FACTORS INFLUENCING STUDENTS' ENROLMENT IN TECHNICAL, VOCATIONAL EDUCATION AND TRAINING INSTITUTIONS IN BUTULA SUB-COUNTY, BUSIA COUNTY

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Research Project Submitted in Partial fulfillment of the Requirements for the award of the Degree of Master of Education in Educational Administration

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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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DEDICATION

I dedicate this work to my parents in memory of my late father Mr. John Ongulu Adero and to my mother Mrs. Arnolda Auma Ongulu. I also dedicate it to my wife Agnes Grace Aory and my lovely son Travour John Baraka.

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LIST OF ABBREVIATIONS AND ACRONYMS

ADB	Asian Development Bank
ADEA	Association for Development of Education in Africa
GOK	Government of Kenya
ICT	Information Communication Technology
ILO	International Labour Organization
ISCED	International Standard Classification of Education
KICD	Kenya Institute of Curriculum Development
MDG	Millennium Development Goals
MOEST	Ministry of Education Science and Technology
OECD	Organization for Economic Cooperation and Development
PISA	Programme for International Student Assessment
PRSP	Poverty Reduction Strategy Paper
STEP	Skill and Training Enhancement Projects
TVET	Technical, Vocational Education and Training
UNESCO	United Nations Educational Scientific and Cultural Organization
UNEVOC	United Nations Education and Vocational Training
VTS	Vocational Training Schools

ABSTRACT

The purpose of the study was to investigate the factors influencing students' enrolment in Technical, Vocational Education and Training Institutions in Butula Sub-county, Busia County. The specific objectives of the study were: To examine the extent to which the courses offered influence students' enrolment at TVET Institutions in Butula sub county, to establish the influence of adequacy of teaching staff on student enrolment at TVET institution, to determine the extent to which adequacy of teaching and learning resources at the TVET institutions influence student enrolment and to establish the extent to which the attitude of the students influence enrolment at TVET institutions. The researcher adopted descriptive research design. The target population comprised of 3 principals, 101 tutors and 661students from all the technical institutions in Butula sub-county. Quantitative data was analyzed by use of descriptive statistics such as frequencies, and percentages. Qualitative data generated from interview schedules and open ended questions was organized and analyzed 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 between types of courses offered, adequacy of teaching and learning resources, adequacy of teaching staff, learners attitude and student enrolment. From the study findings the courses offered influenced the students' enrolment in the TVET institutions (85.2%). Adequacy of teaching staffs influenced student enrolment at TVET institutions (59.6%). Adequacy of training resources influenced student enrolment at TVET institutions (62.9%). Attitudes of the learners influenced enrolment of students at TVET institutions (58.3%). Adequate and qualified human resource provision to TVET institutions should be made a key priority by national and county governments. All the stakeholders including the national and county governments should ensure that TVET institutions have adequate and modern facilities to provide quality training.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Education is recognized as a fundamental pillar of human rights, democracy, sustainable development and peace. Therefore governments and households alike, invest massively to ensure that education becomes accessible to all throughout life so that society reaps the maximum benefits of investing in education. Indeed, the numerous studies on the benefits on education have consistently found positive social and private returns to education at all levels.

The global perspectives of recognizing non-formal and formal learning argue that human resource is an important factor to attract high enrollments in TVET institutions, (Simiyu 2007; Oketch, 2007); A TVET institution with industrial partners offering scholarship to outstanding students who excelled in their studies will result to high enrolments compared those that depend on students self-sponsorship (UNEVOC; UNESCO 2006).

In Africa, the implementation of TVET curriculum in Nigerian tertiary institution has been faced with such issues as poor funding; obsolete facilities and poor provision of instructional materials for effective implementation of the TVET, Isele and Utagba technical colleges of the delta state of Nigeria are well funded and have enough physical facilities and instructional materials hence attract high enrolments every year, (Serumu, 2015).

The African Union in its Plan of Action for the Second Decade of Education for the period 2006 – 2015 perceives the significance of TVET as a methods for enabling a high number of people to take control of their lives and prescribes the

reconciliation of professional preparing into the general training framework. The Kenya government has in this manner offered thoughtfulness regarding arrangement of TVET through expanded asset assignment and institutional changes to make it alluring with capacity to acknowledge high enrolments.

consistent with UNESCO,(2003) Technical and Vocational education and training is described as all bureaucracy and stages of the instructional system involving similarly to widespread understanding, the look at of technology and related sciences and the acquisition of sensible abilities, attitudes and information referring to occupations in diverse sectors of economic and social life. it's far usually visible that TVET is a second desire, and students who sign on to vocational faculties are those with lower achievements (UNEVOC; UNESCO 2006). For this remember, courses being presented to students, equipped training personnel, adequacy of teaching, studying and schooling resources and the mind-set of the scholars closer to vocational training, are among the factors that contribute to growth or lower of college students who pick out to sign up for TVET establishments. King (2013) states that, fingers on guides outcomes to financial development and well being of people.

TVET has been associated with poor school achievers, while general public perceives that, it leads to producing graduates who will be working in “dirty” blue collar jobs (Kerre, 2006). This has triggered the low social status and negative perception of technical and vocational training in Africa, leading to low enrolments. Oketch (2007) revealed that, parents recognize the employment value inherent in vocational education. However, they still value prestigious white collar professions over technical related occupations.

In Kenya, arrangement records have recognized arrangement of open, quality and applicable training as a key establishment for impelling improvement and social

union. The Kenya vision 2030 accentuates the need to give basic aptitudes required to drive the different parts of the economy (GoK, 2008).

The sessional paper number 1 of 2005 on instruction and preparing characterized training and preparing in Kenya into three unmistakable levels, fundamental training, Technical and Vocational Education and Training (TVET) and University Education. Fundamental instruction covers essential and optional training, University training covers degree granting establishments while TVET covers all the business and specialized preparing organizations (MOHEST, 2012). Specialized and Vocational Education and Training is focused to give specialized and professional aptitudes which are relied upon to affect on business, neediness decrease and by expansion social union to all.

In Kenya, enrollment in science, mechanical and technological related courses at TVET institutions is low (Simiyu 2007). For instance, the youth polytechnics in Kericho, Bureti and Bomet districts can accommodate approximately 4500 students every year. However the enrolment for the years 2001, 2002, 2003, and 2004 was approximately 1900, 1620, 1400 and 1378 respectively (DATO, Kericho, 2005). This gives an average enrolment of approximately 28%. According to Nyerere, (2009), TVET institutions that offer advanced courses like mechanical, electrical and civil engineering, business administration and ICT tend to have high enrollments.

Atchoarena and Delluc, (2002) opine that trainers play a crucial role in student enrolment, through the supply of high-quality technical and vocational education. In this sector, instructors need first-hand industrial experience. In most cases, however, they have little or no contact with the work place or with new technologies. Thus, they rarely have the possibility of updating their stock of

knowledge. Some countries have taken measures to train teachers on new technologies and the new skills, which are required in the labor market. Many students who will see such progress will admire to enroll in TVET institutions hence increasing the enrolment. Inadequacy of resources is the other factor influencing student enrollments in TVET institutions, (Nyanjom, 2013). There is need for enough resources in any TVET institution to be improved for them to attract high enrollments.

In Kenya, infrastructure and facilities have been created and staff trained on infrastructural systems through donor assistance, (UNEVOC, 2006). It is argued that, though most donors provide financial resources for capital costs, it is limited and for short periods. This has made most students not to be attracted to technical and vocational education and training hence low enrolments.

The other factor influencing enrolments in TVET institutions is the traditional attitudes of the people. Globally, TVET courses are perceived to be for individuals with low qualifications. For instance, in Pakistan, TVET is generally considered as the choice of the academically weak and of those of low economic and social classes of the society. This poor image contributes to low interest hence low enrolments.

In Kenya, the negative attitude dates back to colonial history, when academic education was perceived to have a higher social status than vocational education, (Bogonko, 2012). Vocational education introduced in Kenya before independence helped its graduates to perform subordinate tasks while foreigners supervised them. This created negative attitudes thus, few students opt for vocational education especially in rural areas hence low enrolments as shown in Table 1.1

Table 1.1: Student Enrolment in Technical Institutions of Butula Sub-County

Year	2013	2014	2015	2016	2017	2018
Enrolment	664	574	543	564	622	661

Source ; Butula sub county education office

From the efforts being made globally to create a awareness on the importance of TVET institutions, it is expected that student enrolment should be far much higher than the data above, not only in Kenya but in the world at large if the Kenya vision 2030 and millennium development goals are to be achieved.

1.2 Statement of the Problem

Kenya has made great strides in the improvement of Technical vocational education and training since 1963. This is shown by the growth in the number of institutions, increased enrollments, transition rates, and numbers of instructors and enhancement of equity, gender parity, increased relevance and quality, (Watson 1994; Hope 2012). Despite these successes, TVET sector suffers challenges arising from demands of the 21st century, vision 2030 and the Kenya constitution (2010) GoK, (2008). MOHEST (2005), announced release of TVET Bursary for students in public technical, vocational and training institutions under the Ministry with focus to youths from poor households, orphans and youth with special needs who may be financially disadvantaged to enroll in these institutions.

However this has not been so effective in increasing the enrolment rate compared to the government's aim of Vision 2030 to increase the transition rates to technical colleges and higher education to 80 percent. Sessional paper No.14 of 2012 now seeks to strengthen Technical Education and Training policies in Kenya by designing them to provide important alternative education and training

for the majority of unemployed youths in the country and to meet enough workforces relevant in achieving the objectives of the vision 2030.

However, this may not be achieved due to low enrolment of students. The government of Kenya through its Commitment to upgrade re-brand and re-furbish TVET infrastructure to improve learning environment in TVET institutions as stated in MOEST 2014; Daily nation 4th April 2016, has seen to bear no fruits on the enrollment in this institutions. This study therefore s to fill this gap by investigating the institutional factors that influence student enrollments in TVET institutions in Butula sub- county, Busia County.

1.3. Purpose of the Study

The cause of the study was to look ae the factors influencing students' enrolment rates in technical, vocational education and training institutions in Butula Sub-county, Busia County.

1.4 Objectives of the Study

The objectives of the study were:

i) To examine the extent to which the courses offered influence students' enrolment at TVET Institutions in Butula Sub County.
ii) To establish the influence of adequate teaching staff on student enrolment at TVET institution.
iii) To determine the extent to which adequacy of teaching and learning resources at the TVET institutions influence student enrolment rates.
iv) To establish the extent to which the attitude of the students influence enrolment rates at TVET institutions.

1.5. Hypothesis

The following hypothesis guided the study:

i) H0-1: The courses offered have no significance influence on students' enrolment at TVET Institutions in Butula Sub County.
ii) H0-2: Adequacy teaching staff has no significance influence on students' enrolment in TVET institutions in Butula Sub County.
iii) H0-3: Adequacy of teaching and learning resources has no significance influence on students' enrolment in TVET institutions in Butula Sub County.
iv) H0-4: Attitude of the students has no significance influence on students' enrolment in TVET institutions in Butula Sub County.

1.6 Significance of the Study

The findings of the study may be used to improve demand for TVET institutions. The study may help the policy makers in formulation of education policies as it may reveal institutional factors that influence the enrolment of students at the TVET institutions. Recommendations of the study are to contribute to the existing knowledge the factors that increase student enrolments in TVET institutions in Butula Sub-County, and also prepare the base for further investigations into reasons for low enrolments in TVET institutions.

1.7 Limitations of the Study

Due to the vast distance coupled with the poor road network, the researcher could have experienced difficulties in travelling during the data collection period. To mitigate this limitation, prior arrangement about the transport was made. Adequate time was also allocated for data collection.

1.8 Delimitation of the Study

The study was conducted in public TVET institutions in Butula Sub-county excluding private and special TVET institutions. The research focused on the Principals, lecturers and students due to their knowledge on institutional factors influencing student enrolment in the TVET institutions.

1.9 Basic Assumptions of the Study

The study is based on assumptions that;

i) There are some factors contributing to making a TVET institution attractive to students.
ii) The respondents are aware of the factors that influence students' enrolment rates in technical, vocational education and training institutions in Butula sub-county.
iii) The information provided by the respondents was true and accurate.

1.10 Definitions of Significant Terms

The following are the significant terms used in the study;

Attitude refers to the general perception of people towards an area or something.

Enrolment refers to total number of the population officially joining a course school or a technical institution.

Influence refers to the capacity to have an effect on the character, development, or behaviour of someone or something, or the effect itself.

Institutional factors refers to the factors emanating from the institution

Public TVET refers to post-secondary middle level technical institutions that is advanced, prepared and provided with workforce from public finances by way of the government, parents and interest groups.

Resources a source of supply, support, or aid, especially one that can be readily drawn upon when needed.

Teacher refers to a person who helps others to acquire knowledge, competences or values.

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

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

Trainers refers to a person who teaches skills

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

Tutor refers to a person charged with the instruction and guidance of another.

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

1.11 Organization of the Study

The study was prepared into 5 chapters. chapter one consists of the historical past of the observe, statement of the problem, reason of the look at, research questions, significance of the have a look at, boundaries of the study, delimitation of the look at, fundamental assumptions of the have a look at, definitions of vast terms, and agency of the study.

Chapter two focuses on literature review based on the extent to which the courses offered influence students' enrolment at TVET Institutions, the influence of adequate teaching staff on student enrolment at TVET institution, the extent to which adequacy of teaching and learning resources at the TVET institutions

influence student enrolment rates and the extent to which the attitude of the students influence enrolment rates at TVET institutions.

Chapter three focuses on research methodology giving detailed account on research layout, target populace, sample size and sampling process, research instruments, validity of the instruments, reliability of the instruments, facts collection approaches, facts evaluation strategies and moral issues.

Chapter four presents the data collected, analyzed and the discussed research findings. Finally, chapter five includes the summery conclusion, recommendations and suggestions for further studies.

CHAPTER TWO

RELATED LITERATURE REVIEW

2.1 Introduction

This chapter presents an overview of the factors influencing students enrolment in Technical, vocational education and training institutions (TVET). It gives an overview on trends of TVET enrolments in Kenya. It examines how such factors as courses offered, student performance rates at certificate and diploma levels, adequacy of teaching and learning resources and population attitude influence students' enrolments in TVET institutions. The chapter also shows the theoretical and conceptual framework.

2.2. The Trends of Enrolments at TVET Institutions of Kenya

The historical trend of enrolments at TVET institutions of Kenya has greatly contributed to the developments of TVET systems in the country. This is seen through curricular and structural changes that have had a great impact on graduates from the TVET institutions. According to Okaka, (2001), increased enrolments in TVET institutions were realized during the Second World War, after the introduction of more sophisticated machinery among Kenyans. It is by this time that peoples' attention begun to focus on student enrolments at TVET institutions. Out of the approximate 600,000 graduates from primary schools, (200,000) are expected to be catered for by TVET institutions whose existing capacity is inadequate (GoK, 2008).

The Gender Policy in Education, (2013) indicates that, enrolment in public TVET institutions increased from 40,622 in 1999 to over 66,500 in 2004, with females constituting 49.1 percent of the total enrolment. However, female students' enrolment has been highest in youth polytechnics and lowest in national

polytechnics. In 2007, the enrolment in TVET institutions increased by 7.5%; from 71,167 (2006) to 76,516 (2007). These historical trends have helped to check the enrolment states in TVET institutions in order to decide on the need for expansion or not.

According to Ngerechi (2003), expansion of TVET institutions is a potential offer for further training and education to both primary and secondary school graduates. TVET also aims at implementing the Kenya vision 2030. As a social pillar it is meant to strengthen the education and training sector. The vision proposes intensified application of science, technology and innovation to raise productivity and efficiency through establishment of new technical institutions (RoK 2012; Nyerere, 2009). It is therefore important to understand the historical trends of students' enrolments in TVET institutions in order to put necessary measures to control the decline by assessing the factors that influence students' enrolment at the TVET institutions.

2.3. Influence of Courses Offered on Student Enrolments in TVET Institutions

Technical, vocational and education field has changed throughout in its history due to the demands of the societies it serves. Banning, (2006) states that, courses such as manufacturing skills, computer design, machine technology, book keeping, accounting and auditing, veterinary technology, food services, cosmetology, computer design, hair styling and engineering are likely to influence the increase of students' enrolment at TVET institutions. Globally, part time and short term courses tend to be more of the feature of TVET than in general education, (UNESCO, 2006). Part time and short term courses favors students engaged in other activities to train in such courses with ease thus contributing to high student enrolments at TVET institutions.

In Rwanda, the priority economic courses such as tourism, mining, ICT services, food processing, coffee, tea, alternative technologies and handcrafts the TVETs offer, is partly missing and unrelated to sector development (Mutsindasyaka, 2008), if such courses can be offered, then Rwanda is well placed to enjoy high student enrolments in its TVET sector. Kenya's vision 2030, economic pillar aims at making Kenya industrialized can only be achieved if the country is committed to produce all round workforce with diversity of skills.

Fortunate, (2011) states that, Kenya institute of curriculum development (KICD) is developing a new competence-based curriculum for TVET to equip students with skills in all elements of the course they are undertaking to become all round trainees who can easily fit in competitive labour market. It is therefore expected that after the work of KICD, technical institutions in Kenya will attract many students compared to general education.

2.4 Adequacy of Teaching Staff on Student Enrolment at TVET Institution

One of the important principles used to increase student motivation in TVET institutions is to define the quality of a TVET program. This is related to the preparation of adequately trained teachers and other professionals who shoulder the responsibility of preparing students with quality marketable skills for the dynamically changing world of work (Preddy, 2009). Quality training is also the base that leads to high enrolment in TVET institutions in the world. If the institution has well trained staff that offers the training required, consequently improves its image and attracts more students in it. Teachers, coordinators, and counselors of quality TVET programs are expected to be masters at their works, thoroughly skilled in every phase of their occupation, and well-informed regarding all technical matters relating to their practices. They have to be able to

teach and orient not only the skills and information of the occupation, but also should guide, advise, and stimulate the learners if high enrolment is to be seen.

UNESCO (2006) on its part emphasizes that the successful implementation of TVET programs very much depends on the availability of well-trained and experienced TVET teachers. A major constraint in the vocationalization of curricula in Africa has been due to the lack of such personnel. In several areas, due to low pay, it has not been possible to attract the right teachers to these areas as most qualified TVET professionals. This has made most TVET institutions and the youth polytechnics to have staggering admissions resulting to low student enrolment. The quality of technical and vocational education depends in part on the efforts made by governments and TVET institutions to obtain well-trained teaching staff where they learn how to impart their knowledge and skills to students.

Melaku (2000) found that educational systems are always expected to maintain and improve the effectiveness and efficiency of their staff members. It should be noted that significant improvement of education could not be accomplished without adequate effort at the in-service training of staff personnel; especially teachers. The staff is the heart of the operation of schools. Money, materials, time, space, facilities, and curricula-all of these are important, too. But initially, in process, and ultimately, the ability of the staff is crucial to make the TVET institutions attractive. The way instruction is carried out influences the training process. Generally, it is believed that teachers should use the appropriate training method for a given content.

The success of a TVET program largely depends on the competence of its teachers to select and use the right instructional methodology for the teaching of a

particular skill. As most educators agree, there is no unique and best teaching method for the instruction of all types of objectives in varied practical circumstances. Most educators agree that TVET instruction becomes more successful and attractive to students when it is carried out in a student-centered mastery learning approach by emphasizing on the students performing practical activities.

Good and demand driven vocational training requires instructors who have technical and pedagogical skills as well as industrial work experience. Such instructors are expensive to train or attract to the teaching profession. Without qualified teachers, training programs could not be effective (Preddey, 2009). It is important to carry out tasks that enable trainers to keep abreast of new technological developments and new methods of training.

2.5 Adequacy of Teaching and Learning Resources on Student Enrolments at TVET Institutions

Availability of resources, facilities and equipments are fundamental in provision of quality and relevant education in TVET Institutions. It is through quality training that gets the desire to join a TVET institution with assurance of coming out successful. A well-equipped TVET institution gives this assurance to students hence increasing the demand that eventually raises student enrolments.

Nyanjom (2012) and UNESCO (2012) noted that, the determinants of the quality of Education and training include among others the quality of teachers learners, learning environment, facilities for learning and curricular organization. UNESCO, (2000) affirms that availability of a range of teaching and learning resources is crucial in facilitating teaching and learning process globally.

According to International Labour Organization (ILO) (2012), inadequate financial resources, lack of physical facilities like accommodation/hostel facilities and inappropriate training environment are key barriers to female participation in TVET education in Bangladesh. Technical institutions with inadequate supply of materials, large class sizes, inadequate training facilities, weak linkages with local industries for hands -on-experience for both instructors and trainers lead to ineffectiveness and inefficient training of students hence decline in student enrolment is seen.

There is need for TVET in developing countries to have proper tools, equipment to be used in vocational training by instructors, trainers and teachers to keep up with skills of changing times if there is hope to increase enrollment in TVET institutions In Nigeria, Egwu (2009) posited that, among the major hindrances on students' choice in favour of TVET institution is inadequate and obsolete infrastructure and equipment. For instance poorly equipped TVET workshop and Libraries, dilapidated classroom blocks keeps a way the interest of students.

However, Odoka, (2010); opined that inadequate financial resources is the key barrier to student enrollment in Technical education and training institutions as pertains curriculum implementation. Nyerere, (2009) noted that well established TVET institutions increase human resource so that instructors have classes that they manage without straining.

2.6 Influence of Learners Attitude on Students Enrolment at TVET Institution

The differentiation in perception between TVET and that of the academic education has more reduced the recognition that TVET deserves (Abebe 2010). Incidentally, Grollmann and Rauner (2007) stated that, the empirical importance of vocational learning is overshadowed by the big emphasis students put on

academic education. Despite the fact that there are gradual differences regarding this structural problem, this is one of the universal core problems resulting to low enrolment.

Still in the international discourse the prevailing orientation is that vocational education is something old and traditional fitting to the needs of the pre-industrial and industrial societies but not to the so called knowledge societies or that it is at best a solution for low-achieving student thus low enrolment. The Image of attractiveness of TVET has been a problem for decades in most European countries like China, India, Russia and Korea.

TVET is seen as a second choice, and generally students who sign up to vocational schools are those with lower achievements. The students perceive vocational education track as fit for only the academically less endowed.

King (2013) found that economic development tends to depend on the availability of skilled human resources, but that the availability of such human resources does not automatically lead to the economic development and improved well-being of the people. Countries have therefore come up to ensure that change of attitude is enhanced to make students choose TVET over general Education.

For instance, in South Africa, learners avoid VET in favour of an academic education resulting to low enrolments in the TVET sector. This tradition, based on surveys by Foster in 1950s, argues that students regard VET as terminal in nature and preparing learners for unemployment or for the work that is repetitive, boring and underpaid.

Such attitudes make students to avoid choosing to enroll in TVETs due to the perception of “a parity of esteem.” Shiundu and Omulando (2012) reported

evidence of negative attitudes towards TVET among a large section of Kenyan community and revealed that the attitude could have a negative influence on the TVET enrolment.

However, they argue that due to certain economic realities, attitudes seem to be changing in Kenya in a positive direction with regard to the acceptance of the need to include technical and vocational Education in school systems especially secondary level.

Similarly Charner (2006) observed that, learners in developing countries have begun to show more interest in technology. For instance the minister of education announced admission of students with grade “A” (plain) in TVET institutions of Kenya, to show that TVET is not only meant for low academic achievers (Daily nation, March 2016).

2.7 Summary of Related Literature Review

The reviewed literature assists in getting the gaps available towards enrolment trends in TVET institutions in Kenya and the world at large. The study shows that there has been increasing demand for TVET globally. The study however establishes that good choice of the programs offered and establishment of good qualification framework that results to exemplary performance in the labour market increase students’ enrollments in TVET institution.

Students are attracted in resource equipped VTS. It also examines that when attitudes towards TVET education can be positive then increase in TVET enrollments can be realized, (UNESCO, 2006; Simiyu, 2007; Banning 2006; Nyerere 2009). The study therefore helped to seal the existing gap.

2.8. Theoretical Framework

The study was based on the goal setting theory as coined by Nebel, Schneider and Rey (2003). The concept of learner characteristics is an important dimension that influences how we structure, prepare and implement programmes in Technical and vocational Education (Thomson, 2014).

Thomson explained that managers must have purposeful goals. Nebel, Schneider and Reys (2003) theory contends that goal setting is an effective way of increasing motivation and performance. Goals direct both mental and physical actions of an individual. In this theory, four goal mechanisms are explained to show positive effects of goals in action; Goals increase attention to immediate task; effort exerted on activities; persistence, motivation and performance through development of specific strategies. The feedback given by these goal mechanisms in the theory will help in evaluating the progress of the programme to see whether effort can be increased or change the strategy.

Aspects of increased persistence and increased motivation and performance as highlighted in the theory to be pertinent and relevant to how a model TVET institution could emulate to positively change the states of enrollments.

2.9 Conceptual Framework

This section schematically presents an interrelationship of variables in study. The independent variable is to be student enrolment in TVET institutions which is influenced by such dependent variables as the types of courses offered, training resources and facilities, competent training staff and the learners' attitude towards the institutions as shown in Figure 2.1.

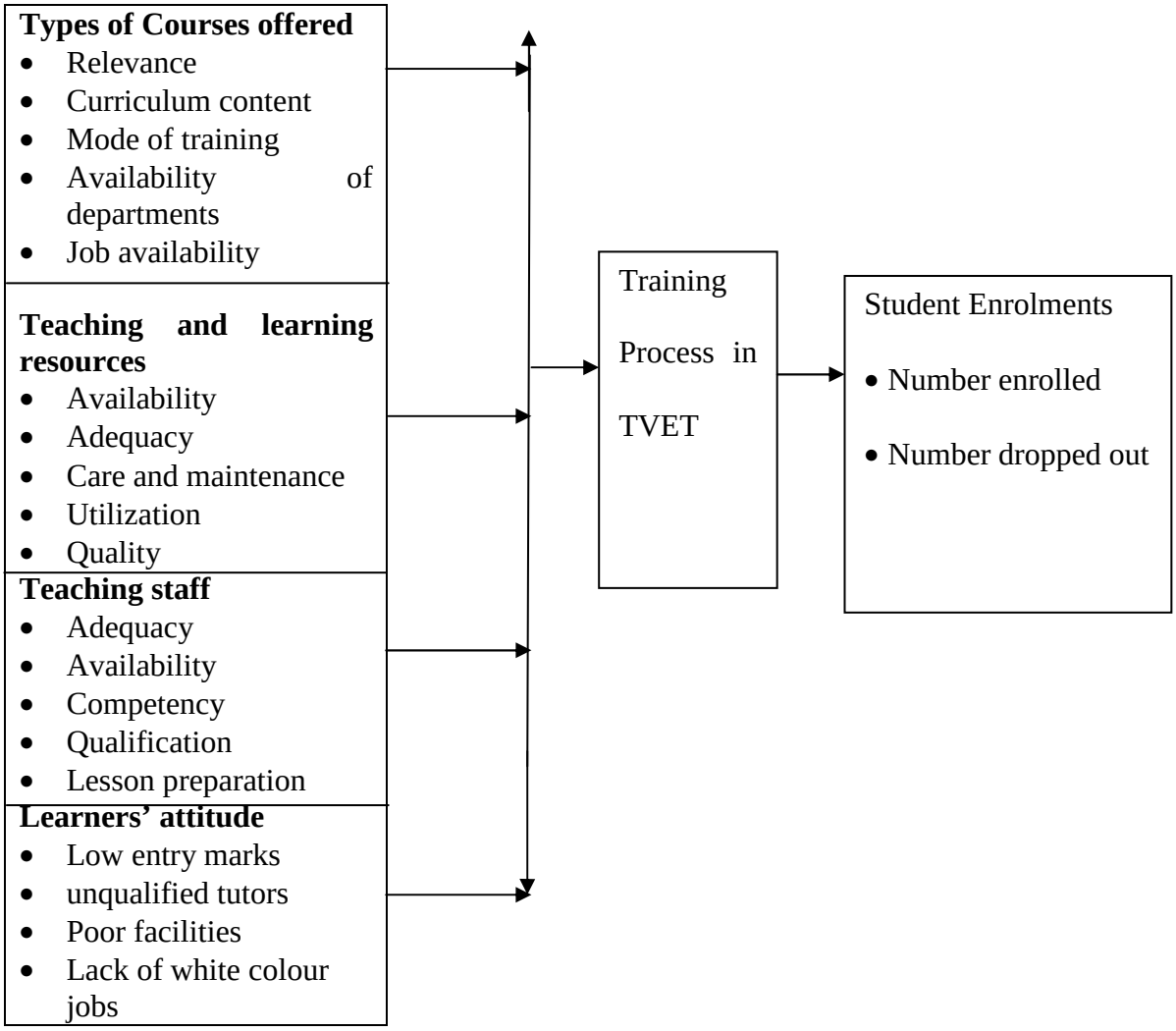

Figure 2.1: Conceptual Framework on Factors Influencing Student Enrolment

In the Figure 2.1, the relationships between independent and dependent variables are represented. The conceptual model shows interdependence of variables and how they interact with each other. Enrollment of students as a dependent variable is affected by the independent variables as follows; When the courses being offered are relevant to student, the curriculum content is low, good mode of training with availability of active departments and can attract ready job market after training, many students are enrolled in the TVET institutions.

Secondly, availability of teaching and learning resources which are adequate for all trainees and are of good quality will attract the desire of many students to

interact with them and their care and maintenance during utilization during training process is an indicator to encourage high enrolments in the technical institutions.

Thirdly, availability of enough teaching staff to handle all the needs of trainees with diversified skills will attract students without limitation so long as the staff is qualified and competent in all respective areas of training. This then leads to high enrolments.

Finally, rising of entry marks to TVET institutions creates an attitude that the institutions are not only meant for failures. This is also shown when the institutions experience high admissions, high number of applications, high numbers of graduates with good internal assessment results such indicators will encourage positive attitude of students towards technical institutions hence increasing enrollments.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The chapter gives the type of research design, target population, sample size and sampling techniques, target population, research instruments, Validity and reliability of instruments, data collection procedures, data analysis techniques and ethical considerations.

3.2 Research Design

The study used descriptive survey research design to establish factors influencing enrolment at TVET institutions of Butula Sub-County by obtaining views of students, tutors and principals. Descriptive survey research design was applicable to this study as it assisted the researcher to produce statistical information concerning current phenomenon and whenever possible make valid conditions from the given facts. Bryman, (2016) noted that this is the best design of collecting data, summarizing, presenting and interpreting for the purpose of clarification.

3.3 Target Population

The target population included all principals, tutors and students in technical institutions in Butula Sub-County. There are two Youth polytechnics and one technical institution. The target population comprises of 3principals, 101 tutors and 661students.

3.4 Sample Size and Sampling Procedure

A sample is a representative proportion of the target population Mugenda and Mugenda (2003). For descriptive survey studies, a range of 20-30 percent sample is reasonable enough to draw generalizations about the target population.

However, if the target population is less than 100, the researcher may consider reaching out all the members of the population. Therefore, in this study, the researcher used (30%) of the target population because this percentage was able to represent population characteristic under investigation. Table 3.1 represents the sample size of the study.

Table 3.1: Sample Size

	Respondent	**Population size**	**Sample size**	**Percentage**
Youth Polytechnics	Students	449	135	30
	Tutors	66	20	30
	Principals	2	2	100
Technical Institution	Students	212	63	30
	Tutors	35	10	30
	Principals	1	1	100
Total		**765**	**231**	

In Table 3.1, the researcher purposively selected the 2 youth polytechnics and the technical institution. The principals of the three institutions were selected by census. The tutors were selected through stratified proportionate random sampling. A sample of 20 tutors was selected from a total of 66, where 10 tutors were selected from each of the 2 polytechnics. From the technical institution, (30%) of 35 tutors were selected to get a sample of 10 tutors. The selection of student was done through random sampling. From the 449 youth polytechnic students, 135 students were systematically selected. From the technical institution, 63 respondents were systematically selected.

3.5 Research Instruments

The questionnaires and interview schedules were the research instruments for collecting data. Mugenda and Mugenda (2009) say that, questionnaires are commonly used to obtain important information to address specific objectives, research questions or hypothesis of the study. Questionnaires are also advantageous in that is that a large number of people can be reached relatively easily and economically.

The tutors' questionnaire was divided into two; sections A on information about tutors' demographic background and section B on the items to establish factors influencing students' enrollment in TVET institutions. The students' questionnaire was also divided into two; sections A on information about students' demographic background and section B on the items to establish factors influencing students' enrollment in TVET institutions.

Interview schedule is used to get in-depth data (Mugenda and Mugenda, 2009). The interview schedule was used to get more data from the principals. Interviews were selected for this group since principals are key informants with good knowledge of educational trends in the sub-county and would give more information on factors influencing students' enrollments in TVET institutions in the area of the study. Interviews were advantageous because the interviewer has a chance to seek for clarification and rephrase the questions for clear understanding of the responses.

3.6.Validity of the Instruments

In order to improve validity of the instruments the researcher gave the instruments to the experts to evaluate their suitability and representatives of question in view of study objectives. This gave the researcher an opportunity to

address the areas of nonconformity according to the expert's comments prior to pilot study. Bryman (2016) recommends that a population of 10% of the sampled population can be used in a pilot study. Therefore, the researcher conducted a pilot study on 3 tutors and 20 students who did not participate in the main study. The responses obtained are to guide the researcher in making some changes in the questionnaire to enhance its validity.

A question of general comment on the aspect of each variable to be used in the study is included to obtain relevant and adequate information. Expert judgement was also used where necessary additions were added.

3.7. Reliability of the Instruments

Reliability is the ability of a research instrument to consistently measure the characteristic of interest over time. Using the pilot group reliability of the instruments was determined. The researcher used test-retest method to ascertain the consistency or reliability of the instruments. The instrument was administered twice to the same group of subjects at an interval of two weeks.

The manual scores of the first and the second administration was correlated using Pearson's correlation coefficient formula.

$$r = \frac{N\sum xy-(\sum x)(\sum y)}{\sqrt{\{N\sum(x)^2-(\sum x^2)\}-(N\sum(y)^2-(\sum y^2)\}}}$$

$$0.725 = \frac{5 \times 14810-(387)(186)}{\sqrt{\{5x30811-(30811)\}-(5x7310-(7310)\}}}$$

Where:

r - Degree of reliability

x – Score obtained during the first test

y – Score obtained during the second test

$\sum$ - means summation

N- Total number of scores within each distribution.

Mugenda and Mugenda (2009) states that a reliability coefficient of 0.68 is recommended. Table 3.2 shows the reliability coefficients.

Table 3. 2: Reliability Coefficients

Scale	Pearson's correlation coefficient	Number of Items
Courses offered	0.760	5
Adequacy of teaching staff	0.752	5
Adequacy of teaching and learning resources	0.753	5
Learners attitude	0.772	5

Table 3.2 shows how Pearson's correlation coefficient was used to test the reliability of the data. Pearson's correlation coefficient was calculated by application of SPSS software for reliability analysis. Learners attitude had the highest reliability (r=0.772) followed by courses offered (r=0.760), then adequacy of teaching and learning resources (r = 0.753) and adequacy of teaching staff (r=0.752). This illustrates that all the four scales were reliable as their reliability values exceeded the prescribed threshold of 0.7 values.

3.8 Data Collection Procedure

A clearance letter was obtained from the department of Educational Administration and Planning, University of Nairobi to be used to obtain a research permit from the National Council for Science, Technology and Innovation (NACOSTI). The researcher then obtained an introduction letter from the sub county director of Education to operate in his area.

The principals of sampled TVET institutions were visited personally to create rapport and explain more about the study. On the agreed date questionnaires were

administered in person to the tutors and students and were collected immediately they were filled. The researcher interviewed the principal of each of the institution on the same as agreed.

3.9 Data Analysis Techniques

Quantitative data was coded then entered in the computer using SPSS Version 20. Quantitative data was analyzed by use of descriptive statistics such as frequencies, and percentages. Inferential statistics were also used to make inferences from the study The Chi-square Value was 7.845 and the associated P-value (Asymptote Significant Value) was 0.034, this is higher than the critical value of 3.895 and the significance value will be less than 0.05 indicating that there is evidence for the null hypotheses and therefore we accept it.

Correlation analysis was used to determine the relationship between types of courses offered, adequacy of teaching and learning resources, adequacy of teaching staff, learners attitude and student enrolment while chi-square was used to test the hypothesis. Qualitative data generated from interview schedules and open ended questions was organized and analyzed into themes and patterns pertinent to the study.

3.10. Ethical Considerations

Ethics may be special rules of governing individual or social action (Neuman & Robson, 2008). The researcher explained to the participants that the study is voluntary hence there would be no payment or reward and that the study had no harm to them hence they should feel free to participate. Participants were informed that they had a right to withdraw from the study any time they wish to do so and that this would not be detrimental in any way. Privacy and confidentiality of the identity was ensured at all stages of the study.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter presents data analysis, presentation and interpretation. The response rate, demographic data then findings for influences of courses offered, adequacy of teaching and learning resources, adequacy of teaching staff, learners attitude on student enrolment in TVET Institutions.

4.2 Response Rate

The students and tutors were served with questionnaires while the principals were interviewed. Table 4.1 presents the response rate.

Table 4.1: Response Rate

Respondents	Sampled	Response	Percentage
Students	198	175	88.3
Tutors	30	27	90
Principals	3	3	100

According to Table 4.1 the response rates were acceptable according to Mugenda and Mugenda (2003) who contends that a response rate of (50%) is adequate for analysis and reporting; a rate of (60%) is good and a response rate of (70%) and over is excellent.

4.3 Demographic Profile

Demographic information was sought from the respondents in order to understand their characteristics. The responses from respondents are presented in Table 4.2.

Table 4. 2: Demographic Profile

	Students		**Tutors**	
Gender	male	female	male	female
	60%	40%	57%	43%
Age	18-24years	74.9%	20-29years	3.4%
	25-30 years	20.0%	30-39years	32.6%
	Over 30 years	5.1%	40-49years	34.8%
			50-59years	27%
Highest Education Qualifications			Diploma	51%
			Bachelor	36%
			Certificate	13%

From the study findings in Table 4.2 majority of the students (60%) were male as well as the tutors. This shows that there is a great gender disparity in the TVETs. The gap in the gender distribution could be attributed to the fact that TVETs in the study offered a lot of courses which are not favorites for the female population.

Majority of the students (74.9%) were 18-24 years while most of the tutors were between 40-49 years. This shows that the bulk of enrolled students for TVET were young. Although TVETs accept students of all ages above 18 years, the majority of entrants to these institutions are students who have just finished secondary school education.

Majority of the tutors were at diploma level. This implies that the tutors were educated to understand and respond to the questions of the study. The data

reveals that majority of the tutors have the required academic qualifications to train students.

4.4 Courses Offered at TVET Institutions and Students' Enrolment

The first objective of the study was to examine the extent to which the courses offered influence students' enrolment at TVET Institutions in Butula Sub County.

4.4.1 Enrolment per Course

The results on the courses offered and students' enrolment of students per courses in TVET Institutions in Butula Sub County are presented in Table 4.3.

Table 4.3: Enrolment per Course Over Six Years

Course	2013	2014	2015	2016	2017	2018	% of total
Motor vehicle mechanics	400	250	243	300	380	320	52.2%
Metal processing	64	90	120	80	62	70	13.4%
Fashion and design	50	85	70	50	80	51	10.6%
Building & construction	46	64	46	64	25	80	9.0%
Hair and beauty	70	40	34	44	45	95	9.0%
Carpentry and joinery	34	40	30	26	10	45	5.1%
Total	**664**	**574**	**543**	**564**	**622**	**661**	

The result in Table 4.3 shows that in 2012 the enrolment was relatively higher. The enrolment decreased from 2012, 2013 and 2014. The enrolment slightly increased in 2015 to 2016 but decreased in year 2017. Motor vehicle mechanics have had the highest enrolment over the years (52.2%) while carpentry and joinery course have had lowest enrolment (5.1%). The enrolment in varies over the years due to factors not researched on in this study. However the enrolment in the courses shows a trend where certain courses have a high enrolment that other

over the years. The findings agree with Nyerere, (2009) who revealed that advanced courses like mechanical and engineering as well as fashion and beauty courses tend to have high enrollments.

4.4.2 Reasons for the Choice of the Courses Pursued

The students were asked to state the reasons for their choice of the courses they pursue in the institutions. The findings are shown in Table 4.4

Table 4. 4: Reasons for Choice of Course

	Frequency	**Percentage**
It offered the skill wanted	55	31.4
It has Adequate resources	18	10.3
It was Affordable to my parents	12	6.9
Institution is close to home	24	13.7
My grade could not qualify me for other courses	66	37.7
Total	**175**	**100**

From the findings in Table 4.4, most of the students (37.7%) indicated that their grade could not qualify them for other courses. This implies that the grade achieved by students and the courses offered at the TVET influence the students enrolment to the TVET institutions. A study by Melaku (2000) also found that grades obtained from previous institution either primary or secondary determines the courses to be taken in the TVET institutions. He further found that emphases are made on academic subjects. The skills offered by a course, adequate of resources, affordability and the distance to the institutions also influence the enrolment to the TVET institutions to some extent.

4.4.3 Courses Offered in the Institutions

The students were asked to state the courses offered in the institutions. The findings from the students were as presented in Table 4.5

Table 4.5: Courses Offered in the Institutions

Type of institution	Course	Frequency	Percentage
Youth polytechnics	Garment making and fashion design	102	84.3
	motor vehicle technology	113	93.4
	Electrical Engineering	117	96.7
	plumbing and pipe fitting	116	95.9
	agro-business	97	80.2
	ICT	121	100.0
	Carpentry and joinery	121	100.0
	metal processing	116	95.9
	Cosmetology	121	100.0
Technical institution	mechanical engineering	50	92.6
	plumbing and pipe fitting	51	94.4
	metal processing	48	88.9
	Electrical Engineering	49	90.7
	hairdressing and beauty therapy	54	100.0
	Carpentry and joinery	53	98.1

Table 4.5 indicates that the youth polytechnic students indicated high enrolment of (100%) in courses such as Cosmetology, ICT, carpentry and joinery. From the Technical institution, hairdressing and beauty therapy course attracted more students with a (100%) response higher than carpentry and joinery, plumbing, pipe fitting indicated mechanical engineering, electrical engineering and metal processing course. These findings show that the following courses are offered in the TVET institutions; building technology, mechanical engineering, electrical Engineering carpentry and joinery, garment making and fashion design, plumbing and pipe fitting, metal processing, hairdressing and beauty therapy, agro-business and ICT.

4.4.4 Course with Many Students and Reasons

The students were further asked to state the course with many students and reasons. The courses stated were as in Table 4.6.

Table 4.6: Course with Many Students and Reasons

	Frequency	**Percentage**
Mechanic	67	38.3
hair dressing and beauty therapy	59	33.7
Building & construction	49	28.0
Total	**175**	**100.0**

According to Table 4.6, high percentage of students stated mechanic course to be attractive followed by hair dressing and beauty therapy. The lowest percentage of students stated Building and construction courses as attractive. However, this deduces that the courses that attracted many students were mechanic course, hair dressing and beauty therapy and Building and construction courses. Consistent to the findings, Banning, (2006) revealed that engineering courses cosmetology, hair styling and construction courses are likely to influence the increase of students' enrolment at TVET institutions.

Table 4.7 presents the students' responses on the reasons for high enrolment in the above mentioned courses.

Table 4.7: Reasons for High Enrolment

	Frequency	Percentage
Low entry requirements	70	40.0
Easier to learn	42	24.0
Short term courses	63	36.0
Total	**175**	**100.0**

Table 4.7 indicated that the course with low entry requirement attracted the highest number of students as opposed to short term courses and those that are easier to learn. The findings hence suppose that the type of courses offered influence student enrolment at TVET institutions. It can therefore be deduced that low entry requirements, period of the course, and the ease of leaning are the major reasons for choice of course. The findings concur with UNESCO, (2006) that globally, part time and short term courses tend to be more of the feature of TVET.

The tutors were asked to indicate whether type of courses offered influence student enrolment at TVET institutions. Table 4.7 presents the findings.

Table 4.8: Tutors Response on Type of Courses Effect on Student Enrolment

	Frequency	Percentage
Yes	23	85.2
No	4	14.8
Total	**27**	**100**

From the study findings in Table 4.8, majority of the tutors (85.2%) indicated that type of courses offered influence student enrolment at TVET institutions. This implies that indeed type of courses offered influence student enrolment at TVET

institutions. The findings are consistent to the students' view that courses offered influence the enrolment at TVET since students tend to choose certain courses over others for some reasons as discussed above. This causes the disparity in the enrolment since the enrolment will high in TVET which offered the preferred courses by the students. If a TVET institution offers courses with low entry requirement ten the enrolment will be high. Kerre, (2003) also argue that entry level requirement for a course influence its' enrolment.

TVET has been associated with poor school achievers, while general public perceives that, it leads to producing graduates who will be working in "dirty" blue collar jobs .According to Nyerere, (2009), TVET institutions that offer advanced courses like mechanical, electrical and civil engineering, business administration and ICT tend to have high enrollments.

4.4.5 Correlation Analysis

The researcher conducted a Pearson correlation between courses offered in the TVET institutions and students' enrolment in technical, vocational education and training institutions in Butula Sub-county, Busia County. Table 4.9 presents the correlation coefficients.

Table 4. 9: Correlation for Courses Offered

students' enrolment	Pearson Correlation	1	
	Sig. (2-tailed)		
	N	175	
types of courses offered	Pearson Correlation	.815**	1
	Sig. (2-tailed)	0.000	
	N	175	175

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

From the findings on the correlation analysis as shown in table 4.8, there was a strong positive relationship between types of courses offered and students' enrolment as shown by a correlation coefficient of 0.815.

This implies that an increase in types of courses offered is associated with an increase in students' enrolment and a decrease in types of courses offered is associated with a decrease in students' enrolment.

4.4.6 Hypothesis Testing

Table 4.10: Chi-Square Tests-Courses Offered on Students' Enrolment

	Value	**df**	**Asymp. Sig. (2-sided)**
Chi-square	7.845	174	0.034

Critical Value is 3.895

The Chi-square Value in Table was 7.845 and the associated P- value (Asymptote Significant Value) was 0.034, this was higher that the critical value of 3.895 and the significance value was less than 0.05 indicating that there is evidence for the null hypotheses and therefore we reject the null hypothesis. A conclusion can therefore be drawn that the courses offered has a significance influence on students' enrolment at TVET Institutions in Butula Sub County.

Consistent to the students and Tutors, when interviewed all the three principals responded that indeed the courses offered influence enrollment rates in technical and vocational education and training. The Principals further stated that short term courses attract more students. Some of the courses mentioned include mechanics, hair dressing and beauty therapy courses which concurs with the students and Tutors.

Consistently, Mutsindasyaka, (2008) found that courses offered influence enrolment in Rwanda. Students preferred courses such as ICT, food processing, alternative technologies and handcrafts.

4.5 Adequacy of Teaching Staff and Student Enrolment at TVET Institutions

The second objective of the study was to establish the influence of adequate teaching staff on student enrolment at TVET institution.

4.5.1 Adequacy of Tutors

The students were asked to state whether tutors in the institution were adequate. This was to assess whether adequacy of the teaching staff influence students; enrolment. The findings are shown in Table 4.11

Table 4.11: Adequacy of Tutors

	Frequency	**Percentage**
Yes	17	9.7
No	158	90.3
Total	**175**	**100**

From Table 4.11, the findings show that majority of the students (90.3%) were of the opinion that there are inadequate tutors in the institutions. Therefore it can be deduced that the tutors in the TVET institutions in Butula Sub County are inadequate. An institution with adequate teaching staff improves its image and attracts more students in it. Consistently Watson (2006) found that adequacy of teachers is one of the important principles used to increase student enrolment in TVET institutions.

4.5.2 Effect of Adequacy of Teaching Staffs on Student Enrolment

The students were asked whether adequacy of teaching staffs affect student enrolment. The students stated that lack of adequate tutors retards effective teaching-learning drastically thus limiting the number of students enrolling in the institutions. Consistent to the findings UNESCO (2012) underscores that the enrolment of students in TVET is very much depends on the availability of TVET teachers. Wanna, (2008) on the other emphasizes on the teacher training other than their adequacy. The tutors were asked to state whether the adequacy of teaching staffs influence student enrolment at TVET institutions. The findings presented in Table 4.12.

Table 4.12: Tutors' on Adequacy Teaching Staffs and Student Enrolment

	Frequency	**Percentage**
Strongly agree	7	27.0
Agree	16	59.6
Do not agree	4	13.5
Total	**27**	**100.0**

From Table 4.12 the findings show that majority of the tutors (59.6%) agreed that adequacy of teaching staff influence student enrolment at TVET institutions. This implies that adequacy of teaching staff influence student enrolment at TVET institutions which concurs with students.

The tutors were asked to give reasons for their opinion on whether adequacy of teaching staff influences student enrolment at TVET institutions and responded that the students' enrolment is low since most students prefer to be in an institution with adequate teaching staff. Melaku (2000) concurs that institutions

with adequate teaching staff are likely to have high enrolment rate since the staff is the heart of the operation of schools.

4.5.3 Correlation Analysis

The researcher conducted a Pearson correlation between adequacy of teaching staff and students' enrolment in technical, vocational education and training institutions in Butula Sub-county, Busia County. Table 4.13 presents the correlation coefficients.

Table 4.13: Correlations on Adequacy of Teaching Staff and Students' Enrolment

Students' enrolment	Pearson Correlation	1	
	Sig. (2-tailed)		
	N	175	
Adequacy of teaching staff	Pearson Correlation	.759**	1
	Sig. (2-tailed)	0.000	
	N	175	175

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

From the findings on the correlation analysis as shown in Table 4.13, there was a strong positive relationship between adequacy of teaching staff and students' enrolment as shown by a correlation coefficient of 0.759. This implies that an increase in teaching staff is associated with an increase in students' enrolment and a decrease in teaching staff is associated with a decrease in students' enrolment.

4.5.4 Hypothesis Testing

Table 4.14: Chi-Square Tests-Adequacy of Teaching Staff on Student Enrolment

	Value	df	P-Value
Chi-square	6.536	174	0.0373

The Chi-square Value in Table 4.14 was 6.536 and the associated P- value (Asymptote Significant Value) was 0.0373, this was higher that the critical value of 3.895 and the significance value was less than 0.05 indicating that there is evidence for the null hypotheses and therefore we reject it. A conclusion can therefore be drawn that the adequacy of teaching staff has a significance influence on student enrolment at TVET institution.

From the interviewees, the findings were consistent to the students and tutors. The Principles responded that teachers are vital in quality education provision and as such the inadequacy of tutors' resources the enrolment of students since there is need for assurance of quality training by the students. Similarly Kerre and Kwende (2003) argues that out short of teachers' is a major factor that other social factors that lower access to TVET institutions.

4.6 Adequacy of Teaching and Learning Resources and the Effect on Enrolment in TVET Institutions

The third objective of the study was to establish the to what extent adequacy of teaching and learning resources in TVETs influence student enrolment rates of the institutions.

4.6.1 Adequacy of Equipments

The research asked the students to indicate their level of agreement on whether classroom equipments are adequate. Table 4.15 shows the results.

Table 4.15: Adequacy of Classroom Equipments

	Frequency	**Percentage**
Agree	28	16.0
Neutral	46	26.3
Disagree	67	38.3
Strongly disagree	34	19.4
Total	**175**	**100.0**

In Table 4.15 it was revealed that most of the students (38.3%) disagreed with the statement that classroom equipments are adequate. This implies that classroom equipments are inadequate. The research asked the students to indicate their level of agreement on whether workshop equipments are adequate. Table 4.16 shows the results.

Table 4.16: Adequacy of Workshop Equipments

	Frequency	**Percentage**
Agree	6	3.4
Neutral	20	11.4
Disagree	106	60.6
Strongly disagree	43	24.6
Total	**175**	**100.0**

The findings in Table 4.16 revealed that majority of the students (60.6%) disagreed with the statement that workshop equipments are adequate. This implies that workshop equipments are inadequate. The research asked the students to indicate their level of agreement on whether workshop equipments are adequate. Table 4.16 shows the results.

Table 4. 17: Adequacy of ICT Infrastructure

	Frequency	Percentage
Agree	5	2.9
Neutral	11	6.3
Disagree	109	62.3
Strongly disagree	50	28.6
Total	175	100.0

According to the findings in Table 4.17, majority of the students (62.3%) disagreed with the statement that ICT Infrastructure is adequate. This implies that Infrastructure is inadequate.

4.6.2 Resources and Facilities that Attracted Students to Enroll in the Institution

The students were asked to state which of the resources and facilities attracted the students to enroll in the institution. The findings are shown in Table 4.18

Table 4. 18: Resources and Facilities that Attract Students to Enroll

	Frequency	Percentage
Human resources	61	34.9
Financial resources	78	44.6
Physical facilities	36	20.6
Total	**175**	**100.0**

From the findings as shown in Table 4.18, most of the respondents as shown by 44.6% indicated financial resources. This implies that financial resources and facilities attracted the students to enroll in the institution. The research sought to find out which resources and facilities most affect student enrolment in the institution. The findings are presented in Table 4.19

Table 4.19: Resources and Facilities and Student Enrolment

	Frequency	Percentage
Human resources	37	21.1
Financial resources	49	28.0
Physical facilities	89	50.9
Total	**175**	**100.0**

From the findings in Table 4.19, majority of the students (50.9%) indicted physical facilities. This shows that physical facilities affect student enrolment in the TVET institutions most. The tutors were asked to state whether adequacy of training resources influences student enrolment at TVET institutions. Table 4.20 presents the findings.

Table 4.20: Adequacy of Training Resources Influences Student Enrolment

	Frequency	Percentage
Strongly agree	9	33.7
Agree	17	62.9
Do not agree	1	3.4
Total	**27**	**100**

From the findings in Table 4.20, majority of the tutors (62.9%) agreed that adequacy of training resources influences student enrolment at TVET institutions. This implies that adequacy of training resources influences student enrolment at TVET institutions. The tutors were asked to state sufficiency of training equipment in the TVET institutions. The findings are shown in Table 4.21.

Table 4.21: Tutors' Assessment of Quantity of Training Equipment

Assessment	Frequency	Percentage
Quite sufficient	2	6.7
Sufficient to some extent	6	23.6
Insufficient	17	61.8
No equipment	2	7.9
Total	**27**	**100.0**

From the findings in Table 4.21, majority of the tutors (61.8%) indicated that quantity of training equipments is insufficient. This implies that quantity of training equipments was insufficient. The tutors were asked the tutors to evaluate the usability of the training equipment. The findings are shown in Table 4.22.

Table 4.22: Evaluation of Usability of Training Equipments

	Frequency	Percentage
Well qualified	2	7.9
Qualified to some extent	8	30.3
Some is working	15	53.9
No equipment	2	7.9
Total	**27**	**100.0**

From the study findings in Table 4.22, majority of the tutors (53.9%) indicated that some of the training equipment were working. This implies that some training equipments are working. The tutors were asked to rate the availability of training materials in the institutions. The findings are as shown in Table 4.23.

Table 4. 23: Availability of Training Materials in the Institution

	Frequency	Percentage
Very adequate	1	4.5
Adequate	4	14.6
Inadequate	18	68.5
Unavailable	3	12.4
Total	**27**	**100.0**

From the findings in Table 4.23 majority of the tutors s shown by 68.5% indicted that it was inadequate. This implies that the availability of training materials in the institution was inadequate. The tutors were asked to state how availability of training materials in the institutions affects student enrolment in TVET institution. The findings are shown in Table 4.24.

Table 4.24: Effect of Availability of Training Materials on Student Enrolment

	Frequency	Percentage
Increase	2	7.9
Decrease	20	75.3
No effect	5	16.9
Total	**27**	**100.0**

From the findings in Table 4.24, majority (75.3%) of the tutors indicated that it decreases student enrolment in TVET institution. This implies that inadequate training materials in the institution decreases student enrolment in TVET institution.

The study found that adequacy of training resources influences student enrolment at TVET institutions. The quantity of training equipments was insufficient even

though some training equipments are working. From the findings, the availability of training materials in the institution was inadequate. The inadequate training materials in the institution decreases student enrolment in TVET institution.

The study also found that physical facilities affect student enrolment in the TVET institutions most. Similarly UNESCO (2012) noted students enroll in institutions which offer quality education which is dependent on adequate training resources. Availability of resources, facilities and equipments are fundamental in provision of quality and relevant education in TVET Institutions. It is through quality training that gets the desire to join a TVET institution with assurance of coming out successful.

4.6.3 Correlation Analysis

The researcher conducted a Pearson correlation between adequacy of teaching and learning resources and students' enrolment in technical, vocational education and training institutions in Butula Sub-county, Busia County. Table 4.24 presents the correlation coefficients.

Table 4.25: Correlations on Adequacy of Teaching and Learning Resources and Students' Enrolment

students' enrolment	Pearson Correlation	1	
	Sig. (2-tailed)		
	N	175	
adequacy of teaching and learning resources	Pearson Correlation	.864**	1
	Sig. (2-tailed)	0.001	
	N	175	175

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

From the findings on the correlation analysis as shown in Table 4.25, there was a strong positive relationship between adequacy of teaching and learning resources and students' enrolment as shown by a correlation coefficient of 0.864. This implies that an increase in teaching and learning resources is associated with an increase in students' enrolment and a decrease in teaching and learning resources is associated with a decrease in students' enrolment

4.6.3 Hypothesis Testing

Table4.26: Chi-Square Tests Adequacy of Teaching and Learning Resources on Student Enrolment Rates

	Value	df	P-Value
Chi-square	6.578	174	0.0412

According to Table 4.26, the Chi-square Value was 6.578 and the associated P-value (Asymptote Significant Value) was 0.0412, this was higher than the critical value of 3.895 and the significance value was less than 0.05 indicating that there is evidence for the null hypotheses and therefore we reject it. A conclusion can therefore be drawn that the adequacy of teaching and learning resources at the TVET institutions has a significance influence on student enrolment.

Consistent to the students and tutors finds on how adequacy of teaching and learning resources influenced student enrolments in technical and vocational education and training in their institution, the principals stated that lack of teaching and learning resources reduced the enrolment rate in the institutions. The Principals as well confirmed that some courses lack adequate teaching and learning resources in the institution. In general its known that availability of school facilities like libraries, classrooms, books and desks influence students; performance. This also has an impact on students' enrolment since most students

will enroll in institutions with these facilities. Egwu (2009) also argue that adequacy of institution facilities have a direct impact on students' enrolment.

4.7 Learners' Attitude and the Enrolment Rates at TVET Institutions

4.7.1 Influence of Attitudes of the Learners on their Enrolment at TVET Institutions

The students were asked to state whether attitudes of the learners influence enrolment of students at TVET institutions. The findings are shown in Table 4.27.

Table 4.27: Students on Attitudes of Learners Influence on Students' Enrolment

	Frequency	**Percentage**
Strongly agree	62	35.4
Agree	102	58.3
Disagree	8	4.6
Strongly disagree	3	1.7
Total	**175**	**100.0**

From the findings in Table 4.27, majority of the students (58.3%) agreed that attitudes of the learners influence enrolment of students at TVET institutions. This implies that attitudes of the learners influence enrolment of students at TVET institutions.

On the assessment of the influence of students' altitudes on their enrolment, the students were asked to indicate their levels of agreement on the statements relating to altitudes on TVET institutions.

Table 4.28: Student's Attitude Influence on Student Enrolment

		SA	A	U	D	SD	Total
I like to do technical work	Freq	4	12	6	88	65	**175**
	%	2.3	6.9	3.4	50.3	37.1	**100**
TVET courses are for failures	Freq	56	77	7	20	15	**175**
	%	32	44	4	11.4	8.6	**100**
TVET courses force me to use skills	Freq	57	81	5	23	9	**175**
	%	32.6	46.3	2.9	13.1	5.1	**100**
TVET prepare me for low salary job	Freq	41	72	11	37	14	**175**
	%	23.4	41.1	6.3	21.1	8.0	**100**
Students who sign up to vocational schools are those with lower achievements	Freq	51	95	4	16	9	**175**
	%	29.1	54.3	2.3	9.1	5.1	**100**

From the findings presented on Table 4.28, majority of the students (87.4%) disagreed on the statement that they like to do technical work while only (4%) strongly agreed on the statement. This implies that the students do not like to do technical work. Most of the students (76%) agreed on the statement that TVET courses are for failures and very few were undecided. This implies that learners regard TVET courses as for failures. This therefore requires that entry marks to various courses should be increased to remove the attitude that TVET courses are for failures.

Most of the students agreed on the statement that TVET courses force them to use skills while only (2.9%) were undecided. This infers students have an attitude that TVET courses force them to use skills.

Most of the students agreed on the statement that TVET prepare them for low salary jobs while (6.3%) were undecided on the statement. This implies that the students feel that TVET prepare them for low salary jobs. Odaka (2010) also found that students have a perception that career related to technical and vocational education are not paying.

Majority of the students (54.3%) agreed that students who sign up to vocational schools are those with lower achievements while (2.3%) were undecided. The finding infers that students felt that students who sign up to vocational schools are those with lower achievements. From these findings, it can be deduced that students had negative attitude towards TVET institutions which affect the enrolment of the students to the TVET institutions negatively. The tutors were asked to state whether student's attitude influences enrolment at TVET institutions. The findings are shown in Table 4.29.

Table 4.29: Tutors on Student's Attitude Influence on Student Enrolment

	Frequency	**Percentage**
Strongly agree	10	38.2
Agree	15	56.2
Do not agree	2	5.6
Total	**27**	**100.0**

From the findings in Table 4.29, majority of the tutors (56.2%) agreed that student's attitude influence enrolment at TVET institutions. This implies that student's attitude influence enrolment at TVET institutions.

The tutors were asked to give a reason for their answers on whether student's attitudes influence enrolment at TVET institutions. The tutors indicated that TVET institutions are regarded as a second chance for those who have failed to find a place in academic education thus the learners fail to enroll in these institutions since they do not want to regarded as failures. Secondly the long term low status of TVET compared to general education result to negative altitudes which reduces the enrolment.

4.7.2 Correlation Analysis

The researcher conducted a Pearson correlation between attitudes of the learners and students' enrolment in technical, vocational education and training institutions in Butula Sub-county, Busia County. Table 4.30 presents the correlation coefficient.

Table 4.30: Correlations

Students' enrolment	Pearson Correlation	1	
	Sig. (2-tailed)		
	N	175	
Learners' attitude	Pearson Correlation	-.761**	1
	Sig. (2-tailed)	0.000	
	N	175	175

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

From the findings on the correlation analysis as shown in Table 4.30, there was a strong negative relationship between learners' attitude and students' enrolment as shown by a correlation coefficient of 0.761. This implies that an increase in learners' attitude is associated with a decrease in students' enrolment and a decrease in learners' attitude is associated with an increase in students' enrolment.

4.7.3 Hypothesis Testing

Table 4.31: Chi-Square Tests –Attitude of the Students on Student Enrolment

	Value	df	P-Value
Chi-square	6.844	174	0.0392

The Chi-square Value in Table 4.31 was 6.844 and the associated P- value (Asymptote Significant Value) was 0.0392, this was higher than the critical value of 3.895 and the significance value was less than 0.05 indicating that there is evidence for the null hypotheses and therefore we accept it. A conclusion can therefore be drawn that the attitude of the students has a significance influence on students' enrolment in TVET institutions.

The Principals were asked to state how the attitude of the students influences the increase of enrolments in Technical and Vocational Education and Training in their institution. The Principals responded that the attitude of the students influence the increase of enrolments in Technical and Vocational Education negatively. The students have negative attitudes on TVET institution and hence are not attracted to the institutions.

The findings show that attitudes of the learners influence enrolment of students at TVET institutions. The tutors opined that student's attitude influence enrolment at TVET institutions because TVET institutions are regarded as a second chance for those who have failed to find a place in academic education thus the learners fail to enroll in these institutions since they do not want to regarded as failures. Secondly the long term low status of TVET compared to general education result to negative altitudes which reduces the enrolment rate.

Concurrently Shiundu and Omulando (2012) found that there are negative attitudes towards TVET among a large section of Kenyan community and revealed that the attitude could have a negative influence on the TVET enrolment.

The findings revealed that academic achievement is the necessary cause of students' desire to enroll at a TVET institution. Majority of the tutors indicated that students' academic achievements, policies set for youth training, leaner's attitudes towards youth polytechnics, competency of training staff, adequacy of training facilities, level of awareness of the courses offered in the institutions, Financial capacity of the learners or their guardians and co-curricular activities in the institutions are the factors that influence student enrolment at TVET institutions in Kenya today.

4.8 Factors that Mostly Influenced Enrolment Rates In TVET Institutions

The students were asked to indicate the factors that have mostly influenced enrolment rates in Technical and vocational education institutions. The findings are shown in Table 4.32

Table 4. 32: Students on Factors that has Mostly Influenced Enrolment Rates

	Frequency	**Percentage**
Types of courses offered	65	37.1
Availability of competent training staff	24	13.7
Availability of adequate teaching and learning resources	33	18.9
The learners attitude towards TVET institutions	53	30.3
Total	**175**	**100**

From the findings in Table 4.32, most of the students (37.1%) indicated types of courses offered. This implies that types of courses offered is a factor that has mostly influenced enrolment rates in Technical and vocational education institutions.

4.8.1 Necessary Cause of Students' Desire to Enroll at a TVET Institution

The tutors were asked to indicate the necessary cause of students' desire to enroll at a TVET institution. The findings are shown in Table 4.33

Table 4.33: Cause of Students' Desire to Enroll

	Frequency	**Percentage**
Low academic achievements	16	58.4
Types of courses offered	8	29.2
Poverty	2	7.9
Personal interest	1	4.5
Total	**27**	**100.0**

Data in Table 4.33 shows that majority of the tutors (58%) indicted lo academic achievements. This shows that academic achievement is the necessary cause of students' desire to enroll at a TVET institution.

4.8.2 Other Factors Influencing Students Enrolment at TVET Institutions

The tutors were asked to state the factors that influence student enrolment at TVET institutions in Kenya today. From the findings, the tutors majority indicated the following factors; students' academic achievements, policies set for youth training, leaner's' attitudes towards youth polytechnics, competency of training staff, adequacy of training facilities, level of awareness of the courses

offered in the institutions, Financial capacity of the learners or their guardians and co-curricular activities in the institutions.

The Principals were asked to state other factors that influence the increase of enrolments in Technical Vocational Education and Training in the institution. From the findings the other factors that affect the increase of enrolment in Technical Vocational Education and Training in the institution as mentioned by the Principals were; students' academic achievements, financial capabilities, awareness of the courses offered and learner's interests.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of study, summary of findings, conclusions, recommendations and suggestions for further studies.

5.2 Summary of Study

The purpose of the study was to investigate the factors influencing students' enrolment rates in technical, vocational education and training institutions in Butula Sub-county, Busia County. The objectives of the study were to examine the extent to which the courses offered influence students' enrolment at TVET Institutions in Butula Sub County, to establish the influence of the adequacy of teaching staff on student enrolment at TVET institution, to determine the extent to which adequacy of training facilities at the TVET institutions influence student enrolment rates and to establish the extent to which the attitude of the students influence enrolment rates at TVET institutions. The researcher purposively selected the 2 youth polytechnics and the technical institution. Three principals of the three institutions were selected through census. The tutors were selected through stratified proportionate random sampling. A sample of 20 tutors was selected from a total of 66, where 10 tutors were selected from each of the 2 polytechnics. From the technical institution, (30%) of 35 tutors were selected to get a sample of 10 tutors.

The selection of student was done through random sampling. From the 449 youth polytechnic students, 135 students were systematically selected. From the technical institution, 63 respondents were systematically selected.

Quantitative data was analyzed by use of descriptive statistics such as frequencies, and percentages. Qualitative data generated from interview schedules and open ended questions was organized and analyzed into themes, categories and patterns pertinent to the study. Inferential statistics such as correlation analysis was also used. The findings are summarized in the sub-sequent section.

Type of Course and Students' Enrolment

The study established that the following courses are offered at the institutions; Building Technology, Carpentry and joinery, Garment making and fashion design, motor vehicle technology, plumbing and pipe fitting, metal processing, hairdressing and beauty therapy, agro-business and ICT. Plumbing and pipe fitting and hair dressing and beauty therapy courses have many students because they have low entry requirements and are viewed as short term, easier to lean and marketable as well. The type of courses offered influence student enrolment at TVET institutions. The findings concurs with Banning, (2006) who opines that courses such as cosmetology, computer design, hair styling and engineering are likely to influence the increase of students' enrolment at TVET institutions.

Adequacy of Teaching Staff and Student Enrolment

Adequacy of teaching staff influence student enrolment at TVET institutions. The teaching staff in the TVET institutions is not adequate thus the students' enrolment is low since most students prefer to be in an institution with adequate teaching staff.

The training staff was to some extent competent. Competency of training staff in the institutions decrease the students' enrolment since the staff are not as competent as expected. Lack of competence thus reduces the enrolment since the

learners are not assured of their performance and adequate training in the institutions. Abebe, (2010) opines that quality training is the base that leads to high enrolment in TVET institutions hence lack of well trained staff to offer the training required reduces the enrolment of students.

Adequacy of Training Resources and Student Enrolment

The study found that the adequacy of training resources influences student enrolment at TVET institutions. The quantity of training equipments was insufficient even though some training equipments were working. The availability of training materials in the institution was inadequate. The physical facilities, financial facilities and human resources affect student enrolment in the TVET institutions as well. Inadequate training materials in the institution decreases student enrolment in TVET institution. Inadequate training materials reduce the enrolment since there is no assurance that students will be well trained.

In support of the findings, Nyanjom (2012) depicted that well equipped TVET institutions gives this assurance to students hence increasing the demand that eventually raises student enrolments.

Attitudes of the Learners and Enrolment of Students

The study also revealed that attitudes of the learners influence enrolment of students at TVET institutions. TVET institutions are regarded as a second chance for those who have failed to find a place in academic education thus the learners fail to enroll in these institutions since they do not want to regarded as failures. Secondly the long term low status of TVET compared to general education result to negative altitudes which reduces the enrolment rate.

From the study, academic achievement is the necessary cause of students' desire to enroll at a TVET institution. The study found the factors that influence student enrolment at TVET institutions in Kenya today to be students' academic achievements, policies set for youth training, leaner's attitudes towards youth polytechnics, competency of training staff, adequacy of training facilities, level of awareness of the courses offered in the institutions, Financial capacity of the learners or their guardians and co-curricular activities in the institutions. Similarly Abebe (2010) noted that differentiation in perception between TEVT and that of the academic education has more reduced the recognition that TVET deserves. Lack of recognition reduces the enrolment rate of the students.

5.3 Conclusion

The courses offered influence the students' enrolment in the TVET institutions. Carpentry and joinery, Plumbing and pipe fitting are some of the courses with low enrolment. Motor vehicle mechanic, hairdressing and beauty therapy, and metal processing are some of the curses that have higher enrolment in the institutions.

Adequacy of teaching staffs influences student enrolment at TVET institutions. The teaching staff in the TVET institutions decreases the students' enrolment since it is not adequate.

Adequacy of training resources influences student enrolment at TVET institutions. The inadequate training materials in the institution decreases student enrolment in TVET institution.

TVET institutions are regarded as a second chance for those who have failed to find a place in academic education thus the learners fail to enroll in these institutions since they do not want to regarded as failures.

Academic achievement is a cause of students' desire to enroll at a TVET institution. Students' academic achievements, policies set for youth training; leaner's attitudes towards youth polytechnics, adequacy of training facilities, and level of awareness of the courses offered in the institutions, financial capacity of the learners or their guardians and co-curricular activities in the institutions are the factors that influence student enrolment at TVET institutions in Kenya today.

5.4 Recommendations

The following recommendations are made based on the study findings;

i. The Kenya Universities and Colleges Central Placement Service should raise the entry grade so that such institutions are not seen as fall backs for students who fail to qualify for university. This will reduce negative attitude of learners towards the institutions and may increase the enrolment of students.

ii. The National and County governments should provide adequate and qualified human resource to TVET Institutions. The national and county governments should also ensure that more funds are allocated to TVET Institutions to enable them acquire adequate and modern facilities to provide quality training.

iii. The Board of management should increase the budget allocation to the purchase of training resources. The instructors should provide information to the management on the required training tools.

iv. Instructors should encourage the students to pursue their courses. The students as well should encourage their friends and relatives to enroll in the TVET institutions.

5.5 Suggestions for Further Studies

i. To determine what initiatives that Kenya Association of Technical Training Institute (KATTI) are putting in place to boost enrollment in technical courses in the institutes.

ii. To establish the influence of institutions academic performance on institutional enrolment in TVET institutions.

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APPENDICES

APPENDIX I

LETTER OF INTRODUCTION

University of Nairobi
College of Education and External Studies,
Department of Educational Administration & Planning
P. O. Box 30197 -00100
Nairobi

7th July, 2017

Dear Sir/ Madam

RE: REQUEST TO COLLECT DATA

I am a post-graduate student currently working on my research project to investigate ***Factors that influence student enrolment in Technical and Vocational Education and Training institutions in Butula Sub County.*** Your institution has been selected to participate in the study. I hereby request to collect data from heads of department and graduating students. The information collected is for academic purpose and you are also assured of confidentiality. Your assistance will be highly appreciated.

Yours faithfully,

Meshack Ongulu.

APPENDIX II

QUESTIONNAIRE FOR STUDENTS

The objective of this Questionnaire is to collect data on factors that influence the student enrolment in Technical and Vocational Education and Training in Butula 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 (√) in the spaces provided.

Section A: Demographic profile

1. What is your gender? Male ( ) Female ( )

2. What is your age bracket?

18-24years ( ) 25-30years ( ) 31-35years ( ) 36-40years ( ) over40years ( )

3. What course do you pursue? …….

4. Why did you choose to pursue your course in this institution?

It offered the courses I wanted ( ) It has adequate resources ( )

It was affordable to my parents( )My grade could not qualify for other institutions( )

Others (specify)……

B: Factors that influence the increased student enrolment in Technical and Vocational Education and Training.

Influence of courses offered on student enrolment in TVET institutions

5.List down courses offered in your institution.

i. ----------

ii. ----------

iii. ----------

iv. ----------

6. Which course named in 5 above has many students?

7. Give a reason for your answer……...

8. Is there a course that has no students at all? Yes ( ) No ( )

9. If yes which one……

10. Give a reason for your answer…….

Influence of adequate teaching staff on student enrolment at TVET institutions.

11. How many teachers are available in your institution.....?

12. How many departments do you have in the institution ……..…….?

13. Which department has the highest number of teachers…….…….?

14. What is the state of student enrolment in 3 above?

High ( ) low ( ) moderate ( ).

15. Give a reason for your answer in 14 above……..

16.Are there adequate tutors in your institution? Yes ( ) No ( )

17.If NO what is the effect on the enrolment of students?

……

……..

Influence of adequate teaching resources on student enrolment at TVET institutions

18. Classroom equipments are adequate.

Strongly agree ( ) Agree ( ) Undecided ( ) Disagree( ) strongly disagree ( )

19. Workshop equipments are adequate.

Strongly agree ( ) Agree ( ) Undecided ( ) Disagree ( ) strongly disagree ( )

20. ICT Infrastructure is adequate.

Strongly agree ( ) Agree ( ) Disagree ( ) strongly disagree ( )

21. Financial resources influence student enrolment in TVET institutions.

Strongly agree ( ) Agree ( ) Undecided ( ) Disagree ( ) strongly disagree ( )

22. Give a reason for your answer in 18 above…….?

23. Human resources influence student enrolment in TVET institutions.

Strongly agree ( ) Agree ( ) Undecided ( ) Disagree ( ) strongly disagree ( )

24. Give a reason for your answer in 20 above……?

25. Physical facilities influence student enrolment in TVET institutions

Strongly agree ( ) Agree ( ) Neutral ( ) Disagree ( ) strongly disagree ( )

Influence of student attitudes in on enrolments at TVET institutions.

26. Attitudes of the learners influence enrolment of students at TVET institutions.

Strongly agree ( ) Agree ( ) Undecided ( ) Disagree ( ) strongly disagree ( )

27. Give a reason for your answer in question 16 above……...

28. Which of these factors do you think has mostly influenced enrolment in Technical and vocational education institutions the most?

Types of courses offered ( )

Availability of adequate teaching and learning resources ( )

The learners attitude towards TVET institutions ( )

29.Indicate your level of agreement with the statements

Scale; Strongly agree ( ) Agree ( ) Undecided ( ) Disagree ( )

strongly disagree ( )

	SA	A	U	D	SD
I like to do technical work					
TVET courses are for failures					
TVET courses force me to use skills					
I enjoy technical work					
TVET prepare me for foe low salary job					
Students who sign up to vocational schools are those with lower achievements					

Thank You and God Bless You

APPENDIX III

TUTORS' QUESTIONNAIRE

The objective of this Questionnaire is to collect data on factors that influence the student enrolment in Technical and Vocational Education and Training in Butula 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 (√) in the spaces provided.

Section A. Demographic Information

1. Please indicate your gender. Male ( ) Female ( )

2. Age: 20-29 ( ) 30-39( ) 40-49( ) 50-59 ( ) above 60 ( )

3. Education Qualification: Bachelor ( ) Diploma ( ) certificate ( ) other ( )

Section B: Institutional factors influencing student enrolment at Technical and Vocational Education and Training institutions

Influence of courses offered on student enrolment in TVET institutions

4a. Type of courses offered influence student enrolment at TVET institutions. Yes ( ) No ( )

4b. If yes which course attract students and why?.....

5.Which courses do not attract students and why?.....

Adequacy of teaching staff on student enrolment at TVET institutions

6. The adequate teaching staff influences student enrolment at TVET institutions.

Strongly agree ( ) Agree ( ) Do not agree ( )

7. Give a reason for your answer in 6 above …….

8. State how the answer given in 8 above affects students' enrolment

Increase ( ) decrease ( ) No effect ( )

Adequacy of teaching resources on student enrolment at TVET institutions.

9. Adequacy of teaching resources influences student enrolment at TVET institutions. Strongly agree ( ) Agree ( ) Do not agree ( )

10. Assess the quantity of training equipments. Quite sufficient ( ) sufficient to some extent ( ) insufficient ( ) no equipment ( )

11. Evaluate the usability of the teaching equipment. Well qualified ( ) qualified to some extent ( ) some is working ( ) no equipment ( )

12. Please comment on the availability of training materials in your institution.

Very adequate ( ) adequate ( ) inadequate ( ) unavailable ( )

13. State how the answer in 13 above affects student enrolment in TVET institution? Increase ( ) decrease ( ) No effect ( )

Influence of student attitudes in on enrolments at TVET institutions.

14. The student's attitude influence enrolment at TVET institutions.

Strongly agree ( ) Agree ( ) Do not agree ( )

15. Give a reason for your answer in 15 above…….

16. What is the necessary cause of students' desire to enroll at a TVET institution? i) High academic achievements ( ) ii) Low academic achievements ( )

iii) Types of courses offered ( ) IV) Poverty ( ) v) Personal interest ( ) v) other specify----------

17. Which factors influence student enrolment at TVET institutions in Kenya today? Please indicate four such factors.

i)…….....

(ii)…….....

iii)…….....

(iv)…….....

18. What other strategies should the Ministry of education put in place to attract TVET enrolment?

……

……

……

Thank you and God bless you

APPENDIX IV

INTERVIEW SCHEDULE FOR TVET PPRINCIPALS

Interviewer: Meshack Ongulu

Date: 12th July 2017

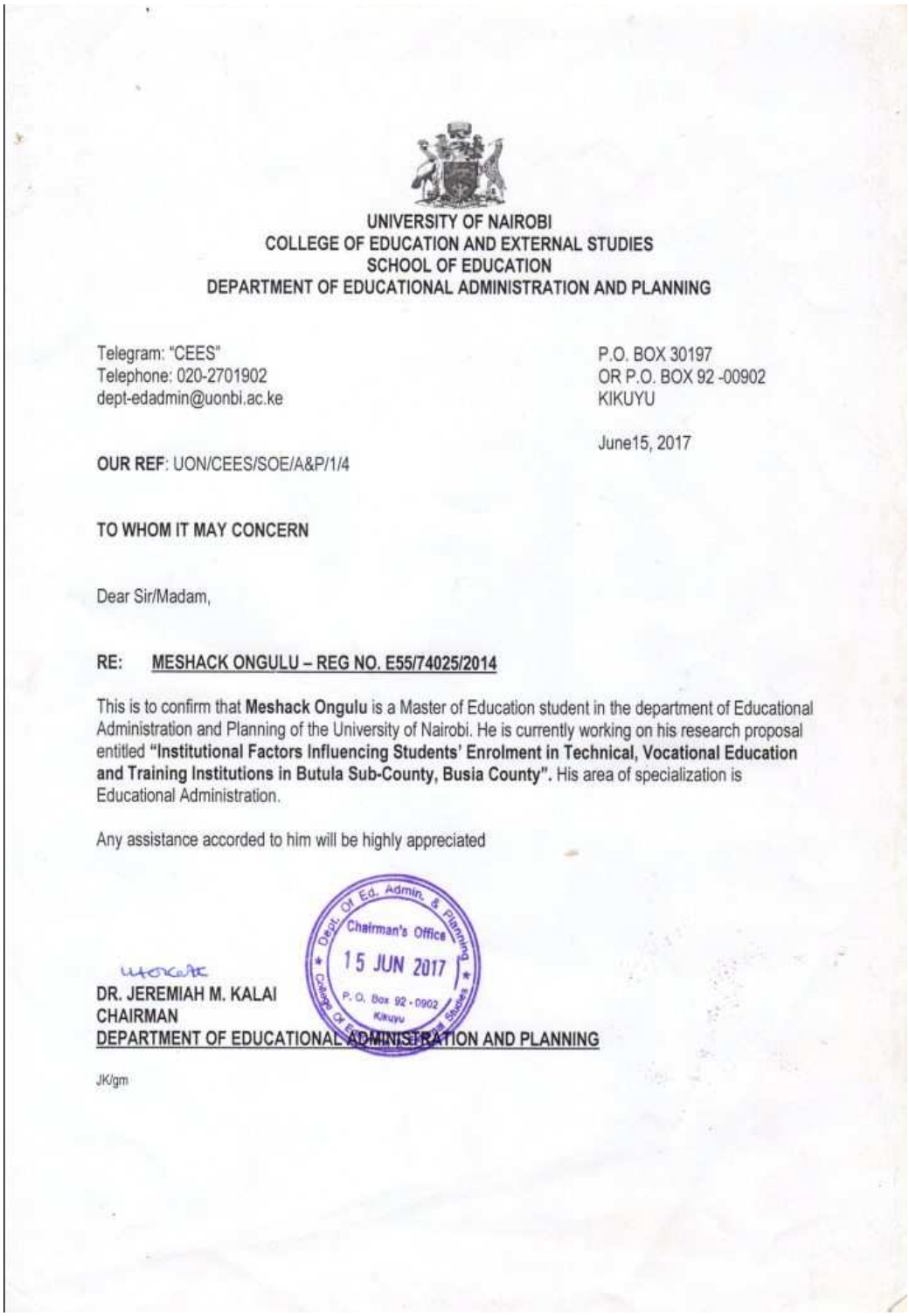
The purpose of this interview is to collect information on the factors influencing the Enrolment rates in Technical and Vocational Education and Training in Butula Sub County. Please answer the questions to the best of your knowledge.

1. How has been the enrolment of students in this institution for the last 5 years?
2. Which years did the institution realize high enrolments between 2012 and 2017?
3. What was the factor behind the rise in the enrolments?
4. Which year did the institution realize lowest enrolment?
5. What was the reason for the drop?
6. Explain how types of courses offered influence enrollment rates in technical and vocational education and training in your institution?
7. Which courses influence student enrolments? Specify.
8. How does the adequacy of teaching staff influence enrolment at the technical and vocational education and training institution?
9. How does adequacy of teaching and learning resources influence student enrolment in technical and vocational education and training institution?
10. How does the attitude of the students influence the increase of enrolments in Technical and Vocational Education and Training in your institution?
11. What other factors influence the increase of enrolment in Technical Vocational Education and Training in your institution?
12. What strategies should the Ministry of education, County Director of Education and the Principals put in place to attract TVET enrolment?
13. What challenges are faced in TVET institutions?

Thanks and God bless you.

APPENDIX V

UNIVERSITY AUTHORIZATION LETTER



UNIVERSITY OF NAIROBI
COLLEGE OF EDUCATION AND EXTERNAL STUDIES
SCHOOL OF EDUCATION
DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND PLANNING

Telegram: "CEES"
Telephone: 020-2701902
dept-edadmin@uonbi.ac.ke

P.O. BOX 30197
OR P.O. BOX 92 -00902
KIKUYU

June15, 2017

OUR REF: UON/CEES/SOE/A&P/1/4

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

RE: MESHACK ONGULU – REG NO. E55/74025/2014

This is to confirm that **Meshack Ongulu** is a Master of Education student in the department of Educational Administration and Planning of the University of Nairobi. He is currently working on his research proposal entitled **"Institutional Factors Influencing Students' Enrolment in Technical, Vocational Education and Training Institutions in Butula Sub-County, Busia County".** His area of specialization is Educational Administration.

Any assistance accorded to him will be highly appreciated

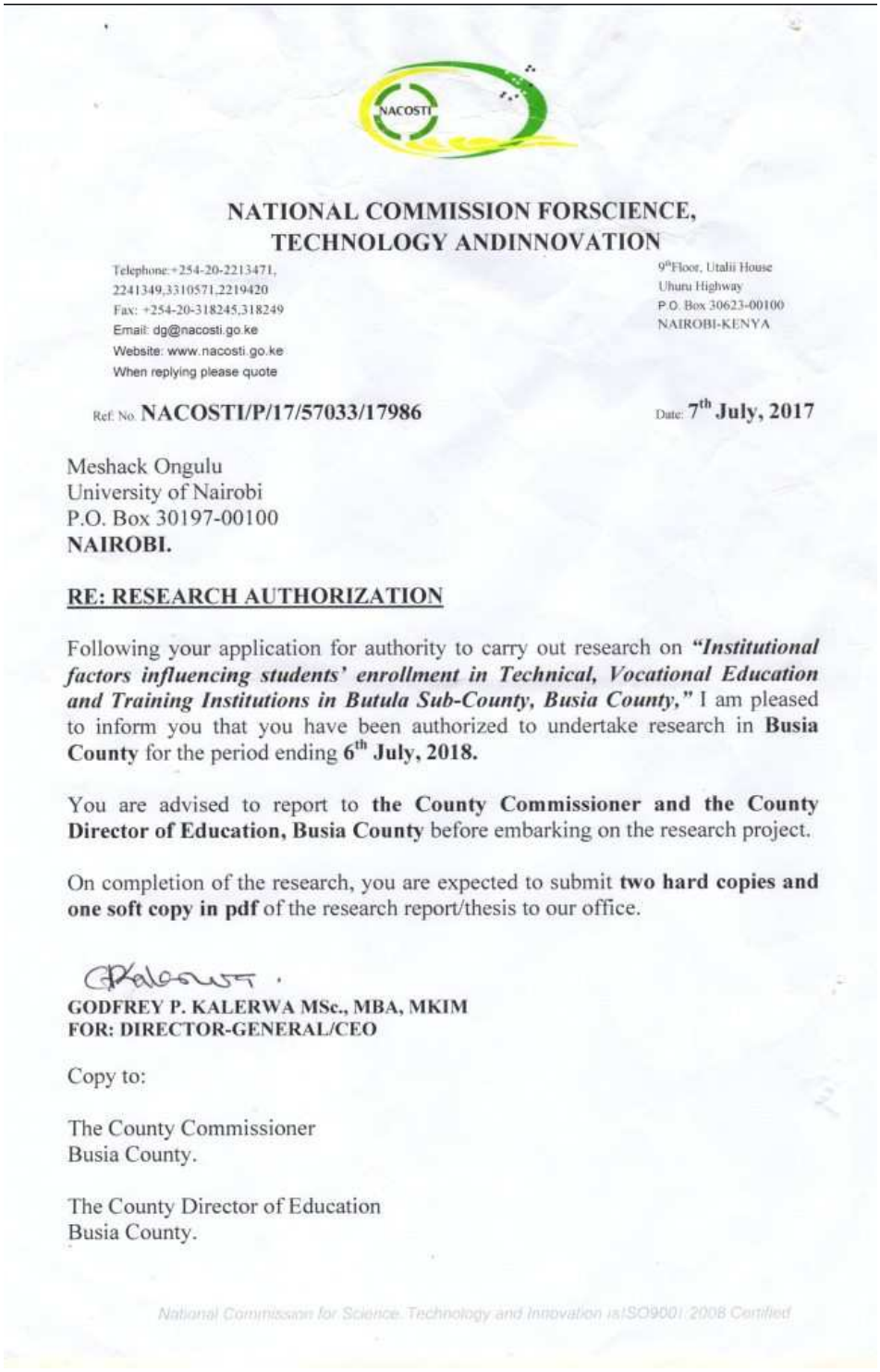
Dept. Of Ed. Admin. & Planning
Chairman's Office
15 JUN 2017
P. O. Box 92 - 0902
Kikuyu
College Of External Studies

DR. JEREMIAH M. KALAI
CHAIRMAN
DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND PLANNING

JK/gm

APPENDIX VI

NACOSTI RESEARCH AUTHORIZATION



NATIONAL COMMISSION FORSCIENCE,
TECHNOLOGY ANDINNOVATION

Telephone: +254-20-2213471,
2241349,3310571,2219420
Fax: +254-20-318245,318249
Email: dg@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref. No. **NACOSTI/P/17/57033/17986**

Date: **7th July, 2017**

Meshack Ongulu
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on ***"Institutional factors influencing students' enrollment in Technical, Vocational Education and Training Institutions in Butula Sub-County, Busia County,"*** I am pleased to inform you that you have been authorized to undertake research in **Busia County** for the period ending **6th July, 2018.**

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

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

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

Copy to:

The County Commissioner
Busia County.

The County Director of Education
Busia County.

National Commission for Science, Technology and Innovation is ISO9001: 2008 Certified

APPENDIX VII

NACOSTI RESEARCH PERMIT

THIS IS TO CERTIFY THAT:
MR. MESHACK - ONGULU
of UNIVERSITY OF NAIROBI, 310-50404
BUMALA,has been permitted to conduct
research in *Busia County*

on the topic: *INSTITUTIONAL FACTORS INFLUENCING STUDENTS' ENROLLMENT IN TECHNICAL, VOCATIONAL EDUCATION AND TRAINING INSTITUTIONS IN BUTULA SUB-COUNTY, BUSIA COUNTY*

for the period ending:
6th July,2018

Permit No : NACOSTI/P/17/57033/17986
Date Of Issue : 7th July,2017
Fee Recieved :Ksh 1000

Applicant's Signature

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 14759

CONDITIONS: see back page