FACTORS INFLUENCING DEVELOPMENT OF YOUTH POLYTECHNICS IN HOMA BAY COUNTY.

BY:

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2015
DECLARATION
This research project report is my original work and has not been presented for a degree or any award in any other university.

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

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DEDICATION

This research project is dedicated to my beloved wife Lindah Achieng, my lovely sons Sheldon Trevor and Clavers Otieno for their invaluable support and offering an enabling environment to carry out this work. In addition, I wish to dedicate this work to my late father Denis Olela and mother Wilfrida Oguta who despite their lack of education inspired me to seek more knowledge with excellence and managed to mobilize their minimal resources to take me to school.
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Finally, my special thanks go to the respondents for readily providing crucial information that enabled the preparation of this report.
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LIST OF ABBREVIATION AND ACRONYMS

ICEP: India’s consortium of Educational Professionals
UNCEF: United Nations Children’s Emergency Fund
JICA: Japan International Cooperation Agency
MDGs: Millennium Development Goals
CDF: Constituency Development Fund
NGO: Non-Governmental Organization
BOM: Board of Management
SPSS: Statistical Package for Social Scientist
PMCS: Project Management committees.
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ABSTRACT

This study sought to establish factors influencing development of youth polytechnics in Homa Bay County. The objectives of the study was to evaluate the extent to which funding influences development of youth polytechnics in Homa Bay County; to examine the influence of capacity of instructors on development of youth polytechnics in Homa Bay County; to evaluate the influence of culture and modern technology on development of youth polytechnics in Homa Bay County. This research project was limited by fluctuating weather conditions which made it difficult to access the respondents and unwillingness of some respondents in giving information. The study assumed that respondents gave accurate information and the final sample selected truly reflects the major characteristics of the target population. A descriptive research design was adopted for this study. Questionnaire was used to obtain important information about the population. The target population was 1064 which is the total number of 171 instructors, 133 board of management members, 76 support officers and 684 learners in 19 vocational training institutions in the county. The researcher used a sample of 319 which was 30% of the total population. Both quantitative and qualitative techniques were used to analyze the data with the aid of statistical package for social scientist (SPSS). The data was presented using frequency distribution tables. The study established that funding, instructors’ capacity, culture and modern technology have significant influence on the development of youth polytechnics in Homa Bay County. The study concludes that funding, instructors’ capacity, culture and modern technology are factors influencing development of youth polytechnics in Homa Bay County. It recommends that educational stakeholders in the youth polytechnics in Kenya and particularly Homa Bay County should formulate policies that would ensure more funds are aggressively mobilized to expand more opportunities for trainees; regular training of instructors’ be emphasized; central government formulate policies that would be favorable to the development of vocational institutions and other development partners working in education sector and other donors to adopt measures for developing youth polytechnics. The study suggests four areas for further research.
CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Education being a service industry offers to prepare individuals in various capacities and areas of operations for effective execution of tasks. It is the process by which specialized knowledge, skills and desirable attitudes are instilled in the learners to enable them face the threatening challenges in life, Lampard (2013). However, there has been a tendency of promoting academic learning and disregarding vocational training that offers more immediate practical application of knowledge, a reality that has made youth polytechnics unpopular.

According to Melin (2012), a specialist in vocational training in Japan, youth empowerment centers are crucial in skills transfer to the learners for realization of the goals of economic prosperity. He observes further that governments and other education stakeholder must provide more resources to fully develop these institutions, train enough personnel to offer attractive training packages, equip these institutions with modern technological equipment to make them learners friendly and engage in extensive awareness campaigns to change the culture of associating vocational training with academic failures.

With its focus on the role of youth polytechnics in creation of job opportunities to the youths out of schools in China, Sanjwuh (2010) observes that young people generally associate with trendy issues and learning institutions are selected on the basis of availability of more appealing modern technology. She recommends that much more funding be availed to youth polytechnics to cater for additional facilities, train personnel in modern skills and a change the attitude programmes be promoted to make these institutions learner friendly. Looking at the growth dimensions of youth
vocational institutions in India, Gujt (2011), an educational guru with the India’s Consortium of Educational Professionals (ICEP), indicates that vocational training centers are resources demanding in order to secure the necessary equipment to support learning. He further notes that people’s negative attitudes towards these centers must be changed so as to view these institutions as important in skills acquisition.

Giving an account of his experience in the implementation of educational infrastructure projects in vocational training centers in Maputo Zambia, Palmore (2013) observes that most of the projects consumed a lot of funds, yet they still remained unattractive to learners as they were associated with old order learning. He continues to observe that many of these institutions were comprised of people with less modern and competitive skills that often hardly avail themselves to the learners regularly.

Working as an educational consultant in charge of the UNICEFs vocational training for poverty eradication in Benin, Nonolo (2012) noted that vocational training offers skills that are in their immediate use in addressing poverty issues, but this sector has not attracted the necessary attention in Benin. He further notes that more funds be allocated to obtain the required facilities, training of personnel be done continually to keep abreast with the ever changing technological world and a general change of culture be done through awareness campaigns to make these institutions popular with the youths.

Studying the influence of vocational skills on job creation in Ghana, Okofore (2011) observed that youth polytechnics had not been developed as a result of inadequate funding by the government, presence of poorly trained tutors and the general negative perception that vocational institutions were meant for academically challenged.
In Rwanda, the country’s reconstruction vocational projects were initiated by empowering the youths out of schools through training and adequate resource mobilization, supported by the United Nations, Jalie (2013). Having been greatly devastated by the genocide, the country supplemented the efforts of the international community by embarking on intensive youth empowerment initiatives through vocational skills development approach, in which funds were massively channeled to cater for the expansion of more chances to accommodate the rising demand for vocational training.

According to Loboye (2014), the principal secretary in charge of vocational training in Uganda, development of youth polytechnics was adopted as skills requirements was considered critical to job creation in the informal sector. In order to achieve this goal, the government partnered with JICA to mobilize for funds to equip these institutions, train the personnel and create awareness among the youths to view skills acquisition as crucial to active participation in the economic development.

As a result of the domestication of the MDGs into Kenya Vision 2030, vocational training institutions are currently being considered a vital component in achieving the economic, social and political development of the country. However, these institutions remain poorly equipped due to insufficient attention in terms of funds allocation, personnel deployment and general low opinion attached to them, Lwanga (2014).

Reporting from a survey on the status of youth polytechnics in Narok County, Ole Legei (2015), observed that most of these institutions were in poor conditions that could only work to scare learners due to neglect. He noted that young people could hardly identify with institutions that
did not offer attractive learning environments, and this was the greatest reason that most of these centers of vocational learning remained abandoned.

In Kisumu County government, Nyamori (2015) in his survey on the status of youth polytechnics in the county observed that the existing technical learning institutions such as Riat and Kisumu polytechnic, though relatively old, remained underdeveloped. He further indicates that cases of examination referrals were common, attractive courses not available and negative perception rising, such that learners were even turning to Universities for as low as certificate courses.

Odhiambo (2015), while monitoring the registration status of youth polytechnics in Homa Bay County, observed that such institutions continued to enroll few learners, physical infrastructures were in precarious conditions, and little effort being put in opening up new ones and popularizing the existing ones, yet these centers were vital in skills production. This study therefore sought to investigate factors influencing development of youth polytechnics in Homa Bay County.

1.2 Statement of the Problem

According to Osodo, the chief officer in charge of education and ICT in Homa Bay County Government, in The Status of the development of youth polytechnics in Homa Bay County Report (2015), vocational training institutions were in their worst conditions, enrolment of learners was generally low, infrastructure dilapidated and equipment old and in disuse state and no indication that new ones had ever been put up.

In his survey focusing on the challenges facing growth of technical institutions in Kasipul Sub County, Homa Bay County, Onuonga (2015), Kasipul CDF Secretary, noted that vocational centers have suffered neglect for far too long, and there was need to urgently address this
anomaly to ensure that the youths out of schools are given opportunity to engage in income
generating activities, as formal employment had become scarce and highly competitive. This
study therefore sought to investigate factors influencing development of youth polytechnics in
Homa Bay County.

1.3: Purpose of the study

The purpose of this study was to investigate factors influencing development of youth
polytechnics in Homa Bay County.

1.1. Objectives of the study:

The study was guided by the following objectives:

1. To evaluate the extent to which funding influences development of youth polytechnics in
   Homa Bay County.

2. To examine the influence of capacity of instructors on development of youth polytechnics
   in Homa Bay County.

3. To evaluate the influence of Culture on development of youth polytechnics in Homa Bay
   County.

4. To examine the extent to which modern technology influences development of youth
   polytechnics in Homa Bay County.

1.5 Research Questions

The study sought to answer the following research questions;

1. To what extent does funding influences development of youth polytechnics in Homa Bay
   County?
2. How does capacity of instructors influence development of youth polytechnics in Homa Bay County?

3. What influence does Culture have on development of youth polytechnics in Homa Bay County?

4. How does modern technology influence development of youth polytechnics in Homa Bay County?

1.6 Significance of the Study

It is believed that the study findings is of great significance to key educational stakeholders in the youth polytechnics in Homa Bay County. On this account, the study sought to offer insights into superior practices to be adopted in order to develop youth polytechnics and other educational institutions in the county. Besides, the study may also be significant to the central government in formulating policies that would be favorable to the development of vocational institutions to provide useful skills to the youths out of school so as to engage in other informal undertakings to boost their earnings for responsible citizenship.

Moreover, the study may also benefit other development partners working in educational sector, especially vocational training and manpower development, the ministry of labor, trade and industries, Non-Governmental Organizations (NGOs) and other donors to adopt suitable measures for developing youth polytechnics that would provide sustainable skills development for gainful economic endeavors.

1.7 Limitations of the Study

The study was limited by many factors, such as fluctuating weather conditions in Homa Bay County, given that it was undertaken during the season of long rains. This meant that most roads remained impassable for long hence the respondents were difficult to access.
The study was also limited by insufficient resources for developing the data collection instruments, in addition to meeting other research related expenditures. As is customary of any human endeavors, the study was also limited by unwillingness of some respondents in giving information as a consequence of unexplained fear, while others also chose to give false information deliberately.

However, these limitations were overcome to make the study successful by employing strategies such as visiting respondents on motor bikes, operating within the budget and also informing the respondents about the significance of the study, which was purely academic, as well as disclosing statement of confidentiality between the researcher and the respondents that information obtained was to be treated with utmost confidentiality.

1.8: Delimitations of the Study

The study was based on investigating factors influencing development of youth polytechnics in Homa Bay County. These vocational institutions are vastly spread in all the eight Sub Counties in Homa Bay such as, Ndhiwa, Homa Bay Town, Rangwe, Mbita, Suba, Kabondo Kasipul, Kasipul and Karachuonyo.

1.9: Basic assumptions of the Study

The study was based on the basic assumptions that youth polytechnics, like any other ventures initiates strategies for growth and development, the final sample selected truly reflect the major characteristics of the target population; respondents would willingly give information honestly and objectively; and that the data collection instruments would be valid and reliable in taking the desired measures.
1.10: Definition of Significant Terms as used in the study;

**Development**: refers to increment in the number of vocational institutions, additional physical infrastructure, enrolment, variety of courses offered, availability of learning equipment, as well as other educational support activities.

**Youth polytechnic**: institutions of learning and training targeting those not interested in academic knowledge, but those youths out of school who need skills in specialized areas.

**Instructor’s capacity**: refers to the ability to display knowledge and skills required to transfer such to the trainees.

**Funding**: mobilization of financial resources to be invested in putting up physical infrastructure and other learning facilities, in order to improve the learning conditions.

**Modern technology**: refers to knowledge and skills in the manipulation of technological gadgets as well as acquisition of the equipment.

**Culture**: adopted systems of rules, laws, values, norms and standards of behavior as accepted by a given community.

1.11 Organization of the Study

This study is organized into five chapters, with chapter one featuring background of the study, statement of the problem, purpose of the study and objectives of the study. It also presents the research questions of the study, significance of the study, limitations of the study, as well as basic assumptions of the study. In addition, chapter one also puts to focus delimitations of the study and definition of significant terms as used in the study.
In chapter two, a detailed review of literature on other studies that relate to development of youth polytechnics are also highlighted. This chapter also captures the theoretical framework and the conceptual framework of the study.

Chapter Three presents the research methodology used in the study. These methodological aspects include research design, target population, sample size and sample selection. Contained also in this chapter are data collection instruments, instruments pretesting, instruments validity and instruments reliability. Besides, this chapter also outlines methods of data collection, data collection procedures, methods of data analysis, operationalization of the study variables and ethical issues in research. Chapter Four highlights data analysis, interpretation, presentation and discussion, while Chapter Five captures summary of findings, conclusions and recommendations.
CHAPTER TWO

LITERATURE REVIEW

2.1: Introduction

This chapter gives, in details, literature review on the study; it gives literature based on the study themes; influence of funding, instructors capacity, culture and modern technology on development of youth polytechnics in Homa Bay County. It also puts into perspective the theoretical framework, a conceptual framework and gaps in the literature review.

2.2. Overview of development of youth polytechnics

Education being a service industry offers to prepare individuals in various capacities and areas of operations for effective execution of tasks. It is the process by which specialized knowledge, skills and desirable attitudes are, either acquired or, instilled in the learners to enable them face the threatening challenges in life, Lampard (2013). However, there has been a tendency of promoting academic learning and disregarding vocational training that offers more immediate practical application of knowledge, a reality that has made youth polytechnics unpopular.

According to Melin (2012), youth empowerment centers are crucial in skills transfer to the learners for realization of the goals of economic prosperity. He observes further that governments and other education stakeholder must provide more resources to fully develop these institutions, train enough personnel to offer attractive training packages, equip these institutions with modern technological equipment to make them learners friendly and engage in extensive awareness campaigns to change the culture of associating vocational training with academic failures.
Sanjwuh (2010) observes that young people generally associate with trendy issues and learning institutions are selected on the basis of availability of more appealing modern technology. She recommends that much more funding be availed to youth polytechnics to cater for additional facilities, train personnel in modern skills and a change the attitude programmes be promoted to make these institutions learner friendly. Looking at the growth dimensions of youth vocational institutions in India, Gujat (2011), an educational guru with the India’s Consortium of Educational Professionals (ICEP), indicates that vocational training centers are resources demanding in order to secure the necessary equipment to support learning. He further notes that people’s negative attitudes towards these centers must be changed so as to view these institutions as important in skills acquisition.

In the views of Palmore (2013), most of the centers consumed a lot of funds, yet they still remained unattractive to learners as they were associated with old order learning. He continues to observe that many of these institutions comprised of people with less modern and competitive skills that often hardly avail themselves to the learners regularly. Nonolo (2012) noted that vocational training offers skills that are in their immediate use in addressing poverty issues, but this sector has not attracted the necessary attention in Benin.

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2.3. Influence of funding on development of youth polytechnics

Development of youth polytechnics can never be successful in the absence of funds and other related resources. One of the principal constraints facing most youth vocational institutions in the developing countries especially Africa, is the lack of adequate financing particularly in low income groups to finance these centers.

In Germany, youth polytechnics receive adequate funds from the county’s annual budget to ensure that their operations are not hampered, establish and expand new ones to accommodate the increasing trainees’ admission.
According to Lampard (2013), several measures being undertaken by most vocational institutions to develop include; appropriate training of personnel, provision of training equipment and improvement of physical facilities that support the training process. These activities can hardly be executed in the absence of sufficient funding. In India, youth polytechnics have always attracted funds from the tax payer and the corporate institutions that have facilitated their expansion and development, Guyat (2011).

Youth polytechnics offer an ideal opportunity for the informal sector to develop a reservoir of skills, since these skills seeks to empower the powerless towards assuming full responsibility over their own destiny within the framework of their cultural and socio-economic realities, Mulwa, (2013). Poverty is believed to be a structural product whose blame could not in any way be attributed to the poor youth’s behavior, but to the structural forces of local and global society. Hence it becomes everybody’s responsibility to make the world a better place and more hospitable for every single human person.

In the views of Surreal (2014), development of youth polytechnics often demand massive financial resources necessary for spending on training materials, recruitment of both training and support staff, as well as the recurrent expenditure. In the light of this massive financial requirement, one interested in making meaningful contribution to the development of vocational institutions has to engage in intensive resource mobilization.

According to Surreal, (2014), adequate funds must be availed on time in order to ensure that operations of vocational institutions become smooth, for all activities undertaken in such institutions depend more of funds than any other item. She notes that such funds go into various
spending areas such as training of personnel, purchase of training materials and equipment and daily operational functions.

Vocational training advances the standing of young people in community and social life, and the benefits of skills acquired by the youth are amplified because youths are undergoing rapid psychosocial development and have had few opportunities for participation in the active economic development, Frank (2015). Youth polytechnics directly benefit the young in society at all levels of learning as a result of the achievement of skills that is of immediate use in the labor market and hence more funds are needed to allow for more opportunities for training to be provided.

According to Melin (2014), Sustained involvement of young people in gainful activities can for example counter the epidemic of community disenfranchisement and allow communities-composed of youths and adults to benefit directly from vocational skills, even when their levels of academic preparation is relatively low. Moreover, because youths act as resource and support for common values, their participation in core economic activities fosters social learning and indirectly facilitates benefits to the wider society. Vocational training is seen as incomplete without the dimension of empowerment which is one of the objectives of establishment of youth polytechnics, Palmore (2013).

Youth empowerment from vocational institutions is perceived as a more equitable sharing of power and a higher level of political awareness and strength for the youth. In this context there is an argument that the most important result of development activity might not be increased in economic production or incomes but rather the development of youth’s capacity to initiate actions on their own or influence decisions of micro powerful actors, and there is need to allocate more funds to develop these centers Bhalo(2012).
According to Nololo (2012), the underlying assumption in popular participation by the young is that it will be of necessity, be characterized by capacity building efforts among the beneficiaries. This will serve to contribute to the sustainability of development benefits beyond the period of external intervention due to enhanced beneficiary interest and competence in development management. It is therefore of paramount importance that extensive mobilization of funds be initiated to ensure that more opportunities are availed to the development of more vocational institutions to accommodate many young people who are unable to proceed with formal training aspects in institutions of higher learning.

2.4 Influence of instructors' capacity on development of youth polytechnics

It is vital to note that any project intervention is implemented in a complex environment, and that projects are equally prone to risks, such that with slight conflict, realization of the project objectives may remain a tall order, Odanga (2015). Various studies carried out on educational undertakings and training has shown that education and training facilities implementation of projects in such a manner that emerging issues are effectively handled by skilled personnel.

According to Nanjala (2014), in documenting a historical study on education in Kenya recognizes the importance of African Initiatives in education and how education builds the capacity of project teams to obtain the desired project outcomes. He observes further that vocational institutions install technical projects that demand a lot more skills from the instructors as they display these to the trainees.

According to Zona (2013), the need for quality training personnel is very vital in the development of youth polytechnics, as young people tend to look down upon those instructors seen to be lacking the necessary pedagogical skills and mastery of the curriculum content. Knowledge and methodology in educational packaging and training can be in several forms depending on who is
being trained, such that with a competent instructor, learning becomes stimulating and includes induction-training, technical training and management training. There are several methods that can be used to undertake education and training such as on-the-job training, seminars, workshops and conferences, clinics, role-playing or traditional classroom training, Laban (2014).

Many large organizations have formal training departments charged with the responsibility of identifying training programmes and implementing them and the effectiveness of these programmes depends on availability of skilled tutors. Education and training should contribute to economic development, equalize opportunities between social classes, reduce disparities in the distribution of income and prepare the labor force for a modern economy and this goal of education must be derived from an educational institution to attract more learners, Omar (2012).

According to Taylor (2014), the attractiveness of technical institutions for the youth heavily relies on the availability of well-trained instructors, whose knowledge of the training package is superb, mode of delivery is stimulating and generally classroom management is superior, as no youth would like to identify with mediocrity Menjo (2013), technology as a local knowledge has not been institutionally operational in many areas in Uganda. Particular attention is paid to vocational training and business development, as there are few contractors and skilled masons. In the past, numerous artisans have been trained in all kinds of masonry and have now established their own micro-enterprises often not registered as companies. Training is a process by which individuals gain knowledge, skills and attitudes that are helpful in shaping man’s destiny in life, and the effectiveness of such training is a function of the competence levels of the instructors, Lenin (2011).
Education and training are viewed as aspects of life that mold behavior of individuals into desired state; impart skills and knowledge for solving emerging problems and offer opportunities for innovation and creativity necessary in addressing future challenges, Zawadi (2014). In the process of acquiring these skills, technical orientation training is crucial, but these skills can only be transferred by the most skilled instructors, Oshwal (2012).

Jack (2011) observes that since environment has become too complex to predict the changes that are likely to occur in future, it is no longer business as usual and businessmen must strive to remain awake in a pro-active manner to be able to deal with any force that may threaten their operations. Aggrey (2011) wonders why it has always been believed that anybody can implement projects successfully. He says that several projects are engaged in with the same attitude, but rarely exist beyond their first anniversaries, simply because “people are in business”. He warns that resources should not be committed into development ventures if the management is lacking, even in the basic business skills, for such enterprises were bound to fail.

In the study based on influence of training on the implementation of community based projects in Nyeri district, Wamuhu (2010) indicated that training in skills and knowledge of basic project management should be emphasized in order to steer projects effectively. She recommends that the government of Kenya should strengthen project management curriculum at all levels in education ladder to equip school leavers with project management knowledge that would help them obtain livelihood without having to rely on formal employment.

According to Zainabu (2014), self-help projects in Kwale district were discovered to be doing poorly, reason; lack of training. She believes that a trained business person will be able to evaluate the course of a venture in view of both internal and external forces and fix any deviation
if identified. One who lacks training may imagine that business is bad with everyone and may remain helpless waiting for a period of good business only to find them doing other things committing similar mistakes.

It is through training that PMCs can adopt variety in their enterprises, a strategy for appealing continuously to project beneficiaries. At times, some customers get fed up with certain products because of their same old looks and may prefer substitutes, but with a perceived value addition, customer interests in the products will be renewed, Birmingham (2014). He recommends that business persons who help in raw agriculture products should device ways of adding value through processing into some finished forms. Knowledge that is required in project work in the modern times for purposes of remaining competitive is never ordinary, but more superior to that exhibited by rivals. Modern project management is done on a crowded field with no participant to be underrated, yet this field is also ever changing, making it more sophisticated to be faced with simple skills, Andari (2012).

According to Sign (2012), manual operations which depend on bare strength are steadily being faced out in production processes, and instead, technology is replacing human labor geared towards obtaining maximum gains, while reducing the cost of production. This is an indication that soon, only skilled personnel will be required rendering large population of untrained workers jobless. Strategies that are superior in nature are developed for use in business through manipulation of internalized skills and knowledge learned through training and refined by experience, Covender (2012).

She notes that bringing variety into the market from time to time makes customers to build trust and loyalty in a given business enterprise. She observes that variety does not just reside in the
number of products released into the market; rather it should focus on value addition even if it means having one product whose value changes continuously.

Education provides an individual with a stock of knowledge that is applied to deal with business issues as they arise. Even if circumstances remain difficult to predict, education has the capacity to offer a continuum of suitable remedies that prove equal to the tasks, Tromp (2014). He advises that a business entrepreneur should engage in challenging training experiences which offer knowledge and skills in full richness. Elmy (2012), warns business persons dealing in primary products to guard against selling such commodities in their basic raw forms. She argues that raw materials fetch “raw pay” and the one who processes them reaps the benefits including that which should have gone to the original producer. In the light of this reality, training in knowledge and skills for value addition must be emphasized

According to Japol (2013), training and education offer the greatest asset to an enterprise. Investing in human capital with the required skills and knowledge prove a worthy undertaking because workers with a wealth of knowledge make resources more productive. Whereas some organizations may choose to invest heavily in non-human resources, in business, one must realize that success begins with resource deployment, and therefore resources must be allocated based on thoroughly thought out plans, which can effectively be done by trained personnel, Mutai (2012).

In the best interest of an enterprise, training is emphasized, but this should not be overdone at the expense of other factors of production. Firms may engage in training and spend much more than to be gained from such trainings, Muktar (2015). He proposes that professionals in different areas should be invited to the organization occasionally to induct workers on the job. He also
suggested that computer software programmes done by qualified professionals can also be acquired to help workers gain knowledge at their own pace.

Kifoto (2011) says that even in simple business operations that are done in small scale, interpersonal skills that may have been acquired just through introduction with others in the society is significant in growing an enterprise. With the acquisition of higher knowledge and skills organization resources will be made much more productive. From his study carried out in Javalpur India, Presona (2014) established that most businesses that were started in the recent times had registered enormous growth because training in business management was almost mandatory in India. Through the knowledge and skills acquired entrepreneurs are prepared to take up the challenges encountered in the business environment.

Looking at the influence of training on productivity of brick-making projects in China, Syang Wan (2010) observed that brick-making was one of the most profitable undertakings in the rural areas of China, yet remained the greatest contributor to environmental degradation. Continuous production of bricks in total disregard of their effects on the environment must be discouraged by adopting modern brick making technology which is environmental friendly. To be able to adopt such technologies in brick making, prior training is necessary in handling such machines.

In India, bricks are also being made and this industry provides employment to several rural folks, though regarded as a great pollutant of the environment when undertaken in its traditional form. With the introduction of brick-making machines, this sector has been improved. Several brick-making persons have been trained in using the technology making these projects productive, Cole (2010). In Kenya local development interventions have become very popular with people in
both rural and urban areas. Those who engage in these initiatives have learned how to add value to the locally available raw materials to deliver gainful project outputs, Mogore (2010).

2.5: Influence of culture on development of youth polytechnics

Culture entails age old ways of life as exhibited by a people over time and it is based on belief systems that regulate behavior of people, defining what is acceptable and unacceptable in ideal social set up. Okambo (2013). While some studies have alluded to a favorable attitude towards learning in youth polytechnics in first world countries, cultural variables continue to play a major role in shaping choices young people make before joining learning institutions, Hhalaki (2011).

According to Wanjala (2011), youth polytechnics have suffered neglect for too long due to negative attitude young people attach to them, such that these institutions are often associated with academic failures who are unable to secure formal learning opportunities in competitive learning institutions. He argues that proper awareness programmes should be rolled out extensively to sensitize the general public on the importance of joining technical institutions to acquire specialized skills.

Reporting from the results of his survey in Ainamoi Constituency based on factors influencing the growth technical and middle level institutions of learning Kipkorir (2010) observed that cultural beliefs often control even academic choices people make, such that polytechnics have always been looked down upon and even those who train in these institutions equally shy from identifying with them. He argues that this negative attitude held against learning in technical institutions thrives ironically, yet trainees from these institutions have been realized to perform same tasks in a more superior way than those trained in formal institutions of higher learning.
2.6: Influence of modern technology on development of youth polytechnics.

Modern technology has developed into the most crucial factor of production that most organizations are steadily facing out all manual operations for the state of the art functions, Darlit (2012). Information and Communication Technologies (ICT) are among the very significant factors today which influence the political, economic and social spheres. The rapid development of ICT creates many opportunities such as online education and training and youth polytechnics have embraced this dimension as a growth dimension, Odhiambo (2015).

Through the internet and other technologies, young employees today may participate in a multitude of civic activities using every available information thereby becoming better acquainted with current national, regional and global issues and even the negative impact of globalization. Thus they can enjoy all the positive effects of globalization that are supported by rapid ICT development and modern polytechnics can be said to develop if modern technological aspects are fully incorporated, Pbaraso (2013).

According to Lamsomer (2011), parallel to extensive activity at the global level, youths are exhibiting passively at the national level, because they have no faith in the effectiveness of national social mechanism. For many, including youths, the reason lies in the repercussion of global development which has moved today’s initial drivers of political processes from states to global compacts such as international commercial agreement between international corporations and the world's most highly developed economies. Development of youth polytechnics takes at its center stage massive use of modern technology that offers the most attractive learning environment.

The role of information and communication technologies (ICT) as a tool for development has attracted the sustained attention of the united nations, over recent years. Strategic partnerships
have been developed with donors, the private sectors, the civil society, the working groups and taskforces have been established to enhance inter-agency collaboration throughout the United Nations system, and modern youth polytechnics have become a hub of technological lore, UNESCO (2011).

According to Melin (2012), the millennium declaration of 2000 underscored the urgency of ensuring that the benefits of new technologies are made available to all, and over the past decade, the United Nations inter-governmental processes have played a leading role in identifying key issues and proposing strategic actions to enhance youth empowerment through ICT and youth polytechnics currently adopt technology in order to attain the necessary growth to remain attractive to the youth. Youth empowerment through new technologies is vital as this enables such entities to participate in tasks undertaken in various public and private institutions to ensure effective accomplishment.

Many organizations are working to build the capacity of the youth in using ICT in their professional orientations and businesses and most dynamic youth polytechnics in India are integrating all training areas with the ICT component as a way of opening up more training opportunities for young people, Sign (2011). He notes that modern polytechnics, through full adoption of ICT in their mainstream courses, have become as competitive as any other institution of higher learning.

In the views of Putin (2013), focusing on the growth of vocational training institutions in Prustico in Russia, adoption of modern technology has revolutionized technical colleges that were initially despised into institutions of choice for developing skilled workers. In these
institutions, every training field is equally packaged in various aspects of ICT, making young people enthusiastic to train in the institutions.

2.7: Theoretical Framework

According to Tromp and Kombo (2006), a theoretical framework refers to collection of ideas that are related based on theories and principles that offer to explain the existence of phenomena as captured by the theories. In many fields, theories and proposition about relationships have been formulated. In such fields, the researcher may be interested in ascertaining or testing a particular theory, Mugenda and Mugenda (2003).

In this study, the frozen theory of community development as formulated by Alfred Jacobs (1978) was used as it has a lot of relevance to this study. The theory holds that for a community to embrace change, change agents must be prepared to carry innovation against forces resisting change. In the ideas of Jacobs, no weapon is used to implement an innovation, rather the consequences of change must be seen as rewarding to those attempting to maintain status quo.

The theory postulates that those members of a group that accepts change easily, are often the ones exposed through education and experience and therefore, change agents must warm up the community through exposing it to a lot of new workable innovations. This process must be seen as gradual, so that before one recognizes the consequences of a new idea, they are already in it.

The strengths of the theory include the need to embrace education to allow for the implementation of change, it also underscores the role of experience in new adoptions and recognizes the fact that development is often gradual.
The theory has one major weakness that adoption of change is easy with education and experience which are often expensive undertakings. Besides how gradual an innovation can be adopted may be difficult to measure as what one may consider progress may actually be a flop. The theory is still important to the study, as it emphasizes the role of education in adopting new and modern issues for faster development of all sectors of the economy.

2.8: Conceptual Framework of the study

A conceptual framework refers to when a researcher conceptualizes the relationship between variables in the study and shows the relationship graphically or diagrammatically, Mugenda and Mugenda (2003). A conceptual framework is defined as a set of broad ideas and principles taken from relevant fields of inquiry and used to structure a subsequent presentation, Kothari (2005). In the conceptual framework, it was assumed that the interdependent variables; funding, instructors’ capacity, culture and modern technology had significant influence on development of youth polytechnics in Homa Bay County.

The moderating variables; political considerations and government policy, however difficult to measure had just some mild influence on development of youth polytechnics. The operationalization section gives how these variables will be measured.
Figure 2.1 Conceptual framework of the study

Independent variables

Funding
- Availability of funds
- Sources of funds
- Mode of disbursement
- Frequency of sourcing funds

Instructors’ capacity
- Highest professional qualification
- Relevance of training
- Form of training
- Frequency of training

Culture
- Value attached to vocational training
- Popularity of vocational training
- Cultural practices
- Change implementation

Modem technology
- Adequacy of technological facilities
- Variety of the facilities
- Use to support learning
- Review measures

Dependent variable

Development of youth polytechnics
- Number of institutions running
- Availability of facilities
- Rate of enrolment
- Variety of the courses offered

Moderating variables
- Political interests
- Government policies
2.9: Summary of literature review

From the literature review, it is clear that the interdependent variables; funding, instructors’ capacity, culture and modern technology have significant influence on development of youth polytechnics. This is because, expanding more learning opportunities require investment and there is no activity that can thrive in the absence of funds and theses funds must be aggressively sought from different sources and disbursed promptly so as not to delay project activities. No amount of development in the learning institutions will be easy to achieve without recruitment of instructors with the latest skills, who guide the training process.

Culture also is found to play significant role in the development of youth polytechnics, as people tend to look down upon those who train in these institutions, dismissing them as academic dwarfs and hence there is need for a cultural change. Finally, modern technology equally determines learners’ choice to train in certain institutions and in the case of polytechnics, modern technological gadgets must be availed to attract youth learners into these institutions.
CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction

This chapter deals with a detailed description of the research methodology employed in the study. Methodological aspects discussed include, research design, target population, sample size and sample selection. It also outlines data collection instruments, piloting of the instruments, instruments validity, as well as instruments reliability. Besides, it also features data collection instruments, data collection procedures, operationalization of the study variables and methods of data analysis, as well as ethical considerations in research.

3.2: Research design

Kothari (2004), defines research design as the arrangement of the conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure, According to Muma (2010), research design defines the conceptual structure in which research is conducted and constitutes the blue print for the collection, measurements and analysis of data.

In this study, descriptive survey research design was adopted as the study sought to investigate factors influencing development of youth polytechnics in Homa Bay County. According to Mugenda and Mugenda (2003), a survey is an attempt to collect data from members of a population in order to determine the current status of that population with respect to one or more variables. Survey research is considered as the best method available to social scientists and other educators who are interested in collecting original data for purposes of describing a population which is too large to observe directly.
This research design was therefore found suitable by the researcher in studying factors influencing development of youth polytechnics, since these are already in existence with no attempt at any form of manipulation.

3.3 Target Population

According to Mugenda and Mugenda (2003), a target population is the accessible population from where a sample is drawn and upon which the researcher wants to generalize the results of a study. This study targeted BOM members, instructors of vocational training institutions, learners and other support officers who are directly involved in running the affairs of technical education in Homa Bay County. These technical institutions are dispersed in all eight Sub Counties in Homa Bay County such as, Homa Bay Town, Rangwe, Mbita, Suba, Karachuonyo, Kasipul and Kabondo Kasipul.

According to Homa Bay County Government Department of Education and ICT Report (2015), there are a total of 19 vocational training institutions in the county with 171 instructors, 133 BOM members, 76 support officers and 684 learners, giving the target population as 1064 potential respondents.

3.4: Sample Size and Sample selection

3.4.1 Sample size

A sample is a subset of a particular population and should reflect the salient features of the population from where it is drawn, Donald (2010). Generally, the sample size depends on the factors such as the number of variables in the study, the type of research design, the method of data analysis and the size of accessible population. According to Munisparck (2008), a study’s
sample size depends on the nature of the target population, which is either homogenous or heterogeneous and should be larger in the former than the latter.

Gay in Mugenda and Mugenda (2003), suggests that for correctional studies, 30 cases or more are required; for descriptive studies, 10-30 percent of the accessible population is enough; and for experimental design at least 30 cases as required. In this study, the researcher used 30% of 1064, giving 319 respondents.

3.4.2 Sample selection

Sampling is defined as the selection of some part of an aggregate or totality on the basis of which a judgment or inference about the aggregate is made, Kothari (2005). It is as a process of selecting units from a population of interest so that by studying the sample, one may fairly generalize the results back to population from which they were selected.

This study employed probability sampling design; a design of sampling in which each item from the target population is accorded equal chance of being selected and included in the final sample, hence ascertaining objectivity in sample selection. Random sampling techniques was adopted in sample selection, in which the target population was stratified on the basis of the four distinctive categories, such as BOM, Instructors, support officers and learners. The process of sample selection is illustrated in table 3.1.
Table 3.1 Sample Selection process

<table>
<thead>
<tr>
<th>Stratum</th>
<th>Total Population</th>
<th>Sample Percentage</th>
<th>Sample Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>BOM</td>
<td>133</td>
<td>30</td>
<td>40</td>
</tr>
<tr>
<td>Instructors</td>
<td>171</td>
<td>30</td>
<td>51</td>
</tr>
<tr>
<td>Support officer</td>
<td>76</td>
<td>30</td>
<td>23</td>
</tr>
<tr>
<td>Learners</td>
<td>684</td>
<td>30</td>
<td>205</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1064</strong></td>
<td><strong>30</strong></td>
<td><strong>319</strong></td>
</tr>
</tbody>
</table>

### 3.5: Data Collection Instruments

To ascertain that data collected reflect the study objectives, data collection instrument must be selected appropriately to avoid collecting irrelevant information, Hanry (2004). In this study, the researcher prepared questionnaire for obtaining data from the respondents. The questionnaire items comprised of both closed-ended and open-ended items that gave the advantage of collecting both qualitative and quantitative data.

Besides, contingency items were also used to help in verifying certain responses from the respondents to verify the level of objectivity of the data collected. Besides, matrix items were also integrated in order to test the opinion and views of the respondent not sought quantitatively.

#### 3.5.1: Pre-Testing of instruments

According to Alila (2011), instruments pre-testing, also known as piloting, is a preliminary study conducted on a small scale to ascertain the effectiveness of the research instrument. A pre-test sample should be between 1% and 10% depending on the sample size, Mugenda and
Mugenda (2003). In this study, the researcher used a pre-test sample size of 10% of the study sample size (319), giving a pretest sample size of 32 respondents.

The researcher prepared copies of questionnaire and self-administer to the pre-test sample that was reflective of the target population. This was significant in revealing aspects of ambivalence depicted by the questionnaire items that was subsequently reframed in line with the responses obtained from the respondents.

3.5.2: Validity of the Instrument

Validity is a measure of the degree to which differences found with a measuring instrument depict true differences among the items being measured, Kothari (2005). According to Mugenda and Mugenda (2003), an instrument is validated by proving that its items are representative of the skills and characteristics to be measured. Validity of the research instrument was ascertained by ensuring that the questionnaire items adequately covered the research objectives and this was subsequently confirmed by the pilot study.

Other measures to address issues of instrument validity took the form of subjecting the questionnaire items to experts and peers, for judgment and review respectively.

3.5.3: Reliability of the Instrument

In Kothari (2005), reliability of a test instrument is a measure of the consistency with which a test instrument produces the same results when administered to the same group over time intervals. Reliability of a research instrument is a measure of the degree to which a measuring instrument yields consistent results or data after repeated trials, Mugenda and Mugenda (2003).
In this study, the researcher used split-half reliability method, by dividing the questionnaire items into two equal halves on the basis of odd and even appearances. The first part of the research instrument was administered and the results noted, the second part was subsequently administered and Pearson’s product moment coefficient of correlation (r) was then used to compare the two scores obtained, and by obtaining an alpha value of 0.65 and above, the research instrument used in the study was considered reliable.

3.6: Data Collection Procedures

According to Kothari (2005), data collection procedure comprises of the steps and actions necessary for conducting research effectively and the desired sequencing of these steps. In this study, the researcher commenced the process of data collection by preparing a research proposal, presented before panel of assessors and upon approval; a research permit was obtained from National Council of Science and Technology.

Data collection began once the research permit had been obtained. By presenting the permit to all relevant authorities, the researcher embarked on collecting data using two well trained and motivated research assistants, who systematically administered the questionnaire to the respondents in batches of ten until all were administered.

3.7: Methods of Data Analysis

Data analysis refers to the examination of data collected in a study and making deductions and inferences. It also involves uncovering the underlying structures, extracting important variables, detecting anomalies, scrutinizing the acquired information and testing underlying assumptions (Orodho, 2005).
Data collected was cleaned to ensure that only relevant data was retained for analysis. Quantitative data was analysed using descriptive statistics such as, frequencies and percentages aided by Statistical Packages for Social Scientist (SPSS). Qualitative data was analysed by making inferences from views and opinions of respondents. The information obtained was then summarized and organized according to research objectives, arranged in themes and presented in narrative form and quantitative data was presented using frequency distribution tables.

3.8: Operationalization of the study Variables

Operationalization of the variables is a technique that helps in establishing relationships that exist between study variables and indicating how such relationships can be measured, Ogada (2011). In this study, the researcher assumed that no development intervention can take place in the absence of funding and funding was measured by sufficiency of funds, sources of funds, mode of disbursement and how often the funds are sought. Instructors’ capacity was measured on the basis of the highest professional qualification, relevance of the training, form of training and frequency of training. Culture was measured on the platform of the commonly practiced cultural aspects, flexibility of culture to allow for change and aspects of cultural review. Modern technology was measured by the presence of variety of modern gadgets, use to support learning and aspects of technological reviews.

3.9 Ethical issues in research

There are several reasons for adhering to ethical norms in research. Norms promote the aims of research, such as knowledge, falsifying or misrepresenting data, promote the truth and avoid error. Moreover, since research often involves a great deal of cooperation and coordination among many different people in different disciplines and institutions, ethical standards promote
the values that are essential to collaborative work, such as trust, accountability, mutual respect and fairness, Resnik (2011).

According to William (2006), some of the ethical issues as informed consent, confidentiality and anonymity. Given the importance of the ethical issues in several ways the researcher did not take any ones works and where someone’s works was included, such are acknowledged through quotation and citation. In the entire research process, the researcher ensured that respondents’ identity and confidentiality were observed. Moreover, all respondents were fully protected; no harm, cruelty and coercion was used to obtain data. No form of data falsification was tolerated and any data collected was as objective as possible. The researcher also sought to avoid involving minors in the research at all costs.
CHAPTER FOUR

DATA ANALYSIS, PRESENTATION, INTERPRETATION AND DISCUSSION

4.1 Introduction

This study presents the investigation of factors influencing development of youth polytechnics in Homa Bay County, with particular focus on the analysis of the extent to which funding; capacity of instructors; modern technology; and culture influence development of these institutions. It also presents information analyzed, interpretations and discussions.

4.2 Response Rate

Response rate refers to the number of subjects that respond to a data collection instrument, Mugenda and Mugenda (2003). A response rate of 50% is deemed adequate for analysis and reporting, a response rate of 60% is good and a response of 70% and above is considered very good. In this study, out of the 319 copies of questionnaire administered to the respondents, 302 were received duly completed giving a response rate of 94.67% which was considered an excellent questionnaire return rate.

4.3. Demographic characteristics of the respondents

This section presents the demographic characteristics of the respondents that were considered critical to the study; as such demographic orientations generally determine individuals desire to engage in different activities. The demographic features considered include gender, age, marital status, role in training, level of education, duration of being with training in the polytechnics.
4.3.1. Characteristics of Respondents by age.

Age variations of the respondents was considered significant to the study, as age differences determine the choice and motivation to engage in learning in certain institutions, with young people likely to prefer getting their studies in academic institutions, whereas old people having lost opportunity for academic preparation, often consider any form of training. The respondents were requested to complete the questionnaire indicating their ages and their responses are reflected in table 4.1.

Table 4.1. Characteristics of Respondents by age.

<table>
<thead>
<tr>
<th>Age in years</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 years and below</td>
<td>10</td>
<td>03.30</td>
</tr>
<tr>
<td>20-24</td>
<td>24</td>
<td>07.95</td>
</tr>
<tr>
<td>26-30</td>
<td>41</td>
<td>13.55</td>
</tr>
<tr>
<td>31-35</td>
<td>217</td>
<td>71.85</td>
</tr>
<tr>
<td>Above 35 years</td>
<td>10</td>
<td>03.30</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>302</strong></td>
<td><strong>100.00</strong></td>
</tr>
</tbody>
</table>

Table 4.1 indicates that, out of the 302 respondents who completed the questionnaire stating their ages, 10 (03.30%) were in the age of 20 years and below, 24 (07.95%) fell in the age 20-24 years, 41 (13.55%) were in the age 26-30 years and 217 (71.85%) were 31-35 years, with another 10 (03.30%) being above 35 years.

The implication of the above figures is that young people were very few in the youth polytechnics in Homa Bay County, since this tender age group is comprised of individuals whose
preferred learning institutions are formal academic rather than vocational. However, majority of
the respondents fell in the age of 31-35 years, indicative of a group of people who missed
opportunities for academic training and in their desire to acquire basic survival skills, have no
choice but to learn in any institution that promise the much needed skills.

4.3.2. Characteristics of the respondents by gender.

Sex characteristics generally determine career choice people make, given that males and females
are socially oriented differently on the basis of their gender roles in society. This feature was
therefore considered significant to the study, since ordinarily, more men than women are
actively involved in technical oriented institutions that offer most of the vocational trainings. The
respondents were asked to fill the questionnaire indicating their gender and their responses are as
depicted in table 4.2.

Table 4.2: Characteristics of the respondents by gender.

<table>
<thead>
<tr>
<th>Gender</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>98</td>
<td>32.45</td>
</tr>
<tr>
<td>Female</td>
<td>204</td>
<td>67.55</td>
</tr>
<tr>
<td>Total</td>
<td>302</td>
<td>100.00</td>
</tr>
</tbody>
</table>

Table 4.2 reveals that out of the 302 respondents who completed the questionnaire on their
gender, 98 (32.45%) were males and 204 (67.55%) were females, implying that more men than
women were undertaking their trainings in the vocational institutions in Homa Bay County,
confirming the age long belief that technical field is a male dominated area.
4.3.3. Marital status of the respondents.

It was believed that marital status would be significant to the study, given that marital orientations could reveal motivational drives compelling individuals to embrace particular initiatives for purposes of obtaining means of survival in society. Being in the training domains in vocational institutions was considered too late an initiative after formal academic opportunity was lost, and generally a preserve of the married lot. In this respect, the respondents were asked to fill the questionnaire stating their marital status and their responses were captured in table 4.3.

**Table 4.3: Marital status of the respondents**

<table>
<thead>
<tr>
<th>Marital status</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Single</td>
<td>12</td>
<td>03.97</td>
</tr>
<tr>
<td>Married</td>
<td>178</td>
<td>58.95</td>
</tr>
<tr>
<td>Widowed</td>
<td>100</td>
<td>33.11</td>
</tr>
<tr>
<td>Divorced</td>
<td>12</td>
<td>03.97</td>
</tr>
<tr>
<td>Other</td>
<td>00</td>
<td>00.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>302</strong></td>
<td><strong>100.00</strong></td>
</tr>
</tbody>
</table>

Table 4.3 indicates that, of the 302 respondents who completed the questionnaire stating their marital status, 12 (03.97%) were single, 178 (58.95%) were married, 100 (33.11%) were widowed, and 12 (0.03%) were divorced.

The implication of the above statistics is that married people who were still in marriage and those widowed, having lost academic opportunities in formal institutions, yet in dire need of survival skills, were the majority in vocational training institutions in Homa Bay County.
4.3.4. Role in vocational training.

The different roles that key players in the affairs of the vocational training institutions was viewed as a valuable dimension worth considering in this study, for it would help reveal the popular belief in society about the importance of technical trainings as a form of skills acquisition. The respondents were asked to complete the questionnaire indicating their roles in the vocational training institutions and their responses recorded as illustrated in table 4.4.

Table 4.4. Role in the vocational training.

<table>
<thead>
<tr>
<th>Role</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trainee</td>
<td>205</td>
<td>67.88</td>
</tr>
<tr>
<td>Instructor</td>
<td>51</td>
<td>16.88</td>
</tr>
<tr>
<td>BOM</td>
<td>40</td>
<td>13.24</td>
</tr>
<tr>
<td>Support officer</td>
<td>23</td>
<td>07.61</td>
</tr>
<tr>
<td>Other</td>
<td>03</td>
<td>00.99</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>302</strong></td>
<td><strong>100.00</strong></td>
</tr>
</tbody>
</table>

Table 4.4 reveals that, out of 302 respondents who completed the questionnaire stating their role in the vocational training institutions in Homa Bay County, 205 (67.88%) engaged in vocational trainings as trainees, 51 (16.88%) were instructors, 40 (13.24%) were BOM, 23 (07.61%) were support officers and 03 (00.99%) were in the other category.

Implied by these figures are that majority of the roles taken up in the vocational training institutions were in the form of learning by trainees, which was actually expected, yet other key roles only registered few participants. This indicated that these institutions were still less
developed to attract more people in other capacities in order to open up more opportunities for training purposes.

4.3.5: Level of education of the respondents.

Education and training are perceived lifelong initiatives sought to equip individuals with basic skills, knowledge and the vital competencies that are crucial for effective performance of tasks in various human undertakings. Any development of an intervention becomes easy when key players are in possession of the requisite competencies and in this view, respondents were requested to fill the questionnaire indicating their level of education and their responses were recorded as illustrated in table 4.5.

Table 4.5: Education level of the respondents

<table>
<thead>
<tr>
<th>Level</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary</td>
<td>64</td>
<td>21.19</td>
</tr>
<tr>
<td>Secondary</td>
<td>170</td>
<td>56.29</td>
</tr>
<tr>
<td>Tertiary</td>
<td>29</td>
<td>09.60</td>
</tr>
<tr>
<td>University</td>
<td>22</td>
<td>07.28</td>
</tr>
<tr>
<td>Other</td>
<td>17</td>
<td>05.63</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>302</strong></td>
<td><strong>100.00</strong></td>
</tr>
</tbody>
</table>

Educational level as depicted in table 4.5, indicates that majority of the respondents 170(56.29%) had secondary level education, 64(21.19%) had primary level education, 29(09.60%) had tertiary education and 24(09.95%) had university education, with 16(05.63%) indicating other forms of education.
Revealed by these statistics is that most of the key players in the vocational training in Homa Bay County had basic education at secondary and primary levels, with few displaying higher education. Implied is that vocational training institutions attract individuals with less competitive educational qualifications, hence often regarded a preserve of the academically challenged lot.

4.3.6: Duration of being in contact with vocational training.

Being in contact with the affairs of an institution for a relatively long period gives a possibility of gaining knowledge and skills through interaction and exposure, as well as development of a formidable culture for continuous progress over time. In the light of this, the respondents were asked to fill the questionnaire stating the duration of participation in their projects and their response captured as indicated in table 4.6.

Table 4.6: Duration of being in contact with vocational training

<table>
<thead>
<tr>
<th>No. of years</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 year and below</td>
<td>162</td>
<td>53.64</td>
</tr>
<tr>
<td>1-2</td>
<td>110</td>
<td>36.43</td>
</tr>
<tr>
<td>3-4</td>
<td>30</td>
<td>09.93</td>
</tr>
<tr>
<td>5-6</td>
<td>00</td>
<td>00.00</td>
</tr>
<tr>
<td>Above 6</td>
<td>00</td>
<td>00.00</td>
</tr>
<tr>
<td>Total</td>
<td>302</td>
<td>100.00</td>
</tr>
</tbody>
</table>

Table 4.6 reveals that on the duration of being in contact with vocational training in Homa Bay County, majority of the respondents 162(53.64%) had been in contact for I year and below, 110
(36.43%) had been in contact for 1-2 years, 30 (09.93%) had been in contact for 3-4 years and none indicated being in contact with vocational training for above four years.

The implication is that, whereas the development of institutions require being in service for long, most of the respondents indicated being in contact with vocational trainings for a short while, most likely students going for less compelling courses, and hence chances of developing these institutions remained elusive.

4.4 Influence of funding on development of youth polytechnics

Sufficient funding determines the level of success realized with an activity, since no task can be performed effectively if funds are not adequately allocated. Development of youth polytechnics, as in other initiatives, demands investment of resources so that all critical activities are performed satisfactorily. The variable was measured on the basis of adequacy of funding, means of funding, mode of disbursing the funds and the frequency with which the funds are mobilized.

4.4.1: Influence of adequacy of funds on development of youth polytechnics

Growth of an initiative is achieved through adequate allocation of funds that ensures that all critical success factors are properly addressed. Given that vocational training institutions demand equipment and instructional resources that often require a lot of funds, aggressive mobilization of resources offer solution to challenges of development. In view of this, the respondents were requested to fill the questionnaire stating the extent to which they agreed or disagreed that their vocational training institutions were receiving adequate funding and table 4.7 illustrates their responses.
Table 4.7: Influence of adequacy of funds on development of youth polytechnics

<table>
<thead>
<tr>
<th>Training</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>00</td>
<td>00.00</td>
</tr>
<tr>
<td>Agree</td>
<td>22</td>
<td>07.28</td>
</tr>
<tr>
<td>Neutral</td>
<td>20</td>
<td>06.62</td>
</tr>
<tr>
<td>Disagree</td>
<td>132</td>
<td>43.70</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>128</td>
<td>42.40</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>302</strong></td>
<td><strong>100.00</strong></td>
</tr>
</tbody>
</table>

In Table 4.7, it is revealed that of the 302 respondents who completed the questionnaire indicating the extent to which they agreed or disagreed that their institutions were receiving adequate funding, none strongly agreed, 22 (07.28%) agreed, 20(07.28%) were neutral, 132 (43.70%) disagreed and 128 (42.40%) strongly disagreed.

These figures reveal that most of the vocational training institutions in Homa Bay County were not receiving adequate funds for purposes of running their activities effectively and in the face of poor funding; no meaningful development of these institutions could be achieved.

4.4.2: Influence of means of funding on development of youth polytechnics

Resource mobilization is a major initiative that must be done extensively so as to realize sufficient flow of funds for use in key activities of a development initiative. In order to meet the fundraising thresholds for an institution, this exercise must be undertaken professionally to ensure that the trust of the donors are maintained over time for the long term benefit of the institution. On account of this fact, the respondents were asked to complete the questionnaire
indicating means of obtaining funds for their institutions and their responses noted as illustrated in table 4.8.

**Table 4.8: Means of obtaining funds on development of youth polytechnics**

<table>
<thead>
<tr>
<th>Funding Means</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fees</td>
<td>202</td>
<td>66.89</td>
</tr>
<tr>
<td>Government Grant</td>
<td>88</td>
<td>29.14</td>
</tr>
<tr>
<td>Donation</td>
<td>12</td>
<td>03.97</td>
</tr>
<tr>
<td>BOM</td>
<td>00</td>
<td>00.00</td>
</tr>
<tr>
<td>Other</td>
<td>00</td>
<td>00.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>302</strong></td>
<td><strong>100.00</strong></td>
</tr>
</tbody>
</table>

Revealed in table 4.8 is that, of the 302 respondents who completed the questionnaire stating means of obtaining funds, 202 (66.89%) indicated obtaining funds from students fees, 88 (29.14%) stated government grant and 12 (03.97%) indicated obtaining funds from donation.

The statistics in the table imply that the most common means of obtaining funds for development of youth polytechnics in Homa Bay County was from student fees, inadequate and hardly collected regularly. It was therefore tempting to believe that development of youth polytechnics often encountered challenges due to use of ineffective means of raising funds.
4.4.3: Mode of disbursement of funds on development of youth polytechnics

It is generally assumed that key activities of an initiative can be executed effectively when disbursement mode is favorable, such that just when an activity requires resources, such are provided on time. This is because any delay in the performance of key tasks has the effect of pushing up the entire cost considerably, as a result of the ever changing operational environment. In view of this, the respondents were asked to fill the questionnaire stating the mode in which the funds were being disbursed and table 4.9 illustrates their responses.

Table 4.9: Mode of funds disbursement on development of youth polytechnics

<table>
<thead>
<tr>
<th>Funding Mode</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monthly</td>
<td>00</td>
<td>00.00</td>
</tr>
<tr>
<td>Quarterly</td>
<td>248</td>
<td>82.06</td>
</tr>
<tr>
<td>Semi Annually</td>
<td>08</td>
<td>02.67</td>
</tr>
<tr>
<td>Annually</td>
<td>23</td>
<td>07.64</td>
</tr>
<tr>
<td>Other</td>
<td>23</td>
<td>07.64</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>302</strong></td>
<td><strong>100.00</strong></td>
</tr>
</tbody>
</table>

Revealed in table 4.9 is that none of the respondents stated that funds were received on a monthly basis, 248(82.06%) stated that funds were being received quarterly, 08 (02.67%) indicated that the funds were being received semiannually and 23 (07.64%) stated both annual disbursement and the other category.
These figures imply that the funds were ineffectively being disbursed, as a result of depending on the collection of fees from the students who hardly paid on time. It was therefore unlikely that these institutions would develop in order that more training opportunities could be offered even through rolling out of more competitive courses.

4.4.4: Influence of frequency of funding on development of youth polytechnics.

Adequate funds may be available at the initial stage of an intervention taking into consideration the current business factors, which hardly remain the same over time due to the ever changing environment of operations. On account of this demand, funding for various activities needs to be regular in order to keep abreast to the changing business environment. In the light of this, the respondents were asked to complete the questionnaire indicating the frequency of fundraising and their responses noted as illustrated in table 4.10.

Table 4.10: Frequency of funding on development of youth polytechnics

<table>
<thead>
<tr>
<th>Rating</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yearly</td>
<td>256</td>
<td>84.77</td>
</tr>
<tr>
<td>Quarterly</td>
<td>00</td>
<td>00.00</td>
</tr>
<tr>
<td>Biannually</td>
<td>00</td>
<td>00.00</td>
</tr>
<tr>
<td>Occasionally</td>
<td>46</td>
<td>15.23</td>
</tr>
<tr>
<td>Other</td>
<td>00</td>
<td>00.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>302</strong></td>
<td><strong>100.00</strong></td>
</tr>
</tbody>
</table>
In table 4.10, it is revealed that out of the 302 respondents who completed the questionnaire, 256(84.77%) indicated obtaining funds yearly and 46(15.23%) stated occasionally, with none mentioning obtaining funds either quarterly, or biannually.

These statistics imply that funding for the development of youth polytechnics in Homa Bay County were not being done regularly and this was denying key performance areas resources necessary operations.

4.5: Influence of instructors capacity on development of youth polytechnics

In this study, it was assumed that the competencies of the instructors was a crucial ingredient of the development of youth polytechnics in Homa Bay County, as this would attract more learners to register for various courses in the hope of effective transfer of knowledge and skills. Given that training equips individuals with requisite competencies that are fundamentals in execution of tasks, it was considered the most vital variable of the study. Training was measured on the basis of the highest professional training of instructors, relevance of training, form of training engaged and frequency of training.

4.5.1: Highest professional training on development of youth polytechnics

In this study, it was assumed that obtaining requisite professional training in a relevant area was critical to effective transfer of skills to the trainees, since the presence of competent instructors would definitely attract more learners into these institutions. Owing to the fact that funds for these institutions were drawn majorly from students’ fees, more funds were likely to be received for running key activities to realize growth. The respondents were asked to complete the questionnaire indicating their highest professional training and table 4.11 illustrates their responses.
Table 4.11: Highest professional training on development of youth polytechnics

<table>
<thead>
<tr>
<th>Level of training</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate and below</td>
<td>232</td>
<td>76.83</td>
</tr>
<tr>
<td>Diploma</td>
<td>28</td>
<td>09.27</td>
</tr>
<tr>
<td>Degree</td>
<td>22</td>
<td>07.28</td>
</tr>
<tr>
<td>Post graduate</td>
<td>10</td>
<td>03.31</td>
</tr>
<tr>
<td>Other</td>
<td>10</td>
<td>03.31</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>302</strong></td>
<td><strong>100.00</strong></td>
</tr>
</tbody>
</table>

In Table 4.11, it is revealed that of the 302 respondents who filled the questionnaire indicating their highest professional training, 232 (76.83%) trained at a certificate level and below, 28 (09.27%) obtained training at diploma level, 22 (07.28%) had degree qualification, with 10 (03.32%) indicating having post graduate training and other category.

Implied by the training orientations of the key players in the vocational training in Homa Bay County is that majority of those with higher and competitive trainings were relatively few because choice of vocational training was based not on competitive entry, but largely on psychomotor manipulation.

4.5.2: Influence of relevance of training on development of youth polytechnics.

Training in a given area becomes effective if tasks are also performed in the same area, yet with even the highest qualification ever in a different area, one is deem unqualified. Moreover, placement of people with the right skills in the right jobs helps to motivate them to perform tasks more professionally and with utmost commitment. The respondents were therefore requested to
fill the questionnaire stating the extent to which they agreed or disagreed that the instructors in their institution had relevant training for their tasks and their responses noted as illustrated in table 4.12.

**Table 4.12: Influence of relevance of training on development of youth polytechnics.**

<table>
<thead>
<tr>
<th>Training Area</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>04</td>
<td>01.33</td>
</tr>
<tr>
<td>Agree</td>
<td>08</td>
<td>02.64</td>
</tr>
<tr>
<td>Neutral</td>
<td>268</td>
<td>88.74</td>
</tr>
<tr>
<td>Disagree</td>
<td>02</td>
<td>00.66</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>20</td>
<td>06.63</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>302</strong></td>
<td><strong>100.00</strong></td>
</tr>
</tbody>
</table>

Table 4.12 indicates that 04 (01.33%) of the respondents strongly agreed that their instructors had relevant training for their tasks, 08 (02.64%) agreed, 268 (88.74%) were neutral, 02 (00.66%) disagreed and 20 (06.63%) strongly disagreed.

Implied by the statistics is that most of the instructors performing in most youth polytechnics in Homa Bay County who were trained did not acquire the skills in relevant training areas, but in other areas and therefore could hardly transfer skills effectively to the trainees hence failing to attract more learners.
4.5.3: Nature of training on development of youth polytechnics

Effectiveness of any training program is normally determined by the nature in which it is packaged, such that if formally acquired, such become much more effective than when done informally. The respondents were therefore asked to complete the questionnaire disclosing the form of training often embraced by their instructors and their responses recorded as depicted in table 4.13.

Table 4.13: Nature of training on development of youth polytechnics.

<table>
<thead>
<tr>
<th>Nature of training</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formal</td>
<td>54</td>
<td>17.89</td>
</tr>
<tr>
<td>Informal</td>
<td>32</td>
<td>10.59</td>
</tr>
<tr>
<td>Workshops and seminars</td>
<td>192</td>
<td>63.58</td>
</tr>
<tr>
<td>Use of training software</td>
<td>00</td>
<td>00.00</td>
</tr>
<tr>
<td>Other</td>
<td>24</td>
<td>07.94</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>302</strong></td>
<td><strong>100.00</strong></td>
</tr>
</tbody>
</table>

Table 4.13 reveals that, out of the 302 respondents who filled the questionnaire stating the package of the training of their instructors, 54(17.89%) indicated having trained formally, 32(10.59%) trained informally, 192 (63.58%) trained through workshops and seminars and 24(07.94%) obtained training in other forms.

The statistics in the table indicates that majority of the instructors performing in youth polytechnics in Homa Bay County who acquired training did so informally. This lack of the
structured approach to training could help to explain the challenges of transfer of skills, hence more learners could hardly be attracted to join these institutions.

4.5.4: Frequency of training on development of youth polytechnics.

Effectiveness of training in any field can be achieved only with emphasis on continuous knowledge replenishment acquired through regular training. Given that the global environment is awash with unpredictable changes, it is best human capital management practice to seek continual training to acquire skills in order to effectively handle the ever emerging issues in the world of vocational training. In view of this, the respondents were asked to fill the questionnaire stating the frequency with which their instructors engaged in continual training and their responses captured as illustrated in table 4.14.

Table 4.14. Frequency of training on development of youth polytechnics.

<table>
<thead>
<tr>
<th>Interval</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-2</td>
<td>142</td>
<td>47.02</td>
</tr>
<tr>
<td>3-4</td>
<td>85</td>
<td>28.15</td>
</tr>
<tr>
<td>5-6</td>
<td>65</td>
<td>21.52</td>
</tr>
<tr>
<td>Above 6</td>
<td>10</td>
<td>03.31</td>
</tr>
<tr>
<td>Total</td>
<td>302</td>
<td>100.00</td>
</tr>
</tbody>
</table>

Table 4.14 reveals that, out of the 302 respondents who completed the questionnaire indicating the frequency of engaging in continual training by their instructors, 142(47.02%) stated an
interval of 1-2 years, 85(28.15%) stated 3-4 years, 65(21.52%) mentioned 5-6 years and 10(03.31%) stated above 6 years.

These statistics, though indicate high frequency of training, were just applicable to the trainees in the vocational training institutions and not the instructors. It is therefore tempting to believe that these instructors hardly engaged in regular training to enable them develop the youth polytechnics in Homa Bay County.

4.6 Influence of culture on development of youth polytechnics

Social-cultural aspects of people determine the education aspirations of such communities and the importance put to education directly corresponds to the extent to which the two variables conform. Given that social-cultural orientations of various communities differ in unique parameters, measures of such disparities are also recognizable in academic spheres. In this study, cultural aspects were measured on the basis of commonly practiced cultural issues, significance of these cultural dimensions, relevance of cultural aspects to learning and the rate of cultural change.

4.6.1 Influence of Common Cultural Aspects on development youth polytechnics

Culture of a people embodies age old practices that define how individuals socialize among members of a specific community, in extension to how others are evaluated. It packages values and patterns of behavior that are generally acquired through informal education and interpersonal interaction in casual modes of exchanges. Cultural practices could impede or facilitate the process of learning, but would readily achieve the former than the latter. In this study the researcher believed that some cultural practices were likely to influence choice of learning
institutions. In this respect, the respondents were asked to complete the questionnaire indicating the most commonly practiced cultural aspects and table 4.15 illustrates their responses.

Table 4.15 Influence of common cultural practices on development of youth polytechnics

<table>
<thead>
<tr>
<th>Cultural practice</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education</td>
<td>102</td>
<td>33.77</td>
</tr>
<tr>
<td>Religion</td>
<td>100</td>
<td>33.11</td>
</tr>
<tr>
<td>Marriage</td>
<td>88</td>
<td>29.13</td>
</tr>
<tr>
<td>Initiation</td>
<td>20</td>
<td>06.62</td>
</tr>
<tr>
<td>Other</td>
<td>00</td>
<td>00.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>302</strong></td>
<td><strong>100.00</strong></td>
</tr>
</tbody>
</table>

Table 4.15 reveals that, of the 302 respondents who completed the questionnaire stating commonly practiced aspects of culture in their community, 102 (33.77%) mentioned education, 100 (33.11%) stated religion, 88 (29.13%) indicated marriage and 20 (06.62%) mentioned engaging in other cultural issues.

The implication of these statistics was that most of the cultural practices common among the respondents were those likely to foster engagement in training even at the vocational training institutions, as well as facilitating development of these institutions.

4.6.2 Relevance of common cultural practices on development of youth polytechnics

It was also crucial not just to investigate the commonly practised cultural issues, but also to determine how these aspects of culture would influence development of youth polytechnics in
Homa Bay County. On this account, the respondents were asked to fill the questionnaire indicating the extent of their agreement that the commonly practiced cultural aspects were relevant to development of youth polytechnics and table 4.16 illustrates their responses.

Table 4.16: Influence of relevance cultural aspects on development of youth polytechnics.

<table>
<thead>
<tr>
<th>Aspect of culture</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>04</td>
<td>01.33</td>
</tr>
<tr>
<td>Agree</td>
<td>08</td>
<td>02.64</td>
</tr>
<tr>
<td>Neutral</td>
<td>268</td>
<td>88.74</td>
</tr>
<tr>
<td>Disagree</td>
<td>02</td>
<td>00.66</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>20</td>
<td>06.63</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>302</strong></td>
<td><strong>100.00</strong></td>
</tr>
</tbody>
</table>

Table 4.12 indicates that 04 (01.33%) of the respondents strongly agreed that their commonly practiced aspects of culture were relevant to development of youth polytechnics, 08 (02.64%) agreed, 268 (88.74%) were neutral, 02 (00.66%) disagreed and 20 (06.63%) strongly disagreed.

By implication, most respondents having identified even with commonly engaging in educational practices could not link this with the development of youth polytechnics in the sense that they envisaged education more in academic learning than vocational training.

4.6.3 Influence of cultural change on development of youth polytechnics

Over time, through changes across all aspects of life, people often respond through adoption of innovations in order to become trendy in various aspects of life, so much such that practices were
often traditionally alien become domesticated. Therespondents were asked to fill the questionnaire indicating the extent of their agreement that cultural change influence development of youth polytechnics and table 4.17 illustrates their responses.

Table 4.17: Influence of cultural change on development of youth polytechnics

<table>
<thead>
<tr>
<th>Training</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>132</td>
<td>43.70</td>
</tr>
<tr>
<td>Agree</td>
<td>128</td>
<td>42.40</td>
</tr>
<tr>
<td>Neutral</td>
<td>20</td>
<td>06.62</td>
</tr>
<tr>
<td>Disagree</td>
<td>22</td>
<td>07.28</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>00</td>
<td>00.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>302</strong></td>
<td><strong>100.00</strong></td>
</tr>
</tbody>
</table>

In Table 4.17, it is revealed that of the 302 respondents who completed the questionnaire indicating the extent to which they agreed or disagreed that cultural change influences development of youth polytechnics, none strongly disagreed, 22 (07.28%) disagreed, 20 (07.28%) were neutral, 132 (43.70%) strongly agreed and 128 (42.40%) disagreed.

Implied by these statistics was that cultural change was perceived as critical to the development of youth polytechnics in Homa Bay County, yet these institutions were not actually as progressive as was expected.
4.7 Influence of modern technology on development of youth polytechnics

In the current business operations, organizations are aggressively investing in modern technology to gain competitive advantage over rival enterprises, and learning institutions are equally adopting the use of modern technology to enhance their performance. In this study, modern technology was measured on the basis of the number of technological facilities, variety of the facilities, use to support learning and review measures.

4.7.1 Influence of the number of technological facilities

The extent to which modern technology is being embraced by an organization is determined by how far technological equipment are acquired and used for enhancing organizational operations. Youth polytechnics, being technological in most of their training content, investment in technology make them attractive even to young learners. In view of this, the respondents were asked to give the variety of technological facilities in their institutions and their responses captured as illustrated in table 4.18

Table 4.18 Influence of modern technology on development of youth polytechnics

<table>
<thead>
<tr>
<th>Variety</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computers</td>
<td>102</td>
<td>33.77</td>
</tr>
<tr>
<td>Machines</td>
<td>100</td>
<td>33.11</td>
</tr>
<tr>
<td>Equipment</td>
<td>88</td>
<td>29.13</td>
</tr>
<tr>
<td>Techniques</td>
<td>20</td>
<td>06.62</td>
</tr>
<tr>
<td>Other</td>
<td>00</td>
<td>00.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>302</strong></td>
<td><strong>100.00</strong></td>
</tr>
</tbody>
</table>
Table 4.18 reveals that, of the 302 respondents who completed the questionnaire stating the variety of modern technological facilities in their institutions, 102 (33.77%) mentioned computers, 100 (33.11%) stated machines, 88 (29.13%) indicated equipment and 20 (06.62%) mentioned techniques.

By implication, most of the youth polytechnics were actually investing resources in obtaining modern technological facilities as a mark of the level of growth being realized and it was just a matter of time before such institutions began attracting more trainees.

4.7.2 Influence of use of facilities on development of youth polytechnics

Even in certain circumstances when institutions invest in modern technology to enhance their operations, these may not be used more often due to either lack of trained personnel, or insufficient funds for operational maintenance. In order to ensure that such technological facilities are utilized, preparedness to use them must critically be thought out. The respondents were asked to fill the questionnaire indicating the extent of their agreement that the available technological facilities were being used and their responses noted as in table 4.19.

Table 4.19: Influence of use of facilities on development of youth polytechnics

<table>
<thead>
<tr>
<th>Use</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>10</td>
<td>03.31</td>
</tr>
<tr>
<td>Agree</td>
<td>22</td>
<td>07.28</td>
</tr>
<tr>
<td>Neutral</td>
<td>20</td>
<td>06.62</td>
</tr>
<tr>
<td>Disagree</td>
<td>122</td>
<td>40.39</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>128</td>
<td>42.40</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>302</strong></td>
<td><strong>100.00</strong></td>
</tr>
</tbody>
</table>
In Table 4.19, it is revealed that of the 302 respondents who completed the questionnaire indicating the extent to which they agreed or disagreed that their institutions were using the available technological facilities, 10 (03.31%) strongly agreed, 22 (07.28%) agreed, 20 (07.28%) were neutral, 122 (40.39%) disagreed and 128 (42.40%) strongly disagreed.

These statistics imply that investment in a facility is enough in the development of an institution and any investment must run in tandem with the personnel capacity, as well as the presence of additional resources for operations and maintenance.

4.7.3 Influence of review measures on development of youth polytechnics

It is of the general view that modern technological field is one of the most unpredictable areas that frequently experience changes unprecedented in other business domains, so much that any equipment purchased now becomes obsolete tomorrow. In view of this, the respondents were asked to complete the questionnaire indicating how often such are reviewed and their responses noted as in table 4.20.

Table 4.20: Influence of review measures on development of youth polytechnics

<table>
<thead>
<tr>
<th>Review</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monthly</td>
<td>00</td>
<td>00.00</td>
</tr>
<tr>
<td>Quarterly</td>
<td>00</td>
<td>00.00</td>
</tr>
<tr>
<td>Semi Annually</td>
<td>08</td>
<td>02.67</td>
</tr>
<tr>
<td>Occasionally</td>
<td>46</td>
<td>15.28</td>
</tr>
<tr>
<td>Other</td>
<td>248</td>
<td>82.06</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>302</strong></td>
<td><strong>100.00</strong></td>
</tr>
</tbody>
</table>
Table 4.20 reveals that none of the respondents stated that modern technology was either being reviewed monthly, or quarterly, 08 (0.67%) stated semi annually and 48 (82.06%) stated the other category.

Implied by the above figures was that after having obtained the initial technological equipment little efforts were being made by the management of the youth polytechnics in Homa Bay County to continue modernizing such facilities.
CHAPTER FIVE
SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction
This chapter focuses on summary of the study findings, conclusions and recommendations, both for policy issues and suggested areas of further research.

5.2 Summary of Findings
In this study, out of the 319 copies of questionnaire administered to the respondents, 302 were received duly completed giving a response rate of 94.67% which was considered an excellent questionnaire return rate. In the study, demographic features considered include gender, age, marital status, role in training, level of education, duration of being with training in the polytechnics.

5.2.1 Demographics characteristics of the respondents
Age variations of the respondents were considered significant to the study, as this would determine the choice and motivation to engage in learning in certain institutions.

The study revealed that young people were very few in the youth polytechnics in Homa Bay County, since this tender age group is comprised of individuals whose preferred learning institutions are formal academic rather vocational. However, majority of the respondents fell in the age of 31-35 years, indicative of a group of people who missed opportunities for academic training and in their desire to acquire basic survival skills, have no choice but to learn in any institution that promise the much needed skills.

A sex characteristic was considered significant to the study, since ordinarily, more men than women are actively involved in technical oriented institutions that offer most of the vocational trainings. In the study, it was noted that more men than women were undertaking their trainings in the vocational institutions in Homa Bay County, confirming the age long belief that technical field is a male

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dominated area. It was believed that marital status would be significant to the study, given that marital orientations could reveal motivational drives compelling individuals to embrace particular initiatives for purposes of obtaining means of survival in society. The study noted that married people who were still in marriage and those widowed, having lost academic opportunities in formal institutions, yet in dire need of survival skills, were the majority in vocational training institutions in Homa Bay County. The different roles that key players in the affairs of the vocational training institutions were viewed as a valuable dimension worth considering in this study. It was revealed that majority of the roles taken up in the vocational training institutions were in the form of learning by trainees, which was actually expected, yet other key roles only registered few participants. This indicated that these institutions were still less developed to attract more people in other capacities in order to open up more opportunities for training purposes.

Education and training are perceived lifelong initiatives sought to equip individuals with basic skills, knowledge and the vital competencies that are crucial for effective performance of tasks in various human undertakings. The study revealed that most of the key players in the vocational training in Homa Bay County had basic education at secondary and tertiary levels, with few displaying higher education. Being in contact with the affairs of an institution for a relatively long period gives a possibility of gaining knowledge and skills through interaction and exposure, as well as development of a formidable culture for continuous progress over time.

5.2.2 Influence of funding on development of youth polytechnics

Development of youth polytechnics, as in other initiatives, demands investment of resources so that all critical activities are performed satisfactorily. Growth of an initiative is achieved through adequate allocation of funds that ensures that all critical success factors are properly addressed. Given that
vocational training institutions demand equipment and instructional resources that often require a lot of funds, aggressive mobilization of resources offers solutions to challenges of development. In the study, it was noted that most of the vocational training institutions in Homa Bay County were not receiving adequate funds for purposes of running their activities effectively and in the face of poor funding; no meaningful development of these institutions could be achieved.

Resource mobilization is a major initiative that must be done extensively so as to realize sufficient flow of funds for use in key activities of a development initiative. In order to meet the fundraising thresholds for an institution, this exercise must be undertaken professionally to ensure that the trust of the donors are maintained over time for the long term benefit of the institution. However, it was realized that the most common means of obtaining funds for development of youth polytechnics in Homa Bay County was from student fees, which is inadequate and hardly collected regularly.

It is generally assumed that key activities of an initiative can be executed effectively when disbursement mode is favorable, such that just when an activity requires resources, such are provided on time. This is because any delay in the performance of key tasks has the effect of pushing up the entire cost considerably, as a result of the ever changing operational environment. The study established that the funds were ineffectively being disbursed, as a result of depending on the collection of fees from the students who hardly paid on time. It was therefore unlikely that these institutions would develop in order that more training opportunities could be offered even through rolling out of more competitive courses.

Adequate funds may be available at the initial stage of an intervention taking into consideration the current business factors, which hardly remain the same over time due to the ever changing environment of operations. On account of this demand, funding for various activities needs to be regular in order to keep abreast of the changing business environment. The study noted that funding
for the development of youth polytechnics in Homa Bay County were not being done regularly and this was denying key performance areas resources necessary.

**5.2.3: Influence of instructors capacity on development of youth polytechnics**

In this study, it was assumed that the competencies of the instructors was a crucial ingredient of the development of youth polytechnics in Homa Bay County, as this would attract more learners to register for various courses in the hope of effective transfer of knowledge and skills. The researcher assumed that obtaining requisite professional training in a relevant area was critical to effective transfer of skills to the trainees, since the presence of competent instructors would definitely attract more learners into these institutions.

Revealed by the training orientations of the key players in the vocational training in Homa Bay County is that majority of those with higher and competitive trainings were relatively few because choice of vocational training was based not on competitive entry, but largely on psychomotor manipulation.

Training in a given area becomes effective if tasks are also performed in the same area, yet with even the highest qualification ever in a different area, one is deemed unqualified. Moreover, it was also noted that most of the instructors performing in most youth polytechnics in Homa Bay County who were trained did not acquire the skills in relevant training areas, but in other areas and therefore could hardly transfer skills effectively to the trainees hence failing to attract more learners.

Effectiveness of any training program is normally determined by the nature in which it is packaged, such that if formally acquired, such become much more effective than when done informally. The study indicated that majority of the instructors performing in youth polytechnics in the County who acquired training did so informally. This lack of the structured approach to training could help to
explain the challenges of transfer of skills; hence more learners could hardly be attracted to join these institutions.

Effectiveness of training in any field can be achieved only with emphasis on continuous knowledge replenishment acquired through regular training. Given that the global environment is awash with unpredictable changes, it is best human capital management practice to seek continual training to acquire skills in order to effectively handle the ever emerging issues in the world of vocational training. However, it was revealed that high frequency of training observed were just applicable to the trainees in the vocational training institutions and not the instructors.

5.2.4 Influence of culture on development of youth polytechnics

Social-cultural aspects of people determine the education aspirations of such communities and the importance put to education directly corresponds to the extent to which the two variables conform. Given that social-cultural orientations of various communities differ in unique parameters, measures of such disparities are also recognizable in academic spheres. Culture of a people embodies age old practices that define how individuals socialize among members of a specific community, in extension to how others are evaluated. It packages values and patterns of behavior that are generally acquired through informal education and interpersonal interaction in casual modes of exchanges.

The study noted that most of the cultural practices common among the respondents were those likely to foster engagement in training even at the vocational training institutions, as well as facilitating development of these institutions. Moreover, it was also crucial not just to investigate the commonly practised cultural issues, but also to determine how these aspects of culture would influence development of youth polytechnics in Homa Bay County.
As most respondents having identified even with commonly engaging in educational practices could not link this with the development of youth polytechnics in the sense that they envisaged education more in academic learning than vocational training. Over time, through changes across all aspects of life, people often respond through adoption innovations in order to become trendy in various aspects of life, so much such that practices which were often traditionally alien become domesticated. The study established that cultural change was perceived as critical to the development of youth polytechnics in Homa Bay County, yet these institutions were not actually as progressive as was expected.

5.2.5 Influence of modern technology on development of youth polytechnics

The extent to which modern technology is being embraced by an organization is determined by how far technological equipment are acquired and used for enhancing organizational operations. Youth polytechnics, being technological in most of their training content, investment in technology make them attractive even to young learners. The study established that most of the youth polytechnics were actually investing resources in obtaining modern technological facilities as a mark of the level of growth being realized and it was just a matter of time before such institutions began attracting more trainees.

Even in certain circumstances when institutions invest in modern technology to enhance their operations, these may not be used more often due to either lack of trained personnel, or insufficient funds for operational maintenance. In order to ensure that such technological facilities are utilized, preparedness to use them must critically be thought out. The researcher observed that investment in a facility is not enough in the development of an institution and any
investment must run in tandem with the personnel capacity, as well as the presence of additional resources for operations and maintenance.

It is of the general view that modern technological field is one of the most unpredictable areas that frequently experience changes unprecedented in other business domains, so much that any equipment purchased now becomes obsolete tomorrow. In the study, it was noted that after having obtained the initial technological equipment, little efforts were being made by the management of the youth polytechnics in Homa Bay County to continue modernizing such facilities.

5.3. Conclusions

From the study findings, it is clear that the independent variables; funding, instructors’ capacity, culture and modern technology have significant influence on development of youth polytechnics. This is because, expanding more learning opportunities require investment and there is no activity that can thrive in the absence of funds and theses funds must be aggressively sought from different sources and disbursed promptly so as not to delay institutional activities. No amount of development in the learning institutions will be easy to achieve without recruitment of instructors with the latest skills, who guide the training process.

Besides, regular training of personnel was also realized as critical, as this would ensure that instructors keep refreshing to remain relevant in a particular area of knowledge. Culture was also found to play significant role in the development of youth polytechnics, as people tend to look down upon those who train in these institutions, dismissing them as academic dwarfs and hence there is need for a cultural change. Finally, modern technology equally determines learners’
choice to train in certain institutions and the case of polytechnics, modern technological gadgets must be availed to attract youthful learners into these institutions.

5.4. Recommendations

5.4.1 Recommendations for policy formulation

From the study findings, recommendations for policy formation are made. To begin with, it is recommended that educational stakeholders in the youth polytechnics in Kenya and particularly in Homa Bay County should formulate policies that would ensure that more funds are aggressively mobilized to expand more opportunities for trainees joining vocational training institutions. Moreover, the study also recommends that regular training of the instructors be emphasized to ensure that only the best in class is engaged to offer training in vocational training institutions so as to attract more learners.

Besides, the study also recommends that the central government formulate policies that would be favorable to the development of vocational institutions to provide useful skills to the youths out of school so as to engage in other informal undertakings to boost their earnings for responsible citizenship.

In addition, other development partners working in educational sector, especially vocational training and manpower development, the ministry of labor, trade and industries, Non-Governmental Organizations (NGOs) and other donors to adopt suitable measures for developing youth polytechnics that would provide sustainable skills development for gainful economic endeavors.

5.4.2 Recommendations for further research

From the study findings, the following areas are suggested for further research
1. What is the influence of political factors on development of youth polytechnics in Homa Bay County?

2. How does training in vocational training institutions influence job creation among the young people out of school?

3. Do the factors influencing development of youth polytechnics in Homa Bay County apply to other regions in Kenya?

4. What measures should stakeholders put in place in order to popularize training in local youth polytechnics in Kenya?
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APPENDIX I: TRANSMITTAL LETTER

Omolo George Olela,
University of Nairobi,
P.O. Box 30197
NAIROBI.

Dear Respondents,

RE: REQUEST TO PARTICIPATE IN ACADEMIC RESEARCH ON FACTORS INFLUENCING DEVELOPMENT OF YOUTH POLYTECHNICS

I am a Masters student of the University of Nairobi carrying out an academic research for the purposes of examination leading to the award of degree of Master of Arts in project planning and management.

The purpose of this letter is to request you to provide the necessary data to the best of your knowledge as per the attached questionnaire.

By copy of this questionnaire, you have been selected to participate in the study. You are therefore; kindly requested to answer the questions below displaying utmost good faith. The study is purely for academic purpose and all information provided will be treated with confidentiality. Your prompt response will be highly appreciated.

Thanking you in advance.

Yours sincerely,

George Olela.
APPENDIX II: RESEARCH QUESTIONNAIRE

Please tick ( ) in the bracket in front of the most appropriate response. Where explanation is required, use the space provided. The information you give will be used confidentially for the purpose of this study.

SECTION A: DEMOGRAPHIC CHARACTERISTICS OF RESPONDENTS

1. Indicate your age
   (a) 20 and below (  )
   (b) 20 – 24 years (  )
   (c) 26 – 30 years (  )
   (d) 31 – 35 years (  )

2. State your sex
   (a) Male (  )
   (b) Female (  )

3. Indicate your marital status
   (a) Single (  )
   (b) Married (  )
   (c) Widowed (  )
   (d) Divorced (  )
   (e) Other (Specify) ________________________________

4. Indicate your role in training in the polytechnic
   (a) Trainee (  )
   (b) Instructor (  )
(c) B.O.M                    (  )
(d) Support officer           (  )
(e) Other (specify) ________________________________

5. For how long have you been in contact with training in polytechnic
   (a) One year and below (  )
   (b) 1 – 2 years          (  )
   (c) 3 – 4 years          (  )
   (d) 5 – 6 years          (  )
   (e) Above 6 years.       (  )

SECTION B: STUDY VARIABLES

6. To what extent do you agree or disagree that your polytechnic receives adequate funding?
   (a) Strongly agree         (  )
   (b) Agree                  (  )
   (c) Neutral                (  )
   (d) Disagree               (  )
   (e) Strongly disagree      (  )

7. Indicate the sources of funding to your polytechnic?
   (a) Students fees          (  )
   (b) Government Grant       (  )
   (c) Donation               (  )
   (d) B.O.M                  (  )
   (e) Other (specify) ________________________________

8. State the mode of disbursement of the funds?
9. How often does your institution source for these funds?

(a) Monthly ( )
(b) Quarterly ( )
(c) Semi annually ( )
(d) Annually ( )
(e) Other (specify) ________________________________

10. In your own opinion, explain the influence of funding on development of youth polytechnics in Homa Bay County.

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

11. State the highest professional qualification of the instructors in your polytechnic

(a) Certificate and below ( )
(b) Diploma ( )
(c) Degree ( )
(d) Post Graduate ( )
(e) Other (specify) ______________________________
12. Indicate the extent to which you agree or disagree that the instructors in your institution have relevant training for their tasks.

(a) Strongly Agree ( )
(b) Agree ( )
(c) Neutral ( )
(d) Disagree ( )
(e) Strongly disagree ( )

13. State the form in which those trainings are packaged

(a) Formal trainings ( )
(b) Informal training ( )
(c) Workshops and seminars ( )
(d) Use of computer training software ( )
(e) Other (specify) ____________________________

14. Indicate the frequency of embracing training to keep pace with changes in the training environment

(a) 1 -2 years ( )
(b) 3 – 4 years ( )
(c) 5 – 6 years ( )
(d) 7 – 8 years ( )
(e) Above 8 years ( )

15. In your own opinion, explain the influence of instructor’s capacity on development of youth polytechnics
16. State what value is commonly attached to training in a youth polytechnic

(a) Skills acquisition (  )
(b) Knowledge acquisition (  )
(c) Social development (  )
(d) Economic development (  )
(e) Other (specify) ______________________________________________________

17. To what extent do you agree or disagree that youth polytechnics are popular in HomaBay County.

(a) Strongly Agree (  )
(b) Agree (  )
(c) Neutral (  )
(d) Disagree (  )
(e) Strongly Disagree (  )

18. Indicate common types of cultural aspects provided in your community.

(a) Education (  )
(b) Religion (  )
(c) Initiation (  )
(d) Marriage (  )
(e) Other (specify) ________________________________
19. To what extent do these aspects of cultural practices subjected to change?

(a) Highly flexible ( )
(b) Flexible ( )
(c) Indifferent ( )
(d) Less flexible ( )
(e) Rigid ( )

20. In your own opinion, explain the influence of culture on the development of youth polytechnics in Homa bay county

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

21. Indicate the extent to which you agree or disagree that your polytechnic has adequate technological facilities.

(a) Strongly agree ( )
(b) Agree ( )
(c) Neutral ( )
(d) Disagree ( )
(e) Strongly disagree ( )

22. State the variety of technological facilities in your youth polytechnics.

(a) Computers ( )
(b) Machines ( )
(c) Equipment ( )
(d) Techniques ( )
23. How often do the technological facilities used in supporting learning

(a) More often (  )
(b) Often (  )
(c) Neutral (  )
(d) Less often (  )
(e) Hardly (  )

24. How frequently are the technological facilities subjected to review’s.

(a) Yearly (  )
(b) Quarterly (  )
(c) Biannually (  )
(d) Occasionally (  )
(e) Other (specify) ________________________________

25. In your own opinion, explain the influence of modern technology on development of youth polytechnics in Homabay County.

_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

26. Indicate the number of youth polytechnics in Homabay county

(a) 5 and below (  )
(b) 5 – 10 (  )
(c) 11 – 15 (  )
(d) 16 – 20 (  )
27. Indicate the extent to which you agree or disagree that your institution has sufficient facilities.

(a) Strongly Agree (  )
(b) Agree (  )
(c) Neutral (  )
(d) Disagree (  )
(e) Strongly Disagree (  )

28. In a scale of 1-5, indicate the rate of enrolment in your institution

(a) 1 (  )
(b) 2 (  )
(c) 3 (  )
(d) 4 (  )
(e) 5 (  )

29. To what extent are there variety of courses in your institution

(a) Below 5 courses (  )
(b) 5-10 (  )
(c) 10-15 (  )
(d) 15-20 (  )
(e) Above 20 (  )