

**FACTORS INFLUENCING YOUTH ENROLMENT LEVELS
IN PUBLIC YOUTH POLYTECHNICS IN MOMBASA
COUNTY, KENYA**

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BY

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**A RESEARCH PROJECT REPORT SUBMITTED IN PARTIAL
FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF
THE DEGREE OF MASTER OF ARTS IN PROJECT PLANNING AND
MANAGEMENT OF THE UNIVERSITY OF NAIROBI**

2012

DECLARATION

I hereby declare that this research project report is the result of my own original work and that no part has been presented for another dissertation in this university or elsewhere for the purpose of examination or otherwise.

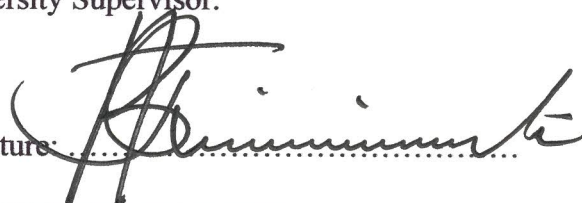
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DEDICATION

To my husband Ngeti Mwadime, who through his encouragement, gave me the strength to keep the candle burning during my weakest moments.

ACKNOWLEDGEMENT

My appreciations go to the entire Fraternity of the University of Nairobi for the favorable learning environment that has enabled to refine and increase my knowledge in Project Planning and Management. Many thanks go to Mr. Johnbosco Kisimbii who tirelessly read through the script and gave valuable guidance on how to prepare the report and for the keen interest he took in supervising the work. My appreciations also go to Ms. Caroline Mwachia who has been patient in availing information and assistance whenever requested and who also has offered me moral support throughout the entire project period.

My colleagues at the Provincial Director of Youth Training Office, Mr. Derrick Kioko, Mrs. Linny Mwawasi and Mr. Innocent Nyamwaro for the time they took to go through files to avail information without which this work would be incomplete and to Mrs. Hellen Nthiga for availing first hand information on the current status of YPs that enabled to put this study into perspective. Special thanks go to Ms. Eddystella Wanja, Mr. Kahindi Masha and Mr. Etyang Barasa who were able to mobilize the relevant offices to avail data even when it was requested within short notice. I would also like to appreciate Ms. Alice Wamboo, Ms. Mariam Okumu and the youth bunge Mombasa County Board who dedicated their time and effort towards the data collection process.

To my colleagues at the Provincial Director of Youth Development Office, Mrs. Faith Waweru, Mrs. Fatma Jeneby, Ms. Husna Awadh and Mr. Elijah Kimwele who have been patient and understanding and put up with my long absences from the office. But most of all, to Mr. Nicholas Ouma for the great suggestions and corrections that enabled me to clean up the document and to the Provincial Director, Mr. Simon Mwangi who allowed me to take time from the office in order to finalize my work.

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ACRONYMS AND ABBREVIATIONS

CITC	Christian Industrial Training Center
CLUSA	Cooperative League of the USA
EFA	Education for All
FPE	Free Primary Education
IDS	Institute for Development Studies
ILO	International Labour Office
KCPE	Kenya Certificate of Primary Education
KCSE	Kenya Certificate of Secondary Education
KKV	Kazi Kwa Vijana
KNBS	Kenya National Bureau of Statistics
MDGs	Millennium Development Goals
MOYAS	Ministry of Youth Affairs and Sports
NCCK	National Council of Churches of Kenya
SPSS	Statistical Package for Social Sciences
SYPT	Subsidized Youth Polytechnic Tuition
TVET	Technical, Vocational Education and Training
UNESCO	United Nations Educational, Scientific and Cultural Organization
VET	Vocational Education and Training
VPs	Village Polytechnics
VTE	Vocational and Technical Education
YEDF	Youth Enterprise Development Fund
YPs	Youth Polytechnics

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ABSTRACT

The study investigated the effect of economic status, socio-cultural factors, historical factors, quality of education and Youth Polytechnic administration structures on youth enrolment levels in Public Youth Polytechnics in Mombasa County, Kenya. The ability to cater for the cost of education denoted economic status, socio-cultural factors revolved around issues of gender and class structures, people's perception towards vocational training was assumed to emanate from historical factors, availability of training inputs, outputs and outcomes represented quality of education and administration structures were assumed to enhance effectiveness and efficiency in Youth Polytechnics. The study particularly sought to identify and give suggestions that could help assist Public Youth Polytechnics in Mombasa County to improve their enrolment levels. The study was considered due to the fact that the Youth Polytechnics absorption capacity of Primary School leavers has continued to be low despite the increase in the number of school leavers who do not make it to Secondary School and the minimal impact that Government programs to rehabilitate Youth Polytechnic have had on enrolment levels. The study was conducted through descriptive survey research design. Data was collected using questionnaires from 349 youth, 205 YP trainees and 15 instructors. The youth were selected from a target population of 4826 youth who are members of various youth bungenes in Mombasa County through the use of Cluster sampling technique while all trainees and instructors in Public Youth Polytechnics within Mombasa County were included in the study. The data was analyzed using Frequencies, Percentages and the Chi-square test statistic and presented in tables. The study established that gender based socio-cultural factors, socio-cultural backgrounds, family's ability to pay school fees, availability of physical infrastructure, and value of the educational certificate have a significant influence on youth enrolment levels. The study concludes that economic status, socio-cultural factors and quality of education are factors influencing youth enrolment levels in Public YPs in Mombasa County. It recommends the formulation of regulations to ensure YP fees are affordable to the target population, introduction of more gender oriented courses, intensification of sensitization programmes on the value of YP education and the integration of vocational training into the mainstream education system. The researcher suggests that a similar research with a much wider focus and an independent research on the effect that a central governing body would have on youth enrolment levels in YPs be done.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Academic achievement is a criterion for advancement within any educational system and it is measured by its ability to enable a person gain access to higher levels of learning (Court, 1976). However, being delineated from the mainstream education, vocational training offers no opportunity for progress to higher levels of learning for its trainees. It is no wonder that in many parts of the world, enrolment in technical and vocational training constitutes a small percentage of total school enrolments.

A few countries like Singapore have managed to realize success in their levels of enrolment although the gap between their academic and technical streams has, in the past suffered similar dilemma. In the 1960's for example, Singapore's academic and vocational students' ratio was 7:1 (Kong, Boon, Fredricksen & Peng, 2008). A study by Tilak (1988) indicated that most countries of South East Asia have experienced a general decline, marginal increase or relative stability in enrolments. For instance, in Afghanistan the decline had been from 48% in 1951 to 9.1% in 1981 and in India from 7.3% in 1950 to 0.7% in 1975 (Tilak, 1988).

In Africa, enrolment in vocational training as a percentage of secondary enrolment has been from 0.3% to 0.5% since 1990 (Atchoarena, 2001). There has been a general consensus among education policy makers in Africa that more effort should be directed towards vocational technical education (Hamilton & Asiedu, 1987). It is evident that the importance of Technical Vocational Education and Training (TVET) has dawned among policy makers in many countries as reflected in the various National Development Policy Documents of countries like Chad, Ethiopia, Uganda, Zambia, Lesotho and others.

Much emphasis has however been placed on general education which is believed to be better placed in terms of enabling a person gain superior job opportunities. Within the workforce, every wage earning job has a pre-requisite educational qualification and vocational training is regarded as not being able to equip students with the relevant qualifications of marketable value. The general attitude is that vocational education is reserved for those who have failed to pursue general education thus can only lead to low status occupations (Atchoarena & Delluc, 2001). Glewwe, Kremer and Moulin (2009) clearly linked this aspect to the Kenyan economic and political system where access to civil service jobs is highly dependent on formal academic qualifications.

Over the years therefore Kenya has experienced an increased demand in formal education. The inability of the Kenyan government to expand educational facilities relative to the level of demand has led to the adoption of a competitive selection process in determining those who pursue higher levels of education. As a result, there is a low transition rate from Primary to Secondary level as illustrated in Table 1.1;

Table 1.1: *Primary to Secondary School Transition Rates 1991 – 2000*

Year in Class 8	Year in Form 1	Enrollment in Class 8 (in 1000s)	Enrollment in Form 1 (in 1000s)	% Transit to Form 1
1990	1991	385.5	171.6	44.6
1991	1992	381.0	175.4	46.0
1992	1993	393.8	151.5	38.4
1993	1994	395.7	168.9	42.7
1994	1995	402.8	180.0	44.7
1995	1996	405.6	183.3	45.2
1996	1997	416.3	187.1	44.9
1997	1998	433.9	195.3	45.0
1998	1999	436.3	173.9	39.9
1999	2000	445.2	178.4	40.1

Source: *World Bank Report No. 28064-KE*

In Kenya vocational training was introduced as a stop gap measure towards the high school 'drop out' rates. This initiative was first taken up by self help 'harambee' efforts of churches, communities and cooperatives through the introduction of Village Polytechnics (VPs), currently referred to as Youth Polytechnics, which for a long time have been considered to be non-formal institutions (Gould, 1989). The Youth Polytechnics (YPs) were initiated to absorb school leavers who had been eliminated from the formal educational institutions. The ideal Polytechnic was founded on the premise of teaching skills and practical techniques in which the Agricultural Revolution would be accelerated (Stabler, 1979), but polytechnic education has, over the years, been transformed to theory and trainees view it as a way of getting a certificate and in turn the possibility of urban employment.

Although the number of YPs has increased over the years, their absorption capacity of Primary School leavers has been less than five percent (Stabler, 1979). In 2004 total enrolment in YPs was 22,523 trainees (Nyerere, 2009) while the total number of school leavers who did not make it to Secondary School was recorded as 6,177,240 (Keriga & Bujra, 2009) indicating an absorption rate of 0.36%. YPs have recorded minimal yearly growth over the years as illustrated in Table 1.2;

Table 1.2: *Percentage increase in Youth Polytechnic Enrolment 2004 – 2007*

Year	Total Enrolment	% Increase from Previous Year
2003	20,426	-
2004	22,523	10.27
2005	22,887	1.62
2006	22,951	0.28
2007	25,017	9.00

Source: Nyerere, 2009

In Mombasa County the absorption rate rose from 0.69% in 2003 to 2.02% in 2012. This increase was however not attributed to a significant increase in YP enrolment but rather in the reduction of Primary School leavers. The number of Primary School leavers who did not make it to Secondary School was 28,812 in 2003 and 10,718 in 2012 while YPs enrolment for the stated years was recorded at 198 and 217 respectively. It should be noted that these figures only accounted for the Public Primary and Secondary Schools.

Kinyanjui (2007) viewed YP education as a community effort to develop human capital for the rural economy. Education in these institutions is meant to equip trainees with the relevant knowledge, practical skills and attitudes for gainful employment in a particular trade or occupation area. Over the years, most polytechnic institutions have deteriorated and become run down while some have collapsed and closed down. This has been attributed to poor Management Committees (Kinyanjui, 2007). To date, these institutions are still owned and run by the community although most do receive Government support.

In 2005 Government embarked on an intensive program to rehabilitate YPs. Several projects were initiated to uplift the image of YPs and make them more attractive to the youth. Such projects included the rehabilitation of infrastructure, provision of tools and equipment, introduction of a new curriculum, employment of instructors and the subsidization of fees. However, the growth in YP enrolment has been minimal as illustrated in Table 1.3 for the case of Mombasa County.

Table 1.3: *Mombasa County Youth Polytechnic Enrolment Data by Gender 2002 – 2011*

Year	Male	Female	Total
2002	216	42	258
2003	169	29	198
2004	220	57	277
2005	228	25	253
2006	291	45	336
2007	270	54	324
2008	276	47	323
2009	222	25	247
2010	200	26	226
2011	218	17	235

Source: MOYAS, District Youth Training Office Data, 2012

While some may argue against the need for emphasis on vocational training due to the lack of opportunities within the Kenyan Industrial sector (Godia, 1987), it should be realized that the well being of a nation, its standard of living, its potential for economic growth and industrial development largely depends on the availability of adequate trained middle level technicians, craftsmen and other specialists (Hamilton & Asiedu, 1987).

1.2 Statement of the Problem

Studies done within the field of vocational training highlight the fact that the level of enrolment is an important factor in as far as the educational institution is concerned. Simiyu (2009) stated that the survival of any academic institution is largely dependent on enrolment while Akyeampong (2002) highlighted the fact that low enrolment levels translate to a general inability of an institution to maintain the required standards. The emphasis on enrolment has however not dwelt so much on technical training but on an expansion in academic secondary schools and tertiary education.

Studies that have postulated factors that may justify low enrolment levels within vocational training institutions highlight some of the common reasons as; lack of adequate staff, inability

for graduates to secure employment, financial constraints and negative attitude towards skill training (D'Souza, 1976; Hamilton & Asiedu, 1987; Ngware, 2003; Stabler, 1979). The focus of these studies has been based on implementing strategies to raise the economic value of technical and vocational education as a way of making it more attractive to potential trainees without investigating specific factors influencing enrolment. Godfrey and Mutiso (1974) stated the main reason that has led to YPs failure to attract mass support as their emphasis on preparing trainees for rural self employment.

The success or failure of Youth Polytechnics to absorb Primary school 'drop outs' is evident when measured on the basis of their enrolment levels. Enrolment in YPs has continually declined despite the continued rise in the number of school 'drop outs'. For instance, in 1985, a total of 334,000 students sat the KCPE exam and only 140,000 found vacancies in Secondary School (Godia, 1987) meaning that almost 200,000 students fell within the 'drop out' category. However, during this period, total enrolment in YPs within the country was recorded at 21,500 trainees (Gould, 1989) an absorption rate of slightly less than 11% of the total 'drop out' within the year.

The 2009, population census recorded that within Mombasa County, a total number of 473,872 persons had not completed school while those with YP education as their highest level of schooling were 6,844 (KNBS Population and Housing Census, 2009). This indicates that enrolment within YPs has continuously declined over the years. It also conforms to the current enrolment levels within YPs in Mombasa County which on average have less than 134 trainees enrolled in a given year. In 2009 for example Mtongwe YP recorded a total enrolment of 65 trainees; in 2010 a total of 55 trainees and in 2011 enrolment had dropped to 38 trainees (Source; MOYAS Annual Enrolment Data Report, 2012). There is therefore a

need to look into the factors influencing youth enrolment levels in Public YPs. This study is therefore intended to investigate the factors influencing youth enrolment levels in Public Youth Polytechnics in Mombasa County, Kenya.

1.3 Purpose of the Study

The purpose of this study was to explore the factors influencing youth enrolment levels in Public Youth Polytechnics in Mombasa County, Kenya.

1.4 Objectives of the Study

The objectives of this study were;

1. To establish the extent to which the economic status of the family influences youth enrolment levels in Public Youth Polytechnics in Mombasa County, Kenya.
2. To examine the influence of socio-cultural factors on youth enrolment levels in Public Youth Polytechnics in Mombasa County, Kenya.
3. To explore the extent to which historical factors have influenced youth enrolment levels in Public Youth Polytechnics in Mombasa County, Kenya.
4. To ascertain if quality of education is a factor influencing youth enrolment levels in Public Youth Polytechnics in Mombasa County, Kenya.
5. To examine the influence of Youth Polytechnic administrative structures on youth enrolment levels in Public Youth Polytechnics in Mombasa County, Kenya.

1.5 Research Hypotheses

This study tested the following hypotheses;

1. The family's ability to cater for the cost of education does not influence the youth's decision to enroll in a Youth Polytechnic.

2. There is no significant relationship between gender and the type of course chosen by the trainee in a Youth Polytechnic.
3. Vocational training is better placed at enhancing a person's social mobility when compared to general Secondary Education.
4. Socio-cultural backgrounds do not have a significant influence on youth schooling decisions.
5. Historical factors do not have a significant influence on youth's perception towards vocational education.
6. Availability of relevant training inputs is not a factor influencing the youth's decision to enroll in a Youth Polytechnic.
7. The youth's choice between Secondary and Vocational education is not based on the perceived value of the certificate to be obtained.
8. Youth can not relate the success of Youth Polytechnic graduates to the skills they have gained in Youth Polytechnics.
9. There is no significant relationship between the level of enrolment and the contributions of various bodies towards the management of the Youth Polytechnic.

1.6 Significance of the Study

The findings and recommendations of this study will assist the MOYAS, YP Management Committees and NGOs to formulate effective strategies towards addressing the problem of skill development in relation to the low uptake of vocational training. This could have a positive effect on the growth of industries which will in turn ease the problem of youth unemployment and positively influence the living standards of communities. The study will enhance understanding on the factors influencing youth enrolment levels in YPs which may be used by Government in policy formulation towards enhancing linkages between training

and industry. This will help enhance the accomplishments of MDGs and Vision 2030's economic and social pillar. Finally the study findings will also form a basis for further research in the area in relation to other regions in the Country.

1.7 Delimitation of the Study

This study was conducted in Mombasa County which currently has two Public YPs namely Mtongwe and the Christian Industrial Training Center (CITC). The definition of Public YPs within the context of this study was restricted to those YPs registered by the MOYAS as Public. In addition the study only focused on youth organized in geographical clusters known as youth bungenes in Mombasa County. This is because this was the most accessible youth population and it did not require the construction of a sampling frame which would have been difficult with a general youth population. The youth bungenes are registered youth groups which are given support by CLUSA and MOYAS in running their projects.

1.8 Limitations of the Study

This study was limited by the following factors;

1. The study population consisted of youth with mixed literacy levels therefore the researcher had to simplify the questionnaire by using Yes or No questions as opposed to five point Likert scales so that clarifying it would be easy for the Research Assistants.
2. Time constraints which made it difficult for the researcher to locate the study sample as the only convenient time would have been during scheduled youth bunge meetings. The researcher therefore reverted to the use convenience sampling techniques.

3. Cost constraints which made it difficult for the researcher to hire qualified Research Assistants. The researcher therefore engaged the participation of CLUSA and MOYAS officers in order to cut down on costs.

1.9 Basic Assumptions of the Study

This study was based on the following assumptions: -

1. That the respondents had adequate knowledge on the subject to give meaningful responses relevant to the study.
2. Respondents would be ready to spare their time to participate in the study and give their views without prejudice.
3. The researcher would obtain support of the MOYAS and CLUSA both at the Provincial, County and District level in terms of funding and participation.

1.10 Definition of Significant Terms as Used in the Study

Drop outs – Primary school graduates who failed to get qualifying grades to join Secondary school.

Enrolment – Number of trainees registered in full time certifiable trade (usually 2 years) in a given Youth Polytechnic.

Enrolment level – The number of trainees registered in full time certifiable trade as a measure of the institutional capacity and the total number of primary school ‘drop outs’ within a given year.

Public Youth Polytechnics – Community owned Vocational Training Institutions offering Artisan and Craft courses duly registered with MOYAS and receiving government support.

Youth – Any person aged between 18 years to 35 years (As defined in the National Youth Policy).

Youth bunge – A group constituting of youth members drawn from the same village and officially registered with the Ministry of Gender, Children and Social Services

1.11 Organization of the Study

This study consists of Chapter one to five, preliminary pages consisting of the declaration, dedication, acknowledgements, table of contents, list of tables, list of figures, acronyms and abbreviations and the abstract. The appendices are listed at the end of the document and include the relevant authorities given for the study to be conducted and questionnaires used for the study.

Chapter one presents the background of the study, problem statement, purpose and objectives of the study which are drawn from five identified independent variables. The research hypotheses, significance, delimitations, limitations and basic assumptions of the studies are also presented in this Chapter. The Chapter also includes the definition of significant terms as used in the study.

Chapter two presents a review of literature with particular focus on the factors influencing youth enrolment levels in Youth Polytechnics. It provides a background on youth and the importance of Youth Polytechnics towards skill development and employment creation. It also presents a historical background on Youth Polytechnics in Kenya. This Chapter provides an in-depth analysis of each of the factors influencing youth enrolment levels in Youth Polytechnics showing both the global and a local perspective.

The research methodology is explained in Chapter three. The research design, target population, sample size and sampling procedure, data collection methods, procedures and

analysis are clearly outlined in this Chapter. The Chapter also contains discussions on the validity and reliability of the research instruments and the ethical issues taken into consideration during the study.

Chapter four presents the findings of the study and the analysis of the data collected from the youth, YP trainees and instructors. The findings are presented systematically according to the earlier stated objectives.

Chapter five presents a summary of the findings, conclusions, recommendations and suggests areas for further studies. A full discussion of the key findings is also included in this Chapter.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter discusses the literature related to the factors influencing youth enrolment levels in YPs. It particularly focuses on establishing the extent to which the economic status of the family, socio-cultural factors, historical factors, quality of education and administrative factors have contributed to youth enrolment levels in YPs.

2.2 Importance of Youth Polytechnics.

Unemployed youth make up almost half of the world's total unemployed, despite the fact that youth are only 25 percent of the total working-age population (Ikatu International, 2010). The youth unemployment rate globally was 12.6% in 2011, and was projected at 12.7% in 2012 (International Labour Office, 2012). In Kenya, the overall unemployment rate for youth is double the adult average, at about 21% (Amenya, Onsongo, Huko and Onwong'a, n.d). This has great implications on the country's economic growth more so because the youth make up 60% of the total potential labor force. High and rising unemployment among the youth is a source of social instability and limits the youth's capability to actively contribute to economic growth and development of the country.

The youth unemployment challenge has its own dimensions which require specific responses. One way of addressing this challenge that has widely been adopted globally is through education and training. The International Labor Office (2012) report states that in developed economies, there is a strong link between educational attainment and employment outcomes. The report indicates that individuals with primary education or less often have the highest unemployment rates. Therefore, a solid formal education as well as relevant vocational

training, labor market information and services and work experience are key factors in raising the employability of youth (ILO, 2005).

The Ikatu International (2010) report states that Tertiary education usually provides the largest pay offs for youth in terms of employment choices and remuneration after graduation. In less developed regions and countries however, Vocational Education and Training (VET) provision and participation are low (ILO, 2005). Few of Africa's youth are engaged in education and training post Secondary school. In Sub-Saharan Africa, only 5% of the population is enrolled in tertiary educational programmes (Ikatu International, 2010). Maximizing the potential of young workers is therefore central in addressing the unemployment problem and consequently the challenges associated with it.

The Kenyan Government has adopted a number of strategies to address the youth unemployment challenge. Such strategies include the formation of the Youth Enterprise Development Fund (YEDF) which was set up in 2006, provision of technical training in different trades at various levels through Youth Polytechnics and Technical Training Institutes and Public labor intensive programmes like the Kazi Kwa Vijana (KKV) which continue to be implemented with the aim of providing immediate employment to the youth. These interventions are as envisaged in the Youth Empowerment Programme and the Marshal Plan for Youth Employment and Development of 2008 (Institute of Economic Affairs and Friedrich Ebert Stiftung, 2011).

The importance of YP education in Kenya in addressing the unemployment problem cannot be underestimated. The birth of Village Polytechnics in Kenya was occasioned by the increasing numbers of primary school leavers who could not get qualifying grades to pursue

secondary schooling and the fact that primary schooling had not equipped them with the requisite skills to be absorbed in the labor market (Buchmann, 1999; Sheffield, 1972; Stabler, 1979). Through these VPs it was envisioned that trainees would be equipped with the necessary skills required in the labor market and that the growth of industry would also be facilitated through the aspect of entrepreneurship.

Youth Polytechnics have since evolved from merely being institutions that absorb primary school 'drop outs' to gradually being viewed as middle level skill training colleges. They are important in that they offer opportunity for students with only basic education to acquire middle level skills that are critical for the nations development at all levels. The Kenyan basic education (primary and secondary school) does not adequately prepare students with the relevant skills required for the labor market. YPs have emerged as institutions which are able to fill this gap. They have become institutions that offer skill training not only for primary school leavers but also for secondary school leavers who either do not have the financial or academic qualification to pursue higher education.

YPs present a viable solution to the unemployment problem among youth since they can utilize skills acquired for either self employment or paid employment in industry. This does not only solve the problem of economic growth, but it also serves to arrest other vices that come with the unemployment problem for example, heightened insecurity, drug and substance abuse, prostitution and many others.

2.3 Historical development of Youth Polytechnics in Kenya.

Kenyans have always had great faith in education. Many see it as the driving force towards employment and thus prospects for a better life. At independence, the government's focus

was on Africanization of all sectors, thus all who pursued formal education were readily absorbed into jobs (Sheffield, 1972). However, the lack of new job creation gradually led to competition within the labor market and an increased demand for education. This translated into high education expenditures which meant that the government was not able to expand facilities relative to the demand.

Many primary school leavers therefore missed the opportunity to pursue education beyond the primary school level due to the limited places in secondary schools. Competition within the labor market meant that for one to be absorbed they had to have higher educational credentials. Most of the primary school leavers could therefore not be absorbed into the labor market and this accelerated unemployment.

Village Polytechnics (VPs) were introduced as a partial solution to this problem in 1968 through an initiative of the NCKK. This initiative was spontaneously taken up by churches, communities and cooperatives but not directly by any government initiative (Gould, 1989). It was not until 1971 that the government recognized the important role of the VPs when the International Labour Organization presented a report which noted that the number of school leavers was quickly outstripping white collar jobs (Kiplagat, Kitainge & Wasyonju, 2010).

With the escalating problem of unemployment within the formal sector, there arose a need to shift to technical training in order to equip trainees with relevant practical skills that would enhance their capability at self employment. The strategy would be to ensure that school leavers were equipped with relevant technical and entrepreneurial skills. With this in mind, the government started giving assistance to VPs through the Ministry of Culture and Social Services. The government also started regulating and controlling the affairs of the VPs for

example in the approval of instructors and management of finances (Kinyanjui, 2007). By 1972, there were 53 Village Polytechnics receiving government aid, 130 in 1975, 195 in 1978 and 321 by 1985 (Gould, 1989).

However, the emphasis on VPs diminished in the 1980's due to the introduction of the 8-4-4 system of education which sought to integrate vocational education within the formal school system. This led to the near collapse of VPs in the 1980's (Kiplagat, Kitainge & Wasyonju, 2010). The lack of clear policies by the government on VET had led to the deterioration in the quality of training to the extent that the VPs were regarded as institutions for school failures and 'drop outs' (Dubois et al., 2010).

Rehabilitation of the VPs commenced with the creation of the MOYAS in December 2005. Subsequently they were renamed YPs in order to counter the negative perception that the public had towards these institutions and to give them a national outlook (Dubois et al., 2010). It was therefore important that they too be recognized as educational institutions and not merely village initiatives and for that reason, MOYAS embarked on re-registering YPs in 2007. YPs registered under MOYAS are liable to receive full government support which includes infrastructural development, tools and equipment support, additional qualified instructors employed by the government where there are shortages, SYPT for all trainees enrolled in the institution and any other government initiated programmes towards the enhancement of YPs.

To date, there are over 600 registered YPs in the country supported by the government (Nyerere, 2009). The number of YPs is however not evenly distributed within the region. In Coast Province for example, there are a total of 50 registered YPs out of which 49 are Public

and one is Private. Almost 50% of these YPs (21) are within the Taita Taveta County with the rest being distributed in the remaining five Counties (Source: MOYAS Coast Province YP Database, 2012). Although more densely populated than Taita Taveta County (KNBS Population and Housing Census, 2009), Mombasa County only has three YPs, two public YPs and one private YP.

2.4 Factors Influencing Enrolment Levels in Youth Polytechnics

Enrolment levels in educational institutions are dependent on a number of factors. Enrolment is a numerical count on the number of students accessing education in an institution at any given time. The level of enrolment is dependent on the number of people who are willing and able to join the institution at any given time. In discussing the factors influencing enrolment levels in educational institutions, people's perceptions and wealth were important factors since they determined the level of demand for education. Factors that may have influence the perception of individuals in their choice to pursue a specific educational path included socio-cultural factors, historical factors, quality of education and administrative factors.

Any type of education has some costs attached to it. Many studies dwelt on the implication of financial costs on the level of enrolment. The studies clearly established that households' wealth influenced their ability to afford education and therefore the levels of enrolment. In this chapter, the researcher did an evaluation of literature and studies that related the economic status, socio-cultural factors, historical factors, quality of education and administrative factors to the level of enrolment. These studies enabled the researcher to have a better understanding and a wider perspective of the study.

2.5 The Influence of Economic Status on Enrolment

Economic status may influence a household's propensity to invest in a child's schooling. Ahmed, Andaleeb and Arif (2004) stated that economic status is a measure of how poor a person is while Mukherjee (1999) viewed it as a measure of an individual's or groups standing in the community. These views tended to link economic status to a person's living standard based on their income, living conditions, occupations or educational attainment. The higher the economic status therefore, the greater is the propensity to invest in education.

The Poverty Reduction Strategy Paper, 2001 – 2004 (UNESCO, 2004) outlined poverty as the inability to afford basic necessities. Muthui and Mugambi (2010) described it as the inability of households to meet or afford certain basic needs which include education and training. Within the context of this study, economic status was represented by the ability of the individual's or household's to meet their basic needs.

Many households in Africa do not regard education as a basic need. They are normally faced with the choice between basic necessities like food, shelter and clothing and the need for education. A low economic status, as defined by the household's level of income, may therefore have implications on school enrolment. Keriga and Bujra (2009) clearly described the relationship between economic status and the level of school enrolment through a field research to determine the impact of social policy in two contrasting villages – the richest and poorest. The study revealed that students from poor households are more likely to miss school than those from households that are not poor, citing the inability to pay school fees as a reason for non-school attendance. Ilusanya and Oyebade (2008) cited poverty as one of the constraints to the growth of private universities in Nigeria and specified that household

income has a great impact on the choice of education by the parents and students. In essence, the two studies agreed that poverty has a significant effect on enrolment.

The World Bank Report (2004) on opportunities and challenges in primary and general secondary education showed that the inability to pay school fees constituted the highest percentage (30.7%) of non school attendance as compared to other reasons like failed exams (9.1%), getting married (13.3%), illness (2.3%) and pregnancy (4.4%). It was therefore clear that the relationship between economic status and enrolment was not only driven by the cost of education but also with the ability of households to meet their basic needs.

Other studies on the relationship between economic status and level of enrolment based their finding on the level of school fees as the general overall cost of education. Court (1973) clearly outlined the effect of excessive fees on enrolment. Court found out that approximately 44% of students dropped out of school out of which 66% cited lack of school fees as their reason for dropping out while the remaining 34% were employed. Deolikar (1999) analyzed the probability that a child is enrolled in school and concluded that the economic background was a strong determinant of both the Primary and Secondary level enrolment. In many African countries, the introduction of free primary education (FPE) saw a general increase in enrolment. Deininger (2001) attributed this to an increase in Primary attendance by the poor due to the reduction in school fees. Bold, Kimenyi, Mwabu and Sandefur (2010) concurred that FPE had successfully opened education access to the poor and narrowed the enrolment gap between expenditure quartiles.

It was therefore evident that the ability to afford tuition fees had a great effect on the level of enrolment. While the researcher agreed with these findings, it was worthwhile to note that

other incidental costs like uniforms, transport, and lunch could deter the increase in enrolment despite the reduction or complete abolition of school fees. The Kenya Integrated Household Budget Survey Report 2005/06, highlighted some of the reasons deterring households from taking advantage of FPE as incidental costs related to schooling. Chimombo (2005) also stated that incidental costs of education often results in the exclusion of poor children from school. A complete analysis of these factors therefore needed to be done in order to establish the extent to which economic status influenced youth enrolment levels in YPs especially bearing in mind that the per-unit cost of YP education is much higher than that of Primary and Secondary education due to high incidental costs resulting from expensive materials and equipment required for effective learning.

2.6 The Influence of Socio-cultural Factors on Enrolment

These are factors that revolve around what people hold and believe to be the norm within society. While these factors are diverse, this research only drew upon those that are commonly related to education, namely gender and class structures that arise as a result of a person being either educated or uneducated.

2.6.1 Gender issues

Gender issues revolve around the question of what community perceives in terms of the contribution of the different genders in society. In many societies, girls and boys are assigned different roles which are sometimes deeply imbedded such that they affect the decision of the family on who should or should not attend school. A study by the Research and Documentation Team from Bangalore (2004), on community perceptions to education in North East Karnataka revealed that the proportion of people who considered education of the girl child as being important dropped relative to their general perception on the need for

education. In one district (Bijapur), almost half of the population did not view education of the girl child as being very important.

Prevailing cultural beliefs on the role of girls in communities may have an effect on enrolment figures especially those of girls. Adamu-Issah, Elden, Forson and Schrofer (2007) indicated that in some parts of Ghana, girls were less likely to be sent to school because they were expected to do the household chores and look after younger siblings. These results differed from those of an analysis by Fentiman, Hall and Bundy (1999) on three census results from school age children in rural Ghana to reveal contemporary patterns in enrolment. In their analysis, Fentiman, Hall and Bundy, *ibid.* found that parents and guardians did not discriminate between the sexes when it came to enrolment, rather the major obstacles to female education were sexual harassment, early pregnancy and the lack of female teachers to act as role models. It therefore seemed that gender differences could be interpreted differently depending on the socio-cultural orientation of a person.

At the institutional level, gender issues dictate the choice of subjects, where girls are perceived to be generally weak in certain subjects relative to boys. At the skill acquisition level, girls are confined to courses which in most cases define their roles. An assessment report on female enrollment in technical and vocational training by the National Working Group on Technical and Vocational Education and Training (2009) revealed that out of 2,332 students enrolled in the five VTCs in Liberia during 2006/2007 and 2007/2008 academic years only 28% were girls. Of these, 62% were enrolled in traditional female trades while only 38% were in traditional male trades. In Kenyan YPs it is not uncommon to find that a greater percentage of girls are concentrated in courses such as Tailoring and dressmaking, and Home economics. Rarely do they venture into other courses like Motor vehicle

mechanics, Electrical and electronics technology or Masonry as these courses are mainly deemed to be the preserve of the male gender. Data from selected YPs in Kwale, Kitui, Makueni and Taita Taveta Districts showed that a total of 120 trainees enrolled for the dressmaking course in 2001, one male and 119 female while only 19 female trainees enrolled in male oriented courses against 208 male (Kinyanjui, 2007). Therefore it would seem that fewer girls enroll in YPs due to a lack of perceived relevant courses.

2.6.2 Class Structures

Society is organized in various levels. All people aspire to be at the high level which is perceived to be the high income well endowed class; therefore there is a constant struggle to climb high up the ladder of social status. In order to do this, it is perceived that one needs to have a good education which leads the person to get a better job and eventually move upwards on the social ladder. This perception is internalized in the youth at a very early age.

Valenzuela (n.d) explored the perceptions of young men and women of low income families to find out what role education played in enhancing social mobility and concluded that poor youth and their families regard education as an effective vehicle for social mobility. This perception was reinforced by the belief that there is a clear connection between higher education degrees, access to better jobs and upward social mobility, a belief which is rooted through the socialization process where family and role models take a major role in shaping their path. Although Harrison, Pidgeon, Rigby and Vogler (1977) agreed with this view, they disagreed that the decision to enter higher education is a conscious reaction to realize occupational goals but rather that expectations derived from socio-cultural backgrounds are more important in shaping this decision. A common factor in these studies was that both

supported the view that socio-cultural backgrounds play an important part in the choice of educational path.

Maani (n.d) established that both the socio-cultural and expected returns are important factors in as far as youth schooling decisions are concerned. In the study on the determinants of school leaving, labor supply behavior and higher education choices of young adults of ages 16 and 18 in New Zealand, Maani, *ibid.* concluded that schooling decisions are significantly influenced by expected returns, tastes and information available to the young adults through family and peer schooling networks.

In Kenya, a good education is equated to formal academic education and rarely is the child cultured to view non-formal skill training as a viable option toward the path to higher social status. This is only logical as employers normally prefer those with formal certificates rather than those with vocational skills (Godia, 1987). It is only natural therefore that as the youth grows up, they'll be more inclined to choose academic education and the inability to proceed further in this type of education is deemed as a failure on the part of the person not only by the entire community but by the individual youth. In Kenya, this failure is further compounded by the stigma associated with YPs, which are generally regarded as institutions for those who have failed in academic education.

2.7 The Influence of Historical Factors on Enrolment

In this study, the researcher focused on the historical factors revolving around vocational education. History is important in shaping future perceptions. This literature reviewed the sources of common negative perceptions attached to vocational training and attempted to link them to the current low status of vocational training.

2.7.1 Effects of colonization.

The perception that formal education is more superior to vocational training can be traced back to the colonial era. Lillis and Hogan (1983) clearly outlined this link in their discussion on some of the reasons for the demise or partial acceptance of vocational schooling. In their discussion, they stated that most Third World countries inherited the schooling system of the colonial period because they perceived it to be closely linked to occupational recruitment, social status and material well being. Lillis and Hogan *ibid.* thus concluded that this bias for the colonial education system has been the major barrier to vocational education.

The failure to promote vocational education in Africa was regarded by Hamilton and Asiedu (1987) as either the result of the education system implanted by the colonialists or African's conception of the purpose of European education. They therefore recommended that in order to raise the economic value of vocational education and redirect a sufficient number of students into this field, African countries need to restructure the reward system and give greater recognition to productive skills. This without a doubt demonstrated the effect that colonialism had in shaping the perception of Africans towards vocational education, Kenya being no exception.

2.7.2 Purpose of vocational training

In Kenya, the history of YPs dates back to the 1960s. Initially known as Village Polytechnics, these institutions were conceived to solve the problem of unemployed school leavers (Stabler, 1979). The target population for which the YPs were intended has led them to be perceived as second class educational institutions. In general, they have been perceived as institutions for the academically weak, a sentiment echoed by many authors who have written about the history of vocational training.

Godia (1987) stated that “technical institutions are less prestigious and students who enter such institutions are normally those who have been eliminated from the formal education institutions” (p. 363). Lillis and Hogan (1983) revealed that in Nigeria, a marked resistance to the Trade Centers was as a result of the reluctance on the part of the student to be branded as a second class citizen. Similarly, Gould (1989) stated that the general perception regarding YPs is that of providing a form of training that is second best and as such the training is differentiated on the basis of an individual’s ability either inherited or acquired. The researcher therefore concluded that this belief could be a factor influencing peoples’ perception in their choice to pursue vocational training.

2.7.3 Governance of Youth Polytechnics

The YP initiative in Kenya was developed through the self help ‘harambee’ efforts of churches, communities and cooperatives but not directly by any government initiatives (Gould, 1989). This meant that the YPs operated autonomously with most of the decisions revolving around management solely being decided by the community. It also meant that issues to do with courses, the nature of instructions, handling of finance and many other management issues that drive the success of an institution were taken by the community through the appointed management committees. This may have contributed to the great diversity in the level of growth of these institutions. The lack of government involvement in the running of these institutions could have contributed to the poor quality of technical education (D’Souza, 1976).

2.8 The Influence of Quality of Education on Enrolment

Quality of education may be regarded as how well pupils are taught and how much they learn (UNESCO, 2004). Ketele (2004) described it as education that creates conditions that

promote learning and the child's harmonious development. Abagi and Odipo (1997) associated it with the performance of the student in examinations. These views focused on the child's transformation but did not link quality to the most common benefit of education, the type of job acquired and the level of income.

Quality of education may be measured using various indicators for instance teacher's qualification and experience, availability of the requisite resources and the distribution of qualified teachers throughout the country (Ketele, 2004). Lange (2007) viewed measures of quality as indicative of facilities within the training institution for example the level of infrastructure, training facilities, aids and materials, teachers working conditions and sensitivity of authorities and teachers to children with special needs. Kimalu, Nafula, Manda, Mwambu and Kimenyi (2001) stated that the most objective way to measure quality is by evaluating students' outcomes. In measuring the quality of education, this study did not only focus on the inputs and outputs of education, but also on the effects of educational returns (employment and level of earnings) towards the level of YP enrolment.

2.8.1 Availability of relevant training inputs

By using education facilities as an indicator, a number of studies showed a clear relationship between quality of education and enrolment. This is because inputs are easily observable and thus may directly influence parents' decisions on the choice of institution to enroll their children. Inadequacy of educational facilities was linked to poor quality instruction, poor achievement levels and as a result partly contributed to low enrolment rates (Kimalu, Nafula, Manda, Mwambu and Kimenyi, 2001). The decision by parents on whether or not to take their children to school was outlined in UNESCO's EFA Global Monitoring Report 2005 as being largely dependent on the quality of teaching and learning that takes place.

YPs in Kenya experience a number of challenges among them being limited training inputs ranging from workshops, equipment, materials and even instructors. Atchoarena (2000) reviewed issues and programmes concerning the transition from school to work and highlighted several problems associated with YPs which included poor remuneration for instructors and inadequate equipment and materials. Lack of required training inputs was seen to reduce the effectiveness of training and by extension the ability to meet the required training objectives. Roschanski (2007) outlined some perceptions of quality by parents and isolated infrastructure as among those that play a large role by stating that parents see good schools as having nice buildings, toys and cement floor and bad schools have poor buildings or children sit outside. Schools with limited training inputs and infrastructure were therefore professed to be of low quality and parents may use this as judgment on whether or not to enroll their child.

Inputs are physical and therefore easily observable. This proposition is supported in a study by Estevan (n.d.) which sought to establish if improvements in public school quality led to a reduction in private school enrolments. The study revealed that infrastructure and teacher qualification were a driving force in private school enrolments in Brazil.

2.8.2 Output

Output in education relates to the knowledge and skills acquired. The purpose of education as outlined by UNESCO is to “allow children to reach their fullest potential in terms of cognitive, emotional and creative capacities” (UNESCO, 2004, p. 30). The extent to which education is able to attain this objective can be used as a measure of its quality. If a student’s achievement is low, then the quality of education is judged to be low.

A common way of measuring students' achievement in Kenya is through the administration of examinations. A school which has a high mean score is rated as high quality while the opposite holds true for low quality schools. As Bergmann (1996) revealed, output quality is used by parents in their school choice selection for their children. This argument can be extended to YPs which have also over the years adopted the examination system as a measure of trainee effectiveness. This has increased the YP graduates expectations for paid employment as opposed to rural self employment.

Undue emphasis has thus been shifted to certification rather than skill acquisition with the effect that YP graduates are not effectively equipped with the relevant skills that would enable them contribute to rural development. Stabler (1979) saw this as a contradiction of the polytechnic ideology and related it to a growing unemployment problem among polytechnic graduates. In order to adequately prepare the trainees to take the test, YPs had to adopt a system of formalized instruction. Consequently, the inability for YPs to meet their stated objectives led them to be perceived as low quality institutions with formal schooling taking precedence.

2.8.3 Outcome

The Collins English Dictionary defines outcome as something that follows from an action. The American Heritage Dictionary of the English language defines it as either an end result or a consequence. Therefore, outcome is what is derived from engaging in an activity. Kimalu, Nafula, Manda, Mwambu and Kimenyi (2001) related outcomes in education as being reflective of the educational inputs and experiences which produced them.

The probable outcome from any type of education is the ability to get compensation for costs incurred in the education process. Therefore, like any other students, YP trainees have the expectation of acquiring employment after graduation. Literature however revealed that this expectation is rarely met. Stabler (1979) stated that there was firm evidence that students' leaving polytechnics do not find employment. Roschanski (2007) echoed similar sentiments by stating that YPs were not very practical and job oriented and as such many youth found it difficult to gain employment or start their own business. This could be a contributing factor to the decline in enrolments within YPs. This link is established by Chae and Chung (2009) in their study describing labor market performance of pre-employment VET in Korea. Although their analysis was limited by shortage of related data, Chae and Chung *ibid.* concluded that there was a direct relationship between enrolment and the demand for vocational high school graduates. The study showed that demand for vocational education increased where there were high career prospects.

2.9 The Influence of Youth Polytechnic Administration on Enrolment

Onyeukwu, Ukoha and Hogan (2012) describe administration as the coordination of human and material towards the attainment of predetermined goals and objectives. It may also be viewed as the act of ensuring that the established organization processes and policies are followed (Bell, 2002). The World Bank Management Development Discussion Paper on Governance (1991) described it as the use of institutional structures of authority to coordinate or control activities in an institution. Effective administration therefore entails the process of planning, organizing, directing, coordinating and controlling human and material resources.

Effective management structures need to be put in place if the quality of education is to be enhanced. The African Union (2007) report on the meeting of the Bureau of the Conference

of Ministers of Education of the African Union, COMEDAF II+ revealed that the major problem in TVET administration in Africa is the lack of a central governing authority or structure, a factor which impedes the effective coordination, sharing of resources and articulation within the system. In many African Countries, the administration of TVET institutions is spread over different Ministries and organizations both private and non-governmental. This has had implications on the quality of TVET and reinforced the perception of inferiority of the vocational track (African Union, 2007).

Multiple control mechanisms and regulations are among the major weaknesses of VTE as outlined by the National Project Implementation Unit (2002) in their project implementation plan on Technical Education Quality Improvement in India. These were seen to stifle innovative initiatives in recruitment of faculty, admission of students, financial management and curricula revision and upgrading in most institutions (NPIU India, 2002). The lack of an efficient coordination mechanism within the TVET sector also applied to Kenya where technical education is provided by various agencies ranging from Parastatals, Government Ministries and Private Firms. According to D'Souza (1976) this aspect contributed towards the problem of poor national planning due to the lack of requisite statistical data, inability to raise the training standards and persistent duplication of courses.

In many parts of Africa, vocational education and training forms a separate parallel system in the education sector with its own institutions, programmes and teachers (African Union, 2007). This autonomy was viewed as having a great effect on the management of vocational training institutions since there is no policy that governs quality assurance standards within them. This therefore, was seen as a factor that contributed to their poor image making them unattractive to would be trainees

2.9 Conceptual Framework

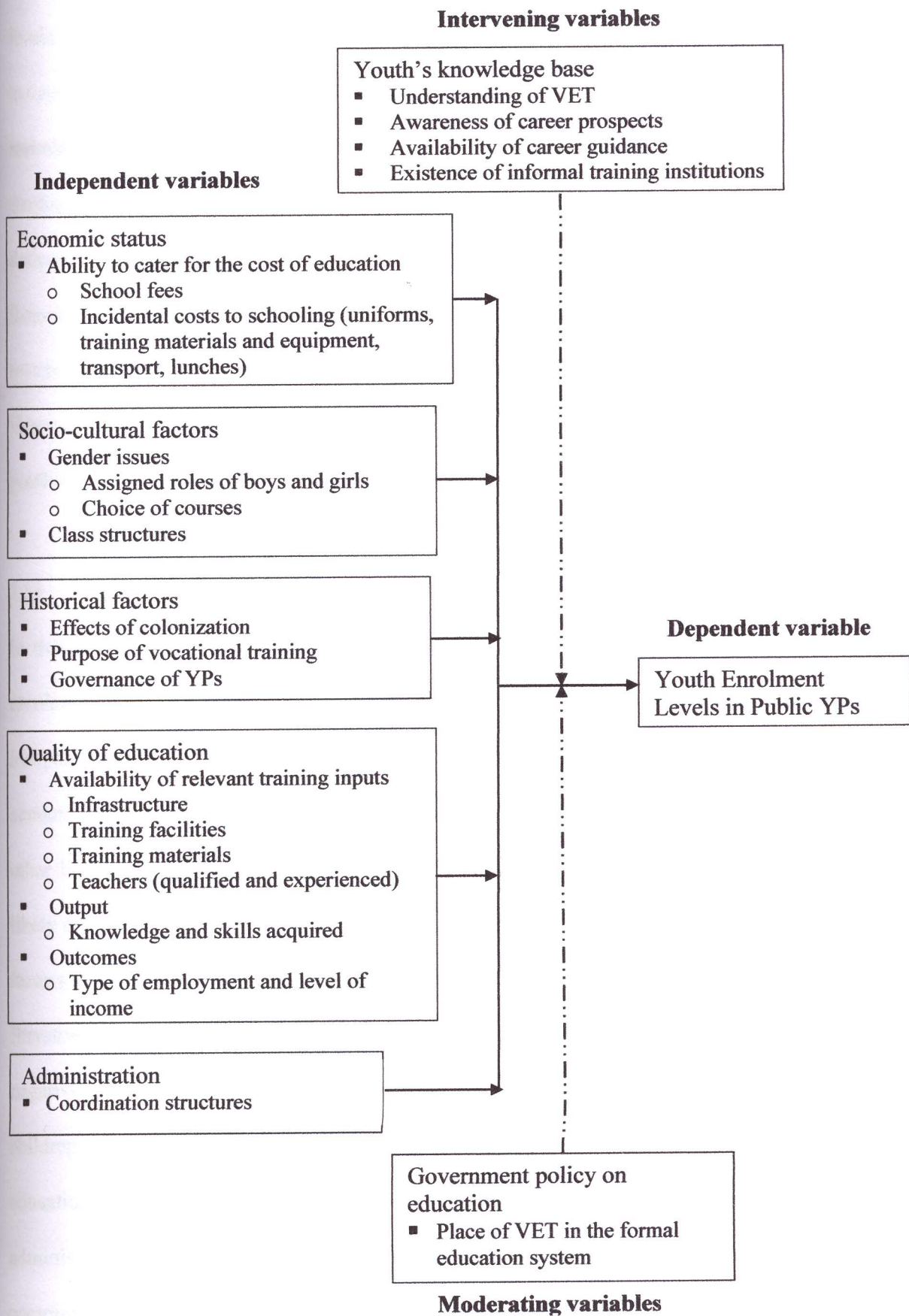


Figure 1. A conceptual framework on the factors influencing youth enrolment levels in YPs

In the conceptual framework depicted in Figure 1, the factors influencing youth enrolment levels in YPs are outlined as; economic status which is defined by the ability of the household to cater for the cost of education, socio-cultural factors which revolve around issues of gender and class structures related to education access, historical factors that have played a role in shaping people's perception towards vocational education, quality of education which is defined by availability of relevant training inputs, outputs and outcomes and administrative factors that enhance effectiveness and efficiency within the TVET sector. The framework assumes that the above factors directly influence youth enrolment levels in Public YPs. However, this relationship may be altered by government policies on education and the youth's knowledge base on VET.

2.10 Summary of Literature

In this chapter, literature was reviewed on studies that focused on factors that influence enrolment levels in educational institutions in order to determine the effect to which the independent variables influence the levels of enrolment in YPs. The studies revealed that economic status creates an opportunity cost for the household as they have to choose between other basic necessities and education. Faced with this choice, poor households are more likely not to send their children to school. It was also shown that the effects of socio-cultural factors on enrolment vary depending on the socio-cultural orientation of a person. The literature also revealed that historical factors influence enrolment levels as they instill negative perceptions regarding YPs in people and that parents are more inclined to send their children to institutions offering high quality learning since the accrued benefits from education are bound to be high. The success of any organization is dependent on an effective administration system. The failure of YPs was therefore attributed to the lack of a central coordinating authority.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter discusses the methodology that was used to conduct the research. The research design, target population, sample size, sampling procedure, data collection methods and procedure, the validity and reliability of the research instruments, ethical considerations and data analysis and presentation techniques are discussed in detail. The operational definition of variables is provided in the final section of this chapter.

3.2 Research Design

This study was conducted through descriptive survey research design. A survey is a research design where the researcher attempts to collect data from members of a population in a bid to determine the current status of the population with regard to one or more variables (Adeyemi and Adu, 2010). The design is ideally suitable for studies where data is intended to describe existing conditions (Simiyu, 2009). In this study, the independent variables were social phenomena which had already occurred and could not be manipulated. The researcher therefore investigated the target population through the selection of a sample to analyze and discover occurrences. The design enabled the researcher to establish how each of the independent variable either increased or decreased the probability of occurrence of the dependent variable.

3.3 Target Population

The target population consisted of 4826 youth, members of youth bungenes (Source: CLUSA Mombasa County Score Card, 2012), 217 YP trainees and 29 instructors in Public YPs in Mombasa County (Source: MOYAS enrolment data report, 2012). The researcher's choice

of the 4826 youth was guided by the fact that data on the total youth population within Mombasa County was not readily available and compiling it would have time and cost implications which were limited to the researcher. The inclusion of the trainees in the study was to enable the researcher to investigate the reasons for their motivation to pursue vocational training and also to ascertain the age group for which the YPs cater for. It was also necessary to have the instructors included in the study as only they could provide insight to the administrative structures.

3.4 Sample Size and Sampling Procedure

The approach used to determine the sample size from the youth population was adopted from Kothari (2004) as illustrated below;

$$n = \frac{z^2 \cdot p \cdot q \cdot N}{e^2 N - 1 + z^2 \cdot p \cdot q}$$

Where;

n – Size of the sample

z – Value of standard variate at a given confidence level

p – Sample proportion

q – (1 – p) and

e – Acceptable error

In this study, the researcher desired a 95% confidence level which gave the value of z as ± 1.96 and an acceptable error of 0.05. The DMS Statistical Consulting Group - Faraday (2006), states that the acceptable error is generally set at 0.05 or a 5% probability that a significant difference will occur by chance. Kothari (2004) recommends a value estimate of p at 0.5 as this will give a maximum sample value and yield the desired results. Using these values the sample size was calculated as follows;

$$n = \frac{1.96^2 \times 0.5 \times 0.5 \times 4826}{0.05^2(4826 - 1) + 1.96^2 \times 0.5 \times 0.5}$$

$$n = \frac{4634.8904}{13.0229}$$

$$n = 355.90$$

$$n = 356$$

A sample size of 356 youth was therefore drawn using cluster sampling technique. A cluster is a clearly defined sampling element from which a smaller sub-sample of elements can be selected for example a geographical area with fixed boundaries, schools, health facilities or youth clubs. The four Districts within Mombasa County consisted of four clusters from which an equal number of questionnaires were distributed. The respondents were drawn from youth village bungalows which had scheduled meetings within the data collection period in each of the districts. A census was conducted within the Youth Polytechnics as the researcher determined that this would not pose a challenge to the study and it would yield maximum results without the need to infer. The total number of trainees and instructors was therefore included in the study.

3.5 Data Collection Methods

Questionnaires were used as the main tool for collecting data. The selection of this tool was guided by the nature of data to be collected, the size and distribution of the population, the time available as well as the objectives of the study. The purpose of this study was to explore the factors influencing youth enrolment levels in Public YPs in Mombasa County. The researcher was mainly concerned with gathering straightforward information relating to youth's attitudes and opinions towards Public YPs in Mombasa County.

Questionnaires increased the chances of getting honest responses as they ensured anonymity of the respondent. Although the target population consisted of persons with various education levels, most had the basic knowledge on how to read and write and therefore could respond to the questionnaires. The youth questionnaire was structured into Yes and No questions so that it was easy to interpret it for the few who had no education. The use of questionnaires was also guided by time and cost constraints in relation to the targeted respondent size. The researcher used both open ended and closed ended questions. The use of open ended questions offered flexibility to the respondents to provide more detail. Closed ended questions allowed for quantitative analysis to be done. This balance was useful for a comprehensive analysis.

3.6 Data Collection Procedure

The researcher developed a project proposal under the guidance of the supervisor. Once the proposal was ready and the study had been approved by the academic panel the researcher started the data collection process. The researcher sought permission from the Ministry of Youth Affairs and Sports to proceed with the study. Once the permission had been granted, the researcher proceeded to collect the data.

A pilot study had to be done to determine the reliability and validity of the data collection instrument. The researcher therefore approached the CLUSA for assistance in distributing questionnaires to the youth. The CLUSA Field Facilitator introduced the researcher to the officers overseeing the Mombasa County bunge activities. The researcher had a brief meeting with the CLUSA officials and came up with a tentative programme for the data collection process. Youth bunges to be included in the programme were identified based on those that had scheduled meetings during the data collection process.

A pilot study was conducted with a group of 20 youth from one of the youth bunges. Based on results from the pilot study, the researcher revised the questionnaire in consultation with the project supervisor. After the questionnaire had been revised appropriately, the researcher approached the CLUSA officials and conducted meetings with the youth bunges Mombasa County Board members to train them on how to administer the questionnaires. The questionnaires were then issued to the youth bunges Mombasa County Board members who administered them to the youth bunge members and collected them. The researcher then collected the questionnaires from the CLUSA field officers who had the responsibility of ensuring that all the questionnaires were returned. A total of 360 youth questionnaires were issued out and 349 were returned.

The researcher also approached the Mombasa Zone District Youth Training Officer (DYTO) to seek assistance in distributing questionnaires to the YP trainees and instructors. Through the help of the officer the researcher was able to get the expert opinion from three MOYAS officers who checked the questionnaires for readability, clarity and comprehensiveness. Based on their advice the researcher refined the questionnaires. The DYTO also agreed to deliver the questionnaires to the YPs and collect them once they had been completed. The researcher then collected the questionnaires from the DYTO. A total of 217 trainee and 29 instructor questionnaires were issued, out of which 205 trainee and 15 instructor questionnaires were returned.

Once the questionnaires had been received, the researcher coded and cleaned them and fed the data into the Statistical Package for Social Sciences (SPSS). The data was then analyzed using frequencies, cross tabulation and the Chi-square test statistic. The findings were

presented using frequency and percentage distribution tables. The relevant Correlation Coefficients were calculated for all findings that revealed significant results.

3.7 Validity and Reliability of Research Instruments

3.7.1 Validity

Validity is the extent to which a test measures what it is actually intended to measure (Kothari, 2004). Gregory (1992) asserts that in order to be valid, inferences made from scores have to be meaningful, appropriate and useful. Thanasegaran (2009) suggests that theoretical bases for construct measurement and accurate operationalization of constructs can help a researcher achieve measurement validity.

To determine the validity of the questionnaires, the researcher did a pilot study with a group of 20 youth identified from the study population. Most of the questionnaires that were returned were incomplete especially on questionnaire sets that had used the Likert scale. This indicated that most of the respondents could not comprehend the questions. In addition, the respondents took a long time to fill in the questionnaire (close to one hour) and therefore the researcher determined that there was need to revise the questionnaire. The trainee and instructor questionnaires were evaluated using expert opinion from three MOYAS officers who were familiar with the scope of the study. The officers reviewed the items for readability, clarity and comprehensiveness. Based on this feedback the youth questionnaire was revised to include fewer straight forward questions with 'yes' and 'no' choices.

3.7.2 Reliability

Reliability is the extent to which a research tool produces the same results on repeated trials (Miller, n.d). Factors that affect reliability include poor written items, excessively broad

content area of measure, imposed time limits in the testing situation, item difficulty, little or no variability in questions within the testing instrument and too many difficult items in the testing instrument (Crocker & Algina, 1986; Mehrens & Lehman, 1991).

From the results of the pilot test, the researcher calculated the Cronbach's alpha for each variable. The results on some of the items however produced unacceptable reliability estimates (0.405, 0.479 and 0.608). The Cronbach's coefficient alpha has been advocated as the most widely used in assessing reliability estimates (Crocker & Algina, 1986; DeVellis, 1991; Gregory, 1992; Henson, 2001). Cronbach is a reliability coefficient that measures inter item reliability between variables measuring one concept. It varies from zero to one. Nunally and Bernstein (1994) recommend an acceptable reliability estimate that ranges from 0.70 to 0.80 in the Social Sciences. The results from the pilot study therefore revealed that there may have been some inconsistencies in the questions within the questionnaire. Some of the questions were also left unanswered implying that they may have been too difficult for the respondents to understand. The youth questionnaire was therefore revised to include yes and no questions. In addition the number of questions was reduced in order to reduce the time taken to respond to the questionnaire.

3.8 Data Presentation and Analysis Techniques

This study sought to establish the extent to which the independent variables influenced the dependent variable. It was therefore suitable to analyze data using descriptive analysis. Descriptive analysis is the study of the distribution of one variable and it provides the researcher with profiles of the study population such as their size, composition, efficiency, preferences and so on (Kothari, 2004).

After the data had been coded, it was fed into the SPSS program which was used to generate the various statistical measures. Inferential statistics formed the basis from which the researcher could draw conclusions. Specifically, the researcher used the Chi-square test statistic and the relevant Correlation Coefficients to make inferences. Data was presented using frequency and percentage tables and graphs.

3.9 Ethical Considerations

Approval was sought from the MOYAS before undertaking the research. Respondents were informed that the information they would give was purely for research purposes. They were also not required to reveal any information that may lead to their identification for instance name, identity card number or passport number.

3.10 Operational Definition of Variables

Table 3.1: Operationalization Table

Research Objectives	Type of Variable	Indicator	Measure	Level of Scale	Research Design	Data collection method	Level of Analysis
To establish the extent to which economic status of the family influences youth enrolment levels in Public Youth Polytechnics in Mombasa County, Kenya.	Independent variable: Economic Status	Ability to cater for cost of education	School fees payment and other incidental costs to schooling	Nominal scale	Survey	Questionnaire	Descriptive: Percentages Inferential: Chi-square test Correlation Coefficient
To examine the influence of socio-cultural factors on youth enrolment levels in Public Youth Polytechnics in Mombasa County, Kenya.	Independent variable: Socio-cultural factors	Gender issues	Priorities given to siblings to enable them pursue education, reasons for the difference in school performance, reasons behind the choice of courses.	Nominal scale	Survey	Questionnaire	Descriptive: Percentages Frequency distribution Inferential: Chi-square test Correlation Coefficient
		Class structures	Perceptions towards the type of jobs associated to YP certification				

Research Objectives	Type of Variable	Indicator	Measure	Level of Scale	Research Design	Data collection method	Level of Analysis
To explore the extent to which historical factors have influenced youth enrolment levels in Public Youth Polytechnics in Mombasa County, Kenya.	Independent variable: Historical factors	Link to post colonization, entry level requirements, and governance of YPs.	How youth have acquired their knowledge on the reasons for introduction of YPs.	Nominal scale	Survey	Questionnaire	Descriptive: Percentages Frequency distribution Inferential: Chi-square test
To ascertain the extent to which quality of education is a factor influencing youth enrolment levels in Public Youth Polytechnics in Mombasa County, Kenya.	Independent variable: Quality of education	Availability of relevant training inputs, eventual output and outcome.	Perceptions of youth on what is quality education and perceived benefits	Nominal scale	Survey	Questionnaire	Descriptive: Percentages Inferential: Chi-square statistic Correlation Coefficient
To examine the influence of YP administration structures on youth enrolment levels in Public YPs in Mombasa County, Kenya.	Independent variable: Administration	Existing coordination structures	YP staff views on the existing administration structure and what needs to be done to improve the image of YPs.	Nominal scale	Survey	Questionnaire	Descriptive: Percentages Inferential: Chi-square statistic

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This study investigated the factors influencing youth enrolment levels in Public Youth Polytechnics in Mombasa County. This was in light of the fact that Youth Polytechnics have continuously recorded low levels of enrolment despite the continued rise in the number of Primary school drop outs. Data collected yielded nominal values with the exception of numeric data requiring years of experience of the instructors and age of all respondents. The data is presented using frequency distribution tables, percentages and simple bar graphs. In all instances the Chi-square statistic was calculated to test the significance in the relationship between variables. The relevant measures of association for nominal data were then calculated for all significant relationships in order to determine the degree of correlation between the variables. This chapter presents the results of the analyses.

4.2 Response Rate

Table 4.1 shows the variation in the response rate per each targeted cluster. Although an equal number of questionnaires had been distributed in the four Districts, Changamwe had the least number of respondents compared to Mvita which had the most respondents.

Table 4.1: *Response Rate on Youth Questionnaires*

District	Number of questionnaires		Percentage Response
	Issued	Returned	
Mvita	90	99	110
Kisauni	90	92	102
Likoni	90	88	98
Changamwe	90	70	78
Total	360	349	97

An overall response rate of 97% was realized. The researcher determined that this response rate would produce reliable results. The response rate for the two Public YPs in Mombasa County indicated that both the YPs had an almost equal response rate in both the trainees and instructors case as illustrated in Table 4.2. The total number of targeted respondents represented populations and not samples and the researcher determined that this would be sufficiently representative.

Table 4.2: *Response Rate on Instructor and Trainee Questionnaires*

Name of Youth Polytechnic	Trainees		Percentage Response	Instructors		Percentage Response
	Issued	Returned		Issued	Returned	
CITC	121	113	93	23	12	52
Mtongwe	96	92	96	6	3	50
Total	217	205	94	29	15	51

Although there is no single recommended figure for response rate, most writers indicate that the percentage of responses would probably differ according to the type of study. Generally, 60% is rated as marginal, 70% is reasonable, 80% is good while 90% would be excellent (Mundy, 2002).

4.3 Demographic Characteristics

The demographic characteristics are analyzed based on the questionnaire sets. Table 4.3 gives a summary of the demographic characteristics for all target respondents. Although the trainee's question on the education level was left open, the highest level was revealed to be Secondary School. This was to be expected as each of the other levels is rated higher in the Kenyan education system therefore not applicable for the case of YP trainees. The demographic analysis is explained in detail in terms of the three different sample sets.

Table 4.3: *Summary Demographic Profile of Respondents*

		Youth	Trainees	Instructors
Response Rate (%)		96.9	94.5	51.7
Average Age		23.4	20.7	35.6
Gender (%)	Male	54.50	84.40	73.30
	Female	45.50	15.60	26.70
Education Level (%)	No Education	2.9	0.0	0.0
	Primary (incomplete)	4.6	4.4	0.0
	KCPE	16.3	47.3	0.0
	Secondary (incomplete)	11.2	7.9	0.0
	KCSE	45.1	40.4	0.0
	Polytechnic	8.6	N/A	13.3
	Technical	7.8	N/A	86.7
	University	3.4	N/A	0.0

4.3.1 Youth

Respondents were drawn from the four Districts of Mombasa County. The Mean Age of all 349 respondents was calculated at 23.37 years. The response rate between the two genders was almost equal (Table 4.3). Most of the respondents had attained a Kenya Certificate of Secondary Education (KCSE) level with the next highest education level being Kenya Certificate of Primary Education (KCPE). At the time of the study 66.8% of respondents were unemployed while 33.2% were in some form of employment. The average number of siblings per respondent was five while the data indicated that the average number of children in a home was approximately six.

4.3.2 Trainees

Out of the 217 trainee questionnaires which had been issued out, 205 were returned. The data collected indicated that the male trainee population surpassed that of the female (Table 4.3). The data also shows that most of the trainees had either a KCPE or KCSE certificate before enrolling for vocational training. The average age of respondents was 20.72 years. Although most of the trainees were youth (between the ages of 18 – 35 years) there were a few (19 trainees) who were below 18 years.

Most of the respondent (74.3%) indicated that it was their parents who had the responsibility of paying school fees. The data revealed that majority of these parents were farmers (41.5% of fathers and 45.9% of mothers) as indicated by the respondents towards the question of mother's and father's occupation. Of the 205 respondents 113 were from CITC while 92 were from Mtongwe YP. The most popular course among the YPs was Motor Vehicle Mechanics in which 41.4% of the respondents were enrolled while the least popular was ICT with 0.5%.

4.3.3 Instructors

Out of the 29 instructors in the YPs, 15 responded to and returned the questionnaires. The data revealed that the instructors had an average of 8.2 years experience in their current position and most of them had either a Diploma (40.0%) or a Craft Certificate (33.3%) in the relevant field. and that the average age of the instructors was 35.6 years. At least 53.3% of the instructors had a Certificate in technical education and 6.7% had a Diploma in technical education as their highest professional qualification. The remaining 40% did not have professional qualifications. Most of the respondents were male as indicated in Table 4.3.

4.4 Economic Status and Youth Enrolment Levels in Public Youth Polytechnics in Mombasa County, Kenya

The first objective of this study was to establish the extent to which the economic status of the family influences youth enrolment levels in Public YPs in Mombasa County, Kenya. Economic status was defined as a measure of the individual's or household's ability to meet their basic needs. The researcher therefore sought to get a general view of the respondents' economic status using the ability to afford meals, ability to pay school fees and ability to

cater for incidental costs of education as indicators. Table 4.4 gives a summary of the responses.

Table 4.4: *Youth Responses on Indicators of Economic Status of the Family*

Question Number	Question	Response as a Percent of the Total Number of Respondents	
		Yes	No
3c	Have any of your brothers or sisters ever had to stay out of school because of lack of school fees?	78.7	21.3
4b	Which of the following factors did you consider before arriving at your decision on whether or not to pursue a course in a Youth Polytechnic?		
	i. Ability to pay school fees	79.7	20.3
	ii. Ability to cater for additional costs like buying books, tools and uniform	66.8	33.2
	iii. Ability to cater for transportation and lunch costs	64.6	35.4
5	Has your family ever had to forego a meal at any one particular time because they couldn't afford it?	64.6	35.4

The results in Table 4.4 suggest that questions addressing the ability to pay school fees have a higher positive response than those on incidental costs to schooling. They suggest a relationship between the ability to pay school fees and the youth's decision to pursue a course in a Youth Polytechnic.

The data was analyzed using the Chi-square (χ^2) statistic to determine if the ability to pay school fees has a significant effect on the decision of the youth to enroll in Youth Polytechnics. An alpha (α) level of 0.05 was adopted for all statistical tests. The analysis was done based on the following hypothesis.

H₀: The family's ability to cater for the cost of education does not influence the youth's decision to enroll in a Youth Polytechnic.

H₁: The family's ability to cater for the cost of education influences the youth's decision to enroll in a Youth Polytechnic.

Table 4.5: *Chi-square Results on Family's Ability to Cater for Cost of Education and Youth's Decision to Enroll in a Youth Polytechnic*

	Pearson Chi-Square Value	Df	Asymp. Sig. (2 sided)	Fishers Test [Exact Sig. (2 sided)]	Exact Sig.
Ability to pay school fees	7.932	1	0.005		0.040
Ability to cater for additional costs like buying books, tools and uniform	2.025	1	0.155		0.332
Ability to cater for transportation and lunch costs	0.550	1	0.458		1.000
Brothers or sisters have had to stay out of school because of lack of school fees	10.433	1	0.001		0.001
Family has had to forego a meal at one time because they couldn't afford it	2.415	1	0.120		0.139

The results of Table 4.5 indicate that there is a significant relationship between the ability to pay school fees and the youth's decision to enroll in a Youth Polytechnic. The Chi-square indicates significant values on the decision to enroll in YP based on the ability to pay school fees and on the decision to enroll in YP based on whether siblings have had to stay out of school due to lack of school fees.

However 50% of the cells on the relationship between ability to pay school fees and the decision to enroll in YP had an expected count of less than five. The researcher therefore determined that the Chi-Square test may not have been accurate. The Fishers Exact Test was thus applied while interpreting the results. This result ($p = 0.040$) lent support to the Chi-Square results. Therefore the null hypothesis is rejected meaning that the ability to pay school fees is a factor influencing the decision of the youth on whether or not to enroll into a Youth Polytechnic.

The researcher further calculated the Phi (ϕ) coefficient to determine the degree of correlation between the two variables. The Phi coefficient can be thought of as a Pearson Product Moment Correlation for categorical variables. It is a measure of the nominal

association applicable only to 2 x 2 contingency tables (Scanlan, n.d). A value of 0.198 was obtained for ability to pay school fees and 0.181 for whether siblings have had to stay out of school due to lack of school fees. Both these values indicate a weak association between the variables and the decision of the youth to enroll in a Youth Polytechnic which indicates that school fees only account for between 18.1% - 19.8% of the factors influencing the youth's decision to enroll into Youth Polytechnics.

4.5 Socio-Cultural Factors and Youth Enrolment Levels in Public Youth Polytechnics in Mombasa County, Kenya

The second objective was to examine the influence of socio-cultural factors on youth enrolment levels in Public YPs in Mombasa County, Kenya. The main focus was to analyze how gender and class structures influence a person's choices with regard to education. Within the gender context the researcher sought to get a general view on the prevailing community perceptions regarding the education of boys and girls.

Table 4.6: *Prevailing Community Perceptions Regarding Education of Boys and Girls*

Question No.	Question	Response as a percent of total number of respondents	
		Yes	No
6a	Do you think boys and girls in your community have an equal opportunity to pursue education?	74.5	25.5
6b	In your opinion, do you think girls should be allowed to pursue only certain careers?	36.1	63.9
6c	Which of the following courses do you think are most suitable for the female gender?		
	Plumbing	13.5	86.5
	Masonry	9.5	90.5
	Electrical/Electronic	31.5	68.5
	Carpentry	9.2	90.8
	Agriculture	55.3	44.7
	Hair and Beauty Therapy	89.7	10.3
	Motor Vehicle Mechanics	31.8	68.2
	Arc Welding (Metal Work)	11.7	88.3
	Home-economics and Cookery	78.2	21.8
	Tailoring and Dressmaking	84.8	15.2

The results of Table 4.6 show that although the general perception among the youth tends to suggest that boys and girls have an equal opportunity to pursue education and that there should be no discrepancy in career choices between girls and boys, the responses towards the question of gender and course choices seems to contradict this belief. From the data it is clear that the community perceives Hair and Beauty Therapy, Home-economics and Cookery, Tailoring and Dressmaking to be more suited to the female gender. These results suggest a relationship between the choice of courses and gender defined roles within the community. These results agree with those obtained at the institutional level as illustrated in Table 4.7.

Table 4.7: *Course and Gender Distribution in Public Youth Polytechnics in Mombasa County, Kenya*

Course	Number of Trainees		
	Male	Female	Total
Plumbing	5	9	14
Carpentry	4	0	4
Welding	9	0	9
Automotive	83	2	85
Textile	0	16	16
Electrical	72	4	76
ICT	0	1	1
Total	173	32	205

Table 4.7 shows that apart from the plumbing course which seems to have gained popularity among the female gender, other traditional male oriented courses are dominated by male while the textile course is popular only among the female gender. Using the data obtained from trainees, the researcher tested the hypothesis that;

H_0 : There is no significant relationship between gender and the type of course chosen by the trainee in a Youth Polytechnic.

H_1 : There is a significant relationship between gender and the type of course chosen by the trainee in a Youth Polytechnic

The Chi-square test yielded a value of 137.01 at six degrees of freedom ($p < 0.05$). It was however unclear as to whether the standard asymptotic calculations were accurate since 50% of the cross-tabulation cells had an expected count of less than five. The researcher calculated the exact statistic which also yielded a $p < 0.05$ lending support to the Chi-square results. Based on these results, the null hypothesis was rejected and thus concluded that there is a significant relationship between gender and the type of course pursued by a trainee in a Youth Polytechnic. In order to determine the degree of relationship between gender and type of course the Cramer's V Contingency Coefficient (V) was calculated. This yielded a value of 0.818 indicating a very strong correlation between gender and type of course pursued by a trainee in a Youth Polytechnic. This means that trainees are 81.8% likely to pursue a course based on their gender orientation.

The study also hypothesized that class structures play an important role in determining a person's decision on which educational path to follow. Based on this factor, the study sought to investigate youth perceptions on which form of education is supposed to give a person a better chance at enhancing their social mobility. The results obtained showed that 72.5% of respondents disagreed that a Form Four certificate would give a person a better chance of getting a well paid job than a Youth Polytechnic certificate and 70.5% of respondents disagreed that trainees from YPs could only be employed in the industrial sector as manual

laborers. This revealed that youth view vocational training to be better placed at enhancing a person's social mobility when compared to general Secondary education.

An evaluation on some of the factors that could have motivated trainees to enroll in YPs revealed that a higher percent had been motivated by the desire to get better employment and to advance their careers. These results are presented in Table 4.8.

Table 4.8: *Factors that Guided Trainee's Decision to Enroll in a Youth Polytechnic*

	Response as a percent of total number of respondents	
	Yes	No
Prospects of better employment	44.4	55.6
Bright career prospects	36.6	63.4
Personal interest in the study	29.3	70.7
A role model	14.6	85.4
Influence of parents	11.2	88.8
Image of the school	4.4	95.8
Influence of friends	2.9	97.1

Similarly, the major drive towards YP education is evidenced through an evaluation of trainee's expectation after graduating from the Youth Polytechnic which revealed that the major drive towards the demand for YP education is the desire by the trainee to gain employment after graduating from the YP as illustrated in Table 4.9.

Table 4.9: *Trainee Expectations after Graduating from Youth Polytechnic*

	Frequency	Percent
Get employment	151	73.7
Advance studies	37	18.0
Be a role model	10	4.9
Other expectations	7	3.4
Total	205	100

To determine whether youth are more inclined to choose academic education since they perceive it to be better placed at enhancing a person's social mobility, the researcher tested the following hypothesis;

H₀: Vocational Training is better placed at enhancing a person's social mobility when compared to general Secondary Education.

H₁: General Secondary Education is better placed at enhancing a person's social mobility when compared to Vocational Training.

The Chi-square test results [$\chi^2(1) = 0.031, p = 0.816$] revealed that there is no significant relationship between general secondary education relative to better employment prospects. The null hypothesis is therefore accepted meaning that youth perceive vocational training as being better placed at enhancing a person's social mobility when compared to general secondary education.

Socio-cultural backgrounds are also deemed to play an important role in the choice of educational path. Of essence, it is thought that family and role models play a major role in as far as youth schooling decisions are concerned. In the data collected from YP trainees on the factors that guided their decision to enroll in a Youth Polytechnic (Table 4.8), it is apparent that the influence of parents and role models does not have a major influence on the trainees' decision to enroll in a Youth Polytechnic.

A look at the parents' occupation seems to suggest that most of the trainees in YPs in Mombasa County come from households where families are dependent on small scale farming which may be classified as poor households (Table 4.10).

Table 4.10: *Dominant Occupation of Youth Polytechnic Trainees' Parents*

Occupation	Father		Mother	
	Frequency	Percent	Frequency	Percent
Farmer	85	41.5	94	45.9
Business/Self Employed	11	5.4	28	13.6
Teacher	22	10.7	8	3.9
Tailor	5	2.4	36	17.6
Mason	15	7.3	-	-
Unemployed	2	1.0	8	3.9
Deceased	8	3.9	3	1.5
Other	57	27.8	28	13.6

Note: Other represents occupations with a frequency of between 1 – 2 although many of these can be classified within the middle income class for example Tour guide, Nurse, Manager, Engineer, Surveyor and many others.

A further examination of the parents' level of education reveals that most of the parents have either a primary level or secondary level certificate as their highest level of education (Table 4.11).

Table 4.11: *Level of Education of Youth Polytechnic Trainees' Parents*

Level of education	Father		Mother	
	Frequency	Percent	Frequency	Percent
Don't know	18	9.1	21	10.7
No studies	18	9.1	32	16.2
Did not complete Primary education	18	9.1	24	12.2
Completed Primary education	43	21.8	50	25.4
Did not complete secondary education	4	2.0	8	4.1
Completed Secondary education	43	21.8	28	14.2
Polytechnic education	10	5.1	11	5.6
Technical Training College	24	12.2	17	8.6
University	19	9.6	6	3.0

It is therefore possible that the youth decision to enroll for YP education is as a result of the conscious need to realize occupational goals, a desire that may be emanating from their socio-cultural backgrounds. The youth response to the question regarding the person who has had a major influence on their decision regarding which career path to follow however indicated that parents had the most influence on the youth schooling decision. This conclusion is only valid when compared to the influence of others, namely; friends, relatives and teachers as can be seen in Table 4.12.

Table 4.12: *People who have had a Major Influence on the Youth's Career Decision*

	Response as a percent of total number of respondents	
	Yes	No
Parents	49.9	50.1
Relatives	12.9	87.1
Friends	20.3	79.7
Teachers	35.8	64.2

If considered independently, the effect of parental influence on youth schooling decision is inconclusive as there is almost a 50 – 50 chance between parental influence and non-influence. To examine the role of socio-cultural backgrounds on the choice of educational path, the researcher tested the following hypothesis;

H₀: Socio-cultural backgrounds do not have a significant influence on youth schooling decisions

H₁: Socio-cultural backgrounds have a significant influence on youth schooling decisions

The test results are summarized in Table 4.13.

Table 4.13: *Chi-square Results on the Decision of Youth Polytechnic Trainees to Enroll in Youth Polytechnic Based on their Socio – Cultural Backgrounds*

	Chi-square value	df	Asymp. Sig. (2 sided)	Monte Carlo Sig. (2 sided)	Cramer's V value
Course taken in YP*Father's occupation	55.468	30	0.003	0.024	0.250
Course taken in YP*Mother's occupation	48.177	20	0.000	0.005	0.262
Level of education before enrolling in YP*Father's level of education	58.100	24	0.000	0.001	0.315
Level of education before enrolling in YP*Mother's level of education	25.434	24	0.383	0.378	0.209

In three out of four cases the results yielded a $p < 0.05$ therefore the null hypothesis is rejected. In all cases the data sets contained cells with an expected count of less than five, therefore it was unclear as to whether the standard asymptotic calculations of the significance level had been met. The researcher therefore computed the Monte Carlo statistic at the 99% confidence interval in place of the exact statistic since the data sets were too large for the exact p value to be calculated.

Mehta and Patel (2010) recommend the use of the Monte Carlo method in cases where the exact p value cannot be calculated as it provides an unbiased estimate of the exact p value without the requirements of the asymptotic method. The Monte Carlo statistic lent support to the Chi-square results. The researcher therefore concluded that socio-cultural backgrounds have a significant influence on the youth decision to enroll in YP.

The Cramer's V Contingency Coefficient was calculated to determine the degree of correlation between the variables. The results obtained indicated a moderate association between the independent and dependent variables in all cases suggesting that socio-cultural factors account for almost 35% of the factors influencing the youth's decision to enroll in YP.

4.6 Historical Factors and Youth Enrolment Levels in Public Youth Polytechnics in Mombasa County, Kenya

Historical factors that have been theorized as having negative influence on youth perceptions towards the subject of YPs include the general preference for colonial education (formal schooling) which is linked to occupational recruitment, social status and material well being. To explore the extent to which historical factors have influenced youth enrolment levels in Public YPs in Mombasa County Kenya, the researcher used questions that would indicate the youth's general preference for either formal or vocational training. Results obtained showed that given the choice between Secondary education and vocational training, 63.3% of respondents would prefer Secondary education.

Another factor that is historically viewed as having negative perceptions on the youth views towards YPs emanate from the fact that these institutions are seen as places for the academically weak. The results in Table 4.14 indicate that respondents do not regard YPs as institutions for the academically weak. Most of the respondents however indicated that pursuing vocational training or repeating class eight is a viable option for a person who has performed poorly in class eight (Table 4.15). These results therefore indicate that although the respondents may prefer formal education, they do not rule out vocational training as an alternate route for all people despite their academic endowment.

Table 4.14: *Youth Perceptions Regarding the Purpose of Vocational Training*

	Response as a percent of total number of respondents	
	Yes	No
YPs admit only those who have reached class eight or did not complete Primary Schooling	27.2	72.8
Only people who have performed poorly in KCPE should join YPs	19.5	80.5
People who have Secondary Education do not require vocational skills training	14.3	85.7

Table 4.15: *Viable Options for a Person who has performed poorly in Class Eight*

	Frequency	Percent
Repeat class eight	149	43.8
Enroll for vocational training	148	43.5
Pursue secondary education	27	7.9
Seek employment	16	4.7
Total	340	100.0

The researcher used the Chi-statistic to test for the relationship between preference for formal education and the perception that YPs are institutions for the academically weak. The following hypothesis was stated;

H₀: Historical factors do not have a significant influence on youth perception towards vocational education.

H₁: Historical factors have a significant influence on youth perception towards vocational education.

Table 4.16: *Chi-square Results on the Relationship between Preference for Formal Education and Negative Perception for Youth Polytechnics*

	Chi-square value	Df	Asymp. Sig (2 sided)
Preference for formal education*YPs admit only those who have reached class eight or did not complete primary schooling	0.919	1	0.338
Preference for formal education*Only people who have performed poorly in KCPE should join YPs	0.680	1	0.410
Preference for formal education*People with Secondary education do not require vocational skills training	0.180	1	0.671

Based on the results in Table 4.16 the null hypothesis is accepted ($p > 0.05$) implying that the youth's preference for Secondary education is not significantly related to the fact that YPs are perceived as institutions for the academically weak.

4.7 Quality of Education and Youth Enrolment Levels in Public Youth Polytechnics in Mombasa County, Kenya

The fourth objective was to ascertain if quality of education is a factor influencing youth enrolment levels in Public YPs in Mombasa County, Kenya. The focus of the study was not only on the inputs and outputs of education but also on the effects of educational returns on youth enrolment levels in YPs.

Some of the problems that have been associated with YPs include teacher qualifications and inadequate training equipment and materials. Questionnaire responses from YP instructors in Mombasa County revealed that five out of the 15 respondents had Craft Certificate in the relevant trades taught and four out of the five had also attained a Certificate in Technical Education. Six of the instructors had a Diploma in the relevant trades taught and out of these one had a Diploma in Technical Education and another had a Certificate in Technical Education. The Mean number of years an instructor had served in the current position was 8.2 years. These results indicate that most instructors in Public YPs in Mombasa County are qualified. Similarly questionnaire responses from the youth echoed this view since 79.9% of youth respondents agreed that YP instructors have the requisite qualifications and experience needed to ensure that trainees pass their examinations.

Table 4.17 gives a summary of the instructors' views on the state of physical infrastructure in YPs in Mombasa County. From the Table it is apparent that although the instructors agree that YPs have a remarkable physical infrastructure, this infrastructure is inadequate. There is also an indifference of opinion on the state of equipment and machines meaning that it is probable that in some trade areas equipment and machines may not be functional. Although this may be true on the part of YPs, it is likely that youth have a different view since 63.3%

of youth respondents agreed that YPs have the adequate infrastructure to enable students learn effectively. Their perception may however be limited to the state of buildings and workshops, a factor which can easily be observed from the outside. This is in agreement to the instructors' general assessment of physical infrastructure in the YPs.

Table 4.17: *Availability of Infrastructure in Youth Polytechnics in Mombasa County*

	Instructors' Responses as a percent of total number of respondents				
	Strongly agree	Agree	Undecided	Disagree	Strongly Disagree
The YPs physical infrastructure is remarkable	20.0	66.7	0.00	13.3	0.00
Workshop facilities are adequate	0.00	33.3	0.00	60.0	6.7
Teaching staff are highly motivated	0.00	13.3	33.3	40.0	13.3
The institution has adequate number of staff for each course	20.0	60.0	13.3	6.7	0.00
Equipment and machines in the workshop are functional	13.3	40.0	0.00	46.7	0.00
There is standardized curricula for all courses	13.3	60.0	6.7	20.0	0.00
The institution has qualified instructors in all courses	33.3	60.0	0.00	6.7	0.00

The researcher tested the hypothesis that;

H_0 : Availability of relevant training inputs is not a factor influencing the youth's decision to enroll in a Youth Polytechnic.

H_1 : Availability of relevant training inputs is a factor influencing the youth's decision to enroll in a Youth Polytechnic.

The test statistic revealed a significant relationship between the youth's decision to join a Youth Polytechnic based on the availability of adequate infrastructure [$\chi^2(1) = 5.507, p = 0.019$] implying a relationship between availability of relevant inputs and the youth's decision to join a Youth Polytechnic. This relationship accounts for 13% ($\phi = 0.130$) of the

factors influencing youth's decision to enroll in YP. However, there was no significant relationship between instructor qualifications and youth's decision to enroll in YP [$\chi^2(1) = 1.042, p = 0.307$]. The null hypothesis is therefore rejected meaning that availability of relevant training inputs is a factor influencing the youth's decision to enroll in a Youth Polytechnic.

Another way of measuring quality of education is through an evaluation of the student's achievement. In Kenya, many rate education based on the value of the certificate obtained (whether or not the certification obtained holds greater advantage in terms of access to job opportunities). Data obtained revealed that there isn't much difference in the way youth value YP certificates and Primary or Secondary School certificates (56.7% agreed that there was a difference in the value of YP certificates compared to KCPE or KCSE certificates while 43.3% indicated that there is no difference).

The researcher tested the hypothesis that;

H₀: The youth's choice between Secondary and vocational education is not based on the perceived value of the certificate to be obtained.

H₁: The youth's choice between Secondary and vocational education is based on the perceived value of the certificate to be obtained.

The results [$\chi^2(1) = 4.462, p = 0.035$] showed that there is a significant relationship between the choice of education and the value that youth placed in the certificate obtained. However, this relationship accounts for only 11.8% ($\phi = 0.118$) of the youth's decision to choose between Secondary or vocational training.

Quality was also measured in terms of outcome. In most of the literature reviewed, the view was that many YP trainees do not find employment after graduating, a probable cause for youth unwillingness to join YPs. However, data from youth respondents does not seem to support this view. Out of the 192 youth who knew of a person who had graduated from a Youth Polytechnic, 166 related this person's success to the skills obtained from the YP and 176 viewed this person as a role model among the youth in the community.

To examine the relationship between success of YP graduates and youth enrollment levels in Public Youth Polytechnics in Mombasa County, the researcher tested the hypothesis that;

H₀: Youth can not relate the success of Youth Polytechnic graduates to the skills they have gained in Youth Polytechnics.

H₁: Youth can relate the success of Youth Polytechnic graduates to the skills they have gained in Youth Polytechnics.

The test results [$\chi^2(1) = 19.816, p < 0.05$] revealed that there is a significant relationship between the success of YP graduates and the skills obtained from the YP meaning that youth can relate the success of YP graduates to the skills they have gained from vocational training. The Phi coefficient showed that this perception is true only among 32.1% of the youth.

4.8 Administrative Factors and Youth Enrolment Levels in Public Youth Polytechnics in Mombasa County, Kenya

Lastly the study sought to examine the influence of YP administrative structures on youth enrolment levels in Public YPs in Mombasa County. The lack of a central governing authority among YPs in Kenya is regarded as one of the factors impeding the growth and development of YPs. In Kenya, YPs are community initiatives run under the authority of

Management Committees comprising of members from the community. Most of them get support from sponsors, mainly NGOs. They also do receive government support in form of grants, infrastructural support and instructors. However, this support is varied across YPs depending on their level of growth measured by the enrolment level.

In Mombasa County there are two Public YPs namely Mtongwe YP and the Christian Industrial Training Center (CITC). Responses from instructors in the two YPs revealed that Mtongwe YP is a Community initiative while CITC is a Church initiative. The respondents also felt that the general contribution of various bodies towards the growth and development of YPs is good (Table 4.18).

Table 4.18: *Contributions of Various Bodies to the Growth and Development of Youth Polytechnics*

	Response as a percentage of total respondents				
	Very Good	Good	Average	Poor	Very Poor
Government	13.3	53.3	33.3	0.00	0.00
YP Sponsor	21.4	35.7	35.7	0.00	7.1
Community	0.00	53.3	33.3	6.7	6.7
Management Committee	6.7	60.0	33.3	0.00	0.00

However, they felt that greater involvement in the management of the YPs by these bodies will improve the level of trainee enrolment. Table 4.19 indicates that most of the respondents felt that greater involvement by each of the bodies contributing towards the management of the YP will definitely improve the level of trainee enrolment in the YP.

Table 4.19: *The Need for Contributions of Various Bodies towards the Level of Enrolment*

	Response as a percentage of total respondents				
	Yes definitely	Yes to some extent	No difference	No definitely not	Don't know
Government	53.3	33.3	0.00	13.3	0.00
YP Sponsor	40.0	53.3	0.00	0.00	6.7
Community	53.3	40.0	0.00	6.7	0.00
Management Committee	60.0	40.0	0.00	0.00	0.00

The researcher further performed an analysis to determine how the instructors rated the level of enrolment within their YPs when compared to other YPs within the region. Eight of the respondents felt that the level of enrolment within their institutions when compared to others could be rated as average; five rated it as higher while one felt it was lower. The variance in these responses may have been as a result of the differences in enrolment within the different trade areas.

The Chi-square statistic was computed to determine the relationship between the level of enrolment and the contribution of the various bodies towards the level of enrolment. The researcher tested the hypothesis that;

H₀: There is no significant relationship between the level of enrolment and the contribution of various bodies towards the management of Youth Polytechnics.

H₁: There is a significant relationship between the level of enrolment and the contribution of various bodies towards the management of Youth Polytechnics.

Table 4.20: *Chi-square Results on Contribution of Various Bodies towards Enrolment Levels*

	Chi-square Value	df	Asymp. Sig. (2 sided)	Monte Carlo Sig. (2 sided)
Contribution of the Government	3.360	4	0.499	0.467
Contribution of YP Sponsor	14.337	6	0.026	0.067
Contribution of Community	14.009	4	0.007	0.133
Contribution of MC	2.032	4	0.730	0.933

The results indicated that there is no significant relationship between the contributions of the various bodies towards the level of enrolment as illustrated in Table 4.20 (In all cases table cells had expected counts of less than five therefore the Monte Carlo statistic was used to draw on conclusions). These results therefore suggest that there is need to have greater involvement by each of the stated bodies in order to enhance the enrolment levels within YPs. The results support the findings in Table 4.19.

CHAPTER FIVE

SUMMARY OF FINDINGS, DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter summarizes the findings of the study based on the five stated objectives of the study. In each case, the researcher briefly states the findings and the general implication they have towards youth enrolment levels in Public YPs in Mombasa County. At the end of the chapter, the researcher states recommendations and highlights areas that need further research.

5.2 Summary of Findings

This study investigated the factors influencing enrolment levels in Public YPs in Mombasa County, Kenya. Five factors were identified as possible factors influencing the level of enrolment in Public YPs, namely economic status, socio-cultural factors, historical factors, quality of education and YP administrative structures.

The indicators of economic status focused on the ability of the family to cater for the cost of education. The results revealed that the ability to pay school fees had the highest positive response (79.7%) when compared to other indicators. The Chi-square results revealed a significant relationship between the youth's decision to enroll in YPs based on the ability to pay school fees. However, the correlation coefficient revealed a weak association between the variables ($\phi = 0.198$).

The analysis on the effect of socio-cultural factors focused on the influence of gender and perceived class structures on a person's choice with regard to education. Data on gender-

course relationships showed that community perceived some courses to be better suited to the female gender. Such courses included Hair and Beauty Therapy, Tailoring and Dressmaking and Home-economics and Cookery which scored 89.7%, 84.8% and 78.2% respectively. The least suitable course for the female gender was thought to be Carpentry and Masonry which scored the least at 9.2% and 9.5% respectively. The Chi-square results revealed a significant relationship between gender and the type of course pursued by trainees in YPs. This relationship was determined to be strong based on the correlation coefficient which had a value of 0.818.

The data also revealed that youth regard vocational education as a more viable option compared to secondary education in terms of enabling a person access employment. This finding was supported at the institutional level where it was established that 40.4% of YP trainees had attained a KCSE certificate. Socio-cultural backgrounds were found to have a moderate influence on the youth's schooling decisions. The correlation coefficient for all tested cases ranged between 0.250 and 0.315.

To explore the effect of historical factors on enrolment levels, the researcher analyzed the general preference for either vocational or secondary education among the youth. Most of the respondents (63.3%) preferred Secondary education over vocational training. Chi-square results revealed that the youth's preference for Secondary education was not driven by the perception that YPs are institutions for the academically weak.

Quality was measured in terms of inputs (qualified instructors and availability of infrastructure), Outputs (value of certificates obtained) and Outcome (ability for YP graduates to gain employment). The results revealed that most instructors in Public YPs in

Mombasa County are qualified. The data revealed that 63.3% of respondents perceived YPs to have adequate infrastructure to enable students learn effectively, 56.7% agreed that there was a difference in the value of YP certificates compared to KCPE and KCSE and 86.4% could relate YP graduates' success to YP education. The correlation coefficients ($\phi = 0.130$; $\phi = 0.118$; $\phi = 0.321$) revealed a weak association between the variables.

The data revealed that the general contribution of various YP Governing bodies towards the growth and development of the YPs is good. Most of the respondents felt that greater involvement by the various bodies in the management of the YP would help improve enrolment levels in YPs. The contribution of the management committee was rated the highest with 60% of the respondents indicating that it will definitely help improve the levels of enrolment.

5.3 Discussion of Key Findings

The first objective was to establish the extent to which the economic status of the family influences youth enrolment levels in Public YPs in Mombasa County, Kenya. Three indicators namely the family's ability to afford meals, pay school fees and cater for incidental costs to schooling were used to test the influence of economic status on enrolment levels. Data was obtained from questionnaire responses by youth (members of youth village bungenes) to test the hypothesis that the family's ability to cater for the cost of education does not influence the youth's decision to enroll in YPs. The data revealed a significant relationship between the ability to pay school fees and youth's decision to enroll in YPs. This finding is in agreement with those of Keriga and Bujra (2009) and Court (1973) which cited the inability to pay school fees as a determinant of school enrolment levels. The results indicated no significant relationships between youth's decision to enroll in YPs with the ability to

afford meals or to cater for incidental costs to schooling. This may be because when faced with the choice between basic necessities and education, most households prioritize the basic needs. Similarly, incidental costs to schooling may not be a factor if the school fees cannot be raised.

The second objective was to examine the influence of socio-cultural factors on youth enrolment levels in Public YPs in Mombasa County, Kenya. Three indicators namely gender perceptions within the community, social aspirations and socio-cultural backgrounds were used to test the influence of socio-cultural factors on youth enrolments. Youth responses on the gender perceptions within the community regarding the education of boys and girls suggested a relationship between the choice of courses and gender defined roles within the community. This relationship was analyzed using questionnaire responses from YP trainees in Mombasa County based on the hypothesis that there is no significant relationship between gender and type of course chosen by trainees in YPs. The data revealed a significant relationship between gender and type of course pursued by trainees in YPs. This finding is in agreement with those of the National Working Group on Technical and Vocational Education and Training (2009) and Kinyanjui (2007) which indicated that female trainees are more inclined to female oriented trades such as Tailoring and Dressmaking and Home-economics.

The study also investigated youth's perception on which form of education would give a person a better chance at enhancing their social mobility. Both the trainees and youth's responses indicated that vocational training is better placed at enhancing a person's social mobility when compared to general secondary education. The test on whether youth are more inclined to choose academic education since they perceive it to be better placed at enhancing a person's social mobility revealed that youth perceive vocational training as being

better placed at enhancing a person's social mobility when compared to general secondary education.

The test to examine the relationship between socio-cultural backgrounds on the choice of educational path revealed a significant relationship between socio-cultural backgrounds and the youth's decision to enroll in YPs. This result is in part similar to that of Harrison, Pidgeon, Rigby and Vogler (1977) which indicated that the choice of education is not merely driven by the conscious need to realize occupational goals but rather that socio-cultural backgrounds play a more important role in shaping this decision. In general therefore, the study findings indicated that socio-cultural factors influence youth enrolment levels in Public YPs in Mombasa County since the number of female trainees is pegged on the number of female oriented courses within the YP and the youth's choice to pursue a certain form of education is dependent on their socialization process.

The third objective was to explore the extent to which historical factors have influenced youth enrolment levels in Public YPs in Mombasa County, Kenya. The general negative perception that is historically perceived to be true was disproved in this study. The youth responses to questionnaires revealed that they did not regard YPs as institutions for the academically weak. A test to determine if youth prefer formal education because they perceive YPs to be institutions for the academically weak revealed that there is no significant relationship between youth's preference for Secondary education and the perception that YPs are institutions for the academically weak. This finding is in disagreement with the views of Godia (1987) and Gould (1989) which have highlighted that YPs are generally perceived to be institutions for the academically weak. This study therefore finds that historical factors do not influence youth enrolment levels in Public YPs in Mombasa County.

The fourth objective was to ascertain if quality of education is a factor influencing youth enrolment levels in Public YPs in Mombasa County, Kenya. The three indicators used were educational inputs, outputs and outcomes. Educational inputs in relation to the quality of education were assessed using instructor qualifications and the state and availability of infrastructural facilities. Questionnaire responses indicated that most instructors in Public YPs in Mombasa County are qualified and that the YPs have the adequate infrastructure to enable students learn effectively. The test result indicated a significant relationship between the availability of physical infrastructure and the youth's decision to enroll in YP although no relationship was determined on the part of instructor qualifications. This finding is in agreement with study findings by Roschanski (2007) and Estevan (n.d.) which determined that infrastructure does influence school enrolment levels.

Outputs were measured in terms of the perceived value of educational certificates. The test results revealed a significant relationship between the choice of education and the value placed on the educational certificate implying that output is a factor influencing youth's decision in their choice of education. This finding is in agreement with the views of Bergmann (1996) that output is used by parents in their school selection for their children. Outcome was viewed in terms of the ability of YP graduates to utilize the skills learnt in the YP to attain success. The test result revealed a significant relationship between the success of YP graduates and the skills they have obtained from the YP meaning that the youth could relate YP education to the success of YP graduates. This finding contradicts the views of Stabler (1979) and Roschanski (2007) which indicated that many youth leaving YPs are unable to find employment.

Based on these findings, it can be observed that quality of education is a factor influencing youth enrolment levels in Public YPs in Mombasa County, Kenya. Although the youth's perception on the quality of education is positive, it accounts for only a small percentage of the factors influencing youth's decision to enroll in YPs. From the findings, it is obvious that there are other factors with a much stronger influence that guide youth's decision to enroll in YPs.

The fifth objective was to examine the influence of YP administrative structures on youth enrolment levels in Public YPs in Mombasa County. Instructor responses towards the administration issue revealed that there was no central governing authority among YPs. While Mtongwe YP is Community owned, CITC is owned by the Church indicating that the management of these YPs is under two different authorities, a factor that has been linked to the slow growth within the vocational training sector. This factor is outlined in the African Union (2007) report and the National Project Implementation Unit, India (2002) report. In both these reports, the lack of a central management system among the TVET sector is viewed as a major weakness of TVET.

Questionnaire responses from instructors indicated that greater involvement by each of the bodies in managing the affairs of the YP would help improve the trainee enrolment in YPs. The test statistic revealed that there was no significant relationship between the contributions of the various bodies and the level of enrolment. This result thus indicates that greater contributions of the various bodies towards the development of YPs would improve the enrolment levels within YPs.

5.4 Conclusions

This study investigated the factors influencing youth enrolment levels in Public YPs in Mombasa County, Kenya. This was in relation to the fact that YPs have continued to record a decline in youth enrolments over the years. The study specifically sought to examine the influence of the family's economic status, socio-cultural factors, historical factors, quality of education and YP administrative structures on youth enrolment levels in Public YPs in Mombasa County, Kenya.

The study established that the family's economic status, socio-cultural factors and quality of education are factors influencing youth enrolment levels in Public YPs in Mombasa County. The study further established that gender based socio-cultural factors have the greatest impact on youth enrolment levels. Although the study established that quality of education is a factor influencing youth enrolment levels in Public YPs in Mombasa County, it is apparent that other factors precede it because even though the youth view YPs as having the requisite infrastructural facilities, enrolment levels in YPs are yet to experience a significant improvement meaning that there are other factors with a much stronger influence.

The study also established that Youth do not have a negative perception towards YPs. This is contrary to popular belief that youth regard YPs to be institutions for the academically weak. The study also revealed that there is no significant relationship between contributions of various bodies towards the level of enrolment. In addition the study established that there was no central governing authority among Public YPs in Mombasa County.

In view of these findings, the study concludes that economic status, socio-cultural backgrounds and quality of education are factors influencing youth enrolment levels in Public

YPs in Mombasa County. This means that a positive change in either of these variables will have a positive effect on the level of enrolment within YPs in Mombasa County.

5.5 Recommendations

Following the findings of this study, the researcher recommends the following suggestions that could help assist Public YPs in Mombasa County to improve their enrolment levels. These suggestions are based on the assumption that the government, through the Ministry of Youth Affairs and Sports, will continue regulating and controlling the affairs of the YPs.

The study found out that the family's ability to pay school fees is a factor influencing youth enrolment levels in Public YPs in Mombasa County. Although the government has played a major role in trying to address this issue through the introduction of the SYPT, the researcher feels that there is still need for more emphasis to be directed towards the issue of fees charged within YPs. The researcher therefore recommends that there is need for MOYAS to come up with regulations that will ensure fees charged in YPs are streamlined and affordable to the target population. There is also need for MOYAS to investigate the reasons behind the failure of YPs to attain significant enrolments despite the introduction of SYPT. This will assist formulate solutions on how best to restructure and administer the SYPT so as to benefit those for whom it is intended.

Secondly the study determined that gender-based socio-cultural factors influence youth enrolment levels in Public YPs in Mombasa County. A look at the courses offered in Public YPs in Mombasa County revealed that the female gender are more inclined to two out of the seven courses being offered in the YPs namely plumbing and dressmaking. The YP management therefore needs to initiate more gender oriented courses in order to attract more

students. The researcher therefore recommends that the YP management consider initiating courses like Hair and beauty therapy, Home-economics and cookery, Landscaping and interior design which likely define the role of the female gender within the community.

The study also established that socio-cultural backgrounds are factors influencing youth enrolment levels in Public YPs in Mombasa County. Socio-cultural perceptions are internalized in the youth at a very early age and these may be difficult or impossible to change. There is therefore need to intensify sensitization programmes among the youth. MOYAS and CLUSA need to work together to initiate sensitization programmes on the value of YP education among the youth through the use of the youth village bunges.

Thirdly the study determined that historical factors do not influence youth enrolment levels in Public YPs in Mombasa County, Kenya. However, this finding is only valid within the confines of the study population which consisted of youth who may have gained access to knowledge through youth village bunges which operate under the guidance of CLUSA in partnership with MOYAS. There is therefore need for further investigation with a more general population to find out if indeed this is the general perception among youth in Mombasa County.

Fourth, the study revealed that quality of education is a factor influencing youth enrolment levels in Public YPs in Mombasa County, Kenya. Specifically it was determined that youth's choice of education is guided by the perceived value of the acquired certificate. The researcher therefore recommends that policy makers within the education sector in government need to consider restructuring the education system to give greater recognition to productive skills and to integrate vocational training into the mainstream education system.

There is also need for further investigation to reveal the factors impeding youth willingness to enroll in YPs despite the fact that they view YPs as having the requisite infrastructural facilities.

Lastly, the study found out that greater contribution by the various bodies towards the development of YPs would improve the enrolment levels within YPs. However, YPs do not have a central governing system therefore efforts by the various stakeholders towards the development of YPs cannot be quantified. This also means that it is difficult for the government to regulate and control the affairs of the YP. The researcher recommends that the government should consider enacting a Youth Polytechnic policy which will allow for the streamlining of all YP functions through a central governing body. There is also need for further investigation on the effects that a central governing body would have on YP enrolments.

5.6 Suggestions for Further Research

Following the findings of this study, the researcher identifies the following areas that could be explored as a basis for future research.

The scope of this research was constrained by limited time and funding, therefore the study population consisted of a very small percentage of the total youth population within Mombasa County ($\approx 1.4\%$). The study population was also confined to specific groupings which could be regarded as exhibiting homogeneous characteristics. This did not offer opportunity for much diversity in the findings. The researcher therefore suggests the need for a similar research that will focus on the general youth population within Mombasa County.

The study also did not investigate the effect that a central governing body would have on youth enrolment levels in YPs even though it is obvious that regulating the affairs of the YP can have much positive results on the growth of the YP as it creates checks and balances in the utilization of funds and regulates on staff qualifications, code of conducts and other managerial principles. The researcher therefore suggests that further research be done in this area bearing in mind that administrative factors embrace a broader aspect and therefore need to be studied independently.

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APPENDICES

APPENDIX I

PERMISSION TO CONDUCT RESEARCH

Jane K. Ngumbao
P.O. Box 43561 – 80100
MOMBASA

Date: 24th May, 2012

The District Youth Training Officer
MOMBASA ZONE

Dear Madam,

RE: PERMISSION TO CONDUCT RESEARCH

I am a Masters Student at the School of Continuing and Distance Education of the University of Nairobi. As part of my course, I am required to undertake a research on a topic of my choice and submit a research report. The topic of my research is **Factors Influencing Youth Enrolment Levels in Public Youth Polytechnics in Mombasa County, Kenya.**

To be able to draw meaningful conclusions, I will have to administer questionnaires to youth in Mombasa County, Youth Polytechnic staff and trainees in order to get their views on various aspects of Youth Polytechnics. I am therefore kindly requesting for your permission to be able to collect data in the Youth Polytechnics and among the youth.

The findings of this study will inform the YP Management Committees, Government and other stakeholders on the real causes of low enrolment of Youths in Public YPs in Mombasa County and will enable them to effectively address the problem of skill development among the youth. The information gathered will be used purely for Academic purposes and will be treated with the utmost confidentiality.

Thank you.

Jane K. Ngumbao,
Student (MA. PPM) – L50/65613/2010
University of Nairobi (SCDE)
MOMBASA

cc.
District Youth Development Officer
MOMBASA
KISAUNI
LIKONI
CHANGAMWE

The Field Facilitator
Mombasa County
USAID Kenya YES Youth Can! Coast

APPENDIX II

AUTHORITY TO CONDUCT RESEARCH



MINISTRY OF YOUTH AFFAIRS AND SPORTS
DEPARTMENT OF YOUTH TRAINING

Telephone: 0720465288

Email:

When replying please quote

Ref No: DTYO/MSA/5/(17)

DISTRICT YOUTH TRAINING
OFFICER
COUNTY: MOMBASA
P.O BOX 90424-80100
MOMBASA

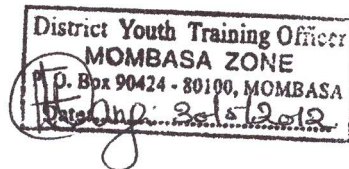
30th May, 2012.

Ms. Jane K. Ngumbao
P.O. Box 43561 – 80100
MOMBASA

RE: AUTHORITY TO CONDUCT RESEARCH

Reference is made to your letter dated 24th May, 2012 requesting this office for permission to conduct research. You are hereby granted authority to collect data among registered youth groups and Youth Polytechnics in Mombasa County.

I trust that the Polytechnic Community in Mombasa County will give you maximum support.



Eddystella Wanja
District Youth Training Officer
MOMBASA ZONE

cc.
District Youth Development Officer
Mombasa
Kisauni
Likoni
Changamwe

The Field Facilitator
Mombasa County
USAID Kenya YES Youth Can! Coast

APPENDIX III:

LETTER OF TRANSMITTAL

Jane K. Ngumbao
P.O. Box 43561 – 80100
MOMBASA

Date:

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

RE: DATA COLLECTION

My name is Jane Kang'ombe Ngumbao a student currently pursuing a Masters Degree in Project Planning and Management at the School of Continuing and Distance Education of the University of Nairobi.

I am undertaking a study to establish the **Factors Influencing Youth Enrolment Levels in Public Youth Polytechnics in Mombasa County, Kenya** as part of the requirements for the fulfillment of the course. The findings of this study will be useful not only to the Ministry of Youth Affairs and Sports and Non-Governmental Organizations who are partners in the development of Youth Polytechnics but also to the youth for whom the Youth Polytechnics are proposed to benefit.

The attached questionnaire is therefore intended to seek your views on the various aspects of Youth Polytechnics. Please fill it in with all sincerity and honesty. The information you provide will be utilized purely for academic purposes and will be treated with the utmost confidentiality.

Thank you for your cooperation.

Yours faithfully,

Jane K. Ngumbao
Student (MA.PPM.) – L50/65613/2010
University of Nairobi (SCDE)
MOMBASA

APPENDIX IV

INFORMED CONSENT

Dear Sir/Madam,

You are being invited to take part in a research study being conducted by Ms. Jane Ngumbao, a Masters student at the University of Nairobi. The purpose of the research is to explore the factors influencing youth enrolment levels in Public YPs in Mombasa County, findings of which may assist the government and other relevant stakeholders to formulate strategies for improving the enrolment levels in YPs. Before you decide to participate in this study, it is important that you understand what the research will involve. Please take the time to read the following information carefully. If you need more information, please do not hesitate to contact the researcher using the address provided below.

There are no risks or discomforts that are anticipated from your participation in the study. You may decline to answer any or all questions and you may terminate your involvement at any time if you choose. If you do not want to be in the study, you may choose not to participate and leave your answers blank.

The information gathered during this study will remain confidential and only the researcher will have access to the study data and information. There will be no identifying names on the questionnaire. Any other identifying details will not be revealed in compiling the results of the study. The information gathered will be used only for academic purpose.

By signing this consent form, I confirm that I have read and understood the information and have had the opportunity to ask questions. I understand that my participation is voluntary and that I am free to withdraw at any time, without giving a reason and without cost. I understand that I will be given a copy of this consent form upon my request. I voluntarily agree to take part in this study.

Respondent:

Signature:

Date:

Research Assistant

Signature:

Date:

Researcher:

Jane Kang'ombe Ngumbao,
Student (MA.PPM) – L50/65613/2010
University of Nairobi
P.O. Box 43561 – 80100, Mombasa
Telephone: 0733682302
Email: janengeti76@gmail.com

APPENDIX V:

QUESTIONNAIRE FOR THE YOUTH

Date: Place of residence:
Youth Bunge: Age:
Gender: Male () Female ()

SECTION A: GENERAL INFORMATION

1. What is your **HIGHEST** level of academic qualification?
- a. University ()
 - b. Technical Training College ()
 - c. Polytechnic education ()
 - d. Secondary education (Certificate awarded) ()
 - e. Did not complete Secondary education ()
 - f. Primary education (Certificate awarded) ()
 - g. Did not complete Primary education ()
 - h. No education ()
2. Are you currently employed? (*Whether part time, full time, permanent, temporary, contract, business etc.*) Yes () No ()

SECTION B: ECONOMIC STATUS

- 3a. Do you have any brothers and/or Sisters? Yes () No ()
- b. If yes, how many bothers and/or sisters do you have? (*Indicate the number*)
Brothers Sisters
- c. Has any of your brothers or sisters ever had to stay out of school because of lack of school fees? Yes () No ()
- 4a. Have you ever thought of pursuing a course in a Youth Polytechnic?
Yes () No ()

b. If yes, which of the following factors did you consider before arriving at your decision?

i) Ability to pay school fees Yes () No ()

ii) Ability to cater for additional costs like buying books, tools and uniform
Yes () No ()

iii) Ability to cater for transportation and lunch costs
Yes () No ()

5. Has your family ever had to forego a meal at any one particular time because they couldn't afford it? Yes () No ()

SECTION C: SOCIO – CULTURAL FACTORS

6a. Do you think boys and girls in your community have an equal opportunity to pursue education? Yes () No ()

b. In your opinion, do you think girls should be allowed to pursue only certain careers?
Yes () No ()

c. Which of the following courses do you think are most suitable for the female gender?

- | | |
|--------------------------------|------------------------------------|
| i) Plumbing () | vi) Hair & Beauty Therapy () |
| ii) Masonry () | vii) Motor Vehicle Mechanics () |
| iii) Electrical/Electronic () | viii) Arc Welding (Metal Work) () |
| iv) Carpentry () | ix) Home-economics & Cookery () |
| v) Agriculture () | x) Tailoring and Dressmaking () |

7. In each of the following statements below indicate your agreement or disagreement by selecting **Yes** for “agree” and **No** for “disagree”.

a. A certificate from a Youth Polytechnic gives a person a better chance of getting a well paying job than a Form Four certificate. Yes () No ()

- b. Youth Polytechnics trainees are from all social backgrounds including those from very rich families and children of elites. Yes () No ()
- c. Trainees from Youth Polytechnics can only be employed in the industrial sector as manual labourers. Yes () No ()
- d. Students in Secondary School are given enough advice regarding their learning and career choices. Yes () No ()
8. Which of the following people played a major role in influencing your decision on which career path to follow? i) Parents () iii) Friends ()
ii) Relatives () iv) Teachers ()

SECTION D: HISTORICAL FACTORS

9. Below are options available to a young person who has performed poorly in the Kenya Certificate of Primary Examination (KCPE). In your opinion, which one do you think is the **BEST** course of action?
- a. Repeat class eight () c. Pursue secondary education ()
b. Enrol for vocational training () d. Seek employment ()
10. In each of the following statements below indicate your agreement or disagreement by selecting **Yes** for “agree” and **No** for “disagree”.
- a. Youth polytechnics admit only those who have reached class eight or did not complete primary schooling. Yes () No ()
- b. Only people who have performed poorly in their Kenya Certificate of Primary Education (KCPE) should join Youth Polytechnics. Yes () No ()
- c. People who have Secondary education do not require vocational skills training. Yes () No ()
- d. If you were to choose between Secondary education and vocational training, which would be your first choice? Secondary education () Vocational training ()

11a. Do you know of any Youth Polytechnic within Mombasa County?

Yes () No ()

b. If yes, what is the name of this Youth Polytechnic and in which District is it?

i. Name of Youth Polytechnic

ii. District

c. How did you come to learn about the existence of the Youth Polytechnic?

.....

SECTION E: QUALITY OF EDUCATION

12a. Do you know of any person who has a certificate in any course from a Youth

Polytechnic? Yes () No ()

b. If yes, would you consider this person to be a role model among the youth in your

community? Yes () No ()

c. Would you say that this person's success has been as a result of the skills he/she

obtained while studying at the Youth Polytechnic? Yes () No ()

13a. Do you think that Youth Polytechnics have the adequate infrastructure (workshops,

classrooms, training equipment and materials, instructors) to enable students learn

effectively? Yes () No ()

b. Do you think that Youth Polytechnic instructors have the qualifications and

experience that is needed to ensure that trainees pass their examinations?

Yes () No ()

c. Do you think that grades of Youth Polytechnic examinations are similar to that of

Primary (KCPE) or Secondary School (KCSE) examinations?

Yes () No ()

Thank you for sharing your views with me

APPENDIX VI

QUESTIONNAIRE FOR YP TRAINEES

Name of YP: Date:

SECTION A: GENERAL INFORMATION

- 1. District of Residence:
- 2. Village:
- 3. Date of Birth:
- 4. Gender:
- 5. Level of Education before enrolling in Polytechnic:
- 6. a. Course taken in the YP:
- b. Why did you choose this course?
-

- 7. What are some of the factors that guided your decision to enroll in a Youth Polytechnic?
Image of the school () Prospects of better employment ()
Bright career prospects () Personal interest in the study ()
Influence of friends () Influence of parents ()
Your Role Model () Other (Specify)

- 8. What are your expectations after graduating from the Youth Polytechnic?
.....
.....

- 9. Who has sponsored you for the training?
Self () Parents () Community fund raising ()
Government () Others (Please specify)

- 10. a. Would you recommend others to seek training in the same Youth Polytechnic?
Yes () No ()

Why/why not?

.....

SECTION B: PARENTS' INFORMATION

11. a. What is your father's occupation? (e.g. *Teacher, Farmer, Tailor, Mason, etc.*)

.....

b. What is your mother's occupation? (e.g. *Teacher, Farmer, Tailor, Mason, etc.*)

.....

12. What was the highest level of education your father and mother successfully completed?

		Father	Mother
1.	University		
2.	Technical Training College		
3.	Polytechnic education		
4.	Secondary education (Certificate Awarded)		
5.	Did not complete Secondary education (indicate class)		
6.	Primary education (Certificate Awarded)		
7.	Did not complete Primary education (indicate class)		
8.	No studies		
9.	Don't know		

Thank you for your cooperation.

SECTION B: WORK RELATED INFORMATION

7. Please indicate with a tick (✓) the extent of your agreement or disagreement with the statement given in the appropriate space.

		Strongly agree	Agree	Undecided	Disagree	Strongly disagree
1.	The YPs physical infrastructure is remarkable					
2.	Workshop facilities are adequate					
3.	Courses offered are marketable					
4.	Teaching staff are highly motivated					
5.	The institution has adequate number of staff for each course					
6.	The institution has qualified instructors in all the courses					
7.	Equipment and machines in the workshop are functional					
8.	Performance standards of trainees are high					
9.	Trainee/Instructor relationship is good					
10.	There is standardized curricula for all courses					
11.	Admission criteria are accommodative enough					
12.	Fees charged for all programmes are affordable					
13.	The institution is successful in attracting students to enroll					
14.	There is a good marketing programme in the institution					

8. How do potential trainees learn about the institution?

Parents ()

Media (e.g. Radio, Television, Newspapers etc.) ()

Chief Baraza ()

Advertisement (e.g. Posters, Fliers, Banners etc) ()

YP Trainees ()

Other (Specify)

9. a. How long have you been in this institution?

1 – 5 years ()

6 – 10 years ()

11 – 15 years ()

16 – 20 years ()

21 – 25 years ()

26 – 30 years ()

b. Please indicate the trainee enrolment in your trade area for the years indicated in the table below:

Year	Number of trainees
2008	
2009	
2010	
2011	
2012	

10. Who owns the Youth Polytechnic?

Government () NGO () Community ()

Management Committee () Church () Don't know ()

11. How would you rate the contribution of the following bodies towards the growth and development of the YP

		Very Good	Good	Average	Poor	Very Poor
1.	Government					
2.	YP Sponsor					
3.	Community					
4.	Management Committee					

12. Do you think that greater involvement by any of the following bodies in managing the affairs of the YP will improve the trainee enrolment in the YP?

		Yes definitely	Yes to some extent	No difference	No definitely not	Don't know
1.	Government					
2.	YP Sponsor					
3.	Community					
4.	Management Committee					

13. In your opinion, does the geographical location have any effect on enrolment?

Yes () No ()

Please explain

.....

14. How would you rate this institution compared to others in terms of: -

a. Academic standards Higher () Average () Lower ()

b. Enrolment Higher () Average () Lower ()

15. In your opinion, what do you think is responsible for high or low female enrolment in

Youth Polytechnics?.....

.....

Thank you for sharing your views with me