

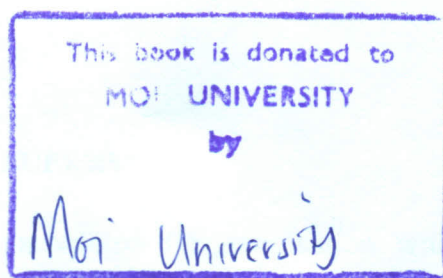
**PREPAREDNESS OF TECHNICAL INDUSTRIAL VOCATIONAL AND
ENTREPRENEURSHIP TRAINING INSTITUTIONS IN REALIZATION
OF KENYA VISION 2030. A CASE OF TECHNICAL
INSTITUTIONS IN WESTERN KENYA**

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**A THESIS SUBMITTED IN PARTIAL FULFILMENT OF THE
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ABSTRACT

The study was carried out to investigate the preparedness of technical industrial vocational and entrepreneurship training (TIVET) institutions in Western Kenya in realization of vision 2030. The study was a case of TIVET institutions in Western Kenya. The respondents were principals, teachers, and students at institutional levels, DQASOs at the district headquarters and deputy director of Technical training institutes, Kenya. The objective of the study focused on the existing infrastructure, preparedness of technology application, assessing the capacity of teachers in TIVET institutions inline with the requirements of realization of vision 2030. The study raised research questions about the state of existing infrastructure, preparedness of technology and capacity of teachers in realization of vision 2030. The study employed Bertalanffy's education systems theory approach which emphasizes that realization of qualified human resource for vision 2030 is a function of input in an education system. The research design adopted is a descriptive survey; qualitative and quantitative data was collected by use of questionnaires, interviews, observation schedules, and document analysis as tools of research. The sampling techniques that were used were purposive, stratified and random sampling. The sample size which was determined by the Morgan matrix included 335 graduating diploma students, 248 teachers, 6 Principals, 5DQASOs and 1 senior deputy, director of technical training institutes in Kenya. Analysis of qualitative data was done by analyzing responses thematically while quantitative data was analyzed using descriptive statistics mainly frequency tables, pie- charts and bar graphs. This was done by help of the statistical package for the social science (SPSS) program. The data collection instruments were piloted to test for reliability and a coefficient of 0.76 was obtained which was considered reliable for collecting dependable data. Recommendations from the research findings were made which included importation of new equipments and machines to be used in training and raising productivity in all sectors of the economy and also requiring TIVET institutions to emphasize on learning programmes that promote technology diffusion to both teachers and students such as industrial attachments for longer periods, exchange programs and academic trips.