

**FACTORS INFLUENCING FEMALE STUDENTS ENROLMENT IN ARTISAN  
COURSES IN TECHNICAL TRAINING INSTITUTIONS IN KENYA: A CASE OF  
BUNGOMA COUNTY**

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**2014**

## DECLARATION

This research project is my original work and has not been presented for any award in any other university.

Signature.....

Date.....

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**L50/63766/2013**

This research project has been submitted for examination with my approval as the University supervisor.

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## **DEDICATION**

I dedicate this research project to my beloved husband Elias Wanyonyi, for moral and financial support during my study period, my children Victor, Wayne, Charity, Willy and Gloria for their understanding and cooperation in the course of my study, my mother Eznas Lungatso and my late father Francis for having taken me to school against all odds, my sister professor Atamba Mwayuli for her constant urging that I further my education – the torch bearer of our family.

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## **ABBREVIATIONS AND ACRONYMS**

**A.PA** – American Psychological Association

**AAUW** –American Association of University Women

**FAWE**–Federation of African Women

**S.Q** – Student’s Questionnaire

**SET** – Science, Engineering and Technology

**SMASSE** – Strengthening Mathematics and Science in Secondary Education

**TTIs** - Technical Training Institutes

**TVET** - Technical and Vocational Education and Training

**R.Q** – Registrars Questionnaire

**U.S.A**– United States of America

## ABSTRACT

The composition of female studies has been growing all over the world. The trend seems to indicate that female students prefer some courses over others. Female students who enroll in postgraduate courses do so for a number of reasons which range from the desire for high income or better employment, empowerment for decision reasons and other social cultural factors. This trend is also typical in Technical Training Institutions. The purpose of the study was to investigate the factors that influence female students' enrolment in artisan courses in technical institutions in Bungoma County. The study was guided by the following objectives; the influence of job market on female student course enrolment in artisan courses, the extent to which female student family background influence their enrolment in artisan courses, to ascertain how peer pressure influence female students enrolment in artisan courses and lastly to determine how intensity of training influence enrolment of female students in technical training institutions in Bungoma County. The researcher employed a descriptive survey design. The target population for the study was 147 students in first year taking artisan courses in three technical training institutions in Bungoma County, three registrars and the technical education officer making a total of 150 respondents. The sample size was 147 first year female students taking artisan oriented courses in the three technical training institutes selected using census study design and three registrars and the technical education officer making a total of 150 respondents. The research used Students' Questionnaire (SQ), Registrars Questionnaire (RQ) and technical education officers Questionnaire (TEOQ) as data collection instruments. Validity and reliability of the research instruments were tested prior to actual collection of data. Data was analyzed using descriptive statistics and presented using APA tables formats. It was deduced that majority of the respondents joined technical institutions for self employment and not formal employment. The findings showed that majority of the respondents joined technical institutions based on Parental Influence and on Personal Attitudes. Majority of the respondents had poor attitude towards science courses. The respondents had positive attitude towards art based courses. In regard to intensity of training, the findings showed that majority of the respondents could neither comfortably carry out practical lessons nor do manipulation of heavy equipments. Majority of the respondents were not comfortable with intensive Curriculum content. The study recommends that Female students should join technical institutions for self employment and formal employment based on career guidance in schools.

## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background of the Study

A number of studies carried out in African countries have provided data that illustrates the gross under representation of females in Artisan subjects and careers (FAWE, 1997). At a conference organized by the Federation of African Women Educationists (FAWE), it was acknowledged that in many African states, girls are still restricted to studying what is perceived to be “soft option” Subjects, which has limited their access to scientific and technical disciplines in institutions of higher learning (Ramani, 2004).

According to studies done in USA attitudes largely determine what students learn and their willingness to learn. Lingren (1980) supported this view by stressing the importance of students holding favourable-<sup>\*</sup> attitudes if learning experiences are to be successful. Several definitions have been offered as to what attitudes are. Fishbein and Ajzen (1975) in their earlier studies in USA and Europe stated that an attitude is one's general feeling of favour or otherwise toward some stimulus objects. A similar definition was offered by Thorndike and Hagen (1975) and Richardson (1977). They added that this judgment or feeling is towards an individual, a group, an object, an institution or a proposition.

The composition of female studies has been growing all over the world. The trend seems to indicate that female students prefer some courses over others. Female students who enroll in postgraduate courses do so for a number of reasons which range from the desire for high income or better employment, empowerment for decision reasons and other social cultural factors. This trend is also typical in many training institutions (Wattles, 2009). It was a common practice in the old days in the United States of America and Europe and Africa to find feudalism converting it into a family affair where the son of a blacksmith was destined to become a blacksmith and a feudal was born a leader. Industrialization and post industrialization has made it possible for a common person to be richer as long as she or he has due skills and knowledge (Wattles, 2009). Today, one has not only to make due career planning but also exhaustive career research before making a career choice so as to adjust with the evolving socio-economic conditions (Wattles, 2009).

However, caution must be taken as to what attitudes students have as fears passed on to students stay with them for the rest of their education (Philips, 1980). Extending this further, Tobias, (1978) stated that "negative attitudes can powerfully inhibit intellect and curiosity and can keep us from learning what is well within our power to understand". In African secondary school, Fakuode (1973) found that it is common knowledge that the majority of the students in Nigerian Secondary schools dislike mathematics when comparing the two sexes.

Other studies done in East Africa and especially in Uganda, and Kenya shows that females have been noted to have more negative attitudes (Iben,1991; Dike, 1984; Omuoha, 1982; Oyewole, 1982; Tobias, and Weissbrod, 1980; Preece, 1979; Fennema and Sherman, 1977; Bassa, 1976). The differences between the attitudes of males and females increase as students' progress in school (Lewy, 1982)

According to Mukherjee and Umar (1989) of Kano state polytechnic, Nigeria, attitudes can be changed as theories of attitude change have shown. Research on attitudes change of individuals and their subsequent behaviour has been mainly in fields other than education especially in Kenya. Attitudes like values are products of the social interactions a child is likely to experience with his parents, teachers and neighbourhood community. Successful interactions depend on positive reinforcements, which in their turn lead to ego- involvement of the persons concerned. Most of students who are in secondary schools do not have accurate information about occupational opportunities to help them make appropriate career choice. According to Kerka (2000), course enrolment is influenced by multiple factors including personality, interests, self-concept, cultural identity, globalization, socialization, role model, social support and available resources such as information and financial.

Bandura (2001) state that each individual undertaking the process is influenced by several factors including the context in which they live in, their personal aptitudes, social contacts and educational attainment. According to Hewitt (2010), factors influencing career choice can either be intrinsic or extrinsic or both. Hewitt further states that most people are influenced by careers that their parents favour, others follow the careers that their educational choices have opened for them, some choose to follow their passion regardless of how much or little it will make them while others choose the careers that give high income. Students perception of being suitable for particular jobs also has been found to be influenced by a number of factors including ethnic

background, year in school, level of achievement, choice of science subjects, attitudes and differences in job characteristics (McQuaid and Bond, 2003).

In a study by Perrone, (2001) on role model influence on the career decisiveness of college students, it was found that role model supportiveness, and quality of relationship contributed to the career choice of students. The same study indicated that majority of the students selected same gender role models. Research on the role of spirituality and religion in career development although limited in scope has suggested that such factors relate positively to desirable career development outcomes such as career decisions. For many people with spiritual or religious commitment faith plays a critical role in the career decision making process. (Duffy and Dick 2009).

In Kenya, it was reported at a workshop organized by Kenyatta University and the World Bank, on gender main-streaming in public universities, that although gender disparities in students' enrolment exist at all levels of higher education, they are particularly wide at higher degree levels especially in sciences, with special reference to mathematics and technical disciplines. It was also reported that women academicians are concentrated in what is perceived as traditional female social science and education disciplines (Ramani, 2004).

A Study on subject enrolment in Ethiopia by Stebleton (2007) indicated that the students had an external locus of control and believes that there are numerous external factors which influence their career choices. These external factors include; political and economic considerations, previous work experience and the influence of key individuals in a person's life. Pummel, Harwood and Lavallee (2008) reports that external influences that helps to shape an individual career aspirations. According to the journal of Emerging Trends in Educational Research and Policy Studies (JETERAPS) Scholar link Research Institute Journals, (2011) [jeteraps.scholarlinkresearch.org](http://jeteraps.scholarlinkresearch.org) Journal of Emerging Trends in Educational Research and Policy Studies: students subject enrolment are also influenced by significant social support from peers.

In a study by Natalie (2006), young adults were influenced through interaction with the context of family, school and community as they learn about and explore careers which ultimately lead to their career choice. One consistent finding in research suggests that adolescents' own aspirations are influenced by their parent's aspirations or expectations. Parental support and encouragement are important factors that have been found to influence career choice. Children may choose what their parents desire simply to please them (Taylor et al, 2004)

According to Oyamo and Amoth (2008), studies in Kenya show that rural students tend to seek help from parents more than urban students and that parents more than teachers play a major role in the career choice of students. Generally, the choice of a career is influenced by parents, friends, and counselors however variations occur from one population to the other. In Kenya, every year form four secondary school students make their career choices before sitting for their final Kenya Certificate of Secondary Examination. The result of this final examination determines who joins university since admissions into various careers are determined by grades obtained from the Kenya Certificate of Secondary Education. Before making their subject choices, students are often provided with a list of careers from which they are supposed to make choices. Most of the students lack adequate information regarding various careers hence the choices that they make are embedded in their perception of the ideal job and the subjects they study in secondary school. The only support students get within the school is from career masters or counselors as they are mostly referred to and the teachers who are expected to support students in their career choice. The purpose of this study was to examine the factors influencing female student's enrolment in artisan subjects in technical training institutes in Bungoma County. The area of study was chosen given that the statistics in the TTIs shows that majority of first year students have enrolled in Business courses compared with those enrolled in artisan courses MOEST (2011).

## **1.2 Statement of the Problem**

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

In Bungoma county Girls and women are still marginalized as far as TVET is concerned. A closer examination of girls' enrolment in TVET reveals a heavy traditional bias in favour of agriculture and home science, with very few enrolments in the traditionally male-dominated technical areas, such as building construction, power mechanics, metalwork and woodwork. This

bias could be influencing the enrolment and participation of women in TVET programmes. The job market for women engineers, women electricians and others may not be guaranteed at the moment. This perception is responsible for shaping students' attitudes towards TVET subjects. Research has shown that people in society do not fully appreciate the value of TVET (Kerre, 1996; Tum, 1996). Some studies have suggested that the major reason for this negative attitude is the long-term low status of TVET compared to general education.

Guttersrud, Henriksen, and Isnes (2004) confirmed this under-representation of female students in artisan oriented courses. The shortfall in the number of female students taking artisan courses could have serious consequences for the county because the development of every nation is driven by the advancement in science and technology education, and science courses is a central pillar around which such advancement strives. The overall research problem that was addressed in this study was that despite the establishment of technical and vocational education and training, female students taking artisan courses in technical institution in Kenya, the statistics still shows a low enrolment of females in artisan oriented courses. Therefore, there is the need to establish the factors affecting the interest of female students in artisan oriented courses in the current context, hence the need for this study. It is against this background that the researcher sought to establish the factors influencing female student's enrolment in artisan subjects in technical training institutes in Bungoma County

### **1.3 Purpose of the Study**

The purpose of this study was to examine the factors influencing female student's enrolment in artisan subjects in technical training institutes in Bungoma County.

### **1.4 Objectives of the Study**

The study aimed at achieving the following objectives:

1. To establish the extent to which job market influence enrolment of female students in artisan oriented courses in technical training institutions in Bungoma County.
2. To determine the extent to which family background influence enrolment of female students in artisan oriented courses in technical training institutions in Bungoma County.
3. To assess how peer pressure influence enrolment of female students in artisan oriented courses in technical training institutions in Bungoma County.

4. To establish the extent to which intensity of training influence enrolment of female students in artisan oriented courses in technical training institutions in Bungoma County.

### **1.5 Research Questions**

The study was guided by the following research questions

1. To what extent does job market influence enrolment of female students in artisan oriented courses in technical training institutions in Bungoma County?
2. To what extent does family background influence enrolment of female students in artisan oriented courses in technical training institutions in Bungoma County?
3. To what extent does peer pressure influence enrolment of female students in artisan oriented courses in technical training institutions in Bungoma County?
4. To what extent does intensity of training influence enrolment of female students in artisan oriented courses in technical training institutions in Bungoma County?

### **1.6 Significance of the Study**

The findings of the study were hoped to be of great importance to researchers as it would help develop additional literature in the area of factors that influence enrolment of female students in artisan oriented courses in technical training institutions in Kenya. The study findings would benefit the government of Kenya in developing and implementing policies that promote proper and informed subject enrolment among students. It is also hoped that the findings would help colleges to be sensitive on students' choice of courses.

### **1.7 Basic Assumptions of the Study**

This current study was guided by the following assumptions; that the selected sample would represent the population in all the variables of interest and that respondents would be willing to give the information freely without fear. It was also assumed that all the questionnaires would be returned on time and that those to be interviewed would be available and willing to participate and provide honest, accurate, complete answers, and that the researcher would have adequate time to complete the study.

### **1.8 Limitations of the Study**

The researcher encountered the following limitations .The respondents were shy about giving information thinking it will be used for commercial purposes but they were assured of confidentiality. Lastly, it was also not easy to get some respondents to respond to the questions but the researcher was patient and made several trips to collect them. The findings from this study may not be generalized beyond the colleges participating in the study.

### **1.9 Delimitation of the Study**

This study was carried out in Bungoma County, since the statistics still showed a low enrolment of females in artisan oriented courses as compared to other Counties. Therefore, there was need to establish the factors affecting the interest of female students in artisan oriented courses in the current context, hence the need for this study. It was against this background that the researcher sought to establish the determinants that influence enrolment of female students in artisan oriented courses in technical training institutions in Bungoma County in Kenya tied on the period 2013.

### **1.10 Definition of Significant Terms as Used in the Study**

**County:** an area in a legislative territorial region where the study would take place.

**Course enrolment:** choice of artisan courses by female students in TTIs.

**Employment opportunities:** The job vacancies that we will be open to female artisan students upon completion of their studies.

**Peer pressure:** Peer influence exerted by other students on course choices.

**Family income:** The financial capabilities of the female students' family backgrounds

**Intensity of training:** Learning teaching hours geared towards completion of the course syllabus and handling of heavy equipment.

### **1.11 Organization of the Study**

This study was divided into five chapters as follows: Chapter one gave the background of the study and introduced the problem statement describing the specific problem addressed in the study, as well as the purpose, objectives and research questions that the study sought to answer. Chapter two presented a review of literature and relevant research associated with the problem

addressed in the study, giving theoretical foundations of the study and conceptual framework. Chapter three presented the methodology and procedures that were used for data collection and analysis. Chapter four presented data analysis, presentation and discussion while Chapter five presented summary of findings, conclusion, recommendations and suggestions for further research.

## CHAPTER TWO

### LITERATURE REVIEW

#### 2.1. Introduction

This chapter reviewed the literature related to the study on the topic of establishing the factors influencing female student's enrolment in artisan courses in technical training institutes in Bungoma County. This was based on the research objectives: the influence of job market, family background, peer pressure and intensity of training. A conceptual framework was used to operationalise the variables and lastly the gaps in literature were summarized.

#### 2.2 Concept of female student enrolment in artisan oriented courses

Curriculum requirements of any education system do not remain constant but are ever changing with time. This may for instance be as a result of changing education policy to respond to contemporary societal needs. For example in Kenya there has been a shift of emphasis for education from "white collar job" to education for "self-reliance". According to TVET objectives technical and vocational training aims at providing life skills to learners that will enable to cope with challenges of adulthood and working life. Further to provide adequate and appropriate skilled artisans, craftsmen, technicians and technologists at all level of the economy through practical training and work experience. Under such circumstances, in-service training becomes necessary if the new curriculum is to be effectively and efficiently implemented.

According to Gonzo & Plattner (2003), unemployment does contribute to poverty, which in turn contributes to many other psychological effects on individuals who are unemployed. The question is what contributes to the high unemployment rate in Kenya, especially amongst the youth? Also, what can Kenyan people do in order to help alleviate the high unemployment among our youth? There may be many reasons, which contribute to unemployment. One reason could be that the country's economy is unable to offer enough employment to all young people who may need it. Another reason could be that there are not enough funds available for those who wish to study further. Unemployment could also be attributed to the fact that the youth of Kenya may not be motivated to find a job. There are many examples of young people who even after passing with good marks and having much potential for the future, seem to wait for jobs to find them.

According to Gonzo & Plattner (2003), remaining jobless for long periods makes people's hope fade away, which in turn, increases depression. To improve the employment situation of our youth, and the country at large, changes need to be effected. Today's students are tomorrow's employees and employers (Jacobs, van Jaarsveld, & van Mollendorf, 1991). Therefore, proper development of current future students is of great importance. Literature shows that high youth unemployment could also be attributed to a lack of effective career guidance in schools. Career guidance is supposed to guide the youth into better decision-making regarding their future careers and other life expectations (Stead & Watson, 1999; Osipow, 1983; Sharf, 2002; Hayes & Hopson, 1977).

### **2.3. Job market and enrolment of female students in artisan oriented courses**

Given the limited capabilities of out-of-school youth, additional training for self-employment is nearly always necessary. However, training on its own rarely results in viable self-employment. In Kenya, for example, by the early 1990s, only two percent of the 100,000 apprentices trained through the government's Open Apprenticeship Scheme had managed to start their own businesses mainly because of the high cost of equipment (see Gallagher and Yunusa, 1996). Very few government training institutions in Africa have managed to provide conventional training services to out-of-school youth. Most of the most successful models of youth training in the industrialized and semi-industrial economies have limited relevance to Africa. This is because major reliance is placed on training placements in formal sector enterprises (Gallart, 1999). The formal sector is too small in most African countries to be able to support a sizeable youth training programme of this kind. Conventional apprenticeship programmes have collapsed in most countries.

Students can make wise career decisions if they are familiar with characteristics of the business they wish to enter. "From wood comes lumber, millwork, and manufactured wood products. All wood species are brought to market as lumber through a sequence of steps. These include harvesting, sawing, drying, and grading. Individuals or industries then order lumber and millwork to meet their needs" (Umstatted, 1996). Additionally, the processing of wood products creates employment. The implementation of career guidance at schools, could promote self-awareness as well as on awareness of work opportunities (Sharf, 2002; Hayes & Hopson, 1977; Brown et al., 1996). Brown et al. (1996) assumed that people, who are informed about possible

career choices and about their abilities, have a better chance of choosing careers and are more prepared to achieve their goals and enter careers that fit their personalities. Therefore, it is important to offer career guidance and career counseling in schools as early as Primary School (Gladding, 1996; Hayes & Hopson, 1977).

According to Gonzo & Plattner (2003), unemployment does contribute to poverty, which in turn contributes to many other psychological effects on individuals who are unemployed. The question is what contributes to the high unemployment rate in Kenya, especially amongst the youth? Also, what can Kenyan people do in order to help alleviate the high unemployment among our youth? There may be many reasons, which contribute to unemployment. One reason could be that the country's economy is unable to offer enough employment to all young people who may need it. Another reason could be that there are not enough funds available for those who wish to study further. Unemployment could also be attributed to the fact that the youth of Kenya may not be motivated to find a job. There are many examples of young people who even after passing with good marks and having much potential for the future, seem to wait for jobs to find them. Some may be idle for years. Long periods of waiting and idleness can take a psychological toll on people.

The development of a country depends on the developmental level of its people. At present, Kenya has a high unemployment rate, currently standing at 33.8%. On top of that, according to the Ministry of Labour's survey in 2001, most of the unemployed people in Kenya are young (Ministry of Labour, 2002). Many of these young people fail to find a job after completing their schooling despite having passed with good marks. Unfortunately, they find themselves sitting at home doing nothing. They fail to both find work or to make plans to further their studies. The Ministry of Labour confirmed that the unemployment rate in the age group 15 – 24 years stands at between 46 – 65 %. This age group consists of adolescents and young adults. This is a very alarming rate for any country.

According to Gonzo & Plattner (2003), remaining jobless for long periods makes people's hope fade away, which in turn, increases depression. To improve the employment situation of our youth, and the country at large, changes need to be effected. Today's students are tomorrow's employees and employers (Jacobs, van Jaarsveld, & van Mollendorf, 1991). Therefore, proper development of current future students is of great importance. Literature shows that high youth unemployment could also be attributed to a lack of effective career guidance in

schools. Career guidance is supposed to guide the youth into better decision-making regarding their future careers and other life expectations (Stead & Watson, 1999; Osipow, 1983; Sharf, 2002; Hayes & Hopson, 1977).

#### **2.4. Family income and enrolment of female students in artisan oriented courses**

Previous research suggested that parents played a unique and significant role in their children's career development and career choice, this relationship has emerged repeatedly in the literature (Leung, Wright, & Foster, 1987; McNair & Brown, 1983; Palmer & Cochran, 1988). During adolescence, youth are found to begin developing a sense of identity, which also tends to include the type of work they wanted to do in their lives. They often begin considering career choices more seriously than before, which can be a frightening time for them (Middleton & Laughead, 1993). Adolescents are more likely to obtain career related information from their parents than from others. However, family environment and siblings can interact with parental influence to shape an adolescent's career path. For Asian Americans, and especially for recent immigrants, extended family including aunts, uncles, and grandparents might play a large role in shaping the individual's career trajectory. Parental influence can be positive and supportive; however, parental influence also can come in the form of pressure to be successful in a given field (Middleton & Loughhead, 1993).

However, caution must be taken as to what attitudes students have as fears passed on to students stay with them for the rest of their education (Philips, 1980). Extending this further, Tobias, (1978) stated that "negative attitudes can powerfully inhibit intellect and curiosity and can keep us from learning what is well within our power to understand". Curriculum requirements of any education system do not remain constant but are ever changing with time. This may for instance be as a result of changing education policy to respond to contemporary societal needs. For example in Kenya there has been a shift of emphasis for education for "white

collar job" to education for "self- reliance". Under such circumstances, in-service training becomes necessary if the new curriculum is to be effectively and efficiently implemented.

## **2.5. Peer pressure and female students enrollment in artisan oriented courses**

Peer pressures determine what students learn and their willingness to learn. Lingren (1980) supported this view by stressing the importance of students holding favourable attitudes if learning experiences are to be successful. Several definitions have been offered as to what attitudes are. Fishbein and Ajzen (1975) stated that an attitude is one's general feeling of favour or otherwise toward some stimulus objects. A similar definition was offered by Thorndike and Hagen (1975) and Richardson (1977). They added that this judgement or feeling is towards an individual, a group, an object, an institutions or a proposition. However, caution must be taken as to what extent does peer pressure influence students career paths as what is passed on to students stay with them for the rest of their education (Philips, 1980). Extending this further, Tobias, (1978:54) stated that "negative attitudes can powerfully inhibit intellect and curiosity and can keep us from learning what is well within our power to understand". Curriculum requirements of any education system do not remain constant but are ever changing with time. This may for instance be as a result of changing education policy to respond to contemporary societal needs. For example in Kenya there has been a shift of emphasis for education from "white collar job" to education for "self- reliance". According to TVET objectives technical and vocational training aims at providing life skills to learners that will enable to cope with challenges of adulthood and working life. Further to provide adequate and appropriate skilled artisans, craftsmen, technicians and technologists at all level of the economy through practical training and work experience. Under such circumstances, in-service training becomes necessary if the new curriculum is to be effectively and efficiently implemented.

In the secondary school, Fakuede (1973) found that it is common knowledge that the majority of the students in Nigerian Secondary schools dislike mathematics when comparing the two sexes. Internationally females have been noted to have more negative peer pressure (Iben, 1991; Dike, 1984; Omuoha, 1982; Oyewole, 1982; Tobias, and Weissbroad, 1980; Preece, 1979; Fennema and Sherman, 1977; Bassa, 1976). The differences between the attitudes of males and females increase as students' progress in school (Lewy, 1982). According to Mukherjee and Umar (1989) of Kano state polytechnic, Nigeria, attitudes can be changed as theories of attitude

change have shown. Research on attitudes change of individuals and their subsequent behavior has been mainly in fields other than education. Attitudes like values are products of the social interactions a child is likely to experience with his parents, teachers and neighborhood community. Successful interactions depend on positive reinforcements, which in their turn lead to ego- involvement of the persons concerned.

There has always been an interest in the development of positive students' attitudes towards humanities. The objectives of any curriculum include fostering favorable feelings toward humanities as well as imparting cognitive knowledge. While Bolaji (1996) has provided an overview of much aspect of gender stereotype towards humanities including a review of instrumentation, it is still unclear how the school environment affects the development of students' attitudes towards humanities.

## **2.6. Intensity of training and enrolment of female students in artisan oriented courses**

Changes in curriculum bring about a need for re-examination of pedagogical aspects. New teaching methods/ approaches may be required to teach new curricula. Other than new curricula there is continuous research on effectiveness of teaching/ learning methods/ approaches and as such practicing teachers need to be updated on the current trends. For example, there has been a strong recommendation by educators for a shift from a teacher- centered approach to student-centered approach of teaching. Without in-service training during which such developments are articulated, teachers may find it difficult to discard old practices for the new ones. There is always room for improvement, no matter how well our students are doing now; it would be foolish not to try to improve.

Wambui (2002) realized that a student- centered lesson should be enhanced from two complimentary elements: placing more responsibility in the hands of the students, and requiring the teacher to serve as a mentor and facilitator in presenting knowledge especially to students and fellow teachers in the teaching/ learning process. She asserts that knowledge must be organized structurally and functionally. It should be noted that subject vary in nature, context and depth. A tool that is suitable for one subject may not be suitable for another. For example, in 1971 Jerome Brunner carried out a research in Canada with the aim to standardize the application of instructional materials. The instructional materials used for mathematics are virtually not suitable in the class of economic or government. Brunner also noted the difference

when social science subject like economics was taught through vocalization only and later visualizations only and then the combination of both. The results are as follows: Rate of assimilation was 52% for vocalization only, rate of assimilation was 22% for visual aids only and rate of assimilation was 76% when both vocalization and visual aids were used. Later in 1983, Arnold Smith of the educational resources and technology institute Canada carried out his own research on the same field and suggests that Prof. Jerome's work was under workable in real life situation. Arnold Smith (1983) concluded that the best instructional materials in the world become useless when they are improperly used.

## **2.7. Theoretical Framework**

The theoretical framework for this study was based on Super's Career Development Theory which is a life-span-life-space approach which entails social situations the individuals have to go through, and focuses on individuals' intra-personal aspects, such as values, self-concept, life roles and culture: Super's Career Development Theory- The practice of matching people with certain kind of work was derived from Frank Parson (1909) who tried to match individuals' abilities and interests with vocational opportunity, Parson's important contribution to the development of career theories was the idea that interests and abilities do influence careers. Someone will, thus, choose a career that matches his or her interests, abilities and personality. once a person has made a career decision, then he or she will be restricted to it, The person may find it difficult to change his/her career goals and the decision taken might restrict that person from making other decisions concerning his or her career development because the person might have already made efforts regarding the chosen career and committed him or her to it. Super's theory did not arise at one time and stop there, but it developed itself over a long period of time. Different constructs were added and adjustments were made since 1953 until the 1990's. Career development and self-concept were core concepts in Super's theory in 1953 (Stead & Watson, 1999; Brown, Brooks & Associates, 1996).

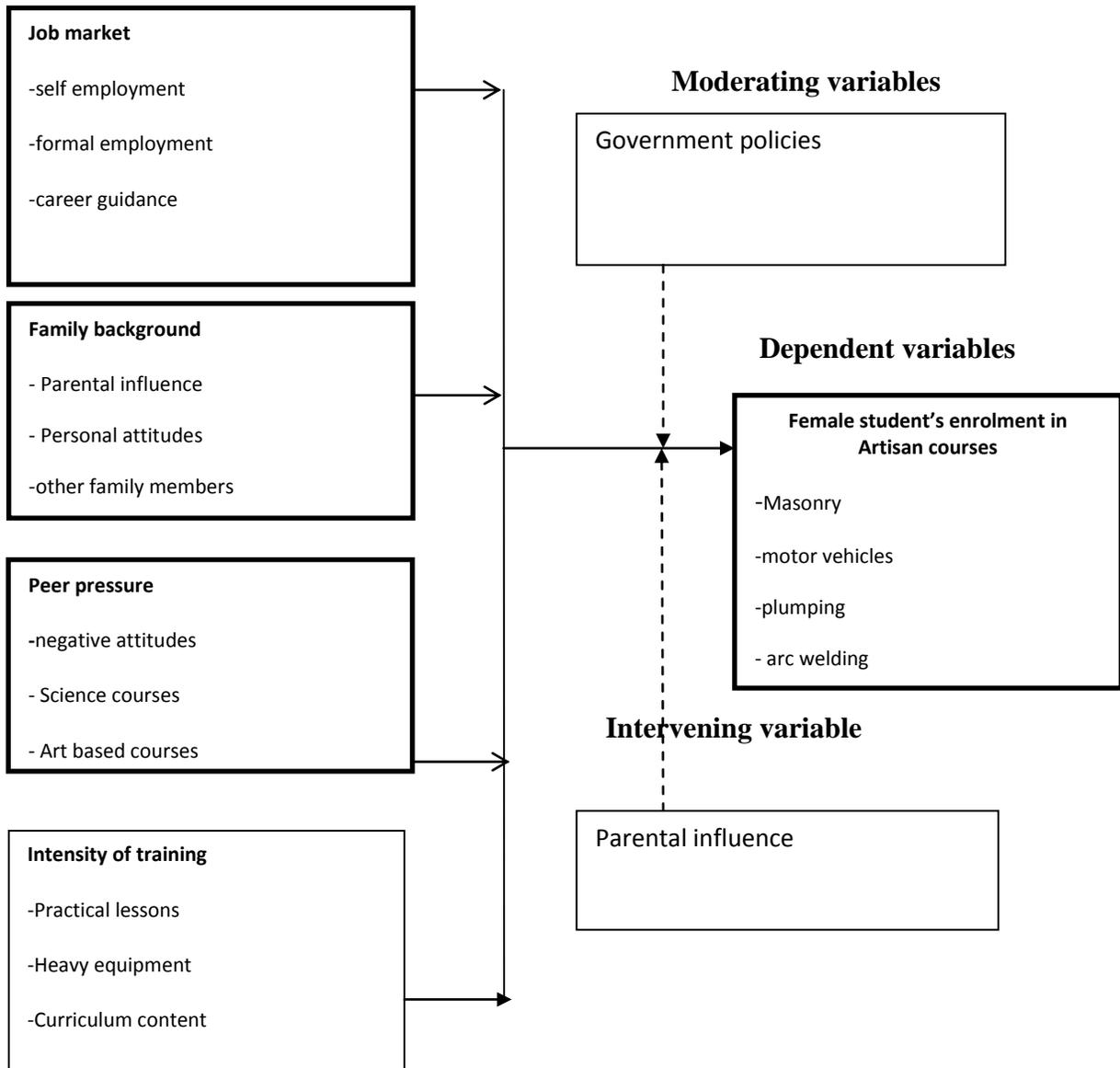
According to Super, career choice is based on matching the individuals' abilities and interests with the work, and is influenced by economic, social, environmental and physical factors. Changes in these factors may have an impact on individuals' career development and choice. Super's theory is comprised of different developmental stages during which career choices are made. During these developmental stages, the individual develops skills and acquires

a level of maturity to adopt in his or her career choice. In 1953, Super's theory (Sharf, 2002), consists of three original constructs. These are career development, self-concept and career maturity (Sharf, 2002). Other constructs of Super's theory were expanded from the original ones, through further studies by Super himself and other researchers, over the years. These are the constructs of values, life roles and cultural context (Sharf, 2002; Osipow, 1983; Brown, et al, 1996; Super, Sverko & Super, 1995). The current study therefore was based on concept career development theory which is a life-span-life-space approach which entails social situations the individuals have to go through, and focuses on individuals' intra-personal aspects, such as values, self-concept, life roles and culture.

## **2.8. Conceptual Framework**

The current study was guided by the following conceptual framework, which was used to explain the interrelationship between the variables. A conceptual framework is a scheme of variables a researcher operationalizes in order to achieve the set objectives (Oso&Onen 2002).

## Independent variables



**Fig.1 Conceptual Framework**

Mugenda and Mugenda (1999) argued that independent variable attempts to indicate the total influence in the study. It was hypothesized that the independent variable with its components job market, family background, peer pressure and intensity of training directly influence the dependent variable female students enrolment in artisan oriented courses, however intervening

variables with its components parental influence, and government policies may accelerate or delay the course enrolment in artisan oriented courses.

## **2.9. Summary of Literature Review**

The purpose of the review of the above literature was to avoid unnecessary and unintentional duplication of framework from which the research findings were interpreted and also demonstrate the researcher's familiarity with existing knowledge. The researcher reviewed literature related to the study on the topic factors that influence enrolment of female students in artisan oriented courses in technical training institutions in Bungoma County, by focusing on the general studies of what other researchers have said in relation to the study objectives.

The current study was unique in that it targeted the enrolment of female students in artisan oriented subjects in line with the job market, family income, intensity of training and peer pressure as factors that influence female students enrolment in artisan oriented courses in Technical training institutes (TTI) which has consistently been low and there is the need to investigate how female students make their artisan subject enrolment decision. Among all the main courses in TTIs, the artisan courses make one of the least, if not the least female student admissions every year.

The reason for this disparity has not been adequately researched on. This research therefore postulates that the disparity in career aspirations might be attributed to the various factors influencing their careers choices.

The overall research problem that was addressed in this study was that despite the establishment of technical and vocational education and training, female students taking artisan courses in technical institution in Kenya, the statistics still showed a low enrolment of females in artisan oriented courses. Therefore, there is the need to establish the factors affecting the interest of female students in artisan oriented courses in the current context, hence the need for this study.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1. Introduction**

The chapter describes the research design as well as the methods that were used to sample the population and the target population bringing out the sample size. The chapter further looked at methods of data collection, research instruments, their validity and reliability, operational definition of variables and methods of data analysis.

#### **3.2. Research Design**

This study employed a descriptive survey design, which is a type of research undertaken with the aim of describing characteristics of variables in a situation. According to Best and Khan (2009), descriptive survey design is concerned with conditions or relationships that exists, opinions that are held, processes that are going on, effects that are evident, or trends that are developing. The descriptive survey design enabled collection of data without manipulating the research variables. The descriptive survey design also optimized on the strengths of both quantitative and qualitative research methodology. The survey method also allowed collection of data from a large sample population and generate findings that were used to represent the whole population at a lower cost (Saunders et al, 2007).

#### **3.3. Target Population**

The target population for the study was 147 female students in first year taking artisan courses in technical training institutions in Bungoma county, three registrars and one education officer in charge of technical education in the county making a total of 151, (County education office 2014). The choice of first year's students was based on the assumption that since the courses are on module basis, the first year students were available during the period of data collection, unlike the second years who were on industrial attachment.

#### **3.4. Sample Size and Sampling Procedure**

Sampling is a process of selecting a number of individual or objects from a population such that the selected group contains elements representative of the characteristics found in the entire group (Orodho and Kombo, 2002). A sample is finite part of a statistical population where properties are studied to gain information about the whole (Webster, 1985).

### **3.4.1. Sample size**

The technical training institutions were purposively sampled since the research targeted all the three colleges. The purpose of this was to ensure that each college was represented in the study. Sample of 147 female students was appropriately distributed among the three technical training institutions. The researcher also gathered information from registrars of the institutions that participated in the study and one education officer in charge of technical education in the county.

### **3.4.2 Sampling procedure**

A total of 147 first year female students taking artisan courses in the three technical training institutes were selected using census sampling technique of determining sample size for research activities. The three registrars of students were selected purposively for the study. Their information was hoped would strengthen the validity of the results.

### **Data collection Instruments**

The study employed majorly two types of data collection tools namely; Student's Questionnaire (SQ), Registrar's interview schedule (RIS) and Technical education officers interview schedule (TEIS)

### **3.5.1 Questionnaires**

The use of questionnaires in this research was based on one basic underlying assumption: that the respondents were both willing and able to give truthful answers. The three kinds of items which were generally used in the construction of questionnaires were, closed items, open-ended items, and scale items. The closed items allowed the respondents to choose from two or more fixed alternatives, for example, the dichotomous items which provide two alternatives only: yes or no. The open-ended items simply supplied a frame of reference for respondents' answer, coupled with a minimum of restraint or command on their expression. Thus, in open-ended items, respondents provided the answers in their own words. The scale was a set of items to which the respondents responded by indicating degrees of agreement or disagreement.

### **3.5.2 Interview schedules**

The interview schedules were used to supplement each other and to give a deeper and wider exploration into research perspective which will give the research more quality

### **3.5.3 Pilot Testing**

Piloting is trying out of research instruments on the respondents who will not be used in the main study. Therefore it was necessary to pretest the instruments of the research on a small sample of respondents in a preparatory exercise to find out if there is any weakness so that it could be corrected. In this study, a pilot study was done in the month of May in Shamberere and Bushiangala TTIs in Kakamega County which did not take part in the main study with a sample size of 24 female students.

### **3.5.4 Validity of the Instruments**

Validity is the extent to which the instrument measures what it appears to measure according to the researcher's subjective assessment (Nachmias: 1958). Validity deals with the adequacy of the instruments for example, the researcher needs to have adequate questions in the written task in order to collect the required data for analysis that can be used to draw conclusion. Frenekel (1993) suggests that the individual who is supposed to render an intelligent judgment about the adequacy of the instruments should be given the instruments before the actual research is carried out. The instruments were amended according to the expert's comments and recommendations before being administered. In this study, the researcher sought help from the supervisors and lecturers in the school of education to judge the validity of the questionnaire and the questions in the written task.

### **3.5.5 Reliability of the research instruments.**

Reliability is a measure of the degree to which a research instrument yields consistent results or data after repeated trials (Mugenda and Mugenda: 2003). In a research study, a reliability coefficient can be computed to indicate how reliable data are. A coefficient of 0.80 or more implies that there is a higher degree of reliability of the data (Mugenda and Mugenda, 2003). Reliability of the data is in fact a very important aspect of a research study and should be addressed early in the research process and also reported in the final document. In this study, Cronbachs alpha coefficient of internal consistency was used to determine the correlation coefficient which was 0.75.

## **3.6 Data Collection Procedures**

Before the data collection process, the researcher sought a letter from University Nairobi which was used to seek a permit from the National Council of Science and Technology so as to

be allowed to carry on with the research in Bungoma County. The researcher administered the questionnaires with the assistance of two research assistants and there after conducted the interviews.

### **Data Analysis Techniques**

Earlier studies indicate that there are two broad categories of statistical approaches in quantitative research, namely, descriptive (Creswell, 2005; Spatz, 2005; Salkind, 2004; McMillan & Schumacher, 2001). Descriptive statistics are used to summarize, organize, and describe the characteristics of a data collection. Descriptive statistics is the most fundamental way to summarize data and it is a prerequisite for interpreting the results of quantitative research, while inferential statistics are commonly used in reporting results (McMillan & Schumacher, 2001). Similarly, in the context of analyzing quantitative data using statistical techniques, Creswell (2005) explains that descriptive statistics summarize a single variable in a data set or compare how one score relates to all others, while inferential statistical tests are used to assess the differences, relationships, and correlations among variables in the data set. The following section provides a detailed description of the descriptive statistics, which will be used in the study. The raw data were analyzed using descriptive statistics such as the mode, the mean and standard deviations. Data was presented using APA tables.

### **Ethical Considerations**

Permission to carry out the study was sought after presentation of study proposal to the supervisors at the University of Nairobi. The nature and purpose of the study will be explained to the respondents by the researcher. The researcher treated all the information given by the respondents with a lot of confidentiality to safeguard the respondent's personal integrity in regard to University's ethical considerations. In line with human ethics procedures established by the University of Nairobi, the researcher submitted the questionnaire, which was constructed in English to the National Council for Science and Technology (NCST). It was aimed at seeking approval and ensuring the ethical acceptability of the research involving human participants. Accordingly, the pre-testing and pilot study was conducted after obtaining the approval of the NCST.

### 3.9. Operational Definition of Variables

Indicators are shown by the main variables under the study to ensure that they are measurable.

<b>Objective</b>	<b>Type of variable</b>	<b>Indicators</b>	<b>Scale of measurement</b>
To establish the influence of job market on female students enrolment in artisan courses	<b>Independent:</b> employment opportunities	Self employment Formal employment Career guidance	Nominal Ordinal
	<b>Dependent:</b> Enrolment in artisan courses		Nominal Ordinal
To establish the extent to which family background influence female student enrolment in artisan courses	<b>Independent:</b> Family income	Parental influence Personal attitudes Other family members	Ordinal Nominal
	<b>Dependent:</b> Enrolment in artisan courses		Nominal Ordinal
To ascertain how peer pressure influence female students enrolment in Artisan courses	<b>Independent:</b> Peer influence	Negative attitudes Science courses Art based courses	Ordinal
	<b>Dependent:</b> Enrolment in artisan courses		
To determine the extent to which intensity of training influence female students enrolment in Artisan courses	<b>Independent:</b> intensity of training	practical lessons heavy equipments curriculum content	Ordinal

## CHAPTER FOUR

### DATA ANALYSIS, PRESENTATION, INTERPRETATION AND DISCUSSION

#### 4.1 Introduction

This chapter presents the results and discussions of quantitative data analysis of the study. It is divided into two major sections. The first section describes the demographic characteristics of the empirical survey, covering the age of the respondents, boarding or day scholars, KCPE grades and home County. The second section of the chapter provides results and discussions which were based on the four major research questions of the study. For the purposes of this preliminary analysis, descriptive statistics was frequently used to describe the general characteristics of the data collection.

#### 4.2 Response Return Rate

Out of 147 questionnaires dispatched, 137 were dully filled and returned. The response rate is shown in the table 4.1

**Table 4.1 Response Return Rate**

<b>Dispatched</b>	<b>Returned</b>	<b>Percentage</b>
147	137	93.2
<b>Total</b>	<b>137</b>	<b>93.2</b>

From the Table 4.1, percentage return rate was 137 (93.2%).According to Nachimias and Nachimais (1958) 80% to 90% return rate is enough for a descriptive survey study.

#### 4.3. Demographic Characteristics.

The study sought to determine the demographic characteristics of respondents based on age, boarder or day scholar, KCPE grade and home County.

##### 4.3.1 Age of the Respondents

The age of the respondents was sort and the findings are shown in Table 4.2.

**Table 4.2 Ages of Respondents**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Below 15	16	11.7
15-20	66	48.2
20- 25	46	33.6
Above 25	9	6.6
<b>Total</b>	<b>137</b>	<b>100</b>

Table 4.2 shows that 11.7% of the respondents were below 15 years, 48.2% were aged between 15-20 years, 33.6% were aged between 20-25 and 6.6% were above 25 years. The findings show that most of the respondents were between 15-25 years of age.

#### **4.3.2 Day scholar or a boarder**

The study sought to find out whether the respondents were boarders or day and the findings are shown in Table 4.3.

**Table 4.3 Attendance of students**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Boarder	103	75.2
Day scholar	34	24.8
<b>Total</b>	<b>137</b>	<b>100</b>

Table 4.3 shows that 75.2% were boarders and 24.8% were day scholars. The findings show that most of the respondents were boarders.

#### **4.3.3 KCPE results of students**

The KCPE grades of the respondents were sought and the findings are shown in Table 4.4.

**Table 4.4 KCPE results of students**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Below 100	18	13.1
100-200	62	45.3
200-300	9	35.8
Above 300	8	5.8
<b>Total</b>	<b>137</b>	<b>100.0</b>

Table 4.4 shows that 13.1% of the respondents scored below 100 marks, 45.3% scored between 100-200, 35.8% scored between 200-300 and 5.8% scored above 300 marks respectively. The findings show that majority of the respondents scored between 100 and 300 marks,

#### **4.3.4 Home County**

The Home County of the respondents was sought and the findings are shown in Table 4.5.

**Table 4.5 Origin of students**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Bungoma	51	37.2
Kakamega	30	21.9
Busia	34	24.8
Vihiga	14	10.2
Other	8	5.8
<b>Total</b>	<b>137</b>	<b>100</b>

Table 4.5 shows that 37.2% of the respondents came from Bungoma, 21.9% from Kakamega, 24.8% came from Busia, 10.2% came from Vihiga and 5.8% from other counties. The findings show that majority of the respondents came from western region.

#### **4.4 Job market and enrolment of female students in artisan oriented courses in technical training institutions**

The study sought to find out the influence of job market on enrolment of female students in artisan courses in technical training institutions.

##### **4.4.1 Self Employment**

The study sought to find out whether respondents made their course choice for self employment.

The findings are shown in table 4.6

**Table 4.6 Self Employments**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
5=Strongly Agree	62	45.3
4=Agree	50	36.5
3=Neutral	9	6.6
2=Disagree	12	8.8
1=Strongly Disagree	4	2.9
<b>TOTAL</b>	<b>137</b>	<b>100</b>

**MEAN= 4.124**

Table 4.6 shows that 45.3% of the respondents strongly agreed, 36.5% agreed, 6.6% neutral, 8.8 disagreed and 2.9% strongly disagreed. The mean of the respondents is 4.124. The findings show that majority of the respondents joined technical institutions for self employment.

Given the limited capabilities of out-of-school youth, additional training for self-employment is nearly always necessary. However, training on its own rarely results in viable self-employment. In Kenya, for example, by the early 1990s, only two percent of the 100,000 apprentices trained

through the government's Open Apprenticeship Scheme had managed to start their own businesses mainly because of the high cost of equipment (see Gallagher and Yunusa, 1996). Very few government training institutions in Africa have managed to provide conventional training services to out-of-school youth. Most of the most successful models of youth training in the industrialized and semi-industrial economies have limited relevance to Africa. This is because major reliance is placed on training placements in formal sector enterprises (Gallart, 1999). The formal sector is too small in most African countries to be able to support a sizeable youth training programme of this kind. Conventional apprenticeship programmes have collapsed in most countries

Students can make wise career decisions if they are familiar with characteristics of the business they wish to enter. "From wood comes lumber, millwork, and manufactured wood products. All wood species are brought to market as lumber through a sequence of steps. These include harvesting, sawing, drying, and grading. Individuals or industries then order lumber and millwork to meet their needs" (Umstatted, 1996). Additionally, the processing of wood products creates employment. The implementation of career guidance at schools, could promote self-awareness as well as on awareness of work opportunities (Sharf, 2002; Hayes & Hopson, 1977; Brown et al., 1996). Brown et al. (1996) assumed that people, who are **Science Courses** informed about possible career choices and about their abilities, have a better chance of choosing careers and about their abilities have a better of choosing careers, are more prepared to achieve their goals and enter careers that fit their personalities. Therefore, it is important to offer career guidance and career counseling in schools as early as Primary School (Gladding, 1996; Hayes & Hopson, 1977).

#### **4.4.2 Formal Employment**

The study sought to find out whether respondents made their course choice for formal employment. The findings are shown in table 4.7

**Table 4.7 Formal Employment**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
5=Strongly Agree	34	24.8
4=Agree	52	38
3=Neutral	9	6.6
2=Disagree	33	24.1
1=Strongly Disagree	9	6.6
<b>TOTAL</b>	<b>137</b>	<b>100</b>

**MEAN= 3.569**

Table 4.6 shows that 24.8% of the respondents strongly agreed, 38% agreed, 6.6% neutral, 24.1% disagreed and 6.6% strongly disagreed. The mean of the respondents is 3.569. The findings show that majority of the respondents joined technical institutions not for formal employment.

The development of a country depends on the developmental level of its people. At present, Kenya has a high unemployment rate, currently standing at 33.8%. On top of that, according to the Ministry of Labour's survey in 2001, most of the unemployed people in Kenya are young (Ministry of Labour, 2002). Many of these young people fail to find a job after completing their schooling despite having passed with good marks. Unfortunately, they find themselves sitting at home doing nothing. They fail to both find work or to make plans to further their studies. The Ministry of Labour confirmed that the unemployment rate in the age group 15 – 24 years stands at between 46 – 65 %. This age group consists of adolescents and young adults. This is a very alarming rate for any country.

According to Gonzo & Plattner (2003), remaining jobless for long periods makes people's hope fade away, which in turn, increases depression. To improve the employment situation of our youth, and the country at large, changes need to be effected. Today's students are tomorrow's employees and employers (Jacobs, van Jaarsveld, & van Mollendorf, 1991).

#### 4.4.3 Career Guidance

The study sought to find out whether respondents made their course choice based on previous career guidance in schools. The findings are shown in table 4.7

**Table 4.8 Career Guidance**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
5=Strongly Agree	30	21.9
4=Agree	42	30.7
3=Neutral	9	6.6
2=Disagree	43	31.4
1=Strongly Disagree	13	9.5
<b>TOTAL</b>	<b>137</b>	<b>100</b>

**MEAN= 3.24**

Table 4.8 shows that 21.9% of the respondents strongly agreed, 30.7% agreed, 6.6% neutral, 31.4% disagreed and 9.5% strongly disagreed. The mean of the respondents is 3.569. The findings show that majority of the respondents joined technical institutions not based on career guidance in schools

The implementation of career guidance at schools, could promote self-awareness as well as on awareness of work opportunities (Sharf, 2002; Hayes & Hopson, 1977; Brown et al., 1996). Brown et al. (1996) assumed that people, who are informed about possible career choices and about their abilities, have a better chance of choosing careers and about their abilities have a better of choosing careers, are more prepared to achieve their goals and enter careers that fit their personalities. Therefore, it is important to offer career guidance and career counseling in schools as early as Primary School (Gladding, 1996; Hayes & Hopson, 1977).

According to Gonzo & Plattner (2003), remaining jobless for long periods makes people's hope fade away, which in turn, increases depression. To improve the employment situation of

our youth, and the country at large, changes need to be effected. Today's students are tomorrow's employees and employers (Jacobs, van Jaarsveld, & van Mollendorf, 1991). Therefore, proper development of current future students is of great importance. Literature shows that high youth unemployment could also be attributed to a lack of effective career guidance in schools. Career guidance is supposed to guide the youth into better decision-making regarding their future careers and other life expectations (Stead & Watson, 1999; Osipow, 1983; Sharf, 2002; Hayes & Hopson, 1977).

#### **4.5 Family background and enrolment of female students in artisan oriented courses in technical training institutions**

The study sought to find out the influence of family income and enrolment of female students in artisan courses in technical training institutions.

##### **4.5.1. Parental Influence**

The study sought to find out whether respondents made their course choice based on Parental Influence and the findings are shown in table 4.9

**Table 4.9 Parental Influence**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
5=Strongly Agree	59	43.1
4=Agree	37	27
3=Neutral	10	7.3
2=Disagree	22	16.1
1=Strongly Disagree	9	6.6
<b>TOTAL</b>	<b>137</b>	<b>100</b>

**MEAN= 4.496**

Table 4.8 shows that 43.1% of the respondents strongly agreed, 27% agreed, 7.3% neutral, 16.1% disagreed and 6.6% strongly disagreed. The mean of the respondents is 4.496. The

findings show that majority of the respondents joined technical institutions based on Parental Influence.

Previous research suggested that parents played a unique and significant role in their children's career development and career choice, this relationship has emerged repeatedly in the literature (Leung, Wright, & Foster, 1987; McNair & Brown, 1983; Palmer & Cochran, 1988). During adolescence, youth are found to begin developing a sense of identity, which also tends to include the type of work they wanted to do in their lives. They often begin considering career choices more seriously than before, which can be a frightening time for them (Middleton & Laughead, 1993). Adolescents are more likely to obtain career related information from their parents than from others. However, family environment and siblings can interact with parental influence to shape an adolescent's career path. For Asian Americans, and especially for recent immigrants, extended family including aunts, uncles, and grandparents might play a large role in shaping the individual's career trajectory. Parental influence can be positive and supportive; however, parental influence also can come in the form of pressure to be successful in a given field (Middleton & Loughhead, 1993).

#### **4.5.2. Personal Attitudes**

The study sought to find out whether respondents made their course choice based on Personal Attitudes and the findings are shown in table 4.10

**Table 4.10. Personal Attitudes**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
5=Strongly Agree	62	45.25
4=Agree	42	30.7
3=Neutral	10	7.3
2=Disagree	12	8.75
1=Strongly Disagree	11	8
<b>TOTAL</b>	<b>137</b>	<b>100</b>

**MEAN= 4.11**

Table 4.8 shows that 45.25% of the respondents strongly agreed, 30.7% agreed, 7.3% neutral, 8.75% disagreed and 8% strongly disagreed. The mean of the respondents is 4.11. The findings show that majority of the respondents joined technical institutions based on Personal Attitudes.

However, caution must be taken as to what attitudes students have as fears passed on to students stay with them for the rest of their education (Philips, 1980). Extending this further, Tobias, (1978) stated that "negative attitudes can powerfully inhibit intellect and curiosity and can keep us from learning what is well within our power to understand". Curriculum requirements of any education system do not remain constant but are ever changing with time. This may for instance be as a result of changing education policy to respond to contemporary societal needs. For example in Kenya there has been a shift of emphasis for education for "white collar job" to education for "self- reliance". Under such circumstances, in-service training becomes necessary if the new curriculum is to be effectively and efficiently implemented.

The individual in a career has constantly balanced one's aspirations and how they have fitted into the reality of the workplace. "Man's occupation determines the kind of person he becomes since, through his waking hours, his cognitions about himself, his wants and goals, and his interpersonal response traits are molded" (Kroll et al., 1970, p. 19). Kroll went on to say that much of the informal and formal knowledge provided through our society and our environment has focused on the acquisition, retention, and utilization of information pertaining to the world. We have observed that both the self and the world emerge as important factors in the constructs Career Choice Factors 21 that we have attained, in that they have become the important features in the acquisition, retention, and translation of information about one's self (Kroll et al., 1970). Environment plays a significant role in the career position the student attains

#### 4.5.3. Other Family Members

The study sought to find out whether respondents made their course choice based on Other Family Members. The findings are shown in table 4.11

**Table 4.11. Other Family Members**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
5=Strongly Agree	22	16.1
4=Agree	18	13.1
3=Neutral	8	5.8
2=Disagree	57	41.6
1=Strongly Disagree	32	23.3
<b>TOTAL</b>	<b>137</b>	<b>100</b>

**MEAN= 2.569**

Table 4.8 shows that 16.1% of the respondents strongly agreed, 13.1% agreed, 5.8% neutral, 41.6% disagreed and 23.3% strongly disagreed. The mean of the respondents is 4.496. The findings show that majority of the respondents joined technical institutions not based on other family members influence.

For Asian Americans, and especially for recent immigrants, extended family including aunts, uncles, and grandparents might play a large role in shaping the individual’s career trajectory. Parental influence can be positive and supportive; however, parental influence also can come in the form of pressure to be successful in a given field (Middleton & Loughead, 1993).

**4.6 Peer pressure and enrolment of female students in artisan oriented courses in technical training institutions**

**4.6.1. Negative Attitudes**

The study sought to find out whether respondents Negative attitudes kept them from learning what was well within their power to understand. The findings are shown in table 4.12

**Table 4.12. Negative Attitudes**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
5=Strongly Agree	22	16.1
4=Agree	18	13.1
3=Neutral	8	5.8
2=Disagree	57	41.6
1=Strongly Disagree	32	23.3
<b>TOTAL</b>	<b>137</b>	<b>100</b>

**MEAN= 2.569**

Table 4.8 shows that 16.1% of the respondents strongly agreed, 13.1% agreed, 5.8% neutral, 41.6% disagreed and 23.3% strongly disagreed. The mean of the respondents is 4.496. The findings show that majority of the respondents joined technical institutions not based on other family members influence.

Peer pressures determine what students learn and their willingness to learn. Lingren (1980) supported this view by stressing the importance of students holding favourable attitudes if learning experiences are to be successful. Several definitions have been offered as to what attitudes are. Fishbein and Ajzen (1975) stated that an attitude is one's general feeling of favour or otherwise toward some stimulus objects. A similar definition was offered by Thorndike and Hagen (1975) and Richardson (1977). They added that this judgment or feeling is towards an individual, a group, an object, an institutions or a proposition. However, caution must be taken as to what extent does peer pressure influence students career paths as what is passed on to students stay with them for the rest of their education (Philips, 1980). Extending this further, Tobias, (1978:54) stated that "negative attitudes can powerfully inhibit intellect and curiosity and can keep us from learning what is well within our power to understand". Curriculum requirements of any education system do not remain constant but are ever changing with time. This may for instance be as a result of changing education policy to respond to contemporary societal needs. For example in Kenya there has been a shift of emphasis for education from "white collar job" to education for "self- reliance". According to TVET objectives technical and vocational training aims at providing life skills to learners that will enable to cope with challenges of adulthood and working life. Further to provide adequate and appropriate skilled artisans, craftsmen, technicians and technologists at all level of the economy through practical training and work experience. Under such circumstances, in-service training becomes necessary if the new curriculum is to be effectively and efficiently implemented.

#### **4.6.2. Science Courses**

The study sought to find out whether respondents had poor attitude towards science courses

. The findings are shown in table 4.13

**Table 4.13. Science Courses**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
5=Strongly Agree	22	16.1
4=Agree	18	13.1
3=Neutral	8	5.8
2=Disagree	57	41.6
1=Strongly Disagree	32	23.3
<b>TOTAL</b>	<b>137</b>	<b>100</b>

**MEAN= 2.569**

Table 4.8 shows that 16.1% of the respondents strongly agreed, 13.1% agreed, 5.8% neutral, 41.6% disagreed and 23.3% strongly disagreed. The mean of the respondents is 4.496. The findings show that majority of the respondents had poor attitude towards science courses .

In the secondary school, Fakuode (1973) found that it is common knowledge that the majority of the students in Nigerian Secondary schools dislike mathematics when comparing the two sexes. Internationally females have been noted to have more negative peer pressure (Iben, 1991; Dike, 1984; Omuoha, 1982; Oyewole, 1982; Tobias, and Weissbrod, 1980; Preece, 1979; Fennema and Sherman, 1977; Bassa, 1976). The differences between the attitudes of males and females increase as students' progress in school (Lewy, 1982). According to Mukherjee and Umar (1989) of Kano state polytechnic, Nigeria, attitudes can be changed as theories of attitude change have shown. Research on attitudes change of individuals and their subsequent behavior has been mainly in fields other than education. Attitudes like values are products of the social interactions a child is likely to experience with his parents, teachers and neighborhood community. Successful interactions depend on positive reinforcements, which in their turn lead to ego- involvement of the persons concerned.

#### **4.6.3. Art Based Courses**

The study sought to find out whether respondents had poor attitude towards art based courses

The findings are shown in table 4.14

**Table 4.14. Art Based Courses**

**Table 4.14. Art Based Courses**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
5=Strongly Agree	62	45.25
4=Agree	42	30.7
3=Neutral	10	7.3
2=Disagree	12	8.75
1=Strongly Disagree	11	8
<b>TOTAL</b>	<b>137</b>	<b>100</b>

**MEAN= 4.11**

Table 4.8 shows that 45.25% of the respondents strongly agreed, 30.7% agreed, 7.3% neutral, 8.75% disagreed and 8% strongly disagreed. The mean of the respondents is 4.11. The findings show that majority of the respondents had positive attitude towards art based courses

There has always been an interest in the development of positive students' attitudes towards humanities. The objectives of any curriculum include fostering favorable feelings toward humanities as well as imparting cognitive knowledge. While Bolaji (1996) has provided an overview of much aspect of gender stereotype towards humanities including a review of instrumentation, it is still unclear how the school environment affects the development of students' attitudes towards humanities.

#### **4.7 Intensity of training and enrolment of female students in artisan oriented courses in technical training institutions**

The study sought to find out the influence of the intensity of training and enrolment of female students in artisan courses in technical training institutions.

##### **4.7.1. Practical lessons**

The study sought to find out whether respondents would comfortably carry out practical lessons

The findings are shown in table 4.15

**Table 4.15. Practical lessons**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
5=Strongly Agree	22	16.1
4=Agree	18	13.1
3=Neutral	8	5.8
2=Disagree	57	41.6
1=Strongly Disagree	32	23.3
<b>TOTAL</b>	<b>137</b>	<b>100</b>

**MEAN= 2.569**

Table 4.8 shows that 16.1% of the respondents strongly agreed, 13.1% agreed, 5.8% neutral, 41.6% disagreed and 23.3% strongly disagreed. The mean of the respondents is 4.496. The findings show that majority of the respondents could not comfortably carry out practical lessons.

Wambui (2002) realized that a student- centered lesson should be enhanced from two complimentary elements: placing more responsibility in the hands of the students, and requiring the teacher to serve as a mentor and facilitator in presenting knowledge especially to students and fellow teachers in the teaching/ learning process. She asserts that knowledge must be organized structurally and functionally. It should be noted that subject vary in nature, context and depth. A tool that is suitable for one subject may not be suitable for another. For example, in 1971 Jerome Brunner carried out a research in Canada with the aim to standardize the

application of instructional materials. The instructional materials used for mathematics are virtually not suitable in the class of economic or government. Brunner also noted the difference when social science subject like economics was taught through vocalization only and later visualizations only and then the combination of both. The results are as follows: Rate of assimilation was 52% for vocalization only, rate of assimilation was 22% for visual aids only and rate of assimilation was 76% when both vocalization and visual aids were used. Later in 1983, Arnold Smith of the educational resources and technology institute Canada carried out his own research on the same field and suggests that Prof. Jerome's work was under workable in real life situation. Arnold Smith (1983) concluded that the best instructional materials in the world become useless when they are improperly used.

#### 4.7.2. Heavy equipment

The study sought to find out whether respondents were comfortable with manipulation of heavy equipment.

The findings are shown in table 4.16

**Table 4.16 Heavy equipment**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
5=Strongly Agree	30	21.9
4=Agree	42	30.7
3=Neutral	9	6.6
2=Disagree	43	31.4
1=Strongly Disagree	13	9.5
<b>TOTAL</b>	<b>137</b>	<b>100</b>

**MEAN= 3.24**

Table 4.8 shows that 21.9% of the respondents strongly agreed, 30.7% agreed, 6.6% neutral, 31.4% disagreed and 9.5% strongly disagreed. The mean of the respondents is 3.569. The

findings show that majority of the respondents were not comfortable with manipulation of heavy equipments.

#### 4.7.3. Curriculum content

The study sought to find out whether respondents were comfortable with intensive Curriculum content.

The findings are shown in table 4.17

**Table 4.17 Curriculum content**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
5=Strongly Agree	30	21.9
4=Agree	42	30.7
3=Neutral	9	6.6
2=Disagree	43	31.4
1=Strongly Disagree	13	9.5
<b>TOTAL</b>	<b>137</b>	<b>100</b>

**MEAN= 3.24**

Table 4.8 shows that 21.9% of the respondents strongly agreed, 30.7% agreed, 6.6% neutral, 31.4% disagreed and 9.5% strongly disagreed. The mean of the respondents is 3.569. The findings show that majority of the respondents were not comfortable with intensive Curriculum content

Changes in curriculum bring about a need for re-examination of pedagogical aspects. New teaching methods/ approaches may be required to teach new curricula. Other than new curricula there is continuous research on effectiveness of teaching/ learning methods/ approaches and as such practicing teachers need to be updated on the current trends. For example, there has been a strong recommendation by educators for a shift from a teacher- centered approach to student-centered approach of teaching. Without in-service training during which such developments are articulated, teachers may find it difficult to discard old practices for the new ones.

## CHAPTER FIVE

### SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 Introduction

This chapter provides a summary of major findings as deduced by the study, it also presents Conclusions, Discussion, Recommendations and areas of further research.

#### 5.2 Summary of findings.

In this sub section the research outlines summary of findings based on objectives of the study.

The study sought to investigate factors influencing female student's enrolment in artisan courses in technical training institutions and the following were the study findings.

The study sought to find out the influence of job market on enrolment of female students in artisan courses in technical training institutions. On self employment 45.3% of the respondents strongly agreed, 36.5% agreed, 6.6% neutral, 8.8 disagreed and 2.9% strongly disagreed. The mean of the respondents is 4.124. The findings showed that majority of the respondents joined technical institutions for self employment. On Formal Employment 24.8% of the respondents strongly agreed, 38% agreed, 6.6% neutral, 24.1% disagreed and 6.6% strongly disagreed. The mean of the respondents is 3.569. The findings show that majority of the respondents joined technical institutions not for formal employment. On Career Guidance 21.9% of the respondents strongly agreed, 30.7% agreed, 6.6% neutral, 31.4% disagreed and 9.5% strongly disagreed. The mean of the respondents is 3.569. The findings show that majority of the respondents joined technical institutions not based on career guidance in schools

The study sought to find out the influence of family income and enrolment of female students in artisan courses in technical training institutions. On Parental Influence 43.1% of the respondents strongly agreed, 27% agreed, 7.3% neutral, 16.1% disagreed and 6.6% strongly disagreed. The mean of the respondents is 4.496. The findings show that majority of the respondents joined technical institutions based on Parental Influence. On Personal Attitudes 45.25% of the respondents strongly agreed, 30.7% agreed, 7.3% neutral, 8.75% disagreed and 8% strongly disagreed. The mean of the respondents is 4.11. The findings show that majority of the respondents joined technical institutions based on Personal Attitudes. On Other Family

Members 16.1% of the respondents strongly agreed, 13.1% agreed, 5.8% neutral, 41.6% disagreed and 23.3% strongly disagreed. The mean of the respondents is 4.496. The findings show that majority of the respondents joined technical institutions not based on other family members influence.

The study sought to determine how Peer pressure influences enrolment of female students in artisan oriented courses in technical training institutions. On Negative Attitudes 16.1% of the respondents strongly agreed, 13.1% agreed, 5.8% neutral, 41.6% disagreed and 23.3% strongly disagreed. The mean of the respondents is 4.496. The findings show that majority of the respondents joined technical institutions not based on other family members influence. On Science Courses 16.1% of the respondents strongly agreed, 13.1% agreed, 5.8% neutral, 41.6% disagreed and 23.3% strongly disagreed. The mean of the respondents is 4.496. The findings show that majority of the respondents had poor attitude towards science courses. On Art Based Courses 45.25% of the respondents strongly agreed, 30.7% agreed, 7.3% neutral, 8.75% disagreed and 8% strongly disagreed. The mean of the respondents is 4.11. The findings show that majority of the respondents had positive attitude towards art based courses

The study sought to find out the influence of the intensity of training and enrolment of female students in artisan courses in technical training institutions. On Practical lessons 16.1% of the respondents strongly agreed, 13.1% agreed, 5.8% neutral, 41.6% disagreed and 23.3% strongly disagreed. The mean of the respondents is 4.496. The findings show that majority of the respondents could not comfortably carry out practical lessons. On Heavy equipment 21.9% of the respondents strongly agreed, 30.7% agreed, 6.6% neutral, 31.4% disagreed and 9.5% strongly disagreed. The mean of the respondents is 3.569. The findings show that majority of the respondents were not comfortable with manipulation of heavy equipments. On Curriculum content 21.9% of the respondents strongly agreed, 30.7% agreed, 6.6% neutral, 31.4% disagreed and 9.5% strongly disagreed. The mean of the respondents is 3.569. The findings show that majority of the respondents were not comfortable with intensive Curriculum content

### **5.3 Conclusion**

The study sought to find out the influence of job market on enrolment of female students in artisan courses in technical training institutions. The findings showed that majority of the respondents joined technical institutions for self employment and not formal employment.

However majority of the respondents joined technical institutions not based on career guidance in schools

The study sought to find out the influence of family income and enrolment of female students in artisan courses in technical training institutions. The findings showed that majority of the respondents joined technical institutions based on Parental Influence and on Personal Attitudes, and not based on other family members influence.

The study sought to determine how Peer pressure influences enrolment of female students in artisan oriented courses in technical training institutions .The findings showed that majority of the respondents joined technical institutions not based on other family members influence. Majority of the respondents had poor attitude towards science courses. The respondents had positive attitude towards art based courses

The study sought to find out the influence of the intensity of training and enrolment of female students in artisan courses in technical training institutions. The findings showed that majority of the respondents could not comfortably carry out practical lessons nor with manipulation of heavy equipments. Majority of the respondents were not comfortable with intensive Curriculum content

#### **5.4 Recommendations**

On the basis of the findings and conclusions above, this section presents the recommendations of the study.

1. Female students should join technical institutions for self employment and formal employment based on career guidance in schools
2. Female students should join technical institutions based on Parental Influence, on Personal Attitudes, and on other family members influence.
3. Female students should join technical institutions based positive attitude towards science courses.
4. Female students should comfortably carry out practical lessons with manipulation of heavy equipments and be comfortable with intensive Curriculum content

#### **5.5 Areas for further study**

1. A similar study to be carried out in other counties to compare the study findings.

2. Influences of the artisan curriculum on student enrolment in technical institutions.
3. Effects of training intensity on enrolment of students in artisan oriented courses.
4. Parental influence on female student's enrolment in artisan oriented courses

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## APPENDICES

### APPENDIX 1. LETTER OF INTRODUCTION

Date: ..... 2014.

To whom it may concern;

Dear sir/Madam,

Ref: request for collection of data.

I Evelyn Lunani Wanyonyi, Reg. No. L50/63766/13, I am a post graduate student at the school of continuing and distance education, university of Nairobi. I am concluding a research study entitled “*Factors influencing enrolment of female students in artisan courses in technical training institutions in Bungoma County. Kenya*”.

You have been selected to form part of the study, kindly assist by filling in the attached questionnaire. The information given will be treated in strict confidence, and will be purely used for academic purposes. Do not indicate your name or unwanted details on the questionnaire.

A copy of this final report will be availed upon your request. Your assistance and co-operation will be highly appreciated.

Yours sincerely,

Wanyonyi Lunani Evelyn

Student L50/63766/13

Mr. Okelo Stephen

Lecturer,

Department of Extra mural studies University of Nairobi.

**APPENDIX 2: RESEARCH PERMIT FROM THE MINISTRY OF EDUCATION,  
SCIENCE AND TECHNOLOGY.**

### **APPENDIX 3: QUESTIONNAIRE FOR THE FIRST YEAR FEMALE STUDENTS.**

Thank you for your interest in participating in this survey.

The purpose of this study is to collect data on the factors influencing enrolment of female students in artisan courses in technical training institutions in Bungoma County in Kenya.

This Questionnaire is a part of Master of Arts in Project Planning and Management at the University of Nairobi, and is completely anonymous. Your answers will be treated with confidentiality. Please indicate the correct option as honestly and as correctly as possible by putting a tick (✓) on one of the options. For the questions that require your opinion, please complete the blanks.

#### **SECTION A: GENERAL DETAILS**

1. Indicate your age.

Below 15 ( )                      15-20 ( )                      20- 25 ( )  
Above 25 ( )

2. Are you a day scholar or a boarder?

Boarder ( )                      Day scholar ( )

3. Indicate your KCPE marks

Below 100 ( )                      100-200 ( )  
200-300 ( )                      Above 300 ( )

4. Indicate your home county

Bungoma ( )                      Kakamega ( )                      Busia ( )  
Vihiga ( )                      Other ( )

#### **SECTION B: JOB MARKET AND ENROLMENT OF FEMALE STUDENTS**

On a scale of SA, A, N, D, SD. Please tick the answer that best describe your responses.

5=SA – Strongly Agree

4=A – Agree

3=N- Neutral

2=D- Disagree

1=SD- Strongly Disagree

5. I made my course choice for self employment.

Strongly Agree ( ) Agree ( ) Neutral ( ) Disagree ( ) Strongly  
Disagree ( )

6. I made my course choice for formal employment.

Strongly Agree ( ) Agree ( ) Neutral ( ) Disagree ( ) Strongly  
Disagree ( )

7. I made my course choice based on previous career guidance in schools.

Strongly Agree ( ) Agree ( ) Neutral ( ) Disagree ( ) Strongly  
Disagree ( )

### **SECTION C: FAMILY BACKGROUND AND ENROLMENT OF FEMALE STUDENTS**

On a scale of SA, A, N, D, SD. Please tick the answer that best describe your responses.

5=SA – Strongly Agree

8. I made my course choice based on Parental Influence

Strongly Agree ( ) Agree ( ) Neutral ( ) Disagree ( ) Strongly  
Disagree ( )

9. I made my course choice based on Personal Attitudes

Strongly Agree ( ) Agree ( ) Neutral ( ) Disagree ( ) Strongly  
Disagree ( )

10. I made my course choice based on Other Family Members.

Strongly Agree ( ) Agree ( ) Neutral ( ) Disagree ( ) Strongly  
Disagree ( )

### **SECTION D: PEER PRESSURE AND ENROLMENT OF FEMALE STUDENTS**

On a scale of SA, A, N, D, SD. Please tick the answer that best describe your responses.

5=SA – Strongly Agree

4=A – Agree

3=N- Neutral

2=D- Disagree

1=SD- Strongly Disagree

11. My Negative attitudes kept me from learning what was well within my power to understand.

Strongly Agree ( ) Agree ( ) Neutral ( ) Disagree ( ) Strongly Disagree ( )

12. I had poor attitude towards science courses

Strongly Agree ( ) Agree ( ) Neutral ( ) Disagree ( ) Strongly Disagree ( )

13. I had poor attitude towards art based courses

Strongly Agree ( ) Agree ( ) Neutral ( ) Disagree ( ) Strongly Disagree ( )

#### **SECTION E: INTENSITY OF TRAINING AND ENROLMENT OF FEMALE STUDENTS**

On a scale of SA, A, N, D, SD. Please tick the answer that best describe your responses.

5=SA – Strongly Agree

4=A – Agree

3=N- Neutral

2=D- Disagree

1=SD- Strongly Disagree

14. I will comfortably carry out practical lessons

Strongly Agree ( ) Agree ( ) Neutral ( ) Disagree ( ) Strongly Disagree ( )

15. I am comfortable with manipulation of heavy equipment.

Strongly Agree ( ) Agree ( ) Neutral ( ) Disagree ( ) Strongly Disagree ( )

16. I am comfortable with the intensive Curriculum content.

Strongly Agree ( ) Agree ( ) Neutral ( ) Disagree ( ) Strongly Disagree ( )

**APPENDIX 4 INTERVIEW SCHEDULE FOR THE REGISTRAR**  
**SECTION A: GENERAL DETAILS (PLEASE CHECK ALL THAT APPLY)**

<b>Participant details</b>	<b>Description</b>
Age	25 – 34 35 – 44 45 – 54 55 – 60
Sex	Male      Female
Level of your college	Day Day and Boarding Boarding

**SECTION B. JOB MARKET**

1. Would you please state your role as registrar of students?
2. How do you rate the factors influencing enrolment of female students in artisan courses from most influential to the least influential?
3. Please rank the following factors by ticking: 1 strongly Agree 2. Agree 3. Neutral 4. Disagree 5. Strong Disagree.

Factors influencing enrolment in artisan courses	1	2	3	4	5
Employment opportunities					
Parents and educators					
Educational attainment					
SET Government bursary					
Opportunity					
Gender					
Role models					
Pear pressure					
Personal interest					
Expected					
Available instructional materials					

1. In your opinion what factors influencing enrolment in artisan courses have come out to be so effective (please give an explanation).

2.....

..

2. As a career teacher, what motivates/steer you to intervene during students' course enrollment i.e. in case you find that the student has not made the right decision.....

3. In your opinion, what factors influences students' course enrolment in artisan courses should be relied on when a student makes a career choice?

- i. Job market ( )
- ii. Personal Interests ( )
- iii. Educational Attainment ( )
- iv. Instructional Materials ( )
- v. Environmental Factors ( )
- vi. Parents and Education ( )

If none of the above, please mention the suitable one .....

.....

**APPENDIX 5: INTERVIEW SCHEDULE FOR TECHNICAL EDUCATION OFFICER**

**SECTION A: GENERAL DETAILS (PLEASE CHECK ALL THAT APPLY)**

<b>Participant details</b>	<b>Description</b>
Age	25 – 34 35 – 44 45 – 54 55 – 60
Sex	Male      Female
Level of your college	Day Day and Boarding Boarding

**SECTION B. JOB MARKET**

- Would you please state your role as technical education officer?
- How do you rate the factors influencing enrolment of female students in artisan courses from most influential to the least influential?

**Please rank the following factors by ticking: 1 strongly Agree 2. Agree 3. Neutral 4. Disagree 5. Strong Disagree.**

Factors influencing enrolment in artisan courses	1	2	3	4	5
Employment opportunities					
Parents and educators					
Educational attainment					
SET Government bursary					
Opportunity					
Gender					
Role models					
Pear pressure					
Personal interest					
Expected					
Available instructional materials					

- In your opinion what factors influencing enrolment in artisan courses have come out to be so effective (please give an explanation).

.....

- As a career teacher, what motivates/steer you to intervene during students’ course enrollment i.e. in case you find that the student has not made the right decision.....

- In your opinion, what factors influences students' course enrollment in artisan courses should be relied on when a student makes a career choice?

Outcome Expectation

Personal Interests

Educational Attainment

Instructional Materials

Environmental Factors

Parents and Education

If none of the above, please mention the suitable one .....

.....