VOCATIONAL TRAINING: POLICY IMPLICATIONS ON SELF EMPLOYMENT CREATION AMONG YOUTH IN MATHIOYA SUB COUNTY, MURANG’A COUNTY, KENYA

BY
STEPHEN GATHII
C154/CTY/PT/25385/2011

A RESEARCH PROJECT SUBMITTED TO SCHOOL OF HUMANITIES AND SOCIAL SCIENCES IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF MASTER OF ARTS IN PUBLIC POLICY AND ADMINISTRATION OF KENYATTA UNIVERSITY

OCTOBER, 2014
DECLARATION

This project is my original work and has not been presented for examination in any other university or any other institution of higher learning.

Sign:  
Date: 02/12/14

BY
STEPHEN GATHII
REG. NO.C154/CTY/PT/25385/2011

This project has been submitted for examination with our approval as university supervisors.

Sign:  
Date: 09/12/14

Dr. Muathe S M (PhD)
Department of Business Administration,
School of Business
Kenyatta University

Sign:  
Date: 10/12/2014

Dr. Felix Kiruthu
Chairman
Department of Public Policy and Administration,
School of Humanities and Social Sciences
Kenyatta University
DEDICATION

I dedicate my special thanks to all my family members for their encouragement and steadfast support during the entire period I undertook this research not forgetting all those others who participated in this great achievement.
ACKNOWLEDGEMENT

Sincere appreciation to Dr. Felix Kiruthu (Department of Public Policy and Administration) and Dr. Stephen Muathe S. M. (School of Business) for their tireless effort in making sure that I succeed in the whole academic exercise.
ABSTRACT

This study aimed at understanding the role of vocational training on self employment creation among youth in Mathioya Sub County. The study was based on the following objectives: to assess the effectiveness of resources and facilities in vocational training institutions in the creation of employment among the Youth; analyze the curriculum content in vocational institutions and determine its contribution in employment creation among the Youth and analyze the Government policy gaps in supporting vocational training as an institution of employment creation among the youth and propose appropriate interventions. The study adopted descriptive research design. The target population was youth who have gone through vocational training. To obtain the required data, the study used questionnaires and interview schedules in order to access both qualitative and quantitative data. The study assessed the reliability of data by using split half method. This method is more practical in that it does not require two administrations of the same or an alternative form test. To check the validity of the instruments, the researcher sought the expertise of the supervisors and other researchers who conducted research on similar studies to check if the instruments will be viable to collect the intended data. Data were analyzed both qualitative and quantitatively in order to arrive at conclusions. All the data obtained were corroborated to eliminate the existing contradiction. The study findings are expected to be of beneficial to all stakeholders working towards creation of employment by training more through vocational training institutions. The study established that improving the quality of the curriculum in vocational institutions seems to be an effective school-to-work transition strategy for increasing the employability of graduates. Curriculum development process as it is practiced for vocational training institutions in Kenya appears to be very vague, and the role of the industry in this process is not clear. The success stories where the vocational institutions and the industry successfully collaborate to develop a new curriculum present good examples to strengthen this collaboration for other schools and industries as well. Therefore, the needs for curriculum development in vocational areas are different from that of an academic curriculum. For that reason, vocational training institutions and the industry can collaborate on needs assessment and curriculum development and work together to respond to each others’ needs.
OPERATIONAL DEFINITION OF TERMS

**Employability:** Refers to a person's capability of gaining initial employment and maintaining employment. This includes the ability to make transitions between jobs and roles within the same organization as well as to meet new job requirements. It also implies ability to obtain new employment if required.

**Juakali:** Refers to the unregulated sector of the economy. The term, which is derived from Swahili and means "hot sun", refers to all categories of workers who operate in this sector.

**Small Scale Enterprise:** An income generating business operation with the small number of employees ranging from 1-50.

**Vocational training:** Refers to training that prepares learners for jobs that are related to a specific trade or occupation, but (compared to vocational education) is better linked to the labour market.

**Youth:** The Government of Kenya defines the youth as anyone between 15 - 35 years.
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CHAPTER ONE

INTRODUCTION

1.0 Background to the Study

Youth unemployment is one of the most pressing social and economic problem facing the Less Developed Countries (LDCs) today (World Bank, 2007). Kenya, like many African countries, suffers from high youth unemployment. According to the 2005 Kenya Integrated Household Budget Survey, approximately 21% of youths aged 15-29 are unemployed, and a further 25% are neither in school nor working. This is a critical problem given that individuals in this age group constitute 30% of the country’s population. Furthermore, high unemployment can have adverse social and economic consequences: a recent report showed that the majority of violent acts during the 2007 post-election crisis in Kenya were perpetrated by underemployed youth (World Bank, 2008).

On historical perspective on the establishment of polytechnics, Government and church organizations responded to the unemployment crisis by establishing non-formal education and training institutions with a strong vocational bias since independence (Sifuna, 1984). Consequently, the first two decades after independence witnessed the establishment of many multi-skill training institutions including the National Youth Service and youth polytechnics (formerly village polytechnics) (Republic of Kenya, 1987). The multi-skill training institutions tried to combat student temptations to seek work in the already scarce wage
employment sector in the urban areas. Other similar multi-skill training institutions for the youth that were established included: Christian training centres, Vocational and craft training centres which comprised Young men's/women's Christian associations, and rural training centres (Sifuna, 1984). The skills would enable the youth to participate fully in the development of their rural areas; that is, to reduce rural-urban migration, and to increase their employment potential (Lauglo and Narman, 1988). Currently there are 531 youth polytechnics in Kenya and 13 youth polytechnics in Mathioya Sub-county (Ministry of Education, 2013). Despite all these studies in Kenya no known study has been conducted to establish policy implications on self employment creation among the youth as a result of vocational training.

Young people without proper training tend to experience persistent long-term scar effects of early phases of unemployment and a more vulnerable labor market position (Scarpetta, Sonnet & Manfredi, 2010). Vocational training is hence considered a core factor in determining the chance of a successful transition into work. The rapid expansion of institutions providing vocational education and training whose market in most countries is still poorly regulated and efforts to introduce quality standards through certification have been extremely slow (Diaz and Jaramillo, 2006). As a consequence, the supply of vocational education and training is heterogeneous. It is composed of diverse types of institutions with dissimilar levels of quality, prices, services and links with the productive sector. On the one hand, this heterogeneity could be beneficial to satisfy the demands of
firms that require specific skills and the demands of individuals who have different preferences.

On the other hand, this heterogeneity could be detrimental if the differences in quality among institutions imply inequality in accessing job opportunities. According to Saavedra and Chacaltana (2001), disadvantaged youths are more likely to attend vocational education and training institutions of low quality, as they imply low investments in terms of both time and financial resources. Vocational education and training could serve as a fundamental tool to improving youth employability. However, the low quality of vocational training services and their limited links with the productive sector may limit the ability of disadvantaged youths to succeed in the labour market. Creation of adequate employment opportunities remain one of the greatest challenges in Kenya and indeed in many other countries of the world. A 2009 Report by the International Labour Organization (ILO) estimated, for example, that the world unemployment has remained almost constant at an average of 6.1 percent over the eleven-year period between 1998 and 2008. The scenario is not any different in Kenya where the employment challenge has been growing overtime with the youth being the main casualties (Republic of Kenya, 2008).

A number of policy interventions have been formulated and variously implemented, since independence, to address the growing employment problem in Kenya. Despite all these interventions, creation of adequate, productive and sustainable employment continues to be the greatest challenge in Kenya. The youth employment challenge has, particularly, been aptly recognized in the
country’s long-term development blueprint: Vision 2030, the Medium Term Plan (2008-2012), and Labour, Youth and Human Resource Development Sector Plan (2008-2012). Medium and short-term measures have also been implemented to create jobs on a more intermediate basis. One such measure that has permeated through the country’s employment creation regimes is the public works program. Currently, the government is implementing numerous public works programs.

One such program is the Kazi Kwa Vijana (KKV) program, which was launched in March 2009. The objective of the KKV program is to facilitate income earning opportunities amongst the youth. The KKV program encompasses many projects, each running between 3-6 months. These projects include Trees for Jobs; Rehabilitation of Irrigation Schemes; and the Nairobi River Basin Rehabilitation and Restoration (Omollo, 2012). Effective targeting is crucial since evidence from other countries indicates that the effectiveness of public works projects may be diminished or made marginal if the programs are not well targeted (McCord, 2004). Currently, the KKV programme does not effectively target the youth from the poorest households who drop out from the 8-4-4 system which was introduced in 1985.

The 8-4-4 system of education was geared towards imparting appropriate skills to enhance self-employment (Kimando et al., 2012). However, due to the high costs, poverty and lack of facilities, there have been high rates of dropout rates. Most of the youth either drop out of school or graduate without necessary skills for self-employment. The country’s training institutions are not only inadequate but also lack the essential facilities and technology to prepare students for the challenging
labour market (Mbiti et al., 2011). Equally, there is craving for establishment of commercial colleges and other training institutions to fill the void but with manifestations of uncoordinated curricula and programmes (GoK, 2003). At the same time, there is no linkage between the training institutions and the formal and informal (juakali) sector. The youth trained in these institutions cannot, therefore, be immediately absorbed into the job market. There is a need to enhance technical and vocational training for the youth, in order to actualize employment creation for the youth.

In terms of enrolment, Technical and Vocational Education and Training programmes in Kenya targets to absorb the large proportions of students who cannot progress to the secondary and higher levels of education. Out of the approximate 600,000 graduates of primary education, only 55% (350,000) proceed to secondary schools. At the end of the secondary cycle only 20,000 proceed to universities, the rest (200,000) are expected to be catered for by the middle level colleges and TVET institutions whose existing capacity is inadequate. In 2007 for example, the enrolment in TVET institutions increased by 7.5%; from 71,167 (2006) to 76,516 (2007). Kenya Polytechnic with a student population of 9,922 continued to have the highest enrolment among the national polytechnics, followed by Mombasa polytechnic, while the least enrolment was recorded in Kisumu Polytechnic. Male student enrolment is higher in TVET institutions except the youth polytechnics (Nyerere, 2009).
Mathioya sub-county engages in the revitalization of youth polytechnics to facilitate the training of youth in technical, vocational and entrepreneurial skills in an effort to increase their productivity and equip them with skills to participate fully in productive activities (GoK, 2013). Despite the importance of creation of employment, little is known about how best to smooth the school-to-work transition in less developed countries or how to boost human capital for those not on the academic schooling track. Vocational education through Village polytechnics is one promising avenue for addressing the problem. The 2007 World Development Report emphasizes that second-chance schooling programs are crucial for countries like Kenya, given high drop-out rates from primary school and limited primary to secondary school transition rates (GoK, 2013). Yet no rigorous impact evaluation study of vocational education has been conducted (to the best our knowledge) in Africa, the world’s poorest region and one where the youth unemployment problem is particularly severe. Better evidence on what works in vocational education delivery will be critical for good public policy in the education sector, and will inform the decisions of governments and NGOs throughout the region, including in our study country of Kenya, as they consider expanding programs to improve youth labor market skills. Based on the above background, this study investigated policy implications on self employment creation among youth in Mathioya Sub County.

1.2 Statement of the Problem

Vocational education has been identified as a promising avenue through which young adults can acquire marketable skills that will enable them to earn a living.
Despite several studies on vocational trainings in Kenya Simiyu (2007) Okoro (2003), there is little rigorous evidence to date on the role of vocational training programs on youth employment creation. Little is known about the institutional characteristics and effective curriculum that determine effective vocational education in Kenya and other African countries. Given the extensive variation in the curriculum of existing vocational education programs especially across public and private institutions Hicks, Kremer, Mbiti, and Miguel (2012), rigorous evidence on the institution-level characteristics that generate significant labor market returns could be an important tool for policymakers hence this study. In 2003 and 2005, when the national unemployment level stood at 40%, the youth accounted for about 78% and 67% of the national unemployment in the two years respectively. Therefore one of the key challenges facing the Kenyan youth is lack of necessary education, relevant training and the knowledge and skills required to enhance their absorption into the labour market. The lack of practical skills by majority of the youthful job seekers aggravates the unemployment situation by adding to the pool of ‘educated’ unemployed. In Kenya, however, there exist limited linkages and collaboration between education and Vocational training institutions, on one hand, and industry, on the other hand. This study therefore examined effectiveness of resources in youth polytechnics and also analyzed curriculums in various vocational institutions and identified policy implications on self employment creation among the youth in Mathioya Sub County in Murang’a County.
1.4 Research Questions

The research questions of this study were:

i. What are the resources and facilities available for vocational training in the Youth polytechnics in Mathioya Sub County?

ii. What is the relevance of curriculum content in vocational training for self employment?

iii. What are the consequences of nature of vocational training given to the youth in Mathioya Sub County?

1.3 Study Objectives

The objectives of this study were:

i. To assess the availability of resources and facilities in vocational training institutions in Mathioya Sub County.

ii. To analyze the curriculum content in vocational institutions and determine its relevance in self employment.

iii. Examine the consequences of vocational training offered to the youth in Mathioya Sub County.

1.5 Study Assumptions

For the purpose of this study, the following assumptions were made.

i. The training facilities in Youth polytechnics in Mathioya Sub-county are adequate.

ii. The curriculum content offered in vocational training institution in Mathioya Sub-county does not match the skills needed for self employment
iii. The vocational training given to the youth in Mathioya sub-county has contributed to self employment.

1.5 Significance of the Study
The study examined the policy implications on self employment creation among youth through vocational training. The findings would be of great importance as it will contribute to the understanding of the availability of resources and facilities in vocational training institutions in Kenya. The study would yield useful information to vocational training institutions as the analyzed information would help to enhance curriculum content in vocational institutions and determine its relevance in self employment. Information from the consequences of vocational training offered to the youth would be useful in promoting vocational skills training institutions and learners' would be in position to have bargaining power, self-determination and improved chances of a better socio-economic status through employment creation.

1.6 Limitation of the Study
The result of this study was limited to describing the phenomenon rather than predicting future behavior of employment creation ability of the youth. Although rich, thick description and analysis of a phenomenon may have been desired, however the researcher did not have the time or money to devote to such an undertaking. In the current research, several questionnaires were filled in incorrectly despite the instructions which appeared at the top of each questionnaire however the researcher distributed more questionnaires than the sample size in order to cushion the poorly answered ones.
2.0 Introduction

This chapter focuses on related literature on the topic of study. It discusses the literature in the order of the objectives of the study. It specifically highlights effectiveness of resources and facilities, curriculum content in vocational institutions and its effect on job creation and Government policy in supporting vocational training.

2.1 Effectiveness of Resources and Facilities

In America, the rapid expansion of institutions providing vocational education and training and the market is still poorly regulated and efforts to introduce quality standards through certification have been extremely slow (Diaz & Jaramillo, 2006). As a consequence, the supply of vocational education and training is heterogeneous. It is composed of diverse types of institutions with dissimilar levels of quality, prices, services and links with the productive sector.

On the one hand, this heterogeneity could be beneficial to satisfy the demands of firms that require specific skills and the demands of individuals who have different preferences. On the other hand, this heterogeneity could be detrimental if the differences in quality among institutions imply inequality in accessing job creation opportunities. In relation to this study, the availability of resources and facilities in vocational training institutions should be investigated so as to
establish its policy implication on self employment creation among the youths in Kenya and Mathioya Sub County in particular.

According to Saavedra and Chacaltana (2001), disadvantaged youths are more likely to attend vocational education and training institutions of low quality, as they imply low investments in terms of both time and financial resources. Vocational education and training could serve as a fundamental tool to improving youth employability. However, the low quality of vocational training services and their limited links with the productive sector may limit the ability of disadvantaged youths to succeed in the labour market. This calls for establishment on the quality of resources used in vocational training in Kenya.

Policy implications on vocational training in enabling students a smooth initial labor market integration and employment creation is a highly relevant question. The causal empirical evidence is rather sparse, however and refers almost exclusively to developed countries where several of the training options co-exist. Besides limited data availability impeding the analysis of net benefits of the respective vocational training options, assessing the individual benefit of studying within a country is complicated by several identification issues Wolter and Ryan (2011) including identification of the relevant counterfactual situation in the presence of occupation, specific labor market; non-random selection into the training options based on unobservable characteristics, heterogeneous outcomes by field of training and general equilibrium effects. There is also need to review the available data on the effectiveness of current resources and facilities used in
vocational training in Kenya and its implication on self employment creation among the contemporary youths.

On global context concerning effectiveness of resources, a cross-country comparisons found that countries maintaining a substantial dual apprenticeship system with effective resources and facilities, countries like Austria, Denmark, Germany and Switzerland, exhibit a much smoother transition from school to work, low youth unemployment and below average repeated unemployment spells than other countries (Quintini & Manfredi, 2009). One has to note, however, that labor market transitions of youths only provide partial evidence on the relative performance of the vocational training systems in the respective countries due adequate facilities (Quintini, Martin & Martin 2007). Further problems arise from the absence of necessary resources for defining the respective training options and collecting data on the costs and benefits experienced by the state, the firms and trainees (Hoeckel, 2008). Therefore technical and vocational education and training (TVET) has emerged as one of the most effective human resource that African countries including Kenya need to embrace in order to train and modernize their technical workforce for rapid industrialization and national development hence job creation.

Kenya has more than 650 public and private TVET institutions which include: 4 national polytechnics two have since been turned to Universities; 1 technical teacher training college; 35 technical training institutes and 600 Youth Polytechnics popularly known as village polytechnics. These institutions offer a wide range of training programs from craft to diploma certificate levels. A variety
of courses are offered including building construction; carpentry and joinery, commercial-based fields; engineering, textile-leased programmes, catering, accommodation and information and communication technology. This TVET system is characterized by several problems. First is the problem of provision in the public budget for TVET institutions. Consequently, physical facilities are dilapidated and lack maintenance. Equipment used for training in most institutions is outdated while vital aspects of the training support system are wanting with such areas as library acquisitions being relegated to the periphery with negative impact on the quality of TVET programmes (Omollo, 2011). Therefore availability and effectiveness of resources and facilities that are in tandem with the current realities need to be in place hence this study to assess the same.

In terms of availability of human resources, the declining quality of staff is affecting the ability of TVET institutions to accomplish their role in employment creation. These institutions are generally unable to attract and retain high calibre academic staff. This is mainly due to the low level of remuneration, which they offer. Third, certain skills that are needed in the domestic market are not provided in the training programmes of TVET institutions. An example is the lack of training in bicycles assembling and repair, despite the growth of demand for bicycles in the country, especially in the rural areas where a bicycle is a very important mode of transport. Surprisingly no institution in the country offers training in bicycle assembling and repair. In the context of this study, the availability of both human resources and physical facilities in Mathioya Sub
County are issues worth establishing to assess its effectiveness in employment creation among the youth.

### 2.2 Curriculum Content in Vocational Institutions

Vocational education is considered efficient as long as it meets the needs of the students and the industry. Students need quality education in order to meet competency levels required by the workplace. From vocational education, industry expects quality training in priority skills for their future workers. In Turkey for example, public vocational institutions have been subjected to substantial criticism for the lack of sufficient skills and knowledge in their graduates required by the industry. Employers are not satisfied with the quality of the graduates and are not willing to hire them. Graduates complain about the inadequacy of training in schools and the difficulty of finding a satisfying job in their specialization (Olkun & Simsek, 1999). The study sought to establish the curriculum content in order to ascertain whether the current curriculum meets job requirement in Kenya.

In view of these new realities, vocational schools face a challenge to constantly examine course content, strategies and implementation, as well as to update course curricula, and explore new areas to include in the overall vocational curriculum. Vocational schools need rigorous programs integrating academic and vocational subjects that meet the future needs of a young population by addressing workplace realities and the changing world of technology. One of the great challenges of curriculum planning for vocational schools has traditionally
been the integration of academic competencies into vocational education curricula (Martinez & Badeaux, 1994).

This integration is significant since the average worker changes occupations 4-6 times in a lifetime, and a broad range of academic and vocational skills which reinforce and build on each other is imperative to workplace success (Lankard, 1996). Therefore, the curriculum should be well researched, continuously updated, and innovative courses should be designed. Different types of subject areas should be integrated with a holistic view to allow students to develop knowledge and skills rapidly and apply them competently. In addition, quality vocational programs based on both industries’ and students’ needs cannot be developed without assessing the needs of both sides in to meet employability and employment creation.

For vocational training be a tool of employment creation among the youths, one of the most important features of TVET is its orientation towards the world of work and the emphasis of the curriculum on the acquisition of employable skills. TVET delivery systems are therefore well placed to train the skilled and entrepreneurial workforce that Africa needs to create wealth and emerge out of poverty. The traditional solution to this problem has been to give vocational and technical schools the option to substitute traditional ‘practical arts’ (D’Amico, 2001). This compromise allows vocational-technical schools to continue providing important training in skills that are central to their tradition within the bounds of a limited curriculum (Malone, 2001). A weakness of many of the programmes currently employed is that they focus primarily on production-
oriented facet of the arts, depriving vocational and technical students of the high academic standards and higher order thinking skills promoted by the Core Content Standards. This study therefore analyzed the current curriculum content to determine its relevance in self employment creation among the youth.

Concerning vocational training policy, some countries like Ghana, Senegal, and Swaziland in an attempt to expose young people to pre-employment skills have incorporated basic vocational skills into the lower or junior secondary school curriculum (Ngware, 2002). However, this approach has met with some skepticism. The skeptics argue that technical and vocational education for employment is unlikely to be effective when delivered concurrently with general education in junior secondary schools. This is because employment-oriented training requires inputs in human (qualified instructors) and material resources that are not available or are too expensive to provide in all junior secondary schools in a country or even in a cluster of higher secondary schools.

Technical Vocational Education & Training (TVET) systems open an all-inclusive opportunity to give even the most underprivileged members of society access to learning and training. The opportunity to equip learners with Curriculum leading to productive and satisfying lives is critical to the prosperity and well-being of the Youths (Hafner, 2007). In Kenyan curriculum for TVET, there is a need to assess various aspects of the systems in terms of their strengths and weaknesses in Vocational institutions in preparing the youth for the rapidly changing world of employment and to explore strategies for improving the
effectiveness of vocational education systems in order to better meet the needs of the youth and the industry.

There is growing recognition within Kenya of the importance of the vocational education sector hence improvement of its curriculum (Hicks et al., 2011). A policy dialogue is currently ongoing with the Ministry of Higher Education, Science and Technology (MOHEST) on the topic of TIVET as well as youth labor market curriculum development more broadly (World Bank, 2004). These policies need to be designed based on rigorous impact evaluation evidence and labor market studies, and the randomized evaluation described in this study can, we hope, play a useful role in informing policymakers (World Bank, 2004). One of these aspects is the process followed to update the vocational curriculum in line with the new developments in the industry. The current job market realities require institutions to do their own curriculum research and development in collaboration with the local industry on a continuous basis. But, how do vocational schools deal with these challenges? What role does the current curriculum play in preparing youth for the required skills of the industry? How are the new needs assessed? What type of curriculum development process takes place in these institutions and to what degree does this process respond to curriculum development needs? The answers to these questions are important in assessing the current status of the curriculum and in developing recommendations to improve the effectiveness of the curriculum development process in vocational institutions in Kenya.
2.3 Consequences of Vocational Training

Consequences of Vocational training are far reaching. In Latin America, a policy measure targeted at economically disadvantaged youths has been the introduction of youth job-training programmes (YJTP). The objective of these Vocational trainings is to improve the labour market prospects of economically disadvantaged youths by providing them with basic job readiness skills as well as some trade-specific abilities. Since the early 1990s, such training programmes have been carried out throughout Latin America. YJTPs were implemented in countries including Venezuela (1993), Argentina (1994), Paraguay (1994), Peru (1996), the Dominican Republic (1999), Colombia (2000), Panama (2002) and Haiti (2005). The International Labour Office provided these countries with technical assistance in the design of the programmes, and most of them were funded with loans from the Inter-American Development Bank (Pena, 2010). This study also established the consequences of vocational trainings in relation to situation in Kenya particularly in Mathioya Sub County.

Vocational trainings have positive effect on self employment creation. To evaluate entrepreneurship and vocational training program in Malawi, Over 80 percent of the workforce in Sub-Saharan Africa is engaged in self-employment in small businesses and household enterprises (Gindling & Newhouse, 2014) as result of undergoing vocational training, which makes entrepreneurship and vocational training more relevant in this context than formal job training programs (Malamud & Pop-Eleches, 2010). In Banerjee and Duflo’s (2007) 18-country-sample-based description of the lives of the poor, they report that a large
fraction of the poor act as entrepreneurs and are self-employed after undergoing vocational training, with many operating non-agricultural businesses. In contrast, formal employment opportunities are relatively scarce in the developing world (World Bank, 2012).

The government also undertook to engage in direct employment creation, regulate wages, operate employment exchange programmes, improve labour market information systems, and re-orient education and training systems to vocational and technical training areas as a means of promoting employment creation. Other measures also implemented to address the country's employment problem included promotion of growth and development of the informal and jua kali sector, adoption of fiscal policies, and short-term measures such as tripartite agreements (Republic of Kenya, 1969; 1973). In 2003, the government of the National Rainbow Coalition (NARC) formulated a five-year development strategy (Economic Recovery Strategy for Wealth and Employment Creation, 2003-2007).

A growing number of development aid agencies around the world have attempted to reduce youth unemployment through on-the-job training and vocational programs. Examples of the emphasis on vocational training are found in Tanzania, South Korea, and Indonesia, where some programs have attempted to shift secondary school curricula away from general education and towards vocational training (Newhouse & Suryadarma, 2011). The Malawi program evaluated had 1900 participants from 28 Sub-county's who received on-the-job training through placement as apprentices to master craftspeople (MC) in their area of interest. Apprenticeships of this type are common in Sub-Saharan Africa.
as a way for youth without access to formal education to gain employable skills (Biavaschi et al., 2012). This strategy put a case for empowerment of the youth through creation of employment and other income earning opportunities. Despite all these interventions, creation of adequate, productive and sustainable employment continues to be the greatest challenge in Kenya. The youth employment challenge has, particularly, been aptly recognized in the country's long-term development blueprint: Vision 2030, the Medium Term Plan (2008-2012), and Labour, Youth and Human Resource Development Sector Plan (2008-2012).

The Kenya government has, over time, pursued a number of structural reforms to support formal employment particularly within the private sector (Kulundu, 2003). The period from 1990 to 2011 has seen the Kenya government deepen the use of short, medium and long-term measures as a means of employment generation. The short and medium term measures have included public works programs such as the Kazi Kwa Vijana (jobs for youth), infrastructure and rural development. The long-term measures have targeted macroeconomic management for renewed and sustained economic growth, development of the informal sector, industrial promotion and agricultural development. Others were enhancement of private sector investment and participation in the economy, promotion of industrial harmony and productivity, liberalization of the labour market, formulation of labour and employment policies, re-orienting education and training systems to vocational and technical training areas, and legal and legislative reforms (Omollo, 2011).
2.4 Research Gaps

i. Kenya’s employment challenge is to a large extent, a youth challenge. The country’s demographic momentum makes the youth employment challenge more acute. The causal empirical evidence on the effectiveness of resources and facilities for vocational training on the creation of employment is rather sparse, however, and refers almost exclusively to developed countries where several of the training options co-exist. This study therefore has endeavored to fill this gap by identification of the relevant factual situation on the effectiveness of vocational training in the creation employment for the youth in the Kenyan context.

ii. The literature failed to capture the industry needs assessment, curriculum development efforts, school-industry relations, and on-the-job training. These are some of the main research gaps to be investigated through interview questions by assessing the current status of the vocational curriculum in the vocational schools, look at the needs assessment activities undertaken by these schools and finally examine the curriculum development efforts taking place in vocational training centres.

iii. Despite these efforts that show commitment by the Kenyan Government to deal with the youth challenge, the contents and implementation record of the youth policies and programs suggests that more needs to be done. Even though Kenya’s long term employment policy interventions have been anchored on economic growth, the country’s employment elasticity is low. This study analyzed the Government policy gaps that hinder the
support of vocational training as an institution of employment among the youth.

2.5 Theoretical Framework

The study was based on Human Capital Theory (Schultz, 1961; Becker, 1965). Human capital refers to the knowledge and skills individuals gain to enhance their productivity in the labour market and to function better in various other aspects of their lives. Learning contributes to the formation and accumulation of human capital. This theoretical model implies that the probability that individuals will derive social outcomes depends on their own level of education. For example, education may promote civic participation via the absolute model by improving people's skills and competences and also by operating on the amount of content specific information that individuals possess on the importance of engaging in civic and social affairs (European Centre for the Development of Vocational Training, 2011). According to ECDVT (2011), education can also reinforce individuals' beliefs that they can make a difference in their communities, and help them understand how to translate such beliefs in practical actions. The absolute model can predict that when policies promoting education and learning are successful in increasing the average educational attainment of the population, social outcomes will also increase under the assumption of causality. The absolute effect of education can also be negative. If education increases the opportunity cost of time, engagement in relatively time intensive activities will be lower among the highly educated. Although the Human Capital Theory of economic framework makes no implicit mention of Vocational Education and Training, it
treats education as a broad concept. This theory is relevant to this study as the achievement of VET in different societies will lead to different social outcomes for individuals living in these societies including employment creation.

2.6 Conceptual Framework

The study is conceptualized by linking the relationships between variables as shown in Figure 2.1 below.

Figure 1.1: Conceptual Framework of the Study

Source: (Researcher, 2013)
As shown in Figure 2.1, an integrated approach for prioritization of youth employment programmes and initiatives is necessary and sufficient condition for maximizing the positive impact of the vocational training institutions. More importantly labor market dynamics and employment structures as influenced by absence of employability skills among the educated youth. The critical issue is the nature of employment problems and effectiveness of vocational training institutions. As shown Fig. 2.1, the independent variables are effectiveness of resources and facilities, the second one is curriculum content. Employment Policy prescriptions gaps can be important in enhancing capacity of vocational training institutions generating education that are job market oriented. These are intervening variable that have impact on the dependent variable which is job creation ability of the Youth. In the case of youth employment policy priorities, for a long time the government has been setting priorities based on the two interventions with more bias towards curative intervention policy priorities, programmes, projects whose outcomes have had very little impact on reducing the levels of youth unemployment in the long run.
CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter outlines the methodology that was used in carrying out the study. It covers the research design, study area, target population, sampling procedure and sample size, instruments, validity of the instrument, reliability of the instrument, procedure for data collection and data analysis.

3.1 Research Design

The study employed a descriptive survey design. A survey research is a research that employs the study of large and small population by selecting and studying sample chosen from the population to discover the relative incidence, which by impact can easily serve as a forecaster and predictor. Orodho (2005) asserts that, a survey design is useful in that it not only secures evidence concerning an existing situation or current conditions, but also identifies standards or norms with which to compare present conditions in order to plan for the next step.

3.2 Location of the Study

The location of the study was Mathioya Sub County. This is one of the Sub Counties in Murang’a County. It has four Wards: Gitugi, Kamacharia, Kiru and Njumbi, and according to the Muranga (Sub-county’s Statistics Office, 2012).
3.3 Population

A target population is a group of individuals or a group of organization with some common definitive characteristics, (Creswell, 2005). The population of the study comprises of all 15-25 years old out-of-school youths in Mathioya sub-county, Muranga County, polytechnic managers, and students. Mathioya Sub County has a population of 103,133 as follows Gitugi ward 26046 people, Kamacharia 22375, Kiru 26281 and Njumbi 28431 according Mathioya Sub County Statistics Office, (2010). It has a steep hilly topography and a climate suitable mainly for team production although there are pockets of coffee plantations. The lower parts of Mathioya also grow the macadamia nuts which were introduced in the mid 80’s by the Kenya Nut Company, while the upper part, which is much cooler due to the proximity to Mount Kenya, grows pears, plums and apples.

3.4 Sample Size and Sampling Technique

A total of 128, 15-25 years old out-of-school youths and all the managers from all the 11 youth polytechnics in Mathioya Sub-county participated in the study. The study aimed at describing the vocational training needs of 15 - 35 years old out-of-school youths in Mathioya Sub-county. Hence the need to employ a sampling method that would ensure a proper representation of the larger population of the out-of-school youths were necessary. In addition, the study population frame did not exist; therefore, a cluster sampling method was employed. Cluster sampling involved first selecting large grouping (e.g. locations or sub locations) and then selecting the sample of the study (i.e. elements) from each group in where five administrative Divisions of Mathioya Sub County constituted the clusters. The
parameter that was considered for the selection of the study sample was within the age range of 15 - 35 years old and out-of-school. He or she must have possessed at least a minimum qualification of standard eight or Secondary School Certificate. Using simple random sampling technique, a total of one hundred and twenty eight (128) 15 - 35 years old out-of-school youths were sampled from the five clusters.

3.5 Research Instruments

The research instrument that was used in this study was questionnaire and interviews. A questionnaire was preferred because it consisted of many items combined and more reliable measure of constructs than would any single item (Dooley, 2004). It offered considerable advantages in administration: it presented an even stimulus potentially to large numbers of people simultaneously and provided investigation with an easy accumulation of data. Orodho (2004) argues that questionnaires give respondents freedom to express their views or opinion and also make suggestions. In the questionnaires, questions included the quality of school curriculum, the adequacy of skills and knowledge of students, relevance of the vocational curricula to industry, transition from school to work, needs assessment activities, school-based curriculum development efforts, school-industry collaboration in the area of needs assessment and curriculum development, the process of curriculum review and approval, and the reaction of the MOE to school-based curriculum development. These questions provided data, from the perspectives of school and industry participants, on the adequacy of the vocational curricula in equipping students with skills and knowledge required
by the industry and the effectiveness and efficiency of efforts to update the curricula. On the other hand interviews schedules were used to gather in-depth qualitative information that could not be established through questionnaires.

3.6.1 Validity of the study instrument

According to Orodho (2005), validity refers to the extent to which an instrument measures what it was supposed to measure. The instrument was evaluated for content validity that is the extent to which the questionnaire contents which include vocabulary, sentence structure and the questions are suitable for the intended respondents. According to Huck (2000), content validity is done by expert judgment. The study used validated instrument to adequately address the objectives of the study. The researcher sought the expertise of other researchers who conducted research on similar studies to check if the instruments were viable to collect the intended data. According to Mugenda and Mugenda (2003), it is necessary to pilot-test the instruments to ensure that the items are clearly stated and can be understood by the respondents. The main purpose of the piloting was to determine validity and reliability of the research instruments. Before the actual data collection, the questionnaires were piloted with 5 youths from one division within Mathioya Sub County. The procedures used in pre-testing the questionnaires were identical to those used during the actual data collection. This allowed the researcher to make meaningful modifications to the research instruments. For example, unclear instructions, insufficient writing space, vague questions and wrong numbering were revealed and corrected, thus improving the questionnaire.
3.6.2 Reliability of the study instruments

Reliability is a measure of the degree to which a research instrument yields consistent results (Mugenda & Mugenda, 2003). This study employed half split method to test the reliability of the instruments. Half split method is a type of reliability based on the co-efficient of internal consistency of questionnaire as a research instrument. It divides the instrument into two halves in terms of even and odd numbers after it has been administered. Each half is scored independently of the other with items of the two halves marched on content, if test is reliable, the score on the two halves have a high positive association co-efficient (Orodho, 2005). This procedure was preferred because of its ability to measure internal consistency of the instrument being tested and at 0.7 up, the statistical level of correlation co-efficient was judged as reliable.

3.7 Data Collection Techniques

Upon receipt of research permit, the researcher visited the sampled vocational training institutions to collect data, by first booking an appointment; thereafter informed the heads of the sampled schools of the intentions of carrying out the research whereby the dates and time were agreed on. The respondents were then visited on the agreed dates and the correct instruments used to collect data. The willing respondents were issued with questionnaires which were later collected after being filled on the same day.

3.8 Data analysis

Data management involved checking for consistency, coding, labeling and documentation. During data management, overall data quality was assessed and
harmonized. All the variables were chronologically arranged with respect to the questionnaire outline. This ensured that the correct code is entered for the correct variable. The data, in form of the coded variables, were entered into the SPSS sheets, followed by data editing. This exercise ensured that every data entered for each questionnaire in each variable is correct. After verifying that all data entered was correct, data analysis using descriptive statistics tools such as measures of central tendencies and measures of variation was generated. Data were then presented using tables, graphs and pie charts for clarity and easy interpretation. For qualitative data, a checklist was developed and clustered along main themes of the research to ease consolidation of information and interpretation based on research objectives. The checklist made it possible to put together scattered information under a particular theme which in turn greatly aided in interpreting information.

3.9 Ethical Consideration

Ethical issues arise from the kind of problems that social scientists investigate and the methods used to obtain valid and reliable data. Ethical consideration was pertinent to this study because of the nature of the problem, the methods of data collection and the kind of persons serving as research participants. While carrying out this study, participants were informed of the nature of the study and allowed to choose whether to participate or not (consent). There is wide consensus among social scientists that research involving human participants should be performed with the informed consent of the participants (Nachmias and Nachmias, 1996). The researcher therefore ensured that participants know that their involvement is
voluntary at all times. To safeguard the privacy of the participants, respondents were kept in a private environment away from passers-by or intruders (confidentiality). Asking participants not to write their names on the questionnaires during the research also helped ensure anonymity.
CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.0 Introduction

This chapter focuses on the data findings, analysis and presentation. The study was based on the following objectives to: assess the availability of resources and facilities in vocational training institutions in the creation of employment among the Youth; analyze the curriculum content in vocational institutions and determine its contribution in employment creation among the Youth. The study further examined the consequences of vocational training offered to the youth in Mathioya Sub County. Out of 120 questionnaires distributed to the students, 92 were duly filled and returned; a return rate of 77.7% while all the school administrators and teachers also answered their questionnaires.

4.1 Personal Information

Regarding personal information, the study established the genders of the respondents, ages and the employment status of the youths.

4.1.1 Gender Analysis

The questionnaires were distributed to all genders and Figure 4.1 presents gender distribution of the youths.
As shown in Figure 4.1 above, 67.0% of the youths were male while 33.0% were female. The study ensured that views of both genders were taken. However, the low percentage of female respondents could partly be attributed to the low enrolment of females in school in the area of the study. While there were many positive effects of the vocational training program, these results were mainly driven by male participants. Women spent less time in training compared to men and were no more likely to spend additional time on skill development after training compared to male counterparts. It is likely that women’s responsibilities at home prevented them from taking full advantage of the training. Table 4.1 presents gender analysis of specific polytechnics in Mathioya Sub County.
Table 4.1 Gender Analysis of Specific Youth Polytechnic

<table>
<thead>
<tr>
<th>Youth Polytechnic</th>
<th>Gender In Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
</tr>
<tr>
<td>Githua</td>
<td>61.8</td>
</tr>
<tr>
<td>Gikindu</td>
<td>60.4</td>
</tr>
<tr>
<td>Kamune</td>
<td>60.0</td>
</tr>
<tr>
<td>Wahundura</td>
<td>68.6</td>
</tr>
<tr>
<td>Kambara</td>
<td>77.5</td>
</tr>
<tr>
<td>Mioro</td>
<td>70.0</td>
</tr>
<tr>
<td>Rau</td>
<td>75.0</td>
</tr>
<tr>
<td>Thuita</td>
<td>64.5</td>
</tr>
<tr>
<td>Wanjohi</td>
<td>67.0</td>
</tr>
<tr>
<td>Mutitu</td>
<td>58.0</td>
</tr>
<tr>
<td><strong>Average</strong></td>
<td><strong>67.3%</strong></td>
</tr>
</tbody>
</table>

Source: Research Data (2014)

4.1.2 Age

To establish the ages of the respondents, Figure 4.2 presents the findings.

Figure 4.2: Ages of the Respondents

Source: (Research Data, 2014)
The study established that the respondents aged 15-19 were 19.6%, 20-24 were 17.4% and those aged 25-29 was 30.4%. The study further established that those 30-34 were 15.2% and the ones above 35 years old were 17.4% as well. The study further established that majority of the girls youths were between 20-24 years while for the boys were between 25-29 years. Low enrolment of girls may have been attributed to type of courses offered in this vocational training institutions which are stereotypically masculine hence may girls shy away from enrolling for them.

4.1.3 Employment Status

The employment status of the youths and students was varied as presented in Figure 4.3 below.

Figure 4.3: Employment Status

Untrained & Unemployed, 30.4%
Trained & Employed, 19.6%
Trained & Unemployed, 17.4%

Source: (Research Data, 2014)
The Figure 4.3 shows that majority 30.4% of the youths were untrained and unemployed, 19.4% were trained and employed as well while 17.4% were trained and unemployed. This might be as a result of lack of knowledge of reading, writing and arithmetic ability due to lack of foundation from the scratch. Focusing on the role of education, those achieved through vocational education and those achieved through other formal education should provide the youth with employment and employment creation.

In terms teachers qualifications,

Table 4.2 presents the findings (Research Data, 2014)

<table>
<thead>
<tr>
<th>Youth Polyclinic</th>
<th>Qualifications</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Degree</td>
<td>Diploma</td>
</tr>
<tr>
<td>Githua</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Gikindu</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Kamune</td>
<td>-</td>
<td>2</td>
</tr>
<tr>
<td>Wahundura</td>
<td>-</td>
<td>2</td>
</tr>
</tbody>
</table>

As shown in Table 4.2 a survey of a sample of four vocational institutions revealed that staff distribution was not satisfactory as there is a big shortage, hence some tutors end up teaching all courses including those they are trained to teach. Through interview with polytechnic managers the study established that this may compromise the quality teaching as there were difference in performance by the tutors.
4.2 Resources and Facilities in Vocational Training Institutions

Of the students interviewed, 75.0% indicated that government offers financial assistance to Vocational training institutions and 60.9% rated the state of facilities and resources for vocational training as adequate while 39.1% said it was inadequate. The teacher facilitators also provided human resources and Table 4.2 presents the level of satisfaction.

Table 4.3: Level of Satisfaction

<table>
<thead>
<tr>
<th>Level of Satisfaction</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highly Satisfying</td>
<td>9</td>
<td>9.8</td>
</tr>
<tr>
<td>Satisfying</td>
<td>63</td>
<td>68.5</td>
</tr>
<tr>
<td>Dissatisfying</td>
<td>11</td>
<td>12.0</td>
</tr>
<tr>
<td>Highly dissatisfying</td>
<td>9</td>
<td>9.8</td>
</tr>
<tr>
<td>Total</td>
<td>92</td>
<td>100</td>
</tr>
</tbody>
</table>

Sources: (Researcher, 2014)

As shown in Table 4.2, majority 68.5% students indicated that teacher facilitators were satisfying and 9.8% highly satisfying and only 21.8% said teachers were dissatisfying.

On the other hand the polytechnic administrators were asked to state whether government offer any financial assistance to the polytechnics. In response, 91.3% agreed that government offered financial while 8.7% disagreed. In terms of rating the state of facilities, 86.7% rated facilities as adequate. The administrators and teachers were also asked to state the level of satisfaction of the work done by them and Table 4.3 presents the findings.
Table 4.4: Level of Satisfaction

<table>
<thead>
<tr>
<th>Level of Satisfaction</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highly Satisfying</td>
<td>3</td>
<td>6.5</td>
</tr>
<tr>
<td>Satisfying</td>
<td>38</td>
<td>82.6</td>
</tr>
<tr>
<td>Dissatisfying</td>
<td>2</td>
<td>4.3</td>
</tr>
<tr>
<td>Highly dissatisfying</td>
<td>3</td>
<td>6.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>46</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Sources: (Research Data, 2014)

As shown in Table 4.3, majority 89.1% of teachers and administrators indicated that the work done by the facilitators and teachers were satisfying. However, some of the equipment used for found to be outdated. This confirms Omollo (2011) who found out that equipment used for training in most institutions is outdated while vital aspects of the training support system are wanting with such areas as library acquisitions being relegated to the periphery with negative impact on the quality of TVET programmes. This study also established a lack of necessary resources to enhance vocational training. According to Hoeckel (2008), problems arise from the absence of necessary resources for defining the respective training options. In terms of specific institutions level of satisfaction of availability of resources, Table 4.4 presents the findings.
Table 4.5: Level of Satisfaction per Subject

<table>
<thead>
<tr>
<th>Institution</th>
<th>Motor</th>
<th>Electrical</th>
<th>Computer</th>
<th>Carpentry</th>
<th>Masonry</th>
</tr>
</thead>
<tbody>
<tr>
<td>Githua</td>
<td>68.8%</td>
<td>78.2%</td>
<td>58.8%</td>
<td>88.2%</td>
<td>90.2%</td>
</tr>
<tr>
<td>Gikindu</td>
<td>62.4%</td>
<td>79.6%</td>
<td>62.4%</td>
<td>99.6%</td>
<td>78.6%</td>
</tr>
<tr>
<td>Kamune</td>
<td>70.0%</td>
<td>80.0%</td>
<td>80.0%</td>
<td>80.0%</td>
<td>81.8%</td>
</tr>
<tr>
<td>Wahundura</td>
<td>68.6%</td>
<td>91.4%</td>
<td>78.6%</td>
<td>91.4%</td>
<td>77.0%</td>
</tr>
<tr>
<td>Kambara</td>
<td>67.5%</td>
<td>72.5%</td>
<td>67.5%</td>
<td>72.5%</td>
<td>72.5%</td>
</tr>
<tr>
<td>Mioro</td>
<td>70.0%</td>
<td>50.0%</td>
<td>70.0%</td>
<td>80.0%</td>
<td>80.0%</td>
</tr>
<tr>
<td>Rau</td>
<td>75.0%</td>
<td>75.0%</td>
<td>85.0%</td>
<td>75.0%</td>
<td>54.5%</td>
</tr>
<tr>
<td>Thuita</td>
<td>64.5%</td>
<td>65.5%</td>
<td>54.5%</td>
<td>75.5%</td>
<td>63.0%</td>
</tr>
<tr>
<td>Wanjohi</td>
<td>67.0%</td>
<td>63.0%</td>
<td>67.0%</td>
<td>63.0%</td>
<td>82.0%</td>
</tr>
<tr>
<td>Mutitu</td>
<td>88.0%</td>
<td>82.0%</td>
<td>78.0%</td>
<td>82.0%</td>
<td>90.2%</td>
</tr>
</tbody>
</table>

Sources: (Research Data, 2014)

4.3 Curriculum Content in Vocational Institutions

The researcher established that currently the existing curriculum is trade based and has levels I and II which is used to award marks, this is coupled with a syllabus covering 2 years which is done in stages. The students sit for two types of examinations, one administered by Kenya National Examinations Council (KNEC) which was piloted in 2008 and is done continuously in phases and the other one by National Industrial Training Authority (NITA) done in either August or December. This exams date back to 1963 and its mainly on practicals and trade test. For instance, the at Githua polytechnic, KNEC approved electrical, Motor vehicle mechanic and garment making courses.
Therefore to respond to objective two concerning curriculum content and its relevance in self employment creation, an item was included in both students/youth questionnaires and the teachers/administrators questionnaires which sought for information whether their respective institutions offered curriculum contents that are in line with the competencies desired in the local industries. In response, 76.7% of the student agreed while 23.3% disagreed and for teachers and administration, 97.8% agreed while only 2.2% disagreed. This was confirmed by 84.8% of teachers who indicated that they are prepared with relevant skills and knowledge required by industries even though there are efforts to develop curriculum as revealed by 71.1%. In other countries, public vocational Institutions have been subjected to substantial criticism for the lack of sufficient skills and knowledge in their graduates required by the industry.

This study concurs with Olkun and Simsek (1999) that employers are not satisfied with the quality of the graduates and are not willing to hire them as a result of having curriculum content that does not cater for their needs. On the other hand, graduates complain about the inadequacy of training in schools and the difficulty of finding a satisfying job in their specialization.

The students and youths were asked in the questionnaires to state their preferred vocational training needs and Table 4.3 presents the findings.
Table 4.6: Training needs according the Youth

<table>
<thead>
<tr>
<th>Training Needs</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer maintenance and operation work</td>
<td>63</td>
<td>68.5</td>
</tr>
<tr>
<td>Tailoring</td>
<td>53</td>
<td>57.6</td>
</tr>
<tr>
<td>Electrical installation and maintenance work</td>
<td>54</td>
<td>58.5</td>
</tr>
<tr>
<td>Furniture making</td>
<td>44</td>
<td>47.8</td>
</tr>
<tr>
<td>Hair dressing</td>
<td>41</td>
<td>44.6</td>
</tr>
<tr>
<td>Carpentry and joinery</td>
<td>39</td>
<td>42.5</td>
</tr>
<tr>
<td>Brick laying and concrete work (Masonry)</td>
<td>42</td>
<td>45.7</td>
</tr>
<tr>
<td>Graphic art</td>
<td>23</td>
<td>25.0</td>
</tr>
<tr>
<td>Catering services</td>
<td>25</td>
<td>27.2</td>
</tr>
<tr>
<td>Plumbing</td>
<td>70</td>
<td>76.0</td>
</tr>
<tr>
<td>Welding</td>
<td>60</td>
<td>66.7</td>
</tr>
<tr>
<td>Motor Vehicle Mechanics</td>
<td>54</td>
<td>58.5</td>
</tr>
</tbody>
</table>

Source: Researcher, 2014

Majority 70.0% of youth and students indicated that they preferred plumbing which was found be in high demand in the region, followed by 68.5% who preferred to pursue computer and operation work, 58.5% preferred electrical installation and maintenance and 57.6% preferred tailoring. This study observed relatively high percentage of electrical installation could partly be attributed to the technological development we have been experiencing because of the way local craft and manual operation workable materials are always turned to be used electronically. It was established that 45.7% preferred masonry, 66.7% welding and 58.5% motor vehicle mechanics. The study also revealed that graphic art
25.0%, catering services 27.2% and needs for carpentry and joinery were the least preferred in that order. Considering this finding, it has become very imperative to foster computer literacy in all facets of our life today. And this will best be achieved through a sound educational system that takes care of the needs of all citizens.

Teachers and administrators were also asked the same question on their views regarding the most preferred vocational training by the students and youths in Mathioya Sub-county. In response, Table 4.4 presents the findings.

Table 4.7: Training Needs According the Students

<table>
<thead>
<tr>
<th>Training Needs</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer maintenance and operation work</td>
<td>27</td>
<td>58.7</td>
</tr>
<tr>
<td>Tailoring</td>
<td>31</td>
<td>67.4</td>
</tr>
<tr>
<td>Electrical installation and maintenance work</td>
<td>26</td>
<td>56.5</td>
</tr>
<tr>
<td>Furniture making</td>
<td>24</td>
<td>52.2</td>
</tr>
<tr>
<td>Hair dressing</td>
<td>30</td>
<td>65.2</td>
</tr>
<tr>
<td>Carpentry and joinery</td>
<td>30</td>
<td>65.2</td>
</tr>
<tr>
<td>Brick laying and concrete work (Masonry)</td>
<td>26</td>
<td>56.5</td>
</tr>
<tr>
<td>Graphic art</td>
<td>1</td>
<td>2.2</td>
</tr>
<tr>
<td>Catering services</td>
<td>4</td>
<td>8.7</td>
</tr>
<tr>
<td>Welding</td>
<td>18</td>
<td>40.0</td>
</tr>
<tr>
<td>Plumbing</td>
<td>20</td>
<td>44.4</td>
</tr>
<tr>
<td>Motor Vehicle Mechanic</td>
<td>24</td>
<td>52.2</td>
</tr>
</tbody>
</table>

Source: (Researcher, 2014)

According to teachers and administrators, majority 67.4% indicated that majority preferred tailoring needs followed by hair dressing 65.2%, carpentry and joinery 65.2% and computer maintenance and operation respectively. It was observed
tailoring preference could be attributed to the fact that tailoring is a vocation that has been in existence for long and will continue to exist because of the continuous demand for services been rendered by this vocation. That is to say any people must wear dresses, which are usually sown by tailors.

The findings also revealed that graphic art 2.2% and catering services were the least preferred. The high percentage observed with this vocation can be attributed to the obvious fact that computer operation and manipulation covers all facets of life, be it social, political, economical, religious, etc. That is to say for any organization or individual that wants to achieve maximum output; it must have to incorporate the use of computer.

4.3.1 Ranking of Curriculum Content

Teachers and administrators were asked to rank statements on curriculum of vocational training in a scale of 1-5 and Table 4.5 presents the findings.

Table 4.8: Ranking of Curriculum Content

<table>
<thead>
<tr>
<th>Ranking of Statement</th>
<th>One</th>
<th>Two</th>
<th>Three</th>
<th>Four</th>
<th>Five</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enable youth to acquire skills hence employment</td>
<td>12.5%</td>
<td>10.0%</td>
<td>10.0%</td>
<td>40.0%</td>
<td>27.5%</td>
</tr>
<tr>
<td>Make trainees self-reliant</td>
<td>-</td>
<td>12.2%</td>
<td>19.5%</td>
<td>31.7%</td>
<td>36.6%</td>
</tr>
<tr>
<td>Raise trainees general standard of living</td>
<td>9.8%</td>
<td>31.7%</td>
<td>36.6%</td>
<td>17.1%</td>
<td>4.9%</td>
</tr>
<tr>
<td>Help the trainees cope with technological changes</td>
<td>22.0%</td>
<td>22.0%</td>
<td>26.8%</td>
<td>12.2%</td>
<td>17.1%</td>
</tr>
<tr>
<td>Enable trainees to became productive and useful</td>
<td>9.8%</td>
<td>19.5%</td>
<td>22.0%</td>
<td>31.7%</td>
<td>17.1%</td>
</tr>
</tbody>
</table>

Source: (Research Data, 2014)
Table 4.5 shows that majority 40.0% indicated that the curriculum content in vocational training enabled youth to acquire vocational skills that would promote gainful self employment; 36.6% ranked highly the fact that curriculum content make trainees self reliant and 36.6% also indicated that it raise trainees general standard of living. The study further revealed that curriculum content help the trainees to cope with technological challenges and enable trainees to became productive and useful citizen.

However the results of this study show that the standardized curriculum in vocational education does not meet the needs of students and the industry. The standard curriculum appears to become outdated in a short period of time in the face of ever-changing competencies in industry. Only few vocational schools are able to keep up with these changes through a systematic needs assessment and curriculum development process. Other schools suffer from outdated curriculum focusing on traditional task oriented skills and knowledge. According to Martinez and Badeaux, (1994), one of the great challenges of curriculum planning for vocational schools has traditionally been the integration of academic competencies into vocational education curricula.

4.4 Government Policy Gaps in Supporting Vocational Training

The teachers and administrators were asked to state the challenges encountered concerning policies in their respective institutions. The following were some of the challenges mentioned:
4.4.1. Enrolment.

In most of the centers, enrolment has been falling for the last five years. Reasons that were given qualitatively as follows: around 50.0% cited lack of school fees, 17.5% indicated that elaborate curriculum containing many practical and poor attitude towards Vocational Education. According to Eraser Savas (1978) the youth polytechnics must take initiative and develop good strategies and aggressive curriculum for their students that will alleviate the problems affecting people living in the neighborhood. This also confirms Shiundu (1989) who says that education should be concerned primarily with the development of general background attitudes while what increases knowledge and skills in a particular field is training. Other reasons 10.0% like timing of some of the courses like computer which is offered even at night but most students are not able to attend night lessons. Others also claimed that distance to the centers was also a factor that affected acquisition of vocational skills and thus contributed to the falling of enrolment.

4.4.2. Drop Out Rate.

Dropout rate was noted to be high in most of the vocational centers that research was done. The reasons given by the administrators and teachers of those centers were as follows, lack of finances for paying fee, pregnancy among the female learners, poor attendance by instructors who are under BOG, family commitments and timing of the course. This concurs with Okoro (2003) that imparting of vocational skills in schools is mainly hindered by lack of funds to provide learning resources and lack of qualified personnel leading to poor quality of training. For example at Gikindu Polytechnic there were poor staffing but good
facilities so lack enough teaching staff was the major cause of drop out. On the other hand Wahundura had good number of staff but lacked sufficient facilities.

Other challenges affecting acquisition of vocational skills were lack of parents’ involvement in their children’s education and teachers or instructors burn out whereby they are no longer interested in their work. Parental influence is more profound than that of school Finn (1972). Bloom (1964) asserts that parental encouragement helps a student to succeed by increasing one’s confidence, development of positive attitudes towards education will affect their involvement and their children’s views of education. Okwir Acana (1983) found out that parental encouragement among other factors was significantly related to the child’s academic performance. Kapila 1976) also reported positive association between parents’ participation in the child’s work and academic performance. Orodho (1992) asserts that the school should encourage parents to take an active role in educational pursuit of their children. He further added that parents should prioritize the meager resources to purchase instructional resources such as textbooks for their children.

4.4.3 Policies that can Support Vocational Training

Wide curriculum that could not be covered within the scheduled time was also a factor that was cited as one of the factors that affected acquisition of vocational skills. To establish policies that can be incorporated to support vocational training,
Table 4.9 presents the findings.

<table>
<thead>
<tr>
<th>Policies</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Linkage with other national policies</td>
<td>33</td>
<td>71.7</td>
</tr>
<tr>
<td>Linkage with regional and international policies</td>
<td>12</td>
<td>26.1</td>
</tr>
<tr>
<td>Linkage with other world of work</td>
<td>12</td>
<td>26.1</td>
</tr>
<tr>
<td>Instructor training and professionalization of TVET staff</td>
<td>7</td>
<td>15.2</td>
</tr>
<tr>
<td>Funding and equipping TVET institutions</td>
<td>9</td>
<td>20.0</td>
</tr>
</tbody>
</table>

Source: (Research Data, 2014)

As shown in Table 4.6, majority 71.7% suggested that linkage with other national policies can help to support vocational training. It was noted from the managers and administrators of youth polytechnics that it will be necessary for a country to define and specify clear articulation lines between TVET and other sectors of the national economy in order to effectively link its TVET policy to other national strategies and policies in the area of education and training at all levels, employment, and socio-economic development. Twenty six point one 26.1% of the teachers suggested that there is a need for linkage with regional and international policies and also link with other world of works. It was therefore important for national TVET policies to create room for possible dovetailing into existing regional and international education and training policy frameworks and protocols. On the other only 15.2% suggested that instructor training and professionalization of TVET staff can help to support vocational training.
4.5 Interventions Measures

The following were suggested as intervention measures to help in enhancing vocational training. According to teachers and administrators, the following were suggested: These were: enhancing the quality of training, assuring relevance and employability of trainees, improving coherence and management of training provision, promoting flexibility of training and life-long learning, and enhancing the status and attractiveness of TVET.

4.5.1 Enhancing the quality of training

Training for high-quality skills requires appropriate training equipment and tools, adequate supply of training materials, and practice by the learners. This confirms Dike (2009) that TVET is that aspect of education which leads to the acquisition of skills as well as basic scientific knowledge. It is a planned program of courses and learning experiences that begins with exploration of career options, supports basic academic and life skills, and enables achievement of high academic standards, leadership, preparation for industry-defined work, and advanced and continuing education (Maclean & Wilson, 2009). Other requirements include relevant textbooks and training manuals and qualified teachers and instructors with experience in enterprises. Well-qualified instructors with industry-based experience are hard to come by, since such categories of workers are also in high demand in the labor market, they could be suitably motivated to offer part-time instruction in technical and vocational schools. According to Saavedra and Chacaltana (2001), disadvantaged youths are more likely to attend vocational
education and training institutions of low quality, as they imply low investments in terms of both time and financial resources.

### 4.5.2 Assuring relevance and employability of trainees

Assuring the employability of trainees begins with effective guidance and counselling of potential learners in the choice of training programmes in relation to their aptitude and academic background. Employability presupposes the acquisition of employable skills that are related to the demands of the labour market. Labour market information systems and tracer studies which track the destination of graduates in the job market can provide useful feedback for the revision of training programmes so as to enhance the employability of trainees. This confirms D'Amico, (2001) observation that government should give vocational and technical schools the option to substitute traditional 'practical arts. This compromise allows vocational-technical schools to continue providing important training in skills that are central to their tradition within the bounds of a limited curriculum. Malone (2001) found out that a weakness of many of the programs currently employed is that they focus primarily on production-oriented facet of the arts, depriving vocational and technical students of the high academic standards and higher order thinking skills promoted by the Core Content Standards.

Despite all these interventions, creation of adequate, productive and sustainable employment continues to be the greatest challenge in Kenya. The youth employment challenge has, particularly, been aptly recognized in the country's long-term development blueprint: Vision 2030, the Medium Term Plan (2008-

4.5.3 Improving coherence and management of training provision

In order to ensure coherence and management of training provision, it will be necessary to establish a national agency or body to coordinate and drive the entire TVET system. Particularly in Mathioya Sub County, this agency could be under the umbrella of the ministry of education and vocational training or stand on its own as an autonomous body. In either case, the coordinating agency should include representation from all relevant stakeholders, including government policy makers, employers, public and private training providers, civil society, alumni associations, and development partners. Currently the management of Youth training is done by different sectors of Government including Ministry of education, department of youth training, County directors of Youth training and NGOs within the Murang’a County.

4.5.4 Flexibility of training and life-long learning

Life-long learning has a beneficial effect on the development of a high quality TVET system. This is because the skills of the workforce can be continually upgraded through a life-long learning approach. This also means that learners who have had limited access to training in the past can have a second chance to build on their skills and competences. Life-long learning also involves the recognition of prior learning, whether in the formal or non-formal system. A National Qualifications Framework can provide the needed flexibility and coherent
framework for life-long learning within the entire TVET system through the creation of equivalent qualifications across all the sub-sectors of vocational and technical training: formal, non-formal and informal.

4.5.5 Status and attractiveness of TVET

The respondents (Managers) of Polytechnics through qualitative analysis informed this study that enhancing the status and attractiveness of TVET will involve changing perceptions and attitudes of the public about technical and vocational education. For this to happen, the use of role models in TVET and the involvement of successful entrepreneurs in motivation campaigns, especially in schools, will be necessary. An embarrassing shortage of role models is one of the problems of all TVETs in Mathioya Sub-county. Technical and vocational education should be seen as a valid passport to a good job and not as a second best choice or the only educational route for the academically less endowed.

The study was also informed by teachers that the status of technical and vocational education can also be enhanced by upgrading polytechnics and polytechnic-type non-university institutions to offer technical or “skills” degrees. The trend world-wide is to strengthen polytechnic institutions and their role in industrial and technological development, re-engineer their training programmes for greater relevance and higher quality, and generally raise their status and attractiveness as higher institutions of choice for senior secondary school leavers. One has to note, however, that labor market transitions of youths only provide partial evidence on the relative performance of the vocational training systems in the respective countries due adequate facilities (Quin-tini, Martin & Martin,
2007). The constant change of ministries in charge of TVET by different regimes in Kenya impacts negatively on these institutions in that they destabilize the managements due lack of consistency due to different party manifesto implementation. This may lead to delay in decision making and implementation.
CHAPTER FIVE
SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter focuses on the summary of the research findings; it gives the conclusion of the study based on each of the research objectives and also make recommendations.

5.1 Summary

The study gathered information from administrators of vocational centers, teachers (instructors) and students (learners). The study made an attempt to establish effects that learning resources, types of curriculum offered and qualifications of the trainers or tutors on skill acquisition. In order to investigate the above issues, the literature review related to this study provided the guidelines and laid foundation on which the interpretation of the data collected was laid.

Vocational education's main aim is to offer skills to learners. These learners are expected to acquire specific skills for self employment or career skill instructions. Vocational training is recognized by government as that education which creates great impact on human resource development and economic growth.

The study established that education achieved through vocational education and those achieved through other formal education should provide the youth with employment and employment creation. However, a good number of youth learners leave vocational centers without proper acquisition of skills. They opt to
go for other jobs after leaving vocational centers other than practicing the skills acquired. The study also examined the level of satisfaction among the learners towards vocational training.

The success and growth of TVET in Mathioya Sub County will depend on how swiftly the sectors respond to prevailing and emerging challenges that are inherent in Murang’a County. Thus, The TVET sector must address; the large number of young people who graduate annually from the secondary school system; High levels of poverty make it difficult for most Kenyans to pay for TVET; the need to match training of skills with the actual demands of industry and create a deliberate link between TVET curriculum and the aspirations of the Vision 2030.

While TVET has witnessed growth there are challenges that need to be addressed. The most critical ones are: The researcher established that currently the existing curriculum is trade and theory based in majority of TVET institutions as opposed to the desired combination of theory and competency-based courses. Linkages between TVET institutions under the different ministries are weak. Decision making in TVET institutions is highly centralized at their respective ministry headquarters at the expense of the Sub-countys and institutions, where actual education and training services are delivered. Finally, industry is offering few employment opportunities for TVET graduates. There is a mismatch between training offered and the actual demands of industry.
5.2 Conclusion

Vocational training’s main aim is to offer skills to learners. These learners are expected to acquire specific skills for self employment or career skill instructions. Vocational education is recognized by government of Kenya as that education which creates great impact on human resource development and economic growth. However, a good number of youth learners leave vocational centers without proper acquisition of skills. They opt to go for other jobs after leaving vocational centers other than practicing the skills acquired. According to the findings, parents feel that Vocational training is for standard eight, form four failures, or generally school dropouts which has led to low enrolment in the vocational centers. Kenya’s employment challenge is to a large extent, a youth challenge. The country’s demographic momentum makes the youth employment challenge more acute. Even though the youth bulge pressure is starting to ease, employment frustrations of the youth resulting from weak absorptive capacity of the labour market has been accumulating over time.

Since the ultimate objective of TVET is employability and employment promotion, it is necessary to link training to the needs of the labour market. TVET must be relevant and demand-driven, rather than supply-driven and a stand-alone activity. In order to do this, data is required on the actual employability of TVET graduates, available job opportunities, and the evolving skills demands on the labour front. Governments of Kenya should therefore make conscious efforts, not only to train but also to retain technical teachers in the system. Finally the delivery of quality TVET is also closely linked to the building of strong
management and leadership capacity to drive the entire system. TVET administrators, professionals and policy deciders will therefore also have to be trained and their skills upgraded to enable them confidently drive the system with its various implementation structures, including qualifications framework, accreditation standards, assessment guidelines, quality assurance and accountability frameworks.

The promotion of technical and vocational education and training for industrialization, economic development, wealth creation and poverty eradication demands policies and strategies that address the cross-cutting issues of quality and relevance of training, employability, collaboration between training institutions and employers, accreditation of training providers. This calls for a TVET system that is competency-based and employment led, with proficiency testing of learners and trainees as proof of competence.

In conclusion, improving the quality of the curriculum in vocational institutions seems to be an effective school-to-work transition strategy for increasing the employability of graduates. Curriculum development process as it is practiced for vocational training institutions in Kenya appears to be very vague, and the role of the industry in this process is not clear. The success stories where the vocational institutions and the industry successfully collaborate to develop a new curriculum present good examples to strengthen this collaboration for other schools and industries as well. Therefore, the needs for curriculum development in vocational areas are different from that of an academic curriculum. For that reason, vocational training institutions and the industry can collaborate on needs
assessment and curriculum development and work together to respond to each others’ needs. Even though Kenya’s long term employment policy interventions have been anchored on economic growth, the country’s employment elasticity is low.

5.3 Recommendation

As a result of the findings of this study and conclusion drawn, the following recommendations were made:

- The government should add appropriate learning resources and improve physical facilities. For the privately owned centers, the managers should improve the facilities to enable effective skill acquisition.
- The teachers’ terms and conditions of work should be improved to reduce teachers’ burn out. This can be done by taking them for upgrading courses and improving their salaries.
- Successful students from vocational centers should be given incentives to encourage them to do better in their education. This can be done by the administrators and teacher at the centers.
- The government and stakeholders should allocate CDF to improve infrastructure in the centers like roads, water and electricity so as to enhance learning.
- Income generating projects should be introduced in the vocational centers to enable learners meet their economic needs
• In vocational centers with disabled learners, the government should sponsor these challenged students and give them hearing aids like the case of deaf students.

• All the stakeholders of Vocational training should create awareness on the benefits and importance of vocational training and give it a more positive approach than it has been before. This will attract more youths to these centers so that enrolment is enhanced and retention of learners in the vocational education centers.

• Since the development and implementation of competency-based qualifications are very costly in terms of training infrastructure and staff capacity, piloting of the CBT approach in a few economic and employment growth areas is recommended, rather than a wholesale training reform strategy.

• Policy options should be part of an integrated framework that promotes economic development and employment growth. This integrated framework should combine macro-economic policies and targeted measures addressing labour demand and supply as well as the quantity and quality of jobs created for the youth.

5.4 Suggestions for further research

Based on the findings of the study, further research areas which would enhance effective acquisition of vocational skills have been recommended from the issues that arose and were beyond the scope of the study, these include:
• A similar study should be carried in other parts of the county so as to establish the actual state of vocational training and its role in employment creation the country. If this is done findings that would assist in policy formation and decision making among vocational training stakeholders would be formed.

• Factors leading to low enrolment and high dropout rate among vocational education learners should be studied.

• A comparative study of the youth polytechnics and the non formal adult literacy should be carried out.

• A similar study should be conducted including qualifications of both students in TVETs and their instructors and names of specific facilities of these institutions.
REFERENCES


APPENDIX I: QUESTIONNAIRE

Please feel free to answer the questionnaire as frankly as possible. Responses to these questions will be treated confidentially. Do not write your name anywhere on this paper. Please tick (✓) on the appropriate choices which you think is the answer or more correct responses to the question.

Part I: Personal Information

1. What is your gender? Male [   ] Female [   ]
2. Your Age 15-19 [ ] 20-24 [ ] 25-29 [ ] 30-34 [ ] Above 35 [ ]
3. What is your employment status Trained and employed [   ] Trained and unemployed [   ] Untrained and unemployed [   ]

Part II: Effectiveness of Resources and Facilities in Vocational Training

Does the government offer any financial assistance? YES [   ] NO [   ]

How do students rate the state of facilities and resources available for vocational training programmes? Adequate [ ] Inadequate [ ]

How satisfying is the work done by your facilitators/Teachers? Tick against item that fits your response:

- Highly satisfying [   ]
- Satisfying [   ]
- Dissatisfying [   ]
- Highly dissatisfying [   ]
Part III: Curriculum Content in Vocational Institutions

What courses are offered in your centre?


What are the Preferred Vocational Training Needs of 15 - 25 Years old Out-of-School Youths in Mathioya Sub-county?

- Computer Maintenance and Operation work [ ]
- Tailoring [ ]
- Electrical Installation and Maintenance work [ ]
- Furniture Making [ ]
- Hair Dresser/Barbing [ ]
- Carpentry and Joinery [ ]
- Bricklaying and Concrete work (Mason work) [ ]
- Graphics Art (Artist) [ ]
- Catering Services [ ]
- Others [ ]

Does the institution offer curriculum for their students in line with the competencies desired in the local industry? Yes [ ] No [ ]

Are you able to prepare students with relevant skills and knowledge required by industries? Yes [ ] No [ ]

Explain


Is there curriculum development efforts  Yes [ ]  No [ ]

Rank the following statements between 1 -5 regarding curriculum content

Enable youth to acquire vocational skills that would promote gainful self-employment [ ]

Make Trainees self-reliant [ ]

Raise trainees' general standard of living [ ]

Help the trainees cope with technological changes [ ]

Enable trainees to become productive and useful citizens [ ]

Part IV: Government Policy in Supporting Vocational Training

What policy issues do you think can be incorporated to support vocational training?

- Linkage with other national policies and strategies [ ]
- Linkage with regional and international policies [ ]
- Linkage with the world of work [ ]
- Instructor training and professionalization of TVET staff [ ]
- Funding and equipping TVET institutions [ ]

What challenges do you encounter in implementing government policy this institution?
Part V: Appropriate Intervention Measures

What are some of youth employment policy interventions measures you are aware of:

How do students see the future of education and training available for vocational studies?
APPENDIX II: QUESTIONNAIRE FOR POLYTECHNICS

Part I: Effectiveness of Resources and Facilities in Vocational Training

Does the government offer any financial assistance?
YES [ ]  NO [ ]

How do students rate the state of facilities and resources available for vocational training programmes?
Adequate [ ]  Inadequate [ ]

How satisfying is the work done by your facilitators/Teachers? Tick against item that fits your response:
Highly satisfying [ ]
Satisfying [ ]
Dissatisfying [ ]
Highly dissatisfying [ ]

Part III: Curriculum Content in Vocational Institutions

What courses are offered in your centre?

What are the Preferred Vocational Training Needs of 15 - 25 Years old Out-of-School Youths in Mathioya Sub-county?

Computer Maintenance and Operation work [ ]
Tailoring [ ]
Electrical Installation and Maintenance work [ ]
Furniture Making [ ]
Hair Dresser/Barbing [ ]
Carpentry and Joinery [ ]
Bricklaying and Concrete work (Mason work) [ ]
Graphics Art (Artist) [ ]
Does the institution offer curriculum for their students in line with the competencies desired in the local industry? Yes [ ] No [ ]

Are you able to prepare students with relevant skills and knowledge required by industries?
Yes [ ] No [ ]
Explain


Is there curriculum development efforts Yes [ ] No [ ]

Rank the following statements between 1-5 regarding curriculum content
Enable youth to acquire vocational skills that would promote gainful self-employment [ ]
Make Trainees self-reliant [ ]
Raise trainees’ general standard of living [ ]
Help the trainees cope with technological changes [ ]
Enable trainees to become productive and useful citizens [ ]

Part IV: Government Policy in Supporting Vocational Training
What policy issues do you think can be incorporated to support vocational training?
Linkage with other national policies and strategies
Linkage with regional and international policies
Linkage with the world of work
Instructor training and professionalization of TVET staff
Funding and equipping TVET institutions

What challenges do you encounter in implementing government policy this institution?

Part V: Appropriate Intervention Measures

What are some of youth employment policy interventions measures you are aware of:

---

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### APPENDIX III: TIME FRAME FOR THE PROJECT

**Chronology 2013**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Month</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formulation of research problem</td>
<td>June 2013</td>
</tr>
<tr>
<td>Writing the Proposal (Chapters 1-3)</td>
<td>July 2013</td>
</tr>
<tr>
<td>Marking of First draft</td>
<td>August 2013</td>
</tr>
<tr>
<td>Consultation of supervisors</td>
<td>Sept 2013</td>
</tr>
<tr>
<td>Piloting of research instruments</td>
<td>Sept 2013</td>
</tr>
<tr>
<td>Data collection</td>
<td>Oct 2013</td>
</tr>
<tr>
<td>Data entry, cleaning and analysis</td>
<td>Nov 2013</td>
</tr>
<tr>
<td>Writing the report</td>
<td>Nov 2013</td>
</tr>
<tr>
<td>Submission of research project for examination</td>
<td>Dec 2013</td>
</tr>
</tbody>
</table>
APPENDIX IV: BUDGET

<table>
<thead>
<tr>
<th><strong>Transport cost:</strong></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Fuel</td>
<td>250lit</td>
<td>4 weeks</td>
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APPENDIX V: LETTER OF INTRODUCTION

RE: QUESTIONNAIRE

I am a Master of Education, (MBA.) student at Kenyatta University, Nairobi. As a requirement of this course I am undertaking a research project on “VOCATIONAL TRAINING: POLICY IMPLICATION ON SELF EMPLOYMENT CREATION AMONG YOUTH IN MATHIOYA SUB-COUNTY, MURANG’A COUNTY”

I assure you that the answers provided will be used only for the purposes intended in the framework of this survey. In the description of results of this survey, no identification of the individual persons will be possible. Your information will be treated with strict confidence.

Thanking you in advance.

Stephen Gathii

SEPTEMBER 2013
APPENDIX VI: PERMIT LETTER

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

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

Ref. No.

NACOSTI/P/14/7753/3851

Stephen Kamau Gathii
Kenyatta University
P.O. Box 43844-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "Vocational Training: Policy implications on self employment creation among youth in Mathioya District, Murang’a County, Kenya," I am pleased to inform you that you have been authorized to undertake research in Murang’a County for a period ending 31st December, 2014.

You are advised to report to the County Commissioner and the County Director of Education, Murang’a County before embarking on the research project.

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

DR. S. K. LANGAT, OGW
FOR: SECRETARY/CEO

Copy to:

The County Commissioner
The County Director of Education
Murang’a County.

Date: 23rd October, 2014
APPENDIX VII: MAP OF MURANG'A COUNTY

A map of MURANG'A COUNTY
By Tourist Maps Kenya Limited

Welcome to Murang'a county, that covers an area of approximately 2,500 square kilometers or about 976 square miles. Within the county there are seven constituencies and eight districts namely Mathioya, Kandara, Murang'a central, Maragua, Kuiru, Kigumo and Gatanga. Each of these constituencies is a district but Kigumo has been split into Murang'a and Gatanga districts—making eight districts within the county.

The county is the centre of all counties occupied by the current Kenya region. It is bordered by Kiambu to the south, Nyandarua to the west, Nyeri to the north and Kirinyaga, Embu and Machakos to the east.

Murang'a is one of the leading agricultural counties both for food and cash crops. Murang'a is one of the leading counties in tea, horticulture and coffee production. The climate is conducive to farming and has numerous permanent rivers and going by the fact that one of the rivers—Thika where Nakuru dam is constructed, supplies about 3/4 of Nairobi water requirements.

There are numerous market centers in Murang'a including Mathioya, Delaita, Kigumo, Kuiru, Kandara, Gatanga, Machakos, Kithuvi and Kibare. There are quite a number of attractions especially the Maukari, Murang'a gorge, Albertines National Park and forest, numerous waterfalls etc.

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P.O. Box 54721 - 00200, Nairobi - Kenya
Telephone: 020 2229257
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