

**FACTORS INFLUENCING PERFORMANCE OF NON FORMAL EDUCATION
LEARNERS IN TAILORING / DRESSMAKING COURSE IN KISUMU DISTRICT**

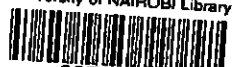
**UNIVERSITY OF NAIROBI
EAST AFRICA COLLECTION**

By

Odhiambo Siwo Duncan

**A Research Project Submitted in Partial Fulfilment for the Requirements of the Degree of
Master of Education in Educational Administration and Planning, University of Nairobi.**

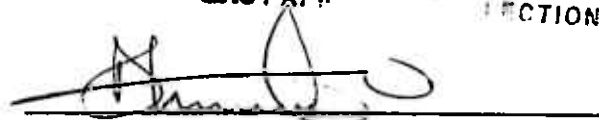
November, 2005.

University of NAIROBI Library

0376375 2

DECLARATION

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

UNIVERSITY OF NAIROBI
EAST AFRICAN REGION



Odhiambo Siwo Duncan

Student

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



Prof. Gerald N. Kimani

Associate Professor,
Faculty of Education
University of Nairobi.

bd 296098

ATD

LB

1065

'033

C 7

DEDICATION

I dedicate this project to my Lord God in heaven who has given me life to come this far and has always given me blessings. The knowledge attained will be used solely in the service of the Lord. I also dedicate this work unto my late grandmother Roslida Ngoya (mama yaya) who passed away at a time when I was compiling this report.

ACKNOWLEDGEMENT

I owe a great deal of gratitude to my lecturers, respondents and friends who helped me go through the process of undertaking this project from initiations to its completion. Special acknowledgement goes to Professor Kimani who will remain an icon of the University of Nairobi for many grandaunts are a product of his hands. My househelp Margaret Adhiambo who remained with my children also deserves acknowledgement.

TABLE OF CONTENTS

Contents	Page
Title Page	(i)
Declaration	(ii)
Dedication.....	(iii)
Acknowledgement.....	(iv)
Table of Contents	(v)
List of Tables.....	(viii)
List of Figures	(ix)
List of Abbreviations and Acronyms	(x)
Abstract.....	(xi)

CHAPTER ONE

INTRODUCTION

1.1 . Background of the Study.....	1
1.2 Statement of the Problem.....	6
1.3 Purpose of the Study	9
1.4 Objectives of the Study.....	9
1.5 Research Questions.....	10
1.6 Significance of the Study.....	10
1.7 Limitations.....	12
1.8 Delimitations.....	13
1.9 Assumption of the Study.....	13
1.10 Definition of Significant Terms.....	14
1.11 Organisation of the Study.....	15

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction.....	17
2.2 Definition of NFE.....	17
2.3. Justification of NFE as an Alternative to Formal Education.....	18
2.4 Factors affecting Participation and Performance in Vocational	

	Skill Training.....	19
2.5	Conceptual Framework.....	30

CHAPTER THREE

RESEARCH METHODOLOGY

3.1	Introduction	33
3.2	Research Design	33
3.3	Target Population.....	33
3.4	Sample and Sampling Procedure.....	35
3.5	Research Instruments.....	36
3.6	Instrument Reliability.....	37
3.7	Instrument Validity.....	37
3.8	Data Collection Procedures.....	38
3.9	Data Analysis Procedures.....	38

CHAPTER FOUR

DATA ANALYSIS INTERPRETATION AND DISCUSSION

4.1	Introduction	39
4.2	Note of Questionnaire Return Rate.....	39
4.3	Demographic Information.....	39
4.4	Data Analysis	44
4.5.	What is the Attitude of the Learners Towards Tailoring and Dressmaking Course.....	47
4.6	What are the Competencies Required by the Trainer Inorder to Improve Performance.....	49
4.7	To what Extent are the Learning Resources at the Training Centre Adequate for Learning.....	51
4.8	To what Extent are the Learners Satisfied with Tailoring and Dressmaking Course	53

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1	Introduction	53
5.2	Research findings.....	54
5.3	Conclusion.....	55
5.4	Recommendations.....	55
5.5	Suggestions for Further Research.....	56

BIBLIOGRAPHY.....	57
-------------------	----

APPENDICES

Appendix A – Research Authorisation MOEST.....	60
Appendix B – Research Clearance Permit	61
Appendix C – Letter to the Respondents	62
Appendix D – Questionnaire for NFE Learners.....	63
Appendix E – Questionnaire for NFE Instructors.....	68
Appendix F – Table for Determining Sample size from a Given Population..	75
Appendix G – Map of Kisumu district.....	76

LIST OF TABLES

	Page
Table 4.3.1.: Distribution of Instructors by their Academic Qualification	41
Table 4.3.2 a) Professional Experience.....	41
Table 4.3.2.b) Distribution of Instructors by the Number of Years taught in the Particular institution.....	42
Table 4.3.3.: Ages of Learners.....	43
Table 4.3.4.: Highest Academic Levels of the Learner.....	44
Table 4.4.1a): Responses from Learners on Factors Influencing their performance.. ..	45
Table 4.4.1.b):Response from the Instructors on Factors Influencing performance.....	47
Table 4.4.2.: Attitude of the Learners towards Tailoring and Dressmaking Course.....	48
Table 4.7.1.: Learners Responses to the Adequacy of Learning Resources at the Centre	50
Table 4.8.1.: Learners Response to the Level of Satisfaction with the Course.....	51

LIST OF FIGURE

Figure	Page
Figure 1: Conceptual framework	32

LIST ABBREVIATIONS

AABE	-	Alternative Approaches to Basic Education
CBO	-	Community Based Organisation
DAEO	-	District Adult Education Officer
D.E.O.	-	District Education Officer
D.I.T.	-	Directorate of Industrial Training
EFA	-	Education For All
GOK	-	Government of Kenya
ICED	-	International Council For Education Development
K.C.P.E.	-	Kenya Certificate of Primary Education
K.C.S.E	-	Kenya Certificate of Secondary Education
K.I.E	-	Kenya Institute of Education
MOEST	-	Ministry of Education Science and Technology
NFE	-	Non Formal Education
OOS	-	Out of School
UNESCO	-	United Nation Education Scientific and Cultural Organisation
UNICEF	-	United Nations Children Education Fund
WCEFA	-	World Conference on Education for All.

ABSTRACT

The inspiration to conduct this study was derived from a Ph.D. thesis of Dr. Gathenya based in the Ministry of Education, Science and technology (MOEST) headquarters who conducted a research on the street children of Nairobi in 2003. She pointed out that short term packages of education designed for out of school (OOS) learners do at times fill the vacuum by offering short term course to the youth out of school. At the same time, the researcher personally witnessed the 'vast army' of unemployed youth at Kisumu bus terminus who engaged in hawking and the bicycle business (ngware) trying to eke a living out of near impossible situation.

The purpose of the study was to establish factors influencing performance in vocational training in tailoring and dressmaking course. The study aimed at determining whether certain variables had any significant effect on performance. From the research finding lack of reference books and financial support to the learners emerged as the most crucial factors affecting performance negatively or positively.

To achieve the objectives of the study, questionnaires were administered in Kisumu District which was the study area. Total of 10 training centres were visited, these included all the youth polytechnics located in the four divisions that constitute Kisumu district. Twenty-three instructors responded to the questionnaire designed for instructors and 107 responded to the learners questionnaire. The study stands a high chance of replication in any part of Kenya.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

UNIVERSITY OF NAIROBI
EAST AFRICAN COLLECTION

The World Conference on Education For All held in Jomtien in 1990 was a major milestone in the international dialogue on the role of basic education in development. The ideals of Education For All (EFA) emanated from this conference. There was consensus among the participants that EFA was a strategy for the development in the provision of quality basic education for all. It encompasses not only formal schools (Universal Primary Education) but also early childhood education and literacy and life skills programmes. Besides, it includes mass education (complementary learning processes that take place out of school set up including non-formal Education [NFE], adult and continuing education). EFA goals were clearly articulated in Jomtien and reiterated in Dakar during the 2000 World Conference on Education (UNESCO, 1993).

In Kenya, over the last few years a number of significant developments have taken place in the domain of NFE education and Alternative Approaches to Basic Education (AABE). The Jomtien conference of 1990 was a motivator to Kenya to respond to the educational needs of the increasing numbers of out of school children. The concept of non-formal education or other alternative delivery channels to meet the needs of the out of the school children is not new to Kenya. In 1972, for example, a study conducted by the World Bank titled "Attacking poverty through Non-Formal Education" was an indication of the importance Kenya gave to other alternative channels of education.

The discourse on NFE which was initiated by Coombs (1968) has continued to influence the change agenda in the domain of education and training. NFE and Alternative Approaches to Basic Education (AABE) have gained prominence on the agenda due in part to the inadequacies and problems of the formal education system. Gitau (1998) gave a justification for the provision of NFE to out of school children. She pointed out that if all children of school going age went to school and were retained there during their childhood it would be assumed that there is no need for non-formal education provision. She observed that not only are some children pushed out of school as early as standard I and II but some do not enrol at all. Various factors at school and household levels lead to this situation. These could be narrowed to;

i) Parental / community lack of financial resources.

Most parents cannot meet the opportunity demands of cost sharing which come in form of school fees, uniform, learning material and building funds etc.

ii) Failure of the education system to meet individual aspiration.

Formal education has failed to meet the needs of children from economically disadvantaged backgrounds who need skills to meet immediate needs, hence, they leave school to look for better ways of survival. Some children even help win bread for their families and thus formal education cannot contain them due to its inflexible nature.

iii) Rigidity / standardisation of the formal School.

It is highly hierarchical and given steps have to be followed for any achievement to be realised. This puts away children from disadvantaged backgrounds who have to learn and earn a living to boost the family income.

In many countries in the world, short term packages of education designed for Out of School (OOS) learners do at times fill the vacuum left by lack of adequate or no schooling at all. These packages have lured the children back to school - in their own terms this time - and have proved useful to them in some well defined way. This is the essence of NFE according to common wealth secretariat (2000).

Several studies have been conducted in the field of non-formal education by various authorities: Ekundayo (2002), Yildiz (2002), Oyula (1996) and Kenya Institute of Education (1994). The K.I.E survey conducted in (1994) brought out the status and the characteristics of the existing NFE centres. The study was conducted in Nairobi, Kisumu and Mombasa. One of the key points that emerged out of the study was that the NFE curriculum had not been developed to adjust to the socio-economic needs of the clientele. A study conducted in Samburu by the Ministry of Education Science and Technology (MoEST) discovered that multigrade and mobile school in the pastoralist communities was successful.

Government of Kenya / United Nation Children Education Fund Programme of co-operation (1994 – 1998) set up the NFE Project Technical Planning and Monitoring

Committee. This committee proposed a needs assessment survey to be undertaken in order to identify learning needs of out of school children particularly in NFE schools or centres. A key recommendation from the survey was need to formulate a national policy on NFE. Consequently, a draft policy guidelines on NFE was developed in 1998.

One way of finding a definition for NFE is through examining different types of education provided to the Kenyan children in each type of learning centre. There are certain unique features that distinguish one centre from the other. The following categories of NFE centres were identified by K.I.E. in their needs assessment survey of 1995;

- i) Non-formal primary schools which offer the formal school curriculum leading to Kenya Certificate of Primary Education (K.C.P.E).
- ii) Vocational training centres which prepare learners for Trade Tests III, II and I.
- iii) Non-Formal Educational centre that offer both skills training and basic education.
- iv) Duksis and Chuos which incorporate basic literacy skills and religious education. The children from these institution may proceed to madrass' which could go beyond standard I
- iv) Adult Education classes leading to proficiency test.
- v) Other centres / institutions provide short term courses addressing needs of specific target groups leading to certificates related to areas of study and participation.

As stated in several public policy documents, in particular sessional paper No.2 (Republic of Kenya, 1996) and the National Development Plan (1997-2002) industrialisation has been identified as the lynch pin of the development of Kenya's economy. This can only be achieved by providing practical skills and attitudes that would lead to income earning. NFE centres offering tailoring and dressmaking is one such avenue of acquiring functional skills.

The garment making industry which caters for the clothing needs of the nation by producing all types of garments used for different purposes was found to be growing very fast in Kenya (ILO, 1997). The garment making course aims at producing competent tailors / dress makers capable of making various types of garment suitable for men, women and children. The beneficiaries of the course participate fully in the relevant sector of economic development while allowing a democratic and liberal scope for personal career and educational development.

According KNEC (1982) handbook on Artisan courses, tailoring and dress-making course was identified as the most basic training that could be accessed by even out of school children. The mode of learning include apprenticeship and practical observation by the learners. The training cycle is two years at the end of which the trainees sit for Trade Test III set by KNEC. There is no specific curriculum outlining course content. The teacher has total control on what to be taught. The learning hours are flexible and the learners agree on the best time to learn. The facilities required to start the course are generally low cost and trainees use papers to make dummy dresses during training sessions (Gitau, 1998).

The following categories of NFE offer the tailoring / dressmaking courses:-

- i) Industrial training institutes – Ministry of Labour and Manpower Development.
- ii) Youth polytechnics – owned by communities and MOEST.
- iii) Privately registered NFE

The guiding principle behind the development of tailoring and dress making coarse was to establish a close relationship between the course and socio-economic activities in local communities and to incorporate income-generation and practical management into learning process. While not ignoring the measurement of acquisition of essential theoretical knowledge, emphasis was placed on performance at Trade Test III and practical skills acquisition. For the researcher to select relevant samples only NFE centres offering courses in tailoring and dressmaking; at trade test level were considered for the study.

1.2 Statement of the Problem

A salient feature of the current vocational training system offering basic trades and artisan is lack of policy and structure (Commission of inquiry into the education system of Kenya, 1999). The Mackay Report of 1981 recommended the conversion of secondary technical schools to tertiary institutions; this accelerated the under utilisation of the Technical Training Institutes. The youth polytechnics were left to die a natural death. While most youth polytechnics are under enrolled and under utilised demand for Jua Kali places continue to expand. The

management and professional development of youth polytechnics and other industrial training institutions suffers from benign neglect by the nation and communities.

With the ever increasing 'vast army' of out of school children, unemployed youth, and child labourers, there was needed to reactivate and professionally structure the industrial and vocational training institutes. This would increase their viability to enrol the 'vast army' of the unemployed. It should be noted that with the introduction of the Free Primary Education there was remarkable increase in enrolment which stood at 70% according to the MOEST Strategic Development Plan 2004. However, not all learners who manage to sit for Kenya Certificate of Primary Education (K.C.P.E.) transited to secondary school. Besides, the current number of secondary school can not absorb all candidates who sit for K.C.P.E. It therefore means that a larger proportion of the children and youth "are lost to the outside world" every year. The same applies to those who enroll in secondary schools.

Based on the above scenario, the researcher was concerned with how out of school children, youth and child labourers could benefit from short term courses offered by Non-Formal Education Centres, Industrial Training Institutes and Youth Polytechnics. According to the MOEST (1998), Master Plan on Education and Training, it was noted that there was low participation of the trainees in vocational training centres. Majority who enrolled dropped out and the few who sat for the final exam performed dismally.

The research problem therefore was to establish factors influencing performance of the NFE learners in Kisumu District. The focus of the study were trainees who had enrolled in tailoring and dressmaking courses. The researcher sought to come up with recommendations on ways of improving the performance of the trainees.

With the Kenya National Examination Council (KNEC) do not analyse the Trade tests results as is done with the Kenya Certificate of Primary Education (K.C.P.E.) or Kenya Certificate of Secondary School (K.C.S.E.). As a result parents were less informed about their children's achievement at school. It was also revealed that at Trade test level, grades, percentages were not used to represent student achievement, instead results of the students were simply categorised in terms of passes, fails and referrals.

UNIVERSITY OF NAIROBI
EAST AFRICANA COLLECTION

The Kenya Institute of Education (K.I.E.) survey conducted in 1994 reported that several factors influenced performance of the non-formal education learners enrolled in vocational centres. Among the factors they cited were:-

- i) Attitude towards vocational skills acquisition
- ii) Socio economic factors
- iii) Educational levels of the parents
- iv) Access to the training centres
- v) The trainees attitude
- vi) Physical facilities
- vii) Teachers competence and motivation

The researcher investigated the factors mentioned above with a view to establish the extent the factors influenced performance of the learners.

1.3 Purpose of the Study

The purpose of the study was to find out the grading system in the NFE centres offering tailoring and dressmaking courses and establish trend in performance. Investigate factors influencing performance and possibly make recommendation based on the research findings.

1.4 The Objectives of the Study

The following objectives were identified for the purpose of this study:-

- i) To identify factors influencing performance in tailoring and dress making course.
- ii) To establish the attitude of the learners towards tailoring and dressmaking course.
- iii) To identify the trainers competencies.
- iv) To establish the adequacy of learning resources.
- v) To determine the level of satisfaction among the learners towards tailoring and dress making course.
- vi) To establish trend in performance for the last three years.

1.5 Research Questions

The following research questions were formulated to achieve the objectives.

- i) What are the factors that influence performance of the learners in tailoring and dress making course?
- ii) What is the attitude of the learners towards tailoring and dressmaking course?
- iii) What are the competencies required by the trainers in order to improve performance?
- iv) To what extent are the learning resources at the training centre adequate for improving academic performance?
- v) To what extent are the learners satisfied with tailoring and dressmaking course?

1.6 Significance of the Study

The K.I.E. survey of 1994, the UNESCO sponsored survey on education for basic educators situation analysis of 2000 and the survey of Non-Formal Education in Kisumu, Mombasa and Nairobi were evidence of growing concern for Out of School youth. Tailoring and dressmaking is one such way of empowering the youth especially girls out of the formal system.

A number of critical issues emerged out of the background information and literature review. First was the issue of curriculum relevance “what is taught and learnt?” and “what ought to be taught and learnt?” The question assumes that

education and learning should address a number of mutually related needs in terms of knowledge, skills and attitudes. The data generated by this study is likely to provide a basis for improvement in the training of NFE learners in basic skill acquisition and performance of the learners in Trade Test.

Secondly, the study is likely to be beneficial not only to education sector but also other sectors such as Ministry of Labour and Human Resource Development by creating awareness on ways of alleviating poverty through development of micro and small enterprise for wealth and employment creation. The study also sought to draw the attention of the Kenya National Examination Council (KNEC) and Directorate of Industrial Training (DIT) on the gaps that exist in the grading system of the candidates. It is hoped that a better grading system that can enable the learners to continue to the next level of training will be put in place.

The non-formal education in Kenya has been very dynamic, and yet there is no uniformity in their curriculum (Ekundayo, 2001). Given the situation of unavailability of information and publications the study finding is an important reference to providers of NFE, GOK, education researchers and curriculum specialists interested in the subject.

The study also sought to draw the attention of the KNEC on the gaps that exist on the grading system of the candidates. It is hoped that a better grading system that may enable the learners to continue to the next level of training will be put in place. Lastly, the analysis of factors the influence performance in tailoring and

dressmaking can be used by the heads of training centres to improve on performance in Kisumu District.

1.7 Limitation of the Study

The researcher being an Education Officer and had formerly served in Kisumu District in the same capacity was received with suspicions by heads of institutions and instructors who lacked seriousness in their work. The researcher overcame this by showing them authority letter from the permanent secretary. The researcher also overcame the suspicion by explaining to the respondents the centrality of the study to the NFE field.

Since there were few operational youth Polytechnics and Training Institutes in the whole of Kisumu District, the researcher included all institutions, which were operational in the study. The institutions were widely spread out in all corners of the district. Transport and communication therefore was a problem in the area as most of the training institutions were not easily accessible and did not have telephone facilities which would have been used in booking appointments with the instructor.

Due to flexibility of the learning time table in the NFE centres. Absenteeism of the learners and instructor was high. Thus meant the researcher had to make several trips to the institutions hence slowing the progress of the study.

The instructors were required to give their views on their own performance. This was likely to affect their objectivity. Teachers and students were also likely to be biased depending on their relationships with the head of training Institutions.

1.8 Delimitations of the Study

Because of the diversified nature of the clientele, the study was restricted to clientele of ages 10 – 17 years enrolled in youth polytechnics and privately owned institutions offering tailoring and dressmaking at Trade Test Level. This was not a representative of the technical institutions that were offering other forms of curriculum. However, the report provided insight to the instructors.

The assessment of the learners was limited to the established standards of performance against which existing conditions were compared e.g. performance of the learners in Trade Test offered by KNEC. Other measures of performance such as learners competency was not used because it was not easy to quantify competency.

1.9 Basic Assumptions

This study assumed:

1. That the selection of tailoring and dressmaking course was done willingly by the learners and they generally were interested in the course.
2. That the learners had commitment in their training and took their work seriously.

3. That apart from the instructional strategies and the instructors competency which influence students performance, there are other critical factors affecting performance.

1.10 Definition of Terms

NFE Centres: refers to the centre or the school where the actual learning or training takes place.

NFE Providers: refers to the management committees of the centres.

Clienteles: refers to the learners in the NFE centres.

UNIVERSITY OF NAIROBI
EAST AFRICANA COLLECTION

Wastage rate: refers to those learners who enrol but are unable to complete the training cycle due to various reasons.

Knowledge: refers to facts, principles, generalisations, awareness and sensitivities specific to real life situation.

Skills: refers to special ability to perform, cognitive, motor and affective acts particularly gained through learning and practice.

Training: refers to systematic development in a person of the knowledge, attitudes and skills necessary for him to be able to perform adequately in a job or task whose demand can be reasonably well identified in advance.

Competence: refers to the ability, skills, techniques and knowledge NFE-Learners, require to do their assigned work effectively.

Tailoring: refers to the art of specialising in making gents wear e.g. suits, trousers and shirts.

Dressmaking: refers to the art of specialising in making ladies wear.

Government Trade Test III: refers to the exam administered by KNEC at the end of a two year training cycle for a vocational course such as tailoring / dressmaking.

Examination performance: refers to the performance of the NFE learners in Trade Test III done at the end of 2 years training cycle.

Physical facilities: refers to tailoring rooms, sewing machine, scissors, tape measures and garments.

1.11 Organisation of the Study

This study is organised in five chapters. Chapter one consists of the background of the study, statement of the problem, purpose of the study, study objectives, research questions, significance of the study, limitations, delimitations, basic assumptions and definition of significant terms. Chapter two deals with literature review. The review is divided into the following sub-sections: definition of NFE, justification of NFE as an alternative provision of Education, factors affecting performance and conceptual framework. Chapter three describes research methodology used in the

study. This includes the design, target population, sample and sampling procedures, research instruments, instruments validity and reliability, data collection procedures and analysis techniques. Chapter four deals with data analysis and a discussion of the research findings while chapter five focuses on the summary, conclusions and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

Non-formal Education is regarded as an important factor in poverty alleviation. The government pledge to create 500,000 jobs annually is set to be achieved within a framework of enhanced provision of short term skill oriented courses to primary and secondary school leavers. NFE is increasingly being recognized as an alternative mode of provision of such skills which may lead to development of micro and small enterprises (Jua Kali). The literature review in this study is discussed under sub-sections; definition of NFE by various authorities, justification of NFE as an alternative for formal education based on the position held by various international organizations, institutions and scholars, factors that may influence performance in vocational training as advanced by various personalities, and it concludes by trying to establish the relationship of these factors to students' performance in tailoring and dressmaking course.

2.2. Definition of Non-Formal Education

Coombs (1973) defines Non-Formal Education as "any organized systematic educational activity outside the established formal system – whether operating separately or as an important feature of some activity – that is intended to serve identifiable learning clienteles and learning objectives". Whereas the Commonwealth Secretariat (1972,) viewed non-formal education as: any organized

learning activity outside the structure of the formal system that is consciously aimed at meeting specific learning needs of particular sub-groups in the community be they children, youth or adults.

For Paulston (1972) non-formal education is the: “Structured systematic, non-school educational and training activities of relatively short duration in which the sponsoring agencies seek concrete behavioural changes in a fairly distinct target populations”. Cole (1972) looks at the scope of non-formal education which deals with those learning activities that take place outside the formally organized educational system “..... to educated towards some specific goals, under the sponsorship of an identifiable persons, group or organisation”. The emphasis of all the definitions is on non- conventional delivery or facilitation methods, approaches and techniques. The needs, characteristics and circumstances of the learners necessitate approaches that are truly learner-oriented.

2.3 Justification of NFE as an Alternative to Formal Education

The concept of Non-Formal Education gained popularity with the publication of the world education crisis, a system analysis in 1968 by Oxford University Press. Two reports were commissioned by the World Bank and the United Nations Children Fund (UNICEF) which accelerated the pace of popularizing the concept. The reports were namely; *New Paths for Rural Children and Youth* (1973) and *Attacking Rural Poverty* (1974). The focus was on how non formal education can help break the cycle of rural poverty. Both studies concentrated on functional view of non-formal education. The studies emphasized on programmes which

improved skill acquisition and productivity. They concluded that non-formal education has a potential to contribute to the development of rural areas. The spotlight was thus, turned on two critical issues namely; the purpose of education and how to make the out of school children join the Non-Formal education sector.

Michigan State University programme of studies in Non-Formal Education made commendable efforts to build a systematic knowledge base for non-formal education and to facilitate application of knowledge in Non-Formal Education. This was done through a variety of means including distribution of useful materials to developing countries. Among the materials distributed was a composite report entitled 'Alternative in Education', by Marvin Grand (1974). According to Marvin knowledge building was linked to knowledge application in planning and implementation of the Non-Formal Education practice. This undoubtedly served to remind providers of Non-Formal Education of the need for theory and practice. To Marvin Non-Formal Education is about creation of wealth and employment among the youth.

2.4 Factors Influencing Performance in Vocational Skills Training

2.4.1 Attitude towards vocational skills acquisition

Many educators agree that attitude plays an important role in training and acquisition of vocational skills. Attitude refers to how one thinks or feel about and acts towards objects and ideas. Keil (1985) defines attitude as "positive or negative feelings that an individual holds about objects, persons or ideas". The trainees join NFE centres with prior experiences upon which the instructor / trainer draws and

further organises these experiences into practical skills. The NFE learners are clear about what they expect from the instructor and the instructors feel that they know what they expect from NFE learners (Malawi Functional Literacy Programme, 1991).

UNIVERSITY OF NAIROBI
EAST AFRICANA COLLECTION

In the report of the Commission of Inquiry into the Education System of Kenya (1999), "Total Intergrated Quality Education and Training chaired by Dr. Koech pointed out that one of the hindrance to the development of a technological culture is found in some cultural beliefs and practices among a number of Kenyan communities towards technically industry related work. Submission to the commission by some pastoral communities expressed the very low status accorded to craft and vocational education. Mason, Tailoring / dressmaking, mechanics, builders and metal workers are despised as pariahs. The communities said that these jobs were for other communities and not their own children. Gitau (1998) points out that educationists themselves need to be liberated from this mentality because many of them design vocational education for other people's children instead of designing a universal system that is suitable for all the children who opt to take that career line including their own children. One key recommendation of the Commission of Inquiry into Education System of Kenya (1999) was that Education be designed to play a deliberate role to demystifying the negative attitude towards work and locally manufactured goods.

Attitude can be built into the student to ensure good performance. At the same time positive attitude is an ingredient in achieving desirable performance in

vocational training. Dutton (1958) observed that students' attitude towards vocational training during post independence was very positive and youth polytechnics were very vibrant at that time. The view of integrating vocational sub-sector of education into the main curriculum has generated consensus on the way forward for system restructuring and transforming.

Irumbi (1990) in a separate study on the relationship between attitude and performance in mathematics found that attitudes played a vital role in determining the pupils' performance in mathematics. Pupil's with negative attitudes failed maths paper in K.C.S.E. examination in his sample. This could be applied to the vocational training to show that pupils with favourable attitudes towards the training will do better than those with less favourable attitudes.

2.4.2 Demand for practical skills and vocational training

Harbison (1973), rejected formal education on the premise that it is "subject to the lion law of rising cost and excludes the uneducated from the process of modernisation". He advocated for the expansion of NFE programmes. Harbison identified three major functions to be performed through provision of practical and vocational skills. They are; developing the skills and knowledge of those already employed, preparing the youth for job entry and developing skills, knowledge and understanding which transcends the world of work. To justify his preference for NFE, Harbison presents six major assumptions which are mostly supported by evidence provided through research and case studies in the field of education and national development. According to him acceptability of vocational training

among the urban poor hinges on the following: It provides a wider range of learning services, vocational training may be an alternative or substitute for out of schools children and it is a means of extending skills and knowledge gained in formal schooling. Whereas vocational training in many countries may be the only available learning opportunity for most of the population, it is also a means of counter balancing some of the distortions created by formal schooling e.g it provides the means for competent but un-credential people to gain access to high level jobs in the economy.

Coombs (1974) explaining the importance of alternative education delivery based his emphasis on rural areas. Rural areas received less attention in most government development plans and in the process gained the fewest benefits from 'modernisation'. To Coombs, in order to attack rural poverty efforts must be directed at provision of practical skills which can boost production and create employment.

According to Psacharopoulos (1985) society's social demand for training is reflected by the number of students trying to enter training institutions or trying to stay and go further with their training. Total number of trainees in a training institution is the result of a series of private investment decisions. Together, however, these private decision constitute social demand.

2.4.3 Family income and need for additional income from the children

One of the most influences on demand for vocational training is the level of family income (Psacharopolous, 1985). According to Psacharopolous, poor families will certainly find it difficult to provide for fees, even though the fees for vocational training is very low. Poor families on the average tend to have more school – age children than higher income families. In rural areas, where many of the poorest families live, communication is likely to be difficult and there may be no access to NFE centre offering vocational skills. A study in Malaysia (Merman, 1979) concluded that effective demand at each educational level is a positive function of income. For example, poor families also make considerable financial sacrifice to send their children to primary or secondary school.

An equally powerful reason that keep children away from school is that poor families need the additional income that even very young children may generate. From the time they are five to six years old, children of both sexes can make important contribution to the household (Tothschild, 1980). This translates into less chance for poor children attending any formal training. It has also been suggested that the economic efficiency of households in peasant societies increase with greater total work input from children (ILO, 2003) reporting on Kenya child labour. This reinforces the conclusion that the value earnings forgone or unpaid work in the household account in large part for the lack of demand for education among the poor.

UNESCO (2002) reports that for most rural households limited land holdings and other resources place a premium on activities that support the household. For many families children are expected not only to contribute to household chores but also where possible to engage in productive and wage earning activities. In Western Kenya children and young men readily find employment as bicycle transporters popularly known as 'ngware'. In reviewing educational patterns in Bangladesh, Egypt and other developing countries Papanek (2000) observes that in countries where children's schooling faces many barriers of direct and indirect cost, as well as accessibility of schools, family decisions about children's schooling depend not only on available resources but also on what is hoped that education will do for the children as individuals and for the collective interests of the household. The poorer the family, the more vital vocational training skills may be an available avenue for gaining functional skills for self-reliance.

2.4.3 Educational Level of parents

Yildiz (1998) observes that the likelihood that a child will remain in school can also be expected to be influenced by cultural attitudes within the family. Parents who themselves are educated are likely to impart a positive view of schooling among their children. Studies in other parts of the world almost invariably report that educational experience and outlook of parents is transmitted to their offspring. In many instances, parental education is a more significant predictor than any other factor. It is unfortunate that parents have contributed to low performance and participation in vocational and technical training because of their low opinion and ignorance toward vocational training.

2.4.4. The influence of gender issues and participation in vocational training and skill acquisition

Kinyanjui (1978) observes that even with the attainment of independence in many Africa countries and despite government efforts to promote equity in their social policies, gender discrimination still persists at all levels of education. For Kinyanjui women have had less access to education in terms of quantity of enrolment. In Kenya, according UNESCO (2000) while it is the governments objective that every child irrespective of his or her sex or social background gets equal opportunities in education, gender discrimination policies are still in vogue.

ILO report of 2001 points out that hindrance in education aims at achieving gender equality in education by creating an enabling environment to enable both girls and boys access and attend school, acquire education and complete school. Certain issues have been found to hinder girls and boys participation, retention, performance and achievement. The ILO report of 2001 in Kenya points out the inequalities that exist between boys and girls which may influence their performance in vocational training. For instance, lack of basic needs among girls affect their concentration during training. According to the report girls are still considered as a source of wealth and labour in some communities in Kenya and this affects the girls psychologically to the extent that it makes them not perform well in school. Other factors cited in the report include teenage pregnancies and early marriages among others.

To Abangi (1993), girls are expected to contribute to childcare or home production at a much earlier age than boys. This is but one reason why girls are less likely to perform well in vocational training. Many poor families regard the education of girls as a low priority (Psacharopoulos, 1984). One study in Nepal by Joshi and Rao (1964), found that the more daughters in a family, the more schooling the father wanted for his son in hope that he will contribute to the sisters dowry.

Some studies have also focused on the economic returns of women in the household. A World Bank survey reported by UNESCO (1993) on girls education at the primary and secondary school levels, notes that when women earn less than men, girls are often kept at home to do chores and boys are sent to school. It is stressed that economic policies that constrain women's ability to earn, through self-employment or in the wage labour force limits females participation to training opportunities. Vocational training to girls in courses such as tailoring and dressmaking can play an important role in improving access to practical skills, hence the need to improve on performance of girls in vocational training institutes.

2.4.5. The influence of cultural factors in vocational training

The cultural factors and community attitude to education have been the focus of a good number of studies. The Commission of Inquiry into the Education System of Kenya (1999) "Total integrated Quality Education and Training", points out on this, that in the pre-colonial era, different communities in Kenya had evolved adequate craft and industries to meet their demands for tools, weapons and ornaments. These indigenous crafts and industries were deliberately discouraged

by the colonial administration in favour of manufactured goods from United Kingdom. The African was further indoctrinated through education and religion to shun local products in favour of foreign goods.

A second negative contribution of colonial rule on vocational education was that the Africans were trained as brick layers, masons or carpenters whose duty was to perform menial tasks under the direction and supervision of a foreigner who owned not only the trade but also the tools of his trade. Thus development of initiative, innovativeness and entrepreneurship, the very vital ingredients in the development of technologies that lead to industrialisation was stifled. The above historical and cultural bias according to Yildiz (1998) impacted negatively on the provision of vocational skills training. According to the Commission of Inquiry into the Education System of Kenya (1999) Cultural bias led to the Stagnation of the youth polytechnics from their inception in 1968 upto 1990. Youth polytechnics followed curricula prepared by the Directorate of Industrial Training (DIT) leading to Government Trade Test III conducted by the DIT. The commission noted the following on youth polytechnics.

- a) Youth polytechnics are still operating without clear legal provision.
- b) Majority of youth polytechnics still present their trainees for Trade Test and a few opt for the TEP artisan examination.
- c) The performance of the trainees in the Trade Test III was very low.

Consequently, the image of youth polytechnics is very low since they are seen as inferior institutions for primary school dropouts. Yildiz (1998) states that

graduates from youth polytechnics are not getting employment or embarking on self-employment, because they lack both appropriate skills and resources. Another key recommendation given by the Commission of Inquiry (1999) chaired by Dr. Koech was that vocational training centres be encouraged to offer courses according to the needs of their localities such as, tailor made courses for upgrading skills for out of school children. Jua Kali Association should be encouraged to support the vocational training centres through provision of physical facilities.

2.4.6 Access and proximity to the vocational training centre

UNIVERSITY OF NAIROBI
EAST AFRICANA COLLECTION

The location of the vocational training centres in rural areas hinder access to the centres. Long distance to the training institution especially in arid areas has been found to be one of those factors that hinder participation (K.I.E., 1995).

The 2000 survey of formal and NFE education in parts of Samburu, Turkana, Marsabit and Moyale District conducted by K.I.E. revealed that enrolment and attendance fluctuated according to the prevailing weather conditions. Enrolment was reported to be high during the wet season and low in the dry season. In times of drought both enrolment and attendance drop considerably. Gitau (1998) in a paper "Non-Formal Education – the Alternative" argues that vocational training has the capacity to attract enrolment, in that it posses home grown solution to the problems and needs of out school children and youths. Flexibility of timing in training session and short duration of classes leave adequate time for the learners to attend to domestic chores and ensure good performance.

2.4.7 Trainees Attitude and Aspiration

Several studies indicate that pupil's aspiration to some extent influenced their attitudes towards performance. Ryan (1971) points out that training was thought as a preparation for the immediate future. On the basis of the above, it was argued that the students' present learning was influenced by their attitude and future plans. A student whose aspiration is to attain and pass practical skill and then join the world of work showed more commitment (Ryan, 1971). Therefore future aspiration has a big bearing on the performance in vocational training. The Husen study of 1967 investigated the relationships between trainees educational / career aspiration and performance in exam. There was strong evidence of positive correlation between the favourable feelings the students had and performance.

Pupils' attribute is also an important factor. According to Kibogy (2001), indiscipline has become a serious problem among youth out of school. An indisciplined student joining vocational training may exhibit unacceptable behaviour, do activities against the institutional rules and may be suspended or expelled from the institution. Ayuma (1996) observed that some students especially boys, dropped out due to indiscipline. At adolescent they join peer groups which make them unruly to cope up with the institutional rules. According to Ayuma such pupils becomes drug abusers and lack interest in learning which culminate into poor performance.

In conclusion the literature review mainly provided an indepth understanding of the concept of NFE by giving definitions from various authorities. The justification of

NFE as an alternative education delivery channel to the youth out of school was also discussed and most authors quoted indeed agreed that it was a viable alternative. Factors affecting performance and participation of the youth in the training was discussed and it emerged that the same factors had similarities with the factors investigated.

2.5 The Conceptual Framework

Viewed through the lens of a system analysis, any educational system can be seen to have the following five cardinal features (depicted schematically in figure 1).

1. Objectives

The importance point here is that if an educational system is not clear about its objectives and priorities, it lacks any rational basis and starting point for appraising and improving its performance and even planning for its future.

2. Outputs

These include all the residual learning, skills insights, attitudes, styles of thinking (all the development aptitudes and capabilities) that a student carries away from the educational system. The outputs, in other words, are the “educational value added” to the student by his exposure to the particular education system. Some of the output can be adequately assessed by a standardised examination.

3. Benefits

The ultimate purpose of an educational system is not simply to produce immediate educational outputs and value added in the sense just described, but to generate longer –term benefits resulting from these immediate outputs. These benefits take

many forms, both economic and non- economic, individual and social. For instance after passing the examinations an individual may benefit by getting a better job or higher income.

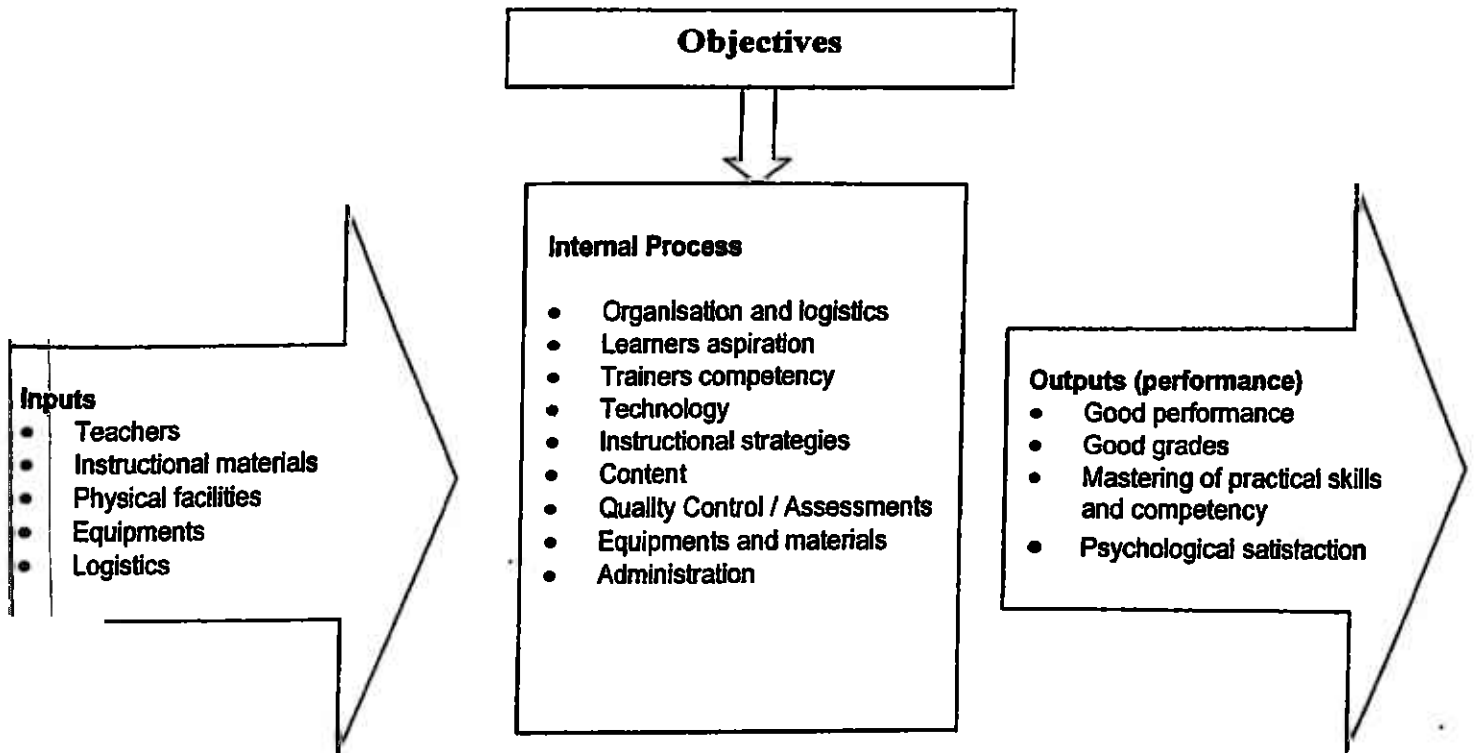
4. Internal process

To produce good performance or output an educational system must have appropriate ways of doing its work e.g. it must have pedagogical methods or technologies, an organisation, structure and logistical patterns, means of judging and controlling the quality of its products and for assessing its performance. All these constitute its internal process which may affect performance.

5. Inputs

These are the various resources and components required to enable the process to function e.g. teachers, institutional materials, physical facilities, equipment and supplies of various governments without the above then the performance cannot be realised.

Figure 1: Conceptual Framework of input, process and output



Source: Adopted from Coombs P. (1972) "Managing Educational Costs".

CHAPTER THREE

RESEARCH METHODOLOGY

3.1. Introduction

This chapter describes the research method used in the study under the following sub-topics: research design, target population, sample and sampling procedure, research instrument, validity of the instrument, reliability of the instrument and data collection procedure and data analysis techniques.

3.2 Research Design

The study used survey design. The design was chosen because standards of the existing conditions was compared to performance. The students and instructors gave their own personal views on factors affecting performance. In the study there are ideal competencies that are expected to be exhibited by the learners after a learning cycle. The attainment of these competencies can only be measured through grades attained in Trade Test III examinations. According to Koul (1988), the choice of a research is determined by the nature of the problem. The research aimed at finding out the factors influencing performance.

3.3 Target Population

The target population of the study consisted of the NFE clientele and NFE instructors in Kisumu District. The trainees were involved because they are the beneficiary of learning experiences. The researcher was interested in the learners of ages 10 – 17 years enrolled in the NFE centres offering vocational training in

tailoring and dressmaking upto to Trade Test level. The instructors were chosen because they spend most of the time with the learners and they are the key implementers of the curriculum offered and as such their opinion was vital to the study.

UNIVERSITY OF NAIROBI
EAST AFRICANA COLLECTION

Records in the D.A.E.O showed that there were 22 NFE- centres in Kisumu District with 160 registered candidates in Trade Test III (Tailoring and Dressmaking Course) and about 25 instructors (NFE monthly return, January 2005). There were five types of NFE providers identified namely; Local Authority, churches, Muslims community, government and individuals groups. For the purpose of the study those NFE centres offering tailoring and dress making courses at Trade Test III level were considered. The following were the institutions targeted:

- | | | | |
|-------|---|---|---------------------|
| i) | CITC Kisumu | - | Kisumu Municipality |
| ii) | Rottery Youth training Centre | - | Kisumu Municipality |
| iii) | Lunga Youth Polytechnic | - | Kombewa Division |
| iv) | Maseno Youth Polytechnic | - | Maseno Division |
| v) | Akado Youth Polytechnic | - | Kadibo Division |
| vi) | St. Stephen Cathdral Training | - | Kisumu Municipality |
| vii) | Chiga Catholic Training Center | - | Winem Division |
| viii) | Ramogi Institute of Technology (RIAT)- | | Winam Division |
| ix) | Young Men Christian Association (YMCA)
Training Centre | - | Kisumu Municipality |
| x) | Kitambo Youth Polytechnic | - | Kombewa Division |

3.4 Sample and Sampling Procedure

Mulusa (1990) states that validity and integrity of a research project may depend to a large measure on the sampling procedure employed. According to Mulusa a large sample normally has more of the attributes of the universe than a small sample, a large sample should be preferred to a small sample. Mulusa (1990) agree that with small population of about 10 cases, there is no need to take a sample, the entire case should be included.

As for this study, simple random sampling where every individual has equal chance of being included in the sample was used. From the updated list maintained by the D.A.E.O and D.E.O Kisumu the number of the NFE centres offering Vocational Trades was identified. Out of the twenty-two NFE centres, only ten offered tailoring and dressmaking upto Trade Test level. Basing the criteria of selection on the table for determining sample size from a given population by Krejcie and D. Morgan (1970) adopted by Mulusa (1990) the researcher included all the ten samples identified. ($n=10$ therefore $s = 10$).

The target population of the study were tailoring and dressmaking instructors and the candidates registered in Trade Test III (Tailoring and Dressmaking course). Based on the table for determining the sample size 23 instructors were selected out of a population of 25. The candidates who had enrolled for Trade Test were chosen because they were a graduating class, it was assumed they had been through the training cycle for two years. These students had equal and independent chances of being selected into the sample, a simple random sampling was used to select eleven students per centre. This was done by listing down all the names of candidates in

each centre and giving each a number. All the numbers were written on a small piece of paper and placed in a container. In order to arrive at the required sample size eleven numbers were picked at random and this was done repeatedly until a total of 110 students was selected from the total population of 160 candidates. This brought the total participating population of the study to 133 (23 instructors and 110 students).

3.5 Research Instrument

The main research instrument used was questionnaire. There were two sets of questionnaires', one administered to the trainees and the other to the instructors. The questionnaires were partly developed by the researcher and some parts were adapted from the MOEST annual census questionnaire for NFE (2005). Document analysis was done at the D.A.E.O's office and the documents analysed were mainly schools monthly returns, courses offered, attendance registers and enrolment.

a) Questionnaires

i) NFE- learners questionnaire

The NFE learners questionnaire had 18 items. The items were designed to get information on the learners background, their interests and their opinion on their performance. Two types of questions were given in the questionnaire; structured and rated questions.

ii) NFE- Instructors questionnaire

This contained 21 items which were designed to elicit information on the background information on the instructors', their level of education, professional qualification, type of curriculum offered, skills taught, the competencies and trend in performance. Two types of questions were used; structured and rated questions.

b) Document analysis Guide

Documents related to performance in trade test result in the district were studied to give a true picture of academic performance for the last three years in the district. This instrument was chosen to give a true picture of academic performance, as the respondents may not have given a true representative picture of their academic performance.

3.6 Reliability of the Instrument

Reliability is the level of internal consistency or the stability of a measuring device over time. Since it was impossible to predict how the respondents would interpret the questionnaire, the researcher carried out a pilot study. Split-half correlation was used to estimate the internal consistency of the instrument.

3.7 Validity of the Instruments

A valid instrument contains content that is relevant to the study, in this case relevant to the educational needs of NFE learners. Content validity is non-statistical method used to validate content employed in the questionnaire (Downie and Heath, 1965). The researcher ensured that instruments had content-related validity by consulting experts in the curriculum development at the MOEST. The comments given were incorporated in the instrument as a way of improving their validity. A pilot study was conducted using some NFE learners, instructors and providers.

3.8 Data Collection Procedures

The researcher fulfilled all the protocol required by obtaining a research permit from the MOEST through an introduction letter from the university. Once the permit was obtained the relevant respondents were contacted through letters before administration of the questionnaires. The researcher was available to explain any part that was not clear. The time of collecting the questionnaires was agreed upon with the respondents who were asked not to disclose their names or those of their schools and they were assured that their responses would be held in confidence.

3.9 Data Analysis and Presentation

After receiving the questionnaires, inspection, editing and coding of the data was done. The information obtained was transferred to the spreadsheet. The data was analysed and presented in form of percentages, means and frequency tables. Evidence was tested by means of drawing inferences using mean, percentages and frequency tables. Categories of data from document analysis were presented in textual and tabular form.

CHAPTER FOUR

DATA ANALYSIS INTERPRETATION AND DISCUSSION

4.1 Introduction

Presented in this section are the data analysis, interpretation and discussion of the research. All the data presented in this chapter were processed using Statistical Analysis System (SAS). The analysis of the data is presented in both narrative and tabular form.

4.2 Questionnaire Return Rate

In the study, two questionnaires were used to collect data, that is, the learners questionnaire and the instructors' questionnaire. The instructors' questionnaires was administered to a sample of 30 respondents out of which 27 returned. This was a 90% return rate. For the learners' questionnaire, it was administered to a sample of 110 respondents out of which 107 were returned. This was a 97.3% return rate. Summarily, it can be concluded that the response from both the learners and instructors was good.

4.3 Demographic Information

The instructors and the learners were requested to give information concerning their gender, age, academic qualification and professional experience. This information was necessary to determine whether personal variables influenced performance in Trade Test. Generally, it can be concluded from the findings that

the variables mentioned have a direct influence in performance of Trade Test. Below is a brief summary of the findings.

A. Instructors

i) Gender of Respondents

From the study, it can be observed that female instructors dominate tailoring and dress making courses in Kisumu District. The results of the study revealed that 69.6% respondents were females while male were 30.4%. Generally therefore, tailoring / and dressmaking is regarded as a female domain. Indeed, Unesco (2000) agrees that gender influences the choice to an occupation.

ii) Academic Qualification

From the analysis, it was found out that majority of the instructors in Kisumu District had secondary education only, that is, 73.91%. This can be attributed to the government lack of clear policy on recruitment of instructors for youth polytechnics as noted in Republic of Kenya (1999). The other instructors had Diploma and Higher National Diploma (HND) in the percentages of 8.7% and 4.3% respectively. These teachers of Diploma and HND were found in Ramogi Institute of Technology and they were employees of Teachers Service Commission (TSC) teaching diploma and artisan courses. The table below shows the distribution of instructors by their academic qualifications.

Table 4.3.1: Distribution of instructors by their Academic Qualifications

Academic Qualification	Frequency	Percent
Secondary	17	73.91
Post Secondary	3	13.04
Diploma	2	8.70
Higher National Diploma	1	4.35
Total	23	100.0

iii) Professional Experience

The results from the analysis shows that majority of the respondents had long professional experience. The results indicate that majority of the respondents had experience of over 3 years and above. The result also confirm that there is a general stability in terms of turn-over of instructors and that majority of the instructors had stayed in a particular institution for over two years. This could explain the good performance recorded in the last three years. Table 4.2.2 (a) and 4.2.2 (b) shows results of the professional experience of instructors and their distribution by the number of years in particular institution.

Table 4.3.2(a): Professional Experience

No. of Years	Frequency	Percent
1 – 2	3	13.04
3 – 5	5	21.74
6 – 10	5	21.74
11 – 15	5	21.74
16 – above	5	21.74
Total	23	100.0

Table 4.3.2: (b): Distribution of Instructors by the number of years taught in the particular institution

Years	Frequency	Percent
0 – 1	1	43.5
0 – 2	3	13.0
3 – 5	6	26.1
5 – 15	4	17.4
Total	23	100.0

The result in table 4.2.2.(a) and 4.2.2.(b) confirm that there is a general stability in terms of turn-over of Instructors and that majority of instructors have a teaching experience of five years. This could explain the good performance recorded in the last three years.

B. Learners

Learners of Non-Formal Centres in Kisumu District also provided. Information related to their gender, age and Academic level.

i) Gender

The distribution of the respondents in terms of their gender reveals that female students are more than their male counterparts. The study found out that the female respondents were 85% of the total distribution while the male distribution was 13.1%. This can be supported by the evidence cited in the literature review about how cultural belief restricted the choice of enrolment to vocational training (ILO, 2003). The ILO report of 2003 “Report on Kenya Child Labour” also points

out that enrolment in certain courses are still regarded as belonging to certain gender e.g. tailoring and dressmaking is regarded as a female domain.

ii) Age

In order to get an all inclusive distribution of the ages of the respondents the learners were categorized into three age brackets as shown by the distribution table below.

Table 4.3.3: Ages of the Learners

Age	Frequency	Percentage
13 – 15	4	3.7
16 – 18	89	83.2
19 and above	2	1.9
No response	12	11.2
Total	107	100.0

From the analysis, it is evident that 3.7% of the respondents were in age bracket 13 – 15 years, 83.2% were in age bracket of 16 – 18 years and 1.9% were in the category of 19 years and above. The findings therefore indicate that majority of the respondents were in the age bracket of 16 – 18 years. This finding is in conformity with the target population identified earlier of the learners of age 13 – 18 years in the target population.

iii) Academic Qualification

The respondents were asked to state the highest academic level reached without stressing on whether they sat on exit examination. The analysis from table 4.2.4

shown below indicate that 57.9% had primary education and 40.2 had secondary level. This results is true because the minimum academic level required by Kenya National Examinations Council (KNEC) to enroll for Trade Test III is class eight (KNEC Trade Test Regulation, 1987).

Table 4.3.4.: Academic Qualification of the Learners

Level of Education	Frequency	Percent
Primary	62	57.9
Secondary	43	40.2
No response	2	1.9
Total	107	100.0

UNIVERSITY OF NAIROBI
EAST AFRICANA COLLECTION

4.4 Data Analysis

The major findings of the study are stated in this section, which are then corroborated with information obtained from questionnaires and literature review. There was an attempt to analyses all the five research questions of this study. The analysis was presented in tabular and textual form.

4.4.1 Factors that Influence Performance of the Learners in Tailoring and Dressmaking course in Kisumu District.

To get information related to the factors influencing performance the following question had been asked.

Qn.1 What are the factors that influence performance of the learners in tailoring and dressmaking courses?

A general view of the responses to the Likert statement is important in finding the factors influencing performance, twelve items or statements relating to academic performance were stated. The items had a scale ranging from very strong to No influence, the scores ranged from 5 to 1. The learners were asked to prioritise the statements according to the scale given. The following table describes the distribution of the responses expressed in terms of means for each item.

Table 4.4.1.(a): Response from the Learners on factors Influencing their Performance

	N	Minimum	Maximum	Sum	Mean
Lack of knowledge in the subject	86	1	5	198	2.30
Lack of learning resources e.g. sewing machines	92	1	5	174	1.89
Lack of physical facilities e.g. tailoring machine	91	1	5	203	2.23
Lack of financial support from parents	89	1	5	217	2.44
Poor teaching methodology and teaching inconsistency	81	1	5	256	3.16
Distance to the tailoring centre	81	1	5	249	3.07
Lack of money to meet my personal needs	85	1	5	210	2.47

Even though the trainees were given eight items to rate the following were prioritised as the strongest factors influence performance in Kisumu as indicated by the mean for each item.

- | | | |
|-----|--|-------------|
| i) | Lack of Learning resources | 1.89 (Mean) |
| ii) | Lack of physical facilities in the subject | 2.23 (Mean) |

The following factors were cited by the trainees as very weak and nearly had no influence on performance, this were:-

- | | | |
|------|----------------------------------|-------------|
| i) | Poor teaching methodology | 3.16 (Mean) |
| ii) | Lack of knowledge in the subject | 3.20 (Mean) |
| iii) | Distance to the training center | 3.07 (Mean) |

Most of the respondents were also in agreement that the following factor had no influence in performance either positively or negative.

- | | | |
|----|---------------------------------------|-------------|
| i) | Lack of money to buy personal effects | 2.47 (Mean) |
|----|---------------------------------------|-------------|

Generally the assumed mean calculated for all the items as responded to by the trainees was above 2.5. This was interpreted to mean that generally all the factors had some influence in performance either negatively or positively. Separately, the instructors were asked to respond to the following factors and indicate whether the factors influenced performance positively or negatively as shown in table 4.4.1 (b).

Table 4.4.1(b): Response from the Instructors on factors Influencing Performance (%)

Factors influencing Performance	Very strong	Strong	Weak	Very Weak	No Influence	Mean
Financial problems	82.6	13.0	-	-	-	1.14
Home factors	21.7	52.2	17.4	-	4.3	2.09
Socio/cultural belief	4.3	17.4	17.4	13.0	2.61	3.50
Education background of parent	13.0	30.4	17.4	13.0	8.7	2.68
Ignorance	13.0	30.4	17.4	13.0	13.0	2.80
Total						12.21
Mean 2.442						

The instructors were also in agreement that financial problems and home factors had influence in performance. From the table above it can be observed that financial problem had 82.6% respondents while home factors had 21.7% respondents. The mean of the factors cited by the instructors, as influencing performance was 2.442 and this implied that the factors cited in the table had strong influence to performance.

4.5 Qn 2. What is the attitude of the learners towards tailoring and dressmaking course.

In this question the Likert type of statement was again used. Students were required to express their level of disagreement ranging from Strongly Agree, Agree, Disagree, Strongly Disagree and Undecided. Ten items were given in the questionnaire for them to respond two. Table 4.4.2. below shows the mean of responses to each item on the levels of agreement.

Table 4.4.2.: Attitude of the Learners towards Tailoring and Dressmaking

	N	Minimum	Maximum	Sum	Mean
I believe this is a good course worth doing	98	1	3	117	1.19
I will encourage my friends to join the course	87	1	5	125	1.44
The course is not worth doing	82	1	4	254	3.10
I can not encourage my friends to join	80	1	4	262	3.27
The course is worth doing because it will enable me earn a living	84	1	5	113	1.35
The course is not worth doing because I am not sure it will help me earn a happy living	83	1	5	252	3.04
I will be happy to continue training at a higher level	87	1	4	110	1.26

Majority of the learners strongly expressed positive attitude towards tailoring and dressmaking course on the grounds that the course would enable them earn a living and it will enable them continue with the training to a higher level as indicated by mean of less than 1.2 on those items indicate as favourable. The respondents were in agreement that the course was worth doing and would like to encourage their friends to join the course as indicated by the mean of 1.44. This favourable feelings that the learners had towards the course is evidence of the better performance as indicated by the analysis of passes and fails in trade test for the previous years (refer to Appendix H).

4.6 Qn 3. What are the competencies required by the trainers in order to improve performance

The instructors were asked to provide information on the critical competencies under three competency areas and majority of the respondents stated the following as the most critical competencies required.

- i) **Knowledge:**
- Further training upto degree level 65.2% (15)
 - Information technology 21.7% (5)
 - Repair and maintenance of the machines in textile 8.7% (2)
- ii) **Awareness**
- Students background 47.8% (11)
 - Fashion / market trend 47% (11)
 - Attachment to a garment making industries 31.9% (9)
- iii) **Skills required**
- Designing 26.1% (6)
 - Weaving 47.8% (11)
 - Embroidery 17.4% (4)

The above results are concomitant with the challenges enumerated by the Director Technical and Vocational Education Training (TIVET). The Director expressed that majority of TIVET teachers lacked exposure to enhance their innovative skills and this was being carried over to their products (Rateng 2005).

4.7 Qn. 4: To what extent are the learning resources at the training centre adequate for learning

UNIVERSITY OF NAIROBI
EAST AFRICANA COLLECTION

Respondents were asked to state the adequacy of the learning resources in their centres. The tables below show their responses to the question.

Table 4.7.1.: Learners Responses to the Adequacy of Learning Resources at the Centre

Adequacy of Resources	Frequency	Percent
Very adequate	44	41.14
Fairly adequate	42	39.25
Not adequate	16	14.95
Non existent	4	3.73
No response	1	0.93
Total	107	100.0

The above information was compared with the response of the instructors, on the adequacy of learning resource and was found to be similar. The instructors were asked to indicate the adequacy of books and learning material on the basis of yes or no. It emerged that 52.2% indicated that the learning resources was adequate and 43.5% indicated that the resources were inadequate.

From the two findings presented, it can be concluded that learning resource were adequate for learning in tailoring and dressmaking course. This can be attributed to the fact that the training centres strictly do admission based on learning resources available. The above finding can be said to have a bearing on performance, the

many passes attained during Trade test in previous years can be attributed to availability of learning resources.

4.8 Qn. 5: To what extent are the learners satisfied with tailoring and dressmaking courses

The learners were asked to indicate the level of satisfaction based on any of the four levels which were given. The levels ranged from highly satisfied, fairly satisfied, not satisfied and no satisfaction at all. They were required to chose one and the responses were as shown in table 4.8.1 below.

Table 4.7.1: Learners Response to the level of Satisfaction with the Course

Level of Satisfaction	Frequency	Percent
Highly satisfied	57	53.3
Fairly satisfied	42	39.3
Not satisfied	6	5.6
No satisfaction	1	.9
No response	1	.9
Total	107	100.0

From their responses it was observed that majority of the trainees were highly satisfied with the tailoring and dressmaking course as indicated by the distribution of the respondents. The distribution was as indicated; 53.3% were highly satisfied and 42% was fairly satisfied. Generally the learners were happy with the course and were showing commitment towards the course. Separately, when instructors

were asked about the performance of their students 52.2% responded as very good, 34.6% responded as good, 8.7% responded as poor and they attributed the good performance among the learners to the high level of satisfaction in tailoring and dressmaking course.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Introduction

The purpose of the study was to establish factors influencing performance in non formal centres offering vocational training in tailoring and dressmaking course. The study aimed at determining whether certain variables had any significant effect on performance. From the response it emerged lack of reference books and financial support were prioritised by the respondents as the crucial factors affecting performance.

To achieve the objectives of the study, two questionnaires were used. These were the instructors questionnaire and the learners questionnaire, which sought information on the demographic data of the instructors and the learners and information on factors affecting performance. Research of related literature was done to explore on the factors affecting performance, various factors mentioned in the literature review was found to be similar to the research findings. A theoretical frame work of the study was formulated based on the input, output, process theory, which postulates that whatever input e.g. logistics, teaching strategy, or learners attitude will definitely affect the outcome e.g. performance.

The study was done in Kisumu District. All youth polytechnics were part of the study including privately owned training centres offering tailoring and dressmaking

courses, twenty three instructors responded to the questionnaires for instructors and 107 responded to the questionnaires for learners.

5.2 Research Findings

From the collected data, the research revealed the following findings.

1. There are several factors affecting performance in tailoring and dressmaking however, the most crucial factor affecting performance was lack of reference books in tailoring and dressmaking.
2. There was a positive attitude among the learners, which enhanced their commitment to the training and this lead to good performance in the Trade test.
3. It was the instructors desire to have certain competencies to enhance their performance. Such key competency included awareness on market trends regarding fashion and information technology.
4. Some learning resources which were vital in enhancing performance such as books was found to be inadequate. In most cases it was observed that the trainees complained of lack of reference materials.
5. The course was beneficial to the learners, this boosted their satisfaction in the course. It was established that there were high chances for immediate self employment and income generation both to the instructors and the learners, could work and learn at the same time generate income.

5.3 Conclusion

This study shed some light on the factors influencing performance of vocational trainees in tailoring and dressmaking. The result implied to a large extent that the various factors indeed affected performance both negatively or positively.

The respondent pointed out three crucial factors as having influence on the performance of Trade Test III. This factor included textbooks, learning resources and physical facilities. It was also observed that the distribution of the learning resources among the centres varied from one training centre to another. It was observed that privately owned training centres were having adequate facilities that the public training centres. The analysis of the grades attained indicated that relatively the performance of the learners was good in the Trade Test.

5.4 Recommendation

On the basis of the foregoing findings and conclusion, the following recommendations were made:-

1. There is need for the government of Kenya to recognise the vital role played by the youth polytechnics as an alternative learning opportunities. This could provide a basis for their revival.
2. Both technical training institution and non-formal sub-sectors should be integrated in an unified system of equivalence. The grading system should

be adjusted to enable the graduates of e.g. youth polytechnics to transit to national polytechnics.

3. The survey findings indicate that the majority of teachers were form IV leavers formerly of technical institutes and few who possessed certificate from technical training institutes. The retraining of the teachers through in-servicing was recommended to broaden individual innovativeness.
4. The MOEST is urged to have a coherent monitoring and evaluation mechanism for the training centres, develop a clear curriculum with reference books for the learners. Lastly, the MOEST should identify policy gaps, take corrective measures, develop feed back mechanism and assess the impact of the training to the individual.

5.5 Suggestion for further Research

The following suggestions are made in the hope that if pursued in future can contribute to the development of vocational training and provision of quality training.

1. The study could be replicated in a larger area, probably the whole province to see if the findings are the same.
2. The study be done as a comparative study, pitting performance of privately owned training centres and public training centres.
3. A study can be done to establish on how motivation and satisfaction of trainers can enhance performance.

BIBLIOGRAPHY

- Abagi J. O. (1993). Education For All in Kenya. Improving Access and Retention of Marginal Groups within the School System. Basic Education Forum Vol.3, Nairobi.
- American Psychology Association (1994). A Publication Manual. Washington DC: NE. 2002 (4th Ed).
- Babbic, E.(1995). The Practice of Social Research. Balmont: Wadsworth Publishing Co. B
- Bishop G. (1985): A Curriculum Development. A Textbook for Students. Macmillan Education Ltd.
- Borg, W. R. and Gall M. D (1987). Educational Research. An Introduction (5th Ed). New York, Longman.
- Coombs, P. and Ahmed (1915). Attacking Rural Poverty How NFE can Help. A Research Report for the World Bank. Baltimore: ICED UP.
- Coombs, P. (1972). Managing Educational Cost. New York, OUP.
- Czajkowzki T. J, Patterson J. L (1976). School District Needs Assessment. Practical Models for Increasing Involvement in Curriculum Decision. Paper Presented at the National Conference of Association for Suspension and Curriculum Development. Miami.
- Ekundayo, J. D. T. (1995). Curriculum Development in Non-Formal Education. Paris, ADEA.
- Ekundayo, J. D. T (2001). Successful Experiences in Non-Formal Education and Alternative Approaches to Basic Education in Africa. Paris, ADEA.
- Ekundayo, J. D. T. (2001). Non-Formal Education in Urban Kenya: Findings of a Study in Kisumu, Mombasa and Nairobi. Paris, ADEA.
- Ekundayo, J. D. T. (2001). Formal, Non-Formal Interfaces: Implication for Access, Retention and Learning Achievement. Paris, ADEA.
- English F. W. Kaufman R. A. (1975). Needs Assessment. A Focus for Curriculum Development. Washington A. SCD NEA.
- Gathenya T. W. (2003). “Alternative Education Provision for Street Children in Kenya. Toronto, Ontario Institute for Studies in Education.
- ILO (2003). Report on Kenya Child Labour. Geneva: ILO Publication.

- K.I.E. (1999). Needs Assessment Survey Report on Primary Education Research Report Series No. 64. Nairobi, Kenya Institute of Education.
- Malawi Functional Literacy Programme (1991). A Manual for Trainers of Functional Instructors. Lilongwe.
- Milton, J. S. (1995). Statistics an Introduction. New York, Bookmat Press.
- MOEST (1998). Policy Guidelines on Non-formal Education in Kenya. Nairobi: Ministry Publication.
- Paul Redfern (2002). A Survey Report by UNAIDS. Nairobi: Nation Media Group.
- Paul Redfern Daily Nation correspondence in London. A Survey Report by UNAIDS. Feb. 18th 2002.
- Prescott (1975). Curriculum Innovation. London, Oxford University Press.
- Psacharopoulos (1984). Diversified Secondary School Curriculum Study. Washington, D.C., World Bank.
- Republic of Kenya (1988). Report of the Presidential Working Party on Education and Manpower Training for the Next Decade and Beyond. Nairobi, Government Printer.
- Republic of Kenya (1999). Commission of Inquiry into the Education System in Kenya. Totally Integrated Quality Education and Training Report. Nairobi, Government Printer.
- Republic of Kenya (1998). Master Plan on Education and Training. Nairobi, JKF.
- Ryan J. (1971). Planning out-of-school Education for Development. Paris, IFEP.
- Stanhouse Lawrence (1975). An Introduction to Curriculum Research and Development. Heinemann Education Books Ltd.
- Taba H. B. (1970). Curriculum Development, Theory and Practice. New York, Harcourt Brace and World Inc.
- Tyler R. W. (1949). Basic Principles of Curriculum and Instruction. Chicago, University of Chicago Press.
- Williamson M. (1991): Training Needs Analysis. London, Library Association Publishing Ltd.
- UNESCO (2000). Education for All Initiatives Issues and Strategies. Geneva, Unesco Publications.

UNESCO (1993). Status and Trend. Education For All. Geneva, Unesco Publications.

WCEFA (1990). Inter-Agency Commission Final Report on World Conference on Education For all Meeting Basic Learning Needs. Thailand, Jomtien.

Yildiz N. (1998): Alternative and Complimentary Approaches to Basic Education. Paris: ADEA.

APPENDIX A

RESEARCH AUTHORISATION
MINISTRY OF EDUCATION, SCIENCE & TECHNOLOGY

Telegrams: EDUCATION", Nairobi

Fax No.
Telephone: 318581
When replying please quote



JOGOO HOUSE
HARAMBEE AVENUE
P. O. Box 30040
NAIROBI
KENYA

MOEST 13/001/35C 505/2

5th October, 2005

Duncan Siwo Odhiambo
University of Nairobi
P.O. BOX 30197
NAIROBI

Dear Sir

RE: RESEARCH AUTHORIZATION

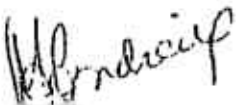
Please refer to your application for authority to carry out research on "Factors influencing performance of Non-formal education learners in tailoring/Dressmaking course in Kisumu District".

I am pleased to inform you that you have been authorized to conduct research in Kisumu District for a period ending 31st December, 2005.

You are advised to report to the District Commissioner and the District Education Officer Kisumu District before embarking on your research project.

Upon completion of your research, you are expected to submit two copies of your research findings to this Office.

Yours faithfully



M. O. ONDIEKI
FOR: PERMANENT SECRETARY

Cc
The District Commissioner
Kisumu District

The District Education Officer
Kisumu

APPENDIX B

RESEARCH CLEARANCE PERMITS

THIS IS TO CERTIFY THAT

Prof. Dr/Mr/Ms/Ms DUNNAN
ODHEAMBO

(Address) UNIVERSITY OF
P.O. BOX 50097 NAIROBI

has been permitted to conduct research

KISUMU

PERMANENT SECRETARY
MINISTRY OF INFORMATION
COMMUNICATIONS AND CULTURE


Permanent Secretary
Office of the President

PAGE 3

NO. MU/ST/15/10/17550

10 October 2005

Shs. 500



APPENDIX C

LETTER TO THE RESPONDENTS

Odhiambo S. Duncan
University of Nairobi
Department of Educational
Administration and Planning
P. O. Box 92
Kikuyu

2nd August, 2005.

Dear Respondent,

**RE: AN ASSESSMENT STUDY OF PERFORMANCE IN TAILORING /
DRESSMAKING COURSE IN NFE CENTRES**

I am a postgraduate of the University of Nairobi, pursuing a Masters of Education in Educational Administration and Planning. I am conducting a research on the above stated topic in Kisumu District. I here by request that you respond to the questionnaire items as honestly as possible and to the best of your knowledge.

The questionnaires are designed for this research proposal only and therefore the responses shall be absolutely confidential and anonymously given. NO NAMES SHALL BE REQUIRED FROM ANY RESPONDENT.

Thanks for your participation and co-operation.

Yours sincerely,

ODHIAMBO S. DUNCAN

5. Did you attend school before entering the training centre?
 Yes [] No []
6. If your answer is yes to the above, which level did you reach?
 a) Primary []
 b) Secondary []
7. Would you like to continue with;
 a) Education beyond this training institution?
 Yes [] No []
 b) If no, what would you like to be in the future (tick one)
 i) Self employed []
 ii) Employed []
 iii) Not some of what I want to be []
 iv) Any other specify []
8. In which of the following groups is your average performance according to last terms training session.
 i) Excellent []
 ii) Pass []
 iii) Fail []

SECTION B

9. Kindly indicate the duration of time you will require for practising your skills every day.
 i) 0 – 1 hr []
 ii) 2 – 6 hr []
 iii) 6 – 10 hr []
 iv) 12 hrs and above []
10. Do the teacher provide you with adequate time for practice?
 i) Yes []
 ii) No []

11. Which one among the factors listed below would you consider to be having influence in your performance. Please tick the number that strongly agrees with your position.

1 means the reason is strong 2 – Not very strong
 3 – Weak reason 4 – very weak reason
 5 – the reason had no influence at all

Opinion based on the strength of factors influencing your performance		1	2	3	4	5
1	Lack of knowledge in the subject					
2	Lack of learning resources e.g. sewing machine					
3	Lack of physical facilities e.g. tailoring machine					
4	Lack of financial support from parents					
5	Poor teaching methodology and teaching inconsistency					
6	Distance of the tailoring centre					
7	Lack of money to meet my personal needs					
8	Lack of books					

12. What is the level of your satisfaction with the course? Please tick the number that strongly agrees with your position.

1 – Highly satisfied 2 – Fairly satisfied
 3 – Not satisfied 4 – No Satisfaction
 5 – No satisfaction at all

UNIVERSITY OF NAIROBI
 EAST AFRICANA COLLECTION

Opinion based on the strength of factors influencing your performance		
1	Highly satisfied	
2	Fairly satisfied	
3	Not satisfied	
4	No satisfaction	
5	No satisfaction at all	

13. To what extent do you consider learning resources at the centre as adequate for learning? Please tick the number that strongly agrees with your position:

- 1 – Very adequate 2 – Fairly adequate
 3 – Not adequate 4 – Non exist at all
 5 – Any other specify

Opinion based on adequacy of learning resources at the training centre		
1	Very adequate	
2	Fairly adequate	
3	Not adequate	
4	Non exist at all	
5	Any other specify	

14. Attitude of the learners towards tailoring and dressmaking. Please tick the number that strongly agrees with your position.

Attitude of learners towards tailoring and dressmaking		SA 1	A 2	SD 3	D 4	U
1	a) I believe this is a good course worth doing					
	b) I will encourage my friends to join course					
2	a) The course is not worth doing					
	b) I cannot encourage my friends to join					
3	a) The course is worth doing because it will enable me earn a living					
	b) the course is not worth doing because I am not sure it will help me earn a living					
4	a) I will be happy to continue training at a higher level					
	b) I am not interested in continuing with training					

15. In the list below there are some of the reasons, which influenced your choice to enrol for the course. After reading each reason please tick (3) the number that strongly agrees with your position.

- 1 – Means the reasons was very strong 2- Not very strong
 3 – Weak reason 4 – Very weak reason

Opinion based on the strength of reasons for enrolment		1	2	3	4	5
1	It was the only course that my parents could afford to pay for					
2	I was interested in the course					
3	It was the only training centre next to my home					
4	I had no alternative or choice over enrolment					
5	I liked the course because it would take a short time					
6	Those who had undergone the training influenced the choice of my enrolment					
7	I wanted to acquire the skills so that I can earn a living					

16. How often do you have assignment or projects at the training centre

- i) Every day []
- ii) Every week []
- iii) Every month []
- iv) Once per term []

17. How would you rate your performance in the assignment given in the last three months

- i) Excellent []
- ii) Good []
- iii) Average []
- iv) Poor []
- v) None of the above []

18. What in your opinion would you suggest to be done so as to help you pass your exam? Give three suggestions.

- i) _____
- ii) _____
- iii) _____

APPENDIX E

QUESTIONNAIRE FOR INSTRUCTORS NON-FORMAL EDUCATION- ASSESSMENT OF TAILORING / DRESSMAKING COURSE PARTICIPATION AND PERFORMANCE

This questionnaire is part of a research project investigating factors influencing performance of NFE –Learners. The main purpose of the questionnaire is to understand factors influencing participation and performance of learners in craft and trade test courses. Please answer all the questions as best as you can. The answers are to be marked directly on the spaces provided.

1. Name of your institution _____

2. Gender;

i. Male []

ii. Female []

3. a) What is the highest level of education;

i) Primary _____

ii) Secondary _____

iii) Post-secondary _____

iv) Others specific _____

b) How many years including the current one have you been Training the course?

i). Less than one year []

ii). One to two years []

iii). Three to five years []

iv). Six to ten years []

v) Eleven to fifteen years []

vi). Sixteen years and above []

4. How many years including the current one have you been teaching in this particular institution?

- i) Less than one year []
- ii) One to two year []
- iii) Three to five years []
- iv) Six to ten years []
- v) Eleven to fifteen years []
- vi) Sixteen years and above []

5. Indicate in the following table the training methods used during training session. If any of the following methods is used, please rate it's effectiveness using the scale of 4 to 1. Only rate a method if it is used during the training:

- 1. -Not effective at all.
- 2 - Not so effective
- 3 - Effective
- 4 - Very effective

Method	1	2	3	4
Demonstration				
Group work assignments				
Discussion				
Simulation				

6. Approximate the actual number of students who joined (i) Self employment, (ii) Jua kali, (iii) other organizations and whose whereabouts is not known. In the table below

Year	Self employment	Jua Kali	Other organizations	Not known	Total
2002					
2003					
2004					

7. What is your average teaching/training hours per week.
- i) 0-5 hours []
- ii) 6-10 hours []
- iii) 11-20hours []
- iv) 21-30 hours []
8. How often do you check your pupils assignments and projects?
- i) Often []
- ii) Sometimes []
- iii) Rarely []
- iv) Never []
9. How often do you assign extra assignments and projects to the learners?
- i) Often []
- ii) Sometimes []
- iii) Rarely []
- iv) Never []
10. How often do you give extra attention to the slow pupils to catch up with the others?
- i) Often []
- ii) Sometimes []
- iii) Rarely []
- iv) Never []
11. In the list of trainers competencies provided below. State the critical competency you require under the following subheadings.
- a) Knowledge that you require
- i) _____
- ii) _____
- iii) _____

15. a) Where do you live? _____

b) What is the approximate kilometres from your residence to school.

16. How often do parents of your trainees consult with you about the progress of their children

i) Often []

ii) Sometimes []

iii) Rarely []

iv) Never []

UNIVERSITY OF NAIROBI
EAST AFRICANA COLLECTION

17. Which of the following statements best describe the concerns of parents about the education of their children in your school;

i) Most parents consider schooling a waste of time []

ii) There is neither resistance nor support []

iii) There is support but never expressed in action []

iv) There is active support. []

18. Pupils enrol or fail to enrol due to one or more of the following factors listed below. Please tick the number that strongly agrees with your position:

1- means the reason is strong

2- not very strong

3 -weak reason

4 -very weak reason

5 -the reason has no influence at all.

Opinion based on the strength of factors influencing your performance		1	2	3	4	5
1	Financial problems					
2	Home factors					
3	Socio-cultural and believes					
4	Educational background of parents					
5	Ignorance					
6	Any other (specify)					

19. What reasons do you think influence trainees' performance in the course?

Please tick the number that strongly agrees with your position:

1- means the reason is strong 2- not very strong

3- weak reason

4- very weak reason

5- the reason has no influence at all.

Opinion based on the strength of factors influencing your performance		1	2	3	4	5
1	Parents level of education					
2	Academic qualification					
3	Learners aspiration					
4	Ability to pay school fees					
5	Availability of facilities					
6	Accessibility of the center					
7	Gender preference					

20. Give an assessment of your centre on the basis of the following criteria (tick where applicable).

Assessment of my NEE centre		Very good	Good	Poor	Very poor
1	Pupils discipline				
2	Pupils academic performance especially in Trade Test				
3	Instructor/instructor co-operation				
4	Instructor/pupil interaction				
5	Head of centre/teacher co-operative and support.				

21. Give the right information regarding your training centre on the following;

a) How many candidates did you register in 2004?

b) How many candidates registered but did not sit for the exam in 2004?

c) How many trainees attained

i) Passes in exam _____

ii) Fails in exam _____

Thank you

APPENDIX F

TABLE FOR DETERMINING SAMPLE SIZE FROM A GIVEN POPULATION

N	S	N	S	N	S
10	10	220	140	1,200	291
15	14	230	144	1,300	297
20	19	240	148	1,400	302
25	24	250	152	1,500	306
30	28	260	155	1,600	310
35	32	270	159	1,700	313
40	36	280	162	1,800	317
45	40	290	165	1,900	320
50	44	300	169	2,000	322
55	48	320	175	2,200	327
60	52	340	181	2,400	331
65	56	360	186	2,600	335
70	59	380	191	2,800	338
75	63	400	196	3,000	341
80	66	420	201	3,500	346
85	70	440	205	4,000	351
90	73	460	210	4,500	354
95	76	480	214	5,000	357
100	80	500	217	6,000	361
110	86	550	226	7,000	364
120	92	600	234	8,000	367
130	97	650	242	9,000	368
140	103	700	248	10,000	370
150	108	750	254	15,000	375
160	113	800	260	20,000	377
170	118	850	265	30,000	379
180	123	900	269	40,000	380
190	17	950	274	50,000	381
200	132	1,000	278	50,000	382
210	136	1,000	285	100,000	384

Note: N is population size
S is sample size

Source: R. V. Krejcie and D. Morgan, "Determining Sample Size for Research Activities".

Educational and Psychological Measurement, Vol. 30 No. 3 1970 P. 608.

APPENDIX H

PUPILS PERFORMANCE IN TRADE TEST III 2004

		Frequency	Percent	Valid Percent	Cumulative Percent
	Very good	12	52.2	54.4	54.5
	Good	8	34.8	36.4	90.9
Valid	Poor	2	8.7	9.1	100.0
	Total	22	95.7	100.0	
Missing	System	1	4.3		
Total		23	100.0		

UNIVERSITY OF NAIROBI
EAST AFRICANA COLLECTION