

**FACTORS AFFECTING ACQUISITION OF VOCATIONAL SKILLS
AMONG YOUTH LEARNERS IN MARANDA DIVISION SIAYA
COUNTY, KENYA**

PRESENTED BY

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**A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILLMENT
FOR THE AWARD OF MASTER OF EDUCATION DEGREE IN
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SEPTEMBER, 2012

DECLARATION

This research project is my original work and it has not been presented for award of any degree or diploma in this or any other university.

Signature.....*Wang*..... Date.....*10/11/2012*.....

RECOMMENDATION

This research project has been submitted with my approval as the university supervisor

Signature..... Date.....

Dunstan Mukathe

DEDICATION

I dedicate this study to my dear children Alice, Dick and William, I also dedicate it to my best friend Samson Ouko Ooro, unfortunate enough, he is resting in eternal peace. Finally I dedicate it to my father Mwalimu Johnson Ngige Yongo who laid a strong foundation to my education.

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ABSTRACT

The purpose of this study was to establish the factors affecting acquisition of vocational skills among the youth learners in Maranda Division, siaya county. The study established how attitudes of learners affected skill acquisition. It examined the adequacy of the learning resources used at the centres.

The research was conducted using a descriptive survey design. This design involved asking a large group questions about a particular issue. Information was obtained from a sample rather than the entire population. Questionnaires were used to gather information on demographic details of the respondents. The effects of indiscipline on skill acquisition and teacher burn out rate was also established.

Simple random sampling method was used to get the sample size needed in the study. The sample size used consisted of 79 respondents. The questionnaire return rate was 77.33%. This proportion was more than a third of the target population. Thus, allowing for conclusions on the whole population to be drawn.

The study found out that learners' poor attitudes towards vocational education affected skill acquisition. Physical facilities and learning resources were also found to be inadequate.

It was recommended that the instructors' terms and conditions of work should be improved to reduce teacher burn out rate. A similar study in other parts of the country could help establish the actual state of vocational education in the country. Finally, a comparative study of the youth polytechnics and the non-formal adult literacy should be carried out.

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LIST OF ACRONYMS AND ABBREVIATIONS

USA	United States of America
VC	Vocational Centers
TVET	Technical and Vocational Education Training
YPS	Youth Polytechnics
TIQET	Totally Integrated Quality Education and Training
WB	World Bank
MSE	Micro and Small Business Enterprise
MPE	Master Plan on Education
BOG	Board of Governors
DETB	District Educational and Technical Board
UK	United Kingdom
TEP	Technical Educational Program
KCSE	Kenya Certificate of Secondary Education
KNEC	Kenya National Examination Council
KTTC	Kenya Technical Training College

CHAPTER ONE

INTRODUCTION

1.0 Background to the Study

Vocational education is the acquisition of specific skills for self employment or career skills instruction for example cookery, dressmaking, carpentry, masonry as well as working in the industries. This type of education is offered to meet needs of individuals and society as well. The ability of individuals are utilized to the fullest Tum (1996) .Vocational education is one of the national development strategies in many societies. It creates a great impact on human resource development, productivity and economic growth Van Ark (1992).

Vocational training has been there throughout history. Every society had its craftsmen. In the United States it became popular after 1880. The courses that sprung under vocational education were industrial training, book keeping, stenography (short hand) and commercial work. The courses were offered both in private and public institutions. Trade schools in the United States of America (USA) at that time were like Copper Union, Tuskegee Institute and Pratt Institute.

In the United States there were several laws that helped to improve the work force in industries and made sure that there was vocational training for the economically challenged youth. The laws were known as Manpower Development Training Law, Vocational and Applied Technology Law and Vocational Education Law. The Dutch schools also paid attention to the provision of Vocational Education.

They targeted the age of the learners at 14 – 16 years. In Italy, vocational education began in the 16th century Knoll (1993) .The Italian architects sought to make their vocational education professional.

Earlier on the youth had received training as builders and stone masons. This did not make them meet the demand of art and sciences. By the end of 18th century the engineering profession closely related to architecture had been established and was being incorporated in to new technical and industrial colleges in Italy.

In Africa there are different systems of vocational education from country to country. Training is provided in both private and public polytechnics, enterprises and apprenticeship training centers. The West Africa apprenticeship departments offer the largest opportunity for technical and vocational education.

Youths in Burkina Faso enter vocational training at the end of primary school after eight years of education. Unlike in Nigeria where they enter training at the end of lower or junior school for secondary learners. Botswana, Namibia, Zambia and Tanzania recently passed acts of parliament that established a council of training and vocational education which is charged with responsibility of skill development in the country. The Senegal Vocational education is underdeveloped. There are no clear strategies regarding its future Kudaya (1989).The government of Mali has benefited from positive institutional enrolment plan due to establishment of training fund.

In Kenya there were proposal in the Willoughby report of 1949 for the establishment of a technical institute in Nairobi. This gave rise to Royal Technical College which later became part of the University of East Africa. This is the present University of Nairobi. By 1961 Kenya Polytechnic started offering vocational skills. Other institutes that were established were Mombasa institute of Muslim Education which became a National Polytechnic in 1972 (Bogonko 1992)

Kenya Technical Training College (KTTC) started later.

It trained teachers for technical and vocational skills to be taught in secondary schools. Jomo Kenyatta College of Agriculture and Technology was founded. In 1988 it was upgraded to a University college offering agriculture and engineering. A polytechnic training youths in vocational skills was opened in Eldoret before the end of 1987. However, these colleges were for those who passed secondary education.

Between 1966 and 1970 youth polytechnics were started in Kenya Eshiwani (1985). In 1971 there were more than fifty three village polytechnics training youths in vocational skills like carpentry. The training aimed at giving school leavers practical skills which could enable them to support themselves through self employment.

In the late 1990s the village polytechnic centers seemed to lose drive and significance. Many colleges started as polytechnics were then converted to colleges such as Strathmore College of Accounts and Information Technology.

In Maranda division siaya county, unemployment rate among the youth is high. This applies to those who have attended training. An indicator of this problem is like grouping of youths around the market centers especially at the time they should be working. These groups are always busy discussing politics; some of these youths loiter around the urban centers. Vocational centers (VC) are both public and private.

Privately owned ones are like saloons, driving schools and small Jua kali sectors. Public centers are like Kapiyo, Ndira and Aila youth polytechnics. Arrow in Majiwa offers vocational skills in weaving and pottery. The resources in these centers are not adequate. They are not enough for trainees and they are old as well. There is also a problem of understaffing. Trainers are always few in numbers.

The attitude of learners seems to hinder skill acquisition. After they have graduated from these centers they still cannot perform the skills well. Masons who are newly graduated have to work with a specialist who has been in the job for a long time. He will have to depend on instructions and guidance. Tailors and dressmakers are not able to sew a good dress, trousers or a blouse. A salonist from training is not able to weave recent hair styles. This shows that there is a problem among the youth in skill acquisition.

1.1 Statement of the Problem

From the background it comes out clearly that vocational training has a problem. Mackey report of 1981 recommended the conversion of secondary technical schools to tertiary institutions. This fueled the under utilization of the technical training institutes. Youth

polytechnics were left to die. The management and professional development of youth polytechnics and other vocational training institute suffer neglect by the nation and local communities. A number of out of school youths are observed to join vocational training centers but after a short while they loiter around urban centers and are very idle. This study therefore is an investigation of the factors affecting vocational skills among the youth learners in eight vocational centers in Maranda division siaya county.

1.2 Purpose of the Study

The purpose of this study is to investigate factors that affect the acquisition of vocational skills among youth learners in Maranda division siaya county. Is also hoped to come up with factors that should be considered to improve skill acquisition among the youth learners.

1.3 Objectives of the Study

The study will be guided by the following objectives

- i) To establish the attitude of the learners towards vocational skills offered to them.
- ii) To examine the adequacy of the learning resources used at the centers.
- iii) To identify the types of courses offered at the centers.
- iv) To establish the economic status of the learners parents and guardians.
- v) To asses the qualification of the trainers or tutors at the vocational centers.
- vi) To determine the level of satisfaction among the learners towards vocational training.
- vii) To identify other factors influencing acquisition of vocational skills.

1.4 Research Questions

The study will try to answer the following questions

- a. What is the attitude of the learners towards vocational skills offered?
- b. To what extent are the learning resources at the training centers adequate for assisting in the acquisition of the vocation skills?
- c. What are the different courses offered in these vocational training?
- d. What is the economic status of the parents or guardians of the learners?
- e. How does the qualification of the trainees or tutors affect the learners' acquisition of skills?
- f. To what extent are the learners satisfied with vocational training?
- g. What are the factors that influence the acquisition of vocational skills?

1.5 Significance of the study

The study was carried out with the hope of assisting TVET policy makers, implementers and curriculum developers in recognizing the factors that affect the acquisition of vocational skills among the youth. It is also hoped that this study will help future researchers in identifying priority areas in which to carry out more research on TVE institutions concerning skills acquisition. Hopefully it will also be used in effective planning and policy formulation in regard to vocational education VET in Kenya.

1.4 Limitations of the Study

The area is expansive. This will make it hard for the researcher to reach the sampled centers and respondents in time. It will therefore lead to a more costly study. Some respondents will

be very indifferent and will not respond to the questionnaires in time. This will force the researcher to make many trips to some schools or villages to get questionnaires back. This is an added cost. The scope of the study will only be limited to one division due to resources. There is a high absenteeism from the learners so this will make the researcher prolong the data collection time.

1.5 Delimitations of the Study

Below are the delimitations of this study.

The study will be confined to eight vocational training centers within Maranda Division siaya county. Maranda Division is chosen due to financial status of the researcher who is self sponsored and resides in the division.

1.6 Basic Assumption

The following are the assumptions of the study

- a. That the selection of various skills is done voluntarily by the learners themselves and that they are generally interested in the courses they are taking.
- b. That there are other crucial factors that affect acquisition despite the instructional strategies and instructors' competency.
- c. That learners take their training very seriously and are committed to acquiring specific skills that they have enrolled for.

1.7 Definition of Operational Terms

Vocational training:	giving skills and knowledge that is needed in order to do a particular job.
Attitude:	how one thinks of or feels about an act towards objects or ideas.
Competence :	the ability ,skills, techniques and knowledge that vocational trainees require to perform the skills effectively.
Skills:	special ability to perform cognitive, motor and affective acts particularly gained through learning and practice.
Training:	systematic development of the knowledge, attitudes and skills necessary for a person to be able to perform adequately a job or a task whose demands can be reasonably well identified in advance.
Knowledge:	facts, principles, generalization, awareness and sensitivities specific to real life situations.
Physical facilities:	classrooms, sewing machines, vehicles, computers, and building tools like plump bobs, tapes, planes and scissors.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter reviews the literature related to vocational skills acquisition. The review is organized in sections dealing with the following issues; the attitudes towards vocational skills acquisition, relevance of learning resources in supporting skills acquisition, courses offered at the vocational centers, staff and administration development at vocational training centers, satisfaction with the learning and jobs, parents, involvement in the learning process of their children, other factors that influence skills acquisition and finally summary of the literature review.

2.1 Attitudes towards Vocational Skill Acquisition

Attitude refers to how one feels or thinks about an act towards objectives and ideas. Keil (1985) defines attitude as positive or negative feelings that an individual holds about objects, persons or ideas. Trainers who join technical or vocational centers for training already have formed opinions; some of these opinions are culturally based. They are found in some cultural beliefs and practices among Kenyan communities towards technically industry related work. Some communities showed the low status accorded to craft and vocational education. Masonry, tailoring, carpentry, driving, dressmaking and metal work are despised.

The community said these jobs were for other people not their children. In the report of the commission of inquiry into education system of Kenya of 1999, Totally Integrated Quality Education and Training, TIQET, chaired by Koech pointed out that one of the hindrance to

the development of a technological culture is found in some cultural beliefs and practices among a number of Kenyan communities towards technically related work.

Gitau (1998) argues that educationist should be liberated from this mentality. Many of them design vocational education for other people's children instead of designing a universal system that is suited for all children who decide to join that career including their own children. One important recommendations of the Koech commission was that education be designed to play a deliberate role of demystifying the negative attitude towards work and locally manufactured goods. It is possible for trainers to build positive attitude into students to ensure good performance. Positive attitude is an ingredient in achieving desirable performance in vocational training.

Dutton (1988) asserts that immediately after independence students' attitude toward vocational training was very positive. He further notes that it is at this time that the youth polytechnics were very vibrant. Irumbi's (1990) study on the relationship between attitude and performance in mathematics found that attitude played a vital role in determining the pupils' performance in the subject. Pupils with negative attitude failed in mathematics in the Kenya Certificate of Secondary Education examinations. This could possibly be applied to the vocational training to show that pupils with favorable attitude towards training will do better than those with less favourable attitude.

Charlton and David (1990) point out that one of the most important factors that influence academic outcome is a positive attitudinal approach to pupils performance rather than a

negative attitudinal imposition of punishment for poor result. When trainers reward good performance of their students, they continue to do well. However, punishment imposed on learners because of poor performance is a sign of negative attitude and exposes learners to continue performing poorly.

2.2 Relevance of Learning Resources in supporting Skill Acquisition

Jacques (1990) asserts that learning resources in vocational education support skills acquisition. These include text books which he describes as instructional per excellence. According to him they are central to training or teaching. In the developing countries they constitute 85% of educational sector's expenditure. A classroom that is deprived of text book promotes little skill acquisition and students are obliged to rote learning, recitation, copying from the blackboard and taking lecture notes.

Hadra (1996) says that in many cases the lack and inadequacy of instructional materials seriously hampers the effectiveness of non – formal training. Above all, the viability and sustainability of programs has frequently proved difficult. For example, if a trainee has to effectively acquire tailoring skills he has to be provided with a sewing machine, threads, tapes, bobbin, bobbin case and fabrics. This indicates that the vocational education and training requires adequate instructional resources in order for the delivery to be adequate. The adequacy of the resources gives the trainers easy time in explaining facts and learners' acquisition. Learners are able to grasp better explanation if they are demonstrated using available resources.

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Maclure (1997) asserts that this sector of education has been ignored for a long time in most countries. According to him, it is evident that fewer financial and human resources have been devoted to vocational education and training. It is finances that enable the heads of vocational institutions to purchase learning resources that are adequate in supporting skills acquisition.

2.3 Courses offered at the Vocational Centers

Primary school leavers from within immediate community are the trainees recruited to vocational training centers, more so, those who miss from one places. In most of these training centers, trainees take a period of two years to complete training especially those who train at the youth polytechnics. They train in vocational skills such as masonry, carpentry and joinery, metal work, plumbing and tailoring..

One of the recommendations of the Ndegwa commission was that the success of vocational centers like the youth polytechnics depended on the support the government of Kenya gave to the development of small scale enterprises directly and through developing markets for them.

Eraser Savas (1978) holds that the youth polytechnics must take initiative and develop good strategies and aggressive programs for their students that will alleviate the problems affecting people living in the neighbourhood. Shiundu (1989) says that education should be concerned primarily with the development of general background attitudes while what increases knowledge and skills in a particular field is training.

A study carried out by Owano (1988) on contribution of youth polytechnics found that these vocational training centers only cater for a very tiny fraction of the unemployed primary school leavers and he goes further to assert that a narrow spectrum of skills needed in the rural areas were being taught.

The recommendation of Mungai Report of (1995) explains that there should be a close link or cohesion between youth polytechnics and jua-kali sectors for providing quality training to the latter in order to improve quality of products. While Kamunge Report of (1988) noted that the youth polytechnics (YPs) are provided with basic facilities and equipments to enable them give quality training at artisan level.

In his recommendations Koech Commission (1999) strongly pointed out that vocational training centres be encouraged to offer courses according to the needs of their localities such as short tailoring courses for upgrading courses as well. Jua – kali operators and health workers for the surrounding community.

Allen (1972) notes that most vocational centers offer practical skills usually masonry, carpentry, tailoring, dressmaking, knitting, home economics and livestock rising.

He, however, says that there is serious neglect for the development of business skills. Most of technical training in the micro and small business enterprise (MSE) sector is carried out through traditional apprenticeship system, particularly in manufacturing and services. Apprenticeship is the largest source of skill training in the informal sector Yambo(1991). A study carried out by the World Bank in (1990) estimated that 40% of all trainees acquire their skills through traditional apprenticeship. Apprenticeship method of learning has an advantage

because of its cost effectiveness King (1996). Business education is possibly the most significant change in Kenya's education and training system. In the past decade there has been introduction of business skills at almost all levels of education and training in primary and secondary education and from youth polytechnics. It is not clear the impact that business skills have (ILO 2001)

2.4 Staff and Administration Development at Vocational Training Centers

Institutions are very important part of society. They do not exist in isolation. They exist in a society with social economic and political needs and problems (IIEP workshop 1991 Dec 9th – 13th) In this regard education is therefore planned at any level to make it more effective and efficient in responding to the social economic and political needs of the society.

In regard to an institution, it is to make it more effective and efficient in responding to the needs and goals of the institutions. All these call for good and effective management.

Accordingly, Kamuge Report of (1988) concurs with the above statement by recommending that vocational education and training instructors be trained in pedagogy and their terms and condition of service be improved. The Mungai Report of (1995) recommends that youth polytechnics management be strengthened, local authorities should give full support. It further stresses that facilities of youth polytechnics be improved.

The commission emphasized that the instructors should be trained in pedagogy and should also have adequate training in technical areas. Moreover all managers and instructors of vocational training centres should have a scheme of service and their low wages should be improved. This would improve their morale.

The Kenyan government Master Plan on Education (MPE) (1997-2010) points out that YPs are managed by a manager and 14 members of the Board of Governors (BOG). The document says one of the roles of BOG is collaborating with District Education and Technical Board (DETB) in the management of the teaching force, for example with regard to staff establishment, appointment and discipline.

However, no information was available to establish managers and instructors recruitment procedures followed in the past and how loopholes have been sealed for effective management of vocational and technical training for rural development.

According to Pigors and Myers (1984) no organization can choose whether or not to train employees. All new employees regardless of their previous training education and experience need to be introduced to their new work environment and to be shown how to perform specific tasks. Moreover, specific occasions for retraining arise when employees are transferred, promoted or when jobs change and new skills must be learnt, perhaps because of changes brought about by technological changes.

The types of employee training best suited to a specific organization depends upon a number of factors. First, skills called for in jobs to be filled. Second, qualifications of candidates applying for jobs. Lastly, the kind of operating problems confronted by the organization. These factors above are very relevant to teachers in the vocational and training centers.

Farrant (1986) asserts that in service training is a lifelong process in which the teacher is constantly learning and adapting new challenges of the job. Much of this training is self directed and is carried out by reading books and articles on education. It is clear therefore

that he highly recommends the training of those on job to help them keep abreast with the new changes. This includes those teaching at the vocational and training centres.

Sidhu (2000) agrees that professional training is a precondition of a teachers' professional efficiency. In its absence, the teacher will not face the student with confidence and is likely to commit serious pedagogical blunders.

Sidhu continues to state the advantages of pre- service training as improving and ensuring efficiency by giving the teacher a command over the method of teaching, enhancing his skills in questioning and acquainting the teacher with objectives of teaching by giving him the knowledge of psychological principles of learning and of governing the behavior of the child and equipping him with a number of devices, techniques and tricks of trade. This argument, therefore says that training is necessary for a teacher or any employee.

2.5 Satisfaction with Learning and Jobs

Glimmer and Deci (1977) point out that workers' attitudes towards their jobs reflect the extent to which they are satisfied with their jobs and their work lives. People will hold favorable attitudes towards their jobs or be satisfied with their jobs if they provide them with rewards or other outcomes that satisfy them. Therefore, although the above study talks about job satisfaction, the same would apply to vocational skills acquisition. Learners would express satisfaction if rewards or other outcomes satisfy them. In the case of a vocational trainee, would be that satisfaction would be expressed if certificates are offered conducive, learning atmosphere is provided as well as incentives and also jobs are available after training.

Jobs have facets or factors that can be said to be providing satisfaction to the person holding a job. Obani and Dohetry (1984). Locke (1976) further emphasizes that these facets have been identified as work itself, supervision, characteristics of co-workers and opportunity for promotions as well. This view also refers to acquisition of vocational skills among the trainees. A research that was done on these facets indicates their centrality in work satisfaction.

It has been found for example that job satisfaction comes from pay when a person sees it equitable to his/her input and also in relation to what others in similar job situations receive.

If it is perceived otherwise, dissatisfaction is experienced. Training in skills brings satisfaction when it offers adequate mental challenge by offering opportunity to use skills, creativity, variety and some measures of autonomy in task performance. Locke (1976) asserts further that pleasurable or rewarding experiences bring satisfaction to people and when a worker perceives that his/her job allows the fulfillment of his/her important desire and needs.

The degree of satisfaction will depend on the discrepancy between ones expectations.

Satisfaction is arrived at when achievement has been attained at a reasonable cost. This is when it has not been attained at the expenses of other desired goals like good health and family relationship (Nadler and Lawler 1979).

2.6. Theories of Job Satisfaction

Over very many years various theories have been developed to explain job satisfaction. The researcher found these theories applicable to acquisition of skills in vocational training centers. In the study two theories will be discussed namely Herzberg's theory and Vroom's theory.

2.6.1 Herzberg's Theory

Herzberg et al (1959) held a study of some factory workers to determine what it was really that motivated people to work. They found out that work behaviors is affected by two or hygiene factors and intrinsic or growth factors.

The hygiene factors originate from human beings nature of always trying to avoid pain from the environment. They also come from the learnt drives which become conditional to the basic biological needs such as hunger which is physiological and money needed to buy food for satisfying hunger.

According to them, maintenance needs include such things like social groups, comfort ,work facilities, professionals, identify wages and salaries, compensation, secure retirement, constituency, reassurance, fairness, privileges and relationship. These things do not usually arise from the job itself, but are peripherally related to the job when they are inadequate. They result into dissatisfaction but when they are present they do not by themselves satisfy but function as hygiene factors by making it possible for the real satisfaction to come.

The factors that stem from the job itself and internally mediated are related to human nature through achievement Herzberg (1968) .The needs include the feelings of using and developing one's skills and abilities. They originate from actual work and provide satisfaction of human needs. When they are absent in a work condition people remain neutral while their presence satisfy people. Hence they are named satisfiers.

Critics of this theory argue that it is based on a small sample of only 200 factory workers that is accountants and engineers in USA. They further argue that the method used has low validity. This is because respondents were involved in self reporting on happy and unhappy

experiences concerning their jobs. This was bound to introduce bias of being able to recall the most recent job conditions. The third criticism is that it offers no explanation as to why various extrinsic and intrinsic job factors should affect performance Tripath (1982).

2.6.2 Vroom's Theory

Vroom's and Schafer developed this theory in 1964. It explains that people are motivated to do things which lead to desired outcomes and that desired outcomes could be both intrinsic and extrinsic rewards. This theory says that satisfaction with a job follows the attainment of rewards. This simply means that people are satisfied with jobs that provide them with desired rewards; however, they are not necessarily motivated to perform the job effectively.

People will perform effectively when their intrinsic and extrinsic rewards are contingent upon effective performance. This theory asserts that people only get satisfied with the instrumental jobs providing them with their desired rewards and they will be motivated to do jobs well, when these rewards are contingent on good performance. Rewards satisfy people but the contingency of rewards is what motivates people.

This theory has been supported by studies that have indicated that when a job provides people with the opportunity to achieve their desired goals they will more likely be satisfied with their jobs (Glimmer, 1977 and Agarwal, 1990).

On the other hand, this theory has also met some criticism on the basis that jobs satisfaction is a function of not only what a person receives but also what he feels he should receive and what he wants to receive (Hicks and Gullet 1975). Therefore, from the above theories, it can be seen that job satisfaction is related to feelings one has towards his job in relation to what

he expects, what he receives, what others receive, what others receive in similar situations and how overall the job is. These theories that have been discussed above are relevant to vocational training centers where learners are expected to perform a lot of manual work that enables them to acquire skills they are taught. The two theories are most applicable to this study.

2.7 Parents' Involvement in the Learning process of Their Children

The involvement of parents in the process of learning provides an environment that develops learners' intellectual and creative talents. The nature of parents involvement whether economically or socially is influenced by the nature of interactions a child has with his/her parents at home. When parents get involved in academic affairs of their children, academic performance improves. Parental influence is more profound than that of school Finn (1972). Bloom (1964) asserts that parental encouragement helps a student to succeed by increasing one's confidence, development of positive attitudes towards education will affect their involvement and their children's views of education.

Okwir Acana (1983) found out that parental encouragement among other factors was significantly related to the child's academic performance. Kapila 1976) also reported positive association between parents' participation in the child's work and academic performance. He further explains that when a parent is involved in the children's education at home, he takes his child to good schools and the schools where the children go to perform better.

He further stated that involvement of parents helped send a message to the students that the school is more important and the family expects the child to take school more seriously. In

conclusion, he says that the home environment that encourages learning is more important to students than income, level of education of parents and the cultural background.

Parents ought to discuss school issues with their children to be aware of what is happening in school. Williams (1976) stated that when children and parents talk regularly about school, children perform better academically. When parents were involved in school affairs children stayed for longer period in school and drop out rates are low.

Finn (1972) stated that involvement in school included participation in helping with homework, discussing school matters and actively organizing and monitoring a child's school activities. The involvement should start early to enhance good performance. The earlier the involvement begins in a child's education process, the more powerful effects it has on him.

Orodho (1992) asserts that the school should encourage parents to take an active role in educational pursuit of their children. He further added that parents should prioritize the meager resources to purchase instructional resources such as textbooks for their children. Cooper Smith (1975) explains that home environment may enhance positive self-esteem by providing warmth respectful treatment and clearly define limits.

Koller (1961) stated that the parents who were disconcerted tended to train their sons from the earliest years of grammar to take school seriously and use education as the means of climbing into the middle class. This means that the way a parent views education and verbally encourages his child can encourage the child to perform well. This would mean that

levels of occupation of parents are not the only determinants of good of good academic performance. Unfavorable homes or the maladjusted homes will manifest frequent parental quarrels, insecurity, child abuse and divorce among other forms of maladjustment. If the child comes from a favorable and encouraging home environment then such child will perform well. However, there are certain contradictions worth noting. This is where a child from an enabling home environment may not be doing well in school.

In the United Kingdom (UK), research conducted by Enwall (1947) analyzed the views of 262 head teachers on the subject of the parent teacher cooperation and 66% of the response rate attained in which 85% reacted positively towards parental involvement. The main benefit of this study showed that leading parents took greater interest in the schools and so they helped teachers understand the child and were encouraging the child in his/her lessons.

Sharrack (1980) agrees that there is accumulated evidence that parental encouragement is of more profound significance than intelligence quotient, social economic status or other school variables. Tylor Report of 1977 strongly recommended the involvement of parents in the governance of school. Teachers ought to allow the presence of parents in classroom. This can be beneficial in that it may enhance the status of the teacher.

Mitter (1982) explains that there was a need for parental involvement in the assessment and diagnosis of the Childs skills, abilities and teaching requirements. Parents should have access to school records. The United State of America (USA) report of 1979 on parental involvement scheme attached to pre- kindergarten program incorporated school visits, group

meetings, home visits and auxiliary contacts e.g. telephone communication with parents. The result showed that parental involvement had a positive impact. This situation is likely to apply to skill acquisition among the learners in vocational centers. It was also noted that the results were or had positive effect on all the three measure which was independent of the child's age, mother's educational background or family financial status.

The extent of parental interest and involvement in school activities positively relates to pupils' achievements. Parents who are involved in decision making and are able to relate to teachers well experience greater satisfaction with school. Fantini (1980) reviews evidence on academic achievement of different kinds of parental involvement in instruction has been shown to improve pupil achievement while involvement in school enhances self-esteem.

2.8. Other factors that Influence Skills Acquisition.

2.8.1 Institutional Related Factors Affecting Acquisition

Avedi (1999) notes that all technical schools in Kenya on conversion to technical institutions in 1986 ended up inheriting the same facilities that had been used for training the secondary school students. The studies therefore sought to find out if the old and out dated equipment inherited are still being used for training. These are therefore other factors affecting acquisition of skills among the youths in vocational centres in Maranda division Siaya County. With changes in curriculum offered in these institutions from the date of establishment, the big challenge has been how much these institutions are in preparing good results in skill acquisition. An experience sharing workshop held in Ouagadougou Burkina Faso in 2007(UNEVOC 2008) noted that the major problems that should be solved in technical and vocational institutions in Africa include obsolete infrastructure and teaching

aids and absence of or little relation with job market. The study is to find out whether these findings concerning infrastructure, teaching aids and absence or little relation with job market also applies to selected institutions and to what extent they affect skill acquisition in those vocational centers. Related to this is the World

Bank Report (1992) which notes that unless the government and the ministries of education tackle the problems created by inadequate supplies of books and equipment, the reforms in public examinations no matter how far reaching are likely to be very effective. The World Bank Report (1994) observes that to produce well trained graduates with excellent skills, further and higher education institutions must be able to bring together the minimal inputs necessary for successful performance and skill acquisition.

Kelleghan and Greaney (1992) hold that scientific laboratories and workshops needed to be well equipped with consumable products and materials. They go further to note that provision must be made for proper maintenance of buildings and equipment. Upgrading of laboratories is also a priority in their findings. Institutions should operate with sufficient study space that caters for the teaching and research needs of various academic departments.

2.8.2. Students Related Factors Affecting Skill Acquisition

Eshiwani, Achola and Ole Sena (1988) note that students' characteristics included age, sex, position of birth, possession of exercise books for each subject, sharing textbooks, academic attainment of father and mother, education and occupation of brothers and sisters, time spent

on homework and aspirations. These factors have also been anticipated to affect skill acquisition.

Age related factors affecting performance had earlier on been investigated. Richardson (1994) comments on a context of an early study which was carried out in the USA that mature students appeared to be able to adjust successfully to the requirements of a situation designed for younger learners. This is an interesting observation particularly for this study where elderly students are going back to class after a long period of time with the intention of acquiring higher qualifications and remaining relevant at their place of work. Mulwa (2005) concludes that indiscipline among the pupils influenced poor performance. This is not different from from skill acquisition in vocational and training centers.

Monari (2005) concurs by citing Olembo (1984) who notes that indiscipline is a bad crutch but a very good walking stick. Olembo notes that indiscipline has been cited as the sole explanation to the mass failure of students in skill acquisition. He found that 71.4% of Kenyan schools and vocational centers have experienced indiscipline problems and due to this 50.0% have not been able to graduate as properly skilled students in vocational subjects.

Omulando (1979) says that children's performance in languages in schools is influenced by the education of siblings among other factors. This is to say that educated older siblings usually help their younger brothers and sisters with their academic work, hence playing even a more important role as educational models.

Mugambi (2006) notes that the entry marks of students to higher school learning institutions and training centers greatly influence performance and skill acquisition at the end of learning.

2.8.3 Examination Related Factors Affecting Skill Acquisition

The regulations for technical course for modular and non modular curriculum 2004/2005 have long been amended by the Kenya National Examination Council (KNEC) following the AVEDI (1999) recommendation. The entry requirements into various courses are as follows.

Technical Education Programmers (TEP) artisan courses states that candidates should have completed primary education or have any other acceptable equivalent qualification.

TEP course or TEP modular courses states that the candidates taking such courses should have completed and passed in a relevant artisan course or passed with a mean grade of (D plain) or have any other acceptable equivalent qualification.

TEP modular and non modular diploma courses state that the requirement for candidates are that they should have completed in a relevant craft course or have KCSE with a mean grade of C (minus). Candidates can as well have any other approved equivalent qualifications.

TEP modular and non modular higher diploma courses require a student who aspires to take the courses to have completed and passed in a relevant diploma course or any other approved equivalent qualifications.

From these regulations Maclured Richard (1997) notes that no emphasis is put in individual subjects as long as the candidate has the minimum mean grade then that student qualifies for admission. Therefore this is another factor that affects acquisition of skills among the youth in vocational training centers.

2.8.4 Teachers Related Factors Affecting Acquisition of Skills

Researchers appear to agree that burn out is not easily defined. Byrne (1994) recognizes the difficulty in defining burn out by stating that to date there is not universally accepted definition of burnout.

While defining teacher burn out Cater (1994) says that burnout is an occupational hazard which all members of helping professions are exposed to, including teachers. He goes on to define teacher burnout as physical, emotional and attitude exhaustion that begins to gradually slip away.

In a paper presented at the East Central Africa Division Teachers Convention Amimo (2008) further defines burn out as figurative expression of a situation of extinction of energy, motivation or incentive which implies a change in attitude and behavior in response to a demanding frustrating and unrewarding work experience.

After making an observation in one school within the District of Columbia, Maeroff (1996) also came up with some causes of teacher burn out such as much paper work and too much work load due to understaffing, lack of resources, monotony or lack of variety in instruction and taking the teaching job too seriously.

Mayben (2003) in his action research project wondered which is the cause of the other between teacher burn out and student apathy. He asks whether it could be possible that teacher burn out has caused the apathy in students or whether students' apathy become prevalent that almost three fourth of teachers have reached teacher burn out stage. Maeroff (1996) stated that apathy is the main impediment to academic development in American

schools. He further observes that if high academic standards should be achieved by all students, then it is feasible to assume that it could create stress if the students did not care to develop their academic skills.

In the educational environment, Cunningham (1983) claims that teacher burn out results into reduced pupil teacher rapport, teacher warmth, teacher satisfaction, pupil motivation and intimately teaching effectiveness. He further observed that this burn out will result into absenteeism from school, truancy, drunkenness, career changes and early retirement. All this will trickle down to poor performance in school.

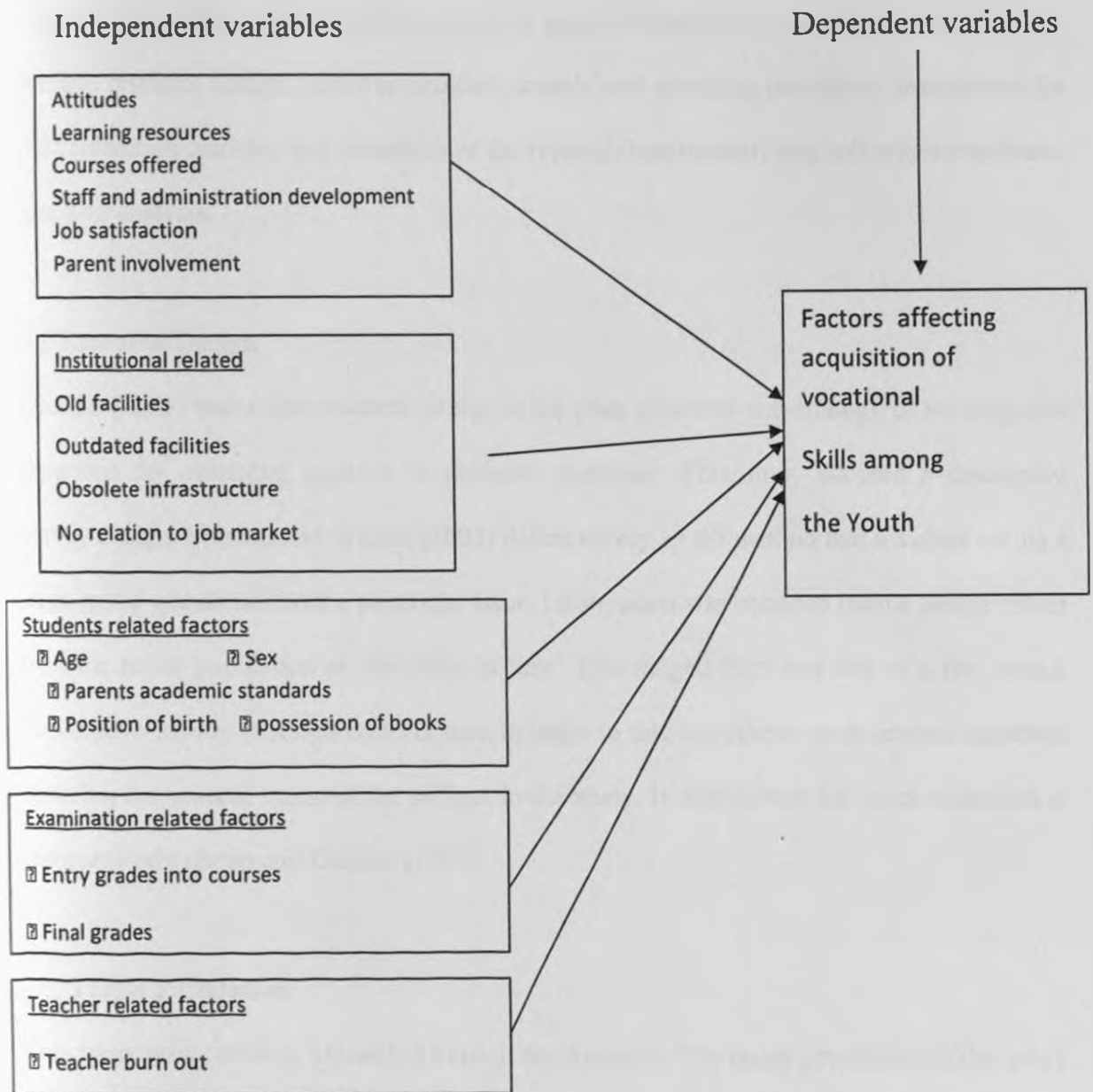
Farbers (1984) adds to the effects of teacher burn out by claiming that teachers who become burned out may be less sympathetic towards students, may have lower tolerance for frustration in the classroom, may plan for their classes less often or less carefully, may fantasize about or actually plan on leaving the profession, may feel frequently emotionally or physically exhausted, may feel anxious, irritable, depressed and in general less committed and dedicated to their work. Causes and effects of burn out are yet to be found out if they are also factors affecting skill acquisition.

2.9 Summary of the Reviewed Literature

The review has shown that a lot of research has been done on vocational and technical skills acquisition. Citing possible reasons why there are problems of acquisition. However, no such work has been in Nyanza, particularly in Maranda Division. This study hopes to fill in the gap.

2.10 Conceptual Framework

Figure 1: Factors affecting acquisition of skills in vocational and training centers in Maranda Division siaya county.



In the conceptual framework, independent variable acts as the factors that affect acquisition of skills in vocational and training centers. They are viewed as inputs. Dependent variable is the skill acquisition.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter gives a brief overview of various steps and methods used by the research. These include research design, target population, sample and sampling procedure, instruments for data collection, validity and reliability of the research instruments, data collection procedures and data analysis.

3.1 Research Design

Orodho (2005) states that research design is the plan, structure and strategy of investigation proposed for obtaining answers to research questions. This study adopted a descriptive survey design. Frankel and Wallen (2003) define survey as the method that involves asking a large group questions about a particular issue. Information was obtained from a sample rather than the entire population at one point in time. This ranged from one day to a few weeks. Descriptive survey research collects data in order to test hypothesis or to answer questions covering the current status of the subject in the study. It also allows for quick collection at comparatively cheap cost Grinnel (1993).

3.2. Target Population

This study was done in Maranda Division siaya county. The target population of this study comprised of eight vocational training centers. Two of them were privately owned and six were public institutions. There were eight heads of institutions and their deputies. Students

were 140 in number comprising of both males and females. The information provided was used to determine factors affecting acquisition of vocational skills among the youth.

3.3 Sample Size and Sampling Techniques

This technique selected a sample without bias from sample size. Items were picked at random from a list container or table of random numbers. The technique was used in the study because it ensured that each member of the sample size had an equal and independent chance of being included in the sample. In this study a total of eight vocational training centers out of ten in the division were randomly sampled and used. Ayoo (2002) suggests that if a population consists of a sub population, then stratified random sampling should be used to ensure that none of the sub population has been omitted from the sample. This study therefore used stratified random sampling.

3.4 Data Collection Instrument

The researcher used questionnaires with open and closed ended questions and unstructured interviews in order to give detailed level of content. The questionnaires contained information on personal details, information about courses offered and resources available. Questionnaires were administered to respondents. This is because the method yields high response rate at low cost and enables the researcher to explain and answer questions from the respondents Fraenkel and Wallen (2000).

3.5 Validity of the Instruments

Validity is the extent to which an instrument measures what it is supposed to measure. Best and Kaln (1989) say that validity of the instrument is asking the right questions framed from the least ambiguous way. Fraenkel and Wallen (2000) observe that an instrument may be constructed to measure a number of things hence the validity of such instruments must be established.

They further stress that before testing the questionnaire, it is important to define the variables to be measured and ask the experts in the area of research to evaluate the content of the questionnaires to determine their content and face validity.

3.6 Reliability

It is a measure of degree to which a research instrument gives consistent results after repeated trials. The reliability of instruments was ascertained by testing the questionnaires and by carrying out a pilot study and administering them in a number of centers of vocational training two times in an interval of two weeks. The respondents were asked to comment on relevance and clarity of the questions. Respondents' suggestions were used to improve and clear vagueness and ambiguities in some parts of the questionnaires.

3.7 Data Collection Procedure

The researcher visited all the centers sampled for research in Maranda Division with a letter of introduction. She introduced her topic and explained the assistance she needed from them. The questionnaires were distributed to the heads/managers of these centers, teachers/instructors and students to fill after a brief explanation by the researcher.

The researcher also came to a consensus with the respondents about the time limit for filling the questionnaires. The researcher gave consistent explanation in all the centers. Once the time limit reached, the researcher collected the questionnaires from all the selected centers for data analysis.

3.8 Data Analysis Techniques

Descriptive statistics was used to analyze data percentages and proportions were applied to establish the factors that affect acquisition of vocational skills. To enhance conceptualization of the findings, tables and pie charts were used.

3.9 Organization of the study

This study is divided into five chapters.

Chapter one consists of background of the study, statement of the problem, purpose of the study, objective of the study, research questions, significance of the study, limitation of the study, delimitation of the study, basic assumptions, organization of the study and definition of significant terms.

Chapter two consists of literature review under the following sub-topics: the attitude towards vocational skills acquisition, relevance of learning resources in supporting skills acquisition, courses at the vocational center, staff and administration development at vocational centers, satisfaction with training and jobs, parents' involvement in the learning process of their children. Other factors that influence skill acquisition, summary of the reviewed literature and conceptual framework.

Chapter three describes research methodology used in the study with the topic; research design, target population, sample size and sample techniques, instruments for data collection, validity of the research instruments, reliability of the instruments, piloting, data collection procedures and methods of data analysis.

Chapter four consists of data analysis and discussion of the findings.

Chapter five gives us a summary of research findings, conclusions, recommendations and suggestions for further research in the area. The last section of the project consists of the bibliography and appendices.

CHAPTER FOUR

DATA ANALYSIS AND DISCUSSION OF THE FINDINGS

4.0. Introduction

Findings of this study are discussed in this chapter. The findings are in three sections. Demographic information on the respondents is analyzed in the first section in a tabular form. The second section discusses and describes various factors affecting acquisition of vocational skills in the area of study. Tables, pie charts and discussions will be used. Summary of the responses comes in the last section.

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4.1. Demographic Details

Table 4.1: Demographic Details of the Respondents by Category.

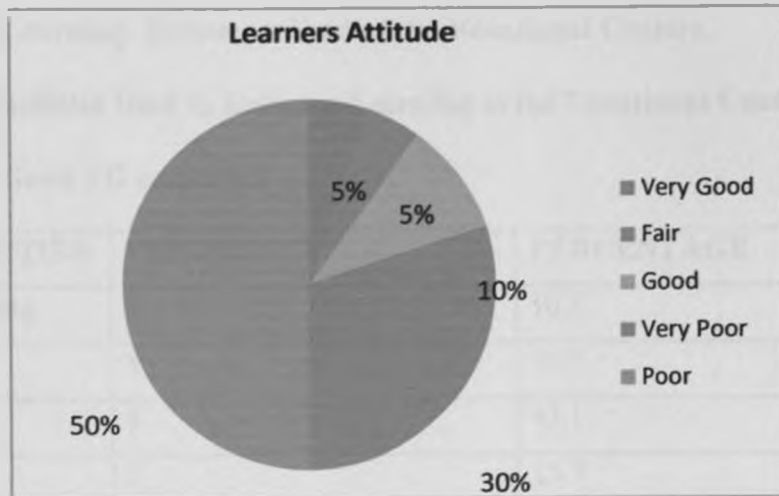
Respondents Category	No of Questionnaires Distributed	No of Questionnaires Answered	Percentage of Return Rate
Learners	50	46	92
Instructors/ Teachers	21	19	90
Managers/ Heads of Institutions	8	4	50
TOTAL	79	69	77.33

The above table reveals that 79 questionnaires were distributed to the three categories of respondents, 69 were returned to the researcher after being filled. Return rate therefore is 77.33 percent.

4.2 Attitude of Learners Towards Vocational Skills Offered to Them.

Attitude being an important factor in education, the researcher found out how it affected the acquisition of vocational skills among the youth learners. The findings are illustrated below.

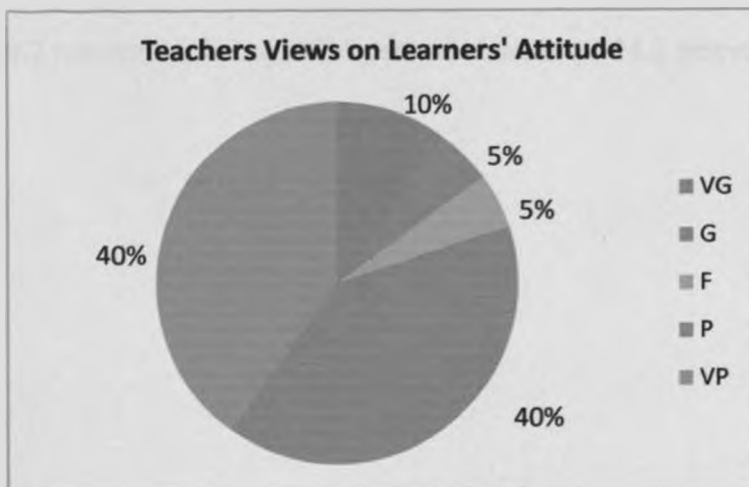
Figure 2: Learners Attitude



The pie chart above reveals that learners expressed very good attitude at 5%, good was expressed by 10%, and fair was by 5% while 50% of students expressed their attitude as poor. Those who had very poor attitude were 30%.

Attitude of learners towards vocational education as expressed by teachers

Figure 3: Teachers Views on Learner's Attitude



The above pie chart presents teachers views on the learners' attitude towards vocational education. 10% of the learners expressed very good attitude, 5% represents good, 5% represents fair, 10% represents both poor and very poor.

4.3. Adequacy of the Learning Resources Used at the Vocational Centers.

Table 4.2: Physical Facilities Used to Enhance Learning at the Vocational Centers

(Good (G) and Very Good VG response).

PHYSICAL FACILITIES	FREQUENCY	PERCENTAGE
Equipment for Training	2	10.5
Text books	4	21.3
Workshops	8	42.1
Classroom	3	15.7
Furniture	2	10.5
Library	-	-
Water and Electricity	-	
TOTAL	19	100

From the table above, it is evident that the students that responded to the adequacy of resources as very good (VG) and good (G) were as follows. Equipment for training 9.5 percent textbooks 19.2 percent workshops 47.6 percent classrooms 14.2 percent and furniture 9.5 percent.

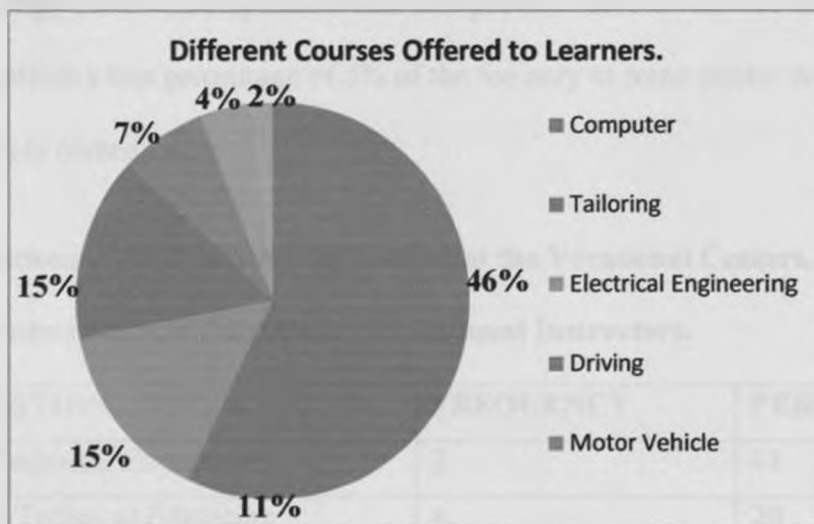
Table 4.3: Physical Facilities Used to Enhance Learning. Responses at Poor (P) and Very Poor (VP)

PHYSICAL FACILITIES	FREQUENCY	PERCENTAGE
Equipment for Training	2	10.5
Text books	3	15.7
Workshops	2	10.5
Classrooms	3	15.7
Furniture	2	10.5
Library	5	26.6
Water and Electricity	4	10.5
TOTAL	19	100

The above table reveals the students' response on physical facilities under categories of very poor and poor are as follows: Equipment for Training 9.5%, Text books 14.2%, Workshop 9.5%, Classrooms 14.2%, Furniture 9.5%, Library 24.1% and Water and Electricity 19.0%

4.4. Courses Offered at the Vocational Centers

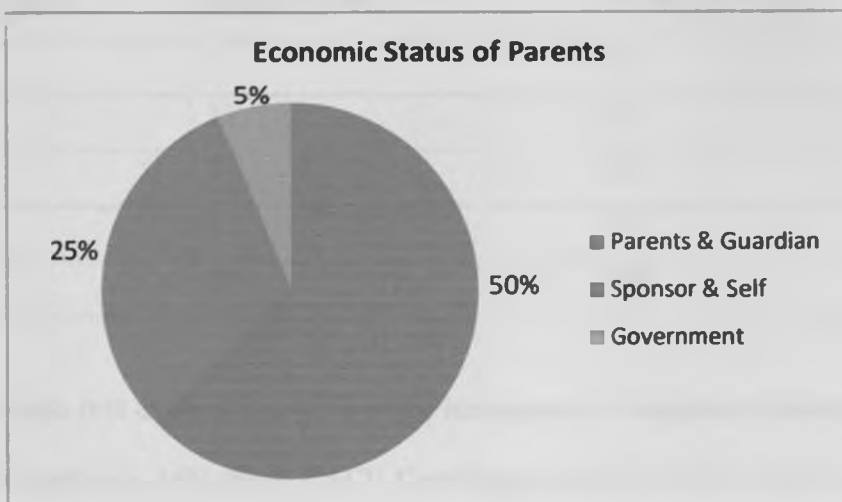
Figure 4: Different Courses Offered to Learners.



From the above Pie Chart, out of 46 respondents, 46% take Computer, 11% tailoring, 15% electrical engineering, 15% driving, 7% Motor vehicle, 4% Community development and business management 2%.

4.5. Economic Status of Parents of Students at Vocation al Centre

Figure 5: Provision by Different Bodies.



The above Pie Chart gives evidence that parents and guardians pay the largest proportion of fee at the rate of 50% while sponsors and self provide 25% of the fee at the VEC. The Government offers a low percentage of 5% of the fee only to some public vocational centers and not privately owned ones.

4.6. Qualifications of the Trainees/ Instructors at the Vocational Centers.

Table 4.4: Professional Qualifications of Vocational Instructors.

QUALIFICATION	FREQUENCY	PERCENTAGE
Masters in Technical Education	2	11
Bachelors in Technical Education	4	20
Diploma in Technical Education	7	37
Certificate in technical education	6	32
TOTAL	19	100

The above table reveals that out of 19 instructors 10% have Masters Degree in Technical Education, 20% have Bachelors, 37% are Diploma Holders in Technical education and 32% have Certificate in Technical education.

Table 4.5: Academic Qualification of Vocational Instructors.

QUALIFICATION	FREQUENCY	PERCENTAGE
K.C.E	3	16
K.C.S.E	11	43
K.A.C.E	4	16
CPE/ KCPE	1	15
TOTAL	19	100

From the above table it is evident that 43% of the instructors in vocational education centers attained KCSE Certificate, 16% have KACE Certificate and KACE, and 15% have CPE / KCPE Certificate.

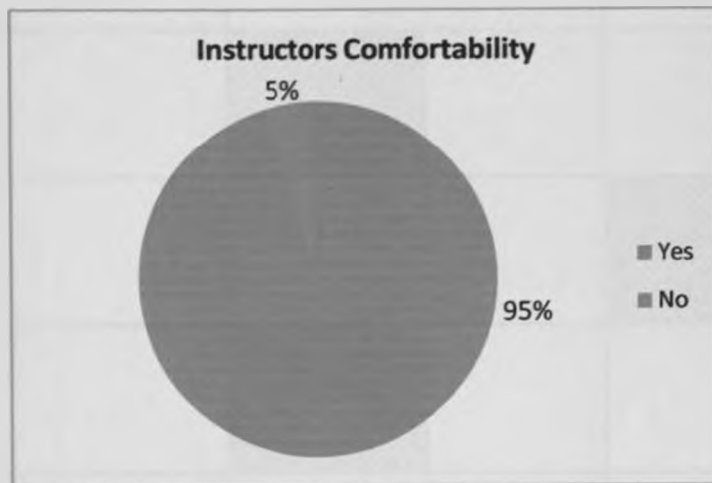
4.7. Level of Satisfaction.

Figure 6: Learners’ Level of Satisfaction with Vocational Training.



It is evident from the Pie Chart above that 60% of learners are highly satisfied with vocational training. 20% are satisfied and 10% are not satisfied the remaining 10% were not sure of their feelings

Figure 7: Instructors Comfortability with Courses they are teaching.



The Pie Chart above reveals that almost all the instructors are comfortable with their work. This is presented at 95% while those that are not comfortable are only 5%.

4.8. Other Factors Affecting Acquisition of Vocational Skills

Apart from the above causes, it has been noted that there are several other factors that affect acquisition of vocational skills. The table below describes the adequacy of those factors

Table 4.6: Other Factors Affecting Acquisition of Vocational Skills

FACTORS	MORE THAN ADEQUATE	ADEQUATE	NONE	INADEQUATE	HIGHLY ADEQUATE
Fee Payment					
Parents Involvement					
Curriculum Implementation					
Teachers/ Instructors					
Administrative and Staff Development					
Curriculum of Course Offered					
Discipline					

From the above table it is revealed that fee Payment, curriculum implementation, staff and administrative development, curriculum offered is adequate. However discipline in the VECs is inadequate.

4.8.1. Enrolment

In most of the centers, enrolment has been falling for the last five years. Reasons that were given were as follows: lack of school fees, elaborate curriculum containing many practicals, poor attitude towards VE, family commitments towards VE. Other reasons like timing of some of the courses like computer which is offered even at night but most students are not able to attend night lessons. Others also claimed that distance to the centers was also a factor that affected acquisition of vocational skills and thus contributed to the falling of enrolment.

4.8.2. Drop Out Rate

Dropout rate was noted to be high in most of the vocational centers that research was done. The reasons given by the managers of those centers were as follows, lack of finances for paying fee, pregnancy among the female learners, poor attendance by instructors who are under BOG, family commitments and timing of the course.

4.8.3. Summary.

From the analyzed data the objectives of the study were fully addressed and achieved. A good number of factors were found to be affecting acquisition of vocational skills among the youth learners in Maranda Division, siaya county. High dropout rates and low enrolment were found to be the main indicators of poor vocational skills acquisition. Many respondents were not satisfied with the resources and physical facilities at the centers. Timing of some vocational education featured as one of the factor affecting acquisition of skills.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.0. Summary

Vocational education's main aim is to offer skills to learners. These learners are expected to acquire specific skills for self employment or career skill instructions. VE is recognized by government as that education which creates great impact on human resource development and economic growth.

However, a good number of youth learners leave vocational centers without proper acquisition of skills.

They opt to go for other jobs after leaving vocational centers other than practicing the skills acquired. These facts arouse the interest of the study which purposed the researcher to find out the factors that affect acquisition of vocational skills among the youths in Maranda Division, siaya county.

The study gathered information from heads (managers) of eight vocational centers, teachers (instructors) and students (learners). The study made an attempt to establish effects that learning resources, types of courses offered, economic status of the learners' parents and guardians, qualifications of the trainers or tutors on skill acquisition. The study also examined the level of satisfaction among the learners towards vocational training.

Other factors that could affect skills acquisition like lack of infrastructure, teachers' burn out, lack of parents' involvement in their children's learning were also established.

In order to investigate the above issues, seven research questions were formulated. The literature review related to this study provided the guidelines and laid foundation on which the interpretation of the data collected was laid.

Three categories of questionnaires were developed from research questions. These questionnaires were used as the instruments to collect data from the three categories of respondents.

The return rate of questionnaires was 77.33%. Given that the sample is more than one third of the target population, it is sufficient for the study to draw conclusions concerning the whole population.

Tables, Pie Charts, Graphs and narration were employed in the presentation and analysis of the data.

5.1. Conclusion

The government of Kenya is committed to VE since it has great impact on human resource development. However, many factors have been identified to be affecting skill acquisition especially among the youth. According to the findings, attitude of learners is a great hindrance to skill acquisition; parents feel that VE is for standard eight or form four failures and school dropout as well. This has led to low enrolment in the vocational centers and high dropout rates.

VE centers were found to experience financial constrains. Some of the privately owned centers could not operate well when learners had not paid their fee in time. The government owned ones were not being provided with sufficient funds to run them.

Other factors affecting acquisition of vocational skills were lack of parents' involvement in their children's education and teachers or instructors burn out whereby they are no longer interested in their work. Wide curriculum that could not be covered within the scheduled time was also a factor that was cited as one of the factors that affected acquisition of vocational skills.

Another important factor was established to be funding, which was limited. Therefore running the programme became difficult especially for the heads (managers) of the vocational centers.

Enrolment dropped every year as dropout rate went high because students were unable to pay their fees in time.

5.2 Recommendations

As a result of the findings of this study and conclusion drawn, the following recommendations were made. The government should add more teachers (instructors) at the VE centers. The government should add appropriate learning resources and improve physical facilities. For the privately owned centers, the managers should improve the facilities to enable effective skill acquisition. The instructors' terms and conditions of work should be improved to reduce teachers' burn out. This can be done by taking them for upgrading courses and improving their salaries.

Successful students from vocational centers should be given incentives to encourage them to do better in their education. This can be done by the managers and instructors at the centers.

The government and stakeholders should allocate CDF to improve infrastructure in the centers like roads, water and electricity so as to enhance learning. Campaigns for VE should be carried out by the education stakeholders in the local community. They should advise the youths on the importance of VE.

Income generating projects should be introduced in the VE centers to enable learners meet their economic needs. There are vocational centers with disabled learners. The government should sponsor these challenged students and give them hearing aids like the case of deaf students. All the stakeholders of VE should create awareness on the benefits and importance of VE and give it a more positive approach than it has been before. This will attract more youths to these centers so that enrolment is enhanced and retention of learners in the vocational education centers.

5.3 Suggestions for Further Research

Based on the findings of the study, further research areas which would enhance effective acquisition of vocational skills have been recommended from the issues that arose and were beyond the scope of the study, these include:

Replication of this study in other parts of the county so as to establish the actual state of vocational education in the country. If this is done findings that would assist in policy formation and decision making among VE stakeholders would be formed. Other causes a part from the ones that have featured in this study that affect acquisition of skills among the youth learners would be established.

Factors leading to low enrolment and high dropout rate among vocational education learners should be studied. A comparative study of the youth polytechnics and the non formal adult literacy should be carried out.

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APPENDICES

Appendix I: Introduction Letter to Heads of Vocational Centres in Maranda Division siaya county.

UNIVERSITY OF NAIROBI
DEPARTMENT OF EDUCATIONAL FOUNDATIONS
P.O BOX 30197,
NAIROBI.

DEAR SIR/MADAM

REF: PERMISSION TO CARRY OUT RESEARCH

I am a student at the University of Nairobi pursuing a masters degree (MED). I am requesting your office for permission to carry out a research in Maranda division siaya county in the vocational centers.

The information obtained will be used for no other purpose but academic and responses will be treated as confidential.

Yours Faithfully


.....

Ngige Roselyne Achieng.

Appendix II: Questionnaire for Heads/Instructors of Vocational Centres

The purpose of this research is to find out factors that affect acquisition of vocational skills among the youth in Maranda division siaya county. Your center has been sampled for study and therefore you are requested to respond to these questions honestly and accurately. All the information gathered through this questionnaire will be treated confidentially.

SECTION A

Fill in the details

1. Name of the centre _____
2. Sex Male _____ Female _____
3. Age 20-30 ()
31-40 ()
40-50 ()
50 and above ()
4. Administrative experience _____ years
5. Qualifications
Certificate ()
Diploma ()
B/Education ()
Masters ()

SECTION B

1. What courses are offered in your centre?

2. Who pays fee your learners?

3. Is there a backlog fee for the learners?

YES NO

4. Does the government offer any financial assistance?

YES NO

If yes, what percentage of the total fee does it give?

5. How satisfying is the work done by your facilitators/ Teachers?

(Tick against item that fits your Response)

Highly satisfying	
Satisfying	
Dissatisfying	
Highly dissatisfying	

SECTION C

1. For how long have you been in this centre?

_____ Years _____ months.

2. (a) Using the table below describe the centre's enrollment for the last five years.

YEAR	MEN	WOMEN	TOTAL
2008			
2009			
2010			
2011			
2012			

(b) Is the enrollment rising or falling? (Tick against the appropriate response)

Rising ()

Falling ()

c) What factors do you consider to be affecting enrollment rate?

3. a) Using the table below, describe the drop out rate in your centre for the last five years?

YEAR	MEN	WOMEN	TOTAL
2008			
2009			
2010			
2011			
2012			

b) What factors do you think contribute to the drop outs in this centre?

4. What challenges do you encounter as the head of this institution?

5. The factors listed in the table below may inhibit acquisition of vocational skills. For each item, put a tick against the letter that explains its adequacy which affects acquisition of vocational skills, use the key provided below.

	a	b	c	d	e
Learning resource					
Fee payment					
Job satisfaction by facilitators					
Parents involvement					
Curriculum implementation					
Teachers/facilitators burn out					

Key

- a → More than adequate
 b → Adequate
 c → None
 d → Inadequate
 e → Highly inadequate

THANK YOU.

Appendix III: Questionnaire for the Vocational Facilitators/ Teachers.

This questionnaire is designed to gather information about the factors that affect acquisition of vocational skills in the area you are teaching. Do not indicate your name or anything that could lead to identification. Please respond to all the questions appropriately, for structured questions, use the spaces provided. Thank you.

SECTION A:

PERSONAL DETAILS

1. What is your gender? (Tick against the appropriate)

Male () Female ()

2. What is your age?

20-30 ()

30-40 ()

40-50 ()

50 and above ()

3. What is your present highest academic and professional qualification?

a) Academic

EACE ()

KCE ()

KCSE ()

KJSE ()

KAPE/CPE/KCPE ()

b) Professional

Masters in Technical Education ()

Bachelor in Technical Education ()

Diploma in Technical Education ()

Certificate in Technical Education ()

SECTION B

1. For how long have you been teaching vocational skills?

_____ Years _____ Months

2. For how long have you been in this centre?

_____ Years _____ Months

3. What course are you teaching?

4. Are learners comfortable with the course they are taking?

YES NO

5. What problems do you experience with the learners concerning skill acquisition?

6. How can the problems be addressed? Give suggestions.

7. What are the ages of the learners in your class?

Age bracket (years)	No of Learners
15-20	
21-30	
30-40	
41 and above	

8. What factors do you consider to be affecting enrollment rate?

9. In brief give suggestions on how skill acquisition can be enhanced.

10. Are you comfortable with teaching this course?

YES NO

11. How often do you go for in service courses to update your knowledge?

(Tick where necessary)

After every six months ()

Annually ()

After two years ()

Never at all ()

12. Which one of the factors listed below affect acquisition of skills in this centre?

(Tick where necessary)

Attitude of learners ()

Learning resources ()

Parents involvement ()

Age of learners ()

Lack of satisfaction among learners/Teachers ()

Lack of staff and administrative development ()

Wide curriculum of courses offered at the centre ()

Indiscipline among learners ()

THANK YOU.

Appendix IV: Questionnaire for Students (Currently Enrolled In Technical Institution)

This questionnaire is designed to gather information about the factors that affect the acquisition of vocational skills in the area you are teaching. Do not indicate your name or anything that could lead to identification. Please respond to all questions appropriately. For structural questions, use spaces provided.

SECTION A

1. What is your age bracket? (Put a tick in the appropriate box)

Below 20 years ()

Between 20 years and 25 years ()

Between 25 years and 30 years ()

Above 30 years ()

2. What is your gender? (Put a tick in the appropriate box)

Male ()

Female ()

3. What course are you taking in this institution?

4. Who advised you to take the course? (Put a tick in the appropriate box)

Self ()

Parent/Guardian/Sponsor ()

Former teacher in Primary/Secondary School ()

The Institute ()

SECTION B

1. Please indicate with a tick the adequacy of the following in the department.

Scale:

Very adequate (VA), ()

Adequate (A), ()

Fair (F), ()

Inadequate (I), ()

Very inadequate (VI) ()

	ACTIVITY	VA	A	F	I	VI
1	Equipment for training					
2	Text books					
3	Workshops					
4	Classrooms					
5	Furniture					
6	Library					
7	Water and electricity					

2. Students related factors

Please indicate with a tick the level of achievement of the following activities.

Scale:

Very good (VG), ()

Good (G), ()

Fair (F), ()

Poor (P) ()

Very poor (VP) ()

	ACTIVITY	VG	G	F	P	VP
1	Paying fees in time					
2	Attending parents meeting					
3	Parents discussing students' Academic performance.					
4	Parents participation in counseling students					
5	Attitude towards vocational training					

3. What was your entry mark/mean grade for the course you are undertaking?

4. How many continuous assessment tests (CATS) are given to students every Term
(put a tick in the appropriate box)

a. None

b. At least one

c. At least twice

d. More than twice

5. State four factors affecting the acquisition of vocational skills in this centre.

6. State four suggestions for improving the acquisition of vocational skills.

7. Teachers Related Factors

Please indicate with a tick the level of achievement of the following activities

Scale:

Very good (VG) ()

Good (G) ()

Fair (F) ()

Poor (P) ()

Very poor (VP) ()

	ACTIVITY	VG	G	F	P	VP
1	Attitude.					
2	Courses offered					
3	Syllabus coverage					
4	Job satisfaction					
5	Staff and administrative development					

In your own opinion what should be done to your teachers/facilitators to do a better job than they are doing now?

THANK YOU.

Appendix V: Research Budget

NO	ITEM/ ACTIVITY	AMOUNT
	TYPING AND PRINTING	
1 a)	Proposal 58 pages @ 30	1,740.00
b)	Research Report 160 pages@30	4,800.00
c)	Relative questionnaires 18 pages @30	1,540.00
d)	Typesetting @ 65 per page for 114 pages	13,910.00
	SUB TOTAL	21,680.00
2	PHOTOCOPYING SERVICES	
	Proposal 58 pages 3* 8 copies	1,392.00
	Thesis 160 pages @3*8 copies	384.00
	One student questionnaire 5 pages @ 15* 30 copies	28,500.00
	Head teacher interview schedule 2pages@	3 600.00
	Relative questionnaire 5pages @ 15* 20 copies	1,500.00
	SUB TOTAL	35,238.00
3	DATA COLLECTION	
	Traveling during field work	20,000.00
	Accommodation 10 days @ 800	800.00
		20,800.00
4	STATIONARY	
	Photocopy papers @ 500 5 reams	2,500.00
	Assorted pens and pencils	500.00
	Writing papers 300 3 reams	900.00
	Binding charges (proposal and thesis 8 copies @ 200	1,600.00
	SUB TOTAL	5,500.00
	Miscellaneous and contingencies 10% of(21,680+35,238+20,800+5,500)	8321.80
	GRAND TOTAL	91539.80