

## **PEG: Research**

### **General purpose of the research**

To be able to meet its members' expectations and for marketing purposes, PEG will be running a series of short surveys during 2010 to profile its membership and identify their specific needs.

This research will be undertaken using an online survey tool called *Survey Monkey*. Completion of these surveys is on a voluntary basis although we would appreciate the participation of all members.

### **Research survey no. 1**

#### **PEG membership: demographics, language, qualifications and employment**

##### **Introduction**

The first survey looked at the demographics of the members concerning:

- where members live, their gender and age group;
- language, documenting home language as well as primary and secondary 'editing' languages, i.e. languages in which editing is undertaken;
- qualifications;
- form of employment; and
- the subject matter in which members engage.

##### **Results**

Members originally had a two-week window in which to complete this survey but due to a poor response rate, this was extended to six weeks. However, of a total membership count of 300, only 61 members started the survey, with 59 members actually completing it.

The following information was gathered from the survey:

Gender	Female: 86.9% Male: 13%
Age group	Most of respondents (42.6%). were in the 46-60 year old age group. This was followed by: <ul style="list-style-type: none"><li>• 61+ 24.6%</li><li>• 26 – 35: 21.3%</li><li>• 36 – 45: 9.8%</li><li>• 18 – 25: 1.6%</li></ul>

Province	<p>The majority of respondents live in Gauteng (60.7%) and the Western Cape (34.4%). A small percentage of respondents live in KwaZulu-Natal (3.3%) and the Eastern Cape (1.6%). No respondents come from:</p> <ul style="list-style-type: none"> <li>• Northern Cape</li> <li>• Mpumalanga</li> <li>• Limpopo</li> <li>• Free State</li> <li>• North West.</li> </ul> <p>No one indicated coming from an area (e.g. Swaziland) other than from one the nine official South African provinces.</p>
Mother tongue	<p>85.2% of respondents indicated that their mother tongue is English and 14.8% of respondents indicated that their mother tongue is Afrikaans.</p> <p>No language other than English and Afrikaans were specified as a mother tongue language.</p>
Primary and secondary editing languages	<p>98.4% of respondents indicated that their primary editing language, i.e. the language that they edit in most of the time, is English.</p> <p>23% of respondents indicated that their secondary editing language is Afrikaans while 17% of respondents indicated that they do not have a secondary editing language.</p>
Degrees	<p>The majority of respondents (60.7%) have a Bachelor's degree; 51.8% an Honours degree; 30.4% a Master's degree and 42.9% have a diploma.</p> <p>The above-mentioned degrees are in the following fields (the percentages that follow relate to the number of members who have degrees in these fields):</p> <ul style="list-style-type: none"> <li>• English: 27%</li> <li>• Science – physics, computer science, information systems, biology, chemistry and botany; social sciences; economics and business-related subjects such as mathematics, accounting and business management: 15.7%</li> <li>• Journalism/publishing/media/sub-editing/proofreading: 10%</li> <li>• Languages e.g. European languages: 8.8%</li> <li>• Translation: 6.9%</li> <li>• Education: 5.8%</li> <li>• Linguistics: 4.9%</li> <li>• Philosophy: 3.9%</li> <li>• Library studies and psychology: 3.9%</li> </ul>

	<ul style="list-style-type: none"> <li>• Physical education: 2.9%</li> <li>• History, political science and law: 2.0%</li> </ul>
Employment	<ul style="list-style-type: none"> <li>• 81.8% in freelance employment.</li> <li>• 47.4% in permanent employment.</li> <li>• 40.6% work as an editor of a full-time basis.</li> <li>• 79.1% as an editor on a part-time basis.</li> <li>• 78.8% other professional activities, besides editing and their involvement is in these fields: <ul style="list-style-type: none"> <li>– 27% in teaching, training and writing</li> <li>– 13.6% in translation</li> <li>– 9.1% in project management</li> <li>– 6.8% in marketing and research</li> <li>– 4.5% are involved in graphic design, desk top publishing, typesetting and publishing.</li> </ul> </li> </ul>
Employers	<p>81.4% of respondents indicated that they work for themselves. This was followed by:</p> <ul style="list-style-type: none"> <li>• Private-sector company: 22.0%</li> <li>• Government entity or related institution: 15.3%</li> <li>• NGO or similar organisation: 8.5%</li> <li>• Language bureau or similar facility: 3.4%</li> </ul>
Main clients for freelancers	<ul style="list-style-type: none"> <li>• Tertiary institutions and university students: 60.4%</li> <li>• Private individuals: 54.2%</li> <li>• Corporate businesses: 37.5%</li> <li>• NGOs and similar: 35.4%</li> <li>• Book publishers: 25.0%</li> <li>• Magazines and newspapers: 20.8%</li> <li>• Government and similar: 16.7%</li> <li>• Language bureaux and editors: 12.5%</li> </ul>
Content that makes up the bulk of members' editing work	<ul style="list-style-type: none"> <li>• 80.0% Tertiary education and research</li> <li>• 44.0% Business</li> <li>• 36.0% Marketing</li> <li>• 20.0% Current affairs and public service</li> <li>• 12.0% IT, tourism, legal and engineering</li> <li>• 10.0% Popular culture as to be found in popular magazines and newspapers</li> <li>• 8.0% Advertising</li> <li>• 6.0% Mining</li> <li>• 8.0% Human resources and transport</li> </ul> <p><b>Educational texts</b>, e.g. used in primary and secondary education, also makes up a substantial amount of members' editing work <b>(45%)</b>.</p>

## **Observations**

These results confirm certain facts that the PEG executive committee already knows about the PEG membership as far as their demographic profile is concerned, such as the geographical spread of members as well as the age group spread.

Interesting facts that have come to light are that the majority of members have subject-specific qualifications, i.e. in physics, botany, accounting, etc., and that a significant number of members are involved in project management of texts such as annual reports. Ideas to consider, based on this research, are offering:

- technical editing training courses for members and non-members;
- project management courses that are specifically geared to the editing field to members and non-members.

## **Recommendations**

Although these results present interesting trends, and are extremely worthwhile, it would be useful to construct graphs and charts based on the membership database held by the membership secretary in order to create an accurate representation of the PEG membership caucus.