DETERMINANTS OF PROGRAM IMPLEMENTATION ON STUDENT PERFORMANCE IN YOUTH POLYTECHNICS IN SIAYA COUNTY, KENYA

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A Research Project Submitted to the Department of Educational Administration and Planning in Partial Fulfillment of the Requirements for the Award of Masters Degree in Curriculum Studies

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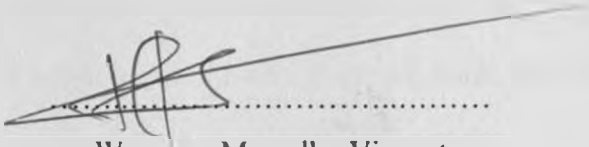
DECLARATION

This research project is my original work and it has not been presented for award of degree in any other university



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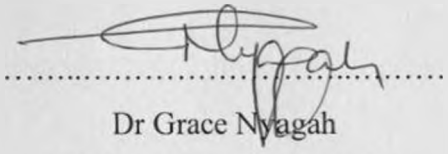
This research project has been submitted for examination with our approval as the university supervisor



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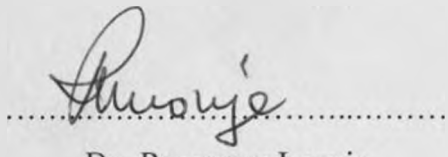

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DEDICATION

To my mother Rose Magudha for her love, prayers and support. To my children Ivy and Arnold whose existence is a source of inspiration. To my sister Everline Atieno for her unending love and support. and most especially to my brother Eric Magudha (God rest his soul in peace) who lit the academic fire in me

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LIST OF ACRONYMS AND ABBREVIATIONS

KCSE	Kenya Certificate of Secondary Education
KNEC	Kenya National Examination Council
MOYAS	Ministry of Youth Affairs and Sports
MPE	Master Plan on Education
NPE	National of Education
RoK	Republic of Kenya
RTO	Registered Training Organization
SQASO	Siaya County Quality Assurance and Standards Office
STVEPR	Skills Training and Vocational Education Project Report
TEP	Technical Educational Program
TIQET	Totally Integrated Quality Education and Training
TVET	Technical and Vocational Education and Training
UNDP	United Nation Development Programs
UNESCO	United Nations Economic Social and Cultural Organization
VET	Vocational Education and Training
Voc	Vocational
YPS	Youth Polytechnics

ABSTRACT

The study investigated the determinants of programme implementation on student's performance in youth polytechnics in Siaya County. The study sought to establish the extent to which provision of teaching and learning resource, students' attitude, qualifications of instructors and managers' supervisory practices influenced program implementation in YPs in Siaya County. The study was conducted through descriptive survey research design and used descriptive statistics models to analyze the data. Data was collected using questionnaires for 8 YP managers, 24 instructors and 154 trainees. Observation checklist was also used. The data collected was analyzed using statistical package for social sciences (SPSS) to establish the relationship between independent variable with the dependent variable. The major findings of the study were that YPs in Siaya County have inadequate teaching and learning resource like training equipment, classroom and library. Secondly, majority of the youths in polytechnics in Siaya County have negative attitude towards the training they hold a belief that Youth Polytechnic courses are for the failures in national examinations and this affects program implementation in youth polytechnics. Lastly, the study concluded that YPs in Siaya County have inadequate instructors with very low qualifications and little experience in teaching and learning process besides hardly attending in-service training. This impact negatively on provision of quality training in Youth Polytechnics making it difficult for graduates to gain skills. The study therefore concluded that teaching and learning resource, students' attitude and qualifications of instructors determined programme implementation in youth polytechnics in Siaya County. The managers supervisory practices on the other hand was found not to have an impact on programme implementation in youth polytechnics in Siaya County. The study recommends provision of teaching and learning resource that is not only adequate but also modern for example computers, sewing machines among others, creation of employment for the graduates of the youth polytechnics. The study further recommends building of the capacity of youth polytechnic instructors so that they can competently implement the YP programme since most of them (instructors) lacked pedagogical skills.

CHAPTER ONE

INTRODUCTION

1.0 Background of the Study

Technical and Vocational Education and Training (TVET) is defined as those aspects of the educational process involving, in addition to general education, the study of technologies and related sciences and the acquisition of practical skills, attitudes, understanding and knowledge relating to occupations in various sectors of economic and social life (UNESCO, 2012).

Technical and Vocational Education and Training plays a significant role of imparting skills to the youth who drop out of primary and secondary school and to those who end their education at primary school or secondary school. The skills and knowledge the youth acquire are the engines of economic growth and social development of any nation (Goel, 2010).This has enhanced the need to establish TVET institutions responsible for the provision of these skills. Moreover, it underlines the basis for the use of TVET by several developed countries as an instrument of development for example countries like German, Australia, Japan, Sweden and Italy gave more recognition to TVET through adequate funding (Nyerere, 2009; Dietrich, 2010).

Various studies that postulate factors influencing skill acquisition in Youth Polytechnics highlight some of these factors as attitude towards YP programs, qualification of instructors and teaching /learning resource (Ondari, 2010; Ngige,

2012; Njeru, 2014; Yewah 2015). Research by Mursoi (2013) on assessment of factors that influence secondary school student attitude towards TVET in Eldoret West district noted that student enrolment in TVET institutions was shaped largely by people's views for example parents, guardians, teachers/counselors, peers and academic achievements. TVET is widely respected in German society and Australia as there is little or no stigma attached to it as an alternative to academic studies. According to the study on the Attractiveness of VET in the European Union, 71% of the respondents have a positive image of VET. Besides most parents advise their children to choose VET than general secondary or higher Education. In 2001 two-third (2/3) of young people aged 22 years began an apprenticeship in German. 78% of the same completed it (Abdulkarim & Ali, 2012). In Australia, a good indicator of the image and attractiveness of TVET is the high enrolment. Most youths are advised by their parents and relatives to join VET (NCVER, 2008a). One of the leading factors of positive image of TVET in German and Australia is the readily available job opportunity for TVET graduates. In Nigeria however the case is different. The public perceives TVET as education for the low status and the unintelligent (Nwokomah, 2005 Eze and Okorafor, 2012). This stems from the low image of 'blue-collar' jobs which TVET offers. In Nigeria, every family wants to be proud of a graduate Teboho (2000). This has made VET very silent in Nigeria except for the educationally less advantaged students that rather than being at home doing nothing, would reluctantly consider the choice of TVET and

still at the end of the day they do not consider owning their private practice (Atsumbe, 2010). Consequently, graduates of the polytechnics possess inadequate technical skills required for the job (Okolobo, 2009).

Research done by Abuel-Ealer (2012) revealed that teachers are critical in the provision of quality education because they impart literacy and numeracy skills plus a set of complex analytical, social and emotional skills. Like in many other OECD countries, attracting and retaining good VET trainers and teachers is a challenge in Australia. Besides, there is a big proportion of an ageing staff-over 50 years of age, and there is also the TVET- specific problem that providers compete with industries for practical skills of VET teachers and trainers. Industries tend to offer much higher salaries. To counteract these problems, an initiative has been made in Australia in which trainer work part time in VET providers and part time in industry. And this strategy has helped sustain the number and skills of the teacher and trainer labour force (OECD, 2008). Teachers and trainers intending to work in RTOs must have voc. competencies at least to the level being delivered, current industry skills, current knowledge and skills in voc. Training and Learning, must also have obtained a TAE40110 Certificate IV in Training and Assessment or a Diploma or a higher level qualification in Adult education. The German teachers (in voc. schools) and trainers (in enterprise or workshops) are highly qualified and this is in accordance with the statutory provision of the vocational and education Act section 28-30 BBiG and the Regulation on Craft Trades section 21 HwO (Dietrich, 2010). Studies carried in

Nigerian VET showed the problem of poor skilled manpower. Odu (2011) and Okebukola (2012) posited that there is dearth of qualified VET Educators in Nigeria. Lilly and Efajemue (2011) posited that there is poor quality of academic staff in TVETs in Nigeria. Education sector status review (2003) shows lack of adequate number of teachers.

Generally, it's agreed that the schools physical facilities like classrooms, libraries, desks, laboratories, books and playing fields have a direct impact on students' performance in schools (Ayoo, 2003). In Australia, the Government and the employer and other stakeholders heavily finance VET system. It is Commendable to note that, 60% of the funding for apprenticeship in Australia is done by industries (AQTF, 2007). Generally, economic conditions in Australia are good: at the end of 2007, GDP trend growth was 4.0%, consequently there is adequate provision of learning materials in VET in Australia. In German, one major strength of VET is the high degree of engagement and ownership on the part of employers, Government and other social partners and as a result, there is adequate provision of teaching/learning resource in TVET institutions. The German government has maintained strong financial support for the VET. In Nigeria, the implementation of TVET program in tertiary institutions is faced with various challenges. Nigeria, according to Ibeneme (2007) does not seem to accord TVET the attention that it deserves. To start with, Nigeria remains a major defaulter in complying with UNESCO recommendation that at least 26% of the national budget must be committed to

education. In 2009, the Federal government allocated only N183 billion to education of the N3 trillion budget. This translates to a mere 6% allocated to education (STVETR. 2005). It is evident that inadequate provision of equipment and facilities is due to low level of funding VET institutions in Nigeria. The industries and the existing organizations that are the main consumers of the vocational products are not supporting and financing VET programs. Consequently, the workshops and the laboratories as a means of aiding teachers of VET are not properly equipped for the tasks Osakwe (2009). The NPE report (2004) pointed out that the government is aware that only limited equipment and facilities exist for teachers at different levels.

In Kenya, Youth Polytechnics (YPs) are institutions aimed at equipping the youths with entrepreneurial skills (MOYAS, 2008). The institutions are meant to equip the people with the relevant skills that earn them employment easily as opposed to the academic education system that has seen many people remain unemployed. The major objective of youth polytechnics is to equip young school graduates of post primary age with relevant vocational skills and attitudes that would lead the young people so trained into gainful self employment and enable them to contribute more competently in the development of their communities by building up the economic strength of those communities (Moyas. 2009). They are also supposed to equip the youth with technical and entrepreneurial skills based on appropriate technology enabling them unleash their entrepreneurial capacity to exploit local resources for

employment creation. However less emphasis is placed on technical education (UNESCO-UNEVOC, 2010). Overtime, the quality of technical training deteriorated to the extent that village polytechnic were regarded as inferior institutions reserved for school failures and dropout (Kinyajui, 2007). The challenges facing these institutions included lack of policy framework for governance and management, Poor infrastructure, inadequate and obsolete tools and equipment's, lack of social amenities and recreational facilities poor attitude towards VET and a varied curriculum lacking quality assurance mechanism (Wanyonyi 2009). This led to graduates of the village polytechnics possessing inadequate technical and entrepreneurial skills required by the labour market (Moyas, 2006a).

The development of Technical, Vocational, and Entrepreneur Training (TVET) is fundamental in Kenyan's effort to lower levels of poverty and create opportunities for out of school youth (Vision 2030). Further, it places great emphasis on science, technology, and innovation in general and TVET in particular as a means of social economic and technological transformation. Since 1963, Kenya has undergone extensive upgrading of its educational systems. Many youth polytechnics have been created to serve post primary school people in need of employment skills but despite the massive investment in youth polytechnic programs, Kenya like other developing countries still experiences the problem of unemployed youth. Most of these youths suffer lack of employable skills, knowledge and desirable attitudes. It was reported that employees have a

problem with the youth polytechnic graduates (UNDP, 2012). The YP graduates have to be re-trained to bring them at par with the prevailing job requirements and dynamics. The training the youth polytechnic trainees get does not expose them to the present realities in the job market (UNDP, 2012). It has also been reported that the graduates of youth polytechnics have difficulties in using modern equipments. The graduates also display lack of adequate skills due to limited practical exposure. The youth polytechnic graduates also have weakness in work attitude, communication, customer care and social skills and therefore unable to effectively deliver the required services.

The table below shows the performance of the youth polytechnic students in the National Vocational Certificate of Education and Training (2014)

No.	Polytechnic	Enrolments	Performance				
		2014	Distinction	Credit	Pass	Refer	Fail
1	Liganwa	140	3	35	75	17	10
2	Ngiya	139	1	31	71	27	9
3	Nyala	46	-	-	-	-	-
4	Ndere	300	15	108	158	16	3
5	Mindhine	50	0	12	15	14	9
6	Malunga	42	-	-	-	-	-
7	Rera	70	0	9	26	25	10
8	Ndira	20	-	-	-	-	-
9	Lucy onono	40	0	5	21	11	3
10	Eiden	180	15	54	85	15	11
11	Sega	60	0	17	26	9	8
12	Sigul	11	-	-	-	-	-
13	Mahanya	79	1	11	37	18	12
14	Naya	91	0	20	35	20	16
15	Boi	60	0	10	18	19	13
	Total	1328	35	312	567	191	104

Table 1.1. Performance of the youth polytechnic students in the National Vocational Certificate of Education and Training (2014)

According to the data on performance for county vocational education and training for the year 2014 in Table 1.1, majority (71.3%) of the youth polytechnic students graduate with a pass and below and only (28.7%) with credit and above. This is an indicator that there is a problem in skills acquisition in YPs in the county. The basis of the research therefore was to examine the determinants of program implementation in youth polytechnics in Siaya County

1.1 Statement of the Problem

According to Government of Kenya (GoK) Skills Gap Analysis Report (2012) and Youth policy paper (RoK 2007), seventy five percent (75%) of the population in Kenya are youth, and only 39% of this population is absorbed in the job market leaving the rest unemployed. Majority of the youth (60%) are found in the rural areas and due to the scarce resources they migrate to towns to seek for the scarce job opportunities (GoK, 2012). They end up in the slums where they are vulnerable to recruitment into gangs and militia groups to eke out for a living. Kenya's political violence in December 2007 exposed the threat of a large population of unskilled and unemployed youth amidst growing poverty. Upon realizing this, the Government of Kenya, is reviving and revitalizing VET (RoK 2007). This training is aimed at addressing the challenge of mass unemployment of the youth and at the same time offer an alternative path way for attainment of skills. However, despite reviving and revitalizing the Youth Polytechnics in Kenya and Siaya County in particular, there is still the challenge of unemployed youths. Therefore, one may wonder why the graduates from the youth YPs in

Siaya County have difficulties in using modern equipment, lack the necessary and required skills that employment demands of them or what could be the determinants of program implementation on students' performance in YPs in the County? Studies by (Achieng, 2012; Njeru, 2014; and Yewah, 2015) show that some of the factors that may influence skills acquisition in YPs include entry qualification, industrial attachment, types of courses offered, economic status of parents and types of training methods used. However, none of the studies above focused on Siaya County and they also did not look at other determinants of program implementation on students' performance in Youth Polytechnics. It is against this background that the study sought to investigate determinants of program implementation on students' performance in Youth Polytechnics in Siaya County Kenya.

1.2 Purpose of the Study

The purpose of the study was to investigate the determinants of program implementation on students' performance in Youth Polytechnics in Siaya County Kenya

1.3 Objectives of the Study

The study was guided by the following objectives:

i. To establish how provision of teaching and learning resource affect program implementation in youth polytechnics in Siaya County

ii. To determine how students' attitude affect program implementation in youth polytechnics in Siaya County.

iii. To examine how qualifications of instructors influence program implementation in youth polytechnics in Siaya County

iv. To establish the influence of managers' supervisory practices on program implementation in youth polytechnics in Siaya County.

1.4 Research Questions

The study sought to answer the following questions;

i. How does teaching and learning resource affect program implementation in youth polytechnics in Siaya County?

ii. What is the attitude of the students towards vocational skills offered to them and how does it affect program implementation of vocational skills in youth polytechnics in Siaya County?

iii. How does the instructor's qualification influence program implementation in youth polytechnics in Siaya County?

iv. To what extent does the managers' supervisory practice influence program implementation in youth polytechnics in Siaya County?

1.5 Significance of the Study

The findings of this study contributes to the body of knowledge on determinants of program implementation on students' performance in YPs and form a basis on which implementation of skills training for youth polytechnics trainees can be

done in Siaya County. The study is hoped to be of assistance to TVET policy makers, implementers and program developers in recognizing the determinants of effective program implementation in vocational centers. It is also hoped that the findings of this study help in bridging the gap between the idle youths and the government effort to train them in preparation for the real responsibilities which include career change and alternating periods of unemployment. This is hoped to improve their individual economic status and finally the country's general economic development.

1.6 Limitation of the Study

The limitation of this study includes the unavailability of the managers and instructors of the Youth Polytechnic centers during the data collection and this forced the researcher to make several trips in an attempt to get their indulgence in the study. This consequently prolonged the time of study and also more expensive.

1.7 Delimitation of the Study

This study focused on youth polytechnics in Siaya County which is made up of 5 sub-counties namely; Alego-Usonga, Bondo, Gem, Rarieda and Ugenya. The study targeted the 15 YP centers. Respondents included 15 managers, 63 instructors, 33 of which are government employed instructors and 30 instructors on Board of Management and 1391 trainees.

1.8 Assumption of the Study

This study assumed that the respondents understood the questionnaire and gave accurate and honest information that was helpful in identifying the determinants of effective program implementation in youth polytechnics and that the management of the youth polytechnics is willing to utilize the outcome of the study to improve on the program implementation in the institutions.

1.9 Definition of Significant Terms

Youth Polytechnic refers to low cost based post-primary training institutions that prepare trainees on vocational and technical training.

Vocational training refers to giving skills and knowledge that is needed in order to do a particular job.

Attitude refers to how one thinks of or feels about an act towards objects, or ideas.

Competence: refers to the ability, skills, techniques and knowledge that. Vocational trainees require to perform the skills effectively.

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

Training	refers to systematic development of the knowledge, attitudes and skills necessary for a person to be able to perform adequately a job or a task whose demands can be reasonably well identified in advance.
Knowledge	refers to facts, principals, generalization, awareness and sensitivities specific to real life situations.
Physical facilities	refers to books, classrooms, sewing machines, computers, and building tools like Plump bobs, tapes, planes and Scissors.
Vocational skills	refers to empirical skills that individuals acquire in specific areas of interest (they are more practical than theoretical)

1.10 Organization of the Study

This research project report was organized in five chapters. Chapter one deals with background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitations of the study, delimitations of the study, basic assumptions, definition of operational terms and organization of the study.

Chapter two consist of literature review under the following sub-topics: availability teaching and learning resource and program implementation in YPs, the attitude towards YP programs and skill acquisition, Managers supervisory practices and lastly qualification of instructors on skills acquisition in YPs in

Siaya County. Summary of reviewed literature, theoretical framework and conceptual framework.

Chapter three deals with research methodology that was used in this study. The following formed the sub-headings; research design, target population, sample size and sampling techniques, instruments for data collection, validity of the research instrument, reliability of the research instrument, data collection procedures, data analysis techniques and ethical considerations.

Chapter four focused on data analysis, presentation and discussion which included; questionnaires return rate, demographic information of sample population.

Chapter five include summary, conclusion, recommendation and suggestions for further studies.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

In this chapter, the study focused on review of the literature related to vocational skills acquisition. The chapter deals with the effect of trainees attitudes towards vocational skills acquisition in YPs, the relevance of learning materials in supporting skills acquisition, the influence of instructors' qualification on acquisition of vocational skill, managers' administrative practices and acquisition of vocational skill and summary of the literature reviewed and theoretical and conceptual frame work.

2.2 The concept of youth polytechnics

While most polytechnics worldwide were formed in the expansion of higher education in the 1960s, some can trace their history back much further than this. The London polytechnic now the university of Westminster, emerged from the royal polytechnic institution which was founded at Regent Street-London in 1838 (Tilak, 2003). The establishment of the polytechnic was a reaction to the rise of industrial power and technical education in France, Germany, and the USA. Prior to the 1960s, the University of London validated degrees at the London Polytechnic. The first British Institution to use the name "Polytechnic" was the Royal Cornwall Polytechnic Society, which it retains, together with the affectionate nickname "The Poly".

In Greece, the Greek law introduced practical education in 1889. Institutions that offered vocational training were called Practical Lyceums. Like in many parts of the world, the Lyceums were perceived as inferior vocational schools that absorbed primary school leavers who could not advance to high school.

In 1960s and early 70s technical and vocational skill development in developing countries like Kenya was regarded as key in the development process and attracted much support from donors such as the World Bank (ILO, 2006). The initiative became popular among many countries in the sub Saharan Africa. The Workers Brigades in Ghana, Botswana's Brigades, Tanzania's education for self reliance and village polytechnics in Kenya are some of the governments' initiatives towards promoting vocational skills.

Youth polytechnics then referred to as Village Polytechnics in Kenya were started as an initiative of NCCK in 1968 (Gould 1989) to help attack the problem of unemployment of primary school graduates in rural areas: those who were unable to find employment, further training or education (Njeru, 2014). The major objectives of youth polytechnics were to equip young school graduates of post-primary age with relevant skills and attitudes that would lead the young people so trained into gainful self-employment and to enable the young people during and after training to contribute more competently in the development of their communities by building up the economic strength of those communities (Njeru, 2014). The government,

however, did not emphasize on their role until in 1971 when the ILO reported that the number of school leavers was quickly surpassing the white collar jobs. Unfortunately, come 1980, TVET had structural adjustment and cost-sharing measures orchestrated by a shift in donor policy which deeply affected public provision of education and training in Kenya (King and Palmer, 2006). The government's adoption of Universal Primary Education (UPE) recommendation from the World Conference on Education for All in 1990 worked to the failure of vocational training. The World Bank criticized technical and vocational training as being too costly compared to its returns to the economy, its quality was poor and there was a mismatch between training and needs of industry (King and Palmer, 2006). Vocational training was later incorporated in the mainstream 8.4.4 education system in the 1980s, a move that nearly led to the collapse of the YPs. In addition, there was no clear policy on vocational training and the YPs lacked essential resources and facilities, a fact that led to the deterioration of quality of training. Training was biased towards theory work (Amutabi, 2003). A report by DFID (2006) indicated that lack of central government support (financial independence) led to equipment becoming obsolete, and instructors becoming outdated hence low quality training. Vocational skill development was re-emphasized in mid 2000 in the new World Bank Policies on Secondary, Higher and General Education and Skill Development (ILO, 2004; World Development Report on youth,2007). Omolo (2013) posits that there exist an intertwined connection between TVET, employment, economic growth and

social protection. A report on the PEV in 2007 implicated many youth as those who were used to perpetrate violence (UNHCR, 2008).With the high unemployment rate in Kenya, many youth have engaged themselves in vices such as political violence, crime and drugs. Vision 2030, the Constitution of Kenya of 2010, ILO Youth Empowerment Network, National Youth Policy recognize the challenges facing youth, the major ones being unemployment and poverty. Article 55 of the constitution highlights the youth entitlement to government measures such as affirmative action to ensure that they access relevant education and training. Kenya is geared towards industrialized middle income country (Vision 2030). For any country to make a breakthrough in industrialization and technological development it must have a critical mass of qualified engineers, technologists, technicians, crafts-people and artisans ILO (2005) report points out that skill development in many countries has a second place after secondary education. Most parents prefer secondary education because it is perceived to better prepare youth for formal employment opportunities. The Ministry of Youth Affairs and Sports was created in 2006 to look into youth issues in Kenya. The department of youth training within the then Ministry of Youth Affairs and Sports was given the task of training youth in various trades so as to prepare them for the job market, hence the revival of the polytechnics. The government through the Ministry of Youth Affairs and Sports initiated various programs in YPs all over the country to improve on the quality of training. These include rebranding them as youth polytechnics from village

polytechnics, constructing infrastructure, providing training materials, modern tools and equipment, hiring qualified instructors and subsidizing trainee tuition fee (MOYAS, 2012).

2.3 Trainees' Attitude towards Youth Polytechnic programs and the effect on programs implementation

Attitude refers to positive or negative feelings that an individual hold about an object, persons or ideas (Akeyo, 2012). Youths who join polytechnics or vocational centers for training have formed opinions of these training. The attitude is either positive or negative (Hansen, 1992). Research studies have confirmed that attitude has an influence on acquisition of skills and knowledge. Ismail (2010) carried out a study on attitude and performance in Malaysia's vocational centers. He found out that attitude played a vital role in determining learners' performance in acquiring skills. That positive attitude is an ingredient in achieving desirable performance, in any level of education (Ismal, 2010). In both German and Australia, TVET is highly respected as an alternative to academic studies. According to the study on the Attractiveness of VET in the European Union, 71% of the respondents in European Union have a positive image of TVET. Besides most parents advise their children to choose VET than general secondary or higher Education. A good indicator of positive attitude towards TVET is the high enrolment in TVET centers and performance of students (Abdulkarim & Ali, 2012).

In Nigeria, performance of the youth polytechnic graduates is poor as a result of negative attitude towards VET by the trainees (Okorafor, 2012).). Students who miss out on other higher levels of education feel that rather than being at home doing nothing, would reluctantly consider the choice of TVET and still at the end of the day they do not consider owning their private practice (Atsumbe, 2010). Consequently, graduates of the polytechnics possess inadequate technical skills required for the job (Okolobo, 2009).

In Kenya, Irumbi carried out a study on the relationship between attitude and performance in mathematics and found that attitude played a vital role in determining the pupils' performance in the subject. That pupils with negative attitude failed in mathematics in KCSE examinations. A number of Kenyan parents want their children to be teachers, nurses, doctors and few encourage their children to enter blue collar jobs (Bwisa 2012). According to Hewitt (2010) most students' attitude towards TVET are influenced by careers that their parents, guardians and sponsors favor. In addition, Mursoi (2013) on assessment of factors that influence secondary school students Perception towards TVET in Eldoret West district noted that student perception to TVET institutions was shaped largely by people's views for example parents, teachers / counselors, peers and their academic achievements. Most communities in Kenya look down upon craft and vocational education for example masonry, carpentry, tailoring/dressmaking, metal work among others this is as per the report of the commission of inquiry into education system of Kenya chaired by Koech 1999

(Ngige, 2012). The report, which is on totally integrated quality education and training (TIQET) clearly points out that one of the hindrances to the development of technological culture is found in some cultural beliefs and practices among a number of Kenyan communities towards technologically related work.

Despite the fact that much had been written about the individual variables influencing attitude of YP trainees, the literature review however, revealed that there was no empirical studies on this subject matter especially regarding to how attitude of YP trainees influence program implementation in YPs in Siaya County, Kenya. All the studies above focused on main stream academy education in secondary school and TVET institutions outside Kenya. This study therefore sought to fill up this gap.

2.4 Qualification of Instructors on program implementation in Youth Polytechnics

Instructors/ teachers obviously are probably the most vital component in planning the quality of education and training. Teachers are critical in the provision of quality education because they impart literacy and numeracy skills in addition to providing a set of complex, analytical, social and emotional skills (Abuel-Ealer, 2012). Abuel-Ealer further noted that how teachers/instructors are prepared for teaching is a critical indicator of education quality given that good teacher training should deal with aspects like academic qualifications, pedagogical training, experience, in-service training and professional development. Therefore, he concluded that educational institutions should have sufficient and highly qualified teachers.

In countries where VET has succeeded, the set qualification of VET teachers / instructors is high. In both German and Australia, teachers/ trainers intending to work in RTOs must have voc. competencies at least to the level being delivered, current industry skills, current knowledge and skills in voc. Training and Learning, must also have obtained a TAE40110 Certificate IV in Training and Assessment or a Diploma or a higher level qualification in Adult education (Australia) and in German, the qualification must be in accordance with the statutory provision of the vocational and education Act section 28-30 BBiG and the Regulation on Craft Trades section 21 HwO (OECD, 2008).

In Argentina, according to research done by Castro on teachers' effectiveness, it was noted that teachers were vital in provision of quality education (Castro, 2000). The government of Argentina noted that improvement of students' performance was related to Teacher training specifically designed to prepare them for curricular changes, skill development and use of instructional materials in the subject matter (Decibe, 2000).

Research conducted in Tanzania on "Issues and challenges of quality education in secondary schools" revealed declining educational standards in educational institutions due to poor quality of teachers (Tanzania Education Network, 2006). Both teachers and students had no mastery of language of instruction in English which affected its performance in national examinations. Therefore, during the quality education conference organized by Tanzanian Education Network and OXFAM GB, participants pointed out that teacher competencies,

training and welfare were the core ingredients for quality education and thus, recommended to the Ministry of education to provide a total package for pre-service training of two years for primary and secondary school teachers and also develop and implement a comprehensive, well planned and co-ordinated in-service training programme. In 2008, the government together with OXFAM financed seminars in English courses and information communication technology integration in curriculum delivery. This led to improvement in performance mostly in English, an indicator that the teacher as an implementer of program in YPs is a key determinant of students' skill acquisition (Abuel-Ealeh, 2012).

In Kenya, a research by Khatete (2010) noted that teacher characteristics after pre-service training can be improved through in-service programmes whose aim should be to enable a practicing teacher improve on instructional and professional knowledge, interests and skills. Therefore, to him improvement in quality of learning depends on improvement of teacher competency since they are at the center of teaching and learning process and moreover, the quality of Technical Vocational Education and Training to a great extend depends on the competence of the trainer. According to Huntly (2003) the competent teacher is able to make conscious choices and exercise judgment over the relative importance of elements which impact on successful student learning outcomes. Competent teachers set rational goals and realistic means by which these may be achieved.

It was observed that teachers in VET institutions lack necessary industry-based technology skills updated through industrial attachment (Nyerere, 2009). Nyerere further noted that Kenya Technical Training College (KTTC) had shifted from its original mandate as a producer of trainers and was now competing to offer programs similar to National Polytechnics and therefore quality technical teacher training had been completely compromised.

Moreover, teachers in Vocational Education and Training Institutions rarely go for in-service trainings, lack a scheme of service and earned little salaries hence had low morale. The few qualified teachers left the profession due to low salaries, difficult working conditions and insufficient professional support (Bourgonje and Tramp, 2011). None of the above research focused on Youth Polytechnics in Siaya County and this research intended to fill this gap.

2.5 Managers' supervisory practices on program implementation in Youth Polytechnics

Managers in youth polytechnics are the principals or the head of YPs. They are the ones with the official task of overseeing the implementation of YP programs. Okumbe (1999) refers to managers supervisory practices as those particular behaviors, styles that are applied by the manager to motivate the followers in order to achieve institutional objectives. In his book, School Leadership and Students Outcome, Prof. Viviane M.J Robinson derived from 11 studies of the Effects of leadership on Student's Outcome five behaviors/ practices of managers also known as leadership dimensions.

Establishing goals and expectations

This includes the setting, communicating and monitoring of learning goals. standards and expectations and the involvement of staff and others in the process so that there is clarity and consensus about goals. According to Bamburg and Andrews, 1991; Brewer, 1993; Heck, Marcoulides and Larry, 1991, with students background factors controlled, leadership made a difference to students through the degree of emphasis placed on clear academic and learning goals. Goal setting increases performance and learning. It has a positive psychological consequence by providing a sense of priority and purpose and thus solving the problem of everything feeling important and overwhelming. This increased focus and sense of purpose increases enjoyment of tasks and willingness to take on challenges.

Strategic resourcing

Involves aligning resource selection and allocation to priority teaching goals. It includes provision of appropriate expertise through staff recruitment. Evidence shows that principals can influence student achievement through their decision about staffing and teaching resources (Bamburg and Andrews, 1991; Brewer, 1993; Heck, Larsen and Marcoulides, 1990; Heck and Marcoulides, 1996). Strategic in this case means securing resources that are aligned to pedagogical purpose, rather than leadership skill in securing resources per se. While it concerns staffing and teaching resource, the most important resource that leaders manage is teachers since the quality of teaching explains more of the variance in student achievement than any other system variable (Alton-Lee, 2004; Nye, Konstantopoulos, and Hedges, 2004)

Planning, Coordinating and Evaluating Teaching and the Program

Refers to direct involvement in the support and evaluation of teaching through regular classroom visits and the provision of formative and summative feedback to the teachers, direct oversight of the curriculum through school-wide coordination across classes and year levels and alignment to school goals. Studies show that leaders of performing schools were distinguished by active oversight and coordination of the instructional program. They work together with the staff to review and improve teaching (Heck, 1990, 1991; Marks and Printy, 2003). That degree of leader involvement in classroom observation and subsequent feedback was also associated with higher performing schools (Andrews and Soder, 1987; Bamburg and Andrew, 1991). A study found out that there was greater emphasis in higher performing schools on ensuring that staff systematically monitored students progress (Heck et al. 1990). Teachers use of data to evaluate students on progress, adjust their teaching, plan their weekly programs and give students feedback, was a strong indicator of school quality, and a level of school quality had a significant influence on student achievement in reading and mathematics (Heck 200)

Promoting and Participating in Teacher Learning and Development

Good leaders not only promotes, but directly participates with teachers in formal or informal professional learning. Content of such learning are formal (staff meetings and professional development) or informal (discussions about specific teaching problems). Leaders who are perceived as a source of instructional advice

and expertise gain greater respect from their staff and hence have greater influence over how they teach. In addition, the principal's central position in school communication networks means that their advice is more likely to have a coordinating influence across the school (Friedkin and Slater, 1994). There are two things that can account to this dimension/behavior. Firstly, leaders promotion of and participation in teacher professional learning is an indicator of their focus on quality of teachers and teaching and hence students outcomes (Konstantopoulos and Hedges, 2004). Secondly, it allows the leader to know what their staff is up and against and thus provide them more real support in making the required changes to embed their learning in the daily practice (Hallinger and Heck, 1996; 1998)

Ensuring an Orderly and Supportive Environment

Protecting time for teaching and learning by reducing external pressures and interruptions and establishing an orderly and supported environment both inside and outside classroom.

Evidence suggests that second only to the influence of classroom instruction, school leadership strongly affects students learning. Goddam and Emerson (1993), posit that the overall responsibility for detailed management of the school lies with the head of school. The head of school develops and establishes policy and set framework and parameters within which to implement the policy. There is evidence of the impact of leadership on student's achievement. According to the California law (Public Schools Accountability Act, Senate Bill 1x1999) principals

face the sack as one possible consequence in low performing schools. That the poor performance is a as a result of poor supervisory practice. A study by Jacques (1999) in Portland, Oregon, a small portion of principal's salary is based on a set of professional standards theoretically linked to student's outcome. Njeru F.N (2005) in his study concluded that poor performance in a school is due to incompetence on the part of the principal. The MoEST in a Sessional paper No. 1 of 2005 (RoK) links leadership styles to students performance. And in order to promote efficient school management, dwelt on improving the capacities of education managers who had not received any management training. Further the report encouraged leaders of educational institutions to embrace good managerial practices like promoting dialogue and participation with students to improve governance.

To say that there is an impact of leadership on performance is faulty. Leadership on its own cannot have an influence on performance by students. But rather the leadership styles or behaviors or practices. Indeed so many studies on management of schools have been carried on in primary and secondary schools; none looked at supervisory practices of YPs principals in Siaya County, Kenya.

2.6 Effects of Teaching and Learning Resource on program implementation in Youth Polytechnics

The success or failure of the implementation of TVET program largely depends on the availability of the necessary learning materials. Equipment, machinery, facilities and learning material for the purpose of VET should be provided in

adequate quantity to a degree where it is possible for individual students to use during practical lessons in workshop (Ejwoke Kennedy, 2010). Research done by Gurney (2007) in London noted that successful teaching and learning took place in school buildings that were safe, clean, quiet, comfortable and healthy. He further observed that lack of such facilities affects the teachers morale and effectiveness while poorly maintained physical facilities affects the learners ability to succeed because they impact on learners attitude towards the school, self esteem, security, comfort and social behavior. Hines (1996) in his study of large urban high school in Virginia found a relationship between building condition and students' achievement. He found that students' achievement was as much as eleven percent points lower in standard building as compared to above standard buildings. A study of North Dakota high schools, also found a positive relationship between school conditions and both students achievement and students behavior (Earthman, 1995). A study done in Nigeria by Osakwe found that workshops and laboratories as a means of aiding teachers of VET were not properly equipped for the task and consequently compromised the quality of educational output (Osakwe, 2009).

In Kenya, a number of studies have been done on teaching learning resource on skills acquisition. In his study, Njeru found that Equipment and textbooks are one of the most important inputs that have a demonstrable impact on skills training and job performance. For example, if a trainee has to effectively acquire tailoring skills he has to be provided with a sewing machine, threads, tapes, bobbin, bobbin

case and fabrics (Njeru, 2014). This indicates that the vocational education and training requires adequate instructional resources in order for the delivery to be adequate..

The Ministry of Education Science and Technology noted in its report that adequate and modern facilities were essential features of a sound and vibrant TVET system (MoEST, 2008). Availability of adequate and modern training facilities to cope with rapid technological changes has been an issue even with the richest nations according to the ministry report. In examining factors that influence enrolment in YPs in Bungoma, Kitui (2015) noted that provision of better equipped workshops, supply of training materials and greater emphasis on practical skills would improve the programme and lead to increased access.

According to National Development Plan 2002-2008, there was more theoretical teaching in YPs at the expense of practical skills due to inadequate and modern tools, equipment and materials for practical training. It was noted that most of the facilities were broken down, poorly maintained because funds were not there for maintenance (RoK, 2002). Ayoo (2000) found out that lack of library facilities was one of the most serious problems, standing in the way of achieving high education standards in learning institutions. He carried out a study on the effects of school physical facilities on academic performance and established that availability of facilities had direct link with the performance of learners in exams.

Whereas the studies focused on the importance and availability of physical facilities in enhancing quality education and training, none considered the adequacy of teaching and learning resources in YPs in Siaya County and thus, this study intended to fill this gap.

2.7 Summary of the Reviewed Literature

Literature reviewed involved studies internationally regionally and nationally which focused on determinants of program implementation on student's performance in youth polytechnics. Carr, (2005) Loveridge (2007) World Bank (2001) studies on teaching and learning materials and equipments on technical and entrepreneurial skills acquisition by youths found out that there existed a strong relationship between teaching, learning and availability of training equipments with entrepreneurial skills acquisition by any segments of learners in any academic institutions. While their findings were quite informative, none focused on Siaya County. In addition, the studies never focused specifically on determinants of program implementation on student's performance in youth polytechnics therefore; this study intended to fill this gap.

Ndua (1988), Maclure (1997), Kelemba (2012), Chambers (2005), Moyas, (2012) in their studies found out that there existed a strong relationship between entry academic qualifications and technical and entrepreneurial skills acquisition by any segments of learners in any academic institutions. All the studies never dealt with how provision of teaching and learning resource, attitude

of YP trainees, qualification of instructors and managers supervisory practices influences program implementation in Youth Polytechnics in Siaya County.

Additionally, literature from Ayoo (2003), Gurney (2007) and Adeyemi (2008) also revealed that physical facilities had an impact on educational quality and hence, have an impact on program implementation while Abueler-Ealer (2012), Khatete (2010) and Bourgonje and Tramp (2011) studies on influence of human resource on enrolment levels in education were in agreement in their conclusions that well trained, qualified and properly in-serviced teachers was an indicator of education quality. Given that these studies did not focus on determinants of program implementation on student's performance in youth polytechnics in Siaya County, this study intended to fill this gap.

2.8 Theoretical Framework

The theory adapted by this study was derived from System's Theory input-output model developed by Ludwig Von Bertalanfy (1974). The theory according to Koontz and Weihrich (1988) postulates that an organized enterprise such as

School does not exist in vacuum. Schools dependent on the environment in which it is established. The theory adds that the inputs from the environment are received by the organization which then transforms the inputs to outputs. In this study the students (inputs) with positive attitude towards VET are admitted to YPs and through process of interacting with qualified staff, managers with favorable supervisory practices and learning resources, in the process of teaching and

learning these learners are transformed and the output is seen through skill acquisition and academic performance.

According to input –output model it is assumed that the students who interact well with qualified staff, learning resources and cultivate positive attitude towards courses offered perform well in their skills and in academics. If the heads of institutions supervisory styles are poor then acquisition of skills to the learners is bound to fail. If he /she embrace closed system then the tutors' performance will be compromised hence affecting acquisition of skills among learners. Provision of learning resources is done in bureaucratic way where subject tutors are given priority to make procurement of the most basic resources in their department. This makes them appreciate being part of the school system hence their performance lead to acquisition of vocational skills to the learners. Cordial relationship among all components is very important to the leaner's who are the center of interest in acquisition of skills that enables them perform task after completion of their courses. Open systems helps in dialogue that enables learners appreciate courses they are taking in their vocational centers.

Figure 2.1: Conceptual Framework

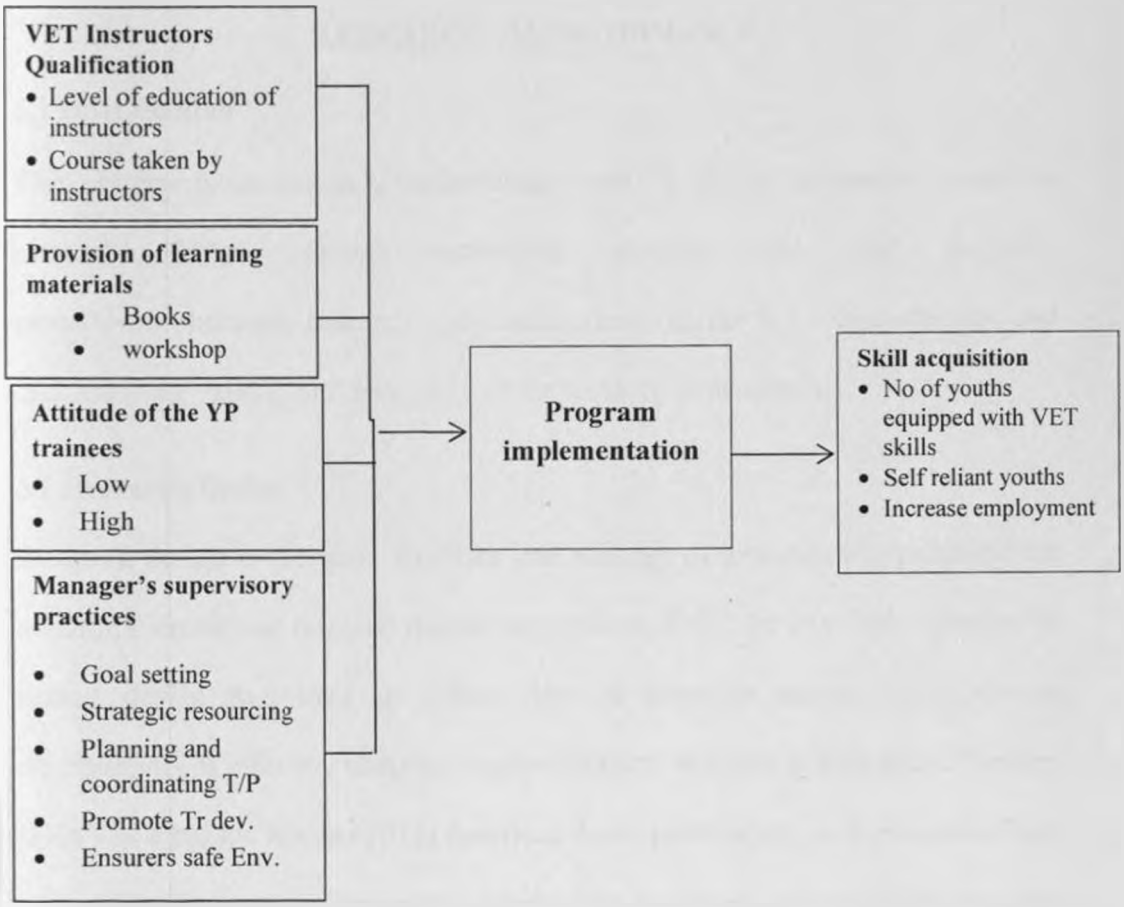

Figure 2.1. Conceptual framework shows the major determinants of program implementation in Youth Polytechnics. The conceptual framework below shows relationship between inputs, process and outcomes. The variables which are found here include; instructors qualification, provision of learning materials, attitude of youth polytechnic trainees and the managers supervisory practices. The framework indicates that in a situation where there is competent VET instructors, adequate provision of learning materials, attitude of Youth Polytechnic trainees is positive and managerial practices are favorable then there must be effective implementation of VET program and thus trainees acquire the intended skills.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter is on research methodology used. It covers sub-sections such as research design, target population, sample size and sampling procedure/techniques; research instruments; instruments for data collection and data analysis; validity and reliability of the research instruments.

3.2 Research Design

Research design is the plan, structure and strategy of investigation proposed for obtaining answers to research questions (Orodho, 2005). In this study descriptive survey design was used to collect data in order to answer questions on determinants of effective program implementation in youth polytechnics. Kothari (1990) as cited by Wanja (2012) describes descriptive survey as a powerful form of quantitative analysis. Descriptive survey was used because it provides concrete facts describing the situation in the basis of reasonable definite plans that may be made for further action.

3.3 Target Population

Mugenda and Mugenda (2003), defines a population as an entire group of individuals, events or objects having a common observable characteristics. The target population for the study was 15 YPs in Siaya County, 1391 YP students, 63 instructors and 15 managers respectively (CDE Siaya, 2015).

3.4 Sample Size and Sampling Techniques

Mugenda and Mugenda (2003) defined sampling as the selection of a portion of a population such that the selected portion represents the population adequately and that for descriptive studies 10% or above of the accessible population is enough for the study. In this study the researcher engaged 154 second year trainees and 24 instructors. The youth polytechnic managers were 8. According to Mugenda and Mugenda (2003) stratified random sampling involves selecting subjects in such a way that the existing sub-groups in a population are more or less reproduced in the sample. The procedure that starts with stratification of the sub-groups and then followed by random sampling was used. The sub groups were those of youth polytechnic managers, youth polytechnic instructors, and youth polytechnics trainees. The respondents were picked using random digits table. The sample size for different populations was as tabulated in the table 3.1

Table 3.1: Sample Frame

	Population	% sample	Sample population
Head of TVET centers	15	53.3	08
Instructors of TVET centers	63	38.1	24
Students of TVET centers	1391	11.1	154
Total Respondents	1469	12.7	186

3.5 Instrument for Data Collection

In collecting data, the researcher used questionnaires because the method yields high response rate at low cost and enables the researcher to explain and answer questions from the respondents Fraenkel and Wallen (2000). The questionnaire for managers of youth polytechnics had questions on their administrative practices. Tutors' questionnaire captured information on their academic qualification, their professional development, courses they are teaching, problem experienced in teaching those courses and satisfaction of students in taking those courses. Student's questionnaire captured information on student attitude towards vocational training, their ratings on learning material and their career choices. Observation checklist was also used for learning materials such as equipment for training, textbooks, workshops, classrooms and libraries. The checklist helped to ascertain the availability of learning materials in these vocational centers.

3.6 Validity of the Instruments

Validity is the extent to which an instrument measures what it is supposed to measure (Kombo, 2006). The researcher carried out a pilot study in two of the 15 YPs in the target population. The two YPs were not part of the main sample of the study. The researcher administered the questionnaires to 2 YP managers, 10% of the second year students and the instructors (Orodho, 2005). The items in the questionnaire elicited information on determinants of program implementation on student's performance in YPs. To enhance content validity, the researcher had the instruments appraised by the experts and the comments adhered to.

3.7 Reliability of the Instrument

An instrument is reliable if it can measure the variables accurately and consistently and obtain the same results after repeated trials under the same conditions over a period of time (Best and Khan, 1989). Test re-test reliability was used to determine the reliability of the data gathered. The questionnaires were tested through a pilot study by administering them in a number of vocational training centers two times in an interval of two weeks. The results of the two sets of questionnaires were correlated to determine the reliability coefficient, Pearson correlation coefficient (r). Pearson correlation formula was used as follows;

$$r = \frac{\sum XY - \frac{\sum X \sum Y}{N}}{\sqrt{(\sum X^2 - \frac{(\sum X)^2}{N})(\sum Y^2 - \frac{(\sum Y)^2}{N})}}$$

Where,

r= the Pearson's coefficient of correlation index

N= the number of the respondents

X= the numbered items responded to as expected

Y= the odd numbered items responded to as expected

A Pearson product moment correlation coefficient of 0.86 was given using the formula above with the help of SPSS software. According to Orodho, 2004) a coefficient of above 0.8 is deemed reliable.

3.8 Data Collection Procedure

The administration of data collection was done by the researcher both at pilot and main study. The researcher visited all the centers sampled for research in Siaya County. A research permit was obtained from the National Commission of Science, Technology and Innovation. The County Executive Committee member of Education, YPs, Gender and Culture and the County commissioner's permission to visit youth polytechnics was also sought. A pilot study was conducted in Ndira and Lucy Onono youth polytechnics in an interval of two weeks and again after two weeks a full study was carried in other youth polytechnics

3.9 Data Analysis Techniques

Prior to data analysis, data cleaning was done to correct errors, record matching, reduplication and column segmentation. Data from different items of the research instruments were analyzed depending on the type of data collected. For example, items that elicit qualitative data were organized in various themes as per the study objectives and analyzed through content analysis processes. Quantitative data collected was analyzed through inferential and descriptive statistics. The results were presented through tables and percentages to allow for data interpretation, conclusions and recommendations as per the research questions of the study.

3. 10 Ethical Considerations

Ethical issues relates to the privacy of possible and actual participants, voluntary nature of participation, the right to withdraw partially or completely from the process, consent, possible deception of participants and maintenance of confidentiality of data provided by individuals or identifiable participants and their anonymity (Saunders,2007). Thus, care was taken in this research to avoid harm to all respondents for example, consent was obtained first before any engagement and their personal identity was held confidential during interviews, questionnaires and observation. Respondents were not pressured or coerced to give information and data was collected at the convenient time to both parties

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter presented data analysis and findings of the study. The main purpose of this research was to investigate the determinants of program implementation on students' performance in Youth Polytechnics in Siaya County, Kenya. The sample population was made up of 8 youth polytechnic manager, 24 tutors and 154 students. Data was collected from the sampled population using questionnaires and it was analyzed using Statistical Package for Social Sciences (SPSS) and presented in frequency tables and percentages. The findings of the study are organized according to research questions

4.2 Questionnaires Response Rate

Researcher administered questionnaires to the respondents whose rate of response is as shown in Table 4.1

Table 4.1: Questionnaire return rate

Respondents	Sample	Questionnaire Returned	Percentage
Managers	8	8	100
Teachers	24	24	100
Students	154	154	100

From Table 4.1, the average response rate was 100% in all the categories. This was because the researcher went to the field in person administering questionnaires and waited for respondents to fill in and clarifying issues where necessary. All the managers, teachers and students filled and returned the questionnaires. The response rate here demonstrated the willingness of the respondents to participate in the study.

4.3 Demographic Characteristics of the Respondents

The section highlights on demographic characteristics of the respondents.

4.3.1 Distribution of Respondents by Gender

The study targeted Managers of YPs, Instructors, and Trainees from the 15 youth polytechnics in Siaya County.

Table 4.2 Gender of the respondents

	Frequency	**Percentage**
Male	110	59.1
Female	76	40.9
Total	**186**	**100**

From the findings illustrated in table above, the majority of the respondents (59.1%) were males while 40.9% were females. This illustrates that gender disparity though exists, it is not very big as today the bread winner role is not a preserve of males.

4.3.2 Distribution of Respondents by Age

The study investigated the age brackets within which the youth polytechnic trainee's respondents were. Table 4.3 shows the summary of the findings.

Table 4.3 Distribution of Respondents by Age

	Frequency	Percentage
Below 20 years	87	56.5
20-25 years	58	37.7
25-30 years	08	5.2
30 years and above	01	0.6
Total	**154**	**100**

From the study (56.5%) of the youth polytechnic trainees were aged 20 years and below, (37.7%) aged between 20-25 years, (5.2%) aged 25-30 years and (0.6%) aged over 30 years.

4.3.3 Distribution of Respondents by entry behavior

Table 4.4 Level of education of the trainees at the time of entry into YPs

	Primary Dropout	KCPE	Secondary Dropout	KCSE	Total
Frequency	09	86	20	39	154
Percentage	5.8	55.8	13.1	25.3	100

From the findings of the study, majority (55.8%) of the YP trainees had KCPE certificate, 25.3% had KCSE certificate and 13.1% had dropped from Secondary while 5.8% had dropped from primary. This illustrates that majority of the YP trainees had KCPE as their highest academic qualifications.

4.3.4 Academic Qualifications

The results on the managers' and the teachers' response on their respective academic qualifications were as shown in Table 4.5. The purpose of this information was to find out if the YP managers and teachers in the county had the relevant academic levels expected to equip them with adequate knowledge on academic matters.

Table 4.5 Distribution of YP Managers and teachers by academic qualifications

	Managers		Teachers	
Qualification	**Frequency**	**Percentage**	**Frequency**	**Percentage**
KAPE/CPE/KCPE			4	16.7
KCSE / O-level	5	62.5	9	37.5
DIPLOMA	3	37.5	11	45.8
TOTAL	08	100	24	100

Data in Table 4.5 revealed that majority of the head teachers (62.5%) had Diploma and the rest (37.7%) had KCSE/ O-level education. Data on the academic qualifications of the teachers indicate that (45.8%) of the teachers had attained diploma. Those with KCSE / O-level certification comprised of the (37.5%) with a further (16.7%) percent having attained KCPE certification. Jerop (2013) argues that teacher's academic and professional qualifications have significant influence on pupils' achievement. It was therefore discouraging to find out that most of the teachers in the county had not acquired higher academic qualifications which implied that teachers in the county were inadequately equipped with knowledge on academic matters.

4.3.5 Teaching experience

Results on the teaching experience of the managers and teachers in the county were as shown in Table 4.6.

Table 4.6 Distribution of managers and teachers by their teaching experience

	Managers		Teachers	
Qualification	**Frequency**	**Percentage**	**Frequency**	**Percentage**
0-2 years	00	00	10	41.7
3-4 years	02	25	04	16.7
5-6 years	02	25	04	16.7
7years and above	04	50	06	25
Total	08	100	24	100

As seen from Table 4.6 show that the majority (50%) of the managers had taught for more than 7years. Only 25 percent of the managers had taught between 5 and 6 years and 3 and 4 years respectively. On the other hand, (41.7%) of the teachers had taught for 2 years and below, 7 years and above (25%), (16.7%) of the teachers had taught between 3 to 4 years and 5 to 6 years. The findings reveals that majority of the managers understood the activities of instructional supervision within schools and therefore appreciate the dynamics surrounding the teaching/learning process while a bigger percentage of teachers had little experience concerning teaching/learning process.

4.3.6 Distribution of Respondents by Courses Taken in Youth Polytechnics

The study sought to establish the course undertaken in the Youth Polytechnics. The findings are as stipulated in table 4.5.

Table 4.7 Distribution of Respondents by Courses Taken in YPs

	Frequency	Percentage
Building Technology	17	11
Hair dressing and beauty therapy	34	22.1
Fashion and design	22	14.3
Electrical and electronics	31	20.1
Motor vehicle technology	42	27.3
Carpentry	04	2.6
Metal work/ welding	01	0.7
ICT	01	0.7
Plumbing	02	1.3
Total	**154**	**100**

From the study findings, most of the respondents (27.3%) were undertaking a course in motor vehicle technology, 22.1% were undertaking hair dressing and beauty therapy and 20.1% were undertaking electrical / electronics, 14.3% were taking fashion design, 11% were taking building technology, 2.6% carpentry, 1.3% plumbing and 0.7% metal work and ICT respectively. This means that motor vehicle technology, hair dressing / beauty therapy and electrical / electronic are the three most sought after courses in the country.

4.3.7 Distribution of Respondents by those who advised them to take the course

The study sought to establish the people who advised the respondents to take the courses in the Youth Polytechnic. The findings are as stipulated in table 4.8.

Table 4.8 Distribution of Respondents by those who advised them to take the course

	Frequency	Percentage
Self	89	57.8
Parent/Guardian/	64	41.6
Primary/secondary teacher	01	0.7
Total	154	100

From the study findings, majority of the respondents (57.8%) indicated that it is them who wished to take a course in YPs, 41.6% were advised by their parents and almost a negligible number 0.7 % were advised by their former teachers.

4.4 Effects of Teaching and Learning Resource on program implementation in Youth Polytechnics

The effect of teaching and learning resource on program implementation in Youth Polytechnics in Siaya County is as discussed.

4.4.1State of training equipment in Youth Polytechnics

Table 4.9 State of training equipment in Youth Polytechnics

	Managers		Students	
	Frequency	**Percentage**	**Frequency**	**Percentage**
Very Modern	00	00	29	18.8
Modern	08	100	107	69.5
Outdated	00	00	18	11.7
Total	08	100	154	100

From table 4.9, 100 percent of the managers respondents and 69.5 percent of the trainees respondents indicated that the training equipments are modern, (18.8%) and 11.7%) of the trainees respondents indicated that the equipments are very modern and outdated respectively.

4.4.2 Level of effect of inadequacy of teaching and learning resource in YPs.

The study sought to find out the extent to which the inadequacy of teaching and learning resource affect student's performance in youth polytechnics. The findings are indicated in the table below.

Table 4.10 Level of effect of inadequacy of T/L resource in YPs.

	Frequency	**Percentage**
High	6	75
Moderate	2	25
Low	00	00
Total	08	100

Majority (75%) of the respondents indicated that the inadequacy of teaching and learning resource affect student's performance in youth polytechnics. 25 percent of the respondents indicated that the level of effect is moderate.

4.4.3 Adequacy of the Teaching and Learning Resources used in YPs.

The research was intended to establish the level of availability, adequacy and sufficiency of learning and teaching facilities and how it influenced program implementation in youth polytechnics. Below is the summary of the finding.

Table 4.11 Teaching and Learning Resource used to enhance learning in Youth Polytechnics. Scale: very adequate (VA) Adequate (A) Fair (F) Inadequate (I) Very Inadequate (VI)

Statement	VA		A		F		I		VI		TOTAL	
	F	%	F	%	F	%	F	%	F	%	F	%
Equipment of training	7	4.6	25	16.2	33	21.4	68	46.8	21	13.6	154	100
Text book	24	15.9	44	28.6	39	25.3	29	20	18	11.7	154	100
workshops	37	24	67	43.5	24	15.9	14	9.1	12	7.8	154	100
Classrooms	16	23.4	25	16.2	29	18.8	49	33.8	35	22.7	154	100
Furniture	27	17.5	38	24.7	35	22.7	27	17.5	27	17.5	154	100
Library	13	8.4	14	9.1	24	15.9	29	20	74	48.1	154	100
Water and Electricity	57	37	46	29.9	28	19.3	9	5.8	14	9.1	154	100

From the table above, it is evident that the students that responded to the adequacy of resources as very adequate (VA) and adequate (A) were as follows. Equipment for training (20.8%), textbooks (44.5%), workshops (67.5%), classrooms (39.6%), furniture (42.2%), library (17.5%), and water and electricity

(66.9%). The above table also reveals the students' response on resources under categories of Inadequate (I) and Very Inadequate (VI) as follows: Equipment for Training (60.4%), Text books (31.7%), Workshop (16.9%), Classrooms (56.5%), Furniture (27.2%), Library (68.1%), and Water and Electricity (14.9%). The table also reveals the percentage of students who indicated that the resources available were fair (I) were as follows; Equipment for Training 21.4, Text books 25.3, Workshop 15.9, Classrooms18.8, Furniture22.7, and Library15.9 and lastly Water and Electricity 19.3

4.4.4 Response by managers on the level Adequacy of T/L Resources in YPs.

The research was intended to establish the level of availability, adequacy and sufficiency of learning and teaching resources and how it influenced program implementation in youth polytechnics.

Table 4.12 Teaching and Learning Resource used to enhance learning in Youth Polytechnics. Scale: very adequate (VA) Adequate (A) Fair (F) Inadequate (I) Very Inadequate (VI)

Statement	**VA**		**A**		**F**		**I**		**VI**		**TOTAL**	
	F	**%**	**F**	**%**	**F**	**%**	**F**	**%**	**F**	**%**	**F**	**%**
Equipment for training	1	12.5			3	37.5	4	50			8	100
Text book	3	37.5	2	25	2	25			1	12.5	8	100
workshops					8	100					8	100
Classrooms					2	25	6	75			8	100
Furniture					4	50	2	25	2	25	8	100
Library					4	50			4	50	8	100
Water and Electricity			3	37.5	5						8	100

From the table above, it is evident that the managers that responded to the level adequacy of resources as very adequate (VA) and adequate (A) were as follows. Equipment for training (12.5%), textbooks (62.5%), water and electricity (37.5%). The above table also reveals the managers' response on resources under categories of Inadequate (I) and Very Inadequate (VI) as follows: Equipment for Training (50%), Text books (12.5%), Classrooms (75%), Furniture (50%), Library (50%). The table also reveals the percentage of managers who indicated that the resources available were fair (I). They were as follows; Equipment for Training 37.7, Text books 25, Workshop 100, Classrooms25, Furniture50, and Library 50.

4.5 Trainees attitude towards youth polytechnics

The study sought to assess how the attitude of trainees influences program implementation on students performance in youth polytechnics in Siaya county. The findings were tabled in table 4.13

Table 4.13: Trainees attitude towards youth polytechnics Scale: Strongly Agree (SA) Agree (A) Undecided (U) Disagree (D) Strongly Disagree (SD)

Statement	SA	A	U	D	SD	TOTAL
	F	F	F	F	F	F
TVET institutions are meant for students who fail to proceed to secondary school or join university	13	100	09	17	15	154
TVET institutions do not play any significant role in equipping an individual with employable skills and developing their talents	07	11	22	36	78	154
TVET institutions are only meant for failures in the society	04	02	08	39	102	154
TVET graduate are jobless, poor and don't wear nice cloths like suits and don't look smart	07	04	15	31	97	154
TVET courses involves hard labor and a lot of sweating	06	35	13	34	66	154

From Table 4.13 it can be noted that majority of the respondents who fell in the strongly agree (SA) and agree (A) category constituted (73.3%) that TVET institutions are meant for students who fail to proceed to secondary school or join university, (20.7%) were in the strongly disagree (SD) disagree (D) category while (5.8%) were undecided (U). As per whether TVET institutions play no significant role in equipping individuals with employable skills and developing their talents, majority of the respondents (74.1%) were in the strongly disagree and disagree category, 11.6 percent were in the strongly agree and agree category while 14.3 percent were undecided.

In table 4.13, majority of the respondents (91.5%) strongly disagreed that TVET institutions are only meant for failures in the society. 3.9 percent of the respondents constituted the strongly agree and agree category while 5.2 percent were undecided. In the same table, (83.1%) of the respondents were in the strongly disagree and disagree category on the statement that TVET graduates are jobless, poor and don't wear nice cloths like suits and don't look smart. A small percent of 8.2 of the respondents were in the category of strongly agree and agree. Those undecided were (9.7%). Lastly on the same table, (65%) of the respondent strongly disagreed / disagreed that TVET courses involves hard labor and a lot of sweating. However (26.6%) agreed to the statement. The undecided comprised of the (8.4%).

4.6 Influence of adequacy and qualification of instructors on program implementation in youth polytechnics

The study sought to establish the availability and adequacy of qualified instructors in Youth Polytechnics. The findings of the study are given in Table 4.14.

4.6.1 Qualification of instructors in Youth Polytechnic

Table 4.14 Qualification of instructors in Youth Polytechnic

Teachers		
Qualification	**Frequency**	**Percentage**
KAPE/CPE/KCPE	4	16.7
KCSE / O-level	9	37.5
DIPLOMA	11	45.8
TOTAL	24	100

Source; Field data 2015

Data in Table 4.5 revealed that (45.8%) of the teachers had attained diploma. Those with KCSE / O-level certification comprised of the (37.5%) with a further (16.7%) percent having attained KCPE certification. Jerop (2013) argues that teacher's academic and professional qualifications have significant influence on pupils' achievement. It was therefore discouraging to find out that most of the teachers in the county had not acquired higher academic qualifications which implied that teachers in the county were inadequately equipped with knowledge on academic matters.

4.6.2 Frequency with which youth polytechnic instructors update their knowledge through in-service courses

The study sought to establish whether the knowledge possessed by instructors was up to date or outdated. The findings of the study are given in Table 4.15.

Table 4.15 Frequency by which instructors update their knowledge

	Instructors	
Qualification	**Frequency**	**Percentage**
Never at all	20	83.4
After every 6 months	00	00
Annually	02	8.3
After two years	02	8.3
Total	24	100

Table 4.15 shows that the greatest percentages of instructors (83.3%) never at all go for fresher (in-service) courses. A negligible (8.3%) go annually and after two years. The managers attributed this to lack of funds and poor numeration which lowered their morale among other factors. The researcher interpreted this to imply that training instructors in Youth polytechnics lack updates of necessary industry-based technology skills through industrial attachment. This finding concurs with Nyerere (2009) study who noted that teachers in the Youth polytechnics rarely go for refresher courses. It also agreed with Bourgonje and Tramp (2011) findings that teachers in Vocational Education and Training institutions lack professional support, earn little salaries, rarely go for in-service training hence have very low morale.

4.6.3 Observation checklist on Adequacy of teachers in youth polytechnics

Table 4.16 Observation checklist on Adequacy of teachers in youth polytechnics

Youth polytechnic	Frequency
Eden	**3**
Liganwa	4
Malunga	1
Mindhine	4
Ndere	4
Ngiya	4
Nyala	1
Sega	3
Total	24

The results from table 4.16 indicated that the youth polytechnic with the highest number of government employed teachers (4) include Liganwa, Mindhine, Ndere and Ngiya. Eden and Sega have (3) while the rest, Malunga and Nyala have (1) respectively. This was likely to be one of the causes of poor quality education in Youth Polytechnics given that the adequacy of teachers is critical in enhancing quality vocational training in Youth Polytechnics.

4.7 Influence of managers' supervisory practice on program implementation in youth polytechnics

The study sought to establish the managers' supervisory practices on program implementation in youth polytechnics in Siaya County. Information was sought from the YP managers and instructors on the supervisory practices in the respective institutions.

4.7.1 Supervisory practices as observed by the instructors

They were to indicate the extent to which the managers emphasize/practice the eight aspects of supervisory practices. The results were as shown in Table 4.17.

Table 4.17 Supervisory practices employed by the managers

Key;

1. Setting of goals **2.** Prioritization on instructional matters by the teachers **3.** Maintenance of an orderly environment **4.** Frequent systematic evaluation of students **5.** Extent of raising the level of awareness to all staff/students on key issues **6.** The extent of support and encouragement to staff/ students to attain high performance target **7.** Level of concern/involvement on the welfare of staff and students **8.** The level to which the staff development is encouraged

STATEMENT	Never		very little		Little/S		considerate		very great		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
1.			2	8.3	2	8.3	5	20.8	15	62.5	24	100
2.			2	8.3	5	20.8	5	20.8	12	50	24	100
			3	12.5	2	8.3	6	25	13	54.2	24	100
3.			2	8.3	6	25	8	33.3	8	33.3	24	100
4.			3	12.5	1	4.2	10	40.7	10	40.7	24	100
5.			3	12.5	1	4.2	7	29.2	13	54.2	24	100
6.	1	4.2	1	4.2	4	16.7	9	37.5	9	37.5	24	100
7.	1	4.2	2	8.3	3	12.5	11	45.8	7	29.2	24	100

From Table 4.17 it can be noted that majority of the teachers (62.5%) indicated that their managers set goals to a very great extent, (20.8%) do it considerately, while (8.3%) sometimes and to a small extent set goals. As per whether youth polytechnic managers prioritize on instructional matters by the teachers, 50 percent of teachers indicated that they very greatly prioritize, 20.8 percent indicated considerate and sometimes respectively while 8.3 showed that it

is done to a very small extent. On whether managers maintain an orderly environment, most teachers (54.2%) chose very great extent category, 25 percent of the teachers chose the considerate category, while sometimes (8.3%) and very little (12.5%). It can be noted also that, 33.3 percent of teachers chose very great and considerate on the question of frequent systematic evaluation of students. 25 percent chose little and 8.3 percent very little. The teachers were also asked the extent to which their managers raise awareness to all staff/students on key issues. 40.7 percent indicated very great and considerate respectively, 12.5 percent indicated never at all while 4.2 indicated very little. As per the extent of support and encouragement of staff/ students to attain high performance target by managers, majority (54.2%) of teachers indicated very great, 29.2 percent indicated considerate, 12.5 never at all and 4.2 indicated very little. The teachers also indicated the level of concern/involvement on the welfare of staff and students with (37.5%) indicating that the manager's involvement was very great and considerate respectively, 16.7 percent indicated little while 4.2 percent indicated very little and never at all respectively. Lastly on supervisory practices, teachers (45.8%) indicated that the level to which the staff development was encouraged was considerate, 29.2 percent of teachers indicated that the encouragement was considerate, 12.5 percent indicated that it was little, 8.3 indicated very little while 4.2 percent indicated that the staff development is never at all encouraged.

4.7.2 Supervisory practices by youth polytechnic managers

The managers were to indicate the extent to which they emphasize/practice the eight aspects of supervisory practices in their institutions.

Table 4.18 Supervisory practices by youth polytechnic managers

Key; refer to table 4.17

STATEMENT	Never		very little		Little/S		considerate		very great		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
8.							2	25	6	75	8	10
9.	1	12.5			1	12.5			6	75	8	10
10.							2	25	6	75	8	10
11.			2	25					6	75	8	10
12.							4	50	4	50	8	10
13.					2	25	2	25	4	50	8	10
14.					1	12.5	4	50	1	12.5	8	10
15.					2	25	4	50	2	25	8	10

From Table 4.18 it can be noted that majority of the managers (75%) indicated that they set goals to a very great extent and (25%) considerately. On prioritization on instructional matters by the teachers, (75%) indicated to a very great extent and (25%) considerately. As per the level of maintenance of an orderly environment, (75%) indicated to a very great extent and (25%) considerately. 75 percent of managers indicated that they frequently and systematically evaluate students to a very great extent while 25 percent to a very small (little) extent. On raising the level of awareness to all staff/students on key

issues, (50%) indicated to a very great extent and considerate respectively. It can be noted also that, 50 percent of the managers supported and encouraged their staff/ students to attain high performance target while (25%) indicated sometimes and very little. Majority of the managers (50%) indicated considerate on the level of concern/involvement on the welfare of staff and students while (12.5%) indicated very great and little respectively. Lastly on the level to which the staff development is encouraged, (50%) of the managers indicated considerate while (25%) indicated very great and little respectively.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter deals with the summary of the findings from chapter four, and it also gives conclusions and recommendations based on the objectives of the study. The general objective of the study was to investigate the determinants of program implementation on students' performance in Youth Polytechnics in Siaya County, Kenya.

5.2 Summary of findings

The first objective of the study was to establish how provisions of teaching and learning resource affect program implementation in youth polytechnics in Siaya County. The researcher assessed the adequacy of teaching and learning resource in YPs by use of two indicators; respondents view on the state of teaching and learning resource and use of observation checklist. The teaching and learning resource were in five categories; equipment of training, text books, workshops, classrooms, furniture, library, water and electricity. The study found out that 60.4% of YP students and 50% of managers' responses indicated that polytechnics had inadequate equipment for training. 56.5% of students and 75% of managers indicated that polytechnics had inadequate Classrooms. 68.1% of students and 50% of managers indicated that polytechnics had inadequate library. When asked to suggest four determinants of acquisition of vocational skills in youth polytechnics, 83.8% of students suggested provision of more training

equipment. When managers were asked the challenges encountered as head of YPs, 70% cited teaching and learning resource. Indeed this was confirmed by the researchers' observation checklist, that polytechnics in the county are in dire need of teaching and learning resource from training equipment, classrooms to libraries. It was observed that in some youth polytechnics training equipment were very few a population of 300 would have to do with 15 computers translating to 20 students per computer. This was likely to compromise quality of education. This finding was in agreement with Ayoo (2000) who found out that lack of library facilities was one of the most serious problems standing in the way of achieving high education standards in learning institutions. He carried out a study on the effects of school physical facilities on academic performance and established that availability of facilities had direct link with the performance of learners in exams. Additionally, the finding also concurs with the National Development Plan (2002-2008) that noted that there was more theoretical teaching in Technical and Vocational Education and Training Institutions due to inadequate modern tools, equipment and materials for practical teaching.

The second objective of the study was to determine how students' attitude affects program implementation in youth polytechnics in Siaya County. The study found out that the majority of the youths in polytechnics have negative attitude towards the training with (73.3%) trainees indicating that TVET institutions are meant for students who fail to proceed to secondary school or join university. This study is in agreement with Atsumbe (2010) who found out that students who miss out on

higher levels of education feel that rather than being at home doing nothing, would reluctantly consider the choice of TVET and still at the end of the day they do not consider owning their private practice. This is an indication that attitude plays a big role in program implementation in youth polytechnics. When asked to suggest ways of improving skill acquisitions, 70% of trainees cited motivation by the government through creation of employment opportunities for YP graduates so that YPs are seen as learning institutions that can lead one to somewhere. That this way they will take the course seriously. 60% of managers also on the question of challenges encountered in the institutions cited lack of seriousness by trainees as a result of negative attitude.

The third objective of the study was to examine how qualifications of instructors influence program implementation in youth polytechnics in Siaya County. In this case, the researcher assessed the availability and quality of instructors in youth polytechnics that is, the number of instructors available, their qualifications and how often they update their knowledge. The study found out that that (45.8%) of the instructors had attained diploma. Those with KCSE / O-level certification comprised of the (37.5%) with a further (16.7%) percent having attained KCPE certification. Instructors in the county are not only few and have little experience in teaching and learning process, but also have not acquired higher academic qualifications. This implies that instructors are inadequately equipped with knowledge on academic matters and consequently may have challenges in their teaching duties in terms of professional work ability and

performance in the institutions. Additionally, this also may limit the type and relevance of courses offered by the institutions besides impacting on the quality of trainees being channeled in the labor market by the same institutions. This was in agreement with research done in Tanzania by Tanzanian Education Network (2006) which revealed that quality of teachers determined the level of educational standards. The study also established that instructors hardly attended in-service training. 83.3% of instructors never at all go for fresher (in-service) courses. Given that an in-service training is meant to sharpen the pedagogical skills of instructors then this non-participation by the instructors puts to question the quality of Youth Polytechnic trainees. This finding agrees with Khatete (2010) that provision of in-service training enables the practicing teacher to improve on instructional and professional knowledge, skills and interests. Moreover the finding agrees with Bourgonje and Tramp (2011) that instructors in Vocational Education and Training institutions rarely go for in-service trainings, lack a scheme of service, earn little salaries and therefore have low morale.

Finally, the last objective of the study was to establish the influence of managers' supervisory practices on program implementation in youth polytechnics in Siaya County. The study found out that YP managers to a higher degree practice the following; set goals, prioritize on instructional matters by the teachers, maintain an orderly environment, frequently and systematically evaluate students, brief all staff/students on key issues, support and encourage staff/ students to attain high

performance target, are concerned / get involved in the welfare of staff and students and lastly they highly encourage staff development.

5.3 Conclusion

Based on the findings of the study, it can be concluded; Firstly, that provisions of teaching and learning resource affect program implementation in youth polytechnics. The study concludes that Youth Polytechnics in Siaya County have inadequate teaching and learning resource like training equipment, classroom and library. This is evident because 60.4% of YP students and 50% of managers' responses indicated that polytechnics had inadequate equipment for training. 56.5% of students and 75% of managers indicated that polytechnics had inadequate Classrooms and 68.1% of students and 50% of managers indicated that polytechnics had inadequate library. When asked to suggest four determinants of acquisition of vocational skills in youth polytechnics, 83.8% of students suggested provision of more training equipments. When managers were asked the challenges encountered as head of YPs, 70% cited teaching and learning resource.

Secondly, the study concludes that students' attitude affects program implementation in youth polytechnics in Siaya County. The study found out that the majority of the youths in polytechnics have negative attitude towards the training with (73.3%) trainees indicating that TVET institutions are meant for students who fail to proceed to secondary school or join university.

Thirdly, with regard to how qualifications of instructors influence program implementation, the research concludes that Youth Polytechnics in Siaya County have inadequate instructors with very low qualifications and little experience in teaching and learning process. From the study, only (45.8%) of the instructors had attained diploma. The study also established that instructors hardly attended in-service training with 83.3% of instructors indicating never having gone at all for fresher (in-service) courses. The highest number of government employed teachers in a youth polytechnic in the county was (4). This impact negatively on provision of quality training in Youth Polytechnics making it difficult for graduates to gain skills.

Finally, with regard to how managers' supervisory practices influence program implementation, the research concludes that Youth Polytechnics managers' supervisory practices have no negative effect on program implementation in the county.

5.4 Recommendations

In view of the findings and conclusions above, the following recommendations are suggested;

1) The study recommends provision of teaching and learning resource that is not only adequate but also modern for example computers, sewing machines, among others. The County governments, stakeholders and Private partners should ensure that more funds are allocated to Youth Polytechnics to facilitate the acquisition of T/L resource.

2) The study also recommends that the government creates employment for the graduates of the youth polytechnics. They should also, through its relevant agents sensitizes the youths and the public on the importance of vocational training. This will change the attitude of the society and the youths in particular towards YPs.
3) The study further recommends that there is a need to build the capacity of youth polytechnic instructors so that they can competently implement the YP programme since most of them (instructors) lacked pedagogical skills. Provision of adequate and qualified instructors to Youth Polytechnics should be made a key priority by County governments. Adequate funds should be provided for the in-service course training and workshops. County government of Siaya should play a more proactive role for the achievement of the same.

5.5 Suggestions for Further Studies

Based on the findings of this study, the researcher identified the following areas that should be explored as a basis for future research.

1) The effect of manager's academic and professional qualifications on program implementation in youth polytechnics.
2) The researcher suggests the need for a similar research that will focus on all youth polytechnics Counties in order to come-up with more reliable information that truly depicts the bigger picture as it is on the ground.
3) A study should be carried out to assess the other determinants of program implementation on students performance in Youth polytechnics in Kenya

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Appendices

Appendix 1

Letter of Transmittal

Department of Educ. Planning, UON
P O BOX 92
KIKUYU
12ND October 2015

The Manager,
Liganwa Youth Polytechnic,
P O Box 500
SIAYA.

Dear Sir,

RE: RESEARCH STUDY

I am a student at the University of Nairobi undertaking a Master of Education course in Curriculum studies. I intend to conduct research on 'Determinants of Program Implementation on Students Performance in Youth Polytechnics in Siaya County'. I wish to circulate questionnaires to trainees and instructors of your institution. I also wish to ask you to spare time for a face to face interview using an interview schedule attached. I will however, be visiting your institution for familiarization and discuss further modalities of how to go about the study.

Information collected will be used for research study only. The name of your school or the person(s) giving information will not be disclosed directly as the source of the information.

Thank you in advance

Yours faithfully,

Wanyang Vincent Magudha

Appendix 2

Questionnaire for Heads of Vocational Institutions

The questionnaire is designed to gather information related to Determinants of Program Implementation on Students Performance in Youth Polytechnics in Siaya County. You are kindly requested to fill the questionnaire or tick where appropriate as honestly as possible. Your response will be used for this specific study only. For confidentiality, do not write your name.

SECTION A:

1. What is your gender? Male [ ] Female [ ]

2. What is your age bracket? Between 20 - 30years [ ] 31 - 40 years [ ]
   41 – 50 years [ ] 50 and above [ ]

3. For how long have you have been in this center?
   0 – 2 yrs ( ) 3 – 4yrs ( ) 5 – 6 yrs ( ) 7yrs and above ( )

4. What is your administrative experience
   0 – 2 yrs ( ) 3 – 4yrs ( ) 5 – 6 yrs ( ) 7yrs and above ( )

5. What is your highest academic and professional Qualification?
   KAPE/CPE/KCPE ( ) KCSE ( ) Diploma ( ) Degree ( ) Masters ( )

SECTION B: Supervisory Practices

6. Kindly tick (√) in the relevant column to show the extent to which each of the statement applies to your supervisory practice in your center.
KEY 1 never (N) 2 very little (VL) 3 little/ sometimes (S) 4 considerate 5 (C) very great (VG)

To what extent do you emphasize/practice the following?	1	2	3	4	5
1. Setting of goals					
2. Prioritization on instructional matters by the teachers					
3. Maintenance of an orderly environment					

4. Frequent systematic evaluation of students					
5. Extent of raising the level of awareness to all staff/students on key issues					
6. The extent of support and encouragement to staff/ students to attain high performance target					
7. Level of concern/involvement on the welfare of staff and students					
8. The level to which the staff development is encouraged					

SECTION C: Adequacy of Learning Materials

7. What is the level of effect of inadequate learning facilities on performance?

High [ ] Moderate [ ] Low [ ]

8. How would you rate overall the current training equipment in your Course/ institution?

i) Very Modern [ ]
ii) Modern [ ]
iii) Outdated [ ]

9. Please indicate with a tick the adequacy of the facilities in your center.

Scale: very adequate (VA) Adequate (A) Fair (F) Inadequate (I) Very Inadequate (VI)

NO	Statement	VA	A	F	I	VI
1	Equipment for training					
2	Text book					
3	workshops					
4	Classrooms					
5	Furniture					
6	Library					
7	Water and Electricity					

10. Rate the student's performance in your center.

Very High [ ] High [ ] Moderate [ ] Low [ ]

11. How satisfying is the work done by your tutor/instructor?

Section D: Enrolment Details

12. a) Using the table below describe the centers enrollment for the last five years

    b) What factors do you think contribute to low enrolment in the center? (If enrollment is low)

    .....
    .....
    .....

13. What challenges do you encounter as the head of this institution?

    .....
    .....
    .....

Appendix 3

Questionnaire for Vocational Tutors

The questionnaire is designed to gather information related to determinants to effective program implementation in youth polytechnics. You are kindly requested to fill the questionnaire or tick where appropriate as honestly as possible. Your response will be used for this specific study only. For confidentiality, do not write your name.

Section A: Personal Details

1. What is your gender? Male [ ] Female [ ]
2. What is your age bracket? 20 – 30 years [ ] 30 – 40 years [ ]
   40 – 50 years [ ] 50years and above [ ]

Section B: Professional Details

3. What is your highest academic and professional Qualification?
   KAPE/CPE/KCPE ( ) KCSE ( ) Diploma ( ) Degree ( ) Masters ( )
4. For how long have you been teaching vocational skills?
   0 – 2 yrs ( ) 3 – 4yrs ( ) 5 – 6 yrs ( ) 7yrs and above ( )
5. What courses are you teaching?
   .....
   .....
   .....
   .....
6. Are you comfortable teaching this course? YES [ ] NO [ ]
7. What problem do you experience with the learners concerning skills acquisition?
   .....
   .....

8. How can the problem(s) listed above be addressed? Give suggestions.

.....

.....

9. How often do you go for in-service courses to update your knowledge?

(Tick where necessary)

After every six months	( )	Annually	( )
After two years	( )	Never at all	( )

Section C: Supervisory Practices

10. By ticking (√), use the scale below to indicate the leadership practices by your principal in your center.

KEY 1 never (N) 2 very little (VL) 3 little/ sometimes (S) 4 considerate 5 (C) very great (VG)

Leadership practice employed in your school To what extent does you principal emphasize/practice the following?	**1**	**2**	**3**	**4**	**5**
1. Setting of goals					
2. Prioritization on instructional matters by the teachers					
3. Maintenance of an orderly environment					
4. Frequent systematic evaluation of students/ class visits					
5. Extent of raising the level of awareness to all staff/students on key issues					
6. The extent of support and encouragement to staff/ students to attain high performance target					
7. Level of concern/involvement on the welfare of staff and students					
8. The level to which the staff development is encouraged					

Appendix 4

Questionnaire for Students

The questionnaire is designed to gather information related to determinants to effective program implementation in youth polytechnics. You are kindly requested to fill the questionnaire as honestly as possible. Your response will be used for this specific study only. For confidentiality, do not write your name.

Section A:

1. What is your gender? Male [ ] Female [ ]
2. What is your age bracket? Blow 20 years [ ] Between 20 and 25 yrs [ ]
   Between 25 and 30 yrs [ ]
   Above 30yrs [ ]
3. What is your highest academic Qualification? Primary Dropout ( ) KCPE ( )
   Secondary Dropout ( ) KCSE ( ) OTHERS (Specify).....
4. What courses are you taking in this institution?
   .....
   .....
5. Who advised you to take the course? Self [ ] parent/guardian/sponsor [ ]
   Former teacher of primary/ secondary [ ]

Section B:

6. How would you rate overall the current training equipment in your Course/ institution?
   i) Very Modern [ ]
   ii) Modern [ ]
   iii) Outdated [ ]
7. Please indicate with a tick the adequacy of the facilities in the department.

Scale: very adequate (VA) Adequate (A) Fair (F) Inadequate (I) Very Inadequate (VI)

NO	Statement	VA	A	F	I	VI
1	Equipment for training					
2	Text book					
3	workshops					
4	Classrooms					
5	Furniture					
6	Library					
7	Water and Electricity					

Section C:

8. Please indicate with a tick (√) the extend of your agreement with the statement given in the appropriate space. **Scale**: Strongly Agree (SA) Agree (A) Undecided (U) Disagree (D) Strongly Disagree (SD)

	Statement	**SA**	**A**	**U**	**D**	**SD**
1	TVET institutions are meant for students who fail to proceed to secondary school or join university					
2	TVET institutions do not play any significant role in equipping an individual with employable skills and developing their talents					
3	TVET institutions are only meant for failures in the society					
4	TVET graduate are jobless, poor and don't wear nice cloths like suits and don't look smart					
5	TVET courses involves hard labour and a lot of sweating					

9. By the time you finish your training, how would you rate your preparedness in terms of skills acquired during training?

   i) Very adequately prepared [ ]
   ii) Adequately prepared [ ]
   iii) Fairly prepared [ ]
   iv) Not adequately prepared [ ]

10. Are you satisfied with the course you are taking?
    Highly satisfied [ ] Satisfied [ ] Neutral [ ] Not satisfied [ ]

11. State four determinants of the acquisition of vocational skills in you institution

    .....
    .....
    .....

12. State four suggestions for improving the determinants of the acquisition of vocational skills in you institution

    .....
    .....
    .....

Thank you. God bless.

Appendix 5

Observation Checklist

CENTER CODE: _____

DATE : _____

a. Physical Facilities

FACILITY REQUIRED	AVAILABLE		COMMENT
	NUMBER	CONDITION	
Classrooms			
Library			
Workshops			
Chalkboards			
Toilets			
Playfields			
Offices			

b. Teaching Resources

RESOURCE REQUIRED	AVAILABLE		COMMENT
	NUMBER	CONDITION	
Teaching Aids			
Text Books			
Exercise Books			
Chalk			
Teaching Charts			
Computers			
Workshop Equipment			

Appendix 6

Research Permit

THIS IS TO CERTIFY THAT:
MR. WANYANG VINCENT MAGUDHA
of UNIVERSITY OF NAIROBI , 500-40600
SIAYA ,has been permitted to conduct
research in *Siaya County*

on the topic: *DETERMINANTS OF PROGRAM IMPLEMENTATION ON STUDENT PERFORMANCE IN YOUTH POLYTECHNICS IN SIAYA COUNTY,KENYA*

for the period ending:
18th November,2016

Permit No : NACOSTI/P/15/40684/8615
Date Of Issue : 23rd November,2015
Fee Recieved :Ksh 1000

.....
Applicant's Signature

.....
Director General
National Commission for Science, Technology & Innovation

CONDITIONS

1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit
2. Government Officers will not be interviewed without prior appointment.
3. No questionnaire will be used unless it has been approved.
4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.
5. You are required to submit at least two(2) hard copies and one(1) soft copy of your final report.
6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice

REPUBLIC OF KENYA

National Commission for Science, Technology and Innovation

RESEARCH CLEARANCE PERMIT

Serial No. A 7306

CONDITIONS: see back page

Appendix 7

Authorization Letter

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471, 2241349, 310571, 2219420
Fax: +254-20-318245, 318249
Email: secretary@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref. No. **NACOSTI/P/15/40684/8615**

Date: **23rd November, 2015**

Wanyang Vincent Magudha
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on ***"Determinants of program implementation on student performance in Youth Polytechnics in Siaya County, Kenya,"*** I am pleased to inform you that you have been authorized to undertake research in **Siaya County** for a period ending **18th November, 2016.**

You are advised to report to **the County Commissioner and the County Director of Education, Siaya County** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.

SAID HUSSEIN
FOR: DIRECTOR GENERAL/CEO

Copy to:

The County Commissioner
Siaya County.

The County Director of Education
Siaya County.

Appendix 8

Authorization Letter

UNIVERSITY OF NAIROBI
COLLEGE OF EDUCATION AND EXTERNAL STUDIES
SCHOOL OF EDUCATION
DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND PLANNING

Telegram: "CEES"
Telephone: 020-2701902
dept-edadmin@uonbi.ac.ke

P.O. BOX 30197
OR P.O. BOX 92 -00902
KIKUYU

23/10/2015

OUR REF: UON/CEES/SOE/A&P/1/4

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

RE: **WANYANG MAGUDHA VINCENT– REG. NO. E55/75357/2012**

This is to certify that **Wanyang Magudha Vincent** is our Master of Education student in the department of Educational Administration and Planning of the University of Nairobi. He is currently working on his research proposal entitled ***"Determinants of Program Implementation on Student Performance in Youth Polytechnics in Siaya District – Siaya County, Kenya".***

Any assistance accorded to him will be highly appreciated.

Dept. Of Ed. Admin. & Planning
Chairman's Office
23 OCT 2015
P. O. Box 92 - 0902
Kikuyu
College Of Education & External Studies

DR. GRACE NYAGAH
CHAIRMAN
DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND PLANNING