



Institute of  
Economic Affairs



# Youth Polytechnic Students' Perception of Vocational Training in Nakuru County



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2017

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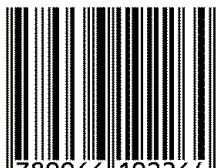
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# Foreword

Technical and Vocational Education and Training (TVET) is relevant to the world of work and may occur in a variety of learning contexts including training institutions and workplaces. The Government of Kenya states that the education sector policy aims to achieve the following; realizing a Kenyan workforce that is trained and specialized to International standards; stimulating employment; creating investments; contributing to improved productivity in addition to competitiveness and prosperity of individuals, enterprises and the nation at large.

The objective under TVET is to provide quality and inclusive training, especially to disadvantaged groups including learners with disabilities, marginalized and rural populations and to improve gender equality. Kenya's TVET philosophy focuses on providing skills that meet the needs of the workplace as well as self-employment. One other goal for the TVET sub-sector is to provide relevant and adequate skills and competencies in strategic disciplines for spurring industrial and economic development.

Quality TVET programmes guarantee a strong link between skills learnt and the needs of the labour market. Thus, deliberate effort should be made by stakeholders to ensure that the available flexible pathways provide students with skills that are relevant to the labour market, along with acceptable levels of skills. We conclude from this that the normative case for expanding TVET education is made and that it is essential to understand that the viability of TVET depends on sustaining high standards. Conclusion from the fore mentioned is that quality assurance is essential throughout the TVET sub sector.

It is on this premise, that Institute of Economic Affairs (IEA-Kenya) in partnership with Centre for Transformational Leadership (CTL) and Centre for Enhancing Democracy and Good Governance (CEDGG) undertook this study on service user satisfaction with focus on the quality of vocational training services in six youth polytechnics in Nakuru County. The study assessed beneficiary perception on quality of service delivery in the polytechnics in the County with the objective of providing service user's perspective to assist concerned authorities improve educational services.

The assessment concentrates on five dimensions of service delivery with respect to TVET training; (i) Quality and Reliability (ii) Competence (iii) Responsiveness (iv) Tangibles and (v) Relevance. The report highlights variations in satisfaction levels across target youth polytechnics and this has a direct correlation to levels of service delivery in the institutions. We are confident that this report contributes to policy discourse on improving the experience of learners and the outcome of learning in Youth Polytechnics in the County of Nakuru and across the country.

**Kwame Owino**

Chief Executive Officer IEA





# Acronyms and Abbreviation

CEDGG	Centre for Enhancing Democracy and Good Governance
CTL	Center for Transformational Leadership
DANIDA	Danish International Development Agency
ICT	Information Communication Technology
IEA	Institute of Economic Affairs Kenya
PWD	Person with Disability
TVET	Technical and Vocational Education and Training



# 1.0 Introduction

There is increased appreciation worldwide of the importance of skills, knowledge and innovation as drivers of social and economic development. Kenya, which aspires to become a middle income economy by the year 2030 will only realize an innovative economy through technological innovation. Policy makers should view education and training as a lifelong endeavor for the recipients to remain relevant and competitive in the labour market locally and globally. Increasingly, many jobs require specific technical knowledge. Labour market demands and demands of constantly evolving skills for specific occupations, require that trainers combine theoretical knowledge with practical skills that relevantly match the needs and demands of the job market.

As from the early 1980s, Technical and Vocational Education and Training (TVET) in Kenya received major attention from the government as a means to addressing the unemployment challenge through skills training. The government established Youth Polytechnics with the objective of imparting skills on Primary School leavers for wage and self-employment. The 8-4-4 educational reform initiated in 1984, emphasized Vocational Curriculum aimed at making learners self-reliant upon completing school. Skills acquired through TVET prepare students for a variety of positions in the industry and the informal sectors. Skilled youths are better placed and are able to advance to better-paid work, including entrepreneurial opportunities. Such training should be market driven and address current requirements of the workplace.

Kenya's development blue print, the Vision 2030, identifies science, technology and innovation as key drivers to achieving the desired goal of a middle income status by the year 2030. The Vision, recognizes the need for relevant skills hence it places special demands on TVET as the engine that the economy must rely upon to generate adequate levels of the middle level manpower needed to drive the economy towards realization of the Vision goal. The Technical and Vocational Education and Training ACT of 2013, provides for among other things the establishment of a TVET system; governance and management of institutions offering technical and vocational education and training; coordinated assessment, examination and certification; institution of mechanisms for promoting access and equity in training; and assurance of standards, quality and relevance.

The TVET policy guides the revitalization of the TVET sector to adequately provide skilled and employable graduates. The policy places emphasis on enhancing access to TVET by targeting a gross enrollment rate of 30% by the year 2030. The policy promotes the principles of: Access to equitable and relevant education and training; Inclusivity and respect for cultural and social diversity; Non-discrimination; Quality and relevance; National integration through employment opportunities, Occupational standards and development prospects; Life-long learning; Entrepreneurship culture by promoting and developing innovation, creativity and entrepreneurial minds for self reliance;

Providing leadership structures and organs based on integrity and ethical practices to promote the servant leadership principles of respect for human rights and fairness; and competitiveness by meeting the needs of local and global labour markets. The Nakuru County Vocational and Technical (Polytechnics) Act, 2014 in Section 6 (c) provides that polytechnics in the County shall make provision for the general welfare, recreational and social needs of its staff and students.

Whereas the TVET sector in Kenya has witnessed growth, there are still challenges that need to be addressed. These include: The large number of young people graduating from Secondary Schools; Poverty making it difficult for majority of Kenyans to pay for TVET and as a result most trainees end up in cheap irrelevant programmes that do not provide the requisite skills for the work place; Mismatch between training offered by TVET institutions and the actual skill demands of industry; Theory based curriculum delivery in majority of TVET institutions as opposed to the desired combination of theory and practical and continuous competency development monitoring and assessment modes; Prevalence of supply-end push instead of the desired market-end pull for enrolment in TVET; and poor public perception towards TVET.

Workers today need to develop the ability to be innovative. This requires quality training, and that trainers in learning institutions become more adaptive to the changes in technology. Increase in interest in the quality of tertiary education in Kenya has been stimulated and sustained by several factors including student's need for accurate information about educational quality to help them choose between the different programmes of study, the need by institutions to have information about quality to help them benchmark their activities and market their products; and government's need for information to assist with funding, policy development and accountability.

The quality of education and training that is essential in TVET is determined by among other things; the quality of course instructors, curricula, learning facilities and the learning environment. Learning institutions that are committed to serving students focus on the continuous improvement of the student's experience. An understanding of students' expectations is a must for any educational institution that seeks to build and deliver better services. Institutions of higher learning are increasingly placing greater emphasis on meeting students' expectations and needs as student perceptions of these facilities and services are becoming more important since students evaluate their perceptions with expectations when deciding on which institutions to select, enroll in and study. This also enables the institutions anticipate their future requirements.

Besides being fundamental in service delivery, expectations are used as a benchmark to know whether students are satisfied or not. Satisfaction with services can be defined by comparing perceptions of service received with expectations of service desired. Consumers of service are satisfied only when their expectations are met. It is therefore important that learning institutions consider feedback from their students regarding the quality of service delivery. Measuring student's perceived satisfaction with education services is important in order to continuously improve study programs, teaching, staff, and facilities. It is on this premise that Institute of Economic Affairs together with Nakuru based CSOs; Centre for Transformational Leadership and Centre for Enhancing Democracy and Good Governance, with funding from Uraia Trust in a project dubbed: Promoting Social and Economic Rights through Participatory and Accountable Governance one of the many projects implemented under a wider Uraia Trust project titled: Rooting Democracy in Kenya through an Informed Citizenry Phase II, undertook this study that examines students' satisfaction levels with service quality in the polytechnics in Nakuru County. Information obtained from this survey

is necessary for effective decision making, monitoring performance and effective allocation of resources towards the provision of quality education in polytechnics in Nakuru County.

### 1.1 Objective of the Study

The broad objective of the survey was to determine the quality gap between students' expectations and perceptions of service delivery in assessing the effectiveness of polytechnics in Nakuru County in providing quality vocational education and training services. The specific objectives of the survey include identification of students' expectations with respect to service delivery, and identification of gaps in the delivery of training services.

### 1.2 Scope of the Study

The study focused on students attending six polytechnics in Nakuru County namely Barut Youth Polytechnic, Kware Kapkwen Youth Polytechnic, Molo Youth Polytechnic, Nakuru Youth Polytechnic, Njoro Youth Polytechnic and Rongai Youth Polytechnic. A total of two hundred and fifty three students were interviewed in the study which examines the student's perceptions with a focus on service quality and reliability, competence of the service providers, service provider attitude, tangibles, and relevance of courses being offered.

### 1.3 Significance of the Study

The objective of this study is to create a foundation for quality service delivery in Technical and Vocational Education and Training in the County of Nakuru through the assessment of students' satisfaction at polytechnics in the County. The study was designed for a thorough and detailed work to be conducted towards the development of an invaluable document not only for the target polytechnics and the County of Nakuru, but also for other polytechnics and educational institutions in Kenya. The outcome would therefore, be useful to TVET institutions in Kenya to continuously improve the quality of services rendered to students and enhance quality teaching and learning services delivered. The findings of this study are projected to assist the leadership of these institutions to properly understand the importance of student service in their activities. Management will also be able to know their deficiency in service delivery and hopefully rectify these shortfalls and add value to their delivery. This study is important in Kenya today given the increasing appreciation of the requirement of skilled personnel that is necessary to drive the realization of the goals of the country's development blue print, the Vision 2030.

### 1.4 Study Methodology

This research used phenomenological approach which helps to describe the life experience of persons as free as possible from theoretical or social constructs (Rudestam and Newton 2001). This approach was chosen as it enables feelings, interactions and experiences of subjects to be known in research (Kerlinger and Lee 1999). The research combines quantitative and qualitative methodologies to function effectively. Literature review undertaken covered several policy documents including the Technical and Vocational Education and Training ACT No. 29 of 2013, Sessional Paper of 2012 on Policy Framework for Education and Training by the Ministry of Education. Primary data was collected through a total of two hundred and fifty three questionnaires that were administered

to students in the target polytechnics in order to measure specified variables. The questionnaires were used to gather information and to provide better understanding of issues relating to service delivery in the polytechnics. Data gathered was considered to be more direct, effective, and robust to prove respondents view. A draft questionnaire was pretested for reliability on a sample of twenty two respondents selected from Nakuru Youth polytechnic and emerging concerns regarding the questionnaire incorporated into the final questionnaire.

## 1.5 Service Dimensions Examined

### 1.5.1 Quality and Reliability

Service quality, from the organization's perspective, means establishing requirements and specifications. Service quality is needed for creating customer satisfaction and is connected to customer perceptions and expectations. Asubonteng (1996), defines service quality as the extent to which a service meets customers' needs or expectations. Oliver (1997), argues that service quality can be described as the result from customer comparisons between their expectations about the service they will use and their perceptions about the service company. That means that, if the perceptions would be higher than the expectations the service will be considered excellent, if the expectations equal the perceptions the service is considered good and if the expectations are not met the service will be considered bad. In the context of this study, the service organization is the target polytechnics in Nakuru County. Some of the issues examined in service quality include effective presentation, proper sequencing and timeliness, consistency and fairness of examination, encouraging feedback from students, encouraging students, standard, quality and relevance of training.

Reliability according to Ziethaml et al. (2003), is the ability to perform the promised service dependably and accurately. Reliability is an important determinant of perception of service quality among service users. People tend to seek services from organizations that deliver on their promises. Service providers therefore, need to be aware of customers' expectations on reliability. Issues relating to reliability measured in the study include students receiving services from the polytechnic at the time it was promised to them, the polytechnic and its staff keeping promises to match the goals, handling of student complaints and solving student problems.

### 1.5.2 Competence

Kathryn S (2008), defines competence as a potential ability and/or a capability to function in a given situation. Competency focuses on one's actual performance in a situation. This means that, competence is required before one can expect to achieve competency. Competence makes one capable of fulfilling his/her job responsibilities. By achieving competence and competency, one can expand his/her range of skills and provide service confidently. This dimension is important for services which the customers perceive as involving high risk, or which they feel uncertain about as far as their ability to evaluate the outcomes is concerned. Competence in this context, would include the polytechnic academic staff having the knowledge to answer students' questions, adequate academic staff, up to date theoretical and practical knowledge, qualified staff, teaching expertise and good communication.

### 1.5.3 Responsiveness

Ziethaml et al. (2003), define responsiveness as the willingness to help customers and to provide prompt service. This includes attentiveness and promptness in dealing with customer requests,

problems and complaints. Responsiveness manifests to service users, for instance, by the length of time taken by a service provider to address complaints raised. Behavioral Indicators of responsiveness may include: Listening and responding to student needs within legislative frameworks and policy guidelines; clarifying student's interests or expectations, when doubt exists; making sure that student needs or requirements are met; regularly taking steps to improve the quality of services produced; establishing plans and programs for satisfying the student's needs and expectations. Examples of responsiveness in the context of this study would include polytechnic employees being willing to help students whenever required.

1.5.4 Tangibles

Tangible according to Ziethaml et al. (2003), is the appearance of physical facilities, equipment and personnel. Tangibles provide physical representations of the service that customers use to evaluate quality. Most service institutions combine tangibles with another dimension to create a service quality strategy, for example, in the polytechnic context, responsiveness and tangibles could be combined by delivering efficient service in clean and well equipped lecture facilities, sufficient equipment and facilities, modern equipment and facilities, ease of access, conducive and visually appealing environment, special features for persons with disabilities, minorities and marginalized groups, and support services including accommodation and sports.

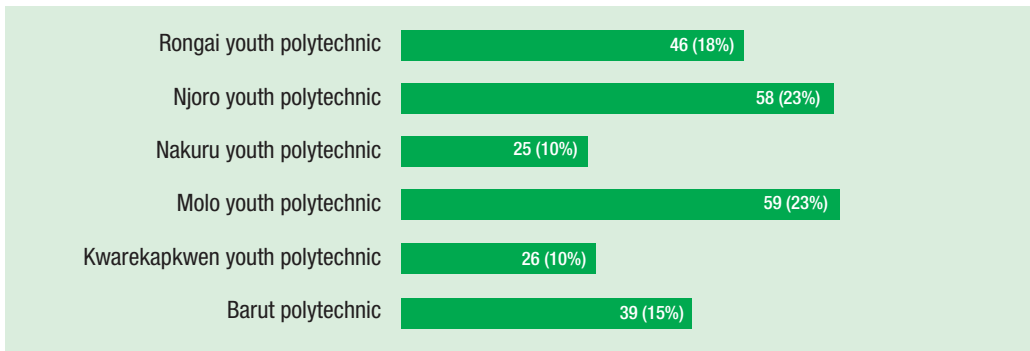
1.5.5 Relevance

Relevance is a key term related to reforms in the teaching and learning of science. It is often used by policy-makers, curriculum developers and education researchers. The term relevance is used with widely variant meanings. Relevance may be defined as the extent to which some information is pertinent, connected, or applicable to the matter at hand. Relevance in this context refers to relevant curriculum to the future job specifications for students, effectiveness, containing primary knowledge and/or skills, use of Information Communication Technology, communication and other skills, complementary education in the form of on-the-job training or training in other institutions.

1.6 Population of the Study

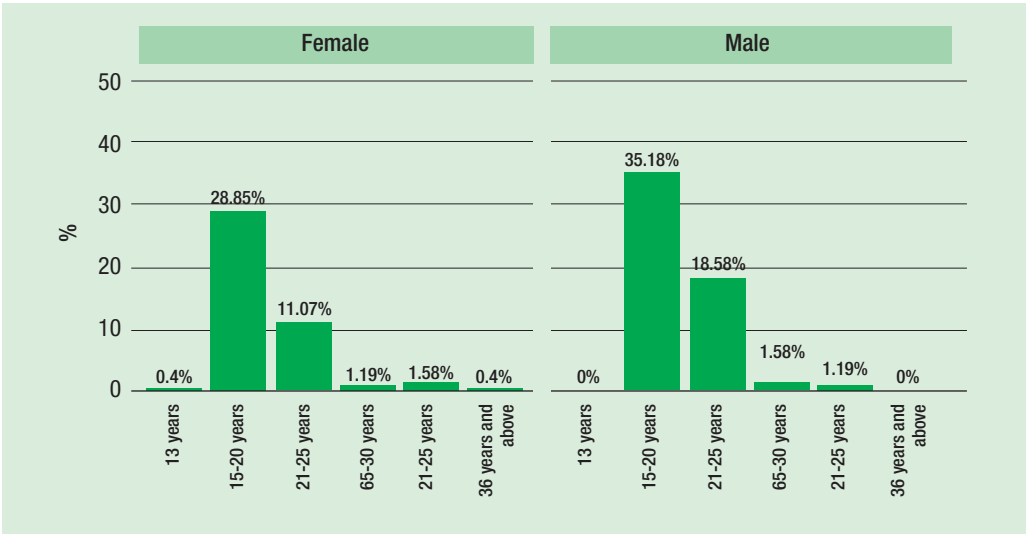
The entire students of Barut, Kware-Kapkwen, Molo, Nakuru, Njoro and Rongai Youth Polytechnics constituted the population for the study. The distribution of respondents in the study across polytechnics as indicated in chart 1 below. Codes were used to hide the identity of the students and make categorization easier.

Chart 1: Distribution of respondents across polytechnics, Number and percentage



Majority of respondents were between 15 and 20 years of age, accounting for 64% of the total respondents out of which 28.85% were female and 35.18% were male. Those below 13 years of age constituted 0.4% of the respondents, these were female.

Chart 2: Percentage age share of respondents by gender)



## 1.7 Research Sample and Sampling

Since it was not possible to reach out to every individual in the target polytechnics, a sample was selected. Simple random sampling technique was used to select respondents. The simple random sampling technique was considered appropriate because it gives each member in the population of study an equal chance of being selected. The selected respondents were then put together to form a sample for the study.

## 1.8 The Research Instrument

Primary data was collected using a questionnaire (See annex 1) that was developed to elicit information on students' expectations and perceptions of service quality, with particular reference to the target polytechnics. Questionnaires were personally administered with the help of research assistants, to the students. The use of questionnaires was preferred as data collected using questions can be stable, constant and has uniform measure without variation. The use of questionnaires also reduces bias caused by the researcher's presentation of issues. A total of two hundred and fifty three questionnaires were administered and retrieved.

## 1.9 Data Analysis Techniques

We achieved a one hundred percent response rate from all questionnaires administered in the survey. The gathered data was then entered in the spreadsheets and cleaned. Descriptive statistics which mainly included percentage frequencies were calculated and presented graphically using R statistical software to reveal the perception levels of respondents.

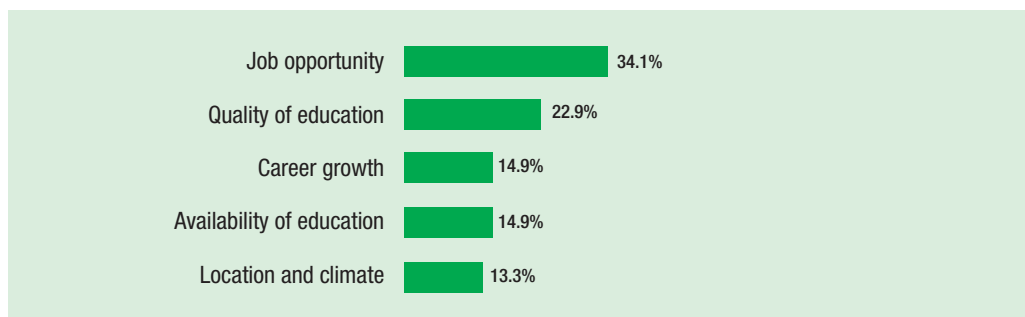


## 2.0 Survey

### 2.1 Source of Information about polytechnic and reasons for enrolment

An item was designed to know how respondents got information about the polytechnic and its programs. A large percentage, 77%, indicated having obtained information about the institution from the print media and websites followed by teachers, friends and relatives at 11%, 7% and 4% respectively. Asked why they enrolled in the institution, majority of respondents at 34.1% indicated having enrolled at the polytechnic in order to acquire skills that would enable them take advantage of existing and emerging job opportunities, 14.9% cited affordability of education provided by the institution as indicated in chart 3.

Chart 3: Factors influencing enrolment in the polytechnics (%)



### 2.2 The kind of services students expect

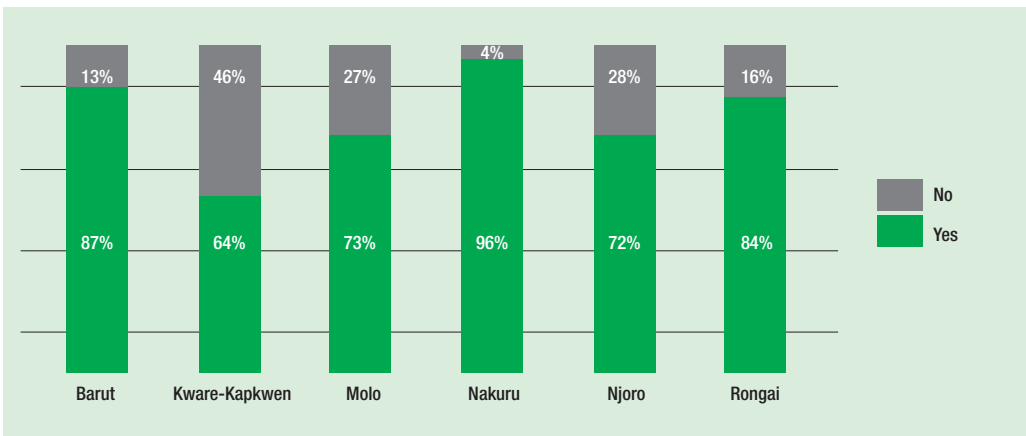
When asked about the kind of services that they expect from the institutions, respondents indicated as follows: Electronic registration of modules and application of documents during admission saying that this is less time consuming, quick and ensures a swift delivery of documentation; electronic teaching and learning; career counseling; opportunity to nurture talent like music and sports; delivery of courses that provide skills required by the market; entrepreneurial skills and other skills relevant for the work environment like communication and interpersonal skills, modern equipment and machines for use in courses being undertaken for instance in engineering and tailoring; amenities like sport fields for extracurricular activities; teaching and administrative staff who are courteous and responsive to students' needs; enough classrooms and workshops that are conducive for learning and a safe environment.



### 2.3 Conduciveness of location of institution for learning

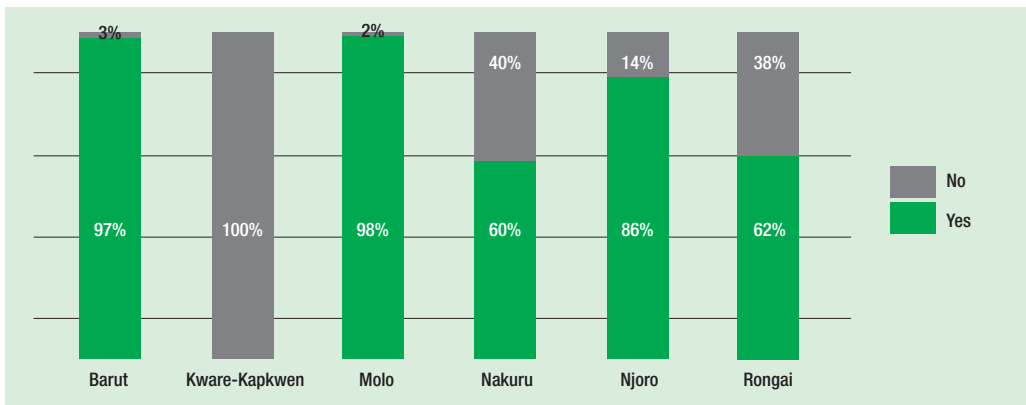
The environment and location of a learning institution dictates whether it is suitable for learning purposes. Section (2) of the Technical and Vocational Education and Training Regulations, 2015, requires that the location of the institution shall be such that it provides an environment conducive for learning. As shown in chart 4 below, 96% respondents from Nakuru youth polytechnic are of the opinion that the institution provides a conducive environment for learning. Over 70% of respondents from Barut, Rongai, Molo and Njoro polytechnics hold a similar opinion. Reasons cited include: quiet environment, accessibility to other amenities in town, proximity to residential areas, proximity to places for attachment, availability of water, adequate land for the facility, no disturbance from outsiders, cleanliness and proximity to the road. Reasons cited for un-conduciveness include: Proximity to shops, proximity to busy roads, location away from residential areas, remoteness, poor accessibility due to poor road hence inaccessible during the rainy season, location in bushy areas. Almost half, 46% of respondents attending Kware Kapkwen polytechnic, are of the opinion that the location of the institution is not conducive for learning citing remoteness, insecurity especially for female students and inaccessibility during the rainy season.

Chart 4: Conduciveness of location of institution for learning



Majority of students in the institutions at over 60%, except those in Kware Kapkwen, as indicated in chart 5 below are confident about the security of their learning environment.

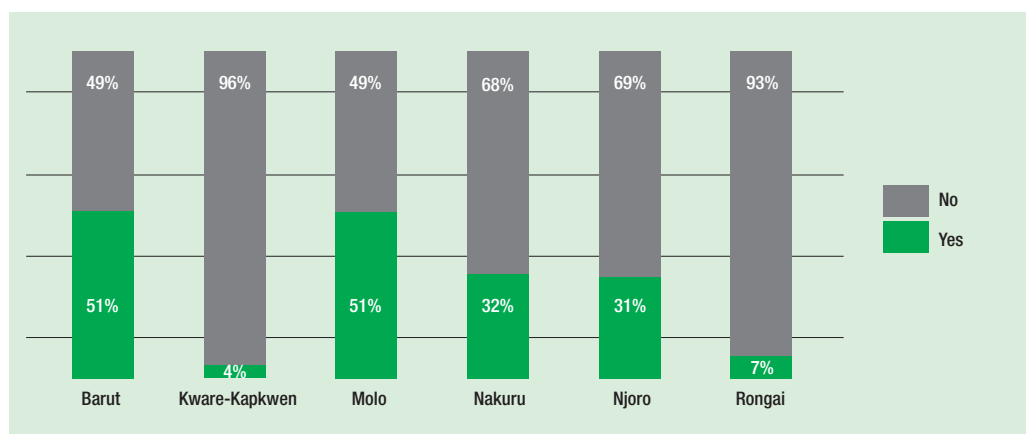
Chart 5: Opinion on safety of learning environment



## 2.4 Adequacy of classrooms and workshops

The 2015 TVET regulations state that, in order to be eligible for license by the Authority an institution shall be required to establish adequate theory rooms for programs. Section 8 of the regulations states that, “An institution shall provide adequately equipped workshops or laboratories, where these are required by the curriculum offered, and where the institution offers courses regulated by professional bodies”. Majority of respondents attending Kware Kapkwen and Rongai Polytechnic at 96% and 93% respectively, are of the opinion that the institutions do not have adequate classrooms and workshops for learning. Slightly over half, 51% of students attending Barut and Molo Youth polytechnics, are of the opinion that their institutions have adequate classrooms citing that courses are provided in different rooms.

Chart 6: Opinion on adequacy of classrooms and laboratories

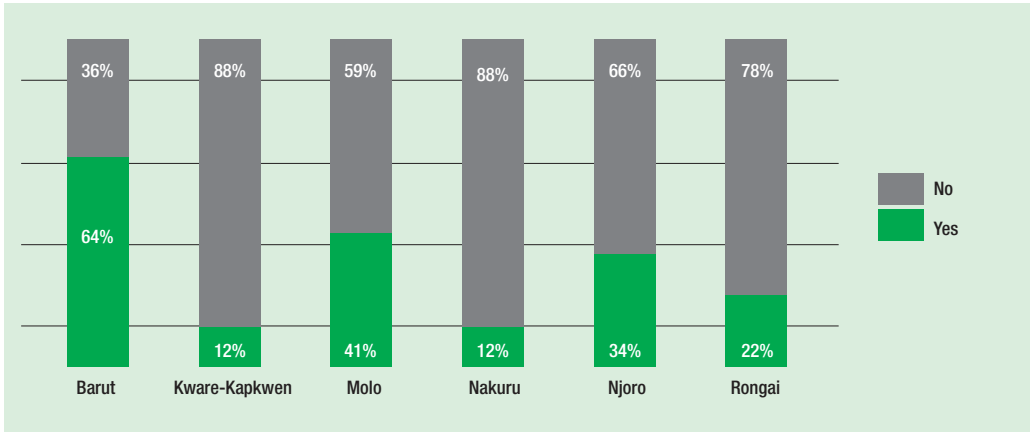


Respondents who indicated that the institution had inadequate classrooms cited the following: Offering of different courses in makeshift rooms partitioned by cardboards, small classrooms, combining of classes. Respondents who hold the opinion that the classrooms are adequate cited: Each department having a designated and sizeable classroom.

## 2.5 Whether workshops and laboratories are adequately equipped

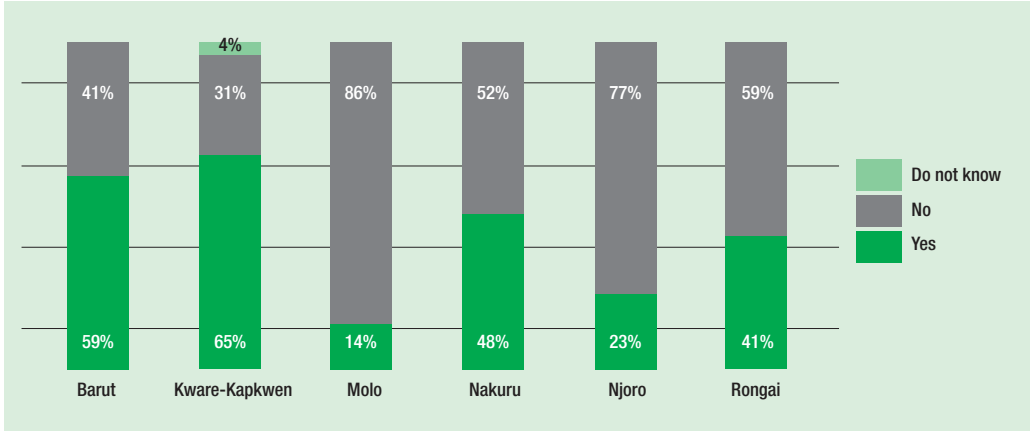
Polytechnics majorly employ practical lessons to teach learners and as such, workshops and laboratories need to be fully equipped to achieve this. Section 8 of TVET regulations states that “An institution shall provide adequately equipped workshops or laboratory, where these are required by the curriculum offered, and where the institution offers courses regulated by professional bodies...” 88% of respondents from Nakuru and Kware Kapkwen polytechnics hold the opinion that the workshops and laboratories are not adequately equipped, this view is shared by majorly all other institutions as indicated in chart 7 below. However, 64% of respondents from Barut Polytechnic, are of the opinion that the workshops are adequately equipped to cater for all students.

Chart 7: Whether the workshops in the institution is adequately equipped



Reasons cited by respondents who indicated that the workshops are adequately equipped include: Students do not share equipment, each course has the required equipment, availability of tools and equipment required for courses. Respondents holding the opinion that the workshops are not adequately equipped cited: Unavailability of some equipment required for courses, , inadequate number of equipment like computers, lack of tools and equipment for practical lessons, lack of modern equipment, dilapidated and dysfunctional equipment. 65% of respondents from Kware Kapkwon Youth Polytechnic, as indicated in chart 8 below, indicated that departments in the institution have modern equipment whereas 86% of respondents from Molo Youth Polytechnic are of the opinion that their institution does not have modern equipment.

Chart 8: Whether the workshops have modern equipment

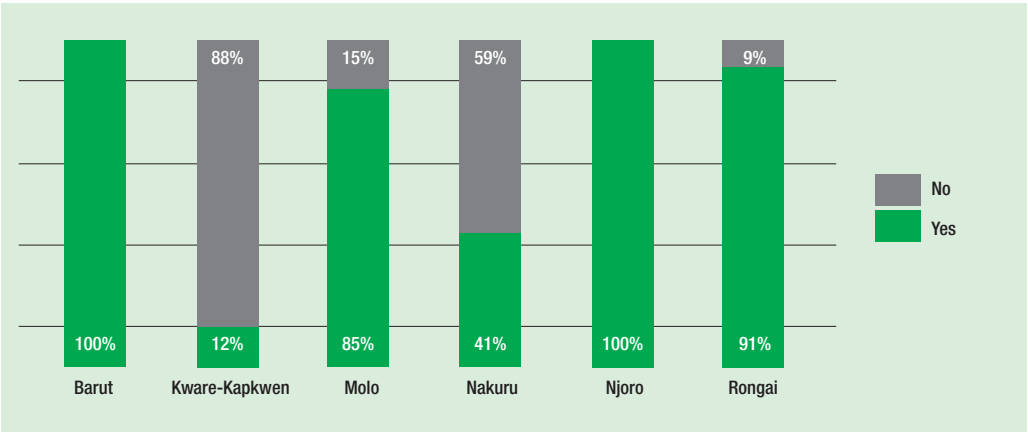


2.6 Adequacy of light in learning facilities

All respondents attending Barut and Njoro polytechnics are of the opinion that the institutions have adequate light, natural and artificial in the classrooms and workshops, attributing this to large windows for classrooms, connection to electricity supply and availability of a generator for power

back-up. However, 88% of respondents from Kware Kapkwen polytechnic are of the opinion that classrooms and workshops do not have adequate lighting as indicated in chart 9 below citing lack of electricity and power back-up, lack of electricity transmitters like light bulbs and switches.

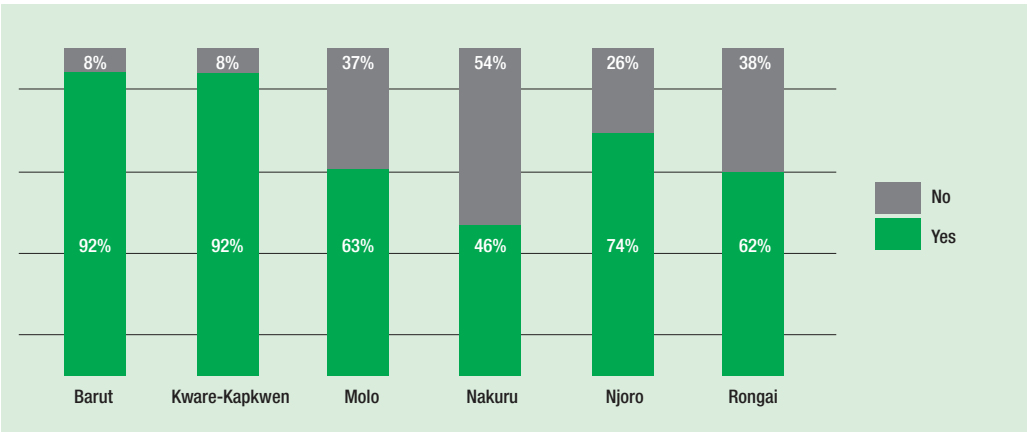
Chart 9: Adequacy of classroom lighting



2.7 Availability of materials for practical lessons

Majority of respondents from the institutions, over 60%, are of the opinion that their institutions provide necessary material for practical lessons with 92 % of respondents, from Barut and Kware Kapkwen polytechnics, holding this opinion citing that students do not share equipment in the workshops. However, slightly over half, 54% of respondents from Nakuru polytechnic, indicated that the institution does not provide students with necessary material for practical lessons and that whenever provided, the materials are inadequate forcing the students to share.

Chart 10: Availability of materials for practical lessons



Respondents who indicate that there is adequate supply of materials in their institutions cite: Students are always provided with materials for practical lessons, each student receives materials for practical lessons and the institution has adequate equipment for training. Those who indicate

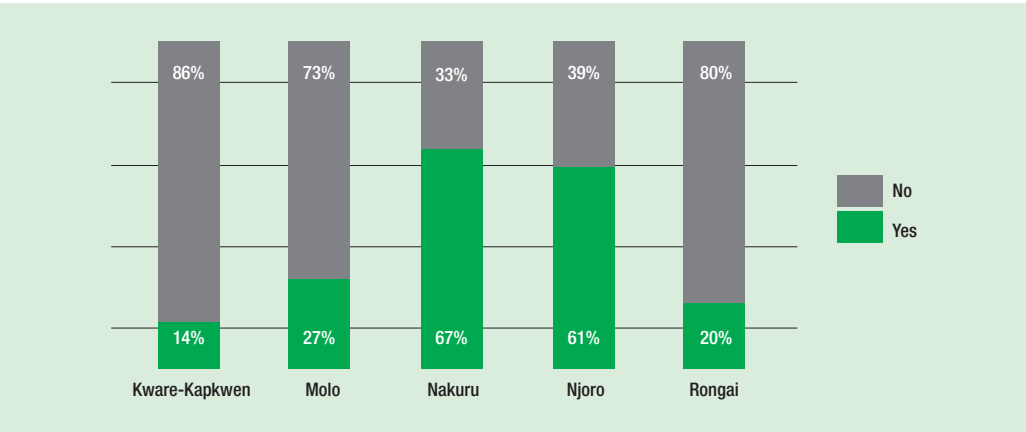
that the materials are inadequate cite: Students having to queue for practical lessons, students share the few available materials, materials run out of stock, available materials have been used over the years hence they are of poor quality, students undertake practical lessons in groups and some hardly touch the equipment, each student comes with their own materials meaning those who are unable to afford do not undertake practical lessons, some equipments for practical lessons have missing parts.

## 2.8 Availability of library facilities

Availability of reference materials for research is vital in all higher learning institutions and a library plays a major role as a repository of knowledge for use by students. Section 9 (1) of the TVET Regulations states that “Every institution shall have a library facility with Library. Section 9 (2) further states that “(2) A library facility ... shall contain adequate and relevant textbooks and other resources relevant to the programmes being offered, and may provide e-library services where possible. Respondents attending Barut polytechnic indicate that the institution does not have a library. As illustrated in chart 11 below, 44% of respondents from Njoro Youth Polytechnic are of the opinion that the institution’s library has adequate space and a conducive environment for study and conducting research. All respondents from the other institutions hold a contrary opinion in regard to their institutions.

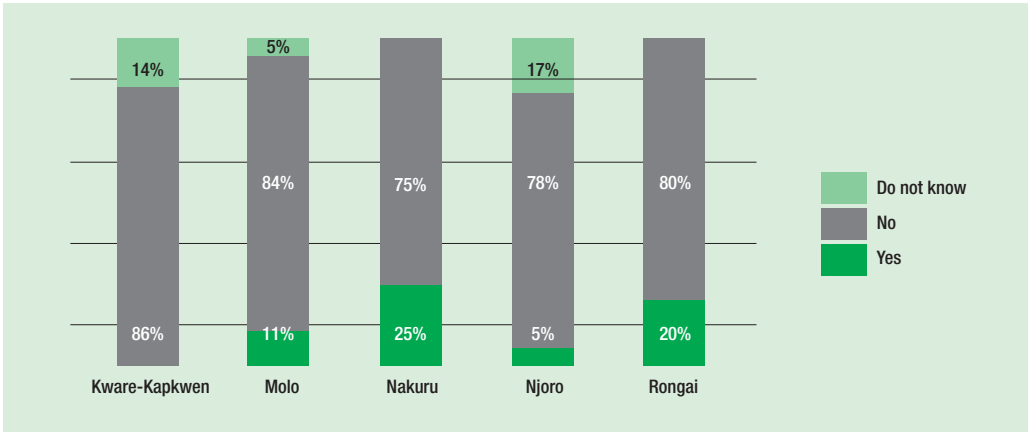
Asked whether the institution has adequate and relevant text books and other resources for the courses they were taking, 86% of respondents from Kware Kapkwen polytechnic indicated that the institution does. Affirmation on the availability of relevant textbooks is highest among students attending Nakuru and Njoro polytechnics at 67% and 61% respectively. As indicated in chart 11 below.

Chart 11: Availability and adequacy of relevant textbooks and resources



From chart 12 below, 86% of respondents, from Kware Kapkwen, indicated that the institution does not offer e-library services. Only 25% of students attending Nakuru polytechnic indicated that the institution offers e-library services while 17% of respondents attending Njoro polytechnic indicated having no knowledge as to whether the institution offers e-library services.

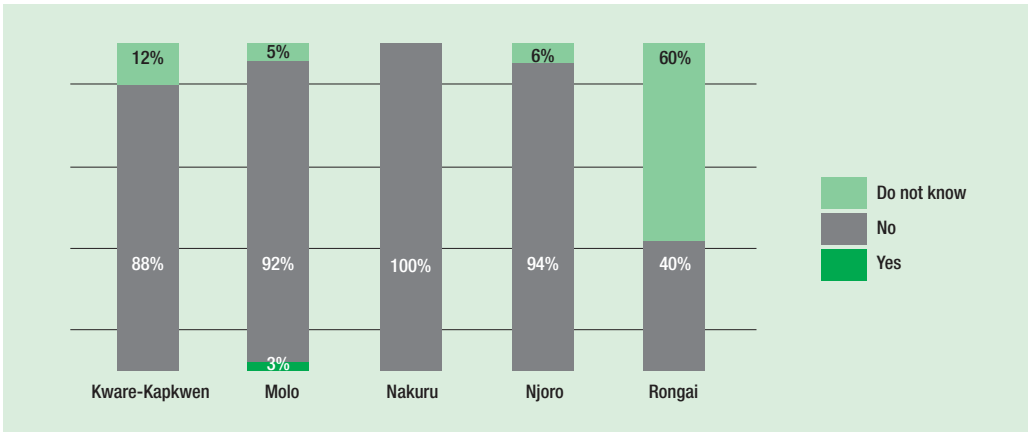
Chart 12: Availability of e-library services in the institution



2.9 Availability of facilities for persons with disability

Section 6 (1) of the TVET regulations requires the management of TVET institutions to ensure that the physical facilities in the institution have provision for facilities for the physically disabled persons. Section 14 (b) further states that ‘Every institution shall ensure that facilities and services in all polytechnic are disability friendly’. Majority of the respondents from the institutions indicated that their institutions do not have facilities for Persons with Disabilities (PWD) with 100% of respondents attending Nakuru youth polytechnic indicating that the institution does not have such facilities making accessibility for PWDs difficult. Only 3% of respondents from Molo Polytechnic indicated that their institution has facilities for PWDs.

Chart 14: Availability of facilities for persons with disability



2.10 Availability, sufficiency and quality of boarding facilities

Out of all the respondents in the institutions, it is only Nakuru polytechnic respondents who indicated that the institution has boarding facilities. However, 82% the respondents from Nakuru polytechnic

are of the opinion that the boarding facilities in the institution are inadequate. As indicated in chart 15 below, 52% of respondents from the polytechnic are of the opinion that the state of the boarding facilities are poor while 12% are of the opinion that it is good.

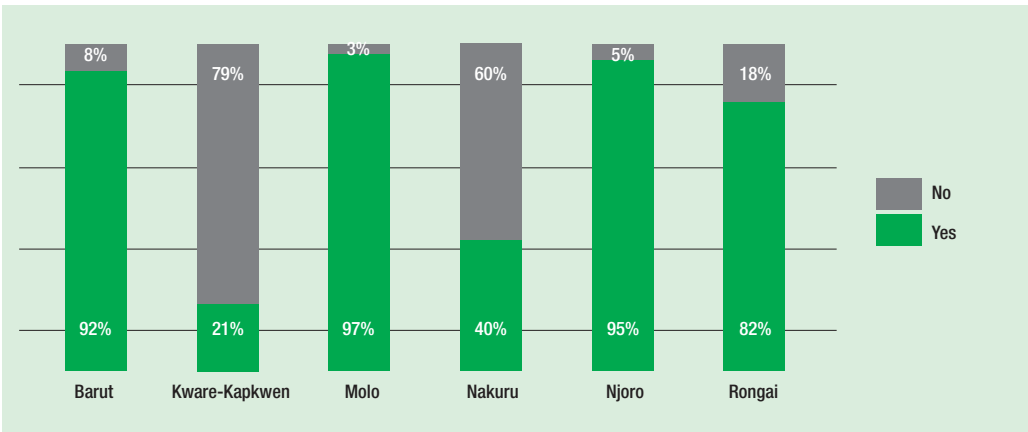
Chart 15: State of boarding facilities in Nakuru youth polytechnic



2.11 Availability of the waste disposal system

The TVET Regulations in section 12 (c) requires every institution to put in place a functional sewerage disposal system in accordance with the requirements of the Building Code and the Health laws. Majority of the respondents from Molo (97%), Njoro (95%), Barut (92%) and Rongai (82%) polytechnics indicated that their institutions have waste disposal systems as shown in chart 16 below. However, a majority of respondents from Kware-Kapkwon (79%) and Nakuru (60%) polytechnics, indicated that their institutions do not have waste disposal systems. This could imply that, the levels of sanitation in these two institutions are wanting as the absence of a waste disposal system may expose their populations to diseases.

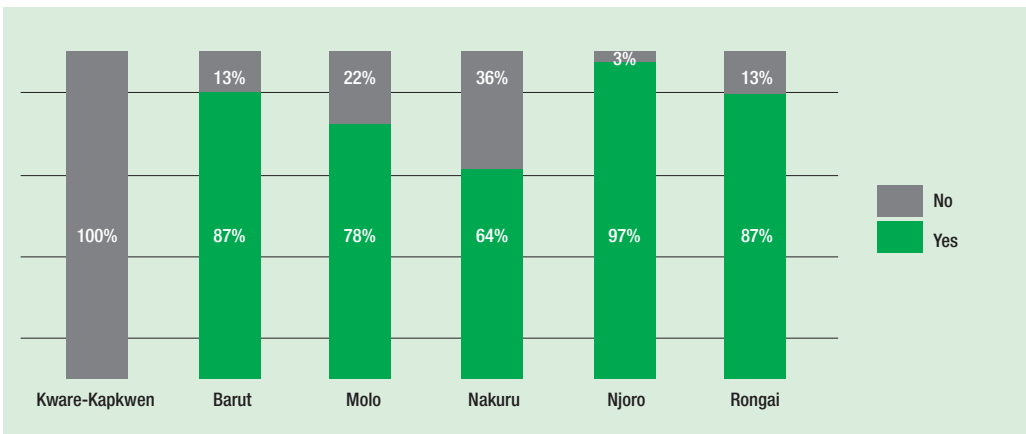
Chart 16: Availability of the waste disposal system



## 2.12 Availability, adequacy and reliability of electricity supply

A number of courses offered at polytechnics like welding, catering, electrical engineering, computer application packages are power dependent. Section 12 (d) of the TVET Regulations requires every institution to have adequate and reliable electrical power supply, and an emergency power backup system where possible. Overall, there is a high perception among students with regard to the adequacy of electricity supply. This is highest among respondents from Njoro polytechnic at 97% followed by Barut and Rongai polytechnics each at 87% as indicated in chart 17 below. Reasons given for adequacy of electricity supply include: Institution is connected to electricity supply, all facilities are connected to electricity. Respondents who said no cited: Only the staffroom is connected to electricity, low power voltage that cannot power some equipment, tapping of electricity from administration block as classrooms are not connected. Unavailability of electricity at Kware Kapkwen polytechnic, as indicated by all respondents from the institution that were surveyed, is a great impediment to effective service delivery.

Chart 17: Availability, adequacy and reliability of electricity supply



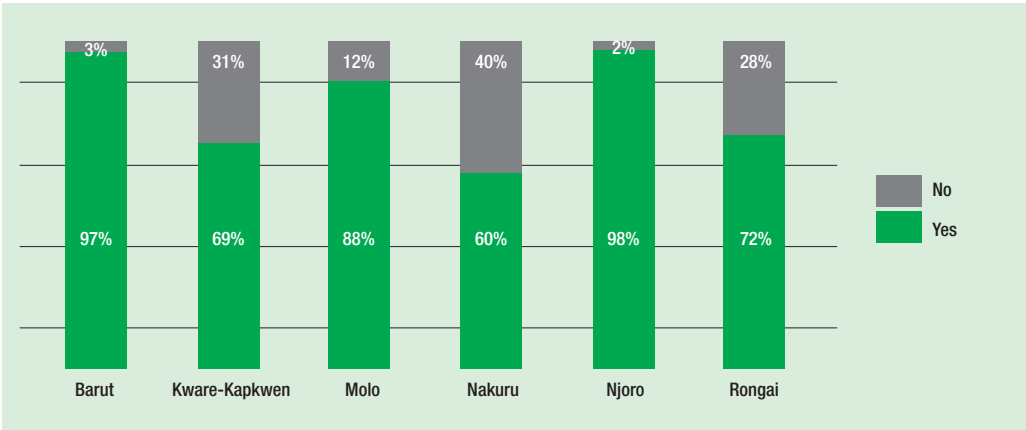
It is also clear from chart 17 above that the polytechnics face instances of power outages explained by the fact that none of the sampled polytechnics recorded 100% availability and or reliability. Majority of the polytechnics do not have power back up systems as indicated by over 93% of respondents from all institutions.

## 2.13 Availability of co-curricular activities

Institutions according to the TVET regulations in section 11, are required to provide facilities for co-curricular activities, and where necessary may facilitate such sports through agreement to use facilities managed by the county in which they are situated or other institutions' facilities. Section 14 (e) of the regulations further states that, 'every institution shall ensure that students are provided with facilities for co-curricular activities'. Majority of respondents across the institutions confirmed that co-curricular activities are provided for in the institutions as indicated in chart 18 below. However, the number of co-curricular activities is limited across the target facilities.

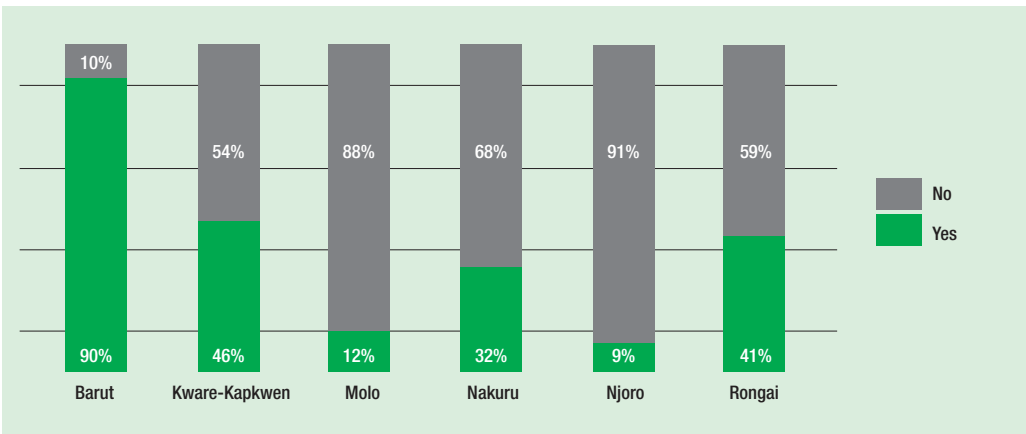


Chart 18: Availability of co-curricular activities



90% of respondents from Barut polytechnic as shown in chart 19 below confirm availability of sporting activities in the institution. However, existence of sporting activities in 3 polytechnics is far below average with Njoro and Molo polytechnics registering the lowest percentage of students indicating availability of sporting activities at 12% and 9% respectively.

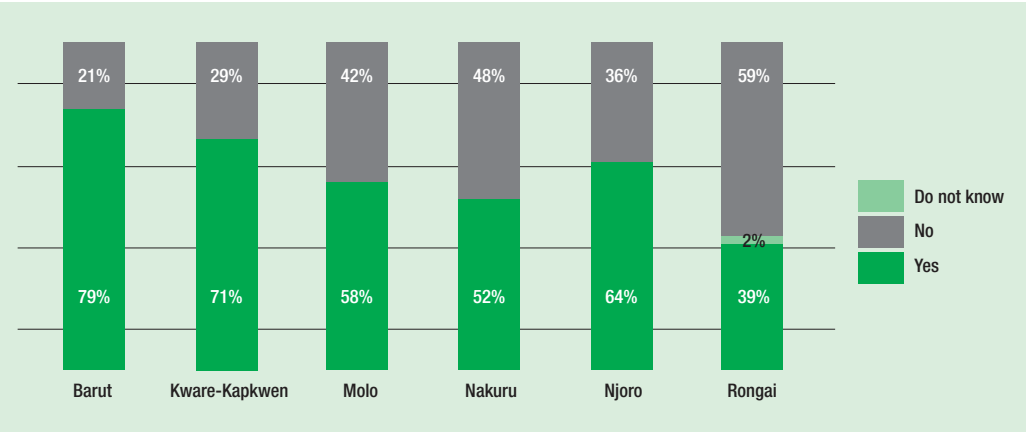
Chart 19: Availability of sporting activities in the institution



2.14 Availability of facilities that enable talent development

A considerable number of respondents indicated that their institutions have facilities that would promote talent development with Barut and Kware Kapkwon polytechnics having the highest percentage of positive responses at 79% and 71% respectively as indicated in chart 20 below. However, only 39% of respondents attending Rongai polytechnic indicate that the institution has facilities for talent development.

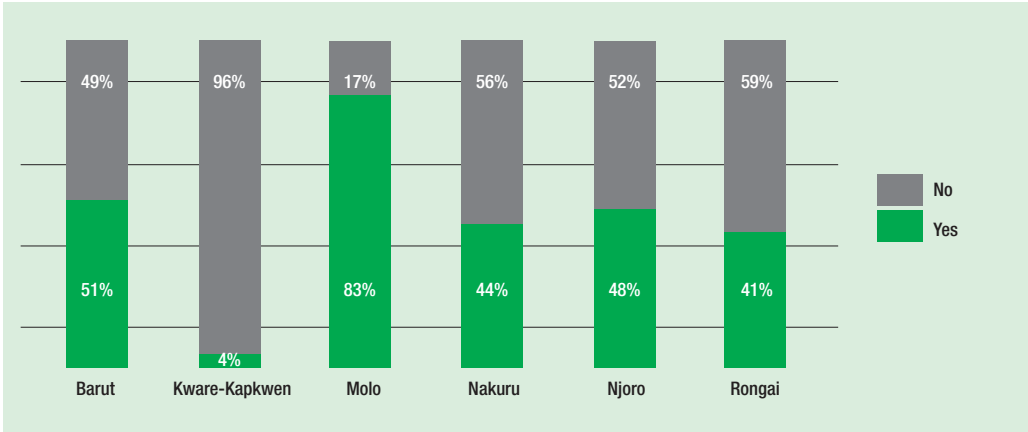
Chart 20: Availability of facilities that enable talent development



2.15 Adequacy of instructors for courses offered

Section 13 (c) of TVET Regulations requires institutions to maintain adequate trainers for each programme of study. Opinion regarding adequacy of instructors varied across the institutions with majority of the respondents expressing dissatisfaction. Whereas 83% of respondents attending Molo polytechnic hold the opinion that there are adequate instructors for each course, only 4% of the respondents in Kware Kapkwen polytechnic express satisfaction with the adequacy of instructors for each course as shown in chart 21 below. All other institutions are hardly above average in terms of adequacy of instructors for each course. These points to a shortage of instructors across the institutions, an issue that would impact on the quality of services offered.

Chart 21: Adequacy of instructors for courses offered

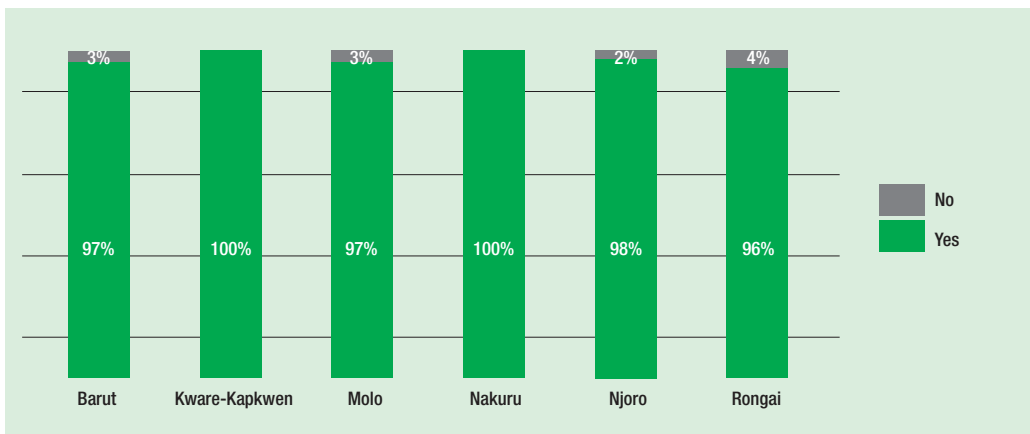


Respondents who are of the opinion that there are adequate instructors cite: Each department having an instructor, each department having a specialized instructor. Respondents holding the contrary opinion cite: Instructors are not permanently engaged, lack of instructors for practical lessons, not all courses have instructors, inadequate number of instructors and each course has only one instructor.

## 2.16 Instructor's technical and vocational competencies

Technical and vocational competencies of lecturers/instructors in learning institutions impact on the quality of skills imparted in students making them competitive in the job market. According to Section 13 of the TVET Regulations, the management of every institution shall ensure that trainers are qualified in their area of specialization as per the TVET Act, they have the relevant technical and vocational competencies at least to the level being delivered or assessed, persons recruited as technicians possess appropriate qualifications in the specific technical fields and that persons recruited or hired for all training support services are professionally trained. Respondents from Kware Kapkwen and Nakuru Youth Polytechnics rated their instructors at 100% in regard to possession of requisite technical and vocational competencies.

Chart 22: Instructor technical and vocational competencies

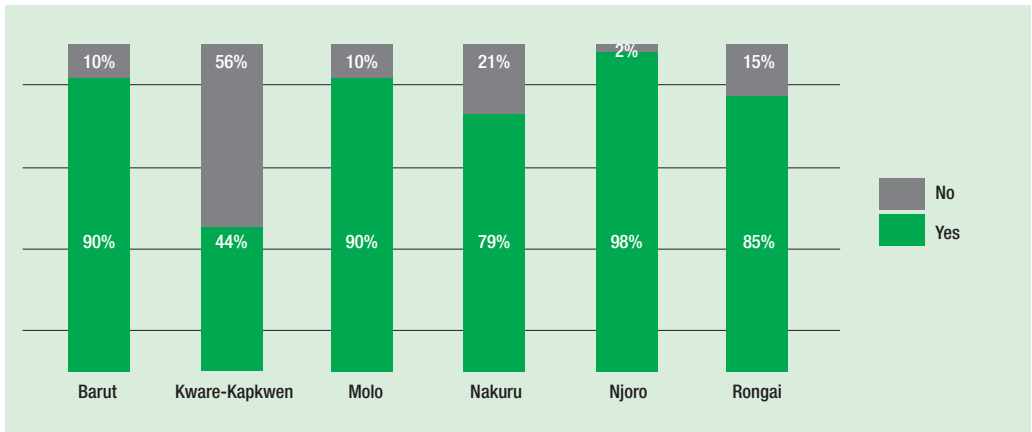


Respondents holding the opinion that course instructors have technical and vocational competency cited that instructors had the ability to respond to questions raised by students, articulate issues, are knowledgeable in practical lessons, uphold professionalism, demonstrate mastery of subject content and have good teaching skills. Respondents who are of the opinion that instructors are not competent cite avoidance of some topics and inability to teach or install apparatus.

## 2.17 Guidance and counseling services

Guidance and counseling programmes are essential to prepare students for the challenges of the future by supporting their academic, career, and personal/social development and community participation. The Guidance and Counseling Guidelines for TVET Institutions developed by the Ministry, aim at ensuring that that all students and the TVET community benefit from comprehensive and high quality institutional guidance and counseling programs. Section 14 of TVET Regulations requires each institution to provide students with guidance and counseling services. 98% of respondents from Njoro youth polytechnic indicated that the institution offers guidance and counseling services to students. Response was generally high for all institutions apart from Kware Kapkwen polytechnic where only 44% of respondents indicated that the institution offers students guidance and counseling services as shown in chart 23 below.

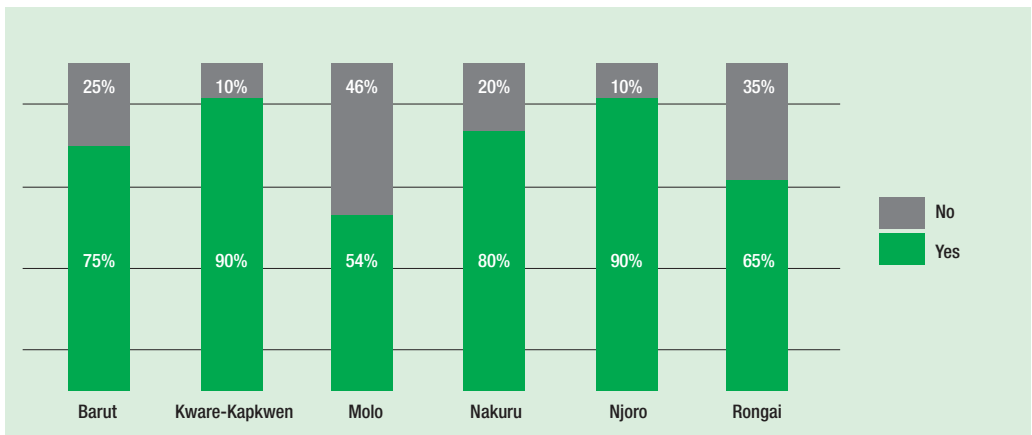
Chart 23: Guidance and counseling services



2.18 Mechanism for receiving complaints from students

All TVET institutions, as per the TVET Regulations Section 14 (c), have to ensure that its students are provided with clear guidelines for complaints resolution. Over 75% of respondents attending Barut, Kware Kapkwon, Nakuru and Njoro polytechnics indicated that their institutions provide mechanisms for receiving complaints from students. They cite: Suggestion boxes, complaint boxes and student welfare meetings among other avenues through which the institution receives suggestions and feedback from students. Molo and Rongai registered very low positive response of 46% and 35% respectively implying that mechanisms for receiving complaints from students in these institutions are weak.

Chart 24: Mechanism for receiving complaints from students

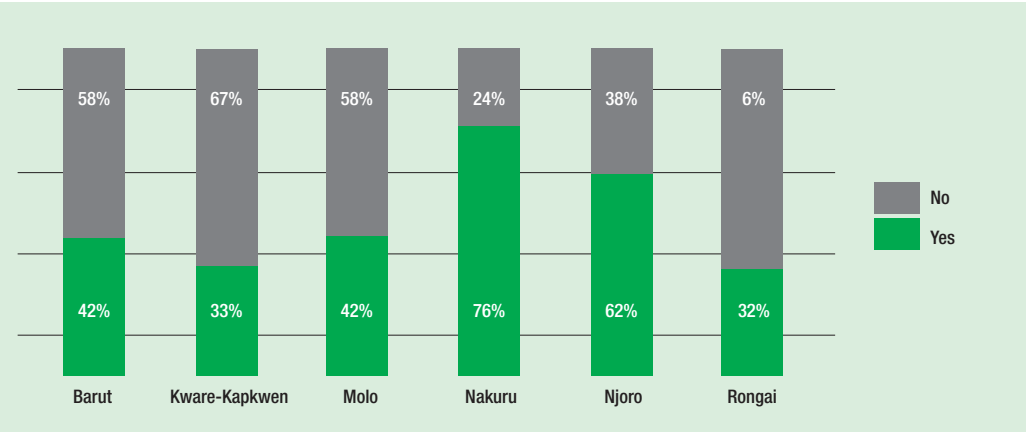


2.19 Existence of democratically constituted student's union or body

According to TVET Regulations in Section 14 (d), every institution is to ensure that students are provided the services of a democratically constituted students' union providing student leadership and appropriately involved in the governance and management of the institution. From responses

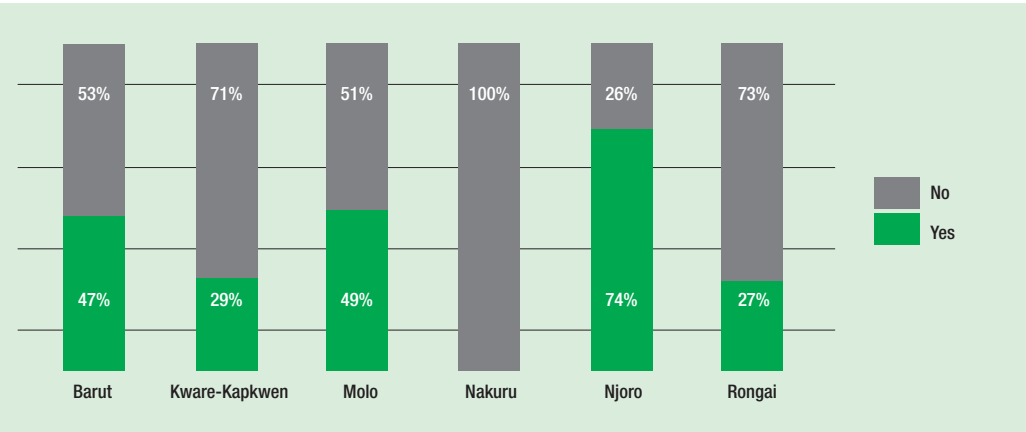
received, apart from Nakuru and Njoro polytechnics at 62% and 76% respectively, all the other institutions are below average in terms of providing mechanism for constituting the students union in a democratic manner as shown in chart 25 below. This has the danger of the institution imposing leaders on the students.

Chart 25: Existence of democratically constituted student’s union or body



Though all the institutions have student unions, respondent’s perception across the polytechnics on the level of involvement of student unions in governance and management of the institutions is generally low with less than 50% of the respondents from all the institutions, except Njoro polytechnic, holding the opinion that their unions are involved in governance and management. The worst case is reported in Nakuru polytechnic where all the respondents stated that their union was not involved in the governance and management of the institution. One can therefore argue that decision-making in polytechnics in the county is not participatory enough.

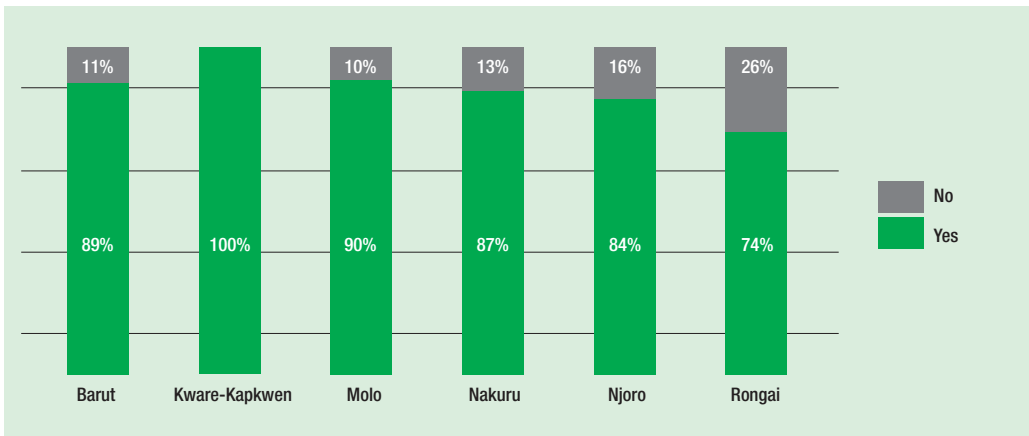
Chart 26: Level of involvement of student Union in governance and management



## 2.20 Structure of courses offered

When asked whether the courses were well structured in terms of logical flow and duration, majority of respondents at over 70% across the institutions are in agreement that the courses they are taking are well planned in terms of logical flow and duration as shown in graph 27 below. All respondents attending Kware Kapkwen polytechnic are in general agreement that the courses offered were well planned.

Chart 27: Structure of courses offered

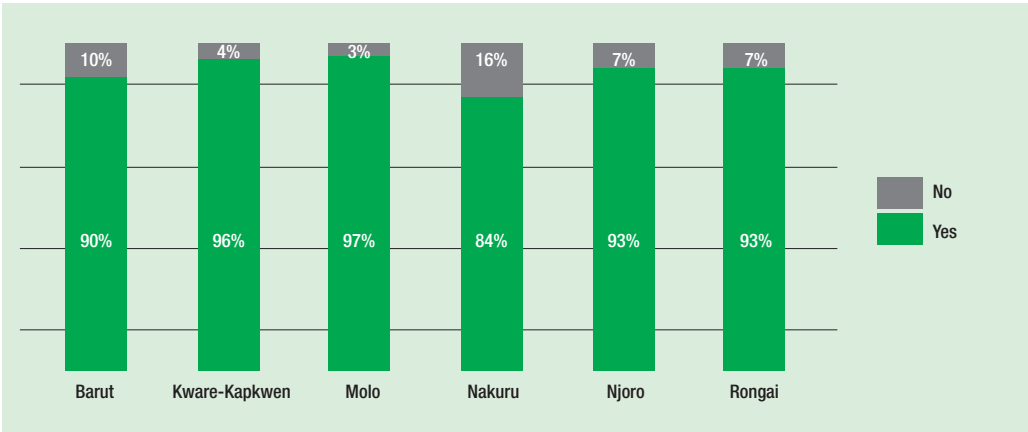


Respondents who indicated that courses are well structured cited: Good flow of lessons, instructors guide students from basics to the practical lessons, lessons are guided by the timetable, and the syllabus is completed on time allowing students adequate time to revise for examinations. Respondents who indicate that courses are not well structured cited: Time allocated for lessons is inadequate to cover content, and time consumed by theory leaves little room for practical lessons.

## 2.21 Competitiveness of courses offered

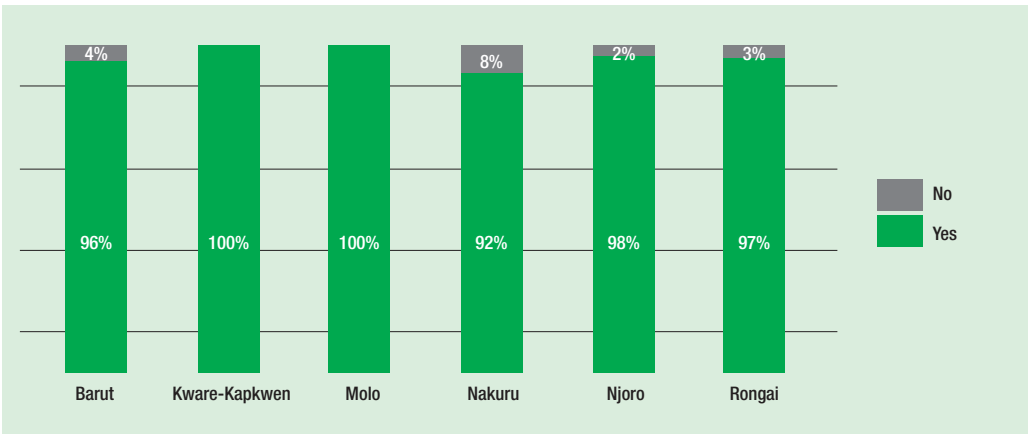
Majority of the respondents at over 80% across the institutions, are of the opinion that the curriculum offered in the institution is relevant to the demands and trends of the job market expressing confidence that the courses offered gave them a competitive edge in the current labor market as indicated in chart 28 below. This is a good indicator on the opinion held by students on TVET especially considering that County Governments are struggling to popularize vocational training.

Chart 28: Competitiveness of courses offered



Students holding the opinion that the curriculum offered in the institutions is relevant to the demands and trends of the job market cited: Focus on practical lessons as opposed to theory, courses offered respond to work place requirements, courses offered prepares one for self-employment, additional skills like communication skills prepare students for the work environment. Over 90% of the respondents as indicated in chart 29 below are of the opinion that the institution is providing them with other skills that can help them succeed in the job market. They cited among others: communication skills and life skills.

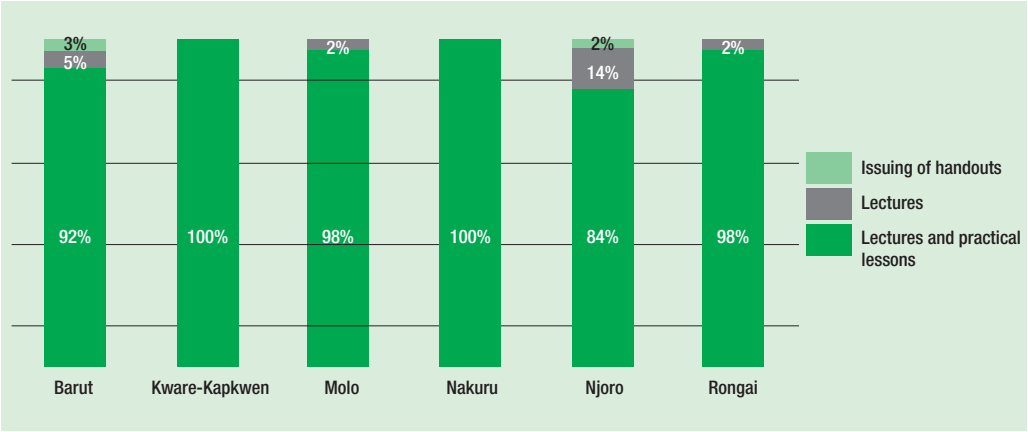
Chart 29: Whether institution is providing other relevant skills for the work place



2.22 Mode of course delivery and satisfaction levels

Majority of students surveyed across the institutions indicate that lectures and practical lessons are the main modes of teaching in the institutions as indicated in chart 30 below. All respondents attending Kware Kapkwon and Nakuru polytechnics indicated lectures and practical lessons as the only mode of teaching. A small percentage of the respondents, 3% and 2% attending Barut and Njoro polytechnics respectively, indicated that they are provided with handouts.

Chart 30: Method of course delivery

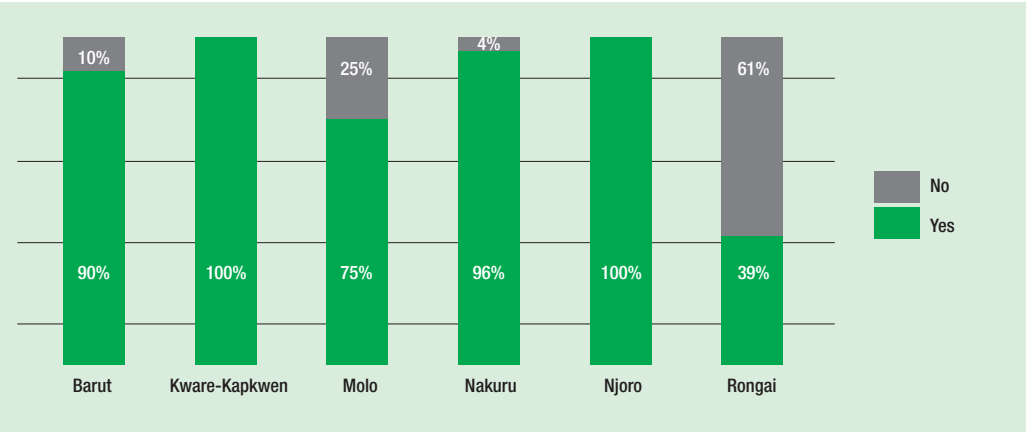


Majority of the respondents, at over 80% across the institutions, indicated that they are comfortable with the methods of course delivery with 100% of students attending Barut, Kware Kapkwen and Nakuru polytechnic expressing satisfaction. However, 19% and 13% of students attending Njoro and Rongai polytechnics expressed dissatisfaction.

2.23 Opportunities to students for industrial attachment

In recognition of the need for attachment, the TVET Regulations in section 19 (1) states that ‘institutions shall make necessary arrangements for having certain classroom sessions taken up by suitable faculty or experts from the respective industries and may from time to time arrange industrial attachment for the students’. Though all the institutions provide students with opportunities for attachment, with over 75% of respondents in the five polytechnics indicating so, and only 39% of students in Rongai youth polytechnic indicated that the institution provides students with opportunities for industrial attachment as indicated in chart 31 below. On the contrary, 100% respondents from Njoro and Kware Kapkwen indicated that their institutions provide students with opportunities for industrial attachment.

Chart 31: Method of course delivery

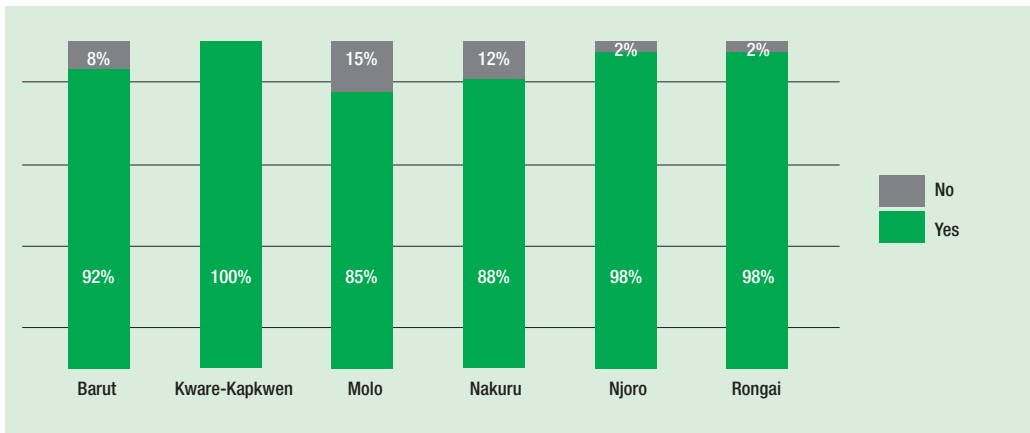




## 2.24 Courtesy by staff members

When asked whether the staff in the institution were courteous, majority of respondents across the institutions indicated that the staff members are courteous with 100% of students attending Kware Kapkwen polytechnic indicating so. However, 15% of respondents attending Molo polytechnic and 12% attending Nakuru polytechnic indicated that the staff is not courteous.

Chart 32: Courtesy by staff members

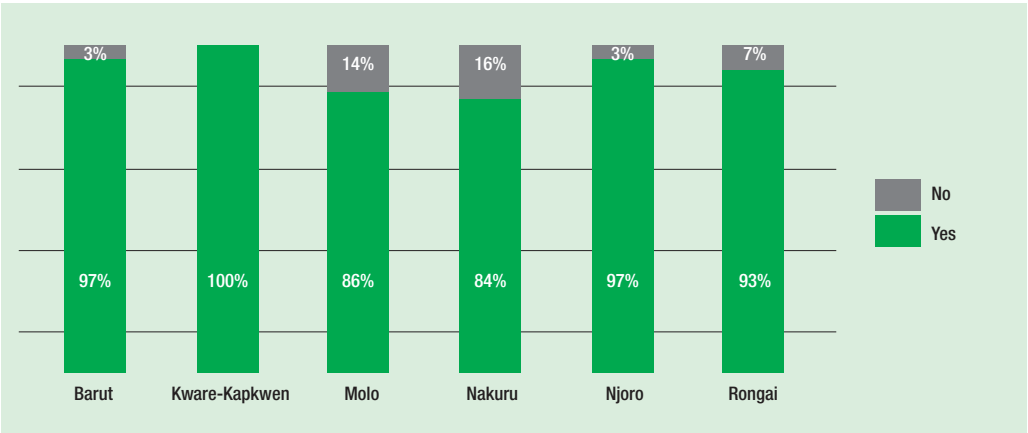


Students who indicated that the staff members are courteous cited: Attentiveness when approached, staff respond to student needs, willingness by staff to assist whenever approached for clarification on an issue, respect of student opinion, politeness, staff give students adequate time to express themselves in ways and languages that they best understand and staff are respectful. Those who responded that the staff is not courteous cited: Use of abusive language by some staff, some staff are harsh and this has in some instances caused some students to terminate lessons and some staff commandeer students.

## 2.25 Whether students receive individualized attention from teaching staff

Over 80% of respondents, across the institutions, indicate that teaching staff in the institutions pay attention to the needs of individual students with Kware Kapkwen, Barut and Njoro polytechnics leading with over 97 % students, who are of the opinion that the teaching staff is empathetic to students' needs. However, 16% and 14% of students attending Nakuru and Molo polytechnics respectively, stated that the teaching staff does not pay personal attention to the needs of students as indicated in chart 33 below.

Chart 33: Whether students receive individualized attention to students by teaching staff

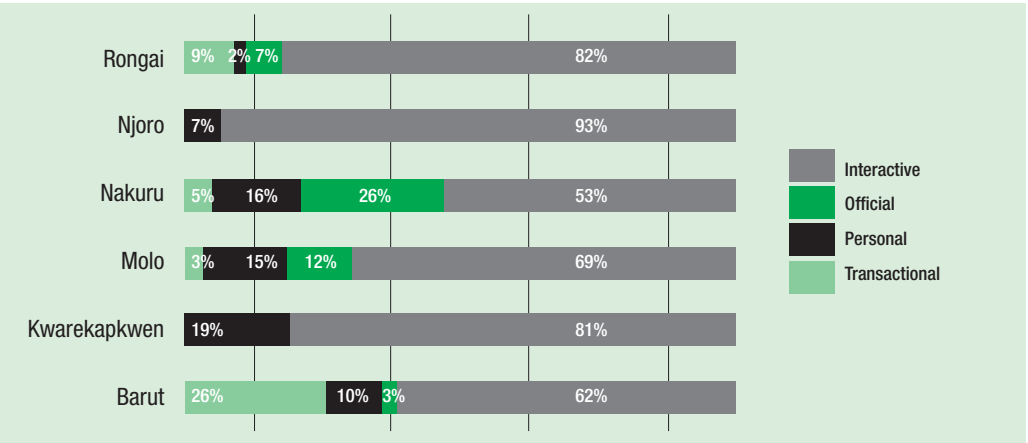


Students who responded that there is individualized attention to students by teaching staff cited: Staff offer individualized advice and in confidence if need be and staff pay attention to personal problems and where they are not able to assist refer the student where they can get help. Those who responded that the staff did not give individual students attention cited: Lack of follow-up whenever a student who has been sent home for fees does not resume lessons, hurried teaching sessions, lack of attention to students who are slow learners, discrimination, lack of keenness as to whether students are understanding lessons, lack of interest in students and failure to respond to issues raised.

2.26 Relationship between administrative staff and students

A large percentage of students across the polytechnics indicated that the relationship between them and the institution administrative staff is interactive as indicated in chart 34 below. The highest being in Njoro youth polytechnic where 93% of the students indicated so, followed by Rongai and Kware Kapkwen polytechnics at 82% and 81% respectively. 26% of students attending Nakuru youth polytechnic indicated that the relationship is official and 26% of those attending Barut polytechnic indicated that it is transactional.

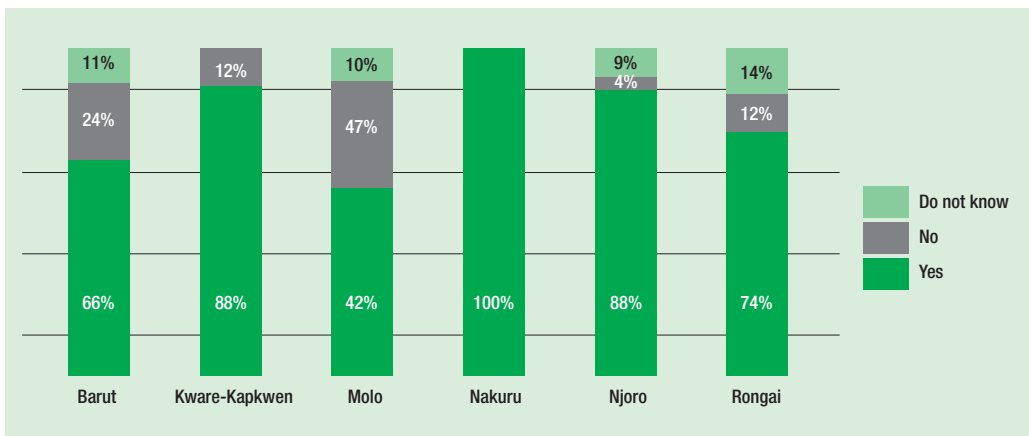
Chart 34: Relationship between administrative staff and students



## 2.27 Attitude towards student suggestions on service delivery

The survey reveals that all the institutions have an open door policy though at varied levels. Nakuru polytechnic has the highest number of respondents who perceive their institution as open to students' suggestions on service delivery with 100% of respondents indicating so, followed by Kware Kapkwen polytechnic and Njoro polytechnic each at 88%. Almost half of the students, 42% attending Molo polytechnic, are of the opinion that the institution does not welcome student suggestions on service delivery as shown in the chart below.

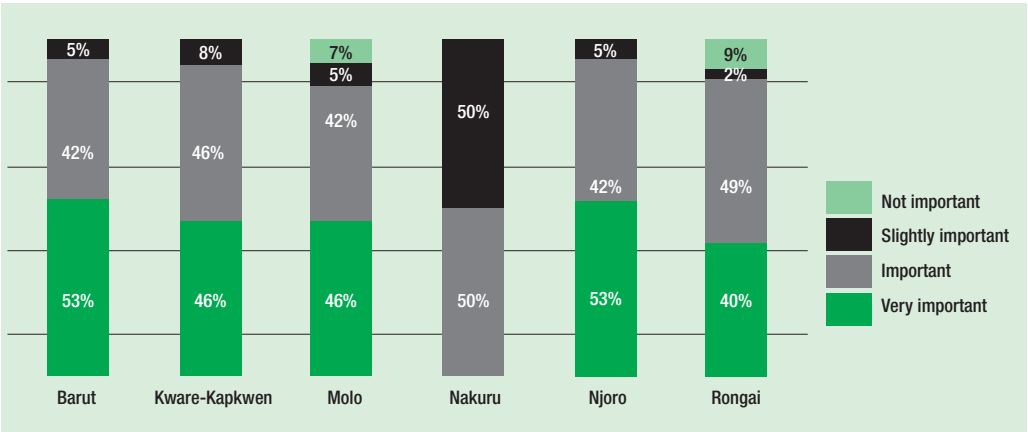
Chart 35: Attitude towards student suggestions on service delivery



## 2.28 Reception, orientation and integration of students

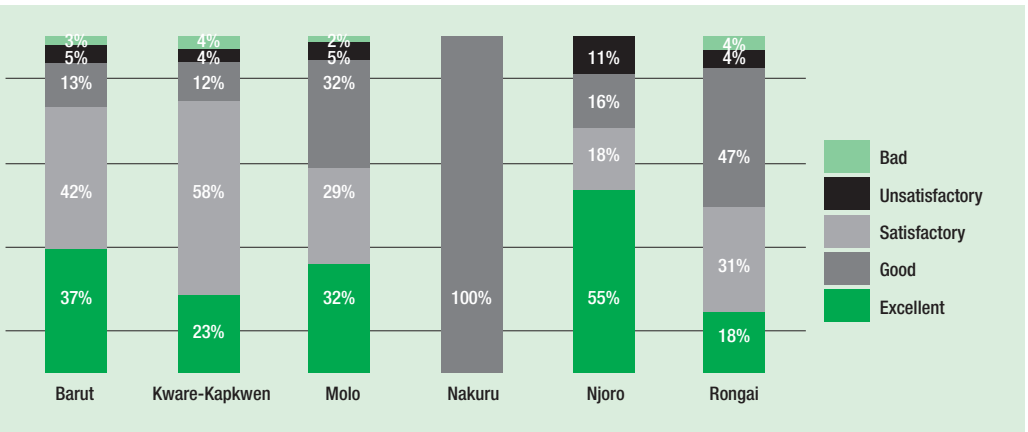
When reporting to vocational training facilities, proper reception, orientation and integration of students is critical to enable them settle into the new environment in terms of understanding who to talk to when they need help and where different facilities are located. Majority of respondents in 5 of the 6 institutions rated reception, orientation and integration into polytechnic when reporting for the first time as very important. Half of respondents from Barut and Njoro polytechnics felt that these aspects are very important compared to those in Nakuru Polytechnic. However, this feeling does not apply across board. For instance, 7% of respondents in Molo Polytechnic and 9% of those in Rongai Polytechnic did not place any importance to these issues as shown in the chart below.

Chart 36: Student’s rating on importance of reception, orientation and integration of Students



In rating how satisfied they are with the way they were received, oriented and integrated into polytechnics, most students rated it as satisfactory, good or excellent. Njoro polytechnic had the highest respondents who rated orientation and integration process as excellent at 56%, while Rongai polytechnic had the least respondents satisfied with the process at 18%. At least 7% of respondents in Barut, Kware Kapkwen, Molo, Njoro and Rongai polytechnics rated the reception, orientation and integration process as either unsatisfactory or bad as shown in chart 37.

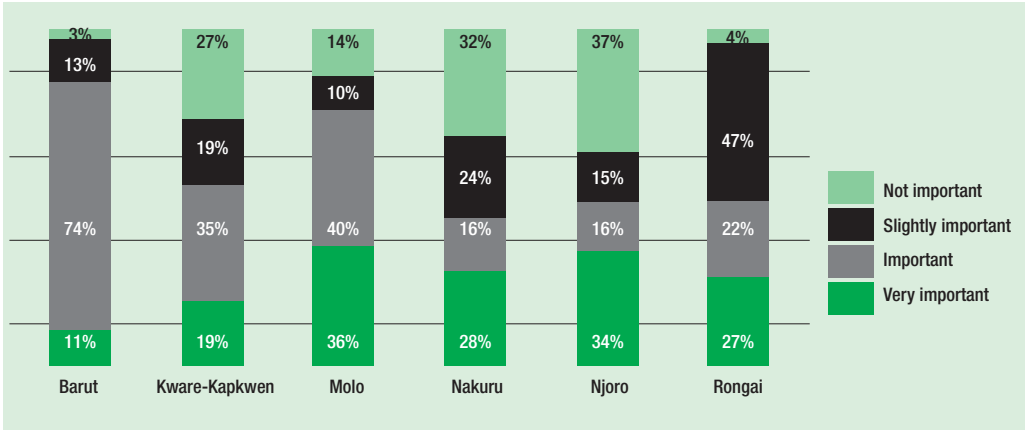
Chart 37: Satisfaction levels with regards to reception of students, orientation and integration



2.29 Access to services via website and office

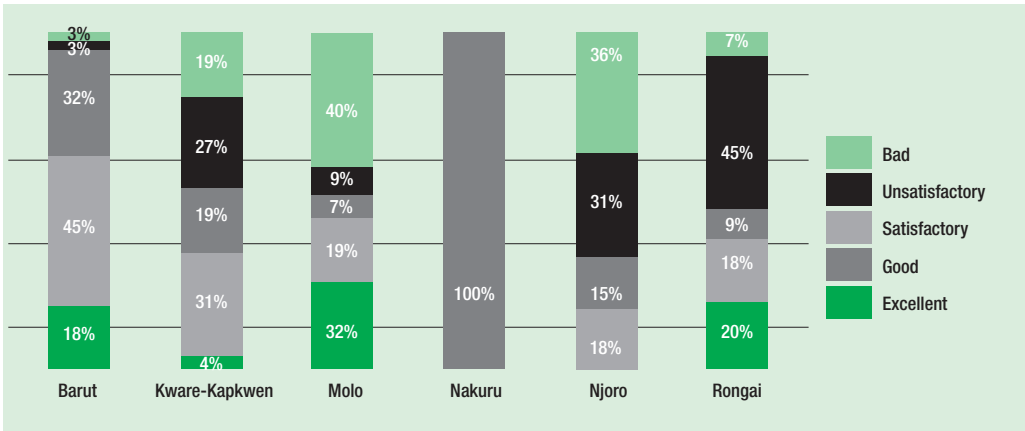
Access to services from institutional websites and offices enables students to find information and find help easily whenever required. At least 40% of respondents in each of the institutions rated accessibility of services via institutional websites and office as important. Even so, Kware Kapkwen, Nakuru and Njoro polytechnics, had the highest number of respondents who feel accessing services from institutional offices and website is not important.

Chart 38: Access to services via website and office



Few respondents in all the institutions rated their satisfaction with ease of accessing services via website and office as either good or excellent. No respondent in Nakuru and Njoro polytechnics rated access to services as excellent while in Kware Kapkwen, only 4% of respondents felt it was excellent. Molo, Rongai and Barut polytechnics had the highest respondents who find access to services via websites and office as excellent at 26%, 20% and 18% respectively. On the other hand, Molo, Njoro, and Kware Kapkwen polytechnics had the highest respondents who rated access to services via websites and offices as either unsatisfactory or bad at 49%, 67% and 46% respectively as shown below.

Chart 39: Satisfaction levels with regards to ease of accessibility to required services through the website and office

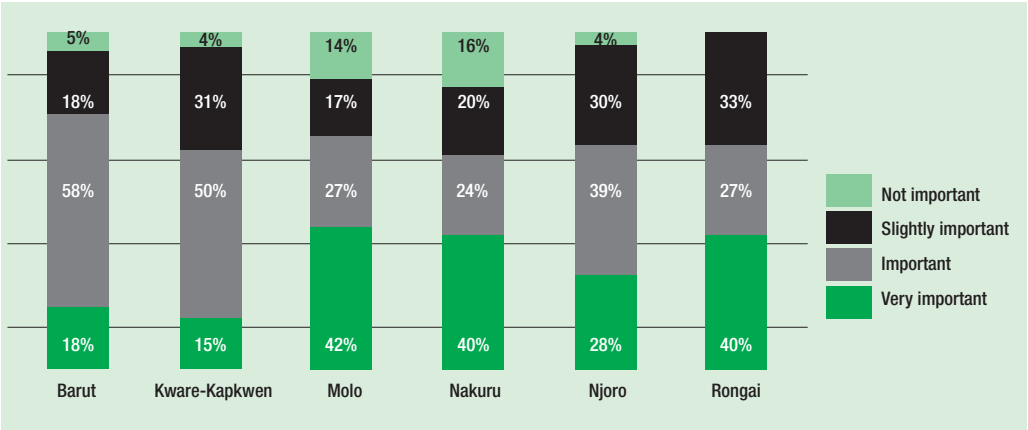


### 2.30 Ease of contacting and communicating with staff

Students in any institution should be able to communicate with staff with ease for reasons such as requesting for information, providing feedback or raising complaints. At least 40% of respondents in Nakuru, Molo and Rongai are of the opinion that it is very important for them to be able to

communicate or contact polytechnic staff via phone and email easily. In each of the six institutions, at least 60% of respondent rated ease of communication with staff as either important or very important.

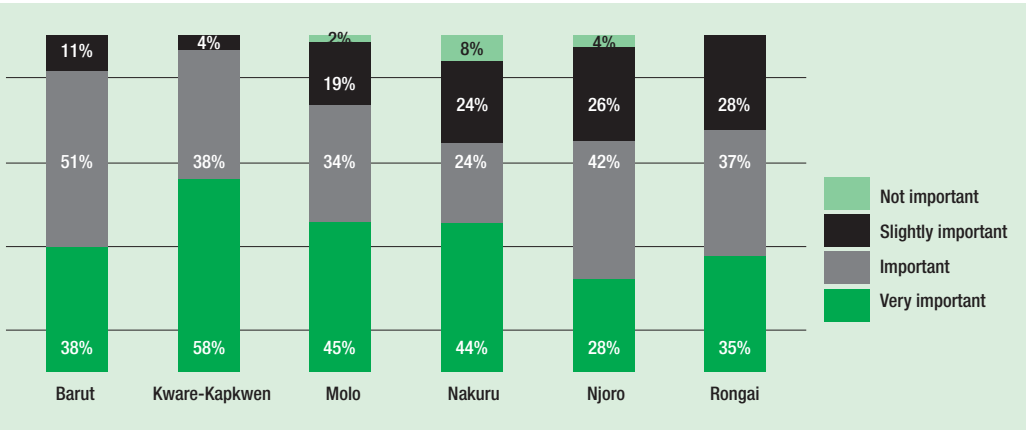
Chart 40: Ease of contacting and communicating with staff



2.31 Importance of quick and satisfactory response to inquiries

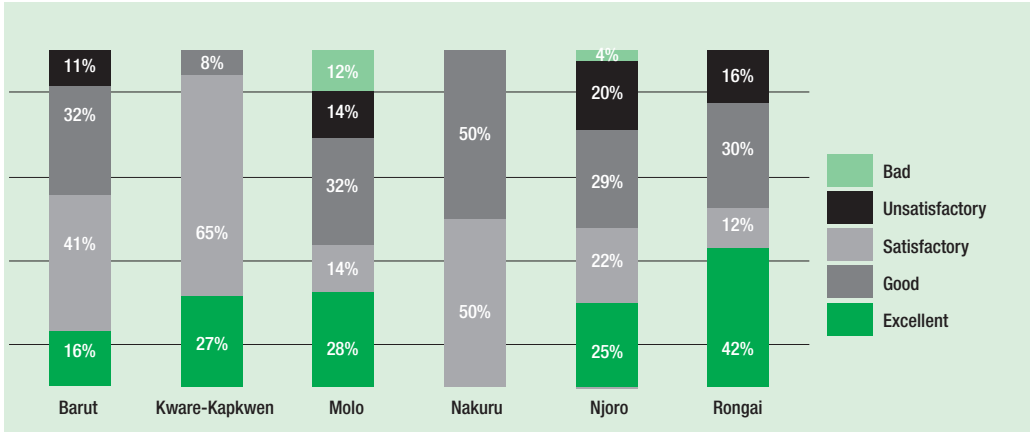
Providing responses to student inquiries is essential because it not only serves as a channel for students to get their concerns addressed but it also helps the institution acquire information about the challenges students face as well as gauge how widespread those challenges are for purposes of finding long-term solutions. At least 68%, across the institutions, rated response to inquiries as either very important or important. Kware Kapkwen polytechnic recorded the highest respondents who rated response to inquiries as very important at 58% while rating was least among respondents from Njoro polytechnic at 28%. In three polytechnics namely, Njoro, Nakuru and Molo, 4%, 8% and 2% of respondents respectively rated response to inquiries as not important as shown below.

Chart 41: Importance of quick and satisfactory response to inquiries



When asked how satisfied they were with the way their institutions respond to their inquiries, at least 42% of respondents in each of the target polytechnics rated inquiry response as either excellent or good. Njoro, Molo, Rongai and Barut polytechnics had a significant number of respondents indicating that they are either unsatisfied with the way the facilities respond to their inquiries or the enquiry response in the institution is bad at 24%, 26% and 11% respectively as illustrated.

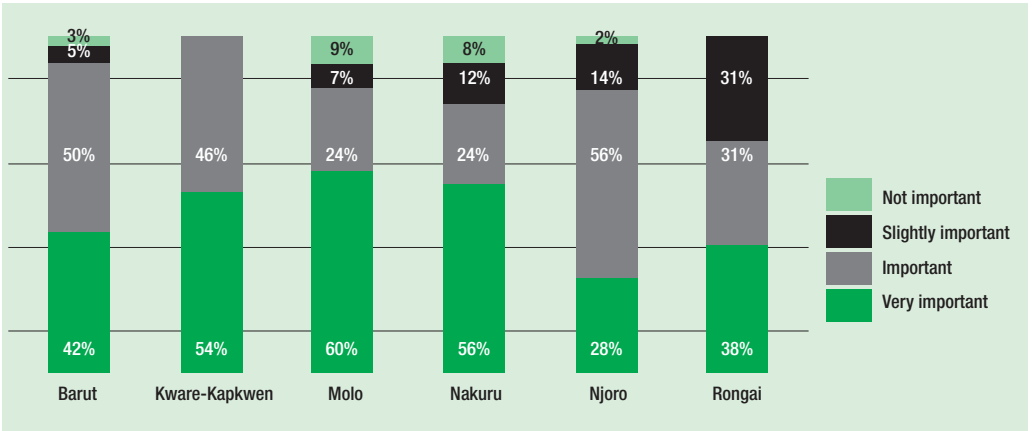
Chart 42: Satisfaction levels with regards to response to students' inquiries



2.32 Staff initiative to attend to students' needs and render the services

Survey findings show that students in polytechnics place a lot of importance in staff taking the initiative to address their needs and offer services. At least, 69% of respondents in each institution rated importance of staff initiative in rendering services and addressing student needs as either very important or important. Only a few respondents in Nakuru, Molo and Barut polytechnics felt that staff initiative is not important at 8%, 9% and 3% as reflected below.

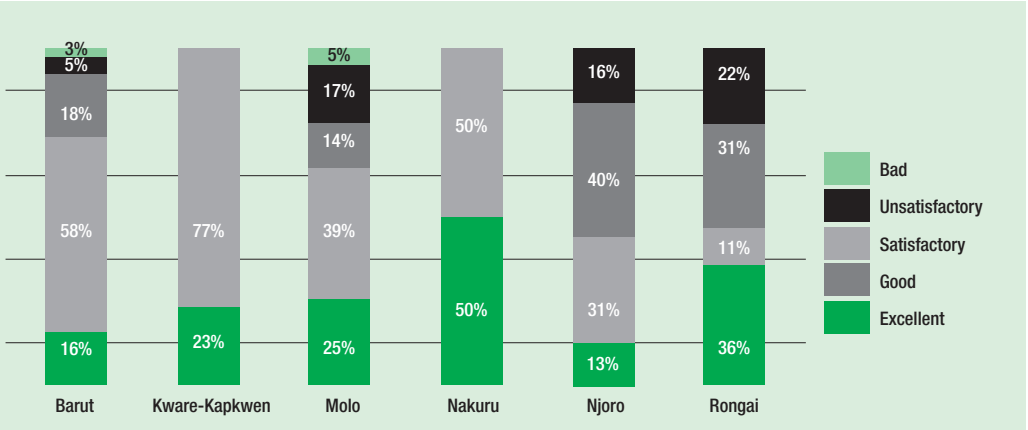
Chart 43: Staff initiative to attend to students' needs and render the services



The findings indicated that students in Kware Kapkwen and Nakuru Polytechnic are largely satisfied with the way the staff takes, initiative to address their needs and provide services with respondents

in these institutions rating their satisfaction as either good or excellent. However, in Barut and Njoro polytechnics, only 16% and 13% respectively, of respondents said they are extremely satisfied with staff initiative. Rongai and Molo polytechnic had the highest number of unsatisfied respondents at 22% as reflected in the chart below.

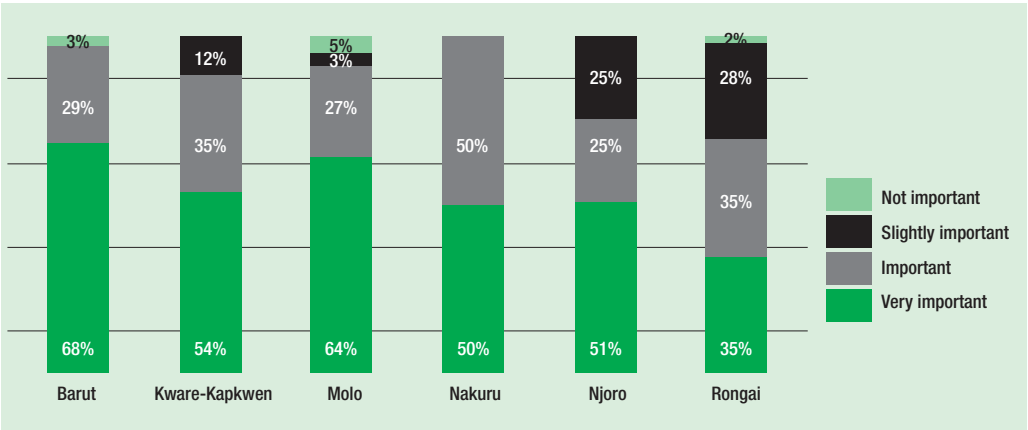
Chart 44: Satisfaction levels with regards to Staff initiative to attend to student’s needs and render the services



2.33 Importance of availability of course materials

Provision of course materials such as course outlines, timetable and lecture notes enables students to prepare for lessons adequately and track progress made in covering course work. Based on the findings, over 50% of respondents in Molo, Barut, Kware Kapkwon, Nakuru and Njoro polytechnics place a lot of importance in making course materials available to them. Overall, 70% respondents in each of the target institutions rated availability of course materials as either very important or important. Only 3%, 5% and 2% of respondents in Barut, Molo and Rongai polytechnics respectively felt that availability of course materials is not important at all.

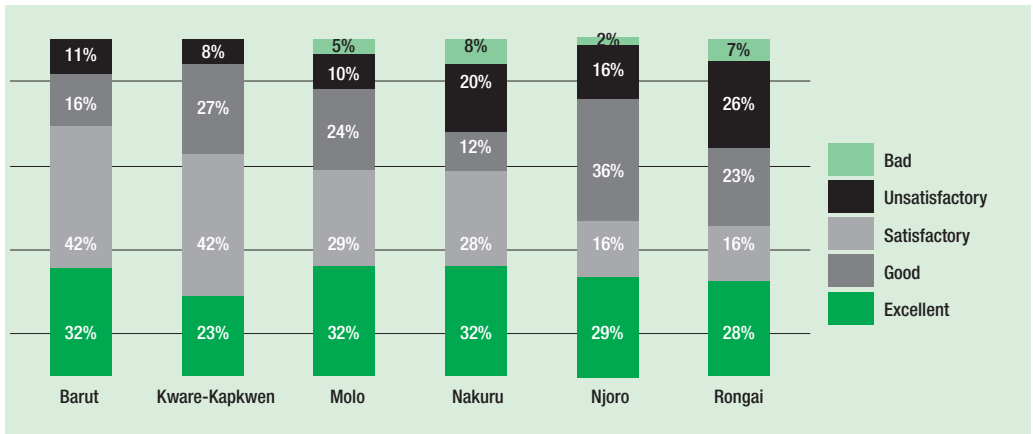
Chart 45: Importance of availability of course materials





In terms of satisfaction with course materials that are made available in the institutions, 32% of respondents in Nakuru, Molo and Barut said they are extremely satisfied. Barut Polytechnic had the highest number of respondents who felt that the institution performs, in terms of rating, as either excellent or good at providing course materials at 74% while Njoro and Rongai polytechnics had the lowest number of respondents who felt the same at 45% and 44% respectively. Nakuru and Rongai Polytechnics had the highest number of respondents who find provision of course materials as either unsatisfactory or very poor at 28% and 34% respectively as reflected in the chart below.

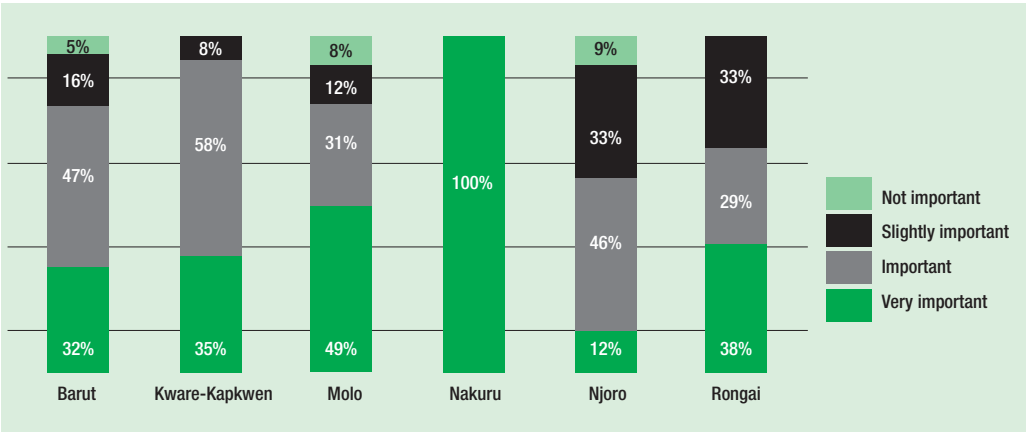
Chart 46: Satisfaction levels with regards to availability of course materials



### 2.34 Importance of efficiency in addressing complaints

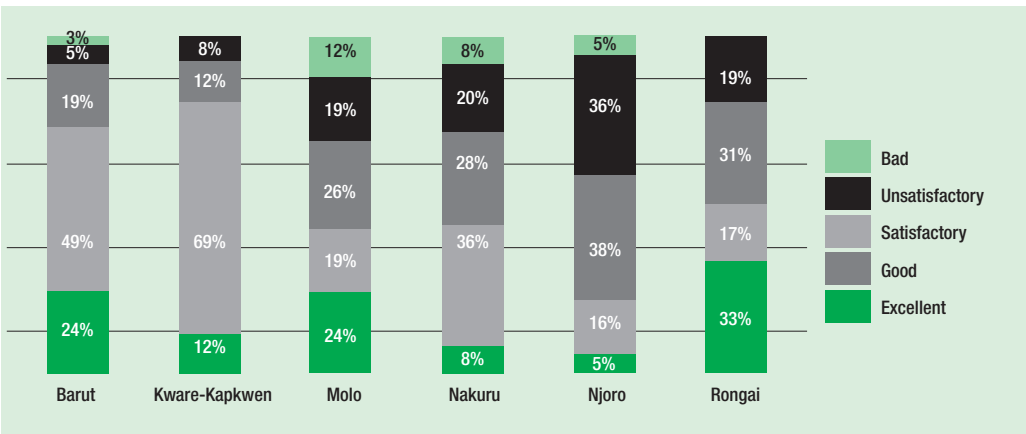
When student complaints are attended to efficiently, they develop confidence in the institution. It also fosters a conducive learning environment where students feel safe and comfortable to interact with staff. It enables the management of the facility to receive feedback that is useful in improving service delivery, from students. All respondents ,in Nakuru Polytechnic, felt that addressing complaints efficiently is very important to them. A significant number of respondents in the other polytechnics shared a similar opinion with up to 93% of respondents in Kware Kapkwen and 79% of respondents in Barut polytechnic indicating that efficiency in addressing student complaints is either very important or important. Njoro, Barut and Molo polytechnics had a few respondents who felt that addressing student complaints efficiently is not important at all at 9%, 5% and 8% respectively.

Chart 47: Importance of efficiency in addressing complaints



Responding to how the institutions address student complaints, Rongai polytechnic had the highest number of respondents indicating high satisfaction at 33% while Njoro and Nakuru polytechnics had the least number of respondents sharing these sentiments at 5% and 8%. Majority of respondents across the institutions rated their satisfaction levels as either good or satisfactory. However, a significant number of respondents in Njoro (41%), Nakuru (28%) and Molo (31%) polytechnics indicated that they are either unsatisfied or extremely dissatisfied with the way student complaints are addressed in their institutions as indicated in chart 48 below.

Chart 48: Satisfaction levels with regards to efficiency in addressing students' complaints

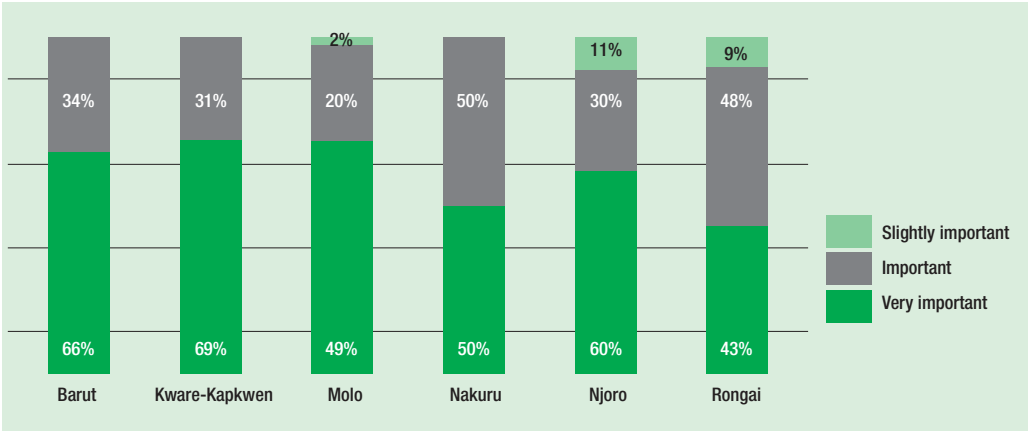


2.35 Importance of quality of teaching

The quality of teaching services offered in polytechnics is critical because it determines how well students understand the knowledge and master skills transferred to them. Majority of students in the institutions are of the opinion that the quality of teaching is very important. All respondents in Barut, Kware Kapkwon and Nakuru Polytechnics rated quality of teaching as either important or very important. None of the respondents interviewed rated this aspect as not important. Only a

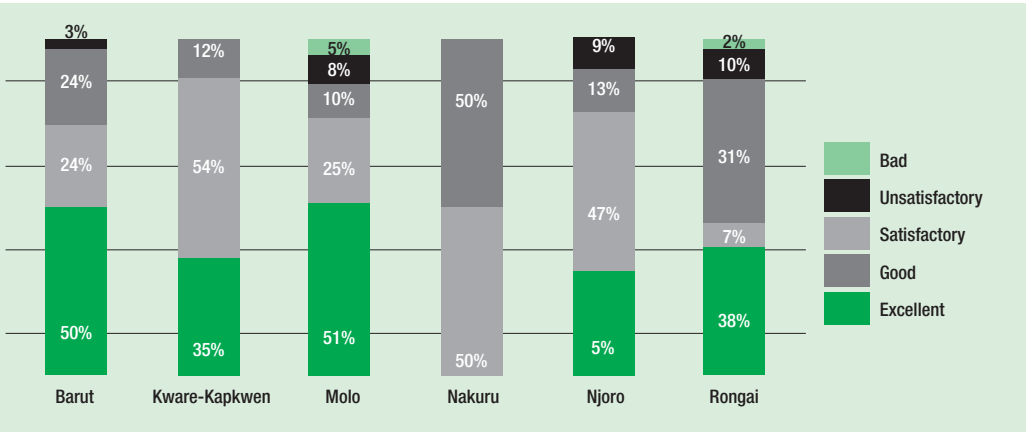
few respondents in Njoro (11%), Rongai (9%) and Molo (2%) rated quality of teaching as slightly important as shown in the chart below.

Chart 49: Importance of quality of teaching



Barut and Molo polytechnics had the highest number of respondents indicating extreme satisfaction with the quality of teaching at 50% and 51% respectively. No respondent in Nakuru polytechnic indicated extreme satisfaction with quality of teaching while 31% and 38% of respondents in Njoro and Rongai rated quality of teaching as extremely satisfactory. Though most respondents in all the institutions are of the opinion that the quality of teaching is either good or satisfactory, there were respondents in Rongai, Njoro, Molo, and Barut polytechnics at 12%, 9%, 14% and 3% respectively, who find the quality of teaching to be either unsatisfactory or very poor as reflected in chart 50.

Chart 50: Satisfaction levels with regards to quality of teaching

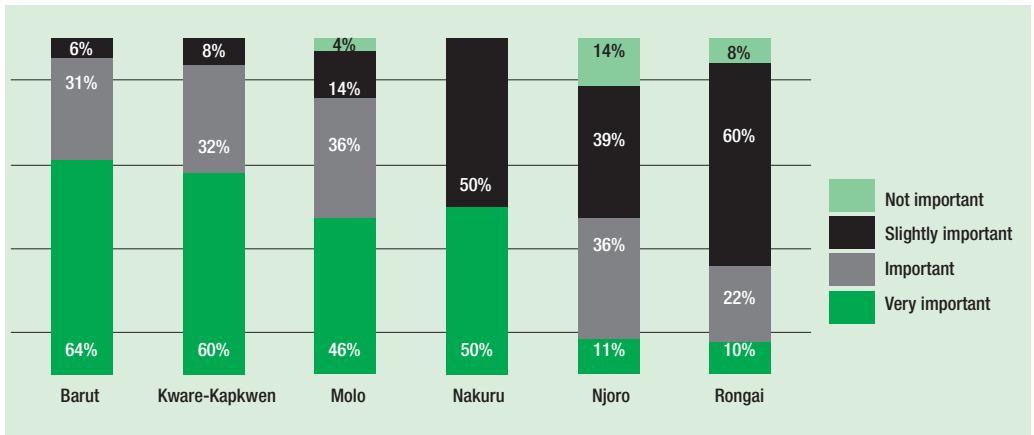


2.36 Importance of quality of facilities and material resources

Availability of materials required for practical lessons ensures that students engage in hands-on activities which increase their retention of skills and knowledge transferred. Over 80% of students in Barut, Kware Kapkwen and Molo Polytechnics place a lot of importance in the quality of facilities and

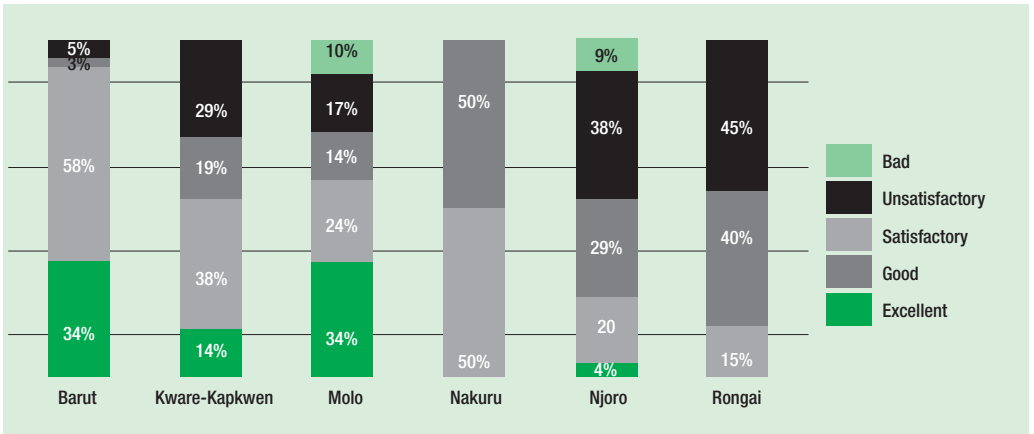
materials available in the institution. 50% of respondents in Nakuru Polytechnic rated these aspects as extremely important while 47% and 32% of respondents in Njoro and Rongai polytechnics view them as either important or extremely important. Few respondents, in Njoro, Rongai and Molo polytechnics at 14%) 8% and 4% respectively, are of the opinion that availability of quality facilities and materials is not important at all.

Chart 51: Importance of quality of facilities and material resources



Majority of respondents in the institutions are not fully satisfied with the quality of facilities and materials available. Barut and Molo polytechnics recorded the highest number of respondents who are fully satisfied with these two aspects each at 34%. Only 14% of respondents in Kware Kapkwon and 4% in Njoro polytechnic share a similar opinion. A significant number of respondents said they are either unsatisfied or not satisfied at all with the quality of facilities and materials in their polytechnics. Njoro and Rongai polytechnics had the highest number of respondents who are either unsatisfied or extremely dissatisfied at 47% and 45% respectively as shown below..

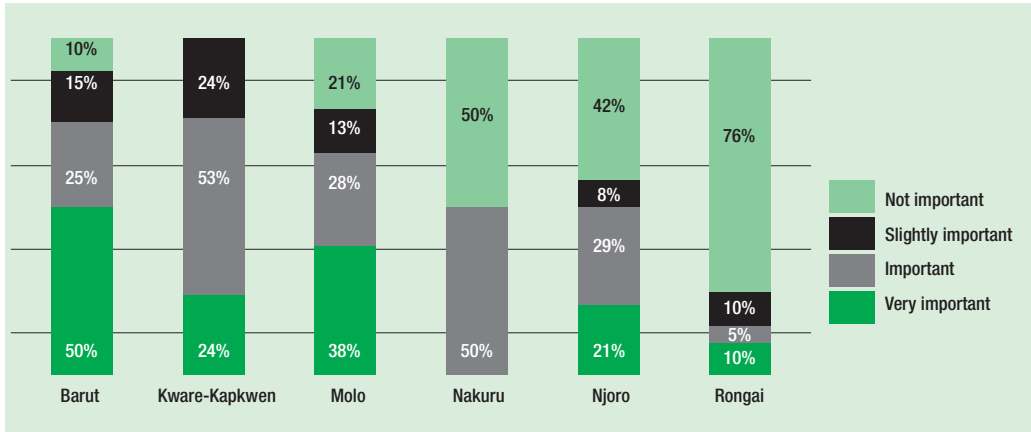
Chart 52: Satisfaction levels with regards to quality of facilities and material resources



### 2.37 Importance of support in finding accommodation

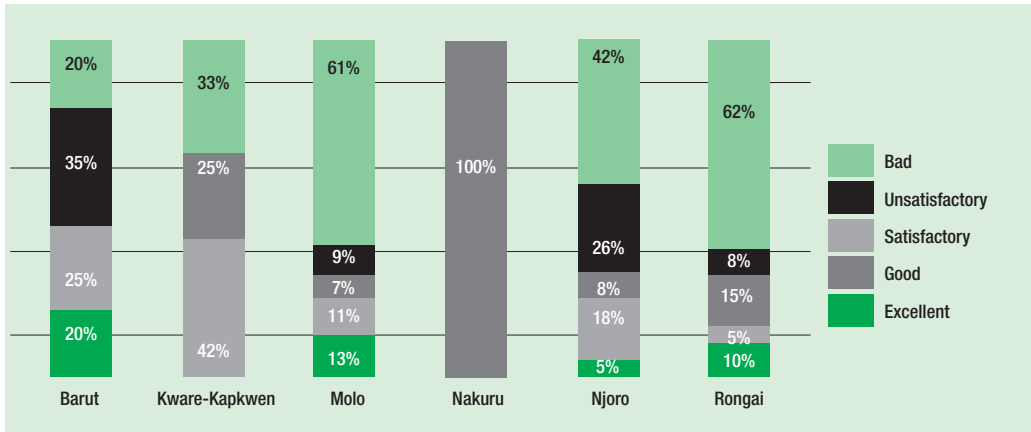
The degree of importance placed on support in finding accommodation facilities varied across the institutions with respondents in Barut, Kware Kapkwen and Molo polytechnics placing high importance on this element with 75%, 77% and 76% of respondents rating this kind of support as either important or very important respectively. Half of respondents, 50% in Njoro and Nakuru youth polytechnics shared a similar opinion while only 15% of respondents in Rongai polytechnic felt this kind of support was necessary. A significant number of respondents in Rongai, Nakuru and Njoro polytechnics at 76%, 50% and 42% respectively rated support in finding accommodation as not important at all.

Chart 53: Importance of support in finding accommodation



Majority of respondents seem not to be satisfied with the kind of support they get from the institution in finding accommodation. In Molo, Barut and Kware Kapkwen youth polytechnics where most respondents placed high importance in getting this kind of support, 70%, 33% and 55% of respondents respectively rated the support they got as either unsatisfactory or bad.

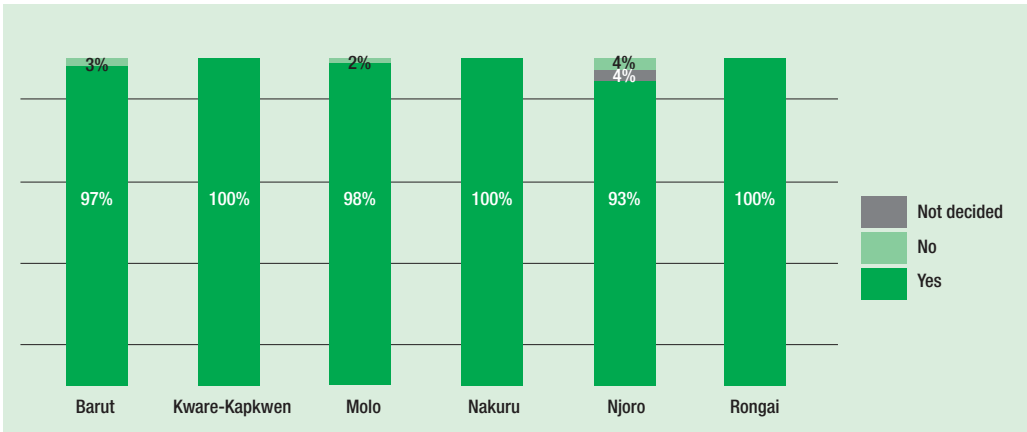
Chart 54: Satisfaction levels with regards to support in finding accommodation



### 2.38 Whether students would recommend the institution to prospective students

Having experienced services at the institutions, students were asked whether they will ever recommend the institution to prospective students. Majority of the respondents across the institutions indicated they would recommend their polytechnics to prospective students. This was the case across all the polytechnics where over 93% gave a positive response. Even so, 8% of respondents in Njoro youth polytechnic had a different opinion with 4% stating they would not. A similar opinion was held by 3% of respondents from Barut and 2% from Molo polytechnics as indicated below.

Chart 55: Recommendation of the institution to prospective students



Those who indicated ‘Yes, gave these reasons; Learning is up to date, the institution is imparting skills that would help students in future through self-employment or securing of jobs, availability of career enhancement programmes, courses being offered are marketable and teaching staff are friendly. Those who said ‘No’ cited; Cold climate, services do not meet expectations, lack of practical lessons and few courses to choose from.



## 3.0 Conclusion and Recommendations

Quality service at Tertiary level of learning is an important factor in motivating students and should therefore be ensured. The management and service providers in youth polytechnics and the entire Kenyan educational system should note that, service experiences are the outcomes of interactions between learning institutions, related systems/processes, service employees and customer satisfaction with service experiences. The important role of assessing service quality in Kenya's Higher Institution of Learning cannot be over emphasized as a pathway to achieving quality education and fostering students' satisfaction. There is need for Tertiary Education service providers to participate in service quality training that aims at building student satisfaction and promoting quality education in the TVET sub sector.

### Recommendations to Institutions

- Management and staff in youth polytechnics should view service delivery to students as a team effort and put in place a good support system to allow for students to contact personnel.
- Focus attention and resources on developing infrastructure including; lecture halls, libraries, laboratories and boarding facilities; purchase of new state-of-the art equipment and maintenance of equipment; ensure that facilities are well maintained and visually-appealing and maintain a serene environment conducive for academic work.
- Put in place measures, including regular monitoring, to address the reliability dimension and improve service delivery in terms of delivering on promises made and showing sincere interest in solving students' problem.
- Management to develop strategy for receiving and orienting new students to help them settle fast in the new environment and integrate well with other students.
- Set up a students' enquiry desk with a dedicated telephone line and email address to facilitate easy communication with students and parents.
- Establish a mechanism for responding to student concerns and complaints in a timely and efficient manner. Mechanisms such as setting up student bodies, weekly or monthly meetings with students and suggestion boxes should be considered.
- Provide students with course materials like course outlines, timetables and lecture notes to enable them prepare for lessons adequately and track progress made in covering coursework.
- Students acquire knowledge and master skills transferred to them depending on how well they are taught. Embrace new modern teaching methods to enhance students understanding of course work.

## Policy Recommendations

### Changing Poor Public Perception on TVET

One of the main challenges contributing to low enrolment in TVET institutions is poor perception by the public about these institutions. In order to increase demand and increase enrolment in TVET, the government should develop communication strategies, including advertisement, to promote skills development and attract more youth to enroll in vocational education and training. Such communication should link learning, earnings and career possibilities. Communication should also target society as a whole with the objective of changing the view on practical “hands-on” activities as menial work. The message around skills acquired through TVET institutions including youth polytechnics should be delivered in schools through orientation and career guidance. Provide role models who have succeeded after vocational training by identifying and collating success stories and individual case studies that can be used to demonstrate the value of vocational education.

### Planning and Curriculum Development in the TVET sub sector

Policy makers and stakeholders should embrace bottom-up planning for the sub-sector, and undertake regular review of youth polytechnic academic curriculum so as to ensure that it meets the demands, standards and trends of the current job market. Policy makers in partnership with industry players and researchers should also identify priority courses that the industry needs to develop and meet the skills standards, curriculum and training materials. Policy makers for the sub sector should engage with employers around curriculum design and delivery. Mechanisms including policy, legislation and institutions should connect employers with the design and delivery of education, training, and vocational experiences more directly with employment. Develop market needs analysis tools to better inform all key stakeholders of current and future labour market needs.

### Developing Pre-learners

Policy makers, youth polytechnics and the TVET sub sector should recognize prior-learning experience especially for workers including those in the *jua kali* (Informal) sector who would like to improve their skills through training in the youth polytechnics. Programmes should be developed to accommodate this category of persons who might not have enrolled earlier due to lack of finances, but who already have some technical knowhow relating to their job and skills that they would like to enhance.

### Addressing Poor Facilities in Youth Polytechnics

There is urgent need to address poor facilities in youth polytechnics so as to make them conducive for learning. This requires adequate allocation of finances to these institutions with the objective of improving efficiency and effectiveness in their administration. With more finances, youth polytechnics will be able to purchase new state-of-the art equipment; maintain existing equipment; develop requisite infrastructure including classrooms and laboratories and maintain facilities in the institutions; connect to electricity, telephone lines and internet services all of which will enhance learning; and provide adequate boarding facilities to meet demand where required.

### Ensuring Quality of Training Services

Quality services at tertiary level of learning are the most important factors to motivate students. There is therefore a need to ensure that the quality of student services in Technical and Vocational



Education and Training Institutions is ensured. This requires deliberate measures aimed at tackling the challenges of quality, knowledge, skills and motivation of vocational teachers and trainers. Service providers in youth polytechnics should be given service quality training that promotes friendly and caring service. Better trained instructors are able to deliver high quality education and industry standard training and education. Where possible institutions should partner with relevant industries and also invite lecturers from industries for practical exposure.

The Government should recruit adequate qualified staff and also ensure that all staff receive continuous training and development including on course delivery using modern methods, teaching methodologies and practical knowledge. Also provide youth polytechnics with adequate, modern and quality materials for practical lessons such as smart boards, projectors, and computers to improve the quality of learning. Emphasis should also be placed on assessing service quality in youth polytechnics with the objective of ensuring quality education and fostering students' satisfaction.

### **Ensuring Accountability in the Delivery of Services**

Stakeholders including the Technical and Vocational Education and Training Authority which is the external quality assurance agency of TVET institution training, while working in partnership with the management of youth polytechnics, who as per the Technical and Vocational Education and Training Regulations, 2015 have the primary responsibility for internal quality assurance of their training programmes, initiation of development and review of curricula, should put in place measures, including regular monitoring of service delivery, in order to address the reliability dimension and improve service delivery so as to deliver on promises made to service users.



# Appendix 1: Survey Questionnaire

## Assessment of Student’s Satisfaction with the Quality of Vocational Training Services in Youth Polytechnics in Nakuru County

### Instructions for the enumerator:

- 1. Key respondent for this interview schedule is an individual student.
- 2. This questionnaire is to be administered to, or filled by a student attending a polytechnic in Nakuru County.
- 3. Take time to explain who you are, and the purpose of your interview.
- 4. Clearly state that the interview is completely anonymous and information collected will be treated with utmost confidentiality.
- 5. Circle the correct answer number or tick in the box. Other answers should be written very clearly and legibly.

Enumerator’s Name			
Enumerator’s Contact			
Supervisor’s name			
Supervisor’s Contact			
Date – dd/mm/yr			
Interview start time		Interview End time	
Data cleaned by			

Name of student (Optional): \_\_\_\_\_

Contact (Optional): \_\_\_\_\_

Age bracket of respondent

- a) 15-20 years

b) 21-25 years

c) 26-30 years

d) 31-35 years

e) 36 years and above

Gender of respondent

- a) Male

b) Female

Polytechnic

- |                                    |                             |
|------------------------------------|-----------------------------|
| a) Rongai Youth Polytechnic        | b) Nakuru Youth Polytechnic |
| c) Kware-Kapkwon Youth Polytechnic | d) Njoro Youth Polytechnic  |
| e) Barut Polytechnic               | f) Molo Youth Polytechnic   |

## Questions

Respondent's year of study

- a) Less than a year
- b) One year and some months
- c) Two years and some months
- d) Three years and some months
- e) More than four years

1. What is your educational qualification?

- a) Did not complete primary school
- b) KCPE certificate
- c) Did not complete secondary school
- d) KCSE certificate with a minimum of C- or above
- e) 'O' level Division II
- f) 'A' level Certificate with at least one principal pass
- g) KCSE certificate with a minimum D+ or above with a Post-Secondary School certificate with credit from a recognized institution in the area of study
- h) Other (specify) \_\_\_\_\_

2. How did you learn about this polytechnic?

- a) Through relatives
- b) From friends
- d) From print media advertisement
- e) Through polytechnic member of staff
- c) Others (Specify) \_\_\_\_\_

3. Which course are you pursuing at the polytechnic?

\_\_\_\_\_

4. What factors influenced your decision to enroll in this polytechnic?

- a) Quality of education
- b) Location and climate
- c) Career opportunities
- d) Cost of education
- e) Admission requirements
- f) Others (Specify) \_\_\_\_\_

5. What kind of service do you expect from the polytechnic?

- a) Quick and swift delivery of documentation
- b) Electronic teaching and learning system
- c) Electronic registration of modules and application of documents
- d) Career counseling
- e) Use of modern machine models to teach engineering courses
- f) Opportunities to nurture natural talent (music, sports etc)
- g) Delivery of courses that provide skills required by the market
- h) Others (specify) \_\_\_\_\_

6. In your opinion do lecturer(s)/Instructor(s) in the polytechnic have the relevant technical and vocational competencies?

- a) Yes
- b) No

6a. Why do you say so?

\_\_\_\_\_

7. In your opinion, do you think the location of the polytechnic provides a conducive environment for learning?

- a) Yes
- b) No

7a. Why do you say so?

\_\_\_\_\_

8. Do you think the institution has adequate classrooms and workshops for learning?

- a) Yes
- b) No

8a. Why do you say so?

\_\_\_\_\_

9. In your opinion, are workshops or laboratories in the polytechnic adequately equipped?

- a) Yes
- b) No

9a. Why do you say so?

\_\_\_\_\_

10. Do classrooms and workshops have adequate natural light, artificial lighting and ventilation?

- a) Yes
- b) No

10a. Does the polytechnic provide you with the materials you need for practical lessons e.g. clothes for dress making students or wood/nails for carpentry students:

a) Yes

b) No

10b. Why do you say so?

---

10c. If no, what materials do you think the polytechnic should provide you with?

---

11. Does the polytechnic have a library?

a) Yes

b) No (*Go to question 17*)

12. Does the library have adequate space and conducive environment for study and research for students?

a) Yes

b) No

13. Do you think the library has adequate, relevant textbooks and other resources relevant to the course you are taking?

a) Yes

b) No

14. Does the library offer e-library services?

a) Yes  
know

b) No

c) Do not

15. Does the library have facilities for persons with disability e.g. those with physical disabilities or visual/hearing impairment?

a) Yes

b) No

c) Do not know

16. Does your department have modern equipment?

a) Yes

b) No (*Go to question 18*)

16a. If yes, which modern equipment are available in the department?

---

17. How do you feel about the physical appearance of the polytechnic?

---

18. Does the polytechnic have boarding facilities?

- a) Yes                                      b) No (Go to question 24)

18a. If yes, what boarding facilities are available in the polytechnic?

- a) Kitchen  
b) Dormitories  
c) Bathrooms  
d) Other (specify) \_\_\_\_\_

19. In your opinion, are boarding facilities available in the polytechnic sufficient for all students?

- a) Yes (Go to question 23)                      b) No

19a. If no, why do you say so?

- a) Students share beds
- b) The dormitories are very congested
- c) Students take a shower out in the open
- d) Students use makeshift structures as bathrooms
- e) The kitchen is housed in a makeshift structure
- f) Students sleep in incomplete structures
- g) Other (specify) \_\_\_\_\_

20. How would you rate the quality of boarding facilities in the polytechnic?

- a) Very Good                      b) Good  
c) Poor                          d) Very Poor                      e) I do not know

21. Does the polytechnic have a functional waste disposal system?

- a) Yes    b) No

22. In your opinion, do you think the polytechnic has adequate and reliable electricity supply?

- a) Yes    b) No

22a. Why do you say so?

---

23. Does the polytechnic have an emergency power backup system like a generator?

- a) Yes    b) No

24. Does the polytechnic have adequate serviceable firefighting equipment?

- a). Fire extinguishers
- b). Water hydrant
- c). Others (specify) \_\_\_\_\_

25. Do you think that the learning environment is secure enough?

- a) Yes
- b) No

25a. If no, why do you say so?

\_\_\_\_\_

26. Does the polytechnic provide facilities for co-curricular activities?

- a) Yes
- b) No

26a. If yes, which co-curricular facilities are available in the polytechnic?

\_\_\_\_\_

27. Does the polytechnic have a field for sporting activities?

- a) Yes
- b) No

28. In your opinion, do you think the polytechnic has facilities that enable talent development?

- a) Yes
- b) No (Go to question 33)

28a. If yes, what kind of talent development exists in the facility?

- a) Creative Arts e.g. Drama
- b) Music
- c) Sports
- d) Other (specify) \_\_\_\_\_

29. In your opinion does the polytechnic have adequate instructors for each course offered?

- a) Yes
- b) No

29a. Why do you say so?

\_\_\_\_\_

30. Does the polytechnic provide guidance and counseling services to its students?

- a) Yes
- b) No

31. Does the polytechnic have facilities and services for students with disabilities?

a) Yes

b) No (Go to question 38)

31a. If yes, which type of facilities and services?

---

32. Does the polytechnic provide a mechanism for receiving complaints from students?

a) Yes

b) No

32a. If yes, what complaint receiving mechanisms are available?

a) Suggestion box

b) Complaints box

c) Student's welfare meetings

d) Other (Specify) \_\_\_\_\_

33. In your opinion, how often are complaints raised by students through these mechanisms addressed?

a) Complaints are always addressed

b) Complaints are sometimes addressed

c) Complaints are rarely addressed

d) Complaints are never addressed

34. Does the institution have a democratically constituted student's union or body?

a) Yes

b) No

35. In your opinion, is the students union or body appropriately involved in governance and management of the institution?

a) Yes

b) No

36. Do you think the courses offered in the polytechnic give you competitive edge in the current labour market?

a) Yes

b) No

36a. Why do you say so?

---

37. Do you think the courses offered in the polytechnic are well structured/planned in terms of logical flow, duration etc.?

a) Yes

b) No



37a. Why do you say so?

---

38. What teaching methodologies do your lecturers/instructors in the polytechnic use to deliver course content?

- a) Lectures
- b) Practical lessons
- c) PowerPoint presentations
- d) Other Specify) \_\_\_\_\_

39. Are you comfortable with these methods of course delivery?

- a) Yes
- b) No

39a. Why do you say so?

---

40. Does the institution provide students with opportunities for industrial attachment?

- a) Yes
- b) No

41. Besides skills acquired during coursework, do you feel studying in this polytechnic enables you to acquire other skills that can help you succeed in the job market in the future?

- a) Yes
- b) No

41a. If yes, what additional skills do you acquire?

- a) Problem solving skills
- a) Communication skills
- b) Event planning skills
- c) Public relations skills
- d) Public speaking skills
- e) Other (Specify) \_\_\_\_\_

42. Do you think the academic curriculum of the institution is relevant to the demands and trends of the current job market?

- a) Yes
- b) No

42a. Why do you say so?

---

43. Are staff members in the polytechnic courteous to students?

a) Yes

b) No

43a. Why do you say so?

---

44. In your opinion, do members of the teaching staff pay personal attention to the needs of students?

a) Yes

b) No

44a. Why do you say so?

---

45. How would you define the relationship between administrative staff and students?

a) Transactional

b) Personal

c) Interactive

d) Official

e) Others (Specify)\_\_\_\_\_

46. Does the polytechnic welcome student suggestions on service delivery?

a) Yes it does

b) No it doesn't

c) I do not know

47. Having experienced services at this polytechnic, would you recommend the institution to prospective students?

a) Yes

b) No

c) Not decided

48a. Why do you say so?

---

49. Please indicate your satisfaction levels in the identified areas below

(Where 1= Not important, 2=Slightly important, 4- very important)

	IMPORTANCE	RATING			
		1	2	3	4
1	Reception of students, orientation and integration				
2	Ease of accessibility to required services through the website and office				
3	Ease of contacting and communicating with polytechnic staff by phone and email				
4	Response to students' inquiries				
5	Staff initiative to attend to student's needs and render the services				
6	Availability of course materials including coursework, timetable and lecture notes				
7	Efficiency in addressing students' complaints				
8	Quality of teaching				
9	Quality of facilities and material resources				
10	Support in finding accommodation (when applicable)				

50. Please indicate satisfaction levels in the identified areas below

(Where 5= Excellent, 4= Good, 3= Satisfactory, 2= Unsatisfactory, 1= Bad)

	EXTENT OF SATISFACTION WITH KEY AREAS	RATING				
		1	2	3	4	5
1	Reception of students, orientation and integration					
2	Ease of accessibility to required services through the website and office					
3	Ease of contacting and communicating with polytechnic staff by phone and email					
4	Response to students' inquiries					
5	Staff initiative to attend to student's needs and render the services					
6	Availability of course materials including coursework, timetable and lecture notes					
7	Efficiency in addressing students' complaints					
8	Quality of teaching					
9	Quality of facilities and material resources					
10	Support in finding accommodation (when applicable)					

51. In your opinion, how can the quality of vocational training services in the polytechnic be improved?

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