DETERMINANTS OF ENROLMENT IN YOUTH POLYTECHHNICS: A CASE OF UHURU YOUTH POLYTECHNIC IN ISIOLO COUNTY, KENYA.

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DECLARATION

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

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DEDICATION

This study is dedicated to my loving family, my wife Carolyn and our beloved children Kenneth and Joan, for their understanding support, encouragement, perseverance and patience during the entire period of my study and continued prayers towards successful completion of this course. I dedicate also this study to the people who care about technical education and struggle to promote it.

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LIST OF ABBREVIATIONS

ADB	African Development Bank
AU	African Union
EAC	East African community
ECOWAS	Economic Community for West African States
EFA	Education for All
KTTC	Kenya technical teachers training college
MOYA	Ministry of State for Youth Affairs
MSE	Micro and Small Enterprises
SCT	Social Critical theory
SPSS	Statistical Package for Social Sciences
TVET	Technical and Vocational Education Training
UNESCO	United Nations Education Scientific and Cultural Organization
UPC	Universal Primary Completion
YP	Youth Polytechnics

ABSTRACT

This study was about determinants of youth polytechnics enrolment case of Uhuru youth polytechnic in Isiolo County. Chapter one gives an overview on the subject matter from a global, African and Kenyan perspective starting from the colonial period to the present day government policy on youth polytechnics in Kenya. The global perspective captures the views of UNESCO/World Bank and eminent scholars on youth technical training from across the world. The general research objective of this study was to investigate the determinants of enrolment in youth polytechnics: a case of Uhuru Youth Polytechnic in Isiolo County. The research questions and objectives of the study were also set in this chapter. This research problem was studied through the use of a descriptive research design. The target population of this study was the 35 students in Uhuru Youth Polytechnic, 15 Ministry of Youth Affairs' staffs currently serving in the Offices at Isiolo, 13 polytechnic Managers and 658 youths who did their KCPE in 2011 but did not join secondary school making a target population of 721 respondents. A sample of 60% respondents was drawn from 28 management, instructors and ministry staffs, a census of 35 students and 242 youths who did their KCPE in 2011 but never went to secondary school picked based on the Krejcie and Morgan's (1970) method. The total sample population for this study will be 721 respondents. This study utilized a questionnaire. Data collected was purely quantitative and it was analyzed by descriptive analysis. This generated quantitative reports through tabulations, percentages, and measure of central tendency. The findings were presented using tables and frequency distributions. In addition, the researcher conducted a multiple regression analysis.

This study established that employability, variety of trade courses and applicability of trade courses was affecting the trainee enrolment rate in the youth polytechnic to great extent. It therefore made a recommendation that Youth polytechnics should ensure that the courses they teach have a ready market and are applicable. The study also found that quality of training affects the trainee enrolment rates in the youth polytechnic to a very great extent. The study therefore recommends that the management of the youth polytechnics should ensure that training methods used by trainers are of high quality. This study further therefore recommends that the management of youth polytechnics should ensure that the fee charged is reasonable and affordable to the residents of Isiolo County.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

The UNESCO International Experts meeting's Bonn Declaration gave prominence to this need for transformation stating that "since education is considered the key to effective development strategies, technical and vocational education and training must be master key that can alleviate poverty, promote peace, conserve the environment, improve the quality of life for all and help achieve sustainable development". (UNESCO 2004,) polytechnic education is associated with growing emphasis on lifelong learning and relearning. Jacques Delors wrote that 'the concept of learning throughout life emerges as one of the keys to the twenty-first century'.

Countries that had achieved universal primary education face the dual challenge of creating conditions for life-long learning, while also creating policies and programs that harness its benefits for economic growth and the public good. The challenge has become more arduous because of the successful implementation of Education for All (EFA) and Universal Primary Completion (UPC) policies. EFA and UPC have increased the number of graduates from basic education who are then faced with limited opportunities for further education Palmer & King 2010.

Globally, currently almost 50 million students are enrolled in technical and vocational education in 2002. Nine out of ten are enrolled at the upper secondary level, typically designed to serve youth aged 15 to 20 years (Maclean & Wilson, 2009). The global average is that one in five upper secondary students is enrolled in technical and vocational programmes. However, the enrolment rates vary widely by regions. In Europe and East Asia, including China, such programmes account for 50% and 33%, respectively, of upper secondary enrolment. In the other regions, technical and vocational enrolment is far less common. In Africa and South America, the share is less than 20%, and in North America and West Asia less than 10% and 4%, respectively (Maclean & Wilson, 2009).

1.1.1 Polytechnics in Africa

There is a youth bulge due to high population growth of persons aged 15-24years (World Bank report 2009). According to Zuehlke (2009) youth employment is increasingly recognized as the

potential trigger for social instability. This population is also seen as Africa's greatest asset (World Bank 2008), only if there is deliberate policy to harness the youth potential by the African leadership. Africa has the largest percentage of young people in the world, with over sixty per cent of the population aged between 15 and 25 years old. African youth face very high unemployment rates, while also constituting a vast reservoir of talent, skills and opportunity. Such potential could be harnessed through smart interventions to create a productive workforce The development of employable skills has emerged as a prioritized area for many countries in Sub-Saharan Africa, and among regional bodies, and development partners. Noticeable within the various plans is an increased focus on the youth and expansion of opportunities for employment (viz. African Economic Outlook 2011)

Research in Sub-Saharan Africa shows that improved access to and quality of, skills development, is critical to addressing youth unemployment (World Bank 2008). Appropriate skills development programs feature prominently in strategies to facilitate the transition of young people to the world of work, and many countries in Sub-Saharan Africa are taking on policy activities on training for both the formal and the informal sector (King & Palmer 2010). It is acknowledged that private investments in Africa are often constrained by a lack of local skilled labour (AfDB 2008). Regional bodies such as the African Union (AU), the Economic Community of West African States (ECOWAS) and East African Community (EAC) also place polytechnic high on their agendas. The AU rates polytechnics as one of its seven priority areas for investment in the continent in its Plan for Action for the Second Decade of Education (2006-2015) and has adopted a policy framework for polytechnics in Africa (AU 2007).

Polytechnic education and training, has been used by several developed countries as an instrument of development. However, in Africa, polytechnic has been left to the periphery and its significance has not really been embraced. Studies show that, in Africa funding towards polytechnic is ad hoc and arbitral, polytechnic training centres have been neglected or overtaken by institutions concentrating on purely academic education.

1.1.2 Polytechnic Education in Kenya

In colonial days black Africans were excluded from "academic scholarship" and were limited to rural and industrial manual education for service to the white settlers. Education was also heavily

influenced by evangelization, driven by the need for minimal literacy to read scriptures (Shiundu and Sifuna 1976). This was as recommended by the colonial government as cited in various education reports, including: Fraser, 1902; Phelps Stokes, 1924; and Beecher, 1949. Academic education was reserved for whites and the sons of chiefs who supported the colonial government (Sifuna, 1976; Bogonko, 1992). Thus, at the time of independence, black Africans rushed to throw off the "shackles" of vocational education to receive the academic and higher-technology education and training from which they had been systematically denied previously through the Omide commission (Republic of Kenya, 1964), which abolished agriculture in the syllabus.

Interestingly, Ngome (1992) noted that "...after independence, the same technical education that was rejected during the colonial era has been embraced again as a measure of curbing school leavers' unemployment". Village youth polytechnics, were established in Kenya after a conference organized by the National Council of Churches of Kenya (NCCK) in 1966 whose theme was: 'After School What?' Although the Gachathi (Republic of Kenya, 1976), MacKay (Republic of Kenya, 1981) and Koech (Republic of Kenya, 1999) reports respectively recommended the development of vocational and technical education, no emphasis was placed on technical training. Consequently, the quality of training deteriorated to the extent that village polytechnics were regarded as inferior institutions reserved for school failures and dropouts.

In Kenya, for instance the Youth Polytechnics were established on the idea that they were to contribute to rural development. Studies (Owiro and Migot, 1981: Fergusion and Barker, 1990: Matanga, 1992) show that the role of youth polytechnics tend to depend on the pre-existing levels of rural prospects. The level of poverty in the rural areas affects the ability of the community members to support polytechnic institutions and trainees. Matanga, (1992) asserts that in a poor community there will be difficulties in raising funds, school fees, in creating employment, providing contracts and even in buying goods and services from the trainees.

Polytechnic have the potential to curb high rates of unemployment especially among the youth and women (MOYA 2006). By offering hands-on skills, technical education has the potential to offer the much needed skills to develop the informal sector. Individuals would then be in a position to develop self employment thus reducing pressure put on the few available jobs in the formal sector by a high level of graduates from the academic education. This realization made

the government to revive the youth polytechnics and offering support to them through employment of instructors and building of workshops.

1.1.3 Enrolment in Youth Polytechnics

Some studies have indicated that enrolments in technical institutions have been declining (Dahl 2003; Simiyu 2007). The declining enrolment may result in a shortage of technology education teachers if it is not checked. Technology education policy makers and implementers need to investigate ways to increase enrolments in their programmes or the profession may fail in the future. According to Ministry of Education (2010) in 2007, the enrolment in TVET institutions increased by 7.5%; from 71,167 (2006) to 76,516 (2007). Kenya Polytechnic with a student population of 9, 922 continued to have the highest enrolment among the national polytechnics, followed by Mombasa polytechnic, while the least enrolment was recorded in Kisumu Polytechnic. Male student enrolment is higher in TVET institutions except the youth polytechnics (Ministry of Education, 2010).

In order to overcome the challenge of youth education and training, MOYA plans to improve the quality of education, make training and education more accessible, strengthen alternative learning systems and review education training policy and practices and equip the youth with relevant skills, knowledge and attitudes for labour market as included in the Strategic Plan of 2007-2012.

1.2 Statement of the Problem

Kenya's education system emphasizes on formal education leading to urban white collar jobs, it has a national completion rate which is very low. For example, at the primary school level only about 45 % of 225 000 proceed to secondary education, at the end of secondary education, only about 20, 000 of the nearly 200,000 candidates join university (MoE, 2003). Thus, quite a large number of young people do not complete the general education cycle and they miss out on learning opportunities. This creates a huge number of young people who lack appropriate skills required by the labour market. Consequently, this increases the dependency ratio. In Isiolo district only 46.12% of the students sitting for KCPE in 2011 enrolled in secondary school out of the total number of 1221 students (DEO'S report 2011).

Table 1.1 gives a summary of the enrolment and staffing at Uhuru youth polytechnic per trade in the year 2011

Table 1.1: Enrolment and Staffing at Uhuru Youth Polytechnic per Trade in the Year 2011

Course/Trade	No. Of Trainees		Staffing	
	M	F	M	F
Motor Vehicle Mechanics	15	0	4	
Fashion Design and Garment Making	1	10	3	4
Electrical Installation	9	0	4	
Total	25	10	15	4

Source: Uhuru Youth Polytechnic Manager's Report Year (2011)

According to Mburugu (2010) quoting from the District Development plan 1997/98, the two technical training institutes in Meru were not fully utilized. The researcher wonders why many youths are not enrolling in youth polytechnics despite their recognition as the key that can alleviate poverty, promote peace, conserve the environment, improve the quality of life for all and help achieve sustainable development. Considering the situation at Meru technical institutes the researcher therefore set out to investigate the status of enrolment at Uhuru youth polytechnic in Isiolo County to establish the situation there. There are various determinants which contribute to the enrolment rates in such institutions, yet to the best of the researcher's knowledge no study has ever concentrated on investigating the determinants of enrolment rates in youth polytechnics in Isiolo, hence the research gap. It is in this light that the researcher aims to fill the existing gap by carrying out a study on the determinants influencing trainee enrolment rates in youth polytechnics where the focus will be on Uhuru Youth Polytechnic in Isiolo County.

1.3 Purpose of the Study

The purpose of this study was to investigate the determinants of enrolment in youth polytechnics: Case of Uhuru Youth Polytechnic in Isiolo County.

1.4 Objective of the Study

The study was guided by the following specific objectives:

1. To determine how the relevance of the courses influence enrolment at Uhuru youth polytechnic.
2. To establish how the training material / equipment influence enrolment at Uhuru youth polytechnic.
3. To find out how financial status of the trainees families influence the enrolment at youth polytechnic.
4. To find out the extent to which the qualification level of instructors influence enrolment at Uhuru youth polytechnic.

1.5 Research Questions

The research sought to answer the following research questions.

1. How does the relevance of the courses at Uhuru polytechnic influence enrolment at the polytechnic?
2. How does the quality of the teaching equipment influence enrolment at Uhuru polytechnic?
3. To what extent does the financial status of the trainees influence enrolment at Uhuru Youth Polytechnic?
4. How does qualification level of instructors influence enrolment at Uhuru Youth Polytechnic?

1.6 Significance of the Study

The study on the determinants of enrolment in youth polytechnic is significant to policy makers and youth polytechnic project managers in their attempt to popularize the institutions to potential trainees who are excluded from continuing with the formal education. The study was expected also help to determine why student enrol or refuse to enrol in youth polytechnics. The study was expected to enable the government to draw relevant curriculum which adequately meets the needs of the changing society and improve physical facilities in the polytechnics.

1.7 Scope of the Study

The scope of the study covered the investigation of the determinants that influence the enrolment in youth polytechnics with the focus being Uhuru youth polytechnic in Isiolo Central division in Isiolo district. This was the only public polytechnic in Isiolo County.

1.8 Delimitation of the Study

The main focus of this study was Isiolo County where its resident youth members were the key subjects of the research. Data was specifically collected from the stakeholders in Uhuru Polytechnic and youth officers. These youth polytechnic students and Ministry of Youth Affairs were considered as the major respondents of the study. The aim was to collect data from the respondents with a view to establish the determinants influencing trainee enrolment rates in youth polytechnics in Kenya.

1.9 Limitations of the Study

The researcher encountered a challenge in securing the respondents precious time considering their different schedules. The researcher had to make proper arrangements with the respondents to avail themselves for the study as well as motivating them on the value of the study. The researcher also had to exercise utmost patience and care and in view of this the researcher had to make every effort possible so as to acquire sufficient data from respondents. Information given may also be retrospective data which relies on memory of the respondents.

1.10 Assumptions of the Study

This study assumed that the respondents would answer the questions honestly and truthfully. This study also assumed that the researcher would get all the support required from relevant sources in getting information needed and that the group leaders would give all the information required in an accurate manner.

1.11 Definition of Significant Terms

Enrolment: This is the process of joining or registering for a course in an institution

Finance status of parents: The ability of parents to meet the cost of education in a youth polytechnic.

Quality of instruction material: This refers to infrastructure such as workshops training equipment and tools

Qualification level of Instructors: Professional and academic qualifications of the instructors required by the teachers' service to licence an instructor to teach in a public institution.

Relevance Courses: This is a structured sequence of vocational education and training (VET) that leads to the acquisition of identified competencies that the trainees requires.

Youth polytechnic: These are low cost education institutions where youths are absorbed to undergo technical training courses

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter summarizes the information from other researchers who have carried out their research on trainee enrolment rates in youth polytechnics. The specific areas covered here are relevance of the courses offered, quality of the training material, the qualification levels of instructors, the financial status of the parents and the government policy on polytechnic as the intervening variable. The study is based on social critical theory to help recreate the macho image of technical education centres to accommodate young girls in the area of study (DANIDA 2002).

2.2 Relevance of Courses Offered

Education system in Kenya continues to favour general academics, with the curricula being biased towards the achievement of white collar jobs. Thus, for students destined to spend their lives working in rural areas, for persons engaged in farm and non-farm enterprises and for small subsistence farmers, the current education system offers minimal attention and contributes little towards assisting the individual to function effectively in his or her community SIFUNA 1985. Another constraint is the development of curriculum for technical education, which is often considered too slow to keep pace with the changes in technology (Kerre, 1998 relevance, access, which means that most youth polytechnics programmes are not tailor-made to meet the needs of the trainees in their local environment as they lack a national training strategy to guide the development and implementation of technical education which often use foreign syllabuses and quality of programs; lack of a national training strategy; lack of national policies to guide the development and implementation of TVET; and the use of foreign syllabuses. As a result technical programmes are likely to produce graduates without relevant skills for the industry , limiting their employability. This will defeat the goal of industrialisation of Economies through technical education and vocational training.

Technical training is but one instrument for employment generation and, as such, should be kept in perspective. Continued offering of courses considered 'traditional trades' also causes most

people to view vocational training negatively. Kerre (1995) concedes that, generally efforts at providing effective technical education in Kenya have not succeeded and vocational training still receives low status. Another major limitation to the potentiality of technical education in Kenya is the quality of training offered in the technical education institutions and the quality of trainees graduating from these institutes. The country's overall system of education and training is faulted for not paying adequate attention to the development of practical skills (Republic of Kenya, 1983). Conversely, it is accused of failure to peg its output to the level of current and/or projected demand for specific skills. The result of this failure is imbalance at various levels between types and quantity of skills generated and those actually demanded at material times as well as the coincidence or paradox of acute shortages of manpower and massive unemployment (Republic of Kenya, 2005).

In Kenya, vocational and technical subjects are not offered especially at the primary school, at the secondary school level, vocational subjects are offered as elective subjects and a student may choose only one of each according to Okaka (2001). Most common are art and craft, home science and music. With the skills an individual will be employable and participate in the production of goods and services. The reward to this participation is income that will be earned.

Vocational and skills and training have to take into consideration the characteristics of national and local labour markets and employability which is commonly defined as a combination of assets and competence (World Bank, 2009). Whereas vocational training can develop appropriate skills and thereby improve labour supply and the "employability" of the work force, demand for labour depends on incentives for investment, including prices, the exchange rate and generally, the business climate in the country.

It is not surprising that Kenya took this step of developing a modern curriculum for the youth polytechnics which starts from craft-certificates, progressing to diploma upto masters level in the technical area. As Fisher (1993) observed: There is an intuitive appeal, underpinned by political and economic considerations, to the claim that schooling should be made more 'relevant' to the world of work and the requirements of the economy. This claim has been particularly strong in developing countries, where, from colonial times, governments have tried to curb educational 'over-production,' limit the demand for higher education, inhibit the drift from the rural areas to the towns and strengthen the contribution of the education system to economic growth.

By modernizing the polytechnic curriculum, developing competency-based curricula and integrating ICT as a core curricular subject that cuts across all subject areas, technical training provision can be made more relevant. Increased use of simulation software would enhance students' understanding of complex processes and components and these simulations even show potential for substituting some of the 'hands-on' workshop training that otherwise is required. Furthermore, knowledge of vocation specific software packages is increasingly demanded by industry and for students to be equipped with the relevant skills they need to master these tools (Rauner & McLean 2009). Many countries in Sub-Saharan Africa, for example Ghana, Kenya, Rwanda and South Africa, are also targeting new business sectors (such as Business Process Outsourcing, IT and Manufacturing) where technology plays an important role and hence require skills development for a rapidly changing work environment. In these settings the role of ICT in TVSD becomes particularly important.

Rapidly changing technologies involve a whole set of individual, organizational and societal factors. Changes in technology emphasis the need for more complex cognitive skills, 'a strong back and a weak mind will not permit any nation to compete in today's market place,' (Goldstein and Ford, 2001). Goldstein and Ford argue that it is not simply a matter of literacy skills but the need for complex thinking skills. These include abilities to assess information, understand work systems, deal with new technologies as the workplace changes and develop interpersonal skills. These are in addition to the 3Rs of reading, writing and arithmetic.

2.3 Quality of Instructions Materials/Equipment

A number of constraints, however, prohibit the effective provision of technical and vocational education training. Among these are: limited school budgets for up-to-date tools and equipment; infrequent repair of the old equipment for the laboratories; high costs of practical training materials and equipment (Farstad, 2002) Part of these initiatives also involves donations of expensive and rapidly obsolete equipment to technical institutions by cooperating enterprises. Tilak (2003) notes that technical education is 'necessarily expensive' and cautions that 'poor investments cannot yield attractive returns'. Under investment in TVET sector is also made worse by the emphasis placed on the general academic sector by the government. For instance, in Kenya, according to the National Development plan on education, training and capacity building,

for the period 2002-2008, the budget allocation to TVET under sub sector of education and training was about 0.7% of the recurrent expenditure. This mans that the polytechnics are left with limited budgets to procure modern training materials like computers and engines for practical training. They also lack modern workshops and equipment where quality training can be carried out.

Another major limitation to the potentiality of technical education in Kenya is the quality of training offered in the technical institutes and the quality of trainees graduating from these institutes. Rao (1996) argues that the poor quality of training may be attributed to problems which include: lack of responsiveness of the curriculum to the changing labour market, Decline in teaching standards, Lack of maintenance facilities and equipment, Lack of research and development and lack of dialogue with the employer.

In agreement with the above observation is the Rapid Appraisal on the Status of Technical and Vocational Education and Training (TVET) in Kenya (Kenya, 2003) which observed that the quality of technical graduates was fast declining at all levels due to out-dated equipment, poor instruction, lack of work experience and meaningful supervision. In addition, the report observes that the technical system in Kenya is not demand driven; attachments and linkages to industry are fragile, poorly planned and inadequately supervised. Poor quality of training resulting from lack of appropriate (qualitatively and quantitatively) tools and equipment and the poor inflexible curricular in technical institutions, may be attributed again to the low level of investment by governments and organizations towards the technical education sector.

2.4 Financial Status of the Trainees

Technical education programs are expensive (Kerre, 1998; Tsang, 1999), and are provided in a variety of structures. Kenya, like other developing countries, has relied on industrialized countries for manufactured products (Hamilton & Asiedu, 1987) and the acquisition of technical knowledge and skills (Akubue, 2002). Lately, much of the external support and funding has dried up (Atchoarena, 1996; Kerre), and the polytechnic programs have had to rely on the little financial support from within the country. Over the years, Kenya's economy has experienced a steady decline (Okaka, 1997), making it difficult for the government to adequately fund technical and vocational education and training programs. Consequently, the absence of financial backing

from external sources and little or no support from the government has created serious challenges to the implementation of the programs. These challenges impact the quality of the polytechnic programs and therefore need to be identified and addressed to ensure effectiveness. The Kenya government introduced subsidized youth polytechnic tuition (SYPT 2008) to cater for all students enrolled in public youth polytechnics in its attempt to encourage youths to enrol in the institution.

According to IFAD (2008) Fees are a barrier to vocational training. Although the provision of subsidies in the vocational sector has reduced the financial burden, the fees are still at least 10,000 Kshs a year accounting for over 15 percent of average per capita household expenditures from the 2005 KIHBS (adjusted to 2009 prices). This is reinforced by evidence from a recent randomized project in Western Kenya where close to 75 percent of students who were randomly awarded a voucher for vocational training (a scholarship) enrolled in a training program, while less than 5 percent of individuals who were not awarded a voucher, but were equally interested in pursuing vocational training, enrolled in a program.

Preliminary evidence from an on-going randomized vocational training project suggests that reductions in fees through scholarships (or vouchers) can significantly increase vocational training enrolments (MOYAs, 2009). Given the apparent misperceptions, providing more accurate information can enable individuals to make better informed decisions about vocational training.

With even traditionally well-funded technical institutions experiencing financial difficulties, it is and will increasingly be necessary to develop additional sources of finance. The issue of public/ private sector partnerships noted above is one avenue for broadening participation in technical funding. Cost-recovery has traditionally been an available option and is becoming even more attractive in the new Information Age. Abrahart and Verme (2001) stress the importance of 'the use of student or trainee fees exemptions for unemployed and government-sponsored trainees. They are sceptical about rate-of-return studies, noting that higher returns to general education 'may say just as much about excessive costs and the poor structure of vocational education systems as it does about the subsequent benefits to students'. Here, they mirror our own scepticism about World Bank rate-of-return-based policies favouring decreased investment in technical education. The traditional 'levy finance' systems remain viable options. Many post-

secondary technical institutions have developed new sources of finance during the past few decades.

As suggested, the situation of skill acquisition is a concern for many developing countries. The paper entitled 'Is Skills Training a Good Investment for the Poor? Evidence from Pakistan' by Shehryar Janjua (2011) from the Mahboub ul Hag Human Development Centre [the Pakistan partner of the Research Consortium on Educational Outcomes and Poverty (RECOUP)] utilises three sources of data to argue for the case that 'the poor are excluded from the formal training system, and even in the informal sector, they are marginalised as training is dependent on social and community connections'. The result is a highly informative paper that is packed with revealing facts as well as direct quotations from poor skilled workers in four communities from two different provinces in Pakistan.

Aside from successfully enumerating the policy context for the acquisition of skills in Pakistan, Janjua (2011) offers convincing findings which prove that the poor, being much more likely to be uneducated, has much more difficulties in accessing formal skills training due to entry requirements related to qualifications and fees. Such barriers are noteworthy in a nation where 44% of the workforce is illiterate: Issues arising from a qualitative study in four sites in Rajasthan and Madhya Pradesh' (2011) reports that informal and non-formal skills trainings are important means for people to earn a livelihood. However, low entry requirements, prolonged periods of low-paid training and lack of standardisation often lead to oversupply of skilled workers and issues related to occupational safety and sliding standards of craftsmanship. There is also some evidence that the caste system serves to fence off the poor from acquiring certain traditional skills. On the whole, having one skill appears to be insufficient for providing the poor with sufficient earnings. There is the need to learn a diversity of skills in order to acquire enough different types of work to earn a decent living.

2.5 Quality of Instructors

It is generally conceded that efforts' providing effective polytechnic education has not succeeded due to absence of professionally trained technical expert (Kerre and Kwende, 1995).Most instructors in village youth polytechnics lack pedagogical skills to effectively deliver the technical curriculum and to keep abreast with the changes in the technical field globally.

As of 1989, KTTC was the "only institution in Kenya that produces professional technical teachers at the moment" (Ayot, Patel, Kiminyo, Orwa, Okech and Godia, 1989, p. 329). At that time, it produced an average of 190 teachers per year, "far short of demand" (Ayot et al., 1989 Kerre (1987) made the case for the need in Kenya to develop a high number of new teachers with a vocational and technical education background. He concluded that, among the three problems causing serious constraints in the schools for vocational and technical education (facilities, equipment and materials, insufficient and poorly trained teachers), "the most serious constraint faced by both primary and secondary schools is the availability of qualified vocational teachers" . He went on to argue that "up to a minimum total of 5 technically trained teachers are required for each of the 12,943 primary schools in the country" .When secondary and post-secondary schools were added to this total, it is clear that there is definitely a need for attracting and training technical teachers.

Instructors at public youth polytechnics enjoy low status as they are employed by a different employer on contract unlike the main stream teachers who are employed by the TSC. Sifuna 1992 note that most teachers handling prevocational subjects in school were generalists and were therefore ill equipped intellectually to pass on technical knowledge and skills to their pupils. Kerre (1986) had earlier suggested that: Post-Graduate Diplomas in Education should be awarded to prospective vocational teachers who already hold diplomas or bachelor's degrees in vocational and technical areas. Master's and Doctoral programs in vocational education should emphasize professional skills in research and evaluation and curriculum development in vocational fields. One of the difficulties that will be faced in implementing a vocational and technical education and training program in a Kenyan university, however, will be the generally poor condition of higher education in Kenya, as in many other developing countries.

Kerre and Kwende (1995) concluded that Africa could also benefit from technical and vocational education. However, this will only be possible if the governments and senior policymakers and planners show a more practical commitment to the importance of technical education .This can only occur when technical and vocational education is established within the accepted academic environment (including the universities), competent teachers are being prepared and upgraded by the universities, and policymakers at every level are familiar with the theories and practices of vocational and technical education and training.

According to Wanjala (2000) the world today is becoming scientific and technological. As such the survival of a nation in the world community during the 21st century will depend on the education capabilities in the youths. Draxler and Haddad (2002, p. 4) observed that *knowledge,* 'both basic and applied, is being generated very quickly and is growing exponentially'. They claimed that 'more new information has been produced within the last three decades than in the last five millennia'. Their forecast was that 'we should be poised for dramatic technological advances and breakthroughs in the macro frontiers of the universe on the one hand, and microscopic secrets of the human body on the other hand'.

The second International Congress on technical education in Seoul (UNESCO, 1999) called for 'a new breed of TVET teachers and a new paradigm of training them'. A round-table meeting held by UNESCO in 2002 called for 'the development of prototype training materials that model effective and responsive content and the application of learner-centred approaches'. The rapid changes in technology are compounded by movement from an industrial to a knowledge society; in an industrial society, the workers do not own their tools. But in a knowledge society, workers carry their own knowledge both in their head and in their computer and they transport it from job to job, thus, rapid changes in society fuelled by technological developments calls for training systems that promote and deliver high quality just-in-time training (Rothwell and Kolb, 1999).

More specifically, a principal concern for nations is the ability to produce goods and services needed by society to ensure an improvement in the standard of living for each member. This can be ensured by equipping the youths, a major proportion of world's population, with the relevant skills acquired in technical institutions. Such is the case of Kenya where the government has put efforts to ensure training for its citizens.

2.6 Government Policy of YP Education

In Kenya, according to the National Development plan on education, training and capacity building, for the period 2002-2008, the budget allocation to polytechnic under sub sector of education and training was about 0.7% of the recurrent expenditure. In Kenya, for instance, the management of technical education is spread across different ministries with for example the youth polytechnics under the ministry of youth affairs, the National Youth Service under the office of the president among other according to the session paper No 1 of 2005, having the

management of polytechnic institutions under different ministries makes coordination of activities and maintenance of training standards difficult, it leads to duplication of efforts, conflict of jurisdiction, underutilization of available training facilities, wasteful and unnecessary competition and costly irrelevant training programs (Kenya, 2005).

In 1988, the Presidential Working Party on Education and Manpower Training for the Next Decade and Beyond, popularly known as Kamunge Report made a number of recommendations to improve Youth polytechnics . Among them were that Youth Polytechnics should use the national curricula prepared by KIE and be used to provide artisan training mainly to primary school leavers. The report also recommended formalization of YPs within the 8-4-4 Education system, provision of YPs with basic facilities and equipment to offer improved relevant training and capacity building as well as improvement of terms of service for instructors.

In December 2005 the Government, recognizing the social and economic impact of youth and the need for youth empowerment programmes, decided to create the Ministry of State for Youth Affairs (MOYA), specifically focused on the youth development. This developed a National Policy for Youth Polytechnics and Vocational Training Sector Plan that acknowledging the difficult situation that YPs are facing, indicated six major areas of intervention which are: governance and management; human resource development and management; training programmes and quality assurance; infrastructure facilities and equipment; and financing and partnership. In order to overcome the challenge of youth education and training, MOYA plans to improve the quality of education, make training and education more accessible, strengthen alternative learning systems and review education training policy and practices and equip the youth with relevant skills, knowledge and attitudes for labour market as included in the Strategic Plan of 2007-2012.

A model youth polytechnic is defined in the context of the expected desirable outputs and outcomes. It is conceptualized as a training institution that focuses on Six Case Studies from Southern and Eastern Africa: Provision of technical and vocational skills training through the TIVET pathway that allows primary school graduates to advance from certificate level to degree level in technically oriented disciplines; Promotion of science, appropriate technology and entrepreneurship for the benefit of both youth polytechnic graduates and the community served;

Provision of harmonized, demand-driven, flexible, competence-based and modular training programmes and opportunities for various groups to enhance their full participation in the community and society, such as life-skills, peer education and support clubs, access to comprehensive health information and services, greening the environment, establishing environmental clubs, the planting of trees, establishing tree nurseries, carrying out other sustainable development programmes, for example, clean-ups, waste management and farming, among others; The development of trainees into productive, self-reliant and responsible citizens.

2.7 Peoples Attitude towards Polytechnics

Kerre and Kwende (1995) observe that people tend to view polytechnic in a negative way, as education and training meant for those who have failed in the society. However, the core role of polytechnic in enhancing the informal sector and in offering skills and knowledge to the unskilled has not been keenly appreciated in Africa. The youth polytechnics for instance were established 'to complete the unfinished business of primary school' (Tum, 1996). Continued offering of courses considered 'traditional trades' also causes most people to view vocational training negatively

Omulando and Shiundu (1992) that there has been evidence of negative attitudes towards technical and vocational education by a large section of the Kenyan community. It has been claimed that the negative attitude was bred and crystallized with the advent of colonial rule in Africa and the discriminative approach of colonial administration to the education of the African in relation to that of children of the white colonialists.

The growth of technical sector is also limited by the negative attitude exhibited by people towards vocational training. Many people tend to relate polytechnic especially the vocational part of it to failures. A study by Mureithi (2008) on the challenges facing youth polytechnics in Rift Valley province, Kenya found out that parents believe that only those who fail to make it to the secondary schools should be admitted to the Youth polytechnics. Well, this notion may arise from the idea upon which TVET was established.

· Kerre (1995) concedes that, generally efforts at providing effective polytechnic in Africa have not succeeded and vocational training still receives low status.

Skill training is critical for sustainable industrialization and poverty reduction in terms of creating a critical mass of technically and entrepreneurially qualified people, who are able to stimulate investment opportunities, create jobs and increase productivity. A well educated and trained workforce is a prerequisite for harnessing the potential of competitiveness and industrialization (Rao, 1996).

2.8 Theoretical Review

This study is based on the critical social learning theory which attempts to explore the large system in society as they shape youth learning. Meriam & Caffarella (1999), states that individuals learning is shaped by societies culture and history. They argue that participation in adult learner may partly be influenced by the encouragement or discouragement an adult learner may receive from other members of community. The critical social theory was influenced by Marxism and it places emphasis on society as a basic support for construction, acquisition and utilization of knowledge, what the society does is critical to the success of teaching learning relationships in youth learning programme, (Fasokun et el 2000).

The theory describes how education programs features process in which youth education learners are assisted in terms of being able to ask critical questions and even access basic assumptions. According to Fasokun 2005 through this process of personally exploring socially relevant issues youth learners are empowered in their professional carriers or even in daily life. Critical social theory is used in youth empowerment programmes in Africa. Merrian and Cafferella (1999) states that the aim of critical social theory is to stop people from being victims who collude at least partly in their own domination by external forces like the youths are manipulated. These external forces include among others gender, marital status, economic status, religion which makes some human subordinate to others. Accordingly critical social theory serves purpose of liberating people from oppressed group from society. This theory is relevant in promoting enrolment of girls to polytechnics and challenges the notion that they are meant to be home makers and dependent upon men to recreate their own world relevant to their needs.

2.9 Conceptual Framework

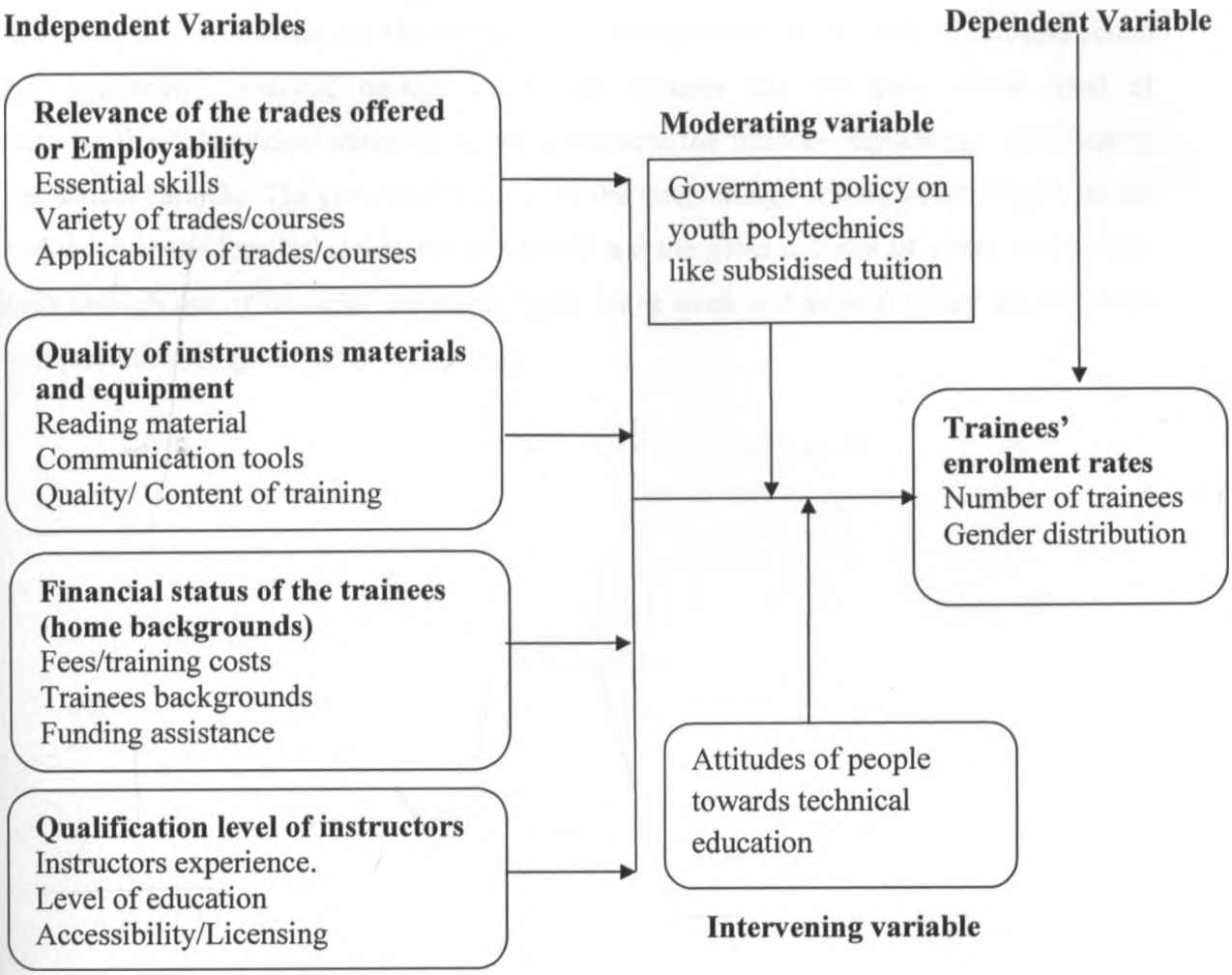

Figure 2.1: Conceptual Framework

From the literature review, the various determinants of trainee enrolment rates in the youth polytechnics form the conceptual framework in this study. According to Bogdan and Biklen (2003) a conceptual framework is a basic structure that consists of certain abstract blocks which represent the observational, the experiential and the analytical aspects of a process or system. The independent variables in this study are relevance of the trades offered or employability, quality of instructions materials and equipment, financial status of the trainees and qualification level of instructors, while the dependent variable is trainees' enrolment rates. Attitudes of the people towards technical education are the moderating variable for the study and the government policy is a moderating variable.

2.10 Empirical Review

This empirical review focuses on Uhuru youth polytechnic with the quality of the instruction material/ equipment, financial background of the trainees and the qualification level of instructors as the independent variables which influences the trainees' enrolment rate which is the independent variable. The government policy is the intervening variable which though its not measurable never the less influences the enrolment and the general status of youth polytechnic education through use of financial incentives, legal frame work and general policy within which youth polytechnics are governed in the country.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the method that was used in the collection of data pertinent in answering the research questions. It is divided into research design, study population, sample design, data collection, data analysis methods, ethical issues and chapter summary.

3.2 Research Design

This research problem was studied through the use of a descriptive research design. Descriptive research design was chosen because it enables the researcher to generalise the findings to a larger population. This study therefore was able to generalise the findings to all the youth polytechnics in the Country. The main focus of this study was quantitative. However some qualitative approach was used in order to gain a better understanding and possibly enable a better and more insightful interpretation of the results from the quantitative study.

3.3 Target Population

Table 3.2: Target Population

Category	Population	Percentage
Managers	13	2
Staffs	15	2
Students trainees	35	5
Youths (KCPE Drop-outs)	658	91
Total	721	100

The target population of this study was the students in Uhuru Polytechnic and officers in the Ministry of Youth Affairs and Ministry of Education. There were approximately 35 students in Uhuru Youth Polytechnic, 15 Ministry of Youth Affairs staffs currently serving in the Offices at Isiolo. The study also sampled a section of youths who did KCPE in 2011 but never proceeded to secondary school and 13 polytechnic Managers. From the DEO'S report 2011, 53.88% of the 1221 KCPE candidates of year 2011 never went to secondary school. Thus the study targeted 658 youths who did their KCPE in 2011 but didn't join secondary school. This makes a total of

721 possible respondents who were conversant with the determinants of trainee enrolment rates in youth polytechnics in Kenya. So the researcher intended to examine a sample of staff drawn from the population of 721 possible respondents.

3.4 Sample Size and Sampling Technique

Table 3.3: Sampling Frame

Category	Population	Percentage	Sample size
Managers	13	60	8
Staffs	15	60	9
Youths	658	37	242
Student Trainees	35	100	35
Total	721		294

The study employed a census method of sampling on the 35 student trainees in the Uhuru Youth Polytechnic due to their small size. According to Dennis (1989) when the sample is small it is important to take the whole population to determine the needs of an organization. In the census method, a research resorts to 100% inspection of the population and enumerate each and every unit of the population. The study also sampled a section of the 658 youths who did their KCPE in 2011 but never went to secondary school. Based on Krejcie and Morgan's (1970) table for determining sample size, for a given population of 658, a sample size of 242 respondents would be appropriate to adequately represent a cross-section of the population at 95% confidence level. Further, a sample of responding staff was drawn from 28 respondents. From the above population of twenty eight managers and staffs/trainers or instructors, a sample of 60% from within each group in proportions that each group bear to the population as a whole was taken using stratified random sampling which gives each item in the population an equal probability chance of being selected. This generated a sample of 17 respondents which the study sought information from. As such, the total sample population for this study was 294 respondents.

3.5 Data Collection

The study collected both primary and secondary data for the purpose of analyzing the determinants influencing trainee enrolment rates in youth polytechnics in Kenya. Primary data

was collected using a questionnaire while secondary data was obtained from annual reports of the government and village youth polytechnics.

3.5.1 Data Collection Instrument

With respect to trainee's enrolment rates in youth polytechnics, this study utilized a questionnaire. The questionnaire designed in this study comprised of two sections. The first part was designed to determine fundamental issues including the demographic characteristics of the respondents, while the second part consisted of questions where the four variables were focused.

3.5.2 Data Collection Procedure

This study collected quantitative data using a self-administered questionnaire. The researcher dropped the questionnaires physically at the respondents' place of work. Nevertheless, where it proved difficult for the respondents to complete the questionnaire immediately, the researcher left the questionnaires with the respondents and pick them up later. The structured questions was used in an effort to conserve time and money as well as to facilitate in easier analysis as they are in immediate usable form; while the unstructured questions were used so as to encourage the respondent to give an in-depth and felt response without feeling held back in revealing of any information. Each questionnaire was coded and only the researcher knew which person responded. The coding technique was only used for the purpose of matching returned, completed questionnaires with those delivered to the respondents.

3.6 Validity of the Research Instrument

The researcher carried out a pilot study to test the validity and reliability of data collected using the questionnaire at Kithoka youth polytechnic in Meru County. Content validity which was employed by this study is a measure of the degree to which data collected using a particular instrument represents a specific domain or content of a particular concept. The usual procedure in assessing the content validity of a measure is to use a professional or expert in a particular field.

3.7 Reliability of the Research Instrument

Reliability is increased by including many similar items on a measure, by testing a diverse sample of individuals and by using uniform testing procedures. The researcher selected a pilot

group of 5 individuals from the target population of the staff working in the Ministry of Education and Uhuru Polytechnic to test the reliability of the research instrument. The pilot study allowed for pre-testing of the research instrument. The aim was to correct inconsistencies arising from the instruments, which ensured that they measure what is intended. The pilot data was not included in the actual study.

The study used Test-retest reliability which assessed the degree to which test scores are consistent from one test administration to the next. Measurements were gathered from a single rater who uses the same methods or instruments and the same testing conditions. If the correlation between separate administrations of the test is high (e.g. 0.7 or higher), then it has good test-retest reliability.

3.8 Data Analysis and Presentation

Before processing the responses, the completed questionnaires were edited for completeness and consistency. The data was then coded to enable the responses to be grouped into various categories. Data collected was purely quantitative and it was analyzed by descriptive analysis. The descriptive statistical tools such as SPSS and MS Excel helped the researcher to describe the data and determine the extent used. The findings were presented using tables and frequencies distribution. The Likert scales were used to analyze the mean score and standard deviation, this helped in determining the extent to which various determinants influence trainee enrolment rates in youth polytechnics. Data analysis used SPSS and Microsoft excel, percentages, tabulations, means and other central tendencies. Tables were used to summarize responses for further analysis and facilitate comparison. This generated quantitative reports through tabulations, percentages, and measure of central tendency.

In addition, the researcher conducted a multiple regression analysis. The regression equation was:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \varepsilon$$

Whereby Y = trainees' enrolment rates, X_1= relevance of the trades offered, X_2= quality of instructions materials and equipment, X_3= financial status of the trainees and X_4 = qualification level of instructors, while β_1, β_2, β_3 and β_4 are coefficients of determination and ε is the error term.

This provided the generalization of the findings on the factors influencing trainee enrolment rates in youth polytechnics in Kenya.

3.9 Ethical Issues

Due to sensitivity of some information to be collected, the researcher held a moral obligation to treat the information with utmost propriety. Since the respondents could have been reluctant to disclose some information, the researcher needs to reassure the respondents of confidentiality of the information given. The researcher also emphasized on the importance of this study to the various stakeholders.

3.10 Operational Definition of Variables

Table 3.4: Operational Definition of Variables

Objectives	Type of Variable	Indicator	Measure	Tools of analysis	Scale	Data analysis
	Dependent Variables -Trainees' enrolment rates	Number of trainees Gender distribution	Level of absorption of trainees into the youth polytechnics Extent of trainee distribution in terms of gender	Questionnaire	Inferential statistics	Quantitative Descriptive
To determine how the relevance of the courses influence enrolment in youth polytechnics	Independent variables 1. Relevance of the trades offered	Essential skills Employability Variety of trades/courses Applicability of trades/courses	Extent that essential skills are offered Extent of employability with the courses offered Amount of courses offered to trainees Level of application of the courses offered in the market/world	Questionnaire	Likert scale	Quantitative Descriptive
To establish how the training material / equipment influences enrolment in youth polytechnics.	2. Training material / equipment	Training Methods Quality of Training Reading material Communication tools Quality/ Content of training Relevance of the training	Application of reliable training methods The extent of the quality of training methods applied in the training The nature of the training tools used in the training sessions	Questionnaire	Inferential ordinal	Quantitative Descriptive
To find out how financial status of the trainees families	3. Financial status	Fees/training costs Physical facilities Equipments for training	The fees charged on training The physical tools and facilities required of the	Questionnaire	Likerts Inferential	Descriptive Quantitative

influence their enrolment in youth polytechnics		Trainees backgrounds Funding assistance	trainees The capability of the trainees families to cater for training needs of their youths The level of funding incentives offered by the government and other stakeholders		Inferential	
To find out how the availability of equipped workshops for use by Trainees influences	4 Qualification level of instructors	Instructors experience. Quality assurance Accessibility/Licensing Facilities and equipment	Qualification Level of instructors. Instructor's terms of employment. Instructor's pedagogical skill. Adoption of technology/ICT	Questionnaire	Inferential	Quantitative Descriptive

CHAPTER FOUR

DATA ANALYSIS AND PRESENTATION OF FINDINGS

4.1 Introduction

This chapter discusses the interpretation and presentation of the findings. The purpose of the study was to investigate the determinants of enrolment in youth polytechnics by focusing on Case of Uhuru Youth Polytechnic in Isiolo County. The study also sought to establish how the relevance of the courses, the training material / equipment, financial status of the trainees' families and the qualification level of instructors influence enrolment at Uhuru youth polytechnic. This chapter focused on data analysis, interpretation and presentation. The researcher made use of frequency tables and percentages to present data.

Response rate

The researcher targeted a sample of 294 respondents who were the students in Uhuru Polytechnic and officers in the Ministry of Youth Affairs and Ministry of Education out of which 153 responses were obtained. This represented a 52.04% response rate. According to Babbie (2002) any response of 50% and above is adequate for analysis thus 52.04% is a good response rate.

Table 4. 1: Response rate

Targeted	Responded	Response Rate
294	153	52.04

The researcher requested the respondents to indicate their work in Ministry of Youth Affairs, Ministry of Education and Uhuru Polytechnic.

Table 4. 2: Responses

	Frequency	Percent
Managerial and teachers	14	9.2
Students trainees and youths	139	90.8
Total	153	100.0

Out of the 153 respondents who filled and returned their questionnaires, 90.8% were students' trainees and youths. The rest of the respondents (9.2%) were working as managerial staff in Ministry of Youth Affairs and Ministry of Education and teachers from Uhuru Polytechnic.

4.2 General information

In an effort to determine the general information of the respondents the researcher requested them to indicate their gender, category and age bracket.

The researcher requested the respondents to indicate their gender table 4.3

Table 4. 3: Gender of the respondents

	Frequency	Percent
Male	74	48.4
Female	79	51.6
Total	153	100.0

From the findings, 51.6% of the respondents indicated that they were female while 48.4% indicated that they were male. From these findings we can deduce that gender equality was considered in selecting the sample size of the study.

The researcher requested the respondents to indicate whether they were students/trainee or youth.

Table 4. 4: Youth trainees and students categories

	Frequency	Percent
Students/trainee	74	49
Youths	79	51
Total	153	100.0

On the category which the belonged, 51% of the respondents indicated that they were youths while 49% indicated that they were students/trainees. This shows that youths and students/ trainees were equally selected.

The respondents were requested to indicate the duration of time they had spent (training or

Working) in their current county.

	Frequency	Percent
1-5 yrs	38	24.8
6-10 yrs	32	20.9
11-15 yrs	62	40.5
16 yrs and above	21	13.7
Total	153	100.0

In relation to the duration of time they had spent training or working) in their current County, 40.5% of the respondents indicated that they had spent 11 to 15 years, 24.8% had spent between 1 and 5 years, 20.9% had spent between 6 and 10 years and 13.7% had spent 16 years and above. From these findings we can deduce that majority of the respondents had spent between 11 and 15 years.

The researcher requested the respondents to indicate their ages .

Table 4. 5: Age of the respondents

	Frequency	Percent
21 to 30 years	44	7.8
31 to 40 years	16	10.5
41 to 50 years	6	3.9
20 years and below	116	77.8
Total	149	100.0

In relation to their age bracket, 77.8% of the respondents indicated that they were 20 years and below in age, 10.5% were aged between 31 and 40 years, 7.8% were aged between 21 and 30 years and 3.9% were aged between 41 and 50 years. From these findings we can deduce that majority of the respondents were 20 years and below in age. This is because most of the respondents in this study were trainees/ students and youths.

4.6 Determinants of Enrolment in Youth Polytechnics

In relation to determinants of enrolment in youth polytechnics, the researcher requested the respondents to indicate the enrolment of trainees in the youth polytechnic table 4.6

Table 4. 6: Enrolment of trainees in the youth polytechnic

	Frequency	Percent
Not sufficient	44	29.4
Sufficient	22	15
Average	68	45.8
Above average	10	6.5
Very high	6	3.3
Total	149	100.0

The researcher requested the respondents to rate the enrolment of trainees in the youth polytechnic. From the findings, 45.8% of the respondents rated the enrolment of trainees in the youth polytechnic as average, 29.4% rated it was not sufficient, 15% were sufficient, 6.5% were above average and 3.3% rated it as very high. From these findings we can deduce that the enrolment of trainees in the youth polytechnic was average.

The respondents were also requested to indicate the variations of trainee enrolments in terms of gender distributions in the youth polytechnic.

Table 4. 7: Enrolment of trainees in the youth polytechnic

	Frequency	Percent
Very small variation	15	9.8
Small variation	12	7.8
Average variations	50	33.3
High variations	60	40.5
Very high variations	13	8.5
Total	149	100.0

The study also sought to establish the variations of trainee enrolments in terms of gender distributions in the youth polytechnic. According to the findings, 40.5% of the respondents indicated that there were high variations of trainee enrolments in terms of gender distributions in the youth polytechnic, 33.3% indicated that there were average variations, 9.8% indicated that there were very small variations, 8.5% indicated that there were very high variations and 7.8% indicated that there were small variations. From these findings we can deduce that there were high variations of trainee enrolments in terms of gender distributions in the youth polytechnic.

4.4 Relevance of the Courses

The study also sought to determine the extent to which the relevance of the courses/trades influences enrolment of trainees in the youth polytechnics.

Table 4. 8: Relevance of the courses/trades and enrolment of trainees in the youth

	Frequency	Percent
To a very little	8	5.2
To a little extent	35	23.5
To a moderate extent	95	63.5
To a great extent	7	4.6
To a very great extent	5	3.3
Total	149	100.0

As indicated, 63.4% of the respondents indicated that the relevance of the courses/trades influence enrolment of trainees in the youth polytechnics to a moderate extent, 23.5% indicated to a little extent, 5.2% indicated to a very little extent, 4.6% indicated to a great extent and 3.3% indicated to a very great extent. These findings clearly show that that the relevance of the courses/trades influence enrolment of trainees in the youth polytechnics to a moderate extent.

The researcher requested the respondents to indicate the extent to which the stated aspects of relevance of courses were affecting the trainee enrolment rate in the youth polytechnic.

Table 4. 9: Aspects of relevance of courses

Aspects of relevance of courses	Mean	Std. Deviation
Essential skills	3.3987	1.13172
Employability	4.1511	.96994
Variety of trade courses	3.7582	1.03889
Applicability of trade courses	3.6536	1.18277

A five point Likert scale was used to interpret the respondent's responses. According to the scale, those factors which were not considered at all were awarded 1 while those which were considered to a very great extent were awarded 5. Within the continuum are 2 for low extent, 3 for moderate extent and 4 for great extent. Mean (weighted average) and standard deviation were used to analyze the data. According to the researcher those factors with a mean close to 4.0 were rated as to a very great extent while those with a mean close to 3.0 were rated to a low extent or even not considered at all. On the same note the higher the standard deviation the higher the level of dispersion among the respondents.

According to the findings, the respondents agreed with a mean of 4.151 and a standard deviation of 0.969 that employability was affecting the trainee enrolment rate in the youth polytechnic. They also agreed with a mean of 3.758 and a standard deviation of 1.039 that variety of trade courses was also affecting the trainee enrolment rate in the youth polytechnic. It was agreed among the respondents with a mean of 3.654 and a standard deviation of 1.183 that applicability of trade courses was affecting the trainee enrolment rate in the youth polytechnic to great extent. Lastly, the respondents agreed with a mean of 3.399 and a standard deviation of 1.132 that essential skills was affecting the trainee enrolment rate in the youth polytechnic to a moderate extent.

4.5 Quality of Training Material

The respondents were requested to rate the quality of training in the youth polytechnics in Kenya. The results are shown in table 4.10.

Table 4. 10: Quality of training in the youth polytechnics

	Frequency	Percent
Very poor	3	2
Poor	2	1.3
Average	14	17.6
Good	91	60.8
Excellent	28	18.3
Total	149	100.0

From the findings, 60.8% of the respondents rated the quality of training in the youth polytechnics in Kenya as good, 18.3% indicated that the quality of training was excellent, 17.6% indicated that it was average, 2% indicated that it was very poor and 1.3% indicated that it was poor. These findings clearly show that the quality of training in the youth polytechnics in Kenya as good.

The respondents were also requested to indicate the extent to which quality of training affects the trainee enrolment rates in the youth polytechnic table 4.11

Table 4. 11: Quality of training and the trainee enrolment rates in the youth polytechnic

	Frequency	Percent
To a very little	14	9.2
To a little extent	31	20.9
To a moderate extent	41	27.5
To a great extent	8	5.2
To a very great extent	56	37.3
Total	149	100.0

As indicated, 37.3% of the respondents indicated that quality of training affects the trainee enrolment rates in the youth polytechnic to a very great extent, 27.5% indicated to a moderate extent, 20.9% indicated to a little extent, 9.2% indicated to a very little extent and 5.2% indicated

to a great extent. From the findings we can deduce that quality of training affects the trainee enrolment rates in the youth polytechnic to a very great extent.

The researcher requested the respondents to indicate how the stated aspects of quality of training influence the trainee enrolment rates in the youth polytechnic.

Table 4. 12: quality of training aspects that affect the trainee enrolment rates

Aspects of Quality of training	Mean	Std. Deviation
Training Methods	4.1111	1.20063
Reading material	3.9739	1.16950
Communication tools	4.3072	.88318
Content of training	4.4314	.77599
Relevance of the training	4.3137	.94917

According to the findings, the respondents agreed to a great extent with a mean of 4.4314 and a standard deviation of 0.77599 that content of training influences the trainee enrolment rates in the youth polytechnic. Further, the respondents agreed to a great extent that relevance of the training affects the trainee enrolment rates in the youth polytechnic. This is shown by a mean of 4.3137 and a standard deviation 0.94917. The respondents also agreed with a mean of 4.3072 and a standard deviation of 0.88318 that communication tools affect the trainee enrolment rates in the youth polytechnic. Other factors that were found to affect the trainee enrolment rates in the youth polytechnic were training Methods with a mean of 4.1111 and a standard deviation of 1.20063 and reading material with a mean of 3.9739 and a standard deviation of 1.16950.

4.6 Financial Status of the Trainees

The study sought to establish the extent to which financial status of the trainees' families was influencing the enrolment rates in the youth polytechnic.

Table 4. 13: Financial Status of the Trainees

	Frequency	Percentage
To a very little extent	14	9.2
To a little extent	12	7.8
To moderate extent	28	19
To a great extent	79	52.9
To a very great extent	17	11.1
Total	**149**	**100**

From the findings ,52.9% of the respondents indicated that financial status of the trainees' families was influencing the enrolment rates in the youth polytechnic to a great extent, 19% indicated to a moderate extent, 11.1% indicated to a very great extent, 9.2% indicated to a very little extent and 7.8% indicated to a little extent. From these findings we can deduce that financial status of the trainees' families was influencing the enrolment rates in the youth polytechnic to a great extent.

In relation to finance, the researcher requested the respondents to indicate how the stated aspects influence trainee enrolment rates.

Table 4. 14: Finance aspects that affect the trainee enrolment rates

Finance aspects that affect the trainee enrolment rates	Mean	Std. Deviation
The fees charged on training	3.8758	1.08410
The physical tools and facilities required of the trainees	3.2549	1.30550
The capability of the trainees families to cater for training needs of their youths	4.3268	.88726
The level of funding incentives offered by the government and other stakeholders	2.8627	1.61024

A supportive economic and labour market environment is a key factor and requires design of a more pro-poor informal economic strategy. As indicated by table 4.14, the respondents agreed to

a great extent with a mean of 4.3268 and a standard deviation of 0.88726 that the capability of the trainees' families to cater for training needs of their youths was affecting the trainee enrolment rates. In addition, the respondents agreed with a mean of 3.8758 and a standard deviation of 1.08410 that the fees charged on training was affecting the trainee enrolment rates. Further, the respondents agreed with a mean of 3.2549 and a standard deviation of 1.30550 that the physical tools and facilities required of the trainees were affecting the trainee enrolment rates. Finally, the respondents agreed to a moderate extent that the level of funding incentives offered by the government and other stakeholders was affecting the trainee enrolment rates. This is shown by a mean of 2.8627 and a standard deviation of 1.61024.

4.7 Qualifications of the Instructors

The study sought to establish the extent to which the instructors' qualifications affect enrolment rates in this polytechnic.

Table 4. 15: Instructors' qualifications affect enrolment rates in this polytechnic

	Frequency	Percent
Little Extent	9	5.9
Moderate Extent	20	13.7
Great Extent	86	57.5
Very Great Extent	34	22.9
Total	**149**	**100**

According to the findings, 57.5% of the respondents indicated that instructors' qualifications affect enrolment rates in this polytechnic to a great extent, 22.9% indicated to a very great extent, 13.7% indicated to a moderate extent and 5.9% indicated to a little extent. From the findings we can deduce that instructors' qualifications affect enrolment rates in this polytechnic to a great extent.

The respondents were also requested to rate qualifications of the trainers of the youth polytechnics in terms of very poor, poor, average, good or excellent.

Table 4. 16: Qualifications of the trainers of the youth polytechnics

	Frequency	Percent
Very poor	3	2
Poor	6	3.9
Average	42	28.1
Good	58	38.6
Excellent	41	27.5
Total	**149**	**100**

According to the findings, the respondents rated qualifications of the trainers of the youth polytechnics as good, 28.1% rated it as average, 27.5% rated it as excellent, 3.9% rated it as poor and 2% rated it as very poor. From these findings, we can deduce that qualifications of the trainers of the youth polytechnics are good.

The respondents were further requested to indicate the extent to which the stated aspects of instructors' qualifications affect enrolment rates in this polytechnic.

Table 4. 17: Aspects of instructors' qualifications

	Mean	Std. Deviation
Practical skills and knowledge to apprentices	3.9346	.84037
Formal instructions to trades offered	3.8235	.70820
Competencies in technological advancements	3.4183	.79979
Innovations of new designs	3.4510	.88065
Qualifications developments through seminars and exhibitions	3.2353	.76747
Skills development through further training	3.2941	.73343

According to the findings, the respondents agreed with a mean of 3.9346 and a standard deviation of 0.84037 that practical skills and knowledge to apprentices affect enrolment rates in this polytechnic. In addition, the respondents agreed to a great extent with a mean of 3.8235 and

standard deviation of 0.70820 that formal instructions to trades offered. Other factors related to instructors' qualifications that were found to affect enrolment rates in this polytechnic include competencies in technological advancements which was agreed with a mean of 3.4183 and a standard deviation of 0.79979, innovations of new designs which was agreed with a mean of 3.4510 and a standard deviation of 0.88065, skills development through further training which was agreed with a mean of 3.2941 and a standard deviation of 0.73343 and qualifications developments through seminars and exhibitions which was agreed with a mean of 3.2353 and a standard deviation of 0.76747.

4.8 Government Influence

The study also sought to find out the extent to which government influence affect the trainee enrolment rates in the youth polytechnics.

Table 4. 18: Government influences and trainee enrolment rates in the youth polytechnics

	Mean	Std Dev
To a very little extent	4.1111	0.978942
To a little extent	3.9739	1.178867
To moderate extent	4.3072	0.801196
To a great extent	4.4314	1.454047
To a very great extent	4.3137	0.677832

In relation to government influences on the trainee enrolment rates in the youth polytechnics, 32.7% of the respondents indicated to a great extent that government influences affect the trainee enrolment rates in the youth polytechnics to a moderate extent. This was followed by 31.4% of the respondents who indicated to a great extent, 23.5% who indicated to a very great extent, 9.8% who indicated to a little extent and 2.6% who indicated to a very little extent. These findings show that government influences were affecting trainee enrolment rates in the youth polytechnics to a great extent.

The respondents also were requested to indicate the extent to which the stated aspects of government influence affect the trainee enrolment rates in the youth polytechnic.

Table 4. 19: Aspects of government influence

	Mean	Std. Deviation
Governance and management	3.6144	1.13627
Quality assurance	3.8758	.84542
Accessibility/Licensing	3.9281	.80381
Government funding	4.3660	1.05601
Facilities and equipment	4.5163	.98745

From the findings, the respondents agreed with a mean of 4.5163 and a standard deviation of 0.98745 that facilities and equipment affect the trainee enrolment rates in the youth polytechnic. Further, the respondents agreed to a great extent that government funding affect the trainee enrolment rates in the youth polytechnic as shown by a mean of 4.3660 and a standard deviation of 1.05601. Other factors that were found to affect the trainee enrolment rates in the youth polytechnic include accessibility/Licensing which was agreed with a mean of 3.9281 and a standard deviation of 0.80381, quality assurance which was agreed with a mean of 3.8758 and a standard deviation of 0.84542 and governance and management which was agreed with a mean of 3.6144 and a standard deviation of 1.13627

The researcher also requested the respondents to indicate how the following forms of government involvement in education affects the trainee enrolment rates in the youth polytechnic.

Table 4. 20: Government involvement in Education

	Mean	Std. Deviation
Level of government policy	3.2353	1.12837
Extent of government involvement in promoting vocational training	3.6667	.88852
How the government incentives attract youth enrolment	3.2333	.84676
Number of youth polytechnics	3.2467	1.04872

According to the findings, the respondents agreed to a great extent with a mean of 3.6667 and a standard deviation of 0.88852 that extent of government involvement in promoting vocational training affects the trainee enrolment rates in the youth polytechnic. In addition, the respondents agreed to a great extent with a mean of 3.2467 and a standard deviation of 1.04872 that number of youth polytechnics affect the trainee enrolment rates in the youth polytechnic. It was also established that the level of government policy affects the trainee enrolment rates in the youth polytechnic as shown by a mean of 3.2353 and a standard deviation of 1.12837. The respondents also greed with a mean of 3.2333 and a standard deviation of 0.84676 that how the government incentives attract youth enrolment affects the trainee enrolment rates in the youth polytechnic.

4.9 Regression Analysis

In this study, a multiple regression analysis was conducted to test the influence among variables (independent) on trainees' enrolment rates. The research used statistical package for social sciences (SPSS V 17.0) to code, enter and compute the measurements of the multiple regressions.

Table 4. 21: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.903	.816	.720	.20076

a. Predictors: (Constant), training material / equipment , quality of instructions materials and equipment, relevance of the courses offered, financial status of the trainees

The four independent variables that were studied, explain 81.6% of the trainees' enrolment rates as represented by the R^2. This therefore means that other factors not studied in this research contribute 18.4% of the trainees' enrolment rates.

Table 4. 22: ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	12.447	4	3.112	3.853	.001[a]
	Residual	94.900	149	.641		
	Total	107.346	153			

a. Predictors: (Constant), training material / equipment , quality of instructions materials and equipment, relevance of the courses offered, financial status of the trainees

b. Dependent Variable: trainees' enrolment rates

The significance value is 0.001 which is less that 0.05 thus the model is statistically significance in predicting how training material / equipment , quality of instructions materials and equipment, relevance of the trades offered, financial status of the trainees affect trainees' enrolment rates. The F critical at 5% level of significance was 3.853. Since F calculated is greater than the F critical (value = 1.8959), this shows that the overall model was significant.

Table 4. 23: Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	1.880	.521		4.607	.000
	relevance of the courses offered	.175	.101	.149	3.737	.025
	quality of instructions materials and equipment	.140	.083	.150	4.676	.036
	financial status of the trainees	.138	.089	.136	3.544	.025
	training material / equipment	.057	.082	.055	3.689	.032

a. Dependent Variable: trainees' enrolment rates

The regression analysis has established that taking all factors into account (training material/equipment, quality of instructions materials and equipment, relevance of the courses offered, financial status of the trainees) constant at zero, trainees' enrolment rates will be 1.145. The findings presented also show that taking all other independent variables at zero, a unit increase in relevance of the courses offered would lead to a 0.175 increase in the scores of trainees' enrolment rates and a unit increase in the scores of quality of instructions materials and equipment would lead to a 0.140 increase in the scores of trainees' enrolment rates. Further, the findings shows that a unit increase in the scores of financial status of the trainees would lead to a 0.138 increase in the scores of trainees' enrolment rates. In addition, the findings show that a unit increase in the scores of training material / equipment would lead to a 0.057 increase in the scores of trainees' enrolment rates.

This infers that relevance of the courses offered contribute most to the trainees' enrolment rates followed by quality of instructions materials and equipment, financial status of the trainees, and training material / equipment.

CHAPTER FIVE

SUMMARY OF FINDINGS, DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presented the discussion of key data findings, conclusion drawn from the findings highlighted and recommendation made there-to. The conclusions and recommendations drawn were focused on addressing the purpose of this study which was to investigate the determinants of enrolment in youth polytechnics by focusing on Case of Uhuru Youth Polytechnic in Isiolo County. The study also sought to establish how the relevance of the courses, the training material equipment, financial status of the trainees' families and the qualification level of instructors influence enrolment at Uhuru youth polytechnic.

5.2 Summary of the Finding

A summary of the result findings is given in Table 5.1

Table 5. 1: Summary of Findings

Objective	Main Findings
To determine how the relevance of the courses influence enrolment at Uhuru youth polytechnic	Relevance of the courses/trades influences enrolment of trainees in the youth polytechnics to a moderate extent (63.4%). It was also found out that essential skills (M=3.3987), employability (M=4.1511), variety of trade courses (M=3.7582) and applicability of trade courses (M=3.6536).
To establish how the training material / equipment influence enrolment at Uhuru youth polytechnic.	The quality of training in the youth polytechnics in Kenya was found out to be good (60.8%) It was found out that quality of training affects the trainee enrolment rates in the youth polytechnic to a very great extent (37.3%). Further, communication tools (M=4.1111), content of training (M=4.4314), and relevance of the training (M=4.3137), training methods (M=4.1111) and reading materials (M=3.9739) affect the trainee enrolment rates.

	Financial status of the trainees' families was influencing the enrolment rates in the youth polytechnic to a great extent.
To find out how financial status of the trainees families influence the enrolment at youth polytechnic.	Financial status of the trainees' families is influences the enrolment rates in the youth polytechnic to a great extent (52.9%). The following aspects of finance were also agreed to affect the training enrolment rates: fees charged on training (M=3.8758), physical tools and facilities required of the trainees (M=3.2549), capability of the trainees' families to cater for training needs of their youths (M=4.3268) and the level of funding incentives offered by the government and other stakeholders (M=2.8627).
To find out the extent to which the qualification level of instructors influence enrolment at Uhuru youth polytechnic	The instructors' qualifications affect enrolment rates in this polytechnic to a great extent (57.5%). The qualification of the trainers of the youth polytechnics was revealed to be good (28.1%). It was also found out that the following aspects of the instructors' qualifications affect enrolment rates in this polytechnic: practical skills and knowledge to apprentices (M=3.9346), formal instructions to trades offered (M=3.8235), competencies in technological advancements (M=3.41830), skills development through further trainings (M=3.2941), qualifications developments through seminars and exhibitions (M=3.2353) and innovations of new designs (M=3.4510).

5.3 Discussions of Key Findings

The researcher targeted a sample of 294 respondents who were the students in Uhuru Polytechnic and officers in the Ministry of Youth Affairs and Ministry of Education out of which 153 responses were obtained. This represented a 52.04% response rate. According to Babbie (2002) any response of 50% and above is adequate for analysis thus 52.04% is a good response rate. Further, majority of the respondents were students' trainees and youths. In addition, majority of the respondents had spent between 11 and 15 years. Most of the respondents in this study were trainees/ students and youths.

The study established that the enrolment of trainees in the youth polytechnic was average. It was also revealed that there were high variations of trainee enrolments in terms of gender distributions in the youth polytechnic.

5.3.1 Relevance of the Courses

The study found that the relevance of the courses/trades influence enrolment of trainees in the youth polytechnics to a moderate extent. According to Sifuna (1985) students destined to spend their lives working in rural areas, for persons engaged in farm and non-farm enterprises and for small subsistence farmers, the current education system offers minimal attention and contributes little towards assisting the individual to function effectively in his or her community. The study also found that employability was affecting the trainee enrolment rate in the youth polytechnic. The findings correlate with Kerre, (1998) argument that technical programmes are likely to produce graduates without relevant skills for the industry which limits their employability. It was also revealed that variety of trade courses was also affecting the trainee enrolment rate in the youth polytechnic. Further, the study found that applicability of trade courses was affecting the trainee enrolment rate in the youth polytechnic to great extent. Lastly, the study established that essential skills were affecting the trainee enrolment rate in the youth polytechnic to a moderate extent. The findings are in line with an argument by Republic of Kenya report (1983) that the country's overall system of education and training is faulted for not paying adequate attention to the development of practical skills. In addition, a report by World Bank, (2009) indicates that vocational and skills and training have to take into consideration the characteristics of national and local labour markets and employability which is commonly defined as a combination of assets and competence.

5.3.2 Quality of Training Material

The study established that that the quality of training material in the youth polytechnics in Kenya as good. Further, it was revealed that quality of training material affects the trainee enrolment rates in the youth polytechnic to a very great extent. This had earlier been indicated by Farstad, (2002) who had argued that limited school budgets for up-to-date tools and equipment; infrequent repair of the old equipment for the laboratories; high costs of practical training materials and equipment affect the vocational training. Content of training was found to influence the trainee enrolment rates in the youth polytechnic. Further, the study established that

relevance of the training affects the trainee enrolment rates in the youth polytechnic. Communication tools affect the trainee enrolment rates in the youth polytechnic. Other factors that were found to affect the trainee enrolment rates in the youth polytechnic were training Methods and reading material. Rao (1996) had earlier indicated that poor quality of training may be attributed to problems which include: lack of responsiveness of the curriculum to the changing labour market, Decline in teaching standards, Lack of maintenance facilities and equipment, Lack of research and development and lack of dialogue with the employer.

5.3.3 Financial Status of the Trainees

The study found that financial status of the trainees' families was influencing the enrolment rates in the youth polytechnic to a great extent. Tsang, (1999) had earlier indicated that technical education programs are expensive, and are provided in a variety of structures. A supportive economic and labour market environment is a key factor and requires design of a more pro-poor informal economic strategy. The study established that the capability of the trainees' families to cater for training needs of their youths was affecting the trainee enrolment rates. In addition the fee charged on training was also affecting the trainee enrolment rates. According to IFAD (2008) Fees are a barrier to vocational training. Further, the study revealed that physical tools and facilities required of the trainees were affecting the trainee enrolment rates. Finally, study found that the level of funding incentives offered by the government and other stakeholders was affecting the trainee enrolment rates. Janjua (2011) findings prove that the poor, being much more likely to be uneducated, has much more difficulties in accessing formal skills training due to entry requirements related to qualifications and fees.

5.3.4 Qualifications of the Instructors

This study found that instructors' qualifications affect enrolment rates in this polytechnic to a great extent. Kerre and Kwende, (1995) had earlier argued that efforts' providing effective polytechnic education has not succeeded due to absence of professionally trained technical expert. Further, the study found that practical skills and knowledge to apprentices affect enrolment rates in this polytechnic. Kerre and Kwende, (1995) also argued that most instructors in village youth polytechnics lack pedagogical skills to effectively deliver the technical curriculum and to keep abreast with the changes in the technical field globally. In addition, the

study found that formal instructions to trades offered. Other factors related to instructors' qualifications that were found to affect enrolment rates in this polytechnic include competencies in technological advancements, innovations of new designs, skills development through further training and qualifications developments through seminars and exhibitions. These findings correlate with Sifuna (1992) argument that most teachers handling prevocational subjects in school were generalists and were therefore ill equipped intellectually to pass on technical knowledge and skills to their pupils.

5.3.4 Government Influence

The study found that government influences were affecting trainee enrolment rates in the youth polytechnics to a great extent. According to report by Kamunge (2005), the management of technical education is spread across different ministries with for example the youth polytechnics under the ministry of youth affairs, the National Youth Service under the office of the president among other according to the session paper No 1 of 2005, having the management of polytechnic institutions under different ministries makes coordination of activities and maintenance of training standards difficult, it leads to duplication of efforts, conflict of jurisdiction, underutilization of available training facilities, wasteful and unnecessary competition and costly irrelevant training programs. In addition facilities and equipment were found to affect the trainee enrolment rates in the youth polytechnic. Further, the study established that government funding affect the trainee enrolment rates in the youth polytechnic. Other factors that were found to affect the trainee enrolment rates in the youth polytechnic include accessibility/Licensing, quality assurance and governance and management.

The study also found that government involvement in promoting vocational training affects the trainee enrolment rates in the youth polytechnic. In addition, the study found that the number of youth polytechnics affect the trainee enrolment rates in the youth polytechnic. It was also established that the level of government policy affects the trainee enrolment rates in the youth polytechnic. The study also found that how the government incentives attract youth enrolment affects the trainee enrolment rates in the youth polytechnic.

The four independent variables that were studied, explain 92% of the trainees' enrolment rates as represented by the R^2. This therefore means that other factors not studied in this research

contribute 8% of the trainees' enrolment rates. Taking all factors into account (training material / equipment, quality of instructions materials and equipment, relevance of the courses offered, financial status of the trainees) constant at zero, trainees' enrolment rates was found to have 1.145. The study also found that taking all other independent variables at zero, a unit increase in relevance of the courses offered would lead to a 0.175 increase in the scores of trainees' enrolment rates and a unit increase in the scores of quality of instructions materials and equipment would lead to a 0.140 increase in the scores of trainees' enrolment rates. Further, the findings shows that a unit increase in the scores of financial status of the trainees would lead to a 0.138 increase in the scores of trainees' enrolment rates. In addition, the findings show that a unit increase in the scores of training material / equipment would lead to a 0.057 increase in the scores of trainees' enrolment rates. This infers that relevance of the courses offered contribute most to the, trainees' enrolment rates followed by quality of instructions materials and equipment, financial status of the trainees, and training material / equipment.

5.4 Conclusion

The study concludes that the relevance of the courses/trades influence enrolment of trainees in the youth polytechnics to a moderate extent. A unit increase in relevance of the courses offered would lead to a 0.175 increase in the scores of trainees' enrolment rates. The study also established that variety of trade courses, applicability of trade courses and essential skills were affecting the trainee enrolment rate in the youth polytechnic to a great extent.

The study also concludes that the quality of training in the youth polytechnics in Kenya was good. Further, it was revealed that quality of training affects the trainee enrolment rates in the youth polytechnic to a very great extent. A unit increase in the scores of quality of instructions materials and equipment would lead to a 0.140 increase in the scores of trainees' enrolment rates. Content of training, relevance of the training, communication tools and methods and reading material affect the trainee enrolment rates in the youth polytechnic.

The study also established that financial status of the trainees' families was influencing the enrolment rates in the youth polytechnic to a great extent. A unit increase in the scores of financial status of the trainees would lead to a 0.138 increase in the scores of trainees' enrolment rates. The study also established that the capability of the trainees' families to cater for training

needs of their youths, fee charged on training, physical tools and facilities required of the trainees and the level of funding incentives offered by the government and other stakeholders was affecting the trainee enrolment rates.

This study also concludes that instructors' qualifications affect enrolment rates in this polytechnic to a great extent. A unit increase in the scores of training material / equipment would lead to a 0.057 increase in the scores of trainees' enrolment rates. Further, the study found that practical skills and knowledge to apprentices, formal instructions to trades offered, competencies in technological advancements, innovations of new designs, skills development through further training and qualifications developments through seminars and exhibitions affect enrolment rates in this polytechnic.

The study also concludes that government influences were affecting trainee enrolment rates in the youth polytechnics to a great extent. In addition facilities and equipment, government funding accessibility/Licensing, quality assurance and governance and management were affecting trainee enrolment rates in the youth polytechnics. The study also found that government involvement in promoting vocational training affects the trainee enrolment rates in the youth polytechnic. In addition, the study found that the number of youth polytechnics, the level of government policy affects the trainee enrolment rates in the youth polytechnic. The study also found that how the government incentives attract youth enrolment affects the trainee enrolment rates in the youth polytechnic.

5.5 Recommendations

This study established that employability, variety of trade courses and applicability of trade courses was affecting the trainee enrolment rate in the youth polytechnic to great extent. This study therefore recommends that Youth polytechnics should ensure that the courses they teach have a ready market and are applicable. Further, the government needs to make the public aware of the courses offered in youth polytechnics through career guidance and counselling as well as stepping up popularisation of the polytechnics.

The study also found that quality of training affects the trainee enrolment rates in the youth polytechnic to a very great extent. Content of training, relevance of the training, communication tools and methods and reading material were also found to affect the trainee enrolment rates in

the youth polytechnic. The study therefore recommends that the management of the youth polytechnics should ensure that training methods used by trainers are of high quality.

The study also established that capability of the trainees' families to cater for training needs of their youths, fee charged on training, physical tools and facilities required of the trainees were affecting the trainee enrolment rates. This study therefore recommends that the management of youth polytechnics should ensure that the fee charged is reasonable and affordable to the residents of Isiolo County.

This study also found that instructors' qualifications affect enrolment rates in this polytechnic to a great extent. The study therefore recommends that youth polytechnic managements should source instructors who are competent in technological advancements and innovative in new designs.

5.6 Suggestions for further studies

From the study and related conclusions, the researcher recommends further research in the area on the influence of government policies on the enrolment rate in youth polytechnics. The study also recommends further studies in the area of the effects of trainees' economic factors on the enrolment rate in youth polytechnics.

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APPENDICES

Appendix I: Questionnaire for Student Trainees and Youths

Kindly fill in the following questionnaire. Information obtained will be used for academic purposes only and will therefore be handled with the highest level of confidentiality. Your corporation will be highly appreciated.

PART A: GENERAL INFORMATION

Please indicate your gender?

Male [ ] Female [ ]

What is your category of respondents?

Student/trainee [ ]

Youths [ ]

Other (Specify.....) [ ]

How long have you been staying (training or working) in this County?

1-5 yrs [ ] 6-10 yrs [ ]

11-15 yrs [ ] 16 yrs and above [ ]

What is your age?

20 Years and below [ ] 21 to 30 Years [ ]

31 to 40 Years [ ] 41 to 50 Years [ ]

More than 50 Years [ ]

PART B: DETERMINANTS OF ENROLLMENT IN YOUTH POLYTECHNICS

How would you rate the enrolment of trainees in the youth polytechnic?

Not sufficient [ ] Sufficient [ ]

Average [ ] Above average [ ]

Very High [ ]

What are the variations of trainee enrolments in terms of gender distributions in the youth polytechnic?

Very small variation [ ] Small variation [ ]

Average variations [ ] High variations [ ]

Very high variations [ ]

RELEVANCE OF THE COURSES

To what extent does the relevance of the courses/trades influence enrolment of trainees in the youth polytechnics?

To a very great extent [ ] To a great extent [ ]

To a moderate extent [ ] To a little extent [ ]

To a very little extent [ ]

To what extent do the following aspects of relevance of courses affect the trainee enrolment rate in the youth polytechnic? Use a scale of 1 to 5 where 1= no extent, 2= little extent, 3= moderate extent, 4= great extent and 5 is to a very great extent.

Aspects of relevance of courses	1	2	3	4	5
Essential skills					
Employability					
Variety of trade courses					
Applicability of trade courses					
Other (Specify.....)					

QUALITY OF TRAINING MATERIAL

How would you rate the quality of training in the youth polytechnics in Kenya?

Very poor [ ] Poor [ ]

Average [ ] Good [ ]

Excellent [ ]

To what does the quality of training affect the trainee enrolment rates in the youth polytechnic?

To a very great extent [ ] To a great extent [ ]

To a moderate extent [ ] To a little extent [ ]

To a very little extent [ ]

Rate the extent to which the following aspects of quality of training affect the trainee enrolment rates in the youth polytechnic. Please rate on a scale of 1 to 5 where 1= no extent, 2= little extent, 3= moderate extent, 4= great extent and 5 is to a very great extent.

Quality of training	1	2	3	4	5
Training Methods					
Reading material					
Communication tools					
Content of training					
Relevance of the training					
Other (Specify.....)					

FINANCIAL STATUS OF THE TRAINEES

To what extent does financial status of the trainees' families influence the enrolment rates in the youth polytechnic?

To a very great extent [ ] To a great extent [ ]

To a moderate extent [ ] To a little extent [ ]

To a very little extent [ ]

A supportive economic and labour market environment is a key factor and requires design of a more pro-poor informal economic strategy. In the light of this statement how do the following aspects affect the trainee enrolment rates in the youth polytechnic? Use a scale of 1 to 5 where 1= no extent, 2= little extent, 3= moderate extent, 4= great extent and 5 is to a very great extent.

Finance aspects that affect the trainee enrolment rates	1	2	3	4	5
The fees charged on training					
The physical tools and facilities required of the trainees					
The capability of the trainees families to cater for training needs of their youths					
The level of funding incentives offered by the government and other stakeholders					
Other (Specify.....)					

QUALIFICATIONS OF THE INSTRUCTORS

To what extent do the instructors' qualifications affect enrolment rates in this polytechnic?

Not at all [ ] Little extent [ ] Very great extent [ ]

Moderate extent [ ] Great extent [ ]

How would you rate the qualifications of the trainers of the youth polytechnics?

Very poor [ ] Poor [ ]

Average [ ] Good [ ] Excellent [ ]

To what extent do the following aspects of instructors' qualifications affect enrolment rates in this polytechnic? Use a scale of 1 to 5 where 1= no extent, 2= little extent, 3= moderate extent, 4= great extent and 5 is to a very great extent.

Aspects of instructors qualifications	1	2	3	4	5
Practical skills and knowledge to apprentices					
Formal instructions to trades offered					
Competencies in technological advancements					
Innovations of new designs					
Qualifications developments through seminars and exhibitions					
Skills development through further training					
Other (Specify.....)					

GOVERNMENT INFLUENCE

To what extent does government influence affect the trainee enrolment rates in the youth polytechnics?

To a very great extent [ ] To a great extent [ ]

To a moderate extent [ ] To a little extent [ ]

To a very little extent [ ]

Rate the extent to which the following aspects of government influence affect the trainee enrolment rates in the youth polytechnic.

Aspects of government influence	1	2	3	4	5
Governance and management					
Quality assurance					
Accessibility/Licensing					
Government funding					
Facilities and equipment					
Other (Specify.....)					

How does the government influence the enrolment rates through the following aspects? Use a scale of 1 to 5 where 1= no extent, 2= little extent, 3= moderate extent, 4= great extent and 5 is to a very great extent.

Government involvement in Education	1	2	3	4	5
Level of government policy					
Extent of government involvement in promoting vocational training					
How the government incentives attract youth enrolment					
Number of youth polytechnics					
Other (Specify.....)					

Give suggestions on what should be done to enhance trainee enrolment rates in the youth polytechnics?

.....

.....

THANK YOU!!

Appendix II: Questionnaire for Managers and Staff

Kindly fill in the following questionnaire. Information obtained will be used for academic purposes only and will therefore be handled with the highest level of confidentiality. Your corporation will be highly appreciated.

PART A: GENERAL INFORMATION

Please indicate your gender?

Male [ ] Female [ ]

What is your category of respondents?

Ministry of Youth Affairs staffs [ ] Youth polytechnic staff [ ]

Other (Specify.....) [ ]

What is your highest academic/qualification level?

Standard 8 level [ ] Form four level [ ]

Grade1, 2 or 3 [ ] Diploma level [ ]

Other (Specify.....) [ ]

How long have you been staying (working) in this County?

1-5 yrs [ ] 6-10 yrs [ ]

11-15 yrs [ ] 16 yrs and above [ ]

What is your age?

20 Years and below [ ] 21 to 30 Years [ ]

31 to 40 Years [ ] 41 to 50 Years [ ]

More than 50 Years [ ]

PART B: DETERMINANTS OF ENROLLMENT IN YOUTH POLYTECHNICS

How would you rate the enrolment of trainees in the youth polytechnic?

Not sufficient [ ] Sufficient [ ]

Average [ ] Above average [ ]

Very High [ ]

What are the variations of trainee enrolments in terms of gender distributions in the youth polytechnic?

Very small variation [ ] Small variation [ ]

Average variations [ ] High variations [ ]

Very high variations [ ]

RELEVANCE OF THE COURSES

To what extent does the relevance of the courses/trades influence enrolment of trainees in the youth polytechnics?

To a very great extent [ ] To a great extent [ ]

To a moderate extent [ ] To a little extent [ ]

To a very little extent [ ]

To what extent do the following aspects of relevance of courses affect the trainee enrolment rate in the youth polytechnic? Use a scale of 1 to 5 where 1= no extent, 2= little extent, 3= moderate extent, 4= great extent and 5 is to a very great extent.

Aspects of relevance of courses	1	2	3	4	5
Essential skills					
Employability					
Variety of trade courses					
Applicability of trade courses					
Other (Specify.....)					

QUALITY OF TRAINING MATERIAL

How would you rate the quality of training in the youth polytechnics in Kenya?

Very poor [ ] Poor [ ]

Average [ ] Good [ ]

Excellent [ ]

To what does the quality of training affect the trainee enrolment rates in the youth polytechnic?

To a very great extent [ ] To a great extent [ ]

To a moderate extent [ ] To a little extent [ ]

To a very little extent [ ]

Rate the extent to which the following aspects of quality of training affect the trainee enrolment rates in the youth polytechnic. Please rate on a scale of 1 to 5 where 1= no extent, 2= little extent, 3= moderate extent, 4= great extent and 5 is to a very great extent.

Quality of training	1	2	3	4	5
Training Methods					
Reading material					
Communication tools					
Content of training					
Relevance of the training					
Other (Specify.....)					

FINANCIAL STATUS OF THE TRAINEES

To what extent does financial status of the trainees' families influence the enrolment rates in the youth polytechnic?

To a very great extent [ ] To a great extent [ ]

To a moderate extent [ ] To a little extent [ ]

To a very little extent [ ]

A supportive economic and labour market environment is a key factor and requires design of a more pro-poor informal economic strategy. In the light of this statement how do the following aspects affect the trainee enrolment rates in the youth polytechnic? Use a scale of 1 to 5 where 1= no extent, 2= little extent, 3= moderate extent, 4= great extent and 5 is to a very great extent.

Finance aspects that affect the trainee enrolment rates	1	2	3	4	5
The fees charged on training					
The physical tools and facilities required of the trainees					
The capability of the trainees families to cater for training needs of their youths					
The level of funding incentives offered by the government and other stakeholders					
Other (Specify.....)					

QUALIFICATIONS OF THE INSTRUCTORS

To what extent do the instructors' qualifications affect enrolment rates in this polytechnic?

Not at all [ ] Little extent [ ] Very great extent [ ]

Moderate extent [ ] Great extent [ ]

How would you rate the qualifications of the trainers of the youth polytechnics?

Very poor [ ] Poor [ ]

Average [ ] Good [ ] Excellent [ ]

To what extent do the following aspects of instructors' qualifications affect enrolment rates in this polytechnic? Use a scale of 1 to 5 where 1= no extent, 2= little extent, 3= moderate extent, 4= great extent and 5 is to a very great extent.

Aspects of instructors qualifications	1	2	3	4	5

Practical skills and knowledge to apprentices					
Formal instructions to trades offered					
Competencies in technological advancements					
Innovations of new designs					
Qualifications developments through seminars and exhibitions					
Skills development through further training					
Other (Specify.....)					

GOVERNMENT INFLUENCE

To what extent does government influence affect the trainee enrolment rates in the youth polytechnics?

To a very great extent [ ] To a great extent [ ]

To a moderate extent [ ] To a little extent [ ]

To a very little extent [ ]

Rate the extent to which the following aspects of government influence affect the trainee enrolment rates in the youth polytechnic.

Aspects of government influence	1	2	3	4	5
Governance and management					
Quality assurance					
Accessibility/Licensing					
Government funding					
Facilities and equipment					
Other (Specify.....)					

How does the government influence the enrolment rates through the following aspects? Use a scale of 1 to 5 where 1= no extent, 2= little extent, 3= moderate extent, 4= great extent and 5 is to a very great extent.

Government involvement in Education	1	2	3	4	5
Level of government policy					
Extent of government involvement in promoting vocational training					
How the government incentives attract youth enrolment					
Number of youth polytechnics					
Other (Specify.....)					

Give suggestions on what should be done to enhance trainee enrolment rates in the youth polytechnics?

.....

.....

THANK YOU!!

Appendix III: Questionnaire for Teachers

Kindly fill in the following questionnaire. Information obtained will be used for academic purposes only and will therefore be handled with the highest level of confidentiality. Your corporation will be highly appreciated.

PART A: GENERAL INFORMATION

Please indicate your gender?

Male [ ] Female [ ]

What is your category of respondents?

Ministry of Youth Affairs staffs [ ] Youth polytechnic staff [ ]

Other (Specify.....) [ ]

What is your highest academic/qualification level?

Standard 8 level [ ] Form four level [ ]

Grade1, 2 or 3 [ ] Diploma level [ ]

Other (Specify.....) [ ]

How long have you been staying (working) in this County?

1-5 yrs [ ] 6-10 yrs [ ]

11-15 yrs [ ] 16 yrs and above [ ]

What is your age?

20 Years and below [ ] 21 to 30 Years [ ]

31 to 40 Years [ ] 41 to 50 Years [ ]

More than 50 Years [ ]

PART B: DETERMINANTS OF ENROLLMENT IN YOUTH POLYTECHNICS

How would you rate the enrolment of trainees in the youth polytechnic?

Not sufficient [ ] Sufficient [ ]

Average [ ] Above average [ ]

Very High [ ]

What are the variations of trainee enrolments in terms of gender distributions in the youth polytechnic?

Very small variation [ ] Small variation [ ]

Average variations [ ] High variations [ ]

Very high variations [ ]

RELEVANCE OF THE COURSES

To what extent does the relevance of the courses/trades influence enrolment of trainees in the youth polytechnics?

To a very great extent [ ] To a great extent [ ]

To a moderate extent [ ] To a little extent [ ]

To a very little extent [ ]

To what extent do the following aspects of relevance of courses affect the trainee enrolment rate in the youth polytechnic? Use a scale of 1 to 5 where 1= no extent, 2= little extent, 3= moderate extent, 4= great extent and 5 is to a very great extent.

Aspects of relevance of courses	1	2	3	4	5
Essential skills					
Employability					
Variety of trade courses					
Applicability of trade courses					
Other (Specify.....)					

QUALITY OF TRAINING MATERIAL

How would you rate the quality of training in the youth polytechnics in Kenya?

Very poor [ ] Poor [ ]

Average [ ] Good [ ]

Excellent [ ]

To what does the quality of training affect the trainee enrolment rates in the youth polytechnic?

To a very great extent [ ] To a great extent [ ]

To a moderate extent [ ] To a little extent [ ]

To a very little extent [ ]

Rate the extent to which the following aspects of quality of training affect the trainee enrolment rates in the youth polytechnic. Please rate on a scale of 1 to 5 where 1= no extent, 2= little extent, 3= moderate extent, 4= great extent and 5 is to a very great extent.

Quality of training	1	2	3	4	5
Training Methods					
Reading material					
Communication tools					
Content of training					
Relevance of the training					
Other (Specify.....)					

FINANCIAL STATUS OF THE TRAINEES

To what extent does financial status of the trainees' families influence the enrolment rates in the youth polytechnic?

To a very great extent [ ] To a great extent [ ]

To a moderate extent [ ] To a little extent [ ]

To a very little extent [ ]

A supportive economic and labour market environment is a key factor and requires design of a more pro-poor informal economic strategy. In the light of this statement how do the following aspects affect the trainee enrolment rates in the youth polytechnic? Use a scale of 1 to 5 where 1= no extent, 2= little extent, 3= moderate extent, 4= great extent and 5 is to a very great extent.

Finance aspects that affect the trainee enrolment rates	**1**	**2**	**3**	**4**	**5**
The fees charged on training					
The physical tools and facilities required of the trainees					
The capability of the trainees families to cater for training needs of their youths					
The level of funding incentives offered by the government and other stakeholders					
Other (Specify.....)					

QUALIFICATIONS OF THE INSTRUCTORS

To what extent do the instructors' qualifications affect enrolment rates in this polytechnic?

Not at all [ ] Little extent [ ] Very great extent [ ]

Moderate extent [ ] Great extent [ ]

How would you rate the qualifications of the trainers of the youth polytechnics?

Very poor [ ] Poor [ ]

Average [ ] Good [ ] Excellent [ ]

To what extent do the following aspects of instructors qualifications affect enrolment rates in this polytechnic? Use a scale of 1 to 5 where 1= no extent, 2= little extent, 3= moderate extent, 4= great extent and 5 is to a very great extent.

Aspects of instructors qualifications	**1**	**2**	**3**	**4**	**5**
Practical skills and knowledge to apprentices					
Formal instructions to trades offered					
Competencies in technological advancements					
Innovations of new designs					
Qualifications developments through seminars and exhibitions					
Skills development through further training					
Other (Specify.....)					

GOVERNMENT INFLUENCE

To what extent does government influence affect the trainee enrolment rates in the youth polytechnics?

To a very great extent [ ] To a great extent [ ]

To a moderate extent [ ] To a little extent [ ]

To a very little extent [ ]

Rate the extent to which the following aspects of government influence affect the trainee enrolment rates in the youth polytechnic.

Aspects of government influence	**1**	**2**	**3**	**4**	**5**
Governance and management					
Quality assurance					
Accessibility/Licensing					
Government funding					
Facilities and equipment					
Other (Specify.....)					

How does the government influence the enrolment rates through the following aspects? Use a scale of 1 to 5 where 1= no extent, 2= little extent, 3= moderate extent, 4= great extent and 5 is to a very great extent.

Government involvement in Education	**1**	**2**	**3**	**4**	**5**
Level of government policy					
Extent of government involvement in promoting vocational training					
How the government incentives attract youth enrolment					
Number of youth polytechnics					
Other (Specify.....)					

Give suggestions on what should be done to enhance trainee enrolment rates in the youth polytechnics?

.....

.....

THANK YOU!!