



## THE KISUMU NATIONAL POLYTECHNIC

# GRADUATE TRACER STUDY OF ALUMNI

**Diploma & Craft Certificate  
Courses Graduates**

**Cohort Completed  
in 2022**

**Final Report**

Kisumu, Kenya – June 2024

Prepared by

Center for Applied Research & Innovations



## Foreword

It is with great pleasure that The Kisumu National Polytechnic (TKNP) presents the results of the tracer study conducted in May 2024. This study, the third of its kind commissioned by TKNP, aimed to evaluate the employability of trainees who graduated in 2021. The tracer study was generously supported by the World Bank through the EASTRIP project.

Tracer studies are invaluable tools for training institutions. They provide critical feedback on courses, offer insights from graduates on how their training has contributed to their competency development, and assess the training's impact in terms of job opportunities and continued education. The 2024 Tracer Study surveyed 576 respondents, including trainees who graduated in 2022.

The report reveals several significant findings. TKNP is delighted to note that, overall, graduates found the training courses to be relevant and beneficial for their career development. The quality of training received high ratings, and many graduates have either pursued further education or secured employment. However, the study also highlighted areas for improvement, such as the need for more practical sessions alongside theoretical classes, stronger linkages with potential employers, and increased internship opportunities to help trainees gain work experience.

Looking ahead, we anticipate an increase in the number and variety of courses offered. Accredited courses can provide a pathway for trainees to pursue higher education or join the labor force with enhanced skills and attributes that improve their employability. We are optimistic that the number of TKNP graduates securing employment will continue to rise. Achieving this goal will require even closer collaboration between training providers and private businesses in the country.

In conclusion, TKNP extends its heartfelt gratitude to all the graduates who participated in this survey, the training providers for their invaluable input, the employers, the RFTITT Industry Advisory Board, and the World Bank for their unwavering support through the East Africa Skills for Transformation and Regional Integration (EASTRIP).

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## Executive Summary

The Tracer Study conducted at Kisumu National Polytechnic in 2024 aimed to evaluate the effectiveness of their training programs and identify areas for improvement by gathering data on alumni employment status, career progression, and further education pursuits. The study surveyed 576 graduates who completed their courses in the year 2022. The graduates were from mechanical Engineering, Automotive Engineering, Medical Health, Liberal studies and clothing & Textile departments. The study aimed at obtaining insight into the graduates' employment and/or situation after graduation. The Specific Objectives included; to ascertain the TKNP graduates employment status, to find out the duration taken by the TKNP graduates to get employment, establish the relevance of the training undertaken by the TKNP graduates to the area of engagement, to determine the career path taken by the TKNP graduates and assess the level of Job satisfaction amongst TKNP graduates. The study used a combination of qualitative and quantitative research methods and techniques. The qualitative research approach involved interviewing graduates using a semi structured interview schedule to obtain their perspectives on a range of issues. The quantitative research approach involved collecting and analyzing of numerical data from a tracer study survey instrument. The data was analysed using both descriptive and inferential statistical methods Other than textual presentation, data is presented in tables, charts and figures. The study found that most of the graduates were female (63%), the dormant age group being 25-35years. 36% of the graduates were employed, self-employed or have joined further studies. The most common ways of finding employment was through relatives and friends and through connections done during attachments and internship. The main reasons for unemployment was stated as lack of job opportunities in the market. It was found that the work done by graduates is highly related (57%) to courses the courses studied at the polytechnic. It may be concluded that the more needs to be done to improve the employability rates. Challenges faced during the study included motivating alumni participation and effectively communicating the importance and benefits of the study.

# Chapter One: Introduction

## 1.0. Introduction

The Kisumu National Polytechnic (TKNP) is committed to ensuring that its training programs equip graduates with the skills and knowledge necessary to succeed in the labor market. In pursuit of this goal, TKNP has undertaken a comprehensive tracer study to assess the employability of its 2021 graduates. This study, conducted in May 2024, is the third of its kind commissioned by TKNP and is supported by the World Bank through the EASTRIP project. The findings of this study provide valuable insights into the effectiveness of TKNP's training programs and highlight areas for improvement.

The primary objective of this tracer study is to gather feedback from graduates on their employment status, the relevance of their training, and the competencies they have developed. By understanding the career trajectories of its graduates, TKNP can make informed decisions to enhance the quality of its programs and better align them with the needs of the job market.

## 1.1 Background

The Kisumu National Polytechnic has a long-standing tradition of providing high-quality technical and vocational education and training (TVET) to students in the region. As part of its commitment to continuous improvement, TKNP has adopted the practice of conducting regular tracer studies to monitor and evaluate the outcomes of its educational programs.

Tracer studies are an essential tool for TVET institutions as they provide critical data on graduates' employment status, career progression, and further education pursuits. These studies help institutions gauge the effectiveness of their training programs and identify areas that require enhancement. For TKNP, the 2024 tracer study is particularly significant as it builds on the findings of previous studies and offers a longitudinal perspective on the employability of its graduates.

The 2024 Tracer Study was conducted with the support of the World Bank through the East Africa Skills for Transformation and Regional Integration Project (EASTRIP). EASTRIP aims to strengthen the capacities of TVET institutions in East Africa to deliver high-quality, market-relevant skills training. Through this collaboration, TKNP has been able to leverage additional resources and expertise to conduct a thorough and impactful study.

The study surveyed 525 graduates who completed their training in 2021. The respondents provided insights into their employment status, the relevance of their training, and the challenges they face in the labor market. The findings of this study are instrumental in shaping the future direction of TKNP's programs and ensuring that they continue to meet the evolving needs of students and employers alike.

By continually assessing and refining its training programs through initiatives like this tracer study, TKNP reaffirms its commitment to excellence in education and its dedication to producing graduates who are well-prepared for the demands of the modern workforce.

## 1.2. Rationale of the Tracer Study

### Purpose of the study

The purpose of this study was to undertake a Tracer Study of TKNP alumni who finalized their studies in November 2022. The study aimed at obtaining insight into the graduates' employment and/or situation after graduation.

### Specific Objectives;

The specific objectives are

- a) To ascertain the TKNP graduates employment status.
- b) To find out the duration taken by the TKNP graduates to get employment.
- c) Establish the relevance of the training undertaken by the TKNP graduates to the area of engagement.
- d) Determine the career path taken by the TKNP graduates
- e) To assess the level of Job satisfaction amongst TKNP graduates

## Chapter Two: Background

### 2.1. Mandate

The Kisumu National Polytechnic is committed to providing high-quality technical education and training to meet the needs of the labor market. Established with the objective of producing skilled professionals, the polytechnic plays a significant role in Kenya's educational and economic development. The key aspects of its mandate include:

1. Technical and Vocational Education and Training (TVET): The institution focuses on delivering comprehensive TVET programs that equip students with practical skills and knowledge in various technical fields.
2. Research and Innovation: Encouraging research and innovation is a critical part of the polytechnic's mandate. This involves fostering a culture of inquiry, creativity, and problem-solving among students and staff.
3. Community Engagement and Development: The polytechnic actively participates in community development initiatives, offering technical expertise and support to local projects and promoting societal growth.
4. Industry Linkages and Collaboration: Establishing strong partnerships with industry stakeholders ensures that the polytechnic's training programs remain relevant and provide students with hands-on experience through industrial attachments and internships.

### 2.2 Training Programmes

The Kisumu National Polytechnic offers a diverse range of training programs designed to meet the needs of various industries and sectors. These programs are tailored to provide students with the practical skills and theoretical knowledge required for their professional development. Key training programs include:

1. Engineering: Courses in electrical, mechanical, civil, and automotive engineering, focusing on both theoretical and practical aspects.
2. Information Technology: Programs covering computer science, software development, network administration, and cyber security.
3. Business Studies: Training in areas such as accounting, finance, marketing, and human resource management.
4. Hospitality and Tourism: Courses in hotel management, culinary arts, travel, and tourism management.
5. Applied Sciences: Programs in fields such as environmental science, laboratory technology, and health sciences.
6. Creative Arts and Design: Training in graphic design, fashion design, and interior design.

### 2.3 Policies

The Kisumu National Polytechnic has established a comprehensive set of policies to guide its operations and ensure the delivery of quality education and training. These policies include:

1. Quality Assurance Policy: Ensures the maintenance of high standards in education, training, and assessment processes, with a focus on continuous improvement.
2. Admissions Policy: Provides equal opportunities for all qualified candidates, outlining transparent and fair criteria for student selection and admission processes.

3. Gender and Inclusivity Policy: Promotes gender equality and inclusivity, ensuring access to education and training opportunities for all students, regardless of gender, disability, or socio-economic background.
4. Research and Development Policy: Supports and encourages research activities among students and staff, providing guidelines on research ethics, funding, and dissemination of findings.
5. Student Welfare Policy: Addresses student needs such as accommodation, health services, counseling, and extracurricular activities, aiming to create a supportive and conducive learning environment.
6. Environmental Sustainability Policy: Promotes environmental sustainability through green practices within the campus and integrates sustainability concepts into the curriculum.

Through its mandate, diverse training programs, and comprehensive policies, The Kisumu National Polytechnic remains dedicated to shaping the future of technical education in Kenya and contributing to the country's socio-economic development.

## Chapter Three: Design of the Study

### 3.1. Survey Methodology

This study used a combination of qualitative and quantitative research methods and techniques. The qualitative research approach involved interviewing graduates using a semi structured interview schedule to obtain their perspectives on a range of issues. The quantitative research approach involved collecting and analyzing of numerical data from a tracer study survey instrument.

### 3.2. Population and Sample

#### 3.2.1. Population

The tracer study population was 1279:

- a) 1627 Diploma trainees who commenced their courses in September 2018 and completed in November 2022.
- b) 702 Certificate trainees who commenced their courses in January 2019 and completed in November 2021.
- c) 318 Artisan trainees who commenced their courses in September 2019 and completed in November 2021.

#### 3.2.2. Sample.

a) That graduates were put in ten strata based on the departments they were in when in the polytechnic. Four departments were selected using purposive sampling method.

The selected departments include; Electrical Engineering department, Applied Sciences, Department, Building and Civil Engineering department, and Hospitality, Institutional Management & Fashion and Design department.

b) The sample size 1279 will be total number of graduates of the selected departments.

- i. Clothing and Textile department  $213 = 21$  diploma graduates, 179 certificate graduates and 13 Artisan graduates.
- ii. Health sciences department  $102 = 102$  diploma graduates,
- iii. Liberal studies department  $218 = 74$  diploma graduates, and 144 certificate graduates
- iv. Automotive Engineering department  $494 = 94$  diploma graduates, 310 certificate graduates and 90 Artisan graduates.
- v. Mechanical Engineering department  $252 = 83$  diploma graduates, 161 craft certificate graduates and 8 Artisan graduates.

The sample forms 43.01% of the total population.

### 3.3. Tracing Methodology

The study was carried out using quantitative and qualitative techniques

### 3.4 Response rates

The response rate of the study way 43%

### 3.5 Data collection tools

The data collection instruments included

a) Questionnaire for TKNP graduates

This is the main instrument of data collection and it consisted of both open ended and closed ended questions. It is divided in four parts namely, bio-data section, employment related questions. Further education section and training satisfaction section.

b) Focused Group Discussion (FGD) guide for TKNP graduates.

This guide contains open ended guide for a group of students who did the same courses. The questions revolve around the relevance of their training and their employment and career progression.

c) In-depth Interview Schedule for employers

This schedule contains targeting employers explores TKNP graduates fitness to the work they are currently performing. It seeks new ideas for employers to improve curriculum.

### 3.6. Execution of Data Collection

The questionnaires to TKNP graduates will be scripted in to the TKNP tracer study system and

Administered by sending a link through the bulk SMS system. The completed questionnaires will be instantly submitted to the server where they will be downloaded by the supervisors to conduct data quality checks and share feedback with the tracer study team real time.

Four FGDs will be conducted one for each sampled department. The FGDs will contain five to seven graduates. The discussion will be face to face and conducted at an agreed physical location.

Three employers per sampled department will be interviewed from the list provided by graduates in their questionnaire. The interviews will either be conducted virtual or at selected places by the employers.

### 3.7. Data entry and Analysis

The nature of data to be obtained from this study was both quantitative and qualitative.

Quantitative data, which is mainly from the telephone survey, was analysed using Statistical Package for Social Sciences (SPSS). Qualitative data was coded into themes using grounded theory. Themes were constructed according to issues raised in the investigation.

## 3.9. Challenges and Limitations

### 3.9.1. Data Collection Challenges

- **Response Rate:** Achieving a high response rate was a significant challenge. Many alumni were unresponsive to survey invitations, leading to potential biases in the data collected.
- **Contact Information:** Outdated or incorrect contact information for graduates made it difficult to reach a substantial number of alumni.
- **Survey Fatigue:** Alumni may have experienced survey fatigue, especially if they had participated in multiple surveys over time, leading to lower engagement and incomplete responses.

### *3.9.2. Technological Limitations*

- **Internet Accessibility:** Limited internet access for some alumni, particularly those in remote or underserved areas, hindered their ability to participate in the online survey.
- **Digital Literacy:** Varying levels of digital literacy among alumni posed a challenge, as some participants were less comfortable using online survey tools.

### *3.9.3. Financial Constraints*

- **Budget Limitations:** Limited financial resources restricted the scope and scale of the survey, affecting aspects such as participant incentives, survey distribution channels, and data analysis capabilities.
- **Resource Allocation:** Balancing the budget between different phases of the survey, such as initial outreach, follow-up, and data processing, was challenging.

### *3.9.4. Time Constraints*

- **Timeliness:** Coordinating the survey within a limited timeframe while ensuring comprehensive data collection and analysis was challenging.
- **Follow-Up:** Conducting timely follow-ups with non-respondents required significant effort and resources, which were often limited.

### *3.9.5. Methodological Issues*

- **Survey Design:** Crafting a survey that effectively captures the necessary information without being too lengthy or complex was challenging.
- **Data Accuracy:** Ensuring the accuracy and reliability of self-reported data from alumni posed a challenge, as responses could be influenced by memory biases or personal perceptions.

### *3.9.6. Engagement and Motivation*

- **Participant Motivation:** Motivating alumni to participate in the survey and provide thoughtful, comprehensive responses was difficult, especially without substantial incentives.
- **Communication:** Effectively communicating the importance and benefits of the tracer study to alumni to encourage participation was a persistent challenge.

## *7. Analytical Constraints*

- **Data Analysis:** Handling and analyzing large volumes of data required advanced analytical skills and tools, which were sometimes limited.
- **Interpreting Results:** Drawing meaningful insights from the data while accounting for potential biases and limitations was complex.

### *3.9.8. Logistical Issues*

- **Geographical Spread:** Alumni were dispersed across various regions, making it logistically challenging to conduct follow-ups and in-person interviews where necessary.
- **Coordination:** Coordinating the efforts of different teams involved in the survey process, from outreach to analysis, required efficient management and communication.

### *3.9.9. Ethical and Privacy Concerns*

- **Data Privacy:** Ensuring the privacy and confidentiality of participants' data was a critical concern that required robust data protection measures.
- **Ethical Considerations:** Navigating ethical issues, such as informed consent and voluntary participation, required careful planning and adherence to ethical guidelines.

## **3.10. Ethical consideration**

Key Ethical Issues Considered in Carrying Out the Survey

### *3.10.1. Informed Consent*

- **Explanation and Understanding:** Participants were fully informed about the purpose, methods, and potential uses of the survey. They were given clear and comprehensible information to ensure they understood what participation entailed.
- **Voluntary Participation:** Participation was entirely voluntary. Respondents were assured that they could withdraw from the survey at any point without any negative consequences.

### *3.10.2. Confidentiality and Anonymity*

- **Data Protection:** All personal data collected during the survey were securely stored and accessible only to authorized personnel.
- **Anonymity:** Where possible, data were anonymized to protect the identities of the participants. Unique identifiers were used instead of names to ensure that responses could not be traced back to individual participants.

### *3.10.3. Privacy*

- **Sensitive Information:** Care was taken to avoid collecting unnecessary sensitive information. Only data pertinent to the survey's objectives were collected.
- **Respect for Participants:** The survey was designed to respect participants' privacy. Questions were framed in a manner that avoided intrusiveness.

### *3.10.4. Non-Maleficence*

- **Avoiding Harm:** The design and conduct of the survey were carried out with the utmost care to avoid causing any psychological, social, or physical harm to the participants.
- **Emotional Support:** Participants were provided with contact information for counseling services in case any of the questions caused distress.

### *3.10.5. Beneficence*

- **Positive Impact:** The survey was designed to contribute positively to the development and improvement of The Kisumu National Polytechnic's programs and services.
- **Feedback Mechanism:** Participants were informed about how the survey results would be used to benefit the institution and its stakeholders.

### *3.10.6. Transparency*

- **Openness:** The survey process was transparent, with participants being informed about how their data would be used, stored, and protected.
- **Reporting:** The findings of the survey will be shared with participants and other stakeholders in a summarized form, ensuring that individual responses remain confidential.

### *3.10.7. Cultural Sensitivity*

- **Respect for Diversity:** The survey was conducted with sensitivity to the cultural and social contexts of the participants. Language and content were tailored to be respectful and appropriate for the diverse participant pool.

### *3.10.8. Accountability*

- **Ethical Oversight:** The survey was overseen by an ethics committee to ensure that all procedures adhered to ethical standards.
- **Responsibility:** Researchers conducting the survey were trained in ethical research practices and were held accountable for maintaining these standards throughout the survey process.

These ethical considerations were integral to ensuring that the survey was conducted in a manner that respected the rights, dignity, and well-being of all participants, thereby enhancing the reliability and validity of the collected data.

## Chapter Four: Results

### 4.1. Background Information about graduates (Socio-economic data)

First, the study sought to assess the background information of the respondents.

#### 4.1.1 Gender of Respondents

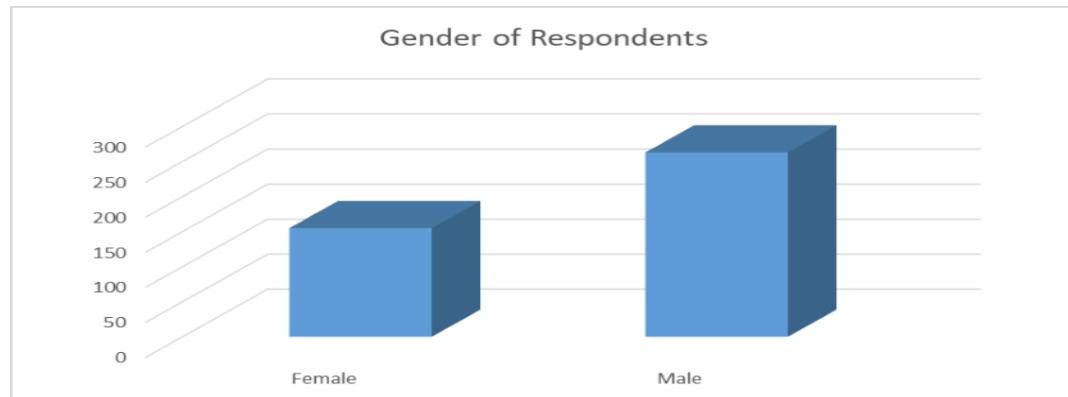
The study sought to establish the gender distribution of the graduates who responded to the tracer study.

*Table 4.1.1. Gender distribution of the respondents*

Gender	Frequency	Percentage
Female	155	37.1
Male	263	62.9
<b>Total</b>	<b>418</b>	<b>100.0</b>

From the table, 62.9% of the respondents were male while 37.1% were female.

The figure below provides graphical representation of the data.



*Figure 4.1.1 Gender Distribution of respondents*

#### 4.1.2 Age of Respondents

The study also sought to establish the age distribution of the graduates who responded to the tracer study.

Table 4.1.2 provides a summarized analysis of the age grouping of the respondents.

*Table 4.1.2 Age grouping of the respondents*

Age Category	Frequency	Percentage
Below 25	194	46.4
Between 25 - 35	222	53.1
Above 35	2	0.5

Majority of the respondents were aged between 25 and 35 years representing 53.1% of the respondents. Those below 25 years were 46.4% while those above 35 years were only 0.5% of the respondents.

The figure below provides a graphical representation of the data.

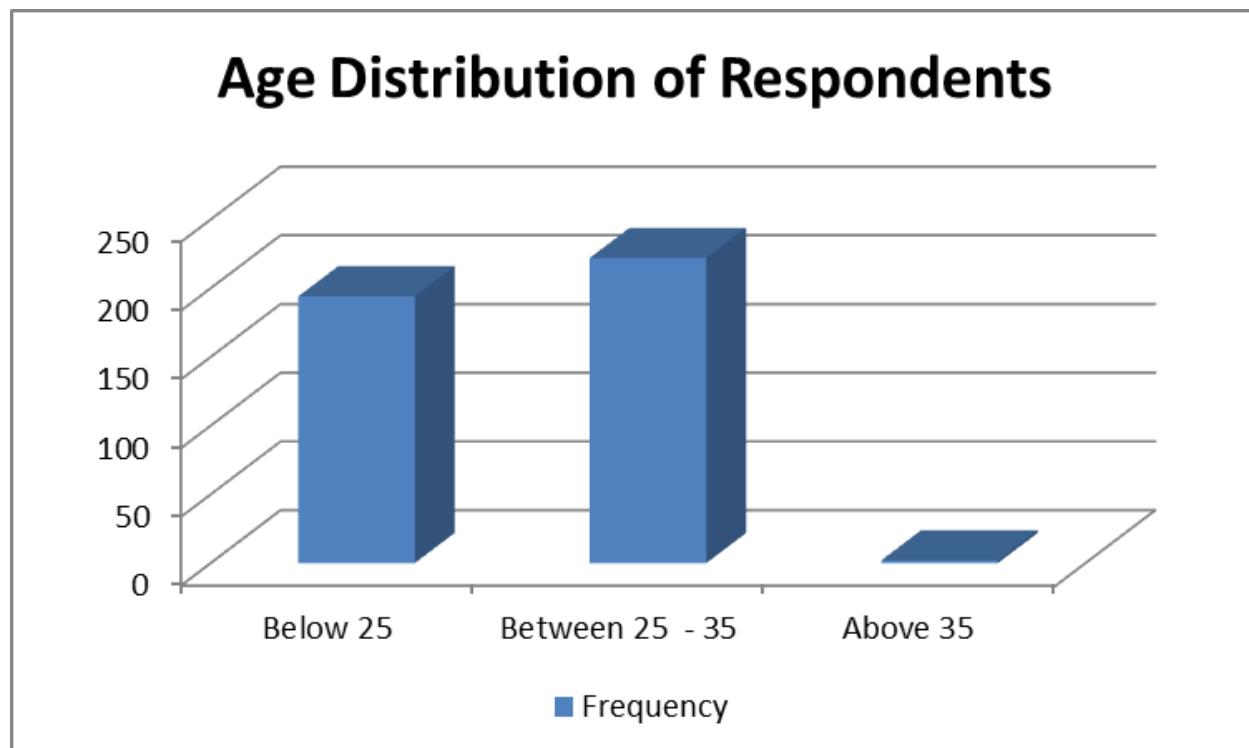


Figure 4.1.2. Age distribution of respondents

#### 4.1.3 Marital Status

The study also sought to establish the civil status of the graduates who responded to the tracer study. Table 4.1.3 below provides a summary of the outcomes.

Table 4.1.3 Marital Status of respondents.

Marital Status	Frequency	Percentage
Single	290	69.4
Married	125	29.9
Divorced	3	0.7
TOTAL	418	100.0

Majority of the respondents are single, representing 69.4% while 29.9% are married. On other hand those divorced/separated and widowed were 0.7% of the respondents.

The figure below provides a graphical representation of the data.

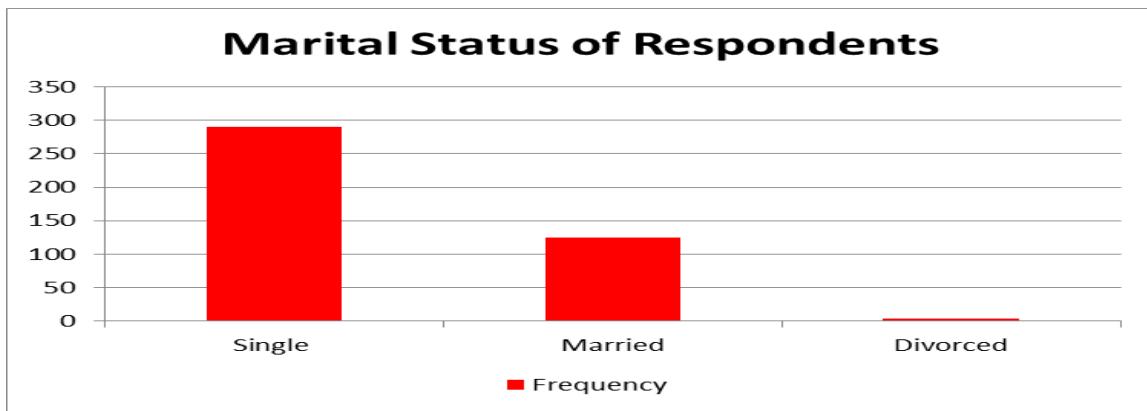


Figure 4.1.3 Marital Status of respondents.

#### 4.1.4 Disability Status

The study also sought to establish the disability Status of the graduates who responded to the tracer study.

Table 1 provides a summarized result of the disability status of the respondents

Table 1. Disability Status of Respondents

Disability Status	Frequency	Percentage
NO	391	93.5
YES	14	3.3
UNDISCLOSED	13	3.1
TOTAL	418	100.0

93.5% of the respondents had no form of disability while 3.3% of the respondents had one /more forms of disability. 3.1% of the respondents did not disclose their disability statuses.

The above information is presented graphically in figure 4.1.4 below

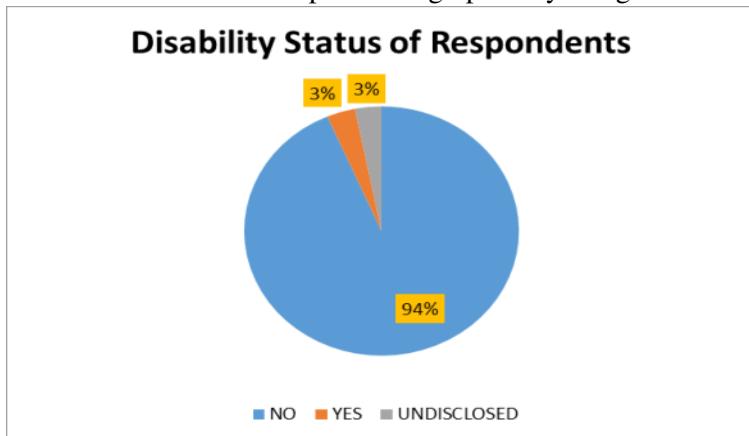


Figure 4.1.4 Disability Status are respondents

#### 4.1.5 Location of Respondents

The study also sought to establish the location per county of the graduates who responded to the tracer study. Table 4.1.5 summarizes the location of respondents per county.

*Table 2. Location of the respondents*

County	Frequency	Percentage
Kisumu	69	16.51
Migori	52	12.44
Siaya	49	11.72
Homa Bay	44	10.53
Busia	17	4.07
Kisii	17	4.07
Nairobi	14	3.35
Nakuru	13	3.11
Kiambu	10	2.39
Kakamega	9	2.15
Nandi	9	2.15
Mombasa	8	1.91
Bungoma	7	1.67
Embu	6	1.44
Kericho	6	1.44
Machakos	6	1.44
Vihiga	6	1.44
Kitui	5	1.2
Marsabit	5	1.2
Meru	5	1.2
Nyamira	5	1.2
Nyeri	5	1.2
Bomet	4	0.96
Kilifi	4	0.96
Trans-Nzoia	4	0.96
Wajir	4	0.96
Baringo	3	0.72
Elgeyo-Marakwet	3	0.72
Isiolo	3	0.72

The above information was presented graphically in the figure 4.1.5 below.

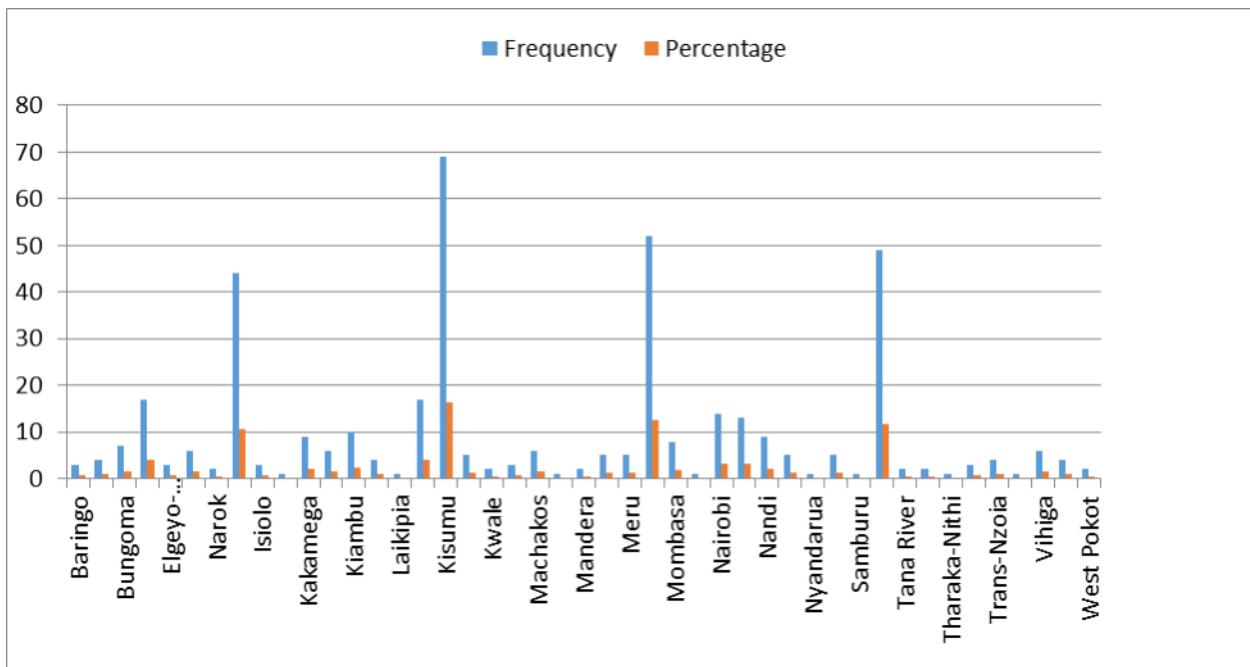


Figure 1, Location of the respondents

#### 4.2. Study conditions at TKNP

The study also sought to establish the study conditions at the polytechnic.

##### 4.1.1 Department of Respondents

Table 4.2.1 summarizes the departmental representation of the respondents.

Table 3, Study conditions at TKNP

Department	Frequency	percentage
Mechanical	163	39
Automotive	99	23.7
Health science	72	17.2
Textile	45	10.8
Liberal	39	9.3
Total		100

39% of the respondents were from the Mechanical engineering department, 23.7% of the respondents were from Automotive Engineering Department out of these 77.8% were male and 22.2% were female, 17.2% of the respondents

were from Health Science Department out of this 60.6% were female and 39.4% were male, 10.8% Clothing and Textile Department while 9.3% of the respondents were from the Liberal Department

This information is presented graphically in figure 4.2.1 below

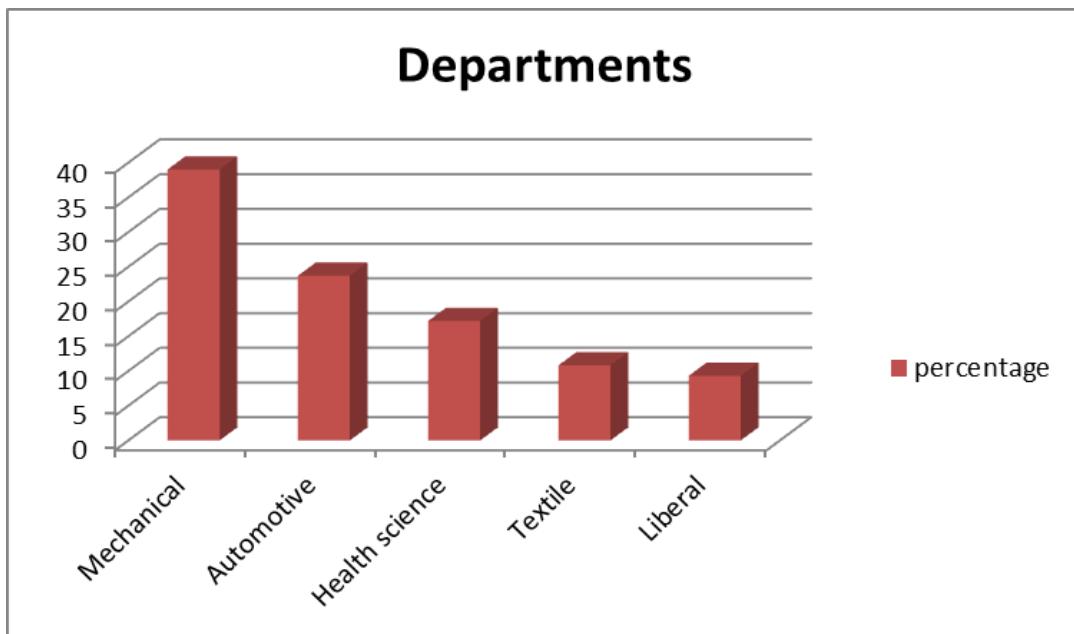


Figure 2 Study conditions at TKNP

#### 4.2.2 Course Undertaken

Table 4 Course undertaken

Department	Diploma	Certificate	Artisan	TOTAL
Mechanical Engineering	16.7%	23.4%	0%	40.2%
Automotive engineering	6.9%	9.1%	6.2%	22.2%
Liberal Studies	3.8%	5.5%	0%	9.3%
Textile and Clothing	1.0%	10.0%	0%	11.0%
Health Sciences	16.7%	0.5%	0%	17.2%
<b>TOTAL</b>	<b>45.2%</b>	<b>48.6%</b>	<b>6.2%</b>	<b>100%</b>

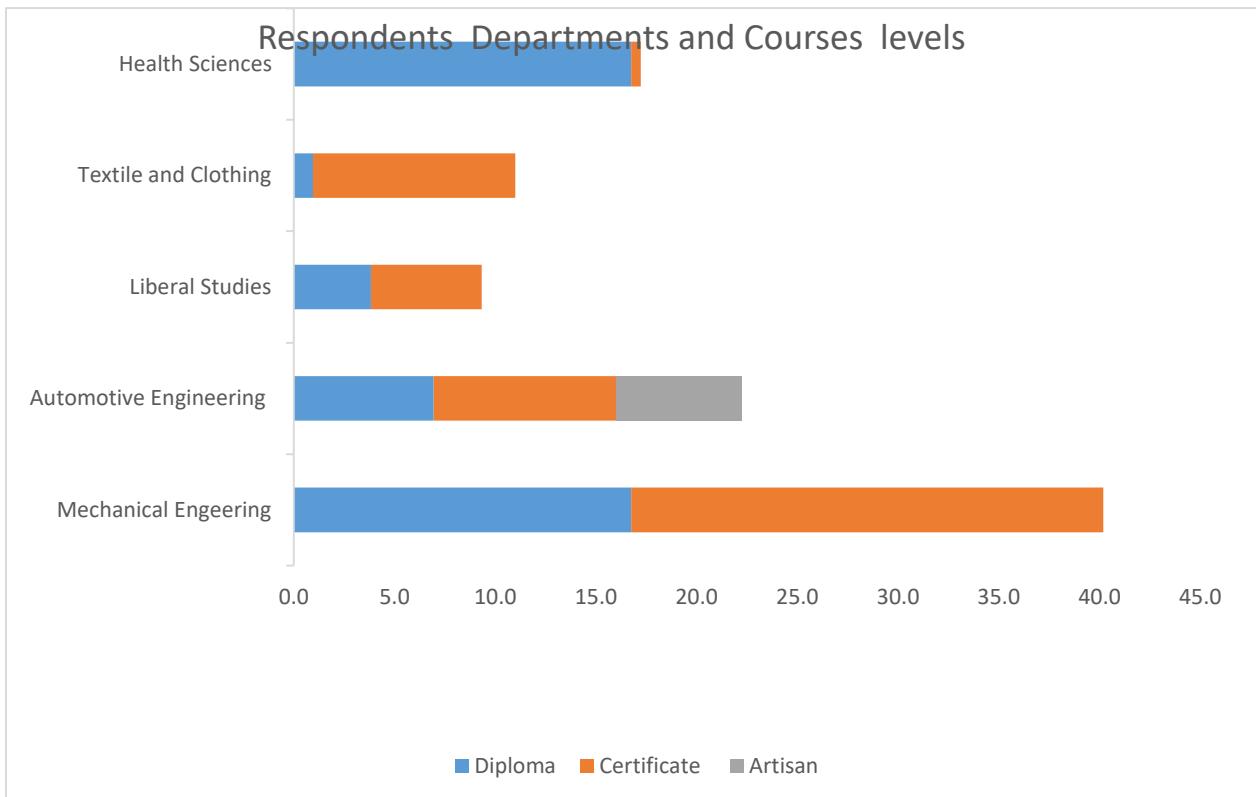
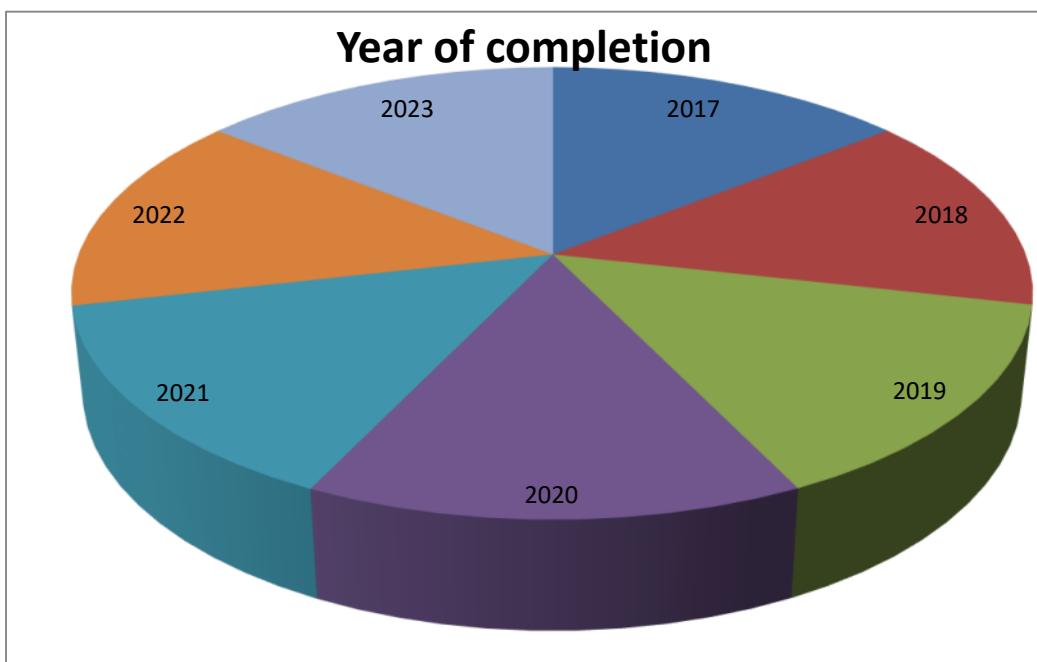


Figure 3 Respondents Departments and Course Levels.

Majority of the graduates (40.9%) completed their course in 2021 followed by 36.6% in 2022. Other completed their course in 2020 (8.6%) and 2019 (2.9%), 2018 (0.7%), 2017 (0

The data above is represented in the pie chart below



*Figure 4 Year of completion*

#### 4.2.4 Qualification Attained at TKNP

The tracer study also sought to establish the qualification attained by the respondents while at the Kisumu National Polytechnic. Table 4.2.4 below provides a summarized outcome of the results.

*Table 5 Qualification Attained at TKNP*

Value	Frequency	Percentage
Diploma	185	44.3
Certificate	205	49.0
Artisan	27	6.5
Total	418	100

From the table, 44.3 % of the respondents completed their TVET education at Diploma level, 49.0% at certificate level, and 6.5% at artisan level.

This information is presented graphically in the figure below.

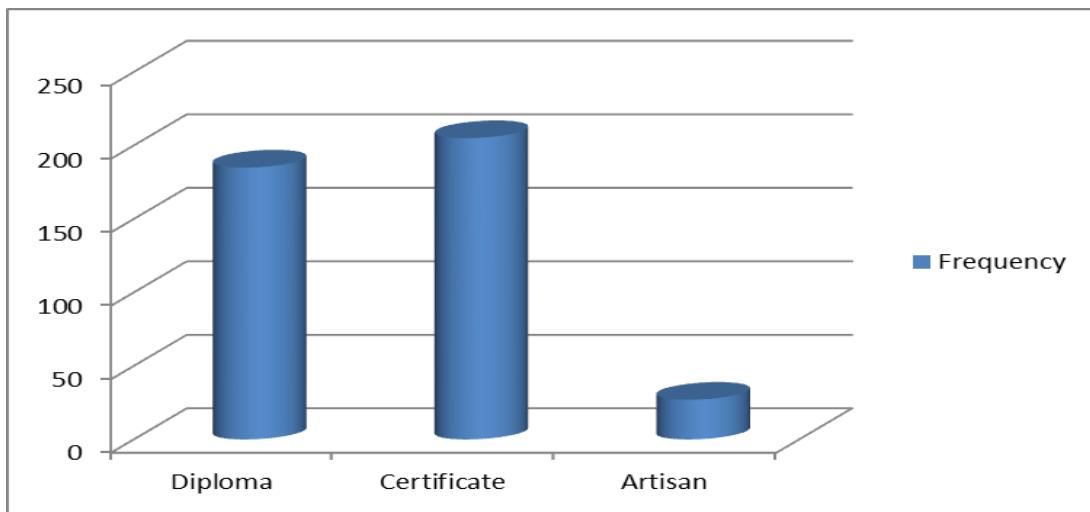


Figure 5 Respondents Course LEVELS

#### 4.3. Transition to employment (time needed to find employment, difficulties encountered way used to find a job)

The tracer study also sought to assess the transition to employment among graduates and alumni from The Kisumu National Polytechnic.

##### 4.3.1 Status after course completion

Table 4.3.1 provides a summarized overview of the respondents' employment status after graduation or completion of their course.

Table 6 Status after course completion

Value	Frequency	Percentage
Neither employed nor self-employed	268	64.1
Employed	54	12.9
Joined further studies	52	12.4
Self-employed without employees	31	7.4
Self-employed with employees	13	3.1
<b>TOTAL</b>	<b>418</b>	<b>100</b>

64.1% of the respondents are neither employed nor self-employed. 12.9% are employed, 12.4% have enrolled for further studies, 7.4% are self-employed without employees while 3.1% self-employed with employees.

This information was presented graphically as shown in the figure 4.3.1 below.

## STATUS OF EMPLOYMENT OF RESPONDENTS

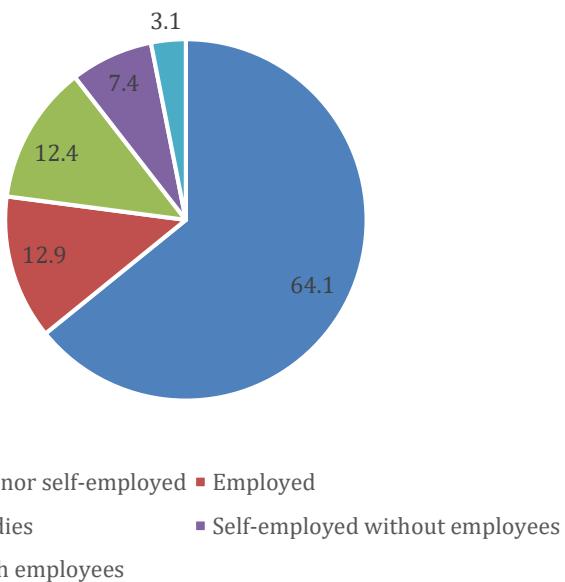


Figure 6 Status of employment of respondents

### 4.3.2 Gender aggregated status after course completion

Table 4.3.1 provides a summarized overview of the respondents' employment status after graduation or completion of their course.

Table 7; Gender aggregated status after course completion

Value	Frequency Male	Men Percentage %	Frequency Female	Female Percentage %	Frequency Total
Neither employed nor self-employed	162	39	106	25	268
Employed	28	7	26	6	54
Joined further studies	25	6	27	6	52
Self-employed without employees	9	2	22	5	31
Self-employed with employees	10	2	3	1	13
<b>TOTAL</b>	<b>234</b>	<b>56</b>	<b>184</b>	<b>44</b>	<b>418</b>

39% of the respondents who are neither employed nor self-employed are male while 25% are female. 17% of respondents who are employed, self-employed or joined further studies are men. Women are 19%.

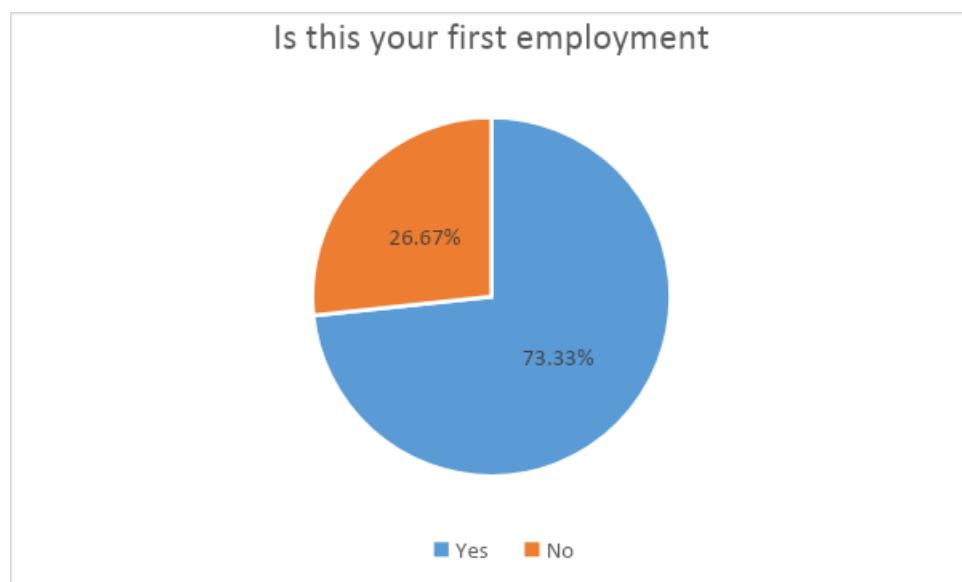
The tracer study also asked the employed respondents if their job was the first employment.

Table 4.3.2 below summarizes the respondents' results. 73.33% of the students agreed that this was their first job while 26.67% noted that it was not their first job.

*Table 8 Respondents Job*

Value	Frequency	Percentage
Yes	66	73.33%
No	24	26.67%

Figure 4.3.2 below provides a graphical representation of the outcomes.



*Figure 7. Respondents Job*

#### 4.3.3 Length of stay before First Job

The study also sought to establish how long it took the respondents to gain their first employment after existing The Kisumu National Polytechnic. The figure below summarizes the results. From the table below, 40% of the respondents took 4 to 6 months before gaining employment upon completion of their studies, 35.56% of the respondents took over six months while 24.44% took about three months before landing a job.

Table 4.3.3

*Table 9 Length of stay before First Job*

Value	Frequency	Percentage
4-6 months	36	40.00%

More than 6 months	32	35.56%
0-3 months	22	24.44%

This information is presented graphically in figure 4.3.3 below



Figure 8 Length of stay before First Job

#### 4.3.4 Ways of Finding Jobs

Table 4.3.4 below summarizes the respondents' ways of finding jobs upon completing their studies from the polytechnic. 46.39% of the respondents with jobs acquired the current employment through relatives, friends, and or colleagues, 17.53% through industry linkages, 14.43% through social networks such as LinkedIn and Facebook, 10.31% through internet (government and company websites), 5.15% through referrals and school endorsement, while 6.19% through Newspaper, Radio, and Television adverts.

The graph below presents the results of the above summaries.

Newspaper /Television/Radio

Table 9 Ways of Finding Jobs

Value	Frequency	Percentages
Relatives, friends or/and colleagues	45	46.39%
Industry Linkages during training (e.g. apprenticeship, On the Job Training)	17	17.53%
Social networks (e.g. Facebook, LinkedIn)	14	14.43%
Internet (e.g. government websites, company websites)	10	10.31%

Referral/School Endorsement	5	5.15%
Newspaper /Television/Radio	6	6.19%
<b>Total</b>	<b>98</b>	<b>100.00%</b>

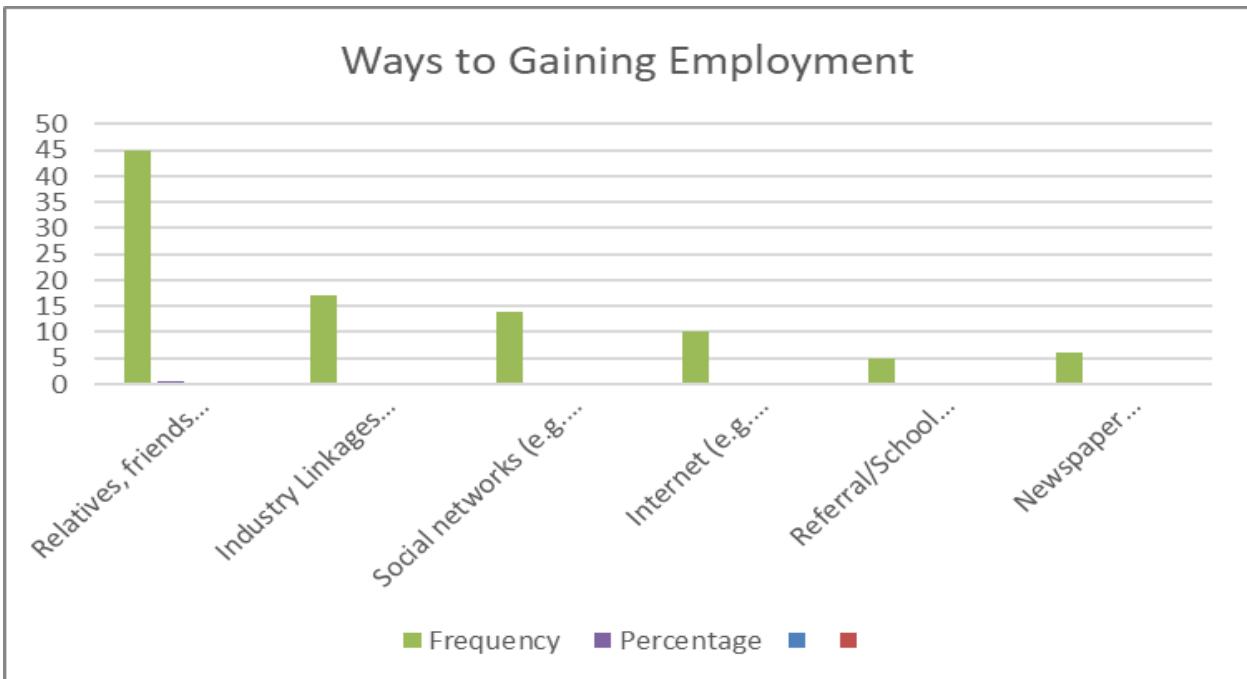


Figure 9 Ways of Finding Jobs

#### 4.4. Status of Employment (Incidence of employment, self-employment, further education and unemployment among graduate, type of employment, reasons for unemployment)

##### 4.4.1 Job Type

The tracer study also sought to establish the form of employment among the respondents who had jobs. 98 graduates representing 23.44% of the respondents reported to be gainfully employed. The remaining 76.56% represents those who either joined further studies or neither employed nor self employed.

Table 4.4.1 provides a summarized presentation of the type of jobs held by the respondents who were gainfully employed.

Table 10 Job Type

Status of Employment	Frequency	Percentage
Contractual	19	19.4
Job Order	7	7.1
Part- Time	11	11.2

Permanent	25	25.5
Temporary	36	36.7
TOTAL	98	100.0

36.7% of the respondents who were gainfully employed had temporary jobs, 19.4% were on contractual employment, 7.1% depended on job orders, 11.2% were part-time employees, while 25.5% were permanent employees.

Graphically, the above information is presented as follows in figure 10

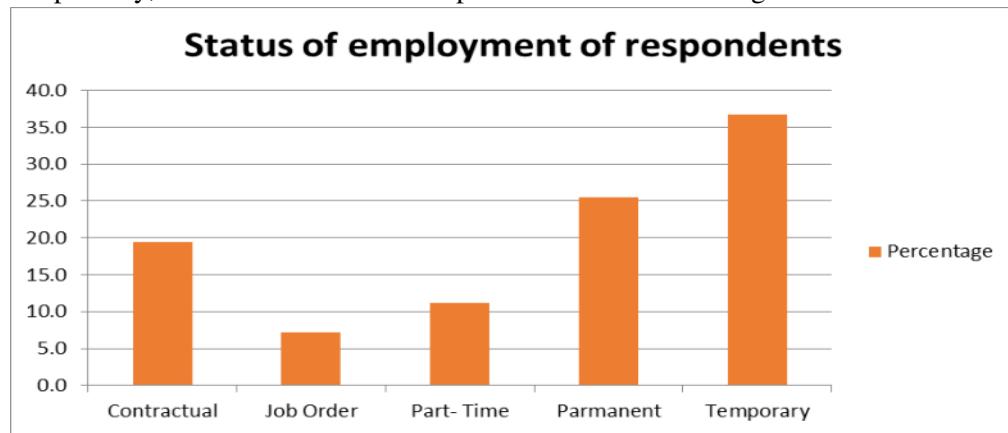


Figure 10 Terms of Employment

#### 4.4.2 Industry of Employment

The tracer research also sought to establish the industry in which the graduate and alumni respondents were employed or worked.

Table 4.4.2 below provides a summary of the industry where the respondents were employed.

Table 11 Industries respondents are employed in

No.	Industry	Frequency	Percentage
1	Accommodation and Food Service Activities	4	4.08
2	Agriculture	5	5.10
3	Construction	12	12.24
4	Education	3	3.06
5	Electricity, Gas, Steam and air conditioning supply	2	2.04

6	Finance and Insurance activities	2	2.04
7	Human Health and Social Work	12	12.24
8	Information and communication	7	7.14
9	Manufacturing	12	12.24
10	Mining and Quarrying	2	2.04
11	Other Service activities	13	13.27
12	Professional, Scientific and technical activities	1	1.02
13	Transport and Storage	2	2.04
14	Water, Supply, Sewerage and waste management	3	3.06
15	Wholesale and retail	18	18.37
<b>TOTAL</b>		<b>98</b>	<b>100.00</b>

12.24% of the employed respondents are in the construction sector, 13.27% are in other service activities, 2.04% are in the electricity, gas, steam, and air conditioning supply, 4.08% are in the accommodation and food service activities, 12.24% are in Manufacturing, 18.37% are in the wholesale and retail trade, 1.02% are in professional, scientific, and technical activities, 5.10% in agriculture. In addition, 2.04% of the respondents were in mining and quarrying activities 3.04% in water supply and sewerage and waste management sector while 3.06% were engaged in Education activities.

The above information is presented graphically in figure 4.4.1 below

## Industry of employment of respondents

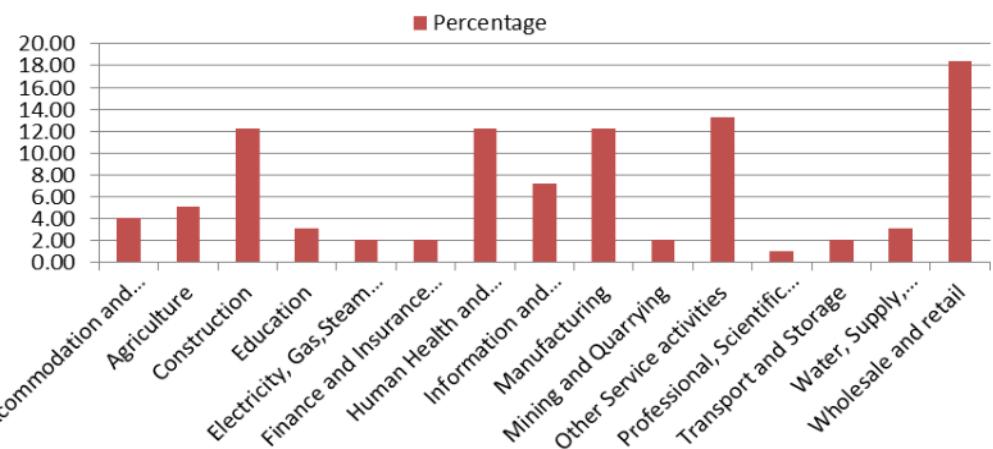


Figure 11 Industry of Employment of Respondents

### 4.4.3 Reasons for Unemployment

The tracer report also sought to establish reasons why the alumni and graduates from The Kisumu National Polytechnic were unemployed. The table below provides a summary of the results.

Table 12 Reasons for Unemployment

Reason for Unemployment	Frequency	Percentage
Family concern	7	2.19
Further Studies	58	18.13
Lost previous job	15	4.69
No job opportunity in the desired field	173	54.06
Opted not to look for job	1	0.31
Unsuccessful application	66	20.63
<b>TOTAL</b>	<b>320</b>	<b>100.00</b>

Of the respondents, 76.56% reported to be unemployed. 54.06% of this category noted that they had no job opportunity in the desired field, 20.63% had unsuccessfully tried applying for jobs while 4.69% had lost their previous jobs. In addition, 18.13% had enrolled for further studies, 0.31% had opted not to seek employment while 2.19% had other family concerns that limited their uptake of jobs.

The above data is represented graphically as in the figure 12 below:

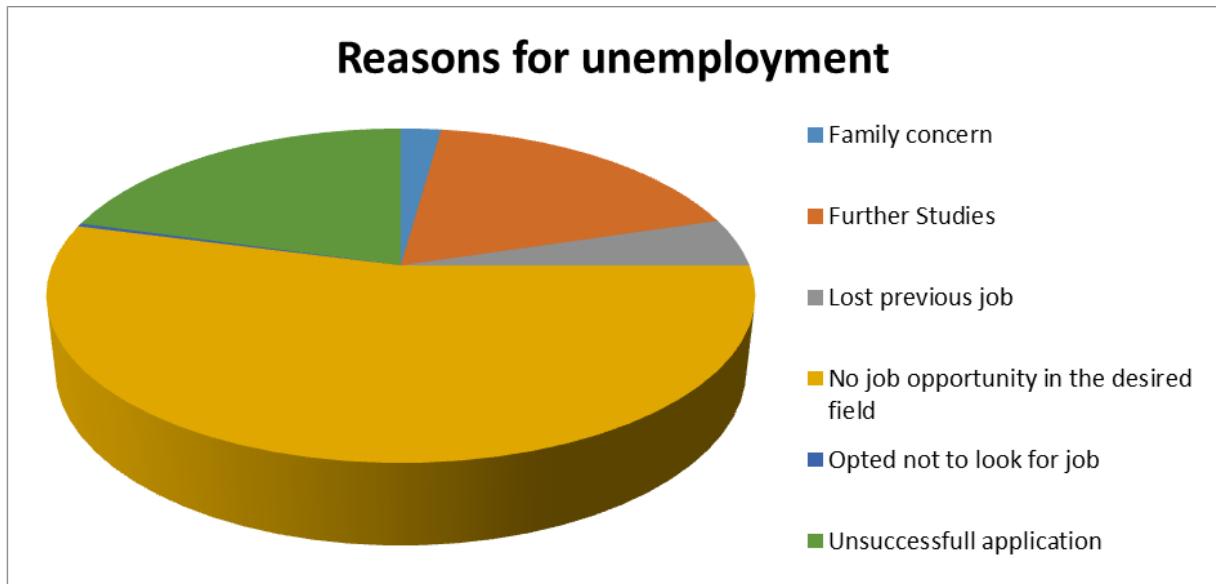


Figure 12 Reasons for unemployment

## 4.5. Further education and professional development of graduates

### 4.5.1 Further Training

The tracer study sought to establish if the respondents were involved in further education and or professional development upon exiting The Kisumu National Polytechnic.

Table 4.5.1 below provides a summarized presentation of the outcome. 78.94% of the respondents had not engaged in any further education or professional development while 21.06% of the sampled participants were involved or had engaged in one form of further education and professional development with 10.2% from Mechanical Department, Automotive 15.9% , Textile 54% , Liberal 2.3% and 17.0% from Health Sciences Department.

### Further Studies

*Table 13 Further Education*

Category	Frequency	Percentage
Mechanical	9	10.2
Automotive	14	15.9
Textile	48	54.5
Liberal	2	2.3
Health sciences	15	17.0
Total	88	100

Further analysis

*Table 14 Further Education*

Further studies	Frequency	Percentage
Yes	88	21.1
No	330	78.9
TOTAL	418	100

The above information is presented graphically in figure 4.5.1 below.

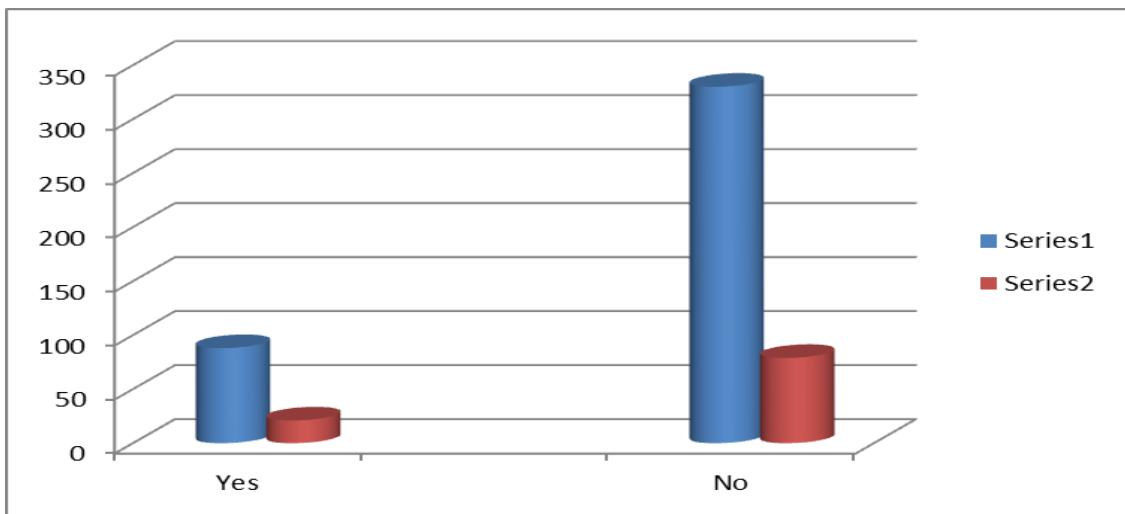


Figure 13 Further Education

For those who had not enrolled in any form of further education or professional development, the tracer study sought to establish their reasons. Table 4.5.3 below summarizes the respondents' reasons. 77.5% cited financial constraints, 12.0% noted that there was no need for further training, while 10.5% noted that they did not find relevant courses for furthering their studies.

Table 15 Reasons for not undertaking further Education.

Value	frequency	Percentage
No money to pay for training	324	77.5
No need for further training	50	12.0
No relevant course available	44	10.5
Total	418	100

However, when asked if they were willing to attend or further their education, 70.1% of the respondents confirmed their willingness to attend further training courses whereas 29.9% were against the suggestion. The table below provides a summarized analysis of the results.

Table 4.5.4

Table 16 Willingness to take further education

Value	Frequency	Percentage
Yes	293	70.1
No	125	29.9
Total	418	100

## 4.6. Relatedness of current occupation with completed TVET programme

### 4.6.1 Course and Job Undertaken

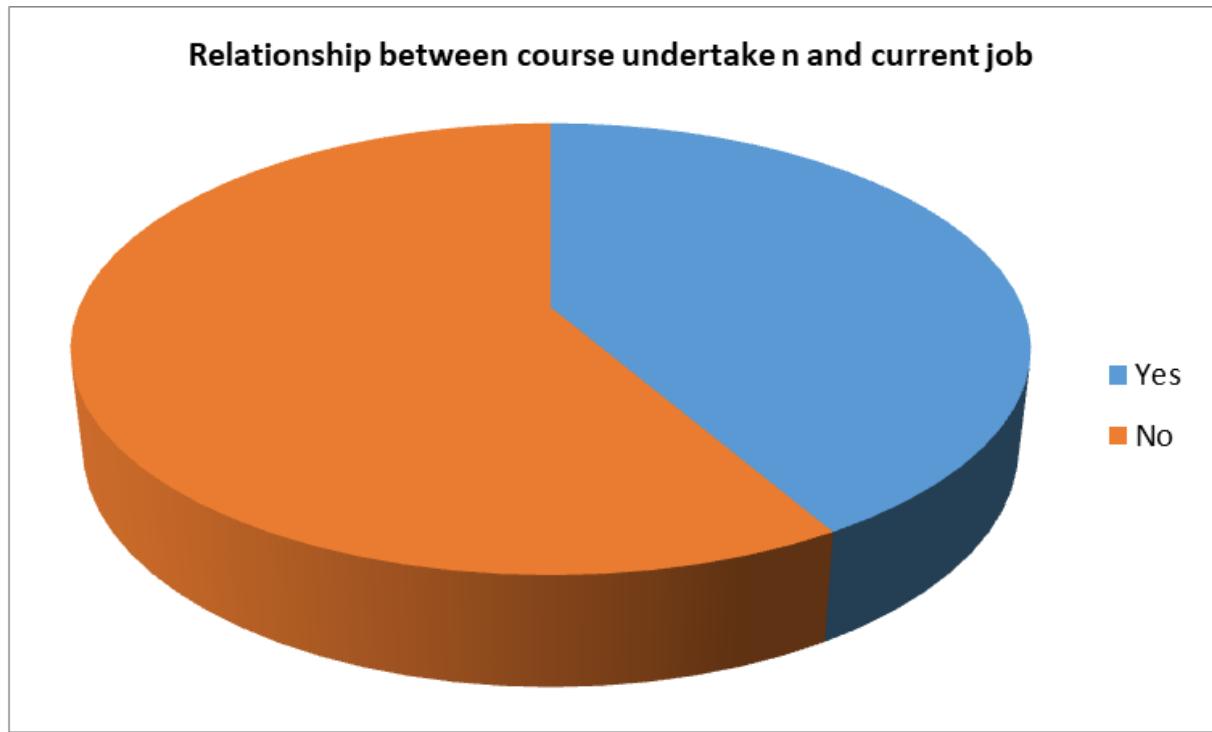
The tracer study also sought to establish if the course undertaken by the former students was related to the current job. Table 4.6.1 provides a summary of the outcomes.

*Table 17 Courses Undertaken*

<b>Value</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	174	41.63
No	244	58.37
<b>TOTAL</b>	<b>418</b>	<b>100.00</b>

From the table, 41.63% of the respondents agreed that their current job was related to their course undertaken at the polytechnic while 58.37% disagreed.

The above data is represented graphically as in the figure 14 below:



*Figure 14 Relationship between course and current Job*

### 4.6.2 Relevance of Course Work and Current Job

The tracer study also sought to establish how the course undertaken by the former students was related to the current job. Table below provides a summary of the respondents' results when asked "How relevant was your study at The Kisumu National Polytechnic to your present work or your last job?"

Table 18 Relevance of Course Work and Current Job

Value	Frequency	Percentage
Slightly related	16	9.20
Moderately related	59	33.91
Highly related	99	56.90
<b>TOTAL</b>	<b>174</b>	<b>100.00</b>

The figure below provides a graphical representation of the outcomes. Of the respondents who reported the relationship of their studies to their current jobs, (56.90%) highly related the course content to their current jobs, 33.91% moderately related while 9.20% slightly related with their course content and the current job held.

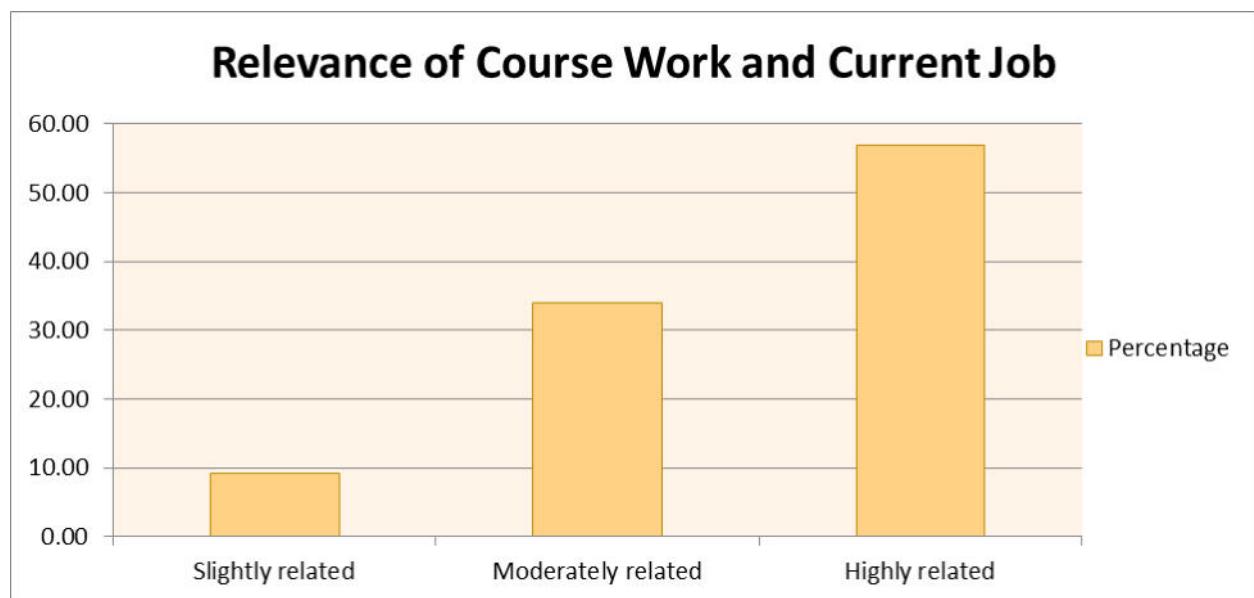


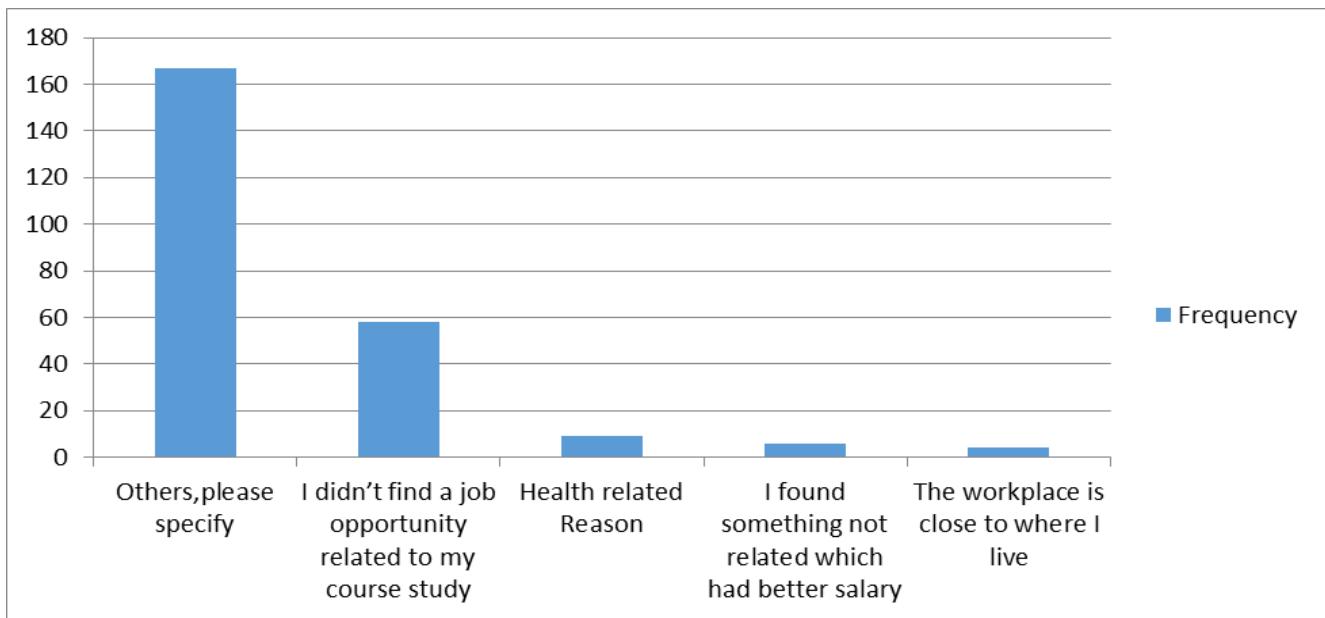
Figure 15 Relevance of Course Work and Current Job

For the respondents whose jobs did not match their courses, several reasons were provided. The table below provides the summarized figures of their reasons.

Table 19 Reasons for Difference in Course work and Current Job

Value	Frequency	Percentage
Others, please specify	167	68.44
I didn't find a job opportunity related to my course study	58	23.77
Health related Reason	9	3.69
I found something not related which had better salary	6	2.46
The workplace is close to where I live	4	1.64
<b>TOTAL</b>	<b>244</b>	<b>100.00</b>

**Fig 4.6.2 Reasons for Difference in Course work and Current Job**



*Figure 16 Difference in Course work and Current Job*

### 4.6.3 Key Course Areas and Current Job

Finally, the tracer study also sought to determine which areas of course work was instrumental in acquiring the current job. The table provides a summary of the alumni and graduate's responses. Of the 174 respondents who are in employment, 47.7% (83)- did not give their responses appropriately as expected.

*Table 20 Course Areas and Current Job*

Value	Frequency	Percentage
Knowledge (theoretical and practical related to my specialization)	0	0
Practical, job-related skills (for example, use of tools, equipment and machinery)	0	0
Communication skills (spoken and written)	0	0
Entrepreneurship skills (such as, market research, business planning, financial management, leading others)	0	0
Customer service skills (such as, personal presentation, being polite, understanding a customer's needs and being able to meet these)	13	7.47
Problem-solving skills (being able to analyze a problem and find creative solutions)	25	14.37
Work ethics (such as, attendance at work, reliability, punctuality, team work)	18	10.34
ICT skills (use of computers)	35	20.11

#### 4.7. Economic returns on TVET programmes (salary/incomes)

##### 4.7.1 Monthly Salary

The tracer study also sought to establish the salary earned by the former students who were in employment. Of the respondents, 23.44% are employed. Of these, 45.92% earn a monthly salary of Ksh. 15000 and above, 19.39% earn between Ksh. 10000-14990, 16.33% earn between Ksh. 5000-9990 while 18.37% earn an amount below Ksh. 5000.

Table 4.7.1 summarizes the income status of respondents from the tracer study.

*Table 21 Monthly Salary*

Value	Frequency	Percentage
-------	-----------	------------

Ksh. 15,000 and above	45	45.92
Ksh.10,000-14,990	19	19.39
Ksh.5,000-9,990	16	16.33
Below Ksh.5,000	18	18.37
<b>TOTAL</b>	<b>98</b>	<b>100</b>

The information in table 4.7.1 was presented graphically in the figure below.

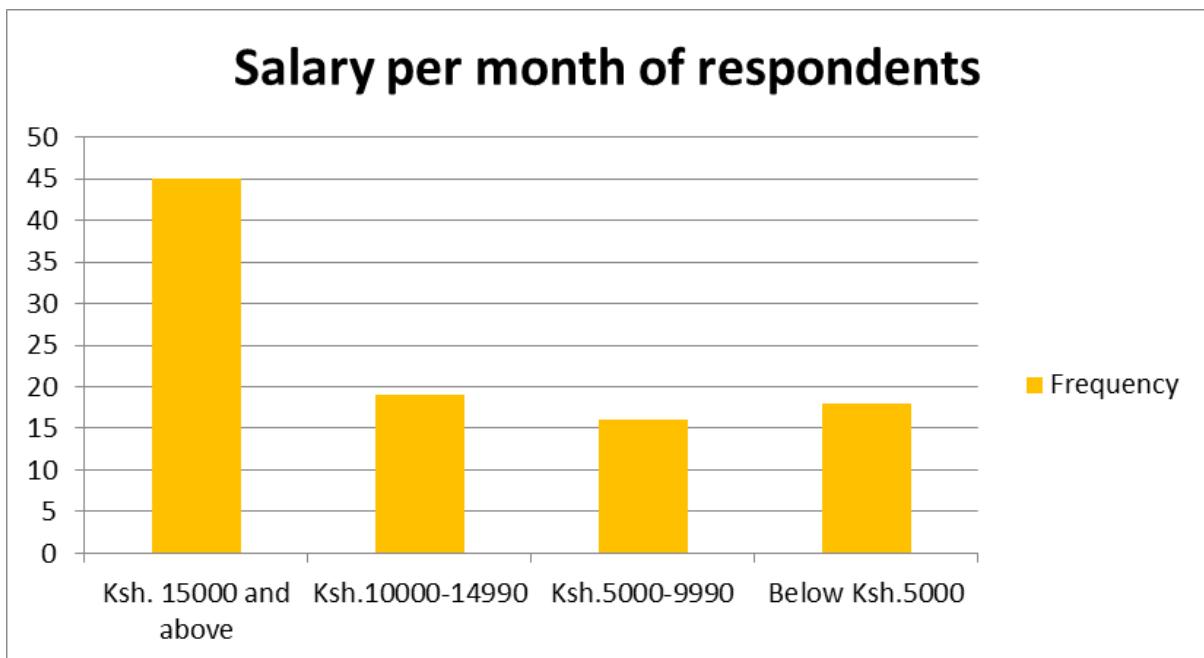


Figure 17 Salary

#### 4.8. Job satisfaction

The tracer study also sought to ascertain the level of satisfaction on the job among the graduates and alumni of The Kisumu National Polytechnic.

The table below (table 4.8.1) presents the summarized outcome from the respondents.

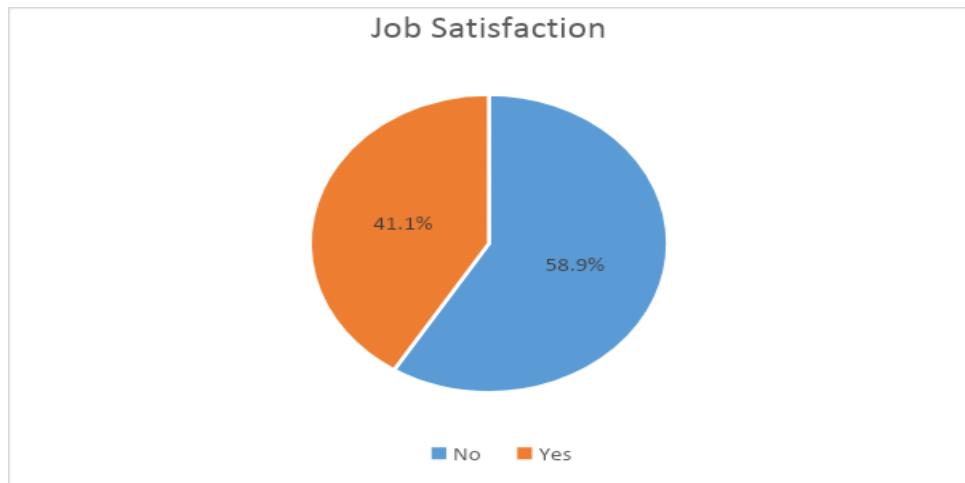
Of the 102 respondents with jobs, 58.9% noted that they were unsatisfied with their current job while 41.1% were satisfied with their current jobs.

Table 4.8.1 Job Satisfaction

Table 22 Job Satisfaction

Value	Frequency	Percentage
No	61	58.9%
Yes	41	41.1%

Figure 4.8.1 below provides a graphical representation of the respondents' views.



*Figure 18 Job Satisfaction*

4.8.2 “To what Extend are you satisfied with the following aspects of your present job? (Likert Scale Question where 1=Not at all and 5= Very high extent)

The table below presents a summarized review of the respondents' perception of their work place.

*Table 23 Job Satisfaction*

parameters	mean	median	mode	standard deviation
interesting work task	2.94	3	3	1.08
interesting work task	3.15	3	4	1.03
clear and regulated work task	3.11	3	4	1.08
Being able to work with some independence	3.19	3	4	1.05
possibilities for applying what you learned when studying	3.19	3	4	1.07
job	3.15	3	4	1.07
possibilities to put your own ideas into practice	3.18	3	4	1.04
income and benefits	3.11	3	4	1.09
good career advancement prospects	3.15	3	4	1.03

From the table above, interesting work tasks achieved a mean of 3.4% with an SD of 0.92, clear and regulated tasks with a mean of 4 and SD of 0.9 while working with some independence attracted a mean of 4 and SD of

0.9. In addition, job security gained a mean of 3.32 and SD of 1.05. Income benefits had a mean of 3.33 and SD of 0.99, while good career advancement prospects had a mean of 3.53 and SD of 1.

#### 4.9. Future needs of TKNP programmes (recommendations for improvements)

The tracer report also sought to establish the respondents' perceptions on the conditions and provisions experienced at The Kisumu National Polytechnic.

4.9.1: Based on your present work, how would you rate the study conditions and provisions you experienced at the Kisumu National Polytechnic? (Very bad = 1 and Very good = 5)

The table below provides a summary of the respondents' views.

Table 4.9.1

*Table 24 Study Needs*

parameters	mean	median	mode	standard deviation
interesting work task	2.94	3	3	1.08
interesting work task	3.15	3	4	1.03
clear and regulated work task	3.11	3	4	1.08
Being able to work with some independence	3.19	3	4	1.05
possibilities for applying what you learned when studying	3.19	3	4	1.07
job	3.15	3	4	1.07
possibilities to put your own ideas into practice	3.18	3	4	1.04
income and benefits	3.11	3	4	1.09
good career advancement prospects	3.15	3	4	1.03

#### 4.9.3 Areas of Improvement

When asked for their opinions on areas of improvement, many of the respondents had no comment. However, those who commented on areas of improvement noted several aspects. One of the respondents noted the following areas;

- “poor relationship between students and staffs especially exam office. S
- School needs simple computer system for easy access to programs and all school activities for students.
- Improve on learning materials and equipment i. e shortages of student sits, practical equipment (building and civil department don't do practical's e. g survey classes) lecture rooms, fund students projects so that they can come up with real model project that can be implemented and will benefit students and lastly is

- less study time than other school activities e. g KNEC exam registration and school opening registration for continuing students.”

The most cited areas for improvement included the following:

- a. More practical training for the technical courses
- b. Reduced period for graduation (to be annually)
- c. Modernization of training facilities especially practical tools and machines
- d. Funding of student projects to enhance innovation
- e. Engage and interact more with students to create awareness on courses
- f. Improvement of teacher class attendance
- g. Provide guidance of course selection
- h. Introduce and integrate online classes where possible
- i. Digitization of student services to avoid lengthy and cumbersome lines at critical offices during clearance such as attachment and finance offices
- j. Introduce part-time and evening classes for employed students.

## 5.1 Study Conditions

The study found that a significant portion of the respondents (29.33%) were from the Hospitality, Clothing, and Textile Department, followed closely by the Building and Civil Engineering Department (28.95%) and the Electrical and Electronic Engineering Department (28.19%). However, only 11.05% of the respondents were from the department of Applied Sciences. The most popular courses among respondents were in technical fields, such as Diploma in Electrical and Electronic Engineering (Power Option), Diploma in Building Technology, and Diploma in Civil Engineering. These findings highlight that majority of the sampled population was from the Electrical and Electronic Engineering and Building and Civil Engineering Departments which has popular courses.

Among the respondents, Diploma-level qualifications (68.5%) were the most common among, followed by certificate-level qualifications (17.33%). These findings demonstrate the importance of diploma-level programs in providing graduates with skills and knowledge relevant to the job market. In addition, majority of graduates completed their courses in 2021 (46.68%) and 2022 (40.23%). This indicates that the tracer study effectively captured recent graduates' perspectives, which are crucial in establishing the outcome of TKNP graduates recent alumni.

## 5.2 Transition to Employment

From the results, a considerable percentage of respondents (71.24%) were neither employed nor self-employed after course completion. This highlights the challenges graduates face in securing employment; thus, the results underscore the relevance of strong career services that support graduates in their job search. Nonetheless, the study revealed that a majority of the respondents' current jobs were their first employment (73.33%). This suggests that a substantial number of graduates found employment relatively soon after completing their studies, which is positive feedback for the institution. For instance, the finding that 40% of respondents took 4 to 6 months to find employment indicates that institutions can assist graduates in bridging the gap between graduation and job placement. From the results, relatives, friends, and colleagues played a significant role in helping graduates find jobs (64.4%). Uniquely, only 15.6% of the graduates and alumni obtained their jobs through industry linkages. Although personal networks are vital in securing jobs, the institution should strengthen industry linkages and expanding professional networking opportunities for students to aid them in finding relevant employment.

### 5.3 Status of Employment

Temporary jobs were the most common form of employment (40%), followed by contractual employment (26.67%). These jobs were most available in construction sector which employed the majority of respondents (50%), followed by other service activities (12.2%). Consequently, the respondents cited that the primary reason for unemployment was the lack of job opportunities in the desired field (50.9%), followed by unsuccessful job applications (40.3%). As such, the prevalence of temporary and contractual jobs may indicate challenges in accessing permanent employment opportunities that affect job stability and long-term career prospects for graduates.

### 5.4 Further Education and Professional Development

The tracer study revealed that a majority of respondents (86.48%) had not engaged in any further education or professional development after completing their studies. The main reason for not enrolling in further education was financial constraints (78.67%). Encouraging graduates to pursue lifelong learning and providing opportunities for up+skilling could enhance their employability and career advancement prospects.

### 5.5 Relatedness of Current Occupation with Completed TVET Program

Approximately 50% of respondents reported that their current job was related to their course undertaken at the polytechnic. Those whose current job positions were unrelated to their course noted they did not find job opportunities related to their course specialization or the unrelated job had a better pay. While this indicates some level of alignment between education and employment, almost half the respondents did not find relevance of their course work with their current jobs. This opens to the possibility of many underlying factors which need careful interrogation.

### 5.6 Economic Returns of TVET Programs

From the results, around 50% of employed respondents earned more than Ksh 15,000 monthly, while 6.7% earned less than Ksh 5,000. The results indicate a wide income disparity among graduates, with a significant number of respondents earning relatively low salaries.

### 5.7 Job Satisfaction

The majority of respondents (58.9%) expressed dissatisfaction with their current jobs. The respondents expressed varying degrees of satisfaction with different aspects of their jobs. For instance, interesting work tasks had a mean of 3.4 and a standard deviation of 0.92 which reflects low agreeableness with the tasks performed in their current jobs. In terms of job security, the responses generated a mean of 3.32 with an SD of 1.05 which reflect high sense of job insecurity among the respondents. As such, low job satisfaction affects the TKNP graduates and alumni's employee performance and retention. Consequently, the institution needs to work closely with employers to understand the factors affecting the job needs of the graduates.

### 5.8 Future Needs of TKNP programmes

Majority of the students agreed with the given parameters on the course content and learning environment at TKNP. For instance, theoretical training achieved a mean of 3.52 with an SD of 0.91 which affirms that the theoretical knowledge availed by the institution is relevant to the graduates' needs in the job market. In addition, discipline, communication, cooperation with others were instrumental in the graduates' work environment. None the less, the feedback provided by respondents on areas of improvement, including enhancing practical training, modernization of facilities, improving service delivery, and improving career guidance which can strategically enhance the knowledge and skills of graduates and improve their learning experiences.

## Chapter 5: Recommendations

Based on the Tracer Study conducted at Kisumu National Polytechnic in 2024, the following recommendations can be made:

1. Address financial constraints: As the primary reason for not enrolling in further education or professional development is financial constraints, the polytechnic should explore financial aid options, scholarships, or grants for alumni facing financial difficulties.
2. Expand course offerings: Since a lack of relevant courses was one of the reasons for not pursuing further education, the polytechnic should consider expanding its course offerings to better align with industry needs and alumni interests.
3. Enhance communication: To improve alumni participation in future studies, the polytechnic should develop effective communication strategies to convey the importance and benefits of such studies to alumni.
4. Utilize advanced analytical tools: As analyzing the large volume of data requires advanced skills and tools, the polytechnic should invest in training and resources to better analyze and interpret the data collected in future studies.
5. Provide incentives: Offering incentives, such as certificates or recognition, to alumni who participate in the study can help motivate them to engage in the process.
6. Continuous improvement: The polytechnic should regularly conduct Tracer Studies to evaluate the effectiveness of their training programs and make necessary improvements based on the findings.

## Chapter 6: Conclusion

Based on the Tracer Study conducted at Kisumu National Polytechnic in 2024, the following conclusions can be drawn:

1. Financial constraints are the primary reason for alumni not pursuing further education or professional development.
2. A lack of relevant courses is another significant reason for not pursuing further education.
3. Challenges faced during the study include motivating alumni participation and effectively communicating the importance and benefits of the study.

These conclusions highlight the need for the polytechnic to address financial constraints, expand course offerings, enhance communication, utilize advanced analytical tools, and provide incentives for alumni participation in future studies. Regularly conducting Tracer Studies will help the polytechnic continuously improve its training programs based on the findings.

## References

1. **Creswell, J. W. (2014).** *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (4th ed.). Thousand Oaks, CA: SAGE Publications.
2. **Saunders, M., Lewis, P., & Thornhill, A. (2019).** *Research Methods for Business Students* (8th ed.). Harlow, England: Pearson Education Limited.
3. **Bryman, A. (2016).** *Social Research Methods* (5th ed.). Oxford, England: Oxford University Press.
4. **Journal of Vocational Education & Training:** This journal publishes research on vocational education and training, including tracer studies and their methodologies.
5. **International Journal of Educational Development:** This journal covers a wide range of topics in education, including the impact of educational programs and policies.
6. **African Journal of Business Management:** This journal includes research on business education and management practices in Africa, which can be relevant for understanding the outcomes of vocational training programs.

## Appendix 1: Questionnaire

### THE KISUMU NATIONAL POLYTECHNIC TRACER STUDY QUESTIONNAIRE FOR ALUMNI/GRADUATE 2024

#### INTRODUCTION

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Dear Respondent,

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The Kisumu National Polytechnic is a public TVET institution in Kisumu County. We are conducting a tracer study (tracking of our graduates) who graduated from our institution in the year 2021. The objective of this survey is to get feedback from our graduates on their areas of engagements, how the training gained at our college is impacting on the lives of graduates in terms of securing job opportunities and any gaps experienced during their training at the college.

---

The data collected will assist in improving our mode of training, review our curriculum and if need be, introduce new programs or discontinue some programs. Please be assured that the information collected will only be used for the intended research.

---

I have read the foregoing information and I consent voluntarily to be a participant in this study.

Yes       No

#### DEMOGRAPHIC INFORMATION

Name (optional)

---

Gender

Male

Female

Other

Age

Below 25 yrs

25-35 yrs

Above 35 yrs

Civil Status

Single

Married

Divorced /Separated Widowed

Disability

Yes

No

Telephone / Mobile No (in case we need to ask you any further questions)

Email Address (in case we need to ask you any further questions):

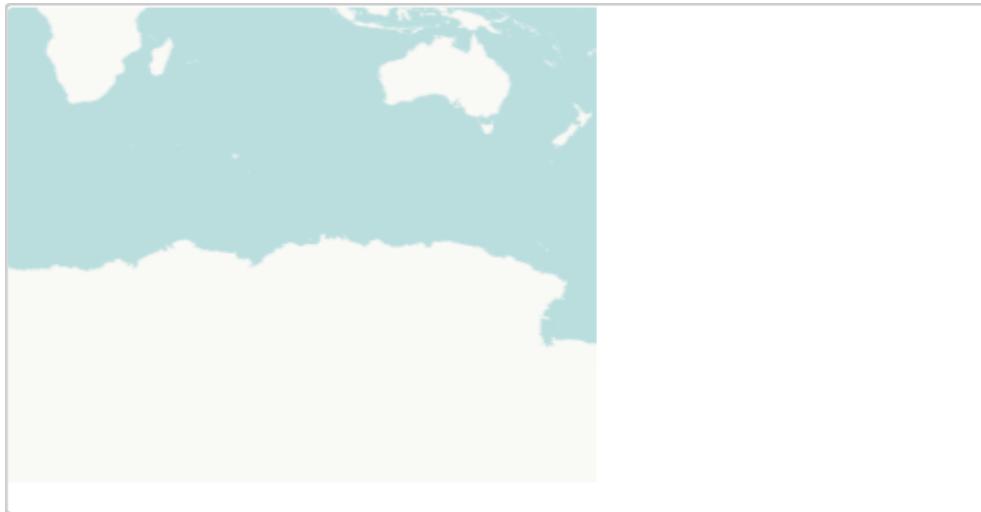
---

Country of Residence:

---

Kindly indicate your current location on the map below

(You might need to use the + button to zoom in



---

Latitude (x.y °)

---

---

Longitude (x.y °)

---

---

Altitude (m)

---

---

Accuracy (m)

---

County



Mombasa  
Tana River

Garissa

Marsabit

Tharaka-Nithi

Machakos

Nyeri

Kiambu

Samburu

Elgeyo-Marakwet

Laikipia

Kajiado

Kakamega

Busia

Homa Bay

Nyamira



Kwale  
Lamu

Wajir

Isiolo

Embu

Makueni

Kirinyaga

Turkana

Trans-Nzoia

Nandi

Nakuru

Kericho

Vihiga

Siaya

Migori

Nairobi



Taita Taveta

Mandera

Meru

Kitui

Nyandarua

Murang'a

West Pokot

Uasin Gishu

Baringo

Narok

Bomet

Bungoma

Kisumu

Kisii

Kilifi

Name of the course undertaken at The Kisumu National Polytechnic



Diploma In Catering And Accommodation      Diploma In Fashion Design & Garment Making Diploma In Food And Beverage Management      Diploma In Tourism Management  
Diploma In Analytical Chemistry      Diploma In Applied Biology  
Diploma In Petroleum And Geo-sciences      Diploma In Building Technology Diploma In Architecture  
Diploma In Civil Engineering  
Diploma In Electrical and Electronic Engineering( Power Option)  
Diploma In Electrical And Electronic Engineering (Telecommunication Option) Craft Certificate In Science Laboratory Technology  
Craft Certificate In Food Processing And Preservation Technology  
Craft Certificate In Science Laboratory Technology      Certificate In Building Technology  
Craft Certificate In Electrical And Electronic Technology (Power Option)      Certificate In Food And Beverage  
Certificate In Fashion Design & Garment Making      Artisan Electrical Installation  
Artisan In Electrical And Electronic Technology      Artisan Food And Beverage

Name of the course undertaken at The Kisumu National Polytechnic

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Department

Auto tive      Liberal Studies      Medical Health  
Mechanical Engineering

Year of Completion

---

Level of Qualification Attained at TVET Institute:



Higher Diploma  
Certificate

Diploma  
Artisan



Craft

n

*What* is your present employment status



Employed      Self-employed with employees      Self-employed without employees  
Joined further studies

Neither employed nor self-employed



what is the name of your current employer?

---

What are the telephone contacts of your current employer?

---



What is the status of your employment?



Part-time  
Temporary

Job order  
Permanent



Contractual

State number of working hours per week

---

Address of your current employer (Locality and Address )

In what industry sector are you working?

Agriculture, forestry and fishing gas, steam and air conditioning supply	Mining and quarrying	Manufacturing 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		Transportation and storage
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 defense; compulsory social security
		Education
Human health and social work activities	Arts, entertainment and recreation	Other service activities

Is this your first job after graduating?

Yes

No

How long did it take you to find employment?

0-3 months

4-6 months More than 6 months

If more than 6 months, please specify how long?

How much is your salary (per month) of your present job?

Below Ksh 5000  
Ksh 15000 and above

Ksh 5000 – 9990

Ksh 10000 – 14990

In what way did you find your job? (Check all that applies)

Newspaper /Television/Radio  
Relatives, friends or/and colleagues

Internet (e.g. government websites, company websites)

Industry Linkages during training (e.g. apprenticeship, On the Job Training)  Referral/School  
Endorsement  Social networks (e.g. Facebook, LinkedIn)

What are the reasons for your lack of employment (Tick all that applies)

Further study, please specify field of study

Family concerns

Opted not to look for a job  Unsuccessful application  lost previous job No job opportunity  
in the desired field

#### **RELEVANCE OF TRAINING**

Is your present work, or, in case you are unemployed, the last job you held since graduation, related to the course you followed at The Kisumu National Polytechnic?

Yes

No

How relevant was your study at The Kisumu National Polytechnic to your present work or your last job?

Highly Related

Moderately Related

Slightly Related

If NO, what are the reason/s?

I didn't find a job opportunity related to my course of study

I found something not related which had better salary and benefits  
The workplace is close to where I live

Others, please specify

Health Related Reason

Which of the following areas of study helped you perform in your present job? (Tick all that applies)



Knowledge (theoretical and practical related to my specialization)  
Practical, job-related skills (for example, use of tools, equipment and machinery) Communication skills  
(spoken and written)  ICT skills (use of computers) Problem-solving skills (being able to analyse a problem and find creative solutions) Work ethics (such as, attendance at work, reliability, punctuality, team work)  
Entrepreneurship skills (such as, market research, business planning, financial management, leading others)  
Customer service skills (such as, personal presentation, being polite, understanding a customer's needs and being able to meet these)

Did you participate in further training (university, evening classes, short courses) since you graduated?

Yes  No

Please describe the type of course

---

If NO, why not?

No relevant course available  No need for further training  No money to pay for training

Would you like to attend further training courses?

Yes  No

### **JO~~I~~ SATISFACTION**

Are you satisfied with your present job?

Yes  No

» To what extent are you satisfied with the following aspects of your present job? Please respond to each factor on the five-point scale (Not at all =1 and Very high extent=5)

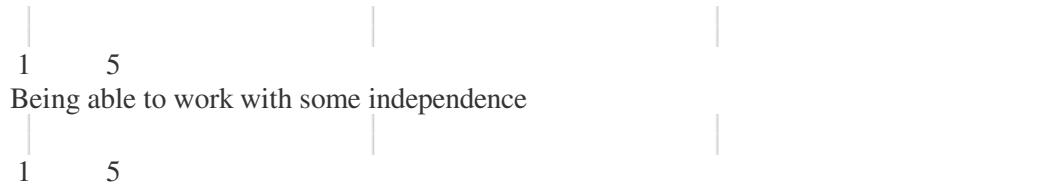
Interesting work tasks

1 5

Interesting work tasks

1            5

Clear and regulated work tasks



Being able to work with some independence



Possibilities for applying what you learned when studying



Job security



Possibilities to put your own ideas into practice



Income and benefits

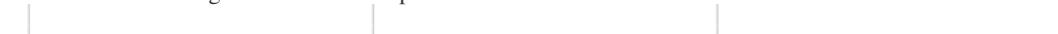


Good career advancement prospects



» » Based on your present work, how would you rate the study conditions and provisions you experienced at Kisumu National Polytechnic? Please respond to each factor on the five-point scale, as shown below. (Very bad =1 and Very good=5)

Theoretical training related to the occupation



Practical use of computers



1 5

Practical use of working tools/machines

1 5

Theory and practice of equipment maintenance

1 5

Understanding and producing drawings

1 5

Use of written instructions and working guides

1 5

Communication

1 5

Working with other people

1 5

Discipline and accuracy at work

1 5

Providing internship/industry-based training

1 5

Careers advice

1        5  
Competence of teachers

1        5

Support from teachers

1        5

#### COMMENTS AND RECOMMENDATIONS

Are there any changes you would recommend for your TVET institution study/programs? (Please specify)

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Do you have any comments/suggestions regarding this survey (Please specify)

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## Appendix A2: List of Contributors

The following Contributed to the design, data collection analysis and writing of the survey report.

- ii. Catherine Kelonye
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