TO FIND OUT FACTORS THAT CONTRIBUTE TO LOW ENROLMENT IN YOUTH POLYTECHNICS IN NYERI ZONE IN NYERI SOUTH DISTRICT.

BY

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DECLARATION

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

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

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DEDICATION

This report is dedicated to my beloved husband, George Muriithi Matiru, my dear children Julius Matiru and wife Eva, Suzan Watetu and husband Wahome, and Nelson Muya, whose encouragement, patience, technical and financial support are invaluable, and finally to my grand daughter, Samara Wangeci Matiru, whose birth has brought us joy we never knew.

I also feel compelled to dedicate it to my long gone dad, Moses Muya Kabucho, and my late mum, Peris Wanjiku, (who died this June as I worked on this project), for teaching me, among many things, the value of hard work. The encouragement l used to get from my beloved mother-in- law, the late Elisheba Watetu Matiru, is also invaluable. May their souls rest in eternal peace.

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ABSTRACT

This study is aimed at establishing the factors that contribute to low enrolment in youth polytechnics in Nyeri Zone of Nyeri South District in Nyeri County. The study was guided by the following objectives: a) to explore the extent to which the policies set for youth training affect enrolment, b) to determine the extent to which attitude towards youth polytechnics affect enrolment, c) to establish the extent to which the level of awareness of courses offered influences enrolment, d) to investigate the extent to which co-curricular activities in polytechnics affect enrolment and e) to establish the extent to which levies paid by students in youth polytechnics affect enrolment.

The study used descriptive survey design. The target population was managers, teachers and students of the 16 youth polytechnics in Nyeri Zone, out of school youth and administrators. Questionnaires were used to obtain important information about the population. The researcher used both qualitative and quantitative techniques to analyze the data with the help of Statistical Package for Social Sciences (SPSS).

The study found out that the policy guidelines governing the running of YPs are not clear and are also inconsistent. It was however noted that the policy guidelines on entry are favourable to a wide cross section of youths which increases the accessibility of youth to the institutions. This in turn encourages enrolment. On the effect of attitude on enrolment, it was found that the majority of youth who drop out of YPs do so because they develop negative attitude towards the training. Further results showed that area assistant chiefs rarely participate in YPs implying that their attitude towards YPs is negative. This adversely affects enrolment as they are opinion shapers in

their locations. On the effect of awareness of courses offered in YPs it was found that the level is very low. This was evident in the fact that the majority of the respondents learn about the courses offered through friends. On the effect of co-curricular activities on enrolment, it was found that the only activity mostly found was football and that the matches are mostly organized at institutional level. This was attributed to lack of funds and facilities. Finally, on the effect of levies charged, it was established that about half of the dropouts do so for they cannot raise the fees expected. This contradicted sharply with the government subsidies of Kshs 15,000 per student. This indicates that the government should put in more support to reduce the levies the students are charged.

Based on the findings, the researcher recommended that the government should streamline the policies that govern the running of YPs and give more financial supports to reduce levies students are charged. It should also sensitize the youth and public on the importance of vocational training through its relevant agencies. This should change the attitude of the society towards youth polytechnics. The YPs and other stakeholders should publicize the courses offered to improve awareness. They should also introduce more co-curricular activities to attract more youth to join the institutions.

LIST OF ACRONYMS AND ABBREVIATIONS

AIDS   Acquired Immune Deficiency Syndrome

AU   African Union

DFID   Department for International Development.

DYTO   District Youth Training Officer

EFA   Education for All

MOYAS   Ministry of Youth and Sports

NCCK   National Christian Churches of Kenya

NGOs   Non-Governmental Organization

NIC   Newly industrialised Countries.

NIVTCS   National Industrial, Vocational, Training Centres.

TIVET   Technical, Industrial, Vocational and Entrepreneurial Training.

TVET   Technical, Vocational Education and Training.

TVSD   Technical and Vocational Skills Development

UNDP   United Nations Development Programme

UNESCO   United Nations Educational, Scientific and Cultural Organization

UNEVOC   The international Project on technical and vocational education. (A UN

                Agency)

VET   Vocational Education and Training.

SSA   Sub-Saharan Africa

YPs   Youth Polytechnics

CHAPTER ONE

INTRODUCTION

1.1 Background information of the study

Technical, Vocational and Entrepreneurship Training (TVET) is a comprehensive term referring to the education process which involves, apart from general education, the study of technology and related sciences, and the acquisition of practice, skills and knowledge relating to an occupation in various sectors of economic and social life.

A UNESCO report, (1984) says that in present study, the concept of vocational education implies the preparation of an individual for career or an occupation. This involves both liberal and

technical aspects of education. The liberal aspect includes the philosophical, moral and cultural elements that an individual must posses to fit in a given society. Technical aspect includes the knowledge and skills required to perform a job successfully.

According to an editorial of the United Nations Educational, Scientific and Cultural Organisation (UNESCO) – The international project on Technical and Vocational Education -a UN agency- (UNEVOC) & UNESCO – UIS (2006), a particularly important area of work and employment consists of those occupations which centre on the application of technical and vocational skills to the world of work. The paper says that it is estimated that world-wide some 80% of all occupations are of this type.

A survey by Adana, (1986), revealed that education in Africa has not adequately helped to open the youth to himself so that he becomes knowledgeable about himself, his interests, capacities, values, attitudes and the world around him. Education he stresses should be planned adequately to help youths understand their strengths and limitations by assessing themselves objectively so as to exercise intelligently their freedom of choice in both vocational and leisure activities.

The field of technical and vocational education has changed throughout history, usually in response to the society it serves. TVET is therefore fundamental in the field of work, be it private or public. Lasonen and Burge (1991) believe that one major issue relating to the world of work is the changes that should be done in school curriculum at all levels so that it produces young people who are work oriented. This can be solved more effectively by TVET institutions as they ought to be the stepping out institutions for most youth other than universities.

TVET in Kenya started in mid 60s when the National Council of Churches of Kenya initiated Village Polytechnics which later transformed to Youth Polytechnics. According to Fatuma and Sifuna (1966) there were four village polytechnics to start with.

The aim was to equip primary school leavers with skills for self-employment and wage-employment (Mbuthia et al, 2005). This was in response to primary school leavers who found it increasingly difficult to find employment in the modern-wage economy(Court and Dharam, 1974).They were also supposed to provide cheap labour in carpentry, masonry, mechanics, electronics and tailoring (Orodho,1984).

Unemployment was also noticed among secondary school leavers in 1968.The problem of youth unemployment did not lie much in the number of school leavers joining the job market but much more on the whole philosophy of education which prepared pupils for non-rural employment in the context of an economy that failed to generate enough opportunities of this sort (Orodho, 1984). The education did not equip the school leavers with the kind of life they were inevitably living, but it added to social and economic problems by inculcating inappropriate attitudes and values by raising false expectations.

The Central Bureau of Statistics Survey, 1999, revealed that participation rate for young people aged 15-24 in employment in Kenya was very low. One of causes of this low participation was ineffective education and training system that does not equip students with entrepreneurial skills for self-employment and industrial employment. The youth polytechnics were intended to provide training linked to production in order to produce a cadre of trained artisans (Mbuthia et al 2005).

According to Eshiwani (1993), the original concept of polytechnics was not formal technical training but a flexible training programme in the villages. This changed completely with government involvement in 1972. The strategy was how to ensure that school leavers access entrepreneurial and business skills alongside the technical skills to enable them engage in income generating activities and improve the standards of living in communities (ibid). Middleton, 1993, asserted that training, of this kind can be effective and efficient if the objective is feasible and in a favourable socio-economic environment.

With the advent of 8-4-4 education system entrepreneurship curriculum was placed first in the technical entrepreneurial and business skills development in Youth Polytechnics, (Republic of Kenya report, 1984). Entrepreneurship is used to mean the process of creating something new with the value of devoting the necessary time and effort, assuming the accompanying, financial, psychic and social risks and receiving the resulting rewards of monetary and personal satisfaction and independence (Hirsch et al, 2007).

Murage et al, (2007) observed that the rate of unemployment of youths aged between 15 and 30 years was estimated to be 67%, 90% of whom not only unemployed, but are also lacking in entrepreneurial skills that would assist them in engaging in meaningful employment. This called for the enhancement of technical training and education in youth polytechnics.

The government of Kenya is putting emphasis on TVET education by providing the tools and equipment necessary, and also paying a subsidy of Ksh 15 000 for each student in the polytechnic every year. However, enrolment remains low as is proven by the table below.

Table 1. Enrolment in the 5 youth polytechnics under study

S/NO.	DISTRICT	CONSTITUENCY	YP	DIT/ NAVCET	COURSE/ TRADE	2 0 1 1			2 0 1 2			2 0 1 3		
						MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL
1.	NYERI CENTRAL	TETU	KINUNGA	DIT	1. MVT	16	1	17	16	-	16	14	-	14
					2. FD&GM	1	19	20	-	11	11	8	1	9
					3. BT & HD	5	21	26	13	-	13	13	3	16
					4. CJ	13	-	13	13	-	13	15	-	15
					5. ELECTRICAL	-	-	-	15	2	17	16	2	18
					6. ICT	-	-	-	12	3	15	6	2	7
					7. W. & S. M.	-	-	-	-	-	-	-	-	-
					8. MASONRY	-	-	-	-	-	-	-	-	-
					TOTAL	35	41	76	61	31	92	72	7	79
2.	NYERI CENTRAL	MUNICIPALITY	GACHIKA		1. MVT	90	2	92	121	4	125	47	3	50
					2. FD&GM	4	55	59	6	74	80	4	13	17
					3. BT & HD	8	66	74	12	91	103	8	21	29
					4. CJ	38	-	38	55	-	55	10	-	10
					5. ELECTRICAL	-	-	-	-	-	-	10	-	10
					6. ICT	33	8	41	35	15	50	18	24	42
					7. W. & S. M.	-	-	-	-	-	-	-	-	-
					8. MASONRY	-	-	-	-	-	-	-	-	-
					TOTAL	173	131	304	229	184	413	97	61	158
3.	NYERI CENTRAL	MUNICIPALITY	GITERO		1. MVT	18	-	18	16	-	16	33	-	33
					2. FD&GM	4	14	18	1	26	27	1	42	43
					3. BT & HD	-	-	-	5	11	16	9	25	34
					4. CJ	15	-	15	16	-	16	36	-	36
					5. ELECTRICAL	-	-	-	-	-	-	-	-	-
					6. ICT	-	-	-	-	-	-	-	-	-
					7. W. & S. M.	8	-	8	11	-	11	29	-	29
					8. MASONRY	11	-	11	15	-	15	36	-	36
					TOTAL	56	14	70	64	37	101	144	67	211
4.	NYERI CENTRAL	MUNICIPALITY	KIHUYO		1. MVT									
					2. FD&GM	-	-	-	1	8	9	1	13	14
					3. BT & HD	-	-	-	-	-	-	-	-	-
					4. CJ	-	-	-	11	-	11	12	-	12
					5. ELECTRICAL	-	-	-	7	1	8	9	2	11
					6. ICT	-	-	-	-	-	-	-	-	-
					7. W & S. M	-	-	-	-	-	-	-	-	-
					8. MASONRY	-	-	-	-	-	-	-	-	-
					TOTAL	-	-	-	19	9	28	22	15	37
5.	NYERI CENTRAL	TETU	MATHAKWAINI		1. M.V.T.	-	-	-	1	-	1	9	-	9
					2. FD&GM	2	11	13	-	5	5	1	7	8
					3. BT & HD	-	2	2	-	2	2	1	8	9
					4. CJ	11	-	11	4	-	4	12	-	12
					5. ELECTRICAL	-	-	-	-	-	-	-	-	-
					6. ICT	-	-	-	-	-	-	-	-	-
					7. W. & S. M	1	-	1	-	-	-	2	-	2
					8. MASONRY	5	-	5	2	-	2	6	-	6
					TOTAL	19	13	32	7	7	14	31	15	46

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KEY

MVT............... MOTOR VEHICLE TECHNOLOGY

FD & GM........ FASHION DESIGN AND GARMENT MANAGEMENT

BT & HD......... BEAUTY AND HAIRDRESSING

CJ................... CARPENTRY AND JOINERY

ICT................. INFORMATION AND COMPUTER TECHNOLOGY

W & S M....... WELDING AND SHEET METAL

DIT................ DIRECTORATE OF INDUSTRIAL TRAINING

NAVCET......... NATIONAL VOCATIONAL CERTIFICATE IN ENTREPRENEURSHIP TRAINING.

SOURCE: Office of District Youth Training Officer, Nyeri. (2013)

1.2 STATEMENT OF THE PROBLEM

Kenya, like very many other developing countries, has never achieved the 100% transition rate at primary or secondary levels. According to a Ministry of Education, Science and Technology (MoEST) Report, (2010), only 45%, of class 8 continue to form one while only 20% of form four leavers proceed to university. This leaves a big number of youth who are unemployable due to lack of skills. To arrest this situation, the government has equipped youth polytechnics with most of what is necessary for training, and also trains teachers and pays them. It also pays Ksh 15 000, raising it from Ksh 10 000 recently, for each youth who enrols in youth polytechnics every year to subsidize the fees. However, youth polytechnics continue to have low enrolment. This study will therefore seek to find ways of making the youth productive economically through the youth polytechnics which are within reach of every willing individual.

1.3 PURPOSE OF STUDY

The purpose of the study is to investigate the factors for the low enrolment in youth polytechnics in Nyeri South District. The findings will make it possible to suggest solutions to low enrolment in youth polytechnics.

1.4 RESEARCH OBJECTIVES

i) To explore the extent to which the policies set for youth training affect enrolment.

ii) To determine the extent to which attitude towards youth polytechnics affect enrolment.

iii) To establish the extent to which the level of awareness of the courses offered in polytechnics influence enrolment.

iv) To investigate the extent to which co-curricular activities in polytechnics affect enrolment.

v) To establish the extent to which the levies paid by students in youth polytechnics affect enrolment.

1.5 RESEARCH QUESTIONS

i) To what extent do the policies set for youth training affect enrolment?

ii) To what extent does the attitude towards youth polytechnics affect enrolment?

iii) To what extent does the level of awareness of the courses offered in polytechnics affect enrolment?

iv) How do the co-curricular activities that take place in polytechnics influence enrolment?

v) What is effect of the levies paid by students in youth polytechnics on enrolment?

1.6 SIGNIFICANCE OF THE STUDY

This study is significant to youth polytechnic policymakers as the policies they make will be used by the managers in their effort to make the institution popular to potential trainees. It is expected to yield findings which will bridge the gap between the ever-increasing number of idle youths and the government's effort to train them in preparation for the real responsibilities which include career changes and alternating periods of unemployment. This should improve their individual economic status and finally the country's general economic development.

1.7 LIMITATIONS

According to Kerlinger (1993), limitations refer to the constraints that the researcher has no control over. The major limitation for the study was that a direct control of independent variables such as courses offered, attitude towards youth polytechnics among others, by the researcher was not possible. The dependent variable, enrolment, could not be manipulated, as it was already set when the study ensued. Other factors like attitude and level of awareness had already occurred and so could also be manipulated.

1.8 DELIMITATIONS

A single study cannot cover all the aspects of any subject area. Delimitation is the act of restricting a study to a certain geographical area or subject (Kombo, 2006). This study was therefore carried out in Nyeri zone, in Nyeri District. The study cannot be generalised to address other factors inhibiting the youth involvement in manual labour in their homes or the most recent effort by the government to engage them responsibly, "Kazi Kwa Vijana", which literally ended up better duped "Kazi Kwa kina Mama." This would require another research.

1.9 BASIC ASSUMPTIONS

The study assumes that there are negative factors that influence the enrolment in youth polytechnics, the respondents will be able to understand the questionnaires, the target population will give genuine responses, the managers of the youth polytechnics will co-operate and that the research findings will cut across all youth polytechnics in the country.

1.10 DEFINITION OF OPERATIONAL TERMS

Competency-based training – training that gives more emphasis to trainees' ability to master specific practical tasks as competencies than to the level type of certification or to the length of training they have received.

Enrolment –registering as a member and continuing to attend classes regularly.

Facilitator – one who assists adults and out -of- school youth in the learning process without being the provider of information or the demonstrator of skills.

Out-of-school youth – any individual who has attained the age of 15 years and above and has been, due to certain reasons, out of school for about one year.

Participation – a situation of being present so as to give assistance physically, mentally or emotionally as it is required.

Skills development – The acquisition of practical competencies, know-how and attitudes necessary to perform a trade or occupation of benefit in the labour market.

Technology education – used of school based preparations for technicians, usually in institutions associated with education ministries.

Technical vocational skills development (TVSD) –TVSD is intended to marry the well-known older terms, Technical and Vocational, with the newer term, Skill development.

Vocational education training – (VET) commonly used especially in Europe, along with TVET to cover the whole skills systems, whether in schools or in training centres.

Vocational education – Used of school-based preparation for crafts people usually in association with education ministries.

1.11 ORGANIZATION OF THE STUDY

The study will be divided into five chapters.

Chapter one consists of background information on the problem, statement of the problem, purpose, objectives, research questions, significance, basic assumptions, limitations and delimitation of the study. The Chapter also consists of organization of the study and definition of significant terms.

Chapter two will consist of a brief discussion of the related literature to the study under the following sub topics: Policies for Youth education, Awareness of courses offered, Attitude towards Youth Polytechnics, Financing Youth Polytechnics and Co curricular Activities in Youth Polytechnics.

Chapter three will describe research methodology to be used in the study. The chapter will have the topics, research design, target population, sample size and sampling techniques, research instruments, reliability of instruments, validity of the instruments piloting, data collection procedure and data analysis procedure.

Chapter four will consist of findings from data analysis, a summary of the research findings, conclusion, recommendations and suggestions for further research in the area.

The last section of the project – Chapter five will consist of bibliography and appendices.

CHAPTER TWO

LITERATURE REVIEW

2.0   INTRODUCTION

TIVET is a comprehensive term referring to the education process which involves apart from general education, the study of technology and related sciences, and the acquisition of practice, skills and knowledge relating to an occupation in various sectors of economic and social life,

Literature review, according to Mugenda and Mugenda, (1999), involves the systematic identification, location and analysis of documents containing information related to the research problem. However, since the literature reviewed does not comprise of everything associated with the research on low enrolment in youth polytechnics, it is hoped that the review done here will give the background information to the area of study. Karuri (1976) says that literature is not appropriately reviewed simply by enumerating previous studies, but rather the relevant literature is used to develop the logic and background of the proposed study.

In this chapter literature review will focus on the following topics: Policies for Youth Training, Attitude of youth towards Youth Polytechnics, Awareness of courses offered in youth polytechnics, Co curricular activities in Youth Polytechnics and Financing Youth Polytechnics.

2.1 POLICIES FOR YOUTH TRAINING

The World Conference on education for all held in Jomtien, Thailand in 1990, marked the beginning of a new era of global agreements on education development. The goals set then were re-emphasized in the year 2000. Two of the six goals were related to adult education: (1) To expand access to adult education and (2) to have 50% increase in the adult literacy rate by 2015. Both goals relate to the youth as it is them who either drop

out of main stream learning or those who do not transit to the next level from primary or secondary schools. They become frustrated and get wasted. Educating the youth by equipping them with training and skills gives youth self reliance.

According to the Education International (EI) Paper of October 2009, it is evident that both the knowledge-based societies and the developing countries should invest in a strong, public, vocational education and training sector. The paper continues to quote the UNESCO (2001) Revised Recommendation on Technical and Vocational Education and Training, "Given the immense Scientific, Technological and socio-economic development, either in progress or envisaged, which characterises the present era, particularly globalisation, and the revolution in information and communication technology, technical and vocational education should be a vital aspect of educational process in all countries."

The same paper gives the international recommendations for training and vocational education policies grouped as follows: Improvement of co ordination to improve efficiency and avoid duplication of services; Increasing and improving private provide of which the Philippines is an example where the vast majority of TVET students are financed by private investors; The introduction of new funding methods. Examples are Australia and the Philippines where payment vouchers are in use. This increases competition among the providers who are also able to choose who to sponsor.

The German policy beats all as it is has been quoted in the Business Week journal of July 2012 as having the lowest jobless rates among young people of any industrialised country in the world – between 7 and 8 per cent. This contrasts sharply with the American situation where so many youths are struggling to find employment after graduating high school or college. The article, titled 'Would Germany Style Apprenticeship Work in the US?' explains the policy which requires each German youth to apply for a 2-3 years training contract in a private company. If accepted, the government supplements the trainees on- the- job learning with more broad-based education in their field of choice at a publicly funded vocational school. The trainee spends 3 or 4 days at work and 2- 3 days

in the classroom. This helps the youth to come out with both practical and technical skills to compete in a global market and also a good overall perspective on the nature of their profession. They are also issued with a certificate for passing the companies exam which would allow for transfer to similarly oriented businesses if the training company does not retain them. The advantage is that TVET ensures that there is a job for every youth in vocational training: No job offer, no training. This is to prevent heartbreaks after the long hard years of work at school with no job opportunity after completion.

In Greece, which is one of the developing countries, institutions that offered vocational training were called Practical Lyceums. Although the Greek law introduced practical education in 1889, the institutions could not start due to structures. Like in many parts of the world, the Lyceums were perceived as inferior vocational schools that absorbed primary school leavers who could not advance to high school.

Research in Sub-Saharan Africa shows that improved access   development is critical in addressing youth unemployment- World Bank, (2009) –features prominently to facilitate the transmission of young people to the world of work, and many countries in Sub-Saharan Africa are taking on policy activities on training both the formal and informal sector, (King and Palmer 2010). It is acknowledged that the private investments in Africa are constrained by the Economic Community of West Africa States, (ECOWAS) and the East African Community also place Polytechnics high on their agenda. African Union, (AU), rates polytechnics as one of its seven priority areas for investment in the continent in its Plan for Action for the 2nd Decade of Education and has adopted a policy framework for polytechnics in Africa (AU, 2007).

Ghana is among the sub-Saharan countries whose governments are renewing efforts to promote technical and vocational training (TVET), with the belief that skill formation enhances productivity and sustains competitiveness in global economy. According to World Youth Report, (2007), in recent years, concerns have been raised by most African countries about the move towards making TVET a complementaly to post basic education. He pointed out that the paradigm shift towards skills training with TVET in

Africa is increasingly being reshaped to make it more attractive, efficient and effective. The African governments have recognised that the most important features of a TVET are in the orientation towards the world of work with the curriculum emphasizing the acquisition of employable skills. The African Union, (AU) report of 2007also stressed the current vision of African countries in developing a new strategy in revitalizing TVET in Africa. The governments expect that TVET will promote skills acquisition through competency-based training.

According to Commonwealth of Learning, (2001), enough trainees are not available for positions of greater need, "blue collar jobs'', which involve manual labour, and are dirty, dangerous and difficult. Louglo and Lillis, (1998), cite more than one major problem in many countries – whether to concentrate investment in general education or vocational training. According to human capital theory, general education creates 'general human capital' while TVET leads to 'specific human capital'. This is proof enough that before one engages in training, they should be clear what type of capital they would like to create.

A DFID Practice Paper – Briefing (2007) writes that in the 1960s and early 1970s, Technical and Vocational Skills Development (TVSD) was a key sub-sector for many bilateral and multilateral donors in support for developing countries. Initiatives that had the objective of providing employable skills to ease school leavers' unemployment became popular in many countries in Sub-Saharan Africa (SSA). Examples were workers Brigades in Ghana, Village Polytechnics in Kenya, Botswana's Brigades and Tanzania's Education for self-reliance. However, in the mid 1980s, TVSD had structural adjustment and cost-sharing measures which deeply affected public provision of education and training. Even though vocalized secondary school education remained for many national governments, TVSD has remained politically popular in many developed and developing countries. This is because of the presumed close link with the world of employment and work. King and Palmer (2006) and Palmer (2006) note that both politicians and policy

makers have greater expectations on TVSD than on primary education, yet the budget for TVSD is much lower.

The DFID Briefing Practice Paper (2007), writes that in the mid 2000s the Commission for Africa, the Millennium Project and Summit, New World Bank policies on secondary higher and general education and on skills development, as well as World development Report of 2007 on youth, have all agreed that a holistic, integrated, inter-sectoral approach to education is crucial, including TVSD. In the 2006 Briefing on secondary, vocational and higher education, DFID asserts the same.

In many developing countries, the political and policy makers still cling to the link between TVSD and a reduction in unemployment through the acquisition of skills. The background document for the African Union's TVET Experts meeting, (13-14 Dec. 2006, Addis Ababa, the Strategy to revitalize Technical and Vocational Education and Training, (TVET), in Africa is an example.

Youth Polytechnics are among the institutions that provide technical and vocational education and training, which is nowadays also called Technical and Industrial Education Training (TIVET) in Kenya. They include National Industrial Vocational Training Centres (NIVTCS), Technical Training Institutes of Technology, National Polytechnics and Universities. Youth polytechnics were initiated by the National Council of Churches in Kenya (NCCK) and the local community in 1968. At that time they were known as Village Polytechnics. The main aim of the Youth Polytechnics was to ensure that school leavers had access to technical entrepreneurial and business skills which would lead them to income generating activities and so improve the standards of living of their communities as well as reduce rural urban migration.

According to GoK, (1999), and Eshiwani, (1993), the government of Kenya policy and the immediate demands and needs existing at the local and national levels dictated the direction of EFA activities and programmes. Some of these needs were to meet the high

level of human resource requirements of the emerging independent nation. This was articulated in the 1970-1974 Development Plan.

Later, according to the Sessional Paper No.2, (1996): Industrial Transformation and Development, it was decided that for Kenya to become a Newly Industrialized Country (NIC) by the year 2020, it requires to be ingested with vigorous skills and entrepreneurship skills which can be achieved by the training of the youth. The policy cited in the Children's Act (No.8 of 2001), still requires the government to support Youth Polytechnic education because the young school leavers of between 15 and 18 years who are ejected out of main school pipeline at class eight or form four, about 275,000 in number, have a right to education as they are still children. The responsibility of educating them is therefore on the government and the parents.

However, the Youth Polytechnic sector lacks a stable coordinated institutional framework. It lacks a clear policy and regulatory framework that guide planning, administration and management roles of different stakeholders. As a result there has been very limited financial investment, management support and presence of the government in Youth Polytechnics as compared to other sectors of education and training.

Lack of clear policy is manifested in the frequent changes of parent ministries. First the Youth Polytechnics were under the Ministry of Culture and Social Services. They then moved to the Ministry of Technical Training and \Applied Technology before moving to the Ministry of Labour and Human Resource Development. For some time they were under the Directorate of Industrial Training, but in the provinces and districts they were under the Department of Small Micro enterprises. This confusion impacted negatively on the planning, management and promotion of Youth Polytechnics.

Currently Youth Polytechnics are under the Ministry of Youth Affairs and Sports (MOYAS) established in December, 2005, in the department of Youth Training.

2.2 ATTITUDES OF YOUTH TOWARDS YOUTH POLYTECHNIC

The aim of TVET is to equip learners with basic skills needed to perform productive work but according to Kerre, (1996), and Tum, (1996), research has shown that people in the society: politicians, educators, administrators, parents and learners do not fully appreciate the value of TVET. Some studies have suggested that the major reason for this negative attitude is the long term low status of TVET compared to general education. Omulando and Shiundu, (1992), write that negative attitudes towards TVET among a large section of the community has been reported which is claimed to have been bred and crystallized by the coming of rulers in Africa where subjects were expected to be manual workers and, therefore, were provided with technical and vocational training while general academic education was reserved for Europeans who filled the white collar jobs. This results in negative attitude towards the incorporation of technical and vocational education in formal education systems especially in developing countries. This is done in the technical and vocational education.

Another explanation for the low status of TVET is that it is regarded as a second chance for those who have failed to find a place in academic education. This situation is worsened by the low level wages earned by vocationally trained graduates. Accordingly, in the recent years many technical and vocational students have ended up with limited opportunities for pursuing graduate or advanced technological education (Tum, 1996). This has resulted in low morale among those students taking TVET education.

In a comparison between the economic success of German and Switzerland; and the low success of France and UK, the main reason was found to be in the different approach that the countries give to vocational education. The French were said to "Look down on vocational training perpetuating the notion that intellectual education are more worthy than manual work." This is as reported in an article the web by Jerome Frantz headed, 'Vocational education: learning the works'. He was the chairman of des Industries Mechaniques.

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

A study by UNESCO-UNEVOC, (2000) revealed that the community exerts a great deal of influence and ones choice of career. Kerre, (2001) notes that parents want their children to be teachers, doctors, nurses, and very few encourage their children to enter blue collar jobs.

Kapiyo & Otieno, (1986) observed that in the recent past students heartily loathed manual labour; hence agricultural and technical education were neglected. However, they also affirmed that recent developments have indicated that things are at least beginning to change. Technical education is now viewed in a more favourable light although pupils may still have personal misgivings about manual work.

Musaazi, (2001) in his Keynote address to the sub regional workshops on the theme 'Promotion & Reform of Technical Education and Training in Africa says that part of the problem that inhibits career in favour of technical and vocational education is lack of a clearly conceptualized curriculum in the field. Shiundu & Omulando, (1992), also share the same sentiments. They exert that the existing TVET curriculum lacks a clearly articulated philosophy and balance where education training aspects are visible and can be understood by learners, teachers and parents.

The result of negative attitude is lack of skills for the labour market which is a major cause of unemployment. Most of the adult youth who form 60% of the active employable labour force remain unemployed because they lack the appropriate skills for the labour market. These are the skills mostly offered in the YPs. Clark and Palmer (2011), citing African Economic Outlook 2011, points that the African youth face high rates of unemployment despite having a vast reservoir of talents, skills and opportunities that

through smart interventions can be transformed into a productive workforce. This information is brought out in a study done on West and East African countries. The study shows that the worst hit are Kenya and Madagascar in East Africa and Cameroon, Nigeria and Cote d Ivoire (Adams, 2011). A skills mismatch makes the situation worse where for example the youth may insist on getting a course in IT while the demand is on plumbers or even farmers.

It has however been noted according to Charner (1996) that over the recent years and especially in the developing countries, learners have began to show more interest in technology. This has led to many countries infusing the essential components of technology into their school curriculum. This is done in the form of technical and vocational education. This will hopefully raise the interest of the YPs education as it will be a continuation of something they appreciate.

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

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

2.3 AWARENESS OF COURSES OFFERED IN YOUTH POLYTECHNICS

According to an article in the internet entitled 'FICCI Skill Development Forum address national skill gap by facilitating skill training for Indian workforce in formal and informal sectors', vocational training is often considered to be a not so glamorous occupation and the jobs also lack respect from the society. In addition to the negativity, there is limited information available about job opportunities. FICCI intends to overcome this hurdle by creating a successful awareness campaign about vocational training by conducting road shows, workshops and regional events. To commission Regional Profiling Studies to identify a region's specific skills demand for industries, and developing a communication plan which is delivered by local brand ambassadors to drive a greater sense of dignity of the labour, would also go a long way in advertising vocational training.

Jan Shikshan Sansthan is a unique scheme made up by the government of India. It is a scheme that helps the poor by giving them vocational skills. They "shape their beneficiaries into self reliant and self reliant employees and entrepreneurs." This is in the internet under the title 'Jan Shikshan Sansthan.' The most in interested aspect is the initiative to reach out to their clientele. They set up sub centres in the heart of the slums or in the remote areas.

2.4 CO CURRICULAR ACTIVITIES IN YOUTH POLYTECHNIC

'Vocational training to polish practical skills' is a Hindu article in the internet on the relationship between extra activities such as music, yoga, karate and learning, it was found that the youth preferred the activities to vocational skills such as carpentry, tailoring, automobile repair and electrical works though they would help the in their day to day lives.

Singapore, apart from introducing more courses in the curriculum of Institute of Technical Education (ITE), it has also introduced co curricular activities in a bid to 'help

students stay in school'. These include sports and computer games. This is in the internet under the title 'Contact, The Teacher Digest'.

Kwa Zulu Natal in South Africa had an encouraging report: that 77 per cent of the schools always offered co curricular activities, including 58 per cent of persons with disabilities. Most respondents revealed that their school have never received any funding for co curricular activities. This was reported in a Special Schools Survey report posted in the internet.

Inadequate sports facilities in Kenya has inhibited the youth in developing their competencies and talents in the sector. The sporting sector has not been recognised as an alternative source of employment to the youth. However according to information in the internet by the Directorate of Technical Accreditation and Quality Assurance, have a policy to improve co ordination promotion of technical, industrial vocational and entrepreneurship training institutions co curricular activities.

2.5 FINANCING YOUTH POLYTECHNICS.

The delivery of TVET requires smaller classes and expensive equipment. This is according to the International Institute for Educational Planning (IIEP) Newsletter vol.XXV no 4 of October 2007. It continues to state that TVET is privileged have private partnership and that in many countries private providers are many with linkages with employers for apprenticeship programmes. The Philippines is an example of countries where public funds from central and local governments and official and development assistance constitute of 46 per cent of TVET expenditures. Companies also fund apprenticeship programmes or give allowances to students within the dual system (where the students learn on the job), non governmental organisations run short community-based courses and foundations sponsor training institutions. Altogether, private suppliers constitute 22 per cent of the total TVET expenditure. Students' fees in both private and public institutions represent 29 per cent of the total TVET expenditure while the TVETs

generate 3 per cent of their income. Companies are also asked to contribute towards TVET as they are beneficiaries of the training. Students also pay tuition fees both in public and private institutions.

The Indian institutions called Jan Shikshan Sanstham provide vocational skills to the poor in the slums and the rural as have been mentioned above. It provides the institutions with a lump sum grant in a set pattern. They are to be spent under different heads given by the government.

In Kenya, the education sector makes up to a quarter to more than a third of the public expenditures. This is a high proportion against the GDP as well – consisting around 6% of the total GDP or at times closer to 7%. According to regional comparison of UNDP data, it is among the highest in the sub-Saharan Africa following Zimbabwe and Lesotho, which allocated 10.4% and 10.0% by their GDP respectively to the education sector during the period of 1999-2001. (UNDP, 2004).

The pattern of Kenya's allocation of funds among the sub-sectors of education is different when compared to Ethiopia and Tanzania. It allocates less to primary school and more to TVET and secondary school. This shows that EFA has more meaning to Kenya than in the other countries. This is proven by the government subsidy of Ksh 15,000 per student in YP as compared to Ksh 10,000 per student in secondary school.

There are about 600 Youth Polytechnics of which 395 are government aided. The government started the support for the Youth Polytechnics in 1971. At first the assistance used to be top-up salaries for the instructors as well as providing the equipment needed for instruction. However in a bid to capture more youths, the government recently subsidized the fees the learners should pay by allocating Ksh.10,000 per student per year since the year 2006 and more recently the subsidy has been raised to Ksh 15,000. The student was left with only payments for boarding facilities or for lunch for the day scholars. This has happened because first as quoted in the National policy for Youth Polytechnics and Vocational Training sectors by the Ministry of State for Youth Affairs

and Sports (MOYAS) of December 2006. Youth training is not a liability but an investment.

At basic level the financing of education and training is the responsibility of the government and parents. The government`s role, however, has been limited to just small grants to bridge the staff salaries until recently when it started paying subsidies of Ksh 10,000 per student per year which has now risen to Ksh 15,000. The government is also responsible for training the teachers which is done at Kenya Institute of Technical Training.

2.6 THEORETICAL FRAMEWORK

It is a theory postulated by Joyce, Weil and Calhoun, (2003).The concept is of learner characteristics as an important dimension of the social foundation of TVET. Thompson, (1973) observed that this concept influences how to prepare, structure and execute programmes in technical and vocational education. He further explained that managers must have purposeful goals. This means that they have responsibilities and goals towards which to direct their activities. Thompson asserts that there is a rather general agreement today that the conditions for gaining knowledge are much more favourable when those concerned experience feelings of need for subject matter and when mastery of subject results in personal satisfaction. Institutions should therefore endeavour to have trainees learn only things and processes which are of use and value in real life situation.

Joyce, Weil and Calhoun`s 2003 theory believes that goal setting is an effective way of increasing motivation and performance. The intention of achieving a goal is a primary force for behaviour. Goals direct both mental and physical actions in individuals.

 Having gone through this study, the gap that the researcher would like to fill is to find out the factors that contribute to low enrolment in Youth Polytechnics despite the fact that technical and vocational training has been endorsed crutial, not only to the individual youth, but also to the community they live in. Many governments in the world have emphasized that technical and vocational training go hand in hand with academic

education if any country is going to succeed in improving its economy. All having been said and done, enrolment in Youth Polytechnics continue to remain low while the youth continue to idle about and engage in malpractices seeing unemployment soaring higher and higher levels.

In the study, the researcher intends to highlight the contributing factors and give recommendations in an attempt to make Youth Polytechnics perform their intended functions: to provide the youth with training and skills for employability and provide the country with the much needed cadre, for the all-important blue collar jobs.

2.7 CONCEPTUAL FRAMEWORK

INPUT   **OUTPUT**
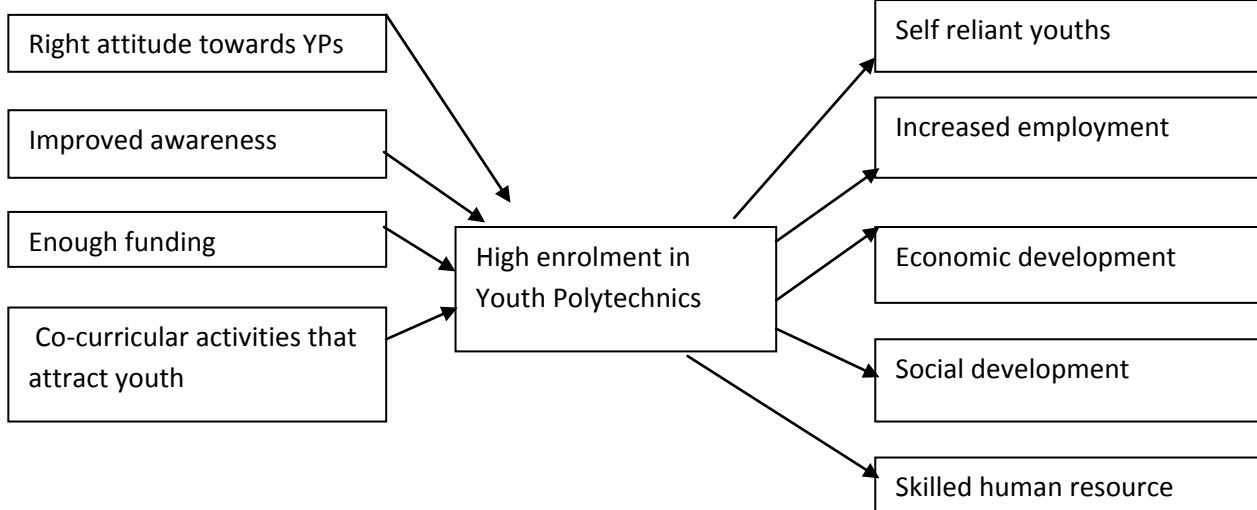
Adopted from Joyce, Weils and Calhoun's Theory, (2003), Goal-setting Theory

The concepts of this study were based on the assumption that independent variables such as the right attitude towards youth polytechnics, improved awareness, enough funding and co-curricular activities that are attractive to youth, if implemented will play a major role in ensuring high enrolment in Youth Polytechnics. The high enrolment will in turn yield outputs such as self-reliant youths, increased employment, and economic development among others.

CHAPTER THREE

METHODOLOGY

3.0 INTRODUCTION

This chapter has the research design, details of the target population, sample size and sampling procedure, research instruments, instrument reliability and validity, data collection and data analysis   procedure.

3.1 RESEARCH   DESIGN

A research design is the plan, structure and strategy of investigation proposed for obtaining answers to research questions (Orodho, 2005). This study was conducted using a survey design. Survey is a method of collecting information by interviewing or administering questionnaires to a sample of individuals. It is a design mostly used in studying attitudes, opinions, preferences and perceptions of people. The design attempts to collect data from members of a population so as to determine the actual status of the population. By the use of the design, this study sought to establish the effects of certain variables under investigation, that is, various factors as independent variables that cause low enrolment in YPs, and enrolment as the dependent variable.

3.2 TARGET POPULATION

A population is defined as a complete set of individuals, cases or objects with common observable characteristics (Mugenda and Mugenda, 1999). It is the population to which the researcher would like to generalize their results. The population of this study consisted of managers, teachers, and students of the 16 YPs in Nyeri zone, out of school youth, and administrators. Target population, according to Borg and Gall (1989), is all the members of a real and hypothetical set of people, events, and objects to which we generalize the results of our research.

3.3   SAMPLE SIZE AND SAMPLING PROCEDURE

A sample size is the number of items to be selected from the universe or target population. The sample size selected should remain optimum, that is, should fulfil the requirements of efficiency, representativeness, reliability and flexibility. It is a subject of a particular population whose characteristics are representative of the entire population (Kothari, 2003)

Resources and time tend to be the major constraints in deciding on the sample size to use. The proximity between the researcher's residence and study sample is a factor of consideration in research (Mugenda and Mugenda, 1999). One third of the target population is representative enough to make estimate of the characteristics being studied, (Mulusa, 1990). In this study, a total of 5 YPs, being ⅓ of the total 16, were used due their accessibility. They are listed below with their enrolment: Kinunga, 79; Gitero, 113; Gachika, 158; Kihuyo, 37 and Mathakwaini, 46. The sample size, therefore, was 26, 53, 38, 12, and 15 respectively. This study then used random sampling, where each element of a group has an equal chance of being selected for questioning. There were 39 teachers who were all given questionnaires as the numbers was not overwhelming. All the 5 managers and the 5 Assistant chiefs were also included in the sample size.

3.4   RESEARCH INSTRUMENTS.

The instruments used in this study included questionnaires and an observation checklist. The researcher opted for the questionnaire because the responses are gathered in a standardized way making it more objective compared with other tools of data collection. It is also relatively quick to collect information using it. Ngechu, (2006), adds that it makes it possible to collect potential information from a large portion of a group.

 The questionnaires contained two sections , A and B. Section A contained questions on the respondents background while section B contained detailed but simple questions that the researcher used to establish the inhibitors of high enrolment in YPs. The questions were both open-ended and close-ended. Open-ended questions give the respondent

freedom to respond in their own words while the close-ended questions require the respondent to select the answer that satisfies them best. After some of the questions, some space was left where the respondent explained their selected answer further. Open-ended questions allow a greater depth of response which may be of great help to the researcher. The checklist sought to find out the availability and condition of both the physical facilities and teaching resources in the institutions

3.5 PILOTING.

Before using the questionnaire for generating data for the study, a pilot study was conducted in one of the YPs not in the sample. The target group consisted of, a youth in YP class, another who dropped out, a YP manager, a YP teacher, and an administrator (Ass chief).

Piloting is supposed to pre-test the instrument by firstly verifying if the questionnaire is clear to the respondents, secondly by establishing if the questionnaire will provide the data needed for the study and thirdly by assessing and identifying any problems respondents might encounter in filling the questionnaires. The researcher administered the questionnaires and collected them the same day after they were filled. Corrections were made in the final draft.

3.5.1 Validity of Instruments

According to Kathuri and Pals, (1993), validity is the accuracy and meaningfulness of inferences which are based on the research results. This implies that validity is the degree to which results obtained from the analysis of the data actually represent the phenomenon under study. To enhance validity, the researcher consulted the experts in the field of research. This helped to ensure that the questionnaires and observation checklist represented the content, they were appropriate for the samples and that they were comprehensive enough to collect all the information needed to address the purpose and goals of the study.

3.5.2 Reliability of the Instruments.

Reliability is a measure of the degree to which a research instrument yields consistent results of data after repeated trials. Reliability in research is influenced by random errors. As random error increases, reliability decreases (Mugenda and Mugenda, 1999). The researcher tried to minimize errors by using accurate coding of questionnaires, clarifying instructions on the questionnaires and using non- biased questions.

The study used a pilot study in order to determine the level of reliability of the research instruments. Data obtained was analyzed using spearman order correlation coefficient to determine the reliability of the instrument. The correlation between the responses given for the closed ended questions was determined with aid of SPSS. The correlation between the responses for the instruments was found to be $r=0.834$, $p=.000$. The results indicated that the responses obtained demonstrated a statistically significant positive correlation implying that the instruments were reliable.

3.6 DATA COLLECTION PROCEDURE.

To carry out the study, permission and authority was sought from the National Council of Science. Subsequent clearance to carry out the study was obtained from the District Commissioner (DC) and the District Education Officer (DEO) located in Nyeri Municipality. After permission was granted, the researcher paid a visit to the participating institutions to inform them of the intended study and to create a rapport. Piloting was done in one of the institutions not included in the samples. Corrections were made to clear any ambiguities. The questionnaires were administered by drop and pick method and the filled in questionnaires were picked four days later and the checklist was ticked according to the availability of the physical facilities and teaching resources as observed during the visit.

3.7 DATA ANALYSIS TECHNIQUES.

The questionnaires were checked for completeness in preparation for analysis. Data were appropriately coded for ease of use with Statistical Package for Social Sciences (SPSS). The simplest way to present data according to Ngechu, (2006), is in descriptive statistics. Descriptive statistics enables the researcher to meaningfully describe a distribution of scores or measurements using a few indices or statistics (Kothari, 2008). Each statistic used in descriptive statistics has a purpose. The type of statistics or indices used depends on the type of variables in the study and the scale of measurement to be used. Using the SPSS programme can give such descriptive statistics and therefore the programme is much appropriate for the analysis.

Content analysis is a research tool focused on the actual content and internal features of media. It is used to determine the presence of certain words, themes, phrases, characters or sentences within texts or sets of texts and to quantify this presence in an objective manner. To achieve this, the researcher followed the procedure below:

a. Coded and classified various responses,
b. Identified key responses for various themes,
c. Listed and tallied key responses by specific themes,
d. Identified patterns emerging from key responses,
e. Studied the inter-relationships between identified patterns, and
f. Drew inferences from patterns and their interrelationships.

Each research question has quantitative and qualitative data. For the quantitative data, the responses were coded, tallied and their frequencies and percentages identified. For the qualitative data, similar responses were coded and tallied after which deductions were made.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.0   INTRODUCTION.

This chapter presents the findings guided by the following research objectives and questions. The objectives are: a) to explore the extent to which the policies set for youth training affect enrolment, b) to determine the extent to which attitude towards youth polytechnics affect enrolment, c) to establish the extent to which the level of awareness of the courses offered in polytechnics influence enrolment, d) To investigate the extent to which co-curricular activities in polytechnics affect enrolment, and e) to establish the extent to which the levies paid by students in polytechnics affect enrolment. The questions the study sought to answer are a) to what extent do the policies set for youth training affect enrolment? b) To what extent does the attitude towards youth polytechnics affect enrolment? c) To what extent does the level of awareness of the courses offered in polytechnics affect enrolment? d) How do the co-curricular activities in youth polytechnics affect enrolment? e) What is the effect of the levies paid by the students paid by students in youth polytechnics on enrolment?

 The study was of descriptive nature. The data was therefore largely analyzed using percentages and presented using descriptive methods; that is, pie charts, bar graphs and tables.

4.0.1 Response Rate

A sizable number of the respondents targeted give their responses to the research instruments. Table 4.1 shows the statistics of the respondents who gave their responses.

Table 4.1 Respondents Who Gave Their Responses

	Sample Size	Actual Responses	Percent
Youths Enrolled in YP	144	134	93
Drop Outs from YP	25	18	72
YP Teachers	39	33	85
Assistant Chiefs	5	5	100
YP Managers	5	5	100
TOTAL	**218**	**195**	**89.4**

Source: Researcher (2013)

According to Table 4.01, the average response rate was 89.4%. This response rate is considered sufficient to provide credible responses.

4.1   EFFECT OF YOUTH TRAINING POLICIES ON ENROLMENT IN YOUTH POLYTECHNICS

According to UNESCO (2001) both the knowledge-based societies and the developing countries should develop policies that aim at building strong, public, vocational education and training sector (UNESCO, 2001). The current study sought to establish the nature of policies that guide the running of YP and find out the extent to which they affect enrolment in the YPs.

4.1.1 Clarity and Consistency of Policy Framework

The researcher sought to determine how clear and consistent the policy framework guiding the running of YPs is in helping build strong vocational training institutions and

increase the accessibility of the same to a large population. This was achieved by asking the managers of the YPs to rate the characteristics of the policy framework guiding establishment and operations of YPs as they perceive them. Tables 4.2 and 4.3 display the responses obtained.

Table 4.1 Clarity of the Policy Guidelines

	Frequency	Percent
Very Clear	0	0
Clear	0	0
Somewhat Clear	1	20
Unclear	2	40
Very Unclear	2	40
TOTAL	**5**	**100**

Source: Researcher (2013)

4.1.2 Government Support

The researcher sought to establish whether the guidelines on the government support is a factor affecting the enrolment in the YPs. The findings of the study were as displayed in Figure 4.1.
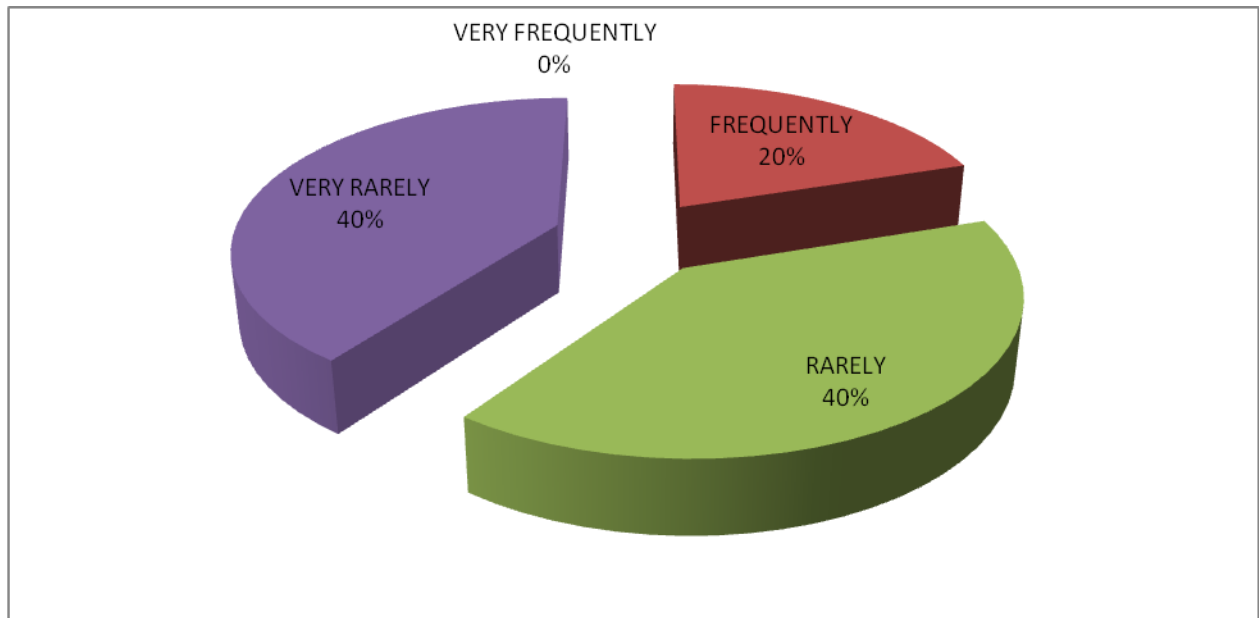
Figure 4.1 Extent of Government Support to YPs

According to Figure 4.1, the amount of support given to the YPs by the government is too low according to majority of the respondents. These findings of the study echoes the findings of Lauglo, J. and Naima, A. (1988) which reported that there has been very limited financial investment, management support and presence of the Government in YPs as compared to other sectors of education and training. This was also confirmed by use of the observation checklist which showed buildings and furniture were in poor condition.

4.1.3 Entry Requirements

In an attempt to establish whether the government policy on the minimum entry academic qualifications is a factor affecting enrolment in the YPs, the researcher asked the Assistant Chiefs to rate the prevalence of youths being locked out from joining the YPs

for failure to meet the academic entry criteria. The responses obtained were as displayed in Figure 4.2.
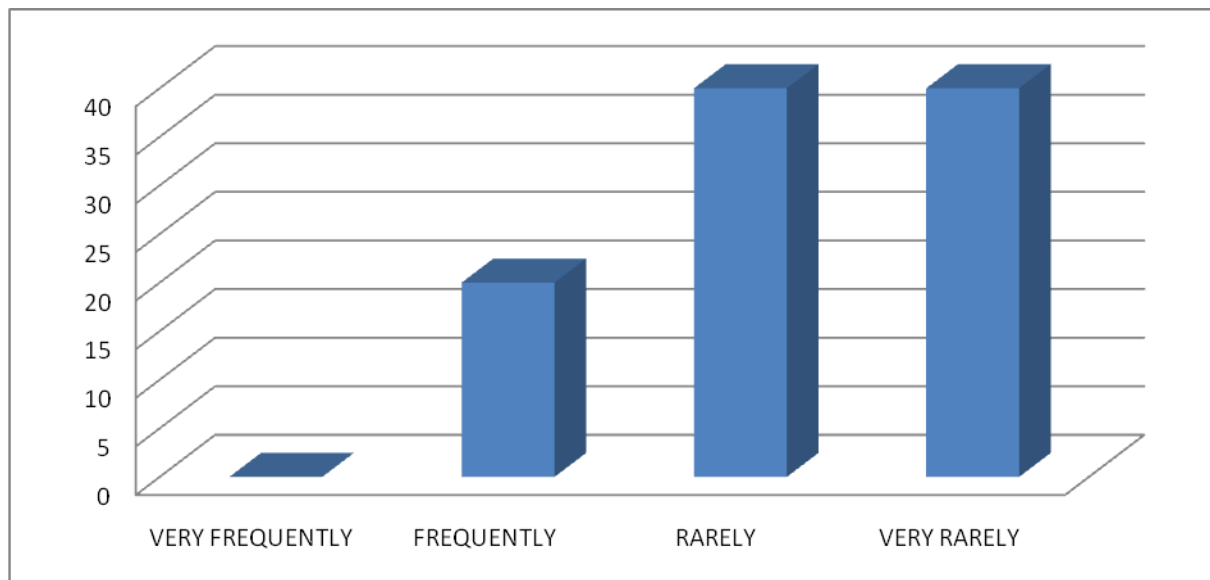
Figure 4.2 Prevalence of Youths Locked out Due to Entry Requirements

According to Figure 4.2, the prevalence of youths being locked out from the YPs for failure to meet the entry criteria is low (18%). This implies that the policy guidelines on the entry criteria are favourable to a wide cross section of youths. This increases the accessibility of training opportunities in the institutions. The academic entry requirements therefore encourage enrolment in the institutions.

4.1.4 Consistency of the policy guidelines

The researcher sought to establish whether the policy guidelines governing the running of YP's are clear. The findings of the study were as displayed in Figure 4.3.

Table 4.3 Consistency of the policy guidelines

	Frequency	Percent
Very Consistent	0	0
Consistent	0	0
Somewhat Consistent	1	20
Inconsistent	1	20
Very Inconsistent	3	60
TOTAL	5	100

Source: Researcher (2013)

The findings indicate that majority of the respondents (80%) said that the policy guidelines governing the running of YPs are not clear and also majority (80%) also said that the policy guidelines said that the policy guidelines on running of YPs are inconsistent. The findings concur with the sentiments of Eshiwani, (1993) that Youth Polytechnic sector lacks a stable coordinated institutional framework. It lacks a clear policy and regulatory framework to guide planning, administration and management roles of different stakeholders. This is further evidenced in the frequent shifts in the Ministries responsible of running of YPs.

4.2 EFFECT OF ATTITUDE TOWARDS YOUTH POLYTECHNICS ON

ENROLMENT IN YOUTH POLYTECHNICS

A study by UNESCO-UNEVOC, (2000) revealed that the community exerts a great deal of influence on one's choice of career. The current study therefore sought to find out the

extent to which the community's attitude towards YPs has affected the enrolment in the institutions.

The researcher asked the youths who had dropped out of the YPs to state the main reasons that prompted them to drop out of the institutions. Table 4.4 summarizes the responses obtained.

Table 4.4 Reasons for Dropping Out of YPs

	Frequency	Percent
Fees	3	17
Family Issues	4	22
Negative Attitude	10	56
Others	1	5
TOTAL	**18**	**100**

Source: Researcher (2013)

According to Table 4.4, majority of the youths who drop out of the YPs (56%) do so as they develop negative attitude towards the training, 22% due to family issues, 17% due to inability to raise the fee charged and 5% due to other reasons. The findings of the study therefore indicate that that attitude plays a big role in influencing the enrolment levels in the YPs.

Further, the study sought to find out the attitude of the community leaders on YP. To have the Assistant chiefs rate their participation in the affairs of the YPs in their areas of jurisdiction.

Figure 4.3 summarizes the responses obtained.
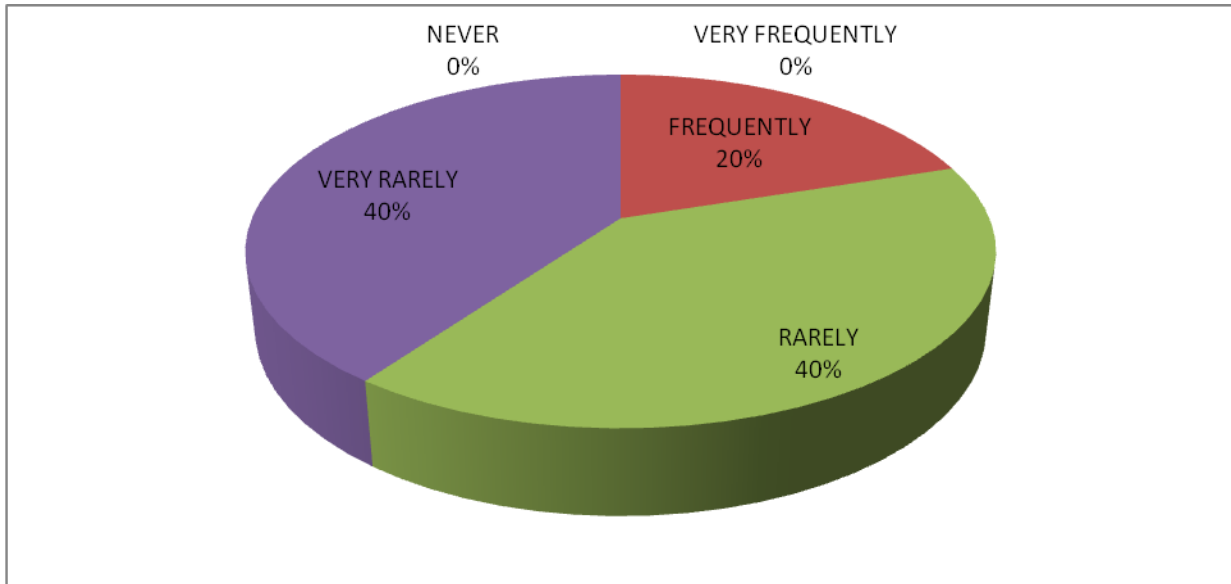
Figure 4.3 Frequency of Participation of Assistant Chiefs in YP Activities.

Figure 4.3 indicates that majority of the assistant chiefs rarely participate in YPs activities in their areas of jurisdiction. This implies that their attitude towards YPs is negative. Given that the assistant chiefs are opinion shapers in their localities; their negative attitude is likely to be translated to the community which may adversely affect enrolment in the YPs.

The findings of the study concur with the findings of past studies (Kerre, 1996 and Tum, 1996) which reported that people in the society: politicians, educators, administrators,

parents and learners do not fully appreciate the value of TVET. In addition, other studies (Omulando and Shiundu, (1992) found that the major reason for this negative attitude is historical notion where Africans were expected to be manual workers and, therefore, were provided with technical and vocational training while general academic education was reserved for Europeans who filled the white collar jobs. The issue of negative attitude on vocational training and its adverse effect on enrolment in the YPs is further reinforced by low level wages earned by vocationally trained graduates and shortage of opportunities for pursuing graduate or advanced technological education (Tum, 1996). The findings are in relation with research question 2 which is: To what extent does attitude towards youth polytechnics affect enrolment?

4.3 EFFECT OF AWARENESS OF COURSES OFFERED ON ENROLMENT IN YOUTH POLYTECHNICS

The current study sought to establish the extent to which lack of awareness on the courses offered in the YPs affects enrolment in the institutions. A number of factors on awareness were explored.

The researcher asked the Assistant Chiefs to rate the level of awareness about the courses offered in the YPs in their areas of jurisdiction. Table 4.5 summarizes the responses obtained.

Table 4.5 Awareness of Courses Offered

	Frequency	Percent
Very Low	2	40
Low	2	40
High	1	20
Very High	0	0
TOTAL	5	100

Source: Researcher (2013)

Majority of the respondents (80%) reported that the level of awareness among the members of the community on the courses offered in the institutions was low. The low level of awareness on the courses offered at the institutions is likely to affect adversely the enrolment at the institutions.

4.3.2 Frequency of Receiving Inquiries

The researcher sought to establish how frequent the members of the local communities inquired about the courses offered in the institutions. The findings will indicate the level of awareness and interest in the courses offered at the YPs. The managers of the YPs were asked to rate the frequency of receiving inquiries about the courses offered in their institutions. Table 4.6 displays the responses obtained.

Table 4.6 Frequency of Receiving Inquiries on Courses Offered in the YPs

	Frequency	Percent
Very Frequent	0	0

Frequent		0	0
Rare		2	40
Very Rarely		3	60
TOTAL		**5**	**100**

The findings of the study indicated that majority of the managers (40%) rarely receive inquiries on courses offered and 60% of the managers very rarely receive inquiries about the courses offered in their institutions. The infrequency in making inquiries about the courses offered in the institutions will be reflected in the low levels of awareness in the community.

4.3.3 Modes of Awareness Creation Used

The researcher sought to find out the methods used by the government through the institutions and other channels to create publicity about the YPs and the courses they offer. This was done by asking the students how they got to know about the courses offered in the institutions. Figure 4.7 summarizes the responses obtained.

Table 4.7 Modes of Awareness Creation

	Percent
Churches/Baraza	36
Friends	26
Brochures	16
Visits	13
Open Days	9
TOTAL	**100**

Source: Researcher (2013)

According to Figure 4.7, majority of the respondents (36%) got to know about the courses offered at the YPs through friends, 26% through *barazas* and churches, 16% through brochures, and 13% by visiting the YPs and 9% through open days organized by the institutions. The findings of the study indicate that awareness creation is not generated by the YPs themselves but by other means.

4.3.4 Effect of Awareness of Courses Offered on Enrolment

The study further sought to establish the extent to which the level of awareness of the courses offered in the YPs affects enrolment in the institutions. This was achieved by asking the YP teachers to rate the influence of awareness of the courses offered in the institutions on the enrolment in the institutions. The responses were as tabulated in Table 4.8.

Table 4.8 Extent of Awareness of Courses Offered on Enrolment

	Frequency	Percent
Very Large Extent	16	49
Large Extent	11	33
Small Extent	4	12
Very Small Extent	2	6
TOTAL	**33**	**100**

Source: Researcher (2013)

The findings of the study indicated that majority of the teachers (49%) think awareness of courses offered affects enrolment to a very large extent, 33% to large extent, 12% to a small extent and only 6% to a very small extent. The findings therefore imply that low levels of awareness coupled with ineffective publicity creation strategies may lead to low enrolment in the YPs. The findings of the study resonate well with the sentiments expressed by FICCI that vocational training is often considered to be a not so glamorous occupation and the jobs also lack respect from the society partly due to limited information available about job opportunities. FICCI recommends that this can be overcome by creating a successful awareness campaign about vocational training by conducting road shows, workshops and regional events.

4.4 EFFECT OF CO-CURRICULAR ACTIVITIES ON ENROLMENT IN YOUTH POLYTECHNICS

The study sought to establish whether inclusion of co-curricular activities in YPs can be used to boost enrolment in the institutions. This involved finding out the co-curricular activities trainees are exposed to in the YPs, their expectations, factors affecting introduction of co-curricular activities and the influence of co-curricular activities on enrolment in YPs.

4.4.1 Co-curricular Activities in the YPs

The researcher asked the students to identify the co curricular activities they engage in while in the centres. The responses were as displayed in Table 4.9.

Table 4.9 Co-Curricular Activities Engaged In

	Percent
Soccer	37
Volley Ball	26
Hand Ball	20
Drama	0
Music	8
Excursions	9
Talent Shows	0
Basketball	0
Rugby	0

Swimming	0
Athletics	0
TOTAL	**100**

According to Table 4.9, majority of the trainees (37%) participate in soccer, 26% in volley ball, 20% in handball, 9% in excursions, and 8% in music. However, the study shows that no trainees participate in drama and talents shows. When asked why no trainees participated in the drama and talent shows, it was found that the activities are not offered in the YPs.

Further, the researcher sought to find out the levels to which the co curricular activities are organized. The findings of the study revealed that the co curricular activities are only organized at the institutional level and are not competitive. This as was explained wa mm s due to shortage of funds allocated to co curricular activities and lack of support from the government. The students also said that they would like other co-curricular activities be introduced such as drama, basketball, rugby, swimming, athletics, martial arts and more excursions. This, they were of the opinion that would attract and maintain more youths, thereby boosting enrolment in the YPs.

4.4.2 Factors Influencing Introduction of Co-curricular Activities in YPs.

The study sought to determine the factors that influence the introduction of more co-curricular activities in the YPs. The managers were asked to identify the factors hindering introduction of more co-curricular activities in the institutions. The responses were as tabulated in Table 4.10.

Table 4.10 Hindrances to Introduction of More Co-curricular Activities in YPs

	Frequency	Percent
Finance	2	40
Shortage of Time	0	0
Lack of Facilities	2	40
Low Motivation from	1	20
Authorities		
TOTAL	5	100

Source: Researcher (2013)

The findings of the study indicated that in majority of the cases, the factors hindering introduction of more co-curricular activities in the YPs are finances and lack of facilities such as field and rooms. Low motivation from the authorities was also identified as a hindrance to introduction of more co-curricular activities. The managers of the YPs said that more co-curricular activities could be introduced if more funds were availed especially if the government could offer funds to finance organization of co curricular activities especially at upper levels.

From the data collected through observation checklist on the availability of facilities and their effects on introduction of more co-curricular activities in YPs, the study found out that there is a big disparity between the facilities required and the facilities available. Many of the facilities and resources required such as playfields, and other key installations were either missing of in poor condition. The findings imply that the luck of

adequate suitable resources could be a major factor hindering introduction of more co-curricular activities in the YPs

4.4.3 Effect of Co-Curricular Activities on Enrolment in the YPs

The researcher sought to determine the extent to which presence of Co curricular activities in the YPs affected the enrolment in the institutions. The managers of the YPs were asked to rate the extent of effect co-curricular activities on enrolment. The responses were as presented in Figure 4.11.

Table 4.11 Effect of Co-curricular Activities on Enrolment

	Frequency	Percent
Very Frequent	2	40
Frequent	2	40
Rare	1	20
Very Rarely	0	0
TOTAL	**5**	**100**

Source: Researcher (2013)

According to Table 4.11 cumulatively, majority of the respondents (80%) were of the opinion that co-curricular activities have a high impact on enrolment in YPs, as in relation to research question 4: To what extent do co-curricular activities that take place in polytechnics influence enrolment? Only 20% of the respondents were of a contrary opinion. The findings of the study therefore underscore the importance of co-curricular activities in boosting enrolment in the YPs. This link is further supported in the plan of

Ministry of Youth that shows the direction for the youth and sports development policies and strategies, including National Youth Policy, Sports Development Bill and the National Policy for Youth Polytechnics and Vocational Training Sector (Ministry of Youth Affairs and Sports (2010).

4.5 EFFECT OF LEVIES CHARGED ON ENROLMENT IN YOUTH POLYTECHNICS

The study sought to determine the extent of the influence of the levies charged in YPs on the enrolment in the institutions. This was achieved by asking the managers to state the average percentage of the trainees who drop due to inability to raise fees charged and the trainees to state whether fees charged are a determinant of enrolment levels.

On the drop our rate occasioned by inability to raise the fees, the managers gave the responses summarized in table 4.12.

Table 4.12 Dropout Rates Occasioned by Inability to Raise the Levies Charged

	Frequency	Percent
More than 70%	2	40
50%-69%	2	40
30-49%	1	20
Below30%	0	0
TOTAL	**5**	**100**

Source: Researcher (2013)

According to table 4.12, majority of the respondents (80%) said that more than 50% of the entire drop out case in the YPs is related to inability to raise the levies charged. Only 20% of the respondents were of a contrary opinion. This point to the levies charged as a key factor adversely affecting the enrolment in the institutions.

Further, the researcher sought to establish the opinion of the enroled trainees on the effect of fees levied on enrolment levels. Table 4.13 summarizes the responses obtained.

Table 4.13 Effect of Levies charged on Enrolment

	Percent
Very High	66
High	32
Low	2
Very Low	0
TOTAL	**100**

Source: Researcher (2013)

According to Table 4.13, majority of the respondent (66%) the effect of levies charged in the YPs on enrolment as very high, 32% as high and the remaining 2% as low. The findings of the study therefore indicate that levies charged have a substantial effect on the enrolment in the YPs, as in research question 5: What is the effect of the levies paid by students in youth polytechnics on enrolment? These findings contradict the effort the government has made by providing subsidies of Ksh.15000 per student. It indicates that

the government needs to offer more financial support to the institutions in order to reduce the levies charged in the YPs.

CHAPTER FIVE

SUMMARY OF MAJOR FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.0   INTRODUCTION

This chapter addresses the summary of the major findings of the study in relation to the objectives outlined in chapter one. It also presents the conclusion of the study together with the recommendations of the researcher based on the findings.

5.1 SUMMARY OF THE MAJOR FINDINGS

The findings indicate that majority of the respondents said that the policy guidelines governing the running of YPs are not clear and also majority also said that the policy guidelines said that the policy guidelines on running of YPs are inconsistent. The amount of support given to the YPs by the government is low according to majority of the respondents. The prevalence of youths being locked out from the YPs for failure to meet the minimum academic entry criteria is low implying that the policy guidelines on the entry criteria are favourable to a wide cross section of youths. This increases the accessibility of training opportunities in the institutions and therefore encourages enrolment in the institutions.

On the effect of attitude on enrolment, majority of the youths who drop out of the YPs do so as they develop negative attitude towards the training indicating that that attitude plays a big role in influencing the enrolment levels in the YPs. Further, majority of the assistant chiefs rarely participate in YPs activities in their areas of jurisdiction implying that their

attitude towards YPs is negative. Given that the assistant chiefs are opinion shapers in their localities; their negative attitude is likely to be translated to the community which may adversely affect enrolment in the YPs.

On the effect of awareness on the courses offered in the institutions on enrolment, majority of the respondents reported that the level of awareness among the members of the community on the courses offered in the institutions was low. Also, majority of the managers rarely receive inquiries on courses offered. Majority of the respondents get to know about the courses offered at the YPs through friends indicating that awareness creation is not generated by the YPs themselves but by other means. Further, majority of the teachers think awareness of courses offered affects enrolment to a very large extent implying that low levels of awareness coupled with ineffective publicity creation strategies may lead to low enrolment in the YPs.

On the effect of co-curricular activities on enrolment, majority of the trainees play football but no trainees participate in drama and talents shows. When asked why no trainees participated in the drama and talent shows, it was found that the activities are not offered in the YPs. The study revealed that the co curricular activities are only organized at the institutional level and are not competitive. This as was explained was due to shortage of funds allocated to co curricular activities and lack of support from the government. The students also said that they would like other co-curricular activities to be introduced such as drama, martial arts and more excursions. This, they were of the

opinion that would attract and maintain more youths thereby boosting enrolment in the YPs. In addition, the study demonstrated that in majority of the cases, the factors hindering introduction of more co-curricular activities in the YPs are finances and lack of facilities such as fields and rooms. Low motivation from the authorities was also identified as a hindrance to introduction of more co-curricular activities. The managers of the YPs said that more co-curricular activities could be introduced if more funds were availed especially if the government could offer funds to finance organization of co curricular activities especially at upper levels. Majority of the respondents were of the opinion that co-curricular activities have a high impact on enrolment in YPs underscoring the importance of co-curricular activities in boosting enrolment in the YPs.

Finally, on the effect of levies charged on enrolment, the study found that more than 50% of the entire drop out case in the YPs is related to inability to raise the levies charged implying that the levies charged is a key factor adversely affecting the enrolment in the institutions. In addition, majority of the respondent were of the opinion that the effect of levies charged in the YPs on enrolment as very high. These findings contradict the effort the government has made by providing subsidies of Ksh.15000 per student. It indicates that the government needs to offer more support to the institutions in order to reduce the levies charged in the YPs.

5.2 CONCLUSION

Based on the findings of the study, it can be concluded that;

Firstly, the policy guidelines governing the running of YPs are not clear and are inconsistent and government's support for the institutions is too low. However, the policy guidelines on the entry criteria are favourable to a wide cross section of youths thereby increasing the accessibility of training opportunities in the institutions and therefore encourage enrolment in the institutions.

Secondly, the low attitude towards vocational training among the community leaders and opinion shapers and implementers affects adversely on the enrolment of youths in the YPs.

Thirdly, awareness of the courses offered by the YPs was found to be low yet the institutions are not making any deliberate effort to publicize them. This may have negative influence on the enrolment levels in the institutions.

Fourthly, co curricular activities are only organized at the institutional level and are not competitive. This as was explained was due to shortage of funds allocated to co curricular activities and lack of support from the government. The students also said that they would like other co-curricular activities be introduced such as drama, basketball, rugby, swimming, athletics and more excursions. This, they were of the opinion that would attract and maintain more youths thereby boosting enrolment in the YPs.

Finally, it was found that more than 50% of the entire drop out case in the YPs is related to inability to raise the levies charged implying that the levies charged is a key factor adversely affecting the enrolment in the institutions.

5.3 RECOMMENDATIONS

The study recommends that,

- The Government streamlines the policies that regulate the running of YPs and ensure they are effectively implemented.

- The government through its relevant agents sensitizes the youths and the public on the importance of vocational training as well as creates employment for the graduates of the institutions. This will change the society's attitude towards YPs.

- The YPs should make concerted effort to publicize the courses and the programmes offered in their institutions. This will improve awareness and boost enrolment in the institutions.

- The YPs introduce more co-curricular activities on top of soccer, volleyball, and handball, which have a relatively high percentage of activities offered, as well as making them competitive. Some of those that could be included are basketball, rugby, swimming and athletics. This would attract more youth to join the institutions.

- The government increase funding and subsidy towards the vocational training. This will lower the levies charged and make the training more affordable and accessible.

5.5 RECOMMENDATION FOR FURTHER STUDY

The current study was based only on enrolment in the YPs. More research need to be devoted to the status and the quality of training offered in the YPs. In addition, more research should be conducted on the methods of cultivation the right attitude to enhance enrolment in the YPs.

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Appendix I
LETTER OF INTRODUCTION

University of Nairobi

Department of Education Foundations

P. O. Box 92,

KIKUYU

13th April 2013.

The District Youth Training Officer,

Nyeri Zone,

Dear Sir/Madam

REQUEST TO CONDUCT RESEARCH IN NYERI MUNICIPALITY

I am a final year M. Ed student at the University of Nairobi. My area of specialization is Adult Education. I am currently undertaking research study on factors that contribute to low enrolment in Youth Polytechnics in Nyeri Zone of Nyeri South, Nyeri County-Kenya.

I would be grateful if you allowed me to collect the relevant data necessary for the completion of my project. All the information provided will be treated with utmost confidence. A copy of the final report will be made available to you on request. Your timely response will be highly appreciated.

Yours Faithfully,

Muriithi Scolastica Wangeci

Appendix II

Work Schedule

	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug
Proposal Writing	■	■	■	■	■	■	■					
Preparation of proposal and defending								■	■			
Pilot study, actual field work and data collection										■	■	
Analysis and report writing											■	
Submission of 1st draft, corrections and final submission											■	
Graduation												■

Research Expenditure Budget

SERIAL NO.	ACTIVITY	TOTAL
A.	**Stationary** • Writing Materials	**9,000/=**
B.	**Secretarial Services** • Photocopying • Binding	**15,000/=**
C.	**Field Work** • Subsistence • Travelling • Piloting • Consultation • Data collection expenses	**15,000/=**
D.	**Report Writing** • Data Analysis **8,000/=** • Typing and printing of the final Report **8,000/=** • Binding Services of the Final Report **4,000/=** • Miscellaneous **6,000/=**	**26,000/=**
	TOTAL	**65,000/=**

APPENDIX   IV

Questionnaire for a Youth in Class

Please respond to the questions as accurately, completely and as honestly as possible and tick (   ) one response in the space or explain briefly in the blank space.

Section A: Demographic information

1. What is your gender?   Male ( )   Female ( )

2. What is your age in years?   Below 18 ( ), Between18 and 20 ( ), Between21 and

25 ( ), Above25 ( )

3. Indicate your education level. Below KCPE ( ), KCPE ( ), KCSE ( ), Above KCSE

( )

4. What is your marital status? Single ( ), Married ( )

Section B: General information

1. Who told you about this polytechnic? A friend ( ), The manager ( ), My parent ( ),

The Ass Chief ( ), A former teacher ( )

2. What course are you taking

_____

3. Why did you choose this course? Most youth are doing it ( ), It is easy ( ), It has

    many job opportunities ( )

4. How much fees does a) a student pay per year? _____

 b) the government pay per year? _____

5. a) Do you know of youths who should be enroled in youth polytechnics but are not?

Yes (   ) No (   )

b) If yes, what reasons do they give for not enroling?

Please rate your answer as: 1. Very many 2. Many 3. Few 4. Very few

i) Negative attitude towards YPs: (1) (2) (3) (4)

ii) Graduates do not look successful: (1), (2), (3), (4).

iii) High fees: (1), (2), (3), (4).

iv) Polytechnic education is of low standard: (1), (2), (3), (4).

v) Not being aware of courses offered: (1), (2), (3), (4).

vi) Jobs after training are "dirty jobs": (1), (2), (3), (4).

vi) Jobs after training are not well paying: (1), (2), (3), (4).

vii) Do not think certificates attained in YPs are important: (1), (2), (3),(4)

viii) Polytechnics are for failures: (1), (2), (3), (4).

ix) Friends would laugh at them: (1), (2), (3),(4).

x) They do not know of the possibility of higher training i.e. Certificate, Diploma, and

Degree   in skills learnt in YPs: (1) (2), (3), (4).

6. Which other activities are found in youth polytechnics?

Rate them as 1.Often 2.Rarely 3.Never.

a) Games and athletics: (1) ,(2), (3).

b) Drama and music festivals: (1),(2), (3)

c) Tours: (1), (2), (3).

d) Swimming (1) (2) (3).

7. What would you like improved in polytechnics education to attract more youth?

a_____

b_____

THANK YOU

Questionnaire for a Youth Dropout

Please respond to the questions as accurately, completely and as honestly as possible by ticking one response in the space (   ), or explaining briefly in the blank space.

Section A: Demographic information

1. What is your gender?   Male ( )   Female ( )

2. What is your age in years?   Below 18 ( ), Between18 and 20 ( ), Between21 and

25 ( ), Above25 ( )

3. Indicate your education level. Below KCPE ( ), KCPE ( ), KCSE ( ), Above KCSE ( )

4. What is your marital status? Single ( ), Married ( )

Section B: General Information

1. Which is the year that you joined the polytechnic? _____

2. Which are the main reasons that you joined the polytechnic?

 a) To obey parents   YES (   ) NO ( )

 b) To join friends YES (   ) NO (   )

 c) To get a course YES (   ) NO (   )

 d) I could not continue schooling YES (   ) NO (   )

e) Other reasons:_____

3. a) How much fees were you paying per year? _____

   b) What was it used for? i) Lunch YES (   ) NO (   )

ii) Paying teachers YES (   ) NO (   )

iii) I do not know YES (   )

4. How much fees was the government paying for each student? _____

5. Which is the year that you dropped out of polytechnic? _____

6. Which are the main reasons for dropping out?

  a) It was boring YES (   ) NO (   )

  b) Lack of fees YES (   ) NO (   )

  c) Those that have finished have no employment. YES (   ) NO (   )

  d) I did not find a course I liked. YES (   ) NO (   )

  e) Friends at home discouraged me. YES (   ) NO (   )

  f) Other reasons:_____

7. Do you think a polytechnic certificate is important for employment? YES (   ) NO (   )

  a) If YES, would you like go back to the polytechnic? YES (   ) NO (   )

  b) If NO, explain briefly

_____

8. Did you know that by getting a polytechnic certificate one can go for diploma course

and then a degree in the university? YES (   ) NO (   )

9. Do you think that youth polytechnic education is for failures? YES (   ) NO (   )

10. Would you encourage other youth to join the polytechnic? YES (   ) NO (   )

THANK YOU

APPENDIX VI

Questionnaire for YP Managers

Please respond to the questions as accurately, completely and as honestly as possible by ticking one response in the space ( ), or explaining briefly in the blank space.

Section A: Demographic information

1. What is your gender?   Male ( )   Female ( )

2. What is your age in years? _____

3. Indicate your education level. Below KCSE ( ), Above KCSE ( )

4. What is your marital status? Single ( ), Married ( )

5. What is your professional training?

i) _____

ii) _____

iii) _____

Section B: General Information

1. For how long have you been a manager of a YP? _____

2. The biggest number of students you have ever enrolled is_____ at _____ polytechnic.

3. What was/is the capacity of the polytechnic? _____ students.

4. For how long have you been in this institution? _____.

5. What is the capacity for your present polytechnic (if different from 4 above)? _____ Students.

6. Please give the following information rating it as: **1. None 2. Needs improvement.**

3. Fairly good.   4. Good   5.Very Good

 a) Infrastructure

    1. Office (1) (2) (3) (4) (5)

    2. Classrooms (1) (2) (3) (4) (5)

    3. Kitchen (1) (2) (3) (4) (5)

    4. Furniture (1) (2) (3) (4) (5)

    5. Water (1) (2) (3) (4) (5)

    6. Electricity (1) (2) (3) (4) (5)

b)Number of instructors in the institution (1) (2) (3) (4) (5)

c) Number of non-teaching staff (1) (2) (3) (4) (5)

d) Availability of learning materials for different courses

    1. Motor Vehicle Technology (1) (2) (3) (4) (5)

    2. Appropriate Carpentry and Joinery (1) (2) (3) (4) (5)

    3. Fashion Design & Garment Making (1) (2) (3) (4) (5)

    4. Building Technology (1) (2) (3) (4) (5)

    5. Metal Processing Technology (1) (2) (3) (4) (5)

    6. Hair Dressing and Beauty Therapy (1) (2) (3) (4) (5)

    7. Information and Communication Technology (1) (2) (3) (4) (5)

    8.Entrepreneurship (1) (2) (3) (4) (5)

9. Communication Skills (1) (2) (3) (4) (5)

10. Life Skills (1) (2) (3) (4) (5)

11. Agriculture (1) (2) (3) (4) (5)

12. Plumbing Technology (1) (2) (3) (4) (5)

e) What are the qualifications of the instructors?

Academic qualification Number

i) KSES (Untrained)   _____

ii) Certificate   _____

 iii) Diploma   _____

iv) Degree   _____

 v) Others (Specify)   _____

Total   _____

7. Are there some courses that are compulsory?

  YES ( ) Explain

_____

  NO ( ) Explain

_____

8. Does the local community support the institution?

YES ( )

(Give evidence)

_____

_____

NO (   )

(Give evidence).

_____

_____

9. a) How much is the government subsidy per student per year? _____

   b) What are the vote heads for it?

Vote head   **Amount**

i) _____   _____

ii) _____   _____

iii) _____   _____

iv) _____   _____

v) _____   _____

10. a) How much does each student pay per year? _____

 b) List the uses of that money.

Vote head   **Amount**

i) _____   _____

ii) _____ _____

iii) _____ _____

11. How do you market your institution?

Please use the following rater to give the information required.

1. Never 2.Sometimes 3.Often 4.Mostly

i) By addressing people in meetings, churches and barazas (1) (2) (3) (4)

ii) By seeking audience in education meetings (1) (2) (3) (4)

iii) By visiting schools in the neighbourhood (1) (2) (3) (4)

iv) By distributing brochures (1) (2) (3) (4)

v) By sending invitation letters to lists of possible students of neighbouring schools

(1) (2) (3) (4)

vi) By inviting people for open days (1) (2) (3) (4)

12.a) List the extra-curricular activities that students engage in.

i) _____

ii) _____

iii) _____

iv) _____

b) List other extra-curricular activities you think would attract more youth to the

polytechnics.

i) _____

ii) _____

iii) _____

iv) _____

13. How do you think the enrolment could be improved?

_____

_____

_____

_____

_____

_____

_____

THANK YOU

APPENDIX VII

Questionnaire for teachers

Please respond to the questions as accurately, completely and as honestly as possible by ticking one response in the space ( ) or explaining briefly in the blank space.

Section A: Demographic information

1. What is your gender?   Male ( )   Female ( )

2. What is your age in years? _____

3. Indicate your education level. Below KCSE ( ), Above KCSE ( )

4. What is your marital status? Single ( ), Married ( )

5. What is your professional training?

1._____

2._____

3._____

Section B: General Information

1. For how long have you been an instructor of a YP? _____

2. The biggest number of students you have ever handled in a class is_____

at _____ polytechnic.

3. What was the capacity of the class? _____ students.

4. What is your area of specialization? _____

5 a) For how long have you been in this institution? _____

b) Has the enrolment been i) improving? YES ( ) ( )

ii) Stagnant? YES ( ) NO ( )

iii) Reducing? YES ( ) NO ( )

6. Please give the following information about this institution rating it as**: 1. None 2.**

Needs improvement. 3. Fairly good.   4. Good   5.Very Good

 a) Infrastructure

   1. Office (1) (2) (3) (4) (5)

   2. Classrooms (1) (2) (3) (4) (5)

   3. Kitchen (1) (2) (3) (4) (5)

   4. Furniture (1) (2) (3) (4) (5)

   5. Water (1) (2) (3) (4) (5)

   6. Electricity (1) (2) (3) (4) (5)

b) Availability of learning materials for different courses

   1. Motor Vehicle Technology (1) (2) (3) (4)(5)

   2. Appropriate Carpentry and Joinery (1) (2) (3) (4) (5)

   3. Fashion Design & Garment Making (1) (2) (3) (4) (5)

   4. Building Technology (1) (2) (3) (4) (5)

    5. Metal Processing Technology (1) (2) (3) (4) (5)

6. Hair Dressing and Beauty Therapy (1) (2) (3) (4) (5)

7. Information and Communication Technology (1) (2) (3) (4) (5)

8.Entrepreneurship (1) (2) (3) (4) (5)

9. Communication Skills (1) (2) (3) (4) (5)

10. Life Skills (1) (2) (3) (4) (5)

11. Agriculture (1) (2) (3) (4) (5)

12. Plumbing Technology (1) (2) (3)

7. Is there a course you wish was offered in your YP?

YES (   ) Explain_____

_____

_____

NO (   ) Explain_____

8. How would your previous institution compare to the present one?

i) Better (   ).

Explain_____

_____

_____

_____

_____

ii) Worse (   ).

Explain_____

_____

_____

_____

_____

9. Give factors contributing to low enrolment given below in your opinion as

1. Very many 2. Many 3.Few 4. Very few

  i) Negative attitude towards YPs: (1) (2) (3) (4)

  ii) Graduates do not portray success: (1) (2) (3) (4)

 iii) High fees: (1) (2) (3) (4)

 iv) Polytechnic education is of low standard: (1), (2), (3), (4).

  v) Not being aware of courses offered: (1), (2), (3), (4).

  vi) Jobs after training are "dirty jobs": (1), (2), (3), (4).

vi) Jobs after training are not well paying: (1), (2), (3), (4).

 vii) Do not value certificates attained in YPs: (1), (2), (3),(4)

viii) They do not know of the possibility of higher training i.e. Certificate, Diploma, and

Degree in skills learnt in YPs :(1) (2), (3), (4).

  ix) Polytechnics are for failures: Very many (1), (2), (3), (4).

  x) Peers would laugh at them: Very many (1), (2), (3),(4).

10. Which other activities are found in youth polytechnics?

Rate them as 1.Often 2.Rarely 3.Never.

        a) Games and athletics: (1) ,(2), (3).

        b) Drama and music festivals: Often (1),(2), (3).

c) Tours: (1),(2),(3).

11. What would you like improved in polytechnics education to attract more youth?

a_____

b_____

c_____

d_____

THANK YOU

APPENDIX VIII

Questionnaire for Area Administrators

Please respond to the questions as accurately, completely and as honestly as possible by ticking one   response in the space (   ) or explaining briefly in the blank space.

Section A: Demographic information

1. What is your gender?   Male (   )   Female (   )

2. What is your age in years? _____

3. Indicate your education level. Below KCSE (   ), KCSE (O LEVEL) (   ), Above KCSE

(A LEVEL) (   ).

4. What is your marital status? Single (   ), Married (   )

5. What is your professional training?

   i) _____

   ii) _____

   iii) _____

Section B : General information about the institution

1. For how long have you been working in this area? _____

2. Are you involved in the running of the area YP? YES (   ), NO (   )

   If YES, explain

_____

3. How would you rate the enrolment in this institution, HIGH (   ) LOW (   )

4. What reason would you attribute the low enrolment to?

Please answer ticking your responses as 1. Mainly 2. Moderately 3. To a small extent   4. To a negligible extent

   i) Negative attitude towards YPs by both parents and youths: (1) (2) (3) (4)

  ii) Graduates do not portray success: (1) (2) (3) (4)

 iii) High fees: (1) (2) (3) (4)

 iv) Polytechnic education is of low standard: (1), (2), (3), (4).

  v) Not being aware of courses offered: (1), (2), (3), (3).

 vi) Jobs after training are "dirty jobs": (1), (2), (3), (4).

 vi) Jobs after training are not well paying: (1), (2), (3), (4).

 vii) Do not value certificates attained in YPs: (1), (2), (3),(4)

viii) They do not know of the possibility of higher training i.e. Certificate, Diploma, and

Degree in skills learnt in YPs :(1) (2), (3), (4).

  ix) Polytechnics are for failures: (1), (2), (3), (4).

   x) Peers would laugh at them: (1), (2), (3),(4).

 6. Is polytechnic education discussed in your higher offices? (1) (2) (3) (4)

 7. Education in youth polytechnics reduces criminal activity in the society: (1) (2) (3)

(4)

8. Skills from youth polytechnics increases chances of employment: (1), (2), (3), (4)

9. How would you rate the success in marketing YP education by the following people?

   i) Polytechnic managers: (1), (2), (3), (4)

   ii) Instructors of polytechnics (1), (2), (3) , (4)

   iii) Heads of primary and secondary schools: (1), (2),(3),(4)

   iv) Area administrators: (1), (2),(3),(4)

10. How can enrolment in YPs be improved?

_____

_____

_____

_____

THE END

THANK YOU

APPENDIX IX

<u>Observation Checklist</u>

CENTER CODE   _____

DATE   _____

(a)Physical Facilities

FACILITY	REQUIRED	AVAILABLE		BALANCE
		NUMBER	CONDITION	
CLASSROOMS				
LIBRARY				
TOILETS				
CHALKBOARDS				
OFFICES				
PLAYFIELDS				
WORKSHOPS				

(b)Teaching Resources

RESOURCE	REQUIRED	AVAILABLE		BALANCE
		NUMBER	CONDITION	
TEACHING AIDS				
TEXT BOOKS				
EXERCISE BOOKS				
CHALK				
TEACHING CHARTS				
COMPUTERS				
WORKSHOP EQUIPMENTS				