INSTITUTIONAL FACTORS INFLUENCING PARTICIPATION OF
TRAINEES IN PUBLIC TECHNICAL, VOCATIONAL EDUCATION AND
TRAINING INSTITUTES IN KINANGO SUB-COUNTY, KWALE COUNTY,
KENYA

Onditi Millicent Adhiambo

A Research Project Submitted in Partial Fulfillment of the Requirement for Award
of Degree of Master of Education in Educational Planning University of Nairobi.

2015
DECLARATION

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

_______________________

Onditi Millicent Adhiambo

E55/64086/2013

This research project has been submitted for examination with our approval as University Supervisors

_______________________

Dr. Andrew Riechi

Senior Lecturer

Department of Educational Planning

University of Nairobi

_______________________

Mr. Ferdinand Mbeche

Lecturer

Department of Educational planning

University of Nairobi
DEDICATION

I wish to dedicate this research project to my mother Grace Anyango, my husband David Omondi and our children: Edith Aketch, Eddy Okeyo, Eric Omondi and Elsie Atieno.
ACKNOWLEDGEMENTS

I acknowledge the Almighty God for giving me life, strength and finances to pursue my studies. I would also like to thank the University of Nairobi for giving me a chance to further my studies. Special thanks go to my supervisors Dr. Andrew Riechi and Mr. Ferdinand Mbeche for the guidance throughout the course. I cannot forget to thank all the lecturers who in one way or the other offered their support and encouragement during my course of study. I would also like to gratefully acknowledge the participation of my colleagues Mr. Onesmus Ngulu, and Mr. Peter Omondi for their support during the entire period of our course.

I would also like to thank all the Kinango sub-county youth Polytechnic Managers, especially Mr. Omari Suleiman Konerwa of Mazeras Youth polytechnic for his great assistance during the entire period of research, instructors and trainees of all the eight youth polytechnics, who were the respondents in this study, for providing me with the information needed for the success of the study. I cannot forget to express my sincere gratitude and appreciation to my school principal Mrs. Lillian Mwalekwa and Mr. Wasike, colleague in the Science Department for their love, concern, patience and understanding. Finally I am grateful to my family, especially my mother Grace Anyango, my husband David Omondi and our children for their prayers, moral, psychological and physical support.

May The Almighty God bless them all.
TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Content</th>
<th>page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title page</td>
<td>i</td>
</tr>
<tr>
<td>Declaration</td>
<td>ii</td>
</tr>
<tr>
<td>Dedication</td>
<td>iii</td>
</tr>
<tr>
<td>Acknowledgements</td>
<td>iv</td>
</tr>
<tr>
<td>Table of contents</td>
<td>v</td>
</tr>
<tr>
<td>List of tables</td>
<td>xi</td>
</tr>
<tr>
<td>List of figures</td>
<td>xiii</td>
</tr>
<tr>
<td>Abbreviations and acronyms</td>
<td>xiv</td>
</tr>
<tr>
<td>Abstract</td>
<td>xv</td>
</tr>
</tbody>
</table>

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study .............................................. 1
1.2 Statement of the Problem ............................................. 8
1.3 Purpose of the Study .................................................. 9
1.4 Objectives of the study ................................................. 9
1.5 Research Questions ................................................... 10
1.6 Significance of the study ............................................ 11
1.7 Limitations of the study ............................................. 12
1.8 Delimitations of the study ..............................................................12
1.9 Basic Assumptions of the Study .....................................................12
1.10 Definition of significant Terms ...................................................13
1.11 Organization of the study.............................................................14

CHAPTER TWO

RELATED LITERATURE REVIEWED

2.1 Introduction ....................................................................................16
2.2 Overview of technical and vocational education and training ..............16
2.3 Training facilities and participation of trainees in TVET ......................17
2.4 Instructors competence and participation of trainees ............................18
2.5 Curriculum planning and participation of trainees ..............................19
2.6 Availability of financial resources and participation of trainees ............21
2.7 Trainees attitude and Participation in TVET ..................................21
2.8 Summary of related literature reviewed ........................................23
2.9 Theoretical Framework ..................................................................24

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction ....................................................................................28
3.3. Target Population..........................................................................29
3.4 Sample size and sampling procedures .................................................................29
3.5 Research Instrument ...............................................................................................30
3.5.1 Questionnaires ..................................................................................................31
3.5.2 Questionnaires for managers ............................................................................31
3.5.3 Questionnaires for instructors and trainees .......................................................31
3.5.4 Direct observation check lists ...........................................................................32
3.5.5 Document analysis ............................................................................................32
3.6 Pilot study .............................................................................................................32
3.6.1 Validity of Research Instruments .....................................................................32
3.6.2 Reliability of instruments ................................................................................33
3.7 Data collection procedures ..................................................................................34
3.8 Data analysis techniques .......................................................................................35
3.9 Ethical considerations .........................................................................................35

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND DISCUSSION

4.1 Introduction ........................................................................................................36
4.2 Questionnaire return rate ....................................................................................37
4.3 Demographic information of respondents .........................................................38
4.3.1 Demographic information of Managers .........................................................38
4.3.1.1 Gender of managers ..................................................................................38
4.3.1.2 Age of the managers ................................................................. 39
4.3.1.3 Managers administrative experience ........................................... 40
4.3.1.4 Managers professional qualifications .......................................... 41
4.3.2 Demographic information of instructors ........................................... 42
4.3.2.1 Gender of the instructors ................................................................. 42
4.3.2.2 Distribution of instructors by age ................................................. 43
4.3.2.3 Distribution of instructors by years of service ............................... 44
4.3.2.4 Distribution of instructors by professional qualification ...................... 44
4.3.3 Demographic information of trainees .............................................. 45
4.3.3.1 Distribution of trainees by gender .................................................... 46
4.3.3.2 Distribution of trainees by age .......................................................... 46
4.3.3.3 Distribution of trainees by their academic level prior to joining TVET
  institution. .............................................................................................. 48
4.4 Adequacy of training facilities and trainees participation ......................... 49
4.4.1 Managers responses on adequacy of training facilities......................... 49
4.4.2 Instructors’ responses on adequacy of training facilities ...................... 50
4.4.3 Trainees’ responses on adequacy of training facilities ......................... 51
4.4.4 Respondents response on influence of inadequacy of training facilities ..... 52
4.5 Relevance of TVET planned curriculum and participation of trainees ........ 53
4.5.1 Managers response on Relevance of TVET planned curriculum. ............ 53
4.5.2 Instructors’ response on Relevance of TVET planned curriculum .......... 54
4.5.3 Trainees’ response on Relevance of TVET planned curriculum ...............55
4.6 Competency of TVET instructors and the participation of trainees ............57
4.7 Adequacy of financial resources and the participation of trainees ...............58
4.7.1 Managers response on adequacy of financial resources .................. 58
4.7.2 Instructors response on adequacy of financial resources ..................59
4.7.3 Instructors response on adequacy of financial resources ..................60
4.8 Attitude of trainees and their participation ........................................61
4.8.1 Managers response on enrolment rate ...........................................62
4.8.2 Managers response on completion rate ...........................................63
4.8.3 Managers responses on dropout rate ..............................................64

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction .........................................................................................66
5.2 Summary of the study .........................................................................66
5.3. Conclusions .......................................................................................70
5.4 Recommendations .............................................................................71
5.4. Suggestions for further studies .........................................................73

REFERENCES ............................................................................................74
APPENDICES

Appendix I: Introduction letter ................................................................. 78
Appendix II: Questionaire for managers .................................................. 79
Appendix III: Questionaire for trainees ................................................... 84
Appendix IV: Questionaire for instructors ................................................. 87
Appendix V: Observation check list .......................................................... 93
Appendix VI: Research authorization ....................................................... 94
Appendix VII: Research clearance permit ............................................... 95
# LIST OF TABLES

<table>
<thead>
<tr>
<th>Tables</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Table 1.1 Enrolments and Participation of the Three Public Youth Polytechnics Institutions in Kinango Sub-County 2010-2014</td>
<td>7</td>
</tr>
<tr>
<td>Table 3.1: Sample Size</td>
<td>30</td>
</tr>
<tr>
<td>Table 4.1: Questionnaire return rate</td>
<td>37</td>
</tr>
<tr>
<td>Table 4.2 Distribution of managers by age</td>
<td>39</td>
</tr>
<tr>
<td>Table 4.3 Distribution of managers by year’s of administrative experience</td>
<td>40</td>
</tr>
<tr>
<td>Table 4.4 Distribution of instructors by age</td>
<td>43</td>
</tr>
<tr>
<td>Table 4.5 Distribution of instructors by years of service</td>
<td>44</td>
</tr>
<tr>
<td>Table 4.6 Distribution of trainees by age</td>
<td>47</td>
</tr>
<tr>
<td>Table 4.7 Managers responses on adequacy of training facilities</td>
<td>49</td>
</tr>
<tr>
<td>Table 4.8 Instructors’ responses on adequacy of training facilities</td>
<td>50</td>
</tr>
<tr>
<td>Table 4.9 Trainees’ responses on adequacy of training facilities</td>
<td>51</td>
</tr>
<tr>
<td>Table 4.10 Responses on influence of inadequacy of training facilities</td>
<td>52</td>
</tr>
<tr>
<td>Table 4.11 Managers’ responses on the relevance of TVET curriculum</td>
<td>53</td>
</tr>
<tr>
<td>Table 4.12 Instructors’ responses on the relevance of TVET curriculum</td>
<td>54</td>
</tr>
<tr>
<td>Table 4.13 Trainees’ responses on the relevance of TVET curriculum</td>
<td>55</td>
</tr>
<tr>
<td>Table 4.14 Competency of TVET instructors and trainees participation</td>
<td>57</td>
</tr>
<tr>
<td>Table 4.15 Managers responses on adequacy of finances</td>
<td>59</td>
</tr>
</tbody>
</table>
Table 4.16 Enrolment of trainees between 2011-2015 ...................................62
Table 4.17 Managers responses on number of graduates .............................63
Table 4.18 Managers response on dropout rates ........................................64
## LIST OF FIGURES

<table>
<thead>
<tr>
<th>Figure</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Figure 2.1 Relationship between technical, vocational training inputs and participation.</td>
<td>26</td>
</tr>
<tr>
<td>Figure 4.1 Gender of the managers</td>
<td>38</td>
</tr>
<tr>
<td>Figure 4.2 Distribution of managers by level of professional qualifications</td>
<td>41</td>
</tr>
<tr>
<td>Figure 4.3 Distribution of instructors by gender</td>
<td>42</td>
</tr>
<tr>
<td>Figure 4.4 Distribution of instructors by qualification</td>
<td>45</td>
</tr>
<tr>
<td>Figure 4.5 Demographic distributions of trainees by gender</td>
<td>46</td>
</tr>
<tr>
<td>Figure 4.6 Distribution of trainees by their academic qualification</td>
<td>48</td>
</tr>
<tr>
<td>Figure 4.7 Instructors responses on rating of salary</td>
<td>60</td>
</tr>
<tr>
<td>Figure 4.8 Instructors responses on upgrading courses</td>
<td>61</td>
</tr>
</tbody>
</table>
# ABBREVIATIONS AND ACRONYMS

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>BOM</td>
<td>Board of Management</td>
</tr>
<tr>
<td>CBT</td>
<td>Competency Based Training</td>
</tr>
<tr>
<td>GoK</td>
<td>Government of Kenya</td>
</tr>
<tr>
<td>GTT</td>
<td>Government Trade Test</td>
</tr>
<tr>
<td>ILO</td>
<td>International Labour Organisation</td>
</tr>
<tr>
<td>KICD</td>
<td>Kenya Institute of Curriculum Development</td>
</tr>
<tr>
<td>NITA</td>
<td>National Industrial Training Authority</td>
</tr>
<tr>
<td>OECD</td>
<td>Organization for Economic and Co-operation Development</td>
</tr>
<tr>
<td>T&amp;D</td>
<td>Training and Development</td>
</tr>
<tr>
<td>T&amp;DNA</td>
<td>Training and Development Needs Assessment</td>
</tr>
<tr>
<td>TIVET</td>
<td>Technical, Industrial, Vocational and Entrepreneurship Training</td>
</tr>
<tr>
<td>TTI</td>
<td>Technical Training Institute</td>
</tr>
<tr>
<td>TVET</td>
<td>Technical and Vocational Education and Training</td>
</tr>
<tr>
<td>TVSD</td>
<td>Technical Vocational Skills Development</td>
</tr>
<tr>
<td>UK</td>
<td>United Kingdom</td>
</tr>
<tr>
<td>UNESCO</td>
<td>United Nations Educational, Scientific and Cultural Organization</td>
</tr>
<tr>
<td>USA</td>
<td>United States of America</td>
</tr>
<tr>
<td>VET</td>
<td>Vocational Entrepreneurship Training</td>
</tr>
<tr>
<td>YP</td>
<td>Youth Polytechnic</td>
</tr>
</tbody>
</table>
ABSTRACT

A successful skills training and development programme is an integral part of a dynamic workforce, and is a prerequisite for economic and social development of a country. This study seeks to find out institutional factors influencing participation of trainees’ in public technical vocational education and training institutes in Kinango sub-county. The research was prompted by the trainees who enroll in TVET institutes and after a while leave for menial jobs in Mombasa and its environs or loiters along the beaches. It intends to answer questions such as: to what extent did inadequacy of training facilities influence trainees’ participation? To what extent did the competency of instructors of TVET influence trainees’ participation? To what extent did the curriculum of TVET influence trainees’ participation? To what extent did the inadequacy of financial resources influence trainees’ participation and finally to what did the trainees’ attitude influence their participation in TVET? The study findings will likely help TVET curriculum planners to come up with curriculum which is trainees’ friendly and relevant to improve TVET. It will also enlighten the youth on benefits of participating in TVET, the study adopted a descriptive research survey design which involved asking respondents questions about particulars under study. The target population comprised of 1296 members and a sample size of 104 respondents. A simple random sampling technique was used to sample trainees Proportionate sampling was used to select instructors’ and managers were purposively selected. Questionnaires with open and closed ended questions were used to realize the findings. Data were processed and analyzed. Quantitative analysis used descriptive and inferential statistics with the aid of a computer programme - Statistical Package for Social Sciences (SPSS) version 20and also by use of frequency counts, means and Percentages. Qualitative data was analyzed by tallying the numbers of similar responses. Results were presented using frequency distribution tables, graphs and pie charts. Validity of the instruments was done through experts in research and piloting. Reliability was tested by subjecting the instruments to a pilot study twice after two weeks. The study findings indicated that there was a significant relationship between training facilities, instructors’ competence, planned curriculum, financial resources and trainees’ attitude with the trainees’ participation. The study therefore recommends for employment of more instructors and their re-training, campaign to create awareness of significant of trainees undertaking the TVET courses to the end to change the negative perception. It also recommends mobilization of funds to TVET institution by the county government .Suggestion for further study to be carried out on socio-economic factors influencing the participation of trainees in TVET institutions in Kinango sub-county.
CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The primary goal of education is to harness/achieve and develop man’s talent and potential so that he can fulfill his moral, intellectual, material needs and contribute effectively to the general survival and development of the society. Skill development is very important for enhancing productivity by stimulating competitiveness since it brings about economic development. Development of country’s economy greatly depends on human resource that is well equipped with the appropriate skills and training that can manage and steer growth of industries (Kamau & Ngumbu, 2013).

Developed countries such as South Korea, Taiwan and Japan invested heavily in vocational training systems to address challenges brought about by a scarcity of skilled workers (Tilak, 2003). These countries had introduced stringent quotas measures and entrance examinations to limit university enrolment figures and encouraged enrolment in the TIVET system. As a result they had accelerated industrial and economic growth. Apprenticeship, which is the traditional TVET method for training tradesmen such as technicians, mechanics, electricians and carpenters (Stone, 2010), is practiced all over the world in different forms and structures as a way of skills development.
China, Germany, Mauritius, South Korea, the UK and USA ensured adequate linkage between industry needs and the training offered by projecting future skills requirements through conducting continuous needs analysis (Organization for Economic and Co-operation Development ([OECD] 2006). South Korea and India, kept a comprehensive skills inventory which led to demand-driven training that addressed skill gaps in the industry.

According to research carried out by Amodu (2011), TVET in Nigeria has been viewed with negative perception, attitude and disgust by parents and other people. This has lowered access and participation in this country. Globally, TVET is the secret behind the technological advancement and economic fortunes of several developing nations across the globe (Dangote, 2013). Raimi and Akhuemonkhan (2013) in their research points out that for Nigeria to catch up with industrialized nations, it has to deploy adequate human capital and material resources into TVET as a viable training orientation. This requires adequate finance, competent instructors, training facilities, well planned TVET curriculum and change of attitude.

In most Sub Saharan African countries Kenya inclusive, TVET is viewed as an inferior education option suitable for the drop-outs and less intelligent learners (Ladipo, 2013). It is also seen as a low quality education created for second class
citizens (Okolocha, 2012). Negative stereotyping of TVET over the years have created social implications in the society which have led to deployment of inadequate instructors, training facilities and financial resources for TIVET institutions (Akhuemonkhan and Raimi, 2013). This has to a great extent influenced the level of the participation of trainees in TVET in developing countries.

Lack of stakeholder involvement in curriculum planning and inadequate numbers of expert staff at KICD has created mismatch in skills acquired and those skills required by the labour market. To improve the levels of access and participation in TVET, the GoK has identified youth employment as a priority and has taken a number of measures to curb youth unemployment. To enhance these, the Kenya 2013 TVET Act, aims to strengthen the relevance and quality of TVET. It also aims to create linkages with the industry, oversee assessments and the accreditation of TVET institutions and in-cooperate them with the private sector.

The Kenya strategy paper, according to African Development Bank Group (2014-2018), outlines the major challenges to youth employment in the country. This are due to skill gap compounded by weak linkages between the private sector and TVET curriculum. This has resulted in a mismatch between the supply of and the demand for skills which in turn influences the participation of trainees. The African Bank under its Pillar II (2014-2018) also commits itself to support the government
of Kenya to develop a National Sustainability Strategy with a special focus on preventive maintenance of education facilities and continued training of existing TVET instructors. Such a move increases internal efficiency where utilization of the limited resources available to the TVET system is carefully deployed and efficiently utilized to realize intended outcomes. Efficiency is influenced by the extent of public support for education and training, the clarity of goals, and the quality of management. Grade-to-grade transition rates, dropout rates, repeater rates, retention rates, completion rates, transition rates analysis is critical in order for TVET institutions to be considered efficient in operation.

Kenya Vision 2030 is an important development blue print that places great emphasis on science, technology and innovation. It considers TVET in particular as the vehicle for socio-economic and technological transformation. It places special demands on TVET to produce adequate middle level human capital that is needed to drive the economy towards the attainment of the Kenya vision 2030. The Constitution of Kenya 2010 has created a desire for the education and training sector to develop policies and strategies to facilitate faster economic growth and devolved TVET management to County Governments (Republic of Kenya, 2005). In 2009, two national polytechnics; Kenya Technical Polytechnic and Mombasa Technical Polytechnics were upgraded to University colleges not only to offer degrees in TVET disciplines but also to continue to offer certificate and diploma
programmes. This was interpreted to be the government’s way to lure more youth to enroll in the technical institutions (Wairimu, 2009) thus increase youth participation in TVET. The success and growth of TVET in Kenya depend on how swiftly the sectors respond to prevailing and emerging challenges that are inherent in a developing economy (UNDP, 2010). Kenya Vision 2030 identifies TVET as critical element in creation of a globally competitive and adaptive human resource capital.

In Kwale County there is no single technical training institute which target youth graduating from secondary schools in order to develop their skills. There are thirty four youth polytechnics (YP). Twenty nine are public while five are private. Youth polytechnics mainly target class eight leavers for skills training development. Information obtained from M. Gachuru, the Technical Vocational Education and Training Kwale County Director, confirms low access and participation despite the fact that the government subsidizes the trainee fees by fifteen thousand shillings yearly (office of County Director, 2015).

He further ascertain that currently the trainees enrolment is two thousand six hundred in the entire county and they are spread across the thirty four youth polytechnics, The instructors are fifty one in the twenty nine public TIVET. The Kwale County development plan strategies intended to construct one technical
training institution in each sub-county which will target form four leavers and will also offer diploma courses by the 2020. The county also intends to employ eleven more instructors by 1st, July 2015 (interview Kwale county TVET Director, 2015). The Kwale County TVET Director report indicates that by 2012 only three YP intuitions were in operation in Kinango sub-County. These were Kinango, Mazeras and Gulanze, the other five were initiated by County Government of Kwale between the years 2013-2015. The TIVET county director attributes low participation of trainees as a product of negative publicity of VET by the politicians, society and learners as places where parents take their children who failed from academic institutions (TVET Kwale County, 2015).

The institution managers attribute low participation to some trainees who do not come back from attachment to sit their final theory examination. This is due to inability to pay for examination fees of about Kenya shillings two thousand five hundred for National Industrial Training Authority (NITA) examination. Cases of dropout has also been contributed by the students’ inability to cope with the training demands associated with low entry behavior, lack of training facilities, poor teaching methodology, negative attitude, out dated curriculum and poverty. The County government was to improve participation of trainees’ by upgrading some current existing YPs to become Centre’s of Excellence. To achieve this was by fully equipping the YPs with adequate training facilities, infrastructure, qualified,
competent instructors, and sourcing for adequate funds to run the TIVET institutions (Interview of TVET Kwale County Director, 2015).

Table 1.1 Enrolments and Participation of the Three Public Youth Polytechnics Institutions in Kinango Sub-County 2010-2014.

<table>
<thead>
<tr>
<th>Institution</th>
<th>Enrolled</th>
<th>Participation</th>
<th>Dropout rate (%)</th>
<th>Participation (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mazeras</td>
<td>930</td>
<td>608</td>
<td>34.62</td>
<td>65.38</td>
</tr>
<tr>
<td>Kinango</td>
<td>580</td>
<td>279</td>
<td>51.89</td>
<td>48.11</td>
</tr>
<tr>
<td>Gulanze</td>
<td>495</td>
<td>43</td>
<td>86.87</td>
<td>13.13</td>
</tr>
</tbody>
</table>

Source: From TVET institution Manager.

Table 1.1 indicates that the dropout rate for the last five years has been high which has led to low participation rate. In this study the major yardstick used to measure vocational educational and training output is the participation of trainees for skill acquisition. This can be affirmed by the number of graduates who remain in training institutions till the end of the cycle to acquire various knowledge, skills and competence required in the labour market. This output can be achieved after various inputs into education and training process are interacted (Kombo, 2004).
The trainees enroll but leave the institutions of training after a short while trained unemployed graduates in the region engaged in local economic activities such as beach boys, selling of commodities along the beaches. Other TVET graduates engaged in unlawful activities other than the areas they had specialized in. These have left prospective graduates to wonder why they should remain in the training system, (TVET Kwale County, 2015). It is for this reason that, the study proposed to find out the institutional factors influencing participation of trainees in public TVET institutes in Kinango Sub-County Kwale County.

1.2 Statement of the problem

Unemployment rate among the youth in Kinango sub-County is high. TVET offers education and training which enables the youth trainees’ to acquire quality skills, knowledge and competence to make them employable while at the same time, providing avenues and paths to attain higher education through technical and vocational education system (Interview of TVET Kwale County Youth and Social Service Director, 2015). TVET also equips trainees’ with technical and entrepreneurial skills based on appropriate technology. This enables them to unleash their entrepreneurial capacity to fully exploit local community resources for employment creation (Kamau, 2013).
Despite the opportunities brought about by TVET and various government interventions to ensure that TVET graduates are well equipped with the requisite practical skills for the job market as well as its benefits, it has not attracted the youth in Kinango Sub-County, Kwale County. This low enrolment and poor participation could partly be due to institutional factors which affects the acquisition of knowledge, skills and competence which in turn influences the participation of trainees. The continuous trainees’ high dropout rate in the Kinango sub-County (as the majority of youth were observed to join TIVET and after a short while left for coastal town of Mombasa for menial jobs and also to loiter along the beaches) prompted the study to investigate the extent to which institutional factors influences participations of trainees in public Technical, Vocational Education and training in Kinango sub-County.

1.3 Purpose of the study

The purpose of the study was to investigate the institutional factors influencing’ the participation of trainees in public Technical Vocational Education and Training Institutes in Kinango sub-county, Kwale County, Kenya.

1.4 Objectives of the study

The study was guided by the following objectives.
i. To establish the extent to which training facilities influence the participation of trainees in public Technical Vocational Education and Training (TVET) institutes in Kinango sub-County.

ii. To determine the extent to which curriculum planning for Technical Vocational Education and Training influences the participation of trainees.

iii. To examine competency of instructors of Technical Vocational Education and Training institutions influences the participation of trainees.

iv. To establish the extent to which availability of financial resources influences the participation of trainees.

v. To assess the extent to which attitude of the trainees’ towards technical vocational education and training influence their participation.

1.5 Research questions

The study was guided by the following research questions.

i. To what extent did inadequacy of training facilities influenced the participation of trainees in public Technical Vocational Education and Training institutions in Kinango sub-County?

ii. To what extent did the curriculum planning of Technical, Vocational Education and Training influenced the participation of trainees?

iii. To what extent did the competency of instructors of Technical Vocational Education and Training influences participation of trainees?
iv. To what extent did the inadequacy of financial resources influenced trainees’ participation?

v. To what extent did the trainees’ attitudes influenced their participation in Technical, Vocational Education and Training?

1.6 Significance of the study

The research findings established that institutional factor influences the participation of trainees. The information obtained is useful to TVET policy makers, implementers, planners, curriculum planners and board of management in the formulation of new TVET policies and the improvement of the already existing policies, towards better provision of quality training. The findings will create awareness to the youth by removing negative perception of their previous view on TVET as the institution for failures in order for the youth to acquire skills for self-employment and enhance societal development. The findings will also be of assistance to the Kinango sub-county stakeholders to unravel useful insights in the use of scarce resources for the promotion of skills for sustainable development, which would enable the county to achieve both the Millennium Development Goals (MDGs) and Kenya’s vision 2030. The findings will also add to the body of knowledge of TVET planners as it will fill the gaps and could also trigger research to be carried in the whole Kwale County in similar areas or other education and training areas to build on the knowledge gap in TVET planning.
1.7 Limitations of the study

The limitation of the study was that the researcher was not able to control the respondent’s attitudes towards responding to the questionnaires. The researcher had to request the respondents to be truthful as they filled the questionnaire and also administered the research instruments at the convenient time agreed with the respondents. The study was not able to adequately measure the institutional factors influencing the participation of the trainees because there were other factors that influenced the participation of the trainees which were beyond the scope of this study.

1.8 Delimitations of the study

The study was conducted in Kinango Sub-County, Kwale County which has eight vocational training centers. It could not be carried out in the whole of Kwale County with twenty nine institutes as a result of its vast geographical nature. The study was also limited to institutional factors that influenced trainees’ participation although other factors such as political, social and economic factors could still have been investigated.

1.9 Basic Assumptions of the Study

The study was carried out on the basis of the following assumptions;
i. That all the respondents were to give genuine, truthful, honest and appropriate responses to the questionnaires.

ii. That there was adequate data on enrolment, dropout and participation concerning trainees to support the study.

1.10 Definition of significant Terms

Access refers to ability and opportunity to enroll in TIVET institutions.

Ability refers to having cognitive capacity to train and means to purchase education and training.

Attitude refers to how one thinks of or feels about an act towards objects or ideas.

Apprenticeship refers to traineeship/studentship or learning trade occupation.

Internal efficiency refers to realization of internally/institutional set goals and objectives by use of limited resources available.

Competence refers to the ability, skills, techniques and knowledge that Technical and vocational instructors require in order to carrying out training effectively.

Instructor refers to teacher/trainer or provider of knowledge and skills or a person who is engaged to deliver a training programme in TVET.

Quality refers to the extent to which participants in an educational and training programme learn what was intended by that programme and focused on the TVET.

Relevance refers to the extent to which TVET is responsive to labour market needs and requirements.
**TIVET Institutes** in Kenya refer to technical training institutions (TTIs), demonstration centers, Youth Polytechnics (YPs), Institutes of technology (ITs) and National Youth Service skills development centres.

**Training facilities** refer to classrooms, sewing machines, vehicles, computers, workshops and building tools like Plumb bobs, tapes, and scissors toilets.

**Participation** refers to the retention of enrolled trainees in training institutions until the completion of courses of study for the award of certificates or diplomas.

**Pedagogical Competence** refers to an attempt to observe the importance of interdependence of personal characteristic and context of the training.

1.11 **Organization of the study**

The study has been organized into five chapters; Chapter one comprises of background to the study, statement of the problem, purpose of the study, objective of the study, research questions, significance of the study, limitations, delimitations of the study, basic assumptions of the study, definitions of significant terms as used in the study and organization of the study. Chapter two deals with related literature reviewed, summary of related literature reviewed, theoretical framework and conceptual framework. Chapter three describes research methodology used in the study which includes research design, target population, to sample size and sample techniques, research instruments validity of the instruments, reliability of the
instruments, data collection procedures, data analysis techniques and ethical considerations.

Chapter four consist of findings, interpretation and discussions from data analysis based on research questions items which include: introduction, questionnaire return rate, demographic information of TVET managers, demographic information of instructors, demographic information of trainees, adequacy of training facilities and the participation of trainees, competency of instructors and the participation of trainees, curriculum planning and the participation of trainees, availability of financial resources and the participation of trainees and the trainees attitude and their participation. Chapter five provides the summary of the findings, conclusions, recommendations and suggestions for further research studies.
CHAPTER TWO
RELATED LITERATURE REVIEWED

2.1 Introduction

This chapter provides the literature related to the institutional factors influencing the participation of trainees in public technical, vocational education and training in the past. It focuses on; overview of vocational training, training facilities, competency of the instructors, curriculum planning, availability of financial resources to meet the institutions needs and the influence of trainees’ attitude on participation in TVET. The chapters also present the summary of related literature reviewed, theoretical framework and conceptual framework.

2.2 Overview of Technical and Vocational Education and Training

TVET is considered by UNESCO and ILO definition as those aspects of educational processes involving the study of technologies, related sciences, and acquisitions of practical skills, attitudes, understanding and knowledge related to occupations in various sectors of economic and social life (Badawi, 2013). TVET play critical role in empowering the youth by equipping them with technical knowledge and vocational skills necessary to enhance the pace of national development and employment thus its curriculum planning should match the labour market requirements and use of modern tools and equipment are critical to enhance relevant skills development (Akuemonkhan and Raimi, 2013).
2.3 Training facilities and participation of trainees in TVET

Government of Kenya skills gap analysis report (2011) observed that the buildings and other teaching/learning resources in public youth polytechnics were in poor condition compared to those in other public learning institutions. This created an impression that the youth polytechnics were of less importance as training institutions, which led to the low participation rate of the trainees once enrolled. According to ILO report (2012), TVET institution should have the responsibility for the selection of trainees, the alignment of their enrolments with their capacity to the adequacy of resources to serve the number and characteristics of the students they admit.

The devolved government instituted by the Kenya constitution 2010 intends to offer opportunity to reach out to the people according to the Bank’s Country Strategy Paper (CSP) 2014-2018. These were expected to improve the participation of trainees since the county government would easily provide for TVET infrastructure, instructors, teaching facilities, learning facilities and the training equipment. Gill and Fluitman (2000) argue that mechanisms for resource allocation in developing countries do not favour vocational education and training institutions, as it is more expensive to sustain than general education. This tends to lower the participation of trainees in TVET system. Ngure (2013) noted that, introduction of a comprehensive T&DNA is a prerequisite for a relevant and adaptive T&D
programme. This allows TIVET managers to have the appropriate training facilities, machines, the right tools and equipment and qualified instructors. A research carried in Kiambu sub-County (Kamau, 2013) pointed out that, most youth polytechnics are ill prepared for training, as their physical facilities are run down and equipment are inadequate, obsolete or not working. Quality facilities and equipment are fundamental to the provision of quality TVET and also enhances the participation of trainees.

2.4 Instructors competence and participation of trainees

International Labour Organization report on indicators on participation (2012) points out that, the effectiveness of the TVET programmes, which is a measure of the quality of the training, reflects exactly what happens in the classrooms. There is need to consider the educational, occupational background and training of instructors as a proxy for quality. The report further indicated that, re-training and upgrading of instructors skills is vital for the success of TIVET which in turn enhances the participation of trainees.

According to Kamau (2013), a research carried out in Kiambu Sub County revealed that, the majority of instructors in the public vocational institutions under study, were inadequately trained or not trained at all in technical trades and pedagogy. The youth polytechnic staff had no scheme of service and are paid extremely low wages
and were not motivated. This was attributed to inadequacy of finances which led to low levels of capacity building. The professional and pedagogical competence of the technical instructor is crucial to the successful implementation of any TVET strategy.

In Kwale County there are only fifty one YP instructors serving in the twenty nine public institutions employed by the county government according to Kwale TVET county director (2015). The County governments should make conscious efforts, not only to train but also to in-service and upgrade technical instructors in the system so as to improve the participation of trainees (Afeti, 2015).

2.5 Curriculum planning and participation of trainees

Curriculum planning goals are expected to address quality training and identify obstacles that hinder provision of TVET in the country and recommend the best ways to mitigate them. One major concern of policy makers is to ensure a TVET system that is relevant while addressing issues of quality (Konayuma, 2008). Training needs that are identified and goals that are formulated call for updating and revision of curriculum to safeguard its relevance and the optimum use of available resources (Ngure, 2013). This would mitigate drop out cases since the trainees’ will be able to train for the skills that are labour market driven which in turn increases their employability.
Use of outdated curriculum is a failure by the government to set strategies which would link education and training to specific growth paths by prioritizing skills and proficiencies that would lead to a more competitive system (Tikly, 2003). The critical aim in skills development is to match the acquisition of skills and competencies with the demand for such abilities in the industry because if the trained graduates do not find jobs, this leads to a waste of scarce resources (Johanson and Adams, 2004). Ngure (2013) points out that a proper curriculum planning improves employability and presumes the attainment of skills that correlate with the labour market demands.

This implies that the curriculum that offers trainees’ assurance of being absorbed into the labour market is vital. According to Kamau (2013), rigid unresponsive curriculum, inadequate, methods of training and development needs assessment (T&DNA), lack of stakeholder involvement in curriculum design, limited numbers of qualified staffs at the KICD are some of the major challenges facing TVET provision.

The national government education and training planners need to put in place the TVET curriculum which will motivate trainees to remain in the training system till the end of the cycle by providing new courses that match labour market demand.
Relevance and responsiveness of the curriculum planning to Kenya vision 2030 should be taken into consideration in order to improve on the participation of trainees. Youth polytechnic graduates are not employable because they lack appropriate skills for employment (Kamau, 2013) because of outdated curriculum. According to TVET Bill (Republic of Kenya, 2012) the government was to put in place an institution to assess competence and develop responsive curriculum that is flexible in nature and modular based to improve trainees’ participation.

### 2.6 Availability of financial resources and participation of trainees

The major constraint that TVET institutions face is the limited budget and this becomes the core issue why these institutions are not able to employ trained instructors and support them in updating and upgrading their skills (Kamau, 2013). Availability of funds enhance Teacher Management and Development and meet the TIVET needs of acquiring adequate training facilities. Measures should be taken to avail financial resources that aids in improving the participation of trainees (Republic of Kenya, 2012).

### 2.7 Trainees Attitude and Participation in TVET

Negative attitude towards vocational education dates back to the colonial history of Kenya. Academic education was perceived as having a higher social status than vocational education, and even attracted higher wages in white collar jobs, creating
a sense of secondary worker for those in technical fields (Bogonko, 1992). Republic of Kenya report (1999) points out that the vocational education was introduced in Kenya before independence which helped its graduates to perform subordinate tasks. This created a negative attitude and as a result fewer learners opted for vocational education especially in rural areas.

According to Kinyanjui (2007), a negative attitude towards vocational education is not only among the community members, but is also manifested among teachers/instructors and trainees’ as they feel inadequate academically. This acts against effective mentorship from the instructors. The lack of business mentors or positive role models within the rural set up that the youth can look upon with admiration, reinforced this perception (Kamau and Ngumbu 2013). The optional nature of technical subjects in secondary education tends to create the impression that the none-technical subjects are more important. This attitude is strengthened by the recurrent budget allocations reduction by the Government to TIVETs and the recent developments where technical institutions and National polytechnics are being transformed into universities to offer non-technical subjects (Muindi, 2011).

According to Ngure, (2013), In order to enhance the status and attractiveness of vocational education and training, an individual’s perception and belief in their self-worth is critical in enhancing participation. A common view of vocational
education and training among many people is that it largely benefits students who have a low academic ability and whose primary intent is a rapid entry to employment (Maliranta, Nurmi& Virtanen, 2010; Munro, 2007). To help improve the TVET students’ self-worth, it is important to acknowledge the fact that the main aim of advancing vocational knowledge is to develop an understanding of an aptitude and advancing this awareness in the perspective of the industry and the workplace, as opposed to the issue of academic capabilities.

The primary motivation for students’ decision to train instead of joining the workforce is to improve their chances of securing employment and raising income levels (Cox & King, 2006). Thus, potential trainees require guidance in their choice of training programs by taking cognizance of their ability and academic qualifications, current and required skill levels, and by analyzing jobs (Van Eerde, 2008). The negative attitude has also been recently observed when last years (2014) form four graduates were offered opportunities to apply for technical training but only a few took up the chances while the majority turned the offer down (Daily Nation 17 July, 2015).

2.8 Summary of related literature reviewed

Technical, vocational education and training (TVET), has been used by several developed countries as an instrument of development. However, in Africa, TVET
has been left to the periphery and its significance has not been embraced. Studies show that, in Africa funding towards TVET is not given priority, TVET training Centre’s are neglected or overtaken by institutions concentrating on purely academic education. In addition experts are not given opportunities in its curriculum planning and if they are given then they are inadequate to do proper curriculum planning.

As Kenya is grappling with high unemployment especially rate among the youth, poverty and challenges of large skills gap of workforce, improvement in the participation of trainees in TVET is the appropriate remedy. TVET is considered by development experts and donors to be a specific human capital development instrument that can be effective in promoting socio-economic progress. Investments in TVET is seen as an approach to increasing economic competitiveness and reducing poverty therefore increasing productivity, employability and sustainable national development (Wallenborn, 2010). Thus Kenya should emulate countries that have embraced TVET for economy growth and development.

2.9 Theoretical Framework

The study was based on human capital theory. The contemporary theory of human capital can be traced back to the 1960s and 1970s. Becker, (2009) gave a view on
the concept and formation of human capital, and the role of human capital in the economy. Human capital theory holds that the well-being of a society is a function not only of the traditional stocks of financial capital, labour and natural resources but also of the knowledge and skills of individuals. This theory predicts that increased knowledge and skill will yield improved economic outcomes for both individuals and societies, especially in modern societies, where it is widely held that knowledge and skill convey a greater economic and social premium than in the past.

Education and training is a key element of human capital theory because it is viewed as the primary means of developing knowledge and skill. Human capital theory affirms that education and training sharpens human characteristics which increases productivity, performance, efficiency, lifelong earnings, and other lifetime direct and indirect benefits as productivity-augmenting role of education.

There is also the question of whether education is of value because it contributes to knowledge and skill or whether education is merely a proxy for underlying ability. This view leads to the competing concept that education is not a cause of economic outcomes but is more of a screening device used by employers to select those most likely to have the desired abilities. The applicability of the theory in the study is
attributed to the fact that it focuses on demand and supply of qualified human resource which requires participation of the trainees in TIVET.

2.10 Conceptual Framework

Figure 2.1 Relationship between Technical, Vocational training inputs and participation.

A conceptual framework helps simplify the proposed inter-relationships between the variables in the study and show the same diagrammatically (Mugenda, 2003). The conceptual framework of this study is based on five independent variables namely; training facilities, instructors’ competence, curriculum planning, financial resources and trainees attitudes and dependent variable participation of trainees.
In the figure trainees participation which is dependent variable is influenced by the institutional factors such as; training facilities, instructors’ competence, curriculum planning, adequate financial resources and trainees attitudes (input). The output is influenced by how the institutional factors interact, when the interaction is good then the output (participation of trainees) should be high implies more graduates at the end of training cycle.
CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction

This section presents the methods used in the study. They include research design, target population sample size and sampling procedures, instruments for data collection, validity and reliability of research instruments, data collection procedures and data analysis techniques.

3.2 Research Design

Descriptive research design was employed in the study to determine whether there is significant relationship between the independent and dependent variables. Descriptive research design determines and reports the way things are on the ground, (Mugenda & Mugenda, 2003). This design was considered appropriate because it facilitated collection of data that describes specific characteristics of phenomena in order to determine the status of a population with respect to one or more variables. It was also an appropriate design for the study because it involved facts findings and enquiries from the administrators, instructors and trainees about the institutional factors influencing participation of trainees in public TVET in Kinango sub-County and reporting the findings without manipulating the variables.
3.3. Target Population

Target population is defined as all the members of a real or hypothetical set of people, events or objects to which a researcher wishes to generalize the results of the research study (Borg & Gall, 1989). The study was done in Kinango sub-County in Kwale County. The target population of this study comprised eight public technical and vocational education and training institutions, Makina, Kinango, Mavirivirini, Mazeras, Gulanze, Mabesheni, Ban’ga and Kamale. The study targeted eight managers and 60 instructors in the institutions. The number of trainees on target population was 1228 comprising of males and females. The total population targeted was 1,296 respondents.

3.4 Sample size and sampling procedures

Mugenda and Mugenda (2003), define a sample as a small representative group obtained from accessible population. All the eight vocational training institutions were used in the study. According to Gay and Airasian (2003), a sample size of between 10% and 20% of the total population is representative.

The managers were purposely selected since they have the core responsibility on institutional management function. Proportionate sampling was used to select 16 instructors’ which constitute 26.7 percent. 8 % of the trainees were randomly sampled to form 80 respondents since their population was large (Kombo, 2006).
Ten trainees’ were sampled from each institution. They comprised males and females who were randomly selected using simple random sampling technique. The data obtained was presented in table 3.1.

Table 3.1: Sample Size

<table>
<thead>
<tr>
<th>Category of respondent</th>
<th>population</th>
<th>sample</th>
<th>percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manager</td>
<td>8</td>
<td>8</td>
<td>100%</td>
</tr>
<tr>
<td>Tutors</td>
<td>60</td>
<td>16</td>
<td>26.7%</td>
</tr>
<tr>
<td>Students</td>
<td>1228</td>
<td>80</td>
<td>8%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1296</strong></td>
<td><strong>104</strong></td>
<td></td>
</tr>
</tbody>
</table>

3.5 Research Instrument

The main tool of data collection for this study were questionnaires, document analysis and observation check list. The questions were designed for managers, instructors and trainees.
3.5.1 Questionnaires

The questionnaire was used for data collection because it offered considerable advantages in the administration, presented an even stimulus large numbers of people simultaneously and provided the investigation with an easy accumulation of data. Gay (1992) maintains that questionnaires give respondents freedom to express their views or opinion.

3.5.2 Questionnaires for managers

The questionnaire for managers was divided into six sections. Section one collected data on the background information of managers. Each of the other five sections collected information related to factors influencing the participation of the trainees’ in TVET. The questionnaire comprised of both close-ended and open-ended items.

3.5.3 Questionnaires for instructors and trainees

The questionnaire for instructors and trainees comprised six sections: section one collected data on the background information of instructors and trainees. Each of the other five sections collected information related to the factors influencing participation of trainees in public TVET institutions. The questionnaire comprised of both close-ended and open-ended items.
3.5.4 Direct observation check lists

Direct observation checklist was used to capture the state of training facilities. This enabled the researcher to verify information given by respondents through questionnaires.

3.5.5 Document analysis

Document analysis was used to capture information on enrolment and completion of trainees in vocational education and training centres. This allowed verification of information provided.

3.6 Pilot Study

Before the actual commencement of data collection, the researcher conducted a pilot study in Mombasa County which included two managers, four instructors and ten trainees who were not included in the final study population. The pilot study was to enable the researcher to ascertain the reliability and validity of the instruments, and to familiarize with the administration of the questionnaires hence improved the research instruments and procedures.

3.6.1 Validity of Research Instruments

Validity determines whether the research truly measures that which it was intended to measure or how truthful the research results are. It is the accuracy and
meaningfulness of inferences drawn from the researcher findings. It is the degree to which results obtained from the analysis of the data actually represent the phenomena under study (Mugenda & Mugenda, 2003). To enhance the validity of the instrument a pre-test was carried out in one of the centres to gauge the content validity. The items found to be inadequate for measuring variables were modified to improve their accuracy. The pilot study helped to improve face validity of the instruments. According to Borg and Gall (1989) content validity of an instrument is improved through expert judgment. Thus the researcher sought assistance of her supervisors, who, as experts in research, helped improve content validity of the instrument.

3.6.2 Reliability of instruments

Orodho (2005), argues that reliability is the extent to which results are consistent over time and an accurate representation of the total population under study. The reliability of instruments was ascertained by testing the questionnaires in a pilot vocational training centre two times in two separate occasions. Test-retest reliability method was used to establish the coefficient of internal consistency of the research instruments. The scores on the two occasions were then correlated using the Pearson’s Product Moment Correlation Coefficient. Where,

\[
\rho = \frac{\sum_{i=1}^{n} x_i y_i - \sum_{i=1}^{n} x_i \sum_{i=1}^{n} y_i}{\sqrt{\sum_{i=1}^{n} (x_i^2 - \frac{1}{n} \sum_{i=1}^{n} x_i)^2} \sqrt{\sum_{i=1}^{n} (y_i^2 - \frac{1}{n} \sum_{i=1}^{n} y_i)^2}} \]


Key:

xy- sum of cross products of scores of each variable

$\sum x^2$-sum of squared deviation in x

$\sum y^2$- sum of squared deviation in y (Kombo & Tirop, 2006)

Mugenda and Mugenda (1999), a coefficient of 0.70 or more, shows that there is high reliability of the instruments. For this study, a reliability coefficient of 0.86 was obtained hence considered acceptable.

3.7 Data collection procedures

A research permit was obtained from National Commission for Science and Technology (NACOSTI) which is charged with the responsibility of issuing the permits for research in Kenya from the Ministry of Education after approval by the university. Thereafter the office of the county director of technical, vocational education training was contacted by the researcher before the commencement of the study. The researcher then wrote letters to the TVET managers to be allowed to carry out the research in their institution then visited the institutions’. The questionnaires were administered to the respondents as per set dates. The respondents were assured that strict confidentiality would be maintained in dealing with the responses. The questionnaires were administered and collected on the same day together with the observation check list.
3.8 Data analysis techniques

The study used Statistical Package for Social Sciences (SPSS) IBM version 20 to analyze data. This was done by first cleaning, coding, entering and then analyzing the data. The data was analyzed both qualitatively and quantitatively. Descriptive statistics was used to describe the sample data in order to portray the typical respondent and to reveal the general response pattern. Qualitative data analysis was done by describing the distribution after tallying of single variables. Quantitative data was edited before summarized to eliminate inconsistencies for easy classification to facilitate tabulation and date interpretation. The relationships and linkage between the independent and dependent variables were discussed and logical conclusions made. The analyzed data was then presented through tabular representation of frequency tables, pie chart and bar graphs for each variable, percentage and means were calculated.

3.9 Ethical considerations

Helsinki Declaration of (1975), the following ethical consideration was adhered to; equitable selection of subjects; individuals were made to understand the nature of the study and possible implications, confidentiality and anonymity of respondents.
CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter discusses the findings of the study. The purpose of the study was to investigate the institutional factors that influence the participation of trainees in public technical, vocational, education and training institutions in Kinango sub-county, Kwale County in Kenya. This section presents the analyzed data on institutional factors influencing participation of the trainees in technical vocational education and training institutions in Kinango sub-County. The factors includes; training facilities, trainers’ competence, curriculum planning, adequate financial resources to meet the institutions needs and the effects of trainees’ attitude on trainees participation in Kwale sub-county.

Information obtained is presented in tables, graphs and pie charts according to the study objectives. The bio- data has also been analyzed and presented to capture and provide the characteristics of the respondents. Interpretation of the findings has been done to answer the research questions. The presentation of findings is organized around the main variables which includes; training facilities, instructors competence, curriculum planning, financial resources to meet institutional needs and trainees attitudes.
4.2 Questionnaire return rate

This is the proportion of the questionnaires returned after they had been issued to the respondent to those that were issued (Baruch, 1999). Table 4.1 shows the questionnaire return rate for the study.

Table 4.1: Questionnaire return rate

<table>
<thead>
<tr>
<th>Category of questionnaires</th>
<th>Issued</th>
<th>Returned</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respondent</td>
<td>8</td>
<td>8</td>
<td>100</td>
</tr>
<tr>
<td>Managers</td>
<td>16</td>
<td>16</td>
<td>100</td>
</tr>
<tr>
<td>Trainers</td>
<td>80</td>
<td>80</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td>104</td>
<td>104</td>
<td>100</td>
</tr>
</tbody>
</table>

The data in Table 4.1 indicates that out of 104 questionnaires issued all were filled out by respondents and returned on the same day as they were administered. The
return rate was above 80% and hence deemed adequate for data analysis. This is according to Baruch (1999), who states that a response rate of above 80% is adequate for social sciences studies.

4.3 Demographic information of respondents

This section presents the demographic information of the respondents. It analyzes and provides the characteristics of the respondents.

4.3.1 Demographic information of Managers

The demographic information of managers was based on gender, age, duration they had served as administrators and academic qualification.

4.3.1.1 Gender of managers

The managers were asked to indicate their gender and the results were as shown in figure 4.1.

![Figure 4.1 Gender of the managers](image)

Figure 4.1 Gender of the managers
The results in Figure 4.1 revealed that majority (87%) of the managers were male while (13%) are female which indicate male dominance in TVET management. This could suggest the low number of female respondents due to lack of female men to managers’ to emulate or encourage the trainees to enroll and remain till the completion of the training cycle.

4.3.1.2 Age of the managers

The managers were asked to indicate their age and the results are shown in Table 4.2.

Table 4.2 Distribution of managers by age

<table>
<thead>
<tr>
<th>Age</th>
<th>frequency (f)</th>
<th>percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>20-30 years</td>
<td>4</td>
<td>50</td>
</tr>
<tr>
<td>31-40 years</td>
<td>3</td>
<td>37.5</td>
</tr>
<tr>
<td>41-50 years</td>
<td>1</td>
<td>12.5</td>
</tr>
</tbody>
</table>

Total 8 100

Table 4.2 shows that majority 7(87.5%) aged 40 years and below hence they are in better position to understand and cope up with the challenges that are faced by
trainees in TVET institutions. On the other hand this age bracket could also pose challenges since the managers are also youth hence may not be in better position to offer guidance and counseling services required by the youth trainees’ under their watch. This could lead to high dropout rates consequently lowering participation of trainees’ in TVET.

4.3.1.3 Managers administrative experience

The managers were asked to indicate their administrative experience and the following results were obtained as shown in Table 4.3.

**Table 4.3 distribution of managers by years of administrative experience**

<table>
<thead>
<tr>
<th>Year</th>
<th>frequency (f)</th>
<th>percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below 1 year</td>
<td>1</td>
<td>12.5</td>
</tr>
<tr>
<td>1 – 3 years</td>
<td>6</td>
<td>75.0</td>
</tr>
<tr>
<td>4 – 6 years</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>7 and above</td>
<td>1</td>
<td>12.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>8</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

The results in Table 4.3 shows that a majority (75%) of the managers had a working experience of between 1-3 years. This indicates that they have less experience to
address the issues facing the trainees which has decreased their participation in TVET.

4.3.1.4 Managers professional qualifications

The research also sought to find out the professional qualifications of the managers by asking them to fill in their training professional attainment. The results were presented in Figure 4.2.

Figure 4.2 Distribution of managers by level of professional qualifications

The results in Figure 4.2 shows that a majority (87%) of the managers had certificates in Government Trade Test (GTT) of training hence could only offer training in artisan certificate courses to the trainees. This could be one of the factors that has contributed to very low or in some cases zero enrolment of the form four
leavers opting to join these institutions and for those who enrolled do not remain to the end of training cycle since the training offered does not meet their expectation.

4.3.2 Demographic information of instructors

The demographic information shows the characteristics of the instructors based on their gender, age, academic qualification and training experience.

4.3.2.1 Gender of the instructors

The instructors were asked to indicate their gender and the results are as presented in Figure 4.3.

![Figure 4.3 Distribution of instructors by gender](image)

The results in Figure 4.3 indicate that there are slightly more female instructors than male. This could be attributed to the courses majorly offered in these institutions such as tailoring, dress making, hair dressing and beauty which the majority of
respondents had indicated as their area of specialization in the questionnaire and are more inclined to female nature.

4.3.2.2 Distribution of instructors by age

The instructors were asked to indicate their age and the results are as shown in the Table 4.4.

Table 4.4 Distribution of instructors by age

<table>
<thead>
<tr>
<th>Age</th>
<th>frequency (f)</th>
<th>percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below 20 years</td>
<td>3</td>
<td>18.8</td>
</tr>
<tr>
<td>20 – 30 years</td>
<td>9</td>
<td>56.3</td>
</tr>
<tr>
<td>31 – 40 years</td>
<td>3</td>
<td>18.8</td>
</tr>
<tr>
<td>41 – 50 years</td>
<td>1</td>
<td>6.3</td>
</tr>
</tbody>
</table>

The findings in Table 4.4 shows that the majority of the instructors are 30 years and below hence have inadequate experience to prepare trainees to meet the labour market demands. The majority of instructors were falling in the same age bracket as the youth trainees. This could contribute to low participation as revealed by ladies trainees respondent that high dropout among them is due to pregnancy cases caused by their instructors as well as peer trainees.
### 4.3.2.3 Distribution of instructors by years of service

The researcher sought to find out the instructors years of service and the results are as shown in Table 4.5.

**Table 4.5 Distribution of instructors by years of service**

<table>
<thead>
<tr>
<th>Year’s</th>
<th>Frequency (f)</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 – 3 years</td>
<td>12</td>
<td>75</td>
</tr>
<tr>
<td>Above 3 years</td>
<td>4</td>
<td>25</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>16</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

The data in Table 4.5 reveals that the majority of the instructors had been in the field for few years which implies that they have inadequate experience and competencies which are crucial for the success of technical, vocational education and training.

### 4.3.2.4 Distribution of instructors by professional qualification

The research sought to find out the qualification of instructors and the results are as shown in Figure 4.4.
Figure 4.4 Distribution of instructors by qualification

The results in Figure 4.4 indicate that majority (94%) are certificates holders in GTT which only enable them to train artisan courses. The 2003/2005 National Development Plan decried the training imbalance of technologists to craftsmen to arts. This implies that the current training in the youth polytechnics does not serve to remedy the labour force disparity. This could be another indication why the trainees do not remain to the end of training cycle to acquire the GTT certificate.

4.3.3 Demographic information of trainees

The demographic information of trainees was based on their characteristics by gender, age, academic level prior to joining TVET institution.
4.3.3.1 Distribution of trainees by gender

The study sought to establish the gender of the trainees’ respondent’s in the TVET institutions in Kinango Sub-County. The findings are as indicated in Figure 4.5.

![Pie chart showing gender distribution]

**Figure 4.5 Demographic distributions of trainees by gender**

The data in Figure 4.5 indicated that there more male trainees who participated in the study than the female participants. This was attributed to the diversity of the courses offered which favoured unequal distribution of either gender.

4.3.3.2 Distribution of trainees by age

In the study the researcher sought to find out the age distribution of the trainees who participated in the study. The responses are in Table 4.6
Table 4.6 Distribution of trainees by age

<table>
<thead>
<tr>
<th>Year</th>
<th>frequency (f)</th>
<th>percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>12 – 16 years</td>
<td>10</td>
<td>12.5</td>
</tr>
<tr>
<td>17 – 21 years</td>
<td>8</td>
<td>10.0</td>
</tr>
<tr>
<td>22 – 26 years</td>
<td>56</td>
<td>70.0</td>
</tr>
<tr>
<td>Above 26</td>
<td>6</td>
<td>7.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>80</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

The findings in Table 4.6 indicates that majority (70%) of the respondents were aged between 22 – 26 years this implies that the trainees take quite a longer time to join these institutions after completion of primary or secondary education. The Table also reveals that the majority of the trainees ‘age were of that of their trainers’ (75.1%). This could affect the training seriousness owing to the fact that they may look down upon the instructors as peer mate or age mate hence lower their concentration which in turn lead to dropout and decrease level of participation of the trainees.
4.3.3.3 Distribution of trainees by their academic level prior to joining TVET institution.

The study sought to establish the trainees’ levels of academic qualification before they joined the training institution. The results are as indicated in the Figure 4.6.

**Figure 4.6** Distribution of trainees by their academic qualification

The results in Figure 4.6 reveals that the majority of the trainees had accomplished primary level of education. This could imply that they did not secure places in form one due to low marks attained in KCPE or they were not able to finance secondary level of education. 20% were primary dropout hence do not meet the minimum entry required for the youth polytechnic admission which target class eight leavers. This could influence objectives attainment since the instructors are required to meet variety needs of the trainees with varsity education backgrounds.
4.4 Adequacy of training facilities and trainees participation

One of the objectives of the study was to find out the influence of training facilities on the participation of trainees. The researcher used questions that were directed to the manager, instructors and trainees in public TVET institutions to establish the same.

4.4.1 Managers responses on adequacy of training facilities

Table 4.7 shows managers responses on adequacy of training facilities and their influence on the participation of trainees.

**Table 4.7 Managers responses on adequacy of training facilities**

<table>
<thead>
<tr>
<th>Facility</th>
<th>Adequate</th>
<th>Inadequate</th>
<th>Not available</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(f)</td>
<td>(%)</td>
<td>(f)</td>
</tr>
<tr>
<td>Classroom</td>
<td>1</td>
<td>12.5</td>
<td>7</td>
</tr>
<tr>
<td>Tools and equipment</td>
<td>1</td>
<td>12.5</td>
<td>7</td>
</tr>
<tr>
<td>Workshops</td>
<td>0</td>
<td>0.0</td>
<td>2</td>
</tr>
<tr>
<td>Equipped library</td>
<td>0</td>
<td>0.0</td>
<td>2</td>
</tr>
</tbody>
</table>
The findings in the Table 4.7 shows that majority (87.5%) of the managers indicated that training facilities were inadequate, while (75%) indicated that some of facilities such as workshops and equipped library were not available in some TVET institutions. These imply that there are challenges in the training activities since effective training cannot be achieved without adequate training facilities leading to low participation of trainees in TVET.

### 4.4.2 Instructors’ responses on adequacy of training facilities

Table 4.8 shows instructors’ responses on adequacy of training facilities and their influence on the participation of trainees.

#### Table 4.8 Instructors’ responses on adequacy of training facilities

<table>
<thead>
<tr>
<th>Facility</th>
<th>Adequate</th>
<th>Inadequate</th>
<th>Not available</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(f)</td>
<td>(%)</td>
<td>(f)</td>
</tr>
<tr>
<td>Classroom</td>
<td>5</td>
<td>31.3</td>
<td>11</td>
</tr>
<tr>
<td>Tools and equipment</td>
<td>6</td>
<td>37.5</td>
<td>10</td>
</tr>
<tr>
<td>Workshops</td>
<td>2</td>
<td>12.5</td>
<td>10</td>
</tr>
<tr>
<td>Equipped library</td>
<td>4</td>
<td>25.0</td>
<td>1</td>
</tr>
</tbody>
</table>

The data in the Table 4.8 shows that the majority of the instructors indicated that training facilities were inadequate, while (68.7%) indicated that some of facilities
such as equipped library were not available. This shows that they are not able to effectively implement the planned curriculum hence compromise the quality of training.

4.4.3 Trainees’ responses on adequacy of training facilities

Table 4.9 shows trainees’ responses on adequacy of training facilities and their influence on the participation of trainees.

Table 4.9 Trainees’ responses on adequacy of training facilities

<table>
<thead>
<tr>
<th>Facility</th>
<th>Adequate (f)</th>
<th>Adequate (%)</th>
<th>Inadequate (f)</th>
<th>Inadequate (%)</th>
<th>Not available (f)</th>
<th>Not available (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom</td>
<td>28</td>
<td>35.0</td>
<td>50</td>
<td>62.5</td>
<td>2</td>
<td>2.5</td>
</tr>
<tr>
<td>Tools and equipment</td>
<td>14</td>
<td>17.5</td>
<td>64</td>
<td>80.0</td>
<td>2</td>
<td>2.5</td>
</tr>
<tr>
<td>Workshops</td>
<td>4</td>
<td>5.0</td>
<td>44</td>
<td>55.0</td>
<td>32</td>
<td>40.0</td>
</tr>
<tr>
<td>Equipped library</td>
<td>3</td>
<td>3.7</td>
<td>10</td>
<td>12.5</td>
<td>67</td>
<td>83.8</td>
</tr>
</tbody>
</table>

The results in the Table 4.9 shows that the majority of the trainees indicated that training facilities were inadequate, while (83.8%) indicated that some of facilities were not available. This shows that they are not able to effectively acquire the
necessary skills and competences to participate actively in the labour market. TVET institutions majorly deal with the training of practical skills. Therefore inadequacy of training facilities imply that theoretical training is done. This could discourage trainees from acquiring the intended skills since people learn more by seeing and doing than by listening. The majority of trainees undertaking motor mechanics indicated that they had never seen some parts of machines they were being taught about.

4.4.4 Respondents response on influence of inadequacy of training facilities

The respondents were asked to indicate whether the inadequacy of training facilities affected trainees’ participations. The table 4.10 shows their responses.

Table 4.10 Responses on influence of inadequacy of training facilities

<table>
<thead>
<tr>
<th>Respondent</th>
<th>Yes</th>
<th></th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>f</td>
<td>%</td>
<td>f</td>
</tr>
<tr>
<td>Managers</td>
<td>5</td>
<td>62.5</td>
<td>3</td>
</tr>
<tr>
<td>Instructors</td>
<td>14</td>
<td>87.5</td>
<td>2</td>
</tr>
<tr>
<td>Trainees</td>
<td>69</td>
<td>86.3</td>
<td>11</td>
</tr>
</tbody>
</table>

The results in Table 4.10 indicate that the majority of the respondent revealed that inadequacy of training facilities influences the participation of trainees in TVET. This implies that inadequacy of facilities leads to low participation.
4.5 Relevance of TVET planned curriculum and participation of trainees

To establish the relevance of the TVET planned curriculum, the researcher posed items to the respondents that sought to establish the relevance of curriculum in place to the trainees.

4.5.1 Managers response on Relevance of TVET planned curriculum.

The Table 4.11 shows managers’ responses on the relevance of TVET planned curriculum.

Table 4.11 Managers’ responses on the relevance of TVET curriculum

<table>
<thead>
<tr>
<th>Statement</th>
<th>SA f</th>
<th>%</th>
<th>A f</th>
<th>%</th>
<th>D f</th>
<th>%</th>
<th>SD f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meets labour market demands</td>
<td>1</td>
<td>12.5</td>
<td>2</td>
<td>25.0</td>
<td>5</td>
<td>62.5</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Attracts more trainees</td>
<td>0</td>
<td>0.0</td>
<td>2</td>
<td>25.0</td>
<td>4</td>
<td>50</td>
<td>2</td>
<td>25.0</td>
</tr>
<tr>
<td>Meets trainees needs</td>
<td>0</td>
<td>0.0</td>
<td>3</td>
<td>37.5</td>
<td>5</td>
<td>62.5</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>leads to self-employment</td>
<td>0</td>
<td>0.0</td>
<td>1</td>
<td>12.5</td>
<td>3</td>
<td>37.5</td>
<td>4</td>
<td>50.0</td>
</tr>
</tbody>
</table>

The data in Table 4.11 revealed that the majority of the managers indicated that the TVET curriculum does not meet the labour market requirements nor does it attract
more trainees to remain in the system till completion. This implies that the curriculum has not kept the phase of advancing technology in the labour market hence could be of negative influence on the participation of trainees.

4.5.2 Instructors’ response on Relevance of TVET planned curriculum

The Table 4.12 shows instructors’ responses on the relevance of TVET planned curriculum.

**Table 4.12 Instructors’ responses on the relevance of TVET curriculum**

<table>
<thead>
<tr>
<th>Statement</th>
<th>SA</th>
<th>A</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>f</td>
<td>%</td>
<td>f</td>
<td>%</td>
</tr>
<tr>
<td>Meets labour</td>
<td>2</td>
<td>12.5</td>
<td>3</td>
<td>18.8</td>
</tr>
<tr>
<td>Market demands</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attracts more trainees</td>
<td>0</td>
<td>0.0</td>
<td>6</td>
<td>37.5</td>
</tr>
<tr>
<td>Meets trainees</td>
<td>0</td>
<td>0.0</td>
<td>1</td>
<td>6.3</td>
</tr>
<tr>
<td>Needs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leads to self-employment</td>
<td>2</td>
<td>12.5</td>
<td>3</td>
<td>18.8</td>
</tr>
</tbody>
</table>

The findings in Table 4.12 revealed that the majority of the instructors pointed out that the TVET curriculum does not meet the labour market requirements, does not
attract more trainees to remain in the system till completion. This implies that the curriculum has not been reviewed to address the trainees and social economical needs hence may be the cause of low participation of trainees in TVET institutions.

4.5.3 Trainees’ response on Relevance of TVET planned curriculum

The Table 4.13 shows trainees’ responses on the relevance of TVET planned curriculum.

Table 4.13 Trainees’ responses on the relevance of TVET curriculum

<table>
<thead>
<tr>
<th>Statement</th>
<th>SA</th>
<th>%</th>
<th>A</th>
<th>%</th>
<th>D</th>
<th>%</th>
<th>SD</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>f</td>
<td>f</td>
<td></td>
<td>f</td>
<td></td>
<td>f</td>
<td></td>
<td>f</td>
<td></td>
</tr>
<tr>
<td>Meets labour</td>
<td>18</td>
<td>22.5</td>
<td>19</td>
<td>23.7</td>
<td>26</td>
<td>32.5</td>
<td>17</td>
<td>21.3</td>
</tr>
<tr>
<td>Market demands</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attracts more trainees</td>
<td>3</td>
<td>3.8</td>
<td>9</td>
<td>11.2</td>
<td>32</td>
<td>40.0</td>
<td>36</td>
<td>45.0</td>
</tr>
<tr>
<td>Meets trainees</td>
<td>4</td>
<td>5.0</td>
<td>26</td>
<td>32.5</td>
<td>38</td>
<td>47.5</td>
<td>12</td>
<td>15.0</td>
</tr>
<tr>
<td>Needs</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leads to self-employment</td>
<td>3</td>
<td>3.8</td>
<td>10</td>
<td>12.5</td>
<td>31</td>
<td>38.7</td>
<td>36</td>
<td>45.0</td>
</tr>
</tbody>
</table>
Table 4.13 revealed that the majority of the trainees are not satisfied with the TVET curriculum since it does not make them employable after completion of their studies nor help them to be self-employed. This implies that the curriculum has not been able to address their self-employment or employability expectations. TVET curriculum aim is to develop human capital. Human capital development as a process of increasing human knowledge, enhance skills increase productivity and stimulate resourcefulness of trainees should be systematic, sustainable and strategic. The process should be systematic to the extent that there should be a plan for which previous activities will provide support for upcoming activities while facilitating the attainment of set goals.

The process should be sustainable since the product (human capital) must make desired and enduring impact on the organization or society. The process should be strategic to the extent that there are well-defined goals and targets whose attainments are time bound. The most important outcome of an effective human capital development system is that it opens up decent employment opportunities by enhancing workers’ abilities to secure and retain jobs, progress at work and cope with the changes.
4.6 Competency of TVET instructors and the participation of trainees

To access the competency of the instructors the researcher posed an item to the respondents who responded as shown in Table 4.14.

Table 4.14 Competency of TVET instructors and trainees participation

<table>
<thead>
<tr>
<th>Respondent</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>f</td>
<td>%</td>
</tr>
<tr>
<td>Managers</td>
<td>4</td>
<td>50.0</td>
</tr>
<tr>
<td>Instructors</td>
<td>10</td>
<td>62.5</td>
</tr>
<tr>
<td>Trainees</td>
<td>53</td>
<td>66.3</td>
</tr>
</tbody>
</table>

The results in Table 4.14 revealed that the majority of the instructors were trained in their areas of specialization. This implies that the instructors are able to equip the trainees with relevant knowledge and skills if facilitated with adequate and relevant training resources. It was further revealed that the majority of instructors had acquired minimum certificate qualifications which could only enable them to train artisan certificate courses. This level of training could not accommodate the
prospective trainees who could wish to study diploma courses and to a large extend make the already enrolled ones to drop out before completion.

4.7 Adequacy of financial resources and the participation of trainees

To examine the adequacy of financial resources, the researcher posed items to the respondents. While doing the research, the managers were asked if the funds mobilized for running the institution were adequate to the institutional financial needs, to which all of them replied in the negative, that the funds allocated to them were not adequate to meet the financial needs.

4.7.1 Managers response on adequacy of financial resources

Table 4.15 shows the managers responses on adequacy of finances.
Table 4.15 Managers responses on adequacy of finances

<table>
<thead>
<tr>
<th>Statement</th>
<th>Yes</th>
<th>%</th>
<th>No</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Finances are Adequate</td>
<td>0</td>
<td>0.0</td>
<td>8</td>
<td>100</td>
</tr>
<tr>
<td>Can provide Adequate facilities</td>
<td>1</td>
<td>12.5</td>
<td>7</td>
<td>87.5</td>
</tr>
<tr>
<td>Can employ adequate instructors</td>
<td>2</td>
<td>25.0</td>
<td>6</td>
<td>75.0</td>
</tr>
</tbody>
</table>

Table 4.15 the majority of managers indicated that they could not meet adequately the financial obligations of the institution as they fall due. On further discussion it was revealed that, the instructors employed by the BOM were not satisfied with the low salaries and hence high instructors’ turnover. The research found out that majority (68.8%) of the instructors was employed by the BOM.

4.7.2 Instructors response on adequacy of financial resources

When the instructors were asked to rate their salary the majority of them rated it to be low as shown in Figure 4.7
Figure 4.7 Instructors responses on rating of salary

The results in Figure 4.7 shows that the instructors are not well remunerated which could lead to low morale hence low level of productivity. This implies that the instructors may not be well motivate to address all the trainees individual needs as in some cases they do not attend to the trainees since they are forced to look for other sources of income. This could lead to trainees’ drop out since they have no role models.

4.7.3 Instructors response on adequacy of financial resources.

Adequacy of finances enables the institutions to carry out human resource capacity building through upgrading of their skills. However, when the researcher asked the
instructors whether the institution finances their skill development and upgrading courses, the responses are as shown in Figure 4.8

![Pie Chart showing 63% and 37% responses](image)

**Figure 4.8 Instructors responses on upgrading courses**

The results in Figure 4.8 shows that majority (63%) of the instructors indicated that the TVET institutions does not finance their in-service or upgrading courses. This could be attributed to inadequacy of financial resources which in turn could lower participation since the instructors’ modes of training remain outdated.

4.8 Attitude of trainees and their participation

To establish the influence of trainees’ attitude towards participation, the researcher used enrolment rates, retention rates and completion rates as the indicators. The researcher asked the manager to indicate the institution enrolment, number of trainees who drop out and those who graduated in the past.
4.8.1 Managers response on enrolment rate

The managers were asked to indicate the number if trainees and the responses were as shown Table 4.16.

**Table 4.16 Enrolment of trainees between 2011-2015**

<table>
<thead>
<tr>
<th>Institution Established</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>A (1971)</td>
<td>187</td>
<td>309</td>
<td>321</td>
<td>367</td>
<td>495</td>
</tr>
<tr>
<td>B (1978)</td>
<td>70</td>
<td>104</td>
<td>125</td>
<td>21</td>
<td>175</td>
</tr>
<tr>
<td>C (1982)</td>
<td>105</td>
<td>144</td>
<td>146</td>
<td>185</td>
<td>250</td>
</tr>
<tr>
<td>D (2013)</td>
<td>_</td>
<td>_</td>
<td>103</td>
<td>19</td>
<td>28</td>
</tr>
<tr>
<td>E (2014)</td>
<td>_</td>
<td>_</td>
<td>_</td>
<td>7</td>
<td>28</td>
</tr>
<tr>
<td>F (2015)</td>
<td>_</td>
<td>_</td>
<td>_</td>
<td>_</td>
<td>43</td>
</tr>
<tr>
<td>G (2015)</td>
<td>_</td>
<td>_</td>
<td>_</td>
<td>_</td>
<td>37</td>
</tr>
<tr>
<td>H (2015)</td>
<td>_</td>
<td>_</td>
<td>_</td>
<td>_</td>
<td>58</td>
</tr>
</tbody>
</table>

The result in Table 4.16 shows that only three TVET institutions were operational from 2011. This implies that 63.5% of the institutions were established between 2013 and 2015 and they have not attracted more trainees. This can be attributed to negative attitude towards TVET. In most of the centers, enrolment has been low for the last five years as compared to numbers of pupils who do not find placement at either secondary schools or universities Reasons that were given were as follows:
inadequate facilities, lack of financial resources, unattractive curriculum negative attitude towards vocational education and training. The respondents indicated that the majority of the trainees were influenced by their parents to enroll for vocational education training. This in turn had negative impact on their participation since it was not out of their willingness that they enrolled for the TVET.

4.8.2 Managers response on completion rate

To establish the completion rates, the researcher asked the manager to indicate the number of graduates in 2010-2014. The results are tabulated in Table 4.17

Table 4.17 Managers responses on number of graduates

<table>
<thead>
<tr>
<th>Institution</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94</td>
<td>16</td>
<td>119</td>
<td>137</td>
</tr>
<tr>
<td>B</td>
<td>9</td>
<td>17</td>
<td>16</td>
<td>1</td>
</tr>
<tr>
<td>C</td>
<td>40</td>
<td>51</td>
<td>79</td>
<td>109</td>
</tr>
</tbody>
</table>

The findings in the Table 4.17 shows that only three TVET institutions were in operation in Kinango sub-county by 2011 with low rates of completion. The low rate of completion could be attributed by the dislike or negative attitude portrayed by the trainees towards TVET which in turn could lower the participation of
trainees. The managers attributed low completion rate to fewer courses that are offered within the centers making trainees to have limited choice in areas to train.

4.8.3 Managers responses on dropout rate

One of the indicators of participation is dropout rate. To determine this, the managers were asked to indicate the number of trainees who do not undertake their training till the completion of the training cycle. The responses were as shown in the Table 4.18.

**Table 4.18 Managers response on dropout rates**

<table>
<thead>
<tr>
<th>Institution</th>
<th>2011 %</th>
<th>2012 %</th>
<th>2013 %</th>
<th>2014 %</th>
<th>2015 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>49.73</td>
<td>62.46</td>
<td>62.93</td>
<td>62.67</td>
<td>_</td>
</tr>
<tr>
<td>B</td>
<td>64.29</td>
<td>47.12</td>
<td>50.4</td>
<td>95.23</td>
<td>48</td>
</tr>
<tr>
<td>C</td>
<td>61.54</td>
<td>64.58</td>
<td>45.89</td>
<td>41.08</td>
<td>_</td>
</tr>
<tr>
<td>D</td>
<td>_</td>
<td>_</td>
<td>85.43</td>
<td>26.32</td>
<td>_</td>
</tr>
<tr>
<td>H</td>
<td>_</td>
<td>_</td>
<td></td>
<td></td>
<td>13.79</td>
</tr>
</tbody>
</table>

The results in Table 4.18 indicated high dropout rate in most TVET institutes.
The high rate at which the trainees’ are leaving the institutions of training before completion of full cycle could be as a result of negative attitude the trainees attached to the TVET. Other reasons which were sited are: limited of the courses offered, unhealthy relationship among trainees themselves and sometimes among ladies trainees’ and some instructors.
CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter comprises of introduction, summary of the study, conclusions, recommendations and suggestion for further study.

5.2 Summary of the study

The study was to find out institutional factors influencing the participation of trainees in Public Technical, Vocational Education and Training institutes in Kinango sub-County. The study was guided by five research objectives;

To establish the extent to which training facilities influence the participation of trainees in public Technical Vocational Education and Training (TVET) institutes in Kinango sub-County. To determine the extent to which curriculum planning for Technical Vocational Education and Training influences the participation of trainees. To examine competency of instructors of Technical Vocational Education and Training institutes influences the participation of trainees. To establish the extent to which availability of financial resources influences the participation of trainees. To assess the extent to which attitude of the trainees’ towards technical vocational education and training influence their participation.
The study employed descriptive survey design. The study targeted eight public youth polytechnic in Kinango Sub-County. For this study, the target population was comprised of 8 managers, and 60 instructors and 1228 trainees. The total target population was 1296. The sample for the study comprised of 8 managers, 16 instructors and 80 trainees. The total sample size was 104 respondents. Data was collected by use of questionnaires and observation check list was used to confirm the physical existence of physical training facilities. Pre-testing was done to gauge the clarity and relevance of instrument items. The instruments were also validated and tested for reliability which gave the coefficient of 0.86.

The study used Statistical Package for Social Sciences (SPSS) IBM version 20 to analyze data. The data was analyzed both quantitative and qualitative methods. Quantitative data was edited to eliminate inconsistencies, summarized and coded for easy classification in order to facilitate tabulation and interpretation. Descriptive statistics was used in describing the sample data in such a way as to portray the typical respondent and to reveal the general response pattern. Qualitative data analysis was done by tallying the distribution of single variables. The analyzed data was then presented through tabular representation of frequency tables, bar graph and pie charts.
Findings on the influence of training facilities on participation of trainees, the study revealed that majority (87.5%) of the managers indicated that their institutions had no adequate training facilities, (68.5%) of instructors indicated that there were no adequate training facilities in their areas of specialization. 83.8% of the trainees indicated that equipped library were not available in their institution of training. Inadequacy of training facilities were majorly revealed to be as a result of high cost of construction, equipment, maintenance and the provision of consumable training materials. In adequacy of training facilities has implications of instructors training strategy development and the delivery of instruction. Workshops were inadequate in the institution as revealed by majority (75%) of the managers, 55% of trainees and 62.5% of the instructors. (83.8%) of the trainees revealed that equipped library was not available. This implies that training is not learner centered but trainer centered since they are the people viewed to be rich in knowledge as a result of scarcity on where to search for extra knowledge.

Findings on relevance of TVET curriculum revealed that the majority of the managers, instructors and trainees were not satisfied with TVET curriculum. The curriculum did not meet the labour market requirement nor attracted trainees to remain in the system till completion of the training cycle. It also showed that the
curriculum was not responding to the contemporary trend which enhances the foundation of understanding of technology.

Findings on the extent to which competency of the instructors influences participation of the trainees 50% 62.5% and 66.3% of the managers, instructors and trainees respectively revealed that the instructors were trained and their competency had effect on trainees participation in TVET. It further revealed that the majority of the instructors had acquired minimum certificate qualifications in government trade test (GTT) which only enabled them to train artisan courses. These led to low participation of trainees since such types of courses majorly attract class eight leavers and dropouts but not form four leavers.

Findings on how availability of financial resources influences participation of the trainees’ revealed majority (100%) of the TVET institution managers could not meet adequately the financial obligation of the institution. 87.5% admitted they were unable to provide adequate training facilities nor employ required numbers of instructors to offer relevant training to the trainees’. The majority of instructors rated their remunerations to be low due to inadequate finance. Inadequacy of financial resources were source of frustration since it led to high instructors
turnover. The instructors upgrading and in-service was as low as 37% from the respondents indication. The findings on trainees’ attitude was justified by the low enrolment, low graduates and high dropout rate which revealed the negative perception trainees’ had towards the vocational education and training. The high dropout rate was as a result of low retention of instructors, fewer number of courses offered which do not attracts trainee’s participation due to facts that they do not increase their employability. Poverty also contributed to high dropout rate.

The demographic information indicated that majority (87%) of the managers were men, the female instructors were slightly more in numbers than male instructors. The findings revealed that (75% ) of the managers had administrative experience of between 1-3 years this means they had insufficient working experience which could hinder them from performing managerial duties that required person with such skills.

5.3. Conclusions

The following conclusions were drawn from the research questions and the findings of the study. The study established that training facilities in TVET institutes are inadequate. The other factor affected the participation of trainees was use of outdated curriculum. In some centers there was no syllabus to be followed the instructors were using the knowledge and skill they had acquired from various
centers they came from. From the findings it was also noted that the institutes had inadequate trained instructors to the extent of employing untrained instructors. Government owned vocational training centers were not being provided with sufficient funds to run hence were all found to experience financial constraints resulting to inadequate purchase of training facilities. The study established that the trainee’s entry behavior and attitude in TVET had negative effect on their participation. It was noted that their negative attitude towards TVET was major cause to high levels of dropout leading to low participation.

5.4 Recommendations

In the view of the above findings of this study and conclusion drawn, the following recommendations were made:

- The county government should add appropriate learning and training facilities and improve physical facilities to encourage participation of trainees.
- The County government should fund and employ more instructors at the vocational training centres.
- The instructors’ terms and conditions of work should be revisited to reduce burn out and high turnover rate. This can be done offering better remuneration s package, offering them upgrading and regular
in-service courses improving their skills, knowledge and competence.

- Successful trainee from vocational centers should be recruited back and paid well to encourage other trainees not to dropout. This can be done by the managers of the TVET institution or the county government stakeholders.

- Varieties of courses should be introduced to cater for trainees various needs.

- TVET sector should address the large number of young people graduating annually from the primary and secondary school system, high levels of negative attitude among school leavers.

- There is need to match training of skills with the actual demands of industry and create a deliberate link between TVET curriculum and the aspirations of the Kenya Vision 2030 according to TVET policy, 2012.

- Curriculum planners to put in courses that lead to lifelong education and training which will allow innovativeness and creativity and cater for persons with special needs examples disabled, minorities and marginalized groups.
➢ Need for trainees to be sponsored by being allocated for bursaries, this will help the county to get adequate and competent human capital which in turn will accelerate the county economic growth.

➢ The county government should allocate CDF to improve infrastructure in the centers like roads, water and electricity so as to enhance training and create more courses like ICT which will aid in research and facts findings by the learners themselves.

➢ Leaders and all stakeholders to create awareness of importance of remaining in the vocational training centers until one acquires the skills required for self-employment or for being employed in the labour market.

5.4. Suggestions for further studies

The current study focused on the institutional factors that influence the participation of trainees in Vocational Education and Training in Kinango sub-county Kwale County. The study can be replicated in the entire Kwale County. Further study can be done on social-economic factors that influence the participation of the trainees in TVET.
REFERENCES


Raimi, L. and Akhuemonkhan, I. A. *The Macro-theme Review 3(2), spring 2014.*


Technical, Vocational Education & Training Bill, 2012.


APPENDICES

APPENDIX I

INTRODUCTION LETTER

Millicent Adhiambo Onditi
Department of Educational Planning
P.O BOX 30197,
Nairobi.
15/05/2015
The Manager,
Dear sir/madam,

REF: PARTICIPATION IN RESEARCH

I am a student at the University of Nairobi pursuing a master’s degree (MED). I am requesting for permission to carry out research in your institution on “institutional factors influencing the participation of trainees in Public Technical, Vocational Education and Training institutions in Kinango sub-County”. The information collected will be used for academic purpose only and respondents will be treated with confidentiality.

Thank you.

Yours faithfully,

Onditi Millicent Adhiambo.
APPENDIX II

QUESTIONNAIRE FOR MANAGERS

Introduction

The questionnaire is designed to gather information “institutional factors influencing the participation of trainees in public TVET institutions in Kinango sub-County.” You are kindly requested to fill the questionnaire as honestly as possible. Responses to these questions will be treated as confidential. Please tick [✓] where appropriate or fill in the required information on the spaces provided.

SECTION A: Personal details

1. Indicate your gender: Male [   ] Female [   ]

2. Indicate your age bracket.
   
   Below 20 years [   ] 20 – 30 [   ] 31 – 40 [   ]
   
   41 – 50 [   ] 51 and above [   ]

3. What is your administration experience? Below 1 year [   ] 1 -3 years [   ]
   
   4-6 years [   ] 7-9 [   ] 10 years- Above [   ].

5. What is your highest qualification?
   
   Certificate [   ] Diploma [   ] Degree [   ] Master Degree [   ]. Phd [   ].
SECTION B: Adequacy of training facilities and trainees participation

6. The table below shows the status of learning resources in your institution. How do you rate the adequacy of the following resources?

<table>
<thead>
<tr>
<th>Resource</th>
<th>Adequate</th>
<th>Inadequate</th>
<th>Not Available</th>
</tr>
</thead>
<tbody>
<tr>
<td>Workshops</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classrooms</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tool and equipment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Equipped libraries</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

7. In your own opinion does inadequacy of the above resources affect the trainee’s participation in TVET in your institution? Yes [ ] No [ ].

Explain……………………………………………………………………

SECTION C: The relevance of curriculum offered by TVET institutions

8. How do you rate the following statements as they relate to the relevance of the TVET curriculum? Please indicate by ticking the most appropriate Strongly agree (SA), Agree (A), Disagree (D) Strongly disagree (SD).
<table>
<thead>
<tr>
<th>Statement</th>
<th>SA</th>
<th>A</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>A  The curriculum offered meets labour market demands</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b  The curriculum offered has attracted more trainees to the TVET institution</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C  The curriculum offered meets the trainee’s needs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d  The curriculum offered equips the trainees with technical skills necessary for self-employment</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**SECTION D. Qualifications of instructors**

9. Are the instructors in your institution trained in the areas they are handling?

Yes [    ]    No [    ]

10. Indicate the number of trained instructors………...and the number of untrained instructors………...

11 DO the instructor’s qualification affect the participation of trainees?

Yes [    ]    No [    ]

**SECTION E: Financial resources and trainees participation**

12. Has the trainees’ subsidy been remitted this year?

Yes [    ]    No [    ]

13. Are the financial resources adequate to run the institution?

Yes [    ]    No [    ]

14. Does the NITA payment affect trainees’ participation?
Yes [ ] No [ ]

15. How many instructors are paid by the BOM?.............................

16. How do you rate the following statements as they relate to the adequacy of financial resources in your institution? Please indicate by ticking the most appropriate strongly agree (SA), Agree (A), Disagree (D) Strongly disagree (SD).

<table>
<thead>
<tr>
<th>Statements</th>
<th>SA</th>
<th>A</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

SECTION F. Attitude of the trainees and trainees’ participation

17. What is the attitude of trainees towards TVET?

Positive [ ] Negative [ ]

18. In the table below indicate the number of trainees enrolled, dropped and completed the various courses enrolled for in the years indicated below
<table>
<thead>
<tr>
<th>Year</th>
<th>Enrolment</th>
<th>Dropouts</th>
<th>Repeaters</th>
<th>Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2012</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2013</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2015</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

19. Other than factors mentioned above are there any other institutional factors that influence the participation of trainees in your institution_____________

Thank you.
APPENDIX III

QUESTIONNAIRE FOR TRAINEES

Introduction

The purpose of this research is to find out “institution factors that influences trainees’ participation in TVET institutions in Kinango sub county Kwale County”. You are requested to respond to these questions honestly and accurately. All the information gathered through this questionnaire will be treated confidentially. Please tick [✓] where appropriate or fill in the required information on the spaces provided.

SECTION A: Personal details.

Fill in the details

1. Indicate your gender.

Male [ ] Female [ ]

2. Indicate your Age.

12-16 years [ ] 17-21 years [ ] 22-26 years [ ] 27 and above [ ]

3. What was your level of academic level prior to joining the current institution?

Below class 3 [ ] Class 4-7 [ ] KCPE [ ] KCSE [ ] Diploma [ ]

SECTION B: Adequacy of training facilities

The table below shows the status of learning resources in your institution.

4. How do you rate the adequacy of the following resources.
<table>
<thead>
<tr>
<th>Resource</th>
<th>Adequate</th>
<th>Inadequate</th>
<th>Not Available</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classrooms</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tool and equipment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Equipped libraries</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. Does inadequacy of the teaching/learning resources influence your training?

Yes [  ]  No [  ].

6. If yes explain in what ways it does....................................................

SECTION C: The relevance of curriculum offered by TVET institutions

7. How do you rate the following statements as they relate to the relevance of the TVET curriculum? Please indicate by ticking Strongly agree (SA), Agree (A), Disagree (D), Strongly disagree (SD).

<table>
<thead>
<tr>
<th>Statement</th>
<th>SA</th>
<th>A</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>a  The curriculum offered meets labour market demands</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b  The curriculum offered has attracted more trainees</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c  The curriculum offered meets the trainee’s needs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d  The curriculum offered equips the trainees with technical skills necessary for self-employment</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
8. Upon completion of the current course you are taking, would you like to pursue the same to higher level?

Yes [ ] No [ ].

Please give a reason for your answer above…………………………………………………

SECTION D. Qualifications of trainers

9. In your own opinion are the trainers in your institution competent?

Yes [ ] No [ ]

10. Is there a course you intended to take but declined because there was no trainer?

Yes [ ] No [ ] If yes, please indicate…………………………………………………

SECTION E. Adequacy of financial resource

11. Is the centre able to provide for all your training requirements?

Yes [ ] No [ ]

SECTION F: Attitude of the trainees and trainees’ participation

12. In your own opinion do the trainees have positive attitude towards TVET?

Yes [ ] No [ ]

13. Was youth polytechnic your preferred choice after your primary or secondary school completion?

Yes [ ] No [ ].

14. Do you like the courses offered ?
Yes [   ] No [   ]

Thank you.
APPENDIX IV

QUESTIONNAIRE FOR INSTRUCTORS

The questionnaire is designed to gather information related to “institutional factors influences trainees participation in public TVET institution in Kinango sub- County.” You are kindly requested to fill the questionnaire as honestly as possible by putting a tick or otherwise. All the information gathered through this questionnaire will be treated confidentially.

SECTION A: PERSONAL DETAILS

1. Indicate your gender?
   Male [ ]   Female [ ]

2. What is your age bracket?
   Below 20 year [ ]  20 – 30 year [ ]  31-40year [ ]
   41 – 50 years [ ]  50 and above [ ]

3. For how long have you been training?
   Below 1 years [ ]  1 -5years [ ]  6years and above [ ]

4. What is your qualification?
   Certificate [ ]  Diploma [ ]  Higher Diploma [ ]  Degree [ ]
   Masters [ ]  Doctorate [ ]
SECTION B: Adequacy of training facilities

The table below shows the status of learning resources in your institution. 5. How do you rate the adequacy of the following resource.

<table>
<thead>
<tr>
<th>Resource</th>
<th>Adequate</th>
<th>Inadequate</th>
<th>Not Available</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classrooms</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tool and equipment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Workshops</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Equipped libraries</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6. In your own opinion does inadequacy of the above resources affect the participation of TVET trainees in your institution?

Yes [   ] No [   ].

Please explain your answer…………………………………………………………………………

SECTION C: The relevance of curriculum offered by TVET institutions

7. How do you rate the following statements as they relate to the relevance of the TVET curriculum? Please indicate by ticking -Strongly agree (SA), agree (A) Disagree (D), strongly disagree (SD).
<table>
<thead>
<tr>
<th>Statement</th>
<th>SA</th>
<th>A</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>a  The curriculum offered meets labour market demands</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b  The curriculum offered has attracted more trainees</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c  The curriculum offered meets the trainee’s needs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d  The curriculum offered equips the trainees with technical skills necessary for self-employment</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**SECTION D. Qualifications of trainers**

8. In your own opinion are all the trainers in your institution trained and qualify to train?

   Yes [ ]  No [ ]

9. How do you rate your work load?

   Too high [ ], high [ ]  moderate [ ]  low [ ]

10. Are there course which are not offered due to lack of qualified trainers?

   Yes [ ]  No [ ]

   If yes, state them in the space provided below.
SECTION E. Financial resources

11. Who pays your salary?

County [ ] BOM [ ] volunteer [ ]

12. How do you rate salary offered?

Adequate [ ] Not adequate [ ]

13. If not adequate how does it affect your performance as trainer?

…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………

14. How regularly does the institution take trainers for upgrading or in-service trainings?

Regularly [ ] Rarely [ ] Does not take all [ ]

15. In your own opinion does the institution have enough financial resources to provide for trainees training requirements?

Yes [ ] No [ ]
16. Do students drop out due to failure to pay for NITA examination fees?
Yes [ ] No [ ]

17. Explain how availability of finances impact on trainees participation in your institution?

SECTION F. Attitude of the trainees and trainees’ participation

18. Do all trainees like the courses they undertake?
Yes [ ] No [ ]

19. What is the attitude of trainees towards TVET?
Positive [ ] Negative [ ]

20. If negative, suggest any three reasons for the choice

21. Other than the factors mentioned above are there other institutional factors that influences trainees?

Thank you.
## APPENDIX V

### OBSERVATION CHECK LIST

<table>
<thead>
<tr>
<th>Resources</th>
<th>Available</th>
<th>Not available</th>
<th>Adequate</th>
<th>Inadequate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Workshops</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Libraries</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Machines</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tools and equipment</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Furniture</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Toilets</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classrooms</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX VI

RESEARCH AUTHORIZATION

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

NACOSTI/P/15/2150/6633

Millicent Adhiambo Onditi
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on “Institutional factors influencing trainees’ participation in public Technical, Vocational Education and Training in Kinango Sub-County, Kwale County, Kenya,” I am pleased to inform you that you have been authorized to undertake research in Kwale County for a period ending 30th September, 2015.

You are advised to report to the County Commissioner and the County Director of Education, Kwale County before embarking on the research project.

On completion of the research, you are expected to submit two hard copies and one soft copy in pdf of the research report/thesis to our office.

DR. M. K. RUGUTT, PhD, BSc.
DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Kwale County.

The County Director of Education
Kwale County.

Date: 16th July, 2015
APPENDIX VII

RESEARCH CLEARANCE PERMIT

THIS IS TO CERTIFY THAT:

MS. MILICENT ADHIAMBO ONDITI
of UNIVERSITY OF NAIROBI, 1535-0
ukunda, has been permitted to conduct
research in Kwale County

on the topic: INSTITUTIONAL FACTORS
INFLUENCING TRAINEES,
PARTICIPATION IN PUBLIC TECHNICAL,
VOCATIONAL EDUCATION AND
TRAINING IN KINANGO SUB-COUNTY,
KWALE COUNTY, KENYA

for the period ending:
30th September, 2015

Applicant's
Signature

Permit No: NACOSTI/P/15/2150/6633
Date of Issue: 16th July, 2015
Fee Received: Ksh 1,000

Director General
National Commission for Science,
Technology & Innovation

CONDITIONS

1. You must report to the County Commissioner and
the County Education Officer of the area before
embarking on your research. Failure to do that
may lead to the cancellation of your permit
2. Government Officers will not be interviewed
without prior appointment.
3. No questionnaire will be used unless it has been
approved.
4. Excavation, filming and collection of biological
specimens are subject to further permission from
the relevant Government Ministries.
5. You are required to submit at least two (2) hard
copies and one (1) soft copy of your final report.
6. The Government of Kenya reserves the right to
modify the conditions of this permit including
its cancellation without notice.

REPUBLIC OF KENYA
National Commission for Science,
Technology and Innovation
RESEARCH CLEARANCE
PERMIT
Serial No. A 5819
CONDITIONS: see back page