

**THE PERCEPTION OF INTERIOR DESIGN INDUSTRY ON THE
RELEVANCE OF KENYAN INTERIOR DESIGN DIPLOMA PROGRAMMES
TO THE JOB MARKET**

BY

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**A THESIS SUBMITTED IN PARTIAL FULFILMENT OF THE
REQUIREMENTS FOR THE AWARD OF A DEGREE OF MASTER OF
SCIENCE IN APPAREL AND FASHION DESIGN DEPARTMENT OF FAMILY
AND CONSUMER SCIENCES, UNIVERSITY OF ELDORET, KENYA**

AUGUST, 2019

DECLARATION

DECLARATION BY THE CANDIDATE

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DEDICATION

To my dear husband who is my drive and my sons and daughters who are ever my inspiration.

To my loving parents, the late Mzee Megson Aberi and Mama Margaret Kemunto, for instilling discipline and nurturing our academic world from infancy; I am building on the foundation they laid in us. With God's love, they gave us direction.

ABSTRACT

Interior Design (ID) development and growth is being appreciated by many people today than it was in the past. This study evaluated Kenyan Interior Design Diploma Programmes (KIDDPs) on competence and skill training in meeting the manpower needs of the Interior Design Industry (IDI). The objectives of the study were to: determine the respondents' views on the acquired knowledge and skills; determine the relevance of the ID training facilities at the KIDDPs; assess the respondents' views on the relevance of the ID diploma curriculum to manpower requirements of the IDI; investigate the training needs of the Kenyan Interior Design Diploma Graduates (KIDDGs); and establish the challenges faced by the KIDDGs with regard to their training. The study employed a descriptive survey research design. The study area was Nairobi County, Kenya where majority of interior design firms are located. The target population was KIDDGs who graduated within the last ten years and were practicing in the IDI. Snowball sampling was used to select 120 KIDDGs. Self-administered questionnaires, interviews, and observation were the methods of data collection. Data was coded according to emerging patterns, analyzed using Statistical Packages for Social Sciences (SPSS version 25) and presented using tables and histograms as well as written reports. The study established that the acquired knowledge and skills from the institutions attended by graduates was inadequate. In addition, business-related courses such as business management skills and entrepreneurship were inadequate. Facilities such as well-equipped computer labs and workshops with essential modern equipment were insufficient, insufficient well-trained staff and supply of instructional materials led to inadequate training. Some of the challenges identified included each institution offering ID developed its own curriculum and lack of one governing body to monitor the curriculum quality standards for consistency and uniformity. Further, KIDDGs faced challenges such as being looked down upon by architects and other IDs' negative attitude towards themselves, less team work between architects and IDs and increased competition. The outcome of this research will be useful to the curriculum developers and Kenyan interior design training institutions in realigning the content and ascertaining whether the knowledge and skills passed to KIDDGs matches the manpower needs of the IDI. The study recommended need for one governing facility in Kenya, need to establish KIDDPs in all the technical institutions for consistency and competent training. ID in Kenya has not yet been professionalized. Therefore, a career resource centre is absolutely necessary in every institution at the secondary level so as to prepare students for future ID careers.

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ACRONYMS AND ABBREVIATIONS

ASID	American Society of Interior Designers
BLS	Bureau of Labour Statistics
CAD	Computer Aided Design
CIDA	Council for Interior Design Accreditation
CNBC	Consumer News and Business Channel - Africa
HND	Higher National Diploma
ID	Interior Design
IDDGs	Interior Design Diploma Graduates
IDDPs	Interior Design Diploma Programmes
IDI	Interior Design Industry
IDs	Interior Designers
KIDDGs	Kenyan Interior Design Diploma Graduates
KIDDPs	Kenyan Interior Design Diploma Programs
NACOSTI	National Commission for Science, Technology and Innovation
NCS	National Careers Service
PIDs	Professional Interior Designers
SPSS	Statistical Packages for Social Sciences
UK	United Kingdom

OPERATIONAL DEFINITION OF TERMS

An interior designer refers to someone who plans, researches, coordinates and manages Interior Design projects.

Curriculum refers to the knowledge and skills students are expected to learn in interior design course.

Design refers to the skill of incorporating human, cultural and aesthetic aspects of ideas.

Graduates are Kenyan diploma graduates of interior design who have the right knowledge, techniques and skills to perform in the interior design industry.

Interior design industry refers to interior diploma graduates from Kenyan tertiary institutions, who were practicing and had graduated within the last ten years.

Interior decoration means the art of furnishing or adorning of an area with ornamentation for aesthetic values.

Interior design, in this study, is a multi-faceted profession in which creative and technical solutions are applied within a structure to achieve a desired environment.

Interior refers to the inner space surrounded by walls, floors, and roofs/ceilings and has openings like windows and doors.

Manpower needs refers to competency of Interior Designers as displayed by the relevant knowledge and skills that can enable them work effectively in the interior design industry.

Professional interior designers, in this study, are those who have a broad set of skills and technical knowledge that is required to plan, research, coordinate and manage

interior design projects. They include graduates, practitioners and curriculum implementers/trainers.

Programme refers to a plan of action aimed at accomplishing a clear business objective, with details on what work is to be done, by whom, when, and what means or resources will be used.

ACKNOWLEDGEMENT

First, I thank God Almighty for what He has enabled me to do. Second, I wish to acknowledge my sponsor and husband, Mr. Ontita Maina, and my children Kimaiga, Nyamusi, Kemunto and Okirigiti for giving me the necessary support and for being my inspiration for further studies. I thank the University of Eldoret for starting this programme which has helped me pursue a master's degree in Apparel and Fashion Design.

I would like to express special gratitude to the following: Dr. Gertrude Were for encouraging me to continue with the master's degree at the University of Eldoret and my able supervisors, Dr. Dorcas Serem and Dr. Rael Maiyo; without whom this thesis would not have been what it is. I am also grateful to all those who, in one way or the other, helped me realize the goal of writing this thesis.

May God bless you all.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Worldwide, humans have always been concerned with the ornamentation of their interior living and working spaces. Although the profession of Interior Design (ID) is relatively new, interior decoration is as ancient as the oldest dwelling spaces (Diego, 1983). The drawings made by cave dwellers over thousands of years ago are evidence of this human desire for immortality to leave some record of their existence. ID is the art and science of understanding people's behaviour to create functional spaces within a building. It is a profession of planning and organizing a given space to achieve a healthier and more aesthetically pleasing environment for the occupant/user (Hudson, 2007). Interior decoration, on the other hand, is the art of furnishing or adorning of a space with ornamentation for aesthetic values (Weber, 2005). According to this study, ID is emphasizing on planning, functional design and the effective use of space, as compared to interior decorating.

Over time, what began as the art of decorating, embracing form and function, has evolved into today's world of highly specialized areas of ID that require years of intense training (Behrens, 2013). In order for one to become a successful Professional Interior Designer (PID), one needs a well-rounded education and the skills to work within many ID disciplines (architecture; graphic design; decorative arts and textile, furniture and furnishings, finishes and lighting design). An interior designer should therefore be able to use his abilities to make interior places attractive and fascinating after undergoing the training (Jacqueline, 2014).

A programme is a plan of action aimed at accomplishing a clear business objective, with details on what work is to be done, by whom, when, and what means or resources will be used. According to Jones (2014), the plan of action may be achieved through some form of training as a method of education hence the term ID programmes. Training can be done through learning institutions as a more formal route to professional practice. Education is a process through which an individual gains knowledge, insight and develops attitudes towards skills (Griffin, 1996). It is a key element in achieving long-term sustainable economic growth and a positively effective tool that improves the quality of life once it is applied by all (Republic of Kenya, 1999).

Globally, ID training programmes provides students with fundamental concepts which would contribute to the life of an educated person and would be useful in all fields of endeavour. In the United States, the Interior Design Industry (IDI) is vibrant and there is a high demand for the skills needed in ID from fields such as architecture (Career Igniter, 2015). The ID discipline of art has also been professionalized by the American Society of Interior Designers (ASID). This provides an opportunity for those trained in the ID to get employment opportunities relevant to their skills. According to research carried out by US Bureau of Labour of Statistics, the IDI is growing at a rate of 19% (IBIS World, 2016). The study projected that by the year 2020; there would be about 10,000 new jobs for Interior Designers (IDs). This demand was, at the time of study, as a result of new buildings coming up in the public and private sector both commercial and residential which had opened up opportunities for IDs. One of the areas which clients looked for was the level of expertise that an interior designer had and this was determined by the kind of training they had. In the US, ID training programmes have the ability to give one the necessary skills to make training relevant to the IDI (NYSID,

2016). An example is the New York School of Design which offers training and skills in ID for the market.

Research (AGCAS, 2015) had revealed that in the UK, 80% of ID students found employment six months after graduating, 35.5 % of ID students work as interior decorative designers and 47% of the students engage in art, design and media disciplines. An estimated 17% go into retail and 8.9% work as technicians in the IDI. According to the National Careers Service (2014) in the UK, one needed a high level of design skills to become an interior designer, which usually means completing a higher education course in an art- or design-related subject at foundation degree, higher national diploma or degree level.

In Africa, IDI is growing in popularity but the industry faces one challenge; it has not been professionalized. Most African countries are yet to recognize it as a full time profession (Mwangalwa, 2015). ID training programmes in South Africa are offered at both diploma and degree level and impart skills needed for the market in the IDI. Despite the lack of professional recognition, in 2006, the South African Institute of the Interior Design Professions was formed (IDI-South Africa, 2016). Its aim was to establish, promote and maintain expertise, professionalism, sound business practice and high standards throughout the industry. The IDI in South Africa strives to expand the contribution of ID to society through the exchange and development of knowledge and experience in education and practice. Most IDI opportunities occur in the architectural field where landscape and interior architecture are common.

The IDI in Kenya has been determined by the fast growing real estate sector. According to a report by consumer news and business channel (CNBC)-Africa (2015), as cited in Mwangalwa (2015), IDs are cashing in on retail, commercial and residential spaces as

real estate investment continues to grow in Kenya. The rapidly expanding middle class in the country is searching for affordable and secure living space that meets their housing needs. This means more infrastructure and more opportunities for ID who depend mostly on properties such as houses, malls and work spaces. According to the National Housing Corporation, there is a housing deficit of more than 200,000 units per annum for the low to middle-income market. Demand for housing means that there are more opportunities for those involved in ID. In Kenya, most training for IDs is done at Certificate and Diploma level in institutions of higher learning. Most ID training is confined to private institutions (Kioleoglou, 2016).

The Kenyan Government's commitment to the provision of quality education and training to its citizens at all levels is paramount. Vision 2030 singles out education and training as the vehicle that would drive Kenya into becoming a middle-income economy (Government of Kenya (GoK), 2011). Jones (2014) points out that technology has brought new changes in design forcing a conceptual shift in ID and creation. Hence this has challenged educators to evaluate and re-evaluate ID programs. In addition, there is need to enhance the competence and proficiency of sufficient training centres that were strengthened in terms of infrastructure. In other words, if ID programmes, along with other education programmes were to be adequately adhered to and the curricula re-aligned within skills and competence framework, the aspirations of Vision 2030 would be met (Wanjohi, 2013).

In view of the above observations, Bashir (2013) advocates for a more flexible and comprehensive structure for Kenya's education system and curriculum reform to specify the expected competence at every level of learning. In addition, a Task Force from the Ministry of Education (MOE) (2011) recommended major reforms of the curriculum to align it with the Constitution and to ensure that the aspirations of Vision 2030 are met.

This, the taskforce avers, could be achieved by structuring the curriculum within skills and competences framework that identifies the knowledge, skills and competences all learners would acquire, and which would provide both vertical and horizontal coherence. Hence the researcher identified the need for an evaluation of interior design diploma programmes in Kenyan institutions and their relevance to the IDI.

1.2 Statement of Research Problem

Many people appreciate ID today than it was in the past. This can be seen from the highest number of adequately and decently built working and living spaces. Not to mention the enormous load under construction. Whenever human beings are faced with development of this nature the focus goes to the sufficient provision of manpower hence the need for adequate and relevant training for PIDs. This study assessed the perception of interior design industry on the relevance of Kenyan ID diploma programmes to the job market.

Wanjohi (2013) argues that the quality of education in Kenya is not clearly spelt out for the curriculum delivery to be focused on development of specific expected competences to be assessed. According to the Ministry of Education (MoE) (2016) Report by a Task Force (2011), which was appointed to realign the education sector to Vision 2030, a number of challenges, gaps and concerns were pointed out. Among the specific issues that were identified include; relevance with regard to the Kenyan education system, its institutions and programmes content and delivery; sufficient flexibility to adapt to the changing socio-economic needs and requisite quality to match global competitiveness and to address challenges of the 21st century.

A preliminary survey among seventeen ID firms in Nairobi and three firms in Nakuru indicated that 60% of them perceived the KIDDPs' training to be not relevant enough to

the IDI while 36% indicated the graduates have to be trained on the job to become efficient in the interior design industry and the remaining 4% could not notice the difference (Oral Interview, 2016).

In addition, Egerton University's Department of Clothing, Textile and Interior Design (CTID), industrial attachment report analysis (2015) showed that the stakeholders' recommendations were that the IDI had a wide range of employment opportunities and also there is need to give the relevant skills, for instance separate ID from clothing and textile so as to train extensively in matters concerning ID as well as marketing. Maseno University ID industrial attachment report (2014) from diploma students perceived that ID programmes' curricula were more theoretical than practical, therefore had less exposure to the IDI and had very few specialized teaching staff in ID. The students recommended that ID departments ought to restructure and realign the current ID programs for efficiency to suit the manpower needs of the industry. From the reviewed studies, it is evident that the Kenyan IDI has a high demand for trained and qualified IDs. In addition, there are few training institutions offering the course whereby most of them are privately owned. There was need therefore to investigate the existing ID programs in the training institutions as far as its relevance in the skills, knowledge and competence acquired is to the IDI. This would therefore serve as a guide in realigning the training to the manpower requirements for the industry. Based on the above observations, this study sought the perception of IDDGs on the relevance of Kenyan institutions IDDPs to the IDI job market.

1.3 The Objectives of the Study

The core objective of the study was to assess the perception of interior design industry on the relevance of Kenyan interior design diploma programmes to the job market. To achieve this, pursuance of the specific objectives below was keenly followed:

1. To determine the respondents' views on the relevance of the acquired knowledge and skills from the KIDDPs to the Interior Design Industry (IDI);
2. To determine the respondents' views on the relevance of the Interior Design training facilities at the KIDDPs;
3. To assess the respondents' views on what a relevant Interior Design diploma curriculum for IDI should entail;
4. To investigate on the training needs of the Kenyan Interior Design Diploma Graduates (KIDDGs); and
5. To establish the challenges faced by the KIDDGs in regard to their training.

1.4 Research Questions

In order to achieve the above objectives, the study was guided by the following research questions:

1. What were the respondents' views on the relevance of the acquired knowledge and skills from the Kenyan Interior Design Diploma Programmes to the interior design industry?
2. What were the respondents' views on the relevance of the Interior Diploma training facilities at the Kenyan Interior Design Diploma Programmes?
3. What were the respondents' views on the relevance of the Interior Diploma training facilities at the Kenyan Interior Design Diploma Programmes?
4. What were the training needs of the Interior Design Diploma Graduates? and
5. What were the challenges faced by the Interior Design Diploma Graduates in regard to their training?

1.5 Significance of the Study

Today, IDs are developing so fast to catch up with the market demand due to change of lifestyle. In order to ensure Kenyan IDI becomes very competitive like most of the

world's developed countries, one of the key areas to address will be the education and training of manpower (Kioleoglou, 2016). The results of this research will be useful to Kenyan interior design training institutions in ascertaining whether the knowledge and skills passed to their graduates matches the manpower needs of the IDI. The findings will also be useful to the curriculum developers in realigning the content to manpower requirements of the IDI. They will therefore identify important areas for training hence the revision of current curriculum to enhance the relevance of the KIDDPs curriculum. The study will further contribute to the body of knowledge in ID programs hence guide prospective researchers in training for the IDI.

1.6 The Scope of the Study

The study assessed the perception of interior design diploma graduates on the Kenyan ID diploma programmes and their relevance to the interior design industry. It was carried out within ID firms located in Nairobi County that had employed KIDDPs. Nairobi the capital city of Kenya borders Kiambu, Machakos and Kajiado counties. These KIDDPs were the respondents to the study. Self-administered questionnaires, interview guides and an observation checklist were used to collect data. The study was conducted as from November, 2016 to July, 2017.

1.7 Limitations of the Study

The study was limited to the ID professionals. According to the study, ID professionals included the ID diploma graduates from Kenyan institutions that graduated within the last ten years and were practicing in the IDI. These graduates were directly involved with the work of ID hence could be able to determine the manpower requirements for the IDI in relation to KIDDPs. The findings of this study should therefore not be generalized to other ID training programmes other than the KIDDPs.

1.8 The Conceptual Framework

The researcher used a conceptual framework to explain the relationship among variables in the study. The variables describing the relevance of the current KIDDPs to the IDI manpower needs was conceptualized as illustrated in Figure 1.1.

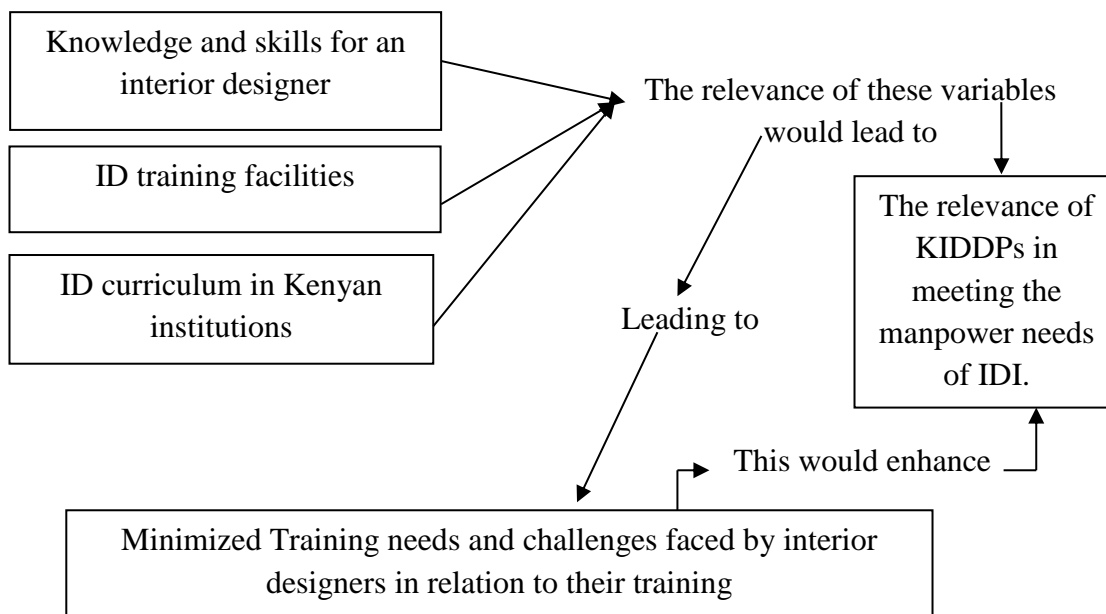


Figure 1.1: The Relationship between Dependent and Independent Variables on the Relevance of the Kenyan Institutions' IDDPs to the IDI

Source: Author's Construct (2016)

In the conceptual framework in Figure 1.1, the researcher illustrated the coherence of variables on the relevance of Kenyan institutions' IDDPs to the IDI. The study purposed to establish whether the knowledge and skills acquired from the KIDDPs were relevant for the IDs to practice in the IDI. This is because skills and knowledge give them the ability to be competent in ID practice hence satisfying their clients. To gain relevant skills and knowledge, the designers need relevant training facilities as well as relevant ID curriculum for the KIDDPs.

The training needs and challenges are also a reflection of relevant knowledge and skills resulting from having the relevant curriculum and training facilities. Acquisition of relevant knowledge and skills by the Kenyan IDs, coupled with the right training facilities and curriculum, leads to competent IDDGs. Consequently, the relevance of the KIDDPs to the manpower needs of the IDI is therefore enhanced.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

Various aspects have been reviewed in this chapter and they include; an overview of the required knowledge and skills for an interior designer, ID curriculum, training facilities for ID programs, the training needs and challenges faced by Kenyan IDs.

2.2 Knowledge and Skills for an Interior Designer

Interior designers should possess certain knowledge and skills in order to perform in the IDI. This knowledge and skills can be a strategic tool used to gain market advantage by companies operating at an international level (Behrens, 2013). The knowledge and skills that are relevant to the job market will enable designers to explore solutions to meet marketing, manufacturing and financial requirements and arrive at the optimum design of a product.

According to Sampson and Delucia (2008), training of IDs is a process to equip one with the information and resources needed to create stunning interior spaces, whether updating an existing space or starting from scratch in a newly constructed home. The ID learners should get to know how to finish every interior and exterior space with elegant tailored touches to reflect one's personal style. With regard to the UK diploma in ID training, Edwards (2005) highlights the basic skills in architectural design, interior and

furniture design, creativity and fine art consultancy globally as necessary for an interior designer. He further notes that the skills needed to design individual projects or help family and friends as well as for clients gave the confidence to move on to bigger projects or higher education.

Vanderhoff (1988) avers that designers, upon learning, will get to know how to keep up with the latest design trends and make a slash down of the total cost. IDDPs provide more than just good looks. A well designed interior helps establish the mood of a room, whether the overall feel is glamorous or casual (Sampson & Delucia, 2008). An ID plan should then accommodate the clients' functional and psychological needs (Marden, 1999).

The ID programmes should equip one with skills to produce quality results based on the business objectives, information and resources available (Sampson & Delucia, 2008). Interior designers plan detailed dwelling places such as homes and offices for effective use. They do this with a particular emphasis on space creation, space planning and factors that affect the user's response to living and working environments (Parker, 2011). According to Jones (2014), IDs plan space allocation, traffic flow, building services, furniture, fixtures, furnishings and surface finishes. They custom design or specify furniture, lighting, walls, partitions, flooring, colour, fabrics and graphics to produce an environment tailored to a purpose.

The learners should get to know how to landscape the exteriors of a house and blend it with the natural colours from the shrubs, cacti to climbers and canopy trees. Interior design skills are essential techniques for designers because they are useful whether one needs to replace a sofa, take out a wall hanging or let out paint (Sampson & Delucia, 2008). The knowledge on the use of fabrics will also help create personality by adding

colour, texture and dimension while reinforcing the colour theme of the furnishings and accessories. Fabrics provide privacy such as drapery panels that traverse along a pole or a stylish fabric shade that can be let down in the evening (Felcher, 1985).

Another important factor on the benefits of evaluating the relevance of IDDPs is the need to redesign and recycle older houses, clothing or upholsteries. With knowledge and skills in redesigning and recycling older articles, a designer can develop solutions to commercial needs that require the balancing of technical, commercial, human and aesthetic requirements (Bromley, 2010). According to Weber (1990), redesigning is taking an already existing house, garment or upholstery and changing it to the better, in order to meet the desired needs. This can occur in the change of style, quality fit or colour of an article. Recycling on the other hand is to reclaim or redeem items for another use (Vanderhoff, 1988). As observed by Diego (1983), synthetic materials can be employed and even renewed, and materials such as metals and glass are put to new uses to add value. Lighting is also emphasized, where arrangement is based on a correlation of scale, balance, comfort, pattern and colour (Westwood, 2007).

Application of creativity and technical solutions hence good technical communication, design and programming skills are needed for ID business success. On the other hand project planning and a design brief is the first step to ID project success. This spells out the criteria ID project must meet and will not leave business success to chance. Knowledge and skills on interior decoration is also necessary for an interior designer.

According to this study Interior decoration is the art of decorating a space by the use of soft furnishings and colour schemes. Whereas ID is a practical science that requires specific knowledge and skills as well as creativity, interior decoration is an essential part of ID done by an interior decorator. These decorators prepare built interiors for

effective use with particular emphasis on furnishings, finishes and aesthetic presentation (Weber, 1990). They often work directly with the space occupants instead of building constructors or business professionals and they develop skills to identify and accommodate other individual's taste (Westwood, 2007).

Interior designs frequently require broad historical knowledge on furnishing styles and how they relate to architectural periods. They need detailed understanding of application and effective use of colour and design patterns by designers (Behrens, 2013). Therefore interior designers' work is to plan, arrange and style space finishes and furnishings. These designers consider the purpose, efficiency, comfort and aesthetics of interior spaces to arrive at optimum designs. They also specify furniture, lighting, flooring, colour and fabrics to produce environment tailored to purpose (McAndrew, 2008).

Interior design exhibition is as necessary skill as interior designers plan. It demonstrates how to organize the construction and installation of trade exhibitions, permanent shop displays, museum exhibits and interpretive displays. In IDI sets of designers plan and manage the construction of ID exhibition for the presentation on theatre, TV and film productions (Bromley, 2010). These design exhibitions reach a larger audience, and have become increasingly popular around the world (Jones, 2014).

In the UK (KLC School of Design, 2014), the ID training programs aim at transferring knowledge and skills such as meeting clients to discuss their requirements and ideas, developing designs to suit clients' needs, their budget and the type of building, preparing initial sketches for the client to approve, advise on colour schemes, fabrics, fittings and furniture, working out costs and preparing estimates, creating detailed drawings from the initial sketches, usually on a computer and finding fittings, furniture, fabrics, and wall and floor coverings. Most trainees in the UK find work in places of residence,

entertainment and work and the skills offered to meet the above demands include professional practice and product design.

A study was carried out by the South African Institute of the Interior Design Professions (2015) which was done in conjunction with the Department of Architecture in 2009 on how Interior Design diploma courses in South Africa equip an ID student with skills needed to contribute to the market in ID related activities. These related activities/units cover a number of subjects such as Lighting. This subject gives students the skills to be creative in designs applying natural and artificial lighting to create stunning effects in interior design projects which would communicate ideas clearly to building professionals by specifying the correct products.

The history of style, decoration and architecture is another course unit which enables students to learn to recognize architectural and decorative details influenced by ancient Greek, Roman and Egyptian architecture, Neo-Classicism and more recent design styles. This helps them incorporate these ideas into their designs, adding originality and creativity to their work.

The Visual Language of Design, which is the first module, enables students develop an eye of design and understand the application of the knowledge acquired to create inspirational designs for home and work environments. The subject on design styles ensures students develop knowledge on different ID structures, common design problems and their solutions. These enable learners to communicate clearly with clients, suppliers and other trade people.

Space planning subject ensures that before looking for opportunities in the ID industry, one can build their first professional portfolio. Colour courses give trainees in diploma an opportunity to understand more about the properties of colour and gain knowledge

and skills. The study on colour enables the learners to change the mood of a given space, alter occupant's perceptions and create the intended style of the designer. The learners can gradually uncover the importance of natural and artificial light on colour and surface textures. The history, beauty and luxury of decorative textiles and fabrics enable trainees to cover the study of textiles broadly. These help trainees in understanding the various textiles and fabrics used in ID. The learners get knowledge on handling care and maintenance of the textiles. Further, when they buy textile materials, this knowledge prevents them from making mistakes in their choices and they purchase good quality materials. Interior Finishes training is a subject that equips students with the skills of discovering the importance of quality floor, wall and ceiling finishing.

Interior design course unit of furniture, art and accessories, help ID students to apply knowledge on elements of art and design to the reality of placing beautiful objects into perfectly planned and well thought out spaces. Visual Communication equips learners with knowledge on how to use their exhibition skills in order to attract their potential client while in the studio. Setting up an ID business gives the trainee the required knowledge to be self-reliant in terms of entrepreneurship and matters concerning self-employment. Skills on working with clients help students' believe in themselves and work professionally in IDI. The above modules give students the relevant skills that contribute to the ID industry in South Africa with mostly architects and home owners.

2.3 Training Facilities Required for ID Programme

The training institutions need to provide competent constituents and adequate resources and ensure relevant students enrolment and financial resources for the programme's efficiency (Barrow & Woods, 1988). The availability of raw materials will also contribute towards the influence of ID growth and development. Smaller and smaller electronic devices, for example, have helped to bring sophisticated machines like

computers into performing effectively in the design work before the actual fieldwork (Marden, 1999). According to Nunnally (2009), a learner needs to make designing work easier, learn how to select the right tools and equipment and also, choose the perfect materials and use the right technique for every project. The IDs will also need to learn design like a pro-with time-saving tips and tricks, discover the perfect pattern size and learn how to incorporate only the most flattering of the design details (Johnson, 2002).

2.3.1 Training Equipment, Tools and Materials

To determine the best ID programmes training facilities, various factors need to be considered. The right equipment and facilities for production help in motivating learners and enrich learners' conducive environment that one is happy working in (Ballantine, 1989). The working tools and equipment and even the workshops should be well ventilated with sufficient light control and energy saving properties to reduce or increase energy consumption (Child, 1986).

Technology is a very useful tool because it induces daily changes in our lives so much that a design that was appropriate ten years ago may have less value today. Therefore the programmes need to embrace the use of Computer Aided Design (CAD) to equip the learners with programs like CAD and other modern machinery used in design work (Marden, 1999).

The invention of computers has brought a rapid change in the tools used in designing, the nature, range of products and media that designers design for (KSIDP, 2013). The training facilities include; design studio, excellent specialized library, specialized technology workshop and a large exhibition space as well as the software and equipment in the modern ID standard industry. Interior design is a dynamic course that needs designers to specialize in broad range of designs that will enable them tackle new/emerging design trends (Edwards, 2005).

2.3.2 Trained Personnel

The success of educational programmes' curriculum in technical institutions can only be enhanced when there is proper training staff and equal gender enrolment across the board. Interior design education program has become a major growth area in both public and private tertiary institutions (Johnson, 2002). The training of IDs requires teachers and lecturers with knowledge and skills in the many subject areas that designers must study. It helps them gain experience in the respective design disciplines, so that the trained personnel are able to impart knowledge to trainees (CHE, 2010). The trainers may have qualifications in a design discipline or in one of the support subjects like entrepreneurship that make up the curriculum. They may also be qualified teacher. There is also the general education course that provides students with fundamental concepts which contribute to the life of an educated person and will be useful in all fields of endeavour. Guidance and counselling on the other hand is necessary to assist in the youth empowerment and the enhancement of ID programs to instil economic efficiency through career exploration in the future (Nyongesa, 2007).

There is a great demand of having more and more trained ID personnel. According to Barrow and Woods (1988), training learners will need training institutions which will facilitate their learning and, offer an avenue for sharing of information concerning ID programs to educate the enrolled students and to develop awareness of programme during a period of career exploration (Bromley, 2010). It will also facilitate joint education–industry scholarships to encourage further research and learning of interior design.

2.4 Interior Design Diploma Curriculum

The term curriculum refers to the lessons and academic content taught in a school or in a specific course or programme. A key concept to keep in mind is that the curriculum is

only that part of the plan that directly affects students. The dictionary defines curriculum as the courses offered by a school, but it is rarely used in such a general sense in schools (Hornby, 2010). It typically refers to the knowledge and skills students are expected to learn, which includes the learning standards or learning objectives they are expected to meet (Weber, 2005); the units and lessons that teachers teach; the assignments and projects given to students; the books, materials, videos, presentations, and readings used in a course; and the tests, assessments, and other methods used to evaluate student learning. An individual teacher's curriculum, for example, can be the specific learning standards, lessons, assignments, and materials used to organize and teach a particular course (Republic of Kenya, 1999).

The function of education programmes' curricula is to offer technical training and to equip an individual so as to become a more effective member of the society by handling collective experience of the past and present. According to Griffin (1996), this collective experience enables an individual to lead a more satisfying and productive life by being able to handle new experiences. The educational curriculum need to focus not only on the provision of job/trade oriented skills but also business skills, articulating higher thinking order, problem solving, collaborating work skills as well as heightening of sensory acuity (McAndrew, 2008). The process of learning ID is wide and therefore demonstrates a holistic approach to design problem-solving. While in training ID trainees are exposed to regional and international practices stressing on resources, culture and home-based designs.

Interior design programs should also address global concerns focusing on matters which would strengthen IDI in the future (NCIDQ, 2014). For instance, the mission of the Division of ID in the United States is provision of diploma and degree programs in ID within a participatory, IDI stake-holders learning environment (Galliano, 2007). The

course units of ID shares common training methodology within the College of Architectural divisions, engaging in high technology, skills and knowledge. This helps in preparing new graduates to solve problems related to the globally emerging trends facing the profession of IDI (Jacqueline, 2014).

The ID programmes facilitate and train designers to develop strong and open communication channels with tertiary institutions. This happens through Designers membership enrolment and engagement with Designers' industry and events that encourage research, postgraduate education and on-going professional development and contribution (CHE, 2010).

Wanjohi (2013) points out that curriculum alignment is when institutions of learning try to improve curriculum quality by bringing teaching activities and course expectations into oneness or in harmony with the expected learning standards and other school courses. The basic idea is to create a more consistent and coherent academic programme by making sure teachers teach the most important content and eliminate learning gaps that may exist between sequential courses and grade levels (MoE, 2013).

Every time there are changes or developments happening around the world, the learning curricula are affected. For example, in Kenya there is a need to update curricula in order to address the needs of Vision 2030. Also in today's knowledge economy, curriculum development plays a vital role in improving the economy of a country. It also provides answers or solutions to the world's pressing conditions and problems, such as environment, politics, socio-economics, and other issues on poverty, climate change and sustainable development (GoK, 2012).

To be able to effectively compete in the global IDI, learners need to be dynamic in technological changes and use the available resources according to the owners'

preferences to plan, implement and execute design solutions for various environments; each with unique needs and creative potential (Sampson & Delucia, 2008). Thus the study sought to evaluate the relevance of the existing Kenyan institutions' IDDP curriculum requirements in Kenya to the ID job market.

2.4.1 The Curriculum Content

The curriculum content discussed below is what is taught universally but only a few units apply to the KIDDPs. ID curricula should lead to the preparation of designers with the capability to enhance the function and quality of interior spaces (GoK, 1990). According to Edwards (2005) and Wendie (2012), IDDP curriculum should cover areas such as inspiration of interior designer & their role. Other subjects like colour for ID, drawing plans & elevations for ID, space planning, wall and floor finishes, soft furnishings for ID, furniture styles & accessories, creative lighting and professional practice for ID are among the interior design course units that need to be included in the curriculum.

2.4.1.1 Introduction to Interior Design

This unit defines interior design and explains how interior design has changed throughout time. Most designs have their origins in history and the unit looks at selected historical periods and considers the impact of that period on present day designs. This is particularly useful for those working on older properties who would like to retain some of the features or decorate in a particular historical style.

2.4.1.2 Inspiration of Interior Designers & their Role.

The works of leading designers working within the field of interior design are explored within this unit. The unit also covers what motivates designers, basic design principals and how design ideas can be developed by the designer into ID schemes (American Society of Interior Designer, 2005). Further, the unit covers how ID may be loosely be

grouped into styles; the specific interest of a certain design like International, Country, or Contemporary, may inspire an entire ID career. The other IDs inspirational factor would be the introduction to running an ID project and the duties associated with being an interior designer. Further they may also be influenced by the size of projects undertaken and tradesmen whose ID projects work would be co-ordinated and commission. Other factors that would be considered in selecting good products and managing the levels of design projects are discussed from first contact through to project scheduling (Edwards, 2005).

2.4.1.3 Colour for ID

Colour is viewed as a necessary element of ID. It is difficult to think of a world that has no colour. Colour defines how we see things and creates perception of our environment. The study of colour helps trainees to develop an understanding of colour which, in turn, provides one with essential knowledge about use of colour in interior design (Weber, 2005).

2.4.1.4 Drawing Plans and Elevations for ID

Drawing, both by hand and software in ID are a way of communicating right from the initial proposal stage to the final technical drawing presented to a client. This course unit gives guidance to produce a set of drawings that include plans and elevations, drawing symbols, title block and other information which may be required during a design brief. Trainees also get introduced to drawing procedures and learn how to produce 2D and 3D drawings by both hand and CAD, then the master 3D visualization techniques develop gradually as scale models and other methods of visual presentation uncover (Marden, 1999).

The use of sketches, pattern design development and computing to generate 2D and 3D models are encouraged in ID projects. Students are taught how to produce detailed

drawings which are important aid to the designers' toolkit. Auto-CAD is widely used by architects, project managers, engineers, designers, and other professionals. AutoCAD and 2D software when used throughout the course helps trainees build skills and gain experience. These software drawing skills are combined with learning competencies in Sketch Up, In Design and Photoshop.

2.4.1.5 Space Planning

Space planning is done through the exploration of art and design principles, theory, spatial planning and the architectural designs (Edwards, 2005). It is also introduced to the key practical elements that underpin good designs including building construction, structural principles and services, building regulations, planning permissions and listed consents. Consideration of sustainability in design is regarded as a holistic part of the course and students are encouraged to factor this in to any design project. Space planning is an essential interior design skill which contributes to the design of good functional and practical space (Piotrowski, 2004). It is during the space planning stage of a project that the movement of people through an interior is taken into consideration. Good space planning skills will make the movement through an interior safer, more efficient and more enjoyable.

2.4.1.6 Wall and Floor Finishes

Wall and floor finishes have an interior touch that cannot be underestimated; the combination of these two elements set the scene of the entire ID scheme (Weber, 2005). This course unit helps designers to examine details at the available options, use and sources of wall and floor coverings. They are enabled to provide ideas for a wide range of design approaches from contemporary to modern.

2.4.1.7 Soft Furnishings for ID

In this unit, learners discern the suitability of fabrics for specific locations and functions. They are made to understand the legal requirements and commercial importance relating to fire retardant fabrics. Trainees also get to understand how soft furnishings can change perceptions of height, width and light within an interior space and be able to select the appropriate fittings based on the style of headings, length and weight of the cloth. Under soft furnishings IDs acquire knowledge and skills on how to estimate and measure since they may be responsible for ordering fabric for curtain making (Piotrowski, 2004).

2.4.1.8 Furniture Designs & Accessories

Furniture is a crucial part of a designed space. Well-designed furniture can accentuate the tone and mood of a scheme more than any other ID element. It has the power to establish or break an ID scheme (Pile, 2013).

2.4.1.9 Lighting in ID

Lighting in any interior space is one of the most intricate and crucial design aspects that need to be understood. Creating a workable lighting scheme is as important a design decision as choice of colour, furniture and spatial layout. This unit will help demonstrate to learners how to use light effectively within their interior designs (Child, 1986). Lighting when used appropriately enhances the interior space in a way that no other medium can match. The unit of lighting in ID highlights to students how a lighting scheme are developed and to be a permanent part to an interior design scheme.

2.4.1.10 Interior Design Project

Interior design project management course unit enables students to take part in product design competition, usually between the first and second modules of the course study. It ignites the design competition mode and helps to harmonize skills learnt in module one. It also provides students with the opportunity to add an appealing piece of work to an upcoming portfolio which is crucial when presenting for interview at the conclusion of

the course. According to ID society in the US (2008), the final design project requires students to work independently on a given space and as well as apply full range of design skills acquired while in training; thereafter demonstrate their ability to plan, timetable and complete their own presentation and illustrate their knowledge and skills through current and emerging technologies. The major design trends that are demonstrated by the current thinking regarding key issues on professional interior design practice are all covered under this particular course unit.

2.4.1.11 Professional Practice for ID

The course unit is fixed in business reality and considerable focus based on business skills throughout the study. The professional practice for ID combined with the chance for work shadowing, helps learners to ensure that they are fully prepared for employment upon graduating (Weber, 2005). In this final unit, students get to understand the importance of structuring a business, how to begin, develop and maintained it as well as understanding good business practice. There are many skills associated with running of an interior design business hence this unit provides guiding tips to the students through the stages of establishing good business practice (Accredited Programs, 2010).

2.5 Training Needs for the KIDDGs

Training needs refers to ways of thinking and acting that workers lack or which causes them to perform below the required standard (Nyangau, 2014). ID is a multi-faceted profession in which creative and technical solutions are used within a structure to achieve a well-built interior design environment. It includes a scope of services performed by PIDs, who are qualified by means of education, experience, and examination, in order to protect and enhance the life, health, safety and welfare of the learners and the public (Behrens, 2013). The PIDs need a higher standard of education

so as to stay ahead of time and advance their career to meet the market demand (NCIDQ, 2014).

2.5.1 The Need to a Have Good Grasp of Interior Design Process

The profession of ID is a field that provides a broad understanding and focuses on the theory and processes of design as well as practice. This profession prepares workers to understand the wide variety of ideas, concepts and solutions to ID projects. Professional Interior Design has become a necessity for one to conduct business excellently. Under ID there are some specializations that cover almost all areas of industry and commerce (Awards for Creative Achievements (ACA), (2014). Such specializations include; manufacturing, construction industry and media and mass communication. A PID can help grow a business because they get to the heart of the issues and design interiors that have function, aesthetic and quality that the client is looking for (Bromley, 2010).

A professional is an individual with a high level of expertise in their vocation of choice. They should be able to provide consultancy to customers without commercial or personal bias. A professional ought to be educated and ethical (Weber, 1990). A PID requires a continuous dedication to learning. It is important to attain initial thorough foundational education and practice of one's vocation, and to constantly add to the knowledge and skills as they become available (Behrens, 2013). PIDs bring to projects extensive training and experience and use knowledge on skills and product to enlarge client ideas, save time and money and offer unique solutions to various design problems they face. (CHE, 2010).

ID recognizes the benefits of attaining higher levels of education within the profession (Griffin, 1996). Therefore, there must be access to design education through a range of pathways and flexible study options in the higher education and vocational education

sectors, along with expanded opportunities for postgraduate study, professional development and lifelong learning (CHE, 2010). Among the ID programs goals are to foster design excellence, to encourage interior design research projects in collaboration with Kenyan institutions of learning, and generally support the development of postgraduate education (Bromley, 2010). A PID will provide a balance of technical and subjective skills that match the business needs of many industry areas be it in manufacturing, furniture, banking, building cars' interiors or selling wine, there is a design professional to help in the improvement of business (Diego, 1983).

2.5.2 Interior Design Accreditation

Currently, the most efficient way of attaining knowledge and skills needed to be a recognized interior designer is by acquiring qualification through a registered professional board. The disciplinary perspectives of interior design have common teaching strategies with the College of Architecture divisions, engaging in creative and technical skills that prepare new graduates to offer solutions to global challenges facing the ID profession (Watson, 2013).

The Division of ID faculty provides a professional undergraduate and graduate education in ID within a collaborative, multidisciplinary learning environment (NCIDQ, 2014). The undergraduate programme concentrates entirely in architectural lighting, design process management or sustainable design. Learning is interdisciplinary: the location of the ID programs within a college that shares teaching pedagogy across the disciplines of the built environment provides ID faculty and students with an environment where team contributions are sought and disciplinary expertise is valued (Jones, 2014). Without an accredited qualification, a practicing interior designer may not be adequate in terms of training.

2.6 Challenges Faced by KIDDGs in Regard to their Training

Major challenges facing IDs may lie with the understanding of ID itself. The increased number of people that have an interest in ID today is a great challenge for the industry which lacks enough personnel. It may frustrate existing designers to learn lessons from customers who hardly understand the industry (Johnson, 2002). Instead designers need to draw from what they know on design and offer the client direction towards the right decision, but ultimately the client's wish should always be taken into consideration (Behrens, 2013).

Another challenge may be on research and analysis of the client's goals and requirements; and thereafter the development of documents, drawings and diagrams that outline those needs in connection to the advancement of ID education courses. This ID higher level of understanding may include aspects such as structural design, design history, ergonomics, concepts of space, morality, psychology and computer aided design (Behrens, 2013). The highly qualified group of IDs produced by this type of training gravitate towards the architectural branch of the industry and can transact business with building professional, government officials, and businessmen in high profile projects (Galliano, 2007). The other IDs specialize more on beautification to enable them conduct business with clients' homes and offices offering a more personalized service (Westwood, 2007).

2.6.1 Understanding the Role of Interior Design and Competition to IDI

Understanding the role of ID may be another challenge. This is because ID plays together with other variables in guiding the formation of modes of desired behaviour in an individual. This means quality designs can set the stage for work and social interactions and influence decision making and response patterns (Diego, 1983). Understanding the role of ID causes the designers to stretch their minds and stay nimble

to meet the ever-changing desires of their clients (Johnson, 2002). Understanding the role of IDs provides solutions to the ID challenges and enhances the people's ideal spaces.

The rise in popularity of ID has increased competition in the market for IDI. This can be extremely discouraging when one is new in the industry and is seeking to prosper in the profession. For more seasoned designers, the rise of demand in the job market is also a problem that needs to be addressed through improving their skills (KSIDP, 2013). Inevitably, average and low prices will complicate issues and IDs will often feel compelled to charge less than expected for their services leading to a compromise in quality of work.

Given the many courses offering various ID qualifications, it can be really challenging to choose a suitable programme to fit a specific setting (Bromley, 2010). Many established IDs argue that to cope with the competition they need improve their skills regularly; this may make them juggle between business and study to be relevant in the market. When there's too much to consider in uncertain circumstances, laying aside training and skill upgrading in the ID profession can be a tempting option. (Barrow & Woods, 1988).

There is need to get on the network and communicate with the ID community, demonstrating learnt skills and exalting their authority over the matter. (Mwongela, 2014). Most significantly learning should be continually practiced as it is a gradual process. The next generation of IDs may be more skilled and therefore there is importance to ensure one is educated to an advanced level to be ahead of the pack and more advanced in the profession (Cyphers, 2009).

2.6.2 Interior Designers' Licensing

Challenges IDs face in terms of licensing may be a stumbling block, yet licensing is critical for the survival of the profession. PID bears the criticism of Architects who think of them as totally unnecessary (Galliano, 2007). The designers also see major organizations that are willing to take their due money, but fight their efforts in order to protect contractors' rights to make a buck, which incidentally they can turn out some dreadful if not outright dangerous designs which in the end discourages clients (Bromley, 2010).

The interior designers' license assists in the synchronization and association with other PIDs who may be retrained to give consultancy services, including architects; structural, mechanical and electrical engineers, and other specialty consultants (NCIDQ, 2014). Therefore, proof that construction documents for non-structural or non-seismic construction are signed and sealed by the responsible IDs, in fulfillment of the requirements by the sovereign for filing with code enforcement officials is an essential factor.

2.6.3 Fragmentation, Infighting and Media

Some IDs are wary of getting involved online with their clients for fear of being criticised. They fear the ID community will give them negative reviews online, scathing their reputation (Mwongela, 2014). There is proof that unsatisfied clients convey their experience with the designers' services among a base of potential clientele but if the designers always provide pristine standards of customer service then there's nothing to worry about.

IDs too, have fragmentation and infighting amongst themselves, not to mention the misguided exposure of TV shows who think IDs are nothing but decorators (Behrens, 2013). Due to all these challenges, designers manage to be outstanding because they

already love what they do. It is necessary therefore for designers to properly manage their client's expectations (Mwongela, 2014). They also need to keep strong and communicate very clearly what their contract includes, and what it does not include. Clear, precise communication eliminates all types of misunderstandings between designers and their customers (Bromley, 2010).

2.6.4 Finance for Designers

Finance for PIDs is another challenge where they choose to either meet with clients or work on projects. Majority of the PIDs hardly find time to spare during the day in order to manage day-to-day bookkeeping, neither do they find time to think on how to set long-term goals to yield the highest possible returns for time and money invested in their practice (Al-Dabbagh, 2012). It is known that taking the company from survival to success depends a little on financial know-how. It requires a financial expert to aid designers planning to increase efficiency and gains for their businesses (Smith, 2009).

The major challenge facing IDs today is coming up with an efficient and precise way to manage book records and administration of the purchasing process, together with finding a fee structure that appears logical to their clients while still yielding a desirable income from their business. (Weber, 1990). It is essential and of greater benefits therefore, for the PID to learn about finance and bookkeeping. (Freelancer, 2014).

2.7 Summary of Literature Review

The literature reviewed identifies the following required knowledge and skills for an interior designer; skills and knowledge to plan space allocation, traffic flow, building services, fixtures, furnishings and surface finishes, specify furniture designs, lighting, walls, partitions, flooring, colour, fabrics use in ID, design landscape for the exteriors, how to redesign and recycle older houses, clothing or upholsteries, project planning, and Interior design exhibitions. An educational programme should therefore train ID

professionals with a relevant curriculum. Reviewed studies have pointed out Design inspiration and the role of interior designer, Colour for ID, Drawing plans & Elevations for ID, Space planning, Wall and Floor Finishes, Soft furnishings for ID, Furniture styles & Accessories, Creative lighting and Professional Practice for ID as among the content that should be included in the ID diploma programme.

Other studies have identified design studio, excellent specialized library, specialized technology workshop and a large exhibition space as well as the software and equipment in the modern ID standard industry and both technical and teaching trained personnel as training facilities that should be available for ID training.

Further, the training needs such as the need to have a good grasp of ID process and ID accreditation have been pointed from the reviewed studies. Proposals have been made on reviewing the educational training curricula hence realign to the relevant industry needs.

In view of the gaps addressed above reviewed studies, the current study sought to determine further knowledge on the relevance of the Kenyan Tertiary Institutions' Diploma programmes to the Interior Design Industry.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

The description of the methodological approach which was used to carry out the study is highlighted in this chapter. The areas discussed include; research design, study locale, study population and sample, sampling techniques, data collection tools, reliability and validity of research tools, procedures of data collection and analysis, and ethical considerations.

3.2 Research Design

This study employed a descriptive survey to seek views of PIDs on the relevance of the current Kenyan institutions' IDDPs in relation to the IDI. Descriptive survey was used to show how the core areas of the study worked together to deal with the key research questions (Kombo & Tromp, 2006). It sought to get information that described facts in existence by quizzing individuals on their perceptions, attitudes, character or values (Mugenda & Mugenda, 2003). This research was also used to explore or determine the views of the respondents that led to the achievement of the desired goals.

This research design granted the study to gather both qualitative and quantitative data from a larger population within the shortest time possible (Nassiuma, 2000). The study sought qualitative data on the importance of KIDDPs, determining knowledge and skills requirement, the training needs and challenges faced by IDs. The descriptive survey method was the appropriate and the most effective way of collecting the raw data because it gathered information about opinion and feelings of the respondents. This method presented the collected data in both figures and words making it easier for the study to compare and compile the obtained data (Nassiuma, 2000).

3.3 Study Area

This study was done within ID firms that had employed KIDDGs. According to Public Works Statistics (2013) majority of ID firms were located in Nairobi. Nairobi is the capital city of Kenya. Nairobi County borders Kiambu, Machakos and Kajiado counties. On the other hand, Nairobi is a cosmopolitan city. The researcher therefore chose Nairobi because it had majority of PIDs. In addition, according to the ministry of national development department of housing and urbanization vision 2030; the city of Nairobi had the highest number of adequately and decently built working and living spaces. Not to mention the enormous load under construction. Following this report, the city of Nairobi had massive constructions taking place on daily basis. Besides, there was acute need for an effective capacity for urban and regional development especially for those living in informal settlement (Government of the Republic of Kenya, 2007) hence there was need for adequate and relevant training for PIDs.

The study was specifically done in ID firms in Nairobi, Kenya. These firms included: Kinslay Interiors, De'cole Galore Designs Ltd, Whitsky (Arteree Handique Kassam), Castle & Gardens Designers, Kenya Interior places, Creo Interiors, African Eye Crafts, Concept & Details Factory Ltd, Zidaka Interiors, Smart *focus* estate, Gypsum Ceilings & Interiors Kenya Ltd, Lemorgan Designs, Space Burst Interiors Ltd, Unity Makers Designs, Terry Interior Designers and Noble Blue Design Ltd-Kenya.

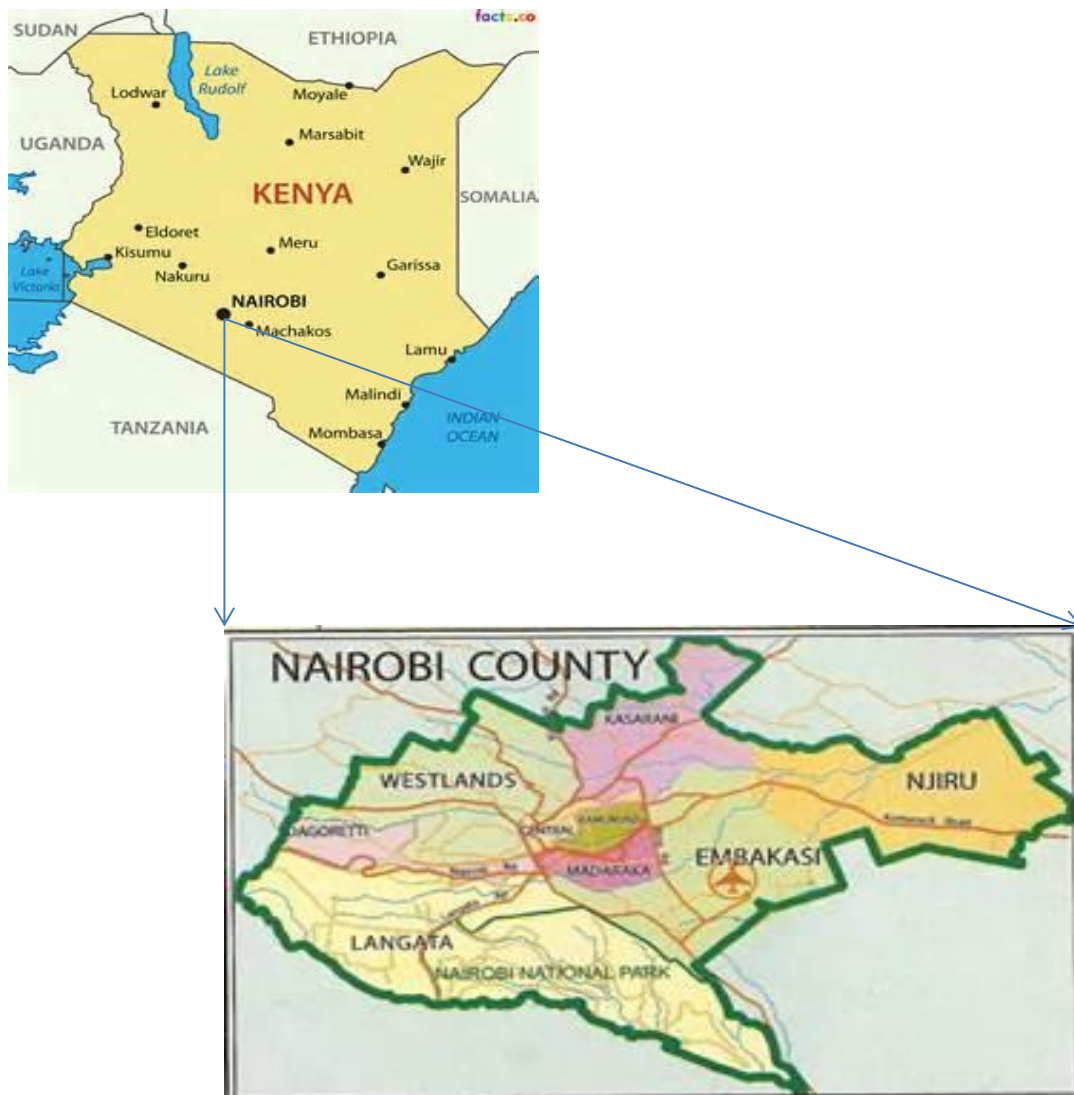


Figure 3.1: A map of Kenya showing the location of the study area

3.4 Study Population and Sample

The study population was made up of PIDs who were ID diploma graduates from Kenyan training institutions, practicing in IDI and graduated within the last ten years. PIDs refer to all diploma trained individuals concerned with all aspects of ID. The study sought information from this particular group because they had gone through the ID

diploma training from Kenyan institutions and were practicing in the IDI. They therefore had knowledge on the Kenya's institutions that offer diploma programs. They could also relate the program's relevant training to the IDI manpower needs where they were practicing.

In Kenya, about six private technical institutions and two universities had IDDPs. The private technical institutions were Nairobi Institute of Technology, Buruburu Institute of Fine Art, Unity College of Design, Everlin College of Design, Uzuri Institute of Design, and Regina Pacis University College. The two universities were: University of Nairobi and Maseno University and also Technical University of Kenya when it was Kenya National Polytechnic. Each of these institutions graduated an average of 15 candidates per year. The study estimated the total number of diploma graduates from the Kenyan ID institutions within the last ten years to be 1200. The study therefore selected a sample representative of 10% of the 1200 graduates which came to 120 IDs. The study settled on the sample representation of 10% due to the challenges of reaching out to the respondents who worked in different firms that are scattered within Nairobi County.

3.5 Sampling Procedure

The study sample was selected using purposive and snowball sampling. The researcher purposively selected the diploma graduates from Kenyan institutions offering KIDDPs who were working in the IDI. This was because the researcher believed that this population had the required information on the study. Snowballing is a method whereby initial subject/cases with the desired characteristics are selected using purposive sampling technique. The selected case/cases then select others that they know have the required characteristics until the researcher get the number of cases required (Mugenda & Mugenda, 2003). Snowball sampling was therefore used to identify the KIDDGs. The study initially identified 35 known KIDDGs who then identified the rest (85).

3.6 Data Collection Instruments

The purpose of the study was to evaluate Kenyan Institutions' KIDDPs and their relevance to the IDI. The data collection instruments development was guided by the research questions that could enable the researcher to achieve the objectives of the study. The questionnaires, interview guides and observation checklist were developed to seek useful information that would assist the researcher in ascertaining whether the knowledge and skills passed to KIDDGs matches the manpower needs of the IDI. Therefore the study used self-administered questionnaires, interviews, and observation checklist to collect data from the respondents.

3.6.1 Self-Administered Questionnaires

A self-administered questionnaire asks the respondents to complete the questions by themselves. The KIDDGs were each given a questionnaire. The questionnaires were anonymous and the questions therein were addressed according to the objectives of the study. They covered questions on the acquired knowledge and skills from the IDDPs in the Kenyan institutions, the relevance of the ID training facilities at the KIDDPs, the relevance of the ID diploma curriculum to manpower requirements of the IDI, the training needs of the KIDDGs and the challenges faced by the interior design diploma graduates in regard to their training.

3.6.2 Interview Guide

Where the respondents were not able to complete the questionnaire, the researcher used the questionnaire as an interview guide. This was used because it omits interviewer's effect and enables the respondents to give their views independently (Kothari, 2004). The researcher used interview guide to get in-depth information from the respondents. According to Mugenda and Mugenda (2003), interview is an oral administration of a questionnaire or an interview schedule. It is a face-to-face encounter.

In this study interview was used to obtain accurate and in-depth data that was not possible to get using questionnaires. The instrument guarded against confusing questions thereby helping respondents in giving relevant responses. The interviews therefore made it possible to obtain data required to meet objectives of the study. The interview guide was conducted on the KIDDGs to get information on the required skills and knowledge, training facilities, curriculum, the training needs and challenges faced by KIDDGs who were working in the ID industry.

3.6.3 Observation

Another data collection method used in the study was observation. This method enabled the researcher to seek information through direct observation. Observation in research is a purposeful undertaking which entails accurate description of behaviour patterns (Gatara, 2010). The study used this method to eliminate subjective bias and related the obtained data with what was happening. Observation method was very useful in scenarios where the respondents were reluctant to use the other methods of data collection. Both structured and unstructured participatory observations were used. A checklist of activities to be observed included working patterns; materials and equipment; supervision of practical; workshops and exhibitions and the workers/client relationship during the practical/field projects.

3.7 Reliability and Validity of Research Instruments

A pre-test of the data collection instruments was done to check whether the instruments were fit to get the relevant information needed during the study (Gatara, 2010). The researcher pre-tested 10% of the questionnaires and interview guide before the actual data collection. The pretesting was conducted among respondents who would not be part of the study. The pretesting enabled the researcher to note the time taken in responding to the questionnaires and interview guides, the clarity of the questions and

also check on the possible repetition or discover the difficult and vague questions that respondents could not give answers so easily. Thereafter, the researcher performed the necessary changes on the tools to ensure they were reliable in gathering information thus valid for data collection.

3.8 Data Collection Procedures

The researcher sought permission to carry out the study from the relevant authorities. This aided the researcher to conduct the collecting data exercise. From the study the researcher saw it necessary to seek help from the use of key informants and research assistants. They helped in identifying cases from one institution to the other. The researcher first begun by visiting the institutions offering IDDPs where details of graduates were given then with the help of key informants and research assistants the identified cases were reached.

3.9 Data Analysis

The quantitative data was coded and analysed using Statistical Packages for Social Sciences (SPSS version 25). The analysed data was given as frequency distributions and percentages where applicable. The qualitative data was compiled and coded according to the emerging patterns and it was categorized and explained under the relevant categories. The results of the analysis was presented in form of tables, charts, bar graphs and written reports.

3.10 Ethical Consideration

The researcher acquired a letter from the university and sought a research permit from National Commission for Science, Technology and Innovation (NACOSTI). The researcher also sought to make the respondents aware of the significance and objectives of the research, avoidance of sensitive and private questions and the choice of the participants to withdraw from the study at any time without prejudice. Further the

researcher secured the respondents' confidence by assuring them of no victimization in giving whatever helpful information to the study, and that they would remain anonymous and also whatever information they gave was treated as private and confidential.

CHAPTER FOUR

RESULTS, INTERPRETATIONS AND DISCUSSIONS

4.1 Introduction

The intent of the research study was assessed; **the perception of interior design industry on the relevance of Kenyan interior design diploma programmes to the job market.**

This was done by seeking the perception of the Kenyan Interior Design Diploma Graduates (KIDDGs) who were practicing in the IDI. The information was further sought from the researcher's own observation. This chapter presents the findings of the study and discusses the implication of these findings.

4.2 Respondents Background Information

The study sought to gather information regarding the respondents' background including gender, nature of employment, job designation, work experience and any other ID related work done by the respondents. This was determined by the interior designers who responded to the questionnaires given.

4.2.1 Gender of the Respondents

Table 4.1 shows that 60% of the respondents were men while 40% of the respondents were women. This shows that men embraced a positive attitude towards ID work, unlike in the other related design fields such as fashion design and textiles where in Kenya women dominate (Freelancer, 2014).

4.2.2 The Nature of Employment

As noted from Table 4.1, majority of the respondents were self-employed at 45%, whereas 35% were working on contract terms as well as 20% who were permanently employed. From the study, it was clear that ID was an avenue of self-employment and therefore a source of livelihood. The statistics showed that those on contract were likely

to move to either self-employment or get permanently employed but still this showed strong pillar that supported continuity of IDI in Kenya.

Table 4.1: Respondents' Background Information

	Frequency	Percentage (%)
Gender of the respondents		
Male	72	60
Female	48	40
Nature of Employment		
self-employed	54	45
Contract	42	35
Employed	24	20
Job position held		
Supervisor	42	35
Worker	78	65
Work experience		
Above 5 years	66	55
Below 5 years	54	45
Other related work done		
Had related work	82	68
Did not have other related work	38	32
Total	120	100

4.2.3 Current Job Position

During the time of study, 35% of all respondents were supervisors whereas 65% were sub-ordinate workers.. The study showed that the graduates were self-reliant therefore able to meet the needs of the IDI. This is in line with Bromley (2010) who reported that the skills offered to designers met the clients' demands. From the study, it was noted that the skills and knowledge acquired from an accredited college of interior design assured employers and clients that designers have got the necessary skills and

experience to provide creative solutions to design problems. Hence the KIDDGs have been able to maintain the professional practice, managerial practice and product design which equip most trainees to find work as managers or competitive workers in places of residence, entertainment and other public offices.

4.2.4 Work Experience

According to the study findings, as presented in Table 4.1, respondents with work experience beyond 5 years were more (55%) compared to those with experience below five years who were 45%. However, from the study, this figure is likely to go up given the fact that those with many years of experience had already been established unlike their colleagues who graduated in the last five years who are yet to be established economically meaning some are yet to begin their business in their own small ways.

4.2.5 Other Work Related to ID that was done by the Respondents

As noted from Table 4.1, among the respondents, 65% had other related work such as architecture; graphic design; textile designs and furniture and lighting design while 35% concentrated on interior design only. In addition, the study showed that ID is such a vibrant and a creative profession where designers can work all round. This concurs with the findings of Parker (2011) that designers are in demand for their wide scope of skills at creating inviting, liveable interior spaces, utilizing their knowledge of texture, colour, composition, design, lighting, as well as creating spaces that can be environmentally-friendly and safe for the public.

Table 4.2 presents some of the institutions attended by the respondents.

Table 4.2: Training Institutions Attended by Respondents

Institutions	Frequency	Percentage (%)
Nairobi Institute of Technology	26	22
Buruburu Institute of Fine Art	20	17
Regina Pacis University College	16	13
University of Nairobi	14	12
Unity College of Design	13	11
Kenya National Polytechnic	13	11
Maseno University	9	7
Everlin College of Design	5	4
Uzuri Institute of Design	4	3
Total	120	100

As illustrated in Table 4.2, the respondents indicated the institutions they attended where majority (22%) reported to have trained at Nairobi Institute of Technology, 17% went to Buruburu Institute of Fine Art and 13% trained at Regina Pacis University College. Another 12% reported that they trained at the University of Nairobi whereas 11% stated they trained at Unity College of Design and another 11% also indicated they went to the then Kenya National Polytechnic (now Technical University of Kenya). Some seven percent stated that they joined Maseno University for their IDDPs whereas four percent confirmed to have joined Everlyin College of Design for their ID course and three percent of the respondents trained at Uzuri Institute of Design. The findings of the study noted that some of the public institutions/universities such as University of Nairobi, Maseno University and also Kenya National Polytechnic mentioned by the respondents today, do not offer IDDPs due to the strict adherence to the education policy in Kenya. The researcher further noted, from Table 4.2, that in Kenya majority of the institutions offering IDDPs are privately owned. The findings further revealed that

since majority of the institutions offering ID courses in Kenya were private, where every service is paid for (no government subsidy), it made the course more expensive and relatively exceptional to a few who can afford the charges.

Table 4.3: ID Respondents' Place of Work at the Time of the Study

Work Station	Frequency	Percentage (%)
Freelancer	21	18
Ministry of Public Works	15	13
Kinslay Interiors	11	10
De'cole Galore Designs Ltd	10	9
Whitsky (Arteree Handique Kassam)	10	9
Castle & Gardens Designers	9	8
Kenya Interior places	8	7
Creo Interiors	7	6
African Eye Crafts	5	4
Concept & Details Factory Ltd	4	3
Zidaka Interiors	4	3
Smart <i>focus</i> estate	3	2
Gypsum Ceilings & Interiors Kenya Ltd	3	2
Lemorgan Designs	3	2
Space Burst Interiors Ltd	2	1
Unity Makers Designs	2	1
Terry Interior Designers	2	1
Noble Blue Design Ltd-Kenya	2	1
Total	120	100

The researcher met the professional interior designers while practicing in various ID firms in Nairobi Kenya. As shown in Table 4.3, majority (18%) of the respondents were individual designers who were practicing as Freelancers. Some other (13%) of the respondents were IDs working in the Ministry of Public Works' Department of Housing

and Urban Development. Further, still from Table 4.3 were IDs who worked in different firms namely; Kinslay Interiors as mentioned by ten percent of the respondents, De'cole Galore Designs Ltd as mentioned by nine percent of the respondents, Whisky (Arteree Handique Kassam) as mentioned by nine percent of the respondents, Castle & Gardens Designers as mentioned by eight percent of the respondents, Kenya Interior Places as mentioned by seven percent of the respondents, Creo Interiors had six percent of the respondents whereas African Eye Crafts had four percent of the respondents. Concept & Details Factory Ltd and Zidaka Interiors had three percent of the respondents each. Two percent of the respondents came from Smart *focus* estate and Gypsum Ceilings & Interiors Kenya Ltd and Lemorgan Designs, respectively. Lastly, Space Burst Interiors Ltd, Unity Makers Designs, Terry Interior Designers and Noble Blue Design Ltd-Kenya had two percent of the total respondents each.

4.3 The Relevance of the Acquired Knowledge and Skills from the KIDDPs

Training Institutions to the IDI

The information on the relevance of the acquired knowledge and skills from the KIDDPs training institutions to the IDI was established by determining the factors that motivated the respondents to join ID profession, areas that interested them, the knowledge and skills acquired and establishing the respondents' views on the adequacy and relevance of the acquired knowledge and skills. The subsequent sections present the findings.

4.3.1 Factors that Motivated the Respondents to join ID Profession

Table 4.4 indicates the factors that motivated the respondents to join ID profession. as can be seen from Table 4.4, the results of the study showed that there were various factors that motivated the respondents to join ID profession. The majority (75%) of the respondents agreed that they were moved by their passion for ID. The dynamic market

trends and ID as a source of income through self-employment motivated 65% and 60% of the respondents, respectively. Forty five percent said they joined the designing world because the media programs such as *Designing Your Home* as presented weekly on *The Daily Nation* newspaper were an inspiration that made them see design had no boundaries in terms of workability while 40% said they were motivated by the creativity in the work of design. On the other hand, the minority (25%) joined because they wanted to mentor their talent and their own expression and also their preference of the course to the job market whereas 10% joined the career for fun.

Table 4.4: Factors that Motivated the Respondents to Join the ID Profession

Motivating factor	Frequency	Percentage (%)
Passion for ID	90	75
The dynamic market trends	78	65
As a source of income through self-employment	72	60
Design has no boundaries in terms of workability	54	45
Creativity in design	48	40
Interest in the world of design	42	35
Mentor Talent and own expression	30	25
The preference of the course to the job market	30	25
Designing for fun	12	10

N=120

Note: multiple responses were allowed

From the study, it was noted that the motivational factors captured in Table 4.4 showed that most of the designers enjoyed working in the IDI because it is their passion and therefore they were ready to do all it takes to remain in the career and that they were willing to learn even deeper to keep themselves relevant. The researcher learnt that interior designers who were passionate to ID made the design work look easy, by

crafting spaces that anticipate their client's needs and appeal to their emotions. This finding is in conformity with that of Vanderhoff (1988) who avers that designers, upon learning, will get to know how to keep up with the latest fashion trends and keep up to the market demand. The findings of the study also noted that ID was perceived as a prime source of income therefore the learners joined the course with very high expectations and had a self-motivated spirit in learning because, to most of them, self-employment was their destiny. The following were the various areas that interested the respondents in ID.

4.3.2: Areas that were liked most by the Respondents while Training ID

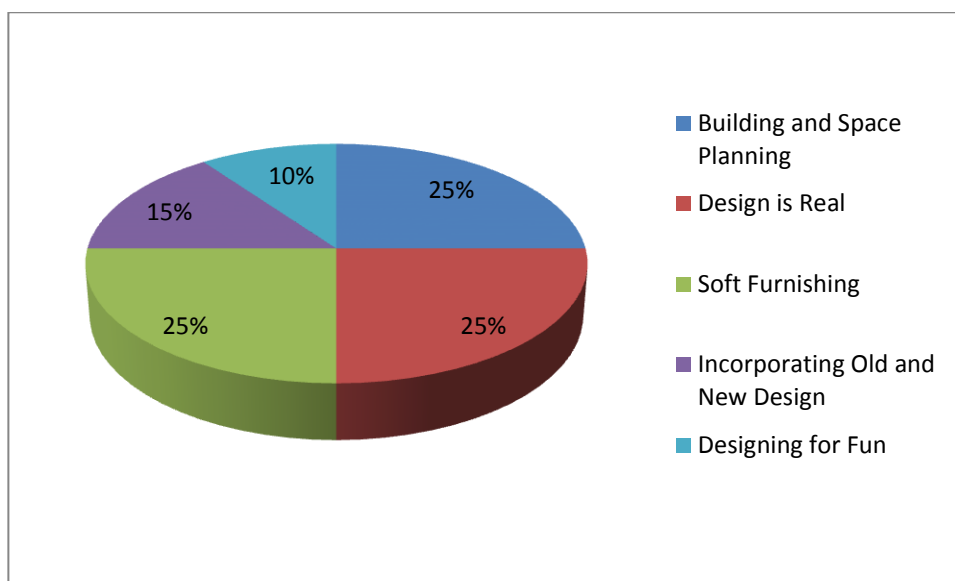


Figure 4.1: Areas in ID that were liked most by the Respondents during training

The results, given in Figure 4.1, showed that most (25%) of the respondents were interested in building and space planning, 25% were interested by the practical part of design (design is real) and a further 25% of the respondents were interested in soft furnishing. On the other hand, 15% of the respondents said that incorporating old and new design was their area of interest whereas 10% of the respondents just wanted to do interior designing for fun.

Form the study, it was noted that most designers wanted to be equipped with the knowledge and skills and also acquire all the information and possible resources needed to create stunning interior spaces in a building. The researcher found that practical designs and soft-furnishings were learnt with particular emphasis on space creation which made the practical lessons very interesting. The results of this study concur with Parker (2011) who reported that the informed spatial planning and factors impacts the occupant's responses to their living and working environments were well managed by the skilled designers. The results also agreed with the results of a study carried by Sampson and Delucia (2008), which established that, while in training, IDs should get to know how to finish and furnish every interior and exterior space with elegant tailored touches to reflect one's personal style. Interior design is, therefore, full of diversity and exploitation of one's creativity hence it is interesting to those who want to try.

4.3.3 Knowledge Acquired by IDDGs from the Training Institution Attended

Regarding the knowledge that the IDDGs acquired during their ID Diploma training, the outcomes of the study showed that the ID training programs were aimed at transferring knowledge and techniques to the learners. Table 4.5 below shows the knowledge in ID that the graduates acquired from the training institutions attended.

Table 4.5: ID Knowledge acquired by IDDGs from the Training Institutions Attended

Knowledge Acquired	Frequency	Percentage (%)
Space planning	60	50
Room partitions	54	45
Modern furnishings	48	40
How to lay own ideas on an Arch-cad drawing	48	40
Lighting in a room	42	35
Contemporary design, materials and interior colours	24	30
Fusion of style, materials and decoration patterns	30	25

Measurements estimation and costing	30	25
Natural themes and organic design	24	20
Furniture designs	24	20
Building elements	18	15

N=120

Note: Multiple responses were allowed

As presented in Table 4.5, 50% of the respondents learnt more about space planning, 45% acquired knowledge on room partitioning, whereas modern furnishings and the knowledge on how to lay own ideas on an Arch-CAD drawing were acquired by 40%. The study indicated that 35% of the respondents acquired knowledge on room lighting, while contemporary design, materials and interior colours was reported by 30%. On the other hand, 25% of the graduates reported to have acquired knowledge on fusion of style, materials and decoration patterns and also measurements estimation and costing.

Twenty percent (20%) of the respondents acquired knowledge on natural themes and organic design, whereas 20% got knowledge on furniture & fitting designs. A minority (15%) acquired knowledge on building elements. The above findings implied that the knowledge acquired may have depended on the institution attended.

The statistics on the knowledge in ID that the graduates acquired from the training institution attended implied that most respondents took courses that concentrated on subjects that dealt with space planning and organization as well as modern furnishing and getting to know the ideas on how to lay own design ideas on an Arch-CAD drawing. From Table 4.5, the findings of the study indicated that the courses concerning communication skills that could enable graduates communicate effectively with the clients were not listed. Also noted as inadequate were business-related courses. These findings implied that the graduates may not have acquired adequate and sufficient

business management skills since business-oriented lessons such as entrepreneurship were not mentioned. Such courses would help designers to work out costs and prepare estimates giving the prior knowledge on how to meet clients to discuss their requirements and ideas, developing designs to suit clients' needs, their budget and the type of building.

In addition the lessons about communication skills would enable the designers to advise their clients on colour schemes, fabrics fit for use, fittings and furniture, wall and floor coverings clearly and in an effective way. The result from this study further showed that so much information that was vital to the learners in preparing them for global competitiveness was left out. This finding implied that the graduates had little exposure to ID in the global arena. They therefore needed some exposure through training before they comfortably began their design work. According to a study by Jones (2014), the foundations of ID introduces readers to the creative, technical, and business skills required by the career on which they are about to embark.

The outcomes of the study, as presented in Table 4.2 revealed that majority of the ID courses in Kenya were offered by private institutions where every service is paid for, including payment of unit subjects per course. From the study the business oriented courses like business plan/entrepreneurship were lacking meaning they were not inclusive as part of ID course units. The findings further noted that lack of business oriented courses would have been due to lack of standards of control most likely one governing body that would put up standard measures and controls to regulate what knowledge should be offered to all the Kenyan Diploma trainees. For example, in public tertiary institutions, subjects like communication skills and entrepreneurship are compulsory and are examinable.

4.3.4 KIDDGs' Views on the Adequacy of the Acquired Knowledge to the IDI

The adequacy of the acquired knowledge was determined by seeking the respondents' views on whether the knowledge acquired by graduates was sufficient enough to enable them penetrate into the IDI or get involved in any other design-related job. Figure 4.2 presents the results on the adequacy of the acquired knowledge to the IDI.

The Adequacy of the Acquired Knowledge to the IDI

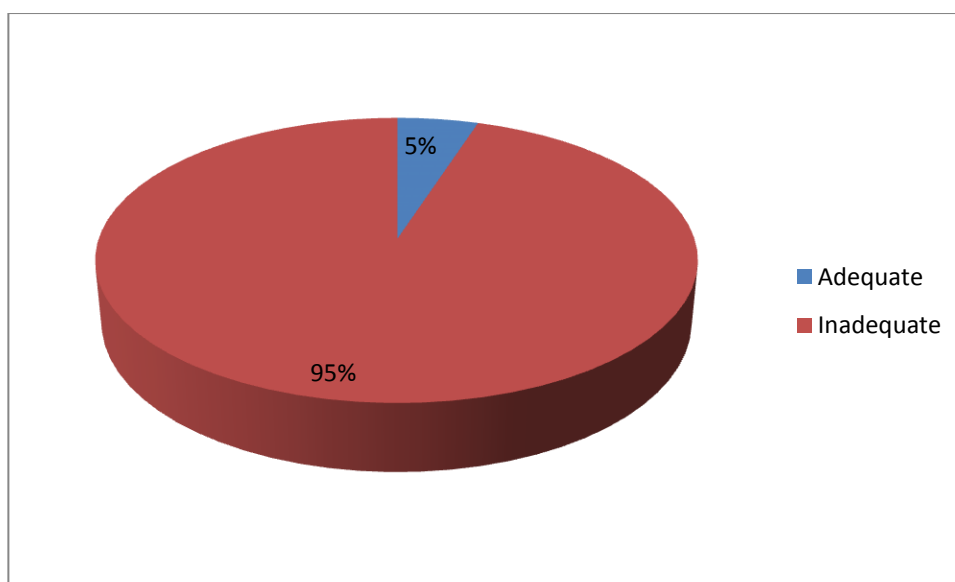


Figure 4.2: KIDDGs' Views on the Adequacy of the Acquired Knowledge from Institution Attended to the IDI

As shown in Figure 4.2, the study results showed that the majority (95%) of the respondents reported that the acquired knowledge from the institutions attended by graduates was inadequate whereas five percent indicated that the acquired knowledge was adequate. The respondents further emphasized that ID diploma course lacked consistency and uniformity, and therefore needed major realignment in almost all the subjects being covered especially CAD to sufficiently equip their learners with the required knowledge. This is because they felt that they lacked the general education to boost their knowledge in the core subjects and even the related units. This is in line with

Nyongesa (2007), who stated that general education courses should provide students with fundamental concepts which contribute a great deal to the life of an educated person and will be useful in all fields of endeavour.

The researcher noted that for the provision of adequate ID knowledge from the relevant institutions needed to create an avenue for sharing of information concerning ID programs with the IDI to effectively educate the enrolled students. From the study, it implied that adequate knowledge in ID is the key which all KIDDGs must have in order to achieve the best performance in the ID industry.

On the other hand, the findings of this study indicated that all graduates thirst for the appropriate knowledge. During interviews with the respondents, most of them lamented that the inadequate knowledge resulted from less time allocated to some essential course units creating an avenue for the course not to be completed. They further reported that the time allocated to some course units, especially practical lessons, were given too short time for practice, that before they understood the contents of these course units, their diploma training was already over. This finding concurred with the study of Barrow and Woods (1988) who reported that training learners need training institutions which should fully facilitate the trainees learning.

4.3.5 Respondents' Views on the Relevance of the Acquired Knowledge to IDI

The relevance of the acquired knowledge was determined by asking the respondents to indicate whether the acquired knowledge was relevant to the IDI. Although the acquired knowledge was inadequate, the qualitative data indicated that it was very much relevant to the IDI. All the respondents reported that the knowledge acquired was very useful because they treated it as a foundation that helped them gather more information and build a strong and firm ID house.

The findings from the study showed that ID course is more relevant today when modern designers are expected to work with contractors, architects, engineers, craftsmen, furniture dealers, and business and home owners than it was before. This finding concurs with the study of Jacqueline (2014) who reported that to become a successful interior designer, one needed a well-rounded education and the appropriate skills to work within many disciplines (architecture; graphic design; decorative arts; and textile, furniture, and lighting design). Therefore an Interior designer should be able to use his/her abilities to make interior places attractive and fascinating after undergoing the required training. Further, the findings of this study indicated that good design results from designers making informed decisions from a knowledge base; which means whatever choice made by a designer has a real and lasting impact on the lives of the people they serve, the communities, and the world at large. There is therefore need to give appropriate and adequate ID knowledge for the designers.

4.3.6 KIDDGs' Suggestions on the relevant Knowledge for the KIDDPs training.

The KIDDGs were asked to indicate their views on the knowledge that was not taught but is relevant. Table 4.6 indicates the suggested knowledge that was not given during training but is relevant to the IDI.

Table 4.6: KIDDGs' Suggestions on the Relevant Knowledge for the KIDDPs.

Knowledge to be Given	Frequency	Percentage (%)
Knowledge on how to meet clients to discuss their requirements and ideas	115	96
Knowledge about design in relation to the trending market	99	83
Knowledge on the Project management	68	57
Public relation between the already existing professionals/communication skills	42	35

N=120

Note: Multiple responses were allowed

According to Table 4.6, 96% of the sampled population revealed that it is essential to have the appropriate knowledge on how to meet clients to discuss their requirements and desired ideas. On the other hand, 83% of the respondents reported that they needed detailed knowledge about interior design in relation to the trending market whereas 57% of the respondents reported that there was need to have sufficient knowledge on project management. Also from the study, 35% of the respondents noted that during training, it was important to have prior knowledge about public relations between the already existing professional practice and communication skills. This would help in preparing the graduates so as to understand how to handle their clients professionally while at the industry.

4.3.7 Respondents' Views on the Relevance of ID Skills Acquired from the Training Institution Attended

Determining the sufficiency of ID skills acquired from the training institution attended by the respondents implied inquiry on the quality of content delivery. It also implies the competence of the KIDDGs in the job market. This was established by asking the respondents to indicate whether they felt that the skills they acquired were relevant and also stating the skills that they felt they were lacking during training. The respondents were asked to indicate the skills they acquired and Table 4.7 shows the results.

Table 4.7: Relevant ID Skills Acquired from the Training Institution Attended

Skills acquired	Frequency	Percentage (%)
Colour psychology to create a certain mood	78	65
Workshop technology	72	60
Furniture layout in an interior space	66	55
Office practice	60	50
Creative lighting in different interior spaces	48	40
Furniture design	48	40

Buildings elements	36	30
Measurements estimation and costing	30	25
How to lay ideas on an Arch-cad drawing	24	20
Working skills on Textiles, materials & colour	24	20
Space planning	22	18
Software applications for 2D & 3D computer-aided	10	8

design (CAD).

N=120

Note: multiple responses were allowed

As noted from Table 4.7, some of the relevant skills acquired by 65% of the respondents were an ample practice on how to work different colour schemes and their effects to the occupants of a given space; they went on to report that they trained well on colour psychology on how to work with colours in a space to aesthetically make/create a certain mood in a given environment. Sixty (60) percent of the respondents reported that they had acquired skills on workshop technology while 60% of the respondents indicated to have undertaken skills on furniture layout in an interior space. On the other hand, 50% of the respondents reported positively that they acquired skills on office practice and communication skills.

From Table 4.7, 40% of the respondents reported that they acquired skills on creative lighting in different interior spaces and furniture designs. Further, 30% of the respondents reported to have acquired skills on buildings elements which helped them in space planning and material selection during the design and building process whereas 25% reported to have gotten skills on how to do measurements, estimation and costing of a given assignment. Twenty percent (20%) of the respondents reported that although they had inadequate computer software facilities, they however practiced some skills on how to lay design ideas on an Arch-CAD drawing.

The results from Table 4.7 further showed that 20% of the respondents confirmed to have acquired skills on working on textiles, materials & colour, 18% undertook space planning whereas eight percent of the respondents reported to have practiced the skills on the Software applications for 2D & 3D Computer-Aided Design (CAD).

Results from the qualitative data showed that majority of the respondents noted that the skills they acquired helped them propagate proper public relation to bridge the gap between the already existing professional practice and imposters in order to create relevant knowledge and win the market confidence. As emphasized by Bromley (2010), interior designers must be highly skilled in order to create interior environments that are functional, safe, and adhere to building codes and regulations.

This study found out that the training institutions need to ensure their trainees acquire the right skills which would help them in the development of construction documents and sustainable design principles, as well as the management and coordination of professional services. From the interviews with the IDDGs, the study revealed that some respondents put their appeal to the relevant authority to encourage the institutions offering KIDDPs to make the course more practical in order to make it a reality and more interactive to their trainees. This was because skills that were practically undertaken were easily internalized than those skills learnt theoretically.

4.3.8 Respondents' Views on the Relevance of the Acquired Skills to IDI

Determining the relevance of the acquired skills by the graduates to the IDI was established by enquiring on the views of the respondents whether the skills undertaken were relevant to the job market. Figure 4.3 shows the respondents' view on the relevance of the acquired skills.

The Relevance of the Acquired Skills to IDI

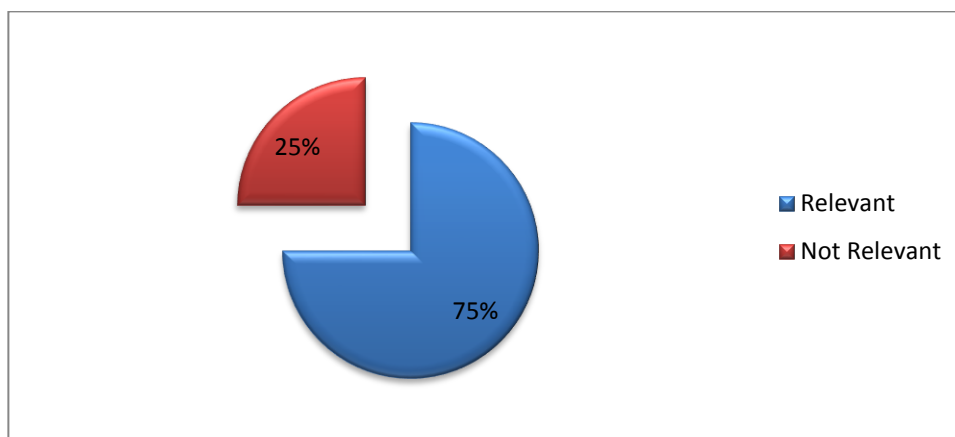


Figure 4.3: KIDDGs' Views on the Relevance of Skills Acquired to the IDI

From figure 4.3, 75% of the respondents reported that the skills they undertook were relevant to enable them work in the IDI whereas 25% noted that the skills they acquired from the various institutions attended were not relevant. From the response to the open-ended questions, it was reported that the skills they acquired were not sufficient. The IDDGs based their argument on the subjects covered such as workshop technology which was widely covered theoretically, but not practically. They further proposed that there is need to have more time in the practical lessons than it was allocated especially when they compare what happens in the field.

Some of the respondents noted that they had to undergo retraining before they gained confidence to tackle any interior design work given. The researcher also noted that this findings were in line with Sampson and Delucia (2008), who premised that to be able to effectively compete in the global IDI, trainees need to be dynamic in technological changes and practically use the available resources according to the owners' preferences to plan, implement and execute design solutions for various environments; each with unique needs and creative potential.

During data collection, some of the work that was being handled by some of the respondents while displaying their acquired skills was observed. However, the respondents' indicated to have experienced difficulty in commencing the work after graduation. They noted that they had invested so much in terms of their retraining in order for them to be where they are today. Plates 4.1, 4.2 and 4.3 indicate photos taken by the researcher during data collection on a project undertaken by respondents. These photos show sections of dining room and living room within the same house whereby the skills of design employed were of high standards.



Plate 4.1: A Dining Room with African Colour Scheme Designed by KIDDG

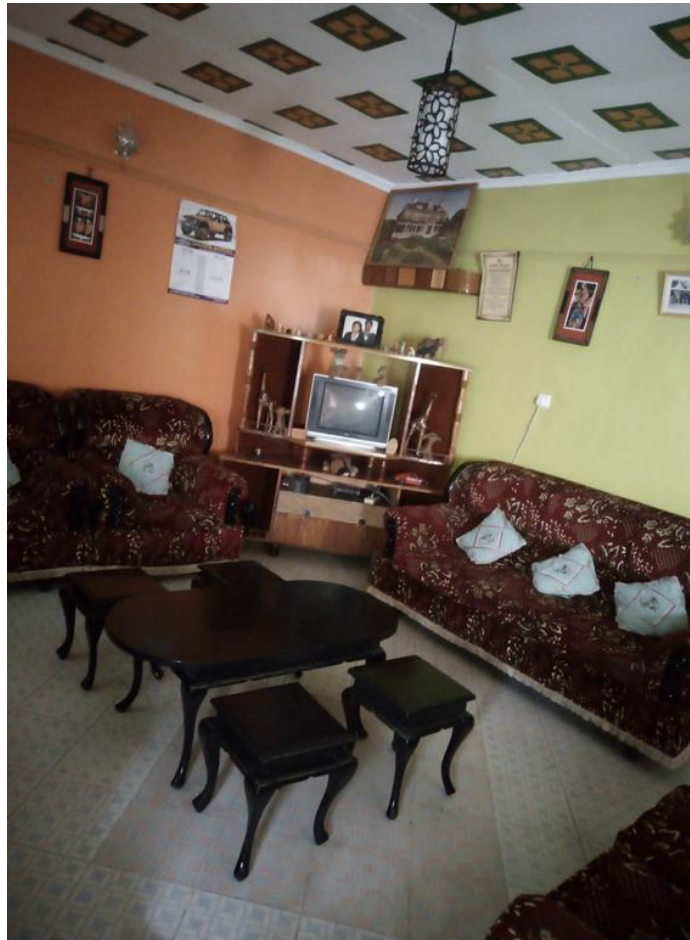


Plate 4.2: A Section of an African Living Room Designed by KIDDG



Plate 4.3: A Section of a Single Bedroomed House Washroom Designed by KIDDG

4.3.9 KIDDGs' Suggestions of Skills that should be undertaken at KIDDPs for the Training to Become More Relevant

The IDDGs were asked to indicate their views on the skills that were not taught but are relevant to the IDI. Table 4.8 shows the suggested skills that were not acquired during

training but were relevant to the IDI. They further proposed that such skills be included in the KIDDPs.

Table 4.8: KIDDGs' Suggested Skills that should be undertaken in order for the KIDDPs Training to Become More Relevant

Skills to be Undertaken	Frequency	Percentage (%)
How to use computer aided design software	114	95
Frequency Site visitations	108	90
Photography	95	79
Typography	93	78
Print techniques	88	73
Preparation of initial sketches for the client to approve	85	71
Working out costs and preparing estimates	72	60
Project management	60	50

N=120

Note: Multiple responses were allowed

As presented in Table 4.8, the study noted that most of the training institutions taught Computer Aided Design (CAD) theoretically and missed out the vital element of (physical practice of CAD) practically imparting this essential skill to the learners. Therefore, 95% of the respondents reported that they needed sufficient practice to enable them use computer aided design software. On the other hand 90% of the respondents reported that they needed frequent site visitations (educational trips) which were regular to keep the trainees linked with the changing trends of IDI. Seventy nine percent of the respondents noted that the skills on how to do Photography is essential whereas 78% proposed that Topography was another skill that was vital in the ID field practice. Seventy three percent of the respondents indicated that IDs needed printing techniques for them to serve well in the IDI.

As noted from Table 4.8, 71% of the respondents reported that the practical lesson on the preparation of initial sketches for the client to approve should be undertaken along with skills on working out costs and preparing estimates which were suggested by 60% of the respondents. Further, 57% of the respondents reported that acquiring skills on how to manage ID projects for the clients were among the core units that needed much attention for successful ID performance. As per the study findings, most of the respondents reported that they did not get an opportunity to know how to use computer aided design software as well as practical knowledge on how to meet clients to discuss their requirements and ideas.

The study implied that CAD and the related subjects were the main core subjects that needed particular commitment and seriousness for the institutions offering interior design to provide the necessary skills on CAD in IDI. This would enable their graduates perform better in the IDI. The findings of this study noted that, in the ID industry, designers were expected to use the modern technology skills acquired to develop designs to suit clients' needs, their quotation budget and the type of building they were likely to handle. On the other hand, the study found out that the minority (43%) of the respondents noted that creating detailed drawings from the initial sketches using a computer was a great challenge. Working out costs, preparing estimates and how to advise client on the use of fittings, furniture, fabrics, and wall and floor coverings were just but some of the skills that were lacking because of minimum interactions with the workers of the IDI during training:

As designers, we require a broad set of skills and technical knowledge to facilitate us work in other design fields such as; textiles, materials for interiors, colour, space planning building elements and exhibition show (Respondent No 53).

From the study findings, it was established that all respondents agreed that ID training institutions acquaint students to the basic principles of design, architecture and colour coordination to enable them design and develop practical and appealing spaces. The KIDDGs further observed that many of today's accomplished IDs work with up to date software programs/CAD to create working blueprints for their designs and to their client's needs. Further, the KIDDGs noted that most ID training colleges in the developed countries train students in the current technological gadgets and software programs so as to prepare the graduates well for employment once they graduate; something that was not practiced in any of the KIDDPs as reported by the respondents.

This implies that in Kenya there is still a lag in terms of institutional technology not realizing that technology is a very useful tool today because it induces daily changes in our lives so much that a design that was appropriate ten years ago may have less value today. This observation differs with KSIDP (2013) who noted that, with the arrival of computers, there has been a rapid revolution in the tools used for design and the nature and range of products that designers design for their clients has also broadened. The author further agrees that design programmes need to embrace the use of CAD to equip the learners with programs like CAD and other modern machinery used in design work.

From the above statistics, the study showed that inadequate skills poses challenges that have a negative impact on the quality of training for IDs and subsequently ID industrial performance. This is evident from the study whereby majority of the respondents reported to have missed practical skills on how to meet clients to discuss their requirements and ideas which enable the designers know how to manage the needs of their client wisely.

In relation to the above context, the study therefore recommends to the relevant authority and the Government of Kenya that they need to ensure that the educational resources deployed in KIDDPs training institutions are sufficient and relevant so as to help guide the students towards achieving the education strategy in Kenya's Vision 2030. From the findings, it was noted that the scale of resources allocated for ID education influences its quality and the amount of learning in terms of knowledge and skills achieved. Therefore if the quality in ID training is high, the level of educational attainment by the learners will be high and their contribution to the society significant and vice versa.

Results from observation implied that the general perception on Interior Design Course is that the ID is a highly valuable qualification. This is because it provides a broad understanding of the interior design field. It focuses on the theory and processes of design as well as practice. For better understanding when imparting knowledge and skills through practice; organized institutional site visitation or educational trips are vital. It enables learners to interact with the design world and have the real picture of what they learned compared with what they saw which boosts their motivation to learn more.

According to the results in tables 4.7 and 4.8, it is noted that IDDPs prepare students to understand a wide variety of ideas, concepts and solutions to interior design projects. The suggested lessons on photography and topography would give understanding of the fundamental principles and elements of design theory. By using graphic and verbal skills to present projects that accommodate a variety of human factors, practically performing interior design in relation to the trending market would be made familiar hence such subjects needs to be emphasized.

4.4 IDDGs' Views on the Relevance of the Interior Design Training Facilities at the KIDDPs

The relevance of the training facilities was determined by seeking the IDDGs views on the availability and the adequacy of materials and equipment at the training institution attended, and whether the available teaching and learning resources affect industrial performance. In addition, the respondents gave their views on materials and equipment to be availed so as to ensure that the diploma training in Kenyan institutions becomes more relevant to the ID industry. They were also asked to indicate the relevance and adequacy of the teaching staff in terms of qualification and competence in training. The findings are presented and discussed in the following sub-sections.

4.4.1 IDDGs' Views on the Availability of Materials and Equipment at the Training Institution

Generally, the right facilities for production help in motivating learners and give a conducive environment that one is happy working in. The availability of materials and equipment at the training institutions were determined by inquiring whether the learning tools and equipment availed were relevant to enable trainees to acquire the necessary knowledge and skills, and whether the workshops were well equipped for adequate learning. The following was the list of the materials; tools and equipment that the IDDGs reported to be available during the interior designers training.

From the results shown in Table 4.9, the study showed that 43% of the respondents reported that there were rooms where their design model and samples could be displayed. Thirty eight (38) percent of the respondents indicated that their institution provided workshops with essential modern equipment like heavy duty sewing machines that can handle thick and large pieces of work like curtains and floor coverings, so all students would get to know and use them. Thirty two (32) percent of the respondents were assertive that they were provided with laser cutting machines for easier model

making in the ID workshop whereas 29% of the respondents reported that their institutions had computer labs but the hardware lacked the operative system that could help them practice CAD while in college.

Table 4.9: The Adequacy and Sufficiency of Materials, Tools and Equipment that were Available during the KIDDGs' Training

Facilities	Frequency	Percentage (%)
Exhibition space	52	43
Technology workshop	46	38
Laser cutting machines	38	32
Computer laboratory	35	29
Museums, model showroom and exhibition gallery	29	24
Design studio	19	16
Specialized library	8	7
3D printers	4	3

N=120

Note: Multiple responses were allowed

In connection to the above study, 24% of the respondents indicated that ID course in their college had institutional museums, model showroom and exhibition gallery for collecting and displaying design features that can be used as references. Further, 16% of the respondents indicated that they had design studio during training while 7% of the respondents reported that the colleges they attended provided specialized library and only 3% of the respondents noted that 3D printers were provided in the respective ID training college.

The exhibition facility enables learners to have a practical picture of what actually happens at the ID industry. For example, a learner in art furnishings and fittings lesson may survey all the exhibitions in the hall and he/she brings his/her artistic mind to bear on the subject hence enhance his/her creative ability. On the other hand the study found

out that for easy delivery of knowledge and educational content in the digital era there is need for a programme that would encourage proper ICT resources to equip students with modern information technology skills to make them relevant to the global job market. This was in agreement with a research conducted by the Republic of Kenya (2007).

The results, according to the qualitative data, showed that in Kenya the institutions offering interior design diploma program are insufficient and inadequate. Therefore there is dire need for the government to open up a wider scope of training ID in the public tertiary institutions. Further KIDDGs proposed that the training institutions available need to provide competent training personnel and adequate resources and also ensure relevant students enrolment and financial resources for the programme's efficiency. The result of this study agrees with the findings of the Ministry of Education Taskforce (2011), which affirmed that the Government had to address the insufficient physical structures of the training centres.

From the interviews with KIDDGs, the study established that KIDDPs were offered by six privately owned institutions which were not sufficient to cater for the manpower needs of the IDI. The findings of the study showed that if the government of Kenya would intervene and extend ID programme to the government sponsored institutions and provide financial aid, equivalent to other technical programs, then the interested designers would be relieved and more trainees can be encouraged to enrol.

Further, from interview with the respondents, the study noted that there is a great demand for more trained ID personnel to meet the manpower needs of IDI. According to a study by Bromley (2010), training IDs need training institutions which should facilitate their learning and, offer an avenue for sharing of information concerning ID

programs to educate the enrolled students and to develop awareness of the programme during the period of career exploration. These institutions can also oversee joint education–industry scholarships to promote research in design and learning. Edwards (2005) asserted that, through IDDPs’ international network of associated organizations, ID programme would cultivate connections for research and consultancy in major centres of design throughout the world.

The study revealed that the availability of raw materials, tools and equipment in ID training institutions contributed towards the influence of ID growth and development. From Table 4.9, the study averred that if the availability of the raw materials was adequate it would motivate the learners and ensure that they enjoy their training. In conclusion the study observed that PIDs whose colleges were depleted of classroom materials, tools and equipment and had a deficient library were more likely to give further credibility to the art of ID by enrolling in retraining relevant short term courses than those whose colleges were well furnished. Therefore, to attain quality education and training the facilities ought to be adequate.

Also from the study, it was evident that a well-organized ID institution focuses on education and training that give designers access to internships and regular industrial visits to interact with other designers hence a real-world experience. This would bring invaluable connections that would serve them throughout their career. This type of learning and exposure is important because it would give designers the credentials required to compete and get clients’ attention, hence lead to creating organization with licensing requirements for interior design practitioners.

4.4.2 Respondents' Views on the Qualification of the ID Training Personnel in the Institutions Attended

From the study, it was obvious that training without qualified personnel will not lead to an effective job. The study hence noted that adequate and qualified training personnel are important for education quality.

4.4.2.1 KIDDGs' Perception on the Availability of Qualified Training Staff

From the response to the open-ended questions, the study noted that KIDDGs complained about the way some of their trainers handled the entire subjects allocated to them. They just could not sufficiently cover what was expected of them as per the syllabus. Some lacked the mastery of the content hence they could however manoeuvre and deliver something relative:

Some of the training staff had the capacity to deliver quality knowledge and skills while others did not have the capacity to deliver quality and also they could not cover the expected content as required (Respondent No 10).

This finding is similar with the study done by UNICEF (2000), which asserts that a qualified teacher is one who is capable of helping their students learn, and have a deep mastery of both their subject matter and pedagogy. This study indicated that some teachers could not effectively perform due to lack of essential facilities such as Software applications for 2D & 3D computer-aided design (CAD) and building information modelling (BIM):

Due to lack of CAD software most of what is trained in the institutes is theoretical and barely has any real impact in the practice. Therefore diploma graduates have a hard time adjusting to the ID industry (Respondent No 38).

This scenario implied that the learners got the knowledge theoretically which was the most undoing part of the training. In connection to the findings, the study recommends that a well-focused institution with its strong professional objectives on education should equip the learners with the necessary skills practically so as to empower them during career exploration.

4.4.2.2 KIDDGs' Views on the Relevance of the Training Methods

From the interviews with the KIDDGs, the study indicated that there were several methods of training that the trainers employed to transfer knowledge and skills to the trainees. These included lectures, practical lessons, demonstrations and group discussions. It was also found that the teaching/training method employed by the trainers influenced the trainees' interest in the course content and what was being taught.

Generally, the researcher observed that the success of educational programmes' curriculum in technical institutions can only be enhanced when there are proper ID training staffs. Commission of Higher Education Kenya (2010) recommends that the training of Kenyan Interior Designers requires trainers with knowledge in the many subject matters within the course that designers ought to study. They are required to gather more experience from the experienced IDs in the respective design fields who can pass on the attributes of professional practice during training. Design educators should have qualifications in a design field or in a subject that constitutes the curriculum but also the teachers need to additionally have qualifications in teaching methodology. The study also revealed that the Guidance and counselling on the other hand was necessary to assist in the youth empowerment and the enhancement of ID programs to instil economic efficiency through career exploration in the future.

From interviews with KIDDGs the study found out that most IDDPs institutions offering IDDPs had deficient human and physical resources, as most respondents reported that the institutions in which they trained were lacking the critical human and instructional resources thereby compromising the achievement of the much awaited Kenya Vision 2030s' education strategy flagships. In addition, there was an imbalanced distribution of financial support to the trainee in terms of government funds, teaching and learning resources in favour of public tertiary institutions hence becoming a disadvantage to the private institutions. The findings therefore recommended that the Government, through its Ministry of Education, ought to conduct the initiative of introducing IDDPs in its technical training institutions in order to provide ease of access to the ID course to all the Kenyan youths who wish to pursue the training. The government needs to carry out resource rationalization in different classes of technical institution (others should not pay more through the avenue of privately owned institutions whereas the government can do sponsorship) to ensure equitable and quality provision of education as espoused in the Vision 2030 education policy in Kenya.

Further from interviews with the respondents, the study discovered that the teaching materials availed had an implication on the curriculum delivery, which means the resources that the college provided to teachers, had a considerable impact on how the curriculum was delivered. For instance, if an institution purchased textbooks and requires teachers utilise them, then the textbooks would inadvertently influence what was taught and how the teachers teach. Further the technology availed was an example of resource that had the ability to influence curriculum:

If laptops are handed to all students and all classrooms fitted with interactive whiteboards, teachers could make considerable adjustments

changes in the content and method of teaching to make most use of these new technologies (Respondent No. 57).

The above results implied that new curriculum resources require training institutions to invest in professional development that would guide teachers and technicians to use the new resources effectively. In connection to this, it was noted that by providing new resources without investing in training the teaching personnel, the training institution might fail to achieve about desired improvements. In addition, the type of professional development provided to trainers can also have a major influence on curriculum development and design.

From the qualitative data, the study noted KIDDGs agreed that when teaching and learning resources are available, sufficient and applicable, the teachers could employ different teaching methodologies which would encourage independent thinking. For example, a teacher may be professional in matters concerning ICT, but if the institution fails to provide the necessary facility for teaching then that teacher would be rendered useless and unable to impart the needed skills to the trainees.

4.4.3 KIDDGs' Views on Relevant Training Facilities/Practices for ID

Table 4.10 presents the training facilities proposed by the respondents to be availed in the existing institutions. The training facilities according to the KIDDGs proposed would enhance quality and relevance of skills for interior design industrial development.

Table 4.10: KIDDGs' Views on Relevant Training Facilities to be availed

Training Facility	Frequency	Percentage (%)
Regular, Monitored and Well-organized Industrial attachment	112	93
2D & 3D Computer software	106	88
Competent Training Staff	91	76
Excellent Specialized Library	84	70
Interior design studio	78	65
Specialized Technology Workshop	67	56
A large Exhibition Space	58	48

N=120

Note: Multiple responses were allowed

From Table 4.10, the study found that 93% of the respondents proposed that regular, monitored and well-organized industrial attachment that should be conducted in order to keep the trainees in touch with the ever changing world of design. Also it should introduce IDs to current trends in design, rules and regulations, safety requirements, and other industry standard practices. Eighty eight (88) percent suggested that ID training institutions must invest deeply in computer software application such as 2D and 3D Computer Aided Design.

Further, 76% averred that a competent training staff was inevitable, excellent specialized library was proposed by 70% of the respondents whereas interior design studio was indicated by 65% of the total respondents. Some 56% of the respondents noted that they supported the provision of specialized technology workshop that would help to eliminate learning gaps that may exist during practical lessons. Finally, as illustrated in Table 4.10, 48% of the KIDDGs reported that a large exhibition space and equipment in the modern ID standard training centre is required.

Therefore, to successfully achieve excellent education and training as described in the education policy, the above proposed facilities should be availed in a competent interior design training college. A proposal of well-organized industrial attachment is in line with the Executive ministerial summary on TVET (2014) by the Principal Secretary State Department of Education, Dr. Bellio R. Kipsang, who has emphasized that the technical institutions in Kenya have a role to develop appropriate skills at all levels through practical training and industrial work experience. The study also agrees with Wanjohi (2013) who has observed that the institutions need to be active and continuous in the transfer of technology through collaborative approach between TVET institutions and the relevant industries.

4.5 IDDGs' Views on the Relevance of KIDDPS Curriculum to Manpower

Requirements of the IDI

The term 'curriculum', according to this study, refers to the courses and academic content acquired in KIDDPs. A key concept to keep in mind is that curriculum is only that part of the plan that directly affects students. It typically refers to the ID course content, that is, the knowledge and skills students are expected to learn, which includes the learning objectives students are expected to meet. Curriculum development is another aspect that the researcher assessed as it is one of the basic elements of effective training and teaching. It is an aspect of reforms often, most of which are widely purposed to either mandate or encourage greater curricular standardization and consistency in the subject areas and courses.

The researcher assessed KIDDPs curriculum, through establishing the syllabus subject offered by training institution attended by the KIDDGs, whether the syllabus course content were adequate and relevant to the ID industry, as well as the respondents' view on the ID content that should be covered so that the KIDDPs would be more relevant to

the ID industry. The study further assessed KIDDPs curriculum development and determined respondents' suggestions for a relevant diploma curriculum.

4.5.1 KIDDGs' Views on the Relevant Curriculum Development

Curriculum development is defined as planned, purposeful, progressive, and systematic process in order to create positive improvements in the educational system. This study, through the response from the open-ended questions, determined a properly developed curriculum by analyzing KIDDGs proposed characteristics of an effective curriculum and further noted that a good curriculum should indicate the expected outputs, performance indicators, implementing agencies, timeframe and the resource requirement for each activity/project. The researcher further noted that the training objectives varied from one institution to another whereas the main objective was aimed at distinctive traits of creativity; which enabled interior designers to possess strong creative and innovative abilities to make their designs visually pleasing for their customers.

From the interviews with the KIDDGs, the study revealed that in Kenya there is no common IDDPs curriculum since the majority of the institutions offering ID diploma course are privately owned. This indicated that each respondent presented a different curriculum from the other. Therefore, the study showed that individual institutions developed their own curriculum, which was tapered to suit their training objective with a specific learning standards, lectures, assignments, and resources used to organize and train a given course and even administer their own exams. This implies that in the end there was no curriculum alignment. The study discovered that if the curriculum is not in harmony, students might be taught considerably separate content in each institution and this affected performance in the IDI.

However, the researcher further noted that the existing KIDDPs have been able to survive because informed trainers typically modified what they trained and brought their curriculum into “alignment” with the training expectations spelled out in the institution’s objective and the market trends. Further, from interviews with the majority of the respondents who had been in the industry for over five years, the study indicated that training standards remain a mechanism by which policy makers and college leaders attempt to improve curriculum and training quality.

They further indicated that the KIDDGs had little to do with curriculum development but proposed to KIDDPs offering institutions that they should link their curriculum with the needs of IDI. In Kenya, institutions such as the Kenya Institute of Curriculum Development (KICD) spearhead national efforts to influence curriculum design and teaching/training quality in schools and colleges through the adoption of new learning standards by the ministry of education.

The study avers that a curriculum can be envisaged from different perspectives. However, those who develop the intended curriculum should have all the different dimensions of the curriculum in view. The official curriculum is important because it represents the vision of the society. Therefore it should be expressed in comprehensive and user-friendly documents, such as curriculum frameworks; subject curricula/syllabuses, and in relevant and helpful learning materials, such as textbooks; teacher guides and assessment guides:

Given the fact that the ID industry in Kenya is still very young and has a lot more to incorporate into its practice, I think the current ID diploma training in the institutions is relevant but not adequate to sustain the ever-changing and growing industry (Respondent No. 18).

Some respondents indicated that even though ID is a new course in the history of Kenyan education system, curriculum framework is important. This is because it sets the subjects within its wider context, and shows how learning experiences within the subjects need to contribute to the attainment of the wider goals. All these documents and the issues they refer to form a "curriculum system". Given their guiding function for education agents and stakeholders, clear, inspired and motivational curriculum documents and materials play an important role in ensuring education quality.

These findings agree with the study of Wanjohi (2013) who points out that curriculum alignment is when institutions of learning try to improve curriculum quality by bringing training activities and course expectations into oneness or in harmony with the expected training standards and other college courses. The study further emphasised that the fundamental idea was to come up with a more consistent and clear academic programme by making sure those trainers, train the most vital subject and do away with training gaps that might exist between skill oriented courses and sequential courses. Further this study recommends that KIDDPs urgently need curriculum alignment in order to eliminate training gaps and create a more consistent and coherent academic programme in all the existing ID training institutions.

4.5.2 KIDDPs' Proposal of a Relevant Curriculum to IDI

The study enquired respondents' views on the relevance of ID curriculum to IDI. It also established whether what was being offered was in harmony with what was expected from the stakeholders. From the qualitative data, it was found out that each institution developed its own ID curriculum. The Kenyan ID curriculum across the institutions therefore lacked uniformity and hence it was impossible to compare. This finding concurs with studies done by Edwards (2005) and Wendie (2012). This study, however, recommends that for uniformity and appropriate standards, KIDDPs curriculum should

cover areas such as design inspiration and the role of interior designer, colour for ID, drawing plans and elevations for ID, space planning, wall and floor finishes, soft furnishings for ID, furniture styles and accessories, creative lighting and professional practice for ID.

According to the IDDGs, diploma curriculum should ensure that graduates become knowledgeable about the many types and characteristics of furnishings, accessories and ornaments used in creating interiors among other areas. Table 4.11 shows the list of proposed content for ID diploma curriculum by respondents.

Table 4.11: KIDDGs' Proposal of a Relevant Curriculum to IDI

Subject	Frequency	Percentage (%)
ID workshop technology	98	82
Construction and installation exhibitions	96	80
ID project management	95	79
Quality control	92	77
Information technology	87	73
Entrepreneurship	86	72
Building construction for IDs	85	71
ID Marketing and Merchandising	83	69
Design exhibitions	82	68
Glass, wrought metal and fixtures	78	65
Studio shop and display	77	64
Free hand drawing and sketching	76	63
Apparel production	73	61
Textiles for interiors	67	56
Paint and wall covering	65	54
Carpeting and floor covering	57	48
Psychology of colour and colour schemes	51	43
Communication skills	49	41
Furniture and fittings	43	36
Lighting	36	30

N=120

Note: Multiple responses were allowed

As shown in Table 4.11, the study findings showed that KIDDGs proposed that ID program should have ID subjects together with subjects related to marketing. This will enhance high quality training that focuses on ID workshop technology as reported by 82% of the respondents, construction and installation exhibitions as suggested by 80%, ID project management as suggested by 79%, quality control (77%) and information technology supported by 73%. Some of the respondents also agreed that technical skills were very essential to enhance local and international trade in entrepreneurship as noted by 72%, building construction for IDs by 71%, ID marketing and merchandising (69%) and design exhibitions which was reported by 68% of the respondents.

In addition glass, wrought metal and fixtures was supported by 65%, studio shop and display by 64%, free hand drawing and sketching by 63%, apparel production by 61%, textiles for interiors was indicated by 56%, paint and wall covering by 54%, carpeting and floor covering (48%) as well as the 43% who proposed that there was need to have knowledge and skills on the Psychology of colour and colour schemes. Further, some 41% of the respondents observed that the skills required to be a successful interior designer were great, therefore a lot has to be drawn on principles from IDI through industrial attachment/internship and communication skills. Furniture and fittings was suggested by 36% as well as lighting by 30%. From the study, the majority of the respondents' views were that the proposed courses were designed to assist individuals to become self-reliant by training them for self-employment and diverse opportunities in the ID industry.

During the interviews with the IDDGs, the study found that the provision of assignments and projects given to the students were meant to transform the trainees' mood from class to an environment of their own while experimenting with the opportunities given through thinking and displaying their creativity. On the other hand,

the findings of this study were that if at the time of training students were given the relevant ID content as now proposed, and also the trainers were provided with the appropriate training materials, then ID course would have prepared students to understand the wide variety of ideas, concepts and solutions to ID projects.

From the qualitative data, the researcher noted that some interior design institutions in Kenya offer programmes with inbuilt internships so that students can acquire valuable and practical work experience before they graduate. This form of evaluation received positive responses but the same respondents complained of the 3 months duration period for the internship/apprenticeship program, indicating that the time was too short; one could hardly acquire a new skill. They wished the time could be longer as most of them lamented and noted that before one settled and acclimatized, the internship period was over.

From the findings, the study recommended sufficient time for internship to be at least an uninterrupted six months. The study recommended this period on the relying on the fact that completing an internship or apprenticeship program during college or right after graduation could provide graduates with invaluable work experience for their future careers. Internships give graduates a chance to build work history, develop a network with fellow professionals and fill their resume with projects and references. Further, the study noted that completing an apprenticeship program is proof of work in the field and could also give the apprentice linkage to industry professionals and mentors.

All respondents agreed that ID colleges should introduce students to the basic principles of design, architecture and colour coordination so they can design and develop functional and visually appealing spaces. They further observed that many of today's successful IDs work with advanced software programs/CAD to create working designs

and blueprints for their designs. They also noted that most ID colleges in the developed countries like the United States of America train students in the latest technologies and software programs so that graduates are ready for employment immediately upon graduation something that is not effectively practiced in any of the Kenya's institutions offering IDDPs.

4.6 Training Needs of the Kenyan Interior Design Diploma Graduates (KIDDGs)

The researcher determined the training needs of KIDDGs by enquiring on the relevance of the acquired training compared to what is expected in the ID field. The KIDDGs rated the diploma training in terms of what was lacking in its adequacy and relevance to the IDI. In addition to what they had done to improve performance they had to enrol for extra training or training on the job. The respondents' personal views on any area in KIDDPs that needs urgent attention to enhance ID training in Kenya were also sought.

The KIDDGs training needs according to this study is the inadequacy to undertake some tasks due to inadequate training, hence one need to retrain first in order to have the capacity to carry on with the ID tasks. ID generally is a multi-sectoral profession in which creative and technical solutions are applied within a structure to achieve a well-built interior environment. Figure 4.4 presents the training needs of KIDDGs.

From the study, the researcher noted that the training needs of the KIDDGs hindered their performance at the IDI. From the results in Figure 4.4, majority (28%) of the respondents reported that their main training need was their inability to analyse their clients' needs, goals, and life and safety requirements especially when they interact with clients who are partially informed. Analysing the client's needs meant to integrate findings of what the clients wanted with the knowledge and skills of the interior design

graduates and the experience they gained during practice. This implied that the training in this area was within a limited scope.

The KIDDGs Training Needs that Hindered Performance at the IDI

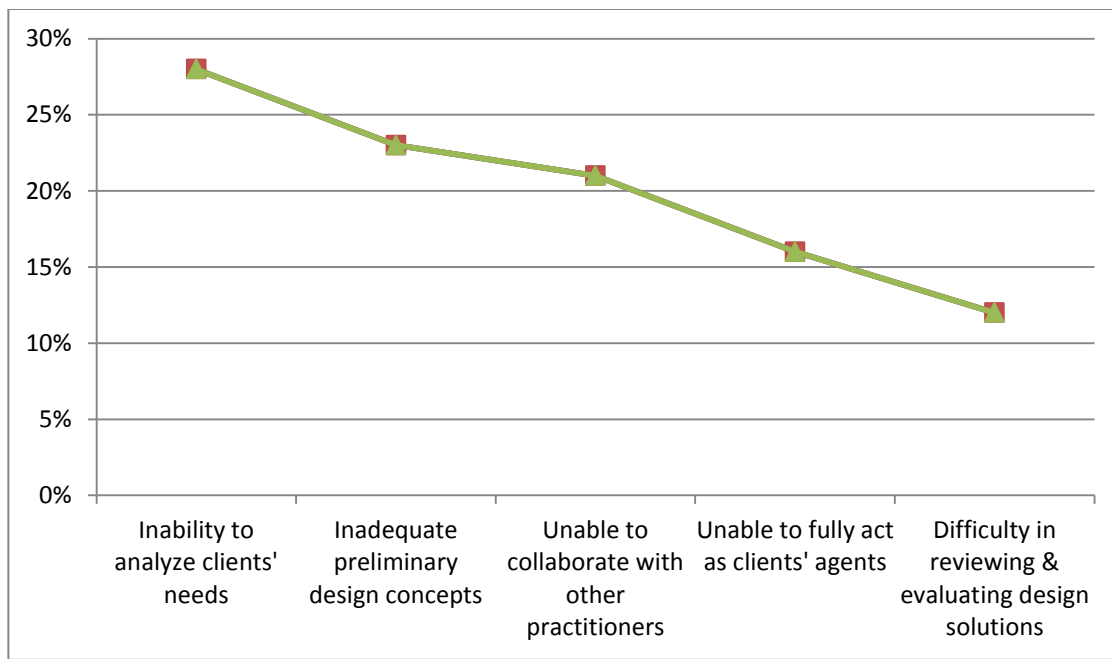


Figure 4.4: Analysis of the KIDDGs Training Needs

From Figure 4.4, 23% of the respondents reported that they felt being inadequately prepared in areas concerning formulation of the preliminary design concepts such as aesthetic, appropriate, functional, and in accordance with codes and standards. Due to this limitation, the designers were not perfect in developing and presenting final design recommendations as required. Hence, they were compelled to train further in order to be able to prepare working drawings and specifications for non-load bearing interior construction, reflected ceiling plans, lighting, interior detailing, materials, finishes, space planning, furnishings, fixtures, and equipment in compliance with universal accessibility guidelines and all applicable codes. The findings of this study implied that what the respondents acquired from KIDDPs was insufficient as far as formulation of preliminary design concepts was concerned.

Twenty one (21) percent of the respondents reported that they were not adequate on knowledge to collaborate with other licensed practitioners in the technical areas of mechanical, electrical, and load-bearing design as required for regulatory approval. Some (16%) of the respondent agreed to have lacked the required skills in the preparation and administration of bids and contract documents when acting as the client's agent until they had their training on the job which gave them power to enhance their working experience. Further, 12% of the respondents agreed to have lacked adequate knowledge and sufficient skills to enable them work on the review and evaluation of design solutions during implementation and upon completion of the given project.

The researcher found out that further training of the respondents made them aware of their training needs. The following are some of the areas that KIDDGs had to retrain or train on the job.

Table 4.12: Areas KIDDGs had to Retrain or Train on the Job

Areas Trained on the Job	Frequency	Percentage (%)
Lighting and Lighting design	78	65
The visual language of design	75	63
Modern design styles	68	57
Colour	67	56
Interior finishes training	64	53
Furniture, art and accessories	60	50
Visual communication refresher course	60	50
How to Work with clients	58	48
Interior design portfolio	52	43
Drawing and composition	46	38

N=120

Note: Multiple responses were allowed

From Table 4.12, the study shows that KIDDGs had to train in different ID areas before they become competitive in the IDI. Sixty five (65) percent of the respondents agreed that they retrained on lighting and lighting designs. This training gives IDs the skills to be creative and visualize into reality by use of both natural and artificial lighting. It also enables IDs to create an appealing effect in interior projects and shows them how to share ideas with electricians, builders and suppliers by specifying the correct products.

The retraining was done also on the visual language design as reported by 63% of the respondents. This enabled KIDDGs to develop a 'designer's eye'. This finding confirmed the study by Behrens (2013), who states that the designer's eye enables IDs understand how to make the acquired knowledge of use and create inspirational designs for home and office settings. Modern design styles that were reported by 57% of the respondents indicated to have needed more training on this subject. The modern design styles helped KIDDGs to develop knowledge of different structures, common problems that occur during practice and their solutions so that they could communicate clearly with clients, suppliers and manufacturers.

Colour also was viewed as an important area that needed retraining by 56% who reported to have attended more courses to give them more knowledge on properties of colour and how its ability to alter the tone and mood of a space, alter perceptions and bring to life the chosen style. This practical experience made them find out the effect of both natural and artificial light on colour and surface textures. The researcher also found out that the retraining on colour by the KIDDGs enabled them to learn more on the history, beauty and luxury of decorative textiles and fabrics and their affinity to colour. Further training on interior finishes that was reported by 53% was noted to be essential course because it equipped IDs with the required skills of discovering the importance of

ensuring quality finishes on the floor, walls and ceiling so as to order to create a striking and functional backdrop for furnishings and window treatments.

Other areas that needed retraining included; furniture, art and accessories (50%) and visual communication an additional training that was supported by 50%. Some of the respondents also agreed that working with clients needed professional skills. Further training on the tips on how to work with clients was mentioned by 48% of the respondents, Interior design portfolio by 43% and Drawing and composition by IDs was indicated by 38% of the respondents.

4.7 Challenges Faced by KIDDGs with Regard to Training

Training-related challenges faced by KIDDGs in the IDI were established by asking the respondents to state the possible challenges faced by the IDs with regard to their diploma training. Table 4.13 shows some of the greatest challenges faced by KIDDGs while practicing in the field

Table 4.13: Challenges Faced by KIDDGs while in Practice

Challenges Faced by IDDGs	Frequency	Percentage (%)
Less team work in construction projects in Kenya between architect and interior designers	30	25
Lack of Software applications for 2D & 3D CAD during training	30	25
Duration to learn the course was short	24	20
Being looked down upon by architects	18	15
Inadequate training	18	15
Total	120	100

As shown in Table 4.13, the study found out that 25% of the respondents had challenges while practicing ID due to less team work in construction projects in Kenya between architect and interior designers as well as lack of knowledge and skills to effectively use

computer software applications for 2D and 3D CAD as reported by 25%. Twenty (20) per cent of the respondents noted that there were challenges related to the duration to learn the course during training whereby they stated that they did not acquire enough training because practical lessons had limited time. On the other hand also there were challenges on time while retraining and practicing on the job, which means there was never enough time to acquire new skills. They thought if something could be done to increase the amount of time during training ID course could be the most interesting in all facets of design:

I think that some of the key course units were covered on a light note. So many areas were left untouched due to limited time. I almost felt that it's over while still in the introduction stage. As a result, many employers prefer IDDGs from outside the country because they believe they were effectively trained (Respondent No. 7).

From Table 4.13, the minority (15%) agreed that due to their inadequate training, they could not deliver effectively at first until they boosted their training by acquiring more knowledge and skills from the short term training that could make them relevant in the job market.

It was also noted from the views of some of the KIDDGs who were interviewed that some of them were being looked down upon by architects during practice, resulting to less team work in construction projects in Kenya between architects and interior designers. In addition there was minimal team formation in most construction sites that willingly involved interior designing. Hence team work was crucial.

Team work is critical in project development-in perspective design team benefits from shared knowledge and decision making which makes it to become more

streamlined. This is because each team player's decision is taken from a well-informed stand point – in the overall, this can translate to offering faster solutions to problems that may arise within the project cycle and design process; better response time when rolling out new design projects and alternating design strategies (Respondent No. 37).

The study recommended that the ID professional should be contracted at the onset of the project during team formation, often referred to as the pre-design phase to defend the needs of the clients:

For example, if one was to tour Nairobi, most projects being undertaken have lists of all consultants namely engineers, architects, contractors, quantity surveyors and others but surprisingly the interior designer is missing. For this reason, the design work will take longer to integrate as many important issues are missed out if design teams fail to incorporate interior designers (Respondent No. 71).

Further challenges, as noted from observation through general conduct of the workers (KIDDGs) as experienced in the IDI was that ID practitioners and other ID related fields experts who have been in the market for a longer period, had a negative attitude towards them. This posed a challenge when it came to negotiating for salaries and other remuneration. This study recommends that in order to avoid most of these challenges, KIDDPs should aim at establishing, promoting and maintaining expertise, professionalism, sound business practice and high standards throughout the training and the industry. To achieve this, the relevant authorities need to expand the contributions of interior design to the society through the exchange and development of knowledge and experience in education and practice. More importantly, the institutions offering

KIDDPs should understand that most ID industrial opportunities occur in the architectural field where landscape and interior architecture are common. Therefore they should collaborate with other related disciplines to avoid discord.

The study found out that increased number of people who had interest in ID but lack adequate training today is a great challenge for the IDI which already lacks enough personnel. It was further revealed that the high demand for the ID services was frustrating to the existing KIDDPs especially when taking briefs from customers who do not have prior knowledge of the ID industry. This study finding echoes the findings of Johnson (2002) who indicated that designers must be well versed with their design work; otherwise they might be frustrated when they do not perform as expected in the industry. They need to draw from their pool of knowledge and skills of design and direct the customer to a correct decision, though the customers' word should always be considered.

From the qualitative data, the study noted other challenges such as research and analysis of the client's goals and requirements, and thereafter the development of documents, drawings and diagrams that outline the needs of the clientele in connection to the advancement of ID education courses. This basically employs the use of CAD and also ID high standard of understanding that includes issues such as structural design, history of design, ergonomics, spatial concepts, ethics and psychology.

The rise in popularity of IDs has caused high competition for IDI jobs. This was incredibly frustrating when one was just starting out in the IDI and attempting to be established in the ID practice. More experienced KIDDPs noted that there was increased competition - a challenge that needed to be addressed through up-grading skills as was first recommended by other stakeholders (employers & clients) in the IDI.

Inevitably, average and low prices would complicate matters and majority of the designers felt that they were being compelled to ask for less after offering services than they should hence end up compromising the quality of work.

From the response to the open-ended questions, some respondents confided that today there are so many courses offering various ID qualifications. It could be very challenging to select the appropriate programme to fit a given situation. This agrees with Bromley (2010) who reported in his study that many established IDs felt that to keep up with the competition they required to upgrade their skills, but this was sometimes very difficult to study while running a business. Therefore, the researcher asserts that competent interior designers in Kenya had too much to consider continuing with their business and maintaining the existing market or furthering their studies and opening up their scope of business. This lack of decision making leaves majority not knowing what to do and in unclear circumstances, hence obviously it could be very easy to put off acquiring education at all in the ID profession and opt to go for the quick money in the market.

Another challenge faced by IDs was that of licensing and acquisition of business permits as an interior designer. The study learnt that licensing was a stumbling block according to some respondents as it was a continuous struggle to achieve one, yet license was critical for the survival of the profession. On the other hand, KIDDGs bear the criticism of architects who think of them as totally unnecessary.

This finding concurs with the study of Galliano (2007) who stated that IDs are looked down upon by other design practitioners such as engineers, architects, contractors, quantity surveyors and other experienced IDs who see themselves as being superior to the newly qualified IDs. The IDs also see major organizations that were willing to take

their due money, but fight their efforts in order to protect contractors' rights to make a buck, which incidentally could turn out some dreadful if not outright dangerous designs which in the end discourages clients.

The study noted that challenges faced by KIDDGs were magnified when the designers had no operating cost such as money for daily transport and up keep to enable them visit the project site. Further challenge that was revealed through interviews with the KIDDGs was the financial Aid programs to be made available to help trainees with tuition fees since the ID diploma course is generally expensive.

You know IDs are expected to make the designing work look easy by crafting spaces that anticipate the clients' needs and appeal to their emotions, but in reality a broad set of skills and technical knowledge is required. Interior designers are expected to have working knowledge of among others; Textiles, materials, colour, space planning, sustainability, and perhaps building codes. This makes the course expensive to even acquire some materials for individual practices (Respondents No. 53).

Fear of criticism, especially when one was new in the field, was a challenge experienced by some of KIDDGs. A section of the respondents indicated that, at first, they were frightened that the ID community would damage their reputation. This was similar to the findings of Mwangela (2014) who noted that unsatisfied clients could easily convey their experience of the designers' services among a community of potential clientele.

This study recommended that if the interior designers were confident and sure of themselves then their inner self would persuade them to always give excellent customer service where there would be nothing to hide or fear. For example, referring to plates 4.3, 4.4 and 4.5, some of the respondents noted that they were unceremoniously scared

by the experienced KIDDG who gave them a task just to test whether they could accomplish. The design as seen was so complicated to them since they were newly graduated and were eager to join ID market. They feared that they could not make to the end in performing such enormous projects but through consultations they were able to pass the test as shown. Plates 4.3, 4.4 and 4.5 display work done by a team of newly graduated IDs as a challenge to test their competence.



Plate 4.4: A Main Door Entrance Designed by KIDDGs



Plate 4.5: Kitchen Garden Designed by KIDDGs



**Plate 4.6: An Exterior Design that would Fit any Personality Colour Scheme
Designed by KIDDG**

The artistic work is eye catching and appealing.



Plate 4.7: Master Bedroom Designed by KIDDGs

From observation, it was noted that IDs too had challenges of fragmentation and infightings amongst themselves; especially due to the misguided exposure of Television

shows who think IDs were nothing but decorators. This finding differs with Bromley (2010) who states that ID is not the same as interior decor. It is a far more technical profession that requires specific knowledge and skills as well as creativity whereas interior decoration is an essential part of ID done by an interior decorator. This finding further implied that the media had an influence to the clientele who were the ID's market and even the IDs themselves when they feel like they could just outdo each other.

The study recommended that due to all these challenges, it would be important for IDs to understand that they still were expected to manage their frustrations and be outstanding because they already love what they do. From the findings, the study further recommended that it was necessary for IDDGs to properly manage their clients' expectations. They also needed to keep strong and communicate very clearly what their contract included and what it would not include. Furthermore, it was important for KIDDGs to note that always a clear and precise communication eliminates all types of misunderstandings between IDs and their customers.

Other challenges that the KIDDGs experienced included; inadequate skills that should create an adaptable human resource base which would be constantly subjected to both re-training and technological learning that are relevant to the dynamic labour market, how to ensure that the training provided meets high quality standards, and that its contents are relevant to the needs of the economy and society, and also must meet international development commitments or development of skills and competencies necessary for effective participation in knowledge based economy.

From the interview with the respondents, the study observed that finding an efficient and accurate way to manage the bookkeeping and administration of the purchasing

process was among the major challenges facing interior designers today. Also to peg on this challenge was lack of devised method of finding a fee structure that appears reasonable to their clients while still providing a desirable income from their business operation. Another challenge according to some of KIDDGs arose at times when the assignments they were given experienced scarcity of the required materials and even tools to perform the assignment or the projects, but they revealed that they could work tirelessly unto the end and finally the results made them forget their struggles. Some of the respondents could exclaim and note;

Sometimes it was painful; you are given assignment that required so much time and money to accomplish, then materials for the assignment are not readily found, not even the reference books, but I made it. I could contribute with the colleagues and get the materials, I could team up with other class mates; in fact these challenges honed my skills and it made me alert and very strong in the end (Respondent no. 23).

The study showed that KIDDPs assignments and the completion of the assigned projects transmitted information that the course was expensive and that materials and other tools were not readily available. Further ID was an avenue where faculty and students are exposed to regional and international practices that lay emphasis on resources, culture and tradition-based design where short- and long-term expenses are highly required. The study asserted that ID was focused on the theory and processes of interior design as well as practice.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter summarises and presents the summary, the conclusions and recommendations of the study. Areas for further research are also suggested.

5.1 Summary

This section presents a summary of findings on evaluation of interior design diploma programmes in Kenyan institutions and their relevance to the Interior Design Industry (IDI). The objectives of the study were to: determine the respondents' views on the relevance of the acquired knowledge and skills from the KIDDPs to the IDI, determine the respondents' views on the relevance of the ID training facilities at the KIDDPs, assess the respondents' views on what a relevant ID diploma curriculum for IDI should entail, investigate on the training needs of the Kenyan Interior Design Diploma Graduates (KIDDGs), and establish the challenges faced by the KIDDGs in regard to their training.

The majority (60%) of IDs were men whereas forty five (45) percent of the respondents were self-employed and 55% of IDs had over 5 years work experience. The KIDDGs were motivated to join ID by their passion for ID, the dynamic market trends and also need for a source of income.

The knowledge acquired by most (50%) of KIDDGs was space planning while other areas were room partitions, modern furnishings and how to lay own ideas on an Arch-CAD drawing. Majority (95%) of KIDDGs noted that the knowledge was inadequate. They perceived the acquired knowledge as lacking consistency and uniformity, and therefore needing realignment in almost all the subjects being covered. The knowledge that should be in the training, according to KIDDGs, include knowledge on how to meet

clients to discuss their requirements and desired ideas (96%), ID in relation to the trending market (83%) and project management (57%).

Skills acquired by KIDDGs included colour psychology to create a certain mood (65%), workshop technology (60%) and furniture layout (60%). According to the majority (95%), the skills undertaken were relevant but they noted that these skills were insufficient and inadequate which constantly subjects them to retraining and technological skills training relevant to the dynamic labour market. Majority (95%) of KIDDGs proposed skills such as use of CAD, workshop technology, frequency site visitation, photography, typography and print techniques to be undertaken for the KIDDPs to remain relevant.

Most (43%) of the respondents indicated that exhibition space was available but lacked enough qualified training personnel. They proposed a variety of ID training facilities that needed to be worked upon in order to enhance training as follows; CAD, computer software in 2D and 3D to be availed, physical training centres such as Kenyan public technical training institutes, employment of competent training staff, excellent specialized library, and ID studio. According to the KIDDGs, training methods such as lectures, practicals, demonstrations and group discussion should be used since they influenced the trainees' interest on course content. The perception of KIDDGs on the ID training facilities was that the existing facilities were relevant although insufficient, therefore requiring urgent attention to improve institutional training.

Kenyan interior design diploma curriculum as reported by respondents vary from one institution to the other, hence they lacked one governing body to monitor the curriculum quality standards for consistency and uniformity. Majority (80%) of the KIDDGs noted that they had to undergo retraining in areas such as ID workshop technology,

construction and installation exhibition and ID project management. Other proposed areas that need to be addressed according to the respondents were industrial attachment/internship, communication skills, entrepreneurship and guidance and counselling, advanced software programs/CAD and also training students in the latest technologies that support ID course.

Most (28%) of the KIDDGs reported of their inability to positively perform in areas such as analyzing their clients' needs, goals, and life and safety requirements, inadequacy in the formulation of the preliminary design concepts, and lack of knowledge to collaborate with other licensed design practitioners in the technical areas. The researcher further noted that the KIDDGs needed to retrain on areas such as lighting and lighting designs, visual language of design and properties of colour and colour psychology for them to be effective in the IDI. Other training needs were working out costs, preparing estimates and how to advise client on the use of fittings, furniture, fabrics, and wall and floor coverings.

The majority (98%) noted that they faced challenges creating detailed drawings from the initial sketches, using CAD, use computer Software applications for 2D & 3D, less team work in construction projects in Kenya between architect and interior designers. Due to inadequate training, majority (75%) of KIDDGs could not deliver given tasks effectively until after retraining. It was also noted that the KIDDGs were looked down upon by architects and other design practitioners during practice making it a challenge to negotiate their salaries.

Other challenges were IDs understanding of ID itself, competition due to increased number of people who have interest in ID services today yet lack of enough ID personnel, growth in popularity of IDs leading to high competition for IDI jobs hence

frustrating new IDs in the industry, increased competition that needed up-grading of skills to remain relevant to the dynamic labour market, licensing and acquisition of business permit as an interior designer, lack of operating cost such as money for daily transport and up keep to enable them visit the project site, fear of criticism especially when one is new in the field, fragmentation and infightings amongst IDs and scarcity of the required materials and even tools to perform the given assignment on the ID projects.

5.2 Conclusions

Most of the Kenyan institutions offering Diploma in ID are privately owned, where every service is dearly paid for, hence it is expensive and only a few can afford. The acquired knowledge from the institutions attended by graduates is inadequate and the acquired skills insufficient. Courses concerning communication skills, business management skills and entrepreneurship are not offered in the institutions. Such courses would enable graduates communicate effectively with the clients and help IDs to work out costs and prepare estimates giving them prior knowledge on how to meet clients to discuss their requirements and ideas, developing designs to suit clients' needs, their budget and the type of building.

Most of the ID offering institutions have inadequate computer software facilities such as; Arch-CAD drawing, regular practice of Software applications for 2D & 3D computer-aided design (CAD) and Building Information modelling (BIM). They also do not have well-equipped computer labs and workshops with essential modern equipment like 3D printers, laser cutting machines for easier model making as well as reliable and updated libraries. The institutions have insufficient well-trained staff that is committed to service delivery. There are also insufficient training institutions that have affordable terms.

Kenyan interior design diploma programs are relevant but have no common IDDPs curriculum hence difficult to compare. The curriculum lacks consistency and uniformity and therefore no curriculum alignment. Lack of curriculum alignment affects performance in the IDI hence the need to link curriculum within institutions and the needs of the industry. The KIDDGs face challenges such as being looked down upon by architects and some ID practitioners and experts' competition resulted to less team work in construction projects in Kenya and high competition for IDI jobs, and also high demand for the ID services sometimes frustrates KIDDGs especially when taking briefs from clients who don't have prior knowledge of the ID industry. Other challenges KIDDGs face are lack of adequate training, challenges in use of CAD in structural design, fragmentation and infightings amongst themselves due to the misguided exposure of television shows and the acquisition of insufficient skills that should create an adaptable resource base which would be constantly subjected to both re-training and technological learning that are relevant to the dynamic labour market.

5.3 Recommendations

1. The government and the public technical institutions need to expand the contribution of interior design to society through the exchange and development of knowledge and experience in education and practice.
2. The Ministry of Education in Kenya and other relevant authorities should aim at establishing, promoting and maintaining expertise, professionalism, sound business practice and high standards throughout the ID training and the industry through the provision of IDD curriculum. This curriculum should include courses such as ID workshop technology, construction and installation exhibitions, ID project management, quality control, information technology, and entrepreneurship, building construction for IDs, ID marketing and

merchandising, design exhibitions, glass, wrought metal and fixtures, studio shop and display, free hand drawing and sketching, apparel production, textiles for interiors, paint and wall covering, carpeting and floor covering, psychology of colour and colour schemes, communication skills, furniture and fittings and lighting.

3. Institutions offering ID Programs need to equip their computer labs and workshops with essential modern equipment, sufficient and effective training personnel and provision of adequate supplier of instructional materials. Technical institutions should focus on education that gives designers access to internships and regular industrial visits to interact with other designers with real-world experience.
4. Technical and vocational training where KIDDPs are categorized, need to enhance quality and relevance of ID Diploma training and integrating CAD into teaching and training of IDDPs. This will enhance governance with regard to ID Diploma training programmes in terms of curriculum alignment; having a standard measure of quality unlike the current situation where individual private institutions have their own programmes.
5. There is need to have a central governing body to measure standards of KIDDPs such as Kenya National Examination Council that sets standards and controls all the exams in primary, secondary and public tertiary institutions and also implement provision of financial aid to boost KIDDPs training.
6. The policy makers should look into ID programmes critically to ensure that the curriculum is functional in all the technical training colleges and not only in private institutions. ID training should also spread to the teachers training

colleges to facilitate quality teachers training in our institutions to the would-be IDs.

7. Based on the findings this study recommends a proposed IDD curriculum to include the following:

A PROPOSED INTERIOR DESIGN DIPLOMA CURRICULUM

ID Course to be Offered	Learning Objectives	Units and Lessons	Duration
ID workshop technology	To equip the trainees with basic workshop principles and technological operations in the trade areas.	<ol style="list-style-type: none"> 1.Safety 2.Ethics and integrity 3.Quality control 4. machine handling and use 5. culture of maintenance 	140 hours
Construction and installation exhibition	To provide the trainee with the necessary principles and skills in construction design and installation exhibition	<ol style="list-style-type: none"> 1. Designing techniques to produce various styles of construction. 2. Interpret given installation exhibition 3. appreciate the importance of construction and installation exhibition 	300 hours
ID project management	To equip the trainee with the necessary knowledge, skills and attitude needed to operate an ID projects. This will enable the trainees prepare operation, understand the management skills and identify effective work methods for specific projects	<ol style="list-style-type: none"> 1.Project organization 2. work study 3. project plan and layout 4. management systems 5. ID project services 6. workshop practice 7. project presentation 	200 hours
Industrial attachment/internship	To provide trainees with invaluable work	Work in the ID firm/industry	960 hours

	experience which will help in building work history and develop professional contacts for future careers		
Communication skills	To enable trainees to communicate effectively in business and in general life	<ol style="list-style-type: none"> 1. introduction to communication 2. process of communication 3. verbal communication 4. non-verbal communication 5. negotiation skills 6. public speaking 7. customer care 8. writing skills 	100 hours
Entrepreneurship	To gain knowledge and skills on how to operate business activities and management	<ol style="list-style-type: none"> 1. macro and small businesses 2. the entrepreneur in a small business 3. identification of business opportunities 4. forms of business ownership 5. starting a small business 6. record keeping in a small business 7. banking and investment 8. Business plan 9. emerging trends 	140 hours

Advanced software programs/CAD	To equip the trainees with knowledge and skills on how to draft, develop and produce patterns using computer for ID projects	<ol style="list-style-type: none"> 1. Introduction to CAD 2. drafting, developing and production of patterns by CAD 3. arch-CAD drawing and designs 	300 hours
Textiles for Interiors	To gain knowledge on fibres, yarns, fabrics, their formation, use and care of textiles	<ol style="list-style-type: none"> 1. textile fibres 2. fibre identification 3. yarn formation 4. fabric formation 5. fabric processing 6. fabric care 	100 hours
Quality control	To introduce the trainees to basic working principles in readiness to rendering services in the world of work.	<ol style="list-style-type: none"> 1. Meaning of quality control 2. procedure of the work process 3. good workmanship 4. marketing of ID services and products 	96 hours
Guidance and counselling/life skills	To equip the trainees with knowledge and skills on enhancing the level of interaction among the youths and the entire population in general. This has been brought about due to the many	<ol style="list-style-type: none"> 1. introduction to life skills 2. knowing and living with oneself <ol style="list-style-type: none"> a) self-awareness b) self esteem c) coping with stress 	100 hours

	<p>challenges facing the youths globally. Also the complex developmental changes, which at times are overwhelming. The level of interaction is varied and influenced by factors such as economic changes and technological development.</p>	<p>d) coping with emotions</p> <p>3. knowing and living with others</p> <p>a) effective communication</p> <p>b) empathy</p> <p>c) assertiveness</p> <p>d) conflict resolution</p> <p>4. effective decision making</p> <p>a) decision making</p> <p>b) critical thinking</p> <p>c) creative thinking</p> <p>d) problem solving</p> <p>5. leisure – time management</p> <p>- drug and substance</p> <p>6. integrated social skills – goal setting</p> <p>- leadership</p>	
Information technology	To equip the trainees with the necessary skills and attitudes that will enable them to understand the working principles of a computer	<p>1. Computer hardware devices</p> <p>2. information communication networks</p> <p>3. computer environment</p> <p>4. word processing</p> <p>5. using computer applications</p>	100 hours

		6. computer graphics	
Building construction for IDs	<p>To equip the trainees with the necessary knowledge and skills to make plain and solid geometry and working drawings for building construction and to interpret drawings in ID.</p> <p>To understand the major components of building construction, such as plumbing, electrical and structural systems for good design.</p>	<ol style="list-style-type: none"> 1. use of free hand techniques 2. drawing equipment and materials to express design ideas or concepts 3. major components of building – plumbing – electrical – structural systems 4. how to read and interpret simple ID working drawings 5. setting out a practical work from a given sketch or working drawings 6. care for drawing equipment and materials 	300 hours
Free hand drawing and sketching	To enable the trainees to produce creative designs and present ideas within a short period	<ol style="list-style-type: none"> 1. Fundamental 2. sketching and drafting of figure or motives by use of guide lines as reference 3. sketching without guidelines 4. trace designs of copybooks or magazines 5. sketch/draft figures/designs while looking 6. free hand sketching of designs 7. fit the design into the require position giving it suitable décor 	120 hours

ID marketing and merchandising	To identify a viable market and merchandise for ID products to promote and satisfy the consumer needs.	<ol style="list-style-type: none"> 1. consumer buying behaviour 2. market segmentation 3. the market mix 4. the marketing concept 5. price 6. market promotion factors 7. finance banking and investment 8. negotiable instrument and bills of exchange 9. sale of goods and services 10. procurement of government stores and services 11. choosing and operating a marketing venture 12. beware of these pit-falls 13 public relations 	200 hours
Design exhibitions	To equip the trainees with the knowledge and skills in the design exhibitions of interior spaces and introduce trainees to abstract and figurative drawing to encourage experimentation and self-	<ol style="list-style-type: none"> 1. Types of design exhibitions 2. designing of walls, ceilings and floors 3. designing of windows for exhibitions 4. plants for the interior 5. types of plants 	120 hours

	expression	6. historical exhibitions 7. importance of design exhibitions	
Glass, wrought metal and fixtures	To equip the trainees with the knowledge and skills on how to effectively use glass, wrought metal and fixtures in the ID industry	1. basic materials and techniques 2. types of glass for use 3. how to use hard-surface non-resilient materials 4. glass and wrought metal furniture selection 5. importance of glass, wrought metal and fixtures in ID	96 hours
Studio shop and display	To equip the trainees with knowledge and skills necessary to understand the traffic pattern, lighting, display areas and constructions that designers keep in mind when putting together a functional and aesthetic ID studio shop and display.	1. The interior space 2. types of displays 3. division of studio shop space and display 4. personal hygiene 5. entertainment and group display	120 hours
Basic drafting and apparel production	To equip the trainees with knowledge and skills used in drafting, developing and producing patterns for use in garment making and ID.	1. production of basic blocks for given type of apparel 2. apply the acquired knowledge and skills to produce patterns for use in ID projects 3. use care and maintenance of tools and	350 hours

		equipment used in pattern drafting	
Paint and wall covering	To equip the trainees with knowledge and skills in imparting colour combination and application to ID surfaces	<ol style="list-style-type: none"> 1. introduction to surface decoration – paints – wall covering 2. use of colour to produce different variations 3. apply colours and paints to surfaces in the correct proportions 4. selection of types of surfaces and paints to use 5. importance of painted/well covered surfaces in ID 6. care for tools, equipment and materials used for painting 	100 hours
Psychology of colour and colour schemes	To equip the trainees with the knowledge and skills in the psychology of colours and the colours schemes	<ol style="list-style-type: none"> 1. colour sources 2. colour and light 3. psychology effects of colour 4. personality as a factor in colour selection 5. colour vocabulary 6. colour properties 7. colour distribution 	200 hours

		8. colour wheel schemes	
Furniture and fittings and lighting	To equip the trainees with the knowledge and skills on how to select and furnish space by use of furniture and fitting and add light to interior and exterior environment as needed	<ol style="list-style-type: none"> 1. furniture and fitting selection 2. wood furniture 3. metals 4. synthetics 5. upholstered furniture 6. interior space planning 7. natural light 8. artificial light 9. physical and psychological effects of artificial lighting 	160 hours
Design Process	To equip the trainees with the necessary knowledge and skills that will provide a firm basis for understanding the current functioning spaces and make clear the reasons for use of a particular design and its origin	<ol style="list-style-type: none"> 1. understanding the human needs 2. design needs of today's family 3. the perceived interior design environment 4. design elements 5. design principles 	100 hours

5.4 Suggestion for Further Studies

This study recommends further studies in the following areas:

- 1) Use of computer aided design in interior design training institutes
- 2) An evaluation of IDDPs among ID trainers
- 3) An evaluation of KIDDPs among the ID employers
- 4) ID training course for teachers to enhance designers training.

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APPENDICES

APPENDIX I: QUESTIONNAIRE FOR INTERIOR DESIGN DIPLOMA GRADUATES

This questionnaire seeks to assess the perception of interior design industry on the relevance of Kenyan Interior Design Diploma Programs to the job market. The researcher hopes that the outcome of this study will contribute to the body of knowledge and the information found will aid in improving ID training for sufficient and efficient manpower, create awareness to the larger population to facilitate more admissions for these course and lead to the guidance in the introduction of ID programs in Kenyan public tertiary colleges (KPTC). You are requested to respond to the questions below, by circling or writing in the spaces provided. Do not write your name anywhere in the questionnaire. Your response to the questionnaire will be confidential and you will be able to read the results once the research is completed.

THANK YOU

SECTION 1: Personal Information

Circle one

1. Gender: [1] Male [2] Female

2. Your present occupation: [1] self-employed [2] contract [3] permanent employed

3. State the Position held currently if employed

4. How long have you worked in this industry?

5. Do you have any other work experience related to interior design industry (IDI)?

SECTION 2: ID Graduates' Views on the Relevance of the Acquired Knowledge and Skills from KIDDPs Institutions to the IDI

1. Did you choose to pursue ID?
2. What motivated you to join your current profession?
3. List the various things that interest you in ID
4. List the **knowledge** in ID that you think you achieved from the Training institution that you attained.
5. Do you think you acquired adequate and relevant knowledge to the ID industry?
6. If No. Which knowledge do you think was not given to you through the diploma training but is relevant to the ID industry? (list)
7. List the **skills** that you think you achieved from the Training institution that you attained.
8. Do you think you acquired adequate and relevant skills to the ID industry?
9. If No. Which skills do you think was not given to you through the diploma training but is relevant to the ID industry? (list)
10. In your own view, what do you think are the reasons that may have hindered you at the training institution from acquiring the relevant skills and knowledge to the ID industry?.....
.....
.....
11. From your working experience at the ID industry, what do you think is the **knowledge** that should be given at ID Diploma level so that the training becomes more relevant to the ID industry?
.....
.....
.....

12. From your working experience at the ID industry, what do you think are the **skills** that should be given at ID Diploma level so that the training becomes more relevant to the ID industry?

SECTION 3: Graduates’ Views on the Relevance of the KIDDPs’ Curriculum to the ID Industry

Development for the ID programs

13. Which courses did you diploma training in Id cover? (list them).....

14. Do you think the courses you learnt were adequate and relevant to the ID industry that you are now working in?
 { 1 } Yes { 2 } No
 Explain your answer

15. a) During your training which curriculum did your institution use?
 b) do you think the curriculum you used was relevant?
 1. Yes 2. No
 Explain your answer

16. Do you think it’s important for the government of Kenya to intervene and develop a curriculum that is common to all?

17. What was your diploma course content i.e. which subjects did you do?

18. What are your views on the course/areas that the ID curriculum should cover so that the ID diploma program becomes more relevant to the ID industry?
 (list).....

SECTION 4: Training Facilities Required for ID Programs

19. Which materials and equipment were available for Diploma training in ID at the training institution that you attended? (list them)

.....
.....
.....
.....

20. In your own view, do you think the above mentioned materials and equipment were adequate for the training that you underwent?

{1} Yes {2} No

21 If your answer to Q20 above is no, explain why you think they were inadequate.

.....
.....
.....
.....

22. In your own view which materials and equipment should be availed so as to make the diploma training in Kenyan institutions more relevant to the ID industry?

.....
.....
.....

.....23.
In your own view, do you think the training staff /personnel had the capacity to ensure relevant training at the training institution that you underwent?

{1} Yes {2} No

24. If no, explain.

.....
.....
.....
.....

25. Briefly explain what were the teaching /learning material ?

SECTION 5: Training Needs and Challenges Facing Interior Designers

26. Do you think that the diploma training that you underwent in Kenyan institution was adequate and relevant to the ID industry?

{1} Yes {2} No

27. Explain your answer to Q 25 above

.....
.....
.....

28. Rate the diploma training in terms of what was lacking concerning training, its adequacy and relevance to the ID industry.

{1} Excellent {2} Good {3} Very irrelevant

29. Did you need to undergo extra training apart from what you acquired in diploma before you began working in the ID industry?.

{1} Yes {2} No

30. If yes to Q 28 above, which areas did you require extra training and why?

.....
.....
.....

31. Having worked in the ID industry, which areas in the training do you think should be improved in the Kenyan diploma programs so that they become more relevant to ID industry.

.....
.....
.....
.....

32. Give your personal views on any area in ID that needs urgent attention to enhance ID training in Kenya.....

.....
.....
.....

33. What are the possible challenges faced by the interior designers with regard to diploma training that they underwent?

**APPENDIX II: QUESTIONNAIRE FOR EMPLOYERS/SUPERVISORS OF
INTERIOR DESIGN GRADUATES**

This questionnaire seeks to assess the perception of interior design industry on the relevance of Kenyan Interior Design Diploma Programs (KIIDDPs) to the job market. The researcher hopes that the outcome of this study will contribute to the body of knowledge and the information found will aid in improving ID training for sufficient and efficient manpower, create awareness to the larger population to facilitate more admissions for these course and lead to the guidance in the introduction of ID programs in Kenyan public tertiary colleges (KPTC). You are requested to respond to the questions below, by circling or writing in the spaces provided. Do not write your name anywhere in the questionnaire. Your response to the questionnaire will be confidential and you will be able to read the results once the research is completed.

THANK YOU

SECTION 1: Respondent's Background information

1. Personal Information

Circle one

A) Gender: [1] Male [2] Female

B) Your present occupation: [1] Employer [2] Supervisor [3] Head of department

2. Indicate the following information:

1. Name of the Interior Design firm.....
2. Where is your interior design business located.....
3. Professional background training (e.g. B.Sc./B.A interior design, M.Sc. clothing).....
4. Current position in the management.....
5. For how long have you worked with the ID Diploma graduate in this ID firm?
.....

SECTION 2: Respondent's views on ID Programs

6. From your interaction with the ID diploma graduate, do you think they possessed relevant knowledge and skills to enable them to be competent to practice in the ID industry?

{1} Yes {2} No

7. If no to Q 6 above, which areas were irrelevant?

.....

8. In your own opinion, which **knowledge** should be acquired by the ID diploma trainees to enable them practice competently in the ID industry?

.....

9. In your own opinion, which **skills** should be acquired by the ID diploma trainees to enable them practice competently in the ID industry?

.....

10. In your own opinion, which areas should the ID diploma curriculum cover during the training?

.....

11. In your own opinion, which training facilities should be available for the ID diploma training?

.....

12. From your interaction with the ID diploma graduates, do you think the training they underwent was adequate enough for them to work competently in the ID industry?

{1} Yes {2} No

13. Explain your answer in Q 12.

.....
.....

14. Rate the diploma training in terms of its adequacy and relevance to the ID industry.

{1} Excellent {2} Good {3} Very irrelevant

15. Did you have to retrain the ID diploma graduates for them to work better in the ID industry?

{1} Yes {2}No

16. If yes, in which areas?

.....
.....

17. Give your general opinion on what should be done by stakeholders to make the ID diploma training programs more relevant to the ID industry.

18.3 Give your personal views on any area in ID that needs urgent attention to enhance ID training in Kenya.....
.....
.....

APPENDIX III: OBSERVATION CHECKLIST

A checklist of activities to be observed will include working schedules; materials and equipment; supervision of practical; workshops and exhibitions and the workers during the practical projects.

Code	Details	Observation	Recommendations	
1.	Working schedules			
2.	ID Materials available			
3.	Equipment facilities			
4.	Supervision of practical			
5.	Workshops organization			
6.	Exhibitions/Displays			
7.	General conduct of workers at work			
8.	Conduct of workers during the practical projects.			
9.	Notable challenges faced by KIDDGs			

APPENDIX IV: LETTER OF RESEARCH AUTHORIZATION



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

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NAIROBI-KENYA

Ref No. **NACOSTI/P/16/83045/14791**

Date:
23rd November, 2016


Gladys Kerubo Ontita
University of Eldoret
P.O. Box 1125-30100
ELDORET.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*An evaluation of interior design diploma programmes in Kenyan institutions and their relevance to the interior design industry,*" I am pleased to inform you that you have been authorized to undertake research in **Nairobi County** for the period ending **21st November, 2017.**

You are advised to report to the **Principal Secretaries of the selected Ministries, the County Commissioner and the County Director of Education, Nairobi County** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.


DR. M. K. RUGUTT, PhD, HSC.
DIRECTOR-GENERAL/CEO

Copy to:


The Principal Secretaries
Selected Ministries.

The County Commissioner
Nairobi County.

APPENDIX V: RESEARCH PERMIT (NACOSTI)

THIS IS TO CERTIFY THAT:
MS. GLADYS KERUBO ONTITA
of UNIVERSITY OF ELDORET,
16178-20100 NAKURU, has been
permitted to conduct research in
Nairobi County
on the topic: AN EVALUATION OF
INTERIOR DESIGN DIPLOMA
PROGRAMMES IN KENYAN INSTITUTIONS
AND THEIR RELEVANCE TO THE
INTERIOR DESIGN INDUSTRY
for the period ending:
21st November, 2017

Permit No : NACOSTI/P/16/83045/14791
Date Of Issue : 23rd November, 2016
Fee Received :Ksh 1000



[Handwritten Signature]
Director General
National Commission for Science,
Technology & Innovation

[Handwritten Signature]
Applicant's
Signature