

**FACTORS INFLUENCING PERFORMANCE OF
COMMUNITY DEVELOPMENT TRAINING CENTERS:
THE CASE OF KITUI COUNTY, KENYA**

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DECLARATION

I declare that this research project report is my original work and has not been submitted for academic award in any other institution

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DEDICATION

This research project report is dedicated to my beloved wife Joyce Makasi for her moral and emotional support during the whole period of the study. Also I would like to dedicate it to my children; Grace, Patience, Zadok and Rachael and my mother Ann Mukulu.

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ABBREVIATIONS AND ACRONYMS

CDTI	Community Development Training Institute
CSSC	Christian Social Services Commission
DANIDA	Danish International Development Agency
FDC	Folk Development College
FTC	Full Technician Certificate
GoK	Government of Kenya
GTZ	Gesellschaft für technische Zusammenarbeit
ICT	Information Communication Technology
ILO	International Labour Organisation
MCDWAC	Ministry of Community Development Women Affairs and
MoEST	Ministry of Education Science and Technology
PPTC	Post Primary Technical Centre
RoK	Republic of Kenya
TPCSI	Training and Production Centre for the Shoe Industry
VT	Vocational Training
VTC	Vocational Training Centres

ABSTRACT

The aim of this study was to investigate factors influencing performance of community development training centers, the case study of Kitui central sub county, Kitui County, Kenya. Performance is key in economic growth of the nation and its citizens. When a nation implements effective and sufficient training centers, the citizens get an opportunity to empower themselves economically. This study used the following specific objectives in investigating the main objective; influence of free primary and secondary education on performance of community development training centers, influence of availability of training resources on performance of community development training centers in Kitui Central Sub-county, Kitui County, Kenya, influence of level of staffing and quality of trainers as part of government capacity building and resource on performance of community development training centers in Kitui Central Sub-county, Kitui County, Kenya, influence of curriculum offered on the performance of community development training centers in Kitui Central Sub-county, Kitui County, Kenya. The target population was constituted by trainees in community development training centers and the team of staff in community development training centers. A sample of 30% was sufficient in making the inference about the whole population. A questionnaire research instrument having open ended, closed and rating questions was used. After data had been collected it was keyed into computer data processing software (SPSS version 20) for further analysis. Results of the study were presented in simple descriptive Tables of frequencies and percentages. A cross tabulation of independent variables was finally computed for a chi-square test in order to infer the population. The study found out that free primary and secondary education was a factor that influenced performance of community development centres in Kitui Central Sub County. It was also discovered that majority of community development training centers lacked some important resources. The resources missing included; planes, knitting machines, plumping wares among others. The study also found out that staffing in most of community development training centers was low and this greatly affected the performance of these centers. Finally curriculum covered was playing important part in performance of these centers. The study concluded that above factors are key to performance and a great emphasis ought to be given to their operationalization.

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Community development can be defined as the process whereby different people, from different backgrounds, with different and aligned interests come together to resolve issues in a collaborative manner. It can be used to build self-reliant communities, increased ownership of facilities and civic spaces, improve wellbeing and enhance the diversity of the cultural landscape. One way of improving the living standards in a society is through training working population of the society skills that can help them earn a living. Such skills include among others; carpentry, masonry, architectural skills and farming skills (Cole, 2004).

The rationale for the revised structure is to ensure learners acquire competences and skills that will enable them to meet the human resource aspirations of Vision 2030 by offering a choice of subject pathways at the end of the Elementary School phase; ensure the attainment of 100% transition rate from primary to secondary, thereby reducing wastage by introducing automatic progression to the junior secondary phase based on the acquisition of core skills and competences (literacy, numeracy and communication skills) (DeCenzo and Robbins, 2000).

The revised structure will also focus on early identification and nurturing of talent in individual learners at the end of the junior secondary phase; allow for specialization at the end of junior secondary; introduce a system of Competence Assessment Tests (CATS)

measuring knowledge, skills and competences, the results of which will be cumulative and form part of a formative assessment process, the credits from which will be accumulated in the summative assessment at the end of each phase. This is distinct from the present situation where students either pass or fail and exit the system (Dessler, 2008).

According to Government of Kenya (GoK) Skills Gap Analysis Report (2012) and Youth policy paper Republic of Kenya (RoK 2007), seventy five percent (75%) of the population in Kenya are youth, and only 39% of this population are absorbed in the job market leaving the rest unemployed. Majority of the youth are found in the rural areas and due to the scarce resources they migrate to towns to compete for the scarce job opportunities. They end up in the slums where they are vulnerable to recruitment into gangs and militia groups to eke out for a living.

Kenya has a relatively large industrial sector whose share of Gross Domestic Product (GDP) has increased very little over the past two decades (RoK, 2007). The sector, despite its potential, has not been dynamic enough to function as "an engine for growth" for the Kenyan economy as has been the case of newly emerging economies. The sector has been inward-looking with limited technological progress and reflects past import-substitution and export-led policy orientations.

Coaching and Technical Mentoring: SI trainers and coaches work closely with individuals and groups to increase productivity and hone performance. Our clients benefit from enhanced evidence-based decision-making; reduced costs and delays caused by

unrealistic planning; and new tools and skills to plan, manage, and control projects to achieve objectives (Heathfield, 2012).

In 1985 President Daniel arap Moi, introduced the 8–4–4 system of education, which adopted 8 years of primary education, 4 years of secondary education and 4 years of university education. With the introduction of the 8–4–4 system CPE became KCPE (Kenya Certificate of Primary Education) while KCE became the Kenya Certificate of Secondary Education (KCSE).

Since 1985, public education in Kenya has been based on an 8–4–4 system,[1][2] with eight years of primary education followed by four years of secondary school and four years of college or university. To date, there has been steady growth in the advancement of education in the country. The country boasts of a great number of public and private universities as well as middle-level colleges. Upon realizing this, the Government of Kenya, is in the process of restructuring technical / vocational education with emphasis on the crucial role of youth polytechnics (RoK 2007).

This training will harness the creativity and innovativeness of the youth through relevant education and skills training programmes. Ultimately, it will prepare the country in focusing on realization of the millennium development goals and Kenya Vision 2030. The youth polytechnics (YPS) have been initiated not only to solve the problem of unemployment but also to offer an alternative path way for attainment of skills under the technical, industrial and vocational education and training programme.

Geert, (2008) defines Technical, Industrial, Vocational, Entrepreneurship Training (TIVET) programme as a form of education which mainly leads participants into the

acquisition of practical skills know-how and attitude necessary for employment in a particular occupation, group of occupations or self employment. Its main role of providing skills that improve productivity, raise income levels and improve access to employability has been widely recognized. Bonn resolution (UNDP, 2004) emphasize the importance of TIVET as a ‘master key’ for alleviating poverty, promotion of peace and environmental conservation to improve quality of human life and promote sustainable development in Africa.

According to Nyerere (2009) TIVET institutions in Kenya comprise of technical training institutions (TTIs), demonstration centers, Youth Polytechnics (YPs), Institutes of technology (ITs) and National youth service skills development centers. These institutions were established to offer TIVET education programmes. Kenya’s political violence in December 2007 exposed the threat of a large population of unskilled and unemployed youth amidst growing poverty. To address some of the underlying problems the government made an initiative of reviving the youth polytechnics in the country. There are over 700 youth polytechnics in Kenya but only 639 are registered with the Ministry of Youth Affairs and sports as vocational training centers.

Out of this number, 134 are private while 505 are government owned. The courses offered in the youth polytechnics include: Fashion & garment making technology, building technology, hair and beauty, carpentry and joinery, welding technology, electrical installation and wiring, information technology, agri-business and entrepreneurship. Nyerere, (2009) points out that, out of a youth population of 75%, a total of 61% are unemployed, lack employable skills majority and live in the rural areas and urban slums.

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, (RoK, 1999) points out that the vocational education introduced in Kenya before independence helped its graduates to perform subordinate tasks while foreigners supervised them. This created a negative attitude and as a result few students opt for vocational education especially in rural areas. This, therefore, would cripple creativity, innovation and entrepreneurial skills, which are vital to the development of technologies that lead to performance.

According to Kinyanjui (2007), a negative attitude towards vocational education is not only among the community members, but also manifested among teachers/instructors and learners as they feel inadequate academically. This acts against effective mentorship from the teachers. The lack of business mentors or positive role models within the rural set up whom the youth can look upon with admiration, reinforces this perception. Having been used to a curriculum that is too academic and theoretical, the youth have developed a culture of dislike for practical based courses. This may have militated against the concept of self employment and rural performance propagated by vocational training through youth polytechnics.

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). The fact that technical/vocational education is not well established in the public Universities reinforces the attitude as observed by Mahinda and Mcleanard (2004).

Ngerechi (2005) argues that for Kenya to cater for the changing technological systems and economic development, a change of attitude towards vocational education must be addressed. The author further suggests that TIVET education system should not create inequalities in the education system. Instead it should provide good quality vocational education and training comparable to general academic education to avoid suspicion on quality by the society and raise the public appeal. GoK, skills gap analysis report, (2011) observes that the buildings and other teaching learning resources in public youth polytechnics are in poor condition compared to other public learning institutions. This could also create an impression that the youth polytechnics are of less importance as training institutions.

Tilak (2006) observed that vocational education is an equity measure with a rural bias; it allows the rural community to acquire skills, develop talents and creativity. It serves the needs of the relatively poor by providing employment opportunities within the rural set up. However, contrary to the foregoing argument, the low enrolment seems to suggest otherwise.

According to Shiundu and Omulandu (1992), the youth polytechnics were intended to provide socio-economic development to the rural community through: Introducing the youth to certain ethics to prepare them for the world of work; Equipping of the youth with skills and attitudes that would lead to their involvement in income generating

activities; use of the skills acquired to engage in sustainable livelihood, to uplift their standard of living and that of their communities by creating employment for self and others thus stemming rural-urban migration. This mandate has not been achieved since independence.

1.2 Statement of the problem

The performance of community development centers is determined by several factors, in order for these institutions to achieve their mission of producing well skilled trainees. Development of a 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. Technical Vocational Education (TVET) has over the years been identified as an efficient training strategy that can empower societies with the right skills thus enabling growth of informal and formal industries especially in developing countries.

However in Kenya, the type of technical/vocational education offered before independence created a negative attitude where few students opt for technical/vocational education. This crippled creativity, innovation and acquisition of entrepreneurial skills, which is vital to the development of technologies that would lead to high performance of community development training centers.

Youth polytechnics have been identified as major centres for youth development and training, yet receive very low enrolment. Conversely there is a large number of idle and untrained youth in rural areas. According to RoK (2008), the Government acknowledges the role that the youth polytechnics could play in imparting the youth with the necessary skills for rural development and self-employment. The Government of Kenya gaps

analysis on youth training report points out that, investing in youth polytechnic training means investing in national security as this reduces idleness giving the youth an alternative productive involvement rather than engage in dysfunctional behaviour.

This study therefore endeavoured to investigate how the community development training centres that is the youth polytechnics input towards performance sector growth.

1.3 Purpose of the study

The purpose of this study was to find the factors that influence the performance community development training centres in Kitui Central Sub-county, Kitui County, Kenya.

1.4 Objectives of the study

- i. To establish the influence of free secondary education on performance of community development training centers in Kitui Central Sub-county, Kitui County, Kenya.
- ii. To establish the influence of availability of training resources performance of community development training centers in Kitui Central Sub-county, Kitui County, Kenya.
- iii. To establish the influence of level of staffing as part of government capacity building on performance of community development training centers in Kitui Central Sub-county, Kitui County, Kenya.
- iv. To establish the influence of curriculum offered in the performance of community development training centers in Kitui Central Sub-county, Kitui County, Kenya.

1.5 Research questions

- i. How does free secondary education influence performance in the community development training centres in Kitui Central Sub-county, Kitui County, Kenya?
- ii. How does availability of training resources in the community development training centres influence performance in Kitui Central Sub-county, Kitui County, Kenya?
- iii. How does level of staffing as part of capacity building in the community development training centres influence performance in Kitui Central Sub-county, Kitui County, Kenya?
- iv. How does the curriculum offered in the community development training centres influence performance in Kitui Central Sub-county, Kitui County, Kenya?

1.6 Significance of the study

To improve performance of CDTCs leading to more, better, trained and skilled grandaunts. To enhance a sustained growth of the industrial sector, by at least 15 per cent per annum by 2017, by creating an enabling environment for a robust, diversified, fair competition field, cost and time conscious, and innovative industrial sector; that offers targeted incentive packages in priority sectors; and desires to have a country wide dispersal of industrial activities leading to regional economic empowerment.

1.7 Limitations of the study

The study was limited to only skills trained in the community development training centres and not other related skill that may be acquired from other places. Performance will be any activity that a person involves her/ himself in the processing making some income as to improve one's living status.

1.8 Delimitations of the study

This study was delimited to Kitui Central Sub-County and the respondents were delimited to trainees and trainers in the community development centres.

The study was delimited to skills and knowledge delivery among the trainees in the community training centres and the effect of the status of the training centres on input in performance.

1.9 Basic assumptions of the study

This study was based on two assumptions; all the respondents would give genuine, truthful, and honest responses to the questionnaires. Trainees are aware of the relevant skills utilizable in the industrial sector that are learnt in the community development and training centres.

1.10 Definition of significant terms

Community	People living in neighbourhood and share similar goals
Curriculum	The term often refers specifically to a planned sequence of instruction, or to a view of the student's experiences in terms of the educator's or school's instructional goals.
Trainee	Is commonly known as an individual taking part in a <i>trainee</i> program or a graduate program within a company after having graduated from university or Tertiary training.
Resource	This refers to the utilizable substance in order to gain.
Free Education	This refers to education system where by the government has paid for or any other organization but not the student's parents or guardians
Development	Refers to upward movement of status and standards of living
Training	The processing of acquiring skills useful for ones activities
Skill	Technical know how
Performance	The rate at which the trainees are graduating and assimilated in community development programmes.

1.11 Organization of the study

The study was organized in five chapters. Chapter one represented background information of the study, statement of the problem, objectives of the study, significance of the study and limitation and delimitations of the study. Chapter two involved literature review done theoretically and empirically then summary of literature review. Chapter three discussed methodology, research design, sample size, data collection and procedure and data analysis, chapter four dealt with data analysis and findings while chapter five gave the summary of the whole study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

There is growing evidence that performance is the key for keeping an enterprise. This chapter explores relevant literature on the factors that influence the performance of community development centers. This shall be done in two part; theoretical and empirical and then a summary of literature review presented. A conceptual presentation shall be drawn at the end of this chapter.

2.2 Empirical review

Science, Technology and Innovation (ST&I) are key and critical in the achievement of Kenya's Vision 2030. The Task Force identified challenges that need to be addressed to facilitate activities that are suitable for the delivery of desired levels of growth and technological advancement. Science, Technology and Innovation should be harnessed to stimulate industrial initiatives for increased and sustained economic growth.

The TF recommended that research be institutionalised by teaching basic research skills among teachers and be cascaded to lower levels including ECDE levels, to encourage critical, independent and investigative thinking among young learners and for the development of a clear policy and legal framework on research.

Data from 1995 reveal an enrolment capacity of approximately 36.000 trainees all over the country. Not considered in these figures is; Specific training institutions which offer

training for special target groups and Training institutions which orient specifically for line ministry responsibilities.

A study carried out in Tanzania under Folk development colleges on vocational training revealed several areas of interest. As such since Tanzania is neighbouring Kenya definitely similar trend may exist. This study reviews some of these findings. Vocational Training in Tanzania is offered by a variety of training providers. Estimations from 1995 indicate players ranging from; private training providers (companies' small workshops etc.), Mission and Trade schools, Government Training Institutions and Training institutions owned and run by VETA.

The TF observes that research is 'mystified' and remains a preserve of few Ministries and/or academic institutions - like universities where it is mainly at postgraduate level. Funding for research programmes remains very low. It is not a priority and therefore remains lowly resourced in terms of finances, material and human resources. Social research is yet to be recognised as a planning and management tool in education and other sectors of development.

An initial stocktaking of government and private involvement in VET has not been done, thus resources and capacities as well as experiences with different approaches are not widely spread. A prominent provider of centre based vocational training is the Ministry of Community Development, Women Affairs and Children (MCDWAC). It runs approximately 52 Folk Development Colleges (FDCs) all over the country. Objectives, approaches, types and quality of training in the centres vary considerably.

All the training institutions were confronted with structural changes in the labour market and seek to adjust to the changing trend in concept, approach and outreach. This calls for flexible concepts and approaches and requires many centres to change their initial orientation. The situation is aggravated often by competitive reactions by other training providers. Hence co-operation and co-ordination in a coherent policy setting becomes increasingly important.

According to the VET Act from 1994 VETA is responsible for co-operation and co-ordination in the area of craft training and basic skills. Profound dialogue and ongoing information about the various actors, their programmes as well as their orientation and adjustment endeavours are required to set up concerted efforts in skills provision for VET and to harmonise services for the various target groups.

Vocational training has been provided by larger parastatal enterprises, i.e. Sugar Company, Shoe making company, etc. and has mainly been demand driven following the need in the own company. Training was often relatively narrow in scope and orientation. In addition larger companies provide a kind of apprenticeship training. Due to retrenchment, privatisation as well as closure of many of the larger enterprises VT has also lost its importance and role in these companies and parastatals. Only very little training is still going on.

Following the statistics from 1995 the Church VTCs cover for more than 30% of the overall VET capacity. This number is certainly understated. CSSC, the Christian Social Services Commission seeks to co-ordinate the Vocational Training activities under Church Ownership. The Commission has recently carried out a study, addressing over

150 training institutions all over the country, registered under CCT (Christian Council of Tanzania) and TEC (Tanzanian Episcopal Committee), which are actively involved in Vocational Training with a trainee population roughly ranging between 30 and 200 per institution.

The set up of the PPTC goes back to the mid seventies (1973). In order to combat youth migration to towns Government decided to equip primary school leavers with skills and attitudes necessary to enable them to get employed or set up self -employment activities in their locality. The PPTCs were expected to enable primary school leavers with relevant skills to the development of the community. This is in line with the villagization movement and orientation of the 1970s, where primary schools should act as an agent and serve as resource instruments in the development of the community and the improvement of livelihood in rural areas.

Initially 4 Post Primary Technical Centres PPTCs per district were to be established as annexe of the existing Primary Schools, amounting to a total of about 400 centres in rural and urban areas in the Country. The capacity of each of the centre was fixed at approximately 60 Trainees per centre. It was expected that 17,520 primary leavers would be enrolled in the first year of a training programme of generally two years. However, in 1975 not more than 9,903 primary leavers had enrolled, representing 56% of the total capacity.

2.3 Free secondary education on performance of community development training centers

Since independence in 1963, the Government of Kenya has committed itself to providing an education system that guarantees the right of every learner to quality and relevant education. In an effort to provide quality education, the Government has laid down regulatory mechanisms mainly within the Education Act Cap. 211 and other legal instruments, although these have generally proved inadequate.

President Mwai Kibaki formally launched the programme and indicated that the Kenyan government will pay tuition fees for students while parents will meet boarding costs and buy uniforms for their students. The government has so far released more than \$41m to pay for the different phases of the programme which has proved to be a success to relieve the poor and marginalized communities from accessing education equally. But experts argue that in view of the losses incurred during the violence, the government faces an uphill task in implementing the programme. While launching the programme in Nairobi, President Kibaki said plans were afoot to expand existing facilities and recruit more teachers to cope with the extra demand.

The most challenge we are currently facing in secondary schools is the overstretched by unexpected high enrolment of students following the introduction of universal free primary education that has escalated to secondary schools. The ministry of education now plans to introduce day wings in some boarding schools and double shifts in some urban schools to cope with the pressure. "We are optimistic that these measures will accommodate the projected transition of students and I urge all parents to ensure no child fails to attend school," President Kibaki said. But the Kenya National Union of Teachers

asked the government to first address the safety of teachers and the need to reconstruct schools that were destroyed during the elections clashes. In this regard, the task force recommended that there be a single Ministry of education and an inter- ministerial committee to coordinate all ministries and non- line departments that have a stake in the regulation of educational matters. It also called for the eight directorates for education to be entrenched in law including student's councils and Parent Teacher Associations.

It finally called for the appointment of a Committee of educational experts to guide the implementation of education reforms contained in the report. The reforms included free primary and secondary school education .This lead to reduced enrolment in youth polytechnics with primary level education .However a few secondary school level trainees have enrolled leading to better grandaunts.

These reforms have had significant effects on the quality of trainees in community development training centres. The trainees admitted are of high quality which eventually improves the performance of the CDTCs. However due to high enrolment in secondary education because of government provision the CDTCs end up getting low admission.

2.4 Availability of training resources performance of community development training centers

Quality should be seen as "fit for purpose", rather than as measuring up to an ill-defined standard. Quality that is fit for purpose is dynamic and improves as the purpose or the job to be done moves up to a higher plane. A decentralised and diverse TVET system that includes school-based training, enterprise-based training, and apprenticeship training (both non-formal and informal) requires a strong regulatory framework for overseeing

training curricula, standards, qualifications and funding. A suitable qualifications framework and inspection system will provide the necessary quality assurance and control mechanism within such a diverse system.

The content and format of staff training and professional development depend on an organization's needs, stage of development, and available resources. Many organizations distinguish permanent, full-time staff members (such as program directors) from part-time, often seasonal, group leaders who provide direct services (such as camp counsellors). Some organizations can only provide their youth workers with limited opportunities for professional development because of limited resources, prohibitive costs, inaccessible locations, lack of transportation, or other barriers.

Fortunately, however, a number of training delivery models has been developed that do enable programs to take advantage of professional development opportunities for their youth workers. These models include teams of community and youth workers, in-service training, affinity groups, and training for supervisors.

2.5 Level of staffing and quality of trainers as part of government capacity building and resource performance of community development training centers

The most compelling evidence for the importance of teaching came initially from economists who adapted value-added models from business to measure the effect of teachers on student learning. While the statistical methods are complex, the definition of effective teaching is not. Simply, researchers looked for the change in students' test scores according to the teacher they were assigned to. A highly effective teacher,

therefore, is one whose students show the most gains from one year to the next. By using this approach, researchers are able to isolate the effect of the teacher from other factors related to student performance, for example, students' prior academic record or school they attend. Reports and data from two initiatives in Tennessee—the Tennessee Value Added Assessment System (TVAAS) and Student Teacher Achievement Ratio (STAR) project—and one in Texas—the University of Texas at Dallas Texas Schools Project—provide good starting points for understanding how much of an effect teachers have on student outcomes.

The positive effects associated with being taught by a highly effective teacher, defined as a teacher whose average student score gain is in the top 25 percent, were stronger for poor and minority students than for their white and affluent counterparts. For example, one study of the Tennessee data found that low-income students were more likely to benefit from instruction by a highly effective teacher than were their more advantaged peers (Nye, Konstantopoulos, and Hedges 2004).

Another study found that the achievement gains from having a highly effective teacher could be almost three times as large for African American students as for white students, even when comparing students who start with similar achievement levels (Sanders and Rivers 1996).

Experienced teachers produce higher student test scores. A comprehensive analysis by Greenwald, Hedges, and Laine (1996) examined data from 60 studies and found a positive relationship between years of teacher experience and student test scores. Similarly, the UTD Texas Schools Project data showed that students of experienced

teachers attained significantly higher levels of achievement than did students of new teachers (those with one to three years of experience) (Rivkin, Hanushek, and Kain 2005).

Training for high-quality skills requires appropriate training equipment and tools, adequate supply of training materials, and practice by the learners. Other requirements include relevant textbooks and training manuals and qualified instructors with experience in enterprises. Well-qualified instructors with industry-based experience are hard to come by, since such categories of workers are also in high demand in the labour market. But they could be suitably motivated to offer part-time instruction in technical and vocational schools.

2.6 Curriculum trained in community development training centres

Competency Based Training (CBT) can also enhance quality. The concept of competency-based training is not new to Africa. Traditional apprenticeship, particularly as practiced in West Africa, is competency based. A competency is the aggregate of knowledge, skills and attitudes; it is the ability to perform a prescribed professional task. CBT is actually learning by doing and by coaching. It is necessary to incorporate the principles and methodology of CBT into the formal technical and vocational education system.

However, since the development and implementation of competency-based qualifications (involving standards, levels, skills recognition and institutional arrangements) are very costly in terms of training infrastructure and staff capacity, piloting of the CBT approach in a few economic and employment growth areas is recommended, rather than a

wholesale training reform strategy. Vocational students should be encouraged to build a portfolio of projects undertaken or items produced during training as evidence of proficiency and proof of ability to perform prescribed professional tasks.

2.7 Theoretical review

Changes in the sectoral composition of trade and production constitute a centerpiece in the structural transformation that accompanies economic development (see Syrquin (1988) for a survey). Differences in relative factor endowments, technology or policy regimes have traditionally been seen as determining differences in the pattern of economic activities across countries. Such explanations have recently been supplemented by contributions to the new economic geography, which emphasize mechanisms that lead to agglomeration of industrial activities in geographic space and show why even initially similar countries can develop very different production and trade structures.

These models (Fujita, Krugman and Venables 1999) formalize forward and backward linkages between industrial firms that had long been discussed by development economists (Hirschmann 1958) and show that firms benefit from being close to each other because of direct input-output linkages among them.

According to new economic geography models, economic development is not a smooth process of many developing countries catching up with the industrialized countries. Rather, starting from a situation where a rich and a poor group of countries coexist, the models outline mechanisms that make performance spread in waves from country to country causing a few countries to make a rapid transition from the poor to the rich club (Puga and Venables 1996 and 1999; Puga 1999; see also Amiti 1998). As outlined above,

these mechanisms work on the basis of the interplay between pecuniary externalities and trade costs but with a crucial role also for differences in wages between the industrialized and the developing countries.

The Gachathi report (NCEOP, 1976) emphasized restructuring the education system to meet the demands of the country. The commission related education to employment opportunities and was critical to the educational system then. The Mackay commission (1981) reported that education is aimed at enabling the youth to apply a more effective role in the life of the nation by imparting to them necessary skills and knowledge and inculcating the right attitudes. The commission established a second university which aimed at emphasizing on vocation – based courses, stressed the importance of education in serving the needs of national development. The Mackay report recommended the initiation of the 8-4-4 system of education, geared towards practical and technical education. The new education system was designed to provide life -long education to make individuals self-sufficient and in and productive in agriculture, industry and any other services.

According to the National Development plan (2002-2008) emphasis was laid on education training and capacity and asserted, education is a functional strategy for human resource development and subsequent economic development. The vocational and technical training for artisan, craftsmen technician, technologists and masters of technology will go a long way to promote industrial development.

2.8 Summary of literature review

Performance in the CDTCs plays a crucial role in our countries economy. As it is known skilled labour is vital in increasing the production level of the nation. In the current the community development training centres are improving their operations in order to increase performance.

Uhuru's administration has expressed its commitment to achieving free secondary education by 2017, "The task force is, however, of the considered view that free secondary could commence in 2015". This has affected the quality and level of admission in the CDTCs since majority of the admitted trainees are capable and some have even the secondary level education.

A study carried out in Tanzania under Folk development colleges on vocational training revealed several areas of interest. As such since Tanzania is neighbouring Kenya definitely similar trend may exist. This study reviews some of these findings. Vocational Training in Tanzania is offered by a variety of training providers. Estimations from 1995 indicate players ranging from; private training providers (companies' small workshops etc.), Mission and Trade schools, Government Training Institutions and Training institutions owned and run by VETA.

The TF observes that research is 'mystified' and remains a preserve of few Ministries and/or academic institutions - like universities where it is mainly at postgraduate level. Funding for research programmes remains very low. It is not a priority and therefore remains lowly resourced in terms of finances, material and human resources. Social

research is yet to be recognised as a planning and management tool in education and other sectors of development.

Initially skills and vocational training activities under the Ministry of Education were primarily linked to a few number of trades schools. After completion of training at the lower primary level, trainees were admitted to a four years training programme in Carpentry, Masonry, Bricklaying, Tinsmithing and Agriculture. Entry requirements were the ability to read and write. The objective of the training was to equip people with profound knowledge in practical basic crafts skills. This system has gradually been phased out.

In the community development training centres, trainees specialise in one of the areas starting in Form III. Optional trades in all institutions are: Building and Construction, Architectural drawing, Carpentry, Bricklaying/ Masonry, Electrical engineering science, Workshop technology, Surveying, Motor Vehicle Mechanics, Painting and sign writing and Plumbing.

With respect to the great concern about the digital divide, it will be noted that access to ICT facilities is currently one of the major challenges in Africa Kenya is no exception. While the ratio of one computer to 15 students is the norm in most developed countries, the ratio in Africa stands at one computer to 150 students. This ratio is even wider in disadvantaged regions and areas. It will also be recognized that access to ICTs varies according to the various sub-sectors of education. In Kenya, the ratio for university and colleges is one computer to 45 students, one computer to 120 students at secondary

school level while access at the primary school level remains much more limited at one computer to 250 students.

In addition, the limited and uncoordinated approach to imparting appropriate ICT skills and competencies to teachers remains a major barrier in the integration of ICT in education in Africa generally, and in Kenya in particular. While equal opportunities for access to ICT are provided in Africa, girls are disadvantaged through a wide range of constraints that include choice of subjects, limited computers, and increasing attrition at various levels of education. However, recent observations indicate that ICTs facilities, notably email and Internet, have had the effect of reducing gender disparities leading to increased interest in computer education by girls.

Besides limited access, unavailability of ICT teachers, and gender disparities, relatively high costs of ICT components and limited access to electricity are other challenges that continue to hamper adoption of ICTs in most parts of Africa and particularly so in education sector. Indeed, a recent survey by Digital International indicated that the proportion of schools without electrical power range from 58% to 96% in some rural areas. This makes the use of available ICTs considerably difficult.

Initiatives around the country demonstrate that investment in a continuum of training, leadership development, networking, and on-site technical assistance is critical to developing effective youth workers and addressing the needs of youth. Unfortunately, even though professional development initiatives are so essential to ensuring quality youth development programming, a sufficient critical mass of educational and training opportunities for youth workers does not yet exist. Nevertheless, some helpful resources

are available in this area, such as the cross-state, cross-city, and national training educational and training options in youth development.

2.9 Conceptual Framework

Independent Variables

Dependent Variable

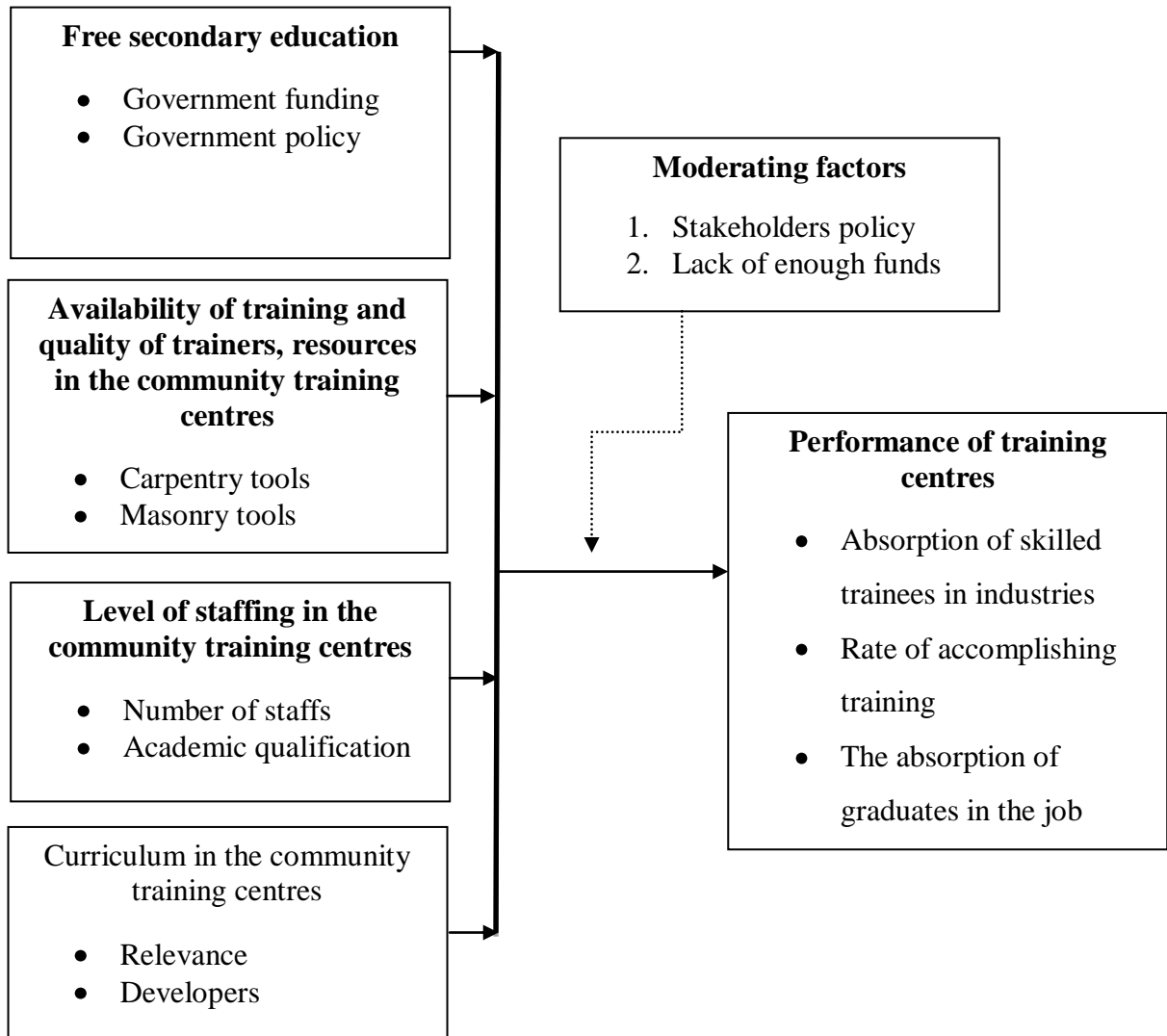


Figure 1: Conceptual framework

Interplay of variables

Government funding and policy lead to mushrooming of secondary schools and poor enrolment in community development centres. Availability of resources, level of staffing and curriculum offered greatly influenced performance of community development centres

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

In this chapter the research proposal presents methodology through which data was collected and analysed so as to answer the research questions and attain the set objectives. These methodologies were guided by the study objectives. The sub-sections were geared towards describing the research design, target population, sampling, research instruments, data collection, data analysis techniques and research questionnaire.

3.2 Research Design

The study employed a descriptive survey design. Descriptive survey design is a method of collecting information by interviewing or administering questionnaires to a sample of individuals hence suitable for extensive research. It is an excellent vehicle for the measurement of characteristics of large population (Orodho, 2002). It maintains a high level of confidentiality, it is convenient and enables data to be collected faster, enables questions to be asked personally in an interview or impersonal through a questionnaire about things which cannot be observed easily. It also gives the study an opportunity to get accurate view of response to issues as well as test theories on social relationship at both the individual and group level (Kothari, 2003).

3.3 Location of the Study

This study was carried out in Kitui Central District, Kitui County, Kenya. It borders Kitui West District to the east, Kitui South District to the South and Kitui Rural District to the

West. Its capital town is Kitui town. Several community development and training centres are within reach from the town Kitui. Questionnaires were administered to the trainees and trainers in these centres and self administered.

3.4 Target Population

Target population was defined as all the members of a real or hypothetical set of people, events or objects to which a researcher wished to generalize the results of the research study (Borg & Gall, 1989). The target population for this study consisted of 350 trainees of the community development centres from three centres and 60 trainers from the three centres.

3.5 Sampling Procedure and Sample size

Sampling means selecting a given number of subjects from a defined population as representative of that population. Any statements made about the sample should also be true of the population (Orodho, 2002). It is however agreed that the larger the sample the smaller the sampling error. Gay (1992) recommends that when the target population is small (less than 1000 members), a minimum sample of 30% is adequate for vocational research. From the 350 and 60 members of the target population, the researcher will use a proportionate sampling to select 105 and 18 respondents respectively.

Table 3.1: Representation of the Sampling Matrix

Description	Population	%	Sample Size
Trainees	350	30	105
Trainers	60	30	18
TOTAL	410	30	123

3.6 Research Instruments

A questionnaire was used for data collection because it offers considerable advantages in the administration. It also presents an even stimulus potentially to large numbers of people simultaneously and provides the investigation with an easy accumulation of data. The researcher believed that questionnaires gave respondents freedom to express their views or opinion and also to make suggestions.

The respondents were assured of privacy and confidentiality in the information they provided for the study. This was done through ensuring that respondents did not indicate their names in the questionnaires.

3.7 Pilot Study

Pilot Study involves testing the research instruments in conditions as similar as possible to the research, but not in order to report results but rather to check for problems in wording or content of questions or lack of clarity of instructions (Mugenda & Mugenda, 2003). Pilot study should be conducted systematically, with potential respondents and using the same method of administration. The pilot study shall assist the researcher to determine the validity and reliability of the instruments. In this study, the pilot study of the instruments will be done in the neighbouring community development training centres.

3.7.1 Validity of the Instruments

Orodho, (2002) define validity as appropriateness, meaningfulness, and usefulness of the inferences a researcher makes. This is to establish and ensuring clarity and suitability of language used in pilot study by the researcher. Validity refers to the extent to which a test

measures what the researcher actually wishes to measure (Kothari 2001). To ensure that the instruments are valid that is, whether they measure what they ought to measure, the researcher sought assistance of the university supervisors. In addition the research instrument was tested with a few respondents to approve the language used was easy for the respondents.

3.7.2 Reliability of the Instruments

Reliability refers to the consistency of the scores obtained, how consistent they are for each individual from one administration to another and from one set of item to another. A research instrument is reliable when it provides consistent results, Kothari (2004).

In order to determine reliability, the researcher used test-retest reliability. The reliability here is that a participant's actual score on an instrument is influenced by both their true score and error. Acceptable score is 0.8, and if it is less than 0.8 error the instrument is not reliable. Further, the questionnaires were subjected to a test-retest method to estimate if similar results could be obtained on administration for accuracy of the same concept after a period of over 2 weeks. A coefficient of 0.80 or more was simply show that there is high reliability of instruments. Using the above stated method, a coefficient alpha of 0.85 was computed and found to be reliable for the study.

3.8 Data Collection Procedure

The researcher sought permission from NacoSTI and university administration to collect data. Data was collected through administering questionnaires to trainees and trainers in the community development training centres. Respondents were selected at random from some identified community development training centres. A respondent was allowed to

fill only one questionnaire. Each respondent was interviewed separately without involving inter discussion among the respondents.

3.9 Data Analysis

Data analysis is the process of bringing meaning to raw data collected (Mugenda & Mugenda, 2003). After the data was collected, there will be cross-examination to ascertain their accuracy, competences and identify those items that are wrongly responded to, spelling mistakes and blank spaces. Qualitative data will be analysed qualitatively using content analysis based on analysis of meanings and implications emanating from respondents' information. On the other hand, quantitative data will be analysed using various statistics including measures of central tendency and dispersion.

Simple descriptive statistics was employed to analyse quantitative data. The results obtained were then analysed by use of both descriptive and inferential statistics by Statistical Package for Social Sciences (SPSS) program. The statistical techniques used were percentages and chi-square to establish the relationships that exist between the variable under study. The significance of the chi-square was tested at alpha level 0.05 or 95% confidence level.

3.9 Ethical considerations

A research permit was sought from NacoSTI for allowing the researcher to carry on the research. A data collection permit was sought from university department in order to carry out data collection upon approval of proposal. The research exercised due diligence while collecting data to ensure privacy and confidentiality of information supplied by the

respondents. The researcher ensured full liaison with the respondents wherever clarification were required.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION, INTERPRETATION AND

DISCUSSION OF THE FINDINGS

4.1 Introduction

This chapter presents the findings of the study by use of simple descriptive frequency and percentage Tables. This was done categorically for both trainers and trainees in order to make some derivation towards the main objective of the study. The analysis was done in three levels; for demographics, objectives and test for inferences.

4.2 Response rate

The response rate of trainees being 100 (95.2%) out of 105, while trainers being 15(83.3%) out of 18. This was a good representation for the study to be carried on. At least 115(93.5%) out of 123 sampled did respond.

4.3 Demographics

The study analysed five demographics characteristics; gender, age, level of education, experience and area of training.

4.3.1 Gender of the respondent

The study sought gender of the respondents and the results were as shown in Table 4.1

Table 4.1 Gender of the respondent

	Frequency	percent
Male	79	68.7
Female	36	31.3
Total	115	100.0

From the results above, most of respondents were male 79(68.7) while female were 36(31.3). This means that males are taking a central position in performance than women. It is also in agreement with the fact that industrial activities are deemed hard and for men except a few. Males are likely to train in most skills since they are energetic and more proactive.

4.3.2 Age bracket of the respondents

Age is important fact also since it is an indicator of energy for doing work. The study sought to know the age of the respondents and the results are as shown in Table 4.2.

Table 4.2 Age bracket of the respondents

	Frequency	percent
Below 20 yrs	2	1.7
21- 25 yrs	57	49.6
26- 30 yrs	37	32.2
31- 35 yrs	12	10.4
36- 40 yrs	5	4.3
Above 40 yrs	2	1.7
Total	115	100.0

From these results it is clear that most respondents were within age bracket of 21- 25 years. At least 34 trainees were within age bracket of 26- 30, while 7 trainees were aged within age bracket 31- 35. For trainers, they were fairly distributed above 20 years with at least 2 trainers aged above 40 years. This distribution shows young people who have just completed their primary school or secondary school and now enrolled for training.

4.3.3 Level of education of the trainers

The study sought to establish the level of education of the trainers since this was deemed to be of crucial importance since it will determine the capacity to deliver. The results of the findings are shown in Table 4.3.

Table 4.3 Level of education of the trainer

	Frequency	percent
No education	0	0.0
Primary certificate	0	0.0
Secondary certificate	1	6.7
Tertiary certificate	6	40.0
Kenya technical training college	8	53.3
Total	15	100.0

From the above Table, at least the trainers were educated. Those with a Kenya technical training college were 53.3%, while those with Tertiary certificate were 6(40.0%). This is a good indicator of capacity to perform. No trainer with less than secondary education. The education policy emphasise that basic education is necessary for all before advancing to tertiary training.

4.3.4 A cross tabulation of experience and specialization of the trainers

The study sought to establish the relation between years in experience and specialization departments. This was important since it is an indicator of efficiency in training. This was done against the trainers. Table 4.4 shows cells frequencies of the cross tabulation.

Table 4.4 Level of experience in area of specialization of the trainer

	Below 2 yrs	3- 5 yrs	6- 10 yrs	Above 10 yrs
Masonry	0	1	1	0
Dress making	1	2	2	0
Carpentry	1	1	2	1
Metal work	0	1	1	0
Building/ Construction	0	0	1	0
Total	2	5	7	1

From this matrix of the results it was of great importance to notice that at least one trainer had an experience well above 10 years and was training in carpentry. However, trainers with experience within the range 6- 10 years were 7 and the highest in all categories. At least out of those seven trainers; masonry(1), dress making(2), carpentry(2), metal works(1) and building/construction(1). Some 5 trainers had moderate experience of 3-5 years. Two trainers had experience below 2 years and training in dress making and carpentry. Most trainers were found to be having experience of 6 to 10 years which is an indicator of qualified trainers in the community development training centres.

4.4 Free primary and secondary education influence on community development training centers

The study endeavoured to find out how free primary and secondary education affected the performance in the community development centers. This was done through exploring on some questions in different approaches to both trainers and trainees.

4.4.1 Qualifications of the newly admitted trainees

The study sought to establish the qualifications of the newly admitted trainees through both trainers and trainees. The results are shown in Table 4.4.

Table 4.4 Qualifications of the newly admitted trainees

	Frequency	percent
KCSE Certificate	35	29.7
KCPE Certificate	65	55.1
Below STD 8	18	15.2
Total	118	100.0

This result indicates that there was a high admission from primary schools graduate. At least 65(55.1%) of the trainees had KCPE certificate while only 29.7% had KCSE certificate. Only 18 were admitted with below standard 8 qualification. This means entrants were of high quality hence it was expected that the quality would be of high quality. This is in agreement with President Mwai Kibaki formally launched the programme and indicated that the Kenyan government will pay tuition fees for students while parents will meet boarding costs and buy uniforms for their students. This was a

key pledge in his campaign for last (2007) general election. His government introduced universal free primary education after he was first elected in 2002.

4.4.2 Quality of the trainees produced

The study enquired the trainees to give a rating of quality trainees produced by the community development training centers. The results are shown in the Table 4.5.

Table 4.5Quality of the trainees produced

	Frequency	Percent
Very high	13	11.3
High	79	68.7
Indifferent	5	4.3
Low	12	10.4
Very low	6	5.2
Total	115	100.0

From the results, majority 79(68.7%) indicated very high quality skills while 13(11.3%) of the respondents said high. Only 5(4.3%) respondents were indifferent while 12(10.4%) and 6(5.2%) respondents indicated low and very less often respectively. This is a strong confirmation of high. In accordance to new economic geography models, economic development is not a smooth process of many developing countries catching up with the industrialized countries. Rather, starting from a situation where a rich and a poor group of countries coexist, the models outline mechanisms that make performance spread in waves from country to country causing a few countries to make a rapid transition from the poor to the rich the so the study is in conform with the findings.

4.4.3 Location of the community development training centers

The location was being looked as a major determinant of admission and as such the study sought to establish localities of different community development training centers in Kitui Central Sub County. The results are shown in Table 4.6.

Table 4.6 Location of the community development training centers

	Frequency	Percent
In town	2	33.3
Outside town	4	66.7
Total	6	100.0

From this results 2(33%) of the training centers were located in towns while 4(67%) were located outside town. When a school is located in town, it is likely to have more trainees than when it is located outside town. In town the population is high and as a result high enrolment.

4.4.4 Absorption in to job market

The study sought to know from both the trainees level of absorption to job market. Responses from both categories of responses were found important since it gave a larger ground of understanding. The results of the findings are shown in Table 4.7.

Table 4.7 Absorption in to job market

	Frequency	Percent
High	56	47.5
Moderate	31	33.9
Low	19	16.1
Total	115	100.0

From the results, trainees were highly absorbed with a 56 (47.5%) stating such. Another 31(33.9%) said moderate. This result shows a great conversion rate to the job market. This also proves how relevant are these institutions in our society.

4.5 Availability of training resources

Resources in a training center play a critical role in ensuring efficiency in the training process. Tools and equipments in a training center were found important in facilitating good and smooth delivery.

4.5.1 Sufficiency of the training resources

The study sought to establish whether the training centers had sufficient training resources. The findings were as shown in Table4.8.

Table 4.8 sufficiency of resources in the CDTCs

	Frequency	Percent
Sufficient	45	39.0
In sufficient	70	61.0
Total	115	100.0

From the Table above, only 45(39%) of the community development training centres had sufficient resources. A greater percentage had no enough training resources. This is evident from the big percentage of 70(61%). This clear indication of how these resources are affecting performance in Kitui Central Sub County. The study establishes that the content and format of staff training and professional development depend on an organization’s needs, stage of development, and available resources. Many organizations distinguish permanent, full-time staff members (such as program directors) from part-time, often seasonal, group leaders who provide direct services (such as camp counsellors). Some organizations can only provide their youth workers with limited opportunities for professional development because of limited resources, prohibitive costs, inaccessible locations, lack of transportation, or other barriers.

4.5.2 Major resources missing in training centres

The study wanted to establish some of major resources missing in their training centers. The following resources were found as indicated in Table 4.9.

Table 4.9 Missing resources in training centers

	Frequency	Percent
Masonry resources	42	36.5
Carpentry resources	32	27.8
Knitting resources	23	20.0
Building resources	11	9.6
Metal work resources	7	6.1
Total	115	100.0

Masonry resources were the most missing mentioned by 42(36.5%), carpentry also were highly missing being mentioned by 32(27.8%). The knitting resources were indicated to be missing by 23(20.0%) respondents. Building and metal works material were also mentioned to be missing by 11(9.6%) and 7(6.1%) respondents respectively.

4.6 Level of staffing in community development training centers

The study sought to establish how centers were being staffed. Most of centres were found to be under staffed with most respondents indicating up to as low as 80% understaffing. These results are shown in Table 4.10.

Table 4.10 Level of staffing

	Frequency	Percent
Below 5 staffs	80	69.6
6- 10 staffs	20	17.4
Above 10 staffs	15	13.0
Total	115	100.0

With the importance attached to staffs, these training centres need to be added more staffs in order to manage effectively in terms of efficiency. Staff for training will encourage performance.

4.6.1 Remedies for staffing

Most of these training were found to be hiring low qualified personnel to compensate the gap. This was not an encouraged affair since it waters down performance. From the studies it is clear that the content and format of staff training and professional

development depend on an organization's needs, stage of development, and available resources. Many organizations distinguish permanent, full-time staff members (such as program directors) from part-time, often seasonal, group leaders who provide direct services (such as camp counsellors). Some organizations can only provide their youth workers with limited opportunities for professional development because of limited resources, prohibitive costs, inaccessible locations, lack of transportation, or other barriers.

4.7 Curriculum offered in training centres

Table 4.11 gives a summary of responses on curriculum offered in the training centres.

Table 4.11 Curriculum offered in training centres

	Frequency	Percent
It is satisfactory curriculum (Yes)	110	39.0
Trainers are involved in development (Yes)	98	34.7
All areas are covered (Yes)	74	26.2

From these finding, the questions posed in a multiple response way meant that curriculum satisfactory was leading with 39%. A good curriculum will mean quality knowledge. In this regard nearly all respondents said yes on it. Involvement of trainers in curriculum development was found to be the second with at least 98 mentions. Finally the coverage of curriculum was well done with at least more than half respondents. Curriculum is key in ensuring required skills are told thus involving trainers and covering all areas were found important. The study found out that experienced teachers produce higher student test scores. A comprehensive analysis by Greenwald, Hedges, and Laine (1996) examined

data from 60 studies and found a positive relationship between years of teacher experience and student test scores. Similarly, the UTD Texas Schools Project data showed that students of experienced teachers attained significantly higher levels of achievement than did students of new teachers (those with one to three years of experience) (Rivkin, Hanushek, and Kain 2005).

4.8 Chi square test of independence of independent variables on the dependent variable

A test of independence was carried on for the four independent variables on the dependent variable. The results were as shown in Table 4.12.

Table 4.12 Curriculum offered in training centres

	Level of performance		Chi square values
	Observed values	Expected values	(χ^2)
Free primary and secondary education	96	93	2.01
Availability of training resources	98	95	1.22
Level of staffing and government resources	112	107	3.44
Curriculum covered	87	84	2.71

The study used one-tailed probability of the chi-squared distribution. The χ^2 distribution is associated with a χ^2 test. Use the χ^2 test to compare observed and expected values. The values were found to be higher than the tabulated value of 1.03 from Chi-square Tables. This leads us to conclude that all the variables were dependent with research objective. The degrees of freedom for the test were $(4- 1) \times (1-1) = 0$. Thus a conclusion made

based on the sample is an inference to the population. Level of staffing and government resources is affecting performance in Kitui Central sub-county as it is found to be significantly determining level of performance.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATION

5.1 Introduction

This chapter presents a summary of the study findings according to objectives and conclusion of the study. It also presents recommends made by the study for future research.

5.2 Summary of the Findings

The response rate was good with trainees being 100 out of 105 while trainers being 15 out of 18. Most of trainees were male trainees (70) while female were 30. There were 9 male trainers interviewed and 6 female trainers. This means that males are taking a central position in performance than women. It is also in agreement with the fact that industrial activities are deemed hard and for men except a few. Age is important fact also since it is an indicator of energy for doing work.

Most trainees were within age bracket of 21- 25 years. At least 34 trainees were within age bracket of 26- 30, while 7 trainees were aged within age bracket 31- 35. For trainers, they were fairly distributed above 20 years with at least 2 trainers aged above 40 years. At least the trainers were educated. Those with a Kenya technical training college were 60%, while those with Tertiary certificate were 53.3. This is a good indicator of capacity to perform. No trainer with less than secondary education. The study endeavoured to find out how enrolment in the community development centers was and how it was affecting

performance. This was done through exploring on some questions in different approaches to both trainers and trainees.

From this study 2(33%) of the training centers were located in towns while 4(67%) were located outside town. When a school is located in town, it is likely for it to fetch more trainees than when it is located outside town.

The study endeavoured to find out how free primary and secondary education affected the performance in the community development centers. This was done through exploring on some questions in different approaches to both trainers and trainees.

This result indicates that there was a high admission from primary schools graduate. At least 65(55.1%) of the trainees had KCPE certificate while only 29.7% had KCSE certificate. Only 18 were admitted with no formal education. This means entrants were of high quality hence it was expected that the quality would be of high quality.

From the results, majority 79(68.7%) indicated very high quality skills while 13(11.3%) of the respondents said high. Only 5(4.3%) respondents were indifferent while 12(10.4%) and 6(5.2%) respondents indicated low and very less often respectively. This is a strong confirmation of high. In accordance to new economic geography models, economic development is not a smooth process of many developing countries catching up with the industrialized countries. Rather, starting from a situation where a rich and a poor group of countries coexist, the models outline mechanisms that make performance spread in waves from country to country causing a few countries to make a rapid transition from the poor to the rich the so the study is in conform with the findings.

From this results 2(33%) of the training centers were located in towns while 4(67%) were located outside town. When a school is located in town, it is likely to have more trainees than when it is located outside town. In town the population is high and as a result high enrolment.

The study sought to know from both the trainees level of absorption to job market. Responses from both categories of responses were found important since it gave a larger ground of understanding.

From the results, trainees were highly absorbed with a 56 (47.5%) stating such. Another 31(33.9%) said moderate. This result shows a great conversion rate to the job market. This also proves how relevant are these institutions in our society.

The study sought to establish whether the training centers had sufficient training resources. Only 45(39%) of the community development training centres had sufficient resources. A greater percentage had no enough training resources. This is evident from the big percentage of 70(61%). This clear indication of how these resources are affecting performance in Kitui Central Sub County. Masonry resources missed greatly with 36% mentions, carpentry followed with 27.8% and knitting resources at 20%. Also building/construction and metal works also missed.

The study sought to establish how centers were being staffed. Most of centres were found to under staffed with most respondents indicating up to as low as 80% understaffing. With the importance attached to staffs, these training centres need to be added more staffs in order to ménage to effectively deliver in terms of efficiency. Staff for training will encourage performance. Most of these training were found to be hiring low qualified

personnel to compensate the gap of lack of enough staffs. This was not an encouraged affair since it waters down performance.

A good curriculum will mean quality knowledge. In this regard nearly all respondents said yes on it. Involvement of trainers in curriculum development was found to be the second with at least 98 mentions. Finally the coverage of curriculum was well done with at least more than half respondents.

5.2 Conclusion

Thus the study concludes that free primary and secondary education influenced performance in community development training centers in Kitui Central Sub County and if improved the effect would be a high growth of young persons.

The study also concludes that availability of resources training in community development training centers was influencing the level of performance in Kitui Central Sub County and if improved the effect would be a highly efficient.

The study also concludes that level of staffing in community development training centers was influencing the level of performance in Kitui Central Sub County and if improved the effect would be increased production.

The study finally concludes that well covered curriculum in community development training centers was influencing the level of performance in Kitui Central Sub County and if improved the effect would be production of the best trainees.

Recommendations

The study hence makes the following recommendations;

- i. Performance of community development training centers is improved when more entrants are from secondary school.
- ii. Community development training centers should work hard to ensure availability of required resources in order to improve the performance sector.
- iii. Community development training centers should solicit staff from the government and stake holder in order to strive well.
- iv. Community development training centers should ensure well developed curriculum centralised on thematic items for a great performance.

Suggestion for further study

This study therefore suggests that further studies can be done to establish how the community development training centers can be improved in order to produce well skilled grandaunts. In line with government policy the community can also have an helping hand in improving the resources in the CDTCs. Further studies can be done on integration of ICTs in community development training centers as well.

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APPENDICES

Appendix I Transmittal letter

Wambua Michael Musyoki,
University of Nairobi,
School of Continuing Studies and Distant Education,
P.O Box,
Nairobi.
Cell Phone: 0721586655

TO WHOM IT MAY CONCERN

Dear Respondent,

RE: PERMISSION FOR DATA COLLECTION

I am a University student pursuing a research study for MA in project planning and management. The title factors influencing performance of community development training centers: the case study of Kitui central sub county, Kitui County, Kenya.

The purpose of this letter is to request you to take part in this research study by filling in the questionnaire attached. I take this early opportunity to assure you that the information hereby collected will only be used purely for this academic purpose and not for any other purpose whatsoever.

Kindly note, any information given here will be treated with utmost confidentiality.

Thank you

Yours faithfully,

Michael Wambua.

Appendix II: Questionnaire for trainers

You are kindly requested to assist in filling in this questionnaire as part of gathering information on factors influencing performance of community development training centers: the case study of Kitui central sub county, Kitui County, Kenya.

The information will be used only for academic purpose by MICHAEL WAMBUA.(Information provided will be kept confidential and treated private).

SECTION A: GENERAL INFORMATION

1. Tick your gender. Male () Female ()
2. Tick your age bracket
 Below 20 years ()
 21- 25 years ()

 26- 30 years ()

 31- 35 years ()

 35- 40 years ()

 Above 40 years ()
3. What is your specialization?
4. Tick your highest level of education No Education ()
 Primary ()

 Secondary ()

 Tertiary College ()
 Kenya technical training college ()

5. How many years have been training in the community development training centres?.....

SECTION B: FREE SECONDARY EDUCATION

6. Tick your qualifications when your were being admitted

1: KCSE ()

2: KCPE ()

3: No formal education ()

7. Where is your training centre located (in town or outside town)?

.....

8. Rate how free primary and secondary education affect the skilledness of the grandaunts

1: Very high ()

2: High ()

3: Undecided ()

4: Low ()

5: Very low ()

9. What measures does the training centre put in place to ensure good enrolment?

1: High ()

2: Moderate ()

3: Low ()

SECTION C: AVAILABILITY OF TRAINING RESOURCES

10. Does the training centre has enough resources?

Yes () No ()

11. Name those resources constantly missing in your training centres?

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

12. Do you think this affects the performance of community development training centres? Yes () No ()

13. If yes in question above, rate Very much ()
Much ()

Rarely ()

Very Rarely ()

14. Give suggestions for improving resources in the training centres

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.....
.....

SECTION D: LEVEL OF STAFFING AS PART OF RESOURCES IN THE COMMUNITY TRAINING CENTRES

15. In your area, are there enough trainers? Yes () No ()

16. If no, how does affect the performance of the trainees?

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

.....
17. Mention some of the challenges do you get when compensating the gap?

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

18. For how long has the situation persisted?

19. Are you able to manage your area of training without any assistance?

Yes () No ()

20. Are there periodical seminars organized by anybody for taking training?

Yes () No ()

21. If yes do you attend? Yes () No ()

22. Who are the organizers?

23. How often do they conduct the trainings

Very often ()

Often ()

Rarely ()

Very Rarely ()

SECTION E: CURRICULUM TRAINED IN THE COMMUNITY

DEVELOPMENT TRAINING CENTRES

24. Do you have a curriculum to follow? Yes () No ()

25. If yes, is it satisfactory one? Give a reason.

.....
.....

26. Are you involved in the curriculum formulation? Yes () No ()

27. Which areas do you find very key while setting out the curriculum for the trainees?

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.....
.....

28. What are some of your limitations in implementing the curriculum?

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.....
.....

29. In your own opinion, what can be done as part of making the curriculum improve the absorption of the trainees in the industrial area?

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.....
.....

THANK YOU VERY MUCH

Appendix III: Questionnaire for trainees

You are kindly requested to assist in filling in this questionnaire as part of gathering information on factors influencing performance of community development training centers: the case study of Kitui central sub county, Kitui County, Kenya. The information will be used only for academic purpose by MICHAEL WAMBUA.(Information provided will be kept confidential and treated private).

SECTION A: GENERAL INFORMATION

1. Tick your gender. Male () Female ()
2. Tick your age bracket Below 20 years ()
 21- 25 years ()

 26- 30 years ()

 Above 30 years ()
3. What is your training area?
4. Which year are you?.....

**SECTION B: FREE PRIMARY AND SECONDARY EDUCATION
INFLUENCE ON THE TRAINING CENTRES**

5. Tick your highest level of education

 No Education ()

 Primary ()

 Secondary ()

6. Where is your training centre located (in town or outside town)?

.....

7. What challenges do you face in your training centre?

.....

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.....

.....

SECTION C: AVAILABILITY OF TRAINING RESOURCES

8. Does the training centre have enough resources?

Yes () No ()

9. Name those resources constantly missing in your training centres?

.....

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.....

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.....

10. Do you think this affects the in put to industrial sector? Yes () No ()

11. If yes in question above, rate Very much ()

Much ()

Rarely ()

Very Rarely ()

12. Give suggestions for improving resources in the training centres

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SECTION D: LEVEL OF STAFFING IN THE COMMUNITY TRAINING CENTRES

13. In your area, are there enough trainers? Yes () No ()

14. If no, how does affect your performance?

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

15. Mention some of the challenges you face when compensating the gap?

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.....
.....

16. For how long has the situation persisted?

17. Are there periodical seminars organized by anybody for taking training?

Yes () No ()

18. If yes do you attend? Yes () No ()

19. Who are the organizers?

20. How often are trainings

Very often ()

Often ()

Rarely ()

Very Rarely ()

SECTION E: CURRICULUM TRAINED IN THE COMMUNITY

DEVELOPMENT TRAINING CENTRES

21. Do you have a curriculum to follow? Yes () No ()

22. If yes, is it satisfactory one? Give a reason.

.....
.....

23. Are your trainers involved in the curriculum formulation? Yes () No ()

24. What are some of your limitations in learning the curriculum?

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

25. In your own opinion, trainees supposed to be involved in curriculum development?

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

THANK YOU VERY MUCH