



THE MERU NATIONAL  
POLYTECHNIC

*Technology for Innovation & Development*



**EASTRIP TRACER STUDY REPORT**  
**FINDINGS AND RECOMMENDATIONS**  
**FOR**  
**THE MERU NATIONAL POLYTECHNIC**  
**BUILDING AND CIVIL ENGINEERING DEPARTMENT**  
**2022 GRADUATES**

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## **EXECUTIVE SUMMARY**

The purpose of this tracer study report had been to provide an evaluation of the Building and Civil Engineering. The Meru National Polytechnic (MNP) is developing courses for Building and Civil engineering students which aims to develop competent graduates for the Building and Civil Engineering sector. Moreover, the success of the project will depend on several aspects, including but not limited to; a close working relation between MNP and the Building and Civil Engineering Sector, a highly competent pool of trainers and proper follow up of the graduates once they complete their studies. It is for this reason that MNP performed a Tracer study of the Building and Civil Engineering program.

## INTRODUCTION

### 1.1 BACKGROUND INFORMATION

The Meru National Polytechnic (MNP) is located in Meru County along Meru-Nanyuki highway, about 3.5km from Meru Town and less than 1.5 km from Meru - Makutano Centre. It is also approximately 230 Km from Nairobi, the Capital City of Kenya.

The Meru National Polytechnic was upgraded from Meru Technical Training Institute in 2016. It has been in operation since 1956 when it was started by the Meru County Council to train the youth in various practical skills. It was then known as Gitoro Technical. In 1964, the school was handed over to the regional education office and it became Meru Technical School, offering two-year duration courses.

In 1969 the school was upgraded to a technical vocational training school and the course duration extended to three years. In the same year, the first form one students were admitted to be prepared for KJSE(Kenya Junior Secondary School Examination) Technical at the end of two years. Those who passed and wished to continue to form three and four were transferred to MIOME (Mombasa Institute of Muslim Education) the present day Kenya Coast National Polytechnic. Those who remained extended further one year before joining the labor market.

In 1973, the school was further upgraded to a technical secondary school and the terminal examination became East African Certificate of Education. In 1985 the secondary cycle was phased out and became a Technical Training Institute in May 1986. It admitted the first students in artisan and Accounts Clerk National Certificate (ACNC).

The first craft and diploma students were admitted in 1997 and the first CPA students were admitted in 1988. At present, the Polytechnic is accredited to a qualification awarding institution, offers 47 Competence Based Education and Training (CBET) programs, Higher Diploma Courses, 25 Diploma courses, 31 Craft courses, and 6 Artisan courses. The Polytechnic has 260 academic staff member and 112 non-academic staff members, and a population of 9,800 students.

MNP operates under the Technical and Vocational Education and Training (TVET) Act No 29 of 2013; and offers curriculum developed by The Meru National Polytechnic (MNP), Kenya Institute of Curriculum Development (KICD), National Industrial Training Authority (NITA) and Curriculum Development Assessment and Certificate Council (CDACC).

The study was conducted between March 2024 and April 2024. The study traced the whereabouts of all The Meru National Polytechnic, Building and Civil Engineering program graduates and assessed how successful they had been able to integrate into the labor market after completing their learning program in the year 2022. The study covers the 2022 graduates of Building and Civil Engineering Department for the following programs:

1. Diploma in Quantity Survey.
2. Diploma in Building and Construction Technology.
3. Diploma in Civil Engineering.
4. Certificate in Plumbing.
5. Certificate in Land Survey.
6. Certificate in Building and Construction Technology. and
7. Artisan in Plumbing.

### 1.2 BUILDING AND CIVIL ENGINEERING PROGRAM

The Building and Civil Engineering programs has turned out a considerable number of graduates. Table 1.1 captured 107 Building and Civil Engineering programs graduates that were invited for this survey.

Course	POPULATION OF THE STUDY (2020 COHORT)					
	FEMALE		MALE		TOTAL	
	COUNT	%	COUNT	%	COUNT	%
Artisan in Plumbing	30	4.98	192	31.89	222	36.88
Certificate in Plumbing	32	5.31	122	20.27	154	25.58
Certificate in Building and Construction Technology	2	0.33	54	7.48	56	9.30
Diploma in Building and Construction Technology	2	0.33	46	7.64	67	11.13
Diploma in Civil Engineering	27	4.49	95	9.80	76	12.62
<b>Total</b>	<b>93</b>	<b>15.45</b>	<b>509</b>	<b>84.55</b>	<b>602</b>	<b>100.00</b>

Source: Learner admission records, Office of the Registrar MNP

### 1.3 FRAMEWORK OF THE STUDY

This study is pursued on the premise that the polytechnic's Building and Civil Engineering programs graduates have to be appraised relative to the skills they acquired from their course. How they fare in the Building and Civil Engineering labour market after graduation holds an important aspects in coming up with a more significant and relevant curricular program offering by MNP. The conceptual model of this study is shown in Figure 1.1.

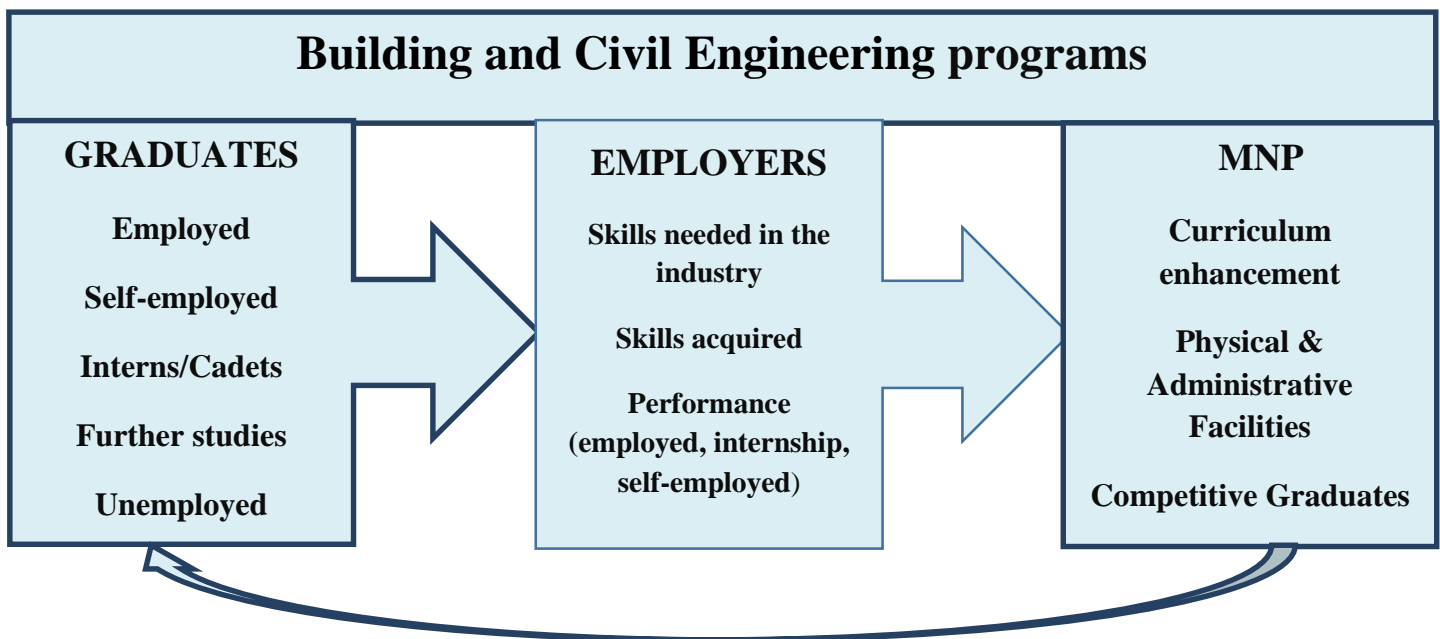


Figure 1.1 Schematic diagram showing how to improve Building and Civil Engineering curricular program and employability of graduates



## 1.4 OBJECTIVES OF THE STUDY

The objective of this tracer study is to track the effectiveness of the MNP in equipping Building and Civil Engineering graduates with the necessary skills to successfully gain employment or self-employment. To achieve this, the study traced the whereabouts of Building and Civil Engineering graduates and assessed how successful they have been able to integrate into the labour market after completing their studies in the year 2022. The tracer study respondents were graduates, employers and trainers aimed at finding out various aspects:-

### 1.4.1 GRADUATES

- a. The attitude of the Building and Civil Engineering graduates regarding the quality, relevance, and effectiveness of their training in securing employment.
- b. The attitude of the Building and Civil Engineering graduates regarding relevance, and effectiveness of their training in supporting self-employment.
- c. The attitude of the Building and Civil Engineering graduates regarding effectiveness of their training in supporting internship

### 1.4.2 EMPLOYERS

- a. The perception of employers regarding the quality of the industrial skills exhibited by the Building and Civil Engineering graduates.
- b. The perception of employers regarding the quality of the interns recruited from Building and Civil Engineering graduates.
- c. The perception of the employers regarding existing gaps in the graduate skills in areas of specialization.

### 1.4.3 PROGRAM INSTRUCTOR

- a. The perception of Building and Civil Engineering trainers regarding the relevance of curriculum to the trainees.
- b. The perception of the Building and Civil Engineering trainers on the physical and administrative factors affecting the department.
- c. The perception of Building and Civil Engineering trainers regarding their participation in industrial exchange programs.

## METHODOLOGY AND SAMPLING

The MNP Building and Civil Engineering tracer study was conducted using three extensive online self-administered questionnaires. The questionnaires touched many areas of study, including; course of study, assessment of study conditions, transition to work, qualification and usage of qualifications, relationship between studies and work, working conditions (salary, working hours, kind of contract), job satisfaction and training conditions. This chapter covers:

1. Methodology for tracer study
2. Target tracer study groups
3. Access to respondents
4. Survey instruments and tools
5. Ethical considerations
6. Methodological challenges and mitigations
7. Advantages and disadvantages of preferred method.

### 2.1 METHODOLOGY FOR TRACER STUDY

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 that included open ended, structured, and likert type of questions. An online google form was designed and used in data collection and storage.

### 2.2 TARGET GROUPS FOR MERU NATIONAL POLYTECHNIC

Three different groups were targeted in the study:

1. Building and Civil Engineering graduates
2. Employers of Building and Civil Engineering graduates
3. Building and Civil Engineering trainers

MNP created a consolidated database of Building and Civil Engineering graduates and their employers. Contacts of the graduates and their employers were obtained from the database.

#### 2.2.1 GRADUATES OF BUILDING AND CIVIL ENGINEERING PROGRAM

The tracer study for the Building and Civil Engineering programs had a single cohort design covering graduates of 2022. A database of (602) graduates was obtained from MNP. However, the database of Building and Civil Engineering graduates had many gaps. Details such as email address and the correct telephone contacts were missing for some of the data prepared. The database was reviewed and cleaned after which a refined database of 602 (Female 93, Male 509) was prepared for purposes of the tracer study. The 602 participants were hand-picked according to the presence of their contact details, such as, a working phone number and/or an active email address and will to participate in the study. The study targeted the Building and Civil Engineering graduates who were employed, unemployed, undertaking internship, self-employed or progressing with further Academic or Vocational studies. The graduates filled the tracer study questionnaire via the online google form.

#### 2.2.2 EMPLOYERS OF BUILDING AND CIVIL ENGINEERING PROGRAMS GRADUATES

Employers of the Building and Civil Engineering graduates from MNP were contacted via calls and the tracer study questionnaire sent to them. The employers filled the questionnaire via the online system. Eleven (11) employers responded out of the targeted population

### 2.2.3 BUILDING AND CIVIL ENGINEERING PROGRAMS INSTRUCTOR

A sample of eleven (11) Building and Civil Engineering trainers were drawn and contacted. The participants included, Departmental Heads, Deputy Departmental Heads and program trainers who filled the tracer study questionnaire via the online system.

### 2.3 ACCESS TO THE PEOPLE

Multiple communication channels were used to reach the target participants, these included, phone calls, SMS and social media (such as WhatsApp). Tracer study invitations were sent out between 4<sup>th</sup> April 2024 and 8<sup>h</sup> April 2024. Follow-ups via mobile phones were done on a regular basis. Up to five reminders were sent via mobile phones as necessary.

The communication included:

1. MNP Graduate Tracer Studies Introductory Letter – This was sent out as a SMS communication.
2. MNP Graduate Tracer Studies Explanatory Notes - This was embedded in the sent SMS.
3. Online system introductory message - This was embedded in the online google questionnaire.
4. The Building and Civil Engineering graduates questionnaire - This was embedded in the online google form.
5. Graduates Guidance Notes for MNP Tracer Study 2022 – This was embedded in the online google form.
6. MNP Graduate Tracer Studies Invitation letter – This was sent out once the data collection phase is ready.
7. MNP Graduate Tracer Studies Reminder 1 - This was sent out as a SMS communication.
8. MNP Graduate Tracer Studies Reminder 2 - This was sent out as a SMS communication

#### 2.3.1. RESEARCH PARTICIPANT INVITATION

This invitation to the participants illustrated the motive of the research and how participants would be involved. In total three standards letters were written and sent to the graduates, trainers and employers. Potential participants were informed that the core objectives of the survey was to improve the study programs to ensure the graduates acquire skills aligned to the labor market demand

#### 2.3.2 GUIDANCE NOTES

There were three sets of guidance notes. Each of the three guidance notes started by stating the purpose of the survey. Participants were urged to refer to the relevant guidance notes when filling the tracer study questionnaire.

### 2.4 SURVEY INSTRUMENTS AND TOOLS

Three questionnaires were designed for the tracer study, Graduate tracer study questionnaire (Appendix A1). Employer tracer study questionnaire (Appendix A2) and trainer tracer study questionnaire (Appendix A3). The questionnaires comprising of both closed-ended and open-ended questions were pre-tested and administered through on online system. The original drafts were amended through discussion with the MNP research department and then tested. Ultimately, the tools were scripted into an Excel drag and drop template and later uploaded onto the web-platform. The questionnaires were self-administered via an online platform specifically created for the survey. The content of the questionnaire was guided by the specific objectives.

### 2.5 ETHICAL CONSIDERATIONS

MNP management granted permission to collect tracer study data and contact the respondents. The respondents were called for consent to take part in the study. The respondents were assured that all information collected would be treated with confidentiality and only used for the purpose of this tracer study.

## 2.6 METHODOLOGICAL CHALLENGES AND MITIGATION

The identification of graduates began at the polytechnic through the use of admission records. Some of the admission records lacked phone numbers or had outdated contact information. Identified graduates were expected to help trace other graduates who could participate in the study. Employers were also contacted in order to verify whether they had employed Building and Civil Engineering graduates.

While these approaches were expected to facilitate and increase the response rate, the fieldwork indicated otherwise with the main constraints being the following:

1. The tracer study population was based on the actual data obtained from the ERP. The data did not have current contacts of the graduates. There is a need for the MNP to continuously update the database of graduates contacts and reverting to snowballing technique.
2. Some of the targeted graduates declined to participate. Sensitization of the tracer study is recommended when booking graduation.
3. Some respondents expressed negativity to participating as they asked the benefit of the study to them. An incentive can be introduced.
4. Online Questionnaires – Some of the respondents had challenges with either accessing online system due to limited internet connectivity or their own inability to participate in online surveys, for instance, lack of smart phones and digitally challenged. Encourage manual response, oral response or introduce a facility within the polytechnic for such an activity.

## 2.7 ADVANTAGES AND DISADVANTAGES OF PREFERRED METHOD FOR TRACER STUDY

### 2.7.1 ADVANTAGES OF PREFERRED METHOD FOR TRACER STUDIES

1. Participants were invited as individuals. This accorded them a chance to freely give responses.
2. Participants were allowed to seek clarifications, at any time, before and/or during the tracer study period.
3. Questionnaires “gather details that are not instantly seen” and can probe perspectives and experiences.
4. The open ended questions encourages respondents to share their views / perspectives.

### 2.7.2 DISADVANTAGES OF PREFERRED METHOD FOR TRACER STUDIES

1. Self-administered questionnaires did not provide room for ample deliberations and instant explanation.
2. Regardless of the distribution method employed, targeted participants claimed that they were busy or did not have time to complete the questionnaire.
3. Errors in redirecting to the right section.

## INTRODUCTION

### FINDINGS FOR BUILDING CIVIL ENGINEERING PROGRAM

The data and information extracted from the Online System was compiled and processed to form the basis of the analysis and findings. The nature of data obtained from this study is both quantitative and qualitative. The quantitative data results, compiled from an online self-administered questionnaires, was entered into a database and analyzed using Excel and SPSS. Percentage (%), mean ( $\mu$ ) and standard deviation (SD) has been applied and the data cross-tabulated. Qualitative data has been coded into themes around the key variables of investigation. A code has been placed next to a word or group of words that mentioned these key variables of investigation. Output from the analysis is presented in tables, graphs and verbatim qualitative statements. This chapter, presents the findings for the Building and Civil Engineering programs graduates (see 3.1), the findings for the employers of the Building and Civil Engineering programs graduates(see 3.2) the findings for the Building and Civil Engineering programs instructor (see 3.3) and Comments and Suggestions from graduates, employers and program instructor (See 3.4).

# FINDINGS

## GRADUATES QUESTIONNAIRE

### 3.1 ANNEX 1: GRADUATES FINDINGS - BUILDING AND CIVIL ENGINEERING PROGRAM

Out of the three hundred and one(301) targeted Building and Civil Engineering graduates, a total of 79(Female 20, Male 59) completed the online questionnaire. The data obtained from the completion of the online questionnaires by Building and Civil Engineering graduates is presented in section 3.1.1 through to section 3.1.5

#### 3.1.1 DEMOGRAPHIC INFORMATION

This section highlights the nature and characteristics of Building and Civil Engineering graduates, their “Gender” (see 3.1.1.1), “Marital Status” (see 3.1.1.2), “Age” (see 3.1.1.3), “County of Residence” (see 3.1.1.4), “Course studied” (see 3.1.1.5), the graduates’ situation in the “First six months after leaving MNP” (see 3.1.1.6) , the graduates’ situation in the “Currently after leaving MNP” (see 3.1.1.7) , the graduates’ situation comparison between “Course pursued and Current job status after leaving MNP” (see 3.1.1.8) , the graduates’ situation comparison between “First six months after leaving MNP and Currently after leaving MNP” (see 3.1.1.9) and the graduates’ “Reason for unemployment if any” (see 3.1.1.10),

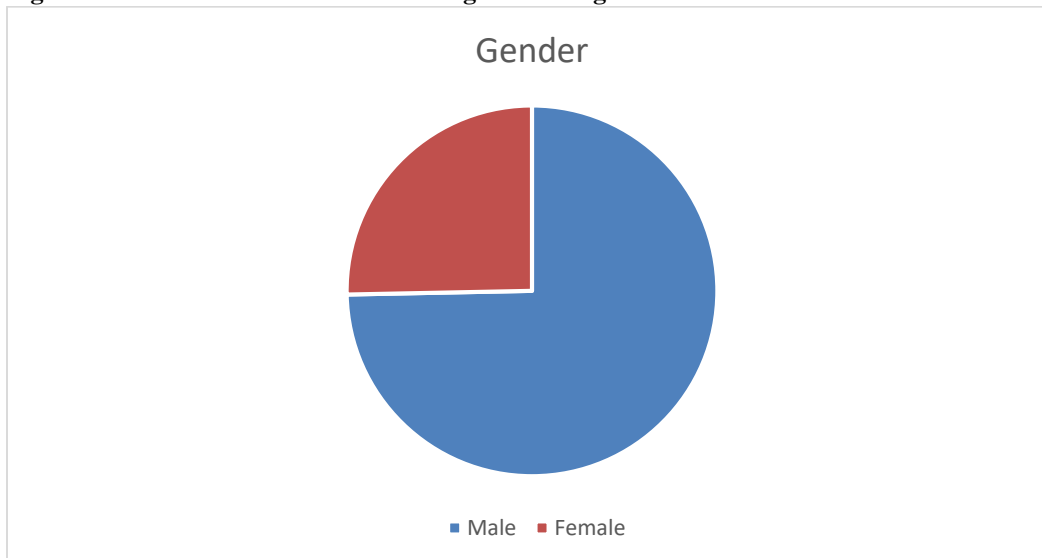
#### 3.1.1.1 THE GENDER OF TRACED BUILDING AND CIVIL ENGINEERING PROGRAM GRADUATES

Table 3.1.1.1 summarizes the “Gender” distribution of the sample of “Male” and “Female” Building and Civil Engineering graduates

Table 3.1.1.1	Building and Civil Engineering GRADUATES BY GENDER		
	Male	Female	Total
Frequency	59	20	79
Percent	74.68%	25.32%	100%

The findings have revealed that, 59(74.68%) of the traced Building and Civil Engineering graduates graduates are “Male”, 20(25.32 %) are “Female”

Figure 3.1.1.1: Gender of traced Building and Civil graduates.



Source: Collected from field data of MNP tracer study, 2024

### 3.1.1.2 THE MARITAL STATUS OF TRACED

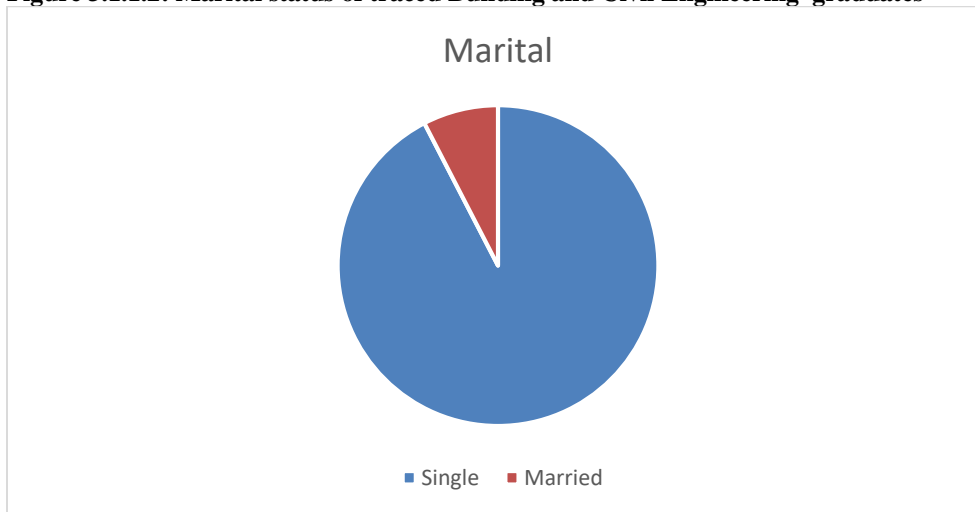
Table 3.1.1.2 summarizes the “Marital Status” of the traced Building and Civil Engineering graduates. The survey has been able to trace 79 Building Civil Engineering graduates.

Table 3.1.1.2	MARITAL STATUS OF Building and Civil Engineering GRADUATES		
	Single	Married	Total
Frequency	73	6	79
Percent	92.41%	7.59%	100%

Source: Collected from field data of MNP tracer study, 2024

The findings have revealed that, 73 (92.41%) of the traced Building and Civil Engineering graduates are “Single”, 6 (7.59 %) are “Married”.

Figure 3.1.1.2: Marital status of traced Building and Civil Engineering graduates



Source: Collected from field data of MNP tracer study, 2024

### 3.1.1.3 GRADUATES AGE

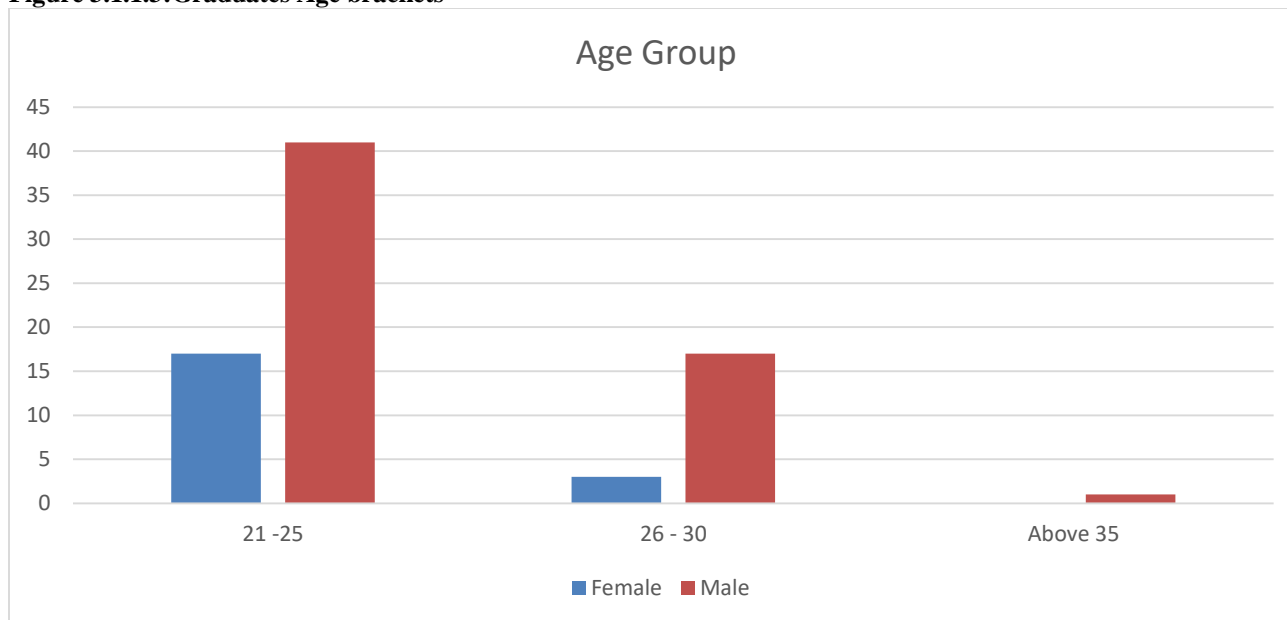
Table 3.1.1.3 summarizes the “Age Bands” of traced Building and Civil Engineering graduates from MNP.

AGE GROUP	GRADUATES BY AGE					
	GENDER				TOTAL	
	FEMALE		MALE		COUNT	%
COUNT	%	COUNT	%			
21 -25	17	21.52%	41	51.9%	58	73.42%
26 - 30	3	3.8%	17	21.52%	20	25.32%
Above 35			1	1.27%	1	1.27%
TOTAL	20	25.32%	59	74.68%	79	100%

Source: Collected from field data of MNP tracer study, 2024

The findings have revealed that, 58 (73.42%) are “21-25 years”. This age group (“21-25 years”) included 17(21.52%) female respondents and 41 (51.9%) male respondents. 20(29.9 %) are “Between 26 and 30 years”. This age group “26-30 years” included 3(3.8%) female respondents and 17 (21.52%) male respondents. 1.27%) are “Above 35 years” which included 1 male respondent only.

**Figure 3.1.1.3: Graduates Age brackets**



*Source: Collected from field data of MNP tracer study, 2024*

### 3.1.1.4 COUNTY OF RESIDENCE

Table 3.1.1.4 summarizes the situation of the traced Building and Civil Engineering graduates in the “County of Residence.”

*Source: Collected from field data of MNP tracer study, 2024*

Factors	COUNTY OF RESIDENCE					
	GENDER					
	FEMALE		MALE		TOTAL	
	COUNT	%	COUNT	%	COUNT	%
Baringo County	0	0.00%	1	1.27%	1	1.27%
Embu County	4	5.06%	4	5.06%	8	10.13%
Isiolo County	0	0.00%	1	1.27%	1	1.27%
Kajiado County	0	0.00%	1	1.27%	1	1.27%
Kericho County	0	0.00%	1	1.27%	1	1.27%
Kiambu County	0	0.00%	2	2.53%	2	2.53%
Kirinyaga County	0	0.00%	3	3.80%	3	3.80%
Kitui County	0	0.00%	2	2.53%	2	2.53%

The county with the largest number of graduates was Meru with a total 32 graduates, followed by Tharaka Nithi



Laikipia County	1	1.27%	1	1.27%	2	2.53%
Machakos County	0	0.00%	3	3.80%	3	3.80%
Marsabit County	1	1.27%	4	5.06%	5	6.33%
Meru County	9	11.39%	23	29.11%	32	40.51%
Mombasa County	1	1.27%	0	0.00%	1	1.27%
Murang'a County	1	1.27%	0	0.00%	1	1.27%
Nairobi County	1	1.27%	3	3.80%	4	5.06%
Nyeri County	0	0.00%	2	2.53%	2	2.53%
Samburu County	1	1.27%	0	0.00%	1	1.27%
Tharaka Nithi County	1	1.27%	7	8.86%	8	10.13%
Uasin Gishu County	0	0.00%	1	1.27%	1	1.27%
<b>TOTAL</b>	<b>20</b>	<b>25.32%</b>	<b>59</b>	<b>74.68%</b>	<b>79</b>	<b>100.00%</b>

and Embu with 8 graduates each, Marsabit 5 graduates, Nairobi 4, Machakos and Kirinyaga had 3 graduates each, Nyeri, Laikipia, Kitui and Kiambu had 2 graduates, 1 graduate from Baringo, Murang'a, Mombasa, Samburu, Uasin Gishu, Kericho, Kajiado, and Isiolo.

### 3.1.1.5 COURSE STUDIED

Table 3.1.1.5 summarizes the situation of the traced Building and Civil Engineering graduates in the “*Course Studied*.”

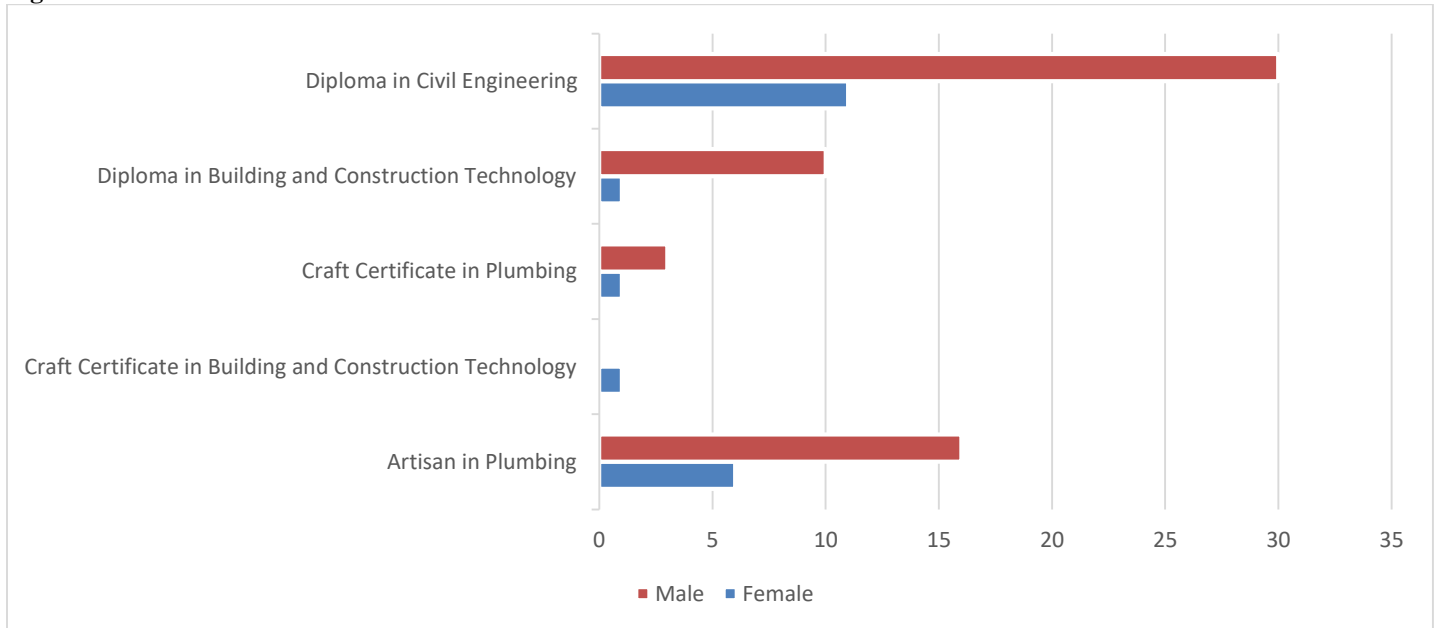
Course	COURSE STUDIED					
	GENDER					
	FEMALE		MALE		TOTAL	
COUNT	%	COUNT	%	COUNT	%	
Artisan in Plumbing	6	7.59%	16	20.25%	22	27.85%
Craft Certificate in Building and Construction Technology	1	1.27%	0	0.00%	1	1.27%
Craft Certificate in Plumbing	1	1.27%	3	3.80%	4	5.06%
Diploma in Building and Construction Technology	1	1.27%	10	12.66%	11	13.92%
Diploma in Civil Engineering	11	13.92%	30	37.97%	41	51.90%
<b>Total</b>	<b>20</b>	<b>25.32%</b>	<b>59</b>	<b>74.68%</b>	<b>79</b>	<b>100.00%</b>

Source: Collected from field data of MNP tracer study, 2024

The findings have revealed that, 22(27.85%) are “*Artisan in Plumbing*” graduates. 4(5.06%) are “*Craft Certificate in Plumbing*” graduates, 1(1.27%) is “*Craft Certificate in Building and Construction Technology*”

graduate , 11 (13.92%) are “Diploma in Building and Construction Technology” graduates and 41(51.90%) are “Diploma in Civil Engineering” graduates

**Figure 3.1.1.5: Course Studied**



Source: Collected from field data of MNP tracer study, 2024

### 3.1.1.6 FIRST SIX MONTHS AFTER LEAVING MNP

Table 3.1.1.6 summarizes the situation of the traced Building and Civil Engineering graduates in the “First six months after leaving MNP.”

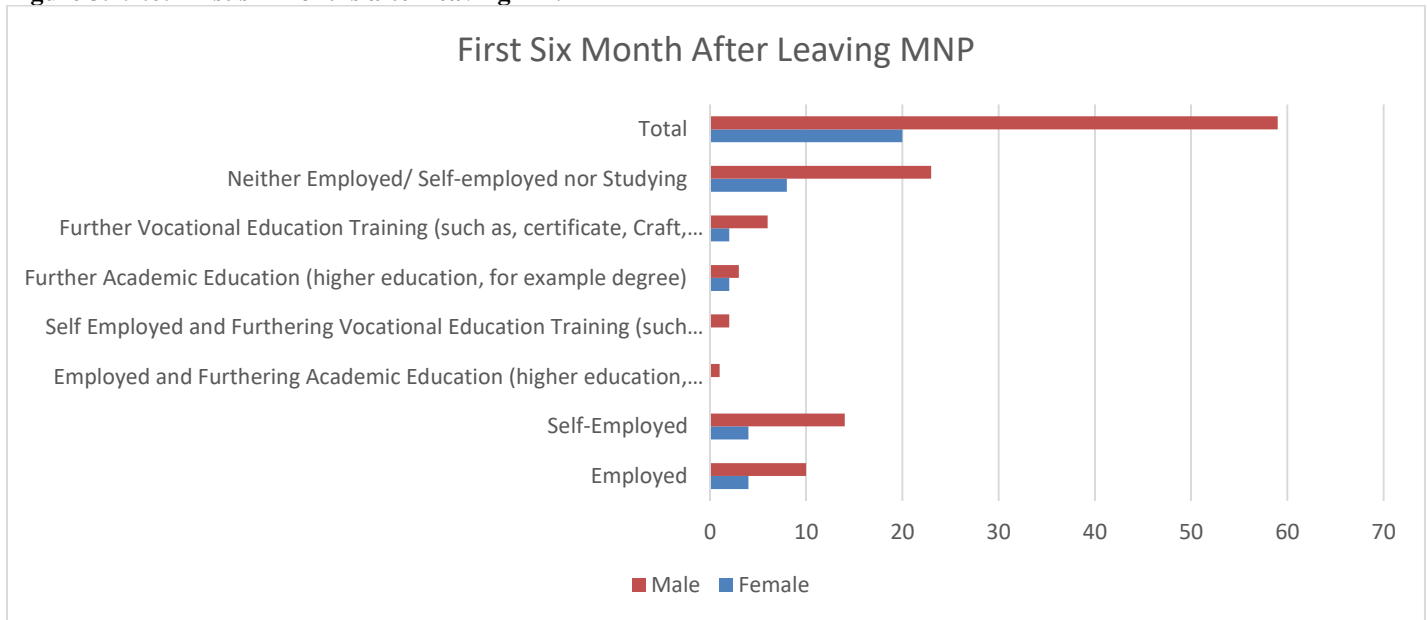
Employment Status	GENDER					
	FEMALE		MALE		TOTAL	
	COUNT	%	COUNT	%	COUNT	%
Employed	4	5.06%	10	12.66%	14	17.72%
Self-Employed	4	5.06%	14	17.72%	18	22.78%
Employed and Furthering Academic Education (higher education, for example degree)		0.00%	1	1.27%	1	1.27%
Self Employed and Furthering Vocational Education Training (such as, certificate, Craft, higher diploma)		0.00%	2	2.53%	2	2.53%
Further Academic Education (higher education, for example degree)	2	2.53%	3	3.80%	5	6.33%
Further Vocational Education Training (such as, certificate, Craft, higher diploma)	2	2.53%	6	7.59%	8	10.13%
Neither Employed/ Self-employed nor Studying	8	10.13%	23	29.11%	31	39.24%

Employment Status	SITUATION IN THE FIRST SIX MONTHS AFTER LEAVING MNP					
	GENDER					
	FEMALE		MALE		TOTAL	
	COUNT	%	COUNT	%	COUNT	%
<b>Total</b>	<b>20</b>	<b>25.32%</b>	<b>59</b>	<b>74.68%</b>	<b>79</b>	<b>100.00%</b>

Source: Collected from field data of MNP tracer study, 2024

Table 3.1.1.6 summarizes the state of the MNP graduates 6 months after completing their course. It is clear that 17.72% were employed, 22.78% were self-employed, 6.33% had proceeded for higher education (e.g. degree), 10.13% went for further vocational Education training (e.g craft certificate, diploma or higher diploma), 1.27% were employed and furthering academic education(higher education for example degree), 2.53% were self-employed and furthering vocational Education training ,while 39.24% were neither employed/self-employed nor studying. This is further illustrated by the diagram below.

Figure 3.1.1.6: First six months after leaving MNP



Source: Collected from field data of MNP tracer study, 2024

### 3.1.1.7 CURRENT STATUS AFTER LEAVING MNP

Table 3.1.1.7 summarizes the situation of the traced Building and Civil Engineering program graduates in the “Current status after leaving MNP.”

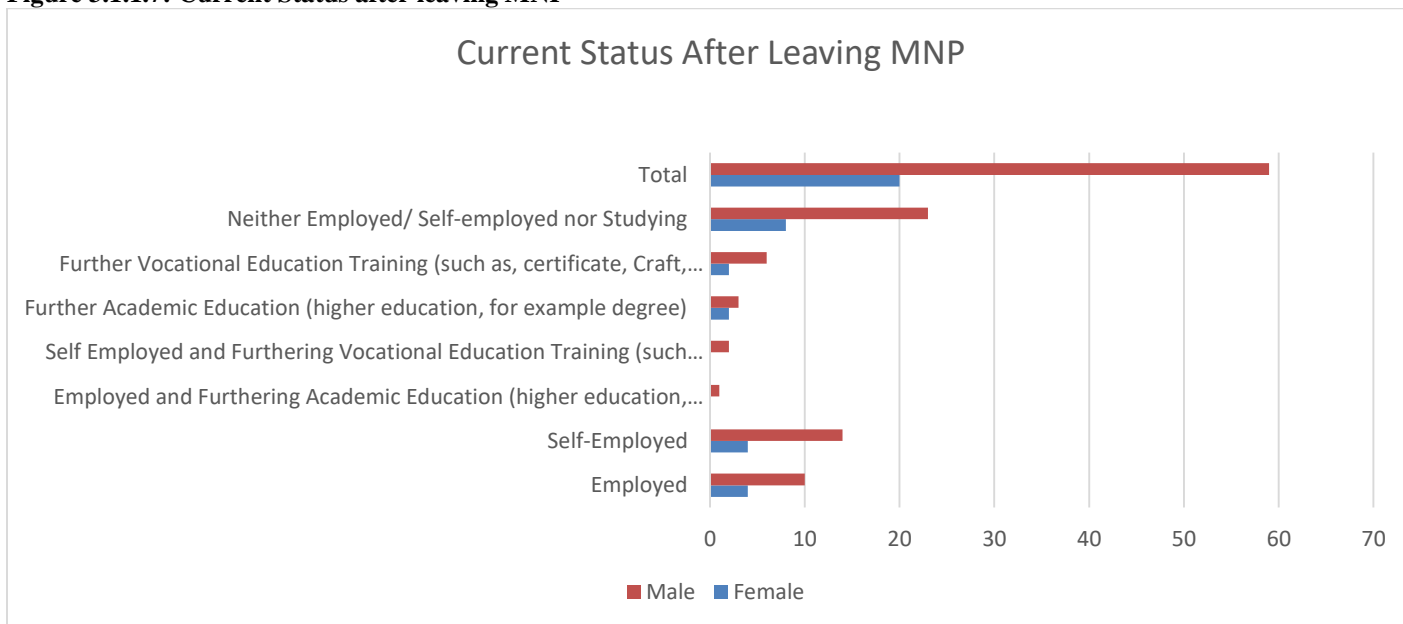
Employment Status	CURRENT SITUATION AFTER LEAVING MNP					
	GENDER					
	FEMALE		MALE		TOTAL	
	COUNT	%	COUNT	%	COUNT	%
Employed	5	6.33%	15	18.99%	20	25.32%
Employed and Furthering Studies	0	0.00%	1	1.27%	1	1.27%

Employment Status	CURRENT SITUATION AFTER LEAVING MNP					
	GENDER					
	FEMALE		MALE		TOTAL	
	COUNT	%	COUNT	%	COUNT	%
Furthering Studies	0	0.00%	2	2.53%	2	2.53%
Furthering Studies (Immediately after previous course, never exposed to Employment)	4	5.06%	9	11.39%	13	16.46%
Self-employed with employees	2	2.53%	0	0.00%	2	2.53%
Self-employed with employees and Furthering Studies		0.00%	1	1.27%	1	1.27%
Self-employed without employees	2	2.53%	8	10.13%	10	12.66%
Neither employed, self-employed nor studying	7	8.86%	23	29.11%	30	37.97%
<b>Total</b>	<b>20</b>	<b>25.32%</b>	<b>59</b>	<b>74.68%</b>	<b>79</b>	<b>100.00%</b>

Source: Collected from field data of MNP tracer study, 2024

Table 3.1.1.6 summarizes the current employment status of the MNP graduates. It is clear that 25.32% are employed, 2.53% are Self-employed with employees, 2.53% have proceeded for higher education (e.g. degree), 16.46% have proceeded for further studies immediately after previous training (e.g craft certificate, diploma or higher diploma), 1.27% are employed and furthering studies, 1.27% are self-employed with employees and furthering their training, 12.66% are self employed without employees, 2.53 % are furthering their studies while 37.97% are currently neither employed/self-employed nor studying.

Figure 3.1.1.7: Current Status after leaving MNP



Source: Collected from field data of MNP tracer study, 2024

### **3.1.1.8 CURRENT STATUS AFTER LEAVING MNP COMPARED TO COURSE DONE**

Table 3.1.1.8 summarizes the situation of the traced Building and Civil Engineering graduates in the “*Current status after leaving MNP compared to course taken.*” .

Table 3.1.1.8		CURRENT SITUATION VS COURSE DONE IN MNP								
		CURRENT SITUATION								
Name of Course	Course Done	Employed	Self-employed with employees	Self-employed without employees	Employed and Furthering Studies	Self-employed with employees and Furthering Studies	Furthering Studies (Immediately after previous course, Never exposed to Employment)	Furthering Studies	Neither Employed, self-employed nor Studying	TOTAL
	Name of Course	Artisan in Plumbing	6	1	1			10	1	3
Craft Certificate in Building and Construction Technology			1							1
Craft Certificate in Plumbing		2		1			1			4
Diploma in Building and Construction Technology		5		2					4	11
Diploma in Civil Engineering		7		6	1	1	2	1	23	41
	<b>TOTAL</b>	<b>20</b>	<b>2</b>	<b>10</b>	<b>1</b>	<b>1</b>	<b>13</b>	<b>2</b>	<b>30</b>	<b>79</b>

*Source: Collected from field data of MNP tracer study, 2024*

Table 3.1.1.8 illustrates the names of courses studied by the MNP graduates in relation to their employment status. Out of the 22 graduates who did Artisan in plumbing, 6 are employed, 1 is self-employed with employees, 1 is self-employed without employees, none was employed with employees and furthering studies, 10 are furthering studies immediately after the previous training, 1 is are furthering studies, while 3 are neither employed, self-employed nor studying.

In addition, out of 4 graduates who did Certificate in Plumbing, 2 are employed, 1 are self-employed without employees and 1 furthering their studies immediately after the previous training.

Likewise, 1 graduates who did Craft Certificate in Building and Construction Technology is self-employed without employees . 11 graduates who did Diploma in Building and Construction Technology, 5 are employed, 2 are self-employed with employees while 4 are neither employed, self-employed nor studying.

Out of 41 graduates who did Diploma in Civil Engineering, 7 are employed, 6 are self-employed without employees, 1 is employed and furthering studies, 1 is self-employed without employees and furthering studies, 2 are furthering their studies immediately after the previous course, 1 is furthering studies and 23 are neither employed, self-employed nor studying.

### 3.1.1.9 CURRENT STATUS AFTER LEAVING MNP COMPARED TO FIRST SIX MONTHS

Table 3.1.1.9 summarizes the situation of the traced Building and Civil Engineering graduates in the “Current status after leaving MNP compared to the First 6 months.”

Table 3.1.1.9		CURRENT SITUATION VS FIRST 6 MONTHS AFTER LEAVING MNP								
		CURRENT SITUATION								
Employment Status		Employed	Employed and Furthering Studies	Furthering Studies	Furthering Studies (Immediately after previous course, Never exposed to Employment)	Neither Employed, self-employed nor Studying	Self-employed with employees	Self-employed with employees and Furthering Studies	Self-employed without employees	TOTAL
FIRST SIX MONTHS	Employed	14								14
	Employed and Furthering Academic Education (higher education, for example degree)		1							1
	Further Academic Education (higher education, for example degree)				5					5
	Further Vocational Education Training (such as, certificate, Craft, higher diploma)				8					8
	Neither Employed/ Self-employed nor Studying	1				30				31
	Self Employed and Furthering Vocational	1		1						2

Table 3.1.1.9		CURRENT SITUATION VS FIRST 6 MONTHS AFTER LEAVING MNP							
		CURRENT SITUATION							
Employment Status	Employed	Employed and Furthering Studies	Furthering Studies	Furthering Studies (Immediately after previous course, Never exposed to Employment)	Neither Employed, self-employed nor Studying	Self-employed with employees	Self-employed with employees and Furthering Studies	Self-employed without employees	TOTAL
	Education Training (such as, certificate, Craft, higher diploma)								
Self-Employed	4		1			2	1	10	18
<b>Total</b>		<b>20</b>	<b>1</b>	<b>2</b>	<b>13</b>	<b>30</b>	<b>2</b>	<b>1</b>	<b>79</b>

Source: Collected from field data of MNP tracer study, 2024

Table 3.1.1.9 summarizes comparison between the status of the graduates the first six months after completion and their present status. Amongst those who were employed the first 6 months after completion, their current status are that 14 are employed, 1 was self-employed with employees, 10 are self-employed without employees, 2 are employed and furthering their studies, 1 is pursuing higher academic studies while 30 are neither employed, self-employed nor studying. Those who were furthering vocational Education training (such as, certificate, Craft, higher diploma) immediately after the previous training and not exposed to employment were 8 while 1 was self-employed with employees and furthering studies.



### 3.1.1.10 GRADUATES EMPLOYABILITY RATE

Table 3.1.1.10 summarizes the situation of the traced Building and Civil Engineering program graduates in the “Employability Rate.”

Table 3.1.1.10	GRADUATES EMPLOYABILITY RATE AFTER LEAVING MNP						
	Employment Status	GENDER				TOTAL	
		FEMALE		MALE		COUNT	% (107 graduates)
COUNT	% (22 graduates)	COUNT	% (85 graduates)				
Employed							
Self-employed with employees							
Employed and Furthering Vocational Education Training (such as, certificate, Craft, higher diploma)							
Self Employed and Furthering Vocational Education Training (such as, certificate, Craft, higher diploma)							
<b>Total</b>							

Source: Collected from field data of MNP tracer study, 2024

Table 3.1.1.10 illustrates the employability rate the MNP graduates in relation to their gender. Out of the 22 Female, 19(86.4%) of the said they were employed. Out of the 85 Male graduates, 68(80%) said they were employed. Out of the total study pool of 107 graduates, 87(81.3%) said they were employed.

### 3.1.1.11 REASONS FOR UNEMPLOYMENT IF ANY.

Table 3.1.1.11 summarizes the situation of the traced Building and Civil Engineering graduates “Reasons for unemployment if any.”

Table 3.1.1.11	REASONS FOR UNEMPLOYMENT IF ANY						
	Reasons	GENDER				TOTAL	
		FEMALE		MALE		COUNT	%
COUNT	%	COUNT	%				
No job opportunity in the desired field	2	6.90%	9	31.03%	11	37.93%	
Seeking to Further Study	1	3.45%	2	6.90%	3	10.34%	
Unsuccessful application	4	13.79%	11	37.93%	15	51.72%	
<b>Total</b>	<b>7</b>	<b>24.14%</b>	<b>22</b>	<b>75.86%</b>	<b>29</b>	<b>100.00%</b>	

Source: Collected from field data of MNP tracer study, 2024

Graduates that were neither employed, nor self-employed were asked to tick the reasons for unemployment and the responses were as follows; 11(37.93%), stated that there were no job opportunities in the desired fields, 15 graduates (51.72%) listed unsuccessful application as a reason to being unemployed while 3 graduates (10.34%) said they sought further studies.

### 3.1.2 EMPLOYMENT INFORMATION

This section highlights the employment information of Building and Civil Engineering graduates. It captures “*Terms of employment*” (see 3.1.2.1), “*Sector of employment*” (see 3.1.2.2), “*First job after completion*” (see 3.1.2.3), “*Duration taken to get First job after completion*” (see 3.1.2.4), “*Salary Range*” (see 3.1.2.5), “*How you found your job*” (see 3.1.2.6) ) “*Challenges faced in relation to internship*” (see 3.1.2.7).

#### 3.1.2.1 TERMS OF EMPLOYMENT

Table 3.1.2.1 summarizes the “*Terms of employment*” of Building and Civil Engineering graduates.

Reasons	TERMS OF EMPLOYEMENT					
	GENDER					
	FEMALE		MALE		TOTAL	
	COUNT	%	COUNT	%	COUNT	%
Permanent	2	6.45%	4	12.90%	6	19.35%
Contractual	2	6.45%	6	19.35%	8	25.81%
Part-time	0	0.00%	3	9.68%	3	9.68%
Internship	0	0.00%	2	6.45%	2	6.45%
Temporary	4	12.90%	8	25.81%	12	38.71%
<b>Total</b>	<b>8</b>	<b>25.81%</b>	<b>23</b>	<b>74.19%</b>	<b>31</b>	<b>100.00%</b>

**Figure 3.1.2.1: Terms of employment**

*Source: Collected from field data of MNP tracer study, 2024*

Graduates who were in employment stated their terms of employment as follows: 6(19.35%), were on permanent basis, 8(25.81%) were on contractual basis, 3(9.68%) were on part-time basis, 2(6.45%) were on internship and 12 (38.71%) were on temporary basis. This shows that the highest number of graduates were on temporary basis.

#### 3.1.2.2 SECTOR OF EMPLOYMENT

Table 3.1.2.2 summarizes the “*Sector of employment*” of Building and Civil Engineering graduates.

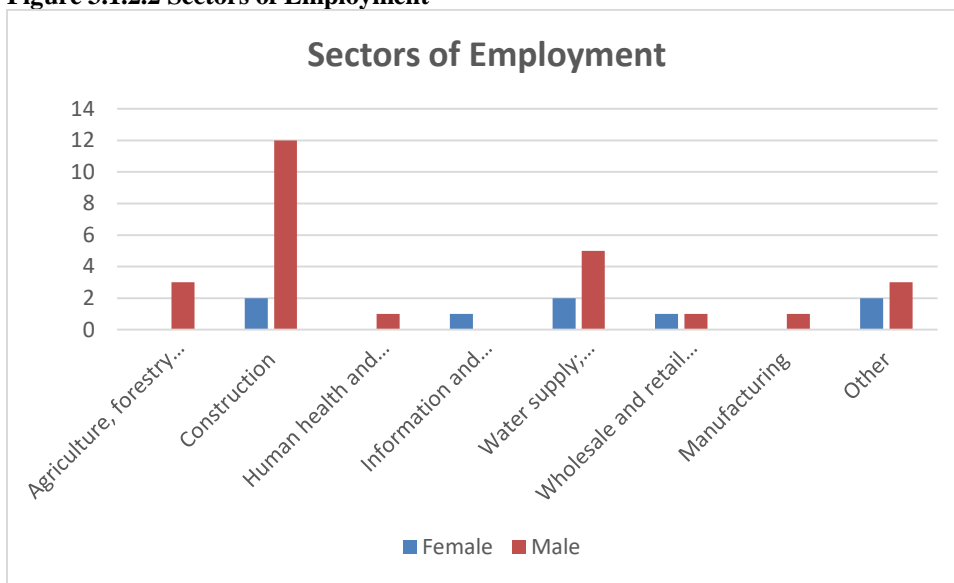
*Source: Collected from field data of MNP tracer study, 2024*

Sectors of Employment	INDUSTRY SECTOR					
	GENDER					
	FEMALE		MALE		TOTAL	
	COUNT	%	COUNT	%	COUNT	%
Agriculture, forestry and fishing	0	0.00%	3	8.82%	3	8.82%
Construction	2	5.88%	12	35.29%	14	41.18%
Human health and social work activities	0	0.00%	1	2.94%	1	2.94%
Information and communication	1	2.94%	0	0.00%	1	2.94%

Water supply; sewerage, waste management and remediation activities	2	5.88%	5	14.71%	7	20.59%
Wholesale and retail trade, repair of motor vehicles and motorcycles	1	2.94%	1	2.94%	2	5.88%
Manufacturing	0	0.00%	1	2.94%	1	2.94%
Other	2	5.88%	3	8.82%	5	14.71%
<b>Total</b>	<b>8</b>	<b>23.53%</b>	<b>26</b>	<b>76.47%</b>	<b>34</b>	<b>100.00%</b>

Table 3.1.2.2 illustrates the type of industry sector that the MNP graduates are based. The study indicates that Agriculture, forestry and fishing had 8.82%, Construction had 41.18%, Human Health and Social Work Activities 2.94%, Water Supply; Sewerage; Waste Management and Remediation Activities had 20.95%, Wholesale and Retail Trade, Repair of Motor Vehicles and Motorcycles had 5.88% and Manufacturing had 2.94%. Other sectors had 14.71% of the graduate population. Therefore, the highest percentage of the graduates is in the construction sector.

Figure 3.1.2.2 Sectors of Employment



Source: Collected from field data of MNP tracer study, 2024

### 3.1.2.3 FIRST JOB AFTER COMPLETION

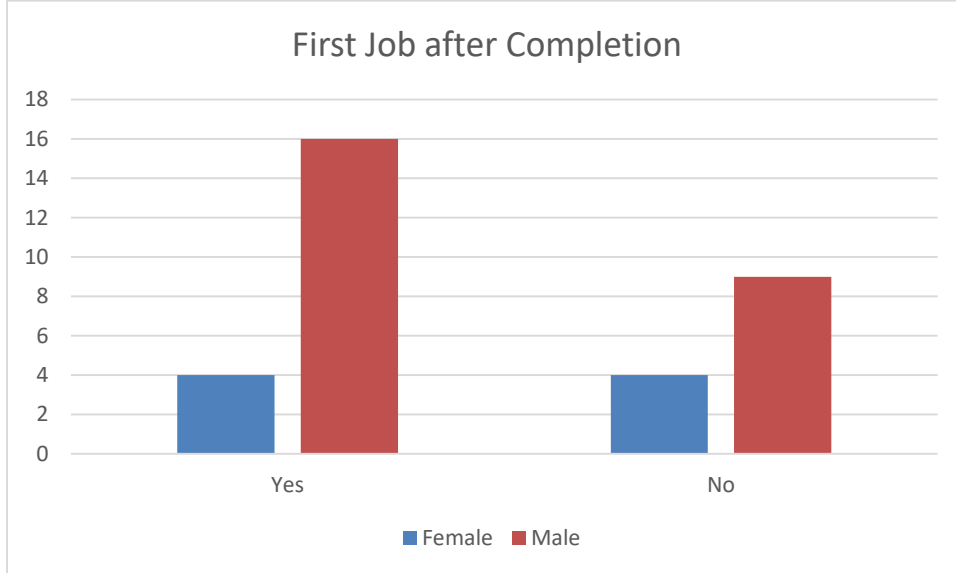
Table 3.1.2.3 summarizes the “First job after completion” of Building and Civil Engineering graduates.

Table 3.1.2.3	FIRST JOB AFTER COMPLETION						
	First Job after Completion	GENDER				TOTAL	
		FEMALE		MALE		COUNT	%
COUNT	%	COUNT	%				
Yes	4	12.12%	16	48.48%	20	60.61%	
No	4	12.12%	9	27.27%	13	39.39%	
<b>Total</b>	<b>8</b>	<b>24.24%</b>	<b>25</b>	<b>75.76%</b>	<b>33</b>	<b>100.00%</b>	

Source: Collected from field data of MNP tracer study, 2024

Table 3.1.2.3 illustrates the type of industry sector that the MNP graduates ad. The study indicates that 20 of the employed graduates stated their current was their first job since completion of their studies and 13 graduates stated otherwise.

**Figure 3.1.2.3: First Job after Completion**



Source: Collected from field data of MNP tracer study, 2024

### 3.1.2.4 DURATION TAKEN TO GET FIRST JOB AFTER COMPLETION

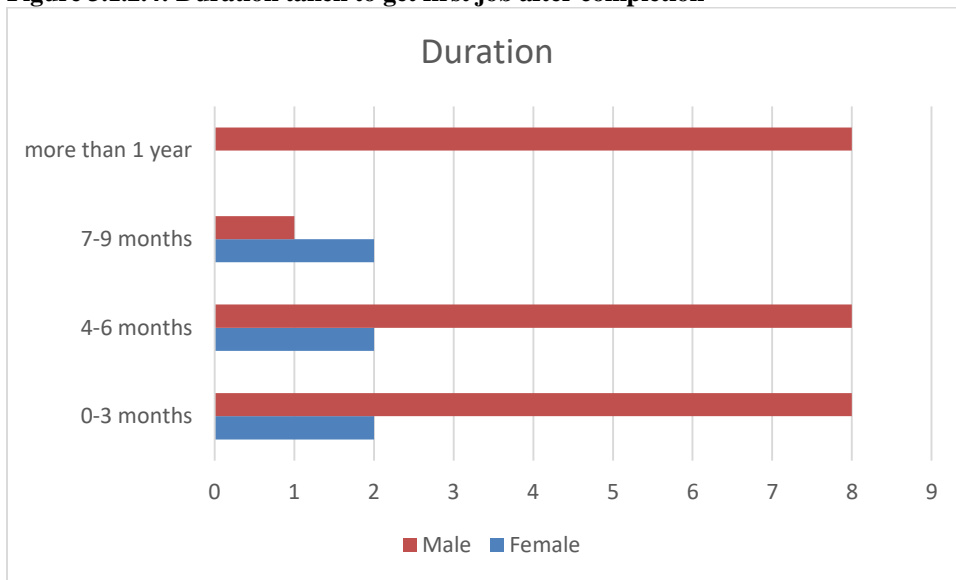
Table 3.1.2.4 summarizes the “Duration taken to get First job after completion” by the Building and Civil Engineering graduates.

Duration	GENDER					
	FEMALE		MALE		TOTAL	
	COUNT	%	COUNT	%	COUNT	%
0-3 months	2	6.45%	8	25.81%	10	32.26%
4-6 months	2	6.45%	8	25.81%	10	32.26%
7-9 months	2	6.45%	1	3.23%	3	9.68%
more than 1 year		0.00%	8	25.81%	8	25.81%
<b>Total</b>	<b>6</b>	<b>19.35%</b>	<b>25</b>	<b>80.65%</b>	<b>31</b>	<b>100.00%</b>

Source: Collected from field data of MNP tracer study, 2024

The employed graduates were asked to indicate the duration they took to get their first job after completion. 10 (32.26%) indicated 0-3 month and 4-6 months respectively, 3(9.68%) indicated 7-9 months and 8(25.81%) indicated they had taken more than one year to get their first job.

**Figure 3.1.2.4: Duration taken to get first job after completion**



Source: Collected from field data of MNP tracer study, 2024

### 3.1.2.5 SALARY RANGE

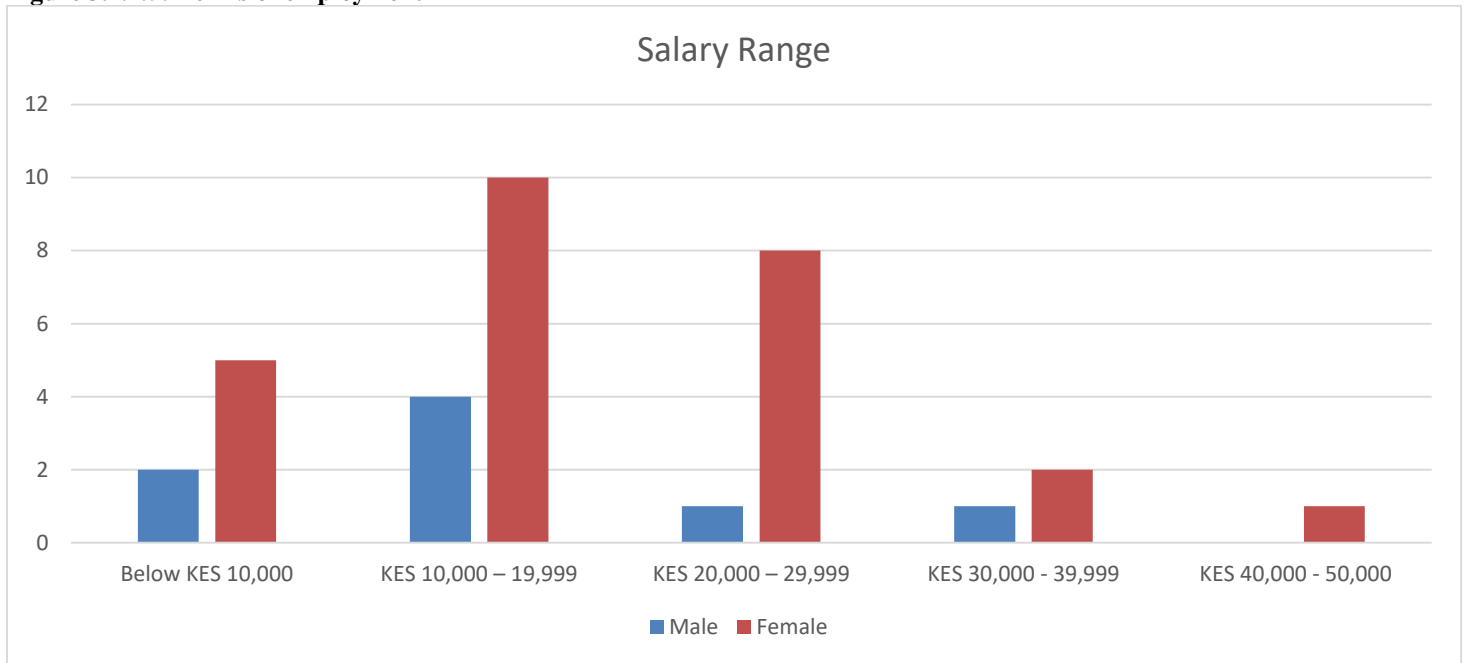
Table 3.1.2.5 summarizes the “Salary Range” of Building and Civil Engineering graduates.

Table 3.1.2.5	Salary Range						
	Range	GENDER				TOTAL	
		FEMALE		MALE		COUNT	%
COUNT	%	COUNT	%				
Below KES 10,000	2	5.88%	5	14.71%	7	20.59%	
KES 10,000 – 19,999	4	11.76%	10	29.41%	14	41.18%	
KES 20,000 – 29,999	1	2.94%	8	23.53%	9	26.47%	
KES 30,000 - 39,999	1	2.94%	2	5.88%	3	8.82%	
KES 40,000 - 50,000		0.00%	1	2.94%	1	2.94%	
<b>Total</b>	<b>8</b>	<b>23.53%</b>	<b>26</b>	<b>76.47%</b>	<b>34</b>	<b>100.00%</b>	

Source: Collected from field data of MNP tracer study, 2024

Table 3.1.2.5 illustrates the salary scale for the MNP graduates per month. It indicates that 20.59% of the graduates earn below KES 10,000 per month, 41.18% of the graduates earn between KES 10,000 – 19,999, 26.47% earn between KES 20,000 – 29,999, 8.82% earn between KES 30,000 – 39,999 and 2.94% earn between KES 40,000 – 50,000. The study shows that the highest percentage of the graduates earned between KES 10,000 – 19,999.

**Figure 3.1.2.5: Terms of employment**



Source: Collected from field data of MNP tracer study, 2024

### 3.1.2.6 HOW YOU FOUND YOUR JOB

Table 3.1.2.6 summarizes the “How you found your job” of Building and Civil Engineering programs graduates.

Table 3.1.2.6 How you found your job		
Range	Count	Percent
Internet (e.g. government websites, company websites)		
Relatives, friends or/and colleagues		
Industry Linkages during training (e.g. apprenticeship, On the Job Training, Internship)		
Referral/School Endorsement		
Social networks (e.g. Facebook, LinkedIn, WhatsApp)		
Individual Job Seeking (e.g. Walk in, Letters)		
Total		

Source: Collected from field data of MNP tracer study, 2024

Table 3.1.2.6 illustrates the ways that MNP graduates used to seek for jobs. The study shows that 3.39% of the graduates sought their jobs through the Internet (e.g. government websites, company websites), 35.59% through the Relatives, friends or/and colleagues; 5.08% of graduates sought jobs through Industry Linkages during training (e.g. apprenticeship, On the Job Training, Internship); 1.69% through Referral/School Endorsement; 1.69% through Social networks (e.g. Facebook, LinkedIn, WhatsApp); while 52.54% through individual job seeking. Hence, the study reveals that the highest percentage of the graduates got jobs through individual job seeking; while the smallest percentage got through industry linkages. This is further illustrated by the diagram below.

**Figure 3.1.2.6: Ways graduates found job**

Source: Collected from field data of MNP tracer study, 2024

### 3.1.2.7 CHALLENGES FACED IN RELATION TO INTERNSHIP

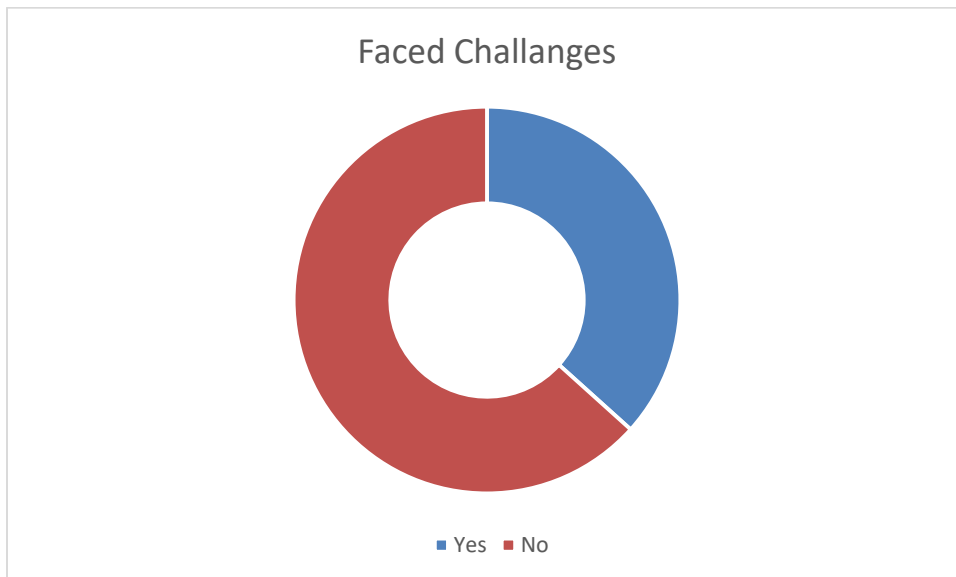
Table 3.1.2.7 summarizes the “Challenges faced in relation to internship” of Building and Civil Engineering programs graduates.

Table 3.1.2.7	FIRST JOB AFTER COMPLETION	
Faced Challenges.	Count	Percentage
Yes	11	36.6667%
No	19	63.3333%
Not Answered		
<b>Total</b>	30	<b>100%</b>

Source: Collected from field data of MNP tracer study, 2024

Graduates were asked if they faced any challenges in relation to internship. 11(36.6667%) graduates indicated they faced challenges and 19(63.3333%) graduates indicated they did not face any challenges.

Figure 3.1.2.6:Challenges Faced in relation to Internship



Source: Collected from field data of MNP tracer study, 2024

### 3.1.3 RELEVANCE OF TRAINING

This section highlights the Training Relevance of Building and Civil Engineering programs graduates, their “*Relation between MNP training and work*” (see 3.1.3.1), “*Level of relevance of your study*” (see 3.1.3.2), “*Reasons for no Relation*” (see 3.1.3.3), “*Skills that helped graduates perform at work*” (see 3.1.1.4), “*If a graduate underwent further training*” (see 3.1.3.5), the graduates’ situation in the “*If yes for further training, what was the duration*” (see 3.1.3.6) ) and the graduates’ situation in the “*Interest in furthering study*” (see 3.1.3.7) ), the graduates’ situation comparison between “*Reasons for not furthering studies*” (see 3.1.3.8

#### 3.1.3.1 THE MNP TRAINING AND RELATION TO WORK

Table 3.1.3.1 summarizes the “*Relation between MNP training and work*” of Building and Civil Engineering programs graduates.

Table 3.1.3.1	RELATION BETWEEN MNP TRAINING AND CURRENT WORK			
	COURSE	Course training at MNP is related to Work		Total
		Yes	No	
	Artisan in Plumbing	5	4	9
	Craft Certificate in Plumbing	1		1
	Craft Certificate in Building and Construction Technology	2	1	3
	Diploma in Building and Construction Technology	6	1	7
	Diploma in Civil Engineering	12	3	15
	<b>Total</b>	<b>26</b>	<b>9</b>	<b>35</b>

Source: Collected from field data of MNP tracer study, 2024

Table 3.1.3.1 illustrates the relationship between the course studied at the MNP and the job that the graduates did. The study shows that 5 graduates out of 9 in Artisan (plumbing) said that their jobs are related to their training, 1 graduate from Certificate in Plumbing claimed that their jobs are related to their training, 2 out of 3 graduates of Certificate in Building and Construction claimed that their jobs are related to their training, 6 graduates out of 7 in Diploma in Building and Construction Technology claimed that their jobs are related to their training; while 12 graduates out 15 from Diploma in Civil Engineering said that their jobs are related to their training

#### 3.1.3.2 LEVEL OF RELEVANCE OF STUDY

Table 3.1.3.2 summarizes the “*Level of relevance of your study*” of Building and Civil Engineering programs graduates.

Table 3.1.3.2	Level of Relevance of your Study	
Level of Relevance	Count	Percent
Highly Related	20	68.97%
Moderately Related	5	17.24%
Slightly Related	1	3.45%
Not Related	3	10.34%
<b>Total</b>	<b>29</b>	<b>100.00%</b>

Source: Collected from field data of MNP tracer study, 2024

Graduates were further asked to indicate the level of relevance of their study to their current jobs. 20 indicated that their level of study is highly related to their current job, 5 stated it to be moderately related, 1 indicated to



be slightly related and 3 indicated that their level of study was not related to their current jobs. This shows that the level of study of most graduates is highly related to their jobs.

### 3.1.3.3 REASONS FOR NO RELATION BETWEEN WORK AND STUDY

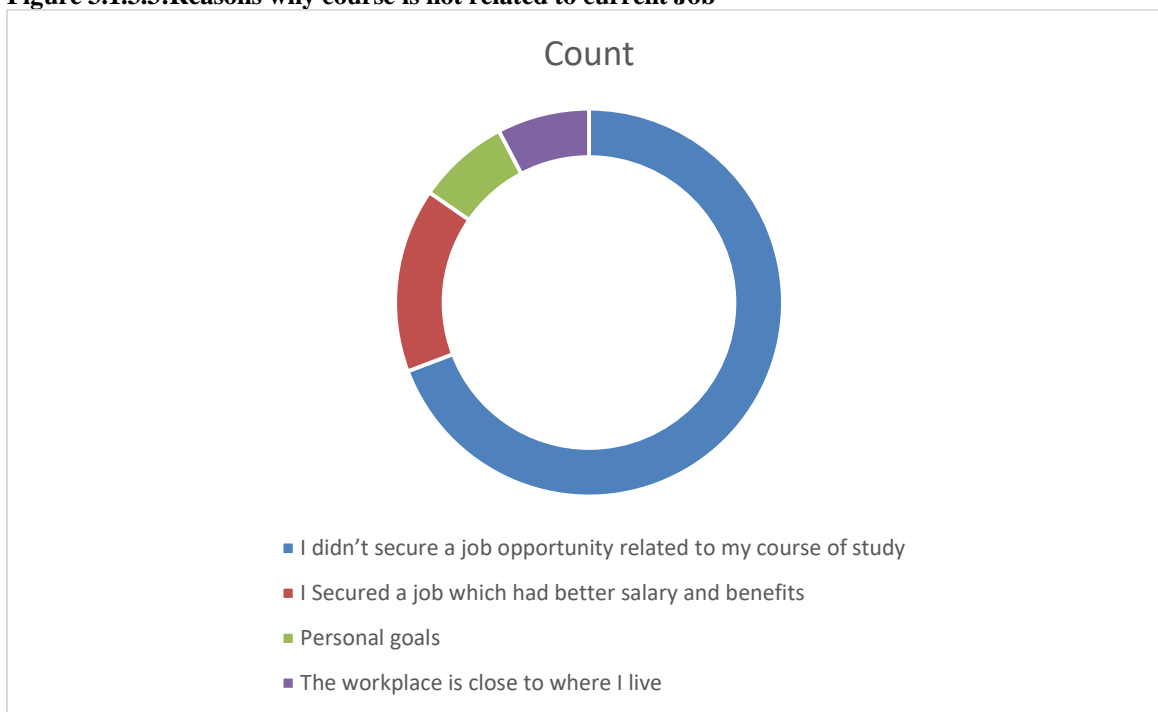
Table 3.1.3.3 summarizes the “Reasons for no Relation” of Building and Civil Engineering programs graduates.

Table 3.1.3.3 Reasons for no Relevance of your Study		
Level of Relevance	Count	Percent
I didn't secure a job opportunity related to my course of study	9	69.23%
I Secured a job which had better salary and benefits	2	15.38%
Personal goals	1	7.69%
The workplace is close to where I live	1	7.69%
Total	13	100%

Source: Collected from field data of MNP tracer study, 2024

Students who their present work is not related to their course of study gave the following as reasons; 9 (75%) graduates did not secure a job related to their areas of study, 2(17%) graduates secured jobs that had better salaries and benefits and 1 (8%) graduate indicated personal goals as to the reason why course of study is not related to current job.

Figure 3.1.3.3:Reasons why course is not related to current Job



Source: Collected from field data of MNP tracer study, 2024

### 3.1.3.4 SKILLS THAT HELPED THE GRADUATES

Table 3.1.3.4 summarizes the “Skills that helped graduates perform at work” of Building and Civil Engineering programs graduates. Participants allowed to pick more than one option.

Table 3.1.3.4	EXTENT OF SATISFACTION WITH ACQUIRED KNOWLEDGE AND SKILLS						
	Factors	GENDER				TOTAL	
		FEMALE		MALE		COUNT	%
COUNT	%	COUNT	%				
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 analyze 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)							
<b>TOTAL</b>							

Source: Collected from field data of MNP tracer study, 2024

Table 3.1.3.4 illustrates the area of study that helped graduates perform in their previous/present job. The study shows that knowledge (theoretical and practical related to my specialization) had 21.66%, Practical, job-related skills (for example, use of tools, equipment and machinery) had 16.56%, communication skills (spoken and written) had 10.4%, ICT skills (use of computers) had 3.18%, Problem-solving skills (being able to analyze a problem and find creative solutions) had 3.18%, work ethics (such as, attendance at work, reliability, punctuality, team work) had 15.92%, entrepreneurship skills (such as, market research, business planning, financial management, leading others) had 5.73% while customer service skills (such as, personal presentation, being polite, understanding a customer's needs and being able to meet these) had 12.10%.

### 3.1.3.5 ANY FURTHER TRAINING AFTER GRADUATION

Table 3.1.3.5 summarizes “If a graduate underwent further training” of Building and Civil Engineering programs graduates.

Table 3.1.3.5	UNDERWENT FURTHER TRAINING		
Went for Further Training	Count	Percentage	
Yes	4	11.43%	
No	31	88.57%	
<b>Total</b>	<b>35</b>	<b>100.00%</b>	

Source: Collected from field data of MNP tracer study, 2024

4(11.43%) of the graduates indicated to have undergone further training since they graduated. This means that 31(88.57%) of the graduates did not undergo further training after graduation.

### 3.1.3.6 DURATION OF FURTHER TRAINING ATTENDED

Table 3.1.3.6 summarizes “*If yes for further training, what was the duration*” of Building and Civil Engineering programs graduates.

Table 3.1.3.6	Duration of Training	
What was the duration of Training	Count	Percentage
Long Term	3	75.00%
Short Term	1	25.00%
<b>Total</b>	<b>4</b>	<b>100.00%</b>

Source: Collected from field data of MNP tracer study, 2024

Out of the 4 graduates that underwent further training, 3 graduate stated it to be long term and 1 graduates stated it to be short term.

### 3.1.3.7 INTEREST IN FURTHERING STUDY

Table 3.1.3.7 summarizes “*Interest in furthering study*” of Building and Civil Engineering programs graduates.

Table 3.1.3.7	INTEREST IN FURTHERING STUDIES	
Interested in furthering study	Count	Percentage
Yes	28	87.50%
No	4	12.50%
<b>Total</b>	<b>32</b>	<b>100.00%</b>

Source: Collected from field data of MNP tracer study, 2024

Graduates were asked if they would be interested in furthering their studies. 28 graduates indicated that they are and 4 graduates stated they are not interested in furthering their studies.

### 3.1.3.8 REASONS FOR LACK OF INTEREST IN FURTHERING STUDIES

Table 3.1.3.8 summarizes “*Reasons for not furthering studies*” of Building and Civil Engineering programs graduates.

Table 3.1.3.8	REASONS FOR NOT FURTHERING STUDIES	
Reasons	Count	Percentage
No need for further training	6	60.00%
No money to pay for training	3	30.00%
Missing	1	10.00%
<b>Total</b>	<b>10</b>	<b>100.00%</b>

Source: Collected from field data of MNP tracer study, 2024

Graduates who answered “no” to not interested in furthering their studies were asked to indicate their reasons. 6 Graduate stated that there was no need to further training and 3 graduates indicated that there was no money to pay for training.

### 3.1.4 JOB SATISFACTION

This section highlights the Job Satisfaction of Building and Civil Engineering programs graduates, their “*Satisfied with current job*” (see 3.1.4.1), “*Satisfaction aspects of the job*” (see 3.1.4.2),

#### 3.1.4.1 SATISFACTION WITH THE CURRENT JOB

Table 3.1.4.1 summarizes the “*Satisfied with current job*” of Building and Civil Engineering programs graduates.

Table 3.1.4.1			SATISFIED WITH CURRENT JOB		
Satisfied with current job?		Count	Percentage		
Yes		16	44.44%		
No		20	55.56%		
<b>Total</b>		<b>36</b>	<b>100.00%</b>		

Source: Collected from field data of MNP tracer study, 2024

Out of the graduates that indicated to having a present job, 16(44.44%) indicated that they are satisfied with their present job while 20 (55.56%) indicated that they are not satisfied with their present job. This makes the highest percent of employed graduates not satisfied with their jobs.

Figure 3.1.4.1: Job satisfaction

Source: Collected from field data of MNP tracer study, 2024

#### 3.1.4.2 SATISFACTION OF ASPECTS AT YOU CURRENT JOB

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

Table 3.1.4.2.1		INTERPRETATION OF THE AVERAGE MEAN SCORE				
Range	1 – 1.49	1.5 – 2.49	2.5 – 3.49	3.5 – 4.49	4.5 – 5.0	
Verbalisation	Not at all Satisfied	Somewhat not Satisfied	Neither Satisfied Nor Dissatisfied	Satisfied	Very Satisfied	
Colour Code						

Table 3.1.4.2.2 captures the Measurement (mean score,  $\mu$ ) of satisfaction along eleven (11)

“5.0” indicates the highest level or “*Very satisfied.*” “1.0” shows the lowest level or “*Not at all satisfied.*”

Table 3.1.4.2.2		SATISFACTION OF ASPECTS AT YOUR JOB						
ASPECTS		Degree of Satisfaction					n	Mean
		Very Unsatisfied 1	Unsatisfied 2	Neutral 3	Satisfied 4	Very Satisfied 5		
Interesting work tasks		4	8	7	7	10	36	3.31
Being able to work with some independence		6	5	6	11	8	36	3.28
Clear and regulated work tasks		4	7	5	10	10	36	3.42
Possibilities for applying what you learned when studying		6	5	7	6	12	36	3.36
Job Security		6	11	5	6	8	36	2.97
Social status and recognition		7	8	3	8	10	36	3.17
Possibilities to put your own ideas into practice		3	7	8	7	11	36	3.44
Income and benefits		6	11	5	8	6	36	2.92

Table 3.1.4.2.2		SATISFACTION OF ASPECTS AT YOUR JOB					
ASPECTS	Degree of Satisfaction					n	Mean
	Very Unsatisfied 1	Unsatisfied 2	Neutral 3	Satisfied 4	Very Satisfied 5		
Good social climate / work setting	4	8	6	10	8	36	3.28
Good career advancement prospects	7	7	3	9	10	36	3.22
Being able to coordinate/supervise work	3	7	6	6	14	36	3.58

Source: Collected from field data of MNP tracer study, 2024

Table 3.1.4.2.2 shows the level of satisfaction of the MNP graduates in relation to their previous/former employment. In regard to the aspect of interesting work tasks, 4 of the graduates claimed that they are very unsatisfied, 8 said that they are unsatisfied, 7 are neutral, 7 said they are satisfied, while 10 claim that they are very satisfied. In relation to the aspect of being able to work with some independence, 6 of graduates claim that they are very unsatisfied, 5 say they are unsatisfied, 6 claim they are neutral, 11 say they are satisfied while 8 claim they are very satisfied.

In regard to the aspect of Clear and regulated work tasks, 4 graduates say that they are very unsatisfied, 7 say they are unsatisfied, 5 claim they are neutral, 10 say they are satisfied, while 10 say they are very satisfied. In connection to the aspect of Possibilities for applying what you learned when studying, 6 claim they are very unsatisfied, 5 are unsatisfied, 7 are neutral, 6 are satisfied, while 12 are very satisfied.

In terms of job security, 6 claim that they are very unsatisfied, 11 say that they are unsatisfied, 5 are neutral, 6 are satisfied, while 8 are very satisfied. In connection to social status and recognition, 7 are very unsatisfied, 8 are unsatisfied, 3 are neutral, 8 are satisfied, while 10 are very satisfied. In terms of Possibilities to put their own ideas into practice, 3 say that they are very unsatisfied, 7 are unsatisfied, 8 claim they are neutral, 7 are satisfied while 11 are very satisfied.

In regard to the income and benefits, 6 assert that they are very unsatisfied, 11 are unsatisfied, 5 are neutral, 8 are satisfied, while 6 are very satisfied. In connection to Good social climate / work setting, 4 claim that they are very unsatisfied, 8 are unsatisfied, 6 are neutral, 10 are satisfied, while 8 are very satisfied. In terms of Good career advancement prospects, 7 claim they are very unsatisfied, 7 are unsatisfied, 3 are neutral, 9 are satisfied, while 10 are very satisfied. In connection to being able to coordinate/supervise work, 3 claim they are very unsatisfied, 7 are unsatisfied, 6 are neutral, 6 claim they are satisfied, while 14 are very satisfied.

### 3.1.5 RELATION BETWEEN STUDY AND EMPLOYMENT

This section highlights the relation between study and employment of Building and Civil Engineering programs graduates, their “*Relationship Between Study And Employment*” (see 3.1.5.1),

#### 3.1.5.1 RELATIONSHIP BETWEEN STUDY AND EMPLOYMENT

Table 3.1.5.1 summarizes the “*Relationship Between Study And Employment*” of Building and Civil Engineering programs graduates.

ASPECTS	Degree of Relation					n	Mean
	Very Unsatisfied 1	Unsatisfied 2	Neutral 3	Satisfied 4	Very Satisfied 5		
Theoretical training related to the occupation	3	8	5	8	12	36	3.5
Proper use of computers	7	8	6	7	8	36	3.02
Practical use of working tools	7	7	6	5	11	36	3.17
Practical use of equipment	10	6	4	5	11	36	3.03
Practical use of materials	7	8	5	6	10	36	3.11
Theory and practice of equipment maintenance	8	2	5	9	12	36	3.42
Time allocated for practical sessions with equipment	7	12	4	3	10	36	2.92
Doing measurements at work	8	4	3	8	13	36	3.39
Use of written instructions and working guides	4	6	8	5	13	36	3.47
Communication	6	6		6	18	36	3.67
Working with other people (Teamwork)	7	2	6	4	17	36	3.61
Knowledge of national laws (related to your trade area)	7	4	7	6	12	36	3.33
How to work in a safe way	7	4	3	11	11	36	3.42
How to do quality work	7	5		9	15	36	3.55
Discipline and accuracy at work	6	4	3	6	17	36	3.67
How to start a business (Entrepreneurship)	4	5	4	9	14	36	3.67
General education subjects/Life skills	8	4	3	8	13	36	3.39
Standard of workshops	7	6	6	7	10	36	3.19
Adequate workshop practical sessions	6	7	9	6	8	36	3.08
Did workshop sessions meet your learning expectations	5	7	8	6	10	36	3.25
Recreational activities	10	6	6	5	9	36	2.92

Table 3.1.5.1		RELATIONSHIP BETWEEN STUDY AND EMPLOYMENT					
ASPECTS	Degree of Relation					n	Mean
	Very Unsatisfied 1	Unsatisfied 2	Neutral 3	Satisfied 4	Very Satisfied 5		
Support from teachers	4	7	4	10	11	36	3.47
Career's advice	4	7	5	7	13	36	3.5
Providing internship/industry-based training	6	6	7	7	10	36	3.25
Help in finding a job	8	11	6	4	7	36	2.75
In general, to what extent were you satisfied with your studies?	4	5	7	13	7	36	3.39

Source: Collected from field data of MNP tracer study, 2024

Table 3.1.5.1 above illustrates the level of satisfaction to the MNP graduates in relation to the teaching/learning conditions and provisions experienced in the MNP. The study shows that in terms of theoretical training related to the occupation, 19 graduates are very unsatisfied, 22 are unsatisfied, 18 are neutral, 25 are satisfied while 23 are very satisfied. In connection to the proper use of computers; 25 are very unsatisfied, 20 are unsatisfied, 21 are neutral, 22 are satisfied and 19 are very satisfied.

In terms of practical use of working tools, 16 are very unsatisfied, 18 are unsatisfied, 25 are neutral, 25 are satisfied, while 23 are very satisfied. When it comes to the practical use of equipment; 15 are unsatisfied, 22 are neutral, 24 are satisfied, while 46 are very satisfied. In regard to the practical use of materials; 18 are unsatisfied, 22 are neutral, 44 are satisfied, while 23 are very satisfied. In connection to theory and practice of equipment; 8 are very unsatisfied, 18 are satisfied, 30 are satisfied, 19 are neutral, while 32 are very satisfied.

In terms of the time allocated for practical sessions with equipment, 14 of the trainees claim they are very unsatisfied, 42 are unsatisfied, 28 are neutral while 23 are satisfied. In connection to doing measurements at work, 27 are very unsatisfied, 18 are unsatisfied, 9 are neutral 16 are satisfied, while 37 are very satisfied. In connection to the use of written instructions and working guides; 19 are very unsatisfied, 28 are unsatisfied, 33 are satisfied while 27 are very satisfied. In regard to the communication skills, 13 are very unsatisfied, 15 are unsatisfied, 10 are neutral, 28 are satisfied, while 41 are very satisfied. When it comes to working with other people (teamwork) 17 are very unsatisfied, 15 are unsatisfied, 7 are neutral, 18 are satisfied, while 50 are very satisfied. When it comes to the knowledge of national laws (related to your trade area), 11 are very unsatisfied, 13 are unsatisfied, 48 are neutral, while 25 are satisfied and 10 are very Satisfied.

In regard to how to work in a safe way, 13 say they are very unsatisfied, 12 ae unsatisfied, 23 are neutral, while 20 are satisfied and 39 are very Ssatisfied. In connection to how to do quality work, 17 say they are very unsatisfied, 14 are unsatisfied, 9 are neautral, 27 are satisfied, while 40 are very satisfied. When it comes to discipline and accuracy at work, 11 are very unsatisfied, 12 are unsatisfied, 12 are satisfied, 22 are neutral, while 45 are very satisfied. In relation to the Entrepreneurship skills, 17 are very unsatisfied, 15 are unsatisfied, 23 are neutral, 13 are satisfied while 39 are very satisfied. In terms of the general education subjects/life skills; 18 are very unsatisfied, 13 are unsatisfied, 17 are neutral, 32 are satisfied while 27 are very satisfied. In regard to the standard of the workshops; 13 are very unsatisfied, 14 are unsatisfied, 13 are neutral, 33 are satisfied while 34 are very satisfied.

When it comes to adequate workshop practical sessions; 14 are very unsatisfied, 15 are unsatisfied, 24 are neutral, 34 are satisfied while 20 are very satisfied. In connection to workshop sessions being able to meet their learning expectations; 17 are very unsatisfied, 16 are unsatisfied, 18 are neutral, 25 are satisfied, while 31 are very satisfied.

In connection to the recreational activities; 16 are Very Unsatisfied, 29 are unsatisfied, 24 are neutral, 24 are satisfied while 14 are Very satisfied. When it comes to the support from the teachers, 14 indicate they are very unsatisfied, 12 unsatisfied, 16 are neutral, 28 are satisfied, while 37 are very satisfied. In connection to the career advice, 17 are very unsatisfied, 24 are unsatisfied, 10 are neutral, 22 are satisfied while 34 are very satisfied. In terms of internship or industrial based training; 21 are Very Unsatisfied, 23 are unsatisfied, 36 are neutral, 12 are satisfied, while 15 are very satisfied. In connection to help in finding a job; 30 graduates claim they are Very unsatisfied, 24 are unsatisfied, 23 are neutral, 16 are satisfied while 14 are very satisfied. As far as satisfaction with studies is concerned; 9 are very unsatisfied, 7 are unsatisfied, 15 graduates are neutral, 15 are satisfied while 38 are very satisfied.



## EMPLOYERS QUESTIONNAIRE

### 3.2 ANNEX 2: EMPLOYERS FINDINGS - BUILDING AND CIVIL ENGINEERING PROGRAM

This section provides the findings from the assessments made by 12 employers of the MNP Building and Civil Engineering program graduates. The section includes a review of the effectiveness and relevance of training of Building and Civil Engineering program graduates from the employers' perspectives. It also covers the outcome of employers' assessment of the Building and Civil Engineering program in meeting the needs of the job market. All the traced employers of the Building and Civil Engineering programs graduates from MNP are based in Kenya. The data obtained from the completion of the online questionnaires by the employers of Building and Civil Engineering programs graduates is presented in section 3.2.1 through to section 3.2.3

#### 3.2.1 IDENTIFICATION OF THE COMPANY/ORGANIZATION

This section highlights the working environment of employers of Building and Civil Engineering programs graduates, their "*Sector of industry*" (see 3.2.1.1).

##### 3.2.1.1. SECTOR OF INDUSTRY

Table 3.2.1.1 summarizes the "*Sector of industry*" from which the employer of Building and Civil Engineering programs graduates works in.

Sector	Sector of employment	
	GENDER	
	TOTAL	
	COUNT	%
Water supply; sewerage, waste management and remediation activities	2	16.67
Construction	4	33.33
Water supply ,sewerage	3	25
Business, wholesale ,retail	1	8.33
Real Estate Activities	1	8.33
Agriculture , fishing and	1	8.33
Total	12	100

*Source: Collected from field data of MNP tracer study, 2024*

Table 3.2.1.1 Illustrates the industry sector of the employers. It shows that 16.7% are based in Water Supply, Sewerage, Waste Management and Remediation activities, 33.33% are in construction, % in Public Administration and Defense, compulsory social security, 13.3 % in Education, 6.7% in Real Estate and 6.7% in other activities.

It is therefore evident that a large number of our graduates are absorbed by the construction sector, followed by the Water supply, sewerage, waste management and remediation activities, while as a smaller number is taken up by the Real Estate and other activities. This is further illustrated by the diagram below.

#### Figure 3.2.1.1: Industry Sector

*Source: Collected from field data of MNP tracer study, 2024*

### 3.2.2 RECRUITMENT PROCEDURES AND RECRUITMENT CRITERIA

This section highlights the working environment of employers of Building and Civil Engineering programs graduates, their “*Recruitment Procedures*” (see 3.2.2.1), , their “*Aspects of Recruitment Procedures*” (see 3.2.2.2) , their “*Satisfaction with quality of Training*” (see 3.2.2.3) , their “*Is there need for extra training Satisfaction*” (see 3.2.2.4), , their “*of level of competence*” (see 3.2.2.5), , their “*Uptake of additional responsibilities*” (see 3.2.2.6) , their “*Graduates undergoing internship*” (see 3.2.2.7), their “*Gender Distribution for internship graduates*” (see 3.2.2.8).

#### 3.2.2.1. RECRUITMENT PROCEDURES

Table 3.2.2.1 summarizes the “*Recruitment Procedures*” of the employer of Building and Civil Engineering programs graduates.

Table 3.2.2.1 Procedures of Recruitment		
Recruitment Procedures	Count	Percent
Advertisements of vacancies in newspapers (such as, daily papers, special periodicals)	1	10
Advertisements on the Internet	-	-
Internal advertisements of vacancies	2	20
Direct application by graduates	3	30
Career services department		
Personal contacts to graduates	2	20
Manpower allocation	1	10
Public work administration (such as, public placement services, manpower allocation system)	-	-
Private employment agencies	1	10
Binding students by scholarships	-	-
<b>Total</b>	10	100

Source: Collected from field data of MNP tracer study, 2024

Table 3.2.2.1 illustrates the recruitment procedures and the recruitment criteria for the MNP graduates adopted by the employers. 10% were recruited through the Advertisements of vacancies in newspapers (such as, daily papers, special periodicals), 6.7 % were recruited through advertisements on the internet, 6.7% through the internal advertisements of vacancies, 16.7% through direct application by the graduates, 10% through the Office of Career Services, 16.7% through personal contacts, 13.3% manpower allocation, 6.7% through public work administration, 10% through the private employment agencies and 3.3% through binding students by scholarships.

Hence, it is evident that direct application by graduates and personal contacts to graduates had the highest percentage, while as binding students by scholarships had the lowest. This information is further shown in the diagram below.

Figure 3.2.2.1 : Recruitment Procedures by Employers

Source: Collected from field data of MNP tracer study, 2024

### 3.2.2.2. ASPECTS OF RECRUITMENT PROCEDURES

Table 3.2.2.2 summarizes the “Aspects of *Recruitment Procedures*” of the employer of Building and Civil Engineering programs graduates.

Table 3.2.2.2 ASPECTS OF RECRUITMENT PROCEDURES							
ASPECTS	Degree of Aspect of Recruitment					n	Mean
	Least Important 1	Slightly Important 2	Fairly Important 3	Important 4	Very Important 5		
Field of study	2	1	3	1	3	32	3.2
Main Focus of study / Specialization	2	1	3	1	3	36	3.6
Grades of examinations at TVET institution/s		4	2	1	3	33	3.3
Practical experience acquired during course of study	1	3	3	1	2	30	3.0
Reputation of TVET institution/s	-	4	2	1	3	33	3.3
Recommendations/references from third persons	-	3	2	2	3	32	3.2
Results of recruitments tests	1	2	3	2	2	32	3.2
Communication skills	1	2	2	1	4	35	3.5
Personal presentation		4	2	1	3	23	2.3
Personality and behavior	-	3	2	2	3		3.5
Candidate's own world view	2	1	3	1	3	34	3.4

Source: Collected from field data of MNP tracer study, 2024

Table 3.2.2.2 above illustrates the aspects of recruitment of the MNP graduates by the employers. In regard to the field of study 1 of the employers responded that it is least important, 2 slightly important, 1 is important, 1 is fairly important and 7 most important.

In regard to the subject area/specialization, 1 of the employers said that it is least important, 1 slightly important, 6 is important and 4 the most important. In connection to the grades of examinations at TVET institutions/s, 1 of the employers said that it is least important, 3 slightly important, 2 is important, 4 is fairly important and 2 most important.

In connection to the practical experience acquired during the course of study, 1 employer stated that it is least important, 4 fairly important and 7 said that it is most important. In regard to the reputation of the TVET institutions, 1 of the employers said that it is least important, 3 slightly important, 3 important, 3 fairly important and 2 most important.

In regard to the recommendations/references from the third persons, 2 of the employers asserted that it is least important, 1 slightly important, 3 important, 4 fairly important and 2 stated it is most important. In connection to the recruitment results, 2 of the employers said it is least important, 2 important, 5 fairly important and 3 most important. In regard to the graduates’ communication skills, 1 asserted that it least important, 2 important, 3 fairly important and 6 stated it is the most important. When it comes to the aspect of the graduates’ personal

presentation, 1 of the employers pointed out that it is least important, 3 important, 2 fairly important and 6 as the most important.

In connection to the personality and the behavior of the graduate, 1 of the employers asserted that it is least important, 2 as important, 3 fairly as important and 6 as most important. According to the aspect of candidate's own world view, 2 of employers responded that it is least important, 1 slightly as important, 5 as fairly important and 4 as the most important.

Therefore, a large number of the employers cited the following as the most important aspects of recruitment: field of study, the practical experience, the area of specialization, communication skills, the personal presentation of the graduate and the personality/behavior of the graduates. Total Graduates Employed from the 12 employers.

### 3.2.2.3. SATISFACTION WITH QUALITY OF TRAINING

Table 3.2.2.3 summarizes the “*Satisfaction with quality of Training*” of the employer of Building and Civil Engineering programs graduates.

Table 3.2.2.3	Satisfaction with Quality of Training							
	Degree of Satisfaction of quality Training						n	Mean
	Least Satisfied 1		Neutral 2	Satisfied 3	Most Satisfied 4			
Frequency	2	1	3	2	2	31	3.1	
Percentage	20.0	10.0	30.0	20.0	20.0	100		

Source: Collected from field data of MNP tracer study, 2024

Table 3.2.2.3 illustrates the satisfaction rate on the quality of training offered to the MNP graduates. 8.33% of the employers stated that they are least satisfied, 25% cited that they were neutral, 33.33 satisfied and another 33.3% as most satisfied.

Therefore, a great number of employers asserted that they are satisfied with the quality of the training offered to our graduates. This is further illustrated by the diagram below.

It is prudent therefore to conclude that Employers are generally satisfied with the quality of training provided by The Meru National Polytechnic, indicating that graduates are adequately prepared for job roles

Figure 3.2.2.3: Satisfaction on rate Quality of Training

Source: Collected from field data of MNP tracer study, 2024

### 3.2.2.4. IS THERE NEED FOR EXTRA TRAINING

Table 3.2.2.4 summarizes the “*Is there need for extra training*” of the employer of Building and Civil Engineering programs graduates.

Table 3.2.2.4	Procedures of Recruitment	
Recruitment Procedures	Count	Percent

Normally they are fully prepared to do the work well	6	50
They need only an introductory training	4	33.33
They need to learn some additional skills	2	16.67
They need serious skills upgrading to start working	-	
<b>Total</b>	<b>12</b>	<b>100</b>

Source: Collected from field data of MNP tracer study, 2024

Table 3.2.2.4 summarizes the need for additional training to the MNP graduates in the industry. It shows that 50 % of employers claim the graduates are normally fully prepared to do the work well, while 33.33% claim that the graduates need only an introductory training, while 16.67 assert that they need to learn some additional skills . The study indicates that the highest percentage of the employers commend the graduates to learn some additional skills while the lowest percentage of employers claim the graduates need serious skills upgrading to start working. Employers therefore generally feel that MNP graduates do not further additional training beyond introductory levels, suggesting satisfaction with the skills and knowledge acquired during their training and education

Figure 3.2.2.4: Graduates Age brackets

Source: Collected from field data of MNP tracer study, 2024

### 3.2.2.5. SATISFACTION OF LEVEL OF COMPETENCE

Table 3.2.2.5 summarizes the “Satisfaction of level of competence” of the employer of Building and Civil Engineering programs graduates.

Table 3.2.2.5		SATISFACTION OF COMPETENCE					
AREAS	Degree of Relation					n	Mean
	Very Unsatisfied 1	Unsatisfied 2	Neutral 3	Satisfied 4	Very Satisfied 5		
Theoretical training related to the occupation	1	3	1	1	4	36	3.6
Practical use of working tools	-	1	2	4	3	43	4.3
Practical use of machines and equipment	1	5	4	2	1	32	3.2
Practical use of materials and parts	1	5	4	2	-	31	3.1
Theory and practice of equipment maintenance	-	1	1	7	3	48	4.4
Doing measurements at work	1	1	1	4	3	40	4.0
Use of written instructions and working guides	1	1	4	4	2	41	4.1
Knowledge of industry	-	-	2	3	5	33	3.3
The quality of the Meru National Polytechnic graduates in general	1	1	2	4	3	30	3.0

Source: Collected from field data of MNP tracer study, 2024

Table 3.2.2.5 above illustrates the level of satisfaction in regard to various aspects of the graduates’ learning environment. In connection to the theoretical training related to the occupation, 1 employer claimed that they are least satisfied, 4 claim that they are neutral, 2 state that they are satisfied while 5 state that they are most satisfied.

In regard to the practical use of working tools (cutlery), 1 of the employers claim that they are least satisfied, 1 is neutral, 7 are satisfied while 3 claim that they are most satisfied. When it comes to the practical use of machines and equipment, 1 of the employers claimed to be least satisfied, 3 say that they are neutral, 3 are satisfied while 5 claim that they are most satisfied. In regard to the practical use of materials, 1 of the employers stated to be least satisfied, 1 was neutral, and 5 are satisfied while 5 say that they are most satisfied. In connection to the theory and practice of equipment maintenance, 1 employer indicated to be least satisfied, 2 are neutral, 5 are satisfied, while 4 are most satisfied.

In connection to doing measurements at work, 1 employer assert to be least satisfied, 2 are neutral, 2 are satisfied, 7 are the most satisfied. In regard to the use of hand written guides and instructions, 1 claim to be least satisfied, 4 are neutral, and 4 are satisfied while 3 are most satisfied. In regard to the knowledge of the industry, 1 of the employers claim that he/she is least satisfied, 2 are neutral, and 4 are satisfied while 5 are most satisfied. When it comes to the quality of the Meru National Polytechnic graduates in general, 1 of the employers claim to be least satisfied, 2 say that they are neutral, 6 claim that they are satisfied while 3 say they are most satisfied.

Hence, the study shows that the highest percentage of the employers claim they are satisfied with theoretical training related to the occupation, the practical use of working tools, the practical use of machines and equipment, the practical use of materials, theory and practice of equipment maintenance, doing measurements of work, use of hand written guides and instructions, knowledge of the industry and the quality of the MNP graduates in general.

Overall, the analysis shows that while employers value the specific specialization fields , practical experience, they also place importance on broader skills such as communication, personal presentation, and behavioral traits. The satisfaction with MNP graduates suggests that the institution generally meets the needs of employers in preparing graduates for the workforce, with most skills and competencies rated as satisfactory or above. This balanced approach in recruitment criteria and satisfaction levels indicates a positive perception of MNP graduates in the job market

### 3.2.2.5. SATISFACTION OF DEMONSTRATED ASPECT

Table 3.2.2.5 summarizes the “*Satisfaction of Demonstrated Aspects*” of the employer of Building and Civil Engineering programs graduates.

AREAS	Degree of Relation					n	Mean
	Very Unsatisfied 1	Unsatisfied 2	Neutral 3	Satisfied 4	Very Satisfied 5		
Practical use of computers	1	3	2	5	1	38	3.17
Communication		1	6	4	1	40	3.33
Working with other people	1	1	2	2	6	47	3.92
How to work in a safe way	-	1	3	6	-	44	3.67
How to do high quality work	-	1	4	4	3	44	3.67
Discipline	-	1	3	1		49	4.08

Table 3.2.2.5 SATISFACTION OF DEMONSTRATED ASPECTS							
AREAS	Degree of Relation					n	Mean
	Very Unsatisfied 1	Unsatisfied 2	Neutral 3	Satisfied 4	Very Satisfied 5		
Ability to work independently/with Minimal supervision	-	1	3	4	4	46	3.83
Creativity and Innovation	1	-	3	7	1	43	3.58
Sales and Marketing	1	2	4	3	2	39	3.25
Multilingualism (knowledge of different languages)		5	4	2	1	35	2.92
Emotional Intelligence	-	1	6	3	2	42	3.50
Leadership	-	1	2	7	2	46	3.83

Source: Collected from field data of MNP tracer study, 2024

Table 3.2.2.5 shows the satisfaction rate of the MNP employers in various aspects. For the practical use of computers, 2 of the employers are least satisfied, 4 are neutral, 3 are satisfied while 3 are most satisfied. In regard to communication skills, 1 employer is least satisfied, 2 are neutral, 3 are satisfied while 6 are most satisfied. When it comes to working with other people, 1 employer is least satisfied, 8 are satisfied, 3 are most satisfied. In regard to working in a safe way, 1 is least satisfied, 1 is neutral, 4 are satisfied, while 6 are most satisfied.

In regard to discipline, 1 employer is least satisfied, 6 are satisfied while 5 are most satisfied. Ability to work with minimal supervision had 1 of the employers is least satisfied, 1 employer is neutral, 1 is satisfied while 9 are most satisfied. In creativity and innovation aspect, 1 employer is least satisfied, 1 is neutral, 4 are satisfied while 6 are most satisfied. In connection to sales and marketing, 2 employers are least satisfied, 1 is neutral, 3 are satisfied while 5 are most satisfied.

In terms of Multilingualism, 1 of 12 employers is least satisfied, 3 are satisfied, 1 is neutral, 5 are satisfied while 2 are most satisfied. Emotional intelligence has 2 of employers claiming that they are least satisfied, 1 is unsatisfied, 1 is neutral, 6 are satisfied while 2 are most satisfied. In connection to leadership, 1 of the employers claim to be least satisfied, 2 are neutral, 4 are satisfied while 5 are most satisfied.

✚ **Various competencies and skills** related to theoretical knowledge, practical application, industry knowledge, communication, teamwork, safety, and quality work are generally rated as satisfactory (3). This indicates that MNP graduates demonstrate competence in these areas, meeting or exceeding employer expectations in most skill categories

### 3.2.2.6. UPTAKE OF ADDITIONAL RESPONSIBILITIES

Table 3.2.2.6 summarizes the “*Uptake of additional responsibilities*” by Building and Civil Engineering programs graduates as stated by employers.

Table 3.2.2.6	SATISFIED WITH CURRENT JOB	
Satisfaction Level	Count	Percentage
Agree	4	33.3
Strongly Agree	8	66.7
Total	12	

Source: Collected from field data of MNP tracer study, 2024

Table 3.2.2.6 above indicates the level of agreement by the employers pertaining the taking up of additional responsibilities by the MNP graduates. In this regard, 66.67% of employers agree while 33.3% strongly agree. Therefore, the employees are in agreement that the MNP graduates take up additional responsibilities. This is further illustrated by the above diagram.

Figure 3.2.2.6: Graduates Age brackets

Source: Collected from field data of MNP tracer study, 2024

### 3.2.2.7. GRADUATES UNDERGOING INTERNSHIP

Table 3.2.2.7 summarizes the “*Graduates undergoing internship*” by Building and Civil Engineering programs graduates as stated by employers.

Table 3.2.2.7	GRADUATES UNDERGOING INTERNSHIP	
Response	Count	Percentage
Yes	1	8.3
No	11	91.7
Total	12	100

Source: Collected from field data of MNP tracer study, 2024

The table above illustrates the number of MNP graduates on internship. In this regard, 2 employers had graduates from MNP undergoing internship and 10 did not.

### 3.2.2.8. GENDER DISTRIBUTION FOR INTERNSHIP GRADUATES

Table 3.2.2.7 summarizes the “*Gender Distribution for internship graduates*” by Building and Civil Engineering programs graduates as stated by employers.



Table 3.2.2.7	GENDER DISTRIBUTION FOR INTERNSHIP GRADUATES	
Response	Count	Percentage
Female	4	50
Male	4	50
Total	8	100

*Source: Collected from field data of MNP tracer study, 2024*

The total graduates undergoing internship by the 2 employers are 2 female graduates and 4 male graduates, totaling to 6. One employers answered – several

### 3.2.3 DEMOGRAPHIC INFORMATION

This section highlights the working environment of employers of Building and Civil Engineering programs graduates, , their “*Number of employees*” (see 3.2.3.1), their “*Position/ Role in Organisation*” (see 3.2.3.2) and their “*Type of Enterprice*” (see 3.2.3.3).

#### 3.2.3.1. NUMBER OF EMPLOYEES

Table 3.2.3.1 summarizes the “*Position/Role in the Organisation*” of the employer of Building and Civil Engineering programs graduates.

Table 3.2.3.1	Number of Employees	
Number of Employees	Count	Percentage
0-9 Employees	4	33.33
10-19 Employees	1	8.33
20-29 Employees	1	8.33
30-39 Employees	1	8.33
40-49 Employees	1	8.33
>50 Employees	4	33.33
<b>Total</b>	<b>12</b>	<b>100</b>

Source: Collected from field data of MNP tracer study, 2024

Table 3.2.3.1 illustrates the number of employees that the employers have. The employers with 2 employees are 8.3%, those with 5 are 16.7%, those employers with 7 employees are 8.3%, those with 8 employees are 8.3%, those who have 10 employees are 8.3%, those with 15 employees are 8.3%, those with more than 30 employees are 8.3%, those with 40 employees are 8.3%, those who have 55 employees are 8.3%, those with 139 employees are 8.3%, while those with more than 500 are 8.3%.

#### 3.2.3.2. POSITION/ ROLE IN THE ORGANIZATION

Table 3.2.3.2 summarizes the “*Position/Role in the Organisation*” of the employer of Building and Civil Engineering programs graduates.

Table 3.2.3.2	POSITION / ROLE IN THE ORGANIZATION	
Positions	Count	Percentage
Contractor	2	16.67
Director	2	16.67
Engineer	1	8.33
Foreman	2	16.67
Owner	2	16.67
Plumber	2	16.67

<b>Table 3.2.3.2 POSITION / ROLE IN THE ORGANIZATION</b>		
<b>Positions</b>	<b>Count</b>	<b>Percentage</b>
Project manager	1	8.333
<b>Total</b>	<b>12</b>	<b>100</b>

Source: Collected from field data of MNP tracer study, 2024

Table 10 illustrates the role of the employers in the companies. It indicates that 16.67% are contractors, 16.67% are directors, 8.33% are engineers, 17.67% are foremen, 16.67% are owners, 16.67% are plumbers, while 8.33% are project managers. Therefore, it is evident that a higher percentage employers are the owners of their own companies.

### 3.2.3.3. TYPE OF ENTERSEPRISE

Table 3.2.3.3 summarizes the “*Type of Enterprise*” of the employer of Building and Civil Engineering programs graduates.

<b>Table 3.2.3.3 TYPE OF ENTERPRISE</b>		
<b>Positions</b>	<b>Count</b>	<b>Percentage</b>
Public	2	16.67
Private	10	83.33
<b>Total</b>	<b>12</b>	<b>100</b>

Source: Collected from field data of MNP tracer study, 2024

Table 3.2.3.3 illustrates the type of organization for the employers. It is evident that 83.33% of employers are in private enterprises while 16.67% are in public organizations. Therefore, a high percentage of employers are in private organizations. This information is further illustrated in the diagram below.

Figure 3.2.3.3: Type of Organization

Source: Collected from field data of MNP tracer study, 2024

## TRAINERS QUESTIONNAIRE

### 3.3 TRAINERS FINDINGS - BUILDING AND CIVIL ENGINEERING PROGRAM

This section provides the findings from the assessments made by 11 trainers of the MNP Building and Civil Engineering program graduates. The section includes a review of the effectiveness and relevance of training of Building and Civil Engineering program graduates from the trainers' perspectives. It also covers the outcome of trainers' assessment of the Building and Civil Engineering program in meeting the needs of the job market. All the traced trainers of the Building and Civil Engineering programs graduates from MNP are based in Kenya and more so, within the school and its surroundings. The data obtained from the completion of the online questionnaires by the trainers of Building and Civil Engineering programs graduates is presented in section 3.3.1 through to section 3.3.3

#### 3.3.1 COURSES OFFERED

This section highlights the training environment of trainers of Building and Civil Engineering programs graduates, their "*highest qualification*" (see 3.3.1.1), their "*comparison between areas of specialization vs areas assigned*" (see 3.3.1.2), their "*training hours*" (see 3.3.1.3), their "*years of experience*" (see 3.3.1.4), their "*Preparation desk/room*" (see 3.3.1.5), their "*Subject Requiring Lab Facilities*" (see 3.3.1.6)

##### 3.3.1.1. HIGHEST QUALIFICATION

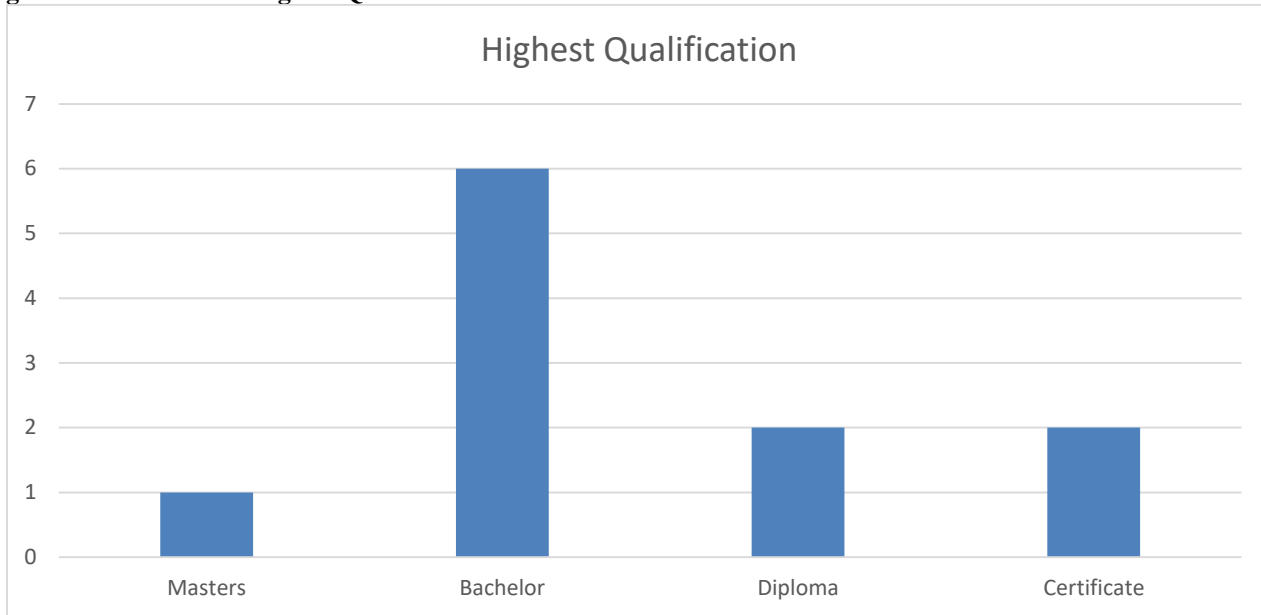
Table 3.3.1.1 summarizes the "*highest qualification*" from which the trainers of Building and Civil Engineering programs graduates works in.

Table 3.3.1.1	HIGHEST QUALIFICATION	
Highest Qualification	Count	Percentage
Masters	1	9.09
Bachelor	6	54.54
Diploma	2	18.18
<b>Certificate</b>	<b>2</b>	<b>18.18</b>
<b>Total</b>	<b>11</b>	<b>100%</b>

*Source: Collected from field data of MNP tracer study, 2024*

Table 3.3.1.1 gives an illustration of the highest qualifications by the trainers of the MNP. The study shows that 1(9.09%) of the trainers have a master's degree, 6(54.54%) have a bachelor's degree, while 2(18.18%) are diploma holders and 2(18.18%) have a certificate. This implies that the highest percentage of the trainers of the MNP in the department of Building & Civil Engineering are bachelor's degree holders. This is further demonstrated by the diagram below.

**Figure 3.3.1.1: Trainers Highest Qualification**



Source: Collected from field data of MNP tracer study, 2024

**3.3.1.2. COMPARISON BETWEEN SPECIALIZATION VS AREA ASSIGNED**

Table 3.3.1.2.1 summarizes the “comparison between areas of specialization vs areas assigned” from which the trainers of Building and Civil Engineering programs graduates works in.

Table 3.3.1.2.1		COMPARISON BETWEEN AREA OF SPECIALIZATION VS AREA ASSIGNED					
		AREA ASSIGNED					
AREA OF SPECIALIZATION		Civil Engineering	Building Technology	Building Construction	Survey	Others	TOTAL
	Civil Engineering	2	0	0	0	0	2
	Building Technology	1	1	0	0	0	2
	Building Construction	0	0	1	0	1	2
	Survey	1	0	0	2	0	3
	Others	1	0	0	0	3	4
<b>Total</b>		<b>5</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>4</b>	<b>13</b>

Source: Collected from field data of MNP tracer study, 2024

Table 3.3.1.2.1 illustrates the relationship between areas of specialization and the units allocated to the trainers of the Building and Civil Engineering Department. In connection to the Civil Engineering as the area of specialization, only 2 trainers were assigned to handle Civil Engineering as a unit. One (1) trainer specialized in Building Technology was assigned the same unit and 1 trainer who had specialized in Civil Engineering was assigned Building Technology as a unit. One (1) trainer who had specialized in Building Construction was assigned a similar unit to train. One (1) trainer who had specialized in Survey was assigned Civil Engineering as a unit while 2 who had specialized in survey were assigned to handle a survey as a unit.

### 3.3.1.3. TRAINING HOURS

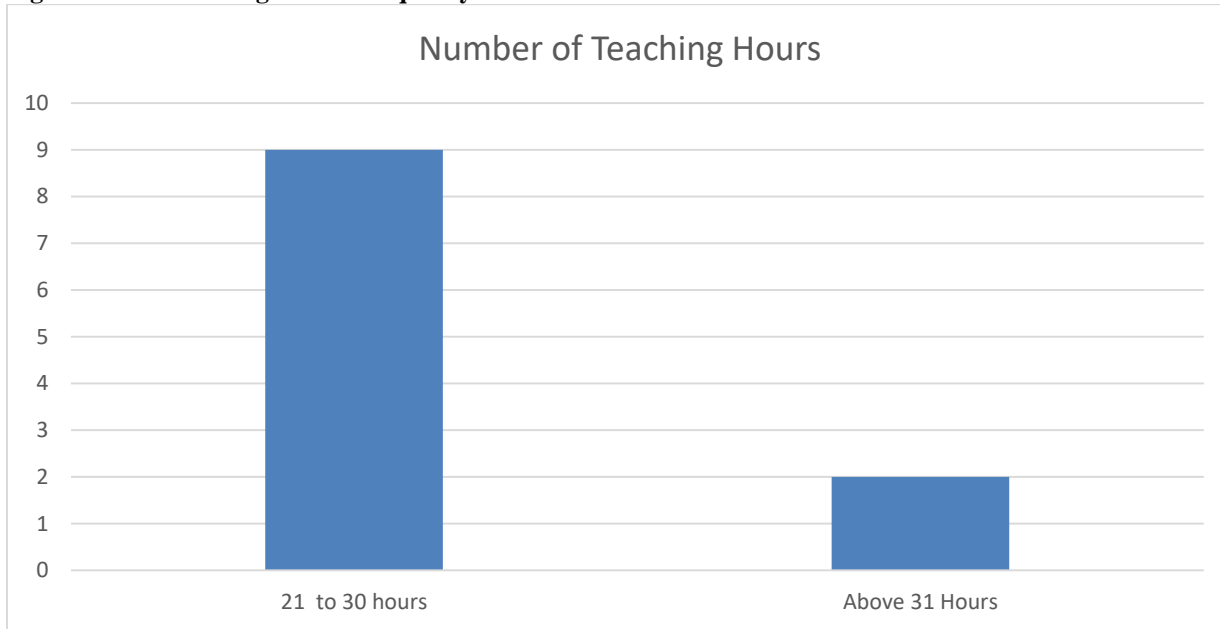
Table 3.3.1.3 summarizes the “*training hours*” from which the trainers of Building and Civil Engineering programs graduates works in.

Table 3.3.1.3	TRAINING HOURS	
HOURS RANGE	Count	Percentage
21 to 30 hours	9	81.81
Above 31 Hours	2	18.18
<b>Total</b>	<b>11</b>	<b>100%</b>

Source: Collected from field data of MNP tracer study, 2024

Table 3.3.1.3 demonstrates the trainers’ of MNP contact hours per week. It shows that 9(81.81% ) of trainers had a range of 21 to 30 hours, while 2(18.18%) had a range of above 31 hours per week. This is further illustrated in the diagram below.

Figure 3.3.1.3: Training Hours Frequency



Source: Collected from field data of MNP tracer study, 2024

### 3.3.1.4. YEARS OF EXPERIENCE

Table 3.3.1.4 summarizes the “*years of experience*” from which the trainers of Building and Civil Engineering programs graduates works in.

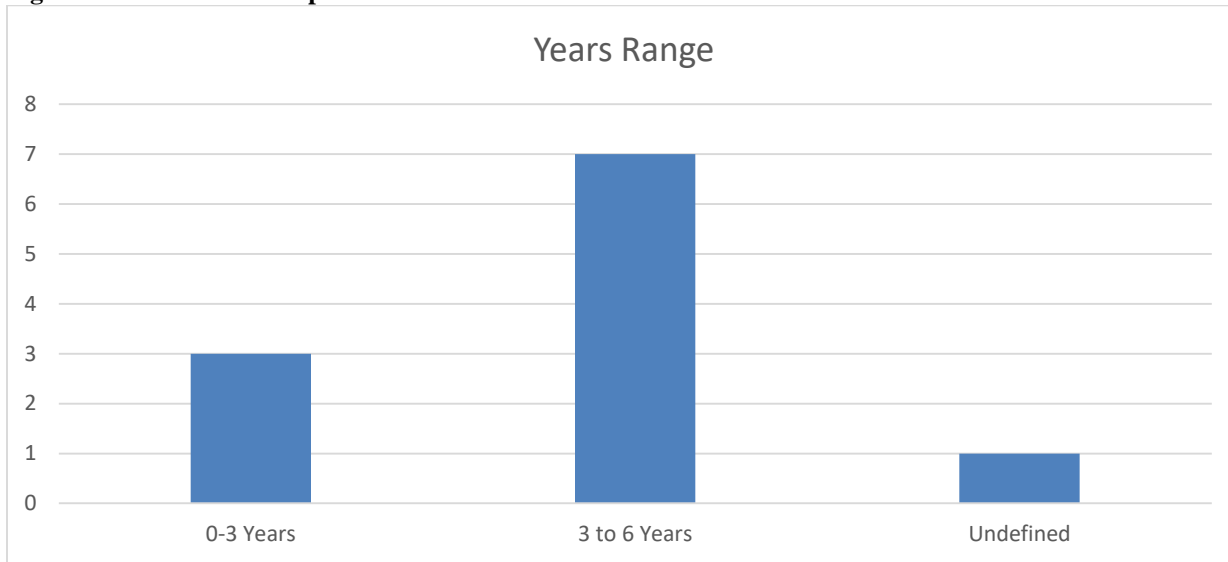
Table 3.3.1.4	YEARS OF EXPERIENCE	
YEARS RANGE	Count	Percentage
0-3 Years	3	27.27
3 to 6 Years	7	63.64
Undefined	1	9.09

<b>Total</b>	<b>11</b>	<b>100%</b>
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Source: Collected from field data of MNP tracer study, 2024

Table 3.3.1.4 demonstrates the years of experience for the trainer of Building and Civil Engineering. It shows that 27.7% have an experience of 0 – 3 years, 63.64% have an experience of 3 – 6 years while 9.09% is undefined. This is further demonstrated in the diagram below.

Figure 3.3.1.4: Years of Experience



Source: Collected from field data of MNP tracer study, 2024

### 3.3.1.5. COURSE TRAINED

Table 3.3.1.5 summarizes the “Course Trained” from which the trainers of Building and Civil Engineering programs graduates trained.

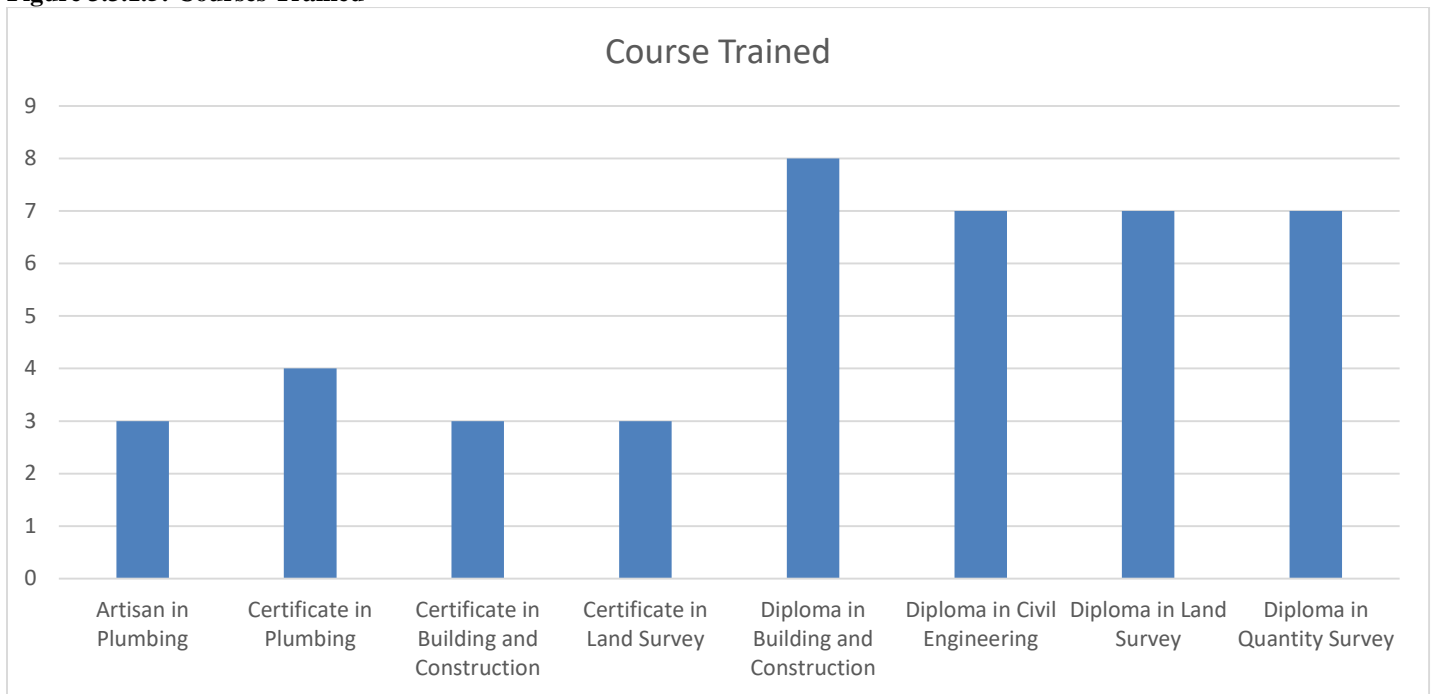
<b>Table 3.3.1.5</b>	<b>COURSES TRAINED</b>	
<b>PROGRAM</b>	<b>Count</b>	<b>Percentage</b>
Artisan in Plumbing	3	7.14
Certificate in Plumbing	4	9.52
Certificate in Building and Construction	3	7.14
Certificate in Land Survey	3	7.14
Diploma in Building and Construction	8	19.05
Diploma in Civil Engineering	7	16.67
Diploma in Land Survey	7	16.67
Diploma in Quantity Survey	7	16.67
<b>Total</b>	<b>42</b>	<b>100%</b>

Source: Collected from field data of MNP tracer study, 2024

Table 3.3.1.5 demonstrates the trainers of Building and Civil Engineering and the courses they have undergone. Out of the 11 trainers, Artisan in Plumbing has 7.14%, Certificate in Plumbing has 9.52%, Certificate in Building and Construction has 7.14%, Certificate in Land Survey has 7.14%, Diploma in Building and

Construction has 19.05%, Diploma in Civil Engineering has 16.67%, and Diploma in Land Survey has 16.67% while Diploma in Quantity Survey has 16.67%. This shows that the Diploma in Building and Construction has the highest number of trainers.

**Figure 3.3.1.5: Courses Trained**



*Source: Collected from field data of MNP tracer study, 2024*

### 3.3.1.6. PREPARATION DESK/ROOM

Table 3.3.1.6 summarizes the “*Preparation desk/room*” from which the trainers of Building and Civil Engineering programs graduates works in.

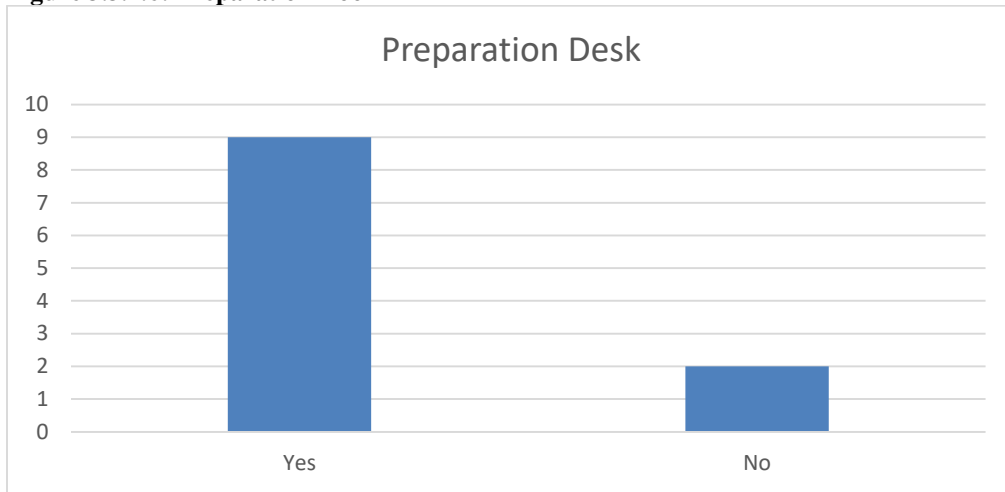
Table 3.3.1.6		
PREPARATION DESK / ROOM		
Preparation Desk/Room	Count	Percentage
Yes	9	81.81
No	2	18.18
<b>Total</b>	<b>11</b>	<b>100%</b>

*Source: Collected from field data of MNP tracer study, 2024*

Table 3.3.1.6 illustrates the availability of the preparation desks for the MNP trainers. It shows that 81.81% have preparation desks while 18.18% do not have preparation desks. This indicates the highest number of trainers have preparation desks/room This is further demonstrated in the diagram below.



**Figure 3.3.1.6: Preparation Room**



Source: Collected from field data of MNP tracer study, 2024

**3.3.1.7. HANDLE SUBJECT REQUIRING LAB FACILITIES**

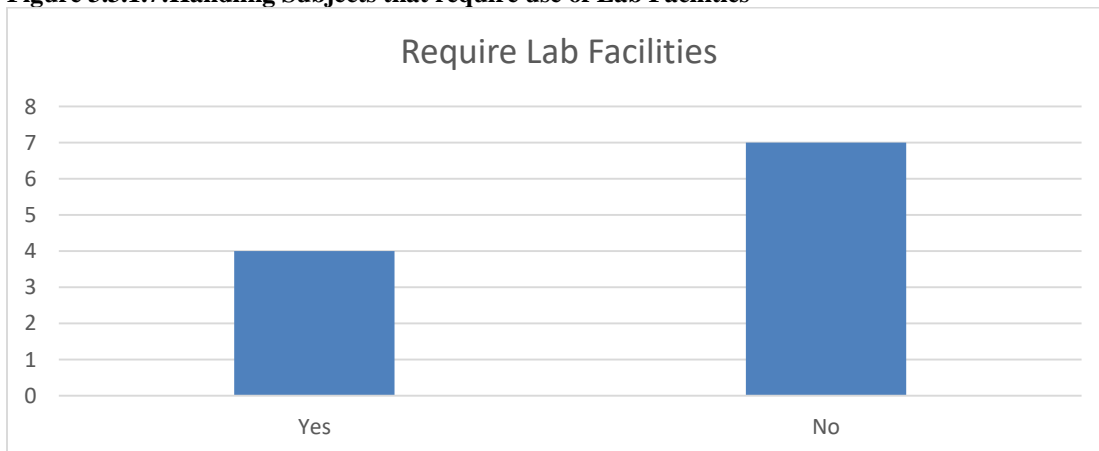
Table 3.3.1.7 summarizes the “Subject Requiring Lab Facilities” from which the trainers of Building and Civil Engineering programs graduates works in.

Table 3.3.1.7	SUBJECTS WITH LAB FACILITY REQUIREMENT	
Require Lab Facilities	Count	Percentage
Yes	4	36.36
No	7	63.64
<b>Total</b>	<b>11</b>	<b>100%</b>

Source: Collected from field data of MNP tracer study, 2024

Table 3.3.1.7 illustrates the MNP trainers who handle units that require laboratories. It shows that 36.36% of trainers handle units that required lab facilities while 63.64% of trainers do not handle units that require lab facilities. Therefore, the highest number of trainers do not require lab facilities in their training. This is further exemplified by the diagram below.

**Figure 3.3.1.7: Handling Subjects that require use of Lab Facilities**



Source: Collected from field data of MNP tracer study, 2024

### 3.3.2 TRAINING AIDS

This section highlights the training environment of trainers of Building and Civil Engineering programs graduates, their “Availability of training aids” (see 3.3.2.1),

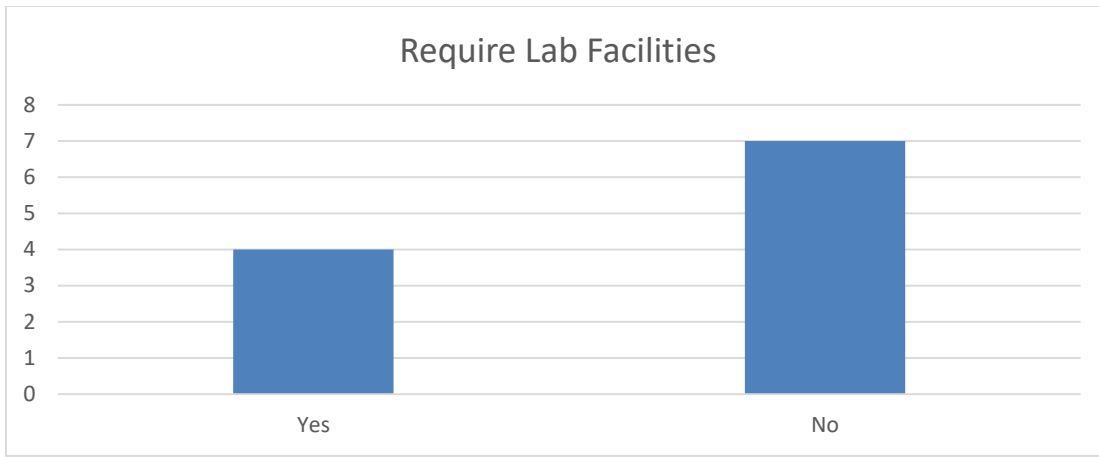
#### 3.3.2.1. AVAILABILITY OF TRAINING AIDS

Table 3.3.2.1 summarizes the “Availability of training aids” from which the trainers of Building and Civil Engineering programs graduates.

TRAINING AIDS	Rating					n	Mean
	Completely Unavailable 1	Slightly Unavailable 2	Slightly Available 3	Available 4	Very Available 5		
Teaching Guides	4	2	2	3	0	26	2.36
Trainers Logbooks	1	3	3	2	2	34	3.09
The Recommended Text Books (Including Reference Materials)	3	4	0	3	1	28	2.55
Resource Centre For Use By Learners	1	4	2	3	1	39	2.91
Access To Qualification Standardization Workshops/Seminars	2	4	1	4	0	29	2.64
Tools And Equipment	0	2	4	4	1	37	3.36
Practice Workshops And Classrooms	0	1	3	5	2	37	3.36
Access To Industrial Attachment Program	0	2	1	4	4	43	3.91
Industrial Visits	1	3	3	3	1	33	3
Involvement of Local Employers, e.g. guest lecturers	4	4	0	3	0	24	2.18
Follow-up of Graduate Progress	5	3	2	1	0	21	1.91

Source: Collected from field data of MNP tracer study, 2024

Table 3.3.1.7 illustrates the MNP trainers who handle units that require laboratories. It shows that 36.36% of trainers handle units that required lab facilities while 63.64% of trainers do not handle units that require lab facilities. Therefore, the highest number of trainers do not require lab facilities in their training.



**Figure 3.3.1.7: Handling Subjects that require use of Lab Facilities**

*Source: Collected from field data of MNP tracer study, 2024*

### 3.3.2 TRAINING AIDS

This section highlights the training environment of trainers of Building and Civil Engineering Department.

#### 3.3.2.1. AVAILABILITY OF TRAINING AIDS

Table 3.3.2.1 summarizes the “*Availability of training aids*” available for the trainers of Building and Civil Engineering.

Table 3.2.2.2	AVAILABILITY OF TRAINING AIDS							
	TRAINING AIDS	Rating					n	Mean
		Completely Unavailable 1	Slightly Unavailable 2	Slightly Available 3	Available 4	Very Available 5		
	Teaching Guides	4	2	2	3	0	26	2.36
	Trainers Logbooks	1	3	3	2	2	34	3.09
	The Recommended Text Books (Including Reference Materials)	3	4	0	3	1	28	2.55
	Resource Centre For Use By Learners	1	4	2	3	1	39	2.91
	Access To Qualification Standardization Workshops/Seminars	2	4	1	4	0	29	2.64
	Tools And Equipment	0	2	4	4	1	37	3.36
	Practice Workshops And Classrooms	0	1	3	5	2	37	3.36
	Access To Industrial Attachment Program	0	2	1	4	4	43	3.91
	Industrial Visits	1	3	3	3	1	33	3
	Involvement of Local Employers, e.g. guest lecturers	4	4	0	3	0	24	2.18
	Follow-up of Graduate Progress	5	3	2	1	0	21	1.91

Source: Collected from field data of MNP tracer study, 2024

Table 3.3.2.1 illustrates the availability of the training aids to the trainers of Building and Civil Engineering. In connection to the teaching guides, out of the 11 trainers, 4 trainers said that they were completely unavailable, 2 trainers claimed that they were slightly unavailable, 2 trainers said that they were slightly available while 3 claimed that they were available. In connection to the trainers’ logbooks, 1 trainer said that they were completely unavailable, 3 said that they were slightly unavailable, 2 trainers said that they were slightly available, while 2 trainers were very available. In relation to the recommended textbooks (including reference materials), 3 trainers claimed that they were completely unavailable, 4 trainers said that they were slightly unavailable, 3 trainers while 1 trainer said that they were very available. In connection to the resource centre for use by the learners, 1 trainers claimed they were completely unavailable, 4 trainers claimed that they were slightly unavailable, 2 trainers claimed that they were slightly available, 3 trainers said that they were available while 1 trainer said that they were very available. In regard to the access to Qualification Standardization Workshops/Seminars, 2 trainers claimed that they were completely unavailable, 4 trainers said that they were slightly unavailable, 1 trainer say that they were slightly available and 4 claimed that they were available. In regard to tools and equipment, 2 trainers claimed that they were slightly unavailable, 4 said

that they were slightly available, 4 trainers claim that they were available while 1 trainer says that they were very available. In connection to practice workshops & classrooms, 1 trainer affirmed that they were slightly unavailable, 3 trainers claimed that they were slightly available, 5 trainers say that they were available while 2 trainers claimed that they were very available.

In regard to the access to industrial attachment, 2 trainers claimed that they were slightly unavailable, 1 trainer said that they were slightly available, 4 trainers claimed that they were available while 4 trainers claimed that they were very available. In relation to industrial visits, 1 trainer said that they were completely unavailable, 3 trainers said that they were slightly unavailable, 3 trainers said that they were slightly available, 3 trainers said that they were available while 1 trainer said that they were very available.

In regard to involvement of local employees e.g. trainers, 4 trainers said that they were completely unavailable, 4 said that they were slightly unavailable, while 3 claimed that they were available. In connection to the follow up of graduates, 5 trainers said they were completely unavailable, 3 said that they were slightly unavailable, 2 trainers said that they were slightly available while 1 trainer said that they were available.

### 3.3.3 TRAINING AIDS

This section highlights the training environment of trainers of Building and Civil Engineering programs graduates, their “*Conditions at MNP*” (see 3.3.3.1)

#### 3.3.3.1. CONDITIONS AT MNP

Table 3.3.3.1 summarizes the “*Conditions at MNP*” from which the trainers of Building and Civil Engineering programs graduates.

Table 3.3.3.1	CONDITIONS AT MNP							
	CONDITIONS	Rating					n	Mean
		Very Weak 1	Slightly Weak 2	Neutral 3	Slightly Strong 4	Very Strong 5		
	Theoretical training related to the occupation	0	1	0	7	3	45	4.09
	Adequate Exposure To Computer Practice	0	2	2	5	2	40	3.64
	Practical Use Of Working Tools	0	1	3	5	2	41	3.73
	Practical Use Of Equipment	0	1	4	5	1	39	3.55
	Practical Use Of Materials	0	1	4	3	3	41	3.73
	Theory And Practice Of Equipment Maintenance	0	2	1	7	1	40	3.64
	Doing Measurements At Work	0	2	0	8	1	41	3.73
	Use Of Written Instructions And Working Guides	0	1	0	10	0	42	3.82
	Management Of The Institution	1	0	2	5	3	42	3.82
	Standard Of Buildings, Classrooms And Workshops/Labs	0	3	0	5	3	41	3.73
	Resource Centre For Use By Trainees	1	2	1	4	3	39	3.55
	Support From Other Trainers	0	2	1	5	3	42	3.82
	Trainers Experience Of The Industry	0	2	1	4	4	43	3.91
	Providing Internship/Industry-Based Training	0	2	1	6	2	41	3.73
	Time Tabling Of Lessons	0	3	1	6	1	38	3.45

Source: Collected from field data of MNP tracer study, 2024

Table 3.3.3.1 illustrates the level of satisfaction by the MNP trainers in connection to the training conditions. It shows that in terms of theoretical training related to the occupation; out of 11 trainers, 1 trainer claimed he is slightly weak, 7 affirmed that they are slightly strong while 3 said that they are very strong. In relation to adequate exposure to computer practice, 2 claimed that they are slightly weak, 2 are neutral, 5 are slightly strong while 2 stated very strong. In terms of practical use of working tools; 1 indicated slightly weak, 3 rated neutral, 5 rated slightly strong while 2 are very strong. When it comes to practical use of equipment; 1 trainer rated slightly weak, 4 neutral, 5 slightly strong while 1 very strong. In terms of practical use of materials, 1 trainer rated slightly weak, 4 rated neutral, 3 slightly strong while 3 very strong.

In connection to theory and practice of equipment maintenance; 2 rated slightly weak, 1 rated neutral, 7 slightly strong, while 1 rated very strong. When it comes to doing measurements at work; 2 rated slightly weak, 8 slightly strong while 1 trainer rated very strong. In terms of use of written instructions and working guides; 1 trainer rated slightly weak and 10 trainers rated slightly strong. In regard to the management of the institution; 1 trainer rated very weak, 2 rated neutral, 5 rated slightly strong while 3 very strong. In terms of standard of buildings, classrooms and workshop/labs; 3 rated slightly weak, 5 slightly strong while 3 very strong.

In regard to resource centre for use by trainees; 1 rated very weak, 2 rated slightly weak, 1 rated neutral, 4 slightly strong while 3 very strong. In regard to support from other trainers; 2 rated slightly weak, 1 rated neutral; 5 slightly strong while 3 rated very strong. In terms of trainers' experience of the industry, 2 rated slightly weak, 1 are neutral, 5 rated slightly strong while 3 rated very strong. In connection to providing internship/industry based training; 2 trainers indicated slightly weak, 1 trainer rated, 6 slightly strong and 2 very strong. In terms of time tabling of lessons, 3 trainers rated, slightly weak, 1 neutral, 6 slightly strong while 1 trainer rated very strong.