

**INFLUENCE OF PROVISION OF TECHNICAL SKILLS ON SOCIO-ECONOMIC STATUS
OF COLLEGE GRADUATES: A CASE OF MULLY COLLEGE, MACHAKOS COUNTY,
KENYA**

By

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DECLARATION

This Research Project report is my original work and has not been submitted to other University for any award.

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This Research Project Report has been submitted for Examination with my approval as the University Supervisor.

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DEDICATION

I dedicate this Research Report to my children as they grow in frame, they carry my name and spread our fame; Doctor Mori, Engineer Chrestotes and Barrister Mimshack, whose expectations to lead a decent life; not in poverty but in prosperity; not in ignorance but in knowledge and wisdom inspired me to live to the occasion.

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ABBREVIATIONS AND ACRONYMS

AIDS	Acquired Immunodeficiency Syndrome.
HIV	Human Immunodeficiency Syndrome
KCPE	Kenya Certificate of Primary Examinations
KCSE	Kenya Certificate of Secondary Examinations
MC	Mully College
MCF	Mully Children's Family
NASCOP	National Aids surveillance control program
NCEOP	National Committee of Education Objectives & Policies
OVC	Orphans and vulnerable children
PLWHA	People Living with HIV and AIDS
PMI	Project Management Institute.
SPSS	Statistical Packages for Social Science
SSA	Sub-Saharan Africa
TVET	Technical Vocational and Educational Training

ABSTRACT

The study sought to analyse the influence of provision of Technical Vocational and Educational Training (TVET) has on the Socio-economic status of the College graduates. Most learners, who fail to proceed with formal education, either grow up with no skills or join Technical Vocational Institutions to acquire skills for gainful income. The study was to determine what links existed between Technical Vocational skills such as Hairdressing, Tailoring and dressmaking, Carpentry and Masonry and the socio economic status of those who acquire them. Whereas, there has been students graduating from Mully College since 2006, there has been no study to determine if indeed they (graduates) use the acquired skills in getting or creating jobs. A target population of 65 graduates was studied out of whom using purposive sampling; Twenty-five respondents were interviewed during the research. The questionnaires and oral interviews were used to collect data from the respondents with an 86% response rate. The study established that Technical vocational skills has positive influence on the socio-economic status of the college graduates and that 74.% of the respondents pride to use the skills gained in getting or creating jobs. Findings revealed that College Trainees/youths require certain form of skills to gainfully and competitively participate in job market. This study demonstrated that vocational skills training offered goes a long way in alleviating poverty, decreasing families and individuals suffering, and improving the socio-economic status for those who gain such skills in society. The Insights from the analysis have informed strategies for strengthening TVET admitting students who might have dropped out from formal education or did not proceed with formal education.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

People who have not been able to benefit from formal education and training need opportunities and alternatives to acquire technical skills and knowledge that will give them a chance in life and at work. Education and training help individuals to address poverty by providing them with the skills and knowledge to raise their output and generate income (UNESCO 2001). Investing in education and training is therefore an investment in the future; knowledge and skills is the engine of economic growth and social development.

In Sub Saharan Africa, there is great discrepancy between Primary school and transition to Secondary school. Secondary school enrolment rates in SSA continue to be the lowest in the world. Of approximately 104 million secondary school-age children in the region, only one in four (25%) were enrolled in secondary school in 2006 (UNESCO, 2008). Of those, there were 83 girls only for every 100 boys (UNESCO, 2008). This figure in SSA is a critical challenge as compared with other regions. Statistics provided by UNESCO (2008) show that children, particularly girls, in SSA have the lowest opportunity to enrol in secondary school at their official age. In essence, the percentage that is left out of formal education, become of age without skills, while faced with challenges of fending for themselves and family.

One of the greatest challenges of gaining access to post Primary education in SSA is affordability. This means that parents are required to meet some operational costs such as tuition and maintenance and may be required to pay for many other things including food, uniforms, learning materials, and special equipment. Consequently, children from poor households whose parents cannot meet the costs are less likely to participate in secondary school education. (Lewin, 2008).

Since 1985, the Kenyan education system has included eight years of primary schooling and four years of secondary (Eshiwani 1990, Ferre 2009). At the end of primary school, students take a national examination, the Kenya Certificate of Primary Education (KCPE). This exam is the chief determinant of admission to secondary schools or thereabout. Before January 2003 there were over three million out-of-school children. The cost-sharing policy in education had made schooling unaffordable, and pushed many children out of school and into work. The

recognition is that primary school leavers are still too young to become economically independent and socially engaged in various activities. For some children, completion of primary education means the end of schooling and the entrance to the world of work.

However, because of their limited knowledge and skills from primary education and immature age, primary school leavers are in many cases unable to fully participate in the world of work. Those who fail to transit to secondary school are the children from poor households whose parents/guardians are unable to afford the costs of secondary education or were forced by other factors beyond their control. The denial of secondary education to children from poor households or orphans is likely to limit their chances of escaping poverty. The alternative means of transition is necessary to equip this group of individuals who fail to join secondary schools, with skills hence, Technical and vocational education.

Technical Vocational Education and Training (TVET) in Kenya are currently under the Ministry of Science and Technology. This has received far less government funding than other levels. As a result, most institutions have out-of-date equipment, a fact that has played a great role in the varying enrolment pattern. While there was an increase in enrolment between 2002/03 and 2003/04, there was a sharp contraction between 2004 and 2005 and, whilst picking up in 2006, still remaining below the 2003 enrolments (Serem 2008). This sharp drop may be attributable to the expensive nature of TVET especially in the national polytechnics, or to the abolishing of production courses in these institutions.

The Kenyan Education system structure is to give “academic” training geared towards preparing students for continuing higher levels of learning. Primary school leavers are left out of main stream education, once they terminate their studies or drop out along the way. As demonstrated in appendix I that shows the 8.4.4 flow chart. Kenya’s education system has put emphasis on the formal academic education which has been the main setback for TVET sector. TVET programmes in Kenya target to absorb the large proportions of students who cannot progress to the secondary and higher levels of education. Out of the approximate 600,000 graduates of primary education, only 55% (350,000) proceeded to secondary schools (Kenya, 2006). At the end of the secondary cycle only 20,000 proceed to universities, the rest (200,000) are expected to be catered for by the middle level colleges and TVET institutions whose existing capacity is inadequate.

In 2006/07, it is estimated that the transition rate from Primary schools reached 60 percent in Kenya. This suggests that four in every 10 children enrolled in the last grade of primary school in 2006 were not enrolled in secondary school in 2007. Those who drop along the way and those who are not admitted to any secondary school may choose to re-take the examination the following year, or join vocational education among other options (ANPPCAN 2008). Sponsored TVET's informal sector is still spearheaded by NGOs with no clear plan developed for the sector by the government.

Mully college (MC) is a beacon of hope. MC remains on its course to see to it that the once College Trainees armed with only Primary Education or thereabout, faced discrimination, were rescued from early marriages, or from the street had hope restored and lead a decent life after going through a training programme; many minds that would be otherwise locked out of education and career development paths despite demonstrating the ability to excel in life should they be supported. Those with no financial support or those who had been stigmatised due to their early assumption of parental role enrolled in Mully College.

Mully College is a tertiary institution ran by Mully Children's Family group of Homes (MCF). Mully Children's Family (MCF), the sponsor of Mully College (MC) was founded in 1989 by Dr. Charles M. Mulli a businessman and philanthropist and his wife Esther Mulli. MCF is a registered Charitable Children's Institution that seeks and reaches out to orphaned and vulnerable children such as: - children on the street, child mothers, destitute children among others, through rescue, protection, care, and rehabilitation support services and eventually reintegrates the reformed and equipped graduates to society. MC is an arm of MCF that enhances access to TVET education to those who cannot afford the tuition and other costs may not have met minimum academic requirement miss out on opportunities due to factors beyond the learners' control.

Thus, Mully College is a tertiary institution of higher learning founded on Christian Ethos, with deep demonstration of God's love to humanity, impartation of knowledge and support to the less fortunate members of society. Its curriculum encompasses all aspects of life, geared towards providing quality and competitive training to its students (Mully College Mission and Policy statement 2010). MC is an institution that has seen the plight of the less fortunate armed with grade eight-school certificate, those with no formal education or thereabout, who had been

rejected by their families, those who had been orphaned but with the for knowledge and skills are given opportunity at MC as it presents itself for that need at no fee charged to the learner.

1.2 Statement of the Problem

The primary school leavers or dropouts have adjusted to the reality of the labour market that it is difficult to improve their socio-economic status if one lacks necessary skills. Informed by the potential of adult education and training in poverty reduction, studies have been conducted to establish the impact of such training on knowledge of targets and their poverty characteristics (Valerio 2003). Studies relate literacy to poverty or *vice versa* (Omolewa and Adekanbi 1998; Klesing- Rempel and Zuinino-Encues 2004; Obanya 2004; Oxenham 2004).

Technical Vocational Education & Training (TVET) systems open an all-inclusive opportunity to give even the most underprivileged members of society access to learning and training. The opportunity to equip learners with skills leading to productive and satisfying lives is critical to the prosperity and well-being of the community. The need for skills, in navigating one's life away from lack, want and hopelessness is a goal sought by every individual. Poor socio-economic status is the major factor contributing in denying Orphans & Vulnerable Children (OVC's) access to basic life services and is the subsequent propagation of poor livelihood. An emphasis on lifelong learning gives opportunities to those who have missed out on mainstream education. Transition from primary school to vocational training institution is the alternative route to lifelong learning opportunities to some.

The role of TVET is absent to a large extent in most policy documents. This gap is particularly 'puzzling'; Governments and donor countries consistently emphasize the need for concerted efforts to build the human assets of the poor. Yet TVET is accorded limited importance in donor financing schemes and discussions since the late 80s' (Bennell 1999). Privately sponsored or charitable colleges, admit learners from poor family background for training. There has been no study in Kenya to establish whether those graduating from Technical Vocational Institutions, use the skills acquired to get employment (Paid employment) or create jobs (Self employment) for gainful income. This study therefore bridged the knowledge gap between the Provision of Technical vocational Skills and its influence on the Socio-economic status of the TVET graduates; a case of Mully College.

1.3 Purpose of the Study

The purpose of the study was to determine the influence of Provision of Technical vocational Skills has on the Socio-economic Status of TVET graduates.

1.4 Objectives of the Study

The study was based on the following objectives.

1. To establish the influence of type of Technical Vocational Skills on the socio-economic status of college graduates, a case of Mully College, Machakos County- Kenya
2. To determine the duration in the provision of Technical Vocational skills training influence socio-economic status of college graduates, a case of Mully College, Machakos County- Kenya
3. To determine availability of equipment in the provision of Technical Vocational skills training influence on the socio-economic status of college graduates, a case of Mully College, Machakos County- Kenya

1.5 Research questions of the Study

The study endeavoured to answer the following research questions;

1. What influence does type of technical vocational skills have on the socio-economic status of college graduates? a case of Mully College, Machakos County- Kenya
2. What influence does the duration in the provision of Technical Vocational Skills training have on the on the socio-economic status of college graduates? a case of Mully College, Machakos County- Kenya
3. What influence does the availability of equipments in the provision of Technical Vocational skills training has on the socio-economic status of college graduates? a case of Mully College, Machakos County- Kenya

1.6 Significance of the Study

The ministry of education plays a significant role in overseeing educational activities in the country. The findings of this study would be found useful by the ministry of education. This is because the need to promote vocational skills training institutions; the learners' enviable position and abilities one get that determines the bargaining power, self-determination and improved chances of a better socio-economic status, need not to be ignored.

Donors and sponsors supporting charitable colleges or subsidising the cost of TVET education will be able to appreciate the impact of their donations in shaping the College

graduate's lives. Will also use it to justify their philanthropic work and be encouraged to continue reaching out to the less privileged. It is appreciated that the relevant government ministries will use this research in creating a sustained awareness and understanding of the need for Vocational skills for the purpose of encouraging private public partnership in availing TVET trainings to those who do not proceed with formal education. Moreover, the findings of this study will add knowledge to the existing literature on the subject matter. Similarly, the study will provide an impetus upon which other related studies could be anchored. Finally, this document would act as a source of reference to most stake holders in Technical Vocational Education and Training field.

1.7 Delimitation of the Study

The study was carried out on Mully College in Yatta District, Machakos County of Kenya. The study confined itself to the influence of TVET, in mitigating negative forces of poverty, and to enhance one's abilities for self-employment or access to gainful source of income. The Primary focus was on the socio-economic status of Mully College graduates. The most commonly identified economic indicators by various development scholars include income level, unemployment and under-employment status; poverty level (Yesufu 2000; Agabi 2000). The study was conducted on a team of MC graduates who are easily accessible by phone or physical visitation. For graduates, who could attribute their current occupation and the improved socio-economic status to the skills acquired in Mully College.

The following issues guided the research; the type of technical courses being offered at Mully College namely: Knitting (Tailoring and Dressmaking), Hairdressing and beauty therapy, Craft Masonry and Carpentry. The availability of training equipments and machines as well as the duration of training as independent variables. The socio-economic status of MC graduate and their source of livelihood as depended variable.

1.8 Limitations of the Study

The limitations of this study were as follows:

1. The time limit, cost, and the scope expected of this study prevented widespread consultation with a cross-section of key players involved in the planning and delivery of vocational skills to Mully College and the country at large. The study left out some information that otherwise would be incorporated, if all those involved in the provision of Technical Vocational Skills to College Trainees were included in the study. However,

by researching on a representative group, the research finding demonstrated the widespread shared outcomes of Technical vocational Skills on the College Trainees.

2. There was a difficulty in interviewing or collecting data from previous students due to their inaccessibility having dispersed to various parts of the country. However by use of information technology such as telephone interviews sufficed.

1.9 Basic assumptions of the Study

The assumption of the study was that the quality of TVET offered to Mully College is representative of TVET offered to all deserving groups both in rural and urban areas, both self sponsored and subsidised sponsorship. It was aimed at providing the “learning” of “skills or technique” and the acquisition of an “attitude” which includes; awareness of quality and pride of workmanship and a feeling of responsibility toward employer/customer (Kenneth 1974). The researcher further assumed that children who are in, or went through Mully College had deplorable background, needed urgent rescue and alternative place of abode as they pursued Vocational technical education. The students who took the vocational courses did so with a career exploration or a career goal in mind as another assumption.

1.10 Definitions of Significant Terms

These were the definition of significant terms as used in this research.

Training: Training is a learning experience, which seeks a relatively permanent change in an individual’s skills, knowledge, attitudes or social behaviour. (De-Cenzo and Robbins 1996)

Skill: Skill is knowledge, which is demonstrated by action- an ability to perform in a certain way. These skills could be personal, technical, business operations and management skills.

Type of Technical Vocational Skills: Technical skills are defined as the ability to use the tools, procedures and techniques of a specialized field (Hellriegel et al 2001). Skills such as hairdressing, Dressmaking and tailoring, Carpentry and Masonry.

Vocational Education: This includes courses and programs at various educational levels for selected careers in an occupational area. Vocational courses include but are not limited to knitting (dressmaking and tailoring); cosmetology (hairdressing and beauty therapy); building and construction (carpentry, masonry, and metal work).

Livelihood: Livelihood comprises the capabilities, assets (stores, resources, claims, and access) and activities required for a means of living: a livelihood is sustainable when it can cope with and recover from stress and shocks, maintain or enhance its capabilities and assets, and provide sustainable livelihood opportunities for the next generation; and which contributes net benefits to other livelihoods at the local and global levels, in the long and short term. (Chambers et al 1992)

Less fortunate: Persons who are poor and if not aided, due to unavoidable circumstances lead a life devoid of basic needs; those growing up in lack and want while barely surviving without the basic life supplies/needs such as food, shelter and clothing.

Duration of Technical Vocational Skills Training: The period that has been stipulated by the government for training institution to be sufficient for the trainee to muster the skills or knowledge being taught. This could be either six months or one year or more depending on the nature of the area of study.

Availability of Equipment used in technical vocational skills training: The number and the functional usable state of the machines and equipments used in training the learners.

Socio-Economic Status of the TVET graduates: The economic value of an individual in the society, which classifies one's status and could be regarded as able or unable to meet the basic needs.

1.11 Organization of the study

The study was organized into five chapters. Chapter one comprised of background of Provision of Technical vocational skills on offer in many colleges. It explored the opportunity presented by Mully College in understanding the gap bridged by the TVET, in equipping the College Trainees and opportunity to acquire necessary skills and earn a dignified livelihood thereon. The statement of the problem was that whereas there have been students who been graduating from Mully College since 2006, there has been no study to determine whether they are using the skills acquired for gainful income. The purpose of the study was to determine the provision of Technical Vocational Skills influence on the socio-economic status of the College graduates. The study was guided by three objectives and research questions; on the type of vocational skills, the duration of training and the availability of training equipments. It also included basic assumptions that quality of TVET offered at Mully College is representative of

TVET offered to all deserving groups. The delimitation the study confined itself on the occupation of the MC graduates. The limitations of the study were found to be time and the geographical distribution of the respondents. The chapter concluded with the definition of significant terms.

Chapter two dealt with literature reviewed related to the study thematically as per the study objectives; the type of skills, the duration of the training, and the availability of training equipments. The empirical studies, while linking skills to emancipation from poverty, there has been no demonstration of such links. Thus the gap established in literature reviewed on type of skills, duration of training and the availability of training equipments and their influence on the socio-economic status of college graduates sufficed for the study to proceed. The theoretical frame work adopted for the study namely cognitive, social learning, behavioural and programming theories was dealt with. It also contains the conceptual framework in which the type of skills, duration of training and the availability of training equipments were treated as independent variables while the socio-economic status of the graduates was treated as the dependent variable.

Chapter three presented the research methodology. In which the descriptive survey was adopted, employing purposive and snowballing techniques to sample the respondents. A sample size of 25 respondents from a population size of 73 was interviewed using questionnaires and in-depth interviews. The research tools were subject to pilot test and triangulation to test their validity and check their reliability. It concludes with data analysis and data presentation techniques adopted for the study. In the chapter, the data collection procedures, the data analysis and data presented is carried out by the researcher is explained.

Chapter four consisted of Response rate, respondents' demographic characteristics such as gender, age, educational background, and primary source of income was dealt with. The data analysis on type of Technical Vocational skills, the duration of training and the availability of equipments in provision of Technical Vocational skills, the primary source of livelihood and the indicators of socio-economic status, the presentation and interpretation of such data.

Chapter five contained the summary of findings on the provision of Technical Vocational Educational and Training had positive influence on the socio-economic status of college graduates. Learners with poor education background or who had lost hope for further study need

considerable duration to muster the skills, the training equipments need to be sufficient and in good working condition to enable the learners get necessary exposure to grasp the concept. The discussion of the research findings, conclusions and recommendations as well as suggestions for further research is dealt with.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The literature review captured studies done in Kenya and elsewhere in Africa or other parts of the World on the influence of Provision of Vocational training on socio-economic status of college graduates. The study compared the written work with the topic that was investigated herein. The research further explored the theoretical framework adopted for the study; Behavioural, Cognitive, Social and programme theories. The chapter ends with the discussion of the conceptual framework herein citing the views of different scholars in articles, reports, journals and books.

2.2 Type of Technical Vocational Skills and Education Training

The introduction of vocational education right from primary school in the 8.4.4 system of education was as a result of government's realization that vocational education was crucial for industrialization and development of the Nation (Serem J 2008). The 8.4.4 system of education, designed and implemented in 1985 in Kenya, refers to eight years of primary education, four years of secondary education and four years of university education. As indicated in appendix I the 8.4.4 flow chart. The change was based on recommendations of National committee of educational objectives and policies (NCEOP) (Republic of Kenya, 1986) set up to address the emerging problems of education (Republic of Kenya, 1981). The aim was to alter schooling and training to affect employment of the graduates.

2.2.1 Cost of TVET Investment between 2005-2010 in Kenya

There has been considerably very little investment in TVET by the government of Kenya. For instance, the youth polytechnics that were started in villages to enhance trainings are still un-operational due to dilapidated structures and un-functional systems and structures.

Table 2.1 Total costs of allocation for TVET for 5 Years in Kenya

INVESTMENT PROGRAMMES	05/06	06/07	07/08	08/09	09/10	TOTAL
1 Harmonization and enhancement of TVET system (Development of National Skills Strategy)	100	100	-	-	-	200
2 Enhancing transition from primary to TVET: Revitalizing youth polytechnics	5	120	355	355	345	1180
3 Enhance access and quality of TIVET: Establishing centers of excellence	150	565	715	505	170	205
4 Skills enhancement of automation and computer integration in industry (ICT)	50	55	55	55	55	270
5 Bursary awards programme	125	285	340	340	340	1430
6 Creation of industrial incubators (Previously: Technological Development Transfer for Self-employment)	20	189	190	205	204	808
Totals	450	1314	1655	1460	1414	6293
BUDGET FOR GENERAL CAPACITY BUILDING (MANAGEMENT/ICT) – Not TVET specific						
	34	33	43	43	33	186

Source: KESSP 2005 – 2010

In Table 2.1 is shown that whereas the Government of Kenya has shown commitment towards investments in the TVET sector, it has been slow in implementation. A summary of total costs and projections over 5 years for TVET investment programme totaling approximately Kshs. 6.3 billion. A budget of over Ksh3.4 billion is indicated to have been spent by 2008 on issues of transition from primary, development of skills strategy and enhancement of ICT within the sector among others. These processes are yet to be realized because they have remained at planning level.

Primary school education is the terminal education for most youth and that most enter into labour market without certified skills (Kenneth 1974). The plight of children and youths from less fortunate background and how they came to be in this sorry state, resigning to fate for

whatever survival and developmental means that might come their way cannot just be wished away. They all have good dreams, and had proper plans to achieve them; were it not the misfortune that befell them such as death of parents, early pregnancy, negative cultural practices, or just lack of resources perpetuated by poverty. Someone has to reach out to them.

For those who manage to go beyond primary school, a few get opportunity to study in high School. But still smaller population make it to middle level college or even University education, whose reach is pegged on the cost or ability to pay for it. Many College Trainees of this country are not only unaccounted for but also lack specific policies to guarantee their support for education. Whereas many would access basic primary Education and to some extend Secondary education as provided for by the Government, most of them fall off along the way as they lack other basic needs intransient in successful quest for education (ANPPCAN 2008).

A very significant dimension of the skill development program is the creation of employment avenues. Some projections indicated that 50% of the graduates of the education and training programmes in the developing world are unlikely to secure employment (Power, 1999). However, skills development program had served as the main source of livelihood for many households and an alternative source of livelihood for others. Research in Ghana observed that about 85% of the people trained in vocational skills were utilizing the skills acquired as their main source of income (Imoro et al 2009).

Non-formal skills programme assists the girls and acts as a point of transition to employment and ability to take up adult economic roles. As equally noted by Leonards (1995), upon completion of the four phases of basic education and skills, and after having developed a trade preference, youngsters are ready to undertake adult roles effectively. Power (1999) reports that inculcation of entrepreneurial skills that would provide workers with ability to generate employment opportunities through the creation of new business is also considered essential aspect of TVET. This is in line with Moura Castro (1999) that stressed that training is justified when it leads to jobs and therefore has to be demand driven training.

However, there was no deliberate correlation between acquired skills and socio-economic status of the graduates, which this research investigated. According to Asche, (1998), vocational education is a catalyst for the reform of public education. Thus, the organization of this vocational education provides the desired impetus in achieving its goals. It is assumed that,

in many Sub-Saharan Africa (SSA) countries, the private providers already make a significance contribution to training provision. It is also hoped that, in addition to relieving public finances, private-sector growth can promote useful competition within the private sector but also with public institutions, eventually leading to cost reduction and better quality and labour market responsiveness (David et al 2002).

2.3 Duration for the provision of technical vocational skills

According to Cameron, (2010) noted that a large proportion of children are ‘silently excluded’ from Primary Education, meaning that they attend school infrequently, repeat years of schooling and have poor achievement. Upon completion of primary education, very few children from the slums make the transition to secondary schooling, or any other form of training for that matter. Therefore those with opportunity to join for instance vocational Education training have no specific duration the course does take.

While the Industrial Training Act of 1973 (Republic of Kenya 1973) clearly stipulated the duration of the apprenticeship program (not less than four years), Botchie and Ahadze (2004) found out that there is no uniformity in the duration of the apprenticeship training. The average training period was two years. Mostly those undertaking masonry, carpentry could perfect the trade in such duration (Imoro et al 2009). The master craftsmen indicated that the duration of apprenticeship should not exceed 36 months. Hairdressing takes six (6) Months, while tailoring takes 6 months for each trade level namely; grade III, II and I. There was no empirical study supporting this argument therefore that demonstrated the influence of the duration in provision of TVET has on the socio-economic status of the college graduate. This study was to establish what influence does the duration in provision of Technical Vocational Skills training have on the on the socio-economic status of college graduates.

2.4 Availability of Equipments in Provision of Technical Vocational Skills Training

Training equipments and machines aid in imparting vocational skills to the trainees. The equipments also introduce the trainees to the practical aspect of the vocational skill they are pursuing. It thus follows, that during the training period, the trainees need unlimited access to such equipments and tools, to understand the process and procedures of using them. The technological advancement notwithstanding, the exposure one has, helps in settling in the job market with apparent ease. Ngware et al (2008) in their studies adduced that quality of

education comprises three interrelated aspects namely; quality of human and material resources available for teaching (inputs), quality of teaching practice (process) and the quality of results (outputs and outcomes).

Instructional-material laboratories usually are associated with trade and industrial programs. According to Dibal et al (1982) in their studies on Primary and Secondary schools established that lack of library facilities was the most serious problem that impacts on the performance of students, the findings that could have resonance in any learning and training institution such as vocational technical education. Most institutions charge fees for apprenticeship and do not provide them with training tools/materials. Imoro et al (2009) who researched among the Tamale metropolis in Ghana found that sewing machines were provided to those who undertook apprenticeship training in the Tamale metropolis, while others doing the same course in other communities were not given sewing machines.

In India, Bose (1992) reported that some intervention programs for street children organize income-generating opportunities for street children and their families: they provide credit and marketing facilities for goods produced during the intervention programmes. There were studies linking the availability of training equipments in TVET and the socio-economic status of the learners. The study was to determine what influence does the availability of equipment in the provision of Technical Vocational skills training has on the socio-economic status of college graduates.

2.5 Theoretical Framework

The research was guided by some theories. The four theories that were adapted by this study was the behavioural theory, cognitive theory, the social learning theory and programme theory. Each of these theories influences the study differently and a blend of the four was ideal for this study.

The behavioural theory, whose proponents were J. Watson, I. Pavlov, and BF Skinner, argued that a consequence of certain behaviour depends on the learning methods and types of reinforcement (operant conditioning) involved, will specifically guide the practical learning part. The emphasis is on stimulus presentation and conditioning the stimulus for response (Lerner 1996). In this study, the boys and girls are exposed to technical skills with which they are able to discriminate between various stimuli and respond to each differently, to generalize the response

to other similar stimulus and to extinct non-desirable behaviour. The Positive reinforcement used in the learning process leads to a positive effect and change of behaviour. Negative reinforcement works stronger by the outcome of stopping or staying away from some negative behaviour (Lerner 1996) and should only be used for stopping non-desirable behaviour. Therefore, in accordance with behavioural theory the study investigated on the provision of technical skills focuses on positive reinforcement to change their attitude and behaviour and avoid as much as possible negative reinforcement that would stigmatize the trade being taught.

According to cognitive theory as discussed by George Kelly in 1955 and revised by Leahy in 1996, the emphasis of reality should be dependent on our experiences, that is “your construction of reality”. Husserl, (1960) in Leahy (1996), explains that the phenomenologist in cognitive theory is less interested in what "reality really is," and more interested in how reality is experienced that is, the” phenomenal experience.” The problem is that the experience of reality is not on the same footing. According to Derrida (1973), the cognitive therapist assists the patient in recognizing that the meaning of experience is in the perceiver.

Cognitive theory explained the role of the instructor in educating and transforming behaviour of the student to acquire new technical skills. This involves the teacher testing the reality against the student’s experience. The teacher should use the experience of the market demands to instruct them on what reality is. Therefore, each student will have his/her own different method of instruction depending on his or her experience, background and family related responsibilities such as child care for teen mothers at the time of study. The idea is that "reality is determined by cognition" which has a long history in Western philosophy.

Kant's (1782/1988) philosophy of mind explains the view that, reality is never directly knowable. Some of these "categories" are innate prior to experience. According to Kant, all knowledge depends on the "categories"(schemas). Consequently, reality was never directly knowable we only knew the schemas. The critique to this theory is that first, it does not explain the understanding of reality because of our associations or those that are innate prior to experience. Secondly, each different individual has different experiences being tested against reality, unknowably what reality really is.

The social learning theory by Alfred Bandura is the third theory that was adopted for this study, it explains that children learn through direct behavioural conditioning and imitating of

behaviour they have observed rewarded in others (Westen 1996; Williams-Evans & Meyers, 2004). Thus, children who grow up and served as apprentice are more likely to imitate and/or perhaps incline towards carrying out such trades in life. Jackson (1999) further explains that peers may influence the behaviour of others, in girls it may foster a knitting behaviour through modelling, and reinforcement in which they learn that certain behaviour is an acceptable means of attaining a desired economic goal of their life. Thus, learners tended to enrol in some courses because they have seen friends and colleagues succeeding in such trades as hairdressing and dressmaking among others.

The programme theory is the fourth theory that was adopted for this study. Programme is a general term used to describe the development of theories about the operations of human service program. These programmes are intervention in the sense that they assist participants to enable them achieve specified goals, such as getting employment, or improving skills outcomes. Programme theory seeks to ascertain how the programme produces the desired outcome (Weiss 1998). Programme theory refers to mechanisms that mediate between delivery (and receipt) of the program and the emergence of outcomes of interest. In this study, the type vocational skills on offer were investigated to learn whether they improve their skills and increased chances of being employed (Paid job or self-employment).

It is clear that whereas there may be other personal, social or economic factors that lead to seeking survival skills, trainees from less fortunate background end up in places or circumstances that reinforce what is acceptable and beneficial like in learning institutions or to persevere the abuse and exploitation in non-productive engagements. The quality and form of training provided in Technical vocational institutions should thus combine various theoretical foundations to obtain a holistic view of the individual in order for them to fit back in society and be economically productive.

2.6 Conceptual Framework

The conceptual framework proposed for this research, was based on the type of technical and Vocational Skills as Independent variable, whose indicators were; skills in Hairdressing, Tailoring and dressmaking, Carpentry and Masonry. The study also sought to understand the duration for the provision of technical vocational skills with number of years/months as its indicator, and the availability of training equipments that was measured in ratio form to the learners as independent variables.

The moderating variables were government regulations and examining bodies that help in ensuring the quality service is given to the learner that has causal effect to the provision of technical vocational skills and its influence to the socio-economic status of the TVET graduates. The extraneous variable of Family background as indicated by the orphan hood, destitution parental roles was not studied in determining the entry criteria to Mully College for sponsorship and support, thus having a causal effect to the socio-economic status of the TVET graduates the dependent variable. The indicators for dependent variable were among others, the primary source of livelihood of MC graduates, skills marketability, and place of residence, ability to support siblings and frequency of meals.

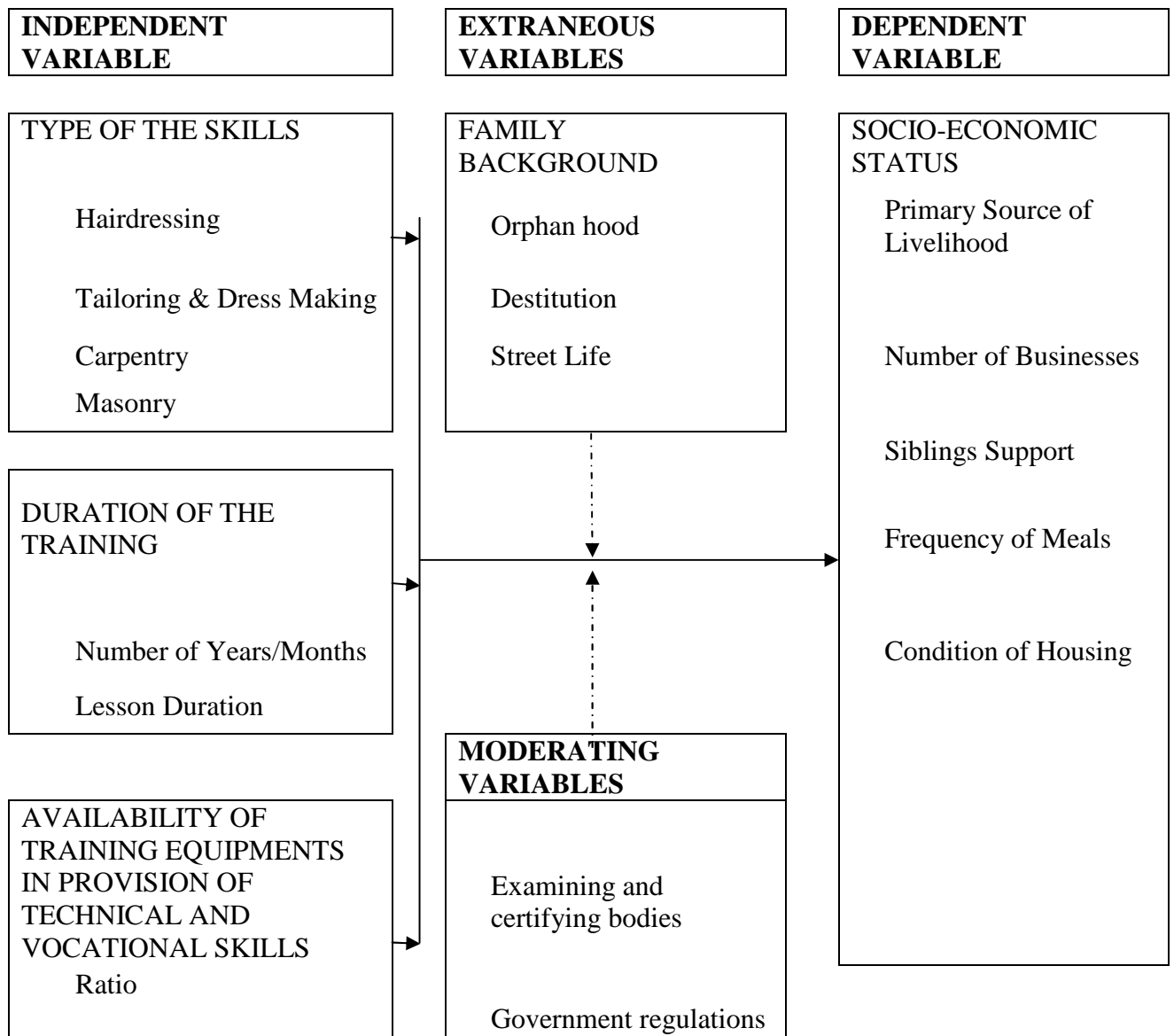


Figure I Conceptual Frame Work showing relationships between variables

2.7 Summary of the Literature Reviewed in this Study

In this chapter, the researcher reviewed the literature written by others more so on TVET. It was established that there has been no deliberate study to establish whether youths graduating from technical vocational Educational and Training do apply the skills acquired in improving their socio-economic status through gainful income. There wasn't literature to support the linkage between the duration of training and its influence on the socio-economic status of the TVET graduates. Moreover, the literature did not reveal what influence does the availability of training equipments has on the socio-economic status of the TVET graduates. Thus, mandating the study to proceed on and establish its findings.

The theoretical framework adopted for this case study was based on Behavioural, Cognitive, Social learning and programme theories. The conceptual framework, gave the researcher a guidelines in understanding the relationship between the types of technical vocational skills, the duration of training and the availability of training equipments as the independent variables and the socio-economic status of TVET graduates, as the dependent variable.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

In this chapter, the study adopted the descriptive survey design, in which a target population size of 73 was studied. The discussion goes further to describe the purposive and snowballing technique that was used to get a sample size of 25 respondents for the study. The description of research instruments used that is questionnaires and in-depth interviews to collect data is presented. The chapter concludes by looking at the data analysis and presentation techniques employed in this study, in which both qualitative and quantitative techniques were used in both analysis and presentation of data.

3.2 Research design

Ogula (2005) describes a research design as a plan, structure and strategy of investigation to obtain answers to research questions and control variance. This section describes research design and methodology in terms of population, sampling and administration of research instruments, data collection procedures and the description of techniques used in data analysis all of which were utilized in order to answer the research questions and achieve the set objectives.

The study used a descriptive survey; a qualitative type of research design and employed the use of Purposive sampling, which required biased/non-probability sampling technique from the target population (Mugenda and Mugenda, 2003) to select units that were special information rich cases/entities. In this Study both qualitative and quantitative paradigms were incorporated. Qualitatively, a naturalistic approach that seeks to understand phenomena in context-specific settings, such as "real world setting [where] the researcher does not attempt to manipulate the phenomenon of interest" (Patton, 2001,) is followed. Quantitative research "...supported by the positivist or scientific paradigm, leads us to regard the world as made up of observable, measurable facts" (Glesne & Peshkin, 1992). According to Mugenda and Mugenda (1999), more often the data in qualitative research are in the form of words rather than numbers and these words are grouped into categories

The study was retrospective in nature, where it involved biography and narrative research, document review, focused group discussions and interviews. The study investigated the respondents' occupation, background check, current income, and vision. Whereas there were no

schedules for structured interviews, the sampled members were interviewed informally, as needed to clarify and provide insight into specific conversations.

3.3 Target population

A population is any set of persons or objects that possesses at least one common characteristic (Busha & Harter, 1980). The target population was presented in different categories of Mully College graduates. The research targeted those who completed at least two years of training in the given course in vocational training prior to the date of the research. The researcher targeted a population size of 65 MC graduates who went through the college between 2006 and 2008 successfully, five instructors and three management staff making a target population size of 73.

3.4 Sampling procedure and Sample Size

Sampling is that part of the statistical practice concerned with the selection of individual or observations intended to yield some knowledge about a population of concern, especially for the purposes of statistical inferences (Mugenda, 1999). A sample is a smaller group or sub-group obtained from the accessible population (Mugenda and Mugenda, 1999). This subgroup is carefully selected to be representative of the whole population with the relevant characteristics.

3.4.1 Sampling procedure

Purposive sampling and snowballing techniques were employed, where a sample of 20 Mully college graduates, five members of staff and one management both males and females were selected. Purposive sampling technique; a non probability sampling where the researcher consciously selected particular respondents for addition in a study so as to make sure that the respondents will have certain characteristics pertinent to the study (Mugenda and Mugenda 2003)

Selection of respondents for in-depth interviews and focus group discussions was done using various ways: recommendations of other respondents (snowballing), interviewers, guardians or relatives. The researcher used snowballing sampling to collect data on the few members of the target population he located, and then asks those individuals to provide information needed to locate other members of that population whom they know as shown in question 49 of appendix V. The selection was based on gender, age, sexual experiences, legal status, parental roles like child care, living arrangement, experience in job market and other aspect that were raised in the field.

3.4.2 Sample Size

The researcher used the population census on the instructors and management staff since this is a small number. Mugenda and Mugenda state that when the census is small there is no point of sampling if time and resources allow and this increases reliability (Mugenda and Mugenda 2003). Snowballing was used in selection of the 20 of the respondents from the beneficiaries as shown in table 3.1.

Table 3.1 Sample of graduates interviewed

TYPE OF THE SKILLS	NUMBER OF INTERVIEWS						TOTAL 2006-2008
	2006		2007		2008		
	Had a Child	Had no child	Had a Child	Had no child	Had a Child	Had no child	
Hairdressing & beauty therapy	1	2	1	1	1	2	7
Tailoring and dressmaking	1	2	1	1	1	2	7
Masonry	0	1		1	0	1	3
Carpentry	0	1		1	0	1	3
Total		6		6		8	20

The sample frame of the study includes a representative sample of the individuals who graduated with skills in hairdressing, tailoring and dress making, carpentry, masonry, were orphan, had a child at the time of study and could be reached by phone or visitation. At least 30% of the total population is representative for the study (Borg and Gall, 2003). Due to the geographical distribution, lack of clear knowledge on the graduates' whereabouts, limited time and resource researcher analysed 30% of the 65 successful graduates between 2006 and 2008.

3.5 Research Instruments

According to Mugenda and Mugenda (1999) questionnaires give a detailed answer to complex problems. Additionally, questionnaires are also a popular method for data collection in deduction because of the relative ease and cost-effectiveness with which they are constructed and administered.

3.5.1 Main tools of research

Two Semi-structured instruments: Questionnaires and Oral Interview (OI) were used to collect data, among college graduates. In-depth interviews among the selected graduates as well as the members of the management team sufficed. The data collection employed methods used for both qualitative and quantitative approaches as follows;

The questionnaires were designed to be administered by the researcher, but participants were offered the opportunity to choose to be interviewed by researcher or to complete the questionnaires by themselves. To ensure confidentiality, the respondent's name was not asked. To identify the cases, all the questionnaires were numbered, according to location and trade for easy referencing. The questions were classified into five categories as shown in appendix V, VI, VII, VIII and IX; Demographic backgrounds (age, sex, education completed, occupation, living arrangement); Knowledge and attitudes regarding Technical Courses; Current Living state after the training and the current source of income; Family background and socio-economic status (prior to rescue); Career aspirations prior to rescue and after completion of college

By using qualitative research, researchers are able to collect data and explain phenomena more deeply and more exhaustively (Mugenda & Mugenda, 2003). Qualitative data collection involved in-depth interviews as shown in appendix IX. In-depth interviews elicit information that people can consider as too private to talk about in a group. For this study, the combination of both methods of qualitative and quantitative was particularly good because it allowed the researcher to obtain information on group norms as well as the more private aspects of poverty, abuses, and exploitation.

In-depth interviews were also conducted with several key informants including, MC graduates, staff in-charge of Rescue and Rehabilitation in MCF, community leaders and others that may provide relevant information for the issues being studied. The research also employed other methods such as document review, archival records review, observation and examining physical artefacts. The secondary data was used to provide a better understanding of the research problem as well as necessary background information in this study.

3.5.2 Pilot of the study

The piloting targeted some college graduates but who did not participate in the actual exercise that allowed the modification and review of the instrument errors found out of the pilot study According to Mugenda and Mugenda (2003), a pretest sample of a tenth of the total

sample with homogenous characteristics is appropriate for the pilot study. This study considered 2 graduates male and female, a total of 2 questionnaires was used on graduates; interview guide for the instructor. This number was selected purposively to reflect the same characteristic as targeted population. These respondents were considered for pilot testing because they were easily accessible. For this reason the respondents from among the college graduates did likely display similar characteristics as the actual study respondents.

3.5.3 Validity of the Research Instruments

Qualitative research is constructivism that views knowledge as socially constructed and may change depending on the circumstances. Constructivism values multiple realities that people have in their minds. Validity of an instrument represents the degree to which a test measures what it purports to measure (Kothari and Pall, 1993). A research instrument is valid if it actually measures what it is supposed to measure and when the data collected through it accurately represents the respondent's opinions (Amin, 2005). Validity of the research instruments was ascertained by conducting a pilot study. This ensured that instructions were clear and all possible responses to a question were captured.

Content validity of a measuring instrument is the extent to which it provides adequate coverage of the investigative questions guiding the study (Mugenda, Mugenda, 2003). In this study, content validity was determined by consulting experts in research methods in the School of Continuing and Distance learning of the University of Nairobi. These experts looked at every question in the questionnaire and did their own analysis to ascertain that the questions answered research objectives of the area under study. Recommendations from the experts were taken into consideration in order to improve the instruments. Moreover, the project supervisor, non-formal training education teachers and coordinators did the review and revision of the study tools for validity.

3.5.4 Reliability of the Research instrument.

Embodied in this citation is the idea of replicability or repeatability of results or observations. Kirk and Miller (1986) identify three types of reliability referred to in quantitative research, which relates to; the degree to which a measurement, given repeatedly, remains the same; the stability of a measurement over time; and the similarity of measurements within a given time period. This research thus used statistical approach (SPSS 17.0) in checking reliability.

In essence, the validity and reliability tests were based on triangulation. Patton (2001) states that “triangulation strengthens a study by combining methods or data sources, for both quantitative and qualitative approaches”. Different sources of information was used to form themes or categories in the study as each group of the target group, whose findings and observations were used to construct validity and to check reliability.

3.5.5 Data collection procedure

This involved the actual administration of the research instruments. It was preceded by the researcher’s preliminary visit to the college to seek permission to interview the instructors and management staff. During this visit the researcher attempted to strike the rapport with college authorities and to verbally explain the purpose of the study, carry out document reviews and get known contacts for college graduates. The visit also made the necessary arrangement for the piloting of the research instrument.

To ensure a high response rate, the researcher explained the purpose of the study to the respondents, made questions precise and concise, clarified difficult questions and assured participants of total confidentiality. The interview schedule and interview guide was administered by the researcher himself so as to capture as much information as possible. For the instructors it was done during break time to avoid interfering with the college training programme, while for Mully College graduates, the researcher could call and book an appointment or seek permission to carry out the interview from the respondent to minimize the inconvenience that could have been felt. The researcher administered questionnaire to college graduates, in-depth interviews for the college graduates and college instructors. Questionnaires were collected immediately after being filled by the respondents or notes made from in-depth interviews.

3.6 Data Analysis Techniques

In this study, the researcher used mixed mode approach in which both qualitative and quantitative methods were employed in data analysis. Data analysis is the process of systematically searching and arranging field findings for presentation (Bogdan and Bilken, 1992). It involved organizing the data, breaking the data into categories and units and then searching for trends and patterns before deciding to report. It sought to fulfill the research objectives and provided answers to research questions. The choice of analysis procedure depended on how well the technique was suited to the study objectives.

3.6.1 Quantitative Methods

Quantitative methods was used to analyze numeric data in order to measure and explain the relationship and differences amongst variables such as income level and place of residence, siblings support and number of meals per day, the ratio of the training facilities to learners and duration of the training. The technique was also used to analyze the provision of various technical skills. The analysis employed descriptive statistics, frequencies and percentage distribution.

This helped in establishing the relationship between independent variable and dependent variable. It was based on the assumption that some data followed a normal distribution and that the spread of the data (variance) was uniform either between groups or across the range being studied. Parametric tests depended on the mean, proportion and standard deviation. The method therefore enabled inferences to be made from the sample statistic to the population parameter through sampling distributions. Type of Vocational Skills, Duration of training, the availability of training equipments were treated as independent variables, while Socio-economic status (engagement in trade skills to earn a living or used as a source of livelihood) was treated as dependent variable.

3.6.2 Qualitative Methods

Qualitative data was organized, coded and categorized for proper interpretation. The researcher analyzed variables or cases of qualitative data that illustrated themes and made comparisons and contrasts. The qualitative data was analysed through ‘descriptive thematic analyses’. It was aimed primarily at identifying and describing the themes that are contained in the transcripts and narratives, to answer such questions as what and how. As shown in appendix III the Hope restored story of Rabde, Mully college graduate.

3.7 Ethical Considerations

The researcher sought permission from the college administration to carry out research. He also explained to the respondents about the research and that the study was for academic purposes only as shown in appendix X letter of transmittal of data collection instruments. Considering the culture and characteristics of beneficiaries of charitable institutions, it is less likely that the respondents were to agree to sign an informed consent. Nevertheless, before the researcher carried out the interview, the respondents were given a chance to read all the questions briefly, in order to indicate whether they were willing to participate in the exercise or

not. Informed consent was given orally. The sample guideline for the informed consent is attached herewith as shown in appendix XI.

3.8 Operational Definitions of Variables

Hereunder is the operational definition employed for this research project.

3.8.1 Independent Variable

Type of Technical Vocational and Educational Training skills: The skills such as Hair Dressing, Beauty Therapy, Dress Making, Tailoring, Masonry, Carpentry in which students are trained in.

Duration of training: the period in which the learners were exposed to learning environment before being certified.

Availability of training equipments: The nature and the sufficiency of the machines and equipments used in training namely;

- a. Sewing Machines for Tailoring and dress making.
- b. Dryers and Blow-dry for Hairdressing among others.
- c. Carpentry Tools and equipments
- d. Masonry tools and equipments

3.8.2 Extraneous Variables

Family Background; The socio-economic status of the trainees' family and their upbringing cannot be controlled thus it was not studied. The orphan hood, destitution, street life, single parenthood in which one grew up in, was difficult to correlate with their subsequent socio-economic status before or after the training.

3.8.3 Moderating Variables;

Government regulations; the stipulations and regulations exercised by the central and local government in the operations, supervisions and certification of training institutions, and Examining bodies. The researcher did not study this variable as it was difficult to correlate the government regulations with the socio-economic status of the college graduates.

3.8.4 Dependent Variable

Socio-economic status: The ability to sustain oneself, support siblings and support own children, the place of residence, frequency of meals, the investments one has and primary source of livelihood.

Table 3.2 Operational Definitions of Variables

Objective	Variable	Indicator	Measurement Scale	Source of Data	Instrument	Data Analysis
To describe the influence of Provision of TVET skills on socio-economic status of once College Trainees.	Type of skills	Hairdressing	<u>Ordinal Scale:</u>	Students	Interview guide	Descriptive statistics, cross-tabulations and Results presented in illustrations, and quotes.
		Tailoring and dressmaking.	Form of employment.	Income Schedule	Questionnaire	
		Masonry. Carpentry	Income Level	Expenditure Schedule		
		Gender issues	<u>Ratio</u> Ratio of boys to girls	Course classes. Class registers	Questionnaire. Document review guide	
		Attitudes & perception	<u>Ordinal</u> Likes and Dislikes	Interviews	In depth interviews Discussion guide	
To establish the duration of Technical Vocational training skill's influence on the socio-economic status of the College Trainees.	Years and Months	College Calendar	<u>Interval</u> Course Duration	Syllabus. Curriculum	Document analysis guide	Descriptive thematic analysis.
		Lesson plans	<u>Interval</u> Contact Hours	Lessons Time Table	Document analysis guide	
		Admission criteria	<u>Ordinal</u> Student formal education background	Previous School performance	Questionnaire. Document analysis guide.	
To determine the	Equipment	Numbers of	<u>Ratio</u>	Instructors	Observation	Descriptive

Availability of training equipment in TVET and its influence on the socio-economic status of once College Trainees.	Sufficiency	equipments And Machines	Ratio of students to Machines. Quantities of machines	Trainees Training Manuals	schedules Interview guide	Analysis Percentages
		State of the equipment Number of students	<u>Ordinal</u> Operatability Functionality	Instructors Students	Interview guide Observation	

3.9 Methods of Data Presentation

In this study, both qualitative and quantitative methods were used in data presentations. The data was presented in pictorials as shown in appendix II, and narratives for qualitative data. While for quantitative data, the data was presented in percentages and mean tables.

3.10 Summary of Research Methodology

In this chapter, the study adopted the descriptive survey design, in which a target population size of 73 was studied. It described sampling procedure and size in which the purposive and snowballing technique was used to get a sample size of 25 respondents for the study. The description of research instruments that is questionnaires and in-depth interviews were used to collect data. The quantitative approach provided numerical results that created the pattern of issues under study. On the other hand, the qualitative approach using selective informants allowed sensitive issues as well as attitudes, values and beliefs and the collection of information on issues that are difficult to obtain from a quantitative survey to be probed. The chapter concluded by looking at the both qualitative and quantitative data analysis and presentation techniques employed in this study.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

In this chapter, the data analysis, presentation and interpretation process as discussed according to the study objectives namely; type of technical Vocational skills, the duration for provision of technical vocational skills, the availability of equipments used in training the students. The chapter contains the response rate, demographic data of the respondents, the tables showing frequencies and percentages in relations to variables under study. The research on the influence of provision of vocational skills on the socio-economic status of college graduates, a case of Mully College, presented an ideal scenario to understand the relationship between the provision of technical vocational skills and Socio-economic status of the graduates from disadvantaged backgrounds. The data collected from this study was analyzed using SPSS version 17.0.

4.2 Questionnaires return rate

Response rate (also known as *completion rate* or *return rate*) in survey research refers to the number of people who answered the survey divided by the number of people in the sample.

Table 4.1 Questionnaire Return Rate

NO	GROUP	SAMPLE SIZE	RETURNED	RESPONSE RATE (%)
	MC Graduate	20	17	85%
	Trainers	4	4	100%
	Seniour management Staff	1	1	100%

Mugenda and Mugenda, (2003) notes that a response rate of 50% is adequate for analysis and reporting, a response rate of 60% is good and that of 70% and above is very good. This therefore meant that the questionnaire return rate of 85%, and 100% which equals 93.8% as indicated in Table 4.1 was appropriate for the study. The questionnaire return rate was high because the researcher ensured that the respondents had been sensitized prior to administration of the questionnaires. The researcher administered questionnaires himself, collecting them immediately after filling, and took notes from the in-depth interviews and, that increased the return rate.

4.3 Respondents Characteristics

The characteristics of respondents were categorized in various forms to understand their key features that would aid in understanding and interpretation of the findings.

4.3.1 The distribution of Respondents by Gender

Respondents were distributed according to Gender. Distribution of respondents by gender was done to have a representative sample that is both male and female.

Table 4.2 Distribution of Respondents by Gender

Gender of the Respondents	Count	Percentage
Female	14	70%
Male	6	30%
Total	20	100%

From Table 4.2, the research managed to reach out to 70% females and 30% males of MC graduates in his study as categorical variable. That is 14 (70%) female and 6(30%) male. The significance of distributing respondents by gender was to understand course preferences and how one could juggle in different responsibilities while attending lessons.

4.3.2 The distribution of Respondents by Age

The respondents were distributed according to age, to establish how their ages influence their studies or motivate them to train. At the time of research, it was established that majority of respondents were in their mid twenties as shown in Table 4.3, 1(5%) was below 20 years, 10(50%) was between 20 and 24 years, 8(40%) were aged between 25 and 29 years while 1(5%) was aged above 29 Years.

Table 4.3 Distribution of Respondents by Age

Age groups of the respondents	Count	Percentage
Below 20 yrs	1	5%
20-24 yrs	10	50%
25-29 yrs	8	40%
Above 29 yrs	1	5%
Total	20	100%

From the in depth interviews it emerged that this is the age most young girls expressed life challenges they face. They have difficulties in choosing among the options of getting married

off, care for their children born under varying circumstances or acquire skills where there are no opportunities for such, or mere fate that befell the family, to continued perpetual state of poverty. It is the prime age during which, whatever they engage in has a lasting impact on their lives. Seek skills or live to see the day pass by with no skill and the need to balance young family responsibilities with quest for skill training.

4.3.3 The distribution of Respondents by their Marital Status

The marital status of the respondents as another categorical variable was also factored as in the research to enhance the understanding the influence of vocational skills on socio economic status of the orphans and Vulnerable Children.

Table 4.4 Distribution of Respondents by their marital status

Marital Status	Count	Percent
Married	11	55%
Single	9	45%
Total	20	100%

In Table 4.4, it was established that 11(55%) of respondents were married while 9(45%) were single at the time of research. Thus, MC graduates were proceeding on with life successful and are able to raise their families.

4.3.4 The distribution of Respondents by their legal status

The level of destitution is defined by one’s legal status. The researcher chose to understand one’s disadvantaged socio-economic state as either an orphan or destitute as intervening variable.

Table 4.5 Distribution of the Respondents by their legal status

Legal Status	Count	Percentage
Destitute	10	50%
Orphan	10	50%
Total	20	100%

The respondents in Table 4.5 on social status, were purposively selected to have 10(50%) orphans and 10(50%) destitute, whose socio-economic background was subject of the study. Destitute herein means those children although had parents, live presents key characteristics of poverty; lack and want, while orphans on the other hand are those poor children (learners) whose one or both parents are deceased, and faced challenges pursuing formal education, a determinant criteria for admission to Mully College. Some of the learners were admitted

alongside their children in case of child mothers. Child mothers are defined as those young girls who conceived and gave birth before their 18th birthday.

4.3.5 Number of children they had on admission

Thus, MC would admit the young mother along with their suckling child. In this scenario the poor young mother had to juggle her time between course work and child care. Research sought to understand learners with children as endogenous variable in his study.

Table 4.6 Graduates who had children at the time of study

Number of Children	Count	Percentage
0	6	30%
1	6	30%
2	6	30%
3	2	10%
Total	20	100%

From the study results shown in Table 4.6, of the 20 respondent sampled, it was found that 6(30%) had no child at all, 6(30%) had one child, 6(30%) had two children and only 2(10%) had three children at the time of rescue. This statistics shows the extent to which Mully College can go just to have the less fortunate children acquire skills and knowledge irrespective of their socio-economic background. It is difficult to improve one socio-economic status, if one has gotten a child prior acquiring any skill, if no support comes their way. Mully college was established to address such population. The child mothers have to balance between nursing their children and attending lessons with the motivation of leading a dignified livelihood later on in life.

4.3.6 The distribution of Respondents by Class (Primary)

The study was establish one's educational background at the time of admission, and how such might hinder or promote the rate at which one acquires skills on offer. The distribution targeted those with Primary school dropouts or school leavers.

Table 4.7 Educational Background of MC Graduates (Primary)

Standard	Count	%
0	4	20%
1	0	0%
2	0	0%
3	0	0%
4	0	0%
5	0	0%
6	1	5%
7	1	5%
8	14	70%
	20	100%

In Table 4.7, on Primary school educational background, it was established that 4(20%) had not had any form of formal education, while the majority had had at least some level of Primary Education, mostly from grade 6 to grade eight. 1(5%) was grade six leaver, 1(5%) was grade seven leaver while 14(70%) were grade eight leavers. Of those who sat for their KCPE, the researcher sought to understand how many had tried, gotten enrolled or dropped out of secondary school due to factors beyond this research.

4.3.7 The distribution of Respondents by Form (Secondary)

The study was establish one's educational background at the time of admission, and how such might hinder or promote the rate at which one acquires skills on offer. The distribution targeted those with Secondary school dropouts or school leavers.

Table 4.8 Numbers of those who attempted to enrol in Secondary School

Form	Frequency	Percent
0	11	80%
1	1	5%
2	1	5%
3	1	5%
4	0	0%
No response	1	5%
	14	100%

From Table 4.8 it further established that 11(80%) had not gotten a chance to enrol in secondary school, 1(5%) had enrolled in form one, 1(5%) dropped out in form two, 1(5%) dropped in form three, 0(0%) never reached form four while 1(5%) did not respond to the question. This was to establish the years spent in between learning (school and Mully College). Such background gave an insight in analysis of the comprehension of the concepts, the medium for instructions, exposure level to training equipments and the duration needed thereof for one to be certified.

4.3.8 The distribution of Respondents by Marks attained in grade 8

Those polled and responded that they sat for KCPE, the researcher went further to understand with what marks out possible 500 had they attained.

Table 4.9 Distribution of Respondents according to marks obtained in grade 8

Marks	Count	%
Below 170	1	7%
170 - 219	6	43%
220 - 269	1	7%
270 - 319	3	21%
Above 319	2	14%
No Response	1	7%
	14	100%

The findings in Table 4.9, it was found that 1(7%) had attained below 170 marks, 6(43%) had attained between 170 and 219 marks, 1(7%) had attained between 220 and 269, 3(21%) had attained between 270 and 319 marks, 2(14%) had attained above 319 marks whereas 1(7%) did not respond to the question. The educational background informed the duration and nature of instructional medium and curriculum that will have maximum impact on their training. It further showed that, those admitted in Mully College was not just because they did not meet minimum secondary school marks, but had other factors that denied them a chance to proceed as well as complete grade twelve.

4.4 Type of Technical Vocational training skills

Type of Technical Vocational Training skills on offer at Mully College under study were Hairdressing and Beauty therapy, Dress making and Tailoring, Carpentry and Masonry. Each vocational skill presents an opportunity for earning a living and improving one's socio-economic status. While the predominant courses were Hairdressing and Dressmaking mostly

undertaken by girls, boys were trained in Carpentry and Masonry. The students undertaking their studies on in college were captured pictorially as shown in appendix III figure 3 and figure 4. Whereas, there was no deliberate methodology in selecting courses by gender, it followed that there were more females taking Hairdressing than males' counterpart.

4.4.1 Graduates support their siblings and family members

As a measure of improved socio-economic status, the researcher used the support to siblings as manifest variable to gauge the influence of vocational skills on the socio-economic status of the college graduate. The improved socio-economic status is determined by the ability for one to meet own needs as well as support the siblings who are equally disadvantaged. Moreover, one can only extend a helping hand if he/she is able to satisfy his/her own need.

Table 4.10 Graduates who support their families

Supports Siblings	Frequency	Percent
Always	14	70%
Most of the time	2	10%
Some time	4	20%
Total	20	100%

From the research as indicated in Table 4.10, on graduates who support their families; those who always support siblings were found to 14(70%), 2(10%) supports them most of the time while 4(20%) supports them some time.

The issues that came out clearly for those who always or most of the time support their siblings had one thing in common; the abject poverty they have experienced better part of their young life, the improved socio-economic status and the desire or application of common sense to shield the siblings from poverty and suffering. The support could range from living with them together, helping in paying siblings school fees, clothing or feeding. The proceeds from the income they get due to the skills acquired at MC, was important to accord the graduate skills necessary for fruitful exploitation of resources and opportunities to earn money. While there was no clear cut reason for support to siblings, it was apparent that the income being realised from the application of skills acquired at MC was important. To cushion the siblings from continued suffering. This was more evident as captured in Rabde's narrative as shown in appendix III Hope Restored: Story of Mully College Graduate

4.4.2 Primary source of income

Primary source of income was used as an indicator to determine whether the graduates are applying the skills acquired to get jobs in the case of paid employment or create jobs in cases of self employment.

Table 4.11 Primary Source of Income

Type of employment	Frequency	Percent
Paid employment	5	26.0
Self employment	14	68.0
Not sure	1	6.0
Total	20	100.0

In Table 4.11, on employment of MC graduates; Mully College alumni polled showed that 14(68%) were self employed while 5(26%) were in paid employment and 1(6%) was not sure or chose not to respond. As shown in appendix II figure 5, in which one beneficiary was interviewed as she worked in her hairdressing shop. Thus, majority were able to work out their own ways of earning a living. The quality of employment was not captured for many in paid employment, as some expressed working in shops that had less activities related to what they learnt in class. The business industry, in which they were employed, was not uniform across the board for those polled. One being in either paid or self employment, it was attributed to the skills acquired from the training that gave them leverage in the job market. Compared to their friends who did not have a chance to pursue such skills, they could bargain in job market and choose the source of income one wishes to engage in.

4.4.3 Challenges faced in starting a business

After acquiring skills and one desire to start a business, there is no guarantee that there will be no challenges. The study sought to understand, beside skills, what other factors hinder or facilitate one in starting a business as well as improving one's socio-economic status.

Table 4.12 Challenges faced in starting a business

Challenge	Frequency	Percent
Lack of Tools	8	36
Competition	7	34
Others	5	29
Total	20	100.0

Competition and lack of tools however hinders Mully College Alumni from engaging in gainful income as soon as they get into the job market. Those polled as represented in Table

4.12, on challenges in starting a business; of those polled, 8(36%), lacked tools while 7(34%) cited competition as 5(29%) cited other reasons. However, competition is healthy as they are able to fairly fight for the clients just like any other person in the market. Lack of tools was a disadvantage in the industry and had impact on their abilities to fully put their skills to use. The lack of tools shows they had been considerably exposed to the tools while in college and now has confidence to use them competitively that is why they were able to associate with such factor.

Nonetheless, as the business takes off, besides normal challenges common to the trade, they are able to earn a living out of the trade they engage in. Lack of tools posed the greatest challenge as they continued to struggle due to lack of tools meant that they spent time engaged in paid employment when they could be running their own enterprises. But this was a temporary endeavour as they felt confident that irrespective of the circumstances, the skills acquired have enabled them to earn a living of some sort. When they compared their lives to that of their friends who did not get such opportunities, they considered themselves better off in different aspects.

4.4.4 Source of capital for self employed

After gaining skills, the graduates need capital if any sort to start their business ventures. Having come from less fortunate background however, it was established that graduates in self employment sourced their capital from various sources to start the business or create their own employment.

Table 4.13 Source of Capital for Self Employed

Source	Frequency	Percent
Savings	4	30
Family support	2	17
Sponsorship	5	34
Other	3	18
Total	14	100.0

From the research as shown in Table 4.13 on source of capital for the self employed; 4(30%) raised from savings from their first job, 2(17%) from family members and relatives, 5(34%) from sponsorship from well wishers and friends, 3(18%) from other unspecified source. The support was in view that the graduates have acquired some skills necessary for the business ventures they want to pursue. Such ventures help them improve their socio-economic statuses.

4.4.5 Conditions of Housing

Place of residence or condition of housing was used to determine whether one is able to meet the cost of living by either paying rent or otherwise. Thus, if one could afford a rental premise for business and residence on the proceeds from the income he/she earns, it pointed to the fact that one's socio-economic status shows improvement.

Table 4.14 Graduates place of Residence

Place of Residence	Frequency	Percent
With Parents and Siblings	4	20
Family House	5	25
Rental Property	11	55
Total	20	100.0

In Table 4.14, showing the place of residence of MC graduates who engaged in gainful employment, 11(55%) of the respondent polled said that they lived in rental properties, where they were able to meet the rental cost at least on monthly basis. 5(25%) percentage lived in the family house, more so those in the rural areas while about 4(20%) lived with parents or siblings as they embarked on different occupation.

4.4.6 Skills Usefulness

This variable was to understand the graduates attitude and perception on whether the skills they attained at Mully college were useful or not. It was considered useful if one can apply the skills for gainful income or not useful if one has to engage in other trade other than one trained in as a source of income.

Table 4.15 Skills Usefulness

Rating	Frequency	Percent
Somehow Useful	1	5
Useful	4	21
Very Useful	15	74
Total	20	100.0

Table 4.15, shows the rating on the skills usefulness and what it prepared them to face the economic challenges, most of the students at Mully College acknowledged the skills acquired were very good and useful at 15(74%), 4(21%) the training was useful and 1(5%) was somehow useful. On probing further alluded to their limited formal education to grasp the course content that is mostly designed for those who have at least grade eight. It should be

known that, MC admits beneficiaries on the basis of their destituteness but not educational background. Implying that they are able to put in use the skills acquired to gain income that they could use to buy food, pay house rent, support siblings, start business among others,

4.4.7 Have Mully College Graduates invested?

The question was to establish whether the income being realized as a result of the skills gained, earn them enough income to spend and invest in some other ventures. This variable was used as an indicator of improved socio-economic status.

Table 4.16 Investment Plans of MC Graduates

Any investment	Frequency	Percentage
Yes	9	45
No	8	42
No Response	3	13
Total	20	

In Table 4.16 on investment; the research found out that 9(45%) of the responded earn enough to use and invest in other various forms of investment o reinvest in their businesses, 8(42%) had not made investment as of the time of research, while 3(13%) did not respond on the question. The investment was used to indicate the improved socio-economic status and the ability to progress and escape poverty. The researcher did not however, establish as to why they had not ventured into investing some of their monies that is not directly needed or if it was due to immediate family demands that spared no cash for investment. This should be topic of investigation for another research.

4.4.8 The number of Meals per day

The other indicator for improved socio-economic status was the number of complete meals one could afford.

Table 4.17 Meals per day enjoyed by MC Graduates

Number of meals	Frequency	Percent
Once	1	5
Twice	4	18
Thrice	15	77
Total	20	100

From the research as shown in Table 4.17, on meals per day, 15(77%) of those interviewed had three meals a day comfortably, 4(18%) acknowledged having two meals while 1(5%) had only one meal per day. Such arrangements meant that, the graduate's socio-economic status is greatly improved as compared to those who could not acquire necessary skills for gainful income thus, improved nutrition.

4.5 Duration for the provision of Technical Vocational training skills

Most vocational courses take between 6 months to 36 months. From the study it was found out that courses at Mully College take an average of 24 months. The period during which, the student besides attending to course work, they are also accorded care and protection, psychosocial support as well as general care programmes in reference to the circumstances upon which they were rescued.

The support was more to let the young children they were rescued along with grow and develop in a conducive enough environment as the teen mother is protected from early marriages they faced prior to rescue. The risks of child abandonment or abortions is minimised as the teen mothers are comforted through pregnancy and child birth.

The duration one took before joining the college was factored in to demonstrate the level of destitution the student lived under. For instance many students could not transit to secondary schools or vocational colleges mostly due to lack of funds. Although during the focused group discussions, some attributed to the long duration before joining college to child bearing or child labour they were forced to engage in and or unavailability of training facility in the neighbourhood that does not levy tuition fees.

4.5.1 Months after last class attended and before joining MC

This variable was studied to understand, how long one had taken before joining Mully College. This was to establish the difficulties presented to the learner in terms of affordability or other factors that might have delayed him/her to join college of choice soon after dropping out of school or seating for final examinations meant for that level of studies.

Table 4.18 Months taken after school before joining MC

Measurement	
Mean	22.62
Median	22.47 ^a
Mode	12
Std. Deviation	10.868
Percentiles	
25	13.44 ^b
50	22.47
75	30.33

a. Calculated from grouped data.

b. Percentiles are calculated from grouped data.

From the study in Table 4.18 months after school but before joining Mully College; it was found out that, most of the students had spent at least 12 months between previous school and the time they joined Mully College. The mean months spent outside school environment was found to be 22.62 months with a standard deviation of 10.868.

This was a show of destitution and state of hopelessness. The duration before join Mully College was found to be a mean of 22.62 months, with 30.33 months in the upper 75 percentile and 10.8 in the lower 25 percentile. From the study it was found out that the mean months taken before joining Mully college was 22 months. This is approximately two Years attributed to poverty, lack of opportunities in training institutions as well as support from the guardians/ parents until MC came to their support. Some had to wait for as long as 30 months or so to have opportunity to pursue technical vocational skills presented to them by Mully College, without which they could not have had a chance to acquire those skills.

4.5.2 Duration taken by learners in Mully College

The duration taken by learners in Mully College was studied as independent variable to understand how the duration influences on the socio-economic status of the graduates. It is

assumed that those taking full duration as provided for particular skill training tend to acquire requisite competence in that skill and use it for gainful income.

Table 4.19 Duration in Taken in Mully College before graduating

Months	Frequency	Percent
8	1	5.0
12	2	10.0
16	1	5.0
24	16	80.0
Total	20	100.0

In Table 4.19; shows students spent varying time at the college, in relation to their background and the need that pushed them to destitution. Majority spent 24 months, the duration taken to undergo complete skills impartation and comprehensive care. It was noted that 16(80%) of those admitted managed to go through the entire course curriculum while 4(20%) dropped along the way. Considering the circumstances surrounding their admission to such college, the retention rate is fairly high. Moreover, the duration sufficed in giving the trainees with poor education background opportunity to grasp the concepts well. For child mothers, it was adequate to shield them from societal ills that could have befallen them and their children out there. Thus, they appreciated the 24 month duration period.

4.6 Availability of Equipments in Provision of technical vocational skills training

All the respondents in the research agreed that, the training facilities were adequate (Workshops, tools, training materials among others). Instructors said that the adequacy of the training tools and equipments enabled them divide learners according to their level of understanding with apparent ease. Such that, the division helped slow learners to grasp the concepts just as other groups did. Moreover, it was possible to have child mothers spend considerable more time in the workshop to cover for the time spent on interruption to attend to their young ones. At MC the Hairdressing equipments were shared at the ratio of 1: 5, Dressmaking was at 1: 3, Carpentry and masonry was 1:1 except in few incidences where the students had to share an item.

4.6.1 Rating of the training equipments by the respondents

Those polled, could narrate how they got enough time to practice the skills learned in a given day, rather being left to wait to use machines and equipment upon graduation, as it

happens in most families across the country. Therefore, they need enough facilities for training so that they could capture necessary skills being trained in. It is excelling in skills that one could be engaged in gainful income as a result of the trade trained in.

Table 4.20 Rating of Training Equipments b y the MC Graduates

beneficiaries judgment on	Fair	Adequate	Very Adequate
Training Facilities	10%	30%	60%
Quality of the Instruction	35%	20%	45%
Training Materials	30%	50%	20%
Balance between practical lessons & theoretical lessons	20%	65%	15%
Industrial attachment	25%	35%	40%
Information you had about the requirements of employer or Job markets	25%	25%	50%

Table 4.20 multiple issues were investigated. 60% agreed that training facilities were very adequate, 45% said the quality of instruction was very good, 65% said the balance between practical lessons and theoretical was adequate. The college however, lacked most of the training materials which most of those polled said it was not adequate with 50% adequate considering their high numbers. Nevertheless, the trainees had considerable exposure to machines and training materials necessary for the acquisition of skills on offer.

4.6.2 Any further training after graduating from MC

Education is a continuous process that one pursues in life. In Table 4.21 on further training; the researcher sought to understand whether those who graduated from Mully College ever thought of proceeding with studies elsewhere as a latent variable, now that they have been inspired and equipped.

Table 4.21 Further training for MC Graduates

Response	Frequency	Percent
Yes	7	35%
No	11	50%
No response	3	15%
Total	20	100%

After learning in Mully College 7(35%) enrolled for further studies, while 11(50%) had not enrolled for further studies by the time of the study, while 3(15%) did not respond to the question. The response to this question implied that 11(50%) had acquired sufficient skills

that will enable them engage in gainful income without necessarily enrolling for further training

4.7 Summary of Data analysis, presentation and Interpretation

In this chapter, the researcher analysed, presented and interpreted data according to the study objectives namely; provision of technical Vocational skills, the duration necessary for successful provision of technical vocational skills and the ratio of machines and equipments used in training the students. Questionnaire response rate was 85%, 70% females and 30% males were interviewed. The modal age ranges of respondents were found to between 20 to 24 Years although older respondents were engaged as well. 70% of respondents had children while in college, 70% had completed grade eight out of which 20% dropped out of Secondary school. It was established the skills on offer were very useful at 74% as the graduates were gainfully engaged in them. The duration though fairly longer than provided by the ministry of education, it enabled the students with varying degree of educational background and destitution acquires the required skills. Instructors were found to be qualified and competent to impart required skills to the learners, while the training facilities were sufficient for effective training to take place.

CHAPTER FIVE

SUMMARY OF THE FINDINGS, DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This study has revealed that a charitable ran college admitting students of low socio-economic status with varying formal educational background bridges the gap in skills impartation. There is positive influence of provision of technical vocational skills training on the socio-economic status of the college graduates. All the students have the potential to succeed in life provided they are supported or enabled to pursue education in their formative years. In this chapter the study gives a summary of findings of the study. The discussion brings out comparisons and relationships between the study findings and related other empirical studies which were mentioned in chapter two of this report. The research finding are represented, conclusions drawn based on the research questions. The chapter ends with recommendations as well as research suggestions.

5.2 Summary of the findings

Summary of findings and discussion is arranged according to the set objectives as follows; To establish the influence of type of Technical Vocational Skills on the socio-economic status of college graduates; To determine how the duration in the provision of Technical Vocational skills training influence socio-economic status of college graduates; To determine the availability of equipments in Technical Vocational skills training influence on the socio-economic status of college graduates.

It was found that Mully College bridged a socio-economic gap in most of its graduates who completed their studies in the institution successfully. From the records, of 65 who had graduated from the college between 2006 and 2008, 74% pride to use the skills gained from the college to earn a living. Those who posse's skills in Hairdressing and Dressmaking and carpentry and masonry in respect to one's preference are now able to bargain competitively in the job market. It is worth noting that, those undergoing the training at Mully College had lost hope of ever continuing with studies, leave alone be in a position where they are cared for as the access training as well as have their own source of income. It was just but a distant dream. The graduates are now able to support their siblings, support their own children, afford

accommodation, invest the proceeds from their earnings, access health care and have sustained balance regular meals courtesy of the gainful income they enjoy from the application of the skills they acquired.

From the research, I would say the duration taken by Mully College for one to complete his/her studies is far beyond the duration recommended by the Ministry of Education for technical vocational skills. Therefore, the duration for the provision of technical vocational skills training had a positive influence on the socio-economic status of the college graduates. While the students were found to have spent more time on a given course, it was justified on the basis of their backgrounds; the risks there were facing before joining Mully college as those in need of care and protection first, then enrolling for the Vocational skills as second option, the duration they had taken outside learning environment prior to the admission to college, the level of education they drop out at or completed before joining Mully college.

The other variable under investigation was the availability of equipments in Technical Vocational skills training influence on the socio-economic status of college graduates. The availability of equipments was found to influence positively on the socio-economic status of the college graduates, in the sense that equipment were found to have a direct relation to skills impartation and acquisition in Mully College. While most of the learners may not have met the minimum admission requirement as the case could have been in other institutions in formal educational institutions, the adequacy of training material enabled them to grasp the concepts. At 60% sufficiency, the training facilities were found to be very adequate for training. Each student having considerable exposure to training equipments and machines introduced them to real world experience, in which they could translate the skills to work with apparent ease in the job market.

5.3 Discussions of the Findings

The 2012 United Nations Human Development Index provides a composite measure of three basic dimensions of human development: health, education and income. Thus the influence of provision of Vocational Technical skills effect on Socio-economic status of the college graduates, more so from the less fortunate background accorded them the opportunity to develop. Education is acknowledged as a means for transforming and empowering

communities. The youth especially gain skills, knowledge and attitudes to enable them become productive members of the society. Education contributes to sustainable development, and is recognized in Kenya as a priority area of development intervention as is reflected in policy documents. The Government of Kenya has developed key policy documents over the last ten (10) years; Poverty Reduction Strategy Plan (PRSP) of September 2002 and its successor the Economic Recovery Strategy Programme (ERS) of 2003, and the Vision 2030 of 2008; they all emphasize the importance of education in development.

Technical Vocational and Education Training (TVET) is broadly defined as “Education which is mainly to lead participants to acquire the practical skills, knowhow and understanding, and necessary for employment in a particular occupation, trade or group of occupations (Atchoarena, & Delluc, 2001). Such practical skills or knowhow can be provided in a wide range of settings by multiple providers both in the public and private sector. Thus Mully College is such player in the field.

The trade skills trained in while at Mully College such as Hairdressing, Tailoring and dress making, Masonry and carpentry is a pointer that indeed, the skills acquired in Mully College by the graduates had impact in their lives and families. The role of TVET in furnishing skills required to improve productivity, raise income levels and improve access to employment opportunities has been widely recognized (Bennell, 1999). Skills development encompasses a broad range of core skills so that individuals are equipped for productive activities and employment opportunities (wage employment, self-employment and income generation activities).

It is with specific trade skill that one is able to bargain fairly and earn a living without compromising one’s dignity or engaging in dehumanising socio-economic endeavours. The skills acquired echoed the research findings confirmed that community schools play an important role in providing alternative channels for students enrolled in non-formal education to join the formal education system (Onsamu et al 2004). Research in Ghana observed that about 85% of the people trained in vocational skills were utilizing the skills acquired as their main source of income (Imoro et al 2009). In economic terms provision of vocational education and training is always an investment in human capital. Egonyomu et al (2010) in their article postulates that agencies like the National Directorate of Employment in Nigeria and National Poverty Eradication Programme were created out of the need to provide self-

employment through vocational skill training for many of these unemployed to enable them gain economic self-reliance.

Several countries; developed and developing, such as Italy, Brazil, China, Sweden and Japan have given more recognition to TVET through adequate funding. As a result, students get exposed to vocational training and to a culture of scientific investigation and application at an early age. In Europe, at least 50 percent of the students in upper secondary education pursue some form of technical or vocational education. In China, India and South East Asia the figure is 35-40 percent, whereas in Africa it is less than 20 percent. The Mully College fully sponsored studies recognizes this fact, and accords the less fortunate members of the society the opportunity to acquire such skills in a country where little revenue is allocated for TVET.

In the study “What Room For Skills Development In Post-Primary Education?: A Look at Selected Countries,” Palmer (2007) looks at ten selected countries (Ethiopia, Ghana, Kenya, Rwanda, South Africa, Tanzania, Uganda, India, China and Vietnam) and examines what room there is for skills development in ‘post primary education’. The study asserts that across the countries covered, TVET occurs in many different environments, both formal and informal, in institutions (schools or vocational centers and colleges), on-the job (informal Apprenticeships in Ghana) or both (e.g. Learnerships in South Africa). It can be short duration or long duration (a typical three year institutional course). The study confirmed that, for the students to have mastered the concepts well, needed considerable time in his/her studies or apprenticeship to have gainful income.

Whereas, Cameron, (2010) noted that a large proportion of children are ‘silently excluded’ from Primary Education, meaning that they attend school infrequently, repeat years of schooling and have poor achievement. Upon completion of primary education, very few children from the slums make the transition to secondary schooling, or any other form of training for that matter. Therefore those with opportunity to join for instance vocational Education training have no specific duration the course does take. The duration of provision of training is deemed adequate if the learner is able to muster the skills.

While Ngware et al (2008) in their studies adduced that quality of education comprises three interrelated aspects namely; quality of human and material resources

available for teaching (inputs), quality of teaching practice (process) and the quality of results (outputs and outcomes). Imoro et al (2009) who researched among the Tamale metropolis in Ghana found that sewing machines were provided to those who undertook apprenticeship training in the Tamale metropolis, while others doing the same course in other communities were not given sewing machines. This research established that, students had adequate access to training materials and equipments thus giving an edge in the business/job market. Thus, the availability of training equipments has a positive and desired influence on the socio-economic status of the college graduates. The type of skills, adequate duration and availability of training equipments had positive influence on the socio-economic status of the college graduates.

5.4 Conclusions

The research sought to investigate the Influence of provision of Technical Vocational Skills on Socio-economic status of graduates: a case of Mully College Yatta Sub-county, Machakos County- Kenya. While growth and development is independent of one's acquisition of skills, such skills if acquired on time assures the enjoyment of the growth and development opportunities. Mully College has provided this opportunity albeit to a fraction of the Kenyan population in need of education and training. The type of vocational skills once acquired enable the person to engage in gainful employment as paid employed or self employed. Seldom will one find this skills if not accorded the opportunity more so the underprivileged members of the society.

The orphans, Child mothers and destitute had spent so many months after the last formal school, found the opportunity in Mully College to pursue their dreams. The enthusiasm with which they participate in the course activities, aspirations and good reports from those who graduated from Mully College shows points to the fact that Mully College indeed aids its trainees into having improved socio-economic status.

Considering the nature of Mully College that serves as both protection centres for boys and girls from the abuse and exploitation as well as a training institution, the duration taken by the student at MC the 24 month period suffices for the need at hand. To protect the young teen mothers and their children from harsh environment and suffering as well as imparting to them skills necessary for gainful income.

Tools and equipment play a crucial role in skills impartation as well as representative of the tools in the job market. Those students who get exposed to such tools and equipments in college definitely demonstrated proper use and maintenance of such items. The tools and equipments at MC were adequate for training, thus greatly aiding in the training exercise as well as influencing on the socio-economic status of the college graduates. Graduates can use a variety of tools and equipments in their every day work.

5.5 Recommendations

This research document will be used in enriching various institutions within the country whether private or government owned to enhance their service delivery to trainees irrespective of their socio-economic background, but with special bias to those from poor background in terms of skills impartation, care and support.

1. TVET need to be fully strengthened and acknowledged as a key player in poverty alleviation and families' empowerment.
2. The training institutions among others should engage both central and county governments the government in establishing and following through the policies aimed at provision of technical vocational education and trainings.
3. The donors and sponsors not to relent from their philanthropic work for, it does indeed if well managed touch lives. Empower those from poor socio-economic background, accord them opportunity to acquire skills and with the power and will to escape from poverty.

5.6 Suggestions for future research

Further studies should be conducted to establish the influence of qualification and the experience of technical vocational education and training instructors have on the learners academic and job performance.

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Appendices

Appendix I: 8.4.4 System Flow Chart.

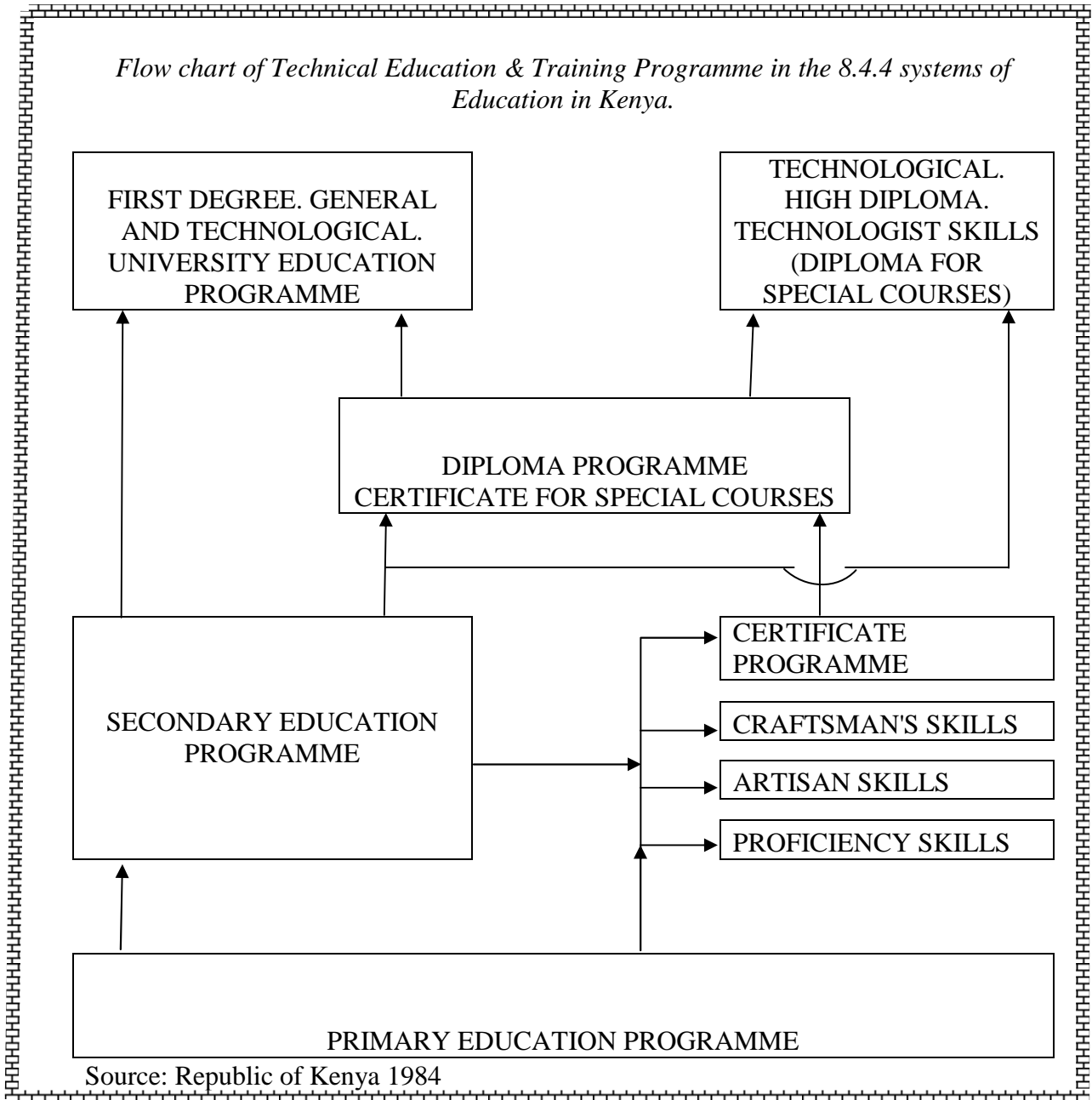


Figure II 8.4.4 System Flow Chart

Appendix II Assorted Pictures

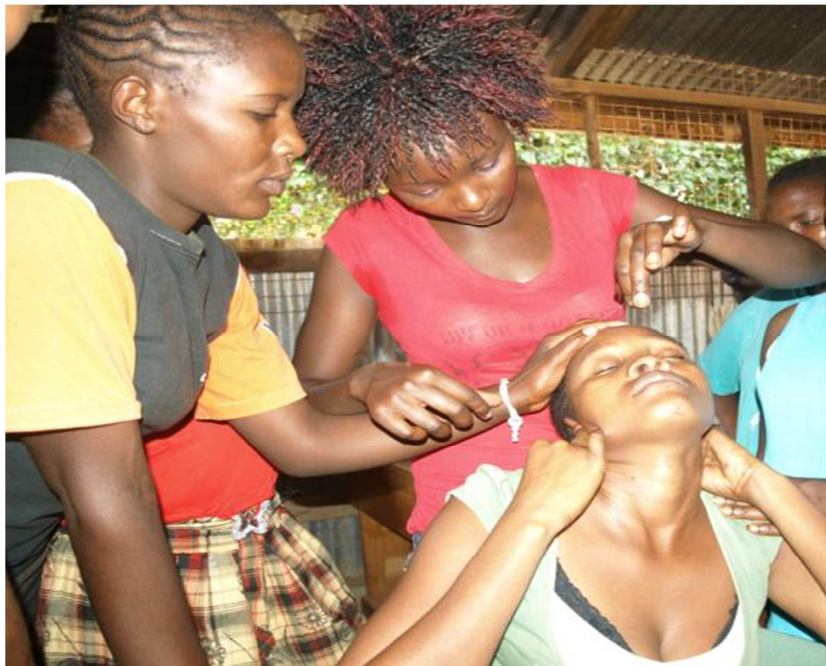


Figure III Trainees in Beauty Therapy practical Class



Trainee in Masonry



Trainee in Knitting



Trainee in Hairdressing



Child mothers with their Children

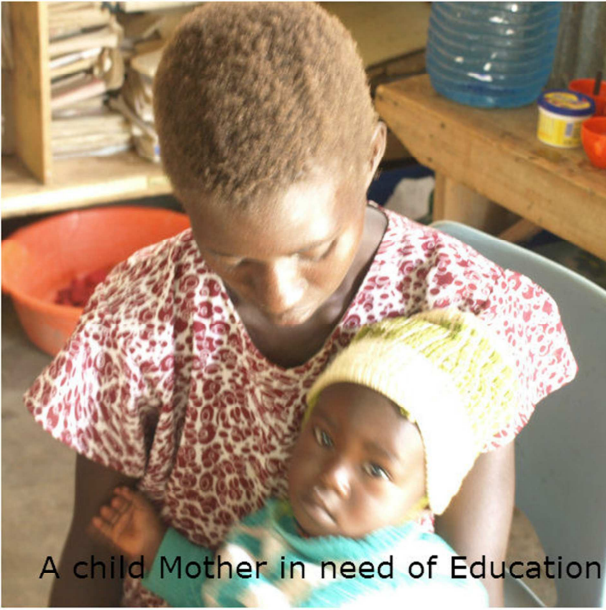


Graduate in her Salon



Trainees in Class

Figure IV Assorted pictures of trainees in different areas



A child Mother in need of Education



A trainee with her Child after class



A trainee with a dummy



Trainee on her client in Class

Figure V. Some trainees in Class

Appendix III: *Hope Restored: Story of Mully College Graduate*

Hope restored is a story of Rabde (Not her real name) an orphan, a child mother and a graduate of Mully College. Rabde is the second born in a poor family of four children. Rabde story could have been different were it not the support and training she attribute to MC. Rabde along with her siblings grew up under the care of the single mother who later orphaned them on 17th July 2004. On her demise, the children were left under the care of old maternal grandmother born in 1926 who was too old to accord the orphans any meaningful care and support.

Prior to the mother's death, Rabde and her siblings led a very poor lifestyle. They lived from hand to mouth. Rabde narrates her lifestyle then as hard and traumatic each successive day. The late mother was a fishmonger in the village, the business that was associated with much risks and abuses. Even though the mother was not married, she bore four children from various casual relations she had with men. It is this lifestyle that exposed Rabde's mother to HIV & AIDS and subsequent death.

Rabde grew up in a state of utter hopelessness, lacked decent living, clothing, poor living conditions inadequate access to health care and education. Many a times the children had to look or be engaged in child labour and prostitution to raise funds for their living. It was in this struggle that Rabde conceived and gave birth to her daughter Viveja at the age of 14 Years old. Her life changed drastically as she was to be married off to an old man as a third wife, the man who had just lost his other wife to HIV& AIDS. Things looked terribly bleak for her.

While contemplating on the next move, faced with this bleak situation, lives torn apart by poverty and HIV & AIDS, Rabde was rescued by Mully Children's Family. In the course of her support and care along with her daughter, Rabde was enrolled in Mully College. Just like other girls and boys of similar background, she embarked on two Year programme that mixes support project and vocational skills impartation. She pursued courses both in Tailoring and Dressmaking as well as Hair dressing. On her graduation in the Year 2008, she moved to Kibera Slum where she runs a hairdressing salon business.

Even though Rabde let her daughter continue access care and support in MCF institution, she has a monthly income of between Ksh 6,000 and Ksh 9,000. The income is able to afford her decent living; accommodation and shelter without necessarily putting up with abuses or suffering that come with lack of skills or sheer oppression. Rabde conquers that MC did transform her life from a state of hopelessness to the one of hope and self-reliance. Many girls who passed through MC share the thoughts just as they shared the backgrounds of lack, want and hopelessness.

Appendix IV: Interview guide for Mully College Graduates

The purpose of this study is to determine the influence of Technical Vocational Educational Training (TVET) on a fortunate Young person's Socio-economic Status, and to understand whether there has been achievement of the set objectives of the Mully College project.

1) Gender

- a) Male. []
- b) Female []

2) How old are you

- a) Below 10 years []
- b) 10-19 []
- c) 20-29 []
- d) Above 30 years []

3) Business Location

- a) What is the name of your employer.....
- b) Which Town/Shopping centre is your business located.....
- c) For how long have you been in this business.....

4) Marital status

- a) Single []
- b) Married []
- c) Divorced []
- d) Widowed []
- e) Separated []

5) How many children do you have?

- a) Boys
- b) Girls

6) What was your legal status on joining Mully College?

- a) Orphan []
- b) Destitute. []

7) How many brothers do you have? -----

8) How many sisters do you have? -----

9) How many of these go to school?

- a) Brothers -----
- b) Sisters -----

10) Who supports them

11) How did you end up in Mully College?

- a) Brought by
 - i) Police []
 - ii) Relative. []
 - iii) Member of the public. []
 - iv) Health institution. []
- b) You came by yourself []
- c) Was born here []
- d) You don't know []

Graduate Educational Background

12) What was your last School before you came to Mully College

- a) Name Type..... District
Location.....
- b) Year and the Month you left that School
.....

13) What is the highest level of formal (School) education that you have completed (Circle correct standard or form)

- a) Standard 1 2 3 4 5 6 7 8
- b) Form I II III IV

14) Marks in either KCPE and or Grade in KCSE

- a) For KCPE (Standard 8) Leavers, what marks did you get in KCPE?
- b) For KCSE (Form Four) Leavers, what mean grade did you attain?

15) How many months after leaving school did you take before enrolling at Mully College?

- a) Below Six Months []
- b) Between Six Months and One Year []
- c) Between One Year and One Year Six Months []
- d) Between One and Half Year and Two Years []

16) How many vocational courses did you pursue in Mully College?

- a) One []
- b) Two []
- c) Three []
- d) Over Two Years. []

17) For how long were you in Mully College?

- a) Six Months
- b) Between six months to One Year
- c) Between One Year and Two Years
- d) Between three and four years.
- e) More than five Years

18) Which Course did you Study (Tick as many as you were trained in)

- a) Hair Dressing & Beauty Therapy
- b) Tailoring and Dressmaking
- c) Masonry.
- d) Carpentry.

19) Did you complete your studies at Mully College?

- a) Yes No

20) If YES When

21) If NO

- a) When did you dropout
- b) and Why did you dropout.....

22) Did you have any industrial attachment?

- a) Yes
- b) No

23) If YES (18 above) for how long was your Industrial attachment?

- a) Below three (3) Months
- b) Between three (3) Months and six (6) Months
- c) Over six (6) Months

24) I am now going to ask you various questions about your training at Mully College. I will ask you to put judgment in one of the following five (5) categories; VERY ADEQUATE, ADEQUATE, FAIR, INADEQUATE, VERY INADEQUATE.

How would you judge the following?

	VERY ADEQUATE	ADEQUATE	FAIR	INADEQUATE	VERY INADEQUATE
The training Facilities (Workshop, tools, sufficiency of materials etc)					
The quality of the instruction in the main course that you majored in. Course.....					
The training materials i.e. books, written instructions					
The balance between practical (workshop) lessons and Theoretical (Classroom) lessons					
Industrial attachment (If any)					
The information you had about the requirements of employer or Job markets					

25) After you left Mully College, have you had any further training?

a) Yes b) No

26) If Yes, how long after leaving the Mully College did you take to enrol for such further training?..... Months

27) If YES (in question 26 above) college,course as fromto

28) Have trained on job by

a) Name of employer

b) Type or course

c) Period

- 29) Other training such as
- a) Correspondence.....
 - b) Evening classes
 - c) Etc

Socio Economic Status

30) How long did it take you to secure your 1st income earning work after graduating from Mully College? Months.

31) Type of Employment

- a) Have not secured wage or self employment opportunities. []
- b) Self Employed []
- c) Paid employed []

32) What type of Business do you operate?

- a) Sole Proprietorship []
- b) Partnership []

33) For self-employed, who gave you capital to start the Business you are doing?

- a) Savings []
- b) Family and friends contribution []
- c) Charitable Organization []
- d) Loan []
- e) Others []

34) What difficulty did you encounter when trying to get self-employment? (Tick appropriately)

- a) Lack of tools []
- b) Lack of Capital []
- c) Low demand of skills []
- d) Competition from other graduates of similar qualifications []
- e) Others

35) What difficulties do you encounter around here in getting wage employment?

- a) Few business enterprises []
- b) Competition from other graduates of similar qualifications []
- c) Low demand of skills []
- d) Little experience []
- e) Others

36) I am now going to ask you about your experience concerning some conditions for finding work. How important do you think the following conditions were to you in finding work (Income generating) (If you have no experience to share, just skip the question.

WHAT	VERY IMPORTANT	IMPORTANT	NOT IMPORTANT
Securing loan			
Practical			
Experience			
Marketing			
Book keeping			
Management			
Certificates			
Personal Connections			
Others			

37) How much money did you earn during the past 12 months from the employment (self or wage) in which you are currently engaged in? Ksh

38) From which of the following sources or activities have you obtained money after you finished training. Tick all the relevant sources.

1	From regular wage by an employer	
2	From your making, repairing or selling things for cash	
3	From doing odd jobs now and then for people who pay you	
4	From working in work group	
5	From the support of your relatives	
6	From other source, specify	

39) From which of the source and activities just mentioned have you obtained most money?

Circle one 1 2 3 4 5 6

40) Do you manage to have any savings?

a) Yes [] No []

41) Have you invested in any other thing or business beside this one?

- a) Yes []
- b) No []

42) Where do you live?

- a) With parents and siblings []
- b) Family House in urban centre []
- c) Own property []
- d) Rental property []

43) When you fall sick, are you able pay for your services at the hospital or dispensary?

- a) Yes []
- b) No []

44) How many meals do you have in a day?

- a) Regularly []
- b) Irregularly []
- c) None []

45) In your own words, would you say that the skills you have, you acquired them at Mully College?

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

46) How will you describe what Mully College did to you?

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

47) Would you recommend Mully College to any other person in need of care, protection and skills training?

- a) Yes
- b) No

48) If yes what skills would you like them to acquire at Mully College?

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

IMPORTANT INFORMATION ON FELLOW BENEFICIARIES

49) I am interested in knowing about what your classmates from Mully College have been doing after training. This is to help me get in contact with more of the leavers from Mully College. Please mention the names of the ones you remember. Which town they are living in, telephone, their work. That is if they have any work as far as you know.

NAME	SEX	ADDRESS (TOWN)	PHONE	DID SHE/HE HAVE A CHILD WHILE IN COLLEGE	WHAT WORK (IF ANY)

Thank you very much for your time and responses.

Appendix V Interview guide for the Management Staff

The purpose of this study is to determine the influence of Technical Vocational Educational Training (TVET) on the Socio-economic Status of once less fortunate Young person, and to understand whether there has been achievement of the set objectives of the Mully College.

You have been selected as a member of the management, and you will be taken through this short interview by the interviewer.

GENERAL.

1. The age sex and the designation of the respondent.

2. For how long has the respondent been working with Mully College?
 - a) Below one Year []
 - b) Between One Year and Three Years. []
 - c) Over Three Years. []
3. What categories of children or applicants are admitted into MCF vocational programme in terms of;
 1. Legal Statuses
 2. Educational Level
 3. Dependence level
 4. Others
4. What living conditions or risky states were the beneficiaries living under prior to joining Mully College?
 1. On the Street []
 2. Abandoned. []
 3. Neglected. []
 4. A child in conflict with law. []
 5. A child of imprisoned parent (s) []
 6. Child labourer []
 7. Early marriage []
 8. Child mother. []
 9. Terminally ill parents. []
5. Have you ever received applications or requests for support from those people you consider over age?
 - a. Yes.....

b. No.....

6. What do you think is the motivation behind over age applicants to make applications to your institution?.....

Finance

7. Where does the institution gets its funding?(tick all that applies)

- 1. Members contribution ()
- 2. Well wishers [local] ()
- 3. Well wishers [Internationally] ()
- 4. Donors ()
- 5. Government ()
- 6. Corporate bodies ()
- 7. Religious groups ()

8. How do you gauge the funding?

- 1. Sufficient ()
- 2. Insufficient ()

9. Does the government play any role in Mully College Project? If yes what is the Governments role

10. Does Mully College collaborate with any other learning/training institution?

a) Yes.....

b) No.....

11. If Yes in the question above, which one(s) and area of collaboration

Organization	Area of collaboration

If no why

i. What factors hinder or encourage partnership?

.....

ii. Who is responsible for these factors?

.....

12. Do the Trainees pay any money let's say for Tuition, books and accommodation?

1. Yes

2. No

13. If the trainees do pay for Tuition and others: Could you state how much per a given period and for what by filling the Table below.

Item	Cost Per Term	Cost Per Year
Tuition		
Accommodation		
Catering		
Stationary		
Others		

14. If they don't pay for anything or pay partially, could you kindly state why?

15. What are the major problems the program has encountered in providing successfully the skills to the learners?

.....

Academics/Trainings

16. What courses are the trainees enrolled in and for and how long do they take before sitting for the certification (final stage examinations)?

Course	Duration	Examination Body

17. What is the machines equipment ratio to students.

TYPE	QUANTITY	CLASS POPULATION	RATIO
Sewing machine			
Blow drier			
Drier Machine			
Saw			
Welding Machine			

18. What are your success factors?

.....

19. What are your failures?

.....

20. What factors have contributed to your failures?

.....

Beneficiaries Exit & Reintegration

21. What post institution support do you give to the beneficiaries?

- 1. Capital ()
- 2. Get employment for them ()
- 3. None ()
- 4. Others (specify).....

22. Have you ever followed on the graduates to find out whether they are facing any challenges in the job market? Yes No

.....

23. If YES, in question 22 above, what are the challenges?

.....

24. If NO in question 22 above what measures are you putting in place to follow up on your graduates?

25. How is the property left behind (in their rural homes if any) by the beneficiaries who are in your institution managed?

- 1. By the guardian ()
- 2. Trustee ()
- 3. The institution lawyer ()
- 4. Others (specify).....

26. What are your achievement/s indicators of the college's success?

Thank you very much for your time and cooperation, May God bless you/your institution endeavours.

	VERY ADEQUATE	ADEQUATE	FAIR	INADEQUATE	VERY INADEQUATE
The training Facilities (Workshop, tools, sufficiency of materials etc)					
The quality of the instruction in the main course that you teach Course.....					
The training materials i.e. Text books					
The size of the Class room					
Hours of Training					

14. What new machines and equipments would wish to be bought or increased

15. Why do you say so

16. Do you ever keep in touch with trainees?

i. Yes.....

ii. No

17. If Yes, those that you have kept in touch what are they engaged in?

18. If no what plans do you have or the college has in trying to follow up the college graduates to learn of their progress.

19. What kind of support does the college give to its graduates after years of training? ...

.....

Thank you very much for your time and responses.

Appendix VII: Document Review Guide.

The purpose of this study is to determine the influence of Technical Vocational Educational Training (TVET) on a less fortunate Young person's Socio-economic Status, and to understand whether there has been achievement of the set objectives of the Mully College project.

Document type	Content	Purpose
Mission Statement	Vision, Mission and Goals	Guiding principles of the Organization
Policy Documents	Admission, Behaviour Management, Child protection, Reintegration etc.	Criteria, target group and process of recruitment/placement
Strategic Plan Paper	Strategies employed by MCF	Strategic moves being implemented.
Sample admission Letter	Criteria of admission	Admission requirements and procedures
College certificate	College's Legal Status	To know the granting authority
Curriculum	Course Curriculum in use	The curriculum being used.
Network and Collaboration correspondences	Correspondences	Collaboration letters with other organizations/Learning institution
Past Examination papers	Skills Tested	Type of exam (Internal or External)
Reintegration Policy	Reintegration programme being undertaken	Guidelines on how trainees are disengaged from Mully college. The Support system offered to the beneficiaries
Staff Induction Manual	How do members of staff get exposed to the Programme	How are staff inducted into the programme
MC Organogram	Organization Type	The Organization Structure of Mully College
Text Books being used	Skills imparted	Teaching aid and syllabus coverage
Children Files	Individual children background	
Exit Interview Documents		Remarks and observations as written by the beneficiaries.
Business Documentations	Business Plan	Trainees preparedness in running business
Child Care agreement	Trainees Children Support Programme	The support given to child mothers
Meetings minutes		

Appendix VIII: Letter of transmittal of data collection instruments

TO WHOM IT MAY CONCERN,

Dear Sir/Madam.

REF. A RESEARCH ON MULLY COLLEGE..

This is to introduce myself, a student at the University of Nairobi pursuing a course leading to a degree in Masters of Arts in Project Planning and Management. I am carrying out research to determine the influence of Provision of Technical Vocational Educational Training (TVET) on Socio-economic Status of college graduates, , -a case of Mully College and to understand whether there has been achievement of the set objectives of the Mully College.

I am doing this by talking to some of those who trained in Mully College including you.

The University of Nairobi Senate and Mully College management have no objection for aforesaid research to be undertaken as far it is within the confines of the law.

The main reason for conducting this exercise is that very little information exists in the country to enable us to give a good answer to a number of questions concerning the importance of Mully College to the individuals who train in the college and to the country as a whole.

The project concerns itself with things like;

- The extent to which training in Mully college ensures that a person gets work which earns him/her a regular and sufficient income.
- Problems encountered when they try to be self employed.
- Whether Mully College teaches all the skills which are needed by those learning there.
- The relationship between the work experience of trainees and type of skills they acquire from Mully College.

You have been selected to participate in this research based on your status in the community, knowledge on Mully College courses at the discretion of the researcher. You are at liberty to oblige to participate in this research from the onset or leave at any time during the research progress at your own free will.

However, should you choose to participate in this research, your identity shall not be exposed to a third party without prior notification made to you formally. I write this with confidence as I appreciate for your time and contribution in pursuit of this noble goal. Thank you.

Yours Sincerely,

Chris M WESONGA.

Lead Researcher.

Appendix IX: Sample Consent Form

I want to thank you for taking time to meet with me today. My name is Chris Wesonga and I would like to talk to you about your experiences at Mully College.

I am carrying out a study, whose purpose is to determine the influence of Provision of Technical Vocational Educational Training (TVET) on Socio-economic Status of college graduates, and to understand whether there has been achievement of the set objectives of the Mully College.

The interview should take less than an hour. I will be taping the session because I don't want to miss any of your comments. Although I will be taking some notes during the session, I can't possibly write fast enough to get it all down. Because we're on tape, please be sure to speak up so that I don't miss your comments.

All responses will be kept confidential. This means that your interview responses will only be shared with research team members and we will ensure that any information we include in our report does not identify you as the respondent.

Remember, you don't have to talk about anything you don't want to and you may end the interview at any time.

Are there any questions about what I have just explained?

Are you willing to participate in this interview?

Interviewee	Witness	Date
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Legal guardian (if interviewee is under 18)

Appendix X: Table for Determining Sample Size from a Given Population

<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	1000000	384

Note.—*N* is population size.
S is sample size.