

EMPLOYERS' PERCEPTION OF TERTIARY TRAINING AND ITS
RELEVANCE TO THE LABOUR MARKET: A CASE OF THE KENYA
POLYTECHNIC

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A MANAGEMENT RESEARCH PROJECT PRESENTED IN PARTIAL
FULFILLMENT OF THE REQUIREMENT FOR THE AWARD OF MASTERS
OF BUSINESS ADMINISTRATION DEGREE SCHOOL OF BUSINESS
UNIVERSITY OF NAIROBI

OCTOBER 2007

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DECLARATION

u) Declaration by Student

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

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b) Declaration by Supervisor

This research project has been submitted for examination with my approval as the
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DEDICATION

To my parents Mrs. Emillianna Nyakinyua and my late father Mr. Paul Kariuki with gratitude.

ACKNOWLEDGEMENT

I would like to thank all who have been an inspiration towards completing my MBA Degree program

My sincere thanks go to Bancy Gakuru, a friend and classmate who kept me going even when the going was tough.

My supervisor, Mr. J M Gathungu whose guidance and availability has made my dream come true.

All the respondents for taking their time to fill in my questionnaire.

My children, Keith, Faith, Kariuki and Gathitu for bearing with my absence and for whom this effort is for.

ABSTRACT

Dynamic changes in the way businesses are managed have taken place in the past decades that have forced organizations to evolve strategic options that give them a competitive edge against their competitors. One of the strategic options adopted by organizations in their business strategy is the human resource strategy that has been developed through a strategic human resource approach, a major component of strategic human resource development. Human resources must be viewed as a long term fixed capital that must continuously be developed in their roles for an organization business to achieve its objectives hence the need to incorporate a strategic human resource development policy. This policy ensures that strategies of developing the human resource of an organization are in place within the overall strategy framework of the business organization.

Training is one of the major elements of Strategic human resource Development (SHRD) as identified by Armstrong (2003) among others like learning, education and development. Training encompasses impartation of knowledge, skills and competencies in carrying out work through training systems such as technical training among others. Technical training aims at imparting hands on skills that are of a technical nature, also referred to as vocational training or tertiary training. Focus on this form of training has largely resulted from the grim picture of unemployment and under employment in Kenya especially among the youth who form 60% of the working population. yet not in employment as reported by the United Nations Development Programme Deputy Representative. Nardos Thomas I" Youth to benefit from poly fund." 2007) and a lot of efforts in enhancing this training is currently a priority of the government.

The study, thus embarked on determining the perception employers had on tertiary training and its relevancy to the labour market requirements.

The study carried out a descriptive survey research design where a sample size of 30 drawn by way of random sampling from organizations located in Nairobi and its environs

was targeted. Out of the 32 questionnaires administered, 30 questionnaires were filled in by respondents who were human resource managers or officers in those organizations. This was a 94% response rate. Descriptive statistical tools were used to analyze collected data and for ease of interpretation, findings were presented in tabular and graphical forms, the results of findings were such that, overall training in all its aspects was an important requirement for all employees. To have a competitive edge in business today, majority of organizations have embraced a SURD policy that encourages continuous development of its human resources. The fact that there was no significant difference in preference for university graduates in respect to tertiary graduates is an indication that the role of tertiary institutions is still relevant to the dynamic labour force and in fact employers expressed the need to retain the mandate of technical institutes in training practical skills as they were better placed in offering technical training than their counterparts, universities. These findings leave no doubt that technical institutes are offering relevant training required by the labour market. To enhance it, more technical institutes should be established, be fully equipped, financed, and staffed so as to achieve their full potential in training. The recent elevation of Kenya polytechnic to university status is a strategic trend towards this.

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CHAPTER ONE: INTRODUCTION

1.1 Background

1.1.1 The Concept of Strategic Human Resource Development

Over the past decades, a number of developments have taken place in business management. The transformation of the value chain: influences of the global competition into the way business is done and the effects of liberalization of the economy; changing patterns of employment, and changes in the organizational structure are among the salient developments in business management. Globalization of markets and operations, liberalization and deregulation, together with changes within the political and social arena have forced organizations to evolve strategic options which give them competitive advantages against their competitors in the ever-changing and turbulent environment. These global trends have had profound and cyclic impact on company management styles and responses (Daniels and Redebaugh. 1995; Winslow. 1996; Lynch. 2000).

Strategy can be seen as a multidimensional concept that embraces all the critical activities of the firm, providing it with a sense of unity, direction, and purpose as well as facilitating the necessary changes induced by the environment. It is a way of explicitly shaping the long-term goals and objectives of the organization, defining major action programmes needed to achieve those objectives, and deploying the necessary resources (Kraiger 2002). Armstrong (2001) observes that one of the essential components of an organization's business strategy is the human resource strategy developed through a strategic human resource approach, whose major component is Strategic Human Resource Development.

Rao and Nair (1990) quote Krishnamurthy as saying "I believe the wealth of our nation and its progress is determined by how effectively we develop and utilize our people." Krishnamurthy, as observed by Rao and Nair (1990) maintains that people can make

effectively. Rao and Nair (1990) observe that evolving a comprehensive training system aimed at development of various competencies—technical, managerial, helping and enabling— is a major activity of a good HRD system. This view is shared by the Kenyan Government, which regards the quality of education and training given to Kenyan human resources as an important determinant of the social and economic development of the country and the ability to respond to the challenges of the changing times. (Sessional Paper No.6.1988).

In line with these perceived challenges, tertiary institutions like the Kenya Polytechnic, have undertaken to provide strategic training under the so-called TIVET (Technical, Industrial, Vocational, Entrepreneurship and Training) programme to promote excellence, following its Strategic Corporate Plan (Corporate Strategic Plan July 2005– July 2010). In order to provide gainful employment for this workforce, the Government intends to embark on accelerated training programmes to provide skills which will turn this workforce into a positive asset for national development.

1.1.2 Technical, Industrial, Vocational and Entrepreneurship Training (TIVET)

This is a major policy initiative by the Government and it was envisaged, as an occupational field, to provide the foundation for productive and satisfying careers and at the same time offer specialized preparations for initial employment, including self-employment. In addition, in line with Poverty Reduction Strategy (PRS) policy of the government, it is proposed that technological development and self-employment programmes be provided to enhance employment creation and hence reduce poverty in Kenya (Kenya Education Sector Support Programme 2005–2010). This is a crucial aspect of Strategic Human Resource Development (SHRD) by the government. It is implemented in the national polytechnics, institutes of technology, technical teachers training colleges, technical training institutes and youth polytechnics controlled by the government throughout the country.

The issues that emerge from re-evaluation include: The repositioning of Kenya polytechnic to offer competitive degrees and hence contribute to the attainment of

Kenya's industrialization by 2020 and the TIVET objectives. There is need for Kenya polytechnic's financial sustainability in order to cater for operational and development projects. There is need to increase training unit costs, hence the need to focus on core Junctions and cost management. The need for innovation centers as training infrastructure and enhancement of industrial exposure for teachers and students. A culture of care and corporate social responsibility is also required.

Kenya polytechnic was founded in 1961 to take over from the Royal Technical College - which had been converted into a constituent college of the University of East Africa (UEA) - in offering technical and vocational courses. It has an enrollment of about 7000 students. It offers technical courses in computer science ICT, graphic arts, information and liberal arts, electrical and electronics engineering, mechanical engineering, biotechnology and health science, institutional management building and civil engineering, and surveying and mapping at certificate, National Diploma and Higher National Diploma. Over the last forty-six years, Kenya Polytechnic has continued to play the role of training middle and high level manpower for both the public and private sectors. It has experienced a marked expansion on terms of academic programmes, staffing, student enrollment and physical infrastructure (Kenya Polytechnic Corporate Strategic Plan, July 2005-2010).

The Kenya Polytechnic has also been included in the TIVET programme. It has been recommended that it becomes a Centre of Excellence (COE) offering degree programmes, without necessarily becoming a university. Therefore, structures of governance that are appropriate must be developed together with integrated training programmes that give the institution a pivotal position where industry and other TIVET institutions find common ground for collaboration in developing human capital with innovative and technological skills, it is against this background that Kenya Polytechnic has re-evaluated its vision and mission statements to match the current challenges of the labour market. The study will focus on establishing the relevance of the training by Kenya Polytechnic to the requirements of the labor market.

Kenya produces a large number of trainees in various fields from both its tertiary colleges and universities than cannot be fully absorbed by the local labor market. Unemployment and underemployment still remain a serious challenge in spite of good efforts, hence the need to reassess and update the strategies for job creation that the country has pursued since independence to reflect today's environment. The labour force had been projected to 14.2 million in 2000 and 19.5 million in 2010. Thus an additional 4.3 m new members of labour force had to be accommodated to the year 2000 and further 5.2 m in the course of the following ten years to 2010. With these projections a total of 4.3m jobs during the next ten-year would have to be generated. The growth in employment required to absorb this growing labour force is about 600000 new jobs annually in the modern wage sector leaving 1.9 m jobs to be created in rural non-farm and urban sectors. (Sessional paper No. I of 1986)

It is therefore clear that country policy towards employment generation must shift from one of direct intervention to that of providing a favourable environment for private investment and job creation. The country should remove all unwarranted controls, simply and make more transparent remaining regulations, establish stable and favorable macro-economic policies and invest in human resources and provide basic infrastructure.

1.2 Statement of the Problem

In recent years, training has come to be influenced by the extent of global competition and technological development. Training is seen as a valuable tool and an investment in the organization that helps to improve profitability, reduce costs and increase employee motivation, commitment and effectiveness. To a very great extent, training activities are at the heart of organizational development and growth. According to Armstrong (1998), training should be applicable to performance in a current or anticipated task, providing all the necessary learning. By improving employees' ability to perform tasks required by the organization, training allows better use to be made of human resources and further gives employees a mastery over their work, leading to improved performance (Graham and

Bennett, 2001). Tan (1995) observed that training is designed to help employees perform their jobs effectively.

However, the current trends of globalization and the dynamism that they engender in the labor market have given rise to unforeseen challenges and market demands that were previously not addressed in the current educational and vocational curricular. There is need, therefore, for Kenya Polytechnic and other TIVET institutions to effectively respond to the above dynamism. While training and education of qualified staff takes years of development; the current training and development policies of business organizations are worthy of reviewing and studying.

A number of informative studies on how training and development impacts on various sectors of the economy have been done (Gakuru, 2005; Mwangi, 2002; Mudhune, 2002; and Macharia 2001 among others). For instance, Gakuru's study looked at the relationship between training practices and performance among companies listed on the Nairobi Stock Exchange; Mwangi delved into the analysis of training and development needs and impact of staff performance in the hotel industry while Mudhune and Macharia laid their on the impact of training programmes on Kenya Railway supervisors and the impact of staff training and development on performance of staff within public secondary schools respectively. Whereas the findings of these studies are valid on their own right, the contexts in which they were carried and perspective of training that each study adopted was significantly different. There is no known study that has been done to establish and/or determine the relevance of training offered by the Kenya Polytechnic to the labor Market, hence there is a knowledge gap that this study seeks to bridge. This study takes a major shift to find out whether the human resource training by the Kenya Polytechnic meets the demand of the dynamic labor market in Kenya. The study therefore seeks to address the question;

Research Question:

- I. What is the employers' perception of the relevance of training by the Kenya Polytechnic to the labor market in Kenya?

1.3 Objective of the Study

The objective of the study is to determine the relevance of training provided by Kenya polytechnic to the Kenyan labor Market.

1.4 Importance of the Study

The study is significant because it will provide scholars with knowledge that will serve as a platform to add and improve on the relevance and enhancement of training skills needed on our vocational and training institutions.

The government will continue gathering valuable information in order to continue fulfilling its responsibility of employment creation towards the citizenry, enabling the country to go through industrialization.

The Kenya Polytechnic Administration will obtain information that will enable it to assess whether they are carrying out their mandate to produce manpower that is relevant and in line with the ITVET policy with regard to the development of skills for increased national productivity.

The Kenya institute of education and the Kenya National Examination Council will have more knowledge that will enable them to restructure and harmonize the curriculum and set examinations that are relevant to the dynamic labor market

CHAPTER TWO: LITERATURE REVIEW

2.1 The Concept of Strategy

Strategy is a multi-dimensional concept and various authors have defined strategy in different ways. Chandler (1962). in strategy and structure, calls strategy "... the determination of the basic long-term goals and objectives of an enterprise, and the adoption of courses of action and allocation of resources necessary for carrying out these goals". Strategy is the match between an organization's resources and skills and the environmental opportunities and risks it faces and the purpose it wishes to accomplish. It is meant to provide guidance and direction for activities of the organization, since strategic decisions influence the way organizations respond to their environment, the purpose of strategy is to provide directional cues to the organization that permit it to achieve its objectives while responding to the opportunities and threats in the environment (Schendel and Hofer. 1979).

Andrews (1971). defines strategy in terms of corporate strategy as the pattern of major objectives, purposes, or goals and essential policies and plans for achieving those goals, stated in such a way as to define what business the company is in or is to be in and the kind of company it is or is to be. According to Jauch and Glueck (1984), strategy is "a unified and integrated plan that relates the strategic advantages of the firm to the challenges of the environment and that is designed to ensure that the basic objectives of the enterprise are achieved through proper execution by the organization. Mintzberg (1994) defines strategy as a pattern in a stream of decisions and actions, lie defines strategy as a plan, ploy, pattern, position, and perspective.

Johnson and Scholes (2002) defines strategy as the direction and scope of an organisation over the long-term, which achieves advantage for the organization through its configuration of resources within a changing environment and to fulfil stakeholders' expectations.

By the concept of strategy, we mean its content and substance. Hax and Majluf (1996) have presented strategy as a multidimensional concept that embraces all the critical activities of the firm, providing it with a sense of unity, direction, and purposes, as well as facilitating the necessary changes induced by its environment. They provide a unified definition of the concept of strategy as: a means of establishing the organizational purpose in terms of its long-term objectives, action programs, and resource allocation; a definition of the competitive domain of the firm; a response to external opportunities and threats, and internal strengths and weaknesses, in order to achieve a sustainable competitive advantage; a way to define managerial tasks with corporate, business, and functional perspectives; a coherent, unifying, and integrative pattern of decisions; a definition of the economic and non-economic contribution the firm intends to make to its stakeholders, an expression of strategic intent; stretching the organization; a means to develop the core competencies of the organization; and as a means of investing in tangible and intangible resources to develop the capabilities that assure a sustainable advantage.

As the external environment changes, organizations find themselves in unfamiliar environment and have to respond by integrating change and internalizing the ability to adapt to the new environment for survival and growth. According to Thompson and Strickland (1993), organizations respond to turbulence in the environment by formulating new strategies. These provide directional cues to the organization that permit it to achieve its objectives while responding to the opportunities and threats in the environment. Pearce and Robinson (1997) urges that the organization have to respond to the turbulence by crafting new strategies that they define as a large-scale, future-oriented plans for interacting with the environment.

The major task of managers is to ensure survival of the companies they manage. In order to achieve success, the companies have to adequately adjust to meet environmental challenges. Failure to do this will cause the companies to experience a big strategic problem. Therefore strategy is a tool which offers significant help that enable the firm

cope with turbulent environment facing the firms (Johnson and Scholes, 2002). This problem arises out of the mismatch between the output of the company and the demand in the market place. Strategy is useful in helping managers tackle the potential problems that face their companies (Aosa 1998). Strategy is the tool that offers help for coping with the turbulence confronted by the business firms. Strategy requires to be taken seriously as a managerial tool, not only for the firm but also for a broad spectrum of social organization (Ansoff and McDonnell. 1990).

2.1.1 Strategic Human Resource Development

Strategic Human Resource Development (SHRD) is concerned with the development of strategies for the provision of learning, development, and training opportunities in order to improve individual, team, and organizational performance. SHRD aims to provide a coherent and comprehensive framework for developing people. Much of the HRD process will be geared to providing an environment in which employees are encouraged to learn and develop. HRD activities may include traditional training programmes but the emphasis is much more on developing intellectual capital and promoting organizational, team, and individual learning. The focus is on creating an environment in which knowledge is developed and managed systematically. Strategic HRD is also about planning approaches to the encouragement of self-development (self-managed learning) with appropriate support and guidance from within the organization (Armstrong. 2003).

A Human Resource Development Philosophy, according to Armstrong (2003), could be expressed in the following terms. It is believed that: Human Resource Development makes a major contribution to the successful attainment of the organization's objectives and that investment in it benefits all the stakeholders of the organization. HRD plans and programmes should be integrated with and support the achievement of business and human resource strategies. HRD should always be performance-related- designed to achieve specific improvements in corporate, functional, team, and individual performance and make a major contribution to bottom-line results. Everyone in the organization should be encouraged and given the opportunity to learn- to develop their skills and

knowledge to the maximum of their capacity. Personal development processes provide the framework for individual learning.

Armstrong (2003) further observes that while the need to invest in learning and development and to provide appropriate learning opportunities and facilities is recognized, the prime responsibility for development rests with the individual, who will be given the guidance and support of his or her manager and as necessary, members of the HR department. HRD policies are closely associated with that aspect of human resource management (HRM) which is concerned with investing in people and developing the organization's human capital, hence the necessity for training

2.2 Training

According to Bcardwell & Holden (1997)' human resource management has emerged as a set of prescriptions for managing people at work. Its central claim is that by matching the size and skills of the workforce to the productive requirements of the organization, and by raising the quality of individual employee' contributions to production, organizations can make significant improvements on their performance.

Training, at a general level, is inseparable from human life. Since the dawn of human civilization, societies have tried to mould individuals so that they can be able to relate in effective, efficient and meaningful ways with various aspects of their environment (Chcsaina. 2007). As civilization advances and deepens, complex institutions .md problems emerge that require equally complex solutions (Kiernan. 1986). One such complex phenomenon was the mergence of capitalism in Europe in the Fifteenth century: another was the inauguration of industrialization in Britain in the eighteenth century (Weber, 1970). Capitalism basically created the company while industrialization refined and increased capitalism's complexity and sophistication (Negri and Hardt. 1980). Institutions like the state and the school coalesced with capitalism as a way of generating, efficiently, profits and economic development. The three are inseparable now.

Companies, corporations, parastatals and the Government in Kenya appreciate, with each passing day, the imperative of training: that is why they are incorporating the component in the strategic Human Resource Development (SHRD) schemes. A work/labour force needs to be well trained so as to be able to perform its duties and responsibilities effectively. One of the major duties of a worker is to increase his/her productivity (Gakuru, 2005). In other words, training is an investment in human resources that plays a vital role in increasing productivity and securing an organization's goals as a way of achieving competitive advantage. If a company has invested in training its workforce, then it makes sense to develop them in such a way that its skills are put to the best possible use thus maximizing returns on investments (Storey, 1989). It involves impartation of skills needed to perform specified production functions (Master Plan on Education and Training, 1977-2010).

Training and development emerges, as a concept and practice, from the increasing realization that human resources are as important, if not more, as compared to capital, technology and machines for growth (Rao and Nair, 1990). Both the private and public sectors source their workers from tertiary institutions and universities for work that need specialized training. There is also a trend, still very small, of the above two sectors recruiting workers and then training them on the job. There is therefore the need to forge meaningful and purposive links between tertiary institutions and universities and the labour market (Dare, 1996).

Training in organizations can take the form of off the job or on the job training. The form that is utilized by an organization will depend on the particular needs, resources available, capacity and the particular organization's context. Off the job training is conducted away from the work place for a short or long period depending on the needs of the organization and the trainee. The old approach was to have the organization sponsoring the employee, where the firm takes full responsibility in terms of identifying the programme, venue and bearing the full costs. However, this is gradually dying with a change towards partial sponsorship where the trainee bears the full cost of the programme and the organization reimburses part or full cost upon successful completion of the

programme. Off the job training may require employees to have special working hour arrangements. The trainee may also train away from the workplace under the supervision of an appointed person or under no supervision at all. (Smith. 1994).

On the job training occurs when employees learn their jobs under direct supervision. Trainees learn by observing experienced employees and by working with the actual materials, personnel and machinery (Schuller and Jackson. 1999). The main advantage of on the job training is that transfer of training is high because workers learn in the environment in which they will readily apply the skills on the job. It is however only applicable where a small number of people is being trained and where the consequence of error is low (Heiman. 2004).

Coaching for high-level executives and other employees who hold visible and somewhat unique jobs. The coach addresses the training needs, gives feedback and guidance and advises on situations as they arise. Training can also be viewed as either formal or informal. Formal training is systematic and it usually aspires to tie training objectives as directly as possible to the goals of an organization it is expensive in terms of resources and time. It is usually based on some standard form or "archetype". It incorporates objectives, methods and evaluation mechanism that monitors whether the necessary skills are learnt properly (Gakuru. 2005).

Each phase of the learning process provides ongoing evaluation feedback to other phases in order to improve the overall systems process. On the other hand, informal training is casual and incidental its just part of day-to-day work. It has no specified training goals as such, nor are there ways to evaluate if the training actually accomplished their goals or not. It is about learning from experience on the job. It can occur through the mentoring process; the invitation of guest speakers to address employees on an organization; and even some forms of apprenticeship. It is less effective than formal training but it provides the deepest and richest learning because this form is what occurs naturally in life (Gakuru. 2005).

To manage a programme of on the job training, one needs to understand the universal objectives, such as improvement on job performance where people are trained so that they can improve their work performance: improved quality of service or products dealt with: reduced learning time, which is required to help employees attain acceptable standards of performance; creation of a more favorable attitude towards work and the organization: minimal supervision time; people with the required knowledge and skills require less supervision; minimize employee obsolescence; there is need to constantly update and upgrade employee knowledge and skills because these tend to depreciate with change in technology, markets and industry processes. This upgrade enables the organization to remain competitive (Gale. 1994).

2.2.1 Current Issues on Training

Training programmes and their objectives changed in the 1980s and 1990s. Employers have to adapt to rapid technological changes, improve product and service quality and boost productivity to remain competitive. Such improvements require remedial – educational training because employees have to use critical thinking and analytical skills. Environmental changes may be conceptualized as threats or opportunities and both are associated with urgency, difficulty and high stakes (Chattopadhyay et al. 2001). They are thus likely to evoke organizational responses and consequently human resource management action.

Threats involve a negative situation in which loss is likely while opportunity involves a positive situation in which gain is likely. Perceptions of threats can intensify concerns about efficiency-enhancing strategies, hence focusing on internal organizational issues such as cost-cutting, aggressive marketing, emphasis on quality and change in organizational culture, while perceptions of opportunities are associated with a greater sense of control which may imply initiating risky actions such as developing new products or venturing into new markets. The implication of environmental change means that organizations have to respond by instituting a variety of strategies in order to

generate sustained levels of profitability in the future. An organization faced with environmental change can establish several strategic postures with the environment. Employees must acquire team building, decision making and communication skills. They also have to acquire knowledge and skills to work with the new technology. Employee training can serve to increase commitment to the organization and perception of the organization as a good place to work. This should arise from the fact that the organization shows commitment to employees by providing opportunities for employees to upgrade their skills and better themselves.

2.2.2 A systematic Approach to Training

Training in organizations requires a systematic approach. The systematic approach addresses issues of reasons why the training programme is necessary for the organization, and whether there is a need and the purpose it should serve. It is also important to establish what types of training to be offered and identify who should be trained and who will offer the training. In addition, it should be established how effective the training will be by evaluating against set standards and benchmarks and means of identifying resultant changes. (Palmer 1998).

Training is both important and expensive Organizations therefore have to ensure that implementation of training programme is effective by selecting the right programmes for the right people under the right conditions. A systematic approach to training is thus rcommendable Cole (1997) outlines the advantages of training as: maintenance of sufficient and suitable range of skills among employees, development of knowledge and skills in the workforce, harnessing of work experience and other forms of on the job development in a planned way. achievement of improved job performance and productivity improved product quality, improved service to customers and increased motivation among employees.

In addition, the benefits of training to individual employees include: increased personal repertoire of skills, job satisfaction, increased value in the labour market, added abilities

that improve effectiveness, greater motivation and improved prospects of internal promotion and career development.

2.2.3 Role of Managers and Supervisors in Training

The success of an organization's training programmes will depend on the role of managers and supervisors besides the role of individual employees. Organizations in which managers* help employees in issues related to training have realized benefits such as: better matches between employee abilities and organizational needs, an identified pool of managerial talent, advancement form within, reinforcement and improvement of existing personnel systems and improved long range planning and forecasting.

Training programmes in organizations present a number of opportunities for managers and supervisors to become involved. Harris (I*)*)*) states that "the immediate supervisors plays an important role in the employee's work life, delegating tasks and responsibilities, setting expectations, evaluating performance, and providing feedback, rewards and discipline". The supervisor and manager become involved by serving as a source of an employee's capabilities and limitations during appraisal, they also provide accurate information about career paths and opportunities within the organization that can support the employee's career plans, and facilitate and give feedback on the employees training and career progress.

Leibowitz (1981) has identified four roles that managers and supervisors can play in training: coach: one who listens, clarities and defines, appraiser: one who gives feedback, standards and responsibilities, adviser: one who generates opinions, sets goals and recommends and referral agent: consults with the employee on action plans. Managers and supervisors are in most cases knowledgeable about the employee, his demonstrated abilities, past experience, and skills. They have broad knowledge about the work environment and development activities within it. and on top of they, they are able to facilitate and advice on training options.

2.2.4 Importance of Performance Appraisal in Training

Performance appraisal on employees acts as an indicator of and provides insight as to how each employee is performing his task. Appraisal facilitates: identification of employee strengths, weaknesses and potentials points out areas of improvement, helps in setting out of training needs, clarification of potential performance and career advancement opportunities, encourages and motivates by providing feedback and provides information for manpower planning. Many organizations are now using performance appraisal in order to identify the training needs that an employee would require and specific areas that may need to be looked at in order to work on an individual's weakness or improve on their strength for increased performance. It is the process of systematically evaluating each employee's job-related strengths and weakness and determining ways to improve on his or her performance.

Performance appraisal can be used to make promotion decisions, for training and development decision making, to give a feedback to employees on how well they are performing and to make personnel movement decisions (Bradley 1994). Training and development of employees is important to any organization as it contributes to the success of the organization by improving on their performance in their job and thus improve the performance of the organization, it also helps to achieve promotion and develop employee careers, achieve job satisfaction and increase customer retention and loyalty through better services (Smith 1994).

For the organization to effect training, there is need to carry out an analysis or assessment, which is supposed to establish the areas where training is required. This is normally carried out at three levels namely: organizational analysis level, operational analysis level and personal analysis level.

Organizational analysis level examines the entire organization's performance, looking at organizational performance indices. It also looks at succession planning, employee development and human resource requirements for the whole organization.

Operational analysis level deals with behavioral requirements and views behaviour required for performance at various levels.

Personal analysis level looks at how well employees are performing on their jobs, done through performance appraisal. If done correctly and objectively, it helps to determine the kind of training required.

2.2.5 Measurement of Relevance of Training

Chang (1994) argues that training is not an indefinite process: it must come to an end. The trainee is thereafter evaluated by the trainer and when he/she gets employment, the employer also evaluates him/her to gauge whether the skills/ knowledge he/she acquired is relevant to the operations of the organization. To do this effectively, one must seriously reflect on the reasons for the training, the reasons of the appraisals, and the audiences for the results of the evaluation, the time spans to be considered and the general framework to be deployed.

lite evaluations comprise both hard and soft results. Hard results are objective benchmarks that easily verifiable empirically like time for example the percentage of timely deliveries, and the number of appointments met; output: the number of new customers enlisted, and sales made; quality: the number of tasks completed successfully, the amount of work done. Soft results are subjective; they mostly depend on the behaviour and attitudes of people (Gakuru. 2005). Some of the clean variables here include culture/ climate, the number of complaints and grievances from and about employees; promotability initiative: the number of new ideas researched and implemented; management team skills: the ability to make decisions and listening skills.

2.3 Technical Training

Technical training is a formal type of training. It is that aspect of vocational education and training that is oriented to technology and characterized by the use of tools and machines. Its objectives are conceived as to lay a foundation in vocational skills required for socio-economic development; to expose students to scientific and technological trends, skills and ideas; to develop appropriate vocational attitudes, initiatives and creative thinking oriented to work; to inculcate skills which are applicable to various

trades, vocations and professions and to develop an appreciation for the dignity of manual work. (Kamunge. 1988).

Technical training relates to that training that seeks to impart skills that are of a technical aspect through a formal programme of instruction at professional-technician-craft or trade/artisan level. Training at the trade/artisan level is usually referred to as vocational training. General unemployment among school leavers was viewed as a consequence either of largely theoretical or academic education which the youth get in our schools or, related to that, of the youths' acquired preference for white collar jobs (Mauri. 1986). The country's overall system of education and training is faulted for not paying attention to development of "practical skills". Conversely, it is accused of failure to peg output to the level of the current and/or projected demand for specific skills. The result of this failure is on one hand, imbalance at various levels between the types and quality of skills generated and those actually demanded at material times: and the other, the coincidence or paradox of acute shortages of manpower and massive unemployment (Republic of Kenya. 1983b 49).

The government is the coordinating agency that plans for the economic development of the country. Human resource development is part and parcel of this objective. At independence, the higher echelons of both the civil service and the nascent private sector were occupied by the Europeans and to a lesser extent, Asians. There was the need, therefore, to entrench and consolidate the freedom that had been won from the British colonialists. The policy of Africanization, whereby more Africans were sponsored by the government to study abroad with the view of coming back to assume top positions in both the public and private sectors as well as the apprenticing of African professionals under European management geared towards the same goal, were part of the above dynamic. So were the homegrown efforts to set up or facilitate the setting up, through policy interventions, universities and tertiary institutions.

Tertiary institutions, which are a tier below universities and which are the focus of our study in this project, were set up to train people who do not manage to get admission to

universities, on technical and practical skills for employment, economic development and industrialization (Sessional Paper No. 6 on Education and Manpower Training for the Next Decade and Beyond. 1988).

2.4 Polytechnics and National Development

The government of Kenya, since independence, has identified industrialization as one of the components that will catapult the country to meaningful economic development and prosperity. This is particularly well articulated in Sessional Paper No. 2 (Republic of Kenya. 1996) and the national development plan 1997-2002. The availability of a well-educated and relevantly trained workforce is therefore regarded as of critical importance. That is one of the major reasons why the national polytechnics- Kenya, Mombasa, and Eldoret- were set up. They are subsumed under the national training strategy commonly known as Technical, Industrial, Vocational, and Entrepreneurship Training. The objectives are such as to provide increased training opportunities for school leavers that will enable them to be self-supporting; to develop practical skills and attitudes which will lead to income earning activities in the urban and rural areas; to provide technical knowledge, vocational skills and attitudes necessary for manpower development (COK. 1996)

Because of the dynamism of the current labour market brought about mainly by the processes of globalization, there is need for very close collaboration between tertiary institutions and the labour market. Donna Dare argues, states that the intersection of education and businesses presently looks more like a mess than an organized, well-regulated place of transition. Employers are looking desperately for skilled and knowledgeable workers; however, the educational system, because of the new and increasingly complex demands being placed upon it, is not adequately preparing young people to enter the workforce (Dare, 1996). She sees the solution as partly residing in looking at a highly integrated system of education and human resource development one that is preventive in approach and strategic in nature. This can provide students with a variety of relevant learning opportunities such as field trips to reinforce classroom

activities and move younger students from a general to a more applied knowledge base. Additionally important are career days and speakers bureaus at both elementary and middle schools levels; and. The focus should be on career days at the middle school level to inform students about availability jobs and the requisite skills and credentials (Dare. 1996).

For businesses, such collaboration would benefit by generating an improved pool of future workers and would significantly improve the image of business and industry as socially responsible organizations that are willing to promote the general welfare in the communities in which they operate (Dare. 1996).

2.5 Labor Market in Kenya

Labour market is an arrangement where by the labour of a more or less specified kind exchanges its services for a wage, salary, or a fee offered by or negotiated with an employer or client. (Mauri 1986). In Kenya, the labour force had been projected to 14.2 million in 2000 and 19.5 million in 2010. Thus an additional 4.3 m new members of labour force had to be accommodated to the year 2000 and further 5.2 m in the course of the following ten years to 2010. With these projections a total of 4.3m jobs during the next ten-year would have to be generated. The growth in employment required to absorb this growing labour force is about 600000 new jobs annually in the modern wage sector leaving 1.9 m jobs to be created in rural non - farm and urban sectors. (Sessional paper No.I of 1986)

Unemployment and underemployment still remain a serious challenge in spite of good efforts, hence the need to reassess and update the strategies for job creation that the country has pursued since independence to reflect today's environment. It is therefore, clear that country policy towards employment generation must shift from one of direct intervention to that of providing favourable environment for private investment and job creation. The country should remove all unwarranted controls, simplify and make more transparent marketing regulations, establish stable and favorable macro-economic policies and invest in human resources and provide basic infrastructure.

The possibilities of helping the informal sector became the focus of good policy from the mid 1970s onwards because it has been noted that incomes in these sectors have continued to increase while there is a declining trend in real wages in the public sector. This trend therefore supports the employment policy that perceives a labor - intensive pattern of growth. That requires appropriate technology and literate advanced, flexible labor force with skills and training to adapt itself to the changing requirements of an economic transformation which is inevitably accompanied by structural changes and new challenges (Sessional paper NO 1 of 1986 on economic Management for renewed Growth.)

The recent African Growth and Opportunities Act (AGOA) enacted by the government of the United States has led to increases in employment especially in the textile industry. It was estimated that between October 2000 to December 2001 two hundred thousands jobs would have been created (200,000). However, the government of Kenya is struggling to meet the conditions of AGOA especially in labour standards and good governance. Moreover, AGOA does not promote quality employment and the conditions in AGOA industries resemble those in the export-processing zones (EPZs). The National Rainbow alliance government NARC promised to create 500,000 jobs annually starting 2003. In the first quarter of 2003, 7,000 jobs have been created under the AGOA. (Chune 2003)

However, between January - March 2003 there was massive Industrial Unrest in the EPZ zones. These were occasioned by poor working conditions and lack of Trade Union representation because of Government Exemptions. The NARC Government has authorized recruitment of members into trade unions. The Government has therefore revoked the exemption against unionisation. A pan from poor working conditions the unrest would be seen as a sign of confidence by workers in the new Government to listen to their problems. The Non Governmental Organisations have also been interfering with EPZs by inciting workers but not giving any solutions. By end of March 2003 the Tailors and Textile Workers Union had recruited an extra 13,000 members. In June 2003 the Tailors and Textile Workers Union had recruited 23,000 members. The Union is engaged in an Educational Programme. The EPZ have a potential of about 250,000

members. The Tailors and Textiles Union has signed recognition agreement with several employers and a few have signed Collective Bargaining Agreement.

The unemployment situation has been made worse by the negative effects of the structural adjustment programmes and Globalization. The public service has been retrenching workers since 1993. In the year 2000 alone, about 50,000 civil servants were laid off. Other parastatal organizations have also been retrenching. Railways have tired more than 10,000 workers between 1999-2001 without paying terminal benefits. However the NARC Government promised to create 500,000 jobs in the modern sector. The Government has also stopped privatization until a legal framework is put in place to protect stakeholders.

The NARC Government in January 2003 came up with an economic recovery strategy paper, which was said to be a modification of the PRSPs to include the NARC manifesto. The economic recovery strategy paper is not a prescription in the sense of the Government Action Plan on the PRSP. It is inspirational in the spirit of the NARC manifesto and strategic as the PRSP should be. The economic recovery strategy should therefore be seen in the context of sequencing of the reform Agenda. There are national wide consultations on the economic recovery strategy paper and the trade unions have been adequately consulted together with other players like the private sector, NGO agencies and international agencies in order to have a holistic view of employment and its challenges (NARC manifesto. 2003).

Projections of total employment. 1990-2010 And Jobs created between 1990 and 2010

	1990	1996	2000	2010	Jobs Created
Traditional Agriculture	5082	6124	6893	9264	3140
Rural Non -farm	Ha 4	1017	1167	1646	620
Modern Sector Employment					
Public Sector	690	732	814	1092	361
Public sector	710	824	999	1569	745
Private sector	1409	1555	1813	2661	1106
Urban Informal sector	439	870	1321	2366	1469
[TOTAL EMPLOYMENT	7774	9566	11194	15937	6371

Source: Sessional Paper No.1 of 1994

2.6 Review of Past Studies

Lutomia (2004) studied the factors that affect the training and development of personnel in a security company in Kenya. He established that a training policy existed but it was not regularly monitored and reviewed. Moreover, in case of financial hardships for the firm, the amount of money allocated for training was appropriated for other purposes. The trained employees did not feel appreciated by the management and this prevented the realization of the benefits of training.

Mulwa (2002) studied the relationship between training and development and job satisfaction in selected micro finance institutions in Nairobi and found a positive correlation between the two variables: the higher the per capita expenditure on training, the higher the levels of job satisfaction among employees. Mududa (1983) on his part observes that the performance of those trained usually improves when it is pegged on clearly identified training needs. But because the employees did not receive immediate personal benefits, they became disgruntled.

Olunga (2004) argues that public institutions in Kenya have very minuscule allocation to training. Training needs are not well identified and the right trainers are not used. Moreover, the commitment of the top management to training is lacking.

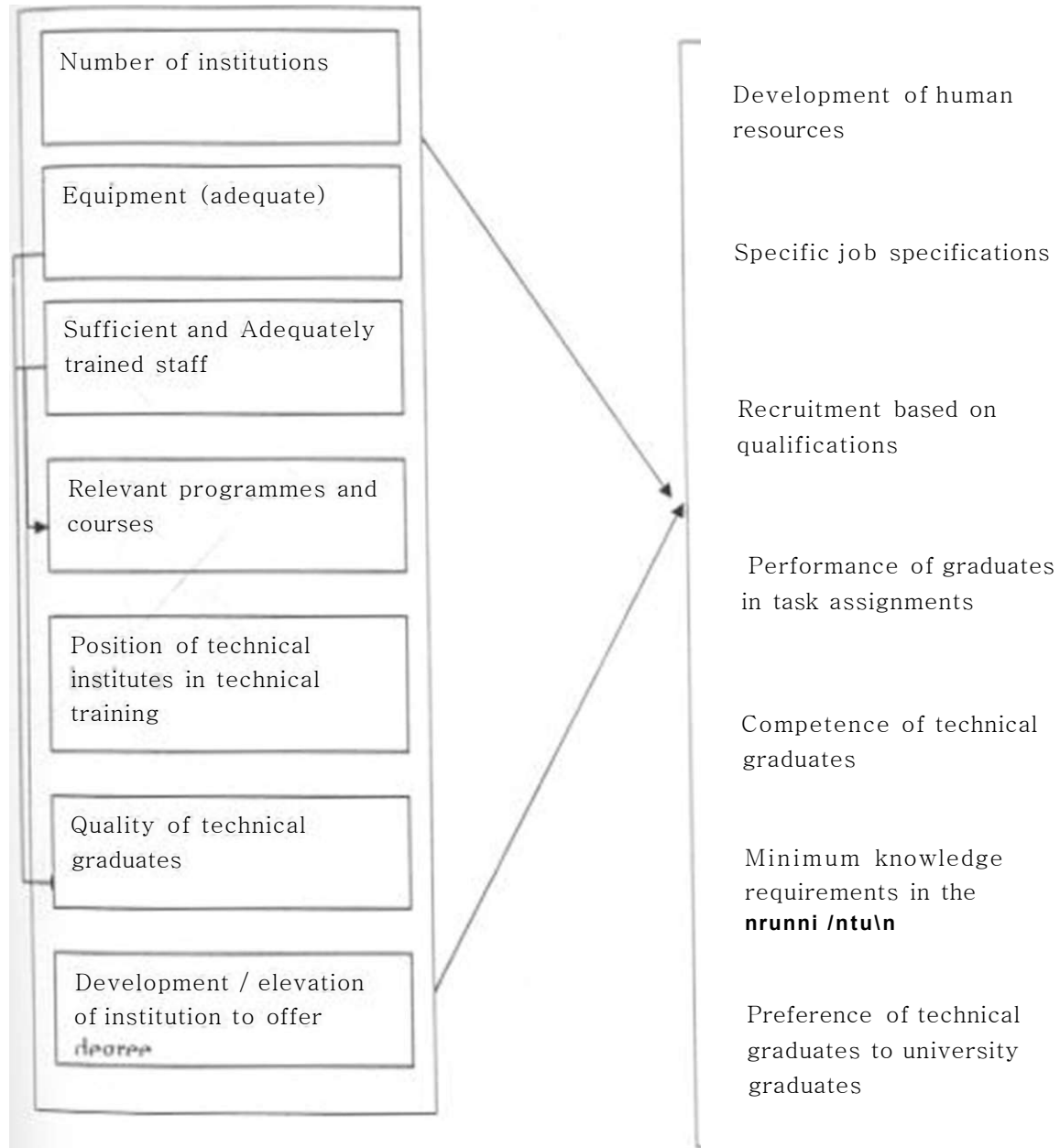
A study from the journal of negro education vol. 1:56. NO 3, knowing the other: A look at education (2007). challenges the belief by politicians that vocational form of education is the answer to the unemployment challenges that the government of Kenya faces today among its youth and states that there has been a failure to appreciate that education responds to the economic, social, and political scene more than it determines it. At most education should be seen as a contributory factor. The problems of unemployment however will not be solved solely by changing curriculum. Kenya must begin to restructure its economic and political system with a view toward making them more viable in terms of creating jobs. The study concludes by saying that the current stress on technical and vocational education is simply a temporary "escape mechanism" for example there is no need to flood the country with trained plumbers if the majority of the

population does not even have access to piped water. In essence the argument raised is that the crucial factor, is mobilization of all existing and potential resources to achieve economic development so that more jobs are available.

2.7 Theoretical Framework

The primary dependent variable is relevance of training to the labor market in Kenya which is influenced by key independent variables in tertiary training. Independent variables are also interrelated

Figure I: Schcmatic Diagram



Technical Training

Independent variable

Relevance of Training

Dependent variable

The study seeks to determine employers' perception of tertiary training and its relevance to the labour market requirements in Kenya: A case of the Kenya polytechnic. Relevance of training by Kenya polytechnic would be dependent on a number of independent variables drawn from the concept of training offered. The relationship between the independent and dependent variables may be explained as follows

1. The lesser the number of technical institutes available to train man power, the greater the probability that development of human resources may be compromised. This may have negative bearing/impact in the quality of graduates seeking employment. It is important then that the number of Technical institutes be expanded to fulfill the requirements of the labour market needs.
2. If technical institutions are not adequately equipped, training offered will be inadequate. This too will negatively impact on quality of trainees and future would be employees whose performance in the job again would be in question
3. With the dynamism and changes in the business environment, relevant programmes and courses offered, if not matching the needs of the labour market, would mean that incompetent trainees would be produced and hence may not meet task accomplishment requirements. Their performance would also be in question. There is a need therefore to constantly carry out a need assessment and link it to the programmes and or courses being offered.
4. Technical institutes focus on providing practical skills and not academic subjects are better placed in providing technical training than their counterparts, the universities. The probability that they place less focus on this would mean that there would be a shortage in institutions that provide specific training for specific job that require specialized skills
5. If graduates are not qualified in their skills training . it would mean that there's greater probability that they would turn out to be incompetent, their recruitment to perform specific task assignment would be compromised and performance would not meet the required standards

6. Elevation of technical institutions at university level means that all efforts in terms of resources will be directed towards them so as to exploit their full potential in offering training that is relevant. If this is not done the probability would be that development of human resources in all its aspects will not be achieved
7. The less the number of adequately trained staff the greater the probability that development of human resources will not be at its full potential, compromising all other aspects of performance, competence and preference of technical trainees. On the other hand if there is an adequate number of staff, trainees would be competent, performers and there would be no significant difference in preference of their counterparts in the universities.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Research Design

The study was carried through a descriptive survey research design. This research was appropriate because of the cross-sectional nature of the data that was collected, which is largely quantitative and descriptive in nature. In adopting this design, the study sought to determine the employers' perception of the relevance of training by the Kenya Polytechnic to the labor market in Kenya, this research design is usually appropriate where data is collected from a sample and findings used to infer the characteristics of the population. It is therefore used when what is needed is a systematic description, which is accurate and factual as possible. The design has been used by researchers in similar past studies (Gakuru. 2005; Macharia. 2001. Mwangi. 2002).

3.2 Population of the Study

The population of study constituted all employers in all sectors of the economy who absorb trainees from the Kenya Polytechnic. According to the alumni records at the Kenya Polytechnic as at August. 2007. there are approximately 250 of such employers (Appendix 11). The employers of the Kenya Polytechnic graduates are companies, both public and private, that carry out their business activities in either service or manufacturing sectors of the economy.

3.3 Sample Size and Design

A sample of Thirty (30) companies was drawn by way of random sampling technique. The targeted companies were those situated in Nairobi and its environs. The sample comprised of companies that carry business in various sectors of the economy and was deemed to be representative of the entire population given the similarity of the business environment in which they operate.

3.4 Data Collection

The study used primary data which were collected using a structured questionnaire with both open and close-ended questions. The questionnaire was structured in tandem with the objective of the study. The respondents were the heads of the human resource department of the respective companies specifically those in charge of the recruitment and selection of new employees. The questionnaires were administered by mail (drop and pick later, post, E-mail). A further follow up for clarification by telephone calls was done.

3.5 Data Analysis

Data collected was analyzed using descriptive statistical tools of analysis (Percentages, frequencies, mean scores and standard deviation). Percentages and frequencies were used to determine the status proportions of respondents with different degrees of perception of the relevance of training to the labor market. Mean scores and standard deviations were then be used to rate the degree to which training is relevant to the demands of the labor market. For ease of interpretation, the findings were presented in tabular and graphical forms where necessary.

CHAPTER FOUR: DATA ANALYSIS AND FINDINGS

4.1 Introduction

This section presents the analysis and findings from the primary data that was gathered from the respondents who were the human resource managers or any other human resource officers recommended by the Human resource manager. The questionnaires were taken by hand and sufficient time was provided for filling in the questionnaire. All completed questionnaires were edited for completeness and consistency. Summaries of data findings together with their possible interpretations have been presented by use of percentages, frequencies, bar graphs, mean scores and standard deviations.

4 2 Demographic Profiles of the Respondent

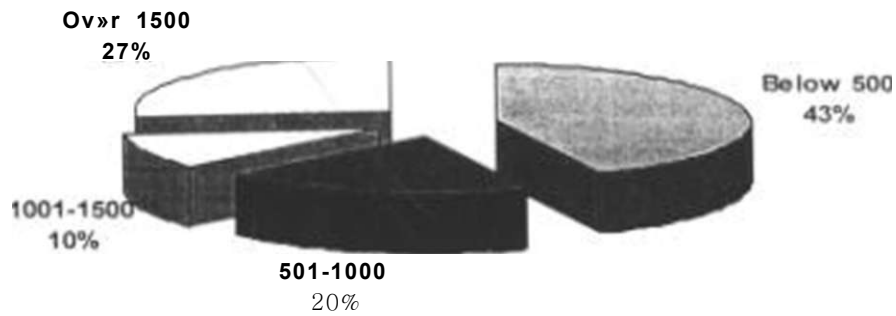
The study used a sample of thirty two (32) questionnaires which were sent out to various respondents. Out of the thirty two questionnaires, thirty were collected and used in the analysis. this represents 94 percent response rate. The demographic profile of the respondent's, that is. the number of employees in each company was analyzed to determine the general classification of the respondents. The respondents were categorized into four mainly companies with below 500 employees, between 5001-1000 employees, between 1001-1500 employees and above 1500 employees as shown below.

Table 4.1: Number of Employees

	Frequency	Percentage	Cumulative Percentage
Below 500	13	43.33	43.33
501-1000	6	20.00	63.33
1001-1500	3	10.00	73.33
Over 1500	8	26.67	100
Total	30	100	

t

Number of Employees



The findings show that 43% of the companies had a work force below 500 employees. 20 % had between 501 and 1000 employees. 10 % had between 1.001 and 1.500 employees while 27 % of the companies had a work force of over 1500 employees. This indicates that majority of the companies interviewed employ less than 500 employees.

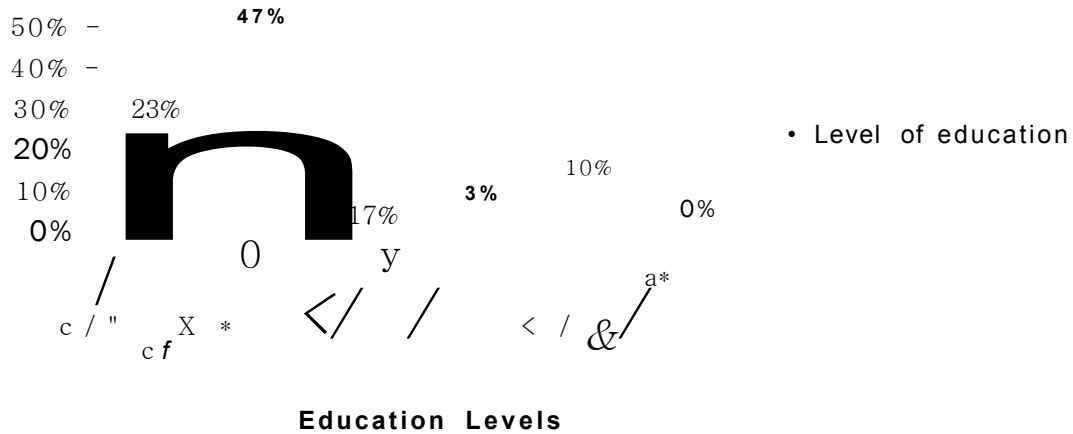
4.3: Lowest level of education qualification for one to be employed in the organization

The respondents were to indicate the lowest level of education for one to be employed in their organization.

Table 4.2: Lowest level of education qualification for one to be employed in the organization

	Frequency	Percentage	Cumulative Percentage
O-Level	7	23	23
Certificate	14	47	70
Diploma	5	17	87
Higher Dip	1	3	90
Degree	3	10	100
Postgraduate	0	0	100
[Total	30	100	

Lowest Level of education Qualification for one to be employed in the Organization



Majority of the companies employ workers with a minimum education qualification of a certificate (47%), this is followed by O-level at 23%. Diploma at 17% and . Degree at 10%, higher diploma 3%.post graduate at 0% respectively. This is an indication that Kenya polytechnic courses are relevant to most companies as it offers certificates and diplomas and is in the process of offering degree courses which arc preferred by most companies as minimum requirement entry point to particularly large organizations

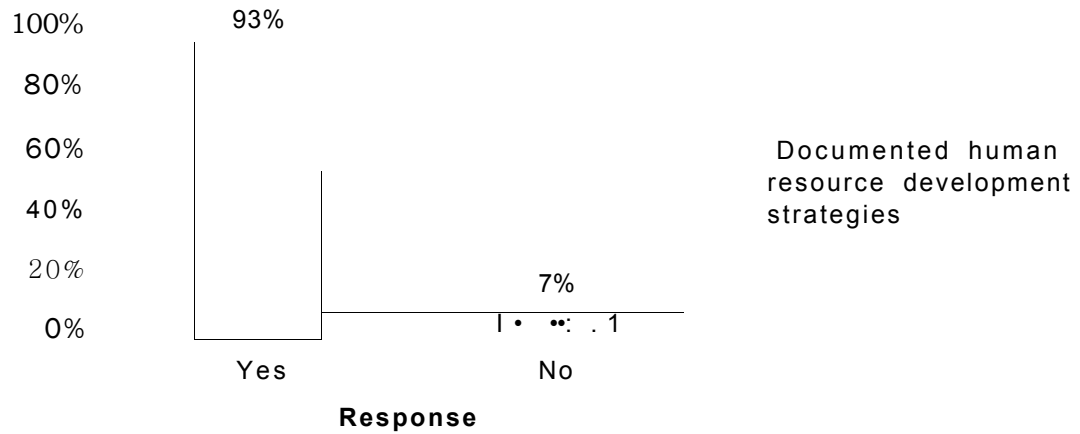
4.4: Does your Organization have documented human resource development strategies?

The respondents were asked to state whether their organizations had human resource development strategies

Table 4.3: Does your Organization have documented human resource development strategies?

	Frequency	Percentage	Cumulative Percentage
Yes	28	93	93
No	2	7	100
Total	30	100	100

Does your Organization have documented human resource development strategies



93% of the companies had documented human resource development strategies while 7% did not have documented strategies in human resource development.

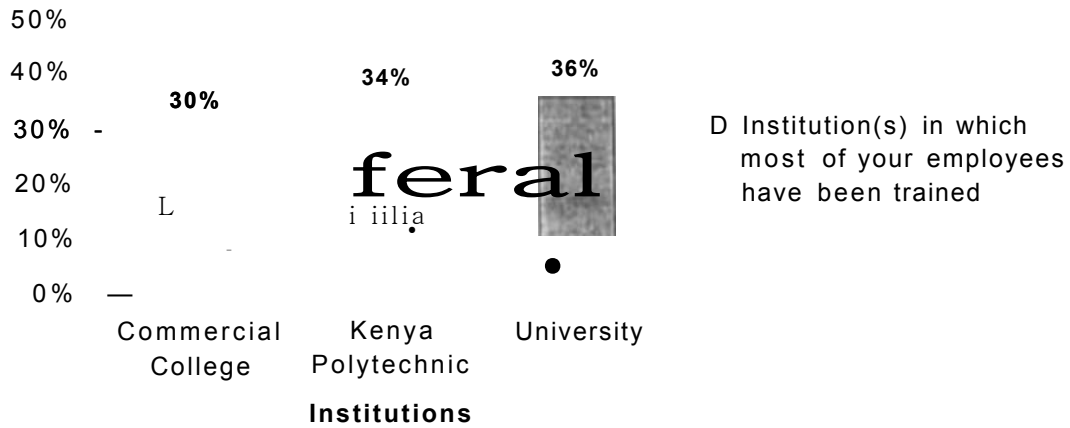
4.5: Institution(s) in which most employees have been trained

The respondents were asked to indicate institution(s) in which most of their employees had been trained

Table 4.4: Institution(s) in which most employees have been trained

	Frequency	Percentage	Cumulative Percentage
Commercial College	16	30	30
Kenya Polytechnic	18	34	64
University	19	36	100
Total	53	100	

**Indicate the Institution(s) in which most of your employees
have been trained**



36% of the employees had been trained at various universities. 34% at Kenya Polytechnic and 30% at commercial colleges

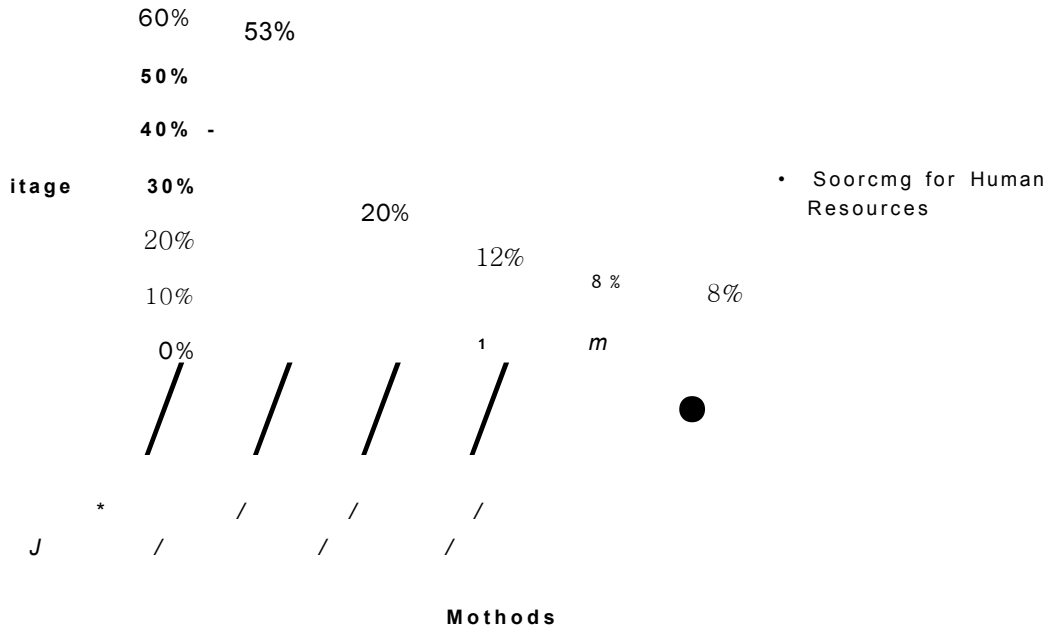
4.6: Sourcing for Human Resources

The respondents were to indicate how their organization source for human resources.

Table 4.5: Ways of sourcing for Human Resources

	Frequency	Percentage	Cumulative Percentage
<u>Through Job Advertisement</u>	26	53	53
<u>Absorbing those in Attachment</u>	10	20	73
<u>Apprentice Programmes</u>	6	12	85
<u>Internships Programmes</u>			97
<u>Others</u>			99
Total	49	99	

How does the organization Source for Its Human Resources

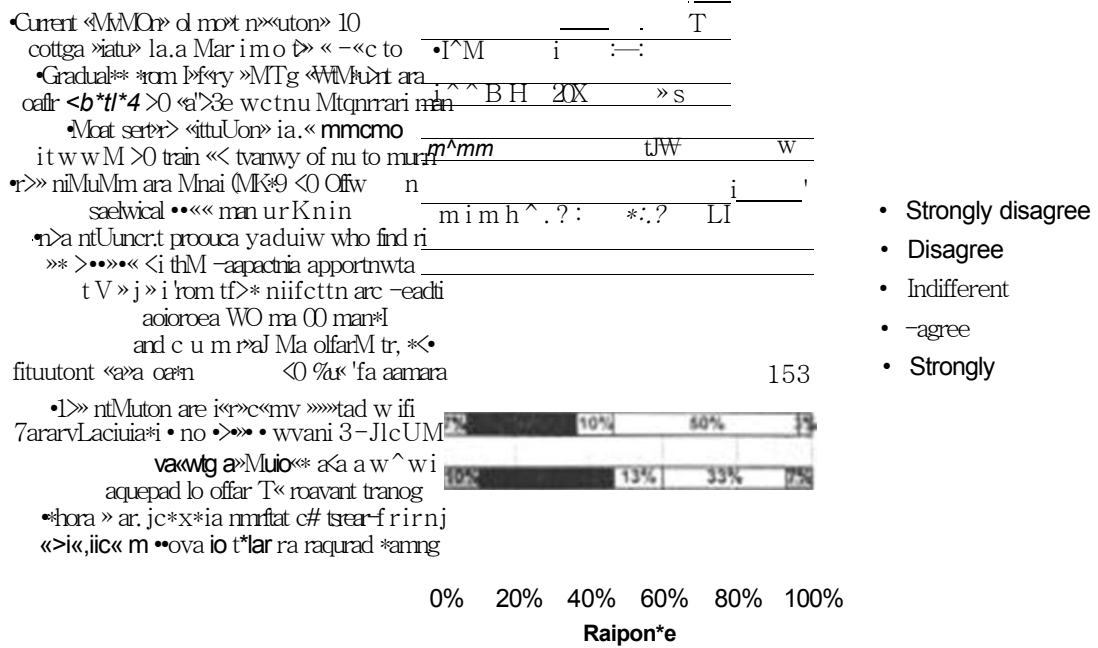


The most popular method of sourcing for human resource amongst the companies is through job advertisement at 53% followed by absorbing those in attachment at 20%, apprentice Programmes at 12%, internship Programmes at 8% and others(references, casuals employments & recruitment agents) at 6%.

4.7: Tertiary training in Kenya and relevance of training to requirement* of the labor market

This section was aimed determining the adequacy of the number of tertiary training institutions, facilities level in tertiary institution with respect to the relevance of training offered, staffing level and their qualifications/skills. ability of the courses Programmes offered to suit the demand of the labor market, absorption level of graduates from the institutions into the job market, relevance of skills acquired by graduates in their respective appointments, comparison of the institutions and the universities in terms of technical training fields and whether the current elevation of most institutions to university college status have been fueled by the need to exploit their full training capabilities.

Level of agreement with the following statement with respect to tertiary training institution*

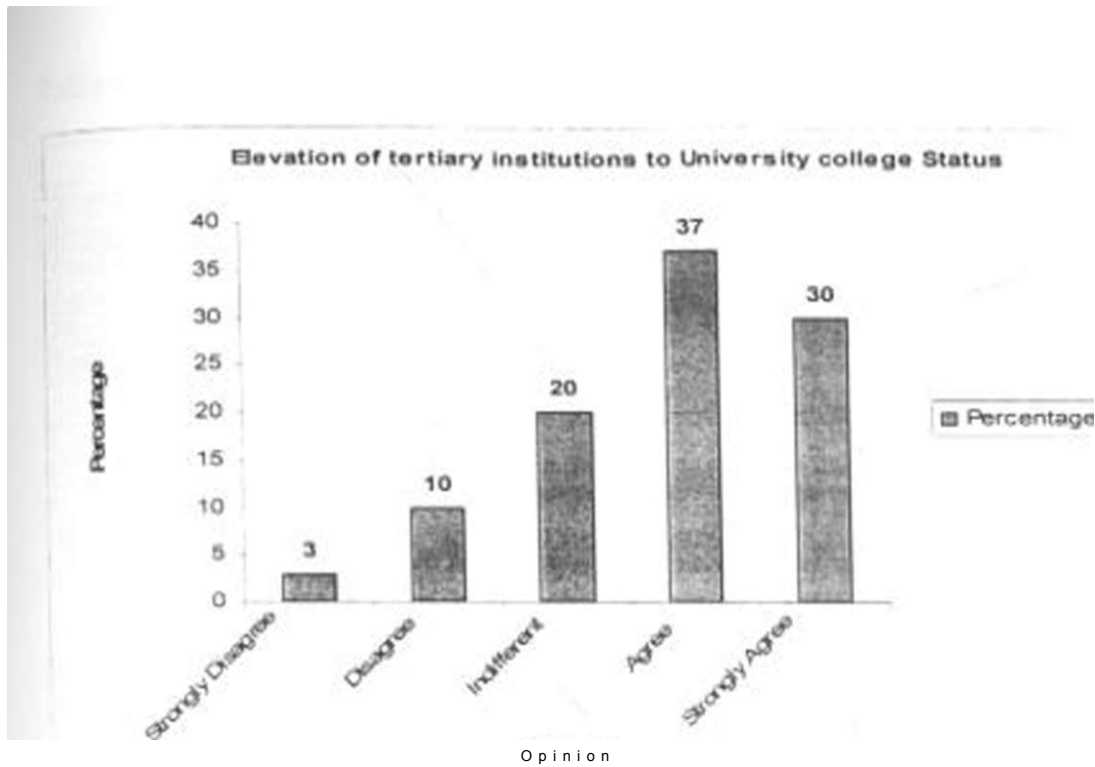


4.7.1: Position of the respondents: The extent to which they agree with the following statements with respect to tertiary training institutions in Kenya
Elevation of tertiary institutions to university college status

The respondents are asked to rate Current elevations of most institutions to university college status have been fueled by the need to exploit their training potential

Table 4.6: Elevation of tertiary institutions to university college status

	Frequency	Percentage	Cumulative Percentage
Strongly Disagree	1	3	3
Disagree	3	10	13
Indifferent	6	20	33
Agree	11	37	70
Strongly Agree	9	30	100
Total	30	100	



67% of the respondents (agree-37% and strongly agree-30%) felt that the current elevations of most institutions to university college status have been fueled by the need to exploit their training potential, 20% were indifferent while 13% disagreed (disagree-10% and strongly disagree-3%)

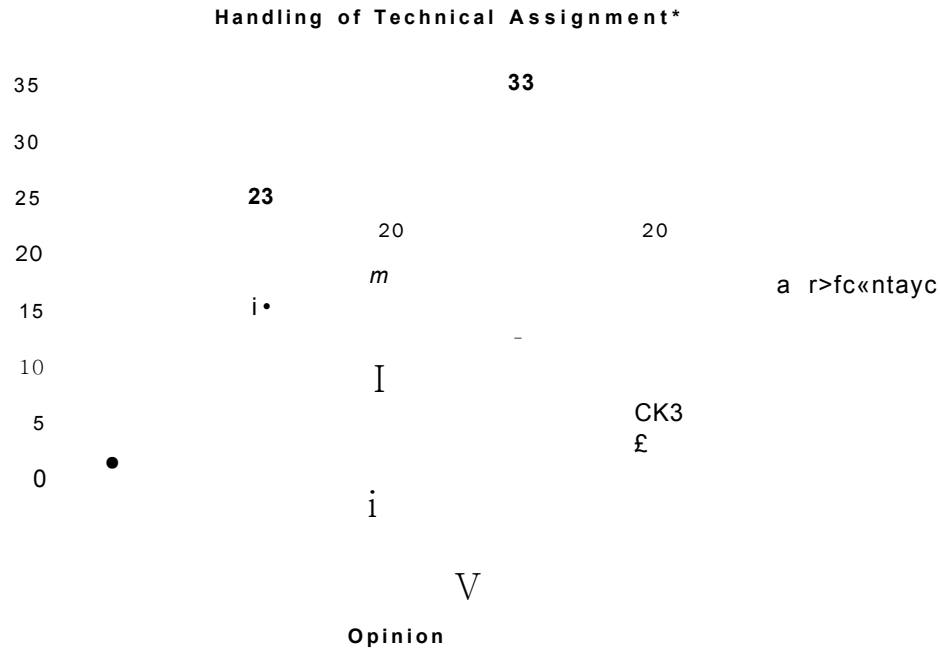
The mean score of the current elevations of most institutions to university college status as having been fueled by the need to exploit their training potential was average (mean = 3.07). However there was a significant difference on the opinion of the respondents since the standard deviation was reasonably high (1.17).

Handling of technical assignments

The respondents were to score on the subject graduates from tertiary training institutions are better qualified to handle technical assignment than their university counterparts

Table 4.7: Graduates from tertiary' training institutions are better qualified to handle technical assignment than their university counterparts

	Frequency	Percentage	Cumulative Percentage
<u>Strongly Disagree</u>			
<u>Disagree</u>		23	26
indifferent		20	46
Agree	10	33	79
<u>Strongly Agree</u>	6	20	99
Total	30	99	



53% of the respondents (agree-33% and strongly agree-20%) felt that graduates from tertiary training institutions are better qualified to handle technical assignment than their university counterparts. 20% were indifferent while 26% disagreed (disagree-23% and strongly disagree-3%)

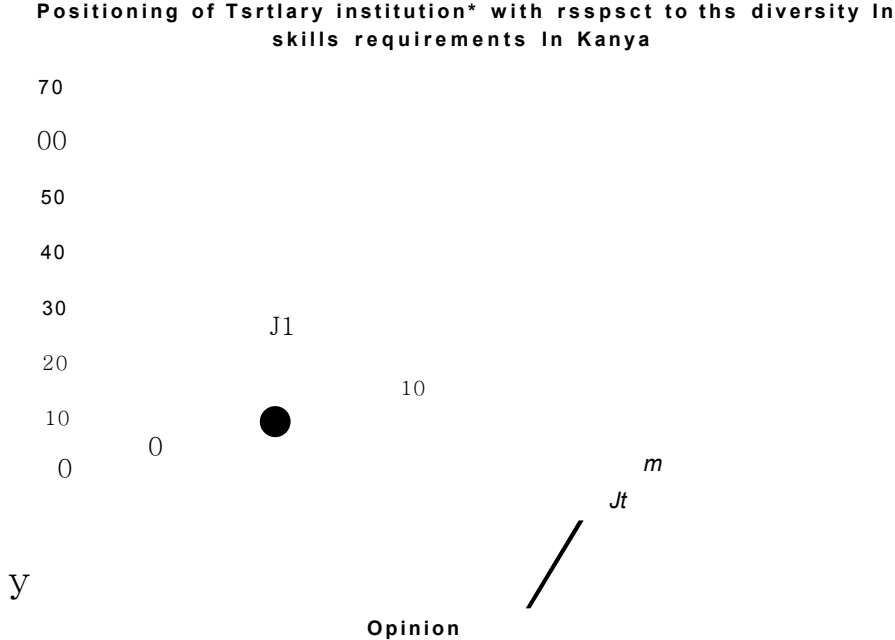
The mean score of the respondents' opinion is 2.8 with a standard deviation of 1.18. There is significance in the opinion as indicated by the high value of the standard deviation with respect to the mean

Positioning of tertiary institutions with respect to the diversity- in skills requirements in Kenya

The respondents were to score on the subject most tertiary institutions have positioned themselves to train in a variety of areas to match the diversity in skills requirement in Kenya

Table 4.8: Most tertiary institutions have positioned themselves to train in a variety of areas to match the diversity in skills requirement in Kenya

	<u>Frequency</u>	<u>Percentage</u>	<u>Cumulative Percentage</u>
<u>Strongly Disagree</u>			
Disagree		21	21
Indifferent		10	31
Agree	18	62	93
<u>Strongly Agree</u>			100
Total	30	100	



69% of the respondents (agree-62% and strongly agree-7%) felt that the most tertiary institutions have positioned themselves to train in a variety of areas to match the diversity in skills requirement in Kenya. 10% were indifferent while 21% disagreed (disagree-21 and strongly disagree-0%)

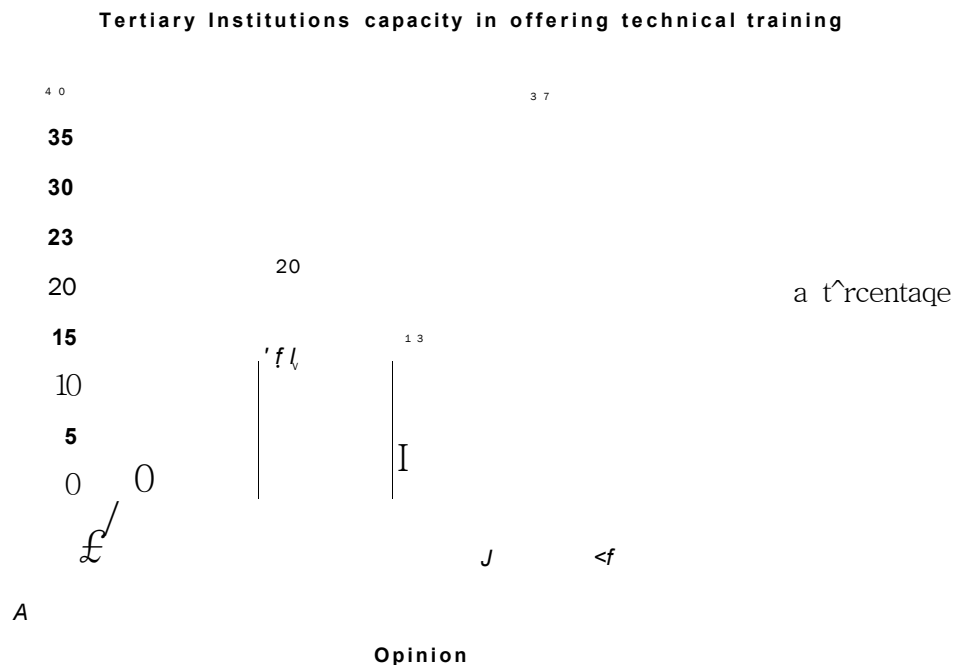
The mean score that most tertiary institutions have positioned themselves to train in a variety of areas to match the diversity in skills requirement in Kenya was 3.13 and the standard deviation of 1.11. There is high variance in the opinion of the respondents.

Tertiary institutions capability in offering technical training

The respondents were to score on the subject the institutions are better placed to offer training in technical fields than universities

Table 4.9: The institutions are better placed to offer training in technical fields than universities

	Frequency	Percentage	Cumulative Percentage
Strongly Disagree	2	7	7
Disagree	6	20	27
Indifferent	4	13	40
Agree	11	37	77
Strongly Agree	7	23	100
Total	30	100	



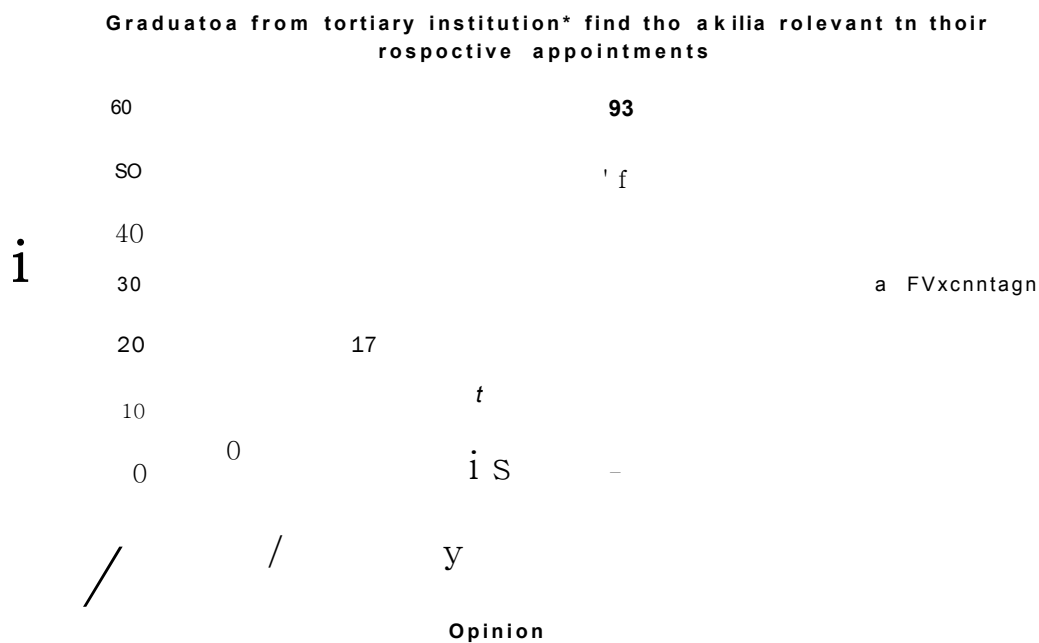
60% of the respondents (agree-37% and strongly agree-23%) felt that tertiary institutions are better placed to offer training in technical fields than universities. 13% were indifferent while 27% disagreed (disagree-20% and strongly disagree-7%)

The respondents' average opinion was 3.67 with a standard deviation 0.92. There is less variance in the opinion of the respondents.

Graduates from tertiary institutions find the skills relevant in their respective appointments

Table 4.10: The institutions produce graduates who find the skills relevant in their

	Frequency	Percentage	Cumulative Percentage
Strongly Disagree	0	0	0
Disagree	5	17	17
indifferent	7	23	40
Agree	16	53	93
Strongly Agree	2	7	100
Total	30	100	



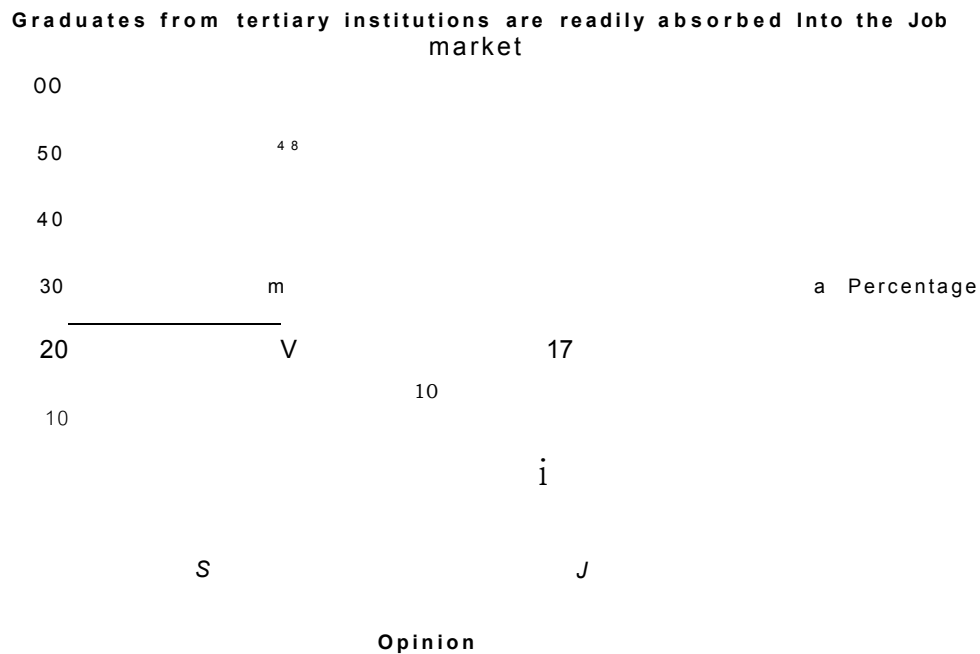
60% of the respondents (agree-53% and strongly agree-7%) felt that the institutions produce graduates who find the skills relevant in their respective appointments. 23% were indifferent while 17% disagreed (disagree-17% and strongly disagree-0%)

The mean score of the respondents with respect to the relevance of skills and appointments is 2.34 with a standard deviation of 1.11. The high level of standard deviation indicates a significant difference in opinion.

Graduates from the institutions are readily absorbed into the job market

Table 4.11: Graduates from the institutions are readily absorbed into the job market

	Froquency	Porcentago	Cumulative Porcentago
^Strongly Disagree	6	21	21
Disagree	14	48	69
Indifferent	3	10	79
Agree	5	17	96]
Strongly Agree	1	3	99
Total	30	99	



30% of the respondents (agree-17% and strongly agree-3%) felt that graduates from the institutions are readily absorbed into the job market. 10% were indifferent while 69% disagreed (disagree-48% and strongly disagree-21%)

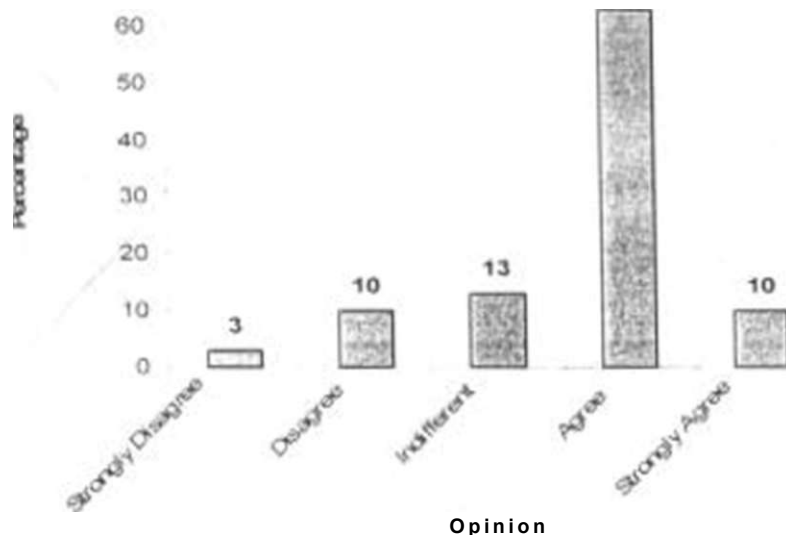
The mean score of 3.5 and a standard deviation 0.86 indicates that the respondents did not differ in their opinion.

programmes / courses at tertiary institutions suits the demand of the labor market

Table 4.12: Programmes and courses that are offered by the institutions have been developed to suit the demand of the labor market

	Frequency	Percentage	Cumulative Percentage
Strongly Disagree	1	3	3
Disagree	3	10	13
Indifferent	4	13	26
Agree	19	63	89
Strongly Agree	3	10	99
Total	30	99	100

Programmes/Courses at tertiary institutions suits the demand of the labour market



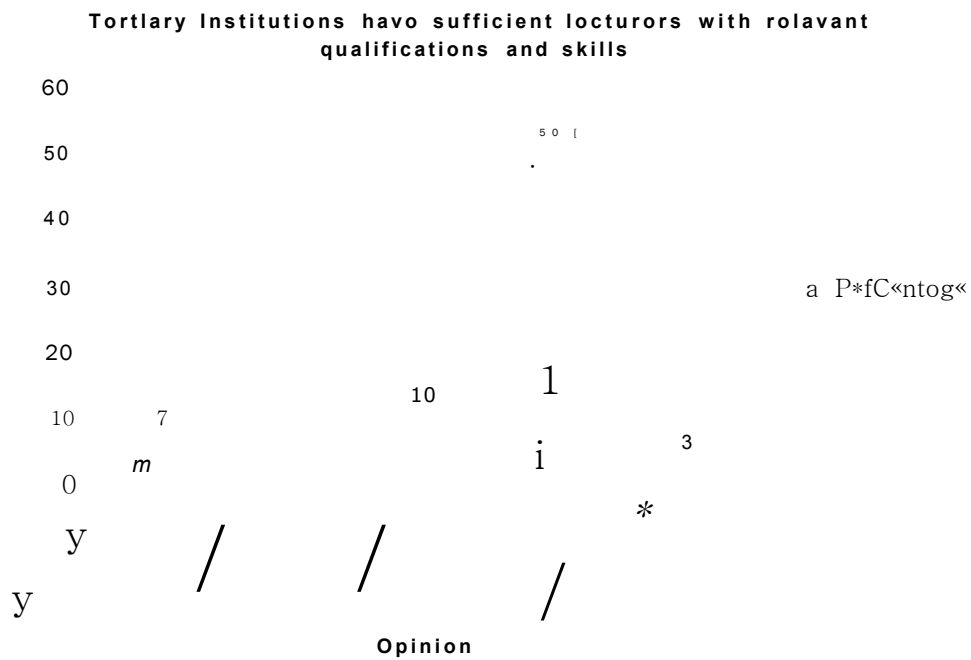
73% of the respondents (agree-63% and strongly agree-10%) felt that the Programmes and courses that are offered by the tertiary institutions have been developed to suit the demand of the labor market. 13% were indifferent while 13% disagreed (disagree-10% and strongly disagree-3%)

The respondents' average mean was 3.3 with a standard deviation 1.53. High variance as indicated by standard deviation.

Institutions have sufficient lectures with relevant qualifications and skills

Table 4.13: The institution are sufficiently staffed with trainers (Lecturers) who have relevant qualifications and skills

	Frequency	Percentage	Cumulative Percentage
Strongly Disagree	2	7	7
Disagree	9	30	37
Indifferent	3	10	47
Agree	15	50	97
Strongly Agree	1	3	100
Total	30	100	



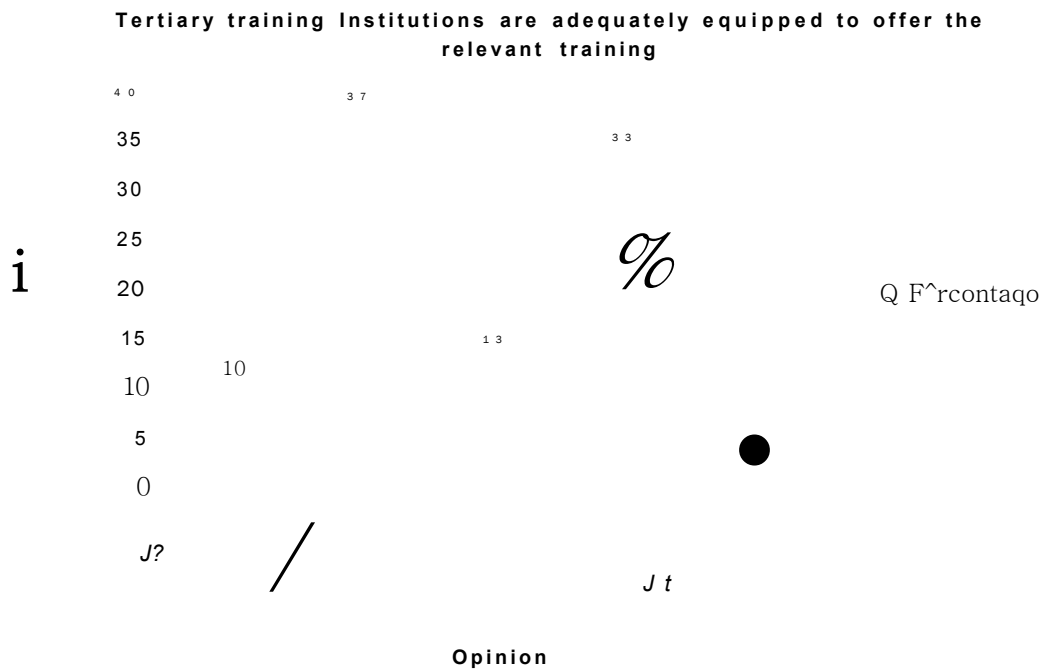
53% of the respondents (agree-50% and strongly agree-3%) felt that tertiary institutions are sufficiently staffed with trainers (Lecturers) who have relevant qualifications and skills. 10% were indifferent while 37% disagreed (disagree-30% and strongly disagree-7%)

The mean score of 3.57 and standard deviation of 0.90. The difference in opinion is less significant.

Tertiary training institutions are adequately equipped to offer the relevant training

Table 4.14: Tertiary training institutions are adequately equipped to offer the relevant

	Frequency	Percentage	Cumulative Percentage
Strongly Disagree	3	10	10
Disagree	11	37	47
Indifferent	4	13	60
Agree	10	33	93
Strongly Agree	2	7	100
Total	30	100	



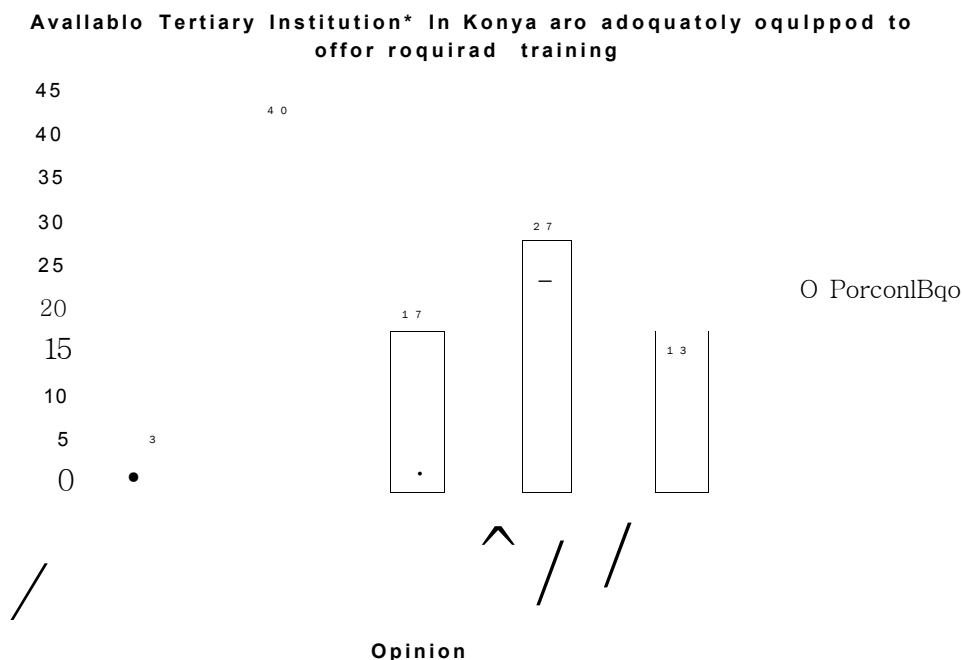
40% of the respondents (agree-33% and strongly agree-7%) felt that Tertiary training institutions are adequately equipped to offer the relevant training. 13% were indifferent while 47% disagreed (disagree-37% and strongly disagree-10%)

The mean score of 3.43 and standard deviation 1.17. there was a significant difference on the opinion of the respondents since the standard deviation was reasonably high

Available tertiary institutions in Kenya are adequate to offer required training

Table 4.15: There are adequate numbers of tertiary training institutions in Kenya to offer the required training

	Frequency	Percentage	Cumulative Percentage
Strongly Disagree	1	3	3
Disagree	12	40	43
Indifferent	5	17	60
Agree	8	27	87
Strongly Agree	4	13	100
Total	30	100	

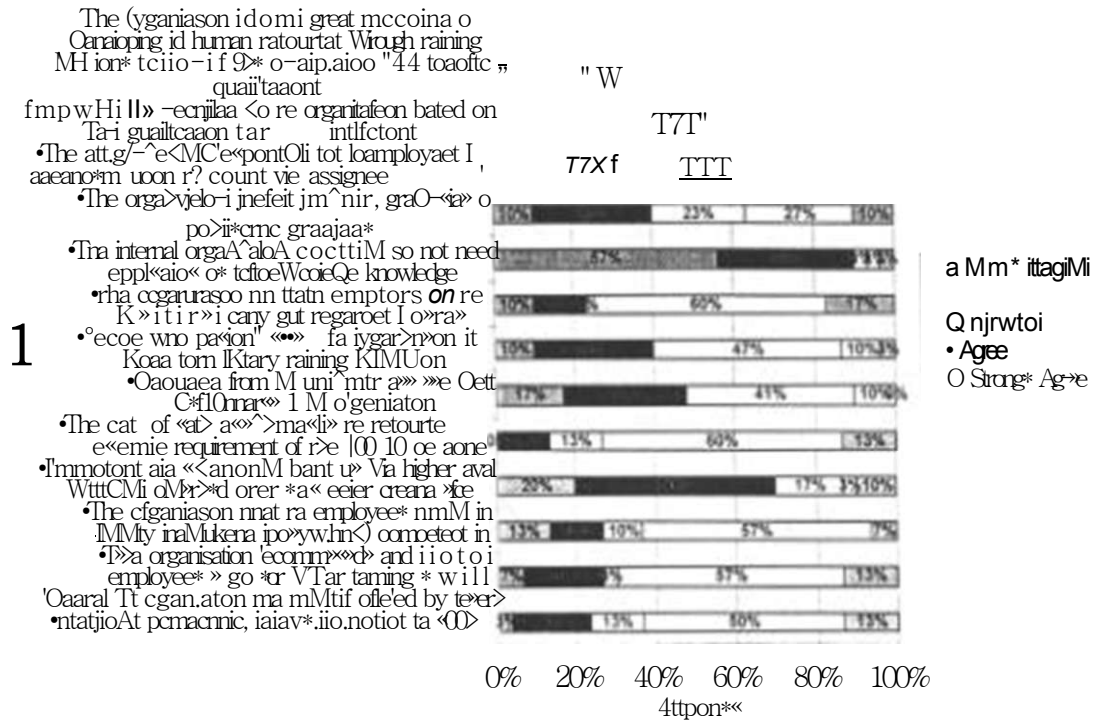


40% of the respondents (agree-27% and strongly agree-13%) felt that there are adequate numbers of tertiary training institutions in Kenya to offer the required training. 17% were indifferent while 43% disagreed (disagree-40% and strongly disagree-3%)

The mean score of 3.8 with standard deviation 1.1 indicates that there is a significant difference on the opinion of the respondents since the standard deviation was reasonably high

In terms of the relevance of training to requirements of the labor market, the section was aimed at determining: The level of importance the organizations attaches to developing their human resources through training, whether all jobs positions in the organizations have specific qualifications. Employees are recruited to the organizations based on their qualification from tertiary institutions. The assignment of responsibilities to employees is dependent upon the course the assignee has trained in. The organization prefers university graduates to polytechnic graduates. The internal organization processes do not need application of school/college knowledge. The organization train fresh employees on the activities they carry out regardless of their academic/professional training, employees who perform well in the organization are those from tertiary training institutions. Graduates from the university are the best performers in the organization. The basis of task assignment is the resource and expertise requirement of the job to be done. Promotions are given on the basis of the higher level certificate obtained other than other criteria like performance. The organization find* the employees trained in tertiary institutions (polytechnic) competent in dispensing organizational tasks. The organization recommends and sponsors employees to go for further training in tertiary institutions (polytechnic) and Overall, whether the organizations find the training offered by tertiary institutions (polytechnic) relevant to most of their labor requirements?

Laval of agreement with the following statement with raapact to tertiary training
Institution*



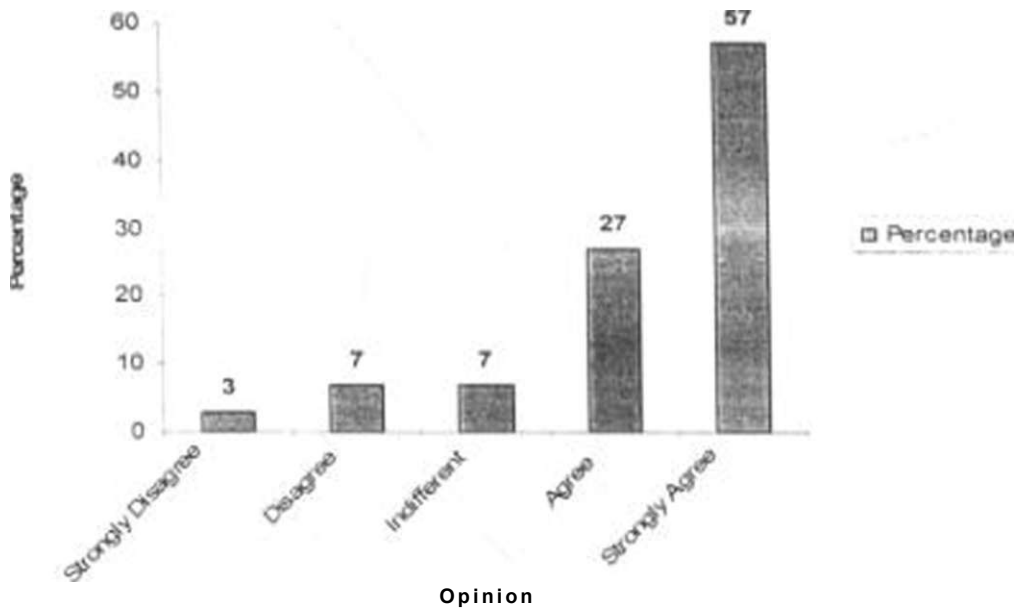
4.7.2: Position of the respondents: In terms of the relevance of training to requirements of the labor market

The organization attaches great importance to developing its human resources through training

Table 4.16: Importance of training in human resources development

	Frequency	Porcentago	Cumulative Percentage
Strongly Disagree	1	3	3
Disagree	2	7	7
Indifferent	2	7	7
j^ree	8	27	27
^Strongly Agree	17	57	57
JTotal	30	100	

The organization attaches great importance to developing its human resources through training



74% of the respondents (agree-27% and strongly agree-57%) felt that, the organizations attaches great importance to developing their human resources through training, 7% were indifferent while 10% disagreed (disagree-7% and strongly disagree-3%)

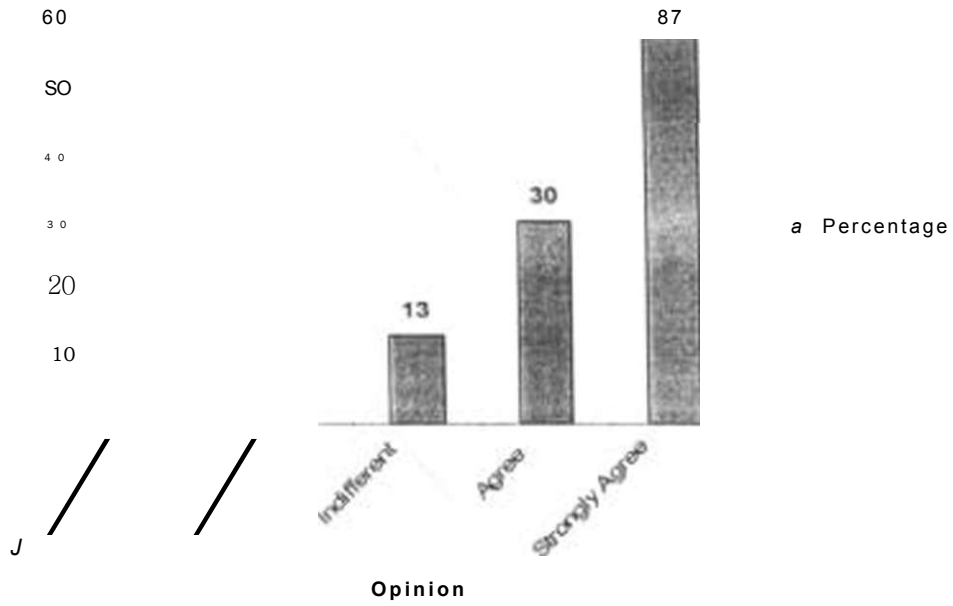
The mean score of 2.46 with standard deviation 1.06 indicates that there was a significant difference on the opinion of the respondents since the standard deviation was reasonably high

All jobs positions in the organization have specific qualifications

Table 4.17: All jobs positions in the organization have specific qualifications

	Frequency	Percentage	Cumulative Percentage
Strongly Disagree	0	0	0
Disagree	5	17	17
Indifferent	2	6	23
Agree	14	47	70
Strongly Agree	9	30	100
Total	30	100	

All jobs positions In the organization have specific qualifications

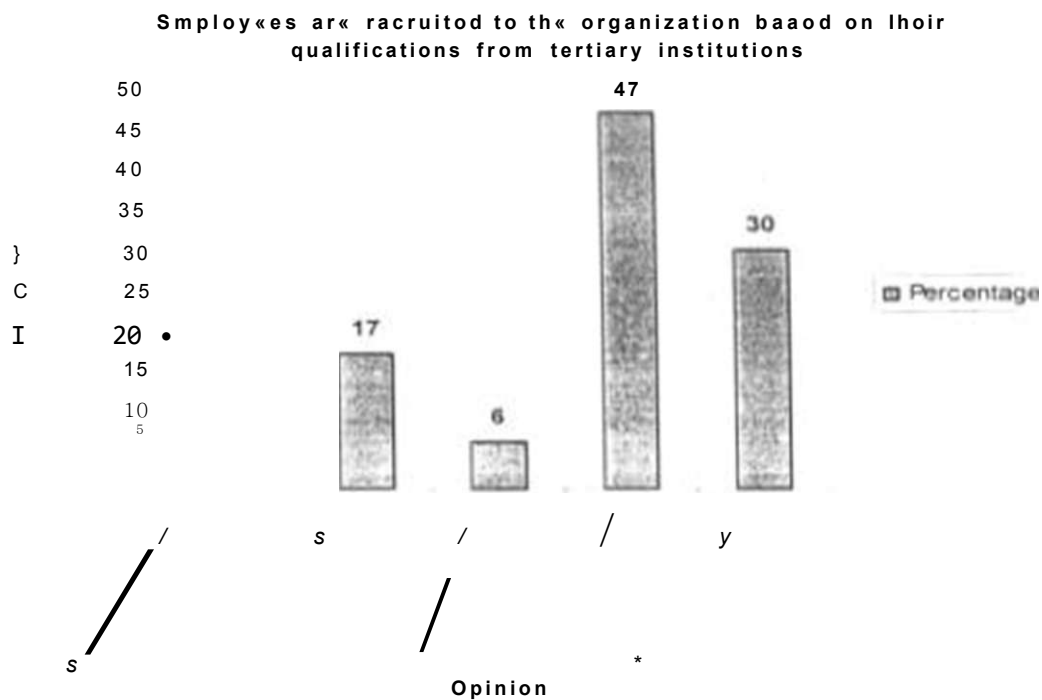


87% of the respondents (agree-30% and strongly agree-57%) felt that all jobs positions in the organization have specific qualifications, 13% were indifferent while none disagreed. The mean score of 4.43 with standard deviation 0.53 indicates that respondents' opinions did not differ significantly since the standard deviation was reasonably low.

Employees are recruited to the organization based on their qualification from tertiary institutions

Table 4.18: Recruitments in the organization are based on qualification from tertiary institutions

	Frequency	Percentage	Cumulative Percentage
Strongly Disagree	0	0	0
Disagree	5	17	17
Indifferent	2	6	23
Agree	14	47	70
Strongly Agree	9	30	100
Total	30	100	



77% of the respondents (agree-30% and strongly agree-47%) felt that the most tertiary institutions have positioned themselves to train in a variety of areas to match the diversity in skills requirement in Kenya. 7% were indifferent while 17% disagreed (disagree-17% and strongly disagree-0%)

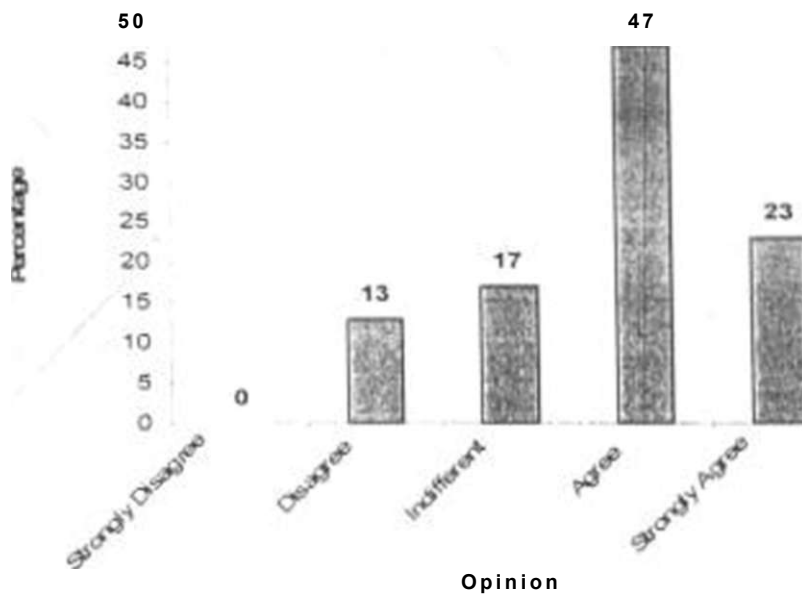
The mean score of 3.9 with standard deviation 1.06 indicates that respondents' opinions differed significantly since the standard deviation was reasonably high.

The assignment of responsibilities to employees is dependent upon the course the assignee has trained in

Table 4.19: The institutions are better placed to offer training in technical fields than universities

	Frequency	Percentage	Cumulative Percentage
Strongly Disagree	0	0	0
Disagree	4	13	13
Indifferent	5	17	30
Agree	14	47	47
Strongly Agree	7	23	100
Total	30	100	

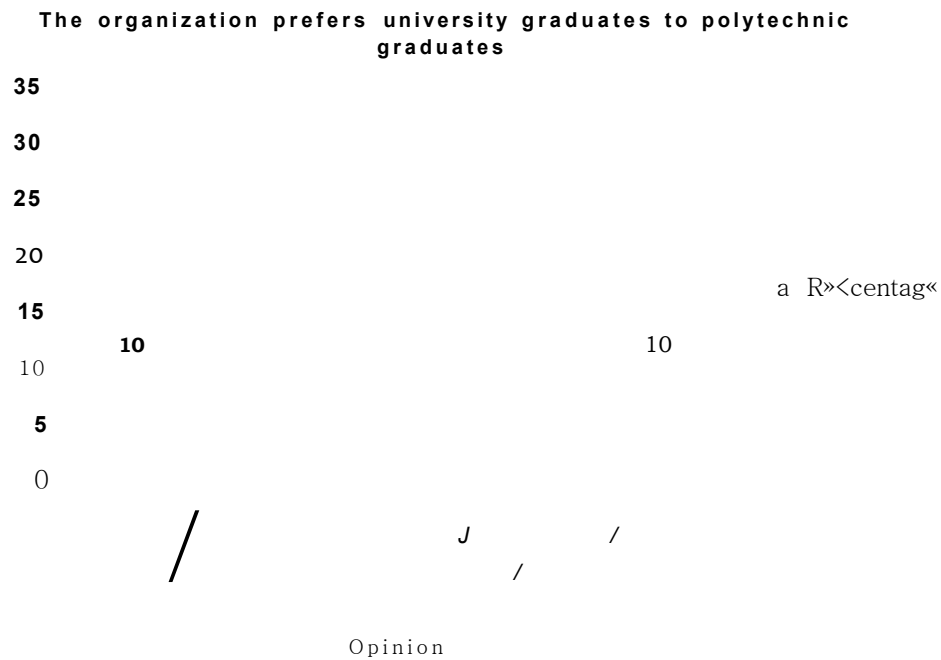
The assignment of responsibilities to employees is dependent upon the course the assignee has trained in



70% of the respondents (agree-47% and strongly agree-23%) felt that, the assignment of responsibilities to employees is dependent upon the course the assignee has trained in. 17% were indifferent while 13% disagreed (disagree-13% and strongly disagree-0%). The mean score of 3.8 with standard deviation 0.96 indicates that respondents' opinions did not differ significantly since the standard deviation was reasonably low.

The organization prefers university graduates to polytechnic graduates

Table 4.20: Preference of university graduates to polytechnic graduates			
Opinion	Frequency	Percentage	Cumulative Percentage
Strongly Disagree	3	10	10
Disagree	9	30	40
Indifferent	7	23	63
Agree	8	27	90
Strongly Agree	3	10	100
Total	30	100	



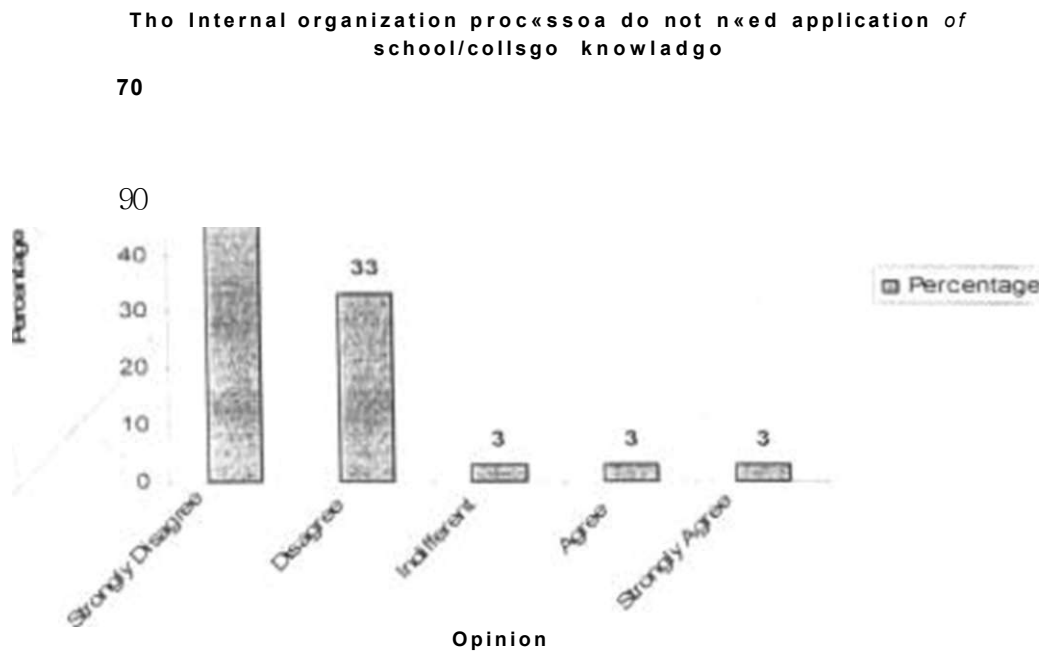
37% of the respondents (agree-27% and strongly agree-10%) felt that organizations prefers university graduates to polytechnic graduates, 23% were indifferent while 17% disagreed (disagree-17% and strongly disagree-0%)

The mean score of 2.97 with standard deviation 1.19 indicates that respondents' opinions differed significantly since the standard deviation was reasonably high.

The internal organization processes do not need application of school/college knowledge

Table 4.21: Relevance of school/college knowledge to internal organizations processes market

	Frequency	Percentage	Cumulative Percentage
Strongly Disagree	17	58	58
Disagree	10	33	91
indifferent	1	3 _n	94
Agree	1	3	97
Strongly Agree	1	3	100
Total	30	100	



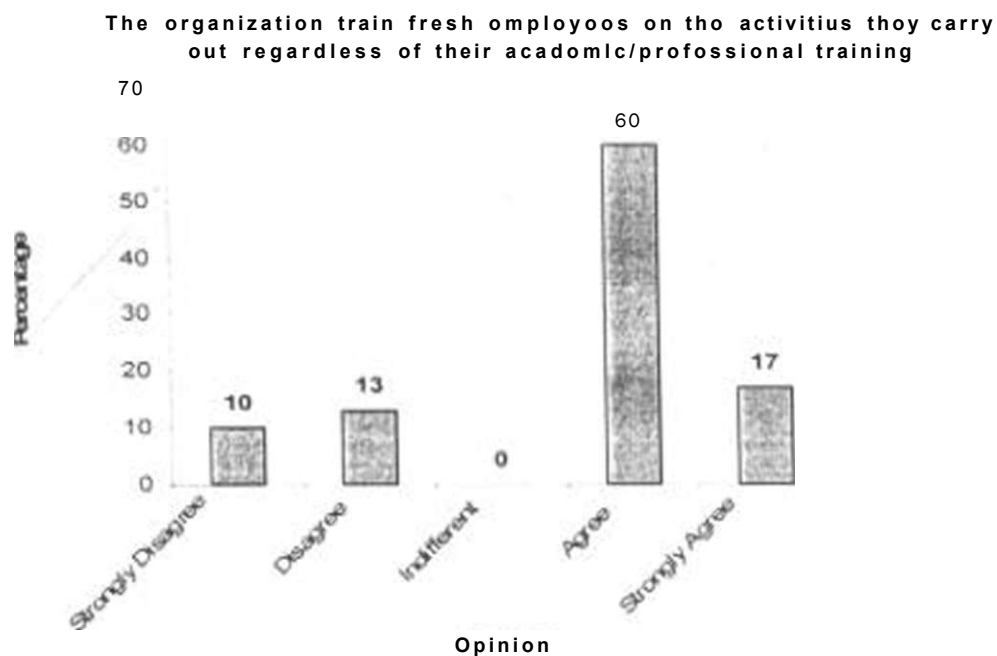
6% of the respondents (agree-3% and strongly agree-3%) felt that the internal organization processes do not need application of school/college knowledge. 3% were indifferent while 91% disagreed (disagree-58% and strongly disagree-33%)

The mean score of 1.6 with standard deviation 0.89 indicates that respondents' opinions differed significantly since the standard deviation was reasonably high.

The organization train fresh employees on the activities they carry out regardless of their academic/professional training

Table 4.22: Fresh employees are trained on the activities they carry out regardless of their academic/professional training

	Frequency	Percentage	Cumulative Percentage
Strongly Disagree	3	10	10
Disagree	4	13	23
Indifferent	0	0	23
Agree	18	60	83
Strongly Agree	5	17	100
Total	30	100	



77% of the respondents (agree-60% and strongly agree-17%) felt that the organization train fresh employees on the activities they carry out regardless of their academic/professional training while 23% disagree (disagree-13% and strongly disagree-10%)

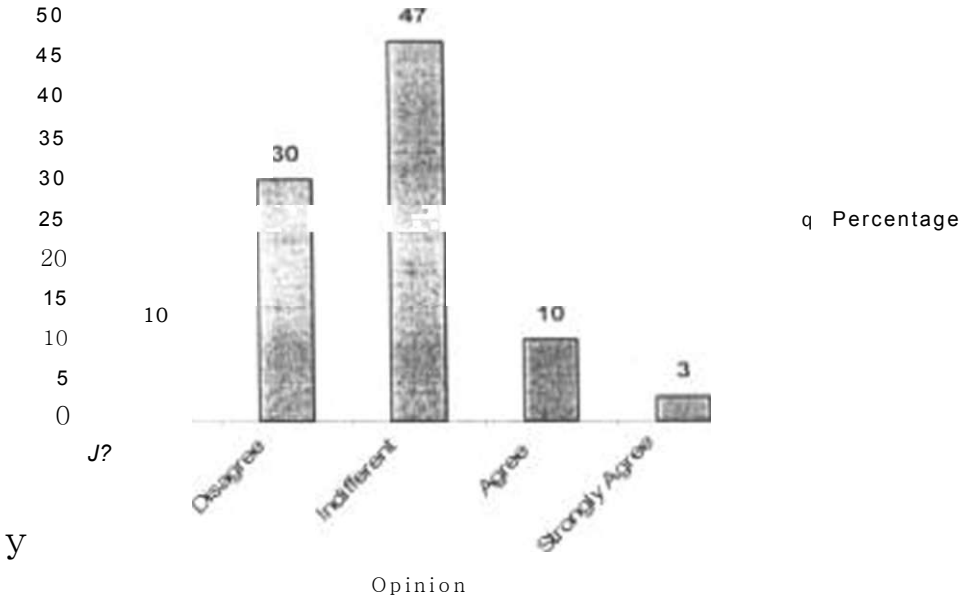
The mean score of 3.6 with standard deviation 1.22 indicates that respondents' opinions differed significantly since the standard deviation was reasonably high.

people who perform well in the organization are those from tertiary training institutions

Table 4.23: good performers in the organizations came from tertiary training institutions

	Frequency	Percentage	Cumulative Percentage
Strongly Disagree	3	10	10
Disagree	9	30	40
Indifferent	14	47	87
Agree	3	10	97
Strongly Agree	1	3	100
Total	30	100	

Peoplo who perform won in the organization are those from tertiary training institutions



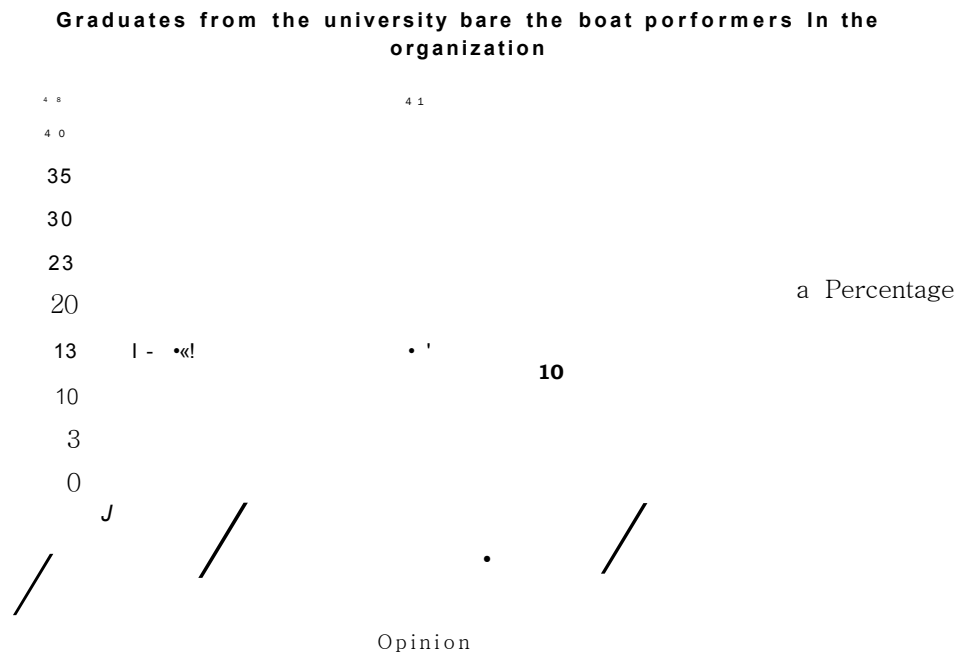
13% of the respondents (agree-10% and strongly agree-3%) felt that People who perform well in the organization are those from tertiary training institutions. 47% were indifferent while 40% disagreed (disagree-30% and strongly disagree-10%)

The mean score of the current elevations of most institutions to university college status as having been fueled by the need to exploit their training potential was average (mean - 2.2). However the was a significant difference on the opinion of the respondents since the standard deviation was reasonably high (1.02).

Graduates from the university are the best performers in the organization

Table 4.24: University graduates are the best performers in the organization

	Frequency	Percentage	Cumulative Percentage
Strongly Disagree	5	17	17
Disagree	9	31	48
Indifferent	12	41	89
Agree	3	10	99
Strongly Agree	0	0	99
Total	30	99	



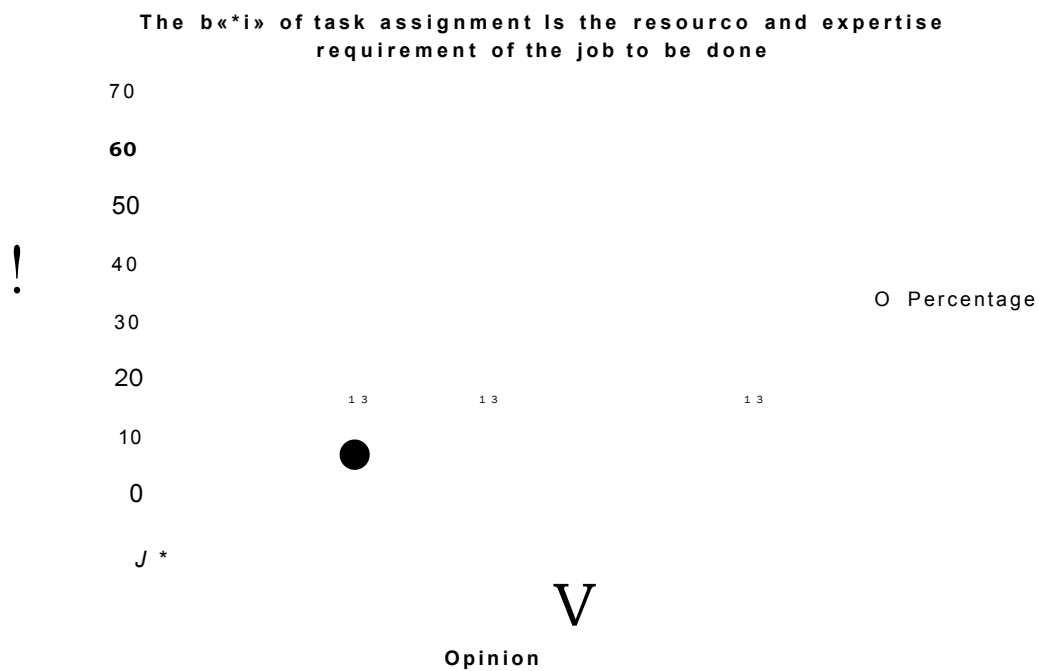
10% of the respondents (agree-10% and strongly agree-0%) felt that graduates from the university are the best performers in the organization. 41% were indifferent while 48% disagreed (disagree-31% and strongly disagree-17%)

The mean score of 2.67 with standard deviation 0.92 indicates that respondents' opinions differed significantly since the standard deviation was reasonably high.

The basis of task assignment is the resource and expertise requirement of the job to be done

Table 4.25: Tasks are assigned based on the resources and expertise requirements

	Frequency	Percentage	Cumulative Percentage
Strongly Disagree	0	0	0
Disagree	4	13	13
Indifferent	4	13	26
Agree	18	60	86
Strongly Agree	4	13	99
Total	30	99	



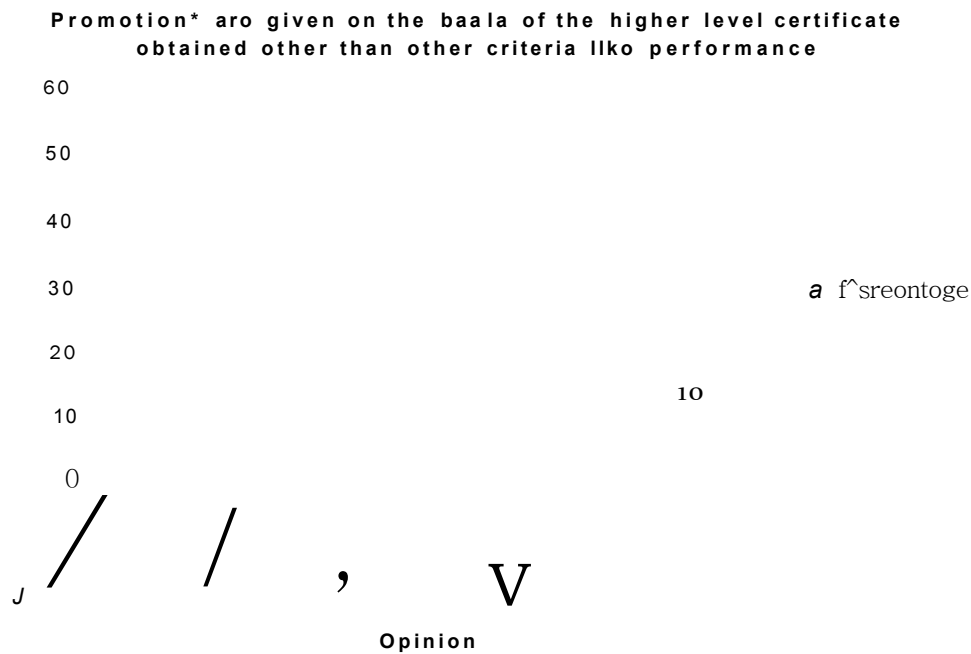
73% of the respondents (agree-60% and strongly agree-13%) felt that the basis of task assignment is the resource and expertise requirement of the job to be done. 13% were indifferent while 13% disagreed (disagree-13% and strongly disagree-0%)

The mean score of 2.44 with standard deviation 0.91 indicates that respondents' opinions differed significantly since the standard deviation was reasonably high

Promotions are given on the basis of the higher level certificate obtained other than other criteria like performance

Table 4.26: Promotions are based on higher level certificate obtained other than other criteria like performance

	Frequency	Percentage	Cumulative Percentage
Strongly Disagree	6	20	20
Disagree	15	50	70
Indifferent	5	17	87
Agree	1	3	90
Strongly Agree	3	10	100
Total	30	100	



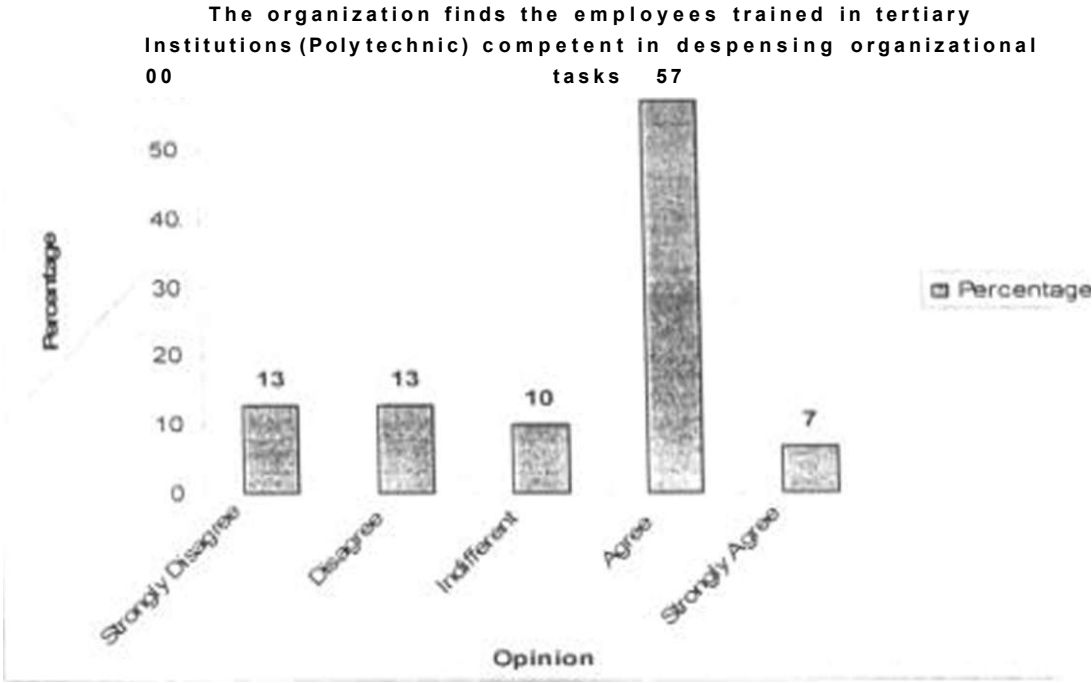
13% of the respondents (agree-10% and strongly agree-3%) felt that Promotions are given on the basis of the higher level certificate obtained other than other criteria like performance. 17% were indifferent while 70% disagreed (disagree-50% and strongly disagree-20%)

The mean score of 3.73 with standard deviation 0.87 indicates that respondents' opinions did not differ significantly since the standard deviation was reasonably low

The organization finds the employees trained in tertiary institutions (polytechnic) competent in dispensing organizational tasks

Table 4.27: Employees trained in tertiary institutions (polytechnic) are competent in dispensing organizational tasks

	Froquency	Porcentage	Cumulative Percentage
Strongly Disaqree	4	13	13
Disagree	4	13	26
Indifferent	3	10	36
Agree	17	57	93
Strongly Agree	2	7	100
Total	30	100	



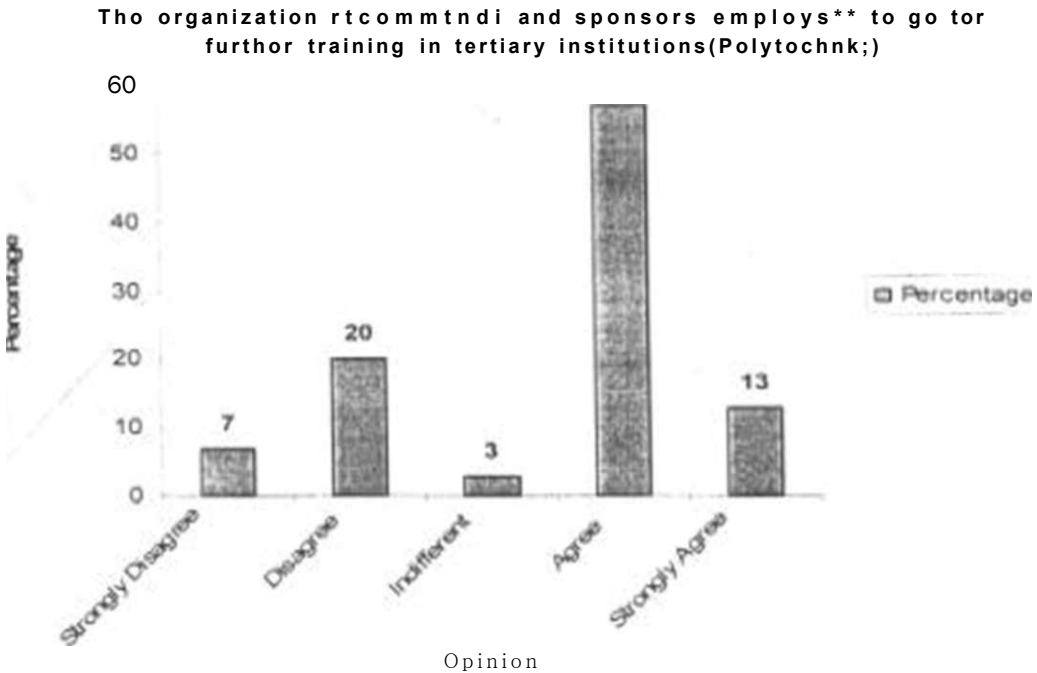
64% of the respondents (agree-57% and strongly agree-7%) felt that the organizations finds the employees trained in tertiary institutions (polytechnic) competent in dispensing organizational tasks. 10% were indifferent while 26% disagreed (disagrcc-13% and strongly disagrcc-13%)

The mean score of 2.33 with standard deviation 1.15 indicates that respondents' opinions differed significantly since the standard deviation was reasonably high

The organization recommends and sponsors employees to go for further training in tertiary institutions (Polytechnic)

Table 4.28: Employees to go for further training in tertiary institutions (Polytechnic)

	Frequency	Porcontago	Cumulativo Percentage
Strongly Disagree	2	7	7
Disagree	6	20	27
Indifferent	1	3	30
Agree	17	57	87
Strongly Agree	4	13	100
Total	30	100	



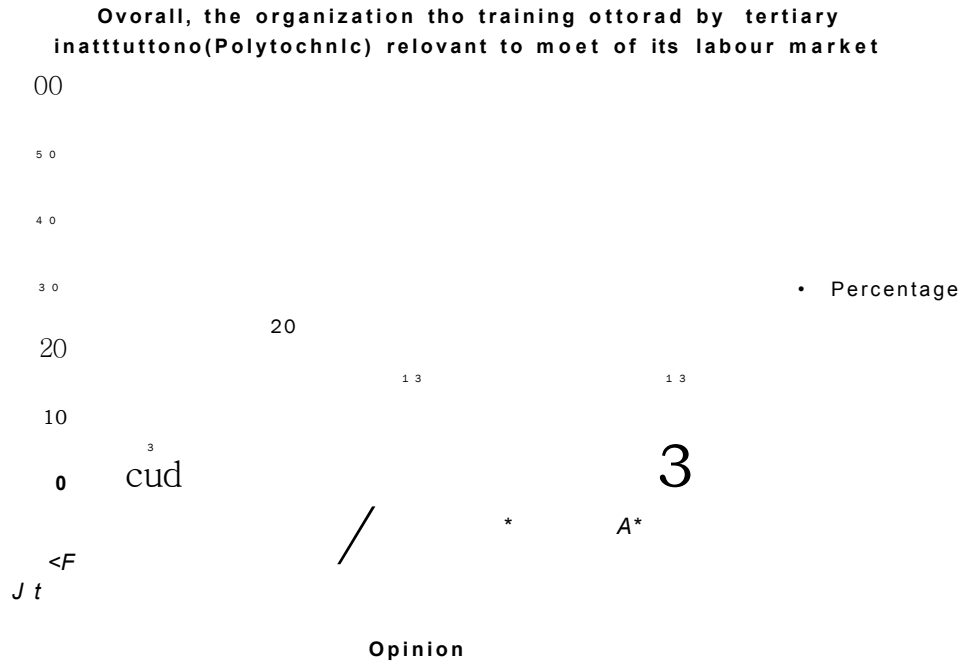
70% of the respondents (agree-57% and strongly agree-13%) felt that the organization recommends and sponsors employees to go for further training in tertiary institutions (Polytechnic). 3% were indifferent while 27% disagreed (disagree-20% and strongly disagree-7%)

The mean score of 3.3 with standard deviation 1.21 indicates that respondents' opinions differed significantly since the standard deviation was reasonably high

Overall, the organization the training offered by tertiary institutions (polytechnic) relevant to most of its labor requirements

Table 4.29: Training offered by tertiary institutions (polytechnic) relevant to most of its labor requirements

	Frequency	Percentage	Cumulative Percentage
Strongly Disagree	1	3	3
Disagree	6	20	23
Indifferent	4	13	36
Agree	15	50	86
Strongly Agree	4	13	99
Total	30	99	



63% of the respondents (agree-50% and strongly agree-13%) felt that overall, the organization the training offered by tertiary institutions (polytechnic) relevant to most of its labor requirements, 13% were indifferent while 23% disagreed (disagree-20% and strongly disagree-3%)

The mean score of 3.5 with standard deviation 1.67 indicates that respondents' opinions differed significantly since the standard deviation was reasonably high.

CHAPTER 5: DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter gives a summary of the findings as well as the conclusions gathered from analysis of data. Findings have been summarized along side the objectives of the study, conclusions have been drawn from the study and the recommendations for actions are also given.

5.2 Discussions

All employers valued academic qualifications as a requirement for those who they employ at their firms. The minimum qualification amongst the majority of the companies was certificate level. In line with Kenya polytechnic Programmes/courses offered it means the institute is a source for employees for most companies

A well laid down strategy gives an organization a competitive edge especially in key areas such as human resource, operations and finance. This is confirmed from the study as almost all the companies/organizations had documented human resource development strategies in place.

Preference in the training institutions amongst employees in most companies/organizations did not vary much as Kenya polytechnic ranked more less the same as other universities. This again confirms the minimum academic qualification to be certificate level amongst most organizations. Companies/organizations uses various modes of sourcing for human resource amongst them being through job advertisement, absorbing those in attachment, apprentice Programmes . internship Programmes, references, absorbing casuals employees and using recruitment agents. The most popular method was through job advertisement. It is important therefore for all institutions to include in their curriculum a course on how to job hunt and specifically how to write a winning curriculum vitae. This will go along way in assisting graduates in getting jobs.

The elevation of most institutions to university college status have been fueled by the need to exploit their training potential have been perceived by many employees to be true, however they were of the opinion that these institutions must retain their mandate to train on technical subjects and skills. This was further supported by most companies/organization, that is, graduates from tertiary training institutions are better qualified (equipped with skills relevant in their respective appointments) to handle technical assignments than their university counterparts as the tertiary institutions are better placed to offer training in technical fields than universities. The reason as to why tertiary institutions are better placed was as a result of them having positioned themselves to train in a variety of areas to match the diversity in skills requirement in Kenya. The institutions however are faced with challenges of training staff (lecturers) as most of them do not have enough funds to train, lack of training equipment and at times lack of qualified technical lecturers to deliver the trainings.

The absorption rates of both tertiary graduates and their counter parts from the universities were more less the same, that is. the companies/organizations did not give any preference to any class of graduates (tertiary graduates for middle cadre while university graduates for the management cadre). The rate of job absorptions depends on the availability of vacancies which are currently very scarce as compared to the number of graduates joining the labor market each year. Plough tertiary institutions plays a major role in technical training in the country, the number of the institutions currently available are not able to cope with the demand. In most cases institutions especially village polytechnic only exist by name and can not deliver its core business of training.

Human resources are the back bone of the organizations effective performance. Today's business world is so dynamic that every day new skills are required for organizations to remain relevant. Strategic Human resources development in most organizations is carried out through training, based on employees training; employees are assigned different responsibilities within the internal organization processes of the organization. In order to remain competitive, save time and costs; and get the best out of the employees, most organizations do train fresh employees regardless of their academic professional training.

This helps new employees to settle down very fast by reducing the superiority complex between tertiary graduates and universities graduates and maintenance of continuity in the operations of the organization. Upon training, employees performance as well as promotions will then be based on their ability to carry out the assigned task as opposed to their previous educational background. The tasks assigned will depend on the resources and expertise requirements for the job to be done.

Tertiary institutions play a major role in training of employees especially in technical fields. Most organizations recommend and sponsor employees to go for further training in tertiary institutions (Polytechnic).

5.3 Conclusion

The findings of this research highlight the major contributions of tertiary institutions (Kenya Polytechnic as an example) in providing training to the Kenyan labor market as indicated by the percentage of employees who attend their training at the institutions (second to universities), the importance of these institutions in technical training, the relevance of the training offered and the competition level of their graduates against their universities counterparts.

It is clear from the study that tertiary institutions have a specific role that they play in the labor market which can not be filled by either colleges or universities and therefore they are here to stay. A case in point is the Indian case, where tertiary colleges have outperformed their university counterparts in information technology and as a result more students are joining tertiary colleges. Hence the study has achieved its main objective of determining the relevance of training provided by Kenya polytechnic to the Kenyan labor Market.

5.4 Recommendations

There is a clear appreciation of the role played by tertiary institutions in offering training to would be future employees of organizations in the Kenyan labor force and particularly geared to practical subjects. The link therefore of theory to practice cannot be under emphasized. Employers were emphatic that there is need for tertiary trainers to place most focus in ensuring that skills training is achieved by their scholars particularly in courses that require specific expertise. To embrace this gap;

1. Tertiary institutions should therefore work toward enhancing their resources capability' both in material and those delivering the training.
2. To be relevant and keeping in tandem with the changing environmental challenges and dynamism, there was a strong recommendation for collaboration between Businesses and tertiary institutes so as to inform scholars of available job opportunities and advice on relevant courses to undertake or offer.
3. A needs assessment exercise should thus be carried out so as to link training to the job required by the labor market. Such collaboration would be beneficial in generating an improved pool of future workers and significantly improve the image of Businesses and industry as socially responsible to promote the general welfare in the communities in which they operate.
4. Ultimately, it was pointed out that the mandate of tertiary institutions in offering practical or technical oriented training should not be lost while embracing the university status.

Its worthy to note that by time this research was coming to a conclusion. Kenya polytechnic had graduated from a technical college to a University college as envisioned in the TIVET programme strategies. The gazettelement look place on 24th August 2007. The institution is now mandated to award degrees of Bachelor of Science & Technology in the various specialist courses such as electrical engineering, applied sciences and so on.

5.5 Limitations of the Study

Although there was a 94% response rate of the questionnaires distributed, the time factor posed a challenge to the study, in that some questionnaires were not responded to by the respondents who were hard pressed by their day to day operations in their organizations.

The population of Kenya polytechnic since its inception is without doubt quite large but data on its alumni is a recent undertaking, and challenges were faced in locating their place of employment.

Frustrations were at times met in having the questionnaire accepted as most large organizations expressed it was against their company policy to divulge information to the public.

5.6 Suggestions for further Research

The study; to determine the relevancy of training undertaken at tertiary institutions is indeed timely at a time the Kenyan government and its citizens are grappling with the question on how to deal with the unemployment problem and the realization that not all can be absorbed in the white collar jobs, hence the shift towards investing in the non-formal employment in agnc-based industries and in manufacturing industries. To clearly find an answer to this problem, a comprehensive needs assessment study is required so as to ensure that development of human resource needs vis-i-vis labor market requirements are in sync, the last having been carried out in 1986 by Mauri.

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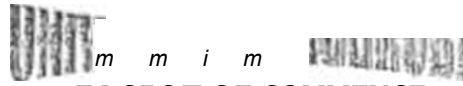
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APPENDIX I: LETTER OF INTRODUCTION

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TO WHOM IT MAY CONCERN

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Registration No: V C-1 |p| 3J | oA

1 s a Master of Business Ailmnlsratlon (MBA) sludent of the UnivetsH¹. of Nairobi.

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CO-ORDINATOR. MBA PROGRAM

APPENDIX II: LETTER OF APPEAL

CECILIA W GATHITL
PO BOX 74370- 00200
NAIROBI.

Dear Sir/ Madam

RE: REQUISITE TO H.I.I. IN QUESTIONNAIRE EMPLOYERS PERCEPTION
OF TERTIARY TRAINING; AND ITS RELEVANCE TO THE LABOR
MARKET: A CASE OF THE KENYA POLYTECHNIC.

I am an MBA student at the Nairobi University currently conducting a research study on the above project title. This study is solely meant for the completion of my course work in the MBA program and not for any other purposes, hence your support in answering the questionnaire will be most appreciated.

Yours Faithfully,

Cecilia Wacuka (Gathitu).

APPENDIX III : RESEARCH QUESTIONNAIRE

A: General Information

1. Name of the organization _____
2. Year of establishment _____
- 3- Area of operation/Nature of business _____

- 4 Number of employees (Tick as appropriate)

Below 500	[]
501-1000		1	
1001-1500	I		
Over 1500			

5. Lowest level of educational qualification for one to be employed in the organization (Tick as appropriate)

A-Level		
Certificate		
Diploma		
Higher Dip.		
Degree	I	
Postgraduate	I	

6. Does your organization have documented human resource development strategies? (Tick)

Yes			No		
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7. Please indicate the institution(s) in which most of your employees have been trained.(Tick)

Commercial college			University		
Kenya Polytechnic	I				

- X. How does the organization source for its human resources? (Tick as appropriate)

- Through job advertisements []
- Absorbing those in attachment ()
- Apprentice programmes
- Internship programmes ()

Part B: Tertiary Training in Kenya

9. Please indicate, by scoring in the 1-5 point scale, the extent to which you agree with each of the following statements with respect to tertiary training institutions in Kenya. Use the following key:

1-Strongly disagree: 2-Disagree: 3-Indifferent; 4-Agree: 5-Strongly Agree

	Statement	1	2	3	4	5
1	There is an adequate number of tertiary training institutions in Kenya to offer the required training.					
	Tertiary training institutions are adequately equipped to offer the relevant training					
3	The institutions are sufficiently staffed with trainers (lecturers) who have relevant qualifications and skills.					
4	Programmes and courses that are offered by the institutions have been developed to suit the demands of the labor market					
5	Graduates from the institutions are readily absorbed into the job market					
6	The institutions produce graduates who find the skills relevant in their respective appointments.					
7	The institutions are better placed to offer training in technical fields than universities.					
X	Most tertiary institutions have positioned themselves to train in a variety of areas to match the diversity in skills requirement in Kenya.					
8	Graduates from tertiary training institutions are better qualified to handle technical assignments than their university counterparts.					
10	Current elevations of most institutions to university college status have been fueled by the need to exploit their full training potential					

Pan C: Relevance of training to requirements of the labor market

10. Please indicate, by scoring in the 1-5 point scale, the extent to which you with each of the following statements with respect to the relevance of the trains by tertiary institutions, specifically the Kenya Polytechnic to the organization's labor requirements. Use the following key:

1- Strongly disagree; 2- Disagree; 3- Indifferent; 4- Agree; 5- Strongly Agree

Statement		1	2	3	4	5
1	The organization attaches great importance to developing its human resources through training					
2	All job positions in the organization have specific qualifications					
3	Employees are recruited to the organization based on their qualification from tertiary institutions.					
4	The assignment of responsibilities to employees is dependent upon the course the assignee has trained in.					
5	The organization prefers university graduates to polytechnic graduates.					
6	The internal organization processes do not need application of school/college knowledge.					
7	The organization train fresh employees on the activities they carry out regardless of their academic/professional training.					
X	People who perform well in the organization are those from tertiary training institutions					
	Graduates from the university are the best performers in the organization					
10	The basis of task assignment is the resource and expertise requirement of the job to be done					
II	Promotions are given on the basis of the higher level certificate obtained other than other criteria like performance.					
12	The organization finds the employees trained in tertiary institutions (polytechnic) competent in dispensing organizational tasks.					
13	The organization recommends and sponsors employees to go for further training in tertiary institutions (polytechnic).					
14	Overall, the organization the training offered by tertiary institutions (polytechnic) relevant to most of its labor requirements.					

11. What is your general comment on the relevance of the training by tertiary institutions and its relevance to labor market requirements in Kenya?"

thank you for your cooperation

APPENDIX IV: LIST OF COMPANIES/ORGANIZATIONS

NO	Name	Operations
1	University of Nairobi	Learning institution
	Kenya industrial property institute! KIPi)	Intellectual property administration
3	Kenya agricultural research institute* KARI)	Agricultural research
4	NEMA(National Environmental Management Association)	Environmental Management
5	KIRDKKenya industrial research ^development institute	Industrial research
1	Ministry of C:ender.sports.ciiltural and social services	Access to affordable and quality social services
1 ? J	Ministry of co-operative and Marketing	Management of co-operative societies
8	Mines & Geology Department	Regulation, Testing and Licensing of minerals and natural resources
	Mousing Finance	Financial services
10	Post Bank	Financial and courier services
11	Barclay Bank	Banking services
12	CI C Life Assurance 1 id	Life insurance
13	Postal corporation of Kenya	Courier and financial
14	Kenva l imes Media services	Media. Publisher of Daily National Newspapers
15	Simbu colt motors 1 td	Motor trade
16	MarshallstF.Ail id	Motor trade
17	D.T Dobic&coiK) Ltd	Sales & services of motor vehicles
18	1 nilever Kenya Ltd	FMCO
19	Bamburi cement company Ltd	Cement sales
20	Kula Korncr Restaurant	Restaurant
21	Fridays Restaurant	Restaurant
22	Nairobi 1 lospital	Health care services
23	Kenva National Library services! KNLS)	Library services
24	Kenya Medical Training Services! KMTC)	Training in Health related programs
25	Kenya Bureau of standards! KBS)	Standards services and metrology
26	National cereals and produce Board	Trading in Grains
27	Blue Posts Hotel	1 iotclservices
28	Kenya Airways	Flinht and cargo services
29	Equity Bank	Banking Services
30	K-Rep Bank	Banking Services