

**STAKEHOLDERS PERCEPTIONS ON TECHNICAL AND VOCATIONAL
EDUCATION AND TRAINING IN TRANS-NZOIA COUNTY, KENYA**

BY

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DECLARATION

Declaration by Candidate

I declare that this research thesis is my original work and has never been presented before for a degree in any other University. No part of it may be reproduced without prior permission of the author or Moi University.

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DEDICATION

To my fellow honorable members, who through their encouragement gave me the strength to keep the candle burning. My father, Mr. Alfred Mwangi and mother, Mrs. Esther Mwangi whose foresight in education and constant encouragements has brought me to this level of education.

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ABSTRACT

This study explored the stakeholders' perceptions on Technical and Vocational Education and Training (TVET) Education. The study aimed at determining the perceptions of students on TVET Education, also to explore the perceptions of county government on TVET Education, lastly to probe the perceptions of trainers on TVET education in Trans-Nzoia County, Kenya. The study adopted human capital theory which suggests that education or training raises the productivity of workers by imparting useful knowledge and skills, hence higher returns. The study embraced a qualitative approach. In order to achieve its goal the study utilized a Phenomenological design and purposive and convenience sampling were applied. A sample of 60 trainees was drawn from five (5) TVET centers in the five (5) sub-counties of Trans-Nzoia County and twelve (12) from the national technical institute in Kitale town. One (1) TVET instructors in each of the institutions was selected. A further 6 principals were sampled. Focus group discussion guide and interview guide were used to collect data. The data was thematically analyzed. The study findings pointed out that trainees had concerns about the resources, trainers and the industrial attachments while stakeholders had concerns on funding and HR of the TVET. The trainers were concerned of the curriculum and their salaries which they noted demotivated them. The study concluded that trainees' perceptions on resources was that more needs to be done to improve their state, curriculum need to be aligned to practice through attachments and trainer qualification and numbers need to be enhanced. The county government's perceptions leaned towards increase in funding of the TVETs, enhanced marketing of TVETs and that despite TVETs being objective the negative perceptions towards TVET Institutions impacted on youth employment and slow economic development. Finally the trainers' perceptions were concluded to include lack of motivation and opined that more can be done to improve the curriculum of the TVETs. The study recommendations included a proposal for more funding of TVETs, recruiting qualified and sufficient personnel, revising the curriculum to make it more relevant and providing supervision and guidance to TVETs in the county by the two levels of government. The study also recommends policy revision at the county government ministry of Gender, sports, Youth Affairs and social services and ministry of education in formulating appropriate mechanisms that would ensure a change of attitude leading to improved operations and uptake in the various courses offered in TVET centers.

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ABBREVIATIONS AND ACRONYMS

BOM	Board of Management
CBT	Competency Based Training
CECM	County Executive Committee Member
GTT	Government Trade Test
ILO	International Labour Organization
KIHBS	Kenya Integrated Household Budget Survey
KICD	Kenya Institute of Curriculum Development
KNEC	Kenya National Examination Council
NESP	National Education Sector Plan
NITA	National Industrial Training Authority
OECD	Organization for Economic and Co-operation Development
T&D	Training and Development
T&DNA	Training and Development Needs Assessment
TIVET	Technical, Industrial, Vocational and Entrepreneurship Training
TTI	Technical Training Institute
TVET	Technical and Vocational Education and Training
TVETA	Technical and Vocational Education and Training Authority
TVSD	Technical Vocational Skills Development
UNESCO	United Nations Educational, Scientific and Cultural Organization
VET	Vocational Entrepreneurship Training

CHAPTER ONE

INTRODUCTION

1.0 Introduction

In September 2015, the United Nations Sustainable Development Summit (UNSDS) conducted the Summit in New York and it majored on the declaration and use of Sustainable Development Goals (SDG) which is the main objective by the United Nations General Assembly. The fourth goal deals with the dedication of ensure to ensure inclusive and equitable quality education and promote lifelong opportunities for all (UN General Assembly, 2015). The education goal realizes that there exist inequalities separations and the gaps that exist globally and this affects the education system offered hence poor learning results (Kindornay & Twigg, 2015).

According to the 2013 Incheon declaration whose vision to change the lives of people by ensuring good education is considered to play an important role by ensuring education is given the first priority (Olsen & Zusman, 2014). The education agenda is founded on a holistic, determined and inspirational opportunity that involves education up to the year 2030. This vision is in accordance line with Sustainable Development Goals and focuses on improving education for all (EFA) by ensuring education is accepted by the 2030 Agenda which tries to ensure sustainable development (Eck, Naidoo & Sachs-Israel, 2016).

The Education 2030 Framework addressed the case of Education in Emergency by stating that the process of unlocking educations power will open wider chances and opportunities in every region especially regions and countries affected by conflict will benefit the most. According to King (2017) education gaps are brought about by conflicts and the arising emergency situations. It is, therefore, urgent to come up with

education systems that are able to endure conflicts, social disaster as well as natural calamities and thus ensures that during period of either emergency or conflicts the education system is not affected. “Better education is also central to preventing and mitigating conflicts and crises and to promoting peace” (UNESCO), 2015).

Involving the vocational training systems in Computable general equilibrium (CGE) models Technical and vocational education and training (TVET) is an education that combines theoretical and scientific knowledge with practical experience to meet the skills demand for livelihoods and the labor market (Gasskov, 2000). It is classified into two parts: technical and education which is vocational in nature is considered ,more important to vocational training. Vocational education targets the students, who have successfully completed compulsory education, to achieve employable skills in a formal education institution, while the vocational training involves all the activities that are involved with learning conducted outside the school premises I order to upgrade the productivity levels (Folami, 2017). Thus, vocational training is of greater variety both in terms of training duration and entry requirement than the vocational education (Bidwell *et al.*, 2013, Hoogerwaard, 2006 & Mohammed 2016).

United Nations Educational, Scientific and Cultural Organization (UNESCO), (2015a), TVET is deemed to be one of the essential determinants of human capital accumulation. Educational analysis of the labor force indicates that the rise of education has a negative perception with the constructed factors that are related to growth accounting measures of productivity (Olsen & Zusman, 2014). TVET has an effective and crucial role in raising the growth rate of output per worker more so, compared to the academic education system. Nonetheless, TVET education has been relegated to an inferior position in long-term plans and strategies for sustainable

development for the governments, particularly the countries which are on the rise of developing (Folami, 2017). This is reflected in a disproportionately increasing investment in various education sectors other than TVET. Overall, the finance of various schooling activities relies basically on the public budget, which involves direct public expenditure as well as subsidies to households, such as tax deductions, scholarships and living allowances, (Zuhal, 2016).

Youth unemployment is a major challenge yet no efforts have been made to determine how to increase and transform the theory part of school work into the actual work environment. This challenge is especially in the countries that are poorly developed since they lack necessary ideas and strategies on how to increase human capital especially to those who failed to attend school (Olsen & Zusman, 2014). To settle the above problem vocational education is considered an important aspect to solve the problem.

Second chance programs that deal with education are very important especially to developing countries like Kenya which is associated with high number of school dropout rates of both primary and secondary students as well as few numbers of students upgrading from the primary school and joining the secondary school and this report is according to the 2007 World Development Report. Experts of vocational training say that training plays an important role since it can ensure marketable skills are passed on to the youths and hence an attractive means of traditional education easily accepted by those who have no literacy levels (Sachs-Israel, 2016). The County governments ensures proper management of vocational training in countries that are developing (Kindiki, 2016). Hence, the study explored the perceptions of the community on TVET education, in Trans-Nzoia County, Kenya.

1.1 Background to the Study

Kindiki (2015) stated that the efforts in place to improve and upgrade technical and vocational education by use of change that are systematic s directly opposite to the lack of determinants set on vocational management by the county government. High quality and effective vocational management is associated with good quality education from the vocational institutions, learning and teaching by use of appropriate teaching aids (Nicholls, 2014). According to a research, it shows that a key factor to better learners' achievement is by having a teaching mode that is of high quality. The quality of teachers determines the quality of education system offered and all these factors could influence the negative perception of the community on TVET education affecting the uptake rates. According to National Industrial and Training Authority (NITA, 2015) for the TVETS to ensure and achieve a successful training, the following issues need to be considered. The issues are the TVETs need to adhere to the industrial training standards stipulated by NITA (2015), have the necessary teaching aids, employ instructors who are qualified and use apprenticeship (Geressu (2015).

Klotz (2014) argues that the dominant view in policy circles is lack of skill, labor market which keeps on fluctuating are the major causes of unemployment. Due to the above causes of unemployment a policy was developed .The policy is known as a policy preoccupation which deals with skills to help in building self-help agenda together with other policies for instance wage subsidies and lower age of protective legislation especially for worker who are young and energetic. The skills policies is also associated with a policy that enforces state regulation by ensuring the quality assurance reform in place are of good quality with very minimum emphasizes on providing systems and on development that is related curriculum wise. (Bednall,

Sanders and Runhaar, 2014). Based on the South African experience, it is evident that to develop skills to meet the situation of inadequate security, job insecurity and increased levels of inequalities and it also shows some of the weaknesses of market led that are similar to vocational education (Allais, 2017).

Transzoia TVETs strengthens the connection between production and innovation while providing the students with knowledge that increases their superiority and fulfillment in the work place and in society there are two main areas that policy developers need to focus on (Popkova, Chechina & Abramov, 2015). The first is making linkages with social policy, specifically pushing for an expanded vision of citizenship, greater levels of social welfare and greater regulation of the labor market. These factors are not 'nice-to-haves', on top of a well-functioning vocational education system. They are part of making a vocational education system work (Simonson, Smaldino & Zvacek, 2014). The other way is for the education policy to be implemented as a part of an employability program which transfers the attention from the hard tasks in order to come up with job opportunities and the disadvantage of this policy is making those who lack jobs responsible for various actions as cited in Stephanie Allais).

This is unchangeable if the people who support fail to challenge the power relations in the current community but rather focus only on changing the education systems present. From the year 2008, there has been an increase in the number of cases of unemployment among the youths and this has doubled the rate of adults who are unemployed in both developing and the countries that have already developed (Tshabalala and Ncube (2014). Some of the youths have dropped out of anything that is related to learning, training and being employed while most of the young people slowly respond to the aspect of going on with education and how to invest in their

human capital (Sassen, 2014). Youths who are aged between the age brackets of 18-24 months are neither employed nor educated and in the year 2011 percentages were available from countries like Italy, Greece, Australia, Netherlands, and New Zealand. The percentage for Netherlands was 4%, 20% in Italy and Greece, Australia and New Zealand and the U.S had a percentage of 15% (OECD, 2012). In developing countries the rates are higher and this is evident from the existing evidence whereby there is an average percentage of 20 youths are located in NEET in Latin America (ILO, 2010) and in African countries it is considered to be 25% (OECD, UNDP, and UNECA, 2012).

Vocational education and training (VET) is considered as the best solution to improve the opportunities of youths who have inadequate resources, skills or motivation which enables them to continue pursuing higher education, and this is particularly in countries such as the US that has tried to come up with apprenticeship systems that are larger and more effective (Lerman, 2014). Moreover, many people are of the view that TVET ensures that the useful skills are used in order to make the youths be prepared to face the labor market as well as improving high chances of their successful professions in the future (Tshabalala and Ncube, (2014). In Kenya, numerous policy interventions and the invention of new institutions and systems for skills development has failed in the recent years and has affected the numbers of skilled workers (Van Treeck, 2014). This study investigated some of the reasons by putting into account the policies governing Trans Nzoia county government and the systems in the aim of creating job opportunities rather than job seekers.

TVETs go an extra mile by innovating students' identity within and attach them to an occupation together with ensuring they merge well with the society. TVETs are mainly known to play a key part in improving the technical capacities and skills that

are\ required to perform any task effectively. (Klotz, Billett, & Winther, 2014). Employability skills are becoming a very important issue at this time. An education-oriented working world through mastery of technical skills and employability skills is unavoidable for the purpose of supporting the development of an economy that is determined by creativeness (McCowan, Reilly& Steven, 2014). The skills of employing employees is among the non-technical skills that can be used in many fields , it is required to be used in the working environment , to remain on the job and to as well develop a career in the workplace, or for career development at the new work station (Khisoni, 2016).

These skills include: ability to work independently, manage you, working in teams, adapt to change, solve complex problems, as well as creative and innovative thinking (Hasanah, Yahya, & Malik, 2016) in employability skills measurement models of vocational students (Sunardi, 2016) asserts employability skills assessed is very important, because of the characteristics of current job demands initiative, flexibility, and a person's ability to handle different tasks. It means the skills possessed by the person's labor should not be specific, but should be more oriented on service and more importantly have high social skills (McCowan, Reilly and Steven, 2014). Employability as skills, including the basic skills are reading, writing and arithmetic; interpersonal skills are communicating and working in a team and the attributes themselves, among them the ability to learn and how to deal with changes that always occur in the community (Hanafi, 2007).

According to the TVET Act of 2013, it focuses on strengthening the importance and quality of services offered by the TVET in order for them to meet the demands of the market Geressu (2015). The GoK has been able to come up with TVET Authority (TVETA) that's main purpose is to regulate and control all training; accreditation,

registration and issuing of licenses to TVET institutions and trainers; promotes quality, ensure easy access and relevance of training programs and courses offered in the TVETs (Eck, Naidoo & Sachs-Israel, 2016). To add on that, the National Education Sector Plan (NESP) which was used from the year 2014 to the year 2018 observed that the TVET sector together with other sectors need use of a program that is complete and provide modern and current equipment for training since most equipment in Technical Training Institutes (TTIs are old and not enough. Majority of the TVET trainers lack enough skills, experiences and have minimum exposure with the modern technology as industries as well (Geressu, 2015).

The second pillar of the Kenya Country Strategy Paper (CSP, 2014-18) is '*Creating skills for the rising labor market of a changing economy*'. It identifies the high chances of skills which are necessary to improve the chances of employing workers in the Kenyan working environment and this is mainly for the youth and women. The strategy paper approximates that in the category of those who are unemployed, the youth make up 80% and they are in the age bracket of 15 and 34 years. Skills mismatch and poor training is among the major challenges affecting youth employment in Kenya. The strategy paper (2014-18) persuades that "*the maximum impact in terms of employment generation can be achieved by developing the skills and experience of mid-level technicians and artisans, and by strengthening the linkages between TVET and the private sector*". Weak and lack of industrial, technical skills as an impediment to growth of the manufacturing sector in the region are identified by the Banks 2014 East Africa manufacturing report as factors that hinder the manufacturing sector. To add on that the Bank's Ten Year Strategy for the year 2013 - 2022 and Human Capital Strategy (HCS, 2014–2018) considers the relevant skills development as the major key pillars that improve economic growth in

Africa. The 2011-2015 East Africa Regional Integration Strategies (RISPs) refer to Education, including Higher Education, Science and Technology (HEST) and agrees that the quality of education offered has not kept pace with the development of regions to get used to new industrial technology.

The GoK came up with the education system that is free day secondary school to improve the change from primary to secondary levels. The National Education Sector Plan (NESP, 2013-2018) the rate of primary to secondary education has increased from 57.3% in 2005 to 73.3% in 2015. This indicates that annually, an estimated 480,000 youth are finishing their secondary education but only 30% of the students qualify to join the University .This means that only 70% of the secondary school graduates need to be enrolled in the TVET system, yet only 10% are currently enrolled in TVETS. There are high chances of those that are underemployed in the informal sector as shown in *Technical Annexes Chapter 3b* (Khisoni, 2016). The labor supply and demand gap is widened due to insufficient TVET systems since the required skills, including oil and gas sector projects. Cases of employment have occurred locally and have generated income after the discovery of oil, gas and ores in Kenya. Quality TVET sector which is relevant needs to consider the current skills gap in the labor market and look into the Youth Unemployment and underemployment issues and try to find solutions (Simiyu, 2009).

1.2 Statement of the Problem

The Government of Kenya (GoK) has laid down strategies that mainly focuses on the development of human capital that has the needed skills and competencies in order to play the role of key drivers to meet the goals of Vision 2030. In line with this, According to the Kenya Vision 2030 Second Medium Term Plan (MTP) 2013 to 2017 equips the youth with the required skills, funds and wealth creating opportunities. To

realize this, the GoK developed a TVET Authority (TVETA) that mainly focuses on ensuring quality training accreditation, registration of students as well as licensing of TVET institutions and trainers; and ensuring there is quality in the institutions and offering acceptable programs. However, the National Education Sector Plan (NESP, 2013-2018) reveals that only 10% of the youths are currently enrolled in TVETS. This is worrying because out of the estimated 480,000 youth who complete secondary school every year, it is only 30% who qualify for University education (NESP, 2013-2018). This poses a great danger to the nation as youth who are idle end up engaging themselves activities that are illegal or being introduced to terrorism activities. If this happens, it would result in an insecurity threat to the nation hence disrupting economic, social and political development. This would adversely affect the achievement of Agenda 4 on manufacturing by the government and realization of Vision 2030 on the social, economic political and development pillars.

Therefore in ensuring those youth meaningfully integrate into the society so as to contribute in the achievement of Vision 2030, there is need for the community to support the GoK agenda of equipping youth who don't qualify for college or university education with adequate skills through the TVET initiatives. Hence, this study aims to investigate community perceptions on TVET education.

1.3 Purpose of the Study

The purpose of the study was to investigate the perceptions of the community on technical and vocational education and training in Trans - Nzoia County.

1.4 Objectives of the Study

- i. To determine the perceptions of trainees on TVET Education in Trans-Nzoia county, Kenya.
- ii. To explore the perceptions of county government on TVET Education in Trans-Nzoia county, Kenya.
- iii. To probe the perceptions of trainers on TVET Education in Trans-Nzoia county, Kenya.

1.5 Research Questions

In order to achieve objectives (i), (ii) and (iii) above the following questions were answered:

- i. What are the perceptions of trainees on TVET Education in Trans-Nzoia County, Kenya?
- ii. What are the perceptions of Stakeholders on TVET Education in Trans-Nzoia County, Kenya?
- iii. What are the perceptions of trainers on TVET Education in Trans-Nzoia County, Kenya?

1.6 Justification of the Study

This study will assist the society of Kenya in solving a number of problems mainly associated with the youth occasioned by unemployment, anti-social problems such as drug abuse and thuggery. It will also aid the government in the realization of its goals, especially in meeting the objectives of 2030 vision. Should all the youths who are out of the formal system of education, be given the knowledge, necessary skills and positive attitudes in the country it will greatly benefit as its economy will become better, as the number of dependents will reduce. The families also, benefit in that

there will be increased members to contribute to their welfare in terms of money earned from employment of members due skills gained leading to sustainability. Worldwide there is an increase in the number of youth Kenya being among one of the Countries where a total 13.66 million is summed up by 15-34 year olds, this is estimated as 35.39% of the population. The youths population is expected to grow simultaneously and end up forming the largest portion of the population in around 10-20 years to come and this is referred to as youth bulge. This sequence of growth of the youths has raised a lot of concerns especially among those in the development sector and therefore it was noted that young people are important in developing the Country.

1.7 Significance of the Study

This study sought to explore the perceptions of the community on TVETs as this would give insights into the low enrollment trends of learners despite the high numbers not absorbed by universities according to KNEC results 2016 and 2017 from ministry of education website. Secondly, the findings assisted in having a better understanding of the TVET sector, which is an under-researched area in East Africa, and lastly, it enables the policy makers at the county and national levels to encourage enrollment in Technical and Vocational Education and Training centers (TVET).

1.8 Limitation of the Study

The limitations are the shortcomings of the study they can exist due to constraints of research design or methodology and these factors may impact the findings of a study. The results of this study were limited to one county in Kenya with similar socio-cultural, economic and political environment. For example since about 70% of the TVETS are based in the rural areas, the rural and urban characteristics of the study area greatly minimized the effect of this limitation on overall replication of the study.

Globally however, the results could still apply in countries with similar school environment and society like other parts of Africa, Latin America and Asia.

The trainees in the TVET institutions were of low education levels and the researcher was restricted to use of the FGDS where the questions would be read out and probed further. The participants did not include the TVETs support staff although they could have important information but the selected participants gave enough information to saturation as advised in qualitative research.

1.9 The Scope of the Study

This study was conducted in youth polytechnics within Trans-Nzoia County. The study was restricted to the vocational institutions established by the county government since 2013. There are 28 youth polytechnics in Trans-Nzoia County, however the researcher obtained data from 5, that is one from each sub-county based on availability of resources and the location in terms of urban and rural which highly influences the student uptake.

1.10 Theoretical Framework

A theoretical framework is composed of all ideas which are related depending on theories. (Kombo and Tromp, 2014). Human capital theory which was invented by Becker, DeGroot, & Marschak (1964) was used in the case of this study. Human-capital theory explains further Adams Smiths explanation on wage which was determines by net among the different employees within different organizations. Economists like Gary S. Becker and Jacob Mincer state that personal incomes are determined by the investment used in human capital this includes the training and education which different groups and personnel undertake. Labor force is a high expectation from the investment capital and the skill-base acquired is indispensable

for economic growth. Rapid reconstruction achieved by the defeated powers of the Second World War elaborated further how important the human capital reservoir was.

Any activity that increases an individual's work productivity raises the human capital. Education which is undertaken fully is a good example. For the cases of workers, direct costs and foregone earnings makes up the human capital. The workers who end up making decisions that involves investment, compare them with the future income and the consumption streams available and some actually offer improved income for the future in order for exchange of higher training costs and deferred consumption. Returns on societal investment in human capital may in principle be calculated in. To calculate the rate of societal investment in human capital, an old technique is used. (Khisoni, 2016).

In the field of economics, the human-capital theory faces critics which point out that there is a challenge when it comes to measuring main concepts and this includes the future income and the central idea of human capital itself. Employers and the market at large end up thinking that all investments in education are a guarantee in improving the level of productivity. In fact there is a huge problem when it comes to measuring both the future income as well as the workers level of productivity which is determined to the various careers apart from fashion since the references differs with the theory. Different empirical studies have urged that some of the variations observed in terms of earnings is likely to be influenced by the skills acquired, high levels of unawareness of variance and this adds up to the increase of poor labor-market rather than the productivity of individuals who make up the number of labor in terms of employment (Anindo, 2016).

Becker, DeGroot, & Marschak (1964) theory of human-capital theory has received criticism from different sociologists who specialized in the field of education and training. The theory of human-capital was criticized in the Marxist Renaissance of the 1960s for legalizing the bourgeois individualism, especially in the Country which the theory originated from and the Country is the United States. The theory was also blamed for the poor defects of individuals systems; they made the workers become the capitalist and this lead to conflicts between the two parties. Despite all the political criticisms, human-capital theory can be seen as a special type of rational-exchange theory which requires a unique critique by sociologists who deal with individualist explanations of economic phenomena that suggests an individual's decision to invest in training is based upon an examination of the net present value of the costs and benefits of such an investment. Traineeships and apprenticeships help to achieve the process of training for people to acquire different skills for them to be able to come up with ideas of dealing with the challenges facing the youth especially youth unemployment, high levels of industrial skills demand, social exclusion and cases of inequalities among community members, innovating new employment opportunities and boosting of local economic development to grow (Muehleemann, Wolter & Wüest, 2009; UNESCO, 2000b).

Individuals are expected to invest more in training during a specific period and in the return they are able to receive the investments in consecutive periods. During training, the workers end up paying for training by them receiving a wage amount of money which is lower as compare to the amount they should receive elsewhere during training programs. Since training is considered as a means of making the workers increase their level of productivity, the workers end up receiving returns from their investment in later periods via higher margin of products as well as wages.

According to the Human capital models, training is classified into various categories one being specific training which ends up increasing the levels of productivity only in one firm, and the other classification is general training which has a positive influence on productivity since it increases productivity in more than one firm. The workers finance the purely general training and they also receive all the returns and efforts put into the training but in contrast of the above training, employees and employers end up sharing the costs and returns of the specific training. Human capital model is able to ensure that both the general and specific training lowers the starting wage and also increases the level of wage growth. For the case of acquiring technical skills, or for the service sector, geared towards modeling and preparing individuals for work skills traineeship is considered very important (Simiyu, 2009). Ensuring learners receive the necessary skills, interest, and boosting their confidence and experience by allowing them to work under experienced mentors to learn more ensures the skills traineeship is attained. (Skills Training UK, n.d).

The Human capital theory considers the fact that those people who receive high compensation are putting into practice knowledge capacities. On the other hand, these results suggest that the time allocated for informal training, the employees who receive the lowest pay are putting as much effort to the work- related the same way the most highly paid employees put in effort to the work. There is a great difference on how people make use of the different skills they acquire in their different work stations. Despite the industrial and service workers dedicating their time to informal projects, they have limited time to utilize these learning projects on their specific jobs.

The level of workers' productivity is highly increased by education or training since training imparts useful skills and knowledge and this raises the workers future income since it increases the workers lifetime earnings and this is suggested by the human-

capital theory. (Eichhorst, Rodriguez-Planas, Schmidl, & Zimmermann, 2015). It states that the amount that is used during training and education is very expensive, and there is need to consider it as an investment since it is undertaken with a view to increasing personal incomes. The human capital approach mainly explains the difference of occupational wage and this can also be seen in terms of the ability to read and write and acquiring a particular skill especially the ones offered in youth polytechnics. According to Anindo *et al.*, (2016) human capital is the same as physical means of production for instance factories and machines: one can be able to involve him/herself in human capital through a means of training and the rate of return on the human capital is determined by one's outputs. Despite investments being considered very essential, human capital is given the first priority as compared to investments. The youths make up the largest population in our current society and they are considered to be more active since the future depends on them for them to be able to improve the Country economic status. Therefore the human capital is considered as an alternative means of production whereby additional investment improves the additional output. Human capital can be replaced but it cannot be transferred to new holders like for the case of land, labor or fixed capital. To obtain high output on human capital, there is need to train the youth who have the highest number of people in the society. Promoting self-reliance and transformation among the youth is the main goal of offering vocational and life skills training (Opiyo, 2015).

TVETS are required to provide a suitable environment for the training and by doing this they boost the confidence and as well boost the skills of the trainees. The TVETS need to come up with different opportunities and ideas in which the trainees are given the necessary resources in order for them to better their quality of skills. When the training becomes a success, the trainees who are skilled are able to get employment as

well as taking part in the changing times of the economy. The trainees also have the opportunity of being self-employed instead of being employed by different organizations and this makes the trainees to expand opportunities and end up becoming very useful people in the society. As noted out and illustrated by Khisoni (2016b) the training needs to motivate new ideas to open up various opportunities and this will reduce the level of dependency as well as minimizing cases of unemployment.

In accordance to the trainees findings, human capital theory can be used to elaborate further why the trainees feel that the TVETs need to have more resources within the institutions, more trainers for better learning, employing qualified tutors who have experience and introducing more programs and courses in the TVETS. According to the human-capital theory, the trainees need to put more efforts so that they develop human capital as well as to meet the current requirements of being skillful in the job market. The trainers and stakeholders on the other hand believe that the learning that takes place in the TVETs is guided by the human capital theory which promotes education since education develops human capital and is able to resolve challenges like cost, social exclusion and inequalities and cases of unemployment. Based on the findings gained from both the trainers and stakeholders there is more that needs to be done in order for TVETS to offer education that is of good quality just as stated in the human capital theory which proposes for more investments to be done in training in order to gain returns despite of the challenges that exist. The model foresees that both the specific and general training lower the beginning amount of wage and increases the wage growth. Skills traineeship is very important especially in the industry sector since it is focused on creating awareness and preparing individuals for the work. This is made possible mainly by ensuring the learners have all the required

equipment and resources and engaging them with mentors who have acquired the skills and have long term experience.

1.11 Conceptual Model

The study utilized the following conceptual model to illustrate the perceptions of the various actors that are key to the running of the TVET in Trans Nzoia.

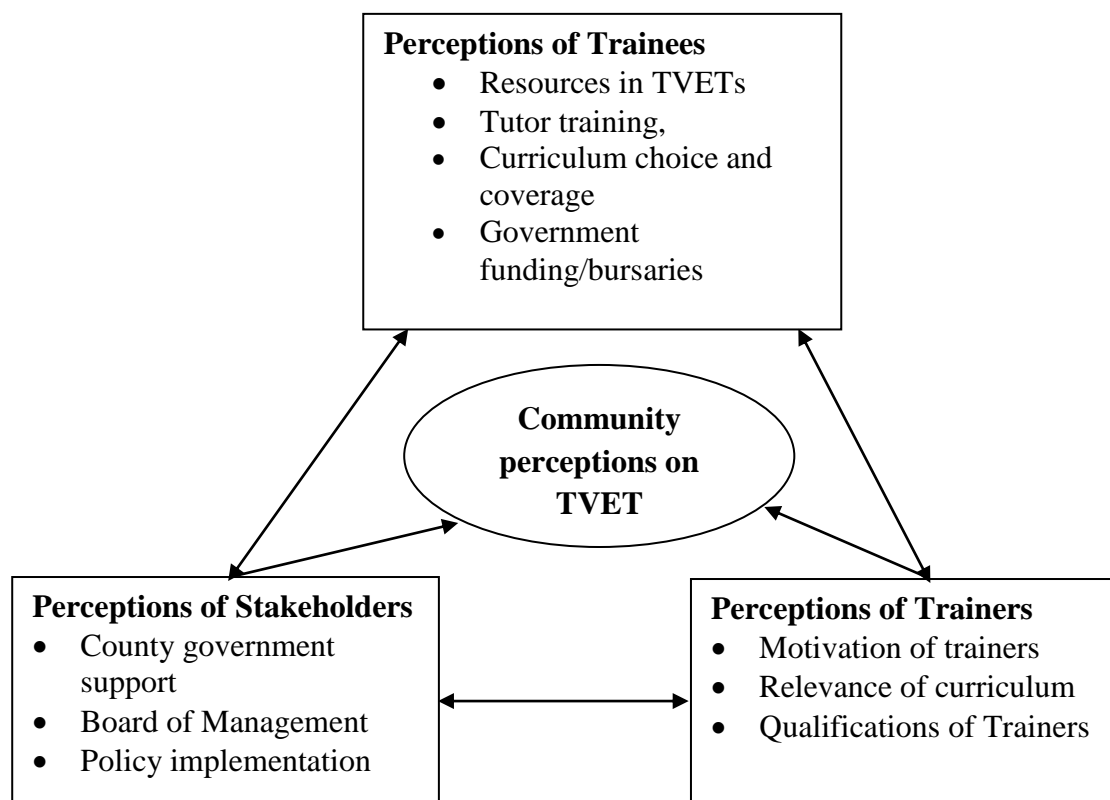


Figure 1.1: Conceptual model

Source: Authors data (2018)

A model helps simplify the proposed interrelationships between the variables in the study and show the same diagrammatically (Mugenda, 2003). The conceptual model of this study was based on three independent variables, namely; the Perceptions of Trainees, The perception of stakeholders and the perceptions of Tutors. In the model participation in TVET in the Trans-Nzoia County was the outcome that is anticipated by the interaction of the three actors.

1.12 Operational Definitions of Terms

Ability: refers to having the cognitive capacity to train and means to purchase education and training.

Access: refers to the ability and opportunity to enroll in TVET institutions.

Apprenticeship: refers to traineeship/studentship or learning a trade occupation.

Attitude: Refers how one thinks of or feels about an act towards objects or ideas.

Competence: refers to the ability, skills, techniques and knowledge that Technical and Vocational instructors require in order to carry out training effectively.

County Government: Principals, County Executive Committee Member Education other Tvet policy implementers at County government level.

Internal efficiency: refers to the realization of internally/institutional set goals and objectives by the use of limited resources available.

Participation: refers to the retention of enrolled trainees in training institutions until the completion of courses of study for the award of certificates or diplomas.

Perspectives: The way in which something is regarded, understood, or interpreted beliefs.

Principal: An employee of the county government in charge of the Tvet institution.

Quality: refers to the extent to which participants in an educational and training program learns what is intended by that program and focused on the TVET.

Relevance: refers to the extent to which TVET is responsive to labour market needs and requirements.

Stakeholders: Any other person who has an interest in the institutions, but is not a trainer or a trainee, i.e. County government representative, Board of Management, and the institution Principal.

Trainees: The learners, recipients, consumers, students of the TVETS.

Trainers: The instructors in the TVET institutions.

Training facilities: refer to classrooms, sewing machines, vehicles, computers, workshops and building tools like Plumb bobs, tapes, and scissors toilets.

TVET Institutes: In this study refer to Technical Vocational Education and Training institutions, demonstration centers, Youth Polytechnics (YPs), Institutes of Technology (ITs) and National Youth Service skills development centres started by the county government.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

The study took into account the influence of the perception of the community in providing a systemic approach and management of vocational training centers in the context of increasing institutional autonomy. Therefore, the literature was reviewed in relation to; review of TVET, the perception of students on TVET in Trans-Nzoia county, Kenya: Resources in TVET, Tutor training, Curriculum choice and coverage, Government funding/bursaries. The perception of Stakeholders on TVET in Trans-Nzoia County, Kenya: County government support to TVETS, Board of Management role and Policy implementation and the uptake rates of TVET in Trans-Nzoia County, Kenya: enrollment rates and Retention and drop-out.

2.1 Technical and Vocational Education and Training

Unemployment among the youth is a major economic as well as a social problem especially in the less developed Countries for instance in Sub-Saharan Africa. A report from World Bank concludes that 60 % of the youth are jobless in Sub-Saharan Africa and 72 % of the adolescents live in poor conditions due to poverty (World Bank 2009). Kenya Integrated Household Budget Survey compiled data from the year 2015 to 2016 that shows that approximately 21% of youths who are aged between 15-29 are unemployed and 25% of the adolescents are neither in school nor are they working. Vocational education has been seen as a measure through which young adults are able to acquire marketable skills that enable them to be either self-employed or obtain employment (Glennester *et al.*, 2011).

A vocation is seen as a calling hence the ability to choose a particular occupation becomes very difficult. According to Beicht & Walden, (2015) and Ngure (2015)

both cited in Klotz & Winther, (2017) they suggested that free vocational choice is desirable for its own sake and it also shapes the formation of the person's vocational identity. According to Beicht *et al.*, 2015 free career choice is regarded as the extent someone chooses his or her preferred vocation without being forced. Involuntary career choices occur in cases of monetary restrictions, pressure from the society to select a specific vocation or either discrimination that limit a person to select a vocation. Participation in activities that were not initially enacted or identified by workers as vocational for them, but were locally and socially convenient also lead to vocational trajectories (Beicht, Klotz & Winther, 2014).

Sanga (2016) states that education is recognized as a priority in Kenya since it leads to sustainable development intervention as is reflected in the policy documents. Key policy documents have been developed over the last ten (10) years by the Government of Kenya; this documents include Poverty Reduction Strategy Plan (PRSP) of September 2002 and the Economic Recovery Strategy Program (ERSP) of 2003 which is its successor and the Vision 2030 of 2008. The policy documents majorly emphasizes on the importance of education especially in terms of development. The Bonn Resolution of October 2004 observed that technical and vocational education and training (TVET) is the most important aspect when it comes to reduction of poverty, promotion of peace among the people and coming up with conservation measures that protect the environment. In return, this improves the quality of human life as well as promotes sustainable development of the Country. By using TVET as a tool for socio-economic and technological transformation, Kenya becomes sustainable. It is important for Kenya to deal with the challenges of increased unemployment, poverty, food insecurity and prevent environmental pollution through TVET Institutions. Skills development plays an important role in

economic growth, poverty alleviation, youth and women's empowerment and social inclusion. Despite all these, the role of TVET has not been recognized most policy documents.

This gap is particularly challenging; There is need for efforts to build human assets of the poor from the donors and the Governments while TVET is given limited importance in donor financing schemes and discussions ever since the late 80s (Nuttavuthisit, 2017). Technical education is less dignifying and is only suitable for dropouts in school and children who come from low income groups (Olatokun, 2017). UNESCO (2012) reported that according to the Sessional Paper No. 5 on Education and Training in Kenya, the country has 4 national polytechnics, 17 Institutes of Technology, 1 Technical Teachers' Training College and 21 Technical Training Institutes. In addition, there are over 600 youth polytechnics distributed throughout the country.

Kirimi (2012), argues that several countries both the developed and those that are developing, such as Italy, Brazil, China, Sweden and Japan they have given more priority to TVET through adequate funding to the institutions. Students are able to be introduced to vocational training and to a culture that deals with scientific investigation and application at a very early age. In Europe, at least 50 percent of students in the upper secondary education, pursue some form of technical or vocational education. In China, India and South East Asia the figure is 35-40 percent, whereas in Africa it is less than 20 percent of the students who are enrolled in TVETs.

As stated by Nyerere (2009) there are both government and private institutions that offer TVET programs. In Kenya there have been deliberate efforts to structure

and deliver formal TVET education through the establishment of TVET institutions either by the government or the private sector. However, the Non formal TVET sector just like the informal sector has been neglected by the government, particularly in relation to the organization of systems and structures. The Government has policies for the sector, but they are not properly implemented, enabling the private sector to exploit TVET for cheap labour. The sector has been generally left to civil societies (USK, OAIC), religious organizations, among others, to intervene, which is done at program levels hence few target groups reached.

Afeti (2014) asserts that TVET is back on the development agenda of many African countries after years of benign neglect, instigated by a complex set of reasons that included budgetary constraints and criticisms of the World Bank in the early 90's on its direction and focus.

The World Bank had argued at the time that the cost of technical and vocational education was too high compared with the returns to the economy, that the quality of training was poor and that there was a considerable mismatch between training and the needs of industry. That is the delivery of vocational education and training was not cost-effective. However, since the beginning of the new millennium, a fresh awareness of the critical role that TVET can play in economic growth and national development has dawned among policy makers in many African countries and within the international donor community.

The increasing importance that African governments now attach to TVET is reflected in the various Poverty Reduction Strategy Papers that governments have developed in collaboration with the World Bank.

According to M'Rukaria (2012) financial management is one of the important tasks in the realization of the goals of a school as an organization. Despite the rationale for the introduction of safety nets such as bursaries and the constituency development fund in the education sector, there are increasing concerns over the limited finances in youth polytechnics to provide quality education and training. Therefore, for youth polytechnics to succeed in the endeavor of education and training, they require a sound financial base to run smoothly. Financing of TVET programs has always been shared amongst government, local communities, beneficiaries, religious and private organizations, donors and private business.

Ibrahim (2012), pointed out that each of the partners in financing education have given more than her equal share and therefore, education institutions especially youth polytechnics should look for viable alternative sources of finances by mobilizing new sources of funds to be financiers of their training programs. According to Wanjohi (2011), most countries were hopeful that the opportunities provided by strengthened democratic governance, and improving economies will accelerate progress. However, poverty levels still remain high. On becoming a republic in 1964, Kenyan leaders vowed to eradicate poverty, disease and illiteracy. Today the proportion of the population living on less than one US dollar a day, that is the poverty line, is higher than ever before.

Although government subsidies have reduced the fees in the vocational training sector, the current fee levels are still significant barriers for many. The current fee levels at the cheapest government schools account for approximately 15% percent of annual per capita expenditures. Preliminary evidence from an on-going randomized vocational training project suggests that reductions in fees through scholarships (or vouchers) can significantly increase vocational training enrollments. Evidence from

the project also suggests that students were often misinformed about the highest earning trades. Given the apparent misperceptions, providing more accurate information can enable individuals to make better informed decisions about vocational training (Glennister, 2018).

Skill acquisition, such as basic literacy and technical and interpersonal aptitudes, is one of the major focuses for technical training. Skills are important in the workplace, but the ability to move away from being just task-focused and skill-based on broader competencies is also essential, as skills that are acquired in the present may not suffice in the future (Wheelahan, 2016). Formal education has a direct impact on the occupational success and upward mobility of individuals within the industry because, although education per se does not make one a successful worker, those with literacy and numeracy skills perform better than those without these skills (Bowen, 2009); (Beicht & Walden, 2015). In West Africa, for example, some trainers prefer to take on trainees with a secondary school attainment because measuring; drawing and cutting are consequently easier for them to master (Afeti & Adubra, 2014) & (Williams, 2018).

Moreover, TVET contributions to successful improvement of labour, capital combine specific technical and generic skills requisite for optimum productivity and development of the economy. This is because TVET is not only a method of skills training, but also a means of efficiently transmitting capabilities in a framework of employability, productivity, and sustainable growth (Alvunger & Johansson, 2017). Thus, to develop receptive training programs, curriculum designers, researchers and training providers need to appreciate the interface between schooling and training (Asadullah & Zafar, 2018).

Employers stress the importance of occupational skills that they also demand other skills which enable an employee to perform tasks efficiently, confidently, and to have positive relationships with the employer and other workers. Some of these skills were identified by ESCAP (2009) and are indicated in Table 2.1 below.

Table 2.1: Category of skills

Occupational skills	Employable skills	Interpersonal and empowerment skills
<ul style="list-style-type: none"> • Using equipment safely and effectively • Observing quality control instructions • Increasing productivity • Understanding drawings and sketches. • Selecting and using materials and tools • Reducing waste on costs. 	<ul style="list-style-type: none"> • Language skills (oral and written) • IT and computer literacy • Communication skills • Influencing and persuading others • Life-long learning skills 	<ul style="list-style-type: none"> • Teamwork • Flexibility and adaptability • Creativity and innovation • Problem-solving and decision-making • Managing change

Source: UNDP (2010)

Industry training providers need to recognize the role the internet has played in transforming the world into a global village. The perceived aim of TVET institutions has moved from not only socializing learners into knowledge appreciated by the community, but also for enabling learners' participation in their own cultural transformation and adjusting to imminent changes that their societies will experience (Unwin, 2017). Consequently, education and training policy-makers, curriculum designers, education providers and instructors increasingly need to develop curriculum, content and methods of instruction that are more relevant to the needs of the students and the industry at large. This could be done by simulating current workplaces, or through the use of computer databases and websites to process and manipulate training activities. Although this kind of project would require massive investments in equipment, in the long run it would enable trainees to access more

diverse training. For instance, universities such as Kenyatta and Nairobi universities have invested in virtual labs, enabling their students to access learning from other parts of the world, (GoK, 2015) cited in Ngunjiri, 2015).

Chupei and Glennerster (2018) noted that there is a growing sentiment that the public provision of training produces students with skills that are not relevant on the labor market. The proponents of this view often argue that the private training institutes are more flexible, more adaptable and better able to provide trainees with market-relevant skills. While there is limited evidence on the ability of private institutes to deliver better training, preliminary evidence of an ongoing randomized vocational training project suggests that providing students with access to the private sector through a voucher program can improve outcomes such as increased student enrollment and retention. Given the preliminary evidence from the on-going vocational training project, it could be constructive for the government to introduce and carefully evaluate a pilot voucher program that allowed individuals to access both public and private vocational training centers.

2.2 Perceptions of Trainees on TVET in Trans-Nzoia County, Kenya

2.2.1 Resources in TVETS

The devolved government focuses to offer an opportunity to reach out people, according to the World Bank's Country Strategy Paper (CSP 2014-2018). These were required to improve the participation of trainees since the county government would easily associate itself with providing funds for TVET infrastructure, instructors, teaching facilities, learning facilities and the training equipment required in the Institutions. According to Ahamad, Sinha, & Shastri (2016) resource allocation in developing countries does not consider vocational education and training

institutions since it is very expensive to sustain than the general education and this leads to lower participation of trainees in the TVET system.

Ngure (2013) noted that, introduction of a comprehensive Training and Development Needs Assessment (T&DNA) is a relevant and adaptive form of Training and Development (T&D) programme. The TVET managers are able to receive appropriate training that enable them to manage the TVETS, receive modern machines, acquire the right tools and equipment and employ qualified instructors for better education quality. Research conducted in Kiambu sub-County (Kiplagat, Ferej, & Kafu, 2017) observed that most youth polytechnics lack proper training, poor physical facilities and equipment which are inadequate and are obsolete or not working to cater for all the students. Quality facilities and equipment are necessary to the provision of quality TVET and also to improve the participation of trainees.

TVET plays an important role since it acts as an effective way of empowering the society at large to be involved in productive and sustainable livelihoods. The growth of TVET in many countries is related with disparities in historical, political, educational, cultural and economic contexts. Therefore TVET has not been left out on the changes which are influenced by the political, economic and social forces. However, some studies have shown that enrollments in TVET institutions have been reducing over the year. This may be due to lack of technology education teachers (Simiyu, 2009).

Sanga (2016) pointed out that poor financial investment in skill training for institutions such as Youth Polytechnics has resulted in understaffing, lack of physical infrastructure (workshops) and tools leading which lead to low quality of education. Graduates who come from TVET institutions end up unemployed because

they lack productive skills. Core values and attitudes which translate into positive work ethics are also lacking as they tend to be given passing recognition within the institutional setting. A challenge that the policy makers need to work on is to disconnect between the institution and the work situation.

Gakunga (2014) argues that over the past two decades, a trend that is expected to continue in TVET institutions is that of receiving less financial allocations from the government as compared to the actual estimated annual expenditure. Consequently, physical facilities are inadequate and lack maintenance. The equipment that is used for training in most institutions are old while the vital aspects of the training support system are in need of areas such as the library acquisitions being relegated to the periphery with negative effect on the quality of TVET programme offered . Ngure (2015) stated that most of the youth polytechnics lack a policy framework that deals with youth development. Youth polytechnics are not recognized in the national education and training system, most youth polytechnics lack proper training since their physical facilities are destroyed and equipment are not enough or not working, their programme fails to allow for mobility and are not market oriented and they lack quality assurance mechanisms. Youth polytechnic image is very low since they are seen as minor institutions reserved for the primary school failures and school dropouts . Youth polytechnic graduates are not easily employed since they lack appropriate skills for employment, lack adequate resources and entrepreneurial skills to start their own businesses (Bwisa, 2014).

David and Bwisa, (2013) argues income generating activities in Youth TVET like greenhouse farming, urban agriculture, performing Arts, Eco-Tourism, Water harvesting, Detergent making, Fish farming, Solar Energy, biogas and fertilizers end

up forming industrial clusters. The superiority of centralized nationally acknowledged courses tends to prevent such courses from developing therefore current Youth Polytechnics activities are delinked from those of the community and the private sector and only a few Youth Polytechnics are involved in self-sustaining initiatives. Courses like motor mechanics are delivered using obsolete equipment constituted by non-functional old engine models in Youth polytechnic (David and Bwisa, (2013). The Instructors lack enough experience to modern technology. The graduates fail to acquire more skills during the attachment period due to lack of infrastructure for industrial attachment. Each and every course at all Youth Polytechnics in the county is taught using older non-modern equipment.

Kiplagat *et al.*, (2017) states that inadequate personnel training programs is one of the problems faced by the countries that are developing. Neighbour (2018a) also observed the different cultural values and beliefs and financial constraints in the developing countries becomes a concern when one takes into account the number of the teacher training programs that mainly use Western ideologies and use of literature that refers to teaching aids that are not available in developing countries. Wanzala (2017) indicated that the deteriorating quality of staff is mainly affecting the way TVET institutions accomplish their duty in society. These institutions are generally unable to attract and retain high caliber academic staff. This is mainly caused by the low level of remuneration, which they offer.

The Ministry of Education, Kenya (2017) employment audit report; and Freudenberger and Davis (2017), conquer that human capital is among the most important resources necessary for social-economic development of any organization or any nation. The nations which are successful and individual organizations invest

heavily on human resource capacity development. Therefore, a large number of educated people who are well equipped with the required knowledge, skills and attitudes are needed in order to achieve the country's political, economic and social goals that are stipulated in Kenya Vision 2030. For these aspirations to be fulfilled there is urgent need for the Ministry of Education to be supportive and active as an organization. This requires an enhanced capacity by way of informed and pro-active leadership; clear management goals, targets and structures; development and implementation of a staff development policy and an effective system of staff appraisal and where they lack they should be developed.

2.2.2 Tutor Training

Education systems effectiveness depends on the quality of teaching and learning in the classrooms, workshops, laboratories and other spaces in which the education sessions takes place (Neighbour, 2018b).

For any education system to be successful, outstanding trainers, engaged students, well-designed courses, facilities which are fit for purpose, and a good level of resources are necessary. The real answers to improving outcomes from vocational education lie in the 'classroom', in understanding the various decisions trainers make as they engage with student trainees (Khisoni, 2016).

Specifically, there is need to understand more specifically how best to involve particular kinds of learners to undertake the particular kind of learning on which they are embarking on to attain whatever vocational outcomes are desired. This is the need of what we understand by 'vocational pedagogy'. The evidence suggests that urgent consideration of pedagogy is largely missing in vocational education (Weston, 2012).

According to City and Guilds (2011) the effectiveness of all education systems depend majorly on the quality of teaching and learning offered in the classrooms, workshops, laboratories and other areas in which the process of learning takes place and therefore the real answers to improving outcomes from vocational education is determined in the classroom in understanding the many decisions ‘teachers’ take as they interact with students.

Specifically, we need to understand more precisely how you best associate particular kinds of learners to pursue the particular kind of learning on which they are embarking to achieve whatever vocational outcomes are desired.

While the focus is majorly on formal teaching and learning, a large amount of the significant learning which takes place at work or through the workplace is non-formal (Eraut, 2009), as is the majority of human learning and vocational learning (Whittington & McLean, 2015). It is not well prepared, but derived instead from the experience of people and problems in the workplace or in life. Despite it differing from formal learning as Young (2016 p.22) reminded that, “it is important to assume that there are common processes which are underlying either learning in school or work-based learning”.

A study conducted on learning in a vocational education and training programme for sales assistants, Aarkrog (2005) illustrated that both theoretical training through the vocational education and training school, and practical training in the workplace ‘are needed in order to develop competency’. The first feature of visible high learning according to Hattie (2013) is that learning arising from any learning experience is given more attention in the moment, learners have specific, challenging and practical goals in mind. The second feature is learning tasks are developed with those goals in

mind so that they become of great benefit, thirdly, feedback is clear and plentiful in which the learners are able to know the need to welcome and listen to feedback from people. Glennerster *et al.*, (2011) added that the feedback given needs to be of good quality as well as quantity in which it is useful to the learners. Teachers are able to teach their learners to develop improved learning dispositions since they recognize learners' self-concepts.

Since the focus is largely on formal teaching and learning, it's also important to recognize the significant learning that takes place at work or through the workplace which is regarded as non-formal, as is the majority of human learning and vocational learning (Whittington & McLean, 2001). Non-formal learning is not planned, but instead it is obtained from the experience people face and problems experienced in the workplace or in life. Although it differs from formal learning, (Guile & Young, 2014) indicates that there are common processes facing both learning in school and work-based learning.

2.2.3 Curriculum Choice and Coverage

The TVET program is designed in a way to train individuals in different areas of acquiring knowledge and skills. Presence of proper infrastructure, adequate materials and competent instructors are available ensure the training becomes successful. Unless inputs are adequate and proper, and the process is well organized and conducted, achieving training objectives and producing competent trainees may be a difficult task (Majumdar, 2015).

Amare & Temechegn (2012) pointed out that graduates from different training programs were underestimated by employers and researchers. They added that graduates who may be regarded as the ones to handle problems were rarely seen in the

Ethiopian context. Zenawi (2014) suggested that higher education can solve the problem, including TVET institutions, in Ethiopia needs to have quality assurance system that is acceptable in order to evaluate whether they are working towards achieving their main objectives of producing qualified professionals for the workplace. In addition, Ahmed (2014) indicated that graduates who were unemployed failed to consider self-employment as an alternative to being unemployed. This is due to the competency that the trainees acquired during the training and the colleges produce trainees that could not satisfy the market demand.

As the number of TVET graduates increases annually, the quality of training being provided and the competency of graduates from the institutes have failed to meet the expectations of employers or the general public at large. This mainly seems to have been a result of the quality and type of training offered and it is not unusual for graduates of these institutes to be roaming the streets of the capital out of work. There is a need to isolate the causes of these problems and seek solutions before they worsen and start challenging the very existence of the training institutions because of the large number of unemployed graduated from the institutions. (Harteis, 2014).

Quality has now become an urgent issue in the Ethiopian technical and vocational training system. If training institutions fail to provide the quality training that produces competent young graduates, and if the training offered cannot equip trainees with marketable skills, then TVET institutes in Ethiopia might not be accepted by society, thereby this endangers the country's overall education system (Haileselassie, 2015).

2.2.4 Government Funding/Bursaries

Financial management is regarded as one of most important tasks in the realization of the goals of a school as an organization. Despite the rationale for the introduction of safety nets such as bursaries and the constituency development fund in the education sector, there are increasing concerns over the limited finances in TVETS to provide quality education and training. Therefore, for youth polytechnics to succeed in the endeavor of education and training, they require a sound financial base to run smoothly (Kirimi 2012). Financing of Technical Vocational Education and Training (TVET) programs has always been shared amongst government, local communities, beneficiaries, religious and private organizations, donors and private business. Education institutions especially youth polytechnics should look for viable alternative sources of finances by mobilizing new sources of funds to be financiers of their training programmes (Ibrahim 2012).

UNESCO (2005) indicated that governments, policy makers and civil society have emphasized that developing countries need to invest more in education and ensure that systems of education are efficiently managed, that limited funds allocated to the sector have maximum impact, and that cost-saving and cost-recovery measures are adopted. Expanding educational systems appears to imply a proportional increase in resources, but governments are proving increasingly unable to cope with the higher costs. Finance is one of the basic pillars of TVET to attain its goals and implementing its plans but Kirimi (2012), stated that through cost sharing and cost-saving measures, the government was to reduce the high public expenditure in education. This gave youth polytechnics in Kenya a big blow because technical education is expensive due to tools and equipment required for education and training. Parents were to provide construction, teaching and learning materials but these efforts to curb high

expenditure in education have made successful and quality training in youth polytechnics elusive.

Wolf (2011) observed that school unit costs rise when education becomes more technical or science oriented. However, the government since the introduction of cost sharing seems to have neglected the technical training sector in favor of academic educational sectors. Njihia (2015) affirmed that underfunding of educational programs in the technical training institutions has greatly jeopardized their capacity to offer quality training thereby eroding their external efficiency in the job market because the quality of graduates is compromised.

According to the International Institute for Educational Planning (IIEP, 2007), The delivery of Technical and Vocational Education and Training (TVET) requires smaller classes and expensive equipment and further observed that TVET is privileged to have private partnerships who may have linkages of employers for apprenticeship programmes. Companies also fund apprenticeship programmes or give allowances to students within the dual system (where the students learn on the job), non-governmental organizations run short community-based courses and foundations sponsor training institutions.

Yamada (2014) stated that Kenya's allocation of funds among the sub-sectors of education is different when compared to Ethiopia and Tanzania. It allocates less to primary school and more to TVET and secondary school. This shows that EFA has more meaning to Kenya than in the other countries. This is proven by the government subsidy of Ksh. 15,000 per student in YP as compared to Ksh. 10,000 per student in secondary school. There are about 600 Youth Polytechnics of which 395 are government aided. The government started the support for the Youth Polytechnics in

1971. At first the assistance used to be top-up salaries for the instructors as well as providing the equipment needed for instruction. However in a bid to capture more youths, the government recently subsidized the fees the learners should pay by allocating Ksh.10,000 per student per year since the year 2006 and more recently the subsidy has been raised to Ksh 15,000. The student was left with only payments for boarding facilities or for lunch for the day scholars. At basic level the financing of education and training is the responsibility of the government and parents. The government`s role, however, has been limited to just small grants to bridge the staff salaries until recently when it started paying subsidies of Ksh 10,000 per student per year which has now risen to Ksh 15,000. The government is also responsible for training the teachers which is done at Kenya Institute of Technical Training.

2.3 Perceptions of County Government on TVET in Trans-Nzoia County, Kenya

2.3.1 CECM Education Support to TVETS

Stakeholders are persons or groups who are either directly or indirectly influenced by a project, as well as those who may have interests in a project and/or the ability to influence its outcome, either positively or negatively (World Bank Report, 2011). Stakeholders include the locally affected communities or individuals, national or local government authorities, politicians, religious leaders, civil society organizations and groups with special interests (Howard, 2014).

Technical and vocational subjects in primary schools are not adequately taught is one of the underlying problems faced in the institutions. The Government need to ensure that the facilities are enough to support teaching these subjects; ensure that schools are managed well in order to provide an environment which is conducive to learning, ensure the learners being members of society are motivated not only to acquire the

technical and vocational skills, but also to explore ways in which these skills can be put into practical to the society. It is essential to examine the technical and vocational component of the Primary school curriculum in order to make it more attractive and acceptable to the society (Wanzala, 2017; (Republic of Kenya, 2008a; 2008b; 2008c cited in J. W. Simiyu, 2013).

According to Maina, (2017), community based projects put into consideration all the strategic objectives of the beneficiary community and this affected a lot of people. When recognizing the stakeholders that are affected, a systematic approach usually works perfectly, beginning with delineating the project's geographic sphere of influence (Ngure, 2015). The facilities that were associated with the projects and areas including transport routes and areas potentially affected by cumulative impacts, or unplanned but predictable developments. The Constitution of Kenya set out national values in Article 10 which include citizen participation at all levels especially for government sponsored projects.

2.3.2 Board of Management Role

It was not possible to engage with all the different stakeholder groups with the same level of intensity all the time, having a clear understanding of whom to engage with and at what point before advancing with the project work can help especially to save both time and money (Hough, 2008). This requires considering the stakeholders first and depending on who they are and what interests they might have, discovering out the most appropriate ways to engage (Armstrong, 2006). Stakeholder analysis needs to help in the prioritization by assessing the significance of the project to each stakeholder group from their perspective, and vice versa (Leopold, 2005). Identifying stakeholder representatives and consulting with and through them can be an efficient way to disseminate information to large numbers of stakeholders and receive

information from them (Asadullah & Zafar Ullah, 2018). Legitimate stakeholder representatives could be, but are not limited to: elected representatives of regional, local, and village councils; traditional representatives, such as village headmen or tribal leaders; leaders (chairmen, directors) of local cooperatives, other community-based organizations, local NGOs, and local women's groups and religious leaders (Alvunger & Johansson, 2017).

Kiplagat *et al.* (2017) the best faction to conduct strategic planning is through an empowered representative group but strategic thinking must involve personnel at the highest level of an organization. Meeting with stakeholders is focused mainly at maintaining already established good relationships that require a long time-horizon (Armstrong, 2006).

Project leaders need to invest in employing and training community liaison staff and see the value of consistently following through on their commitments to stakeholders. They make the effort to personalize relationships through informal and social interactions, and work through their employees and this helps to build links to local communities (Newton *et al.*, 2018).

According to the Project Management Body of Knowledge (PMBOK), (2010) stakeholders are persons or groups who are directly or indirectly affected by a project, together with those who may have desirable interests in a project and/or the ability to influence its outcome, either positively or negatively. The Project Management Institute, (PMI) guide knows stakeholders as individuals, groups, or organizations who may affect, be affected by, or perceive itself to be affected by a decision, activity, or outcome of a project, program, or portfolio. Neighbour, (2018) added that stakeholders may include locally affected communities or individuals and their formal

and informal representatives, national or local government authorities, politicians, religious leaders, civil society organizations and groups with special interests, the academic community, or other businesses.

Bayona, Bustamante, & Saboya, (2018) ensure that stakeholders participation influences project strategies since those persons have put by the change and consulting firms often have very different views of the success or failure of major change projects. Engagement with the stakeholders is critical, since some projects that are installed rather than being implemented and therefore leads to the potential benefits fail to be fully realized (Neighbour, 2018). The degree to which stakeholders commit to the project objective is determined by the process of identifying and engaging with stakeholder from the beginning of the project.

2.3.3 Policy Implementation

Allais (2012) assures that complex policies in complex areas of social intervention are very difficult to solve and it is very easy to get lost in the minutiae of problems and disagreements. In the messy world of policy implementation, particularly in developing countries where corruption or rent-seeking is less institutionalized and more visible than it is in the developed world, policy analysis can be trapped in myriad everyday obstacles. In order to get closer and discover the underlying problems, and to reflect more systematically on what is revealed by the South African case, it is associated with two sets of international studies. This leads to a discussion of three problems with the 'global toolkit'. To begin with despite the policy makers having the best intentions, the policy choices that were made have entrenched a wider idea of 'skills development' (skills as 'tasks') as a logical consequence of the notion of employer-specified competencies in an unregulated labor market. Second, complex

qualifications and quality assurance system has been introduced for a small and weak provision system. Thirdly, since ‘skills’ are separated from power, social policy, the structuring of labor markets and the organization of occupations and jobs, they are presented as a substitute for even very modest redistribution of wealth.

The proposed TVET policy in Kenya and the TVET Act No.29 of 2013, is structured on the National development agenda and in particular vision 2030. It is also focused on providing skills that are able to meet the workplace as well as self-employment. The tertiary education which includes TVET, is guided on the principle “*education and training for the workplace*”. TVET are provided for the aim of guaranteeing human and economic development. The outcomes of TVET need to consider human resources in order to suit the job market. TVET is responsible for the construction, maintenance and operation of infrastructure in all sectors. In addition, TVET graduates are responsible for service delivery and production of goods in all sectors. It is necessary for these graduates to acquire the right attitudes towards work, have the right core values and above all they can be depended upon to deliver at the workplace. Entrenching soft or generic skills in TVET is of paramount importance. Key to these skills is integrity, ethics, professionalism and accountability (MoE, 2017).

As for Kenya, the TVET ACT 2013 was formulated to address the job skills issue and, more so, to ensure an increased and sustained enrolment ratio of 20% by the year 2030. This is a move for the government to revamp the entire education system with a view of making the lives of the youth better. Legislation alone fails to address problems of perception and attitude that have dogged our curriculum and job opportunities for years. Industry needs to adjust and demonstrate the worthiness of manufacturing jobs. Proactivity by local companies in adopting mentorship programs

that integrate on-the-job training and lifelong learning will go a long way in reshaping the thinking around the manufacturing sector as a whole. Industry itself needs to introduce cutting edge technologies to their day-to-day processes to shun the image of traditional, obsolete, hard-labour machines and illuminate the tech-savvy aspect of manufacturing jobs (Wakiaga, 2017).

Muli (2013), states that while dealing with the challenges that accompany many TVET programme in these regions include low efficiency and poor quality, (Chimpololo, 2017) explored the potential synergies that could be located and harnessed between TVET institutions and structures of devolved governance in Kenya and how these synergies could be channeled toward youth training and employment in Kenya.

Using Chapter Eleven of the Devolved Government, the Constitution of Kenya (2010) as a backdrop, the discussion identifies gaps in training for devolved governance that TVET institutions could exploit on the basis of the functions of county governments as outlined in the Fourth Schedule of the Constitution. The operationalization of county governments as per the Constitution requires a large number of well-trained human resources in all the sectors and these human resources don't need to be trained in tertiary institutions and/or universities, or be deployed from the national government for the long term. The discussion posits that a coordinated effort by TVET institutions to develop and offer training tailored toward ensuring that county governments meet their constitutionally delegated mandate provides immense opportunities for youth training and subsequent youth employment in Kenya and possibly elsewhere.

The Trans Nzoia county government ministry of education report (2017) informed that majority of youth are currently enrolled in the county's 28 technical and vocational education training (TVET) centers across the county pursuing technical skills in fields such as carpentry, plumbing, masonry, tailoring, metal work, hairdressing and, electricity, among others. Technical skills are very important for self-employment in the country yet supply of such skills remains low not only here in Kenya but also abroad where many people ignore them for white-color jobs. The county government sets aside 30% of the Elimu Bursary Fund to support students in TVET and this has seen a surge in enrolment across the county.

2.4 Perceptions of Trainers on TVET in Trans-Nzoia County, Kenya

2.4.1 Motivation of Trainers

TVET trainers' perceptions are negatively influenced by their motivation to teach and the various attitudes they have towards their profession. A study conducted in Ghana by Dhabuu (2014) discovered that the TVET trainers' perceptions are negatively influenced by their motivation to teach and their attitude towards their profession. In the study, TVET teachers showed low motivation and morale for involving themselves in learning and professional development and is cited which such factors as level of pay and benefits as contributing to their dissatisfaction in the work place. The study concluded that TVET trainers' low motivation affected negatively their overall performance in the TVET institutions. However, these findings reflect the experiences of TVET teachers in a geographically different setting from community colleges in Nairobi region.

The theory of change explains staff motivation in curriculum implementation as explained by Fullan (2001). According to the theory job satisfaction shapes the

process of curriculum implementation. Despite all this, the directors agreed that the teachers were determined and were motivated to teach the students despite the fact of low remuneration for teachers, it also concludes that teacher motivation has a positive effective on the implementation of technical curriculum in the TVETs.

2.4.2 Relevance of Curriculum in TVETs

Policies were established by the Ministry to guide the trainers and the policies were well formulated and researched as well. Some of the policy documents include skills Gap Analysis for Graduates of Youth Polytechnics, Vocational Training Centers and out of School Youths (UNDP, 2010), A rapid appraisal on the status of technical and vocational education and training (TVET) in Kenya (GoK, 2013), and The National MSE Baseline Survey (2011). Better training is influenced when the policies are implemented perfectly. A trainer from the Kitale National Polytechnic was able to air his views and observed that these documents would make a positive change if the authors were fully aware of the situation at hand.. According to the trainer, if only there were more consultation periods then the documents would be more inclusive and would have a greater effect on the training.

This finding agrees with Ogola *et al.*, (2015.) who pointed out that there was lack of existence of technical institution and industry linkages because of the timing when they conducted their study in Nairobi in the year 2015. The findings of the study indicated that the trainers, professionals and employers lack a formal forum where technical trainers, professionals and employers exchange views on the relevance of training and the way forward. Lack of initiative by TVET institutions' and also the poor response from the industries leads to low innovation levels. If only the TVET institutions managers and providers were aware on importance of linkages, a lot that is at stake may be corrected in time.

Studies carried out in Korea by Choi (2001) showed that connections between schools, vocational colleges, junior colleges and industry also revolved around the provision of workplace training for students. Perkinson (2006) indicated that in China the partnership between TVET and industry was also on the low and pointed out that there needs to be collaboration between the industry and TVET providers in order to create a vision for a modern TVET system. The main challenge for policy makers in China are facing is creation of stronger connection between providers and industry.

According to Amissah (2016), in Ghana, there exist weak TVET linkages with industry in terms of input for curricula development and this result in mismatches of supply and demand of skills. The Ghana government has worked together with industry to come up with a TVET Policy Framework to guide policy makers and to make the public aware of the Government's focus on a new vision for Technical, Agricultural and Vocational Education and Training to address the issue of weak linkages. This policy that was provided for the establishment of a National Council for TVET to regulate and give direction for the effective management and the development of competency-based curricula for Polytechnics and Technical Institutions. The TVET National Council was established in 2006 by an act of parliament.

UNESCO (2016) pointed out that among the issues where TVET needed reform was on improving relevance and linkages to employers and other stakeholders and hence recommended that stakeholders should have more influence on VET and VET should focus more on partnerships. This includes increasing cooperation and voluntary participation based on perceived benefits and value. It is emerging therefore that linkage between TVET institutions and industries is an area of great concern and the Kenyan TVET sector and industries in consultation with the government should come

up with policies which help to better link up these two institutions. There is still need for proper management of industrial attachment for it to attain optimum results.

2.4.3 Qualification of TVET trainers

Odawa's (2015) study mainly concentrated on an analysis of the qualifications of the teaching staff in a case study on private TVET in Zambia and discovered that private TVET institutions faced a shortage of qualified trainers. The survey also showed that only a third percent of the trainers had acquired valid teaching certificate. This implied that a large population of the teachers were not qualified to teach TVET courses thereby causing a major challenge to the effective implementation of the TVET curriculum in the country. In the Kenyan context, the same author established that the majority of the TVET teachers in Kenya were Diploma certificate and degree holders (37% and 33% respectively), about 20 % and 10 % of the trainers held a certificate and a Masters degree respectively as their highest qualifications. From this finding, it was evident that TVET teachers had the minimum qualifications required for them to teach in TVET programs but this does not have enough to influence qualification of students.

Mbokothe, (2012) cited that one of the factors that limit effective implementation of TVET in Kenya is lack of qualified trainers. Similarly, the UNESCO National Education Sector Support Strategy (UNESS) for the Republic of Kenya 2015-2016 concludes that lack of adequately trained tutors to teach at the TVET institutions in Kenya affects the curriculum implementation.

On the issue of qualifications of the teachers in the TVET institutions; the study opined that there are doubts that their trainers had the relevant experiences. This was mainly because majority of the trainers in the institutions were young teachers and

most was first time employees fresh from school and lacked enough experience to teach in the institutions.

Training analysis conducted at the TVETs located in Kenya has been inadequate since the sector has neither been able to combine an industrial skills inventory nor establish an inventory of skill demands that would determine courses to be included in the training program (Aldeya, 2016). Even when a TNA has been conducted it has been restricted to interviews, examination performance and advisory committees, and it usually targets particular sections of the training instead of the whole. These findings are also consistent with assertions made by Fluitman (1999) that most national training systems are supply-driven because providers find it difficult to match institutional course skills with those required at work. Moreover, learning institutions in Africa fail to have mechanisms for counseling potential trainees on career choices; preferring instead to base their selection on passes of relevant subjects and ignoring the students' interests, expectations and aspirations (Kagaari, 2007). The reasons for this are partly due to a lack of information on the labor trends and partly due to a lack of enough money to carry out a comprehensive TNA, resulting in graduates inability to meet employment challenges.

2.5 Gap in Knowledge

Several other studies on TVET institutions have been conducted in the recent past but none of them has focused on perceptions of the community on TVET institutions established by county governments since 2013. The objective of the study was to establish the perceptions of the community on these institutions. The TVET centres in Kimilili, Saboti and Cheranganyi sub Counties can accommodate approximately 4500 students. The enrolment for the years 2013, 2014, 2015, and 2016 was approximately 1900, 1620, 1400 and 1378 respectively (DATO, Trans Nzoia, 2017). This gives an

average enrolment of approximately 28%. There has been a persistently low enrolment as revealed in the literature review. Simiyu (2001) hinted that the technical institutions degenerated beyond recognition due to problems mainly associated with under-enrolment.

2.6 Chapter Summary

A review of literature was carried out guided by the study objectives. What came out clearly from the literature reviewed was that if training institutions fail to provide the quality training that produces competent young graduates, and if the training offered cannot equip trainees with marketable skills, then TVET institutes might not be accepted by society, thereby this endangers the country's overall education system (Haileselassie, 2015). Despite the rationale for the introduction of safety nets such as bursaries and the constituency development fund in the education sector, there are increasing concerns over the limited finances in TVETS to provide quality education and training (M'Rukaria, 2012). Therefore, for youth polytechnics to succeed in the endeavor of education and training, they require a sound financial base to run smoothly.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.0 Introduction

The chapter entails the research design, study area, target population, sample size, sampling techniques, data collection procedures and research instruments, validity and reliability, data analysis techniques and ethical considerations.

A summary of the research design and methodology is illustrated by the diagram below.



Figure 3.1: Diagram showing a summary of research design and methodology

3.1 Research Design

The study used a qualitative research approach, which Denzin and Lincoln (2011) contend focuses on the socially constructed nature of reality, the intimate relationship between the interviewee and the interviewer.

A paradigm is “a comprehensive belief system, a world view or a framework that guides research and practice in a field” (Willis, 2007, p. 8). As a systematic inquiry, any particular research study is underpinned by specific philosophical assumptions such as the nature of reality (ontology), the type of knowledge that can be generated (epistemology) and a discipline specific way of generating that knowledge (methodology) (Taylor & Medina, 2013). These philosophical assumptions form the pillars of a paradigm. Research paradigms therefore inform the nature of inquiry and can be seen as a unique means of generating knowledge (Taylor & Medina, 2013).

This study was located in the interpretivist paradigm. This was informed by the research question which explores the views the community have towards technical and vocational education and training. The fundamental belief of an interpretivist paradigm is that reality is socially constructed and that multiple experiences and conceptions of reality can be apprehended (Taylor & Medina, 2013).

According to Bryman and Cramer (2012) they define research design as a figure that gives guidance for one to carry out a given research method and the subsequent analysis of data. Punch and Oancea (2014) on the other hand state that a research design is the basic plan or framework that is used for a specific research whereby the necessary research components are implemented. These components comprise of the research strategy, questions, conceptual framework and the tools and procedures used for collecting and analyzing data. They further claim that the “design sits between the

research questions and the data, showing how the research questions will be connected to the data, and what tools and procedures to use in answering them” (p.144).

This study adopted a phenomenological research design. Phenomenological design focuses on the experiences of people and how they understand and interpret these experiences. A phenomenological research study is a study that tries to have a better understanding on people's perceptions, perspectives and understandings of a particular situation (or phenomenon). The research problem determines the type of design a researcher should use (Falk-Krzesinski *et al.*, 2011). The phenomenological research design helped in gaining a deeper understanding on the perceptions of trainees towards technical and vocational education and training in Trans-Nzoia County, Kenya. The phenomenological nature of the study was used in order to generate data on the perceptions of the stakeholders on TVET.

3.2 Study Area

The study was carried out in Trans Nzoia County. Trans-Nzoia County is a county situated in what was known as the former Rift Valley Province, Kenya, located between the Nzoia River and Mount Elgon 380 km Northwest of Nairobi. Kitale is the town of Trans Nzoia and the capital and largest town. The county is bordered by many towns for instance Bungoma borders Trans Nzoia to the west, Uasin Gishu and Kakamega to the south, Elgeyo Marakwet to the east, West Pokot to the north and the republic of Uganda to the Northwest. Trans Nzoia covers an area of 2495.5 square kilometres. Historically the area has been inhabited by the Kalenjin, kikuyu and Bukusu communities. After independence many of the farms vacated by white settlers were bought by individuals from other ethnic groups in Kenya. Kitale the county's capital town is now more cosmopolitan with inhabitants from other tribes in Kenya

occupying almost 35% of her population. The county is regarded as an upcoming urban area and the researcher got the perceptions of the community from both the urban and rural dwellers.

3.3 Target Population

A population is any group of individuals who have one or more characteristics in common that are of interest to the researcher. The population may be all the individuals of a particular type or a more restricted part of that group and its merit is that the results obtained are representative, accurate and reliable and hence question of error becomes almost insignificant (Salaria, 2012). In this study, the target population was the county TVET principals, CEC Education, Board of management, trainers and trainees of TVET institutions in Trans Nzoia County. In all the targeted TVET institutions, the principals, Board members, CEC, trainees and trainers have similar characteristics since their basic training in instructional practices is the similar. The total number of principals was six (6), board members 36 in all the schools trainers are One hundred and forty (140) and Seven hundred and forty two (742) trainees. The study will therefore target 924 respondents.

3.4 Sample Size and Sampling Procedure

A group chosen from a larger population with the aim of yielding information about this population as a whole is termed a sample. It is a miniature picture of the entire group or aggregate from which it has been taken. It is a smaller representation of a larger whole. A good sample not only needs to be representative, it needs also to be adequate or of sufficient size to allow confidence in the stability of its characteristics, (Salaria, 2012). Purposive sampling was used to select TVET institutions, principals, trainers and County TVET director while convenience sampling was used for

trainees. Cohen et al, (2000) notes that non-probability sampling is appropriate to meet specific needs of the study.

According to Watkins (2010 p.44), non-probability sampling is used “where the researcher has no way of forecasting or guaranteeing that each element of the population will be represented in the sample”. Furthermore, Neuman (2013 p.13) concurs that non-random sampling is applicable in cases where “for qualitative researchers, it is their relevance to the research topic rather than their representativeness which determines the way in which the people to be studied are selected”. Five TVET institutions were selected (Two from institutions that began before 2013 and of the other three, two were from rural areas while one was from urban areas).The national Technical Institute was also included. A sample of 60 trainees was drawn from five (5) TVET centers in the five (5) sub-counties of Trans-Nzoia County and twelve (12) from the National Technical Institute in Kitale town. One (1) TVET instructor in each of the institutions was selected. A further 6 principals were sampled and the CEC education. The interviews were used to collect data from stakeholder, principals and trainers, and six focus group discussions with twelve students each in the sampled TVET institutions in Trans-Nzoia County. The sample size therefore consisted of 1 CEC Education, 6 principals, 6 trainers, and 72 trainees making a total of 85 respondents.

Table 3.1 Sample Size

Sample Group	Sample Size
CEC Education	1
Principals	6
Trainers	6
Trainees	72
Total	85

3.5 Research Instruments

In the data collection, the instruments used were, a focus group discussion guide and interview guide.

3.5.1 Focus Group Discussion Guide

Focus group discussion is sometimes seen as synonymous with interviews, especially the semi-structured “one-to-one” and “group interviews” (Parker & Tritter, 2016). Similarities between these techniques relate to the tendency to uncover people's perceptions and values. One potential drawback in focus group discussion is the lack of guarantee that all those recruited will attend the discussion. To overcome this, Rabiee (2012) recommends that researchers may over-recruit by 10–25%. Ten participants are therefore considered large enough to gain a variety of perspectives and small enough not to become disorderly or fragmented (Krueger, 2014). With more than 12 members, the group becomes difficult to manage and may disintegrate into two or even three small groups, each having their own independent discussion. The researcher conducted 6 (six) FGD sessions in the 6 TVET institutions. The trainees were selected conveniently with at least one in every course offered at the institutions.

3.5.2 Interview Guide

The researcher used semi-structured interview guides to collect data from the principals, the CECM for education, the BOM and the trainers. Semi-structured interview guides allowed the researcher to probe the informants deeper by asking more questions not included in the guide. In addition to this, the guide will not limit the interviewees on informing their perceptions, experiences and knowledge of skills training programmes and its implementation (Cohen *et al.*, 2011).

3.6 Validity and Reliability of the Instruments

Research data generation instruments shall be checked for validity and reliability before administration as follows:

3.6.1 Trustworthiness of the instrument

Validity in qualitative research is an important element to effective research which defines the worthiness of the piece of research that is whether, by using certain methods, we are investigating what we say we are investigating. In the view of Silverman (2016 p.23), “validity is the touchstone of all types of educational research”, and hence is vital that it remains faithful to all kinds of research traditions.

The study addressed validity, credibility, confirmability and dependability. The supervisors reviewed and analyze the contents of the interview guides and focus group discussion guide to ascertain that the instruments were suitable for the purpose for which they were set. They offered suggestions which the researcher used in making the necessary corrections and improvements on the instruments. The researcher ensured trustworthiness through early familiarity with the TVETS first before data collection. This was achieved through consultation of the appropriate documents and initial visits to the TVETs.

3.6.2 Reliability/Repeatability

Leedy & Ormrod (2013) suggest that to achieve reliability and validity, qualitative researchers often use triangulation, compare multiple data sources, such as questionnaires, interviews and observation. This investigation considered the construction of interpretive knowledge regarding credibility (undertaking prolonged immersion in the field), dependability (engaging in open-ended or emergent inquiry), transferability (providing sufficiency rich description for other researchers to compare their own social context with the social setting of investigation) and confirmability (ensuring that evidence can be tracked to its source) (Taylor & Medina, 2013).

3.7 Data Analysis

Sargent (2012) defines thematic analysis as data reduction and analysis approach whereby data is segmented, categorized, summarized, and constructed in a way that captures the important concepts within the data set. Braun and Clarke (2013 p.67) describe thematic analysis as “a method for identifying, analyzing and reporting patterns within data”, and they prescribed the following six steps: familiarization with data, generating initial codes, searching for themes, defining and naming themes and producing the report.

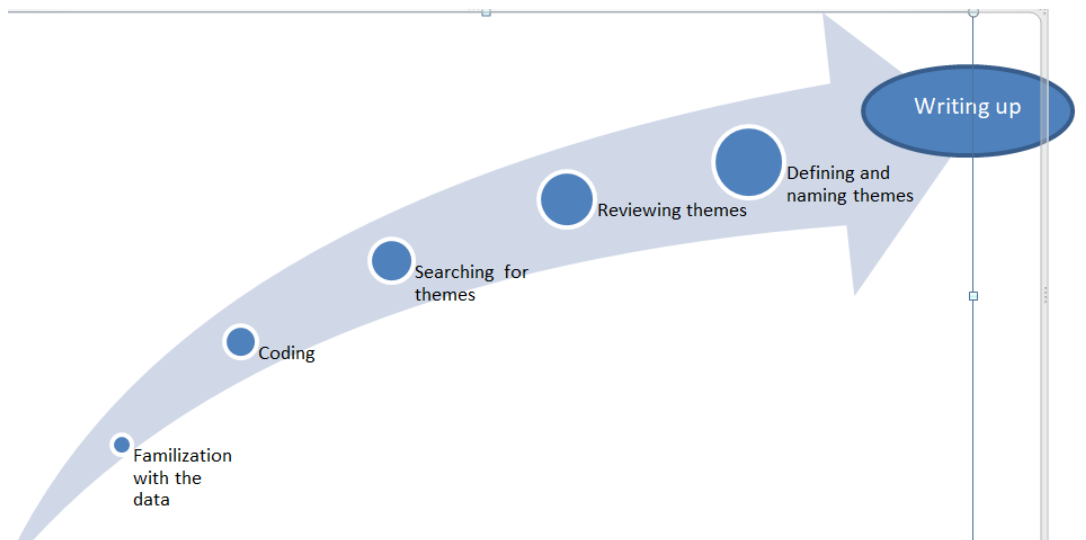


Figure 3.2: Data Analysis

Source: Braun and Clerk (2006)

3.8 Ethical Considerations

Creswell (1998) argues that a researcher must ensure that the whole study runs in an ethically correct manner. Therefore ethical issues need to be adhered to and is paramount for the researcher to anticipate them because research is about collecting data from people and about people. An ethical consideration allows the researcher to protect the participants, develop trust with them, ensure integrity of the study and guard against researcher misbehavior (Creswell & Clark, 2017).

The researcher considered the Universalist approach to ethical issues which points out that 4 ethical precepts should be adhered to and not be broken. Becker, Bryman, & Ferguson (2012 p.82) aver that “infractions of ethical principles are wrong in a moral sense and are damaging to social research”. The researcher sought clearance from the dean school of education, the head of department and the supervisor and the post graduate school of Moi University. The data collection procedure entailed the researcher applying for a permit from the National Commission for Science, Technology and Innovation (NACOSTI). The permit as a requirement by NACOSTI

was used to seek permission from the participants. The researcher sought informed consent from the participants and ensured confidentiality by handling the information and the participants in a classified manner, anonymity was achieved by use of pseudonyms. The privacy of the informants in a research ought to be respected under all circumstances and the researcher should at no point exploit their privacy for his gain (Sedmak & Longhurst, 2010); (Becker et al., 2012). The researcher carried out the research in an appropriate place that was safe and secure.

In educational research ethics is concerned with ensuring the interests and wellbeing of participants that they are not harmed as a result of the research being conducted. Creswell & Clark (2017) explain that first and foremost, the researcher has an obligation to respect the rights, needs, values, and desires of the participants. The following issues informed this study: informed consent, privacy, confidentiality, anonymity, minimizing intrusion, respect, does no harm and plagiarism.

CHAPTER FOUR

DATA ANALYSIS, INTERPRATION AND DISCUSSION

4.0 Introduction

This chapter sought to analyze the responses of the respondents based on focus group discussions of the trainees and the interviews conducted from the stakeholders and the trainers and in the various TVET institutions within Trans-Nzoia County. A qualitative approach was used to interpret and discuss the data and analysis was done thematically. The main thematic area included the trainee's perceptions, stakeholder's perceptions and trainer's perception on technical vocational education and training among TVETs in Trans Nzoia County.

4.1 Trainee's Perceptions on TVETs in Trans Nzoia County

The trainees in the five TVETs in Trans Nzoia County participated in the study through focus group discussions where they were asked questions pertaining to the resources at the TVETs, tutor training aspects including relevance of the training offered at the TVETs, qualifications of the tutors and the number of tutors at the TVETs. Finally, the trainees were asked questions about the curriculum offered at the TVETs including the variety of technical courses offered and the mismatch presented by the curriculum in relation to social realities.

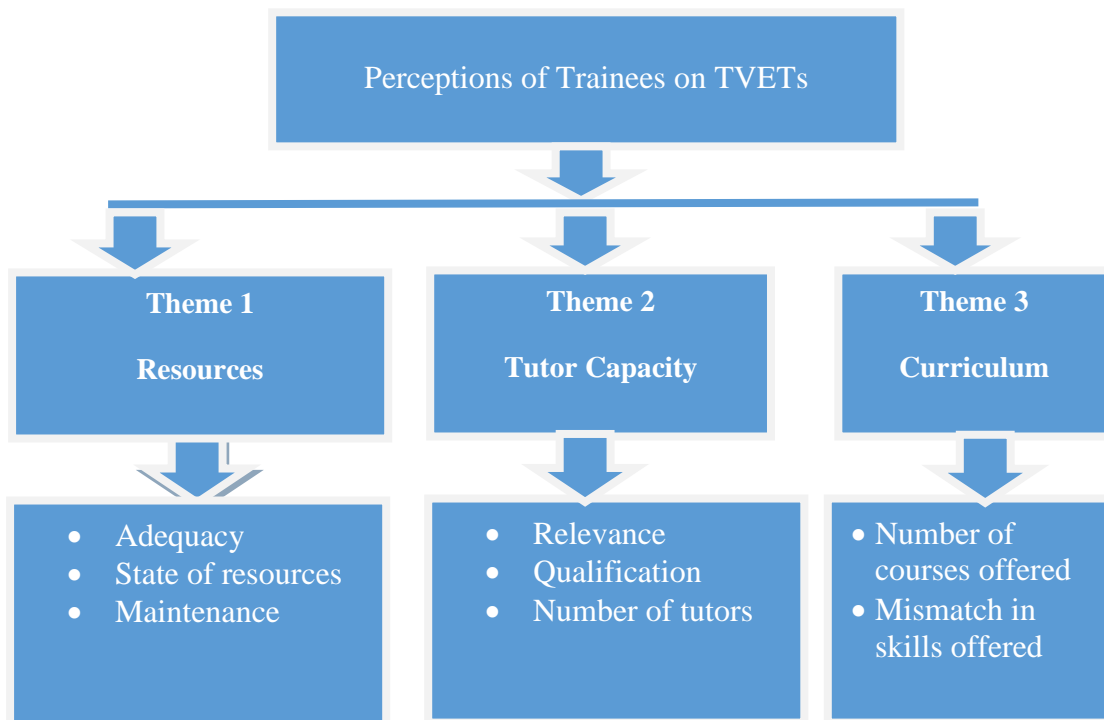


Figure 4.1: Trainee’s perceptions on TVETs in Trans Nzoia County

4.1.1 Perception on Resources available at the TVETs

4.1.1.1 Adequacy of resources

Resources in most of the TVET institutions were reported by most of the trainees to be a problem. Availability of adequate and modern training facilities to cope with rapid technological changes has been an issue in Trans Nzoia County TVET institutions. Most of the trainees noted that most of the equipment were broken down and poorly maintained. Some of the trainees further observed that there existed a large deficit in terms of enrolment numbers and the number of physical facilities available. Enrolment in business oriented courses and applied sciences far exceed technical disciplines, thus defeating the original objective of establishment of Technical Vocational Educations and Training Institutions.

One of the trainees from Andersen Vocational Training Center noted the following which all other students in the group seemed to agree to;

“The institution despite being new has inadequate facilities especially for engineering courses to train all the engineering students effectively. Machinery required in the industrial laboratories is inadequate. For example, I am an electrical engineering student and there are certain equipment which are basic in our learning but I have only seen them in text books” (T1/A, P1/L13-L17).

The findings are supported by, Anindo, Mugambi and Matula (2016) study done in Kenya that noted important physical facilities like classrooms, workshops, libraries and furniture were inadequate in all TVET institutions that were registered by the Ministry of Education. The findings are also in agreement with Muricho and Changach’s (2016) study which noted that current technical institutes lack facilities and materials necessary for teaching students in the various vocational institutions. A technical school is a place that is viewed to equip students with practical knowledge and hands-on experience in addition to the basic theory in the chosen field of professionalism. In an instance where there is lack of materials and tools for effective learning, then these institutes will have deficiencies in their areas of specialization due to lack of equipment. This eventually hinders the students in the institutions from practicing well on their own and working effectively in the industries due to lack of skills on handling equipment. Finally, the findings are in agreement with Piper, Zuilkowski and Mugenda (2014, p. 19) who carried out a study in Nairobi polytechnics and noted that the institution does not provide students with necessary material for practical lessons and that whenever is provided; the materials are inadequate forcing the students to share available resources.

4.1.1.2 State of resources

Another trainee from Kiminini Vocational Training Center was also supported in his sentiments when he noted that;

“Most of the equipment in our industrial laboratories keep breaking down and this inconveniences us as students during our practical sessions and in most cases they take long to repair them. Examples of this equipment’s include machinery which we use for certain tests and that are used to undertake certain actions.” (T2/A, P4/L10-L13).

The findings are in agreement with Kigwilu and Akwala (2017, p. 370) study on youth polytechnics perceptions on vocational training in Nakuru and noted that there was unavailability of some equipment required for courses, inadequate number of equipment like computers, lack of tools and equipment for practical lessons, lack of modern equipment, dilapidated and dysfunctional equipment. Respondents from Kware Kapkwen Youth Polytechnic indicated that departments in the institution lack modern equipment to be used in the industrial laboratories.

From the same group in the same institution another trainee’s perceptions seemed to be in agreement with a majority of other trainees when he noted that:

“Machinery in our school are mainly mechanical, we have very few machines that are electrical and automated. We mainly have machines that are manually operated and in some cases they are difficult to use and are a major health hazard to students using them” (T3/A, P5/L14-L16).

This finding is in agreement with Kipkemei, Kiprotich and Kisilu (2014) who noted that electricity is an issue in most TVETs since only the staffroom is connected to electricity, low power voltage that cannot power some equipment, tapping of electricity from administration block as classrooms are not connected. Unavailability of electricity as indicated by the majority of the respondents from the institution contributes to the reason as to why manual machines are used in the institutions.

4.1.1.3 Maintenance of resources

Varying opinions were received from trainees of St. Joseph Makutano Vocational training and they had the following popular opinions:

''The institution sometimes lacks sufficient spaces in classrooms especially after January intakes. Sometimes the classes are few and the sitting is inadequate. The construction of the school was small scale and sometimes there are challenges of associated with spacing. There is however available land that can be used by the county and the management to construct more classrooms'' (T4/A, P8/L4-L8).

This finding is also in agreement with Raihan and Han (2013) who did a study at Mombasa polytechnics. From the study, majority of respondents attending Kisauni and Technical university of Mombasa respectively, were of the opinion that the institutions do not have adequate classrooms and workshops for learning. The land which is available has not been utilized effectively since it lacks the title deed to ascertain the rightful owner in order for new classes to be constructed to reduce overcrowding in the classrooms.

In the same group other popular sentiments that were raised included;

''The school has more business students than vocational training students. This sometimes strains business resources including the teaching staff and classes to that the business students now have to share resources with their vocational students. The school resources especially the classes are now majorly full of the business students.'' (T5/A, P8/L9-L12).

'' Most of the students who enroll in the institution have opted to pursue business courses rather than the technical courses. This is because most of the students have the perception that the technical courses are quite hard and difficult to understand as compared to the business courses. '' (T6/A, P8/L13-L16).

''Teaching materials are inadequate to the extent that teachers suffer when teaching. This include the chemicals and teaching aids used by teachers to teach students in the classroom. In the industrial laboratories mostly we have to share most tools and equipment's. This situation reduces the student's level of concentration, participation and in some cases it even affects the understanding during class work studies.'' (T7/A, P8/L17-21).

All these opinions showing challenges in the resources at the TVET have been supported by a variety of studies. Kamau, (2013) who did a study on challenges TVETS face and noted that the increased number of students doing a similar course brought about instances of instructors who are not permanently engaged, inadequate number of instructors to teach a certain course and each course has only one instructor. These findings are also in agreement with the Ministry of Education of Kenya survey which noted that students are getting admissions in TVETs but most of them pursue business courses in the institution. The number of students pursuing technical courses is low as compared to those in the field of business.

This finding also agree with the National Development report 2010-2015 (2016) which noted that there was more theoretical teaching in TVET at the expense of practical skills due to inadequate and modern tools, equipment and materials for practical training. In Nigeria, it was noted by Adeyemi (2008) that lack of physical facilities compromises quality teaching that eventually affects enrolment rates.

Finally, Piper, Zuilkowski and Mugenda (2014, p. 21) concurred when they carried out a study in Nairobi polytechnics and noted that the institution does not provide students with necessary material for practical lessons and that whenever provided; the materials are inadequate forcing the students to share. The teaching aids used by the teachers during class hours are not enough hence brings about cases of inconveniences.

4.1.2 Tutor Training Perceptions associated with Trainees in Trans Nzoia County TVETs

The researcher also sought to establish the tutor training perceptions associated with the students. On this a number of key thematically areas were investigated and included the relevance of training perceptions, the perceptions of trainees surrounding qualifications of tutors and finally the perceptions on sufficiency of tutors at the TVETs in Trans Nzoia County.

4.1.2.1 Relevance of Training

Trainees were asked to air their views concerning the training and if it was useful and appropriate for them. All the trainees who participated in the study were positive that the training was appropriate depending on their level of understanding. They noted that most of their lecturers were well informed with theoretical content and the methods applied from the instructional materials available. The learning materials were out of date and this made the students to doubt their suitability to the modern world of work.

One of the trainees from Andersen Vocational Training complained that their practical classes had only one engine and they were not allowed to operate on it. Another from the same institution acknowledged despite the lecturers being perfect in the theory classes they lacked industrial knowledge and experience to prepare the students in the field of work.

The trainee said;

“There is need to carry out frequent skill needs assessment so that TVET is tailored to meet the changing technological needs.” (T8/A, P11/L12-14).

This group of students from the African Theology Seminary in the county in particular observed that they were computer literate and they wished their trainers were well informed on the computer skills too. They felt this would help them to know what is required in the market which growing fast instead of depending on curriculum reviews. One of the trainee noted that;

“Although most potential trainees were aware of the courses offered in TVET institutions, they would prefer courses related to the market as some were already untrained artisans and of shorter duration (1–3 months) at present they were not available” (T9/A,P11/L15-L17).

Trainees from Kiminini Vocational Training Center urged the trainees to be involved in needs assessments by being asked what they considered through forums like the discussion group that was ongoing. They assured that the focus group discussions had good benefits since it helped them to meet their needs, which might then be addressed in the curriculum design and subsequent implementation. Other trainees in the same group were of the view the use of surveys ensured anonymity of the respondents as compared to focused group discussions.

According to the trainees, the 22 weeks that was set aside for attachment was limited for them to gain enough industrial practices. A trainee of Kitale Vocational Training Center revealed that it took four weeks to find a garage for the industrial attachment and another two to start work, which significantly shortened the practical work duration. Members of Kiminini Vocational Training Centre FGD proposed that there is need to formalize industrial attachment by passing of legislative policies which are later on conveyed to all the stakeholders via formulation of objectives to guide the curriculum design and implementation. Goals and objectives that are well communicated helps in program ownership and guide the action where necessary.

For instance there is need for business owners to know the direction that TVET is taking and the benefits of taking on learners for industrial training.

Trainees participated this study were aware of what they expected from the training system. They expected to be well equipped with the necessary skills that would be applicable and relevant at the workplace in their different professions. After their attachment, the students were able to assess their training in tandem with industrial needs and demands. All the focus group members in the TVET institutions in Trans Nzoia County were in agreement that the training they received was necessary and very important especially to the economy. They were contented with the regulations in the business and theory aspects of their course. However, they were more interested about the low quality of skills they acquired and proficiency testing, gender stereotyping especially that the males need to be more in vocational institutions and unclear career pathways that lead to low self-confidence and poor motivation.

These findings are supported by Geresu (2014) who noted that training analysis in the TVETs in Kenya has not been enough since the sector has neither been able to compile an industrial skills inventory nor establish an inventory of skill demands that would determine the number of courses to be included in the training program. Even when a TNA has been conducted it has been limited to interviews, examination performance and advisory committees, and it mainly focuses on particular sections of the training instead of the whole training. These findings are also consistent with assumptions made by Darvas and Palmer (2014) who noted that most national training systems are supply-driven since the providers find it hard to match the institutional course skills with the skills that are required at work. Moreover, different learning institutions in Africa fail to have the mechanisms for advising potential trainees on

the career choices they need to make ; preferring instead to carry out their selection process based on passes of relevant subjects and ignoring the trainees interests, expectations and aspirations (Jones, Sander and Booker 2013).The reasons for this is due to lack of adequate information on the labor trends and partly due to lack of adequate funds to conduct a complete TNA, that results in graduates' inability to meet employment challenges.

4.1.2.2 Qualifications of the trainers in the TVET institutions

The trainees in the various TVET institutions in Trans Nzoia were interviewed over the qualifications of their trainers and they had mixed opinions about this subject. According to the trainees', they knew of teachers who had Diploma level training while others had qualifications in Advanced Diploma training. Given that this opinion was from a majority of the FGD discussion in the 5 TVET centers, it may imply that majority of the instructors were of low qualifications and therefore 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 labour market by the same institutions.

For example one of the trainees from Andersen Vocational training center had a popular opinion and observed that;

“I know of a teacher who is currently teaching us but only has diploma qualifications as he is from village. This makes us wonder why the county or the TSC could not have posted for us teachers who are much more qualified” (T10/A, P2/L4-6).

Another trainee from African Theology Seminary also was supported by her colleagues when she noted the following;

“We have teachers who do not have theology teachings above the advanced diploma teachings but are teaching us in class. We cannot learn much unless we also get professors like those who are in the universities” (T11/A, P12/L14-16).

These findings are in agreement with Barcucci, Zanola and Axmann’s (2017) findings which focused on the necessary qualifications of the teaching staff in a private TVET located in Zambia and noted that the private TVET institutions had a challenge which was shortage of qualified trainers. The survey also indicated that only a third of the trainers had acquired teaching certificate to teach TVET courses. This is evident that a large number of the trainers were not fit to teach in the institution hence this is a major challenge that affects effective implementation of the TVET curriculum in Zambia. In the Kenyan context, the same author observed that most of the TVET trainers in Kenya were Diploma, certificate and degree holders (37% and 33% respectively), about 20 % and 10 % held a certificate and a Master’s degree respectively as their highest qualifications. This finding revealed that TVET teachers had less were not fit to teach in TVET since they had minimum qualifications for them to teach in TVET programs but this may not have been enough to influence qualification of students.

Godgift and Ibebietai (2014, p. 24) noted that lack of qualified instructors is considered as one of the major barrier that limits the effective implementation of TVET curriculum in Kenya. This finding is in agreement with the UNESCO National Education Sector Support Strategy (UNESS) for the Republic of Kenya 2015-2016 states that lack of qualified trained trainers in TVET institutions affects curriculum implementation.

On the issue of qualifications of the teachers in the TVET institutions; the study trainees were of the opinion that they were in doubt that their teachers had the

relevant experiences. This was mainly because most of the teachers in the institutions were young teachers and most of them were teaching for the first time immediately after completing school. They noted that most had been employed for the first time when the TVETs opened and that this was in the last 5 years as the county TVETs were also relatedly new.

Two students from Kiminini Vocational Training Center insisted on the following;

“Most of the teachers currently in this school have found me here and I know for sure they have not worked in other institutions before because they are all relatively young and may not have the required level of experience in teaching most of this craft courses” (T12/A, P5/L20-22).

“The teachers in this school have not been factory managers before so where will they have gotten the relevant experience from the industry to enable them be more qualified teachers who can teach this courses more effective. I think they don’t have the necessary field education that would enable them be effective teacher” (T13/A, P6/L1-L4).

Similarly, other studies have shown the existence of teacher qualification in curriculum implementation in most TVET institutions. For instance, Mpoeleng (2016, p.40) who carried out a baseline survey to determine the level of awareness and existing practices in the use of ICTs in TVET institutions in Kenya. The findings revealed that there were limited ICT skills and literacy among lecturers who teach in the TVETs (mentioned by 24% of HoDs) and limited ICT training opportunities (mentioned by 20% of the lecturers) were some of the main challenges in integrating ICTs to TVET course provision. In conclusion, there existed high qualifications among very few lecturers who taught ICT in TVET institutions in Kenya.

Teaching experience for most of the trainers remains insufficient in TVET institutions in Kenya also supporting the findings of this study. For example, Association for the Development of Education in Africa (ADEA) in 2012 from TVET institutions in

Nairobi, Kisumu, Nakuru, Mombasa, Eldoret and Nyeri towns. The respondents who took part in the study were TVET trainers, employers of TVET graduates, TVET teacher trainees, TVET administrators and policy makers among others. The study was able to show that most of the trainers had inadequate work experience. Only 38 % of the TVET teachers interviewed had acquired the needed industrial work experience for six months or less, 26 % of them had work experience of between 12 - 36 months and 16 % had work experience of over 36 months. Adequate work experience and updating allows the teacher to reflect more and to demonstrate the appropriate work context to his or her students.

4.1.2.3 Number of Trainers in TVET

The trainees were asked on the sufficiency of TVET tutors in their institutions and besides a majority of the FGD groups noting that the number of TVET tutors was okay, there were suggestions especially at the Anderson TVET centre that there was a serious shortage of teachers. This was associated with the institutions keen interest to employ only highly qualified trainers. The students noted that the institutions had some of the most qualified trainers but they were in short supply.

The study therefore made a note that the number of qualified TVET lecturers was in short supply at the county and despite some TVETs appearing to have more tutors, some of them in the specific institutions may not have been qualified to expected levels.

One of the students said the following in a focus group discussion:

“The school trainers are in short supply especially because most of them teach all day and in various courses. They seem to have not much break and when they are not around classes are heavily postponed” (T14/A/P12/L5-L7).

“We can hardly find time to meet the lecturer out of the class to consult further on classwork as most of them usually move from one class to another without much room for meeting with other students” (T15/A/P12/L8-L10).

Generally, these sentiments are supported by a number of studies. Specifically Zhele (2014) noted that since it has been very difficult to employ the appropriate number of qualified TVET teachers and trainers in Kenya, the government has failed to strictly adhere to the policies hence the career path for TVET instructors/teachers is in fact not firmly established. More than 3,780 tutors in technical and vocational education and training (TVET) institutions will this month be paid by the Teachers Service Commission (TSC) as their transfer to the Public Service Commission is finalized. The move to transfer the tutors follows the enactment of the TVET Act, 2013, which transferred technical training functions from TSC to PSC. They were also transferred due to tough recruitment requirements by TSC. Based on the new scheme, such trainers will only be required to provide their highest qualifications in order for them to be hired or promoted.

In another study in Nigeria, Urwick and Kisa (2014) noted that TVET trainers are limited in Nigeria that is both in quantity and quality. The shortage of trainers is held responsible for the low level of skill outcome and lack of beneficiaries that has revealed them to quite a number of challenges at their various places of work, created bottleneck for the implementation of policy on TVET and led to low promotion of TVET generally. For the trade subjects, there are cases of one or at most three trainers in a department with about 370 trainees is rampant and this makes the trainer to handle a large class of students ranging from 53, 65, 88, 99 to 101, depending on students for practical classes.

Lankford, Loeb and Wyckoff (2013), also concurred by aptly noting that trainers tend to prefer other sectors of the economy that have better salaries as compared to teaching and this leads to shortage of teachers in the various institutions of learning including technical colleges. To add on that, the graduates of TVETs are equally required in industries since they have the required qualifications. Unfortunately for TVET institutions, industries are more than willing to pay TVET teacher's higher wages in order to attract them than the poorly paid job as an instructor or a teacher. The good ones are employed by the industries while the schools remain frustrated since most of the teachers leave teaching to join the industries. Other reasons that lead to the shortage of TVET teachers include introduction of TVET in Nigeria was late , lack of motivation for teachers of TVET to keep them going ,delaying in terms of payment of salary, delaying in promoting teachers to higher offices, lack of periodic re-training for the instructors, underfunding of TVET by the government , that result in some states, having teacher-students ratio, ranging from 1: 53 to 1: 101 instead of 1: 20 as recommended by the national policy on education.

4.1.3 Perception on curriculum used at the TVETs

4.1.3.1 Number of courses offered

There were mixed perceptions amongst the trainees about the number of courses offered at the TVETs. Some of the trainees were of the opinion that the TVET offered a sufficient variety of courses which could be undertaken by any form four leaver wishing to join the TVET. Amongst this group, a majority were of the opinion that they found the courses they wanted to undertake in their local TVET in Trans Nzoia. They were of the opinion that the TVET courses could allow one to select the courses they desired and in whichever field.

For example: at the Kitale Vocational training center, two of the 12 students sampled had the following popular opinions about this

“The institution offers a number of courses that any student in the region can pursue, the courses are diverse and in great demand by the locals including courses such as agriculture and veterinary services. Personally I chose a career in agriculture because I think in this region it will serve me best being an agricultural area” (T16/A/P16/L3-L6).

“The list of courses offered at the institution is as comprehensive as the list that could possibly be offered in any international institution that offers technical and vocational training course. I cannot think of any other course that the institution should offer in addition to the ones already its offering” (T17/A/P16/L8-L11).

The study findings are in accordance with Pawell and McGrath (2014) who did a Study in South Africa on the benefits of the courses offered in the TVETs. She noted that the TVETs offer several courses that an individual can choose from. One is prepared to enter the work force in your chosen field. The courses offered in the TVETs also allow an individual to further his /her studies in the University. These findings are also in agreement with Tukundane, Zeleen and Kanyandogo (2015) who did a study In Uganda TVETs which are majorly referred to as Vocational education and Training (VET) and noted that the courses offered in the institution are almost diverse and important as compared to those offered in the University. She noted that the courses which are trained in the TVETs prepare one for lifelong learning. The courses offered are affordable in terms of the amount of fee charged per course.

On the contrary, there was a group of trainees who noted that the TVET did not offer a sufficient array of courses to their liking and preference. Most in this category noted that they did not get their first choice courses of liking at the TVET and had to settle for alternative courses. They noted that the TVET offered the most basic of courses which did not require heavy machinery such as carpentry and electrical education.

They also noted that the courses offered did not evenly cater for both genders' liking evenly. For instance, the female gender option courses were fewer and were not technical enough. They included courses such as tailoring and secretarial courses.

One trainee from Kiminini vocational training center noted the following opinions and was supported by his mates;

“I wanted to pursue a course in civil or structural engineering but this courses were not available, I therefore had to settle for normal building and construction courses which are mainly artisan courses as opposed to engineering courses which I can later pursue at higher levels in the university.” (T18/A/P16/L12-L14).

This finding is in agreement with Munezero, Kirongo, Etiegni and Suhonen (2016) who did a study done on the factors that influence the demand for technical and vocational education and training in Nyeri County, Kenya and observed that most of the students had to choose other courses since the TVET lacked the course the student wanted to undertake. The study noted that Introduction of new courses influences demand for courses offered in Technical and Vocational Education and Training institutes in Nyeri County. Introducing new courses means that students who enroll in the institutions can have a choice of selecting the courses they want based on their interest. This makes more students to engage themselves with such courses hence increasing the enrollment in TVETs.

Engineering and technological training is a primary element in the establishment of Technical, Industrial, Vocational and Entrepreneurship Training institutions. In Kenya, the enrolment in engineering courses has never surpassed 30% of the total number of enrolment in Technical and vocational education and training institutions. In higher education institutions , there are two polytechnic university colleges, 2 national polytechnics and 37 Technical Training Institutions that provide various

courses which include; engineering, medical sciences, applied sciences, ICT, business studies, among others. The Ministry of Higher Education statistics shows that only 10,657 students enrolled in engineering courses nationally against 88,833 total enrollments in TIVET institutions representing 27.9% in 2007. In 2010 13,232 students enrolled in engineering against 121730 representing 10.86%.

Two other students from African Theological seminary noted the following in regard to the same and was also heavily supported;

“Christian religious courses offered at the institution are limited to bible and theological courses only yet my wish when joining the institution was to undertake courses in intercultural studies or psychology counselling which from advices received prior to joining the college should have been offered in a theology seminary such as this one” (T19/A/P17/L10-L13).

This finding is in agreement with Bopp, Baruth and Peterson (2014) who did a study in the African theological seminary in South Africa and noted that the institutions mission was to provide Bible-based, Christ-centered and Spirit-led distance education and training to Christians and particularly leaders within their local church environment, to equip them with the necessary virtues for them to be Holy Spirit empowered members of God’s household. The above missions limit introduction of courses that are not Biblically related in the seminary.

“The list of courses offered at the institution besides the Christian studies are not many despite the institution being the only one in the sub-county. Most students in the sub-county are therefore forced to take up courses in theology and bible studies for lack of other vocational training programs at the institution” (T20/A/P18/L2-L5).

This sentiments heavily supported by other students in the same institution at the African Theological seminary in Kitale on the number of programs they offer to their students. The study noted that the seminary offers Academic programs in only

theological department and counseling department. This limits students from choosing their course of choice in the institution.

Finally a student from St. Joseph Makutano Vocational training center noted that;

“The institution has more boys than girls due to the nature of vocational courses by the institution. Only courses favouring the male gender are offered in large numbers. Courses offering ladies are few and include only the beauty and agricultural courses” (T21/A, P9/L13-L15).

This finding is in agreement with Murgor (2013) study carried out in Nyeri polytechnic and saw that majority of the students were undertaking engineering courses in the TVETs. Engineering courses are considered to be a male dominated course in the current market. This therefore explains the gender disparity seen among the students in that engineering courses are more popular with males and females have fewer courses.

4.1.3.2 Mismatch in skills offered

There are a number of trainees at the institution who thought there was a mismatch in the skills offered based on social realities in today’s world. Among these trainees, opinions ranged from the use of outdated machinery and tools to teach technical courses, the use of old books in the classroom that do not reflect current world technologies and innovations and the lack of proper attachments that will place students in established companies where they will learn about their trade more effectively. Current attachments only placed students at small firms where the students could not learn much.

The trainees from the only national polytechnic in the county in their FGD, despite having very high hopes of getting the most relevant skills in the trade two of them had the following opinion:

“I had hoped to use the most modern machinery when learning electrical engineering but the institution lacks basic equipment’s that we need during our practical’s and some of them we only read about them in books” (T22/A, P19/L4-6).

“I doubt some of the books we use today are relevant to today’s actual environment. They are old and outdated. As a result we usually learn some outdated techniques of doing things and we find ourselves at a loss because we fear we may not cope when we venture out into the industry” (T23/A, P19/L7-10).

This finding are in agreement with Serumu (2015) who noted that curriculum that is implemented in most of the institutions is old while the important aspects that are needed for effective learning such as the library are of low quality and this has an effect on the programs that are offered in the TVETs leading to low enrollment of students vital aspects of

“From the attachment placements that we have witnessed since we joined the school, we have not seen any student go to a very good institution that contains modern machinery where we believe the students will learn more to make them much more qualified students” (T24/A,P19/L12-14).

The FGD of trainees from Kiminini vocational training center elicited the following important opinions:

“We are not aware of any student who has been employed in a big company after their training. Most have ended up starting up small businesses in the region. We are therefore not certain that the skills taught at the institution can land us good jobs in the industry where we train in.” (T25/A, P6/L10-13).

“We are trained in a number of courses but a considerable number of students still fail in the KNEC exams therefore we fill that there is a mismatch between what we are taught and what is examined in the national examination. Consequently most students end up complaining that the KNEC exams are much harder” (T26/A, P6/L14-17).

These findings are supported by Murgor (2013) who noted that connections between TVET institutions and industries are essentially for timely response and relevant curriculum which help the students to quickly adapt to the quick working environment. In the current world, there is a misunderstanding with the issue that

technological innovation progresses as a complex interaction between the research, design, production and marketing and it takes place in a seamless web where learning is interactive among varieties of all levels of the economy.

Makworo, Mwangi and Wesonga (2013) also concurred that different sources of information and many patterns of collaboration are considered to be the rule as compared to the exception. TVET institutions and industries in Nairobi had linkages in research, staff exchange, trainees attachments, and equipment sharing and trainers industrial experiences. The most pronounced linkage was in industrial attachment programme for students. According to the findings of the study, all the public TVET institutions in Nairobi Province had linkages with industries. From the industry perspective, 74.7% had linkages with the TVET institutions.

This finding agrees with Mpehongwa (2013) who pointed out that there was lack of existence of technical institution and industry linkages. This might be due to the timing when he carried out his study, year 2015, whereas this study was carried out in Nairobi after two projects, Otto Essien Young Professional Industrial Attachment Programme and Industrial Attachment Pilot Project had been launched within the past five years. However the study agrees with his findings that there is lack of a formal forum where technical trainers, professionals and employers should meet to exchange views on the relevance of training and the way forward. The low innovation levels may be influenced due to lack of appropriate initiative by TVET institutions and also due to the poor feedback from the industries. If the TVET institutions managers' and service providers were sensitized on importance of linkages, a lot that is at stake would be corrected in time.

Studies carried out by Choi, Phan and Chongli (2015) in Korea showed that the connection between schools, vocational colleges, junior colleges and industry majorly depended on the provision of workplace training for students. According to Brautigam & Tang (2014) who carried out a study in China showed that the collaboration of TVET in China with the industry was very low and pointed out the needs to be a collaboration in order to a vision that will suit the current TVET system. In China, the key challenge for the policy makers is creating a connection that is stronger between the industry and the providers.

According to Misko and Phan (2014), in Ghana, TVET connections with industry in terms of development that is curricula related are very weak hence leading to cases of mismatches of both supply and the demand of skills. To address these, the Ghana government is working together with the industry to develop TVET Policy Framework that guides policy makers and to make the public aware of the Governments focus on new Technical, Agricultural and Vocational Education and Training vision. This policy ensured a National Council for TVET was established in order to address and give way forward for appropriate management and the development of curricula which is suitable for Polytechnics and Technical Institutions. In the year 2006, the TVET National Council was enacted by the act of parliament.

Ngure (2013) pointed out that another factor that needs to be changed was on improvising the importance and relationship of employers and other stakeholders and hence need of recommending the stakeholders to have more impact on VET and that the VET should strive and focus more on different partnerships opportunities. This includes involves increasing the level of cooperation and the willingness participation which is based on the benefits received and the values as well .It's emerging therefore

that linkage between TVET institutions and industries is an area of great concern and the Kenyan TVET sector and industries in consultation with the government should set up policies to help better link up these two institutions. Although industrial attachment seems to be high among the linkages existing, it still needs proper management for it to attain optimum results.

4.2 County government's Perceptions on TVETs

The study also sought to also analyze the perceptions the different stakeholders had towards TVETs found in Trans Nzoia County. Interviews was used to gather the different opinions the stakeholders had and the key stakeholders included the Principals, the TVET CEC Education in Trans Nzoia County and the representative of Board of Governors representative from Trans Nzoia County. The purpose of this study was to acquire variety of feedback on other aspects that are involved with the TVET institutions.

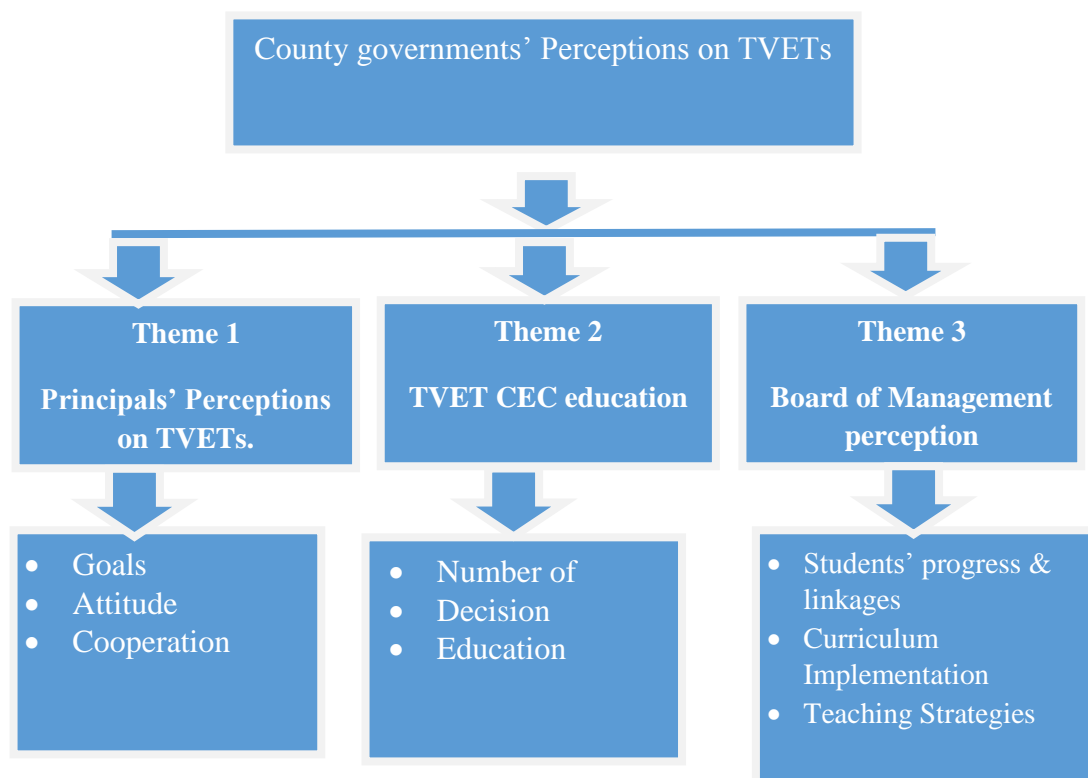


Figure 4.2: County governments' Perceptions on TVETs

4.2.1 Principals Perceptions on TVETs Management

4.2.1.1 Principals Perceptions on TVETs Marketing

A number of questions pertaining how the school is managed was used during the interview of the Principals. The study findings revealed that there are factors which determine how a TVET institution becomes attractive. The TVET low status is slowly ending although some people have misleading ideas on use of manual work as well as the expectations the parents have towards their children's careers. The principal of the TVETs is the first person who determines how attractive the institutions become since the principal is responsible for setting goals that the institution need to achieve together with the vision and mission that ensure proper running of the institution. There are factors that bring about successful outcome of the institutions and these factors are people working as a team and having positive attitude towards work on the part of all stakeholders' students, teachers, parents and the community. The principal's success and his/her effectiveness in the institutional setting mainly depends on how loyal the subordinate staff members are to the Principal in terms of performing their duties. It is evident that the willingness of persons to co-operate with each other makes them contribute extra efforts to the organization and this is unavoidable.

The principals of the TVETS in Trans Nzoia said that the courses offered within the TVETs are very marketable hence attracting many students to undertake the courses. The graduates performed very well and hence they had high chances of being employed since they acquired the needed skills in the industrial sector. This is evident since the students who attained distinction or credit from their examination were employed by famous organizations while some of the students opted to further their studies to attain other certificates of higher learning. The student who pursued

enterprising courses preferred to be self-employed. The institutes seeks to concentrate more on maintaining high performance of their students and to improve and maintain better quality for conducive learning environment. Industrial feedback assists the institution in assessing their standards as well as improving their curricula.

On the questions on how the TVET improvises its programs appealing to the clientele, the principal's noted that the institution not only markets the courses but it also employees personnel who are qualified as well as professionally willing to ensure students achieve good grades and those who are dedicated in achieving their goals in the competitive market. The institution has the necessary facilities beginning from classroom to all the practical equipment hence they have gained hand skills. The attachment period as well plays an important role since the students are well exposed to the industrial sector and they learn more during this period. Facilities are adequate and trainees gain hands-on experience, as well as being exposed to working practices during a three-month industrial attachment. Courses registered in TVET are common and very marketable.

One of the principal noted the following:

“Advertisements for the programmes offered reach out to the target group in a timely manner, and an opinion survey is carried out before introducing new courses. The institute has earned a reputation as a professionally run entity. It is therefore anticipated that this institute will provide the much-needed direction for the TVET system in Kenya” (P1/B, P33/L3-L6).

On the questions of the services in place to enhance the institute's attractiveness, the principals noted that the good running of the institution is affected by the non-academic activities. Some are co-curricular since they help to improve the main business of the institution and the well-being of the community at large. Some of the co-curriculum activities are games, sports and recreational facilities, students'

welfare, the hostels and catering services. The staff members who are responsible and dedicated to their work are responsible for looking into the above services. These people perform their tasks very well and on time as well.

Another principal noted the following:

“The Board of Management humanizes the institution by serving as a moderator between the community and the institution. For example, the Board reaches out to the community by assisting and organizing tree planting in the community by the staff and trainees, especially along the river valleys, and having some people in the community employed in the institute and even receiving on-the-job training if they are unskilled. The Board also has a role to play during Open Days by mobilizing the community to turn up in large numbers to review the projects carried out by trainees. It is in this way that the positive image of the institute is reinforced through the corporate responsibility of the community.” (P2/B, P23/L8-L16).

4.2.1.2 Principals Perceptions on Goals

The principals were also asked on what management skills they exhibit to ensure the success of the TVETs in Trans Nzoia County. The general findings indicated the principals were qualified in terms of administration and pedagogy hence suitable to be principals. They had enough experience especially in the technical area and they were able to inspire and motivate their team in order to achieve a common good. Having developed strategic plans to achieve a number of objectives which do not require any expense like dealing with punctuality, team work and having a positive attitude towards work.

The principals implement a result based form of management. In this form of management the targets are clearly defined and different personnel are allocated specific duties and they need to be responsible for their work. The principals go beyond their normal work routine by using their personal properties like cars and telephone all for the benefit of the institution without them asking for refund. They

work freely with people in order to know more about the institution and this improves the image of the institution. The principals as well have ensured discipline prevails among the students and ensure guidance and counseling sessions are available in order to deal with students' welfare.

4.2.1.3 Principals Perceptions on Cooperation with other institutions

Principals at the TVETs were asked diverse questions relating to Human Resources at the TVET, the financing of TVETs and Marketing of the TVETs to increase awareness of the TVETs in the sub-counties. The principals who are the school managers were first asked questions about the human resources of the schools. Their general opinion was that the TVET are facing challenges especially when it comes to human resource management since they have failed to plan the budget accordingly and hence the budgetary allocations fails to support HRM activities that are associated to attracting, developing and motivating qualified teachers in the TVETs together with the teachers incentives. The selection and recruitment of qualified personnel to join the TVETs has also been influenced due to the low payment, training people to improve their skills and working together with other the industry on industrial training. It is evident that budget planning affects how human resource is implemented.

According to the Principals interview which was conducted, it showed that the major hindrance for effective human resource management was the budget. The Principal of the one of the institutions responded to the question of human resource budget and said:

“As far as retaining teachers is concerned you can even predict the answers. We have got some budgetary constraints at all levels from the county government level to the institutional level. This institution since is a non-autonomous institution and operates under the county government faces budgetary constraints. Actually the budget

allocated for human resource issues every year for the last five years is real merger, very small to cover the needs prevailing in the current situation. So actually the budget is not enough, so we are doing our best to raise enough from school fees but currently it is a real struggle because enrollments are not good and regular payments of fee is rare” (P3/B,P20/L6-L13).

Another principal noted that:

“The budget which is allocated for human resource management is not enough because there are some activities that are supposed to be done after working hours and according to the labour regulations if you work extra hours you are supposed to be paid. Because of the nature of our training tutors work beyond working hours so those hours that are beyond working hours they are supposed to be paid but the finances we collect and those allocated to us by the county has not been enough money to cover that and because of this tutors have to do without being paid. Thus they are paid less than the amount suggested in the available rules and guidelines. Also the budget is not enough to cover teacher training. So there is challenge on budget allocated for human resource that it is not enough” (P4/B, P23/L14-L22).

On matters of budgeting for the institution a principal noted that:

“The budget allocated to facilitate human resource management and administration is not enough, usually we don’t get enough money to address all human resource activities so some of human resource activities are not attended timely because of financial constraints”. (P5/B, P26/L4-L6).

The interviewee’s were further questioned on the activities that are mostly affected due to inadequate budgetary allocation. The main stand out response was from the Principal of St. Joseph Makutano Vocational Training Center who noted that as follows:

“Well, areas that are mostly affected are incentives for teachers which aim to ensure that they can work better, this is a very big problem. Also it affects training for our staff. We always plan to develop the capacity of our tutors but without money we fail to accomplish that and that is also another problem. So sometimes our tutors upgrade themselves and sometimes sponsored if the institution is able to find donors to sponsor” (P6/B, P26/L8-L12).

The institution principals attribute low participation to some trainees who do not come back from attachment to sit their final theory examination. This is after getting

exposed to the world of work and makes them feel that exams are not important and some are not prepared to sit their exams. Cases of dropout have also been contributed by the trainees' inability to cope with the training demands associated with low entry behavior, lack of training facilities, lack of instructional materials, poor learning environment and lack of enough instructors in their areas of specialization. To improve participation of trainees the principals in conjunction with other education stakeholders were to equip their training institutes with adequate infrastructures, instructional materials, ensure that the learning environment was conducive and employ enough teachers in all courses.

Cherui, Kirimi and Kitainge (2015) reported that over the past few years the TVETs have been receiving inadequate amount of money from the government as compared to the annual expenditure. On the other hand, the physical facilities lack maintenance and proper storage, the equipment used are old and the necessary areas of study like the library are in poor quality and this influences the quality of the programs that are offered in the TVET leading to low enrollment of students.

A study by Kigwilu and Akala (2017) indicates that curriculum implementation is affected by infrastructure and equipment. Cases of inadequate infrastructure and equipment affect the number of trainees who will participate in TVET institutions and this affects the curriculum implementation of TVET programs. The study states that inadequate finances go hand in hand with challenges of inadequate facilities in the institutions. According to Ndayambaje, Ampofo & Bizimana, (2014) in Rwanda the high amount of money needed to construct the facilities and the necessary equipment, maintaining and providing training materials was a great barrier for participation of TVET in Rwanda. In other studies, it was noted that the budgets in schools were not enough to buy all tools, failure to repair old machinery, high cost of training which is

beneficial in terms of acquiring practical skills affected the curricula of the TVETS Akhuemonkhan, Raim and Dada (2014). It is evident that having adequate equipment in Kenya comprises of training which is effective especially to the youth in order to sustain the modern economy (UNESCO, 2010).

Cleveland and Fisher (2014) documented that there exists a link between the physical characteristics of school infrastructure and the educational performance therefore there is need for proper maintenance, use of systems which are modern, and design which are flexible are needed. The School facilities need to be change with the learning patterns and methods. A school needs to be located in a conducive environment. Its location plays a very important role. The school needs to be in an area where there is enough space with trees to provide shade and this enables students to participate more. The school building should be attractive, have adequate lighting and comfortable seating. Mapolosia & Tshabala, (2013) report that back problems and body aches are brought about by use of unsuitable furniture, poor concentration of the students and also affects the writing process therefore minimizing learning opportunities which end up leading to low participation. Zepke and Leach (2015) who observed that an active learning surrounding allows students to talk and interact , listen keenly , write down notes and also to reflect since the teaching environment is friendly and enhances the participation of students.

On the question of funding of TVETs, Principals were at a near general consensus that the level of funding they receive from the government and county government is inadequate to cater for all their needs.

There were challenges identified in terms of funding and one of the principal's views were that:

“Due to challenges in funding, the institutions is grappling with shortage of training instructors, poor infrastructure that has been forced to undertake studies in poorly furnished classes and those that lack of equipment’s.” (P7/B, P33/L5-L7).

Further noted that:

“The lack of resources available for TVET raises the question of the government funding priorities when it comes to TVET, reflected in the proportion of the education budget that is spent on skills development. The funding of TVET often represents a small share of the education budget compared to general education, while many statistics on the outcomes of training systems show that TVET students integrate faster in the labour market” (P8/B,P33/L10-L15).

Final thoughts on the issue were that

“I think that TVET needs to be recognized seriously as really a powerful tool that prepare labour force for economic development and poverty reduction. But the way I see it is that most of the decision makers neglect it, probably because of higher costs involved in running TVET institutions. But looking at the rewarding side or advantages provided, such as the increase in employment and even for reduction in crime levels, more priority should be devoted to it.” (P9/B, P33 /L17-L22).

These findings are supported by the Union (2013) study that noted that the funding system in TVET despite being believed to achieve the purpose of quality, efficiency and impact of TVET training system is still low. The study findings showed there is a relationship between funding and the quality of training provided. This could be reflected when recruiting better trained staff, accessing modern technology, providing improved facilities, establishing well-developed training providers, developing quality trainers’, This kind of effort can increase the efficiency of the training program. The overall effect of this activity can lead people to earn a better way of life in a country.

Another study by Panth (2014) supported this notion that the impact of TVET funding can be seen in its contribution to a country's economy by producing quality graduates

when funding by the state is forthcoming for example in South Africa. In relation to this, Shisia, Matoke and Omario (2014) argue that the quality of goods and services offered, stimulation of innovation and profitability of the institution are determined by the availability of graduates who have high level skills and they are more educated people especially among the top executives and workforce. This can be seen through the promotion of TVET institutions since they produce a workforce that can contribute to a country's economy at macro, meso and micro level.

However, the issue of how to fund the TVET system is debatable among the people in the TVET system. In view of this, some argue that TVET should be funded solely by the public. This view has emanated from the very nature of training program provided in the system. The supporters of this view believe that TVET requires highly developed facilities and skilled trainers. Hence, this kind of burden can only be shouldered by governments. This is due to the fact that governments can have various income generation schemes. The opponents of this view contend that this burden should not be left to one actor alone, instead it should be shared among all stakeholders of TVET program (both the public and private actors). Undoubtedly, the debate has implications on the implementation of TVET programs in a given country (Tripney and Hombrados 2013).

4.2.2 CECM of Education Perception on TVET sustainability

4.2.2.1 CECM of education Perception on enrolments

The CECM of Education noted that negative perceptions about TVET Institutions have contributed to the youth unemployment and slow economic development. The enrollment of students had been poor because there is a perception that one only goes there if they fail to make it to other institutions of higher learning. The CECM noted

that the existing TVET created by counties since 2013 in Trans Nzoia County institutions are not popular yet.

The CECM said the decision of the County Government to promote skills achieved outside University education and training in technical and training institutions by establishing many TVETs in the county had opened many avenues for anybody who fails to be admitted to university to continue learning to the highest qualification. The CECM further noted that TVET needs to transform its approach in providing skills so that the graduates at all levels are not just a supply of required skills, but also create jobs through entrepreneurship. The CECM also remarked that there has been a failure by the principals to equip and renovate the institutions to look attractive to the youth.

When questioned about the challenges facing the County TVET institutions in Trans Nzoia the CECM noted the following

“The lack of enough finances from the county, negative perception in TVET institutions by the community, and lack of corporation between various government agencies are the major challenges facing the TVET institutions.”(C1/B, P35/(L9-L11).

4.2.2.2 CECM of education Perception on Production Unit

The CECM explained that with a change in the policies in 2013 to ensure TVET education is a means of employment creation, as well as having a re- look in financing of TVET education to ensure sustainability the education offered in the institutions can prove profitable in enhancing employability of graduates in the industries.

The CECM of education emphasized this by saying the following:

“Our key priority for County TVET institutions will be focused on ensuring they align their training towards channeling out competent graduates who will drive the county’s economy through entrepreneurship and employment. There is no country that has developed without TVET skills and that’s why the County

Government is invested more on TVET sector,” (C1/B,P36/(L12-L16).

The county CECM of education noted that to make the most of current resources, the county government in collaboration with various private stakeholders are focusing on incorporating new technologies, soft skills training, and career guidance components to improve the overall quality of training of TVET. The CECM education also noted that the quality assurance of TVET through accreditation processes this institutions, which are currently underway, will also increase the quality and employability of graduates.

4.2.2.3 CECM of education Perception Farming for Lunch

On perception on farming for lunch the CECM explained that TVETS in Trans-Nzoia County have land that can be used for agricultural purposes including planting maize since the region is conducive for maize farming to provide lunch for trainers in the TVETS. The lunch program helps in sustainability of the institutions that includes boosting retention and enrolment.

To emphasize this the CECM of Education said:

“ since our TVETS have large track of land that is underutilized for playground and other activities within the TVETS some principals have considered utilizing it for more important practices including cultivating foods mainly maize that do well in the region to provide lunch for the trainees.”

Findings on the challenges facing the TVETs in Kenya are supported by Gachie (2014) who noted that TVET challenges are in between an inflexible and a curriculum which is antiquated, misunderstanding between the skills required by the industries and those that are taught and failure of the private sector to participate in filling the gap of school work. The CECM of education further noted that perennial problems that hinder implementation of TVET curricula include implementation of

unsystematic systems and allowing the economy to manipulate the TVET policies and reforms. Other challenges are infrastructure which are of poor quality, limited number of and equipment, negative perceptions towards Technical courses, and, gender stereotyping in courses such as hairdressing.

As a final remark the County TVET director emphasized that

“The county government is working towards rebranding Technical Vocational Education and Training (TVET) in Trans Nzoia County and present it as an occupation of choice and not a last resort for employability. The enactment of the TVET Act No. 29 of 2013 is a clear indication of both the government’s and county government’s total commitment to reforming TVET at both the national and devolved governments”(C1/B,P38/(L17-L22).

4.2.3 Board of Management perceptions

4.2.3.1 Students Progression

The Board of Management of the TVETs were questioned on students’ progression and they stated that some of the students who were doing Artisan courses furthered their studies or were employed after one stage. One B.O.M member from Kitale National Polytechnic who was also a parent at the school noted that:

“One of our trainees 3 years ago started with an Artisan certificate. That Artisan enabled the trainee to do Craft and later on persuade a diploma. Then the principal of a college at Endebes which is run by the (religious) sisters called Kitale Vocational Training Center employed the graduand as a trainer.” (B1/B,P52/(L14-L18).

Another B.O.M Member from Anderson Vocational Training Center noted the following;

“There is one trainee who, upon completing a Craft course in this college, went ahead for the diploma and now he has registered for a degree program in JKUAT Kitale Campus. Here in Kenya there are others who have also gone to the other universities for degree programs and they have performed very well” (B2/B,P40 /(L4-L7).

The narratives of the two B.O.M reveal that those graduates who graduated from the TVETs were able to be hired easily as well as to continue their education while at work. This clearly shows that TVETs are now meeting some of the objectives that are related to TVET in Kenya that is in ensuring production of quality skilled human resources for the various sectors of the economy and increasing opportunities for all students to further their education and training (Republic of Kenya, 2016). The study concluded that TVETs have been of great benefits not only in preparation of graduates to be able to be employed but also gives them the opportunity to further their studies.

4.2.3.2 Curriculum Implementation Effectiveness

The B.O.M members agreed that the strategies used in teaching were very important in ensuring the curriculum of the TVET s was implemented. For instance, the B.O.M member from Andersen Vocational Training Center said the overall performance of the students in the examinations had improved over the past two years due to timely curriculum implementation. Lack of information about the details of the course as well as parents forcing their children to pursue some of the courses and peer pressure led to dropping out of technical courses.

The B.O.M member strongly emphasized that criticism from the peer members of the trainees leads to some of the students quitting from the vocational institutions. This finding is supported by studies that were done on the beliefs that their employability will not be of any importance during the remainder time of the course Schargel and Smink, (2014), family factors Zhang and Rozelle (2017) and financial considerations Adhiambo (2015). The current study was able to prove that peer pressure was a major factor that has led to many students dropping out of the community colleges.

According to the interview data, some of the CENTRES worked hand in hand with financial institutions like banks and provided money for some of their graduates to be able to start up their own businesses. In conclusion, the B.O.M members said that external feedback was very effective for implementation of Technical courses TVETs. For instance, one B.O.G Member from the Kiminini vocational training center were satisfied with the feedback which was positive from the employers.

“We can be proud. Up to now we are able to get employment for most of the students. Secondly people who employ our students talk good about us. So when you hear somebody saying this particular person is good and we got her in that particular place it means success.” (B3/B,P43/(L3-L6).

This narrative revealed two strengths of TVETs in terms of success of curriculum implementation: First, TVETs are able to produce employable students. This means that the students are able to show skills which are marketable, technical know-how and attitudes that are similar to the market demand (Republic of Kenya, 2005, 2012). The B.O.G ensure that training within the TVETS are of good quality hence creating demand for their graduates. This confirms the statement that institutions which are sponsored by churches benefit from a high demand for their graduates due to inter alia sound management practices in the institutions (Republic of Kenya, 1999).

Again, this finding is in relation trust, reciprocity and mutuality as elaborated in the capital theory of school effectiveness and improvement Winch (2013) states an important character in the curriculum is quality .It is obvious that a quality-driven graduate is able to show high moral excellences, trustworthiness and right attitudes towards work which are acquired through quality education and training.

4.2.3.3 Teaching Strategies

In order to investigate more on the teaching strategies used in community colleges, a similar question was asked to the B.O.M members during the interviews. The information obtained from the interviews with the B.OM members assured the frequent use of learner centered strategies by teachers in teaching technical courses as captured in the words of one of the Kitale National Polytechnic director:

“In our institution here, because of the level of understanding of the students we have, mostly we normally use what we call the practical approach to teaching. In other words the teacher shows them (students) what to do just briefly and then he/she lets them do.” (B4/B,P52/(L9-L12).

In the same vein, the B.O.M member from the African Theology Seminary who supports learning strategies confirmed that the teachers used discovery techniques where learners were allowed to find out their own abilities and talents. Indeed he said:

“The methods of teaching which they (teachers) use, is individual based...However, we also teach and help them (students) so that they are able to discover their own talents...It is the teacher discovering the needs of the student and after discovering them the student is able to fit in at different level” (B5/B,P49/(L7-L10).

However, he emphasized on the strategies of teachers over the learner centered strategies. The B.O.G member further illustrated that a teacher was very important since the teacher exposes the students to acquiring new knowledge before the students lack the required skills. The teacher therefore teaches by use of informal lectures in order to expose their learners to new information that they were not privy to prior to joining the college. He further explained:

“Because these students are here to learn skills they did not have, when they come here they get informed first. Once they are informed they can then share their experiences.” (B6/B,P49/(L12-L13).

When questioned about other strategies that were used to teach technical courses in the community colleges, the B.O.M members universally noted that in some

occasions the TVET arranged for field trips to the neighboring factories. This arrangement gave the students a chance to relate what they had learnt in the classroom and to implement them in the field. However, there was also the notion that further explained that the TVETs had come up with a variety of strategies which include arranging of regular seminars and workshops in order to add the teachers' knowledge and skills, and also taking parents through orientation sessions in order to make them become familiar with the programs their students go through. In addition, the TVETs organized compulsory internships for students before they move into the job market whether self-employment or otherwise. The B.O.M members said that training of the teacher was an important aspect for teaching in the TVETs as captured in the following narrative by the Anderson Vocational Training Centre B.O.M:

“The policy in TVET is that the teacher is the first student of the institution. For instance, life skills is taught in our institution. The teacher must be the first student of life skills. In order to strategize our aims and goals, the teacher himself must have undergone such training. We have constant seminars and workshops for the teachers as a way of strategizing so that they are able to be relevant to the students and students are relevant to them as well.” (B7/B, P40/(L15-L19).

Similarly, he put more focus on the teachers as a main strategy to ensure technical curriculum is implemented. He explained that adoption of strategies like motivation of teachers, forging good teacher-student relationships by holding joint workshops, performing teacher evaluation and student evaluation of teachers at the end of every term by the colleges was very important. These strategies are determined by Fullan's theory (2006) which states in the value of peer assistance programs, post-project meetings, visits and consultations, and learning fairs in knowledge building and sharing. The focus shifted from the teachers to the students where the college tracked

students' progress and place them for employment upon completion of course as captured in the following excerpt:

“We try to follow on the trainees. There is one who follows the file of the trainees. We train them but also help them get jobs. There is a file for each girl. Even the attachment from outside, we follow them and get all their recommendation letters” (B8/B,P40/(L20-L22).

Despite employment placement being a positive move in ensuring immediate returns for the students' investment in training, it creates a culture of dependency among the students on the TVETs for employment placement rather than developing a spirit of initiative and entrepreneurship in the graduates. This delimits the TVET objective of developing entrepreneurial skills and positive attitudes in students for self-employment (Buli and Yesuf 2015).

Findings showed that the TVETs had not fully promoted the TVET objective of enhancing entrepreneurship and self-employment among their graduates. With the increase in number of unemployment cases in the country, securing employment for their graduates would remain a very hard job for the community colleges. Vally (2015) discussed the issue of leverage, and warned that in instances where teachers put a lot of efforts in students with little impact on students they tend to be frustrated and exhausted suffer frustration and exhaustion. Thus TVETs' strategy of securing employment for their graduates would result in a frustrated teaching force hence slowing down the implementation of the curriculum.

4.2.3.4 Motivation of Staff

The B.O.M staff were further required to comment on the level of motivation of the technical teachers in the TVETs. The B.O.M staff had a consensus view that the teachers' level of motivation was low and cited low remuneration as a major cause of the low motivation levels. For instance, a B.O.M member from the African Theology

Seminary said that there was low teaching staff motivation was very low because the teachers' salaries depended on the students' payment of fees that could not sustain better salaries. However, the low remuneration did not affect how the teachers performed their tasks. As expressed by the same B.O.M member. The students' good performance in the technical courses motivated the teachers. The TVET gave the students of prizes and gifts as a way of special recognition and allowing them to take some courses internally. Similarly, other B.O.G members in the other TVETs affirmed that despite the relatively low salaries, the teachers were motivated to teach.

In general, all the B.O.M members in all the TVETs confirmed that staff motivation had a great impact on the implementation of technical courses in the community colleges. In particular, low staff motivation led to low morale among the teaching staff. This corroborates Semela's (2014) who noted in Ethiopia low pay and benefits led to low motivation of TVET teachers .The finding echoes Nielsen, Hansen and Stay's (2013) have a disagreement concepts such as inadequate teacher motivation which is associated with leverage may influence the effective implementation of the curriculum. Nielsen, Hansen and Stay state that frustrated and stressed workforce is determined by that inadequate staff motivation. Similarly, low teacher motivation results to ineffective implementation of the technical curriculum.

The role of staff motivation in curriculum implementation is also underscored in the theory of change (Kigwilu and Githinji 2015). These theorists argue the process of curriculum implementation is determined by that job satisfaction. The directors saw that the teachers were motivated to teach despite the low remuneration they receive it is therefore true to conclude that teacher motivation positively played a key role in implementation of effective technical curriculum in the TVETs.

4.3 Trainer's Perceptions

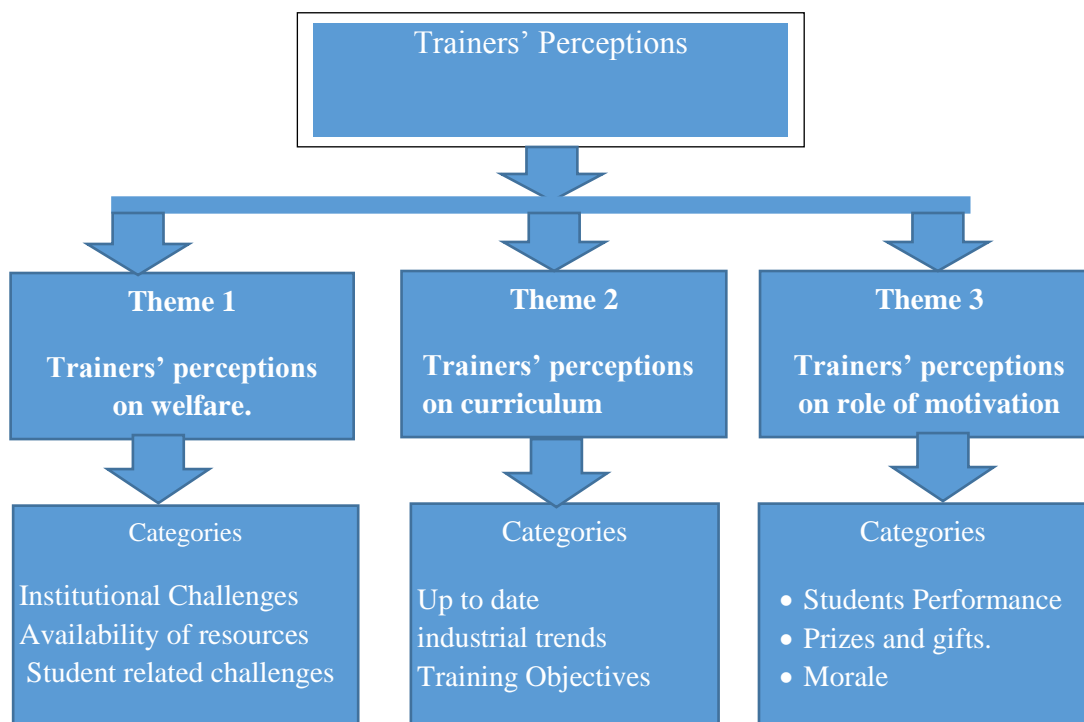


Figure 4.3: Trainer's Perceptions

4.3.1 Trainer's Perceptions Welfare

4.3.1.1 Trainer's Perceptions on institutional Challenges affecting TVET success

When trainers were questioned about their perceptions on the TVET institutions, they had a number of issues to raise which when considered could have raised the effectiveness of TVET at the county. The trainers highlighted a number of challenges they faced in implementing technical courses in TVETs. The major challenge was that of lack of resources/raw materials needed for carrying out practical sessions during teaching of skills. Similarly, low students turn out manifested by the poor communication skills/language barrier posed a major challenge for effective implementation of the technical curriculum. In addition, the inability to pay school fees by the parents and students' low interest in pursuing technical courses affected the effective implementation of technical curriculum. Other challenges included low

number of teachers, low student enrolment in technical courses, lack of government support and poor family upbringing of the students.

One of the trainers from Kiminini Vocational training center noted that

“Lack of resources limited the number of practical sessions to be conducted thereby denying the learners adequate experiential learning. This in turn leads to irresponsible behavior among students.” (L1/C,P55/P9-P12)

4.3.1.2 Trainers Perceptions on Availability of resources

The trainers when interviewed on the availability of resources, they agreed that resources which included the teaching materials were key in the implementation of the curriculum and good examination results.

A trainer from Kwanza Vocational training center was quoted stating that:

“The lack of county government support hampered the adequacy of teaching and learning resources and lack of school fees exacerbated dropout rates among students. In addition teacher inadequacy has led to high workload for the available teachers thereby lowering the quality of their teaching” (L2/C,P55/P13-P17).

When asked some of the challenges that hindered the implementation of Technical curriculum in TVET institutions in Trans Nzoia County, the tutors opinions varied.

For example one of the tutors from Kitale Vocational Training Center noted that;

“Technical courses demand a lot in terms of the syllabus, equipment and supervision which could not be realized without adequate teachers and government support.” (L3/C, P66/P3-P5).

4.3.1.3 Trainers Perceptions on Student related challenges

The trainers as second parents to the students noted that the students had personal issues that contributed negatively to their academic performance. These issues

included family matters as some were married with children and others revolved around the parents lack of commitment towards payment of their school fees.

A trainer from Naisambu Vocational Training Center noted that

“Inadequate finances from home, leading to lack of payment of school fees especially for operational expenses for the college led to poor student-management relationships. This further contributed to absenteeism and drop-outs. This hindered effective implementation of the curriculum as most students could not keep up with the set examinations dates.” (II/L4/C, P61/P13-P15).

These findings are supported by Amerdome and Fiagbe’s (2013) study on TVETs analysis in the new dispensation whereby negative attitudes towards Technical courses, lack of finances, (school fees), poor participation of trainees in co-curricular activities, limited number of teaching staff, lack of support from the government, poor teacher-student relationship and low student enrolment for technical courses affected the success of TVETs. These challenges can be seen clearly by use of Fullan’s theory (2006) of change whereby, external factors (government support), and local factors (teaching and learning resources, teacher-student relationships, inadequate teaching staff, students’ attitudes, co-curricular activities).

4.3.2 Trainers’ Perceptions Curriculum Suitability

4.3.2.1 Trainers’ Perceptions on Up to date curriculum

The trainers in the selected TVET institutions at the county were asked about the relevance of the curriculum, most of them during the interview observed that the curriculum was not up-to date and needed urgent review to address the timelines for courses and market changes in the industry. However, the trainers conceded that although they understood the world’s industrial trends, they did not have the power to decide on what to include in the revision, but relied on TIVETA for guidance.

One of trainers from Matisi vocational training center observed;

“Since the focus of the training is employment, the skills should be linked to the job market to ensure that there is no mismatch among the training and competencies required in the labour market. To this end, the government ought to conduct a skills analysis that will guide the institutions on what to offer” (II/L5/C,P55/P13-P16).

4.3.2.2 Trainers’ Perceptions on courses offered and Industrial Trends

When the trainers were asked on whether the courses offered matched the emerging technological trends of the 5 interviewed, 4 cited the training facilities, especially the motor vehicle engines used for practical classes, while one (Kitale Vocational Training Centre) was emphatic that the instructors’ in-service training is the priority. Further, the centralized curriculum development faces implementation challenges in different parts of the country due to the country’s diversity in geographical, social and economic conditions.

One trainer from St. Josephs Makutano Vocational Training Center affirmed;

“There was the need for a curriculum suitable for specific regions, for example economic activities like maize farming in Trans-Nzoia, animal transport in the arid areas of northern Kenya and water transport in the lake region of Western Kenya.” (II/L6/C,P61/P3-P5).

4.3.2.3 Trainers’ Perceptions on Training Objectives

These trainers also identified the lack of cross-regional representation in the identification of training objectives as a gap that ought to be filled. The same trainer from St. Josephs Makutano Vocational Training Center further observed that

“As things stand now, the curriculum is taught as if all areas have the same needs. Yet this is not true. For instance there is only one car in Lamu town that of the district commissioner. What is the use of teaching people from this region automotive engineering skills that they are likely never to use? Their main modes of transport are

donkeys and perhaps donkey carts should be given more prominence.” (II/L7/C, P61/P7-P11).

Trainers further noted that their ministry already had well-formulated and researched, policy documents such as Skills Gap Analysis for Graduates of Youth Polytechnics, Vocational Training Centres and Out of School Youths (UNDP, 2010), A rapid appraisal on the status of technical and vocational education and training (TVET) in Kenya (GoK, 2013), and the National MSE Baseline Survey (2011). If implemented, these policies would lead to improved training. However, a trainer from the Kitale National Polytechnic observed that although most of these documents would make a positive change, they were drafted at ministry headquarters without authors being fully cognizant of the situation on the ground. According to him, if there were more consultation, the documents would be more inclusive and have a bigger impact on the training.

These discrepancies between policy-makers and policy-implementers were accentuated by Pilz and Li (2014, p. 750) who noted that there is a danger of widening the gap between policy and practice in contexts where policies and strategies for economic and educational development are based on impressionistic assumptions rather than empirical assessment of reality.

4.3.3 Trainers’ Perceptions on the role of Motivation

4.3.3.1 Trainers’ Perceptions on Awards among TVET Trainers

The tutors were expected to give out their opinions depending on their level of motivation within the TVETs. The tutors said that they received little motivation especially since they received very little amount of money as a form of motivation to begin with. Some of the teachers said that the teaching staff motivation was very low because their salaries mainly depended on the amount of money the students in the

TVETs paid and this could not sustain better salaries. Despite the low amount of money paid to them, the tutors continued to teach the students efficiently without missing classes. On the other hand, the teachers felt very motivated by the good performance and results the students showed after any test in the TVETs, good performance made the teachers to feel even more motivated since the students proved to them that they are doing a good job by teaching them various skills that will help them in future. To appreciate the good work of the students, the TVETs gave them gifts and recognized the overall best students and also allowed them to pursue internal courses. Similarly, some tutors in the other TVETs confirmed that despite them receiving low income.

A study by Yigzaw and Gelagay on effects of teachers' self-perception as adult learners and professionals to their practices and professional development at Rift Valley University College in Ethiopia (2015, p. 49) supports this findings of this study since the author discovered that the perceptions the TVET teachers have a negative effect on their motivation towards teaching as well as the attitude they have towards their teaching profession. To add on that, the TVET teachers showed low levels of motivation and morale especially in involving themselves in learning and professional development and noted that issues such as amount of payment and benefits as factors that contribute to them being not satisfied in their work places. The study concluded that the overall performance of the TVETs was affected by the low levels of motivation of their trainers and this affected normal learning. However, these findings exhibit the experiences of TVET teachers in a geographically different setting from community colleges in Nairobi region.

Another study conducted in Ghana by Nadelson, Callahan, Pyke, Hay and Pfiester, (2013) noted that the perceptions the TVET teachers' had influenced their motivation

to teach as well as their attitude toward teaching in a negative way. From the study, the TVET teachers showed very little interest in teaching and this was affected by factors such as the amount of pay they receive and benefits as contributing to their dissatisfaction in the work place. The study summarized that low motivation exhibited by the TVET teachers affects the overall performance of the institution since the cases of failures increase among the students. In Kenya, implementation of TVET is mainly affected by lack of motivation among the different instructors working in the TVET.

4.3.3.2 Trainers' Perceptions on Remuneration among TVET Trainers.

The trainers when interviewed elaborated the need for good remuneration as it motivated them. The good salary would go into their basic needs and even further their academics. A trainer in Naisambu was of the opinion that accountability is a good foundation of exhibiting good leadership traits as well as management;

“The institution should be accountable the BOM, and the county government. Accountability will ensure proper utilization of the resources. (II/L8/C,P64/P12-P13).

Another trainer from Matisi was of the opinion that decisiveness plays an important role since it can help the college to move forward and to discover its goals:

“Our leaders should be decisive. On a number of occasions our institution happens to be plagued by disruptions by students. Sometimes it takes a long time to come up with a solution which indicates a lack of decisiveness on the part of our leaders.” (II/L9/C,P67/P7-P9).

The trainer was thinking that that a leader needs to possess team-building skills.

“Leaders need to work together with staff and other stakeholders in improving teaching and learning within the institution” (II/L10/C,P51/P8-P9).

Mr. Ongila was of the opinion that coming up with a system that deals with checks and balances was an important quality of an effective leader. He said,

“We need leaders who will prioritize, check on their personnel, take pride in what they do, monitor and apply policies and procedures fairly, follow-up on outstanding issues and help educators in what they do.” (II/L11/C,P58/P13-P15).

Mr. Ximba thought that leaders need to be able to share or work on different responsibilities given to them. He commented that, managers should distribute the various responsibilities to the subject committees which are led by senior tutors or Heads of Departments of different technical courses. This affects the quality of teaching and learning in the TVET institutions. According to Ximba, accountability is an important characteristic that determines whether the leadership will be effective and efficient. He was of the opinion that accountability makes the tutors to be more responsible and hardworking in their daily teaching activities. If only management could strictly observe all outstanding issues, monitor tutors' work by ensuring each lecturer is held responsible for failing to perform his /her work well then the tutors will become more responsible and motivated to do their work with minimum supervision.

From the above feedback, there is need for tutors to work with leaders and managers who are accountable, decisive, team-builders and also those who are able to delegate responsibilities equally within the TVET. These findings are in agreement with Muhammad and Jaafar (2015) who concludes that there are traits which are important for successful leadership skills. Some of the traits required for effective leadership are the leaders to have action-oriented judgment, be eager to accept responsibility given to them, ensure task-competency among those working in the TVET, understand the needs of people as well as their needs, skill in dealing with people, need for achieving their goals, capacity to motivate different kind of people, courage and being able to resolve conflict, trustworthiness, decisiveness, self-discipline, self-confidence assertiveness and adaptability.

The leadership traits have increased the level of motivation as well as it has shown that leaders who are determined are able to have an influence on tutors for them to effectively execute their duties because according to Podsakoff and House (2013) charismatic leaders have very strong beliefs in correcting moral behavior. This is meant to mean that in the educational context where by the curriculum transformation and managerial practices are changing at a very fast rate, the need for charismatic leaders can never be over-emphasized.

4.3.3.3 Trainers' Perceptions on On-job trainings

On the question of how the principal can promote motivation of the trainers in the TVET, the responses from the participants seemed to agree that motivation plays an important role among staff in the TVET. For instance, Mr. Ximba said,

“The TVET principal should encourage tutors to further their studies because staff development plays an important role in grooming lecturers for future leadership and academic responsibilities.”
(L12/C,P65/P5-P7).

This view was supported by Mrs. Yucabeth who said that there is need for leaders to consider both financial and non-financial motivators. This is because money is considered the greatest source of motivation, increments need to be above the inflation rate. Non-financial motivators such as praising lecturers, staff development, horizontal and vertical job enrichment, and recognizing superior performance by educators is also regarded as important.

One way of promoting motivation in the TVET College was suggested by Mr. Kiptoo who commented that,

“Leaders should recognize and acknowledge duties well-done”
(L13/C, P67/110).

This view was supported by most of the other tutors, another lecturer from the TVET College said,

“lecturers may become motivated in doing their jobs well only if they are praised and their good work is recognized and highlighted”.

The importance of motivation in the workplaces in general and education training institutions in particular is emphasized by Seddon (2015) who says that lecturers who are rewarded after their good work feel more confident and become more eager to learn new ideas, advance in training and accept other new responsibilities given to them. Rewarding of lecturers who have put in efforts produces more innovation within the TVET that is only visible when one creates a working environment that is relaxed, reward new ideas and tolerate innovative failures. Thus lecturers who receive recognition for their achievements are more than likely to be enthusiastic about their work, more cooperative and open to change.

Mustapha (2013) concludes that when the leadership system in the TVETs recognizes the good work of the trainers and awards them, there is an increase of the lecturers commitment in terms of teaching and loyalty to the institution. This means that the application of both financial and nonfinancial rewards can go in accordance with motivating lecturers to work effectively to accomplish the goals of the institution. The responses shown from the above participants emphasizes on the importance of motivation in the workplace. (Sarwar & Aburger, 2013) also state the importance of Herzberg's hygiene theory which was used in promoting job satisfaction. They observed factors such as job content, responsibility, achievement, recognition and professional growth can be included into an institution's motivation programme in order to achieve pre-determined goals by the institution. It is, necessary for the leadership in the TVET institutions to come up with a policy as well as to implement

a recognition policy for lecturers so that those who perform their duties successfully are rewarded accordingly to their work. Sarwal and Arburger *et.al.*, (2014) also see Herzberg's theory to be providing a chance for designing jobs vertically that is, expanding jobs to provide lecturers with more individual responsibility in planning and controlling their work.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter sought to present the summary of the findings, the conclusion and the recommendations that could be adopted by the study.

5.1 Summary of Findings

Table 5.1: Summary of Findings

Perspectives of the Community on Technical and Vocational Education and Training in Trans-Nzoia County, Kenya.		
Objective	Theme	
Trainees' perceptions on TVETs in Trans Nzoia County.	Theme 1	Perception on Resources available at the TVETs.
	Categories	Adequacy State of resources Maintenance
	Theme 2	Tutor Training Perceptions associated with Trainees in Trans Nzoia County TVETs
	Categories	Relevance Qualification Number of tutors
	Theme 3	Curriculum
	Categories	Number of courses offered Mismatch in skills offered
County Government Perceptions on TVETs	Theme 1	Principals' Perceptions on TVETs.
	Categories	Goals Attitude Cooperation
	Theme 2	TVET CEC education
	Categories	Number of enrolments Decision Education
	Theme 3	Board of Management
	Categories	Students' progress & linkages Curriculum Implementation Teaching Strategies

Trainers' Perceptions	Theme 1 Categories	Success Institutional Challenges Availability of resources Student related challenges
	Theme 2 Categories	Curriculum Relevance Up to date industrial trends Training Objectives
	Theme 3 Categories	Motivation among TVET Students Performance prizes and gifts. Morale

5.1.1 Trainees' perceptions on TVETs in Trans Nzoia County

Resources in most of the TVET institutions were reported by most of the trainees to be a problem. Availability of adequate and modern training facilities to cope with rapid technological changes has been an issue in Trans Nzoia County TVET institutions. Most of the trainees noted that most of the facilities were broken down, poorly maintained because the equipment were hardly ever maintained. Some of the trainees further observed that there existed a large deficit in terms of enrolment numbers and the number of physical facilities available. Enrolment in business oriented courses and applied sciences far exceed technical disciplines, thus defeating the original objective of establishment of Technical Vocational Education and Training Institutions.

The researcher also sought to establish the tutor training perceptions associated with the students. On this a number of key thematical areas were investigated and included the relevance of training perceptions, the perceptions of trainees surrounding qualifications of tutors and finally the perceptions on sufficiency of tutors at the TVETs in Trans Nzoia County. Trainees were asked if they consider training important and useful. All the trainees who participated in the study were assured that the training was very beneficial to them. According to the trainees, majority of the

lecturers were diverse in terms of theory as well as the different methods used from materials available in the TVETs. The learning aids used, especially the textbooks were of the old syllabus and this made trainees to have doubts on their suitability to the modern world of work.

The trainees in the various TVET institutions in Trans Nzoia were questioned over the qualifications of their tutors and they had mixed opinions about this subject. According to the trainees, they knew of teachers who had Diploma level training while others had qualifications in Advanced Diploma training. Given that this opinion was from a majority of the FGD discussion in the 5 TVET centers, it can be generalized that the findings constituted all the institutions under study, it may imply that the majority of the instructors were of low qualifications and therefore 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 labour market by the same institutions.

The trainees were asked on the sufficiency of TVET tutors in their institutions and besides a majority of the FGD groups noting that the number of TVET tutors was okay, there were suggestions especially at the African Theological Seminary that there was a serious shortage of teachers. This was associated with the institutions keen interest to employ only highly qualified tutors. The students noted that the institutions had some of the most qualified lecturers but they were in short supply. The study therefore made a note that the number of qualified TVET lecturers was in short supply at the county and despite some TVETs appearing to have more tutors, some of them in the specific institutions may not have been qualified to expected levels.

There were mixed perceptions amongst the trainees about the number of courses offered at the TVETs. Some of the trainees were of the opinion that the TVET offered a sufficient variety of courses which could be undertaken by any form four leaver wishing to join the TVET. Amongst this group, a majority were of the opinion that they found the courses they wanted to undertake in their local TVET in Trans Nzoia. They were of the opinion that the TVET courses could allow one to select the courses they desired and in whichever field.

On the contrary, there was a group of trainees who noted that the TVET did not offer a sufficient array of courses to their liking and preference. Most in this category noted that they did not get their first choice courses of liking at the TVET and had to settle for alternative courses. They noted that the TVET offered the most basic of courses which did not require heavy machinery such as carpentry and electrical education. They also noted that the courses offered did not evenly cater for both gender's liking evenly. For instance, the female gender option courses were fewer and were not technical enough. They included dress making and hairdressing.

Some students at the institution thought there was a mismatch in the skills offered based on social realities in today's world. Among these trainees, opinions ranged from the use of outdated machinery and tools to teach technical courses, the use of old books in the classroom that do not reflect current world technologies and innovations and the lack of proper attachments that will place students in established companies where they will learn about their trade more effectively. Current attachments only placed students at small firms where the students could not learn much.

5.1.2 County Governments' perceptions on TVETs in Trans Nzoia County

The study sought to also investigate the perceptions of the various stakeholders who are involved in one way or another with TVETs in Trans Nzoia County. Key stakeholders were picked and interviewed starting from the Principals, the TVET CECM of Education in Trans Nzoia County and the BOM member representative of the TVET in the county. The aim of this was to get more diverse responses on other perspectives associated with the institutions.

Principal interviews comprised a number of questions that were related to how the school was managed. The study noted that there are factors which determine whether a TVET institution becomes attractive or not. The principal is the first person who determines whether the TVET becomes attractive or not by how the school is administered. The principal determines attractiveness of the TVET since he/she is responsible for setting of realistic goals for the institution to achieve, along with a vision and mission that guide the school to conduct its responsibilities. For a successful institutional performance, there is need for team work and an attitude which is positive from stakeholders, trainees, trainers, parents and the community at large. Hierarchical influence and loyalty to the principal play an important role when it comes to the principal's success in determining his/her effectiveness in the institutional setting. It is evident that people who are willing to cooperate with each other offer efforts which are beneficial to the organization.

On questions of determining the various courses registered by the institution that add to the institution being attractive, most of the Principals of the TVETs in Trans Nzoia County indicated that the courses offered have high market demands. Due to the good performance of the students, the graduates were able to find good employment opportunities. This is evident from those students who attained

distinction or credit in their examinations and were immediately offered jobs by well-known organizations. Some of the students went an extra mile by furthering their studies. Those students who pursued enterprising became self-employed. The institutes further emphasize on quality of services offered and seek to improve and maintain the high performance of their trainees in the TVETs. The feedback from the industry assists the institution to evaluate its standards and to improve all its programs in order for the institutions to be accepted by the society.

On the questions on how the institute makes its courses attractive to the clientele, the principals noted that other than marketing the courses, the institutions employ qualified and professional staff members who are committed to producing graduates who are competitive in the job market. Facilities are adequate and trainees gain hands-on experience, as well as being exposed to working practices during a three-month industrial attachment. Courses that are offered are popular and marketable.

On the questions of what services are provided to improve the institute's attractiveness, the principals noted that the activities that were not academically related had a positive effect on how the institution was managed. Some of the activities are co-curricular in that they help in improving the core business of both the school as well as the community. The co-curriculum activities include games, sports and recreational facilities, students' welfare, the hostels and catering services. The staffs that are committed have the responsibility of overseeing the above services since they conduct their work effectively and efficiently with minimum supervision.

The principals were also asked what management skills they exhibit to ensure the success of the TVETs in Trans Nzoia County. The general findings indicated that principals were suitable for the post as heads of the institution. They had experience

especially in the technical field and were looking forward to motivate their fellow staff members in order to achieve good performance. Developing plans which are strategic helps to achieve objectives which have no effect on expense for instance punctuality, team work and positive attitude towards work.

A result-based management is used. Specific officers are given various works that need to be done and they become accountable for their actions since the targets to be met are clearly stated. The principals have the mandate to expand the already established government policies by accomplishing their tasks by going an extra mile. A good example is when the principal uses their personal cars and telephone in the interest of the institute without asking for reimbursement later on. They interact and consult freely with other people in order to know more about the corporate image of the institute in overall to assist them to put things back in order. The Principals have been able to discipline the students within the institution and by having guidance and counseling personnel who major on the welfare of the students.

Principals at the TVETs were asked diverse questions relating to Human Resources at the TVET, the financing of TVETs and Marketing of the TVETs to increase awareness of the TVETs in the sub-counties. The principals who are the school managers were first asked questions about the human resources of the schools. Their general opinion was that some TVET are facing challenges in relation to how human resource capacity is managed in terms of allocating inadequate budgets that support HRM activities related to attracting, developing and motivating qualified teachers and the principals noted that this challenge has influenced the rate of teachers' incentives. This challenge has not only affected the teachers incentives but has also affected recruitment and selection process of competent experts to join the TVET teaching profession due to low income or salary, training the available personnel to up-date

their skills both professionally, pedagogically; and networking with the industry on teacher industrial training. It is therefore important to consider budget since it affects how implementation of human resource functions within the TVETs. Interview conducted with the Principals is a clear indication that the budget is the hindrance for effective human resource management in most TVET colleges.

The institution principals attribute low participation to some trainees who do not come back from attachment to sit their final theory examination. This is after getting exposed to the world of work and makes them feel that exams are not important and some are not prepared to sit their exams. Cases of dropout has also been contributed by the trainees' inability to cope with the training demands associated with low entry behavior, lack of training facilities, lack of instructional materials, poor learning environment and lack of enough instructors in their areas of specialization. To improve participation of trainees the principals in conjunction with other education stakeholders were to equip their training institutes with adequate infrastructures, instructional materials, ensure that the learning environment was conducive and employ enough teachers in all courses.

On interviewing the CECM of education noted that negative perceptions on Technical Vocational Education and Training Institutions have influenced youth unemployment and slow economic development, he noted that though TVET institutions are key to economic transformation, the enrollment of students has been poor because there is a perception that one only goes there if they fail to make it to other institutions of higher learning. He noted that the existing TVET created by counties since 2013 in Trans Nzoia County institutions are not popular yet.

The CECM education said the decision of the County Government to promote skills achieved outside University education and training in technical and training institutions by establishing many TVETs in the county had opened many avenues for anybody who fails to be admitted to university to continue learning to the highest qualification. He further noted that TVET needs to transform its approach in providing skills so that the graduates at all levels are not just a supply of required skills, but also create jobs through entrepreneurship. He also remarked that there has been a failure by the principals to equip and renovate the institutions to look attractive to the youth.

The county CECM of Education noted that to make the most of current resources, the county government in collaboration with various private stakeholders are focusing on incorporating new technologies, soft skills training, and career guidance components to improve the overall quality of training of TVET. He also noted that the quality assurance of TVET through accreditation processes by Technical and Vocational Education and Training Authority (TVETA) currently underway, will also increase the quality and employability of graduates.

The Board of Management of the TVETs were questioned on trainees progression and they elaborated further that some of the trainees who had enrolled in the Artisan courses later on advanced to further their studies or got employed to other organizations. The narratives of the two B.O.M members show that the graduates from TVETS were lucky in being employed or furthering their studies. Thus the study concluded that TVETs have been useful in preparing graduates concerning community colleges for employment and also for furthering studies especially in institutions of higher learning.

The B.O.M members agreed that the teaching techniques used had been of great use in terms of implementing the TVET curriculum. For instance, the B.O.M member from Andersen Vocational Training Center said that examination performance by the students had improved over the last two years. However, when asked on the issue that led to some students dropping the technical courses they had undertaken, he regarded it as lack of information about the content and demands of the courses by both parents and students before pursuing the courses and also due to peer influence.

The interview data further revealed that some of the colleges collaborated with financial institutions to provide their graduates with start-up capital for businesses. For instance, the college linked her graduates to financiers who assisted them start businesses. Finally, the B.O.M members were of the opinion that external feedback attested to the fact that they were effective in implementation of Technical courses in community colleges. In order to further interrogate the teaching strategies used in community colleges, the same question was posed to the B.O.M members during the interviews. Information from the interviews with the B.OG members confirmed the frequent use of learner-centered strategies by teachers in teaching technical courses.

When asked about other strategies that were used to teach technical courses in the community colleges, the B.O.M members universally noted that the TVET sometimes organized field trips to neighboring factories. This strategy gave the students an opportunity to relate what they had learnt in class with reality in the field. However, there was also the notion explained that the TVETs had devised a number of strategies including holding regular seminars and workshops to upgrade teachers' knowledge and skills, and taking parents through orientation sessions to familiarize them with the programs their students go through. In addition, the TVETs organized mandatory

internships for students before they transit into the job market whether self-employment or otherwise. The B.O.G members emphatically expressed that the induction of the teacher was a precondition for teaching in the TVETs.

The B.O.M members were further required to comment on the level of motivation of the technical teachers in the TVETs. The B.O.M members had a consensus view that the teachers' level of motivation was low and cited low remuneration as a major cause of the low motivation levels. They noted that the teaching staff motivation was rather low due to the meager salaries since teachers' salaries were dependent on the students' payment of fees that could not sustain better salaries. However, the low remuneration did not deter the teachers from effectively executing their teaching tasks. As expressed by the same B.O.G member. The teachers were motivated by students' good performance in the technical courses. In addition, the TVET would occasionally offer them incentives in the form of prizes and gifts, special recognition as well as allowing them to take some courses internally. Similarly, other B.O.G members in the other TVETs affirmed that despite the relatively low salaries, the teachers were motivated to teach.

5.1.3 Trainers' Perceptions on TVETs in Trans Nzoia County

When trainers were questioned about their perception on the TVET institutions, they had a number of issues to raise which when considered could have raised the effectiveness of TVET at the county. The trainers highlighted a number of challenges they faced in implementing technical courses in TVETs. The major challenge was the inadequacy of resources/raw materials needed for carrying out practical sessions during teaching of skills. Similarly, low entry behavior of students manifested in their poor communication skills/language barrier posed a major challenge to effective implementation of the technical curriculum. In addition, the inability to pay school

fees and students' low interest in technical courses affected the effective implementation of the Technical curriculum. Other challenges included inadequacy of teachers, low student enrolment in Technical courses, lack of government support and poor family upbringing of the students.

When trainers in all the TVET institutions at the county were asked about the relevance of the curriculum to the job market, most of them during the interview observed that the curriculum was not up-to date and needed urgent review to address the emerging technological and workplace changes in the industry. Only two, who were also heads of departments and were also never involved in the curriculum development held a contrary view that all TVET courses were market oriented. However, they conceded that although they understood the world's industrial trends, they did not have the power to decide on what to include in the revision, but relied on TVETA for guidance. When the trainers were asked what needed to be changed urgently, of the 5 interviewed, 4 cited the training facilities, especially the motor vehicle engines used for practical classes, while one (Kitale Vocational Training Centre) was emphatic that the instructors' in-service training is the priority. Further, the centralized curriculum development faces implementation challenges in different parts of the country due to the country's diversity in geographical, social and economic conditions.

The tutors were required to comment on their level of motivation. The tutors had a consensus view that their level of motivation was low and cited low remuneration as a major cause of the low motivation levels. For instance, some of the tutors said that the teaching staff motivation was rather low due to the meager salaries since salaries were dependent on the students' payment of fees that could not sustain better salaries. However, the low remuneration did not deter them from effectively executing their

teaching tasks. The teachers noted that they were motivated by students' good performance in the technical courses. In addition, the TVET would occasionally offer them incentives in the form of prizes and gifts, special recognition as well as allowing them to take some courses internally. Similarly, some tutors in the other TVETs affirmed that despite the relatively low salaries, they were motivated to teach.

5.2 Conclusions

On the trainee's perceptions, the study concluded that resources in most of the TVET institutions were a problem. Availability of adequate and modern training facilities to cope with rapid technological changes was an issue. Facilities were broken down, poorly maintained because the equipment's were hardly ever maintained. There existed a large deficit in terms of enrolment and the number of physical facilities available. Trainers were well equipped with the required content and the methods used with the use of the available materials. Learning aids for instance the textbooks were very outdated and this made trainees to doubt their suitability as compared to the modern world of work. The majority of trainer had low qualifications and therefore had challenges in their teaching duties in terms of professional work ability and performance in the institutions although they were sufficient. The number of courses offered was insufficient in most cases and there was a mismatch in the skills offered based on social realities in today's world.

On Stakeholders perceptions there were key issues looked at; The researcher noted that, TVET low conditions is fading away, despite some emphasizing on manual work, as well as parents choosing careers for their children, courses offered in the institutes are marketable, and that students welfare was key including provision of different games, sports and recreational facilities, students' welfare, the hostels and catering services. Other stakeholders noted that negative perceptions about Technical

Vocational Education and Training Institutions were to blame for youth unemployment and slow economic development, TVET needs to transform its approach in providing skills so that the graduates at all levels are not just a supply of required skills, but also create jobs through entrepreneurship. However stakeholders also opined that student progression at the TVETs was paramount as the teaching strategies had been effective in implementation of the curriculum.

The trainers' perceptions conclusively observed that limited that limited number of teachers, low number of student enrolling in different Technical courses, failure of government to support TVET and poor parental care from the students were key challenges. They also concluded that the curriculum used was not updated and therefore there was need to urgently review to address the rising technological and workplace changes in the industry. There was an agreement that the level of motivation very low as from what was expected and noted that low income was also a major contributing factor to low motivation levels. For example, a number of the tutors said that since the teachers' payment depended on the school fees paid by the students it had an effect on the teaching staff motivation .However, the low payment did not hinder them from teaching the students well. The teachers noted that the students' performance motivated them especially those pursuing technical courses. The TVET offered the students with gifts and recognized the students who performed well by giving them the opportunity to take some courses internally. Some tutors in the other TVETs affirmed that despite the relatively low salaries, they were motivated to teach.

5.3 Recommendations

The study makes the following recommendations to aid in shaping the stakeholders' perceptions of the TVET in Trans Nzoia:

- i. **Targeted funding/investment.** The TVET institutions funding and investing need to be given the first consideration by both the county government of Trans Nzoia through review of the 'elimu' bursary act for more resources to be allocated. The national government needs to ascertain that the institutions have the necessary materials and equipment needed for better learning experiences. More focus needs to be put in place regarding the teaching materials required by the TVET. There is need to prioritize things depending on the urgency of the current needs as well as planning for the future technological improvements as well as development. Funding needs to be sorted out from various sources for the purpose of maintenance, supplies and repair of the equipment in the TVET.
- ii. **Developing the curriculum.** The TVET curriculum needs to be in alignment with the current market labor demands. It must be dynamic instead of being static and this enables the curriculum to be easily revised in order to make it more appealing to the current economic and market situation that is ongoing in the country. The curriculum needs to follow the principle assure that It should also confirm to the principle that technical and vocational education needs to offer a good foundation for careers which are very productive as well as satisfying the various careers which are developed either as comprehensive and inclusive in order to suit the needs of all potential students majorly emphasizing on motivating girls and women. It should also allow the female to easily access and participate in the TVET courses. As the courses are aimed at acquisition of skills their timelines should be reviewed to ensure students complete and sit for exams.
- iii. **Internships/apprenticeships/on-the-job training.** Internships, apprenticeships and on-the-job training play an important role especially when it comes to skills

which are professional in nature that an individual can use in his/her work place. An internship is a process that is the same as apprenticeship since both of them provide opportunities for people to gain more experience in the field. This method of learning must be added in the TVET curricula since the students benefit more. It is therefore important for TVET institutions to develop a relationship that is cooperative and collaborative with the KEPSA and also to formally introduce programs which are suitable for internships, apprenticeships, and on-the-job training as special elements of the learning experience that enables the learner to be of more benefits when completing the training program. Internships and apprenticeship enables the employers to determine the new employees after completing their training.

- iv. **Trainers' welfare.** To affirm the TVET institutions learning process is of good quality as well as integrity, the county government needs to put into consideration the recruitment and retention of the instructional staff. This requires irresistible packages and services which are attractive to be offered in Kenya. In Instances of inadequate equipment, facilities and materials, the students are therefore affected in the job market. When the instructors are qualified and the equipment are of low standards, then the instructors become demotivated and decide to either quit their jobs or perform less than what is expected of them. The student is the one who ends up disadvantaged in job market.
- v. **Human Resources.** This study has demonstrated that trainers' qualifications have a great impact on the use of the Technical curriculum. Consequently, various sponsors of TVETs should employ more highly qualified trainers in order to encourage and sustain students' interest in Technical courses. The

management of the TVET institutions should adopt effective trainer motivation strategies in order to develop and retain a motivated workforce that will effectively implement the Technical curriculum. In the same vein, the management should build the capacity of trainers to ensure that community colleges have an experienced pool of teachers that can effectively implement the Technical curriculum.

- vi. The Directorate of Technical Accreditation and Quality Assurance of the Ministry of Education, Science and Technology and the CEC of the TVETs at the county should follow up on the schedule of Vocational institutions to confirm that the courses offered meet the required standards that are established by the ministry.

5.4 Suggestions for Further Research

The following are some of the suggestions for further research.

- i. A study be carried out to investigate what motivational factors should be introduced to the TVET institutions so as to enable the teaching staff perform their duties with more commitment, ensuring improved uptake in the various courses offered in TVET centers.
- ii. There is a need for an in-depth study on the management component of TVET institutions on the causes of misuse of the scarce resources available.
- iii. A similar study can be carried out among students in all TVET institutions in the country to give a clear picture of the different community's perceptions.

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APPENDICES

Appendix I: Introductory Letter

Researcher: Ann Wanjiku Mwangi

Email: nnwanjiku@gmail.com

Sponsor: DAAD Germany (CERMESA)

Dear Participant,

TITLE: STAKEHOLDERS PERCEPTIONS ON TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING IN TRANS-NZOIA COUNTY, KENYA

I am a post graduate student currently pursuing a Master's degree in Educational Research Methodologies and management in the Department of Education Management and Policy Studies at Moi University. This research thesis has been approved by the Moi University and the National Commission for Science and Innovation (NACOSTI).

I am humbly requesting your participation in the study, which will involve interviews and focus group discussions that ask you basic questions about yourself and a face to face interview, which will last for thirty minutes to one hour. The researcher may also take a video or audio tape you but of course with your consent. Your participation in this study is voluntary and your identity will be anonymous. The research is purely for academic purposes hence data collected will be kept confidential. If you have any questions about your rights as a participant in this research, or if you feel you need clarification of any kind, you are free to contact me using the contacts given above.

Yours Sincerely,

Ann Wanjiku Mwangi

Appendix II: FDG for Trainees

Resources

1. What is the state of the physical learning resources at the institution?
 - a) Kindly elaborate on this;
2. How about the learning materials in the school? What can you comment about them?
3. What can you comment about the enrolment of pupils vis a viz the physical facilities at the institution? Probe further;

Relevance of the Training

4. In your opinion, do you think the training you undertake is useful and appropriate? Comment.
5. Are you involved in determining what you need to be taught?
6. What is your opinion about the industrial practices undertaken during your course work?

Qualification and Number of Tutors

7. In your own opinion do you think you tutors are qualified enough to teach in this TVETs?
Kindly explain your answer?
8. What can you comment about their experiences in the same light?
9. Is the number of teaching staff sufficient to promote smooth learning?

Thank you

Appendix III: Interview Schedule for Principals

1. In your opinions what are some of the factors that make TVETs attractive to trainees and their parents?
2. What are some of the courses offered by the TVETs that make them attractive?
3. What ways does the institution also make its courses attractive?
4. What services are provided to improve the institute's attractiveness?
5. Which management skills do you employ to ensure the success of the TVETs in Trans Nzoia County?
6. What can you comment about recruitment retaining of teachers at the institution?
7. What human resource activities are affected by the institutions budget?
8. What is your general opinion about the funding you receive and collect to run the school?

Thank you

**Appendix IV: Interview Schedule for TVET CECM Education Trans Nzoia
County**

1. What is your general opinion about the perceptions of the public towards the TVETs in the county and why?
2. Generally why are TVETs important education institutions at the county?
3. What are some of the challenges that TVETs face in their day to day operations?
4. What role do TVETs policy play in trying to remedy the problems associated with TVETs in the county?
5. What is the county government's focus in ensuring that TVETs are productive centers of excellence?

Thank you

Appendix V: Interview Schedule for B.O.M

- i. What can you comment about student progression at the TVETs?
- ii. What factors could lead to the students not progressing despite being cognitively able?
- iii. Kindly elaborate of the effectiveness of the implementation of the curriculum taught in the TVETs
- iv. What does the institutions do to ensure progression of students in the county TVETs
- v. What teaching strategies are associated with the teaching and learning of students at the TVET institution? Elaborate.
- vi. Kindly comment about the motivation of the staff that teach in the TVETs.

Thank you

Appendix VI: Interview Schedule for Trainers

- i. What are some of the issues that affect the learning process in the TVETs within Trans Nzoia County?
- ii. Do you think the curriculum that you teach can assist students get employment?
- iii. What do you think can be done to make the curriculum more relevant so that the TVETs are relevant?
- iv. Kindly comment about the motivation level of the teaching staff in the TVETs
- v. How effective is the role of leaders / principals in enhancing the motivation of the tutors in the institution?
- vi. What can be done to enhance the motivation of the tutors at the institution?

Thank you

Appendix VII: Sample Interview Transcript for CECM-education (Director of TVTEs)

Interviewer: Good morning sir, we can start by introducing ourselves. Am Ann Wanjiku Mwangi a student at Moi University, School of education. Am carrying out a research on the perceptions of the stakeholders on TVET education. You are a key stake holder and I thought it wise to interview you.

Interviewee: First I want to thank you for this opportunity, so that we can be able to share with important information on the Tvet institutions in the county.

My name is Edwin Khisa the acting director in charge of vocational training in Trans Nzoia County.

Interviewer: Kindly give us a brief history of Tvet education in this county?

Interviewee: Personally I have specialized in technical education mechanical engineering that is a locomotive option and I was posted in Trans Nzoia in 2010 where I come us an instructor in vocational training center in Kimilili when I come in at that particular time I found out that Kiminini vocational training center had started we had Kitale vocational training center that had started a little earlier, we had Kwana vocational training center, Waitaluk vocational training center, we also had Trabo Monyaka training center, those are the institution that were there by then and they were struggling to survive because I realized that the people in Trans Nzoia county had a negative perception about vocational training center because they felt a vocational training center was meant for people who are illiterate, people that are not able to go to school and so the enrollment in this vocational training center was extremely low, we had less than 100 trainees in all the vocational training center by that time, I worked there from 2010 to 2011, where I was promoted to act as the District training officer in charge of vocational training center in Trans Nzoia around 2011 when I come as the District officer the first thing I tried to do was to mobilize the community and to sensitized the important of vocational training and I went round the whole county from Turbo Monyaka to Gitwamba, from Mt. Elgon to Sikhendu and e sensitized on people on the importance of the training. When I did that the community started accepting the vocational training center in various places and by 2013 I had established 13 vocational training center around the county and the enrollment had moved from 100 to 157 trainees. When devolution came in there was a very good will amongst the MCAs that were coming in. Because I involved them and we discussed the importance of the training Centers. And the youths that

never had a chance to go to secondary school or university. I told them that this youths that are home they are only used especially when it comes time to election and no one thinks about them any more once the elections are over and this people spend their time in marketing places and that is what is making the rate of crime in trans Nzoia to go high, the rate of marriage, they marry at young age because they are idol. Employment is really a very big problem and we needed to come with a way to help the youths. And by the spirit devolution, because it was made to take development in very rural areas. We talked to the MCAs and they were willing because it is very possible to come up with vocational training center in each of their Wards based on that understanding and involved of his Excellency the Governor was very passionate about the training center, he supported the idea, the executive also did the same and they gave a very big budget to be able to come up with vocational training center in every ward in Trans Nzoia. So we established 25 vocational training centers. But there were 13 that were there so we added 12 to come up with 25 vocational training centers. But there were other wards that are so huge, like Makutano is a very huge area, because we had a technical in Makutano and another one in Tarbo Monyaka in Chepchoian ward were had one and another one at Twiga, in Saboti we had one at Moroni and another at Bukha up there, so that add up-to 28 vocational training center. The once that the county actually constructed were 25 and immediately we finished the construction the challenge of instructors came in. we needed to employ them to work in those vocational training center, before that the trainers who worked in this vocational training center they are volunteers, they would come teach and go back at home they were not motivated in any way and immediately we constructed the 25 we lacked the trainers but we thank God because the government moved at speed for the first time because the county employed 104 Tvet instructors, it was advertised and they were called to do the interview and we picked instructors with a minimum of diploma in their area of specializations, we had some who had a higher diploma in their area of specialization and also they had done a teaching methodology in their fields, we employed the instructors and distributed them equally to all the vocational training center, as soon as we did that it impacted enrollment positively, us we are speaking the enrollment is moving to around 3 thousand in the training centers and our target is to have 5 thousands youths in the training centers within the next 2 years from now. The other challenge was that we did not have enough tools and equipment and which the government has tried to equip us with the tools and equipment from 2013 to-date, we are gradually giving out the tools and equipment to the centers and be able to improve the training in those centers, the only challenge that we have had is that we do not get funding immediately to be able to sustain the

institution, there are times which we are able to enroll up to 300 students but within a very short time we go short of material to be used for training where 300 trainees lack the equipment especially when we lack funding to buy the material required. the enrollment started going down because of this but until recently when the county assembly has approved the funding to the vocational training center for us to be able to buy instructors materials and equipment to be able to facilitate the vocational training us we are speaking wearing are expanding the vocational training center, there were 28 but we have established another in Kunyoro at a place called Kisawai and we are still putting up another one at a place called Salamander in matumbei in a short while we are going to have around 32 vocational training center, and as I have mentioned the challenge we have at moment is the instructions materials which the county government is working on. This being a financial year we are going to have funds channeled in to this institutions to be able to provide enough instructing material so that we can be able to have proper training in our centers.

Interviewer: as you have mentioned earlier how many Tvet institutions are in the county?

Interviewee: we have 28.

Interviewer: what about the old institutions?

Interviewee: They did not all start at the same time. You will find others started in 2013/2014 financial year. That is when we were first funded, and we were to put up a vocational training center in every ward and they were not completed at the same time. Any time we finished the construction we started training almost immediately and so up to this point there is a vocational center that construction had been done but they have not finished yet so we have nothing started training this is in Kapkarwa training center as soon as we finish the construction Training will begin immediately, the other one that they are putting up in Kisawai is now at the lintel and in the next two months they said be able to finish it and so by January we expect to have another center at Kisawai in Kunyoro ward, they have been coming up at different times but within the last five years.

Interviewer: How do you manage this institutions, how are the boards formed and what are the composition.

Interviewee: Currently we are using the Kenya ministry of education Tvet policy which has been rolled to all the vocational training center and the technical institution in the country and therefore in the county so we have adopted that particular act that is guiding us on who should be on

the Board of Management of Tvet centers. we usually nominate board of management from the wards that the institution is located, we usually select at least two members from the community in which the institution is located ,in that one is a male the other one is a female, we usually identify the ward administrator as member of the board, the youths also are part of the team, we identify person with special needs to be part of the team, somebody specialized in industry as part of the team also we have the Ex-official board like they are Chief, the ward MCA, even the member of parliament we have a composition of 9 members of the board that usually enable us to use this vocational training center .

Interviewer: In terms of the staff, the trainers, managers and subordinate staff how many do have?

Interviewee: Currently we have around 114 instructors/trainers, that have been employed by the county government of Trans Nzoia and they have been distributed equally across the institution in the county, we also have instructors that have been employed by the board of management ,the board of management have received the mandate that before we send them an instructor they should be able to employ one of their own with a minimum qualification of a diploma so that they can be able to assist in running the centers as we post our instructor in the institution ,the instructor employed by the board are quite a lot around 57 and then the government has 104 instructors so we have around 161 instructors versus 3 thousand trainees that means we still have a challenge and need to employ more instructors for us to have quality training in those centers

Interviewer: What support does the county government give to the instructions in term of equipment?

Interviewee: The county government has bought the tools and equipment and is distributing them to every vocational center ,for example we are buying them computers and photocopying machine so that each center should be able to have access to information technology, we are buying them motor vehicle tool boxes to enable our youth to have access to them for the purpose of training, we are buying them sewing machine so that taking fashion design should be able to access that, we are buying them carpentry machines like length machine so us they can be able to make furniture, the welding machines so us to access it, we have electrical welding machine ,we have gas welding equipment, the hair dressing equipment like the blowers and driers so us to enable them get equipment though we are still far from enough because we still need to have a ratio of 1-1 so that students can effectively get trained so the county government is buying some equipment, we are also working close with some sponsor we have an NGO called Go to work from

Holland they have been in the county for a while they are supporting us with sawing machine, carpentry machines, they have even gone further to signing memorandum of understanding with the County Government of Trans Nzoia department of education and the vocational training center that they can support us with machines that when students graduate from their institutions they are given the machines to go and get into the job market immediately, you will realize that the challenge we have of employment is so critical when a student specializing in welding where does he go, if look for a job thru would not get it immediately so we are saying instead of giving the students certificate alone, let's give the students certificate and the welding machines so that he gets into the job market immediately to self-employ himself, if we are talking about the sewing machines, once the trainee is through with the course of two years, we want to give him a sewing machine immediately so that as he goes to look for a job elsewhere he can still do something with that machine, if a student is studying electrical towards the ending we give the students electrical tool kit and we think that is a step ahead as we try to help the youth get into job market almost immediately, unlike previous when we had the youths get out of the training and never get the job immediately. This is one way the government is working in the training centers, the county government has also aid to give the Elimu bursary funds in the county and they have said At least 30% should be channeled into the vocational training center, currently we are actually relying on that bursary to be able to keep the institution going but until recently there was a bill that was passed called A capitation. It will be able to provide material to the institution throughout the study course. For example when you look at the primary the government usually aid the in Subsidence tuition fee, the county government has done the same through capitation that will be channeled into the institution as soon as they open, we have realized that bursary is not constant which comes once in a while and if we rely on it then at some point these institutions will collapse that why we have decided that apart from bursary we have should have funds that be channeled to the institution. That issue of the bursary should be well taken care of or we should go out of the bursary and start looking for scholarships for the students because once a student get scholarships if he has been in the institution for two years and he gets a scholarship, then he will be assured of full training within the two years after that we will be able to say that we have trained this number of students after getting the scholarship, there are limitations with the bursary when the committee vets a student's bursary in term one he may fell to get the same bursary in the next term because the committee will say we gave out money last time so we are not giving out more this time and when this happens the student is forced to drop or stay back at home this is why we want to

move away from bursary and focus on scholarships ,the national government has come in handy it wants to work closely with the county government and the institution in provision of equipment and materials, the county government has received 29 million and this money is supposed to be channeled into the vocational training center, the money is going to be helpful in the institution trans Nzoia is the only county that was able to build vocational training center in very ward and am happy that the national government has supported the institution on funds and once this funds are put into the institution we will be able to enroll from 3 thousands to 6 thousands or even 8 thousands trainees

Interviewer: How frequent does this happen?

Interviewee: We are given a budget each financial and once we get that particular budget we are able to buy tools and equipment, instruction materials to the institution that were have for the activity to take place like now this financial year and budget we are expecting to buy more tools and equipment because every financial year we send the money to every institution

Interviewer: What is and how has the institution achieved its objectives and if not what are the challenges?

Interviewee: Like I have mentioned to you we have a problem of unemployment in Kenya and trans Nzoia due to most youth believing in white collar jobs and they don't want jobs involving the (use of hands) skill-oriented. This is because of their perception that technical education is for the failures that has impacted negatively to our youths in trans Nzoia but then we have to take time to go and teach them that for you to have TECHNICAL SKILLS it doesn't you are a failure even those going to the universities you need to have degree and also a technical skills so that you can be able to put your products on the table that can be sold in the market. So there was that perception about the vocational training centers which has been a very big predicament of the growth of vocational training centers, also funding was a very serious problem, there was limited funding that were going into those institutions and this has been a bigger problem. Establishing a vocational training centers require a lot of money but we have not had that and this has been a serious handicap until we employed instructors, there were no qualified instructors there, you would go there and find instructor who is teaching has done a government greatest three and he is teaching a person doing a government greatest one and that is not realistic, so we are coming in handy to be able to provide qualified staffs and that within a very short time most of these issues will be dealt with and most importantly funding of vocational training centers. I have had wars with members of

the county assembly when It comes to distributions of the funds, they passed a law that 30% of the bursary fund should go to vocational training centers but to me that law is unlawful because the only function that was devolved in education was vocational training centers and E.C.D sector that any fund that is channeled to the county government in the department of education must only be channeled to vocational training centers and E.C.D centers if they are giving me only 30% to go to vocational training centers to the remaining 70% of the fund that is meant for the very devolved function is going back to the national government because that fund is going to pay for bursary for secondary schools, universities, tertiary institutions, medical services and ignoring the very sector that was meant for and reason being that the enrolment in the vocational training centers is low and there for they cannot be given lots of money and that the demand of secondary kids going to universities is high so lots of funding should be taken to those institutions, to me that was a wrong thing that happened.

Interviewer: You have talked about achievement of vision 2030 , the mismatch between the levels of skills impacted by the educational system as a whole and requirement of labor market must be corrected in order to meet the high market demnads, is there anything or ways that can be used to address these complaints?

Interviewee: yes, and that why we are saying a system of our education currently supports white collar where they want our youths to go to primary schools, secondary schools go to universities and from there to get a job which is ready for them, but the fact is that these jobs are not there, so if you are watching closely what TVET is doing at the moment they are putting a lot of emphasis on technical education, they are even saying let's sponsor students that join vocational training centers so that we can enable students to acquire technical skills ,that's the only way we can be able to meet and be able to get close and meet vision 2030,because as they clear they can have skill to meet the job market immediately and the system we have is that every want to go for diploma and degree and everyone wants to get a masters, and what's the point of having a master and you cannot put the food on the table, why don't you go and train on plumbing or electrical and you can prepare this electrical works and it can help you make a leaving, despite that we have established more centre's in every ward and we have instructors and equipped it with tools we should change the perceptions and be able to change their minds and acquire technical skills that can enable the fit in the job market almost immediately, if you look what VE is doing vocational training will be almost free, we don't want our kids to loiter in the streets and if they can get the technical skills and very soon we will expect our youth from

every village wherever they are to be able to move from the cocoon and get into these centers and get skill that can enable them to get into the job market quite easily.

Interviewer: How do you involve these stakeholders in development of mechanism you have mentioned?

Interviewee: Previously we could not do sensitizations to our stakeholders and that's why they have been negative for the long time, the constitution 2010 says before we enact anything we have to go the people and conduct public participation. We go to stake holder and inform them to accept or if they don't want that kind of projects so that they decide and we are also embarking on the sensitization program me so that those rural people can be able to see the importance of these trainings and also youths who are in schools when at home they can go to these institution and learn how they can repair a computer so that when they go back they can do something or have a skill that they can use to get pocket money, we want to use the forums to ask youths wherever they are.

Wherever you are and you know that at the moment there is nothing that you are doing or you thing [perhaps that you don't have a technical skill, please move to the nearest vocational training centre that is near you to be able to acquire this skills that will make you realize what you, that sensitization is what we have impacted on and we are doing it massively and we want each and every one to understand the importance of the same

Interviewer: What are some of the implementation?

Interviewee: The challenge number one is funding you that vocational training centre really need a lot of money ,you found out that funds are in inadequate and when given out they come in beats, they don't come at the same time some come after a very long time and this has impacted very negatively to the growth of this vocational training centres, for example when we have forty students in an institution it good for each student to get a training equipment ,for example computer every students should be able to seat near a computer to be able to do the practical work without necessarily sharing a computer with another student ,each student should be able to have access to that machine if it is the sewing machine to be able to enhance the training of that student ,you find out that it is a challenge because we lack the funds to support this institutions, we have not have very good well-wishers and donors that are able to support but am happy that recently the national government has started putting a lot of enfaces on what the county government has been doing, we also have a problem of very qualified

staff, like in trans Nzoia we wanted to employ around 28 instructors in building technology, we only got 14 ,we were wondering where are this people, like in hair dressing we wanted 28 but we got only 10, we also have a challenge of getting qualified people that can be able to act positively on the training of the students ,people must change the perception ,youths, parents and the government and support the institution so that they are able to grow and if they don't grow there is no vision 2030. We will change this vision to 3020 if we don't act, am happy with the support of both the government though we are still far.

Interviewer: There are TVET institutions that have been changed into universities is that a challenge?

Interviewee: The vision and the mission of the university is not the same as the mission and vision of training centres, we have now our Kitale National Technical institution before it was converted into polytechnic it was Kitale polytechnic institute that was taking students as low as a D - who which gradually graduate and when they are converted to institution where do this students go, they used to move from certificate to diploma and finally to the university degree ,this means students who score very highly go to institution university but those who fail where do they go, majority of the student are not the one that will go to the university, when you convert them to university you will lock down the dreams of many others, that is when they are converted to university they become government institutions. We should allow a lot of the students across the country to be able to come in within which they are not able to access that particular facility we are not saying the idea of establishing the university is bad, but let us not use the institution that we have established to provide the technical skills to convert them into university, let us establish a university of our own, let us buy land and start it but let us not convert the centres into university because we will be changing the mission the vision and the dreams of the very people we wanted to help to get the skills and get into the job market and to me that is a challenge because we want to support our youths, when we lock them and say that this one did not meet the criteria where will they go and I think in Trans Nzoia we should be able to start a university of our own and that will be a good thing, we should not change them into university, other counties have done it we can also do it

Interviewer: Currently how is the TVET education conducted?

Interviewee: TVET Authority they ensure we have quality education, the curriculum is adhered to and there are well trained trainers.

Interviewer: Are you aware of Tvet policy? And how far are you in terms of implementation?

Interviewee: am aware of the Tvet policy and we are able to adopt the policy that we are using like for example in trans Nzoia, we have a policy that entails establishing the vocational training centres, equipping, staffing among other things, mean while we are using the Tvet Act only but we have policy on establishment and management of vocational training centres, we are using what the national government has given, like the board we are using the Tvet Act, evaluation, issues of curriculum that we are implementing in this particular institutions and is all under the Tvet Act, but the support from both the county government and the national government is helpful for a while

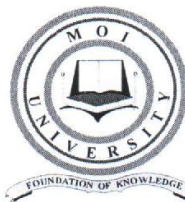
Interviewer: What's your own opinion on TVET education?

Interviewee: The future of TVETs in Kenya is very bright as long as the government is able to support it bearing in mind the high population of students unable to join universities every year, the unemployment is increasing, and if the government support this program very well I think this is the way to go. Because whether our youths like it or not they should be able to put food on the table for their families, they should have skills to enhance them to do this, they must change their perception and once we do that the future of our nation is very great because everyone will be working in the industries. Like for example Kitale we want to start an industry and we are talking about employing our youths, who will we employ them when we don't support this project, this will help not only the county but the whole nation, and that will provide opportunity to many of our youths, and they will be able to improve their families status and that will be good, the future of our youths is very promising, as long as there is good will from the government and even stake holders, the community and the local people must support the program because it is good and is the only way to go we have no short cut, the nations that have industrialized is because they impacted on Tvet education, that is why you take a Chinese to construct a road ,they are not good in English but take a Kenyan they are good in English because we put a lot of emphasis on white collar than in technical's, and yet the technical skills is the way to go for this country, there is a lot of hope and potential in this sector as long us stake holders when our realize that all knowledge and technical skills is important for this country

Appendix VIII: Trans Nzoia Map



Appendix IX: Research Permit



MOI UNIVERSITY

Office of the Dean School of Education

Tel: (053) 43001-8

(053) 43555

Fax: (053) 43555

P.O. Box 3900

Eldoret, Kenya

An ISO 9001: 2008 CERTIFIED INSTITUTION

REF: EDU/PGR/1003/17

DATE: 16th May, 2018

The Executive Secretary

National Council for Science and Technology

P.O. Box 30623-00100

NAIROBI

Dear Sir/Madam,

**RE: RESEARCH PERMIT IN RESPECT OF ANN WANJIKU
MWANGI - (EDU/PGR/1003/17)**

The above named is a 2nd year Master of Education (M.Ed) student at Moi University, School of Education, Department of Educational Management and Policy Studies, School of Education.

It is a requirement of her M.Ed Studies that she conducts research and produce a thesis. Her research is entitled:

“Perceptions of the Community Towards Technical and Vocational Education and Training (TVET) Trans-Nzoia County, Kenya.”

Any assistance given to enable her conduct research successfully will be highly appreciated.

MOI UNIVERSITY
SCHOOL OF EDUCATION
DEAN
16 MAY 2018
PROF. J. K. CHANG'ACH
P. O. Box 3900 - 30100, ELDORET

DEAN, SCHOOL OF EDUCATION

Appendix X: Letter of Introduction



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349, 3310571, 2219420
Fax: +254-20-318245, 318249
Email: dg@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

NACOSTI, Upper Kabete
Off Waiyaki Way
P.O. Box 30623-00100
NAIROBI-KENYA

Ref. No. **NACOSTI/P/18/1059/23116**

Date: **31st May, 2018**


Ann Wanjiku Mwangi
Moi University
P.O. Box 3900-30100
ELDORET

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Perceptions of the community towards Technical, Vocational and Training Education in Trans-Nzoia County, Kenya,”* I am pleased to inform you that you have been authorized to undertake research in **Trans Nzoia County** for the period ending **30th May, 2019**.

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

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit **a copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.


BONIFACE WANYAMA
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Trans Nzoia County.

The County Director of Education
Trans Nzoia County.

MINISTRY OF EDUCATION
State Department Early Learning and Basic Education

Telegrams:
 Telephone: Kitale 054-31653 – 30200
 Fax: 054-31109
 Email: transzoiaacde@gmail.com
 When replying please quote:



County Director of Education,
 Trans Nzoia,
 P.O. Box 2024 – 30200
KITALE.

Ref. No. TNZ/CNT/CDE/R.GEN/I/VOL.II/122

Date: 10th July, 2018

TO WHOM IT MAY CONCERN

RE: RESEARCH AUTHORIZATION – ANN WANJIKU MWANGI

This is to inform you that **Ann Wanjiku Mwangi** of **Moi University Eldoret**, has been authorized by National Commission for Science, Technology and Innovation to carry out research on **“Perceptions of the community towards Technical, Vocational and Training Education in Trans-Nzoia County”** for the period ending **30th May, 2019**.

This is therefore to authorize the person to collect data and/or carry out activities related to this particular exercise in Trans-Nzoia County. Whoever may be concerned is requested to co-operate and assist accordingly.

Thank you.

 COUNTY DIRECTOR OF EDUCATION
 TRANSZOIA
 P. O. Box 2024-30200
 KITALE

DIXON O. OGONYA
COUNTY DIRECTOR OF EDUCATION
TRANS-NZOIA



THE PRESIDENCY

Telephone: 054 – 30020
Fax No: 054 – 30030

MINISTRY OF INTERIOR
AND
COORDINATION OF
NATIONAL GOVERNMENT

COUNTY COMMISSIONER'S OFFICE
TRANS NZOIA COUNTY
P.O BOX 11 - 30200
KITALE

E-mail: cctransnzoiacounty@yahoo.com

When replying please quote

TNZC/CONF/ED.12/2/VOL.I/(23)

9th July, 2018

TO WHOM IT MAY CONCERN

RESEARCH AUTHORIZATION

This is to inform you that **ANN WANJIKU MWANGI** of **Moi University, Eldoret**, Has been authorized by National Commission for Science, Technology and Innovation to carry out research on **“Perceptions of the community towards Technical, Vocational and Training Education in Trans – Nzoia County’** for a period ending **30th May, 2019.**


Please accord him the necessary assistance.

BEATRICE BIKEYO
FOR: COUNTY COMMISSIONER
TRANS NZOIA COUNTY



Appendix XI: Research Permit

THIS IS TO CERTIFY THAT: **Permit No. : NACOSTI/P/18/1059/23116**
MS. ANN WANJIKU MWANGI **Date Of Issue : 31st May,2018**
of MOI UNIVERSITY, 1017-30200 **Fee Received :Ksh 1000**
KITALE,has been permitted to conduct
research in Transzoia County
on the topic: PERCEPTIONS OF THE
COMMUNITY TOWARDS TECHNICAL,
VOCATIONAL AND TRAINING EDUCATION
IN TRANS-NZOIA COUNTY, KENYA
for the period ending:
30th May,2019





[Signature]
Applicant's Signature

[Signature]
Director General
National Commission for Science, Technology & Innovation

CONDITIONS

1. The License is valid for the proposed research research site specified period.
2. Both the Licence and any rights thereunder are non-transferable.
3. Upon request of the Commission, the Licensee shall submit a progress report.
4. The Licensee shall report to the County Director of Education and County Governor in the area of research before commencement of the research.
5. Excavation, filming and collection of specimens are subject to further permissions from relevant Government agencies.
6. This Licence does not give authority to transfer research materials.
7. The Licensee shall submit two (2) hard copies and upload a soft copy of their final report.
8. The Commission reserves the right to modify the conditions of this Licence including its cancellation without prior notice.


REPUBLIC OF KENYA

National Commission for Science, Technology and Innovation
RESEARCH CLEARANCE PERMIT
Serial No.A 18784
CONDITIONS: see back page