IMPACT OF VOCATIONAL TRAINING ON JOB PLACEMENT
FOR PERSONS WITH INTELLECTUAL DISABILITY
IN NAKURU COUNTY, KENYA

BY
OGEGE NELLY DULLO
E55/CE/27792/2013

A RESEARCH THESIS SUBMITTED IN FULFILLMENT OF THE REQUIREMENT FOR AWARD OF THE DEGREE OF MASTER OF EDUCATION (SPECIAL NEEDS EDUCATION) IN THE SCHOOL OF EDUCATION OF KENYATTA UNIVERSITY

JULY, 2018
DECLARATION

I declare that this thesis is my original work and has not been presented for the award of degree in any other University/institution. The thesis has been complemented by referenced works duly acknowledged. Where text, data, graphics, pictures or tables have been borrowed from other works-including internet, the sources are specifically accredited through referencing in accordance with anti-plagiarism regulations.

Signature: .................................. Date: 13/07/2018...
Ogege Nelly Dullo
E55/CE/27792/2013
Department of Special Education

This research thesis has been submitted for examination with our approval as the University Supervisors.

Signature: .................................. Date: 16th July 2018
Dr. Franciscah Irangi Wamocho
Department of Special Education
Kenyatta University

Signature: .................................. Date: 16 July 2018
Dr. Syprine A. Otieno
Department of Zoological Sciences
Kenyatta University
DEDICATION

This thesis is dedicated to my daughters; Winnie, Cynthia and Lovenia, my sons; Samora, Andrew and Dickens and my grandsons; Austine, and Alex, granddaughters; Ladasha and Tamara.
ACKNOWLEDGEMENT

I want sincerely to acknowledge my supervisors, Dr. Franciscah Irangi Wamocho and Dr. Syprine Otieno for their professional guidance and encouragement during my study time. Without them my progress would have been very difficult. Additional thanks goes to my lecturers from Special Needs Education department who ensured that my course work was a success. My sincere gratitude also to Kenyatta University for the opportunity they gave me to study in the institution.

Further appreciation to the entire Pangani Special School and Nakuru Hill Special School fraternity who availed the information that was necessary during data collection.

Special thanks to my daughters, sons, grandsons and my granddaughters for their patience, encouragement and moral support during this hectic period

Last but not least, to all those others who in one way or another contributed to the result of this study, may God reward you abundantly.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>CONTENT</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>DECLARATION</td>
<td>Error! Bookmark not defined.</td>
</tr>
<tr>
<td>DEDICATION</td>
<td>ii</td>
</tr>
<tr>
<td>ACKNOWLEDGEMENT</td>
<td>iv</td>
</tr>
<tr>
<td>TABLE OF CONTENTS</td>
<td>v</td>
</tr>
<tr>
<td>LIST OF FIGURES</td>
<td>ix</td>
</tr>
<tr>
<td>ABBREVIATIONS AND ACRONYMS</td>
<td>x</td>
</tr>
<tr>
<td>ABSTRACT</td>
<td>xi</td>
</tr>
<tr>
<td>CHAPTER ONE: INTRODUCTION AND BACKGROUND TO THE STUDY</td>
<td>1</td>
</tr>
<tr>
<td>1.1 Introduction</td>
<td>1</td>
</tr>
<tr>
<td>1.2.1 Background of the study</td>
<td>1</td>
</tr>
<tr>
<td>1.2.2 Categories of learners with Intellectual Disability (ID)</td>
<td>4</td>
</tr>
<tr>
<td>1.3 Statement of the problem</td>
<td>4</td>
</tr>
<tr>
<td>1.4 Purpose of the study</td>
<td>6</td>
</tr>
<tr>
<td>1.5 Research Objectives</td>
<td>6</td>
</tr>
<tr>
<td>1.6 Research Questions</td>
<td>6</td>
</tr>
<tr>
<td>1.7 Assumptions</td>
<td>7</td>
</tr>
<tr>
<td>1.8 Limitations</td>
<td>7</td>
</tr>
<tr>
<td>1.9 Delimitations</td>
<td>8</td>
</tr>
<tr>
<td>1.10 Significance of the study</td>
<td>9</td>
</tr>
<tr>
<td>1.11 Theoretical and Conceptual framework</td>
<td>10</td>
</tr>
<tr>
<td>1.11.1 Theoretical framework</td>
<td>10</td>
</tr>
<tr>
<td>1.11.2 Conceptual framework</td>
<td>11</td>
</tr>
<tr>
<td>1.12 Operational definition of terms</td>
<td>13</td>
</tr>
<tr>
<td>CHAPTER TWO: REVIEW OF RELATED LITERATURE</td>
<td>15</td>
</tr>
<tr>
<td>2.1 Introduction</td>
<td>15</td>
</tr>
<tr>
<td>2.2 Literature Related to the Main Concept</td>
<td>15</td>
</tr>
<tr>
<td>2.3 Pre-vocational skills received by PWID</td>
<td>16</td>
</tr>
<tr>
<td>2.4 Vocational programs in special schools</td>
<td>17</td>
</tr>
<tr>
<td>2.5 Sheltered workshop and job placement for PWID</td>
<td>19</td>
</tr>
<tr>
<td>2.6 Transitional programs in special schools</td>
<td>22</td>
</tr>
<tr>
<td>2.7 Summary of Related Literature Review</td>
<td>25</td>
</tr>
<tr>
<td>CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY</td>
<td>26</td>
</tr>
<tr>
<td>3.1 Introduction</td>
<td>26</td>
</tr>
</tbody>
</table>
3.2 Research Design and Locale ................................................................. 26
3.2.1 Research Design .............................................................................. 26
3.2.2 Study Locale .................................................................................... 26
3.2.3 Study variables ................................................................................ 27
3.2.4 Independent variables ..................................................................... 27
3.2.5 Dependent variables ........................................................................ 27
3.3 Target population ................................................................................ 27
3.3.1 Pilot Study ....................................................................................... 28
3.3.2 Validity ............................................................................................. 28
3.3.3 Reliability ........................................................................................ 29
3.4 Sampling Technique and Sample size .................................................. 29
3.4.1 Sampling techniques ...................................................................... 29
3.4.2 Sample size ....................................................................................... 30
3.5 Research instruments ......................................................................... 30
3.5.1 Questionnaires ............................................................................... 31
3.5.2 Interview Guide ............................................................................... 31
3.5.3 Observation Schedule .................................................................... 32
3.6 Data Collection ..................................................................................... 32
3.7 Data Analysis ....................................................................................... 36
3.8 Logistics and Ethical Consideration ..................................................... 37
3.8.1 Logistics Issues ............................................................................... 37
3.8.2 Ethical considerations ..................................................................... 37

CHAPTER FOUR: PRESENTATION OF FINDINGS, INTERPRETATION AND DISCUSSION ............................................................................ 39
4.1 Introduction ......................................................................................... 39
SECTION ONE: GENERAL AND DEMOGRAPHIC INFORMATION .......... 39
4.2 General and demographic information ............................................. 39
4.2.1 Response rate ................................................................................. 40
4.2.3 Vocational teachers’ demographic information ................................. 42
4.2.4 Distribution of parents by gender and education level ...................... 44
SECTION TWO: STUDY FINDINGS .......................................................... 45
4.3 Pre-vocational skills received by PWID before joining vocational training .. 45
4.3.1 Head teachers’ responses on pre-vocational skills ................................. 45
4.3.2 Vocational teachers’ responses on pre-vocational skills offered .......... 46
4.4 Vocational programs offered in special institutions for PWID ............. 47
4.4.1 Head teachers’ responses on programs offered ................................. 47
4.4.2 Vocational teachers’ responses on courses offered ........................................... 50
4.4.3 Current learners’ responses on courses they enrolled in .................................. 51
4.4.4 Former learners’ responses to courses they had trained in ................................. 53
4.4.5 Parents’ responses on courses done by their PWID children ......................... 54
4.4.6 Vocational Program Diversification .................................................................. 55
4.4.7 Vocational Program Enrolment .......................................................................... 57
4.4.8 Lesson observation ............................................................................................. 59
4.5 Activities carried out in sheltered workshops ....................................................... 62
4.5.1 Head teachers’ responses on sheltered workshop activities .............................. 63
4.5.2 Vocational teachers’ responses on sheltered workshop activities .................... 65
4.6 Transitional programs available in special institution for PWID ...................... 67
4.6.1 Head teachers’ responses on transitional programs for PWID ...................... 68
4.6.2 Vocational teachers’ responses on transitional programs ................................. 70
4.6.3 Parents’ responses on transitional programs .................................................... 71
4.6.4 Current parents’ responses on preferred job placement .................................. 75

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS .......................................................... 82
5.1 Introduction ........................................................................................................... 82
5.2 Summary of main findings .................................................................................. 82
5.3 Conclusions ......................................................................................................... 84
5.4 Recommendations ............................................................................................. 85
5.4.1 Based on finds ................................................................................................ 85
5.4.2 Policy recommendations ................................................................................ 86
5.4.3 Recommendations for further research .......................................................... 87

REFERENCES .......................................................................................................... 88

APPENDIX I: QUESTIONAIRE FOR THE HEADTEACHERS ........................................... 94
APPENDIX II: QUESTIONAIRE FOR THE TEACHER (VOCATIONAL TRAINERS) .................................................................................................................. 97
APPENDIX III: OBSERVATION SCHEDULE ............................................................. 100
APPENDIX IV: QUESTIONAIRE FOR CURRENT STUDENTS .................................. 102
APPENDIX V: INTERVIEW GUIDE FOR GRADUATES (FORMER STUDENTS) .............. 104

APPENDIX VI: INTERVIEW GUIDE FOR CURRENT PARENTS .................................. 105
APPENDIX VII: INTERVIEW GUIDE FOR FORMER PARENTS .................................. 107
APPENDIX VIII: INTERVIEW GUIDES – KISWAHILI VERSION ................................ 108
APPENDIX IX: RESEARCH PERMISSION CERTIFICATE ............................................ 111
# LIST OF TABLES

<table>
<thead>
<tr>
<th>TABLE</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Table 3.1 Sampling Frame for Study Respondents</td>
<td>30</td>
</tr>
<tr>
<td>Table 3.2: Data collection activities</td>
<td>36</td>
</tr>
<tr>
<td>Table 4.1: Participants frequency response rate by gender</td>
<td>40</td>
</tr>
<tr>
<td>Table 4.2: Head teachers’ demographic information</td>
<td>41</td>
</tr>
<tr>
<td>Table 4.3: Vocational teachers’ general and demographic information</td>
<td>42</td>
</tr>
<tr>
<td>Table 4.4: Vocational teachers’ responses on courses offered</td>
<td>50</td>
</tr>
<tr>
<td>Table 4.5: Frequency responses of courses trained in by former learners</td>
<td>53</td>
</tr>
<tr>
<td>Table 4.6: Vocational teachers’ responses on programs diversification plans</td>
<td>56</td>
</tr>
<tr>
<td>Table 4.7: Class observation results</td>
<td>59</td>
</tr>
<tr>
<td>Table 4.8: Current parents’ response on vocational training impact on their children’s employability</td>
<td>76</td>
</tr>
<tr>
<td>Table 4.9: Current parents’ explanation on their responses on vocational training</td>
<td>77</td>
</tr>
<tr>
<td>Table 4.10: Former parents’ responses on impact of vocational training on their children employability</td>
<td>80</td>
</tr>
</tbody>
</table>
LIST OF FIGURES

<table>
<thead>
<tr>
<th>FIGURE</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Figure 1.1 Relationship between vocational training and job market placement</td>
<td>11</td>
</tr>
<tr>
<td>Figure 4.1: Distribution of parents by gender and education level</td>
<td>44</td>
</tr>
<tr>
<td>Figure 4.2: Head teachers’ responses on available pre-vocational skills in the school</td>
<td>45</td>
</tr>
<tr>
<td>Figure 4.3: Vocational teachers’ responses on pre-vocational skills offered in School</td>
<td>46</td>
</tr>
<tr>
<td>Figure 4.4: Head teachers’ responses on vocational courses offered</td>
<td>48</td>
</tr>
<tr>
<td>Figure 4.6: Parents’ responses on courses taken by their children</td>
<td>54</td>
</tr>
<tr>
<td>Figure 4.7: Parents’ responses Figure showing one parent who did not respond</td>
<td>55</td>
</tr>
<tr>
<td>Figure 4.8: Vocational program enrolment and number of PWID learners trained by each teacher</td>
<td>58</td>
</tr>
<tr>
<td>Figure 4.9: Teaching approaches and learners’ behavior observed during the lessons</td>
<td>61</td>
</tr>
<tr>
<td>Figure 4.10: Vocational teachers’ responses on sheltered workshop activities</td>
<td>65</td>
</tr>
<tr>
<td>Figure 4.11: Head teachers’ responses on transitional programs for PWID</td>
<td>68</td>
</tr>
<tr>
<td>Figure 4.12: Current parents’ preferred job placement for their children</td>
<td>75</td>
</tr>
</tbody>
</table>
### ABBREVIATIONS AND ACRONYMS

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>EFA</td>
<td>Education For All</td>
</tr>
<tr>
<td>ID</td>
<td>Intellectual Disability</td>
</tr>
<tr>
<td>IDEA</td>
<td>Individual with Disability Education Act</td>
</tr>
<tr>
<td>IEP</td>
<td>Individualized Education Plan</td>
</tr>
<tr>
<td>ILO</td>
<td>International Labour Organization</td>
</tr>
<tr>
<td>IVP</td>
<td>Individualized Vocational Program</td>
</tr>
<tr>
<td>IVTP</td>
<td>Individualized Vocational Transitional Plan</td>
</tr>
<tr>
<td>MoE</td>
<td>Ministry of Education</td>
</tr>
<tr>
<td>NCE</td>
<td>National Commission on Education</td>
</tr>
<tr>
<td>NIHM</td>
<td>National Institute for Mentally Handicap</td>
</tr>
<tr>
<td>PH</td>
<td>Physical Handicap</td>
</tr>
<tr>
<td>PWD</td>
<td>Persons With Disability</td>
</tr>
<tr>
<td>PWID</td>
<td>Persons With Intellectual Disability</td>
</tr>
<tr>
<td>SN</td>
<td>Special Need</td>
</tr>
<tr>
<td>SPSS</td>
<td>Statistical Package for Social Science</td>
</tr>
<tr>
<td>US</td>
<td>United States</td>
</tr>
<tr>
<td>USA</td>
<td>United States of America</td>
</tr>
<tr>
<td>VTC</td>
<td>Vocational Training Center</td>
</tr>
<tr>
<td>WHO</td>
<td>World Health Organization</td>
</tr>
</tbody>
</table>
ABSTRACT

This was a descriptive survey design study aimed at determining the vocational training impact on job placement for persons with intellectual disability (PWID) in Nakuru municipality, Nakuru County, Kenya. The study was to; establish pre-vocational skills received prior to joining vocational training programs, determine vocational programs in special schools, determine activities carried out in sheltered workshops and assess transitional programs available in special schools. Target populations were special schools for PWID with vocational training programs. Two special schools with vocational programs were purposively selected. The study population included; two head teachers, seven vocational teachers, forty eight current learners and their parents and thirty four former learners and their parents all from the selected schools. From each of the two sampled special schools, the head teacher of the school, three vocational teachers, seven present learners and seven current parents were purposively selected. Snowball method was used to sample ten former learners and ten former parents. Questionnaires, interview guides and observation schedules were used to gather data. Pilot study was done at Venessa Grant Special School in the neighboring Rongai constituency as it has a vocational program. Content validity of tools was established to ensure they measured the content of the concepts and reliability was ensured through a test-retest procedure to the pilot group. Data collected was analyzed through Statistical Package for Social Sciences (SPSS) computer software. Frequency tallies and percentage calculations were applied. Findings of this study were; pre-vocational skills being offered to PWID learners although some skills given less preference. Also noted was that vocational skills were offered although the technical ones were ignored by learners with ID. Sheltered workshop was given preference for job placement by majority of teacher and parent of PWID learners however; demerits of the same were also sighted. Lastly, transitional programs were available in the institutions however; there was laxity from parents and teachers on administering the same to the PWID. Conclusions therefore were; PWID transit to vocational programs with inadequate readiness skills which has negative effect on vocational skills acquisition and miss employment opportunity as the courses they enrol for have less market or the market is flooded. It was also concluded that before PWID join sheltered workshops, their actual need should be ascertained. Lastly, there is lack of support from significant persons in transition of PWID to the world of work which could results to a majority of them not gaining employment even if they have skills. This study therefore recommended that PWID learners be offered all pre-vocational skills adequately and vocational counselling be offered intensively to PWID by trained vocational counsellor. The study also recommended that PWID actual needs be properly assessed and ascertained before they join sheltered workshops and finally significant persons to play their role in ensuring successful transition of PWID to the world of work. Implementation of the recommendations of this study may have positive impact on stakeholders and may create more insight and understanding on vocational programs and job placement for PWID. It may promote learning, teaching and transitional process in special schools and vocational institutions for PWID.
CHAPTER ONE
INTRODUCTION AND BACKGROUND TO THE STUDY

1.1 Introduction
This chapter presents the background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitations and delimitations, assumptions of the study, theoretical and conceptual framework and definition of operational key terms.

1.2.1 Background of the study
Independence is a source of self-esteem. Most cultures cherish individual independence and measure the same by one’s ability to work and be self-supporting. Currently, there are many Persons With Intellectual Disability (PWID) looking for work, are ready for work, and could be employed in a competitive job market (Thressiakutty & Rao, 2001). Traditionally, PWID have received vocational training in sheltered workshops and vocational classes before entering competitive job market. At the sheltered workshop, there is a controlled work environment where relevant work attitude and behavior are taught. These include importance of work completion, cooperating with others, etiquette, time management, suitable dressing (grooming) for the job and safety precautions among others. Persons with Intellectual Disability can be placed in the regular job settings; however, their work ability varies depending with the disability levels (Beyers, Esselman, Cress, Mogadam & Schoene, 2000). Yet, still this should not be used to predict their employability or the type of work for them. This is because factors such as interest, attentiveness and desire to succeed can positively or negatively affect performance. Therefore, the important consideration should be an individual’s intellect and characteristics (Hallahan, Kauffman & Pullen, 2014).
According to the United Nation “Convention on the Rights of Persons with Disability” (PWD) all countries in the world recognize PWD rights and freedom. In Article 27, (Work and Employment), emphasis is on right to work on an equal basis with others. This therefore requires that PWID should compete fairly in the job market with their non-disabled peers. This requires career education and vocational training for PWID to be able to compete effectively (Thressiakutty & Rao, 2001). Vocational programs for PWID are essential and critical in enabling them to be received back into the society positively. In recent years concern over the ability of PWID to function effectively when placed in a job setting has increased. This is as a result of the training they receive in the vocational programs. A major concern is the ability of PWID to apply acquired knowledge from the program to the job setting. According to some studies, PWID go through vocational training in areas which eventually they do not venture into just as the typical learner (Wanjiru, Runo & Wawire, 2013).

For PWID to gain independent living and to play social roles successfully when they are absorbed back into the society there is need to ensure that they acquire skill based curriculum aligned to their individual needs. International Labour Organization (ILO) objectives and principles require that vocational training programs are designed for individuals with disability to enable them meet the expectations of life after school (Munkhlom & Fisher, 2008). Research in the United States for instance, has identified programs and practices linked to successful vocational training for PWID. These include; person centered transition, planning and assessment (Sitlington, Frank & Carson, 2000). These authors state that the same practices are applied in United Kingdom and developed European countries. A study in China reveals that PWID hope that through education, vocational training and vocational rehabilitation they can enhance or restore their ability to work and enjoy the fun, reputation and position of
work (Chien, 1996). This study acknowledges China government for establishing training institutions for PWID and authorizing related institutions to process and develop training courses for PWID.

In Africa, the trend is the same in South Africa, Botswana, Nigeria and Ghana. For example in Botswana, the government, in response to Education For All (EFA) (Salamanca Conference of 1994) strives to make education accessible to all learners including the PWID. The Botswana National Commission on Education (NCE) in 1993 revealed that the requirements for PWD were still not met. Included was the vocational training for PWD. National Commission on Education recommended that Botswana government intensifies efforts to meet the same. Regionally, Uganda has made a commendable step on special needs education but most graduates from the vocational training institutions of PWID are not on productive employment. Some have self-employment jobs started by family members through provision of seed capital (Szymaski & Parker, 2003). In Kenya, the government has put measure to ensure that PWID have access to gainful employment by ensuring that most special schools have vocational programs yet, researches reveals otherwise. Despite the fact that the government of these countries are aware of the rights and potentials of these learners and apply international conventions for this group to access quality education and training, PWID still miss a lot (Taanila, Rantakallio, Koiranen, Von-Wendt & Jarvelin, 2005).

Preparing PWID for total independence and employability will therefore require a comprehensive trans-disciplinary vocational program and an emphasis on post-school planning, which is an important role for special schools. Understanding of current status of vocational training in the general curriculum which has methods to apply in
educating PWID cannot be ignored. The study focused on job placement and vocational programs offered in vocational institutions for PWID in Nakuru Municipality of Nakuru County, Kenya. This choice is from the fact that learners from these institutions are expected to be productive society members in the job market and/or the world of work just like any other youth when they transit back to the society and the world of work after school.

1.2.2 Categories of learners with Intellectual Disability (ID)
Learners with ID range from mild to profound. The categories are normally viewed as per the Intelligence Quotient (IQ) of the individuals.

- **Mild IDs** have the IQ of 50 to 70. They attain basic reading and mathematics skills up to grade levels 3 to 6. They are able to function in daily life. This was the researcher’s main area of focus.

- **Moderate IDs** have the IQ 35 to 49 and are able to learn basic health and safety skills and can complete self-care activities.

- **Severe IDs** have the IQ 20 to 34 and are capable of learning daily routines however regularly require direct supervision in social situations.

- **Profound IDs** have IQ less than 20, requires close supervision and are not capable of independent living. Retrieved from: 
  https://www.healthyplace.com/neurodevelopmental.../intellectual-disability/mild-mode...

1.3 Statement of the problem
Work is a central part of an adult life and consumes almost half the waking hours; persons identify themselves by the work they do (Levinson & Palmer, 2005). Successful performance at work makes PWID self-confident. However, studies reveal...
that Kenya still lags behind in charting out a course in ensuring that PWID rights to employment are adhered to. A national household survey conducted in 2005 by Mbiti, McCasland and Miguel in their study on Vocational Education in Kenya reveals that approximately 21% of PWID youths aged 15-29 were unemployed, and a further 25% were neither in school nor working. Vocational training is very vital for the integration of PWD, and more so those of the intellectually disabled category. Vocational training offered in special schools should equip learners with skills towards their future independence. In their study of special needs and disabilities, Wanjiru, Runo and Wawire, (2013) document that PWID graduate from vocational institutions every year yet are often not able to obtain employment. The study further reveals that even though PWID receive vocational training, most of them are not engaged in the skills they trained in. In USA, a significant number of PWID benefit from supported employment and community inclusion (Gallivan, as cited in David & Emmanuel, 2001). Yet still, adults with intellectual disability experience unemployment and social isolation. Considering the WHO revelation, there is need for proper vocational training and job placement for PWID to enhance their integration and equip them with skill towards future independence (Mont, 2004).

The aim of this study was to bring attention to the general public, Kenya government, donor agencies, Ministry of Education, employers and curriculum developers the potential of PWID. It was also to help determine successful implementation of vocational and job transitional programs offered in special schools. Therefore vocational and transitional programs were assessed for the capacity to help PWID to join the world of work after school.
1.4 Purpose of the study
The study was to determine the impact of vocational training on job placement for persons with ID in Nakuru County, Kenya.

1.5 Research Objectives
The objectives of this study sought to:

(i) Establish pre-vocational skills received by PWID before joining vocational training in Nakuru Municipality.

(ii) Establish vocational programs in special institutions for PWID in Nakuru Municipality.

(iii) Determine activities carried out in sheltered workshops in Nakuru Municipality.

(iv) Assess transitional programs available in special institutions for PWID in Nakuru Municipality.

1.6 Research Questions
The study sought answers to the following questions:

(i) What pre-vocational skills do PWID receive prior to joining vocational training in Nakuru Municipality?

(ii) What vocational programs are offered in PWID institutions in Nakuru Municipality?

(iii) What are the activities offered in sheltered workshops that promote competitive job placement for PWID in Nakuru Municipality?

(iv) What transitional programs exist in special schools to place PWID in the job market in Nakuru Municipality?
1.7 Assumptions
The study was based on the following assumptions:

i) Persons with intellectual disability receive adequate pre vocational skills prior to joining vocational training programs in the earlier grades.

ii) Vocational programs offered to PWID equipped them well in readiness for competitive job market.

iii) Persons with intellectual disability in sheltered workshops work better as they receive intensive supervision and only do piece work.

iv) Transitional programs are offered to PWID in vocational programs in preparation for transition from school back to the society and to the job market.

1.8 Limitations
Limitations are influences that the researcher cannot control. They are the shortcomings, conditions or influences that cannot be controlled by the researcher that place restrictions on your methodology and conclusions. Retrieved from: https://www.bcps.org/.../researchcourse/develop_writing_methodology_limitations.html

In this study the sample size was small as it only focused on PWID in special institutions with vocational programs. Those integrated in regular schools and those in units and small homes were not included in the study. This limited the researcher in making general conclusion about vocational programs and job placement elsewhere. The data collection tool that is the questionnaire alone did not allow an in-depth investigation of the problem as significant populations of the PWID were not able to respond to the same. However, the few educable who were able to respond to questionnaires had a minimal number of questions which did not give a comprehensive result. This was remedied through use of interviews and observation.
by the researcher. Lastly, most respondents who were interviewed were not able to communicate in English fluently due to their minimal education level. Majority of them were interviewed in Kiswahili and the researcher translated their responses in to English.

1.9 Delimitations

Delimitations are choices made by the researcher which should be mentioned. They describe the boundaries that you have set for the study. This is the place to explain: the things that you are not doing (and why you have chosen not to do them). Retrieved from:

[https://www.bcps.org/.../researchcourse/develop_writing_methodology_limitations.html](https://www.bcps.org/.../researchcourse/develop_writing_methodology_limitations.html)

For this study, the scope involved PWID in special schools with vocational training programs in Nakuru Municipality. Persons with intellectual disability in integration and inclusion programs were excluded as these institutions had no vocational programs. Those in special units and small homes too had no vocational programs and were ineligible for the study population. The implication therefore was that there would be a reduced travelling cost and time during data collection period; this did speed up the researcher’s activities. During data collection, tests, (both formative and summative) were not used as these usually do not apply to this group of learners. Also self-monitoring through use of a tool such as checklist was not applicable to this group as majority of them cannot comprehend the contents of such instruments of data collection. However, the few educable PWID did respond to the questionnaire. The implication therefore was that preparation for data collection instruments was less demanding as only questionnaires, interview guides and observation schedules were prepared. It involved use of less resource both financially and in time. The scope of study led to a shorter duration for data collection. The implication therefore was that data analysis commenced early enough.
1.10 Significance of the study

When PWID seek employment they find prejudice, discrimination and fear (Woolsey & Katz-Leavy, 2008). However, some of them have been given opportunity to work to prove themselves as worthwhile (Podmostko, 2007). Consequently, they gain relevant skills in their work and become independent. All PWID should be encouraged to develop their full potentials.

This study highlighted an understanding of vocational training, job training and job placement. The findings could contribute positively to different groups of stakeholders in the education sector. Information from this study could create more insight and understanding on vocational programs and job placement for PWID. It could promote learning, teaching and transitional process in special institutions within the Municipality, county as well as the country at large. The findings may add valuable information to the educators’ knowledge on the vocational issues and job placement for PWID. It offer data to the education policy makers with relevant information to improve policy formulation in the area of vocational programs offered and job placement. Similarly these findings may determine the programs offered to PWID that address learners’ future employment and independent living needs. Information may also be provided which could enable the teaching and training staff to redefine their teaching methods to benefit PWID. Employers may be educated on the ability of this group of workers and the need to absorb them in their premises. Last but not least, it could shed light to parents of PWID on the need to provide capital to these graduates to start income generating activities which would enable them to be self-employed.
1.11 Theoretical and Conceptual framework

1.11.1 Theoretical framework
This study was guided by the trait and factor theory of occupation choice (Parson, 1909). At the center of Parson’s theory is the concept of matching. Individuals can make occupation choices after achieving:

i. Accurate understanding of their individual traits which include aptitude, interest and personal abilities.

ii. Job knowledge and labour market.

iii. Rational and objective judgment about the relationship between their individual traits and the labour market.

The three guidelines govern most vocational and occupational practices today (Parson, 1909). This theory suggests that we can measure both individual talents and attributes needed in a given job. It further suggests that individuals can be matched to an occupation which fits them. Parson further states that when individuals are in jobs that best suit their abilities, they will perform best and this will enhance their productivity.

The theory is concerned with individual traits as well as ability to choose vocational courses which then leads to choice of occupation (Parson, 1909). The various skills the PWID acquire from vocational training forms the basis for career opportunities in the world of work. Learners should choose vocational courses and careers in relation to their abilities and traits. If they receive proper vocational training, they can then be able to obtain jobs in the world of work. This theory (trait and factor) matches the study as it supports choice of vocational course in relation to learner’s ability and traits. Education, vocational and transitional processes are needed to ensure desired results in the lives of PWID. Commitment and sustained effort from all the
stakeholders involved in PWID education, vocational training and transition process is significant.

Choice of vocational courses is sometimes influenced by career aspiration, training center environment and available vocational courses. Trait and factor theory of occupation is ignored when choosing vocational courses leading to PWID graduating from school and vocational training centers yet they are not able to obtain employment. They experience community isolation and are unable to access the programs which will enable them to participate in the community (McDonnell, Hardman, McDonnell, & Keifer-O’Donnell, as cited in Grigal & Davis, 2006).

1.11.2 Conceptual framework

<table>
<thead>
<tr>
<th>Independent variables</th>
<th>Dependent variables</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Vocational training</strong></td>
<td><strong>Job placement</strong></td>
</tr>
<tr>
<td>• Individualized vocation curriculum</td>
<td>• Vocational assessment</td>
</tr>
<tr>
<td>• Career guidance</td>
<td>• Job linkage</td>
</tr>
<tr>
<td>• Qualified personnel</td>
<td>• Assessment team</td>
</tr>
<tr>
<td></td>
<td>• Parental influence</td>
</tr>
<tr>
<td></td>
<td>• School administration</td>
</tr>
<tr>
<td></td>
<td>• Parents’ socio-economic status (SES).</td>
</tr>
</tbody>
</table>

Figure 1.1 Relationship between vocational training and job market placement.

**Source:** Researcher’s own model (2017)

Figure 1.1 illustrates that PWID go through vocational classes where they are exposed to various vocational skills after identifying their aptitude, ability and career of interest. They are then offered individualized training depending on their aptitudes, ability and career choice. This is guided by a suitable adapted learner centered curriculum. Career guidance is important as the learner may not be able to choose a suitable career. For success in career choice and training, qualified personnel is
inevitable. The training personnel should be knowledgeable in SNE to ensure right pace training as per learner’s ability. Vocational assessment is done to establish how much the learner has acquired and mastered through vocational training in the preferred career. Learners are then linked to the relevant job by identifying and introducing them to the job market for absorption by the assessment team. Together, parents and teachers could influence the government and push for career development programs and opportunities for these learners. The school administration should provide adequate training facilities. They should also bridge the gap between the school and the work place through establishing job attachments. Family socio-economic status (SES) influenced the graduates’ job placement. Parental economic instability hindered financial support to start small scale businesses subjecting PWID graduates to poverty. Another hindrance is lack of government policies on career guidance, vocational selection and job placement for these learners has rendered them jobless, leading to abject poverty. Therefore, vocational training, career guidance, parental or teacher influence and government policies are necessary for proper job placement for PWID.
1.12 Operational definition of terms

**Career guidance:** Refers to directions based on useful descriptive facts offered to individual learner before choosing a career so as to make wise choice of profession.

**Determine:** To make a decision as a result of evidence and established facts.

**Educable:** These are a group of PWID ranging from mild to moderate who can acquire basic functional academic skills in the 3Rs, that is, reading, writing and arithmetic.

**Influence:** The capacity to have an effect on character, development or behavior of someone or something, or the effect itself.

**Integration program:** A program where PWD learners in units join those in the mainstream during break time, lunch time, games time among others in play and other activities for socialization.

**Intellectual disability:** A more friendly and acceptable term used to refer to learners with sub-average mental ability. Is the most recent term and is meant to replace ‘mental retardation’.

**Job placement:** The act of placing a PWD in a gainful employment or posting a PWD graduate to a work place.

**Small home:** A small boarding facility in a regular day school where PWD reside. Mostly it is meant for learners with PH however; those with multiple disabilities such as PH/ID are also legible for this facility.

**Transitional program:** Is the movement from one program to another mostly from school-based to adult services.

**Unit:** A separate section in a regular school where PWD including PWID are placed for special education.
Vocational training: Training aimed at imparting given work skills and experience in given field to PWD.
CHAPTER TWO
REVIEW OF RELATED LITERATURE

2.1 Introduction
This chapter reviewed the relevant literature with focus on study objectives. This included studies carried out in vocational training and job placement for learners with intellectual disability. The main areas of focus were: pre-vocational skills received by PWID, vocational programs in special schools, sheltered workshop activities and transitional programs in special school.

2.2 Literature Related to the Main Concept
Person with intellectual disability experience community isolation and are unable to access the jobs and/or employment which will enable them to participate in the community (McDonnell, Hardman, McDonnell, & Keifer-O’Donnell, as cited in Grigal & Davis, 2006). Wanjiru, Runo and Wawire (2013) in a study document that PWID graduate from vocational institutions every year yet are often not able to obtain employment. The study further reveals that even though PIWD receive vocational training, most of them are not engaged in the skills they trained in. In USA, a significant number of PWD benefit from supported employment and community inclusion (Gallivan, as cited in David & Emmanuel, 2001). Yet still, adults with intellectual disability experience unemployment and social isolation. Considering the WHO revelation, there is need for proper vocational training and job placement for PWID to enhance their integration and equip them with skill towards future independence (Mont, 2004). According to the United Nation “Convention on the Rights of Persons with Disability” (PWD) all countries in the world recognize PWD rights and freedom. In Article 27, (Work and Employment), emphasis is on right to work on an equal basis with others. The implication therefore is that PWID should
compete fairly in the job market with their non-disabled peers. This calls for career education and vocational training for PWID to be able to compete effectively (Thressiakutty & Rao, 2001). Vocational programs for PWID are essential and critical in enabling them to be received back into the society positively and be included in the world of work.

2.3 Pre-vocational skills received by PWID

Pre-vocational skills have significant effects on PWID and when not attended to may affect the ability to enter workforce and live a productive self-sustainable life (Sanders & Reiters, 2004). However, studies reveal that PWID do not gain much from the instructional programs which they receive in the pre-vocational and academic settings as these are not effective in promoting job placement and retention (Wehman, Inge, Revell & Brooke, 2007). A study done in Pakistan by Sijjad and Reiter (2010) documents lack of professional preparation as majority of schools in Pakistan lacked trained vocational teachers. Some countries have put intensive consideration in pre-vocational training. For example, in Germany, PWID receive pre-vocational training fully funded for by Federal Agency of Labour (Corbett, 2001).

Vocational skills are not only limited to hands-on-work but spread to academic abilities to enable PWID complete complex tasks of some jobs. Functional academic skills assist them to enter the workforce with basic knowledge in computation, verbal communication and writing skills. An in-depth study in China by Qian (2013) divided pre-vocational studies into three major parts. First is the subject course dealing with practical knowledge, technical abilities, language, math and writing. The second part deals with functional courses while the last part is the ecotype course which emphasized the need for PWID to study in a natural and social condition. Other skills
include fine and gross motor skills, eye-hand coordination skills and social skills (Sijjad & Reiter, 2010). A significant percentage of PWID have social skill deficit and have problems in mastery of the same. This calls for pre-vocational training in how to interact with fellow employees, treating and responding to the boss or seniors with courtesy and being polite. Other skills include time management, for example, getting to work and leaving on time, voice tone and volume to use while at work, professional and social boundaries as well as problem solving skills (Sanders & Reiters, 2004).

From the literature, it was evident that pre-vocational training is significant in job securing among the PWID. However, some studies found that the training is not effective in some institutions due to lack of professionals preparation. Why do they lack professional preparation? Is there a problem with the training content? Why are skills gained during the vocational training not meeting the requirement for job performance? This study was therefore to establish pre-vocational skills received before joining vocational training in Nakuru Municipality.

2.4 Vocational programs in special schools

Vocational programs should be specific to the needs of the community and the society at large, that is, where the institution is placed and where the PWID receive the training. These should include technical, vocational and trade careers that have available opening in the society. Programs in vocational training centers (VTCs) are tailoring, masonry, carpentry and joinery, and beauty therapy (Munyua, Awori & Rukangu, 2014). Worth noting is that PWID after graduating from special schools are not engaged in jobs related to the skills they specialized in (Wanjiru et al., 2013).
According to Szymanski and Parker (2003), vocational programs should include agriculture, business and office practice, home economics, technical occupation, trade and industry among others. Further to this, McCrea and Miller (2004) notes that vocational programs are not limited to mushroom farming, batik, tie and dye, basketry, weaving, poultry, carpentry, bead making and calabash work. Work experience programs are also offered to PWID to gain experience in the world of work. Research reveals that paid work experience is more likely to result in paid employment after school (Phelps & Maxwell, as cited in Morgan & Morgan, 2007). Work opportunity can be offered by schools on credit or for pay or both (examples are assisting in school office, kitchen, dormitory) or even in the community. School sponsored work experience is also another program in which PWID participate, although it is more likely to be a program of high school learners (Carmento & Wargner, 1974). On the other hand, programs in institutions in China include food related category (baking and cooking), cleaning related (indoor cleaning and store cleaning) and computer classes (word processing and web design) (Qian, 2013).

The hope is to combine this vocational experience with community living experience and let PWID live independently after training. Vocational activities should be adapted to suit individual learner’s needs and abilities. Vocational programs should be dynamic and life-long to suit PWID developmental and growth changes. Vocational training programs focus on helping PWID gain relevant skills (Weir, 2004). Selection should be relevant to learner’s ability, and activities to be simple and repetitive which should provide a wide exposure for PWID rather than limiting them (Hayford, 2000; Kniel, 2002). Another important program is the on-going support services as well as curriculum geared towards functional education skills (literacy and numeracy), skills

Other programs for PWID include individual program, life-skill training and job skill training. Individual programs are those for adult PWID that consider training and activities needed to assist the trainee in their goal achievement. The same should be tailored to individual needs, interest and aptitude (Kniel, 2002). Life-skills include personal grooming skills, exercise and fitness, finance management and healthy feeding. On the other hand job skill training are; task concentration, time management, taking orders and directions from supervisors and appropriate behavior in job/work place. Ability to write attractive resume, interview skills and goal setting for desired employment are part of vocational programs (Thressiakutty & Rao, 2001). United States of America has programs which ensure that PWID have basic skills to be productive workers, family members and citizens. Such programs are adult education in both secondary and tertiary levels, and English language acquisition. These emphasize basic reading, writing, English language competency and problem solving skills.

These studies reveal that the legitimacy of vocational programs in relation to job placement vary according to the situations in job market and the government policies. Based on the same concept, this study sought to establish the vocational programs in special institutions in Nakuru Municipality.

2.5 Sheltered workshop and job placement for PWID

Persons with Disability need employment and economic independence in the same degree as their need for education. The Persons with Disability Act (GoK, 2004)
advocates for a non-discriminatory employment for PWD, including PWID. Persons referred to here are educable and trainable PWID, with ability to hold productive jobs when placed. Possibility of PWID excelling in other skills and aptitude cannot be ruled out (US Employment Service, 2011). Employment is an expectation of adults in America and the world at large. A considerable number of youths enter the world of work during adolescence including youths with disability having a goal for competitive job soon after school (Marder, Cardoso & Wagner, 2003; Rothstein & Herz, 2000). Personal and parental involvement in vocational rehabilitation process result to self-employment. Employment is a central part of an adult’s life as it ensures economic self-sufficiency, leads to social identification, independence and community integration (Levinson & Palmer, 2005; Moore, Feist-Price & Alston, 2002). Sheltered workshops emphasize work activities that fit individual skills and ability. On the other hand open labour market’s emphasis is on matching individual skills to production needs (Conley, as cited in Stanley, Lawrence & Harold, 2003).

Safety is a major concern as cited by parents and caregivers and is guaranteed in sheltered workshops compared to outside employment (Migliore, Grossi, Monk & Rogan, 2008). Further-more, work and social skills in the sheltered workshops are less demanding compared to competitive job market, and also do offer opportunities that foster peer friendship. There is an assumption that competitive employment that is available outside the sheltered workshops needs complex skills which not all PWID may have (Treloar, 2002). In Northern Ireland, some staff in sheltered workshops confirmed that it was the best for PWID due to difficulty in concentration, poor communication skills, problem with understanding instruction and lack of motivation to work (McConkey & Mezza, 2001). Other favors for this placement include consistent work assistance, job security and easier placement as compared to a competitive job market (Conley, Azzam & Mitchell, as cited in Migliore, 2008).
However, sheltered workshops restrict PWID from integration with non-disabled peers. This therefore hinders their full preparation in working with the non-disabled peers in a competitive workforce (Hallahan, Kauffman & Pullen, 2009). Other concerns about sheltered workshops include working conditions, limited transition into competitive employment, non-compliance with the international standards and lack of self-determination in PWID. Sheltered workshops engage in production and operate as businesses yet the PWID here are not receiving same level of protection given to their peers in a competitive market. For instance, a study in USA on 5000 adults working in sheltered workshops revealed that they were poorly remunerated (NCI, 2008). More concern is lack of transition from sheltered workshops to open labour market (Taylor, 2004). Sheltered workshops do not meet international standards in promoting integration of PWD into the society (O’Reilly, 2007). A number of PWID who prefer outside employment, however, lack exposure to outside employment. In the journal of vocational rehabilitation, Jordan de Urries, Verdugo and Vincent (2009) stated that 40% of adult PWID wished to leave the program so as to acquire new skills and knowledge and also receive better wages.

The studies in the literature emphasized only the merits and demerits of sheltered workshops and the challenges faced by PWID in sheltered workshops but did not demonstrate how the activities here would promote job placement for PWID. The current study therefore sought to determine activities carried out in sheltered workshops with regard to job placement for PWID and in particular learners with ID in Nakuru Municipality.
2.6 Transitional programs in special schools

Transition is an important and integral part of every individual. People move from one level or environment to another. Transition planning should be effective to ensure maximizing post-school outcomes for PWD (Katsiyannis, Zhang, Woodruff & Dixon, 2005). Transitional support by educators focus on ensuring that learners complete the appropriate academic and vocational course work successfully (Powers, Turner, Matuszeweski, Wilson & Loesch, as cited in Meadows, 2006). Effective planning results in establishment of formal working relationship between learners, parents and post school employers. It also involves identifying services and resources that facilitate employment and community participation as well as systems that ensure maintenance of services required (McDonell, Thormson, Disher, Mathot-Buckner & Roy, 2003). However, addressing these key transitional components has proved challenging. According to the 21st Annual Report to Congress on implementation of Individual with Disability Education Act (IDEA) (US Department of Education, 2001) only one fourth of PWD graduate from school and are more likely to be in competitive jobs if they receive adequate vocational education and training (Zhang & Stecker, 2001).

According to IDEA (2004) school administration should offer support to PWID for post school planning. Fox and Gotestan (2003) document that learners have unrealistic career expectations thus, they either under or over-estimate their abilities. Therefore, PWID should be guided towards their aspirations. The United States Department of Labour (1991) noted that more than half of students graduated from school with no knowledge or skills for finding and maintaining jobs while another one third were not prepared for work entry level (US General Accounting Office, 1993).
Furthermore, California Mental Health Council illustrated that transition-aged youths were unprepared academically, socially and lacked self-determination skills to successfully achieve post-secondary education and training for employment (Mank, Cioffi and Yovanoff, 2011). On the other hand Naccarato and DeLorenzo (2008) and Ryan, Zwane, Manga, Venter, Rosen and Christianson (2007) stated that transitioning PWID are faced with several risk factors as they lack basic vocational skills. These risk factors include, school failure, unemployment, and deviance among others. Another study in Philippine by Quijano (2007) on transitional programs recorded pre-vocational training, integrated employment, continuing adult education, adult services, independent living and community participation as transitional programs. Also included are functional academic, daily living skills, community experience, and development of employment and adult objectives. Worth noting is that effective and consistent training in these areas before transition assist the youth to become successful and productive community participants.

According to Theressiakutty and Rao (2001), appropriate functional curriculum depending on learners’ needs and ability is key to effective development of transition from school to work. Theressiakutty and Rao (2001) further suggest development of specific curriculum for learners to assess their strength and weakness. In planning, transitional core team, assessment of needs, Individualized Education Plan (IEP) and Individualized Vocational Transition Plan (IVTP) are vital. These activities must consider individual needs and preferences, interest and aptitude (Ryan et al., 2007). Individualized Education Program (IEP) and IVTP are the initial parts of the transitional program that are developed for each PWID towards the end of school program. Compared to their non-disabled peers, PWID are likely to experience unemployment, underemployment, low pay and job dissatisfaction (Patton &
Blaylock, 2005). Securing and sustaining employment for PWID may be very challenging (Huang & Cuvo, 1997).

Nevertheless, the literature presented studies that had not clearly addressed the efficiency of transitional programs on the basis of further education and training, leisure, recreation and voluntary work. This study therefore assessed transitional programs available in special institutions in Nakuru Municipality.
2.7 Summary of Related Literature Review
Several studies have been done on vocational training world-wide. In Pakistan, a study on pre-vocational and vocational training program was done to determine the number of trained vocational teachers (Sijjad & Reiter, 2010). In Philippine, a study was done on transitional programs for PWID with a focus on designing transitional program model for this category of learners. Other studies have been on factors influencing vocational training and transitional service programs offered in vocational institutions which prepared PWID for community integration (Wanjiru et al., 2014). Most of these scholars have not considered job placement for PWID learners in their studies. Sheltered workshops offer easy employment absorption for PWID; however, do not expose them to competitive employment. The literature highlights vocational programs in relation to job placement as varying with job market situation and government policies.

Studies reveal that pre-vocational training is not effective due to lack of professional preparation. This study aimed at establishing pre-vocational skills received by PWID prior to vocational training. It was also to establish the impact of vocational programs on job placement for PWID. Emphasis was on merits and demerits of sheltered workshops and challenges faced by PWID in sheltered workshops in the literature. However, not much demonstrate how these activities promote job placement for PWID. Therefore this study sought to determine activities carried out in sheltered workshop in promoting PWID employment. Lastly, the literature display studies that have not clearly tackled the efficiency of transitional programs on the basis of continued adult education and training. This study therefore, assessed transitional programs available in special institutions in Nakuru Municipality.
3.1 Introduction

This chapter displays research design, variables, location, target population, sample size and sampling techniques, instruments, piloting, validity, reliability, data collection techniques, data analysis, logistical and ethical considerations.

3.2 Research Design and Locale

3.2.1 Research Design

The study employed descriptive survey approach. This approach relay happenings as they occur through a well arranged information gathering technique. The researcher intended to relay respondents’ opinions through a descriptive approach as they give the same and descriptive survey approach was applicable (Mugenda & Mugenda, 2003; Robinson, 2003). Both qualitative and quantitative approaches were applied. Qualitative approach helped in understanding the phenomenon by studying individuals in their natural setting and site (Creswell, 2003) and quantitative data reinforced the qualitative information to make it clearer.

3.2.2 Study Locale

The study was conducted in Nakuru Municipality of Nakuru County, Kenya. This choice of locale was preferred as it had special schools for learners with ID. The said schools also had vocational training programs which was the researcher’s main area of study. Nakuru Municipality politically combines Nakuru town East and Nakuru town West constituencies. It is a cosmopolitan urban centre with some parts in the rural area. According to 2009 census report, it consists of a population of 307,970. Being in the urban set-up, access to education is easy for the typical learners as there are several
primary and secondary schools. Tertiary colleges and both private and public universities are also available. However, there are only four special schools and eight special units (MoE, 2007) in Nakuru County that are ill equipped. Of the four special schools, only two have vocational training facilities. For this, the researcher had interest in determining the impact of vocational training on job placement for this category of learners (PWID) in this location.

3.2.3 Study variables

Independent and dependent variables gives the study a focus (Kalof, Dan & Dietz, 2008). These were important as they guided the researcher to pursue the study with maximum focus.

3.2.4 Independent variables

The independent variable was vocational training skills and services offered to learners with Intellectual Disability (ID) in vocational training settings.

3.2.5 Dependent variables

This was job placement that met their (PWID) qualification once they exited the vocational institutions was the dependent variable

3.3 Target population

The study was carried out in Nakuru Municipality. There were three special schools and one special unit in the Municipality, two of which had vocational training facility. They were; Pangani Special School and Nakuru Hill Special School. Trainees in the two special schools were 48; 22 females and 26 males, with 7 vocational teachers and one head teacher for each school. Also included were 48 parents of learners in the vocational facilities and 34 learners who had exited these facilities and were either in
employment or not, as well as their parents who totaled to 34. Target population was 173.

**Source:** Study schools’ records (June, 2015)

### 3.3.1 Pilot Study

This was necessary in order to acquire validity and reliability of the proposed instruments (Mugenda & Mugenda, 2003). It was conducted at Venessa Grant, a special school with a vocational training program in the neighbouring Rongai constituency. It had two teachers and eighteen PWID in the vocational training. The head teacher, two vocational teachers, five parents, and five learners current and former also participated in the pilot study. Questionnaires, interview guides and observation schedules were used during the exercise. After piloting a few amendments were made to some instruments. These were mainly the interview guides for learners who had exited the institutions, former parents and current parents. Also included was the demographic information of the respondents, that is, gender and education level. An extra item was also added to the head teachers’ and vocational teachers’ questionnaires.

### 3.3.2 Validity

Validity is the degree to which empirical measures or several measures of a concept accurately represent the concept (Orodho, 2009). The tools were administered on the pilot group and reviewed to ascertain their accuracy in information gathering. Item relevance to the variables and objectives were examined. The supervisors verified the tools to ascertain validity of content prior to administering them on the pilot group.
3.3.3 Reliability

Consistency of an instrument to yield the same result when administered at different times asserts its reliability (Frankel & Wallen, 2003). To confirm the instruments’ reliability, the researcher used the test-retest technique on the pilot group. This involved using the same instrument twice on the same group (Mugenda & Mugenda, 2003) within a period of two weeks. Response from the two tests were analyzed manually and comparison from the responses done and analyzed. Spearman rank order was employed to compute correlation that is, \[ \text{rho} \ (r_2) = 1 - \frac{6 \sum D^2}{n(n^2-1)}. \]

The correlation co-efficiency of 0.78 was obtained.

3.4 Sampling Technique and Sample size

3.4.1 Sampling techniques

Sampling is a process whereby the researcher selects a sub set of cases so as to draw conclusions about the entire population (Orodho, 2003). Purposive and snowball sampling techniques were used in the study. Two special schools with vocational training facilities were purposively selected. Purposive sampling technique was used because the two schools were the ones with vocational facilities for PWID in Nakuru Municipality. From each of the two sampled special schools, the head teacher of school, three vocational teachers, seven present learners and seven current parents were purposively selected. On the other hand, snowball method was used to sample five former learners from each of the two schools (Pangani Special and Nakuru Hill Special) as well as five former parents. This translated to a total sample of fifty six respondents which represented 32.369% of the total study population.
3.4.2 Sample size

A sample is a sub set of the entire population (Mugenda & Mugenda, 2003; Orodho, 2009). For the purpose of this study, the researcher investigated 56 respondents; 2 head teachers, 6 vocational teachers, 14 current learners, 14 current parents, 10 former learners and 10 former parents which was 32.369% out of the entire population. According to Creswell (2007), at least 30% of the total population is an appropriate estimate to give findings from which generalization of the traits being investigated within the target population can be made. Table 3.1 displays this information for more clarity.

Table 3.1 Sampling Frame for Study Respondents

<table>
<thead>
<tr>
<th>Population</th>
<th>Sampling procedure</th>
<th>Target population</th>
<th>Sample size</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Heads</td>
<td>Purposive</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Vocational teachers</td>
<td>Purposive</td>
<td>7</td>
<td>6</td>
</tr>
<tr>
<td>Present learners</td>
<td>Purposive</td>
<td>48</td>
<td>14</td>
</tr>
<tr>
<td>Present parents</td>
<td>Purposive</td>
<td>48</td>
<td>14</td>
</tr>
<tr>
<td>Former learners</td>
<td>Snowball</td>
<td>34</td>
<td>10</td>
</tr>
<tr>
<td>Former parents</td>
<td>Snowball</td>
<td>34</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>173</strong></td>
<td><strong>56</strong></td>
</tr>
<tr>
<td><strong>Percentage</strong></td>
<td></td>
<td><strong>100%</strong></td>
<td><strong>32.369%</strong></td>
</tr>
</tbody>
</table>

3.5 Research instruments

For the purpose of the study, three research tools that is, questionnaire, interview guide and observation schedule were designed by the researcher and used to collect the data so as to enhance the legitimacy of the findings.
3.5.1 Questionnaires

Questionnaires were used to solicit information from head teachers, vocational teachers and current learners. The use of questionnaires ensured anonymity, respondent privacy and enabled collection of large amount of data within shortest time possible (Kombo & Tromp, 2006; Orodho, 2003). Different questionnaires were designed for the respective respondents that is, the head teachers, vocational teachers and current learners. The questionnaires were suitable for these respondents owing to their daily busy schedules and routine. It allowed them ample time to respond at their convenience. PWID need continuous supervision from their teachers and so getting teachers out of class for interviews would not be advisable. The questionnaires comprised two sections i.e. section A, personal information and B, questions relating to study objectives. Both closed-ended and open-ended questions were used. Closed ended items in the questionnaires were used so as to elicit salient and specific data to enable the study to be more focused and realistic in its findings while the open ended items ensured that the respondents gave their views, opinions and further explanation to support their responses. The number of items in section A (personal information) varied according to the respective respondent while the number of items in section B, were seventeen both in the head teachers questionnaires and the vocational teachers questionnaires. Lastly, the items in section B of the learners’ questionnaires were seven.

3.5.2 Interview Guide

Interview guides ensured direct personal and intensive investigation from former students, former parents and current parents (Kothari, 2003). This tool was suitable for former learners and the parents as the researcher was not sure of getting the educable
learners and literate parents who could respond to questionnaires. According to Kothari (2003), an interview is a meaningful communication that occurs among persons who are chatting, conversing and negotiating for a given purpose in connection with some accepted subject matter. The interview guides displayed the general information about the interviewee, vocational training information and the world of work. The tool comprised eleven items all of which were open-ended questions.

3.5.3 Observation Schedule

Observation schedules were used to observe and record respondents’ activities in their natural setting. Non-participant method of observation was used to gather data. Information gathered through observation relates to happenings on the ground (Cohen, Manion & Marrison, 2000). This tool was used to gather information from present learners and the vocational teachers during actual lessons. The tool comprised eleven items.

3.6 Data Collection

This was done using the selected tools i.e. questionnaires, interview guides and the observation schedule. The researcher administered questionnaires to the respective respondents. A face to face interview with the present learners’ parents and parents whose children had exited the program was conducted by the researcher assisted by research assistants. The research assistants were two teacher aides one from each institution. They both received training from the researcher on how to assist the current learners in responding to their questionnaires and to conduct interviews to former learners. The researcher felt that they understood the learners better and this could help in obtaining responses easily from the learners.
Appointments to visit the schools at a convenient time were made to meet the head teachers for clearance first. This was done in the first week of 3rd term 2016 on different days for each school. One school was visited on a Wednesday and the other on Friday of the first week. This was to seek more consent from the head teachers as the researcher had earlier made calls on the same to the respective head teachers. It was also to meet with the vocational teacher and current learners. On this day, the researcher explained to the head teachers and the rest of the staff members the purpose of her visit and requested them to avail to the researcher the needed information through the questionnaire. The researcher also told the teachers that a similar tool would be applied on current learners and requested the teachers to help her purposively sample the educable learners who could respond to search a tool with minimal guidance. Each visit lasted an hour; first 25 minutes with the head teachers and the next 35 minutes with the head teacher and staff members. This duration was because both meetings were held during lunch break. The researcher then requested the head teachers to help in reaching for parents and learners who had exited the institution. This was done and the researcher had a brief meeting with both parents and learners who had exited the school on Friday of the 2nd week. The first school was visited in the morning and the second school was visited in the afternoon. Clear instructions were given to the respondents on how to respond and to the respondents’ anonymity.

On Monday of the second week, the researcher visited the two schools, one in the morning hours and the other in the afternoon. The purpose of the visits was to go through the questionnaires with the head teachers and the vocational teachers for further clarification on the questions on the questionnaires. The questionnaires were
then given to head teachers and the sampled vocational teachers. This took 30 – 35 minutes in each school. Eight questionnaires were distributed to the teachers, two to the head teachers and six to the vocational teachers. Two weeks’ duration was given to the teachers to respond to the questionnaires. Filled questionnaires were collected after the lapse of the two weeks. This was on the last day (Friday) of week three. Questionnaires from both schools were collected. On the fourth week, the researcher visited the two schools on the same day (Monday), one in the morning and the other in the afternoon to administer the questionnaires on the current learners. Together with the research assistants, the researcher explained to the learners what they were expected to do, that is, to respond to the questionnaires with the guidance of the research assistants. This also took 30 – 35 minutes for each school. The researcher then handed questionnaires to the learners before leaving. Learners were given a duration of two weeks to fill the questionnaires. On the last day of week five (Friday), the researcher visited the schools to collect the questionnaire. Fourteen current learners responded to the questionnaires.

Interviews were administered on parents and learners who had exited the institutions. This was on the third week for the parents who were each allocated time for the interview. From 8 – 10am the researcher interviewed three parents, 11 – 1 pm, three parents and 2 – 4pm, three parents each day. Each interview session lasted 25 – 30 minutes per interviewee. The researcher visited the first school on Monday and Tuesday and the second school on Wednesday and Thursday of week three. For both schools, the first day was for current parents while the second day was for former parents. Eighteen parents were interviewed, twelve current and six former parents. Learners who had exited the program were interviewed in the fourth week by the research assistants. In the first school it was done on a Tuesday and on Thursday in the
second school. This was to allow the researcher to be available on the two interview days in case of any need. Interviewees were allocated time each for the interview session and was between 8am – 2pm. Each interview lasted between 35 – 45 minutes. The research assistants then handed over the filled interview guides to the researcher. Seven former learners were interviewed. Learners who had exited school and parents whose children had gone through the program were recalled to the school for the interview as had been requested by the researcher earlier.

For observation purposes, the researcher sought the vocational teachers’ permission before accompanying them to observe them during their lessons. This was done in the fifth week on Tuesday for the first school and Wednesday for the second school. The researcher sat at the back of the class during the lesson and noted the observation. The first lessons were observed before break while the second lessons were observed after the break that was before lunch break in both schools. It took the researcher two days to capture these observation sessions and to record the same. Each lesson lasted between 35 – 45 minutes. Two teachers were observed in each school. Data collection activities are further displayed on table 3.2 for more clarity.
Table 3.2: Data collection activities

<table>
<thead>
<tr>
<th>Wk.</th>
<th>Day</th>
<th>Activities</th>
<th>Attention</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Wed</td>
<td>School visit (1&lt;sup&gt;st&lt;/sup&gt; school)</td>
<td>Researcher, Head teachers, &amp; Vocational teachers.</td>
</tr>
<tr>
<td></td>
<td>Fri.</td>
<td>School visit (2&lt;sup&gt;nd&lt;/sup&gt; school)</td>
<td>Researcher, Head teachers, &amp; Vocational teachers.</td>
</tr>
<tr>
<td>2</td>
<td>Mon</td>
<td>Delivering questionnaires to teachers (both schools.)</td>
<td>Researcher, Head teachers, &amp; Vocational teachers.</td>
</tr>
<tr>
<td></td>
<td>Fri.</td>
<td>Meeting parents and former learners (both schools.)</td>
<td>Researcher, parents &amp; former learners.</td>
</tr>
<tr>
<td>3</td>
<td>Mon</td>
<td>Interview: current parents (1&lt;sup&gt;st&lt;/sup&gt; school)</td>
<td>Researcher &amp; current parents</td>
</tr>
<tr>
<td></td>
<td>Tue</td>
<td>Interview: former parents (1&lt;sup&gt;st&lt;/sup&gt; school)</td>
<td>Researcher &amp; former parents</td>
</tr>
<tr>
<td></td>
<td>Wed</td>
<td>Interview: current parents (2&lt;sup&gt;nd&lt;/sup&gt; school)</td>
<td>Researcher &amp; current parents</td>
</tr>
<tr>
<td></td>
<td>Thu</td>
<td>Interview: former parents (2&lt;sup&gt;nd&lt;/sup&gt; school)</td>
<td>Researcher &amp; former parents</td>
</tr>
<tr>
<td></td>
<td>Fri.</td>
<td>Collecting filled questionnaires (both schools)</td>
<td>Researcher, Head teachers, &amp; Vocational teachers.</td>
</tr>
<tr>
<td>4</td>
<td>Mon</td>
<td>Delivering questionnaires to current learners (both schools.)</td>
<td>Researcher, research assistants &amp; current learners.</td>
</tr>
<tr>
<td></td>
<td>Tue</td>
<td>Interview: former learners (1&lt;sup&gt;st&lt;/sup&gt; school)</td>
<td>Researcher, research assistants &amp; former learners.</td>
</tr>
<tr>
<td></td>
<td>Thu</td>
<td>Interview: former learners (2&lt;sup&gt;nd&lt;/sup&gt; school)</td>
<td>Researcher, research assistants &amp; former learners.</td>
</tr>
<tr>
<td>5</td>
<td>Tue</td>
<td>Lesson observation (1&lt;sup&gt;st&lt;/sup&gt; school)</td>
<td>Researcher &amp; vocational teachers</td>
</tr>
<tr>
<td></td>
<td>Wed</td>
<td>Lesson observation (2&lt;sup&gt;nd&lt;/sup&gt; school)</td>
<td>Researcher &amp; vocational teachers</td>
</tr>
<tr>
<td></td>
<td>Fri.</td>
<td>Collecting filled questionnaires (both schools)</td>
<td>Researcher, research assistants &amp; current learners.</td>
</tr>
</tbody>
</table>

3.7 Data Analysis

Data was analyzed qualitatively and quantitatively. Quantitative data from closed-ended items was analyzed using descriptive statistics with the aid of Statistical
Package for Social Sciences (SPSS). The data has been displayed using frequency tables, Figures and circular graphs. Qualitative data from the open-ended items was harmonized thematically then deliberated on with focus on study objectives. Conclusions were then drawn and recommendations made based on the findings.

3.8 Logistics and Ethical Consideration

3.8.1 Logistics Issues

The researcher sought a research permit from the National Commission for Science, Technology and Innovation (NACOSTI) through the Graduate School of Kenyatta University. Consequently, additional authority was sought from the County Education Director and the Nakuru Municipality Office. Prior to data collection, the researcher sought for a study permit from the County Director of Education, Nakuru County, to gather data from the sampled schools. This was after obtaining an introduction letter from Kenyatta University. Protocol and logistic procedures were also observed downwards to the schools.

3.8.2 Ethical considerations

The researcher booked for a meeting with the heads of the two institutions so as to obtain their assent. She went ahead to visit the two institutions to create a rapport with learners and vocational training teachers. Ethical issues were discussed. Included were; respondent assent, anonymity and secrecy of information availed. Respondents received assurance on confidentiality to information received from them and confirmation that the same were only meant for the research. Participants did not have their names on the research instruments to ensure anonymity. For consent, participants were requested to sign a consent note indicating their willingness to participate in the study.
It is important to note that most of the interviews were conducted in Kiswahili due to the literacy level of the respondent which hindered their fluent communication in English. The teacher was able to translate the same to English.
CHAPTER FOUR

PRESENTATION OF FINDINGS, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter presents research findings, interpretations and discussions of findings which focussed on the study objectives of the study. The main purpose of this study was to determine the influence of vocational training on job placement for PWID. The research objectives guiding the study were:

i. Establish pre-vocational skills received by PWID before joining vocational training in Nakuru Municipality.

ii. Establish vocational programs in special institutions for PWID in Nakuru Municipality.

iii. Determine activities carried out in sheltered workshops in Nakuru Municipality.

iv. Assess transitional programs available in special institutions for PWID in Nakuru Municipality.

This chapter has been organised in two sections; first, general demographic information of the teachers and parents and second, finding of the study focusing on objectives. The study was descriptively analysed and findings summarised as percentages, presented as pie charts, bar graphs and tables.

SECTION ONE: GENERAL AND DEMOGRAPHIC INFORMATION

4.2 General and demographic information

This information was sought to help understand the respondent better considering their ability to effective and relevant service delivery as well as decision making. (Table 4.1, 4.2, 4.3 and Figure 4.1)
4.2.1 Response rate

The respondents included teachers, parents and learners who participated in the study.

Their frequency response rate by gender is displayed in Table 4.1.

Table 4.1: Participants frequency response rate by gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>Frequency</th>
<th>Valid percent</th>
<th>Cumulative percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td>28</td>
<td>59.57</td>
<td>59.57</td>
</tr>
<tr>
<td></td>
<td>19</td>
<td>40.43</td>
<td>100.00</td>
</tr>
<tr>
<td>Total</td>
<td>47</td>
<td>100.00</td>
<td>100.00</td>
</tr>
</tbody>
</table>

KEY
1: Female
2: Male

Table 4.1 has the results of the frequency analysis of participants by gender where 1 = females and 2 = males. It reveals females as the majority of participant and approximately two fifth of the participants as males.

4.2.2 Head teachers’ demographic information

The researcher gathered information on; gender, age and professional qualification of the head teachers. Also considered were weather they were trained in special education and duration as head of the institution (Table 4.2).
Table 4.2: Head teachers’ demographic information

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid percent</th>
<th>Cumulative percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>1</td>
<td>50.0</td>
<td>50.0</td>
<td>50.0</td>
</tr>
<tr>
<td>Male</td>
<td>1</td>
<td>50.0</td>
<td>50.0</td>
<td>100.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>2</strong></td>
<td><strong>100.0</strong></td>
<td><strong>100.0</strong></td>
<td><strong>100.0</strong></td>
</tr>
<tr>
<td>Age</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Valid (51 - 60 yrs.)</td>
<td>2</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>2</strong></td>
<td><strong>100.0</strong></td>
<td><strong>100.0</strong></td>
<td><strong>100.0</strong></td>
</tr>
<tr>
<td>Professional qualifications</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Valid: Doctorate</td>
<td>0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Masters</td>
<td>2</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>2</strong></td>
<td><strong>100.0</strong></td>
<td><strong>100.0</strong></td>
<td><strong>100.0</strong></td>
</tr>
<tr>
<td>Trained in special education</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Valid: Yes</td>
<td>2</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
<tr>
<td>No</td>
<td>0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>2</strong></td>
<td><strong>100.0</strong></td>
<td><strong>100.0</strong></td>
<td><strong>100.0</strong></td>
</tr>
<tr>
<td>Duration as institution’s head</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Valid: (1- 5yrs)</td>
<td>2</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
<tr>
<td>(6 – 10yrs)</td>
<td>0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>2</strong></td>
<td><strong>100.0</strong></td>
<td><strong>100.0</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

The two heads of the institutions who participated in the study comprised one male and one female were both aged between 51 years and 60 years (Table 4.2). Both have a master’s degree as the highest professional qualification and have been trained in special education. They have headed their various institutions for a period of between
1-5 years. This ensured that the information they gave to this study is about these institutions.

4.2.3 Vocational teachers’ demographic information

The researcher also gathered demographic information of the vocational teachers. This was tabulated on Table 4.3

<table>
<thead>
<tr>
<th>Area of interest</th>
<th>Category</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td>Male</td>
<td>1</td>
<td>16.67</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>5</td>
<td>83.33</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>6</td>
<td>100</td>
</tr>
<tr>
<td>Age in years</td>
<td>41 – 50</td>
<td>3</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>51 – 60</td>
<td>3</td>
<td>50</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>6</td>
<td>100</td>
</tr>
<tr>
<td>Highest professional qualification</td>
<td>Bachelors</td>
<td>5</td>
<td>83.33</td>
</tr>
<tr>
<td></td>
<td>Diploma</td>
<td>1</td>
<td>16.67</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>6</td>
<td>100</td>
</tr>
<tr>
<td>Trained in special education</td>
<td>Yes</td>
<td>6</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>6</td>
<td>100</td>
</tr>
<tr>
<td>Trained in vocational education</td>
<td>Yes</td>
<td>5</td>
<td>83.33</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>1</td>
<td>16.67</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>6</td>
<td>100</td>
</tr>
<tr>
<td>Experience of teaching vocational class (years)</td>
<td>4- 5</td>
<td>2</td>
<td>33.33</td>
</tr>
<tr>
<td></td>
<td>6- 10</td>
<td>2</td>
<td>33.33</td>
</tr>
<tr>
<td></td>
<td>11- 15</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>16- 20</td>
<td>1</td>
<td>16.67</td>
</tr>
<tr>
<td></td>
<td>21+</td>
<td>1</td>
<td>16.67</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>6</td>
<td>100</td>
</tr>
<tr>
<td>Attended any refresher course</td>
<td>Yes</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>6</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>6</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 4.3 shows the vocational teachers’ general and demographic information. Out of the six vocational teachers who participated in the study, majority (five) were females and there was only one male teacher. Three of the teachers were aged between 41yrs and 50yrs and the other three were between 51yrs and 60 yrs. Majority of them had
bachelors’ degree as their highest qualification and only one had a diploma as the highest professional qualification. Although they were all trained in special education, one was not trained in vocational training. Two of them had trained vocational learners for a period of between 1–5 years, two for a period of between 6–10 years each, one for a duration of 16–20 years while the last teacher had had a duration of 21yrs and above of training in this class. This finding confirmed that the teachers had enough experience in training vocational courses but lack of refresher courses could lead to ineffectiveness resulting from not keeping pace with new technology. This is supported by Thressiakutty and Rao (2007) who say that skills fade with time and so should be updated to remain current.
4.2.4 Distribution of parents by gender and education level

This information was intended to give a clear picture of education level of parents of PWID as per their gender as shown in Figure 4.1 below.

![Figure 4.1: Distribution of parents by gender and education level](chart)

There were thirteen female and five male parents. This translates to four fifth and one fifth of the respondents, respectively. Their education level varied from no education at all to college level. Majority of these parents (more than a half) had attained only basic education. Secondary education has been attained by two while only one had attained college education. This parental low education level may impact negatively on their PWID children’s well-being especially in their PWID children’s education.
SECTION TWO: STUDY FINDINGS

4.3 Pre-vocational skills received by PWID before joining vocational training

Objective one: Sought to establish pre-vocational skills received by PWID before joining vocational training. This information was obtained from vocational teachers and heads of the institutions. The responses are presented in Figures 4.2 and 4.3.

4.3.1 Head teachers’ responses on pre-vocational skills

Two head teachers responded to this objective. Their responses are as shown in Figure 4.2.

![Figure 4.2: Head teachers’ responses on available pre-vocational skills in the school](image)

**KEY**

2-Same responses (yes)
3-Different responses (yes and no)
4-Same responses (no)

To obtain the above results, the researcher applied ‘sum of value’. The head teachers’ responses revealed that pre-vocational programs were going on in the institutions and learners went through pre-vocational programs before joining the vocational programs. This is in order as it prepares the learner for more advance skill in the vocational class as cited by Davis (2007). These skills were listed in the research questionnaire for the head teachers and the vocational teachers. They included, safety precaution, time
management, correct dressing for work, work etiquette and functional academics. Pre-vocational skills are important as they equip the PWID with the most basic requirement for any profession in general.

4.3.2 Vocational teachers’ responses on pre-vocational skills offered

Vocational teachers mentioned a number of pre-vocational skills as being available in their institutions (Figure 4.3).

One vocational teacher did not respond to this question. Variations in pre-vocational skills offered were observed. Safety precaution and functional academics were the most offered as revealed by four fifth of the responses from vocational teachers. This finding concurs with Woolsey and Katz-Leavy (2008) who noted that safety and functional academic are basic to the transition of PWID learner. Correct dressing for work, care and tool storage and work etiquette were averagely offered as was reflected
by the response from more than half of the respondents. Time management was least offered as displayed by the minimal (forty per cent) responses from the vocational teachers. Time management could be lagging behind as PWID learners are generally slow in their activities and teachers probably do not consider time management for PWID as priority skill.

4.4 Vocational programs offered in special institutions for PWID

**Objective two:** Sought to establish vocational programs offered in special institutions for PWID. This information was gathered from; head teachers, vocational teachers, learners (PWID) currently in vocational programs, those who had gone through the program and parents. Listed were a number of programs from which the respondents revealed the ones that were in place in the institutions and those that the various learners had taken.

4.4.1 Head teachers’ responses on programs offered

The head teachers mentioned the vocational programs available in their institutions as reflected in Figure 4.4.
Figure 4.4: Head teachers’ responses on vocational courses offered

Figure 4.4 shows the responses of the head teachers to questions on the courses available for PWID in the vocational programs in the two schools. The values were; 1 for YES and 2 for NO. Where the sum of the values was 2, the response was YES from both head teachers for the course offered. Where the sum was 3, the responses were both 1 & 2 that is, YES and NO and where the sum of the value was 4, both head teachers response was NO. Therefore, Figure 4.4 reveals that kitchen gardening, hair dressing, computer skills, wood work and other courses not in the researchers list were offered by either of the institutions but not both while small scale business, dress making, beading, weaving, batik/ tie & dye, painting and cleaning services were offered in both institutions, as was indicated by the responses from the two head teachers. On the other hand, no institution had horticulture. Other courses being
offered as mentioned by one respondent were; leather work, cookery, care of livestock and shoe repair. These findings show that PWID institutions have put in place as many courses as would suit each individual learner. Persons with Intellectual Disability differences and abilities are diverse and as such they need an array of courses and programs so as to identify with one that would suit their individual ability. McCrea and Miller (2004) supports these findings and notes that vocational programs are not limited to mushroom farming, basketry, carpentry and calabash work, among others.
4.4.2 Vocational teachers’ responses on courses offered

Six vocational teachers responded to objective two and this was as reflected in Table 4.4.

Table 4.4: Vocational teachers’ responses on courses offered

<table>
<thead>
<tr>
<th>Courses Offered</th>
<th>Cases</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Included</td>
<td>Excluded</td>
<td>Total</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>Percent</td>
<td>N</td>
<td>Percent</td>
<td>N</td>
<td>Percent</td>
</tr>
<tr>
<td>Kitchen gardening</td>
<td>4</td>
<td>66.7</td>
<td>2</td>
<td>33.3</td>
<td>6</td>
<td>100.0</td>
</tr>
<tr>
<td>Small scale business</td>
<td>1</td>
<td>16.7</td>
<td>5</td>
<td>83.3</td>
<td>6</td>
<td>100.0</td>
</tr>
<tr>
<td>Hair dressing</td>
<td>6</td>
<td>100.0</td>
<td>0</td>
<td>0.0</td>
<td>6</td>
<td>100.0</td>
</tr>
<tr>
<td>Computer skills</td>
<td>3</td>
<td>50.0</td>
<td>3</td>
<td>50.0</td>
<td>6</td>
<td>100.0</td>
</tr>
<tr>
<td>Dress making</td>
<td>5</td>
<td>83.3</td>
<td>1</td>
<td>16.7</td>
<td>6</td>
<td>100.0</td>
</tr>
<tr>
<td>Wood work</td>
<td>3</td>
<td>50.0</td>
<td>3</td>
<td>50.0</td>
<td>6</td>
<td>100.0</td>
</tr>
<tr>
<td>Beading</td>
<td>6</td>
<td>100.0</td>
<td>0</td>
<td>0.0</td>
<td>6</td>
<td>100.0</td>
</tr>
<tr>
<td>Weaving</td>
<td>6</td>
<td>100.0</td>
<td>0</td>
<td>0.0</td>
<td>6</td>
<td>100.0</td>
</tr>
<tr>
<td>Batik/tie &amp; dye</td>
<td>2</td>
<td>33.3</td>
<td>4</td>
<td>66.7</td>
<td>6</td>
<td>100.0</td>
</tr>
<tr>
<td>Painting</td>
<td>2</td>
<td>33.3</td>
<td>4</td>
<td>66.7</td>
<td>6</td>
<td>100.0</td>
</tr>
<tr>
<td>Horticulture</td>
<td>3</td>
<td>50.0</td>
<td>3</td>
<td>50.0</td>
<td>6</td>
<td>100.0</td>
</tr>
<tr>
<td>Cleaning services</td>
<td>5</td>
<td>83.3</td>
<td>1</td>
<td>16.7</td>
<td>6</td>
<td>100.0</td>
</tr>
<tr>
<td>Others</td>
<td>2</td>
<td>33.3</td>
<td>4</td>
<td>66.7</td>
<td>6</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 4.4 shows the number of teachers who mentioned a course as being offered in their institutions. This was almost the same as the response received from head teachers. However, a variation in responses was noted. Three courses mentioned by all
vocational teachers were; hair dressing, beading and weaving. Kitchen gardening was pointed out by two thirds of the teachers, while a majority of the teachers mentioned dress making and cleaning services. Those mentioned by a half of the teachers were; computer skills, woodwork and horticulture. Batik/tie & dye, painting and other courses not in the researchers list were each mentioned by one third of the teachers. Only one teacher mentioned small scale business. Table 4.3 shows that out of the thirteen listed courses nine had more than a half response as being offered while only four had less than a half. This confirms the availability of vocational courses in the two institutions. Mostly offered/enrolled for courses were the traditional ones such as beading and weaving. Most technical and/or new courses which also attract quick employment, either self or otherwise such as small scale business, computer skills and horticulture received low responses. This could be due to fear of failure attached to such courses due to their complexity. Parents and PWID avoid these technical courses for fear of failure as confirmed by Podmostko (2007). However, Szymanski and Parker (2007) refute this claim and assert that, with consistent training and practise PWID are capable of acquiring several skills.

4.4.3 Current learners’ responses on courses they enrolled in

Current learners responded to courses they had enrolled in as recorded in Figure 4.5.
Figure 4.5: Courses enrolled for by current learners

Figure 4.5 shows that current learners only took five courses out of the thirteen available. These were; dress making, weaving, woodwork, beading and hair dressing. The percentage of PWID learners taking each course is also displayed. Dress making was mentioned by the majority of the learners, followed by weaving in the second position and woodwork was placed third where as both beading and hair-dressing were least mentioned. Again, courses appearing more technical and are considered more lucrative for employment such as; small scale business, horticulture and computer skills were not reflected here. Courses enrolled for here are those that are attached to success due to simplicity in skill acquisition as they are less technical (Szymanski & Parker, 2007).
4.4.4 Former learners’ responses to courses they had trained in

Former learners’ responses to the courses they had enrolled for and trained in were tabulated in Table 4.5.

Table 4.5: Frequency responses of courses trained in by former learners

<table>
<thead>
<tr>
<th>Courses offered</th>
<th>Frequency responses of courses trained in</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Included</td>
</tr>
<tr>
<td></td>
<td>N</td>
</tr>
<tr>
<td>Kitchen gardening</td>
<td>0</td>
</tr>
<tr>
<td>Small scale business</td>
<td>0</td>
</tr>
<tr>
<td>Hair dressing</td>
<td>0</td>
</tr>
<tr>
<td>Computer skills</td>
<td>0</td>
</tr>
<tr>
<td>Dress making</td>
<td>0</td>
</tr>
<tr>
<td>Wood work</td>
<td>2</td>
</tr>
<tr>
<td>Beading</td>
<td>2</td>
</tr>
<tr>
<td>Weaving</td>
<td>0</td>
</tr>
<tr>
<td>Batik/tie &amp; dye</td>
<td>0</td>
</tr>
<tr>
<td>Painting</td>
<td>0</td>
</tr>
<tr>
<td>Horticulture</td>
<td>0</td>
</tr>
<tr>
<td>Cleaning services</td>
<td>0</td>
</tr>
<tr>
<td>Others</td>
<td>3</td>
</tr>
</tbody>
</table>

Table 4.5 shows the frequency summary of courses included and excluded by learners who had exited the vocational programs. Responses here were almost similar to those of current learners considering the courses enrolled for. Out of the seven former learners, three did other courses not listed in the researcher’s list. These were; care of
livestock, shoe repair and leather work. Two of the seven did woodwork, two bead work and none of them took the courses considered technical.

4.4.5 Parents’ responses on courses done by their PWID children

Parents were asked to name the courses their PWID children had enrolled for or trained in. Their responses were as in Figure 4.6.

Figure 4.6: Parents’ responses on courses taken by their children

Figure 4.6 displays parents’ responses on courses taken by their children. These are further expressed as percentages for more clarity. A few courses were mentioned by parents and they reflect earlier responses from the current and former learners. Majority of parents mentioned beading as the course taken by their children while dress making and other courses not in the researcher’s list were mentioned by one six of the parents each. The other three courses mentioned by two parents were; weaving, woodwork and hair dressing with least response each. One of the parents did not mention any course as enrolled for by the PWID child. This is seen in Figure 4.7.
Figure 4.7: Parents’ responses Figure showing one parent who did not respond

Figure 4.7 shows one parent (case number 18) who said that the child never trained in any course as the child was not capable of any skill mastery. Technical courses were not mentioned as courses taken by their children. Parents and PWID avoid these technical programs for fear of failure (Podmostko, 2007). The graph on parents’ responses displays two learners venturing into hair dressing, three dress making, two wood work, five beading, two weaving and another three ventured into other courses not into the researcher’s list. These are less technical courses attached to success (Szymanski & Parker, 2003).

4.4.6 Vocational Program Diversification

The study also sought to find out from the vocational teachers if there were any plans to diversify the courses offered in their institutions and also the purpose of the same. Table 4.6 illustrates the vocational teachers’ responses to this question.
Table 4.6: Vocational teachers’ responses on programs diversification plans

<table>
<thead>
<tr>
<th>Case number (vocational teachers)</th>
<th>Plans to diversify</th>
<th>Explanation to Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Yes</td>
<td>Creating Sheltered Workshops</td>
</tr>
<tr>
<td>2</td>
<td>No</td>
<td>Did not give any response</td>
</tr>
<tr>
<td>3</td>
<td>Yes</td>
<td>Introduction of more course e.g. entrepreneurship, home management and foods &amp; nutrition</td>
</tr>
<tr>
<td>4</td>
<td>Yes</td>
<td>Introduction of poultry keeping and dairy farming</td>
</tr>
<tr>
<td>5</td>
<td>Yes</td>
<td>Introduce batik/tie &amp; dye and spin wool training</td>
</tr>
<tr>
<td>6</td>
<td>Yes</td>
<td>Introduce batik/tie &amp; dye and spin wool training</td>
</tr>
<tr>
<td>Total N</td>
<td>6</td>
<td>5</td>
</tr>
</tbody>
</table>

Table 4.6 indicates that majority (five) of the respondents (vocational teachers) had plans to diversify the vocational programs in their institutions and one had no such plans. The vocational teachers further gave an explanation to back up their responses.

**Respondent 1** explanation was that the institution had a plan to start a sheltered workshop which would ensure employment opportunities for PWID who preferred sheltered workshop job placement.

**Respondent 3** explained that there were plans to introduce more courses which included entrepreneurship, home management and food & nutrition.

**Respondent 4** explained that their future diversification plan for the program was to introduce courses which would give learners skills in poultry keeping and dairy farming.
Respondent 5 & 6 had the same explanation. They were both planning to introduce batik/tie & dye as well as spin wool training.

Finally respondent 2 did not give any explanation to his/her response.

Responses received from the vocational teachers on this question showed that vocational institutions for PWID were working towards ensuring that they catered for PWID individual needs and abilities. Introduction/diversification of courses in these institutions may see every PWID learner attending these programs acquiring skills of own choice as per their traits which include aptitude, interest and personal ability. This is supported by trait and factor theory of occupation (Parson, 1909) which guided this study.

4.4.7 Vocational Program Enrolment

To find out more on vocational programs, the study further sought to know through objective two learners’ enrolment in the vocational programs and the specific number handled by each vocational teacher in the courses they were training PWID learners in. Figure 4.8 displays the vocational teachers’ responses.
Figure 4.8: Vocational program enrolment and number of PWID learners trained by each teacher

Figure 4.8 shows the learner enrolment (between 0 – 40) on the vertical axis and the number of cases (6 teachers) horizontal axis. Findings on this question were that the vocational teachers had large classes ranging between 12 – 40 PWID learners. Respondents 1, 2 & 4 were handling all the learners in the program. This could therefore be a sign that learners were probably taking the same course or one learner was training in more than a course. Respondents 3, 5 & 6 were handling just a part of the total learner enrolment in the vocational program. This could suggest that they had specific skills which they were offering to specific learners. Considering teacher/learner ratio one would say that the learner ratio was on a higher side. This could lead to inadequate delivery from the side of the teachers. Teacher/learner ratio for this category of learners should be small e.g. one teacher to seven learners for easier management and effective delivery (Turnbull, Turnbull & Wehmeyer, 2007).
Large classes as displayed in these findings could impact negatively on the teachers’ ability to effective skill delivery.

4.4.8 Lesson observation

On vocational programs offered the researcher also had observation sessions with four vocational teachers as they were carrying on the lesson. The areas of interest included; lesson duration, teacher proficiency, facilities/equipment/materials and teaching/learning approaches among others. Lesson observation was meant to assess if the PWID were receiving relevant and adequate training with the required learning resources. Table 4.7 shows the findings.

Table 4.7: Class observation results

<table>
<thead>
<tr>
<th>Case number</th>
<th>Lesson duration</th>
<th>Teacher proficiency</th>
<th>Teacher class attendance</th>
<th>Appropriateness of teaching materials</th>
<th>Appropriate size of training space</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>21 - 30min</td>
<td>Unskilled</td>
<td>Regular</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>2</td>
<td>31 - 60min</td>
<td>Skilled</td>
<td>Regular</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>3</td>
<td>21 - 30min</td>
<td>Skilled</td>
<td>Regular</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>4</td>
<td>21 - 30min</td>
<td>Skilled</td>
<td>Regular</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Total</td>
<td>N</td>
<td></td>
<td></td>
<td></td>
<td>N</td>
</tr>
</tbody>
</table>

The finding on Table 4.6 shows the duration the vocational teachers take for a lesson and majority (three quarters) of the observed teachers took between 21 – 30 min whereas only one vocational teacher took a duration of 30 – 60min. Considering the attention span of PWID, it is in order that they are not taken through long lessons as
they are easily diverted due to quicker saturation. The Table also revealed that most of the vocational trainers were skilled however; one vocational teacher had no skill in vocational training. It was therefore possible that there were a significant percentage of PWID learners not receiving relevant vocational skills or were not being trained appropriately as they were being trained by unskilled personnel. It also revealed that some vocational trainers lacked professional preparation due to lack of relevant training as supported by Sijjad and Reiters (2010). From the findings we realise that all the four teachers were regular in class attendance, which was a positive move. Training materials were appropriate and as per the skill requirement. There were beads, threads, looms, sewing machines and hair driers among other things. These were in good shape and functional. Training space was adequate for three lessons observed and one was not as 12 learners had all squeezed around one small Table in a small room which was not spacious enough. According to New York City Building Code of 2009, classrooms should provide a minimum of 20 square feet per learner and permanent wall cabinets, heat sources or other architectural features are excluded from this measurement. The researcher further observed the lessons to determine the teaching approaches used by the vocational teachers and learners’ behaviour during the lesson. This was established as in the Figure 4.9.
Lesson observation showed that vocational teachers were using learner centred teaching approach and were offering relevant courses to the PWID learners (Figure 4.9). Another finding was that none of the four teachers had Individual Vocational Plan (IVP) document for the learners. Individual Vocational Plan document is an important tool for every PWID learner in a vocational program as the learners’ needs and ability are as diverse as the learners (Hooley, Marriott, Watts & Coiffair, 2012). Lack of IVP jeopardises skill acquisition possibilities for PWID learner.

Learners’ behaviours during the lesson were also observed. It was noted from one half of teachers observed that learners were able to respond to activities promptly while
from the other half of the lessons observed, learners were slow in their responses. This could have led to an impression that the learners had been grouped according to their individual needs and ability. This is on the positive side as the learners are handled as per their ability and need.

From three observations, learners had adequate attention span while from one class learners were easily distracted. Learners with ID should be placed away from distractors as this enhances their attention span. Finally, from three quarters of the observations learners had the ability to focus on an activity for between 24 minutes to 27 minutes which was a significant duration. This could be attributed to the degree of ID which could range from mild to moderate hence allowing concentration ability (Clark and Lillie, 2000). From one class, learners were not able to focus on an activity for even 5 minute which was quite an insignificant duration of time. This could be attributed to the degree of their ID which could be ranging from moderate to severe ID or due to other factors such as; lack of motivation, lack of teacher creativity, inadequate teacher preparation among others. This could then lead to half-baked PWID learners during their transition to the world of work and eventually bring about failure to obtain and maintain jobs in the job market.

4.5 Activities carried out in sheltered workshops

Objective three: Sought to determine activities carried out in sheltered work-shops.

This information was gathered from the head teachers and the vocational teachers for learners with ID. A number of activities were revealed by the respondents. These included simple work activities such as packaging/packing, piece work, serving and sewing as supported by O’Brien and Dempsey (2004). Also included were leisure programs, occupational therapy and rehabilitation geared towards open labour market and long term employment (Treloar, 2002). Activities in sheltered workshops have
different purposes ranging from day habilitation to occupational therapy and to actual source of income as supported by Marder, Cardoso and Wagner (2003) and Rothstein and Herz (2000).

4.5.1 Head teachers’ responses on sheltered workshop activities

The two head teachers responded to the questions. One of the two head teachers mentioned a number of sheltered workshop activities as being carried out in the institution. These activities were; piece work, packaging/packing, sewing, servicing and sheltered workshop transitioning to employment. The head teacher also noted that assembling and occupational therapy were not being offered to the learner with ID in their program.

The second head teachers’ response was almost similar to the responses received from the first head teacher as this head teacher mentioned piece work, sewing, serving, leisure, occupational therapy and others not in the researcher list as being offered to learners with ID. ‘Others’ included physical rehabilitation training, offering work experience, basic work skills and life skills. Those that were not offered as mentioned by the second head teacher were; assembling, packaging/packing and sheltered workshop transitioning to employment. Also there were other sheltered workshop activities not listed by the researcher that were cited by one respondent. These were physical rehabilitation training, offering work experiences, basic work skills and life skills. This is supported by Migliore, Mank and Regan (2008) who say that life skills such as job application skills, personal grooming, money handling and training on specific job skills are among several sheltered workshop experiences.

The head teachers were asked to explain in their own view if sheltered workshop was beneficial to PWID and they responded to this. One respondent view was that
sheltered workshop placement empowered PWID as it enabled them to earn some income which makes the PWID independent and be less of a burden to their families and the society. This concurs with Conley, Azzam, and Mitchell as cited in Migliore (2008) who support sheltered workshop employment and says that PWIDs also get opportunities that foster peer friendship; develop self- esteem and social skills among others in these institutions. The second respondent felt that a very minimal number of PWID qualifies for entry into sheltered workshop as those running these institutions have turned them into business facilities and only require productive persons for cheap labour; they are not willing to absorb those who will not be profitable to their institutions. They also avoid absorbing those who may require consistent supervision to perform. This is supported by Hallahan, Kauffman and Pullen (2009) when they state that sheltered workshop hinders integration with non-disabled peers.

The head teachers were also asked if they considered sheltered workshop activities as transitional to unsheltered employment. One of them felt that sheltered workshop activities were not leading to unsheltered employment and this sentiment concurs with Taylor (2004) who noted that there was lack of transition from sheltered workshop to open labour market. The other head teacher felt that sheltered workshop led to unsheltered employment. This is also supported by the US Employment Service (2011) which states that possibility of PWID excelling in other skills and aptitudes cannot be ruled out.
4.5.2 Vocational teachers’ responses on sheltered workshop activities

Vocational teachers gave their responses on sheltered workshop activities as shown in Figure 4.10

Figure 4.10: Vocational teachers’ responses on sheltered workshop activities

Figure 4.10 shows total/full response for packaging/packing, sewing and servicing. Piece work, leisure, occupation therapy and other activities not in the researchers list was recorded by half of the respondents while assembling had a nil response. This response confirms availability of sheltered workshop activities in vocational programs for PWID institutions. The vocational teachers also reported that sheltered work activities were beneficial to PWID in that they contributed to, self-reliance, skill mastery, financial independence, allow opportunity to work as per one’s ability and all PWID are actively involved in piece work (Levinson & Palmer, 2005). One vocational teacher felt that sheltered workshops were not beneficial to PWID. This concurred
with Hallahan, Kauffman and Pullen (2009) who noted that sheltered workshops hindered PWID from integration with their non-disabled peers.

The vocational teachers were also asked to give their opinion as to whether or not they felt that sheltered workshops were efficient as job placement for PWID. Five of the six vocational teachers, responded to this question and felt that sheltered workshops were efficient as job placement for PWID. This was an indicator that PWID could be better placed if they were to choose sheltered workshop employment. This is supported by some sheltered workshop staff in Northern Ireland who noted that it was best for PWID to work in sheltered workshops due to PWID difficulties in concentration and poor communication skills (McConkey & Mezza, 2001). Each vocational teacher had a brief explanation to their responses as shown below.

**Respondent 1:** felt that PWID would be self-reliant if they worked in sheltered workshops and in turn be useful society members.

**Respondent 2:** backed his response that PWID were given skills which they use to produce items that would later be sold and the proceeds would help in their daily up-keep needs.

**Respondent 3:** noted that sheltered workshop was best for PWID as the PWID would be assisted to acquire skills at their own pace and ability.

**Respondent 4:** concurred with respondent 3 and noted that PWID were given opportunities as per their ability and could also earn some little income if placed in sheltered workshops.

**Respondent 5:** noted that sheltered workshops placement was the best for PWID as they did piece work on skill area which they had already mastered. This end up making the PWID fulfilled and gain self-esteem. These responses are supported by various scholars and authors. Harold (2003) notes that it is important to match skills
with individual abilities while Levinson and Palmer (2005) supports the view that sheltered workshops leads to social identification and independence.

4.6 Transitional programs available in special institution for PWID

**Objective four:** Sought to assess transitional programs available in special institutions for PWID offering vocational programs. This information was sought from head teachers, vocational teachers and parents. Available programs were; continued adult education, career guidance, school to work programs and provision of mentor. Some respondents felt that these programs equipped the learner with relevant work skills while others felt otherwise. One institution response was that they offer services to learners after vocational training which included further career guidance and mentorship services. The latter are supported by Migliore, Grossi and Regan (2008) who note that further training in job skill and offering work skill are essential to learner with ID.
4.6.1 Head teachers’ responses on transitional programs for PWID

The head teachers were asked to avail information on transitional programs available in their institution for PWID learners. Their responses are as in Figure 4.11.

![Figure 4.11: Head teachers’ responses on transitional programs for PWID](chart)

From the head teachers’ responses (Figure 4.11), there were no other transitional programs put in place for PWID learners other than the ones listed by the researcher. It was also established that work study was not offered to PWID as a transitional program in either of the institutions. Provision of mentorship was cited as being offered by both respondents, giving it 100% availability. Mentorship is crucial as PWID learn a lot through observation and consistent guidance (Katsiyannis, Zhang, Woodruff & Dixon, 2005). The other three, that is, continued adult education, career
guidance and school to work programs were offered in either of the institutions but not both.

The study further sought to find out from head teachers if the available transitional programs equipped PWID learners with relevant job skills. The head teachers had different opinions.

One head teacher felt that the programs did not equip PWID learners with relevant job skills and explained that this was due to PWID learners’ inability to grasp some of the concepts they get exposed to. This is supported by a revelation in the 21st Annual Congress Report on Implementation of Individual with Disability Education Act which states that only one fourth of PWD were likely to be in employment if they received adequate vocational education and transitional training (United States Department of Education, 2001). Also in support of this was the US Department of Labour (1991) which noted that more than half of students graduated from school with no knowledge or skills for finding and maintaining jobs while another one third were not prepared for work entry level (US General Accounting Office, 1993). The other head teacher felt that the program equipped the PWID learner with relevant job skills which enabled the PWID to relate well with the outside world. This is supported by Katsiyannis, Zhang, Woodruff and Dixon (2005) who states that effective transitional planning ensures maximum post school outcome for PWD.

The study further sought to find out from the head teachers if the programs offered ‘on the job training’ for the PWID and an explanation from their response. This was available in both institutions as shown in the head teachers’ responses. One head teacher explained that, ‘on the job training’ was effective as it helped the learner to gain self-confidence on work and acquire skill more practically which enhanced skill
mastery. In his book *Pioneering Transition Programs*, Davis (2007) concurs with this finding and adds that work/skills confidence enhances self-esteem and social relationship with employers. The other head teacher explained that, ‘on the job training’ was effective and also beneficial to PWID as it led to reduced dependency on a supervisor as PWID gained more confidence in acquired skills. It is also time saving as two techniques were applied concurrently i.e. training and attachment.

Another piece of information gathered from the head teachers was about the institutions offering employment transitional services after training. The head teachers were in agreement that the outlined services were offered, that is, learning about volunteering, working on issues such as social skills and stamina, offering to and from work transport (for former learners in employment) and also, residential employment. This is to help them go out of ‘workshops’ and into the ‘workforce’. This will help to reduce PWIDs unemployment, under employment, low pay and job dissatisfaction as noted by Patton and Blaylock (2005).

### 4.6.2 Vocational teachers’ responses on transitional programs

The study also sought to find out from the vocational teachers whether the institutions offered any employment counselling plan, kept contact with families of learners who had exited the programs, whether the institutions had established the prospective employers name list and if the institutions regularly contacted the employers. Vocational teachers responded to the four items and half of them had kept contact with families of learners who had exited the programs. Only one third of the teachers had put in place employment counselling plan. The same number (one third) had established the prospective employers name list and only one vocational teacher regularly contacted the employers and another one vocational teacher response on
regular contact with employers was, ‘sometimes’. These finding reveals a gap in transitional activities for PWID by institutions as posited by Kniel (2002).

Further information gathered from the vocational teachers was on career plans for learners with ID learners. A half of the vocational teachers had career plans for their learners. One respondent mentioned putting in place learner’s interest, values, skills and preferences into consideration. Another plan involved exploring work and learning options available for the learner and to help PWID make career choices that fit their individual abilities. Hooley, Marriott, Watts and Corffair (2012) concurs with this and adds that career planning involves knowing oneself, finding out what one needs, making decisions and putting them into action. Another respondent said that they needed to see the PWID placed into jobs and were working on the same through training PWID on skills of interest which included dress making and hair dressing. The third respondent had career plans for self-employment for PWID and was training them on skills that would lead them to self-employment such as beading and weaving.

4.6.3 Parents’ responses on transitional programs

The study sought to find out from parents; if their children had ITP, parents’ participation on their children ITP and if they had surveyed the job market for their children’s course. The questions were then coded to record the responses from parents.

Q1. Did you participate on your child ITP preparation and implementation?

Q2. Does your child have an ITP?

Q3. Have you surveyed the market for your child course?
Parents’ responses to these questions are displayed below.

Parent 1.
Q1. “No, I did not.”

Q2. “What is ITP?”, and I don’t know if my child has it.”

Q3. “No, I have not but, I will.”

Parent 2.
Q1. “No, I did not.”

Q2. “No, my child has no ITP.”

Q3. “No, I think the teacher did.”

Parent 3.
Q1. “No, I did not.”

Q2. “No, my child has IEP not ITP.”

Q3. “No, I will do after he graduates.”

Parent 4.
Q1. “No, I did not.”

Q2. “Yes, I went to the nearest shopping centre and asked a hair dresser there if she could offer my child a job.”

Q3. “No, and what is that.”

Parent 5
Q1. “No, I did not.”

Q2. “No, my child has no ITP.”

Q3. “Yes, I went to various schools to ask for a chance for a gate keeper.”

Parent 6
Q1. “No, I did not.”

Q2. “No, and what is ITP?”
Q3. “Yes, I surveyed the barber shops around our village.”

Parent 7

Q1. “I cannot respond to this question until I talk to the teacher.”

Q2. “No, my child has an IEP.”

Q3. “Yes, I have and I am still surveying.”

Parent 8

Q1. “Am not sure as I do not know what ITP is.”

Q2. “I am not sure.”

Q3. “No, I have not done that.”

Parent 9

Q1. “I am not sure. I am normally told to do things for my child.”

Q2. “I am not sure.”

Q3. “Yes, I have gone to some shopping centres to check around.”

Parent 10

Q1. “No, I did not.”

Q2. “No, I am not sure. I know she has an IEP.”

Q3. “No, I will do it after she graduates.”

Parent 11

Q1. “No, the teacher did not tell me about ITP.”

Q2. “I am not sure.”

Q3. “No, I have not. It is still too early.”

Parent 12

Q1. “No, I did not.”

Q2. “No, I can’t say because her teacher mentioned an ITP to me.”

Q3. “No, he only joined the program recently.”
Parent 13  Q1. “No, I did not.”

Q2. “No, my child does not have that (ITP).”

Q3. “No, I have not survey the market.”

Parent 14  Q1. “No, I did not.”

Q2. “No, my child does not have that (ITP).”

Q3. “No, I have not survey the market.”

Parent 15  Q1. “No, I did not.”

Q2. “No, I am not sure if my child has that (ITP).”

Q3. “No, I have not survey the market.”

Parent 16  Q1. “No, I did not.”

Q2. “No, I am not sure.”

Q3. “Yes, I have done a lot of survey.”

Parent 17  Q1. “No, I was not involved or told.”

Q2. “No, I have never seen anything like that.”

Q3. “Yes, he is about to come out of the school, I don’t want him to be idle.”

Parent 18  Q1. “No, I did not.”

Q2. “No, my child has no ITP.”

Q3. “No, I haven’t done any survey.”

All parents responded to the first question, none of the parents having participated in the preparation and implementation of their children’s Individual Transition Plan (ITP). There was a nil ‘yes’ response for the question. The second question was responded to by a majority (seventeen) of parents. None of them was aware of the
availability of ITP as shown in their responses. The third question had few ‘yes’ responses. About one third ‘yes’ responses were recorded. Two third of the parents had not surveyed the market for their children’s courses. This implies that there is minimal parental involvement in their children transitional programs. This could be a cause to poor or inability to adapt to transitional demands by the learner (Epstein & Sanders, 2002).

4.6.4 Current parents’ responses on preferred job placement

The study sought to find out from current parents the type of job placement they would prefer for their PWID children after transition from vocational programs back to the society. Their responses were as shown in Figure 4.12.

Figure 4.12: Current parents’ preferred job placement for their children

Figure 4.12 shows that one fourth of the current parents prefer their children working in sheltered workshops. This same response was also reflected on competitive job market which also had one quarter of the current parents suggesting this type of job
placement for their PWID children. School work program was preferred by a sixth of the current parents. Majority of the current parents felt that their children with ID could be better off in self-employment.

From this objective, the researcher sought the opinions and views of parents on impact of vocational training on their children’s employability. Parents had different views and opinions. However, it was noted that most of them consented to vocational training impacting positively in their children employability. Majority of current parents were able to identify preferred job placement for their children after training. This confirmed their acceptance that the program would impact positively in their children’s employability (Table 4.8 and 4.9).

**Table 4.8: Current parents’ response on vocational training impact on their Children’s employability**

<table>
<thead>
<tr>
<th>Responses</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>11</td>
<td>91.7</td>
<td>91.7</td>
<td>91.7</td>
</tr>
<tr>
<td>No</td>
<td>1</td>
<td>8.3</td>
<td>8.3</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>12</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Table 4.8 shows the positive response from current parents. Of the 12 parents who responded to this question, majority (eleven) felt that vocational training felt that vocational training had positive impact on their children’s employability. Only one parent felt that vocational training would not have an impact on the child’s employability.
Table 4.9: Current parents’ explanation on their responses on vocational training

<table>
<thead>
<tr>
<th>Parents explanations on impact of vocational training on their children</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Will enable joining sheltered workshop.</td>
<td>3</td>
<td>25.0</td>
<td>27.3</td>
<td>27.3</td>
</tr>
<tr>
<td>• Will enable self-employment.</td>
<td>2</td>
<td>16.7</td>
<td>18.2</td>
<td>45.5</td>
</tr>
<tr>
<td>• Will enable joining competitive job market.</td>
<td>1</td>
<td>8.3</td>
<td>9.1</td>
<td>54.5</td>
</tr>
<tr>
<td>Valid</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Has enable interest development into work.</td>
<td>1</td>
<td>8.3</td>
<td>9.1</td>
<td>63.6</td>
</tr>
<tr>
<td>• Has gained relevant skills and knowledge.</td>
<td>3</td>
<td>25.0</td>
<td>27.3</td>
<td>90.9</td>
</tr>
<tr>
<td>• Will just stay home.</td>
<td>1</td>
<td>8.3</td>
<td>9.1</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>11</td>
<td>91.7</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Missing System: 1

Total: 12
Table 4.9 has current parents’ brief explanation to their responses. Table 4.9 reveals a majority of current parents giving explanation to their responses. One quarter of the current parents felt that vocational training would help their children gain more relevant skills and knowledge in their chosen courses. Close to one quarter of the current parents expressed their optimism that this program would enable their children secure employment in sheltered workshops and one sixth of the current parents felt that their children would be self-employed once they exited the program. One parent explanation was that after the program the child would be able to join competitive job market and another parent explained that vocational training had enable the child to develop interest in work. Finally, one of the current parents felt that the child would not gain much from the training and would just stay at home after exiting vocational program. These findings are supported by Clark and Lillie (2000) who says that training in vocational institutions are meant to equip special school leavers for production duties in workshops or to training of experienced residents towards transition to open or supported employment.

This study also sought to find out employment positions of former learners from their parents, that is, if in employment or if not employed and if employed, then which type of placement. The parents responded as follows:

Parents 1, 2 and 3 who were the majority said that their children were in employment.

Parent 1. “My child is doing beading with my assistance and we sell the finished products.”

Parent 2. “My child is growing vegetables along the bank of river Ndaru. We sell the vegetables to our neighbors. We also consume some of the vegetables he grows.”
Parent 3. “My child makes bracelets and necklaces with beads, I look for the market.”

Therefore the three were all in self-employment. Parent 4 had the child in guided employment and the response to this question was:

Parent 4. “My child can work, though he requires guidance and works with a shoemaker who guides him a lot.”

Lastly, parent 5 and 6 said that their children were not in any employment.

Parent 5. “My child cannot master anything and cannot do any job.”

Parent 6. “I am still searching for where to place my child for a job. People are not willing to offer him employment.”

Therefore, approximately two thirds of PWID received employment after graduating from vocational programs. However, none was in competitive job employment placement. Zhang and Stecker (2001) confirm this finding and states that only one fourth of PWD graduates are likely to be in a competitive job market. The 33.33% PWID not in employment also confirms the experience of unemployment by PWID as cited by Patton and Blaylock (2005).

The study went on to find out from the former parents how their PWID children obtained employment after exiting from the program, how the PWID children spent their earnings and their opinion on how vocational training impacted on their children’s employability. Their responses are displayed on Table 4.9.
Table 4.10: Former parents’ responses on impact of vocational training on their children employability

<table>
<thead>
<tr>
<th>Case number</th>
<th>How your child obtained employment</th>
<th>How your child spend his/her earnings</th>
<th>Vocational training impact on your child’s employability</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Not in employment</td>
<td>No earnings</td>
<td>No impact</td>
</tr>
<tr>
<td>2</td>
<td>Not in employment</td>
<td>No earnings</td>
<td>No impact</td>
</tr>
<tr>
<td>3</td>
<td>Self employed</td>
<td>Through guidance</td>
<td>Assisted child to get employment</td>
</tr>
<tr>
<td>4</td>
<td>Connected by parent</td>
<td>Independently</td>
<td>Gained skills and knowledge</td>
</tr>
<tr>
<td>5</td>
<td>Connected by parent</td>
<td>Through guidance</td>
<td>Acquired ability to work with people who understand him</td>
</tr>
<tr>
<td>6</td>
<td>Connected by school</td>
<td>Through guidance</td>
<td></td>
</tr>
<tr>
<td>Total N</td>
<td>6</td>
<td>6</td>
<td>5</td>
</tr>
</tbody>
</table>

The responses in Table 4.10 clearly revealed that out of the six PWID learners who had exited vocational programs four were in employment while two were not in any employment. Their parents felt that vocational training had no impact on their employability. The other four obtained employment through connection either from parents to the employer or from school to the employer. Out of these four, one spent the earnings independently while the other three were guided on how to spend their earnings. The four parents whose children were in employment felt that vocational
training had impacted positively on their children’s employability. This is supported by Alam, Bari and Khan (2005) who posited that vocational training program improved (re)entry of PWD into employment which in turn aide their rehabilitation.
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction
This chapter addresses the summary, conclusions and recommendations as per the study findings in-line with the study objectives. The study objectives were to:

- Establish pre-vocational skills received by PWID before joining vocational training.
- Establish vocational programs in special institutions for PWID.
- Determine activities carried out in sheltered workshops.
- Assess transitional programs available in special institutions for PWID.

5.2 Summary of main findings

Objective one: Sought to establish pre-vocational skills received by PWID before joining vocational training. Head teachers and vocational teachers responded to this objective and cited safety precaution, time management, correct dressing for work, work etiquette and functional academics skills as being available in their institutions and the same being offered to PWID prior to joining vocational programs. Also revealed was that much emphasis was on safety precaution and functional academics as compared to other pre-vocational activities. Findings implication were therefore that PWID were prepared prior to joining vocational programs but could lack adequate skills in areas such as time management and work etiquette which could affect their production in the world of work.

Objective two: This was to establish vocational programs in special institutions for PWID. Respondents to this objective were head teachers, vocational teachers and learners. Findings reveal several vocational programs put in place for PWID. However, some were not enrolled for by learners. Examples of these were computer
skills and small scale business and reason given for avoiding them by learners was that the same were quite technical. Most course enrolled for were simple ones that is; hair dressing, dress making, woodwork, weaving, beading and others not in the researchers list. These others were; care of livestock, shoe repair, music, cookery and leather work. The implication of these findings is that PWID suffer from fear of failure hence choosing simple courses with less job market or whose market is already flooded and this could lead to lack of job opportunity after training.

**Objective three:** Was to determine activities carried out in sheltered workshops and was responded to by the head teachers and the vocational teachers. A number of activities were mentioned by the respondents. These were; assembling, packaging/packing, woodwork, manufacturing, serving and sewing. Also included were leisure programs, occupational therapy and rehabilitation geared towards open labour market and long term employment. Most respondents felt that sheltered workshops were beneficial to PWID as it offered skills as per individuals’ ability. Also cited was its ability to generate income to PWID leading to financial independence. On the other hand, one respondent felt that sheltered workshops deprived the PWID a chance for integration with their non-disabled peers. These findings reveal the merits and demerits of sheltered workshops and the implication is that there is need to intensify the merit and to find ways of overcoming the demerits.

**Objective four:** Sought to assess transitional programs available in special institutions for PWID. Respondents to this objective were the head teachers, vocational teachers and parents. Continued adult education, career guidance, school to work programs and provision of mentor were mentioned as available transitional programs. Further findings were that the institutions had employment counselling plan, kept contact with
families of learners who had exited the programs, had established the prospective employers name list and regularly contacted the employers. However, all these were at a minimal scale. This therefore implied that most learners may have not received employment counselling and were not contacted by the institutions after they exited the same. Learners also may have not been linked to employers due to insufficient employer name lists. This could be another reason for PWID not being in employment after receiving training. Other findings revealed lack of parental involvement in their children’s transitional plans as none of them participated in their children ITP and very few had surveyed the job market for their children’s course. This implied lack of support by parents to their PWID children during transition to the world of work which could lead to poor and/or low employment rate for PWID.

5.3 Conclusions

This study has resulted in four conclusions.

(i) Pre-vocational skills are available in the institutions and the dispensation of these skills to PWID learners ensures that PWID acquire the relevant readiness skills in preparation for more advanced vocational skills. However, much emphasis is on safety precautions and functional academics as reflected by a majority (four fifth) of vocational teachers while a skill like time management only had few (two fifth) response as being offered. It is therefore logical to conclude that PWID transit to vocational programs with inadequate readiness skills which has negative effect on vocational skills acquisition.

(ii) There are a number of courses (more technical and less technical) put in place for PWID yet they go for less technical courses which they associate with success and avoid the more technical ones due to fear of failure. One would
therefore conclude that PWID could miss employment opportunity as the courses they take are less market driven or the market is flooded.

(iii) Several sheltered workshop activities such as occupational therapy and rehabilitation geared towards open labour market and long term employment are available for PWID. Activities in sheltered workshops have different purposes ranging from day habilitation to occupational therapy and actual source of income. Yet still there exist merits and demerits of sheltered workshop. It is therefore in order to conclude that before PWID join sheltered workshops, ascertaining learners’ actual need is inevitable and should not be ignored. This will ensure that the PWID will gain from joining sheltered workshops.

(iv) Transitional programs are available for PWID learners. However, there is laxity from teachers and parents on dispensation and administering the same for the benefit of PWID, as recorded in their response. It is logical to conclude that there is lack of support from significant persons in transition of PWID to the world of work which could result in a majority of them not gaining employment even if they have skills.

5.4 Recommendations

5.4.1 Based on finds

Based on the findings, the study recommends the following:

i. Teachers should offer all pre-vocational skills to PWID learners adequately as this ensures that learners acquire all the readiness skills for more advanced vocational courses.
ii. Vocational and employment counselling should be intensified and where possible by a qualified personnel (trained counsellor) for PWID so that they are able to personally survey the job market for the courses they take and to choose more lucrative vocations such as small scale business, horticulture and computer skills which they avoid due to fear of failure.

iii. The actual needs of PWID joining sheltered workshop should be properly assessed and ascertained before they join these facilities. This will ensure that PWID gain from activities offered in sheltered workshops. It will also ensure that the demerits of this facility do not prevail on PWID learner. Sheltered workshops should enrol students without ID alongside PWID. This is to encourage integration of PWID and for them to learn through imitation from their peers without ID.

iv. Teachers and parents are significant persons in the transition of PWID from vocational institutions to the world of work. These significant persons should therefore intensify their role in ensuring successful transition of PWID to the world of work. Parents should play a role in preparation and implementation of their PWID children ITP. They should also survey the market availability for the courses their children enrol for. On the other hand, teachers should; have employers name list, regularly contact employers and engage PWID in employment counselling.

5.4.2 Policy recommendations

This study recommends the following:

i. There is need for a policy which ensures that pre-vocational training begins early in the child’s (PWID) stages of development and education. This should
continue with increasing intensity and focus through grades. This will ensure that all pre-vocational skills are offered adequately to PWID as they scale different learning levels.

ii. Standards and benchmark for vocational training of PWID be established and adapted so as to suit the PWID. This will ensure improved performances in these programs. Also there should be certification for PWID graduates from recognized bodies such as Kenya National Examination Council (KNEC). This could enhance their absorption in the job market.

iii. Transitional programs from training to work place should be offered while PWID are still in training. The policy should include orientation visits to different places of work and vocational colleges. A policy on vocational and career guidance for PWID and their parents should be enacted. This will ensure that parents play their role in the transition of their PWID children from vocational training to the world of work.

5.4.3 Recommendations for further research

This study was basically on influence of vocational training on job placement for PWID learner. The researcher therefore recommends further study on:

i. Equality measures for PWID in employment in-line with vision 2030.

ii. On relationship of the community and support for transition of PWID to work.

iii. Funding model for PWID from the Kenya government.
REFERENCES


Treloar, S. (2002), *The Winston Churchill memorial trust of Australia to study models of vocational employment for ‘Persons with Disability’ in Sweden, the Netherlands, United Kingdom and United States of America.*


https://www.bcps.org/.../researchcourse/develop_writing_methodology_limitations.html

https://www.healthyplace.com/neurodevelopmental.../intellectual-disability/mild-mode...
APPENDIX I
QUESTIONNAIRE FOR THE HEADTEACHERS

Instruction

This tool is part of the study being conducted by the researcher in this institution. All information gathered through this tool will be treated with confidentiality and only be used for the purpose of the study. The researcher is therefore requesting for your honesty and co-operation in answering the questions.

Section 1 (please tick appropriately)

1) Gender: Male ( ) Female ( )

2) Age: 20 – 30yrs ( ) 31 -40yrs ( ) 41 -50yrs ( ) 51 -60yrs ( ) 61yrs and above ( )

3) Professional qualification: Certificate ( ) Diploma ( ) Bachelor’s degree ( ) Master’s degree ( ) Doctorate ( )

4) Are you trained in Special Needs? Yes ( ) No ( ) If yes, what is your highest professional qualification?
   Certificate ( ) Diploma ( ) Bachelor’s degree ( ) Master’s degree ( ) Doctorate ( )

5) For how long have you been the head of this institution?
   1 -5yrs ( ) 6 -10yrs ( ) 11 -15yrs ( ) 16 -20yrs ( ) 21yrs and above ( )

Section 2

1) How many teachers in your institution are trained in vocational curriculum?

2) Does your institution offer pre-vocational training to the learners? Yes ( ) No ( )
   If yes, tick the ones offered in your institution.
   • Safety precaution ( ) Time management ( ) Correct dressing for work ( )
   • Care and tool storage ( ) Work etiquette ( )
   • Functional academics ( reading, writing and mathematics) ( )
3) Please tick the vocational programs offered in your institution.

- Poultry farming ( ) kitchen gardening ( ) small scale business ( ) hair dressing ( )
- Computer skills ( ) dress making ( ) woodwork ( ) beading ( ) weaving ( )
- Batik/tie & dye ( ) painting ( ) horticulture ( ) cleaning services ( )

Others (specify)

4) What is your opinion considering the facilities, tools and equipment for vocational training in your institution?

5) In your view are the vocational programs offered in your institution meeting employment demand in the job market? Yes ( ) No ( )

6) Do you practice sheltered workshop activities in your institution? Yes ( ) No ( )

If yes, please tick the sheltered workshop activities carried out in your institution.

- Piece work ( ) Assembling ( ) Packing/Packaging ( ) Servicing ( ) Sewing ( )
- Leisure ( ) Occupational therapy ( ) Others ( )

7) Do you consider these activities as transitional to unsheltered employment?

Yes ( ) No ( )

8) Please explain in your own view how sheltered workshop job placement is beneficial to vocational trainees in your institution.

9) Do learners (vocational trainees) in your institution practice on the job training?

Yes ( ) No ( ) If yes, do you consider it effective? Please explain
10) Which are some of the transitional programs put in place for PWID in your institution? (Tick appropriately).

- Continued adult education ( )
- Work study ( )
- Career guidance ( )
- School to work ( )
- Provision of mentor ( )
- Others (specify)

11) In your opinion, are these transitional programs equipping PWID with relevant job skills? Yes ( ) No ( ) Please explain.

12) Does your institution offer employment transitional services after vocational training? Yes ( ) No ( ) Sometimes ( )

13) Does the training process generate income? Yes ( ) No ( )

14) Have you ever organized a graduation ceremony for students who exit vocational programs? Yes ( ) No ( ) If no, please explain.

15) In your opinion are the graduates able to obtain and retain job in the world of work? Yes ( ) No ( ) Briefly explain

16) Do you have any follow-up program for your exit learners at their work place? Yes ( ) No ( )

17) After graduation, are the PWID employed in their skill areas? Yes ( ) No ( ) Sometimes ( )
APPENDIX II
QUESTIONNAIRE FOR THE TEACHER (VOCATIONAL TRAINERS)

Instruction

This tool is part of the study being conducted by the researcher in this institution. All information gathered through this tool will be treated with confidentiality and only be used for the purpose of the study. The researcher is therefore requesting for your honesty and co-operation in answering the questions.

Section 1 (please tick appropriately)

1) Gender: Male ( ) Female ( )
2) Age: 20 – 30yrs ( ) 31 -40yrs ( ) 41 -50yrs ( ) 51 -60yrs ( ) 61yrs and above ( )
3) Professional qualification:
   Certificate ( ) Diploma ( ) Bachelor’s degree ( ) Master’s degree ( ) Doctorate ( )
4) Are you trained in vocational training for PWID? Yes ( ) No ( )
5) For how long have you handled a vocational program for PWID?
   1 -5yrs ( ) 6 -10yrs ( ) 11 -15yrs ( ) 16 -20yrs ( ) 21yrs and above ( )
6) Have you attended any refresher course since you started training PWID in vocational courses? Yes ( ) No ( )
7) Which vocational program do you offer training in?

________________________________________

Section 2

1) Which are the pre-vocational programs offered to students in your institution?
   (please tick appropriately)
   • Safety precaution ( ) Time management ( ) Correct dressing for work ( )
   • Care and tool storage ( ) Work etiquette ( )
   • Functional academics ( reading, writing and mathematics) ( )
2) Are there any survey conducted on students’ needs prior to enrolment in vocational class?  Yes (  ) No (  )

3) What is the enrolment of students in the vocational class?

4) How many students are in the vocational program you are handling?

5) Please tick the vocational programs offered in your institution.
   - Poultry farming (  ) kitchen gardening (  ) small scale business (  ) hair dressing (  )
   - Computer skills (  ) dress making (  ) woodwork (  ) beading (  ) weaving (  )
   - Batik/tie & dye (  ) painting (  ) horticulture (  ) cleaning services (  )
   - Others (specify)

6) Other than the ticked programs, does the school plan to diversify the programs?  
   Yes (  ) No (  ) If yes, please explain how

7) In your view, is the skilled manpower allocated to each program adequate?  
   Yes (  ) No (  )

8) Does student have the Individualized Vocational Training Plan (IVTP)?  
   Yes (  ) No (  )

9) Do you practice sheltered workshop activities for students in your vocational training program?  
   Yes (  ) No (  )

   If yes, please tick the activities available in your institutions.
Piece work ( ) Assembling ( ) Packing/Packaging ( ) Servicing ( )
Sewing ( ) Leisure ( ) Occupational therapy ( ) Others ( )

10) Do you consider these activities as transitional to unsheltered employment?
    Yes ( ) No ( )

11) In your opinion, are sheltered workshops efficient for job placement for PWID?
    Yes ( ) No ( )
    Briefly explain.__________________________________________________________________________

12) Do you practice on the job training for your trainees/students? Yes ( ) No ( )

13) Briefly explain some career plan put in place for your students.
    ______________________________________________________________________________________
    ______________________________________________________________________________________

14) Do you offer employment counseling plan and employment placement mode for your students? Yes ( ) No ( )

15) Do you have contacts with families of and students who have exited the program? Yes ( ) No ( )

16) Do you establish employers name list? Yes ( ) No ( )

17) Do you regularly contact the employers? Yes ( ) No ( ) Sometimes ( )
APPENDIX III
OBSERVATION SCHEDULE

Instruction

To be conducted in the classroom and/or during lesson while students are either receiving theoretical or practical lessons from their trainers (vocational teachers).

(Tick appropriately)

1) Each lesson duration: 10 – 20min ( ) 21 – 30min ( ) 30 – 60min ( ) 61min and above ( )

2) Teacher proficiency: skilled ( ) unskilled ( )

3) Teacher attitude: positive ( ) negative ( )

4) Student attitude towards learning: positive ( ) negative ( )

5) Facilities/equipment/materials:
   - Adequate ( ) inadequate ( )
   - Modern ( ) ancient ( )
   - Relevant ( ) irrelevant ( )
   - New ( ) worn out ( )
   - Safe ( ) unsafe ( )

6) Teaching/learning approach:
   - Student centred ( ) teacher centred ( )
   - At student level ( ) above learner level ( )
   - IVP available ( ) IVP lacking ( )
   - Relevant program ( ) irrelevant program ( )
   - Adjust as per student learning progress. Yes ( ) No ( )

7) Learner’s behavior:
   - Respond promptly ( ) slow in responding ( )
   - Adequate attention span ( ) short attention span ( )
8) Appropriate size of training space: Yes ( ) No ( )

9) Appropriateness of training materials (clear context, complete and suitable for the needs and learning level of students): Yes ( ) No ( )

10) Teacher class attendance: Regular ( ) irregular ( )
APPENDIX IV
QUESTIONNAIRE FOR CURRENT STUDENTS

Instruction

This tool is part of the study being conducted by the researcher in this institution. All information gathered through this tool will be treated with confidentiality and only be used for the purpose of the study. The researcher is therefore requesting for your honesty and co-operation in answering the questions.

Section 1 (please tick appropriately)

1) Gender: Male ( ) Female ( )

2) Age: 14 – 18yrs ( ) 19 -24yrs ( ) 25 -30yrs ( ) 31yrs and above ( )

3) Course: _______________________________ (e.g. weaving, cookery, computer skills)

Section 2

1) How long have you been in the vocational training?
   1 – 2yrs ( ) 3 – 4yrs ( ) 5 – 6yrs ( ) 7yrs and above ( )

2) How did you choose this course?
   • With my parent/s help ( )
   • With my teacher’s help ( )
   • On my own ( )

3) Do you attend your vocational training lessons regularly? Yes ( ) No ( ) If no, please explain why __________________________________________________________

4) Do you like the course you are taking? Yes ( ) No ( )

5) In your opinion, are the materials, tools and equipment used in your training adequate and relevant? Yes ( ) No ( )
6) Where would you like to work after training? (tick appropriately)

- Sheltered workshop ( )
- Competitive job market ( )
- Self-employment ( )
- Others (specify)

__________________________________________________________

__________________________________________________________

7) Have you conducted a demand analysis of employment market in your area of training? Yes ( ) No ( )
APPENDIX V
INTERVIEW GUIDE FOR GRADUATES (FORMER STUDENTS)

Instruction

*This tool is part of the study being conducted by the researcher. All information gathered through this tool will be treated with confidentiality and only be used for the purpose of the study. The researcher is therefore requesting for your honesty and cooperation in answering the question.*

Gender: Male ( ) Female ( )

1) When did you join your former institution?

2) How long did you stay at the institution?

3) Which course did you take?

4) How did you choose the course? (e.g. through the help of a career guidance counselor, teacher’s help, my own choice)

5) Are you currently in employment? If yes, which type of employment? (e.g. sheltered work shop, school work program, self-employment)

6) Are you employed in the area of your training?

7) If not in employment, please explain why.

8) If not yet in employment, please state the kind of employment you would prefer. (e.g. self-employment, competitive job market)

9) In your view, did the training equip you with the relevant skills in your field of interest? Please explain your response.

10) Which job placement do you prefer; sheltered workshop or competitive job market? Why?

11) Given another chance, would you go for further training? Please explain your response.
APPENDIX VI
INTERVIEW GUIDE FOR CURRENT PARENTS

Instruction
This tool is part of the study being conducted by the researcher. All information gathered through this tool will be treated with confidentiality and only be used for the purpose of the study. The researcher is therefore requesting for your honesty and cooperation in answering the question.

Parents whose children are in vocational institution

Gender: Male ( ) Female ( )

Education level: Primary ( ) Secondary ( ) College ( ) None ( )

1) How old is your child?

2) For how long has the child been in the vocational training institution?

3) Which program is your child in? (e.g. computer skill, cookery, store keeping)

4) What was or is your contribution in the choice of this course?

5) In your opinion, how long should the course last?

6) Does your child have an IVP? If yes, how did you participate in its preparation and how are you involved in its implementation?

7) Does your child have an ITP? If yes, what is your contribution towards the same?

8) Have you surveyed the job market for your child’s course?

9) Which type of employment would you prefer for your child and why? (e.g. sheltered workshop, school work program, competitive job market, self-employment)

10) Briefly explain how often you interact with the teacher with regard to your child training.
11) In your own view, will vocational training have an impact on your child’s employability? Please explain.
APPENDIX VII
INTERVIEW GUIDE FOR FORMER PARENTS

Instruction

This tool is part of the study being conducted by the researcher. All information gathered through this tool will be treated with confidentiality and only be used for the purpose of the study. The researcher is therefore requesting for your honesty and cooperation in answering the question.

Parents whose children have exited the program

Gender: Male ( ) Female ( )

Education level: Primary ( ) Secondary ( ) College ( ) None ( )

1) How old was your child when s/he joined the vocational training institution?

2) What was the duration of your child stay in the training institution?

3) Which course did the child train in?

4) What was your participation in the choice of the course?

5) How long has your child been out of the training institution?

6) Is s/he in employment? Yes ( ) No ( )

If yes, what type of employment? (e.g. self-employment, competitive employment, school work program)

7) Briefly explain your participation in your child ITP preparation and implementation.

8) How are you supporting your child through his/her employment? (If the individual is in employment)

9) How did your child obtain employment? (e.g. job application, connected by the school)

10) How does your child spend his/her earnings? (e.g. through guidance. Independently, done for him/her)

11) In your opinion, how has the vocational training impacted on your child’s employability?
Maagizo
*Hiki kifaa ni sehemu ya masomo inayo endelezwa na mtafiti. Habari zitakazo sanywa kwenye kifaa hiki zitawekwa kwa siri nani kwa minajili ya utafiti inayo endelezwa.*

Mtafiti ana hitaji uaminifu wako pamoja na ushirikiano wako unapotowa majibu.

Jinsia: Mme ( ) Mke ( )

1) Uli ungana na shule uliyo somea mwisho lini?
2) Uli kuwa huko kwa muda gani?
3) Ni kazi gani uli somea?
4) Ni vipi ulichagua kazi lile? (k.m. kwa usaidizi wa mwalimu, mzazi)
5) Hivi sasa, umeajiriwa? Kama umeajiriwa, ni kazi gani? (k.m. kujiajiri, kuajiriwa nk.)
6) Kama ume ajiriwa, nikatika kazi uliyo isomea?
7) Kama huja ajiriwa, eleza ni kwa nini huja ajiriwa.
8) Kama bado huja ajiriwa, tafadhali eleze aina ya ajira gani unge pendelea? (k.m. kuajiriwa, kujiajiri)
9) Kulingana na maoni yako, masomo ya kazi ilikupa ujuzi ya kazi uliyo ipenda?
   Tafadhali, eleza jibu lako?
10) Unapenda ajira ya aina gani: kuajiriwa ama kuji ajiri? Kwa nini?
11) Ukipewa nafasi nyingine, una weza kuendeleza masomo yako? Tafadhali eleza jibu lako.
CURRENT PARENTS

Maagizo
Hiki kifaa ni sehemu ya masomo inayo endelezwa na mtafiti. Habari zitakazo sanywa kwenye kifaa hiki zitawekwa kwa siri nani kwa minajili ya utafiti inayo endelezwa.

Mtafiti ana hitaji uaminifu wako pamoja na ushirikiano wako unapo peana majibu.

Jinsia: Mme ( ) Mke ( )

Kiwango cha masomo: Shule ya msingi ( ) Shule ya sekondari ( ) Chuo ( ) Hakuna ( )

1) Mtoto wako ana miaka mingapi?
2) Ni muda gani amekuwa katika masomo ya kazi?
3) Ni somo gani mtoto wako ana isomea? (k.m. ujuzi wa kompiuta, upishi)
4) Ni vipi ulivyoye changia kwa uchaguzi wa masomo ya mwanao?
5) Kwa maoni yako, somo hili inafaa kuchukuwa muda gani?
6) Mwanao ana IVP? Kama anayo, ulichangia vipi kwa kutayarisha kile IVP na kukitekeleza?
7) Mwanao ana ITP? Kama anayo, ni nini mchango wako katika ITP ya mwanao?
8) Ume fanya uchunguzi wa uwepo wa kazi mwanao anayo isomea?
9) Ni aina gani ya ajira unge pendelea mwanao? (k.m. kujiajiri, kuajiriwa)
10) Kwa ufupi, tafadhali eleza vile huwa unashirikiana na mwalimu kuhusu masomo ya mwanao?
11) Kwa maoni yako, masomo hili lina athari gani katika ajira ya mwanao? Eleza jibu lako.
FORMER PARENTS

Maagizo

*Hiki kifaa ni sehemu ya masomo inayo endelezwa na mtafiti. Habari zitakazo sanya kwenye kifaa hiki zitaweka kwa siri nani kwa minajili ya utafiti inayo endelezwa.*

*Mtafiti ana hitaji uaminifu wako pamoja na ushirikiano unapo peana majibu.*

Jinsia:  Mme ( )  Mke ( )

Kiwango cha masomo:  Shule ya msingi ( )  Shule ya sekondari ( )  Chuo ( )  Hakuna ( )

1) Mtoto wako alikuwaa miaka mingapi alipo jiunga na chuo kwa mafunzo ya kazi?
2) Ni muda gani aliuchukuwa katika masomo ya kazi?
3) Ni kazi gani mtoto wako ana ili isomea?
4) Ni vipi ulivyo changia kwa kuchagua kazi hili?
5) Ni muda gani tangu mwanao ahitimu?
6) Mwanao ana ajira?  Ndivyo ( )  La ( )
7) Kwa ufupi, tafadhali eleza mchango na utekelezaji wako katika ITP ya mwanao?
8) Ni vipi unavyo msaidia mwanao katika ajira yake? (kama mwanao yuko kwenye ajira)
9) Ni vipi mwanao alivyo pata ajira? (k.m. maombi ya kazi, shule kuhusishwa)
10) Ni vipi mwanao anavyo tumia mapato yake? (k.m kupitia mwongozo, kuviakte, anafanyiwa)
11) Kwa maoni yako, masomo hili ina athari gani katika ajira ya mwanao? Eleza jibu lako.
APPENDIX IX
RESEARCH PERMISSION CERTIFICATE