



# Moi University Tracer (MUTRACE)

Link Between Graduates Study & Job Experiences

at

Moi University, Kenya

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# Objectives of EXLIMA Paper

- The objectives of EXLIMA Paper are to;
  - Explain factors for graduate's transition from study to the labour market
  - Relate study outcomes and competencies to employment and work

# Paper Purview

*Study outcomes at university*

[Link](#)

*Job situation*

# Research Questions



(1)

How is transition to the labour market of graduates?



(2)

What study programmes outcomes are manifest in competencies for employment and work?



# Methodology



## UNITRACE Workshop I- 2010

- Preparation
- Theories
- Designs
- Questionnaire



## Address Data Bank- 2011

- Sensitize
- Goodwill
- 7 faculties
- Telephone
- Email
- Ms Excel



## Sample Design

- Pop of 873
- 722 listed in address bank
- 470 enlisted into survey
- =====
- (n)= 191
- RR=41%. net



## Survey Conduct

- Call 1 to confirm email, purpose, consent
- email with questionnaire attached
- Tel. reminder I, II & III

# Data Analysis and Reporting

- ❑ Simple descriptives (Percentage, mean, median , mode used)
- ❑ Findings presented by univariate description
- ❑ Interpretation;
  - Internal comparison of scores
  - External comparisons in the paper
  - Using texts from graduate responses and anecdotes
  - Within Kenya context
- ❑ 6 reports & 2 scientific paper articles written so far
- ❑ Dissemination- regionally February 2013

# Results

1. Transition to labour market
2. Employer and graduate considerations for job recruitment
3. Employment status
4. University contribution to competencies & their utilization at work
5. Contrast of competencies
6. Basis of study program for work performance

*Transition. Competencies. Work*

## Results 1

### Transition to labour market

**Job search trends corroborate well with the actual job acquisition pattern**

- ❑ Job search starts 5 months before graduation
- ❑ To search jobs, most graduates (54%) relied on adverts, 32% through parents, relatives and friends and 21% through work placement, internship and attachment
- ❑ Graduates seldom used contemporary means e.g., internet, career office
- ❑ Graduates contacted at least 10 (mode & median) potential employers to seek employment

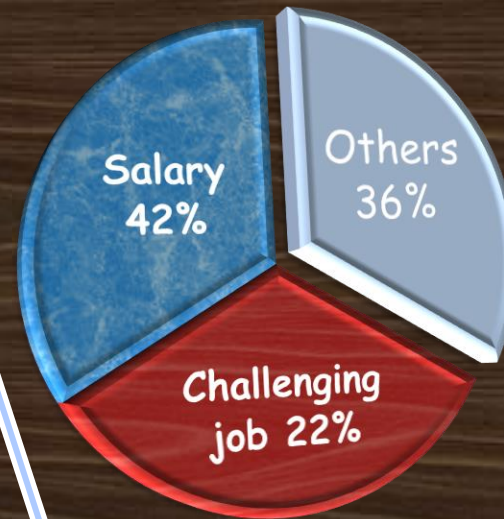


## Results 2

Graduate job selectionEmployer considerations  
in recruiting

➤ 46% study program  
important

➤ 65% University reputation  
important



"From which university are you  
and what degree do you hold?"

"Salary regardless of the  
nature of the job... I am just  
lucky to get a job"

Kenya faces unemployment problem like many countries in the region do. Jobs are competitive and employers dictate terms. This leaves graduates desperate just to earn a salary

**Results 3****Employment status**

- 79% graduates were employed 1 year after graduation
- 56% work for the private employer
- Self employment takes up 6%.
- Graduates had worked for 2 employers



**Only 25% graduates were employed in the public sector**

**2 jobs in 1 year indicates high turn over because graduates seek more suitable and satisfying jobs**

## Study competencies and their utilization at work

### 3 Questions were asked:

1. At the time of graduation: to what extent did you have the following competencies?
2. To what extent did the University contribute to the competencies?
3. To what extent are the following competencies acquired during study utilized in your work?

Scale of answers; 1 = 'To a very high extent' to 5 = 'Not at all'.

(Arithmetic mean derived from graduate's self reports)

# University contribution to competencies & their utilization at work

## Results 4



**Competencies**  
High (mean 2)

**University contribution**  
High (mean 2)

**Competencies utilization**  
Very high (mean 1)

# Contrast of competencies

## Results 5

### Attributed to University

- ✓ Knowledge of one's field
- ✓ Critical thinking skills
- ✓ Research skills, report writing and presentation
- ✓ Communication skills
- ✓ Capability for continuous learning

### Not attributed to University

- ❖ Knowledge of other fields
- ❖ Subsidiary knowledge
- ❖ Computer & internet skills

1. Core competencies are attributed to the University while distant one are not
2. However, competencies are not sole determinants to this link; structures, study conditions, behavior etc come in (Teichler, UNITRACE-III 2012)

## Basis of study program for work performance

### Results 6

- ✓ 68% basis for starting work
- ✓ 77% for further learning on the job
- ✓ 73% for performing current work tasks
- ✓ 83% for potential and current careers
- ✓ 88% for personal development

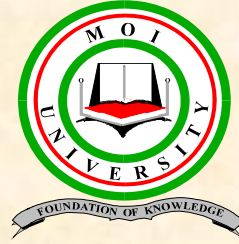
Likelihood of mismatch;  
JAB, parent and individual influences

# Conclusion

Job search and job acquisition corroborate in trends, but all depend on employer recruitment considerations and not graduate job selection. However, sociobiographic, sociocultural, contextual and higher education factors come in (Teichler, UNITRACE-3 2012)

Important self reported competencies are attributed to university study experience and the graduates report that these Core competencies are used at work and are basis for career and personal development. Kenya- the well connected syndrome & JAB dilemma. Europe- Pathways and link between curriculum, competencies and work- (Teichler 1998, 2000, DeSeCo, OECD).

# MUTRACE



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