



# TVET PROJECT

Assessing the Production of the Core Values and Capacities  
among Youth in TVET institutions in Kenya

## Tutor/Instructor Questionnaire

### 1 Introduction and Consent

Hello, my name is \_\_\_\_\_. I work with African Population and Health Research Center, with physical office based at Kitisuru, Manga Close-Off Kirawa Road. You can also reach us using both our office line (+254 20 4001000) and office cells (+254 722 205 933/+254 733 410 102) respectively, or through our postal address (P.O Box 10787 – 00100, Nairobi, Kenya). Once in a while, we visit different institutions in Kenya to collect data on education and training. This time, we are focusing on Technical, Vocational Education and Training (TVET) institutions, in order to collect data on perception and views of students about technical skills, academic skills, life skills, values and social emotional skills. The results of this research will be made public and disseminated in the community and at national level involving the Ministry of Education (MoE) and other stakeholders in order to inform policy process. By responding to this study, you will contribute to inform changes that the TVET system should consider, in order to make TVET attractive and useful in equipping youth with the skills youth require to succeed at work and in life. The responses you give will be held with utmost confidentiality, and your name will not appear anywhere in any report. The information you give will only be available to members of the research team. Your responses will not cause any disadvantage to you. If you accept to participate in this research, you will be doing so voluntarily and there will not be any monetary returns or gifts. You are also free to refuse to respond to questions you do not feel comfortable answering. This interview will take about 45 minutes.

1.1 Would you like to participate in this research?

☐ (1)

Yes

☐ (2)

No

[FI: IF 1=NO, THANK RESPONDENT AND END THE INTERVIEW]

### 2 General Information

Some of these questions are **not** to be asked to the tutor. Information on IDs is to be obtained from the project research officer prior to visiting the institution. Please enter information on sex by observation.

2.1 Date of the Interview	Day <input type="text"/> <input type="text"/>	Month <input type="text"/> <input type="text"/>	Year <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
2.2 County ID	<input type="text"/> 1=Garissa; 2=Kisumu; 3=Meru; 4=Mombasa; 5= Nairobi; 6=Nyeri; 7=Turkana; 8=Uasin Gishu; 9=Kakamega		
2.3 TVET Name	<input type="text"/>		
2.4 TVET ID	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>		
2.5 Tutor's Name (Optional)	<input type="text"/>		
2.6 Tutor's ID	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>		
2.7 Tutor's Sex	<input type="text"/> 1=Male; 2=Female		
2.8 Tutor's Study Classes	<input type="text"/> 1=Beginner; 2=Finalist; 3=Beginner and Finalist		
2.9 Enumerator ID	<input type="text"/> <input type="text"/> <input type="text"/>		

### 3 Tutor's/Instructor's Background Information

3.1 What is your date of birth? Day   Month   Year

3.2 Date you first joined this institution Day   Month   Year

3.3 At what level did you join this institution? [FI: WRITE JOB TITLE]

3.4 What is your current job level? [FI: WRITE JOB TITLE]

3.5 What is the status of your employment/engagement? [FI: TICK ONLY ONE OPTION]

☐ (1)

Permanent

☐ (2)

Contract/temporary

3.6 How many years in total have you been a teacher/trainer?   Years

[FI: WRITE '01' IF LESS THAN ONE YEAR; INCLUDE YEARS OF EXPERIENCE OUTSIDE TVET]

3.7 How many hours per week do you currently teach/train in this institution?    Hours

[FI: WRITE HOURS PER WEEK; WRITE "10" IF 10 HOURS]

3.8 What is your **HIGHEST** level of academic education reached? [FI: TICK ONLY ONE FOR LEVEL]

#### LEVEL

☐ (01)

Never went to school

☐ (02)

Pre-primary

☐ (03)

Dropped out of primary school

☐ (04)

Completed primary schools but never went to Form 1

☐ (05)

Dropped out of secondary school

☐ (06)

Completed secondary school but never went to college/university

☐ (07)

Dropped out of college/TVET/university

☐ (08)

Completed college/TVET

☐ (09)

Completed university

**3.9** What is the **HIGHEST** level of professional technical training you have completed?

[FI: TICK ONLY ONE FOR LEVEL]

☐ (01) No technical training

☐ (02) Grade Test 1

☐ (03) Grade Test 2

☐ (04) Grade Test 3

☐ (05) Certificate

☐ (06) Diploma

☐ (07) Higher Diploma

☐ (08) Undergraduate degree

☐ (09) Master's degree

☐ (10) Doctoral degree/PhD

☐ (96) Other (Specify \_\_\_\_\_)

**3.10** Have you completed any refresher/in service courses in the last 3 years

☐ (1) Yes

☐ (2) No

[FI: TICK ONLY ONE OPTION]

**3.11** What course do you **mainly** teach in this institution

[FI: WRITE NAME OF THE MAIN COURSE]

**3.12** What are the levels of training courses that you teach in this institution?

[FI: TICK ONE OPTION FOR EACH LINE]

	Yes	No
<b>a.</b> Short Courses (No certification) .....	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)
<b>b.</b> Grade test 1.....	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)
<b>c.</b> Grade test 2.....	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)
<b>d.</b> Grade Test 3.....	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)
<b>e.</b> Certificate .....	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)
<b>f.</b> Diploma .....	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)
<b>g.</b> Higher Diploma .....	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)
<b>h.</b> Post-graduate diploma .....	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)
<b>i.</b> Degree.....	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)
<b>j.</b> Other (Specify____).....	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)

3.13 To what extent are you **LIMITED** or **HINDERED** by the following factors in carrying out your training duties as expected? [FI: TICK ONE OPTION FOR EACH LINE;]

[1=To no extent; 2=To a less extent; 3=To a moderate extent; 4=To a high extent; 5=To a very high extent]

	1	2	3	4	5
a. Institution's infrastructure (e.g. roads, electricity) .....	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)	<input type="checkbox"/> (4)	<input type="checkbox"/> (5)
b. My own training or professional development .....	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)	<input type="checkbox"/> (4)	<input type="checkbox"/> (5)
c. Facilities/machinery/materials.....	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)	<input type="checkbox"/> (4)	<input type="checkbox"/> (5)
d. Technical workshops/laboratories .....	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)	<input type="checkbox"/> (4)	<input type="checkbox"/> (5)
e. Curricula's content/structure (e.g. scope and relevance) .....	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)	<input type="checkbox"/> (4)	<input type="checkbox"/> (5)
f. Students' religious background.....	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)	<input type="checkbox"/> (4)	<input type="checkbox"/> (5)
g. Students' gender composition.....	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)	<input type="checkbox"/> (4)	<input type="checkbox"/> (5)
h. Support from institutional head.....	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)	<input type="checkbox"/> (4)	<input type="checkbox"/> (5)
i. Level of staffing (instructors, administration, support staff, etc.) .	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)	<input type="checkbox"/> (4)	<input type="checkbox"/> (5)
j. Time allocated to each course per term/semester .....	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)	<input type="checkbox"/> (4)	<input type="checkbox"/> (5)
k. Conflicting of interests of the institution's stakeholders.....	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)	<input type="checkbox"/> (4)	<input type="checkbox"/> (5)
l. Alternatives options (resulting in variations in enrolment).....	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)	<input type="checkbox"/> (4)	<input type="checkbox"/> (5)

3.14 To what extent do you feel you are well equipped or up to standard in terms of expertise in running/steering the main course you teach? [FI: TICK ONLY ONE OPTION]

<input type="checkbox"/> (1)	To <b>no</b> extent	<input type="checkbox"/> (4)	To a <b>high</b> extent
<input type="checkbox"/> (2)	To a <b>less</b> extent	<input type="checkbox"/> (5)	To a <b>very high</b> extent
<input type="checkbox"/> (3)	To a <b>moderate</b> extent		

3.15 How many classes do you teach in this institution?

<input type="checkbox"/> (1)	One Class	<input type="checkbox"/> (4)	Multiple Classes
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3.16 How many students are in (a) the smallest class that you teach, and (b) the largest classes that you teach in this TVET? [FI: WRITE NUMBERS]

	Number of Students		Course level e.g. Cert. Dip., High Dip.
	Female	Male	
a. Smallest class .....	<input type="text"/>	<input type="text"/>	<input type="text"/>
b. Largest class .....	<input type="text"/>	<input type="text"/>	<input type="text"/>

## 4 Skills and Core Values

4.1 Have you been **TRAINED** to teach the following skills/areas?  
[FI: SELECT ONLY ONE OPTION FOR EACH LINE. IF "YES", WRITE YEAR WHEN TRAINED]

	Yes	No	If "Yes" write FIRST Year trained
<b>a) Academic/Cognitive/Technical Skills</b>			
a. Numeracy skills (ability to do mathematical calculations) .....	<input type="text" value="(1)"/>	<input type="text" value="(2)"/>	<input type="text"/>
b. Literacy skills (ability to read and write).....	<input type="text" value="(1)"/>	<input type="text" value="(2)"/>	<input type="text"/>
c. Basic computing skills (e.g. word processing, excel, access) .....	<input type="text" value="(1)"/>	<input type="text" value="(2)"/>	<input type="text"/>
d. Entrepreneurship .....	<input type="text" value="(1)"/>	<input type="text" value="(2)"/>	<input type="text"/>
e. Financial planning and management .....	<input type="text" value="(1)"/>	<input type="text" value="(2)"/>	<input type="text"/>
f. Marketing and sales .....	<input type="text" value="(1)"/>	<input type="text" value="(2)"/>	<input type="text"/>
g. Social media skills (e.g. blogging).....	<input type="text" value="(1)"/>	<input type="text" value="(2)"/>	<input type="text"/>
<b>b) Life Skills</b>			
h. Interpersonal relationship skills (ability to relate with others).....	<input type="text" value="(1)"/>	<input type="text" value="(2)"/>	<input type="text"/>
i. Communication skills .....	<input type="text" value="(1)"/>	<input type="text" value="(2)"/>	<input type="text"/>
j. Self-control skills .....	<input type="text" value="(1)"/>	<input type="text" value="(2)"/>	<input type="text"/>
k. Dispute resolution skills .....	<input type="text" value="(1)"/>	<input type="text" value="(2)"/>	<input type="text"/>
l. Team working skills.....	<input type="text" value="(1)"/>	<input type="text" value="(2)"/>	<input type="text"/>
m. Decision-making skills .....	<input type="text" value="(1)"/>	<input type="text" value="(2)"/>	<input type="text"/>
n. Persuasive skills.....	<input type="text" value="(1)"/>	<input type="text" value="(2)"/>	<input type="text"/>
<b>c) Core Values</b>			
o. Integrity (i.e. being honest, fair, sincere) .....	<input type="text" value="(1)"/>	<input type="text" value="(2)"/>	<input type="text"/>
p. Accountability (i.e. being responsible, liable, answerable) .....	<input type="text" value="(1)"/>	<input type="text" value="(2)"/>	<input type="text"/>
q. Hard work (i.e. being dedicated, careful, diligent).....	<input type="text" value="(1)"/>	<input type="text" value="(2)"/>	<input type="text"/>

	Yes	No	If "Yes" write FIRST Year trained
r. Persevering (i.e. being committed, determined, dedicated) .....	<input type="text" value="(1)"/>	<input type="text" value="(2)"/>	<input type="text"/>
s. Discipline (i.e. following rules and routines) .....	<input type="text" value="(1)"/>	<input type="text" value="(2)"/>	<input type="text"/>
<b>d) Social Emotional Skills</b>			
t. Adaptability (i.e. . ability to change your approach to doing things in order to suit a new situation) .....	<input type="text" value="(1)"/>	<input type="text" value="(2)"/>	<input type="text"/>
u. Attention (i.e. concentrating and being mindful) .....	<input type="text" value="(1)"/>	<input type="text" value="(2)"/>	<input type="text"/>
v. Gratitude (i.e. being thankful).....	<input type="text" value="(1)"/>	<input type="text" value="(2)"/>	<input type="text"/>
w. Empathy (i.e. understanding and sharing in others' feeling) .....	<input type="text" value="(1)"/>	<input type="text" value="(2)"/>	<input type="text"/>
x. Forgiveness (i.e. ability to let go of negative emotions) .....	<input type="text" value="(1)"/>	<input type="text" value="(2)"/>	<input type="text"/>

**4.2** Looking at the training courses that you teach in this institution in general, which of the following are (a) covered in these courses, (b) do you think are important in students' future career? **[FI: TICK ONLY ONE OPTION UNDER EACH HEADING FOR EACH ITEM]**

**LEVEL OF COVERAGE:** 1=Not covered at all; 2= Less covered; 3=Somehow covered; 4=Well covered.

		Level of coverage				This is important for student future career	
		1	2	3	4	Yes	No
<b>a.</b>	Technical skills (e.g. mechanical, fashion design, metal work) .....	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)	<input type="checkbox"/> (4)	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)
<b>b.</b>	Life skills (e.g. communication, team work, time management).....	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)	<input type="checkbox"/> (4)	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)
<b>c.</b>	Core values (e.g. honesty, responsibility, discipline) .....	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)	<input type="checkbox"/> (4)	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)
<b>d.</b>	Social emotional skills (e.g. self-control, self-esteem ).....	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)	<input type="checkbox"/> (4)	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)
<b>e.</b>	Entrepreneurship .....	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)	<input type="checkbox"/> (4)	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)
<b>f.</b>	Financial planning and management .....	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)	<input type="checkbox"/> (4)	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)
<b>g.</b>	Marketing and sales .....	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)	<input type="checkbox"/> (4)	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)
<b>h.</b>	Basic computing skills (e.g. word processing, excel, access) .....	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)	<input type="checkbox"/> (4)	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)
<b>i.</b>	Numeracy/mathematics skills.....	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)	<input type="checkbox"/> (4)	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)
<b>j.</b>	Literacy skills (i.e ability to read and write).....	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)	<input type="checkbox"/> (4)	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)
<b>k.</b>	HIV and AIDs knowledge .....	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)	<input type="checkbox"/> (4)	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)
<b>l.</b>	Sexual and reproductive health education.....	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)	<input type="checkbox"/> (4)	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)
<b>m.</b>	Relationships, courtship and marriage.....	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)	<input type="checkbox"/> (4)	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)
<b>n.</b>	Guidance and counselling .....	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)	<input type="checkbox"/> (4)	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)
<b>o.</b>	Environmental awareness (i.e. physical awareness) .....	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)	<input type="checkbox"/> (4)	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)

**4.3** Still looking at the training courses that you teach in this TVET in general, which of the following happen in these courses? **[FI: SELECT ONE OPTION FOR EACH LINE]**

	Yes	No
a. I allow my students to attend training/education events organized by other .....	<input type="text" value="(1)"/>	<input type="text" value="(2)"/>
b. I encourage my students to participate in educational games in class .....	<input type="text" value="(1)"/>	<input type="text" value="(2)"/>
c. I encourage my students to present their works to their classmates .....	<input type="text" value="(1)"/>	<input type="text" value="(2)"/>
d. I encourage my students to critique their classmates' work .....	<input type="text" value="(1)"/>	<input type="text" value="(2)"/>
e. I encourage my students to take a lead in shaping their own careers .....	<input type="text" value="(1)"/>	<input type="text" value="(2)"/>
f. I encourage my students to pull resources together in teams as opposed to stand-alone initiatives .....	<input type="text" value="(1)"/>	<input type="text" value="(2)"/>
g. I provide my students with lessons on mediation skills in conflict situations .....	<input type="text" value="(1)"/>	<input type="text" value="(2)"/>
h. I train my students on leadership skills .....	<input type="text" value="(1)"/>	<input type="text" value="(2)"/>
i. I encourage my students to elect their own course/class leaders .....	<input type="text" value="(1)"/>	<input type="text" value="(2)"/>
j. Once in a while I give my students a lot of work to be completed within strict deadlines .....	<input type="text" value="(1)"/>	<input type="text" value="(2)"/>
k. At times, I give my students different tasks to be completed within a short time ....	<input type="text" value="(1)"/>	<input type="text" value="(2)"/>
l. I teach my students to be socio-emotionally conscious of self and others .....	<input type="text" value="(1)"/>	<input type="text" value="(2)"/>
m. I encourage my students to resolve problems using their own methods .....	<input type="text" value="(1)"/>	<input type="text" value="(2)"/>
n. I provide opportunities for my students to practice what they have learned, in the work place (attachments/internships) .....	<input type="text" value="(1)"/>	<input type="text" value="(2)"/>
o. I encourage my students to initiate their own money making projects	<input type="text" value="(1)"/>	<input type="text" value="(2)"/>
p. I invite professionals to talk to my students about their careers/emotions .....	<input type="text" value="(1)"/>	<input type="text" value="(2)"/>
q. I encourage parents/guardians to be involved my students' training .....	<input type="text" value="(1)"/>	<input type="text" value="(2)"/>
r. I encourage competition among my students in their classwork .....	<input type="text" value="(1)"/>	<input type="text" value="(2)"/>
s. I encourage mastering of technical skills among my students more than passing	<input type="text" value="(1)"/>	<input type="text" value="(2)"/>
t. I actively try to link my graduating students with potential employers .....	<input type="text" value="(1)"/>	<input type="text" value="(2)"/>



**4.4** From the following statements, please choose which option that best suits the students you teach.  
**[FI: TICK ONLY ONE OPTION FOR EACH STATEMENT]**

[1=Never; 2=Rarely; 3=Sometimes; 4=Most of the times; 5=All the time]

My students ...	1	2	3	4	5
a. Have difficulty adapting to changing and uncertain situations.....	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)	<input type="checkbox"/> (4)	<input type="checkbox"/> (5)
b. See positivity in people/events/situations than negativity.....	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)	<input type="checkbox"/> (4)	<input type="checkbox"/> (5)
c. Get impatient and show frustrations in academic events (e.g. during numeracy and literacy classes) .....	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)	<input type="checkbox"/> (4)	<input type="checkbox"/> (5)
d. Get impatient and show frustrations during practical (i.e. during technical classes such as woodwork etc.) .....	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)	<input type="checkbox"/> (4)	<input type="checkbox"/> (5)
e. Get impatient and show frustrations during social events (e.g. during sporting, games or drama events) .....	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)	<input type="checkbox"/> (4)	<input type="checkbox"/> (5)
f. Exhibit knowledge of social networks.....	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)	<input type="checkbox"/> (4)	<input type="checkbox"/> (5)
g. Understand the values and cultures of their teams and the institution.....	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)	<input type="checkbox"/> (4)	<input type="checkbox"/> (5)
h. Resolve conflict on their own .....	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)	<input type="checkbox"/> (4)	<input type="checkbox"/> (5)
i. Understand each other's motivation for their behaviours and actions.....	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)	<input type="checkbox"/> (4)	<input type="checkbox"/> (5)
j. Provide on-going mentoring to new and young students .....	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)	<input type="checkbox"/> (4)	<input type="checkbox"/> (5)
k. Convince others, including tutors by getting reliable information from authority .....	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)	<input type="checkbox"/> (4)	<input type="checkbox"/> (5)
l. Exhibit improved persuasive skills than when they joined .....	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)	<input type="checkbox"/> (4)	<input type="checkbox"/> (5)
m. Are emotionally self-controlled than when they joined this institution.....	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)	<input type="checkbox"/> (4)	<input type="checkbox"/> (5)
n. Are more aware of themselves than when they joined this institution.....	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)	<input type="checkbox"/> (4)	<input type="checkbox"/> (5)
o. Are less empathetic of others, including us .....	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)	<input type="checkbox"/> (4)	<input type="checkbox"/> (5)
p. They work well in teams by being supportive of each other and tutors.....	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)	<input type="checkbox"/> (4)	<input type="checkbox"/> (5)
q. Initiate actions to improve self-performance .....	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)	<input type="checkbox"/> (4)	<input type="checkbox"/> (5)