# INFLUENCE OF GOVERNMENT FUNDING ON SKILL DEVELOPMENT IN PUBLIC YOUTH POLYTECHNICS IN SAMIA SUB COUNTY, KENYA.

**BY**

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## DECLARATION

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

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This research project report has been submitted with my approval as the candidate's supervisor.

Signature…….. …… Date……

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## DEDICATION

To my family who have supported me throughout, with their resources, encouragement, ample time and above all their prayers that have enabled me complete this research project report.

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## ACRONYMS AND ABBREVIATIONS

BOG-Board of Governor

COAG-Council of Australian Government

DGET-Directorate General of Employment and Training

EMIS-Education Management Information System

F/Y- Financial Year

KIHBS-Kenya Integrated Household Budget Survey

MOE- Ministry of Education

MoLE-Ministry of Labour and Employment

MOYAS-Ministry of Youth Affairs and Sports

NYP- National Youth Policy

SYPT- Subsidized Youth Polytechnic Tuition

TVET- Technical and Vocational Education and Training

VET- Vocational Education and Training

YP-Youth Polytechnic

## ABSTRACT

Youth unemployment has for a long time been a challenge in the world. In Sub Saharan Africa alone it accounts for approximately 60 percent (World Bank report, 2009). Data from KIHBS shows that approximately 21 percent of youth aged between15-29 are neither in school or employed. Those who are lucky to be employed take orders and follow rules imposed to them by others thus exposing them to a lot of exploitation. In Kenya, the youth account for 60% of its population(2009 census) majority of this population are out of school, lack skills, are unemployed and are a time bomb if not accommodated in mainstream social, economic and political processes of development (NYP, 2006). Vocational training has been recommended as an option to solve youth unemployment and dependency problems through imparting employable skill in these youth. The YPs came up as a community initiative under the auspices of NCCK in 1968 to absorb those who had dropped out of school. Their well being was fully dependent on community well wishers. Government initiative to rejuvenate the YPs began in the year 2007 after the creation of the Ministry of Youth Affairs and Sports, after recommendations of the National Conference on Education and Training of 2003 that developed Sessional paper number 5, a policy framework on Education Training and Research. Through the department of youth training the government embarked on a mission to revamp these vocational institutions so as to make them attractive to the prospective youth trainees and improve quality of training. This was through: changing their name from village polytechnics to youth polytechnics, developing infrastructure, providing training materials, modern tools and equipment, hiring instructors and subsidizing tuition fees (MOYA, 2012). Majority of the YPs are located in rural areas and target disadvantaged youth who did not make it to complete basic education. Their goal is to impart technical and employable skills to these youth so that they can be independent either through self employment or being employed elsewhere and contribute to national development. The study seeks to examine the influence of these government programs of revamping the YPs on youth skill development. The objectives of the study will be to establish how Subsidized Tuition Fund, provision of infrastructure, tools and equipment, human resources and course content has influenced youth skill development in the public YPs in Samia sub county-Busia County and their relevance in imparting employable skills in the youths. The target population will comprise of YP trainees, instructors and training officer within Samia Sub County. Sampling will be both random and purposive. Data will be collected using descriptive survey (interview and questionnaire) and analyzed using descriptive technique thematically.

# CHAPTER ONE

# INTRODUCTION

## 1.1 Background of study

The United Nations (2008) put the world youth population aged between 15 and 34 years at 2.3 Billion which constituted 33 % of the world's total population. Out of this, 1.4 billion were in developing countries. This cohort has continued to face many challenges especially poverty and unemployment. In Africa alone youth account for 60 % of the unemployed and more than 70% live on less than US$2 per day (African Economic Outlook, 2014). In Kenya 67% of the unemployed are youth (KIHBS, 2005/6).

The government move to revamp youth polytechnics (YPs) was introduced in 2007 with the creation of the department of youth training. The department was curved out from Industrial Training Unit in the Ministry of Labour and Human Resource Development and its objective was to offer opportunities for the youth to gain relevant skills, knowledge and attitudes for the labour market. This in turn would raise the levels of technical and entrepreneurial skills produced among the youth to support economic development (Vision 2030) as Kenya strives towards industrialization. Among its mandate was to review and develop curriculum for YPs, develop National Policy for YPs, develop YP infrastructure, facilitate equipping of YPs equip youth with both ICT and entrepreneurial skills (MOYA, 2007). The initiatives target the large population of youth who have dropped out of the mainstream formal education system so that they can acquire employable skills and nurture their talents.

Youth dropping out of school has been a global concern. UNICEF (2004) report on transition of primary to secondary schools indicates that the rate of transition from primary to secondary

schools was 59% globally. In Kenya the transition rate is not 100% as illustrated in table 1.1. Where does the 36.9% disappear to?

**Table 1.1 Transition rate from primary to secondary schools in Kenya, 2002-2008**

| Year in std 8 | Year in form 1 | Enrolment in std 8 ('000) | Enrolment in form 1% ('000) | Transition rate |
|---|---|---|---|---|
| 2002 | 2003 | 541.3 | 251.1 | 46.4 |
| 2003 | 2004 | 588.0 | 251.2 | 42.7 |
| 2004 | 2005 | 657.7 | 368.7 | 56.0 |
| 2005 | 2006 | 643.5 | 368.0 | 57.3 |
| 2006 | 2007 | 666.4 | 397.0 | 59.6 |
| 2007 | 2008 | 704.7 | 421.9 | 59.9 |
| 2008 | 2009 | 695.7 | 445.9 | 64.1 |

**Source: EMIS, MOE**

The dropouts have hardly any job experience or skill to contribute to their own economic development or that of the country's. It is because of these reasons that many governments have come up with policy initiatives to revert the situation, one of them being enhancing vocational skill training.

In the recent pasts many countries have experienced several unrests, increased crime and drug abuse, street families name it. The post election violence experienced in 2007 in Kenya was reported to have been carried out by mostly youths. These social issues have continuously contributed to the slow pace in economic growth and development.

In Europe, the European Union plays a major role in human capital investment. The European social fund was set aside for a wide range of activities among them improving skill training. The government also partners with the private sector to offer skill training through programs such as the Leonardo da Vinci, which involves itself in vocational training (Brisbois et.al, 2009).

Colombia through the Jovenes en Accion programme improves youth enrolment in VET by providing a living trainees with a stipend including money for childcare. Trainees who do not have children receive $2.20 a day for food and transport while those with children under 7 years receive an extra 80 cents as childcare subsidy and day care at the schools. This led to a higher participation of trainees especially women in VET (Attanasio et.al, 2009)

Australian VET sector is based on a partnership between the federal and state governments and the industry. While the government provides funding, develops policy and regulates the quality of training, the industry and employers develop qualifications, training policies and priorities to be followed by the training institutions (Shmidt, 2002). The government funds VET institutions, students and employers through subsidies to enhance efficiency and equity. Efficiency related funding has a sole purpose of supplementing the provisions in the institutions while equity based funding has a purpose of increasing access to VET by the disadvantaged trainees (Technical and Further Education Act, 1990). The state and federal governments also provides recurrent funding for VET services, maintenance of public training infrastructure and developing VET workforce. The governments also have other funds for encouraging students directly to join VET : youth allowance to VET students and Australian apprentees aged 16-24 years, Austudy to eligible students aged 25 years and over enrolled in full time study, Abstudy to indigenous Australian, fares allowance, health care cards, pharmaceutical

allowance, remote area allowance, rent assistance and small scale interest free loans of up to $500 and VET FEE HELP to students undertaking VET with approved VET provider (COAG, 2009).

The Australian governments ensure that the training provided is quality and consistent with the labour market and policy needs. This is through Industrial Skills Councils and Industry Training Advisory Bodies which carry out environmental scanning. The bodies ensure smooth information flow between the governments, industries and employers (Gillard, 2009). The governments regulate size and nature of the VET workforce so as to ensure quality of VET services. This is done by National Quality Council and Australians Framework. These bodies are overseen by Ministerial Council for Tertiary Education and Employment (MCTEE) (COAG, 2009).

In Malaysia the government through the Ministry of Youth and Sports provides skill training to youth aged between 17 to 25 years to produce semi skilled and skilled people who can contribute to national industrial sector. The community colleges were introduced by the Malaysian government in 1996 as an initiative to reduce unemployment rate among the school dropouts. The Ministry of Human Resource Development facilitates human resource development through administration of the human resource development fund. The funds are pooled from the employers levy. Technical and craft training attracts grants of up to 80% of the total training fund. Courses are offered free and students in need have a provision for scholarships and loans. The community colleges apply quality management and monitoring to ensure quality training. Centres of excellence have also been established so as to promote and deliver quality technical skills training (MOE, 1997).

India has a high population of about 1.21 Billion. Out of these only 2% of the workforce between age 15 and 59 have undergone skill training. The informal sector employs nearly 90% of the workforce most of whom are semi skilled or unskilled. In 2009 the government of India formulated the national skill policy which targets to train 500 million skilled workers by 2022. VET is offered at school or to dropouts at post schooling level and sometimes on the job. The Directorate General of Employment and Training which is under the Ministry of Labour and Employment (MoLE) is in charge of development and coordination of all programmes related to vocational training. Vocational training is offered through public industrial training institutes and privately owned industrial training centres. Through the community polytechnic scheme, the government targets poor sections of the society both from rural and urban communities. The polytechnics are fully incentivized by the government (Goel, 2010).

In sub Saharan Africa, youth skill training has been emphasized in order to handle the challenges of rising poverty, unemployment, slow economic growth and conflicts (Balwanz, 2012). However, it is more expensive than general secondary education (Artcheovena and Delluc, 2001). This has made it hard for youth especially from poor backgrounds to access it. The African governments' efforts to invest in the vocational institutions have too not yet bore much fruit as they have been producing students with obsolete, market irrelevant skills. Studies in Mali and Senegal reveal that private institutions provide trainees with market relevant skills, flexibility, innovativeness and adaptability (Bettinger et.al, 2007).

In Ethiopia, the adoption of the National TVET strategy in 2002 had an aim of responding to competence needs of the labour market and creating competent, motivated and adaptable workforce capable of driving economic growth and development. The government invested a lot of resources in institutions offering agriculture TVET programmes- physical

expansion, skilled TVET teachers, training materials and facilities. Among the targeted are the school dropouts and the marginalized (MOE, 2008).

In Kenya, TVET is provided through Youth Polytechnics, National Polytechnics, Technical Training Institutes, Institutes of Technology, Industrial Training Centers, Polytechnic University colleges, National Youth Service, GTIs and private sectors. The government embarked on revitalizing the YPs in 2007 as a strategy to raise the quality of skill acquired by the youth, so that they can contribute to national development. The program targets all the public registered youth polytechnics in Kenya. It expands infrastructure, provides tools and equipment for various trades, develops and ensures curriculum implementation, employs and provides professional development and support to instructors and conducts quality assurance on the program. In addition the government subsidizes tuition for each trainee by a total of Kes 15, 000, which is used to buy course books, stationary, training materials and sports activities (Balwanz, 2012). These efforts led to a gradual increase in enrolment.

**Table 1.2: Youth Polytechnic Trainee Enrolment in Kenya, 2003-2008**

| Year | Total enrolment |
|---|---|
| 2003 | 20,426 |
| 2004 | 22,523 |
| 2005 | 22,887 |
| 2006 | 22,951 |
| 2007 | 25,015 |
| 2008 | 29,697 |

**Source: Economic survey, 2009**

However a significant drop out of trainees in the middle of the courses was also realized due to lack of training materials, inability of trainees from poor backgrounds to pay their fees and poor quality training which was mainly theoretical. There were public concerns also that the YPs did not produce trainees that were competent enough to compete in the labour market that is driven by technological advancement like the private training institutions which are more flexible, adaptable and provide trainees with market-relevant skills (Johanson & Adams, 2004). In 2009, the government introduced subsidized youth polytechnic tuition as a measure to curb trainee dropout. It targeted all the trainees who enrolled for a two year course. Each trainee is allocated kes.15,000 which is channeled to the YPs directly. This money is used to pay utilities, administrative costs, buy stationary and training materials, sporting activities and education tours for the trainees. A report from Busia county training office indicate that since 2007 there has been a tremendous increase in trainee enrolment.

**Table 1.3: Busia County YP enrolment, 2006-2013**

| Year | Total Enrolment |
|---|---|
| 2006 | 2,790 |
| 2007 | 2,914 |
| 2008 | 2,891 |
| 2009 | 3,102 |
| 2010 | 3,395 |
| 2011 | 3,565 |
| 2012 | 4,114 |
| 2013 | 4,019 |

**Source: Busia County Training Office, 2014**

In Samia Sub County, Nangina YP's enrolment and completion has also increased as indicated in the table below.

**Table 1.4: Nangina YP enrolment and completion**

| Year | Number Enrolled | Number Graduated |
|---|---|---|
| 2009 | 174 | 22 |
| 2010 | 205 | 68 |
| 2011 | 252 | 90 |
| 2012 | 245 | 87 |
| 2013 | 278 | 86 |

**Source: Sub County Training Office, Samia**

**Table 1.5: Namasali YP enrolment and completion**

| Year | Number Enrolled | Number Graduated |
|---|---|---|
| 2011 | 20 | 12 |
| 2012 | 35 | 20 |
| 2013 | 62 | 31 |

**Source: Sub County Training Office, Samia**

Despite the SYPT, some youth from poor backgrounds have remained at home due to off-budget expenditures such as examination, uniform, registration fees and lunch expenses which they are unable to raise.

Youth employability has been a major concern for the government. Among the many initiatives to tackle this issue a lot of resources have been pumped into the YPs in order to improve their effectiveness in skill training. In Busia county alone since 2009 a total of Kes 213,090,000 had been disbursed to the YPs as SYPT, seventeen(17) YPs had been equipped with assorted modern tools and equipment, 4 twin workshops constructed and 54 instructors employed. In Samia Sub County alone the ministry of youth affairs constructed 1 twin workshop and CDF constructed 5 workshops. There is need therefore for analysis on how this government package has influenced the performance of these YPs around the country.

**1.2 Statement of the problem**

Youth polytechnics were introduced in Kenya in 1968 to absorb and provide vocational skills to the many school leavers who had abandoned the formal educational institutions. The initiative was first taken by churches, communities and cooperatives through the introduction of village polytechnics (Gould, 1989). These village polytechnics as referred to were regarded as institutions for failures (Dubois et al, 2010). The government had little regard for them until in 1971 when a report by the International Labour Organization implicated a rise in unemployment in the country (Kiplagat, Kitainge and Wasyonju, 2010). In 2003, the introduction of Free Primary Education realized many youths graduate at class 8 level. However the transition rates from primary to secondary level over the past years have not been 100 % due to the high secondary school fees. In Kenya the transition rate from primary to secondary schools in 2012 was 74 % (www.education.go.ke). This implies that there has been a large proportion of youth ending their basic education prematurely (Murugu, 2007).

The government through the Ministry of Youth Affairs and Sports in 2007 funded several programmes which included changing YP names from village polytechnics to youth polytechnics, revising their curriculum, subsidizing tuition fees, developing infrastructure, providing tools and equipment and hiring qualified instructors (MOYA, 2012).

The effectiveness of the youth polytechnics in performing their function of contributing to national economic development depends on their quality of output (quality of skills gained by the graduates). For them to achieve this, they have to offer quality training to the trainees. This only means that the government should ensure that the polytechnics have adequate infrastructure facilities and modern equipment, quality instructors, adequate finances, adequate policies for training and retraining of faculty and staff, up to date curricula and encourage research on technical education (Patel, 2008).

### 1.3 Purpose of the study

The purpose of this study was to establish the influence of government funding on skill development in public YPs in Samia Sub County.

### 1.4 Objectives of the study

The study was guided by the following objectives:-

i. To establish how subsidized tuition fund influenced skill development in public YPs in Samia Sub County.
ii. To examine how human resources influenced skill development in public YPs in Samia Sub County.

iii. To establish how provision of infrastructure, tools and equipment influenced skill development in public YPs in Samia Sub County.

iv. To examine how course relevance influenced skill development in public YPs in Samia Sub County.

### 1.5 Research questions

The study sought to answer the following questions:-

i. How does subsidized tuition fund influence skill development in public YPs in Samia Sub County?

ii. How do human resources influence skill development in public YPs in Samia Sub County?

iii. To what extend does provision of infrastructure, tools and equipment influence skill development in public YPs in Samia Sub County?

iv. To what extend does provision of relevant course influence skill development in public YPs in Samia Sub County?

### 1.6 Significance of the study

This study report has several implications on stakeholders such as the government, industrial sector, nongovernmental organizations involved in vocational training and vocational training institutions. It will assist the government in designing and implementing training policies and allocating adequate and proportionate funding not only to the youth polytechnics but to any other government sponsored institutions. It will also help private organizations that sponsor vocational training so as to avail adequate sponsorship. The industries have a role in ensuring that the curricula on vocational training are relevant to the market and provide grounds for internship and

mentorship. The research report will also be used as reference to researchers of related work in other regions in Kenya and internationally.

### 1.7 Basic assumption of the study

a. The respondents were well informed of the government funded programmes in the public youth polytechnics so as to provide relevant and adequate information for the study.
b. The respondents were willing to spare some tie to provide the information for the research.
c. Data will would be readily available from various government offices

### Limitation of the study

The research was faced with the following challenges;

a. Tight schedules of some of the respondents that affected the number of respondents for the study. This was countered by the researcher being flexible to fit in the respondent's schedule.
b. Some of the respondents had low education levels and so the questionnaires had to be simplified so that they could understand the questions well and provide correct information.
c. Some respondents did not complete the questionnaires and some were not returned.

### 1.8 Delimitation of the study

The study was carried out in Nangina and Namasali YPs of Samia Sub County in Busia County. The two were selected because they were benefiting from the government funding aimed at improving public YPs. Respondents were sampled out from both YPs and comprised of Sub County Youth Training Officer who is currently in charge of the YPs in Samia Sub County,

instructors in Nangina and Namasali YPs and the direct beneficiaries who are the trainees. The researcher used questionnaire and interview tools to collect data.

### 1.9 Definition of significant terms

**Beneficiary**- a trainee in a public YP whose tuition fee is being paid by the government

**Content relevance:** ability of the training program to fulfill both national and societal needs

**Curriculum**: A program of instructions followed by the youth polytechnics

**Enrolment**: Number of trainees registered for a two year trade in a youth polytechnic

**Government initiative**: Assistance given to the public YPs by the government.

**Infrastructure – facilities such as workshops, incubators that aid in training**

**Instructor**; A person in charge of imparting skills to trainees and has undergone recognized training program and attained accredited certification.

**Public youth polytechnics**: An institution registered by the government and offers post basic vocational and skill development to the youth.

**SYPT**: Amount of money that the government allocates to each trainee towards subsidizing tuition fee.

**Skill development-**the acquisition of practical competencies, knowhow and attitudes necessary to perform a trade or an occupation in the labor market.

**Trainee:** A person who attends YP to acquire a skill

**Training**: The process of acquiring knowledge, skills and competencies in order to improve ones capability, capacity and performance.

**Tripple E**- An 'Educate Entertain and Earn' program aimed at nurturing trainees talents through such activities as drama and dance.

## 1.10 Organization of the study report

This research project report is organized in the following sections: preliminary pages and chapters one, two, three, four and five. The preliminary pages comprise of declaration, dedication, and acknowledgement, table of contents, list of figures, abstract, acronyms, abbreviations and abstract. Chapter one contains the introduction, background of the study, statement of the problem, purpose and objectives of the study, research questions, significance of the study, basic assumptions, limitation and delimitation of the study, definitions of terms and lastly organization of the study. Chapter two contains introduction, literature review on how the government has influenced youth skill development in public educational institutions with biasness towards the public youth polytechnics in Kenya. This focused mainly on subsidized tuition fund, YP human resources, physical infrastructure, tools and equipment, and relevance of the content. It also includes a theoretical framework, a conceptual framework and a summary of literature review. Chapter three contains information on research design, the target population, sampling procedure and research instruments. It also discusses how the research data was collected, analyzed and presented and the ethical considerations during the research. Chapter four consists of data analysis, presentation and discussions. Chapter five consists of the summary of the findings, conclusions and recommendations from the findings.

# CHAPTER TWO

# LITERATURE REVIEW

## 2.1 Introduction

This chapter discussed literature related to how the government has involved itself in promoting acquisition of employable skills among youth in the YPs. It looked at how the various government funded initiatives such as subsidized tuition, infrastructure, tools and equipment, qualified instructors, and designing relevant content influenced skill development in the YPs. It also included a theoretical framework of the area of research, a conceptual framework and finally a summary of the literature review.

## 2.2 The concept of youth skill development in Kenya

In 1960s and early 70s technical and vocational skill development in developing countries like Kenya was regarded as key in the development process and attracted much support from donors such as the World Bank (ILO, 2006). The initiative became popular among many countries in the sub Saharan Africa. The Workers Brigades in Ghana, village polytechnics in Kenya, Botswana's Brigades and Tanzania's education for self reliance are some of the governments' initiatives towards promoting vocational skills.

Village Polytechnics in Kenya were started as an initiative of NCCK in 1968 (Gould 1989) to provide those who had dropped out of formal education system at primary level with employable skills. The community perceived them as institutions of failures and dropouts (Dubois et.al 2010). The government did not emphasize on their role until in 1971 when the ILO reported that the number of school leavers was quickly surpassing the white collar jobs.

In 1980s Kenya experienced a shift in donor policy that led to structural adjustments and cost sharing measures that affected the skill development sector greatly due to cut in donor aid (King and Palmer, 2006). The government's adoption of Universal Primary Education (UPE) recommendation from the World Conference on Education for All in 1990 worked to the failure of vocational training. The World Bank criticized technical and vocational training as being too costly compared to its returns to the economy, its quality was poor and there was a mismatch between training and needs of industry (King and Palmer, 2006). Vocational training was later incorporated in the mainstream 8.4.4 education system in the 1980s, a move that nearly led to the collapse of the YPs. In addition, there was no clear policy on vocational training and the YPs lacked essential resources and facilities, a fact that led to the deterioration of quality of training. Training was biased towards theory work (Amutabi, 2003). A report by DFID (2006) indicated that lack of central government support (financial independence) leads to equipment becoming obsolete, and instructors becoming outdated hence low quality training.

Vocational skill development was reemphasized in mid 2000 in the new World Bank Policies on Secondary, Higher and General Education and Skill Development, the ILO report of 2004 as well as the World Development Report of 2007 on youth. The ILO report of 2004 indicated that worldwide, youth population grew by 10.5% over the last 10 years to more than One Billion in 2003 yet youth employment grew only by 0.2% meaning that youth growth is rapidly outstripping the ability of the economies to provide them with jobs.

Omolo (2013) posits that there exist an intertwined connection between TVET, employment, economic growth and social protection. A report on the PEV in 2007 implicated many youth as those who were used to perpetrate violence (UNHCR, 2008).With the high unemployment rate in Kenya, many youth have engaged themselves in vices such as political

violence, crime and drugs. Vision 2030, the Constitution of Kenya of 2010, ILO Youth Empowerment Network, National Youth Policy recognize the challenges facing youth, the major ones being unemployment and poverty. Article 55 of the constitution highlights the youth entitlement to government measures such as affirmative action to ensure that they access relevant education and training. Vision 2030 on the other hand is a roadmap for leading Kenya to an industrialized middle income country by the year 2030.

For any country to make a breakthrough in industrialization and technological development it must have a critical mass of qualified engineers, technologists, technicians, crafts-people and artisans. Each group must be represented in appropriate proportions. In developing countries the ratio is 1:3:12:60 while for the developed countries it is 1:2:4:16 respectively (Sessional paper 14 of 2012). In kenya, there exist few craft and trade workers as compared to the standard proportion in the ratio 14:40:1:2 for professionals, technicians, craft and trade workers respectively.

ILO (2005) report points out that skill development in many countries has a second place after secondary education. Most parents prefer secondary education because it is perceived to better prepare youth for formal employment opportunities.

The Ministry of Youth Affairs and Sports was created in 2006 to look into youth issues in Kenya. The department of youth training within the then Ministry of Youth Affairs and Sports was given the task of training youth in various trades so as to prepare them for the job market, hence the revival of the polytechnics. The government through the Ministry of Youth Affairs and Sports initiated various programs in YPs all over the country to improve on the quality of training. These include rebranding them as youth polytechnics from village polytechnics,

constructing infrastructure, providing training materials, modern tools and equipment, hiring qualified instructors and subsidizing trainee tuition fee (MOYA, 2012).

### 2.3 Subsidized Youth Polytechnic Tuition Fund and skill development

MOEST (2003) report on education and training indicated that the main goal of education financing is to ensure that no single student is denied access to education or training because of inability to afford. It recommended provision of an annual budget to be set aside for tuition subsidy, expanding and rehabilitating physical facilities and replacing equipment. SYPT was introduced in the polytechnics in 2009 with the sole aim of increasing the access to training for the out of school youth so that they can acquire employable skills. This was due to the realization that the youth form the largest population in the country yet they are the most unemployed, about 60% (2009 census), and as a result forms a strain on the national budget. It can be a great resource to the country if harnessed (MOYA strategic plan). The government ever since has initiated various programmes to empower the youth among them vocational skill training.

According to Sessional paper no 14 of 2012 enrolment in TVET institutions rose from 71,167 in 2006 to 82,843 in 2010. It is during this period that the government continuously allocated substantial amount of money, from 92.6 Billion in 2005/2006 to 160 Billion in 2009/2010 F/Y, which is about 27% of total government spending in education and training sector.

A study done in Pakistan on factors influencing enrolment in higher education institutions indicated that financial aid and training facilities have a major influence on enrolment decisions. The move by the government to introduce tuition subsidy in all public YPs across the country was because of a number of reasons; most of the YP trainees were school drop outs from poor

backgrounds who could not afford fees in formal school systems, the level of retention was very low compared to enrolment level and the quality of training was poor. Okoro, (2007) study findings revealed that lack of funds among other factors affect quality training. The government allocates a uniform subsidy of Kes.15, 000 per trainee per year. The total amount allocated to YPs will therefore depend on the total number of trainees in that institution and its use is also dependant on stipulated rules and regulation by the government.

Garriga and Keightley (2007) reveal that uniform tuition subsidy does not simultaneously increase enrolment and reduce dropout. While the subsidy enables some students from poor backgrounds to enroll in education and training institutions, it also encourages less prepared students to enroll. As a result the enrolment rate increases but the completion rate is compromised. The study also states that the tuition subsidy is inadequate to prevent dropping out of the training institution. There are ancillary costs such as transport costs, lunch, uniform purchasing and examination fees that the trainees are supposed to take care of, that the poor trainees are unable to raise thus increasing the dropout rate. These ancillary costs account for about 15 percent of average per capita household expenditure (KIHBS, 2005). Most countries receive an inadequate budget towards vocational training thus the vocational institutions introduce these cost sharing measures (DFID, 2006).

Garriga and Keightley (2007) suggest a merit based subsidy to curb dropout and improve completion rate. This involves screening and providing the financial aid to only those in need and not just everybody, although this does not lead to a significant increase in enrolment. If the objective of the education policy is to increase enrolment then a flat rate subsidy is the way to go but if the policy is to ensure a rise in both enrolment and completion rates then both the flat rate

tuition and merit based tuition subsidy should be applied. Subsidy improves the composition of labour force and wage inequality.

### 2.4 Human resources and skill development

The human resources within the YPs include training officers, managers, instructors and contracted persons. The government employs training officers, managers and instructors and deploys them to YPs all over the country. It also provides funds for paying contracted persons within the YPs. Since 2007 the government through the department of youth training and public service has been staffing the YPs to supplement those employed by the YP BOG. (Busia Strategic Plan, 2013)

For the YP human resources to effectively implement the YP curriculum, they highly require management support (Bishop, 1985). The amount and quality of assistance provided to the curriculum implementers is essential. This support may include participating in conferences, in service training, team meetings, consultations and training materials (Huberman and Miles, 1984).

The Deming cycle of continuous improvement -Plan-Do-Check-Act provides an approach on improving an organization's production process. The curriculum managers' function is to coordinate, organize and control all the organizational parts that must operate in harmony in order to achieve goals of implementation which is to impart relevant market skills into the trainees. They must lead the planning process and anticipate implementation problems and consequently plan how to counter these problems so as to ensure successful implementation. This requires identifying and organizing the necessary human, material, technical and financial resources, establishing and facilitating organizational structures, locating, creating and operating

an effective communicating network and developing viable decision making procedure (Keskei, 2013)

For trainees to acquire market relevant skills, the instructors must have sufficient industry experience (Adams and Johanson, 2004) however such qualified instructors are not easily available since they are also on high demand in the labour market. Winter 2003, suggests good salary, working conditions, teacher preparation and mentoring support as crucial to teacher retention. Teachers were more likely to quit when they worked in areas that offered lower wages and when their salaries were low compared to alternative opportunities. Administrative support and resources had a part to play in teacher retention. Nieto, 2003 posits that teachers must be trained, prepared for public service and provided with opportunities for professional development. MOEST (2003) report recommended that the government should provide YP instructors with skill upgrading, in service training and attachment schemes. Their wages were also recommended for review. The YP instructors have to meet certain minimum qualifications which are stipulated by the training department.

**2.5 Facilities, tools and equipment and skill development**

To realize high quality skills in any training institution there must exist a combination of appropriate training tools and equipment and adequate training materials for practice by the trainees, adequate relevant textbooks, training manuals and qualified instructors with enterprise experience.

Hicks et.al (2011) study findings reveal that various trades in the public training institutions use outdated tools and equipment. A survey by MOYAS, 2012 revealed that the public YPs are constrained with inadequate modern equipment which is very critical in skill

development. Their counterparts in the private institutions use modern tools and equipment, and are exposed to an apprenticeship style where the trainees work on real projects that provide them with a better understanding of the current market demand. Study findings by Mureithi, 2008 revealed that YPs fail to offer hands on skills due to inadequate training facilities.

To ensure the YPs produce students with competent and employable skills that are relevant and at par with technological advancements, the government provides modern tools and equipment to replace the outdated ones to all the public YPs. This is to ensure the youths do not get technological shock when they join the job market (Nyerere, 2009).

As Kenya struggles to achieve its vision of being industrialized, achieving economic growth and reduce poverty by the year 2030, skill training must be of high quality and incorporate use of modern technologies and be relevant to the needs of industries (Afeti, 2011). There have been attempts by some colleges to try and make the YPs as their constituent college, a move that has been turned down with the reason that it will create a vacuum of technical human resource.

In an attempt to improve the quality of training the government identified some YPs in each constituency to be centres of excellence. These will be institutions with sufficient capacity and track record of producing high skilled workers for an identified industry sector. They will be fully equipped by the government (MOYAS, 2012).

In Kenya today there are over 600 YPs (MOEST, 2005) and are widely spread that they become inaccessible. Study findings by Western Kenya Vocational Training Project indicated that on average there are two public institutions within 10km of the homes of individual student (Hicks et.al 2011). In Busia County there were 18 public YPs (Busia County Strategic Paper,

2013). In Samia two YPs (Nangina and Namasali) have so far been funded by the government. The government also provides greenhouses, fish pond and incubators to the YPs for income generation as a way of ensuring their sustainability. The YPs also train the students on agribusiness and use these facilities for their practical lessons. Kenya being a dual economy with agriculture as its back borne, it aims at training the energetic youth on agriculture. Each YP has at least one income generating activity.

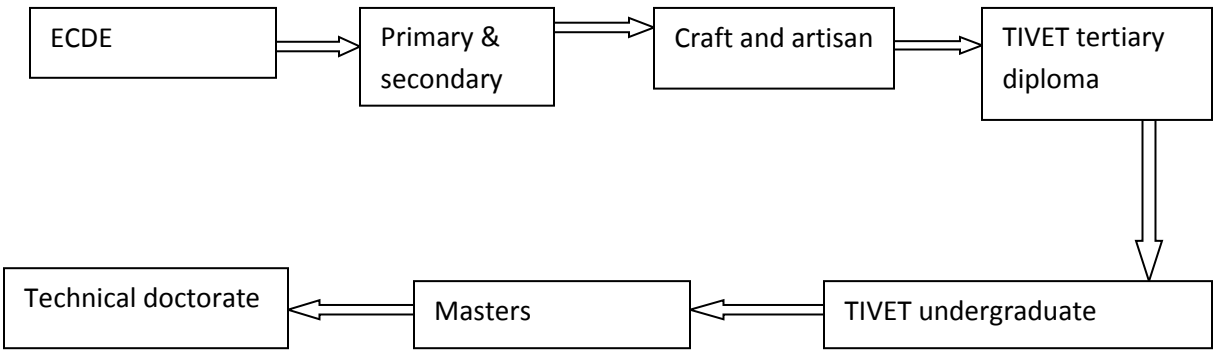
### 2.6 Course relevance on skill development

MOYAS (2012) identified skill deficiency among the barriers to youth successful entry into the labour market. The Koech report of 2000 recommended that the goal of education should be to facilitate industrial and technological development to address the aspirations of vision 2030. In 2011 a task force was set up to strategize on how the curriculum would be realigned to Vision 2030 and the new constitution (Amukowa, 2013). Curriculum Research and Development Centre and Kenya Institute of Education were engaged by the government to develop a curriculum that would address the needs of the labour market. The task force recommended several reforms in the curriculum.

In Kenya, YPs have undergone a curriculum revision recently. They provide post primary short, medium and long term training up to two years, one year of study and training and the second year for attachment and examination preparation. The examinations emphasize on the trainee demonstration of both knowledge on trades and technical skills. The trainees are awarded trade test certification and artisan qualifications (Balwanz, 2012). The new curriculum is meant to be flexible enough to allow trainees exit and restart training, progress from one level to another and qualify for a technical degree (Njuguna, 2010). It should provide for dynamism i.e.

improvement as the job changes. Besides school based training it should also accommodate enterprise-based training and apprenticeship training. To ensure quality assurance and control of this diverse curriculum there is need for a strong regulatory framework to oversee it. National industrial Training Authority is in charge of oversees national trade testing system (Omolo, 2013).

**Figure 2.1: Current YP Curriculum structure for graduate transition**




The success or failure of a curriculum depends on its implementation. This implies that the implementation stage of a curriculum is very vital. The stage involves changing attitudes of people, policy makers, administrators, instructors, trainers, quality assurance officers, parents and learners, and providing the materials and administrative support to make the process possible (Shiundu and Omulando, 1992). This increases the chances for its acceptance and adoption. They further reiterate that if a curriculum project is not implemented then it could be described as a failure. Most YPs haven't reached their full potential within the communities since most of their activities are delinked from the community and the private sector. Their attachments are haphazard and too short. They also lack tracer studies to track the graduates (Balwanz, 2012) Vocational training should be demand driven, promote enterprise culture and offer a wide range

of opportunities to the youth. There is need for frequent needs assessment and tailoring TIVET curriculum to meet the changes in technology and ensure that what the YPs train goes hand in hand with the demands of the labour market. The concerted efforts of all the curriculum implementers-instructors, training managers, and stakeholders such as the parents and private sector - is required to propel the curriculum to accomplishment.

Currently the YP curriculum has 12 subjects ; Agribusiness Development, Building Technology, Appropriate carpentry and Joinery, Electrical and Electronics Technology, Fashion Design and Garment Making Technology, Food Processing Technology, Hair Dressing and Beauty Therapy, Information Communication and Technology, Leather Work Technology, Metal Processing Technology, Motor Vehicle Technology, Refrigeration and Air Conditioning(MOYA 2011). The trainees have a wide range of courses to choose from depending of their area of interest.

Besides the technical subjects, trainees are offered supporting subjects such as entrepreneurship, mathematics, technical drawing, communication skills and life skills. MOE, Lavitria (2014) reiterate that information on these supporting subjects is important in the modern employment market and enable the youth create a successful career in life. However, the YPs do not emphasize on these supporting subjects because they are not examinable. The curriculum is therefore seen to emphasize on the psychomotor domain with less regard of the cognitive and affective domains of the trainees. In addition certain aspects of the curriculum such as physical education and life skills have been dismally implemented. For this to be reversed the government needs to provide adequate resources: instructors, curriculum support material, and teaching/learning materials, in order for the YPs to implement the new curriculum fully. This is supported by Shiundu and Omulando (1992) who posit that a new programme requires relevant

and adequate facilities and must also be prepared and materials purchased to ensure the successful activation of the programme.

Implementation of the new YP curriculum has been affected negatively due to inadequate resources. The World Bank report, (1997) cites inadequate teaching materials, tools and equipment as a major challenge in the success of a curriculum. MOEST (2003) report also points out inadequate teaching/learning facilities, equipment, weak mechanisms for quality assurance, inspection and supervision as a result low budgetary allocation towards vocational training act as impediments to education effectiveness. Gross et.al (1971) identifies awareness and clarity of the curriculum, teacher competence, management support, availability of materials and equipment and the attitude of the stakeholders as key to influence the outcome of an innovation.

The YP instructors need to be provided with adequate tools for the job. Pscharopolous and Woodhall (1985) explain the need for teacher to be given the right tools to succeed. The quality of assistance provided to them- training-is essential in addressing implementation problems.

**2.7 Theoretical framework**

This study was guided by the theory of quality management by an internationally acclaimed quality management guru Joseph Juran (1951). During his time, he strongly influenced the Japanese manufacturing practices. He defined quality as fitness for purpose i.e. customers intention for use.

The YPs focus on the quality of skills imparted in the trainees for employability and the resultant positive effect on the economy. Juran identified two types of customers-internal and external that must be satisfied by providing correct products and services that match their requirements and expectations. The trainees require skills that can enable them compete on the

present job market that is continuously changing with the technological advancements. Employers on the other hand require employees who are skilled and ready for the market. The government's aim is to tap the large resource of the energetic youth to contribute to its economic development.

Juran believed that quality does not happen by accident but needs to be planned and executed systematically. He gives rise to the quality trilogy which is a systematic approach that empowers the organization to break through existing levels of quality and reach desired levels. This process involves quality planning, quality control and quality improvement.

Quality planning involves creating a process that will be able to meet the set goals under the operating conditions (Juran, 1986). It aims at providing the operating forces with means of producing products that can meet customers' needs (Juran1986). This should be done by the management level. With the high unemployment among the youth in Kenya, the government embarked on youth empowerment programmes among them revitalizing the YPs so as to effectively achieve their goal of imparting relevant employable skills among the youth and solve the problem of youth unemployment.

The quality roadmap involves identifying the customer and their needs (youth, employers and government), identifying the features of the product in this case the resources required, and quality standards of the training, interpreting the needs and putting them in the language of the organization, developing product features that optimally respond to customer needs and developing processes that can adequately produce the product features for the customers. The government has gone ahead to provide a policy guideline on youth training, reviewed the

curriculum of the YPs to ensure it is relevant and flexible, provide both material and human resources, tools and equipment and also build infrastructure in the YPs.

Quality control uses statistical processing control methods to ensure that quality standard are met by identifying and correcting variations in the production system. A quality council has been set up from the national level down to the YP level. The structure comprises of the cabinet secretary of education, permanent secretary in charge of technical education, directorate of training, county directors of training, training officers, managers and the board of governors. All of them have oversight and supervisory roles on the performance of the YPs.

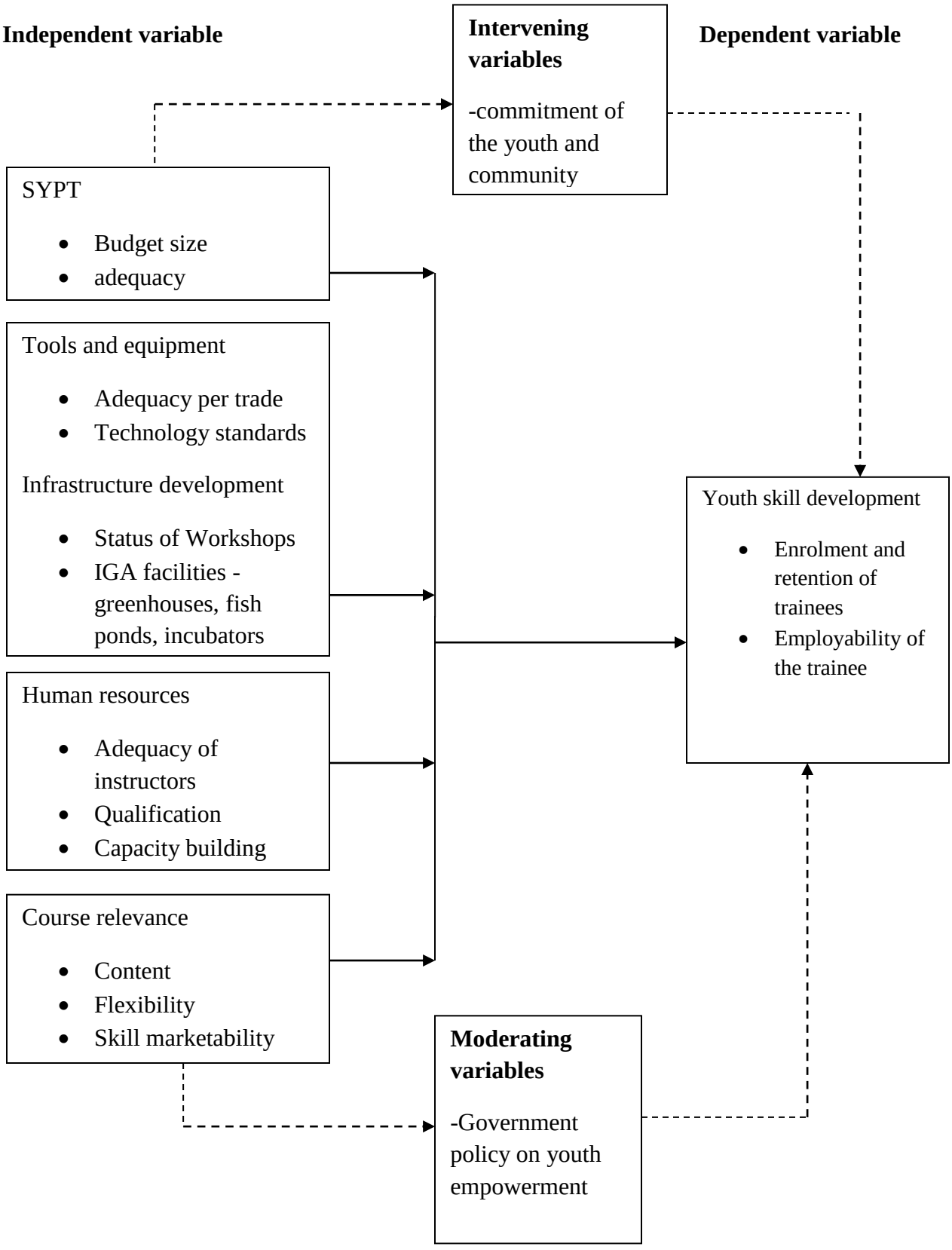
Quality improvement is continuous. The quality council coordinates and institutionalizes improvement of policies and programmes, recruiting and retraining instructors and availing necessary resources within the institutions. Feedback from the employers should provide the necessary information to continuously improve on the YPs system, product and services.

80 % of quality performance in any organization depends on the top management. Quality therefore requires a strong upper management commitment and support. The government as the senior manager must take the lead in showing that quality of output (graduate trainees) is its top priority. Customer orientation should be the driving force for YP performance. Instructors need to be continuously trained and adequate training materials and other facilities need to be provided by the management for optimal functioning of the YPs. Proper tracking on the graduate trainee destination can provide a basis for continuous improvement on policies and programmes of youth training.

## 2.8 Conceptual framework

It shows the relationship between the dependent and dependent variables. The various government initiatives of reviving the YPs form the independent variables and include subsidized youth polytechnic tuition fee, building infrastructure, providing tools and equipment and employing qualified instructors. The independent variables affect the enrolment rate, quality if skill training, change in management and curriculum adoption in the YPs.

**Figure 2.2 Conceptual framework on government sponsorship in performance of YPs**



## 2.9 Summary of literature review

This chapter discussed literature on various initiatives that the government has undertaken in revamping the YPs to make them effective and efficient. It discussed how these initiatives have affected enrolment, retention and skill development within the YPs. It also looked at the theoretical framework and the conceptual framework.

# CHAPTER THREE

# RESEARCH METHODOLOGY

## 3.1 Introduction

This chapter described the research procedure and techniques that were used in the study. It looked at the research design, target population, sample size and its selection procedure. It also explained the instruments used in data collection, how the reliability and validity of the instruments were established, data analysis and presentation techniques and finally ethical considerations during the study.

## 3.2 Research design

The study applied a descriptive research design. This is a research design whereby a researcher collects data from the sample of individuals by administering questionnaires and or interviews so as to determine the current status of the population with regard to one or more variables (Orodho, 2003). The researcher was interested in the current performance of the YPs after being sponsored by the government since 2009. The questionnaires and interview enabled the researcher to establish how the independent variable affected the dependent variable positively or negatively, in this case, the researcher was able to establish how the government had influenced skill development in public YPs.

This type of design is suitable for studies where data is intended to describe existing conditions (Simiyu, 2009). It can be used to collect information about people's attitudes, opinions, habits or any of the variety of education or social issues (Orodho and Kombo, 2002). Questionnaire enabled the researcher to save on cost and time during data collection and also

ensured confidentiality of the respondents because the respondents were not required to identify themselves to the researcher or on the questionnaires. The tool contained both open ended and closed ended questions. Trainees and instructors respondents will be provided with questionnaires to fill.

The researcher also used semi structured interview tool to collect data from the training officer. Interview is good for extensive research, faster and confidential. It enabled the researcher to collect data that was not easily revealed through probing and also get clarity on responses.

### 3.3 Target population

The study was conducted in Nangina and Namasali YPs in Samia Sub County in Busia County. There are five YPs in samia sub county but only the two YPs chosen benefit from government initiatives, that is why they were selected. The YPs have a total of 340 trainees. The respondents included Sub County Youth Training officer in charge of Samia zone, YP instructors and trainees.

**Table 3.1 Target population for study**

| **Target group** | **Population of YP** | | |
|---|---|---|---|
| | **Nangina** | **Namasali** | **Total** |
| Trainees | 278 | 62 | 340 |
| Instructors | 15 | 4 | 19 |
| Training officer | | | 1 |
| **Total** | | | **360** |

### 3.4 Sampling and sampling procedure

#### 3.4.1 Sample size

The study used a sample size of 181 trainee respondents. According to Krejcie & Morgan (1970) a population size of 340 uses approximately 181 respondents as an appropriate target population. 33 respondents were picked from Namasali YP while 148 from Nangina YP. The training officer and all 19 instructors were also included purposively.

**Table 3.2 Sample size determination n=201**

| Target population | Population size | Sample size |
|---|---|---|
| Trainees | 340 | 181 |
| Instructors | 19 | 19 |
| Training officer | 1 | 1 |
| **Total** | **360** | **201** |

#### 3.4.2 Sample selection.

The researcher sampled out respondents from both YPs. The training officer and instructors were included purposively due to their vast knowledge on the operations of the government in the YPs therefore they were reliable in the study. According to Kombo and Tromp, (2006) a researcher is allowed to consciously include a group of people he/she believes to be reliable for the study. Other respondents were drawn randomly based on their population size as shown.

**Table 3.3 Sampling procedure for trainees n=181**

| YP | Total trainees | Sample size proportionate method | Sample size |
|---|---|---|---|
| Nangina | 278 | $\frac{278}{340} \times 181$ | 148 |
| Namasali | 62 | $\frac{62}{340} \times 181$ | 33 |
| **Total** | **340** | | **181** |

The researcher selected both YPs for the study because they both receive government sponsorship.

**3.5 Data collection instruments**.

The study used semi structured interviews and questionnaires to collect data. The training officer was interviewed while trainees and instructors respondents were provided with questionnaires to fill. The questions were both open ended and closed ended so as to take care of the different literacy levels of the respondents and ensure extensive information was sought.

Both the interview and questionnaire tools were organized into 5 sections, ABCD and E that sought information on background information, SYPT, human resources, facilities tool and equipment and course relevance respectively. The tools sought information on how the government through its various initiatives in the public YPs had influenced skill development among the trainees.

### 3.5.1 Pilot testing

A pretest sample of 18 respondents from Butunyi YP in Butula Sub County was used for pilot study. This was a tenth of the total sample population. Mugenda & Mugenda (2003) recommends a sample size of a tenth of the total sample with homogeneous characteristics as appropriate for piloting. The YP was picked because it was also under the revamping programmes and it neighbours Samia Sub County hence it could exhibit similar characteristics to those of sampled YPs. Piloting enabled the researcher to identify gray areas within the research instruments, capture important suggestions & comments from the respondents that helped to improve on the research instruments. It also provided a preliminary indication of the time required for administering the tool.

### 3.5.2 Validity of the instrument

The validity of the instruments was ascertained during piloting by examining if the responses provided represented the variables under the study.

### 3.5.3 Reliability of the instrument.

It measures the degree of consistency of results after repeated trials (Mugenda and Mugenda, 2003). Reliability was determined by a test-retest technique. The researcher administered the pilot questionnaires and interview tool twice on the same group to find out if the responses were consistent. A time lapse was provided between the first and second administering of the tools. The researcher also ensured that there was no variability in questions within the instrument, used simple language for every level of respondents to comprehend the questions and did not impose time limits on the pilot respondents.

### 3.6 Data collection procedures.

Before commencing on fieldwork to collect data the researcher obtained an introductory letter from University of Nairobi. These were presented to the County Education Office, county director of training in charge of the YPs and the county government department in charge of vocational training, who then granted permission for research to be conducted in the YPs in Samia Sub County.

Due to the vast areas of research, a research assistant was used during the research for timely data collection and analysis.

### 3.7 Data analysis and presentation techniques

This section sought to establish the extent to which the government had influenced skill development in the YPs. The collected data was processed- edited, coded and stored electronically to enable the researcher eliminate any contradicting and unusable data and also interpret ambiguous answers. Descriptive analysis technique (thematic analysis) was used to analyze the data. The data was presented using frequency tables and reports.

### 3.8 Ethical considerations

Before embarking on data collection, a permit and research authorization letter from National Council for Science and Technology was obtained. The researcher also acquired an introductory letter from University of Nairobi. Copies of the permit and letter were presented to the authorities where research was to be carried out. The researcher presented a letter of transmittal to the respondents. The respondents were briefed on the intended research and their consent sought before being engaged in the exercise. They were requested to provide honest

responses and no one was forced or coerced into the study. They were not required to identify themselves on the data collection instruments. Every respondent was treated with respect. The data collected was only used for the purpose of this research.

# CHAPTER FOUR

# DATA ANALYSIS, PRESENTATION, INTERPRETATION AND DISCUSSION

## 4.1 Introduction

This chapter presents research findings of the study. The findings are discussed under subsections based on the objectives of the study. These subsections are questionnaire return rate, demographic characteristics of the respondents, SYPT and skill development, human resources on skill development, physical infrastructure, tools and equipment and skill development, and lastly relevance of content to skill development.

## 4.2 Questionnaire return rate

Questionnaires were administered to the trainees and instructors. These were key in providing objective views on the variables under the study. The return rate is shown below in table 4.1

**Table 4.1: Questionnaire return rate**

| Category of respondents | administered | returned | Percent |
|---|---|---|---|
| Trainees | 181 | 162 | 89.50 |
| Instructors | 19 | 17 | 89.47 |
| **Total** | **200** | **179** | **89.5** |

Table 4.1 presents the rate of return of questionnaires by trainees and instructors. A total of 181 questionnaires were administered to the trainees and 19 to the instructors. A total of 179 questionnaires were returned for analysis which formed 89.5% return rate. According to Mugenda and Mugenda (2003), a return rate of 70% and above is very good and appropriate for analysis and reporting.

The questionnaire return rate was very good because the researcher had prior discussions with the respondents about the intentions of the exercise. On the date of administering the questionnaire, the researcher administered the questionnaires in the classrooms where the trainees were and in the staffroom for the instructors during their lunch time. The questionnaires were collected on the same day once the respondents finished filling them. This ensured that most of the questionnaires were returned.

### 4.3 Demographic characteristics of respondents

This section presents data on the demographic characteristics of the three categories of respondents, the trainees, instructors and the training officer. This included gender, age, year of study and level of education before joining the YP.

#### 4.3.1 Demographic characteristics of trainees

##### 4.3.1.1 Distribution of trainees by gender

Trainees were asked to state their gender. The researcher sought to establish whether they were male or female. The relevance was to give an insight on the composition of the trainees who were benefiting from the government sponsorship. Policy on gender mainstreaming is being

implemented in all sectors- public and private- to ensure that both male and female are given equal opportunities.

**Table 4.2: Distribution of trainees by gender** **n=162**

| Category of Respondents | Frequency | Percent |
|---|---|---|
| Male | 85 | 52.5 |
| Female | 77 | 47.5 |
| **Total** | **162** | **100** |

There were 85 (52.5%) male trainees and 77 (47.5%) female trainees. The male trainees were the majority though the female were also many. This implied that the male and female were given equal chances in the YPs. This is supported by a study by Nyerere (2009) that female students enrolment has been rising in the YPs than in technical institutions.

#### 4.3.1.2 Distribution of trainees by age

The trainees were asked to give their age bracket. This was to determine the age of trainees who join the YPs.

**Table 4.3 Distribution of trainees by age** **n=162**

| Age bracket of trainee | frequency | percent |
|---|---|---|
| 0-13 | 2 | 1.25 |
| 14-18 | 109 | 67.5 |
| 19-34 | 49 | 30.0 |
| 35+ | 2 | 1.25 |
| **Total** | **162** | **100** |

Majority of the trainees 109 (67.5%) were between the ages 14-18 years followed by 49 (30%) trainees whose ages range between 19-34 years. Trainees below 13 years and those above 35 years were the least 2 (1.25%) each. The UN defines a youth is a person of ages between 15-24 years of age while the Constitution of Kenya (2010) defines a youth to be of ages between 18-35 years old. The ages14- 18 years is where most students join secondary education. It is also the time when most students drop out of school. According to UNICEF (2004), the transition rate from primary to form one is 59%, in Kenya in 2008. The YPs aim at giving a second opportunity to the youth who had dropped out of the mainstream education system, to acquire employable skills.

#### 4.3.1.3 Distribution of trainees by year of study

The trainees were asked to give their year of study, either in 1st year or 2nd year. This was necessary so as to establish if all the trainees at all stages of training benefit from the government sponsorship or is it inclined. It was also important to know if both the 1st and 2nd years had the

same feeling about the sponsorship. The 2nd years had stayed longer in the institution and could give an objective view on the influence of the government sponsorship on their skill acquisition. This is shown in the table 4.4 below.

**Table 4.4: Distribution of trainees by the year of study n = 162**

| Year of study | frequency | percentage |
|---|---|---|
| 1st year | 91 | 56.25 |
| 2nd year | 71 | 43.75 |
| **Total** | **162** | **100** |

In the study 91 (56.25%) trainees were in 1st year followed by 71 (43.75%) trainees in 2nd year. Most of the 2nd year trainees were out on attachment at the time of research.

#### 4.3.1.4 Distribution of trainees by level of education before joining the YP

The trainees were asked to state their level of education before joining the YP. Their response is shown in the table 4.5 below.

**Table 4.5: Distribution of trainees by their level of education before joining the YP n=162**

| Level of education before joining YP | frequency | percentage |
|---|---|---|
| No formal education | 2 | 1.25 |
| Primary | 91 | 56.25 |
| Secondary | 67 | 41.25 |
| College | 2 | 1.25 |
| **Total** | **162** | **100** |

The data in the table shows that majority of trainees 91 (56.25%) had dropped out of primary school to join the YPs, followed by 67 (41.25%) dropping out at secondary level. Only two trainees (1.25%) had never stepped in primary school and two (1.25%) left colleges to join the YP. This confirms the education report of 2013 indicate that about 30% of students drop out of school at primary level. This is the bulk that joins the YPs to acquire skills for employment.

### 4.3.2 Demographic characteristics of the training officer and instructors

The study sought to find out the demographic characteristics of the instructors and training officer based on their gender, age, academic qualification and experience. These are the people with the responsibility of ensuring that the youth who had dropped out of school and perhaps engaged in some vices such as crime and drugs and irresponsible sexual behavior are rehabilitated through gaining a skill that will increase their chances of employment.

#### 4.3.2.1 Distribution of instructors by gender

The instructors were asked to give their gender. The following were the responses as shown in table 4.6 below.

**Table 4.6: Distribution of instructors by gender**

| | n=17 | |
|---|---|---|
| **Gender** | **frequency** | **percentage** |
| Male | 13 | 75 |
| Female | 4 | 25 |
| **Total** | **17** | **100** |

The findings indicated that there were 13 (75%) male instructors and 4 (25%) female instructors. This meant that most instructors are male. The training officer interviewed was male. The instructors undergo training in the technical institutions and a study by Nyerere (2009) indicate that in technical institutions male enrolment is higher as compared to female.

#### 4.3.2.2 Distribution of instructors by age bracket

The instructors were asked to give their age bracket. The responses were as shown below in table 4.7.

**Table 4.7: Distribution of instructors by age bracket n=17**

| | Instructors | |
|---|---|---|
| **Age bracket** | **frequency** | **percentage** |
| 18-34 | 10 | 58.33 |
| 35+ | 7 | 41.67 |
| **Total** | **17** | **100** |

Majority of instructors 10 (58.33%) were between 18-34 years followed by 7 (41.67%) were above 35years. The findings indicate that majority of the instructors were youthful enough to understand the plight of fellow youth and advise them accordingly.

#### 4.3.2.3 Distribution of instructors by level of training

The respondents were asked about their academic qualifications. This was to establish the level of education of the instructors which could give insight on the government program of employing qualified instructors to impart quality skills to the youth in the YPs. The response is shown in table 4.8

**Table 4.8: Distribution of instructors by level of training n=17**

| | Instructors | |
|---|---|---|
| **Level of training** | **frequency** | **percentage** |
| Grade test | 4 | 25 |
| Artisan | 7 | 41.67 |
| Craft | 3 | 16.67 |
| Diploma | 3 | 16.67 |
| Degree | 0 | 0 |
| **Total** | **17** | **100** |

The findings reveal that majority of the instructors 7 (41.67%) had an artisan qualification, followed by 4(25%) with grade test, and lastly 3 (16.67%) for both craft and diploma levels. There was no instructor with a degree or above that. This reveals that majority of instructors have the technical knowledge and skills that the trainees require.

#### 4.3.2.4 Distribution of instructors by years of experience

The instructors were asked about their experience in the YPs. This was relevant so as to get information on changes that had occurred since the inception of government funding in the YPS and if the trainees are being handled by skilled instructors.

**Table 4.9: Distribution of instructors by years of experience**

| | n=17 | |
|---|---|---|
| **Years of experience** | **Frequency** | **Percentage** |
| 0-2 | 4 | 25 |
| 3-6 | 6 | 33.3 |
| 7+ | 7 | 41.67 |
| **Total** | **17** | **100** |

The findings showed that majority 7 (41.67%) of the instructors had an experience of more than seven years followed by 6 (33.6%) with experience of 3-6 years. The least 4 (25%) had an experience of 2 years and below. The training officer had an experience of more than 7 years. This indicates that the training officer and instructors had been in the profession long enough to give reliable information on the influence of the government funding on the skill development among the trainees.

### 4.4 Influence of SYPT on skill development

The first objective of the study was to establish how SYPT fund influenced skill development among the youth in public YPs in Samia Sub County. This was necessary in the study to verify if the trainees were beneficiaries of the fund and if it was enough to cater for their fees or they had to contribute more towards their fees. The researcher verified whether the trainees were aware of the SYPT fund, if they are beneficiaries, if the SYPT catered for all the

fees and if not in what were they supposed to contribute, their ability to pay and how they raised their part of contribution.

The instructors were asked to state how much was the total fees for the trainees and how the trainees raised it, if the trainees in the YP were beneficiaries of SYPT and how much each trainee benefits. This was relevant since the instructors assist the managers in following up fee issues and interact with the trainees closely so they are better placed to know the background of the trainees. They were also asked to state if there were any other contributions to be made by trainees besides what the government paid for them.

### 4.4.1 Awareness on SYPT

The trainees were asked if they were aware of SYPT. Their response is shown below

**Table 4.10 Trainee response on level of awareness on SYPT n=162**

| Level of awareness | Frequency | Percent |
|---|---|---|
| Yes | 89 | 55 |
| No | 73 | 45 |
| **Total** | **162** | **100** |

Majority 89 (55%) of trainees were aware of the SYPT fund 73 (45%) responded they were not aware. The findings reveal that most students knew about the government subsidized their training fees.

The instructors were also asked on their awareness of SYPT fund. This was necessary to the study because the instructors come from within the community and assist in sensitizing the community about the government initiatives in the YPs which in turn increases the enrolment. Their responses indicated that all 17 (100%) were aware of the tuition subsidy, noting that trainees contribute ksh. 4500 towards external examination, uniform and registration. Majority 13 (75%) instructors and the training officer confirmed that the trainees pay with difficulty, followed by 3 (16.67%) who responded that the trainees were not able to pay. The ILO Youth Empowerment Network and the National Youth Policy recognize that the major challenge youth of today is poverty and unemployment.

### 4.4.2 Beneficiaries of SYPT

The trainees were asked if they were beneficiaries of SYPT. Their response is shown below

**Table 4.11: Trainee response on beneficiaries n=162**

| Beneficiaries | Frequency | Percent |
|---|---|---|
| Yes | 83 | 51 |
| No | 10 | 6 |
| No response | 34 | 42.5 |
| **Total** | **162** | **100** |

Majority 83 (51%) of the trainees know that they benefit from the SYPT. 69 (42.5%) gave no response and lastly, only 10 (6%) responded they did not benefit from the SYPT. These

findings indicate that majority of the trainees benefit from the government tuition subsidy. The training officer and all instructors100% responded that all trainees who join public YPs benefit from the tuition subsidy noting that all trainees benefit a total of ksh. 15000 from the government. The funds are used to purchase training materials, trainees' educational tours and co-curricular activities.

### 4.4.3 Adequacy of the funds

Trainees were asked whether they had to make other contributions besides what the government paid for them. 113 (70%) trainees cited that they contributed towards the examination fee, 154 (95%) uniform fee, 113 (70%) lunch program and 73 (45%) training materials. This indicates that the subsidy is inadequate and trainees have to pay some other fees besides what the government is paying for them. The training officer and all 17 (100%) instructors responded that the trainees contribute towards their uniform which costs ksh.1500 and examination fee at ksh.2500. The students had to buy their own lunch while at school. The training officer noted that besides the subsidy being inadequate, it is also untimely.

This confirms a report by Garriga and Keightly, (2007) stating that tuition subsidy is too little to prevent dropping out of training institutions due to ancillary costs such as transport costs, lunch, examination fees and uniform purchasing.

### 4.4.5 Ability to pay

The trainees were asked about their ability to pay. The following were their responses.

**Table 4.12 Trainee response on ability to pay n=162**

| Ability to pay | Frequency | Percent |
|---|---|---|
| Able | 8 | 5 |
| Pay with difficulty | 69 | 42.5 |
| Unable | 73 | 45 |
| No response | 12 | 7.5 |
| **Total** | **162** | **100** |

Based on the findings, majority 73 (45%) of the trainees are not able to cater for the additional fees, followed by 69 (42.5%) who pay with difficulty and lastly 8 (5%) able. This can affect the retention and eventual completion of their courses. 12 (705%) gave no response.

Similarly the instructors were asked to comment on the trainee ability to pay. Majority 13 (75%) of instructors responded that the trainees pay with difficulty while 3 (16.67%) responded that the trainees were not able to pay their share. The training officer also noted that the trainees were unable to pay. As a result the BOG looks for well wishers to pay for some.

### 4.4.6 How the trainees raised their fees.

The trainees were asked to state how they raised their part of the fees. The following were their responses.

**Table 4.13: Trainee mode of raising fee** **n=162**

| Mode of raising fees | Frequency | Percent |
|---|---|---|
| Family | 91 | 56.25 |
| Casual work | 45 | 27.5 |
| Boyfriend/girlfriend | 14 | 8.75 |
| NGO | 10 | 6.25 |
| Farming | 2 | 1.25 |
| **Total** | **162** | **100** |

The findings indicate that majority 91 (56.25%) of the trainees raised the remaining part of the fees from family members, followed by 45 (27.5%) by doing casual work, 14 (8.75%) from their boyfriends and girlfriends, 10 (6.25%) were being paid for by NGOs and lastly 2 (1.25%) through farming. This revels that family values the initiative of imparting skills in the trainees because it provides them with a chance to better their lives. The sponsorship from the government eases the parents' burden of fees.

Similarly the instructors were asked to state how the students raised their fees. Majority 13 (75%) responded that the trainees were paid for by the family members followed by 1 (8.3%) who responded that the trainees were paid for by well wishers. 3 respondents did not give their response.

### 4.5. Human resources and skill development.

#### 4.5.1 Adequate staffing

The instructors were asked if they taught only one subject. The responses indicate that majority 14 (83.33%) do not only teach their specific trade areas but also teach support subjects which include mathematics, communication skills, life skills education, technical drawing, entrepreneurship and guiding and counseling. Only 1 (8.33%) teaches one subject. This is an indication of understaffing within the YP. The trainees also responded that one instructor teaches at least two subjects.

#### 4.5.2 Employer

The instructors were asked who pays their salaries. This was relevant to the study to find out if the instructors were employed by the government or the BOG.

**Table 4.14 Instructors response on who pays the salary** **n=17**

| **Who pays the salary** | **Frequency** | **Percent** |
|---|---|---|
| Government | 6 | 33.33 |
| BOG | 11 | 66.67 |
| **Total** | **17** | **100** |

Majority 11(66.67%) responded that they were paid by the BOG while 6 (33.33%) were employees of the government. This indicates that the government has employed instructors within the YP though they are still few. The YP still depends mostly on the instructors employed by the BOG.

### 4.5.3 Incentives

The instructors employed by the BOG were asked if they received any incentive from the government. The following was their response.

**Table 4.15: Instructors response on incentives from the government n=11**

| Incentivized | Frequency | Percent |
|---|---|---|
| Yes | 3 | 27.27 |
| No | 8 | 72.73 |
| **Total** | **11** | **100** |

Majority 8(72.73) responded that they don't receive any incentive from the government while 3(27.27%) admitted to receive a grant from the government. The training officer revealed that some instructors employed by the BOG receive a top up grant, besides their salary, from the government. This indicates that besides the government staffing the YPs with quality instructors, it also pays some money to those instructors employed by the BOG.

### 4.5.4 Capacity building

The instructors were asked if they have attended any capacity building workshops.

**Table 4.16 instructors workshop attendance n=17**

| If attended any workshop | Frequency | Percent |
|---|---|---|
| Yes | 2 | 11.76 |
| No | 13 | 76.47 |
| No response | 2 | 11.76 |
| **Total** | **17** | **100** |

Majority 13(76.47%) responded not to have attended any workshop. Two (11.76%) of the instructors admitted to have attended workshops (poultry management and Tripple E), all sponsored by the government. The training officer admitted that the instructors had attended workshops on new curriculum which addresses labour market demand. The government was making efforts to capacity build the instructors so that they can deliver well. Adams and Johanson, (2004) note that instructors must have great industrial experience for trainees to acquire market relevant skills. Huberman& Miles, (1984) note that the amount of assistance provided to curriculum implementers such as in service training, participating in conferences and training materials is very vital in quality training.

### 4.5.5 Instructors competency

The instructors were asked to comment on whether they feel their fellow instructors were competent in their trade areas. Majority 13 (75%) responded that the instructors were competent enough followed by 3 (16.67%) who strongly agreed that the instructors are competent. The

training officer noted that for one to be employed as an instructor by the government he/she must have a KCSE certificate and attained grade III in technical education. This together with carrying out quality assurance aims at ensuring quality training.

### 4.6. Influence of facilities, tools and equipment on skill development.

#### 4.6.1 Practical lessons

The trainees were asked if they do have practical lessons in their trade areas.

**Table 4.17 Trainee response on if they attend practical lessons n=162**

| Practical lessons | Frequency | Percent |
|---|---|---|
| Yes | 126 | 77.5 |
| No | 36 | 22.5 |
| **Total** | **162** | **100** |

Majority 126 (77.5%) admitted to have practical lessons followed by 36 (22.5%) responded not to be having practical lessons. This reveals that in the YPs the trainees are subjected to practical lessons besides theory. Those who responded to not having practical lessons cited lack of training materials, absence of workshops (plumbing, electrical and electronics technology and motor vehicle technology) and also weakness of the instructors to carry out practical lessons. Amutabi, (2003) cites that training in YP was biased towards theory work since the YP lacked essential resources and facilities leading to deterioration of quality training.

### 4.6.2 Frequency of practical lessons

The trainees were asked to state how frequent they have the practical lessons. The instructors were also asked the same.

**Table 4.18 Trainee response on frequency of attending practical lessons n=126**

| How frequent | Frequency | Percent |
|---|---|---|
| Less frequent | 71 | 56.5 |
| Frequent | 45 | 36.5 |
| Very frequent | 10 | 7.9 |
| **Total** | **126** | **100** |

Majority 71 (56.5%) stated that they have the practical lessons less frequent, followed by 45 (36.5%) frequent and lastly by 10 (7.9%) very frequent. This implies that due to shortage of training materials, tools and equipment and some instructors weakness, the trainees could not have the practical lessons.

The trainees also affirmed that they share the practical materials, tools and equipment, and 130 (80%) noted that some of the materials are given at the institution while 32 (20%) responded that they carried from home indicating a shortage of the same.

The majority 13 (75%) of instructors responded that they conducted practical lessons frequently, followed by 3 (16.67%) who said that they conducted the practical lessons very frequently

### 4.6.3 Status of the available workshops

The trainees were asked to state where they had workshops. Majority 142 (87.5%) confirmed that they had workshops. However, 138 (85%) said that the workshops were not well equipped with the training materials and tools. Only 24 (15%) confirmed that their workshop was well equipped. 20 (12.5%) did respond that they did not have workshops. these were trainees undertaking plumbing and motor vehicle mechanics. Basing on these findings it is evident that most courses in the YPs are done in the workshops though these workshops are not well equipped. The government set up twin workshops in the YP.

The instructors were asked whether they had training materials, tools and equipment in their trades. All 17(100%) confirmed that they had the training materials, tools and equipment although 14 (83.33%) commented that they were not enough and so the trainees had to share at least two trainees. Only 2 (16.67%) admitted to have adequately equipped workshops. this confirms a survey done by MOYAS, (2012) which revealed that YPs were constrained with inadequate modern equipment.

### 4.6.4 Importance of tools and equipment

The instructors were asked to explain how the available tools and equipment aid them in meeting their objectives. They responded that the YP has trainees from diverse backgrounds and most of them were not good in theory work but practical part. The materials, tools and equipment enabled them to understand the subject matter well and also prepare for exams. It also exposed the trainees to the real tools. A study done in Pakistan on factors influencing enrolment indicates financial aid and facilities as the most influential factors on enrolment decisions

### 4.7. Course relevance

#### 4.7.1 Courses offered

The trainees were asked information about the courses they undertake, for how long and if there were other subjects that the trainees were taught besides their main course. From their responses, the following were the courses undertaken in the YPs: ICT, hair dressing and beauty therapy, metal works and welding, food processing technology, plumbing, tailoring and dress making, building and construction technology, motor vehicle technology and electrical and electronics. All the trainees 100% responded that their courses took 2 years and besides their course they were taught communication skills, life skills, mathematics, entrepreneurship and technical drawing. These are supporting subjects and aim at preparing the trainee for life after school- survival and in business.

The instructors were asked what trade areas they taught, how long they took and if they taught other subjects. They all affirmed that besides their main subjects they taught communication skills, life skills, mathematics, entrepreneurship and technical drawing.

#### 4.7.2 Attachment

The trainees were asked if they went on attachment in their course of study. This was necessary to know if the curriculum allowed for internship where the trainee is exposed to the real job situation practically. All (100%) said that they do go for attachment. It takes duration of three months.

The instructors were also asked if the trainees went on attachment and for how long. They all responded that the trainees do go on attachment for three months and that they supervise the trainees while on attachment.

This indicates that the new curriculum allows room for further training.

The trainees were asked to outline the challenges they phase while on attachment. Among the reasons cited were difficulty in getting a place for attachment, lack of finances for their upkeep, too much work and that they encountered very sophisticated technologies, tools and equipment that they had never handled in the YPs. The instructors cited that it was difficult to find a well established and qualified attachment provider.

### 4.7.3 Flexibility of the curriculum

The training officer and the instructors were asked if the trainees can progress with training after attaining grade tests. They responded that trainees who wished to further their training are allowed to do so although most of the YPs only offer grade test III.

### 4.7.4 Skill marketability

The trainees were asked if they thought that the courses they undertake were marketable. The following were the responses.

**Table 4.19: Skill marketability**

| | n=162 Trainees | | n=17 Instructors | |
|---|---|---|---|---|
| **Course Marketability** | **Frequency** | **Percent** | **Frequency** | **Percent** |
| Strongly agree | 71 | 43.75 | 10 | 58 |
| Agree | 45 | 27.5 | 7 | 41.66 |
| Disagree | 8 | 5 | | |
| Strongly disagree | 38 | 23.75 | | |
| **Total** | **162** | **100** | **17** | **100** |

Majority 71 (43.75%) of the trainees strongly agreed that their courses were marketable followed by 45 (27.5%) who agreed that the courses were marketable, this was followed by 38 (23.75%) who disagreed and lastly 8 (5%) strongly disagreed. This reveals that the trainees feel that the courses offered at the YPs will assist them get employed. They cited that the courses were lucrative due to the ready market of the technicians. The technicians are few yet the required number is large. They could also employ themselves.

The instructors were also asked if they thought that the courses they taught were marketable. Majority 10(58%) strongly agreed that the courses were marketable, followed by 7 (41.66%) who agreed that the courses were marketable. They cited reasons that the subject

matter is real- more technicians are needed and they deal with necessities of life. This is in line with the views in Sessional paper 14 of 2012 that a critical mass of qualified engineers, technologists, technicians, crafts people and artisans is required for any industrial breakthrough to occur. In developing countries the ratio is 1:3:12:60 respectively. This indicates a high demand for crafts people and artisans who are usually produced in the YPs.

The training officer noted that curriculum designing and implementation involves all stakeholders' contributions.

# CHAPTER FIVE

# SUMMARY OF FINDINGS, CONCLUSIONS AND RECCOMMENDATIONS

## 5.1 Introduction

The study was designed to research on influence of government initiatives on skill development in public YPs. The following were summary of findings, conclusions, recommendations and suggestions for further studies and contributions to the body of knowledge.

## 5.2 Summary of findings

The first objective of the study was to establish how SYPT influenced skill development in public YPs.

Data analysis and interpretation of responses revealed that majority 89 (55%) of trainees are aware of the government initiative to subsidize their tuition and are beneficiaries. The training officer and instructors also noted that all the trainees in the YP are beneficiaries of the government's tuition subsidy.

On the adequacy of the funds, the findings reveal that this subsidy is inadequate since it does not cater for all the fees. The instructors 17 (100%) revealed that the trainees had to contribute towards their examination (ksh 2500), uniform (ksh 1500) and lunch program (trainees ability). The training officer commented that the funds were inadequate and very untimely.

On the ability to pay majority 73(45%) of the trainees were not able to pay their share of contribution. Majority 13 (75%) of the instructors noted that the trainees paid with difficulty. On how the trainees raised their contribution, the training officer, instructors and the trainees shared the same response. Majority 91(56.25%) trainees, 13 (75%) instructors and the

training officer noted that the trainees were paid for by their family members. However, there are trainees who got their fees from their boyfriends, casual work, farming and NGOs.

The second objective was to examine how human resources influenced skill development in public YPs. The researcher sought information on trades offered in the YP, staffing level, staff capacity building and instructor competency.

The findings revealed that the YPs offered a wide range of trades. These were ICT, hair dressing and beauty therapy, metal works and welding, food processing technology, plumbing, tailoring and dress making, building and construction technology, motor vehicle technology and electrical and electronics technology. Besides these, the trainees are also taught communication skills, life skills, mathematics, entrepreneurship and technical drawing.

On staffing levels, majority 11 (66.67%) were employees of the BOG while 6 (33.33%) were employees of the government. The instructors handle both their main trades and the supporting subjects.

Out of the 6 instructors employed by the government, 2 (11.76%) have undergone some training on poultry management, Tripple E and new curriculum implementation. Some instructors 3(27.27%) employed by the BOG receive top up grants from the government to boost their salary.

On competency, majority 13 (75%) of the instructors felt that their colleagues were competent. The training officer responded that instructors have qualifications of grade 1 and 2 and the trainee performance is always above average.

The third objective was to establish how provision of tools and equipment influence skill development in public YPs. The study sought information on if the trainees were subjected to

practical lessons and how frequent, if workshops are available and their status in terms of available tools and equipment and the importance of tools and equipment to the trainees and the instructors.

The findings revealed that majority 126 (77.5%) trainees noted that they are subjected to practical lessons. The instructors also echoed the same. Majority 71 (56.5%) trainees said they attend the practical lessons less frequently while majority 13 (75%) of instructors noted that they conduct practical lessons frequently.

142 (87.5%) of the trainees admitted to have workshops although 138 (85%) of them noted that these workshops did not have all the tools that they required for their practical lessons. Majority 14 (83.33%) instructors also noted that the workshops were there but not fully equipped 12 (70%)

On the importance of tools and equipment, the instructors noted that most trainees are good in practicals than theory hence tools and equipment help them grasp the concepts easily. The trainees are also able to pass their exams.

The forth objective was to examine the extent that course relevance has influenced skill development. The study sought to find out the courses that were offered in the YP, the duration of the courses, if the trainees went on attachment and for how long, support subjects offered, flexibility of the curriculum and lastly how marketable were the skills being imparted.

The study found out that the YP offered the following courses-ICT, hair dressing and beauty therapy, metal works and welding, food processing technology, plumbing, tailoring and dress making, building and construction technology, motor vehicle technology and electrical and electronics technology which took two years. Besides the main courses the

trainees were taught communication skills, life skills, mathematics, entrepreneurship and technical drawing. Both the trainees and instructors noted that the trainees were exposed to an industrial attachment which lasted for 12 weeks.

The training officer revealed that with the current curriculum, a trainee has room of progressing from grade III all the way up to degree level.

On skill marketability, majority 71 (43.75%) strongly agreed that the skills being acquired were marketable. This is supported by majority 10 (58%) instructors.

**5.3 Conclusions**

The purpose of this study was to research on the influence of government initiatives on skill development in public YPs in Samia Sub County. In line with the stated objectives, the following conclusions emerged from the study.

The government has put more efforts to enhance skill development among the youth in the YPs. The trainees are composed of youth who dropped out of mainstream education system. This is usually due to the high poverty level within their families. At this level they hardly have any skill for self reliance, and cannot contribute positively towards the development of the country's economy. The trades being offered in the YPs are aimed at imparting employable skills among these youth trainees so that they can earn a leaving, be self reliant and contribute to national development.

The YP have received tuition funds, modern tools and equipment, qualified instructors and facilities (twin workshops). The government has also continuously reviewed the course content of the trainees to ensure it remains relevant to the changing market situations.

All trainees are beneficiaries of the tuition subsidy. The government pays a total of ksh.15000 per every trainee per annum, which is used by the YP to by training materials,

educational tours and co curricular activities for the trainees. The trainee tops up some money for examination and uniform. These funds are therefore inadequate. From the findings, majority of trainees come from very poor backgrounds and therefore strain to pay their share. The findings also reveal the vulnerability of the trainees, who have to depend on their boyfriends/girlfriends or do casual work in order to pay for their fees.

The tuition subsidy has steadily increased enrolment in the YP from 174 in 2009 to 373 in 2013. However the completion rate has been increasing at a slow pace which does not match the enrolment. This only means that some trainees drop out of the program. Garriga and Keightly, (2007) revealed that uniform tuition subsidy does not simultaneously increase enrolment and reduce dropout because it encourages less prepared students to enroll thus compromising the completion rate.

Tools and equipment have aided the trainees to acquire skills. This is because majority of the trainees dropped out of school at primary level, making it hard for them to understand theory work. Though inadequate, the tools and equipment have assisted in understanding concepts.

The government has recruited qualified instructors in the YPs to supplement the ones employed by the BOG. However they are still few.

With the revision of the curriculum, the youth have a second chance to further their dreams since the new course structure allows room for the trainee to progress from the grade test level to Master level.

**5.4 Recommendations**

1. The government and other stakeholders should step up sensitizations in the community on the government initiated programmes directed to the YPs to enhance

youth skill development. Besides increasing the enrolment, many youth will have a second chance to acquire employable skills thus increase their chances for employment.

2. The government should increase funding allocations for the YPs to ensure that tuition subsidy caters for all the fees, more qualified instructors are employed and provision of modern tools and equipment that march the current technologies. The YP BOG should also look for ways of mobilizing funds that can be used to pay fees for most in need trainees so as to minimize dropout rate and increase the completion rate. Most youth come from poor backgrounds and therefore strain to pay the examination and uniform fees. As a result some trainees are forced to do casual work and others get the money from their boyfriends/girlfriends. This makes the trainees vulnerable and their rights can be abused. Examination is a very crucial step in any level of education or training. The examination certificate backs up the training and increases the trainee's chances of employment.
3. management should introduce a merit based subsidy besides the uniform one that will target very needy but committed trainees so as to improve both enrolment and completion rates.
4. Due to the high cost implications involved in setting up and equipping workshops, it cannot be left to the community. The government should ensure that the YPs have enough and well equipped workshops.
5. There is need to establish a trainee management and tracking information system for tracing those who have completed their training and linking them to available

opportunities. The government should also come up with an industrial apprenticeship programme where the trainees can apply and refine their acquired skills.

## 5.5 Suggestions for further study

Further studies should be conducted in the following areas:

1. Influence of background on trainee skill development in public YPs.
2. Role of community in trainee skill development in public YPs

## 5.6 Contribution to the body of knowledge

**Table 5.1 below shows the contribution of the study to the body of knowledge.**

| Objectives | Contribution to body of knowledge |
|---|---|
| To establish how subsidized tuition fund influence skill development in public YPs in Samia Sub County. | increased enrolment and completion rates of trainees in the YPs. However the enrolment does not match the completion, an indication of dropout of trainees. |
| To examine how human resources influence skill development in public YPs in Samia Sub County. | The findings indicate that the instructors have a large work load and retraining has not been taken up well by the government |
| To establish how provision of infrastructure, tools and equipment influence skill development in public YPs in Samia Sub County. | The findings reveal that workshops, tools and equipment are inadequate |
| To examine how relevant content influence skill development in public YPs in Samia Sub County. | The study indicates elements of flexibility and marketability in the revised course structure |
| The study findings indicate that though inadequate, subsidized tuition fund has | |

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## APPENDICES

## APPENDIX I

## LETTER OF TRANSMITAL

**Lynnet Oloo Mayabi,**

**P.O BOX 139-50400**

**BUSIA**

**5/7/2014**

Dear Respondent,

**RE: PERMISSION TO CONDUCT A RESEARCH PROJECT STUDY**

I am a second year student at university of Nairobi. I am undertaking a masters of arts in project planning and management. The aim of this letter is to seek permission to conduct a research project study. My interest is finding out the influence of government initiatives on skill development among the youth trainees in public youth polytechnics. The information provided will only be used for the purposes of this study only and shall be confidential. For any clarification kindly conduct the researcher on the number +254721477731.

Thank you.

**Lynnet Oloo Mayabi**

**Reg NO:L50/65993/2013**

**University of Nairobi**

## APPENDIX II

## QUESTIONNAIRE FOR TRAINEES

### Introduction

I am a student at the University of Nairobi undertaking a Masters degree in Project Planning and Management. I am carrying out a project research study on the influence of government initiatives on the performance of public youth polytechnics in Samia Sub County. Your participation in this exercise by filling the information requested in this questionnaire will be highly appreciated. The information provided will be solely used for the stated purpose and will be kept confidential. Your honest responses will be of much importance in the study.

**YOU ARE NOT REQUIRED TO WRITE YOUR NAMES ON THIS QUESTIONNAIRE**

### Section 1: Background information

Name of YP……..…….

1. Gender? Male [ ] Female [ ]

2. Age? 0-13 [ ] 14-18[ ] 19-34[ ] 35+ [ ]

3. Year of study 1st [ ] 2nd [ ]

4. Your level of education before joining the YP.

No formal education [ ] Primary [ ] Secondary [ ] College [ ]

**Section 2: Funding**

5. a) How much is your total fees per year? Ksh.....

b) How do you raise your training fees?

NGOs [ ] Family [ ] Boyfriend/girlfriend [ ] Casual work [ ] Others( specify)……..…

6. a) Are you aware of the governments' Subsidized Youth Polytechnic Tuition Fund?

Yes [ ] No [ ]

b) If yes, are you a beneficiary?

.....

7 a) What other contributions (monetary or non monetary) are you are required to

make towards your training. **(Please tick and indicate the cost where applicable)**

i. Uniform [ ] ksh……..
ii. Examination [ ] ksh……..
iii. Training materials [ ] ksh…….
iv. Lunch [ ] ksh……
v. Others (specify)……

b) How is your ability to pay?

Able [ ] Pay with difficulty [ ] Unable [ ]

c) What happens when you do not pay on time?

……

**Section 3: Human resources**

8. How many instructors teach you in your trade area?.....

9. In your opinion, do you think that your instructors provide you with enough knowledge in their subject area?

Strongly agree [ ] Agree [ ] Disagree [ ] Strongly disagree [ ]

Explain……

**Section 4: Facilities, training materials, Tools and Equipment.**

10. a) Do you have practical lessons in your trade area?

Yes [ ] No [ ]

b) i) If yes, how often do you have practical lessons?

Rarely [ ] less frequent [ ] frequent [ ] very frequent [ ]

ii) How adequate are training materials, tools and equipment in your trade?

Very inadequate [ ] inadequate [ ] adequate [ ] very adequate [ ]

iii) Do you share the training materials, tools and equipment during practical lessons?

Yes [ ] No [ ]

c) Where do you get your practical materials from?

Given at school [ ] From home [ ]

11. Is there a workshop for your trade?

Yes [ ] No [ ]

b) If YES, does the workshop the tools and equipment that you require during your practical lessons?

YES [ ] NO [ ]

12. List any other facilities existing in your YP that have not been mentioned and how they benefit you.

……

**Section 5: Course relevance**

**13. a)** what course do you take?

……..

b) How long does it take?

**.....**

c) Are there any other subjects that you are taught besides your trade? **(List if any)**

……

14. a) i) Do you go on attachment during your training period?

Yes [ ] No [ ]

ii) If yes, how long is the attachment period?

……

iii) Have you gone on any attachment in the course of your training?

Yes [ ] No [ ]

iv) If yes, how do you rate the correlation between what you had been trained on and what you were doing in the attachment?

Strong relationship [ ] Slight relationship [ ] No relationship [ ]

v) What challenges did you face while on attachment?

……

15. In your own assessment, do you think what you are being trained on is marketable?

Strongly agree [ ] agree [ ] disagree [ ] strongly disagree [ ]

Explain your answer

……

THANK YOU.

## APPENDIX III

## QUESTIONNAIRE FOR INSTRUCTORS

### Introduction

I am a student at the University of Nairobi undertaking a Masters degree in Project Planning and Management. I am carrying out a research on the influence of government initiatives on the performance of public youth polytechnics in Kenya. My area of research is Busia County public youth polytechnics. Your participation in this exercise by filling the information requested in this questionnaire will be highly appreciated. The information provided will be solely used for the stated purpose and will be kept confidential. Your honest responses will be of much importance in the study.

**YOU ARE NOT REQUIRED TO WRITE YOUR NAMES ON THE QUESTIONNAIRE**

### Section 1: Background information

Name of YP……

1. Gender? Male [ ] Female [ ]

2. Age? 18-34 [ ] 35+ [ ]

3. How many years have you served in this institution?

0-2 [ ] 3-6 [ ] 7+ [ ]

4. Your level of training.

Grade test [ ] Artisan [ ] Craft [ ] Diploma [ ] Degree [ ]

**Section 2: Funding**

5. How much is the total fees per year for training? Ksh .....

6. How do trainees raise their fees?

……

……

7. a) Are you aware of government's tuition subsidies for trainees?

Yes [ ] No [ ]

8. Are trainees of this YP beneficiaries of SYPT from the government?

Yes [ ] No [ ]

b) If yes, how much fees subsidy do they receive? .....

9. a) what other contributions (monetary or non monetary) are trainees required to make towards their training**. (Please tick and indicate the amount where applicable)**

i. Uniform [ ] ksh……..
ii. Examination [ ] ksh……..
iii. Training materials [ ] ksh…….
iv. Lunch [ ] ksh……
v. Others (specify)……

c) i) In your own opinion, how is the trainees' ability to pay?

Able [ ] Pay with difficulty [ ] Unable [ ]

**Section 3: Human resources**

10. Besides your technical subject area do you also teach other subjects?

Yes [ ] No [ ]

11. Who pays your salary?

Government [ ] B.O.G [ ]

12a). Have you attended any training courses/workshops sponsored by the government?

Yes [ ] No [ ]

If yes, which one(s)

……

b) List any other work benefits that you receive from the government.

…….

13. a) In your opinion, do you think that your fellow instructors are knowledgeable enough in their subject area?

Yes [ ] No [ ]

Explain your answer

……

**Section 4: Tools and Equipment**

14. a) Do you conduct practical lessons in your trade area?

Yes [ ] No [ ]

b) i) If yes, how often?

Rarely [ ] less frequent [ ] frequent [ ] very frequent [ ]

ii) If NO, why

……

c) How adequate are the training materials, tools and equipment in your trade?

Very inadequate [ ] inadequate [ ] adequate [ ] very adequate [ ]

d) i) Do trainees share the tools and equipment during practical lessons?

Yes [ ] No [ ]

ii) If yes, how many trainees share the tools and equipment?

……..…….

e) Where do trainees get their practical materials from?

Given at school [ ] From home [ ]

f. In your own opinion, how have the available materials, tools and equipment aided you in meeting your instructional objectives?

……

**Section 5: Course relevance**

15. a)What course do you teach?

…….

b) How long does it take?

……..

16. At what point do you admit trainees in your trade area?

Beginning of year [ ] any time [ ]

17. Do trainees go on attachment during their training period?

Yes [ ] No[ ]

i) If yes, how long is the attachment period?

……

ii) Who supervises their attachment?

…….

iii) Is there any correlation between what you train on and what the trainees encounter during their attachment?

Strong relationship [ ] Slight relationship [ ] No relationship [ ]

18. Does the system allow for trainees to train to the next level?

.....

19. In your own assessment, do you think what you are training on is marketable today?

Strongly agree [ ] agree [ ] disagree [ ] strongly disagree [ ]

Explain your answer.

……

20. i) Are there any workshops existing in the YP?

Yes [ ] No [ ]

ii) If Yes, is the workshop adequately equipped?

……

iii) If No, where do you conduct your practical lessons from?

……..

21. List any other facilities found in your YP.

……..

THANK YOU.

## APPENDIX IV

## INTERVIEW SCHEDULE FOR THE TRAINING OFFICER

### INTRODUCTION

I am a student at the University of Nairobi undertaking a Masters degree in Project Planning and Management. I am carrying out a research on the influence of government initiatives on the performance of public youth polytechnics in Kenya. My area of research is Busia County public youth polytechnics. Your participation in this exercise by filling the information requested in this questionnaire will be highly appreciated. The information provided will be solely used for the stated purpose and will be kept confidential. Your honest responses will be of much importance in the study.

### Section 1: Background information

Name of YP……..Sub County……

1. Gender Male [ ] Female [ ]

2. Age 18-34 [ ] 35+ [ ]

3. for how many years have you served in this position.

……. …….

**Section 2 : Funding**

4. How much is the total fees per year in the YPs?

…….. ……

5. Briefly explain the government tuition subsidies (SYPT) for trainees?

……

6. Are all trainees beneficiaries of SYPT ? …….

7. How much fees subsidy do they receive?

…….

8. What other contributions (monetary or non monetary) are trainees required to make towards their training.

……

9. In your own opinion, how is the trainees' ability to pay?

……

10. What steps have been take to ensure that those unable to pay manage to complete their training?

……

11. Since the inception of SYPT how is the enrolment in the YPs?

| **Year** | **Number enrolled** | **Number graduated** |
|---|---|---|

**Section 3: Human resources**

12. How many instructors in Nangina and Namasali YP have been employed by the government?

.....

13.a) What are the minimum qualifications for an instructor to be employed in the YPs?

……

b) Basing on your answer above, do all the trades have qualified instructors?

Yes [ ] No [ ]

Explain your answer above.

……

14. How do you ensure that quality training is achieved?

……

15. What is the purpose of the support subjects?

…….....

16. Have instructors attended any training courses/workshops sponsored by the government?

If yes, explain

……

17. What incentives do instructors receive from the government

……..

18. In your opinion, do you think that the instructors are competent enough in their subject area?

Yes [ ] No [ ]

Explain your answer

……

**Section 4: Tools and Equipment**

19) Where do YPs acquire training materials, tools and equipment from?

……

20. a) What facilities have been set up in the YPs by the government?

……

b) Are the facilities adequately equipped?

……..…….

**Section 5: Curriculum Review**

21. How long do courses take?

……

22. At what point are trainees admitted in the various courses?

……

23. a) Do trainees go for attachments?

**.....**

b) Who supervises their attachment?

……

24. Do you have any tracking system for the destination of the trainees after completion of their training?

Yes [ ] No [ ]

25. what next after YP graduation, does the system provide for further training?

……

……

THANK YOU.