SOCIO-ECONOMIC FACTORS INFLUENCE ON STUDENTS'ACCESS TO YOUTH POLYTECHNICS IN KAKAMEGA COUNTY, KENYA

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DECLARATION

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

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DEDICATION

I dedicate this work to my mother Colleta Mulondanome for her tireless support, prayers and encouragement, my brothers and sisters for their moral and financial support and encouragement and my daughter Claudia Naliaka for making it the motivation.

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LIST OF ABBREVIATIONS AND ACRONYMS

EFA	Education for all
EI	Education International
GER	Gross Enrolment Rate
KCPE	Kenya Certificate of Primary Education
KCSE	Kenya Certificate of Secondary Education
MOEST	Ministry of Education, Science and Technology
MOYAS	Ministry of Youth Affairs and Sports
NACOSTI	National Commission for Science, Technology and Innovation
TIQET	Totally Integrated Quality Education and Training
TVET	Technical Vocational Education and Training
UNESCO	United Nations Education Scientific and Cultural Organization
VET	Vocational Education and Training
YPs	Youth Polytechnics

ABSTRACT

The study investigated the socio-economic factors influencing students' access to youth polytechnics in Kakamega County. The study sought to establish the extent to which parental level of income, learner's gender, learners' attitude and government funding influenced students' access to youth polytechnics in Kakamega County. The study was conducted through descriptive survey research design. Data was collected using questionnaires from 350 finalist youth trainees, five youth polytechnic H.O.Ds and one County youth training officer. The youths were selected from a target population of 1140 in all the polytechnics under study through the use of cluster sampling technique. The instruments were piloted in one youth polytechnic and a reliability coefficient of 0.746 as attained and hence accepted as reliable. The major findings of the study were that parents' level of income greatly influences enrolment rates, retention rates and completion rates in Youth Polytechnics. The gender of the learners majorly influences access in that there is a variation in the enrolment rates between the female and male students. Only about 33% of the respondents were female. Learner's attitude will influence enrolment rates, retention rates, dropout rates and even the completion rates. It was found that the majority of youth who drop out of YPs do so because they develop negative attitude towards the training. Another major finding was that government funding through improved facilities, increased tuition allocation and well trained and adequate instructors will improve access to youth education.The study concluded that access to Youth Polytechnics is influenced by parent's level of income, learner's gender, learner's attitude and government funding. The study recommends increase in amount of bursaries and grants to students. This will enable trainees from poor backgrounds to access YP education besides enhancing their retention in the institutions, increase in the courses offered in YPs to attract both the genders to enroll. As it stands now the courses offered were more male oriented. Therefore a revision of the YP curriculum should be done, national and county governments plus other stakeholders to ensure that more funds are allocated to Youth Polytechnics to enable them acquire adequate and modern facilities and adequate and qualified human instructors to provide quality training. Private partnerships should be brought on board to support YPs.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Education and training is a key contributor to the human capital development and a basic human right. This is the reason for it remaining the subject of various significant world conventions and conferences such as Universal Declaration of Human Rights in 1948 (UN, 2000), the World Education Forum (WEF) and Education for All (EFA) agenda (UNESCO, 2004), to which Kenya is a signatory. The Millennium Development Goals (MDG, 2000) singled out education as the key to development. The overall expectation was that globally, all people should have access to basic education by the year 2015 as a basis for further education and training to other levels like Technical and Vocational Education and Training (TVET) (Lumuli & Mayama, 2012).

This has led to improved government participation and funding of the youth polytechnics in an attempt to increase jobs through skill development.

At the county level, Kakamega County acknowledges the critical role that YPs play in reducing youth unemployment by equipping them with employable skills. Access to these institutions remains an issue of concern given that the county has so far only 12 registered YPs with a total enrollment of 3780 trainees according to the county's Education and ICT Sector Plan 2013-2017.

Table 1.1: Enrolment and Capacity of youth polytechnics in Kakamega County (2011-2015)

Year	**2011**	**2012**	**2013**	**2014**	**2015**
Capacity	720	720	720	720	720
Enrolment	314	343	356	371	395

Source: (MOYAS, 2014)-Kakamega County

In efforts to address this the County's Education Ministry has developed a Youth Polytechnic Policy document that will guide the operations of all Youth Polytechnics in reference to registration, governance, financial management, monitoring, evaluation and capacity building. Moreover, the ministry has initiated a number of programs and flagship projects in line with Vision 2030 in all the county's wards for example setting aside funds to build more Youth Polytechnics in all Wards, expanding the facilities of the existing youth polytechnics and ensuring they are registered by the national government, providing more grants to students and operationalizing affirmative action for the disadvantaged and marginalized groups within the county (Kakamega County Education and ICT Sector Plan 2013-2017). It is acknowledged in the policy document that indeed this will go a long way in improving the image of Youth Polytechnics which can easily lead to an increase in access to the institutions.

1.2 Statement of the problem

The development of Youth Polytechnics is critical in Kenya's efforts to create employment avenues for out of school youths. A study done by Simiyu (2009) revealed that the survival of any academic institution is largely dependent on enrolment rate and therefore one may wonder why this rate remains low in Kakamega county or what could be the factors influencing access to YPs in the County? Studies show that some of the factors that may influence access to YPs include lack of training facilities, inappropriate and relevant policies and the inability of graduates to secure employment (Ngumbao, 2012; Muriithi, 2013; and Mursoi, 2013). However, none of the studies above focused on Kakamega County and they also did not look at other factors influencing access to Youth Polytechnics.

The success or failure of Youth Polytechnics to absorb both primary and secondary school graduates who had not enrolled in any training institution is evident in Kakamega county when looked at in relation to enrolment levels. The total annual capacity for the twelve Youth Polytechnics was 4380 trainees yet the total annual enrolment by all institutions by average is 1140 trainees amounting to 30.6 %. Granted so, then what is the future of the remaining 69.4% students? Annually, more than 40,000 students from primary and secondary schools graduate in the County while the Youth Polytechnics only enroll 1140 trainees within the same period. This existed against increased government policy

initiatives to improve access to Youth Polytechnics at both education levels, for example, increased funding for expansion and provision of student grants besides the concerted efforts made to sensitize the communities on the need to impress Youth Polytechnics by leaders and other stakeholders in the county. Obviously, the youth situation could be a time bomb in the county.

There was, therefore, need to look into the factors that influence access to public Youth Polytechnics within the region. The purpose of the study was therefore to investigate the socio-economic factors influencing access to Youth Polytechnics in Kakamega County, Kenya.

1.3 Purpose of the study

The purpose of the study was to examine how socio-economic factors influence students' access to youth polytechnics and how transition rates and enrolment rates, retention rates and completion rates can be improved to achieve efficiency of the available resources.

1.4 Objectives of the study

The study aimed at achieving the following specific objectives:

i. To determine the extent to which parental level of income influence access to youth polytechnics.

ii. To examine the extent to which the learners' gender influence access to youth polytechnics.
iii. To establish the extent to which learner's attitude influence access to Youth polytechnics.
iv. To establish the extent to which government funding influences access to youth polytechnics

1.5 Research questions

The study was guided by the following questions,

i. To what extent does the parental level of income influence access to youth polytechnics?
ii. To what extent does learner's gender influence access to youth polytechnics?
iii. To what extent do learners attitude influence access to youth polytechnics?
iv. To what extent does government funding influence access to youth polytechnics?

1.6 Significance of the study

This study is significant to youth polytechnic policymakers as the policies they make will be used by the managers in their effort to make the institution popular to potential trainees. It was expected to yield findings which would bridge the gap between the ever-increasing number of idle youths and the government's effort to

train them in preparation for the real responsibilities which include career changes and alternating periods of unemployment. This would improve their individual economic status and finally the country's general economic development.

1.7 Limitations of the study

According to Kerlinger (1993), limitations refer to the constraints that the researcher has no control over. The major limitation of the study was that a direct control of independent variables such as parents' level of income, learner's gender among others, by the researcher was not possible. The dependent variable, access, could not be manipulated, as it was already set when the study ensued. Other factors like attitude and government funding had already occurred and so could also not be manipulated.

1.8 Delimitations of the study

A single study cannot cover all the aspects of any subject area. Delimitation is the act of restricting a study to a certain geographical area or subject (Kombo, 2006). This study was therefore carried out in Kakamega County. The views were sought from the county director of youth training, youth polytechnic instructors and principals and youth polytechnic trainees.

1.9 Basic assumptions

The study assumed that equipping of youth with technical and entrepreneurship skills is delivered in a most effective, efficient and professional manner. Access to youth polytechnic education was influenced by several factors and the respondents selected were able to express themselves freely and without fear bearing in mind that the research is only for academic purposes only.

1.10 Definition of significant terms

Access : Refers to the ability of a student to enroll in a youth polytechnic

Adequacy: Refers to the availability and sufficiency of resources used to provide desired results

Career opportunities: Refers to the availability of chances for employment

Drop out: Refers to an individual who does not complete a level of education for a certificate award

Enrolment: Refers to registering in a course or an institution

Enrolment level: Refers to the number of persons registered in an institution for a course

Human resources: Refer to the teaching staff available in youth Polytechnic

Socio-economic factors: Refer to an individual's or group's position within a hierarchical social structure.

Technical training: Refers to programs that impart skills and knowledge to enable individuals to take middle-level professional position in the world of work

Transition level: Refers to the number of persons moving on from one level of education to the next for example from primary education to secondary education

Vocational training: Refers to undertaking jobs related to a specific occupation

Youth: Refers to a person between the age of 15 and 35 as defined by the African Youth Charter.

Youth polytechnic: refers to a community owned vocational training institute offering artisan and craft courses registered by MOEST and MOYAS and receiving government support.

1.11 Organization of the study

The study is organized into five chapters. Chapter one consisted of background information on the problem, statement of the problem, purpose, objectives, research questions, significance, basic assumptions, limitations and delimitation of the study. The Chapter also consisted of the organization of the study and definition of significant terms. Chapter two consisted of a brief discussion of the related literature to the study of the following sub topics: historical perspective of

Youth polytechnics in Kenya, the level of income of the parents, learner's gender, attitude of the learners to youth polytechnics, government funding of youth polytechnics, theoretical framework, conceptual framework and summary of the literature review. Chapter three described research methodology used in the study. The chapter has the topics, research design, target population, sample size and sampling techniques, research instruments, the reliability of instruments, the validity of the instruments piloting, data collection procedures and data analysis procedure. Chapter four consisted of findings from data analysis, a summary of the research findings. The last section of the project – Chapter five consisted of the summary of the study, conclusions, and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This section covers the historical perspective of the youth polytechnics in Kenya, and then the factors influencing access to youth polytechnic education are discussed, which include the level of parents' income, gender issues, and attitude of the learners towards the youth polytechnics and government funding of youth polytechnics. Then there is a summary of the related literature.

2.2. Historical Perspectives of youth polytechnics in Kenya

A youth polytechnic is a low-cost community-based learning institution (Yambo, 1986). Youth polytechnics were established to help mitigate the problem of unemployment of primary school graduates in rural areas; those who were unable to find employment, further training or education (Wanjala, 1973, Sifuna 1975). The main objective of youth polytechnics is to equip the youth with relevant skills, knowledge, and attitudes that would lead them into gainful self-employment and to enable the young people during and after training to contribute to the development of their communities by building up the economic strength of those communities (Waithaka, 1989).

Youth polytechnics were established in Kenya in 1966 after a conference held at Kericho on education, employment, and rural development. The conference noted that only a small portion of primary school graduates received places in secondary schools (Sheffield, 1967) and youth polytechnics were seen as a way of addressing the primary school graduate unemployment problem. The Youth polytechnics were to be closely related to the local needs and absorption capacities of the rural villages (Thompson, 1981). Between 1966 and 1977, more than 53 Youth polytechnics were established and the demand for them was expanding. However, the emphasis of Youth polytechnics diminished in the 1980s due to the introduction of the 8-4-4 education system which sought to integrate vocational education into the formal education system (Kiplagat, Kitainge & Wasyonju, 2010).

Lack of clear policies on the management of the Youth polytechnics led to the decline of the quality of education provided to such an extent that the youth polytechnics were regarded as the institutions for failures and 'drop outs' (Dubois, 2010). In 2005, the government embarked on an intensive revamping of the Youth polytechnics. Several projects were initiated to uplift the image of the Youth polytechnics and make them more appealing to the youth. Currently, there are over 700 Youth polytechnics with an enrolment of over 100,000 trainees (The Republic of Kenya, 2012).

2.3 Parent level of income and students access to youth polytechnics

Education is a human right (Constitution of Kenya, 2010). However, the cost of education is high both directly and indirectly. Funding of education especially in youth polytechnics is done by both parents and the government. The government`s role, however, has been limited to just small grants to bridge the staff salaries until recently when it started paying subsidies of Kshs 10,000 per student per year which has now risen to Kshs 15,000. The government is also responsible for training the teachers which are done at Kenya Institute of Technical Training. This, therefore, implies that the choice of learners to enroll in youth polytechnics is largely dependent on the ability of the parent to raise the required fees.

Economic status is the level of how poor a person is (Ahmed, Andaleb & Arif, 2004) poverty is the inability of a household to meet or afford certain basic needs which include education and training (Muthui & Mugambi, 2010). Most individuals do not consider education as a basic need despite the constitution stating otherwise. Therefore most parents choose to basic needs like food, shelter, and clothing to education and training. Students from poor households are more likely to miss school than students from affluent backgrounds (Keriga & Bujra, 2009).

Therefore the level of income of the parents will dictate the enrolment level in Youth polytechnics. Becker and Tomes in their research in New York on the rise

and fall of families noted that poor families were financially constrained hence could not invest in the education of their children (Becker & Tome, 1996).

Kenya's economic survey report noted that poor economic growth in Kenya led to persistent poverty among Kenyan households (The Republic of Kenya, 2013) who lived below the poverty line and were, therefore, unable to access basic services like food, shelter, health, and education. This was why Ngerechi observed that even though tuition fees in YPs was reasonable, it still remained high for most families that were poor (Ngerechi, 2003). This he noted hindered access and retention in TVET institutions because most often students are sent home for fees, get de-motivated, disinterested and dropout. Research by Ngumbao on factors affecting youth enrolment in YPs in Mombasa County noted a direct link between economic status and enrolment rates (Ngumbao, 2012). Among the economic variables discussed included a number of fees charged which ultimately increased the cost of education.

From the above literature review, effect of income levels on education had been elaborated at different education levels like primary and secondary education in countries like USA and Nigeria, where, it had been noted that economic factors had a significant impact on enrolment levels. No research had been done in Kakamega County Kenya in relation to how parents' level of income affects access to YPs and thus, this research intends to fill this gap.

2.4 Learner's gender and access to youth polytechnics

Gender of the learner could either be male or female. In this study, however, the focus was placed on what community perceives as the contribution of different genders to the society. In many societies, girls and boys are assigned different roles which are sometimes deeply embedded such that they affect the decision of the family on who should or should not attend school.

Prevailing cultural beliefs on the role of the girl child in the community may have an effect on the enrolment rates, especially for girls. In most African societies, it is most culturally believed that it is not important to educate the girl child. This, however, is a perception that is being dealt with as observed in various studies. However, most rural communities hold this important and believe girls are supposed to do household chores and look after their young siblings or get married. Adamu-Issah, Elden, Forson, and Schrofer (2007) found out that in Ghana girls were expected to take care of their sibling and do household chores.

Vocational training involves hands on activities. The skills passed on, mainly require that learners take part in the skills acquisition. It is practical. The main skills acquired are masonry, carpentry, tailoring, plumbing, welding, shoe making and so on. Except for tailoring, most of this other skills are considered male fields. At skills acquisition level, the girls are confined to courses which in most cases define their role as perceived by society. As assessment report on, female enrolment in technical and vocational training by the national working group on

technical and vocational training (2009) revealed that out of 2,332 students who enrolled in 5 vocational training colleges in Liberia during the 2006/2007 academic year only 28% were girls. Of these, 62% were in the traditional female trades while only 38% were in the male trades.

In Kenya a greater percentage of the enrollment in youth polytechnics are males. Existing data for a study done on selected Youth polytechnics in Kwale, Kitui and Taveta districts shows that a total of 120 students enrolled for the dressmaking course in 2001, only 1 of these students was male, the rest were female. While only 19 females enrolled in male oriented course against the 208 males, Kinyanjui (2007). In Kakamega County, of the 475 students enrolled in the 2011/2012 academic year, only 18% were female. From these that it can be suggested that low enrollment especially of females is due to the perceived lack of course in Youth polytechnics that favor women.

2.5 Learner's attitude and access to youth polytechnics

The aim of TVET is to equip learners with basic skills needed to perform productive work. In a comparison between the economic success of German and Switzerland; and the low success of France and UK, the main reason was found to be in the different approach that the countries give to vocational education. The French were said to "Look down on vocational training perpetuating the notion that intellectual education is more worthy than manual work." This is as reported in an article the, web by Jerome Frantz headed, 'Vocational education: learning

the works'. He was the chairman of des Industries Mechanics. On the other hand, German and Switzerland have taken a very different view of on the value of vocational training. About 65 per cent of youth between 15 and 19 years obtain apprenticeships compared with only 6 per cent in England. The apprenticeships take three to four years, spending an average of three days in a week in college. The result is highly employable youths.

The result of negative attitude is lack of skills for the labor market which is a major cause of unemployment. Most of the adult youth who form 60% of the active employable labor force remain unemployed because they lack the appropriate skills for the labor market. These are the skills mostly offered in the YPs. Clark and Palmer (2011), citing African Economic Outlook 2011, points that the African youth face high rates of unemployment despite having a vast reservoir of talents, skills, and opportunities that through smart interventions can be transformed into a productive workforce. This information is brought out in a study done in West and East African countries. The study shows that the worst hits are Kenya and Madagascar in East Africa and Cameroon, Nigeria and Cote d Ivoire (Adams, 2011). A skills mismatch makes the situation worse where for example the youth may insist on getting a course in IT while the demand is on plumbers or even farmers.

This has led to many countries infusing the essential components of technology into their school curriculum. This is done in the form of technical and vocational

education. This will hopefully raise the interest of the YPs education as it will be a continuation of something they appreciate. In Kenya, technical studies have been re-introduced in secondary Schools as examinable subjects. These had been dropped out of the program in 2003 when the Ministry of Education launched a revised syllabus for primary and secondary schools in a bid to relieve the learners of their strenuous workload of the then 8-4-4 curriculum. It was in the year 2007 that the PS for education said that the ministry had reconsidered its decision to scrap the technical subjects. This was recorded in a Daily Nation that year.

Inhibitive socio-cultural practices affect the youth in their choice of training. Certain socio-cultural practices have given the youth predetermined ideas which inhibit their career development. Some of these could be male students' enrolling for a hair and beauty course. Even though it might be marketable, the males will shy away as it is mostly associated with females. A survey by Adana, (1986), revealed that education in Africa has not adequately helped to open the youth to himself so that he becomes known to himself, his interests, capacities, values, attitudes and the world around him. Early marriages also fit in this category.

2.6 Level of government funding and access to youth polytechnic education

In planning the quality of education and training, it is obvious that teachers are probably the most vital component of the entire education process. Towards this end, Abuel-Ehlers study revealed that teachers are critical to the provision of quality education because they impart literacy and numeracy skills in addition to

providing a set of complex, analytical, social and emotional skills (Abuel-Ealer, 2012). He went further to note that how they are prepared for teaching is a critical indicator of education quality given that good teacher training should deal with aspects of academic qualifications, pedagogical training, experience, in-service training and professional development. Therefore, he concluded that educational institutions should have sufficient and highly qualified teachers.

In Kenya, research done by Khatete noted that teacher characteristics after pre-service training can be improved through in-service programs whose aim should be to enable a practicing teacher to improve on instructional and professional knowledge, interests and skills (Khatete, 2010). Therefore, to him, improvement in the quality of learning depends on the improvement of teacher competency since they are at the center of teaching and learning process and moreover, the quality of Technical Vocational Education and Training to a great extend depends on the competence of the trainer. It was observed that teachers in VET institutions lack necessary industry-based technology skills updated through industrial attachment (Nyerere, 2009). Nyerere further noted that Kenya Technical Training College (KTTC) had shifted from its original mandate as a producer of trainers and was now competing to offer programs similar to National Polytechnics and therefore quality technical teacher training had been completely compromised. The few qualified teachers left the profession due to low salaries, difficult working conditions and insufficient professional support (Bourgonje and Tramp, 2011).

The Ministry to of Education Science and Technology noted in its report that adequate and modern facilities were essential features of a sound and vibrant TVET system (MoEST, 2008). Availability of adequate and modern training facilities to cope with rapid technological changes has been an issue even with the richest nations according to the ministry report. In assessing YPs role in Kenya, Owano noted that provision of better-equipped workshops, the supply of training materials and greater emphasis on practical skills would improve the program and lead to increased access (Owano, 1998).

2.7 Theoretical framework

The theoretical framework of this study was based on the Human Capital theory as proposed by Schultz (1961). The theory assumes that formal education and training increases the productivity of workers by imparting useful, relevant, sustainable knowledge, skills, competencies and social values. This theory relates directly to TVET because of its orientation towards the world of work plus its emphasis on acquisition of employable skills. To this end, it increases the productivity of workers just the same way machines increase productivity in entrepreneurship. This is why education is considered as a capital good responsible for developing human skills required for the production of goods and services in the economy. Empirical studies (WB, 1993), show that there is a strong connection between access to VET and rapid economic growth.

However, Human Capital Theory had been criticized on several grounds for example at the individual level, it had become controversial whether or to what extend education and other forms of human investments are directly related to improvement in occupation and income. Moreover, the theory fails to account for a growing gap between an increased expansion of education and the diminishing number of commensurate jobs, especially in developing countries. The increasing learning efforts have not led to substantial economic gains due to declining educational standards and at the same time, the theory fails to account for the widening gap between increased access to education and lack of appropriate skills to fast truck economic growth and development mostly in developing nations.

2.8 Conceptual framework

Figure 1: socio-economic factors influencing access to YPs

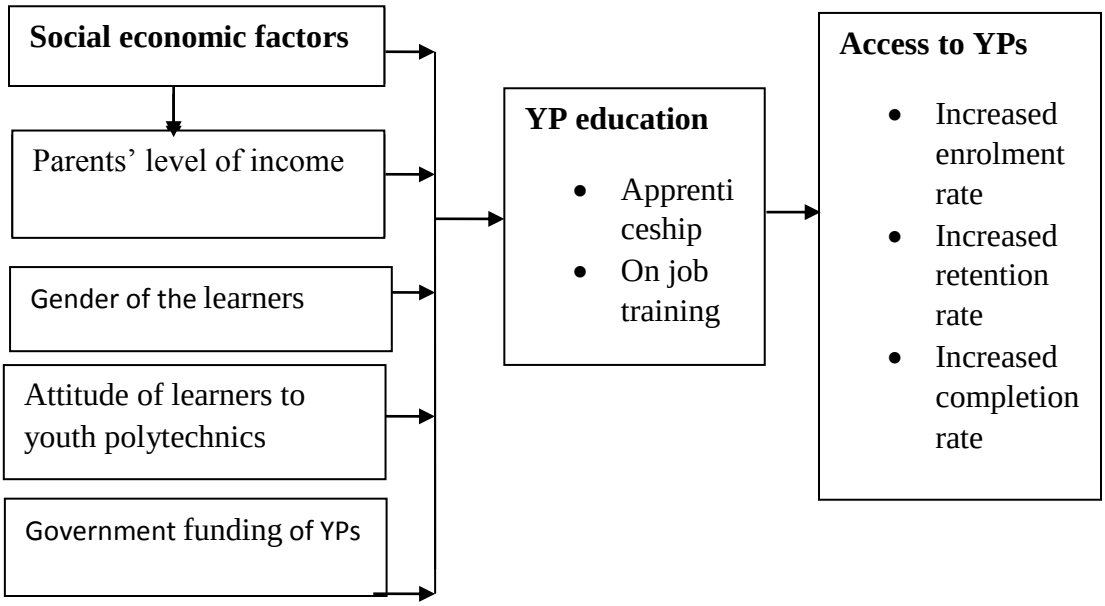


Figure 2.8 depicts factors influencing access to YPs namely; attitude of youths, Parental level of income, gender issues and government funding that may be instrumental in enhancing provision of Youth Polytechnic education, apprenticeship training and on the job training among others. This eventually determines access levels to Youth Polytechnics which may be measured by increases in enrolment rates, retention rates or completion rates. The education production function summarizes the relationship between inputs and outputs in the educational training process. When students perceive that TVET doesn't grantee them good jobs that can result in high income and social status then, they will not enroll in the institutions. Also, if TVET can't grantee opportunities for further studies then access will remain low. Poor parents can't meet direct and indirect costs of education hence their children continue to remain out of educational institutions. Institutions with enough and modern teaching and learning resources will provide quality teaching hence increased access. Moreover, availability of the human resource is critical to preparing students with quality marketable skills and thus, if there are no sufficient, trained and qualified teachers then access will be low.

2.9 Summary of literature review

The literature reviewed involved studies internationally regionally and nationally which focused on factors that influence access levels in educational institutions. Hewitt (2010), Batterham and Levesley (2011), Jones &Larke (2001), Needham

&Papier (2011) and Myburgh (2005) studies on Career choices noted that careers which guarantee employment and attract high salaries experience high access than those that does not. While their findings were quite informative, none focused on Kakamega County. Therefore, this study intends to fill this gap.

Keriga and Bujra (2009), Becker and Tome (1996) and Akale (2007) studied on the influence of income levels on access to educational institutions generally. Ngumbao (2012) studied on factors influencing enrolment levels in Youth Polytechnics in Mombasa and concluded that a number of fees charged were critical in increasing education costs which eventually impact on enrolment rates. All the studies never dealt with how parental level of income influences access to Youth Polytechnics in Kakamega. Moreover, the studies dwelt on mainly a desktop review of the literature with the limited use of actual field studies. They also used limited instruments that could not solicit sufficient real-time and current data for analysis and hence, this study intends to fill this gap.

Additionally, literature from Ayoo (2003), Gurney (2007) and Adeyemi (2008) also revealed that physical facilities had an impact on educational quality and hence, influence access greatly while Abueler-Ealer (2012), Khatete (2010) and Bourgonje and Tramp (2011) studies on influence of well-trained human resource on enrolment levels in education were in agreement in their conclusions that well trained, qualified and properly in-serviced teachers was an indicator of education quality.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The chapter discussed the methodology that was used to conduct the research namely research design, target population, sampling and sampling techniques, research instruments, the validity and reliability of the research instruments, data collection procedures and the data analysis techniques and ethical considerations.

3.2 Research Design

The study adopted descriptive survey research design which is appropriate in investigating factors influencing access to YPs in Kakamega County. The design involved asking a similar set of questions in the form of a written questionnaire and an interview schedule to respondents. It allowed the gathering of large data from a relatively large number of cases at a particular time, is less costly and more confidential (Saunders, 2007).A descriptive survey was appropriate for the study because it involved fact findings which enabled the researcher to gather data at a particular point in time and use it to describe the existing conditions.

3.3 Target Population

There are twelve registered public youth polytechnics in Kakamega County with a total of 1140 students enrolled. The target population for the study consisted of

twelve Principals, thirty-six H.ODs, one county youth training officer and 350 finalist youth polytechnic trainee students. Finalist students were used in the study because they are likely to make adequate responses given that they have a lot of experience. County youth training officer was interviewed to give in-depth information concerning the adequacy of human resources in the County.

Table 3.3: Target population

Category	**Target population**
Principals	12
H.O.Ds	36
Students	1140
Total	1188

3.4 Sample size and sampling procedures

In this study, stratified random sampling technique was used to select 31% finalist students from a total of 1140 students in twelve Youth Polytechnics took part in the study. Mulusa (1990) recommends a sample size of 30% to be appropriate in making estimates of the characteristics studied. However; the researcher used 31% as a sample to take care of non-response cases which could make the sample fall below recommended rate.

Table 3.4: Sample size

Category	Total population	sample	Percentage (%)
Principals	12	3	25
H.O.Ds	36	15	41.6
Students	1140	350	31
Total	1188	368	30.9

3.5 Research Instruments

Two instruments were used namely interviews and questionnaires. Questionnaires were used because they guaranteed uniformity of data and, were appropriate because all respondents were literate and capable of answering the items written in the English language. They were administered to all the sample population after being designed in a structured form. Unstructured items were included to allow in-depth responses and give insight into the respondent's feelings, hidden motives, interests, and decisions which gave room for qualitative analysis (Mugenda & Mugenda, 1999).

The interview schedule for the county youth training officer was designed to contain items that deal with issues related to the adequacy of government funding on access. Interview schedule also allowed the researcher to obtain in-depth data which is not possible to get using a questionnaire. The researcher used

unstructured questions to seek out the relevant information while taking notes during the interview.

3.6 Instruments validity

The research instruments were validated before by my supervisors who are senior lecturers in the University of Nairobi. They reviewed and analyzed the contents of the questionnaires and interviews schedules in order to ascertain the instruments suitability for the purpose for which they are designed.

3.7 Instrument reliability

Reliability is a measure of the degree to which a research instrument gives consistent results after repeated trials (Mugenda & Mugenda, 1999). The test re-test technique was used. The researcher administered questionnaires to students and H.O.Ds in three YPs. Orodho (2009) noted that the pre-test should be 10% of the sample. Thus out of twelve YPs, three YP were selected. After one week interval, the same questionnaires were administered in the same way to the same groups.

The two scores were then correlated to establish whether the contents of questionnaires were consistent in eliciting the same responses every time the instruments were administered. The coefficient of reliability was calculated using the Pearson Product Moment correlation (r) using the formula:

$$r = \frac{N\sum XY-(\sum X)(\sum Y)}{\sqrt{\{(N\sum X2 - (\sum X2)][N\sum Y2 -(\sum Y2)]\}}}$$

Where r- is the Pearson's correlation co-efficient

X- is the result from the first test

Y -is the result from the second test

N-is the number of observations.

A correlation of between 0.7 to 1 is considered reliable.(Mugenda & Mugenda, 2003)

Any value of r lower than 0.7 should be considered unreliable for it cannot be used to make accurate predictions (Charles, 1988). Respondents' x-scores and y-scores were used to calculate the value of r which was evaluated based on:

Correlation(r)	relationship
0.0 - 0.2	negligible
0.2 - 0.4	low
0.4 - 0.6	moderate
0.6 - 0.8	substantial
0.8 - 1.0	high to very high

The calculated value of r was 0.746 hence, the instrument was found to be reliable. This reliability is acceptable method in survey research that is qualitative in nature since it leads credibility to the findings of the study when based on several accounts and sources (Mugenda and Mugenda, 2003)

3.8 Data collection procedure

The researcher obtained a research permit from the National Commission for Science, Technology, and Innovation (NACOSTI) before embarking on data collection in the field. The students and H.O.Ds' questionnaires were administered in person by the researcher. To facilitate the high rate of return, the questionnaires were collected the same day. The researcher contacted the principals' and the county youth training officer earlier to book for the interview appointment. The interview was carried out on the appointed day.

3.9 Data analysis techniques

Questionnaires administered to students and H.O.Ds' were first checked to ensure they were complete. Qualitative and quantitative data were collected to provide a balanced assessment and interpretations. To analyze quantitative data, data was scrutinized for completeness, accuracy and uniformity then coded according to themes and then keyed in the statistical package for social science (SPSS) computer package. These statistics were presented using frequency distribution

tables and percentages. Being a descriptive study, descriptive statistics in the form of frequencies, tables, and percentages were used to analyze the qualitative data.

3.10 Ethical considerations

Ethical issues relate to the privacy of possible and actual participants, voluntary nature of participation, the right to withdraw partially or completely from the process, consent, possible deception of participants and maintenance of confidentiality of data provided by individuals or identifiable participants and their anonymity (Saunders, 2007). Thus, care was taken in this research to avoid harm to all respondents for example; consent was obtained first before any engagement and their personal identity was held confidential during interviews and questionnaires. Respondents were not pressured or coerced to give information and data was collected at the convenient time to both parties.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS, AND INTERPRETATION

4.1 Introduction

This chapter presents the investigation of factors influencing students' access to youth polytechnics in Kakamega County with a specific focus on the extent to which parental level of income, learner's gender, learner's attitude and government funding. The quantitative findings are presented in tables, histograms, and pie-charts. Qualitative findings have been incorporated in research findings on the basis of reviewed literature and field experience and have been shown subjectively in the researcher's comments. The chapter contains an extensive discussion of the findings to establish the link with past theories.

4.2 Questionnaires Response Rate

Response rate refers to the number of subjects that respond to the data collection instruments Mugenda and Mugenda (2003). A response rate of 50% is considered adequate for reporting and analysis, a response rate of 60% is considered good, a response rate 70% and above response rate is very good and can be used to draw conclusions.

Researcher administered questionnaires to the respondents whose rate of response is as shown in Table 4.2

Table 4.2 Questionnaire response rate

Polytechnic	**Questionnaires issued**	**Questionnaires returned**	**percentage**
Lugala	45	43	95.5
Muranda	68	67	98.5
Bushangala	72	70	97.2
Malava	75	75	100
Kakamega county	90	87	96.7
Total	350	342	97.7

Source: Field data 2016

From Table 4.2, the average response rate was 97.7% in all the institutions. This was because the researcher went to the field in person administering questionnaires and clarifying issues where necessary. The researcher, therefore, determined that this response rate would be sufficient to produce reliable results.

All the H.O.D's filled and returned the questionnaires and therefore, their response rate was 100%. The total number of targeted respondents represented populations but not samples and therefore, the researcher determined that this

would be sufficiently representative. Therefore a response rate of 97.7% is adequate to make generalized conclusions.

4.3 Demographic information of respondents

The researcher sought the demographic characteristics of the respondents which are very critical to the study as they generally determine the desires and choices of the respondents. The demographic characteristics considered in this study were the gender of the respondents and the age. Table 4.3 shows the response on students' gender.

Table 4.3: Students' Gender

Gender	Frequency	Percentage	Valid %
Male	**233**	**66.57**	**65.71**
Female	**117**	**33.43**	**31.76**
Total	**350**	**100**	**97.47**

Source; Field data

From table 4.3, the majority of the respondents (66.57%) were male, while only 33.43% were female. Gender generally determines career choice, male and females have different roles in the society. This aspect is significant to the study because more men than women are actively involved in technically oriented institutions which generally offer vocational training. From the above findings, it is evident that the old belief that technical education is a male dominated field holds true.

The researcher also established the age of the respondents. This is significant to the study because the age of an individual determines the choice and drive to engage in learning in a specific institution. The youth people often tend to attend any form of training while slightly older individuals consider their time for training already passed and prefer to engage in other activities like a business. The respondents were requested to complete a questionnaire indicating their age. The findings are shown in Table 4.4

Table: 4.4: Age bracket of respondents

Years	**Percentage**
15 years	3%
16-20 years	64%
21-25 years	29%
Over 25	4%
Total	**100**

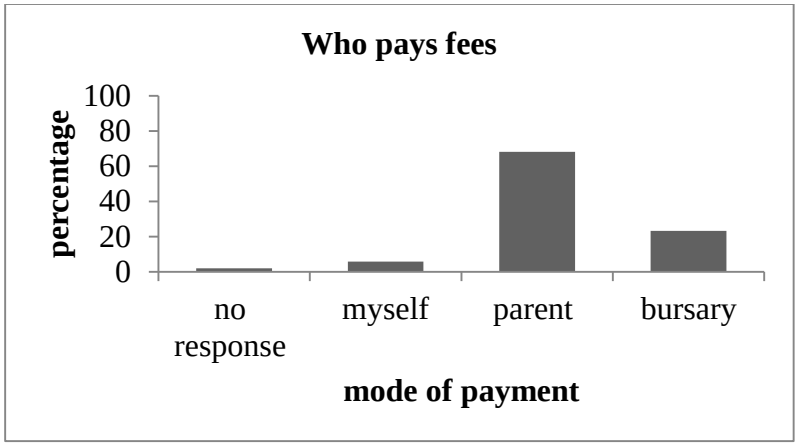
The findings indicate that a majority of the respondents (64.2%) were, youths, their ages laying between 15-20 years followed by 21-25years (29.1%) those of 15 years (3.1%) and the H.O.Ds principal and county youth director who are above 25 years made up (3.4%). The implication of the above findings is that a good number of the youths who missed out on the formal training had enrolled in the youth polytechnics. This dispels the belief that the youth polytechnics were

majorly occupied by the old who had missed out on education and wanted to acquire the basic survival skills offered at the youth polytechnics.

4.4 Parents level of income and students access to youth polytechnics

The economic strength of a household determines the type of education that is chosen by the particular household. The level of income determines the quality of education provided. Students from poor families are more likely to miss school than those from rich families due to failure to pay school fees. The study sought to find out who pays school fees for the students. The findings are given in figure 4.4.1

Figure 4.4.1Sources of students' fees in youth polytechnics

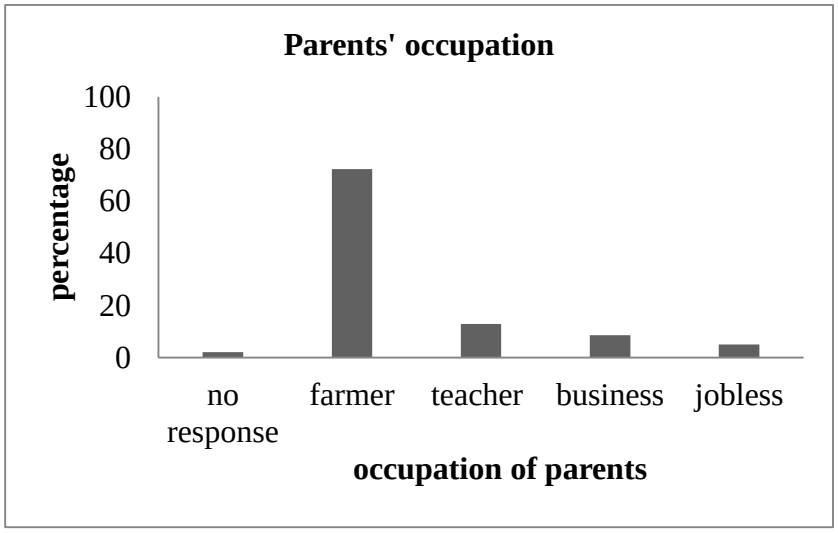


Source: field data 2016

As indicated in figure 4.4.1, 68.1% of the respondents' fee was paid by parents. This was interpreted to imply that majority of parents were aware and committed to their obligation of paying fees for their children in Youth Polytechnics.

The ability of parents to raise fees is affected by their level of income. Towards this endeavor, the study, therefore, sought to establish the economic background of parents. The findings are given in figure 4.4.2.

Figure 4.4.2Occupation of parents



Source: field data 2016

Figure 4.3 shows that a large proportion (72.3%) of the respondents' parents were peasant farmers who hardly produce enough for family consumption because peasant farmers employ traditional methods of farming and also utilizes family labor. This was likely to affect payment of tuition fees for Youth Polytechnic trainees given that the occupation yields low income. From these findings, the researcher sought to establish the ease of difficulty learners faced in fee payment. The findings are in table 4.4.1 below

Table 4.4.1Students' ability to pay fees

Ability	Frequency	Percentage
Easy	23	6.57
Difficulty	308	88
No response	19	5.43
Total	350	100

Source; field data 2016

From the above findings, most of the learners (88%) experience difficulty in paying school fees. These findings are in agreement with Mukunda's findings (2004) who noted that students find it difficult to meet both the direct and indirect costs of education. This may lead to increased dropout rates or absenteeism which reduces the efficiency of the system.

Table 4.4.2 State of enrolment in youth polytechnics

Year	2011	2012	2013	2014
Capacity	**720**	**720**	**720**	**720**
Enrolment	**273**	**296**	**317**	**325**
Percentage	**37.92**	**41.11**	**44.03**	**45.14**

Source: Field data 2016

Table 4.4.2 shows that most of the youth polytechnics register less than 50% of their capacity. This is likely due to the families' economic status which is in

agreement with the economic survey report (The Republic of Kenya, 2013) most households live below the poverty line and will be struggling to meet other basic needs. These rates of enrolment are in line with Keriga and Bujra (2009) findings which revealed that students from poor families are likely to miss education due to failure to pay fees than those form rich families.

4.5 Learner's gender and access to youth polytechnics

The main focus was to analyze how the gender of the learner influence a person's choice to access youth polytechnics. The researcher sort to seek the respondents view on enrolment of learners on the basis of gender in the youth polytechnic. The researcher posed the question 'Do you think boys and girls in your community should be given equal opportunity to pursue youth polytechnic education?

Table 4.5 Response on equal opportunity for learners

Response	Frequency	Percentage
Yes	299	85.43
No	27	7.71
No response	24	6.86
Total	350	100

The findings show that 85% of the respondents would like equal opportunities for both the boys and girls in the community to access youth polytechnic education.

From table 4.3, it is evident that there are more male learners enrolled to youth polytechnics compared to female learners. Also, the researcher sought to find out the relationship between the choice of the course and the gender defined roles in the community. Table 4.5 illustrates the findings.

Table 4.6 Course and number of students enrolled

Course	Male	Female	Total
Carpentry	**52**	**15**	**67**
Electrical	**33**	**9**	**42**
Masonry	**47**	**13**	**60**
Plumbing	**39**	**7**	**46**
Tailoring	**17**	**33**	**50**
Weaving	**12**	**24**	**36**
Welding	**33**	**16**	**49**
Total	233	117	350

Source: field data 2016

Figure 4.6 above shows that there is a significant relationship between gender and the course chosen, at the youth polytechnic. The courses studied by the learners at the youth polytechnics vary with gender. This is in agreement with Ngumbao (2012) findings on enrollment to youth polytechnics in Mombasa, who noted that data on course enrollment showed that females enrolled in business fields while the males enrolled in manual skilled based courses.

4.6 Learners' attitude and access youth polytechnics

Peoples' attitudes determine the educational aspirations of the community and the importance that community places on education. Attitude represents the patterns and behavior acquired through informal education and interpersonal relations. Attitude can impede or facilitate the process of learning. The current study, therefore, sought to find out the extent to which the community's attitude towards YPs has affected the enrolment in the institutions. The researcher asked the H.O.Ds of the YPs to state the main reasons that prompted learners' to drop out of the institutions. Table 4.6 summarizes the responses obtained.

Table 4.7: Reason for student drop out

Reason	Frequency	Percentage
Family issues	6	10.9
Fees	11	20
Negative attitude	29	52.7
Others	9	16.4
Total	55	100

Source; field data 2016

According to Table 4.6, the majority of the youths who drop out of the YPs (52.7%) do so as they develop a negative attitude towards the training, 10.9% due to family issues, 20% due to inability to raise the fee charged and 16.4% due to

other reasons. The findings of the study, therefore, indicate that that attitude plays a big role in influencing the enrolment, retention and completion rates in the YPs.

Also, the research sought to find out about the YPs by inquiring from the students how much people out there are aware of the advantages of the YPs. The findings are in figure 4.6.

Figure 4.8Attitude towards YPs

Attitude	**Percentage**
Strongly Agree	3%
Agree	4%
Disagree	53%
Strongly Disagree	26%
Undecided	14%
Total	**100**

From the findings, the attitude of the community can either foster or hinder the process of training is hindering access. This agrees with research findings done by Clark and Palmer (2011)

4.7 Level of government funding on YPs

It's a government's prerogative, to provide quality education for its citizens. Adequate funds ensure enough and working facilities, trained tutors and payment of tuition fees. Social and economic factors highly remain the same over a period

of time, this, therefore, calls for a frequent review of the funding of the youth polytechnics to improve access. The government funding of Kshs. 15,000 for tuition Is currently not enough to provide quality education. The researcher sought to establish from the trainee's measures that could be initiated by the government to boost access to youth polytechnics. Results are shown in Table 4.9

Table 4.9 Governments Funding Of Yps

Employ Instructors	3%
Provide Facilities	3%
Increase tuition grants	7%
All of the above no response	86%
No response	1%
Total	**100**

The above finding suggests a linear relationship between access to Youth Polytechnics and government funding in the sense that increased government funding is likely to increase enrolment rates, retention rates, and completion rates in youth polytechnics. This concurs with Batterham and Levesley (2011) finding that in Japan access to youth polytechnic education was low because the government did not properly fund YPs.

CHAPTER FIVE

SUMMARY, CONCLUSION, AND RECOMMENDATION

5.1 Introduction

The purpose of this study was to find out socio-economic factors influencing access to YPs with specific reference to youth polytechnics in Kakamega County. This chapter contains a summary of the findings and recommendations based on the findings of the study objectives. In each case, the researcher briefly states the findings and general implication they have towards access to public youth polytechnics in Kakamega County. At the end of the chapter, the researcher highlights areas that need further research.

5.2 Summary of the study

The study investigated the socio-economic factors influencing students' access to YPs in Kakamega County with specific reference to public youth polytechnics. Four objectives guided the study namely to examine how parents level of income influence access to YPs; to establish the extent to which learner's gender influence access to YPs; to determine how learners' attitude influence access to YPs and to examine the extent to which government funding influence students' access to YPs. The study adopted descriptive survey design and targeted five registered public Youth Polytechnics in Kakamega County. The research instruments used were questionnaires and interviews. The raw data were coded

into themes and concepts and analyzed using both descriptive and quantitative statistics. Statistical package for social scientists was used for data analysis. Data were analyzed using frequencies presented in tables, percentages, pie-charts, and histograms. Qualitative data was incorporated in research findings on the basis of reviewed literature and field experiences. This was shown up subjectively in comments of the researcher. The findings enabled the researcher to establish the recommendations of the study.

5.3 Discussion of the research findings

The first objective examined the extent to which parents' level of income influenced students' access to YPs in Kakamega County. Two indicators namely the parents' occupation and trainees' mode of fee payment were used to assess the influence on access. The level of income determines the quality of education provided because students from poor families are more likely to miss school than those from rich families due to failure to pay school fees. The analysis also focused on their occupation which had a direct effect on their ability to cater for the direct and indirect costs of vocational education of trainees in polytechnics.

5.3.1 Parental level of income

Data on parental occupation revealed that the main source of income for the majority of the respondents' parents was agriculture which was practiced at the direct level of production. This constituted 72.3% while the unemployed trainee

parents constituted 8.2% implying that access of trainees to Youth Polytechnic institutions was likely to be affected because of nonpayment or totally no payment of fees. Moreover, the 60.3% implied that most of their parents or guardians relied on small scale farming at the direct level of production which makes them the hardly produce enough to sustain their families leave alone selling to pay fees. This may explain why poverty levels had remained high among the households and therefore was likely to be one of the major causes of poor payment of fees and the poor state of infrastructure in Youth Polytechnics. Responses from H.O.Ds seemed to affirm this aspect of poverty among the parents because it came out clearly from their opinions that indeed dropout rates were high due to poor fee payment. This finding agreed with Keriga and Bujra (2009) who noted that students from poor families are more likely to miss school than those from rich families because of failure to pay school fees.

5.3.2 Gender of the learners

The findings on learner's gender showed that the enrollment and retention rates of the girls in schools are low. This was mainly due to the social cultural perceptions and also because of the course offered at the youth polytechnics. The main skills acquired in youth polytechnics are masonry, carpentry, tailoring, plumbing, welding, shoe making and so on. Except for tailoring, most of this other skills are considered male fields. At skills acquisition level, the girls are confined to courses which in most cases define their role as perceived by society.

5.3.3 Students attitude

On the influence of students' attitude on access to YPs, the majority of the youths who drop out of the YPs do so as they develop a negative attitude towards the training indicating that that attitude plays a big role in influencing the enrolment levels in the YPs. Further, the majority of the leaders rarely participate in YPs activities in their areas of jurisdiction implying that their attitude towards YPs is negative. Given that the leaders are opinion shapers in their localities; their negative attitude is likely to be translated to the community which may adversely affect enrollment in the YPs.

5.3.4 Government funding

The study also investigated the influence of government funding on access to youth polytechnics. The researcher assessed the adequacy and availability the of physical facilities in the institutions by use of two indicators namely respondents view on the state of physical facilities and use of observation sheet by the researcher to analyze the state of the facilities.

Results showed that 98.5% of trainees and 96% of H.O.Ds' responses indicated that polytechnics had inadequate physical facilities. In some polytechnics, it was observed that some classes took place under trees; facilities like sewing machines were very few to the extent that ten trainees shared one machine while workshops were not available. This was likely to compromise the quality of education. This finding was in agreement with Gurney (2007) which determined that physical

facilities influence access because they had a bearing on educational quality given that successful teaching and learning only takes place in school buildings that are safe, clean, comfortable and healthy.

Additionally, the finding also concurs with the National Development Plan (2002-2008) that noted there was more theoretical teaching in Technical and Vocational Education the and Training Institutions due to inadequate modern tools, equipment, and materials for practical teaching.

Also under government funding, the researcher set out to ascertain how adequacy of trained personnel influences accesses to youth polytechnics in Kakamega County. In this endeavor, the researcher assessed the availability and quality of teachers in the youth polytechnics that is, the number of teachers available, their qualifications and how often they attend programs like in-service induction courses. From the results, 92.8% of trainee respondents and 97.3% of the H.O.Ds was in agreement that Youth Polytechnics did not have enough trained and qualified teachers. Even the few available teachers were mainly of low qualifications at the minimum grade of certificate. This was likely to impact negatively on the provision of quality training in Youth Polytechnic in the sense that it may narrow the curriculum offered besides dealing with the bloated classrooms.

This finding agrees with Khatete (2010) findings that provision of in-service training enables the practicing teacher to improve on instructional and

professional knowledge, skills and interests. Moreover, the finding agrees with Bourgonje and Tramp (2011) that teachers in Vocational Education and Training institutions rarely go for in-service training, lack a scheme of service, earn little salaries and therefore have low morale.

5.4 Conclusions of the study

Based on the research finding, the following conclusions are made:

1. Youth polytechnic trainees are not employed by either the national or county governments. This was evident since 55% of the respondents felt they should be employed immediately they graduate.
2. As regards to the extent that parental levels of income influence access to YPs the study concludes that majority of the trainees' parents are poor and as a result, they cannot effectively meet the direct costs of their children in Youth Polytechnics. This was affirmed by 60.3% respondents who said that their parent were peasant farmers who hardly produced enough for family consumption let alone selling to pay fees.
3. On the matter of how government funding influences access, the study concludes that Youth Polytechnics in Kakamega County have inadequate facilities and inadequately trained personnel. This is evident because 98.5% of the respondents indicated that indeed classrooms were inadequate while equally the same percentage (99.2%) agreed that workshops were inadequate. It was also evident that the YPs had

inadequate instructors with very low qualifications. This was supported by 92.8% of the trainee respondents who indicated that teachers in Youth Polytechnics are inadequate. Moreover, only two teachers in the all the five Youth Polytechnics had degree certificates. These impacts negatively on the provision of quality training in Youth Polytechnics making it difficult for graduates to gain employment.

5.5 Recommendations

In view of the finding and conclusions, a number of recommendations are suggested;

There is need to increase the amount of bursaries and grants to students. This will enable trainees from poor backgrounds to access YP education besides enhancing their retention in the institutions. There is need to increase the courses offered in YPs to attract both the genders to enroll. As it stands now the courses offered were more male oriented. Therefore a revision of the YP curriculum should be done.

There is need to increase awareness of the importance of youth polytechnics to be able to change the attitude of learners and community alike to improve enrolment, retention and completion rates.

The national and county governments plus other stakeholders should ensure that more funds are allocated to Youth Polytechnics to enable them to acquire

adequate and modern facilities and adequate and qualified human instructors to provide quality training. Private partnerships should be brought on board to support the construction of modern physics.

5.6 Suggestions for further studies

Based on the findings of this study, the researcher identified the following areas that should be explored as a basis for future research.

i. The effect of teachers' academic and professional qualifications on the quality of Youth Polytechnic graduates.
ii. The relevance of curriculum of Youth Polytechnic in the production of employable graduates.
iii. The effect of the rise of the 'bodaboda' business on access to youth polytechnic education

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APPENDICES

APPENDIX I: LETTER OF INTRODUCTION

Mulondanome Esther,

University of Nairobi

P.O BOX 30197

Nairobi

The Principal,

Dear Sir/Madam

Re: Participation in Research

I am a student at the University of Nairobi pursuing a Master's Degree in Education (Education Planning). I am carrying out research for my project work on **Socio-economic factors influence on students' access to youth polytechnic in Kakamega County, Kenya**. The information you provide will be treated with strict confidence.

Thank you.

Yours faithfully,

Mulondanome Esther

APPENDIX II: STUDENTS QUESTIONNAIRE

This questionnaire has been designed to identify factors influencing access to Youth Polytechnics in Kakamega County. Kindly fill this questionnaire as accurately as possible and **DO NOT** indicate your name anywhere.

PART I: Personal information

Please tick **ONE** appropriate to you in each item.

1. What is your gender?

(i) Male □ (ii) Female □

2. Where does your age lie?

(i) 15-20 years□ (ii) 21-25years □□

PART II: Socio-economic factors influencing access to youth polytechnics

3. What is the occupation of your Parent/Guardian?

(i) Farmer □ (ii) Artisan □

(iii) Business□

(iv) Other specify……

4. Does your parent/guardian have problems paying fees?

(i) Yes □ (ii) No □

5. If yes in 4 above, list any two reasons why they have problems?

……

6. What motivated you to enroll in the institution?

(i) Parent □ (ii) Friend □ (iii)Self□

(iv) Others……

8. Please indicate with a tick (√) the extent of your agreement with the statement given in the appropriate space:

SA: Strongly agree A: Agree **U**: Undecided**D**: Disagree **SD**: strongly disagree

	Statement	SA	A	U	D	SD
1.	TVET institutions are meant for students who fail to proceed to secondary school or join university					
2	TVET institutions do not play any significant role in equipping an individual with employable skills and developing their talents					
3	TVET institutions are only meant for failures in the society					
4	TVET institutions in my location are poorly equipped in terms of teachers and equipment which discourages enrollment of students					

5	There is limited awareness about the importance of TVET making most students to lack information that could have boosted enrollment in these institutions					
6	TVET graduate are jobless, poor and don't wear nice cloths like suits and don't look smart					
7	TVET courses involves hard labour and a lot of sweating					

9. In your opinion, how are physical facilities in your college?

(i) Adequate □ (ii) Inadequate □

10. In your own view, what can be done to increase enrolment to Youth Polytechnics?

APPENDIX III: H.O.DS' QUESTIONNAIRE

This questionnaire has been designed to identify socio-economic factors influencing access to Youth Polytechnic education in Kakamega County .Kindly fill this questionnaire as accurate as possible and **DO NOT** indicate your name.

PART I: Personal information

1. What is your gender?

(i) Male □ (ii) Female □

2. Where does your age lie?

(i) 30-35 years□ (ii) 36-40years□ (iii) Over 40 years□

3. What is your Professional qualification?

(i) Dip. Tech. ed) □ (ii) B.Ed.□ (iii) Untrained □

PART II: Socio-economic factors influencing access to youth polytechnics

4. What is the enrolment in the institution?

(i) When you took over

(a) Male…….. (b) Female……..

(ii) Currently

(a) Male…….. (b) Female……..

5. Rate the current enrolment?

(i) Adequate□ (ii) Not adequate □

6. If your response in 8 above is (ii), what could be the reasons for it?……

7. What influences parents failure to enroll their children in your college?

8 How do you rate the quality of teachers in your institution? ……

9. Does the college have enough facilities commensurate to the number of students enrolled?

(i)Yes [ ] (ii) No [ ]

10. In your own opinion, what measures can the government take to increase enrolment in YP institutions? …….....

APPENDIX IV: PRINCIPAL'S INTERVIEW

Preclude: (After introduction)

I must appreciate you for granting me this chance to enquire from you the possible challenges hindering student access to Youth polytechnic Education. I assure you that your personal identity is not necessary and won't be publicized. The exercise is to help find solutions to the topic "The challenges hindering student access to technical and vocational education and training in Kenya" with reference to Kakamega County, a dissertation assignment for a master in Economics of education degree.

1. How do you assess student's willingness to join Technical Vocational Education and Training in Kakamega County?

2. What roles to parents/guardians play in influencing their choice into Technical Vocational Education and Training courses?

3. In your own view, how do you rate the community's participation in the institutions academic and non-academic programs? Any reasons to that effect?

4. What subjects does the institution offer?

5. Which courses are/are not popular to students and why?

6. Does the institution have enough teaching and support staff to implement Technical Vocational Education and Training curriculum?

7. How do rate your teaching and support staff in terms of competence

8. Is the number of teaching staff per subject adequate? If NO, what could be the reasons behind it?

9. Does the institution have any equipment to carryout practical lessons? IF YES, which ones and in which areas of study?

10. How adequate and serviceable are the equipment available for practical lessons?

11. In your own opinion, what are the efforts of stakeholders in enhancing access of Technical Vocational Education and Training in this institution?

Thank you for granting me the interview.

APPENDIX V: INTERVIEW WITH COUNTY YOUTH TRAINING OFFICER

Preclude: (After introduction)

I must appreciate you for granting me this chance to interview you the possible factors influencing student access to Technical Vocational Education and Training. The exercise is to help find solutions to the topic "The factors influencing access to Youth polytechnic education in Kakamega County, a dissertation assignment for a master in Planning of education degree.

1. How do you assess student's willingness to join Technical Vocational Education and Training?

2. What role does career opportunity expectation play in influencing their choice into Technical Vocational Education and Training courses?

3. Please commend on the enrolment of males and females in Youth Polytechnics?

4. In your own view, how do you rate the community's participation in the institutions academic programs? Any reasons to that effect?

5. What is the state of physical facilities in youth polytechnics?

6. Which courses are/are not popular to students and why?

7. What strategies have you put in place to improve the facilities of Youth Polytechnics to enhance access?

8. What other information other than what we have discussed would you like to share concerning access to youth polytechnics?

APPENDIX VII: BUDGET

Activity	**Amount**
• Stationary & writing materials	8,000/=
Secretarial services • Printing • Photocopying& binding	14,000/=
Field work • Traveling and subsistence • Piloting • Consultation • Data collection expenses	15,000/=
Report writing • Data analysis • Typing and printing of the final report • Binding of the final report • Miscellaneous	20,000/=
Total	57,000/=

UNIVERSITY OF NAIROBI
COLLEGE OF EDUCATION AND EXTERNAL STUDIES
SCHOOL OF EDUCATION
DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND PLANNING

Telegram: "CEES"
Telephone: 020-2701902
dept-edadmin@uonbi.ac.ke

P.O. BOX 30197
OR P.O. BOX 92 -00902
KIKUYU

30/10/2015

OUR REF: UON/CEES/SOE/A&P/1/4

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

RE: ESTHER MULONDANOME – REG. NO. E55/63544/2013

This is to certify that **Esther Mulondanome** is our Master of Education student in the department of Educational Administration and Planning of the University of Nairobi. She is currently working on her research proposal entitled ***"Socio-Economic Factors Influence on Students' Access to Youth Polytechnics in Kakamega County, Kenya".***

Any assistance accorded to her will be highly appreciated.

Chairman's Office
30 SEP 2015

DR. GRACE NYAGAH
CHAIRMAN
DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND PLANNING

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

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NAIROBI-KENYA

Ref: No. NACOSTI/P/16/51027/10971

Date: 19th October, 2016

Esther Nafula Mulondanome
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on ***"Socio-economic factors influence on students` access to youth polytechnics in Kakamega County, Kenya,"*** I am pleased to inform you that you have been authorized to undertake research in **Kakamega County** for the period ending **18th October, 2017.**

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

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

BONIFACE WANYAMA
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Kakamega County.

The County Director of Education
Kakamega County.

THIS IS TO CERTIFY THAT:
MISS. ESTHER NAFULA MULONDANOME
of UNIVERSITY OF NAIROBI, 105-50100
kakamega,has been permitted to
conduct research in *Kakamega County*

on the topic: *SOCIO-ECONOMIC FACTORS INFLUENCE ON STUDENTS` ACCESS TO YOUTH POLYTECHNICS IN KAKAMEGA COUNTY, KENYA*

for the period ending:
18th October,2017

Permit No : NACOSTI/P/16/51027/10971
Date Of Issue : 19th October,2016
Fee Recieved :Ksh 1000

.....
Applicant's Signature

.....
Director General
National Commission for Science, Technology & Innovation