	
	1.00	2.81	2.90	2.71	3.04	3.08	3.18	3.11	2.75	3.07	3.11	2.85	2.85	3.45	2.74	2.84	2.82	
	2.00	2.77	2.69	2.73	2.80	2.74	2.68	2.69	2.84	2.93	3.17	2.97	3.14	3.25	2.82	2.61	2.88	
Time Spent in Domestic Work on Average (Daily)	< 1hr	2.50	2.80	3.00	2.88	3.20	3.60	3.10	2.80	3.40	3.25	3.30	2.50	3.00	2.50	2.30	3.10	
	1-3 hrs	3.36	3.61	3.43	3.58	3.80	3.67	3.76	2.50	3.56	3.86	3.42	3.11	2.88	2.29	2.26	3.60	
	3 - 5 hrs	2.78	2.69	2.64	2.78	2.81	2.96	2.72	2.66	2.83	3.29	2.83	3.03	3.27	2.80	2.80	2.75	
	5 - 7 hrs	2.19	2.21	2.19	2.36	2.38	2.38	2.31	2.88	2.64	2.00	2.47	2.55	3.33	2.76	2.88	2.99	
	7 - 9 hrs	1.50	2.67	2.00	2.67	1.67	2.00	2.14	4.20	2.29	3.00	2.00	2.50	-	3.14	2.43	2.00	
	> 9 hours	2.33	3.25	2.50	3.00	1.83	1.83	2.00	2.67	2.00	-	2.67	2.67	-	3.50	2.67	2.17	
Partner's Engagement in a Paid Job	Yes	2.62	2.73	2.70	2.88	2.67	2.77	2.68	2.88	2.76	3.16	2.76	2.88	3.14	2.90	2.74	2.78	
	No	2.44	3.40	3.00	3.19	4.27	4.21	3.94	2.30	3.20	3.71	3.86	3.27	2.67	1.82	2.00	2.64	
Employment in a paid job	Yes	2.75	2.77	2.71	2.91	2.97	3.03	2.92	2.69	2.93	3.15	2.91	2.94	3.10	2.64	2.57	2.93	
	No	2.00	2.83	2.00	2.40	1.50	1.75	1.75	4.00	1.88	-	2.40	2.00	-	3.38	3.00	1.88	
Job Occupied	Senior Manager/Officials, Large Business Owners, Directors	3.15	2.95	2.74	3.00	4.00	4.00	3.88	2.03	3.74	3.67	3.05	3.09	2.80	1.85	2.57	3.53	
	Professionals (Employed or Self Employed)	2.61	2.68	2.68	2.91	2.61	2.67	2.65	2.86	2.74	3.19	2.89	2.93	3.26	2.86	2.55	2.79	
	Associate Professionals & Technical	3.00	2.83	3.00	2.75	3.92	3.92	3.17	2.42	3.25	2.86	2.75	3.00	2.25	2.08	2.50	2.83	
	Clerical Employees	2.67	3.00	3.00	2.60	3.33	3.56	3.22	2.89	2.89	3.00	3.25	3.00	3.00	2.50	2.44	3.11	
	Skilled Agriculture & Fishery Workers	-	-	-	3.00	3.00	3.00	3.00	3.00	3.00	-	-	-	3.00	3.00	3.00	3.00	
	Crafts & Related Trades	-	-	-	5.00	4.00	5.00	3.00	3.00	3.00	-	4.00	-	-	4.00	1.00	4.00	
	Elementary Occupations	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Employer Organisation	Government organisation/department	2.57	2.77	2.71	2.90	2.72	2.72	2.73	2.91	2.65	2.82	2.89	2.73	3.64	2.84	2.76	2.86	
	Parastatal company	2.85	2.57	2.69	2.54	3.65	4.00	3.50	2.36	3.52	3.00	2.92	3.22	2.75	2.17	2.61	3.17	
	Publicly listed company	4.33	3.00	2.67	2.33	4.10	4.00	2.80	2.20	3.80	3.50	3.00	3.25	3.00	1.89	2.60	3.40	
	Private company/solo trader	2.71	2.84	2.70	3.10	2.94	3.02	3.00	2.46	2.92	3.13	2.68	2.63	2.36	2.61	2.15	2.94	
	Commercial partnership	1.00	3.00	2.00	2.00	2.50	2.50	2.50	2.50	3.00	-	2.00	-	-	2.50	2.50	2.00	
Present Job	Non-profit organisation	3.43	3.00	3.20	3.00	2.86	2.86	3.00	2.82	2.71	4.00	3.00	3.50	5.00	2.83	2.71	2.79	
	Full time	2.91	2.90	2.86	3.05	3.18	3.18	3.08	2.59	3.05	3.35	3.10	3.10	3.33	2.50	2.57	3.04	
	Full time (reduced hours)	2.20	2.17	1.80	1.83	1.89	2.56	1.78	3.78	2.33	-	2.00	2.50	3.00	4.11	2.78	2.67	
	Part time	1.60	2.00	1.89	2.20	1.21	1.57	1.71	3.15	2.00	1.00	1.63	2.14	1.00	3.21	2.43	1.93	

4.3 Parents' Profile

4.3.1 Father's Occupation, Education & Qualifications

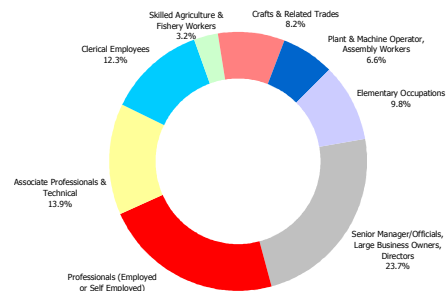
23.7% of participants declared that their father was engaged in senior managerial occupations (employed in high ranking occupations or large business owner or director), while 22.4% of survey participants featured fathers in professional occupations (employed or self employed). Another 13.9% of participants claimed their father to be occupied in associate professional or technical job, 12.3% in clerical roles, 9.8% in elementary occupations, 8.2% in craft and related trades, 6.6% in plant & machine operator or assembly roles, while a remaining 3.2% of survey participants claimed their father to be engaged in skilled agriculture and fishery occupations. No significant differences featured across different graduate respondent groups.

Survey participants also reported the highest level of academic participation that their fathers featured. A total of 36.2% and 20.3% of participants' father had attended a secondary level or a primary level of schooling, respectively, while another 17.3% had their father completing secondary vocational or post secondary education. Another 14.1% of participants claimed that their father participated in University education.

From a different angle, 39.9% of participant claimed that their father attained less than O-level qualifications or equivalent, 18.4% of respondents' fathers featured O-level qualifications, while 17.1% had attained A-level qualifications or a vocational certification. In addition, 24.1% of participants' fathers featured a university diploma or higher qualification – with baccalaureate degrees prevailing among 11.1% of responses.

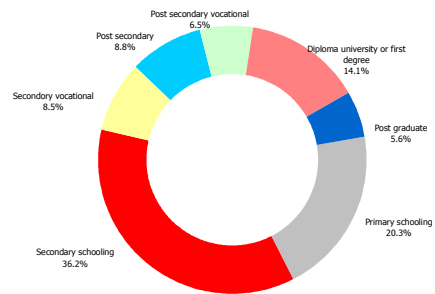
Table 33 – Respondents' Father's Occupation, Education & Qualifications (Frequency & % Response)

		Frequency	Valid Percent
Valid	Senior Manager/Officials, Large Business Owners, Directors	75	23.7
	Professionals (Employed or Self Employed)	71	22.4
	Associate Professionals & Technical	44	13.9
	Clerical Employees	39	12.3
	Skilled Agriculture & Fishery Workers	10	3.2
	Crafts & Related Trades	26	8.2
	Plant & Machine Operator, Assembly Workers	21	6.6
	Elementary Occupations	31	9.8
	Total	317	100.0



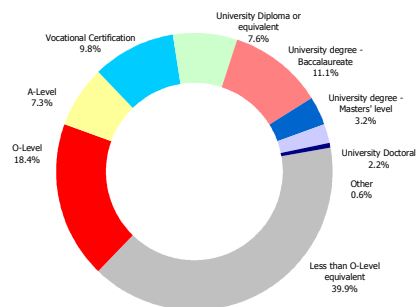
A total of 34 respondents provided 'Don't Know' or 'No Answer' response

		Frequency	Valid Percent
Valid	Primary schooling	69	20.3
	Secondary schooling	123	36.2
	Secondary vocational	29	8.5
	Post secondary	30	8.8
	Post secondary vocational	22	6.5
	Diploma university or first degree	48	14.1
	Post graduate	19	5.6
	Total	340	100.0



A total of 11 respondents provided 'Don't Know' or 'No Answer' response

		Frequency	Valid Percent
Valid	Less than O-Level equivalent	126	39.9
	O-Level	58	18.4
	A-Level	23	7.3
	Vocational Certification	31	9.8
	University Diploma or equivalent	24	7.6
	University degree - Baccalaureate	35	11.1
	University degree - Masters' level	10	3.2
	University Doctoral	7	2.2
	Other	2	.6
	Total	316	100.0



A total of 35 respondents provided 'Don't Know' or 'No Answer' response

Table 34 – Respondents’ Father’s Occupation across Respondent Characteristics (Frequency & % Response)

		The job your father occupied last / still occupies																
		Senior Manager/Official, Large Business Owners, Directors		Professionals (Employed or Self Employed)		Associate Professionals & Technical		Clerical Employees		Skilled Agriculture & Fishery Workers		Crafts & Related Trades		Plant & Machine Operator, Assembly Workers		Elementary Occupations		
		Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	
Gender	Male	36	23.2%	33	21.3%	24	15.5%	21	13.5%	3	1.9%	14	9.0%	8	5.2%	16	10.3%	
	Female	39	24.1%	38	23.5%	20	12.3%	18	11.1%	7	4.3%	12	7.4%	13	8.0%	15	9.3%	
Age	< 30 yrs	28	23.3%	32	26.7%	15	12.5%	12	10.0%	6	5.0%	8	6.7%	10	8.3%	9	7.5%	
	30 - 39 yrs	23	21.7%	26	24.5%	16	15.1%	13	12.3%	1	.9%	8	7.5%	7	6.6%	12	11.3%	
	40 - 49 yrs	18	29.5%	6	9.8%	10	16.4%	9	14.8%	2	3.3%	7	11.5%	2	3.3%	7	11.5%	
	50+ yrs	3	20.0%	3	20.0%	1	6.7%	4	26.7%	0	.0%	0	.0%	1	6.7%	3	20.0%	
	University Diploma or equivalent	6	16.7%	5	13.9%	2	5.6%	5	13.9%	1	2.8%	8	22.2%	3	8.3%	6	16.7%	
Highest Level of Qualification Attained	University degree - Baccalaureate	42	22.2%	45	23.8%	29	15.3%	23	12.2%	6	3.2%	13	6.9%	11	5.8%	20	10.6%	
	University degree - Masters' level	25	37.9%	10	15.2%	10	15.2%	9	13.6%	2	3.0%	3	4.5%	5	7.6%	2	3.0%	
	University Doctoral	1	5.0%	7	41.2%	1	5.0%	2	11.8%	1	5.0%	2	11.8%	1	5.0%	2	11.8%	
	Other	1	16.7%	3	50.0%	0	.0%	0	.0%	0	.0%	0	.0%	1	16.7%	1	16.7%	
Area of Study	Arts	2	16.7%	2	16.7%	2	16.7%	2	16.7%	1	8.3%	1	8.3%	1	8.3%	1	8.3%	
	Education	17	20.2%	18	21.4%	9	10.7%	15	17.9%	3	3.6%	6	7.1%	6	7.1%	10	11.9%	
	Law	4	44.4%	2	22.2%	1	11.1%	0	.0%	0	.0%	2	22.2%	0	.0%	0	.0%	
	Managerial Sciences	24	32.4%	15	20.3%	14	18.9%	9	12.2%	1	1.4%	4	5.4%	2	2.7%	5	6.8%	
	Medicine & Healthcare	12	21.8%	15	27.3%	7	12.7%	7	12.7%	1	1.8%	1	1.8%	6	10.9%	6	10.9%	
	Science, Technology & Engineering	15	26.3%	11	19.3%	8	14.0%	2	3.5%	1	1.8%	10	17.5%	5	8.8%	5	8.8%	
	Social Sciences	0	.0%	2	33.3%	2	33.3%	1	16.7%	0	.0%	1	16.7%	0	.0%	0	.0%	
	Veterinary Sciences	1	16.7%	3	50.0%	0	.0%	1	16.7%	1	16.7%	0	.0%	0	.0%	0	.0%	
	Other	0	.0%	1	10.0%	1	10.0%	1	10.0%	1	10.0%	1	10.0%	1	10.0%	1	10.0%	
	No. of Years since Completion	< 2 years	20	23.3%	22	25.6%	14	16.3%	11	12.8%	2	2.3%	5	5.8%	5	5.8%	7	8.1%
		2 - 5 yrs	17	29.8%	14	24.6%	5	8.6%	5	8.6%	1	1.8%	7	12.3%	4	7.0%	4	7.0%
5 - 10 yrs		17	20.7%	25	30.5%	8	9.8%	13	15.9%	2	2.4%	4	4.9%	6	7.3%	7	8.5%	
10 - 15 yrs		12	26.7%	3	6.7%	10	22.2%	4	8.9%	1	2.2%	5	11.1%	2	4.4%	8	17.8%	
15+ yrs		9	30.0%	3	10.0%	4	13.3%	2	6.7%	2	6.7%	4	13.3%	2	6.7%	4	13.3%	
Status	Married or living with partner	47	25.5%	37	20.1%	25	13.6%	28	15.2%	7	3.8%	13	7.1%	9	4.9%	18	9.8%	
	Separated or divorced and not living with partner	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%	1	100.0%	0	.0%	
	Never married / single living with parents	24	21.8%	27	24.5%	14	12.7%	11	10.0%	3	2.7%	12	10.9%	9	8.2%	10	9.1%	
	Never married / single living alone	4	21.1%	7	36.8%	3	15.8%	0	.0%	0	.0%	1	5.3%	1	5.3%	3	15.8%	
Caring Responsibilities	Yes	34	24.1%	29	20.6%	18	12.8%	22	15.6%	6	4.3%	10	7.1%	6	4.3%	16	11.3%	
	No	39	23.9%	41	25.2%	24	14.7%	14	8.6%	4	2.5%	16	9.8%	13	8.0%	12	7.4%	
Variety of Caring Responsibilities at Home	1	17	23.6%	16	22.2%	10	13.9%	11	15.3%	3	4.2%	4	5.6%	3	4.2%	8	11.1%	
	2	14	22.2%	14	22.2%	7	11.1%	11	17.5%	3	4.8%	5	7.9%	2	3.2%	7	11.1%	
	3	5	50.0%	0	.0%	1	10.0%	1	10.0%	0	.0%	0	.0%	1	10.0%	2	20.0%	
Time Spent in Domestic Work on Average (Daily)	< 1hr	32	26.2%	32	26.2%	18	14.8%	9	7.4%	5	4.1%	11	9.0%	7	5.7%	8	6.6%	
	1 - 3 hrs	32	25.0%	26	20.3%	15	11.7%	20	15.6%	2	1.6%	12	9.4%	8	6.3%	13	10.2%	
	3 - 5 hrs	7	23.3%	8	26.7%	5	16.7%	2	6.7%	0	.0%	0	.0%	4	13.3%	4	13.3%	
	5 - 7 hrs	0	.0%	2	26.6%	0	.0%	2	26.6%	1	14.3%	0	.0%	0	.0%	2	26.6%	
	> 9 hours	3	42.9%	0	.0%	2	28.6%	1	14.3%	1	14.3%	0	.0%	0	.0%	0	.0%	
Partner's Engagement in a Paid Job	Yes	47	28.7%	34	20.7%	25	15.2%	17	10.4%	7	4.3%	8	4.9%	11	6.9%	15	9.1%	
	No	3	10.0%	3	10.0%	4	13.3%	12	40.0%	0	.0%	4	13.3%	0	.0%	4	13.3%	
Engagement in a paid job	Yes	71	23.2%	68	22.2%	43	14.1%	38	12.4%	9	2.9%	25	8.2%	21	6.9%	31	10.1%	
	No	3	33.3%	3	33.3%	0	.0%	1	11.1%	1	11.1%	1	11.1%	0	.0%	0	.0%	
Job Occupied	Senior Manager/Officials, Large Business Owners, Directors	14	35.0%	5	12.5%	5	12.5%	6	15.0%	0	.0%	5	12.5%	2	5.0%	3	7.5%	
	Professionals (Employed or Self Employed)	49	22.6%	58	26.7%	29	13.4%	22	10.1%	7	3.2%	16	7.4%	15	6.9%	21	9.7%	
	Associate Professionals & Technical	1	4.5%	2	9.1%	5	22.7%	4	18.2%	0	.0%	3	13.6%	3	13.6%	4	18.2%	
	Clerical Employees	3	18.8%	1	6.3%	4	25.0%	6	37.5%	1	6.3%	0	.0%	0	.0%	1	6.3%	
	Skilled Agriculture & Fishery Workers	0	.0%	0	.0%	0	.0%	0	.0%	1	100.0%	0	.0%	0	.0%	0	.0%	
	Crafts & Related Trades	1	100.0%	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%	
	Elementary Occupations	1	100.0%	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%	
	Government organisation/department	28	20.0%	22	15.7%	20	14.3%	24	17.1%	6	4.3%	13	9.3%	11	7.9%	16	11.4%	
Private company	13	34.2%	8	21.1%	3	7.9%	3	7.9%	0	.0%	7	18.4%	2	5.3%	2	5.3%		
Employer Organisation	Publicly listed company	2	12.5%	5	31.3%	3	18.8%	4	25.0%	1	6.3%	0	.0%	0	.0%	1	6.3%	
	Private company/side trader	20	24.4%	25	30.5%	16	19.5%	3	3.7%	1	1.2%	4	4.9%	4	4.9%	9	11.0%	
	Commercial partnership	2	33.3%	1	16.7%	0	.0%	0	.0%	1	16.7%	1	16.7%	0	.0%	1	16.7%	
	Non-profit organisation	5	27.8%	3	16.7%	2	11.1%	3	16.7%	0	.0%	0	.0%	3	16.7%	2	11.1%	
	Other	4	40.0%	4	40.0%	0	.0%	1	10.0%	0	.0%	0	.0%	0	.0%	1	10.0%	
Present Job	Full time	59	21.7%	58	21.3%	41	15.1%	36	13.2%	8	2.9%	24	8.8%	21	7.7%	25	9.2%	
	Full time (reduced hours)	4	40.0%	4	40.0%	0	.0%	1	10.0%	0	.0%	0	.0%	0	.0%	1	10.0%	
	Part time	6	26.1%	6	26.1%	3	13.0%	1	4.3%	1	4.3%	1	4.3%	0	.0%	5	21.7%	

Table 35 – Respondents’ Father’s Education across Respondent Characteristics (Frequency & % Response)

		Highest level of education your father attended													
		Primary schooling		Secondary schooling		Secondary vocational		Post secondary		Post secondary vocational		Diploma university or first degree		Post graduate	
		Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
Gender	Male	37	22.3%	52	31.3%	16	9.6%	14	8.4%	10	6.0%	26	15.7%	11	6.6%
	Female	32	18.4%	71	40.8%	13	7.5%	16	9.2%	12	6.9%	22	12.6%	8	4.6%
Age	< 30 yrs	24	18.6%	49	38.0%	8	6.2%	12	9.3%	11	8.5%	18	14.0%	7	5.4%
	30 - 39 yrs	16	14.2%	43	38.1%	8	7.1%	10	8.8%	7	6.2%	19	16.8%	10	8.8%
	40 - 49 yrs	17	27.4%	25	40.3%	7	11.3%	4	6.5%	3	4.8%	6	9.7%	0	.0%
	50+ yrs	6	31.6%	5	26.3%	3	15.8%	1	5.3%	1	5.3%	2	10.5%	1	5.3%
Highest Level of Qualification Attained	University Diploma or equivalent	17	42.5%	9	22.5%	4	10.0%	4	10.0%	1	2.5%	3	7.5%	2	5.0%
	University degree – Baccalaureate	38	18.8%	77	38.1%	16	7.9%	19	9.4%	11	5.4%	32	15.8%	9	4.5%
	University degree – Masters’ level	10	14.5%	29	42.0%	4	5.8%	6	8.7%	4	5.8%	10	14.5%	6	8.7%
	University Doctoral	2	11.1%	3	16.7%	4	22.2%	1	5.6%	5	27.8%	2	11.1%	1	5.6%
Area of Study	Other	2	25.0%	2	25.0%	1	12.5%	0	.0%	1	12.5%	1	12.5%	1	12.5%
	Arts	3	25.0%	6	50.0%	0	.0%	2	16.7%	0	.0%	1	8.3%	0	.0%
	Education	19	20.7%	40	43.5%	5	5.4%	5	5.4%	8	8.7%	12	13.0%	3	3.3%
	Law	0	.0%	2	22.2%	2	22.2%	0	.0%	0	.0%	3	33.3%	2	22.2%
	Managerial Sciences	14	17.5%	30	37.5%	7	8.8%	11	13.8%	7	8.8%	9	11.3%	2	2.5%
	Medicine & Healthcare	11	19.0%	19	32.8%	5	8.6%	5	8.6%	5	8.6%	9	15.3%	4	6.9%
	Science, Technology & Engineering	17	27.9%	15	24.6%	6	9.8%	6	9.8%	2	3.3%	9	14.9%	6	9.8%
	Social Sciences	0	.0%	3	50.0%	1	16.7%	1	16.7%	0	.0%	1	16.7%	0	.0%
	Veterinary Sciences	0	.0%	1	16.7%	1	16.7%	0	.0%	0	.0%	2	33.3%	2	33.3%
	Other	5	45.5%	5	45.5%	1	9.1%	0	.0%	0	.0%	0	.0%	0	.0%
No. of Years since Completion	< 2 years	16	16.5%	41	42.3%	5	5.2%	10	10.3%	11	11.3%	12	12.4%	2	2.1%
	2 - 5 yrs	15	24.6%	19	31.1%	7	11.5%	5	8.2%	2	3.3%	7	11.5%	6	9.8%
	5 - 10 yrs	14	15.9%	34	38.6%	6	6.8%	4	4.5%	6	6.8%	15	17.0%	9	10.2%
	10 - 15 yrs	8	18.2%	15	34.1%	5	11.4%	7	15.9%	2	4.5%	5	11.4%	2	4.5%
	15+ yrs	11	34.4%	8	25.0%	3	9.4%	4	12.5%	1	3.1%	5	15.6%	0	.0%
Status	Married or living with partner	37	19.3%	67	34.9%	23	12.0%	16	8.3%	9	4.7%	28	14.6%	12	6.3%
	Separated or divorced and not living with partner	2	100.0%	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%
	Widowed and not living with partner	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%	1	100.0%	0	.0%
	Never married / single living with parents	25	20.5%	46	37.7%	6	4.9%	14	11.5%	12	9.8%	14	11.5%	5	4.1%
	Never married / single living alone	5	25.0%	7	35.0%	0	.0%	0	.0%	0	.0%	6	30.0%	2	10.0%
Caring Responsibilities	Yes	30	20.3%	53	35.8%	15	10.1%	12	8.1%	9	6.1%	21	14.2%	8	5.4%
	No	34	19.4%	62	35.4%	12	6.9%	18	10.3%	13	7.4%	25	14.3%	11	6.3%
Variety of Caring Responsibilities at Home	1	15	20.0%	28	37.3%	5	6.7%	5	6.7%	6	8.0%	12	16.0%	4	5.3%
	2	14	21.2%	23	34.6%	9	13.6%	7	10.6%	1	1.5%	9	13.6%	3	4.5%
	3	2	20.0%	4	40.0%	0	.0%	0	.0%	2	20.0%	1	10.0%	1	10.0%
	4	18	14.0%	45	34.9%	13	10.1%	14	10.9%	10	7.8%	21	16.3%	8	6.2%
Time Spent in Domestic Work on Average (Daily)	< 1hr	30	22.4%	51	38.1%	11	8.2%	9	6.7%	9	6.7%	17	12.7%	7	5.2%
	1 - 3 hrs	9	25.7%	10	28.6%	2	5.7%	5	14.3%	1	2.9%	5	14.3%	3	8.6%
	3 - 5 hrs	3	42.9%	3	42.9%	0	.0%	0	.0%	1	14.3%	0	.0%	0	.0%
	5 - 7 hrs	1	14.3%	1	14.3%	1	14.3%	1	14.3%	1	14.3%	1	14.3%	1	14.3%
	7 - 9 hours	0	.0%	2	50.0%	0	.0%	0	.0%	0	.0%	2	50.0%	0	.0%
	> 9 hours	25	14.9%	70	41.7%	14	8.3%	14	8.3%	8	4.8%	25	14.9%	12	7.1%
Partner's Engagement in a Paid Job	Yes	13	38.2%	5	14.7%	7	20.6%	4	11.8%	1	2.9%	4	11.8%	0	.0%
	No	68	20.7%	120	36.5%	27	8.2%	27	8.2%	22	6.7%	46	14.9%	19	5.8%
Engagement in a paid job	Senior Manager/Officials, Large Business Owners, Directors	1	11.1%	2	22.2%	2	22.2%	3	33.3%	0	.0%	1	11.1%	0	.0%
	Professionals (Employed or Self Employed)	15	33.3%	9	20.0%	4	8.9%	5	11.1%	3	6.7%	5	11.1%	4	8.9%
	Associate Professionals & Technical	41	17.6%	92	39.5%	17	7.3%	18	7.7%	15	6.4%	35	15.0%	15	6.4%
	Elementary Occupations	8	34.8%	7	30.4%	4	17.4%	2	8.7%	1	4.3%	1	4.3%	0	.0%
	Clerical Employees	0	.0%	11	64.7%	1	5.9%	2	11.8%	2	11.8%	1	5.9%	0	.0%
	Skilled Agriculture & Fishery Workers	1	100.0%	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%
	Crafts & Related Trades	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%	1	100.0%	0	.0%
	Elementary Occupations	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%	1	100.0%	0	.0%
Employer Organisation	Government organisation/department	39	25.0%	64	41.0%	13	8.3%	9	5.8%	9	5.8%	16	10.3%	6	3.8%
	Parastatal company	6	15.8%	11	28.5%	5	13.2%	1	2.6%	5	13.2%	9	23.7%	1	2.6%
	Publicly listed company	3	17.6%	6	35.3%	0	.0%	1	5.9%	2	11.8%	2	11.8%	3	17.6%
	Private company/sole trader	16	18.6%	25	29.1%	3	3.5%	13	15.1%	4	4.7%	17	19.8%	8	9.3%
	Commercial partnership	1	12.5%	2	25.0%	2	25.0%	2	25.0%	1	12.5%	0	.0%	0	.0%
Present Job	Non-profit organisation	2	11.8%	9	52.9%	2	11.8%	1	5.9%	1	5.9%	1	5.9%	1	5.9%
	Full time	65	22.2%	106	36.2%	24	8.2%	26	8.9%	20	6.8%	36	12.3%	16	5.5%
	Full time (reduced hours)	0	.0%	6	60.0%	0	.0%	0	.0%	0	.0%	4	40.0%	0	.0%
Part time	3	12.0%	9	36.0%	3	12.0%	1	4.0%	2	8.0%	4	16.0%	3	12.0%	

Table 36 – Respondents’ Father’s Qualifications Across Respondent Characteristics (Frequency & % Response)

		Highest level of education your father attained																	
		Less than O-Level equivalent		O-Level		A-Level		Vocational Certification		University Diploma or equivalent		University degree - Baccalaureate		University degree - Masters' level		University Doctoral		Other	
		Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
Gender	Male	57	36.1%	30	19.0%	9	5.7%	20	12.7%	12	7.6%	18	11.4%	6	3.8%	4	2.5%	2	1.3%
	Female	69	43.7%	28	17.2%	14	8.9%	11	7.0%	12	7.6%	17	10.8%	4	2.5%	3	1.9%	0	0.0%
Age	< 30 yrs	44	37.6%	21	17.9%	14	12.0%	10	8.5%	8	6.8%	14	12.0%	5	4.3%	1	0.8%	0	0.0%
	30 - 39 yrs	38	35.8%	18	17.0%	6	5.7%	11	10.4%	11	10.4%	13	12.3%	3	2.8%	5	4.7%	1	0.9%
	40 - 49 yrs	29	46.7%	13	21.7%	2	3.3%	7	11.7%	3	5.0%	5	8.3%	0	0.0%	1	1.7%	1	1.7%
	50+ yrs	10	58.8%	3	17.6%	0	0.0%	1	5.9%	1	5.9%	1	5.9%	1	5.9%	0	0.0%	0	0.0%
Highest Level of Qualification Attained	University Diploma or equivalent	26	66.7%	2	5.1%	3	7.7%	2	5.1%	2	5.1%	0	0.0%	0	0.0%	3	7.7%	1	2.6%
	University degree - Baccalaureate	71	38.2%	34	18.3%	16	8.6%	16	8.6%	13	7.0%	29	15.6%	4	2.2%	3	1.6%	0	0.0%
	University degree - Masters' level	21	31.8%	20	30.3%	3	4.5%	5	7.6%	6	9.1%	5	7.6%	4	6.1%	1	1.5%	1	1.5%
	University Doctoral	5	22.8%	1	5.6%	1	5.6%	7	38.9%	3	16.7%	0	0.0%	1	5.6%	0	0.0%	0	0.0%
	Other	3	50.0%	0	0.0%	0	0.0%	1	16.7%	0	0.0%	1	16.7%	1	16.7%	0	0.0%	0	0.0%
Area of Study	Arts	3	27.3%	6	54.5%	1	9.1%	0	0.0%	0	0.0%	1	9.1%	0	0.0%	0	0.0%	0	0.0%
	Education	34	43.0%	18	22.8%	5	6.3%	7	8.9%	7	8.9%	5	6.3%	2	2.5%	1	1.3%	0	0.0%
	Law	0	0.0%	1	11.1%	0	0.0%	3	33.3%	1	11.1%	1	11.1%	3	33.3%	0	0.0%	0	0.0%
	Managerial Sciences	31	39.2%	12	15.2%	10	12.7%	9	11.4%	7	8.9%	8	10.1%	0	0.0%	1	1.3%	1	1.3%
	Medicine & Healthcare	18	35.3%	8	15.7%	5	9.8%	5	9.8%	1	2.0%	11	21.6%	2	3.9%	0	0.0%	1	2.0%
	Science, Technology & Engineering	24	41.4%	9	15.5%	2	3.4%	5	8.6%	7	12.1%	6	10.3%	3	5.2%	2	3.4%	0	0.0%
	Social Sciences	4	57.1%	1	14.3%	0	0.0%	0	0.0%	0	0.0%	1	14.3%	0	0.0%	1	14.3%	0	0.0%
	Veterinary Sciences	0	0.0%	1	16.7%	0	0.0%	2	33.3%	1	16.7%	0	0.0%	0	0.0%	2	33.3%	0	0.0%
	Other	9	81.8%	2	18.2%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	No. of Years since Completion	< 2 years	39	43.8%	21	23.6%	6	6.7%	8	9.0%	5	5.6%	7	7.8%	2	2.2%	1	1.1%	0	0.0%
2 - 5 yrs		19	33.3%	10	17.5%	6	10.5%	7	12.3%	5	8.8%	4	7.0%	3	5.3%	3	5.3%	0	0.0%
5 - 10 yrs		29	35.8%	12	14.8%	6	7.4%	6	7.4%	10	12.3%	12	14.8%	4	4.9%	1	1.2%	1	1.2%
10 - 15 yrs		16	36.4%	10	22.7%	5	11.4%	5	11.4%	0	0.0%	5	11.4%	1	2.3%	1	2.3%	1	2.3%
15+ yrs		14	50.0%	3	10.7%	0	0.0%	3	10.7%	3	10.7%	4	14.3%	0	0.0%	1	3.6%	0	0.0%
Status	Married or living with partner	73	40.3%	34	18.8%	10	5.5%	18	9.9%	14	7.7%	22	12.2%	5	2.8%	4	2.2%	1	0.6%
	Separated or divorced and not living with partner	2	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	Widowed and not living with partner	0	0.0%	0	0.0%	0	0.0%	1	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	Never married / single living alone	43	38.7%	20	18.0%	12	10.8%	12	10.8%	8	7.2%	9	8.1%	3	2.7%	3	2.7%	1	0.9%
Caring Responsibilities	Yes	59	42.1%	24	17.1%	8	5.7%	14	10.0%	9	6.4%	18	12.9%	2	1.4%	5	3.6%	1	0.7%
	No	58	36.0%	32	20.3%	15	9.3%	16	9.9%	15	9.3%	14	8.7%	8	5.0%	2	1.3%	1	0.6%
	Variety of Caring Responsibilities at Home	1	25.36%	14	20.3%	2	2.9%	8	11.6%	4	5.8%	11	15.9%	2	2.9%	2	2.9%	1	1.4%
Time Spent in Domestic Work on Average (Daily)	< 1hr	34	29.1%	25	21.4%	10	8.5%	19	16.2%	14	12.0%	7	6.0%	6	5.1%	2	1.7%	0	0.0%
	1 - 3 hrs	54	41.2%	27	20.8%	10	7.6%	7	5.3%	9	6.9%	14	10.7%	4	3.1%	4	3.1%	2	1.5%
	3 - 5 hrs	13	44.8%	3	10.3%	2	6.8%	3	10.3%	0	0.0%	0	0.0%	0	0.0%	1	3.4%	0	0.0%
Partner's Engagement in a Paid Job	Yes	122	40.0%	55	18.0%	22	7.2%	31	10.2%	23	7.5%	34	11.1%	10	3.3%	6	2.0%	2	0.7%
	No	4	40.0%	2	20.0%	1	10.0%	0	0.0%	1	10.0%	1	10.0%	0	0.0%	1	10.0%	0	0.0%
	Senior Manager/Officials, Large Business Owners, Directors	17	37.8%	7	15.6%	2	4.4%	4	8.9%	4	8.9%	7	15.6%	2	4.4%	0	0.0%	2	4.4%
	Professionals (Employed or Self Employed)	83	38.8%	40	18.7%	18	8.4%	21	9.8%	15	7.0%	23	10.7%	8	3.7%	6	2.8%	0	0.0%
Employer Organisation	Associate Professionals & Technical	10	45.5%	6	27.3%	1	4.5%	3	13.6%	2	9.1%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	Clerical Employee	9	52.9%	2	11.8%	1	5.9%	2	11.8%	2	11.8%	1	5.9%	0	0.0%	0	0.0%	0	0.0%
	Crafts & Related Trades	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	100.0%	0	0.0%	0	0.0%	0	0.0%
	Elementary Occupations	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	100.0%	0	0.0%	0	0.0%	0	0.0%
	Government organisation/department	69	49.6%	21	15.1%	10	7.2%	14	10.1%	8	5.8%	10	7.2%	2	1.4%	3	2.2%	2	1.4%
	Parastatal company	9	23.7%	8	21.1%	2	5.3%	7	18.4%	6	15.8%	5	13.2%	1	2.6%	0	0.0%	0	0.0%
	Publicly listed company	4	23.5%	5	29.4%	0	0.0%	1	5.9%	3	17.6%	1	5.9%	2	11.8%	1	5.9%	0	0.0%
	Private company/joint trader	28	35.0%	13	15.7%	6	7.7%	5	6.4%	5	6.4%	15	18.2%	4	5.1%	2	2.6%	0	0.0%
	Commercial partnership	2	25.0%	1	12.5%	3	37.5%	2	25.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	Non-profit organisation	5	27.8%	7	38.9%	1	5.6%	1	5.6%	1	5.6%	2	11.1%	1	5.6%	0	0.0%	0	0.0%
Present Job	Full time	110	40.4%	50	18.4%	19	7.0%	31	11.4%	19	7.0%	27	9.9%	9	3.3%	5	1.8%	2	0.7%
	Full time (reduced hours)	3	30.0%	3	30.0%	0	0.0%	0	0.0%	2	20.0%	2	20.0%	0	0.0%	0	0.0%	0	0.0%
	Part time	9	40.9%	3	13.8%	3	13.8%	0	0.0%	1	4.5%	4	18.2%	1	4.5%	1	4.5%	0	0.0%

4.3.2 Mother's Occupation, Education & Qualifications

54.6% of survey participants claimed that their mother was never engaged in paid work or was a homemaker, contrasting against the case of 13.4% of participants whose mother was employed in a professional role, while another 12.3% claimed to have had their mother engaged in a clerical role. A further 6.7% of survey participants claimed that their mother was engaged in an associate professional or technical occupation. This analysis also showed how the level of participants' qualifications were typically higher when the respondents' mothers were employed in professional, associate professional and clerical occupations.

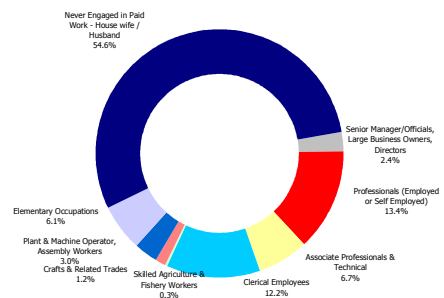
A total of 48.8% of participants claimed that their mother had attended a secondary or secondary vocational level of education, while 27.2% claimed that their mother had attended primary level of schooling as the highest level of educational partaking. Another 16.0% of survey participants claimed that their mother had partaken in post secondary or post secondary

vocational education, while 8.0% of participants' mother attended University education (diploma, first degree or higher). Nevertheless, observations do not support the notion that the level of education of the graduates' mother has any significant influence on the job participants occupied.

A total of 49.8% of participants claimed that their mother attained less than O-level qualifications or equivalent, while another 23.9% claimed their mother attained O-level qualifications, 11.6% A-level qualifications or a vocational certification. Another 14.3% of survey participants claimed that their mother had attained a university diploma or higher – with a diploma or equivalent qualification prevailing among 11.7% of responses. No significant correlations featured between graduates' academic orientation and their mothers' qualifications.

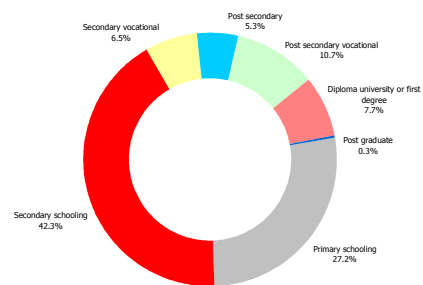
Table 37 – Mother's Occupation, Education & Qualifications by Respondent & Work Characteristics (Frequency & % Response)

		Frequency	Valid Percent
Valid	Senior Manager/Officials, Large Business Owners, Directors	8	2.4
	Professionals (Employed or Self Employed)	44	13.4
	Associate Professionals & Technical	22	6.7
	Clerical Employees	40	12.2
	Skilled Agriculture & Fishery Workers	1	.3
	Crafts & Related Trades	4	1.2
	Plant & Machine Operator, Assembly Workers	10	3.0
	Elementary Occupations	20	6.1
	Never Engaged in Paid Work - House wife / Husband	179	54.6
	Total	328	100.0



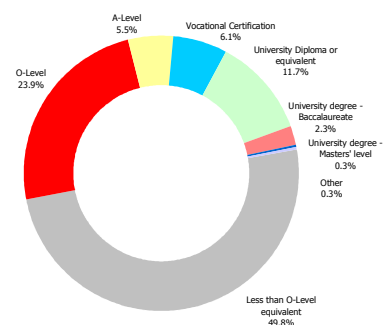
A total of 23 respondents provided 'Don't Know' or 'No Answer' response

		Frequency	Valid Percent
Valid	Primary schooling	92	27.2
	Secondary schooling	143	42.3
	Secondary vocational	22	6.5
	Post secondary	18	5.3
	Post secondary vocational	36	10.7
	Diploma university or first degree	26	7.7
	Post graduate	1	.3
	Total	338	100.0



A total of 29 respondents provided 'Don't Know' or 'No Answer' response

		Frequency	Valid Percent
Valid	Less than O-Level equivalent	154	49.8
	O-Level	74	23.9
	A-Level	17	5.5
	Vocational Certification	19	6.1
	University Diploma or equivalent	36	11.7
	University degree - Baccalaureate	7	2.3
	University degree - Masters' level	1	.3
	Other	1	.3
	Total	309	100.0



A total of 42 respondents provided 'Don't Know' or 'No Answer' response

Table 38 – Respondents’ Mother’s Occupation across Respondent Groups (Frequency & % Response)

		The job your mother occupied last / still occupied																		
		Senior Manager/Officials, Large Business Owners, Directors		Professionals (Employed or Self Employed)		Associate Professionals & Technical		Clerical Employees		Skill of Agriculture & Fishery Workers		Crafts & Related Trades		Plant & Machine Operator, Assembly Workers		Elementary Occupations		Never Engaged in Paid Work - House wife / Husband		
		Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	
Gender	Male	2	1.2%	15	8.2%	15	8.2%	20	11.7%	1	0.6%	2	1.2%	1	0.6%	11	6.7%	55	31.3%	
	Female	6	3.6%	29	17.6%	7	4.2%	21	12.7%	0	0%	2	1.2%	7	4.2%	9	5.5%	84	56.7%	
Age	< 30 yrs	1	0.6%	19	11.7%	9	5.4%	21	12.7%	1	0.6%	0	0%	8	4.8%	4	2.4%	58	34.9%	
	30 - 39 yrs	5	4.4%	14	12.3%	10	8.8%	15	13.2%	0	0%	4	3.5%	1	0.9%	14	12.3%	55	44.7%	
	40 - 49 yrs	2	3.4%	6	10.3%	3	5.2%	1	1.7%	0	0%	0	0%	0	0%	2	3.4%	41	25.9%	
	50+ yrs	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	18	100.0%	
		University Diploma or equivalent	0	0%	2	5.3%	1	2.6%	1	2.6%	0	0%	0	0%	2	5.3%	5	13.2%	27	71.1%
Highest Level of Qualification Attained	University degree - Baccalaureate	3	1.5%	29	14.8%	11	5.6%	30	15.3%	1	0.5%	0	0%	8	4.1%	11	5.6%	103	52.6%	
	University degree - Masters' level	3	4.0%	7	10.8%	9	13.8%	9	13.8%	0	0%	2	3.1%	0	0%	3	4.6%	32	49.2%	
	University Doctoral	2	11.1%	4	22.2%	0	0%	0	0%	0	0%	1	5.6%	0	0%	0	0%	11	61.1%	
	Other	0	0%	1	12.5%	0	0%	0	0%	0	0%	0	0%	0	0%	1	12.5%	6	75.0%	
Area of Study	Arts	0	0%	3	27.3%	4	36.4%	1	9.1%	0	0%	0	0%	0	0%	0	0%	0	0%	
	Education	2	2.2%	14	15.6%	8	8.9%	11	12.2%	0	0%	1	1.1%	2	2.2%	8	8.9%	44	48.9%	
	Law	1	11.1%	0	0%	0	0%	2	22.2%	1	11.1%	0	0%	0	0%	0	0%	5	55.6%	
	Managerial Sciences	1	1.3%	10	13.3%	3	4.0%	10	13.3%	0	0%	0	0%	4	5.3%	2	2.7%	45	60.0%	
	Medicine & Healthcare	0	0%	10	18.5%	2	3.7%	6	11.1%	0	0%	3	5.6%	1	1.9%	2	3.7%	30	55.6%	
	Science, Technology & Engineering	4	6.6%	6	9.8%	2	3.3%	9	14.8%	0	0%	0	0%	3	4.9%	5	7.5%	32	52.5%	
	Social Sciences	0	0%	0	0%	1	16.7%	0	0%	0	0%	0	0%	0	0%	1	16.7%	4	66.7%	
	Veterinary Sciences	0	0%	0	0%	0	0%	1	16.7%	0	0%	0	0%	0	0%	2	33.3%	3	50.0%	
	Other	0	0%	1	5.1%	0	0%	1	5.1%	0	0%	0	0%	0	0%	0	0%	10	50.5%	
	No. of Years since Completion	< 2 years	1	1.1%	12	13.3%	6	6.7%	13	14.4%	1	1.1%	0	0%	4	4.4%	4	4.4%	49	54.4%
2 - 5 yrs		2	3.4%	8	11.8%	3	5.2%	5	8.6%	0	0%	0	0%	5	8.6%	4	6.4%	31	53.4%	
5 - 10 yrs		4	4.7%	12	14.0%	9	10.5%	15	17.4%	0	0%	3	3.5%	1	1.2%	6	7.0%	36	41.9%	
10 - 15 yrs		1	2.1%	8	17.0%	2	4.3%	5	10.6%	0	0%	0	0%	0	0%	5	10.6%	26	53.3%	
15+ yrs		0	0%	2	6.5%	0	0%	1	3.2%	0	0%	0	0%	0	0%	1	3.2%	27	87.1%	
Status	Married or living with partner	4	2.1%	23	12.3%	11	5.9%	22	11.8%	0	0%	3	1.6%	3	1.6%	14	7.5%	107	57.2%	
	Separated or divorced and not living with partner	0	0%	0	0%	0	0%	1	50.0%	0	0%	0	0%	0	0%	0	0%	1	50.0%	
	Widowed and not living with partner	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	1	100.0%	
	Never married / single living with parents	2	1.7%	19	16.4%	7	6.0%	13	11.2%	1	0.9%	0	0%	7	6.0%	4	3.2%	61	53.6%	
	Never married / single living alone	2	10.5%	2	10.5%	4	21.1%	3	15.8%	0	0%	0	0%	0	0%	0	0%	8	42.1%	
Caring Responsibilities	Yes	3	2.1%	17	11.8%	6	4.2%	11	7.6%	0	0%	3	2.1%	3	2.1%	13	9.0%	88	61.1%	
	No	5	3.0%	26	15.5%	16	9.5%	28	16.7%	1	0.6%	1	0.6%	7	4.2%	7	4.2%	77	45.8%	
	Variety of Caring Responsibilities at Home	1	1.1%	12	16.0%	6	8.0%	8	10.7%	0	0%	0	0%	0	0%	5	6.7%	43	57.3%	
Time Spent in Domestic Work on Average (Daily)	1 - 3 hrs	1	1.6%	6	9.5%	0	0%	3	4.8%	0	0%	2	3.2%	2	3.2%	8	12.7%	42	65.1%	
	3 - 5 hrs	3	9.1%	2	6.1%	0	0%	4	12.1%	0	0%	1	3.0%	0	0%	1	3.0%	22	66.7%	
	5 - 7 hrs	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	7	100.0%	
	7 - 9 hrs	0	0%	2	28.6%	1	14.3%	2	28.6%	0	0%	0	0%	0	0%	1	14.3%	1	14.3%	
	> 9 hours	0	0%	1	25.0%	1	25.0%	0	0%	0	0%	0	0%	0	0%	0	0%	2	50.0%	
	Partner's Engagement in a Paid Job	Yes	4	2.4%	23	14.0%	10	6.1%	22	13.4%	0	0%	2	1.2%	3	1.8%	12	7.3%	88	53.7%
	No	0	0%	1	3.0%	1	3.0%	1	3.0%	0	0%	1	3.0%	0	0%	2	6.1%	27	81.8%	
Employment in a paid job	Yes	4	2.5%	19	12.3%	21	13.6%	40	25.6%	1	0.6%	3	1.9%	9	5.8%	20	12.6%	126	79.5%	
	No	0	0%	5	55.6%	0	0%	0	0%	0	0%	0	0%	1	11.1%	0	0%	3	33.3%	
Job Occupied	Senior Manager/Officials, Large Business Owners, Directors	2	4.0%	2	4.5%	3	6.8%	11	25.0%	0	0%	0	0%	0	0%	0	0%	26	59.1%	
	Professionals (Employed or Self Employed)	5	2.2%	33	14.4%	16	7.0%	25	10.9%	1	0.4%	3	1.3%	6	2.6%	14	6.1%	126	55.0%	
	Associate Professionals & Technical	1	4.5%	1	4.5%	1	4.5%	2	9.1%	0	0%	1	4.5%	4	18.2%	12	54.5%			
	Clerical Employees	0	0%	1	7.1%	1	7.1%	1	7.1%	0	0%	0	0%	1	7.1%	2	14.3%	8	57.1%	
	Crafts & Related Trades	0	0%	0	0%	0	0%	1	100.0%	0	0%	0	0%	0	0%	0	0%	0	0%	
	Elementary Occupations	0	0%	1	100.0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	
	Government organisation/department	3	2.0%	21	14.0%	11	7.3%	10	6.7%	0	0%	4	2.7%	5	3.3%	14	9.3%	82	54.7%	
Employer Organisation	Parastatal company	1	2.0%	3	7.7%	1	2.6%	7	17.9%	0	0%	0	0%	0	0%	0	0%	27	67.2%	
	Publicly listed company	0	0%	2	12.5%	3	18.8%	1	6.3%	0	0%	0	0%	2	12.5%	1	6.3%	7	43.8%	
	Private company/sole trader	2	2.4%	10	12.0%	6	7.2%	18	21.7%	1	1.2%	0	0%	2	2.4%	4	4.8%	40	48.2%	
	Commercial partnership	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	7	100.0%	
	Non-profit organisation	2	12.5%	1	6.3%	1	6.3%	3	18.8%	0	0%	0	0%	0	0%	1	6.3%	8	50.0%	
Present Job	Full time	7	2.5%	34	12.8%	22	7.7%	26	11.3%	0	0%	3	1.1%	7	2.5%	19	6.7%	90	36.3%	
	Full time (reduced hours)	0	0%	1	10.0%	0	0%	0	0%	0	0%	1	10.0%	0	0%	0	0%	8	80.0%	
	Part time	1	4.5%	3	13.6%	0	0%	6	27.3%	1	4.5%	0	0%	2	9.1%	1	4.5%	8	36.4%	

Table 39 – Respondents’ Mother’s Education across Respondent Groups (Frequency & % Response)

		Highest level your mother attended													
		Primary schooling		Secondary schooling		Secondary vocational		Post secondary		Post secondary vocational		Diploma university or first degree		Post graduate	
		Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
Gender	Male	46	27.7%	69	41.6%	12	7.2%	12	7.2%	19	11.4%	8	4.8%	0	0.0%
	Female	46	26.7%	74	43.0%	10	5.8%	6	3.5%	17	9.9%	18	10.5%	1	0.6%
Age	< 30 yrs	20	15.9%	61	48.4%	11	8.7%	8	6.3%	10	7.9%	15	11.9%	1	0.8%
	30 - 39 yrs	20	17.7%	53	46.9%	6	5.3%	7	6.2%	20	17.7%	7	6.2%	0	0.0%
	40 - 49 yrs	33	51.6%	20	31.3%	3	4.7%	2	3.1%	5	7.8%	1	1.6%	0	0.0%
	50+ yrs	13	22.2%	3	5.7%	2	11.1%	0	.0%	0	0.0%	0	0.0%	0	0.0%
Highest Level of Qualification Attained	University Diploma or equivalent	21	52.5%	11	27.5%	3	7.5%	1	2.5%	4	10.0%	0	0%	0	0%
	University degree – Baccalaureate	49	24.3%	91	45.0%	14	6.9%	11	5.4%	17	8.4%	20	9.9%	0	0%
	University degree – Masters' level	15	22.4%	32	47.8%	2	3.0%	4	6.0%	8	11.9%	5	7.5%	1	1.5%
	University Doctoral	4	22.5%	5	27.8%	2	11.1%	1	5.6%	5	27.8%	1	5.6%	0	0%
	Other	3	37.5%	2	25.0%	1	12.5%	0	.0%	2	25.0%	0	0%	0	0%
Area of Study	Arts	1	9.1%	5	45.5%	0	.0%	0	.0%	5	45.5%	0	0%	0	0%
	Education	30	32.3%	35	37.6%	8	8.6%	3	3.2%	11	11.8%	6	6.5%	0	0%
	Law	3	37.5%	2	25.0%	0	.0%	2	25.0%	1	12.5%	0	0%	0	0%
	Managerial Sciences	20	25.6%	38	48.7%	5	6.4%	4	5.1%	5	6.4%	6	7.7%	0	0%
	Medicine & Healthcare	11	19.3%	22	38.6%	5	8.8%	6	10.5%	5	8.8%	8	14.0%	0	0%
	Science, Technology & Engineering	19	30.6%	27	43.5%	2	3.2%	3	4.8%	7	11.3%	3	4.8%	1	1.6%
	Social Sciences	1	14.3%	6	85.7%	0	.0%	0	.0%	0	0%	0	0%	0	0%
	Veterinary Sciences	1	16.7%	3	50.0%	0	.0%	0	.0%	2	33.3%	0	0%	0	0%
	Other	6	54.5%	3	27.3%	1	9.1%	0	.0%	0	0%	1	9.1%	0	0%
	No. of Years since Completion	< 2 yrs	21	21.9%	49	51.0%	5	5.2%	5	5.2%	8	8.3%	8	8.3%	0	0%
2 - 5 yrs		14	23.7%	25	42.4%	4	6.8%	2	3.4%	7	11.9%	7	11.9%	0	0%
5 - 10 yrs		20	23.3%	34	39.5%	6	7.0%	8	9.3%	12	14.0%	5	5.8%	1	1.2%
10 - 15 yrs		12	26.1%	19	41.3%	3	6.5%	2	4.3%	8	17.4%	2	4.3%	0	0%
15+ yrs		20	60.6%	9	27.3%	2	6.1%	1	3.0%	1	3.0%	0	0%	0	0%
Status	Married or living with partner	60	31.1%	79	40.9%	13	6.7%	8	4.1%	22	11.5%	11	5.7%	0	0%
	Separated or divorced and not living with partner	1	50.0%	1	50.0%	0	.0%	0	.0%	0	0%	0	0%	0	0%
	Widowed and not living with partner	1	100.0%	0	.0%	0	.0%	0	.0%	0	0%	0	0%	0	0%
	Never married / single living with parents	25	20.8%	53	44.2%	7	5.8%	8	6.7%	12	10.0%	14	11.7%	1	0.8%
	Never married / single living alone	5	26.3%	8	42.1%	1	5.3%	2	10.5%	2	10.5%	1	5.3%	0	0%
Caring Responsibilities	Yes	53	35.8%	63	42.6%	10	6.8%	4	2.7%	14	9.5%	4	2.7%	0	0%
	No	29	16.8%	77	44.5%	11	6.4%	14	8.1%	20	11.6%	21	12.1%	1	0.6%
Variety of Caring Responsibilities at Home	1	23	30.7%	33	44.0%	2	2.7%	3	4.0%	11	14.7%	3	4.0%	0	0%
	2	27	40.3%	27	40.3%	7	10.4%	1	1.5%	4	6.0%	1	1.5%	0	0%
	3	5	50.0%	2	20.0%	1	10.0%	1	10.0%	0	0%	1	10.0%	0	0%
Time Spent in Domestic Work on Average (Daily)	< 1hr	28	22.2%	54	42.9%	5	4.0%	9	7.1%	14	11.1%	15	11.9%	1	0.8%
	1 - 3 hrs	34	25.4%	61	45.5%	11	8.2%	5	3.7%	17	12.7%	6	4.5%	0	0%
	3 - 5 hrs	10	28.6%	15	42.9%	3	8.6%	3	8.6%	2	5.7%	2	5.7%	0	0%
	5 - 7 hrs	4	57.1%	3	42.9%	0	.0%	0	.0%	0	0%	0	0%	0	0%
	7 - 9 hrs	1	14.3%	3	42.9%	1	14.3%	1	14.3%	1	14.3%	0	0%	0	0%
Partner's Engagement in a Paid Job	> 9 hours	1	25.0%	1	25.0%	0	.0%	0	.0%	1	25.0%	1	25.0%	0	0%
	Yes	44	25.0%	77	45.6%	9	5.3%	8	4.7%	20	11.8%	11	6.5%	0	0%
Engagement in a paid job	No	17	50.0%	9	26.5%	4	11.8%	1	2.9%	3	8.8%	0	0%	0	0%
	Yes	90	27.7%	138	42.5%	20	6.2%	18	5.5%	32	9.8%	26	8.0%	1	0.3%
Job Occupied	No	2	18.2%	4	36.4%	1	9.1%	0	.0%	4	36.4%	0	0%	0	0%
	Senior Manager/Officials, Large Business Owners, Directors	22	47.8%	13	28.3%	1	2.2%	5	10.9%	4	8.7%	1	2.2%	0	0%
	Professionals (Employed or Self Employed)	51	22.1%	104	45.0%	17	7.4%	12	5.2%	24	10.4%	22	9.5%	1	0.4%
	Associate Professionals & Technical	9	40.9%	10	45.5%	1	4.5%	1	4.5%	1	4.5%	0	0%	0	0%
	Clerical Employees	6	35.3%	9	52.9%	0	.0%	0	.0%	0	0%	2	11.8%	0	0%
	Crafts & Related Trades	0	0%	0	0%	0	.0%	0	.0%	1	100.0%	0	0%	0	0%
	Elementary Occupations	0	0%	0	0%	0	.0%	0	.0%	1	100.0%	0	0%	0	0%
Employer Organisation	Government organisation/department	47	30.9%	61	40.1%	10	6.6%	5	3.3%	15	9.9%	14	9.2%	0	0%
	Parastatal company	8	20.0%	26	65.0%	1	2.5%	2	5.0%	1	2.5%	1	2.5%	1	2.5%
	Publicly listed company	5	29.4%	7	41.2%	0	.0%	1	5.9%	3	17.6%	1	5.9%	0	0%
	Private company/sole trader	21	25.3%	30	36.1%	5	6.0%	8	9.6%	9	10.8%	10	12.0%	0	0%
	Commercial partnership	2	25.0%	4	50.0%	0	.0%	2	25.0%	0	0%	0	0%	0	0%
	Non-profit organisation	5	26.3%	8	41.1%	3	15.8%	0	.0%	3	15.8%	0	0%	0	0%
Present Job	Full time	84	29.1%	124	42.9%	17	5.9%	13	4.9%	27	9.3%	23	8.0%	1	0.3%
	Full time (reduced hours)	1	9.1%	6	54.5%	1	9.1%	1	9.1%	1	9.1%	1	9.1%	0	0%
	Part time	5	20.0%	10	40.0%	1	4.0%	4	16.0%	3	12.0%	2	8.0%	0	0%

Table 40 – Respondents’ Mother’s Qualifications across Respondent Groups (Frequency & % Response)

		Highest level your mother attained																
		Less than O-Level equivalent		O-Level		A-Level		Vocational Certification		University Diploma or equivalent		University degree - Baccalaureate		University degree - Masters' level		Other		
		Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	
Gender	Male	77	49.4%	37	23.7%	12	7.7%	15	9.6%	13	8.3%	1	.6%	0	.0%	1	.6%	
	Female	77	50.3%	37	24.2%	5	3.3%	4	2.6%	23	15.0%	6	3.9%	1	.7%	0	.0%	
Age	< 30 yrs	44	38.6%	35	30.7%	8	7.0%	8	7.0%	13	11.4%	5	4.4%	1	.9%	0	.0%	
	30 - 39 yrs	49	48.5%	21	20.8%	7	6.9%	6	5.9%	17	16.8%	1	1.0%	0	.0%	0	.0%	
	40 - 49 yrs	38	63.3%	14	23.3%	0	.0%	3	5.0%	4	6.7%	0	.0%	0	.0%	1	1.7%	
	50+ yrs	15	83.3%	1	5.6%	1	5.6%	1	5.6%	0	.0%	0	.0%	0	.0%	0	.0%	
Highest Level of Qualification Attained	University Diploma or equivalent	23	65.7%	5	14.3%	0	.0%	6	17.1%	0	.0%	0	.0%	0	.0%	1	2.9%	
	University degree - Baccalaureate	92	50.5%	43	23.6%	12	6.6%	4	2.2%	25	13.7%	6	3.3%	0	.0%	0	.0%	
	University degree - Masters' level	28	43.1%	20	30.8%	3	4.6%	6	9.2%	6	9.2%	1	1.5%	1	1.5%	0	.0%	
	University Doctoral	7	41.2%	2	11.8%	1	5.9%	3	17.6%	4	23.5%	0	.0%	0	.0%	0	.0%	
Area of Study	Other	4	50.0%	2	25.0%	1	12.5%	0	.0%	1	12.5%	0	.0%	0	.0%	0	.0%	
	Arts	2	18.2%	4	36.4%	0	.0%	3	27.3%	2	18.2%	0	.0%	0	.0%	0	.0%	
	Education	45	55.6%	15	18.5%	4	4.9%	7	8.6%	7	8.6%	3	3.7%	0	.0%	0	.0%	
	Law	2	28.6%	2	28.6%	2	28.6%	0	.0%	1	14.3%	0	.0%	0	.0%	0	.0%	
	Managerial Sciences	33	44.0%	25	33.3%	2	2.7%	3	4.0%	11	14.7%	0	.0%	0	.0%	1	1.3%	
	Medicine & Healthcare	23	45.0%	10	20.0%	5	10.0%	4	8.0%	5	10.0%	3	6.0%	0	.0%	0	.0%	
	Science, Technology & Engineering	30	52.6%	14	24.6%	4	7.0%	0	.0%	7	12.3%	1	1.8%	1	1.8%	0	.0%	
	Social Sciences	6	85.7%	1	14.3%	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%	
	Veterinary Sciences	2	40.0%	1	20.0%	0	.0%	2	40.0%	0	.0%	0	.0%	0	.0%	0	.0%	
	Other	9	81.8%	1	9.1%	0	.0%	0	.0%	1	9.1%	0	.0%	0	.0%	0	.0%	
	No. of Years since Completion	< 2 years	45	51.1%	22	25.0%	4	4.5%	7	8.0%	7	8.0%	3	3.4%	0	.0%	0	.0%
		2 - 5 yrs	18	33.3%	19	35.2%	3	5.6%	4	7.4%	7	13.0%	3	5.6%	0	.0%	0	.0%
		5 - 10 yrs	38	47.5%	16	20.0%	10	12.5%	3	3.8%	11	13.8%	1	1.3%	1	1.3%	0	.0%
		10 - 15 yrs	18	43.9%	13	31.7%	0	.0%	4	9.8%	5	12.2%	0	.0%	0	.0%	1	2.4%
15+ yrs		24	82.8%	3	10.3%	0	.0%	0	.0%	2	6.9%	0	.0%	0	.0%	0	.0%	
Status	Married or living with partner	97	54.2%	43	24.0%	8	4.5%	9	5.0%	18	10.1%	3	1.7%	0	.0%	1	.5%	
	Separated or divorced and not living with partner	2	100.0%	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%	
	Widowed and not living with partner	1	100.0%	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%	
	Never married / single living with parents	47	44.3%	25	23.6%	5	4.7%	10	9.4%	14	13.2%	4	3.8%	1	.9%	0	.0%	
Caring Responsibilities	Never married / single living alone	6	31.6%	6	31.6%	3	15.8%	0	.0%	4	21.1%	0	.0%	0	.0%	0	.0%	
	Yes	80	58.0%	35	25.4%	5	3.6%	6	4.3%	11	8.0%	0	.0%	0	.0%	1	.7%	
Variety of Caring Responsibilities at Home	No	63	40.1%	37	23.6%	12	7.6%	13	8.3%	24	15.3%	7	4.5%	1	.6%	0	.0%	
	1	34	48.6%	21	30.0%	2	2.9%	3	4.3%	9	12.9%	0	.0%	0	.0%	1	1.4%	
	2	41	65.1%	15	23.8%	2	3.2%	3	4.8%	2	3.2%	0	.0%	0	.0%	0	.0%	
Time Spent in Domestic Work on Average (Daily)	3	7	77.8%	0	.0%	1	11.1%	0	.0%	1	11.1%	0	.0%	0	.0%	0	.0%	
	< 1hr	55	47.0%	24	20.5%	5	4.3%	11	9.4%	15	12.8%	6	5.1%	1	.9%	0	.0%	
	1 - 3 hrs	62	48.1%	39	30.2%	6	4.7%	6	4.7%	14	10.9%	1	.8%	0	.0%	1	.8%	
	3 - 5 hrs	16	57.1%	5	17.9%	4	14.3%	0	.0%	3	10.7%	0	.0%	0	.0%	0	.0%	
	5 - 7 hrs	5	83.3%	1	16.7%	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%	
	7 - 9 hrs	1	16.7%	3	50.0%	1	16.7%	0	.0%	1	16.7%	0	.0%	0	.0%	0	.0%	
Partner's Engagement in a Paid Job	> 9 hours	2	50.0%	0	.0%	0	.0%	1	25.0%	1	25.0%	0	.0%	0	.0%	0	.0%	
	Yes	78	50.6%	41	26.6%	7	4.5%	6	3.9%	19	12.3%	3	1.9%	0	.0%	0	.0%	
Engagement in a paid job	No	23	67.6%	5	14.7%	1	2.9%	3	8.8%	1	2.9%	0	.0%	0	.0%	1	2.9%	
	Yes	149	50.2%	71	23.9%	17	5.7%	18	6.1%	33	11.1%	7	2.4%	1	.3%	1	.3%	
Job Occupied	No	5	45.5%	2	18.2%	0	.0%	1	9.1%	3	27.3%	0	.0%	0	.0%	0	.0%	
	Senior Manager/Officials, Large Business Owners, Directors	25	55.6%	8	17.8%	7	15.6%	1	2.2%	3	6.7%	0	.0%	0	.0%	1	2.2%	
	Professionals (Employed or Self Employed)	97	47.3%	51	24.9%	10	4.9%	15	7.3%	25	12.2%	6	2.9%	1	.5%	0	.0%	
	Associate Professionals & Technical	13	59.1%	7	31.8%	0	.0%	1	4.5%	1	4.5%	0	.0%	0	.0%	0	.0%	
	Clerical Employees	11	64.7%	4	23.5%	0	.0%	0	.0%	2	11.8%	0	.0%	0	.0%	0	.0%	
	Crafts & Related Trades	0	.0%	0	.0%	0	.0%	1	100.0%	0	.0%	0	.0%	0	.0%	0	.0%	
	Elementary Occupations	0	.0%	0	.0%	0	.0%	0	.0%	1	100.0%	0	.0%	0	.0%	0	.0%	
	Government organisation/department	77	56.2%	24	17.5%	6	4.4%	8	5.8%	17	12.4%	4	2.9%	0	.0%	1	.7%	
	Parastatal company	18	46.2%	15	41.0%	1	2.6%	2	5.1%	1	2.6%	0	.0%	1	2.6%	0	.0%	
	Publicly listed company	7	41.2%	5	29.4%	3	17.6%	0	.0%	2	11.8%	0	.0%	0	.0%	0	.0%	
Employer Organisation	Private company/sole trader	33	44.0%	16	21.3%	6	8.0%	6	8.0%	11	14.7%	3	4.0%	0	.0%	0	.0%	
	Commercial partnership	3	50.0%	2	33.3%	1	16.7%	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%	
	Non-profit organisation	8	47.1%	6	35.3%	0	.0%	2	11.8%	1	5.9%	0	.0%	0	.0%	0	.0%	
	Present Job	Full time	139	52.5%	61	23.0%	13	4.9%	15	5.7%	28	10.6%	7	2.6%	1	.4%	1	.4%
Present Job	Full time (reduced hours)	6	54.5%	3	27.3%	0	.0%	1	9.1%	1	9.1%	0	.0%	0	.0%	0	.0%	
	Part time	5	25.0%	7	35.0%	4	20.0%	1	5.0%	3	15.0%	0	.0%	0	.0%	0	.0%	

4.4 Work

4.4.1 Employment Period

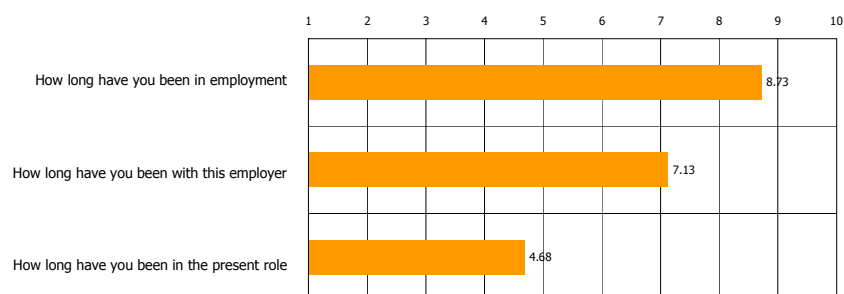
Since their first graduation at University, participants were employed for a median of 84 months (7 years), had been engaged with their present employer for a median of 60 months (5 years), and had been employed in their present role for a median of 39 months (3¼ years). An analysis of means related to the number of months in employment showed longer employment periods: 8.7 years on average in respect with total employment history, 7.1 years spent with the present employer, and, 4.7 years engagement in present role. The differences between mean and median experiences is explained by a number of responses that had extremely long experiences, thereby skewing the observations pertaining to experience durations.

In general male graduates featured longer total employment, present employer and present role histories than their female counterparts. While the difference in the total employment history between male and female graduates approximated 3½ years, this disparity narrows slightly when mean histories for male and female graduates are compared in respect with their present employer and present role. Indeed:

- among older participants, employment history gaps become more significant between men and women by age – indeed, the gaps in employment history (as a total duration) were typically larger between male and female graduates older than 30 years of age. The same holds in respect with the respondents' history with the present employer – with male graduates (older than 40 years of age) typically featuring significantly longer histories with their present employer as opposed to their female counterparts. The converse (in respect to history with the present employer) holds among male and female graduates aged between 30 and 39 years: females tend to remain with their present employer for a longer period than their corresponding male counterparts. The same observations hold in respect with job tenures among graduate men and women across different ages: older graduate men typically feature longer job tenures than their female counterparts (ages 40 years and older) while younger women typically feature longer job tenures than their male counterparts (ages 39 and younger).
- Longer employment and present employer histories prevailed among graduate male respondents across all academic qualifications (except doctoral) and areas of study (except for graduates in social sciences);
- Job tenure, employer and employment history gaps generally widened between male and female graduates with the age of their highest qualification;
- married male respondents featured significantly longer employment and employer histories along with longer job tenures than their female counterparts. However, the history gaps (between male and female graduates) are typically narrower among unmarried respondents living with parents or alone. Conversely, longer employment and employer histories along with longer job tenures featured among female widowed or separated graduates contrasting against such features across their male counterparts;
- participants with caring responsibilities had a significantly longer employment and employer histories along with longer job tenures as opposed to respondents who featured no caring responsibilities;
- male graduates typically featured longer employment, employer and role histories when employed in full-time work. Longer employment, employer and role histories prevailed among female graduates employed in jobs featuring full-time with reduced hours or part-time basis.

Table 41 – Respondent Total Employment History, Present Employer History & Present Role History in Years (Mean & Median Response)

	Minimum	Maximum	Mean	Median	Standard Deviation
How long have you been in employment	0	36	8.73	7.00	6.795
How long have you been with this employer	0	36	7.13	5.00	7.274
How long have you been in the present role	0	29	4.68	3.25	4.849



**Table 42 – Respondents’ Total Employment History across Respondent Groups
(Mean & Median Response in years)**

		How long have you been in employment?						
		Overall		Male		Female		
		Mean	Median	Mean	Median	Mean	Median	
Gender	Male	10.37	9.83	10.37	9.83	.	.	
	Female	7.14	5.96	.	.	7.14	5.96	
Age	< 30 yrs	3.40	3.04	3.46	3.00	3.37	3.08	
	30 - 39 yrs	10.77	10.00	10.62	10.00	10.95	10.42	
	40 - 49 yrs	14.46	16.00	14.82	16.33	13.79	16.00	
	50+ yrs	16.06	16.00	18.71	16.63	9.70	0.58	
Highest Level of Qualification Attained	University Diploma or equivalent	8.56	6.25	10.05	8.00	7.14	5.67	
	University degree - Baccalaureate	7.42	6.00	9.15	7.50	6.00	4.83	
	University degree - Masters' level	11.86	10.00	13.95	12.00	9.11	7.00	
	University Doctoral	10.07	11.83	9.39	10.92	11.70	14.00	
	Other	13.58	10.00	8.67	8.67	14.40	11.50	
Area of Study	Arts	9.20	5.92	13.18	10.00	4.43	3.75	
	Education	10.07	8.33	11.87	9.75	8.99	7.00	
	Law	9.25	10.00	9.25	10.00	.	.	
	Managerial Sciences	7.45	5.75	9.62	8.13	4.85	2.08	
	Medicine & Healthcare	9.07	8.00	12.68	12.33	7.42	6.67	
	Science, Technology & Engineering	8.91	6.25	10.15	10.00	6.89	5.04	
	Social Sciences	4.73	1.75	0.67	0.67	5.74	4.88	
	Veterinary Sciences	6.33	6.54	5.08	5.58	8.83	8.83	
	Other	8.02	6.00	9.47	8.63	4.14	6.00	
	No. of Years since Completion	< 2 years	4.51	2.00	6.85	3.96	3.09	1.79
		2 - 5 yrs	6.82	4.75	7.36	5.00	6.22	4.00
5 - 10 yrs		8.51	7.83	8.29	7.58	8.69	7.92	
10 - 15 yrs		13.33	13.88	13.79	14.00	12.65	12.67	
15+ yrs		19.42	18.00	20.07	20.00	18.20	16.88	
Status	Married or living with partner	11.09	10.00	13.17	12.21	8.87	8.00	
	Separated or divorced and not living with partner	13.38	13.38	9.75	9.75	17.00	17.00	
	Widowed and not living with partner	0.08	0.08	.	.	0.08	0.08	
	Never married / single living with parents	4.95	3.17	5.29	4.58	4.68	3.00	
	Never married / single living alone	9.86	8.04	10.80	9.33	8.71	6.00	
Caring Responsibilities	Yes	11.71	11.92	13.68	14.00	9.83	9.00	
	No	6.01	4.92	7.19	6.00	4.79	3.88	
Variety of Caring Responsibilities at Home	1	11.57	11.92	13.84	14.67	9.23	10.00	
	2	11.58	10.50	13.09	12.00	10.35	9.00	
	3	14.85	16.25	14.57	17.67	15.50	14.83	
Time Spent in Domestic Work on Average (Daily)	< 1hr	7.72	6.00	9.38	7.75	4.70	3.00	
	1 - 3 hrs	8.56	7.58	10.66	10.79	7.00	5.96	
	3 - 5 hrs	12.24	10.00	15.52	16.00	11.01	7.96	
	5 - 7 hrs	8.16	8.42	4.58	4.58	8.67	9.00	
	7 - 9 hrs	9.63	7.54	4.04	4.04	12.42	12.88	
	> 9 hours	12.21	11.38	.	.	12.21	11.38	
Partner's Engagement in a Paid Job	Yes	10.30	9.92	12.27	11.88	8.75	8.00	
	No	12.24	12.25	13.91	14.00	1.79	1.29	
Engagement in a paid job	Yes	8.72	7.00	10.36	9.75	7.14	5.96	
	No	.	.	.	.	.	.
Job Occupied	Senior Manager/Officials, Large Business Owners, Directors	12.72	11.04	13.34	14.00	11.07	8.96	
	Professionals (Employed or Self Employed)	8.50	7.00	10.11	9.54	7.26	6.00	
	Associate Professionals & Technical	6.29	5.67	6.89	3.92	4.79	5.88	
	Clerical Employees	5.66	2.08	9.04	8.58	3.63	1.21	
	Skilled Agriculture & Fishery Workers	3.00	3.00	.	.	3.00	3.00	
	Crafts & Related Trades	11.92	11.92	11.92	11.92	.	.	
	Plant & Machine Operator, Assembly Workers	.	.	.	.	.	.
	Elementary Occupations	2.08	2.08	2.08	2.08	.	.	
	Never Engaged in Paid Work - House wife / Husband	.	.	.	.	.	.
	Employer Organisation	Government organisation/department	9.40	8.00	11.28	10.50	8.00	6.17
Parastatal company	10.31	7.13	11.00	10.00	9.15	5.33		
Publicity listed company	5.63	5.04	6.24	5.50	4.27	2.00		
Private company/sole trader	7.78	6.08	9.88	8.00	5.73	2.46		
Commercial partnership	4.46	2.71	5.58	3.75	2.58	1.00		
Non-profit organisation	9.00	9.00	11.04	11.92	7.18	6.08		
Present Job	Full time	8.93	7.00	10.68	10.00	6.95	5.75	
	Full time (reduced hours)	11.27	10.75	6.04	6.04	12.43	10.75	
	Part time	5.45	5.00	0.33	0.25	6.22	5.83	

**Table 43 – Respondents’ Present Employer History across Respondent Groups
(Mean & Median Response in Years)**

		How long have you been with this employer?					
		Overall		Male		Female	
		Mean	Median	Mean	Median	Mean	Median
Gender	Male	8.30	5.54	8.30	5.54	.	.
	Female	6.03	4.00	.	.	6.03	4.00
Age	< 30 yrs	2.90	2.29	3.27	2.75	2.70	1.67
	30 - 39 yrs	7.94	6.96	7.02	6.00	9.02	9.00
	40 - 49 yrs	11.11	10.54	12.08	11.42	9.44	7.96
	50+ yrs	15.01	11.00	15.27	11.96	14.38	2.00
Highest Level of Qualification Attained	University Diploma or equivalent	11.12	6.33	14.58	10.00	7.66	5.00
	University degree - Baccalaureate	6.08	4.00	7.41	5.33	4.97	3.00
	University degree - Masters' level	6.74	5.17	6.93	5.17	6.52	5.21
	University Doctoral	8.97	11.83	8.04	8.29	10.83	12.83
	Other	13.60	10.00	15.79	15.79	12.88	10.00
Area of Study	Arts	6.79	3.75	9.06	7.38	4.97	1.67
	Education	9.16	6.00	11.21	7.83	7.88	5.83
	Law	5.44	5.38	5.44	5.38	.	.
	Managerial Sciences	6.37	3.13	7.93	3.96	4.45	2.00
	Medicine & Healthcare	6.63	5.63	7.97	6.92	6.09	5.42
	Science, Technology & Engineering	6.51	4.42	7.21	6.17	5.41	3.58
	Social Sciences	2.32	0.79	0.42	0.42	3.27	1.92
	Veterinary Sciences	1.88	0.83	0.61	0.50	3.79	3.79
	Other	10.33	5.50	13.66	13.00	3.67	3.50
No. of Years since Completion	< 2 years	3.58	2.00	4.48	2.38	3.06	1.67
	2 - 5 yrs	5.77	3.83	6.37	4.38	5.10	3.00
	5 - 10 yrs	7.65	6.00	7.76	6.00	7.55	6.33
	10 - 15 yrs	9.95	10.75	9.80	10.75	10.16	10.21
	15+ yrs	15.19	15.71	15.54	13.63	14.50	16.58
Status	Married or living with partner	8.69	5.96	10.38	6.42	6.92	5.42
	Separated or divorced and not living with partner	10.83	10.83	4.67	4.67	17.00	17.00
	Widowed and not living with partner	0.08	0.08	.	.	0.08	0.08
	Never married / single living with parents	4.76	3.00	4.64	3.00	4.85	3.00
	Never married / single living alone	7.81	6.58	9.54	9.33	5.91	3.67
Caring Responsibilities	Yes	9.46	6.50	10.50	6.92	8.43	6.04
	No	5.09	3.67	6.06	4.71	4.16	3.00
Variety of Caring Responsibilities at Home	1	9.66	7.92	11.75	9.50	7.44	7.00
	2	9.18	6.21	8.32	6.25	9.94	6.21
	3	11.93	6.92	13.08	5.00	9.22	8.00
Time Spent in Domestic Work on Average (Daily)	< 1hr	6.15	4.75	7.28	5.58	4.20	2.96
	1 - 3 hrs	6.88	5.00	7.86	5.92	6.13	4.75
	3 - 5 hrs	10.33	5.92	14.05	11.00	9.00	5.83
	5 - 7 hrs	6.93	3.75	3.75	3.75	7.46	5.42
	7 - 9 hrs	9.38	6.08	3.13	3.13	13.56	16.75
	> 9 hours	8.71	9.92	.	.	8.71	9.92
Partner's Engagement in a Paid Job	Yes	7.62	5.75	8.47	6.00	6.98	5.25
	No	12.34	5.00	13.87	10.75	2.00	2.00
Engagement in a paid job	Yes	7.15	5.00	8.35	5.58	6.03	4.00
	No	0.17	0.17	0.17	0.17	.	.
Job Occupied	Senior Manager/Officials, Large Business Owners, Directors	11.66	6.50	13.12	11.00	7.41	2.75
	Professionals (Employed or Self Employed)	6.40	5.00	6.64	5.00	6.22	4.75
	Associate Professionals & Technical	6.83	3.92	7.16	3.83	6.06	4.58
	Clerical Employees	5.76	2.08	9.68	2.75	3.02	1.67
	Skilled Agriculture & Fishery Workers	1.00	1.00	.	.	1.00	1.00
	Crafts & Related Trades	10.75	10.75	10.75	10.75	.	.
	Plant & Machine Operator, Assembly Workers	.	.	.	.	.	.
	Elementary Occupations	1.83	1.83	1.83	1.83	.	.
	Never Engaged in Paid Work - House wife / Husband	.	.	.	.	.	.
Employer Organisation	Government organisation/department	8.82	5.96	10.19	6.92	7.77	5.83
	Parastatal company	7.41	6.08	7.85	6.33	6.68	4.75
	Publicity listed company	6.24	2.08	8.31	3.25	1.70	1.00
	Private company/sole trader	4.91	3.00	6.49	5.58	3.55	1.67
	Commercial partnership	2.40	1.17	3.40	2.46	1.08	1.00
	Non-profit organisation	5.63	5.00	6.37	5.00	4.96	4.96
Present Job	Full time	7.50	5.00	8.60	6.00	6.28	4.17
	Full time (reduced hours)	8.56	10.00	0.08	0.08	10.44	10.75
	Part time	2.65	1.08	0.58	0.67	2.93	1.08

**Table 44 – Respondents’ Present Role History across Respondent Groups
(Mean & Median Response in Years)**

		How long have you been in the present role?					
		Overall		Male		Female	
		Mean	Median	Mean	Median	Mean	Median
Gender	Male	5.39	3.75	5.39	3.75	.	.
	Female	4.00	3.00	.	.	4.00	3.00
Age	< 30 yrs	2.40	1.58	2.22	1.50	2.50	1.58
	30 - 39 yrs	5.18	4.33	5.07	4.00	5.31	4.50
	40 - 49 yrs	7.16	4.92	7.71	5.33	6.23	4.54
	50+ yrs	6.60	4.00	8.58	4.88	1.85	2.00
Highest Level of Qualification Attained	University Diploma or equivalent	5.93	4.75	7.17	4.75	4.69	4.75
	University degree - Baccalaureate	4.18	2.96	4.89	3.25	3.60	2.08
	University degree - Masters' level	4.67	3.96	4.73	3.96	4.59	3.88
	University Doctoral	5.71	4.67	6.49	5.88	3.83	4.50
	Other	8.41	4.00	15.79	15.79	5.94	4.00
Area of Study	Arts	5.93	3.75	9.38	10.00	1.80	1.58
	Education	6.75	5.00	8.23	5.83	5.81	5.00
	Law	6.85	6.00	6.85	6.00	.	.
	Managerial Sciences	3.63	2.25	4.97	3.25	2.07	1.58
	Medicine & Healthcare	4.11	3.08	4.47	2.75	3.95	3.08
	Science, Technology & Engineering	3.27	2.25	3.03	2.25	3.63	2.83
	Social Sciences	2.40	0.79	0.67	0.67	3.27	1.92
	Veterinary Sciences	2.88	1.92	2.42	0.67	3.79	3.79
	Other	6.44	4.79	7.82	5.79	3.67	3.50
No. of Years since Completion	< 2 years	2.63	1.58	2.82	1.83	2.51	1.58
	2 - 5 yrs	3.55	3.00	3.73	3.13	3.35	3.00
	5 - 10 yrs	5.42	4.50	6.09	5.00	4.81	4.50
	10 - 15 yrs	6.38	5.08	6.92	6.00	5.59	4.83
	15+ yrs	8.77	5.00	8.70	5.29	8.90	5.00
Status	Married or living with partner	5.72	4.13	6.60	4.75	4.77	4.00
	Separated or divorced and not living with partner	10.25	10.25	3.50	3.50	17.00	17.00
	Widowed and not living with partner	0.08	0.08	.	.	0.08	0.08
	Never married / single living with parents	3.12	2.00	3.25	1.92	3.02	2.00
	Never married / single living alone	4.86	3.58	6.57	4.33	2.98	2.63
Caring Responsibilities	Yes	6.19	4.50	6.68	4.42	5.72	4.75
	No	3.38	2.67	4.16	2.96	2.60	1.58
Variety of Caring Responsibilities at Home	1	6.28	4.00	7.55	5.67	4.94	3.42
	2	5.65	4.58	4.59	3.67	6.55	5.00
	3	8.28	5.33	9.17	3.92	6.22	5.83
Time Spent in Domestic Work on Average (Daily)	< 1hr	4.29	3.00	4.95	3.63	3.08	2.00
	1 - 3 hrs	4.25	3.08	4.76	3.25	3.87	3.00
	3 - 5 hrs	6.18	4.00	9.60	4.42	5.00	3.50
	5 - 7 hrs	5.93	4.00	3.75	3.75	6.29	4.50
	7 - 9 hrs	9.38	6.08	3.13	3.13	13.56	16.75
	> 9 hours	4.79	3.63	.	.	4.79	3.63
Partner's Engagement in a Paid Job	Yes	5.14	4.00	5.44	4.00	4.91	4.00
	No	7.75	4.38	8.60	5.75	2.25	2.00
Engagement in a paid job	Yes	4.70	3.25	5.42	3.75	4.00	3.00
	No	0.67	0.67	0.67	0.67	.	.
Job Occupied	Senior Manager/Officials, Large Business Owners, Directors	5.60	3.50	6.85	4.71	2.05	1.75
	Professionals (Employed or Self Employed)	4.62	3.71	4.94	3.92	4.36	3.08
	Associate Professionals & Technical	4.55	3.25	4.83	3.25	3.92	4.00
	Clerical Employees	3.37	1.67	5.17	1.33	2.12	1.67
	Skilled Agriculture & Fishery Workers	1.00	1.00	.	.	1.00	1.00
	Crafts & Related Trades	10.42	10.42	10.42	10.42	.	.
	Plant & Machine Operator, Assembly Workers	.	.	.	.	.	.
	Elementary Occupations	1.83	1.83	1.83	1.83	.	.
	Never Engaged in Paid Work - House wife / Husband	.	.	.	.	.	.
Employer Organisation	Government organisation/department	5.44	3.83	6.13	3.71	4.90	4.00
	Parastatal company	4.36	3.83	4.30	3.75	4.47	4.00
	Publicity listed company	3.87	1.92	4.86	2.08	1.70	1.00
	Private company/sole trader	3.85	2.25	5.19	4.29	2.60	1.08
	Commercial partnership	3.01	1.08	4.17	1.17	1.08	1.00
	Non-profit organisation	4.66	4.75	5.36	5.00	4.03	4.08
Present Job	Full time	4.94	3.58	5.62	3.92	4.15	3.00
	Full time (reduced hours)	4.56	4.83	0.08	0.08	5.56	5.00
	Part time	2.30	1.08	0.33	0.25	2.57	1.75

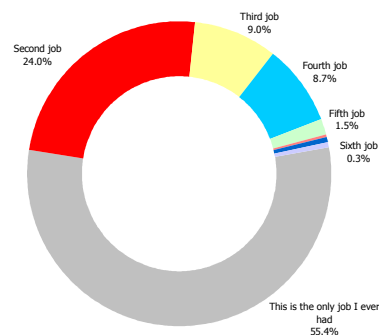
4.4.2 Job Histories

A total of 55.4% of participants (in employment) claimed that their present job was the only job they ever had; 24.0% claimed that the present job was their second, another 17.7% claimed their present job to be either their third or fourth job, while only 3.0% of participants claimed that the present job was the fifth or more job. Job changes were less frequent among graduates who:

- were younger than 30 years;
- were typically qualified in education or medicine & healthcare;
- had attained their highest qualification less than 10 years prior to the study;
- typically spent 5 to 9 hours in domestic work;
- were engaged in professional occupations.

Table 45 – Job Histories/Changes (Frequency & % Response)

		Frequency	Valid Percent
Valid	This is the only job I ever had	185	55.4
	Second job	80	24.0
	Third job	30	9.0
	Fourth job	29	8.7
	Fifth job	5	1.5
	Sixth job	1	.3
	Eighth job	2	.6
	Ninth job	2	.6
	Total	334	100.0



A total 25 respondents provided 'Don't Know' or 'No Answer' Response

Table 46 – Job Histories/Changes across Respondent Groups (Frequency & % Response)

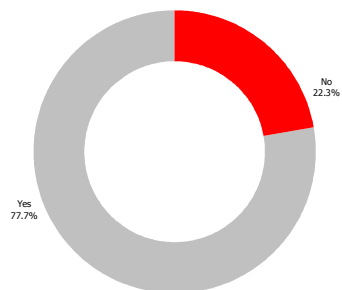
		How many jobs did you change																	
		my present job is the only job I ever had		Second job		Third job		Fourth job		Fifth job		Sixth job		Eighth job		Ninth job			
		Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %		
Gender	Male	83	50.6%	39	23.8%	13	7.9%	22	13.4%	3	1.8%	1	.6%	1	.6%	2	1.2%		
	Female	102	60.7%	41	24.1%	17	10.0%	7	4.1%	2	1.2%	0	.0%	1	.6%	0	.0%		
Age	< 30 yrs	86	66.7%	31	24.0%	8	6.2%	3	2.3%	1	.8%	0	.0%	0	.0%	0	.0%		
	30 - 39 yrs	52	46.4%	29	25.9%	14	12.5%	13	11.6%	2	1.8%	1	.9%	1	.9%	0	.0%		
	40 - 49 yrs	29	48.3%	14	23.3%	4	6.7%	10	16.7%	1	1.7%	0	.0%	1	1.7%	1	1.7%		
	50+ yrs	8	47.1%	2	11.8%	4	23.5%	2	11.8%	0	.0%	0	.0%	0	.0%	1	5.9%		
Highest Level of Qualification Attained	University Diploma or equivalent	19	46.7%	10	25.6%	4	10.3%	5	12.8%	1	2.6%	0	.0%	0	.0%	0	.0%		
	University degree – Baccalaureate	115	57.5%	45	22.5%	19	9.5%	16	8.0%	3	1.5%	0	.0%	2	1.0%	0	.0%		
	University degree – Masters' level	30	44.6%	19	28.4%	7	10.4%	7	10.4%	1	1.5%	1	1.5%	0	.0%	2	3.0%		
	University Doctoral	14	77.8%	4	22.2%	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%		
Area of Study	Other	6	75.0%	1	12.5%	0	.0%	1	12.5%	0	.0%	0	.0%	0	.0%	0	.0%		
	Arts	4	36.4%	5	45.5%	1	9.1%	0	.0%	1	9.1%	0	.0%	0	.0%	0	.0%		
	Education	64	71.9%	14	15.7%	5	5.6%	6	6.7%	0	.0%	0	.0%	0	.0%	0	.0%		
	Law	5	55.6%	3	33.3%	0	.0%	1	11.1%	0	.0%	0	.0%	0	.0%	0	.0%		
	Managerial Sciences	34	42.5%	23	28.8%	10	12.5%	9	11.3%	1	1.3%	1	1.3%	2	2.5%	0	.0%		
	Medicine & Healthcare	38	67.9%	11	19.6%	2	3.6%	3	5.4%	2	3.6%	0	.0%	0	.0%	0	.0%		
	Science, Technology & Engineering	26	43.3%	14	23.3%	10	16.7%	8	13.3%	0	.0%	0	.0%	0	.0%	2	3.3%		
	Social Sciences	2	33.3%	2	33.3%	2	33.3%	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%		
	Veterinary Sciences	1	16.7%	3	50.0%	0	.0%	2	33.3%	0	.0%	0	.0%	0	.0%	0	.0%		
	Other	6	50.0%	5	41.7%	0	.0%	0	.0%	1	8.3%	0	.0%	0	.0%	0	.0%		
	No. of Years since Completion	< 2 years	56	59.6%	21	22.1%	11	11.7%	4	4.3%	2	2.1%	0	.0%	0	.0%	0	.0%	
2 - 5 yrs		35	58.3%	18	30.0%	2	3.3%	5	8.3%	0	.0%	0	.0%	0	.0%	0	.0%		
5 - 10 yrs		55	61.8%	18	20.2%	9	10.1%	5	5.6%	0	.0%	1	1.1%	1	1.1%	0	.0%		
10 - 15 yrs		15	34.9%	12	27.9%	6	14.0%	8	18.6%	2	4.7%	0	.0%	0	.0%	0	.0%		
15+ yrs		12	40.0%	5	16.7%	2	6.7%	7	23.3%	1	3.3%	0	.0%	1	3.3%	2	6.7%		
Status	Married or living with partner	88	47.1%	50	26.7%	18	9.6%	21	11.2%	5	2.7%	1	.5%	2	1.1%	2	1.1%		
	Separated or divorced and not living with partner	1	50.0%	0	.0%	1	50.0%	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%		
	Widowed and not living with partner	0	.0%	0	.0%	1	100.0%	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%		
	Never married / single living with parents	81	65.6%	26	21.5%	7	5.8%	7	5.8%	0	.0%	0	.0%	0	.0%	0	.0%		
Caring Responsibilities	Never married / single living alone	12	60.0%	4	20.0%	3	15.0%	1	5.0%	0	.0%	0	.0%	0	.0%	0	.0%		
	Yes	71	48.3%	38	25.9%	14	9.5%	16	10.9%	3	2.0%	1	.7%	2	1.4%	2	1.4%		
Variety of Caring Responsibilities at Home	No	104	61.5%	40	23.7%	14	8.3%	9	5.3%	2	1.2%	0	.0%	0	.0%	0	.0%		
	1	37	49.3%	17	22.7%	9	12.0%	9	12.0%	1	1.3%	0	.0%	1	1.3%	1	1.3%		
	2	32	48.5%	19	28.8%	5	7.6%	6	9.1%	2	3.0%	0	.0%	1	1.5%	1	1.5%		
Time Spent in Domestic Work on Average (Daily)	3	5	50.0%	3	30.0%	0	.0%	1	10.0%	0	.0%	1	10.0%	0	.0%	0	.0%		
	< 1hr	76	60.3%	29	23.0%	10	7.9%	8	6.3%	2	1.6%	0	.0%	0	.0%	1	.8%		
	1 - 3 hrs	71	53.8%	29	22.0%	12	9.1%	15	11.4%	3	2.3%	0	.0%	1	.8%	1	.8%		
	3 - 5 hrs	16	45.7%	13	37.1%	4	11.4%	1	2.9%	0	.0%	1	2.9%	0	.0%	0	.0%		
	5 - 7 hrs	4	50.0%	3	37.5%	0	.0%	1	12.5%	0	.0%	0	.0%	0	.0%	0	.0%		
	7 - 9 hrs	5	83.3%	0	.0%	1	16.7%	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%		
Partner's Engagement in a Paid Job	> 9 hours	3	75.0%	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%	1	25.0%	0	.0%		
	Yes	80	49.1%	44	27.0%	14	8.6%	16	9.8%	5	3.1%	1	.6%	2	1.2%	1	.6%		
Engagement in a paid job	No	13	38.2%	8	23.5%	6	17.6%	6	17.6%	0	.0%	0	.0%	0	.0%	1	2.9%		
	Yes	183	55.1%	80	24.1%	30	9.0%	29	8.7%	5	1.5%	1	.3%	2	.6%	2	.6%		
Job Occupied	No	1	100.0%	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%		
	Senior Manager/Officials, Large Business Owners, Directors	16	31.8%	14	30.4%	7	15.2%	4	8.7%	2	4.3%	1	2.2%	1	2.2%	1	2.2%		
	Professionals (Employed or Self Employed)	142	60.2%	53	22.5%	13	5.5%	24	10.2%	2	.9%	0	.0%	1	.4%	1	.4%		
	Associate Professionals & Technical	12	54.5%	7	31.8%	3	13.6%	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%		
	Clerical Employees	9	50.0%	4	22.2%	5	27.8%	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%		
	Skilled Agriculture & Fishery Workers	0	.0%	0	.0%	0	.0%	0	.0%	1	100.0%	0	.0%	0	.0%	0	.0%		
	Crafts & Related Trades	0	.0%	0	.0%	1	100.0%	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%		
	Elementary Occupations	0	.0%	0	.0%	0	.0%	1	100.0%	0	.0%	0	.0%	0	.0%	0	.0%		
	Employer Organisation	Government organisation/department	98	62.8%	34	21.8%	12	7.7%	9	5.8%	2	1.3%	1	.6%	0	.0%	0	.0%	
		Parastatal company	20	51.3%	9	23.1%	7	17.9%	3	7.7%	0	.0%	0	.0%	0	.0%	0	.0%	
		Publicly listed company	7	43.8%	6	37.5%	1	6.3%	1	6.3%	0	.0%	0	.0%	1	6.3%	0	.0%	
Private company/sole trader		42	47.7%	21	23.9%	8	9.1%	11	12.5%	3	3.4%	0	.0%	1	1.1%	2	2.3%		
Commercial partnership		5	62.5%	3	37.5%	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%		
Non-profit organisation		9	50.0%	6	33.3%	1	5.6%	2	11.1%	0	.0%	0	.0%	0	.0%	0	.0%		
Present Job	Full time	167	56.6%	66	22.4%	29	9.8%	24	8.1%	4	1.4%	1	.3%	2	.7%	2	.7%		
	Full time (reduced hours)	8	72.7%	2	18.2%	0	.0%	1	9.1%	0	.0%	0	.0%	0	.0%	0	.0%		
	Part time	10	40.0%	10	40.0%	1	4.0%	3	12.0%	1	4.0%	0	.0%	0	.0%	0	.0%		

4.4.3 Industry/ Sector

Despite the job changes observed in Section 4.4.2, 77.7% of all participants (or 58.6% of the participants who changed jobs) still considered themselves to be engaged in the same industry or sector since their attainment of their highest qualification. Such observations prevailed except in the case of graduates who presently occupied senior jobs (business owners, senior management positions) or associate professional / technical jobs – where job changes were significantly more often related to changes in the industry/sector of operation.

Table 47 – Engagement in Same Industry or Sector (Frequency & % Response)

		Frequency	Valid Percent
Valid	Yes	255	77.7
	No	73	22.3
	Total	328	100.0



Overall Responses of Respondents in paid work

		Frequency	Valid Percent
Valid	Yes	85	58.6
	No	60	41.4
	Total	145	100.0
Missing	System	4	
Total		149	

Responses from graduates who changed jobs

Table 48 – Engagement in Same Industry or Sector Across Respondent Groups (Respondents who changed jobs) (Frequency & % Response)

		Do you consider yourself to be engaged in the same industry/ sector since your first graduation			
		Yes		No	
		Count	Row N %	Count	Row N %
Gender	Male	45	57.0%	34	43.0%
	Female	40	60.6%	26	39.4%
Age	< 30 yrs	27	65.9%	14	34.1%
	30 - 39 yrs	33	55.9%	26	44.1%
	40 - 49 yrs	15	50.0%	15	50.0%
	50+ yrs	5	55.6%	4	44.4%
Highest Level of Qualification Attained	University Diploma or equivalent	14	73.7%	5	26.3%
	University degree - Baccalaureate	44	53.7%	38	46.3%
	University degree - Masters' level	22	59.5%	15	40.5%
	University Doctoral	4	100.0%	0	.0%
	Other	0	.0%	2	100.0%
Area of Study	Arts	3	42.9%	4	57.1%
	Education	16	64.0%	9	36.0%
	Law	3	75.0%	1	25.0%
	Managerial Sciences	23	51.1%	22	48.9%
	Medicine & Healthcare	14	82.4%	3	17.6%
	Science, Technology & Engineering	15	45.5%	18	54.5%
	Social Sciences	3	75.0%	1	25.0%
	Veterinary Sciences	4	80.0%	1	20.0%
	Other	4	80.0%	1	20.0%
No. of Years since Completion	< 2 years	21	56.8%	16	43.2%
	2 - 5 yrs	16	69.6%	7	30.4%
	5 - 10 yrs	19	55.9%	15	44.1%
	10 - 15 yrs	15	55.6%	12	44.4%
	15+ yrs	8	44.4%	10	55.6%
Status	Married or living with partner	56	57.1%	42	42.9%
	Separated or divorced and not living with partner	0	.0%	1	100.0%
	Widowed and not living with partner	0	.0%	1	100.0%
	Never married / single living with parents	25	67.6%	12	32.4%
	Never married / single living alone	4	50.0%	4	50.0%
Caring Responsibilities	Yes	49	65.3%	26	34.7%
	No	32	51.6%	30	48.4%
Variety of Caring Responsibilities at Home	1	21	55.3%	17	44.7%
	2	24	72.7%	9	27.3%
	3	5	100.0%	0	.0%
Time Spent in Domestic Work on Average (Daily)	< 1hr	27	57.4%	20	42.6%
	1 - 3 hrs	34	55.7%	27	44.3%
	3 - 5 hrs	12	66.7%	6	33.3%
	5 - 7 hrs	3	75.0%	1	25.0%
	7 - 9 hrs	0	.0%	1	100.0%
	> 9 hours	0	.0%	1	100.0%
Partner's Engagement in a Paid Job	Yes	49	59.0%	34	41.0%
	No	11	55.0%	9	45.0%
Engagement in a paid job	Yes	85	58.6%	60	41.4%
	No	0	.0%	0	.0%
Job Occupied	Senior Manager/Officials, Large Business Owners, Directors	12	40.0%	18	60.0%
	Professionals (Employed or Self Employed)	62	68.1%	29	31.9%
	Associate Professionals & Technical	4	44.4%	5	55.6%
	Clerical Employees	6	66.7%	3	33.3%
	Skilled Agriculture & Fishery Workers	0	.0%	1	100.0%
	Crafts & Related Trades	0	.0%	1	100.0%
	Plant & Machine Operator, Assembly Workers	0	.0%	0	.0%
	Elementary Occupations	0	.0%	1	100.0%
Never Engaged in Paid Work - House wife / Husband	0	.0%	0	.0%	
Employer Organisation	Government organisation/department	31	54.4%	26	45.6%
	Parastatal company	12	63.2%	7	36.8%
	Publicity listed company	5	55.6%	4	44.4%
	Private company/sole trader	28	62.2%	17	37.8%
	Commercial partnership	2	100.0%	0	.0%
	Non-profit organisation	4	44.4%	5	55.6%
Present Job	Full time	69	55.6%	55	44.4%
	Full time (reduced hours)	1	33.3%	2	66.7%
	Part time	14	93.3%	1	6.7%

4.5 The Inactive Graduate

4.5.1 Present Status

Out of the inactive participants, 44.4% were homemakers or mothers, 27.8% were studying, and 11.1% were househusbands or fathers, while the remaining 16.7% were involved in other non-work arrangements. Most homemakers or mothers had finished their studies for over 10 years prior to the survey, although a small number of female respondents had also finished their studies less than two years prior to the research study. The majority of inactive graduates had their partners engaged in a paid job.

Table 49 – Inactive Graduates: Present Status (Frequency & % Response)

		Frequency	Valid Percent
Valid	Housewife / mother	8	44.4
	Househusband / father	2	11.1
	Studying	5	27.8
	Other	3	16.7
	Total	18	100.0
Missing	Don't Know / No Answer / not applicable	1	

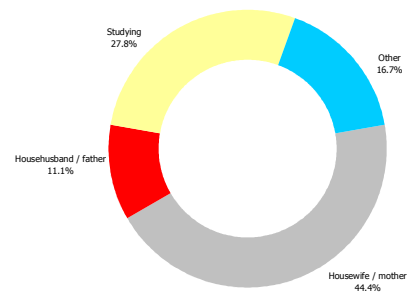


Table 50 – Inactive Graduates: Present Status Across Respondent Groups (Frequency & % Response)

		Describe your present status							
		Housewife / mother		Househusband / father		Studying		Other	
		Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
Gender	Male	0	.0%	2	50.0%	2	50.0%	0	.0%
	Female	8	57.1%	0	.0%	3	21.4%	3	21.4%
Age	< 30 yrs	1	20.0%	0	.0%	2	40.0%	2	40.0%
	30 - 39 yrs	3	100.0%	0	.0%	0	.0%	0	.0%
	40 - 49 yrs	2	50.0%	2	50.0%	0	.0%	0	.0%
	50+ yrs	1	50.0%	0	.0%	1	50.0%	0	.0%
Highest Level of Qualification Attained	University Diploma or equivalent	2	40.0%	1	20.0%	2	40.0%	0	.0%
	University degree - Baccalaureate	6	60.0%	0	.0%	2	20.0%	2	20.0%
	University degree - Masters' level	0	.0%	0	.0%	0	.0%	1	100.0%
	University Doctoral	0	.0%	0	.0%	1	100.0%	0	.0%
Area of Study	Arts	1	100.0%	0	.0%	0	.0%	0	.0%
	Education	3	50.0%	1	16.7%	1	16.7%	1	16.7%
	Managerial Sciences	1	33.3%	0	.0%	1	33.3%	1	33.3%
	Medicine & Healthcare	1	50.0%	0	.0%	1	50.0%	0	.0%
	Science, Technology & Engineering	1	33.3%	1	33.3%	1	33.3%	0	.0%
	Social Sciences	1	50.0%	0	.0%	0	.0%	1	50.0%
	Other	0	.0%	0	.0%	1	100.0%	0	.0%
	No. of Years since Completion	< 2 years	2	28.6%	0	.0%	2	28.6%	3	42.9%
2 - 5 yrs	0	.0%	1	100.0%	0	.0%	0	.0%	
5 - 10 yrs	0	.0%	1	50.0%	1	50.0%	0	.0%	
10 - 15 yrs	3	75.0%	0	.0%	1	25.0%	0	.0%	
15+ yrs	3	100.0%	0	.0%	0	.0%	0	.0%	
Status	Married or living with partner	6	54.5%	2	18.2%	2	18.2%	1	9.1%
	Never married / single living with parents	2	33.3%	0	.0%	2	33.3%	2	33.3%
	Never married / single living alone	0	.0%	0	.0%	1	100.0%	0	.0%
Caring Responsibilities	Yes	5	71.4%	1	14.3%	1	14.3%	0	.0%
	No	2	20.0%	1	10.0%	4	40.0%	3	30.0%
Variety of Caring Responsibilities at Home	1	4	66.7%	2	33.3%	0	.0%	0	.0%
	2	1	50.0%	0	.0%	1	50.0%	0	.0%
Time Spent in Domestic Work on Average (Daily)	< 1hr	0	.0%	1	25.0%	2	50.0%	1	25.0%
	1 - 3 hrs	4	44.4%	1	11.1%	2	22.2%	2	22.2%
	3 - 5 hrs	2	100.0%	0	.0%	0	.0%	0	.0%
	7 - 9 hrs	1	100.0%	0	.0%	0	.0%	0	.0%
Partner's Engagement in a Paid Job	Yes	6	54.5%	2	18.2%	1	9.1%	2	18.2%
	No	0	.0%	0	.0%	2	100.0%	0	.0%
Engagement in a paid job	Yes	1	14.3%	2	28.6%	2	28.6%	2	28.6%
	No	7	63.6%	0	.0%	3	27.3%	1	9.1%
Job Occupied	Professionals (Employed or Self Employed)	1	25.0%	0	.0%	1	25.0%	2	50.0%
	Associate Professionals & Technical	0	.0%	2	100.0%	0	.0%	0	.0%
	Elementary Occupations	0	.0%	0	.0%	1	100.0%	0	.0%
Employer Organisation	Government organisation/department	0	.0%	1	50.0%	1	50.0%	0	.0%
	Parastatal company	0	.0%	1	100.0%	0	.0%	0	.0%
	Private company/sole trader	1	33.3%	0	.0%	0	.0%	2	66.7%
Present Job	Full time	0	.0%	2	50.0%	1	25.0%	1	25.0%
	Part time	1	50.0%	0	.0%	0	.0%	1	50.0%

4.5.2 Previous Engagement in a Paid Job

A total of 83.3% of inactive graduate participants claimed to have been previously engaged in a paid job – with the remaining 16.7% having never worked since their graduation.

Table 51 – Previous Engagement in a Paid Job (Frequency & % Response)

		Frequency	Valid Percent
Valid	Yes	15	83.3
	No	3	16.7
	Total	18	100.0

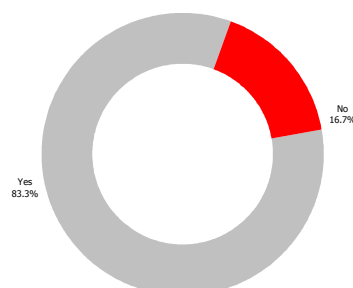


Table 52 – Previous Engagement in a Paid Job by Respondent & Work Characteristics (Frequency & % Response)

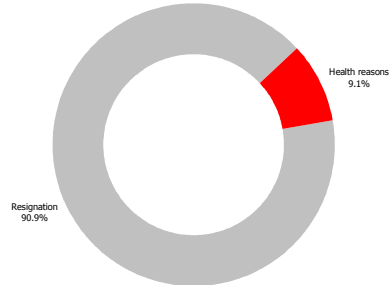
		Were you ever engaged in a paid job			
		Yes		No	
		Count	Row N %	Count	Row N %
Gender	Male	4	80.0%	1	20.0%
	Female	11	84.6%	2	15.4%
Age	< 30 yrs	3	60.0%	2	40.0%
	30 - 39 yrs	3	100.0%	0	.0%
	40 - 49 yrs	4	100.0%	0	.0%
	50+ yrs	2	100.0%	0	.0%
	Highest Level of Qualification Attained	University Diploma or equivalent	5	100.0%	0	.0%
	University degree - Baccalaureate	8	80.0%	2	20.0%
	University degree - Masters' level	0	.0%	1	100.0%
	University Doctoral	1	100.0%	0	.0%
Area of Study	Arts	1	100.0%	0	.0%
	Education	4	80.0%	1	20.0%
	Managerial Sciences	3	100.0%	0	.0%
	Medicine & Healthcare	2	100.0%	0	.0%
	Science, Technology & Engineering	3	100.0%	0	.0%
	Social Sciences	1	33.3%	2	66.7%
	Other	1	100.0%	0	.0%
	No. of Years since Completion	< 2 years	5	71.4%	2
	2 - 5 yrs	1	100.0%	0	.0%
	5 - 10 yrs	1	50.0%	1	50.0%
	10 - 15 yrs	4	100.0%	0	.0%
	15+ yrs	3	100.0%	0	.0%
Status	Married or living with partner	11	100.0%	0	.0%
	Never married / single living with parents	4	66.7%	2	33.3%
	Never married / single living alone	0	.0%	1	100.0%
Caring Responsibilities	Yes	6	100.0%	0	.0%
	No	8	80.0%	2	20.0%
Variety of Caring Responsibilities at Home	1	5	100.0%	0	.0%
	2	2	66.7%	1	33.3%
Time Spent in Domestic Work on Average (Daily)	< 1hr	4	100.0%	0	.0%
	1 - 3 hrs	7	77.8%	2	22.2%
	3 - 5 hrs	1	100.0%	0	.0%
	7 - 9 hrs	1	100.0%	0	.0%
Partner's Engagement in a Paid Job	Yes	10	90.9%	1	9.1%
	No	2	100.0%	0	.0%
Engagement in a paid job	Yes	4	66.7%	2	33.3%
	No	11	91.7%	1	8.3%
Job Occupied	Senior Manager/Officials, Large Business Owners, Directors	0	.0%	1	100.0%
	Professionals (Employed or Self Employed)	1	33.3%	2	66.7%
	Associate Professionals & Technical	2	100.0%	0	.0%
	Elementary Occupations	1	100.0%	0	.0%
Employer Organisation	Government organisation/department	1	50.0%	1	50.0%
	Parastatal company	1	100.0%	0	.0%
	Private company/sole trader	1	50.0%	1	50.0%
	Non-profit organisation	0	.0%	1	100.0%
Present Job	Full time	3	60.0%	2	40.0%
	Part time	0	.0%	1	100.0%

4.5.3 Circumstances Terminating Employment

Of the inactive graduate respondents who were engaged in a paid job prior to their inactivity, 90.9% had resigned while the remaining 9.1% stopped for health reasons. Participants that resigned did so primarily for career purposes or to study (44.4%) – albeit family or maternity reasons featured among another 44.4% of such respondents. Only 1 respondent claimed to have stopped working in response to prevailing job conditions.

Table 53 – Circumstances Leading to Termination of Employment (Frequency & % Response)

		Frequency	Valid Percent
Valid	Resignation	10	90.9
	Health reasons	1	9.1
	Total	11	100.0



		Frequency	Valid Percent
Valid	Maternity	1	11.1
	Family commitments	3	33.3
	Career/studies	4	44.4
	Job conditions	1	11.1
	Total	9	100.0

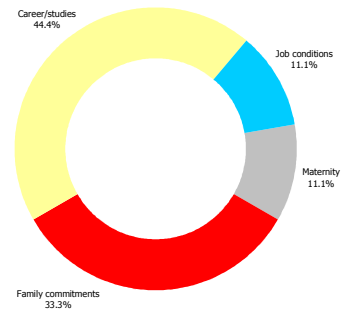


Table 54 – Termination of Employment Across Inactive Respondent Groups (Frequency & % Response)

		Circumstances under which you may have stopped to be employed. Which of them is truest in your case			
		Resignation		Health reasons	
		Count	Row N %	Count	Row N %
Gender	Male	2	100.0%	0	.0%
	Female	8	88.9%	1	11.1%
Age	< 30 yrs	2	100.0%	0	.0%
	30 - 39 yrs	3	100.0%	0	.0%
	40 - 49 yrs	3	100.0%	0	.0%
	50+ yrs	0	.0%	1	100.0%
Highest Level of Qualification Attained	University Diploma or equivalent	2	66.7%	1	33.3%
	University degree - Baccalaureate	8	100.0%	0	.0%
Area of Study	Arts	1	100.0%	0	.0%
	Education	2	66.7%	1	33.3%
	Managerial Sciences	1	100.0%	0	.0%
	Medicine & Healthcare	2	100.0%	0	.0%
	Science, Technology & Engineering	2	100.0%	0	.0%
	Social Sciences	1	100.0%	0	.0%
	Other	1	100.0%	0	.0%
No. of Years since Completion	< 2 years	3	100.0%	0	.0%
	10 - 15 yrs	4	100.0%	0	.0%
	15+ yrs	3	75.0%	1	25.0%
Status	Married or living with partner	8	88.9%	1	11.1%
	Never married / single living with parents	2	100.0%	0	.0%
Caring Responsibilities	Yes	6	100.0%	0	.0%
	No	4	100.0%	0	.0%
Variety of Caring Responsibilities at Home	1	3	100.0%	0	.0%
	2	3	100.0%	0	.0%
Time Spent in Domestic Work on Average (Daily)	< 1hr	1	100.0%	0	.0%
	1 - 3 hrs	7	100.0%	0	.0%
	3 - 5 hrs	1	100.0%	0	.0%
	7 - 9 hrs	1	100.0%	0	.0%
Partner's Engagement in a Paid Job	Yes	7	87.5%	1	12.5%
	No	2	100.0%	0	.0%
Engagement in a paid job	Yes	3	100.0%	0	.0%
	No	7	87.5%	1	12.5%
Job Occupied	Professionals (Employed or Self Employed)	2	100.0%	0	.0%
	Elementary Occupations	1	100.0%	0	.0%
Employer Organisation	Private company/sole trader	2	100.0%	0	.0%
Present Job	Full time	2	100.0%	0	.0%

Table 55 – Reason for Termination of Employment Across Inactive Respondent Groups (Frequency & % Response)

		If you resigned from your last job, which of the following provides the truest of possible circumstances that may have led you to take your decision							
		Maternity		Family commitments		Career/studies		Job conditions	
		Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
Gender	Male	0	.0%	1	33.3%	1	33.3%	1	33.3%
	Female	1	16.7%	2	33.3%	3	50.0%	0	.0%
Age	< 30 yrs	0	.0%	0	.0%	2	100.0%	0	.0%
	30 - 39 yrs	0	.0%	1	100.0%	0	.0%	0	.0%
	40 - 49 yrs	1	25.0%	2	50.0%	0	.0%	1	25.0%
Highest Level of Qualification Attained	University Diploma or equivalent	1	50.0%	0	.0%	1	50.0%	0	.0%
	University degree - Baccalaureate	0	.0%	3	50.0%	3	50.0%	0	.0%
Area of Study	Education	0	.0%	0	.0%	2	66.7%	1	33.3%
	Managerial Sciences	0	.0%	1	100.0%	0	.0%	0	.0%
	Medicine & Healthcare	0	.0%	1	100.0%	0	.0%	0	.0%
	Science, Technology & Engineering	0	.0%	1	50.0%	1	50.0%	0	.0%
	Social Sciences	1	100.0%	0	.0%	0	.0%	0	.0%
	Other	0	.0%	0	.0%	1	100.0%	0	.0%
No. of Years since Completion	< 2 years	0	.0%	0	.0%	3	100.0%	0	.0%
	5 - 10 yrs	0	.0%	0	.0%	0	.0%	1	100.0%
	10 - 15 yrs	0	.0%	1	50.0%	1	50.0%	0	.0%
	15+ yrs	1	33.3%	2	66.7%	0	.0%	0	.0%
Status	Married or living with partner	1	14.3%	3	42.9%	2	28.6%	1	14.3%
	Never married / single living with parents	0	.0%	0	.0%	2	100.0%	0	.0%
Caring Responsibilities	Yes	1	20.0%	3	60.0%	1	20.0%	0	.0%
	No	0	.0%	0	.0%	3	75.0%	1	25.0%
Variety of Caring Responsibilities at Home	1	1	33.3%	1	33.3%	0	.0%	1	33.3%
	2	0	.0%	2	66.7%	1	33.3%	0	.0%
Time Spent in Domestic Work on Average (Daily)	< 1hr	0	.0%	0	.0%	1	50.0%	1	50.0%
	1 - 3 hrs	0	.0%	2	40.0%	3	60.0%	0	.0%
	3 - 5 hrs	1	100.0%	0	.0%	0	.0%	0	.0%
	7 - 9 hrs	0	.0%	1	100.0%	0	.0%	0	.0%
Partner's Engagement in a Paid Job	Yes	1	16.7%	2	33.3%	2	33.3%	1	16.7%
	No	0	.0%	1	50.0%	1	50.0%	0	.0%
Engagement in a paid job	Yes	0	.0%	1	25.0%	2	50.0%	1	25.0%
	No	1	20.0%	2	40.0%	2	40.0%	0	.0%
Job Occupied	Professionals (Employed or Self Employed)	0	.0%	1	50.0%	1	50.0%	0	.0%
	Associate Professionals & Technical	0	.0%	0	.0%	0	.0%	1	100.0%
	Elementary Occupations	0	.0%	0	.0%	1	100.0%	0	.0%
Employer Organisation	Government organisation/department	0	.0%	0	.0%	0	.0%	1	100.0%
	Private company/sole trader	0	.0%	1	50.0%	1	50.0%	0	.0%
Present Job	Full time	0	.0%	1	33.3%	1	33.3%	1	33.3%

4.5.4 Benefits & Paid Work

In considering moving back to paid work, inactive graduates were typically inclined to consider family friendly benefits – particularly flexitime, followed by sick or emergency childcare leave and short notice leave in declining order of preference, albeit not exclusively. Contrastingly, participants considered after-school childcare facilities or programmes as the least interesting of family friendly benefits. Moreover:

- flexitime was typically preferred by participants whose partner was not engaged in a paid job;
- study leave received higher consideration amongst participants with a baccalaureate qualification and participants who were single living with parents.

Table 56 – Family Friendly Benefits Considered by Inactive Graduates in Entering to Paid Work (Mean Response)

	N	Minimum	Maximum	Mean	Std. Deviation
Flexitime	10	1	3	2.00	.471
Annualised Hours	6	0	2	1.00	1.095
Childcare facilities	6	0	3	1.17	1.329
After-school child care facility/programme	6	0	3	.83	1.169
Childcare subsidy/allowance	7	0	3	1.14	1.215
Telework / home work	7	0	2	1.43	.787
Job sharing	9	0	2	1.11	.928
Parental Leave	3	1	3	1.67	1.155
Short notice leave	6	1	2	1.83	.408
Sick/Emergency child care leave	8	1	2	1.88	.354
Professional guidance (children, elderly care)	6	0	2	1.17	.983
Study leave	7	0	3	1.71	.951

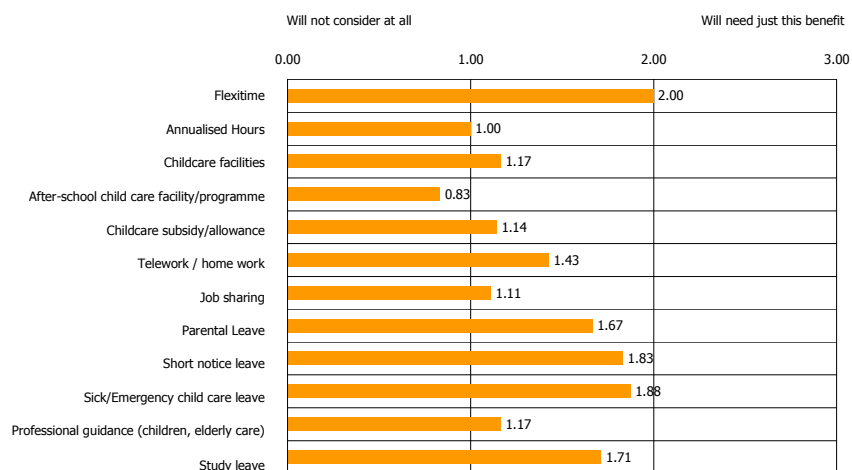


Table 57 – Family Friendly Benefits Considered by Inactive Graduates in Entering to Paid Work Across Graduate Respondent Groups (Mean Response)

		Flexitime	Annualised Hours	Childcare facilities	After-school child care facility/program	Childcare subsidy/allowance	Telework / home work	Job sharing	Parental Leave	Short notice leave	Sick/ Emergency child care leave	Professional guidance (children, elderly care)	Study leave
		Mean	Mean	Mean	Mean	Mean	Mean	Mean	Mean	Mean	Mean	Mean	Mean
Gender	Male	2.50	2.00	2.00	1.00	2.00	1.00	1.00	1.00	2.00	2.00	1.50	2.50
	Female	1.88	.80	1.00	.80	1.00	1.50	1.13	2.00	1.80	1.86	1.00	1.40
Age	< 30 yrs	2.33	.	2.50	3.00	2.50	.	2.00	3.00	.	2.00	.	2.50
	30 - 39 yrs	2.00	2.00	.00	1.00	1.00	2.00	1.00	.	2.00	2.00	2.00	2.00
	40 - 49 yrs	1.67	.67	1.00	.33	.67	1.33	.67	1.00	2.00	2.00	1.00	1.00
	50+ yrs	.	.	.	.	.	.	.	.	.	.	.	1.00
Highest Level of Qualification Attained	University Diploma or equivalent	1.50	.00	.00	.00	.00	1.00	.50	1.00	1.50	1.50	.00	.50
	University degree - Baccalaureate	2.14	1.33	1.67	1.33	1.50	1.75	1.33	3.00	2.00	2.00	1.33	2.25
	University degree - Masters' level	.	.	.	.	.	.	.	.	.	.	.	.
	University Doctoral	.	.	.	.	.	.	.	.	.	.	1.00	.
	Other	.	.	.	.	.	.	.	.	.	.	.	.
Area of Study	Arts	2.00	2.00	.	.	.	2.00	2.00	.	2.00	2.00	2.00	2.00
	Education	2.00	2.00	2.33	2.00	2.33	1.50	1.75	2.00	2.00	2.00	2.00	2.00
	Law	.	.	.	.	.	.	.	.	.	.	.	.
	Managerial Sciences	2.00	.00	.	.00	.00	1.00	.00	.	2.00	2.00	.00	.
	Medicine & Healthcare	.	.	.	.	.	.	.	.	.	.	1.00	.
	Science, Technology & Engineering	2.50	.	.00	1.00	1.00	2.00	.00	.	2.00	2.00	2.00	3.00
	Social Sciences	1.00	.00	.00	.00	.00	2.00	1.00	.	2.00	2.00	.	.00
	Veterinary Sciences	.	.	.	.	.	.	.	.	.	.	.	.
	Other	2.00	.00	.00	.00	.00	.00	.00	1.00	1.00	1.00	.00	1.00
	No. of Years since Completion	< 2 years	2.25	2.00	2.50	3.00	2.50	2.00	2.00	3.00	.	2.00	.
2 - 5 yrs	
5 - 10 yrs	2.00	2.00	2.00	1.00	2.00	1.00	1.00	1.00	2.00	2.00	2.00	2.00	
10 - 15 yrs	2.00	1.00	.00	.50	.50	1.33	.67	1.00	1.67	1.67	1.33	1.50	
15+ yrs	1.50	.00	.00	.00	.00	1.50	.50	.	2.00	2.00	.00	.00	
Status	Married or living with partner	1.86	.80	.80	.40	.83	1.33	.86	1.67	1.83	1.86	1.17	1.40
	Separated or divorced and not living with partner	.	.	.	.	.	.	.	.	.	.	.	.
	Widowed and not living with partner	.	.	.	.	.	.	.	.	.	.	.	.
	Never married / single living with parents	2.33	2.00	3.00	3.00	3.00	2.00	2.00	.	.	2.00	.	2.50
	Never married / single living alone	.	.	.	.	.	.	.	.	.	.	.	.
Caring Responsibilities	Yes	1.80	.00	.75	.80	.80	1.25	.60	1.00	1.75	1.80	.67	.50
	No	2.20	2.00	2.00	1.00	2.00	1.67	1.75	2.00	2.00	2.00	1.67	2.20
Variety of Caring Responsibilities at Home	1.00	1.75	.67	1.67	1.00	1.25	1.33	1.00	1.00	2.00	2.00	1.00	1.00
	2.00	2.00	.00	.00	.50	.50	1.00	.00	1.00	1.50	1.50	1.00	1.00
	3.00	.	.	.	.	.	.	.	.	.	.	.	.
Time Spent in Domestic Work on Average (Daily)	< 1hr	2.50	2.00	2.00	1.00	2.00	1.00	1.00	1.00	2.00	2.00	2.00	2.50
	1 - 3 hrs	2.00	1.33	.67	.50	1.00	1.50	1.20	2.00	1.67	1.75	1.33	1.75
	3 - 5 hrs	1.50	.00	1.50	1.50	1.50	2.00	1.50	.	2.00	2.00	.	.00
	5 - 7 hrs	.	.	.	.	.	.	.	.	.	.	.	.
	7 - 9 hrs	2.00	.00	.	.00	.00	1.00	.00	.	2.00	2.00	.00	.
	> 9 hours	.	.	.	.	.	.	.	.	.	.	.	.
Partner's Engagement in a Paid Job	Yes	1.86	.80	.80	.40	.83	1.33	.86	1.67	1.83	1.86	1.20	1.40
	No	3.00	.	.	.	.	.	.	.	.	.	1.00	3.00
Engagement in a paid job	Yes	2.25	2.00	2.33	2.00	2.33	1.00	1.67	2.00	2.00	2.00	2.00	2.33
	No	1.83	.80	.00	.25	.25	1.50	.83	1.00	1.80	1.80	1.00	1.25
Job Occupied	Senior Manager/Officials, Large Business Owners, Directors	.	.	.	.	.	.	.	.	.	.	.	.
	Professionals (Employed or Self Employed)	2.00	.	2.50	3.00	2.50	.	.	2.00	3.00	.	2.00	2.00
	Associate Professionals & Technical	2.00	2.00	2.00	1.00	2.00	1.00	1.00	1.00	2.00	2.00	2.00	2.00
	Clerical Employees	.	.	.	.	.	.	.	.	.	.	.	.
	Skilled Agriculture & Fishery Workers	.	.	.	.	.	.	.	.	.	.	.	.
	Crafts & Related Trades	.	.	.	.	.	.	.	.	.	.	.	.
Employer Organisation	Elementary Occupations	3.00	.	.	.	.	.	.	.	.	.	.	3.00
	Government organisation/department	2.00	2.00	2.00	1.00	2.00	1.00	1.00	1.00	2.00	2.00	2.00	2.00
Present Job	Parastatal company	.	.	.	.	.	.	.	.	.	.	.	.
	Publicly listed company	.	.	.	.	.	.	.	.	.	.	.	.
	Private company/sole trader	2.00	.	2.50	3.00	2.50	.	2.00	3.00	.	2.00	.	2.00
	Commercial partnership	.	.	.	.	.	.	.	.	.	.	.	.
	Non-profit organisation	.	.	.	.	.	.	.	.	.	.	.	.
Present Job	Full time	2.00	2.00	2.00	1.00	2.00	1.00	1.50	2.00	2.00	2.00	2.00	2.00
	Full time (reduced hours)	.	.	.	.	.	.	.	.	.	.	.	.
	Part time	2.00	.	3.00	3.00	3.00	.	2.00	.	.	2.00	.	.

4.5.5 Job Occupied Last

Before turning to inactivity, 60.0% of interviewed inactive graduates were engaged in professional occupations, while another 20.0% occupied associate professionals or technical occupations, 13.3% occupied clerical positions, while the remaining respondent (6.7%) occupied a senior management post before leaving the world of paid work.

Table 58 – Job Occupied Last prior to Inactivity (Frequency & % Response)

		Frequency	Valid Percent
Valid	Senior Manager/Official, Large Business Owners, Directors	1	6.7
	Professionals (Employed or Self Employed)	9	60.0
	Associate Professionals & Technical	3	20.0
	Clerical Employees	2	13.3
Total		15	100.0

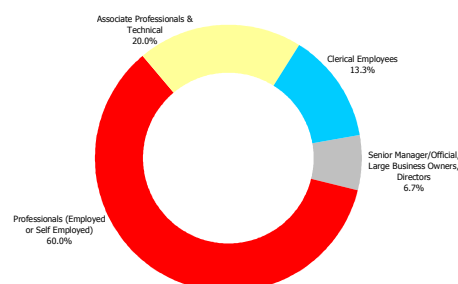


Table 59 – Job Occupied Last prior to Inactivity Across Respondent Groups (Frequency & % Response)

		What is the job you occupied last							
		Senior Manager, Large Business Owners, Directors, High Rank		Professionals (Employed or Self Employed)		Associate Professionals & Technical		Clerical Employees	
		Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
Gender	Male	0	.0%	2	33.3%	2	33.3%	2	33.3%
	Female	1	11.1%	7	77.8%	1	11.1%	0	.0%
Age	< 30 yrs	0	.0%	1	50.0%	0	.0%	1	50.0%
	30 - 39 yrs	0	.0%	3	100.0%	0	.0%	0	.0%
	40 - 49 yrs	1	16.7%	1	16.7%	3	50.0%	1	16.7%
	50+ yrs	0	.0%	2	100.0%	0	.0%	0	.0%
Highest Level of Qualification Attained	University Diploma or equivalent	0	.0%	2	40.0%	3	60.0%	0	.0%
	University degree - Baccalaureate	1	12.5%	6	75.0%	0	.0%	1	12.5%
	University Doctoral	0	.0%	1	100.0%	0	.0%	0	.0%
Area of Study	Arts	0	.0%	1	100.0%	0	.0%	0	.0%
	Education	0	.0%	3	75.0%	0	.0%	1	25.0%
	Managerial Sciences	1	100.0%	0	.0%	0	.0%	0	.0%
	Medicine & Healthcare	0	.0%	3	100.0%	0	.0%	0	.0%
	Science, Technology & Engineering	0	.0%	1	25.0%	2	50.0%	1	25.0%
	Social Sciences	0	.0%	0	.0%	1	100.0%	0	.0%
	Other	0	.0%	1	100.0%	0	.0%	0	.0%
No. of Years since Completion	< 2 years	0	.0%	1	50.0%	0	.0%	1	50.0%
	2 - 5 yrs	0	.0%	1	33.3%	2	66.7%	0	.0%
	5 - 10 yrs	0	.0%	0	.0%	0	.0%	1	100.0%
	10 - 15 yrs	0	.0%	4	100.0%	0	.0%	0	.0%
	15+ yrs	1	25.0%	2	50.0%	1	25.0%	0	.0%
Status	Married or living with partner	1	7.7%	8	61.5%	3	23.1%	1	7.7%
	Never married / single living with parents	0	.0%	1	50.0%	0	.0%	1	50.0%
Caring Responsibilities	Yes	1	11.1%	5	55.6%	3	33.3%	0	.0%
	No	0	.0%	3	60.0%	0	.0%	2	40.0%
Variety of Caring Responsibilities at Home	1	1	14.3%	2	28.6%	3	42.9%	1	14.3%
	2	0	.0%	3	100.0%	0	.0%	0	.0%
Time Spent in Domestic Work on Average (Daily)	< 1hr	0	.0%	0	.0%	0	.0%	2	100.0%
	1 - 3 hrs	0	.0%	6	75.0%	2	25.0%	0	.0%
	3 - 5 hrs	0	.0%	1	50.0%	1	50.0%	0	.0%
	7 - 9 hrs	1	100.0%	0	.0%	0	.0%	0	.0%
Partner's Engagement in a Paid Job	Yes	1	9.1%	6	54.5%	3	27.3%	1	9.1%
	No	0	.0%	2	66.7%	0	.0%	1	33.3%
Engagement in a paid job	Yes	0	.0%	2	33.3%	2	33.3%	2	33.3%
	No	1	11.1%	7	77.8%	1	11.1%	0	.0%
Job Occupied	Professionals (Employed or Self Employed)	0	.0%	2	100.0%	0	.0%	0	.0%
	Associate Professionals & Technical	0	.0%	0	.0%	2	66.7%	1	33.3%
	Elementary Occupations	0	.0%	0	.0%	0	.0%	1	100.0%
Employer Organisation	Government organisation/department	0	.0%	1	50.0%	0	.0%	1	50.0%
	Parastatal company	0	.0%	0	.0%	2	100.0%	0	.0%
	Private company/sole trader	0	.0%	1	100.0%	0	.0%	0	.0%
Present Job	Full time	0	.0%	2	40.0%	2	40.0%	1	20.0%

Prior to leaving their paid work, 68.4% of these inactive graduates occupied full-time positions (in their main job) while 21.1% occupied part-time occupations. The remaining 10.5% worked full-time with reduced hours prior to leaving the world of work. No significant differences featured in terms of how inactive graduates were employed prior to leaving their work across respondent groups.

Table 60 – Basis of Employment prior to Inactivity (Frequency & % Response)

		Frequency	Valid Percent
Valid	Full Time	13	68.4
	Full time (reduced hours)	2	10.5
	Part time	4	21.1
	Total	19	100.0

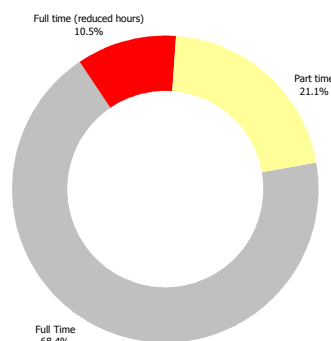


Table 61 – Basis of Employment prior to Inactivity Across Respondent Groups (Frequency & % Response)

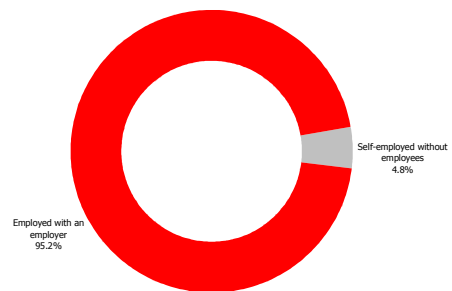
		What was your main job					
		Full Time		Full time (reduced hours)		Part time	
		Count	Row N %	Count	Row N %	Count	Row N %
Gender	Male	4	80.0%	1	20.0%	0	.0%
	Female	9	64.3%	1	7.1%	4	28.6%
Age	< 30 yrs	3	50.0%	1	16.7%	2	33.3%
	30 - 39 yrs	3	75.0%	0	.0%	1	25.0%
	40 - 49 yrs	4	100.0%	0	.0%	0	.0%
	50+ yrs	2	100.0%	0	.0%	0	.0%
Highest Level of Qualification Attained	University Diploma or equivalent	2	50.0%	1	25.0%	1	25.0%
	University degree - Baccalaureate	9	69.2%	1	7.7%	3	23.1%
	University Doctoral	1	100.0%	0	.0%	0	.0%
Area of Study	Arts	1	100.0%	0	.0%	0	.0%
	Education	7	87.5%	0	.0%	1	12.5%
	Managerial Sciences	1	33.3%	0	.0%	2	66.7%
	Medicine & Healthcare	3	100.0%	0	.0%	0	.0%
	Science, Technology & Engineering	0	.0%	1	50.0%	1	50.0%
	Social Sciences	1	100.0%	0	.0%	0	.0%
No. of Years since Completion	< 2 years	2	33.3%	1	16.7%	3	50.0%
	2 - 5 yrs	1	100.0%	0	.0%	0	.0%
	5 - 10 yrs	3	100.0%	0	.0%	0	.0%
	10 - 15 yrs	2	50.0%	1	25.0%	1	25.0%
	15+ yrs	4	100.0%	0	.0%	0	.0%
Status	Married or living with partner	11	84.6%	1	7.7%	1	7.7%
	Never married / single living with parents	2	33.3%	1	16.7%	3	50.0%
Caring Responsibilities	Yes	5	62.5%	1	12.5%	2	25.0%
	No	7	70.0%	1	10.0%	2	20.0%
Variety of Caring Responsibilities at Home	1	5	83.3%	0	.0%	1	16.7%
	2	1	33.3%	1	33.3%	1	33.3%
Time Spent in Domestic Work on Average (Daily)	< 1hr	2	40.0%	1	20.0%	2	40.0%
	1 - 3 hrs	6	75.0%	1	12.5%	1	12.5%
	3 - 5 hrs	2	66.7%	0	.0%	1	33.3%
	7 - 9 hrs	1	100.0%	0	.0%	0	.0%
Partner's Engagement in a Paid Job	Yes	9	81.8%	1	9.1%	1	9.1%
	No	2	66.7%	1	33.3%	0	.0%
Engagement in a paid job	Yes	6	75.0%	1	12.5%	1	12.5%
	No	7	63.6%	1	9.1%	3	27.3%
Job Occupied	Professionals (Employed or Self Employed)	5	83.3%	0	.0%	1	16.7%
	Associate Professionals & Technical	1	100.0%	0	.0%	0	.0%
	Elementary Occupations	0	.0%	1	100.0%	0	.0%
Employer Organisation	Government organisation/department	2	100.0%	0	.0%	0	.0%
	Parastatal company	1	100.0%	0	.0%	0	.0%
	Private company/sole trader	3	75.0%	0	.0%	1	25.0%
Present Job	Full time	6	100.0%	0	.0%	0	.0%
	Part time	0	.0%	0	.0%	1	100.0%

Of the inactive graduates, 95.2% were employed with an employer prior to leaving the world of work. A total of 76.2% of the inactive graduates were engaged on a permanent–indefinite

contract before leaving work, 19.0% occupied a casual job, while the remaining 4.8% occupied jobs through a permanent–fixed term contract.

Table 62 – Type & Basis of Employment Prior to Inactivity (Frequency & % Response)

		Frequency	Valid Percent
Valid	Self-employed without employees	1	4.8
	Employed with an employer	20	95.2
	Total	21	100.0



		Frequency	Valid Percent
Valid	Casual	4	19.0
	Permanent-fixed term contract	1	4.8
	Permanent-indefinite contract	16	76.2
	Total	21	100.0

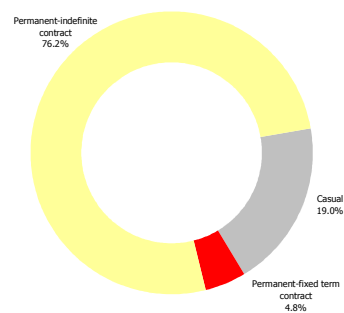


Table 63 – Type of Employment Prior to Inactivity Across Respondent Groups (Frequency & % Response)

		How were you employed			
		Self-employed without employees		Employed with an employer	
		Count	Row N %	Count	Row N %
Gender	Male	1	14.3%	6	85.7%
	Female	0	.0%	14	100.0%
Age	< 30 yrs	1	16.7%	5	83.3%
	30 - 39 yrs	0	.0%	4	100.0%
	40 - 49 yrs	0	.0%	6	100.0%
	50+ yrs	0	.0%	2	100.0%
Highest Level of Qualification Attained	University Diploma or equivalent	0	.0%	6	100.0%
	University degree - Baccalaureate	1	7.7%	12	92.3%
	University Doctoral	0	.0%	1	100.0%
Area of Study	Arts	0	.0%	1	100.0%
	Education	0	.0%	8	100.0%
	Managerial Sciences	0	.0%	3	100.0%
	Medicine & Healthcare	0	.0%	3	100.0%
	Science, Technology & Engineering	1	25.0%	3	75.0%
	Social Sciences	0	.0%	1	100.0%
	Other	0	.0%	1	100.0%
No. of Years since Completion	< 2 years	1	16.7%	5	83.3%
	2 - 5 yrs	0	.0%	3	100.0%
	5 - 10 yrs	0	.0%	3	100.0%
	10 - 15 yrs	0	.0%	4	100.0%
	15+ yrs	0	.0%	4	100.0%
Status	Married or living with partner	0	.0%	15	100.0%
	Never married / single living with parents	1	16.7%	5	83.3%
Caring Responsibilities	Yes	0	.0%	10	100.0%
	No	1	10.0%	9	90.0%
Variety of Caring Responsibilities at Home	1	0	.0%	8	100.0%
	2	0	.0%	3	100.0%
Time Spent in Domestic Work on Average (Daily)	< 1hr	1	20.0%	4	80.0%
	1 - 3 hrs	0	.0%	10	100.0%
	3 - 5 hrs	0	.0%	3	100.0%
	7 - 9 hrs	0	.0%	1	100.0%
Partner's Engagement in a Paid Job	Yes	0	.0%	13	100.0%
	No	1	33.3%	2	66.7%
Engagement in a paid job	Yes	1	10.0%	9	90.0%
	No	0	.0%	11	100.0%
Job Occupied	Professionals (Employed or Self Employed)	0	.0%	6	100.0%
	Associate Professionals & Technical	0	.0%	3	100.0%
	Elementary Occupations	1	100.0%	0	.0%
Employer Organisation	Government organisation/department	0	.0%	2	100.0%
	Parastatal company	0	.0%	3	100.0%
	Private company/sole trader	0	.0%	4	100.0%
Present Job	Full time	0	.0%	8	100.0%
	Part time	0	.0%	1	100.0%

Table 64 – Basis of Employment prior to Inactivity Across Respondent Groups (Frequency & % Response)

		What was the basis of your engagement					
		Casual		Permanent-fixed term contract		Permanent-indefinite contract	
		Count	Row N %	Count	Row N %	Count	Row N %
Gender	Male	1	14.3%	0	.0%	6	85.7%
	Female	3	21.4%	1	7.1%	10	71.4%
Age	< 30 yrs	3	50.0%	1	16.7%	2	33.3%
	30 - 39 yrs	0	.0%	0	.0%	4	100.0%
	40 - 49 yrs	0	.0%	0	.0%	6	100.0%
	50+ yrs	0	.0%	0	.0%	2	100.0%
Highest Level of Qualification Attained	University Diploma or equivalent	1	16.7%	0	.0%	5	83.3%
	University degree - Baccalaureate	3	23.1%	1	7.7%	9	69.2%
	University Doctoral	0	.0%	0	.0%	1	100.0%
Area of Study	Arts	0	.0%	0	.0%	1	100.0%
	Education	2	25.0%	1	12.5%	5	62.5%
	Managerial Sciences	1	33.3%	0	.0%	2	66.7%
	Medicine & Healthcare	0	.0%	0	.0%	3	100.0%
	Science, Technology & Engineering	1	25.0%	0	.0%	3	75.0%
	Social Sciences	0	.0%	0	.0%	1	100.0%
	Other	0	.0%	0	.0%	1	100.0%
No. of Years since Completion	< 2 years	4	66.7%	1	16.7%	1	16.7%
	2 - 5 yrs	0	.0%	0	.0%	3	100.0%
	5 - 10 yrs	0	.0%	0	.0%	3	100.0%
	10 - 15 yrs	0	.0%	0	.0%	4	100.0%
	15+ yrs	0	.0%	0	.0%	4	100.0%
Status	Married or living with partner	0	.0%	1	6.7%	14	93.3%
	Never married / single living with parents	4	66.7%	0	.0%	2	33.3%
Caring Responsibilities	Yes	1	10.0%	0	.0%	9	90.0%
	No	3	30.0%	1	10.0%	6	60.0%
Variety of Caring Responsibilities at Home	1	1	12.5%	0	.0%	7	87.5%
	2	0	.0%	0	.0%	3	100.0%
Time Spent in Domestic Work on Average (Daily)	< 1hr	2	40.0%	0	.0%	3	60.0%
	1 - 3 hrs	1	10.0%	1	10.0%	8	80.0%
	3 - 5 hrs	1	33.3%	0	.0%	2	66.7%
	7 - 9 hrs	0	.0%	0	.0%	1	100.0%
Partner's Engagement in a Paid Job	Yes	0	.0%	1	7.7%	12	92.3%
	No	1	33.3%	0	.0%	2	66.7%
Engagement in a paid job	Yes	2	20.0%	1	10.0%	7	70.0%
	No	2	18.2%	0	.0%	9	81.8%
Job Occupied	Professionals (Employed or Self Employed)	1	16.7%	1	16.7%	4	66.7%
	Associate Professionals & Technical	0	.0%	0	.0%	3	100.0%
	Elementary Occupations	1	100.0%	0	.0%	0	.0%
Employer Organisation	Government organisation/department	0	.0%	0	.0%	2	100.0%
	Parastatal company	0	.0%	0	.0%	3	100.0%
	Private company/sole trader	1	25.0%	1	25.0%	2	50.0%
Present Job	Full time	0	.0%	1	12.5%	7	87.5%
	Part time	1	100.0%	0	.0%	0	.0%

In relation to their present work related goals, 84.2% of the inactive participants were not seeking a job, while the remaining 15.8% were seeking a job albeit not registered as job seekers with ETC. Respondents who were seeking a job were younger than 30 years, had a baccalaureate qualification that was completed in less than 5 years prior to this study.

Table 65 – Expressed Work Related Goals (Frequency & % Response)

		Frequency	Valid Percent
Valid	Seeking a job - Not registering with ETC	3	15.8
	Not seeking a job	16	84.2
	Total	19	100.0

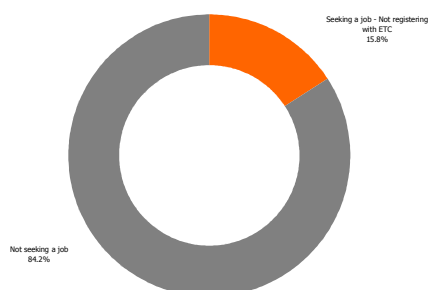


Table 66 – Expressed Work Related Goals Across Respondent Groups (Frequency & % Response)

		Which of the following describes your present work related goals					
		Seeking a job - Not registering with ETC		Seeking a job - registering with ETC		Not seeking a job	
		Count	Row N %	Count	Row N %	Count	Row N %
Gender	Male	1	20.0%	0	.0%	4	80.0%
	Female	2	14.3%	0	.0%	12	85.7%
Age	< 30 yrs	2	33.3%	0	.0%	4	66.7%
	30 - 39 yrs	0	.0%	0	.0%	3	100.0%
	40 - 49 yrs	0	.0%	0	.0%	4	100.0%
	50+ yrs	0	.0%	0	.0%	2	100.0%
Highest Level of Qualification Attained	University Diploma or equivalent	0	.0%	0	.0%	5	100.0%
	University degree - Baccalaureate	3	27.3%	0	.0%	8	72.7%
	University degree - Masters' level	0	.0%	0	.0%	1	100.0%
	University Doctoral	0	.0%	0	.0%	1	100.0%
	Other	0	.0%	0	.0%	0	.0%
Area of Study	don't know	0	.0%	0	.0%	0	.0%
	Arts	0	.0%	0	.0%	1	100.0%
	Education	1	16.7%	0	.0%	5	83.3%
	Law	0	.0%	0	.0%	0	.0%
	Managerial Sciences	1	33.3%	0	.0%	2	66.7%
	Medicine & Healthcare	0	.0%	0	.0%	2	100.0%
	Science, Technology & Engineering	1	33.3%	0	.0%	2	66.7%
	Social Sciences	0	.0%	0	.0%	3	100.0%
No. of Years since Completion	Veterinary Sciences	0	.0%	0	.0%	0	.0%
	Other	0	.0%	0	.0%	1	100.0%
	< 2 years	3	37.5%	0	.0%	5	62.5%
	2 - 5 yrs	0	.0%	0	.0%	1	100.0%
	5 - 10 yrs	0	.0%	0	.0%	2	100.0%
	10 - 15 yrs	0	.0%	0	.0%	4	100.0%
Status	15+ yrs	0	.0%	0	.0%	3	100.0%
	Married or living with partner	0	.0%	0	.0%	11	100.0%
	Separated or divorced and not living with partner	0	.0%	0	.0%	0	.0%
	Widowed and not living with partner	0	.0%	0	.0%	0	.0%
	Never married / single living with parents	3	42.9%	0	.0%	4	57.1%
Caring Responsibilities	Never married / single living alone	0	.0%	0	.0%	1	100.0%
	Yes	1	14.3%	0	.0%	6	85.7%
Variety of Caring Responsibilities at Home	No	2	20.0%	0	.0%	8	80.0%
	1	1	16.7%	0	.0%	5	83.3%
Time Spent in Domestic Work on Average (Daily)	2	0	.0%	0	.0%	3	100.0%
	< 1hr	2	50.0%	0	.0%	2	50.0%
	1 - 3 hrs	0	.0%	0	.0%	9	100.0%
	3 - 5 hrs	1	50.0%	0	.0%	1	50.0%
	5 - 7 hrs	0	.0%	0	.0%	0	.0%
	7 - 9 hrs	0	.0%	0	.0%	1	100.0%
Partner's Engagement in a Paid Job	> 9 hours	0	.0%	0	.0%	0	.0%
	Yes	0	.0%	0	.0%	11	100.0%
Partner's Engagement in a Paid Job	No	1	50.0%	0	.0%	1	50.0%

4.5.6 Job Vacancies & Potential Information Sources

Only 3 participants had not succeeded in finding job in response to their job search efforts, with the main reason related to the unavailability of jobs followed by the unsuitability of the employer. Graduate job seekers within the sample typically relied on information about vacancies as published in newspaper adverts followed by other sources. No significant differences were observed amongst respondent and work characteristics.

Table 67 – Job Vacancies (Frequency & % Response)

		Frequency	Valid Percent
Valid	Jobs not available	2	66.7
	Unsuitability of employer	1	33.3
	Total	3	100.0
Missing	System	16	
Total		19	

Table 68 – Job Vacancies by Respondent & Work Characteristics (Frequency & % Response)

		The following may be circumstances under which you may have not yet succeeded in securing a job. Which of them is truest to your case			
		Jobs not available		Unsuitability of employer	
		Count	Row N %	Count	Row N %
Gender	Male	0	.0%	1	100.0%
	Female	2	100.0%	0	.0%
Age	< 30 yrs	1	50.0%	1	50.0%
	30 - 39 yrs	0	.0%	0	.0%
	40 - 49 yrs	0	.0%	0	.0%
	50+ yrs	0	.0%	0	.0%
Highest Level of Qualification	University degree - Baccalaureate	2	66.7%	1	33.3%
Area of Study	Arts	0	.0%	0	.0%
	Education	1	100.0%	0	.0%
	Law	0	.0%	0	.0%
	Managerial Sciences	1	100.0%	0	.0%
	Medicine & Healthcare	0	.0%	0	.0%
	Science, Technology & Engineering	0	.0%	1	100.0%
No. of Years since Completion	< 2 years	2	66.7%	1	33.3%
Status	Never married / single living with parents	2	66.7%	1	33.3%
	Never married / single living alone	0	.0%	0	.0%
Caring Responsibilities	Yes	1	100.0%	0	.0%
	No	1	50.0%	1	50.0%
Variety of Caring	1	1	100.0%	0	.0%
Time Spent in Domestic Work on Average (Daily)	< 1hr	1	50.0%	1	50.0%
	1 - 3 hrs	0	.0%	0	.0%
	3 - 5 hrs	1	100.0%	0	.0%
	5 - 7 hrs	0	.0%	0	.0%
	7 - 9 hrs	0	.0%	0	.0%
	> 9 hours	0	.0%	0	.0%
Partner's Engagement in a Paid Job	Yes	0	.0%	0	.0%
	No	0	.0%	1	100.0%

Table 69 – Job Vacancy Information Sources (Frequency & % Response)

		Responses		Percent of Cases
		N	Percent	
Job Search Information Source	ETC job centre assistance	1	14.3%	33.3%
	Internet	1	14.3%	33.3%
	Friends / acquaintances	1	14.3%	33.3%
	Newspaper adverts	2	28.6%	66.7%
	University / academic institution	1	14.3%	33.3%
	Other	1	14.3%	33.3%
Total		7	100.0%	233.3%

a. Dichotomy group tabulated at value 1.

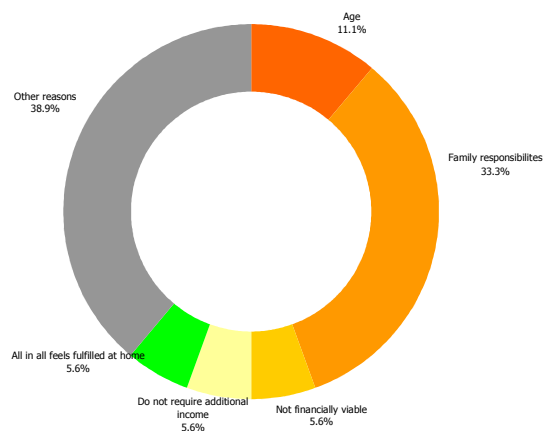
4.5.7 Pursuing Further Employment

Circumstances under which graduate inactive interviewees may have decided not to pursue further with employment related primarily to family responsibilities (33.3% of responses) followed by other reasons (38.9%) – of which, further studies prevailed.

No significant differences were observed amongst respondent and work characteristics.

Table 70 – Pursuing Further Employment (Frequency & % Response)

		Frequency	Valid Percent
Valid	Age	2	11.1
	Family responsibilities	6	33.3
	Not financially viable	1	5.6
	Do not require additional income	1	5.6
	All in all feels fulfilled at home	1	5.6
	Other reasons	7	38.9
	Total	18	100.0
Missing	don't know	1	
Total		19	



Other Reasons explained:

		Frequency	Valid Percent
Valid	further studies	5	71.4
	health	2	28.6
	Total	7	100.0

Table 71 – Pursuing Further Employment Across Respondent Groups (Frequency & % Response)

		The following may be circumstances under which you may have decided not to pursue further with employment. Which of them is truest to your case											
		Age		Family responsibilities		Not financially viable		Do not require additional income		All in all feels fulfilled at home		Other reasons	
		Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
Gender	Male	1	25.0%	1	25.0%	0	0%	1	25.0%	0	0%	1	25.0%
	Female	1	7.1%	5	35.7%	1	7.1%	0	0%	1	7.1%	6	42.9%
Age	< 30 yrs	1	20.0%	1	20.0%	1	20.0%	0	0%	0	0%	2	40.0%
	30 - 39 yrs	0	0%	2	66.7%	0	0%	0	0%	1	33.3%	0	0%
	40 - 49 yrs	0	0%	3	75.0%	0	0%	1	25.0%	0	0%	0	0%
	50+ yrs	1	50.0%	0	0%	0	0%	0	0%	0	0%	1	50.0%
Highest Level of Qualification Attained	University Diploma or equivalent	1	20.0%	2	40.0%	0	0%	0	0%	0	0%	2	40.0%
	University degree - Baccalaureate	1	10.0%	4	40.0%	1	10.0%	0	0%	1	10.0%	3	30.0%
	University degree - Masters' level	0	0%	0	0%	0	0%	0	0%	0	0%	1	100.0%
	University Doctoral	0	0%	0	0%	0	0%	0	0%	0	0%	1	100.0%
	Other	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Area of Study	Arts	0	0%	0	0%	0	0%	0	0%	1	100.0%	0	0%
	Education	1	16.7%	1	16.7%	1	16.7%	1	16.7%	0	0%	2	33.3%
	Law	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
	Managerial Sciences	0	0%	1	33.3%	0	0%	0	0%	0	0%	2	66.7%
	Medicine & Healthcare	0	0%	1	50.0%	0	0%	0	0%	0	0%	1	50.0%
	Science, Technology & Engineering	1	33.3%	2	66.7%	0	0%	0	0%	0	0%	0	0%
	Social Sciences	0	0%	1	50.0%	0	0%	0	0%	0	0%	1	50.0%
	Veterinary Sciences	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
	Other	0	0%	0	0%	0	0%	0	0%	0	0%	1	100.0%
	No. of Years since Completion	< 2 years	1	14.3%	1	14.3%	1	14.3%	0	0%	0	0%	4	57.1%
2 - 5 yrs		0	0%	1	100.0%	0	0%	0	0%	0	0%	0	0%
5 - 10 yrs		0	0%	0	0%	0	0%	1	50.0%	0	0%	1	50.0%
10 - 15 yrs		0	0%	2	50.0%	0	0%	0	0%	1	25.0%	1	25.0%
15+ yrs		1	33.3%	2	66.7%	0	0%	0	0%	0	0%	0	0%
Status	Married or living with partner	1	9.1%	6	54.5%	0	0%	1	9.1%	1	9.1%	2	18.2%
	Separated or divorced and not living with partner	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
	Widowed and not living with partner	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
	Never married / single living with parents	1	16.7%	0	0%	1	16.7%	0	0%	0	0%	4	66.7%
	Never married / single living alone	0	0%	0	0%	0	0%	0	0%	0	0%	1	100.0%
Caring Responsibilities	Yes	0	0%	5	71.4%	1	14.3%	0	0%	0	0%	1	14.3%
	No	1	10.0%	1	10.0%	0	0%	1	10.0%	1	10.0%	6	60.0%
Variety of Caring Responsibilities at Home	1	0	0%	4	66.7%	1	16.7%	0	0%	0	0%	0	0%
	2	0	0%	1	50.0%	0	0%	0	0%	0	0%	1	50.0%
Time Spent in Domestic Work on Average (Daily)	< 1hr	1	25.0%	0	0%	0	0%	1	25.0%	0	0%	2	50.0%
	1 - 3 hrs	0	0%	4	44.4%	0	0%	0	0%	1	11.1%	4	44.4%
	3 - 5 hrs	0	0%	1	50.0%	1	50.0%	0	0%	0	0%	0	0%
	5 - 7 hrs	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
	7 - 9 hrs	0	0%	1	100.0%	0	0%	0	0%	0	0%	0	0%
	> 9 hours	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Partner's Engagement in a Paid Job	Yes	1	9.1%	6	54.5%	0	0%	1	9.1%	1	9.1%	2	18.2%
	No	1	50.0%	0	0%	0	0%	0	0%	0	0%	1	50.0%

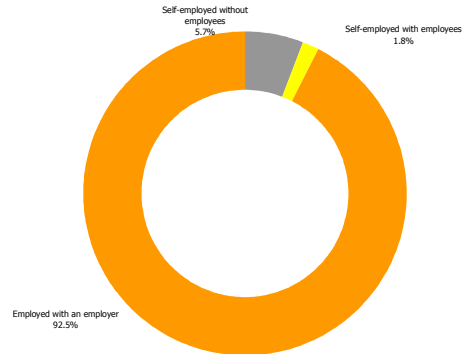
4.6 At Work

4.6.1 Employment & Sector of Activity

A total of 92.5% of participants in employment were employed with an employer, 5.7% were self-employed without employees, while 1.98% were self-employed with employees. Of the employed graduates, 89.8% were employed on a full-time basis, 6.9 % were employed on a part-time basis, while the remaining 3.3% were employed full time with reduced hours. Indeed, 82.5% of female participants (in employment) were engaged in full time employment, while 97.0 % of male (in employment) were employed full time. Self employed respondents were typically aged 30 to 39 years with a baccalaureate or doctoral level of education, with studies completed 10 to 15 years prior to commencement of this research.

Table 72 – Type of Employment (Frequency & % Response)

		Frequency	Valid Percent
Valid	Self-employed without employees	19	5.7
	Self-employed with employees	6	1.8
	Employed with an employer	307	92.5
Total		332	100.0



		Frequency	Valid Percent
Valid	Full time	298	89.8
	Full time (reduced hours)	11	3.3
	Part time	23	6.9
Total		332	100.0

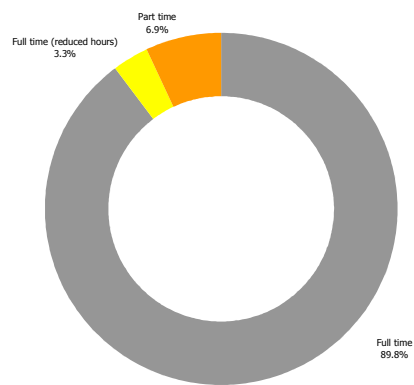


Table 73 – Type of Employment Across Respondent Groups (Frequency & % Response)

		How are you employed					
		Self-employed without employees		Self-employed with employees		Employed with an employer	
		Count	Row N %	Count	Row N %	Count	Row N %
Gender	Male	16	10.6%	6	4.0%	129	85.4%
	Female	6	3.8%	0	.0%	154	96.3%
Age	< 30 yrs	9	7.6%	0	.0%	110	92.4%
	30 - 39 yrs	10	9.3%	3	2.8%	94	87.9%
	40 - 49 yrs	3	5.4%	2	3.6%	51	91.1%
	50+ yrs	0	.0%	1	5.9%	16	94.1%
Highest Level of Qualification Attained	University Diploma or equivalent	0	.0%	0	.0%	33	100.0%
	University degree - Baccalaureate	17	8.9%	2	1.1%	171	90.0%
	University degree - Masters' level	3	4.7%	2	3.1%	59	92.2%
	University Doctoral	2	14.3%	2	14.3%	10	71.4%
	Other	0	.0%	0	.0%	7	100.0%
Area of Study	Arts	0	.0%	0	.0%	9	100.0%
	Education	4	4.9%	0	.0%	78	95.1%
	Law	1	11.1%	2	22.2%	6	66.7%
	Managerial Sciences	4	5.5%	1	1.4%	68	93.2%
	Medicine & Healthcare	9	16.7%	2	3.7%	43	79.6%
	Science, Technology & Engineering	2	3.4%	0	.0%	56	96.6%
	Social Sciences	1	16.7%	0	.0%	5	83.3%
	Veterinary Sciences	1	16.7%	1	16.7%	4	66.7%
	Other	0	.0%	0	.0%	9	100.0%
No. of Years since Completion	< 2 years	7	8.3%	1	1.2%	76	90.5%
	2 - 5 yrs	4	7.1%	1	1.8%	51	91.1%
	5 - 10 yrs	2	2.3%	2	2.3%	82	95.3%
	10 - 15 yrs	8	19.5%	0	.0%	33	80.5%
	15+ yrs	0	.0%	1	3.8%	25	96.2%
Status	Married or living with partner	11	6.3%	5	2.9%	159	90.9%
	Separated or divorced and not living with partner	0	.0%	0	.0%	2	100.0%
	Widowed and not living with partner	0	.0%	0	.0%	1	100.0%
	Never married / single living with parents	10	9.1%	0	.0%	100	90.9%
	Never married / single living alone	1	5.0%	1	5.0%	18	90.0%
Caring Responsibilities	Yes	10	7.2%	4	2.9%	124	89.9%
	No	12	7.5%	2	1.3%	145	91.2%
Variety of Caring Responsibilities at Home	1	4	5.6%	2	2.8%	66	91.7%
	2	6	10.0%	2	3.3%	52	86.7%
	3	0	.0%	0	.0%	9	100.0%
Time Spent in Domestic Work on Average (Daily)	< 1hr	13	11.0%	5	4.2%	100	84.7%
	1 - 3 hrs	6	4.8%	1	.8%	119	94.4%
	3 - 5 hrs	1	3.2%	0	.0%	30	96.8%
	5 - 7 hrs	0	.0%	0	.0%	8	100.0%
	7 - 9 hrs	0	.0%	0	.0%	5	100.0%
	> 9 hours	0	.0%	0	.0%	4	100.0%
Partner's Engagement in a Paid Job	Yes	10	6.5%	2	1.3%	142	92.2%
	No	1	3.3%	2	6.7%	27	90.0%
Engagement in a paid job	Yes	22	7.1%	6	1.9%	280	90.9%
	No	0	.0%	0	.0%	1	100.0%
Job Occupied	Senior Manager/Officials, Large Business Owners, Directors	0	.0%	1	2.2%	45	97.8%
	Professionals (Employed or Self Employed)	21	9.6%	5	2.3%	192	88.1%
	Associate Professionals & Technical	0	.0%	0	.0%	19	100.0%
	Clerical Employees	0	.0%	0	.0%	18	100.0%
	Skilled Agriculture & Fishery Workers	0	.0%	0	.0%	1	100.0%
	Crafts & Related Trades	1	100.0%	0	.0%	0	.0%
Employer Organisation	Government organisation/department	4	2.7%	0	.0%	143	97.3%
	Parastatal company	2	5.4%	0	.0%	35	94.6%
	Publicly listed company	0	.0%	0	.0%	16	100.0%
	Private company/sole trader	11	13.6%	4	4.9%	66	81.5%
	Commercial partnership	2	33.3%	1	16.7%	3	50.0%
	Non-profit organisation	0	.0%	0	.0%	17	100.0%
Present Job	Full time	15	5.4%	6	2.2%	256	92.4%
	Full time (reduced hours)	2	20.0%	0	.0%	8	80.0%
	Part time	5	21.7%	0	.0%	18	78.3%

Table 74 – Employment of Participants Across Respondent Groups (Frequencies & % Response)

		What is your present job					
		Full time		Full time (reduced hours)		Part time	
		Count	Row N %	Count	Row N %	Count	Row N %
Gender	Male	161	97.0%	2	1.2%	3	1.8%
	Female	137	82.5%	9	5.4%	20	12.0%
Age	< 30 yrs	108	85.7%	3	2.4%	15	11.9%
	30 - 39 yrs	100	89.3%	7	6.3%	5	4.5%
	40 - 49 yrs	56	93.3%	1	1.7%	3	5.0%
	50+ yrs	18	100.0%	0	.0%	0	.0%
Highest Level of Qualification Attained	University Diploma or equivalent	34	87.2%	2	5.1%	3	7.7%
	University degree - Baccalaureate	173	87.8%	4	2.0%	20	10.2%
	University degree - Masters' level	64	94.1%	4	5.9%	0	.0%
	University Doctoral	18	100.0%	0	.0%	0	.0%
	Other	7	87.5%	1	12.5%	0	.0%
	don't know	0	.0%	0	.0%	0	.0%
Area of Study	Arts	11	100.0%	0	.0%	0	.0%
	Education	77	89.5%	1	1.2%	8	9.3%
	Law	8	88.9%	0	.0%	1	11.1%
	Managerial Sciences	73	90.1%	2	2.5%	6	7.4%
	Medicine & Healthcare	47	82.5%	5	8.8%	5	8.8%
	Science, Technology & Engineering	58	96.7%	1	1.7%	1	1.7%
	Social Sciences	4	80.0%	0	.0%	1	20.0%
	Veterinary Sciences	5	83.3%	1	16.7%	0	.0%
	Other	10	83.3%	1	8.3%	1	8.3%
No. of Years since Completion	< 2 years	82	88.2%	2	2.2%	9	9.7%
	2 - 5 yrs	57	95.0%	1	1.7%	2	3.3%
	5 - 10 yrs	79	88.8%	5	5.6%	5	5.6%
	10 - 15 yrs	36	83.7%	3	7.0%	4	9.3%
	15+ yrs	27	93.1%	0	.0%	2	6.9%
Status	Married or living with partner	160	87.0%	9	4.9%	15	8.2%
	Separated or divorced and not living with partner	2	100.0%	0	.0%	0	.0%
	Widowed and not living with partner	1	100.0%	0	.0%	0	.0%
	Never married / single living with parents	111	91.7%	2	1.7%	8	6.6%
	Never married / single living alone	21	100.0%	0	.0%	0	.0%
Caring Responsibilities	Yes	128	88.3%	9	6.2%	8	5.5%
	No	156	92.3%	1	.6%	12	7.1%
Variety of Caring Responsibilities at Home	1	64	87.7%	4	5.5%	5	6.8%
	2	58	87.9%	5	7.6%	3	4.5%
	3	9	90.0%	1	10.0%	0	.0%
Time Spent in Domestic Work on Average (Daily)	< 1hr	123	95.3%	2	1.6%	4	3.1%
	1 - 3 hrs	114	88.4%	6	4.7%	9	7.0%
	3 - 5 hrs	27	81.8%	3	9.1%	3	9.1%
	5 - 7 hrs	7	87.5%	0	.0%	1	12.5%
	7 - 9 hrs	6	100.0%	0	.0%	0	.0%
	> 9 hours	3	75.0%	0	.0%	1	25.0%
Partner's Engagement in a Paid Job	Yes	136	85.0%	9	5.6%	15	9.4%
	No	32	100.0%	0	.0%	0	.0%

Moreover, 54.7% of participants (in employment) were engaged in the governmental services sector, 30.3% in the commercial services sector, while 11.4% were engaged in the manufacturing sector. Some differences across gender were also apparent: 46.3% of male participants were engaged in the governmental services sector, 38.4% in the commercial services sector, while 10.4% were engaged in the manufacturing sector. Conversely, 62.7% of

the female participants were primarily engaged in the governmental services sector, 22.5% in the commercial services sector, while 12.4% were engaged in the manufacturing sector. A more detailed breakdown of the respondent and work characteristics by sector of activity is set out in Table 76.

Table 75 – Sector of Activity (Frequency & % Response)

		Frequency	Valid Percent
Valid	Agriculture & fishery	7	2.1
	Stone quarrying & construction	2	.6
	Governmental Services	182	54.7
	Hotel & Catering	3	.9
	Services	101	30.3
	Manufacturing	38	11.4
Total		333	100.0

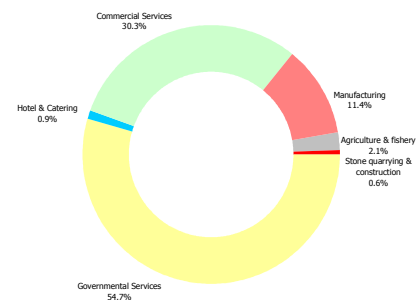


Table 76 – Sector of Activity Across Respondent Groups (Frequencies & % Response)

		Sector of Activity											
		Agriculture & fishery		Stone quarrying & construction		Governmental Services		Hotel & Catering		Services		Manufacturing	
		Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
Gender	Male	5	3.0%	2	1.2%	76	46.3%	1	.6%	63	38.4%	17	10.4%
	Female	2	1.2%	0	0%	106	62.7%	2	1.2%	38	22.5%	21	12.4%
Age	< 30 yrs	4	3.2%	0	0%	61	48.4%	2	1.6%	38	30.2%	21	16.7%
	30 - 39 yrs	2	1.8%	0	0%	62	56.9%	1	.9%	35	32.1%	9	8.3%
	40 - 49 yrs	1	1.6%	2	3.2%	34	54.8%	0	0%	21	33.9%	4	6.5%
	50+ yrs	0	0%	0	0%	15	78.9%	0	0%	3	15.8%	1	5.3%
Highest Level of Qualification Attained	University Diploma or equivalent	4	9.5%	0	0%	30	71.4%	0	0%	7	16.7%	1	2.4%
	University degree - Baccalaureate	1	.5%	1	.5%	89	45.2%	3	1.5%	71	36.0%	32	16.2%
	University degree - Masters' level	2	3.0%	1	1.5%	42	62.7%	0	0%	17	25.4%	5	7.5%
	University Doctoral	0	0%	0	0%	10	62.5%	0	0%	6	37.5%	0	0%
	Other	0	0%	0	0%	8	100.0%	0	0%	0	0%	0	0%
Area of Study	Arts	1	11.1%	0	0%	7	77.8%	0	0%	1	11.1%	0	0%
	Education	0	0%	0	0%	67	74.4%	1	1.1%	20	22.2%	2	2.2%
	Law	0	0%	0	0%	1	14.3%	0	0%	6	85.7%	0	0%
	Managerial Sciences	2	2.6%	0	0%	31	39.7%	1	1.3%	34	43.6%	10	12.8%
	Medicine & Healthcare	0	0%	1	1.8%	37	64.9%	0	0%	9	15.8%	10	17.5%
	Science, Technology & Engineering	0	0%	1	1.6%	23	37.7%	1	1.6%	22	36.1%	14	23.0%
	Social Sciences	0	0%	0	0%	3	42.9%	0	0%	4	57.1%	0	0%
	Veterinary Sciences	3	50.0%	0	0%	1	16.7%	0	0%	2	33.3%	0	0%
	Other	1	7.7%	0	0%	9	69.2%	0	0%	3	23.1%	0	0%
	No. of Years since Completion	< 2 years	3	3.2%	0	0%	47	50.5%	0	0%	33	35.5%	10	10.8%
2 - 5 yrs	2	3.3%	0	0%	34	56.7%	1	1.7%	16	26.7%	7	11.7%	
5 - 10 yrs	2	2.3%	0	0%	53	60.9%	1	1.1%	23	26.4%	8	9.2%	
10 - 15 yrs	0	0%	0	0%	19	44.2%	1	2.3%	16	37.2%	7	16.3%	
15+ yrs	0	0%	2	6.3%	20	63.5%	0	0%	9	28.1%	1	3.1%	
Status	Married or living with partner	2	1.1%	2	1.1%	105	56.5%	2	1.1%	57	30.6%	18	9.7%
	Separated or divorced and not living with partner	0	0%	0	0%	1	50.0%	0	0%	1	50.0%	0	0%
	Widowed and not living with partner	0	0%	0	0%	1	100.0%	0	0%	0	0%	0	0%
	Never married / single living with parents	5	4.2%	0	0%	61	50.8%	1	.8%	35	29.2%	18	15.0%
	Never married / single living alone	0	0%	0	0%	11	52.4%	0	0%	8	38.1%	2	9.5%
Caring Responsibilities	Yes	3	2.0%	2	1.4%	81	54.7%	2	1.4%	46	31.1%	14	9.5%
	No	4	2.4%	0	0%	87	52.4%	1	.6%	52	31.3%	22	13.3%
Variety of Caring Responsibilities at Home	1	1	1.3%	1	1.3%	34	43.6%	2	2.6%	32	41.0%	8	10.3%
	2	2	3.1%	1	1.5%	42	64.6%	0	0%	14	21.5%	6	9.2%
	3	0	0%	0	0%	8	80.0%	0	0%	2	20.0%	0	0%
Time Spent in Domestic Work on Average (Daily)	< 1hr	4	3.2%	1	.8%	56	44.4%	1	.8%	49	38.9%	15	11.9%
	1 - 3 hrs	2	1.5%	1	.8%	76	58.0%	2	1.5%	36	27.5%	14	10.7%
	3 - 5 hrs	0	0%	0	0%	27	77.1%	0	0%	6	17.1%	2	5.7%
	5 - 7 hrs	0	0%	0	0%	5	62.5%	0	0%	1	12.5%	2	25.0%
	7 - 9 hrs	0	0%	0	0%	3	50.0%	0	0%	2	33.3%	1	16.7%
	> 9 hours	0	0%	0	0%	2	66.7%	0	0%	1	33.3%	0	0%
Partner's Engagement in a Paid Job	Yes	3	1.8%	2	1.2%	88	53.7%	2	1.2%	54	32.9%	15	9.1%
	No	0	0%	0	0%	21	63.6%	0	0%	9	27.3%	3	9.1%
Engagement in a paid job	Yes	7	2.1%	2	.6%	178	54.6%	3	.9%	98	30.1%	38	11.7%
	No	0	0%	0	0%	2	40.0%	0	0%	3	60.0%	0	0%
Job Occupied	Senior Manager/Officials, Large Business Owners, Directors	0	0%	1	2.2%	21	45.7%	2	4.3%	18	39.1%	4	8.7%
	Professionals (Employed or Self Employed)	2	.9%	1	.4%	137	59.6%	1	.4%	63	27.4%	26	11.3%
	Associate Professionals & Technical	3	13.6%	0	0%	9	40.9%	0	0%	6	27.3%	4	18.2%
	Clerical Employees	1	5.6%	0	0%	6	33.3%	0	0%	9	50.0%	2	11.1%
	Skilled Agriculture & Fishery Workers	1	100.0%	0	0%	0	0%	0	0%	0	0%	0	0%
	Crafts & Related Trades	0	0%	0	0%	0	0%	0	0%	1	100.0%	0	0%
	Elementary Occupations	0	0%	0	0%	0	0%	0	0%	1	100.0%	0	0%
	Government organisation/department	5	3.2%	0	0%	141	89.2%	0	0%	10	6.3%	2	1.3%
	Parastatal company	1	2.6%	0	0%	23	59.0%	0	0%	13	33.3%	2	5.1%
	Publicly listed company	0	0%	0	0%	1	5.9%	0	0%	8	47.1%	8	47.1%
Present Job	Private company/sole trader	1	1.2%	2	2.4%	7	8.4%	3	3.6%	46	55.4%	24	28.9%
	Commercial partnership	0	0%	0	0%	0	0%	0	0%	6	85.7%	1	14.3%
	Non-profit organisation	0	0%	0	0%	5	27.8%	0	0%	12	66.7%	1	5.6%
	Full time	6	2.1%	2	.7%	163	56.0%	2	.7%	83	28.5%	35	12.0%
Full time (reduced hours)	0	0%	0	0%	9	81.8%	0	0%	2	18.2%	0	0%	
Part time	0	0%	0	0%	7	29.2%	1	4.2%	13	54.2%	3	12.5%	

4.6.2 Choice of Work Basis

Participants chose to work on a part time or full time (reduced hours) basis primarily because of caring responsibilities at home (55.9% of responses) or still studying (14.7%) or could not find a full time job (14.7%). Caring responsibilities prevailed as a reason among respondents who were 30 to 39 years old, or were married and living with their partner. Contrastingly, the 'still studying' or 'could not find a full time job' reasons that prevailed among respondents who were typically younger than 30 years of age, or having completed their qualification in less than 2 years prior to this research, or were unmarried and living with parents or partner.

Table 77 – Choice of Work Basis (Frequency & % Response)

		Frequency	Valid Percent
Valid	Still studying	5	14.7
	Caring responsibilities at home	19	55.9
	Could not find a full time job	5	14.7
	Other personal/ family responsibilities	4	11.8
	Other reasons	1	2.9
Total		34	100.0

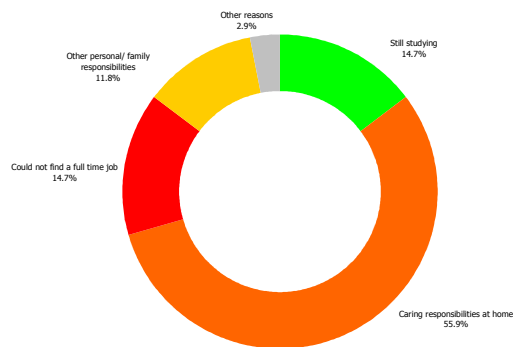


Table 78 – Choice of Work Basis Across Respondent Groups (Frequency & % Response)

		Why did you choose to work on such basis									
		Still studying		Caring responsibilities at home		Could not find a full time job		Other personal/ family responsibilities		Other reasons	
		Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
Gender	Male	4	28.6%	4	28.6%	3	21.4%	1	7.1%	2	14.3%
	Female	6	15.4%	22	56.4%	4	10.3%	4	10.3%	3	7.7%
Age	< 30 yrs	7	30.4%	7	30.4%	6	26.1%	0	0%	3	13.0%
	30 - 39 yrs	1	5.9%	14	82.4%	1	5.9%	1	5.9%	0	0%
	40 - 49 yrs	2	18.2%	3	27.3%	0	0%	4	36.4%	2	18.2%
	50+ yrs	0	0%	2	100.0%	0	0%	0	0%	0	0%
Highest Level of Qualification Attained	University Diploma or equivalent	1	9.1%	6	54.5%	0	0%	3	27.3%	1	9.1%
	University degree - Baccalaureate	8	22.9%	15	42.9%	7	20.0%	1	2.9%	4	11.4%
	University degree - Masters' level	0	0%	3	75.0%	0	0%	1	25.0%	0	0%
	Other	0	0%	2	100.0%	0	0%	0	0%	0	0%
Area of Study	Education	4	25.0%	3	18.8%	3	18.8%	2	12.5%	4	25.0%
	Law	1	100.0%	0	0%	0	0%	0	0%	0	0%
	Managerial Sciences	3	27.3%	5	45.5%	2	18.2%	0	0%	1	9.1%
	Medicine & Healthcare	0	0%	8	66.7%	1	8.3%	3	25.0%	0	0%
	Science, Technology & Engineering	2	22.2%	7	77.8%	0	0%	0	0%	0	0%
	Social Sciences	0	0%	0	0%	1	100.0%	0	0%	0	0%
	Veterinary Sciences	0	0%	1	100.0%	0	0%	0	0%	0	0%
	Other	0	0%	2	100.0%	0	0%	0	0%	0	0%
No. of Years since Completion	< 2 years	7	38.9%	4	22.2%	6	33.3%	0	0%	1	5.6%
	2 - 5 yrs	0	0%	6	100.0%	0	0%	0	0%	0	0%
	5 - 10 yrs	1	7.1%	8	57.1%	1	7.1%	2	14.3%	2	14.3%
	10 - 15 yrs	1	9.1%	8	72.7%	0	0%	1	9.1%	1	9.1%
	15+ yrs	0	0%	0	0%	0	0%	2	66.7%	1	33.3%
Status	Married or living with partner	4	10.8%	24	64.9%	0	0%	5	13.5%	4	10.8%
	Never married / single living with parents	6	40.0%	2	13.3%	6	40.0%	0	0%	1	6.7%
	Never married / single living alone	0	0%	0	0%	1	100.0%	0	0%	0	0%
Caring Responsibilities	Yes	2	7.4%	19	70.4%	1	3.7%	3	11.1%	2	7.4%
	No	8	40.0%	3	15.0%	6	30.0%	0	0%	3	15.0%
Variety of Caring Responsibilities at Home	1	1	6.7%	12	80.0%	1	6.7%	0	0%	1	6.7%
	2	2	16.7%	7	58.3%	0	0%	3	25.0%	0	0%
	3	0	0%	1	50.0%	0	0%	0	0%	1	50.0%
Time Spent in Domestic Work on Average (Daily)	< 1hr	5	50.0%	1	10.0%	4	40.0%	0	0%	0	0%
	1 - 3 hrs	4	16.7%	14	58.3%	1	4.2%	1	4.2%	4	16.7%
	3 - 5 hrs	0	0%	5	55.6%	1	11.1%	2	22.2%	1	11.1%
	5 - 7 hrs	0	0%	2	100.0%	0	0%	0	0%	0	0%
	> 9 hours	0	0%	1	100.0%	0	0%	0	0%	0	0%
Partner's Engagement in a Paid Job	Yes	4	11.8%	22	64.7%	0	0%	5	14.7%	3	8.8%
	No	0	0%	2	66.7%	0	0%	0	0%	1	33.3%
Engagement in a paid job	Yes	10	18.9%	26	49.1%	7	13.2%	5	9.4%	5	9.4%
Job Occupied	Senior Manager/Officials, Large Business Owners, Directors	1	25.0%	2	50.0%	0	0%	0	0%	1	25.0%
	Professionals (Employed or Self Employed)	7	17.1%	20	48.8%	7	17.1%	4	9.8%	3	7.3%
	Associate Professionals & Technical	1	20.0%	2	40.0%	0	0%	1	20.0%	1	20.0%
	Clerical Employees	1	50.0%	1	50.0%	0	0%	0	0%	0	0%
Employer Organisation	Government organisation/department	2	10.0%	11	55.0%	3	15.0%	1	5.0%	3	15.0%
	Parastatal company	2	25.0%	5	62.5%	1	12.5%	0	0%	0	0%
	Publicly listed company	1	100.0%	0	0%	0	0%	0	0%	0	0%
	Private company/sole trader	4	22.2%	8	44.4%	2	11.1%	3	16.7%	1	5.6%
	Commercial partnership	0	0%	1	100.0%	0	0%	0	0%	0	0%
	Non-profit organisation	1	25.0%	1	25.0%	0	0%	1	25.0%	1	25.0%
Present Job	Full time	5	27.8%	7	38.9%	1	5.6%	1	5.6%	4	22.2%
	Full time (reduced hours)	1	9.1%	9	81.8%	0	0%	1	9.1%	0	0%
	Part time	4	16.7%	10	41.7%	6	25.0%	3	12.5%	1	4.2%

4.6.3 Basis of Main Job

Of the participants engaged in paid work, 80.6% were employed on a permanent indefinite contract, while 12.4% and 7.0% were employed on a permanent fixed term contract and on a casual basis, respectively. Fixed term and casual jobs were a more common feature among the younger survey participants or participants employed with private companies or participants in part time work.

Table 79 – Basis of Main Job (Frequency & % Response)

		Frequency	Valid Percent
Valid	Casual	23	7.0
	Permanent - fixed term contract	41	12.4
	Permanent - indefinite contract	266	80.6
	Total	330	100.0

Another 7 respondents did not provide an answer to this question ('Don't Know' or 'No Answer')

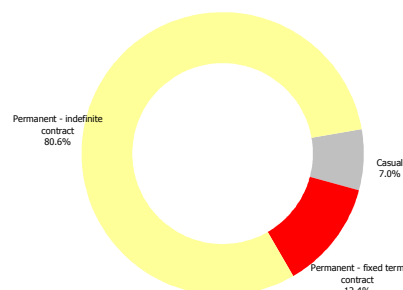


Table 80 – Basis of Main Job Across Respondent Groups (Frequency & % Response)

		What is the basis of your main job						
		Casual		Permanent - fixed term contract		Permanent - indefinite contract		
		Count	Row N %	Count	Row N %	Count	Row N %	
Gender	Male	8	5.0%	21	13.0%	132	82.0%	
	Female	15	8.9%	20	11.8%	134	79.3%	
Age	< 30 yrs	14	10.8%	21	16.2%	95	73.1%	
	30 - 39 yrs	8	7.4%	9	8.3%	91	84.3%	
	40 - 49 yrs	1	1.6%	10	16.4%	50	82.0%	
	50+ yrs	0	.0%	0	.0%	17	100.0%	
	Highest Level of Qualification Attained	University Diploma or equivalent	0	.0%	4	10.3%	25	89.7%
	University degree - Baccalaureate	18	9.1%	27	13.6%	153	77.3%	
	University degree - Masters' level	4	6.3%	6	9.4%	54	84.4%	
	University Doctoral	1	5.6%	3	16.7%	14	77.8%	
	Other	0	.0%	1	12.5%	7	87.5%	
Area of Study	Arts	0	.0%	1	11.1%	8	88.9%	
	Education	5	5.6%	8	9.0%	76	85.4%	
	Law	1	12.5%	1	12.5%	6	75.0%	
	Managerial Sciences	6	7.5%	11	13.8%	63	78.8%	
	Medicine & Healthcare	6	10.5%	7	12.3%	44	77.2%	
	Science, Technology & Engineering	2	3.4%	10	16.9%	47	79.7%	
	Social Sciences	1	20.0%	1	20.0%	3	60.0%	
	Veterinary Sciences	1	16.7%	0	.0%	5	83.3%	
		Other	1	8.3%	1	8.3%	10	83.3%
	No. of Years since Completion	< 2 years	11	11.7%	14	14.9%	69	73.4%
2 - 5 yrs		3	5.2%	8	13.8%	47	81.0%	
5 - 10 yrs		5	5.7%	7	8.0%	75	86.2%	
10 - 15 yrs		4	9.3%	5	11.6%	34	79.1%	
15+ yrs		0	.0%	5	16.7%	25	83.3%	
Status		Married or living with partner	12	6.5%	17	9.2%	155	84.2%
	Separated or divorced and not living with partner	0	.0%	0	.0%	2	100.0%	
	Widowed and not living with partner	0	.0%	0	.0%	1	100.0%	
	Never married / single living with parents	11	9.1%	21	17.4%	89	73.6%	
	Never married / single living alone	0	.0%	3	15.8%	16	84.2%	
Caring Responsibilities	Yes	8	5.4%	13	8.8%	126	85.7%	
	No	14	8.4%	24	14.5%	128	77.1%	
Variety of Caring Responsibilities at Home	1	7	9.3%	6	8.0%	62	82.7%	
	2	1	1.5%	6	9.0%	60	89.6%	
	3	0	.0%	1	11.1%	8	88.9%	
	Time Spent in Domestic Work on Average (Daily)	< 1hr	8	6.4%	17	13.6%	100	80.0%
1 - 3 hrs		7	5.3%	15	11.5%	109	83.2%	
3 - 5 hrs		3	8.6%	3	8.6%	29	82.9%	
5 - 7 hrs		1	12.5%	0	.0%	7	87.5%	
7 - 9 hrs		0	.0%	1	16.7%	5	83.3%	
> 9 hours		1	25.0%	1	25.0%	2	50.0%	
Partner's Engagement in a Paid Job	Yes	13	8.1%	17	10.6%	131	81.4%	
	No	0	.0%	2	6.3%	30	93.8%	
Engagement in a paid job	Yes	23	7.0%	41	12.5%	263	80.4%	
	No	0	.0%	0	.0%	1	100.0%	
Job Occupied	Senior Manager/Officials, Large Business Owners, Directors	1	2.1%	8	17.0%	38	80.9%	
	Professionals (Employed or Self Employed)	21	9.1%	28	12.1%	182	78.8%	
	Associate Professionals & Technical	0	.0%	1	4.3%	22	95.7%	
	Clerical Employees	1	5.9%	3	17.6%	13	76.5%	
	Skilled Agriculture & Fishery Workers	0	.0%	0	.0%	1	100.0%	
	Crafts & Related Trades	0	.0%	0	.0%	1	100.0%	
	Employer Organisation	Government organisation/department	0	.0%	18	11.5%	138	88.5%
Parastatal company		2	5.1%	11	28.2%	26	66.7%	
Publicity listed company		0	.0%	3	17.6%	14	82.4%	
Private company/sole trader		18	21.4%	6	7.1%	60	71.4%	
Commercial partnership		0	.0%	1	12.5%	7	87.5%	
Non-profit organisation		0	.0%	2	11.1%	16	88.9%	
Present Job	Full time	9	3.1%	32	11.0%	251	86.0%	
	Full time (reduced hours)	0	.0%	2	18.2%	9	81.8%	
	Part time	14	56.0%	6	24.0%	5	20.0%	

Among the respondents employed in casual or fixed-term contract jobs, the duration of such contracts was either shorter than a year (32.6% of such participants) or longer than 2 years (39.6% of such participants). The median duration of such contracts stood at between 19 and 24 months. No significant differences featured across respondent groups or their work characteristics.

Table 81 – Duration of Contracts (Frequency & % Response ¹¹)

		Frequency	Valid Percent
Valid	Less than 3 months	7	16.3
	4-6 months	2	4.7
	7-12 months	4	9.3
	13-18 months	1	2.3
	19-24 months	6	14.0
	25-36 months	7	16.3
	3years +	10	23.3
	Regular every season	1	2.3
	Other	5	11.6
Total	43	100.0	

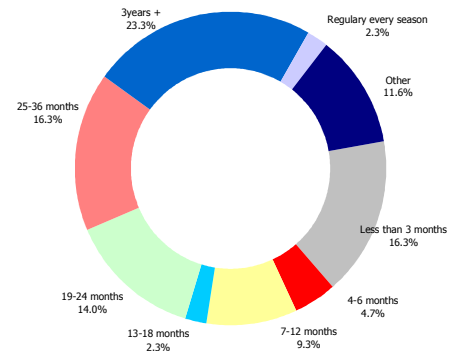


Table 82 – Duration of Contracts Across Respondent Groups (Frequency & % Response)

		less than 3 months		4-6 months		7-12 months		13-18 months		19-24 months		25-36 months		3years +		regular every season		other		
		Count	Row # %	Count	Row # %	Count	Row # %	Count	Row # %	Count	Row # %	Count	Row # %	Count	Row # %	Count	Row # %	Count	Row # %	
Gender	Male	1	12.5%	1	4.0%	0	0%	1	4.0%	5	24.0%	5	24.0%	0	0%	0	0%	0	0%	
	Female	4	22.2%	1	5.6%	4	22.2%	0	0%	0	0%	1	5.6%	5	27.8%	1	5.6%	2	11.1%	
Age	< 30 yrs	6	25.0%	2	8.3%	3	12.5%	0	0%	2	8.3%	3	12.5%	6	25.0%	1	4.2%	1	4.2%	
	30-39 yrs	1	7.7%	0	0%	0	0%	1	7.7%	4	30.8%	2	15.4%	3	23.1%	0	0%	2	15.4%	
	40-49 yrs	0	0%	0	0%	1	20.0%	0	0%	0	0%	2	40.0%	1	20.0%	0	0%	1	20.0%	
	50+ yrs	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	
Highest Level of Qualification Attained	University Diploma or equivalent	0	0%	0	0%	0	0%	1	20.0%	2	40.0%	0	0%	1	20.0%	0	0%	1	20.0%	
	University degree - Baccalaureate	6	20.0%	2	6.7%	3	10.0%	0	0%	2	6.7%	6	20.0%	6	20.0%	1	3.3%	4	13.3%	
	University degree - Master's level	1	20.0%	0	0%	1	20.0%	0	0%	0	0%	0	0%	3	60.0%	0	0%	0	0%	
	University Doctoral	0	0%	0	0%	0	0%	0	0%	2	100.0%	0	0%	0	0%	0	0%	0	0%	
	Other	0	0%	0	0%	0	0%	0	0%	0	0%	1	100.0%	0	0%	0	0%	0	0%	
Area of Study	Arts	0	0%	0	0%	1	100.0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	
	Education	3	30.0%	0	0%	1	10.0%	0	0%	0	0%	0	0%	1	10.0%	1	10.0%	4	40.0%	
	Management Sciences	2	20.0%	1	10.0%	1	10.0%	0	0%	0	0%	3	30.0%	3	30.0%	0	0%	0	0%	
	Medicine & Healthcare	0	0%	0	0%	0	0%	1	16.7%	2	33.3%	0	0%	2	33.3%	0	0%	1	16.7%	
	Science, Technology & Engineering	1	10.0%	0	0%	1	10.0%	0	0%	2	20.0%	3	30.0%	3	30.0%	0	0%	0	0%	
	Social Sciences	1	10.0%	1	10.0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	
	Veterinary Sciences	0	0%	0	0%	0	0%	0	0%	2	100.0%	0	0%	0	0%	0	0%	0	0%	
	Other	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	1	100.0%	0	0%	0	0%	
	No. of Years since Completion	< 2 years	6	35.3%	1	5.9%	3	17.6%	1	5.9%	2	11.8%	1	5.9%	2	11.8%	1	5.9%	0	0%
		2 - 5 yrs	0	0%	0	0%	0	0%	0	0%	2	20.0%	3	30.0%	4	40.0%	0	0%	1	10.0%
5 - 10 yrs		0	0%	0	0%	0	0%	0	0%	0	0%	1	20.0%	3	60.0%	0	0%	1	20.0%	
10 - 15 yrs		1	20.0%	0	0%	1	20.0%	0	0%	2	40.0%	0	0%	0	0%	0	0%	1	20.0%	
Status	15+ yrs	0	0%	0	0%	0	0%	0	0%	0	0%	2	66.7%	0	0%	0	0%	1	33.3%	
	Married or living with partner	1	5.9%	0	0%	1	5.9%	1	5.9%	2	11.8%	4	23.5%	3	17.6%	0	0%	5	29.4%	
	Never married / single living with parents Never married / single living alone	6	25.0%	2	8.3%	2	8.3%	0	0%	4	16.7%	2	8.3%	7	28.3%	1	4.2%	0	0%	
Caring Responsibilities	Yes	1	7.7%	0	0%	0	0%	1	7.7%	2	15.4%	2	15.4%	2	15.4%	1	7.7%	4	30.9%	
	No	6	20.7%	2	6.9%	4	13.8%	0	0%	4	13.8%	4	13.8%	8	27.6%	0	0%	1	3.4%	
Variety of Caring Responsibilities at Home	1	0	0%	0	0%	0	0%	0	0%	0	0%	2	50.0%	0	0%	1	25.0%	1	25.0%	
	2	1	14.3%	0	0%	0	0%	1	14.3%	2	28.6%	0	0%	1	14.3%	0	0%	2	28.6%	
	3	0	0%	0	0%	0	0%	0	0%	0	0%	1	50.0%	0	0%	1	50.0%			
	4	3	15.0%	1	5.0%	2	10.0%	0	0%	4	20.0%	3	15.0%	4	20.0%	0	0%	2	10.0%	
Time Spent in Domestic Work on Average (Daily)	1 - 2 hrs	2	14.3%	0	0%	2	14.3%	0	0%	2	14.3%	2	14.3%	5	35.7%	0	0%	1	7.1%	
	3 - 5 hrs	1	6.7%	0	0%	0	0%	1	6.7%	0	0%	0	0%	1	6.7%	1	6.7%	2	13.3%	
	7 - 9 hrs	0	0%	0	0%	0	0%	0	0%	0	0%	1	100.0%	0	0%	0	0%	0	0%	
	10+ hrs	2	11.8%	0	0%	1	5.9%	1	5.9%	2	11.8%	3	17.6%	4	23.5%	0	0%	4	23.5%	
Employer's Engagement in a Paid Job	Yes	0	0%	0	0%	0	0%	0	0%	0	0%	1	50.0%	0	0%	0	0%	1	50.0%	
	No	7	16.3%	2	4.7%	4	9.3%	1	2.3%	6	14.0%	7	16.3%	10	23.3%	1	2.3%	5	11.6%	
Job Occupied	Senior Manager/Off calls, Large Business Owners, Directors	0	0%	0	0%	0	0%	1	12.5%	0	0%	3	37.5%	4	50.0%	0	0%	0	0%	
	Professionals (Employed or Self Employed)	7	24.1%	1	3.4%	3	10.3%	0	0%	4	13.8%	2	6.9%	6	20.7%	1	3.4%	5	17.2%	
	Associate Professionals & Technical	0	0%	0	0%	0	0%	0	0%	0	0%	1	100.0%	0	0%	0	0%	0	0%	
	Clerical Employees	0	0%	1	20.0%	1	20.0%	0	0%	2	40.0%	1	20.0%	0	0%	0	0%	0	0%	
Employer Organisation	Government organisation/department	2	8.7%	1	4.3%	2	8.7%	1	4.3%	6	26.1%	3	13.0%	4	17.4%	0	0%	4	17.4%	
	Parastatal company	2	28.6%	0	0%	1	14.3%	0	0%	0	0%	2	28.6%	2	28.6%	0	0%	0	0%	
	Publicly listed company	0	0%	1	25.0%	0	0%	0	0%	0	0%	1	25.0%	2	50.0%	0	0%	0	0%	
	Private company/sole trader	2	40.0%	0	0%	1	20.0%	0	0%	0	0%	1	20.0%	0	0%	1	20.0%	0	0%	
Present Job	Commercial partnership	0	0%	0	0%	0	0%	0	0%	0	0%	1	100.0%	0	0%	0	0%	0	0%	
	Non-profit organisation	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	1	100.0%	0	0%	0	0%	
	Full time	2	100.0%	0	0%	4	12.5%	1	3.1%	6	18.8%	6	18.8%	10	31.3%	0	0%	5	15.6%	
	Part time (reduced hours)	5	62.5%	2	25.0%	0	0%	0	0%	0	0%	0	0%	1	12.5%	0	0%	0	0%	

¹¹ Another 21 respondents who were engaged in casual or fixed-term contracts did not know the contracted duration of their engagement

4.6.4 Hours Worked

Participants worked a minimum of 36.6 hours on average (mean response) in their typical workweek. Participants engaged in a full time job with reduced hours worked for 20 hours on average (median), while part time workers spent 16 hours on average (median) in their job. Male graduates worked marginally longer minimum hours than their female counterparts did on a weekly basis. Indeed this was observed across all respondent groups, while main differences related primarily to:

- male respondents aged 30 to 49 years that worked longer minimum hours than their female counterparts did. No differences were observed across age groups in general;
- female participants with caring responsibilities worked rather fewer minimum hours weekly than other respondents;
- fewer hours were worked by female participants who spent between 7 and 9 hours in domestic work daily.
- female graduates whose partner was engaged in a paid job worked less hours (approximately 8.5 hours) on average than other respondent groups, on a weekly basis.

Table 83 – Hours Worked (Mean & Median Response)

	Minimum	Maximum	Mean	Median	Standard Deviation
How many hours do you have to work as a minimum weekly in your main job?	6.0	96.0	36.63	40.00	9.201

Table 84 – Hours Worked by Respondent & Work Characteristics (Mean & Median Response)

		How many hours do you have to work as a minimum weekly in your main job?					
		Overall				Gender	
		Mean	Median	Mean	Male Median	Mean	Female Median
Gender	Male	39.09	40.00	39.09	40.00	.	.
	Female	34.24	40.00	.	.	34.24	40.00
Age	< 30 yrs	35.60	40.00	37.98	40.00	34.30	40.00
	30 - 39 yrs	36.41	40.00	39.20	40.00	33.05	37.50
	40 - 49 yrs	37.91	40.00	40.43	40.00	33.34	37.50
	50+ yrs	37.50	40.00	38.23	40.00	35.60	40.00
Highest Level of Qualification Attained	University Diploma or equivalent	35.16	40.00	37.11	40.00	33.40	38.75
	University degree - Baccalaureate	36.07	40.00	38.51	40.00	34.04	40.00
	University degree - Masters' level	37.40	40.00	39.08	40.00	35.38	40.00
	University Doctoral	44.56	40.00	45.62	40.00	40.00	40.00
	Other	34.13	32.50	40.00	40.00	32.17	30.00
Area of Study	Arts	38.14	40.00	37.00	32.50	39.50	40.00
	Education	32.36	30.00	34.72	36.00	31.02	30.00
	Law	39.63	40.00	39.63	40.00	.	.
	Managerial Sciences	37.84	40.00	39.67	40.00	35.77	40.00
	Medicine & Healthcare	38.14	40.00	43.33	40.00	35.03	40.00
	Science, Technology & Engineering	39.45	40.00	39.44	40.00	39.46	40.00
	Social Sciences	25.67	24.50	25.00	25.00	26.00	24.50
	Veterinary Sciences	41.67	40.00	47.50	40.00	30.00	30.00
	Other	37.00	40.00	40.75	40.00	29.50	35.00
No. of Years since Completion	< 2 years	36.77	40.00	39.31	40.00	35.26	40.00
	2 - 5 yrs	38.97	40.00	39.23	40.00	38.68	40.00
	5 - 10 yrs	35.89	40.00	39.50	40.00	32.87	37.50
	10 - 15 yrs	35.48	40.00	39.40	40.00	30.25	31.25
	15+ yrs	34.95	40.00	37.43	40.00	30.00	30.00
Status	Married or living with partner	35.67	40.00	39.51	40.00	31.58	30.00
	Separated or divorced and not living with partner	40.00	40.00	40.00	40.00	40.00	40.00
	Widowed and not living with partner	40.00	40.00	.	.	40.00	40.00
	Never married / single living with parents	37.52	40.00	38.29	40.00	36.91	40.00
	Never married / single living alone	40.00	40.00	40.50	40.00	39.50	40.00
Caring Responsibilities	Yes	35.34	40.00	38.98	40.00	31.79	30.00
	No	38.02	40.00	39.40	40.00	36.61	40.00
Variety of Caring Responsibilities at Home	1	34.55	40.00	38.51	40.00	30.59	30.00
	2	36.49	40.00	40.21	40.00	33.09	30.00
	3	37.20	40.00	37.43	40.00	36.67	40.00
Time Spent in Domestic Work on Average (Daily)	< 1hr	39.23	40.00	39.74	40.00	38.28	40.00
	1 - 3 hrs	36.18	40.00	39.27	40.00	33.76	40.00
	3 - 5 hrs	33.14	37.50	35.00	40.00	32.50	32.50
	5 - 7 hrs	32.81	32.50	37.50	37.50	32.14	30.00
	7 - 9 hrs	31.00	35.00	40.00	40.00	26.50	30.00
	> 9 hours	32.50	40.00	.	.	32.50	40.00
Partner's Engagement in a Paid Job	Yes	34.87	40.00	39.46	40.00	31.41	30.00
	No	39.33	40.00	39.23	40.00	40.00	40.00
Engagement in a paid job	Yes	36.60	40.00	39.08	40.00	34.24	40.00
	No	40.00	40.00	40.00	40.00	.	.
Job Occupied	Senior Manager/Officials, Large Business Owners, Directors	39.63	40.00	40.06	40.00	38.38	40.00
	Professionals (Employed or Self Employed)	35.77	40.00	38.75	40.00	33.50	39.50
	Associate Professionals & Technical	37.95	40.00	38.33	40.00	37.14	40.00
	Clerical Employees	38.33	40.00	40.88	40.00	36.30	40.00
	Skilled Agriculture & Fishery Workers	40.00	40.00	.	.	40.00	40.00
	Crafts & Related Trades	.	.	.	.	.	.
	Plant & Machine Operator, Assembly Workers	.	.	.	.	.	.
	Elementary Occupations	.	.	.	.	.	.
	Never Engaged in Paid Work - House wife / Husband	.	.	.	.	.	.
Employer Organisation	Government organisation/department	35.97	40.00	36.39	40.00	35.63	40.00
	Parastatal company	37.56	40.00	38.33	40.00	36.33	40.00
	Publicity listed company	38.85	40.00	40.83	40.00	34.10	40.00
	Private company/sole trader	36.81	40.00	42.19	40.00	31.91	40.00
	Commercial partnership	43.50	40.00	49.60	48.00	33.33	40.00
	Non-profit organisation	37.25	37.75	41.19	40.00	34.10	33.75
Present Job	Full time	38.60	40.00	39.73	40.00	37.30	40.00
	Full time (reduced hours)	24.09	20.00	22.50	22.50	24.44	20.00
	Part time	18.04	16.00	16.67	18.00	18.24	16.00

Research participants were typically content with the number of hours they worked in their main job – an observation prevailing among 80.3% of graduate participants engaged in work and answering to such question. Another 13.4% sought to decrease their working hours, while

another 6.4% sought an increase. Participants aged 40 to 49 years and those employed part time were most likely to seek to increase their hours of work.

Table 85 – Sufficiency of Hours Worked (Frequency & % Response)

		Frequency	Valid Percent
Valid	In my present main job I seek to decrease the hours of work	40	13.4
	I am happy with the number of hours I work in my main job	240	80.3
	In my present main job I seek to increase the hours of work	19	6.4
Total		299	100.0

An additional 38 respondents provided 'Don't Know' or 'No Answer'

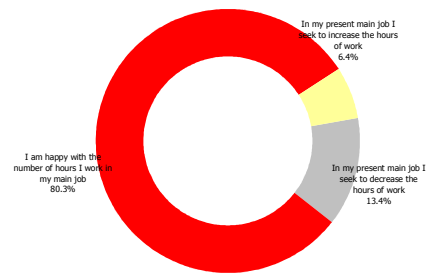


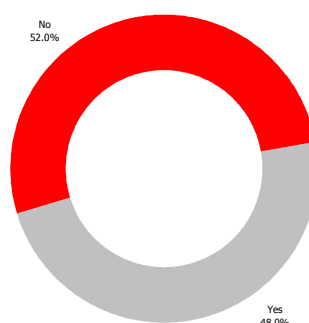
Table 86 – Sufficiency of Hours Worked by Respondent & Work Characteristics (Frequency & % Response)

		Which of the following is true in your case					
		In my present main job I seek to decrease the hours of work		I am happy with the number of hours I work in my main job		In my present main job I seek to increase the hours of work	
		Count	Row N %	Count	Row N %	Count	Row N %
Gender	Male	22	14.7%	120	80.0%	8	5.3%
	Female	18	12.1%	120	80.5%	11	7.4%
Age	< 30 yrs	12	10.7%	93	83.0%	7	6.3%
	30 - 39 yrs	10	10.1%	86	86.9%	3	3.0%
	40 - 49 yrs	11	20.0%	36	65.5%	8	14.5%
	50+ yrs	1	5.9%	16	94.1%	0	0.0%
		4	11.4%	29	82.9%	2	5.7%
Highest Level of Qualification Attained	University Diploma or equivalent	21	11.5%	150	82.4%	11	6.0%
	University degree - Baccalaureate	9	15.3%	45	76.3%	5	8.5%
	University degree - Masters' level	6	37.5%	9	56.3%	1	6.3%
	University Doctoral	0	.0%	6	100.0%	0	0.0%
	Other	0	.0%	8	100.0%	0	0.0%
Area of Study	Arts	9	10.3%	71	81.6%	7	8.0%
	Education	1	12.5%	6	75.0%	1	12.5%
	Law	9	12.9%	57	81.4%	4	5.7%
	Managerial Sciences	7	15.6%	36	80.0%	2	4.4%
	Medicine & Healthcare	8	14.8%	42	77.8%	4	7.4%
	Science, Technology & Engineering	0	.0%	5	83.3%	1	16.7%
	Social Sciences	2	40.0%	3	60.0%	0	0.0%
	Veterinary Sciences	3	27.3%	8	72.2%	0	0.0%
	Other	9	11.0%	67	81.7%	6	7.3%
	No. of Years since Completion	< 2 years	7	13.0%	43	79.6%	4	7.4%
2 - 5 yrs		9	11.4%	68	86.1%	2	2.5%
5 - 10 yrs		5	12.8%	33	84.6%	1	2.6%
10 - 15 yrs		4	13.8%	20	69.0%	5	17.2%
15+ yrs		26	15.2%	137	80.1%	8	4.7%
Status	Married or living with partner	0	.0%	1	100.0%	0	0.0%
	Separated or divorced and not living with partner	0	.0%	1	100.0%	0	0.0%
	Widowed and not living with partner	14	13.2%	83	78.3%	9	8.5%
	Never married / single living with parents	0	.0%	16	88.9%	2	11.1%
	Never married / single living alone	21	15.4%	107	78.7%	8	5.9%
Caring Responsibilities	Yes	17	11.6%	120	82.2%	9	6.2%
	No	11	15.7%	54	77.1%	5	7.1%
Variety of Caring Responsibilities at Home	1	10	16.7%	47	78.3%	3	5.0%
	2	0	.0%	10	100.0%	0	0.0%
	3	18	16.5%	82	75.2%	9	8.3%
Time Spent in Domestic Work on Average (Daily)	< 1hr	15	12.5%	102	85.0%	3	2.5%
	1 - 3 hrs	3	9.4%	26	81.3%	3	9.4%
	3 - 5 hrs	0	.0%	7	100.0%	0	0.0%
	5 - 7 hrs	1	16.7%	5	83.3%	0	0.0%
	7 - 9 hrs	0	.0%	3	75.0%	1	25.0%
	> 9 hours	21	14.2%	118	79.7%	9	6.1%
Partner's Engagement in a Paid Job	Yes	5	16.1%	26	83.9%	0	0.0%
	No	40	13.5%	238	80.1%	19	6.4%
Engagement in a paid job	Yes	0	.0%	1	100.0%	0	0.0%
	No	4	9.3%	33	78.7%	6	14.0%
Job Occupied	Senior Manager/Officials, Large Business Owners, Directors	31	14.7%	168	79.6%	12	5.7%
	Professionals (Employed) or Self Employed	3	15.0%	17	85.0%	0	0.0%
	Associate Professionals & Technical	1	6.7%	13	86.7%	1	6.7%
	Clerical Employees	0	.0%	1	100.0%	0	0.0%
	Skilled Agriculture & Fishery Workers	0	.0%	1	100.0%	0	0.0%
	Crafts & Related Trades	17	12.4%	117	85.4%	3	2.2%
	Government organisation/department	7	17.9%	26	66.7%	6	15.4%
	Parastatal company	0	.0%	14	93.3%	1	6.7%
Employer Organisation	Publicly listed company	13	16.5%	59	74.7%	7	8.9%
	Private company/sole trader	1	14.3%	6	85.7%	0	0.0%
	Commercial partnership	2	11.8%	13	76.5%	2	11.8%
	Non-profit organisation	40	15.2%	213	80.7%	11	4.2%
	Full time	0	.0%	9	90.0%	1	10.0%
Present Job	Full time (reduced hours)	0	.0%	16	69.6%	7	30.4%
	Full time	0	.0%	16	69.6%	7	30.4%
	Part time	0	.0%	16	69.6%	7	30.4%

A total of 48.0% of participants engaged in paid work worked additional hours on top of their weekly minimum, while the remaining 52.0% did not. The incidence of additional hours worked increased as the level of the respondents' qualifications increased (except in the case of Doctoral) and among full time graduate workers.

Table 87 – Additional Hours Worked (Frequency & % Response)

		Frequency	Valid Percent
Valid	Yes	158	48.0
	No	171	52.0
	Total	329	100.0



Another 8 respondents provided 'Don't Know' or 'No Answer'

Table 88 – Additional Hours Worked across Respondent Groups (Frequency & % Response)

		Do you work for additional hours on top of the hours you stated			
		Yes		No	
		Count	Row N %	Count	Row N %
Gender	Male	78	47.5%	86	52.4%
	Female	80	48.5%	85	51.5%
Age	< 30 yrs	63	49.2%	65	50.8%
	30 - 39 yrs	53	48.6%	56	51.4%
	40 - 49 yrs	26	42.6%	35	57.4%
	50+ yrs	8	50.0%	8	50.0%
	Other	11	30.6%	25	69.4%
Highest Level of Qualification Attained	University diploma or equivalent	94	47.5%	104	52.5%
	University degree - Baccalaureate	42	62.7%	25	37.3%
	University degree - Masters' level	9	52.9%	8	47.1%
	University Doctoral	2	25.0%	6	75.0%
	Other	7	63.6%	4	36.4%
Area of Study	Arts	38	43.7%	49	56.3%
	Education	4	50.0%	4	50.0%
	Law	43	53.8%	37	46.3%
	Managerial Sciences	21	36.8%	36	63.2%
	Medicine & Healthcare	36	63.2%	21	36.8%
	Science, Technology & Engineering	4	66.7%	2	33.3%
	Social Sciences	2	33.3%	4	66.7%
	Veterinary Sciences	3	25.0%	9	75.0%
	Other	54	58.7%	38	41.3%
	No. of Years since Completion	< 2 years	25	42.4%	34	57.6%
2 - 5 yrs		41	46.1%	48	53.9%
5 - 10 yrs		22	53.7%	19	46.3%
10 - 15 yrs		10	33.3%	20	66.7%
15+ yrs		82	44.8%	101	55.2%
Status	Married or living with partner	1	50.0%	1	50.0%
	Separated or divorced and not living with partner	1	100.0%	0	.0%
	Widowed and not living with partner	61	50.0%	61	50.0%
	Never married / single living with parents	11	61.1%	7	38.9%
	Never married / single living alone	68	46.6%	78	53.4%
Caring Responsibilities	Yes	87	52.1%	80	47.9%
	No	39	53.4%	34	46.6%
Variety of Caring Responsibilities at Home	1	25	37.3%	42	62.7%
	2	6	60.0%	4	40.0%
	3	67	52.8%	60	47.2%
	4	63	48.8%	66	51.2%
Time Spent in Domestic Work on Average (Daily)	< 1hr	13	37.1%	22	62.9%
	1 - 3 hrs	3	37.5%	5	62.5%
	3 - 5 hrs	4	66.7%	2	33.3%
	5 - 7 hrs	1	33.3%	2	66.7%
	> 7 hrs	80	49.4%	82	50.6%
Partner's Engagement in a Paid Job	Yes	10	33.3%	20	66.7%
	No	158	48.5%	168	51.5%
Engagement in a paid job	Yes	0	.0%	1	100.0%
	No	27	61.4%	17	38.6%
Job Occupied	Senior Manager/Officials, Large Business Owners, Directors	110	46.8%	125	53.2%
	Professionals (Employed or Self Employed)	11	47.8%	12	52.2%
	Associate Professionals & Technical	5	29.4%	12	70.6%
	Clerical Employees	1	100.0%	0	.0%
	Skilled Agriculture & Fishery Workers	63	40.6%	92	59.4%
Employer Organisation	Government organisation/department	22	56.4%	17	43.6%
	Parastatal company	10	58.8%	7	41.2%
	Publicity listed company	46	54.8%	38	45.2%
	Private company/sole trader	4	50.0%	4	50.0%
	Commercial partnership	10	55.6%	8	44.4%
	Non-profit organisation	146	50.2%	145	49.8%
Present Job	Full time	1	9.1%	10	90.9%
	Full time (reduced hours)	10	40.0%	15	60.0%
	Part time				

Graduates in employment featured an average 7.8 hours weekly additional work. An analysis of the claimed hours worked extra across respondent groups showed that male graduates typically worked longer additional hours (2 to 3 hours on average) on a weekly basis than their female counterparts. Male respondents aged 30 to 39 years worked longer additional hours than other respondent groups, while female respondents aged 50 years and over worked fewer additional hours. Overall, additional hours worked increase as age increases up to the age of 40 years.

Table 89 – Number of Additional Hours Worked (Mean & Median Response)

	Minimum	Maximum	Mean	Median	Standard Deviation
How many additional hours do you work in a week on average?	0.0	35.0	7.81	5.50	6.007

Table 90 – No. of Additional Hours Worked by Respondent & Work Characteristics (Mean & Median Response)

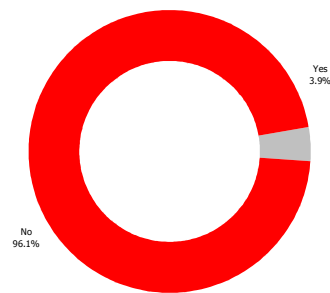
		How many additional hours do you work in a week on average?						
		Overall		Male		Female		
		Mean	Median	Mean	Median	Mean	Median	
Gender	Male	9.06	8.00	9.06	8.00	.	.	
	Female	6.59	5.00	.	.	6.59	5.00	
Age	< 30 yrs	6.89	5.00	8.06	6.50	6.19	5.00	
	30 - 39 yrs	8.89	7.00	11.07	10.00	6.44	4.00	
	40 - 49 yrs	7.67	7.00	7.60	7.00	7.81	6.75	
	50+ yrs	5.75	4.00	6.29	5.00	2.00	2.00	
Highest Level of Qualification Attained	University Diploma or equivalent	4.95	4.00	6.29	5.00	2.63	2.50	
	University degree - Baccalaureate	7.31	5.00	8.06	7.50	6.69	5.00	
	University degree - Masters' level	9.60	9.00	11.29	10.00	7.83	6.75	
	University Doctoral	9.11	10.00	11.14	10.00	2.00	2.00	
Area of Study	Other	4.50	4.50	.	.	4.50	4.50	
	Arts	8.14	10.00	10.00	10.00	6.75	4.50	
Area of Study	Education	6.50	5.00	6.65	5.00	6.42	5.00	
	Law	19.00	18.00	19.00	18.00	.	.	
	Managerial Sciences	8.04	6.00	9.55	7.00	6.38	5.50	
	Medicine & Healthcare	5.46	3.00	9.63	10.00	3.23	3.00	
	Science, Technology & Engineering	8.80	8.00	8.65	8.00	9.08	8.00	
	Social Sciences	12.25	12.50	4.00	4.00	15.00	15.00	
	Veterinary Sciences	10.00	10.00	10.00	10.00	.	.	
	Other	5.00	3.00	2.50	2.50	10.00	10.00	
	No. of Years since Completion	< 2 years	8.46	7.00	10.43	8.00	7.00	5.00
		2 - 5 yrs	8.42	5.50	9.40	8.00	7.09	4.00
5 - 10 yrs		7.59	5.50	9.32	9.00	6.30	5.00	
10 - 15 yrs		7.14	5.00	7.58	7.50	6.56	5.00	
15+ yrs		7.00	4.00	8.14	7.00	3.00	3.00	
Status	Married or living with partner	7.95	6.00	9.27	10.00	6.41	5.00	
	Separated or divorced and not living with partner	25.00	25.00	25.00	25.00	.	.	
	Widowed and not living with partner	2.00	2.00	.	.	2.00	2.00	
	Never married / single living with parents	7.48	5.00	8.30	5.00	6.89	5.00	
	Never married / single living alone	6.85	6.25	6.80	8.00	6.90	5.00	
Caring Responsibilities	Yes	7.87	6.00	8.75	9.00	6.85	5.00	
	No	7.62	5.00	9.14	8.00	6.35	5.00	
Variety of Caring Responsibilities at Home	1	8.91	7.25	10.90	10.00	6.93	6.00	
	2	6.61	5.00	6.00	5.00	7.27	5.00	
	3	6.50	6.50	7.00	7.00	4.00	4.00	
Time Spent in Domestic Work on Average (Daily)	< 1hr	8.43	5.00	9.70	10.00	6.17	4.50	
	1 - 3 hrs	7.03	5.50	8.38	7.00	6.12	5.00	
	3 - 5 hrs	9.15	9.00	8.67	10.00	9.30	7.00	
	5 - 7 hrs	5.00	4.00	.	.	5.00	4.00	
	7 - 9 hrs	4.67	4.00	6.00	6.00	2.00	2.00	
Partner's Engagement in a Paid Job	> 9 hours	7.50	7.50	.	.	7.50	7.50	
	Yes	7.93	6.00	9.18	10.00	6.80	5.00	
Engagement in a paid job	No	7.90	7.50	8.44	8.00	3.00	3.00	
	Yes	7.81	5.50	9.06	8.00	6.59	5.00	
Job Occupied	No	.	.	.	.	.	.
	Senior Manager/Officials, Large Business Owners, Directors	9.85	10.00	10.62	10.00	7.17	6.00	
	Professionals (Employed or Self Employed)	7.60	5.00	8.78	8.00	6.67	5.00	
	Associate Professionals & Technical	7.10	5.50	5.83	5.50	9.00	5.50	
	Clerical Employees	5.00	3.00	9.00	9.00	2.33	2.00	
	Skilled Agriculture & Fishery Workers	15.00	15.00	.	.	15.00	15.00	
	Crafts & Related Trades	.	.	.	.	.	.
	Plant & Machine Operator, Assembly Workers	.	.	.	.	.	.
	Elementary Occupations	.	.	.	.	.	.
	Never Engaged in Paid Work - House wife / Husband	.	.	.	.	.	.
Employer Organisation	Government organisation/department	7.08	4.00	9.17	6.00	5.38	4.00	
	Parastatal company	7.89	8.75	8.62	10.00	6.83	6.00	
	Publicity listed company	7.09	6.00	9.57	8.00	2.75	2.50	
	Private company/sole trader	8.26	7.00	8.65	8.00	7.88	5.00	
	Commercial partnership	6.50	5.50	5.00	5.00	7.00	6.00	
Present Job	Non-profit organisation	7.11	5.00	6.75	6.00	7.40	5.00	
	Full time	7.94	6.00	9.14	8.00	6.64	5.00	
	Full time (reduced hours)	3.00	3.00	.	.	3.00	3.00	
	Part time	7.00	5.50	6.00	6.00	7.25	5.50	

A total 3.9% of participants in employment worked on a shift basis. Such arrangement varied between permanent, alternate and split overall, the first arrangement being marginally more common. Of the respondents engaged in shift work, 60.0% featured shifts in the morning or afternoons, while 30% had morning, afternoon and night shifts. Conversely, 10% of these participants had day and night shifts. An analysis of incidence of types of shift across respondent groups revealed no significant differences.

Table 91 – Basis & Shift Work Arrangements (Frequency & % Response)

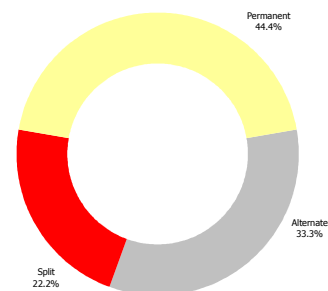
		Frequency	Valid Percent
Valid	Yes	13	3.9
	No	319	96.1
	Total	332	100.0

A total of 5 respondents provided 'No answer'



		Frequency	Valid Percent
Valid	Alternate	3	33.3
	Split	2	22.2
	Permanent	4	44.4
	Total	9	100.0

A total of 4 respondents provided 'No answer'



		Frequency	Valid Percent
Valid	Morning/Afternoons/night	3	30.0
	Morning/afternoons	6	60.0
	Day/night	1	10.0
	Total	10	100.0

A total of 3 respondents provided 'No answer'

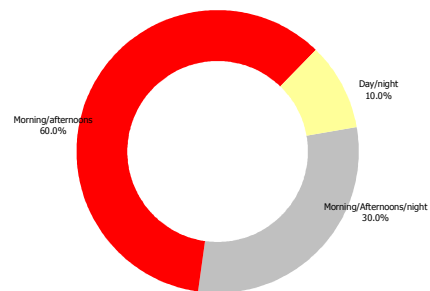


Table 92 – Analysis of Shift Work across Respondent Groups (Frequency & % Response)

		Do you work on shift			
		Yes		No	
		Count	Row N %	Count	Row N %
Gender	Male	6	3.7%	158	96.3%
	Female	7	4.2%	161	95.8%
Age	< 30 yrs	4	3.1%	125	96.9%
	30 - 39 yrs	4	3.7%	105	96.3%
	40 - 49 yrs	2	3.3%	58	96.7%
	50+ yrs	2	11.1%	16	88.9%
Highest Level of Qualification Attained	University Diploma or equivalent	1	2.6%	38	97.4%
	University degree - Baccalaureate	7	3.6%	190	96.4%
	University degree - Masters' level	2	2.9%	67	97.1%
	University Doctoral	3	17.6%	14	82.4%
	Other	0	.0%	8	100.0%
Area of Study	Arts	0	.0%	11	100.0%
	Education	1	1.1%	89	98.9%
	Law	0	.0%	9	100.0%
	Managerial Sciences	4	4.9%	77	95.1%
	Medicine & Healthcare	3	5.5%	52	94.5%
	Science, Technology & Engineering	4	7.0%	53	93.0%
	Social Sciences	1	16.7%	5	83.3%
	Veterinary Sciences	0	.0%	6	100.0%
	Other	0	.0%	12	100.0%
No. of Years since Completion	< 2 years	5	5.3%	89	94.7%
	2 - 5 yrs	2	3.3%	58	96.7%
	5 - 10 yrs	2	2.2%	87	97.8%
	10 - 15 yrs	2	4.8%	40	95.2%
	15+ yrs	0	.0%	30	100.0%
Status	Married or living with partner	6	3.2%	179	96.8%
	Separated or divorced and not living with partner	0	.0%	2	100.0%
	Widowed and not living with partner	0	.0%	1	100.0%
	Never married / single living with parents	6	4.9%	117	95.1%
	Never married / single living alone	1	5.3%	18	94.7%
Caring Responsibilities	Yes	2	1.4%	143	98.6%
	No	10	5.9%	159	94.1%
Variety of Caring Responsibilities at Home	1	0	.0%	74	100.0%
	2	1	1.5%	64	98.5%
	3	2	20.0%	8	80.0%
Time Spent in Domestic Work on Average (Daily)	< 1hr	6	4.7%	121	95.3%
	1 - 3 hrs	5	3.8%	127	96.2%
	3 - 5 hrs	1	2.9%	33	97.1%
	5 - 7 hrs	0	.0%	7	100.0%
	7 - 9 hrs	0	.0%	6	100.0%
	> 9 hours	0	.0%	4	100.0%
Partner's Engagement in a Paid Job	Yes	3	1.9%	158	98.1%
	No	3	9.1%	30	90.9%
Engagement in a paid job	Yes	13	3.9%	317	96.1%
	No	0	.0%	1	100.0%
Job Occupied	Senior Manager/Officials, Large Business Owners, Directors	1	2.2%	45	97.8%
	Professionals (Employed or Self Employed)	10	4.3%	225	95.7%
	Associate Professionals & Technical	1	4.3%	22	95.7%
	Clerical Employees	1	5.6%	17	94.4%
	Skilled Agriculture & Fishery Workers	0	.0%	1	100.0%
	Crafts & Related Trades	0	.0%	1	100.0%
Employer Organisation	Government organisation/department	8	5.1%	149	94.9%
	Parastatal company	2	5.0%	38	95.0%
	Publicly listed company	0	.0%	16	100.0%
	Private company/sole trader	3	3.5%	83	96.5%
	Commercial partnership	0	.0%	8	100.0%
	Non-profit organisation	0	.0%	17	100.0%
Present Job	Full time	12	4.1%	283	95.9%
	Full time (reduced hours)	0	.0%	11	100.0%
	Part time	1	4.2%	23	95.8%

Table 93 – Basis of Shift Work across Respondent Groups (Frequency & % Response)

		What is your basis of shift work					
		Alternate		Split		Permanent	
		Count	Row N %	Count	Row N %	Count	Row N %
Gender	Male	1	33.3%	1	33.3%	1	33.3%
	Female	2	33.3%	1	16.7%	3	50.0%
Age	< 30 yrs	2	50.0%	2	50.0%	0	.0%
	30 - 39 yrs	1	50.0%	0	.0%	1	50.0%
	40 - 49 yrs	0	.0%	0	.0%	2	100.0%
Highest Level of Qualification Attained	University degree - Baccalaureate	3	42.9%	2	28.6%	2	28.6%
	University degree - Masters' level	0	.0%	0	.0%	1	100.0%
	University Doctoral	0	.0%	0	.0%	1	100.0%
Area of Study	Education	1	100.0%	0	.0%	0	.0%
	Managerial Sciences	0	.0%	1	50.0%	1	50.0%
	Medicine & Healthcare	0	.0%	0	.0%	1	100.0%
	Science, Technology & Engineering	2	50.0%	1	25.0%	1	25.0%
	Social Sciences	0	.0%	0	.0%	1	100.0%
No. of Years since Completion	< 2 years	1	33.3%	1	33.3%	1	33.3%
	2 - 5 yrs	1	100.0%	0	.0%	0	.0%
	5 - 10 yrs	1	100.0%	0	.0%	0	.0%
	10 - 15 yrs	0	.0%	0	.0%	2	100.0%
Status	Married or living with partner	2	50.0%	0	.0%	2	50.0%
	Never married / single living with parents	1	25.0%	2	50.0%	1	25.0%
	Never married / single living alone	0	.0%	0	.0%	1	100.0%
Caring Responsibilities	Yes	0	.0%	0	.0%	2	100.0%
	No	3	42.9%	2	28.6%	2	28.6%
Variety of Caring Responsibilities at Home	2	0	.0%	0	.0%	1	100.0%
	3	0	.0%	0	.0%	1	100.0%
Time Spent in Domestic Work on Average (Daily)	< 1hr	1	25.0%	1	25.0%	2	50.0%
	1 - 3 hrs	2	50.0%	1	25.0%	1	25.0%
	3 - 5 hrs	0	.0%	0	.0%	1	100.0%
Partner's Engagement in a Paid Job	Yes	2	66.7%	0	.0%	1	33.3%
	No	0	.0%	0	.0%	1	100.0%
Engagement in a paid job	Yes	3	33.3%	2	22.2%	4	44.4%
Job Occupied	Senior Manager/Officials, Large Business Owners, Directors	1	100.0%	0	.0%	0	.0%
	Professionals (Employed or Self Employed)	2	28.6%	2	28.6%	3	42.9%
	Associate Professionals & Technical	0	.0%	0	.0%	1	100.0%
Employer Organisation	Government organisation/department	0	.0%	1	25.0%	3	75.0%
	Parastatal company	1	100.0%	0	.0%	0	.0%
	Private company/sole trader	2	50.0%	1	25.0%	1	25.0%
Present Job	Full time	3	37.5%	1	12.5%	4	50.0%
	Part time	0	.0%	1	100.0%	0	.0%

Table 94 – Shift Work Arrangements across Respondent Groups (Frequency & % Response)

		Which of the following is true in your case					
		Morning/ Afternoons/night		Morning /afternoons		Day/night	
		Count	Row N %	Count	Row N %	Count	Row N %
Gender	Male	2	50.0%	1	25.0%	1	25.0%
	Female	1	16.7%	5	83.3%	0	.0%
Age	< 30 yrs	2	50.0%	2	50.0%	0	.0%
	30 - 39 yrs	1	50.0%	1	50.0%	0	.0%
	40 - 49 yrs	0	.0%	1	50.0%	1	50.0%
Highest Level of Qualification Attained	University degree - Baccalaureate	3	37.5%	5	62.5%	0	.0%
	University degree - Masters' level	0	.0%	1	100.0%	0	.0%
	University Doctoral	0	.0%	0	.0%	1	100.0%
Area of Study	Education	0	.0%	3	100.0%	0	.0%
	Managerial Sciences	0	.0%	1	100.0%	0	.0%
	Medicine & Healthcare	0	.0%	1	50.0%	1	50.0%
	Science, Technology & Engineering	3	100.0%	0	.0%	0	.0%
	Social Sciences	0	.0%	1	100.0%	0	.0%
No. of Years since Completion	< 2 years	0	.0%	2	100.0%	0	.0%
	2 - 5 yrs	1	50.0%	1	50.0%	0	.0%
	5 - 10 yrs	1	33.3%	2	66.7%	0	.0%
	10 - 15 yrs	0	.0%	0	.0%	1	100.0%
Status	Married or living with partner	1	20.0%	3	60.0%	1	20.0%
	Never married / single living with parents	2	50.0%	2	50.0%	0	.0%
	Never married / single living alone	0	.0%	1	100.0%	0	.0%
Caring Responsibilities	Yes	0	.0%	2	66.7%	1	33.3%
	No	3	42.9%	4	57.1%	0	.0%
Variety of Caring Responsibilities at Home	2	0	.0%	2	100.0%	0	.0%
	3	0	.0%	0	.0%	1	100.0%
Time Spent in Domestic Work on Average (Daily)	< 1hr	2	50.0%	2	50.0%	0	.0%
	1 - 3 hrs	1	20.0%	4	80.0%	0	.0%
	3 - 5 hrs	0	.0%	0	.0%	1	100.0%
Partner's Engagement in a Paid Job	Yes	1	25.0%	3	75.0%	0	.0%
	No	0	.0%	0	.0%	1	100.0%
Engagement in a paid job	Yes	3	30.0%	6	60.0%	1	10.0%
Job Occupied	Senior Manager/Officials, Large Business Owners, Directors	1	100.0%	0	.0%	0	.0%
	Professionals (Employed or Self Employed)	2	25.0%	5	62.5%	1	12.5%
	Associate Professionals & Technical	0	.0%	1	100.0%	0	.0%
Employer Organisation	Government organisation/department	1	20.0%	3	60.0%	1	20.0%
	Parastatal company	1	100.0%	0	.0%	0	.0%
	Private company/sole trader	1	25.0%	3	75.0%	0	.0%
Present Job	Full time	3	30.0%	6	60.0%	1	10.0%

4.6.5 Flexitime

Flexitime (flexible hours, flexible workweeks) featured as a condition / benefit at the main work among 23.3%. Males and respondents employed with publicly listed companies were most likely to be offered such benefits.

Table 95 – Availability of Flexitime (Frequency & % Response)

		Frequency	Valid Percent
Valid	Yes	78	23.3
	No	257	76.7
	Total	335	100.0

A total of 2 respondents provided 'Don't Know' or 'No answer'

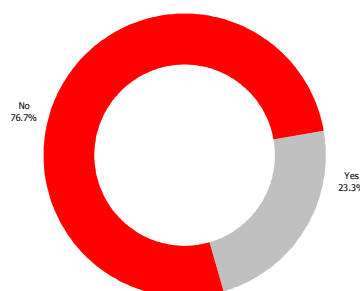


Table 96 – Availability of Flexitime by Respondent & Work Characteristics (Frequency & % Response)

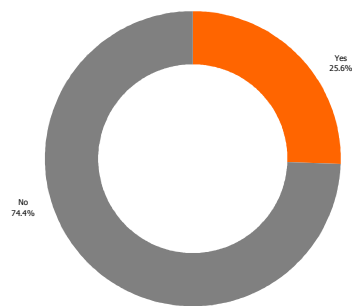
		Do you benefit from flexitime in your main job			
		Yes		No	
		Count	Row N %	Count	Row N %
Gender	Male	46	27.9%	119	72.1%
	Female	32	18.8%	138	81.2%
Age	< 30 yrs	32	24.6%	98	75.4%
	30 - 39 yrs	25	22.3%	87	77.7%
	40 - 49 yrs	14	23.0%	47	77.0%
	50+ yrs	4	23.5%	13	76.5%
Highest Level of Qualification Attained	University Diploma or equivalent	6	15.4%	33	84.6%
	University degree - Baccalaureate	46	23.0%	154	77.0%
	University degree - Masters' level	20	29.9%	47	70.1%
	University Doctoral	5	27.8%	13	72.2%
Area of Study	Other	1	12.5%	7	87.5%
	Arts	2	18.2%	9	81.8%
	Education	11	12.4%	78	87.6%
	Law	2	25.0%	6	75.0%
	Managerial Sciences	24	29.6%	57	70.4%
	Medicine & Healthcare	10	17.2%	48	82.8%
	Science, Technology & Engineering	20	33.9%	39	66.1%
	Social Sciences	2	33.3%	4	66.7%
	Veterinary Sciences	2	33.3%	4	66.7%
	Other	4	33.3%	8	66.7%
No. of Years since Completion	< 2 years	24	25.3%	71	74.7%
	2 - 5 yrs	14	23.7%	45	76.3%
	5 - 10 yrs	16	17.8%	74	82.2%
	10 - 15 yrs	12	27.9%	31	72.1%
Status	15+ yrs	8	26.7%	22	73.3%
	Married or living with partner	45	24.2%	141	75.8%
	Separated or divorced and not living with partner	0	.0%	2	100.0%
	Widowed and not living with partner	0	.0%	1	100.0%
	Never married / single living with parents	26	21.1%	97	78.9%
Caring Responsibilities	Never married / single living alone	7	35.0%	13	65.0%
	Yes	37	25.2%	110	74.8%
Variety of Caring Responsibilities at Home	No	38	22.2%	133	77.8%
	1	19	25.0%	57	75.0%
	2	16	24.2%	50	75.8%
	3	4	44.4%	5	55.6%
Time Spent in Domestic Work on Average (Daily)	< 1hr	34	26.8%	93	73.2%
	1 - 3 hrs	30	22.6%	103	77.4%
	3 - 5 hrs	8	22.9%	27	77.1%
	5 - 7 hrs	1	12.5%	7	87.5%
	7 - 9 hrs	1	16.7%	5	83.3%
Partner's Engagement in a Paid Job	> 9 hours	0	.0%	4	100.0%
	Yes	41	25.2%	122	74.8%
Engagement in a paid job	No	5	15.6%	27	84.4%
	Yes	78	23.5%	254	76.5%
Job Occupied	No	0	.0%	1	100.0%
	Senior Manager/Officials, Large Business Owners, Directors	13	27.7%	34	72.3%
	Professionals (Employed or Self Employed)	52	22.0%	184	78.0%
	Associate Professionals & Technical	4	17.4%	19	82.6%
	Clerical Employees	4	23.5%	13	76.5%
	Skilled Agriculture & Fishery Workers	0	.0%	1	100.0%
Employer Organisation	Crafts & Related Trades	1	100.0%	0	.0%
	Government organisation/department	26	16.5%	132	83.5%
	Parastatal company	8	20.0%	32	80.0%
	Publicity listed company	8	47.1%	9	52.9%
	Private company/sole trader	26	29.9%	61	70.1%
	Commercial partnership	1	12.5%	7	87.5%
Present Job	Non-profit organisation	5	29.4%	12	70.6%
	Full time	63	21.2%	234	78.8%
	Full time (reduced hours)	6	54.5%	5	45.5%
	Part time	9	36.0%	16	64.0%

4.6.6 Second Jobs

Of the graduate participants in paid work, 25.6% claimed to be engaged in a second job. Such a feature was relatively more common among respondents with a Masters qualification or employed with government organisations. Such second jobs typically related to professional roles (a feature among 68.3% of participants with second jobs) and senior management roles (11.0% of participants with second jobs)

Table 97 – Engagement & Type of Second Jobs (Frequency & % Response)

		Frequency	Valid Percent
Valid	Yes	85	25.6
	No	247	74.4
	Total	332	100.0
Missing	System	19	
Total		351	



		Frequency	Valid Percent
Valid	Senior Manager, Large Business Owners, Directors	9	11.0
	Professionals (Employed or Self Employed)	56	68.3
	Associate Professionals & Technical	6	7.3
	Clerical Employees	5	6.1
	Crafts & Related Trades	1	1.2
	Elementary Occupations	5	6.1
Total		82	100.0
Missing	System	269	
Total		351	

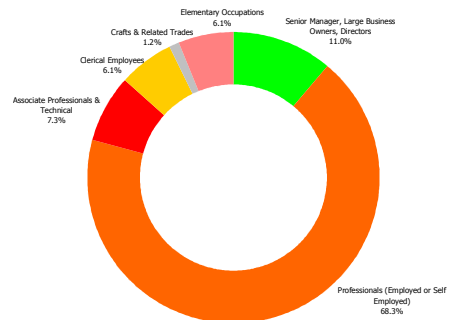


Table 98 – Engagement in Second Job across Respondent Groups (Frequency & % Response)

		Are you engaged in more than one job			
		Yes		No	
		Count	Row N %	Count	Row N %
Gender	Male	42	25.3%	124	74.7%
	Female	43	25.9%	123	74.1%
Age	< 30 yrs	38	29.9%	89	70.1%
	30 - 39 yrs	23	20.7%	88	79.3%
	40 - 49 yrs	16	26.2%	45	73.8%
	50+ yrs	5	27.8%	13	72.2%
Highest Level of Qualification Attained	University Diploma or equivalent	7	17.9%	32	82.1%
	University degree - Baccalaureate	43	21.8%	154	78.2%
	University degree - Masters' level	26	38.8%	41	61.2%
	University Doctoral	3	16.7%	15	83.3%
	Other	5	62.5%	3	37.5%
Area of Study	Arts	3	27.3%	8	72.7%
	Education	26	29.5%	62	70.5%
	Law	2	22.2%	7	77.8%
	Managerial Sciences	16	19.8%	65	80.2%
	Medicine & Healthcare	11	19.3%	46	80.7%
	Science, Technology & Engineering	18	31.0%	40	69.0%
	Social Sciences	4	66.7%	2	33.3%
	Veterinary Sciences	1	16.7%	5	83.3%
	Other	3	25.0%	9	75.0%
No. of Years since Completion	< 2 years	31	32.6%	64	67.4%
	2 - 5 yrs	14	24.1%	44	75.9%
	5 - 10 yrs	26	29.5%	62	70.5%
	10 - 15 yrs	8	18.6%	35	81.4%
	15+ yrs	2	6.7%	28	93.3%
Status	Married or living with partner	41	22.3%	143	77.7%
	Separated or divorced and not living with partner	0	.0%	2	100.0%
	Widowed and not living with partner	1	100.0%	0	.0%
	Never married / single living with parents	34	28.1%	87	71.9%
	Never married / single living alone	7	33.3%	14	66.7%
Caring Responsibilities	Yes	27	18.5%	119	81.5%
	No	52	31.0%	116	69.0%
Variety of Caring Responsibilities at Home	1	23	30.3%	53	69.7%
	2	7	10.8%	58	89.2%
	3	1	10.0%	9	90.0%
Time Spent in Domestic Work on Average (Daily)	< 1hr	32	25.2%	95	74.8%
	1 - 3 hrs	35	27.1%	94	72.9%
	3 - 5 hrs	8	22.9%	27	77.1%
	5 - 7 hrs	1	12.5%	7	87.5%
	7 - 9 hrs	2	33.3%	4	66.7%
	> 9 hours	0	.0%	4	100.0%
Partner's Engagement in a Paid Job	Yes	36	22.4%	125	77.6%
	No	7	21.9%	25	78.1%
Engagement in a paid job	Yes	85	25.8%	244	74.2%
	No	0	.0%	1	100.0%
Job Occupied	Senior Manager/Officials, Large Business Owners, Directors	11	23.4%	36	76.6%
	Professionals (Employed or Self Employed)	56	24.0%	177	76.0%
	Associate Professionals & Technical	7	30.4%	16	69.6%
	Clerical Employees	5	29.4%	12	70.6%
	Skilled Agriculture & Fishery Workers	1	100.0%	0	.0%
	Crafts & Related Trades	1	100.0%	0	.0%
Employer Organisation	Government organisation/department	49	31.6%	106	68.4%
	Parastatal company	12	30.0%	28	70.0%
	Publicity listed company	4	23.5%	13	76.5%
	Private company/sole trader	13	14.8%	75	85.2%
	Commercial partnership	0	.0%	8	100.0%
	Non-profit organisation	5	31.3%	11	68.8%
Present Job	Full time	74	25.2%	220	74.8%
	Full time (reduced hours)	4	36.4%	7	63.6%
	Part time	6	24.0%	19	76.0%

Table 99 – Type of Second Job across Respondent Groups (Frequency & % Response)

		Which of the following describes best your level of responsibility in your second job											
		Senior Manager, Large Business Owners, Directors, High Ramin		Professionals (Employed or Self Employed)		Associate Professionals & Technical		Clerical Employees		Crafts & Related Trades		Elementary Occupations	
		Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
Gender	Male	7	16.7%	28	66.7%	3	7.1%	1	2.4%	1	2.4%	2	4.8%
	Female	2	5.0%	28	70.0%	3	7.5%	4	10.0%	0	0%	3	7.5%
Age	< 30 yrs	1	2.6%	23	60.5%	5	13.2%	5	13.2%	1	2.6%	3	7.9%
	30 - 39 yrs	1	4.3%	19	82.6%	1	4.3%	0	0%	0	0%	2	8.7%
	40 - 49 yrs	5	31.3%	11	68.8%	0	0%	0	0%	0	0%	0	0%
	50+ yrs	2	66.7%	1	33.3%	0	0%	0	0%	0	0%	0	0%
Highest Level of Qualification Attained	University Diploma or equivalent	1	20.0%	2	40.0%	1	20.0%	1	20.0%	0	0%	0	0%
	University degree - Baccalaureate	3	7.1%	29	69.0%	4	9.5%	2	4.8%	0	0%	4	9.5%
	University degree - Masters' level	2	7.7%	19	73.1%	1	3.8%	2	7.7%	1	3.8%	1	3.8%
	University Doctoral	3	100.0%	0	0%	0	0%	0	0%	0	0%	0	0%
	Other	0	0%	5	100.0%	0	0%	0	0%	0	0%	0	0%
Area of Study	Arts	0	0%	2	66.7%	0	0%	1	33.3%	0	0%	0	0%
	Education	2	7.7%	17	65.4%	2	7.7%	1	3.8%	0	0%	4	15.4%
	Law	0	0%	2	100.0%	0	0%	0	0%	0	0%	0	0%
	Managerial Sciences	1	6.3%	8	50.0%	2	12.5%	3	18.8%	1	6.3%	1	6.3%
	Medicine & Healthcare	0	0%	11	100.0%	0	0%	0	0%	0	0%	0	0%
	Science, Technology & Engineering	4	26.7%	10	66.7%	1	6.7%	0	0%	0	0%	0	0%
	Social Sciences	0	0%	3	75.0%	1	25.0%	0	0%	0	0%	0	0%
	Veterinary Sciences	0	0%	1	100.0%	0	0%	0	0%	0	0%	0	0%
	Other	2	66.7%	1	33.3%	0	0%	0	0%	0	0%	0	0%
	No. of Years since Completion	< 2 years	3	10.3%	16	53.2%	4	13.8%	3	10.3%	1	3.4%	2	6.9%
2 - 5 yrs		0	0%	9	69.2%	1	7.7%	1	7.7%	0	0%	2	15.4%
5 - 10 yrs		3	11.5%	21	80.8%	1	3.8%	0	0%	0	0%	1	3.8%
10 - 15 yrs		1	12.5%	7	87.5%	0	0%	0	0%	0	0%	0	0%
15+ yrs		2	100.0%	0	0%	0	0%	0	0%	0	0%	0	0%
Status		Married or living with partner	4	10.3%	29	74.4%	2	5.1%	1	2.6%	1	2.6%	2	5.1%
	Widowed and not living with partner	1	100.0%	0	0%	0	0%	0	0%	0	0%	0	0%
	Never married / single living with parents	3	9.1%	21	63.6%	3	9.1%	4	12.1%	0	0%	2	6.1%
	Never married / single living alone	1	14.3%	5	71.4%	1	14.3%	0	0%	0	0%	0	0%
Caring Responsibilities	Yes	6	22.2%	18	66.7%	0	0%	0	0%	0	0%	3	11.1%
	No	3	5.9%	34	66.7%	6	11.8%	5	9.8%	1	2.0%	2	3.9%
Variety of Caring Responsibilities at Home	1	6	26.1%	16	69.6%	0	0%	0	0%	0	0%	1	4.3%
	2	1	14.3%	5	71.4%	0	0%	0	0%	0	0%	1	14.3%
	3	0	0%	1	100.0%	0	0%	0	0%	0	0%	0	0%
	4	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Time Spent in Domestic Work on Average (Daily)	< 1hr	5	15.6%	20	62.5%	2	6.3%	3	9.4%	0	0%	2	6.3%
	1 - 3 hrs	2	5.7%	28	80.0%	3	8.6%	0	0%	1	2.9%	1	2.9%
	3 - 5 hrs	1	12.5%	6	75.0%	0	0%	0	0%	0	0%	1	12.5%
	5 - 7 hrs	0	0%	1	100.0%	0	0%	0	0%	0	0%	0	0%
	7 - 9 hrs	1	50.0%	0	0%	1	50.0%	0	0%	0	0%	0	0%
Partner's Engagement in a Paid Job	Yes	4	11.1%	16	72.2%	2	5.6%	1	2.8%	1	2.8%	2	5.6%
	No	0	0%	5	100.0%	0	0%	0	0%	0	0%	0	0%
Engagement in a paid job	Yes	9	11.0%	56	68.3%	6	7.3%	5	6.1%	1	1.2%	5	6.1%
	No	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Job Occupied	Senior Manager/Officials, Large Business Owners, Directors	4	44.4%	5	55.6%	0	0%	0	0%	0	0%	0	0%
	Professionals (Employed or Self Employed)	4	7.3%	44	80.0%	1	1.8%	1	1.8%	1	1.8%	4	7.3%
	Associate Professionals & Technical	0	0%	4	57.1%	3	42.9%	0	0%	0	0%	0	0%
	Clerical Employees	0	0%	1	20.0%	0	0%	3	60.0%	0	0%	1	20.0%
	Skilled Agriculture & Fishery Workers	0	0%	0	0%	0	0%	1	100.0%	0	0%	0	0%
	Crafts & Related Trades	0	0%	1	100.0%	0	0%	0	0%	0	0%	0	0%
	Other	2	4.3%	38	89.9%	3	6.4%	2	4.3%	0	0%	2	4.3%
Employer Organisation	Government organisation/department	3	25.0%	6	50.0%	0	0%	1	8.3%	1	8.3%	1	8.3%
	Parastatal company	0	0%	1	25.0%	2	50.0%	1	25.0%	0	0%	0	0%
	Publicly listed company	2	16.7%	8	66.7%	0	0%	1	8.3%	0	0%	1	8.3%
	Private company/sole trader	2	40.0%	2	40.0%	1	20.0%	0	0%	0	0%	0	0%
	Non-profit organisation	9	12.7%	47	66.2%	5	7.0%	4	5.6%	1	1.4%	5	7.0%
Present Job	Full time	0	0%	4	100.0%	0	0%	0	0%	0	0%	0	0%
	Full time (reduced hours)	0	0%	4	100.0%	0	0%	0	0%	0	0%	0	0%
	Part time	0	0%	4	66.7%	1	16.7%	1	16.7%	0	0%	0	0%

4.6.7 Employee Responsibilities

68.7% of the participants did not have employees reporting to them. No significant differences between participant groups (in employment) featured in terms of incidence of such responsibility.

Table 100 – Employee Responsibilities at work (Frequency & % Response)

		Frequency	Valid Percent
Valid	Yes	102	31.3
	No	224	68.7
	Total	326	100.0

A total of 9 participants provided 'No answer' response

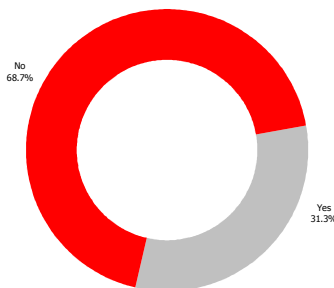


Table 101 – Participants' Employee Responsibilities across Respondent Groups (Frequency & % Response)

		Do you have employees reporting to you			
		Yes		No	
		Count	Row N %	Count	Row N %
Gender	Male	71	43.3%	93	56.7%
	Female	31	19.1%	131	80.9%
Age	< 30 yrs	25	19.7%	102	80.3%
	30 - 39 yrs	38	34.5%	72	65.5%
	40 - 49 yrs	24	42.1%	33	57.9%
	50+ yrs	8	44.4%	10	55.6%
Highest Level of Qualification Attained	University Diploma or equivalent	16	41.0%	23	59.0%
	University degree - Baccalaureate	48	24.9%	145	75.1%
	University degree - Masters' level	29	43.9%	37	56.1%
	University Doctoral	6	33.3%	12	66.7%
	Other	2	28.6%	5	71.4%
Area of Study	Arts	0	.0%	11	100.0%
	Education	14	16.7%	70	83.3%
	Law	6	66.7%	3	33.3%
	Managerial Sciences	35	45.5%	42	54.5%
	Medicine & Healthcare	11	19.0%	47	81.0%
	Science, Technology & Engineering	27	45.8%	32	54.2%
	Social Sciences	1	16.7%	5	83.3%
	Veterinary Sciences	3	50.0%	3	50.0%
	Other	3	25.0%	9	75.0%
No. of Years since Completion	< 2 years	19	20.4%	74	79.6%
	2 - 5 yrs	22	36.7%	38	63.3%
	5 - 10 yrs	32	37.2%	54	62.8%
	10 - 15 yrs	11	25.6%	32	74.4%
	15+ yrs	12	44.4%	15	55.6%
Status	Married or living with partner	61	33.9%	119	66.1%
	Separated or divorced and not living with partner	1	50.0%	1	50.0%
	Widowed and not living with partner	1	100.0%	0	.0%
	Never married / single living with parents	29	24.2%	91	75.8%
	Never married / single living alone	9	45.0%	11	55.0%
Caring Responsibilities	Yes	53	37.9%	87	62.1%
	No	46	27.4%	122	72.6%
Variety of Caring Responsibilities at Home	1	29	39.7%	44	60.3%
	2	26	41.3%	37	58.7%
	3	2	22.2%	7	77.8%
Time Spent in Domestic Work on Average (Daily)	< 1hr	39	31.0%	87	69.0%
	1 - 3 hrs	48	37.2%	81	62.8%
	3 - 5 hrs	8	25.0%	24	75.0%
	5 - 7 hrs	0	.0%	7	100.0%
	7 - 9 hrs	0	.0%	5	100.0%
	> 9 hours	1	25.0%	3	75.0%
Partner's Engagement in a Paid Job	Yes	49	31.4%	107	68.6%
	No	13	39.4%	20	60.6%
Engagement in a paid job	Yes	101	31.3%	222	68.7%
	No	1	100.0%	0	.0%
Job Occupied	Senior Manager/Officials, Large Business Owners, Directors	33	71.7%	13	28.3%
	Professionals (Employed or Self Employed)	57	25.1%	170	74.9%
	Associate Professionals & Technical	7	30.4%	16	69.6%
	Clerical Employees	2	11.1%	16	88.9%
	Skilled Agriculture & Fishery Workers	0	.0%	1	100.0%
	Crafts & Related Trades	0	.0%	1	100.0%
Employer Organisation	Government organisation/department	38	25.0%	114	75.0%
	Parastatal company	14	36.8%	24	63.2%
	Publicity listed company	8	47.1%	9	52.9%
	Private company/sole trader	34	39.1%	53	60.9%
	Commercial partnership	3	37.5%	5	62.5%
	Non-profit organisation	4	23.5%	13	76.5%
Present Job	Full time	95	32.9%	194	67.1%
	Full time (reduced hours)	5	45.5%	6	54.5%
	Part time	2	8.3%	22	91.7%

The number of employees reporting to the participants varied considerably across the type of employees reporting to the participant graduate. Overall, an average of 8 employees (median) reported to the graduate participant with employee responsibilities – with such number varying from 0 skilled agriculture & fishery workers to 2.5 workers in professional roles. Overall, male respondents reported larger numbers of people reporting to them at work than their female counterparts, while older participants also featured larger average number of persons reporting to them than other respondent groups. Larger average number of employees reporting to respondents were also a feature of graduate respondents engaged in managerial and senior positions with a full time employment.

Table 102 – Summary of Number of Employees Reporting to Graduate Participants (Mean & Median Response)

	N	Minimum	Maximum	Mean	Median	Standard Deviation
Senior managers	22	0	28	2.95	1.00	6.114
Professionals (employed or self-employed)	40	0	50	6.25	2.50	8.938
Associate professionals & technical	38	0	50	6.24	2.00	11.922
Clerical employees	50	0	34	4.30	2.00	6.132
Skilled agriculture & fishery workers	12	0	3	.75	.00	1.055
Crafts & related trades	20	0	60	8.95	2.00	18.036
Plant & machine operator, assembly workers	19	0	300	23.74	2.00	69.392
Elementary occupations	22	0	25	6.14	1.00	8.242

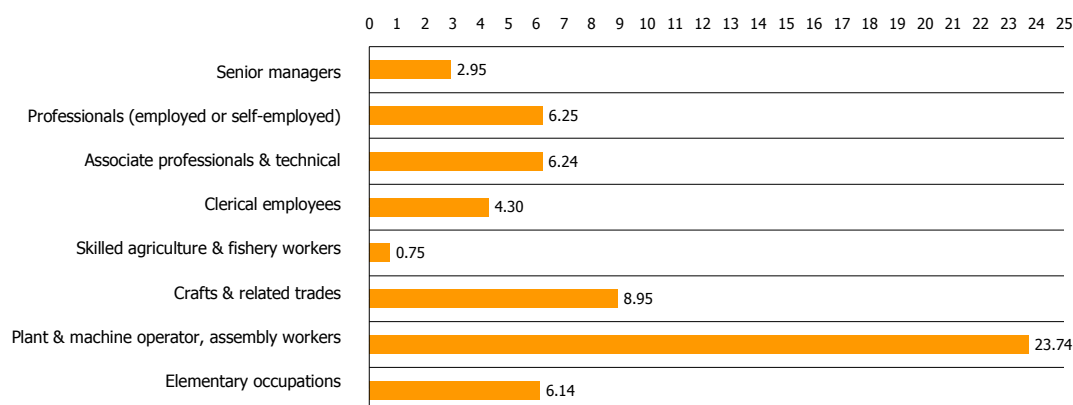


Table 103 – Average Number of Employees reporting to Graduate Participants across Respondent Groups (Mean & Median Response)

		Total Employees Reporting	
		Mean	Median
Gender	Male	2.3	2.00
	Female	13.3	9.00
Age	< 30 yrs	3.7	2.00
	30 - 39 yrs	9.0	9.00
	40 - 49 yrs	4.0	4.00
	50+ yrs	27.0	27.00
Highest Level of Qualification Attained	University Diploma or equivalent	27.0	27.00
	University degree - Baccalaureate	3.8	3.00
	University degree - Masters' level	9.0	9.00
	University Doctoral	.	.
	Other	.	.
	don't know	.	.
Area of Study	Arts	.	.
	Education	15.0	9.00
	Law	.	.
	Managerial Sciences	.	.
	Medicine & Healthcare	4.0	4.00
	Science, Technology & Engineering	5.0	5.00
	Social Sciences	1.0	1.00
	Veterinary Sciences	.	.
	Other	.	.
No. of Years since Completion	< 2 years	6.8	8.50
	2 - 5 yrs	2.0	2.00
	5 - 10 yrs	27.0	27.00
	10 - 15 yrs	.	.
	15+ yrs	4.0	4.00
Status	Married or living with partner	7.3	9.00
	Separated or divorced and not living with partner	.	.
	Widowed and not living with partner	27.0	27.00
	Never married / single living with parents	4.5	4.50
	Never married / single living alone	2.0	2.00
Caring Responsibilities	Yes	12.3	9.00
	No	5.0	5.00
Variety of Caring Responsibilities at Home	1	27.0	27.00
	2	5.8	6.50
	3	.	.
Time Spent in Domestic Work on Average (Daily)	< 1hr	4.7	4.00
	1 - 3 hrs	15.0	9.00
	3 - 5 hrs	.	.
	5 - 7 hrs	.	.
	7 - 9 hrs	.	.
	> 9 hours	.	.
Partner's Engagement in a Paid Job	Yes	6.0	6.50
	No	.	.
Engagement in a paid job	Yes	9.8	8.50
	No	1.0	1.00
Job Occupied	Senior Manager/Officials, Large Business Owners, Directors	2.5	2.50
	Professionals (Employed or Self Employed)	11.0	9.00
	Associate Professionals & Technical	.	.
	Clerical Employees	.	.
	Skilled Agriculture & Fishery Workers	.	.
	Crafts & Related Trades	.	.
	Plant & Machine Operator, Assembly Workers	.	.
	Elementary Occupations	.	.
	Never Engaged in Paid Work - House wife / Husband	.	.
Employer Organisation	Government organisation/department	15.0	9.00
	Parastatal company	2.0	2.00
	Publicity listed company	.	.
	Private company/sole trader	6.0	6.00
	Commercial partnership	.	.
	Non-profit organisation	1.0	1.00
Present Job	Full time	8.6	8.00
	Full time (reduced hours)	.	.
	Part time	.	.

Table 104 – Average Number of Employees (by type) Reporting to Graduate Participants across Respondent Groups (Mean & Median Response)

		Senior managers	Professionals (employed or self-employed)	Associate professionals & technical	Clerical employees	Skilled agriculture & fishery workers	Crafts & related trades	Plant & machine operator, assembly workers	Elementary occupations
		Mean	Mean	Mean	Mean	Mean	Mean	Mean	Mean
Gender	Male	3.07	5.13	5.71	3.60	.86	11.33	34.23	4.93
	Female	2.75	7.76	8.57	5.93	.60	1.80	1.00	8.25
Age	< 30 yrs	1.29	3.50	2.20	4.79	.83	.33	.43	4.14
	30 - 39 yrs	.67	6.00	7.00	2.93	1.00	21.50	76.00	4.00
	40 - 49 yrs	3.00	9.57	6.00	4.79	.00	6.67	27.60	10.17
	50+ yrs	.67	7.00	4.80	7.75	.00	4.00	2.00	8.00
Highest Level of Qualification Attained	University Diploma or equivalent	9.67	12.50	15.75	4.50	1.33	4.00	2.00	8.33
	University degree - Baccalaureate	2.07	3.86	1.89	4.75	.71	12.00	31.50	7.09
	University degree - Masters' level	1.33	10.15	6.82	2.36	.00	.00	2.00	4.14
	University Doctoral	. .	1.00	2.00	. .	. .	. .	. .	. .
Area of Study	Other	1.00	5.00	. .	10.00	. .	7.00	. .	3.00
	Arts	. .	. .	. .	. .	. .	. .	. .	. .
	Education	.67	8.14	1.00	6.00	.00	.67	1.00	8.67
	Law	. .	3.00	2.00	2.00	. .	. .	. .	. .
	Managerial Sciences	3.43	8.50	13.58	5.91	. .	3.00	10.00	5.50
	Medicine & Healthcare	.00	5.29	7.00	2.83	.00	3.50	2.00	.50
	Science, Technology & Engineering	1.75	5.25	3.29	2.00	1.00	19.75	43.50	8.57
	Social Sciences	.00	1.00	.00	.00	.00	.00	.00	.00
	Veterinary Sciences	. .	. .	. .	. .	2.00	. .	. .	. .
	Other	28.00	1.00	. .	6.00	. .	. .	. .	. .
No. of Years since Completion	< 2 years	.83	11.89	6.80	2.27	.00	.00	.00	5.13
	2 - 5 yrs	2.33	2.00	2.17	2.63	1.75	2.50	1.00	4.25
	5 - 10 yrs	1.00	4.94	4.50	6.53	.00	3.80	2.00	11.67
	10 - 15 yrs	1.00	5.00	2.00	2.50	. .	60.00	151.00	. .
	15+ yrs	9.00	1.25	17.83	8.40	.00	10.00	27.60	13.33
Status	Married or living with partner	4.80	6.86	6.37	4.81	.00	14.42	40.73	7.56
	Separated or divorced and not living with partner	2.00	1.00	. .	4.00	. .	2.00	. .	12.00
	Widowed and not living with partner	.00	.00	2.00	3.00	.00	2.00	.00	20.00
	Never married / single living with parents	1.75	7.40	6.13	3.68	1.29	.40	.50	1.86
	Never married / single living alone	.50	2.20	.00	4.33	.00	.00	.00	5.00
Caring Responsibilities	Yes	4.08	5.76	2.18	4.53	.67	16.00	40.36	6.60
	No	1.78	7.06	13.36	4.16	1.00	.86	1.00	6.27
Variety of Caring Responsibilities at Home	1	6.00	3.60	2.64	3.56	.00	20.88	72.67	12.80
	2	1.86	7.00	1.58	5.27	.67	.00	1.33	.33
	3	. .	10.00	. .	. .	. .	. .	. .	. .
Time Spent in Domestic Work on Average (Daily)	< 1hr	1.56	5.44	5.14	3.45	.80	4.86	54.13	7.10
	1 - 3 hrs	1.22	6.85	3.15	3.50	.83	12.64	1.80	5.67
	3 - 5 hrs	28.00	8.33	. .	20.00	. .	. .	. .	6.50
	5 - 7 hrs	. .	. .	. .	. .	. .	. .	. .	. .
	7 - 9 hrs	2.00	. .	. .	. .	. .	. .	. .	. .
	> 9 hours	10.00	. .	. .	. .	. .	. .	. .	. .
Partner's Engagement in a Paid Job	Yes	2.25	7.10	2.44	5.60	.00	13.00	37.33	8.25
	No	10.00	1.00	14.00	2.14	. .	6.00	. .	1.00
Engagement in a paid job	Yes	3.10	6.38	6.41	4.39	.82	9.42	25.06	6.43
	No	.00	1.00	.00	.00	.00	.00	.00	.00
Job Occupied	Senior Manager/Officials, Large Business Owners, Directors	4.67	3.20	9.92	4.47	1.00	5.71	54.75	7.67
	Professionals (Employed or Self Employed)	.90	7.27	5.09	4.76	.67	11.91	1.18	5.55
	Associate Professionals & Technical	. .	. .	1.50	2.00	. .	4.00	. .	1.00
	Clerical Employees	. .	. .	. .	1.50	. .	. .	. .	. .
	Skilled Agriculture & Fishery Workers	. .	. .	. .	. .	. .	. .	. .	. .
	Crafts & Related Trades	. .	. .	. .	. .	. .	. .	. .	. .
	Elementary Occupations	. .	. .	. .	. .	. .	. .	. .	. .
Employer Organisation	Government organisation/department	3.90	8.26	14.67	6.93	.80	2.20	1.00	6.11
	Parastatal company	.00	3.50	2.40	2.80	.00	22.57	40.00	13.00
	Publicly listed company	1.00	15.00	2.00	4.20	. .	4.00	. .	1.00
	Private company/sole trader	3.00	4.91	2.54	2.24	1.00	.40	29.73	.00
	Commercial partnership	. .	2.00	2.00	. .	. .	. .	. .	. .
	Non-profit organisation	.00	2.33	.00	11.50	.00	.00	.00	.00
Present Job	Full time	2.95	6.24	6.24	4.23	.75	9.05	23.74	6.14
	Full time (reduced hours)	. .	6.50	. .	6.00	. .	7.00	. .	. .
	Part time	. .	. .	. .	. .	. .	. .	. .	. .

4.6.8 Job Satisfaction

Participants were rather positive regarding different aspects of their job and their satisfaction⁽¹²⁾. Indeed, participants were typically better satisfied with variety and closure of tasks in their jobs, with a lesser degree of satisfaction evident in respect with information provided to them and the pay earned from their job. An analysis of these statistics across respondent groups showed that whilst in general, no significant differences in the scores featured across respondent groups:

- Satisfaction with information was highest among respondents in employment featuring diploma or baccalaureate degrees, or respondents employed in commercial partnerships or respondents in part-time jobs (as a main job). In contrast, least satisfaction with information featured among respondents with University Masters or Doctoral qualifications, or respondents engaged in parastatal companies or respondents engaged in work on a full-time with reduced hours basis;
- Satisfaction with variety of tasks was highest among respondents in employment featuring university doctoral qualifications or respondents who had finished studying for their highest qualification in less than 15 years prior to this research, or, respondents employed in senior management or professional roles or respondents employed with private sector or non-profit employers. Contrastingly, least satisfaction with variety of tasks featured among respondents with university diploma (or equivalent) qualifications, or respondents having completed their highest qualifications over 15 years prior to this research, or respondents employed in clerical occupations or respondents employed with government organisations/departments.
- Satisfaction with closure of tasks was highest among respondents employed with private or commercial partnership or non-profit employers, contrasting against the relatively lower satisfaction towards closure of tasks among respondents employed with other employers;
- Satisfaction with pay was highest among respondents employed with commercial partnership employers and lowest among respondents employed with government departments/organisations or non-profit organisations.

¹² Measured in accordance with methodology developed by Wood, Chonko & Hunt (1986) involving a 14 item scale pertaining to four satisfaction dimension: Information, Variety, Closure and Pay.

Table 105 – Job Satisfaction (Mean & Median Response)

	Mean	Median	Std. Deviation	Minimum	Maximum
Satisfaction with Information	3.4685	3.5000	1.08954	1.00	5.00
Satisfaction with Variety	3.6301	3.8333	.90456	1.00	5.00
Satisfaction with Closure	3.6500	4.0000	1.01170	1.00	5.00
Satisfaction with Pay	3.1774	3.0000	.98819	1.00	5.00

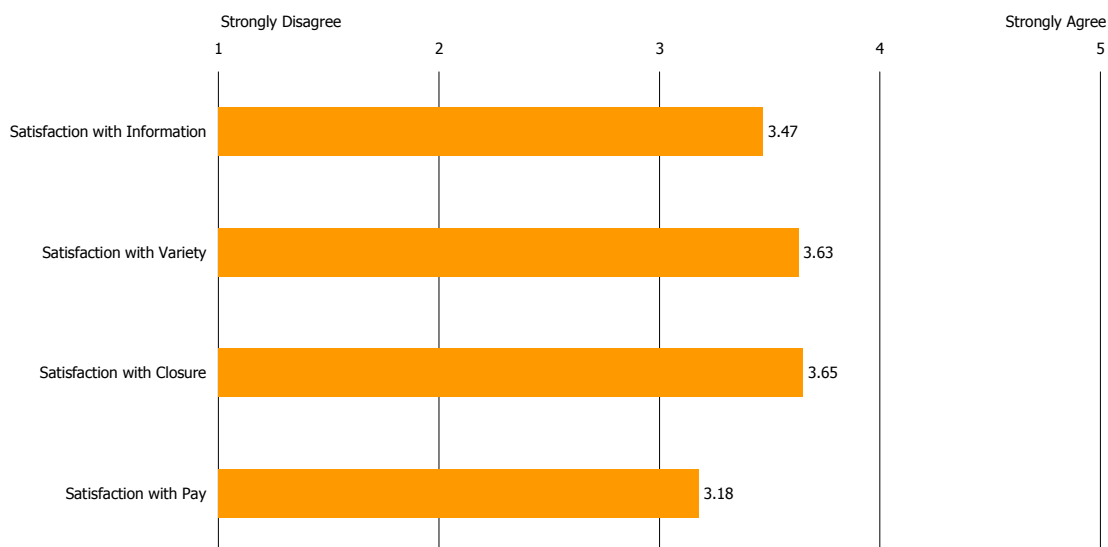


Table 106 – Job Satisfaction across Respondent Groups (Mean & Median Response)

		Satisfaction with Information		Satisfaction with Variety		Satisfaction with Closure		Satisfaction with Pay	
		Mean	Median	Mean	Median	Mean	Median	Mean	Median
Gender	Male	3.46	3.50	3.70	3.83	3.69	4.00	3.14	3.00
	Female	3.46	3.75	3.62	3.83	3.66	4.00	3.22	3.00
Age	< 30 yrs	3.61	3.75	3.71	3.83	3.79	4.00	3.21	3.50
	30 - 39 yrs	3.35	3.25	3.64	3.83	3.60	4.00	3.14	3.00
	40 - 49 yrs	3.40	3.50	3.67	3.83	3.68	4.00	3.08	3.00
	50+ yrs	3.55	3.75	3.71	3.67	3.47	3.75	3.47	3.50
Highest Level of Qualification Attained	University Diploma or equivalent	3.69	3.75	3.50	3.67	3.41	3.00	3.16	3.00
	University degree - Baccalaureate	3.54	3.75	3.62	3.83	3.73	4.00	3.18	3.00
	University degree - Masters' level	3.12	3.00	3.72	4.00	3.61	4.00	3.01	3.00
	University Doctoral	3.19	3.13	4.16	4.08	3.92	4.00	3.64	3.75
	Other	3.56	3.63	3.90	4.00	3.69	4.00	3.56	3.50
Area of Study	Arts	3.50	3.88	3.86	4.00	3.82	4.00	3.59	3.50
	Education	3.49	3.75	3.49	3.83	3.70	4.00	3.20	3.50
	Law	3.41	4.00	3.77	4.00	3.33	3.00	3.33	4.00
	Managerial Sciences	3.51	3.50	3.65	3.67	3.70	4.00	3.23	3.50
	Medicine & Healthcare	3.43	3.50	3.71	4.00	3.57	4.00	3.06	3.00
	Science, Technology & Engineering	3.21	3.25	3.72	3.67	3.72	4.00	2.96	3.00
	Social Sciences	3.88	4.13	4.46	4.33	4.75	5.00	3.63	3.75
	Veterinary Sciences	3.15	3.00	3.64	3.75	3.17	3.25	3.17	3.00
	Other	3.92	4.00	3.83	4.08	3.71	3.75	3.17	3.25
	No. of Years since Completion	< 2 years	3.51	3.50	3.82	4.00	3.77	4.00	3.29	3.00
2 - 5 yrs		3.58	4.00	3.61	3.83	3.65	4.00	3.16	3.50
5 - 10 yrs		3.30	3.00	3.61	3.83	3.73	4.00	3.16	3.00
10 - 15 yrs		3.66	3.75	3.90	4.00	3.90	4.00	3.33	3.25
15+ yrs		3.42	3.75	3.20	3.17	3.23	3.00	2.87	2.75
Status	Married or living with partner	3.43	3.50	3.63	3.75	3.62	4.00	3.22	3.00
	Separated or divorced and not living with partner	2.50	2.50	3.08	3.08	3.00	3.00	1.75	1.75
	Widowed and not living with partner	4.50	4.50	3.00	3.00	3.00	3.00	3.00	3.00
	Never married / single living with parents	3.50	3.75	3.72	3.83	3.76	4.00	3.18	3.00
	Never married / single living alone	3.61	3.88	3.68	4.00	3.88	4.00	3.03	3.00
Caring Responsibilities	Yes	3.50	3.75	3.69	3.83	3.71	4.00	3.19	3.00
	No	3.48	3.50	3.69	3.83	3.73	4.00	3.19	3.00
Variety of Caring Responsibilities at Home	1	3.44	3.75	3.68	3.83	3.72	4.00	3.27	3.00
	2	3.50	3.50	3.63	3.67	3.66	4.00	3.13	3.00
	3	3.00	2.75	3.49	4.08	3.25	3.75	2.70	2.75
Time Spent in Domestic Work on Average (Daily)	< 1hr	3.37	3.50	3.70	3.83	3.70	4.00	3.10	3.00
	1 - 3 hrs	3.48	3.50	3.64	3.83	3.71	4.00	3.22	3.00
	3 - 5 hrs	3.55	3.25	3.74	4.00	3.76	4.00	3.17	3.00
	5 - 7 hrs	3.75	3.88	3.65	3.58	3.88	4.00	3.06	3.25
	7 - 9 hrs	3.88	4.00	3.78	3.83	3.92	3.75	3.58	3.50
	> 9 hours	3.81	4.25	3.95	4.25	4.13	4.50	4.13	4.25
Partner's Engagement in a Paid Job	Yes	3.43	3.50	3.68	3.83	3.71	4.00	3.18	3.00
	No	3.55	3.63	3.39	3.67	3.36	3.50	3.41	3.50
Engagement in a paid job	Yes	3.46	3.50	3.66	3.83	3.68	4.00	3.18	3.00
Job Occupied	Senior Manager/Officials, Large Business Owners, Directors	3.70	3.75	3.84	4.00	3.94	4.00	3.44	3.50
	Professionals (Employed or Self Employed)	3.44	3.75	3.67	3.83	3.70	4.00	3.14	3.00
	Associate Professionals & Technical	3.19	3.00	3.46	3.50	3.41	3.50	3.09	3.00
	Clerical Employees	3.35	3.25	3.42	3.27	3.33	3.25	3.03	3.00
	Skilled Agriculture & Fishery Workers	4.00	4.00	4.00	4.00	3.00	3.00	3.00	3.00
	Crafts & Related Trades	4.00	4.00	4.00	4.00	4.00	4.00	3.00	3.00
	Elementary Occupations	.	.	.	.	.	.	.	.
Employer Organisation	Government organisation/department	3.34	3.25	3.40	3.50	3.44	3.50	2.99	3.00
	Parastatal company	3.22	3.63	3.62	3.83	3.55	3.75	3.22	3.50
	Publicly listed company	3.63	3.75	3.86	3.67	3.91	4.00	3.44	3.50
	Private company/sole trader	3.64	3.75	3.97	4.00	3.99	4.00	3.37	3.50
	Commercial partnership	4.32	4.00	3.94	3.83	4.19	4.25	3.94	4.00
	Non-profit organisation	3.50	3.75	4.01	4.33	3.89	4.00	3.00	2.75
Present Job	Full time	3.43	3.50	3.63	3.83	3.66	4.00	3.21	3.00
	Full time (reduced hours)	3.02	2.75	3.59	4.00	3.55	3.50	3.05	3.00
	Part time	4.01	4.00	3.99	4.17	3.90	4.00	2.94	3.00

4.6.9 Relevance of Highest Qualification Attained

Of the respondents in gainful employment, 55.8% perceived their highest qualification attained to be entirely relevant to their job. Another 33.6% of participants in employment perceived that their highest qualification was only partially relevant, while the remaining 10.6% thought that it was not relevant at all. The incidence of 'entirely' relevant responses featured more commonly among respondents who:

- were qualified in law, education, medicine and healthcare, or
- were employed in professional roles, or
- were employed with commercial partnership employers.

Table 107 – Relevance of Highest Qualification Attained (Frequency & % Response)

		Frequency	Valid Percent
Valid	Yes - Entirely	184	55.8
	Yes - Partially	111	33.6
	Not at all	35	10.6
	Total	330	100.0

A total of 7 respondents provided 'Don't Know' or 'No Answer' response

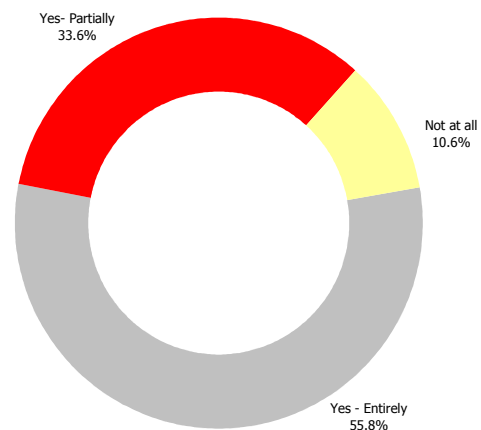


Table 108 – Analysis of Relevance of Highest Qualification Attained by Respondent across Respondent Groups (Frequency & % Response)

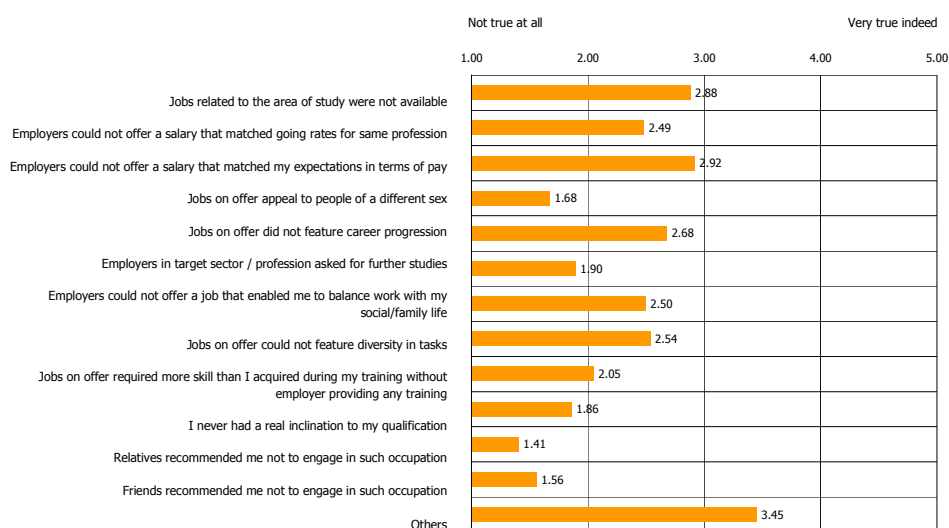
		Do you consider the highest attained qualification to be relevant to your present/last job					
		Yes - Entirely		Yes - Partially		Not at all	
		Count	Row N %	Count	Row N %	Count	Row N %
Gender	Male	84	51.2%	59	36.0%	21	12.8%
	Female	100	60.2%	52	31.3%	14	8.4%
Age	< 30 yrs	72	57.6%	42	33.6%	11	8.8%
	30 - 39 yrs	66	58.9%	37	33.0%	9	8.0%
	40 - 49 yrs	30	50.0%	20	33.3%	10	16.7%
	50+ yrs	9	50.0%	6	33.3%	3	16.7%
Highest Level of Qualification Attained	University Diploma or equivalent	20	51.3%	13	33.3%	6	15.4%
	University degree - Baccalaureate	111	56.6%	63	32.1%	22	11.2%
	University degree - Masters' level	33	50.0%	27	40.9%	6	9.1%
	University Doctoral	14	77.8%	3	16.7%	1	5.6%
	Other	5	62.5%	3	37.5%	0	.0%
Area of Study	Arts	3	30.0%	6	60.0%	1	10.0%
	Education	61	69.3%	23	26.1%	4	4.5%
	Law	7	77.8%	0	.0%	2	22.2%
	Managerial Sciences	34	44.7%	31	40.8%	11	14.5%
	Medicine & Healthcare	36	62.1%	17	29.3%	5	8.6%
	Science, Technology & Engineering	31	51.7%	23	38.3%	6	10.0%
	Social Sciences	2	33.3%	1	16.7%	3	50.0%
	Veterinary Sciences	2	33.3%	4	66.7%	0	.0%
No. of Years since Completion	Other	5	41.7%	5	41.7%	2	16.7%
	< 2 years	52	55.9%	28	30.1%	13	14.0%
	2 - 5 yrs	32	55.2%	18	31.0%	8	13.8%
	5 - 10 yrs	50	55.6%	35	38.9%	5	5.6%
	10 - 15 yrs	27	64.3%	13	31.0%	2	4.8%
Status	15+ yrs	16	55.2%	9	31.0%	4	13.8%
	Married or living with partner	103	56.6%	61	33.5%	18	9.9%
	Separated or divorced and not living with partner	2	100.0%	0	.0%	0	.0%
	Widowed and not living with partner	0	.0%	1	100.0%	0	.0%
	Never married / single living with parents	72	59.0%	37	30.3%	13	10.7%
Caring Responsibilities	Never married / single living alone	6	30.0%	10	50.0%	4	20.0%
	Yes	78	54.9%	51	35.9%	13	9.2%
Variety of Caring Responsibilities at Home	No	95	55.9%	55	32.4%	20	11.8%
	1	42	56.8%	27	36.5%	5	6.8%
	2	32	50.8%	23	36.5%	8	12.7%
Time Spent in Domestic Work on Average (Daily)	3	6	60.0%	4	40.0%	0	.0%
	< 1hr	70	54.7%	45	35.2%	13	10.2%
	1 - 3 hrs	67	52.8%	43	33.9%	17	13.4%
	3 - 5 hrs	18	52.9%	14	41.2%	2	5.9%
	5 - 7 hrs	5	62.5%	2	25.0%	1	12.5%
	7 - 9 hrs	4	66.7%	2	33.3%	0	.0%
Partner's Engagement in a Paid Job	> 9 hours	3	75.0%	1	25.0%	0	.0%
	Yes	89	56.0%	53	33.3%	17	10.7%
Engagement in a paid job	No	16	50.0%	14	43.8%	2	6.3%
	Yes	182	55.7%	110	33.6%	35	10.7%
Job Occupied	No	1	100.0%	0	.0%	0	.0%
	Senior Manager/Officials, Large Business Owners, Directors	24	51.1%	22	46.8%	1	2.1%
	Professionals (Employed or Self Employed)	144	62.1%	66	28.4%	22	9.5%
	Associate Professionals & Technical	6	26.1%	13	56.5%	4	17.4%
Employer Organisation	Clerical Employees	4	22.2%	8	44.4%	6	33.3%
	Government organisation/department	88	57.5%	50	32.7%	15	9.8%
	Parastatal company	17	43.6%	18	46.2%	4	10.3%
	Publicly listed company	4	23.5%	12	70.6%	1	5.9%
	Private company/sole trader	47	54.7%	25	29.1%	14	16.3%
	Commercial partnership	7	87.5%	1	12.5%	0	.0%
Present Job	Non-profit organisation	14	73.7%	4	21.1%	1	5.3%
	Full time	165	56.1%	99	33.7%	30	10.2%
	Full time (reduced hours)	6	54.5%	4	36.4%	1	9.1%
	Part time	12	52.2%	7	30.4%	4	17.4%

Participants were further asked to express the reasons why their present or last job may not match the highest qualification they attained – with key reasons potentially related to

- the salary offered by the employers (making respondent search for better jobs that were not entirely related to his/her qualifications),
- unavailability of jobs,
- jobs offered not featuring a potential for career advancement and
- jobs offered featuring no diversity of tasks.

Table 109 – Summary of Reasons for Job Mismatch with Highest Qualification (Mean Response)

	N	Minimum	Maximum	Mean	Std. Deviation
Jobs related to the area of study were not available	52	1	5	2.88	1.629
Employers could not offer a salary that matched going rates for same profession	37	1	5	2.49	1.484
Employers could not offer a salary that matched my expectations in terms of pay	38	1	5	2.92	1.617
Jobs on offer appeal to people of a different sex	34	1	4	1.68	1.007
Jobs on offer did not feature career progression	41	1	5	2.68	1.331
Employers in target sector / profession asked for further studies	40	1	5	1.90	1.057
Employers could not offer a job that enabled me to balance work with my social/family life	40	1	5	2.50	1.414
Jobs on offer could not feature diversity in tasks	37	1	5	2.54	1.145
Jobs on offer required more skill than I acquired during my training without employer providing any training	37	1	5	2.05	1.393
I never had a real inclination to my qualification	44	1	5	1.86	1.193
Relatives recommended me not to engage in such occupation	39	1	5	1.41	.966
Friends recommended me not to engage in such occupation	39	1	5	1.56	1.119
Others	11	1	5	3.45	1.864



Other aspects quoted by respondents included a lack of motivation from management to improve, a politically driven administration at the workplace, restrictive practices at government organisations, futile promises regarding benefits or conditions, difficulty to re-integrate in a profession after a career break and settlement for a less satisfactory job in view of financial needs.

Notwithstanding, respondents:

- with a diploma level of qualification or equivalent agreed that the employers could not offer a salary that matched their expectations in terms of pay. They also strongly perceived that the jobs on offer required more skill than they acquired during their training, without employer providing any training;
- with 2 to 10 years since completion of studies and participants whose partner was not engaged in a paid job perceived that the jobs related to the area of their studies were not available;
- who were separated or divorced strongly believed that employers could not offer them a job, enabling them to find a balance work with social or family life.

Table 110 – Analysis of Reasons for Job Mismatch with Highest Qualification across Respondent Groups (Mean Response)

		Employers could not offer a salary that matched their expectations in terms of pay		Jobs on offer appeal to people of a different sex	Jobs on offer did not feature career progression	Employers in target sector / profession asked for further studies	Employers could not offer a job that enabled me to balance work with my social/family life	Jobs on offer could not feature diversity in tasks	Jobs on offer required more skill than I acquired during my training without employer providing any training	I never had a real inclination to my qualification	Relatives recommended me not to engage in such occupation	Friends recommended me not to engage in such occupation	Others	
		Mean	Mean											Mean
Gender	Male	2.79	2.77	3.22	1.64	2.79	2.00	2.59	2.64	2.15	1.90	1.38	1.46	3.70
	Female	3.06	1.82	2.18	1.75	2.46	1.71	2.31	2.33	1.82	1.77	1.46	1.27	1.00
Age	< 30 yrs	2.85	2.57	3.00	1.86	2.81	1.82	2.20	2.88	1.67	1.75	1.56	1.88	1.00
	30 - 39 yrs	3.06	2.70	3.27	1.64	2.50	2.25	3.00	2.27	2.18	1.87	1.33	1.42	4.00
	40 - 49 yrs	2.67	2.50	2.90	1.50	2.88	1.75	2.63	2.14	2.63	2.33	1.25	1.25	3.17
	50+ yrs	2.33	1.00	1.00	1.00	2.50	1.00	1.00	3.00	1.00	1.00	1.00	1.00	5.00
	University Diploma or equivalent	1.50	5.00	5.00	1.33	3.60	2.00	3.20	2.50	4.33	1.17	1.40	1.60	5.00
Highest Level of Qualification Attained	University degree – Baccalaureate	2.77	2.43	2.79	1.85	2.50	2.04	2.67	2.63	2.00	2.31	1.52	1.61	2.25
	University degree – Masters' level	2.75	1.80	2.60	1.30	2.40	1.45	1.70	2.30	1.40	1.09	1.00	1.30	4.00
	University Doctoral	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00
	Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Area of Study	Arts	1.00	1.00	1.00	1.00	1.00	1.00	3.00	2.00	1.00	5.00	1.00	1.00	-
	Education	2.38	1.50	3.20	3.00	3.40	2.25	2.00	2.80	2.00	2.50	2.00	2.50	-
	Law	3.00	5.00	4.00	1.00	3.00	3.00	2.00	4.00	3.00	1.00	1.00	1.00	-
	Managerial Sciences	2.71	2.46	2.38	1.46	2.33	1.77	2.73	2.23	2.00	1.93	1.00	1.23	2.60
	Medicine & Healthcare	2.88	3.17	3.50	1.88	2.29	2.50	2.57	2.86	2.17	1.88	2.13	2.25	3.33
	Science, Technology & Engineering	3.25	2.36	3.18	1.67	3.09	1.45	2.36	2.44	2.09	1.36	1.27	1.27	5.00
	Social Sciences	4.00	-	-	-	4.00	2.00	-	3.00	2.00	1.00	1.00	1.00	-
	Veterinary Sciences	-	-	-	-	-	-	-	-	-	-	-	-	-
	Other	3.00	3.00	3.00	3.00	-	-	-	-	-	-	-	-	-
	Other	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
No. of Years since Completion	< 2 years	2.33	2.77	3.08	1.75	2.79	1.73	2.23	2.64	1.86	1.50	1.14	1.71	3.00
	2 - 5 yrs	4.20	3.17	3.71	2.00	3.14	2.00	2.86	2.60	2.86	1.75	2.43	2.14	5.00
	5 - 10 yrs	3.64	2.43	2.50	1.63	2.50	2.63	2.70	2.57	2.83	2.20	1.25	1.25	3.00
	10 - 15 yrs	1.33	1.80	2.67	1.80	1.80	1.83	2.40	2.33	1.50	2.17	1.33	1.33	2.67
	15+ yrs	2.80	1.60	2.20	1.00	3.00	1.00	2.40	2.40	1.00	2.20	1.00	1.00	3.00
	Other	2.96	2.67	3.40	1.73	3.14	2.00	2.86	2.81	2.50	1.96	1.42	1.88	3.38
Status	Married or living with partner	1.00	1.00	1.00	1.00	1.00	1.00	5.00	2.00	1.00	1.00	1.00	1.00	-
	Separated or divorced and not living with partner	-	-	-	-	-	-	-	-	-	-	-	-	-
	Widowed and not living with partner	-	-	-	-	-	-	-	-	-	-	-	-	-
	Never married / single living alone	3.00	2.57	2.64	1.67	2.50	2.00	2.13	2.73	1.80	1.81	1.50	1.56	3.00
Caring Responsibilities	Yes	2.70	2.80	3.19	1.77	2.94	2.06	2.82	2.57	2.47	1.89	1.38	1.44	3.14
	No	2.96	2.25	2.65	1.60	2.45	1.78	2.10	2.38	1.81	1.74	1.32	1.55	4.00
Variety of Caring Responsibilities at Home	1.00	2.27	2.78	3.30	1.43	2.80	2.00	2.50	2.13	2.70	1.40	1.00	1.00	3.40
	2.00	3.08	2.83	3.00	2.17	3.14	2.17	3.29	3.17	2.00	1.89	2.00	2.17	2.50
	3.00	-	-	-	-	-	-	-	-	-	-	-	-	-
Time Spent in Domestic Work on Average (Daily)	< 1hr	2.80	1.76	2.19	1.47	2.29	1.41	2.13	2.41	1.29	1.72	1.41	1.71	3.67
	1 - 3 hrs	3.00	3.19	3.56	1.93	3.05	2.16	2.58	2.63	2.71	1.86	1.33	1.33	3.38
	3 - 5 hrs	2.00	3.50	3.50	1.33	2.33	3.00	3.67	2.50	2.00	2.00	1.67	2.00	-
	5 - 7 hrs	-	-	-	-	-	-	-	-	-	-	-	-	-
	7 - 9 hrs	-	-	-	-	-	-	-	-	-	-	-	-	-
	> 9 hours	-	-	-	-	-	-	-	-	-	-	-	-	-
Partner's Engagement in a Paid Job	Yes	2.65	2.75	3.47	1.69	3.06	1.88	2.88	2.40	2.53	1.83	1.38	1.69	3.43
	No	4.17	2.00	3.00	2.00	3.40	2.33	2.80	3.67	2.33	2.40	1.67	1.67	3.00
Engagement in a paid job	Yes	2.88	2.49	2.92	1.68	2.68	1.90	2.50	2.54	2.05	1.86	1.41	1.56	3.45
	No	-	-	-	-	-	-	-	-	-	-	-	-	-
Job Occupied	Senior Manager/Officials, Large Business Owners, Directors	2.00	2.17	2.33	1.00	2.20	1.40	2.80	2.80	1.40	1.00	1.40	1.60	1.00
	Professionals (Employed or Self Employed)	2.83	2.33	2.95	1.95	2.65	1.96	2.05	2.48	1.76	1.96	1.52	1.61	4.17
	Associate Professionals & Technical	4.33	4.25	4.25	1.50	3.83	1.75	3.33	3.00	3.50	1.50	1.00	1.00	3.67
	Clinical Employers	2.57	1.75	2.25	1.50	2.25	2.25	2.50	2.50	2.25	2.50	1.50	2.25	-
	Skilled Agriculture & Fishery Workers	-	-	-	-	-	-	-	-	-	-	-	-	-
	Crafts & Related Trades	-	-	5.00	-	-	-	2.00	3.00	3.00	4.00	1.00	1.00	-
	Elementary Occupations	2.00	-	-	-	-	-	-	-	-	-	-	-	-
Employer Organisation	Government organisation/department	3.13	2.54	2.85	1.79	2.59	2.27	2.81	2.36	2.00	1.72	1.73	1.67	4.33
	Parastatal company	3.50	2.83	3.17	1.00	3.17	1.00	3.17	2.75	2.60	1.50	1.00	1.60	5.00
	Publicly listed company	3.00	4.00	4.33	2.33	3.00	2.33	3.00	2.67	3.00	2.33	1.67	1.67	1.00
	Private company/self-trader	2.37	1.93	2.73	1.62	2.64	1.81	1.57	2.73	1.80	2.13	1.20	1.47	2.67
	Commercial partnership	-	-	-	-	-	-	-	-	-	-	-	-	-
	Non-profit organisation	3.00	3.00	1.00	1.00	1.00	1.00	5.00	1.00	1.00	1.00	1.00	1.00	1.00
Present Job	Full time	3.00	2.52	2.91	1.60	2.54	1.91	2.54	2.55	2.09	1.95	1.48	1.55	3.45
	Full time (reduced hours)	3.00	2.00	2.00	2.00	2.50	1.50	3.50	2.00	1.00	2.00	1.00	1.00	-
	Part time	2.00	2.33	3.33	2.50	4.00	2.00	1.33	2.75	2.00	1.00	1.00	2.00	-
	Other	-	-	-	-	-	-	-	-	-	-	-	-	-

4.6.10 Career in Future

Of the graduate participants presently employed, 61.8% of participants would not consider switching their line of profession or career in the future – while the remaining 38.2% would consider switching career. An analysis of these responses across respondent groups revealed no significant differences across respondent groups.

Table 111 – Summary of Would Consider Switching of Career in Future (Frequency & % Response)

		Frequency	Valid Percent
Valid	Yes	113	38.2
	No	183	61.8
	Total	296	100.0

A total of 41 respondents provided 'Don't Know' or 'No Answer' response

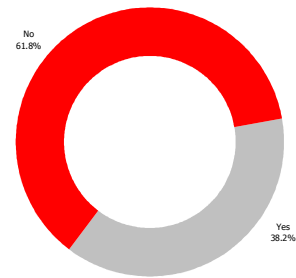


Table 112 – Analysis of Potential of Switching of Career in Future across Respondent Groups (Frequency & % Response)

		Would you consider switching your line of profession / career in the future			
		Yes		No	
		Count	Row N %	Count	Row N %
Gender	Male	56	37.8%	92	62.2%
	Female	57	38.5%	91	61.5%
Age	< 30 yrs	55	47.0%	62	53.0%
	30 - 39 yrs	30	31.3%	66	68.8%
	40 - 49 yrs	19	33.9%	37	66.1%
	50+ yrs	6	42.9%	8	57.1%
Highest Level of Qualification Attained	University Diploma or equivalent	10	27.8%	26	72.2%
	University degree - Baccalaureate	80	45.2%	97	54.8%
	University degree - Masters' level	19	31.7%	41	68.3%
	University Doctoral	1	7.7%	12	92.3%
	Other	2	28.6%	5	71.4%
Area of Study	Arts	3	30.0%	7	70.0%
	Education	31	36.9%	53	63.1%
	Law	2	28.6%	5	71.4%
	Managerial Sciences	38	49.4%	39	50.6%
	Medicine & Healthcare	11	22.9%	37	77.1%
	Science, Technology & Engineering	23	51.1%	22	48.9%
	Social Sciences	2	33.3%	4	66.7%
	Veterinary Sciences	0	.0%	5	100.0%
	Other	3	27.3%	8	72.7%
	No. of Years since Completion	< 2 years	32	39.0%	50	61.0%
2 - 5 yrs		22	42.3%	30	57.7%
5 - 10 yrs		35	43.2%	46	56.8%
10 - 15 yrs		10	27.0%	27	73.0%
15+ yrs		11	40.7%	16	59.3%
Status	Married or living with partner	61	37.9%	100	62.1%
	Separated or divorced and not living with partner	2	100.0%	0	.0%
	Widowed and not living with partner	1	100.0%	0	.0%
	Never married / single living with parents	38	34.5%	72	65.5%
	Never married / single living alone	11	55.0%	9	45.0%
Caring Responsibilities	Yes	43	32.3%	90	67.7%
	No	64	42.4%	87	57.6%
Variety of Caring Responsibilities at Home	1	23	34.3%	44	65.7%
	2	18	29.0%	44	71.0%
	3	3	37.5%	5	62.5%
Time Spent in Domestic Work on Average (Daily)	< 1hr	40	35.7%	72	64.3%
	1 - 3 hrs	47	39.8%	71	60.2%
	3 - 5 hrs	12	36.4%	21	63.6%
	5 - 7 hrs	3	37.5%	5	62.5%
	7 - 9 hrs	1	20.0%	4	80.0%
	> 9 hours	3	100.0%	0	.0%
Partner's Engagement in a Paid Job	Yes	57	39.3%	88	60.7%
	No	9	33.3%	18	66.7%
Engagement in a paid job	Yes	113	38.6%	180	61.4%
	No	0	.0%	1	100.0%
Job Occupied	Senior Manager/ Officials, Large Business Owners, Directors	15	38.5%	24	61.5%
	Professionals (Employed or Self Employed)	71	34.3%	136	65.7%
	Associate Professionals & Technical	14	63.6%	8	36.4%
	Clerical Employees	9	56.3%	7	43.8%
	Skilled Agriculture & Fishery Workers	0	.0%	1	100.0%
	Crafts & Related Trades	0	.0%	1	100.0%
Employer Organisation	Government organisation/department	40	28.2%	102	71.8%
	Parastatal company	19	52.8%	17	47.2%
	Publicity listed company	8	57.1%	6	42.9%
	Private company/sole trader	36	46.8%	41	53.2%
	Commercial partnership	1	20.0%	4	80.0%
	Non-profit organisation	9	56.3%	7	43.8%
Present Job	Full time	102	38.8%	161	61.2%
	Full time (reduced hours)	1	10.0%	9	90.0%
	Part time	9	42.9%	12	57.1%

Participants would mainly consider this in view of career prospects within the sector of activity and the remuneration received from the job. Moreover, respondents also attributed importance to the future of the sector of activity and future of the profession, along with aspirations related to further training. Other aspects that were considered of a certain importance related to job satisfaction, respect and motivation, they related to the need for new stimuli, new goals and

avoiding routine while they also related to furthering one's career, job security and the opportunities provided from new industries. Respondents claiming to consider a change in career paths also claimed family opportunities, health and physical strength as important contentions. Moreover,

- stronger consideration towards building a family was obtained from respondents younger than 30 years and participants with less than 10 years from completion of their studies. These groups were also most likely to be concerned regarding dependants living at home;
- aspirations for further training were stronger from single respondents living with parents or alone, while
- respondents with 5 to 10 years from completion of their studies expressed stronger concern towards job conditions and opportunities, with high responses towards the remuneration received from the job, career prospects within the sector, future of the profession and the present employer.

Table 113 – Summary of Reasons for Potentially Changing a Career Path (Mean & Median Response)

	Mean	Median	Std. Deviation	Minimum	Maximum
Single parenthood (mother/father)	2.27	2.50	1.185	1	5
Partner	2.50	2.50	1.273	1	5
Remuneration received from job	3.96	4.00	1.311	1	5
Family remuneration	3.27	3.50	1.485	1	5
Dependents living at home	3.15	3.00	1.377	1	5
Aspirations related to further training	3.54	4.00	1.421	1	5
Career prospects within the sector of activity	4.15	4.00	.967	1	5
Building a family	3.31	4.00	1.408	1	5
Future of the profession	3.96	4.00	1.216	1	5
Future of the sector of activity	3.92	4.00	1.230	1	5
Typical employers	3.08	3.00	1.197	1	5
Present employer	2.92	3.00	1.164	1	5
Other aspects	3.08	3.00	1.262	1	5

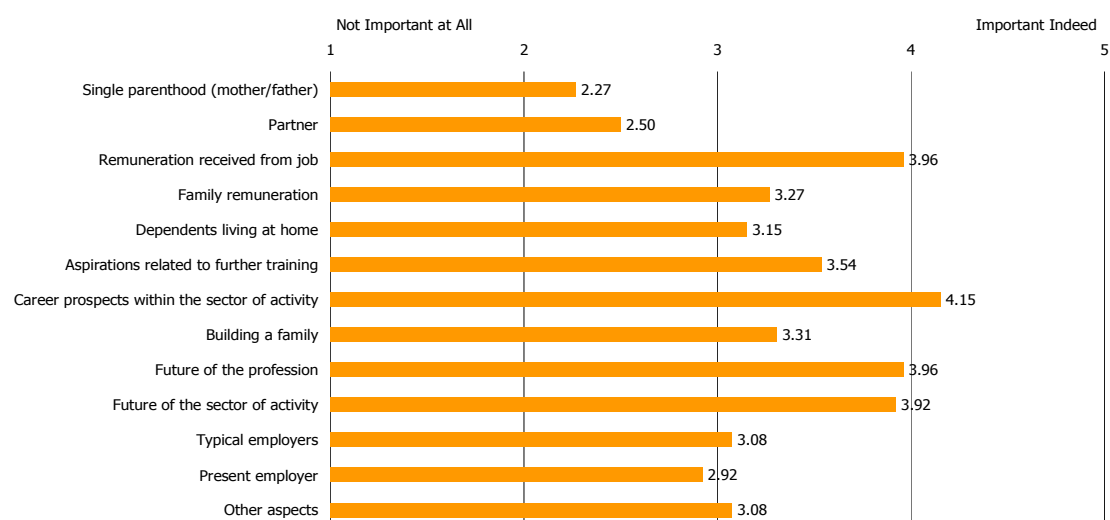


Table 114 – Analysis of Reasons for Potentially Changing a Career Path across Respondent Groups (Mean Response)

		Single parenthood (mother/father)	Partner	Remuneration received from job	Family remuneration	Dependents living at home	Aspirations related to further training	Career prospects within the sector of activity	Building a family	Future of the profession	Future of the sector of activity	Typical employers	Present employer	Other aspects	
		Mean	Mean	Mean	Mean	Mean	Mean	Mean	Mean	Mean	Mean	Mean	Mean	Mean	Mean
Gender	Male	2.29	2.67	4.07	3.34	3.15	3.86	4.22	3.17	3.82	3.94	3.25	3.06	3.48	
	Female	3.22	3.04	3.96	3.66	3.83	3.75	4.13	4.13	3.98	3.82	3.53	3.31	3.64	
Age	< 30 yrs	2.88	3.13	4.16	3.66	3.71	4.03	4.32	4.00	4.00	3.95	3.51	3.40	3.68	
	30 - 39 yrs	2.48	2.65	4.02	3.40	3.43	3.60	4.03	3.42	4.00	3.95	3.24	3.06	3.15	
	40 - 49 yrs	2.42	2.36	3.50	3.10	2.95	3.82	4.09	3.15	3.41	3.62	3.29	2.68	3.64	
	50+ yrs	4.00	3.00	4.00	3.80	3.80	3.00	4.00	1.50	4.00	4.00	3.75	4.25	5.00	
Highest Level of Qualification Attained	University Diploma or equivalent	3.75	3.20	3.86	3.62	3.40	3.91	4.31	2.67	4.38	4.00	3.40	3.10	4.40	
	University degree - Baccalaureate	2.55	2.91	4.06	3.58	3.36	3.79	4.12	3.68	3.83	3.80	3.34	3.14	3.20	
	University degree - Master's level	2.63	2.71	3.96	3.21	3.74	3.88	4.22	3.80	3.83	4.14	3.58	3.30	4.08	
	University Doctoral	4.00	4.50	4.00	2.50	4.00	4.00	4.50	3.50	3.50	4.00	4.00	4.00	4.00	
Area of Study	Other	2.50	3.67	3.33	5.00	2.67	4.50	4.50	4.50	4.50	4.00	4.50	4.50	4.00	
	Arts	3.00	3.20	3.40	3.20	3.80	4.60	4.00	5.00	3.67	4.00	4.00	4.50	4.50	
	Education	3.09	2.61	3.97	3.50	3.66	3.65	4.15	3.42	3.94	3.73	3.23	2.83	3.54	
	Law	3.00	3.00	3.00	3.00	3.00	4.00	3.00	4.00	4.00	4.00	4.00	4.00	4.00	
	Managerial Sciences	2.48	2.63	4.28	3.55	3.63	3.54	3.97	3.61	3.72	3.97	3.48	3.50	3.44	
	Medicine & Healthcare	3.17	3.75	3.94	4.11	3.69	4.00	4.21	4.18	4.25	4.11	3.60	3.19	3.20	
	Science, Technology & Engineering	2.50	2.83	3.94	3.28	3.07	3.84	4.26	3.52	3.88	3.85	3.32	3.14	4.00	
	Social Sciences	2.00	4.00	4.50	2.00	2.00	5.00	4.50	4.00	4.50	4.50	4.50	3.50	3.00	
	Veterinary Sciences	5.00	5.00	5.00	5.00	5.00	5.00	5.00	3.00	3.00	3.00	3.00	3.00	3.00	
	Other	1.50	1.50	3.33	3.00	2.50	5.00	5.00	2.00	3.33	2.00	3.00	1.50	1.00	
	No. of Years since Completion	< 2 years	3.19	3.13	4.08	3.51	3.61	4.06	4.35	3.97	4.06	4.06	3.50	3.31	3.50
		2 - 5 yrs	2.21	2.89	3.87	3.33	3.70	3.79	4.29	3.56	3.83	3.88	3.22	3.21	4.20
		5 - 10 yrs	2.92	3.14	4.38	3.79	3.68	3.80	4.30	3.87	4.20	4.10	3.72	3.54	3.55
10 - 15 yrs		2.38	2.36	3.71	3.50	3.29	3.29	3.36	2.90	3.64	3.21	2.86	2.64	2.50	
15+ yrs		2.00	1.75	3.36	2.70	2.30	3.45	3.73	2.50	2.82	3.42	3.18	2.40	3.00	
Status	Married or living with partner	2.76	2.86	3.96	3.70	3.68	3.79	4.10	3.68	3.82	3.82	3.51	3.25	3.61	
	Separated or divorced and not living with partner	1.00	1.00	4.00	2.00	2.00	2.00	3.50	2.00	4.00	4.50	2.50	1.50	2.00	
	Widowed and not living with partner	4.00	4.00	5.00	4.00	5.00	1.00	4.00	1.00	5.00	4.00	3.00	3.00	4.00	
	Never married / single living with parents	2.78	3.00	4.14	3.37	3.24	3.93	4.28	3.86	3.95	3.93	3.19	3.17	3.50	
Caring Responsibilities	Never married / single living alone	2.57	2.88	3.80	2.67	3.00	4.20	4.33	3.50	4.18	4.00	3.67	3.38	4.20	
	Yes	2.67	2.49	3.92	3.67	3.49	3.65	4.00	3.38	3.86	3.85	3.27	2.81	3.58	
Variety of Caring Responsibilities at Home	No	2.69	3.05	4.06	3.32	3.46	3.95	4.29	3.79	3.96	3.93	3.40	3.33	3.55	
	1.00	3.21	2.53	3.96	3.60	3.48	3.50	3.96	3.21	3.71	3.79	3.22	2.82	3.73	
	2.00	2.31	2.74	4.05	4.00	3.70	3.70	4.05	3.65	4.09	3.86	3.32	2.95	3.13	
Time Spent in Domestic Work on Average (Daily)	3.00	2.00	2.75	3.75	3.75	4.00	4.75	4.50	4.00	4.00	4.00	3.75	3.25	5.00	
	< 1hr	2.34	2.86	4.20	3.44	3.42	3.91	4.26	3.41	3.87	3.93	3.42	3.29	3.89	
	1 - 3 hrs	2.68	2.75	3.82	3.42	3.36	3.71	4.03	3.66	3.83	3.78	3.15	2.89	3.25	
	3 - 5 hrs	3.33	3.50	4.27	4.27	4.21	4.07	4.33	4.55	4.47	4.36	4.14	3.85	4.00	
Partner's Engagement in a Paid Job	5 - 7 hrs	4.00	1.67	2.50	1.67	3.33	3.00	3.50	5.00	3.50	3.00	3.00	3.00	3.00	
	7 - 9 hrs	4.00	4.00	4.00	4.00	2.00	5.00	5.00	4.00	5.00	5.00	5.00	5.00	5.00	
	> 9 hours	5.00	3.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	3.00	5.00	5.00	
	Other	2.61	2.78	4.00	3.64	3.69	3.76	4.13	3.62	3.73	3.75	3.44	3.23	3.55	
Engagement in a paid job	No	3.75	3.38	3.90	3.70	3.30	3.82	4.00	3.86	4.25	4.08	3.82	3.64	3.67	
	Yes	2.71	2.86	4.01	3.50	3.50	3.80	4.17	3.65	3.90	3.88	3.39	3.19	3.56	
Job Occupied	Senior Manager/Officials, Large Business Owners, Directors	2.27	2.63	3.55	3.27	3.00	3.91	4.14	3.29	3.86	4.05	3.64	3.45	3.58	
	Professionals (Employed or Self Employed)	2.78	2.81	4.11	3.50	3.68	3.73	4.22	3.68	3.88	3.81	3.34	3.20	3.54	
	Associate Professionals & Technical	3.10	3.25	4.18	4.06	3.29	4.31	4.35	3.77	4.38	4.27	3.50	2.77	4.00	
	Clerical Employees	2.29	2.88	4.13	3.14	3.63	3.67	4.13	4.00	3.75	3.71	3.38	3.43	4.00	
	Skilled Agriculture & Fishery Workers	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00	
	Crafts & Related Trades	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00	
	Elementary Occupations	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00	
Employer Organisation	Government organisation/department	2.59	2.75	4.04	3.35	3.43	3.92	4.22	3.71	4.15	3.94	3.25	3.15	3.55	
	Parastatal company	2.75	2.62	4.00	3.29	3.56	4.05	4.21	3.00	3.47	3.94	3.88	3.68	4.75	
	Publicly listed company	3.00	3.14	4.44	3.63	2.83	4.00	4.33	3.88	4.00	3.56	3.78	3.44	3.50	
	Private company/side trader	2.80	3.03	4.07	3.67	3.51	3.58	4.16	3.75	3.87	3.93	3.25	2.97	3.06	
	Commercial partnership	1.00	4.00	3.00	2.00	3.00	2.00	4.00	3.00	3.00	3.00	3.00	3.00	5.00	
	Non-profit organisation	3.00	2.44	3.40	4.00	4.11	3.70	3.80	3.90	3.67	3.67	3.33	3.00	1.00	
Present Job	Full time	2.63	2.82	4.04	3.43	3.42	3.77	4.17	3.57	3.85	3.83	3.37	3.16	3.57	
	Full time (reduced hours)	1.00	2.00	4.00	4.50	4.50	3.50	4.00	4.00	4.00	4.00	3.00	4.00	4.00	
	Part time	3.50	3.40	3.92	4.09	4.00	4.08	4.33	4.27	4.36	4.27	3.82	3.18	3.50	

Among respondents engaged in paid employment, 66.1% would not consider switching their basis of employment in future, leaving 33.9% who claimed to consider switching the basis of employment in the future. No significant differences across respondent groups featured in respect with such consideration.

Table 115 – Summary of Considering Switching Basis of Employment (Frequency & % Response)

		Frequency	Valid Percent
Valid	Yes	109	33.9
	No	213	66.1
	Total	322	100.0

A total of 12 participants provided 'Don't Know' or 'No Answer' response

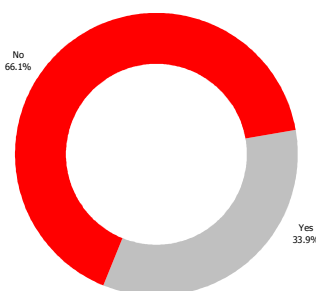


Table 116 – Analysis of Summary of Considering Switching Basis of Employment across Respondent Groups (Frequency & % Response)

		Would you consider switching your basis of employment in the future			
		Yes		No	
		Count	Row N %	Count	Row N %
Gender	Male	39	24.5%	120	75.5%
	Female	70	42.9%	93	57.1%
Age	< 30 yrs	56	45.5%	67	54.5%
	30 - 39 yrs	29	26.9%	79	73.1%
	40 - 49 yrs	14	24.1%	44	75.9%
	50+ yrs	4	23.5%	13	76.5%
Highest Level of Qualification Attained	University Diploma or equivalent	9	23.7%	29	76.3%
	University degree - Baccalaureate	71	37.0%	121	63.0%
	University degree - Masters' level	20	29.9%	47	70.1%
	University Doctoral	5	35.7%	9	64.3%
	Other	3	37.5%	5	62.5%
Area of Study	Arts	5	50.0%	5	50.0%
	Education	31	34.1%	60	65.9%
	Law	2	28.6%	5	71.4%
	Managerial Sciences	26	35.1%	48	64.9%
	Medicine & Healthcare	21	38.2%	34	61.8%
	Science, Technology & Engineering	14	24.6%	43	75.4%
	Social Sciences	3	50.0%	3	50.0%
	Veterinary Sciences	3	50.0%	3	50.0%
	Other	3	27.3%	8	72.7%
No. of Years since Completion	< 2 years	34	39.1%	53	60.9%
	2 - 5 yrs	25	41.7%	35	58.3%
	5 - 10 yrs	27	30.0%	63	70.0%
	10 - 15 yrs	12	30.0%	28	70.0%
	15+ yrs	5	18.5%	22	81.5%
Status	Married or living with partner	59	32.6%	122	67.4%
	Separated or divorced and not living with partner	1	50.0%	1	50.0%
	Widowed and not living with partner	1	100.0%	0	.0%
	Never married / single living with parents	41	35.7%	74	64.3%
	Never married / single living alone	5	25.0%	15	75.0%
Caring Responsibilities	Yes	43	30.5%	98	69.5%
	No	61	37.2%	103	62.8%
Variety of Caring Responsibilities at Home	1	19	26.8%	52	73.2%
	2	23	35.4%	42	64.6%
	3	4	40.0%	6	60.0%
Time Spent in Domestic Work on Average (Daily)	< 1hr	42	35.0%	78	65.0%
	1 - 3 hrs	46	35.7%	83	64.3%
	3 - 5 hrs	12	35.3%	22	64.7%
	5 - 7 hrs	1	12.5%	7	87.5%
	7 - 9 hrs	0	.0%	6	100.0%
	> 9 hours	1	25.0%	3	75.0%
Partner's Engagement in a Paid Job	Yes	55	35.0%	102	65.0%
	No	7	21.9%	25	78.1%
Engagement in a paid job	Yes	109	34.2%	210	65.8%
	No	0	.0%	1	100.0%
Job Occupied	Senior Manager/Officials, Large Business Owners, Directors	7	14.9%	40	85.1%
	Professionals (Employed or Self Employed)	86	38.2%	139	61.8%
	Associate Professionals & Technical	5	23.8%	16	76.2%
	Clerical Employees	7	38.9%	11	61.1%
	Skilled Agriculture & Fishery Workers	1	100.0%	0	.0%
	Crafts & Related Trades	0	.0%	1	100.0%
Employer Organisation	Government organisation/department	54	34.6%	102	65.4%
	Parastatal company	13	37.1%	22	62.9%
	Publicly listed company	3	17.6%	14	82.4%
	Private company/sole trader	30	35.3%	55	64.7%
	Commercial partnership	1	16.7%	5	83.3%
	Non-profit organisation	6	35.3%	11	64.7%
Present Job	Full time	86	30.3%	198	69.7%
	Full time (reduced hours)	8	72.7%	3	27.3%
	Part time	14	56.0%	11	44.0%

Building a family and dependents living at home featured as the more important reasons why respondents (in paid employment) would consider switching the basis of employment. Moreover, respondents also attributed importance to the remuneration received from the job

and family remuneration/income, along with other considerations such as the take up of new business opportunities, an opportunity for higher job satisfaction, flexibility and the need for a change. Other issues related to the caring responsibilities and the reduction of long work hours in view of age or health issues. Indeed:

- female respondents or respondents younger than 30 years or respondents qualified in social sciences, managerial sciences, arts and medicine & healthcare were more concerned about the importance of building a family as to reconsidering their present job basis than other respondent groups. Similarly, married participants or single participants living alone or participants without care responsibilities at home also attributed importance to such factor in considering a change in work basis;
- female respondents, respondents qualified in social sciences, managerial sciences, arts and medicine & healthcare together with married or widowed participants and participants with caring responsibilities attributed higher levels of due importance to dependants living at home in considering a change in the basis of employment, more than other respondent groups;
- female respondents regarded family remuneration marginally more important than their male counterparts did when considering a change in work basis. Similarly, participants who were married, living with their partner, separated, or divorced were most likely to be concerned in this regard. Participants working on a part time basis or full time with reduced hours also attributed significantly more importance to such factor in considering a change in work basis;
- remuneration received from the job was more important for respondents employed on a part time basis, while
- single parenthood was significantly considered as a rather important issue amongst female participants, while male respondents had different views. Respondents older than 50 years of age were most likely to regard this as a very important issue when considering a change in work basis.

Table 117 – Summary of Reasons for Reconsideration of Present Job Basis (Mean Response)

	N	Minimum	Maximum	Mean	Std. Deviation
Single parenthood (mother/father)	66	1	5	2.95	1.602
Partner	96	1	5	2.82	1.414
Remuneration received from job	106	1	5	3.75	1.243
Family remuneration	102	1	5	3.70	1.303
Dependents living at home	102	1	5	3.87	1.287
Aspirations related to further training	106	1	5	3.42	1.226
Career prospects with in the sector of activity	106	1	5	3.54	1.205
Building a family	99	1	5	3.98	1.262
Future of the profession	104	1	5	3.48	1.246
Future of the sector of activity	101	1	5	3.42	1.227
Typical employers	88	1	9	3.32	1.291
Present employer	89	1	5	3.15	1.183
Other aspects	30	1	5	3.63	1.245

Figure 8 – Summary of Reasons for Reconsidering Present Job Basis (Mean Response)

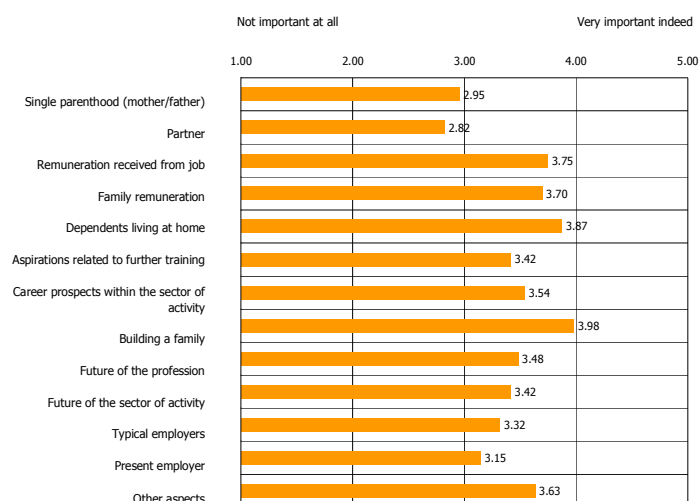


Table 118 – Analysis of Reasons for Reconsideration of Present Job Basis across Respondent Groups (Mean Response)

		Single parenthood (mother/father)	Partner	Remuneration received from job	Family remuneration	Dependents living at home	Aspirations related to further training	Career prospects with in the sector of activity	Building a family	Future of the profession	Future of the sector of activity	Typical employers	Present employer	Other aspects
		Mean	Mean	Mean	Mean	Mean	Mean	Mean	Mean	Mean	Mean	Mean	Mean	Mean
Gender	Male	1.68	2.56	3.67	3.41	3.43	3.32	3.47	3.45	3.22	3.38	3.27	3.17	3.30
	Female	3.59	2.95	3.79	3.84	4.10	3.46	3.57	4.24	3.63	3.43	3.34	3.14	3.80
Age	< 30 yrs	3.16	2.84	3.80	3.91	3.83	3.50	3.60	4.22	3.58	3.43	3.19	3.02	3.40
	30 - 39 yrs	2.71	2.93	3.79	3.75	4.00	3.38	3.42	3.81	3.40	3.40	3.41	3.19	3.71
	40 - 49 yrs	1.33	2.56	3.00	2.50	3.46	3.27	3.50	2.86	3.00	3.25	3.50	3.43	4.00
Highest Level of Qualification Attained	50+ yrs	5.00	4.00	4.50	5.00	5.00	3.00	3.00	3.50	4.00	4.00	5.00	4.50	5.00
	University Diploma or equivalent	2.57	2.57	2.75	3.25	3.38	3.00	2.63	3.38	2.75	2.75	2.29	2.00	3.00
	University degree - Baccalaureate	2.98	2.72	3.87	3.79	3.83	3.46	3.61	4.03	3.58	3.41	3.32	3.13	3.63
	University degree - Masters' level	3.40	3.13	3.63	3.20	4.13	3.50	3.56	4.07	3.31	3.60	4.17	3.53	3.25
	University Doctoral	2.00	3.75	4.25	4.75	4.25	3.75	4.00	4.25	3.75	4.33	2.00	3.00	5.00
Area of Study	Other	.	3.00	3.50	4.50	5.00	3.00	4.00	.	4.00	4.00	4.00	5.00	5.00
	Arts	3.75	3.25	3.25	3.00	4.00	2.80	3.20	4.75	3.00	2.75	3.33	3.25	4.00
	Education	3.35	2.75	3.62	3.78	3.75	3.40	3.39	3.56	3.41	3.24	3.20	2.75	4.20
	Law	3.00	4.00	3.50	3.80	1.00	3.50	3.00	4.00	4.00	4.00	3.00	3.50	.
	Managerial Sciences	3.25	2.64	4.33	4.04	4.28	3.63	3.76	4.38	3.88	3.96	3.91	3.61	3.56
	Medicine & Healthcare	3.00	3.33	3.36	3.86	3.48	3.29	4.24	3.38	3.20	2.82	3.00	4.00	4.00
	Science, Technology & Engineering	1.43	2.50	3.60	3.40	4.00	2.93	3.33	3.77	2.93	3.00	3.33	3.38	4.00
	Social Sciences	2.67	4.00	5.00	4.00	5.00	4.67	4.67	4.67	4.67	4.33	4.50	4.00	3.00
	Veterinary Sciences	1.00	1.00	3.00	1.00	1.00	3.00	3.67	3.00	3.00	3.67	2.00	2.00	2.00
	Other	3.00	2.00	3.00	2.50	3.33	3.33	5.00	2.00	3.33	3.00	2.67	1.50	2.00
	No. of Years since Completion	< 2 years	3.32	2.97	4.00	3.86	3.94	3.59	3.78	4.10	3.71	3.61	3.41	3.00	3.20
2 - 5 yrs		2.00	2.61	3.14	3.10	3.19	2.86	3.09	3.90	3.22	2.89	2.89	3.05	3.00
5 - 10 yrs		3.50	3.14	4.00	4.20	4.50	3.69	3.96	4.43	3.82	3.82	3.58	3.67	4.75
10 - 15 yrs		3.00	2.58	3.75	3.83	4.31	3.08	2.62	3.44	2.75	2.58	3.20	2.89	4.00
15+ yrs		1.00	1.00	3.33	2.00	1.67	3.67	4.00	1.00	3.33	4.00	3.00	3.50	4.00
Status	Married or living with partner	3.05	3.04	3.77	4.02	4.16	3.49	3.52	4.19	3.42	3.35	3.44	3.44	4.29
	Separated or divorced and not living with partner	1.00	1.00	5.00	1.00	1.00	3.00	5.00	1.00	5.00	5.00	5.00	1.00	3.00
	Widowed and not living with partner	5.00	.	5.00	5.00	5.00	2.00	3.00	1.00	4.00	4.00	5.00	4.00	.
	Never married / single living with parents	2.92	2.66	3.77	3.46	3.55	3.29	3.50	3.93	3.63	3.54	3.09	2.86	3.07
	Never married / single living alone	3.33	2.60	2.83	2.25	3.75	4.20	3.67	4.00	3.00	2.83	3.25	3.20	.
	Yes	3.14	2.73	4.00	3.78	4.07	3.39	3.56	3.69	3.48	3.36	3.30	2.90	3.36
Caring Responsibilities	No	2.91	2.89	3.58	3.64	3.71	3.42	3.47	4.18	3.46	3.43	3.27	3.16	3.72
	1.00	4.00	2.71	4.14	4.24	4.38	3.50	3.36	3.41	3.40	3.50	3.32	3.18	4.67
	2.00	2.45	2.80	3.71	3.20	3.60	3.10	3.57	3.84	3.40	3.11	3.07	2.69	2.71
Time Spent in Domestic Work on Average (Daily)	3.00	2.00	3.67	4.67	5.00	4.80	4.67	5.00	4.67	4.75	4.33	4.67	4.00	.
	< 1hr	2.57	2.73	3.63	3.39	3.53	3.20	3.49	3.84	3.50	3.49	3.18	3.13	3.90
	1 - 3 hrs	3.30	2.93	3.71	3.88	3.94	3.41	3.50	4.06	3.42	3.29	3.22	3.14	3.64
	3 - 5 hrs	3.17	2.64	4.18	3.82	4.58	3.75	4.00	4.25	4.00	3.90	4.25	3.00	3.67
	5 - 7 hrs	.	3.00	3.00	5.00	4.00	4.00	3.00	3.00	3.00	3.00	3.00	3.00	.
	7 - 9 hrs	.	.	.	.	.	.	.	.	.	.	.	.	.
Partner's Engagement in a Paid Job	> 9 hours	.	3.00	4.00	4.00	5.00	3.00	3.00	4.00	2.00	2.00	3.00	3.00	.
	Yes	2.91	2.94	3.83	3.92	4.21	3.42	3.57	4.26	3.42	3.39	3.49	3.49	4.15
Engagement in a paid job	No	4.00	4.00	4.00	4.50	4.00	3.80	3.60	3.60	3.83	3.50	3.50	4.00	4.00
	Yes	2.95	2.82	3.75	3.70	3.87	3.42	3.54	3.98	3.48	3.42	3.32	3.15	3.63
Job Occupied	Senior Manager/Officials, Large Business Owners, Directors	1.80	2.43	3.43	3.38	3.75	4.25	4.38	3.50	3.63	3.88	3.50	3.75	2.00
	Professionals (Employed or Self Employed)	2.96	2.78	3.72	3.68	3.86	3.30	3.44	3.95	3.41	3.31	3.22	2.94	3.64
	Associate Professionals & Technical	3.67	3.00	3.80	3.75	3.75	3.50	3.60	4.20	4.25	4.00	3.00	3.75	4.50
	Clerical Employees	3.25	2.83	4.33	4.17	4.38	3.86	3.67	4.57	3.67	3.60	4.17	4.00	4.00
	Skilled Agriculture & Fishery Workers	5.00	4.00	4.00	4.00	3.00	3.00	5.00	4.00	4.00	4.00	4.00	4.00	4.00
	Crafts & Related Trades	.	5.00	5.00	5.00	3.00	3.00	2.00	3.00	3.00	3.00	3.00	.	.
	Elementary Occupations	.	.	.	.	.	.	.	.	.	.	.	.	.
	Government organisation/department	2.74	2.77	3.55	3.51	3.61	3.22	3.43	3.77	3.38	3.22	3.03	2.98	3.72
	Parastatal company	2.25	2.50	3.50	3.18	3.90	3.67	3.45	4.10	3.17	3.20	3.80	3.45	.
	Publicly listed company	3.00	3.67	4.00	4.50	4.50	3.67	3.67	4.67	2.67	2.67	3.33	3.33	4.00
Employer Organisation	Private company/side trader	3.36	2.90	4.05	4.00	4.06	3.50	3.57	3.97	3.66	3.64	3.52	3.23	3.25
	Commercial partnership	.	3.00	3.00	3.00	3.50	3.00	4.50	5.00	4.00	3.50	3.50	3.00	2.00
	Non-profit organisation	4.50	2.50	3.67	4.67	5.00	4.00	4.00	4.60	4.50	4.33	3.67	3.50	.
Present Job	Full time	2.89	2.82	3.60	3.54	3.74	3.37	3.46	3.90	3.35	3.35	3.23	3.15	3.70
	Full time (reduced hours)	3.67	3.00	4.14	4.29	4.75	3.86	4.00	4.40	3.57	3.57	3.60	3.25	4.00
	Part time	3.11	2.77	4.40	4.36	4.25	3.47	3.64	4.21	4.21	3.71	3.69	3.00	3.20

4.6.11 Family Friendly Measures

Among research participants engaged in paid work, experienced family friendly benefits/measures varied across different employer types and respondent group characteristics. The more common benefits/measures included parental leave, part time work, short notice leave, sick/ emergency childcare leave, career break with committed guaranteed return along with flexitime with (explaining 18.6%, 15.3%, 14.9%, 13.2%, 10.7% and 8.6% of the benefits experienced/received by different respondents in paid work). No significant difference across respondent groups featured in respect with different family friendly measures, except for:

- parental leave, that was less available for male respondents or respondents aged 30 to 39 years or, respondents with a university diploma or equivalent, or participants with less than 2 years from completion of studies or unmarried participants living with parents. Parental leave also featured

less often among participants with one caring role or participants spending less than one hour in domestic work daily or participants with a partner engaged in a paid job or participants employed with a private company or sole trader, or participants working on part time basis;

- part time work featured least often among male respondents or respondents aged 30 to 39 years or married participants living with partner or participants with one caring role. Participants spending 3 to 5 hours in domestic work at home daily or participants with a partner that is not engaged in a paid job or participants employed with a commercial partnership or employed in a full time job also featured significant lower incidence of such a benefit;
- short notice leave featured less frequently among respondents aged 30 to 39 years or respondents with a university diploma or equivalent or participants having completed their highest qualification within 2 to 5 years prior to this research or participants living with a partner. Short notice leave was also less often a feature among respondents without caring responsibilities or participants with two caring roles at home or participants spending less than 1 hour in domestic work daily or participants whose partner was engaged in a paid job, or, participants working on full time basis

Table 119 – Summary of Available Family Friendly Measures (Frequency & %Response)

		Responses	
		N	Percent
Offered Family Friendly Arrangements ^a	Flexitime	41	8.6%
	Annualised Hours	17	3.6%
	Childcare facilities	16	3.3%
	After school child care facility/program	2	.4%
	Childcare subsidy/ allowance	6	1.3%
	Part time work	73	15.3%
	Telework / home work	13	2.7%
	Job sharing	22	4.6%
	Parental leave	89	18.6%
	Short notice leave	71	14.9%
	Career break with committed / guaranteed	51	10.7%
	Sick / emergency child care leave	63	13.2%
	Professional guidance (childcare, elderl	14	2.9%
Total	478	100.0%	

Table 120 – Analysis of Available Family Friendly Measures across Respondent Groups (Frequency of Response)

		Offered Family Friendly Arrangements												
		Flexitime	Annualised Hours	Childcare facilities	After school child care facility/program	Childcare subsidy/allowance	Part time work	Telework / home work	Job sharing	Parental leave	Short notice leave	Career break with committed / guaranteed return	Sick / emergency child care leave	Professional guidance (childcare, elderly care)
Gender	Male	15	2	3	1	3	23	5	7	31	28	20	22	6
	Female	26	15	13	1	3	50	8	15	58	43	31	41	8
Age	< 30 yrs	23	15	9	1	5	40	7	18	46	34	18	33	7
	30 - 39 yrs	10		4			18	4	2	18	19	15	12	4
	40 - 49 yrs	6	1	2	1	1	10	1	1	15	11	12	10	2
	50+ yrs	4	2	2		1	5		1	6	5	4	5	
Highest Level of Qualification Attained	University Diploma or equivalent	25	14	8	1	5	48	9	17	58	46	28	45	9
	University degree - Baccalaureate	9	1	3			11	2	3	14	13	11	12	4
	University degree - Masters' level	2		3	1		7	1	1	8	7	5	1	1
	University Doctoral	1					2	1		3		3		
Area of Study	Arts	1	1				3			6	4	3	4	1
	Education	6	5	2	1	2	17	3	3	22	14	15	13	3
	Law	1		1		1	4			2	3	1	2	1
	Managerial Sciences	14	7	2	1	1	20	5	12	24	23	10	22	4
	Medicine & Healthcare	7	2	10		1	14	1	4	17	14	12	10	4
	Science, Technology & Engineering	6	1	1			9	2	1	13	8	7	7	
	Social Sciences	1					2	2	2	1	2	1	1	
	Veterinary Sciences	2					3							
	Other	2	1			1	1			3	2	2	3	
No. of Years since Completion	< 2 years	14	7	6		3	25	7	16	27	28	13	22	4
	2 - 5 yrs	13	6	5	1		18	1	1	17	9	10	13	6
	5 - 10 yrs	8	2	4	1	2	16	3	2	22	15	12	13	1
	10 - 15 yrs	4		1			11	2	3	12	10	7	5	3
	15+ yrs									6	6	6	6	
Status	Married or living with partner	23	8	8	1	2	36	6	6	48	36	32	30	6
	Separated or divorced and not living with partner									1		1		
	Widowed and not living with partner						1			1	1	1	1	
	Never married / single living with parents	13	6	8	1	4	30	6	16	33	28	13	26	6
Caring Responsibilities	Yes	16	7	7	2	2	27	5	7	33	30	20	23	3
	No	24	9	9		4	44	7	15	52	37	28	37	10
Variety of Caring Responsibilities at Home	1	5	2	1	1		12	4	4	15	16	8	10	1
	2	10	4	5	1	1	13	2	2	15	11	9	11	1
	3	2	1	1		1	3		1	4	4	5	3	1
Time Spent in Domestic Work on Average (Daily)	< 1hr	13	4	6	2	30	6	11	34	28	19	22	8	
	1 - 3 hrs	24	12	8	2	4	34	7	8	37	29	17	28	5
	3 - 5 hrs	3		1			6	2	2	11	10	11	8	1
	5 - 7 hrs		1	1						1		1		
	> 9 hours						1							
Partner's Engagement in a Paid Job	Yes	20	7	7	1	1	34	7	6	42	33	25	28	5
	No	3	2	1		1	3		1	7	5	5	5	2
Engagement in a paid job	Yes	41	17	16	2	6	73	13	22	89	71	51	63	14
Job Occupied	Senior Manager/Officials, Large Business Owners, Directors	3					3	1	1	7	4	6	5	1
	Professionals (Employed or Self Employed)	30	16	15	2	5	59	10	18	68	58	41	48	10
	Associate Professionals & Technical	4	1			1	4		1	3	3	2	3	1
	Clerical Employees	2		1			5	1	1	7	4	1	5	1
	Skilled Agriculture & Fishery Workers									1				
Employer Organisation	Government organisation/department	21	9	12	1	3	31	5	5	48	32	34	29	7
	Parastatal company	5	2	2		1	11	1	2	14	10	9	5	1
	Publicly listed company	3	1				3	1		3	2	1	3	1
	Private company/sole trader	9	5	2	1	2	22	5	12	17	20	4	19	4
	Commercial partnership	1					1	1		2	1	2	1	
	Non-profit organisation	2					4		2	4	5	5	5	1
Present Job	Full time	29	14	12	2	3	52	8	16	79	56	43	53	13
	Full time (reduced hours)	4		3		1	6	2	1	5	6	5	4	
	Part time	7	3	1		2	14	3	5	4	9	2	6	

Table 121 – Analysis of Available Family Friendly Measures across Respondent Groups (% Response)

		Row %	Offered Family Friendly Arrangements												
			Flexitime	Annualised Hours	Childcare facilities	After school child care facility (prog/programme)	Childcare subsidy/allowance	Part time work	Telwork / home work	Job sharing	Parental leave	Short notice leave	Career break with committed / guaranteed return	Sick / emergency child care leave	Professional guidance (childcare, elderly care)
Gender	Male	Row %	34.1	4.5	6.8	2.3	6.8	52.3	11.4	15.9	70.5	63.6	45.5	50.0	13.6
	Female	Row %	34.2	15.7	17.1	1.3	3.9	65.8	16.5	19.7	76.3	56.6	40.8	53.1	16.5
Age	< 20 yrs	Row %	32.7	24.6	14.8	1.6	8.2	62.6	11.5	20.5	74.4	52.7	29.5	54.1	11.5
	30 - 39 yrs	Row %	31.3		12.5			56.3	12.5	6.3	56.3	59.4	46.9	37.5	12.5
	40 - 49 yrs	Row %	35.3	5.9	11.8	5.9	5.9	58.8	5.9	5.9	88.2	64.7	70.6	58.8	11.8
	50+ yrs	Row %						50.0			100.0	100.0	50.0	100.0	
Highest Level of Qualification Attained	University Diploma or equivalent	Row %	44.4	22.2	22.2		11.1	55.6		11.1	66.7	55.6	44.4	55.6	
	University degree - Baccalaureate	Row %	32.1	17.9	10.3	1.3	6.4	61.5	11.5	21.8	74.4	59.0	35.9	57.7	11.5
	University degree - Master's level	Row %	42.9	4.8	14.3			52.4	9.5	14.3	66.7	61.9	52.4	57.1	10.0
	University Doctoral	Row %	22.2		3.3	11.1		77.8	11.1	11.1	88.9	77.8	55.6	11.1	11.1
Area of Study	Other	Row %	33.3					66.7		33.3	100.0			100.0	
	Arts	Row %	16.7	16.7				50.0			100.0	66.7	50.0	66.7	16.7
	Education	Row %	20.0	16.7	6.7	3.3	6.7	56.7	10.0	10.0	73.3	46.7	50.0	43.3	10.0
	Law	Row %	25.0		25.0		25.0	100.0			50.0	75.0	25.0	50.0	25.0
	Managerial Sciences	Row %	42.4	21.2	6.1	3.0	3.0	60.6	15.2	36.4	72.7	69.7	26.3	46.7	12.1
	Medicine & Healthcare	Row %	35.4	6.7	43.5		4.3	60.9	4.3	17.4	73.9	60.9	52.2	43.5	17.4
	Science, Technology & Engineering	Row %	40.0	6.7	6.7			60.0	13.3	6.7	86.7	53.3	46.7	46.7	
	Social Sciences	Row %	50.0					100.0	100.0	100.0	100.0	100.0	50.0	50.0	
	Veterinary Sciences	Row %	66.7					100.0			100.0			100.0	
	Other	Row %	66.7	33.3			33.3	33.3			100.0	66.7	66.7	100.0	
No. of Years since Completion	< 2 years	Row %	33.3	16.7	14.3		7.1	59.5	16.7	38.1	64.3	66.7	31.0	54.2	8.5
	2 - 5 yrs	Row %	54.2	25.0	20.8	4.2	4.2	75.0	4.2	4.2	70.8	37.5	41.7	54.2	25.0
	5 - 10 yrs	Row %	29.6	7.4	14.8	1.7	7.4	59.3	11.1	7.4	81.5	59.6	44.4	48.1	2.7
	10 - 15 yrs	Row %	35.7		6.7			71.3	13.3	20.0	80.0	66.7	46.7	33.3	20.0
Status	15+ yrs	Row %									85.7	85.7	85.7	85.7	
	Married or living with partner	Row %	37.1	12.9	12.9	1.6	3.2	58.1	9.7	9.7	77.4	58.1	51.6	48.4	9.7
	Separated or divorced and not living with partner	Row %									100.0		100.0		
	Widowed and not living with partner	Row %						100.0			100.0	100.0	100.0	100.0	
Caring Responsibilities	Never married / single living with parents	Row %	26.5	12.2	16.3	2.0	8.2	61.2	12.2	32.7	67.3	57.1	26.5	53.1	12.2
	Never married / single living alone	Row %	66.7	50.0	15.6	4.4	4.4	60.0	11.1	15.6	73.3	61.3	66.7	61.3	12.1
	Yes	Row %	35.6	15.6	15.6	4.4	4.4	60.0	11.1	15.6	73.3	61.3	66.7	61.3	12.1
	No	Row %	24.3	12.9	12.9	1.9	5.7	62.9	10.0	21.4	74.3	52.9	40.0	52.9	14.3
Variety of Caring Responsibilities at Home	1	Row %	22.7	5.1	4.5	4.5	4.5	56.5	18.2	18.2	68.2	72.7	36.4	45.5	4.5
	2	Row %	50.0	20.0	25.0	5.0	5.0	65.0	10.0	10.0	75.0	55.0	46.4	55.0	5.0
	3	Row %	40.0	20.0	20.0	20.0	20.0	60.0	20.0	20.0	80.0	80.0	100.0	60.0	20.0
	4 or more	Row %	26.5	4.2	12.2		4.2	61.2	12.2	22.4	69.4	57.1	36.8	44.8	16.3
Time Spent in Domestic Work on Average (Daily)	1 - 3 hrs	Row %	51.1	25.5	17.0	4.3	8.5	72.3	14.9	17.0	78.7	61.7	36.2	59.6	10.6
	3 - 5 hrs	Row %	20.0		6.7			40.0		13.3	73.3	66.7	73.3	53.3	6.7
	5 - 7 hrs	Row %		100.0	100.0						100.0		100.0		
	7 - 9 hours	Row %						100.0							
Partner's Engagement in a Paid Job	Yes	Row %	35.1	12.3	12.3	1.8	1.8	59.6	12.3	10.5	73.7	57.9	43.9	49.1	8.8
	No	Row %	42.9	26.6	14.3		14.3	42.9	14.3	100.0	71.4	71.4	71.4	26.6	
Engagement in a paid job	Yes	Row %	34.2	14.2	13.3	1.7	5.0	60.8	10.8	18.3	74.2	59.2	42.5	52.5	11.7
	No	Row %	37.5	4.2	12.2		4.2	61.2	12.2	22.4	69.4	57.1	36.8	44.8	16.3
Job Occupied	Senior Manager/Officials, Large Business Owners, Directors	Row %	31.4	16.8	15.8	2.1	5.3	62.1	10.5	18.9	71.6	61.1	43.2	50.5	10.5
	Professional (Employed or Self Employed)	Row %	66.7	16.7			16.7	66.7			50.0	50.0	33.3	50.0	16.7
	Associate Professionals & Technical	Row %	71.4		14.3			71.4	14.3	14.3	100.0	57.1	14.3	71.4	14.3
	Clerical Employees	Row %									100.0				
Employer Organisation	Skilled Agriculture & Fishery Workers	Row %													
	Government organisation/Department	Row %	36.8	15.8	21.1	1.8	5.3	54.4	8.8	8.8	84.2	56.1	59.6	50.9	12.3
	Parastatal company	Row %	31.3	12.5	12.5		6.3	68.8	6.3	12.5	87.5	62.5	56.3	31.3	6.3
	Publicly listed company	Row %	75.0	25.0				75.0	25.0		53.1	50.0	25.0	75.0	25.0
	Private company/side trader	Row %	28.1	15.6	6.3	1.1	6.3	68.8	15.6	37.5	53.1	62.5	12.5	59.4	12.5
	Commercial partnership	Row %	22.3					22.3	33.3		66.7	22.3	66.7	22.3	
Present Job	Non-profit organisation	Row %	33.3					66.7		33.3	66.7	83.3	83.3	16.7	
	Full time	Row %	39.2	14.6	12.5	2.1	3.1	54.2	8.3	16.7	82.3	58.3	44.8	52.3	11.5
	Full time (reduced hours) Part time	Row %	50.0 46.7	37.5 20.0	6.7			12.5 13.3	75.0 59.3	25.0 20.0	12.5 33.3	62.5 26.7	75.0 60.0	62.5 13.3	50.0 40.0

4.6.12 Benefits & Job Basis Change

Participants in employment were asked whether they might consider any family friendly benefits they may use as an alternative to potentially moving out of their job in a situation that may arise. Most of the responses indicated that participants would not consider just one family friendly measure exclusively and are likely to consider different benefits concurrently in an attempt to keep a job. Indeed, respondents tended to be inclined in favour of flexitime, sick/emergency childcare leave and study leave. Less frequent considerations pertained to professional guidance, after school childcare facilities or programmes and job sharing.

Female participants were typically more positive towards flexitime, childcare facilities, after school childcare facilities, childcare subsidy or allowance and parental leave than their male counterparts. Nevertheless:

- flexitime was featured as a stronger consideration among respondents younger than 30 years or older than 50 years or participants with one caring role at home;

- childcare facilities, after school childcare facilities and childcare subsidies were a stronger consideration among younger respondents or participants with a baccalaureate or masters degree or other qualifications, participants qualified in managerial sciences or medical & health study areas and participants who spend 5 to 7 hours daily in domestic work;
- parental leave was a stronger consideration among younger participants, participants qualified in arts, medical & health, social sciences and education study areas, together with participants who devote 1 to 3 hours daily to domestic work;
- sick/emergency childcare leave featured as a stronger consideration across participants qualified in arts, education, medical & health and social sciences or participants who devote longer hours to domestic work, while
- study leave was a stronger consideration among participants older than 39 years or participants with a Masters qualification or participants with qualifications in the arts and education, together with participants living with parents or alone or participants separated not living with partner or participants without caring responsibilities.

Table 122 – Summary of Family Friendly Benefits Considered as an Alternative to Job Loss (Mean Response)

	N	Minimum	Maximum	Mean	Std. Deviation
Flexitime	131	0	3	1.82	.901
Annualised hours	102	0	3	1.48	.864
Childcare facilities	108	0	3	1.51	.991
After school child care facility/programme	109	0	3	1.42	.984
Childcare subsidy/allowance	109	0	3	1.53	1.014
Telework/home work	107	0	3	1.63	.986
Job sharing	111	0	3	1.44	1.033
Parental leave	103	0	3	1.66	1.005
Short notice leave	111	0	3	1.54	.892
Sick / emergency child care leave	111	0	3	1.81	.910
Professional guidance (childcare, elderly care)	98	0	3	1.31	1.009
Study leave	117	0	3	1.72	.918

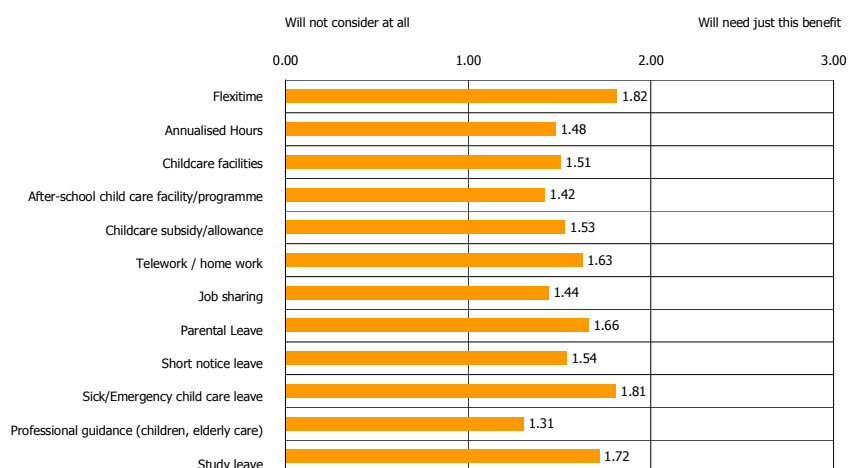


Table 123 – Analysis of Summary of Family Friendly Benefits Considered as an Alternative to Job Loss across Respondent Groups (Mean Response)

		Flexitime	Annualised hours	Childcare facilities	After school child care facility/programme	Childcare subsidy/allowance	Telework/home work	Job sharing	Parental leave	Short notice leave	Sick / emergency child care leave	Professional guidance (childcare elderly care)	Study leave
		Mean	Mean	Mean	Mean	Mean	Mean	Mean	Mean	Mean	Mean	Mean	Mean
Gender	Male	1.61	1.41	1.08	1.11	1.17	1.44	1.34	1.25	1.34	1.60	1.26	1.59
	Female	1.95	1.52	1.72	1.58	1.70	1.74	1.50	1.92	1.66	1.93	1.33	1.79
Age	< 30 yrs	2.07	1.62	1.94	1.76	1.77	1.75	1.54	1.96	1.71	1.98	1.48	2.00
	30 - 39 yrs	1.66	1.44	1.41	1.44	1.47	1.69	1.68	1.52	1.58	1.69	1.41	1.41
	40 - 49 yrs	1.41	1.15	.75	.86	1.21	1.20	.85	.73	1.00	1.69	1.08	1.53
	50+ yrs	2.00	.67	.00	.00	.50	1.50	.00	.75	.00	.75	.00	.80
	Other	1.60	1.00	.57	.64	.92	1.21	1.14	1.21	.93	1.33	.67	1.06
Highest Level of Qualification Attained	University diploma or equivalent	1.93	1.62	1.73	1.61	1.71	1.72	1.59	1.83	1.70	1.91	1.42	1.77
	University degree - Baccalaureate	1.80	1.54	1.64	1.43	1.36	1.67	1.53	1.40	1.56	1.60	1.36	2.00
	University degree - Masters' level	1.00	1.13	.86	1.00	1.00	1.40	.90	1.43	1.10	2.00	1.50	1.89
	University Doctoral	2.00	1.67	1.67	1.50	2.00	1.50	.50	2.00	2.50	2.33	2.00	.
	Other	2.29	2.20	2.25	1.75	1.50	2.40	2.00	2.50	2.25	2.25	2.00	2.33
Area of Study	Arts	1.97	1.43	1.50	1.46	1.83	1.70	1.38	1.95	1.83	2.13	1.19	1.93
	Education	1.00	.50	.25	.50	.00	.00	1.00	.25	.50	.75	.50	1.00
	Law	1.83	1.42	1.71	1.50	1.61	1.82	1.39	1.57	1.50	1.72	1.32	1.70
	Managerial Sciences	1.91	1.68	1.80	1.75	1.77	1.71	1.68	2.00	1.63	2.13	1.81	1.83
	Medicine & Healthcare	1.80	1.65	1.35	1.33	1.50	1.76	1.40	1.59	1.43	1.65	1.44	1.71
	Science, Technology & Engineering	.67	1.00	1.50	1.50	1.00	.67	1.00	2.00	1.67	2.00	1.00	1.33
	Social Sciences	2.00	1.33	.00	.00	.00	1.00	2.67	.00	.67	.00	.00	.00
	Veterinary Sciences	1.25	1.00	.50	.50	.50	.50	.25	1.00	1.00	1.00	.25	1.00
	Other	1.98	1.55	1.71	1.45	1.46	1.67	1.36	1.64	1.61	1.67	1.41	1.88
	< 2 years	1.68	1.29	1.38	1.43	1.38	1.74	2.05	1.55	1.28	1.58	1.13	1.47
	2 - 5 yrs	1.74	1.38	1.44	1.39	1.62	1.54	.92	1.85	1.65	1.88	1.17	1.75
	5 - 10 yrs	1.80	1.67	1.56	1.67	1.79	1.80	1.67	1.56	1.74	2.16	1.47	1.60
10 - 15 yrs	1.71	1.25	.67	.75	1.50	1.83	2.00	2.00	1.80	2.50	1.50	1.80	
Status	Married or living with partner	1.75	1.53	1.47	1.52	1.61	1.70	1.49	1.59	1.46	1.82	1.33	1.50
	Separated or divorced and not living with partner	2.00	1.00	.00	.00	2.00	2.00	2.00	.00	2.00	3.00	.00	2.00
	Widowed and not living with partner	1.98	1.43	1.74	1.42	1.53	1.65	1.40	1.84	1.67	1.80	1.41	1.98
	Never married / single living with parents	1.67	1.40	1.00	1.00	.60	1.00	1.33	1.40	1.40	1.40	.80	2.17
	Never married / single living alone	1.89	1.55	1.47	1.44	1.65	1.62	1.62	1.46	1.48	1.91	1.29	1.48
Caring Responsibilities	Yes	1.76	1.43	1.58	1.47	1.48	1.56	1.39	1.80	1.62	1.79	1.38	1.90
	No	2.26	1.65	1.70	1.62	1.90	2.06	1.72	1.76	1.79	2.05	1.38	1.59
Variety of Caring Responsibilities at Home	1.00	1.52	1.44	1.29	1.33	1.48	1.32	1.50	1.22	1.30	1.85	1.17	1.37
	2.00	1.67	1.80	1.25	1.20	1.60	1.75	1.75	1.50	1.40	1.80	1.60	1.67
	3.00	1.75	1.33	1.34	1.12	1.26	1.39	1.36	1.47	1.41	1.78	1.32	1.70
Time Spent in Domestic Work on Average (Daily)	< 1hr	1.95	1.65	1.61	1.60	1.71	1.67	1.48	1.79	1.62	1.84	1.32	1.69
	1 - 3 hrs	1.54	1.33	1.58	1.58	1.64	1.82	1.45	1.55	1.73	2.00	1.30	2.00
	3 - 5 hrs	3.00	2.00	2.00	2.00	2.00	3.00	3.00	1.00	1.00	2.00	.	.
	5 - 7 hrs	.	.	.	.	1.00	1.00	1.00	.	.	2.00	2.00	.
	7 - 9 hrs	3.00	3.00	3.00	3.00	3.00	3.00	2.00	2.00	2.00	2.00	2.00	1.00
	> 9 hours	1.82	1.65	1.68	1.64	1.79	1.76	1.54	1.87	1.66	1.96	1.36	1.57
Partner's Engagement in a Paid Job	Yes	1.73	1.25	.64	.83	.60	1.67	1.88	.92	.75	1.42	1.80	1.31
	No	1.61	1.47	1.50	1.42	1.52	1.65	1.42	1.63	1.51	1.79	1.32	1.71
Engagement in a paid job	Yes	2.00	1.60	1.67	1.50	1.75	1.20	1.80	2.50	2.20	1.00	2.00	2.00
	No	1.53	1.33	.85	.83	.91	1.57	1.21	1.15	1.15	1.50	1.08	1.36
Job Occupied	Senior Manager/Officials, Large Business Owners, Directors	1.86	1.56	1.57	1.49	1.59	1.71	1.47	1.71	1.58	1.87	1.35	1.72
	Professionals (Employed or Self Employed)	1.33	1.00	1.83	1.67	1.83	1.50	1.00	1.33	1.33	1.67	1.50	2.17
	Associate Professionals & Technical	1.63	.83	1.50	1.33	1.33	1.00	1.50	1.60	1.33	1.43	.67	1.38
	Clerical Employees	3.00	3.00	2.00	2.00	2.00	2.00	2.00	.	2.00	2.00	2.00	2.00
	Skilled Agriculture & Fishery Workers	.	.	.	.	.	.	.	.	.	.	.	.
	Crafts & Related Trades	3.00	.	.	.	.	.	.	.	.	.	.	3.00
	Elementary Occupations	1.82	1.47	1.30	1.29	1.49	1.67	1.35	1.64	1.54	1.80	1.34	1.67
	Government organisation/department	1.86	1.60	1.80	1.60	1.82	1.90	1.55	1.70	1.73	2.10	1.50	2.08
Employer Organisation	Parastatal company	1.80	1.40	1.75	1.75	1.25	1.40	1.00	2.00	1.67	1.75	1.25	1.60
	Publicly listed company	1.85	1.52	1.65	1.52	1.58	1.60	1.57	1.57	1.43	1.75	1.30	1.63
	Private company/sole trader	1.00	1.00	1.00	1.00	1.00	1.33	1.33	1.33	.67	1.33	1.00	1.67
	Commercial partnership	2.17	1.50	2.20	2.25	1.75	2.25	1.50	1.60	1.60	2.20	1.50	1.60
	Non-profit organisation	1.79	1.41	1.45	1.36	1.47	1.61	1.43	1.60	1.43	1.80	1.40	1.72
Present Job	Full time	2.00	2.00	1.75	1.71	2.14	2.20	1.17	2.00	2.17	2.17	.80	1.33
	Full time (reduced hours)	1.73	1.60	1.75	1.64	1.55	1.64	1.46	1.67	1.75	1.50	.75	1.67
	Part time												

4.7 Choice of Career

4.7.1 Choice of Academic Training Pursued

In selecting their academic training or courses, research participants claimed to be influenced by a number of issues, of which, the most important related to expected employment opportunities, course content and expected future income. Contrastingly, participants typically regarded issues/reasons such as media, counsel recommendations, family tradition and the appeal of the courses to specific sex as rather unimportant in their academic choices. Other

influences mentioned by research participants related primarily to personal disposition and interest towards the subject or the respective jobs.

An analysis of such responses across respondent groups showed that:

- female respondents gave importance to work / life balance in selecting a course at a higher level than their male counterparts did. The importance of this balance was most likely to be felt among younger groups with a baccalaureate qualification;
- respondents with an area of study related to managerial sciences, medicine & healthcare and veterinary sciences perceived the expected employment opportunities significantly more important than other groups in selecting their academic course;
- respondents younger than 30 years showed higher responses towards the importance of the course content when compared to other groups;
- respondents with an area of study related to law and managerial sciences attributed higher levels of consideration towards the expected future income than other groups.

Table 124 – Influences in the Choice of Course Pursued (Mean Response)

	N	Minimum	Maximum	Mean	Std. Deviation
Expected employment opportunities	137	1	5	3.76	1.222
Expected future income	141	1	5	3.49	1.223
Expected hours of work	142	1	5	3.01	1.376
Family tradition	132	1	5	1.68	1.072
Appeal to specific sex	135	1	5	1.64	1.075
Course content	139	1	5	3.55	1.400
Less demanding than other courses	132	1	5	1.57	.918
Did not have requirements for other courses	121	1	5	1.38	.819
Expected work / life balance	134	1	5	2.93	1.426
Others	58	1	5	2.55	1.524
Family	119	1	5	1.96	1.238
Friends	119	1	5	1.74	1.029
Media	116	1	5	1.57	.971
Counsel's recommendations	115	1	5	1.57	1.060
Other	44	1	5	2.91	1.789

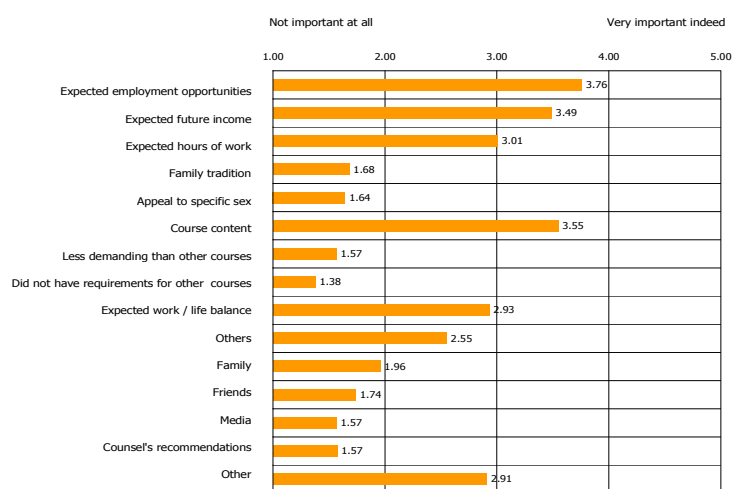


Table 125 – Influences in the Choice of Course Pursued across Respondent Groups (Mean Response)

		Expected employment opportunities	Expected future income	Expected hours of work	Family tradition	Appeal to specific sex	Course content	Less demanding than other courses	Did not have requirements for other courses	Expected work / life balance	Others	Family	Friends	Media	Course's recommendations	Other	
		Mean	Mean	Mean	Mean	Mean	Mean	Mean	Mean	Mean	Mean	Mean	Mean	Mean	Mean	Mean	
Gender	Male	3.83	3.56	2.81	1.84	1.57	3.40	1.75	1.33	2.52	2.38	1.85	1.71	1.52	1.65	2.50	
	Female	3.71	3.44	3.13	1.59	1.69	3.64	1.45	1.41	3.18	2.69	2.03	1.76	1.60	1.52	3.10	
Age	< 30 yrs	3.85	3.72	3.14	1.62	1.58	3.52	1.72	1.36	3.29	2.81	2.59	1.78	1.65	1.58	3.88	
	30 - 39 yrs	3.59	3.20	2.76	1.97	1.69	3.00	1.44	1.50	2.65	2.93	1.69	1.94	1.68	1.74	3.67	
	40 - 49 yrs	3.65	3.17	3.22	1.33	1.67	3.63	1.67	1.27	2.47	1.88	2.18	1.89	1.39	1.56	1.75	
	50+ yrs	3.38	3.13	2.43	1.00	2.00	3.43	1.00	1.29	2.13	1.00	1.57	1.00	1.00	1.00	4.00	
Highest Level of Qualification Attained	University Diploma or equivalent	3.29	3.18	2.78	1.56	2.06	3.38	1.27	1.27	2.07	1.27	1.64	1.29	1.00	1.07	2.50	
	University degree - Baccalaureate	3.84	3.62	3.06	1.69	1.56	3.56	1.57	1.26	3.22	2.74	2.01	1.75	1.68	1.71	2.81	
	University degree - Masters' level	3.50	3.33	3.15	1.72	1.50	3.68	1.70	1.84	2.75	2.88	1.76	2.11	1.53	1.31	2.60	
	University Doctoral	4.00	2.90	2.00	1.78	2.10	3.30	1.70	1.75	1.56	3.57	2.25	1.78	1.67	1.78	3.67	
Area of Study	Other	5.00	4.00	4.67	1.00	1.00	5.00	1.00	1.00	4.33	3.09	4.00	1.00	1.00	1.00	5.00	
	Arts	2.14	2.14	2.57	1.71	1.29	4.57	1.43	2.00	2.83	1.67	2.00	1.83	1.83	1.83	3.67	
	Education	3.79	3.68	3.59	1.61	2.10	3.90	1.80	1.27	3.15	3.00	2.03	1.37	1.33	1.45	2.82	
	Law	3.67	4.00	3.67	2.00	2.00	4.00	1.67	1.50	2.20	2.00	1.75	2.00	1.50	2.25	-	
	Managerial Sciences	4.11	4.03	3.08	1.69	1.50	3.37	1.46	1.21	3.19	2.50	1.94	1.83	1.53	1.50	2.25	
	Medicine & Healthcare	4.08	3.50	2.83	1.56	1.61	3.17	1.52	1.52	3.00	3.22	2.00	1.77	1.76	1.74	3.50	
	Science, Technology & Engineering	3.58	3.00	2.35	1.68	1.32	3.30	1.55	1.40	2.15	1.90	1.78	1.89	1.82	1.28	4.25	
	Social Sciences	3.80	3.00	3.00	1.25	1.25	4.50	1.75	1.40	3.25	2.00	1.00	1.25	1.00	1.50	1.00	
	Veterinary Sciences	4.00	3.00	3.00	3.00	5.00	1.00	1.00	1.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	
	Other	3.00	2.25	2.50	1.50	1.00	3.75	1.25	1.25	2.67	2.33	3.00	2.67	1.00	2.00	1.00	
	No. of Years since Completion	< 2 years	3.69	3.54	2.90	1.63	1.98	3.92	1.58	1.28	3.08	2.43	1.93	1.63	1.59	1.49	3.07
		2 - 5 yrs	3.88	3.52	3.28	2.24	1.52	3.00	2.10	1.47	2.95	2.83	2.20	2.65	2.00	1.78	3.86
		5 - 10 yrs	4.11	3.50	3.23	1.48	1.90	3.66	1.32	1.76	3.15	3.14	2.29	1.76	1.43	1.82	2.10
10 - 15 yrs		3.45	3.55	2.82	1.68	1.52	3.45	1.45	1.29	2.59	2.38	1.75	1.67	1.48	1.43	2.86	
15+ yrs		3.28	3.08	2.88	1.08	1.08	3.08	1.44	1.00	2.11	3.09	1.48	1.28	1.52	1.28	4.00	
Status	Married or living with partner	3.66	3.41	2.96	1.62	1.72	3.48	1.57	1.89	2.84	2.53	1.89	1.72	1.57	1.61	3.18	
	Separated or divorced and not living with partner	4.00	4.00	3.50	1.00	2.00	2.50	1.50	1.00	4.00	3.00	1.00	1.00	1.00	2.00	2.00	
	Widowed and not living with partner	5.00	5.00	5.00	1.00	4.00	5.00	1.00	3.00	3.00	3.00	5.00	1.00	1.00	1.00	1.00	
	Never married / single living with parents	3.94	3.60	3.02	1.79	1.43	3.67	1.49	1.12	3.06	2.71	2.02	1.69	1.46	1.51	2.40	
Caring Responsibilities	Never married / single living alone	3.00	2.50	2.50	1.25	1.50	4.00	1.50	2.60	2.50	1.00	1.75	2.20	2.00	1.25	3.00	
	Yes	3.76	3.60	3.33	1.81	1.84	3.27	1.47	1.49	3.08	3.00	2.30	1.93	1.56	1.53	2.69	
	No	3.79	3.47	2.89	1.67	1.55	3.78	1.69	1.34	2.96	2.51	1.94	1.70	1.62	1.66	2.71	
	1.00	3.71	3.32	3.24	1.78	1.96	3.50	1.25	1.45	3.13	3.57	2.32	1.90	1.50	1.40	2.57	
Variety of Caring Responsibilities at Home	2.00	3.83	3.88	3.54	1.87	1.48	3.25	1.54	1.41	3.25	2.60	2.33	2.00	1.62	1.55	3.00	
	3.00	4.00	3.67	2.17	1.25	2.75	2.80	1.83	2.00	1.33	1.00	1.33	1.33	2.00	-		
	Time Spent in Domestic Work on Average (Daily)	3.88	3.59	3.00	1.63	1.55	3.71	1.83	1.23	2.98	2.63	1.93	1.78	1.61	1.62	3.00	
	1 - 3 hrs	3.76	3.41	3.07	1.77	1.60	3.67	1.40	1.51	3.04	2.90	2.02	1.64	1.60	1.62	2.52	
Partner's Engagement in a Paid Job	3 - 5 hrs	3.58	3.64	3.08	1.50	2.25	3.64	1.50	1.64	2.90	3.33	2.25	2.10	1.11	1.11	2.00	
	5 - 7 hrs	5.00	4.00	5.00	1.00	2.00	1.00	1.00	-	5.00	-	5.00	5.00	5.00	5.00	-	
	7 - 9 hrs	-	-	4.00	1.00	1.00	1.00	1.00	1.00	-	1.00	-	1.00	1.00	1.00	5.00	
	> 9 hours	4.00	4.00	4.00	2.00	2.00	3.00	1.00	1.00	5.00	-	2.00	2.00	2.00	2.00	-	
	Yes	3.75	3.53	3.07	1.51	1.66	3.58	1.53	1.39	2.95	3.10	1.84	1.63	1.48	1.39	3.00	
Engagement in a paid job	No	3.40	2.93	2.29	2.00	1.75	2.93	1.64	1.31	2.57	1.55	1.83	1.85	2.08	2.00	3.17	
	Yes	3.81	3.52	3.05	1.71	1.66	3.52	1.58	1.39	2.95	2.65	2.00	1.75	1.57	1.58	2.76	
Job Occupied	No	3.10	3.00	2.11	1.20	1.40	4.10	1.22	1.25	2.70	1.33	1.56	1.67	1.60	1.50	5.00	
	Senior Manager/Officials, Large Business Owners, Directors	3.23	3.00	2.21	1.38	1.57	2.86	1.36	1.31	2.17	1.25	1.45	1.75	1.27	1.27	2.80	
	Professionals (Employed or Self Employed)	3.88	3.55	3.21	1.73	1.72	3.51	1.60	1.37	3.01	3.09	2.08	1.71	1.51	1.55	2.83	
	Associate Professionals & Technical	4.00	4.00	3.00	1.33	1.33	4.17	1.67	1.33	2.67	1.33	1.50	2.00	1.33	2.17	2.25	
	Clerical Employees	3.75	3.75	2.75	2.14	1.29	3.57	1.88	1.71	3.38	3.00	2.25	2.13	2.14	1.71	2.67	
	Skilled Agriculture & Fishery Workers	3.00	3.00	3.00	3.00	3.00	5.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	
	Crafts & Related Trades	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Elementary Occupations	5.00	3.00	1.00	1.00	1.00	5.00	1.00	1.00	4.00	1.00	1.00	1.00	1.00	5.00	1.00	
	Government organisation/department	3.69	3.20	2.95	1.79	1.79	3.29	1.63	1.55	2.73	2.71	2.23	1.82	1.67	1.64	3.09	
	Private company	3.88	4.06	3.38	1.84	1.31	3.29	1.87	1.43	3.07	2.00	1.44	1.53	1.56	1.13	1.50	
Employer Organisation	Publicly listed company	4.00	3.75	2.75	1.50	1.75	3.75	2.25	1.75	3.00	2.67	2.00	2.50	2.00	2.00	3.50	
	Private company/sole trader	3.91	3.81	3.41	1.86	1.77	3.53	1.50	1.22	3.50	2.75	2.21	1.78	1.35	1.47	1.80	
	Commercial partnership	4.00	4.00	2.50	2.00	2.00	3.67	1.50	1.50	2.67	2.00	2.50	2.00	2.50	3.50	-	
	Non-profit organisation	3.67	3.57	2.33	1.60	1.00	3.86	1.00	1.00	2.00	5.00	1.00	1.00	1.00	1.83	3.67	
Present Job	Full time	3.89	3.55	3.02	1.78	1.70	3.49	1.54	1.43	2.87	2.41	1.98	1.74	1.52	1.62	2.57	
	Full time (reduced hours)	3.57	3.43	3.25	1.50	1.38	3.38	1.63	1.83	2.88	3.33	2.83	2.17	1.83	1.00	3.00	
	Part time	3.27	3.47	3.60	1.53	1.67	3.50	2.00	1.00	3.47	3.86	1.79	1.64	1.50	1.64	3.33	

Of the respondents recalling an age when they started becoming interested in a particular academic path, 40.7% claimed to have started showing an interest in their particular path at an age between 11 and 16 years. Another 38.6% claimed to have developed an interest in their academic path at an age between 17 and 25 years. Responses relating to an interest in an academic path at a more mature age were more common among respondents who were:

- 40 years and over;
- qualified in science, technology & engineering and social sciences;
- with a partner not engaged in a paid job;
- employed as senior managers, large business owners and directors.

Table 126 – Recalled Start of Interest towards Academic Course (Frequency & % Response)

		Frequency	Valid Percent
Valid	Younger than 10 years	13	9.0
	11 and 16 years	59	40.7
	17 and 25 years	56	38.6
	26 years and older	17	11.7
	Total	145	100.0

A total of 206 respondents could not recall a valid answer

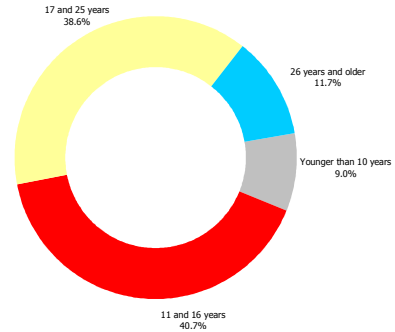


Table 127 – Analysis of Recalled Start of Interest towards Academic Course Across Respondent Groups (Frequency & % Response)

		At what age did your interest in the academic course you chose start?							
		Younger than 10 years		11 and 16 years		17 and 25 years		26 years and older	
		Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
Gender	Male	3	5.5%	21	38.2%	23	41.8%	8	14.5%
	Female	10	11.1%	38	42.7%	33	36.7%	9	10.0%
Age	< 30 yrs	4	6.3%	34	54.0%	24	38.1%	1	1.6%
	30 - 39 yrs	6	14.3%	15	35.7%	17	40.5%	4	9.5%
	40 - 49 yrs	2	9.5%	3	14.3%	9	42.9%	7	33.3%
	50+ yrs	0	.0%	5	55.6%	1	11.1%	3	33.3%
		0	.0%	6	33.3%	3	16.7%	9	50.0%
Highest Level of Qualification Attained	University Diploma or equivalent	9	10.1%	38	42.7%	35	39.3%	7	7.9%
	University degree - Baccalaureate	0	.0%	10	43.5%	12	52.2%	1	4.3%
	University degree - Masters' level	4	36.4%	4	36.4%	3	27.3%	0	.0%
	University Doctoral	0	.0%	1	33.3%	2	66.7%	0	.0%
	Other	0	.0%	0	.0%	0	.0%	0	.0%
	don't know	0	.0%	0	.0%	0	.0%	0	.0%
Area of Study	Arts	0	.0%	3	42.9%	4	57.1%	0	.0%
	Education	5	15.6%	8	25.0%	16	50.0%	3	9.4%
	Law	0	.0%	5	100.0%	0	.0%	0	.0%
	Managerial Sciences	1	2.6%	21	53.8%	13	33.3%	4	10.3%
	Medicine & Healthcare	6	20.0%	11	36.7%	12	40.0%	1	3.3%
	Science, Technology & Engineering	0	.0%	7	35.0%	9	45.0%	4	20.0%
	Social Sciences	0	.0%	1	25.0%	1	25.0%	2	50.0%
	Veterinary Sciences	0	.0%	3	100.0%	0	.0%	0	.0%
	Other	0	.0%	0	.0%	1	25.0%	3	75.0%
		4	8.2%	22	44.9%	19	38.8%	4	8.2%
No. of Years since Completion	< 2 years	2	7.7%	13	50.0%	9	34.6%	2	7.7%
	2 - 5 yrs	3	10.0%	11	36.7%	13	43.3%	3	10.0%
	5 - 10 yrs	2	9.5%	6	28.6%	10	47.6%	3	14.3%
	10 - 15 yrs	1	9.1%	4	36.4%	3	27.3%	3	27.3%
	15+ yrs	6	7.3%	28	34.1%	35	42.7%	13	15.9%
Status	Married or living with partner	1	50.0%	1	50.0%	0	.0%	0	.0%
	Separated or divorced and not living with partner	0	.0%	0	.0%	0	.0%	1	100.0%
	Widowed and not living with partner	6	11.8%	26	51.0%	17	33.3%	2	3.9%
	Never married / single living with parents	0	.0%	4	66.7%	1	16.7%	1	16.7%
Caring Responsibilities	Yes	5	9.1%	15	27.3%	25	45.5%	10	18.2%
	No	8	10.0%	38	47.5%	29	36.3%	5	6.3%
		1	3.8%	9	34.6%	10	38.5%	6	23.1%
Variety of Caring Responsibilities at Home	1	3	11.5%	7	26.9%	13	50.0%	3	11.5%
	2	1	16.7%	1	16.7%	3	50.0%	1	16.7%
	3	4	7.5%	25	47.2%	20	37.7%	4	7.5%
		7	11.7%	24	40.0%	22	36.7%	7	11.7%
Time Spent in Domestic Work on Average (Daily)	< 1hr	2	14.3%	3	21.4%	7	50.0%	2	14.3%
	1 - 3 hrs	0	.0%	0	.0%	1	100.0%	0	.0%
	3 - 5 hrs	0	.0%	0	.0%	1	100.0%	0	.0%
	5 - 7 hrs	0	.0%	0	.0%	1	100.0%	0	.0%
	7 - 9 hrs	0	.0%	0	.0%	1	100.0%	0	.0%
Partner's Engagement in a Paid Job	Yes	3	4.4%	25	36.8%	33	48.5%	7	10.3%
	No	3	18.8%	4	25.0%	2	12.5%	7	43.8%
Engagement in a paid job	Yes	13	9.8%	56	42.1%	49	36.8%	15	11.3%
	No	0	.0%	3	27.3%	6	54.5%	2	18.2%
Job Occupied	Senior Manager/Officials, Large Business Owners, Directors	0	.0%	5	33.3%	3	20.0%	7	46.7%
	Professionals (Employed or Self Employed)	12	12.0%	43	43.0%	40	40.0%	5	5.0%
	Associate Professionals & Technical	0	.0%	4	66.7%	1	16.7%	1	16.7%
	Clerical Employees	1	14.3%	2	28.6%	3	42.9%	1	14.3%
	Skilled Agriculture & Fishery Workers	0	.0%	0	.0%	1	100.0%	0	.0%
	Crafts & Related Trades	0	.0%	0	.0%	0	.0%	0	.0%
	Plant & Machine Operator, Assembly Workers	0	.0%	0	.0%	0	.0%	0	.0%
	Elementary Occupations	0	.0%	0	.0%	0	.0%	1	100.0%
	Never Engaged in Paid Work - House wife / Husband	0	.0%	0	.0%	0	.0%	0	.0%
		9	14.8%	18	29.5%	24	39.3%	10	16.4%
Employer Organisation	Government organisation/department	1	5.9%	8	47.1%	7	41.2%	1	5.9%
	Parastatal company	0	.0%	3	75.0%	1	25.0%	0	.0%
	Publicity listed company	3	7.9%	17	44.7%	16	42.1%	2	5.3%
	Private company/sole trader	0	.0%	3	100.0%	0	.0%	0	.0%
	Commercial partnership	0	.0%	5	71.4%	1	14.3%	1	14.3%
	Non-profit organisation	11	10.0%	46	41.8%	39	35.5%	14	12.7%
Present Job	Full time	0	.0%	1	14.3%	6	85.7%	0	.0%
	Full time (reduced hours)	2	13.3%	8	53.3%	5	33.3%	0	.0%
	Part time								

Overall, participants were satisfied with their past academic life experienced in attaining their highest qualification. Indeed, higher levels of satisfaction related to the contents of the course and training, albeit a shallower level of satisfaction prevailed in respect with the university or institutions' facilities that supported their studies along with the lecturers and the academic staff. An analysis of the responses (on a five point Likert type scaling) across respondent groups showed that:

- older respondents featured higher satisfaction than younger respondents towards the content of the course and training, the lecturers and academic staff together with the relevance of course contents with their job;
- respondents employed in senior manager business owners, directors and professional occupations were typically more satisfied than other respondents in relation to the opportunities for work after graduation and the relevance of the course with their job.

Table 128 – Summary of Satisfaction towards Academic Life (Mean & Median Response)

	Mean	Median	Std. Deviation	Minimum	Maximum
The contents of the course & training	3.65	4.00	.946	1	5
The lecturers & academic staff	3.31	3.00	1.022	1	5
The opportunities for work after graduation	3.52	4.00	1.328	1	5
The university / institution's facilities that supported your studies	3.19	3.00	1.126	1	5
The relevance of the course contents with your present/last job	3.32	3.00	1.216	1	5

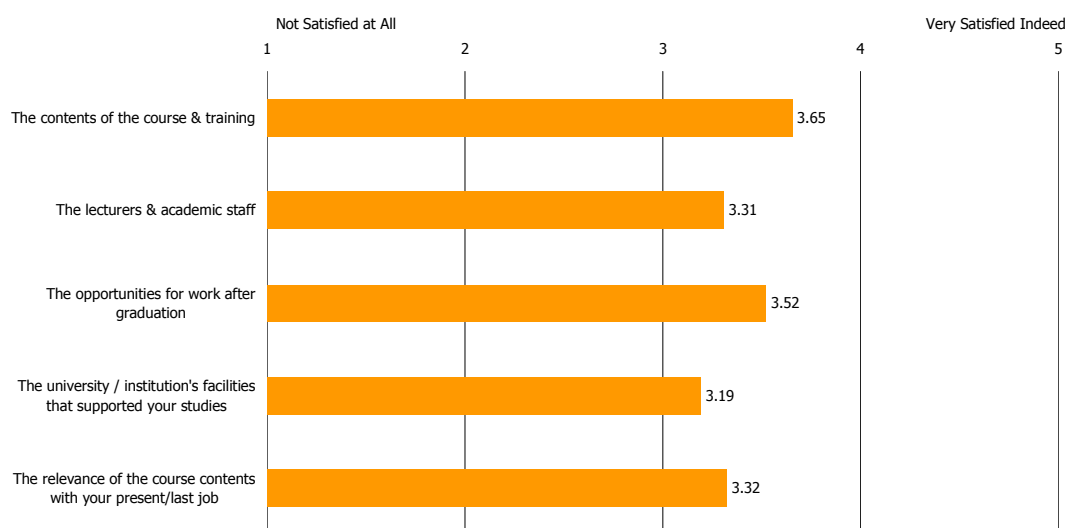


Table 129 – Analysis of Satisfaction towards Academic Life across Respondent Characteristics (Mean Response)

		The contents of the course & training	The lecturers & academic staff	The opportunities for work after graduation	The university / institution's facilities that supported your studies	The relevance of the course contents with your present/last job
		Mean	Mean	Mean	Mean	Mean
Gender	Male	3.58	3.22	3.39	3.23	3.29
	Female	3.79	3.41	3.65	3.21	3.40
Age	< 30 yrs	3.58	3.28	3.64	3.20	3.13
	30 - 39 yrs	3.54	3.15	3.78	3.02	3.41
	40 - 49 yrs	4.19	3.76	3.25	3.65	3.35
	50+ yrs	4.56	4.25	3.56	3.86	4.33
Highest Level of Qualification Attained	University Diploma or equivalent	3.94	3.61	3.50	3.25	3.64
	University degree - Baccalaureate	3.58	3.26	3.54	3.22	3.24
	University degree - Masters' level	3.78	3.59	3.22	3.27	3.35
	University Doctoral	4.00	3.09	4.36	3.00	3.82
	Other	4.67	3.33	3.67	3.33	4.00
Area of Study	Arts	4.00	3.67	2.57	3.17	3.14
	Education	3.82	3.38	3.53	3.30	3.34
	Law	3.00	3.00	3.20	2.80	3.20
	Managerial Sciences	3.67	3.28	3.41	3.10	3.34
	Medicine & Healthcare	3.59	3.03	4.07	2.88	3.48
	Science, Technology & Engineering	3.53	3.58	3.70	3.43	3.30
	Social Sciences	4.25	4.00	3.00	3.75	3.00
	Veterinary Sciences	4.33	3.00	4.00	4.00	4.00
	Other	4.25	4.00	3.00	3.75	3.50
No. of Years since Completion	< 2 years	3.66	3.38	3.42	3.20	3.09
	2 - 5 yrs	3.50	3.31	3.65	3.33	3.35
	5 - 10 yrs	4.07	3.30	3.72	3.45	3.79
	10 - 15 yrs	3.64	3.36	3.77	2.81	3.41
	15+ yrs	3.45	3.00	2.70	2.80	3.00
Status	Married or living with partner	3.79	3.48	3.58	3.28	3.47
	Separated or divorced and not living with partner	4.00	3.00	4.00	3.00	4.00
	Widowed and not living with partner	5.00	4.00	3.00	3.00	4.00
	Never married / single living with parents	3.57	3.13	3.57	3.23	3.14
	Never married / single living alone	4.00	3.67	2.67	2.50	3.33
Caring Responsibilities	Yes	3.82	3.53	3.63	3.15	3.46
	No	3.56	3.20	3.50	3.24	3.21
Variety of Caring Responsibilities at Home	1.00	3.84	3.32	3.79	3.20	3.54
	2.00	3.74	3.56	3.44	2.96	3.44
	3.00	4.33	4.17	3.50	3.80	3.33
Time Spent in Domestic Work on Average (Daily)	< 1 hr	3.60	3.11	3.63	3.25	3.26
	1 - 3 hrs	3.69	3.39	3.48	3.12	3.40
	3 - 5 hrs	4.21	3.93	3.77	3.62	3.54
	5 - 7 hrs	2.00	4.00	5.00	1.00	3.00
	7 - 9 hrs	4.00	3.00	5.00	4.00	5.00
	> 9 hours	3.00	3.00	4.00	2.00	3.00
Partner's Engagement in a Paid Job	Yes	3.82	3.36	3.57	3.26	3.44
	No	3.63	3.81	3.50	3.29	3.31
Engagement in a paid job	Yes	3.69	3.32	3.56	3.24	3.31
	No	3.91	3.64	3.40	2.90	4.11
Job Occupied	Senior Manager/Officials, Large Business Owners, Directors	3.93	3.80	3.53	3.73	3.40
	Professionals (Employed or Self Employed)	3.68	3.21	3.71	3.14	3.40
	Associate Professionals & Technical	3.67	4.00	3.50	3.67	3.50
	Clerical Employees	4.00	3.38	2.13	3.13	2.13
	Skilled Agriculture & Fishery Workers	3.00	3.00	3.00	3.00	3.00
	Crafts & Related Trades	.	.	.	.	.
	Elementary Occupations	2.00	4.00	1.00	2.00	1.00
Employer Organisation	Government organisation/department	3.73	3.27	3.61	3.28	3.43
	Parastatal company	3.65	3.41	3.88	3.29	3.06
	Publicity listed company	3.25	2.75	2.25	2.25	2.25
	Private company/sole trader	3.65	3.32	3.51	3.30	3.09
	Commercial partnership	3.33	3.00	4.67	3.00	4.67
	Non-profit organisation	4.00	3.43	3.86	3.00	3.86
Present Job	Full time	3.72	3.31	3.61	3.29	3.40
	Full time (reduced hours)	3.25	2.88	3.63	2.50	3.13
	Part time	3.80	3.60	3.27	3.33	2.86

4.7.2 Employment Prior to University Studies

A total of 68.3% of participants were not employed in gainful work prior to their undertaking of university studies. Employment prior to studies leading to their highest qualification prevailed amongst participants:

- aged 40 or older;
- with a diploma level of qualification;
- qualified in social sciences, science technology & engineering and managerial sciences;
- whose partner was not engaged in a paid job, and
- engaged in associate professional & technical occupations.

Table 130 – Summary of Employment Prior to University Studies (Frequency & % Response)

		Frequency	Valid Percent
Valid	Yes	112	31.9
	No	239	68.1
	Total	351	100.0



Table 131 – Analysis of Employment Prior to University Studies Across Respondent Groups (Frequency & % Response)

		Were you employed in gainful work/employment prior to your undertaking of university studies			
		Yes		No	
		Count	Row N %	Count	Row N %
Gender	Male	58	35.2%	107	64.8%
	Female	51	28.5%	128	71.5%
Age	< 30 yrs	30	22.9%	101	77.1%
	30 - 39 yrs	32	28.1%	82	71.9%
	40 - 49 yrs	24	39.3%	37	60.7%
	50+ yrs	12	60.0%	8	40.0%
Highest Level of Qualification Attained	University Diploma or equivalent	25	58.1%	18	41.9%
	University degree - Baccalaureate	60	29.4%	144	70.6%
	University degree - Masters' level	22	32.4%	46	67.6%
	University Doctoral	0	.0%	19	100.0%
	Other	1	14.3%	6	85.7%
Area of Study	Arts	4	36.4%	7	63.6%
	Education	25	27.8%	65	72.2%
	Law	0	.0%	9	100.0%
	Managerial Sciences	35	41.7%	49	58.3%
	Medicine & Healthcare	6	10.0%	54	90.0%
	Science, Technology & Engineering	28	46.7%	32	53.3%
	Social Sciences	4	57.1%	3	42.9%
	Veterinary Sciences	2	33.3%	4	66.7%
	Other	4	30.8%	9	69.2%
No. of Years since Completion	< 2 years	26	26.3%	73	73.7%
	2 - 5 yrs	26	43.3%	34	56.7%
	5 - 10 yrs	25	27.8%	65	72.2%
	10 - 15 yrs	17	37.0%	29	63.0%
	15+ yrs	9	30.0%	21	70.0%
Status	Married or living with partner	60	31.4%	131	68.6%
	Separated or divorced and not living with partner	1	50.0%	1	50.0%
	Widowed and not living with partner	1	100.0%	0	.0%
	Never married / single living with parents	36	28.6%	90	71.4%
	Never married / single living alone	11	52.4%	10	47.6%
Caring Responsibilities	Yes	56	37.3%	94	62.7%
	No	48	27.3%	128	72.7%
Variety of Caring Responsibilities at Home	1	30	39.5%	46	60.5%
	2	23	33.3%	46	66.7%
	3	5	50.0%	5	50.0%
Time Spent in Domestic Work on Average (Daily)	< 1hr	39	30.5%	89	69.5%
	1 - 3 hrs	46	33.6%	91	66.4%
	3 - 5 hrs	12	33.3%	24	66.7%
	5 - 7 hrs	1	12.5%	7	87.5%
	7 - 9 hrs	3	50.0%	3	50.0%
Partner's Engagement in a Paid Job	Yes	47	28.1%	120	71.9%
	No	18	52.9%	16	47.1%
Engagement in a paid job	Yes	106	32.1%	224	67.9%
	No	3	25.0%	9	75.0%
Job Occupied	Senior Manager/Officials, Large Business Owners, Directors	21	46.7%	24	53.3%
	Professionals (Employed or Self Employed)	61	26.1%	173	73.9%
	Associate Professionals & Technical	14	60.9%	9	39.1%
	Clerical Employees	7	38.9%	11	61.1%
	Skilled Agriculture & Fishery Workers	1	100.0%	0	.0%
	Crafts & Related Trades	0	.0%	1	100.0%
Employer Organisation	Government organisation/department	57	36.8%	98	63.2%
	Parastatal company	15	40.5%	22	59.5%
	Publicly listed company	6	35.3%	11	64.7%
	Private company/sole trader	19	21.6%	69	78.4%
	Commercial partnership	2	25.0%	6	75.0%
	Non-profit organisation	4	21.1%	15	78.9%
Present Job	Full time	98	33.3%	196	66.7%
	Full time (reduced hours)	2	18.2%	9	81.8%
	Part time	4	16.0%	21	84.0%

Among respondents employed prior to University studies, 43.1% were engaged in clerical occupations, while professional, associate professional & technical occupations featured among

15.6% and 14.7% respectively of participants who worked prior to embarking in University studies leading to their highest qualification. Another 11.9% of such participants were engaged in senior managerial occupations, whilst 11.9% occupied elementary roles prior to taking up academic studies leading to their highest qualification.

Table 132 – Level of Responsibility in Job Prior to Undertaking University Studies (Frequency & % Response)

		Frequency	Valid Percent
Valid	Senior Manager, Large Business Owners, Directors	13	11.9
	Professionals (Employed or Self Employed)	17	15.6
	Associate Professionals & Technical	16	14.7
	Clerical Employees	47	43.1
	Skilled Agriculture & Fishery Workers	1	.9
	Crafts & Related Trades	2	1.8
	Elementary Occupations	13	11.9
Total		109	100.0
Missing	Don't Know / No Answer	3	
	System	239	
	Total	242	
Total		351	

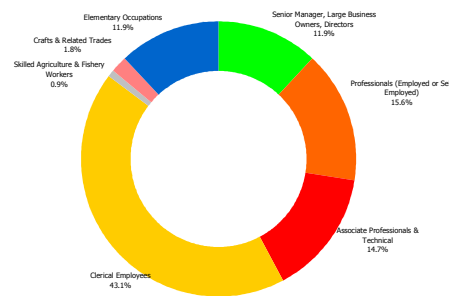


Table 133 – Analysis of Level of Responsibility in Job Prior to University Studies across Respondent Groups (Frequency & % Response)

		Which of the following describes best your level of responsibility in your job at that time													
		Senior Manager, Large Business Owners, High Rank		Professionals (Employed or Self Employed)		Associate Professionals & Technical		Clerical Employees		Skilled Agriculture & Fishery Workers		Crafts & Related Trades		Elementary Occupations	
		Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
Gender	Male	10	17.2%	8	13.8%	12	20.7%	20	34.5%	1	1.7%	2	3.4%	5	8.6%
	Female	3	5.9%	9	17.6%	4	7.8%	27	52.9%	0	.0%	0	0.0%	8	15.7%
Age	< 30 yrs	0	.0%	3	10.3%	2	6.9%	16	55.2%	0	.0%	0	.0%	8	27.6%
	30 - 39 yrs	2	5.9%	6	17.6%	5	14.7%	15	44.1%	1	2.9%	1	2.9%	4	11.8%
	40 - 49 yrs	5	20.8%	3	12.5%	7	28.2%	8	33.3%	0	.0%	1	4.2%	0	.0%
	50+ yrs	1	8.3%	4	33.3%	2	16.7%	5	41.7%	0	.0%	0	.0%	0	.0%
Highest Level of Qualification Attained	University Diploma or equivalent	8	29.6%	5	18.5%	6	22.2%	4	14.8%	0	.0%	1	3.7%	3	11.1%
	University degree - Baccalaureate	3	5.0%	8	13.3%	4	6.7%	35	58.3%	1	1.7%	0	0.0%	9	15.0%
	University degree - Masters' level	2	10.5%	3	15.8%	5	26.3%	7	36.8%	0	.0%	1	5.3%	1	5.3%
	Other	0	.0%	1	50.0%	0	.0%	1	50.0%	0	.0%	0	.0%	0	.0%
Area of Study	Arts	0	.0%	0	.0%	0	.0%	3	75.0%	0	.0%	1	25.0%	0	.0%
	Education	0	.0%	6	22.2%	3	11.1%	12	44.4%	1	3.7%	0	.0%	5	18.5%
	Management Sciences	8	23.5%	3	8.8%	6	17.6%	16	47.1%	0	.0%	0	.0%	1	2.9%
	Medicine & Healthcare	0	.0%	2	28.6%	1	14.3%	3	42.9%	0	.0%	0	.0%	1	14.3%
	Science, Technology & Engineering	2	8.0%	5	20.0%	4	16.0%	11	44.0%	0	.0%	0	.0%	3	12.0%
	Social Sciences	0	.0%	0	.0%	2	50.0%	1	25.0%	0	.0%	0	.0%	1	25.0%
	Veterinary Sciences	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%	2	100.0%
Other	3	75.0%	0	.0%	0	.0%	0	.0%	0	.0%	1	25.0%	0	.0%	
No. of Years since Completion	< 2 years	0	.0%	1	4.0%	6	24.0%	10	40.0%	0	.0%	2	8.0%	6	24.0%
	2 - 5 yrs	3	12.0%	4	16.0%	4	16.0%	10	40.0%	0	.0%	0	0.0%	4	16.0%
	5 - 10 yrs	3	11.1%	6	22.2%	3	11.1%	13	48.1%	1	3.7%	0	.0%	1	3.7%
	10 - 15 yrs	3	12.6%	4	23.5%	2	11.8%	8	47.1%	0	.0%	0	.0%	0	.0%
Status	15+ yrs	3	33.3%	1	11.1%	1	11.1%	4	44.4%	0	.0%	0	.0%	0	.0%
	Married or living with partner	11	17.2%	9	14.1%	11	17.2%	27	42.2%	1	1.6%	1	1.6%	4	6.3%
	Separated or divorced and not living with partner	0	.0%	0	.0%	0	.0%	1	100.0%	0	.0%	0	.0%	0	.0%
	Widowed and not living with partner	0	.0%	1	100.0%	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%
Caring Responsibilities	Never married / single living with parents	1	3.1%	4	12.5%	4	12.5%	14	43.8%	0	.0%	1	3.1%	8	25.0%
	Never married / single living alone	1	9.1%	3	27.3%	1	9.1%	5	45.5%	0	.0%	0	.0%	1	9.1%
	Yes	7	13.0%	4	7.4%	10	18.5%	26	48.1%	0	.0%	2	3.7%	5	9.3%
	No	5	10.4%	11	22.9%	6	12.5%	17	35.4%	1	2.1%	0	.0%	8	16.7%
Variety of Caring Responsibilities at Home	1	3	10.3%	2	6.9%	8	27.6%	13	44.8%	0	.0%	0	.0%	3	10.3%
	2	3	13.6%	2	9.1%	2	9.1%	11	50.0%	0	.0%	2	9.1%	2	9.1%
	3	1	20.0%	0	.0%	1	20.0%	3	60.0%	0	.0%	0	.0%	0	.0%
	< 1hr	1	2.6%	4	10.5%	8	21.1%	15	39.5%	1	2.6%	1	2.6%	8	21.1%
Time Spent in Domestic Work on Average (Daily)	1 - 3 hrs	5	10.6%	12	25.5%	7	14.9%	20	42.6%	0	.0%	0	.0%	3	6.4%
	3 - 5 hrs	4	33.3%	0	.0%	1	8.3%	5	41.7%	0	.0%	0	.0%	2	16.7%
	5 - 7 hrs	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%	1	100.0%	0	.0%
	7 - 9 hrs	0	.0%	0	.0%	0	.0%	3	100.0%	0	.0%	0	.0%	0	.0%
	> 9 hours	0	.0%	0	.0%	0	.0%	0	.0%	1	100.0%	0	.0%	0	.0%
	Partner's Engagement in a Paid Job	Yes	5	9.8%	8	15.7%	8	15.7%	27	52.9%	1	2.0%	0	.0%	2	3.9%
No	6	33.3%	1	5.6%	2	11.1%	4	22.2%	0	.0%	2	11.1%	3	16.7%	
Engagement in a paid job	Yes	12	11.4%	16	15.2%	15	14.3%	46	43.8%	1	1.0%	2	1.9%	13	12.4%
	No	1	25.0%	1	25.0%	1	25.0%	1	25.0%	0	.0%	0	.0%	0	.0%
Job Occupied	Senior Manager/Officials, Large Business Owners, Directors	11	57.9%	0	.0%	1	5.3%	7	36.8%	0	.0%	0	.0%	0	.0%
	Professionals (Employed or Self Employed)	0	.0%	13	21.0%	5	8.1%	30	48.4%	1	1.6%	1	1.6%	12	19.4%
	Associate Professionals & Technical	1	7.7%	1	7.7%	6	46.2%	4	30.8%	0	.0%	1	7.7%	0	.0%
	Clerical Employees	0	.0%	2	25.0%	2	25.0%	4	50.0%	0	.0%	0	.0%	0	.0%
	Skilled Agriculture & Fishery Workers	0	.0%	0	.0%	0	.0%	1	100.0%	0	.0%	0	.0%	0	.0%
	Elementary Occupations	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%	1	100.0%
	Parastatal company	1	6.7%	13	21.7%	6	10.0%	23	38.3%	1	1.7%	1	1.7%	9	15.0%
Employer Organisation	Government organisation/department	1	6.7%	1	6.7%	5	33.3%	6	40.0%	0	.0%	1	6.7%	1	6.7%
	Publicly listed company	3	42.9%	1	14.3%	1	14.3%	2	28.6%	0	.0%	0	.0%	0	.0%
	Private company/sole trader	1	7.1%	0	.0%	2	14.3%	10	71.4%	0	.0%	0	.0%	1	7.1%
	Commercial partnership	0	.0%	0	.0%	0	.0%	1	50.0%	0	.0%	0	.0%	1	50.0%
	Non-profit organisation	0	.0%	1	25.0%	0	.0%	3	75.0%	0	.0%	0	.0%	0	.0%
Present Job	Full time	12	12.4%	16	16.5%	14	14.4%	41	42.3%	1	1.0%	2	2.1%	11	11.3%
	Full time (reduced hours)	0	.0%	0	.0%	1	50.0%	1	50.0%	0	.0%	0	.0%	0	.0%
	Part time	0	.0%	0	.0%	0	.0%	3	75.0%	0	.0%	0	.0%	1	25.0%

In 41.1% of participants who were engaged in work prior to their university studies, the employer at the time was a private company or sole trader, while 37.5% were employed by a government organisation. Indeed, younger respondents having qualified in less than 5 years prior to this study were more likely to be employed with private companies, while older respondents were more likely to be employed with government organisations.

Table 134 – Summary of Employer Organisation pertaining to Respondent Employment prior to Studies (Frequency & % Response)

		Frequency	Valid Percent
Valid	Government organisation/ departament	42	37.5
	Parastatal company	13	11.6
	Publicity listed company	10	8.9
	Private company/sole tarder	46	41.1
	Non-profit organisation	1	.9
Total		112	100.0

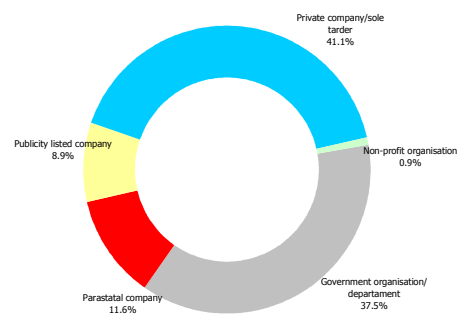


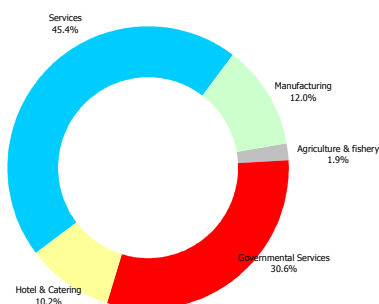
Table 135 – Analysis of Summary of Employer Organisation pertaining to Respondent Employment prior to Studies across Respondent Groups (Frequency & % Response)

		How can you describe the employer at that time									
		Government organisation/ department		Parastatal company		Publicity listed company		Private company/ sole trader		Non-profit organisation	
		Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
Gender	Male	21	35.6%	9	15.3%	8	13.6%	21	35.6%	0	.0%
	Female	21	39.6%	4	7.5%	2	3.8%	25	47.2%	1	1.9%
Age	< 30 yrs	5	15.6%	1	3.1%	3	9.4%	23	71.9%	0	.0%
	30 - 39 yrs	13	38.2%	6	17.6%	3	8.8%	12	35.3%	0	.0%
	40 - 49 yrs	10	41.7%	4	16.7%	3	12.5%	6	25.0%	1	4.2%
	50+ yrs	8	66.7%	2	16.7%	1	8.3%	1	8.3%	0	.0%
Highest Level of Qualification Attained	University Diploma or equivalent	16	59.3%	3	11.1%	2	7.4%	6	22.2%	0	.0%
	University degree - Baccalaureate	19	31.1%	8	13.1%	6	9.8%	27	44.3%	1	1.6%
	University degree - Masters' level	5	23.8%	2	9.5%	2	9.5%	12	57.1%	0	.0%
	Other	1	50.0%	0	.0%	0	.0%	1	50.0%	0	.0%
Area of Study	Arts	1	25.0%	0	.0%	0	.0%	3	75.0%	0	.0%
	Education	14	51.9%	2	7.4%	2	7.4%	9	33.3%	0	.0%
	Managerial Sciences	10	28.6%	3	8.6%	5	14.3%	17	48.6%	0	.0%
	Medicine & Healthcare	3	42.9%	1	14.3%	0	.0%	3	42.9%	0	.0%
	Science, Technology & Engineering	8	29.6%	7	25.9%	3	11.1%	8	29.6%	1	3.7%
	Social Sciences	1	25.0%	0	.0%	0	.0%	3	75.0%	0	.0%
	Veterinary Sciences	0	.0%	0	.0%	0	.0%	2	100.0%	0	.0%
	Other	4	100.0%	0	.0%	0	.0%	0	.0%	0	.0%
	No. of Years since Completion	< 2 years	4	15.4%	2	7.7%	2	7.7%	17	65.4%	1	3.8%
2 - 5 yrs		6	22.2%	4	14.8%	2	7.4%	15	55.6%	0	.0%
5 - 10 yrs		14	51.9%	1	3.7%	5	18.5%	7	25.9%	0	.0%
10 - 15 yrs		11	64.7%	4	23.5%	0	.0%	2	11.8%	0	.0%
15+ yrs		5	55.6%	2	22.2%	0	.0%	2	22.2%	0	.0%
Status		Married or living with partner	26	40.6%	8	12.5%	8	12.5%	21	32.8%	1	1.6%
	Separated or divorced and not living with partner	1	100.0%	0	.0%	0	.0%	0	.0%	0	.0%
	Widowed and not living with partner	1	100.0%	0	.0%	0	.0%	0	.0%	0	.0%
	Never married / single living with parents	9	25.7%	2	5.7%	2	5.7%	22	62.9%	0	.0%
	Never married / single living alone	5	45.5%	3	27.3%	0	.0%	3	27.3%	0	.0%
	Caring Responsibilities	Yes	20	36.4%	8	14.5%	5	9.1%	21	38.2%	1	1.8%
No		18	36.0%	5	10.0%	4	8.0%	23	46.0%	0	.0%
Variety of Caring Responsibilities at Home	1	11	36.7%	6	20.0%	4	13.3%	9	30.0%	0	.0%
	2	8	36.4%	2	9.1%	0	.0%	11	50.0%	1	4.5%
	3	3	60.0%	0	.0%	1	20.0%	1	20.0%	0	.0%
Time Spent in Domestic Work on Average (Daily)	< 1hr	10	25.6%	5	12.8%	3	7.7%	20	51.3%	1	2.6%
	1 - 3 hrs	21	42.9%	5	10.2%	5	10.2%	18	36.7%	0	.0%
	3 - 5 hrs	4	33.3%	2	16.7%	0	.0%	6	50.0%	0	.0%
	5 - 7 hrs	0	.0%	0	.0%	0	.0%	1	100.0%	0	.0%
	7 - 9 hrs	1	33.3%	1	33.3%	1	33.3%	0	.0%	0	.0%
	> 9 hours	0	.0%	0	.0%	0	.0%	1	100.0%	0	.0%
Partner's Engagement in a Paid Job	Yes	17	33.3%	9	17.6%	6	11.8%	18	35.3%	1	2.0%
	No	10	55.6%	0	.0%	2	11.1%	6	33.3%	0	.0%
Engagement in a paid job	Yes	40	37.0%	12	11.1%	10	9.3%	45	41.7%	1	.9%
	No	2	50.0%	1	25.0%	0	.0%	1	25.0%	0	.0%
Job Occupied	Senior Manager/Officials, Large Business Owners, Directors	10	50.0%	1	5.0%	5	25.0%	4	20.0%	0	.0%
	Professionals (Employed or Self Employed)	21	33.3%	6	9.5%	1	1.6%	34	54.0%	1	1.6%
	Associate Professionals & Technical	6	42.9%	3	21.4%	3	21.4%	2	14.3%	0	.0%
	Clerical Employees	3	37.5%	2	25.0%	1	12.5%	2	25.0%	0	.0%
	Skilled Agriculture & Fishery Workers	0	.0%	0	.0%	0	.0%	1	100.0%	0	.0%
	Elementary Occupations	0	.0%	0	.0%	0	.0%	1	100.0%	0	.0%
Employer Organisation	Government organisation/department	34	56.7%	4	6.7%	1	1.7%	21	35.0%	0	.0%
	Parastatal company	2	13.3%	4	26.7%	1	6.7%	8	53.3%	0	.0%
	Publicity listed company	1	14.3%	0	.0%	6	85.7%	0	.0%	0	.0%
	Private company/sole trader	2	11.8%	1	5.9%	1	5.9%	13	76.5%	0	.0%
	Commercial partnership	0	.0%	1	50.0%	0	.0%	1	50.0%	0	.0%
	Non-profit organisation	1	25.0%	1	25.0%	1	25.0%	0	.0%	1	25.0%
Present Job	Full time	39	39.0%	11	11.0%	9	9.0%	40	40.0%	1	1.0%
	Full time (reduced hours)	1	50.0%	0	.0%	0	.0%	1	50.0%	0	.0%
	Part time	0	.0%	1	25.0%	0	.0%	3	75.0%	0	.0%

Among research participants who were employed prior to their studying for their highest qualification, employers in commercial services sector featured as the more common employer (45.4% of cases). Another 30.6% of research participants who were employed prior to their studies were employed with an employer operating in the government services sector. The remaining respondents were employed by employers in the manufacturing (12.0%) and the hotel & catering sectors (10.2%). While no significant gender differences featured across respondent groups, a detailed analysis of such employers across respondent groups is set out in Table 137.

Table 136 – Sector of Activity (Frequency Response)

		Frequency	Valid Percent
Valid	Agriculture & fishery	2	1.9
	Governmental Services	33	30.6
	Hotel & Catering	11	10.2
	Services	49	45.4
	Manufacturing	13	12.0
Total		108	100.0



One respondent could not provide a valid answer

Table 137 – Sector of Activity by Respondent & Work Characteristics (Frequency & % Response)

		Sector of Activity										
		Agriculture & fishery		Governmental Services		Hotel & Catering		Services		Manufacturing		
		Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	
Gender	Male	2	3.4%	16	27.6%	7	12.1%	29	50.0%	4	6.9%	
	Female	0	.0%	17	34.0%	4	8.0%	20	40.0%	9	18.0%	
Age	< 30 yrs	0	.0%	3	9.4%	5	15.6%	16	50.0%	8	25.0%	
	30 - 39 yrs	1	2.9%	10	29.4%	4	11.8%	18	52.9%	1	2.9%	
	40 - 49 yrs	1	4.5%	8	36.4%	1	4.5%	12	54.5%	0	.0%	
	50+ yrs	0	.0%	8	66.7%	0	.0%	3	25.0%	1	8.3%	
	Highest Level of Qualification Attained	University Diploma or equivalent	0	.0%	14	53.8%	2	7.7%	7	26.9%	3	11.5%
	University degree - Baccalaureate	2	3.3%	13	21.7%	5	8.3%	31	51.7%	9	15.0%	
	University degree - Masters' level	0	.0%	4	21.1%	4	21.1%	10	52.6%	1	5.3%	
	Other	0	.0%	1	50.0%	0	.0%	1	50.0%	0	.0%	
Area of Study	Arts	0	.0%	1	25.0%	1	25.0%	2	50.0%	0	.0%	
	Education	1	3.8%	10	38.5%	2	7.7%	9	34.6%	4	15.4%	
	Managerial Sciences	1	3.0%	7	21.2%	2	6.1%	18	54.5%	5	15.2%	
	Medicine & Healthcare	0	.0%	3	50.0%	0	.0%	3	50.0%	0	.0%	
	Science, Technology & Engineering	0	.0%	6	22.2%	4	14.8%	14	51.9%	3	11.1%	
	Social Sciences	0	.0%	1	25.0%	0	.0%	2	50.0%	1	25.0%	
	Veterinary Sciences	0	.0%	0	.0%	2	100.0%	0	.0%	0	.0%	
	Other	0	.0%	4	100.0%	0	.0%	0	.0%	0	.0%	
	No. of Years since Completion	< 2 years	0	.0%	4	14.8%	2	7.4%	16	59.3%	5	18.5%
		2 - 5 yrs	0	.0%	4	16.0%	7	28.0%	12	48.0%	2	8.0%
5 - 10 yrs		2	8.3%	9	37.5%	0	.0%	10	41.7%	3	12.5%	
10 - 15 yrs		0	.0%	9	52.9%	0	.0%	6	35.3%	2	11.8%	
15+ yrs		0	.0%	5	55.6%	0	.0%	4	44.4%	0	.0%	
Status		Married or living with partner	2	3.2%	23	36.5%	3	4.8%	29	46.0%	6	9.5%
	Separated or divorced and not living with partner	0	.0%	1	100.0%	0	.0%	0	.0%	0	.0%	
	Widowed and not living with partner	0	.0%	1	100.0%	0	.0%	0	.0%	0	.0%	
	Never married / single living with parents	0	.0%	6	17.6%	7	20.6%	14	41.2%	7	20.6%	
	Never married / single living alone	0	.0%	2	22.2%	1	11.1%	6	66.7%	0	.0%	
Caring Responsibilities	Yes	1	1.9%	16	30.2%	7	13.2%	25	47.2%	4	7.5%	
	No	1	2.0%	13	26.5%	4	8.2%	23	46.9%	8	16.3%	
Variety of Caring Responsibilities at Home	1	1	3.6%	9	32.1%	3	10.7%	13	46.4%	2	7.1%	
	2	0	.0%	7	31.8%	4	18.2%	9	40.9%	2	9.1%	
	3	0	.0%	2	40.0%	0	.0%	3	60.0%	0	.0%	
	Time Spent in Domestic Work on Average (Daily)	< 1hr	1	2.6%	7	18.4%	5	13.2%	21	55.3%	4	10.5%
	1 - 3 hrs	1	2.1%	16	34.0%	4	8.5%	20	42.6%	6	12.8%	
	3 - 5 hrs	0	.0%	3	27.3%	1	9.1%	5	45.5%	2	18.2%	
	5 - 7 hrs	0	.0%	0	.0%	1	100.0%	0	.0%	0	.0%	
	7 - 9 hrs	0	.0%	0	.0%	0	.0%	3	100.0%	0	.0%	
Partner's Engagement in a Paid Job	Yes	2	4.1%	13	26.5%	1	2.0%	28	57.1%	5	10.2%	
	No	0	.0%	10	55.6%	3	16.7%	4	22.2%	1	5.6%	
Engagement in a paid job	Yes	2	1.9%	31	29.8%	11	10.6%	47	45.2%	13	12.5%	
	No	0	.0%	2	50.0%	0	.0%	2	50.0%	0	.0%	
Job Occupied	Senior Manager/Officials, Large Business Owners, Directors	0	.0%	10	50.0%	2	10.0%	6	30.0%	2	10.0%	
	Professionals (Employed) or Self Employed)	1	1.6%	16	26.2%	8	13.1%	27	44.3%	9	14.8%	
	Associate Professionals & Technical	0	.0%	3	25.0%	1	8.3%	8	66.7%	0	.0%	
	Clerical Employees	1	12.5%	2	25.0%	0	.0%	3	37.5%	2	25.0%	
	Skilled Agriculture & Fishery Workers	0	.0%	0	.0%	0	.0%	1	100.0%	0	.0%	
	Elementary Occupations	0	.0%	0	.0%	0	.0%	1	100.0%	0	.0%	
Employer Organisation	Government organisation/department	1	1.8%	28	49.1%	5	8.8%	18	31.6%	5	8.8%	
	Parastatal company	0	.0%	1	7.1%	2	14.3%	9	64.3%	2	14.3%	
	Publicly listed company	0	.0%	0	.0%	0	.0%	4	66.7%	2	33.3%	
	Private company/sole trader	1	5.9%	1	5.9%	4	23.5%	7	41.2%	4	23.5%	
	Commercial partnership	0	.0%	0	.0%	0	.0%	2	100.0%	0	.0%	
	Non-profit organisation	0	.0%	0	.0%	0	.0%	4	100.0%	0	.0%	
	Present Job	Full time	2	2.1%	30	31.6%	11	11.6%	40	42.1%	12	12.6%
	Full time (reduced hours)	0	.0%	0	.0%	0	.0%	2	100.0%	0	.0%	
	Part time	0	.0%	1	20.0%	0	.0%	3	60.0%	1	20.0%	

4.7.3 Work Basis

Of the respondents employed prior to their academic studies, 71.6% occupied a full-time job, 26.6% were employed on a part-time basis, while the remaining 1.8% were employed full time with reduced hours. Respondents who were less likely to be employed on a full time basis were younger graduates, having completed their studies in less than 5 years prior to this research, single and living with parents or respondents without care responsibilities at home.

Moreover, 65.1% of participants (employed prior to their studies) were employed on a permanent indefinite contract, while 20.8% and 14.2% were employed on a casual basis and a permanent fixed term contract respectively. Respondent groups who were more likely to be employed on a permanent indefinite contract (prior to their studies) included participants:

- aged 40 years and older;
- engaged in associate professional & technical occupations and senior managers, large business owners & directors.

Table 138 – Summary of Basis of Employment Prior to Academic Studies (Frequency & % Response)

		Frequency	Valid Percent
Valid	Full time	78	71.6
	Full time (reduced hours)	2	1.8
	Part time	29	26.6
	Total	109	100.0

A total of 3 respondents could not provide a valid answer



		Frequency	Valid Percent
Valid	Casual	22	20.8
	Permanent - Fixed term contract	15	14.2
	Permanent - Indefinite contract	69	65.1
	Total	106	100.0

A total of 6 respondents could not provide a valid answer

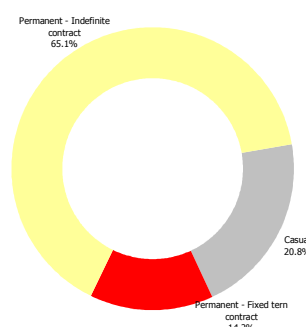


Table 139 – Analysis of Basis of Employment Prior to Academic Studies across Respondent Groups (Frequency & % Response)

		What was your main job then					
		Full time		Full time (reduced hours)		Part time	
		Count	Row N %	Count	Row N %	Count	Row N %
Gender	Male	45	77.6%	1	1.7%	12	20.7%
	Female	33	64.7%	1	2.0%	17	33.3%
Age	< 30 yrs	11	36.7%	1	3.3%	18	60.0%
	30 - 39 yrs	26	78.8%	0	.0%	7	21.2%
	40 - 49 yrs	23	95.8%	0	.0%	1	4.2%
	50+ yrs	12	100.0%	0	.0%	0	.0%
Highest Level of Qualification Attained	University Diploma or equivalent	21	80.8%	1	3.8%	4	15.4%
	University degree - Baccalaureate	40	65.6%	1	1.6%	20	32.8%
	University degree - Masters' level	14	73.7%	0	.0%	5	26.3%
	Other	2	100.0%	0	.0%	0	.0%
Area of Study	Arts	3	75.0%	0	.0%	1	25.0%
	Education	18	66.7%	0	.0%	9	33.3%
	Managerial Sciences	26	76.5%	1	2.9%	7	20.6%
	Medicine & Healthcare	3	50.0%	0	.0%	3	50.0%
	Science, Technology & Engineering	20	76.9%	0	.0%	6	23.1%
	Social Sciences	3	75.0%	0	.0%	1	25.0%
	Veterinary Sciences	0	.0%	0	.0%	2	100.0%
	Other	3	75.0%	1	25.0%	0	.0%
No. of Years since Completion	< 2 years	14	58.3%	0	.0%	10	41.7%
	2 - 5 yrs	15	55.6%	1	3.7%	11	40.7%
	5 - 10 yrs	21	80.8%	0	.0%	5	19.2%
	10 - 15 yrs	16	94.1%	1	5.9%	0	.0%
	15+ yrs	9	100.0%	0	.0%	0	.0%
Status	Married or living with partner	51	82.3%	1	1.6%	10	16.1%
	Separated or divorced and not living with partner	1	100.0%	0	.0%	0	.0%
	Widowed and not living with partner	1	100.0%	0	.0%	0	.0%
	Never married / single living with parents	15	44.1%	1	2.9%	18	52.9%
	Never married / single living alone	10	90.9%	0	.0%	1	9.1%
Caring Responsibilities	Yes	43	79.6%	2	3.7%	9	16.7%
	No	29	60.4%	0	.0%	19	39.6%
Variety of Caring Responsibilities at Home	1	23	79.3%	0	.0%	6	20.7%
	2	17	77.3%	2	9.1%	3	13.6%
	3	5	100.0%	0	.0%	0	.0%
Time Spent in Domestic Work on Average (Daily)	< 1hr	22	56.4%	0	.0%	17	43.6%
	1 - 3 hrs	34	72.3%	2	4.3%	11	23.4%
	3 - 5 hrs	10	90.9%	0	.0%	1	9.1%
	5 - 7 hrs	1	100.0%	0	.0%	0	.0%
	7 - 9 hrs	3	100.0%	0	.0%	0	.0%
	> 9 hours	1	100.0%	0	.0%	0	.0%
Partner's Engagement in a Paid Job	Yes	37	75.5%	1	2.0%	11	22.4%
	No	16	88.9%	0	.0%	2	11.1%
Engagement in a paid job	Yes	75	71.4%	1	1.0%	29	27.6%
	No	3	75.0%	1	25.0%	0	.0%
Job Occupied	Senior Manager/Officials, Large Business Owners, Directors	18	94.7%	0	.0%	1	5.3%
	Professionals (Employed or Self Employed)	36	59.0%	1	1.6%	24	39.3%
	Associate Professionals & Technical	13	92.9%	0	.0%	1	7.1%
	Clerical Employees	7	87.5%	0	.0%	1	12.5%
	Skilled Agriculture & Fishery Workers	0	.0%	0	.0%	1	100.0%
	Elementary Occupations	1	100.0%	0	.0%	0	.0%
Employer Organisation	Government organisation/department	44	75.9%	0	.0%	14	24.1%
	Parastatal company	10	66.7%	0	.0%	5	33.3%
	Publicity listed company	5	83.3%	0	.0%	1	16.7%
	Private company/sole trader	9	52.9%	1	5.9%	7	41.2%
	Commercial partnership	1	50.0%	0	.0%	1	50.0%
	Non-profit organisation	4	100.0%	0	.0%	0	.0%
Present Job	Full time	69	71.1%	1	1.0%	27	27.8%
	Full time (reduced hours)	1	50.0%	0	.0%	1	50.0%
	Part time	3	75.0%	0	.0%	1	25.0%

Table 140 – Analysis of Basis of Engagement (prior to undertaking of studies) across Respondent Groups (Frequency & % Response)

		What was the basis of your engagement then					
		Casual		Permanent - Fixed term contract		Permanent - Indefinite contract	
		Count	Row N %	Count	Row N %	Count	Row N %
Gender	Male	10	17.5%	9	15.8%	38	66.7%
	Female	12	24.5%	6	12.2%	31	63.3%
Age	< 30 yrs	9	32.1%	9	32.1%	10	35.7%
	30 - 39 yrs	8	23.5%	1	2.9%	25	73.5%
	40 - 49 yrs	2	8.7%	2	8.7%	19	82.6%
	50+ yrs	0	.0%	2	18.2%	9	81.8%
Highest Level of Qualification Attained	University Diploma or equivalent	3	12.5%	1	4.2%	20	83.3%
	University degree - Baccalaureate	17	28.8%	12	20.3%	30	50.8%
	University degree - Masters' level	2	10.0%	2	10.0%	16	80.0%
	Other	0	.0%	0	.0%	2	100.0%
Area of Study	Arts	0	.0%	1	25.0%	3	75.0%
	Education	6	23.1%	3	11.5%	17	65.4%
	Managerial Sciences	7	21.2%	6	18.2%	20	60.6%
	Medicine & Healthcare	2	40.0%	0	.0%	3	60.0%
	Science, Technology & Engineering	5	19.2%	4	15.4%	17	65.4%
	Social Sciences	0	.0%	0	.0%	4	100.0%
	Veterinary Sciences	2	100.0%	0	.0%	0	.0%
	Other	0	.0%	1	25.0%	3	75.0%
No. of Years since Completion	< 2 years	6	25.0%	4	16.7%	14	58.3%
	2 - 5 yrs	7	26.9%	6	23.1%	13	50.0%
	5 - 10 yrs	6	24.0%	1	4.0%	18	72.0%
	10 - 15 yrs	0	.0%	2	11.8%	15	88.2%
	15+ yrs	1	12.5%	0	.0%	7	87.5%
Status	Married or living with partner	10	16.4%	8	13.1%	43	70.5%
	Separated or divorced and not living with partner	0	.0%	0	.0%	1	100.0%
	Widowed and not living with partner	0	.0%	0	.0%	1	100.0%
	Never married / single living with parents	11	34.4%	5	15.6%	16	50.0%
	Never married / single living alone	1	9.1%	2	18.2%	8	72.7%
Caring Responsibilities	Yes	11	20.4%	6	11.1%	37	68.5%
	No	11	23.4%	8	17.0%	28	59.6%
Variety of Caring Responsibilities at Home	1	6	20.7%	1	3.4%	22	75.9%
	2	5	22.7%	5	22.7%	12	54.5%
	3	0	.0%	1	20.0%	4	80.0%
Time Spent in Domestic Work on Average (Daily)	< 1hr	11	29.7%	3	8.1%	23	62.2%
	1 - 3 hrs	8	17.0%	9	19.1%	30	63.8%
	3 - 5 hrs	2	18.2%	0	.0%	9	81.8%
	5 - 7 hrs	0	.0%	0	.0%	1	100.0%
	7 - 9 hrs	1	33.3%	1	33.3%	1	33.3%
	> 9 hours	0	.0%	1	100.0%	0	.0%
Partner's Engagement in a Paid Job	Yes	10	21.3%	7	14.9%	30	63.8%
	No	2	11.1%	2	11.1%	14	77.8%
Engagement in a paid job	Yes	22	21.4%	15	14.6%	66	64.1%
	No	0	.0%	0	.0%	3	100.0%
Job Occupied	Senior Manager/Officials, Large Business Owners, Directors	1	5.0%	2	10.0%	17	85.0%
	Professionals (Employed or Self Employed)	20	33.3%	9	15.0%	31	51.7%
	Associate Professionals & Technical	0	.0%	1	7.7%	12	92.3%
	Clerical Employees	1	14.3%	1	14.3%	5	71.4%
	Skilled Agriculture & Fishery Workers	0	.0%	0	.0%	1	100.0%
	Elementary Occupations	0	.0%	1	100.0%	0	.0%
Employer Organisation	Government organisation/department	10	17.5%	6	10.5%	41	71.9%
	Parastatal company	3	21.4%	3	21.4%	8	57.1%
	Publicity listed company	1	14.3%	1	14.3%	5	71.4%
	Private company/sole trader	6	37.5%	3	18.8%	7	43.8%
	Commercial partnership	1	50.0%	0	.0%	1	50.0%
	Non-profit organisation	0	.0%	1	25.0%	3	75.0%
Present Job	Full time	21	21.9%	11	11.5%	64	66.7%
	Full time (reduced hours)	0	.0%	1	50.0%	1	50.0%
	Part time	1	25.0%	2	50.0%	1	25.0%

4.7.4 Employment Period

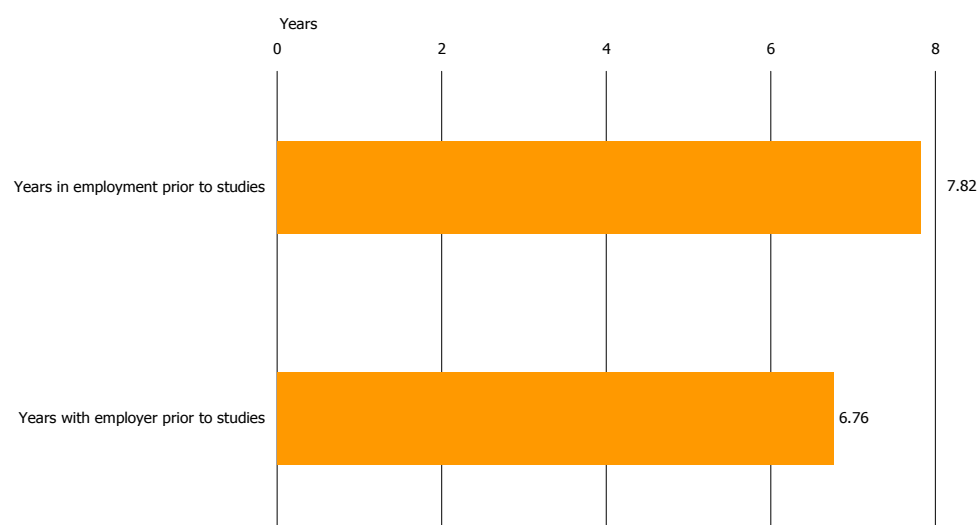
Respondents who were employed prior to starting their studies were employed for an average (mean response) of 7.8 years (median = 3 years) and had been with their employer for an average (mean response) of 6.8 years (median = 2 years).

Among such research participants, male graduates typically featured longer employment periods before starting their studies – contrasting against their female counterparts. While female respondents worked for an average of 5 years, males worked for 10 years prior to commencing their studies. Moreover, while female respondents had been with their employer for an average of 4.3 years, males had been for 8.6 years prior to commencing their studies. An analysis of such employment periods across respondent groups shows that:

- while a shorter period of work featured among female respondents (who were employed prior to their studies) across all age groups, the number of years in employment prior to commencement of studies increased as age increased for both male and female respondents;
- the gender disparities narrowed for higher levels of qualifications, particularly among respondents featuring a Masters degree;
- participants who were married or living with their partner featured the longer intervals at work prior to starting of studies..

Table 141 – Summary of Employment Period & Time Spent with Employer Prior to Studies (Mean & Median Response)

	Mean	Median	Std. Deviation	Minimum	Maximum
Years in employment prior to studies	7.8167	3.0000	8.47255	.08	36.00
Years with employer prior to studies	6.7637	2.0000	8.73404	.08	36.00



**Table 142 – Analysis of Employment Period Prior to Studies across Respondent Groups
(Mean and Median Response)**

		How long had you been employed before starting your studies?					
		Overall		Male		Female	
		Mean	Median	Mean	Median	Mean	Median
Gender	Male	10.12	10.00	10.12	10.00	.	.
	Female	5.08	2.00	.	.	5.08	2.00
Age	< 30 yrs	1.69	1.00	2.25	1.17	1.44	0.96
	30 - 39 yrs	7.02	5.00	8.37	10.00	4.45	2.00
	40 - 49 yrs	12.53	11.00	14.93	15.83	9.58	8.00
	50+ yrs	11.14	11.00	11.67	11.00	9.54	9.54
Highest Level of Qualification Attained	University Diploma or equivalent	13.13	15.00	14.23	15.00	10.95	11.67
	University degree - Baccalaureate	5.40	2.00	7.94	3.00	3.16	1.00
	University degree - Masters' level	6.79	4.58	7.28	8.50	6.19	2.50
	University Doctoral	.	.	.	.	.	.
	Other	13.50	13.50	13.50	13.50	.	.
Area of Study	Arts	7.08	7.08	.	.	7.08	7.08
	Education	5.97	2.00	9.43	5.00	3.49	0.79
	Law	.	.	.	.	.	.
	Managerial Sciences	7.31	3.50	9.64	10.00	3.30	2.00
	Medicine & Healthcare	9.20	5.00	3.04	3.04	13.31	11.67
	Science, Technology & Engineering	9.65	10.00	12.29	13.04	4.38	2.00
	Social Sciences	8.90	9.08	.	.	8.90	9.08
	Veterinary Sciences	0.75	0.75	0.75	0.75	.	.
	Other	15.67	10.00	18.50	18.50	10.00	10.00
No. of Years since Completion	< 2 years	3.62	2.00	4.19	1.58	3.24	2.00
	2 - 5 yrs	8.15	7.00	9.45	10.00	6.04	4.21
	5 - 10 yrs	8.04	4.58	9.95	11.00	5.28	0.92
	10 - 15 yrs	11.28	10.00	15.59	20.08	6.43	5.00
	15+ yrs	12.75	15.00	16.79	15.00	7.36	5.00
Status	Married or living with partner	10.09	10.00	12.88	11.08	6.16	2.00
	Separated or divorced and not living with partner	0.67	0.67	.	.	0.67	0.67
	Widowed and not living with partner	0.08	0.08	.	.	0.08	0.08
	Never married / single living with parents	4.97	2.00	5.96	1.21	3.90	2.00
	Never married / single living alone	4.99	3.00	4.68	2.00	5.38	5.50
Caring Responsibilities	Yes	8.33	4.08	10.62	10.13	5.85	2.00
	No	6.83	2.00	9.01	6.00	4.00	1.58
Variety of Caring Responsibilities at Home	1	10.01	5.00	13.68	11.04	5.49	2.00
	2	6.76	1.67	7.13	1.33	6.40	2.00
	3	9.80	10.67	12.56	10.67	5.67	5.67
Time Spent in Domestic Work on Average (Daily)	< 1hr	6.45	2.25	7.33	3.00	4.77	2.00
	1 - 3 hrs	8.24	5.92	11.03	10.50	5.18	1.29
	3 - 5 hrs	9.10	2.00	23.33	23.33	5.54	2.00
	5 - 7 hrs	.	.	.	.	.	.
	> 9 hours	6.03	5.00	6.54	6.54	5.00	5.00
Partner's Engagement in a Paid Job	Yes	8.38	7.00	10.96	10.67	6.16	2.00
	No	13.20	14.00	13.20	14.00	.	.
Engagement in a paid job	Yes	7.76	3.00	10.12	10.00	4.66	2.00
	No	10.47	10.00	.	.	10.47	10.00
Job Occupied	Senior Manager/Officials, Large Business Owners, Directors	15.22	15.00	16.49	15.00	6.96	6.96
	Professionals (Employed or Self Employed)	3.97	1.58	4.27	2.25	3.76	1.00
	Associate Professionals & Technical	13.15	14.00	13.59	13.00	11.67	14.00
	Clerical Employees	14.35	20.00	20.06	20.08	5.79	5.79
	Skilled Agriculture & Fishery Workers	.	.	.	.	.	.
	Crafts & Related Trades	.	.	.	.	.	.
	Plant & Machine Operator, Assembly Workers	.	.	.	.	.	.
	Elementary Occupations	1.17	1.17	1.17	1.17	.	.
	Never Engaged in Paid Work - House wife / Husband	.	.	.	.	.	.
	Government organisation/department	8.35	4.08	11.53	10.67	4.27	0.92
Employer Organisation	Parastatal company	9.51	4.00	10.13	5.00	8.65	3.00
	Publicity listed company	9.97	11.00	9.97	11.00	.	.
	Private company/sole trader	6.77	2.00	9.13	10.00	4.40	2.00
	Commercial partnership	0.50	0.50	.	.	0.50	0.50
	Non-profit organisation	4.81	4.50	4.50	4.50	5.13	5.13
	Present Job	8.23	4.17	10.51	10.13	4.90	2.00
Present Job	Full time	8.23	4.17	10.51	10.13	4.90	2.00
	Full time (reduced hours)	5.67	5.67	0.33	0.33	11.00	11.00
	Part time	1.10	0.83	.	.	1.10	0.83

Table 143 – Analysis of Employment Duration with Employer Prior to Studies across Respondent Groups (Mean and Median Response)

		How long had you been with this employer before starting your studies?					
		Overall		Male		Female	
		Mean	Median	Mean	Median	Mean	Median
Gender	Male	8.55	3.17	8.55	3.17	.	.
	Female	4.33	1.54	.	.	4.33	1.54
Age	< 30 yrs	1.67	0.96	2.23	1.00	1.41	0.92
	30 - 39 yrs	6.17	2.75	7.44	3.00	3.74	1.50
	40 - 49 yrs	8.95	5.00	8.99	5.00	8.91	6.50
	50+ yrs	10.26	10.00	10.50	10.00	9.54	9.54
Highest Level of Qualification Attained	University Diploma or equivalent	12.41	8.04	13.61	5.54	9.61	10.83
	University degree - Baccalaureate	4.80	1.58	7.37	2.75	2.54	1.00
	University degree - Masters' level	5.18	3.00	4.38	3.33	6.21	2.00
	University Doctoral	.	.	.	.	.	.
	Other	9.00	9.00	9.00	9.00	.	.
Area of Study	Arts	1.50	1.50	.	.	1.50	1.50
	Education	4.99	1.00	7.00	3.00	3.44	0.67
	Law	.	.	.	.	.	.
	Managerial Sciences	7.02	2.00	9.96	3.17	1.73	1.42
	Medicine & Healthcare	8.83	5.00	3.04	3.04	12.69	11.67
	Science, Technology & Engineering	6.75	5.00	8.72	6.08	3.10	2.00
	Social Sciences	10.47	14.00	.	.	10.47	14.00
	Veterinary Sciences	0.75	0.75	0.75	0.75	.	.
	Other	15.67	10.00	18.50	18.50	10.00	10.00
No. of Years since Completion	< 2 years	2.32	2.00	2.04	1.50	2.53	2.00
	2 - 5 yrs	4.72	1.79	5.44	3.00	3.39	1.50
	5 - 10 yrs	6.55	3.00	7.64	7.17	4.91	0.71
	10 - 15 yrs	10.43	9.00	14.44	19.92	6.43	5.00
	15+ yrs	17.89	16.42	25.79	33.00	7.36	5.00
Status	Married or living with partner	8.37	3.00	10.39	4.50	5.47	1.50
	Separated or divorced and not living with partner	0.67	0.67	.	.	0.67	0.67
	Widowed and not living with partner	0.08	0.08	.	.	0.08	0.08
	Never married / single living with parents	4.37	1.17	5.78	1.08	2.70	2.00
	Never married / single living alone	4.74	3.00	4.68	2.00	4.81	5.50
Caring Responsibilities	Yes	6.88	3.00	8.23	4.00	5.35	1.75
	No	6.18	2.00	8.65	2.50	2.93	1.29
Variety of Caring Responsibilities at Home	1	7.81	3.00	9.69	5.00	5.26	2.00
	2	5.50	1.63	5.59	2.00	5.40	1.00
	3	8.33	7.00	10.11	7.00	5.67	5.67
Time Spent in Domestic Work on Average (Daily)	< 1hr	4.69	1.17	5.21	1.83	3.75	1.00
	1 - 3 hrs	6.49	2.50	7.99	4.00	4.84	1.00
	3 - 5 hrs	7.83	2.00	19.67	19.67	3.89	2.00
	5 - 7 hrs	.	.	.	.	.	.
	7 - 9 hrs	6.03	5.00	6.54	6.54	5.00	5.00
Partner's Engagement in a Paid Job	Yes	6.04	2.00	6.67	3.33	5.47	1.50
	No	14.34	4.00	14.34	4.00	.	.
Engagement in a paid job	Yes	6.55	2.00	8.55	3.17	3.80	1.00
	No	10.47	10.00	.	.	10.47	10.00
Job Occupied	Senior Manager/Officials, Large Business Owners, Directors	15.99	15.00	17.81	15.83	4.17	4.17
	Professionals (Employed or Self Employed)	3.24	1.21	3.07	2.00	3.35	1.00
	Associate Professionals & Technical	6.22	5.00	5.82	5.00	8.00	8.00
	Clerical Employees	14.35	20.00	20.06	20.08	5.79	5.79
	Skilled Agriculture & Fishery Workers	.	.	.	.	.	.
	Crafts & Related Trades	.	.	.	.	.	.
	Plant & Machine Operator, Assembly Workers	.	.	.	.	.	.
	Elementary Occupations	1.00	1.00	1.00	1.00	.	.
	Never Engaged in Paid Work - House wife / Husband	.	.	.	.	.	.
Employer Organisation	Government organisation/department	7.78	2.00	11.21	3.17	3.09	0.83
	Parastatal company	5.21	3.00	2.65	2.67	8.28	3.00
	Publicity listed company	8.57	11.00	8.57	11.00	.	.
	Private company/sole trader	6.07	2.00	7.15	4.00	4.81	2.00
	Commercial partnership	0.50	0.50	.	.	0.50	0.50
	Non-profit organisation	2.56	1.50	4.50	4.50	0.63	0.63
Present Job	Full time	6.87	2.00	8.89	3.67	3.86	1.50
	Full time (reduced hours)	5.67	5.67	0.33	0.33	11.00	11.00
	Part time	0.81	0.83	.	.	0.81	0.83

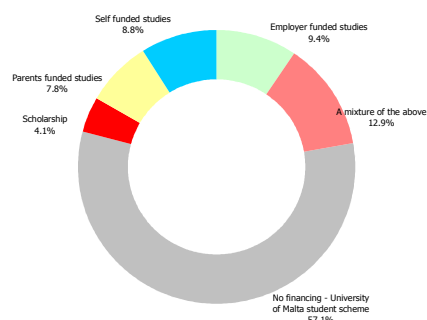
4.7.5 Financing of Studies

Just over 57% of the research participants claimed to have received no financing in attaining their highest qualification, taking advantage of the student scheme operated by the University of Malta. In 9.4%, 8.8% and 7.8% of the cases, the studies were funded by either the employer, self-funded or parents funded studies respectively, while only 4.1% studied following the award of a scholarship. A remaining 12.9% of the participants funded their studies through a mixture of the above.

Self and employer funding tended to be a more common feature among male respondents (as opposed to their female counterparts). Self and employer funding also tended to be a more common feature among participants aged 30 years and over or participants holding a diploma or Masters qualification, or single participants living alone or participants living with a partner who is not engaged in a paid job. Such forms of funding were also more common among participants engaged in clerical or managerial occupations.

Table 144 – Summary of Financing of Studies (Frequency & % Response)

		Frequency	Valid Percent
Valid	No financing - University of Malta student scheme	182	57.1
	Scholarship	13	4.1
	Parents funded studies	25	7.8
	Self funded studies	28	8.8
	Employer funded studies	30	9.4
	A mixture of the above	41	12.9
	Total	319	100.0



A total of 32 respondents provided an invalid response

Table 145 – Analysis of Financing of Studies across Respondent Groups (Frequency & % Response)

		How were your studies financed											
		No financing - University of Malta student scheme		Scholarship		Parents funded studies		Self funded studies		Employer funded studies		A mixture of the above	
		Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
Gender	Male	82	51.3%	12	7.5%	12	7.5%	17	10.6%	20	12.5%	17	10.6%
	Female	100	62.9%	1	.6%	13	8.2%	11	6.9%	10	6.3%	24	15.1%
Age	< 30 yrs	92	74.8%	2	1.6%	9	7.3%	3	2.4%	2	1.6%	15	12.2%
	30 - 39 yrs	61	58.7%	5	4.8%	8	7.7%	11	10.6%	5	4.8%	14	13.5%
	40 - 49 yrs	18	31.0%	4	6.9%	5	8.6%	6	10.3%	15	25.9%	10	17.2%
	50+ yrs	3	17.6%	1	5.9%	2	11.8%	5	29.4%	4	23.5%	2	11.8%
Highest Level of Qualification Attained	University Diploma or equivalent	14	34.1%	2	4.9%	2	4.9%	5	12.2%	15	36.6%	3	7.3%
	University degree - Baccalaureate	129	68.3%	3	1.6%	15	7.9%	11	5.8%	11	5.8%	20	10.6%
	University degree - Masters' level	28	42.4%	6	9.1%	7	10.6%	10	15.2%	2	3.0%	13	19.7%
	University Doctoral	7	46.7%	1	6.7%	1	6.7%	0	.0%	2	13.3%	4	26.7%
Area of Study	Other	3	50.0%	0	.0%	0	.0%	2	33.3%	0	.0%	1	16.7%
	Arts	6	54.5%	1	9.1%	3	27.3%	1	9.1%	0	.0%	0	.0%
	Education	55	61.1%	3	3.3%	5	5.6%	6	6.7%	3	3.3%	18	20.0%
	Law	5	55.6%	0	.0%	1	11.1%	0	.0%	2	22.2%	1	11.1%
	Managerial Sciences	43	58.9%	3	4.1%	3	4.1%	9	12.3%	8	11.0%	7	9.6%
	Medicine & Healthcare	36	72.0%	0	.0%	5	10.0%	1	2.0%	2	4.0%	6	12.0%
	Science, Technology & Engineering	24	43.6%	3	5.5%	7	12.7%	5	9.1%	10	18.2%	6	10.9%
	Social Sciences	5	71.4%	0	.0%	0	.0%	2	28.6%	0	.0%	0	.0%
	Veterinary Sciences	0	.0%	3	50.0%	1	16.7%	0	.0%	1	16.7%	1	16.7%
	Other	5	38.5%	0	.0%	0	.0%	2	15.4%	4	30.8%	2	15.4%
	No. of Years since Completion	< 2 years	56	60.9%	3	3.3%	8	8.7%	7	7.6%	6	6.5%	12	13.0%
2 - 5 yrs		30	52.6%	2	3.5%	2	3.5%	6	10.5%	6	10.5%	11	19.3%
5 - 10 yrs		51	60.7%	6	7.1%	7	8.3%	6	7.1%	4	4.8%	10	11.9%
10 - 15 yrs		25	61.0%	0	.0%	1	2.4%	4	9.8%	5	12.2%	6	14.6%
15+ yrs		11	36.7%	2	6.7%	5	16.7%	2	6.7%	8	26.7%	2	6.7%
Status	Married or living with partner	91	50.3%	7	3.9%	14	7.7%	19	10.5%	24	13.3%	26	14.4%
	Separated or divorced and not living with partner	1	50.0%	0	.0%	0	.0%	0	.0%	0	.0%	1	50.0%
	Widowed and not living with partner	1	100.0%	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%
	Never married / single living with parents	80	71.4%	3	2.7%	9	8.0%	3	2.7%	5	4.5%	12	10.7%
	Never married / single living alone	7	33.3%	3	14.3%	2	9.5%	6	28.6%	1	4.8%	2	9.5%
Caring Responsibilities	No	72	51.4%	6	4.3%	8	5.7%	15	10.7%	19	13.6%	20	14.3%
	Yes	103	63.6%	6	3.7%	13	8.0%	12	7.4%	8	4.9%	20	12.3%
	Yes	41	56.0%	3	4.2%	3	4.2%	5	6.9%	11	15.3%	9	12.5%
Variety of Caring Responsibilities at Home	1	29	46.0%	4	6.3%	6	9.5%	8	12.7%	5	7.9%	11	17.5%
	2	4	44.4%	0	.0%	0	.0%	1	11.1%	3	33.3%	1	11.1%
	3	75	61.0%	7	5.7%	10	8.1%	7	5.7%	8	6.5%	16	13.0%
Time Spent in Domestic Work on Average (Daily)	< 1hr	69	53.5%	4	3.1%	9	7.0%	13	10.1%	14	10.9%	20	15.5%
	1 - 3 hrs	17	56.7%	0	.0%	2	6.7%	4	13.3%	3	10.0%	4	13.3%
	3 - 5 hrs	6	75.0%	0	.0%	0	.0%	2	25.0%	0	.0%	0	.0%
	5 - 7 hrs	4	57.1%	1	14.3%	0	.0%	0	.0%	2	28.6%	0	.0%
	> 9 hours	3	100.0%	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%
Partner's Engagement in a Paid Job	Yes	86	54.4%	5	3.2%	14	8.9%	14	8.9%	16	10.1%	23	14.6%
	No	10	30.3%	2	6.1%	2	6.1%	7	21.2%	8	24.2%	4	12.1%
Engagement in a paid job	Yes	175	56.5%	13	4.2%	25	8.1%	28	9.0%	28	9.0%	41	13.2%
	No	6	75.0%	0	.0%	0	.0%	0	.0%	2	25.0%	0	.0%
Job Occupied	Senior Manager/Officials, Large Business Owners, Directors	18	40.9%	2	4.5%	3	6.8%	9	20.5%	9	20.5%	3	6.8%
	Professionals (Employed or Self Employed)	138	63.3%	9	4.1%	19	8.7%	13	6.0%	11	5.0%	28	12.8%
	Associate Professionals & Technical	8	36.4%	2	9.1%	0	.0%	1	4.5%	5	22.7%	6	27.3%
	Clerical Employees	8	50.0%	0	.0%	0	.0%	3	18.8%	3	18.8%	2	12.5%
	Skilled Agriculture & Fishery Workers	1	100.0%	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%
	Crafts & Related Trades	1	100.0%	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%
	Elementary Occupations	0	.0%	0	.0%	0	.0%	1	100.0%	0	.0%	0	.0%
	Other	86	58.1%	6	4.1%	4	2.7%	15	10.1%	15	10.1%	22	14.9%
Employer Organisation	Government organisation/department	16	44.4%	1	2.8%	3	8.3%	4	11.1%	7	19.4%	5	13.9%
	Parastatal company	6	40.0%	2	13.3%	2	13.3%	1	6.7%	1	6.7%	3	20.0%
	Publicly listed company	50	63.3%	3	3.8%	12	15.2%	5	6.3%	3	3.8%	6	7.6%
	Private company/sole trader	7	87.5%	0	.0%	0	.0%	0	.0%	1	12.5%	0	.0%
	Commercial partnership	7	41.2%	1	5.9%	2	11.8%	1	5.9%	1	5.9%	5	29.4%
Present Job	Non-profit organisation	157	56.1%	13	4.6%	21	7.5%	27	9.6%	27	9.6%	35	12.5%
	Full time	4	50.0%	0	.0%	1	12.5%	0	.0%	1	12.5%	2	25.0%
	Full time (reduced hours)	16	76.2%	0	.0%	3	14.3%	0	.0%	0	.0%	2	9.5%

Of the participants who attained their highest qualification through employer funding or University of Malta scheme, 63.0% claimed not to have been required to spend time employed with their sponsoring employer after their graduation. A requirement to spend time employed with a sponsor after graduation was a more common feature among respondents who were:

- aged over 40 years;
- with a university diploma or equivalent as the highest qualification;
- qualified in veterinary sciences, science technology & engineering, or
- responsible for the care of individuals at home.

Table 146 – Summary of Requirement to Remain Employed with a Sponsoring Employer after Graduation (Frequency & % Response)

		Frequency	Valid Percent
Valid	Yes	30	37.0
	No	51	63.0
	Total	81	100.0
Missing	System	131	
Total		212	



Table 147 – Analysis of of Requirement to Remain Employed with a Sponsoring Employer after Graduation across Respondent Groups (Frequency & % Response)

		Did you have to spend a time employed with your sponsor employer after your graduation			
		Yes		No	
		Count	Row N %	Count	Row N %
Gender	Male	19	40.4%	28	59.6%
	Female	11	32.4%	23	67.6%
Age	< 30 yrs	4	12.9%	27	87.1%
	30 - 39 yrs	6	24.0%	19	76.0%
	40 - 49 yrs	13	81.3%	3	18.8%
	50+ yrs	3	75.0%	1	25.0%
Highest Level of Qualification Attained	University Diploma or equivalent	12	66.7%	6	33.3%
	University degree - Baccalaureate	12	29.3%	29	70.7%
	University degree - Masters' level	2	15.4%	11	84.6%
	University Doctoral	4	57.1%	3	42.9%
	Other	0	.0%	1	100.0%
Area of Study	Arts	0	.0%	2	100.0%
	Education	3	18.8%	13	81.3%
	Law	1	33.3%	2	66.7%
	Managerial Sciences	7	41.2%	10	58.8%
	Medicine & Healthcare	4	18.2%	18	81.8%
	Science, Technology & Engineering	9	64.3%	5	35.7%
	Veterinary Sciences	1	100.0%	0	.0%
	Other	5	83.3%	1	16.7%
No. of Years since Completion	< 2 years	8	36.4%	14	63.6%
	2 - 5 yrs	3	18.8%	13	81.3%
	5 - 10 yrs	3	15.0%	17	85.0%
	10 - 15 yrs	6	54.5%	5	45.5%
	15+ yrs	8	88.9%	1	11.1%
Status	Married or living with partner	24	52.2%	22	47.8%
	Never married / single living with parents	5	16.1%	26	83.9%
	Never married / single living alone	1	33.3%	2	66.7%
Caring Responsibilities	Yes	19	54.3%	16	45.7%
	No	9	22.5%	31	77.5%
Variety of Caring Responsibilities at Home	1	9	47.4%	10	52.6%
	2	8	57.1%	6	42.9%
	3	2	66.7%	1	33.3%
Time Spent in Domestic Work on Average (Daily)	< 1hr	7	21.9%	25	78.1%
	1 - 3 hrs	16	47.1%	18	52.9%
	3 - 5 hrs	3	33.3%	6	66.7%
	7 - 9 hrs	2	100.0%	0	.0%
Partner's Engagement in a Paid Job	Yes	16	44.4%	20	55.6%
	No	8	61.5%	5	38.5%
Engagement in a paid job	Yes	28	36.4%	49	63.6%
	No	2	66.7%	1	33.3%
Job Occupied	Senior Manager/Officials, Large Business Owners, Directors	8	57.1%	6	42.9%
	Professionals (Employed or Self Employed)	16	32.0%	34	68.0%
	Associate Professionals & Technical	2	25.0%	6	75.0%
	Clerical Employees	2	100.0%	0	.0%
	Skilled Agriculture & Fishery Workers	0	.0%	1	100.0%
	Crafts & Related Trades	0	.0%	1	100.0%
Employer Organisation	Government organisation/department	17	36.2%	30	63.8%
	Parastatal company	5	62.5%	3	37.5%
	Publicity listed company	0	.0%	2	100.0%
	Private company/sole trader	4	22.2%	14	77.8%
	Commercial partnership	1	100.0%	0	.0%
	Non-profit organisation	1	50.0%	1	50.0%
Present Job	Full time	27	35.5%	49	64.5%
	Part time	1	50.0%	1	50.0%

Of the respondents obliged to remain employed with a sponsor, 32.3% were required to refund costs of training to the sponsoring employer should they have opted to leave such employer at a time before the expiry of the condition (17.6% would have been required to pay the full amount of training costs, while the remaining 14.7% would have been required to refund part of the costs of training pro-rata to time spent with employer). Conversely, 35.3% of participants (required to stay with a sponsoring employer after graduation) were required to pay a fine should they have left the employer, while 14.7% would have sustained no consequences in such regard. No significant differences featured across respondent groups.

Table 148 – Summary of Consequences for Leaving Sponsoring Employer (Frequency & % Response)

		Frequency	Valid Percent
Valid	Nothing	5	14.7
	Pay a fine - not related to the value of studies	12	35.3
	Refund training costs (pro-rata to time spent wt employer)	5	14.7
	Refund training costs entirely	6	17.6
	Other	3	8.8
	Don't know	3	8.8
Total		34	100.0
Missing	System	172	
Total		206	

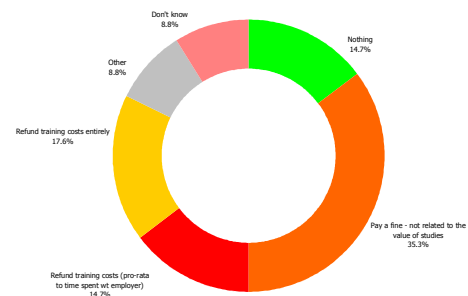


Table 149 – Analysis of Consequences for Leaving Sponsoring Employer across Respondent Groups (Frequency & % Response)

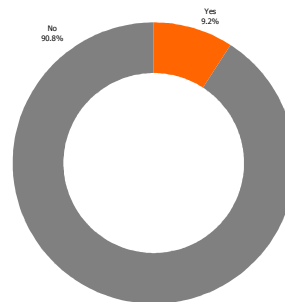
		The following might have been consequences you had to sustain should you have opted not to stay with your sponsoring employer for the specified time in contract											
		Nothing		Pay a fine - not related to the value of studies		Refund training costs (pro-rata to time spent wt employer)		Refund training costs entirely		Other		Don't know	
		Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
Gender	Male	3	13.6%	8	36.4%	4	18.2%	3	13.6%	2	9.1%	2	9.1%
	Female	2	16.7%	4	33.3%	1	8.3%	3	25.0%	1	8.3%	1	8.3%
Age	< 30 yrs	0	.0%	0	.0%	1	25.0%	0	.0%	2	50.0%	1	25.0%
	30 - 39 yrs	2	25.0%	4	50.0%	1	12.5%	1	12.5%	0	.0%	0	.0%
	40 - 49 yrs	1	6.7%	7	46.7%	2	13.3%	2	13.3%	1	6.7%	2	13.3%
	50+ yrs	2	66.7%	0	.0%	0	.0%	1	33.3%	0	.0%	0	.0%
Highest Level of Qualification Attained	University Diploma or equivalent	2	16.7%	3	25.0%	2	16.7%	5	41.7%	0	.0%	0	.0%
	University degree - Baccalaureate	1	6.7%	8	53.3%	2	13.3%	1	6.7%	1	6.7%	2	13.3%
	University degree - Masters' level	1	25.0%	1	25.0%	1	25.0%	0	.0%	0	.0%	1	25.0%
	University Doctoral	1	33.3%	0	.0%	0	.0%	0	.0%	2	66.7%	0	.0%
Area of Study	Education	0	.0%	2	50.0%	1	25.0%	0	.0%	0	.0%	1	25.0%
	Law	0	.0%	0	.0%	1	100.0%	0	.0%	0	.0%	0	.0%
	Managerial Sciences	1	10.0%	3	30.0%	1	10.0%	4	40.0%	1	10.0%	0	.0%
	Medicine & Healthcare	0	.0%	0	.0%	1	25.0%	0	.0%	2	50.0%	1	25.0%
	Science, Technology & Engineering	3	30.0%	4	40.0%	0	.0%	2	20.0%	0	.0%	1	10.0%
	Other	1	20.0%	3	60.0%	1	20.0%	0	.0%	0	.0%	0	.0%
No. of Years since Completion	< 2 years	4	44.4%	1	11.1%	0	.0%	2	22.2%	2	22.2%	0	.0%
	2 - 5 yrs	0	.0%	0	.0%	1	33.3%	0	.0%	0	.0%	1	33.3%
	5 - 10 yrs	1	25.0%	0	.0%	1	25.0%	2	50.0%	0	.0%	0	.0%
	10 - 15 yrs	0	.0%	6	85.7%	0	.0%	1	14.3%	0	.0%	0	.0%
	15+ yrs	0	.0%	4	44.4%	3	33.3%	0	.0%	1	11.1%	1	11.1%
	7 - 9 yrs	2	7.7%	11	42.3%	5	19.2%	4	15.4%	1	3.8%	3	11.5%
Status	Never married / single living with parents	2	33.3%	0	.0%	0	.0%	2	33.3%	2	33.3%	0	.0%
	Never married / single living alone	0	.0%	1	100.0%	0	.0%	0	.0%	0	.0%	0	.0%
Caring Responsibilities	Yes	0	.0%	11	50.0%	4	18.2%	3	13.6%	1	4.5%	3	13.6%
	No	3	30.0%	1	10.0%	1	10.0%	3	30.0%	2	20.0%	0	.0%
Variety of Caring Responsibilities at Home	1	0	.0%	7	58.3%	3	25.0%	0	.0%	1	8.3%	1	8.3%
	2	0	.0%	3	37.5%	0	.0%	3	37.5%	0	.0%	2	25.0%
	3	0	.0%	1	50.0%	1	50.0%	0	.0%	0	.0%	0	.0%
Time Spent in Domestic Work on Average (Daily)	< 1hr	2	25.0%	3	37.5%	1	12.5%	0	.0%	2	25.0%	0	.0%
	1 - 3 hrs	1	5.6%	8	44.4%	2	11.1%	5	27.8%	0	.0%	2	11.1%
	3 - 5 hrs	0	.0%	0	.0%	2	50.0%	1	25.0%	0	.0%	1	25.0%
	7 - 9 hrs	0	.0%	1	50.0%	0	.0%	0	.0%	1	50.0%	0	.0%
Partner's Engagement in a Paid Job	Yes	0	.0%	9	50.0%	4	22.2%	3	16.7%	1	5.0%	1	5.6%
	No	2	25.0%	2	25.0%	1	12.5%	2	100.0%	0	.0%	2	25.0%
Engagement in a paid job	Yes	5	15.6%	11	34.4%	5	15.6%	6	18.8%	2	6.3%	3	9.4%
	No	0	.0%	1	50.0%	0	.0%	0	.0%	1	50.0%	0	.0%
Job Occupied	Senior Manager/Officials, Large Business Owners, Directors	3	30.0%	4	40.0%	2	20.0%	0	.0%	0	.0%	1	10.0%
	Professionals (Employed or Self Employed)	2	11.1%	7	38.9%	3	16.7%	2	11.1%	2	11.1%	2	11.1%
	Associate Professionals & Technical	0	.0%	0	.0%	0	.0%	2	100.0%	0	.0%	0	.0%
	Clerical Employees	0	.0%	0	.0%	0	.0%	2	100.0%	0	.0%	0	.0%
Employer Organisation	Government organisation/department	3	15.8%	4	21.1%	4	21.1%	5	26.3%	2	10.5%	1	5.3%
	Parastatal company	1	16.7%	4	66.7%	0	.0%	0	.0%	0	.0%	1	16.7%
	Private company/sole trader	0	.0%	3	50.0%	1	16.7%	1	16.7%	0	.0%	1	16.7%
	Non-profit organisation	1	100.0%	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%
Present Job	Full time	5	16.1%	10	32.3%	5	16.1%	6	19.4%	2	6.5%	3	9.7%
	Part time	0	.0%	1	100.0%	0	.0%	0	.0%	0	.0%	0	.0%

4.7.6 Unpaid Leave

Of the research participants who were employed prior to their studies, 9.2% had availed themselves of unpaid leave for any period beyond 1 month. Such type of leave was a more common feature among female respondents, with family commitments and career studies claimed as the more common reasons why such respondents availed of such a benefit. .

Table 150 – Unpaid Leave Availed & Reasons (Frequency & % Response)

		Frequency	Valid Percent
Valid	Yes	10	9.2
	No	99	90.8
	Total	109	100.0
Missing	System	3	
Total		112	



		Frequency	Valid Percent
Valid	Maternity	1	11.1
	Family commitments	3	33.3
	Career/studies	3	33.3
	Others	2	22.2
	Total	9	100.0
Missing	System	1	
Total		10	

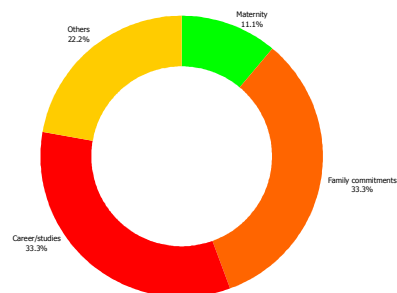


Table 151 – Unpaid Leave Availed by Respondent (in work prior to studies) across Respondent Groups (Frequency & % Response)

		Did you ever avail of unpaid leave for any period beyond 1 month			
		Yes		No	
		Count	Row N %	Count	Row N %
Gender	Male	4	7.0%	53	93.0%
	Female	6	11.5%	46	88.5%
Age	< 30 yrs	0	.0%	31	100.0%
	30 - 39 yrs	4	12.5%	28	87.5%
	40 - 49 yrs	3	12.5%	21	87.5%
	50+ yrs	2	16.7%	10	83.3%
Highest Level of Qualification Attained	University Diploma or equivalent	6	23.1%	20	76.9%
	University degree - Baccalaureate	3	5.0%	57	95.0%
	University degree - Masters' level	1	5.0%	19	95.0%
	Other	0	.0%	2	100.0%
Area of Study	Arts	0	.0%	4	100.0%
	Education	1	3.8%	25	96.2%
	Managerial Sciences	2	5.9%	32	94.1%
	Medicine & Healthcare	0	.0%	7	100.0%
	Science, Technology & Engineering	4	15.4%	22	84.6%
	Social Sciences	0	.0%	4	100.0%
	Veterinary Sciences	2	100.0%	0	.0%
No. of Years since Completion	< 2 years	2	8.0%	23	92.0%
	2 - 5 yrs	2	7.4%	25	92.6%
	5 - 10 yrs	2	7.4%	25	92.6%
	10 - 15 yrs	2	11.8%	15	88.2%
	15+ yrs	2	25.0%	6	75.0%
Status	Married or living with partner	4	6.5%	58	93.5%
	Separated or divorced and not living with partner	1	100.0%	0	.0%
	Widowed and not living with partner	0	.0%	1	100.0%
	Never married / single living with parents	4	11.8%	30	88.2%
Caring Responsibilities	Never married / single living alone	1	9.1%	10	90.9%
	Yes	5	9.3%	49	90.7%
Variety of Caring Responsibilities at Home	No	3	6.3%	45	93.8%
	1	1	3.4%	28	96.6%
	2	4	18.2%	18	81.8%
Time Spent in Domestic Work on Average (Daily)	3	0	.0%	5	100.0%
	< 1hr	2	5.3%	36	94.7%
	1 - 3 hrs	4	8.2%	45	91.8%
	3 - 5 hrs	1	9.1%	10	90.9%
	5 - 7 hrs	0	.0%	1	100.0%
Partner's Engagement in a Paid Job	7 - 9 hrs	1	33.3%	2	66.7%
	> 9 hours	0	.0%	1	100.0%
Engagement in a paid job	Yes	2	3.9%	49	96.1%
	No	2	12.5%	14	87.5%
Job Occupied	Yes	8	7.6%	97	92.4%
	No	2	50.0%	2	50.0%
	Senior Manager/Officials, Large Business Owners, Directors	2	10.5%	17	89.5%
	Professionals (Employed or Self Employed)	5	8.2%	56	91.8%
	Associate Professionals & Technical	1	7.1%	13	92.9%
	Clerical Employees	0	.0%	8	100.0%
Employer Organisation	Skilled Agriculture & Fishery Workers	0	.0%	1	100.0%
	Elementary Occupations	0	.0%	1	100.0%
	Government organisation/department	7	12.3%	50	87.7%
	Parastatal company	1	6.7%	14	93.3%
	Publicity listed company	0	.0%	7	100.0%
	Private company/sole trader	0	.0%	17	100.0%
Present Job	Commercial partnership	0	.0%	2	100.0%
	Non-profit organisation	0	.0%	4	100.0%
	Full time	8	8.2%	89	91.8%
Present Job	Full time (reduced hours)	0	.0%	2	100.0%
	Part time	0	.0%	4	100.0%

Table 152 – Reason for Unpaid Leave Availed by Respondent (in work prior to studies) across Respondent Groups (Frequency & % Response)

		Which of the following provides the truest of possible circumstances that may have led you to take your last spell of unpaid leave?							
		Maternity		Family commitments		Career/studies		Others	
		Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
Gender	Male	0	.0%	1	33.3%	0	.0%	2	66.7%
	Female	1	16.7%	2	33.3%	3	50.0%	0	.0%
Age	30 - 39 yrs	0	.0%	1	33.3%	0	.0%	2	66.7%
	40 - 49 yrs	0	.0%	2	66.7%	1	33.3%	0	.0%
	50+ yrs	0	.0%	0	.0%	2	100.0%	0	.0%
Highest Level of Qualification Attained	University Diploma or equivalent	1	20.0%	0	.0%	2	40.0%	2	40.0%
	University degree - Baccalaureate	0	.0%	3	100.0%	0	.0%	0	.0%
	University degree - Masters' level	0	.0%	0	.0%	1	100.0%	0	.0%
Area of Study	Education	0	.0%	1	100.0%	0	.0%	0	.0%
	Managerial Sciences	0	.0%	2	100.0%	0	.0%	0	.0%
	Science, Technology & Engineering	0	.0%	0	.0%	3	75.0%	1	25.0%
	Veterinary Sciences	0	.0%	0	.0%	0	.0%	1	100.0%
	Other	1	100.0%	0	.0%	0	.0%	0	.0%
No. of Years since Completion	< 2 years	0	.0%	0	.0%	2	100.0%	0	.0%
	2 - 5 yrs	0	.0%	0	.0%	0	.0%	1	100.0%
	5 - 10 yrs	0	.0%	1	50.0%	0	.0%	1	50.0%
	10 - 15 yrs	1	50.0%	0	.0%	1	50.0%	0	.0%
	15+ yrs	0	.0%	2	100.0%	0	.0%	0	.0%
Status	Married or living with partner	1	25.0%	1	25.0%	2	50.0%	0	.0%
	Separated or divorced and not living with partner	0	.0%	1	100.0%	0	.0%	0	.0%
	Never married / single living with parents	0	.0%	1	33.3%	0	.0%	2	66.7%
	Never married / single living alone	0	.0%	0	.0%	1	100.0%	0	.0%
Caring Responsibilities	Yes	1	25.0%	2	50.0%	0	.0%	1	25.0%
	No	0	.0%	1	33.3%	1	33.3%	1	33.3%
Variety of Caring Responsibilities at Home	1	0	.0%	1	100.0%	0	.0%	0	.0%
	2	1	33.3%	1	33.3%	0	.0%	1	33.3%
Time Spent in Domestic Work on Average (Daily)	< 1hr	0	.0%	0	.0%	0	.0%	1	100.0%
	1 - 3 hrs	1	25.0%	1	25.0%	1	25.0%	1	25.0%
	3 - 5 hrs	0	.0%	1	100.0%	0	.0%	0	.0%
	7 - 9 hrs	0	.0%	1	100.0%	0	.0%	0	.0%
Partner's Engagement in a Paid Job	Yes	1	50.0%	1	50.0%	0	.0%	0	.0%
	No	0	.0%	0	.0%	2	100.0%	0	.0%
Engagement in a paid job	Yes	0	.0%	2	28.6%	3	42.9%	2	28.6%
	No	1	50.0%	1	50.0%	0	.0%	0	.0%
Job Occupied	Senior Manager/Officials, Large Business Owners, Directors	0	.0%	0	.0%	2	100.0%	0	.0%
	Professionals (Employed or Self Employed)	0	.0%	2	50.0%	1	25.0%	1	25.0%
	Associate Professionals & Technical	0	.0%	0	.0%	0	.0%	1	100.0%
Employer Organisation	Government organisation/department	0	.0%	1	16.7%	3	50.0%	2	33.3%
	Parastatal company	0	.0%	1	100.0%	0	.0%	0	.0%
Present Job	Full time	0	.0%	2	28.6%	3	42.9%	2	28.6%

This spell of unpaid leave lasted 2½ months (median response) overall. A somewhat shorter period featured among participants whose area of study related to science, technology & engineering or whose partner was not engaged in a paid job.

Table 153 – Duration of Unpaid Leave availed prior to studies (Mean & Median Response, in Months)

	Mean	Median	Std. Deviation	Minimum	Maximum
For how long did you avail of such leave during your last spell?	7.40	2.50	10.425	2	26

Table 154 – Analysis of Duration of Unpaid Leave availed prior to studies across Respondent Groups (Mean & Median Response)

		For how long did you avail of such leave during your last spell?	
		Mean	Median
Gender	Male	.	.
	Female	7.40	3
Age	30 - 39 yrs	.	.
	40 - 49 yrs	3.00	3
	50+ yrs	2.50	3
Highest Level of Qualification Attained	University Diploma or equivalent	10.33	3
	University degree - Baccalaureate	4.00	4
	University degree - Masters' level	2.00	2
Area of Study	Education	.	.
	Managerial Sciences	4.00	4
	Science, Technology & Engineering	2.33	3
	Veterinary Sciences	.	.
	Other	26.00	26
No. of Years since Completion	< 2 years	2.50	3
	2 - 5 yrs	.	.
	5 - 10 yrs	.	.
	10 - 15 yrs	14.00	14
	15+ yrs	4.00	4
Status	Married or living with partner	8.75	3
	Separated or divorced and not living with partner	.	.
	Never married / single living with parents	.	.
	Never married / single living alone	2.00	2
Caring Responsibilities	Yes	15.00	15
	No	2.00	2
Variety of Caring Responsibilities at Home	1	4.00	4
	2	26.00	26
Time Spent in Domestic Work on Average (Daily)	< 1hr	.	.
	1 - 3 hrs	14.00	14
	3 - 5 hrs	.	.
	7 - 9 hrs	4.00	4
Partner's Engagement in a Paid Job	Yes	15.00	15
	No	2.50	3
Engagement in a paid job	Yes	2.33	3
	No	15.00	15
Job Occupied	Senior Manager/Officials, Large Business Owners, Directors	2.50	3
	Professionals (Employed or Self Employed)	2.00	2
	Associate Professionals & Technical	.	.
Employer Organisation	Government organisation/department	2.33	3
	Parastatal company	.	.
Present Job	Full time	2.33	3

4.8 First Job after Graduation

4.8.1 Job Search

A total of 158 (45.7%) of graduates interviewed claimed that they had to seek a job after graduation. Such a job search was a relatively more common feature among participants:

- aged less than 30 years who were most likely to need to seek a job;
- with a baccalaureate level of qualification;
- within less than 10 years from completion of studies,
- with no caring responsibilities, and
- with their partner engaged in a paid job.

Table 155 – Summary of Incidence of Job Search after Graduation (Frequency & % Response)

		Frequency	Valid Percent
Valid	Yes	158	45.7
	No	188	54.3
	Total	346	100.0

A total of 5 respondents provided a 'Don't Know' or 'No Answer' response

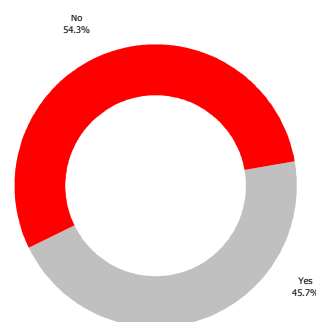


Table 156 – Analysis of Incidence of Job Search after Graduation across Respondent Groups (Frequency & % Response)

		Did you have to seek a job after your graduation?			
		Yes		No	
		Count	Row N %	Count	Row N %
Gender	Male	70	41.9%	97	58.1%
	Female	88	49.2%	91	50.8%
Age	< 30 yrs	84	64.6%	46	35.4%
	30 - 39 yrs	55	47.8%	60	52.2%
	40 - 49 yrs	7	10.9%	57	89.1%
	50+ yrs	4	21.1%	15	78.9%
Highest Level of Qualification Attained	University Diploma or equivalent	8	18.6%	35	81.4%
	University degree - Baccalaureate	111	53.9%	95	46.1%
	University degree - Masters' level	34	50.0%	34	50.0%
	University Doctoral	1	5.6%	17	94.4%
	Other	2	25.0%	6	75.0%
Area of Study	Arts	8	66.7%	4	33.3%
	Education	40	43.5%	52	56.5%
	Law	3	33.3%	6	66.7%
	Managerial Sciences	41	49.4%	42	50.6%
	Medicine & Healthcare	28	47.5%	31	52.5%
	Science, Technology & Engineering	27	43.5%	35	56.5%
	Social Sciences	4	57.1%	3	42.9%
	Veterinary Sciences	4	66.7%	2	33.3%
	Other	2	15.4%	11	84.6%
	No. of Years since Completion	< 2 years	56	56.6%	43	43.4%
2 - 5 yrs		26	42.6%	35	57.4%
5 - 10 yrs		51	56.0%	40	44.0%
10 - 15 yrs		17	36.2%	30	63.8%
15+ yrs		4	12.5%	28	87.5%
Status	Married or living with partner	74	38.1%	120	61.9%
	Separated or divorced and not living with partner	1	50.0%	1	50.0%
	Widowed and not living with partner	0	.0%	1	100.0%
	Never married / single living with parents	72	57.6%	53	42.4%
	Never married / single living alone	9	42.9%	12	57.1%
Caring Responsibilities	Yes	56	36.8%	96	63.2%
	No	96	54.9%	79	45.1%
Variety of Caring Responsibilities at Home	1	28	35.9%	50	64.1%
	2	28	40.6%	41	59.4%
	3	2	20.0%	8	80.0%
Time Spent in Domestic Work on Average (Daily)	< 1hr	68	51.1%	65	48.9%
	1 - 3 hrs	63	46.7%	72	53.3%
	3 - 5 hrs	11	30.6%	25	69.4%
	5 - 7 hrs	3	37.5%	5	62.5%
	7 - 9 hrs	3	50.0%	3	50.0%
Partner's Engagement in a Paid Job	Yes	73	42.9%	97	57.1%
	No	8	23.5%	26	76.5%
Engagement in a paid job	Yes	152	45.6%	181	54.4%
	No	5	45.5%	6	54.5%
Job Occupied	Senior Manager/Officials, Large Business Owners, Directors	15	31.9%	32	68.1%
	Professionals (Employed or Self Employed)	117	49.6%	119	50.4%
	Associate Professionals & Technical	9	39.1%	14	60.9%
	Clerical Employees	7	38.9%	11	61.1%
	Skilled Agriculture & Fishery Workers	1	100.0%	0	.0%
	Crafts & Related Trades	1	100.0%	0	.0%
	Elementary Occupations	1	100.0%	0	.0%
Employer Organisation	Government organisation/department	56	35.4%	102	64.6%
	Parastatal company	23	59.0%	16	41.0%
	Publicity listed company	9	52.9%	8	47.1%
	Private company/sole trader	46	53.5%	40	46.5%
	Commercial partnership	2	25.0%	6	75.0%
	Non-profit organisation	11	57.9%	8	42.1%
Present Job	Full time	134	45.1%	163	54.9%
	Full time (reduced hours)	5	45.5%	6	54.5%
	Part time	14	56.0%	11	44.0%

Of the respondents who had to search for a job after graduation, 49 (or 31.0%) spent a period of time unemployed while searching for a job after their graduation. An analysis of such responses across respondent groups showed that while female respondents were more likely to spend time unemployed than their male counterparts, no significant differences featured across respondent groups.

Table 157 – Summary of Time Unemployed while Searching for a Job (Frequency & % Response)

		Frequency	Valid Percent
Valid	Yes	49	31.0
	No	109	69.0
	Total	158	100.0

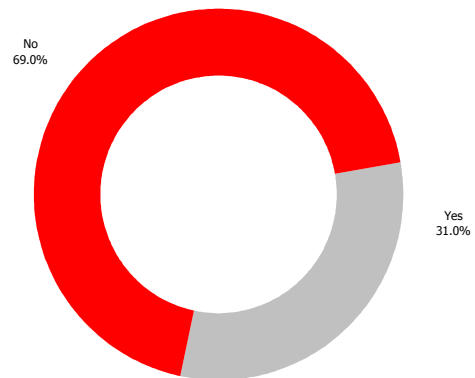


Table 158 – Analysis of Time Unemployed while Searching for a Job across Respondent Groups (Frequency & % Response)

		Did you have to spend a time unemployed while searching for a job after your graduation?			
		Yes		No	
		Count	Row N %	Count	Row N %
Gender	Male	16	22.9%	54	77.1%
	Female	33	37.5%	55	62.5%
Age	< 30 yrs	27	32.1%	57	67.9%
	30 - 39 yrs	14	25.5%	41	74.5%
	40 - 49 yrs	3	42.9%	4	57.1%
	50+ yrs	0	.0%	4	100.0%
Highest Level of Qualification Attained	University Diploma or equivalent	3	37.5%	5	62.5%
	University degree - Baccalaureate	35	31.5%	76	68.5%
	University degree - Masters' level	11	32.4%	23	67.6%
	University Doctoral	0	.0%	1	100.0%
	Other	0	.0%	2	100.0%
Area of Study	Arts	2	25.0%	6	75.0%
	Education	12	30.0%	28	70.0%
	Law	0	.0%	3	100.0%
	Managerial Sciences	13	31.7%	28	68.3%
	Medicine & Healthcare	10	35.7%	18	64.3%
	Science, Technology & Engineering	8	29.6%	19	70.4%
	Social Sciences	2	50.0%	2	50.0%
	Veterinary Sciences	1	25.0%	3	75.0%
	Other	0	.0%	2	100.0%
No. of Years since Completion	< 2 years	20	35.7%	36	64.3%
	2 - 5 yrs	10	38.5%	16	61.5%
	5 - 10 yrs	13	25.5%	38	74.5%
	10 - 15 yrs	3	17.6%	14	82.4%
	15+ yrs	2	50.0%	2	50.0%
Status	Married or living with partner	20	27.0%	54	73.0%
	Separated or divorced and not living with partner	0	.0%	1	100.0%
	Never married / single living with parents	26	36.1%	46	63.9%
	Never married / single living alone	2	22.2%	7	77.8%
Caring Responsibilities	Yes	15	26.8%	41	73.2%
	No	32	33.3%	64	66.7%
Variety of Caring Responsibilities at Home	1	6	21.4%	22	78.6%
	2	10	35.7%	18	64.3%
	3	0	.0%	2	100.0%
Time Spent in Domestic Work on Average (Daily)	< 1hr	18	26.5%	50	73.5%
	1 - 3 hrs	23	36.5%	40	63.5%
	3 - 5 hrs	3	27.3%	8	72.7%
	5 - 7 hrs	2	66.7%	1	33.3%
	7 - 9 hrs	0	.0%	3	100.0%
	> 9 hours	0	.0%	1	100.0%
Partner's Engagement in a Paid Job	Yes	17	23.3%	56	76.7%
	No	5	62.5%	3	37.5%
Engagement in a paid job	Yes	45	29.6%	107	70.4%
	No	4	80.0%	1	20.0%
Job Occupied	Senior Manager/Officials, Large Business Owners, Directors	3	20.0%	12	80.0%
	Professionals (Employed or Self Employed)	34	29.1%	83	70.9%
	Associate Professionals & Technical	4	44.4%	5	55.6%
	Clerical Employees	3	42.9%	4	57.1%
	Skilled Agriculture & Fishery Workers	0	.0%	1	100.0%
	Crafts & Related Trades	0	.0%	1	100.0%
	Elementary Occupations	1	100.0%	0	.0%
Employer Organisation	Government organisation/department	23	41.1%	33	58.9%
	Parastatal company	7	30.4%	16	69.6%
	Publicity listed company	2	22.2%	7	77.8%
	Private company/sole trader	8	17.4%	38	82.6%
	Commercial partnership	1	50.0%	1	50.0%
	Non-profit organisation	3	27.3%	8	72.7%
Present Job	Full time	41	30.6%	93	69.4%
	Full time (reduced hours)	1	20.0%	4	80.0%
	Part time	3	21.4%	11	78.6%

An analysis of the duration of the job search while unemployed showed that the average search lasted for a period of 3 months (median response). No significant differences in the duration of the job search featured across respondent groups.

Table 159 – Duration of Job Search in years (Mean & Median Response)

	Minimum	Maximum	Mean	Median	Standard Deviation
How long did your job search take while unemployed?	0	3	.41	.25	.558

Table 160 – Duration of Job Search in years across Respondent Groups (Mean & Median Response)

		How long did your job search take while unemployed?					
		Overall		Male		Female	
		Mean	Median	Mean	Median	Mean	Median
Gender	Male	0.29	0.25	0.29	0.25	.	.
	Female	0.47	0.25	.	.	0.47	0.25
Age	< 30 yrs	0.38	0.25	0.36	0.25	0.39	0.25
	30 - 39 yrs	0.30	0.25	0.25	0.25	0.35	0.25
	40 - 49 yrs	0.25	0.25	0.25	0.25	0.25	0.25
	50+ yrs	.	.	.	.	.	.
Highest Level of Qualification Attained	University Diploma or equivalent	0.22	0.25	0.25	0.25	0.21	0.21
	University degree - Baccalaureate	0.49	0.33	0.34	0.29	0.58	0.33
	University degree - Masters' level	0.26	0.25	0.20	0.25	0.29	0.25
	University Doctoral	.	.	.	.	.	.
	Other	.	.	.	.	.	.
Area of Study	Arts	0.25	0.25	0.08	0.08	0.42	0.42
	Education	0.47	0.25	0.25	0.25	0.54	0.33
	Law	.	.	.	.	.	.
	Managerial Sciences	0.45	0.33	0.41	0.38	0.48	0.33
	Medicine & Healthcare	0.21	0.17	0.17	0.17	0.21	0.17
	Science, Technology & Engineering	0.60	0.25	0.27	0.25	1.02	0.29
	Social Sciences	0.25	0.25	0.25	0.25	.	.
	Veterinary Sciences	0.25	0.25	.	.	0.25	0.25
	Other	.	.	.	.	.	.
No. of Years since Completion	< 2 years	0.32	0.21	0.18	0.08	0.40	0.33
	2 - 5 yrs	0.66	0.25	0.50	0.29	0.75	0.25
	5 - 10 yrs	0.40	0.25	0.35	0.38	0.42	0.25
	10 - 15 yrs	0.22	0.17	0.17	0.17	0.33	0.33
	15+ yrs	0.29	0.29	0.25	0.25	0.33	0.33
Status	Married or living with partner	0.35	0.25	0.30	0.25	0.37	0.25
	Separated or divorced and not living with partner	.	.	.	.	.	.
	Widowed and not living with partner	.	.	.	.	.	.
	Never married / single living with parents	0.45	0.25	0.31	0.21	0.54	0.25
	Never married / single living alone	0.71	0.71	.	.	0.71	0.71
Caring Responsibilities	Yes	0.28	0.25	0.27	0.25	0.28	0.25
	No	0.50	0.29	0.30	0.25	0.63	0.33
Variety of Caring Responsibilities at Home	1	0.35	0.25	0.21	0.21	0.40	0.25
	2	0.26	0.25	0.31	0.38	0.23	0.25
	3	.	.	.	.	.	.
Time Spent in Domestic Work on Average (Daily)	< 1hr	0.19	0.17	0.17	0.17	0.21	0.13
	1 - 3 hrs	0.42	0.33	0.31	0.29	0.47	0.33
	3 - 5 hrs	0.53	0.33	.	.	0.53	0.33
	5 - 7 hrs	0.19	0.25	0.08	0.08	0.25	0.25
	7 - 9 hrs	.	.	.	.	.	.
	> 9 hours	.	.	.	.	.	.
Partner's Engagement in a Paid Job	Yes	0.34	0.25	0.25	0.25	0.36	0.25
	No	0.56	0.42	0.33	0.42	1.13	1.13
Engagement in a paid job	Yes	0.41	0.25	0.29	0.25	0.48	0.25
	No	0.33	0.33	0.33	0.33	0.33	0.33
Job Occupied	Senior Manager/Officials, Large Business Owners, Directors	0.19	0.17	0.25	0.25	0.08	0.08
	Professionals (Employed or Self Employed)	0.40	0.25	0.21	0.25	0.47	0.25
	Associate Professionals & Technical	0.28	0.33	0.29	0.42	0.25	0.25
	Clerical Employees	0.92	0.79	0.63	0.63	1.21	1.21
	Skilled Agriculture & Fishery Workers	.	.	.	.	.	.
	Crafts & Related Trades	.	.	.	.	.	.
	Plant & Machine Operator, Assembly Workers	.	.	.	.	.	.
	Elementary Occupations	0.50	0.50	0.50	0.50	.	.
	Never Engaged in Paid Work - House wife / Husband	.	.	.	.	.	.
Employer Organisation	Government organisation/department	0.38	0.33	0.40	0.33	0.36	0.29
	Parastatal company	0.24	0.13	0.21	0.21	0.25	0.13
	Publicity listed company	0.71	0.08	0.06	0.06	2.00	2.00
	Private company/sole trader	0.62	0.17	0.22	0.25	0.92	0.08
	Commercial partnership	0.17	0.17	0.17	0.17	.	.
	Non-profit organisation	0.46	0.29	0.29	0.29	0.63	0.63
Present Job	Full time	0.42	0.25	0.29	0.25	0.49	0.25
	Full time (reduced hours)	0.17	0.17	.	.	0.17	0.17
	Part time	0.17	0.17	0.17	0.17	.	.

4.8.2 Job Vacancy Information

Sources of information regarding job vacancies included primarily newspaper adverts (74.1% of cases), assistance from the ETC job centre (51.9% of cases), friends or acquaintances and the Internet. Of all responses obtained, newspaper adverts accounted for 25.5% of all information sources quoted by such graduates, followed by ETC job centre assistance (17.8%), friends & acquaintances (12.1%) and Internet (12.1%). Information from University or an Academic Institutions, private recruitment agencies, employers, parents and politicians were less popular than the above, while other sources included search for job vacancies abroad, the Department of Education, or sending out applications to random companies. An analysis of the responses across respondent groups showed that:

- newspapers were most likely to be used by male respondents, respondents aged 40 to 49 years, or participants having completed their studies between 2 and 5 years prior to this research or participants with caring responsibilities or featuring one caring role at home or participants with a partner that is engaged in a paid job;
- the use of Internet and friends' assistance was relatively more common amongst female respondents or respondents younger than 30 years, or respondents having achieved their highest qualification within 2 years prior to this research or participants who led a single's lifestyle without any care responsibilities at home.

Table 161 – Sources of Job Vacancy Information (Frequency & % Response)

		Responses		Percent of Cases
		N	Percent	
Job Search Information Source ^a	ETC job centre assistance	28	17.8%	51.9%
	Private recruitment agency	13	8.3%	24.1%
	Internet	19	12.1%	35.2%
	Friends/ Acquaintances	19	12.1%	35.2%
	Politicians	2	1.3%	3.7%
	Parents	9	5.7%	16.7%
	Newspaper Adverts	40	25.5%	74.1%
	University/ Academic Institution	13	8.3%	24.1%
	Employers	12	7.6%	22.2%
	Others	2	1.3%	3.7%
Total		157	100.0%	290.7%

a. Dichotomy group tabulated at value 1.

Table 162 – Sources of Job Vacancy Information used across Respondent Groups (Frequencies)

		Job Search Information Source									
		ETC job centre assistance	Private recruitment agency	Internet	Friends/ Acquaintances	Politicians	Parents	Newspaper Adverts	University/ Academic Institution	Employers	Others
Gender	Male	10	4	5	5		2	16	4	4	
	Female	18	9	14	14	2	7	24	9	8	2
Age	< 30 yrs	18	5	13	13	2	7	23	9	5	
	30 - 39 yrs	7	4	3	2		1	10	2	5	1
	40 - 49 yrs		1					2	1		1
Highest Level of Qualification Attained	University Diploma or equivalent								2		
	University degree - Baccalaureate	21	12	17	16	1	8	30	8	10	1
	University degree - Masters' level	7	1	2	3	1	1	10	3	2	1
Area of Study	Arts	1	1	2	2		1	2			
	Education	5	3	3	5		3	8	4	1	1
	Managerial Sciences	9	6	7	6		2	15	3	4	
	Medicine & Healthcare	4	1	2		1		4	2	4	1
	Science, Technology & Engineering	6	2	3	4	1	2	7	3	2	
	Social Sciences	1		1	1		1	2	1	1	
	Veterinary Sciences	1						1			
No. of Years since Completion	< 2 years	12	6	13	10		5	18	8	4	
	2 - 5 yrs	6	1	1	3	1	1	7	2	2	
	5 - 10 yrs	8	5	4	5	1	3	11	1	4	2
	10 - 15 yrs	1						1	1	2	
	15+ yrs		1						2	1	
Status	Married or living with partner	10	6	3	3	1	1	15	4	5	2
	Never married / single living with parents	15	6	14	14	1	7	23	9	6	
	Never married / single living alone	2	1	2	2		1	2		1	
Caring Responsibilities	Yes	5	4	1	1	1	1	11	2	6	2
	No	20	9	15	17	1	7	26	10	5	
Variety of Caring Responsibilities at Home	1	2		1			1	4	2	2	1
	2	5	4	2	2	1	1	8	1	5	1
Time Spent in Domestic Work on Average (Daily)	< 1hr	10	4	9	8	1	3	16	6	5	
	1 - 3 hrs	13	6	9	8		4	16	6	5	1
	3 - 5 hrs	1	1				1	3			
	5 - 7 hrs	1	1			1		2		1	1
Partner's Engagement in a Paid Job	Yes	8	4	4	4		1	13	4	2	2
	No	5	4	2	1	1		6		4	
Engagement in a paid job	Yes	27	13	17	17	2	8	38	11	10	2
	No	1		2	2		1	2	2	2	
Job Occupied	Senior Manager/Officials, Large Business Owners, Directors	2		2	2		1	3	2	2	
	Professionals (Employed or Self Employed)	19	9	11	13	2	6	27	7	6	2
	Associate Professionals & Technical	3	2	1				4	1	2	
	Clerical Employees	3	1	2	2		1	4	1	1	
	Elementary Occupations	1	1	1	1			1			
Employer Organisation	Government organisation/department	14	6	6	5	1	3	16	4	5	1
	Parastatal company	5	1	3	4	1	2	7	3	1	1
	Publicly listed company	1	1	2				3	1	1	
	Private company/sole trader	5	3	5	6		3	7	3	2	
	Commercial partnership	1									
	Non-profit organisation	1	1	1	2		1	3	1	2	
Present Job	Full time	26	12	16	16	2	8	35	11	11	2
	Part time	1		1	1		1	3	1		

Table 163 – Sources of Job Vacancy Information used across Respondent Groups (% Response)

		Job Search Information Source									
		ETC job centre assistance	Private recruitment agency	Internet	Friends/ Acquaintances	Politicians	Parents	Newspaper Adverts	University/ Academic Institution	Employers	Others
Gender	Male	20.0%	8.0%	10.0%	10.0%		4.0%	32.0%	8.0%	8.0%	
	Female	16.8%	8.4%	13.1%	13.1%	1.9%	6.5%	22.4%	8.4%	7.5%	1.9%
Age	< 30 yrs	18.9%	5.3%	13.7%	13.7%	2.1%	7.4%	24.2%	9.5%	5.3%	
	30 - 39 yrs	20.0%	11.4%	8.6%	5.7%		2.9%	28.6%	5.7%	14.3%	2.9%
	40 - 49 yrs		20.0%					40.0%	20.0%		20.0%
Highest Level of Qualification Attained	University Diploma or equivalent								100.0%		
	University degree - Baccalaureate	16.9%	9.7%	13.7%	12.9%	0.8%	6.5%	24.2%	6.5%	8.1%	0.8%
	University degree - Masters' level	22.6%	3.2%	6.5%	9.7%	3.2%	3.2%	32.3%	9.7%	6.5%	3.2%
Area of Study	Arts	11.1%	11.1%	22.2%	22.2%		11.1%	22.2%			
	Education	15.2%	9.1%	9.1%	15.2%		9.1%	24.2%	12.1%	3.0%	3.0%
	Managerial Sciences	17.3%	11.5%	13.5%	11.5%		3.8%	28.8%	5.8%	7.7%	
	Medicine & Healthcare	21.1%	5.3%	10.5%		5.3%		21.1%	10.5%	21.1%	5.3%
	Science, Technology & Engineering	20.0%	6.7%	10.0%	13.3%	3.3%	6.7%	23.3%	10.0%	6.7%	
	Social Sciences	12.5%		12.5%	12.5%		12.5%	25.0%	12.5%	12.5%	
No. of Years since Completion	Veterinary Sciences		50.0%					50.0%			
	< 2 years	15.8%	7.9%	17.1%	13.2%		6.6%	23.7%	10.5%	5.3%	
	2 - 5 yrs	25.0%	4.2%	4.2%	12.5%	4.2%	4.2%	29.2%	8.3%	8.3%	
	5 - 10 yrs	18.2%	11.4%	9.1%	11.4%	2.3%	6.8%	25.0%	2.3%	9.1%	4.5%
	10 - 15 yrs		20.0%					20.0%	20.0%	40.0%	
	15+ yrs		25.0%					50.0%	25.0%		
Status	Married or living with partner	20.0%	12.0%	6.0%	6.0%	2.0%	2.0%	30.0%	8.0%	10.0%	4.0%
	Never married / single living with parents	15.8%	6.3%	14.7%	14.7%	1.1%	7.4%	24.2%	9.5%	6.3%	
	Never married / single living alone	18.2%	9.1%	18.2%	18.2%		9.1%	18.2%		9.1%	
Caring Responsibilities	Yes	14.7%	11.8%	2.9%	2.9%	2.9%	2.9%	32.4%	5.9%	17.6%	5.9%
	No	18.2%	8.2%	13.6%	15.5%	0.9%	6.4%	23.6%	9.1%	4.5%	
Variety of Caring Responsibilities at Home	1	15.4%		7.7%			7.7%	30.8%	15.4%	15.4%	7.7%
	2	16.7%	13.3%	6.7%	6.7%	3.3%	3.3%	26.7%	3.3%	16.7%	3.3%
Time Spent in Domestic Work	< 1hr	16.1%	6.5%	14.5%	12.9%	1.6%	4.8%	25.8%	9.7%	8.1%	
	1 - 3 hrs	19.1%	8.8%	13.2%	11.8%		5.9%	23.5%	8.8%	7.4%	1.5%
	3 - 5 hrs	16.7%	16.7%				16.7%	50.0%			
Partner's Engagement in a Paid Job	5 - 7 hrs	14.3%	14.3%			14.3%		28.6%		14.3%	14.3%
	Yes	19.0%	9.5%	9.5%	9.5%		2.4%	31.0%	9.5%	4.8%	4.8%
	No	21.7%	17.4%	8.7%	4.3%	4.3%		26.1%		17.4%	
Engagement in a paid job	Yes	18.6%	9.0%	11.7%	11.7%	1.4%	5.5%	26.2%	7.6%	6.9%	1.4%
	No	8.3%		16.7%	16.7%		8.3%	16.7%	16.7%	16.7%	
Job Occupied	Senior Manager/Officials, Large Business Owners, Directors	14.3%		14.3%	14.3%		7.1%	21.4%	14.3%	14.3%	
	Professionals (Employed or Self Employed)	18.6%	8.8%	10.8%	12.7%	2.0%	5.9%	26.5%	6.9%	5.9%	2.0%
	Associate Professionals & Technical	23.1%	15.4%	7.7%				30.8%	7.7%	15.4%	
	Clerical Employees	20.0%	6.7%	13.3%	13.3%		6.7%	26.7%	6.7%	6.7%	
	Elementary Occupations	20.0%	20.0%	20.0%	20.0%			20.0%			
Employer Organisation	Government organisation/department	23.0%	9.8%	9.8%	8.2%	1.6%	4.9%	26.2%	6.6%	8.2%	1.6%
	Parastatal company	17.9%	3.6%	10.7%	14.3%	3.6%	7.1%	25.0%	10.7%	3.6%	3.6%
	Publicity listed company	11.1%	11.1%	22.2%				33.3%	11.1%	11.1%	
	Private company/sole trader	14.7%	8.8%	14.7%	17.6%		8.8%	20.6%	8.8%	5.9%	
	Commercial partnership		100.0%								
	Non-profit organisation	8.3%	8.3%	8.3%	16.7%		8.3%	25.0%	8.3%	16.7%	
Present Job	Full time	18.7%	8.6%	11.5%	11.5%	1.4%	5.8%	25.2%	7.9%	7.9%	1.4%
	Part time	12.5%		12.5%	12.5%		12.5%	37.5%	12.5%		

4.8.3 Job Offers

Out of the respondents who had to search for a job after graduating, 13.3% (21 participants) recalled to have refused a job offer. Such refusals featured more commonly among respondents who had a baccalaureate or masters level of qualifications and having completed their studies within 5 years prior to this research. The incidence of such refusals did not feature any other significant differences across respondent groups.

No strong reasons were expressed in relation to the refusal of these job offers (Table 166), although the stronger responses related to other job offers at the same time, the prospective progression opportunities of the job, lack of variety of tasks within the job and the pay offered. The least important reasons expressed by graduates who turned down job offers whilst searching for a job after their graduation related to employer features and prospective work peers. An analysis of such responses across respondent groups showed that stronger responses related to:

- the progression opportunities of the job featured primarily among respondents who had completed their highest qualification in less than 2 years prior to this study and participants who typically devote less than 1 hour to domestic work at home, and
- lack of variety of tasks in the job featured primarily among graduates presently occupying part time jobs.

Table 164 – Summary of Refused of Job Offers during a Job Search (Frequency & % Response)

		Frequency	Valid Percent
Valid	Yes	21	13.3
	No	135	85.4
	Can't Remember/ Don't Know	2	1.3
Total		158	100.0

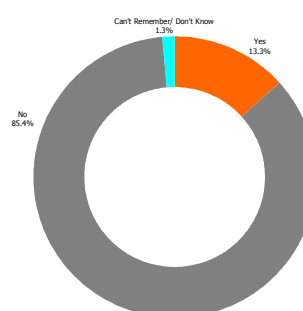


Table 165 – Analysis of Refused of Job Offers during a Job Search across Respondent Groups (Frequency & % Response)

		Did you refuse any job offers while searching for a job after your graduation					
		Yes		No		Can't Remember/Don't Know	
		Count	Row N %	Count	Row N %	Count	Row N %
Gender	Male	5	7.1%	64	91.4%	1	1.4%
	Female	16	18.2%	71	80.7%	1	1.1%
Age	< 30 yrs	14	16.7%	69	82.1%	1	1.2%
	30 - 39 yrs	4	7.3%	51	92.7%	0	.0%
	40 - 49 yrs	0	.0%	6	85.7%	1	14.3%
	50+ yrs	0	.0%	4	100.0%	0	.0%
Highest Level of Qualification Attained	University Diploma or equivalent	0	.0%	7	87.5%	1	12.5%
	University degree - Baccalaureate	14	12.6%	96	86.5%	1	.9%
	University degree - Masters' level	7	20.6%	27	79.4%	0	.0%
	University Doctoral	0	.0%	1	100.0%	0	.0%
	Other	0	.0%	2	100.0%	0	.0%
Area of Study	Arts	3	37.5%	5	62.5%	0	.0%
	Education	4	10.0%	35	87.5%	1	2.5%
	Law	0	.0%	3	100.0%	0	.0%
	Managerial Sciences	5	12.2%	35	85.4%	1	2.4%
	Medicine & Healthcare	3	10.7%	25	89.3%	0	.0%
	Science, Technology & Engineering	4	14.8%	23	85.2%	0	.0%
	Social Sciences	0	.0%	4	100.0%	0	.0%
	Veterinary Sciences	1	25.0%	3	75.0%	0	.0%
Other	0	.0%	2	100.0%	0	.0%	
No. of Years since Completion	< 2 years	12	21.4%	44	78.6%	0	.0%
	2 - 5 yrs	6	23.1%	19	73.1%	1	3.8%
	5 - 10 yrs	2	3.9%	49	96.1%	0	.0%
	10 - 15 yrs	0	.0%	17	100.0%	0	.0%
	15+ yrs	0	.0%	3	75.0%	1	25.0%
Status	Married or living with partner	5	6.8%	68	91.9%	1	1.4%
	Separated or divorced and not living with partner	0	.0%	1	100.0%	0	.0%
	Never married / single living with parents	13	18.1%	58	80.6%	1	1.4%
	Never married / single living alone	2	22.2%	7	77.8%	0	.0%
Caring Responsibilities	Yes	5	8.9%	50	89.3%	1	1.8%
	No	15	15.6%	80	83.3%	1	1.0%
Variety of Caring Responsibilities at Home	1	0	.0%	28	100.0%	0	.0%
	2	4	14.3%	23	82.1%	1	3.6%
	3	0	.0%	2	100.0%	0	.0%
Time Spent in Domestic Work on Average (Daily)	< 1hr	8	11.8%	60	88.2%	0	.0%
	1 - 3 hrs	10	15.9%	52	82.5%	1	1.6%
	3 - 5 hrs	0	.0%	10	90.9%	1	9.1%
	5 - 7 hrs	2	66.7%	1	33.3%	0	.0%
	7 - 9 hrs	0	.0%	3	100.0%	0	.0%
> 9 hours	0	.0%	1	100.0%	0	.0%	
Partner's Engagement in a Paid Job	Yes	6	8.2%	66	90.4%	1	1.4%
	No	3	37.5%	5	62.5%	0	.0%
Engagement in a paid job	Yes	20	13.2%	130	85.5%	2	1.3%
	No	1	20.0%	4	80.0%	0	.0%
Job Occupied	Senior Manager/Officials, Large Business Owners, Directors	0	.0%	15	100.0%	0	.0%
	Professionals (Employed or Self Employed)	15	12.8%	101	86.3%	1	.9%
	Associate Professionals & Technical	2	22.2%	7	77.8%	0	.0%
	Clerical Employees	2	28.6%	5	71.4%	0	.0%
	Skilled Agriculture & Fishery Workers	0	.0%	1	100.0%	0	.0%
	Crafts & Related Trades	0	.0%	1	100.0%	0	.0%
Elementary Occupations	0	.0%	1	100.0%	0	.0%	
Employer Organisation	Government organisation/department	10	17.9%	44	78.6%	2	3.6%
	Parastatal company	3	13.0%	20	87.0%	0	.0%
	Publicity listed company	3	33.3%	6	66.7%	0	.0%
	Private company/sole trader	3	6.5%	43	93.5%	0	.0%
	Commercial partnership	0	.0%	2	100.0%	0	.0%
	Non-profit organisation	1	9.1%	10	90.9%	0	.0%
Present Job	Full time	19	14.2%	113	84.3%	2	1.5%
	Full time (reduced hours)	0	.0%	5	100.0%	0	.0%
	Part time	1	7.1%	13	92.9%	0	.0%

Table 166 – Summary of Reasons for Refusal of Job Offers (Mean Response)

	Minimum	Maximum	Mean	Std. Deviation
Pay Offered	1	5	3.33	1.528
Responsibilities of the job	1	5	3.10	1.619
Job not related to your qualifications	1	5	3.27	1.638
Career conditions offered with the job	1	5	3.30	1.559
Progression opportunities of the job	1	5	3.35	1.565
Lack of variety of tasks within the job	1	5	3.35	1.725
Employer features	1	5	2.30	1.380
Job security associated with the offer	1	5	3.05	1.615
Contract duration	1	5	2.95	1.638
Prospective work peers	1	5	2.37	1.383
Other job offers at the same time	1	5	3.50	1.318
Recommendations by family member/friends/partner	1	5	2.52	1.327
Other	3	3	3.00	.



Table 167 – Analysis of Reasons for Refusal of Job Offers across Respondent Groups (Mean Response)

		Pay Offered	Responsibilities of the job	Job not related to your qualifications	Career conditions offered with the job	Progression opportunities of the job	Lack of variety of tasks within the job	Employer features	Job security associated with the offer	Contract duration	Prospective work peers	Other job offers at the same time	Recommendations by family member / friend / partner	Other
		Mean	Mean	Mean	Mean	Mean	Mean	Mean	Mean	Mean	Mean	Mean	Mean	Mean
Gender	Male	3.85	2.85	3.00	3.14	3.43	3.29	2.43	2.86	2.43	2.57	3.14	2.80	3.00
	Female	3.07	3.23	3.40	3.38	3.31	3.38	2.23	3.17	3.23	2.25	3.69	2.79	
Age	< 30 yrs	3.36	3.23	3.00	3.23	3.46	3.00	2.00	2.83	2.85	2.17	3.77	2.57	3.00
	30 - 39 yrs	4.25	2.50	3.25	3.75	3.75	3.50	3.50	3.50	3.50	3.00	3.50	3.00	
	40 - 49 yrs	1.00	1.00	5.00	1.00	1.00	5.00	1.00	1.00	1.00	1.00	3.00	1.00	
	50+ yrs													
Highest Level of Qualification Attained	University Diploma or equivalent	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00
	University degree - Baccalaureate	3.38	3.62	2.93	3.54	2.62	3.25	2.08	3.25	3.00	2.33	3.77	2.54	
	University degree - Masters' level	3.29	2.00	4.00	2.83	2.83	3.57	2.67	2.67	2.86	2.33	3.00	2.43	
	University Doctoral													
Area of Study	Other													
	Arts	3.50	3.50	4.00	4.50	4.50	4.67	3.00	4.00	4.00	2.50	2.50	2.67	
	Education	2.40	3.20	4.20	3.00	2.60	3.40	2.00	2.60	2.60	1.80	3.60	2.80	
	Law													
	Managerial Sciences	4.20	3.60	2.50	3.80	4.20	3.00	2.60	3.50	2.75	2.75	3.60	2.40	3.00
	Medicine & Healthcare	3.67	3.67	3.33	4.33	4.67	4.67	2.33	4.00	4.67	3.00	4.67	3.33	
	Science, Technology & Engineering	3.50	2.25	2.25	2.25	2.25	2.25	2.25	2.50	2.00	2.50	3.50	2.00	
	Social Sciences													
	Veterinary Sciences	1.00	1.00	5.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	
	Other													
No. of Years since Completion	< 2 years	3.64	3.45	3.08	3.82	4.09	3.67	2.91	3.55	3.45	2.55	3.64	2.67	3.00
	2 - 5 yrs	3.43	2.57	3.13	2.57	2.57	2.83	1.57	2.17	1.83	2.33	3.86	2.57	
	5 - 10 yrs	1.00	3.00	5.00	3.00	2.00	3.00	1.50	3.00	3.00	1.50	1.50	1.50	
	10 - 15 yrs													
	15+ yrs													
Status	Married or living with partner	3.83	3.00	3.43	3.00	3.00	3.40	1.80	2.60	2.83	2.40	4.00	2.80	
	Separated or divorced and not living with partner													
	Widowed and not living with partner													
	Never married / single living with parents	3.23	3.00	2.92	3.23	3.46	3.08	2.38	3.00	2.75	2.25	3.38	2.31	3.00
Caring Responsibilities	Never married / single living alone	1.00	5.00	5.00	5.00	3.00	5.00	2.00	5.00	5.00	2.00	2.00	2.50	
	Yes	3.80	3.25	3.33	4.00	4.25	3.75	1.75	3.00	3.60	3.00	4.00	2.50	
Variety of Caring Responsibilities at Home	No	3.13	3.13	3.25	3.07	3.07	3.25	2.40	3.07	2.73	2.20	3.27	2.56	3.00
	1.00													
	2.00	3.75	3.00	3.00	4.33	4.67	4.67	2.00	3.67	4.25	3.33	3.67	2.33	
Time Spent in Domestic Work on Average (Daily)	3.00													
	< 1hr	3.88	3.75	2.57	3.88	4.25	3.57	2.75	3.57	3.43	2.43	3.75	2.38	3.00
	1 - 3 hrs	2.60	2.33	3.33	2.44	2.22	2.80	1.78	2.22	2.40	1.67	3.56	2.60	
	3 - 5 hrs													
	5 - 7 hrs	4.50	3.50	5.00	5.00	5.00	5.00	2.50	4.50	4.50	4.50	3.00	3.00	
Partner's Engagement in a Paid Job	7 - 9 hrs													
	> 9 hours													
Engagement in a paid job	Yes	3.67	2.40	2.50	2.80	2.80	2.00	2.20	2.00	2.40	1.75	4.60	3.20	
	No	3.50	2.75	4.75	3.75	3.75	4.50	2.25	3.50	3.50	3.25	3.00	2.75	
Job Occupied	Yes	3.33	3.10	3.27	3.30	3.35	3.35	2.30	3.05	2.95	2.37	3.50	2.52	3.00
	No													
Employer Organisation	Senior Manager/Officials, Large Business Owners, Directors													
	Professionals (Employed or Self Employed)	3.40	3.14	3.44	3.50	3.43	3.79	2.43	3.23	3.29	2.46	3.64	2.73	
	Associate Professionals & Technical	3.00	3.00	3.00	2.33	3.00	1.67	2.00	2.33	1.67	1.67	2.00	1.67	3.00
	Clerical Employees	4.50	4.00	3.50	4.50	4.50	4.00	2.50	4.00	3.50	3.50	4.00	3.00	
	Skilled Agriculture & Fishery Workers													
	Crafts & Related Trades													
	Elementary Occupations													
	Government organisation/department	3.44	3.25	3.45	3.63	3.50	3.78	2.50	3.50	3.78	2.50	3.38	2.67	
	Parastatal company	3.75	2.75	4.33	3.75	3.75	3.00	2.75	2.67	2.67	3.00	3.75	2.50	3.00
	Publicly listed company	4.67	4.33	2.67	4.00	4.67	3.00	2.33	3.67	2.67	2.67	3.33	2.33	
Private company/sole trader	2.67	3.33	2.33	2.67	2.67	3.00	2.00	3.00	2.33	2.00	3.33	2.00		
Present Job	Commercial partnership													
	Non-profit organisation	1.00	1.00	3.00	1.00	1.00	3.00	1.00	1.00	1.00	1.00	4.00	3.00	
	Full time	3.26	3.00	3.33	3.22	3.28	3.28	2.11	2.94	2.83	2.29	3.56	2.47	
Part time	Full time (reduced hours)													
	Part time	5.00	5.00	3.00	5.00	5.00	5.00	5.00	5.00	5.00	3.00	3.00	3.00	

4.9 Career after First Job Following Graduation

Of all the graduate respondents, 15 (4.3%) had experienced a time unemployed following their first employment after graduation. An analysis of the incidence of such unemployment across respondent groups featured no significant differences between different respondent groups (Table 169). Searching for a new job required a median of 4 months – with no significant differences featuring across different respondent (job seeker) groups (Table 170 and Table 171). Of the graduates who stopped their first job, 75.0% had resigned, while 25.0% were dismissed or made redundant (Table 172). Resignation was primarily related to various circumstances related to furthering of studies, maternity, job conditions and the engagement in other jobs. No significant differences featured across respondent groups (Table 172 and Table 173).

Table 168 – Summary of Unemployment following First Job after Graduation (Frequency & % Response)

		Frequency	Valid Percent
Valid	Yes	15	4.3
	No	336	95.7
	Total	351	100.0

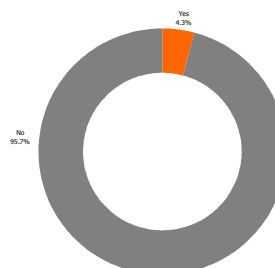


Table 169 – Analysis of Unemployment following First Job after Graduation across Respondent Groups (Frequency & % Response)

		Did you have to spend a time unemployed after your first job following your graduation			
		Yes		No	
		Count	Row N %	Count	Row N %
Gender	Male	4	2.4%	166	97.6%
	Female	11	6.1%	170	93.9%
Age	< 30 yrs	5	3.8%	127	96.2%
	30 - 39 yrs	4	3.4%	112	96.6%
	40 - 49 yrs	3	4.7%	61	95.3%
	50+ yrs	1	5.0%	19	95.0%
Highest Level of Qualification Attained	University Diploma or equivalent	1	2.3%	42	97.7%
	University degree - Baccalaureate	10	4.8%	199	95.2%
	University degree - Masters' level	3	4.3%	66	95.7%
	University Doctoral	0	.0%	19	100.0%
	Other	1	12.5%	7	87.5%
Area of Study	Arts	0	.0%	12	100.0%
	Education	8	8.6%	85	91.4%
	Law	0	.0%	9	100.0%
	Managerial Sciences	3	3.6%	81	96.4%
	Medicine & Healthcare	1	1.7%	59	98.3%
	Science, Technology & Engineering	3	4.8%	59	95.2%
	Social Sciences	0	.0%	7	100.0%
	Veterinary Sciences	0	.0%	6	100.0%
	Other	0	.0%	13	100.0%
	No. of Years since Completion	< 2 years	5	5.0%	95	95.0%
2 - 5 yrs		3	4.9%	58	95.1%
5 - 10 yrs		4	4.4%	87	95.6%
10 - 15 yrs		1	2.1%	46	97.9%
15+ yrs		2	6.1%	31	93.9%
Status	Married or living with partner	7	3.6%	190	96.4%
	Separated or divorced and not living with partner	1	50.0%	1	50.0%
	Widowed and not living with partner	1	100.0%	0	.0%
	Never married / single living with parents	4	3.1%	123	96.9%
	Never married / single living alone	2	9.5%	19	90.5%
Caring Responsibilities	Yes	7	4.6%	146	95.4%
	No	7	3.9%	172	96.1%
Variety of Caring Responsibilities at Home	1	5	6.3%	74	93.7%
	2	2	2.9%	67	97.1%
	3	0	.0%	10	100.0%
Time Spent in Domestic Work on Average (Daily)	< 1hr	3	2.3%	130	97.7%
	1 - 3 hrs	4	2.9%	134	97.1%
	3 - 5 hrs	6	16.7%	30	83.3%
	5 - 7 hrs	0	.0%	8	100.0%
	7 - 9 hrs	0	.0%	7	100.0%
	> 9 hours	0	.0%	4	100.0%
Partner's Engagement in a Paid Job	Yes	7	4.1%	165	95.9%
	No	1	2.9%	34	97.1%
Engagement in a paid job	Yes	15	4.5%	322	95.5%
	No	0	.0%	12	100.0%
Job Occupied	Senior Manager/Officials, Large Business Owners, Directors	2	4.3%	45	95.7%
	Professionals (Employed or Self Employed)	12	5.0%	227	95.0%
	Associate Professionals & Technical	0	.0%	23	100.0%
	Clerical Employees	0	.0%	18	100.0%
	Skilled Agriculture & Fishery Workers	0	.0%	1	100.0%
	Crafts & Related Trades	0	.0%	1	100.0%
	Elementary Occupations	1	100.0%	0	.0%
	Government organisation/department	7	4.4%	152	95.6%
Employer Organisation	Parastatal company	3	7.5%	37	92.5%
	Publicity listed company	0	.0%	17	100.0%
	Private company/sole trader	3	3.4%	85	96.6%
	Commercial partnership	0	.0%	8	100.0%
	Non-profit organisation	0	.0%	19	100.0%
	Present Job	Full time	13	4.3%	288	95.7%
Full time (reduced hours)	0	.0%	11	100.0%	
Part time	1	4.0%	24	96.0%	

Table 170 – Duration of Job Search while Unemployed in Years (Mean & Median Response)

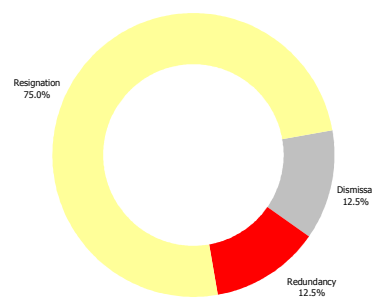
	Minimum	Maximum	Mean	Median	Standard Deviation
How long did your job search take while unemployed?	0	1	.44	.33	.346

Table 171 – Duration of Job Search while Unemployed across Respondent Groups in Years (Mean & Median Response)

		How long did your job search take while unemployed?					
		Overall		Male		Female	
		Mean	Median	Mean	Median	Mean	Median
Gender	Male	0.31	0.33	0.31	0.33	.	.
	Female	0.51	0.38	.	.	0.51	0.38
Age	< 30 yrs	0.75	0.75	0.50	0.50	1.00	1.00
	30 - 39 yrs	0.29	0.29	0.33	0.33	0.25	0.25
	40 - 49 yrs	0.53	0.50	0.08	0.08	0.75	0.75
	50+ yrs	0.17	0.17	.	.	0.17	0.17
Highest Level of Qualification Attained	University Diploma or equivalent	0.17	0.17	.	.	0.17	0.17
	University degree - Baccalaureate	0.51	0.42	0.31	0.33	0.72	1.00
	University degree - Masters' level	0.38	0.38	.	.	0.38	0.38
	University Doctoral	.	.	.	.	.	.
	Other	.	.	.	.	.	.
Area of Study	Arts	.	.	.	.	.	.
	Education	0.38	0.21	0.08	0.08	0.47	0.25
	Law	.	.	.	.	.	.
	Managerial Sciences	0.67	0.67	0.33	0.33	1.00	1.00
	Medicine & Healthcare	.	.	.	.	.	.
	Science, Technology & Engineering	0.39	0.50	0.50	0.50	0.33	0.33
	Social Sciences	.	.	.	.	.	.
	Veterinary Sciences	.	.	.	.	.	.
No. of Years since Completion	< 2 years	0.38	0.38	0.50	0.50	0.25	0.25
	2 - 5 yrs	0.56	0.50	.	.	0.56	0.50
	5 - 10 yrs	0.25	0.25	0.33	0.33	0.17	0.17
	10 - 15 yrs	.	.	.	.	.	.
	15+ yrs	0.54	0.54	0.08	0.08	1.00	1.00
Status	Married or living with partner	0.58	0.63	0.08	0.08	0.75	1.00
	Separated or divorced and not living with partner	0.33	0.33	0.33	0.33	.	.
	Widowed and not living with partner	0.17	0.17	.	.	0.17	0.17
	Never married / single living with parents	0.33	0.33	0.50	0.50	0.17	0.17
	Never married / single living alone	0.50	0.50	.	.	0.50	0.50
Caring Responsibilities	Yes	0.60	0.63	.	.	0.60	0.63
	No	0.38	0.42	0.42	0.42	0.33	0.33
Variety of Caring Responsibilities at Home	1	0.47	0.25	.	.	0.47	0.25
	2	1.00	1.00	.	.	1.00	1.00
	3	.	.	.	.	.	.
Time Spent in Domestic Work on Average (Daily)	< 1hr	0.42	0.42	0.42	0.42	.	.
	1 - 3 hrs	0.17	0.17	.	.	0.17	0.17
	3 - 5 hrs	0.69	0.75	.	.	0.69	0.75
	5 - 7 hrs	.	.	.	.	.	.
	> 9 hours	.	.	.	.	.	.
Partner's Engagement in a Paid Job	Yes	0.58	0.63	0.08	0.08	0.75	1.00
	No	0.50	0.50	0.50	0.50	.	.
Engagement in a paid job	Yes	0.44	0.33	0.31	0.33	0.51	0.38
	No	.	.	.	.	.	.
Job Occupied	Senior Manager/Officials, Large Business Owners, Directors	0.42	0.42	0.33	0.33	0.50	0.50
	Professionals (Employed or Self Employed)	0.44	0.21	0.08	0.08	0.52	0.25
	Associate Professionals & Technical	.	.	.	.	.	.
	Clerical Employees	.	.	.	.	.	.
	Skilled Agriculture & Fishery Workers	.	.	.	.	.	.
	Crafts & Related Trades	.	.	.	.	.	.
	Plant & Machine Operator, Assembly Workers	.	.	.	.	.	.
	Elementary Occupations	0.50	0.50	0.50	0.50	.	.
	Never Engaged in Paid Work - House wife / Husband	.	.	.	.	.	.
Employer Organisation	Government organisation/department	0.63	0.67	0.33	0.33	0.72	1.00
	Parastatal company	0.29	0.29	0.08	0.08	0.50	0.50
	Publicity listed company	.	.	.	.	.	.
	Private company/sole trader	0.17	0.17	.	.	0.17	0.17
	Commercial partnership	.	.	.	.	.	.
Present Job	Non-profit organisation	.	.	.	.	.	.
	Full time	0.44	0.29	0.21	0.21	0.51	0.38
	Full time (reduced hours)	.	.	.	.	.	.
Part time	.	.	.	.	.	.

Table 172 – Summary of Circumstances & Reasons leading to Stopping Employment in First Job (Frequency & % Response)

		Frequency	Valid Percent
Valid	Dismissal	1	12.5
	Redundancy	1	12.5
	Resignation	6	75.0
	Total	8	100.0
Missing	Don't know	4	
	System	3	
	Total	7	
Total		15	



		Frequency	Valid Percent
Valid	Maternity	1	11.1
	Career studies	3	33.3
	Job conditions	3	33.3
	Others	2	22.2
	Total	9	100.0
Missing	System	6	
Total		15	

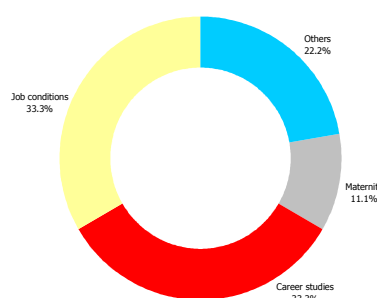


Table 173 – Analysis of Circumstances for Stopping of Employment across Respondent Groups (Frequency & % Response)

		The following may be circumstances under which you may have stopped to be employed. Which of them is truest to your case					
		Dismissal		Redundancy		Resignation	
		Count	Row N %	Count	Row N %	Count	Row N %
Gender	Male	0	.0%	0	.0%	3	100.0%
	Female	1	20.0%	1	20.0%	3	60.0%
Age	< 30 yrs	0	.0%	0	.0%	2	100.0%
	30 - 39 yrs	0	.0%	0	.0%	3	100.0%
	40 - 49 yrs	0	.0%	1	50.0%	1	50.0%
		1	16.7%	1	16.7%	4	66.7%
Highest Level of Qualification Attained	University degree - Baccalaureate	0	.0%	0	.0%	1	100.0%
	University degree - Masters' level	0	.0%	0	.0%	1	100.0%
	Other	0	.0%	0	.0%	1	100.0%
Area of Study	Education	0	.0%	0	.0%	3	100.0%
	Managerial Sciences	0	.0%	1	50.0%	1	50.0%
	Medicine & Healthcare	0	.0%	0	.0%	1	100.0%
	Science, Technology & Engineering	1	50.0%	0	.0%	1	50.0%
No. of Years since Completion	< 2 years	0	.0%	0	.0%	3	100.0%
	2 - 5 yrs	1	100.0%	0	.0%	0	.0%
	5 - 10 yrs	0	.0%	0	.0%	2	100.0%
	15+ yrs	0	.0%	1	50.0%	1	50.0%
Status	Married or living with partner	0	.0%	1	25.0%	3	75.0%
	Separated or divorced and not living with partner	0	.0%	0	.0%	1	100.0%
	Never married / single living with parents	1	33.3%	0	.0%	2	66.7%
Caring Responsibilities	Yes	0	.0%	1	25.0%	3	75.0%
	No	1	33.3%	0	.0%	2	66.7%
Variety of Caring Responsibilities at Home	1	0	.0%	0	.0%	2	100.0%
	2	0	.0%	1	50.0%	1	50.0%
Time Spent in Domestic Work on Average (Daily)	< 1hr	0	.0%	0	.0%	3	100.0%
	3 - 5 hrs	0	.0%	1	33.3%	2	66.7%
Partner's Engagement in a Paid Job	Yes	0	.0%	1	25.0%	3	75.0%
	No	0	.0%	0	.0%	1	100.0%
Engagement in a paid job	Yes	1	12.5%	1	12.5%	6	75.0%
	No	0	.0%	0	.0%	1	100.0%
Job Occupied	Senior Manager/Officials, Large Business Owners, Directors	0	.0%	0	.0%	1	100.0%
	Professionals (Employed or Self Employed)	1	16.7%	1	16.7%	4	66.7%
	Elementary Occupations	0	.0%	0	.0%	1	100.0%
Employer Organisation	Government organisation/department	0	.0%	1	25.0%	3	75.0%
	Parastatal company	0	.0%	0	.0%	1	100.0%
	Private company/sole trader	1	100.0%	0	.0%	0	.0%
Present Job	Full time	1	14.3%	1	14.3%	5	71.4%

Table 174 – Analysis of Reasons for Stopping of Employment across Respondent Groups (Frequency & % Response)

		If you resigned from that job, which of the following provides the truest of possible circumstances that may have led you to take your decision							
		Maternity		Career studies		Job conditions		Others	
		Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
Gender	Male	0	.0%	1	25.0%	3	75.0%	0	.0%
	Female	1	20.0%	2	40.0%	0	.0%	2	40.0%
Age	< 30 yrs	0	.0%	2	50.0%	1	25.0%	1	25.0%
	30 - 39 yrs	1	33.3%	0	.0%	1	33.3%	1	33.3%
	40 - 49 yrs	0	.0%	1	50.0%	1	50.0%	0	.0%
Highest Level of Qualification Attained	University degree - Baccalaureate	0	.0%	3	50.0%	2	33.3%	1	16.7%
	University degree - Masters' level	1	50.0%	0	.0%	1	50.0%	0	.0%
	Other	0	.0%	0	.0%	0	.0%	1	100.0%
Area of Study	Education	1	25.0%	1	25.0%	1	25.0%	1	25.0%
	Managerial Sciences	0	.0%	1	33.3%	2	66.7%	0	.0%
	Medicine & Healthcare	0	.0%	0	.0%	0	.0%	1	100.0%
	Science, Technology & Engineering	0	.0%	1	100.0%	0	.0%	0	.0%
No. of Years since Completion	< 2 years	1	20.0%	2	40.0%	1	20.0%	1	20.0%
	5 - 10 yrs	0	.0%	0	.0%	1	50.0%	1	50.0%
	15+ yrs	0	.0%	1	50.0%	1	50.0%	0	.0%
Status	Married or living with partner	1	20.0%	1	20.0%	2	40.0%	1	20.0%
	Separated or divorced and not living with partner	0	.0%	0	.0%	1	100.0%	0	.0%
	Never married / single living with parents	0	.0%	2	66.7%	0	.0%	1	33.3%
Caring Responsibilities	Yes	1	25.0%	1	25.0%	0	.0%	2	50.0%
	No	0	.0%	2	50.0%	2	50.0%	0	.0%
Variety of Caring Responsibilities at Home	1	1	50.0%	0	.0%	0	.0%	1	50.0%
	2	0	.0%	1	50.0%	0	.0%	1	50.0%
Time Spent in Domestic Work on Average (Daily)	< 1hr	0	.0%	1	33.3%	1	33.3%	1	33.3%
	1 - 3 hrs	0	.0%	1	50.0%	1	50.0%	0	.0%
	3 - 5 hrs	1	33.3%	1	33.3%	0	.0%	1	33.3%
Partner's Engagement in a Paid Job	Yes	1	20.0%	1	20.0%	2	40.0%	1	20.0%
	No	0	.0%	1	100.0%	0	.0%	0	.0%
Engagement in a paid job	Yes	1	11.1%	3	33.3%	3	33.3%	2	22.2%
Job Occupied	Senior Manager/Officials, Large Business Owners, Directors	0	.0%	0	.0%	1	100.0%	0	.0%
	Professionals (Employed or Self Employed)	1	14.3%	2	28.6%	2	28.6%	2	28.6%
	Elementary Occupations	0	.0%	1	100.0%	0	.0%	0	.0%
Employer Organisation	Government organisation/department	0	.0%	1	25.0%	1	25.0%	2	50.0%
	Parastatal company	0	.0%	0	.0%	2	100.0%	0	.0%
	Private company/sole trader	0	.0%	1	100.0%	0	.0%	0	.0%
Present Job	Full time	1	14.3%	1	14.3%	3	42.9%	2	28.6%
	Part time	0	.0%	1	100.0%	0	.0%	0	.0%

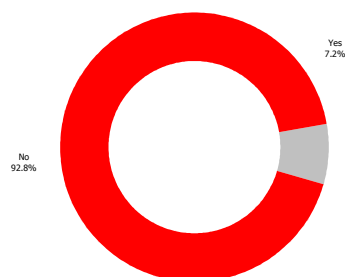
4.10 Career Break

Following their graduation, only 7.2% of participants availed themselves of a career break. A career break featured more commonly among female graduates or respondents who:

- were 30 to 39 years old, or
- were qualified at a Master's level, or
- had attained their highest qualification between 10 and 15 years prior to this study, or
- had caring responsibilities at home, or
- devoted more than 3 hours daily for domestic work at home, or
- were employed with a commercial partnership, or
- were employed on a part-time or full-time with reduced hours basis.

Table 175 – Summary of Career Break Availed (Frequency & % Response)

		Frequency	Valid Percent
Valid	Yes	25	7.2
	No	320	92.8
	Total	345	100.0



A total of 6 respondents provided 'Don't Know' or 'No Answer' response

Table 176 – Analysis of Career Break Availed (Incidence) across Respondent Groups (Frequency & % Response)

		Following your graduation, did you avail yourself of a career break			
		Yes		No	
		Count	Row N %	Count	Row N %
Gender	Male	5	3.0%	163	97.0%
	Female	20	11.3%	157	88.7%
Age	< 30 yrs	4	3.1%	124	96.9%
	30 - 39 yrs	15	12.9%	101	87.1%
	40 - 49 yrs	3	4.8%	60	95.2%
	50+ yrs	2	10.5%	17	89.5%
Highest Level of Qualification Attained	University Diploma or equivalent	2	4.8%	40	95.2%
	University degree - Baccalaureate	15	7.4%	189	92.6%
	University degree - Masters' level	7	10.1%	62	89.9%
	University Doctoral	0	.0%	19	100.0%
	Other	1	12.5%	7	87.5%
Area of Study	Arts	0	.0%	12	100.0%
	Education	7	7.7%	84	92.3%
	Law	1	11.1%	8	88.9%
	Managerial Sciences	4	4.9%	77	95.1%
	Medicine & Healthcare	5	8.3%	55	91.7%
	Science, Technology & Engineering	6	9.7%	56	90.3%
	Social Sciences	0	.0%	6	100.0%
	Veterinary Sciences	0	.0%	6	100.0%
	Other	2	15.4%	11	84.6%
	No. of Years since Completion	< 2 years	7	7.1%	91	92.9%
2 - 5 yrs		1	1.7%	58	98.3%
5 - 10 yrs		3	3.4%	86	96.6%
10 - 15 yrs		11	23.4%	36	76.6%
15+ yrs		3	9.1%	30	90.9%
Status	Married or living with partner	21	10.8%	173	89.2%
	Separated or divorced and not living with partner	0	.0%	2	100.0%
	Never married / single living with parents	3	2.4%	122	97.6%
	Never married / single living alone	1	4.8%	20	95.2%
Caring Responsibilities	Yes	20	13.4%	129	86.6%
	No	5	2.8%	173	97.2%
Variety of Caring Responsibilities at Home	1	10	13.0%	67	87.0%
	2	9	13.6%	57	86.4%
	3	1	10.0%	9	90.0%
Time Spent in Domestic Work on Average (Daily)	< 1hr	3	2.3%	129	97.7%
	1 - 3 hrs	13	9.7%	121	90.3%
	3 - 5 hrs	6	16.7%	30	83.3%
	5 - 7 hrs	1	12.5%	7	87.5%
	7 - 9 hrs	1	14.3%	6	85.7%
	> 9 hours	1	25.0%	3	75.0%
Partner's Engagement in a Paid Job	Yes	21	12.4%	148	87.6%
	No	1	2.9%	34	97.1%
Engagement in a paid Job	Yes	22	6.6%	310	93.4%
	No	3	27.3%	8	72.7%
Job Occupied	Senior Manager/Officials, Large Business Owners, Directors	1	2.2%	45	97.8%
	Professionals (Employed or Self Employed)	21	8.9%	214	91.1%
	Associate Professionals & Technical	0	.0%	23	100.0%
	Clerical Employees	0	.0%	17	100.0%
	Skilled Agriculture & Fishery Workers	0	.0%	1	100.0%
	Crafts & Related Trades	0	.0%	1	100.0%
	Elementary Occupations	0	.0%	1	100.0%
Employer Organisation	Government organisation/department	9	5.8%	146	94.2%
	Parastatal company	3	7.5%	37	92.5%
	Publicly listed company	1	5.9%	16	94.1%
	Private company/sole trader	7	8.0%	80	92.0%
	Commercial partnership	1	12.5%	7	87.5%
	Non-profit organisation	1	5.6%	17	94.4%
Present Job	Full time	13	4.4%	285	95.6%
	Full time (reduced hours)	3	27.3%	8	72.7%
	Part time	6	27.3%	16	72.7%

The average career break was 26 months long (median response). The longer career breaks featured among respondents aged 30 to 39 years, reaching an average of 4 years duration (median response). The longer career breaks also featured among women, or respondents with baccalaureate or masters qualifications, or respondents with caring responsibilities at home or respondents employed with governmental organisations.

Table 177 – Summary of Duration of Career Break in Years (Mean & Median Response)

	Minimum	Maximum	Mean	Median	Standard Deviation
How long did this career break take?	0	8	2.71	2.13	2.117

Table 178 – Analysis of Duration of Career Break across Respondent Groups (Mean & Median Response, Years)

		How long did tis career breaktake?					
		Overall		Male		Female	
		Mean	Median	Mean	Median	Mean	Median
Gender	Male	1.17	1.00	1.17	1.00	.	.
	Female	3.12	2.58	.	.	3.12	2.58
Age	< 30 yrs	0.77	1.00	0.71	0.71	0.81	1.00
	30 - 39 yrs	3.76	4.00	2.08	2.08	3.90	4.00
	40 - 49 yrs	2.64	2.58	.	.	2.64	2.58
	50+ yrs	1.17	1.17	1.17	1.17	.	.
Highest Level of Qualification Attained	University Diploma or equivalent	1.42	1.42	.	.	1.42	1.42
	University degree - Baccalaureate	2.80	2.00	1.17	1.00	3.24	2.58
	University degree - Masters' level	2.68	2.25	1.17	1.17	3.28	3.33
	University Doctoral	.	.	.	.	.	.
	Other	4.33	4.33	.	.	4.33	4.33
Area of Study	Arts	.	.	.	.	.	.
	Education	3.81	4.17	.	.	3.81	4.17
	Law	0.42	0.42	0.42	0.42	.	.
	Managerial Sciences	2.48	1.79	.	.	2.48	1.79
	Medicine & Healthcare	2.00	2.00	2.25	2.25	1.92	1.75
	Science, Technology & Engineering	1.22	1.00	1.06	1.00	1.46	1.46
	Social Sciences	.	.	.	.	.	.
	Veterinary Sciences	.	.	.	.	.	.
	Other	5.08	5.08	.	.	5.08	5.08
	No. of Years since Completion	< 2 years	3.26	2.25	1.33	1.33	4.03	5.42
2 - 5 yrs		1.00	1.00	1.00	1.00	.	.
5 - 10 yrs		2.50	2.29	.	.	2.50	2.29
10 - 15 yrs		3.06	2.17	2.08	2.08	3.19	3.08
15+ yrs		1.22	1.00	0.08	0.08	1.79	1.79
Status	Married or living with partner	3.05	2.38	1.06	1.00	3.41	3.33
	Separated or divorced and not living with partner	.	.	.	.	.	.
	Widowed and not living with partner	.	.	.	.	.	.
	Never married / single living with parents	0.58	0.42	0.42	0.42	0.67	0.67
Caring Responsibilities	Yes	3.28	2.96	1.08	1.08	3.55	3.67
	No	1.01	1.00	1.22	1.00	0.81	1.00
Variety of Caring Responsibilities at Home	1	3.77	4.00	.	.	3.77	4.00
	2	2.98	2.75	1.08	1.08	3.61	3.83
	3	1.25	1.25	.	.	1.25	1.25
Time Spent in Domestic Work on Average (Daily)	< 1hr	0.89	0.33	1.17	1.17	0.33	0.33
	1 - 3 hrs	3.19	2.17	0.71	0.71	3.64	4.00
	3 - 5 hrs	2.95	3.33	2.08	2.08	3.17	3.67
	5 - 7 hrs	1.92	1.92	.	.	1.92	1.92
	7 - 9 hrs	2.58	2.58	.	.	2.58	2.58
	> 9 hours	1.75	1.75	.	.	1.75	1.75
Partner's Engagement in a Paid Job	Yes	3.07	2.38	1.54	1.54	3.24	2.96
	No	0.08	0.08	0.08	0.08	.	.
Engagement in a paid job	Yes	2.74	2.00	1.17	1.00	3.21	3.33
	No	2.38	2.38	.	.	2.38	2.38
Job Occupied	Senior Manager/Officials, Large Business Owners, Directors	0.08	0.08	0.08	0.08	.	.
	Professionals (Employed or Self Employed)	2.96	2.17	1.44	1.54	3.34	3.67
	Associate Professionals & Technical	1.08	1.08	.	.	1.08	1.08
	Clerical Employees	.	.	.	.	.	.
	Skilled Agriculture & Fishery Workers	.	.	.	.	.	.
	Crafts & Related Trades	.	.	.	.	.	.
	Plant & Machine Operator, Assembly Workers	.	.	.	.	.	.
	Elementary Occupations	.	.	.	.	.	.
	Never Engaged in Paid Work - House wife / Husband	.	.	.	.	.	.
Employer Organisation	Government organisation/department	3.20	3.33	2.08	2.08	3.34	3.83
	Parastatal company	1.08	0.67	2.25	2.25	0.50	0.50
	Publicity listed company	1.00	1.00	1.00	1.00	.	.
	Private company/sole trader	2.88	1.92	0.25	0.25	3.93	4.00
	Commercial partnership	6.00	6.00	.	.	6.00	6.00
	Non-profit organisation	1.08	1.08	.	.	1.08	1.08
Present Job	Full time	2.59	1.75	1.11	1.00	3.08	4.00
	Full time (reduced hours)	2.03	2.08	2.08	2.08	2.00	2.00
	Part time	3.31	1.92	0.42	0.42	3.79	2.96

Family responsibilities mainly childbirth and care accounted for 60.0% of responses relating to the reasons compelling participants to avail of a career break. Another 16.7% of respondents taking a career break claimed that such break was taken as a holiday, break or gap year, while another 13.3% required such a break for continuing with their studies. Female respondents were most likely to avail of such a break for family responsibilities, while male participants were most likely to take break/gap year to study and for recreational purposes. Female respondents taking a career break were most likely to be aged 30 to 39 years, having attained their highest qualification between 10 and 15 years prior to this study, married or living with their partner, presently employed part time or full time with reduced hours (Table 180).

Table 179 – Summary of Reasons for Career Break (Frequency & % Response)

		Responses		Percent of Cases
		N	Percent	
Reason for Career Break	Family - childbirth & childcare	18	60.0%	66.7%
	Family - adults (disabled or elderly)	1	3.3%	3.7%
	Holiday/break/gap year	5	16.7%	18.5%
	Study	4	13.3%	14.8%
	Other reasons	2	6.7%	7.4%
Total		30	100.0%	111.1%

^a. Dichotomy group tabulated at value 1.

Table 180 – Analysis of Reason for Career Break across Respondent Groups (Frequency)

		Reason for Career Break							
		Family - childbirth & childcare	Dismissed form previous employment	Family - adults (disabled or elderly)	Holiday/break/gap year	Illness	Starting a private practice	Study	Other reasons
Gender	Male	1		1	2			1	
	Female	17			3			3	2
Age	< 30 yrs				4			1	1
	30 - 39 yrs	15						2	1
	40 - 49 yrs	2						1	
	50+ yrs			1	1				
Highest Level of Qualification Attained	University Diploma or equivalent	2							
	University degree - Baccalaureate	11			3			3	2
	University degree - Masters' level	4		1	2			1	
	Other	1							
Area of Study	Education	7						1	2
	Law				1				
	Managerial Sciences	2			1			1	
	Medicine & Healthcare	4		1	1				
	Science, Technology & Engineering	3			2			1	
	Other	2						1	
No. of Years since Completion	< 2 years	3		1	4			1	
	2 - 5 yrs							1	
	5 - 10 yrs	3						1	1
	10 - 15 yrs	11							1
	15+ yrs	1			1			1	
Status	Married or living with partner	18			1			4	2
	Never married / single living with parents				4				
	Never married / single living alone			1					
Caring Responsibilities	Yes	18			2			3	1
	No			1	3			1	1
Variety of Caring Responsibilities at Home	1	10						1	1
	2	7			2			1	
	3	1						1	
Time Spent in Domestic Work on Average (Daily)	< 1hr			1	3				
	1 - 3 hrs	10			2			3	2
	3 - 5 hrs	5						1	
	5 - 7 hrs	1							
	7 - 9 hrs	1							
	> 9 hours	1							
Partner's Engagement in a Paid Job	Yes	18			1			4	2
	No				1				
Engagement in a paid job	Yes	15		1	5			4	2
	No	3							
Job Occupied	Senior Manager/Officials, Large Business Owners, Directors				1				
	Professionals (Employed or Self Employed)	15		1	4			4	1
	Associate Professionals & Technical								1
Employer Organisation	Government organisation/department	7			2			2	
	Parastatal company	1		1	1				
	Publicly listed company							1	
	Private company/sole trader	5			2			1	1
	Commercial partnership	1							
	Non-profit organisation	1							1
Present Job	Full time	7		1	4			3	
	Full time (reduced hours)	3							
	Part time	5			1			1	2

Table 181 – Analysis of Reason for Career Break across Respondent Groups (% Response)

			Reason for Career Break							
			Family - childbirth & childcare	Dismissed form previous employment	Family - adults (disabled or elderly)	Holiday/bre ak/gap year	Illness	Starting a private practice	Study	Other reasons
Gender	Male	Row %	20.0		20.0	40.0			20.0	
	Female	Row %	77.3			13.6			13.6	9.1
Age	< 30 yrs	Row %				66.7			16.7	16.7
	30 - 39 yrs	Row %	100.0						13.3	6.7
	40 - 49 yrs	Row %	66.7						33.3	
	50+ yrs	Row %			50.0	50.0				
			Row %							
Highest Level of Qualification Attained	University Diploma or equivalent	Row %	100.0							
	University degree - Baccalaureate	Row %	64.7			17.6			17.6	11.8
	University degree - Masters' level	Row %	57.1		14.3	28.6			14.3	
	Other	Row %	100.0							
Area of Study	Education	Row %	87.5						12.5	25.0
	Law	Row %				100.0				
	Managerial Sciences	Row %	50.0			25.0			25.0	
	Medicine & Healthcare	Row %	66.7		16.7	16.7				
	Science, Technology & Engineering	Row %	50.0			33.3			16.7	
	Other	Row %	100.0						50.0	
			Row %							
No. of Years since Completion	< 2 years	Row %	37.5		12.5	50.0			12.5	
	2 - 5 yrs	Row %							100.0	
	5 - 10 yrs	Row %	75.0						25.0	25.0
	10 - 15 yrs	Row %	100.0							9.1
	15+ yrs	Row %	33.3			33.3			33.3	
Status	Married or living with partner	Row %	81.8			4.5			18.2	9.1
	Never married / single living with parents	Row %				100.0				
	Never married / single living alone	Row %			100.0					
Caring Responsibilities	Yes	Row %	85.7			9.5			14.3	4.8
	No	Row %			16.7	50.0			16.7	16.7
Variety of Caring Responsibilities at Home	1	Row %	100.0						10.0	10.0
	2	Row %	70.0			20.0			10.0	
	3	Row %	100.0						100.0	
Time Spent in Domestic Work on Average (Daily)	< 1hr	Row %			25.0	75.0				
	1 - 3 hrs	Row %	71.4			14.3			21.4	14.3
	3 - 5 hrs	Row %	83.3						16.7	
	5 - 7 hrs	Row %	100.0							
	7 - 9 hrs	Row %	100.0							
	> 9 hours	Row %	100.0							
Partner's Engagement in a Paid Job	Yes	Row %	81.8			4.5			18.2	9.1
	No	Row %				100.0				
Engagement in a paid job	Yes	Row %	62.5		4.2	20.8			16.7	8.3
	No	Row %	100.0							
Job Occupied	Senior Manager/Officials, Large Business Owners, Directors	Row %				100.0				
	Professionals (Employed or Self Employed)	Row %	68.2		4.5	18.2			18.2	4.5
	Associate Professionals & Technical	Row %								100.0
Employer Organisation	Government organisation/department	Row %	70.0			20.0			20.0	
	Parastatal company	Row %	33.3		33.3	33.3				
	Publicly listed company	Row %							100.0	
	Private company/sole trader	Row %	71.4			28.6			14.3	14.3
	Commercial partnership	Row %	100.0							
	Non-profit organisation	Row %	50.0							50.0
			Row %							
Present Job	Full time	Row %	50.0		7.1	28.6			21.4	
	Full time (reduced hours)	Row %	100.0							
	Part time	Row %	71.4			14.3			14.3	28.6

A total of 14 participants were offered alternative job arrangements prior to the availing of their career break – with the most common offer pertaining to parental leave, followed by a career break with committed or guaranteed return and part time work. An analysis of these responses for their incidence across respondent groups featured no significant differences across respondent groups (Table 183).

Table 182 – Summary of Alternative Arrangements offered against a Career Break (Frequency & % Response)

		Responses		Percent of Cases
		N	Percent	
Alternatives to Career Break ^a	Part time work	3	11.1%	21.4%
	Parental leave	14	51.9%	100.0%
	Career break with committed return	10	37.0%	71.4%
Total		27	100.0%	192.9%

^a. Dichotomy group tabulated at value 1.

Table 183 – Analysis of Alternative Arrangements (Incidence) offered against a Career Break across Respondent Groups (Frequency)

		Alternatives to Career Break											
		Flexitime	Annualised hours	Childcare facilities	After school child care facility/programme	Childcare subsidy/allowance	Part time work	Telework/home work	Job sharing	Parental leave	Short notice leave	Career break with committed/guaranteed return	Sick/emergency child care leave	Professional guidance (childcare, elderly care)
Gender	Male												
	Female						3			14		10	
Age	< 30 yrs												
	30 - 39 yrs									11		7	
	40 - 49 yrs						1			2		2	
	50+ yrs												
Highest Level of Qualification Attained	University Diploma or equivalent									2		1	
	University degree - Baccalaureate						3			7		5	
	University degree - Masters' level									4		3	
	Other									1		1	
Area of Study	Education									6		5	
	Law												
	Managerial Sciences						1			1		1	
	Medicine & Healthcare						1			4		2	
	Science, Technology & Engineering						1			2		1	
	Other									1		1	
No. of Years since Completion	< 2 years									2		2	
	2 - 5 yrs												
	5 - 10 yrs									3		2	
	10 - 15 yrs									2		8	
	15+ yrs									1		1	
Status	Married or living with partner									3		14	
	Never married / single living with parents											10	
	Never married / single living alone												
Caring Responsibilities	Yes						3			14		10	
	No												
Variety of Caring Responsibilities at Home	1									7		4	
	2									6		5	
	3									1		1	
Time Spent in Domestic Work on Average (Daily)	< 1hr												
	1 - 3 hrs									8		6	
	3 - 5 hrs									3		2	
	5 - 7 hrs									1			
	7 - 9 hrs									1		1	
	> 9 hours									1		1	
Partner's Engagement in a Paid Job	Yes									3		14	
	No											10	
Engagement in a paid job	Yes									2		11	
	No									1		3	
Job Occupied	Senior Manager/Officials, Large Business Owners, Directors												
	Professionals (Employed or Self Employed)									2		11	
	Associate Professionals & Technical											7	
Employer Organisation	Government organisation/department											6	
	Parastatal company											1	
	Publicly listed company												
	Private company/sole trader										2	3	
	Commercial partnership												1
Present Job	Non-profit organisation											1	
	Full time									6		6	
	Full time (reduced hours)									2		2	
	Part time									2		3	

Table 184 – Analysis of Alternative Arrangements (Incidence) offered against a Career Break across Respondent Groups (% Response)

			Alternatives to Career Break												
			Flexitime	Annualised hours	Childcare facilities	After school child care facility/programme	Childcare subsidy/al lowance	Part time work	Telework/h ome work	Job sharing	Parental leave	Short notice leave	Career break with committed /guaranteed return	Sick/emerg ency child care leave	Professional guidance (childcare, elderly care)
Gender	Male	Row %													
	Female	Row %						21.4			100.0		71.4		
Age	< 30 yrs	Row %													
	30 - 39 yrs	Row %						18.2			100.0		63.6		
	40 - 49 yrs	Row %						50.0			100.0		100.0		
	50+ yrs	Row %													
Highest Level of Qualification Attained	University Diploma or equivalent	Row %									100.0		50.0		
	University degree - Baccalaureate	Row %						42.9			100.0		71.4		
	University degree - Masters' level	Row %									100.0		75.0		
	Other	Row %									100.0		100.0		
Area of Study	Education	Row %									100.0		83.3		
	Law	Row %													
	Managerial Sciences	Row %						100.0			100.0		100.0		
	Medicine & Healthcare	Row %						25.0			100.0		50.0		
	Science, Technology & Engineering	Row %						50.0			100.0		50.0		
	Other	Row %									100.0		100.0		
No. of Years since Completion	< 2 years	Row %									100.0		100.0		
	2 - 5 yrs	Row %													
	5 - 10 yrs	Row %									100.0		66.7		
	10 - 15 yrs	Row %						25.0			100.0		62.5		
	15+ yrs	Row %						100.0			100.0		100.0		
		Row %													
Status	Married or living with partner	Row %						21.4			100.0		71.4		
	Never married / single living with parents	Row %													
Caring Responsibilities	Never married / single living alone	Row %													
	Yes	Row %						21.4			100.0		71.4		
Variety of Caring Responsibilities at Home	No	Row %													
	1	Row %						42.9			100.0		57.1		
	2	Row %									100.0		83.3		
	3	Row %									100.0		100.0		
Time Spent in Domestic Work on Average (Daily)	< 1hr	Row %													
	1 - 3 hrs	Row %									100.0		75.0		
	3 - 5 hrs	Row %									100.0		66.7		
	5 - 7 hrs	Row %							100.0		100.0		100.0		
	7 - 9 hrs	Row %							100.0		100.0		100.0		
	> 9 hours	Row %							100.0		100.0		100.0		
Partner's Engagement in a Paid Job	Yes	Row %						21.4			100.0		71.4		
	No	Row %													
Engagement in a paid job	Yes	Row %						18.2			100.0		63.6		
	No	Row %						33.3			100.0		100.0		
Job Occupied	Senior Manager/Officials, Large Business Owners, Directors	Row %													
	Professionals (Employed or Self Employed)	Row %						18.2			100.0		63.6		
	Associate Professionals & Technical	Row %													
Employer Organisation	Government organisation/department	Row %									100.0		83.3		
	Parastatal company	Row %									100.0				
	Publicly listed company	Row %													
	Private company/sole trader	Row %							66.7		100.0		33.3		
	Commercial partnership	Row %													
	Non-profit organisation	Row %									100.0		100.0		
Present Job	Full time	Row %											100.0		
	Full time (reduced hours)	Row %											100.0		
	Part time	Row %						66.7			100.0		33.3		

Participants availing from a career break were interviewed about their mind-set pertaining to such a decision by prompting a series of statements as set out in Table 185. Participants typically availed of a career break in response to the strong perception that they are in the best position to raise their offspring and that of building a stronger family uncompromised by work. To a lesser extent, participants also valued the building of life competencies. Significantly stronger responses towards;

- being in a better position to raise their kids were obtained amongst respondents being female, aged 30 to 49 years, married or living with their partner, with caring responsibilities and with more than 10 years from completion of their studies;
- building a stronger family were obtained from respondents who had attained their highest qualification more than 10 years prior to this study;
- the need to spend time away from work to reflect featured among respondents with a qualification in law, or among single respondents.

Table 185 – Summary of Attitudes towards a Career Break (Mean Response)

	N	Minimum	Maximum	Mean	Std. Deviation
Nobody is an better position than I am to raise my kids	18	1	5	4.28	1.074
Dependents (ill/disabled/parents) can only live better with my help	3	1	5	2.33	2.309
Building my life competences is more important for me than having to work	19	1	5	3.53	1.172
Building my professional competences is more important for me than having to work	14	1	4	2.71	1.139
Building a stronger family cannot be compromised by work	20	2	5	4.20	1.152
Work is a phase in life - you need to spend some time away from work to reflect	16	1	5	2.56	1.263
Starting private practice of one's own is a direct conflict of interest with one's employment. They can't be mixed.	5	1	3	1.80	1.095

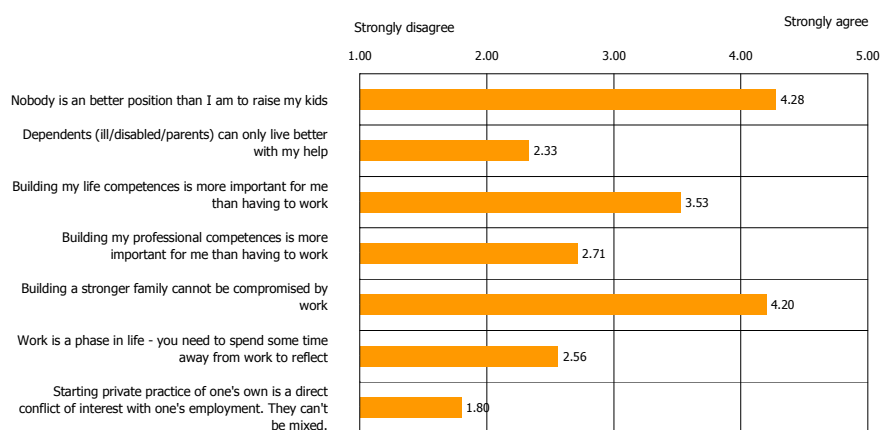


Table 186 – Analysis of Attitudes towards a Career Break across Respondent Groups (Mean Response)

		Nobody is an better position than I am to raise my kids	Dependents (ill/disabled /parents) can only live better with my help	Building my life competences is more important for me than having to work	Building my professional competences is more important for me than having to work	Building a stronger family cannot be compromised by work	Work is a phase in life - you need to spend some time away from work to reflect	Starting private practice of one's own is a direct conflict of interest with one's employment. They can't be mixed.
		Mean	Mean	Mean	Mean	Mean	Mean	Mean
Gender	Male	1.00	3.00	4.00	3.33	3.33	3.67	1.00
	Female	4.47	1.00	3.44	2.55	4.35	2.31	2.33
Age	< 30 yrs	1.00	1.00	3.67	4.00	2.50	3.00	1.00
	30 - 39 yrs	4.50	.	3.54	2.43	4.36	2.20	3.00
	40 - 49 yrs	4.00	.	2.00	3.33	4.00	2.00	.
	50+ yrs	.	5.00	5.00	2.00	5.00	5.00	.
Highest Level of Qualification Attained	University Diploma or equivalent	5.00	1.00	4.00	1.00	5.00	4.00	1.00
	University degree - Baccalaureate	4.45	1.00	3.36	2.67	4.50	2.44	1.67
	University degree - Masters' level	3.75	5.00	4.00	3.00	3.40	2.60	3.00
	University Doctoral	.	.	.	.	.	.	.
	Other	3.00	.	2.00	4.00	3.00	2.00	.
Area of Study	Arts	.	.	.	.	.	.	.
	Education	4.00	.	3.00	2.75	3.57	1.50	.
	Law	1.00	1.00	3.00	4.00	2.00	4.00	1.00
	Managerial Sciences	5.00	.	3.00	3.00	5.00	2.00	.
	Medicine & Healthcare	4.75	5.00	3.80	2.33	4.80	3.25	3.00
	Science, Technology & Engineering	4.50	.	4.67	3.00	4.33	2.50	2.00
	Social Sciences	.	.	.	.	.	.	.
	Veterinary Sciences	.	.	.	.	.	.	.
	Other	5.00	1.00	3.50	1.00	5.00	4.00	1.00
No. of Years since Completion	< 2 years	3.50	3.00	4.00	3.00	3.20	3.00	1.00
	2 - 5 yrs	.	.	4.00	4.00	3.00	2.00	1.00
	5 - 10 yrs	3.33	.	3.25	3.67	3.67	2.67	3.00
	10 - 15 yrs	4.80	1.00	3.33	1.83	4.90	2.33	2.00
	15+ yrs	5.00	.	.	3.00	5.00	2.00	.
Status	Married or living with partner	4.47	1.00	3.47	2.67	4.28	2.29	2.00
	Separated or divorced and not living with partner	.	.	.	.	.	.	.
	Widowed and not living with partner	.	.	.	.	.	.	.
	Never married / single living with parents	1.00	1.00	3.00	4.00	2.00	4.00	1.00
	Never married / single living alone	.	5.00	5.00	2.00	5.00	5.00	.
Caring Responsibilities	Yes	4.47	1.00	3.40	2.55	4.35	2.31	2.33
	No	1.00	3.00	4.00	3.33	3.33	3.67	1.00
Variety of Caring Responsibilities at Home	1.00	4.90	.	3.25	1.80	4.90	2.17	.
	2.00	4.00	1.00	3.50	3.00	3.50	2.33	2.33
	3.00	3.00	.	4.00	4.00	4.00	3.00	.
Time Spent in Domestic Work on Average (Daily)	< 1hr	.	5.00	5.00	2.00	5.00	5.00	.
	1 - 3 hrs	4.18	1.00	3.31	2.67	3.92	2.30	1.00
	3 - 5 hrs	4.00	.	3.33	3.50	4.25	2.67	3.00
	5 - 7 hrs	5.00	.	5.00	2.00	5.00	.	.
	7 - 9 hrs	5.00	.	.	2.00	5.00	2.00	.
	> 9 hours	5.00	.	4.00	2.00	5.00	3.00	.
Partner's Engagement in a Paid Job	Yes	4.47	1.00	3.47	2.67	4.28	2.29	2.00
	No	.	.	.	.	.	.	.
Engagement in a paid job	Yes	4.13	3.00	3.65	2.92	4.06	2.54	2.00
	No	5.00	1.00	2.50	1.50	5.00	2.67	1.00
Job Occupied	Senior Manager/ Officials, Large Business Owners, Directors	.	.	.	.	.	.	.
	Professionals (Employed or Self Employed)	4.13	3.00	3.63	2.92	4.06	2.54	2.00
	Associate Professionals & Technical	.	.	4.00	.	.	.	.
	Clerical Employees	.	.	.	.	.	.	.
	Skilled Agriculture & Fishery Workers	.	.	.	.	.	.	.
	Crafts & Related Trades	.	.	.	.	.	.	.
	Elementary Occupations	.	.	.	.	.	.
Employer Organisation	Government organisation/ department	3.83	.	3.00	3.20	3.33	1.83	3.00
	Parastatal company	5.00	5.00	5.00	2.00	5.00	5.00	.
	Publicly listed company	.	.	4.00	4.00	3.00	2.00	1.00
	Private company/sole trader	4.17	1.00	3.60	2.50	4.33	3.00	1.00
	Commercial partnership	5.00	.	3.00	.	5.00	.	.
	Non-profit organisation	4.00	.	4.50	3.00	5.00	3.00	3.00
Present Job	Full time	4.00	5.00	3.63	3.14	3.78	2.25	2.00
	Full time (reduced hours)	4.50	.	4.00	3.00	4.50	3.00	3.00
	Part time	4.17	1.00	3.57	2.50	4.33	3.00	1.00

In addition to the above, participants were also prompted with a series of items pertaining to the circumstances leading to and benefits accrued from a career break (Table 187). Participants typically perceived that their career break was indispensable for the upbringing of their offspring, and, that such break served to build and establish a stronger family. While participants expressed that they were most likely to plan a break beforehand, respondents also claimed that a break was significantly beneficial in building life competencies. To a lesser extent, participants also believed that dependents (ill, disabled or parents) could only live better with their help during this career break. More specifically, an analysis of responses across respondent groups showed that:

- female respondents featured stronger claims about the indispensability of their career break than their male counterparts, who were more likely to be indifferent to this factor. Respondents, aged 30 to 49 years, married or living with partner showed stronger agreement in this regard;
- married respondents living with their partner, with caring responsibilities at home and typically with one caring role were more positive in respect with the benefits of the career break to build and establish a stronger family;
- respondents younger than 30 years and respondents leading a single's life found their career break significantly beneficial in building life competencies.

Table 187 – Summary of Career Break Circumstances & Benefits (Mean Response)

	N	Minimum	Maximum	Mean	Std. Deviation
My career break was indispensable for upbringing of our kids	19	1	5	4.53	.964
My career break was indispensable for the establishment of a strong family	20	1	5	3.90	1.210
My career break was planned before it happened	23	2	5	4.52	.730
My career break helped me build new life competences	22	2	5	4.23	.973
My career break enabled me to build new professional competences	20	1	5	2.60	1.465
During my career break I built a stronger family	21	1	5	3.95	1.244
Dependents (ill/disabled/parents) can only live better with my help during my career break	6	1	5	3.50	1.761
During my career break I undertook significant effort in searching for a new job.	19	1	4	1.53	.905
A career break was indispensable to attain a higher level of fitness	17	1	3	1.35	.786
A career break was important for me to establish my own private practice.	9	1	4	1.56	1.130
If I had good access of child care facilities I would have taken a shorter career break	19	1	5	2.21	1.475
If I had good access of child care facilities I would not have taken a career break	19	1	5	1.53	.964
Had my partner attributed to take care of the kids I would have not taken a career break	18	1	5	2.22	1.437
Had my partner attributed to take care of ill or disabled I would have not taken a career break.	3	1	3	1.67	1.155
Had my parents provided me with help in taking care of my kids I would have taken a shorter career break.	18	1	5	1.89	1.323
Had my parents provided me with help in taking care of my kids I would have not taken a career break.	18	1	2	1.28	.461



Figure 9 – Summary of Career Break Circumstances & Benefits (Mean Response)



Table 188 – Career Break Benefits by Respondent & Work Characteristics (Mean Response)

		Career Break Benefits															
		My career break was indispensable for upbringing of our kids	My career break was indispensable for the establishment of a strong family	My career break was planned before it happened	My career break helped me build new life competences	My career break enabled me to build new professional competences	During my career break I built a stronger family	Dependents (ill/disabled/parents) can only live better with my help during my career break	During my career break I undertook significant effort in searching for a new job.	A career break was indispensable to attain a higher level of fitness	A career break was important for me to establish my own private practice.	If I had good access of child care facilities I would have taken a shorter career break	If I had good access of child care facilities I would not have taken a career break	Had my partner attributed to take care of the kids I would have not taken a career break	Had my partner attributed to take care of ill or disabled I would have not taken a career break.	Had my parents provided me with help in taking care of my kids I would have taken a shorter career break.	Had my parents provided me with help in taking care of my kids I would have not taken a career break.
		Mean	Mean	Mean	Mean	Mean	Mean	Mean	Mean	Mean	Mean	Mean	Mean	Mean	Mean	Mean	Mean
Gender	Male	3.00	3.00	4.00	4.00	3.25	3.50	3.25	2.25	1.67	2.50	2.50	3.00	1.00	2.00	1.50	1.50
	Female	4.71	4.06	4.63	4.28	2.44	4.06	4.00	1.33	1.29	1.29	2.18	1.35	2.29	1.00	1.94	1.25
Age	< 30 yrs	1.00	1.00	5.00	4.75	4.50	2.00	1.50	1.67	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
	30 - 39 yrs	4.75	4.11	4.33	4.29	2.23	4.13	4.00	1.50	1.36	1.71	2.27	1.40	2.50	3.00	2.07	1.25
	40 - 49 yrs	4.50	4.00	5.00	3.50	2.00	4.00	1.00	1.00	1.00	1.00	3.00	1.50	1.50	1.50	1.50	1.50
	50+ yrs	..	3.00	4.00	2.00	1.00	5.00	5.00	1.00	1.00	..	..	..	..	..	..	..
Highest Level of Qualification Attained	University Diploma or equivalent	5.00	4.50	5.00	5.00	2.00	4.50	5.00	3.00	3.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
	University degree - Baccalaureate	4.50	4.33	4.50	4.38	2.75	4.31	2.75	1.50	1.40	1.43	2.00	1.50	2.00	2.00	1.55	1.25
	University degree - Masters level	4.50	2.80	4.33	3.83	2.50	3.00	5.00	1.33	1.00	3.00	2.75	1.75	3.50	..	3.25	1.25
	University Doctoral	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Area of Study	Other	4.00	3.00	5.00	3.00	2.00	3.00	..	1.00	1.00	..	5.00	2.00	2.00	..	2.00	2.00
	Arts	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
	Education	4.43	3.29	4.63	3.86	2.50	3.43	..	1.33	1.00	1.00	2.57	1.43	2.71	..	2.29	1.14
	Law	1.00	1.00	5.00	5.00	5.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
	Management Sciences	5.00	5.00	5.00	4.50	3.50	5.00	5.00	1.00	1.00	1.00	1.50	1.00	2.50	..	2.00	1.00
	Medicine & Healthcare	5.00	4.20	4.20	3.50	1.50	4.40	5.00	1.25	1.00	3.00	1.50	1.50	2.50	..	1.67	1.67
	Science, Technology & Engineering	4.67	4.67	4.40	4.80	3.20	4.50	3.33	2.25	2.33	2.00	4.00	2.67	1.00	3.00	2.00	1.67
	Social Sciences	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
	Veterinary Sciences	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
	Other	5.00	4.50	4.50	5.00	2.00	4.00	5.00	2.00	2.00	1.00	1.00	1.00	1.50	1.00	1.00	1.00
No. of Years since Completion	< 1 years	3.50	2.60	4.23	4.17	2.60	3.00	2.00	1.00	1.00	1.00	2.50	1.50	3.25	1.00	3.00	1.00
	2 - 5 yrs	..	..	5.00	4.00	4.00	3.00	2.00	3.00	..	..	..	..	..	..	..	..
	5 - 10 yrs	4.67	3.33	4.75	4.00	3.25	3.00	..	1.25	1.00	3.00	2.67	1.67	2.00	..	1.67	1.67
	10 - 15 yrs	4.82	4.55	4.45	4.40	2.20	4.73	4.33	1.70	1.86	1.50	2.09	1.55	2.00	2.00	1.60	1.30
Status	15+ yrs	5.00	5.00	5.00	4.00	..	5.00	..	1.00	1.00	..	1.00	1.00	1.00	..	1.00	1.00
	Married or living with partner	4.72	4.11	4.50	4.28	2.41	4.05	3.75	1.59	1.40	1.63	2.28	1.56	2.29	2.00	1.94	1.29
	Separated or divorced and not living with partner	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
	Widowed and not living with partner	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Caring Responsibilities	Never married / single living with parents	1.00	1.00	5.00	5.00	5.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
	Never married / single living alone	..	3.00	4.00	2.00	1.00	5.00	5.00	1.00	1.00	..	..	..	..	..	..	..
	Yes	4.72	4.11	4.44	4.24	2.20	4.11	4.13	1.53	1.43	1.63	2.28	1.56	2.29	2.00	1.94	1.29
	No	1.00	2.00	4.80	4.20	3.80	3.00	2.67	1.50	1.60	1.60	1.00	1.00	1.00	1.00	1.00	1.00
Variety of Caring Responsibilities at Home	1.00	4.90	4.70	4.60	4.25	2.00	4.70	..	1.22	1.00	1.00	1.70	1.30	2.10	..	1.33	1.11
	2.00	4.43	3.43	4.14	4.13	2.00	3.43	4.33	2.00	1.86	2.25	3.29	2.29	2.83	2.00	2.86	1.57
	3.00	5.00	3.00	5.00	5.00	3.00	3.00	..	2.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	
	4.00	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Time Spent in Domestic Work on Average (Daily)	< 1hr	..	3.00	4.00	2.00	1.00	5.00	5.00	1.00	1.00	..	..	..	..	..	..	..
	1 - 3 hrs	4.30	3.66	4.66	4.43	3.17	3.58	2.67	1.60	1.22	1.60	1.73	1.88	2.64	1.00	2.00	1.60
	3 - 5 hrs	4.60	4.20	4.20	4.00	2.20	4.20	4.00	1.60	1.80	2.25	3.00	2.40	1.75	3.00	2.00	1.80
	5 - 7 hrs	5.00	5.00	5.00	5.00	1.00	5.00	..	1.00	1.00	1.00	5.00	1.00	1.00	..	1.00	1.00
	7 - 9 hrs	5.00	5.00	5.00	..	..	5.00	..	1.00	1.00	1.00	1.00	1.00	1.00	..	1.00	1.00
Partner's Engagement in a Paid Job	> 9 hours	5.00	4.00	4.00	4.00	1.00	4.00	..	2.00	..	..	2.00	2.00	2.00	..	2.00	2.00
	No	4.72	4.11	4.50	4.26	2.41	4.05	3.75	1.59	1.40	1.63	2.28	1.56	2.29	2.00	1.94	1.29
Engagement in a paid job	Yes	4.44	3.76	4.50	4.20	2.67	3.83	3.20	1.50	1.27	1.63	2.44	1.63	2.27	2.00	2.00	1.33
	No	5.00	4.67	4.67	4.50	2.00	4.67	5.00	1.67	2.00	1.00	1.00	1.00	2.00	1.00	1.00	1.00
Job Occupied	Senior Manager/Officials, Large Business Owners, Directors	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
	Professionals (Employed or Self Employed)	4.44	3.76	4.47	4.16	2.59	3.83	3.20	1.53	1.29	1.63	2.44	1.63	2.27	2.00	2.00	1.33
	Associate Professionals & Technical	..	..	5.00	5.00	4.00	..	..	1.00	1.00	..	..	..	..	..	..	..
	Clinical Employees	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
	Skilled Agriculture & Fishery Workers	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
	Crafts & Related Trades	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
	Elementary Occupations	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
	Government organisation/department	4.57	3.29	4.25	4.11	2.88	3.14	5.00	1.80	1.29	2.67	3.00	2.14	3.17	3.00	2.57	1.48
	Parastatal company	5.00	4.00	4.50	3.50	1.00	5.00	5.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
	Publicly listed company	..	..	5.00	4.00	4.00	3.00	2.00	3.00	..	..	..	..	..	..	..	..
Private company/sole trader	4.17	4.00	4.50	4.20	2.00	4.00	1.00	1.33	1.00	1.00	2.00	1.17	1.50	1.00	1.17	1.17	
Commercial partnership	5.00	5.00	5.00	5.00	3.00	5.00	..	1.00	..	..	2.00	1.00	4.00	..	3.00	1.00	
Non-profit organisation	4.00	4.00	5.00	5.00	3.50	5.00	3.00	1.00	2.00	1.00	3.00	2.00	1.00	..	3.00	2.00	
Present Job	Full time	4.40	3.26	4.70	4.60	2.70	3.56	3.23	1.43	1.25	1.80	2.71	1.50	2.57	2.00	2.57	1.29
	Full time (reduced hours)	5.00	4.67	3.67	4.33	2.50	4.33	5.00	2.50	2.00	1.50	2.51	2.67	2.00	3.00	1.67	2.00
	Part time	4.17	4.00	4.57	4.43	2.67	4.00	1.00	1.29	1.00	1.00	2.17	1.17	2.00	1.00	1.50	1.17

During a career break, 56.0% of participants received help that facilitated their life. In most cases, it was parents and partners who helped survey participants during their career break – a feature among 39.1% of responses each. No significant differences featured across the different respondent groups.

Table 189 – Summary of Help Received During a Career Break (Frequency & % Response)

		Frequency	Valid Percent
Valid	Yes	14	56.0
	No	11	44.0
	Total	25	100.0

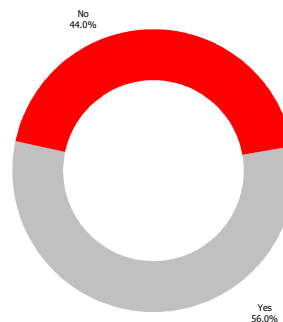


Table 190 – Analysis of Sources of Help Received During a Career Break (Frequency & % Response)

		Responses	
		N	Percent
Help Received ^a	Parents	9	39.1%
	Partner	9	39.1%
	Other family members	2	8.7%
	Friends	1	4.3%
	Other	2	8.7%
Total		23	100.0%

**Table 191 – Analysis of Help Received During a Career Break Across Respondent Groups
(Frequency & % Response)**

		During your career break, did you ever receive any help that facilitated your life.			
		Yes		No	
		Count	Row N %	Count	Row N %
Gender	Male	2	40.0%	3	60.0%
	Female	12	60.0%	8	40.0%
Age	< 30 yrs	1	25.0%	3	75.0%
	30 - 39 yrs	10	66.7%	5	33.3%
	40 - 49 yrs	2	66.7%	1	33.3%
	50+ yrs	0	.0%	2	100.0%
Highest Level of Qualification Attained	University Diploma or equivalent	1	50.0%	1	50.0%
	University degree - Baccalaureate	8	53.3%	7	46.7%
	University degree - Masters' level	4	57.1%	3	42.9%
	Other	1	100.0%	0	.0%
Area of Study	Education	6	75.0%	2	25.0%
	Law	1	100.0%	0	.0%
	Managerial Sciences	1	33.3%	2	66.7%
	Medicine & Healthcare	3	60.0%	2	40.0%
	Science, Technology & Engineering	1	16.7%	5	83.3%
	Other	2	100.0%	0	.0%
No. of Years since Completion	< 2 years	4	66.7%	2	33.3%
	2 - 5 yrs	0	.0%	1	100.0%
	5 - 10 yrs	3	75.0%	1	25.0%
	10 - 15 yrs	6	54.5%	5	45.5%
	15+ yrs	1	33.3%	2	66.7%
Status	Married or living with partner	13	59.1%	9	40.9%
	Never married / single living with parents	1	50.0%	1	50.0%
	Never married / single living alone	0	.0%	1	100.0%
Caring Responsibilities	Yes	13	65.0%	7	35.0%
	No	1	20.0%	4	80.0%
Variety of Caring Responsibilities at Home	1	6	60.0%	4	40.0%
	2	6	66.7%	3	33.3%
	3	1	100.0%	0	.0%
Time Spent in Domestic Work on Average (Daily)	< 1hr	0	.0%	2	100.0%
	1 - 3 hrs	9	64.3%	5	35.7%
	3 - 5 hrs	3	50.0%	3	50.0%
	5 - 7 hrs	0	.0%	1	100.0%
	7 - 9 hrs	1	100.0%	0	.0%
	> 9 hours	1	100.0%	0	.0%
Partner's Engagement in a Paid Job	Yes	13	61.9%	8	38.1%
	No	0	.0%	1	100.0%
Engagement in a paid job	Yes	11	50.0%	11	50.0%
	No	3	100.0%	0	.0%
Job Occupied	Senior Manager/Officials, Large Business Owners, Directors	0	.0%	1	100.0%
	Professionals (Employed or Self Employed)	11	55.0%	9	45.0%
	Associate Professionals & Technical	0	.0%	1	100.0%
Employer Organisation	Government organisation/department	7	77.8%	2	22.2%
	Parastatal company	0	.0%	2	100.0%
	Publicity listed company	0	.0%	1	100.0%
	Private company/sole trader	4	57.1%	3	42.9%
	Commercial partnership	0	.0%	1	100.0%
	Non-profit organisation	0	.0%	2	100.0%
Present Job	Full time	5	41.7%	7	58.3%
	Full time (reduced hours)	2	66.7%	1	33.3%
	Part time	4	57.1%	3	42.9%

Table 192 – Analysis of Sources of Help Received During a Career Break Across Respondent Groups (Frequencies)

		Help Received				
		Parents	Partner	Other family members	Friends	Other
Gender	Male	1	1			
	Female	8	8	2	1	2
Age	< 30 yrs	1				
	30 - 39 yrs	6	8	2	1	1
	40 - 49 yrs	1	1			1
Highest Level of Qualification Attained	University Diploma or equivalent	1				
	University degree - Baccalaureate	5	6		1	
	University degree - Masters' level	3	3	2		1
	Other					1
Area of Study	Education	3	4	2		2
	Law	1				
	Managerial Sciences	1	1			
	Medicine & Healthcare	2	2			
	Science, Technology & Engineering		1			
	Other	2	1		1	
No. of Years since Completion	< 2 years	4	3	2	1	
	5 - 10 yrs	1	1			2
	10 - 15 yrs	3	4			
	15+ yrs	1	1			
Status	Married or living with partner	8	9	2	1	2
	Never married / single living with parents	1				
Caring Responsibilities	Yes	8	9	2	1	2
	No	1				
Variety of Caring Responsibilities at Home	1	4	5		1	
	2	4	4	2		1
	3					1
Time Spent in Domestic Work on Average (Daily)	1 - 3 hrs	7	5	2	1	1
	3 - 5 hrs	1	2			1
	7 - 9 hrs	1	1			
	> 9 hours		1			
Partner's Engagement	Yes	8	9	2	1	2
Engagement in a paid job	Yes	6	8	2	1	2
	No	3	1			
Job Occupied	Professionals (Employed or Self Employed)	6	8	2	1	2
Employer Organisation	Government organisation/department	4	5	2		2
	Private company/sole trader	2	3		1	
Present Job	Full time	3	3	2		2
	Full time (reduced hours)	1	2			
	Part time	2	3		1	

**Table 193 – Analysis of Sources of Help Received During a Career Break Across Respondent Groups
(% Response)**

			Help Received				
			Parents	Partner	Other family members	Friends	Other
Gender	Male	Row %	50.0	50.0			
	Female	Row %	66.7	66.7	16.7	8.3	16.7
Age	< 30 yrs	Row %	100.0				
	30 - 39 yrs	Row %	60.0	80.0	20.0	10.0	10.0
	40 - 49 yrs	Row %	50.0	50.0			50.0
Highest Level of Qualification Attained	University Diploma or equivalent	Row %	100.0				
	University degree - Baccalaureate	Row %	62.5	75.0		12.5	
	University degree - Masters' level	Row %	75.0	75.0	50.0		25.0
	Other	Row %					100.0
Area of Study	Education	Row %	50.0	66.7	33.3		33.3
	Law	Row %	100.0				
	Managerial Sciences	Row %	100.0	100.0			
	Medicine & Healthcare	Row %	66.7	66.7			
	Science, Technology & Engineering	Row %		100.0			
	Other	Row %	100.0	50.0		50.0	
No. of Years since Completion	< 2 years	Row %	100.0	75.0	50.0	25.0	
	5 - 10 yrs	Row %	33.3	33.3			66.7
	10 - 15 yrs	Row %	50.0	66.7			
	15+ yrs	Row %	100.0	100.0			
Status	Married or living with partner	Row %	61.5	69.2	15.4	7.7	15.4
	Never married / single living with parents	Row %	100.0				
Caring Responsibilities	Yes	Row %	61.5	69.2	15.4	7.7	15.4
	No	Row %	100.0				
Variety of Caring Responsibilities at Home	1	Row %	66.7	83.3		16.7	
	2	Row %	66.7	66.7	33.3		
	3	Row %					100.0
Time Spent in Domestic Work on Average (Daily)	1 - 3 hrs	Row %	77.8	55.6	22.2	11.1	11.1
	3 - 5 hrs	Row %	33.3	66.7			33.3
	7 - 9 hrs	Row %	100.0	100.0			
	> 9 hours	Row %		100.0			
Partner's Engagement	Yes	Row %	61.5	69.2	15.4	7.7	15.4
Engagement in a paid job	Yes	Row %	54.5	72.7	18.2	9.1	18.2
	No	Row %	100.0	33.3			
Job Occupied	Professionals (Employed or Self Employed)	Row %	54.5	72.7	18.2	9.1	18.2
Employer Organisation	Government organisation/department	Row %	57.1	71.4	28.6		28.6
	Private company/sole trader	Row %	50.0	75.0		25.0	
Present Job	Full time	Row %	60.0	60.0	40.0		40.0
	Full time (reduced hours)	Row %	50.0	100.0			
	Part time	Row %	50.0	75.0		25.0	

Asked about their beliefs pertaining to such help, participants who received help during their career break typically claimed that such help was indispensable for the best upbringing of their children. Such participants also agreed with other statements prompted – but could not agree with an assertion that their career break was indispensable to find a new job and to build new life competencies. Differences across respondent groups related primarily to the belief that a career break was indispensable for the upbringing of children and the building of a stronger family – with the stronger responses featuring among married respondents or respondents aged 30 to 49 years.

Table 194 – Indispensability of Help Received During a Career Break (Mean Response)

	N	Minimum	Maximum	Mean	Std. Deviation
This help was indispensable for the best upbringing of our kids	14	1	5	4.14	1.406
This help was indispensable for the establishment of a strong family	13	1	5	3.46	1.561
This help was indispensable for me to build new life competences	13	1	5	3.23	1.589
This help was critical for me to build new professional competences	11	1	5	2.36	1.502
This help was important to build a stronger family	13	1	5	3.54	1.613
This help was indispensable for me to take care of dependants	5	1	5	3.40	1.817
This help was indispensable for me to find a new job	7	1	5	2.14	1.676

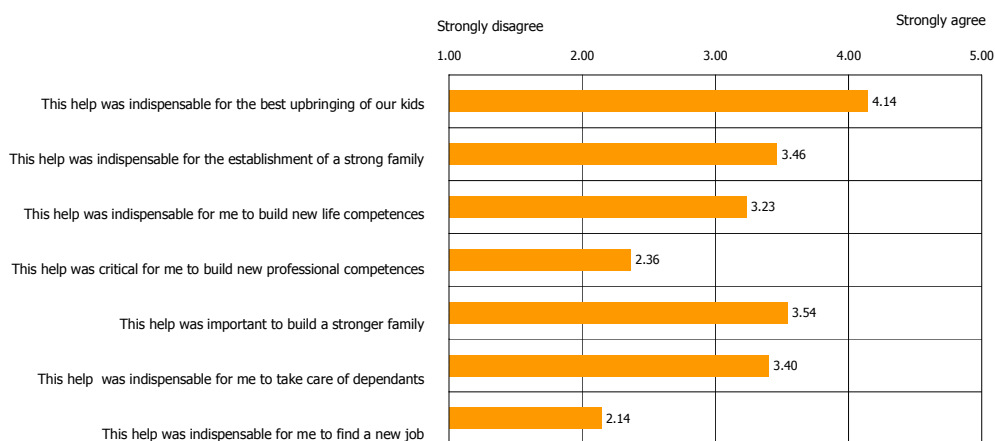


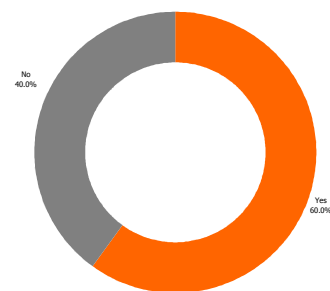
Table 195 – Analysis of Indispensability of Help Received during a Career Break across Respondent Groups (Mean Response)

		This help was indispensable for the best upbringing of our kids	This help was indispensable for the establishment of a strong family	This help was indispensable for me to build new life competences	This help was critical for me to build new professional competences	This help was important to build a stronger family	This help was indispensable for me to take care of dependants	This help was indispensable for me to find a new job
		Mean	Mean	Mean	Mean	Mean	Mean	Mean
Gender	Male	3.00	3.00	3.00	2.50	3.00	3.00	1.50
	Female	4.33	3.55	3.27	2.33	3.64	3.67	2.40
Age	< 30 yrs	1.00	1.00	1.00	4.00	1.00	1.00	1.00
	30 - 39 yrs	4.60	3.56	3.60	2.13	3.67	5.00	1.80
	40 - 49 yrs	5.00	4.50	2.00	2.00	4.50	4.00	.
	50+ yrs	.	.	.	.	.	.	.
Highest Level of Qualification Attained	University Diploma or equivalent	1.00	3.00	3.00	3.00	3.00	2.00	5.00
	University degree - Baccalaureate	4.25	4.00	3.71	2.20	4.25	3.67	1.80
	University degree - Masters' level	4.50	2.00	2.75	2.50	1.67	.	1.00
	University Doctoral	.	.	.	.	.	.	.
	Other	5.00	4.00	2.00	2.00	4.00	4.00	.
Area of Study	Arts	.	.	.	.	.	.	.
	Education	4.67	3.00	2.83	2.33	3.00	4.00	2.50
	Law	1.00	1.00	1.00	4.00	1.00	1.00	1.00
	Managerial Sciences	5.00	5.00	.	.	5.00	.	.
	Medicine & Healthcare	4.33	3.67	3.67	2.00	4.00	5.00	1.00
	Science, Technology & Engineering	5.00	5.00	5.00	1.00	5.00	5.00	2.00
	Social Sciences	.	.	.	.	.	.	.
	Veterinary Sciences	.	.	.	.	.	.	.
	Other	3.00	4.00	4.00	3.00	4.00	2.00	5.00
	No. of Years since Completion	< 2 years	4.00	2.00	2.00	2.00	2.00	1.00
	2 - 5 yrs	.	.	.	.	.	.	.
	5 - 10 yrs	4.33	4.00	3.67	3.33	3.50	4.00	1.00
	10 - 15 yrs	4.00	4.00	3.83	2.00	4.33	4.00	2.60
	15+ yrs	5.00	5.00	.	.	5.00	.	.
Status	Married or living with partner	4.38	3.67	3.42	2.20	3.75	4.00	2.33
	Separated or divorced and not living with partner	.	.	.	.	.	.	.
	Widowed and not living with partner	.	.	.	.	.	.	.
	Never married / single living with parents	1.00	1.00	1.00	4.00	1.00	1.00	1.00
	Never married / single living alone	.	.	.	.	.	.	.
Caring Responsibilities	Yes	4.38	3.67	3.42	2.20	3.75	4.00	2.33
	No	1.00	1.00	1.00	4.00	1.00	1.00	1.00
Variety of Caring Responsibilities at Home	1.00	4.67	4.33	4.00	2.00	4.67	5.00	2.00
	2.00	4.17	3.00	2.67	1.83	2.83	3.67	2.67
	3.00	4.00	.	5.00	5.00	.	.	.
	
Time Spent in Domestic Work on Average (Daily)	< 1hr	.	.	.	.	.	.	.
	1 - 3 hrs	3.89	2.88	3.11	2.50	3.13	2.67	2.40
	3 - 5 hrs	4.67	4.33	3.67	2.00	4.00	4.50	1.50
	5 - 7 hrs	.	.	.	.	.	.	.
	7 - 9 hrs	5.00	5.00	.	.	5.00	.	.
	> 9 hours	4.00	4.00	3.00	.	4.00	.	.
Partner's Engagement in a Paid Job	Yes	4.38	3.67	3.42	2.20	3.75	4.00	2.33
	No	.	.	.	.	.	.	.
Engagement in a paid job	Yes	4.27	3.40	3.18	2.44	3.30	3.33	1.80
	No	3.67	3.67	3.50	2.00	4.33	3.50	3.00
Job Occupied	Senior Manager/Officials, Large Business Owners, Directors	.	.	.	.	.	.	.
	Professionals (Employed or Self Employed)	4.27	3.40	3.18	2.44	3.30	3.33	1.80
	Associate Professionals & Technical	.	.	.	.	.	.	.
	Clerical Employees	.	.	.	.	.	.	.
	Skilled Agriculture & Fishery Workers	.	.	.	.	.	.	.
	Crafts & Related Trades	.	.	.	.	.	.	.
	Elementary Occupations	.	.	.	.	.	.	.
Employer Organisation	Government organisation/department	4.57	3.17	3.29	2.43	3.00	4.50	1.33
	Parastatal company	.	.	.	.	.	.	.
	Publicly listed company	.	.	.	.	.	.	.
	Private company/sole trader	3.75	3.75	3.00	2.50	3.75	1.00	2.50
	Commercial partnership	.	.	.	.	.	.	.
	Non-profit organisation	.	.	.	.	.	.	.
Present Job	Full time	4.60	2.50	2.80	2.60	2.50	4.00	1.00
	Full time (reduced hours)	4.50	4.50	4.50	2.00	4.00	5.00	1.50
	Part time	3.75	3.75	3.00	2.50	3.75	1.00	2.50

A total of 15 (60.0%) of the respondents who availed themselves of a career break had ended their career break. Such respondents typically found a job immediately upon deciding to return to work as their return was in some way prearranged – a feature prevailing among 76.9% of research participants who had ended their career break. Another 15.4% of respondents (who ended their career break) took less than a month to find a job, while a further 7.7% found a job within three months. No significant differences featured across respondent groups.

Table 196 – Summary: Ending a Career Break & Job Search Duration (Frequency & % Response)

		Frequency	Valid Percent
Valid	Yes	15	60.0
	No	10	40.0
	Total	25	100.0



		Frequency	Valid Percent
Valid	No time - my break was pre-arranged/planned	10	76.9
	Less than 1 month	2	15.4
	1 - 3 months	1	7.7
	Total	13	100.0
Missing	Don't know	2	
	System	10	
	Total	12	
Total		25	

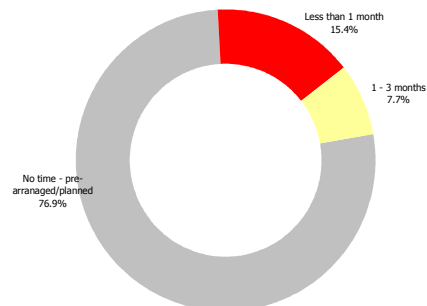


Table 197 – Analysis of Ended Career Breaks across Respondent Groups (Frequency & % Response)

		Did you end this career break			
		Yes		No	
		Count	Row N %	Count	Row N %
Gender	Male	2	40.0%	3	60.0%
	Female	13	65.0%	7	35.0%
Age	< 30 yrs	3	75.0%	1	25.0%
	30 - 39 yrs	9	60.0%	6	40.0%
	40 - 49 yrs	2	66.7%	1	33.3%
	50+ yrs	0	.0%	2	100.0%
Highest Level of Qualification Attained	University Diploma or equivalent	1	50.0%	1	50.0%
	University degree - Baccalaureate	8	53.3%	7	46.7%
	University degree - Masters' level	5	71.4%	2	28.6%
	Other	1	100.0%	0	.0%
Area of Study	Education	6	85.7%	1	14.3%
	Law	1	100.0%	0	.0%
	Managerial Sciences	2	50.0%	2	50.0%
	Medicine & Healthcare	2	40.0%	3	60.0%
	Science, Technology & Engineering	2	33.3%	4	66.7%
	Other	2	100.0%	0	.0%
No. of Years since Completion	< 2 years	6	85.7%	1	14.3%
	2 - 5 yrs	0	.0%	1	100.0%
	5 - 10 yrs	3	100.0%	0	.0%
	10 - 15 yrs	5	45.5%	6	54.5%
	15+ yrs	1	33.3%	2	66.7%
Status	Married or living with partner	12	57.1%	9	42.9%
	Never married / single living with parents	3	100.0%	0	.0%
	Never married / single living alone	0	.0%	1	100.0%
Caring Responsibilities	Yes	12	60.0%	8	40.0%
	No	3	60.0%	2	40.0%
Variety of Caring Responsibilities at Home	1	5	50.0%	5	50.0%
	2	6	66.7%	3	33.3%
	3	1	100.0%	0	.0%
Time Spent in Domestic Work on Average (Daily)	< 1hr	1	33.3%	2	66.7%
	1 - 3 hrs	9	69.2%	4	30.8%
	3 - 5 hrs	3	50.0%	3	50.0%
	5 - 7 hrs	0	.0%	1	100.0%
	7 - 9 hrs	1	100.0%	0	.0%
	> 9 hours	1	100.0%	0	.0%
Partner's Engagement in a Paid Job	Yes	13	61.9%	8	38.1%
	No	0	.0%	1	100.0%
Engagement in a paid job	Yes	13	59.1%	9	40.9%
	No	2	66.7%	1	33.3%
Job Occupied	Senior Manager/Officials, Large Business Owners, Directors	0	.0%	1	100.0%
	Professionals (Employed or Self Employed)	13	61.9%	8	38.1%
Employer Organisation	Government organisation/department	8	88.9%	1	11.1%
	Parastatal company	1	33.3%	2	66.7%
	Publicity listed company	0	.0%	1	100.0%
	Private company/sole trader	4	57.1%	3	42.9%
	Commercial partnership	0	.0%	1	100.0%
	Non-profit organisation	0	.0%	1	100.0%
Present Job	Full time	7	53.8%	6	46.2%
	Full time (reduced hours)	2	66.7%	1	33.3%
	Part time	4	66.7%	2	33.3%

Table 198 – Analysis of Job Search Duration after Career Break across Respondent Groups (who ended their career break) (Frequency & % Response)

		How long did it take for you to find a job when you decided to end your career break					
		No time - my break was pre-arranged/planned		Less than 1 month		1 - 3 months	
		Count	Row N %	Count	Row N %	Count	Row N %
Gender	Male	1	100.0%	0	.0%	0	.0%
	Female	9	75.0%	2	16.7%	1	8.3%
Age	< 30 yrs	2	100.0%	0	.0%	0	.0%
	30 - 39 yrs	5	62.5%	2	25.0%	1	12.5%
	40 - 49 yrs	2	100.0%	0	.0%	0	.0%
Highest Level of Qualification Attained	University Diploma or equivalent	1	100.0%	0	.0%	0	.0%
	University degree - Baccalaureate	4	57.1%	2	28.6%	1	14.3%
	University degree - Masters' level	4	100.0%	0	.0%	0	.0%
	Other	1	100.0%	0	.0%	0	.0%
Area of Study	Education	5	83.3%	0	.0%	1	16.7%
	Law	1	100.0%	0	.0%	0	.0%
	Managerial Sciences	2	100.0%	0	.0%	0	.0%
	Medicine & Healthcare	1	50.0%	1	50.0%	0	.0%
	Other	1	50.0%	1	50.0%	0	.0%
No. of Years since Completion	< 2 years	4	80.0%	1	20.0%	0	.0%
	5 - 10 yrs	3	100.0%	0	.0%	0	.0%
	10 - 15 yrs	2	50.0%	1	25.0%	1	25.0%
	15+ yrs	1	100.0%	0	.0%	0	.0%
Status	Married or living with partner	8	72.7%	2	18.2%	1	9.1%
	Never married / single living with parents	2	100.0%	0	.0%	0	.0%
Caring Responsibilities	Yes	8	72.7%	2	18.2%	1	9.1%
	No	2	100.0%	0	.0%	0	.0%
Variety of Caring Responsibilities at Home	1	2	40.0%	2	40.0%	1	20.0%
	2	5	100.0%	0	.0%	0	.0%
	3	1	100.0%	0	.0%	0	.0%
Time Spent in Domestic Work on Average (Daily)	< 1hr	1	100.0%	0	.0%	0	.0%
	1 - 3 hrs	6	75.0%	1	12.5%	1	12.5%
	3 - 5 hrs	2	100.0%	0	.0%	0	.0%
	7 - 9 hrs	1	100.0%	0	.0%	0	.0%
	> 9 hours	0	.0%	1	100.0%	0	.0%
Partner's Engagement	Yes	9	75.0%	2	16.7%	1	8.3%
Engagement in a paid job	Yes	8	72.7%	2	18.2%	1	9.1%
	No	2	100.0%	0	.0%	0	.0%
Job Occupied	Professionals (Employed or Self Employed)	8	72.7%	2	18.2%	1	9.1%
Employer Organisation	Government organisation/department	6	100.0%	0	.0%	0	.0%
	Parastatal company	1	100.0%	0	.0%	0	.0%
	Private company/sole trader	1	25.0%	2	50.0%	1	25.0%
Present Job	Full time	6	100.0%	0	.0%	0	.0%
	Full time (reduced hours)	1	100.0%	0	.0%	0	.0%
	Part time	1	25.0%	2	50.0%	1	25.0%

On returning to work, respondents reported experiences to be not negative, particularly in regard to their ability in finding a job, the acceptance of their applications or for finding a job that matched their previous job's pay. Nevertheless, such respondents also claimed that they did not manage to find a job that offered them very good prospects for promotion or a better-paid job. An analysis across respondent groups (who returned to paid after a career break) showed that:

- male participants were marginally more positive in relation to finding a job that offered prospects for a promotion than their female counterparts, although both showed negative responses in this regard;
- difficulties were most likely to be encountered by respondents returning to work in government organisations and participants working on full time basis with reduced hours.

Table 199 – Summary of Experiences on Returning to Paid Work after a Career Break (Mean Response)

	N	Minimum	Maximum	Mean	Std. Deviation
Finding a job was difficult	6	1	4	1.67	1.211
My applications were rejected because I was overqualified	4	1	4	2.00	1.414
My applications were rejected because I did not have enough experience	4	1	1	1.00	.000
My applications were rejected because I was getting old	4	1	5	2.00	2.000
My applications were rejected because my qualification was old	4	1	2	1.25	.500
My applications were accepted only for lesser paying jobs	4	1	4	1.75	1.500
At the end I found a job that paid me better than the one I had before setting off for my career break	5	1	4	2.00	1.414
At the end I found a job that paid me worse than the one I had before setting off for my career break	4	1	5	2.00	2.000
At the end I found a job wherein I was offered a promotion shortly	3	1	5	2.67	2.082
At the end I found a job with good prospects for a promotion	5	1	3	1.60	.894
At the end I accepted a job that was not related to my qualifications	4	1	4	2.50	1.732

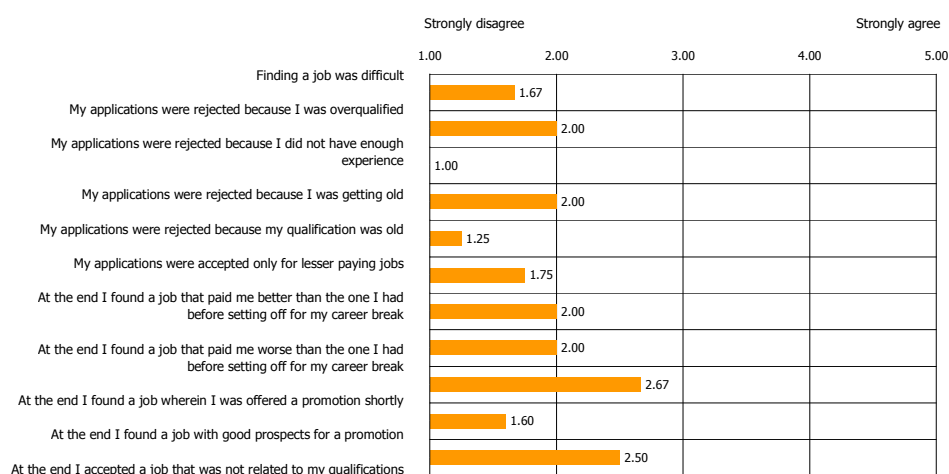


Table 200 – Analysis of Experiences on Returning to Paid Work after a Career Break across Respondent Groups (Mean Response)

		Finding a job was difficult	My applications were rejected because I was overqualified	My applications were rejected because I did not have enough experience	My applications were rejected because I was getting old	My applications were rejected because my qualification was old	My applications were accepted only for lesser paying jobs	At the end I found a job that paid me better than the one I had before setting off for my career break	At the end I found a job that paid me worse than the one I had before setting off for my career break	At the end I found a job where I was offered a promotion shortly	At the end I found a job with good prospects for a promotion	At the end I accepted a job that was not related to my qualifications
		Mean	Mean	Mean	Mean	Mean	Mean	Mean	Mean	Mean	Mean	Mean
Gender	Male	2.50	3.00	1.00	3.00	1.50	2.50	2.00	3.00	2.00	2.50	4.00
	Female	1.25	1.00	1.00	1.00	1.00	1.00	2.00	1.00	3.00	1.00	1.00
Age	< 30 yrs	1.00	2.00	1.00	1.00	1.00	1.00	3.00	1.00	2.00	2.00	4.00
	30 - 39 yrs	2.00	2.50	1.00	3.00	1.50	2.50	2.00	3.00	1.00	1.67	2.50
	40 - 49 yrs	-	-	-	-	-	-	-	-	-	-	-
	50+ yrs	-	-	-	-	-	-	-	-	-	-	-
Highest Level of Qualification Attained	University Diploma or equivalent	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	5.00	1.00	1.00
	University degree - Baccalaureate	1.80	2.33	1.00	2.33	1.33	2.00	2.25	2.33	1.50	1.75	3.00
	University degree - Masters' level	-	-	-	-	-	-	-	-	-	-	-
	University Doctoral	-	-	-	-	-	-	-	-	-	-	-
Area of Study	Other	-	-	-	-	-	-	-	-	-	-	-
	Arts	-	-	-	-	-	-	-	-	-	-	-
	Education	1.00	1.00	1.00	1.00	1.00	1.00	4.00	1.00	1.00	1.00	1.00
	Law	1.00	2.00	1.00	1.00	1.00	1.00	3.00	1.00	2.00	2.00	4.00
	Managerial Sciences	-	-	-	-	-	-	-	-	-	-	-
	Medicine & Healthcare	2.00	-	-	-	-	-	1.00	-	-	-	-
	Science, Technology & Engineering	4.00	4.00	1.00	5.00	2.00	4.00	1.00	5.00	-	3.00	4.00
	Social Sciences	-	-	-	-	-	-	-	-	-	-	-
	Veterinary Sciences	-	-	-	-	-	-	-	-	-	-	-
No. of Years since Completion	Other	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	5.00	1.00	1.00
	< 2 years	1.00	2.00	1.00	1.00	1.00	1.00	3.00	1.00	2.00	2.00	4.00
	2 - 5 yrs	-	-	-	-	-	-	-	-	-	-	-
	5 - 10 yrs	-	-	-	-	-	-	-	-	-	-	-
	10 - 15 yrs	2.00	2.00	1.00	2.33	1.33	2.00	1.75	2.33	3.00	1.50	2.00
Status	15+ yrs	-	-	-	-	-	-	-	-	-	-	-
	Married or living with partner	1.80	2.00	1.00	2.33	1.33	2.00	1.75	2.33	3.00	1.50	2.00
	Separated or divorced and not living with partner	-	-	-	-	-	-	-	-	-	-	-
	Widowed and not living with partner	-	-	-	-	-	-	-	-	-	-	-
Caring Responsibilities	Never married / single living with parents	1.00	2.00	1.00	1.00	1.00	1.00	3.00	1.00	2.00	2.00	4.00
	Never married / single living alone	-	-	-	-	-	-	-	-	-	-	-
	Yes	1.80	2.00	1.00	2.33	1.33	2.00	1.75	2.33	3.00	1.50	2.00
Variety of Caring Responsibilities at Home	No	1.00	2.00	1.00	1.00	1.00	1.00	3.00	1.00	2.00	2.00	4.00
	1.00	1.33	1.00	1.00	1.00	1.00	2.50	1.00	1.00	1.00	1.00	
	2.00	2.50	1.00	3.00	1.50	2.50	1.00	3.00	5.00	2.00	2.50	
Time Spent in Domestic Work on Average (Daily)	3.00	-	-	-	-	-	-	-	-	-	-	-
	< 1hr	-	-	-	-	-	-	-	-	-	-	-
	1 - 3 hrs	1.00	1.33	1.00	1.00	1.00	1.00	2.67	1.00	2.67	1.25	2.00
	3 - 5 hrs	4.00	4.00	1.00	5.00	2.00	4.00	1.00	5.00	-	3.00	4.00
	5 - 7 hrs	-	-	-	-	-	-	-	-	-	-	-
	7 - 9 hrs	-	-	-	-	-	-	-	-	-	-	-
Partner's Engagement in a Paid Job	> 9 hours	2.00	-	-	-	-	-	1.00	-	-	-	-
	Yes	1.80	2.00	1.00	2.33	1.33	2.00	1.75	2.33	3.00	1.50	2.00
Engagement in a paid job	No	-	-	-	-	-	-	-	-	-	-	-
	Yes	1.80	2.33	1.00	2.33	1.33	2.00	2.25	2.33	1.50	1.75	3.00
Job Occupied	No	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	5.00	1.00	1.00
	Senior Manager/Officials, Large Business Owners, Directors	-	-	-	-	-	-	-	-	-	-	-
	Professionals (Employed or Self Employed)	1.80	2.33	1.00	2.33	1.33	2.00	2.25	2.33	1.50	1.75	3.00
	Associate Professionals & Technical	-	-	-	-	-	-	-	-	-	-	-
	Clerical Employers	-	-	-	-	-	-	-	-	-	-	-
	Skilled Agriculture & Fishery Workers	-	-	-	-	-	-	-	-	-	-	-
	Crafts & Related Trades	-	-	-	-	-	-	-	-	-	-	-
	Elementary Occupations	-	-	-	-	-	-	-	-	-	-	-
	Government organisation/department	4.00	4.00	1.00	5.00	2.00	4.00	1.00	5.00	-	2.00	4.00
	Parastatal company	-	-	-	-	-	-	-	-	-	-	-
Publicly listed company	-	-	-	-	-	-	-	-	-	-	-	
Employer Organisation	Private company/sole trader	1.25	1.50	1.00	1.00	1.00	1.00	2.67	1.00	1.50	1.50	2.50
	Commercial partnership	-	-	-	-	-	-	-	-	-	-	-
	Non-profit organisation	-	-	-	-	-	-	-	-	-	-	-
Present Job	Full time	-	-	-	-	-	-	-	-	-	1.00	-
	Full time (reduced hours)	4.00	4.00	1.00	5.00	2.00	4.00	1.00	5.00	-	3.00	4.00
	Part time	1.25	1.50	1.00	1.00	1.00	1.00	2.67	1.00	1.50	1.50	2.50

4.11 Future Career Break

A total of 92.3% of participants were not planning to avail themselves of a career break in the future (Table 201). An analysis of the planned career breaks across respondent groups (Table 202) showed that such plans prevailed among respondents who:

- were women, or
- were younger than 30 years, or
- were qualified with a university diploma or baccalaureate degree, or

- were qualified in medicine & healthcare or education, or
- had completed their highest qualification between 2 and 5 years prior to this study, or
- were living with a partner, or
- had no caring responsibilities at home, or
- spent between 1 and 3 hours daily in domestic work at home, or
- had their partner engaged in paid work, or
- were employed in professional roles, or
- were employed with a parastatal company.

The 7.7% of participants who planned a career break typically expected to stop working for a year on average (median response, Table 203). An analysis of such planned durations across respondent groups revealed no significant differences across the different groups of participants (Table 204).

Table 201 – Planned Career Breaks (Frequency & % Response)

		Frequency	Valid Percent
Valid	Yes	26	7.7
	No	310	92.3
	Total	336	100.0

A total of 15 respondents provided 'Don't Know' or 'No Answer' response

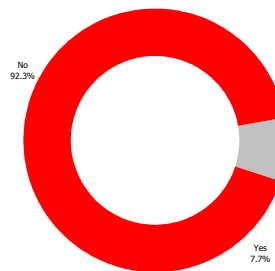


Table 202 – Analysis of Planned Career Breaks across Respondent Groups (Frequency & % Response)

		Are you planning to avail yourself of a / another career break			
		Yes		No	
		Count	Row N %	Count	Row N %
Gender	Male	6	3.6%	159	96.4%
	Female	20	11.7%	151	88.3%
Age	< 30 yrs	16	12.7%	110	87.3%
	30 - 39 yrs	6	5.4%	105	94.6%
	40 - 49 yrs	3	4.8%	60	95.2%
	50+ yrs	0	.0%	17	100.0%
Highest Level of Qualification Attained	University Diploma or equivalent	5	11.9%	37	88.1%
	University degree - Baccalaur eate	13	6.5%	186	93.5%
	University degree - Masters' level	6	9.1%	60	90.9%
	University Doctoral	2	11.1%	16	88.9%
	Other	0	.0%	8	100.0%
Area of Study	Arts	0	.0%	11	100.0%
	Education	9	10.0%	81	90.0%
	Law	1	11.1%	8	88.9%
	Managerial Sciences	5	6.3%	75	93.8%
	Medicine & Healthcare	6	10.7%	50	89.3%
	Science, Technology & Engineering	3	5.1%	56	94.9%
	Social Sciences	0	.0%	7	100.0%
	Veterinary Sciences	0	.0%	6	100.0%
	Other	2	15.4%	11	84.6%
No. of Years since Completion	< 2 years	8	8.3%	88	91.7%
	2 - 5 yrs	8	13.3%	52	86.7%
	5 - 10 yrs	6	6.7%	83	93.3%
	10 - 15 yrs	2	4.8%	40	95.2%
	15+ yrs	0	.0%	31	100.0%
Status	Married or living with partner	14	7.5%	172	92.5%
	Separated or divorced and not living with partner	0	.0%	2	100.0%
	Widowed and not living with partner	0	.0%	1	100.0%
	Never married / single living with parents	10	8.0%	115	92.0%
	Never married / single living alone	1	5.3%	18	94.7%
Caring Responsibilities	Yes	7	4.8%	139	95.2%
	No	17	9.9%	154	90.1%
Variety of Caring Responsibilities at Home	1	4	5.3%	71	94.7%
	2	2	3.0%	64	97.0%
	3	0	.0%	10	100.0%
Time Spent in Domestic Work on Average (Daily)	< 1hr	7	5.5%	121	94.5%
	1 - 3 hrs	14	10.6%	118	89.4%
	3 - 5 hrs	1	3.0%	32	97.0%
	5 - 7 hrs	0	.0%	8	100.0%
	7 - 9 hrs	0	.0%	7	100.0%
Partner's Engagement in a Paid Job	> 9 hours	2	50.0%	2	50.0%
	Yes	14	8.6%	149	91.4%
Engagement in a paid job	No	1	3.0%	32	97.0%
	Yes	24	7.4%	300	92.6%
Job Occupied	No	2	20.0%	8	80.0%
	Senior Manager/Officials, Large Business Owners, Directors	1	2.2%	45	97.8%
	Professionals (Employed or Self Employed)	22	9.6%	206	90.4%
	Associate Professionals & Technical	0	.0%	22	100.0%
	Clerical Employees	1	5.6%	17	94.4%
	Skilled Agriculture & Fishery Workers	0	.0%	1	100.0%
	Crafts & Related Trades	0	.0%	1	100.0%
Elementary Occupations	0	.0%	1	100.0%	
Employer Organisation	Government organisation/department	14	8.9%	143	91.1%
	Parastatal company	5	13.2%	33	86.8%
	Publicity listed company	1	6.3%	15	93.8%
	Private company/sole trader	2	2.4%	82	97.6%
	Commercial partnership	0	.0%	6	100.0%
	Non -profit organisation	2	11.8%	15	88.2%
Present Job	Full time	19	6.5%	273	93.5%
	Full time (reduced hours)	2	20.0%	8	80.0%
	Part time	2	9.1%	20	90.9%

Table 203 – Duration of Planned Future Career Break (Mean & Median Response, Years)

	Minimum	Maximum	Mean	Median	Standard Deviation
How long will this career break take?	0	3	1.01	1.00	1.035

Table 204 – Planned Duration of Future Career Break Across Respondent Groups (Mean & Median Response in Years)

		How long will this career break take?					
		Overall		Male		Female	
		Mean	Median	Mean	Median	Mean	Median
Gender	Male	1.07	0.63	1.07	0.63	.	.
	Female	0.99	1.00	.	.	0.99	1.00
Age	< 30 yrs	0.98	1.00	0.43	0.25	1.16	1.00
	30 - 39 yrs	0.88	0.08	3.00	3.00	0.35	0.08
	40 - 49 yrs	1.00	1.00	.	.	1.00	1.00
	50+ yrs	.	.	.	.	.	.
Highest Level of Qualification Attained	University Diploma or equivalent	1.33	1.00	.	.	1.33	1.00
	University degree - Baccalaureate	1.25	1.00	1.07	0.63	1.36	1.00
	University degree - Masters' level	0.39	0.08	.	.	0.39	0.08
	University Doctoral	0.08	0.08	.	.	0.08	0.08
	Other	.	.	.	.	.	.
Area of Study	Arts	.	.	.	.	.	.
	Education	1.57	1.08	2.00	2.00	1.35	1.08
	Law	0.25	0.25	0.25	0.25	.	.
	Managerial Sciences	0.77	1.00	.	.	0.77	1.00
	Medicine & Healthcare	0.31	0.08	.	.	0.31	0.08
	Science, Technology & Engineering	1.52	1.52	0.04	0.04	3.00	3.00
	Social Sciences	.	.	.	.	.	.
	Veterinary Sciences	.	.	.	.	.	.
	Other	1.04	1.04	.	.	1.04	1.04
No. of Years since Completion	< 2 years	0.26	0.08	0.25	0.25	0.26	0.08
	2 - 5 yrs	1.22	1.00	1.00	1.00	1.27	1.00
	5 - 10 yrs	1.54	1.08	3.00	3.00	1.06	1.00
	10 - 15 yrs	2.00	2.00	.	.	2.00	2.00
	15+ yrs	.	.	.	.	.	.
Status	Married or living with partner	1.46	1.08	3.00	3.00	1.29	1.00
	Separated or divorced and not living with partner	.	.	.	.	.	.
	Widowed and not living with partner	.	.	.	.	.	.
	Never married / single living with parents	0.36	0.08	0.15	0.15	0.45	0.08
	Never married / single living alone	1.00	1.00	.	.	1.00	1.00
Caring Responsibilities	Yes	1.02	1.00	.	.	1.02	1.00
	No	1.00	0.25	1.07	0.63	0.97	0.25
Variety of Caring Responsibilities at Home	1	0.54	0.54	.	.	0.54	0.54
	2	1.50	1.50	.	.	1.50	1.50
	3	.	.	.	.	.	.
Time Spent in Domestic Work on Average (Daily)	< 1hr	0.87	0.54	1.52	1.52	0.54	0.54
	1 - 3 hrs	1.18	1.00	0.25	0.25	1.29	1.00
	3 - 5 hrs	0.08	0.08	.	.	0.08	0.08
	5 - 7 hrs	.	.	.	.	.	.
	7 - 9 hrs	.	.	.	.	.	.
	> 9 hours	1.00	1.00	.	.	1.00	1.00
Partner's Engagement in a Paid Job	Yes	1.42	1.00	3.00	3.00	1.26	1.00
	No	.	.	.	.	.	.
Engagement in a paid job	Yes	0.95	1.00	1.07	0.63	0.91	1.00
	No	1.50	1.50	.	.	1.50	1.50
Job Occupied	Senior Manager/Officials, Large Business Owners, Directors	0.08	0.08	.	.	0.08	0.08
	Professionals (Employed or Self Employed)	0.87	1.00	1.07	0.63	0.80	1.00
	Associate Professionals & Technical	.	.	.	.	.	.
	Clerical Employees	3.00	3.00	.	.	3.00	3.00
	Skilled Agriculture & Fishery Workers	.	.	.	.	.	.
	Crafts & Related Trades	.	.	.	.	.	.
	Plant & Machine Operator, Assembly Workers	.	.	.	.	.	.
	Elementary Occupations	.	.	.	.	.	.
	Never Engaged in Paid Work - House wife / Husband	.	.	.	.	.	.
Employer Organisation	Government organisation/department	0.61	0.08	1.35	1.00	0.24	0.08
	Parastatal company	1.25	1.00	.	.	1.25	1.00
	Publicity listed company	3.00	3.00	.	.	3.00	3.00
	Private company/sole trader	0.25	0.25	0.25	0.25	.	.
	Commercial partnership	.	.	.	.	.	.
	Non-profit organisation	1.17	1.17	.	.	1.17	1.17
Present Job	Full time	1.13	1.00	1.35	1.00	1.07	1.00
	Full time (reduced hours)	0.54	0.54	.	.	0.54	0.54
	Part time	0.25	0.25	0.25	0.25	.	.

A total of 39.4% of responses pertaining to a planned career break were claimed to be intent on satisfying family requirements exemplified by childbirth and childcare. Holiday reasons followed as the second most common response, accounting for 24.2% of the cases. Another 15.2% of responses related to studies – while other reasons prevailed among another 15.2% of

responses featuring a need to find a job abroad and undertaking voluntary work. An analysis of the incidence of such reasons across respondent groups (Table 206) showed that women were more likely to avail of a career break for childbirth and childcare.

Table 205 – Reason for Planned Career Break (Frequency & % Response)

		Responses		Percent of Cases
		N	Percent	
Reason for Career Break	Family - children & childcare	13	39.4%	52.0%
	Holiday/break/gap year	8	24.2%	32.0%
	Illness/disability	1	3.0%	4.0%
	Starting a private practice	1	3.0%	4.0%
	Study	5	15.2%	20.0%
	Other reasons	5	15.2%	20.0%
Total		33	100.0%	132.0%

a. Dichotomy group tabulated at value 1.

Table 206 – Analysis of Reason for Planned Career Break across Respondent Groups (Frequency of Response)

		Reason for Career Break							
		Family - children & childcare	Potential dismissal / job loss	Family - adults (disabled or elderly)	Holiday/break/gap year	Illness/disability	Starting a private practice	Study	Other reasons
Gender	Male	2			2	1		1	3
	Female	11			6		1	4	2
Age	< 30 yrs	11			3	1	1	1	2
	30 - 39 yrs	2			4			1	1
	40 - 49 yrs				1			2	2
								1	1
Highest Level of Qualification Attained	University Diploma or equivalent	3						2	2
	University degree - Baccalaureate	8			4	1	1	2	2
	University degree - Masters' level	2			2			2	2
	University Doctoral				2				
Area of Study	Education	5			2	1		2	3
	Law				1				
	Managerial Sciences	1			1		1	2	2
	Medicine & Healthcare	3			4				
	Science, Technology & Engineering	3							
	Other	1						1	
No. of Years since Completion	< 2 years	3			4				1
	2 - 5 yrs	4			1	1	1	2	2
	5 - 10 yrs	3			3			2	2
	10 - 15 yrs	1						1	
Status	Married or living with partner	8			4			3	3
	Never married / single living with parents	5			3		1	1	2
	Never married / single living alone				1			1	
Caring Responsibilities	Yes	3			2			2	2
	No	8			5	1		2	3
Variety of Caring Responsibilities at Home	1	2			1			1	1
	2	1						1	
Time Spent in Domestic Work on Average (Daily)	< 1hr	4			3		1	1	2
	1 - 3 hrs	6			3			3	3
	3 - 5 hrs	1							
	> 9 hours	1			1			1	
Partner's Engagement in a Paid Job	Yes	9			4		1	3	2
	No							1	1
Engagement in a paid job	Yes	13			8	1	1	4	4
	No							1	1
Job Occupied	Professionals (Employed or Self Employed)	12			8	1	1	4	4
	Clerical Employees	1							
Employer Organisation	Government organisation/department	8			4	1			2
	Parastatal company	3			2		1	2	1
	Publicity listed company	1							
	Private company/sole trader	1			2				
	Non-profit organisation							2	1
Present Job	Full time	10			6	1	1	4	4
	Full time (reduced hours)	2							
	Part time	1			2				

Table 207 – Analysis of Reason for Planned Career Break across Respondent Groups (% Response)

			Reason for Career Break							
			Family - children & childcare	Potential dismissal / job loss	Family - adults (disabled or elderly)	Holiday/break/gap year	Illness/disability	Starting a private practice	Study	Other reasons
Gender	Male	Row %	33.3			33.3	16.7		16.7	50.0
	Female	Row %	57.9			31.6		5.3	21.1	10.5
Age	< 30 yrs	Row %	73.3			20.0	6.7	6.7	6.7	13.3
	30 - 39 yrs	Row %	33.3			66.7			16.7	16.7
	40 - 49 yrs	Row %				33.3			66.7	66.7
		Row %							20.0	20.0
Highest Level of Qualification Attained	University Diploma or equivalent	Row %	60.0							20.0
	University degree - Baccalaureate	Row %	66.7			33.3	8.3	8.3	16.7	16.7
	University degree - Masters' level	Row %	33.3			33.3			33.3	33.3
	University Doctoral	Row %				100.0				
Area of Study	Education	Row %	55.6			22.2	11.1		22.2	33.3
	Law	Row %				100.0				
	Managerial Sciences	Row %	25.0			25.0		25.0	50.0	50.0
	Medicine & Healthcare	Row %	50.0			66.7				
	Science, Technology & Engineering	Row %	100.0							
	Other	Row %	50.0						50.0	
No. of Years since Completion	< 2 years	Row %	37.5			50.0				12.5
	2 - 5 yrs	Row %	57.1			14.3	14.3	14.3	28.6	28.6
	5 - 10 yrs	Row %	50.0			50.0			33.3	33.3
	10 - 15 yrs	Row %	50.0						50.0	
Status	Married or living with partner	Row %	61.5			30.8			23.1	23.1
	Never married / single living with parents	Row %	50.0			30.0		10.0	10.0	20.0
	Never married / single living alone	Row %				100.0			100.0	
Caring Responsibilities	Yes	Row %	42.9			28.6			28.6	28.6
	No	Row %	50.0			31.3	6.3		12.5	18.8
Variety of Caring Responsibilities at Home	1	Row %	50.0			25.0			25.0	25.0
	2	Row %	50.0						50.0	
Time Spent in Domestic Work on Average (Daily)	< 1hr	Row %	57.1			42.9		14.3	14.3	28.6
	1 - 3 hrs	Row %	46.2			23.1			23.1	23.1
	3 - 5 hrs	Row %	100.0							
	> 9 hours	Row %	50.0			50.0			50.0	
Partner's Engagement in a Paid Job	Yes	Row %	69.2			30.8		7.7	23.1	15.4
	No	Row %							100.0	100.0
Engagement in a paid Job	Yes	Row %	56.5			34.8	4.3	4.3	17.4	17.4
	No	Row %							50.0	50.0
Job Occupied	Professionals (Employed or Self Employed)	Row %	54.5			36.4	4.5	4.5	18.2	18.2
	Clerical Employees	Row %	100.0							
Employer Organisation	Government organisation/department	Row %	61.5			30.8	7.7			15.4
	Parastatal company	Row %	60.0			40.0		20.0	40.0	20.0
	Publicly listed company	Row %	100.0							
	Private company/sole trader	Row %	50.0			100.0				
	Non-profit organisation	Row %							100.0	50.0
Present Job	Full time	Row %	52.6			31.6	5.3	5.3	21.1	21.1
	Full time (reduced hours)	Row %	100.0							
	Part time	Row %	50.0			100.0				

On being prompted with a series of potential alternatives to a career breaks participants typically featured a level of doubt, with some options seen as relatively unappealing (Table 208). Of the different options presented, parental leave, childcare facilities, sick or emergency childcare leave and flexitime featured as the more attractive of family friendly measures. An analysis of the level of perceived attractiveness of such benefits across respondent groups revealed no significant differences except in respect with part time work and sick/emergency childcare leave – featuring a relatively higher level of attractiveness among respondents without care responsibilities (Table 209).

Table 208 – Summary of Perceptions towards Family Friendly Measures as Alternatives to a Career Break (Mean Response)

	N	Minimum	Maximum	Mean	Std. Deviation
Flexitime	18	0	3	1.17	.985
Annualised hours	15	0	2	.73	.799
Childcare facilities	19	0	3	1.26	1.046
After-school child care facility/programme	17	0	2	.76	.903
Childcare subsidy/allowance	19	0	2	.84	.765
Part time work	20	0	2	1.05	.945
Telework/home work	18	0	3	1.00	1.029
Job sharing	19	0	2	.79	.855
Parental leave	19	0	3	1.32	.946
Short notice leave	19	0	3	1.16	1.068
Sick/emergency child care leave	20	0	3	1.25	1.020
Professional guidance (childcare, elderly care)	17	0	2	.82	.883

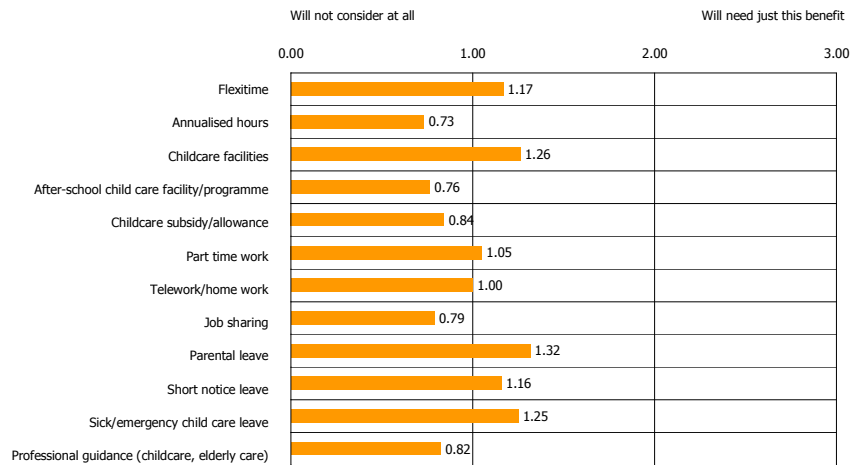


Table 209 – Perceptions towards Family Friendly Measures as Alternatives to a Career Break across Respondent Groups (Mean Response)

		Flexitime	Annualised hours	Childcare facilities	After-school child care facility/programme	Childcare subsidy/allowance	Part time work	Telework/home work	Job sharing	Parental leave	Short notice leave	Sick/emergency child care leave	Professional guidance (childcare, elderly care)
		Mean	Mean	Mean	Mean	Mean	Mean	Mean	Mean	Mean	Mean	Mean	Mean
Gender	Male	.50	.50	.75	.67	.67	.60	1.00	.60	.67	.75	.75	.75
	Female	1.36	.82	1.40	.79	.88	1.20	1.00	.86	1.44	1.27	1.38	.85
Age	< 30 yrs	1.33	.89	1.50	.83	1.00	1.23	1.09	.83	1.54	1.38	1.38	.80
	30 - 39 yrs	1.00	1.00	1.50	1.00	.75	1.33	1.33	1.00	1.25	1.33	1.75	1.50
	40 - 49 yrs	.33	.33	.00	.00	.00	.33	.67	.67	.00	.00	.00	.00
	50+ yrs	-	-	-	-	-	-	-	-	-	-	-	-
Highest Level of Qualification Attained	University Diploma or equivalent	.75	.25	.50	.25	.25	.50	.25	.25	.75	1.25	.50	.25
	University degree - Baccalaureate	1.50	1.14	1.73	.91	1.00	1.42	1.30	1.00	1.58	1.25	1.50	1.11
	University degree - Masters' level	.75	.50	.75	1.00	1.00	.50	1.00	.75	1.00	.67	1.25	.75
	University Doctoral	-	-	-	-	-	-	-	-	-	-	-	-
	Other	-	-	-	-	-	-	-	-	-	-	-	-
Area of Study	Arts	-	-	-	-	-	-	-	-	-	-	-	-
	Education	.86	.67	1.25	.71	.71	1.00	.71	.75	1.29	1.38	1.00	.63
	Law	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00
	Managerial Sciences	1.40	1.00	1.50	.75	1.00	1.40	1.60	1.20	1.50	1.00	1.25	1.00
	Medicine & Healthcare	2.00	1.00	1.67	1.00	1.00	2.00	2.00	2.00	1.67	2.00	2.33	2.00
	Science, Technology & Engineering	1.00	1.00	1.00	1.00	1.00	.50	.50	.00	1.50	.50	1.50	1.00
	Social Sciences	-	-	-	-	-	-	-	-	-	-	-	-
	Veterinary Sciences	-	-	-	-	-	-	-	-	-	-	-	-
	Other	2.00	.50	1.00	1.00	1.00	.50	1.00	.50	1.00	1.00	1.00	.50
No. of Years since Completion	< 2 years	1.25	.67	1.20	1.25	1.20	1.25	1.00	.75	1.60	1.50	1.80	1.00
	2 - 5 yrs	1.14	.50	1.17	.80	1.00	1.00	.83	.50	1.33	1.00	1.00	.50
	5 - 10 yrs	1.00	1.00	1.50	.75	.50	1.40	1.60	1.40	1.25	1.50	1.50	1.50
	10 - 15 yrs	1.00	.00	.50	.00	.00	.00	.00	.00	.50	.00	.00	.00
	15+ yrs	-	-	-	-	-	-	-	-	-	-	-	-
Status	Married or living with partner	1.30	.88	1.42	.90	.92	1.25	.90	.91	1.50	1.17	1.46	1.00
	Separated or divorced and not living with partner	-	-	-	-	-	-	-	-	-	-	-	-
	Widowed and not living with partner	-	-	-	-	-	-	-	-	-	-	-	-
	Never married / single living with parents	1.14	.67	1.17	.67	.83	.86	1.29	.71	1.17	1.33	1.00	.60
Caring Responsibilities	Never married / single living alone	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00
	Yes	.83	.33	.60	.40	.40	.33	.67	.50	.60	.40	.40	.20
Variety of Caring Responsibilities at Home	No	1.18	1.00	1.33	1.10	1.08	1.25	.90	.82	1.50	1.50	1.54	1.00
	1-3	.75	.50	1.00	.67	.67	.50	1.00	.75	1.00	.67	.67	.33
	2-10	2.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00
Time Spent in Domestic Work on Average (Daily)	< 1hr	1.25	.67	1.40	.60	.80	1.20	1.40	.60	1.20	1.60	1.20	1.00
	1 - 3 hrs	1.27	.88	1.20	1.00	1.00	1.09	.78	.90	1.40	1.00	1.36	.78
	3 - 5 hrs	2.00	1.00	2.00	2.00	2.00	1.00	2.00	1.00	2.00	2.00	2.00	1.00
	5 - 7 hrs	-	-	-	-	-	-	-	-	-	-	-	-
	7 - 9 hrs	-	-	-	-	-	-	-	-	-	-	-	-
	> 9 hours	.00	.00	.50	.00	.00	.00	.00	.00	.50	.00	.00	.00
Partner's Engagement in a Paid Job	Yes	1.60	1.00	1.67	.82	.92	1.42	1.20	1.00	1.54	1.17	1.54	1.10
	No	.00	.00	.00	-	-	.00	.00	.00	-	-	.00	.00
Engagement in a paid job	Yes	1.13	.77	1.35	.80	.88	1.06	1.06	.82	1.35	1.18	1.28	.87
	No	1.50	.50	.50	.50	.50	1.00	.50	1.00	1.00	1.00	1.00	.50
Job Occupied	Senior Manager/Officials, Large Business Owners, Directors	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00
	Professionals (Employed or Self Employed)	1.07	.67	1.31	.71	.80	1.00	1.07	.80	1.27	1.20	1.19	.79
	Associate Professionals & Technical	-	-	-	-	-	-	-	-	-	-	-	-
	Clerical Employees	1.00	-	-	-	1.00	1.00	.00	.00	2.00	.00	2.00	-
	Skilled Agriculture & Fishery Workers	-	-	-	-	-	-	-	-	-	-	-	-
	Crafts & Related Trades	-	-	-	-	-	-	-	-	-	-	-	-
	Elementary Occupations	-	-	-	-	-	-	-	-	-	-	-	-
Employer Organisation	Government organisation/department	1.14	.83	1.38	1.14	1.13	1.00	1.29	.86	1.25	1.71	1.50	1.14
	Parastatal company	1.40	.67	1.60	.40	.80	1.20	1.00	.80	1.40	.80	1.00	.25
	Publicly listed company	1.00	-	-	-	1.00	1.00	.00	.00	2.00	.00	2.00	-
	Private company/sole trader	.00	.50	1.00	.00	.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
	Commercial partnership	-	-	-	-	-	-	-	-	-	-	-	-
	Non-profit organisation	1.00	1.00	1.00	2.00	1.00	1.00	1.00	1.00	2.00	1.00	1.00	1.00
Present Job	Full time	1.08	.67	1.31	.73	.85	1.00	.92	.69	1.31	1.08	1.21	.73
	Full time (reduced hours)	2.00	1.00	2.00	2.00	2.00	1.00	2.00	1.00	2.00	2.00	2.00	1.00
	Part time	.00	.50	1.00	.00	.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00

4.12 Future Job Change

Of all survey participants, 14.5% claimed to be looking for a new job (Table 210). Such intentions featured more commonly among participants engaged in part time work or those without care responsibilities at home (Table 211).

Table 210 – Planned Future Job Change (Frequency & % Response)

		Frequency	Valid Percent
Valid	Yes	50	14.5
	No	294	85.5
	Total	344	100.0

A total of 7 respondents provided 'Don't Know' or 'No Answer' response

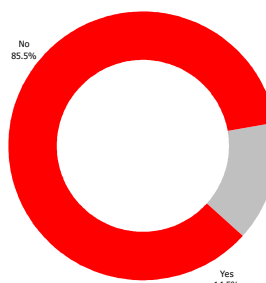


Table 211 – Planned Future Job Change Incidence across Respondent Groups (Frequency & % Response)

		Are you looking for a new job				
		Yes		No		
		Count	Row N %	Count	Row N %	
Gender	Male	29	17.4%	138	82.6%	
	Female	21	11.9%	156	88.1%	
Age	< 30 yrs	25	19.4%	104	80.6%	
	30 - 39 yrs	12	10.3%	104	89.7%	
	40 - 49 yrs	6	9.5%	57	90.5%	
	50+ yrs	3	17.6%	14	82.4%	
	Highest Level of Qualification Attained	University Diploma or equivalent	6	14.6%	35	85.4%
	University degree - Baccalaureate	34	16.4%	173	83.6%	
	University degree - Masters' level	7	10.3%	61	89.7%	
	University Doctoral	2	11.8%	15	88.2%	
	Other	1	12.5%	7	87.5%	
Area of Study	Arts	0	.0%	12	100.0%	
	Education	10	10.8%	83	89.2%	
	Law	1	11.1%	8	88.9%	
	Managerial Sciences	18	22.0%	64	78.0%	
	Medicine & Healthcare	5	8.6%	53	91.4%	
	Science, Technology & Engineering	13	22.0%	46	78.0%	
	Social Sciences	1	14.3%	6	85.7%	
	Veterinary Sciences	0	.0%	6	100.0%	
		Other	2	15.4%	11	84.6%
	No. of Years since Completion	< 2 years	22	22.9%	74	77.1%
2 - 5 yrs		9	14.8%	52	85.2%	
5 - 10 yrs		11	12.2%	79	87.8%	
10 - 15 yrs		5	10.9%	41	89.1%	
15+ yrs		2	6.1%	31	93.9%	
Status	Married or living with partner	20	10.4%	173	89.6%	
	Separated or divorced and not living with partner	0	.0%	2	100.0%	
	Widowed and not living with partner	0	.0%	1	100.0%	
	Never married / single living with parents	27	21.8%	97	78.2%	
	Never married / single living alone	3	14.3%	18	85.7%	
Caring Responsibilities	Yes	14	9.2%	138	90.8%	
	No	34	19.4%	141	80.6%	
Variety of Caring Responsibilities at Home	1	6	7.6%	73	92.4%	
	2	7	10.1%	62	89.9%	
	3	1	11.1%	8	88.9%	
	Time Spent in Domestic Work on Average (Daily)	< 1hr	22	16.8%	109	83.2%
	1 - 3 hrs	17	12.4%	120	87.6%	
	3 - 5 hrs	5	14.3%	30	85.7%	
	5 - 7 hrs	0	.0%	8	100.0%	
	7 - 9 hrs	0	.0%	7	100.0%	
	> 9 hours	1	25.0%	3	75.0%	
Partner's Engagement in a Paid Job	Yes	17	9.9%	155	90.1%	
	No	5	16.1%	26	83.9%	
Engagement in a paid job	Yes	48	14.5%	283	85.5%	
	No	2	18.2%	9	81.8%	
Job Occupied	Senior Manager/Officials, Large Business Owners, Directors	8	17.8%	37	82.2%	
	Professionals (Employed or Self Employed)	29	12.3%	206	87.7%	
	Associate Professionals & Technical	4	17.4%	19	82.6%	
	Clerical Employees	6	33.3%	12	66.7%	
	Skilled Agriculture & Fishery Workers	0	.0%	1	100.0%	
	Crafts & Related Trades	0	.0%	1	100.0%	
	Elementary Occupations	1	100.0%	0	.0%	
Employer Organisation	Government organisation/department	17	11.0%	138	89.0%	
	Parastatal company	7	17.5%	33	82.5%	
	Publicly listed company	3	17.6%	14	82.4%	
	Private company/sole trader	15	17.2%	72	82.8%	
	Commercial partnership	1	14.3%	6	85.7%	
	Non-profit organisation	2	10.5%	17	89.5%	
Present Job	Full time	38	12.9%	257	87.1%	
	Full time (reduced hours)	1	9.1%	10	90.9%	
	Part time	8	32.0%	17	68.0%	

In considering a potential job change, participants considered various factors in accepting a new job offer, with key considerations relating to pay, designation & type of job, career prospects, nature of tasks, long-term prospects for employment and flexibility of job. Contrastingly, lower levels of importance featured in respect with location and recommendations by family or friends. An analysis of the levels of importance attributed to different job features across the different respondent groups showed that male participants typically attributed a higher level of importance to fringe benefits than their female counterparts. Contrastingly, female respondents attributed a higher importance towards designation and type of job, career prospects, long term prospects for employment, the sector of activity, reputation of company and prospects for further training than their male counterparts. Moreover:

- fringe benefits were regarded as more important among respondents featuring a Masters degree or respondents employed with a publicly listed or private company;
- designation and type of job was regarded as more important factors among respondents having completed their highest qualification in less than 2 years from this study or respondents employed in part time jobs;
- career prospects were regarded as relatively more important factors among participants with partners in a paid job;
- higher levels of importance were attributed to long-term prospects for employment by respondents aged 40 to 49 years or participants with partners in a paid job or respondents employed in part time jobs;
- company reputation featured higher levels of perceived importance among respondents aged 49 years or younger.

Table 212 – Importance attributed to Job Features In Accepting a New Job (Mean Response)

	Minimum	Maximum	Mean	Std. Deviation
Pay	1	5	4.38	.922
Fringe benefits (car, mobile phone, others)	1	5	3.47	1.297
Designation and type of job	2	5	4.37	.837
Responsibility attached to the job	1	5	4.26	.928
Career prospects - potential of climbing up the ladder	1	5	4.34	1.018
Sector of activity	1	5	3.77	1.165
Flexibility of job	2	5	4.00	.937
Prospects for further training	1	5	3.89	1.064
Reputation of company/employer	1	5	3.80	1.271
Location	1	5	3.02	1.343
Boss	1	5	3.65	1.142
Team members	1	5	3.82	1.002
Nature of tasks	1	5	4.02	.973
Recommendations by family/friends	1	5	2.56	1.192
Long term prospects for employment	1	5	4.02	1.168

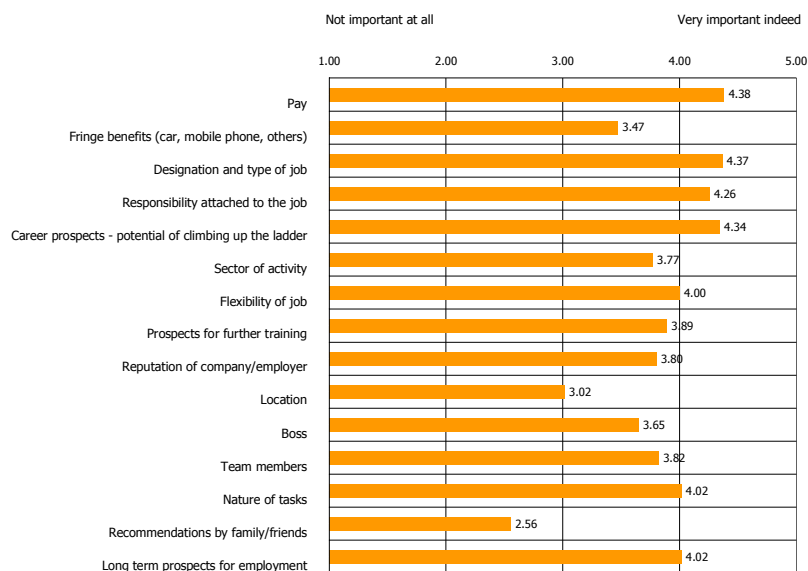


Table 213 – Importance Attributed to Job Features In Accepting a New Job across Respondent Groups (Mean Response)

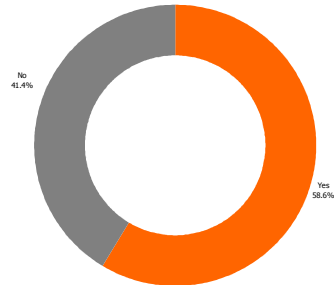
		Fringe benefits (Car, mobile phone, others)	Designation and type of job	Responsibility attached to the job	Career prospects - potential of climbing up the ladder	Sector of activity	Flexibility of job	Prospects for further training	Reputation of company/ employer	Location	Boss	Team members	Nature of tasks	Recommendations by family/friends	Long term prospects for employment	
		Mean	Mean	Mean	Mean	Mean	Mean	Mean	Mean	Mean	Mean	Mean	Mean	Mean	Mean	Mean
Gender	Male	4.29	3.80	4.13	4.13	4.10	3.27	3.83	3.57	3.34	2.77	3.60	3.69	3.83	2.31	3.67
	Female	4.46	3.11	4.63	4.41	4.63	4.33	4.18	4.26	4.30	3.30	3.70	3.96	4.22	2.94	4.42
Age	< 30 yrs	4.43	3.75	4.39	4.28	4.52	3.68	4.10	4.00	4.00	2.89	3.54	3.75	3.93	2.67	4.00
	30 - 39 yrs	4.40	2.86	4.07	4.14	4.07	3.93	3.86	3.86	3.92	3.43	3.93	4.14	4.00	3.00	3.93
	40 - 49 yrs	4.86	4.00	4.57	4.29	4.29	4.29	4.43	4.00	4.00	3.43	4.43	4.00	4.43	2.50	4.86
	50+ yrs	3.00	3.00	4.33	4.00	3.33	3.00	3.67	2.67	1.33	2.33	2.33	3.67	4.00	1.00	2.00
	University Diploma or equivalent	4.50	2.88	4.13	4.38	3.63	3.25	3.75	3.38	3.00	2.75	3.38	3.50	3.63	2.13	3.38
Highest Level of Qualification Attained	University degree - Baccalaureate	4.33	3.62	4.46	4.21	4.34	3.81	4.11	3.89	3.78	2.89	3.62	3.75	4.03	2.50	4.00
	University degree - Masters' level	4.44	4.00	4.25	4.38	5.00	3.88	4.00	4.13	4.38	3.38	4.13	4.44	4.13	2.50	4.44
	University Doctoral	4.33	1.67	4.33	4.33	4.33	4.33	3.00	4.33	4.33	3.67	3.67	4.00	4.67	4.67	4.67
	Other	5.00	4.00	4.00	4.00	5.00	4.00	5.00	5.00	4.00	5.00	3.00	3.00	4.00	2.00	4.00
Area of Study	Arts	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Education	4.29	3.54	4.46	4.15	4.46	4.31	4.38	4.15	4.08	3.38	4.00	4.08	4.15	2.36	4.33
	Law	5.00	5.00	4.00	3.00	3.00	2.00	2.00	2.00	2.00	2.00	4.00	4.00	2.00	4.00	4.00
	Natural Sciences	4.40	3.68	4.68	4.50	4.45	3.79	4.16	3.74	3.68	2.42	3.32	3.79	4.16	2.44	3.83
	Medicine & Healthcare	4.22	2.56	4.22	4.33	4.33	4.00	3.33	3.78	3.56	3.56	3.89	4.00	3.11	4.00	4.00
	Science, Technology & Engineering	4.42	3.67	3.83	3.92	4.08	3.17	4.00	4.00	3.82	3.17	3.75	3.42	3.75	2.58	3.75
	Social Sciences	4.00	4.00	4.00	4.00	4.00	2.00	3.00	3.00	2.00	4.00	3.00	4.00	4.00	1.00	4.00
	Veterinary Sciences	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Other	5.00	3.00	5.00	5.00	5.00	4.50	4.00	5.00	5.00	3.00	4.50	4.00	4.50	2.00	5.00
	No. of Years since Completion	< 2 years	4.46	3.44	4.64	4.28	4.56	4.04	4.04	4.20	4.08	2.88	3.60	3.84	4.12	2.79	4.21
2 - 5 yrs		4.33	3.63	3.88	4.33	4.56	3.25	3.63	4.00	4.00	3.00	3.63	3.50	3.75	2.63	3.75
5 - 10 yrs		4.11	3.65	4.47	4.41	4.18	3.65	4.18	3.53	3.47	3.12	3.53	4.00	4.00	2.38	3.75
10 - 15 yrs		4.75	2.50	3.25	3.25	3.50	3.00	3.25	3.50	3.00	3.25	4.00	3.50	4.50	1.75	3.50
15+ yrs		4.50	3.00	4.00	4.00	3.50	4.50	4.00	3.50	4.00	3.00	4.50	3.50	4.50	3.00	5.00
Never or living with partner		4.46	3.67	4.33	4.10	4.14	3.57	4.05	3.67	3.52	3.90	3.91	4.05	2.45	4.23	4.00
Status	Separated or divorced and not living with partner	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Widowed and not living with partner	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Never married / single living with parents	4.44	3.42	4.39	4.41	4.41	3.81	4.03	4.06	4.03	2.97	3.45	3.68	3.97	2.79	3.97
	Never married / single living alone	3.60	3.00	4.40	4.00	4.80	4.40	3.60	3.80	3.60	3.20	3.80	4.50	4.20	1.60	3.25
Caring Responsibilities	Yes	4.50	3.50	4.28	4.17	4.28	3.89	4.11	4.00	3.82	3.56	3.94	3.95	4.00	2.33	4.32
	No	4.32	3.49	4.43	4.32	4.42	3.73	4.00	3.89	3.89	2.86	3.54	3.78	4.08	2.71	3.89
Variety of Caring Responsibilities at Home	1.00	4.75	3.63	4.38	4.13	4.13	4.13	3.88	3.86	3.75	4.00	3.88	3.88	2.38	4.50	
	2.00	4.27	3.22	4.11	4.11	4.33	3.56	4.00	4.11	3.78	3.33	3.89	4.00	4.00	2.33	4.10
	3.00	5.00	5.00	5.00	5.00	5.00	5.00	4.00	4.00	4.00	4.00	4.00	5.00	2.00	5.00	
	< 1hr	4.40	3.48	4.40	4.16	4.44	3.76	3.96	4.20	4.13	2.96	3.56	3.71	3.96	2.74	3.88
Time Spent in Domestic Work on Average (Daily)	1 - 3 hrs	4.24	3.65	4.50	4.40	4.30	3.70	4.00	3.60	3.70	3.05	3.75	3.95	4.25	2.55	4.30
	3 - 5 hrs	4.67	3.17	4.00	4.33	4.33	4.00	4.50	4.00	3.83	3.50	4.17	4.00	3.83	2.33	4.00
	5 - 7 hrs	2.00	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	7 - 9 hrs	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	> 9 hours	5.00	2.50	3.50	3.00	3.50	3.50	3.50	3.50	3.50	4.00	3.50	3.50	3.50	2.50	3.50
	Yes	4.58	3.65	4.35	4.06	4.35	3.71	3.89	3.82	3.76	3.24	4.18	4.00	4.00	2.44	4.44
Partner's Engagement in a Paid Job	No	3.67	3.17	4.17	3.83	3.00	3.33	4.33	3.33	3.17	2.33	2.67	3.17	3.67	2.17	3.00
	Yes	4.36	3.53	4.35	4.25	4.32	3.76	4.04	3.87	3.78	3.04	3.67	3.87	4.04	2.60	4.00
Engagement in a paid job	Yes	5.00	2.00	5.00	4.50	5.00	4.00	3.00	4.50	4.50	2.50	3.00	2.50	3.50	1.50	4.50
	No	4.63	3.75	4.63	4.50	4.63	3.75	4.00	4.00	4.25	3.25	3.63	3.88	4.00	2.75	4.00
Job Occupied	Senior Manager/Officials, Large Business Owners, Directors	4.60	4.00	4.75	4.60	4.60	4.00	3.75	3.00	3.50	2.75	4.00	4.25	4.00	2.25	3.75
	Professionals (Employed or Self Employed)	4.25	3.39	4.21	4.16	4.26	3.71	3.97	3.84	3.66	3.11	3.68	3.89	4.05	2.63	4.08
	Associate Professionals & Technical	5.00	4.50	4.75	4.75	4.75	4.00	4.75	4.75	4.33	2.75	4.00	4.00	4.75	2.75	4.25
	Clerical Employees	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Skilled Agriculture & Fishery Workers	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Crafts & Related Trades	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Elementary Occupations	3.00	1.00	4.00	2.00	1.00	4.00	5.00	4.00	4.00	1.00	1.00	1.00	1.00	1.00	1.00
	Government organisation/department	4.25	3.00	4.24	4.36	4.09	3.76	4.00	3.81	3.75	3.43	3.71	4.00	4.24	2.80	3.95
	Parastatal company	3.75	3.00	4.13	3.75	4.25	4.13	3.50	3.63	4.00	3.00	3.88	4.38	4.25	2.71	4.13
	Publicly listed company	5.00	4.67	4.67	4.67	4.67	3.67	4.33	4.33	3.33	1.33	2.67	3.00	4.00	2.33	3.33
Employer Organisation	Private company/side trader	4.65	4.35	4.41	4.24	4.65	3.29	4.00	3.76	3.65	2.94	3.71	3.56	3.76	2.56	4.06
	Commercial partnership	4.00	3.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	3.00	4.00	4.00	4.00	4.00	4.00
	Non-profit organisation	5.00	3.50	5.00	5.00	5.00	5.00	5.00	4.50	4.50	3.50	4.50	4.50	5.00	2.50	5.00
	Full time	4.35	3.58	4.36	4.39	4.41	3.73	3.98	3.84	3.80	3.07	3.69	3.87	4.04	2.64	3.98
	Full time (reduced hours)	5.00	2.00	2.00	2.00	3.00	3.00	4.00	3.00	2.00	2.00	5.00	5.00	4.00	2.00	2.00
	Part time	4.50	3.75	4.63	4.00	4.38	4.00	4.25	4.13	3.88	3.25	3.75	4.13	4.38	2.63	4.75

4.13 Further Education & Lifelong Learning

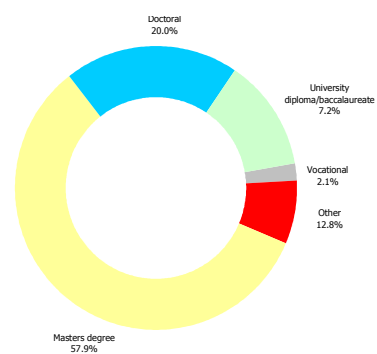
A total of 58.6% of research participants were willing to take up further studies, with such studies being primarily at a Masters degree (57.9% of responses, Table 214). Another 20.0% of responses related to a doctoral qualification, while another 12.8% claimed to be interested in studies leading to a post-graduate certification or qualification. Another 7.2% of participants interested in following further studies claimed to be interested in a university diploma or baccalaureate. Taking up further studies prevailed (in terms of incidence) among respondents who were single or respondents who spent least time in domestic work at home (Table 215).

Table 214 – Willingness to Further Studies & Level of Studies (Frequency & % Response)

		Frequency	Valid Percent
Valid	Yes	202	58.6
	No	143	41.4
	Total	345	100.0
Missing	System	6	
Total		351	



		Frequency	Valid Percent
Valid	Vocational	4	2.1
	University diploma/baccalaureate	14	7.2
	Masters degree	113	57.9
	Doctoral	39	20.0
	Other	25	12.8
	Total	195	100.0



A total of 7 respondents provided 'Don't Know' or 'No Answer' response

Table 215 – Willingness to Pursue Further Studies across Respondent Groups (Frequency & % Response)

		Are you willing to take up further studies			
		Yes		No	
		Count	Row N %	Count	Row N %
Gender	Male	98	58.0%	71	42.0%
	Female	104	59.1%	72	40.9%
Age	< 30 yrs	85	66.4%	43	33.6%
	30 - 39 yrs	63	54.8%	52	45.2%
	40 - 49 yrs	34	53.1%	30	46.9%
	50+ yrs	10	52.6%	9	47.4%
Highest Level of Qualification Attained	University Diploma or equivalent	22	52.4%	20	47.6%
	University degree - Baccalaureate	121	59.0%	84	41.0%
	University degree - Masters' level	42	60.9%	27	39.1%
	University Doctoral	11	61.1%	7	38.9%
	Other	5	62.5%	3	37.5%
Area of Study	Arts	8	66.7%	4	33.3%
	Education	52	56.5%	40	43.5%
	Law	4	44.4%	5	55.6%
	Managerial Sciences	46	56.1%	36	43.9%
	Medicine & Healthcare	34	58.6%	24	41.4%
	Science, Technology & Engineering	38	62.3%	23	37.7%
	Social Sciences	6	85.7%	1	14.3%
	Veterinary Sciences	4	66.7%	2	33.3%
	Other	9	69.2%	4	30.8%
No. of Years since Completion	< 2 years	69	69.0%	31	31.0%
	2 - 5 yrs	42	71.2%	17	28.8%
	5 - 10 yrs	43	48.9%	45	51.1%
	10 - 15 yrs	24	51.1%	23	48.9%
	15+ yrs	15	45.5%	18	54.5%
Status	Married or living with partner	100	51.5%	94	48.5%
	Separated or divorced and not living with partner	1	50.0%	1	50.0%
	Widowed and not living with partner	0	.0%	1	100.0%
	Never married / single living with parents	85	68.5%	39	31.5%
	Never married / single living alone	14	66.7%	7	33.3%
Caring Responsibilities	Yes	81	53.3%	71	46.7%
	No	110	63.2%	64	36.8%
Variety of Caring Responsibilities at Home	1	41	51.9%	38	48.1%
	2	34	50.0%	34	50.0%
	3	7	70.0%	3	30.0%
Time Spent in Domestic Work on Average (Daily)	< 1hr	80	61.1%	51	38.9%
	1 - 3 hrs	78	56.9%	59	43.1%
	3 - 5 hrs	23	65.7%	12	34.3%
	5 - 7 hrs	4	57.1%	3	42.9%
	7 - 9 hrs	2	28.6%	5	71.4%
	> 9 hours	1	25.0%	3	75.0%
Partner's Engagement in a Paid Job	Yes	92	54.1%	78	45.9%
	No	18	52.9%	16	47.1%
Engagement in a paid job	Yes	195	58.7%	137	41.3%
	No	6	54.5%	5	45.5%
Job Occupied	Senior Manager/Officials, Large Business Owners, Directors	24	51.1%	23	48.9%
	Professionals (Employed or Self Employed)	134	57.3%	100	42.7%
	Associate Professionals & Technical	18	78.3%	5	21.7%
	Clerical Employees	13	72.2%	5	27.8%
	Skilled Agriculture & Fishery Workers	1	100.0%	0	.0%
	Crafts & Related Trades	1	100.0%	0	.0%
	Elementary Occupations	1	100.0%	0	.0%
Employer Organisation	Government organisation/department	95	60.5%	62	39.5%
	Parastatal company	28	70.0%	12	30.0%
	Publicly listed company	12	70.6%	5	29.4%
	Private company/sole trader	40	46.5%	46	53.5%
	Commercial partnership	4	50.0%	4	50.0%
	Non-profit organisation	11	57.9%	8	42.1%
Present Job	Full time	176	59.5%	120	40.5%
	Full time (reduced hours)	6	54.5%	5	45.5%
	Part time	12	48.0%	13	52.0%

Table 216 – Level of Studies to be Pursued across Respondent Groups (Frequency & % Response)

		At what level									
		Vocational		University diploma/baccalaureate		Masters degree		Doctoral		Other	
		Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
Gender	Male	2	2.2%	5	5.4%	52	55.9%	20	21.5%	14	15.1%
	Female	2	2.0%	9	8.8%	61	59.8%	19	18.6%	11	10.8%
Age	< 30 yrs	1	1.3%	5	6.4%	49	62.8%	14	17.9%	9	11.5%
	30 - 39 yrs	1	1.6%	6	9.7%	36	58.1%	12	19.4%	7	11.3%
	40 - 49 yrs	0	.0%	1	2.9%	16	47.1%	10	29.4%	7	20.6%
	50+ yrs	1	10.0%	2	20.0%	4	40.0%	1	10.0%	2	20.0%
Highest Level of Qualification Attained	University Diploma or equivalent	0	.0%	5	21.7%	13	56.5%	2	8.7%	3	13.0%
	University degree - Baccalaureate	3	2.6%	8	7.0%	91	79.8%	5	4.4%	7	6.1%
	University degree - Masters' level	0	.0%	1	2.4%	1	2.4%	31	75.6%	8	19.5%
	University Doctoral	1	9.1%	0	.0%	4	36.4%	0	.0%	6	54.5%
	Other	0	.0%	0	.0%	3	60.0%	1	20.0%	1	20.0%
Area of Study	Arts	0	.0%	0	.0%	2	20.0%	7	70.0%	1	10.0%
	Education	1	1.9%	6	11.5%	34	65.4%	7	13.5%	4	7.7%
	Law	0	.0%	0	.0%	2	66.7%	1	33.3%	0	.0%
	Managerial Sciences	0	.0%	1	2.3%	29	67.4%	6	14.0%	7	16.3%
	Medicine & Healthcare	1	3.1%	2	6.3%	19	59.4%	4	12.5%	6	18.8%
	Science, Technology & Engineering	1	2.9%	4	11.8%	16	47.1%	7	20.6%	6	17.6%
	Social Sciences	0	.0%	1	16.7%	3	50.0%	2	33.3%	0	.0%
	Veterinary Sciences	0	.0%	0	.0%	0	.0%	3	75.0%	1	25.0%
	Other	1	10.0%	0	.0%	7	70.0%	2	20.0%	0	.0%
	No. of Years since Completion	< 2 years	1	1.5%	6	9.1%	32	48.5%	16	24.2%	11	16.7%
2 - 5 yrs		0	.0%	2	5.3%	24	63.2%	6	15.8%	6	15.8%
5 - 10 yrs		0	.0%	2	4.7%	27	62.8%	11	25.6%	3	7.0%
10 - 15 yrs		3	12.5%	2	8.3%	13	54.2%	3	12.5%	3	12.5%
15+ yrs		0	.0%	1	6.7%	10	66.7%	2	13.3%	2	13.3%
Status	Married or living with partner	2	2.0%	6	5.9%	58	57.4%	21	20.8%	14	13.9%
	Separated or divorced and not living with partner	0	.0%	0	.0%	1	100.0%	0	.0%	0	.0%
	Never married / single living with parents	2	2.5%	7	8.9%	46	58.2%	15	19.0%	9	11.4%
	Never married / single living alone	0	.0%	1	8.3%	6	50.0%	3	25.0%	2	16.7%
Caring Responsibilities	Yes	3	3.7%	4	4.9%	44	54.3%	19	23.5%	11	13.6%
	No	1	1.0%	8	7.8%	61	59.2%	19	18.4%	14	13.6%
Variety of Caring Responsibilities at Home	1	1	2.4%	3	7.1%	22	52.4%	10	23.8%	6	14.3%
	2	2	6.1%	0	.0%	21	63.6%	6	18.2%	4	12.1%
	3	0	.0%	0	.0%	4	57.1%	2	28.6%	1	14.3%
Time Spent in Domestic Work on Average (Daily)	< 1hr	2	2.6%	6	7.9%	45	59.2%	13	17.1%	10	13.2%
	1 - 3 hrs	2	2.6%	3	3.9%	43	55.8%	17	22.1%	12	15.6%
	3 - 5 hrs	0	.0%	1	4.5%	13	59.1%	5	22.7%	3	13.6%
	5 - 7 hrs	0	.0%	0	.0%	3	75.0%	1	25.0%	0	.0%
	7 - 9 hrs	0	.0%	0	.0%	0	.0%	1	100.0%	0	.0%
	> 9 hours	0	.0%	0	.0%	0	.0%	1	100.0%	0	.0%
Partner's Engagement in a Paid Job	Yes	2	2.2%	4	4.3%	53	57.6%	19	20.7%	14	15.2%
	No	0	.0%	2	10.5%	11	57.9%	5	26.3%	1	5.3%
Engagement in a paid Job	Yes	3	1.6%	13	7.0%	108	57.8%	39	20.9%	24	12.8%
	No	1	14.3%	1	14.3%	4	57.1%	0	.0%	1	14.3%
Job Occupied	Senior Manager/Officials, Large Business Owners, Directors	0	.0%	2	8.3%	15	62.5%	5	20.8%	2	8.3%
	Professionals (Employed or Self Employed)	3	2.3%	7	5.4%	72	55.8%	31	24.0%	16	12.4%
	Associate Professionals & Technical	0	.0%	2	11.8%	10	58.8%	1	5.9%	4	23.5%
	Clerical Employees	0	.0%	1	8.3%	9	75.0%	0	.0%	2	16.7%
	Skilled Agriculture & Fishery Workers	0	.0%	0	.0%	0	.0%	1	100.0%	0	.0%
	Crafts & Related Trades	0	.0%	0	.0%	1	100.0%	0	.0%	0	.0%
	Elementary Occupations	0	.0%	0	.0%	0	.0%	1	100.0%	0	.0%
	Other	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%
Employer Organisation	Government organisation/department	2	2.2%	7	7.5%	55	59.1%	19	20.4%	10	10.8%
	Parastatal company	0	.0%	0	.0%	11	39.3%	9	32.1%	8	28.6%
	Publicity listed company	0	.0%	2	22.2%	5	55.6%	1	11.1%	1	11.1%
	Private company/sole trader	1	2.7%	3	8.1%	25	67.6%	5	13.5%	3	8.1%
	Commercial partnership	0	.0%	1	25.0%	2	50.0%	0	.0%	1	25.0%
	Non-profit organisation	0	.0%	0	.0%	9	81.8%	2	18.2%	0	.0%
Present Job	Full time	2	1.2%	10	5.9%	99	58.6%	35	20.7%	23	13.6%
	Full time (reduced hours)	0	.0%	0	.0%	2	40.0%	2	40.0%	1	20.0%
	Part time	1	8.3%	3	25.0%	7	58.3%	1	8.3%	0	.0%

4.13.1 Academic Institutions & Study Approaches

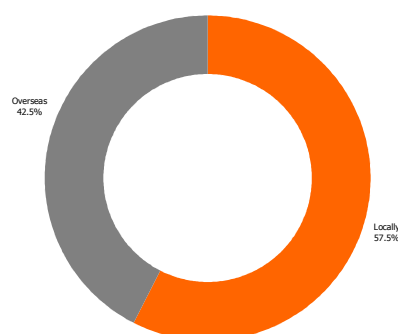
57.5% of these respondents would pursue their studies locally, while the remaining 42.5% would pursue studies with institutions based abroad (Table 217). Respondents expressed a relative inclination towards part time studies – a case among 64.2% of respondents wishing to pursue further studies. Respondents featuring up to a baccalaureate qualification or who had their highest qualification attained 10 years or more prior to this research were more likely to

consider local institutions in pursuing further studies, contrasting against the other respondent groups who somewhat favoured studying at an overseas institution (Table 218). No significant differences in preferences relating to the basis of study featured across respondent groups (Table 219) except that a preference for full-time studies was a stronger feature among:

- male respondents or
- participants younger than 30 years, or
- respondents featuring a doctoral qualification, or
- respondents who had earned their qualification in less than 2 years prior to this research, or
- respondents who had earned their highest qualification for more than 15 years prior to this study.

Table 217 – Summary Location & Basis of Further Studies (Frequency & % Response)

		Frequency	Valid Percent
Valid	Locally	115	57.5
	Overseas	85	42.5
	Total	200	100.0
Missing	System	2	
Total		202	



		Frequency	Valid Percent
Valid	Full-time	13	6.7
	Part-time	124	64.2
	Distance learning	56	29.0
	Total	193	100.0
Missing	System	9	
Total		202	

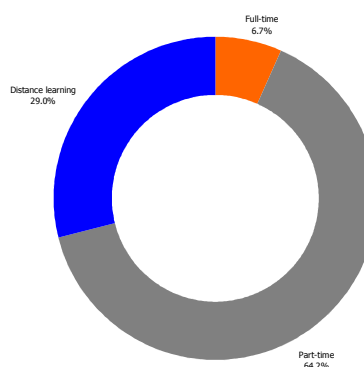


Table 218 – Analysis of Potential Location of Further Studies across Respondent Groups (Frequency & % Response)

		Where will you pursue such studies (where is the institution based)			
		Locally		Overseas	
		Count	Row N %	Count	Row N %
Gender	Male	55	56.7%	42	43.3%
	Female	60	58.3%	43	41.7%
Age	< 30 yrs	49	58.3%	35	41.7%
	30 - 39 yrs	36	58.1%	26	41.9%
	40 - 49 yrs	20	58.8%	14	41.2%
	50+ yrs	5	50.0%	5	50.0%
Highest Level of Qualification Attained	University Diploma or equivalent	15	68.2%	7	31.8%
	University degree - Baccalaureate	82	68.3%	38	31.7%
	University degree - Masters' level	15	36.6%	26	63.4%
	University Doctoral	1	9.1%	10	90.9%
	Other	2	40.0%	3	60.0%
Area of Study	Arts	5	62.5%	3	37.5%
	Education	30	57.7%	22	42.3%
	Law	1	25.0%	3	75.0%
	Managerial Sciences	22	48.9%	23	51.1%
	Medicine & Healthcare	17	51.5%	16	48.5%
	Science, Technology & Engineering	26	68.4%	12	31.6%
	Social Sciences	5	83.3%	1	16.7%
	Veterinary Sciences	1	25.0%	3	75.0%
	Other	7	77.8%	2	22.2%
No. of Years since Completion	< 2 years	35	51.5%	33	48.5%
	2 - 5 yrs	26	63.4%	15	36.6%
	5 - 10 yrs	15	34.9%	28	65.1%
	10 - 15 yrs	19	79.2%	5	20.8%
	15+ yrs	13	86.7%	2	13.3%
Status	Married or living with partner	62	62.6%	37	37.4%
	Separated or divorced and not living with partner	1	100.0%	0	.0%
	Never married / single living with parents	46	54.8%	38	45.2%
	Never married / single living alone	5	35.7%	9	64.3%
Caring Responsibilities	Yes	49	61.3%	31	38.8%
	No	58	53.2%	51	46.8%
Variety of Caring Responsibilities at Home	1	28	68.3%	13	31.7%
	2	18	54.5%	15	45.5%
	3	4	57.1%	3	42.9%
Time Spent in Domestic Work on Average (Daily)	< 1hr	43	53.8%	37	46.3%
	1 - 3 hrs	44	57.9%	32	42.1%
	3 - 5 hrs	12	52.2%	11	47.8%
	5 - 7 hrs	4	100.0%	0	.0%
	7 - 9 hrs	2	100.0%	0	.0%
	> 9 hours	0	.0%	1	100.0%
Partner's Engagement in a Paid Job	Yes	61	67.0%	30	33.0%
	No	9	50.0%	9	50.0%
Engagement in a paid job	Yes	111	57.5%	82	42.5%
	No	4	66.7%	2	33.3%
Job Occupied	Senior Manager/Officials, Large Business Owners, Directors	12	50.0%	12	50.0%
	Professionals (Employed or Self Employed)	72	54.1%	61	45.9%
	Associate Professionals & Technical	13	72.2%	5	27.8%
	Clerical Employees	10	76.9%	3	23.1%
	Skilled Agriculture & Fishery Workers	0	.0%	1	100.0%
	Crafts & Related Trades	1	100.0%	0	.0%
	Elementary Occupations	1	100.0%	0	.0%
Employer Organisation	Government organisation/department	56	59.6%	38	40.4%
	Parastatal company	17	60.7%	11	39.3%
	Publicity listed company	6	50.0%	6	50.0%
	Private company/sole trader	23	59.0%	16	41.0%
	Commercial partnership	1	25.0%	3	75.0%
	Non-profit organisation	4	36.4%	7	63.6%
Present Job	Full time	97	55.4%	78	44.6%
	Full time (reduced hours)	3	60.0%	2	40.0%
	Part time	9	75.0%	3	25.0%

**Table 219 – Analysis of Basis of Potential Further Studies across Respondent Groups
(Frequency & % Response)**

		What will be the basis of such study programme					
		Full-time		Part-time		Distance learning	
		Count	Row N %	Count	Row N %	Count	Row N %
Gender	Male	8	8.5%	61	64.9%	25	26.6%
	Female	5	5.1%	63	63.6%	31	31.3%
Age	< 30 yrs	6	7.5%	53	66.3%	21	26.3%
	30 - 39 yrs	2	3.3%	40	65.6%	19	31.1%
	40 - 49 yrs	3	9.1%	21	63.6%	9	27.3%
	50+ yrs	0	.0%	6	60.0%	4	40.0%
Highest Level of Qualification Attained	University Diploma or equivalent	2	10.0%	13	65.0%	5	25.0%
	University degree - Baccalaureate	8	6.8%	80	68.4%	29	24.8%
	University degree - Masters' level	1	2.6%	25	64.1%	13	33.3%
	University Doctoral	2	18.2%	3	27.3%	6	54.5%
	Other	0	.0%	3	60.0%	2	40.0%
Area of Study	Arts	1	12.5%	6	75.0%	1	12.5%
	Education	4	8.3%	36	75.0%	8	16.7%
	Law	1	25.0%	3	75.0%	0	.0%
	Managerial Sciences	3	6.8%	25	56.8%	16	36.4%
	Medicine & Healthcare	1	3.0%	20	60.6%	12	36.4%
	Science, Technology & Engineering	1	2.7%	22	59.5%	14	37.8%
	Social Sciences	1	16.7%	5	83.3%	0	.0%
	Veterinary Sciences	0	.0%	0	.0%	3	100.0%
	Other	1	11.1%	6	66.7%	2	22.2%
No. of Years since Completion	< 2 years	7	10.4%	43	64.2%	17	25.4%
	2 - 5 yrs	2	5.3%	26	68.4%	10	26.3%
	5 - 10 yrs	1	2.4%	19	46.3%	21	51.2%
	10 - 15 yrs	1	4.2%	17	70.8%	6	25.0%
	15+ yrs	2	14.3%	11	78.6%	1	7.1%
Status	Married or living with partner	6	6.2%	66	68.0%	25	25.8%
	Separated or divorced and not living with partner	0	.0%	1	100.0%	0	.0%
	Never married / single living with parents	6	7.5%	49	61.3%	25	31.3%
	Never married / single living alone	1	7.1%	8	57.1%	5	35.7%
Caring Responsibilities	Yes	6	7.6%	50	63.3%	23	29.1%
	No	7	6.8%	65	63.1%	31	30.1%
Variety of Caring Responsibilities at Home	1	1	2.5%	28	70.0%	11	27.5%
	2	4	12.1%	18	54.5%	11	33.3%
	3	0	.0%	5	71.4%	2	28.6%
Time Spent in Domestic Work on Average (Daily)	< 1hr	6	7.8%	47	61.0%	24	31.2%
	1 - 3 hrs	4	5.3%	50	66.7%	21	28.0%
	3 - 5 hrs	1	4.8%	14	66.7%	6	28.6%
	5 - 7 hrs	0	.0%	4	100.0%	0	.0%
	7 - 9 hrs	2	100.0%	0	.0%	0	.0%
	> 9 hours	0	.0%	0	.0%	1	100.0%
Partner's Engagement in a Paid Job	Yes	4	4.5%	66	74.2%	19	21.3%
	No	2	11.1%	10	55.6%	6	33.3%
Engagement in a paid job	Yes	11	5.9%	121	65.1%	54	29.0%
	No	2	33.3%	3	50.0%	1	16.7%
Job Occupied	Senior Manager/Officials, Large Business Owners, Directors	0	.0%	14	58.3%	10	41.7%
	Professionals (Employed or Self Employed)	9	7.0%	81	63.3%	38	29.7%
	Associate Professionals & Technical	2	12.5%	10	62.5%	4	25.0%
	Clerical Employees	0	.0%	11	84.6%	2	15.4%
	Skilled Agriculture & Fishery Workers	0	.0%	1	100.0%	0	.0%
	Crafts & Related Trades	0	.0%	1	100.0%	0	.0%
	Elementary Occupations	0	.0%	1	100.0%	0	.0%
Employer Organisation	Government organisation/department	5	5.7%	58	66.7%	24	27.6%
	Parastatal company	4	14.3%	16	57.1%	8	28.6%
	Publicity listed company	1	8.3%	6	50.0%	5	41.7%
	Private company/sole trader	1	2.6%	27	69.2%	11	28.2%
	Commercial partnership	0	.0%	2	50.0%	2	50.0%
	Non-profit organisation	0	.0%	7	63.6%	4	36.4%
Present Job	Full time	8	4.8%	109	64.9%	51	30.4%
	Full time (reduced hours)	1	20.0%	1	20.0%	3	60.0%
	Part time	2	16.7%	9	75.0%	1	8.3%

4.13.2 Work-Study Arrangements

In attaining their academic goals, participant graduates intent on pursuing further studies express a preference to continue working full time whilst studying on a part time basis or through distance learning approaches. Other alternatives considered by such graduates comprised approaches involving arrangements at work as exemplified by flexitime, training leave or annualised hours. More specifically, higher levels of attractiveness featured among respondents in respect with:

- flexitime at work whilst studying – featuring as a more attractive option among respondents leading a single’s lifestyle and living with parents;
- annualised hours at work whilst studying featuring as a more attractive option among single respondents living with parents or respondents younger than 30 years, or respondents who attained their highest qualifications in less than 2 years prior to this research.

Table 220 – Summary of Study / Work Arrangement Options’ Consideration (Mean Response)

	N	Minimum	Maximum	Mean	Std. Deviation
Benefit from flexitime, keep the job and study at the same time	171	0	3	1.74	1.129
Benefit from annualised hours, keeping the job and study at the same time	155	0	3	1.41	1.110
Benefit from training leave, keep the job and study at same time	165	0	3	1.65	1.114
Benefit from telework, keep the job and study at the same time	156	0	3	1.06	1.018
Change my employment to a part time job and study at the same time	166	0	3	1.04	.669
Change job and pursue studies	174	0	3	1.13	.651
Move out of work and pursue studies - return to work after completing studies	174	0	3	1.04	.666
Continue working full time and study part time / distance learning	192	0	3	2.23	.858

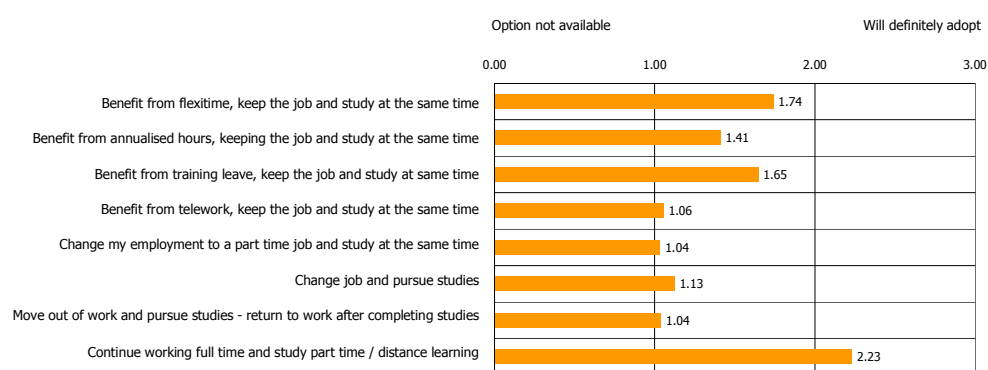


Table 221 – Summary of Study / Work Arrangement Options’ Consideration across Respondent Groups (Mean Response)

		Benefit from flexitime, keep the job and study at the same time	Benefit from annualised hours, keeping the job and study at the same time	Benefit from training leave, keep the job and study at the same time	Benefit from telework, keep the job and study at the same time	Change my employment to a part time job and study at the same time	Change job and pursue studies	Move out of work and pursue studies - return to work after completing studies	Continue working full time and study part time / distance learning
		Mean	Mean	Mean	Mean	Mean	Mean	Mean	Mean
Gender	Male	1.82	1.47	1.62	1.14	.97	1.18	1.06	2.22
	Female	1.67	1.36	1.68	.99	1.09	1.08	1.02	2.25
Age	< 30 yrs	1.87	1.72	1.86	1.17	1.13	1.14	1.17	2.13
	30 - 39 yrs	1.77	1.17	1.43	1.18	.88	1.02	.85	2.31
	40 - 49 yrs	1.22	1.12	1.54	.71	1.00	1.21	1.07	2.42
	50+ yrs	1.50	1.38	1.63	1.13	1.22	1.00	1.00	2.30
Highest Level of Qualification Attained	University Diploma or equivalent	1.70	1.23	1.27	1.00	.95	1.04	.96	2.13
	University degree - Baccalaureate	1.75	1.40	1.59	1.03	1.06	1.17	1.12	2.25
	University degree - Masters' level	1.61	1.38	1.84	1.24	1.06	1.09	.94	2.32
	University Doctoral	2.00	2.00	2.29	.80	1.20	1.14	1.00	2.55
	Other	2.50	2.50	2.67	1.00	.75	1.00	.75	.80
Area of Study	Arts	1.80	1.50	1.80	1.00	1.60	1.00	1.00	2.00
	Education	1.51	1.34	1.59	.95	1.11	1.11	1.11	2.08
	Law	1.67	.67	.00	.00	.33	1.00	1.33	1.75
	Managerial Sciences	1.97	1.42	1.55	1.15	.92	1.11	.89	2.45
	Medicine & Healthcare	1.75	1.46	1.88	1.04	1.08	1.03	.97	2.18
	Science, Technology & Engineering	1.68	1.23	1.63	1.22	1.09	1.33	1.17	2.32
	Social Sciences	1.00	1.25	1.50	.50	.75	1.20	1.20	2.00
	Veterinary Sciences	2.67	1.33	2.00	1.00	1.00	1.00	1.00	3.00
	Other	2.25	2.57	2.14	1.43	1.00	1.00	1.00	2.43
No. of Years since Completion	< 2 years	1.95	1.85	1.81	1.20	1.26	1.20	1.15	2.24
	2 - 5 yrs	1.60	1.03	1.58	.94	.88	1.17	1.00	2.03
	5 - 10 yrs	1.74	1.12	1.43	1.03	1.00	1.03	.95	2.37
	10 - 15 yrs	1.60	1.25	1.33	.95	.79	1.11	.95	2.33
	15+ yrs	1.23	1.17	1.79	.75	1.07	1.20	1.07	2.33
Status	Married or living with partner	1.58	1.23	1.61	1.05	1.02	1.10	.95	2.20
	Separated or divorced and not living with partner	.00	.00	.00	.00	.00	1.00	1.00	2.00
	Widowed and not living with partner	.	.	.	.	.	.	.	.
	Never married / single living with parents	2.01	1.69	1.70	1.05	1.06	1.17	1.17	2.25
	Never married / single living alone	1.40	1.22	1.70	1.20	1.11	.89	.89	2.42
Caring Responsibilities	Yes	1.50	1.15	1.44	.90	1.04	1.08	1.04	2.19
	No	1.94	1.59	1.75	1.17	1.02	1.16	1.05	2.26
Variety of Caring Responsibilities at Home	1.00	1.37	1.03	1.37	.78	1.06	1.11	1.03	2.15
	2.00	1.74	1.28	1.48	.96	1.03	1.07	1.07	2.19
	3.00	1.14	1.14	1.67	1.17	1.00	1.00	1.00	2.57
	Time Spent in Domestic Work on Average (Daily)	< 1hr	1.88	1.52	1.69	1.05	1.00	1.06	1.04	2.28
	1 - 3 hrs	1.70	1.39	1.76	1.06	.99	1.17	1.04	2.20
	3 - 5 hrs	1.81	1.29	1.37	1.33	1.11	1.10	1.05	2.19
	5 - 7 hrs	.67	.00	1.00	.00	1.00	.67	.67	1.67
	7 - 9 hrs	1.00	1.50	2.00	1.50	2.00	1.50	3.00	1.50
	> 9 hours	.00	.00	.00	.00	.00	.00	.00	3.00
Partner's Engagement in a Paid Job	Yes	1.56	1.27	1.65	1.03	.95	1.06	.95	2.17
	No	1.76	1.21	1.67	1.00	1.19	1.22	1.06	2.33
Engagement in a paid job	Yes	1.72	1.39	1.64	1.06	1.03	1.10	1.04	2.24
	No	2.50	2.00	2.00	1.00	1.60	2.20	1.50	1.75
Job Occupied	Senior Manager/Officials, Large Business Owners, Directors	2.00	1.53	1.88	1.41	1.17	1.11	.89	2.45
	Professionals (Employed or Self Employed)	1.61	1.31	1.63	.93	.95	1.09	1.03	2.18
	Associate Professionals & Technical	1.83	1.50	1.39	1.33	1.18	1.22	1.11	2.22
	Clerical Employees	1.73	1.50	1.55	1.00	1.00	.91	.82	2.64
	Skilled Agriculture & Fishery Workers	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00
	Crafts & Related Trades	2.00	2.00	2.00	.	2.00	1.00	1.00	2.00
	Elementary Occupations	3.00	.	.	.	.	3.00	3.00	.
Employer Organisation	Government organisation/department	1.59	1.39	1.60	1.15	.99	1.08	1.01	2.36
	Parastatal company	1.58	1.29	2.00	1.00	.95	1.09	1.00	1.85
	Publicity listed company	2.18	1.40	1.83	1.08	.91	1.09	1.00	2.50
	Private company/sole trader	1.86	1.56	1.38	.90	1.22	1.09	1.09	2.26
	Commercial partnership	2.67	1.67	1.67	.33	.33	1.00	.67	2.25
	Non-profit organisation	1.64	1.13	1.80	1.10	.90	1.09	.80	2.09
	Present Job	Full time	1.70	1.40	1.63	1.07	1.00	1.07	.96	2.31
Full time (reduced hours)		2.00	1.40	2.20	1.00	1.40	1.00	1.60	1.60
Part time		1.75	1.22	1.40	.80	1.00	1.27	1.55	1.50

4.13.3 Attitudes toward Further Education

A series of items relating to gender issues in education were prompted during the interviews in an attempt to assess gender perceptions in respect with further training (Table 222). In general, research participants perceived training opportunities and opportunities in same line of respondents' qualifications are equal for both sexes. Participants also perceived that further studies made a difference in careers. Most of participants were rather indifferent to other issues, and expressed a relative disagreement with statements relating to gender differences (male or female) with similar qualifications and resulting job performance. An analysis of such responses across respondent groups (Table 223) showed that:

- male respondents featured a stronger perception pertaining to equality of training opportunities between sexes, contrasting against the weaker perceptions prevailing among their female counterparts. Female respondents were more likely to disagree (than their male counterparts) regarding the ability of men with their same qualifications to do the best jobs related to such qualifications;
- younger, single participants living with parents and those who completed their studies in less than 2 years prior to this research tended to agree with the assertion that further studying makes the difference in one's career.

Table 222 – Summary of Attitudes towards Further Education (Mean Response)

	N	Minimum	Maximum	Mean	Std. Deviation
Training opportunities are equal for both sexes	340	1	5	4.02	1.142
Opportunities in my line of qualification are equal for both sexes	340	1	5	4.05	1.169
Men with my qualifications can do the best jobs related to such qualifications	330	1	5	2.21	1.362
Women with my qualifications can do the best jobs related to such qualifications	326	1	5	2.32	1.346
I am encouraged to take further studies by my partner	262	1	5	3.53	1.324
Further studying will make a difference to my career	315	1	5	3.72	1.241
I am encouraged to study further by my family	297	1	5	3.38	1.356
I am encouraged to study further by my friends	284	1	5	3.01	1.385
Further studying is a passport for a better paid job	320	1	5	3.50	1.325
Further qualifications are desired by employers	299	1	5	3.53	1.288

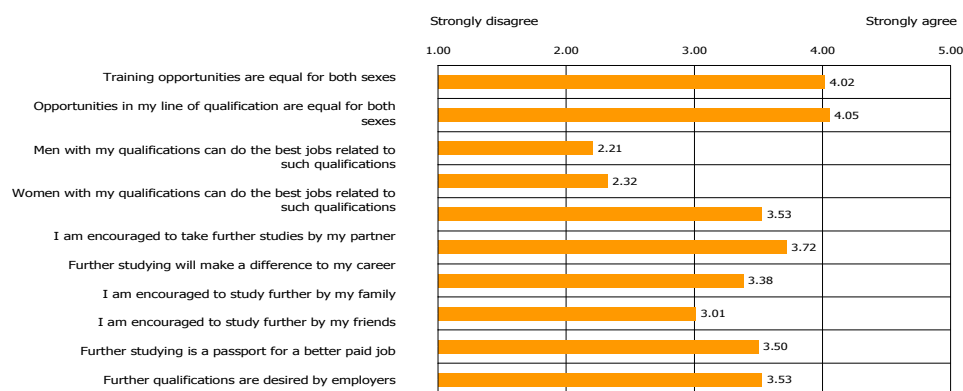


Table 223 – Analysis of Attitudes towards Further Education across Respondent Groups (Mean Response)

		Training opportunities are equal for both sexes	Opportunities in my line of qualification are equal for both sexes	Men with my qualifications can do the best jobs related to such qualifications	Women with my qualifications can do the best jobs related to such qualifications	I am encouraged to take further studies by my partner	Further studying will make a difference to my career	I am encouraged to study further by my family	I am encouraged to study further by my friends	Further studying is a passport for a better paid job	Further qualifications are desired by employers	
		Mean	Mean	Mean	Mean	Mean	Mean	Mean	Mean	Mean	Mean	
Gender	Male	4.21	4.10	2.41	2.25	3.37	3.61	3.28	2.93	3.44	3.50	
	Female	3.83	4.01	2.01	2.39	3.68	3.82	3.47	3.09	3.55	3.56	
Age	< 30 yrs	3.98	4.04	2.22	2.51	3.70	3.94	3.47	2.97	3.77	3.57	
	30 - 39 yrs	4.03	4.00	1.98	1.96	3.47	3.57	3.25	2.87	3.40	3.64	
	40 - 49 yrs	3.93	4.13	2.55	2.58	3.47	3.61	3.32	3.39	3.23	3.43	
Highest Level of Qualification Attained	30+ yrs	4.58	4.39	2.38	2.50	3.50	3.07	3.17	3.00	3.13	3.42	
	University Diploma or equivalent	4.38	4.48	2.65	2.83	3.24	3.85	3.49	3.34	3.89	3.60	
	University degree - Baccalaureate	3.99	4.03	2.12	2.32	3.48	3.79	3.26	2.85	3.56	3.59	
	University degree - Masters' level	3.96	3.96	2.18	2.01	3.63	3.25	3.38	2.88	3.08	3.28	
	University Doctoral	3.94	3.59	2.38	2.13	4.08	4.12	4.07	4.17	3.38	3.60	
Area of Study	Other	3.75	4.25	1.75	2.43	4.40	4.60	4.60	4.17	3.29	3.50	
	Arts	3.92	3.92	2.00	1.58	3.80	3.88	3.58	2.91	3.20	3.56	
	Education	3.95	4.22	2.13	2.52	3.70	3.88	3.44	3.35	3.57	3.60	
	Law	3.89	4.56	2.22	1.67	3.14	3.50	3.13	2.00	3.25	3.13	
	Managerial Sciences	4.10	4.13	2.26	2.42	3.36	3.74	3.21	2.76	3.67	3.53	
	Medicine & Healthcare	4.03	3.97	2.02	1.94	3.79	3.63	3.44	3.18	3.00	3.50	
	Science, Technology & Engineering	4.02	3.80	2.47	2.52	3.36	3.52	3.33	2.77	3.39	3.37	
	Social Sciences	3.86	3.71	2.29	2.29	4.20	4.86	3.57	1.83	4.71	4.17	
	Veterinary Sciences	4.40	4.50	2.17	1.50	3.32	3.23	4.20	2.75	3.80	4.50	
	Other	4.00	3.91	2.40	2.70	3.75	4.11	3.63	3.50	3.78	4.29	
	No. of Years since Completion	< 2 years	3.99	4.09	2.09	2.26	3.63	4.05	3.60	2.91	3.80	3.69
		2 - 5 yrs	3.97	4.22	2.38	2.47	3.37	3.24	3.33	3.10	3.29	3.26
5 - 10 yrs		4.05	3.88	2.14	2.24	3.73	3.75	3.47	3.26	3.29	3.70	
10 - 15 yrs		4.04	3.98	2.09	2.11	3.44	3.56	2.95	2.63	3.61	3.49	
15+ yrs		3.91	4.06	2.41	2.66	3.88	3.48	3.12	3.15	3.19	3.19	
Status	Married or living with partner	4.01	4.01	2.22	2.31	3.52	3.51	3.21	2.90	3.32	3.40	
	Separated or divorced and not living with partner	4.00	4.00	1.00	3.00	2.00	3.50	2.00	5.00	3.00	5.00	
	Widowed and not living with partner	.	.	.	.	.	.	.	.	.	.
	Never married / single living with parents	4.08	4.11	2.16	2.27	3.60	4.11	3.59	3.03	3.81	3.69	
	Never married / single living alone	3.67	4.05	2.32	2.45	3.13	3.32	3.76	3.61	3.21	3.27	
Caring Responsibilities	Yes	4.04	4.07	2.30	2.42	3.38	3.65	3.20	2.80	3.35	3.53	
	No	4.01	4.04	2.08	2.21	3.70	3.80	3.55	3.16	3.60	3.52	
Variety of Caring Responsibilities at Home	1.00	4.07	4.09	2.36	2.25	3.29	3.52	3.06	2.65	3.25	3.41	
	2.00	3.90	3.90	2.21	2.52	3.44	3.81	3.30	2.85	3.37	3.65	
	3.00	4.70	4.30	2.22	2.56	3.90	3.50	3.70	3.50	3.10	3.80	
	4.00	4.08	3.99	2.09	2.13	3.55	3.72	3.50	3.06	3.66	3.61	
Time Spent in Domestic Work on Average (Daily)	1 - 3 hrs	4.01	4.10	2.20	2.33	3.58	3.67	3.36	2.95	3.42	3.52	
	3 - 5 hrs	3.74	3.83	2.37	2.63	3.70	4.03	3.13	3.04	3.09	3.27	
	5 - 7 hrs	4.00	4.63	2.60	2.50	3.57	2.83	3.71	3.17	3.17	4.40	
	7 - 9 hrs	4.17	4.33	2.67	3.00	2.00	3.83	2.50	2.17	3.83	2.83	
	> 9 hours	3.75	4.00	2.50	2.50	3.00	3.00	4.00	3.50	4.00	4.00	
	Partner's Engagement in a Paid Job	Yes	3.92	3.93	2.25	2.39	3.59	3.62	3.23	2.81	3.35	3.36
Engagement in a paid job	No	4.44	4.47	2.03	2.00	3.29	3.14	3.25	3.25	3.37	3.57	
	Yes	4.01	4.06	2.21	2.33	3.54	3.71	3.40	3.03	3.47	3.52	
Job Occupied	Senior Manager/Officials, Large Business Owners, Directors	4.27	3.80	1.70	1.80	3.00	4.11	2.78	2.22	4.33	3.75	
	Professionals (Employed or Self Employed)	4.18	4.24	2.14	2.20	3.22	3.56	3.11	3.00	3.25	3.60	
	Associate Professionals & Technical	4.14	4.00	2.55	2.78	3.40	3.87	3.39	2.90	3.70	3.50	
	Clerical Employees	4.39	4.33	2.06	2.25	3.53	3.65	3.99	3.31	3.41	2.88	
	Skilled Agriculture & Fishery Workers	3.00	3.00	3.00	3.00	2.00	3.00	3.00	3.00	3.00	3.00	
	Crafts & Related Trades	5.00	5.00	1.00	1.00	4.00	3.00	4.00	4.00	2.00	4.00	
	Elementary Occupations	5.00	5.00	1.00	1.00	1.00	5.00	1.00	1.00	5.00	1.00	
	Government organisations/department	4.02	4.17	2.12	2.33	3.73	3.72	3.59	3.34	3.46	3.71	
	Parastatal company	3.75	3.78	2.41	2.31	3.42	3.31	3.08	2.80	3.41	2.97	
	Publicly listed company	4.25	4.06	2.24	2.29	3.21	3.29	3.47	3.00	3.06	3.30	
Employer Organisation	Private company/sole trader	4.06	3.93	2.28	2.27	3.28	3.75	3.28	2.79	3.55	3.51	
	Commercial partnership	4.50	4.25	1.63	1.88	3.71	3.38	3.14	2.00	3.50	3.50	
	Non-profit organisation	3.89	4.33	2.28	2.82	4.00	4.41	3.76	3.13	3.82	3.83	
Present Job	Full time	4.01	4.06	2.19	2.30	3.58	3.70	3.47	3.12	3.48	3.52	
	Full time (reduced hours)	3.82	4.00	2.27	2.27	3.60	3.00	2.73	2.27	2.91	3.55	
	Part time	4.21	4.16	2.60	2.84	3.29	4.08	3.13	2.40	3.56	3.68	

4.14 Discrimination & Unfair Treatment

A total of 67.1% of survey participants were never awarded a promotion during their employment following their graduation (Table 224). Younger graduates or participants having attained their highest qualification over 15 years prior to this research or respondents employed in clerical, associate professional or technical occupations were more likely not to have been awarded promotions during their career.

The remaining 32.9% of participants received a promotion for various reasons – primarily as a result of their performance at work together with seniority and mobility in grades at work, and, qualifications attained before job. These reasons accounted for 31.3%, 20.2% and 17.3% of the cases observed among graduates who received promotions respectively. An analysis of the

incidence of reasons for promotion across different respondent groups revealed no significant differences between male and female respondents or across respondents in different groups.

Table 224 – Summary of Award of a Promotion during a Graduate’s Career (Frequency & % Response)

		Frequency	Valid Percent
Valid	Yes	114	32.9
	No	233	67.1
	Total	347	100.0
Missing	System	4	
Total		351	

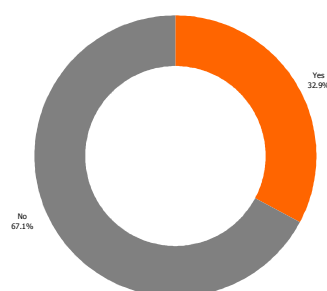


Table 225 – Summary of Incidence of Stated Reason for Promotion (Frequency & % Response)

		Responses		Percent of Cases
		N	Percent	
Basis for Promotion ^a	Qualifications attained before job	36	17.3%	34.6%
	Qualifications attained after engagement	23	11.1%	22.1%
	Additional training undertaken after eng	18	8.7%	17.3%
	Performance work	65	31.3%	62.5%
	Seniority and mobility in grades at work	42	20.2%	40.4%
	Hours worked	10	4.8%	9.6%
	Union negotiation	2	1.0%	1.9%
	Other	12	5.8%	11.5%
Total		208	100.0%	200.0%

^a. Dichotomy group tabulated at value 1.

Table 226 – Summary of Award of a Promotion during a Graduate’s Career across Respondent Groups (Frequency & % Response)

		Were you ever given a promotion when employed following your graduation			
		Yes		No	
		Count	Row N %	Count	Row N %
Gender	Male	63	37.1%	107	62.9%
	Female	51	28.8%	126	71.2%
Age	< 30 yrs	24	18.6%	105	81.4%
	30 - 39 yrs	51	44.0%	65	56.0%
	40 - 49 yrs	24	37.5%	40	62.5%
	50+ yrs	9	47.4%	10	52.6%
Highest Level of Qualification Attained	University Diploma or equivalent	11	26.2%	31	73.8%
	University degree - Baccalaureate	57	27.7%	149	72.3%
	University degree - Masters' level	33	47.8%	36	52.2%
	University Doctoral	9	47.4%	10	52.6%
	Other	4	50.0%	4	50.0%
Area of Study	Arts	3	25.0%	9	75.0%
	Education	15	16.3%	77	83.7%
	Law	2	22.2%	7	77.8%
	Managerial Sciences	32	38.6%	51	61.4%
	Medicine & Healthcare	15	25.9%	43	74.1%
	Science, Technology & Engineering	40	64.5%	22	35.5%
	Social Sciences	0	.0%	7	100.0%
	Veterinary Sciences	1	16.7%	5	83.3%
	Other	5	38.5%	8	61.5%
No. of Years since Completion	< 2 years	28	28.0%	72	72.0%
	2 - 5 yrs	14	24.1%	44	75.9%
	5 - 10 yrs	33	36.7%	57	63.3%
	10 - 15 yrs	25	53.2%	22	46.8%
	15+ yrs	12	36.4%	21	63.6%
Status	Married or living with partner	69	35.4%	126	64.6%
	Separated or divorced and not living with partner	1	50.0%	1	50.0%
	Never married / single living with parents	35	27.8%	91	72.2%
	Never married / single living alone	8	38.1%	13	61.9%
Caring Responsibilities	Yes	54	35.8%	97	64.2%
	No	55	31.1%	122	68.9%
Variety of Caring Responsibilities at Home	1	32	41.0%	46	59.0%
	2	23	33.8%	45	66.2%
	3	2	20.0%	8	80.0%
Time Spent in Domestic Work on Average (Daily)	< 1hr	42	31.8%	90	68.2%
	1 - 3 hrs	50	36.5%	87	63.5%
	3 - 5 hrs	12	34.3%	23	65.7%
	5 - 7 hrs	1	14.3%	6	85.7%
	7 - 9 hrs	1	14.3%	6	85.7%
	> 9 hours	2	50.0%	2	50.0%
Partner's Engagement in a Paid Job	Yes	56	32.7%	115	67.3%
	No	14	41.2%	20	58.8%
Engagement in a paid job	Yes	110	33.0%	223	67.0%
	No	4	33.3%	8	66.7%
Job Occupied	Senior Manager/Officials, Large Business Owners, Directors	28	59.6%	19	40.4%
	Professionals (Employed or Self Employed)	71	30.2%	164	69.8%
	Associate Professionals & Technical	5	21.7%	18	78.3%
	Clerical Employees	5	27.8%	13	72.2%
	Skilled Agriculture & Fishery Workers	0	.0%	1	100.0%
	Crafts & Related Trades	0	.0%	1	100.0%
	Elementary Occupations	0	.0%	1	100.0%
Employer Organisation	Government organisation/department	53	33.8%	104	66.2%
	Parastatal company	15	37.5%	25	62.5%
	Publicity listed company	8	47.1%	9	52.9%
	Private company/sole trader	25	28.7%	62	71.3%
	Commercial partnership	3	37.5%	5	62.5%
	Non-profit organisation	5	26.3%	14	73.7%
Present Job	Full time	99	33.3%	198	66.7%
	Full time (reduced hours)	7	63.6%	4	36.4%
	Part time	4	16.0%	21	84.0%

Table 227 – Analysis of Incidence of Stated Reason for Promotion across Respondent Groups (Frequency of Responses)

		Basis for Promotion							
		Qualifications attained before job	Qualifications attained after engagement with employer	Additional training undertaken after engagement with employers	Performance work	Seniority and mobility in grades at work	Hours worked	Union negotiation	Other
Gender	Male	22	15	8	37	19	6	1	6
	Female	14	8	10	28	23	4	1	6
Age	< 30 yrs	6	4	4	16	9	2		3
	30 - 39 yrs	18	9	12	33	18	3		4
	40 - 49 yrs	4	6	1	9	9	3	2	4
	50+ yrs	4	2		3	3	1		1
Highest Level of Qualification Attained	University Diploma or equivalent	7	3	2	2	3			2
	University degree - Baccalaureate	23	6	12	41	24	7		4
	University degree - Masters' level	5	11	4	16	12	2	2	4
	University Doctoral		3		5				2
Area of Study	Other	1			1	3	1		
	Arts				2	1		1	
	Education	3	5	4	7	5	2		3
	Law	1	1		1				
	Managerial Sciences	8	7	3	17	12	4		1
	Medicine & Healthcare	6	3	4	8	8	1	1	1
	Science, Technology & Engineering	15	4	6	27	14	3		6
	Veterinary Sciences				1				
No. of Years since Completion	Other	2	3	1	2	2			1
	< 2 years	7	6	1	14	5	1		2
	2 - 5 yrs	4	3	4	9	5	2		2
	5 - 10 yrs	8	9	7	20	14	1	1	4
	10 - 15 yrs	13	4	6	16	11	4	1	2
	15+ yrs	4	1		5	7	2		2
Status	Married or living with partner	24	13	11	37	26	6	1	5
	Separated or divorced and not living with partner	1							
	Never married / single living with parents	9	7	5	23	11	3	1	6
	Never married / single living alone	2	2	2	4	4	1		1
Caring Responsibilities	Yes	14	12	10	27	24	8	1	6
	No	18	11	7	37	16	2	1	6
Variety of Caring Responsibilities at Home	1	7	6	6	17	11	4	1	5
	2	6	6	5	11	14	3		1
	3	1			1	1	1		
Time Spent in Domestic Work on Average (Daily)	< 1hr	7	11	6	22	13	3	1	5
	1 - 3 hrs	18	11	8	31	20	4	1	6
	3 - 5 hrs	4	1	2	8	7	2		1
	5 - 7 hrs					1			
	7 - 9 hrs			1	1				
Partner's Engagement in a Paid Job	> 9 hours	1		1	1	1			
	Yes	18	14	12	36	22	6	1	4
Engagement in a paid job	No	6			2	4			1
	Yes	34	22	15	61	41	9	2	12
Job Occupied	No	2	1	3	4	1	1		
	Senior Manager/Officials, Large Business Owners, Directors	12	3	2	15	9	1		5
	Professionals (Employed or Self Employed)	18	17	12	39	29	6	2	7
	Associate Professionals & Technical	1	2	1	2	2			
Employer Organisation	Clerical Employees	3			4	1	2		
	Government organisation/department	16	13	7	22	19	1	1	8
	Parastatal company	5	2		7	2	3	1	2
	Publicity listed company	4	3		6	2			
	Private company/sole trader	9	4	7	19	14	4		2
	Commercial partnership				3	1			
	Non-profit organisation			1	4	3	1		
Present Job	Full time	31	21	13	57	34	8	2	11
	Full time (reduced hours)	1	1	1	2	4	1		1
	Part time	2		1	2	3			

Table 228 – Analysis of Incidence of Stated Reason for Promotion across Respondent Groups (% Response)

			Basis for Promotion							
			Qualifications attained before job	Qualifications attained after engagement with employer	Additional training undertaken after engagement with employers	Performance work	Seniority and mobility in grades at work	Hours worked	Union negotiation	Other
Gender	Male	Row %	37.3	25.4	13.6	62.7	32.2	10.2	1.7	10.2
	Female	Row %	31.1	17.8	22.2	62.2	51.1	8.9	2.2	13.3
Age	< 30 yrs	Row %	26.1	17.4	17.4	69.6	39.1	8.7		13.0
	30 - 39 yrs	Row %	40.0	20.0	26.7	73.3	40.0	6.7		8.9
	40 - 49 yrs	Row %	19.0	28.6	4.8	42.9	42.9	14.3	9.5	19.0
	50+ yrs	Row %	44.4	22.2		33.3	33.3	11.1		11.1
Highest Level of Qualification Attained	University Diploma or equivalent	Row %	63.6	27.3	18.2	18.2	27.3			18.2
	University degree - Baccalaureate	Row %	41.8	10.9	21.8	74.5	43.6	12.7		7.3
	University degree - Masters' level	Row %	18.5	40.7	14.8	59.3	44.4	7.4	7.4	14.8
	University Doctoral	Row %		42.9		71.4				28.6
Area of Study	Other	Row %	25.0			25.0	75.0	25.0		
	Arts	Row %				66.7	33.3		33.3	
	Education	Row %	23.1	38.5	30.8	53.8	38.5	15.4		23.1
	Law	Row %	50.0	50.0		50.0				
	Managerial Sciences	Row %	27.5	24.1	10.3	58.6	41.4	13.8		3.4
	Medicine & Healthcare	Row %	46.2	23.1	30.8	61.5	61.5	7.7	7.7	7.7
	Science, Technology & Engineering	Row %	40.5	10.8	16.2	73.0	37.8	8.1		16.2
	Veterinary Sciences	Row %				100.0				
	Other	Row %	40.0	60.0	20.0	40.0	40.0			20.0
	No. of Years since Completion	< 2 years	Row %	31.8	27.3	4.5	63.6	22.7	4.5		9.1
2 - 5 yrs		Row %	30.8	23.1	30.8	69.2	38.5	15.4		15.4
5 - 10 yrs		Row %	25.0	28.1	21.9	62.5	43.8	3.1	3.1	12.5
10 - 15 yrs		Row %	54.2	16.7	25.0	66.7	45.8	16.7		4.2
15+ yrs		Row %	33.3	8.3		41.7	58.3	16.7		16.7
Status	Married or living with partner	Row %	37.5	20.3	17.2	57.8	40.6	9.4	1.6	7.8
	Separated or divorced and not living with partner	Row %	100.0							
	Never married / single living with parents	Row %	29.0	22.6	16.1	74.2	35.5	9.7	3.2	19.4
	Never married / single living alone	Row %	28.6	28.6	28.6	57.1	57.1	14.3		14.3
Caring Responsibilities	Yes	Row %	29.2	25.0	20.8	56.3	50.0	16.7	2.1	12.5
	No	Row %	36.0	22.0	14.0	74.0	32.0	4.0	2.0	12.0
Variety of Caring Responsibilities at Home	1	Row %	24.1	20.7	20.7	58.6	37.9	13.8	3.4	17.2
	2	Row %	30.0	30.0	25.0	55.0	70.0	15.0		5.0
	3	Row %	50.0			50.0	50.0			
	Other	Row %								
Time Spent in Domestic Work on Average (Daily)	< 1hr	Row %	19.4	30.6	16.7	61.1	36.1	8.3	2.8	13.9
	1 - 3 hrs	Row %	39.1	23.9	17.4	67.4	43.5	8.7	2.2	13.0
	3 - 5 hrs	Row %	33.3	8.3	16.7	66.7	58.3	16.7		8.3
	5 - 7 hrs	Row %					100.0			
	7 - 9 hrs	Row %				100.0	100.0			
	> 9 hours	Row %	100.0			100.0	100.0			
Partner's Engagement in a Paid Job	Yes	Row %	24.0	26.4	22.6	67.9	41.5	11.3	1.9	7.5
	No	Row %	50.0			16.7	33.3			8.3
Engagement in a paid Job	Yes	Row %	34.0	22.0	15.0	61.0	41.0	9.0	2.0	12.0
	No	Row %	50.0	25.0	75.0	100.0	25.0			
Job Occupied	Senior Manager/Officials, Large Business Owners, Directors	Row %	44.4	11.1	7.4	55.6	33.3	3.7		18.5
	Professionals (Employed or Self Employed)	Row %	29.0	27.4	19.4	62.9	46.8	9.7	3.2	11.3
	Associate Professionals & Technical	Row %	20.0	40.0	20.0	40.0	40.0			
	Clerical Employees	Row %	60.0			80.0	20.0	40.0		
Employer Organisation	Government organisation/department	Row %	34.8	28.3	15.2	47.8	41.3	2.2	2.2	17.4
	Parastatal company	Row %	38.5	15.4		53.8	15.4	23.1	7.7	15.4
	Publicly listed company	Row %	50.0	37.5		75.0	25.0			
	Private company/sole trader	Row %	36.0	16.0	28.0	76.0	56.0	16.0		8.0
	Commercial partnership	Row %				100.0	33.3			
	Non-profit organisation	Row %			20.0	80.0	60.0	20.0		
Present Job	Full time	Row %	34.8	23.6	14.6	64.0	38.2	9.0	2.2	12.4
	Full time (reduced hours)	Row %	14.3	14.3	14.3	28.6	57.1	14.3		14.3
	Part time	Row %	50.0		25.0	50.0	75.0			

Contrastingly, 13.6% of participants were denied a promotion by an employer in an unfair manner during employment following graduation (Table 229). Such denied promotions were a more common feature among male respondents or older respondents (Table 230). The main reason for such denials related primarily to political beliefs, accounting for 24.1% of reasons quoted by respondents (who were unfairly denied a promotion), relationships (accounting for 13.0% of such cases) followed by qualifications and character (9.3% of responses each). Another 31.5% of responses related to various other issues including nepotism, corruption & discrimination or promises that were not kept, promotions assigned in view of seniority or age and unclear career development paths. Despite individual cases reported of sexual discrimination and racism, both male and female respondents featured similar prevalence of reasons for unfair denial of promotions, except for political discrimination and similar reasons – that were a stronger reason among male respondents.

Table 229 – Summary of Denied Promotions (Frequency & % Response)

		Frequency	Valid Percent
Valid	Yes	46	13.6
	No	292	86.4
	Total	338	100.0
Missing	System	13	
Total		351	

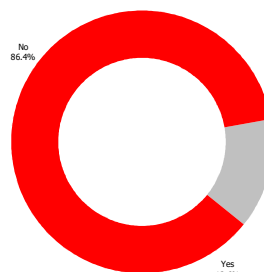


Table 230 – Analysis of Denied Promotions across Respondent Groups (Frequency & % Response)

		Were you ever denied a promotion by an employer in an unfair manner during your employment following your graduation			
		Yes		No	
		Count	Row N %	Count	Row N %
Gender	Male	29	17.7%	135	82.3%
	Female	17	9.8%	157	90.2%
Age	< 30 yrs	7	5.5%	120	94.5%
	30 - 39 yrs	17	15.2%	95	84.8%
	40 - 49 yrs	12	19.7%	49	80.3%
	50+ yrs	6	31.6%	13	68.4%
Highest Level of Qualification Attained	University Diploma or equivalent	10	23.8%	32	76.2%
	University degree - Baccalaureate	15	7.5%	186	92.5%
	University degree - Masters' level	13	19.7%	53	80.3%
	University Doctoral	6	31.6%	13	68.4%
	Other	2	25.0%	6	75.0%
Area of Study	Arts	1	9.1%	10	90.9%
	Education	3	3.3%	88	96.7%
	Law	0	.0%	9	100.0%
	Managerial Sciences	14	17.3%	67	82.7%
	Medicine & Healthcare	9	15.8%	48	84.2%
	Science, Technology & Engineering	14	24.1%	44	75.9%
	Social Sciences	0	.0%	7	100.0%
	Veterinary Sciences	0	.0%	6	100.0%
	Other	3	23.1%	10	76.9%
No. of Years since Completion	< 2 years	13	13.3%	85	86.7%
	2 - 5 yrs	7	12.1%	51	87.9%
	5 - 10 yrs	13	14.9%	74	85.1%
	10 - 15 yrs	3	7.0%	40	93.0%
	15+ yrs	7	21.2%	26	78.8%
Status	Married or living with partner	25	13.1%	166	86.9%
	Separated or divorced and not living with partner	0	.0%	2	100.0%
	Never married / single living with parents	17	13.8%	106	86.2%
	Never married / single living alone	4	21.1%	15	78.9%
Caring Responsibilities	Yes	19	12.8%	129	87.2%
	No	22	12.8%	150	87.2%
Variety of Caring Responsibilities at Home	1	8	10.5%	68	89.5%
	2	12	17.9%	55	82.1%
	3	1	10.0%	9	90.0%
Time Spent in Domestic Work on Average (Daily)	< 1hr	16	12.3%	114	87.7%
	1 - 3 hrs	20	15.0%	113	85.0%
	3 - 5 hrs	2	5.9%	32	94.1%
	5 - 7 hrs	1	16.7%	5	83.3%
	7 - 9 hrs	0	.0%	7	100.0%
	> 9 hours	1	25.0%	3	75.0%
Partner's Engagement in a Paid Job	Yes	17	10.1%	151	89.9%
	No	12	35.3%	22	64.7%
Engagement in a paid job	Yes	45	13.9%	279	86.1%
	No	1	8.3%	11	91.7%
Job Occupied	Senior Manager/Officials, Large Business Owners, Directors	10	21.3%	37	78.7%
	Professionals (Employed or Self Employed)	25	11.0%	202	89.0%
	Associate Professionals & Technical	5	22.7%	17	77.3%
	Clerical Employees	4	22.2%	14	77.8%
	Skilled Agriculture & Fishery Workers	0	.0%	1	100.0%
	Crafts & Related Trades	0	.0%	1	100.0%
	Elementary Occupations	0	.0%	1	100.0%
Employer Organisation	Government organisation/department	26	17.1%	126	82.9%
	Parastatal company	7	17.9%	32	82.1%
	Publicly listed company	3	18.8%	13	81.3%
	Private company/sole trader	7	8.1%	79	91.9%
	Commercial partnership	0	.0%	7	100.0%
	Non-profit organisation	1	5.3%	18	94.7%
Present Job	Full time	41	14.1%	250	85.9%
	Full time (reduced hours)	3	30.0%	7	70.0%
	Part time	0	.0%	23	100.0%

Table 231 – Summary of Basis for Denial of Promotion (Frequency & % Response)

		Responses		Percent of Cases
		N	Percent	
Basis for Denial of Promotion ^a	Sex	2	3.7%	5.1%
	Qualifications	5	9.3%	12.8%
	Character	5	9.3%	12.8%
	Relationships	7	13.0%	17.9%
	Political beliefs	13	24.1%	33.3%
	Family/social life aspects	2	3.7%	5.1%
	Ethnic origin	1	1.9%	2.6%
	Union negotiation	1	1.9%	2.6%
	Health issues / disability	1	1.9%	2.6%
Other	17	31.5%	43.6%	
Total		54	100.0%	138.5%

a. Dichotomy group tabulated at value 1.

Table 232 – Analysis of Basis for Denial of Promotion across Respondent Groups (Frequency)

		Basis for Denial of Promotion											
		Sex	Physical attributes	Qualifications	Character	Relationships	Political beliefs	Family/social life aspects	Religion	Ethnic origin	Union negotiation	Health issues / disability	Other
Gender	Male			2	3	6	11			1			8
	Female	2		3	2	1	2			1			9
Age	< 30 yrs	2		2	1	2	1		1				4
	30 - 39 yrs			3	3	1	5					1	5
	40 - 49 yrs					3	3		1				5
	50+ yrs					1	3						3
	Other												4
Highest Level of Qualification Attained	University Diploma or equivalent			1		2	3						4
	University degree – Baccalaureate			2	3	3	5		1		1	7	
	University degree – Masters' level	2			2	2	4	1				2	
	University Doctoral						1			1		4	
	Other			2									4
Area of Study	Arts				1								2
	Education				1		1			1			4
	Managerial Sciences			1	1	5	3	1				1	4
	Medicine & Healthcare	1		2	1	2	3	1					4
	Science, Technology & Engineering			1	1		5						5
	Other	1							1				2
No. of Years since Completion	< 2 years	2		1	2	2	1	1		1			7
	2 - 5 yrs			2			1						3
	5 - 10 yrs			2	1	3	2	1		1			5
	10 - 15 yrs				2	1	2					1	2
	15+ yrs						1	4					2
	Other												7
Status	Married or living with partner			3	1	4	11	1					8
	Never married / single living with parents	2		2	3	3	1	1			1	1	8
	Never married / single living alone			1		1	1			1			2
Caring Responsibilities	Yes	1			2	2	4						6
	No	1		2	3	5	7	2		1	1	1	8
Variety of Caring Responsibilities at Home	1	1		1		1	1						2
	2				2	1	3						4
	3			1			1						1
Time Spent in Domestic Work on Average (Daily)	< 1hr	1		2	2	4	3	1		1			8
	1 - 3 hrs			2	1	3	5	1		1			5
	3 - 5 hrs	1		1	1	1	1						2
	5 - 7 hrs					1							2
Partner's Engagement in a Paid Job	Yes			2	1	3	6	1					6
	No			1	1	1	5						3
Engagement in a paid job	Yes	2		5	5	7	12	2		1	1	1	17
	No						1						1
Job Occupied	Senior Manager/Officials, Large Business Owners, Directors					2	5	1		1			3
	Professionals (Employed or Self Employed)	2		4	5	3	4	1			1	1	11
	Associate Professionals & Technical			1		2	1						1
	Clerical Employees						2						2
	Other												2
Employer Organisation	Government organisation/department	2		3	4	3	7	1			1	1	11
	Parastatal company			1	1	1	3						3
	Publicly listed company					2	1	1					1
	Private company/sole trader			1		1	1						2
	Non-profit organisation									1			1
Present Job	Full time	1		3	4	6	12	2		1	1	1	16
	Full time (reduced hours)	1		1	1								1

Table 233 – Analysis of Basis for Denial of Promotion across Respondent Groups (% Response)

			Basis for Denial of Promotion											
			Sex	Physical attributes	Qualifications	Character	Relationships	Political beliefs	Family/social life aspects	Religion	Ethnic origin	Union negotiation	Health issues / disability	Other
Gender	Male	Row %			7.7	11.5	23.1	42.3	3.8					
	Female	Row %	15.4		23.1	15.4	7.7	15.4	7.7		7.7		3.8	30.8
Age	< 30 yrs	Row %	28.6		28.6	14.3	28.6	14.3						57.1
	30 - 39 yrs	Row %			21.4	21.4	7.1	35.7					7.1	35.7
	40 - 49 yrs	Row %					30.0	30.0	10.0		10.0			50.0
	50+ yrs	Row %					16.7	50.0						50.0
Highest Level of Qualification Attained	University Diploma or equivalent	Row %			11.1		22.2	33.3						44.4
	University degree - Baccalaureate	Row %			14.3	21.4	21.4	35.7	7.1		7.1	7.1		50.0
	University degree - Masters' level	Row %	25.0			25.0	25.0	50.0	12.5					25.0
	University Doctoral	Row %						16.7			16.7			66.7
	Other	Row %			100.0									
Area of Study	Arts	Row %				100.0								
	Education	Row %				33.3		33.3			33.3		66.7	
	Managerial Sciences	Row %			9.1	9.1	45.5	27.3	9.1			9.1	36.4	
	Medicine & Healthcare	Row %	12.5		25.0	12.5	25.0	37.5	12.5				50.0	
	Science, Technology & Engineering	Row %			9.1	9.1		45.5					45.5	
	Other	Row %	33.3								33.3		66.7	
	No. of Years since Completion	< 2 years	Row %	18.2		9.1	18.2	18.2	9.1	9.1	9.1			63.6
2 - 5 yrs	Row %			40.0			20.0						60.0	
5 - 10 yrs	Row %			20.0	10.0	30.0	20.0	10.0		10.0			50.0	
10 - 15 yrs	Row %				50.0	25.0	50.0					25.0		
15+ yrs	Row %					16.7	66.7						33.3	
Status	Married or living with partner	Row %			13.6	4.5	18.2	50.0	4.5					31.8
	Never married / single living with parents	Row %	14.3		14.3	21.4	21.4	7.1	7.1	7.1			7.1	57.1
	Never married / single living alone	Row %			33.3			33.3			33.3			66.7
Caring Responsibilities	Yes	Row %	7.1		14.3	14.3	28.6					33.3	42.9	
	No	Row %	5.0		10.0	15.0	25.0	35.0	10.0	5.0	5.0	5.0	40.0	
Variety of Caring Responsibilities at Home	1	Row %	20.0		20.0		20.0	20.0					40.0	
	2	Row %				20.0	10.0	30.0					40.0	
	3	Row %				100.0		100.0					100.0	
	Other	Row %												
Time Spent in Domestic Work on Average (Daily)	< 1hr	Row %	6.7		13.3	13.3	26.7	20.0	6.7	6.7			6.7	53.3
	1 - 3 hrs	Row %			13.3	6.7	20.0	33.3	6.7		6.7		33.3	
	3 - 5 hrs	Row %	33.3		33.3	33.3		33.3					66.7	
	5 - 7 hrs	Row %					100.0							
Partner's Engagement in a Paid Job	Yes	Row %			14.3	7.1	21.4	42.9	7.1				42.9	
	No	Row %			9.1	9.1	9.1	45.5					27.3	
Engagement in a paid job	Yes	Row %	5.3		13.2	13.2	18.4	31.6	5.3	2.6	2.6	2.6	44.7	
	No	Row %						100.0						
Job Occupied	Senior Manager/Officials, Large Business Owners, Directors	Row %					20.0	50.0	10.0		10.0		30.0	
	Professionals (Employed or Self Employed)	Row %	10.0		20.0	25.0	15.0	20.0	5.0		5.0	5.0	55.0	
	Associate Professionals & Technical	Row %			25.0		50.0	25.0					25.0	
	Clerical Employees	Row %						50.0					50.0	
	Other	Row %												
Employer Organisation	Government organisation/department	Row %	8.3		12.5	16.7	12.5	29.2	4.2		4.2	4.2	45.8	
	Parastatal company	Row %			16.7	16.7	16.7	50.0					50.0	
	Publicly listed company	Row %					66.7	33.3	33.3				33.3	
	Private company/sole trader	Row %			25.0		25.0	25.0					50.0	
	Non-profit organisation	Row %								100.0				
Present Job	Full time	Row %	2.9		8.8	11.8	17.6	35.3	5.9		2.9	2.9	47.1	
	Full time (reduced hours)	Row %	33.3		33.3	33.3							33.3	

4.15 Gender Segregation

Table 234 sets out an analysis of the features of respondents across the different sexes, showing how differences in the distribution of sexes featured in respect to the graduates':

- age ■ the incidence of female graduates tended to be higher among the younger respondents, particularly those younger than 39 years. Older respondent groups featured higher male orientations.
- qualifications ■ The incidence of female graduates was more pronounced among the survey participants featuring diploma or university baccalaureate degrees. Higher qualifications featured a significant male orientation.
- area of study ■ As described elsewhere in this study, qualifications related to education, medicine & health care and social sciences were a more common incidence among female graduates interviewed in this research. Contrastingly, managerial sciences and qualifications in science, technology & engineering featured a significant male orientation.
- Time spent in domestic work at home ■ Male graduates interviewed tended to feature more commonly among the graduates who spent least time in domestic work daily, contrasting against their female counterparts who typically devoted more time to domestic work at home.
- Job occupied ■ Male graduates tended to feature more commonly among respondents engaged in senior positions or technical/associate professional roles, while female graduates tended to be a more common incidence among respondents engaged in clerical and

professional occupations.

- Present job
- Female respondents tended to feature more commonly among respondents engaged in part-time and full-time with reduced hours jobs.

Table 234 – Respondent Features across Respondent Gender (Frequency & % Response)

		Gender			
		Male		Female	
		Count	Row N %	Count	Row N %
Age	< 30 yrs	47	35.6%	85	64.4%
	30 - 39 yrs	62	53.4%	54	46.6%
	40 - 49 yrs	40	62.5%	24	37.5%
	50+ yrs	14	70.0%	6	30.0%
Highest Level of Qualification Attained	University Diploma or equivalent	19	44.2%	24	55.8%
	University degree - Baccaalaureate	93	44.5%	116	55.5%
	University degree - Masters' level	39	56.5%	30	43.5%
	University Doctoral	14	73.7%	5	26.3%
	Other	2	25.0%	6	75.0%
Area of Study	Arts	6	50.0%	6	50.0%
	Education	34	36.6%	59	63.4%
	Law	9	100.0%	0	.0%
	Managerial Sciences	44	52.4%	40	47.6%
	Medicine & Healthcare	22	36.7%	38	63.3%
	Science, Technology & Engineering	37	59.7%	25	40.3%
	Social Sciences	2	28.6%	5	71.4%
	Veterinary Sciences	4	66.7%	2	33.3%
	Other	8	61.5%	5	38.5%
No. of Years since Completion	< 2 years	37	37.0%	63	63.0%
	2 - 5 yrs	33	54.1%	28	45.9%
	5 - 10 yrs	42	46.2%	49	53.8%
	10 - 15 yrs	25	53.2%	22	46.8%
	15+ yrs	20	60.6%	13	39.4%
Status	Married or living with partner	100	50.8%	97	49.2%
	Separated or divorced and not living with partner	1	50.0%	1	50.0%
	Widowed and not living with partner	0	.0%	1	100.0%
	Never married / single living with parents	55	43.3%	72	56.7%
	Never married / single living alone	11	52.4%	10	47.6%
Caring Responsibilities	Yes	74	48.4%	79	51.6%
	No	89	49.7%	90	50.3%
Variety of Caring Responsibilities at Home	1	39	49.4%	40	50.6%
	2	32	46.4%	37	53.6%
	3	7	70.0%	3	30.0%
Time Spent in Domestic Work on Average (Daily)	< 1hr	85	63.9%	48	36.1%
	1 - 3 hrs	59	42.8%	79	57.2%
	3 - 5 hrs	9	25.0%	27	75.0%
	5 - 7 hrs	1	12.5%	7	87.5%
	7 - 9 hrs	2	28.6%	5	71.4%
	> 9 hours	0	.0%	4	100.0%
Partner's Engagement in a Paid Job	Yes	72	41.9%	100	58.1%
	No	31	88.6%	4	11.4%
Engagement in a paid job	Yes	166	49.3%	171	50.7%
	No	2	16.7%	10	83.3%
Job Occupied	Senior Manager/Officials, Large Business Owners, Directors	35	74.5%	12	25.5%
	Professionals (Employed or Self Employed)	104	43.5%	135	56.5%
	Associate Professionals & Technical	16	69.6%	7	30.4%
	Clerical Employees	8	44.4%	10	55.6%
	Skilled Agriculture & Fishery Workers	0	.0%	1	100.0%
	Crafts & Related Trades	1	100.0%	0	.0%
Employer Organisation	Elementary Occupations	1	100.0%	0	.0%
	Government organisation/department	70	44.0%	89	56.0%
	Parastatal company	25	62.5%	15	37.5%
	Publicity listed company	12	70.6%	5	29.4%
	Private company/sole trader	43	48.9%	45	51.1%
	Commercial partnership	5	62.5%	3	37.5%
	Non-profit organisation	9	47.4%	10	52.6%
Present Job	Full time	162	53.8%	139	46.2%
	Full time (reduced hours)	2	18.2%	9	81.8%
	Part time	3	12.0%	22	88.0%

4.16 Observations from Qualitative Research

The following relate to the findings established in qualitative interviews. All names published herein are pseudonyms intent on concealing the true identity of the respondents.

4.16.1 Partners

The qualitative research suggested that most participants have partners with full-time jobs in clerical, executive or professional occupations although there were a few cases where the partner of the male graduates worked only until marriage or until they had children. For example, Alex's wife worked in the textiles industry before marriage when she stopped working. She returned to work when the children started secondary school but stopped again when their children started working. She is currently a full-time housewife. A few of the men had working wives such as Adrian whose wife is a ward manager and Andre's wife who is a chemistry teacher. In cases where it was felt that one of the spouses should stop working because of childcare/domestic responsibilities, it was the wife who stopped. Not all wives resigned however since there were participants whose wife was on unpaid leave. For example Colin's wife is currently on a two-year career break from her job as facilitator. In one of the cases the wife, who is also a graduate, was according to her husband willing to take major childcare and household responsibilities and to switch to part-time work in her husband's accounting and auditing firm. For her husband this was a 'natural' decision even though his wife is a B.Sc graduate. All the partners of the female graduates were in full-time paid employment except for one who is a retired police officer and therefore his graduate wife is the main breadwinner.

4.16.2 Tasks & Chores Required at Home

The qualitative research suggested that in the case of male graduates whose partner is engaged in full-time housework/childcare, there were those who claimed to give some help with the children such as taking them to private lessons or similar errands, although the main responsibility lay with the wife. However, there were a few cases of female graduates who claimed to share these responsibilities with their husbands who are very supportive of them and who give a significant contribution to household responsibilities. For example, Rita who works as an information officer in the state sector is the only breadwinner in the family since

her husband is retired. She claims that all the family members participate in housework. Her husband has always helped with housework even when he was still working. Lilian, a Gozitan teacher also claims that her husband helps around the house and does not pressure her to do any housework if she is too busy.

There were others however who have to carry all the burden on their own. When Amy was still married and her twin daughters were born, her husband used to help at first but after a while he got tired of childcare and the only help she used to get was from her sister. Rachel also does not get any support from her partner in household tasks even though they both have a full-time job and Rachel has a second job on a part-time basis.

4.16.3 Graduate's Parents and other Family Members

Overall from the qualitative research it emerged that the parents of most graduates are not graduates themselves although there was a case where both parents had a masters degree and both occupied professional occupations. However in many cases the parents had a primary or secondary level of education and the mother of the graduate is a housewife. In quite a few cases the mother did not work even before marriage. In some cases the mother had to resign upon marriage because of the marriage bar or in line with cultural expectations. For example, Andre's mother was a teacher before she got married but had her employment terminated by the government upon marriage and she has been a housewife ever since. In quite a few cases, the respondent was the only graduate in the family including brothers and sisters. All of Aldo's eight brothers and sisters have a primary level of education while Aldo is a bank manager and an accounts graduate. Colin's sisters have a secondary level of education. Debbie is the youngest of five children and the only one to have attended university.

4.16.4 Employment History

Among the participants in the qualitative research, there were those who never changed jobs. Lilian has always worked as a primary teacher and does not intend to change jobs. Alex has been employed with the same company for 31 years where he is currently a senior supervisor while Aldo has been working at the same bank for the past 25 years.

However the majority did not remain in the same job since they started working. In most cases the switch did not involve drastic changes in the field of employment. For example there were cases of graduates especially those involved in education who worked in a number of schools,

taught at different levels, taught different subjects or switched from teaching to counselling or from teaching to lecturing at university as in Adrian's case. There were cases of graduates who changed their job to improve their pay or working conditions especially upon graduation.

A graduate is more likely to change jobs if s/he occupies a post which is not completely in line with his/her area of specialisation. This is especially the case when graduates do not manage to find a job in line with their qualifications or expectations especially in the first years after graduation. In certain cases a graduate would only find part-time work and would change to full-time employment as in the case of William who never managed to find a full-time job in architecture and who changed his line of work completely when he found full-time work with a water services company leading to his degree in operational island hydrology. Raquel who is a graduate in sports psychology changed jobs twice before settling down in a post-secondary institution as a sports co-ordinator. First she worked at the passport office for a few months and then as a PSD teacher before she found what she wanted. Nicole, who is a maths and statistics graduate, also worked with a pharmaceutical company before she settled down in her current lecturing post.

In certain cases, a graduate would leave a job to start his/her own private practice as in the case of Jake who left his job to set up his own auditing firm or Debbie who left government employment to open her own pharmacy. In other cases, graduates would leave their job due to unforeseen changes in working conditions. For example, Joanne who was a full-time social worker with a church organisation had to resign from her job when she was pregnant even though she had planned only to avail herself of the 13 weeks of maternity leave. However just before the baby's birth she was informed that she was going to be transferred to a different institution where she would be required to work 12-hour shifts. Since she could not work on a shift basis with a new born baby, she changed her job and is currently working on a part-time basis with a government agency also as a social worker.

4.16.5 Part Time & Reduced Hours

As indicated by the statistical data, participants that either chose to work on a part time or full time (reduced hours basis), work on such basis primarily because of caring responsibilities at home. A case in point is Amy, a 49-year old single mother of twin daughters. Although Amy's daughters are now 20 years old and quite independent, Amy has other caring responsibilities. Her mother is an elderly woman who needs her help. Her sister is dying of cancer and Amy

helps her and her two children. She also gives some of her time to her father's cousin who has recently gone blind by keeping her company in the afternoon. When her father was alive and wheelchair-bound, Amy also used to spend time with him. Consequently, Amy was constrained to take up part-time employment as a tutor although she would have liked to work on a full-time basis. Joanne is also currently working a 30-hour week because she has just had a baby. Joanne chose to continue working on a part-time basis instead of resigning from her job because the family could not afford to depend on the husband's wage only. However she plans to switch to full-time work in the future especially if her husband stops working to look after their son himself. Presently Joanne is sharing her caring responsibilities with her mother who takes care of the baby while Joanne is at work.

4.16.6 Hours Worked

Among the qualitative research participants, the longest hours were worked by those who are self-employed. For example Jake is a husband and father whose long hours of work do not permit him much time with his family. Debbie is a pharmacist who has her own pharmacy and feels that her working hours are too long. They do not leave her much free time. Neither can she engage in further studies although she would have liked to pursue her interest in art.

4.16.7 Flexitime

Flexitime was particularly mentioned by one interviewee participating in the qualitative research. Colin who works at OPM used to work flexible hours when his wife was pregnant. During her pregnancy, Colin's wife also found a great deal of support from her employer to work flexible hours. There were those who mentioned flexitime as a suitable alternative to career breaks if it were available. In one of the cases, a female graduate claimed that her husband had started undergraduate studies but could not continue since he could not work flexible hours.

4.16.8 Second Jobs

Quite a few of those who participated in the qualitative research had second jobs, which were mostly related to their main occupation such as private lessons in the case of teachers; private practice in the case of accountants or bank employees and counsellors. For example, Adrian

who teaches Italian to sixth-formers has to give private lessons in order to make ends meet since he does not feel that the pay for people in his profession is adequate.

Other graduates sat on boards or committees related to their field. There were others whose part-time work involved a completely different activity especially if it involved work in their partner's activity. There were those who were involved in more than one secondary activity. For example, Mario who is employed as a counsellor also has his own private practice. He also holds a top position in the Malta Association for the Counselling Profession. He is involved in publishing, in voluntary work preparing young couples for marriage and is also involved in government and church support agencies.

Apart from the opportunity of earning extra income, part-time work may offer graduates the possibility of engaging in activities which interest them but which they could not take up as a main occupation. Raquel who specialised in sports psychology works as a sports psychologist on a part-time basis while in her full-time job she is a sports co-ordinator. Therefore her part-time job is more in line with her specialisation. Media activities appear to offer a good opportunity to graduates who are otherwise engaged in other professional spheres to pursue their interest. Roy who is a full-time teacher and part-time journalist considers his part-time work as his true calling although his passion for the media developed more recently. His teaching career is a disappointment and he only finds satisfaction in his part-time activities to which he would like to dedicate more time. Rita and Alex are also engaged in media activities on a part-time basis. Rita is a health and safety graduate but also read for a diploma in journalism due to her interest in the media. She is currently involved in the production of a local television programme. In her full-time work Rita also uses the media since she is employed as an information officer with a government department. Alex, whose interest in the media started when he was still a child is involved in radio activities on a part-time basis while his full-time job is in management.

There were others who showed an interest in part-time work in an area which interests them but which they did not manage to take up yet due to time limitations. For example Debbie who is a pharmacist regrets not having pursued her passion for art and would like to do so if she finds the time. However having her own pharmacy entails long hours of work and makes it difficult for her to follow her dream. In fact she hopes that by the time she is 52 she would have switched to art as her line of work.

4.16.9 Job Satisfaction

Most of the qualitative research participants are satisfied with their job, some even described their work as challenging or even as fun. Some find satisfaction in the work itself. Robert who works as a restorer claims to find a great deal of satisfaction in the restoration of artefacts which are of national importance. Others find satisfaction in the results obtained from their work. Mario finds satisfaction in his counselling profession when he meets ex-clients who are doing well for themselves. Adrian finds satisfaction in the good results obtained by his students. Some graduates however, expressed their dissatisfaction with pay or with working conditions such as working hours or the fact that one cannot take a day off when one chooses to in the teaching profession.

On the whole it appears that those who find the greatest satisfaction in their career are those who are doing what they really wanted to do. Although good conditions of work, flexibility, autonomy and performance bonuses are a source of satisfaction to a number of graduates, it is the intrinsic elements of the job, which is the greatest source of either satisfaction or disappointment in one's career. Those who expressed the greatest dissatisfaction in their job are those who feel they have not made the right choice of career such as Roy who regrets becoming a teacher and prefers to work in the media. Rachel also finds little satisfaction in teaching and would have preferred to be an engineer or an architect. Debbie is also unsatisfied with her career even though she manages her own pharmacy and most of her customers respect her. However she feels that she has had to repress her artistic side and her long hours of work do not permit her to tap into these interests.

4.16.10 Highest Attained Qualification and Relevance to Present Job

Among the qualitative research participants the majority were engaged in a line of work which is congruent to their studies. It was those who did not take up vocational courses who were mostly engaged in a career line which is different from their studies. For example, Colin who has a degree in the history of art has an administrative post with the government. Both Rita and Amy are graduates in health and safety but work in a completely different line of work. Rita is an information officer and Amy is a tutor in a secretarial school. However, neither Rita nor Amy expressed regret regarding the mismatch between their qualifications and their line of work. It was Pierre who regretted mostly choosing a subject which offered no employment prospects or stability. He would have preferred to find work which is related to his topic of specialisation. He is a sociology graduate but only managed to find part-time work as a job

trainer. He loved sociology and would have liked to continue studying it at Masters level. However he has decided to do an MBA instead in the hope of eventually securing a steady managerial position as he saw no bright future prospects with a Masters in sociology.

4.16.11 Career in Future

On the whole, graduates are satisfied with their line of work. Those who would like to change their career are largely those who are not completely satisfied with the choice they made. They would like to have pursued other interests and are disappointed that they did not follow their dreams. Some had been discouraged by their family; others only considered other possibilities after starting the course; others could not follow a particular course because it was not offered. There were a few who would consider taking up further studies and actually changing their career. However this is very often difficult considering that they have to start anew.

Amy has always loved accounts although as a child she dreamt of becoming a teacher. She works as a part-time tutor in a secretarial school but she never managed to study accounts. One day, when she has less caring responsibilities, Amy would like to work on a full-time basis and pursue studies in accounts, even though she is happy in her line of work. Rachel is disappointed that she chose teaching as a career. Although she is not unhappy, she would have preferred to have studied engineering or architecture. However it was only after graduating in education that she stopped to think about other possibilities. She sometimes thinks about starting over but that is easier said than done. Roy teaches science in a difficult school. He regrets his career choice not because of the school in particular but because of his recently developed passion for the media. His interest in the media was sparked when he read for some optional credits related to the media during his B.Ed. course. He now works as a part-time journalist, an activity which gives him more satisfaction than his teaching and to which he would like to dedicate more of his time in the future. In fact Roy dreams of having his own production or media business one day.

4.16.12 Choice of Career

There were those who claimed to have dreamt of becoming artists or airhostesses when they were younger but later on realised these were just dreams. There were those who were never certain of what they really wanted even after graduating while others always knew what they wanted to do. For example Lilian dreamt of becoming an airhostess when she was a child but

later decided upon teaching because she loves teaching even though she still likes to travel. Raquel always loved sports and then she became interested in psychology and combined her two interests by specialising in sports psychology.

Contrastingly, Colin admits that he never knew exactly what he wanted to do in life. He considers himself to be an undecided person when it comes to such matters. Influenced by his mother, he first wanted to become a priest. Then he wanted to become a pharmacist when his cousins became doctors. Next he wanted architecture and after that teaching. In fact he had started a B.Ed. course but did not find the experience of teaching practice to be agreeable. He took a study break and went abroad where he developed an interest in art. In fact he graduated in the history of art. Yet he has changed direction once again since he has now settled down in an administrative post in the civil service.

Most graduates chose their particular course because they were interested in the subject or in the vocational career attached to it as in the case of teaching. Pierre decided to study sociology because he loved the subject despite the lack of career prospects. At that point he did not have any particular career in mind although now he regrets his choice as he still has not managed to find stable employment.

4.16.13 Influences in Selecting a Course of Study

Unlike the findings of the quantitative investigation, the qualitative research indicates that the family does have a strong influence on the choice of course. Quite a few were discouraged by their family from taking certain courses and they gave in, regretting it later as in Amy's case. Amy always wanted to study accounts but was discouraged by her family. She now regrets not having pursued her interest and still hopes that she eventually will even though she is 49 years old.

In one case, Jake who wanted to study law was encouraged to study accounts by his family since the family business would benefit more from having an auditor than a lawyer. Another graduate was encouraged to take up university studies after her sister, who has a disability, could not continue studying.

There were those who took into consideration other factors when making their choice such as career prospects or working hours. However these did not appear to have been a highly determining factor. For example although Lilian loves teaching she also chose education

because she was advised by her brother to consider the likelihood of having a family in the future.

Roy's mother also teaches science. Although Roy never wanted to become a teacher, he ended up enrolled in the B.Ed. Biology course by default. He wanted to study dentistry but the course was not offered that year and he did not want to wait. Therefore he followed in his mother's footsteps. He now regrets his decision especially since he developed an interest in the media. If he had to start all over again he would study communications.

Certain choices are coincidental as in Joanne's case. Joanne had always wanted to become a teacher but just before applying for university she came across a leaflet on social work and decided to opt for it instead. Another motivating factor for her to pursue a course in social work was the death of an old friend of hers of a drug overdose.

Others were encouraged to take up certain courses as they were directly related to the work they were already doing and taking up tertiary studies enabled them to advance in their career. For example, Robert had always loved art but his first choice was to learn engineering thinking this would guarantee a better job than art. In fact he was employed in public works for nine years but he was never truly happy. In fact he decided to start studying art while still working there. He then managed to obtain a transfer to the museums department where he was encouraged to take a course in restoration. He first got a scholarship to Florence and then proceeded to obtain a degree in restoration from the University of Malta. Robert's degree earned him both a sponsorship from his employer as well as a promotion.

William's case is similar to Robert's. He first studied draughtsmanship and architecture in a technical school after which he was engaged in a series of part-time jobs. Eventually he found full time work with a water services company. He was encouraged by his employer, who also sponsored him, to take up work-related studies although his main motive to study was his own interest in operational island hydrology.

Alex and Aldo were both instigated to take up tertiary studies in relation to their job. Alex, who is a senior supervisor in a private company, read for a diploma in management while Aldo was encouraged by the incentives offered by the bank to improve his qualifications.

4.16.14 Usefulness of Course Content

While most of those who participated in the qualitative research considered the content of their course as relevant and even as having given them more recognition and credibility, there were a few who felt that experience and personal skills were more important in the course of their work. Lilian considers her degree as important for her to have obtained her current teaching post. She also feels that she learnt a lot at university both on a theoretical as well as on a practical level. Robert, who works in restoration also found his degree to be especially useful in earning him recognition and credibility as well as a promotion and a better salary. His studies at university enabled him to understand better certain processes related to his work. Pierre, who is a sociology graduate, feels that studies in the social sciences prepare individuals well for the world of work because they enable one to develop a mature personality. However, not being vocational courses, they are unreliable with respect to finding a steady job and securing a good income. In fact, Pierre had to relinquish sociology to pursue further studies in a different field hoping he would be able to find a secure job. Jenny also found her course useful. Being a B.Com graduate, she can apply the management techniques she learnt at university to her business activities. However, like Pierre she did not manage to find employment after graduation.

In one of the cases, it was observed by Debbie who is a pharmacist that considering the various lines of specialisation in the field of pharmacy, it would have been more appropriate for the pharmacy course to specialise in specific fields such as those related to the pharmaceutical industry or community pharmacy. This point was also made by Joanne who is a social worker. Although she feels that her course was useful, she considers it to be very general. She was not trained specifically for the specialisation in which she works. In fact she found entry into the world of work to be a difficult transition where one has to gain exposure and practice, something which is not given at University.

4.16.15 Employment Prior to University Studies

It is interesting to note that in quite a few cases, qualitative research participants were engaged in employment prior to starting their tertiary studies. This suggests that workers are interested in broadening their knowledge even if in many cases studying and working had to be combined. It could also suggest that individuals could not afford to continue studying and preferred to start working only to take up studies at a later stage. There were those who decided to start studying mainly out of interest. Rita had re-entered the labour market after a 12-year career

break to bring up her children. After a period of casual work she started working as a secretary with the government. She first decided to read for a diploma in journalism because of her interest in the media and later graduated as a health and safety officer.

There were those who remained with the same organisation because the study was related to the activities they were already engaged in. In such cases, individuals embarked on tertiary studies to enhance their knowledge of the job they already performed and to increase their career prospects as exemplified by Robert, Aldo, Alex and William (refer to Choice of Career). In these cases the employees received encouragement as well as incentives such as sponsorship and study leave from the employer. Robert, Aldo and Alex were also promoted upon graduation.

In some cases, the graduate remained with the same employer in order to gain the necessary experience required to advance in her/his career. Others were bound by a contract especially if they were sponsored by the same employer. Jake was employed on a part-time basis with an audit company before he started studying at university. Upon graduation, he switched to full-time work with the same firm where he spent three years to gain the experience required for the audit warrant. He later opened his own firm.

4.16.16 First Job after Graduation

Job Search

Quite a few graduates who participated in the qualitative research already had a job upon graduation either because they were sponsored by their employer, or because they studied on a part-time basis. Of those who did not have a job, the majority did not find it difficult to find a job upon graduating. Joanne was accepted for a post in social work even before she graduated. Colin found full-time employment in the same year of graduation although he always occupied executive administrative posts since his graduation even though he is a history of art graduate. Rachel also claims to have had no trouble finding work. About a month after graduation she found a teaching post in technical drawing in a boys' school where she has been working even since. Colin studied education and was placed in a trade school for his final teaching practice. He opted to remain there after graduation since he developed a bond with the students and the staff. Debbie also found work with the government immediately upon

obtaining her degree in pharmacy. During the same period she also worked on a part-time basis in a pharmacy.

However, others were less fortunate despite their qualifications. Jenny who is a B.Com graduate was so frustrated with being refused jobs on the basis of lack of experience that she decided to set up her own business. Jenny spent two years looking for work after obtaining her degree with no success. She even applied for posts requiring fewer qualifications than those she possessed. She did not mind starting from the bottom and working her way up. However she was still refused because many employers requested experience. Pierre has still not managed to find stable employment although he only graduated a year ago. He only managed to find part-time work and his duties are not related to sociology, which is his line of specialisation. In fact, although he loves sociology, he has given it up and decided to pursue an MBA instead in the hope of eventually finding managerial work. Raquel spent a number of months looking for a job even though she had just returned from abroad with a Masters degree in sports psychology. In fact her first job was at the passport office and her second was as a PSD teacher. It was after two years teaching that she secured a post more directly related to her studies.

Promotion

There were a few interviewees who had been promoted in the course of their career especially upon completion of further studies or who will automatically be given a promotion once they engage in further studies. For example Nicole, who works as an assistant lecturer will be promoted to lecturer if she pursues Ph.D. studies. Robert was promoted to the post of restorer while he was still reading for his degree in restoration, which was sponsored by his employer. Alex has been promoted once in 31 years of working with the same company. He is now hoping for a promotion to a managerial level in the near future. At the bank Aldo has already gone considerably up the career ladder and now occupies a managerial position. Although he could be offered an executive position, he does not believe this will happen soon as it would mean that the bank would lose his expertise in lending. Colin believes that he would probably be promoted in the near future since the civil service is a fair system based on systematic procedures in terms of examinations and seniority. Colin is not very ambitious although he has just passed the examination for the grade of senior principal and is awaiting appointments.

There were those who have no possibility for promotion such as the self-employed while others claimed that they were not interested in promotion especially those involved in teaching. Both

Lilian and Rachel are not interested in promotion since this would involve switching from teaching to administration and they prefer teaching. Roy, who is also a teacher but regrets his choice of career, is not interested in advancing in his career. He does not think that becoming an assistant head or head of school is financially viable especially when considering that the post of subject co-ordinator carries less responsibilities for the same income.

4.16.17 Career Break

Among those participating in the qualitative research, career breaks were largely taken by women and mainly due to childcare responsibilities. The decision for the woman to break her career is mostly based on traditional notions of the female carer and the perceived inability of the male to take care of the children. In other cases it is the man's higher income which was also taken into consideration or the higher occupational level he occupied.

Aldo's wife was an executive officer prior to having children. It was decided that she would be the one to take a career break since her income was lower than Aldo's and because he could not imagine himself managing the household. No childcare facilities were available at her place of work and no relatives were willing to help. It was also considered wise not to interrupt Aldo's career at the bank as he had better career prospects. His wife would like to restart working but it would have to be a part-time job around which she would be able to manage childcare and household chores. Aldo feels that there are no proper childcare facilities which are good enough to substitute career breaks as the few existing ones are too expensive to make working worth while unless one's priority is one's career rather than the pay.

Colin's wife is currently on a two-year career break. She worked as a facilitator in a Church school. He claims that he and his wife always wanted their children to be raised within the family. They mutually agreed that it was better for his wife to stop working because they have traditional notions of gender roles. Colin believes that flexible hours and caring facilities might have made his wife's career break unnecessary although he still believes that ideally children should be raised by their parents.

According to Jake, his wife, who is also a graduate, was willing to take childcare and household responsibilities upon herself. Jake considers the decision for his wife to stop working as 'natural'. Jake's wife now performs part-time activities in Jake's firm even though she is a B.Sc. graduate and Jake is an accountant.

Rita had taken a 12-year career break starting in 1977. At the time women working with the civil service were forced to resign upon marriage. Rita had then looked forward to stop working after seven years of boring and repetitive clerical work. She had also been brought up with the idea that women stop working to look after their children and she was planning her family around her career break. She returned to the labour market when her son was 4 years old on a casual basis until she found full-time secretarial work with the government. It was later that she took up tertiary studies.

4.16.18 Consequences of Career Break

Colin believes that one of the hardest consequences of a spouse's career break is having to get by with one wage especially since more money is needed as a result of having children. Another consequence is the impact on the promotional prospects of his wife.

Amy who works on a part-time basis due to family commitments (not childcare, in Amy's case) had stopped working when she had her twin daughters because her husband believed that she should stay at home to look after the children. Amy would have preferred to continue working. In fact during her career break she was still involved in voluntary work. Amy is now separated and her daughters are twenty years old. She believes that her career break had negative consequences when it came to going back to work. She believes that despite the T.E.E.S. scheme launched by ETC, employers are prejudiced against older women due to physical conditions and the possibility of taking more sick leave as well as the probability that age makes one more likely to fight for one's rights.

Nicole would rather switch to part-time employment should she be constrained to adjust her work schedule in the future since she fears that a career break would have repercussions such as the difficulty of reintegrating oneself in the world of work. She does not feel that in her case a career break would have a negative effect on her promotion prospects since in her case promotion depends on qualifications.

4.16.19 Future Career Break

There were cases where women showed no intention of breaking their career either because they did not want to marry or because they did not intend to have children. Others felt that they would be able to juggle their work and family responsibilities especially since their work permitted flexible hours and long holidays as in the case of teachers or lecturers. Nicole is

positive that should she have children in the future she would manage with the flexible hours and the possibility of working from home that her lecturing post permits. However, she is not well informed of her parental rights as a worker since she never showed any interest in finding out.

Some of the women such as Amy and Nicole expressed the view that more men should consider taking career breaks to take care of the children themselves especially where the income of their partner is higher. Joanne, currently engaged in social work on a part-time basis, said that once she completes her probation at the agency, she and her husband would consider their situation. It is more likely that her husband would stop working rather than herself as he is less satisfied with his work, has a lower pay and worse career prospects than his wife.

4.16.20 Further Education & Lifelong Learning

Quite a few graduates expressed an interest in further studies or where already involved in post-graduate studies. Further studies were seen by some as a key to career advancement while for others, further studies would not make much difference. Nicole is currently reading for a Masters degree as this was a condition tied to her lecturing post. Normally a Masters degree is required for her post but due to a lack of resources in her area of specialisation, she was given the post on condition that she pursues further studies. There were those who expressed a vague interest in further studies but are currently more focused on bringing up their family such as Lilian and Joanne.

Both Colin and Jake would like to further their studies but their family commitments are given due consideration. Colin would like to read for an MBA abroad but would prefer to be accompanied by his wife and child. Jake would like to read for a Masters in taxation although he would go for it only if it is possible to do it in Malta due to family commitments. Jake has just obtained a diploma in taxation and furthered his studies in trust law.

Mario is currently doing a Ph.D. and once his contract expires he would like to take up a lecturing post in a foreign university. Raquel has often considered doing a Ph.D. but thinks it would not get her much further in sports psychology. She may be offered a lecturing post at University although this is not likely to happen in the near future. In the UK the sports psychology scene is much larger but more competitive and it would probably be difficult to find a job there.

Pierre's main motive for furthering his studies is to secure a steady managerial post. Although his first degree is in sociology he has applied to start an MBA as he feels that sociology does not offer much in terms of prospects for employment.

Alex would have liked to further his studies but due to his increased work load he could not get time off for study. Therefore he gave up the option. Debbie also has difficulties in furthering her studies due to time constraints and fatigue from her work. She is not much interested in further studies. However as she is not very happy in her line of work as a pharmacist, she would have liked to take up studies in a different area if she had the time. Furthering her studies in her line of work is out of the question since courses start at 8 p.m., just an hour after she closes her pharmacy. She would be more interested in doing a correspondence course should she have the opportunity.

5 Discussion & Conclusions

The following observations are made on the basis of the findings obtained from the structured interview research responses as well as from the data obtained from a set of qualitative interviews, an analysis of which is set out in Section 4 in this report. Overall the research showed that both men and women who invest in tertiary education are more likely to be in paid employment and to occupy higher level occupations, although women tend to interrupt their career or adjust their working hours more than men. Nevertheless, compared to other categories of workers, graduates tend to feature a higher incidence of dual earner families who are more likely to share domestic responsibilities, thus enabling both spouses to remain economically active even after parenthood.

5.1 Graduates' Profile

The past few years have witnessed an expansion in tertiary education in Malta as more individuals take up university studies. This general expansion was accompanied by a significant rise in the number of women following graduate studies, a trend that appears to be featuring in many countries (Charles and Bradley, 2002; Andren, 2005). Women made up 51.6% of the study sample consisting of 351 graduates with a median age of 30-39 years. The majority of respondents had a first degree or diploma while over a third of research participants had a post-graduate qualification. Most graduates were in full-time employment and occupied middle to high level posts ranging from technical to professional as well as managerial occupations.

5.2 Graduates' Partner

The majority of graduates were married or living with a partner who was also, in many cases, engaged in professional or managerial work. The majority of those whose partner was not in paid employment were men. There was also a higher incidence of graduate men whose partner did not intend to pursue a career. While the job profile of male and female partners was rather similar, male partners were more likely to be engaged in senior managerial posts while female partners were more likely to be performing clerical work. It was also more likely for male graduates to have higher earnings than their partners, contrasting against the situation related to female graduates who had partners who earned a higher salary.

These findings reflect the traditional gender role expectations prevailing in Malta, where women are expected to give up their career either upon marriage or on motherhood. This is also reflected in the lower earnings of women who, as a result of interrupting their career or switching to part-time work, tend to jeopardize their career and income prospects, as shown by Camilleri-Cassar (2005). However, this study showed that among graduates, the trend for women to leave the labour market and become full-time homemakers is much less common when compared to the general population. While more men than women have partners who were not in paid employment, the majority of graduates and their partners were economically active, suggesting that there is a significant incidence of dual-earning households among graduates.

Furthermore, although women still appear to be largely responsible for household tasks and childcare, the data suggest that among graduates, there is a considerable degree of sharing of domestic responsibilities especially where both partners are in paid employment. This study also suggests that graduates tend to dedicate less time to domestic duties, the vast majority not spending more than three hours a day on such activities. This contrasts sharply with the amount of time spent on housework and childcare duties among workers in general as revealed by the gender pay review study.

5.3 Graduates' Parents

Similar to the findings of Debono et al (2003, 2005), the majority of graduates had fathers who attained at least a secondary level of education and possessed at least 'O' level qualifications while almost one fourth of graduates' fathers were themselves university graduates. Graduates' mothers were less qualified than their partner, although 14% of mothers also possessed a tertiary qualification. These findings may indicate that, as suggested by Canning (1999), tertiary education is less accessible to the children of the lower classes and the less educated. It may suggest that despite the expansion in tertiary education, the university is still a relatively elitist, exclusive institution. However, this research also shows that a significant proportion of graduates had parents with less than 'O' level standard of education and whose father was engaged in lower level jobs. This reflects the expansion in educational opportunities that occurred in Maltese society in the past years. It also suggests that there is a significant degree of intergenerational mobility.

Debono et al's (2003, 2005) findings indicated that the majority of graduates in their sample did not have working mothers when they were 16 years old. The data from our study also revealed

that the majority of participants' mothers were homemakers and were never engaged in paid work. However, it is noteworthy that in most cases, where the mother of the graduate was economically active, she was more likely to be involved in professional, associate professional or technical work, although quite a few others occupied clerical jobs. Again, this points to the premise that women with higher educational qualifications are more likely to continue participating in paid work.

5.4 Work

It appears that the majority of graduates tend to be engaged in full-time employment. The findings of the study are slightly different from those of Baldacchino (1997) in that all graduates in his sample were either employed or self-employed. The data from the career path of graduates study revealed that the majority of graduates were engaged in paid work while a few were not in paid employment. This was largely due to their having resigned from their previous job either to pursue further studies or in response to family commitments and not because they could not find a job.

On average, graduates had been employed for 7 years and had been occupying the same role for a mean of 3.25 years. Research revealed that generally males were in employment for a longer period than females, featuring a mean difference of 3.5 years. Males had also been with the same employer and in the same role for a longer period than females although the difference in this regard is slightly smaller. This is possibly due to career breaks due to family commitments that were largely taken by women. Although the study indicated that those with caring responsibilities featured longer employment periods than those who had no such commitments, this is probably due to the age factor. Younger, single graduates would have only been recently employed.

The majority of participants worked for an employer, 7% were self-employed while only 1.9% were self-employed with employees. These figures match those of Baldacchino's (1997) study, suggesting that there have been no changes over the past ten years in the type of work engagement by graduates. Self-employed graduates tended to be professionals who had completed their graduate or post-graduate studies between 10 and 15 years prior to the study. Noteworthy is the observation that no women featured among the few graduate employers interviewed.

Almost half the graduates participating in the study were employed by Government, almost one third were involved in private services while the rest worked in manufacturing. The public sector tends to absorb most of the new graduates although eventually, a proportion shift to private sector jobs (Baldacchino, 1997; Debono et al, 2003, 2005). Public sector employment tends to attract female graduates to a larger extent than it attracts males. Apart from the possibility that employers in the private sector may prefer to employ men rather than women, men may be qualified in fields that are more in demand in the private sector such as engineering. Furthermore, there tends to be an over-representation of women in the fields of education and health, which are largely dominated by the public sector (Debono et al, 2003, 2005).

Most graduates in the study, like the graduates in Debono et al's (2003, 2005) studies were engaged in full-time work on the basis of a permanent indefinite contract. Only a small percentage of graduates were engaged on a part-time basis or worked reduced hours. The main reason behind such an observation pertained to caring responsibilities, a reason prevailing among a half of the respondents involved. Others chose to work less hours as they were still studying while some graduates worked on a part-time basis because they could not find full-time work. As may be expected, more women than men were engaged in part-time work or worked on reduced hours. However, the proportion of female graduates who participated in the study working part-time as a main occupation is significantly lower (12.9%) than the national percentage of women engaged in part-time work that averaged 20% between 2002 and 2005. While 81.8% of female graduates in the study were engaged in full-time work, the national average female full-time employment rate for the years 2002-2005 stood at just 30.4% (NSO, 2006).

On average, graduates engaged in full-time work dedicated 36.6 hours to work per week, with male graduates working marginally longer hours than females. It was noted that among female graduates, those with caring responsibilities spent the least minimum hours in paid work. Typically, women who worked fewer hours had a partner in paid employment. These women also dedicated the longest number of hours to domestic work. It is interesting to note that while males featured longer full-time engagements than their female counterparts, women working part-time or reduced hours featured a longer employment period and had been with the same employer and in the same role for a longer time than men. This may suggest that part-time work enabled these women to achieve the desired work-life balance and thus did not

seek to change their job. On the other hand, as the data revealed, some may have found it difficult to switch from part-time to full-time work due to the unavailability of full-time jobs.

A crucial point that emerges from the study is that indeed tertiary education is a decisive factor determining whether an individual decides to participate fully and continuously in the labour market. Although more females than males were engaged in part-time employment, the majority of those who invested in tertiary education were economically active and were engaged in full-time activities regardless of gender. This is in contrast with national trends that reveal a significant female drop out rate from the labour market especially among those of child-bearing age. Indeed, while the national gender employment gap among those aged 15 to 24 years between 2002 and 2005 stood at 3.2%, the gap widens dramatically among those in the 25 to 54 year age bracket, exceeding 50% over the same period (NSO, 2006). A study concerning career aspirations of male and female undergraduates (Heckert, 2002) also revealed that although females predicted that they would spend more time away from the labour market than males did, there was not much difference in the projections of men and women regarding their expected duration in full-time work. This suggests that women expect to exploit their investment in tertiary education as much as men, even though they may be constrained to switch to part-time work or interrupt their career in the process.

Consequently, there is a clear link between further education and labour market participation. While certain discrepancies between male and female career patterns are evident, it appears that the major variable influencing continued participation in paid work is whether one continues to study beyond compulsory school age, particularly if one participates in tertiary education. As set out by national statistics (NSO, 2006), the difference in the employment rates of men and women varies significantly when the level of education is taken into consideration and starkly decreases among those having tertiary qualifications. In 2005, the gender employment gap stood at 46.2% among those who did not proceed beyond secondary schooling; 27.3% among those having an upper secondary level of education while there was only an employment gap of 9.4% between men and women with a tertiary level of education. Despite the dramatic expansion in tertiary education that occurred over the past two decades, Malta still has a particularly low student enrolment rate when compared to the EU average (Andren, 2005). Considering that nowadays the gap in male and female student enrolment and graduation rates has been bridged, a major challenge facing policy makers is to encourage more students to further their education beyond secondary level regardless of gender.

5.5 First Job after Graduation

Almost half the graduates participating in the study had to find a job upon graduation. While a number of graduates had no difficulty finding employment soon after graduating, almost one third of graduates went through a period of unemployment that lasted a mean of three months. Data reveals no differences between men and women in this regard although there were dissimilarities in the methods adopted by men and women in their job search. Previous studies on Maltese graduates (Debono et al, 2003, 2005) suggested that newspaper adverts were the main source of information on job vacancies for graduates – a factor confirmed by this study. According to Debono et al, other sources included the Government's education and health divisions as well as relatives and friends, while the internet was hardly sought as a source of job information. Furthermore, the ETC and other employment agencies played a very insignificant role in this regard. Contrastingly our data showed some different trends with the ETC job centre and the Internet being more frequently used for job searching by graduates than indicated in the previous studies. It is interesting to note however, that newspapers tend to be used more often by males than by females while the ETC job centre, the Internet and friends' assistance featured more among females as a source of information on job vacancies.

5.6 Unemployment

Finding stable employment may prove difficult for some graduates despite their qualifications, particularly as a result of their lack of experience. However, research findings confirm previous reports (Baldacchino, 1997) that graduate unemployment is not a serious concern in the Maltese labour market. Only 19 graduates out of the 351 who participated in the study were not working, the majority of whom resigned from their previous employment either because of family commitments or in order to continue studying. The majority were not seeking a job and the few who did had not registered their unemployment. Although Debono et al (2003, 2005) reported a rising percentage of unemployed graduates, the sample in their studies comprised of graduates who had just obtained their degree. That graduates find it more difficult to infiltrate the labour market in the first year after graduation, has been documented also by studies in other countries (Graduate Prospects, 2005). Published studies also suggest that graduates are likely to find part-time or temporary employment as well as work that is not related to their field of study in the months after graduation (Aston, 1999). This is especially more evident among graduates who did not follow vocational courses.

Indeed, this is one of the factors underlying job changes among graduates. Although the majority of graduates were still in their first job at the time of the study, one fourth of participants had changed their job once, while others were in their third or fourth job. In the studies of Debono et al (2003, 2005) on new graduates, almost one-fourth were also seeking alternative employment. Among the graduates in our study who were seeking a different job at the time of the study, designation and type of work were considered as the more important reasons for wanting to change their job among graduates who had completed their course less than two years before.

5.7 Employment prior to University Education

Similar to the graduates in the studies of Debono et al (2003, 2005), about two thirds of the participants in the study were not employed prior to taking up university studies. Among those who did, one third did not have to remain with the same employer after graduation. Most of the participants who worked before their studies were engaged in clerical duties although others had occupied professional, associate professional or technical posts. The majority of such graduates had worked on a full-time basis and were employed for a mean period of 7.9 years with over a third of participants having been employed for over 10 years prior to taking up university studies. As revealed by the qualitative data, various factors may contribute to this trend, among which features the greater emphasis on further education by educators and policy makers. Workers could decide to further their education out of interest or in order to enhance their knowledge. Career advancement could be another instigator although very often this may entail combining work and studies. In certain cases graduates were encouraged by their employers to continue studying and in some cases these also sponsored the studies. Further studies could also be an employment requisite. The trend for a significant number of individuals to engage in tertiary studies after having been in the labour market for a number of years may also be related to financial factors. Despite the financial assistance that university students have been receiving for over two decades, it may still be difficult for individuals to depend only on such a limited income, thus preferring to start working and taking up studies at a later stage.

It is evident that graduates are likely to be found occupying higher level jobs especially after a few years of having completed their studies. Our data, in congruence with the findings of Baldacchino (1997) showed that most graduates occupied professional posts, while others were senior managers, business owners or directors; a smaller percentage were engaged in associate

professional or technical posts. Contrastingly, Debono et al (2003, 2005) reveal an increasing trend of underemployment among graduates. However, as already indicated, the graduates in their sample had only recently obtained their degree unlike the graduates in this study's sample and that of Baldacchino. Older, more experienced graduates are less likely to be underemployed than those who have just entered the labour market (Batenburg and de Witte, 2001). According to the 'waiting room effect' theory, age decreases the incidence of underemployment as young people tend to further their studies and enter the labour market with higher qualifications. Furthermore, employers may employ overqualified graduates to make up for their lack of experience while young graduates may accept jobs requiring lower qualifications than they possess expecting to improve their occupational level as they gain work experience.

5.8 Job Satisfaction

Overall, graduates demonstrated a high level of satisfaction with different aspects of their job especially with the opportunities for interaction with others at work as well as with the variety of activities that their job offered. Although there were no significant gender differences in the levels of job satisfaction among graduates, male respondents expressed higher satisfaction with the freedom and autonomy that their job afforded than their female counterparts. This may stem from the fact that males are more likely than females to occupy the top level jobs and having other employees reporting to them than females. It could also suggest that in the public sector, where there is a predominance of female graduates, there is a stronger emphasis on bureaucratic procedures, thus affording less autonomy to employees. The studies conducted by Debono et al (2003, 2005) also revealed that graduates are generally satisfied, with women expressing a higher level of satisfaction than men even though they claimed to have less opportunities to advance in their career. They also reported lower levels of stress and a better ability to balance their work and personal life. This could be due to the higher incidence of female graduates in part-time work as well as in jobs with less working hours such as teaching, enabling them to achieve a better balance between their work and family or personal commitments.

5.9 Choice of Career

When a person decides to undertake tertiary studies, a number of factors influence the person's considerations consider before making a final choice regarding the academic and career path.

This study revealed that the factors graduates took mostly into consideration when making their career choices were the employment opportunities they envisaged, the course content as well as the expected future earnings. Other influences such as the media, counsel recommendations and the appeal of courses to a specific sex were not considered to be of much influence on their decision. Other important issues related primarily to personal disposition and interest towards the subject or the respective job. The insignificant or even negative role of guidance and counselling services on the choice of career also featured in other studies both locally and abroad (Gatt/ETC, 2003; Farmer, 1997; Reddin, 1997; OECD, 2004). It is interesting to note that graduates claimed not to be influenced by courses that tend to appeal particularly to a specific sex especially when one considers the traditional gender imbalance in certain courses such as science, technology and engineering and health care and education, a feature that was also evident in the study. Furthermore, fields of study that are dominated by members of the opposite sex tend to discourage and place subtle barriers for those who would like to cross the line (Blau et al, 2002).

Although no stark differences were noted between women and men regarding what influenced their career choice, it was observed that women gave more importance to the expected hours of work as well as to the expected work-life balance tied to their career of choice. Farmer (1997) showed that career choice for women involves a more complex process since their decision depends not only on their life plans but also on those of others. Both personal and situation factors are involved in the decision process as women tend to perceive their child caring role as incompatible with careers that entail high commitment, long working hours, travelling and relocation.

5.10 Segregation and Separation

Despite the dramatic rise in female enrolment in university courses, the traditional trend for males and females to concentrate in certain courses persists as shown by the figures relating to students following courses at the University of Malta during the last academic year (Office of the Registrar, University of Malta, 2005). Therefore, it is unlikely that the trend is related to the overall student enrolment rates. Among the graduates participating in the study, the attraction of certain fields of study to one sex more than the other is evident, with females featuring a stronger presence in education and health care courses and more men selecting studies related to science, technology and engineering. Women also tended to be more inclined towards the social sciences. There was less discrepancy in courses related to managerial sciences while

there was equal gender representation in arts subjects. The absence of females in engineering courses appears to be a universal phenomenon across the EU, although science recently started attracting more women (Andren, 2005). In the US, the difference between men and women who choose to study mathematics and science also decreased (Blau et al, 2002).

Contrastingly, there seems to be less vertical disparity between men and women. There are no dramatic differences between men and women pursuing higher level courses (ETC, 2005). The study also found no gender differences in the interest shown by male and female graduates to pursue further studies, although across Europe the trend is for females to feature less in the highest academic levels of achievement (European Commission, 2006). It has been argued that the persistence of horizontal segregation and the decline in vertical segregation in academic training is possibly due to vertical inequalities being more incongruent with the values of gender equality, while it is much easier to reconcile horizontal segregation with gender equality policies (Charles & Bradley, 2002). After all, female presence is dominating tertiary education nowadays. However, although the increase in female graduates is a positive trend, policy makers and educators should not be misled into thinking that this has solved the issue of gender disparity in tertiary education.

Horizontal segregation very often stems from stereotyped beliefs and expectations that are strongly ingrained in our culture, leading women and men to take different career paths and to exhibit different labour market participation patterns (Darmanin, 1997). For example, women are less likely to take up courses or career paths that require mathematical skills as widespread cultural beliefs about women's lack of mathematical competence tend to discourage women who tend to underestimate their abilities. Similarly, women's concentration in caring and teaching professions may be a reflection of cultural beliefs associated with women's nurturing personality traits (Correll, 2001). It could also be related to the flexibility that jobs, such as teaching and nursing, afford to women who are still mainly responsible for the upbringing of children. Furthermore, although men and women nowadays are no longer denied access to university courses on the basis of their sex, the domination of a course of study by one sex or another tends to place subtle barriers on those who would like to break traditions. Role models are another form of subtle barrier (Blau et al, 2002).

Gender segregation at university inevitably leads to segregation in the labour market. Women and men have traditionally taken different career paths although the past three decades have witnessed a notable decline in gendered occupational segregation. This was largely due to greater gender awareness, gender equality legislation, the larger number of female graduates

and a decline in gender stereotyping as well as higher rates of female participation in the labour market (Wootton, 1997). Since the 1970's, women managed to increase their presence in managerial and professional occupations considerably (Wootton, 1997), although these trends tend to conceal the persistence of gender differences within specific professional fields. Studies showed that women not only tend to be crowded in certain professional fields (such as nursing and social work; Katz et al, 2005) and absent in others (such as engineering; Wootton, 1997), but they also tend to occupy lower level posts even in those fields that are less male dominated (Farmer, 1997). Katz et al (2005) claim that even when teachers are excluded, gender segregation is still evident. Throughout the 20th century, women registered significant strides in fields that offer less prestige, authority and pay while they only managed to establish a limited presence in the higher professional and managerial posts.

The study reveals that while there is a majority of women working in professional occupations, there is a conspicuous discrepancy between women and men occupying senior managerial posts. Women are also less likely to be business owners or directors. While men dominate associate professional and technical occupations, more women occupy clerical jobs.

Various factors contribute to occupational segregation such as educational qualifications, labour market demand, personal preferences, gendered stereotypes and expectations as well as discrimination (Wootton, 1997). Evidence points to the difficulties encountered by women who take unconventional career paths such as those related to science and engineering (Giurleo, 1997). Furthermore, girls and boys tend to be socialised according to the dominant cultural beliefs about the roles which are deemed appropriate for men and women. Girls are less likely to be exposed to mechanical and technical toys or other objects. Thus, they are less likely to have faith in their technical competences. Similarly, society tends to associate certain personality traits with either masculinity or femininity (Blau et al, 2002). This may partly explain the low female presence in higher managerial posts since traditionally leadership skills have tended to be attributed more to males than to females. Furthermore, the relegation of women to lower status jobs may be due to their higher representation in part-time work and their higher likelihood of interrupting their career. Although the availability of family-friendly measures enable women to remain in the labour market, they may leave an impact on their training and promotion opportunities, thus restricting their chances of reaching the top level posts.

5.11 Relationship between Studies & Employment

Despite the dilemmas that one may face until taking the final decision regarding what field of study to undertake, there are those who do not manage to utilise or apply what they study once they enter the world of work.

Although more than half of the graduates in the study considered their highest qualification to be completely relevant to their current or previous job, over a third felt it was only partially relevant. The rest thought it was not at all relevant to their work activities. Factors indicated by graduates as contributing to this mismatch included lack of motivation by management, restrictive practices in government organisations, futile promises by management regarding benefits and conditions, difficulty to re-integrate in a profession after a career break and having to settle for a less satisfactory job due to financial needs. Both Baldacchino (1997) and Debono et al (2003, 2005) reported incongruence between credentials and graduate occupations. However, in both cases the job mismatch was largely due to underemployment.

Underemployment, especially due to an increase in qualified individuals on the market, is one factor underlying incongruence between qualifications and work type and level of responsibilities. However, a graduate working in a field that is unrelated to his/her tertiary studies is not necessarily underemployed. This is especially evident among those who studied non-vocational subjects as revealed also by the qualitative research. In certain cases, a university qualification would be an employment requisite regardless of the subject. Furthermore, there are those who change their field of work either because they are not content with their choice of career or because a change would offer better conditions. This is especially evident among women who switch to teaching, regardless of their lack of teaching credentials in order to achieve a better work-life balance, especially if they have children as shown by Camilleri-Cassar (2005).

5.12 Future Career Change

Although the majority of graduates did not intend to change their profession or career path in the future, almost 40% of respondents claimed they would consider a change. This was especially evident among younger women and those who were not engaged in full-time work in either professional or clerical occupations. This could imply that more women than men tend to be working in occupations that they had to settle for either in response to lack of job opportunities or to family commitments. It could also mean that young women intend to

change to such a basis in the future when they will have a family. However, it may also imply that these graduates had not made the right choices either when it came to taking up their studies or when they entered the labour market, as the qualitative research suggested. Among the factors indicated by graduates as instigating a career change were career prospects and remuneration. Consideration was also given to the future of the profession or sector of activity as well as to further training.

5.13 Family-Friendly Measures & Career Breaks

Despite the much stressed rhetoric concerning the importance for workers to be able to establish the desired work-life balance, the study revealed that the majority of graduates did not have family-friendly measures at their disposal and that such measures were even less available to men. The measures indicated by graduates as offered by their employer included parental leave, part-time work, short-notice leave, sick/emergency childcare leave, flexitime and career breaks with committed guaranteed return. In each case, less than 16% of the graduates claimed to have such measures at their disposal. Parental leave, part-time work, short notice leave and sick/emergency childcare leave were even less available to men. However, it is interesting to note that more male graduates in the study availed themselves of flexitime than females.

The lack of family-friendly measures makes it more difficult for both men and women to reconcile their work and personal commitments. Tensions arising out of having to combine work and family responsibilities tend to affect more women than men. Due to the inability to achieve an acceptable work-life balance, in most European countries women (aged 20 to 49 years) with children feature lower employment rates than those who do not. In the EU25, the employment rate declines from 75% among women without children to 61% among women with children. Furthermore, 23.3% of women with children are engaged on a part-time basis as opposed to 15.9% of women without children (European Commission, 2006).

These findings have important implications in that although the Government has repeatedly declared its commitment to increase the employment rate of women and to facilitate the achievement of a work-life balance for both men and women (ETC, 2002, 2005), in effect very little is being achieved in this regard. Admittedly, Government as an employer offers a wide range of family-friendly options to both men and women. However, the fact that family-friendly measures are generally more available to women than to men also reflects traditional gender stereotypes that continue to put pressure on women to interrupt or make adjustments to their

career when they have children. This is further reinforced by the gender pay gap that continues to establish men as the main breadwinners. There is a significant discrepancy between the number of men and women who work on reduced hours or who take parental leave (Camilleri-Cassar, 2005).

Among the graduates in the study, only 7.2% had availed themselves of a career break while another 7.7% planned to do so in the future. On average, both actual and planned career breaks were of a median duration of 2 years. The main reason behind career breaks pertained to family responsibilities, especially among women, while others took a career break to further their studies or for holiday purposes. Female respondents who had taken a career break were mostly aged 30 to 39 years, were married or living with their partner, had completed their studies between 10 and 15 years prior to the study and were employed on a part-time basis or on reduced hours at the time of the study. Most of those who claimed to have taken a career break returned to work.

Those who took a career break despite the availability of other measures, largely felt that the interruption of their career was indispensable for the upbringing of their children and for building a stronger family. Women mostly expressed such feelings whereas men were largely indifferent in this regard. According to Tipping (1997), family-role conflict tends to influence women and men in different ways. While men tend to be more concerned about their breadwinner role, women's source of anxiety and stress is their caring role. In finding ways to cope with the demands of their roles, men and women tend to adopt various strategies. A common strategy among woman is role modification such as switching to part-time work, moving to a different shift or working from home.

5.14 Further Studies

Like those in Baldacchino's (1997) study, many graduates expressed an interest in furthering their education, most to Masters level and some to a Doctoral level. Debono et al (2003, 2005) however noted a downward trend in the interest shown by graduates to further their education. Considering that the graduates in Debono et al's sample had just obtained their first degree, this suggests that more graduates may prefer to start working first, possibly for financial reasons and then take up further studies at a later stage. Indeed, most of the graduates in our study indicated their preference to continue working full-time and to pursue studies on a part-time basis or through distance learning. There was no significant difference between men and women in their willingness to pursue further studies. Although Debono et al (2003, 2005) also

found no gender differences regarding choice of study beyond the degree level, they still noted a discrepancy in the proportion of men and women taking up further studies. Furthermore, European trends show that the higher the academic achievements, the less women are likely to feature, with their share in PhD's decreasing considerably when compared to those holding first degrees and dwindling even further among full professors (European Commission, 2006).

Among the graduates in this study, over half of those interested in improving their qualifications preferred to do so locally rather than in overseas institutions. Flexitime, training leave and possibly annualised hours were identified by graduates as being helpful for them to attain their academic goals. Most graduates felt that further studies would make a difference in their career. Furthermore, most graduates believed that training opportunities in line with qualifications are equal for both sexes.

5.15 Recommendations

The findings of the study point to generally positive indicators regarding graduate career trends. Overall graduates tend to feature high participation rates in economic activities; they are more likely to be engaged in full-time employment and occupying professional or high administrative posts. They also tend to report a high level of job satisfaction, with the majority intending to remain engaged in their field of specialization.

Furthermore, among graduates there is

- an apparently higher incidence of dual earner households as well as
- a greater tendency for couples to share domestic and childcare responsibilities,

a feature that may partly account for the significantly higher employment rates among female graduates when compared to the employment rates of women in the general population. These trends are more in line with the EU policy of promoting an effective reconciliation between the demands of both professional and private life for both men and women so that they will be able to participate fully and equally in the world of work as well as in family life.

However, the study also revealed that although there are no dramatic gender differences in tertiary educational opportunities, fields of study remain largely segregated featuring a low female presence in courses related to science, technology and engineering and a strong female concentration in health, education and the humanities. This traditional trend in horizontal tertiary education segregation is a persistent feature not only in Malta but across the EU

(European Commission, 2006). This segregation in fields of study is also reflected in the labour market with a concentration of female graduates in certain sectors such as health and education and particularly in the public sector.

Malta, unlike the general EU trend, tends to feature less gender discrepancies in relation to post-graduate studies, thus revealing a lower degree of vertical segregation in tertiary studies. However, the same does not hold with respect to vertical segregation in the labour market. Despite the expansion in tertiary qualifications among women, as well as the relatively high labour market participation rate of female graduates, they still have not managed to infiltrate the top-level posts. Although admittedly there is a higher presence of women among managers, senior officials and legislators, these posts are typically dominated by men. This is also a trend that characterises the EU overall with the share of women in top management positions in firms being only 10% (European Commission, 2006).

Furthermore, other gender discrepancies featured among graduates, despite the fact that they are not as dramatic as those characterising Maltese men and women in general. Female graduates are more likely to be engaged in part-time employment or to work reduced hours. They are also more likely to interrupt their career due to childcare responsibilities. Furthermore, family-friendly measures are available to a relatively small proportion of graduates at their place of work ⁽¹³⁾ and are even less available to men. This tends to increase the conflicts arising out of having to combine professional and family / personal commitments to both men and women. Greater pressure is put on women as a result of their being the primary carers and homemakers in our society as well as due to their greater availability of family-friendly measures. This reflects the persistence of a gendered attitude among the social partners.

The various issues that emerged from the study call for a series of actions and measures, which may include (but not limited to):

- Greater efforts should be made to guide and inform students at secondary school level to enable them to make the right career choices;
- Guidance and counselling services both at secondary and tertiary levels need to play a more significant role in helping students:

¹³ particularly those in Government employment

-
- explore different career options
 - choose a career that will give them satisfaction;
 - choose careers that will ensure economic independence;
 - set specific career goals, and
 - overcome any difficulties when faced with challenges;
- Furthermore, guidance teachers and counsellors need to be sensitive to gender issues in order to start addressing the issue of gender segregation from an early age;
 - Secondary school and university educators should be made more sensitive to gender issues since they are power agents of socialization and a source of influence to young people;
 - More efforts have to be made with secondary school children attending all types of schools to encourage them to take up tertiary studies;
 - Greater efforts have to be made by policymakers, educators and counsellors to attract more students to gender atypical courses;
 - Students need to be guided to make more informed course choices regarding the content of the course, market demand, prospective pay and career prospects;
 - Efforts need to be made to encourage students to diversify their choices so as to avoid relative student concentrations in certain courses such as education and healthcare that may potentially lead to saturation of job markets;
 - Current university courses call for an evaluation in order to assess their relevance to job market requirements;
 - Certain university courses need to be evaluated to consider reducing the general nature of their content, possibly by offering specialisation options midway through the course in order to better prepare students for specific areas of work;
 - Assessment is also required to consider the possibility of enhancing the practical aspect of university training;
 - Ways should be sought to render courses that tend to be sex-specific more appealing to the other sex. This could be done through media campaigns, through guidance and counselling services, through educational campaigns in secondary schools as well as at university.

In order to enhance the opportunities of female graduates to participate equally in the labour market, social partners:

- Need to give greater priority to family-friendly measures at work;
-

- Need to recognise that family-friendly measures are the key to an acceptable work-life balance and offer an alternative to employers to draining trained and experienced workers;
- Have to ensure that family-friendly measures are equally available to both male and female workers;
- Need to encourage more men to avail themselves of such measures where they are available, thus reducing the pressure on women to take almost solely responsibility for the upbringing of children;
- Have to consider viable alternatives to the more common measures offered such as part-time work, reduced hours or parental leave in order to enable more women to continue working on a full-time basis without having to interrupt their career;
- Give more serious consideration to the possibility of working flexible hours or working from home especially since many graduates are engaged in activities that permit such arrangements;
- Need to make greater efforts to reduce or eliminate gender stereotypes leading to discrimination related to recruitment and promotion;
- Need to encourage graduates to further their studies by offering incentives such as study or training leave or to establish arrangements that facilitate the combination of work and study, making full-time employment during studying a feasible and viable option.
- Need to encourage the provision of child-care facilities especially in work places that do not offer other forms of family-friendly measures;
- Need to strengthen the implementation of the principle of gender mainstreaming in areas related to graduate studies and employment; and
- Evaluate the extent to which such measures are reaching targets.

There are clear indicators that tertiary education is a key factor in ensuring the effective utilisation of human resources' potential in the country's economy. The graduate employment rate is significantly higher than the national employment rate. This is especially due to the national female employment rate that is starkly lower than the employment rate for female graduates. This contributes to a considerably lower employment gender gap among graduates when compared to that among those having lower educational qualifications (NSO, 2006). It is also pertinent to note the lower incidence of graduates in part-time employment to national figures. Furthermore, relatively few graduates tend to interrupt their career while those who take this option, tend to return to the labour market after an average of two years.

Therefore, it is clear that a major challenge for policymakers is the further expansion of tertiary education. Although the past two decades have seen a dramatic increase in the number of

students at university, Malta still lags behind most EU countries in the proportion of the population engaged in tertiary studies. Furthermore, Malta has one of the lowest shares of young people (aged 20 to 24 years) who have attained at least an upper secondary educational level (European Commission, 2006) with almost half the population in this age group not managing to reach this level. National figures (NSO, 2006) also indicate that, although the proportion of early school leavers declined since 2002, there is an alarmingly high proportion of 18 to 24 year olds who only managed to achieve a lower secondary level of education or even less and are not pursuing any form of education or training.

It is thus crucial for efforts to be made to increase the number of young people in post-secondary institutions and to attract more individuals to higher academic training. Perhaps greater efforts should target students in area secondary schools who tend to be more work- than academic- oriented. Despite the continuous investment in education by continuous governments, Malta still has not achieved the desired results in educational attainment. Undoubtedly a more educated and expanded workforce benefits not only the economy but society as a whole.

5.16 Limitations of the Study

The study presented herein draws from research with over 350 graduate persons who participated through face-to-face interviews. The sample is deemed representative of the realities of the setting pertaining to Maltese university graduates, with a sample error under $\pm 5.0\%$. Equally significant is the reliance on qualitative interviews among a sample of the survey participants, supplementing the findings established by the quantitative methodology, thereby enhancing the study's width and depth.

Whilst addressing fully the terms of reference relating to the project, the study features a series of weaknesses. One such aspect relates to the lack of considerations related to tertiary education output in totality, leaving persons qualifying from the Malta College of Arts Science and Technology outside the scope of the research project (albeit in strict accordance with the project's terms of reference).

The project also provided no considerations in respect to graduates' earnings in totality, precluding research from effectively considering differences in pay across gender.

Equally significant is the study's reliance on information provided by graduate persons (in or out of employment) without relating to the perceptions and views of employers, particularly in

respect to the different aspects to which the research related. In this context, the study does not relate to the views of those who are responsible for the selection, recruitment, training and managing graduates at the workplace – members of management who present a significant influence on the careers at work among graduate human resource.

Equally, this research did not consider the facets of academic life as may be witnessed by academic human resources at Malta's academic institutions (University of Malta and other universities providing university education in Malta). Such a component augments the totality of influences and issues relating to potential gender stereotyping of courses and academic paths.

These weaknesses set a need to further research, such as studies relating to the perceptions and views among employers who provide jobs for graduate human resources, with potential areas for investigation relating to skills gaps (between fresh graduates and job requirements), pay setting mechanisms, selection processes adopted and potentially gender stereotyping involved in job design and evaluation. In addition, a need is felt for further investigations relating to employment conditions and associated remuneration, involving an evaluation of all benefits received by graduate persons in employment, exemplified by non-monetary benefits as equated in monetary terms (such as family friendly systems in operation by specific employers).

Appendix 1 Methodology – Details

Data Collection Process

In the context of the subject under study along with the critical requirement of reliable data collected from participating respondents (who are very likely to exhibit indifference towards research), personal interviews (among other methods for data collection) provide an approach that offers the highest level of reliability of data collected. More specifically, Computer Assisted Personal Interviews (CAPIs) provide a more economic approach in collection of sensitive and reliable field data whilst avoiding the incurrence of costs as described above, assuring high quality data as:

- even by the most complex study designs, *no filtering error* can occur during the interview
- automatic *plausibility checks* with feedback prevent answer inconsistencies during the interview
- the randomly generated rotation of answer guidelines *avoids serial effects*
- the *interviewer's influence is minimised* and the interviewer's controlling possibilities are increased.

In addition, as the interviewee is led through the catalogue of questions and the interviewer merely takes on an explaining role, ***sensitive questions*** are also answered ***significantly more frequently***. At the end of the interview the data set is saved in a form that the interviewer can no longer access (effectively sealing the interview).

Interviewers

All interviewers were selected and trained to maximise the effectiveness of the data collection process. In this respect, selected interviewers:

- possessed a minimum of a baccalaureate standard of education in management, marketing, sociology or human resource management related fields or equivalent;
- had a minimum experience of two years in research, communications or related areas;
- were capable to communicate clearly with different respondents who had different levels of education and came from different walks of life.
- were trained to:
 - approach interviewees and instil confidence whilst establishing a short and close rapport;

-
- observe and record respondent reactions to different questions, including classificatory features of the respondent (such as respondent identity code attributed from sample frame, contact numbers, respondent organisation sector and size);
 - record any observations not directly related to any of the questions made as part of the structured interview, and
 - keep a dress code in accordance with standards for personal appearance as laid out by Allied Consultants Limited in respect to the research context.

Interviewer training comprised:

- an introductory session relating to the scope of the survey forming part of this project and features of such survey;
- a training session (2 hours) relating to methodology of research inclusive of recruitment of interviewees, data collation, use of CAPI stations and transmission of data (frequencies and timings), and any other details relating to self presentation and special care in data collection. This session served as a refresher course to our experienced interviewers;
- a training session (3 hours) relating to the subject researched and items asked to each interviewee and use of specific media (such as show cards). This briefing session made use of specifically constructed presentations and presentation notes for interviewers;
- a set of documents laying out methodologies and instruments, along with authorisation letters and other associated documentation required for use in field research.

All documentation to interviewers were prepared by Allied Consultants in accordance with instruments and methodologies as may be indicated by the client.

Participant Contact

In total, interviewer – interviewee contact involved:

- A recruitment visit/phone call, estimated averaging 3 to 5 minutes per recruited participant, with a success rate estimated at about 15% ⁽¹⁴⁾;
- A personal interview that lasted a median duration of xx minutes (n = xxx);
- A second personal interview that lasted an estimated median of yy minutes, relating to 10% of survey participants, forming part of the quality management policy within this project.

Interviewing Features

All interviewing was conducted in Maltese or English languages as selected by interviewees and in accordance with the schedule set out in Table 235. In exceptional cases and when indicated by the survey participant, interviews were conducted at a time and place as required by the interviewee.

Table 235 – Interviewing Schedule

Interviewing	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Start	08:00	08:00	08:00	08:00	08:00	08:00	09:00
End	20:00	20:00	20:00	20:00	20:00	19:00	13:00

Field Research Quality Management

One in ten (10%) of survey participants reached by interviewers were contacted (telephonically by a field supervisor or higher) intent on verifying the results recorded for key questions and features of the interviewing process. This quality process was undertaken after the conduct of an interview but before the termination of the field research.

Additionally, built-in response validation and filters supported by the operating CAPI software removed the risk of inadvertent data entry at the point of interviewing. Together with an assortment of custom built show cards and other visual material, responses contributed by survey participants were only recorded by interviewers as indicated by the same participants on the apposite visual material, removing all potential sources of interviewer misinterpretations of answers provided by interviewees.

Every interviewer working on the survey was subjected to repeated random checks regarding the quality of work during the conduct of interviews.

¹⁴ Relating to the number of prospective participants accepting to participate in the survey.

All interviews were conducted in accordance with the requirements set out in ICC/ESOMAR ⁽¹⁵⁾ Code of Marketing & Social Research Practice.

¹⁵ ESOMAR is the World Association of Research Professionals.

Appendix 2 Instrument (English Version)

Dear Sir/Madam

Allied Consultants are carrying out a survey among graduate men and women in work to explore the different aspects related to work and careers.

This questionnaire forms part of a European Union funded project for the National Commission for the Promotion of Equality and its strategy for Gender Mainstreaming. The questionnaire seeks to collate unique information on many of the differences featuring in careers among men and women, enabling local entities to implement positive approaches to promote equality at work. We shall be most grateful if you are willing to spend the 30 – 45 minutes in answering the questions asked by our interviewer. Any information you will provide us will be treated with the strictest of confidence and will not be seen by anyone outside Allied Consultants. It will not be used in any way that can lead to the identification of individuals. Indeed, your response, like many others, will be used for analysis of aggregate results from all respondents.

Nevertheless, we shall be asking you for a telephone number and few contact details, this to enable us to return to you, should the case arise, to clarify or verify your responses. This is a standard approach we apply in our research in order to verify that the questionnaire was completed correctly and that the data truly reflects your responses.

Allied Consultants is a private research company and respects a strict code of data protection and social research ethic. Our interviewer will not attempt to sell anything to you, nor will this survey result in other persons calling on you for the sale of products/services or providing you with advertising material.

Our interviewer will answer any other questions you may have. Whilst thanking you for your participation, we hope that you enjoy the survey.

Yours sincerely,

Administrative

Interview Date 01 Day 02 Month <div style="display: flex; justify-content: space-between;"> <div style="border: 1px solid black; width: 100px; height: 20px; margin-bottom: 2px;"></div> <div style="border: 1px solid black; width: 100px; height: 20px;"></div> </div> 01 to 31	Contact Sheet Reference: 03 <div style="border: 1px solid black; width: 100%; height: 20px;"></div>
04 Location of interview (town) <div style="border: 1px solid black; width: 100%; height: 20px;"></div>	

Introduction

Good morning/afternoon/evening. I am _____ from Allied Consultants. We are conducting a survey on aspects of reward for work and differences in conditions of work between men and women. **Can you help us?**

Result of Call				Reasons for non-cooperation:			
	Date	Time	Cooperation?		Not at home	Refusal	Other reasons*
1 st call			Yes	No	1	2	..
2 nd call			Yes	No	1	2	..
3 rd call			Yes	No	1	2	..

**Other reasons:*

3 = no longer available (deceased, retired, abroad); 4 = requested postponement; 5 = other reasons

End Attempts if Non-cooperative on 3rd call

Who is the person answering to this questionnaire	Title	Name	Surname
	05	06	07
08 Respondent phone number			
Back Check?			
Yes	<input type="checkbox"/>	<input type="checkbox"/>	No
Method?			
Phone	<input type="checkbox"/>	<input type="checkbox"/>	Personal Visit
BACKCHECK SUPERVISOR			
BACKCHECK DATE			
d	d	m	m
2	0	0	6

Main Questionnaire

About You

GENDER (DO NOT PROMPT)			
09	MALE <input type="checkbox"/>	OR <input type="checkbox"/>	FEMALE
10 Can you tell us your age last birthday?			
11 What is the highest level of education you attended? (please choose ONE answer)			
Primary Schooling or less	<input type="checkbox"/>	1	Post Secondary (Vocational)
Secondary Schooling	<input type="checkbox"/>	2	Diploma (University) & First Degree
Secondary (Vocational)	<input type="checkbox"/>	3	Post-graduate
Post Secondary	<input type="checkbox"/>	4	
	<input type="checkbox"/>	5	
	<input type="checkbox"/>	6	
	<input type="checkbox"/>	7	

12 What is the highest level of qualifications you attained? (please choose ONE answer)

Less than O-level equivalent	<input type="checkbox"/>	1	University Diploma or equivalent – Overseas Institution	<input type="checkbox"/>	6
O-level	<input type="checkbox"/>	2	University Degree – Baccalaureate	<input type="checkbox"/>	7
A-level	<input type="checkbox"/>	3	University Degree – Masters’ Level	<input type="checkbox"/>	8
Vocational Certification (City & Guilds or equivalent)	<input type="checkbox"/>	4	University Doctoral	<input type="checkbox"/>	9
University Diploma or equivalent – Local	<input type="checkbox"/>	5	Other (specify)	<input type="checkbox"/>	10

13 Others Specify

Stop Interview if answer above is 1 or 2 or 3 or 4

14 Please provide us with a description of your highest qualification
e.g. B.Com, B.Sc., MBA

15 In which year did you obtain this qualification?

How would you describe your status?
(please select one answer)

16

Married or living with partner	<input type="checkbox"/>	1
Separated or divorced and not living with partner	<input type="checkbox"/>	2
Widowed and not living with partner	<input type="checkbox"/>	3
Never married and not living with partner – but living with parents	<input type="checkbox"/>	4
Never married and not living with partner – living alone	<input type="checkbox"/>	5
Don't know / no answer	<input type="checkbox"/>	&

At Home

Do you have caring responsibilities at home?

17 YES OR NO

If 'NO', GO TO 26

How would you describe these caring responsibilities?
(Circle where applicable)

18 Kids – under 2 years 1

19 Kids – between 2 and 5 years 2

20 Kids – between 5 and 16 years 3

21 Others 4

If 'NO' TO 21, GO TO 26

How would you describe other caring responsibilities?
(Circle where applicable)

22 Parents / others – independent 1

23 Parents / others – dependent (immobile or with disability) 2

24 Others 3

25 Others Specify

How much time do you spend in domestic work on average (daily)?

26

< 1hr	<input type="checkbox"/>	1
1 – 3 hrs	<input type="checkbox"/>	2
3 – 5 hrs	<input type="checkbox"/>	3
5 – 7 hrs	<input type="checkbox"/>	4
7 – 9 hrs	<input type="checkbox"/>	5
>9 hours	<input type="checkbox"/>	6
Don't know / no answer	<input type="checkbox"/>	&

Your Partner

ASK 27 to 51 IF 16 = '1'

Is your partner engaged in a paid job?

27 YES OR NO

IF 'NO' GO TO 29

28 How does your partner's pay compare to yours (present or as last earned)?

Mine is/was much better than partner's

Both pays are equal

Partner's pay is much better than what I earn/earned

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1	2	3

Does your partner intend to pursue a career in paid work?

29 YES OR NO

30 What is the job your partner occupied last / still occupies?

(please select one answer from show card)

Senior Managers, Large Business Owners, Directors, High ranking Government Officials	<input type="checkbox"/>	1
Professionals (employed or self-employed)	<input type="checkbox"/>	2
Associate Professionals and Technical	<input type="checkbox"/>	3
Clerical employees	<input type="checkbox"/>	4
Skilled agriculture & fishery workers	<input type="checkbox"/>	5
Crafts & related trades	<input type="checkbox"/>	6
Plant & machine operator, assembly workers	<input type="checkbox"/>	7
Elementary occupations	<input type="checkbox"/>	8
Not engaged in paid work – House wife / House husband	<input type="checkbox"/>	9
Don't Know / No Answer / Not applicable	<input type="checkbox"/>	&

31 What is the highest level of education your partner attended? (please choose ONE answer)

Primary Schooling or less	<input type="checkbox"/>	1	Post Secondary (Vocational)	<input type="checkbox"/>	5
Secondary Schooling	<input type="checkbox"/>	2	Diploma (University) & First Degree	<input type="checkbox"/>	6
Secondary (Vocational)	<input type="checkbox"/>	3	Post-graduate	<input type="checkbox"/>	7
Post Secondary	<input type="checkbox"/>	4	Don't Know / No Answer / Not Applicable	<input type="checkbox"/>	&

32 What is the highest level of qualifications your partner attained? (please choose ONE answer)

Less than O-level equivalent	<input type="checkbox"/>	1	University Degree – Baccalaureate	<input type="checkbox"/>	6
O-level	<input type="checkbox"/>	2	University Degree – Masters' Level	<input type="checkbox"/>	7
A-level	<input type="checkbox"/>	3	University Doctoral	<input type="checkbox"/>	8
Vocational Certification	<input type="checkbox"/>	4	Other (specify)	<input type="checkbox"/>	9
University Diploma or equivalent	<input type="checkbox"/>	5	Don't Know / No Answer / Not Applicable	<input type="checkbox"/>	&

33 Others Specify

--	--

IF 32 = '1' through '4', GO TO 36

34 Please provide us with a description of your partner's highest qualification e.g. B.Com, B.Sc., MBA

--

35 In which year did your partner obtain this qualification?

--

The following are tasks/chores that are typically required at home. Who is responsible for such tasks in each case?

(please choose ONE answer per line)

	I am wholly responsible	Both Equally Responsible	Partner is wholly responsible	No Answer / Not Applicable
36 Kids' homework help	1	2	3	4 5 &
37 Kids' transport to/from schools	1	2	3	4 5 &
38 Kids' transport to additional education (private lessons, ballet, music, etc)	1	2	3	4 5 &
39 Kids' recreational activities (friends, scouts, sports)	1	2	3	4 5 &
40 Laundry	1	2	3	4 5 &
41 Clothes' ironing	1	2	3	4 5 &
42 Home cleaning	1	2	3	4 5 &

43	Home maintenance	1	2	3	4	5	&
44	Cooking	1	2	3	4	5	&
45	Caring – adults with disability/illness at home	1	2	3	4	5	&
46	Caring – dependent, school age children	1	2	3	4	5	&
47	Caring – dependent (non-schooling) children	1	2	3	4	5	&
48	Caring – elderly (mobile) people at home	1	2	3	4	5	&
49	Motor Vehicle care	1	2	3	4	5	&
50	Administration – tax, bank, insurance, other	1	2	3	4	5	&
51	Shopping (groceries, supplies)	1	2	3	4	5	&

Your Parents

52 What is the job your father occupied last/ still occupies?
(select one answer from show card)

Senior Managers, Large Business Owners, Directors, High ranking Government Officials	<input type="checkbox"/>	1
Professionals (employed or self-employed)	<input type="checkbox"/>	2
Associate Professionals and Technical	<input type="checkbox"/>	3
Clerical employees	<input type="checkbox"/>	4
Skilled agriculture & fishery workers	<input type="checkbox"/>	5
Crafts & related trades	<input type="checkbox"/>	6
Plant & machine operator, assembly workers	<input type="checkbox"/>	7
Elementary occupations	<input type="checkbox"/>	8
Never engaged in paid work	<input type="checkbox"/>	9
Don't Know / No Answer / Not applicable	<input type="checkbox"/>	&

53 What is the job your mother occupied last / still occupies?
(select one answer from show card)

Senior Managers, Large Business Owners, Directors, High ranking Government Officials	<input type="checkbox"/>	1
Professionals (employed or self-employed)	<input type="checkbox"/>	2
Associate Professionals and Technical	<input type="checkbox"/>	3
Clerical employees	<input type="checkbox"/>	4
Skilled agriculture & fishery workers	<input type="checkbox"/>	5
Crafts & related trades	<input type="checkbox"/>	6
Plant & machine operator, assembly workers	<input type="checkbox"/>	7
Elementary occupations	<input type="checkbox"/>	8
Never engaged in paid work – House wife	<input type="checkbox"/>	9
Don't Know / No Answer / Not applicable	<input type="checkbox"/>	&

54 What is the highest level of education your father attended? (please choose ONE answer)

Primary Schooling or less	<input type="checkbox"/>	1	Post Secondary (Vocational)	<input type="checkbox"/>	5
Secondary Schooling	<input type="checkbox"/>	2	Diploma (University) & First Degree	<input type="checkbox"/>	6
Secondary (Vocational)	<input type="checkbox"/>	3	Post-graduate	<input type="checkbox"/>	7
Post Secondary	<input type="checkbox"/>	4	Don't Know / No Answer / Not Applicable	<input type="checkbox"/>	&

55 What is the highest level of qualifications your father attained? (please choose ONE answer)

Less than O-level equivalent	<input type="checkbox"/>	1	University Degree – Baccalaureate	<input type="checkbox"/>	6
O-level	<input type="checkbox"/>	2	University Degree – Masters' Level	<input type="checkbox"/>	7
A-level	<input type="checkbox"/>	3	University Doctoral	<input type="checkbox"/>	8
Vocational Certification	<input type="checkbox"/>	4	Other (specify)	<input type="checkbox"/>	9
University Diploma or equivalent	<input type="checkbox"/>	5	Don't Know / No Answer / Not Applicable	<input type="checkbox"/>	&

56 Others Specify

57 What is the highest level of education your mother attended? (please choose ONE answer)

Primary Schooling or less	<input type="checkbox"/>	1	Post Secondary (Vocational)	<input type="checkbox"/>	5
Secondary Schooling	<input type="checkbox"/>	2	Diploma (University) & First Degree	<input type="checkbox"/>	6
Secondary (Vocational)	<input type="checkbox"/>	3	Post-graduate	<input type="checkbox"/>	7
Post Secondary	<input type="checkbox"/>	4	Don't Know / No Answer / Not Applicable	<input type="checkbox"/>	&

58 What is the highest level of qualifications your mother attained? (please choose ONE answer)

Less than O-level equivalent	<input type="checkbox"/>	1	University Degree – Baccalaureate	<input type="checkbox"/>	6
O-level	<input type="checkbox"/>	2	University Degree – Masters' Level	<input type="checkbox"/>	7
A-level	<input type="checkbox"/>	3	University Doctoral	<input type="checkbox"/>	8
Vocational Certification	<input type="checkbox"/>	4	Other (specify)	<input type="checkbox"/>	9
University Diploma or equivalent	<input type="checkbox"/>	5	Don't Know / No Answer / Not Applicable	<input type="checkbox"/>	&

59 Others Specify

Your Work

Are you engaged in a paid job?

60 YES OR NO

IF 'NO' GO TO 67

61 What is the job you occupy?

(select one answer from show card)

Senior Managers, Large Business Owners, Directors, High ranking Government Officials	<input type="checkbox"/>	1
Professionals (employed or self-employed)	<input type="checkbox"/>	2
Associate Professionals and Technical	<input type="checkbox"/>	3
Clerical employees	<input type="checkbox"/>	4
Skilled agriculture & fishery workers	<input type="checkbox"/>	5
Crafts & related trades	<input type="checkbox"/>	6
Plant & machine operator, assembly workers	<input type="checkbox"/>	7
Elementary occupations	<input type="checkbox"/>	8
Don't Know / No Answer / Not applicable	<input type="checkbox"/>	&

Month Starting Year Starting Total Months

62 Since your first graduation at the University, how long have you been in employment?

Since your first graduation, how many jobs did you change?

In other words – what is your current job? The only job you ever had? The second job – after changing your job once?

63

(please choose ONE answer)

My present job is the only job I ever had	<input type="checkbox"/>	1	Sixth job	<input type="checkbox"/>	6
My present job is the 2 nd job – I changed jobs once	<input type="checkbox"/>	2	Seventh job	<input type="checkbox"/>	7
My present job is the 3 rd job – I changed jobs twice	<input type="checkbox"/>	3	Eight Job	<input type="checkbox"/>	8
Fourth job	<input type="checkbox"/>	4	Ninth Job	<input type="checkbox"/>	9
Fifth job	<input type="checkbox"/>	5	Tenth Job or more	<input type="checkbox"/>	&

Month Starting Year Starting Total Months

64 How long have you been with this employer?

Month Starting Year Starting Total Months

65 How long have you been in the present role?

Do you still consider yourself to be engaged in the same industry/sector since your first graduation?

66 YES OR NO

GO TO 102

The Unemployed Graduate

67 How would you describe your present status?

(please select one answer from show card)

Housewife/mother	<input type="checkbox"/>	1
househusband/father	<input type="checkbox"/>	2
Caring for parents/relatives	<input type="checkbox"/>	3
Studying	<input type="checkbox"/>	4
Retired	<input type="checkbox"/>	5
Other	<input type="checkbox"/>	6
Don't Know / No Answer / Not applicable	<input type="checkbox"/>	&

Were you ever engaged in a paid job?

68 YES OR NO

IF 'NO' GO TO 87

69 The following may be circumstances under which you may have stopped to be employed. Which of them is truest to your case? (please choose ONE answer)

Dismissal	<input type="checkbox"/>	1	Injury	<input type="checkbox"/>	4
Redundancy	<input type="checkbox"/>	2	Health Reasons	<input type="checkbox"/>	5
Resignation	<input type="checkbox"/>	3	Don't Know / No Answer / Not Applicable	<input type="checkbox"/>	&

IF '3' GO TO 70. ELSE TO 83

70 If you resigned from your last job, which of the following provides the truest of possible circumstances that may have led you to take your decision?

(please select one answer from show card)

Maternity	<input type="checkbox"/>	1
Family commitments	<input type="checkbox"/>	2
Career/studies	<input type="checkbox"/>	3
Job conditions	<input type="checkbox"/>	4
Others	<input type="checkbox"/>	5
Don't Know / No Answer / Not applicable	<input type="checkbox"/>	&

The following may be benefits that may be offered to you to consider moving back to paid work by a prospective employer. Which will you consider as a factor that enables you to move into paid work?

(please choose ONE answer per line)

	Will not consider at all	Will think about it	Will consider with other benefits	Will need just this benefit	No Answer / Not Applicable
71 Flexitime	0	1	2	3	&
72 Annualised Hours	0	1	2	3	&
73 Childcare facilities	0	1	2	3	&
74 After -school child care facility/programme	0	1	2	3	&
75 Childcare subsidy / allowance	0	1	2	3	&
76 Telework / Home work	0	1	2	3	&
77 Job Sharing	0	1	2	3	&
78 Parental leave	0	1	2	3	&
79 Short notice leave	0	1	2	3	&
80 Sick/emergency child care leave	0	1	2	3	&
81 Professional Guidance (childcare, elderly care)	0	1	2	3	&
82 Study leave	0	1	2	3	&

83 What is the job you occupied last?

(select one answer from show card)

Senior Managers, Large Business Owners, Directors, High ranking Government Officials	<input type="checkbox"/>	1
Professionals (employed or self-employed)	<input type="checkbox"/>	2
Associate Professionals and Technical	<input type="checkbox"/>	3
Clerical employees	<input type="checkbox"/>	4
Skilled agriculture & fishery workers	<input type="checkbox"/>	5
Crafts & related trades	<input type="checkbox"/>	6
Plant & machine operator, assembly workers	<input type="checkbox"/>	7
Elementary occupations	<input type="checkbox"/>	8
Don't Know / No Answer / Not applicable	<input type="checkbox"/>	&

84 What was your main job?

Full time	Full time (reduced hours)	Part Time
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1	2	3

85 How were you employed?

Self-employed without employees	Self-employed with employees	Employed with an employer
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1	2	3

86 What was the basis of your engagement

Casual	Permanent – Fixed Term Contract	Permanent – Indefinite Contract
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1	2	3

87 Which of the following describes your present work related goals?
(please select one answer from show card)

Seeking a job – not registering with ETC	<input type="checkbox"/>	1	Go to 88
Seeking a job – registering with ETC	<input type="checkbox"/>	2	
Not seeking a job	<input type="checkbox"/>	3		Go to 100

88 The following may be circumstances under which you may have not yet succeeded in securing a job. Which of them is truest to your case? (please choose ONE answer)

Age	<input type="checkbox"/>	1	Unsuitability of employer	<input type="checkbox"/>	7
Qualifications	<input type="checkbox"/>	2	Unsuitability of job offered / conditions offered	<input type="checkbox"/>	8
Skills	<input type="checkbox"/>	3	Family responsibilities	<input type="checkbox"/>	9
Transport/Access	<input type="checkbox"/>	4	Not financially viable	<input type="checkbox"/>	10
Disability	<input type="checkbox"/>	5	In wait of a better offer	<input type="checkbox"/>	11
Jobs not available	<input type="checkbox"/>	6	Don't Know / No Answer / Not Applicable	<input type="checkbox"/>	&

The following are potential sources of information about job vacancies. Which of these did you use in searching for your next job? (select where applicable)

89	ETC job centre assistance	<input type="checkbox"/>
90	Private recruitment agency	<input type="checkbox"/>
91	Internet	<input type="checkbox"/>
92	Friends / Acquaintances	<input type="checkbox"/>
93	Politicians	<input type="checkbox"/>
94	Parents	<input type="checkbox"/>
95	Newspaper Adverts	<input type="checkbox"/>
96	University / Academic Institution	<input type="checkbox"/>
97	Employers	<input type="checkbox"/>
98	Other	<input type="checkbox"/>
99	Specify Other	<input style="width: 500px;" type="text"/>

GO TO 203

100 The following may be circumstances under which you may have decided not to pursue further with employment. Which of them is truest to your case? (please choose ONE answer)

Age	<input type="checkbox"/>	1	Family responsibilities	<input type="checkbox"/>	7
Qualifications	<input type="checkbox"/>	2	Not financially viable	<input type="checkbox"/>	8
Skills	<input type="checkbox"/>	3	Do not require additional income	<input type="checkbox"/>	9
Transport/Access	<input type="checkbox"/>	4	All in all feels fulfilled at home	<input type="checkbox"/>	10
Disability	<input type="checkbox"/>	5	Other reasons	<input type="checkbox"/>	11
Gave up looking for jobs	<input type="checkbox"/>	6	Don't Know / No Answer / Not Applicable	<input type="checkbox"/>	&
101	Specify other	<input style="width: 500px;" type="text"/>			

GO TO 203

At Work

102 How are you employed?

Self-employed without employees	Self-employed with employees	Employed with an employer
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1	2	3
Go to 104		Go to 103

103 What is the name of the organisation with which you are employed?

104 How can you describe the Employer Organisation? (select one answer)

Government Organisation/Department	<input type="checkbox"/>	1	Private Company/Sole trader	<input type="checkbox"/>	4
Parastatal Company	<input type="checkbox"/>	2	Commercial Partnership	<input type="checkbox"/>	5
Publicly Listed Company	<input type="checkbox"/>	3	Non-Profit Organisation	<input type="checkbox"/>	6

105 How do you describe your Employer's sector of activity? (select one answer)

Agriculture & fishery	01	Mfg: food, beverage & tobacco	10	Other personal services	19
Banking, finance & insurance	02	Mfg: Metal products & engineering	11	Printing	20
Communications	03	Mfg: Leather & leather goods	12	Real Estate	21
Community & business	04	Mfg: paper	13	Recreation services	22
Government – Education	05	Mfg: Pharmaceutical	14	Stone quarrying & construction	23
Government – Health	06	Mfg: Rubber & chemical	15	Storage & warehousing	24
Other Government Services	07	Mfg: textiles, footwear & clothing	16	Transport	25
Hotel & Catering	08	Mfg: Transport Equipment	17	Utility: Energy & Water supply	26
Mfg: Electrical products & appliances	09	Mfg: wood, cork & furniture	18	Wholesale & retail	27

106 What is your present main job?

Full time	Full time (reduced hours)	Part Time
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1	2	3

IF '1' GO TO 109

107 Why did you choose to work on such a basis? (select one answer)

Still studying	<input type="checkbox"/>	1	Could not find a full-time job	<input type="checkbox"/>	4
Own disability/illness	<input type="checkbox"/>	2	Other personal / family responsibilities	<input type="checkbox"/>	5
Caring responsibilities at home	<input type="checkbox"/>	3	Other reasons	<input type="checkbox"/>	6

108 Specify other

109 What is the basis of your main job?

Casual	Permanent – Fixed Term Contract	Permanent – Indefinite Contract
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1	2	3

IF '1' OR '3', SKIP TO 112

110 What is the duration of the Contract? (select one answer)

less than 3 months?	<input type="checkbox"/>	1	25 – 36 months?	<input type="checkbox"/>	6
4 – 6 months?	<input type="checkbox"/>	2	3 years+?	<input type="checkbox"/>	7
7 – 12 months?	<input type="checkbox"/>	3	Regularly every season	<input type="checkbox"/>	8
13 – 18 months?	<input type="checkbox"/>	4	Other	<input type="checkbox"/>	9
19 – 24 months?	<input type="checkbox"/>	5	Don't Know / No Answer	<input type="checkbox"/>	&

111 Specify other

112 How many hours do you have to work as a minimum weekly in your main job? Hours

113 Which of the following is true in your case? (select one answer)

In my present main job I seek to decrease the hours of work	<input type="checkbox"/>	1
I am happy with the number of hours I work in my main job	<input type="checkbox"/>	2
In my present main job I seek to increase the hours of work	<input type="checkbox"/>	3
Don't Know / No Answer	<input type="checkbox"/>	&

Do you work for additional hours on top of the hours you stated (see Q 112)?

114 YES OR NO

IF 'NO', GO TO 116

115 How many additional hours do you work in a week on average? Hours / week

Do you work on shift?

116 YES OR NO

IF 'NO', GO TO 119

117 What is your basis of shift work?

Alternate	Split	Permanent
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1	2	3

IF '2', GO TO 119

118 Which of the following is true in your case? (select one answer)

Morning / afternoons / night	<input type="checkbox"/>	1	Day / night	<input type="checkbox"/>	7
Morning / afternoons	<input type="checkbox"/>	2	Don't Know / No Answer	<input type="checkbox"/>	&

Do you benefit from flexitime (flexible hours, flexible work weeks) in your main job?

119 YES OR NO

Are you engaged in more than one job?

120 YES OR NO

IF 'NO', GO TO 122

121 Which of the following describes best your level of responsibility in your second job?
(select one answer from show card and circle near to code shown on right)

Senior Managers, Large Business Owners, Directors, High ranking Government Officials	<input type="checkbox"/>	1
Professionals (employed or self-employed)	<input type="checkbox"/>	2
Associate Professionals and Technical	<input type="checkbox"/>	3
Clerical employees	<input type="checkbox"/>	4
Skilled agriculture & fishery workers	<input type="checkbox"/>	5
Crafts & related trades	<input type="checkbox"/>	6
Plant & machine operator, assembly workers	<input type="checkbox"/>	7
Elementary occupations	<input type="checkbox"/>	8

Do you have employees reporting to you?

122 YES OR NO

IF 'NO', GO TO 131

How many employees report to you? (enter number of employees in total at each level)

123	Senior Managers, Directors, High ranking Officials		124	Professionals (employed or self-employed)	
125	Associate Professionals and Technical		126	Clerical employees	
127	Skilled agriculture & fishery workers		128	Crafts & related trades	
129	Plant & machine operator, assembly workers		130	Elementary occupations	

The following relate to different aspects about your job and satisfaction. Kindly indicate your level of agreement with each of these statements.
(please choose ONE answer per line)

		Strongly Disagree			Strongly Agree			No Answer / Not Applicable
		1	2	3	4	5	&	
131	I am satisfied with the information I receive from my superior about my job performance	1	2	3	4	5	&	
132	I receive enough information from my superior about my job performance	1	2	3	4	5	&	
133	I receive enough feedback from my superior on how I am doing	1	2	3	4	5	&	
134	There is enough opportunity in my job to find out how I am doing	1	2	3	4	5	&	
135	I am satisfied with the variety of activities my job offers	1	2	3	4	5	&	
136	I am satisfied with the freedom I have to do what I want on my job	1	2	3	4	5	&	
137	I am satisfied with the opportunities my job provides me to interact with others	1	2	3	4	5	&	
138	There is enough variety in my job	1	2	3	4	5	&	
139	I have enough freedom to do what I want in my job	1	2	3	4	5	&	
140	My job has enough opportunity for independent thought and action	1	2	3	4	5	&	
141	I am satisfied with the opportunities my job gives me to complete tasks from beginning to end	1	2	3	4	5	&	
142	My job has enough opportunity to complete the work I start	1	2	3	4	5	&	
143	I am satisfied with the pay I receive for my job	1	2	3	4	5	&	
144	I am happy with the security my job gives me	1	2	3	4	5	&	

145 Do you consider the highest attained qualification to be relevant to your present / last job?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1	2	3

IF '1' OR '2' GO TO 160

The following are reasons why your present / last job may not match your highest attained qualification. How true is each of these statements?
(please choose ONE answer per line)

		Not True at All					Very True Indeed	No Answer / Not Applicable
146	Jobs related to the area of study were not available	1	2	3	4	5	&	
147	Employers could not offer a salary that matched going rates for same profession	1	2	3	4	5	&	
148	Employers could not offer a salary that matched my expectations in terms of pay	1	2	3	4	5	&	
149	Jobs on offer appeal to people of a different sex	1	2	3	4	5	&	
150	Jobs on offer did not feature career progression	1	2	3	4	5	&	
151	Employers in target sector/profession asked for further studies	1	2	3	4	5	&	
152	Employers could not offer a job that enabled me to balance work with my social/family life	1	2	3	4	5	&	
153	Jobs on offer could not feature diversity in tasks	1	2	3	4	5	&	
154	Jobs on offer required more skill than I acquired during my training without employer providing any training	1	2	3	4	5	&	
155	I never had a real inclination to my qualification	1	2	3	4	5	&	
156	Relatives recommended me not to engage in such occupation	1	2	3	4	5	&	
157	Friends recommended me not to engage in such occupation	1	2	3	4	5	&	
158	Other	1	2	3	4	5	&	
159	Specify Other							

Would you consider switching your line of profession / career in the future?

If Respondent already switched career (i.e. 145 = '3') ask:

Would you consider switching BACK to your line of profession / career in the future?

160 YES OR NO

If 'NO', GO TO 175

The following may be reasons that may stimulate a reconsideration of a career path or line of profession relevant to your qualification. How important is each of these issues?
(please choose ONE answer per line)

		Not Important at All					Very Important Indeed	No Answer / Not Applicable
161	Single parenthood (mother / father)	1	2	3	4	5	&	
162	Partner	1	2	3	4	5	&	
163	Remuneration received from job	1	2	3	4	5	&	
164	Family remuneration	1	2	3	4	5	&	
165	Dependents living at home	1	2	3	4	5	&	
166	Aspirations related to further training	1	2	3	4	5	&	
167	Career prospects within the sector of activity	1	2	3	4	5	&	
168	Building a family	1	2	3	4	5	&	
169	Future of the profession	1	2	3	4	5	&	
170	Future of the sector of activity	1	2	3	4	5	&	
171	Typical employers	1	2	3	4	5	&	
172	Present employer	1	2	3	4	5	&	
173	Other aspects	1	2	3	4	5	&	

174 **Specify Other**

Would you consider switching your basis of employment in the future?

(say from part-time to full-time or vice versa)

175 YES OR NO

If 'NO', GO TO 237

The following may be reasons that may stimulate a reconsideration of your present job basis. How important is each of these issues?
(please choose ONE answer per line)

		Not Important at All					Very Important Indeed	No Answer / Not Applicable
176	Single parenthood (mother / father)	1	2	3	4	5	&	
177	Partner	1	2	3	4	5	&	
178	Remuneration received from job	1	2	3	4	5	&	
179	Family remuneration	1	2	3	4	5	&	
180	Dependents living at home	1	2	3	4	5	&	
181	Aspirations related to further training	1	2	3	4	5	&	

182	Career prospects within the sector of activity	1	2	3	4	5	&
183	Building a family	1	2	3	4	5	&
184	Future of the profession	1	2	3	4	5	&
185	Future of the sector of activity	1	2	3	4	5	&
186	Alternative similar employers (like your present employer)	1	2	3	4	5	&
187	Present employer	1	2	3	4	5	&
188	Other aspects	1	2	3	4	5	&
189	Specify Other						

Which of the following family friendly measures have you seen at work at your present employer?
(select one answer per line)

		Offered	Not Offered	Don't Know / No Answer
190	Flexitime	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
191	Annualised Hours	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
192	Childcare facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
193	After –school child care facility/programme	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
194	Childcare subsidy / allowance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
195	Part-time work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
196	Telework / Home work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
197	Job Sharing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
198	Parental leave	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
199	Short notice leave	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
200	Career break with committed/guaranteed return	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
201	Sick/emergency child care leave	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
202	Professional Guidance (childcare, elderly care)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Choice of Career

What made you choose the course of education (highest level attained) you pursued?
(please choose ONE answer per line)

		Not Important at all	1	2	3	4	5	Very Important Indeed	No Answer / Not Applicable	
203	Expected Employment Opportunities	1	2	3	4	5	&			
204	Expected Future Income	1	2	3	4	5	&			
205	Expected Hours of Work	1	2	3	4	5	&			
206	Family Tradition	1	2	3	4	5	&			
207	Appeal to specific sex (e.g. teacher)	1	2	3	4	5	&			
208	Course Content	1	2	3	4	5	&			
209	Less Demanding than other Courses	1	2	3	4	5	&			
210	Did not have Requirements for Other Courses	1	2	3	4	5	&			
211	Expected Work / Life Balance	1	2	3	4	5	&			
212	Others	1	2	3	4	5	&			
213	Family	1	2	3	4	5	&			
214	Friends	1	2	3	4	5	&			
215	Media	1	2	3	4	5	&			
216	Counsel's Recommendations	1	2	3	4	5	&			
217	Other	1	2	3	4	5	&			
218	Specify Other									
219	At what age did your interest in the academic course you chose started? (select one answer)									
	Younger than 10 years	<input type="checkbox"/>	1							
	11 to 16 years	<input type="checkbox"/>	2							
	17 to 25 years	<input type="checkbox"/>	3							
	26 years and older	<input type="checkbox"/>	4							
	Don't Know / No Answer	<input type="checkbox"/>	&							

How satisfied are you with the following features of the academic life you had in attaining your highest level of education?
(please choose ONE answer per line)

	Not Satisfied at all					Very Satisfied Indeed		No Answer / Not Applicable
	1	2	3	4	5			&
220	The contents of the course & training							
221	The Lecturers & Academic Staff							
222	The Opportunities for work after Graduation							
223	The University/Institution's facilities that supported your studies							
224	The relevance of the course contents with your present/last job							

The following may be benefits that you may use as an alternative to a job basis change as opposed to leaving your job. Which will you consider as an alternative to moving out into inactivity? (please choose ONE answer per line)

	Will not consider at all	Will think about it	Will consider with other benefits	Will need just this benefit	No Answer / Not Applicable
	0	1	2	3	&
225	Flexitime				
226	Annualised Hours				
227	Childcare facilities				
228	After –school child care facility/programme				
229	Childcare subsidy / allowance				
230	Telework / Home work				
231	Job Sharing				
232	Parental leave				
233	Short notice leave				
234	Sick/emergency child care leave				
235	Professional Guidance (childcare, elderly care)				
236	Study leave				

Which of the following family friendly measures have you seen at work at your present employer? (select one answer per line)

	Offered	Not Offered	Don't Know / No Answer
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
237	Flexitime		
238	Annualised Hours		
239	Childcare facilities		
240	After –school child care facility/programme		
241	Childcare subsidy / allowance		
242	Part-time work		
243	Telework / Home work		
244	Job Sharing		
245	Parental leave		
246	Short notice leave		
247	Career break with committed/guaranteed return		
248	Sick/emergency child care leave		
249	Professional Guidance (childcare, elderly care)		

Were you employed in gainful work/employment prior to your undertaking of University studies?
250 YES OR NO

IF 'NO', GO TO 258

251 Which of the following describes best your level of responsibility in your job at that time? (select one answer)

Senior Managers, Large Business Owners, Directors, High ranking Government Officials	<input type="checkbox"/>	1
Professionals (employed or self-employed)	<input type="checkbox"/>	2
Associate Professionals and Technical	<input type="checkbox"/>	3
Clerical employees	<input type="checkbox"/>	4
Skilled agriculture & fishery workers	<input type="checkbox"/>	5
Crafts & related trades	<input type="checkbox"/>	6
Plant & machine operator, assembly workers	<input type="checkbox"/>	7
Elementary occupations	<input type="checkbox"/>	8

252 How can you describe the employer at that time? (select one answer)

Government Organisation/Department	<input type="checkbox"/>	1	Private Company/Sole trader	<input type="checkbox"/>	4
Parastatal Company	<input type="checkbox"/>	2	Commercial Partnership	<input type="checkbox"/>	5
Publicly Listed Company	<input type="checkbox"/>	3	Non-Profit Organisation	<input type="checkbox"/>	6

253 In what sector activity was your employer engaged? (select one answer)

Agriculture & fishery	01	Mfg: food, beverage & tobacco	10	Other personal services	19
Banking, finance & insurance	02	Mfg: Metal products & engineering	11	Printing	20
Communications	03	Mfg: Leather & leather goods	12	Real Estate	21
Community & business	04	Mfg: paper	13	Recreation services	22
Government – Education	05	Mfg: Pharmaceutical	14	Stone quarrying & construction	23
Government – Health	06	Mfg: Rubber & chemical	15	Storage & warehousing	24
Other Government Services	07	Mfg: textiles, footwear & clothing	16	Transport	25
Hotel & Catering	08	Mfg: Transport Equipment	17	Utility: Energy & Water supply	26
Mfg: Electrical products & appliances	09	Mfg: wood, cork & furniture	18	Wholesale & retail	27

254 What was your main job then?

Full time	Full time (reduced hours)	Part Time
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1	2	3

255 What was the basis of your engagement then?

Casual	Permanent – Fixed Term Contract	Permanent – Indefinite Contract
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1	2	3

256 How long had you been employed before starting your studies?

Month Starting	Year Starting	Total Months

257 How long had you been with this employer before starting your studies?

Month Starting	Year Starting	Total Months

258 How were your studies financed? (select one answer)

No financing – University of Malta Student Scheme	<input type="checkbox"/>	1
Scholarship	<input type="checkbox"/>	2
Parents funded studies	<input type="checkbox"/>	3
Self funded studies	<input type="checkbox"/>	4
Employer funded studies	<input type="checkbox"/>	5
A mixture of the above	<input type="checkbox"/>	6
Don't Know / No Answer	<input type="checkbox"/>	&

IF '5' NOT SELECTED, SKIP TO 266

Did you have to spend a time employed with your sponsor employer after your graduation? (condition stipulated in a contract prior to start or during the undertaking of studies)

259 YES OR NO

IF 'NO', GO TO 266

260 The following might have been consequences you had to sustain should you have opted not to stay with your sponsoring employer for the specified time in contract? (select one answer)

Nothing	<input type="checkbox"/>	1
Pay a fine – not related to the value of studies	<input type="checkbox"/>	2
Refund training costs (pro-rata to time spent with employer after graduation)	<input type="checkbox"/>	3
Refund training costs entirely	<input type="checkbox"/>	4
Other	<input type="checkbox"/>	5
Don't Know / No Answer	<input type="checkbox"/>	&

261 Specify Other

--

Unpaid Leave

Did you ever avail of unpaid leave for any period beyond 1 month?

262 YES OR NO

IF 'NO' GO TO 265

263 **Which of the following provides the truest of possible circumstances that may have led you to take your last spell of unpaid leave?**
(please select one answer from show card)

Maternity	<input type="checkbox"/>	1
Family commitments	<input type="checkbox"/>	2
Career/studies	<input type="checkbox"/>	3
Job conditions	<input type="checkbox"/>	4
Others	<input type="checkbox"/>	5
Don't Know / No Answer / Not applicable	<input type="checkbox"/>	8

264 For how long did you avail of such leave during your last spell?

Month Starting Year Starting Total Months

Month Ending Year Ending

--

Is such form of leave offered by your present employer?

If Respondent not employed presently ask:

Was such form of leave offered by your last employer?

265 YES OR NO

IF 'NO', GO TO 266

Your First Job After Graduation

Did you have to seek a job after your graduation?

266 YES OR NO

IF 'No', GO TO 304

Did you have to spend a time unemployed while searching for a job after your graduation?

267 YES OR NO

IF 'NO', GO TO 304

268 **How long did your job search take while unemployed?**

Month Starting Year Starting Total Months

Month Ending Year Ending

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The following are potential sources of information about job vacancies.

Which of these did you use in searching for your first job after graduation? (select where applicable)

269	ETC job centre assistance	<input type="checkbox"/>
270	Private recruitment agency	<input type="checkbox"/>
271	Internet	<input type="checkbox"/>
272	Friends / Acquaintances	<input type="checkbox"/>
273	Politicians	<input type="checkbox"/>
274	Parents	<input type="checkbox"/>
275	Newspaper Adverts	<input type="checkbox"/>
276	University / Academic Institution	<input type="checkbox"/>
277	Employers	<input type="checkbox"/>
278	Other	<input type="checkbox"/>

279 **Specify Other**

--

280	Did you refuse any job offers while searching for a job after your graduation?	Yes	No	Can't Remember / Don't Know
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		1	2	3

If 'NO' GO TO 304

The following are reasons why you may have refused job offers upon attaining your highest attained qualification. How important were these in refusing job opportunities?
(please choose ONE answer per line)

		Not Important at All			Very Important Indeed			No Answer / Not Applicable
		1	2	3	4	5	&	
281	Pay offered	1	2	3	4	5	&	
282	Responsibilities of the job	1	2	3	4	5	&	
283	Job not related to your qualifications	1	2	3	4	5	&	
284	Career conditions offered with the job	1	2	3	4	5	&	
285	Progression opportunities of the job	1	2	3	4	5	&	
286	Lack of variety of tasks within the job	1	2	3	4	5	&	
287	Employer features	1	2	3	4	5	&	
288	Job security associated with the offer	1	2	3	4	5	&	
289	Contract duration	1	2	3	4	5	&	
290	Prospective work peers	1	2	3	4	5	&	
291	Other job offers at the same time	1	2	3	4	5	&	
292	Recommendations by family members / friends / partner	1	2	3	4	5	&	
293	Other	1	2	3	4	5	&	
294	Specify Other							

Were you provided with training by your employer upon joining?

295 YES OR NO

IF 'NO', GO TO 304

What type of training were you provided by the employer?(select where appropriate)

296	Initial induction training	<input type="checkbox"/>	297	On the job coaching	<input type="checkbox"/>
298	Formalised job techniques' training – internal	<input type="checkbox"/>	299	Formalised job techniques' training – external	<input type="checkbox"/>
300	Academic training – leading to a certificate	<input type="checkbox"/>	301	Academic training – leading to a degree	<input type="checkbox"/>
302	Other training	<input type="checkbox"/>			

303 **Specify other**

Your Career After Your First Job Following Graduation

Go To 309 if 63 = '1'

Did you have to spend a time unemployed AFTER (job seeking) your first JOB following your graduation?

304 YES OR NO

If 'NO', GO TO 309

305	How long did your job search take while unemployed?	Month Starting		Year Starting		Total Months
		Month Ending	Year Ending			

306 **The following may be circumstances under which you may have stopped to be employed. Which of them is truest to your case? (please choose ONE answer)**

Dismissal	<input type="checkbox"/>	1	Injury	<input type="checkbox"/>	4
Redundancy	<input type="checkbox"/>	2	Health Reasons	<input type="checkbox"/>	5
Resignation	<input type="checkbox"/>	3	Don't Know / No Answer / Not Applicable	<input type="checkbox"/>	&

IF '3' GO TO 307. ELSE GO TO 309

307 If you resigned from that job, which of the following provides the truest of possible circumstances that may have led you to take your decision?
(please select one answer)

Maternity	<input type="checkbox"/>	1
Family commitments	<input type="checkbox"/>	2
Career/studies	<input type="checkbox"/>	3
Job conditions	<input type="checkbox"/>	4
Others	<input type="checkbox"/>	5
Don't Know / No Answer / Not applicable	<input type="checkbox"/>	8

308 Specify Other

Experienced Career Break

Following your graduation, did you avail yourself of a career break? ⁽¹⁶⁾

309 YES OR NO

IF 'NO', GO TO 383

310 How long did this career break take?

Month Starting	Year Starting	Total Months
Month Ending	Year Ending	
<input type="text"/>	<input type="text"/>	<input type="text"/>

What was/were the key reason/s for this career break?(select where appropriate)

311 Family – Childbirth & childcare	<input type="checkbox"/>	312 Dismissed from previous employment ⁽¹⁷⁾	<input type="checkbox"/>
313 Family – adults (disabled or elderly)	<input type="checkbox"/>	314 Holiday/break / Gap Year	<input type="checkbox"/>
315 Illness	<input type="checkbox"/>	316 Starting a private practice	<input type="checkbox"/>
317 Study	<input type="checkbox"/>	318 Other reasons	<input type="checkbox"/>

319 Specify other

Were you offered any alternatives to your career break prior to setting off on your break?
(select where applicable if benefit was offered to you by your employer prior to availing of career break)

	Offered	Not Offered
320 Flexitime	<input type="checkbox"/>	<input type="checkbox"/>
321 Annualised Hours	<input type="checkbox"/>	<input type="checkbox"/>
322 Childcare facilities	<input type="checkbox"/>	<input type="checkbox"/>
323 After –school child care facility/programme	<input type="checkbox"/>	<input type="checkbox"/>
324 Childcare subsidy / allowance	<input type="checkbox"/>	<input type="checkbox"/>
325 Part-time work	<input type="checkbox"/>	<input type="checkbox"/>
326 Telework / Home work	<input type="checkbox"/>	<input type="checkbox"/>
327 Job Sharing	<input type="checkbox"/>	<input type="checkbox"/>
328 Parental leave	<input type="checkbox"/>	<input type="checkbox"/>
329 Short notice leave	<input type="checkbox"/>	<input type="checkbox"/>
330 Career break with committed/guaranteed return	<input type="checkbox"/>	<input type="checkbox"/>
331 Sick/emergency child care leave	<input type="checkbox"/>	<input type="checkbox"/>
332 Professional Guidance (childcare, elderly care)	<input type="checkbox"/>	<input type="checkbox"/>

¹⁶ Defined as a stop from work longer than 12 months or not through any statutory "leave entitlement" such as maternity or paternity leave or study leave.

¹⁷ Includes employer closing down, employer reducing workforce, employee being dismissed for disciplinary reasons

The following may be reasons why you still availed of a career break despite the benefits offered. Please indicate your level of agreement for each of the following statements?
(please choose ONE answer per line)

	Strongly disagree					Strongly agree					No Answer / Not Applicable
333	1	2	3	4	5	1	2	3	4	5	&
334	1	2	3	4	5	1	2	3	4	5	&
335	1	2	3	4	5	1	2	3	4	5	&
336	1	2	3	4	5	1	2	3	4	5	&
337	1	2	3	4	5	1	2	3	4	5	&
338	1	2	3	4	5	1	2	3	4	5	&
339	1	2	3	4	5	1	2	3	4	5	&

The following may be benefits that accrued through your career break. Please indicate your level of agreement for each of the following statements?
(please choose ONE answer per line)

	Strongly disagree					Strongly agree					No Answer / Not Applicable
340	1	2	3	4	5	1	2	3	4	5	&
341	1	2	3	4	5	1	2	3	4	5	&
342	1	2	3	4	5	1	2	3	4	5	&
343	1	2	3	4	5	1	2	3	4	5	&
344	1	2	3	4	5	1	2	3	4	5	&
345	1	2	3	4	5	1	2	3	4	5	&
346	1	2	3	4	5	1	2	3	4	5	&
347	1	2	3	4	5	1	2	3	4	5	&
348	1	2	3	4	5	1	2	3	4	5	&
349	1	2	3	4	5	1	2	3	4	5	&
350	1	2	3	4	5	1	2	3	4	5	&
351	1	2	3	4	5	1	2	3	4	5	&
352	1	2	3	4	5	1	2	3	4	5	&
353	1	2	3	4	5	1	2	3	4	5	&
354	1	2	3	4	5	1	2	3	4	5	&
355	1	2	3	4	5	1	2	3	4	5	&

During your career break, did you receive any help that facilitated your life?

356 YES OR NO

If 'NO', GO TO 406

Who helped you? (select one answer)

357	Parents	<input type="checkbox"/>	358	Partner	<input type="checkbox"/>
359	Other family members	<input type="checkbox"/>	360	Friends	<input type="checkbox"/>
361	Other	<input type="checkbox"/>			

362 **Specify other**

The following may be outcomes of your career break had this help not been provided to you. Please indicate your level of agreement for each of the following statements?
(please choose ONE answer per line)

	Strongly disagree					Strongly agree					No Answer / Not Applicable
363	1	2	3	4	5	1	2	3	4	5	&
364	1	2	3	4	5	1	2	3	4	5	&
365	1	2	3	4	5	1	2	3	4	5	&
366	1	2	3	4	5	1	2	3	4	5	&
367	1	2	3	4	5	1	2	3	4	5	&
368	1	2	3	4	5	1	2	3	4	5	&
369	1	2	3	4	5	1	2	3	4	5	&

Did you end this career break?

370 YES OR NO

IF 'NO', GO TO 406

371 How long did it take for you to find a job when you decided to end your career break?

(select one answer)

No time – my break was pre-arranged/planned	<input type="checkbox"/>	1	13 – 18 months?	<input type="checkbox"/>	6
Less than 1 month?	<input type="checkbox"/>	2	19 – 24 months?	<input type="checkbox"/>	7
1 – 3 months?	<input type="checkbox"/>	3	25 – 36 months?	<input type="checkbox"/>	8
4 – 6 months?	<input type="checkbox"/>	4	3 years+?	<input type="checkbox"/>	9
7 – 12 months?	<input type="checkbox"/>	5	Don't Know / No Answer	<input type="checkbox"/>	&

The following may be the results that you experienced on your return to paid work after your career break. Please indicate your level of agreement for each of the following statements?

(please choose ONE answer per line)

		Strongly disagree			Strongly agree			No Answer / Not Applicable
372	Finding a job was difficult	1	2	3	4	5	&	
373	My applications were rejected because I was over qualified	1	2	3	4	5	&	
374	My applications were rejected because I did not have enough experience	1	2	3	4	5	&	
375	My applications were rejected because I was getting old	1	2	3	4	5	&	
376	My applications were rejected because my qualification was old	1	2	3	4	5	&	
377	My applications were accepted only for lesser paying jobs	1	2	3	4	5	&	
378	At the end I found a job that paid me better than the one I had before setting off for my career break	1	2	3	4	5	&	
379	At the end I found a job that paid me worse than the one I had before setting off for my career break	1	2	3	4	5	&	
380	At the end I found a job wherein I was offered a promotion shortly	1	2	3	4	5	&	
381	At the end I found a job with good prospects for a promotion	1	2	3	4	5	&	
382	At the end I accepted a job that was not related to my qualifications	1	2	3	4	5	&	

Future Career Break

Are you planning to avail yourself of a / another career break? ⁽¹⁸⁾

383 YES OR NO

If 'NO', GO TO 406

384 How long will this career break take?

Total Months

What is/are the key reason/s for this career break?(select where appropriate)

385	Family – Childbirth & childcare	<input type="checkbox"/>	386	Potential dismissal / job loss	<input type="checkbox"/>
387	Family – adults (disabled or elderly)	<input type="checkbox"/>	388	Holiday/break / Gap Year	<input type="checkbox"/>
389	Illness / disability	<input type="checkbox"/>	390	Starting a private practice	<input type="checkbox"/>
391	Study	<input type="checkbox"/>	392	Other reasons	<input type="checkbox"/>

393 Specify other

The following may be benefits that you may use as an alternative to a career break. Which will you consider as an alternative? (please choose ONE answer per line)

		Will not consider at all	Will think about it	Will consider with other benefits	Will need just this benefit	No Answer / Not Applicable
394	Flexitime	0	1	2	3	&
395	Annualised Hours	0	1	2	3	&
396	Childcare facilities	0	1	2	3	&
397	After-school child care facility/programme	0	1	2	3	&
398	Childcare subsidy / allowance	0	1	2	3	&
399	Part-time work	0	1	2	3	&

¹⁸ Defined as a stop from work longer than 12 months or not through any statutory "leave entitlement" such as maternity or paternity leave or study leave.

400	Telework / Home work	0	1	2	3	&
401	Job Sharing	0	1	2	3	&
402	Parental leave	0	1	2	3	&
403	Short notice leave	0	1	2	3	&
404	Sick/emergency child care leave	0	1	2	3	&
405	Professional Guidance (childcare, elderly care)	0	1	2	3	&

Future Job Change

Are you looking for a new job?

406 YES OR NO

If 'NO', GO TO 422

The following may be features of a potential new job. How important is each for you in accepting a new job offer? (please choose ONE answer per line)

		Not important at all			Very important indeed			No Answer / Not Applicable
		1	2	3	4	5	&	
407	Pay	1	2	3	4	5	&	
408	Fringe benefits (car, mobile phone, others)	1	2	3	4	5	&	
409	Designation and type of job	1	2	3	4	5	&	
410	Responsibilities attached to the job	1	2	3	4	5	&	
411	Career prospects – potential of climbing up the ladder	1	2	3	4	5	&	
412	Sector of activity	1	2	3	4	5	&	
413	Flexibility of job	1	2	3	4	5	&	
414	Prospects for further training	1	2	3	4	5	&	
415	Reputation of company/employer	1	2	3	4	5	&	
416	Location	1	2	3	4	5	&	
417	Boss	1	2	3	4	5	&	
418	Team members	1	2	3	4	5	&	
419	Nature of tasks	1	2	3	4	5	&	
420	Recommendations by family/friends	1	2	3	4	5	&	
421	Long term prospects for employment	1	2	3	4	5	&	

Further Education & Life Long Learning

Are you willing to take up further studies?

422 YES OR NO

If 'NO', GO TO 435

423 At What Level? (please choose ONE answer)

Vocational	<input type="checkbox"/>	1	Master's Degree	<input type="checkbox"/>	3
University Diploma / Baccalaureate	<input type="checkbox"/>	2	Doctoral	<input type="checkbox"/>	4
			Other	<input type="checkbox"/>	5

424 Specify other

Where will you pursue such studies (Where is the institution based)?

425 LOCALLY OR OVERSEAS

426 What will be the basis of such study programme?

Full-time	Part-time	Distance Learning
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1	2	3

In pursuing such studies, the following are options that will help you attain your academic goals. Which will you consider as an alternative? (please choose ONE answer per line)

		Option not available	Will not consider at all	Will consider	Will definitely adopt	No Answer / Not Applicable
427	Benefit from flexitime, keep the job and study at the same time	0	1	2	3	&
428	Benefit from annualised hours, keeping the job and study at same time	0	1	2	3	&
429	Benefit from training leave, keep the job and study at same time	0	1	2	3	&
430	Benefit from telework, keep the job and study at same time	0	1	2	3	&
431	Change my employment to a part-time job and study at same time	0	1	2	3	&
432	Change job and pursue studies	0	1	2	3	&
433	Move out of work and pursue studies – return to work after completing studies	0	1	2	3	&
434	Continue working full time and study part-time / distance learning	0	1	2	3	&

In thinking of further education, how much do you agree with the following statements?

(please choose ONE answer per line)

	Strongly disagree			Strongly agree			No Answer / Not Applicable
435	1	2	3	4	5	&	
436	1	2	3	4	5	&	
437	1	2	3	4	5	&	
438	1	2	3	4	5	&	
439	1	2	3	4	5	&	
440	1	2	3	4	5	&	
441	1	2	3	4	5	&	
442	1	2	3	4	5	&	
443	1	2	3	4	5	&	
444	1	2	3	4	5	&	

Discrimination & Unfair Treatment

Were you ever given a promotion when employed following your graduation?

445 YES OR NO

If 'NO', GO TO 455

Which of the following was the basis of your promotion? (select where applicable)

446	Qualifications attained before job	<input type="checkbox"/>
447	Qualifications attained after engagement with employer	<input type="checkbox"/>
448	Additional training undertaken after engagement with employer	<input type="checkbox"/>
449	Performance at work	<input type="checkbox"/>
450	Seniority and mobility in grades at work	<input type="checkbox"/>
451	Hours worked	<input type="checkbox"/>
452	Union negotiation	<input type="checkbox"/>
453	Other	<input type="checkbox"/>

454 **Specify Other**

Were you ever denied a promotion by an employer in an unfair manner during your employment following your graduation?

455 YES OR NO

If 'NO', GO TO 469

On what basis? (select where applicable)

456	Sex	<input type="checkbox"/>
457	Physical attributes	<input type="checkbox"/>
458	Qualifications	<input type="checkbox"/>
459	Character	<input type="checkbox"/>
460	Relationships	<input type="checkbox"/>
461	Political beliefs	<input type="checkbox"/>
462	Family / social life aspects	<input type="checkbox"/>
463	Religion	<input type="checkbox"/>
464	Ethnic origin	<input type="checkbox"/>
465	Union negotiation	<input type="checkbox"/>
466	Health issues / disability	<input type="checkbox"/>
467	Other	<input type="checkbox"/>

468 **Specify Other**

Conclusion

This survey forms part of a large research project that relates to the same areas discussed above. Would you be willing to help us in further research by participating in other surveys?

469 YES OR NO



Comments

Thank you for participating in this research

Appendix 3 Sample Features

Table 236 sets out a summary of the distribution of Maltese persons by gender across different academic attainment, while Table 237 provides a similar analysis of graduate human resources in Malta. This analysis suggests a number of options in respect to the selection of participants in research for this project, including:

- Equal distribution of responses across the sexes (50% women, 50% men);
- Stratification of responses across the sexes (42.6% women, 57.4% men);
- Stratification of responses across gender, occupation and sectors

In maximising the representativeness of a sample in respect to the Maltese population of persons engaged in gainful occupations, Option (□) above provides an optimised approach. The representativeness of this sample is further enhanced through post-hoc, cell-by-cell *posteriori stratification* weighting of data, based on relevant published statistics available through official sources at the time of the compilation of data.

Table 236 – Distribution of Maltese Graduate Persons (by Gender) in Employment Across Industry Sectors ⁽¹⁹⁾ as at December 2005

Economic Activity	Males		Females		Total	
	No.	%	No.	%	No.	%
Agriculture, hunting and forestry	85	0.6	20	0.2	105	0.4
Industry Sector	2,121	15.8	479	4.8	2,600	11.1
Wholesale and retail trade	753	5.6	469	4.7	1,222	5.2
Hotels and restaurants	353	2.6	168	1.7	521	2.2
Transport, storage and communications	852	6.4	355	3.6	1,207	5.2
Financial Intermediation	843	6.3	658	6.6	1,501	6.4
Real Estate, renting and business activities	1,991	14.9	539	5.4	2,530	10.8
Public admin. and defence; compulsory social security	1,416	10.6	726	7.3	2,142	9.2
Education	2,743	20.5	4,568	45.9	7,311	31.3
Health and Social Work	1,502	11.2	1,667	16.8	3,169	13.6
Other community, social and personal service activities	689	5.1	279	2.8	968	4.1
Extra-territorial organisations and bodies	58	0.4	18	0.2	76	0.3
Total	13,406	100.0	9,946	100.0	23,352	100.0

¹⁹ Source: Labour Force Survey December 2005. National Statistics Office © 2006. Graduate persons include persons possessing a Baccalaureate or Higher levels of Education

Table 237 – Distribution of Graduates by Gender (²⁰) as at December 2005

Occupations	Males		Females		Total	
	No.	%	No.	%	No.	%
Legislators, senior officials and managers	2,887	21.5	1,042	10.5	3,929	16.8
Professionals	7,733	57.7	6,134	61.7	13,867	59.4
Technicians and associate professionals	2,081	15.5	1,878	18.9	3,959	17.0
Other Occupations	705	5.3	892	9.0	1,597	6.8
Total	13,406	100.0	9,946	100.0	23,352	100.0

Notwithstanding, different sample sizes relate to differing levels of sample error, which is also influenced by the size of the target population. For the purposes of this project and its objectives, a set of sample size options are set out in Table 238, showing how an acceptable error (²¹) can be attained when samples relate to n = 300 to 400 interviews. The size of the sample for this project was ascertained following a determination of the number of graduate persons.

Table 238 – Estimated Sample Error at Different Sample Sizes (²²)

Graduate Persons in Malta	
Population (N)	23,352
Sample Size, (n)	Sample error (+/-, 95% confidence interval)
50	13.89%
100	9.80%
200	6.91%
300	5.62%
400	4.86%
500	4.34%
600	3.95%
700	3.65%
800	3.41%
900	3.20%
1,000	3.03%

²⁰ Source: Labour Force Survey December 2005. National Statistics Office © 2006.

²¹ In accordance with accepted market research standards, sample error must not exceed ±5%

²² This statistic relates to all graduates, economically active in Malta.

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