



THE KISUMU NATIONAL POLYTECHNIC

Industry succeeds



TRACER STUDY REPORT

June 2023

Foreword

It is with immense pride and a sense of accomplishment that I present to you the Tracer Study Report of our esteemed alumni cohort, comprising graduates of diploma, certificate, and artisan programs who successfully completed their courses in November 2021. As the Principal of Kisumu National Polytechnic, I am honored to introduce this comprehensive document that sheds light on the trajectories, achievements, and contributions of our graduates in the dynamic spheres of industry and society.

At the heart of any educational institution lies its commitment to the holistic growth and advancement of its students. The journey of education extends far beyond the confines of our campus, and this tracer study is a testament to our dedication to nurturing individuals who not only excel in their chosen fields but also actively contribute to the betterment of our communities. As we delve into the insights provided by this report, we gain valuable perspectives that illuminate the pathways taken by our alumni, showcasing their resilience, innovation, and adaptability.

Kisumu National Polytechnic has long stood as a beacon of technical education, and our legacy of excellence is intrinsically linked to the accomplishments of our graduates. This tracer study highlights their successes and serves as a mirror reflecting the quality of education imparted within our institution. The knowledge and skills acquired during their time here have propelled them toward a wide array of careers, making a meaningful impact in various sectors.

It is important to note that this tracer study would not have been possible without the dedicated efforts of our alumni, whose participation and insights have been invaluable in crafting this narrative. I extend my sincere gratitude to each graduate who shared their experiences, challenges, and triumphs, enriching our understanding of the multifaceted impact of Kisumu National Polytechnic.

I invite you to engage deeply with the stories presented within this report and to celebrate the achievements of our alumni community. Together, we honor their contributions and renew our commitment to fostering an environment of growth, innovation, and lifelong learning. This tracer study report not only marks a milestone in our institutional journey but also fuels our collective resolve to continually raise the bar of excellence in technical education.

As you navigate through the pages of this report, you will encounter stories of passion, determination, and achievement. Our graduates have ventured into diverse professions, each contributing their unique strengths to the ever-evolving landscape of industry. Their journeys underscore the relevance and effectiveness of our programs, guiding us in refining our curricula to remain aligned with the demands of the contemporary job market.

Thank you for your support, and enthusiasm in joining us on this transformative journey.

Catherine Kelonye

Chief Principal, The Kisumu National Polytechnic

Acknowledgments

The completion of the Tracer Study Report on the Alumni Cohort of Diploma, Craft, and Artisan Graduates who successfully finished their courses in November 2021 stands as a testament to the collaborative efforts and unwavering support of numerous individuals and entities. It is with deep gratitude that we acknowledge the contributions of those who have played an integral role in bringing this insightful document to fruition.

Foremost, we extend our heartfelt appreciation to the career services team for their dedication to facilitating connections between our students and the professional world. Your tireless commitment to enhancing the employability of our graduates has laid the foundation for their successful journeys, and this report is a testament to the impact of your efforts.

We extend our gratitude to the Research club Trainees whose diligence and commitment enabled the collection of vital data that forms the backbone of this study. Your meticulous work has paved the way for a comprehensive understanding of our alumni cohort's experiences and achievements.

To our trainers and researchers who designed and executed this study with meticulous care, your expertise and vision have shaped this report into a valuable resource. Your dedication to pursuing excellence in technical education and research is evident in the insights presented within these pages.

A special note of appreciation goes to our esteemed alumni, who generously shared their experiences, challenges, and accomplishments. Your voices enrich this report with authenticity and depth, offering valuable insights into the varied paths our graduates have chosen and the impact they have made in the professional realm.

We would also like to thank the worldbank and the entire EASTRIP family for funding and implementing the survey. Our gratitude to the employers who have supported our alumni in their post-graduation endeavors. Your collaboration, mentorship, and recognition of the skills imparted by Kisumu National Polytechnic are instrumental in shaping the success stories documented here.

Lastly, we would like to acknowledge the dedication and collective efforts of our entire institution – from faculty and staff to administrative personnel – for fostering an environment conducive to learning, growth, and progress. Your commitment to our students' development is the driving force behind their accomplishments, as demonstrated by the outcomes highlighted in this report.

This Tracer Study Report is a testament to the power of collaboration, shared aspirations, and a commitment to excellence. As we celebrate the achievements of our graduates and chart a course for the future, we remain steadfast in our pursuit of nurturing technical excellence and empowering individuals to shape their destinies.

Thank you all for your invaluable contributions

Acronyms and Abbreviations in the Study

TKNP	The Kisumu National Polytechnic
EASTRIP	East African skills for Transformation and Regional Integration Project.
TVET:	Technical and Vocational Education and Training
FGD	Focus Group Discussion
SMS	Short Message Services
SD	Standard Deviation
LMI	Labour Market Information

Contents

Foreword.....	2
Acknowledgments	3
Acronyms and Abbreviations in the Study	4
Chapter One: Introduction.....	7
1.0. Introduction	7
1.2. Background	8
1.3. Rationale of the Tracer Study	9
Chapter Two: Design of the Study.....	10
2.1. Survey Methodology	10
2.2. Population and Sample	10
2.2.1. Population	10
2.2.2. Sample.....	10
3.3. Tracing Methodology	11
3.4 Response rates.....	11
3.5 Data collection tools	11
3.6. Execution of Data Collection.....	12
3.7. Data entry and Analysis	12
3.9. Challenges and Limitations	12
3.10. Ethical consideration.....	12
Chapter Four: Results	13
4.1. Background Information about graduates (Socio-economic data)	13
4.2. Study conditions at TKNP	18
4.3. Transition to employment (time needed to find employment, difficulties encountered way used to find a job).....	22
4.4. Status of Employment (Incidences of employment, self-employment, further education and unemployment among graduate, type of employment, reasons for unemployment).....	25
4.5. Further education and professional development of graduates.....	29
4.6. Relatedness of current occupation with completed TVET programme.....	30
4.7. Economic returns on TVET programmes (salary/incomes)	34
4.8. Job satisfaction.....	35
Chapter Five: Interpretations/Discussion of Main Findings.....	38
Chapter Six: Recommendations	41

Chapter Seven: Conclusion	42
Appendix A1: Questionnaire.....	44
Appendix A2: Survey Area	45
Appendix A3: Schedule	46
Appendix A4: List of Contributors	47

Chapter One: Introduction

1.0. Introduction

In the dynamic landscape of higher education, the pursuit of academic excellence and skill acquisition is synonymous with the realization of future aspirations. The Kisumu National Polytechnic stands as a beacon of technical education, where individuals cultivate knowledge and practical skills to forge promising career trajectories. As part of the institution's commitment to continuous improvement and the holistic development of its students, a comprehensive tracer study was conducted to illuminate the journeys of its esteemed alumni who completed their diploma, certificate, and artisan programs in November 2021.

This tracer study serves as an instrumental bridge connecting the past, present, and future of the Kisumu National Polytechnic. It delves into the post-graduation experiences of the alumni, shedding light on the diverse pathways they have embarked upon, the challenges they've conquered, and the triumphs they've achieved. By tracking the professional and personal endeavors of our graduates, this study offers valuable insights that not only celebrate the achievements of our alumni but also contribute to the institution's strategic planning and curriculum enhancement.

With an unwavering commitment to fostering excellence in technical education, the Kisumu National Polytechnic recognizes that the journey of learning extends beyond the confines of the classroom. This tracer study goes beyond the mere collection of data; it paints a vivid portrait of the alumni community's contributions to the economy, society, and the ever-evolving landscape of their respective fields. By assessing the relevance and effectiveness of the education provided, the study assists in refining the curricula and pedagogical methodologies, ensuring that future graduates are equipped with the competencies demanded by the contemporary job market.

The following report encapsulates the findings of the tracer study, synthesizing quantitative data and qualitative narratives to present a comprehensive overview of the post-graduation trajectories of our esteemed alumni. Through detailed analysis and exploration, we aim to glean insights that guide us towards nurturing an environment of continuous growth and learning, positioning the Kisumu National Polytechnic as a steadfast institution that empowers individuals to transform their aspirations into reality.

1.2. Background

Nestled in the heart of Kisumu, a vibrant city on the shores of Lake Victoria in Kenya, the Kisumu National Polytechnic stands as a distinguished institution of technical education and innovation. With a rich heritage spanning from late sixties, the polytechnic has played a pivotal role in shaping the educational landscape of the region and the nation at large

Established with a vision to provide accessible and high-quality technical education, the Kisumu National Polytechnic has continuously evolved to meet the ever-changing demands of the global workforce. Its roots can be traced back to its humble beginnings as a training center for skilled trades in the 1960s. Over the years, the institution's commitment to excellence has propelled it to become a center of learning that offers a diverse range of diploma, certificate, and artisan programs across a multitude of technical disciplines.

Fueled by a passionate dedication to fostering holistic development, the polytechnic has consistently strived to equip its students with a unique blend of theoretical knowledge and hands-on skills. This approach not only prepares graduates for successful entry into the job market but also nurtures an entrepreneurial spirit that drives innovation and economic growth

Kisumu National Polytechnic's journey has been marked by continuous expansion and enhancement. Its state-of-the-art facilities, modern laboratories, and specialized workshops create an environment where students can explore, experiment, and refine their skills under the guidance of experienced faculty members. Moreover, the institution's emphasis on industry partnerships and collaborations has helped bridge the gap between academia and real-world application, ensuring that graduates are not only knowledgeable but also job-ready.

The polytechnic's impact extends far beyond its campus boundaries. Its alumni have made indelible marks in various sectors, contributing to the development of the region, the nation's workforce, and the global technical community. Through its commitment to community engagement and social responsibility, the institution has become an integral part of Kisumu's fabric, driving positive change and progress

In the midst of a rapidly changing world, the Kisumu National Polytechnic continues to stand tall as a beacon of technical education. Its legacy of excellence, innovation, and empowerment serves as an inspiration to current and future generations of students. As it looks ahead, the institution remains unwavering in its mission to provide the knowledge, skills, and opportunities that empower individuals to shape a brighter future for themselves, their communities, and the world at large.

1.3. 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 2021. 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) To determine the career path taken by the TKNP graduates
- e) To assess the level of Job satisfaction amongst TKNP graduates

Chapter Two: Design of the Study

2.1. 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.

The tracer study took a cross-sectional time horizon. As a deductive research approach, data for the analysis of this work was based on primary and secondary sources. In terms of the primary data, a self-administered questionnaire with mixed methods was used. An online system was designed and used in data collection, analysis, storage and reporting. The population of the study included; Craft Certificate in Fashion Design and Garment Making program graduates, Employers of Craft Certificate in Fashion Design and Garment Making program graduates and Craft Certificate in Fashion Design and Garment Making program staff.

2.2. Population and Sample

2.2.1. Population

The tracer study population will be 2647:

- a) 1627 Diploma trainees who commenced their courses in September 2018 and completed in November 2021.
- 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.

2.2.2. 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 (1516) will be total number of graduates of the selected departments.

- i. Electrical Engineering department = 209 diploma graduates, 130 certificate graduates and 112 Artisan graduates.
- ii. Applied Sciences department = 79 diploma graduates, 38 certificate graduates and 0 Artisan graduates..

- iii. Building and Civil Engineering department = 349 diploma graduates, 72 certificate graduates and 0 Artisan graduates.
- iv. Hospitality, Institutional Management & Fashion and Design department = 180 diploma graduates, 186 certificate graduates and 161 Artisan graduates.

The sample forms 57.27% of the total population.

3.3. Tracing Methodology

The tracer study took a cross-sectional time horizon. As a deductive research approach, data for the analysis of this work was based on primary and secondary sources. In terms of the primary data, a self-administered questionnaire with mixed methods was used. An online system was designed and used in data collection, analysis, storage and reporting. The population of the study included; Craft Certificate in Fashion Design and Garment Making program graduates, Employers of Craft Certificate in Fashion Design and Garment Making program graduates and Craft Certificate in Fashion Design and Garment Making program staff.

3.4 Response rates

The response rate was 76%

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 Short Message Service (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 analyses 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

The key challenge of conducting the tracer study was reaching the targeted cohort of graduates selected in the study. The contacts in the TKNP databases included, postal addresses, email addresses and mobile telephone numbers. Postal addresses were not useable as this would take a very long time before response is received, moreover many used their previous school address or church address and many were thought to be away from these places and therefore delivery was not assured. Email addresses could not be used because they address with Kisumu polytechnic domain and therefore not accessible to graduates on exit of the polytechnic. The tracer study team then settled on phone numbers but still more than 30% of the targeted graduates did not have phone details. Out of the 70%, more than half used the phone contacts of their parents or guardians. Only a small fraction could be found in the contacts on their phones. To cope with the situations those found were requested to forward phone numbers of their wards, children or classmates. Those in common WhatsApp group were requested to post the questionnaire links to those group platform.

3.10. Ethical consideration

High ethical standards were observed during questionnaire preparation, while conducting interview sessions and administering the data collection instruments. The questionnaire were structured in a cordial manner. Targeted respondents were recruited and allowed to participate in the study voluntarily. In addition, the researchers gave clarifications to the background of the study and assured respondents that responses would be treated with utmost discretion, confidentiality and strictly for the purposes of the survey.

Chapter Four: Results

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

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

Fig 4.1.1 Gender of Respondents

The figure below provides graphical representation of the data.

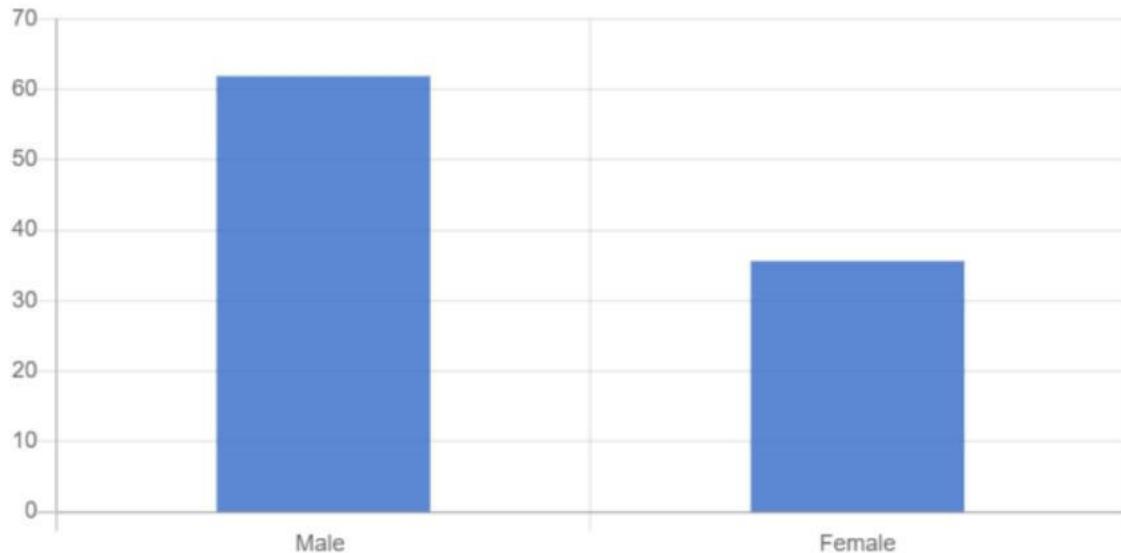


Table 4.1.1 summarizes the gender distribution of the respondents who participated in the tracer report.

Value	Frequency	Percentage
Male	325	61.9
Female	187	35.62

From the table, 61.9% of the respondents were male while 35.62% were female.

4.1.2 Age of Respondents

Table 4.1.2 Age of Respondents

The table provides a summarized analysis of the age grouping of the respondents.

Value	Frequency	Percentage
25-35 yrs	290	55.24
Below 25 yrs	218	41.52
Above 35 yrs	4	0.76

Majority of the respondents were aged between 25 and 35 years representing 55.24% of the respondents. Those below 25 years were 41.52% while those above 35 years were only 0.76% of the 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.

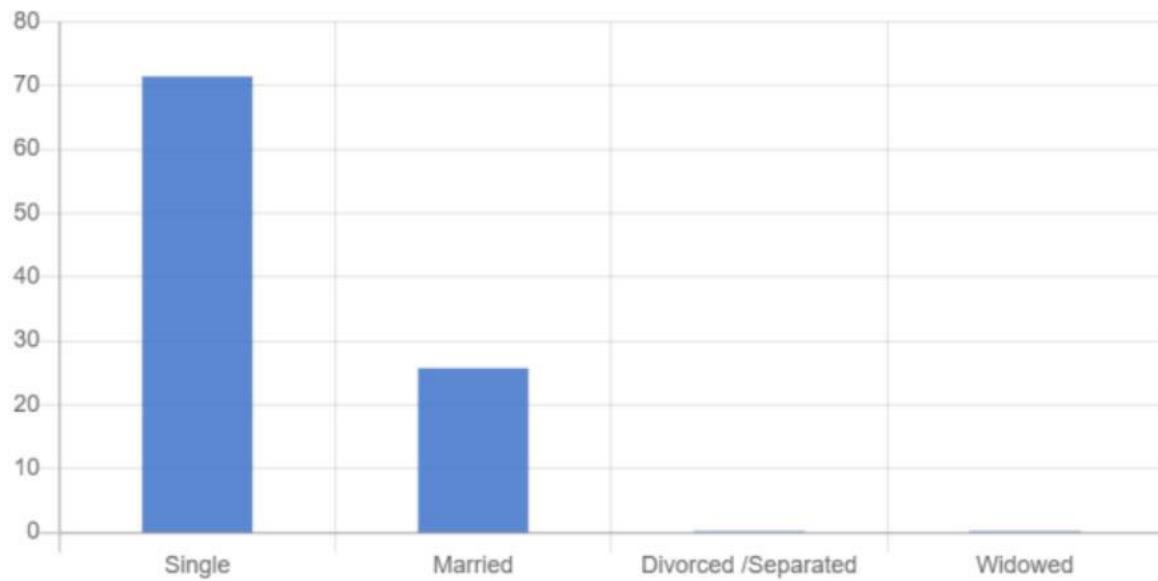
Value	Frequency	Percentage
Single	375	71.43
Married	135	25.71
Divorced /Separated	1	0.19
Widowed	1	0.19

Majority of the respondents are single representing 71.43% while 25.71% are married. On other hand whose divorced/separated and widowed were 0.19% of the respondents?

The figure below provides a graphical representation of the data.

Fig.4.1.3

Marital status of Respondents



4.1.4 Disability Status

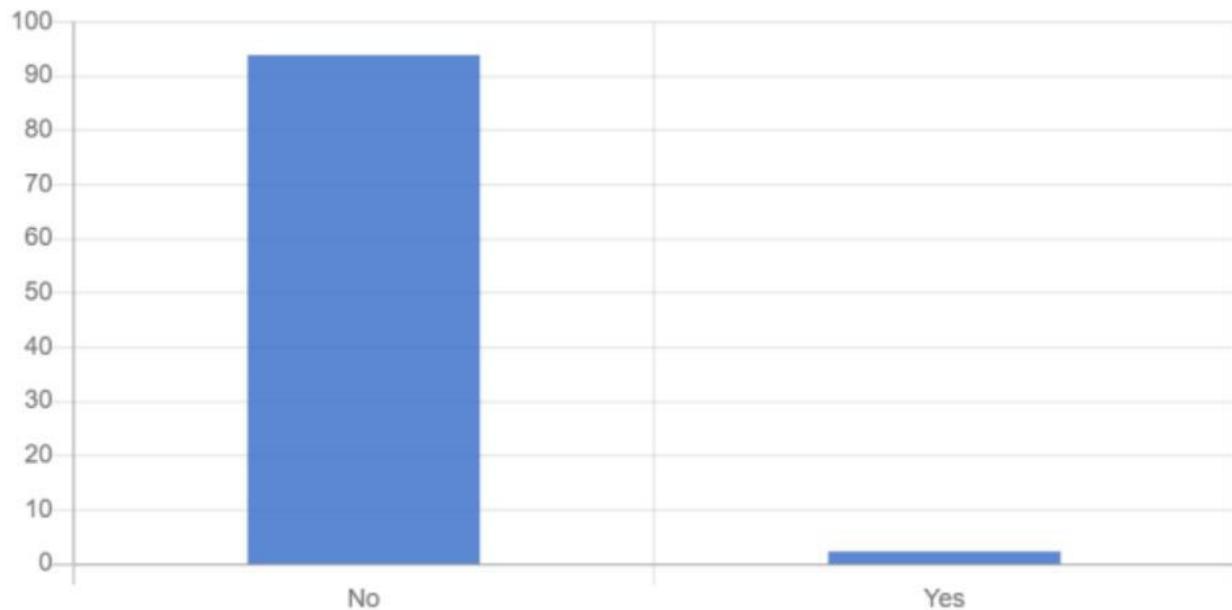
Table 4.1.4 Disability Status

The Tables provides a summarized result of the disability status of the respondents

93.9% of the respondents had no form of disability while 2.29% of the respondents had one form of disability

Value	Frequency	Percentage
No	493	93.9
Yes	12	2.29

The above information is presented graphically in figure 4.1.4 below



4.1.5 Location of Respondents

Table 4.1.5. Location of Respondents

summarize the location of respondents per county.

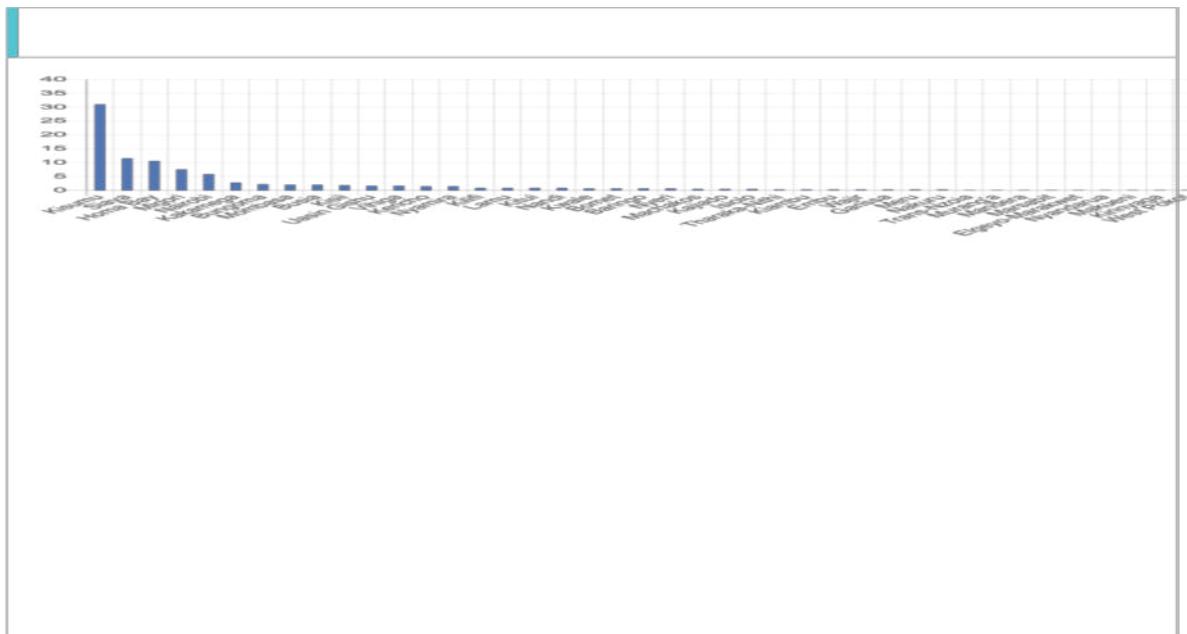
Value	Frequency	Percentage
Kisumu	163	31.05
Siaya	61	11.62
Homa Bay	56	10.67
Migori	40	7.62
Nairobi	31	5.9
Kakamega	15	2.86
Bungoma	12	2.29
Mombasa	11	2.1
Busia	11	2.1
Kisii	10	1.9
Uasin Gishu	9	1.71

Vihiga	9	1.71
Kericho	8	1.52
Nyamira	8	1.52
Kilifi	5	0.95
Lamu	5	0.95
Kitui	5	0.95

Nandi	5	0.95
Kwale	4	0.76
Bomet	4	0.76
Baringo	4	0.76
Nyeri	4	0.76
Machakos	3	0.57
Kajiado	3	0.57
Isiolo	3	0.57
Tharaka-Nithi	2	0.38
Kiambu	2	0.38
Embu	2	0.38
Wajir	2	0.38
Garissa	2	0.38
Meru	2	0.38
Nakuru	2	0.38
Trans-Nzoia	1	0.19

Murang'a	1	0.19
Mandera	1	0.19
Marsabit	1	0.19
Elgeyo-Marakwet	1	0.19
Nyandarua	1	0.19
Makueni	1	0.19
Kirinyaga	1	0.19
West Pokot	1	0.19

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



4.2. Study conditions at TKNP

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

4.1.1 Department of Respondents

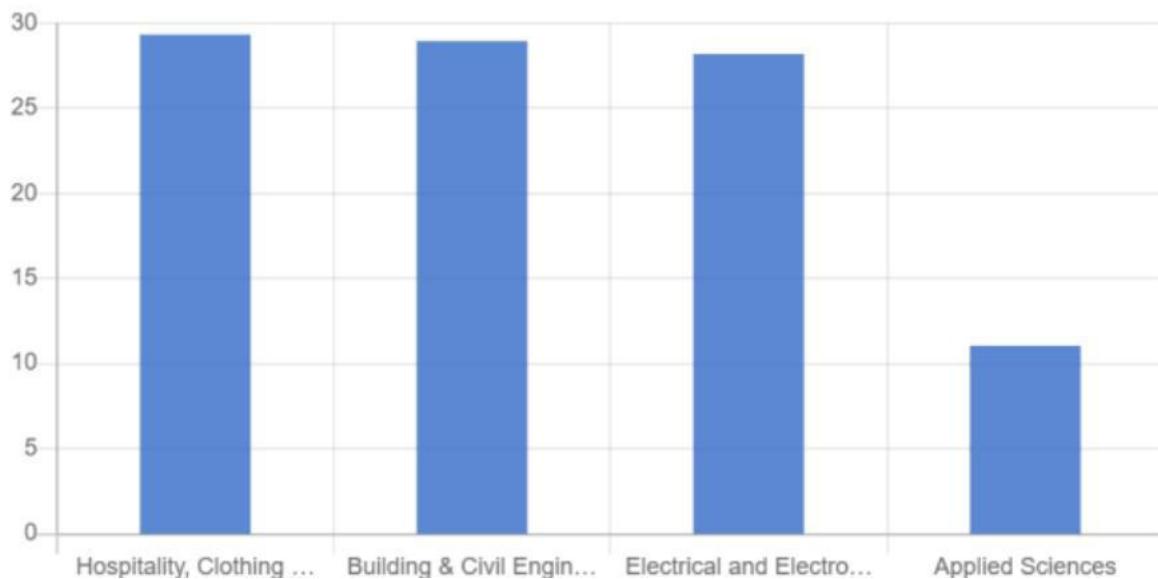
Table 4.2.1 Department of Respondents

The table summarizes the departmental representation of the respondents.

Value	Frequency	Percentage
Hospitality, Clothing & Textile	154	29.33
Building & Civil Engineering	152	28.95
Electrical and Electronic Engineering	148	28.19
Applied Sciences	58	11.05

29.33% of the respondents were from Hospitality, Clothing, and Textile Department. 28.95% of the respondents were from the Building and Civil Engineering Department while Electrical and Electronic Engineering Department were 28.19% of the respondents. Finally, only 11.05% of the respondents were from the department of Applied Sciences.

This information is presented graphically in figure 4.2.1 below



4.2.2 Course Undertaken

The study also sought to establish the course undertaken by the graduates while they were at the polytechnic. Table 4.2.2 below provides summarized outcomes from the respondents.

Diploma In Electrical and Electronic Engineering(Power Option)	74	14.1
Diploma In Building Technology	69	13.14
Diploma In Civil Engineering	61	11.62
Diploma In Food And Beverage Management	43	8.19
Artisan In Electrical And Electronic Technology	32	6.1
Craft Certificate In Electrical And Electronic Technology (Power Option)	29	5.52
Diploma In Catering And Accommodation	27	5.14
Diploma In Tourism Management	24	4.57
Certificate In Food And Beverage	24	4.57
Artisan Food And Beverage	21	4
Diploma In Applied Biology	20	3.81
Certificate In Building Technology	14	2.67
Diploma In Analytical Chemistry	11	2.1
Diploma In Petroleum And Geo-sciences	11	2.1
Certificate In Fashion Design & Garment Making	11	2.1

4.2.3 Year of Completion

Table 4.2.3 summarizes the data on the year of completion among the graduates who responded to the tracer study.

Year of Completion	Frequency	Percentage
2019	24	4.69%
2020	43	8.40%
2021	239	46.68%
2022	206	40.23

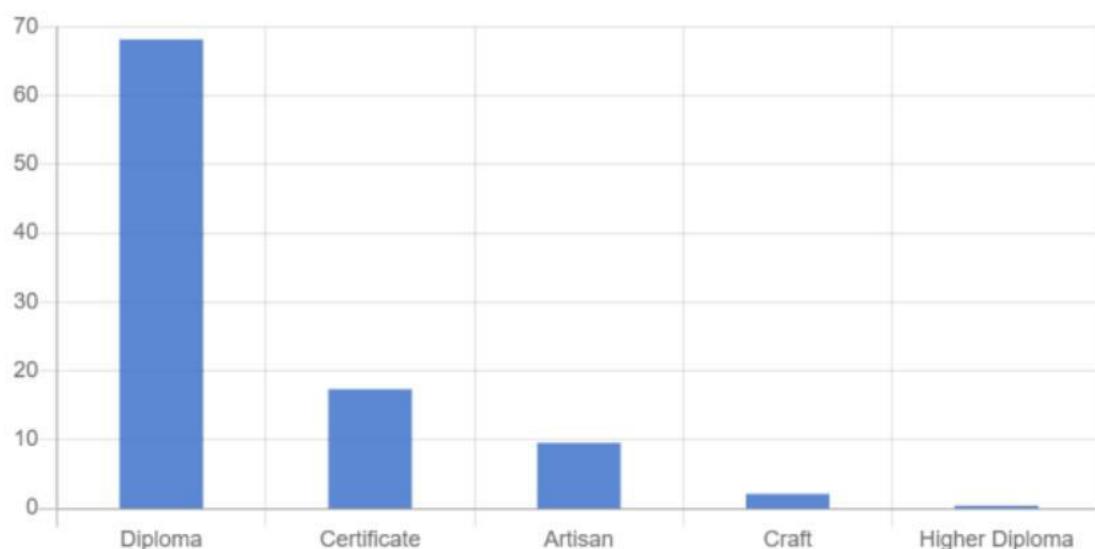
Majority of the graduates (46.68%) completed their course in 2021 followed by 40.23% in 2022. Other completed their course in 2020 (8.40%) and 2019 (4.69%).

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.

Value	Frequency	Percentage
Diploma	358	68.19
Certificate	91	17.33
Artisan	50	9.52
Craft	11	2.1
Higher Diploma	2	0.38

From the table, 68.5 % of the respondents completed their TVET education at Diploma level, 17.33% at certificate level, 9.52% at artisan level, 2.1% at craft level and 0.38% at Higher Diploma level. This information is presented graphically in the figure below.



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

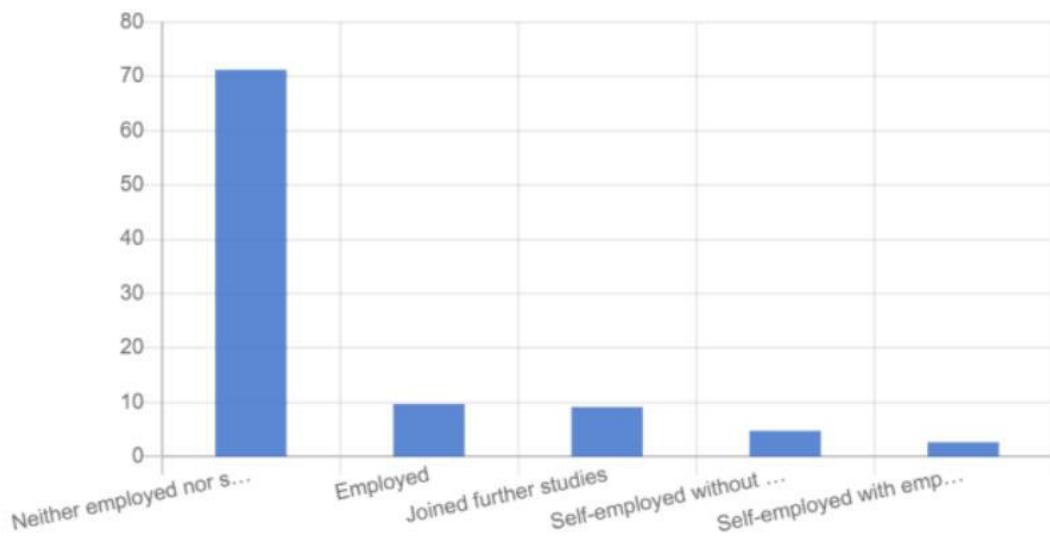
The tracer study also sought to assess the transition to employment among graduates and alumni from The Kisumu National Polytechnic.

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.

Value	Frequency	Percentage
Neither employed nor self-employed	374	71.24
Employed	51	9.71
Joined further studies	48	9.14
Self-employed without employees	25	4.76
Self-employed with employees	14	2.67

71.24% of the respondents are neither employed or self-employed. 9.71% are employed, 9.14% have enrolled for further studies, 4.76% are self-employed without employee while 2.67% self-employed with employees. This information was presented graphically as shown in the figure 4.3.1 below.



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.

Value	Frequency	Percentage
Yes	66	73.33%
No	24	26.67%

Figure 4.3.2 below provides a graphical representation of the outcomes.



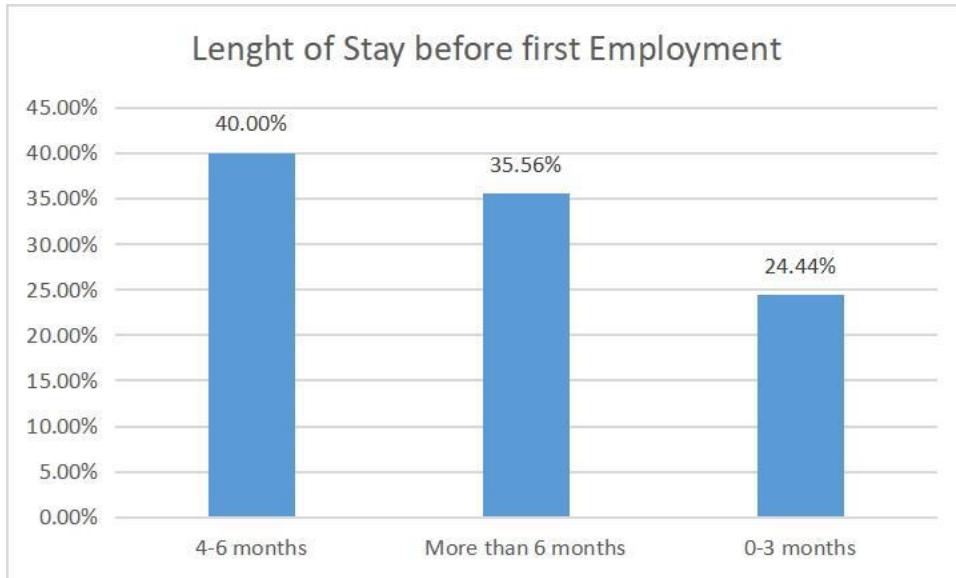
4.3.3 Length of Stay Before First Job

The study also sought to establish how long it took the respondents to gain their first employment after exiting 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

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

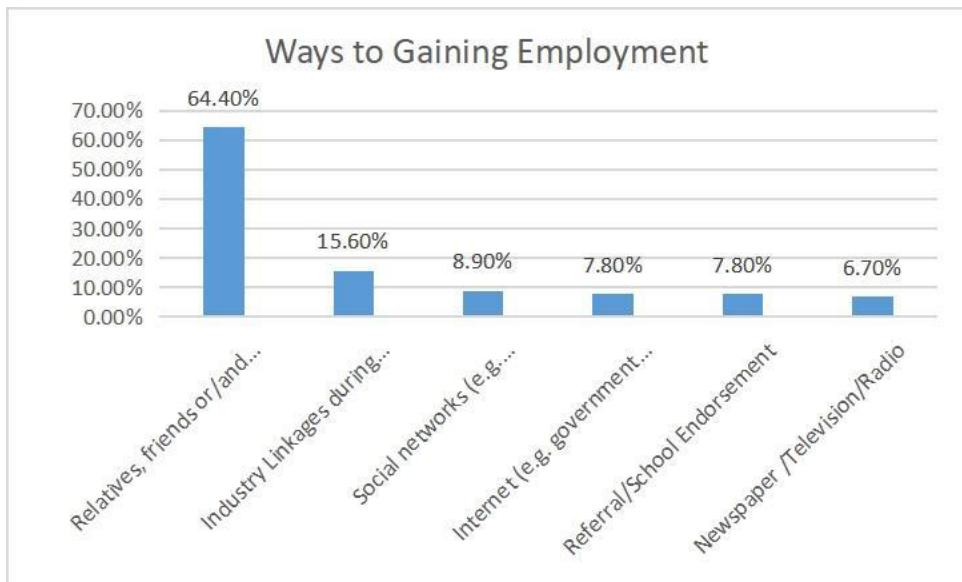


4.3.4 Ways of Finding Jobs

Table 4.3.4 below summarizes the respondents' ways of finding jobs upon completing their studies from the polytechnic. 64.4% of the respondents with jobs acquired the current employment through relatives, friends, and or colleagues, 15.6% through industry linkages, 8.9% through social networks such as LinkedIn and Facebook, 7.8% through internet (government and company websites), 7.8% through referrals and school endorsement, while 6.7% through Newspaper, Radio, and Television adverts.

Value	Frequency	Percentage
Relatives, friends or/and colleagues	58	64.4%
Industry Linkages during training (e.g. apprenticeship, On the Job Training)	14	15.6%
Social networks (e.g. Facebook, LinkedIn)	8	8.9%
Internet (e.g. government websites, company websites)	7	7.8%
Referral/School Endorsement	7	7.8%
Newspaper /Television/Radio	6	6.7%

The graph below presents the results in of the above summaries.



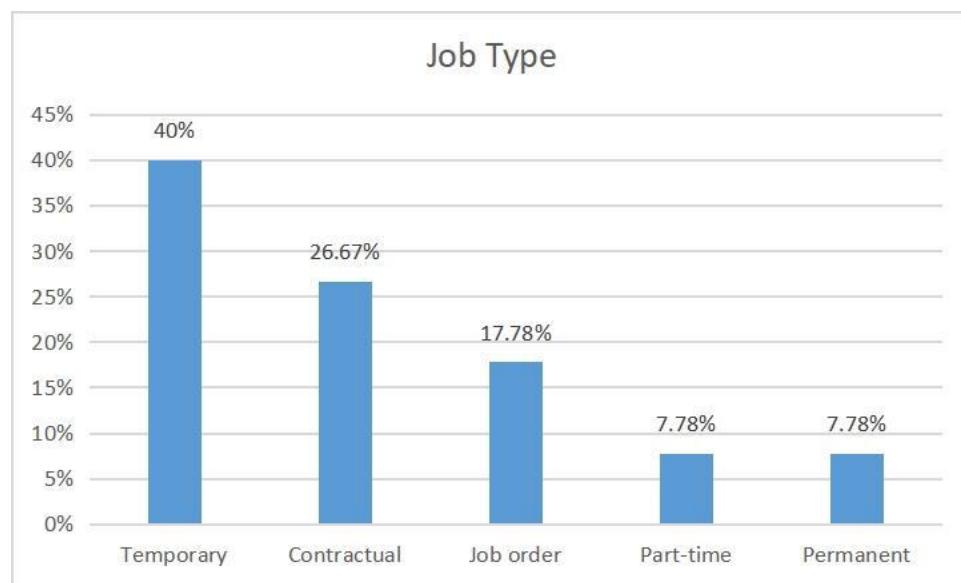
4.4. Status of Employment (Incidence of employment, self-employment, further education and unemployment among graduate, type of employment, reasons for unemployment)

4.4.1 Job Type

The tracer study also sought to establish form of employment among the respondents who had jobs. **Table 4.4.1** provides a summarized presentation of the type of jobs held by the respondents who were gainfully employed.

Value	Frequency	Percentage
Temporary	36	6.86
Contractual	24	4.57
Job order	16	3.05
Part-time	7	1.33
Permanent	7	1.33

40% of the respondents who were gainfully employed had temporary jobs, 26.67% were on contractual employment, 17.78% depended on job orders, 7.78% were part-time employees, while 7.78% were permanent employees. Graphically, the above information is presented as follows in figure 4.4.1



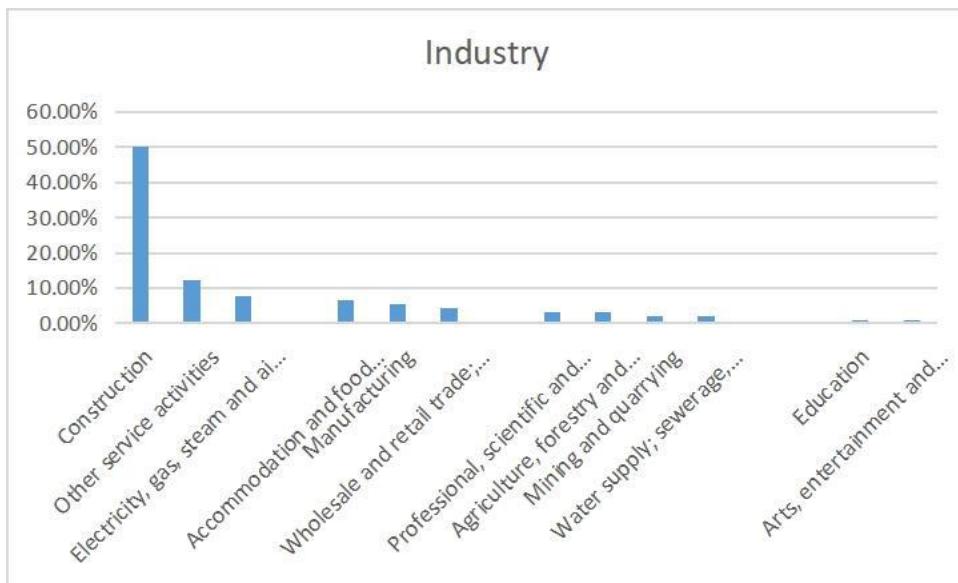
4.4.2 Industry of Employment

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. 50% of the employed respondents are in the construction sector, 12.2% are in other service activities, 7.8% are in the electricity, gas, steam, and air conditioning supply, 6.7%

are in the accommodation and food service activities, 5.6% are in Manufacturing, 4.4% are in the wholesale and retail trade, 3.3% are in professional, scientific, and technical activities, and in agriculture, forestry, and fishing. In addition, 2.2% of the respondents were in mining and quarrying activities and in water supply and sewerage and waste management sector while 1.1% were engaged in Education activities and in Arts and entertainment sector.

Industry	Frequency	Percentage
Construction	45	50.0%
Other service activities	11	12.2%
Electricity, gas, steam and air conditioning supply	7	7.8%
Accommodation and food service activities	6	6.7%
Manufacturing	5	5.6%
Wholesale and retail trade; repair of motor vehicles and motorcycles	4	4.4%
Professional, scientific and technical activities	3	3.3%
Agriculture, forestry and fishing	3	3.3%
Mining and quarrying	2	2.2%
Water supply; sewerage, waste management and remediation activities	2	2.2%
Education	1	1.1%
Arts, entertainment and recreation	1	1.1%

The above information is presented graphically in figure 4.4.1 below



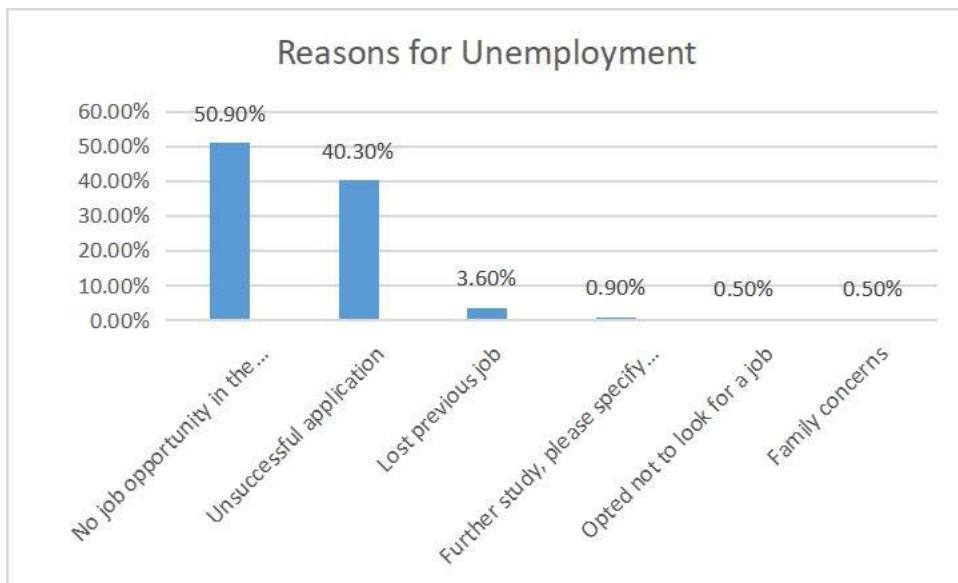
4.4.3 Reasons for Unemployment

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. 50.9% of the respondents noted that they had no job opportunity in the desired field. 40.3% had unsuccessfully tried applying for jobs while 3.6% had lost their previous jobs. In addition, 0.9% had enrolled for further studies while 0.5% had opted not to seek employment or had other family concerns that limited their uptake of jobs.

Table 4.4.3

Value	Frequency	Percentage
No job opportunity in the desired field	215	50.9%
Unsuccessful application	170	40.3%
Lost previous job	15	3.6%
Further study, please specify field of study	4	0.9%
Opted not to look for a job	2	0.5%
Family concerns	2	0.5%

Graph 4.4.3 below provides a graphical representation of the above data.



4.5. Further education and professional development of graduates

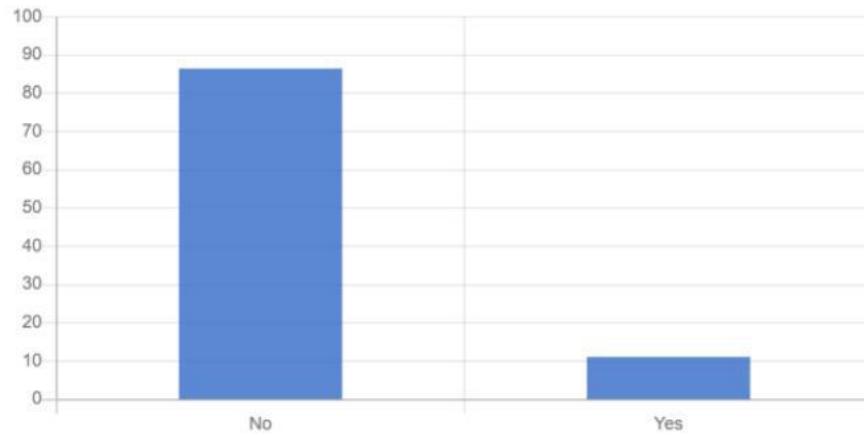
4.5.1 Further Training

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. 86.48% of the respondents had not engaged in any further education or professional development while 11.05% of the sampled participants were involved or had engaged in one form of further education and professional development.

Value	Frequency	Percentage
No	454	86.48
Yes	58	11.05

The above information is presented graphically in figure 4.5.1 below.



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. 78.67% cited financial constraints, 7.43 noted that there was no need for further training, while 0.95% noted that they did not find relevant courses for furthering their studies.

Value	Frequency	Percentage
No money to pay for training	413	78.67
No need for further training	39	7.43
No relevant course available	5	0.95

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 27.43% were against the suggestion. The table below provides a summarized analysis of the results.

Table 4.5.4

Value	Frequency	Percentage
Yes	368	70.1
No	144	27.43

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.

Value	Frequency	Percentage
Yes	258	0.5039063
No	254	0.4960938

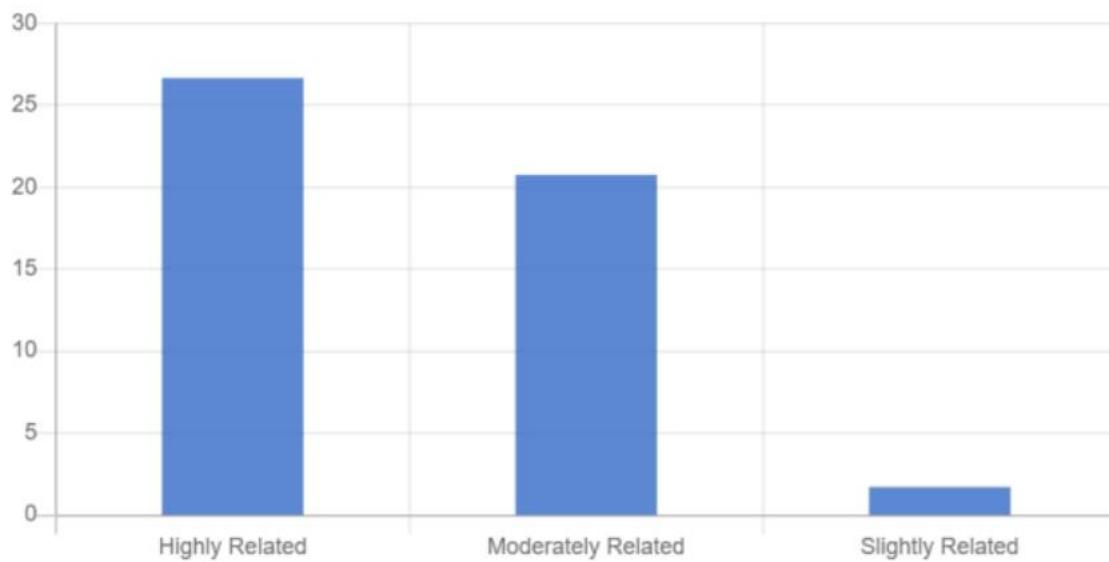
From the table, 50.39% of the respondent agreed that their current job was related to their course undertaken at the polytechnic while 49.61% disagreed.

4.6.2 Relevance of Course Work and 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?"

Value	Frequency	Percentage
Highly Related	140	26.67
Moderately Related	109	20.76
Slightly Related	9	1.71

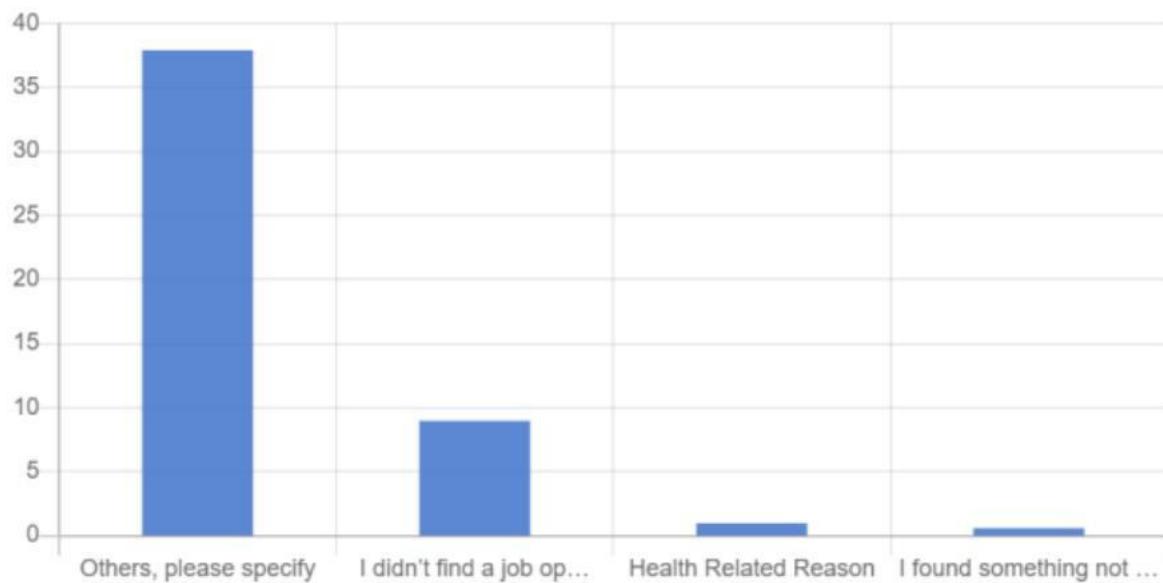
The figure below provides a graphical representation of the outcomes. Majority of the respondents (26.67%) highly related the course content to their current jobs, 20.76% moderately related while 1.71% slightly related with their course content and the current job held. However, the rest of the respondents (37.9%) did not relate their course content and their current jobs.



For the respondents whose jobs did not match their courses, several reasons were provided. The graph below provides the summarized figures of their reasons. From table 4.6.2 below, 37.9% of the respondents noted that they did not relate their current jobs with the course of study.

Value	Frequency	Percentage
Others, please specify	199	37.9
I didn't find a job opportunity related to my course of study	47	8.95
Health Related Reason	5	0.95
I found something not related which had better salary and benefits	3	0.57

Fig 4.6.2 Reasons for 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.

Value	Frequency	Percentage
Knowledge (theoretical and practical related to my specialization)	141	26.86
Practical, job-related skills (for example, use of tools, equipment and machinery)	83	15.81
Communication skills (spoken and written)	10	1.9
Entrepreneurship skills (such as, market research, business planning, financial management, leading others)	6	1.14
Customer service skills (such as, personal presentation, being polite, understanding a customer's needs and being able to meet these)	6	1.14

Problem-solving skills (being able to analyse a problem and find creative solutions)	6	1.14
Work ethics (such as, attendance at work, reliability, punctuality, team work)	4	0.76
ICT skills (use of computers)	2	0.38

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

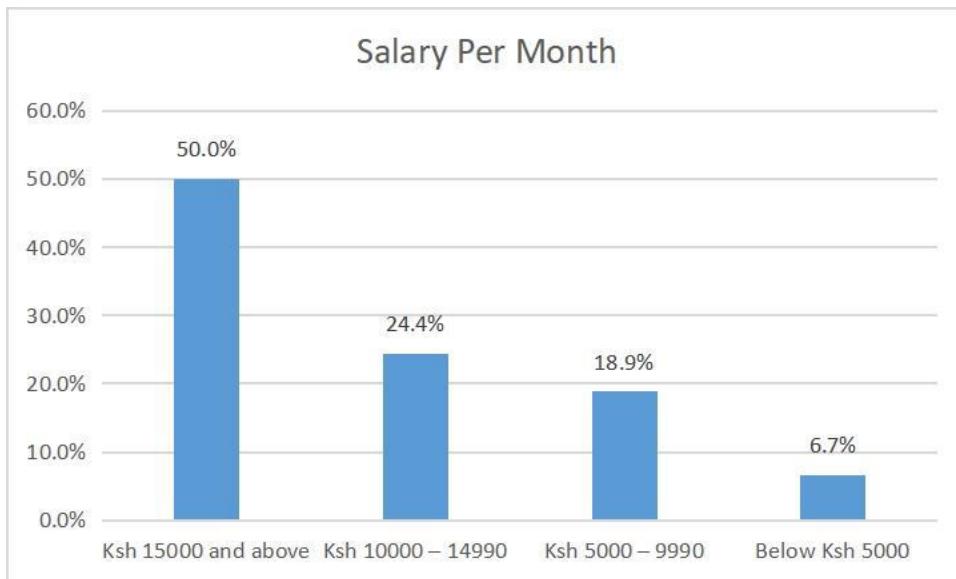
4.7.1 Monthly Salary

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

50% of the respondents with jobs earned more than Ksh 15,000 monthly, 24.4% earned between Ksh 10,000 and Ksh 14,990, 18.9% earned between Ksh 5,000 and Ksh 9,990, while 6.7% earned less than Ksh 5,000 monthly.

Value	Frequency	Percentage
Ksh 15000 and above	45	50.0%
Ksh 10000 – 14990	22	24.4%
Ksh 5000 – 9990	17	18.9%
Below Ksh 5000	6	6.7%

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



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.

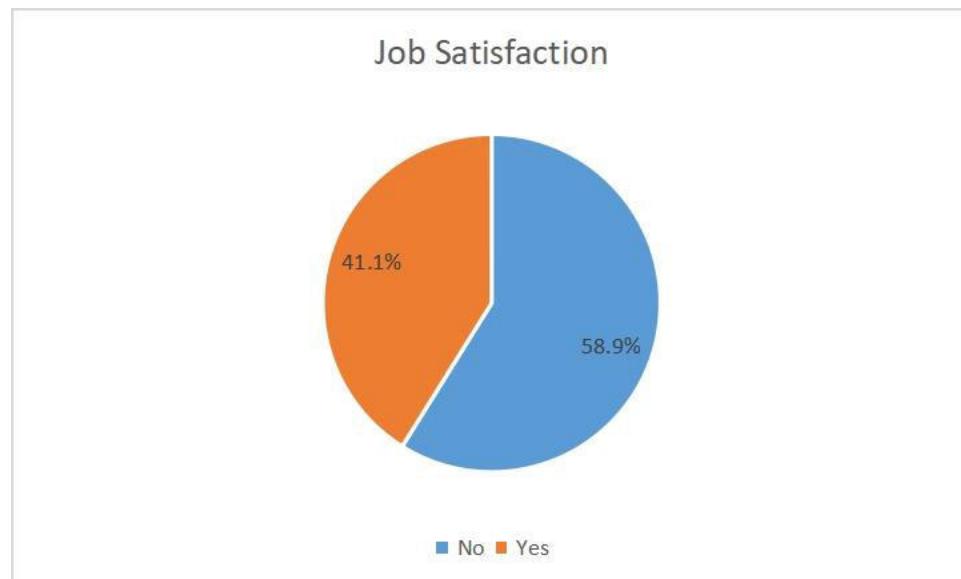
The table below (table 4.8.1) presents the summarized outcome from the respondents.

Of the 90 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

Value	Frequency	Percentage
No	53	58.9%
Yes	37	41.1%

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



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.

Aspect	Mean	Deviation
Interesting work tasks	3.4	0.92
Clear and regulated work tasks	4	0.9
Being able to work with some independence	4	0.9

possibilities for applying what you learned when studying	3	1.05
Job Security	3.32	1.05
Possibilities to put your own ideas into practice	3.54	1.05
income and benefits	3.33	0.99
good career advancement prospects	3.52	1

From the table above, interesting work tasked 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

Aspect	Mean	Deviation
Theoretical training related to the occupation	3.52	0.91
Practical use of computers	3.32	0.95
practical use of working tools/machines	3.38	1.06
theory and practice of equipment maintenance	3.52	1.05
Understanding and producing drawings	3.37	1
use of written instructions and working guides	3.56	0.9
communication	3.87	0.82
working with others	3.96	0.81
Discipline and accuracy at work	3.87	0.89
Providing internship/industry-based training	3.53	1.03
career advice	3.61	0.86

competence of teachers	3.66	0.98
Support from teachers	3.58	0.95

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. 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 benefits 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:

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

Chapter Five: Interpretations/Discussion of Main Findings

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.

5.9 Employer Perspectives

Majority of the employers (73%) were of the view that the curriculum need to be tweaked to fit with the needs of the industry. The also stated so far the skills acquired by the trainees are competitive and fit in the place of work. They also recommended the need to continuously renew the machinery and technology applied in training.

Chapter Six: Recommendations

The findings of this tracer study provide some valuable insights that can be used as a benchmark towards further research and work towards improving the responsiveness of the TVET system and upgrading the quality of technical skills and knowledge provided to Trainees. Based on this tracer study, the preliminary recommendations include:

- (i) The need to implement quality monitoring and evaluation mechanisms that trace the progress of graduates into the graduates and also allow employers to anonymously convey their satisfactions/dissatisfactions with TVET institutions.
- (ii) The need to upgrade the curriculum so all courses should be competency based
- (iii) The application of technology and the integration of ICT and other important soft skills into the TVET curriculum. This will assist graduates to meet the demands of globalization and the changing skills needs in the labour market.
- (iv) The implementation of best practices that incorporate gender, equity and access dimensions into on-the-job and off-the-job skills and knowledge development
- (v) The improvement of the quality of services offered by careers services offices to include career guidance.
- (vi) The enhancement of the status and perception of blue-collar jobs through greater media and public awareness and by all stakeholders working together to promote the image

Chapter Seven: Conclusion

The tracer study conducted at the Kisumu National Polytechnic shades light on the outcome of trainees who exit the institution upon completion of their course.

The findings indicate that the institution has a strong representation in technical fields, with Diploma in Electrical and Electronic Engineering (Power Option), Diploma in Building Technology, and Diploma in Civil Engineering being the most popular courses among respondents. However, a significant proportion of graduates were neither employed nor self-employed. Nonetheless, the few who secure employment early relied mostly on friends and relatives with industry linkages having minimal contributions to access to jobs among graduates. While a majority of respondents found their first job within six months after graduation, the study also revealed income disparities among graduates. In addition, the relatively low job satisfaction reported by graduates exposes the high proportion of students who find less relevance of their courses to their current jobs. As such closer alignment of curricula with industry demands and regular consultations with employers can be instrumental for the institution. In addition, very few graduates have upscaled their education and professional growth due to financial constraints and unviable options. As such, encouraging graduates to engage in further education and upskilling can positively impact their career trajectories. Therefore, feedback from respondents on areas of improvement, including practical training, modernization of facilities, and improved career guidance, to enhance the graduates access to jobs.

Appendix A1: Questionnaire

Appendix A2: Survey Area

Appendix A3: Schedule

Appendix A4: List of Contributors