CAUSES OF STUDENT DROP OUT AND DECLINE IN PERFORMANCE OF TECHNICAL COLLEGES. A CASE OF TECHNICAL INSTITUTES IN MERU CENTRAL DISTRICT.

BY:

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DEPARTMENT OF BUSINESS ADMINISTRATION,
KENYATTA UNIVERSITY

AUGUST, 2005
DECLARATION

This project report is my original work and has not been presented for a degree in any university.

Signature _____________________ Date 30.8.2005

THIAINE SIMON KUBAISON

This project has been submitted for examination with my approval as university supervisor and department chairman.

Signature _____________________ Date 21/10/05

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KENYATTA UNIVERSITY.
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DEDICATION

To Almighty God, for the gift of breath and healthy mind.

To beloved Juliet and our children: Carlpeters, Rogers and Gloria, for their patience and understanding as I spent so many hours away from them.

To Mama Monika, who taught me the virtue of a prayer well said.

To Mzee Sabastiano; for teaching me that respect to elders is a gateway to great wisdom.

To all teachers on earth; for showing the way.
ACKNOWLEDGEMENT

I am indebted to my supervisor, Dr. George Gongera for the invaluable time he spent guiding me in all stages of this research project.

I am also grateful to Mr. Phares Ocholla who taught me how to conduct an academic research, through his instructions in Research Methods.

My thanks also go to the Principals of Nkabune, Meru and Kiirua technical institutes who allowed me to carry out the research and ensured that I received the assistance I got, especially from the institute records.

Finally, thanks to all those who took their time to respond to my questionnaires and interviews.
ABSTRACT

The government of Kenya and other stakeholders commit a lot of resources to learning institutions in the country to ensure that the youth of this country has a great future. However, all these resources can not be said to have benefitted the country if learners are forced to abandon their studies or perform poorly due to lack of proper instruction while at the learning institution. This can lead to the graduates' inability to competently display the necessary skills in their workplaces later.

The purpose and main objective of this study was to identify factors that cause wastage and decline in performance of public technical training institutes within Meru Central District, analyze the effect this problem has on the management of the training institutes under study and seek solutions that would benefit these and other learning institutions.

The researcher also tried to investigate the problems experienced by managers of these institutes as a result of trainee drop out. The institutes studied were Nkabune, Meru and Kiirua. Various strategies employed to control these problems and those recommended to improve performance and increase completion rates were studied.

The study limited itself to one district, which may not generalize the situation in the whole country.

The researcher felt that the study was significant to training institutions' management, parents, trainees and the government. Approximately 1100 people comprised the study.
population of which a sample of 65 people holding different positions were involved to provide information sought by the researcher. These included institute heads, 12 other senior administrators and 50 selected class teachers.

The study adopted a descriptive research design with questionnaires, interview schedules and personal observation forms being the main data collection instruments. Purposive sampling method was used.

Tables, frequencies and percentages were used to present the findings. The main findings were that technical courses were performing more poorly than business courses, with results being below 40%. The current curriculum has some gaps. Dropout was evident but the level was not alarming. The main reasons for student dropout and decline in performance were financial constraints, lack of adequate or appropriate training facilities and resources.

Based on those findings, there is need to review the existing technical curriculum and involve the industry more closely in the development and implementation of technical education curriculum. Trainers need to be exposed to regular upgrading courses and workshops in order to cope with the fast changing technology. More financing is necessary.

There is also need to carry out more studies in this area in order to aid policy makers explore and adopt new strategies in training and financing the most relevant technological courses to help steer the country to industrialisation.
Definition of Key Terms

**Trainee**: A learner in a training institution or college.

**Trainee drop-outs**: learners who enrolls for a skill training course but leaves the training institution before completing their course.

**Drop-out rate**: level or number of trainees who drop out. Also referred to as wastage rate.

**Completion rates**: level or number of trainees who are able to successfully complete their training. Opposite of drop-out rate.

**Resource management**: Coordination of available persons, finances and other facilities in an organization in order to accomplish set objectives.

**Vocational training**: This word and technical education are used here interchangeably. It means training or education that equips the learner with working skills.

**Curriculum**: subjects that are included in a course of study or taught in a school or college
LIST OF ABBREVIATIONS

ACNC  -  Accounts Clerk National Certificate
CPA   -  Certified Public Accountant
HELB  -  Higher Education Loans Board
KATC  -  Kenya Accounting Technician Certificate
KCSE  -  Kenya Certificate Of Secondary Education
MOEST - Ministry of Education Science and Technology
NARC  -  National Rainbow Coalition
NDP   -  National Development Plan
UNESCO - United Nations Educational, Scientific And Cultural Organization.
UPE   -  Universal Primary Education
TSC   -  Teachers Service Commission
USA   -  United States of America
IQ    - Intelligence Quotient. Level or measure of intelligence.
KATTI - Kenya Association Of Technical Training Institutions
KIE   - Kenya Institute Of Education
BOG   - Board Of Governors
CHAPTER ONE

1.0 INTRODUCTION

Trainee drop out rate refers to the number of learners who leave their training institutions before sitting for final examinations in their courses or withdrawal of learners from learning institutions before completion of their training.

The problem of poor performance and of learners dropping out of learning institutions has affected all levels of education; primary schools, secondary schools, middle level or tertiary institutions, and universities.

This study intended to identify the level of trainee dropout and reasons behind poor performance in technical courses in public training institutes in Meru Central District. It also aimed at providing suggestions to the institute managers and other stakeholders on how to scale down cases of trainee dropout and improve performance. The strategies established can also be applicable in other institutions of learning in the country.

Performance is determined by examination results, mastery of skills, and proper utilization of human, financial and physical resources.

The impact of high rate of trainee dropout on the management of a training institution is wastage in terms of time, equipment, financial and human resources.

There is need for learning institutions to establish and keep an analysis of learner dropout rate annually. This will assist in attracting the attention of policy makers and authorities.
This can be measured by calculating the number of dropouts over a year against the total number enrolled. It should further be calculated on the basis of each course and class to identify areas that need more attention.

The institutes investigated were Nkabune, Meru and Kiirua Technical Institutes which are public and within Meru Central District.

Meru Central District is one of the districts in Eastern Province, Kenya. The district borders Nyambene to the North, Nithi to the South and Mount Kenya Forest to the southwest. Tharaka district lies to its East while Laikipia and Isiolo districts border it to the West and Northwest respectively.

The three public technical institutes in the district are under the Ministry of Education, Science and Technology. They had approximately 850 trainees in number, 128 teaching and about 54 non-teaching staff members. They offered a variety of courses in Business and Technical skills.

Nkabune and Meru Technical Institutes are among the 18 former National Technical secondary schools that were converted into technical colleges in 1986. These were created to cater for the growing number of primary and secondary school leavers that had quest for technical skills for self-employment and salaried employment as envisaged by the proponents of the 8.4.4. System of Education.

Vocational and technical institutions train artisans, craftsmen, technicians, technologists and masters of technology.

Currently, public technical colleges in the country are over 40. This includes National polytechnics and Institutes of Technology. Youth polytechnics are over 600. There are also Industry or National Corporations’ institutes and private Institutions that offer similar technical and professional skills.
1.1 BACKGROUND TO THE STUDY

Kenya has experienced a high rate of learner drop out in the last two decades as noted in the National Development Plan 2002-2008.

It is against this background that NARC government on assuming power in 2003, decided to finance the basic education in the country to uplift literacy level and in the long run reduce poverty to manageable levels.

The cost sharing policy introduced in 1996 increased the burden of parents in technical institutions, just like in other public learning institutions.

(Sessional Paper One, 1996)

The government committed itself to cater for professional services like paying lecturers' remunerations while other recurrent expenditure and financing of development projects were to be catered for by parents, sponsors or guardians in form of school fees. Technical Training Institutes started experiencing low enrolment and high drop out rates just like in primary and secondary schools where many parents could not afford to keep their children in school. Poverty can therefore be directly linked to majority cases of low enrolment and dropout of trainees in technical institutions. Over the years, very little attention has been given to the increasing poor performance and cases of learner dropout in technical institutes by the authorities. The concern of this study was to establish the causes of high trainee dropout and poor performance in Kenya's technical education.

Therefore, despite major strides made in education and training, a number of challenges still persist. These include cost of education and training, inequity in its access, high wastage rates, problems of relevance and quality, and under-enrolment in
key post-school courses that should develop the labour force for industrialization


1.2. STATEMENT OF THE PROBLEM

Technical training Institutions experience high trainee drop out and decline in performance despite resources invested by the stakeholders in terms of finances, equipment and human resources. Proper utilization of these resources need to be enhanced by ensuring that trainees enrolled are able to complete their courses. The government of Kenya through MOEST provides salaries for the teaching staff in the public Technical Institutes and grant-in-aid to enhance technical training and satisfy industries (public and private sectors) with qualified personnel. However, like other public learning institutions in the country, these institutions have experienced low completion rates in several courses. This has impacted negatively on the performance and management of financial, physical and human resources in the institutes.

The problem of this study is to investigate why there is increasing rate of trainee dropout and poor performance and how it has affected the running of technical institutes, and what is being done to improve performance and control student dropout so that all trainees enrolled are able to complete their training successfully.

1.3.0 THE PURPOSE AND OBJECTIVES OF THE STUDY

The main purpose of the study was to identify and analyze factors that lead to poor performance and high drop out rates and how they affect the running of operations in the training institutes under study. The study also sought to encourage the
managements of technical institutes to come up with home-made strategies to improve performance and curb the dropout problem before it gets out of hand.

**OBJECTIVES:**

The main objectives of the study were:

1) To determine levels of trainee dropout in Meru, Nkabune and Kiirua Technical Institutes of Meru Central District between 2003 and 2005.

2) To identify areas of weakness in student/trainees' performance during the period.

3) Identify factors that influenced student dropout and poor performance in examinations in technical institutes.

4) Find out what managers and authorities were doing to improve performance of respective technical institutions.

1.4 **RESEARCH QUESTIONS**

The study intended to find out:

1. What was the level of trainee dropout in the institution between 2003 and 2005?

2. Which areas were poorly performed in internal and external examinations?

3. What were the common causes of trainee drop out in the institution?

4. What factors influenced poor performance of trainees in technical institutions?

4. What measures did managers and other stake-holders in respective institutions employ to improve performance and increase completion rates?
1.5. SIGNIFICANCE OF THE STUDY

The study was significant to learning institutions, parents, trainees and (Government) because:

1. The study would assist the management of training institutes to pay more attention to the trainee drop out rates and declining performance and arouse the need to employ necessary control measures in their respective institutions.

2. The guardians/parents and trainees would understand the need to have careful career guidance and planning so that trainees could be guided to avoid enrolling for courses that would become uninteresting to them halfway.

3. The Ministry of Education would see the need to intensify career guidance in schools so that students could be helped to identify the correct career paths to follow.

4. The study also intended to encourage the government to consider exploring alternative ways of funding technical education especially for trainees from poor backgrounds.

5. The government hopes that Kenya will be industrialised by 2020. Committing more resources to the technical education sector is inevitable to speed up the process.

6. The management in these institutions would see the need to employ cost-cutting measures in their operations and programs. There is also
need to explore and forge the industry-institute partnership to help train in skills that are highly demanded by the industry.

7. The study can form a basis for further research in this area.

8. The study would enable a larger number of school leavers at primary and secondary levels see the need to be enrolled in Technical Institutions for skills.

1.6 ASSUMPTIONS OF THE STUDY

The assumptions of the study were:

1. All respondents would co-operate and provide reliable responses.
2. The institutions visited had records showing trainees who enrolled and left before completing their courses.
3. The class teachers had knowledge on reasons that made their trainees leave before completing their courses.
4. The respondents had knowledge on reasons that made trainees perform poorly in various examinations.

1.7. SCOPE OF THE STUDY

The study on trainee drop out rate and performance was done on three public technical institutes in Meru Central District. The three institutions had been selected for study because they were the only national/public technical institutes in the district. They were managed by the directorate of technical training, Ministry of Education, Science and Technology, and received grant-in-aid directly from the central government.
The other institutes in the district were privately sponsored and not highly structured like the three public institutions.

Lecturers in these public technical institutes were also being paid by the central government through T.S.C which is mandated to recruit, employ and make placements, promote, transfer, discipline, remunerate and compensate all teachers/lecturers in public learning institutions.

Nkabune Technical Training Institute was started in 1968 by Consolata Catholic Sisters to train Standard Seven leavers as social workers and clerks next to the current Meru Technical Training Institute. It was converted into a National Girls Commercial Technical Secondary School and moved to its current location in 1970 under the Ministry of Education but managed by Consolata Sisters who left in 1982.

In 1986, Business Education Courses leading to Secretarial and Accounts certificates were introduced and ran side by side with Forms Three and Four which were finally phased out in 1987 giving way to skills training in technical education.

Meru Technical Training Institute is two kilometres from Meru Town. It was started in 1956 by Meru County Council as a Youth Training Centre.

In 1964 it was handed over to the then Regional Education Office. The courses taken then were of two years' duration. In 1973 it was again upgraded to a Technical Secondary School and the terminal examination was then the East African Certificate of Education. In 1983 the school was granted an 'A' level stream in Science. In 1984, with the coming of 8.4.4. Education system, the secondary cycle started being phased out and it assumed its current status of a Technical Training Institute by May 1986.
Kiirua Technical Institute is the youngest among the three. It was started in 1995 as a technical Institute. The three institutes offer training in both technical and business courses.

(Source: Institute brochures)

The three technical institutions were suitable for study since they were more formal, stable and systematic in admission and enrollment of trainees. Most private institutes are very flexible in program timings and in admission of trainees.

The study was conducted among selected teachers and principals of the three institutions to establish the performance and level of trainee drop out in their institutions. Further, the principals were to enlighten on the impact of trainee dropout in their institutes and challenges they faced in management. Attempt was made to look for solutions to the problems of poor performance and trainee dropout.

1.8. LIMITATIONS

The following limitations were faced by the study:

1. Some respondents were not willing to disclose some information sincerely and correctly. Others failed to answer some questions in the questionnaires.

2. The study limited itself to one district and only three technical institutes. The findings may not adequately generalize the situation in the whole country.

3. It was not be possible to cover the opinions of individual trainees who dropped out of the institutes. This was because it would be difficult to
trace them owing to limited time and scanty information on their whereabouts since leaving the institute.

4. The study leaned more on examination results as the measure of good performance.
CHAPTER TWO: LITERATURE REVIEW

2.0 INTRODUCTION

This section gives some account of contribution by various sources on the drop-out situation in learning institutions in Kenya, reasons for increase in drop out rates and poor performance in the management of resources. Recommendations on what can be done to reduce drop out cases and improve performance are also given.

2.1 DROP OUT AND PERFORMANCE

Law (1971), while arguing that vocational training should be offered to all American youth, says that ignorance and illiteracy, unskilled workers and school dropouts breed failures in our social and economic system. Failure to improve education performance is both poor social policy and poor economics. Persistent absenteeism of learners often leads to dropping out eventually.

Increase in dropouts in learning institutions contributes to the inefficiency of these institutions in combating illiteracy and hence increased poverty in the developing world. Reymer Joy (2002) in a paper entitled ‘Plans for Dropout Prevention for American Indian and Alaskan Native Students,’ noted that American Indian and Alaskan natives dropout rate in high school was twice that of the national average. 30% of their students who enrolled in high school did not complete.

Many of these students dropped out in protest against the authorities because they complained of being mistreated. The argument was that they were denied teachers with special skills/training to teach native students. They were also denied a curriculum that included their heritage , while they received one which had culturally biased testing which was used to label them as failures.
Factors that were associated with high drop out rate for these natives included:-

i) Large schools which prevented teacher/student closeness.

ii) Uncaring teachers who used passive teaching methods.

iii) Irrelevant curriculum that did not prepare students well to face future challenges in their working life.

iv) Inappropriate testing and lack of parent involvement in the management of their education.

In a paper presented at an international workshop on innovative training programme; Addis Ababa, in 1999, William Lindley wrote that in Africa the school age population was expected to double in 20 years, between 1990 and 2020.

At the time (1999), the average primary school enrolment in Africa was approximately 40%. Illiteracy rate was estimated at 52% of people aged 15 and above in sub-saharan Africa.

Teaching methods and curricular were blamed for not being flexible to the new requirements and to the demand for trained manpower in agriculture specifically in private sector.

Cape Verde, which is considered to have better survival rates in education within sub-saharan Africa realized a 92% completion rate of primary education in 2001. The country has an efficient primary school education with low drop out rates. However, in secondary education the drop out rate was 25% of total secondary general education in 2001. The government finances primary education for all children.

Survival rates of students completing secondary education was 34% for boys and 30% for girls.
Mclerian carried out a research in a technical school at the National Institute of Adult Education, 1970, which showed 11% of students had not completed a class in which they enrolled. (Educational Research Journal Vol.22 No.1, 1979)

Analysis of 7876 members enrolled in 395 classes at 4 centres over a two year period showed a drop out rate of 20%. Females’ rate was higher than that of males.

Dropout Status In Educational Institutions In Kenya

Little has been written concerning the drop out rates in tertiary institutions save for enrollment of trainees. The records available have only generalised the enrolment. In primary and secondary schools however, an attempt has been made to show the number enrolled over the years in various classes. From these records, one can be able to extract an approximation of student dropout by studying the progression of each class. Data obtained from the national learner enrollment can be used to make an analysis of dropouts. The following tables illustrate this progression and estimated dropout rates in selected years.

<table>
<thead>
<tr>
<th>Class and Year</th>
<th>Boys (in 000s)</th>
<th>Girls (in 000s)</th>
<th>Total enrolled</th>
<th>Dropout rate (est.) in 000s</th>
</tr>
</thead>
<tbody>
<tr>
<td>Std.4, 1994</td>
<td>379.3</td>
<td>374.9</td>
<td>753.3</td>
<td></td>
</tr>
<tr>
<td>Std.5, 1995</td>
<td>329.2</td>
<td>334.0</td>
<td>663.2</td>
<td></td>
</tr>
<tr>
<td>Std.6, 1996</td>
<td>297.5</td>
<td>307.0</td>
<td>604.5</td>
<td></td>
</tr>
<tr>
<td>Std.7, 1997</td>
<td>301.2</td>
<td>310.9</td>
<td>612.1</td>
<td></td>
</tr>
<tr>
<td>Std.8, 1998</td>
<td>221.0</td>
<td>215.3</td>
<td>436.3</td>
<td>317.0</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>42%</td>
</tr>
</tbody>
</table>

According to the above table, out of 753,300 pupils who enrolled in standard 4 in 1994, only 436,300 managed to participate in standard 8 in 1998. This shows a survival rate of 58% and a dropout rate of 42%. Repetition of classes has been ignored by the study.

**TABLE 2.2**

<table>
<thead>
<tr>
<th>Class and Year</th>
<th>Boys (in 000s)</th>
<th>Girls (in 000s)</th>
<th>Total Enrolled in 000s</th>
<th>Dropout rate (est.) in 000s</th>
</tr>
</thead>
<tbody>
<tr>
<td>Std.4, 1996</td>
<td>372.9</td>
<td>364.2</td>
<td>737.1</td>
<td></td>
</tr>
<tr>
<td>Std.5, 1997</td>
<td>331.7</td>
<td>334.6</td>
<td>666.3</td>
<td></td>
</tr>
<tr>
<td>Std.6, 1998</td>
<td>316.2</td>
<td>326.0</td>
<td>642.2</td>
<td></td>
</tr>
<tr>
<td>Std.7, 1999</td>
<td>307.1</td>
<td>318.3</td>
<td>625.4</td>
<td></td>
</tr>
<tr>
<td>Std.8, 2000</td>
<td>228.4</td>
<td>220.8</td>
<td>449.2</td>
<td>287.9</td>
</tr>
</tbody>
</table>


According to the above table, out of 737,100 pupils who enrolled in standard 4 in 1996, only 449,000 registered for KCPE (standard 8) in 2000. This shows a survival rate of 61% and a dropout rate of 39%. Repetition of classes has been ignored by the study since no records showing the number of repeaters is recorded in the government sources.

It has therefore been assumed that those repeating in Classes below Std 8 are considered dropouts while those repeating in Std 8 are ignored.
### TABLE 2.3

<table>
<thead>
<tr>
<th>Class and Year</th>
<th>Boys (in 000s)</th>
<th>Girls (in 000s)</th>
<th>Total enroled</th>
<th>Dropout rate (est.) in 000s</th>
</tr>
</thead>
<tbody>
<tr>
<td>Std.4,1998</td>
<td>397.1</td>
<td>390</td>
<td>787.1</td>
<td></td>
</tr>
<tr>
<td>Std.5,1999</td>
<td>362.1</td>
<td>364.5</td>
<td>726.6</td>
<td></td>
</tr>
<tr>
<td>Std.6, 2000</td>
<td>339.9</td>
<td>347.6</td>
<td>687.5</td>
<td></td>
</tr>
<tr>
<td>Std.7, 2001</td>
<td>329.6</td>
<td>341.9</td>
<td>671.5</td>
<td></td>
</tr>
<tr>
<td>Std.8, 2002</td>
<td>315.4</td>
<td>292.7</td>
<td>608</td>
<td>179</td>
</tr>
</tbody>
</table>


Table 2.3 shows that out of 787,100 pupils who enrolled in standard 4 in 1998, 608,000 managed to participate in standard 8 in 2002. This shows a survival rate of 77% and a dropout rate of 23%. Repetition of classes has been ignored by the study.

### SECONDARY EDUCATION.

It is the assumption of this study that students do not repeat classes in secondary schools in Kenya.

### TABLE 2.4

<table>
<thead>
<tr>
<th>Class and Year</th>
<th>Boys</th>
<th>Girls</th>
<th>Total enroled</th>
<th>Dropout rate (est.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Form 1, 1996</td>
<td>97,394</td>
<td>85,917</td>
<td>183,311</td>
<td></td>
</tr>
<tr>
<td>Form 2, 1997</td>
<td>95,539</td>
<td>86,856</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Form 3, 1998</td>
<td>90,293</td>
<td>77,871</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Form 4, 1999</td>
<td>75,938</td>
<td>64,512</td>
<td>140,450</td>
<td>42861</td>
</tr>
</tbody>
</table>

According to table 2.4, out of a total of 183,311 students enrolled in Form 1 in 1996, only 140,450 managed to enroll in Form 4 in 1999. This reflects a survival rate of 77%. A total of 42,861 students dropped out within the period, representing 23%.

Table 2.5

<table>
<thead>
<tr>
<th>Class And Year</th>
<th>Boys</th>
<th>Girls</th>
<th>Total Enrolled</th>
<th>Dropout Rate (Est.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Form 1, 1997</td>
<td>98487</td>
<td>88614</td>
<td>187101</td>
<td></td>
</tr>
<tr>
<td>Form 2, 1998</td>
<td>98066</td>
<td>86922</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Form 3, 1999</td>
<td>83032</td>
<td>72811</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Form 4, 2000</td>
<td>78595</td>
<td>66929</td>
<td>145524</td>
<td>41577</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>22%</td>
</tr>
</tbody>
</table>


According to table 2.5, out of a total of 187,101 students enrolled in Form 1 in 1996, only 145,552 managed to enroll in Form 4 in 1999. This reflects a survival rate of 78%. A total of 42,861 students dropped out within the period, representing 22%.

TABLE 2.6

<table>
<thead>
<tr>
<th>Class and Year</th>
<th>Boys</th>
<th>Girls</th>
<th>Total enrolled</th>
<th>Dropout rate (est.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Form 1, 1999</td>
<td>105231</td>
<td>95773</td>
<td>207004</td>
<td></td>
</tr>
<tr>
<td>Form 2, 2000</td>
<td>104078</td>
<td>93550</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Form 3, 2001</td>
<td>103339</td>
<td>90351</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Form 4, 2002</td>
<td>99203</td>
<td>85881</td>
<td>185084</td>
<td>21920</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>11%</td>
</tr>
</tbody>
</table>

This class had a remarkable improvement because according to table 2.6, out of a total of 207,004 students enrolled in Form 1 in 1999, 185,084 managed to enroll in form 4 in 2002. This reflects a survival rate of 89%. A total of 21,912 students dropped out within the period, representing 11%.

**Performance**

The performance of a learning institution is determined by financial, physical and human resources made available in order to carry out its training effectively. These will lead to excelling in examinations and ability to competently display the learnt skills in a working environment.

The main finances in technical institutes in Kenya come from parents or guardians in form of school fees. Some have internal sources like income generating projects which may subsidize the fees though in small scale.

Human Resources are mainly the teaching and non-teaching members of staff. The management of these institutes are expected to motivate all staff members to create a better working and learning environment. The duties of an institute principal are budgeting, proper utilization of resources and sound financial management practices among others.

Trainees are like customers. The management's style of treating or caring for trainees should be similar to how managers in product companies handle their customers. They should be able to market their programmes just like any other products on sale. School managers must also create positive relations with the publics.
Further, school heads must ensure that quality is attained in schools. Performance indicators include examination results and motivation to teachers. In order to grow at a faster pace, schools should start running like business enterprises. The government is in the process of adopting a policy where heads would be hired on contracts just like in government parastatals. (E. A. S Jan. 6, 2005)

Mwaluko Ndiku writes that among the responsibilities of the school principals, they should commit themselves to building, serving, caring for and protecting the school and its objectives. This calls for a lot of effort and accountability. (E. A. Standard, School and Career, Only Good Leadership Can Save Schools pp.13).

2.2. UNFAVOURABLE ENVIRONMENTAL ISSUES

Factors that are responsible for an increase of drop out rates in learning institutions are both internal and external. Some relate to the management styles adopted by both internal and external managers of learning institutions. Economic reasons also may make a large number of learners from poor backgrounds leave before completion of their studies.

Other reasons are socio-cultural, curriculum and education policy, attitudes and management styles employed by the institutions and the authorities.

Poverty experienced by learners from poor backgrounds has contributed to student drop out at all levels of education. Economic background plays a big role in determining what kind of education a child will receive and to what level. This is more distinct in capitalist countries like Kenya. In the country today, the rich can decide what kind of education their children will go through. Some children in the country are already following the British or American curriculum in place of the Government’s 8.4.4. education system.
Majority of the children who drop out of schools are from poor backgrounds. This is why 1.3 million children joined primary education in January 2003 after the new government (NARC) introduced ‘free’ primary education. (E A S, 6th Jan 2005 :1)
In the Meru Central District Development Plan for 2002-2008, the authorities have cited poverty as a factor that leads to high drop out rate in the region.

Social Inequality
Bruce Tuckman in the book by Law (1971), wrote under a topic titled, Psychology of the Culturally Deprived that to be culturally deprived means to be biologically deprived; hungry, under clothed, in need of medical attention e.t.c. Such a person cannot concentrate in class
Alfred Sauvy, commenting on USA which argued that it was very democratic and referred as an ‘equality nation’ said ‘despite compulsory education and free education at different levels, an individual’s chances of going to university and attaining higher income position of prestige is attached and vary in direct proportion to social origin. (Sauvy,1973: 67)
Meru Central District development plan, 2002-08 (2001) notes that socio-cultural limitations exist in the district that force either girls or boys out of school. Nkungula (1980) advises the Malawi government to start scholarships for each center (training centers) in order to encourage students from low-income families to enroll and finish. This effort may help to reduce drop out rate. He added that written screening exams in technical education programs be eliminated and competence-based type constituted to decrease the dropout rate.
Barasa (1989) recommends that establishment of open colleges and universities of technology would in the long run lower the cost of training. He also encouraged the
policy of establishing production units in technical institutes to subsidize trainees' fees and provide opportunities for practical experience (Industrial attachments).

Sifuna D. (1990) observed that cost-sharing policy by the government had helped to widen the gap between the poor and the rich; it should be re-evaluated. Opportunities should be given to all students regardless of their place of origin, creed or race, while providing equitable distribution of educational resources. Attempts should be made to strengthen partnership with community action groups, private or business community and religious and secular organizations.

This allows for expansion of school programmes, greater security of buildings, better management of education assets in the community and in general the undertaking of joint efforts in the pursuit of equality education.

The national committee in education objectives and policies (1976) recommended that the government establish correspondence courses in the national polytechnics to provide training, leading to technical qualifications (Rep. Of Kenya Dec. 1976)

The committee emphasized that self-employment in rural areas would become one of the main ways of creating occupational opportunities for majority of school leavers.

'These skills will have to be found in a coordinated and greatly expanded post-school system of education and training in technical commercial and other professional skills. The following strategies will be pursued during the plan period:-

I) Develop a national policy on Vocational and Technical Training;

II) Streamline legal and regulatory framework so as to facilitate the coordination of entire training activities;

III) Establish a national curriculum and certification harmonization committee;
IV) Maximise the utilization of all technical training and vocation institutions through upgrading the capacity, introducing flexible curriculum and upgrading some of the institution to be centers of excellence in specific skills; and

V) Provide mechanisms of minimizing the gap between training and job performance through inclusion of industrial attachment as a major component in curriculum.

Curriculum development at all levels of the education system except the University, remain the sole responsibility of the Kenya Institute of Education.

During the plan period, (NDP 2002-2008) the Institute was urged to focus on the following priority areas: -

I) Co-ordinate curriculum related education research and evaluation.

II) Review, rationalize and develop curriculum and curricula support materials at all levels;

III) Streamline post school technical and vocational training curriculum with a view of undertaking modularization of the programmes.

IV) Prepare curriculum for the Early Childhood transition into primary school level, Non-formal Education (NFE), Special Education, Adult and Continuing Education (ACE), Vocational and Technical Training:

V) Review NFE curriculum to cater for the educational needs of the many children and youth who either drop out of the school system or do not enroll.

Motivation and Attitudes

Bruce Tuckman in a book by Law notes that lack of achievement motivation and developing of unfavourable attitudes among learners, teachers and other stakeholders may force learners out of school.

Unfavourable attitudes towards self, others and the world, as a result of living in hardship conditions in the midst of affluence may lead a person to associate with criminal elements, hence dropping out. (Law: 1971, pp 67)

Poor remuneration that generates lack of commitment and efficiency amongst the teaching fraternity is also a problem that may make learners feel unwanted or uncared for and drop out (Meru C. Devt. Plan: 2001)

Despite the marked expansion of vocational and technical training institutions, the system has some marked shortcomings. There is no feedback from the employers to training institutions leading to a supply-driven training skewed in favour of technologists. The technical graduates lack hands-on experience and have poor work attitudes and are inflexible to change. The presence of unemployed technical graduates reduces the attractiveness of technical training leading to idle capacity.

However, most of these idle capacity is in pace with changing technology. Lastly curriculum development and certification is carried out by several bodies leading to problems of rating, comparing and equating the difference certification.

Failure To Achieve Training Objectives

Students who portray very low IQ, which may lead to a series of failures in examinations will easily dropout of learning institutions than those who display higher score of intelligence.

In the training of skills a trainee who tries several times to operate a machine with resultant failures may become discouraged and leave.

Bruce Tuckman noted that lower score of intelligence is a factor that leads to increase in school dropouts (Law: 1971)

James Brown Carried out a survey among evening students at technical colleges to determine the wastage rate in Great Britain.

Reasons for high wastage rate were given as poor college conditions, dislike of teaching methods, textbooks being too expensive, and lack of facilities for study at home.

Others were bad weather, too little time was allowed for social activities and home responsibilities. (Brown: 1956)

2.3 PHYSICAL RESOURCES

Physical resources mainly consist of training equipment (eg. Typewriters, mechanical engines, cookers, textile machines, welding machines, motor engines, computers etc.), library and resource centres, workshops, laboratories, production units, restaurants, motor vehicles, conference halls lecture halls, boarding and catering halls/ facilities etc.

Most of these facilities require regular maintenance and repairs. When the institute experiences a shortage of these facilities, performance will obviously suffer.
According to the School Management Operational Manual, financial constraints lead to failure in completing set or planned projects, procurement of necessary facilities; equipment or training facilities hence poor performance in both examinations and in acquisition of the required skills. This may make training programs to become unpopular with the public and students.

2.4 HUMAN RESOURCE CHALLENGES AND CURRICULUM

Kathryn (1994) argues that educational institutions need to become customer-oriented in terms of having efficient staff with knowledge about who a customer is. In the school situation the main customers are the government, students, parents and the industry.

The provider of services must also understand the need of the customer and build up a relationship. These services should be accessible to the marginalized.

Susan Gachora writes: ‘Outputs must be maximized at the lowest input cost, and the organizations must be quick to respond to market opportunities and environmental change’.

Human Resources Management aims at ensuring that employees’ skills are applied in such a way that the employer obtains the greatest possible benefit from their abilities and the employees obtain both material and psychological rewards from their work’ (KASNEB 2002).

Inadequate Career Information

Identifying the career paths of children from an early age is important. Thus a child who is not informed well will go ahead and pick the wrong career or inappropriate
future studies that may not be self-satisfying. This can lead to resentment and rebellion against schooling. Lack of Parental involvement in the guidance of career planning was also noted as a cause of many cases of dropouts among marginalized American students. (Reymer Joy, 2002)

Mrs. Edna Kashangaki, a career advisor, in Decide Early What Career Path You Want to Follow, argues that it is important in the modern world for students to choose their career paths early because in the absence of this many students pick hastily courses that do not suit them at the professional level. (E.A Standard, school & career magazine, May 27 2004 pp.10)

According to the KNEC report, teachers require to take the lead in guiding students in choice of subjects based on their future careers. Many students are not exposed to career guidance although career and vocational guidance should be basic components of Guidance and Counselling services in schools. In secondary school, students should be given a chance to explore careers that interest them. A well organized programme would equip students with information about various jobs and vocations. Students should be taught the nature of work, qualifications, employee status and job advancement of a particular profession. (East African Standard Thursday, December 9 2004 Career Guidance Should Begin in Pry School Pp13).

Law (1971) says that an organized system of providing occupational information and helping students make meaningful decisions concerning their occupational future at an early age is important. (pp 27).

In the Sessional paper No.2 of 1996, the government of Kenya pledges to support non-formal vocational training (technical) being offered through the Directorate of Industrial Training(D.I.T.) through greater involvement of private sector in policy formulation and broaden its scope to include the informal sector.
In paragraph 3.4.10 the government pledges to offer second chance places for drop outs to improve their literacy, numeracy and offer them short, job-specific training commensurate with their education achievements. The government also pledged to improve efficiency and effectiveness of technical institutes to provide necessary skills needed at local level to develop selected technical institutions into centers of excellence. Gleeson Denis (1990) argued that schools should prepare students realize their capabilities, hence correct career training.

"No school leaver can possibly be equipped with complete information about his/her local labour market; accurate knowledge of every job and scheme on offer, the immediate remuneration, training prospects and longer term rewards. Knowledge should be selectively filtered by teachers, career officers and informal networks. Many school leavers are uncertain of their own preferences"(pp 80)

Curriculum

Systematic training and capacity building empowers people to discharge their roles more effectively and productively. There has been inadequate co-ordination of training activities leading to duplication of efforts. Research on curricula relevance has been ad hoc while the monitoring and evaluation of programme have been absent. The multiplicity of certification bodies has led to rating problems. Further, the training and capacity building activities have failed to incorporate issues of national and global concern.

Past efforts in building a well-trained manpower have been constrained by lack of policy to provide direction on systematic training and co-ordination between public sector, institutions and the DPM. Some of the courses identified have been irrelevant and inappropriate. Training institutions have been ill equipped and suffer from low
capacity to implement their mandates. This has been mainly due to shortage of qualified staff and inadequate budgetary provision. (Rep. Of Kenya, 2001, NDP 2002-08:60)

With regard to quality and relevance, concern continues to be raised on the failure to satisfactorily inculcate a modern scientific culture, imbue learners with desirable social skills and values. This is attributed to inadequacies in the provision and maintenance of essential physical facilities, instructional and research materials and human resource capacity. Another factor has been a broad and inflexible curricular mainly assessed through examinations, which demands memorization of facts at the expense of development of high order cognitive skills such as reasoning and problem solving (Rep. of Kenya, NDP 2002-08).

An educational curriculum that does not benefit an individual to become creative and live a satisfying life is irrelevant. Reymer (2002) noted that the American Indians and Alaskan students dropped out of school more due to being put through a curriculum that did not include their heritage and culturally biased tests were used to label them ‘failures’.

In technical training, a curriculum that does not emphasize more on the skills of ‘doing’ can easily become irrelevant. Nkungula (1980) says that written screening examinations have been reported as one of the chief causes of high drop out rates.

Bichang’a (1996 Pp.73) observed that secondary school graduates who had gone through the 8.4.4 system and working in many industries in Nairobi were doing manual jobs, yet the 8.4.4 had been established to equip them with skills.

The scanty knowledge they had learnt in secondary school was of little help in the occupations they were in. One had to either go for training (e.g. tailoring, carpentry,
accounts, secretarial e.t.c) either on-the-job or in a college setting (i.e. technical institutions or through apprenticeship).

Mclerian carried out a research in the Institute of Adult Education in 1970 which showed that inefficiency in the education system contributed a lot in the wastage rate of learners.

Other reasons were domestic reasons and satisfaction with what one had acquired.

Some drop outs felt that they had already acquired enough skills to enable them perform certain jobs in the job market although they had not completed the course as stipulated in the curriculum and syllabus. (Education Research Journal Vol.22 No.1 1979 pp39) Reymer Joy (2002) in the ‘Plans For Dropout Prevention Among American Indian And Alaska Native Students’ recommends that teachers need to use active teaching strategies to keep their students learn rather than to track them into non-academic programs.

Parents and guardians need to have power to demand schools to give their children an education that would strengthen their families rather than one that separate them from their children.

A study by Peter Sachsen (Sachsen 1987) urges the policy makers to consider technical qualifications as the one that should be more rewarded than professional qualifications. This will motivate many people to become more innovative and help develop our industries. The study was conducted among National Youth Service recruits in Nairobi.

In the Meru Central District Development Plan 2002-2008, the government is urged to introduce a relevant curriculum that meets market demands at all levels.

The strategies should include:
I) Introducing effective bursaries and loan schemes that favour those that are less advantaged.

II) Link education curriculum to the needs of society.

III) Sensitize learners on the need for education completion for high performance.

IV) Form adult learners and teacher committees for enhancement of literacy campaigns.

Construct village based libraries for adult learners.

Warner W. A, while commenting on the administration of the future says:

‘The manager of the 1980s and 1990s will be more concerned with the achievement of learning objectives, and this will depend on good tutorial staff using flexibility of method”

A learning institution will have a manager who will need a staff that can be able to analyze training needs and offer advice on systems. They will get to know their customers’ problems and how they can be solved by open, tailored courses or by any other relevant form of training activity. The staff will need to be credible, experienced and flexible; no one approach to learning. The successful organizations will be those that are flexible, and who see different methods as being appropriate to different levels and objectives.”

‘Administrator’ (1984) Vol.4

In the Guyana educational policy draft, it is recommended that the curriculum should be made more demand-driven rather than supply pushed. This can be done by facilitating the acquisition of life skills by young people through continuous review and updating of the present curriculum inclusive of its evaluation process at all levels of the system. NDS Draft (1996).
The goal is to make the curriculum more flexible and relevant to the needs of the society and the demands of the labour market.

After releasing the 2004 KCSE results, Professor George Saitoti expressed the government’s need to create pathways for thousands who would not join Universities. The middle level colleges would be made more attractive to students and Universities required to admit more.

The curriculum at the tertiary institutions would be reviewed to make the training relevant while the equipment, mostly obsolete would be upgraded. (The standard, Tue, March 1, 2005 Thousands to Miss Places by Otieno Otieno pp.6 col.5)

The Joint Admission Board in 2005 has scrapped 10 degree courses at Public Universities. This was sparked by the courses irrelevance and lack of applicants. The question of relevance has been a major point of criticism of University studies by educationists and employers. They have been accused of using the same curriculum to teach for over 40 years.

In order to make the courses more appealing, Jomo Kenyatta University of Agriculture and Technology scrapped Bsc Agriculture and replaced it with degrees in soil and water. Even in Britain, courses that do not attract students like Anthropology, Philosophy and Development Studies have been dropped in the University of Wales. East African Standard Thursday, School and Career, August 19, 2004 PP 3)

The industry says that the University should teach academic programmes that are practically applicable in the industry. Therefore, strong links between the training institutions and industries need to be established. (East African Standard August 19 2004 Be Relevant, Varsities Told School and Career pp.14. Otieno Otieno)
2.5 FINANCIAL RESOURCES

In the 2004 budgetary allocation, the University student loans and bursaries kitty was allocated Kshs. 700 million and Kshs. 770 million given for bursaries in secondary schools. Technical Institute students were not considered. *(Daily Nation, Friday June 11, 2004 Schools Given the Biggest Cake. pg. 5 col. 2)*

Gladys Kemunto in *Tertiary Education Should Be Reformed* writes that the Government should consider funding tertiary institution students through HELB owing to financial constraints experienced by them. *(East African Standard, School and Career Magazine Thursday March 11 2004).*

Currently, the non-teaching members of staff are paid by the parents in respective institutions. This is one of the reasons the fees in public technical institutions was raised by over 50% in 1996, after the government withdrew its support.

The government currently gives some grant-in-aid to public schools in the country. Since the 2003 Government budget, it has been allocating 800 million shillings every year to finance training in the public institutes, mainly in the provision of facilities. Development partners like JICA and GTZ have also helped to finance technical education.

The governments’ adoption of Universal Primary Education (U.P.E) policy is a strategy that helps to alleviate illiteracy and reduce poverty in the world. The number of enrollment in Kenyan primary schools rose from 5.8 to 7.1 million in 2003 owing to free primary education. *(The Standard, Thursday, 6 January, 2005 :1)*

The government of Kenya runs a bursary scheme to aid students in secondary schools, (from poor backgrounds). Although it is not enough to cater for all deserving cases,
the bursary scheme has helped many students who would otherwise not have completed their studies.

The Higher Education Loans Board (HELB) runs a loan scheme where university students in the country are financed to complete their studies with the hope that after studies, the students will repay. HELB is financed by the Central Government. Fundraising by individuals and communities have also aided many students acquire education at secondary and university levels. Technical institution students have been denied the above facilities. This disadvantages them and leads to poor performance and a higher level of dropping out.

The educational institution managements have been encouraged by the government to establish and run money-making ventures and projects in order to subsidize student fees. Public Universities in the country are running projects such as parallel study programmes in order to finance the running of their institutions among other reasons. Other projects at departmental levels are run by the relevant sections (e.g. hospitals for medical departments, dairy farms for agricultural departments etc.) Technical institutions have also engaged in such ventures although majority of them have established small Business Centres (SBCs) that are not able to register any surplus or profits, due to a myriad of constraints.

Inadequate financial resources increases the possibility of trainee dropout and poor performance due to the following reasons:

1. Creates uncertainty: the management is not able to plan confidently, nor forecast and finance career advancement for non-teaching staff. This affects the flow of promotability for non-teaching staff, leading to dissatisfaction, low morale, high turnover etc.
2. Causes delay in paying for services like supplies and salaries/wages of non teaching staff (and casuals), and low or irregular remuneration.

5. Disrupts budgetary allocations

6. Staff is demoralized: The best staff may seek transfer or employment elsewhere, an exercise that may also demoralize trainees.

6. Inability to utilize and maintain well the tools, equipment or facilities provided by the government and other stakeholders for the purpose of training.

7. Training staff may also experience low morale due to poor or lack of motivation.

8. Development projects and expansion suffers due to inability of the institution to attract enough funds for expansion

2.6 DEVELOPMENT OF CONCEPTUAL FRAMEWORK

Unfavorable economic, environmental, social-cultural and human factors are known to be responsible for poor performance and increase in student dropout in learning institutions. A learner motivated with favourable conditions performs better and completes their training as opposed to one who is exposed to unfavorable learning environment.

Like labour turnover, high trainee dropout rate has negative impacts on learning institutions. It disrupts the planned budget of the institution's management or causes inadequacy in terms of provision of finances. It may also lead to under-utilization of the human resources in the institution. Facilities that have been provided for the student who drops out also become under-utilized.
3.0. CHAPTER THREE: RESEARCH METHODOLOGY

INTRODUCTION

Research methodology involves a framework of conducting a research project. It contains descriptions of the study, target population, sampling design, research instruments, data collection procedures, data analysis procedure and interpretation.

3.1 RESEARCH DESIGN

The researcher used a descriptive survey to investigate the level and causes of trainee poor performance and dropout, and what could be done to improve student performance and increase completion rates in technical institutes. The study involved experience survey of people who had a practical experience with the problem and the results were descriptive.

The locale of the study was Nkabune, Meru and Kiirua technical Institutes, of Meru Central District.

3.2 STUDY POPULATION

Population is the entire group of people, events or things of interest that the researcher wishes to investigate. In this study, the target population comprised of members of the three public technical training institutes in Meru Central District. These were Nkabune, Kiirua and Meru Technical Institutes. The three institutes had a total population of 1026, comprising of 120 teachers, 54 non-teaching staff members and 852 students.
The individuals used in the study included the three principals, 12 other senior managers and 50 class teachers to form the sample population.

3.3 SAMPLING STRATEGY USED

A sample is a subset of the population and comprises some elements of the population.

Sampling involves the process of selecting a sufficient number of elements from the population so that by studying the sample properties and characteristics, one is able to generalize these properties and characteristics to the population.

The study used purposive sampling. Purposive sampling strategy was used because different individuals had some useful information that would not be known to other members. Class teachers would be more informed about trainee dropouts from their classes. The Principal and other senior administrators would enlighten on management challenges in their respective institutes. The respondents used were therefore picked purposively due to positions they held in their respective departments.

**Sample Size**

<table>
<thead>
<tr>
<th>Institute</th>
<th>Population</th>
<th>Sample Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nkabune T. T. I.</td>
<td>36</td>
<td>19</td>
</tr>
<tr>
<td>Meru T. T. I.</td>
<td>74</td>
<td>32</td>
</tr>
<tr>
<td>Kiirua T. T. I.</td>
<td>17</td>
<td>11</td>
</tr>
</tbody>
</table>
3.4. RESEARCH INSTRUMENTS

The main data collection instruments used in this study were questionnaires and interviews. There were 50 questionnaires for lecturers which had both open ended and closed ended questions. Open ended questions were designed to facilitate individual opinion and structured or closed-ended questions were intended for specific information.

Oral interviews (face to face) were sought from twelve senior lecturers cum managers while an interview schedule for the principal in each institute was used.

Primary data was collected from the members of the three institutes through personal observation, questionnaires and interviews.

The researcher used observation forms to gather some information from the institutions. Secondary data collection involved analyzing relevant documents such as M.O.E.S.T. circulars and policies, T.S.C. Circulars, institute charter and policies, and other relevant documents and records.

3.5. DATA COLLECTION

The researcher started by seeking permission to carry out a research from the heads of the three institutions. After permission was granted, the researcher secured appointments with the respondents to be interviewed, and with the assistance of two others, later administered the instruments to the selected respondents.

The respondents to the questionnaires were given two weeks to respond. The researcher visited the institutions for at least four times to secure interviews from senior managers and making personal observation.
3.6. DATA ANALYSIS

The data from questionnaires, interviews and observation forms was summarized, edited, coded, tabulated and then analyzed.

Editing involved going through the responses in questionnaires to check if the respondents responded to the questions appropriately.

Tabulation involved counting the number of cases that fall into various categories. Simple tabulation which involved counting a single variable was used (e.g. counting responses as per group or institute).

Data analysis was done by ensuring that entering of the data was done well, noting the number of times views were expressed and noting the number of respondents expressing similar views.

Responses received were analyzed using simple frequencies and percentages. Results were given in percentages, which have an advantage over complex statistics (many readers are familiar with percentages).

After analyzing the data, interpretation was done and relevant recommendations given.
4.1 INTRODUCTION

Data that was collected from Meru, Nkabune and Kiirua technical institutes was analysed using descriptive statistics.

The data was presented noting frequencies and percentages in schedules and tables. Teachers responses in questionnaires were analysed to provide answers to causes of poor performance, student dropout and what could be done to improve performance. Selected management staff responses were analysed from the records made by the researcher after interviews conducted among them.

Principals interview schedule contained responses on effect of the above problem on performance. Interviews with other managers were aimed at ascertaining some of the responses principals and teachers had given through questionnaires and interview schedules while also filling gaps where important inquiries may have been left out.

4.2 Structured Questions In The Lecturer’s Questionnaires.

Level Of Trainee Dropout:

Table 4.1

<table>
<thead>
<tr>
<th>INSTITUTE</th>
<th>ADMITTED</th>
<th>DROPPED OUT</th>
<th>% DROPPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meru</td>
<td>240</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Kiirua</td>
<td>32</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Nkabune</td>
<td>152</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>424</td>
<td>42</td>
<td>10%</td>
</tr>
</tbody>
</table>
Level Of Trainee Performance In Examinations

A summary of sampled technical examinations;

Table 4.2

<table>
<thead>
<tr>
<th>INSTITUTE</th>
<th>CANDIDATES</th>
<th>PASSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nkabune</td>
<td>110</td>
<td>64</td>
</tr>
<tr>
<td>Meru</td>
<td>132</td>
<td>46</td>
</tr>
<tr>
<td>Kiirua</td>
<td>24</td>
<td>6</td>
</tr>
</tbody>
</table>

NB:

All the sampled examinations were at craft level (certificate) in technical department between 2003 and 2005.

The data was sought from national and regional (KATTI) Technical examinations which included:

A. Nkabune T.T.I: Food and Beverage, Garment making.

B. Meru Technical Institute: Electronics, Welding and fabrication, Plumbing,
   Garment making, Electrical installation.

C. Kiirua T.T.I: Motor Vehicle mechanics, Electrical installation, and cooperative management.

Only these technical courses were sampled and believed to be performed poorly than business examinations. However Accounting courses by KASNEB also recorded poor performance in the three institutions.
Class Teachers Views On Student Absenteeism.

Table 4.3

<table>
<thead>
<tr>
<th>INSTITUTE</th>
<th>LOW</th>
<th>MODERATE</th>
<th>NO ABSENTEEISM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meru ITI</td>
<td>20</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>Nkabune ITI</td>
<td>12</td>
<td>3</td>
<td>-</td>
</tr>
<tr>
<td>Kiirua</td>
<td>5</td>
<td>3</td>
<td>-</td>
</tr>
<tr>
<td>Total</td>
<td>37</td>
<td>11</td>
<td>12</td>
</tr>
</tbody>
</table>

Class Teachers Views On Whether Current Technical Curriculum Contributes To Dropout And Poor Performance.

<table>
<thead>
<tr>
<th>INSTITUTE</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meru</td>
<td>14</td>
<td>10</td>
</tr>
<tr>
<td>Nkabune</td>
<td>8</td>
<td>7</td>
</tr>
<tr>
<td>Kiirua</td>
<td>4</td>
<td>3</td>
</tr>
</tbody>
</table>

Table 4.4

Views On What Could Be Wrong With The Current Curriculum

A) Too rigid: 16 respondents or 32% of respondents
B) Too long: 14 or 28% of respondents
C) Outdated: 16 or 32%
D) Irrelevant: 8 or 16%
COURSE ENROLLMENT AGAINST JOB MARKET

<table>
<thead>
<tr>
<th>Institute</th>
<th>Highly related</th>
<th>Fairly Related</th>
<th>No relation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meru</td>
<td>8</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>Nkabune</td>
<td>2</td>
<td>12</td>
<td>1</td>
</tr>
<tr>
<td>Kiiru</td>
<td>1</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>11</td>
<td>35</td>
<td>01</td>
</tr>
</tbody>
</table>

Table 4.5

74% of respondents thought that the two were fairly related.

IS CAREER GUIDANCE OFFERED IN THE INSTITUTE?

The researcher wanted to find out if the respondents think their institutes offer career guidance to their students 70% thought that they did not offer any career guidance in their institutes Table 4.6

<table>
<thead>
<tr>
<th>Institute</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meru</td>
<td>6</td>
<td>18</td>
</tr>
<tr>
<td>Nkabune</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>Kiiru</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>14</td>
<td>33</td>
</tr>
</tbody>
</table>
Teachers’ views on whether Guidance and Counselling services are offered in their institutes:

Table 4.7

<table>
<thead>
<tr>
<th>Institute</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meru</td>
<td>6</td>
<td>18</td>
</tr>
<tr>
<td>Nkabune</td>
<td>3</td>
<td>12</td>
</tr>
<tr>
<td>Kiirua</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td>13</td>
<td>34</td>
</tr>
</tbody>
</table>

72% of respondents did not think that serious guidance and counselling services were offered in the three institutes.

If trainee dropout is common in Technical institutions.

Table 4.8

<table>
<thead>
<tr>
<th>Institution</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meru</td>
<td>10</td>
<td>17</td>
</tr>
<tr>
<td>Nkabune</td>
<td>9</td>
<td>6</td>
</tr>
<tr>
<td>Kiirua</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>25</td>
<td>25</td>
</tr>
</tbody>
</table>

50% of the respondents thought that student dropout is common in technical institutions while the other 50% thought contrary.
Reasons for trainee dropout in Technical institutions.

Table 4.9

<table>
<thead>
<tr>
<th>Institution</th>
<th>Lack of fees</th>
<th>Indiscipline</th>
<th>Failure in exams</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meru</td>
<td>18</td>
<td>10</td>
<td>3</td>
</tr>
<tr>
<td>Nkabune</td>
<td>9</td>
<td>8</td>
<td>3</td>
</tr>
<tr>
<td>Kiirua</td>
<td>6</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>33</td>
<td>19</td>
<td>9</td>
</tr>
</tbody>
</table>

The researcher wanted to find out whether the 3 items in the table were the main reasons for dropping out.

According to table 4.9, 66% of respondents gave financial constraints as the main reason for student dropout. Indiscipline was supported by 38% and examination failure only 18%.

Other reasons given by the respondents included:

- Lack of input from other stakeholders (e.g. industry, who are potential employers).
- Trainees enroll in some courses without knowing the subjects they contain (e.g. Maths, Science and drawing put off students who had poor grades in the Maths and Science subjects at KCSE).
- Syllabus content was said to be too much for a certificate course (e.g. entrepreneurship at craft level).
- Lack of flexibility like universities e.g. introducing flexible study programmes.
- Little time allocated to practicals.
- Employment opportunities and change of career.
• Lack of input from other stakeholders (e.g. industry, who are potential employers).
• Trainees enroll in some courses without knowing the subjects they contain (e.g. Maths, Science and drawing put off students who had poor grades in the Maths and Science subjects at KCSE).
• Syllabus content was said to be too much for a certificate course (e.g. entrepreneurship at craft level).
• Lack of flexibility like in universities (e.g. introducing flexible study programmes).
• Little time allocated to practicals.
• Employment opportunities and change of career.
• Transfer to other colleges
• Family pressure and marriage
• Pregnancy
• Academic incompetence (being poor academically)
• Sickness/ prolonged illness.

Teachers’ suggestions on how the problems are handled in other learning institutions to improve performance.

Public primary schools:

Figure 2

<table>
<thead>
<tr>
<th>Responses</th>
<th>Frequencies</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Free primary education</td>
<td>42</td>
<td>84%</td>
</tr>
<tr>
<td>Disciplinary action</td>
<td>20</td>
<td>40%</td>
</tr>
<tr>
<td>Guidance and counselling</td>
<td>15</td>
<td>30%</td>
</tr>
<tr>
<td>Sponsorship/well-wishers</td>
<td>10</td>
<td>20%</td>
</tr>
<tr>
<td>Sensitize community on education</td>
<td>3</td>
<td>6%</td>
</tr>
</tbody>
</table>
Public secondary schools

Fig. 3

<table>
<thead>
<tr>
<th>Responses</th>
<th>Frequencies</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fundraising</td>
<td>10</td>
<td>20%</td>
</tr>
<tr>
<td>Bursaries</td>
<td>32</td>
<td>64%</td>
</tr>
<tr>
<td>Rules/regulations</td>
<td>25</td>
<td>50%</td>
</tr>
<tr>
<td>Introduction of day schools</td>
<td>26</td>
<td>52%</td>
</tr>
<tr>
<td>Guidance/counselling</td>
<td>28</td>
<td>56%</td>
</tr>
</tbody>
</table>

Public Universities

Fig. 4

<table>
<thead>
<tr>
<th>Services</th>
<th>Frequencies</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>HELB loans</td>
<td>38</td>
<td>76%</td>
</tr>
<tr>
<td>Government bursaries</td>
<td>38</td>
<td>76%</td>
</tr>
<tr>
<td>Parallel study programmes</td>
<td>30</td>
<td>60%</td>
</tr>
<tr>
<td>Guidance/counselling</td>
<td>15</td>
<td>30%</td>
</tr>
<tr>
<td>Seminar/training</td>
<td>10</td>
<td>20%</td>
</tr>
</tbody>
</table>
4.3 INTERVIEWS WITH INSTITUTE SENIORS ON PERFORMANCE

Indicators of performance

Senior administrators' views on what formed the main indicators of good performance:

*Fig. 5*

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examination results</td>
<td>10</td>
<td>83</td>
</tr>
<tr>
<td>Utilization of resources</td>
<td>8</td>
<td>66</td>
</tr>
<tr>
<td>Motivation of human resources</td>
<td>9</td>
<td>75</td>
</tr>
<tr>
<td>Mastery of skills</td>
<td>10</td>
<td>83</td>
</tr>
<tr>
<td>Physical expansion (infrastructure)</td>
<td>6</td>
<td>50</td>
</tr>
</tbody>
</table>

Senior administrators' views on reasons for poor performance in technical examinations:

The researcher interviewed 12 senior administrators in the three institutes on why some courses produced dismal results in the internal as well as national examinations. The following schedule gives a summary of responses. (Refer to Table 4.2 pp39).
**Fig. 6**

<table>
<thead>
<tr>
<th>View</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequent absence from class due to lack of school fees</td>
<td>7</td>
<td>58</td>
</tr>
<tr>
<td>Feeling of inadequacy by institute students</td>
<td>4</td>
<td>33</td>
</tr>
<tr>
<td>Lack of focus and seriousness by the students</td>
<td>5</td>
<td>42</td>
</tr>
<tr>
<td>Negative peer influence and Indiscipline</td>
<td>5</td>
<td>42</td>
</tr>
<tr>
<td>Shortage of equipment (e.g. computers, typewriters)</td>
<td>7</td>
<td>58</td>
</tr>
<tr>
<td>Negative attitude towards certain subjects or subject teacher</td>
<td>6</td>
<td>50</td>
</tr>
<tr>
<td>Improper utilization of free or preparation time by students</td>
<td>7</td>
<td>58</td>
</tr>
<tr>
<td>Inadequate textbooks or library</td>
<td>5</td>
<td>42</td>
</tr>
<tr>
<td>Examination entry by students who are not ready</td>
<td>3</td>
<td>25</td>
</tr>
<tr>
<td>Inadequate training rooms and equipment</td>
<td>7</td>
<td>58</td>
</tr>
<tr>
<td>Teachers attitude towards students, the institute</td>
<td>7</td>
<td>58</td>
</tr>
<tr>
<td>Lack of upgrading lecturers for more confidence</td>
<td>7</td>
<td>58</td>
</tr>
<tr>
<td>Lateness or absenteeism by teachers</td>
<td>5</td>
<td>42</td>
</tr>
<tr>
<td>Inadequate financing from the government</td>
<td>8</td>
<td>66</td>
</tr>
</tbody>
</table>
Views on problems institutes face due to increase in trainee dropout:

Fig. 6

<table>
<thead>
<tr>
<th>View</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low enrolment</td>
<td>7</td>
<td>58</td>
</tr>
<tr>
<td>Teachers under-utilized</td>
<td>7</td>
<td>58</td>
</tr>
<tr>
<td>Financial problems, inadequate funds</td>
<td>9</td>
<td>75</td>
</tr>
<tr>
<td>Difficult to run institute programmes</td>
<td>11</td>
<td>92</td>
</tr>
<tr>
<td>Loss of student morale and confidence</td>
<td>10</td>
<td>83</td>
</tr>
<tr>
<td>Difficulties in supporting non-teaching staff</td>
<td>6</td>
<td>50</td>
</tr>
<tr>
<td>Failure to acquire training resources</td>
<td>7</td>
<td>58</td>
</tr>
<tr>
<td>Pose a threat of closing down some courses</td>
<td>8</td>
<td>66</td>
</tr>
<tr>
<td>Lack of expansion</td>
<td>8</td>
<td>66</td>
</tr>
<tr>
<td>Resources under-utilized</td>
<td>8</td>
<td>66</td>
</tr>
<tr>
<td>Threat of deregistration as centre for examination</td>
<td>3</td>
<td>25</td>
</tr>
</tbody>
</table>

Views on problems that institutes face due to poor performance:

Fig. 7

<table>
<thead>
<tr>
<th>View</th>
<th>Freq.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor reputation</td>
<td>10</td>
<td>83</td>
</tr>
<tr>
<td>Loss of teacher/student morale</td>
<td>12</td>
<td>100</td>
</tr>
<tr>
<td>Failure to attract quality students</td>
<td>8</td>
<td>66</td>
</tr>
</tbody>
</table>
What institutes are doing to control dropout and improve performance.

Fig 8

- Regular guidance and counselling by teachers and principal.
- Monitoring individual student performance and progress.
- Enforcing discipline among students and staff.
- Allowing flexible fees payment
- Lowering school fees
- Shortening training period
- Advertising in the media
- Allowing students resit, repeat exams
- Enhance institute – industry partnership
- Diversification of courses
- Offering courses relevant to job market.

The responses obtained on what the institute was doing to control student dropout and improve performance were common with minimal variations in the three institutes. The three were said to be following policies and strategies deliberated on by regional member institutes of KATTI. The three were active members. Over 90% of respondents said the 3 institutes were practising the above practices. Except in the cases of the last 2 items, it was difficult for the researcher to prove otherwise.
Recommendations to control student dropout:

To control trainee dropout, the following suggestions were made by respondents.

- Technical craft students should be examined nationally every stage as used to be in the former curriculum.
- Introduce flexi-time study programmes like in the universities.
- Career guidance be taken seriously in institutes.
- Enhance co-curricular activities in institutes.
- Enforce strict institute rules.
- Encourage and seek sponsors and donors.
- Government to improve funding.
- Give bursaries to technical students.
- Give HELB loans to technical students.
- Change/review technical courses syllabi regularly.
- Institutes network with local/international institutions - exchange programmes.
- Flexible payments be allowed for fees (e.g. foodstuff).
- Develop strong industry partnership with potential employers, donors.
- Guidance and counselling services be enhanced (professional)
- Train only in courses that are able to secure employment.

75% of respondents felt that giving loans to students, bursaries and flexible study programmes would boost completion rates in technical institutes. All other items listed above received less than 40% support from the 12 respondents.
Recommendations by respondents to improve performance

Fig. 9

- Government should increase funding in technical institutions.
- Weak students be counselled and encouraged through guidance and counselling services.
- Remedial teaching sessions should be offered to the weak students.
- Non-performing teachers should be advised or counseled and exposed to seminars, workshops or further training.
- Involve parents or guardians regularly in order to improve individual student performance.
- Encourage reading and research culture in the trainees.
- Tighten the discipline to help students focus on their studies.
- Give more emphasis on continuous assessment tests and let progress reports be prepared regularly.
- Improve library stock
- Increase surveillance on class attendance by trainees and lecturers.

Over 80% of respondents recommended increased government funding to technical institutes and serious Guidance & counselling services. 58% recommended further training for teachers, proper supervision and tightening of discipline to staff and trainees.
4.4 PRINCIPALS INTERVIEW SCHEDULE

The interview schedule was intended to extract from Institute heads information regarding challenges they face due to the problems of poor performance and trainee dropout.

Enrollment:

Table 4.10

<table>
<thead>
<tr>
<th>Institute</th>
<th>Current enrolment</th>
<th>Capacity</th>
<th>% occupied</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meru TTI</td>
<td>500</td>
<td>800</td>
<td>63</td>
</tr>
<tr>
<td>Nkabune TTI</td>
<td>300</td>
<td>350</td>
<td>86</td>
</tr>
<tr>
<td>Kiirua TTI</td>
<td>52</td>
<td>80</td>
<td>65</td>
</tr>
<tr>
<td>Total</td>
<td>852</td>
<td>1230</td>
<td>71</td>
</tr>
</tbody>
</table>

Only 71% is occupied. The institutes can accommodate another 378 trainees.

Other findings included:

♦ The institutes did not keep a record of trainees who dropped out.

♦ Nkabune and Kiirua institutes experienced shortage of equipment as follows:
  
  Nkabune TTI in Secretarial department.
  
  Kiirua TTI in Electrical Installation and Motor Vehicle Mechanics.

♦ Meru TTI on the other hand reported surplus of training facilities in Carpentry and Joinery, Plumbing, and Welding and Fabrication courses.
STAFFING

Table 4.11:

<table>
<thead>
<tr>
<th>Institute</th>
<th>Teaching staff</th>
<th>Non teaching staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meru TTI</td>
<td>74</td>
<td>29</td>
</tr>
<tr>
<td>Nkabune TTI</td>
<td>36</td>
<td>24</td>
</tr>
<tr>
<td>Kiirua TTI</td>
<td>18</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>128</td>
<td>58</td>
</tr>
</tbody>
</table>

- The institute teaching staff was reported as balanced in the 3 institutions.
- The number of non teaching staff was adequate in Meru Technical while Nkabune and Kiirua TTI's reported understaffing.

Staff wage bill against fees paid per month at the time of study

Table 4.12

<table>
<thead>
<tr>
<th>Institute</th>
<th>Teaching staff TSC</th>
<th>Teaching staff BOG</th>
<th>Non teaching staff</th>
<th>Fees paid</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meru TTI</td>
<td>Ksh 2,000,000</td>
<td>Ksh 194,000</td>
<td>Ksh 250,000</td>
<td>Ksh 754,000</td>
</tr>
<tr>
<td>Nkabune TTI</td>
<td>Ksh 1,118,000</td>
<td>Ksh 12,400</td>
<td>Ksh 150,000</td>
<td>Ksh 600,000</td>
</tr>
<tr>
<td>Kiirua TTI</td>
<td>Ksh 275,000</td>
<td>-</td>
<td>Ksh 12,000</td>
<td>Ksh 100,000</td>
</tr>
</tbody>
</table>

Noted: Fees payment was said to be satisfactory in the three institutions.
On average, every month, BOG/Parents paid salaries for non-TSC teachers and non-teaching staff in the three institutions which amounted to over Ksh.600,000. Students paid about Kshs 1.5million per month. The Government paid teachers approximately Kshs.3.4 million.

Ways institutes filled fees deficit:

Table 4.13

<table>
<thead>
<tr>
<th>Institute</th>
<th>Delay payments</th>
<th>Take credit facilities</th>
<th>Pay little wages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meru TTI</td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nkabune TTI</td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Kiirua TTI</td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>3</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

According to table 4.13, 30% percent of respondents paid little wages, 30% took credit facilities while all institutes (100%) delayed payments if students did not pay up in good time. Poor students in the 3 technical institutes did not get any government bursaries.

Suggestions by principals on what can be done to improve performance.
Fig 10: **Government**

<table>
<thead>
<tr>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide bursaries</td>
<td>3</td>
</tr>
<tr>
<td>Provide HELB loans</td>
<td>1</td>
</tr>
<tr>
<td>Employ tech graduates</td>
<td>2</td>
</tr>
<tr>
<td>Provide capital for</td>
<td>Businesses to graduates</td>
</tr>
<tr>
<td>Subsidize fees</td>
<td>1</td>
</tr>
</tbody>
</table>

**Institute managers**

Fig 11

<table>
<thead>
<tr>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Offer short-term courses</td>
<td>1</td>
</tr>
<tr>
<td>Provide bursaries internally</td>
<td>2</td>
</tr>
<tr>
<td>Maintain well the facilities</td>
<td>1</td>
</tr>
<tr>
<td>Give odd jobs to students</td>
<td>1</td>
</tr>
<tr>
<td>Increase income generating Projects</td>
<td>2</td>
</tr>
</tbody>
</table>

**Industries/community**

Fig 12

<table>
<thead>
<tr>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide industrial attachment</td>
<td>1</td>
</tr>
<tr>
<td>Sponsor poor students</td>
<td>1</td>
</tr>
<tr>
<td>Donate training facilities</td>
<td>3</td>
</tr>
</tbody>
</table>
4.5 SUMMARY OF FINDINGS

- Guidance & counselling, and Career guidance are not taken seriously in technical institutions.
- Technical examinations tend to be more poorly performed. The study noted that performance was below average in majority cases. Business/commerce related examinations are however well performed.
- The impact of industry in technical education is low, which has contributed to poor performance by institute graduates.
- Trainee/student dropout is not considered a serious problem in technical institutes.
- The major 3 reasons that are considered to contribute to trainee dropout in the institutes under study include financial constraints, socio-cultural reasons (e.g. pregnancy) and indiscipline on the part of students.
- Major problems that institute (managers experience due to trainee dropout include: under utilization of resources, financial constraints, demoralized staff and students, and lack of guidance and counseling services.
- Poor performance in institutes is brought about by poor attitude by public, teachers and trainees towards technical education, lack of career guidance, poor entry grade for certain courses and curriculum which has taken long to be reviewed.
• Fee payment is satisfactory in the three institutes although poor students do not receive government bursaries.

• The Parents (BOG) pay the non-teaching staff in the three institutes. The pay is way below their public servants counterparts.

• Over 60% of teachers teaching diploma courses in the three institutes are diploma holders in the areas of specialization.

• Teachers/Lecturers in technical institutes arrive to institutes only when they have classes. Teacher/student interaction and familiarization is poor.

• Co-curricular activities in technical education is not given much attention by trainees. Students appear on the field only when competitions are announced.

5.1 INTRODUCTION

This chapter contains a discussion, interpretation and recommendations by the researcher from the data analyzed and presented in chapter four.

5.2 DISCUSSION AND INTERPRETATION

Field survey has shown that there is a mismatch between supply and demand for skilled manpower at different levels. This is because of poor partnership between the institutes and the industry. This is common in technical courses, which are relevant industrial disciplines.

Graduates who go to the field find themselves unable to perform their jobs using modern equipment and technology. As observed by a report given to Kenya Association of Technical Training institutions, at a workshop, the quality of technical institutions graduates had declined over the years due to poor instructional methods, outmoded training equipment and lack of meaningful work experiences. Industrial attachment has not been taken seriously although it is expected to provide graduates with hands-on experience.

Training equipment in the technical institutions observed by the survey were inadequate or dilapidated. Some were outdated and irrelevant to train in the
current technological age. It is no wonder that a course like motor vehicle engineering can be offered in an institute that does not own a vehicle but uses an old engine for demonstration purposes. When such a trainee is tested on new engines, the performance must be dismal.

Several facilities were also found to be idle in cases where a class had one or 2 students while several facilities had been made available for training. Several such facilities were also fairly run down.

Training a student in technical courses is an expensive affair as compared to business or professional courses. This is due to costs of production and equipment used for production. Courses like food and Beverage, clothing technology, mechanical engineering are some of the causes that use in turn require the cost of training to be higher than other courses. Maintenance of these equipment and facilities is required regularly, hence demanding more finances.

Enrolment in traditional engineering and building courses has been dwindling while that of business or commerce-oriented courses has been growing steadily recently.

Society attitude towards technical education has been poor, Graduates in technical institutes have been seen as failures who failed to qualify to join universities. Teachers and students in technical institutions have been influenced to think like this. The government however has tried to dispel this
attitude by equating technologists with graduates from universities. The entry for the two graduates after college has been made similar in terms of pay and progression in their careers. This has encouraged technical institutions in the country.

Although training staff who are diploma holders can teach and make students in diploma courses pass well, there is naturally a feeling of inadequacy on their part. Going for further training has been seen to boost the teacher’s confidence in class. Several teachers are currently enrolled in Kenya Technical Teachers College and Universities for upgrading courses.

The government (MOEST) is in the process of establishing centres of excellence in various courses offered in technical institutions. This is important owing to the way institutes act as copycats by offering similar courses all over.

The three institutions have small rooms that act as library and can not accommodate many students. Although senior managers thought that the students are issued with resource materials like books, a large and conducive reading room is necessary.

Institute/industry partnership at this stage is vital and institutes should be ready to engage trainees for longer periods in industries for hands-on experience. As noted in the findings, the industry need to be consulted by
Kenya Institute of Education (K.I.E) and other curriculum developers in order to advice on more relevant skills to graduates.

Under-enrolment is common especially in technical courses like Masonry, Carpentry, Joinery and Garment making courses. The popularity of such courses at craft level had waned. Facilities in such courses were being under-utilized.

The researcher, through discussions with stakeholders in the 3 institutes and secondary data from MOEST and KATTI circulars and reports made the following observations:

- Some trainers were not well exposed to the industry thus fear interacting with it.
- Quality of some trainers was not consistent. Several technical courses at diploma level had trainers who held diploma qualifications.
- Students were being subjected to too much theory with little practical orientation. Sometimes they are forced to be re-trained when they secure employment in order to fit in the market.
- Graduates in technical institutes had poor attitude towards work and had poor work ethics. Emphasis on top grades or certificates as opposed to displaying mastery of skills seemed to have a high toll on Kenyans.
- Industrial attachment was poorly programmed and coordinated at national and institutional level, leading to inadequate supervision. Some students never went for industrial attachment and since it was never reflected on their final certificates, they ended up going to the field with extremely no
work experience. This does not augur well for a technical education graduate.

♦ Lack of proper staff development programmes was noted in the institutions. Institutions could hardly afford to sponsor their staff for long period training. They cited financial constraints as the main reason.

♦ Obsolete training equipment were still being in use.

♦ Indiscipline was evident though not pronounced. Cases that were cited did not seriously disrupt training programs as happens in public high schools and universities.

♦ Student academic counseling was inadequate or lacking in some cases. Teachers involved were not professionals as the government had promised earlier. This is a serious omission.

♦ Government funding mainly went to payment of salaries for the teaching staff. While students in the 3 institutes paid about Kshs.1.5 Million per month in school fees, the supporting staff were paid about ksh.600,000 from that kitty while the government (TSC) paid teachers about kshs.3.4million.

♦ Some principals or heads lived in ivory towers, thus encouraging acrimony among the staff.

♦ No bursaries or loans were offered to technical students by the government. Those who are unable to pay can simply not access training. This is a serious omission. Graduates from these institutions are more employable than majority who roll out of our universities every year.

♦ Parallel study programmes in public technical institutions were creating serious administrative and quality control conflicts.
• There was great mismatch between what was learned in the technical institutions and abilities or skills employers expected graduates to take to the workplace.

• Major stakeholders were not fully involved in development and implementation of curriculum and its assessment.

• Non-Teaching staff members were not considered when salary increments were awarded to teaching staff. Their salaries had remained low for a long time. BOGs/Parents were not able to pay the government scale.

• Curriculum in Technical institutes is quite weak in various aspects of technology development and transfer of skills. Studies have noted that generation and acquisition of knowledge and skills received least attention in technical institutions.

• Courses requiring mathematical and scientific knowledge in technical courses recorded poor results (less than 40% passes)
5.3 RECOMMENDATIONS

The researcher felt that the following recommendations would improve performance in technical institutions in the country.

- KTTC and public universities should enroll more lecturers for holiday study programmes in technical courses at government-subsidized fees.
- The government should be asked to improve staff development in the institutes.
- Trainers in diploma courses should have a minimum of Higher National Diploma (HND) in their areas of specialization.
- Regular inservicing of trainers should be encouraged depending on need.
- Review curriculum syllabus to match new technological realities in the industry
- Strengthen institute industry partnership
- Encourage and support income-generating activities.
- Provide incentives to the industry in order to encourage its participation in the training programmes
- Regular seminars and workshops for managers or heads be encouraged in order to learn modern trends of technology and management.
- Entrepreneurship education be incorporated in all technical education curriculum.
- Change of attitude by stakeholders on technical education is necessary.
- Young people be encouraged to love hard work and cultivate a sense of patriotism.
- Intensify inspection of teachers and managers of technical institutes.
- Strengthen guidance and counseling departments in institutions.
- Analysis of examination results should be done by subject.
• Industrial attachment be made part of coursework assessment.
• Technical education curriculum should emphasize more on practical skills.
• Encourage staff exchange programmes
• Issue certificates of performance for lecturers whose subject is well done
• Introduce or encourage credit transfer for graduates wishing to advance academically.
• Explore ways of making examination fees affordable. The study noted that on average technical examinations offered by KNEC cost kshs.9,000.
• Libraries or resource centres need to be developed in technical institutions. The 3 institutes lacked libraries or proper resource centres.
• The introduction and implementation of the parallel study programmes in the institutes should be coordinated centrally by the ministry and KATTI for standardization.
• The Government needs to regularize payments for non-teaching staff by paying from the ex-chequer. It is also important to consider them for staff development alongside members of teaching staff. This will boost their morale and productivity.
• Support the development of a flexible curriculum in technical courses that will allow more access to technical skills acquisition by many school graduates who need them.
• Involve the industry more closely in the development of the curriculum of technical education. This will help to balance the relevant skills acquired with the Industry demand.
A Thorough inspection of lecturers and managers is necessary to ensure that the provided facilities are skillfully utilized and ascertain whether the skills are imparted the right way to meet the technical education objectives.

Trainees in technical courses require to spend longer time during industrial attachment. Currently, the attachment periods are irregular but on average students spend 3 months. The researcher feels that six months would be more appropriate.
5.4 RECOMMENDATIONS FOR FURTHER RESEARCH

There is a great need to carry out studies of this kind on other technical institutions all over the country to establish their performance. This is important because without developing these institutions in the right direction will deny this country an opportunity to industrialise at the expected time (By 2020 AD).

This study was limited by the fact that it concentrated on only 3 institutions whereas there are over 40 of their kind. The results should therefore not be generalized. The study also leaned more on completion rates and examination results. However it should be noted that these are not the only indicators of performance in institutions of this kind. Other studies should therefore include other indicators of good performance that were mentioned in the study.
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NDS Draft (March 1996) Educational Policy (draft) Guyanarids@solutions2000.net.


Appendix 1

LECTURER’S QUESTIONNAIRE

This questionnaire is intended to solicit responses from Technical Institute lecturers for academic purposes only. You do not need to write your name anywhere. The information you provide will be treated with utmost confidentiality. Please answer the questions truthfully and to the best of your knowledge.

(please tick where applicable)

Institute Name--------------------------------------------------

1. Sex : Male □ Female □

Department (eg Business)------------------------------------------

2. Position held in the institute:
   a) Class teacher
   b) House mistress/Master
   c) Exams Officer
   d) Dean of students
   e) Others (please specify)---------------------------------------

3. How long have you held that position?
   a) Less than one year
   b) 1-3 years
   c) 3-5 years
4. If you are a class teacher, please state:

Class-----------------------------

Year of study (e.g., 1, 2, 3)-----------

The number of trainees in your class currently?------------------

What was the number admitted at the beginning of their course?-------

How many of those admitted at that time have left?------------------

5. How do you rate trainee absenteeism in your class(es);

i) High

ii) Moderate

iii) Low

iv) No absenteeism

6. Do you think the current Technical education curriculum can contribute to trainee drop-out and poor performance? YES/NO.

If Yes, what do you think of the contents of this curriculum? (You may tick more than one)

i) Too rigid

ii) Too long

iii) Outdated

iv) Irrelevant

Others (please specify)----------------------------------------

-----------------
7. How would you relate the enrollment in this course with job availability after completion?
   i) Highly related
   ii) Fairly related
   iii) No relationship

8. Is a formalized career guidance offered to trainees in your institute? YES/NO
   b) Are your trainees offered guidance and counselling services by a professional counselling staff member? YES/NO

9. Is trainee drop-out common in Technical institutes? YES/NO
   b) What reasons would you attribute to trainees leaving before completing their courses:
   i) Lack of school fees
   ii) Indiscipline
   iii) Failure in examinations
   Others

10. What problems do Technical institutes experience due to increase in trainee dropout?

11. What methods does your institute employ to curb trainee drop-out?

12. How are the identified problems handled in:
   i) Public primary schools
   ii) Public secondary schools
   iii) Public universities
   iv) Others (please specify)

b). In order to alleviate the vice, what suggestions would you make to technical institutes experiencing high trainee drop-out rate?

THANK YOU FOR YOUR COOPERATION.
Appendix 2

Principal’s Interview Schedule:

Name of Institute--------------------------------------------------------

1. What is the total number of trainees in your institute?-------------

2. What is the capacity of the Institute?---------------------

3. Do you experience trainee drop-out?------------------------

If yes, do you keep a record of trainees who drop out?  YES/NO

4. Please provide an enrollment and progression schedule for the last 3 years;( eg Course--;Jan.2002 intake; No. enrolled--------; No. at end of year------)

5. No of teaching staff---------------------

No. of Non teaching staff-------------------------

6. According to the Government policy on staffing, the institute is:

a) Overstaffed,

b) Understaffed

c) Balanced

7. Are the training equipment/facilities enough for all trainees without use of shifts?---

State departments experiencing high levels of equipment shortage-----------------------------

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Departments which are experiencing surplus:---------------------------------------------

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76
14. Please state how the following may be affected as a result of trainee drop out in your institute:

Financial Resources

Physical Facilities

Human Resources

15. Please suggest briefly how the major stakeholders can help curb the problem of trainees leaving before completing their courses;

The Government

Institute authorities:
APPENDIX 3

INTERVIEW GUIDE

Questions For Senior Administrators In Technical Institutions

1. What do you think are good indicators of good performance in a Technical institute?
2. Which areas were poorly performed in examinations between 2003 and now (2005) in your institute?
3. What factors influenced poor performance in those areas?
4. What is your institute doing to:
   a) Improve performance
   b) Control Student dropout
Appendix IV

14th July 2005

Thiaine Kubaison
P. O. Box 330
MERU

The Principal,

Dear Sir/Madam,

RE: REQUEST TO CARRY OUT A RESEARCH IN YOUR INSTITUTE

I would like to carry out a research for academic purposes (Kenyatta University). The area of interest is Causes of Trainee Dropout and Decline in Performance of Technical Training Institutions. I have identified your institute as appropriate for this study.

I intend to use an interview schedule to get information from your office and questionnaires will be used among selected teachers.

Kindly assist.

Yours Faithfully,

T.S. KUBAISON.
## APPENDIX VI

### WORK PLAN / TIMETABLE

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**Research Project**

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## APPENDIX VI

### BUDGET

#### Research Proposal

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#### Research Project

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