FACTORS INFLUENCING ACCESS RATES TO YOUTH POLYTECHNICS, TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING IN TESO NORTH SUB COUNTY, BUSIA COUNTY, KENYA

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DECLARATION

This research project is my own work and has not been presented for a degree in any other university.

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I wish to dedicate this research to my late father Mr. Lucas Muse Munyite, my mother Mary Anya, wife Nelly Juma Atto and our children; Reagan, Clinton, Calvin and Ryan.

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ABSTRACT

The purpose of the study was to investigate the factors influencing access rates to youth polytechnics and technical and vocational education and training in Teso North sub County of Busia County. The specific objectives of the study were; To determine the extent to which over emphasis on academic subjects influence students access to TVET Institution in Teso North, to examine how historical perspective on TVET Influence students access to technical and vocational training and youth polytechnics in Teso North. To determine the influence of family economic background on students access to TVET institutions in Teso North. To examine how teacher qualification affect students access to TVET institutions in Teso North. The researcher adopted descriptive survey design. The target population computed of 3 polytechnic managers, 12 tutors and 64 trainees. Quantitative data was analysed using descriptive statistics such as frequencies, pie charts and percentages. Qualification data generated from interviews schedules and open ended questions was organized and analysed into themes, categories and patterns pertinent to the objectives of the study. Inferential statistics such as correlation analysis was also used to determine the relationship by different variables. From the study funding 94.4% agreed on the fact that over-emphasis to academic subject affected access, 89.2% of the respondents supported that family economic background did affect access. The historical perspective about TVET also contributed to in access to TVET 97% and Tutor qualification too contributed to students' access 77%.The researcher recommended that the ministry of education should configure the education system and give more emphasis to technical courses subsidies or make technical education free to allow those uncapable financially to join. Finally the government should do advocacy to demystify the historical perspective about TVET.

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LIST OF ABBREVIATIONS AND ACRONYMS

CDF	- Constituency Development Fund
DEB	- District Education Board
ERSP	- Economic Recovery Strategy Programme
FKE	- Federation of Kenyan Employers
FPE	- Free Primary Education
HCD	- Human Capital Development
ICT-	Information Communication Technology Organization
PRSP	- Poverty Reduction Strategic Plan
SAP	- Structural Adjustment Programmes.
SFDSE	- Subsidized Free Day Secondary Education
SPSS	- Statistical Package for Social Science
TUT	- Technical and Vocational Training
TVE	- Technical Vocational Education
TVET	- Technical and Vocational Education and Training
UK	- United Kingdom
UNESCO	- United Nations Educational, Scientific and Cultural Organization
TVETA	-Technical and Vocational Education And Training Authority.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Technical and vocational education (TVET) is broadly defined as Education to acquire the practical skills, knowhow and understanding skills necessary for employment in a particular occupation, trade or group of occupations. Such practical skills can be provided in a wide range of settings by multiple providers both in the public and private sectors (Tabbron & Yang, 2012). The primary role of education is to harness and develop mans talent and potentials so that one can satisfy his moral, intellectual and contribute effectively for general survival and development of the society (Atchcoaren & Delluc, 2014).

Skill development is very important for promoting productivity hence stimulating competitiveness as it brings about economic development, for a country's economy to develop, it greatly depends on the human resource that is well equipped with the appropriate skills and training that can manage and steer economic growth (Kamau & Ngumbu, 2013).South Korea, Taiwan and Japan did invest heavily in technical and vocational education and training so that it addresses the challenges brought about by shortage of skilled work force (Tilac, 2013).

To develop these skilled workforce these countries had to develop stringent measures to limit the then influx of students' enrolment to the universities and encourage students to enroll in technical and vocational institutions. Stone (2010) explains that the accelerated industrial and economic growth experienced by developed countries is as a result of the mechanism mentioned above. Organization for economic and co-operation development (OECD, 2006) ensured adequate linkages between industrial needs and the training to be offered and project into the future by carrying out continuous needs assessment (Alhasan & Tyabo, 2013).

The role of TVET in furnishing the skills needed is to provide productivity, raise income levels and improve access to employment opportunities have been widely recognized (Bennel, 1999). Its development in the last three decades has made its roles more decisive; the globalization process, technological change and increased competition due to trade liberalization necessitates requirements of higher skills.

Due to global economic changes necessary for implementation for instructional adjustment programs (SAP) in developing centers, workers have been displaced forcing great challenges that need retraining for new occupations (Nyerere, 2009). The United States is not the only society that appreciates skills acquired through Vocational and Technical Education but also the Dutch school system is said to

adopt and pay a high attention to the provision of vocational training at early ages between 14 – 16 and widespread vocational to all above 16 years.

India and “Asian Tigers” could not have been what they are today were it not for the massive investment they did in technical and Vocational Education. The world’s economy is being more professionalized. In (UK) United Kingdom, successive governments have been expanding higher education but paying very little attention to vocational education and training. However some sections have had a mismatch between the skills and qualifications needed by employers (Anglion et al, 2009).

The policy makers in the country (UK) in their desire to win the global race had tried to up their number of graduates in the economy. But to win this race, it requires more than just increasing the general higher education but increased skilled manpower. In Britain, they need a stronger and better qualified vocational and technical education to make better use of human resource skills to enable the companies to make up its value chain. To embrace this, the employers need to enhance TVET and skill development failure to which their economy will not be well equipped to compete on the global (stage) level (Lindley & Machin, 2012).

Worldwide policy makers have been marred with promoting higher education as a way to drive economic growth and social mobility with a belief that the world requires people with higher levels of general education (Acemoglu & Autor,

2010, Anglion et al, 2009). Human capital theory by William Schultz's arguments and the policy makers have cut funding for students in TVET and are presiding over the reduction of young people going into apprenticeship and they have forgotten the role played by vocational training in boosting skills growth (Maclean & Wilson, 2009). However, due to globalization, change in technology, industrialization process, this trend has changed. Our economy is creating more jobs that do not require degrees but skills (Robert, 2012). These jobs are today staffed with graduates in countries that embraced TVET like India and the Asian Tigers. Holmes and Mayhew (2012), Goos and Mannings (2003), Canny (2003), argue that, these is a phenomena that has taken shape in a number of European nations (Dolphin et al, 2014).

The third international congress convened by UNESCO in 2012 in Shangai china, that was attended by over 500 representatives from 107 member countries on TVET resolved that major emphasis be laid on transformation in TVET if we need to build a green economic society (Wang, 2008). To be a country that is responsive to the needs of economic growth China had to revitalize its TVET to act as a drive in developing its manufacturing and constructing industries (Wang, 2008).

In Africa, TVET has been seen as the only way to alienate poverty and unemployment in the continent. To neglect technical education is both socially

and economically injurious to any country because of its contribution to the economy. For instance, Nigeria is wearing the Toga of a poor state because of its deficiency in technical and vocational education (Friedman, 1982). TVET provides students with life skills to become productive entrepreneurs (Alwasilahi, 2002). For quite some time Nigeria had a negative attitude towards TVET thus lowering the level of participation and access by students. (Amadu, 2011, Duffy N.F essay on apprenticeship),but for her to catch up with other nations Of its kind, it has to work on attitude change just like its neighbor Uganda did according to Okello (2013), and develop adequate human capital and human resource needed in TVET.

Since early 1990s most African countries have adopted TVET reforms and resulted in the formulation of policies, which most often address the social economic challenges that affect the continent (Okoye, et al, 2015). Ethiopia has achieved the highest increase of students' enrolment in Africa and stands at 5.565% in TVET and takes second position in setting up training institutions in Africa. (Kingombe, 2011) as cited by Heti (2013).To stem the high tide of high education and youth unemployment(Kingombe, 2011) points out that TVET is the surest way and most effective human resource development strategy. Okello (2013) investigated factors influencing the change in attitude towards TVET in Uganda and realized that 70% of the respondents suggest that the positive change was as a result of the economic benefits delivered from TVET skills.

It’s for these matter that the Kenya government in early 1980s opted to review its educational system from 7 – 4 – 2 – 3 to 8 – 4 – 4 system and the current 2-6-3-3, the rationale behind these being making education more practical oriented and more responsive to the needs of the country and its people. Over the years, the Government of Kenya has developed key policy documents such as Poverty Reduction Strategic Plan (PRSP) of September 2002, Economic Recovery Strategy programme (ERSP) of 2003 and the Kenya Vision 2030 of 2008; they emphasized the importance of technical and vocational education and training (Government of Kenya 1984).

Kenya can orientate itself towards sustainable development using TVET as a vehicle for social economic and technological transformation (Oderi et al 2004). It will be able to meet its increasing challenges of increasing unemployment, increased poverty, food insecurity and environmental degradation. The skills developed are important for economic growth and poverty alleviation, Youths and women empowerment and social inclusion (Government of Kenya 2007).

The enrolments and the number of institutions have been increasing as indicated in the Table 1.1:

Table 1.1: National Student's Enrolment to TVET Institutions, 2010-2018

YEAR	2010	2011	2012	2013	2014	2015	2016	2017	2018
No. of students	74,345	78,168	79,516	85,200	86,513	89,345	91,476	120,362	123,061

Source: TVETA 2018.

The enrolment in youth polytechnics and TVET institutions has been increasing as indicated by the figures in the table 1.1 above, the increased capitation and advocacy in 2013 led to high enrolment experienced in the year.

In an endeavored to achieve Education for All (EFA), the Government of Kenya has invested a lot to increase students' access to TVET and has revitalized the youth polytechnics and other TVET institutions in the country up to 50%. Nganga (2010) explains how the government is to spend US$ 56 millions in donor funding with the aim of strengthening and improving the infrastructure country wide purposely to increase the skill base. The Ministry of Education, through the Higher Education Loans Board (HELB) has set aside funds to help needy students who may want to pursue education in TVET (HELB, 2012).

To align education to the constitution of Kenya2010 the government has opted to do financing and subsidizing TVET institution though capitation. However records with the Constituency Development Fund (C.D.F) in Teso North, indicate

that there is a very low turnout of students, only 15% accessing TVET education in the Teso North sub county and yet according the sub county director of education Teso North (SCDE) 2016 report to educational stakeholders, the transition rates from primary to secondary has improved and now stands at between 88% to 93%. The censure on the human resource development in the sub county was too wanting as records revealed that the Teso north sub county has an insufficient skilled manpower in various sectors. Out of every ten people working in a skill oriented department, seven are from other sub counties DDC Report (2012).It is for this reason that the researcher wanted to find out the treads of students progression after primary and secondary education.

The transition rates of primary to secondary in Teso North stand at 88% at the lowest and 93% at the highest. The bulk of students have been ignored for quite some time. Most students are admitted to secondary schools but very few join universities. The table 1.2 shows the number of students that enrolled for Kenya Certificate of Secondary Education and those who did join university in Teso North between 2010 and 2016.

Table 1.2: Students that enrolled for Kenya certificate of secondary education

Year	**2010**	**2011**	**2012**	**2013**	**2014**	**2015**	**2016**	**2017**
KCSE enrolment	979	1298	1412	1454	1488	1543	1813	1926
Those qualified to join university	183	303	316	392	554	625	195	201
Percentage joining (%)	18%	23%	22%	26%	37%	40%	10%	11%
Percentage missing (%)	82%	77%	78%	74%	63%	60%	90%	89%

Source sub county director of education.2018.

The figures reveal that a bulk of students do not join university and thus the mid colleges such as TVET would have been the best option for the students who do not qualify to join university but the table on enrolment in Teso North too indicate low enrolments. Despite of the benefits and opportunities generated by TVET, the efforts of the government and non-governmental organization (NGOs) that our TVET graduates get well equipped with requisite practical skills needed in the job market, it has not caught the eye of a Teso North youth.

Table 1.3 indicates the students' enrolment to youth polytechnics as the only tertiary institutions

Table 1.3: Students' enrolment to technical institutes

INSTITUTION	2010	2011	2012	2013	2014	2015	2016	2017
AMAGORO	121	140	138	153	180	241	221	219
ANGURAI	170	200	192	234	253	183	177	174
KATAKWA	161	178	183	215	237	217	227	221
TOTAL	**452**	**518**	**513**	**602**	**670**	**641**	**625**	**714**

Source: Admission Registers 2017

The enrolments has been increasing but the introduction of increased capitation saw a remarkable increase but later on the rate started decreasing once again thus requiring a probe on the possible reasons as to why the numbers are dropping hence the research.

1.2 Statement of the Problem

As indicated by table 1.1 and table 1.3 the enrolments of students in youth polytechnics and technical and vocational education and training has been marginally increasing and yet the number enrolling in universities from secondary school from Teso North is on average 23% from 2010-2017. This implies that 76% of form four graduates should join TIVET colleges. However, only 36% of the graduates join TIVET colleges and yet the number of village polytechnics and TVET canters upgraded country wide have been increasing. That indicates a low uptake of graduate from Teso North sub-county into TIVET colleges. In line with

realization of Kenya vision 2013, the government has improved and expanded the manpower and infrastructure, but there is very little empirical evidence that exist on the predictions of the demand for technical and vocational training institutions in Teso North.

Studies conducted by Wairimu (2009) and Kingombe (2011) majorly dealt with the capacity of TVET to produce competent graduate given the state of educational resources that did exist and the roles of TVET in curbing unemployment and ignored the aspect of access to such colleges. l. This study therefore sought to establish the factors that influencing access rates to youth polytechnics and the technical and vocational education and training in Teso North.

1.3 Purpose of the study

The purpose of this study was to investigate the factors influencing students' access to technical and vocational education and training in Teso North Sub County.

1.4 The objectives of the study

The objectives of this study were;

a) To determine the extent to which over emphasis on academic subjects influence students' access to TVET institutions in Teso North.

b) To examine how historical views on TVET influences students access to technical and vocational training and youth polytechnics in Teso North.
c) To determine the influence of family economic background on students access to TVET institutions in Teso North.
d) To examine how teacher qualification, affect students access to TVET institutions in Teso North.

1.5 Research questions

a) How does over emphasis on academic subjects influence students' access to technical and vocational training in Teso North Sub County?
b) To what extend does historical perspective on TVET influence students' access to technical and vocational training and youth polytechnics in Teso North Sub County?
c) Does family economic backgrounds influence student's access to technical and vocational education?
d) To what extend does teacher qualification affect students access to technical and vocational education?

1.6 Significance of the study

The research findings on the factors influencing students access to technical and vocational education and training may be of great importance to TVET policy makers, implementers, planners, curriculum planners and the board of

managements in formulation of new TVET policies and improving the existing ones for better. The study may create awareness to the youth and may be of importance in removing the negative attitude and inculcating positive attitude to TVET so that they attend the TVET programs to acquire skills for self-employment. The study may add to the literature and contribute to the existing knowledge on the factors influencing students' access to technical and vocational education and training.

1.7 Limitations of the study

The researcher would not be able to control the attitude of the respondents towards responding to the questionnaire. He asked them to be very truthful as possible as they fill the questionnaire. Some areas were inaccessible especially this rainy season. The researcher was forced to employ a research assistant who would be able to distribute the questionnaires and collect data on behave of the researcher due to geographical distance and terrain. The research was not able to measure adequately other institutional factors influencing students' access to TVET as other issues are abode or beyond the scope of this study.

1.8 Delimitation of the study

The study was particularly based on factors influencing students' access to technical and vocational education and training in Teso North Sub County. The study was carried out in three polytechnics, Amagoro, Angurai and Katakwa

involving three polytechnic managers, twelve polytechnic tutors and sixty four students.

1.9 Assumptions of the study

The study was based on the assumption that;

i. Various factors influence students' access to technical and vocational institutions and to the youth polytechnics.
ii. The managers, tutors, parents and the students understand the factors influencing students' access to their institution.
iii. The data provided by the respondents is correct.

1.10 Definition of significant terms

Access- refers to the ability for a learner, of means and interest of a learner to enroll in an educational institution or centre.

Education refers to process of acquiring skills for work.

Vocational training refers to teaching which aims at providing the recipients with the necessary knowledge and skills to exercise a profession in order to be integrated in the labor market.

Technology refers to Body of knowledge and application of this knowledge combined with resources to produce outcome in response to human desire and needs.

Training refers to organized activity aimed at imparting practical skills, knowledge and attitude to perform industrial tasks.

Technical refers to practical, mechanical, arts or the applied sciences to acquire skills for world of work.

Technical education refers structured system aimed at providing recipients with the necessary knowledge and skills to perform practical and industrial tasks.

1.11 Organization of the study

The study was organized in five chapters; the first of them is chapter one (introduction) which is made up of :- Background to the study, research problem, purpose of the study, research objectives ,research questions, significance of the study, limitation of the study, delimitations of the study, assumptions of the study, definition of terms and organization of the study. In chapter two-literature review **(**Introduction)-global view on polytechnics, Over emphasis on academic subjects, professionalism of tutors, Kenyans historical views on TVET, family economic backgrounds, theoretical framework, conceptual framework and Summary of literature review. In chapter three (Methodology) Research design, population sampling, target or accessible population, sampling techniques, data collection instruments, research procedures, quality control, validity, reliability and data analysis. In chapter four data presentation, analysis, interpretation and discussion of the results while chapters five entail conclusion recommendations and suggestion for further reading was also presented.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter consists of an introduction, the global perspectives on youth polytechnics emphasis on academic subjects, tutor professionalism, historical views on TVET family economic background and career prospects, summary of literature review, theoretical framework and the conceptual framework.

2.2 Global Views On Youth Polytechnics

As per the definition technical, vocational education and training has continued being a central player in its endeavor to achieving the social economic development. It has continued to ensure that sustainable human development through enhancement of the learning needs of all young people are met through equitable access and participation to appropriate life skill programs. In the world summit report of 2002 on sustainable development, emphasized on the need for all countries and international agencies to meet capacity needs for training and strengthening national institutions in a way that they become economically viable, socially acceptable and environmentally sound in order to eradicate poverty, create employment and improve health care and ability to access clean safe drinking water (UNESCO, 2006).

Since the 2001 Dakar Senegal Conference on education for all (EFA), most countries in Africa have had the need to fulfill and achieve the goal. Learner enrolment at basic level has improved and transition rate taken a positive dimension UNESCO (2011). In most African countries, primary enrolment has significantly increased, but general secondary education does not have enough space to accommodate all primary school graduates. Due to the increased educational chances it has led to increased demand for relevant education to suit the labor market and only TVET is in a better position to solve this demand. Nigeria and Uganda were among the most African countries that TVET was still under served. However, they had to get involved with the challenge of attitudinal change (Okello, 2011), Raimi et al (2013).

Most Africa nations have realized that TVET is the main tool in supporting economic growth, alleviate poverty, facilitate the transition of young people from being unemployed to a decent work and adulthood aimed at improving the productivity of existing workers (UNESCO, 2013). The World Bank has financed several TVET projects in its endeavor to see development worldwide .Most Chinese towns have seen projects sponsored by World Bank to enhance competency based programs, teacher quality improvement, teaching assessment and improving facilities and equipment (World Bank, 2012).

The success of vision 2030 is hinged on Sheer numbers skills and quality of its manpower. To these regard the government formulated TVET policy to guide the revitalization and employment graduates needed to drive the aspirations of the vision 2030 Government of Kenya (2007). To facilitate this government has committed itself to development of infrastructure, and human resources capacity to ensure good governance in strengthening quality assurance in training and providing incentives for industry linkages (Government of Kenya 2013 TVET act). The TVET policy has been developed against the backdrop of demands of the 2010 constitutional reforms and change in political governance and the vision 2030. It provides an enabling environment to promote capacity building.

For Kenyans vision 2030 to be a reality, TVET as a vehicle for socio economic and technological transformation must be given the utmost attention that it deserves. The 2010 constitution created a desire for education and training as a means to fasten economic growth and devolve TVET to county governments (Republic of Kenya, 2005). To lure more young people enroll in TVET the government in 2009 upgraded two national polytechnics into university colleges to offer degrees in TVET related courses and continue offering both diploma and certificates (Wairimu, 2009).

Despite all these efforts being put in by the government Teso North Sub-county could be part of the region that may make Kenya not attain its dream. It is for

these reasons that the proposal discusses the challenges in Teso North that make it difficult for student to access TVET despite government efforts (TVET policy draft).

2.3 Emphasis on academic subjects and students access to technical and vocational education and training

Many scholars feel that social factors may hinder students' access as outlined by

Kerre (2001) and Kerri (1996) and supported by young 1993; they argue that a unified System does not need to separate academic and vocational routes but recognizes that to fulfill the aim of highly qualified workforce, a wide range of different ambitions of academic and vocational structures need to be possible that do not separate students that one of the routes may be seen to be better than the other (Anglion, 2009).

Valerian (1998) highlighted that Africa countries are faced with; insufficient control of population growth, poor knowledge of social education demands and potentiality of large classes as Courses of under development in technical and vocational education. Luugho (1989) borrows the same idea and goes further to say that the grades or marks in technical subjects' experts in division I had no bearing as emphasis had been laid on academic subjects and with very little or no attention accorded to technical subjects.

The people's views on TVET a course is low thus the need for sensitization and civic education on the same. It's to these regard that Holman 1993 accents that Africa has been gripped. Wolf (2011) raises the concern that today's young people are forced to study courses and qualifications that will not help them get better jobs, or if they get, they bring negative returns to the labor market and she asserts that young people are not always offered vocational courses that provide good route into work. Acemoglu and Autor (2010),explain that these changes experienced in the job market are as a result of a growing emphasis on university education and the human capital believe that increasing the duration and quality of general education will help to drive economic growth.

In Kerre (2002) he points out several challenges that face developing countries in their endeavor to develop technical and vocational education in Africa. They include; Africa needs to be politically stable so that their development agenda can be discussed. Khan et al, (2017) opine that education needs to be imparted to a people who are settled and have peace. A lot of educations to members / citizens need to be done as most of the people have a low opinion over the status for vocational and technological education (Okello, 2013). The leadership of African continent needs to come out in one accord and address and embrace the technological innovations that will eventually lead to economic development. In Kenya this idea dates back to colonial era where academic subjects were

perceived to have high social returns or status than vocational education and it attracted higher wages in white color jobs (Bogonko, 1992).

2.4 Qualification of tutors and students access to technical and vocation education and training

According to the ILO report on participation (2012), the effectiveness of TVET programmes as a measure of quality of training reflects what takes place in the class room. It is therefore important that we address the educational, occupation background and training of instructors as a proxy for quality. Therefore, for success of TVET, re-training and upgrading of instructors is paramount. Kiambu County, majority of instructors in public TVET are inadequately trained or not trained at all in technical trades and pedagogy, their wages are extremely low thus not motivated to work Kamau (2013).

Kerre and Kwende (2002) points out short of teachers' that is professionally trained as other social factors that demean access. They point out that TVET would benefit Africa if only the governments, policy makers and planners put practical commitment to its importance. This can only be possible if TVET is established within the accepted academic environment. Kerre and Kwenda (2002) explains that the absence of professionally trained TVET expert Limit the effectiveness of TVET initiatives in developing countries in Africa. Very many collages /institutes have very few qualified teachers/tutors and thus demeaning the quality of education being offered as some of them are not familiar with the

theories and practices of TVET. It's for this reason that the TVET bill of 2012 was drafted to have statutes to govern the management of TVET institutions. It further established TIVETA to oversee issues of accreditation, registration, licensing and quality standards in TVET institutions.

The debates about teacher competency in TVET indicate trends towards greater professionalization of teaching cadre (Cort et al, 2004; Skills commission 2010, Young 2008).It's argued that TVET teaching is becoming increasingly diverse and that work place or industry experience is very necessary and important criterion for TVET teaching. The increased demand for professionalization is as a result of the deepening of knowledge and pedagogical engagement. However, as outlined by Asayo (2009) cited by Akaranga (2012) problems that emerge in the process of provision of TVET education include shortage of teachers, overcrowded classrooms and limited materials.

In Argentina, it was noted that teachers were vital in provision of quality education according to research done by Castro on teachers' effectiveness who also noted majority (65% of 1200 teachers surveyed) had limited knowledge in English (Castro, 2000).Thus; the Federal Network of Teacher Training was designed to prepare teachers for curricular changes, skill development and use of instructional materials in the subject matter. The government of Argentina noted

an improvement of students' performance in the subject particularly in the poorest areas of the country (Decibe, 2000).

Research conducted in Tanzania on "Issues and challenges of quality education in Ward secondary school" revealed declining educational standards in educational institutions due to poor quality of teachers (Tanzania Education Network, 2006). Both teachers and students had no mastery of language of instruction in English which affected its performance in national examinations. Therefore, during the quality education conference organized by Tanzanian Education Network and OXFAM GB, participants pointed out that teacher competencies, training and welfare were the core ingredients for quality education and thus, recommended to the Ministry of education to provide a total package for pre-service training of two years for primary and secondary school teachers and also develop and implement a comprehensive, well planned and co-ordinated in-service training programme.

In 2008, the government together with OXFAM financed seminars in English courses and information communication technology integration in curriculum delivery. This led to improvement in performance mostly in English, an indicator that the teacher as an implementer of curriculum is a key determinant of students' education quality (Abuel-Ealeh, 2012).

2.5 Historical views of Kenyans on TVET and its impact on students' access to technical and vocational education and training

The history of TVET in Kenya is well illustrated by Sifuna and Shiundu (1988), and Omulando (1988). In 1963, African were excelled from academic scholarship and were Limited to the rural and industrial manual education i.e. vocational and lower level technical education. At independence, Africa (Kenyans) through off the sheds of vocational education to receive the academic and higher technology education and training which they had been denied. The image of TVET since then has not yet recovered from such tainted view.

According to Omulando and Shiundu (1992), as cited by John (2013) he reported that the evidence of negative attitude towards TVET among a large Kenyan community. He says: "There has been a claim that negative attitude was bred and crystallized with the advent of colonial rule and the discriminative approach of the colonial administration to education of the African in relation to that of children of the white colonialists." However, due to certain economic realities positivity has started being realized. Learners have begun to embrace and develop interest in technology Charner (1996). It has called for a lot of publicity and intervention that has lightly recovered the damaged perception. Ngome (1992) asserts that "after independence the same vocational education that was rejected has been embraced as a means of curbing school learner's unemployment.

The original thesis of the 8-4-4 system of education of increasing vocationalization was to make education more practical oriented and graduates of every level have at least some scientific and practical knowledge for either self-employment, salaried or further training (Republic of Kenya, 1984).

Fisher (1993) acknowledges Kenya for taking a step alongside other countries. The assessment of the impact of the system (8-4-4) on vocational education in secondary Schools was not encouraging Kibera (1993), as the desire for white color jobs was high. Sifuna (1992) agrees with this fact and proceeds to say “Most teachers handing pre-vocational subjects in school are generalist and they were therefore ill-equipped intellectually to pass on technical knowledge and skills to their pupils.

Toattain the TVET policy of ICT the government has initiated the laptop project in primary schools but the idea of Sifuna mentioned above comes true. Most of the teachers who are to handle the subject are technologically ill. The negative advocacy that has led to stereotyping of TVET over time has led to socio economic implication of deployment of few or less instructors, less training materials and financial resources for TVET institution compared to institutions of general education (Raimi, et al 2003).

2.6 Family economic background and its influence to students' access to technical and vocational education and training

Students have a perception that career related to technical and vocational education are not paying, not secure and have a low status in the society. Ozioma (2011), Indoshi et al (2010), Ohiwerei and Nwosu (2009). They too perceive that TVET is for people from poor socio-economic backgrounds. Awang et al (2011), Ozioma (2011), Pimp (2007). The economic stand of parents, their place in the society and where they live plays a major impact on their children's selection of TVET courses as a career. The spirited demands for white color jobs have made the parents work very hard to ensure that his/her child acquired a powerful course in the university regardless of the learners' ability.

Survey conducted by a private firm and reported in one of the dailies revealed that most career courses by most students in tertiary institutions are most often influenced by the parents. Lavendates et al (2012). Ladipo (2013) perceive TVET as an inferior education that is destined for the drop out and the less intelligent in the society. He also argues that TVET according to the Nigerians it's for the second class level of citizens Okolocha (2012) as cited by Adhiambo (2015).

Research done by Keriga and Bujra (2009) on effect of economic status on education noted that students from poor families are more likely to miss school than those from rich families because of failure to pay school fees. Becker and Tomes in their research in New York on the rise and fall of families noted that

poor families were financially constrained hence could not invest in education of their children (Becker & Tome, 1996).

Research done by Akale in Nigeria found out that low income of parents could not sustain a child's education in meeting direct and indirect costs (Akale, 2007). UNESCO's report on Education for All noted that two thirds of those enrolled in educational institutions in Philistine, Bangladesh and Sub-Saharan Africa withdrew before the end of an education cycle due to parents' low income (UNESCO, 2007). This is because low family income limits parent's ability to pay fees plus meeting other indirect costs of education while students risk repetition and eventually dropout of school (Hemstock et al, 2017). Mutegi (2017) also extensively established that indirect and direct cost negatively affects access to schooling especially for children from families with low economic endowment.

Kenya's economic survey report noted that Poor economic growth in Kenya led to persistent poverty among Kenyan households (RoK, 2013) who lived below poverty line and were therefore unable to access basic services like food, shelter, healthy and education. This was why Ngerechi observed that even though tuition fees in YPs was reasonable, it still remained high for most families that were poor (Ngerechi, 2003). This he noted hindered access and retention in TVET institutions because most often students are sent home for fees, get demotivated, disinterested and dropout. Research by Ngumbao on factors affecting youth

enrolment in YPs in Mombasa County noted a direct link between economic status and enrolment rates (Ngumbao, 2012). Among the economic variables discussed included amount of fees charged which ultimately increased the cost of education.

2.7 Summary of literature review

The purpose of literature review in any research work is to identify the gaps in knowledge that may exist in this case knowledge towards the increasing demand for technical and vocational education and the low enrolment rate to these institutions in Teso North Sub County.

From the above literature review, effect of family economic background income levels on education had been elaborated at different education levels l in countries like USA and Nigeria, where, it had been noted that economic factors had a significant impact on enrolment levels. No research had been done in Teso North Sub County in Kenya this research intends to fill this gap. On the effect of over emphasis on subjects, Luugho (1989) found that no bearing as emphasis had been laid on academic subjects and with very little or no attention accorded to technical subjects. The literature reviewed has also observed some evidence of negative attitude towards TVET among a large Kenyan community.

Research indicate that worldwide there has been a high demand for TVET with every county trying to put up policy frameworks, but this idea has not caught an

eye of the Teso North people where the research is being conducted. The research has however established that easy alternative to other sources of money, the border influence, tutor professionalism, Kenyans historical views on TVET and the family economic backgrounds influence immensely to the low student enrolment to TVET.

2.8 Theoretical framework

The study was anchored on human capital development theory. The theory as postulated by the human capital theorist, Theodore William Schultz and Becker, 1964), explains that human capital is a stock of competencies, knowledge and skills and personal Attributes that help one perform labor so as to produce economic value. The theory further asserts that additional education and training increases an Individuals level of productivity. The theory explains that increase in education increases skills and thus productivity is bound to be high as well. It emphasizes on investment on man as it broadens his thinking. One's Knowledge, abilities and competencies are increased thereby increasing one's life Long Income since education is an investment (Ji-hun & Hea-jung 2012).

The theory as demonstrated by Dimension (1962) looked at the contribution of HCD to the economy of America and established that 23% of the economic growth between 1909 to 1959 was as a result of increased education to the human labor, 20% as a result of advance in knowledge .Hence education has got returns just like the other factors of production. Thus this is viewed as an effort aimed at

increasing human knowledge, enhancing skill level, increase the Productivity and stimulate resourcefulness of an individual most commonly known as human Capital development (HCD) (Rufai, et-al 2013). An effective HCD system is one that opens up channels for decent employment opportunity that promote workers' ability to secure and retain jobs, be able to progress at the place of work and be able to cope up with the challenges that may arise (Kazmi, 2007). He also points out that to reduce poverty, gender oriented cases and general income inequality, an effective HCD should be adopted.

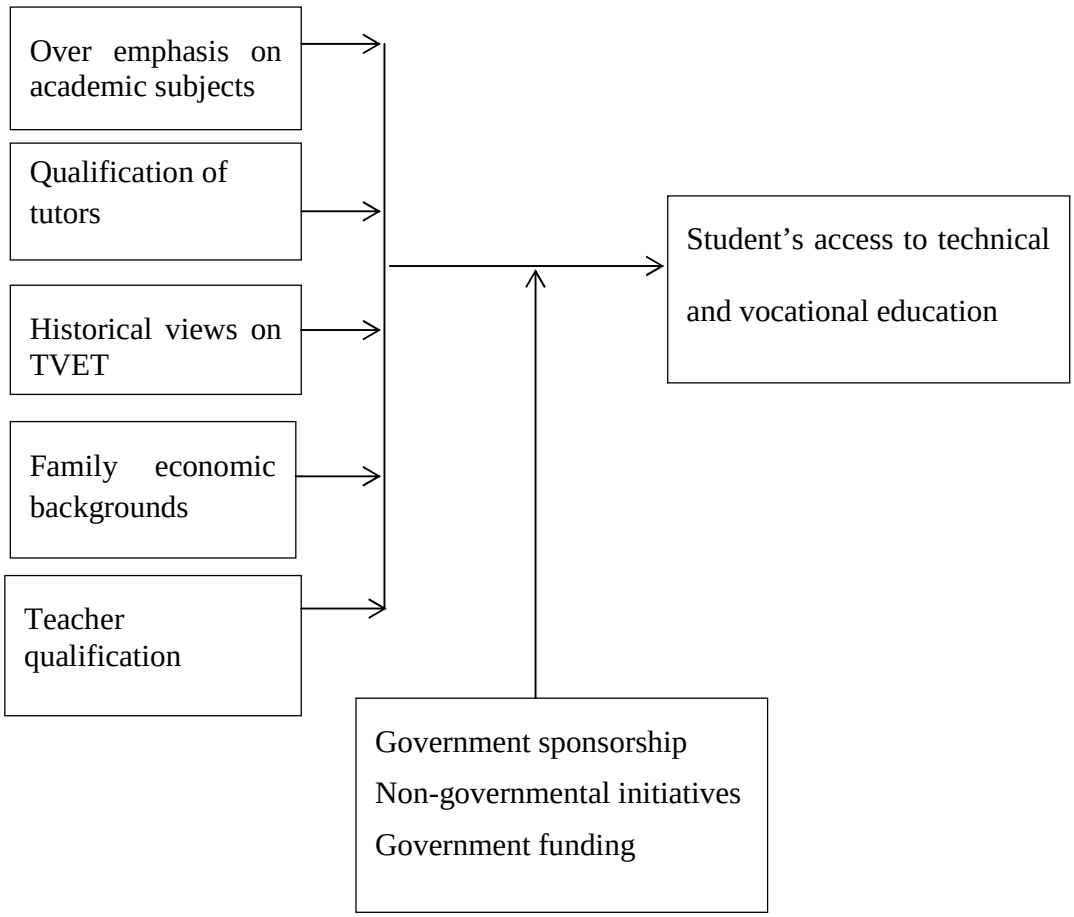
According to Amaehule and Enyakit (2010), the youth and women are most vulnerable and need to be made self-reliant and to attain this; an effective programme should be organized. Fagerlinds and Saha (1985), other advocates of the human capital theory said that the most effective part of national development of any society lies in the improvement of education of its population .This is also the thesis of technical and vocational education and training.

This study conceptualizes that; historical Views on TVET, family economic background, over emphasis on academic subjects and professionalism of tutors' influence students' access to technical and vocational education and training in Teso North Sub County.

This section provides a systematic diagrammatic presentation that shows the interrelationship between the independent and the dependent variables in the context of the problem under investigation.

2.9 Conceptual Framework

Figure 2.1 Conceptual framework showing relationship between factors affecting student's access to TVET and government efforts to promote access



CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter entails a detailed description of research methodology used to answer the research questions. It includes a descriptive research design, sampling technique; target population, data collection method, instrumentation adopted by the study, data analysis techniques and ethical considerations.

3.2 Research Design

A research design is a systematic approach that a researcher uses to conduct a scientific study (Lewis, 2015). Descriptive survey design was adopted for this study since it presents oriented methodology which is used to investigate populations by selecting samples to analyze and discover occurrences. The design was valuable in establishing the existing conditions of the phenomenon and where possible draw valid conclusions from facts obtained (Fraenkel &Wallen, 2003). In this case the design was also arrived at due to its ability of rapid data collection and being able to understand a population from a part of it. Descriptive survey research design was applicable to this study as the design assisted the researcher to produce statistical information concerning current phenomenon and whenever possible make valid conditions from the given facts.

3.3 Target population

Target population according to Borg & Gall (1989) is all the members of a real or hypothetical set of people, events or objects to which a researcher wishes to generate the results of the research study. In this case the study targeted all polytechnic managers; all tutors and trainees in the polytechnics in Teso North Sub County.

Table 3. 1: Target population

Polytechnic	**Tutor population**	**Student population**
Amagoro	16	214
Katakwa	20	250
Angurai	12	183
Total	**48**	**647**

Source: Teso North Sub County education office

3.4 Sample size and sample technique

Sample size is a representation or part of the population which the research is carried from (Kombo & Trump, 2006). While sample technique is a procedure a researcher uses to gather people, places or things to study about. It is a process of selecting a number of individual or objects from a population such that the selected group contains elements representative of the characteristic found in the entire group (Orodho & Kombo, 2002).

The study adopted a stratified random sampling technique. Every individual in the stratum had an equal chance of being selected. The entire population is divided into sub groups and then randomly selects the final subject proportionally from the different sub groups. Gall et al (2003). Using a formula as explained by Mugenda and Mugenda (2003), they suggest that 10% of the accessible population is adequate to serve as a study sample. A stratified random sampling technique was used to select the trainees based on the year of study and the courses being undertaken.

Table 3. 2: Sampling frame

Polytechnic	**Student Population**	**Sampled Students(N=10% Of Total Population.)**
Amagoro	214	21
Angurai	183	18
Katakwa	250	25
TOTAL	**647**	**64**

The study therefore had a total of 79 respondents, 64 students, 3 managers and 12 tutors, four from each polytechnic were selected at the researchers' discretion.

3.5 Research instruments

Questionnaires and interview schedules are the methods of collecting data that were used in this study. The questionnaire as a tool was selected as a result of it being able to collect a lot of information within a short period of time and get information that can't be directly be put down Bell(1993), Touliators & Compton (1998). The interview schedules was also used to collect information from the three polytechnic managers and sampled four tutors from each institution to verify the information and also gather information that could not be compiled by the questionnaire. The interview was conducted by the researcher and/or his appointed assistant; they assured all the respondents of the confidentiality and anonymity in reporting the findings of the shared information. The questionnaires were distributed by the assistant(s) who had been trained by the researcher on all issues that pertains to the professionalism of the research process and collected after four days.

3.6 Instrument validity

Validity refers to the extent to which the research results can be accurately completed and generalized to the other population (Oso & Oren 2008). In the process of the study, the researcher worked with experts in that field (Supervisors) as advised by Borg & Gall (1989) who allude that content validity of any instrument is improved through expert judgment. For that matter the researcher had all the assistance and expertise from the supervisors. The instruments were

pre- tested in the two neighboring institutions in Teso South Sub-County to ensure the relevance of each item in the instrument to the objectives (content validity) using ten respondents from each institution and then rate them on the scale of; I strongly agree, I agree, I don't know, I disagree and I strongly disagree.

3.7 Instrument reliability

This refers to the ability of the research instrument to consistently measure the characteristics of Interest over a given period of time Orodho (2005). It is usually influenced by random error; thus increase in error, leads to decrease in reliability. A test-re test exercise was in Teso South as mentioned above and a reliability coefficient was obtained by correlating the scores of the odd numbers with those of the even numbers of the questionnaire of the ten (10) sampled students. A test re-test was used to a certain the co-efficiency of internal consistency or reliability.

The instrument was bead ministered twice to the group of ten students within two weeks. The scores of the first and the second were co-related using the Pearson product moment correlation co-efficient. If a product co-efficient of 0.7 was obtained, then it qualified the instrument as being reliable. Orodho, (2005), explains that an instrument will be reliable if it scores a co-efficient product of 0.5 and above but if it is below, then the instrument should be discarded since its findings are not reliable. In reference to this study, if a co-efficiency of 0.7 is realized then the instrument was reliable and the study adopted it.

The formula used is given as:

$$rxy = \frac{\sum XY - \frac{(\sum X)(\sum Y)}{N}}{\sqrt{(\sum X^2 - \frac{(\sum X)^2}{N})(\sum Y^2 - \frac{(\sum Y)^2}{N})}}$$

The index alpha was computed using SPSS and measured the average of measurable items and its correlation.

Table 3. 3: Reliability analysis

Variable	Cronbach's Alpha
Emphasis on academic subjects	**0.78**
Qualification of tutors	**0.82**
Historical views on attitudes	**0.81**
Family economic background	**0.79**
Average	**0.80**

The table shows that qualification of tutors had the highest reliability (α= 0.82), followed by historical views on attitudes (α= 0.81), family economic background (α= 0.80) and finally emphasis on academic subjects (α= 0.79). The results of the reliability test also revealed that all the variables were reliable as the average index of 0.80 exceeded the adopted threshold of 0.7.

3.8 Data analysis

These are techniques used to analyze data so that it makes it easy to be interpreted. It breaks down the data into constituent parts to obtain the answers to the research questions. Qualitative data was presented in themes while quantitative data was analyzed using descriptive method which included the frequency distribution; percentages were used for demographic data. The Statistical Package for Social Science (SPSS) version 20 was used to analyze data with the help of the computer.

3.9 Ethical Consideration

According to Mugenda and Mugenda (2011) ethics on research on application of ethical standards in the planning of the study, data analysis, dissemination and use of results concentrate on the voluntary participation of the respondents was sort for from institutional heads and other people and/or authorities involved in research. Ethical issues arise from the kind of problem that social scientists invest and the method used to obtain valid and reliable data. Ethical consideration is valid to the study because of the nature of problem, method of data collection and the kind of persons serving as the study participants.

While carrying out this study cognizance was taken of the fact that this study was investigating very sensitive issues that are likely to enlist the hostility, insecurity and concealment of the real data from the participants. Participants were informed

of the nature of the study and were allowed to choose whether to participate or not. The researcher was aware that the participant's involvement was voluntary at all times. A thorough explanation was given in advance in relation to the benefits, rights and dangers to be involved in their participation.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter presents data analysis, presentation, interpretation and discussions of the findings. The chapter also presents the response rate, demographic information in relation to the factors influencing access to technical and vocational training and youth polytechnics in Teso North Sub County. The findings are presented as per the objectives.

4.2 Response rate

The study sampled 64 students, 12 tutors and 3 managers. The students were administered with questionnaires while the tutors and managers were interviewed. Table 4.1 presents the response rate.

Table 4. 1: Response Rate

Respondents	Sampled	Response	Percentage
Students	64	53	82.8
Tutors	12	9	75
Managers	3	3	100
Total	**79**	**65**	**82.3**

From the study as shown in table 4.1,53 students filled in and returned the questionnaires while the 9of the tutors and the 3 managers were interviewed hence a response rate of rate of 82.3%. The response rate was regarded as satisfactory Kothari (2004).

4.2.1 Demographic data

The study collected demographic data from students that comprised of gender and age. This would enable the researcher to establish the demographic features of the persons attending the TVET programmes in our institutions.

Figure 4.1 presents the findings on the gender of the students.

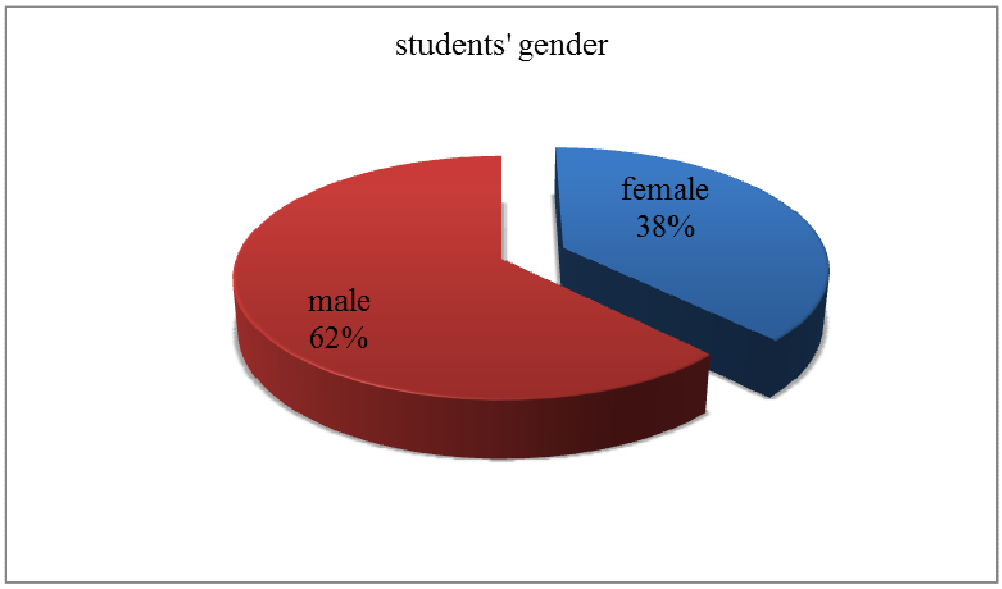


Figure 4. 1: Gender of the students

From the study findings in figure 4.1, majority of the students (62%) were male while 38% were female. This implies that majority of the students in the technical and vocational education and training and youth polytechnics in Teso North Sub County are male. The prevailing gender roles in the community may have implications on the enrolment of female students. Most of the courses trained in TVET institution require hand on activities most of which are regarded as male courses.

4.2.2 Age of the students

Figure 4.2 presents the age of the students.

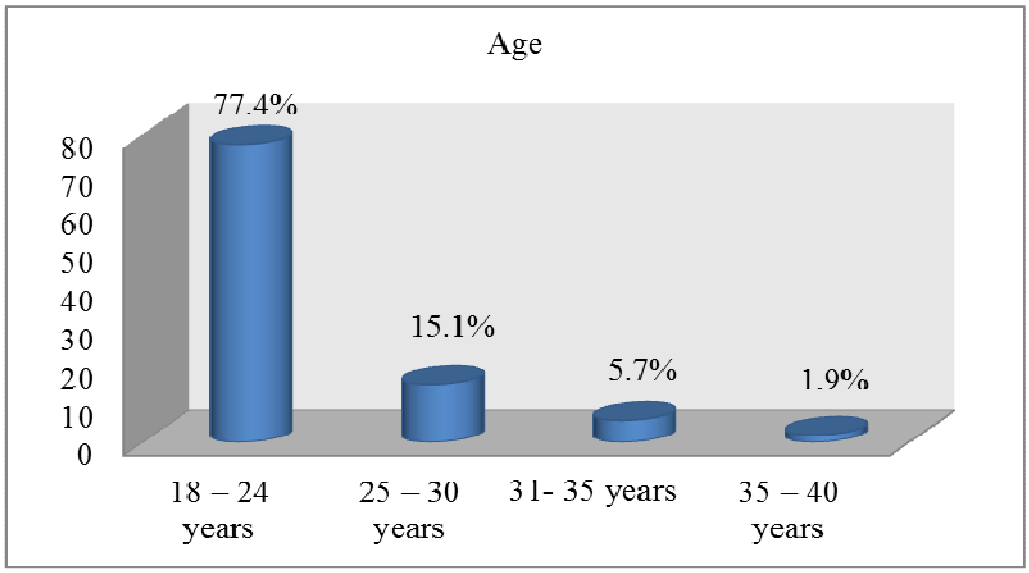


Figure 4. 2: Age of the students

From the study findings, majority of the students were aged (77.4%) 18 to 24 years. It can therefore be deduced that majority of the students were between 18

and 24 years. Majority of the people in this age are those completing their secondary education that advance in the TVET institutions. This finding concur with Akaranga (2012) as cited by Mercy Mureithi (2015) that the introduction of subsidized secondary education has resulted to large numbers of KCSE students missing chances in formal tertiary institution hence joining TVET.

The study sought to find out the courses pursued by the students.

Table 4. 2: Courses pursued by the students

Course	Frequency	Percentage
Engineering course	7	13.2
Food and Beverage/Catering	6	11.3
Clothing/textile/fashion	10	18.9
Carpentry/metalwork	23	43.4
Art/music	2	3.8
Accounting	5	9.4
Total	**53**	**100**

From the findings, most of the students (43.4%) were pursuing Carpentry/metalwork while the rest were taking other course such as Engineering course, Food and Beverage/Catering, Accounting and Art/music.

The researcher sought to find out the reasons behind the choice of course in the institution by the students.

Table 4. 3: Reasons behind the choice of course

Reason	Frequency	Percentage
It offered the courses I want	10	19
It is close to home	5	9
It was affordable to my parents.	15	28
My grade could not qualify for other institutions	23	43
Total	**53**	**100**

From the study findings, most of the students (43%) indicated that they chose the course in the institution because their grade could not qualify for other institutions. Others indicated it was because the course was affordable to their parents and because the institution offered the courses they wanted. This implies that the grade attained is a factor influencing students' access to technical and vocational education and training. The finding is however inconsistent with Luugho (1989) who opines that the grades or marks had no bearing as emphasis had been laid on academic subjects and with very little or no attention accorded to technical subjects.

4.3 Students' enrollment to Technical and Vocational Education and Training in Teso North Sub

The tutors were requested to comment on their take on the students' enrollment to Technical and Vocational Education and Training in Teso North Sub-county. The

tutors stated that the enrolment has been low. They noted that negative students' altitudes, low income of the parents, emphasis on academic subjects are some of the main reasons behind the low student enrolment in the institutions.

They further explained that the community perceives technical education as for the failures and even after acquiring the skills, one is susceptible to low salary jobs. This kind of altitude highly reduces the enrollment rates. A study by Shiundu and Omulando (2012) also found that a large section of Kenyan community have negative attitudes towards TVET which could have a negative influence on the TVET enrolment.

The managers were requested to comment on their take on the students' enrollment to Technical and Vocational Education and Training in Teso North Sub-county. The managers stated that Teso-North sub-county acknowledges the critical role that pled by Technical and Vocational Education and Training in reducing youth unemployment by equipping them with employable skills however access to these institutions remains an issue of concern given that the sun-county has only 3 registered Technical and Vocational Education and Training institutions.

The mangers further stated that the public have negative attitudes towards TVET which lowers the morale of students to enroll to such institutions. The students do not want to be regarded as failures and as such avoid enrolling to TVET. The families in the villages where these TVET institutions are found have low income

and hence most of the parents cannot afford the schools fees and the indirect costs that are associated with the education in TVET.

4.4 Over emphasis to academic subject and access to Youth Polytechnics and TVET

The researcher asked the students to indicate whether over emphasis to academic subject has made many students not to seek Technical and Vocational Education and Training.

Table 4. 4: Over emphasis to academic subject and access to TVET

	Frequency	**Percentage**
Strongly agree	17	32.1
Agree	33	62.3
don't know	1	1.9
Disagree	2	3.8
Total	**53**	**100.0**

From the findings, majority of the students (62.3%) agreed on the statement that over emphasis to academic subject has made many students not to seek Technical and Vocational Education and Training. This means that over emphasis to academic subject has made many students not to seek Technical and Vocational Education and Training.

The Tutors and managers were asked to comment on the issue that Kenyans education system gives a lot of emphasis to academic subjects and very little is done on technical subjects. The tutors commented that the education system in Kenya emphasizes more on the academic subjects making the students disregard the technical subjects. The students develop negative attitude on technical subjects and hence very few develop interest in pursuing technical courses.

The managers stated that Kenyans education system fail to acknowledge the importance of the technical subjects as with the academic subjects which results to negative attitudes towards the TVET institutions since they offer the technical courses.

4.5 Family economic background and access to Youth Polytechnics and TVET

The researcher asked the students to indicate their level of agreement on the statement that an individual's family economic background influences students to seek education in technical and Vocational Education and Training institutions.

Table 4. 5 Family economic background and access to Youth Polytechnics and TVET

	Frequency	Percentage
Strongly agree	14	26.4
Agree	37	69.8
don't know	0	0.0
Disagree	2	3.8
Total	**53**	**100.0**

From the findings, majority of the students (69.8%) agreed that, an individual's family economic background influences students to seek education in technical and Vocational Education and Training institutions. This implies that an individual's family economic background influences students to seek education in technical and Vocational Education and Training institutions.

The students were further asked to explain how individual's family economic background influences students to seek education in technical and Vocational Education and Training institutions. The students indicated that family economic background determines whether the family can afford to pay for the school fees or not. The poor families are faced with the problem of paying the schools fees and as such students from these kinds of families are not able to access the youth polytechnics and the TVET institutions. On the other hand families who are rich

are able to pay the school fees and therefore the students from these families have access to the youth polytechnics and the TVET institutions.

Consistent to the findings, in a study by Keriga and Bujra (2009) on the assessment of the influence of economic status on education, it was established that students from poor families are more likely to miss school than those from rich families because of failure to pay school fees.

The tutors were requested to state how family economic background influence students' access to technical and Vocational Education and training in their institution. The tutors stated that high poverty levels leave students with only the option of joining the TVET or failing to join any tertiary institution. Under circumstances where a family is relatively poor affording the schools for TVET education maybe possible even though it would mean paying the school fees in installments. However, where families are very poor, it is not possible to afford the school fees and as such students from these families often do not access TVET education. A study in Nigeria by Akale in Nigeria revealed that low income parents are not able to sustain their children education in meeting either direct or indirect costs (Akale, 2007). These kinds of parents can only afford to feed their children which is also a struggle since their income is very low.

Consistent to both the students and the tutors, the managers stated that family economic background influence students access to technical and Vocational Education and training in the institutions in that when the families are very poor

they cannot afford to take the students to other colleges and in other instances the families may be very poor that they cannot afford to pay the courses in the TVET. They stated that both directly and indirectly the cost of education is high. In youth polytechnics the role of funding is done by both the government and the parents. The governments' contribution is however limited to salaries and the recent subsides to students. This means that the rest of the costs are left to the parents. The parents' ability to meet the other costs is of essence. This ability is what determines the choice of the learners to enroll in youth polytechnics and TVET institutions depending on whether the parent is able raise the required fees and the indirect costs as well. Hence the families' income influences the access to youth polytechnic and TVET institutions. These findings goes hand in hand with Becker and Tome (1996) in their study in New York who found that poor families' are constrained and hence cannot invest in their children's' education.

4.6 Kenyans historical perception on TVET and access to Youth Polytechnics and TVET

The students were requested to indicate their level of agreement with the statement that Kenyans historical perception on TVET has influenced students not to seek education in Technical and Vocational Education and Training.

Table 4.6 Kenyans historical perception on TVET and access to Youth Polytechnics and TVET

	Frequency	Percentage
Strongly agree	16	30.2
Agree	36	67.9
don't know	0	0.0
Disagree	1	1.9
Total	53	100.0

From the findings, majority of the students agreed on the statement that Kenyans historical perception on TVET has influenced students not to seek education in Technical and Vocational Education and Training. This denotes that Kenyans historical perception on TVET has influenced students not to seek education in Technical and Vocational Education and Training. Similar findings were obtained by John (2013) who found that that a large Kenyan community have negative attitude towards Youth Polytechnics and TVET institutions.

The tutors were requested whether Kenyans historical perspective on TVET influence students' access to technical and vocational education and training in the institution. The tutors were of the opinion that Kenyans historical perspective on TVET influence students' access technical and vocational education and training in the institution.

The managers were also of the opinion that Kenyans historical perspective on TVET influence students' access to technical and vocational education and training in the institutions. The history of Kenyans' negative perception on TVETs dates back the colonial period where Kenyans denied chances for academic scholarship and were limited to vocational and lower level technical education which was also well known as the rural and industrial manual education. Sheffield (1999) found that the youth polytechnics and TVETs were highly regarded as the means of solving the problem of primary school graduate unemployment. However according to John (2013) argue that due to certain economic realities positivity has started being realized. Learners have begun to embrace and develop interest in technology.

4.7 Qualification of tutors and access to Youth Polytechnics and TVET

The students were requested to indicate their agreement level on the statement that qualification of tutors has influenced students not to seek education in Technical and Vocational Education and Training.

Table 4.7 Qualification of tutors and access to Youth Polytechnics and TVET

	Frequency	Percentage
Strongly agree	9	17.0
Agree	32	60.4
don't know	6	11.3
Disagree	4	7.5
Strongly disagree	2	3.8
Total	**53**	**100.0**

From the findings, majority of the students (60.4%) agreed that qualification of tutors has influenced students not to seek education in Technical and Vocational Education and Training. This implies that qualification of tutors has influenced students not to seek education in Technical and Vocational Education and Training.

The students explained that learners seek quality education which can only be provided by qualified tutors in the institutions. This means that students make choices on the TVET institutions based on the quality of the education that they expect to receive for such an institution. Hence their access to the TVET institutions is dependent on the qualification of Tutors who are mandated with the responsibility of teaching. In Argentina, it was noted that teachers were vital in provision of quality education according to research done by Castro on teachers' effectiveness (Castro, 2000).

The tutors were of the opinion that tutor qualifications have little influence on students' access to technical and vocational education and training in the institution. The tutors were of the opinion that qualified tutors encourage more students to access to TVET institution while unqualified tutors limit the access to the youth polytechnics and TVET institutions.

The managers commented that tutor qualification influence students' access to technical and vocational education and training in the institution. The managers noted that qualified tutors have the ability to offer quality education to students. The students seek TVET institutions who offer quality education. This means that students enroll in institutions with qualified tutors.

Research done by Abuel-Ealer revealed that teachers are critical in the provision of quality education because they impart literacy and numeracy skills plus a set of complex analytical, social and emotional skills (Abuel-Ealer, 2012).Therefore; he noted that educational institutions should have sufficient and highly qualified teachers for provision of quality education.

Teachers' competencies determine the quality of learning, as they are the center of teaching and learning process, hence the quality of education imparted on the students in TVET institutions is much determined by the tutors' competency. Students are left with the choice of deciding whether to enroll in an institution or not depending on the quality of education expected to be gained from the institution. Similar to these findings, Kerre and Kwende 2002) found short of

professionally trained tutors is a social factors that demean access to TVET institutions by students.

The students were requested to state which of the factors they thought has influenced students' access to Youth Polytechnics, technical and vocational institutions the most.

Table 4.8 Factors influencing students' access to Youth Polytechnics and TVET the most

	Frequency	**Percentage**
Tutor professionalism	1	1.9
Kenyans historical perspective on TVET	28	52.8
Family economic backgrounds	16	30.2
Over emphasis on academic subjects	8	15.1
Total	**53**	**100.0**

The students were requested to state other factors they thought have influenced student's access to Youth Polytechnics, Technical and vocational education. The students indicated the following factors; academic performance, courses offered learners attitude and government funding.

On other factors responsible to the low enrolment to TVET, the tutors stated that student's performance, government support and the attitude of learners. The tutors were requested to comment on the students' enrollment to Technical and

Vocational Education and Training in Teso North Sub County. They stated that the enrollment is low. Majority of the students who join the TVET join because of failure in their performances. The managers commented that students' enrollment to Technical and Vocational Education and Training in Teso North Sub County were low.

Nyerere (2009) argue that the Kenya technical training in college has shifted from its mandate of training tutors and has now started competing with national polytechnics in providing other curses which comprises the quality of training of technical teachers. This has as lead unqualified tutors being deployed to technical institutions. The qualified professionals that existed also left the TVET institution due to poor salaries. The consequences of unqualified tutors and low funding hence reduce the access to TVET institutions. This in support of the findings that qualification of tutors and government funding influence access to Youth Polytechnics, Technical and vocational education.

The findings also reveal that students altitudes influence the access to student's access to Youth Polytechnics, Technical and vocational education. Students have negative altitudes associated with unemployment and low salaries earned by graduates from the Youth Polytechnics, Technical and vocational education. A study conducted by Needham & Papier (2011) in South Africa also established that students altitudes influence access to Youth Polytechnics, Technical and

vocational education. The students felt that vocational qualification would result in low salaries and learning pathways that excluded them from further studies.

The managers were asked to suggest measures that can be used to increase access to youth polytechnics. The managers suggested that more teachers should employed by the government and pay them well in order to retain them in the institutions among other factors. These findings reveal that the access to youth polytechnics may be hindered by inadequate number of tutors in the institutions. Furthermore it also implies that lack of adequate tutors could lead to discontinuation of some courses.

4.8 Correlation Analysis

The researcher conducted a Pearson correlation the factors influencing students' access to technical and vocational education and training in Teso North Sub County. Table 4.9 presents the correlation coefficients.

Table 4. 9: Relationship between variables

Students access to TVET	Pearson Correlation	1				
	Sig. (2-tailed)					
	N	53				
Over emphasis to academic subject	Pearson Correlation	-.724**	1			.
	Sig.(2-tailed)	0.000				
	N	53	53			
Family economic background	Pearson Correlation	-.565**	.160	1		
	Sig. (2-tailed)	0.001	0.242			
	N	53	53	53		
Kenyans historical perception on TVET	Pearson Correlation	-.844**	.209	.456**	1	
	Sig. (2-tailed)	0.000	0.001	0.001		
	N	53	53	53	53	
Qualification of tutors	Pearson Correlation	.345**	.505**	.328	.513**	1
	Sig.(2-tailed)	0.000	0.000	0.007	0.009	
	N	53	53	53	53	53

** Correlation is significant at the 0.01 level (2-tailed).

From the findings on the correlation analysis as shown in table 4.15, the correlation coefficient between over emphasis to academic subject and access to Youth Polytechnics, Technical and vocational education was 0.724 significant at 0.01 significance level. This shows that there was a strong negative relationship between over emphasis to academic subject and students' access to Youth Polytechnics, Technical and vocational education.

The correlation coefficient between Family economic background and access to Youth Polytechnics, Technical and vocational education was 0.565 significant at 0.01 significance level. This shows that there was a strong negative relationship between family economic background and students' access to Youth Polytechnics, Technical and vocational education.

The correlation coefficient between historical perception on TVET and access to Youth Polytechnics, Technical and vocational education was 0.844 significant at 0.01 significance level. This shows that there was a strong negative relationship between historical perception on TVET and students' access to Youth Polytechnics, Technical and vocational education.

The correlation coefficient between qualification of tutors and access to Youth Polytechnics, Technical and vocational education was 0.345 significant at 0.01 significance level. This shows that there was a strong negative relationship between qualification of tutors and students' access to Youth Polytechnics, Technical and vocational education.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The purpose of this study was to investigate the factors influencing students' access to technical and vocational education and training in Teso North Sub County. This chapter presents the summary of the study, conclusions, recommendations and suggestions for further studies. The summary conclusion and suggestions are made based on each specific objective.

5.2 Summary of the Study

The study aimed at investigating the factors influencing students' access to technical and vocational education and training in Teso North Sub County. The objectives of this study were to determine the extent to which over emphasis on academic subjects influence students' access to technical and vocational training and youth polytechnics in Teso North, to examine how historical views on TVET influences the attitude of Kenyans and its impact to students access to technical and vocational training and youth polytechnics in Teso North, to determine the influence of family economic background to students access to technical and vocational institutions and the youth polytechnics in Teso North and to examine how teacher qualification affect students access to technical and vocational education and to the youth polytechnics in Teso North.

The study adopted a descriptive survey design. The study targeted all polytechnic managers; all tutors trainees and parents around the polytechnics in Teso North Sub County. Questionnaires and interview schedules were used in data collection.

Qualitative data was presented in themes while quantitative data was analyzed using descriptive method which included the frequency distribution and percentages.

5.3 Summary of the Findings

The first objective of the study was to determine the extent to which over emphasis on academic subjects influence students' access to TVET institutions in Teso North. The study revealed that over emphasis to academic subject access to Youth Polytechnics and TVET influence student access to Technical and Vocational Education and Training. From the study findings, over emphasis to academic subject has made many students not to seek Technical and Vocational Education and Training. The education system in Kenya emphasizes more on the academic subjects making the students disregard the technical subjects. The students develop negative attitude on technical subjects and hence very few develop interest in pursuing technical courses. Consistent with the findings, Luugho (1989) is also of the idea that grades or marks in technical subjects are not emphasized as in academic subjects.

The second objective of the study was to examine how historical views on TVET influences students access to technical and vocational training and youth polytechnics in Teso North. The study established that historical views on TVET influence the attitude of Kenyans which impact students' access to technical and vocational training and youth polytechnics. Kenyans historical perception on TVET has influenced students not to seek education in Technical and Vocational Education and Training. Consistent to the study findings, John (2013) reported that a large Kenyan community have negative attitude towards TVET. Similarly, Sifuna (1992) argues that the negative advocacy has led to stereotyping of TVET.

The third objective of the study was to determine the influence of family economic background on student's access to TVET institutions in Teso North. The study found that family economic background influence students access to technical and vocational institutions and the youth polytechnics. An individual's family economic background influences students to seek education in technical and Vocational Education and Training institutions. High poverty levels leave students with only the option of joining the TVET or failing to join any tertiary institution. In cases of very poor families affording even the TVET is a problem and hence the students fail to enroll in the TVET. Consistent with the findings, Ohiwerei and Nwosu (2009) opine that that TVET is perceived to be for people from poor socio-economic backgrounds. Similarly, Ozioma (2011) states that

economic stand of parents, their place in the society and where they live plays a major impact on their children's selection of TVET courses as a career.

The fourth objective of the study was to examine how teacher qualification, affect students access to TVET institutions in Teso North. The study determined that teacher qualification affect students' access to technical and vocational education and to the youth polytechnics. The study found that qualification of tutors has influenced students not to seek education in Technical and Vocational Education and Training. However the influence was found to be of little magnitude. The findings were in consistent to Kerre and Kwende (2002) who points out that lack of professionally trained tutors is a factor that lowers access to TVET.

5.4 Conclusion

Over emphasis on academic subjects influence students' access to Technical and Vocational Education and Training. Over emphasis to academic subject has made many students not to seek Technical and Vocational Education and Training. The education system in Kenya emphasizes more on the academic subjects making the students disregard the technical subjects hence low access to Youth Polytechnics and TVET.

Family economic background influence students access to technical and vocational institutions and the youth polytechnics in Teso North. High poverty

levels leave students with only the option of joining the TVET or failing to join any tertiary institution in case they can't even afford the TVET.

Historical views on TVET influences the attitude of Kenyans which impact students' access to technical and vocational training and youth polytechnics. Kenyans historical perception on TVET has influenced students not to seek education in Technical and Vocational Education and Training.

Tutors/Teacher qualifications affect students' access to technical and vocational education and to the youth polytechnics. The qualification of tutors has influenced students not to seek education in Technical and Vocational Education and Training.

5.5 Recommendations

Based on the study findings, the following recommendations are made;

i. The study found that over emphasis to academic subject has made many students not to seek Technical and Vocational Education and Training. The ministry of education should therefore configure the education system to put more emphasizes on technical subjects and advocate for their importance in the society.

ii. The findings revealed that family economic background influences students to seek education in technical and Vocational Education and Training institutions. There need for the government to have policies and mechanism

for supporting students who wish to join the TVET. This maybe in terms of giving bursaries and sponsorships to enable them access the institutions.

iii. In relation to objective three on historical perspectives about TVET, the government should do advocacy to promote and adequately fund the TVET institutions to enable them have adequate and good resources for use in teaching and learning. The placement of students should be done by the government.

iv. The study found that the qualification of tutors has influenced students' access to youth polytechnics and Technical and Vocational Education and Training institutions. The study hence recommends that the government should ensure that only qualified tutors are employed in the TVET institutions so as not to discourage students from joining the institutions.

5.6 Suggestions for Further Studies

The researcher suggest that since this study was only conducted in Teso, North sub-county and didn't cover other sub-counties, it should be done so that the findings can be generalized. For this matter the study recommended that

i) A comparative study of social economic factors influencing access to TVET need to be done in the entire Busia County.

ii) Conduct a study to determine the influence of border town on student access to educational institutions in the County.

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APPENDICES

Appendix 1: Letter of Introduction

University of Nairobi,
College of education and external studies,
Dept of Educational Administration &Planning,
P.O. Box 30197,
Nairobi.
To Manager of the Institution,

……

……

…….

Dear Sir/Madam,

RE: REQUEST TO COLLECT DATA.

I hereby do apply for the above mentioned. I am a post graduate student of the above university currently preparing to carry out research project to investigate on the factors influencing access to technical and vocational education and training and youth polytechnics in Teso North Sub County.

Your institution has been identified to participate in the study. I urge you to allow me collect information from yourself, your institutions tutors and your students. Your assistance will highly be appreciated.

Yours sincerely,

Evans Masai Munyite.

Appendix II

Questionnaire for students

The objective of this Questionnaire is to collect data on Socio-Economic factors that influence student's access to Technical and Vocational Education and Training in Teso North Sub-County. Kindly read the items carefully and provide a response that best represents your opinion. To provide confidentiality, do not indicate your name on the questionnaire.

The questionnaire has several sections. Please answer accordingly with a tick and by filling in the gaps provided.

Section A: Demographic data

1. What is your gender [ ] Male [ ] Female[ ]
2. What is your age? 18 – 24 years [ ] 25 – 30 years [ ] 31- 35 years [ ] 35 – 40 years [ ] Over 40 years [ ]
3. What course do you pursue? Engineering course [ ] Food and Beverage/Catering [ ] Clothing/textile/fashion [ ] Carpentry/metalwork [ ] Art/music [ ] Accounting [ ]

   Others (specify)…….……..
4. Why did you choose to pursue your course in this institution?

   It offered the courses I want [ ] It is close to home [ ] It was affordable to my parents. [ ] My grade could not qualify for other institutions [ ] Others (specify)……..

TWO: Factors that influence access to Youth Polytechnics, Technical and Vocational Education and Training

5. Over emphasis to academic subject has made many students not to seek Technical and Vocational Education and Training. Strongly agree [ ] Agree [ ] I don't know[ ]Disagree [ ] Strongly disagree [ ]
6. Give a reason for your answer in question E

   ……
7. An individual's family economic background influences students to seek education in Technical and Vocational Education and Training institutions

   Strongly agree [ ] Agree [ ] I don't know [ ] Disagree [ ] Strongly disagree [ ]
8. Give a reason for your answer in question 7.

   ……
9. Kenyans historical perception on TVET has influenced students not to seek education in Technical and Vocational Education and Training.

   Strongly agree [ ] Agree [ ] I don't know [ ] Disagree[ ] Strongly disagree[ ]
10. Give a reason for your answer in question I

    ……

11. The qualification of tutors has influenced students not to seek education in Technical and Vocational Education and Training.

    Strongly agree [ ] Agree [ ] I don't know [ ] Disagree [ ] Strongly disagree[ ]

12. Give a reason for your answer in question.

    ……

13. Which of these factors do you think has influenced student's access to Youth Polytechnics, technical and vocational institutions the most?

    Tutor professionalism [ ] Kenyans historical perspective on TVET [ ] Family economic backgrounds [ ] Over emphasis on academic subjects[ ]

14. What other factors do you think have influenced student's access to Youth Polytechnics, Technical and vocational education?

    ……

Appendix III

Interview schedule for polytechnic managers

The purpose of this interview is to collect information on the socio-economic factors influencing student's access to Technical and Vocational Education and Training in Teso North Sub County. Please answer accordingly filling in the gaps provided. Please answer the questions to the best of your knowledge.

1. What is your take on the student's enrollment to Technical and Vocational Education and Training in Teso North Sub County?

……

2. Does Tutor qualification influence students access to technical and vocational education and training in your institution?

……

3. How does family economic background influence students access to technical and Vocational Education and training in your institution?

……

4. Does Kenyans historical perspective on TVET influence student's access technical and vocational education and training in your institution?

……

5. Comment on the issue that Kenyans education system gives a lot of emphasis to academic subjects and very little is done on technical subjects. ……..

6. What other factors in your own perspective could be responsible to the low enrolment to TVET?

……

Appendix IV

Interview schedule for polytechnic tutors

The purpose of this interview is to collect information on the socio-economic factors influencing students access to Technical and Vocational Education and Training in Teso North Sub County. Please answer accordingly filling in the gaps provided. Please answer the questions to the best of your knowledge.

1. What is your take on the student's enrollment to Technical and Vocational Education and Training in Teso North Sub County?

……

2. Does Tutor qualification influence students access to technical and vocational education and training in your institution?

……

3. How does family economic background influence students access to technical and Vocational Education and training in your institution?

……

4. Does Kenyans historical perspective on TVET influence students access technical and vocational education and training in your institution?

……

5. Comment on the issue that Kenyans education system gives a lot of emphasis to academic subjects and very little is done on technical subjects.

……

6. What other factors in your own perspective could be responsible to the low enrolment to TVET?

……

…….

Appendix V: Research Authorisation

NATIONAL COMMISSION FORSCIENCE, TECHNOLOGY ANDINNOVATION

Telephone: 020 400 7000,
0713 788787,0735404245
Fax: +254-20-318245,318249
Email: dg@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

NACOSTI, Upper Kabete
Off Waiyaki Way
P.O. Box 30623-00100
NAIROBI-KENYA

Ref: No. **NACOSTI/P/17/78740/20349** Date: **4th December, 2017**

Evans Masai Munyite
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on ***"Factors influencing access to Youth Polytechnics and Technical and Vocational Education and Training in Teso North Sub County, Busia County, Kenya,"*** I am pleased to inform you that you have been authorized to undertake research in **Busia County** for the period ending **4th December, 2018.**

You are advised to report to **the County Commissioner and the County Director of Education, Busia County** before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit **a copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.

GP Kalerwa

GODFREY P. KALERWA MSc., MBA, MKIM
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Busia County.

The County Director of Education
Busia County.

Appendix VI: Research Permit

THIS IS TO CERTIFY THAT:
MR. EVANS MASAI MUNYITE
of UNINVERSITY OF NAIROBI, 68-50244
Amagoro,has been permitted to conduct research in *Busia County*

on the topic: *FACTORS INFLUENCING ACCESS TO YOUTH POLYTECHNICS AND TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING IN TESO NORTH SUB COUNTY, BUSIA COUNTY KENYA*

for the period ending:
4th December,2018

.....
Applicant's Signature

Permit No : NACOSTI/P/17/78740/20349
Date Of Issue : 4th December,2017
Fee Recieved :Ksh 1000

.....
Director General
National Commission for Science, Technology & Innovation

CONDITIONS

1. The License is valid for the proposed research, research site specified period.
2. Both the Licence and any rights thereunder are non-transferable.
3. Upon request of the Commission, the Licensee shall submit a progress report.
4. The Licensee shall report to the County Director of Education and County Governor in the area of research before commencement of the research.
5. Excavation, filming and collection of specimens are subject to further permissions from relevant Government agencies.
6. This Licence does not give authority to transfer research materials.
7. The Licensee shall submit two (2) hard copies and upload a soft copy of their final report.
8. The Commission reserves the right to modify the conditions of this Licence including its cancellation without prior notice.

REPUBLIC OF KENYA

National Commission for Science, Technology and Innovation

RESEARCH CLEARANCE PERMIT

Serial No.A 16723

CONDITIONS: see back page