



EASTRIP TRACER STUDY RFTI_s REPORTS FINDINGS AND RECOMMENDATIONS

FOR

Kenya Coast National Polytechnic

DECEMBER 2019



ISO 9001:2015 Certified
A Centre of Excellence in Training



List of Abbreviations

EASTRIP:	East Africa Skills for Transformation and Regional Integration Project
TVET:	Technical and Vocational Education and Training
RFTIs:	Regional Flagship TVET Institutes
ICT:	Information and Communications Technology
HR:	Human Resource

List of Symbols

N:	Total population
n:	Sample population
μ :	Measurement of mean score



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1. INTRODUCTION

1.1 BACKGROUND INFORMATION

Kenya Coast National Polytechnic formally Mombasa Technical Training Institute (Mombasa TTI) is located in the coast Mombasa Town. It was established in 1950 as a Technical High School. Upon the introduction of the 8-4-4 system of education, it was elevated to a middle-level technical college in 1984 to provide technical training for the middle-level manpower for both the private and public sectors of the economy. The trainees in the institute are drawn from fresh secondary school leavers, graduates from other tertiary institutions, employees on part-time release basis and the informal (Jua Kali) sector.

Kenya Coast National Polytechnic has seen tremendous growth in terms of courses offered and the student enrolment from an initial population of 23 students and 24 teaching staff in 1990 to over 7000 students. In its current status, Kenya Coast National Polytechnic has been upgraded by the Government of Kenya (GoK) to a National Polytechnic. The polytechnic blends its teaching staff ability by incorporating the part-time teaching staff from industry and other professions to take up the extra units or teaching load left due to insufficient number of government employed trainers.

Kenya Coast National Polytechnic is managed by Council appointed by the Government to represent the community, industrialists, professionals and various governmental departments. The Chief Principal serves as the Secretary to the Council. The Institution operates under the TVET Act 2013.

KCNP structure comprises nine academic departments (Applied Sciences, Building and Civil Engineering, Electrical and Electronic Engineering, Mechanical and Automotive Engineering, Business and Media Studies, Medical Sciences, ICT and Secretarial Studies) and six nonacademic departments namely Administration, Library and Information, Procurement and Supplies, Accounts and Audit, Dean of Students (student affairs) and Registry. The polytechnic has also established service coordination offices like ILO, Research and Innovation, Career guidance and placement, Short courses and linkages, sports office and other support offices. The institution manages a restaurant that serves students, staff and outside customers with meals and refreshment at a fee. The academic departments are headed by Heads of Department who coordinate affairs of the departments. KCNP is ISO 9001:2015 certified.

Vision

A Leading Centre of Excellence in Training.

Mission

To produce highly competent graduates for the modern world of work.

Mandate

To train highly skilled workforce that is suitable for further professional development through quality TVET programs responsive to national and global competitiveness.

Core Functions

- i. To implement training in TVET programs
- ii. To carry out research programs
- iii. To develop and transfer science, technology and innovation into products and services.
- iv. To benchmark with other institutions and liaise with industry.
- v. To adopt programs that address the needs of the local community.

Core Values

- i. Honesty, integrity and transparency.
- ii. Quality leadership, excellence, innovativeness and creativity.
- iii. Consultative decision making.
- iv. World-class programs and standards.
- v. Respect for human and gender rights.
- vi. Professionalism, team spirit and discipline.

Kenya Coast National Polytechnic has the following course departments:

1. Applied Science Department
2. Electrical & Electronic Engineering Department
3. Medical Science Department
4. ICT Department
5. Industrial Liaison Department
6. Mechanical & Automotive Engineering Department
7. Secretarial & Liberal Studies Department
8. Hospitality Tourism Department
9. Business Studies Department

1.2 OBJECTIVES OF THE STUDY

The objective of this tracer study is to track the effectiveness of the technical vocational education and training (TVET) institutes in equipping TVET graduates with the necessary skills to successfully gain employment. To do so, the study traced the whereabouts of graduates from sixteen Regional Flagship TVET institutes (RFTIs) in Ethiopia, Kenya and Tanzania and assessed how successful they have been able to integrate into the labour market after completing their learning programmes between 2016 and 2019. The study was conducted in 2019, between 3 months to three years after the students graduated.

EASTRIP Tracer Study examines;

- a. The perceptions of employers regarding the quality of the employees they recruited from the pool of TVET graduates;

- b. The attitudes of the graduates themselves regarding job quality, relevance, and effectiveness of their TVET education in securing employment; and
- c. The perceptions of TVET Institutes regarding the relevance of curriculum and quality of the teaching received by students before they graduate.

2. METHODOLOGY

The EASTRIP survey was conducted in October 2019. It was done using three (Graduates, Employers and TVET Institutes) extensive online self-administered questionnaires (21 pages, 103 questions and 349 variables), which touched many areas: study, course of study, assessment of study conditions, transition to work, qualification and usage of qualifications, relationship between study and work, working conditions (salary, working hours, kind of contract), job satisfaction and training conditions. This chapter presents the Methodology, it covers (1) Database of Potential Participants, (2) Target Study Groups (TVET Graduates, Employers of TVET Graduates and TVET Staff), (3) Access to the People,

(4) Survey Instruments and Tools, (5) Ethical Considerations, (6) Sampling Strategy, (7) Pilot Test, and (8) Methodological Challenges and Mitigations.

2.1 DATABASE OF POTENTIAL PARTICIPANTS

The population of this study included TVET graduates, Employers of TVET Graduates and TVET Institutions whose disciplines are fundamental to filling technical and administrative positions in industries as well as industry personnel with Vocational qualifications. Operationally, the study concentrated on the major trades that were offered throughout the selected TVET institutes and countries i.e. Tanzania, Kenya and Ethiopia. The TVET institutes established their individual graduate database where the contacts of the TVET graduates and details of their employers were found. From these, a consolidated database was created. However the database of TVET Graduates had some gaps. Details such as email address, telephone contacts and gender were missing for some of the data shared by some of the TVET Institutions.

2.2 TARGET GROUPS FOR KENYA COAST NATIONAL POLYTECHNIC

Three different groups (TVET Graduates, Employers of TVET Graduates and TVET Staff) were targeted in the survey.

2.2.1 TVET Graduates

A census population of 49 (Male 27, Female 22) mixed cohort graduates (2016-2019) was drawn and contacted. The participants were hand-picked according to their area of specialization and presence for their contact details, such as, a working phone number and/or an active email address. The study concentrated on TVET graduates from Marine Engineering. The preference was for those TVET graduates who belong to the 2017-2019 cohorts. The study targeted the TVET graduates who are employed, unemployed, self-employed or progressing with further Academic or Vocational studies. Considering that various TVET institutes have different situations and characteristics, specific targeted TVET graduate number per specific TVET institute was agreed upon after the discussion with that

institute. Besides, for the TVET institutes that did not have expected graduates in the focused trades, other similar trades and short course graduates were considered for the Tracer Study.

2.2.2 Employers of TVET Graduates

The 6 Employers were targeted per TVET Institute. They were hand-picked from Human Resource (HR) managers and section supervisors (Head/Deputy Heads of Department). They had employed TVET graduates from Kenya Coast National Polytechnic. They were all required to complete the survey tool/ questionnaire that was administrated via the Sunmaker online system.

2.2.3 TVET Staff

A sample of 5 participants was drawn and contacted. The participants were hand-picked from Head of Department, Deputy Head of Department and Course Instructors. They had all trained the TVET graduates. The study concentrated on Departmental Heads and Course Instructors within Marine Engineering.

2.3 ACCESS TO THE PEOPLE

Multiple communication channels were used to reach the target participants, these include, phone, and email. Invitations were sent out through text messages and email. Chase-ups via mobile phones were done on a regular basis. The communication sent out included:

2.3.1 Research Participant Invitation

This letter invited the participants. It illustrated the motive of the research and how participants would be involved. In total three standards letters were written, one each for the TVET Graduates, TVET Institute Instructors and Employers. A specific invitation letter was written for each of the three categories of participants. Potential participants were informed that the core objectives of the survey was to improve the study programmes and, more specifically, to revise the curricula so it prepares graduates better for the world of work. Further, they were informed that the technical consultant (Sunmaker) had been contracted by the World Bank through a competitive process for the Technical Assistance for Tracer Studies in TVET Institutes in East Africa under the East Africa Skills for Transformation and Regional Integration Project funded by the World Bank. Moreover, they got to know that the Online data management system had been developed by Sunmaker to reach the Graduates, Employers and TVET Institutes to collect the data and find out what happened to the graduates after they completed their studies, education and training. Invited participants had a chance to request for a PDF version of the tracer study report with the main results of the survey once it was out. All participants were assured of confidentiality of data.

2.3.2 Guidance Notes

It gave concise information on the research. There were three sets of guidance notes, one each for the three (TVET graduates, Employers of TVET Gradautes and TVET Institutions) categories of participants. Each of the three guidance notes started by stating the purpose of the survey. Participants were urged to refer to the relevant guidance notes document whenever they were unsure about any of the questions, especially when completing the survey.

2.4 SURVEY INSTRUMENTS AND TOOLS

Three Questionnaires surveys were designed for the tracer study, Graduate Survey Questionnaire (41 questions, 163 variables) for graduates of 2016-2019. Employer Survey Questionnaire (35 questions, 103 variables), for both public and private enterprise employers and TVET Institute Survey Questionnaire (27 questions, 83 variables) for the TVET Institutes. The questionnaires comprising of both closed-ended and open-ended questions were pre-tested and administered through an online system. The original drafts were amended through discussion with the institutions and then tested before piloting. Ultimately, the tools were scripted into an Excel drag and drop template and later uploaded onto the Sunmaker web-platform. This platform supported online data collection. The questionnaires were self-administered via an online platform specifically created for the survey. Two experienced National Statisticians assisted in the data collection process. The content of a questionnaire depended on the specific objectives/research questions. The questionnaires can be used almost without change, for the subsequent annual tracer studies that will be conducted by individual TVET Institutes. However, some adaptations are recommended.

2.5 ETHICAL CONSIDERATIONS

Upon contacting a potential informant/respondent, the objectives of the study were explained to him/her, and then they were left to decide whether they wanted to participate in the study or not. The respondents and key informants were assured that all information collected would be treated in confidence and only used for the purpose of this tracer study.

2.6 SAMPLING STRATEGY

2.6.1 Sample Frame

A sample frame was designed and sample size determined to ensure that it is adequately representative of the graduates and the training providers concerned. The methodology/approach described above was cleared with the client. And the team of consultants proceeded to carry out literature review of relevant reports and documents as well as interviews with relevant authorities or stakeholders. This was followed by the design of research instrument, that is, questionnaires covering the parameters to be measured as per Terms of Reference, development of an online data management and processing system, and the administration of the online questionnaires through enumerators.

Non-probability sampling is that sampling procedure which does not afford any basis for estimating the probability that each item in the population has a probability of being included in the sample. In this type of sampling, items for the sample are selected deliberately by the researcher. For the EASTRIP Tracer Study, challenges were encountered in obtaining the statistics for graduates. The TVET institutes selected graduates who they could easily access (convenience sampling). The TVET institutes purposely selected graduates who were readily/easily available while still satisfying the sampling conditions by year/cohort and gender. For the EASTRIP Tracer Study, a variation of the convenience sampling was used where identified graduates were asked to help share the latest contacts/whereabouts (snowballing technique) of their former colleagues. Although this was time consuming, it helped the TVET institutions in providing/compiling current contacts for the target graduates.

2.6.2 Sample Size

For the study, the following TVET Graduates sampling approach was adopted for the RFTIs.

1. Where the Total (N) population was less than 100, a census (N=n), that is, a survey of the entire population was conducted.
2. Where the Total (N) population was more than 100 but less than 200. A sample size (n) of 100 was taken and the same male-female ratio for the sample (n) was maintained as seen in the entire population (N).
3. Where the Total (N) population was more than 200. A sample size (n) of 150 was taken and the same male-female ratio for the sample (n) was maintained as seen in the entire population (N).

2.7 PILOT TESTING

All the questionnaires were pilot-tested after their development using respective populations. Based on feedback received necessary changes were made on the draft questionnaire. Telephone and electronic mail were used to sensitize the TVET graduate population and to draw them to respond to the survey.

2.8 METHODOLOGICAL CHALLENGES AND MITIGATIONS

The identification of graduates was expected to begin at TVET institutions through the use of admission records. Since admission records often lacked phone numbers or had outdated contact information, identified graduates were expected to help identify other graduates who could participate in the study. Employers were also contacted in order to verify whether they had employed TVET graduates, with the intention of using the identified employees to identify other TVET graduates. While these approaches were expected to facilitate and increase the response rate, the fieldwork indicated otherwise. The main recorded constraints included the following:

1. Some TVET institutions did not maintain or update their databases of graduates. Moreover, some institutes were reluctant or slow to release databases to a third party despite the letter of support for the study from official authorities.
2. In the case where graduate databases were provided, some graduate contact information had changed, and others refused to be interviewed, particularly those who were unemployed because of social conventions.
3. Some of the addresses that were collected were no longer valid. This is because the more time that has passed from graduation to survey, the more the validity of addresses is in question.
4. Online Questionnaires – some would be respondents had challenges with either accessing online system due to internet connectivity or their own inability to participate in online survey types.
5. The Sampling was based on the actual data that were provided by the various TVET Institutes. There is a need for the TVET Institutes to establish and improve the Database of the Graduates, Employers and TVET Staff.

6. During the tracer study practice, the address database was shared by the TVET Institutes. It seems that there are some TVET Institutes who have the database in place while some of the TVET Institutes have not had the database in place.

Despite the above-mentioned challenges and in order to secure a high response rate, the researchers reverted to snowball sampling techniques where both graduates and employers were asked to identify other graduates that could participate in the study. This meant that while graduates could identify both employed and unemployed peers, employers on the other hand could only identify other employed graduates. The unemployed graduates were reached through the provided databases and snowballing techniques. It is also important to note that indications were given in the study about the students who decided to pursue further education. Although TVET graduates that fall under this category would neither be considered employed or unemployed. Furthermore, the study also took into consideration graduates who decided to pursue self-employment or were working in the informal sector.

3. DATA ANALYSIS FOR KENYA COAST NATIONAL POLYTECHNIC

The data and the information obtained from the online system was compiled, processed and analysed to form the basis of the analysis conclusions and findings of this report. The data collection was processed (by computers) and analysed using the Sunmaker System software, Percentage, Mean and Standard Deviation was applied and the data cross-tabulated. Depending on the structure of the questionnaires, coding was done to code open ended questions. The nature of data obtained from this study is both quantitative and qualitative. The quantitative data results, which were compiled from an online self-administered questionnaires, were entered into a database and analyzed using Sunmaker Online System and Excel. Qualitative data was coded into themes around the key variables of investigation. A code was placed next to a word or group of words that mentioned these key variables of investigation. Output from the analysis is presented in both tabular and graphic forms, and also in verbatim qualitative statements. This Chapter, presents the TVET Graduates' Findings (see 3.1), Employers findings (see 3.2) and TVET Staff findings (see 3.3) this is followed by two sets of cross-tabulation (see 3.4).

3.1 TVET GRADUATES' FINDINGS - KENYA COAST NATIONAL POLYTECHNIC

The Graduate Survey in Kenya Coast National Polytechnic is focusing on the program Marine Engineering. Out of the Total Census population of 49 (Male 27, Female 22). A total of 40 (Male 23, Female 17) TVET graduates responded and completed the online questionnaire thereby giving a net response rate of 82 per cent. All the traced TVET graduates from Kenya Coast National Polytechnic were based in Kenya. They came from different regions, such as, Coast, Kakamega, Kilifi, Kisumu, Makueni, Mombasa, Nairobi and Nyanza. The data obtained from the completion of the online questionnaires by TVET was analyzed and interpreted as follows.

3.1.1 Demographic Information of the TVET Graduates Respondents

In this section the EASTRIP Tracer Study report examines the Demographic Information of the traced TVET graduates, TVET Institution where they undertook their studies, their gender, Civil Status, Age, number of children, year of graduation, level of qualification attained and their situation in the first six

months post-graduating. This section will attempt to highlight the nature and characteristic of TVET graduates in the institute.

3.1.1.1 The Gender of traced TVET graduates

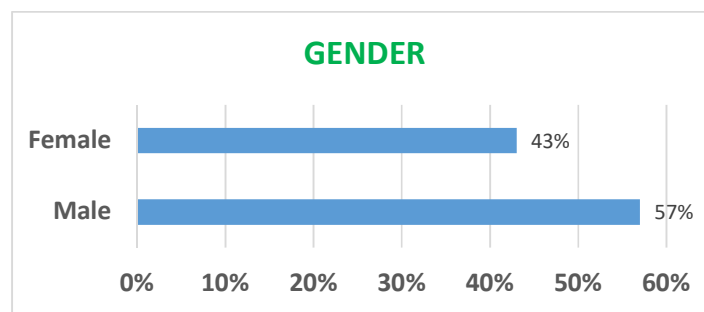
Table 3.1: Traced Graduates by Gender, Civil Status and Year of Graduation

GENDER, CIVIL STATUS AND YEAR OF GRADUATION								
	Gender		Civil Status		Year of Graduation			
	Male	Female	Single	Married	2016	2017	2018	2019
Frequency	23	17	32	8	11	16	3	10
Percent	57%	43%	80%	20%	28%	40%	8%	24%

Source: Collected from field data of EASTRIP tracer study, 2019

Table 3.1, Column 2 and Column 3 summarizes the “*Gender*” distribution of the sample of male and female TVET graduates from Kenya Coast National Polytechnic. The survey was able to trace 40 TVET graduates. 57 per cent of the traced TVET graduates were “*Male*” while 43 per cent were “*Female*”.

Figure 3.1 Gender of traced TVET graduates

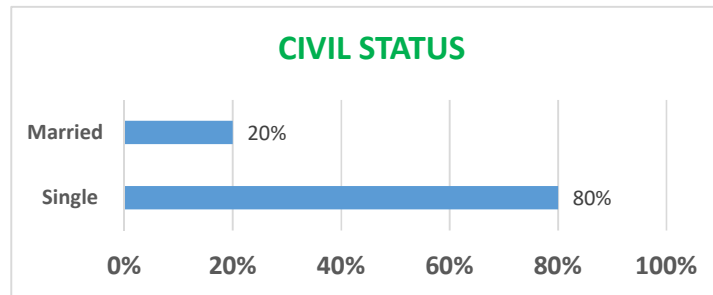


Source: Collected from field data of EASTRIP tracer study, 2019

3.1.1.2 The Civil Status of traced TVET graduates

Table 3.1 Column 4 and Column 5, summarizes the “*Civil Status*” of the TVET graduates from Kenya Coast National Polytechnic. 80 per cent of the traced TVET graduates were “*Single*” while 20 per cent were “*Married*”.

Figure 3.2: Civil Status of traced TVET graduates

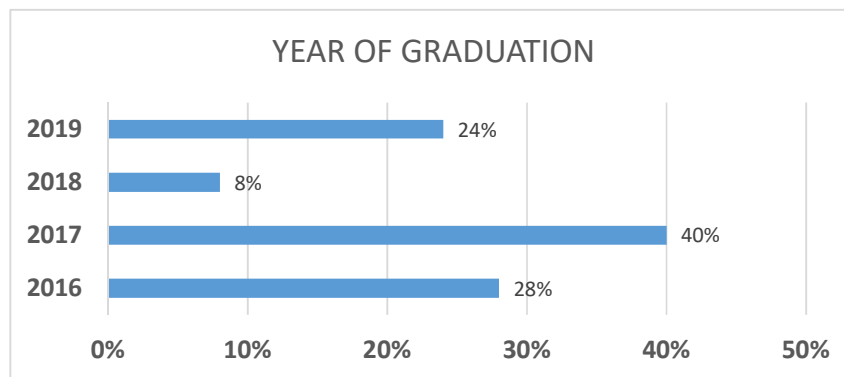


Source: Collected from field data of EASTRIP tracer study, 2019

3.1.1.3 Year of Graduation of Traced TVET graduates

Table 1 Column 6, Column 7, Column 8 and Column 9, summarizes the “Year of Graduation” of the traced TVET graduates from Kenya Coast National Polytechnic. The survey was able to trace 40 TVET graduates. 28 per cent TVET graduates “graduated in 2016”, 40 per cent TVET “graduated in 2017”, 8 per cent “graduated in 2018”, while, 24 per cent “graduated in 2019”.

Figure 3.3 Year of graduation of 2016-2019 TVET graduates



Source: Collected from field data of EASTRIP tracer study, 2019

3.1.2 Traced TVET Graduates’ Age and Number of Children

3.1.2.1 The Age of traced graduates

Table 3.2: Traced Graduates by Age and Number of Children

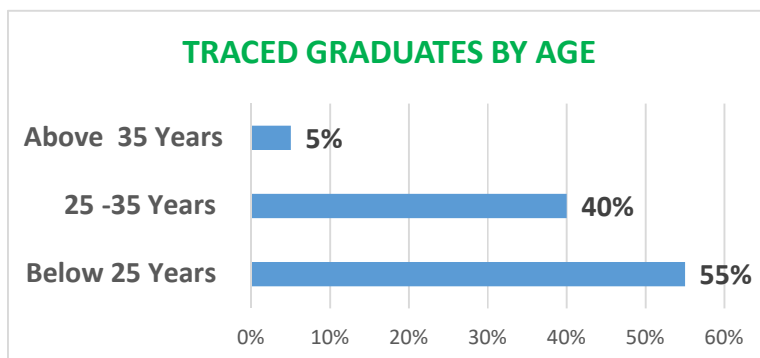
TRACED GRADUATES BY AGE AND NUMBER OF CHILDREN						
	Age Bands in Years			Number of Children		
	Below 25	25 -35	Above 35	None	1 – 3	Above 3
Frequency	22	16	2	23	11	-
Per cent	55%	40%	5%	57.5%	27.5%	-

Source: Collected from field data of EASTRIP tracer study, 2019

Table 3.2 Column 2, Column 3 and Column 4 summarizes the “Age Bands” of traced TVET graduates

from Kenya Coast National Polytechnic. Out of the 40 traced TVET graduates, 55 per cent were “*Below 25 years*”, 40 per cent were “*Between 25 and 35 years*”, and 5 per cent TVET graduates were “*Above 35 years*”. At 55 per cent, the vast majority of the traced TVET graduates were “*Below 25 years*”, at the time of the survey, which represents the early years of the productive age.

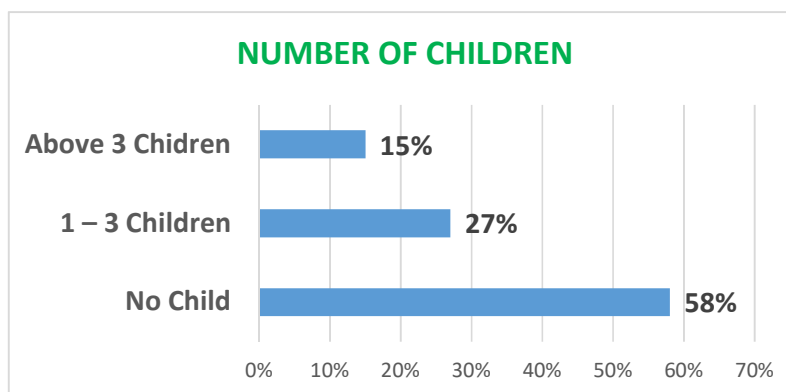
Figure 3.4: Age bands of 2016-2019 TVET graduates



Source: Collected from field data of EASTRIP tracer study, 2019

3.1.2.2 The number of children by TVET graduates

Figure 3.5: The number of children by TVET graduates



Source: Collected from field data of EASTRIP tracer study, 2019

Table 3.2 Column 5, Column 6 and Column 7, summarizes the “*Number of Children*” by traced TVET graduates. Out of the 40 traced TVET graduates who revealed statistics of their children, 58 per cent of the traced TVET graduates had “*No Children*” at the time of the survey, 27 per cent had “*Between 1 and 3 Children*”, and none had “*More than 3 Children*”. 15 per cent of the traced TVET graduates preferred not to declare the “*number children*” they have.

3.1.3 Level of qualification of traced TVET graduates

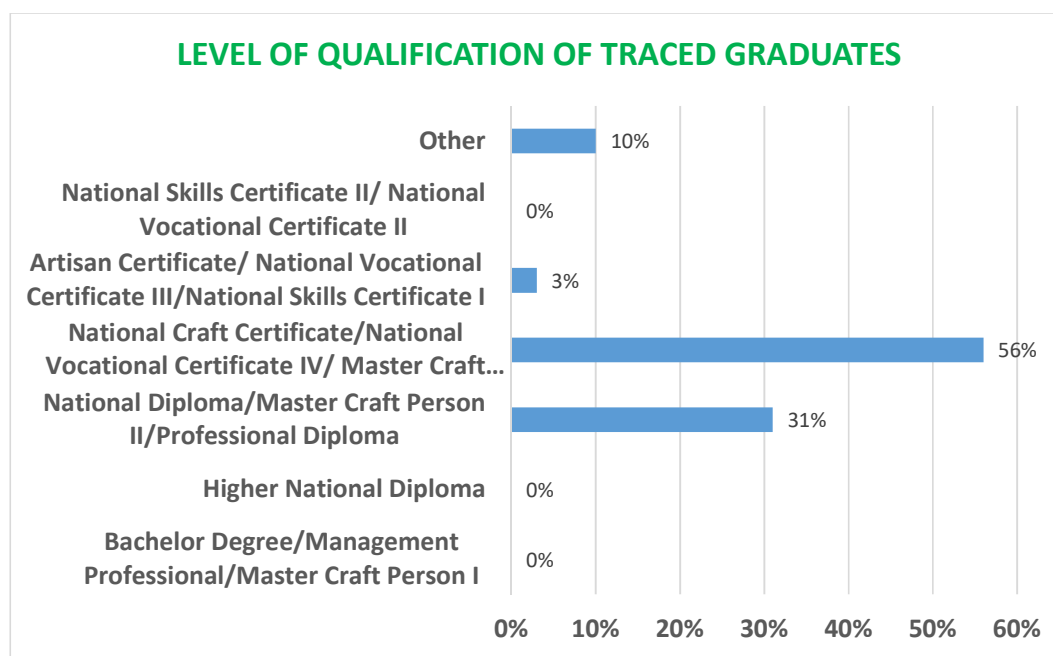
From Table 3.3, 31 per cent of the traced TVET graduates are holders of “*National Diploma/Master Craft Person II/Professional Diploma*”, 56 per cent are “*National Craft Certificate/National Vocational Certificate IV/ Master Craft Person III*” holders, 3 per cent are holders of an “*Artisan Certificate/ National Vocational Certificate III/National Skills Certificate P*”. 10 per cent of the traced TVET graduates hold other “*Other*” qualifications.

Table 3.3: Level of qualification of traced TVET graduates

LEVEL OF QUALIFICATION OF TRACED GRADUATES		
	Frequency	Percent
Bachelor Degree/Management Professional/Master Craft Person I	-	-
Higher National Diploma	-	-
National Diploma/Master Craft Person II/Professional Diploma	12	30.8
National Craft Certificate/National Vocational Certificate IV/ Master Craft Person III	22	56.4
Artisan Certificate/ National Vocational Certificate III/National Skills Certificate I	1	2.6
National Skills Certificate II/ National Vocational Certificate II	-	-
Other	4	10.2
Total	39	100

Source: Collected from field data of EASTRIP tracer study, 2019

Figure 3.6: Level of qualification attained by traced TVET graduates



Source: Collected from field data of EASTRIP tracer study, 2019

3.1.4 TVET Graduates' situation in the first six months post-graduating

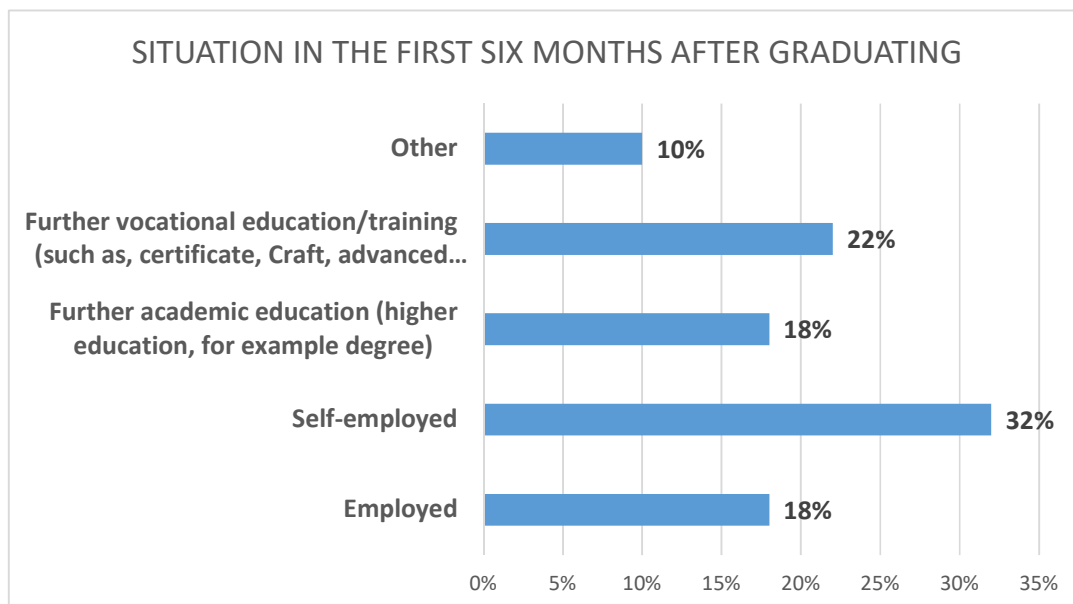
Table 3.4: Situation in the first six months after graduating

Employment Status	Frequency	Per cent
Employed	7	17.5%
Self-employed	13	32.5%
Further academic education (higher education, for example degree)	7	17.5%
Further vocational education/training (such as, certificate, Craft, advanced diploma)	9	22.5%
Other	4	10%
Total	40	100%

Source: Collected from field data of EASTRIP tracer study, 2019

Table 3.4 summarizes the “situation of the traced TVET graduates in the first six months after graduating” from Kenya Coast National Polytechnic. It shows that among the 40 TVET graduates that were traced in the study, 18 per cent were “Employed” within the first six months after graduating. 32 per cent were “Self-Employed”. 18 per cent went for “Further Academic Education” while 22 per cent went for “Further Vocational Education. 10 per cent were involved in “other” situations, such as, being “unemployed” (7 per cent), and “internship” (3 per cent) programs.

Figure 3.7: Situation in the first six months after graduating



Source: Collected from field data of EASTRIP tracer study, 2019

3.1.5 TVET Graduates' Employment Results

In this section the EASTRIP Tracer Study report examines the employment status of the traced TVET graduates in the sample, the industry sectors they are engaged in, their present employment status, type of employment contracts they hold, number of hours worked per week, time taken to find their first job, their salary structure, means and ways with which they found their jobs, reasons for not being in employment (for those not employed) and the challenges they faced during internship.

3.1.5.1 Present Employment Status

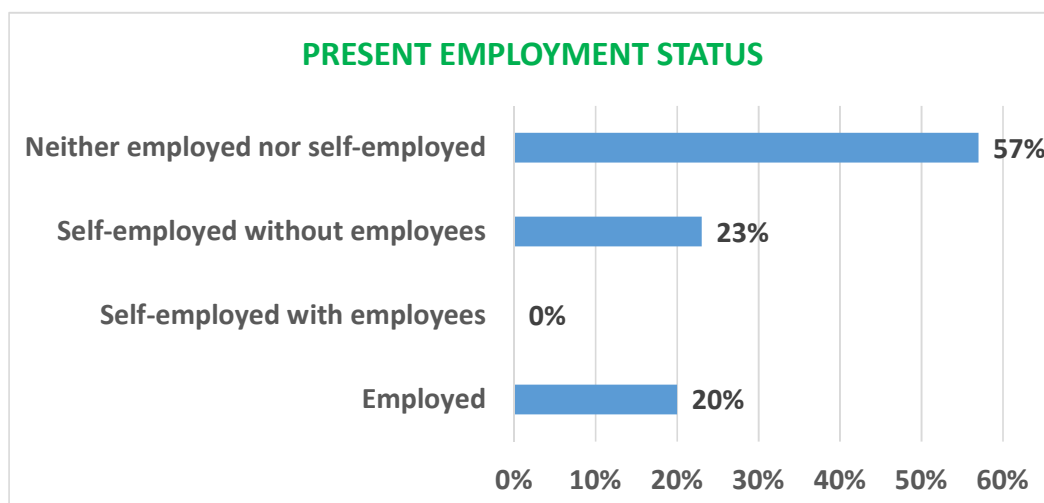
Table 3.5 summarizes the “*Present Employment Status*” of the traced TVET graduates after graduating from Kenya Coast National Polytechnic. 20 per cent are “*Employed*”. None are “*Self-Employed with Employees*”. 23 per cent are “*Self-Employed without Employees*”. While, 57 per cent are “*Neither Employed nor Self-Employed*” (*unemployed*).

Table 3.5: Present employment status

PRESENT EMPLOYMENT STATUS				
	Employed	Self-employed with employees	Self-employed without employees	Neither employed nor self-employed
Frequency	8	-	9	23
Percent	20%	-	22.5%	57.5%

Source: Collected from field data of EASTRIP tracer study, 2019

Figure 3.8: Present employment status



Source: Collected from field data of EASTRIP tracer study, 2019

3.1.5.2 Status of Employment

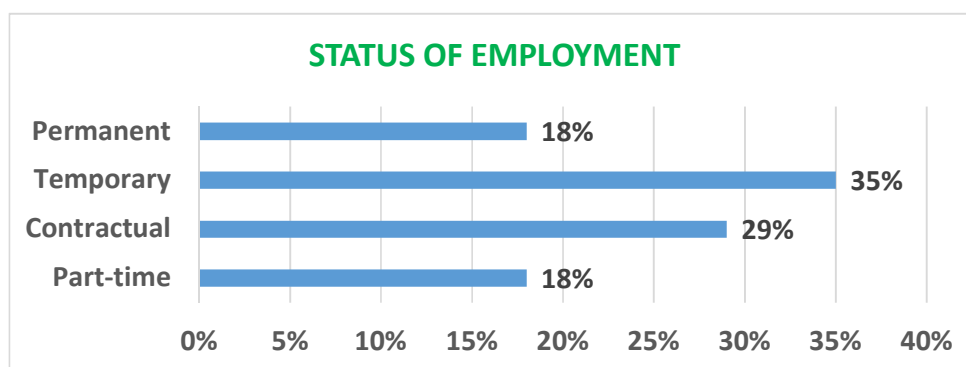
Table 3.6 summarizes the type of “*Employment Contracts*” held by the traced TVET graduates after graduating from Kenya Coast National Polytechnic. 17 traced TVET graduates who are in some form of employment; 18 per cent are working on “*Part-time*” basis, 29 per cent are on some fixed term “*Contract*” arrangement, 35 per cent are working on a “*Temporary*” agreement, while 18 per cent have been employed on a “*Permanent*” basis.

Table 3.6: Status of employment

STATUS OF EMPLOYMENT				
	Part-time	Contractual	Temporary	Permanent
Frequency	3	5	6	3
Percent	18%	29%	35%	18%

Source: Collected from field data of EASTRIP tracer study, 2019

Figure 3.9 Employment Status



Source: Collected from field data of EASTRIP tracer study, 2019

3.1.5.3 Working Hours per Week

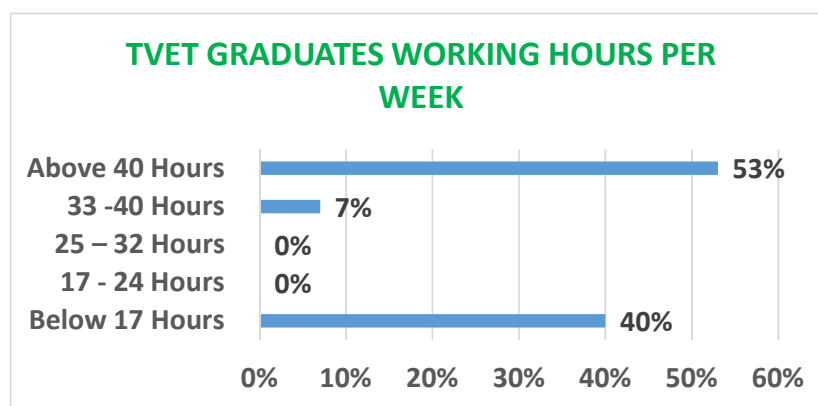
Table 3.7 summarizes the “*Number of Working Hours per Week*” for the traced TVET graduates after graduating from Kenya Coast National Polytechnic. From 15 Out of the 17 traced TVET graduates that are in some form of employment; 40 per cent work “*Less than 17 Hours per Week*”. 7 per cent work work “*Between 33 to 40 Hours per Week*”. While, 53 per cent work “*More than 40 Hours per Week*”.

Table 3.7: The number of working hours per week

TVET GRADUATES WORKING HOURS PER WEEK					
	Number of Hours				
	Below 17	17 - 24	25 – 32	33 -40	Above 40
Frequency	6	-	-	1	8
Percent	40%	-	-	6.7%	53.3%

Source: Collected from field data of EASTRIP tracer study, 2019

Figure 3.10: The number of working hours per week



Source: Collected from field data of EASTRIP tracer study, 2019

3.1.5.4 Employment of TVET Graduates by Industry Sector

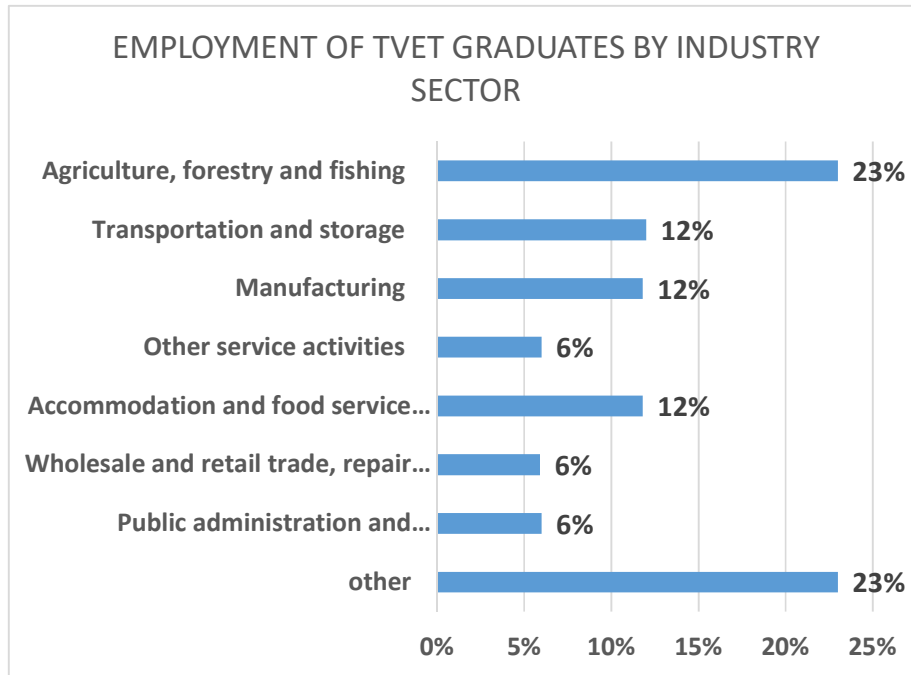
Table 3.8: Employment of graduates by different sectors

EMPLOYMENT OF TVET GRADUATES BY INDUSTRY SECTOR		
Industry Sector	Frequency	Per cent
Agriculture, forestry and fishing	4	23%
Mining and quarrying	-	-
Manufacturing	2	11.8%
Electricity, gas, steam and air conditioning supply	-	-
Water supply; sewerage, waste management and remediation activities	-	-
Construction	-	-
Wholesale and retail trade, repair of motor vehicles and motorcycles	1	5.8%
Transportation and storage	2	11.8%

EMPLOYMENT OF TVET GRADUATES BY INDUSTRY SECTOR		
Industry Sector	Frequency	Per cent
Accommodation and food service activities	2	11.8%
Information and communication	-	-
Financial and insurance activities	-	-
Real estate activities	-	-
Professional, scientific and technical activities	-	-
Administrative and support service activities	-	-
Public administration and defence; compulsory social security	1	5.9%
Education	-	-
Human health and social work activities	-	-
Arts, entertainment and recreation	-	-
Other service activities	1	5.9%
Other	4	23.5%
Total	17	100%

Source: Collected from field data of EASTRIP tracer study, 2019

Figure 3.11: Employment of graduates by different sectors



Source: Collected from field data of EASTRIP tracer study, 2019

Table 3.8 summarizes how the traced TVET graduates gained Employment in different “Industry Sectors” after graduating from Kenya Coast National Polytechnic. 17 of the 40 traced TVET graduates that are in some form of employment; 23 per cent are involved in “*Agriculture, forestry and fishing*”. 12 per cent are involved in “*Manufacturing*” industry, 12 per cent are involved in “*Transportation and storage*”, 12 per cent are involved in “*Accommodation and food service activities*” and 23 per cent are in “*Other*”. The remaining 18 per cent are scattered across multiple sectors such as, “*Wholesale and retail trade, repair of motor vehicles and motorcycles*” (6 per cent), “*Public administration and defence; compulsory social security*” (6 per cent), and “*Public administration and defence; compulsory social security*” (6 per cent).

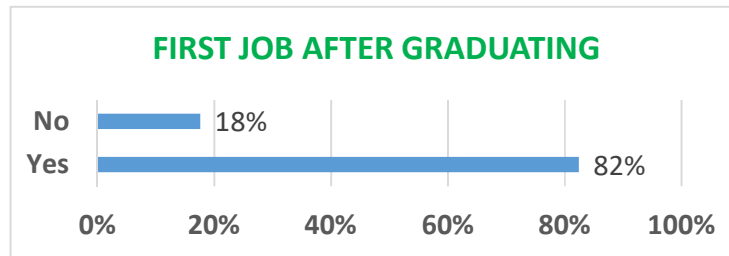
3.1.5.5 First Job after Graduating

Table 3.9: First Job after Graduating

First Job After Graduating?	Yes	No	Total
Frequency	14	3	17
Percent	82.4%	17.6%	100%

Source: Collected from field data of EASTRIP tracer study, 2019

Figure 3.12 First Job after Graduating



Source: Collected from field data of EASTRIP tracer study, 2019

Table 3.9 summarizes how the 17 traced TVET graduates that are in some form of employment; are split on the basis of the number of jobs held after graduating. 82 per cent were still in their “*First Job after Graduating*” while 18 per cent have held “*More than one Job after Graduating*”. This indicates that the TVET training received by these graduates were to a large extent relevant or matched the jobs available in this sector.

3.1.5.6 Duration Taken to Secure Present Job

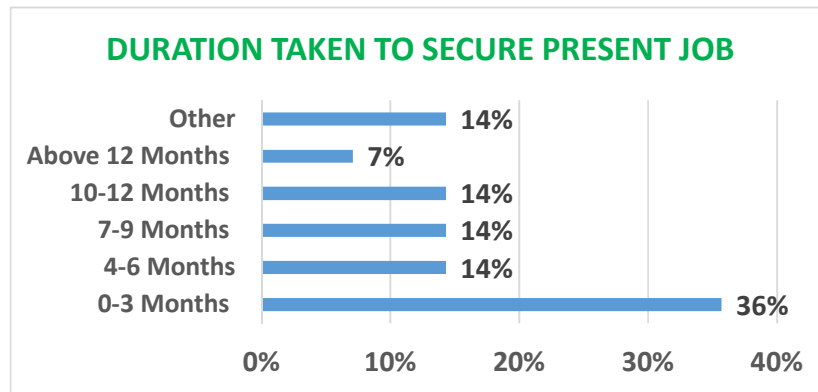
Table 3.10: Duration Taken to Secure Present Job

DURATION TAKEN TO SECURE PRESENT JOB IN MONTHS						
Duration	Duration in Months					
	0-3	4-6	7-9	10-12	Above 12	Other
Frequency	5	2	2	2	1	2
Percent	35.7%	14.3%	14.3%	14.3%	7.1%	14.3%

Source: Collected from field data of EASTRIP tracer study, 2019

Table 3.10 above captures data on the “Duration Taken to Find Present Job”, from the traced TVET Graduates in some form of employment, 36 per cent took “*Less than 4 Months*” to secure their Present Job. 14 per cent took “*Between 4 and 6 Months*” to secure their Present Job. 14 per cent took “*Between 7 and 9 Months*” to secure their Present Job. 14 per cent took “*Between 10 and 12 Months*” to secure their Present Job, while 7 per cent took “*More than 12 Months*” (nearly 24 months) to secure their Present Job. Findings show that over 35 per cent of the graduates took over six months to find their present jobs. One of the main reasons for this long wait for employment is due to the depressed job market situation. Experience and studies have shown that under extremely depressed labour market conditions, the period it takes for graduates to find employment may be long.

Figure 3.13 Duration Taken to Secure Present Job



Source: Collected from field data of EASTRIP tracer study, 2019

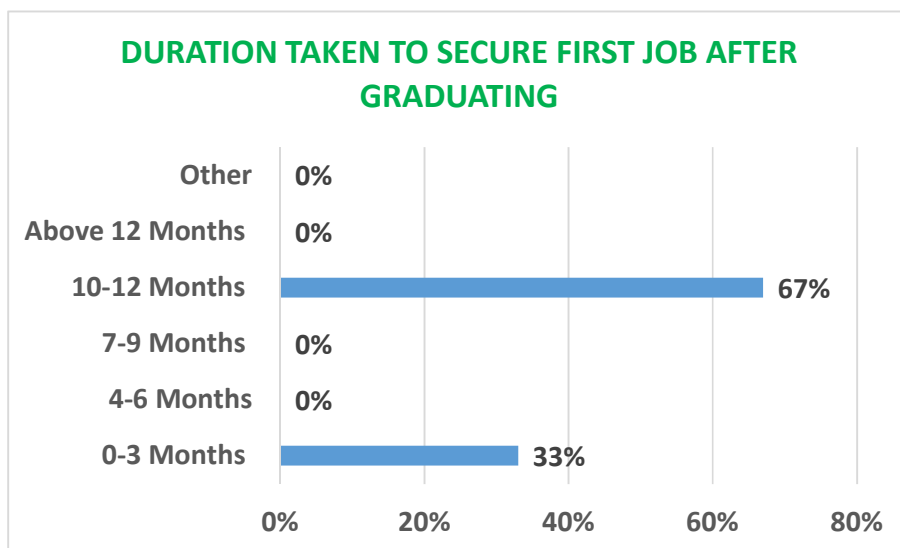
3.1.5.7 Duration Taken to Secure First Job after Graduating

Table 3.11: Duration Taken to Secure First Job after Graduating

Duration	Duration in Months					
	0-3	4-6	7-9	10-12	Above 12	Other
Frequency	1	-	-	2	-	-
Percent	33%	-	-	67%	-	-

Source: Collected from field data of EASTRIP tracer study, 2019

Figure 3.14: Duration Taken to Secure First Job after Graduating



Source: Collected from field data of EASTRIP tracer study, 2019

Table 3.11 captures data on the “Duration Taken to Find First Job” after graduating. Out of the 3 traced TVET Graduates who have held more than one job since graduating, 33 per cent took “*Less than 4 Months*” to secure their First Job. 67 per cent took “*Between 10 and 12 Months*” to secure their First Job.

3.1.5.8 Monthly Salary at Present Job

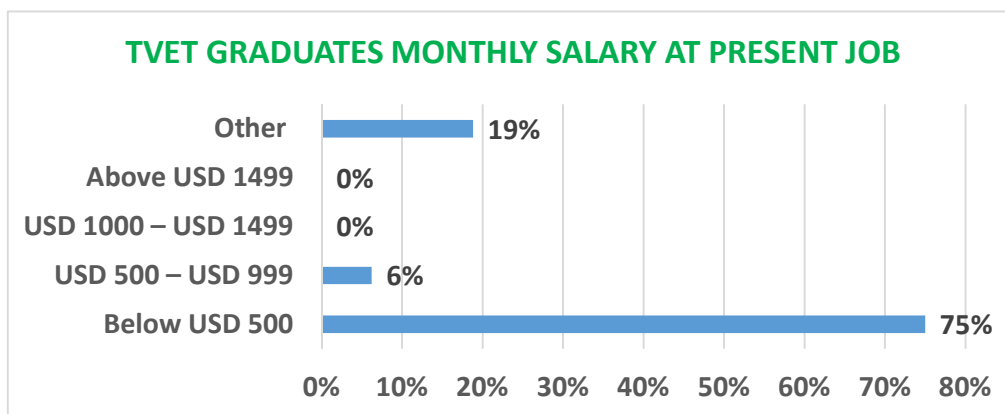
Table 3.12 captures the TVET graduates’ “*Monthly Salary at Present Job*”. Results have been taken from a sample of 16 TVET graduates who are presently in employment. 75 per cent *earn “Below USD 500”*. 6 per cent *earn “Between USD 500 and USD 999”*. 19 per cent *did not declare their monthly salary*.

Table 3.12: Monthly Salary at Present Job

TVET GRADUATES MONTHLY SALARY AT PRESENT JOB					
	United States Dollars (USD)				
	Below 500	500 – 999	1000 – 1499	Above 1499	Other
Frequency	12	1	-	-	3
Percent	75%	6.2%	-	-	18.8%

Source: Collected from field data of EASTRIP tracer study, 2019

Figure 3.15 Present Monthly Salary



Source: Collected from field data of EASTRIP tracer study, 2019

3.1.5.9 How TVET Graduates Found their Present Jobs

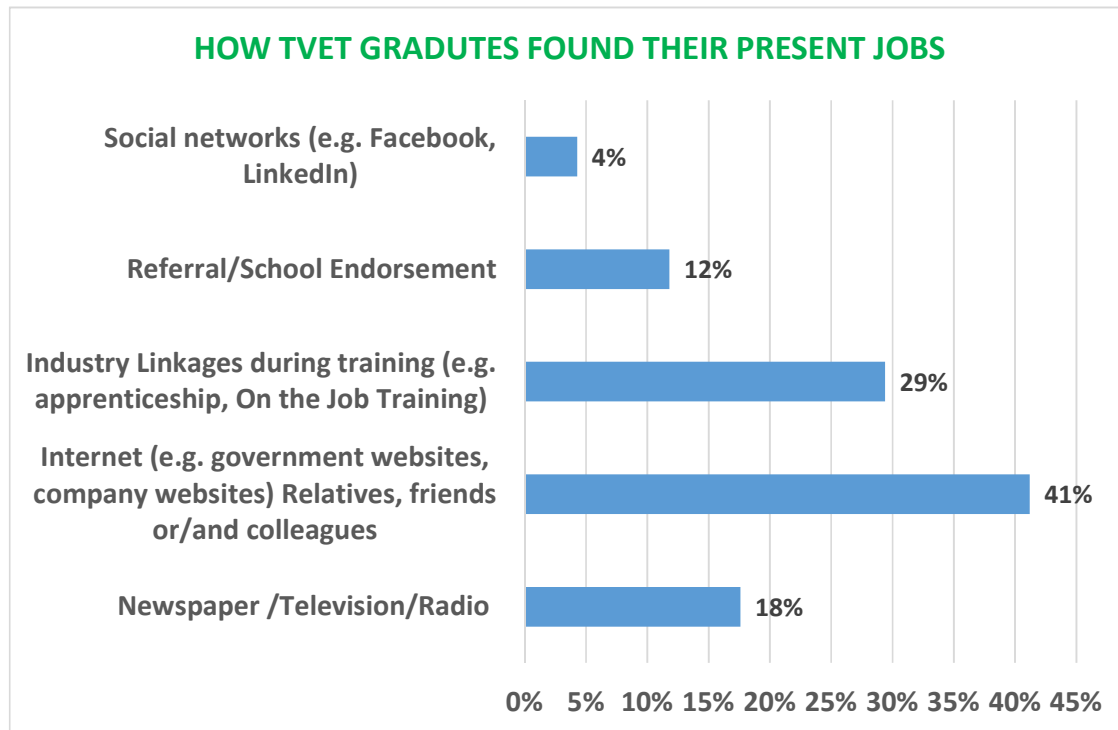
Table 3.13 captures the means and ways with which TVET Graduates “Found their Present Jobs”. Results have been taken from a sample of the TVET graduates who are presently in employment. The statistics in Table 3.13 shows that of the traced TVET Graduates, 18 per cent got employed through “Newspaper and/or Television and/or Radio” adverts. 41 per cent secured employment via the “Internet” searches, in government or company websites and through the help of “Relatives, friends and colleagues”. 29 per cent got employed through “Industry Linkages” that took place while still undergoing training. 12 per cent were employed through “Referral and School Endorsement”.

Table 3.13: How TVET Graduates Found their Present Jobs

HOW TVET GRADUTES FOUND THEIR PRESENT JOBS						
	Newspaper /Television/ Radio	Internet/ Relatives, friends & colleagues	Industry Linkages	Referral/ Endorsement	Social networks	Total
Frequen cy	3	7	5	2	-	17
Per cent	17.6%	41.2%	29.4%	11.8%	-	100%

Source: Collected from field data of EASTRIP tracer study, 2019

Figure 3.16 Way of Finding Employment



Source: Collected from field data of EASTRIP tracer study, 2019

It is interesting to highlight that Table 3.13 shows that 41 per cent secured employment via the “Internet” searches, in government or company websites and through the help of “*Relatives, friends and colleagues*”. These soft skills are becoming increasingly important in today’s labour market and must be enhanced further as young people become more virtually connected. 29 per cent TVET graduates gained employment through “*Industry Linkages during training (e.g. apprenticeship, On the Job Training)*”. The findings indicate that there is a strong Industrial Liaison role within TVET Institutions. This role takes a leading role in assisting job seekers. 18 per cent gained employment through traditional advertisements on the “*Newspaper /Television/Radio*” while, 12 per cent found jobs via “*Referral/School Endorsement*”.

3.1.5.10 Reasons for not Being Employed

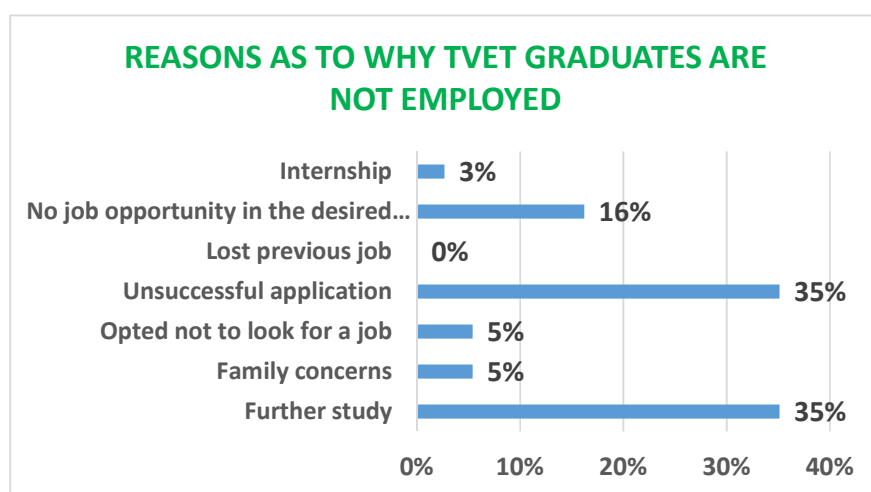
Table 3.14 captures the reasons as to “Why some traced TVET graduates are not in Employment”. The statistics in Table 3.14 shows that of the traced TVET Graduates, 35 per cent went for “*Further Studies*”. 5 per cent declined to take job offers due to “*Family Concerns*”. 5 were “*Not to Looking*” for a job. 35 per cent had “*Unsuccessful Job Applications*”. 16 per cent “*Did Not Receive Job Opportunities in the Desired Field*”. In a depressed economic conditions suitable jobs may not be available. Moreover, 3 per cent went for “*Internship*”.

Table 3.14: Reasons why TVET graduates are not in Employment

REASONS AS TO WHY TVET GRADUATES ARE NOT EMPLOYED		
Kenya Coast National Polytechnic	Frequency	Percent
Further study	13	35.1%
Family concerns	2	5.4%
Opted not to look for a job	2	5.4%
Unsuccessful application	13	35.1%
Lost previous job	-	-
No job opportunity in the desired field	6	16.2%
Internship	1	2.7%
Total	37	100%

Source: Collected from field data of EASTRIP tracer study, 2019

Figure 3.17: Reasons why TVET graduates are not in Employment



Source: Collected from field data of EASTRIP tracer study, 2019

16 per cent of unemployed graduates traced stated that they could not secure jobs because the job opportunities available in the market were not related to their subject areas trained. This indicates that there is the need to provide career guidance and counselling in some of the TVET training institutions. 35 per cent of unemployed graduates traced stated that they had “*Unsuccessful Job Applications*”. This could be attributed to their not having the required level of professional qualification and job experience. This information confirms that under circumstances where there are shortages of jobs in the labour market, graduates find it difficult to secure jobs. It also shows that where graduates do not have the level of professional qualification and experience relevant to jobs available in the labour market this category of people cannot compete and tend to have difficulties in securing jobs.

3.1.5.11 Challenges Faced During Internship Program

Table 3.15 captures TVET graduates who underwent “*Internship*” programs. Results have been taken from a sample of 1 TVET graduate who underwent Internship programs. The statistics in Table 3.15 shows that of the traced TVET Graduates, he/she “*did not face internship program challenges*”.

Table 3.15: Internship program challenges faced by TVET graduates

Challenge faced?	No	Yes	Total
Frequency	1	-	1
Per cent	100%	-	100%

Source: Collected from field data of EASTRIP tracer study, 2019

3.1.6 RELEVANCE OF TRAINING RECEIVED BY TVET GRADUATES

In this section the EASTRIP Tracer Study report examines the relevance of training received by traced TVET graduates. It examines the relationship between employment and training received, the areas of training that are most helpful in performing the present job; reasons for taking jobs that have relevance with the course studied, details of further training undertaken post-graduating. It also checks if TVET graduates could be interested to attend further training. As will be seen in Section 3.2, the assessment of employees views towards TVET graduates’ work and the course followed provides an opportunity to highlight some of the areas where decision makers in East Africa should focus education and employment reform and policies.

3.1.6.1 Relation between work and the course followed

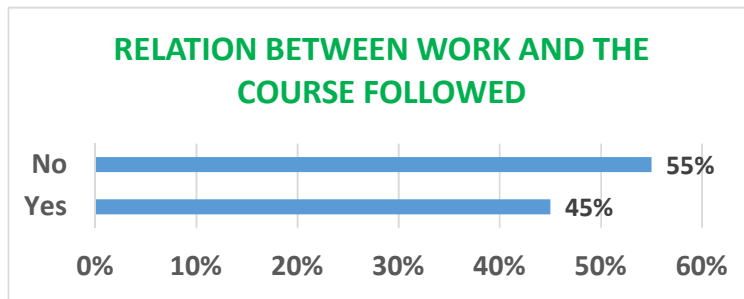
Table 3.16 captures “*Relation between work and the course followed*”. Results have been taken from a sample of 40 traced TVET graduates. 45 per cent agree that there is a “*Relationship between work and the course followed*”. 55 per cent did not agree that there is a “*Relation between work and the course followed*”.

Table 3.16: Relation between work and the course followed

RELATION BETWEEN WORK AND THE COURSE FOLLOWED		
Relation Between Work and the Course Followed?	Yes	No
Frequency	18	22
Per cent	45%	55%

Source: Collected from field data of EASTRIP tracer study, 2019

Figure 3.18: Relation between work and the course followed



Source: Collected from field data of EASTRIP tracer study, 2019

3.1.6.2 Measurement of the degree of Relation between Study and Work

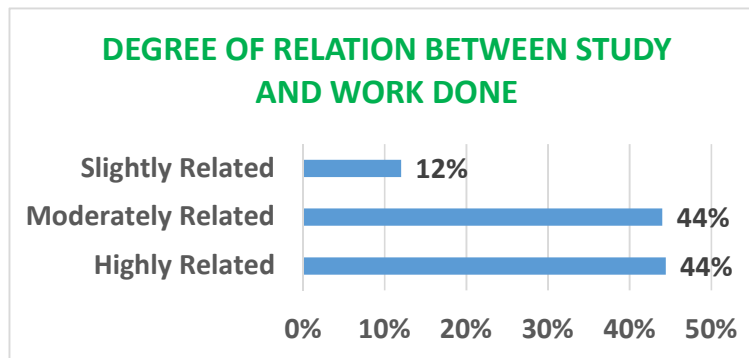
Table 3.17 captures the “Degrees of Relation between Study and Work” done by TVET graduates. Results have been taken from a sample of 18 TVET graduates who had confirmed that there is a “Relation between work and the course followed”. Out of the 18 TVET graduates, 44 per cent agree that work and course followed were “Highly Related”. 44 per cent said the two were “Moderately Related”, while 12 per cent concur that work and studies were “Slightly Related”.

Table 3.17: Measurement of the degrees of Relation between Study and Work

Degree of Relation	High	Moderate	Slight
Frequency	8	8	2
Per cent	44.4%	44.4%	11.2%

Source: Collected from field data of EASTRIP tracer study, 2019

Figure 3.19: Measurement of the degrees of Relation between Study and Work



Source: Collected from field data of EASTRIP tracer study, 2019

3.1.6.3 Reasons for lack of relationship between Study and Work

Table 3.18 captures the “Reasons for lack of relationship between Study and Work” done by TVET graduates. Results have been taken from a sample of 22 TVET graduates who had confirmed that there

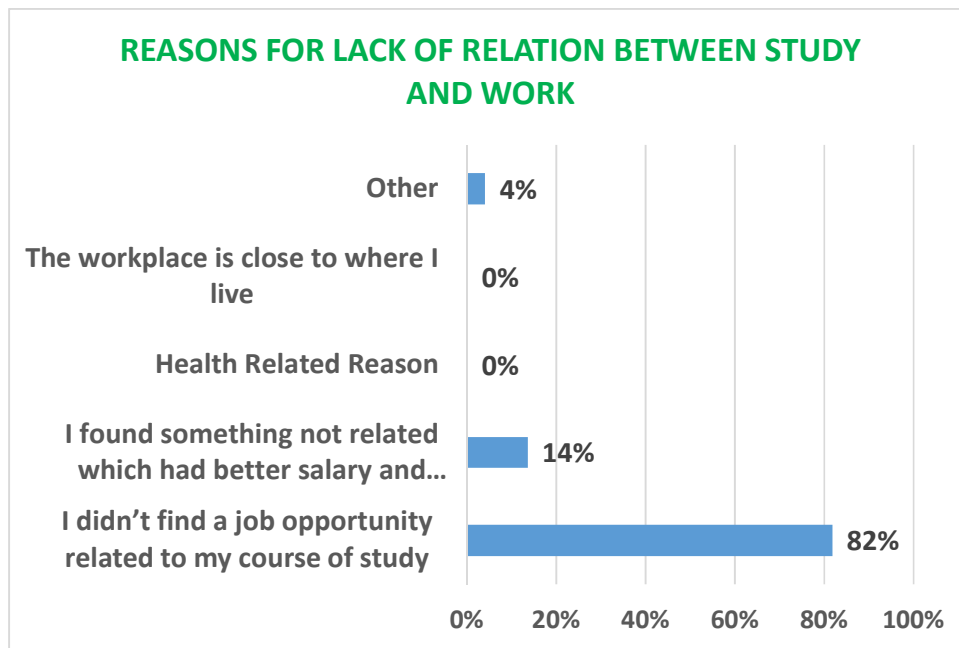
is “No relation between work and the course followed”. 82 per cent “did not find job opportunities” that are related to their course of study. 14 per cent found “something unrelated which had better salary and benefits”. 4 per cent had “other” unspecified reasons.

Table 3.18: Reasons for lack of relationship between Study and Work

REASONS FOR LACK OF RELATION BETWEEN STUDY AND WORK		
Reasons	Frequency	Per cent
I didn't find a job opportunity related to my course of study	18	81.8%
I found something not related which had better salary and benefits	3	13.6%
Health Related Reason	-	-
The workplace is close to where I live	-	-
Other	1	4.5%
Total	22	100%

Source: Collected from field data of EASTRIP tracer study, 2019

Figure 3.19: Reasons for lack of relationship between Study and Work



Source: Collected from field data of EASTRIP tracer study, 2019

3.1.6.4 Areas of study helping in the performance at present job

Table 3.19 captures the “areas of study helping TVET graduates in the performance at their present job”. 22 per cent selected “Knowledge” (theoretical and practical related to my specialization). 24 per cent said “Practical, job-related skills” (for example, use of tools, equipment and machinery). 6 per cent settled on “Communication skills” (spoken and written). 5 per cent chose “ICT

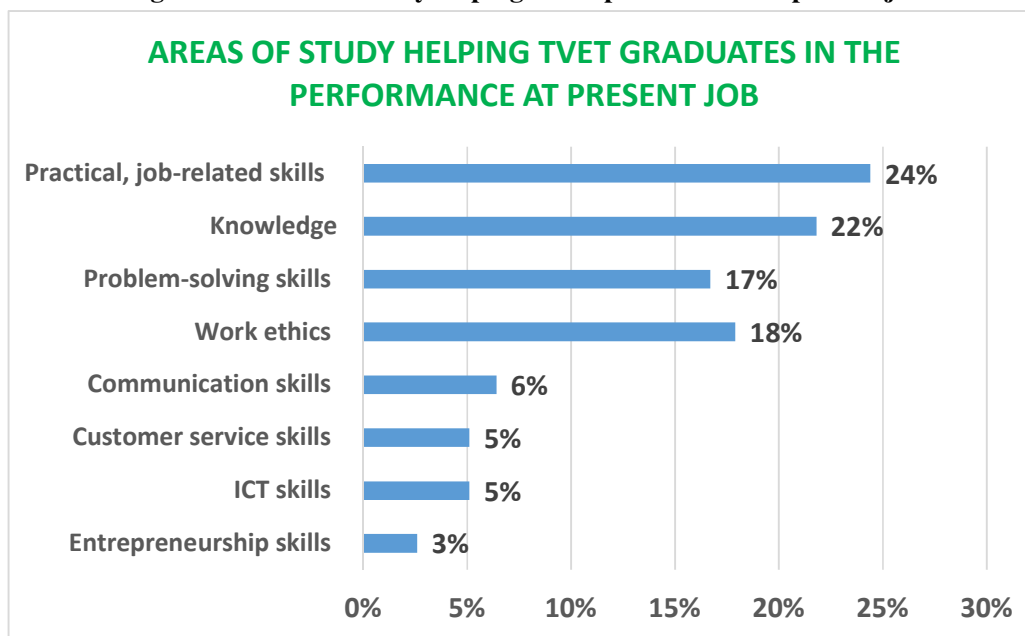
skills” (*use of computers*). 17 per cent “Problem-solving skills” (*being able to analyse a problem and find creative solutions*). 18 per cent “Work ethics” (*such as, attendance at work, reliability, punctuality, team work*). 3 per cent “Entrepreneurship skills” (*such as, market research, business planning, financial management, leading others*). 5 per cent “Customer service skills” (*such as, personal presentation, being polite, understanding a customer’s needs and being able to meet these*).

Table 3.19: Areas of study helping in the performance at present job

AREAS OF STUDY HELPING TVET GRADUATES IN THE PERFORMANCE AT PRESENT JOB		
Areas	Frequency	Percent
Knowledge (theoretical and practical related to my specialization)	17	21.8%
Practical, job-related skills (for example, use of tools, equipment and machinery)	19	24.4%
Communication skills (spoken and written)	5	6.4%
ICT skills (use of computers)	4	5.1%
Problem-solving skills (being able to analyse a problem and find creative solutions)	13	16.7%
Work ethics (such as, attendance at work, reliability, punctuality, team work)	14	17.9%
Entrepreneurship skills (such as, market research, business planning, financial management, leading others)	2	2.6%
Customer service skills (such as, personal presentation, being polite, understanding a customer’s needs and being able to meet these)	4	5.1%
Total	78	100

Source: Collected from field data of EASTRIP tracer study, 2019

Figure 3.20 Areas of study helping in the performance at present job



Source: Collected from field data of EASTRIP tracer study, 2019

3.1.6.5 Access to further training

This subsection looks at the TVET Graduates participation in further training after graduation, the reasons for not participating in further training and the likelihood of attending further training courses at a later date.

3.1.6.5.1 Participation in further training after graduation

Table 3.20: Participation in further training, Reasons for not participating and likelihood of attending further training courses

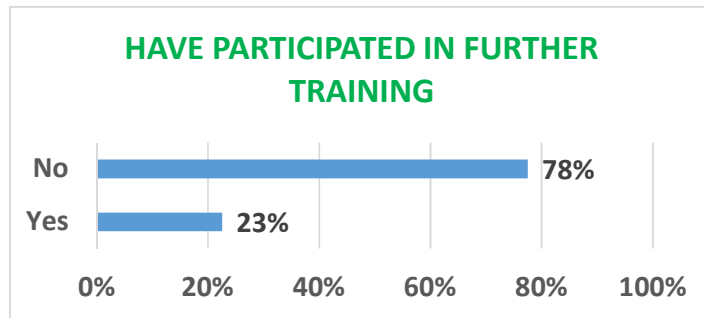
PARTICIPATION IN FURTHER TRAINING, REASONS								
	Have Participated		Reasons for not Participating				Likely to Participate	
	Yes	No	No Course	No Need	No Money	Others	Yes	No
Frequency	9	31	3	11	17	-	33	7
Percent	22.5%	77.5%	9.7%	35.5%	54.8%	-	82.5%	17.5%

Source: Collected from field data of EASTRIP tracer study, 2019

Table 3.20 Column 2 and Column 3 captures “Participation in Further Training (university, evening classes, short courses)” after graduation. Results have been taken from a sample of 40 TVET graduates. 23 per cent have “Participated in Further Training”. 77 per cent “Have not Participated in Further Training”. Among the type of courses undertaken as part of further training include;

- a. Standards of training certification and watch keeping for seafarers (STCW) course
- b. Rating Forming Part of Engineering Watch (RFPEW) "
- c. Computer skills
- d. Baking course
- e. Quick books
- f. Diploma Health and safety in Marine/Ship Operations
- g. Advance diploma in marine surveying
- h. Degree in marine management
- i. Diploma level of the marine engineering
- j. Higher Diploma In Marine
- k. Higher Diploma
- l. Degree

Figure 3.21: Participation in further training after graduation

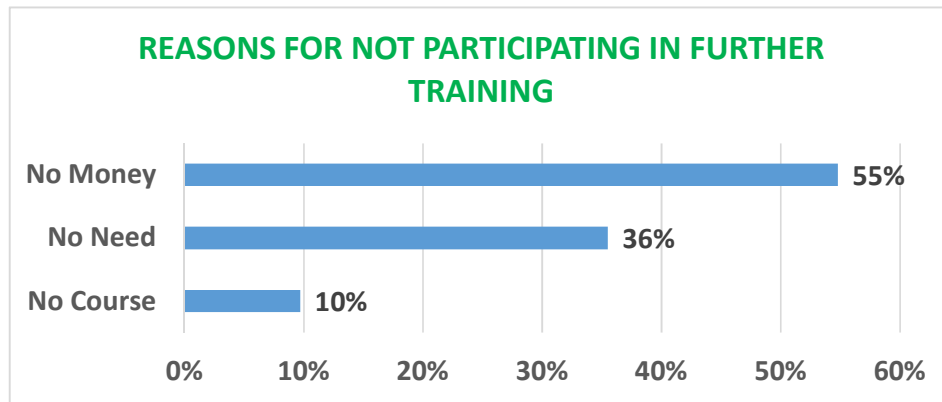


Source: Collected from field data of EASTRIP tracer study, 2019

3.1.6.5.2 Reasons for not participating in further training after graduation

Table 3.20 Column 4, Column 5, Column 6 and Column 7 captures “Reasons for not undertaking further training” (university, evening classes, short courses) after graduation. 10 per cent “did not find relevant further training courses”. 36 per cent “did not see the need for further training”. 55 per cent “did not have money to pay for further training”.

Figure 3.22: Reasons for not participating in further training after graduation

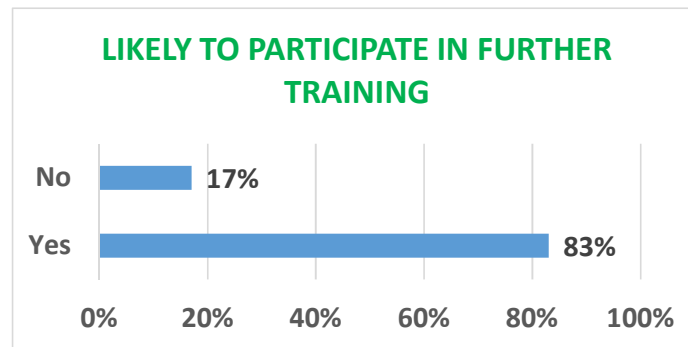


Source: Collected from field data of EASTRIP tracer study, 2019

3.1.6.5.3 The likelihood of attending further training courses

Table 3.20 Column 8 and Column 9, above captures the “likelihood of TVET graduates attending further training courses at a later date (university, evening classes, short courses)” after graduation. 83 per cent agree that there is a “likelihood of attending further training courses”. 17 per cent have “no likelihood of attending further training courses”. These findings reveal that the overwhelming majority of graduates who took part in the study recognize the importance and need for further skill building for promotion and career development. It is also an indication of their low level satisfaction with the education they recently completed.

Figure 3.23: The likelihood of attending further training



Source: Collected from field data of EASTRIP tracer study, 2019

3.1.7 Assessment of Job Satisfaction by TVET Graduates

The following sections of this EASTRIP tracer study report will outline findings of the study with regards to employment issues. This section examines the Job satisfaction by the traced TVET graduates. It is an assessment of employees towards their present jobs. First the general satisfaction is measured on a five point scale. This is followed with the measurement of eleven parameters on the same scale. The eleven parameters include; “Interesting work tasks”, “Working with some independence”, “Clear and regulated work tasks”, “Applying what was learned when studying”, “Job security”, “Social status and recognition”, “Putting own ideas into practice”, “Income and benefits”, “Good social climate / work setting”, “Good career advancement prospects” and “Ability to coordinate/ supervise work”.

3.1.7.1 General Satisfaction with present job

Using a five point Likert scale, Traced TVET graduates were requested to measure their extent of satisfaction. The scale is shown below.

	1	2	3	4	5	
Not at all Satisfied	()	()	()	()	()	Very Satisfied

Table 3.21: General Satisfaction with present job

Satisfaction with Present Job	Yes	No
Frequency	15	24
Percent	38.5%	61.5%

Source: Collected from field data of EASTRIP tracer study, 2019

Table 3.21 above captures “general satisfaction with present job”. Results have been taken from a sample of 39 TVET graduates. 39 per cent are “satisfied” with their present job while 61 per cent are “not satisfied” with their present job.

3.1.7.2 Degree of satisfaction along 11 individual job parameters

The degree/extent of satisfaction along 11 individual job parameters is measured on a five-point Likert scale as shown below.

3.1.7.2.1: Interpretation of the Degree of Satisfaction with Job Parameters

Using average mean score, the scale has been interpreted as shown below.

INTERPRETATION OF THE AVERAGE MEAN SCORE					
Range	1 – 1.4	1.5 – 2.4	2.5 – 3.4	3.5 – 4.4	4.5 – 5.0
Verbalisation	Not at all Satisfied	Somewhat not Satisfied	Neither Satisfied Nor Dissatisfied	Satisfied	Very Satisfied
Colour Code					

Table 3.22: Measurement of satisfaction along individual job parameters

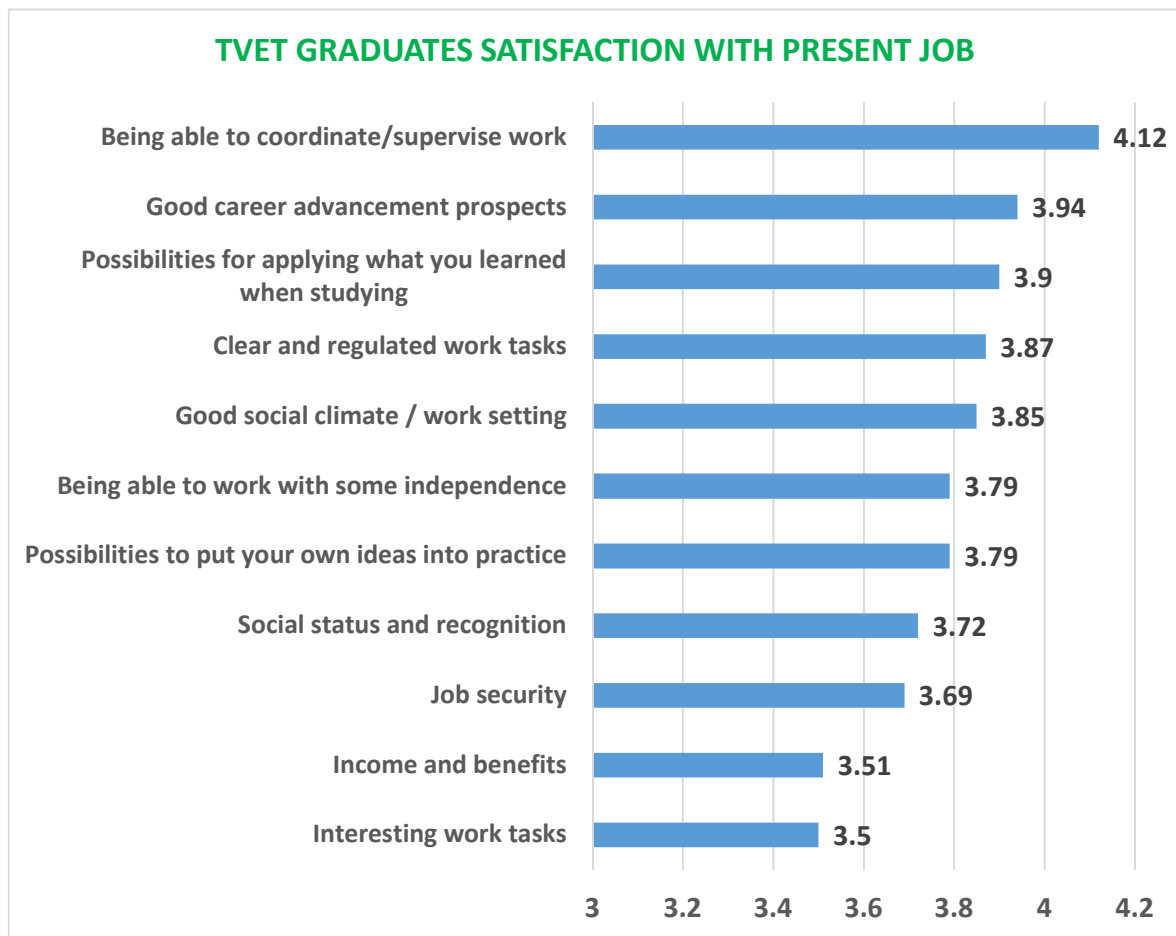
TVET GRADUATES SATISFACTION WITH PRESENT JOB								
	Job Satisfaction					n	Mean	SD
	1	2	3	4	5			
Interesting work tasks	5	2	14	3	15	39	3.50	1.37
Being able to work with some independence	2	2	13	7	15	39	3.79	1.16
Clear and regulated work tasks	1	2	13	8	15	39	3.87	1.07
Possibilities for applying what you learned when studying	2	4	7	13	13	39	3.79	1.16
Job security	4	1	9	14	11	39	3.69	1.20
Social status and recognition	2	4	8	14	11	39	3.72	1.13
Possibilities to put your own ideas into practice	4	5	4	9	17	39	3.77	1.39

Income and benefits	4	6	5	14	10	39	3.51	1.30
Good social climate / work setting	4	0	9	11	15	39	3.85	1.23
Good career advancement prospects	1	2	13	7	15	38	3.90	1.08
Being able to coordinate/supervise work	2	2	8	6	21	39	4.08	1.19

Source: Collected from field data of EASTRIP tracer study, 2019

Table 3.22 above captures the Measurement (mean score, μ) of satisfaction along 11 individual job parameters. Results have been taken from a sample of 38 to 39 TVET graduates. The mean satisfaction rate of the traced TVET Graduates, varies from 4.08 (“*Being able to coordinate/supervise work*”) to 3.50 (“*Interesting work tasks*”). All the 11 parameters have a mean score of 3.5 and above and are classified as “*Satisfied*”. TVET graduates see “*Being able to coordinate/supervise work*” (n = 39, μ = 4.08) and “*Good career advancement prospects*” (n = 38, μ = 3.90) as sources of very high satisfaction. On the flipside, “*Income and benefits*” (n = 39, μ = 3.51) and “*Interesting work tasks*” (n = 39, μ = 3.50) elicit slightly lower satisfaction.

Figure 3.24: Measurement of satisfaction along individual job parameters



Source: Collected from field data of EASTRIP tracer study, 2019

3.1.8 RELATIONSHIP BETWEEN STUDY AND EMPLOYMENT

In this section the EASTRIP Tracer Study report examines the Teaching-learning conditions and provisions, experienced by the traced TVET graduates, at TVET Institute. It is an assessment of the employed traced TVET graduates towards their former TVET Institutes.

3.1.8.1 Teaching-learning conditions and provisions experienced at TVET Institute

The measurement of the Teaching-learning conditions and provisions uses 28 parameters on a five point Likert scale as shown below.

	1	2	3	4	5	
Very Weak	()	()	()	()	()	Very Strong

3.1.8.1.1 Interpretation of the Ratings for the Teaching-Learning Conditions and Provisions

Using average mean score, the scale has been interpreted as shown below

INTERPRETATION OF AVERAGE MEAN SCORE					
Range	1 – 1.4	1.5 – 2.4	2.5 – 3.4	3.5 – 4.4	4.5 – 5.0
Verbalisation	Very Weak	Weak	Neither Weak Nor Strong	Strong	Very Strong
Colour Code					

Table 3.23 above captures the Measurement (mean score, μ) and “Rating of the teaching-learning conditions and provisions” experienced at TVET Institute. Results have been taken from a sample of 38 to 39 TVET graduates.

The mean (μ) satisfaction rate of the traced TVET Graduates, varies from 3.42 (“*Help in finding a job*”) to 4.33 (“*Discipline and accuracy at work*”). 25 parameters with a mean of 3.5 and above are classified as “*very strong*”. At the very top is “*Discipline and accuracy at work*” (n = 49, μ = 4.33) *Communication* (n = 50, μ = 4.12) and “*How to work in a safe way*” (n = 49, μ = 4.12). 2 parameters with a mean of 3.4 and below are classified as “*strong*”. However, “*Theoretical training related to the occupation*” (n= 50, μ = 3.44) and “*Help in finding a job*” (n= 50, μ = 3.42) have the lowest mean score this is an indication that TVET graduates of Kenya Coast National Polytechnic are not entirely satisfied with the institutes inability to help them secure employment. There may be need to strength the Industrial Liaison department.

Table 3.23: Rating the teaching-learning conditions and provisions experienced at TVET Institute

TEACHING-LEARNING CONDITIONS AND PROVISIONS								
Kenya Coast National Polytechnic	Job Satisfaction					n	Mean	SD
	1	2	3	4	5			
Theoretical training related to the occupation	4	1	16	12	6	39	3.38	1.11
Practical use of computers	4	4	7	16	8	39	3.51	1.23
Practical use of working tools	2	0	10	14	13	39	3.92	1.04
Practical use of machines and equipment	2	2	10	13	12	39	3.79	1.10
Practical use of materials and parts	1	1	11	14	12	39	3.90	0.97
Theory and practice of equipment maintenance	0	2	7	17	13	39	4.05	0.86
Understanding and producing drawings	0	2	10	15	12	39	3.95	0.89
Doing measurements at work	1	2	9	15	12	39	3.90	0.99
Use of written instructions and working guides	0	0	11	16	12	39	4.03	0.78

Communication	0	3	4	13	19	39	4.23	0.93
Working with other people	3	0	7	10	19	39	4.08	1.18
Knowledge of national laws	3	6	4	10	16	39	3.77	1.35
How to work in a safe way	3	1	4	7	24	39	4.23	1.22
How to do high quality work	2	3	4	13	17	39	4.03	1.16
Discipline and accuracy at work	2	0	3	12	22	39	4.33	1.01
How to start a business	4	2	4	16	13	39	3.82	1.25
General education subjects	3	1	6	14	15	39	3.95	1.17
Management of the institution	3	2	8	14	12	39	3.77	1.18
Standard of buildings, classrooms and workshops/labs	2	2	10	10	14	38	3.84	1.15
Recreational activities	3	2	6	17	11	39	3.79	1.15
Support from teachers	3	1	8	11	15	38	3.89	1.20
Competence of teachers	1	4	11	12	11	39	3.72	1.07
Teachers' experience of industry	1	3	10	12	12	38	3.82	1.06
Careers advice	1	2	7	19	10	39	3.90	0.94
Providing internship/industry-based training	3	2	8	10	16	39	3.87	1.24
Quality/Effectiveness of the internship/industry-based training	1	4	7	14	13	39	3.87	1.08
Help in finding a job	9	5	5	7	13	39	3.26	1.60
Extent of satisfaction with studies in general	2	2	7	13	14	38	3.92	1.12

Source: Collected from field data of EASTRIP tracer study, 2019

Figure 3.25: Rating the teaching-learning conditions and provisions



Source: Collected from field data of EASTRIP tracer study, 2019

3.1.9 SECTION VI - COMMENTS AND RECOMMENDATIONS BY TVET GRADUATES

In this section, traced TVET Graduates share their opinions on the weak areas that require improvement in the course of the study. Essentially these are areas that require professional attention to apply knowledge and skills to perform the job perfectly and efficiently. They also give their comments and suggestions regarding this survey.

3.1.9.1 Changes recommended for the TVET Institute’s programme of study by TVET Graduates

TVET Graduates shared their opinions on areas that require professional attention to apply knowledge and skills to perform the job perfectly and efficiently.

Table 3.24: Important changes recommended for the programme of study

IMPORTANT PROGRAMME OF STUDY CHANGES RECOMMENDED BY GRADUATES	
Themes	Recommended Changes
Jobs	<ul style="list-style-type: none"> • The TVET institution should follow up on their students after studies to know whether they got jobs after graduation. • I would like to ask the institute to help us in finding jobs. To find job for these learners.
Training materials & facilities.	<ul style="list-style-type: none"> • Have state of the art equipment, standard workshops and relevant books of trade. • Provide the school with facilities. • The institution is well equipped in all aspects for its training courses. However, it should work more to enhance or upgrade the level. • Need for marine engines.
New Courses	<ul style="list-style-type: none"> • Introduced of diploma in marine engineer. • When introducing new courses, ensure there is all that is needed to facilitate the whole program including the course teachers. • The institution should introduce more of maritime short course apart from (stcw's). Eg. Rating forming part of engineering watch. Tanker familiarization and many more.
Practical work	<ul style="list-style-type: none"> • Practical oriented training. • Yes, more practical skills. • Train well and deliver students who are more competent. • Should be thorough in delivery of content to students.
Internship	<ul style="list-style-type: none"> • Yes, since after attachment we are straining much to get internship we would like the TVET to give us the way through institution, getting 6month experience so as to be well equipped in our area of study • More internships should be put into consideration. • Help in required seatime if possible after graduation

Source: Collected from field data of EASTRIP tracer study, 2019

Table 3.24 summarizes the important changes recommended for the TVET Institute’s programme of study by TVET Graduates. The findings indicate that the most common changes recommended for the TVET Institute’s programme of study by their Graduates are; (1) Enhance practical training, (2) increase quality and quantity of training materials & facilities. (3) New Courses (4) help in finding internship placements and (5) help in finding jobs for graduates.

3.1.9.2 TVET Graduates Comments and suggestions regarding this survey

Table 3.25: TVET Graduates Comments and suggestions regarding this survey

COMMENTS AND SUGGESTIONS MADE BY GRADUATES	
Themes	Comments and Suggestions
Appreciation	<ul style="list-style-type: none"> • Good survey. Great work. It's great • Thank you for this opportunity. We appreciate your work. Thanks.
Training	<ul style="list-style-type: none"> • Bring some in or out side country training for me to upgrade my knowledge for further of my career that make me fulfill the present day technology related works.
Job placements	<ul style="list-style-type: none"> • I'm asking the institute to help us in finding jobs • Help me to find suitable job • Help those graduates who are out here with no Jobs if possible. • Link us (graduates) with job opportunities. • Find job opportunities for learners. • In case of any job opportunities, kindly communicate through your website too. • Help the unemployed secure jobs. • Provide them with job opportunity.
Financial Support	<ul style="list-style-type: none"> • Pay for further studies to those willing but unable to finance. • Offer for me a capital to start my own business related to the field of my study. • Support the students with school fess so that they can continue in further studies
Calls	<ul style="list-style-type: none"> • Too much calling on us. • We should never be called every day all the time as we were done for please, we need to be given space. • We were called severally, becoming a bother to us.
Government	<ul style="list-style-type: none"> • Yes, it help us present our problem to the national level.

Source: Collected from field data of EASTRIP tracer study, 2019

Table 3.25 summarizes the comments and suggestions regarding this survey as made by traced Graduates. The findings indicate that the most common comments and suggestions regarding this survey are; (1) Appreciating the survey (2) requesting for training opportunities (3) requesting for job placements (4) seeking financial support (5) frequency of calling (6) a platform to reach the national level.

3.2 EMPLOYERS' FINDINGS AT KENYA COAST NATIONAL POLYTECHNIC

This section provides among others, the outcome of assessment made by employers of the Kenya Coast National Polytechnic TVET graduates on the level of satisfaction with regards to their skills and performance level on the job. The section also provides a review of the effectiveness and

relevance of training of TVET graduates from the employers’ perspectives. It also deals with the outcome of employers’ assessment of the courses offered by Kenya Coast National Polytechnic in meeting the job market needs.

3.2.1 Demographic Information

In this section the EASTRIP Tracer Study report examines the role/position of the traced employers in the sample and the industry sectors they are engaged in.

3.2.1.1 Role/Position of traced Employers

Table 3.26: The Role/Position of traced Employers

THE NUMBER OF EMPLOYERS AND THEIR ROLE/POSITION		
	Role/Position	
	Human Resource Manager	Head/Deputy Head of Department
Frequency	2	4
Percent	33.3%	66.7%

Source: Collected from field data of EASTRIP tracer study, 2019

The survey was able to trace 6 employers. The statistics in Table 3.26 shows that of the traced Employers, 33 per cent were *Human Resource Managers* while 67 per cent were *Head/Deputy Heads of Department*.

3.2.1.2 Traced Employers of TVET Graduates by Industry Sector

A list of 19 Industry sectors was prepared, Traced Employers had a chance to include other Industry sectors in case the drop down list did not adequately capture their sector.

Table 3.27: Employers of TVET graduates by Industry Sectors

EMPLOYERS OF TVET GRADUATES BY INDUSTRY SECTOR		
Industry Sector	Frequency	Percent
Agriculture, forestry and fishing	-	-
Mining and quarrying	-	-
Manufacturing	-	-
Electricity, gas, steam and air conditioning supply	3	50%
Water supply; sewerage, waste management and remediation activities	-	-
Construction	-	-
Wholesale and retail trade, repair of motor vehicles and motorcycles	-	-

EMPLOYERS OF TVET GRADUATES BY INDUSTRY SECTOR		
Industry Sector	Frequency	Percent
Transportation and storage	3	50%
Accommodation and food service activities	-	-
Information and communication	-	-
Financial and insurance activities	-	-
Real estate activities	-	-
Professional, scientific and technical activities	-	-
Administrative and support service activities	-	-
Public administration and defence; compulsory social security	-	-
Education	-	-
Human health and social work activities	-	-
Arts, entertainment and recreation	-	-
Other service activities	-	-
Other	-	-
Total	6	100%

Source: Collected from field data of EASTRIP tracer study, 2019

Table 3.27 summarizes how the traced employers spread across different industry sectors. The statistics shows that 50 per cent of the traced Employers are in the *Electricity, gas, steam and air conditioning supply* industry and another 50 per cent are in the *Transportation and storage* sector.

3.2.2. Recruitment Procedures and Criteria

In this section the EASTRIP Tracer Study report examines how Employers Recruit TVET Graduates, the number of TVET graduates in both permanent and casual employment, important aspects when it comes to employing TVET graduates, the ways and means of recruiting TVET graduates, Satisfaction with quality of training received by TVET graduates, their demonstration of Knowledge and skills aspects, reasons for not employing TVET graduates from Kenya Coast National Polytechnic, and the challenges they face with engaged TVET interns. It also looks at the assessment of traced employers towards the work and attitudes of the TVET graduates that they have employed (permanent and or casuals). This section will attempt to highlight where decision makers in the institute should focus education and employment reform and policies.

3.2.2.1 How Employers Recruit TVET Graduates

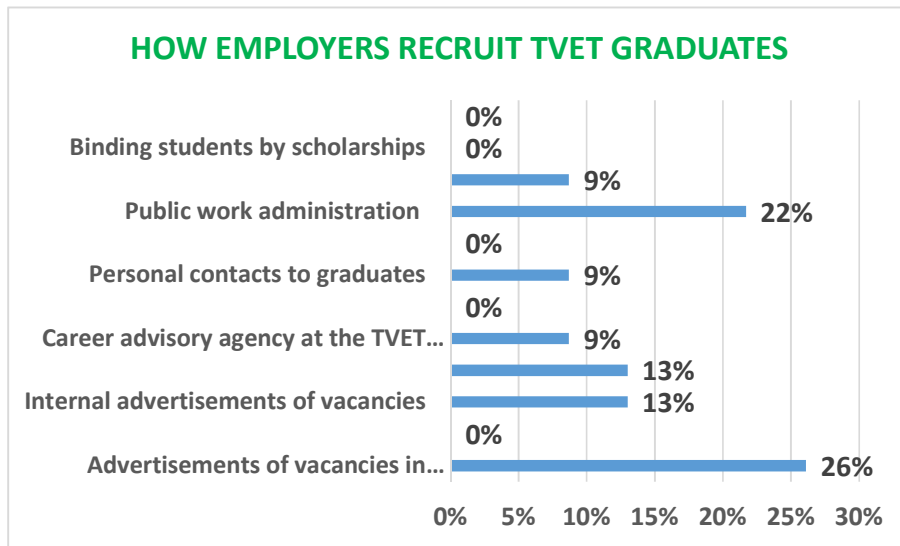
Table 3.28: How Employers Recruit TVET Graduates

How employers recruit TVET graduates	Frequency	Per cent (%)
Advertisements of vacancies in newspapers (such as, daily papers, special periodicals)	6	26.1
Advertisements on the Internet	-	-
Internal advertisements of vacancies	3	13
Direct application by graduates	3	13
Career advisory agency at the TVET Institute	2	8.7
Other contacts to the TVET Institute	-	-
Personal contacts to graduates	2	8.7
Manpower allocation	0	0
Public work administration (such as, public placement services, manpower allocation system)	5	21.7
Private employment agencies	2	8.7
Binding students by scholarships	-	-
Other	-	-
Total	23	100

Source: Collected from field data of EASTRIP tracer study, 2019

Table 3.28 above captures the means and ways with which *Employers recruit TVET Graduates*. Results have been taken from a sample of 6 of the 6 Employers who presently employ TVET graduates. The statistics show that with 26 per cent of the respondents “*advertise vacancies through Newspapers (such as, daily papers, special periodicals)*” and 22 per cent of the respondents recruit graduates through “*Public work administration (such as, public placement services, manpower allocation system)*”. Moreover, 13 per cent of TVET graduates get employed through “*Internal advertisements of vacancies*” and another 13 per cent of TVET graduates get employed through “*Direct application by graduates*”. The findings also show that 9 percent of the respondents work closely with the “*Career advisory agency at the TVET Institute*” when conducting recruitment. Furthermore, another 9 percent rely on “*Personal contacts to graduates*”. These two element gives a justification that there may be to strengthen the Industrial Liaison role within TVET Institutions. This position could take a leading role in assisting TVET graduate to secure employment.

Figure 3.26: How Employers Recruit TVET Graduates



Source: Collected from field data of EASTRIP tracer study, 2019

3.2.2.2 Employers that have recruited TVET Graduates

Table 3.29: Employers that have recruited TVET Graduates

Recruited of TVET Graduates from Kenya Coast?	Yes	No
Frequency	6	0
Percent	100	0

Source: Collected from field data of EASTRIP tracer study, 2019

Table 3.29 above captures the Employers that have recruited TVET Graduates from Kenya Coast National Polytechnic Results have been taken from a sample of 6 of the 6 Employers who presently employ TVET graduates. The statistics shows that all (100 per cent) the traced Employers have recruited TVET Graduates from Kenya Coast National Polytechnic.

3.2.2.3 Statistics of Male and/or Female TVET Graduates in Employment

Table 3.30: Male and/or Female TVET Graduates in Employment

TVET GRADUATES IN EMPLOYMENT BY GENDER			
	Male	Female	Total
Employer 1	1	1	2
Employer 2	2	1	3
Employer 3	1	-	1
Employer 4	1	1	1
Employer 5	1	1	1

Employer 6	1	-	1
Total	7	4	11
Per cent	63.6%	36.4%	100%

Source: Collected from field data of EASTRIP tracer study, 2019

The statistics in Table 3.30 shows that of the employed TVET graduates, 64 per cent are male and 36 per cent are female.

Table 3.31: Other TVET Graduates in Employment

OTHER TVET GRADUATES IN EMPLOYMENT BY GENDER			
	Male	Female	Total
Meru National Polytechnic	1	0	1
Kisumu National Polytechnic	2	3	5
Total	3	3	6
Percent	50%	50%	100%

Source: Collected from field data of EASTRIP tracer study, 2019

The statistics in Table 3.31 shows that the surveyed employers also employ TVET graduates from Meru National Polytechnic and Kisumu National Polytechnic. Out of the employed TVET graduates, 50 per cent are male and 50 per cent are female.

3.2.2.4. Important Aspects for the recruitment of TVET Graduates

Using a five point Likert scale, employers measured the degree of importance of eleven (11) aspects for the recruitment of TVET Graduates.

	1	2	3	4	5	
Not at all important	()	()	()	()	()	Very important

3.2.2.4.1 Interpretation of the Degree of Importance of Multiple Aspects for the Recruitment of TVET Graduates

Using average mean score, the scale has been interpreted as shown below.

INTERPRETATION OF THE AVERAGE MEAN SCORE					
Range	1 – 1.4	1.5 – 2.4	2.5 – 3.4	3.5 – 4.4	4.5 – 5.0
Verbalisation	Not at all Important	Somewhat Not important	Neither Important Nor Not important	Important	Very Important
Colour Code					

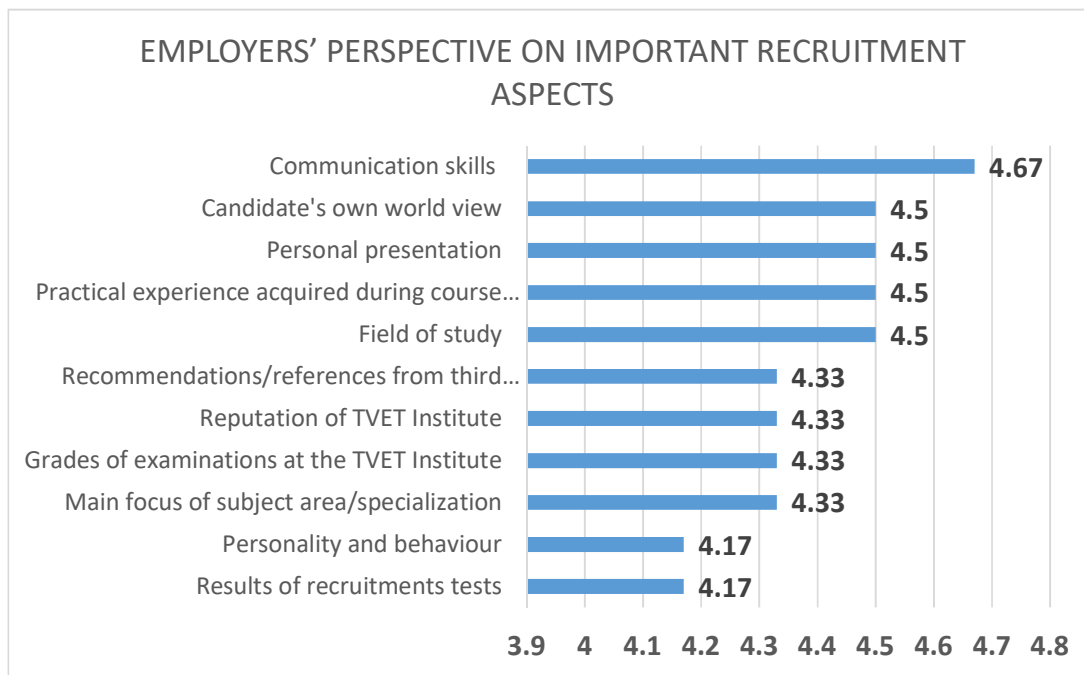
Table 3.32: Importance of Aspects for the recruitment of TVET Graduates

EMPLOYERS' PERSPECTIVE ON IMPORTANT RECRUITMENT ASPECTS									
RECRUITMENT ASPECTS	Satisfaction with Quality of Training					n	Mean	SD	
	1	2	3	4	5				
Field of study	0	0	0	3	3	6	4.50	0.55	
Main focus of subject area/specialization	0	0	0	4	2	6	4.33	0.52	
Grades of examinations at the TVET Institute	0	0	0	4	2	6	4.33	0.52	
Practical experience acquired during course of study	0	0	0	3	3	6	4.50	0.55	
Reputation of TVET Institute	0	0	0	4	2	6	4.33	0.52	
Recommendations/references from third persons	0	0	1	2	3	6	4.33	0.82	
Results of recruitments tests	0	0	1	3	2	6	4.17	0.75	
Communication skills	0	0	0	2	4	6	4.67	0.52	
Personal presentation	0	0	0	3	3	6	4.50	0.55	
Personality and behaviour	0	0	1	3	2	6	4.17	0.75	
Candidate's own world view	0	0	0	3	3	6	4.50	0.55	

Source: Collected from field data of EASTRIP tracer study, 2019

Table 3.32 captures the degree of *importance of the aspects considered when recruiting TVET Graduates*. Results have been taken from a sample of 6 of the 6 Employers who presently employ TVET graduates. *From the analysis of the traced Employers, the mean scores vary from 4.67 (“Communication skills”) to 4.17 (“Results of recruitments tests and Personality and behaviour”).*

Figure 3.27: Importance of Aspects for the recruitment of TVET Graduates



Source: Collected from field data of EASTRIP tracer study, 2019

3.2.2.5 Employers' Satisfaction with quality of training received by TVET graduates

Using a five point Likert scale, employers measured their degree satisfaction with the training received by TVET Graduates from Kenya Coast National Polytechnic.

	1	2	3	4	5	
Not at all Satisfied	()	()	()	()	()	Very Satisfied

3.2.2.5.1 Interpretation of the Employers' Satisfaction with Quality of Training

Using average mean score, the scale has been interpreted as shown below.

Interpretation of Average Mean Score					
Range	1 – 1.4	1.5 – 2.4	2.5 – 3.4	3.5 – 4.4	4.5 – 5.0
Verbalisation	Not at all Satisfied	Somewhat not Satisfied	Neither Satisfied Nor Dissatisfied	Satisfied	Very Satisfied
Colour Code					

Table 3.33: Employers' Satisfaction with quality of training received by TVET graduates

EMPLOYERS' SATISFACTION WITH THE QUALITY OF TRAINING RECEIVED BY TVET GRADUATES								
Satisfaction	Satisfaction with Quality of Training					n	Mean	SD
	1	2	3	4	5			
Frequency	0	0	0	3	3	6	4.5	0.55
Per cent	-	-	-	50%	50%	-	-	-

Source: Collected from field data of EASTRIP tracer study, 2019

Table 3.33 captures how employers measured their degree satisfaction with the training received. Results have been taken from a sample of 6 of the 6 Employers who presently employ TVET graduates. 50 per cent of the respondents said that they were generally “*very satisfied*” with the quality of training.

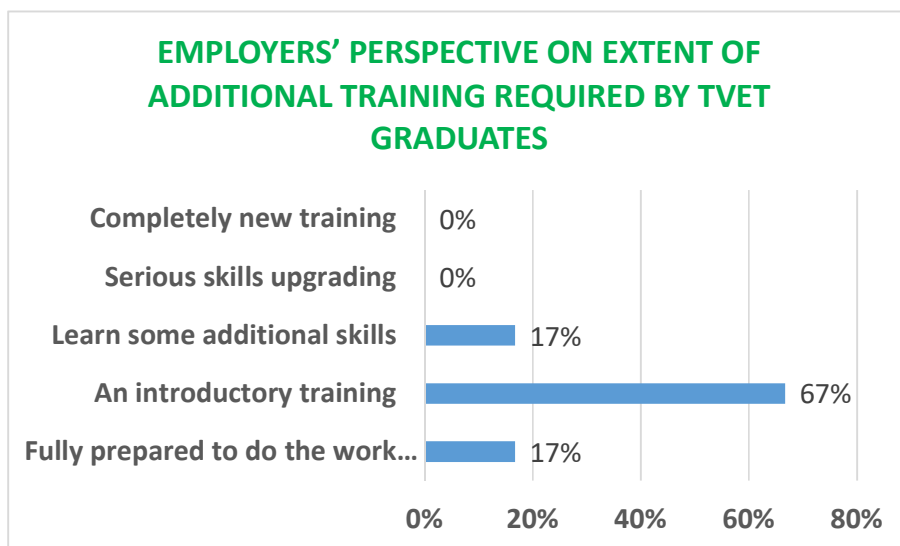
3.2.2.6 The need for additional training of TVET graduates

Table 3.34: Employers Opinions on the need for additional training of TVET graduates

EMPLOYERS' PERSPECTIVE ON EXTENT OF ADDITIONAL TRAINING REQUIRED BY TVET GRADUATES		
	Frequency	Percent
Normally they are fully prepared to do the work well	1	16.7%
They need only an introductory training	4	66.7%
They need to learn some additional skills	1	16.7%
They need serious skills upgrading to start working	0	-
They need completely new training	0	-
Total	6	100%

Source: Collected from field data of EASTRIP tracer study, 2019

Figure 3.28: Employers Opinions on the need for additional training of TVET graduates



Source: Collected from field data of EASTRIP tracer study, 2019

Table 3.34 summarizes the employers' views of the extent of additional training required by graduates from TVET institutes. The statistics shows that from traced Employers, 67 per cent agree that “They need only an introductory training”. While, 17 per cent of the respondent says that “They need to learn some additional skills” and another 17 per cent say that “Normally they are fully prepared to do the work well”.

3.2.2.7 Employers' responses to the importance of knowledge and skills of TVET graduates

Using a five point Likert scale, employers measured their degree satisfaction with the eighteen (18) “Knowledge and skills aspects” as demonstrated by TVET Graduates from Kenya Coast National Polytechnic.

	1	2	3	4	5	
Not at all Satisfied	()	()	()	()	()	Very Satisfied

3.2.2.7.1 Interpretation of the Employers' Level of Satisfaction with the Knowledge and Skills of TVET graduates

Using average mean score, the scale has been interpreted as shown below.

Interpretation of Average Mean Score					
Range	1 – 1.4	1.5 – 2.4	2.5 – 3.4	3.5 – 4.4	4.5 – 5.0
Verbalisation	Not at all Satisfied	Somewhat not Satisfied	Neither Satisfied Nor Dissatisfied	Satisfied	Very Satisfied

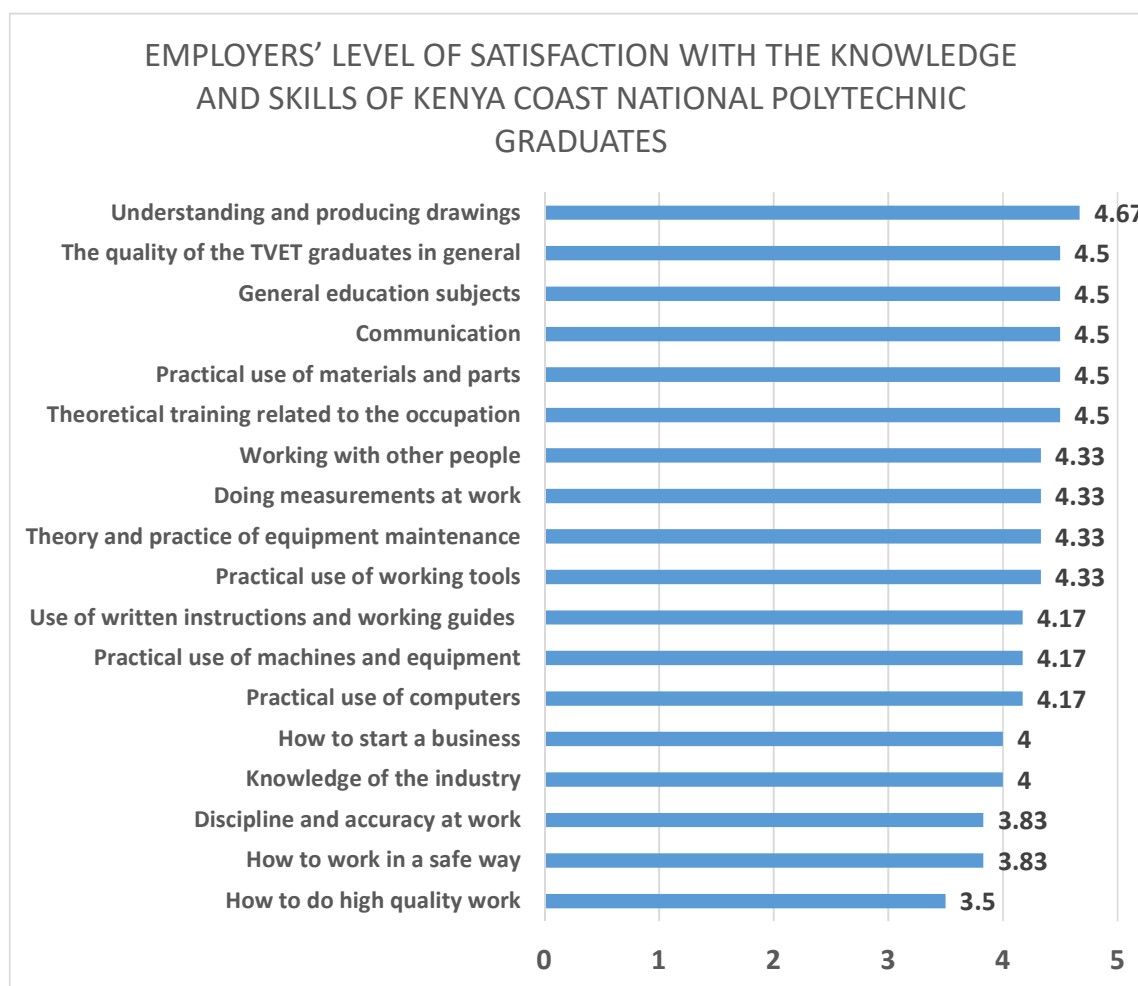
Colour Code					
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Table 3.35: Employers' Level of Satisfaction with the knowledge and skills of TVET graduates

EMPLOYERS' LEVEL OF SATISFACTION WITH THE KNOWLEDGE AND SKILLS OF KENYA COAST NATIONAL POLYTECHNIC GRADUATES								
Knowledge and Skills Aspects	Level of General importance					n	Mean	SD
	1	2	3	4	5			
Theoretical training related to the occupation	0	0	0	3	3	6	4.50	0.55
Practical use of computers	0	0	0	5	1	6	4.17	0.41
Practical use of working tools	0	0	0	4	2	6	4.33	0.52
Practical use of machines and equipment	0	0	0	5	1	6	4.17	0.41
Practical use of materials and parts	0	0	1	1	4	6	4.50	0.84
Theory and practice of equipment maintenance	0	0	0	4	2	6	4.33	0.52
Understanding and producing drawings	0	0	0	2	4	6	4.67	0.52
Doing measurements at work	0	0	0	4	2	6	4.33	0.52
Use of written instructions and working guides	0	0	2	1	3	6	4.17	0.98
Communication	0	0	0	3	3	6	4.50	0.55
Working with other people	0	0	2	0	4	6	4.33	1.03
Knowledge of the industry	0	0	2	2	2	6	4.00	0.89
How to work in a safe way	0	0	3	1	2	6	3.83	0.98
How to do high quality work	0	0	3	3	0	6	3.50	0.55
Discipline and accuracy at work	0	0	2	3	1	6	3.83	0.75
How to start a business	0	0	1	4	1	6	4.00	0.63
General education subjects	0	0	1	1	4	6	4.50	0.84
The quality of the TVET graduates in general	0	0	1	1	4	6	4.50	0.84

Source: Collected from field data of EASTRIP tracer study, 2019

Figure 3.29: Employers' Level of Satisfaction with the knowledge and skills of TVET graduates



Source: Collected from field data of EASTRIP tracer study, 2019

Table 3.35 illustrates the employers' level of satisfaction with the knowledge and skills demonstrated by TVET graduates. The statistics shows that the mean satisfaction levels vary from 4.67 ("Understanding and producing drawings") to 3.5 ("How to do high quality work").

3.2.2.8 Employers' Internship Program for TVET Graduates.

Table 3.36 Statistics of TVET Graduates Undergoing Internship

TVET INSTITUTE GRADUATES THAT ARE UNDERGOING INTERNSHIP		
Kenya Coast National Polytechnic	Yes	No
Frequency	0	6
Percent	0%	100%

Source: Collected from field data of EASTRIP tracer study, 2019

Table 3.37 summarizes the Employers' Internship Program for TVET Graduates. Results have been taken from a sample of 6 of the 6 Employers who presently employ TVET graduates. The statistics shows that there are no graduates undergoing Internship among the surveyed employers.

3.2.2.9 Employers' Perspective on Problems finding employees with the needed skills

Table 3.37: Problems experienced in finding employees with the needed skills

PROBLEMS EXPERIENCED IN FINDING EMPLOYEES WITH THE NEEDED SKILLS		
Problems Experienced?	Yes	No
Frequency	0	6
Per cent	0%	100%

Source: Collected from field data of EASTRIP tracer study, 2019

Table 3.37 summarizes the responses from employers on the question of *Problems experienced in finding employees with the needed skills*. Results have been taken from a sample of 6 of the 6 Employers who have had some experiences finding employees with the needed skills. The statistics shows that 100 per cent of the traced Employers, have “*not experienced some challenges finding employees with the needed skills*”.

3.2.3 Comments and Recommendations

In this section, traced employers share their opinions on the weak areas that require improvement in the course of the study essentially areas that require professional attention to apply knowledge and skills to perform the job perfectly and efficiently. They also give their comments and suggestions regarding this survey.

3.2.3.1 Important changes recommended for the TVET Institute’s programme of study by Employers

Table 3.38: Important changes recommended for the programme of study

IMPORTANT PROGRAMME OF STUDY CHANGES RECOMMENDED BY EMPLOYERS	
1	They should match the skills with the market requirements.
2	Continue producing more competent graduates.
3	They should shift from theory and instead become more technical in delivery. Thanks

Source: Collected from field data of EASTRIP tracer study, 2019

Table 3.38 summarizes the important changes recommended for the TVET Institute’s programme of study by Employers. The statistics in Table 3.38 shows that the most common changes recommended for the TVET Institute’s programme of study by traced Employer focuses on the need to produce TVET

graduates who are competent from a practical perspective and whose skill level matches market demands.

3.2.3.2 Employers’ Comments and suggestions regarding this survey

Table 3.39: Employers’ Comments and suggestions regarding this survey

COMMENTS AND SUGGESTIONS MADE BY EMPLOYERS	
1	Calls were too much on us.

Source: Collected from field data of EASTRIP tracer study, 2019

Table 3.39 summarizes the comments and suggestions regarding this survey as made by employers. The findings indicate that the most common comments and suggestions regarding this survey are the calls made as a result of follow up appeared to have been on the higher side.

3.3 TVET STAFF FINDINGS AT KENYA COAST NATIONAL POLYTECHNIC

This section provides the outcome of the TVET Institute survey involving Kenya Coast National Polytechnic staff. The study covered issues such as their curriculum for skills areas, their relationship with industry and quality assurance system. Some of these issues have a bearing on factors affecting effectiveness and relevance of training provided by Kenya Coast National Polytechnic.

3.3.1 Demographic Information

3.3.1.1 Description of Role/Position of TVET Institute staff.

Table 3.40: The number of traced TVET institute Staff

THE NUMBER OF TVET STAFF AND THEIR ROLE/POSITION			
	Role/Position		
	Head of Department	Deputy Head of Department	Instructor
Frequency	1	2	2
Percent	20%	40%	40%

Source: Collected from field data of EASTRIP tracer study, 2019

As shown in Table 3.40, 5 (100 per cent) TVET Institute Staff linked to Kenya Coast National Polytechnic were surveyed. The statistics in Table 3.40 shows that of the traced TVET Institute Staff, 1 (20 per cent) held the role of *Head of Department*, 2 (40 per cent) held the position of *Deputy Head of Department*. While 2 (40 per cent) were course *Instructors*.

3.3.1.2 Identification of the TVET Institute

Table 3.41: Type of TVET Institute

TYPE OF TVET INSTITUTE				
	Country	RFTI Name	Public	Private
1	Ethiopia	Federal TVET Institute (Leather)	-	-
2	Ethiopia	Federal TVET Institute (Tool Making)	-	-

3	Ethiopia	Hawassa TVET Polytechnic College	-	-
4	Ethiopia	Ethiopia Railway Academy	-	-
5	Ethiopia	Kenya Coast National Polytechnic	-	-
6	Ethiopia	Kombolcha TVET Polytechnic College	-	-
7	Ethiopia	Holeta TVET Polytechnic College	-	-
8	Ethiopia	General Wingate Polytechnic College	-	-
9	Tanzania	Dar es Salaam Institute of Technology	-	-
10	Tanzania	Dar es Salaam Institute of Technology - Mwanza	-	-
11	Tanzania	National Institute of Transport	-	-
12	Tanzania	Arusha Technical College	-	-
13	Kenya	Meru National Polytechnic	-	-
14	Kenya	Kenya Coast National Polytechnic	✓	
15	Kenya	KenGen Geothermal Training Center	-	-
16	Kenya	Kisumu National Polytechnic	-	-
17	Kenya	Kenya Institute of Highway & Building Technology	-	-

Source: Collected from field data of EASTRIP tracer study, 2019

3.3.2 Recognition of TVET Institute by Awarding Boards, Professional Associations and Employers

On the question of Linkages between TVET training institutions and industry and Professional Associations Table 3.42 shows that Kenya Coast National Polytechnic has some relation with Employers and Professional Associations. This trend of interfacing with industry is a positive development and should be encouraged since it will help relate TVET training programmes to the job market.

3.3.2.1 Internationally accredited TVET courses

Table 3.42: Internationally accredited TVET courses

LIST OF PARTNER AWARDING BOARDS FOR KENYA COAST NATIONAL POLYTECHNIC	
1	Kenya National Qualification Authority
2	JP International Examinations
3	Kenya National Examination Council (KNEC)
4	Association of Business Executives (ABE)
5	International Council for Certification and Accreditation (ICCA Council)
6	Institute of Commercial Management (ICM)
7	Technical and Vocational Education Training Authority
8	Educational Standards and Quality Assurance Council

9	The National Industrial Training Authority (NITA)
10	Commission for University Education

Source: Collected from field data of EASTRIP tracer study, 2019

3.3.2.2 Recognition of TVET courses by Professional Associations

Table 3.43: Recognition of TVET courses by Professional Associations

LIST OF PROFESSIONAL ASSOCIATIONS FOR KENYA COAST NATIONAL POLYTECHNIC	
1	Engineers Registration Board (ERB)
2	Kenya Association of Technical Training Institutes (KATTI)
3	Kenya Technicians and Technologists Registration Board
4	Institute of Engineering Technologists and Technicians
5	Chartered Institute of Management
6	Association of Professional Societies of East Africa
7	Engineers Board of Kenya (EBK)
8	Kenya Maritime Authority (KMA)

Source: Collected from field data of EASTRIP tracer study, 2019

3.3.2.3 Recognition of TVET courses by Employers

Table 3.44: Recognition of TVET courses by Employers

LIST OF EMPLOYERS FOR KENYA COAST NATIONAL POLYTECHNIC	
1	Public Service Commission (PSC)
2	Kenya Ports Authority (KPA)
3	Kenya Maritime Authority (KMA)
4	Kenya Marine
5	Kenya Ferry Services
6	Southern Engineering Company
7	Alpha Logistics

8	African Marine and general Engineering Company
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Source: Collected from field data of EASTRIP tracer study, 2019

Given the number of Professional Associations and employer who recognise TVET courses there is need to periodically invite experts from industry to teach some subjects in their institutions. This type of arrangements relating to the use of experts (from employers or professional association) from the industry to teach in TVET training institutions should be encouraged.

3.3.3 Qualification levels offered by TVET Institutes

Table 3.45: Qualification levels offered by Kenya Coast National Polytechnic

LEVEL OF QUALIFICATION OFFERED AT KENYA COAST NATIONAL POLYTECHNIC		
Levels	Yes	No
Bachelor Degree/Management Professional/Master Craft Person I	-	
Higher National Diploma	✓	
National Diploma/Master Craft Person II/Professional Diploma	✓	
National Craft Certificate/National Vocational Certificate IV/ Master Craft Person III	✓	
Artisan Certificate/ National Vocational Certificate III/National Skills Certificate I	✓	
National Skills Certificate II/ National Vocational Certificate II	✓	
Other	-	

Source: Collected from field data of EASTRIP tracer study, 2019

Table 3.45 summarizes the “*levels of qualification offered*” by Kenya Coast National Polytechnic. Results have been taken from a sample of 5 of the 5 TVET Institute Staff. It shows that Kenya Coast National Polytechnic offers Bachelor Degree/Management Professional/Master Craft Person I, Higher National Diploma, National Diploma/Master Craft Person II/Professional Diploma, National Craft Certificate/National Vocational Certificate IV/ Master Craft Person III, Artisan Certificate/ National Vocational Certificate III/National Skills Certificate I and National Skills Certificate II/ National Vocational Certificate II.

3.3.4 Review of TVET Institute Course Curricula

3.3.4.1 Periodic review of TVET Institute courses

Table 3.46: Review of TVET Institutes’ course curricula

Are institutes’ course curricula reviewed?	Reviewed	
	Yes	No

Frequency	5	-
Per cent	100%	0%

Source: Collected from field data of EASTRIP tracer study, 2019

Table 3.46 summarizes the responses from TVET Institute Staff on the question of whether TVET Institute’s “*courses are periodically reviewed*”. Results have been taken from a sample of 5 of the 5 TVET Institute Staff. It shows that among the 5 (100 per cent) TVET Institute Staff that were surveyed in the study, all 5 (100 per cent) confirm that Kenya Coast National Polytechnic “*periodically reviews their TVET Institute courses*”.

3.3.4.2 Frequency of review of TVET Institute courses

Table 3.47: Frequency of Review of TVET Institutes’ course

FREQUENCY OF REVIEWING TVET INSTITUTES’ COURSE CURRICULA					
	Frequency in Months				
	Below 24	24 - 35	36 – 47	48 – 59	60 and Above
Frequency	-	1	-	4	-
Percent	-	20%	-	80%	-

Source: Collected from field data of EASTRIP tracer study, 2019

Table 3.47 summarizes the responses from TVET Institute Staff on the question of “frequency of review their course curricular”. Results have been taken from a sample of 5 of the 5 TVET Institute Staff. It shows that among the 5 (100 per cent) TVET Institute Staff that were traced in the study, 1 (20 per cent) says that they take “*Less than 24 Months*” before reviewing their course curricular. While 4 (80 per cent) agree that they take “*Between 48 and 59 Months*” before reviewing their course curricular.

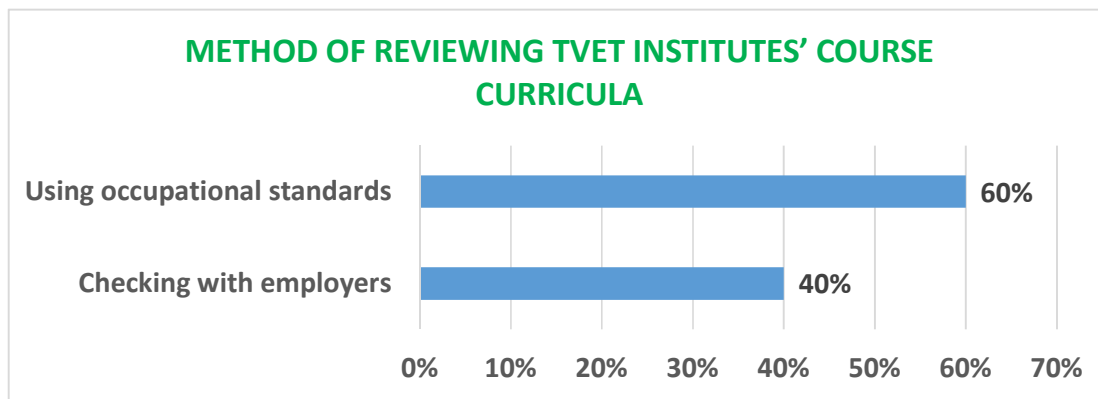
3.3.4.3 Method of reviewing the TVET course curricula

Table 3.48: Method of Review of TVET Institutes’ course curricula

METHOD OF REVIEWING TVET INSTITUTES’ COURSE CURRICULA			
	Checking with employers	Using occupational standards	Other
Frequency	2	3	-
Percent	40%	60%	-

Source: Collected from field data of EASTRIP tracer study, 2019

Figure 3.30: Method of Review of TVET Institutes’ course curricula



Source: Collected from field data of EASTRIP tracer study, 2019

Table 3.48 summarizes the method of reviewing TVET Institute courses. Results have been taken from a sample of 5 of the 5 TVET Institute Staff. It shows that among the 5 (100 per cent) TVET Institute Staff that were traced in the study, 2 (40 per cent) “*Check with employers*”. While 3 (60 per cent) “*Use occupational standards*”.

3.3.5 Assessment of Training Aids by TVET Institute Staff

3.3.5.1 Extent to which training aids are available in the TVET Institute

Using a five point Likert scale, TVET Institute staff were requested to measure the extent to which fourteen (14) training aids are available in their TVET Institute. The scale is shown below.

	1	2	3	4	5	
Very Weak	()	()	()	()	()	Very Strong

3.2.2.5.1 Interpretation of the Employers' Satisfaction with Quality of Training

Using average mean score, the scale has been interpreted as shown below.

Interpretation of Average Mean Score					
Range	1 – 1.4	1.5 – 2.4	2.5 – 3.4	3.5 – 4.4	4.5 – 5.0
Verbalisation	Not at all Satisfied	Somewhat not Satisfied	Neither Satisfied Nor Dissatisfied	Satisfied	Very Satisfied
Colour Code					

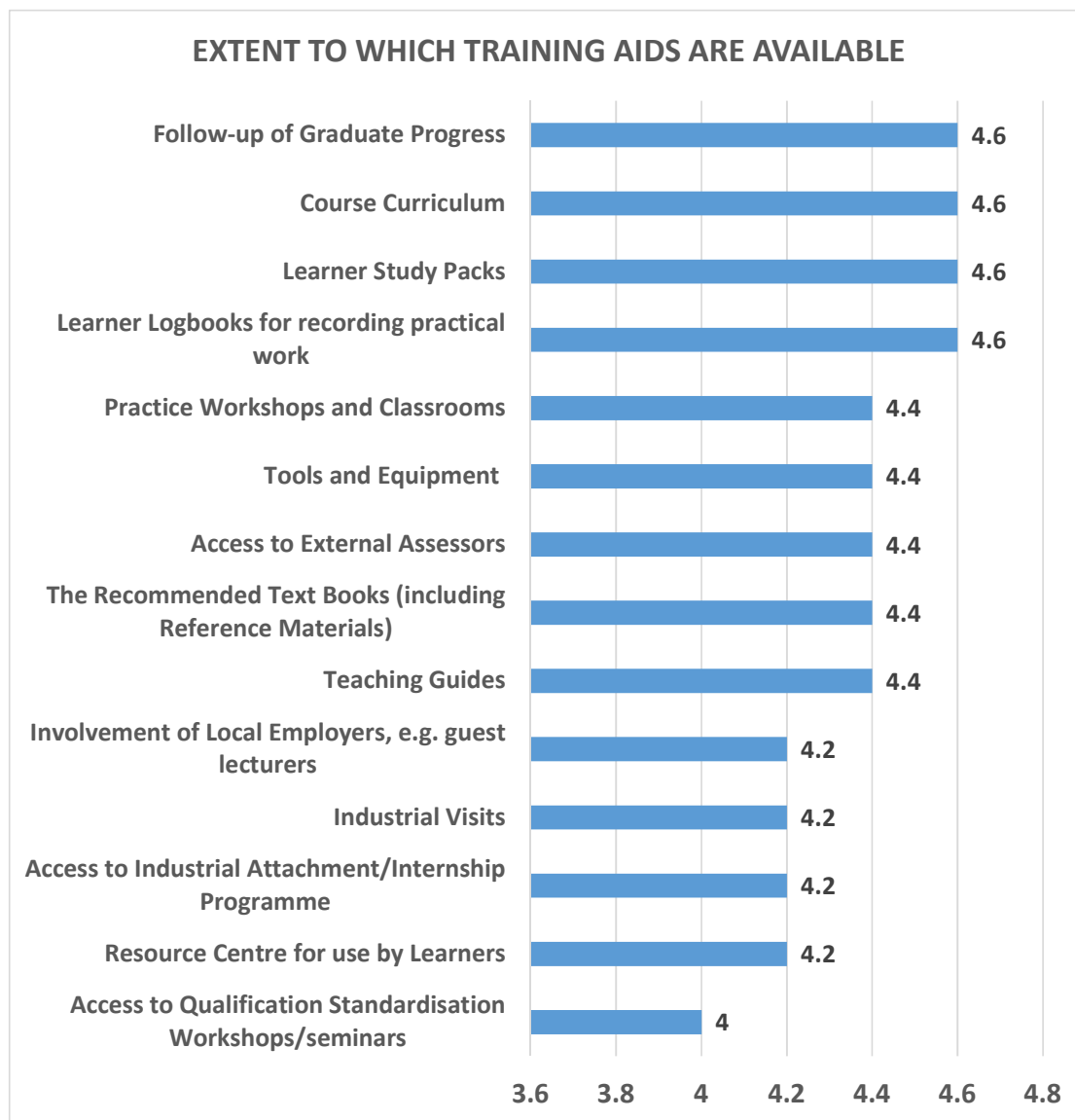
Table 3.49 captures the mean score of the *Extent to which training aids are available in the TVET Institute*. Results have been taken from a sample of 5 of the 5 TVET Institute staff. The statistics in Table 3.52 shows that according to surveyed TVET Institute staff, there is a very high ranking of all the Teaching guides. The mean scores of the “*Training Aids*” vary from 4.60 to 4.00. From the analysis “*Learner Logbooks for recording practical work*”, “*Learner Study Packs*”, “*Course Curriculum*”, and “*Follow-up of Graduate Progress*” have the highest mean score at 4.60 while “*Access to Qualification Standardisation Workshops/seminars*” at 4.00 has the lowest mean score.

Table 3.49: Extent to which training aids are available in the TVET Institute

EXTENT TO WHICH TRAINING AIDS ARE AVAILABLE AT KENYA COAST NATIONAL POLYTECHNIC								
Training Aids	Frequency					n	Mean Score	SD
	1	2	3	4	5			
Teaching Guides	0	0	1	1	3	5	4.4	0.89
Learner Logbooks for recording practical work	0	0	0	2	3	5	4.6	0.55
Learner Study Packs	0	0	0	2	3	5	4.6	0.55
The Recommended Text Books (including Reference Materials)	0	0	0	3	2	5	4.4	0.55
Resource Centre for use by Learners	0	0	1	2	2	5	4.2	0.84
Access to Qualification Standardisation Workshops/seminars	0	0	2	1	2	5	4.0	1.00
Course Curriculum	0	0	0	2	3	5	4.6	0.55
Access to External Assessors	0	0	1	1	3	5	4.4	0.89
Tools and Equipment	0	0	1	1	3	5	4.4	0.89
Practice Workshops and Classrooms	0	0	1	1	3	5	4.4	0.89
Access to Industrial Attachment/Internship Programme	0	1	0	1	3	5	4.2	1.3
Industrial Visits	0	0	2	0	3	5	4.2	1.1
Involvement of Local Employers, e.g. guest lecturers	0	1	0	1	3	5	4.2	1.3
Follow-up of Graduate Progress	0	0	1	0	4	5	4.6	0.89

Source: Collected from field data of EASTRIP tracer study, 2019

Figure 3.31: Extent to which training aids are available in the TVET Institute



Source: Collected from field data of EASTRIP tracer study, 2019

3.3.6 Assessment of Teaching-Learning Conditions and Provisions

3.3.6.1 Rating the study conditions and provisions at the TVET Institute

Using a five point Likert scale, TVET Institute staff were requested to rate twenty-seven (27) parameters of the study conditions and provisions at their TVET Institute. The scale is shown below.

	1	2	3	4	5	
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Very Weak	()	()	()	()	()	Very Strong
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Table 3.50 captures the mean score rating of the study conditions and provisions at the TVET Institute. Results have been taken from a sample of 5 of the 5 TVET Institute staff. The statistics in Table 3.50 shows that according to surveyed TVET Institute staff, the mean scores of the “Rating of the study conditions and provisions at the TVET Institute” vary from 4.8 (“Working with other people”) to 3.2 (“Theoretical training related to the occupation”).

Table 3.50: Rating the study conditions and provisions at the TVET Institute

RATING THE STUDY CONDITIONS AND PROVISIONS AT KENYA COAST NATIONAL POLYTECHNIC								
Teaching-learning Conditions and Provisions	Frequency					n	Mean Score	SD
	1	2	3	4	5			
Theoretical training related to the occupation	0	0	4	1	0	5	3.2	0.45
Practical use of computers	0	0	2	2	1	5	3.8	0.84
Practical use of working tools	0	0	1	3	1	5	4.0	0.71
Practical use of machines and equipment	0	0	2	2	1	5	3.8	0.84
Practical use of materials and parts	0	0	2	2	1	5	3.8	0.84
Theory and practice of equipment maintenance	0	1	1	2	1	5	3.6	1.14
Understanding and producing drawings	1	0	0	3	1	5	3.6	1.52
Doing measurements at work	0	1	0	3	1	5	3.8	1.1
Use of written instructions and working guides	0	0	1	1	3	5	4.4	0.89
Communication	0	0	0	4	1	5	4.2	0.45
Working with other people	0	0	0	1	4	5	4.8	0.45
Knowledge of the industry	0	0	0	4	1	5	4.2	0.45
How to work in a safe way	0	0	1	1	3	5	4.4	0.89
How to do high quality work	0	1	0	2	2	5	4.0	1.22
Discipline and accuracy at work	1	0	1	1	2	5	3.6	1.67
How to start a business	0	1	0	1	3	5	4.2	1.3
General education subjects	0	0	1	1	3	5	4.4	0.89

RATING THE STUDY CONDITIONS AND PROVISIONS AT KENYA COAST NATIONAL POLYTECHNIC								
Teaching-learning Conditions and Provisions	Frequency					n	Mean Score	SD
	1	2	3	4	5			
Management of the institution	0	0	1	1	3	5	4.4	0.89
Standard of buildings, classrooms and workshops/labs	0	0	1	0	4	5	4.6	0.89
Resource Centre for use by Learners	0	0	0	4	1	5	4.2	0.45
Recreational activities	0	0	1	2	2	5	4.2	0.84
Support from teachers	0	1	0	3	1	5	3.8	1.10
Competence of teachers	1	0	1	2	1	5	3.4	1.52
Teachers' experience of industry	0	1	1	0	3	5	4.0	1.41
Careers advice	0	0	1	1	3	5	4.4	0.89
Providing internship/industry-based training	0	0	0	2	3	5	4.6	0.55
Help in finding a job	0	1	0	0	4	5	4.4	1.34

Source: Collected from field data of EASTRIP tracer study, 2019

Figure 3.32: Rating the study conditions and provisions



Source: Collected from field data of EASTRIP tracer study, 2019

3.3.7 Section VI: Comments and Recommendations

In this section, surveyed TVET Staff share their opinions on the weak areas that require improvement in the course of the study essentially areas that require professional attention to apply knowledge and skills to perform the job perfectly and efficiently. They also give their comments and suggestions regarding this survey.

3.3.7.1 Recommended Changes for the TVET Institute's programme of study by TVET Institute Staff

Table 3.51: Important changes recommended for the programme of study

IMPORTANT PROGRAMME OF STUDY CHANGES RECOMMENDED BY KENYA COAST NATIONAL POLYTECHNIC TVET STAFF	
1	More Industrial attachments and internships for trainers and instructors.
2	Quality approaches should be managed and introduced by the government.
3	The programs should be inclined to be competency-based as opposed to the current situation where the studies are based on high school performance
4	More practical based learning,
5	More training on self-employment.

Source: Collected from field data of EASTRIP tracer study, 2019

Table 3.51 summarizes the important changes recommended for the TVET Institute’s programme of study by TVET Staff. *The statistics in Table 3.51 shows that the most common changes recommended for the TVET Institute’s programme of study by traced TVET Staff are (1) the training should be geared towards preparing learners for self-employment (2) there should be more focus on practical training and (3) More Industrial attachments and internships should be enhanced.*

3.3.7.2 Comments and suggestions by TVET Staff regarding this survey

Table 3.52: Comments and suggestions regarding this survey by TVET Staff

COMMENTS AND SUGGESTIONS MADE BY KENYA COAST NATIONAL POLYTECHNIC TVET STAFF	
1	Capture more on the trainer please
2	We were called frequently.

Source: Collected from field data of EASTRIP tracer study, 2019

Table 3.52 summarizes the comments and suggestions regarding this survey as made by TVET Staff. The findings indicate that the most common comments and suggestions made by TVET Staff regarding this survey are that the survey should have put more emphasis on the trainer’s needs.

4. SUMMARY OF FINDINGS THE CORRESPONDING RECOMMENDATIONS

The specific and general findings of the Tracer study were derived through analysis of quantitative and qualitative data and information obtained from the sample survey as well as literature review of relevant studies and policy documents based on the ToR given to the consultant. Below we summarize the specific and general findings of the Tracer study.

4.1. GENERAL FINDINGS

4.1.1. Data Base and Management System of the data base

Finding: Lack of database

Recommendation: Kenya Coast National Polytechnic should create a database preferably in Microsoft Excel to monitor the occupational movement of TVET graduates that passed out each previous year. A standard format of the type of information to be furnished by the TVET graduates should be prepared and made available to all.

The standard form for data collection should contain the following information: name of the graduate, telephone number, home address, age, sex, type of course pursued, year started, year of graduation, and employment status (employee, self-employed and unemployed). Every year the database administrator should select a sample of TVET graduates that passed out the previous year so as to find out their employment status and if employed their place of work. This of course implies that the database that Kenya Coast National Polytechnic would maintain will include variables from the standard form and two more variables - employment status and place of work. The telephone numbers and, if needed, the home address would be used by the database administrator to collect the required information from the sampled graduates. The database administrator can recommend to the Management of Kenya Coast National Polytechnic the appointment of two or more temporary enumerators for a period of two weeks to assist in data collection. The Kenya Coast National Polytechnic should appoint a database administrator who will be responsible for data collection and management of the database.

Recommendation:

It is recommended that institutions should keep databases of their graduates on completion and to establish alumni associations that could assist in updating the database.

4.2. MAJOR SPECIFIC FINDINGS TVET TRACER STUDY

4.2.1. TVET Graduates

Gender Balance

Finding: 57% of the respondents were male, and 43% of them are female. It is needed to consider to have gender balance within Marine Engineering.

Recommendation: Gender balance is further encouraged to be considered during admission so as to have more female students enroll for practical courses.

Employment Rate

Finding: 24 percent of the respondents were employed within six months of graduating. 9 were self-employed. At present 20 percent are employed while another 22.5 percent are self-employed with or without employees. 75 percent earn "Below USD 500".

Media of employment

Finding: Newspaper /Television/ Radio (17.6 percent) and Internet/ Relatives, friends & colleagues (41.2 percent) are the most popular means of securing employment. Only a paltry 11.8 percent obtained employment through Referral/ Endorsement.

29.5 percent TVET graduates gained employment through “Industry Linkages”, while, 11.8 percent found jobs via “Referral/School Endorsement”. The findings indicate that there is need to establish a strong Industrial Liaison role within TVET Institutions. This position can take a leading role in assisting job seekers. 41 percent secured employment via the “Internet searches, in government or company websites and through the help of Relatives, friends and colleagues”.

Recommendations: Graduates should try to access the job placement/vacancies notices on a regular basis.

Recommendations: Continue enhancing industrial linkages.

Reasons for lack of employment

Finding: 16 percent of unemployed graduates traced stated that they could not secure jobs because the job opportunities available in the market were not related to the subject areas they trained in.

Recommendations: This indicates that there is the need to provide career guidance and counselling in some of the TVET training institutions.

Finding: 35 percent of unemployed graduates traced stated that they had “Unsuccessful Job Applications”. This could be attributed to their not having the required level of professional qualification and job experience. This information confirms that under circumstances where there are shortages of jobs in the labour market, graduates find it difficult to secure jobs. It also shows that where graduates do not have the level of professional qualification and experience relevant to jobs available in the labour market this category of people cannot compete and tend to have difficulties in securing jobs.

Recommendations: TVET Graduates to undergo a mandatory Internship (cooperative training) program for a minimum of three months before graduating so as to acquire some on the job experience.

Relationship between Work and Course Followed

Finding: The study revealed that 45 percent of graduate respondents indicated that there is a “Relationship between work and the course followed” and 44.4 percent said that their job is highly related to their training. However a significant number of the respondents representing 55 percent did not agree that there is a “Relation between work and the course followed”. The main “Reasons for lack of relationship between Study and Work” done is that TVET graduates “did not find job opportunities” that are related to their course of study.

Recommendations: It is important that students are helped to make the right choice of courses and subjects that could eventually help them obtain the right jobs.

Recommendations: Establish a career guidance and counselling unit within Kenya Coast National Polytechnic.

Participation in Further Training

Finding: 23 percent of the traced TVET Graduates have “Participated in Further Training”. 77 percent “Have not participated in Further Training”. 55 percent of the traced TVET graduates said the main reason for not Participated in Further Training was that they “did not have money to pay for further training”.

Recommendation: One of the remedies suggested by the TVET graduates is to considering offer scholarships to good performing students. Majority (83 percent) of respondents indicated that there is a “likelihood of attending further training courses”. These findings reveal that the overwhelming majority of graduates who took part in the study recognize the importance and need for further skill building for promotion and career development. It is also an indication of their low level satisfaction with the education they recently completed.

Satisfaction with Present Job

Finding: 39 percent of the traced TVET graduates were “Generally satisfied with their present job”.

Teaching-learning conditions and provisions

When asked to rate 28 “teaching-learning conditions and provisions” experienced at TVET Polytechnic. One parameter, “Help in finding a job” ($\mu = 3.42$), was classified as “Weak”, among TVET graduates of Kenya Coast National Polytechnic.

Recommendations: There is need to Help/facilitate/support graduates find jobs.

The findings indicate that the most common changes recommended for the TVET Institute’s programme of study by their Graduates are; (1) Enhancement of practical training, (2) increase quality and number of instructors (3) Giving career guidance to students. (4) Scholarship (5) stabilization of tuition fee (6) gender balance (7) assistance in securing employment and (8) improvement of Institutional procedures/processes.

4.2.2. Employers perspective

Recruitment of TVET Graduates

Findings: On a five point scale, and with a mean score of 3.8, three of the most important Aspects for the recruitment of TVET Graduates were “Results of recruitments tests”, and “Personality and behaviour”. The least important aspects were “Main focus of subject area/specialization”, “Grades of examinations at the TVET Institute”, “Reputation of TVET Institute” and “Communication skills”.

Recommendations: Kenya Coast National Polytechnic should work very closely with employers. That way they will be able to better prepare their graduates for employment.

Additional Training

On the need for additional training of TVET graduates 17 percent of the Employers were of the opinion that the TVET Graduates “need additional training”.

Recommendations: Kenya Coast National Polytechnic is doing well on this. But there is need to liaise with employers so as to further reduce the gaps between level of training at TVET level and the requirement by employers.

Knowledge and skills

On a five point scale, and with a mean score of 4.67-4.5, the most important drivers for employers' Level of satisfaction with the knowledge and skills demonstrated by TVET Graduates were "Understanding and producing drawings", "Theoretical training related to the occupation", " Practical use of materials and parts", "Communication", "General education subjects" and "The quality of the TVET graduates in general". The least drivers for employers' Level of satisfaction with the knowledge and skills demonstrated by TVET graduates was "How to do high quality work".

Recommendations: there is need to offer some additional common core courses such as "How to do high quality work". This is over and above the main area of specialization.

Recommendation: Enhancement of training that will encompass aspects such as "How to work in a safe way", "Discipline and accuracy at work" as the employers have lower satisfaction on them.

Recommendations: Upskill instructors.

Recommendations

Employers also recommended that learners be exposed to more practical skills training. Employers also recommend the institute to produce TVET graduates who are competent from a practical perspective and whose skill level matches market demands.

4.2.3. TVET staff perspective

Recognition of Kenya Coast National Polytechnic

On the question of Linkages between TVET training institutions and industry and Professional Associations it was revealed that Kenya Coast National Polytechnic has some relation with Employers and Professional Associations.

Recommendation: Establish linkages with regional and international partners as this will substantially improve their standards. Kenya Coast National Polytechnic should consider partnering with other international institutions within the region.

Recommendation: Work closely with professional associations both in the country and regional. Professional association would provide a platform for enhance linkages within the sector.

Review of TVET Institute Course Curricula

It was revealed that all 5 (100 percent) confirm that Kenya Coast National Polytechnic "periodically reviews their TVET Institute courses". While 80 percent said that they take "*Between 48 and 59 Months*" before reviewing their course curricular. It is important to review courses to keep abreast of changes in the labour market and to equip students with appropriate skills and knowledge. TVET Institute should follow guidelines set by a National Regulator in reviewing course curricula. In case, there is no guideline, TVET Institute should set a uniform frequency of reviewing across all course

curricula. Despite the differences of opinion with respect to frequency of reviewing, all the respondents did agree that they “*Use occupational standards*” as a basis for reviewing the course curriculum.

Recommendation: There is need to conduct regular curriculum review so as to remain relevant.

Recommendation: There is need to conduct market research/ labour market surveys.

Recommendation: Network improvement between providers and industries

Extent to which training aids are available

Finding: On a five point scale, and with a mean score of 4.6, four of the most available training aids were “*Learner Logbooks for recording practical work*”, “*Learner Study Packs*”, “*Course Curriculum*” and “*Follow-up of Graduate Progress*”. Ironically despite the close link with employers for purposes of Industrial linkages, the “*Access to Qualification Standardization Workshops/seminars*” was the least explored Training Aid.

Recommendation: It is important that a wide range of training aids be availed to students to enable them acquire skills, knowledge and experience. The TVET Institute should secure those training aids that are not available in enough quantity.

Rating the study conditions and provisions at the TVET Institute

Finding: On a five point scale, and with a mean score of 4.8, “*Working with other people*” was the highest rated provision. Results show that TVET Staff recorded lower rating for two study conditions and provision parameters. These include: “*Theoretical training related to the occupation*” and “*Competence of teachers*”.

Recommendations: There is a need to provide “*Theoretical training related to the occupation*” within Kenya Coast National Polytechnic. Given the difficulties that TVET Graduates undergo in search of employment. There is need to introduce more Train the Trainer programs to upskill the trainers.

Recommendation from TVET Staff

The findings indicate that the most common changes recommended for the TVET Institute’s programme of study by the TVET Instructors are; (1) the training should be geared towards preparing learners for self-employment (2) there should be more focus on practical training and (3) More Industrial attachments and internships should be enhanced.