



**INFLUENCE OF SOCIO-ECONOMIC FACTORS ON STUDENTS'
ENROLLMENT RATES IN PUBLIC TECHNICAL AND VOCATIONAL
EDUCATION INSTITUTIONS IN KILIFI COUNTY, KENYA**

BY

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DECLARATION

This research project is my original work and has not been presented for an award in any other institution.



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

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DEDICATION

This work is dedicated to my grandmother Ketsia Makungu for her prayers and support, my wife Maxyne Mwendu Kimatu for moral support and encouragement and to my daughter Anova Guvurah for the endless motivation she accorded me during the study.

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LIST OF ABBREVIATIONS AND ACRONYMS

CTE	Career and Technical Education
COTVET	Council for Technical and Vocational Education and Training
EFA	Education for All
GOK	Government of Kenya
HELB	Higher Education Loan Board
KATTI	Kenya Association of Technical Training Institutions
KUCCPS	Kenya Universities and Colleges Central Placement Service
MOE	Ministry of Education
MOH	Ministry of Health
NACADA ACT	National Authority for the Campaign against Alcohol and Drug Abuse Act
NACOSTI	National Commission for Science, Technology, and Innovation
NADSC	National Artisan Development Support Center
NGOs	Non- Governmental Organizations
NSFAS	National Student Financial Aid Scheme
OECD	Organization for Economic and Co-operation Development
PPC	Peace Pen Communications
SDGs	Sustainable Development Goals
SPSS	Statistical Package for Social Sciences
TVC	Technical and Vocational College
TVET	Technical and Vocational Education and Training
UNESCO	United Nations Educational, Scientific and Cultural Organization

ABSTRACT

The study's goal was to investigate the socioeconomic characteristics that affect how many students enroll in public TVET colleges in Kenya's Kilifi County. Four goals served as the foundation for the study: to determine how government funding affects student enrollment; to ascertain the impact of household income on student enrollment; to ascertain the degree to which parental education levels affect student enrollment rates; and to pinpoint the impact of drug use and abuse on student enrollment rates in public TVET institutions in Kilifi County. The study was founded on Theodore William Schultz's proposed Human Capital hypothesis (Becker, 1964). The research used a descriptive survey methodology. The target group included 1,500 first-year students, fifteen administrators, and one hundred instructors working in Kilifi County's public TVET institutions. The survey included 183 respondents as its sample size. It employed the probability sampling method, which uses random sampling to select any member of the targeted group equally. Surveys were used in the study to gather information from participants. Data entry, data cleaning, and data analysis were all performed once the data was coded. By utilizing percentage, frequency, mean, tables, and graphs, quantitative statistics were able to identify the general answer patterns of the respondents. For effective analysis, qualitative data required editing, coding, classification, as well as tabulation. In order to analyze the data, the (SPSS) was used. According to the study's inferential statistics, government funding had a 2,(2, N=18),P.05. affect on students' enrollment rates in public TVET. The findings showed a statistically significant association between government financing and enrollment rates for students. Student enrollment rates were impacted by parental income levels by 2,(3, N=18), P.05. These results also demonstrated a statistically significant correlation between parental income levels and student enrollment rates. According to the association between parental education and enrollment, students' enrollment rates in public TVET were affected by parental education by 2, (2, N=18), P>.05. According to these results, there is no statistically significant correlation between parental education levels and student enrolment rates at public TVET colleges in Kilifi County. Finally, the study determined that drug and substance misuse had a 2,(3, N=18), P.05. affect on students' enrollment rates in public TVET. These results showed a statistically significant correlation between drug and alcohol addiction and school enrollment rates in Kilifi County. The study came to the conclusion that low student enrolment rates were caused by the government's failure to provide disadvantaged students with Helb loans, CDF bursaries, and grants to support their participation in TVET education. Additionally, it was confirmed that households with poor economic status enroll fewer students. The study also showed that most parents have completed their primary and secondary educations, while just a small minority have completed their tertiary education. The study also found that the majority of students did not enroll in TVET colleges because they had trouble paying their tuition and/or were abusing drugs and/or alcohol. According

to the study, in order to increase student enrollment rates, the National and County governments should act quickly to finance vulnerable students who come from low socioeconomic backgrounds. The school fee structure needs to be reviewed by TVET stakeholders in order to lower operating costs, attract students, and increase student enrollment. The educational background of instructors should adhere to TVET standards. This can be accomplished by holding seminars, workshops, and specialized training sessions to address issues in education, such as drug and alcohol addiction, and to support high standards of instruction at public TVET institutions. To stop the drug epidemic in Kilifi County, the Ministries of Health and Education should ensure that drug tests are conducted on students on a regular basis and are required. Finally, the government should encourage the development of TVET-related enterprises to employ TVET graduates and inspire others. Further recommendations include for research to be done in private TVET institutions so that the results can be compared. Research has to be done on additional variables that were left out of this study. To compare the outcomes with Kilifi County, research must also be done on the socioeconomic aspects in other counties.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The political, social, and economic development of a country can all be greatly aided by the education sector. The global overall development strategy depends on the availability of pertinent and suitable education, training, and research. Similar to this, funding for national technological innovation, research, and development is meant to support industry diversification. Perhaps the most important tool for assisting families in moving from poverty to higher levels of wealth is technical and vocational education and training.

The term technical and vocational education and training (TVET) refers to the educational process that includes general education, technical, related sciences, the development of practice, skills, and knowledge about a range of social-economic career options (Morris, 2010). The process of training a person for a job or career through technical and practical education is referred to as vocational education (Simiyu, 2009). Because of the close connection between TVET education and the job market, advancements in this field are closely tied to broader economic trends (Allais, 2020). UNESCO has devised a TVET Strategy (2016–2021) in accordance with Sustainable Development Goal (SDG) #4 and the Education 2030 Framework for Action to guarantee accessible and equitable quality education. In TVET, UNESCO places particular emphasis on three areas: encouraging young people to start businesses and work for themselves, advancing equity and gender equality, and assisting in the shift to greener economic models (UNESCO, 2021).

The World Bank in 2019 report on the future of work suggests that a balance between general and vocational education, especially in higher education, is essential to enable

skilled workers to compete in the dynamic labor market where technology has taken a center stage. Skilled human resource produced by an effective training system enables economies worldwide to achieve headway in technology, productivity, and global competitiveness (Murithi, 2013). If a population does not have knowledge, technical and entrepreneurial skills, resources will remain unutilized or underutilized (Wairimu, 2009). Skills are important in the fight against poverty, economic recovery, and long-term development. This is the primary reason why policymakers are emphasizing on support for technical and vocational education globally (Murithi, 2013). TVET education is a key area of investment by individuals and governments all over the world that can promote the achievement of goals No. 8 and No.9 of the Sustainable Development Goals (SDGs) by providing skills to individuals and building human resources necessary in enhancing growth and development (Chams & García-Blandón, 2019).

Developed countries such as China, Germany, South Korea, the United Kingdom, and the United States have developed links between the needs of the industry and the teaching provided by identifying the skills needed for their future plans. They do so by analyzing needs continuously to bring economic cooperation and development (Organization for Economic Co-operation and Development (OECD), 2006). Other nations, like South Korea and India, maintain a thorough skill inventory which promotes training according to the demand of labor and fills the gap in the industry. European Union has identified Vocational Education Training (VET) as critical equipment in its effort to mold youths in readiness for the economy of modern times as well as in ensuring that the region maintains their competitiveness and innovativeness in the rising world competition and changing demographics (Eurobarometer, 2011). In Germany, the training system is mostly employer-

driven, with a focus on continuous education guided by three things: action-oriented, practice-oriented, and application-oriented (Hippach-Schneider, Krause, & Woll, 2007); UNDP (2010). TVET is witnessing a renewed interest in the US because the US lead in global competitiveness and is seen as vital because TVET is a results-driven system that shows favorable returns on investment (Careertech, 2014). In the United States, almost 12.5 million pupils in high schools were registered with CTE by the year 2015 according to the World TVET Database (UNESCO, 2014).

Higher vocational education makes up more than 40% of the high school curriculum in China (Liu Yufeng, 2017). In China, there is a significant need for trained labor. Chinese industrial development and company competitiveness are being hampered by the low share of skilled workers and the severe shortage of highly skilled personnel. As a result, according to Liu (2017), China uses loans and cooperative investment money from foreign and international financial organizations to actively assist the Chinese government's appropriate industrial-TVET integration initiatives.

In majority of Africa, the labor market dynamics are increasing goals of training from being solely economic to social imperatives such as the alleviation of poverty and employment of young people (Gewer, 2009). In South Africa for example, the government is proposing a long-term, more sustainable finance strategy. It has also established a national student financial assistance system (NSFAS), which will provide financial support to students from disadvantaged homes and academically deserving. The Government has also established the NADSC, a project financed by the national fund for skills that provides specialized training to students for the craftsmanship of the economy. However, the diversification of TVET institutions in South Africa is a big challenge

because of capacity restrictions including a lack of consistency and cooperation between the education offered and the labor market. Apartheid history continues to foster inequities together with many forms of discrimination in South Africa which limit access to educational institutions by black, the poor, female, or disabled students (UNESCO-UNIVOC, 2014).

In Ghana, Vocational technical schooling has been seen as valuable in their system of education since the period of colonization. Their aim then laid emphasis on instilling different skills in the youths. These skills included; cookery, sewing, woodworking, masonry, blacksmith and a few more others to make them useful citizens (Christina, 2012). After independence in 1957, the Ghana government took various steps to improve on colonial education, for example, the Parliament enacted an Act that established the Council for Technical and Vocational Education and Training (COTVET) which is responsible for developing skills in the country. However, there are still some challenges hindering access such as inadequate financing and negative perceptions in Ghana. The socio-economic environment where this education is delivered has a challenge of high number of uneducated and unskilled young people who are largely unemployed. Ghana also has fewer quality, gender and economic inequities, and weak monitoring and evaluation mechanisms (African Union, 2007; Christina, 2012).

In Kenya, the government has demonstrated its commitment to fulfilling its international, regional and national education commitments. Education for All (EFA) objectives, sessional paper No. 14 of 2012, the Sustainable Development Goals (SDGs), and the Act of Parliament on Basic Education in 2013 all highlight the need to achieve high-quality education for all children of school-going age. Basic education is also a right hence the

government and the parents are obligated to enable the delivery of education of high quality to all children (The Constitution of Kenya, 2010). The Constitution also provides for governing the processes of education by both the National and the County Governments. Education is categorized as basic education and training and the tertiary level of education. The new curriculum includes two years of pre-school, six years of elementary school, three years of junior secondary school, and three junior secondary years. Tertiary education includes TIVET, training of teachers, and higher learning. University study shall lead to the issuance of a university degree for a minimum of three years.

The government of Kenya has increased attention to TVET institutions in a bid to promote manpower development and reduce education wastage after secondary education. The government introduced the TVET reform strategy for 2016 to 2020, a plan that was aimed at developing an attractive and inclusive TVET system through good financial management and sustained resource mobilization (MOE/DTVET, 2014). The government has also introduced TVET loans and bursaries through HELB to students studying in public TVET institutions certified by the Ministry of Education and members of the Kenya Association of Technical Institutions (KATTI). The students should be placed in the institutions by the Kenya Universities and Colleges Central Placement Service (KUCCPS).

In Kenya, there are (850) vocational centers, (123) technical-vocational colleges, and (11) national polytechnics and by the year 2018, the total enrollment in TVET institutions was 275,139 students (Kenyan Economic Survey Report, 2018). Male students represented (56) percent of the enrollment while the female represented (44) percent. Out of these

TVET institutions, (106) are certified to benefit from HELB funding including (6) TVET universities, (11) polytechnics, (81) technical institutes, and (8) institutes of technology (KUCCPS, 2018/2019). However, only two (2) TVET institutions in Kilifi County are certified to benefit from the HELB funding; Weru TVC and Godoma TVC. This implies that the majority of TVET institutions in Kilifi County do not benefit from HELB funding. According to Peace Pen Communications (PPC) publication of 27th November 2019 the Coast region of Kenya suffers acute under-enrollment in TVET institutions particularly in the counties of Kwale, Taita Taveta, Mombasa, Lamu, and Kilifi. For instance, Mwatate Technical and Vocational College (TVC), a center of excellence in welding technology, recorded zero enrollment out of a capacity of 320 students. A similar figure was also recorded at Wumingu TVC, a center of excellence in Mechatronics and ICT. In Kwale County, Lunga Lunga TVC which specializes in mechanical engineering had an enrollment of 50 students against a capacity of 1000. Kinango TVC had only 13 against a possible capacity of 1000. Even though Mombasa County has managed to enroll the largest number in many courses, none of the TVET institutions has achieved maximum capacity. For example, the Kenya Coast National Polytechnic has an enrollment of 6,284 students in all courses against a capacity of 10,000. In Kilifi County, Weru TVC has an enrollment of 340 students out of a capacity of 10,000, while Godoma TVC which majors in Electrical and Electronic have 560 students out of a capacity of 1000, (Ministry Of Education, 2019). This data shows a serious under-enrolment in the TVET institutions. According to Kilifi County youth policy (2014), only about 25% of the total youth in the county can get a source of employment, leaving 75% to bear the burden of unemployment. This may be due to a lack of skills required by employers or an educational qualification

mismatch with market demands. Moreover, some of those absorbed in the labor market are employed in areas that do not match their qualifications and specialization. The report highlighted the high cost of education, drug abuse, and increase in overall poverty levels as some of the major reasons for high school dropouts and low enrollment in TVET institutions (Mwangolo, 2015). Drug abuse is actually a major challenge confronting the nation today. This menace has strangled the youthful population, wasting their time and potential and affecting their schooling (GOK, 2012). The extent of drug abuse in the coastal counties of Kenya is higher compared to other regions in the country, especially in Kilifi, Mombasa, Lamu, and Kwale counties (Mugusia, 2009). This can be linked to low enrollment in educational institutions in this region.

There is also the challenge of parents failing to involve themselves in their children's learning processes mainly because they are ignorant of the benefits of education (Dzombo, 2015). This is largely because of the low educational levels of the majority of parents. National data shows that 36% of People residing in Kilifi County lack formal education, and up to 52 percent of the population have only primary education (KNBS, 2019). There is a high possibility that this low level of education of parents is a huge contributor to low enrolment in educational institutions including TVET because the parents may not have the capacity to monitor and streamline their children's education.

The government has made some progress in improving access to education and training, retention, quality, graduation rates, and gender parity (Ministry Of Education, 2014). However, the sector of TVET still experiences several difficulties such as shortage of qualified trainers, inadequate number of TVET institutions, and low enrolment. The survival of an academic institution heavily relies on enrollment, retention, and graduation

rates (Simiyu, 2009). Hence, the government has directed a lot of effort to boost enrollment by increasing access to TVET institutions countrywide. Recently there has been an increase in public expenditure on the TVET sector by the government of Kenya through grants and subsidies through TVET funds and HELB loans to TVET students.

The Kilifi County government has also introduced bursaries to TVET students and supports infrastructure development in TVET institutions, especially in youth Polytechnics. However, access to TVET institutions remains a challenge due to some social and economic issues such as inadequate government funding, low educational level of parents, households' level of incomes and drug and substance abuse. At this point, it remains crystal clear that many studies have been conducted on TVET institutions however little attention has been given to socio-economic factors on TVET institutions. Consequently, this study was carried out to examine the socio-economic factors that influence the enrollment of students in TVET institutions in Kilifi County, Kenya.

1.2 Problem Statement of Study

The Kenyan government has made every attempt to increase access to education in TVET institutions. The government has invested over Sh100 million in the mainstream TVET institutions, which will be a waste if they are not utilized efficiently. However, enrolment in TVET institutions in the Coast region is just 5% of the countywide student enrolment (Mulati, 2019). Today's young people are the least concerned in enhancing their abilities and putting them to use for themselves, their families, communities, and the nation. The Coast's industries continue to complain about a shortage of skills in university graduates. Despite the government investing billions of shillings in TVET institutions to leverage the region's potential, enrollment remains low. The scenario is the same in nearly all of the

region's 13 Technical and Vocational Education and Training institutes (Desai, 2019). The study is concerned that whereas other parts of the nation have large enrolment and local authorities support, on the contrary, the Coast region is not raising enough awareness of access to students' enrolment in public TVET.

The entire enrollment at the Coast is 11,750, with a total capacity of 41,900. That equates to around 28% of the Coast's capacity. Kilifi County has 900 students registered in two universities out of a total of 16,500. Weru TVC in Kilifi County has 340 pupils despite having a capacity of 1,500, and Godoma TVC has 560 students despite having a capacity of 1,500 (Desai, 2019). As a result, when the jobs come calling and people stream in, Coast youth are certain to miss out against youth from other areas. Then they will dislike 'outsiders' and claim they're being excluded.

The reduction in students' enrollment in TVET in Kilifi County if not addressed may greatly affect the lives of students due to lack of skills, high rates of unemployment, drug addiction and substance abuse, technological incompetence, early marriages, and teenage pregnancies. Equally, an increase in students' enrollment in TVET will instill knowledge in students hence increasing their chances of employment, meeting basic needs, crime rate reduction, and making informed decisions hence driving the economic wheels of the county.

Despite numerous efforts majority of TVET institutions in Kilifi County are struggling with under-enrollment and many youths remain wasted academically due to a lack of skills needed to get employment, especially after primary and secondary education. Many youths remain idle after completing the basic education cycle. This is a serious social and economic threat to society. Therefore, the study was carried out to provide a body of

knowledge on social and economic factors that influence students' enrollment in public TVET institutions in Kilifi County, Kenya.

1.3 Purpose of the Study

The purpose of the study was to examine the socio-economic factors that influence the enrollment of students in TVET institutions in Kilifi County, Kenya.

1.4 Objectives of the Study

The following objectives guided this study:

- i) To establish how government funding influence students' enrollment in public TVET institutions in the County of Kilifi.
- ii) To determine the influence of households' level of income on students' enrollment in public TVET institutions in Kilifi County.
- iii) To find out the level of influence parental level of education has on students' enrollment public in TVET institutes in the County of Kilifi
- iv) To identify the influence of drugs and substance abuse on students' enrollment in TVET institutions in Kilifi County.

1.5 Research Questions

The research was guided by the following questions:

- i) How does government funding impact on students' enrollment in public TVET institutions in the County of Kilifi?
- ii) To what extent do households' level of income influence students' enrollment in public TVET institutions in Kilifi County?

- iii) How does the parental level of education influence students' enrollment in public TVET institutions in Kilifi County?
- iv) To what extent does the abuse of drugs and substances influence students' enrollment in public TVET institutions in Kilifi County?

1.6 Significance of the Study

Policy-makers will be guided by the findings of this research in effective planning for the placement of students in TVET institutions and ensure inclusivity of all regardless of different backgrounds. To the Ministry of Education, the study findings will provide information on students' enrolment in Kilifi County which may be used to recommend ways of remedying the existing gaps in access to education, particularly education financing in Arid and Semi-Arid areas. To TVET stakeholders and management of TVET institutions, the study findings will assist in improving access to TVET education to all youth regardless of the difference in social or economic backgrounds. The results to assist the government of Kilifi County in planning for youth development through training, and the creation of jobs by ensuring students acquire relevant skills through TVET programs. To academicians and scholars, the study will provide direction for further studies that will add value to the body of knowledge to TVET education.

1.7 Limitations of the Study

The researcher was unable to control intervening variables as such the government policy on the TVET institutions. It was also not possible to control the responses of the respondents. However, the researcher requested the respondents to be truthful and honest when responding to the questionnaires and also administered the research instruments at a convenient time. The study was not able to explore all the socio-economic factors that

may influence students' enrollment in TVET institutions because there could be other factors such as qualifications for TVET entry grade, lack of interest in TVET education, negative attitude and perspectives of students on TVET, high unemployment rates after completion of TVET education or inadequate resources in TVET, the public attitude towards TIVET, cultural, political and institutional factors that may also influence students' enrollment.

1.8 Delimitation of the Study

This research focused only on the impact on the enrolment of students in TVET colleges by social and economic issues. The study was carried out in public TVET institutions in Kilifi County. Private TVET institutions werenot included because they are private business-oriented and their objectives could be different from those of Public TVET institutions. The study involved principals, instructors, and students of TVET institutions who accepted and voluntarily participated in the study.

1.9 Assumptions of the study

The following assumptions guided the study:

- i) The process of equipping youth with technical skills is done effectively, efficiently, and professionally.
- ii) There is adequate data on enrolment of students in TVET institutions to support the study.
- iii) All participants expressed themselves freely and without fear bearing in mind that the research is only for academic purposes.

1.10 Definition of Significant Terms

Quality-Is the degree that participants in an educational and training programme learn what is intended to be achieved by the programme.

Enrollment-Refers to students registered for courses in an educational institution after meeting entry qualifications.

Enrollment level- Refers to the number of students registered to be educated and trained in educational institutions.

Under-enrollment-Is a situation where the students registered in an educational institution are below the capacity required for efficient operation.

TIVET institutions-These refer to technical training institutions (TTI), proof centers, and polytechnic youth centers (YPs), technological institutes (ITs), and skills development centers.

Youth-Refers to persons of age between 15 and 35 years as defined by the African Youth Charter

Socio-economic factors-Refers to the combination of both social factors and economic factors that determines the social position and economic status of an individual in the society.

Government funds-Refers to the money disbursed by the government towards the development of TVET programmes and training.

Households' level of income-Refers to aspects of family financial status that influence funding to students joining TVET programmes and training.

Parental levels of education- This is the level of education of a parent and its effect on the student's enrollment in the TVET institution.

Drug and substance abuse-Refers to misuse or wrong use of the substance by student before joining or during TVET programme and training.

1.11. Organization of the Study

The study was organized in five sections. Chapter one addressed the background to the study, statement of the problem, the objectives and the purpose of the study, the research objectives and questions, the significance of the study, limitations of the study, delimitations of the study, assumptions of the study, and definitions of key terms. Chapter two presented the review of the literature and the relevant literature review, theoretical framework, and conceptual framework. Chapter three discussed research methodology, research design, target population, sample sizes and sample techniques, research instruments, validity and reliability of the instruments, procedures of collecting data, tools to analyze data, and considerations regarding ethics. Chapter four consisted of an analysis of data, study results, data interpretations, and data presentation based on research questions and research objectives. Chapter five discussed the summary of the study's findings, conclusion, recommendations, and suggestions for further studies based on the findings of the study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This section focused on the literature associated with socio-economic factors that influence the level of enrollment of learners in public TVET institutions. The main focus is on an overview of vocational training in Kenya, government funding in TVET institutions, the level of income of the households, the level of education of parents and drug addiction and abuse among students in TVET institutions. The section also presented a theoretical and conceptual framework and literature review summary.

2.2. Overview of TVET Training in Kenya

In Kenya, quality and relevant TVET education are viewed as being crucial for national economic growth and global competitiveness as well as holding a strategic position in the achievement of The "Big Four" agenda and vision 2030 which have created a huge demand for technical skills. The main target of TVET education in Kenya is to give birth to human resources that are well equipped to facilitate the implementation of programs and projects identified in Kenya's Vision 2030 (G.O. K, 2014). Through the TVET Act 2013, the government created the TVET Authority and TVET Fund as a way of streamlining the country's management of TVET institutions (Kinara, 2014).

In 2014, the government of Kenya also developed a TVET Policy to support the resuscitation of the TVET industry, which would allow qualified and employable graduates to be adequately supplied to support the country's economic objectives. The report further emphasizes on enhancing admission, fairness, and improving education quality in TVET institutions. It also called for developing a national skills strategy with

widespread stakeholder participation to encourage private sector investment, to provide bonds for excellence, to provide loans and bursaries for students on TVET, to rehabilitate TVET infrastructure, and to encourage secondary schools to promote technical, professional, and industrial training (GOK, 2014).

Formal TVET training in Kenya is school-based and is offered at both schools and technical training institutions operated by the government and private sector including NGOs and Church-based institutions. The 2005 Sessional Paper No. 1 provides for the training and development of technical staff, from all levels of expertise and technical knowledge to the next. Technicians are the principal products of the technical training colleges as demonstrated in Sessional Paper No.1 and the TVET policy framework. Despite a huge effort from the government and stakeholders, access to TVET education is still a challenge due to poverty which limits majority of Kenyans from affording fees for college. In mitigation, the government established a TVET fund to mobilize resources for TVET institutions and introduced HELB loans to TVET students, which had initially been a preserve of University students only.

2.2 Government Funding and Students' Enrolment in TVET Institutions

After years of neglect, TVET funding is now the backbone of many of the African countries' development goals, inspired by numerous factors, including budgetary constraints and World Bank criticism at the turn of the 1990s. At the time, the World Bank had stated, the expense of technical training was very high in comparison to the economic benefits, simply meaning that it was not cost-effective to finance vocational education and training (Nelius, 2015).

However, in recent times, awareness among political leaders has been created in the majority of African nations including the community of the international donors of the important role of TVET in growing and developing the economy. A research carried out by Nelson (2013) indicated that in the numerous strategies papers to reduce poverty the states have prepared in cooperation with the World Bank, there is rising priority by the African states to start serious funding of technical and vocational training programs.

Nelius (2015) asserts that TVET is perfectly placed to train Africa's and the developing world's competent and enterprising staff for prosperity and to overcome poverty. Globally, there is a huge emphasis being given to work and skill-based solutions to economic problems and in the fight against poverty. Hence there is a renewed focus on TVET education as a means of expanding opportunities for the youth, especially in the developing world (Sankale, 2017).

University and TVET costs in Kenya increase rapidly and require large resources, which have a high impact on Government budgets and are unaffordable for most households, according to the policy framework on education and training (2002). This generated socioeconomic and regional gaps in TVET access, exacerbated by the high level of poverty. The Ministry of education 2018 introduced TVET loans and bursaries through the higher education loans board in a bid to improve access to TVET education to many secondary leavers who failed to get chances in public and private universities. Many youths had failed to get the minimum entry grade to universities in KCSE examinations and needed to find a route to continue with their education. Every student enrolled in a TVET institution would be eligible for loans of up to Ksh.40, 000. Out of this, Ksh. 26,

000 was to be paid directly to the college to cater for tuition while Ksh.13600 would be sent to the student's account for upkeep.

The students that qualify for the loan are those enrolled for certificate and diploma courses in TVET institutions registered under the Ministry of Education and approved by the Technical and Vocational Education and Training Authority (TVETA). The students must also be placed in the institutions by KUCCPS. The government also rationalized tuition fees in TVET colleges from Ksh.96, 000 to ksh.56, 400 per year.

2.3 Households' Level of Income and Students' Enrolment in TVET Institutions

The economic status of a family is a huge determinant of access to education. An increase in the degree of attention to education, positive skill, conviction, and strong desire for schooling for children whose parents are of higher socioeconomic class and high levels of education tends to be greater than children whose parents are of lower status and social-economic plus the lower levels of education their parents' education (Joan, 2009).

Many parents cannot meet the cost of TVET education by the fact that every TVET institution has its cost, some having low costs and others high costs, the income of the parent determines the institution their children enroll in (Sankale, 2017). For instance, the child would prefer to take a cheaper course if the household has limited revenue. This is because of the high cost of life, which limits the parents' financial power and lowers their ability to pay college fees. According to the economic survey report; many households in Kenya have become poor out of low economic growth (GOK, 2013). This has impacted negatively on education.

2.4 Parental Level of Education and Students' Enrollment in TVET Institutions

Education is the gate pass for a brighter future. Generally, parents' educational level influences student's decision-making and career choice on education (Hossler & Stage (1992), Law & Arthur (2003) and in specific TVET institutions, Awang et al 2011, Yi et al 2015, Quddusove (2013) as quoted by Safarmamad (2019). Research done by Hossler & Stage (1992) shows that the educational level of parents and learners' decision making, aspirations, and career choice, in general, has a positive connection between them. Parental level of education is crucial in determining their children's behavioral outcomes and their level of education. (Eccles, 2005).

Work done by Goldstein, Davis-Kean, and Eccles (2005) established that there is a direct effect of the education level of a parent on a child's standard achievement scores through the effects of parental expectations. Further, the study reveals that parents who attain high levels of education influence their children to achieve higher education levels than them by exposing them to achievement-oriented behavior. For instance, their children acquire advanced degrees; have frequent reading; inspire a strong work ethic, and provide opportunities that are achievement-oriented such as the library and academic trips after-school, surrounding them with enrichment programs, educational books, and videos (Powell, Son, File, & San Juan, 2010).

Yi et al (2015) established that parental education level affects vocational education students' dropout rate. Further, the study reveals that as parents' education levels increased, students' drop out decreased. These children establish the guiding belief that achievement has to be valued, pursued, and anticipated. Therefore, the parental level of education successfully promotes outcomes across a child's development, including

primary school, high school graduation, and enrollment in TVET institutions, the pursuit of higher learning, and the attainment of prestigious occupations. Work done by Quddussov (2013) asserts that significantly there exists a close association between students' educational achievements and parent level of education.

Julie (2010), reveals that parents with tertiary qualifications are naturally more informed of the lasting advantages of obtaining college qualifications; hence sharing the information with their children. The higher the degree of education for parents, the greater the support from parents, which encourages students to achieve a comparable academic purpose in tertiary institutions like TVET.

Students without a parent who has taken part in school sometimes face considerable obstacles in tertiary training, especially TVET. They are confronted with obstacles such as university access, university participation, institutional connection, academic and social integration, and graduation challenges. Such students may also have personal doubts about their ability and motivation (Julie, 2009). Moreover, these parents seem to lack sufficient knowledge of the social-economic benefits of post-secondary education. Thus, they may expose their children to casual work rather than joining tertiary institutions. Their children become prone to experiencing challenges in choosing between providing for family and pursuing tertiary education. Thus, parental level of education influences students' enrollment in TVET institutions.

2.5 Drug and Substance Abuse and Students' Enrollment in TVET Institutions

According to the World Drug Report, one in twenty adults had at least one sort of substance abuse in 2014 by people between 15 and 64 years of age (UNODC, 2016). This figure is a fourth of a billion people. Furthermore, an estimated 207,400 of these people

succumbed to drug-related deaths. Due to these daring dangers of drug abuse to global prosperity, a special United Nations General Assembly meeting on the global drug crisis on 19-21 April 2016 highlighted the need for increased efforts to accomplish sustainable development goals and tackle the world drug problem effectively.

The Government of Kenya has recognized the threat of drug abuse to all sectors of the economy including education and has therefore developed the Kenya Narcotic Drugs and Psychotropic Substances Control Act No. 4 of 1994 amended in 2012 with NACADA ACT as a tool to aid in the monitoring of the situation (GOK, 2012). The danger of drugs and abuse of the substance is seen immediately and in the long-term impact on people and society at large. According to NACADA (2016), these effects include psychological instability, poor academic outcomes on the part of students, social problems, and death.

Drug and substance abuse among students' increases during the process of adolescence and by the time teenagers achieve the age of majority, many succumb to substance disorders (Johnston et al, (2006); Young et al, (2002). According to NACADA, most of these behaviors are influenced by the environment in which the children are brought up and schools, being part of the environment provide standards within which young people test behavior due to peer pressure.

In general, drug abuse has negative health and behavior implications for the students. These negative effects include poor relations among students, teachers, parents, and the community. Secondly, students using drugs exhibit violence ranging from bullying other students to combative unruly behavior at school and in the community. Students who abuse drugs are also susceptible to crime, especially robbery. Many of these students

donate to high truancy, low performance in school, and school dropout rates. (Lamu Research Report, 2017)

2.6 Theoretical Framework

The study was anchored on the Human Capital theory that was projected by Theodore William Schultz (Becker, 1964). Human capital refers to the stock of skills, knowledge, social and personal attributes, and creativity that is part of the economically valuable work. Shultz (1968), economic value of education relies on the proposition that people enhance their capabilities as producers and consumers by investing in themselves. The theory of human capital states that education and training increase people's productivity through relevant knowledge and skills, therefore boosting livelihoods (Becker, 1994). The hypothesis suggests that increasing knowledge and skills leads to better economic results for individuals and companies. The use of the theory of human capital in the study was due to the fact that the TVET sector emphasizes on enhancing peoples' skills, knowledge, and attitudes which are key pillars of the theory. The theory was important in the study because its principles assisted the study through design, research questions, and probe of the study findings.

2.7. Conceptual Framework

This is described as a structure, graphical or narrative form arranged logically to provide a visual or a picture that displays how variables under investigation relate to each other. Statistically, a conceptual framework is intended to define the relationship between independent and dependent variables in the study being conducted, (Grant and Osanloo, 2014). The conceptual framework illustrated how government funding, the level of income of households, education level of parents, income and drug addiction and

substance abuse with intervening government policy on TVET students' enrollment rates in Kilifi County. Therefore, the conceptual framework of the study was illustrated in Figure 2.1

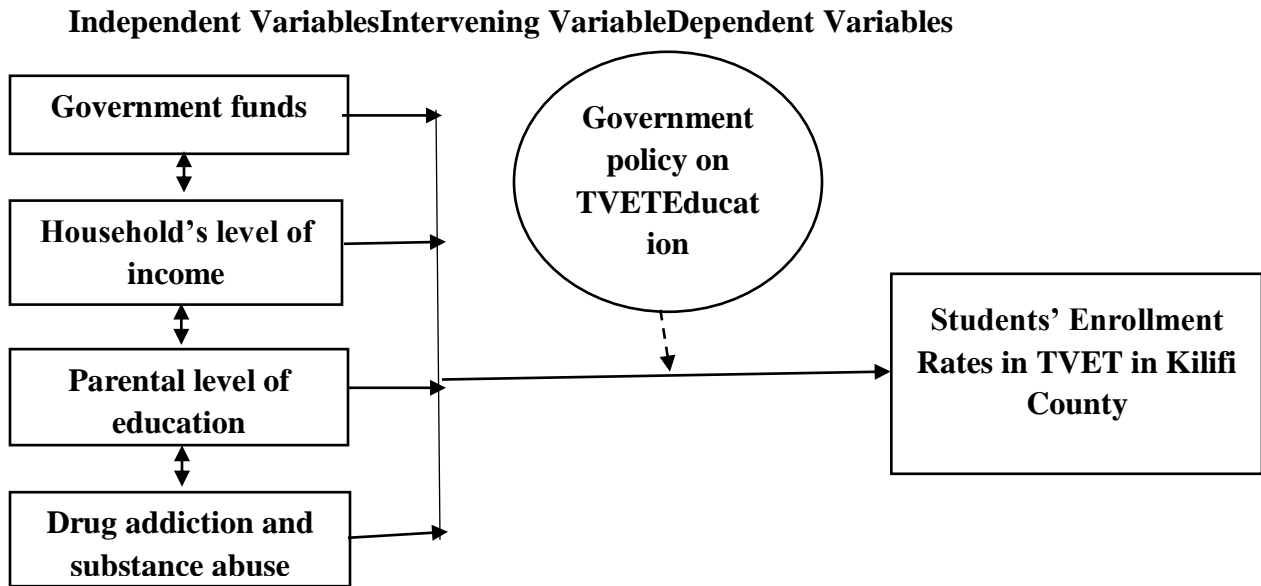


Figure 2. 1: Conceptual Framework of Study

Figure 2.1 illustrates the relationship between independent and dependent variables in the study. Therefore, the study provided an association between government funds, households' income, parental education level and drug and substance abuse on students' enrollment rates in public TVET institutions in Kilifi County.

2.8: Summary of Literature Review

The study summarized socio-economic factors in terms of government funds, households' level of income, parental level of education, drug addiction, and substance abuse influencing students' enrollment in TVET institutions. Most of the studies carried out have assumed that funding of TVET is done by the central government. However, these studies ignored the situation in Kenya, where the TVET sector is devolved to the county governments where social and economic issues come into play. Based on the literature

review it was clear that little knowledge is provided concerning students' enrollment in Arid and Semi-Arid areas like Kilifi County. Therefore, the study focused on socio-economic factors that influence students' enrolment in TVET institutions in Kilifi County, Kenya.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This section discusses the research design, target population, sampling and sampling procedures, research instruments, instrument validity and reliability, procedures of collecting data, processing of the collected data, analysis of data, and ethical considerations.

3.2 Research Design

This study adopted a descriptive survey design since it was suitable and permitted the researcher to apply research instruments that answered research questions and collected data that was analyzed to make meaningful findings. The design enabled the researcher to understand the existing phenomena. Saunders (2007) established that the design is less costly and more confidential, especially when dealing with a large population. The design was also appropriate because it allowed description of demographic information, the distribution of the respondents, and the findings of the specific study's objectives. The design further enabled the use of descriptive and inferential statistics to properly understand the social and economic factors that influence students' enrollment in government TVET in Kilifi County.

3.3 Target Population

A population refers to everyone or everything belonging to a real or hypothetical set of individuals, objects to which a researcher wants to investigate the findings and generalize (Gall & Borg, 1988). Ogula (2005) defines a population as elements, items, or a group of individual with common characteristics. This study was done in Kilifi County with a

population of 1,500 first-year students in all the 15 public TVET institutions, fifteen (15) principals, and one hundred (100) instructors in public TVET institutions in Kilifi County, Kenya.

3.4 Sample Size and Sampling Technique

A sample is a subset of a population consisting of study participants or elements. The sample size is an absolute size of the elements, individuals, or members that was incorporated in the study. Mugenda and Mugenda (2003), authorize that a sample size of 10% to 50% of the targeted population is acceptable to serve as a sample size for any research. Therefore, the sample size of the study was 183 respondents. Sampling is a procedure of choosing sufficient fundamentals from the population to draw inferences of the study. This study adopted probability sampling techniques to sample respondents who were involved in this study. The random sampling technique was used in the study to enable the researcher to pick any member of the targeted group independently with the same chance to take part in the study. The probability sampling design was appropriate to the study because Kilifi County is vast and comprises both rural and urban societies hence the study sample size represented the entire population in the study thus justifying the generalization of the study findings.

3.5 Sample Frame

Taherdoost (2016) describes a sample frame as a plan or list of actual members or elements from the population that is targeted in which a sample is drawn. A sample framework is a depiction of all items or people from which a sample is drawn. A sample frame is presented in Table 3.1

Table 3.1: Sampling Matrix of Study

Population Description	Target Population	Sample Size %	Sample size
TVET students	1500	10%	150
Principals	15	50%	8
Instructors	100	25%	25
Total	1615	11.33%	183

3.6 Research Instruments

Refers to tools that were used to collect data for the study .They assisted the researcher to answer research-specific questions of the study. The study employed questionnaire as a research tool to obtain data from the three categories of respondents. A questionnaire is described as a sequence of queries set to be provided with answers. The study used three sets of questionnaires which are semi-structured to allow the use of both questions that are open-ended and closed-ended with an aim to obtain rich information that was administered to TVET students, principals, and instructors. Further, the design enabled the researcher to collect data that made meaningful findings to attain the objectives that are specific to the study. The questionnaires were suitable due to the fact that they guarantee high uniformity of data for a large population. Further, questionnaires save time and are cheap to use in a study. Additionally, questionnaires were appropriate because the majority of the respondents are literate and able to respond to questions adequately. Besides, the study also employed document analysis to obtain students' enrolment information in Kilifi County. The document analysis guide involved an analysis of students enrolment found in Kilifi County. The document analysis enabled the researcher

to do a comparison with the data collected through the questionnaires to enrich the data, information, and insights to the study.

3.6.1 Validity of Instruments

The instruments of study were validated by supervisors who are senior lecturers at the University of Nairobi. The content validity of the questionnaires was analyzed to assess their suitability for the study in relation to objectives. Further, the instruments were validated through a pilot study whereby vague phrases, questions and content was adjusted and deleted for accuracy of the study. Therefore, the study's instrument achieved its intended measure, which was statistically valid for the study.

3.6.2 Reliability of Instruments

Mugenda and Mugenda, (2003), articulate that reliability is measured by the ability of research instruments to produce, after a repeated trial, consistent results. The test and retest method was used to test the reliability of research tools and the results connected with the coefficient of correlation of the Pearson product-moment.

The formula for Pearson's r is:

$$r = \frac{\sum xy - (\bar{x})(\bar{y})n}{(s_x)(s_y)}$$

The Cronbach coefficient Alpha of 0.8 was used in the study as authorized by Mugenda and Mugenda (2003) that a coefficient value above 0.7 is statistically acceptable for any study. The retest was carried out after 2 weeks.

A pilot study was conducted at Jilore Youth Polytechnic as a testing ground for the instruments. It was chosen because it is in a rural environment and was to give an idea of what was to happen during the actual research. Hence, pilot data was involved in the

actual study. The trial study provided an opportunity for the researcher to modify, amend or leave out items that failed to obtain answers to study questions. Therefore, the research instruments provided meaningful information to achieve the research questions and research objectives of the study.

3.7 Data Collection Techniques

The researcher asked for authorization from the University of Nairobi including obtaining research permission from the National Commission for Science, Technology, and Innovation (NACOSTI) before proceeding to collect data in the field. Authority was also sought from the Public TVET institutions administration two weeks before to the real data collected by the researcher. After permission was granted, the researcher and the research assistant administered questionnaires to the research respondents. The researcher first explained to the research respondents the purpose of the study to increase their confidentiality and cooperation. The drop and pick method was used to collect data whereby the questionnaires were directed to TVET students, principals plus instructors and they were collected after an agreed time of two weeks to allow respondents humble time to respond to questions without harassment from the researcher and also to increase the questionnaire response rate of the study.

3.8 Data Analysis Techniques

The Statistical Package for Social Sciences (SPSS) was employed to carry out an analysis of the data. The collected data was coded, underwent data entry and data cleaning then data analyzed for both qualitative and quantitative data. Quantitative statistics was adopted to reveal the general response patterns of respondents by use of percent, frequency,

standard deviation, mean, tables and graphs. Qualitative data entailed editing, coding, classification, and tabulation of the collected information for a meaningful analysis.

The relationships that exist between independent and dependent variables, were outlined clearly and logical conclusions were drawn based on the results of the research. In statistical testing, the study used Chi-Square analysis to test the relationship between the independent variables in the study. The significance level of 0.05 with a corresponding confidence level of 95% was used. The analyzed data was presented through tables, frequency, percentages, and charts found suitable for variables under investigation.

3.9 Ethical Consideration

The researcher observed research ethics considerations by seeking permission from the relevant authorities. Mugenda and Mugenda (2003) argue that research ethics are acceptable behavior demonstrated in the study. The scholar provided a letter of introduction from the University of Nairobi, a research permit from NACOSTI, and sought authority from local leaders and TVET institutions in Kilifi County. The researcher sought consent from research participants and also explained the aim of the research to the targeted respondents to increase confidentiality and cooperation. The researcher assured respondents that the data to be provided was used only for scholarly work. Therefore, the researcher carried out the research and upheld ethics, respect, and security to data provided by using it for academic purposes.

CHAPTER FOUR

DATA ANALYSIS, DATA PRESENTATION AND INTERPRETATION

4.1 Introduction

The chapter represented data analysis in accordance with the research objectives. Descriptive data were presented using cross tabulation, percentages, frequencies, tables, figures and graphs. Inferential analysis was conducted to test the relationship between independent and dependent variables. Further, qualitative data was analyzed using thematic and content analysis. Moreover, the section tested the influence of government funding, parental level of household income, and parental level of education, drugs and substance abuse on students' enrolment in public TVET institutions in Kilifi County.

4.2 Instruments Return Rate

The researcher administered a total of 183 questionnaires to the principals, instructors, and students in TVET institutions in Kilifi County. However, 104 duly filled questionnaires were returned out of 183 giving a response rate of 56.8 %. In this case, a response rate of 56.8% was considered appropriate for data analysis as recommended by Mugenda and Mugenda (2003) who observed that a 50 % response rate is adequate, 60 % good and above 70 % rated very well. The calculated instrument return rate was presented in Table 4.1

Table 4. 1: Instruments Return Rate

Respondents	Questionnaires Administered	Questionnaires Return	Return rate %
Principals	8	6	75
Instructors	25	18	72
students	150	80	62
Total	183	104	56.8

4.3: Demographic Information.

The study sought information from the respondents which entailed characteristics of population such as; age, gender, the highest level of education, and years of service which plays a critical role in student enrollment in TVET institution. The information of the respondents was grouped in terms of age bracket, gender, education level, years in service and students' enrollment rates in TVET institutions in Kilifi County. The finding was presented in the following sequences.

4.3.1 Age of the Respondents

This study considered age as a criteria factor in education. Respondents were asked to indicate their age, this aimed at establishing whether there is an influence of social economic factors on student enrollment rate, instructors, and Principals in TVET institutions in Kilifi County. The respondents' obtained information was computed and presented in Table 4.2.

Table 4. 2: Age of the Respondents

Respondent	Age bracket	Frequency	Valid Percent (%)
Principal	Below 30 years	-	-
	31-39 years	1	16.7
	40-49 years	5	83.7
	Above 50 years	-	-
Instructor	Below 20 years	-	-
	21-29 years	-	-
	30-39 years	15	83.3
	40-49 years	3	16.7
	Above 50 years	-	-
Students	Below 18 years	-	-
	19-24 years	63	78.8
	25-30 years	13	16.3
	30-35 years	4	5

Findings in Table 4.2 revealed that the majority of students enrolled in TVET at 78.8% was of 19-24 years of age. This was followed by those of age 25-30 years at 13%. It was also found that the majority of the instructors at 83.3% were below 40 years, whereas those between 40-49 years of age was at 16.7% .A high proportion of the principals in TVETs at 84% were 40-49 years, this was followed by 30-39 years at 16.7%. These findings implied that information on the influence of socio-economic factors on student enrollment rates in public TVETin Kilifi County was sought from students, instructors and principals across all age groups. Therefore, the findings can be generalized to all age groups. Further, this was a clear indication that people working in TVET institutions; instructors, and principals are aged between 30-50 years. This age group of respondents shows that they are very active, experienced, energetic, responsible and skilled to carry out their duties diligently (Teeples & Glyers, 2007).

4.3.2 Respondents' Distribution by Gender

The study sought to establish the principals, instructors and students' gender in order to understand their distribution. The obtained information was computed and the results are presented in Table 4.3.

Table 4. 3: Gender of the Respondents

Gender	Principals		Instructors		Students	
	F	Percent	F	%	F	%
Male	4	66.7	13	72.2	29	36.3
Female	2	33.3	5	27.8	51	63.7
Total	6	100	18	100	80	100

From Table 4.3, it was established that a high proportion of the principals at 67% and instructors at 72% were male. This is a clear indication that male gender dominates the majority of the trainers in TVET institutions in Kilifi County. Further, the study shows that 64% of students were female whilst 36% were male. This inferred that there exists a gender imbalance in student enrollment rates in TVET in Kilifi County which is in contrast to (KUCCPS 2018/2019) finding that male-dominated TVET institutions enrollments at 56% and females at 44% in TVET institutions nationwide.

4.3.3: Academic Qualification of Instructors and Students

The study sought to establish the highest level of education of instructors and students in Public TVET in Kilifi County. The obtained information from instructors and students' responses were summarized in Figure 4.1

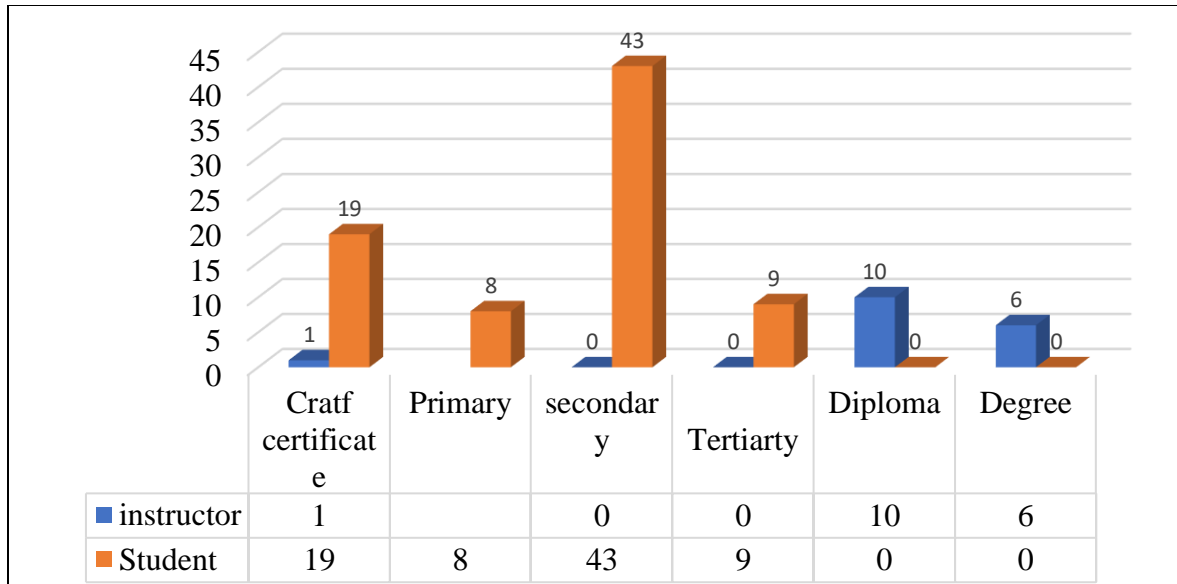


Figure 4. 1: Instructors and Students’ Level of Academic Qualification

Findings in Figure 4.1. depicted that majority of instructors had Diploma qualifications with a minority with degree level of education. Notably, some instructors had craft certificates. These findings implied that the majority of instructors in TVET centers had qualifications below degree level. Therefore, the level of education for instructors would negatively influence students’ enrolment in Public TVETs for the deficiency of knowledge of instructors. This was an indication that most of the instructors in TVET in Kilifi County have inadequate qualifications and skills needed to impart knowledge to students in TVET sector. Further, findings indicated that most of the students had secondary education qualifications and they had the required entry grade. Hence, they qualify to enroll in TVET institutions in Kilifi County. These findings concur with Nelson (2013) that, there is rising priority for African states to push for increased funding of technical and vocational training programs including staff training.

4.3.4: Work Experience for Instructors

The number of years of working in an institution determines the understanding and experience of a trainer in the institution. The instructors' responses were obtained and the results are shown in Table 4.4.

Table 4. 4: Length of Service for Instructor in TVET

Length of service	Frequency	Valid Percent
Below 3 years	9	50.0
4-6 years	4	22.2
7-9 years	2	11.1
Over 10 years	3	16.7
Total	18	100.0

Findings in Table 4.4 depicted at 50%, the instructors had worked for less than 3 years, 22.2% for 4-6 years, very few 11.1% for 7-9 years while 16.7% had worked for over 10 years. This indicates that the majority of instructors in public TVET institutions in Kilifi County had working experience less than 3 years, which confirms that the instructors had miniature experience to handle some emerging issues that influence student's enrollment rates in TVET institutions.

4.3.5: Academic Qualification of Parents

Education level of parents has been linked to a high probability of influencing students' enrollment in TVET centers. Therefore, this study sought to find out the level of parental education and its association with student enrollment rates in TVET institutions in Kilifi County. The students' responses to parental level of education were computed and the results are presented in Figure 4.2.

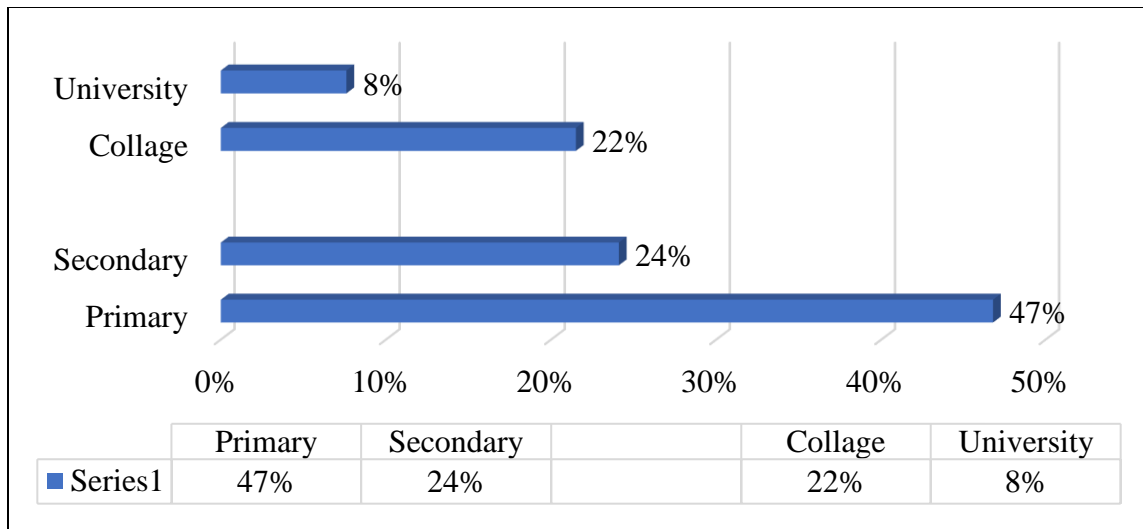


Figure 4. 2: Parents’ Level of Education

Figure 4.2 shows that a significant proportion of parents at 47% attained primary level while 24% have secondary level. However, 22% of students’ parents in Kilifi TVET institutions had college certificates and surprisingly 8% had University education. The findings of this study slightly concurred with KNBS (2019) which revealed 52% of the population residing in Kilifi County had only primary education. However, these findings contradict KNBS (2019) that 36% of Kilifi residents lack formal education. Additionally, these findings concur with Dzombo's (2015) challenge of parents failing to involve themselves in their children’s learning processes mainly because they are ignorant of the advantages of education. Consequently, this is affected by the low education levels of the majority of parents in Kilifi County.

4.3.6: Who Pays School Fees for Students' Enrolment in TVET

The study sought information on who pays for students when enrolling for public TVET in Kilifi County. The students’ information obtained was computed and the results were presented in Figure 4.3

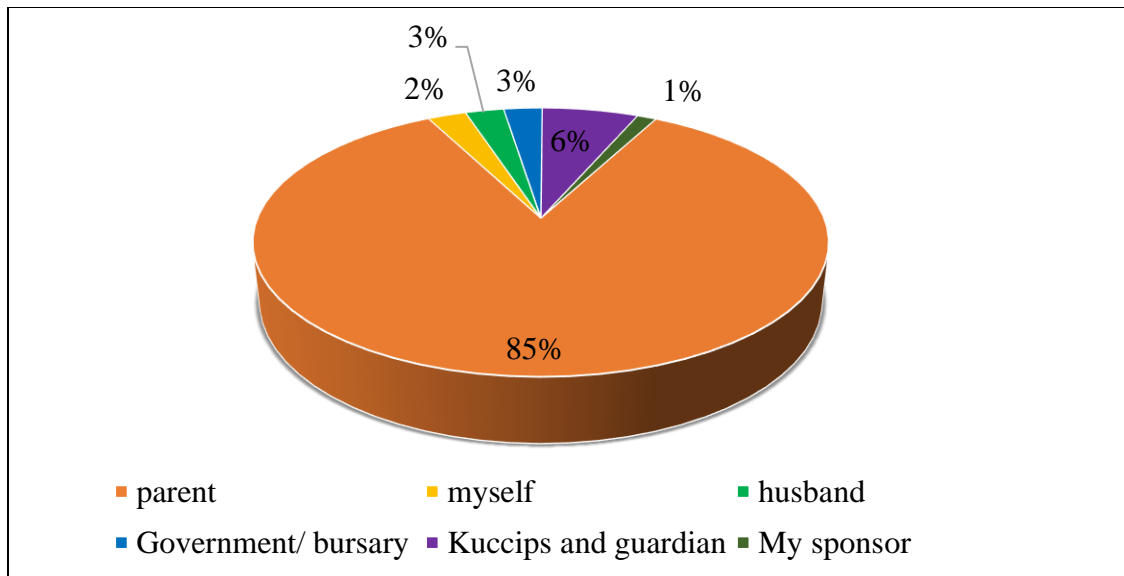


Figure 4. 3: Who Pays Students’ Fees in TVET institutions?

Results in Figure 4.3, the majority of students revealed at 84.6% that parents pays for their enrollment fees in TVET institutions. This was followed by guardians/KUCCPS at 6.4%. However, these findings contracted with Dzombo (2015), who established that there is the challenge of parents failing to involve themselves in the children’s learning process because they are ignorant of the advantages of education.

4.3.7: Challenges Encountered by Students’ Enrollment in TVET

The study sought information on challenges facing students’ enrollment in public TVET institutions in Kenya. This question was vital to understand the barriers to students’ enrolment so as to come up with measures to curb the challenges facing students in Kilifi County. The students’ responses to challenges obtained were computed and presented and illustrated in Figure 4.4.

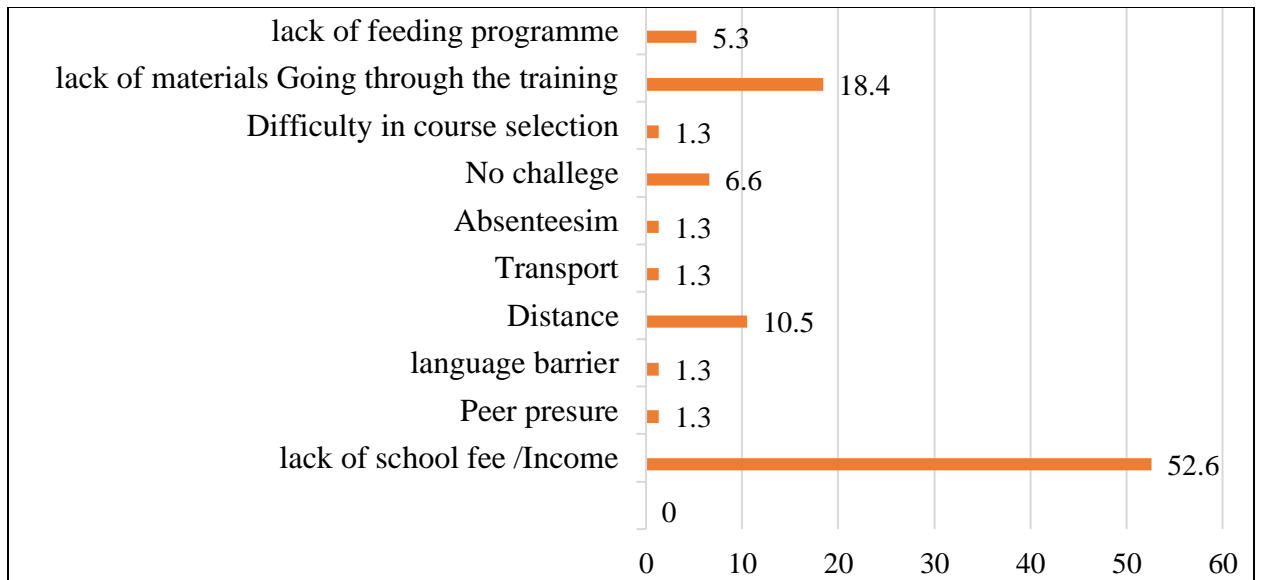


Figure 4. 4: Challenges in Students’ Enrolment in TVET

Findings in Figure 4.4 showed slightly more than half 52.6% of the students in TVET institutions in Kilifi County indicated that the major challenge of enrollment is lack of school fees pegged on family income. Further, 18.4% of students revealed lack of training materials and equipment in the institution. In addition, 10.5% of students identified the distance covered to reach TVET institutions whilst 5.3% showed that lack of feeding programs. Moreover, difficulty in course selection, transport, peer pressure, language barrier and absenteeism all tied at 1.3%. However, 6.6% of students reported that there were no challenges faced by students enrolled in TVET institutions in Kilifi County.

4.3.8: Students’ Enrolment Rates in Public TVET

The study aimed to gather principals’ views on the trends in how students enroll for TVET programmes. This question was necessary for understanding whether students’ enrolment rates are increasing or decreasing in Public TVET institutions in Kilifi County. The principals’ views obtained were summarized and the results are presented in Figure 4.5

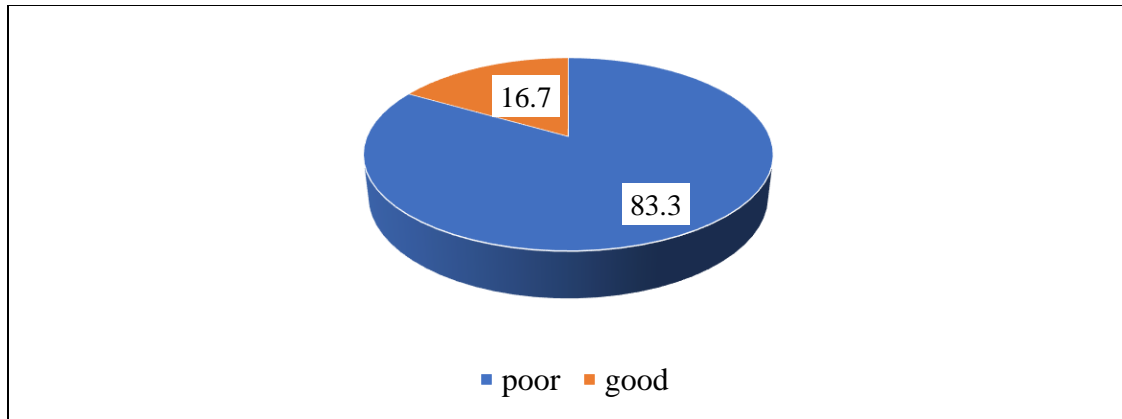


Figure 4. 5: Students' Enrollments in TVET

Findings in Figure 4.5 revealed that the majority of principals indicated students' enrollments in respective TVETs were poor at 83.3%. The minority of principals reported that students' enrolment rates were good at 16.7%. These findings inferred that students' enrolment was on decreasing trends in Kilifi County. Therefore, it was evident that there are factors hindering students' enrolment rates in public TVET institutions in Kilifi County.

4.3.9: Barriers to Students' Enrollment Rates in TVET

The study sought information from instructors to indicate the barriers to students' enrolment rates in public TVET institutions in Kilifi County. This question was vital in understanding the factors impeding students' enrolment in order to provide mechanisms to curb the menace in Kilifi County. The instructors' responses obtained were analyzed and the results are depicted in Figure 4.6.

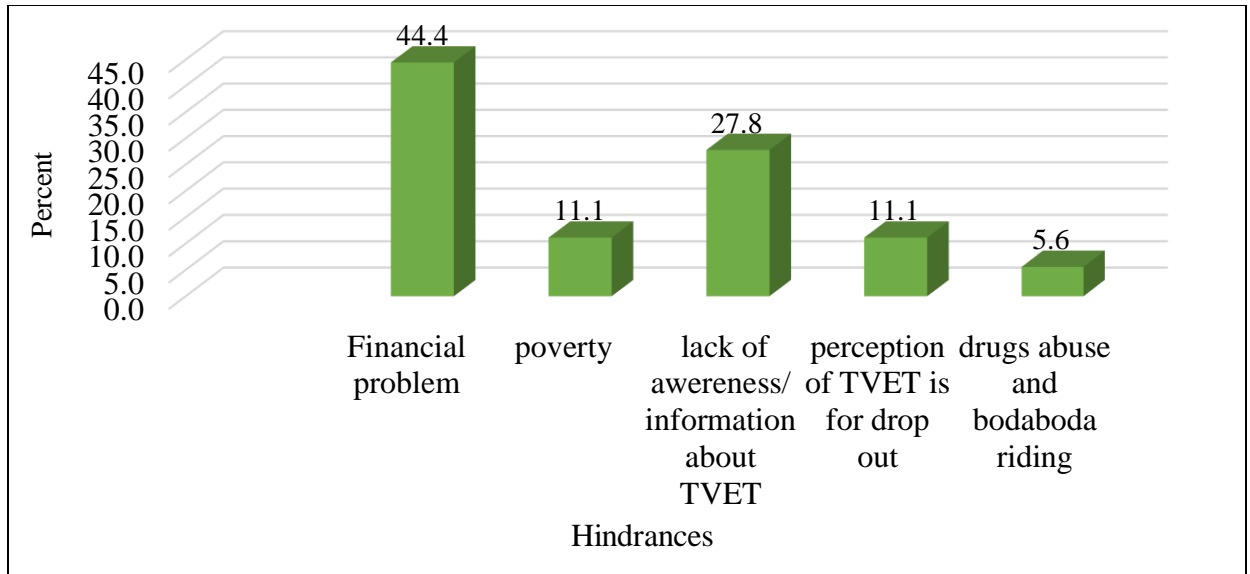


Figure 4. 6: Instructors' Views on Hindrances to Student's Enrollments in TVET

Results in Figure 4.6 showed that a significant proportion of instructors at 44.4% opined that financial problems were a major hindrance to student's enrollments in TVET institutions in Kilifi County. Further, lack of awareness and information hindered students' enrollment by 27.8%. Moreover, poverty and negative perception of TVET tied at 11.1%, whereas drug abuse and Boda boda business affected students' enrolment rates at 5.6%. These results corresponded to Mwangolo's (2015) findings that challenges faced by students while enrolling in TVET portrayed a lack of school fees and family income at 52.6%. Additionally, the author highlighted the high cost of education, drug abuse and the increase in poverty level as some major reasons for low enrollment in TVET institutions in Kilifi County.

4.4 Effects of Government Funding on Student Enrollment in TVET

This was the first objective, the study aimed at establishing how government funding affects student enrollment rates in public TVET institutions in Kilifi County. To achieve this, the TVET principals were asked to indicate whether government funding had

influenced students' enrollment rates. The responses obtained revealed all principals at 100% agreed that government funding negatively affected students' enrollment rates in public TVET in Kilifi County.

4.4.1: Social Economic Influence on Students' Enrollments in TVET

The study sought information from principals to indicate socio-economic factors affecting students' enrollment rates in public TVET in Kilifi County. The obtained information was computed and the results are displayed in Figure 4.7.

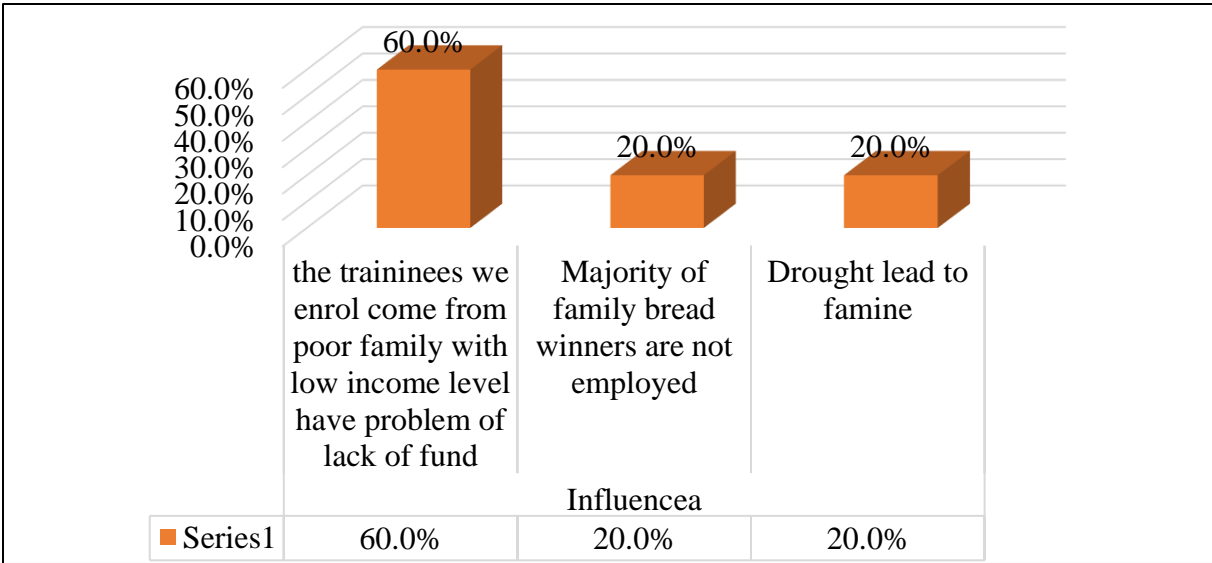


Figure 4. 7: Principals' Responses on Socio-Economic Influence on Student's Enrollment.

From the results in Figure 4.7 majority of principals opined that, students from families with low income have problems of lack of school fees that affected enrollment rates by 60% in public TVET in Kilifi County. In addition, unemployment of family breadwinners, poverty, drought and famine-affected students' enrollment rates by 20%. This was a clear indication that socio-economic status negatively affected students' enrollment rates in TVET in Kilifi County.

Further, the study asked principals to single out specific barriers to student’s enrollment rates in public TVET in Kilifi County. The principals’ views collected were computed and summarized in Figure 4.8

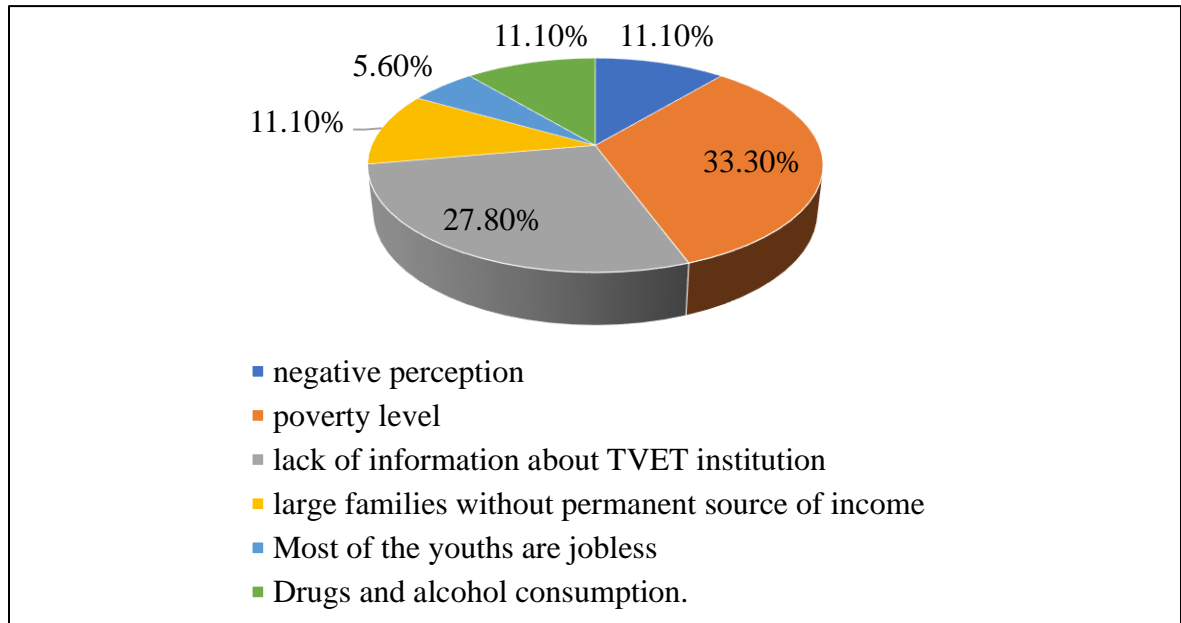


Figure 4. 8: Principals’ Views on Socio-Economic Barriers to Student’s Enrollment Rates.

From the results in Figure 4.8, proportions of instructors revealed barriers to students’ enrollment in TVET institutions were; high poverty level by 30%, lack of information and awareness by 27.80 % while drugs and substance abuse, larger families without a source of income, and jobless youths tied at 11.10 %. Negative perceptions contributed to the hindrance of student enrollment rates by 5.6% in public TVET institutions.

The study further sought information from students on the influence of socio-economic status on students’ enrolment rates in Public TVET institutions. Therefore, the students were asked to indicate their parental status of employment in the following categories: employed, unemployed, and self-employed. The students’ responses collected were computed and the results are presented in Figure 4.9.

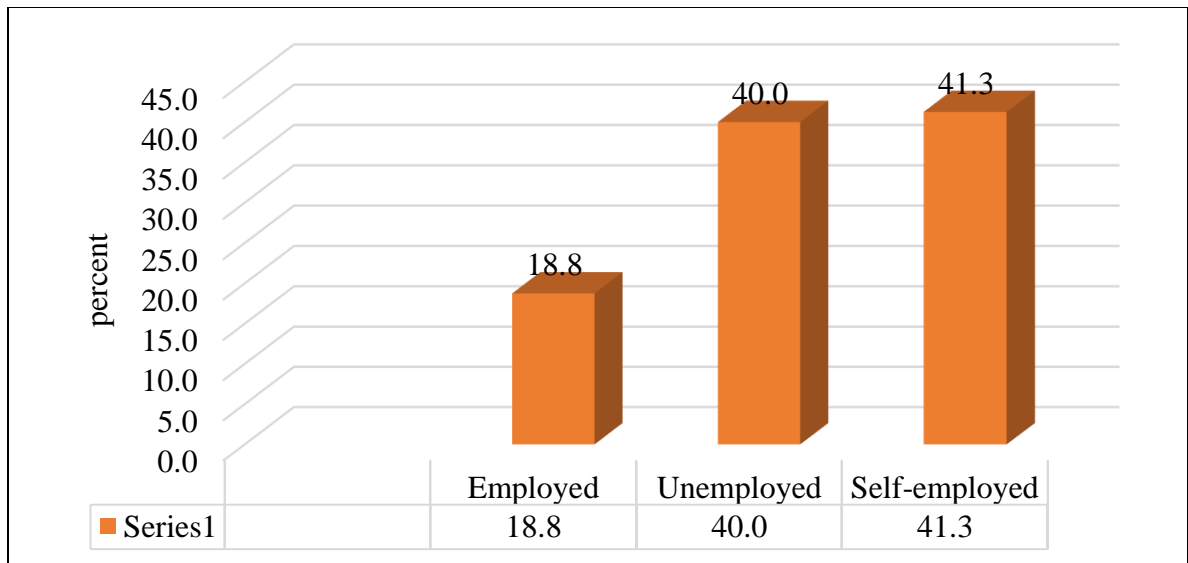


Figure 4. 9: Students’ Responses of Parental Employment

From results in Figure 4.9, a proportion of students at 41.3% reported that parents are self-employed in Kilifi County. Further, 40% revealed that parents are unemployed and only 18.8% of the parents are employed. This finding puts poverty and unemployment as the main socio-economic factors hindering students’ enrollment in TVET institutions.

The study asked students to indicate who pays students’ school fees in public TVET in Kilifi County. They were asked to indicate who pays for their school fee in the institution.

The students’ responses were analyzed and the results are shown in Figure 4.10

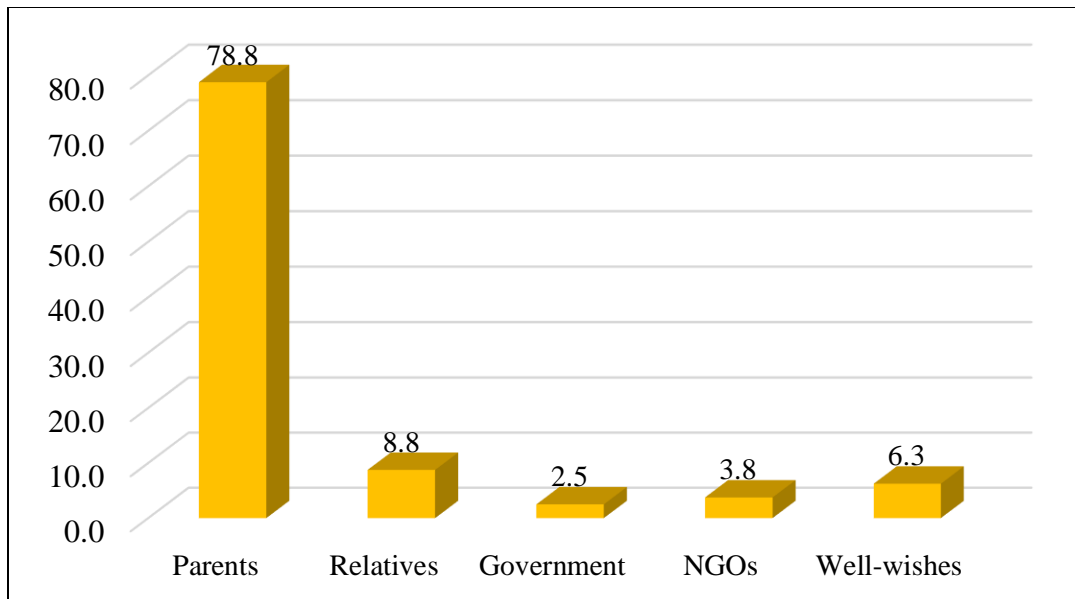


Figure 4. 10: students’ Responses on Who Pays TVET School Fees.

Findings in Figure 4.10 shows that the majority of students at 78.8% reported that their TVET school fees is paid by parents, relatives at 8.8%, well-wishers at 6.3%, NGOs 3.8%. Surprisingly, students revealed that the government contribution to school fees at only 2.5%. These findings resonated with document analysis that indicated the parents are the ones who bore the highest cost of TVET fees for their children in Kilifi County.

The study further asked students to indicate whether they got government funds when joining TVET institutions in Kilifi County. This question was necessary for understanding the extent to which government funds are accessible to students enrolling in TVET institutions in Kilifi County. The students’ information obtained was computed and the results are presented in Figure 4.11

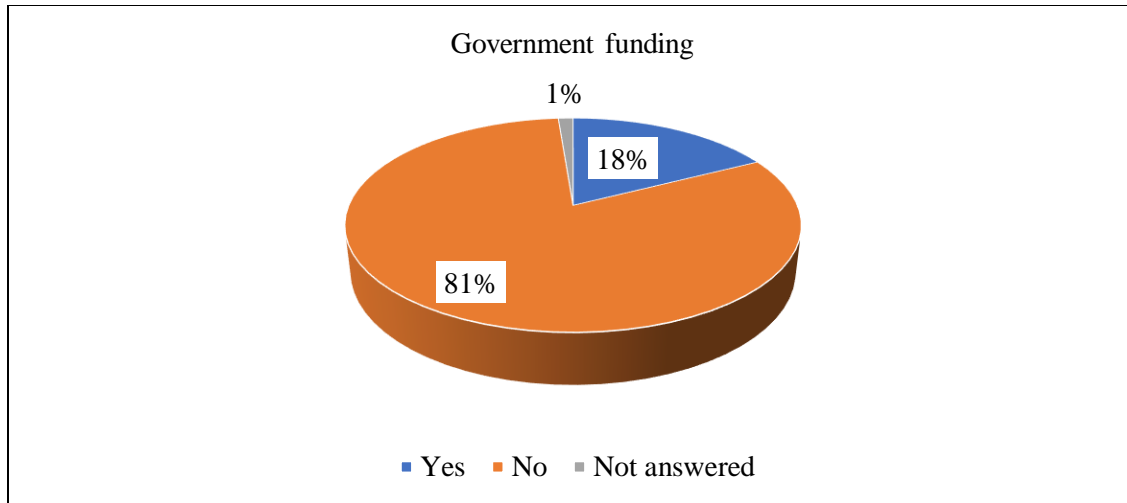


Figure 4. 11: Students’ Responses on Government funding in TVET

Findings in Figure 4.11 indicated that a relatively high number of students at 81.3% disagreed that the government funds school fees while joining TVET institutions within Kilifi County. On the other hand, some students at 18% agreed that the government funds students while enrolling in TVET. On the contrary, at 1.3% of the students remained neutral.

Further, the study asked principals to reveal who paid school fees for students while joining TVET institutions in public TVET in Kilifi County. Therefore, the principals were provided with multiple choice question and the information obtained was summarized the results are illustrated in Figure 4.12

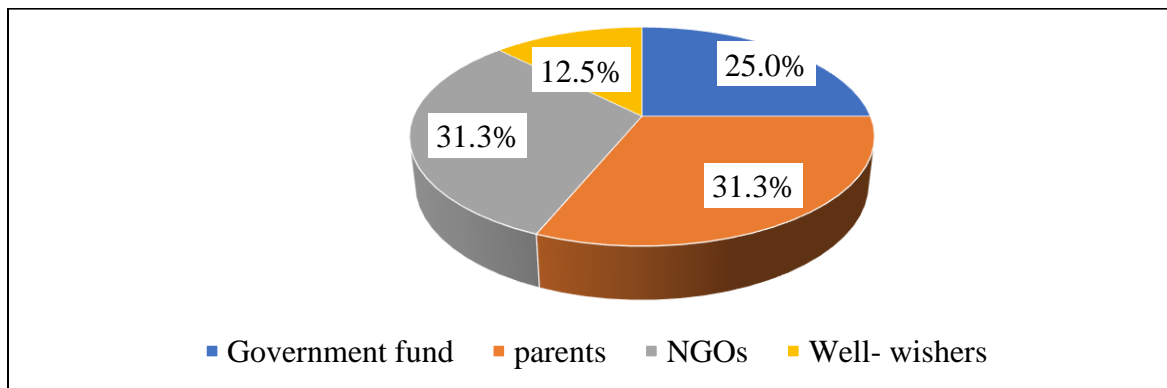


Figure 4. 12: Principals’ Responses on Who Pays for Students’ Enrolment in TVET.

From the findings in Figure 4.12, a proportion of principals at 31.1% revealed that the students get funding from their parents and NGOs, 25% from the government and 12.5% from well-wishers. This also inferred that parents and NGOs carried the biggest burden of TVET education cost in Kilifi while Government influence is miniature thus negatively influencing students' enrolment rates in Kilifi County.

4.4.2: Forms of Government Funding in Students' Enrolment in TVET

The study sought to identify the forms of government funding provided to students in public TVET institutions in Kilifi County. The obtained information was computed and the results are represented in Figure 4.13.

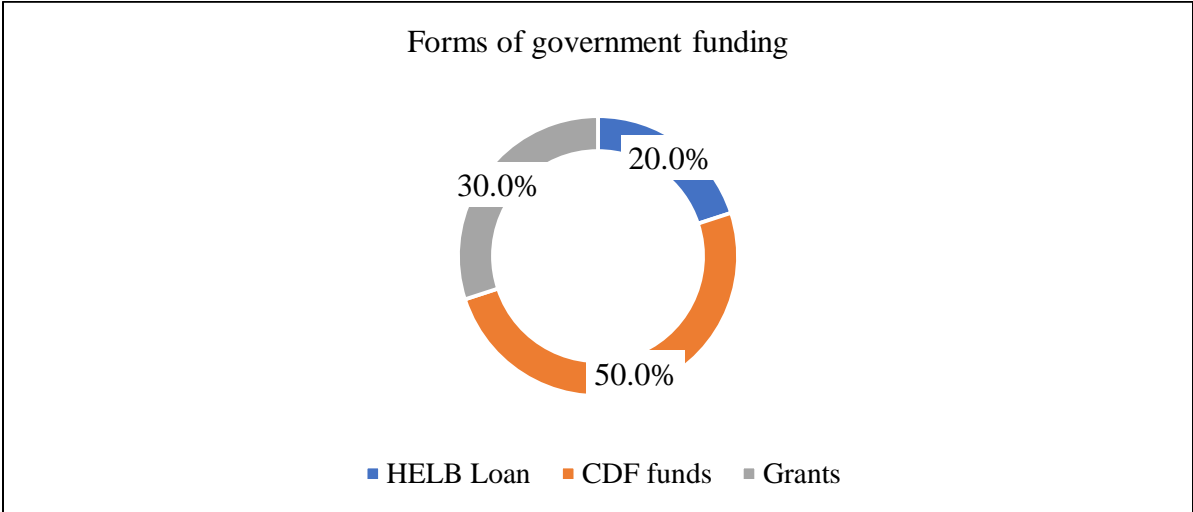


Figure 4. 13: Forms of Government Funding in TVET

Results in Figure 4.13 found that 50 % of the government fund was given in form of CDF funds to needy students, while 30 % was grants and 20 % were HELB loans for students enrolling in TVET institutions in Kilifi County. These findings concurred with a study carried out by Kinara (2014) who attested that in the effort of the government to streamline the country's management of TVET institutions through the TVET Act 2013 the government has created the TVET funds.

4.4.3: The Effects of Lack of Government Funds on Student’s Enrollment in TVET

The study also sought information from instructors on influence of government funding on students enrollment in TVET institutions in Kilifi County. The instructors’ were provided with Likert scale-3point items (agree, neutral and disagree) to rate their responses on effects of government funding on students’ enrollment rates in public TVET institutions in Kilifi County.

Cross tabulation analysis was conducted to determine instructors’ gender disparity on the effects of government funding on students’ enrollment rates in TVET instructions. The instructors’ information obtained was cross-tabulated and presented in Table 4.5.

Table 4. 5: Cross tabulation: Instructors’ Responses on Effects of Government Funds-

		Do students fail to enroll in TVET institution due to lack government fund			Total
		Agree	Neutral	Disagree	
Male	Count	9	1	3	13
	% within Gender	69.2%	7.7%	23.1%	100%
Female	Count	3	1	1	5
	% within Gender	60%	20%	20%	100%
Total	Count	12	2	4	18
	% within Gender	67%	11%	22%	100%

Results in Table 4.5 shows that 67% of instructors agreed that government funding affects students’ enrollment rates in TVET institutions in Kilifi County while 22% disagreed. However, 11% of the instructors were neutral to the statement. This inferred that government funds have a considerate effect on students’ enrolment rates in Public Kilifi County.

Inferential statistics were conducted to establish the relationship between government funding and students’ enrollment rates in public TVET institutions in Kilifi County. To achieve this, a chi-square test was utilized and the results are presented in Table 4.6

Table 4. 6:Chi-Square Tests for Government Funding and Students' Enrolment Rates

Chi-Square Tests	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	5.716 ^a	2	.046
Likelihood Ratio	5.288	2	.071
Linear-by-Linear Association	.000	1	1.000
N of Valid Cases	18		

From the results in Table 4.6 , government funding influenced students' enrolment rates in Public TVETs by χ^2 , (2, $N=18$), $P<.05$. This results revealed that there exists a statistically significant relationship between government funding and students' enrolment rates in Public TVET institutions in Kilifi county. Therefore, based on these findings the null hypothesis that stated no relationship between government funding and students' enrollment in TVET was rejected and the alternative hypothesis was adopted. This is proof that government funding' such as Helb loans, bursaries and CDF are insufficient thus they negatively influenced students' enrolment rates in Public TVET institutions in Kilifi County. These results are in agreement with the findings of Nelson (2013) indicating need to prioritize serious funding of technical and vocational training programs by African states including Kenya.

4.5 Influence of Household Level of Income on Students' Enrollment in TVET

This was the second objective of the study. It aimed at finding out the influence of households' level of income on students' enrollment rates in TVET institutions in Kilifi County. The economic status of a family is a huge determinant of access to education. This question was considered significant in establishing socio-economic factors influencing students' enrolment in Public TVET. The household income plays an

important role in determining how the students' access education since it is majorly the parents who meet the cost of education. This means the parental household level of income status determines if the student will enroll in TVET institution or not.

An increase in the degree of attention to education, positive skill, conviction, and strong desire for schooling for children whose parents are of higher socio-economic class tends to be greater than for children whose parents are of lower status (Joan, 2009). Therefore, respondents were asked to respond to statements and questions in relation to the parental household level of income and the obtained findings were presented in subsequent sub-headings.

4.5.1: Household Level of Income influence on Students' Enrollment Rates in TVET.

The study sought information from TVET instructors who were tasked to indicate in the form of a yes and no question whether household's level of income hinders students' enrollment in public TVET institutions. The instructors' responses obtained were computed and the results are portrayed in Figure 4.14

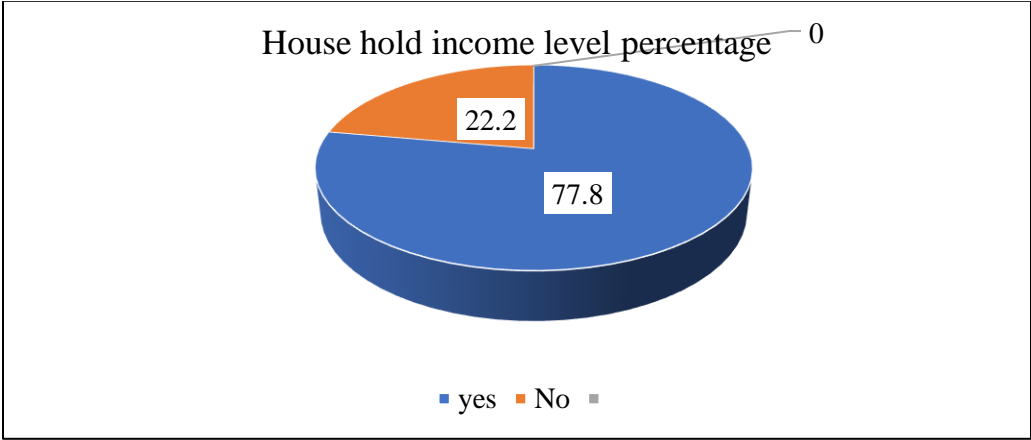


Figure 4. 14: Instructors' Responses on Household Level of Income Hinders Students' enrollments Rates in TVET

From the findings in Figure 4.14, majority of instructors opined that households' level of income hinders student's enrollment rates in TVET institutions by 77.8%. This is an evidence that the level of household negatively influenced students' enrolment in Public TVET in Kilifi county. However, some instructors at 22.2% descended on the statement. Principals were also required to indicate if the level of income of the household as a socio-economic factor influenced students' enrollment rates in TVET institutions in Kilifi County. This question was necessary for comparison of results with other respondents. The principles gathered information was computed and results are shown in Figure 4.15

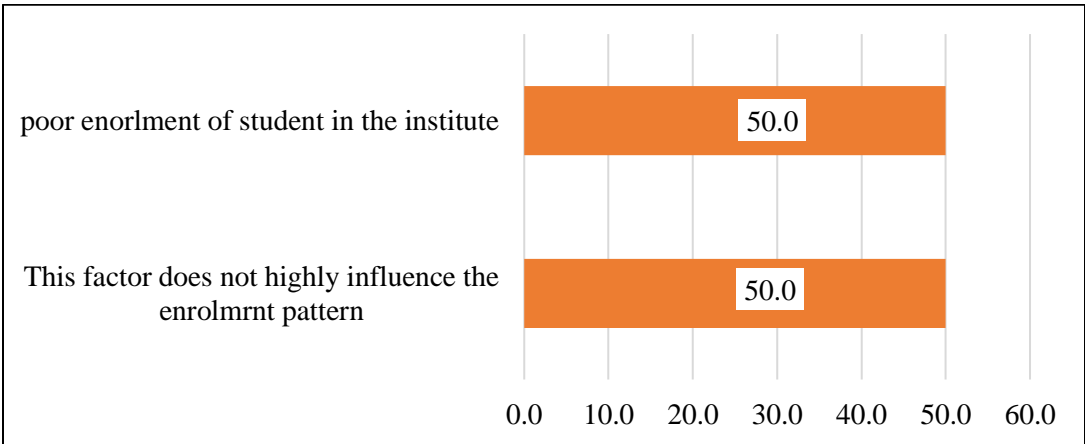


Figure 4.15: Principals' Views on Level of Income of Household on Students' Enrolment

Results in Figure 4.15 showed that principals remained neutral at 50% on students' enrollment in TVET institutions being influenced by low levels of household income in Kilifi County. This result corresponded with instructors that low household level of income negatively influenced students' enrolment whereas high household level of income positively students' enrolment rates in TVET in Kilifi County. Additionally, this findings resonates with (Joan, 2009) that children from families of high socio-economic class

tends to be motivated to enroll in educational institutions more than those from lower social-economic status.

Further, the study sought information from students who were asked to classify their family's level of income based on low income, medium income and high income so as to determine the influence of household income level to their enrollment in TVET institutions in Kilifi County. The students further were requested to indicate their family total income annually and the results are shown in Figure 4.16.

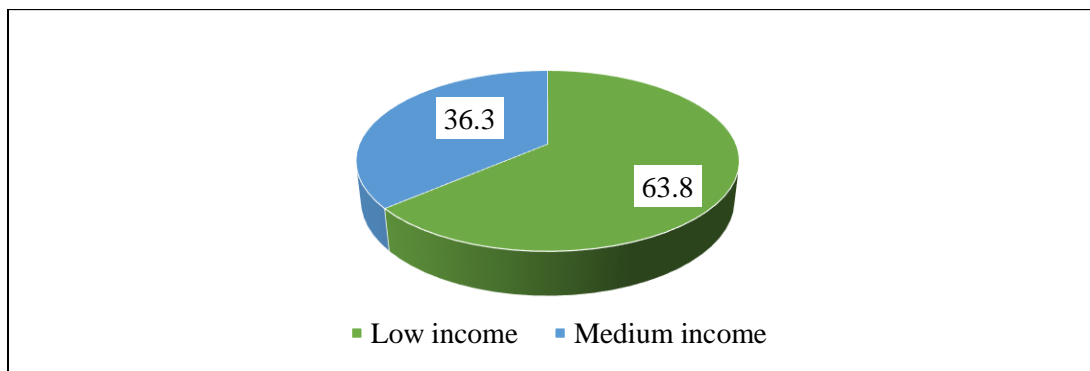


Figure 4.16: Students Responses on Household Level of Income

Findings in figure 4.16 demonstrated that the majority of students at 63.8% reported that their family's income is very low. On the other hand, 36.3% of students revealed that family income were medium status. This indicates that majority of households in Kilifi County are of low economic status.

The students were further asked to indicate the range of their total family income. This question was necessary in the study to determine how economic classes influenced students' enrollment rates in Public TVET. The students' responses collected were computed and results are presented in Table 4.7.

Table 4. 7: Students’ Responses on Household Total level of Income

Household Income in Ksh.	Frequency	Valid Percent
Less 50,000	67	84.8
50,001-100,000	7	8.9
100,001-150,000	4	5.1
150,001-200,000	1	1.3
Total	79	100.0

Results in Table 4.7 Most of the students indicated that their total annual family income was less than Ksh.50, 000 at 85%. These results inferred that household total income negatively influenced students’ enrolment in Public TVET since most of parents earned low levels of incomes of less than Ksh.50, 000 annually. On the other hand, results reported that households earning less than 100,000 were 8.9%, 5.1% earning less than 150,000 and 1.3% less than 200,000 and none of the families generated annual income of above 200,000. These findings concurred with Sankale, (2017) that many parents cannot meet the cost of TVET education and the income of the parents determines the institution their students will enroll. Further, these findings are a complement of findings of GOK, (2013) which confirmed in an economic survey report that many households in Kenya have become poor out of low economic growth.

4.5.2: Adequacy of Household Level Income on Student’s Enrolment in TVET

The study sought information from students to find out if family income is sufficient to pay the student fees in the TVET institution in Kilifi County. They were also required to indicate if they know any students who have failed to enroll in TVET due to lack of school fees. The students were also questioned on where else they would obtain school fees when

enrolling in the situation when the family is unable to raise TVET fees. The students responses obtained was computed and results are illustrated in Figure 4.17

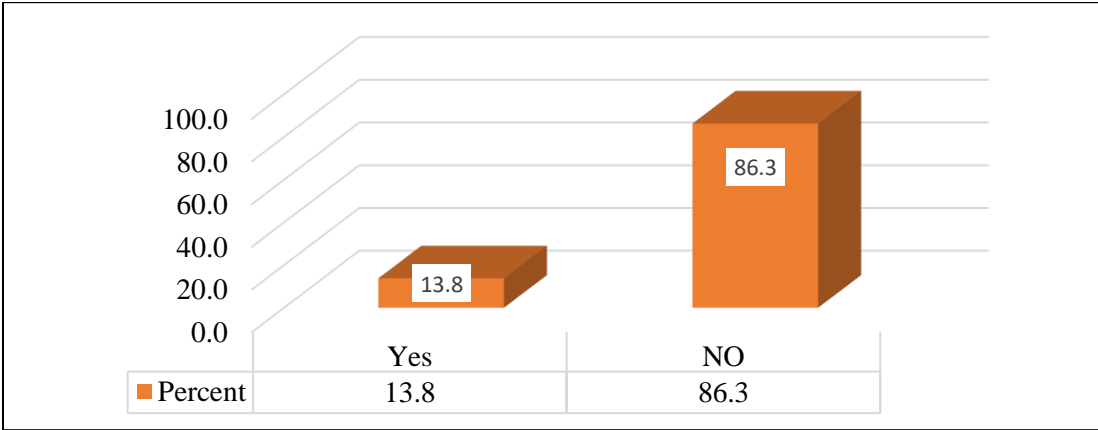


Figure 4. 17: Students’ Responses on Household Income is enough to Pay TVET Fees.

The results in Figure 4.17 displays that the majority of the students indicated that their family income is not enough to pay for their TVET fee at 86.3%. On the contrary, only 13.8% of the families could pay for their student’s fees in the TVET institution in Kilifi County.

Students were further asked to indicate whether they knew any students who had failed to enroll in TVET institution due to a lack of school fees. The students’ responses gathered was analyzed and results presented in Figure 4.18

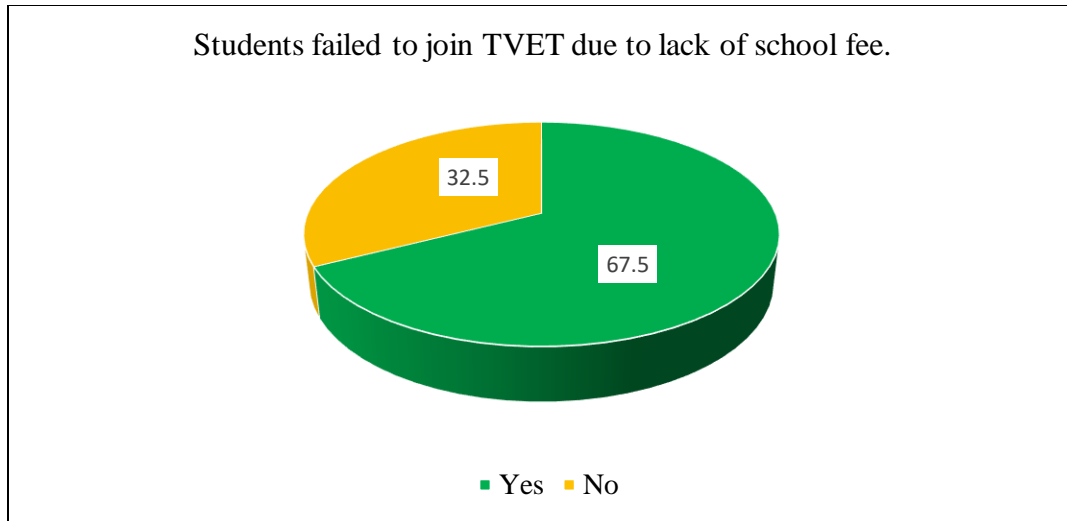


Figure 4.18: Students’ Responses on Students Failed to Join TVET Due to Lack of School Fees

Findings in Figure 4.18 indicates that, majority of students at 67.5% agreed that they know at least one student who had failed to enroll in a TVET institution due to lack of school fees. However, 32.5% of students could not identify someone who has failed to join TVET due to lack of school fee in Public TVET in Kilifi County. This evidence that household level of income negatively affected students’ enrolment rates in public TVET.

4.5.3: Ways to Fund Students to Enroll in Public TVET

The study sought information from students on other ways they could raise funds if family income is inadequate to pay TVET fees. The students’ responses were summarized in Figure 4.19d

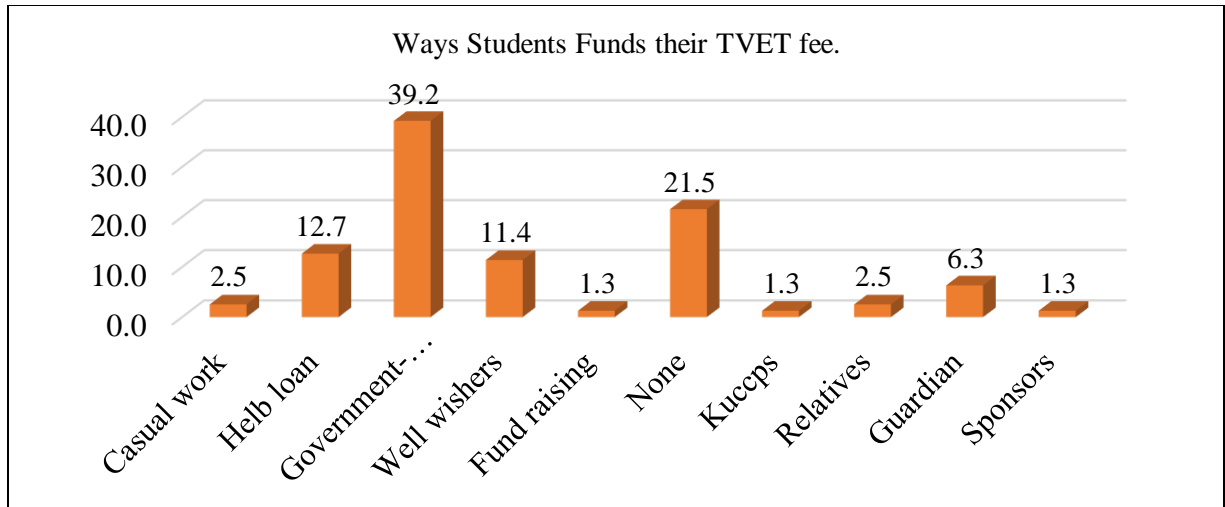


Figure 4.19: Students' Views on Ways Students Funds their TVET Fees

Results in Figure 4.19 shows that students can obtain school fees elsewhere as follows; 39.2% from government bursaries, 12.7% from Helb loan and 11.4 % from well-wishers. 25.5% indicated that they have no others sources of school fees. This is evidence that most students struggle to beg for school fees from donors and this may result in low students' enrolment rates in Public TVET in Kilifi County.

Cross tabulation analysis was conducted to determine the influence of parental level of income and students' enrolment rates in Public TVET in Kilifi County. The instructors were asked to indicate if the parental level of income affected students' enrolment rates in Kilifi County. The instructor's responses collected were cross tabulated and results are illustrated in Table 4.8.

Table 4.8: Cross tabulation: Instructor’ Responses on Households Level Income Hinders Students Enrollment rates

		Does households level income hinder students enrollment in your TVET		Total
		Yes	No	
Male	Count	10	3	13
	% within Gender	77%	23%	100%
Female	Count	4	1	5
	% within Gender	80%	20%	100%
Total	Count	14	4	18
	% within Gender	78%	22%	100%

Crosstabs results in Table 4.8 shows that majority of instructors at 78% agreed that household level of income hindered students’ enrolment rates in public TVET. This result means that the majority of students are negatively affected by low parental household level of income.in enrolling in Public TVET in Kilifi County.

Inferential analysis was further carried out to establish the influence of parental level income on students’ enrolment rates in public TVET in Kilifi County. This was important in testing the null hypothesis that states there is no association between parental level of income and students’ enrolment rates in Public TVET centers. Therefore, a chi-square test was utilized to establish the relationship of the two variables. The instructors’ information gathered was computed and results are presented in Table 4.9

Table 4.9: Chi-Square Tests for Parental Level of Income and Students’ Enrolment Rates

Chi-Square Tests	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	9.591 ^a	3	.010
Likelihood Ratio	12.017	3	.008
Linear-by-Linear Association	9.549	1	.001
N of Valid Cases	18		

Results in Table 4.9 established that parental level of income influenced students' enrollment rates in Public TVET by χ^2 , (3, $N=18$), $P<.05$. These findings established that there exists a statistically significant relationship between parental level of income and students' enrolment rates in Public TVET institutions in Kilifi County. Therefore, based on these findings, the null hypothesis was rejected and the study adopted an alternative that there exists a statistically significant relationship between parental level of income and students' enrollment in Public TVET in Kilifi County. These findings inferred that the majority of patents are earning less than ksh.50, 000 annually thus they are economically unable to support students enrolled in Public TVET institutions. This corresponded with Sankale (2017) that many parents cannot meet the cost of TVET education due to the fact that every TVET institution has its cost, some having low cost and others high cost hence the income of the parent determines students' enrollment and choice of institutions. Further these results also concurred with the argument that many households in Kenya have become poor out of low economic growth (GOK, 2013).

4.6 Influence of Parent's Education Level on Students' Enrollment in TVET

This was the third objective. The study aimed at finding out the influence of parental level of education on students' enrollment rates in public TVET institutions in Kilifi County. Therefore, students were asked to agree or disagree on whether parents' level of education determined a student's decision in enrolling in TVET. The students' responses obtained were computed and results are presented in Figure 4.20.

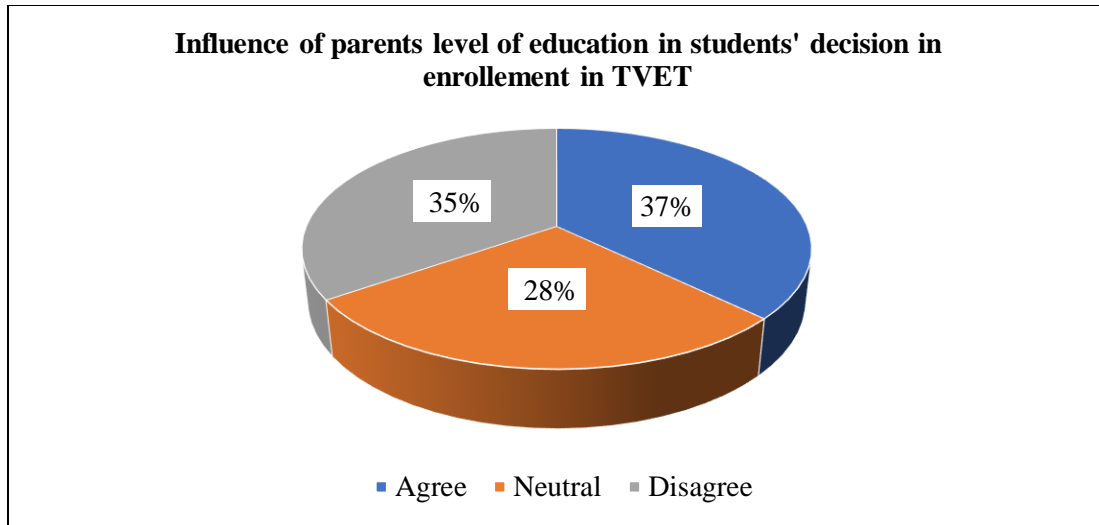


Figure 4. 20: Students’ Responses on Parental level of Education on Students’ enrollment rates in TVET.

Results in Figure 4.20 revealed that 37% of students agreed that parental level of education influenced students’ enrollment rates in Public TVET in Kilifi County while 35% of students disagreed with the statement. 28% of students remained neutral. These findings inferred that parental level of education influenced students in decision-making while enrolling in TVET in Kilifi County. Research done by Hossler & Stage (1992) shows that the educational level of parents and learners’ decision making, aspirations, and career choice, in general, has a positive connection between them. Parental level of education is crucial in determining their children’s behavioral outcomes and their level of education. (Eccles, 2005).

4.6.1: Social Support on Student’s enrollment in TVET

The study sought information from students on whether parents socially support their enrollment in public TVET. This question was necessary since it aimed at determining how different educational backgrounds affected students while enrolling in a Public TVET

institution. The students' responses obtained was computed and the findings are presented in Figure 4.21

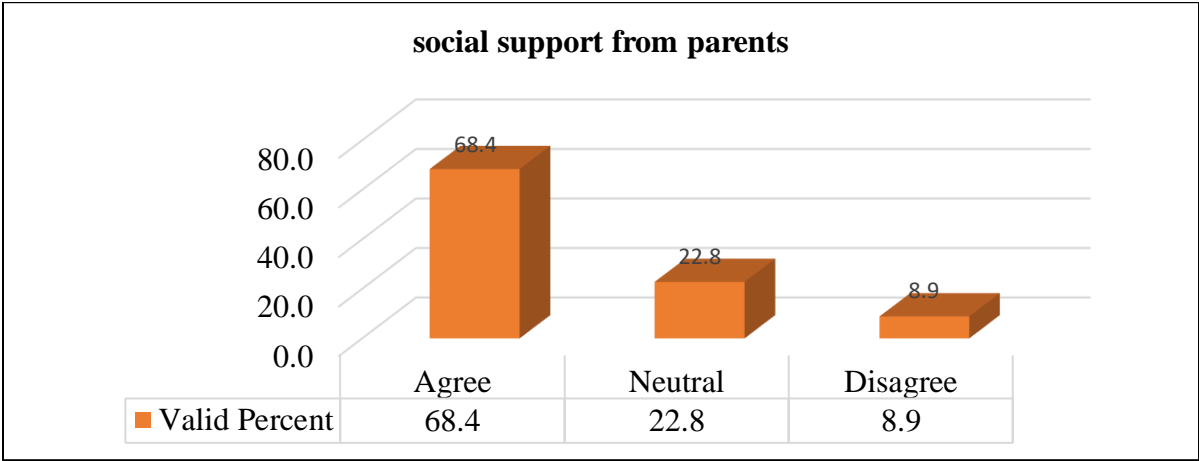


Figure 4. 21: Students Responses on Social Support from Parents

Figure 4.21 indicated that the majority of students at 68.4% reported that they received social support from their parents while enrolling in TVET. However, 22.8% of students remained neutral to the statement. On the contrary, 8.9% of students indicated that they did not get any social support from their parents.

4.6.2: Ways Parental Level of Education Influence on Students' Enrolment in TVET

The study further sort to determine ways parental level of education and social support influenced students' enrolment rates in Public TVET in Kilifi County. The students were best placed to provide viable answers. The students' information collected was analyzed and results presented in Figure 4.22.

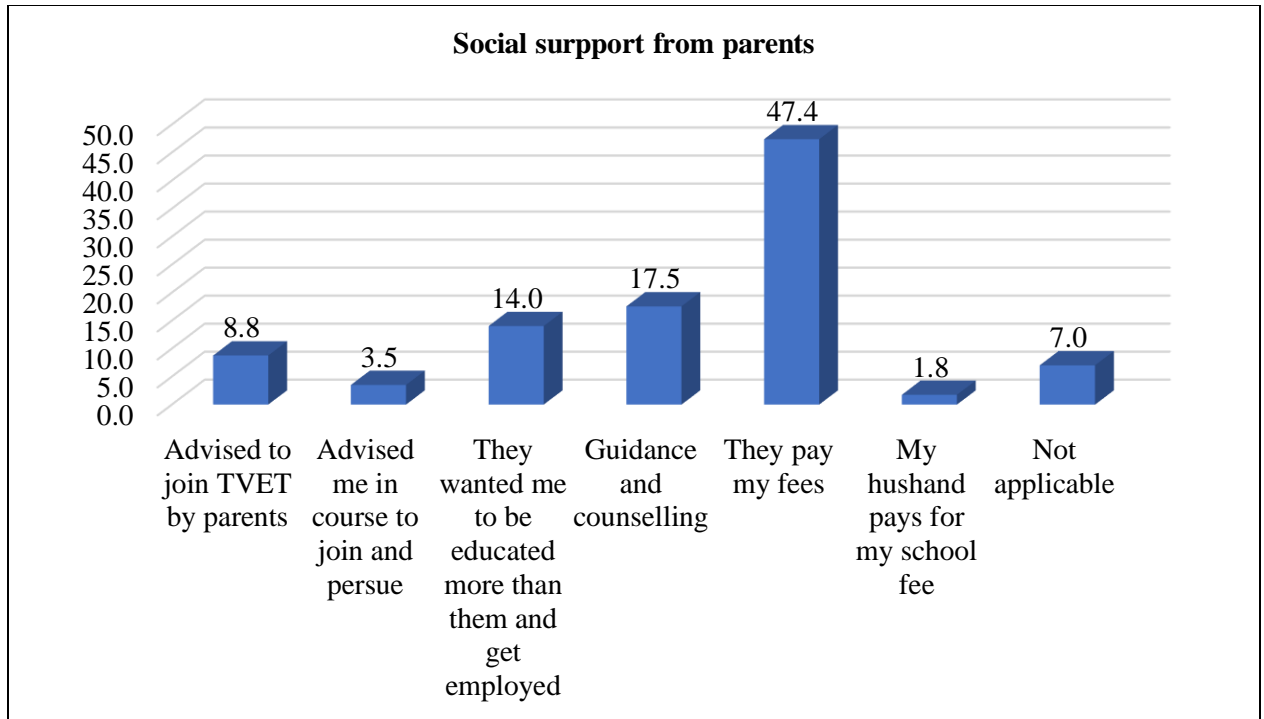


Figure 4. 22: Students’ Views on Ways Parents Socially Support Students’ Enrollment

Results in Figure 4.22 showed that a proportion of students at 47.4% affirmed that social support received from parents was payment of school fee, 17.5% guidance and counseling support, 14% support on advice of students to get more education for them to secure better job, 8.8% of the students got advice to join TVET from the parents. It is very clear that a majority of students got at least some advice and social support when joining TVET institutions.

The study further requested TVET instructors to indicate the extent to which enrollment in TVET institutions is influenced by parental level of education. The information gathered was summarized and the results are illustrated in Figure 4.23.

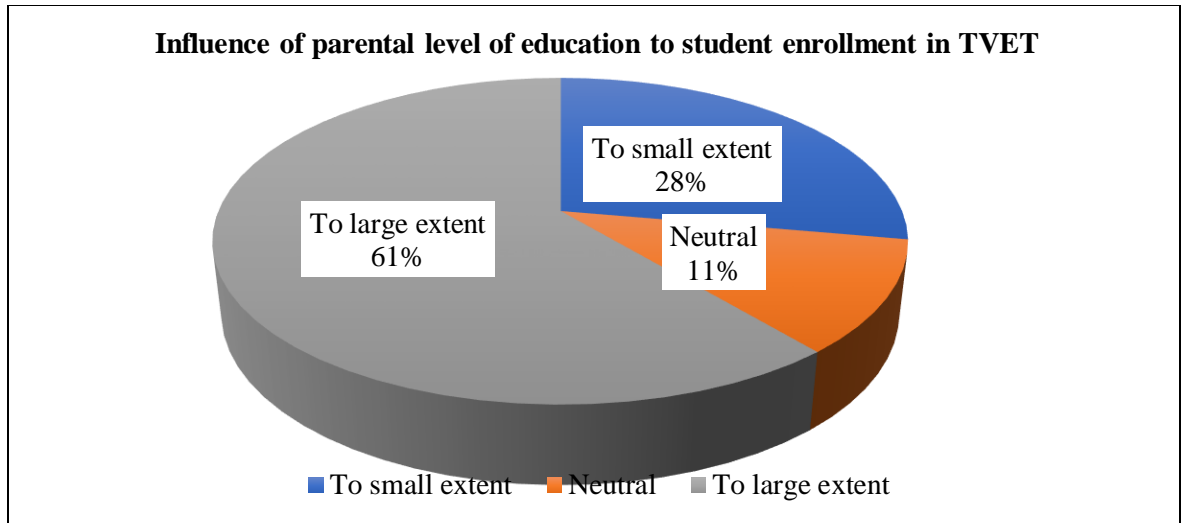


Figure 4. 23: Instructors views on influence of parental level of education on student enrollment in TVET

Findings revealed that the majority of instructors at 61% indicated that students' enrollment rates in public TVET institutions is influenced to a larger extent by parental level of education. Minority of 28% instructors indicated that the influence is of very small extent and 11% of the instructors remained neutral on the statement.

Cross tabulation analysis was carried out to establish the gender disparity responses of TVET instructors on how parental level of education influenced students enrolment in Public TVET institutions. The instructors' information gathered was cross tabulated and the results are presented in Table 4.10.

Table 4.10: Cross Tabulation: Instructors' Responses on Influence of Parental Level of Education

		To what extent does enrollment in TVET colleges influenced by parental level of education			Total
		To small extent	Neutral	To large extent	
Male	Count	3	2	8	13
	% within Gender	23%	15%	62%	100%
Female	Count	2	0	3	5
	% within Gender	40%	0%	60%	100%
Total	Count	5	2	11	18
	% within Gender	28%	11%	61%	100%

The results in Table 4.10 revealed that the majority of male and female instructors at 61% and 60% respectively that there is a huge influence on students' enrollment rates in TVET centers in Kilifi County by parental level of education. However, a minority of instructors' at 28% indicated that parental level of education influenced students' enrolment rates to a small extend while 11% of the instructors' were neutral on the statement.

Inferential analysis was conducted to establish the relationship between parental level of education and students' enrolment rates in Public TVET institutions in Kilifi County. The Chi-square test was employed to examine the null hypothesis that stated, there exists no association between parental level of education and students enrolment rated in public TVET in Kilifi County. The information gathered was analyzed and findings are in Table 4.11.

Table 4.11: Chi-Square Tests for Parental Level of Education and Students Enrolment Rates in TVET.

Chi-Square Tests	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1.143 ^a	2	.165
Likelihood Ratio	1.649	2	.138
Linear-by-Linear Association	.149	1	.299
N of Valid Cases	18		

The results in Table 4.11 reveals parental level of education influenced students enrolment rates in public TVET by χ^2 , (2, $N=18$), $P>.05$. These findings established that there exists no statistically significant relationship between parental level of education and students' enrolment rates in Public TVET institutions in Kilifi County. Therefore, the study accepted the null hypothesis that there is no relationship between parental level of education and students' enrolment in public TVET institutions in Kilifi County. These results revealed that a student's enrolment in TVET is not dependent on parental level of education. Further, it means there are other factors affecting students' enrolment rates but not parental level of education. This was attributed to the fact that most parents had some form of education whether primary or secondary, and they positively and socially supported their children when enrolling in Public TVET institutions in Kilifi County as confirmed by students themselves. Indeed, Julie (2010), reveals that parents with tertiary qualifications are naturally more informed of the lasting advantages of obtaining college qualifications; hence sharing the information with their children. Equally, students without a parent who has taken part in school sometimes face considerable obstacles in tertiary training, especially TVET. These findings also concur with research done by Goldstein, Davis-Kean, and Eccles (2005), there is a direct effect of education of a parent on a child's standard achievement scores through the effects of parental expectations. Further, the

study reveals that parents who attain high levels of education inspire their children to achieve higher education levels than them by exposing them to achievement-oriented behavior in school education. Further, Yi et al (2015) established that parental education level affects vocational education student's dropout rate. Therefore, these results contradicted findings by Quddusov (2013) that asserted that significantly there exists a close association between students' educational achievements and parent level of education.

4.6.3: Socio-Economic Status on Students' Enrollment Rate in TVET

The study sought information from the respondents to indicate to what extent the socio-economic status of your family affects students' enrolment in this institution. The students were provided with Likert scale to rate their responses on whether socio-economic status influenced Students' enrolment status in Kilifi County.

Table 4.12: Students' Responses on Effects of Socio-Economic Status on Students' Enrolment Rates

Likert Scale	Frequency	Valid Percent
Very little	21	27.3
Small extent	18	23.4
Neutral	14	18.2
Large extent	24	31.2
Total	77	100.0

From the findings in Table 4.12 a proportion of students revealed that socio-economic status influenced students' enrolment rates in Public TVET to a large extent, very little, small extent and neutral at 31%, 27%, 23% and 18% respectively.

4.7 Influence of Drugs and Substance Abuse on Students on Enrollment in TVET

This was the fourth objective of the study. To achieve this, the study aimed at identifying the influence of drugs and substance abuse on student's enrollment in TVET institutions in Kilifi County. This objective was necessary in this study, for instance, according to the World Drug Report, one(1) in twenty (20) adults had at least one sort of substance abuse in 2014 by people between 15 and 64 years of age (UNODC, 2016). This figure is a fourth of a billion people. Therefore, the study sought opinion on the matter from students, instructors and principals and the responses were presented in subsequent subheadings.

4.7.1: Drugs and substance abuse and effects on student's enrollment in TVET

The study sought principals' views on whether drug and substance abuse negatively affected student's enrollment. This question was necessary to understand to what extent drugs and substance abuse affects students' enrolment rates in Public TVET in Kilifi County. The principals' responses obtained was analyzed and results are depicted in Figure 4.24

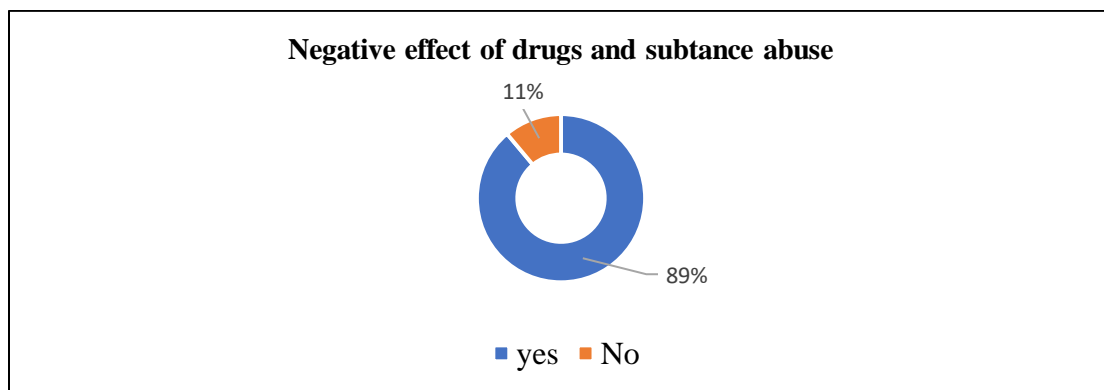


Figure 4.24: Principals Responses on Effect of Drugs and Substance Abuse on Student Enrollment in TVET

Results in Figure 4.24 portrayed that the majority of principals at 89 % agreed that drugs and substance abuse negatively affected students' enrollment rates in Public TVET

institutions. A minority of principals at 11% disagreed with the statement. This is evident that students are directly affected by drugs and substance abuse thus low students' enrollment rates in Kilifi County.

The study further asked students to respond to effects of drug and substance abuse on students' enrolment rates in Public TVET. The students' responses obtained was tabulated and results are in Table 4.14

Table 4.14: Students' Responses on Effects of Drug and Substances Abuse on Students' Enrollment Rates in TVET

Responses	Frequency	Valid Percent
No	11	13.75
Yes	69	86.25
Total	80	100.0

Table 4.14 revealed that the majority of students are negatively affected by drug and substance abuse at 86%. This implied that drugs and Substance Abuse negatively affected students' enrollment rates in Public TVET in Kilifi County.

Further, students were asked to respond to statements on effects of drug and substance abuse in Public TVET. The students responses collected was tabulated and results are presented in Table.4.14

Table 4.14: students' Responses on Effects of Drugs on Students' Enrolment

Effects	Frequency	Valid Percent
Drugs are available	37	46.25
Not applicable	13	16.25
Drugs are illegal	13	16.25
Parents use drugs	13	16.25
I'm a victim of drugs	4	5

Total	80	100.0
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From the findings in Table 4.14 46% of students revealed that drugs are easily available, 16% showered their parents' use of drugs and another 16 % agreed that drugs are illegal while 5 % revealed that they are victims of drugs. This was an indication that drugs and substance abuse are readily available to students thus they negatively influenced students' enrollment in Public TVET institution in Kilifi county. According to NACADA (2016), drug addiction is influenced by the environment in which the children are brought up and schools, being part of the environment, provide standards within which young people test behavior due to peer pressure.

Cross tabulation analysis was further utilized to establish the effects of drug abuse and substance abuse on students' enrolment rates in public TVET in Kilifi County. The instructors' responses were obtained and results are depicted in Table 4.15.

Table 4.15: Cross Tabulation: Instructors' Responses on Influence of Drug and Substance Abuse in TVET

		Do drug and substance abuse negatively affect students enrollment in your TVET		Total
		Yes	No	
Male	Count	12	1	13
	% within Gender	92%	8%	100%
Female	Count	4	1	5
	% within Gender	80%	20%	100%
Total	Count	16	2	18
	% within Gender	89%	11%	100%

Results in Table 4.15 indicated that 89% of instructors agreed that drug and substance abuse negatively influenced students enrolment rates public TVET. On the other hand, a minority of instructors at 11% indicated that drugs and substance abuse does not influence students' enrolment in Kilifi County.

Inferential statistics was conducted to test the relationship between the drugs and substance abuse and students' enrolment rate in public TVET in Kilifi County. This analysis was significant to test the null hypothesis that stated there was no relationship between the drugs and substance abuse on students' enrolment rates in public TVET in Kilifi County. The instructors' information obtained was analysed using Chi-square and the results are presented in Table 4.16

Table 4.16: Chi-Square Tests for Drug and Substance Abuse on Students' Enrolment Rates

Chi-Square Tests	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	8.525 ^a	3	.001
Likelihood Ratio	10.737	3	.005
Linear-by-Linear Association	.274	1	.400
N of Valid Cases	18		

The results in Table 4.16 revealed that drug and substance abuse influenced students enrolment rates in public TVET by χ^2 , (3, $N=18$), $P<.05$. This findings established that there exists a statistically significant relationship between drug abuse and substance abuse and students' enrolment rates in Public TVET institutions in Kilifi County. These findings inferred that the majority of students' are negatively affected by drug and substance abuse since drugs are readily available and the fact that some parents abuse drugs which may make students imitate them. These results are in agreement with the findings that Drug and substance abuse among students' increases during the process of adolescence and by the time teenagers achieve the age of majority, many succumb to substance disorders (Johnston et al, (2006); Young et al, (2002)). In addition, drug abuse has negative health and behavior implications for the students. These negative effects include poor relations among students, teachers, parents, and the community. Finally, students using drugs

exhibit violence to bully other students, to combat unruly behavior at school and in the community. Many of these donate to truancy, low performance in school, and dropping out of school, (Lamu Research Report, 2017).

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents summary, conclusions, recommendations and suggestions for further studies based on findings of the study. The study examined the influence of socio-economic factors influencing students' enrollment rates in public TVET in Kilifi County.

5.2: Instruments Return Rates

The researcher administered a total of 183 questionnaires to the principals, instructors, and students in public TVET institutions in Kilifi County. However, only 104 duly filled questionnaires were returned out of 183 giving a response rate of 56.8 %. In this case, a response rate of 56.8% was considered appropriate for data analysis.

5.3: Demographic Data for Respondents.

The demographic information of the respondents was grouped in terms of age bracket, gender, education level and duration of service. According to gender of respondents, it was established that a high proportion of the principals at 67% and instructors at 72% were of male gender. This was a clear indication that male dominate the majority of the trainers in TVET institutions in Kilifi County. However, the study showed that 64% of students were female whilst 36% were male.

In reference to educational qualification of respondents, the study revealed that the majority of instructors had Diploma qualification with a minority with degree level of education. Notably, some instructors had craft certificates as qualification. In addition, it was discovered that parents at 47% have attained primary level while 24% secondary

level. In addition, 22% of the parents in Kilifi County had college certificates and surprisingly 8% University education. Work experience of instructors showed that 50% of them had worked for less than 3 years, 22.2% for 4-6 years, and very few 11.1% for 7-9 years while 16.7% had worked for over 10 years.

Regarding school fees payment channels, majority of students revealed at 84.6% that parents paid for their enrollment fees in TVET institutions. Challenges encountered by students in TVET institutions include; lack of school fees pegged on family income at 52.6%, lack of training materials and equipment in the institution at 18.4%, distance covered to reach TVET institutions at 11% and lack of feeding program at 5.3%. Moreover, difficulty in course selection, transport, peer pressure, language barrier and absenteeism all tied at 1.3%.

On the issue of student's enrolment rates in TVET, majority of principals indicated that the level of students' enrollment in TVET institutions was poor at 83.3%. The minority of principals reported that students' enrolment rates were good at 16.7%. These findings demonstrated that students' enrolment level in TVET institutions in Kilifi County is still low.

5.4: Summary of Main Findings the Study

The main findings were presented as per specific objectives. The findings are presented in subsequent sub-topics.

5.4.1: Effects of Government Funding in Student's Enrollment in TVET

The study revealed that majority of students from low income households have school fees problem and this affects enrolment rates in public TVET institutions in Kilifi County by 60%. In addition, unemployment of family breadwinners together with poverty, drought

and famine affected students' enrolment rates by 20%. This is a clear indication that socio-economic status negatively affected students' enrollment rates in TVET in Kilifi County. Further, the majority of students at 78.8% reported that their TVET school fees are paid by parents, relatives at 8.8%, well-wishers 6.3%, NGOs 3.8%. Surprisingly, students revealed that the government contribution to school fees in TVET institutions in Kilifi County is at only 2.5%. These findings resonated with document analysis that indicated that parents are the ones who bore the highest cost of TVET fees for their children in Kilifi County. Notably 31.1% of principals revealed that students get funding from the parents and NGOs, 25% from government and 12.5% from well-wishers. This also confirms that parents and NGOs carried the biggest burden of TVET education cost while government funding is miniature thus negatively influencing students' enrolment rates in Kilifi County. The 25% from the government was categorized in form of CDF funds to needy students, while 30 % was grants and 20 % were HELB loans for students enrolling in TVET institutions in public Kilifi County.

Inferential statistics established that government funding influenced students' enrolment rates in Public TVETs by χ^2 , (2, $N=18$), $P<.05$, This results revealed that there exists a statistically significant relationship between government funding and students' enrolment rates in Public TVET institutions in Kilifi county. Therefore, based on these findings the null hypothesis that stated no relationship between the government funding and students' enrollment in TVET was rejected and an alternative hypothesis was adopted.

5.4.2: Influence of Household Level of Income on Students' Enrollment in TVET

This was the second objective of the study. From the study, instructors opined that household's level of income hinders student's enrollment rates in public TVET institutions by 77.8%. Additionally, half of the principals(50%) interlinked poor enrollment of students in the TVET Institution with low levels of income of parents while the other half reported that it does not highly influence students' enrollment rates in Public TVET centers in Kilifi County. Finally, the majority of students at 63.8% reported that their family's income is very low. On the other hand, 36.3% of students revealed that their households were of medium income. In general, majority of students at 85% indicated that their households' annual total income was less than Ksh.50, 000. Consequently, low levels of income were common and this shows its negative effect on students' access to TVET education in Kilifi County. The study also revealed that 67.5% of students in Kilifi County failed to enroll in TVET institutions due to lack of school fees. However, 32.5% of students could not identify someone who had failed to join a TVET institution due to lack of school fees.

Cross tabulation results showed that the majority of instructors at 78% agreed that household level of income hindered students' enrolment rates in public TVET institutions. This result means that the majority of students are negatively affected the low income of their parents when enrolling in Public TVET in Kilifi County. Inferential analysis of instructors responses established that parental level of income influenced students' enrollment rates in Public TVET by χ^2 , (3, N=18), $P < .05$. These findings established that there exists a statistically significant relationship between parental level of income and students' enrolment rates in Public TVET institutions in Kilifi County.

Therefore, based on these findings, the null hypothesis stating that there was no statistically significant relationship between parental level of income and students' enrollment was rejected and the study adopted the alternative hypothesis.

5.4.3: Influence of Parent's Education Level on Students' Enrollment in TVET

This was the third objective. From the study 37% of students agreed that parental level of education influenced their decision to enroll in Public TVET institutions in Kilifi County, 35% of students disagreed with the statement while 28% of students remained neutral. The majority of students at 68.4% reported that they received social support from their parents while enrolling in TVET institutions. On the contrary, only 8.9% of students indicated that they did not get any social support from their parents. These findings inferred that parental level of education significantly influenced students in decision-making while enrolling in TVET institutions in Kilifi County. Further, a proportion of students at 47.4% revealed that social support received from parents was in form of payment of school fees, 17.5% guidance and counseling support and 14% was educational advice to students to get more education for them to secure better jobs. Crosstab's findings revealed that the majority of male and female instructors at 61% and 60% respectively agreed that students' enrollment rates in TVET centers is influenced by parental level of education.

Inferential analysis established that parental level of education influenced students enrolment rates in public TVET by χ^2 , (2, $N=18$), $P>.05$. These findings established that there exists no statistically significant relationship between parental level of education and students' enrolment rates in Public TVET institutions in Kilifi County. Therefore, the null hypothesis was accepted. This means that there are other factors affecting students' enrolment rates in TVET institutions apart from parental level of education.

5.4.4: Influence of Drugs and Substance Abuse on Students on Enrollment in TVET

This was the fourth objective. Majority of principals at 89 % agreed that drugs and substance abuse negatively affected students' enrollment rates in Public TVET institutions. On the contrary opinion, a minority of principals at 11% disagreed with the statement. The majority of students at 86% agreed that they are negatively affected by drug and substance abuse. A large proportion of students at 46% revealed that drugs are easily available and 5% indicated they are victims of drug and substance abuse. This is an indication that drugs are readily available to students thus they negatively influenced their enrollment in Public TVET institutions in Kilifi county.

Cross tabulation analysis established that 89% of instructors agreed that drug and substance abuse negatively influenced students enrolment rates public TVET institutions. Inferential statistics from instructors responses established that drug and substance abuse influenced students enrolment rates in public TVET institutions by χ^2 , (3, N=18), $P < .05$. This findings established that there exists a statistically significant relationship between drug and substance abuse and students' enrolment rates in Public TVET institutions in Kilifi County. These findings inferred that majority of students are negatively affected by drug and substance abuse since drugs are readily available and by the fact that some parents use drugs .Hence, students are the victims either directly or indirectly.

5.5: Conclusion of the Study

Based on the study findings the following conclusions were arrived at;

- i) Government failure to provide financial support to students through HELB loans, CDF bursaries and grants has led to low students' enrolment rates in public TVET institutions in Kilifi County.
- ii) Household level of income has a huge influence on enrollment rates in TVET institutions. Majority of principals, instructors and students affirmed that the low economic status of parents results in low student enrollment rates in TVET institutions in Kilifi County
- iii) On parental level of education, it was found that the majority of parents have attained primary and secondary level of education. However, the influence of parental level of education on enrollment remained indifferent among students because a large proportion of students acknowledged receiving social support from their parents when enrolling in TVET institutions.
- iv) On drug and substance abuse, it was found that the factor has a huge influence on students enrollment in TVET institutions in Kilifi County because easy access to drugs.

5.6: Recommendations of the Study

Based on the findings, the study recommended that:

- i) The government should swiftly provide or increase funding to vulnerable students who are from poor socio economic backgrounds to enhance students' enrollment rates in public TVET centers in Kilifi County.
- ii) The income of majority of households is of low status; therefore TVET education stakeholders need to review school fees structure to reduce cost of operation that will result in enhanced students' enrolment in Kilifi County.
- iii) The level of education for instructors should match the requirements of TVET guideline. This can be achieved through seminars, workshops and special training to enable them handle emerging issues in education such as drug and substance abuse and quality issues in TVET education.
- iv) The Ministry of Health in collaboration with the Ministry of Education should promote guidance and counseling in educational institutions and ensure regular and mandatory drug tests on students are carried out to curb drug abuse menace in Kilifi County.
- v) The government should promote establishment of TVET linked industries in Kilifi County which can provide job opportunities to graduates of these institutions and motivate more students to enroll in them.
- vi) More awareness campaign should be conducted to youth in Kilifi County including those in primary and secondary schools on the importance of TVET education to promote positive attitude towards TVET and improve enrollment.

- vii) Government should waive application fees required by KUCCPS which is a direct barrier to admission and enrollment in tertiary institutions.

5.7: Suggestions for Further Studies

Based on the findings, the direction for further studies;

- i) There is need to conduct a research in private TVET institutions for comparison of findings on the influence of socio-economic factors influencing students' enrolment rates in Kilifi County.
- ii) A research should be carried out on other factors that were excluded from this study such as institutional factors influencing students enrollment in TVET institutions public TVET in Kilifi county.
- iii) Research needs to be conducted on the socio-economic factors influencing enrollment in other counties for comparison of results with Kilifi County.

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APPENDICES

APPENDIX I: INTRODUCTION LETTER

Dear Respondents

RE: REQUESTING TO COLLECT DATA IN YOUR INSTITUTION

I'm a postgraduate student at the University of Nairobi School of education, pursuing a Master's degree in Economics of education. I am pursuing a study on *socio-economic factors influencing students' enrollment rates in public TVET institutions in Kilifi County Kenya.*

As a university requirement, I seek permission to collect data in your institution for academic purposes. The respondents are humbly requested to be honest and transparent in answering questionnaire questions for the purpose of the study. Please do not write your name. Your cooperation and coordination will be appreciated.

Thank you

APPENDIX II: QUESTIONNAIRE FOR STUDENTS

Instructions – mark or fill in your answer where applicable.

This questionnaire focuses on socio-economic factors that influence enrollment of students in TVET institutions in Kilifi County, Kenya. Kindly be truthful and honest with your responses and feel free to participate in the study.

Section A: Demographic Information

1. Indicate your gender

a) Male [] b) Female []

2. Tick your age-bracket

a) Below 18 years [] b) 19-24 years [] c) 25-30years [] d) 31-35years
[] e) Above 35years []

3. Indicate your highest academic levels

a) Craft Certificate [] b) Primary [] c) Secondary []

4. Mark your parent's highest academic level

a) Primary [] b) Secondary [] c) College [] d) University []

5. Who paid your fees when you were enrolling in this institution?.....

6. Which challenge did you face when enrolling in this institution?-----

Section B: Economic factors and Students' enrollment in TVET

7. Indicate your parent's status of employment?

a) Employed [] b) Unemployed [] c) Self-employed []

8. Who pays your school fees in this institution?

a) Parents [] b) Relatives [] c) Government [] d) NGOs [] e) Well-wishes []

9. Did you get any funding from the government when joining this institution?

- a) Yes [] b) No []

10. What is the level of income of your family?

- a) Low income [] b) Middle [] c) Wealthy []

11. What is your family's level of income annually?

- a) Less 50,000 [] b) 50,001-100,000 [] c) 100,001-150,000 []

- D) 150,001-200,000 [] e) Above 200, 000 []

12. Is your family income enough to pay for your TVET fees?

- a) Yes [] b) No []

13. Do you know any person who has failed to enroll in a TVET institution due to lack of school fees?

- a) Yes [] b No []

14. Where else can you obtain school fees to enroll in college when your family is unable to pay? -----

Section C: Social Factors and students' enrollment in TVET

15. Did your parent's level of education determine your decision to enroll in this institution?

- a) Agree [] b) Neutral [] c) Disagree []

16. Did your parents socially support your enrollment in this institution?

- a) Agree [] b) Neutral [] c) Disagree []

17 (I) if yes, kindly explain your answer-----

18. Does drug and substance abuse influence your enrollment to TVET institutions?

a) Yes [] b) No []

19. If yes, kindly explain your answer-----

20. Use a tick to choose a statement on drugs that best describe the situation in this area

Drugs are easily available[]

My parents abuse drugs[]

Drugs are illegal[]

I'm a victim of drug abuse[]

Not applicable[]

21. How does the socioeconomic status of your family affect your enrolment in TVET?

a) Very little [] b) Small extent [] c) Neutral [] d) Large extent []

22. To which extent do the following factors influence your enrollment to TVET institution?

Factors	Please, rate these factors, to what degree does each influence your choice to enroll in a TVET institution?				
	1	2	3	4	5
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Funding by the Government					
Household's level of income					
Parents' level of education					
Drug addiction and substance abuse					

APPENDIX III: QUESTIONNAIRE FOR INSTRUCTORS

Instructions – Tick or fill in your answer where applicable.

This questionnaire seeks to investigate socioeconomic factors influencing students' enrollment in TVET institutions in Kilifi County, Kenya. Kindly be truthful with your responses and feel free to participate in the study.

Section A: Demographic Information

1. What is your gender?

- a) Male [] b) Female []

2. Mark your age bracket

- a) Below 20 years [] b) 21-29 years [] c) 30-39 years []
D) 40-49 years [] e) Above 50 years []

3. What is your highest level of Education?

- a) Diploma [] b) Degree [] c) Masters [] d) PhD []

4. For how long have you been an instructor in TVET?

- a) Below 3 years [] b) 4-6years [] c) 7-9 years [] d) Over 10 years []

5. In your view, what hinders students from enrolling in TVET institutions in Kilifi County?-----

Section B- Socio-economic factors and Students' enrollment in TVET

6. Do students fail to enroll in TVET institutions due to a lack of government funds?

- a) Agree [] b) Neutral [] c) Disagree []

7. Does households' level income hinder students' enrollment in your TVET?

- a) Yes [] b) No []

8. To what extent is enrollment in TVET institutions influenced by parental level of education?

- a) To small extent [] b) Neutral [] c) To large extent []

9. Do drug and substance abuse negatively affect students' enrollment in your TVET?

- a) Yes [] b) No []

10. In your view, what do you think can be done to enhance 100 % students' enrollment in your TVET institutions?

APPENDIX IV: QUESTIONNAIRE FOR PRINCIPALS

Instructions – Tick or fill in your answer where applicable.

This questionnaire seeks to investigate socioeconomic factors influencing students' enrollment in TVET institutions in Kilifi County, Kenya. Kindly be truthful with your responses and feel free to participate in the study.

1. Kindly indicate your career specialization -----

2. Indicate your gender

a) Male [] b) Female []

3. Indicate your age bracket?

a) Below 30 years [] b) 31-39years []

c) 40-49 years [] d) above 50years []

4. In your view, how is students' enrollment in your TVET institution?

Extremely poor [] b) Poor [] c) Good [] d) Very good []

6. Do socio-economic factors influence students' enrollment in TVET?

a) Yes [] b) No []

6. (I) if yes, kindly explain your answer-----

7. What factors hinder students' enrollment in your TVET institutions?

8. What was the total number of students enrolled in your institution in:

a) 2019.....

b) 2020.....

c) 2021.....

9. How much money is required by a student to enroll in your institution in year 1?

a) For female student-----

b) For male student-----

10. Where do students get funding when enrolling in your institution?

a) Government funding []

b) Parents []

c) NGOs []

d) Well-wishers []

11. In which form does national government provide funding to students when joining TVET centers in Kilifi County

a) HELB loans []

b) CDF funds []

c) Grants []

d) None []

12. Briefly, comment on how the following socio-economic factors influence students' enrollment in TVET institutions?

a) Government funds

b) Level of Income of households

c) Level of education of parents

d) Drug and substance abuse

13. In your opinion, what are the main challenges hindering students from enrolling in TVET institutions?

14.State strategies to be brought on board to enhance 100% students enrollment in TVET institutions?

APPENDIX V: BUDGET PLAN

Activity	Amount (Kshs.)
Stationeries	10,000
Printing and Binding	15,000
Airtime	5,000
Cyber Cost	8,500
Traveling	10,000
Miscellaneous	5,000
Total	49,000

APPENDIX VI: WORK PLAN

April, 2020	Proposal Writing
November, 2021	First Presentation
February, 2022	Second Presentation
April 2022	Data Collection
July-October 2022	Data Analysis and Compiling
December,2022	Graduation

APPENDIX VII: INTRODUCTION LETTER



UNIVERSITY OF NAIROBI
FACULTY OF EDUCATION
DEPARTMENT OF EDUCATIONAL MANAGEMENT POLICY & CURRICULUM STUDIES

dept-edpcs@uonbi.ac.ke

P.O. BOX 30197
CR P.O. BOX 92 -00902
KIKJYU

10/02/2022

OUR REF: UON/FED/EMPCS/1/8

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

RE: ALBERT MUGALO – REG NO. E55/36150/2015

This is to confirm that **Mugalo Albert** is a Master of Education student in the Department of Educational Management Policy and Curriculum Studies of the University of Nairobi. He is currently working on his research proposal entitled " **Influence of Socio – Economic Factors on Students' Enrolment Rates in Public Technical and Vocational Education and Training Centres in Kilifi County Kenya** ". His area of specialization is Economic of Education.

Any assistance accorded to him will be highly appreciated.



SUSAN CHERKONGA, PHD
CHAIRMAN

DEPARTMENT OF EDUCATIONAL MANAGEMENT POLICY AND CURRICULUM STUDIES

SC/xyg

APPENDIX VIII: RESEARCH PERMIT

 REPUBLIC OF KENYA	 NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
RefNo: 515878	Date of Issue: 25/February/2022
RESEARCH LICENSE	
<p>This is to Certify that Mr. Albert Mugalo Ngochichi of University of Nairobi, has been licensed to conduct research in Kilifi on the topic: INFLUENCE OF SOCIO-ECONOMIC FACTORS ON STUDENTS' ENROLLMENT RATES IN PUBLIC TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING CENTRES IN KILIFI COUNTY, KENYA for the period ending : 25/February/2023.</p>	
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INFLUENCE OF SOCIO-ECONOMIC FACTORS ON STUDENTS' ENROLLMENT RATES IN PUBLIC TECHNICAL AND VOCATIONAL EDUCATION INSTITUTIONS IN KILIFI COUNTY, KENYA

by Albert Mugalo

Submission date: 04-Dec-2022 10:48PM (UTC+0300)

Submission ID: 1970959308

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INFLUENCE OF SOCIO-ECONOMIC FACTORS ON STUDENTS' ENROLLMENT RATES IN PUBLIC TECHNICAL AND VOCATIONAL EDUCATION INSTITUTIONS IN KILIFI COUNTY, KENYA

ORIGINALITY REPORT

11 %	10 %	1 %	5 %
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PRIMARY SOURCES

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Submitted to University of Wolverhampton