ALTERNATIVE FINANCING MECHANISMS IN PROVISION OF QUALITY EDUCATION AND TRAINING IN YOUTH POLYTECHNICS IN IMENTI SOUTH DISTRICT

BY

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JUNE, 2011
DECLARATION

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

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I wish to dedicate this work to the almighty God who takes care of all of us, reveals and inspires into us the works of our hands and my family members whom I love very much.
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Project writing is a result of a number of co-operative efforts from individuals and institutions. Whereas it may not be possible to mention all the key players individually, it is worth noting that some minimal appreciation is however inevitable.

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Lastly, I absolve all the individuals mentioned above for any errors of omission and/or commission in writing this research project, for these I entirely remain responsible.
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<tr>
<td>CBS</td>
<td>Central Bureau of Statistics</td>
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<tr>
<td>CHE</td>
<td>Commission for Higher Education</td>
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</tr>
<tr>
<td>DEO</td>
<td>District Education Officer</td>
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<tr>
<td>DYO</td>
<td>District Youth Officer</td>
<td></td>
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<tr>
<td>EFA</td>
<td>Education for All</td>
<td></td>
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<td>ERS</td>
<td>Economic Recovery Strategy</td>
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<td>FPE</td>
<td>Free Primary Education</td>
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<td>GDP</td>
<td>Gross Domestic Product</td>
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<td>GOK</td>
<td>Government of Kenya</td>
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<tr>
<td>GNP</td>
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<td></td>
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<td>IGAs</td>
<td>Income Generating Activities</td>
<td></td>
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<td>IPAR</td>
<td>Institute of Policy Analysis and Research</td>
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<td>ITs</td>
<td>Institute of Technology</td>
<td></td>
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<tr>
<td>KCPE</td>
<td>Kenya Certificate of Primary Education</td>
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<td>KESSSP</td>
<td>Kenya Education Sector Support Programme</td>
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<td>Kshs</td>
<td>Kenya Shillings</td>
<td></td>
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<td>MDGs</td>
<td>Millennium Development Goals</td>
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<td>MoE</td>
<td>Ministry of Education</td>
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<td>NGO</td>
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<td>NP</td>
<td>National Polytechnics</td>
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<tr>
<td>Abbreviation</td>
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<td>--------------</td>
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<tr>
<td>PSRP</td>
<td>Poverty Strategic Reduction Program</td>
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<td>RoK</td>
<td>Republic of Kenya</td>
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<tr>
<td>SAPs</td>
<td>Structural Adjustment Programs</td>
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<tr>
<td>TIVET</td>
<td>Technical, Industrial Vocational and Entrepreneurship Training</td>
<td></td>
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<tr>
<td>TTI</td>
<td>Technical Training Institute</td>
<td></td>
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<tr>
<td>TTS</td>
<td>Technical Training Sector</td>
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<td>TVET</td>
<td>Technical vocational Education and Training</td>
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<tr>
<td>UPE</td>
<td>Universal Primary Education</td>
<td></td>
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<tr>
<td>YP</td>
<td>Youth Polytechnics</td>
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ABSTRACT

Despite the rationale for introduction of safety nets such as bursaries and constituency development fund in the education sector, there are increasing concerns over the limited finances in youth polytechnics to provide quality education and training. This is because, almost all educational institutions in Kenya face serious financial constraints due to failure by parents to pay fees promptly. Therefore, this study sought to find out alternative financing mechanisms in provision of quality education and training in youth polytechnics in Imenti South District- Meru County. The study was guided by the following objectives; to find out sources of financing in youth polytechnics, to assess how the managers of the youth polytechnics perceive their role in income generation, to determine income generating activities and areas that benefit from the income accruing, to examine how Income Generating Activities (IGAs) are managed and to explore the potential for establishing unexploited IGAs in the youth polytechnics. The researcher adopted descriptive survey design. The study targeted the Imenti South District youth officer, two (2) youth polytechnic managers and 43 instructors in the two youth polytechnics in the district making a total of forty six (46). A purposive sampling technique was employed and the sample size was 27 respondents composing of one (1) District Youth Officer, two (2) youth polytechnic managers and twenty four (24) instructors. Data was collected using questionnaires, observation guide and interview schedule. Data was analyzed quantitatively and qualitatively using descriptive statistics such as frequency mean and charts. The results were presented by use of percentages, frequency tables, bar graphs and pie-charts. The findings of the study revealed that (100%) youth polytechnics in the district did not have adequate funds to acquire basic teaching and learning resources to offer quality training. As such there were inadequate classrooms, workshops and libraries which lead to poor storage of books, lack of practical lessons, low enrolment, and incomplete projects among others. Also, 73.08% of the respondents affirmed that their institutions had Income Generating units which contributed 6.6% of the total annual income but there are other unexploited potential income generating activities. In addition 80.77% of the respondents supported starting of production units while 85.61% of the respondents rated income generation as promising. Moreover, 84.62% of the respondents indicated that management of income generating activities is in the hands of staff members. However, there were constraints in initiating and managing income generating activities such as; inadequate finances, lack of expertise, heavy workload, limited land and poor remuneration among others. The findings gave a basis for making recommendations for youth polytechnics to use income generating activities (IGAs) to raise extra finances to fund their programs to offer quality education and training. This would ensure high job placement or self-employment of the graduates and hence enhance productivity and economic growth.
CHAPTER ONE

INTRODUCTION

This chapter contains the background to the study, the statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, assumptions, limitations and delimitations of the study, theoretical and conceptual frameworks and lastly, operational definition of terms used.

1.1 Background to the Study

Education is a cornerstone of economic and social development, because it improves the productive capacity of societies and their political, economic and scientific institutions (GoK 2008, Schultz 1971). It helps to reduce poverty and mitigating its effects on population, improves health and nutrition and also increases the value and efficiency of the labor offered by the educated. As technology advance, new methods of production depend on educated, well-trained and intellectually flexible labor force. Additionally, education reform efforts in less industrialized countries such as Kenya have aimed at making education an effective vehicle for national development (UNESCO 2005). Governments, policy makers and civil society have emphasized that developing countries need to invest more in education and ensure that systems of education are efficiently managed, that limited funds allocated to the sector have maximum impact, and that cost-saving and cost-recovery measures are adopted (UNESCO 2003). Also, UNESCO 2003 reported that to date all over the world education is one of the largest sectors of the economy. Kenya is no exception to this global trend of increasing allocation of resources towards education. However, technical vocational education and training and to a greater extent youth polytechnics are neglected.

Since independence, education has taken the Lion’s share of national budget as observed in the KESSP document (GOK, 2005) this, has been geared towards meeting the economic demand and for manpower development. These efforts have seen increase in educational
institutions and enrolment at all levels. Expanding educational systems appears to imply a proportional increase in resources, but governments are proving increasingly unable to cope with the higher costs (UNESCO 2005). Diaa (2006) reported that finance is one of the basic pillars upon which the educational system depends in achieving its goals and implementing its plans. However, since the introduction of Structural Adjustments Programs (SAPs) in the 80s and cost sharing policy in 1988 in Kenya, there was need to reduce the funding to learning institutions and this impacted negatively to the development of youth polytechnics in the country.

Through cost sharing and cost-saving measures the government was to reduce the high public expenditure in education (Otieno 2004). This gave youth polytechnics in Kenya a big blow because technical education is expensive due to tools and equipments required for education and training (Orodho 2002, Atchoarena 1996). Parents were to provide with building and teaching and learning materials but these efforts to curb high expenditure in education have made successful and quality training in youth polytechnics elusive. Knight (1983) observed that school unit cost rise when education becomes more technical or science oriented. However, the government since the introduction of cost sharing seems to neglect technical training sector in favor of academic educational sectors. Republic of Kenya (2008) reported that technical sector spent Kshs. 3.308 billion in the 2007/2008 fiscal year.

**Table 1.1 Recurrent Expenditure of the MoEST – 2007/2008**

<table>
<thead>
<tr>
<th>Level of Education</th>
<th>Kshs. Million</th>
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<tr>
<td>Primary education</td>
<td>7,874.59</td>
</tr>
<tr>
<td>Secondary education</td>
<td>7,758.98</td>
</tr>
<tr>
<td>Technical education</td>
<td>2,900.00</td>
</tr>
<tr>
<td>Teacher education</td>
<td>242.04</td>
</tr>
<tr>
<td>Polytechnic education</td>
<td>407.56</td>
</tr>
<tr>
<td>University education</td>
<td>11,904.61</td>
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</table>

Source: Economic Survey, 2008* Provisional.
From Table 1.1, Technical education sector spent the least amount compared to Primary, Secondary or the University education levels. This is a pointer to the current poor state of training equipment in technical training institutes and more so in youth polytechnics. Nishimura and Orodho (1999) also reported that most youth polytechnics had inadequate physical and human resources to promote effective learning and quality training. Further, Njihia (2005) affirmed that under funding of educational programs in the technical training institutions has greatly jeopardized their capacity to offer quality training thereby eroding their external efficiency in the job market because the quality of graduates is compromised.

The Daily Nation of 22/10/2001 accused the youth polytechnics of being slow to adapt to new technology forcing companies to train their own staff. In addition, Orodho (1999) reported that the youth polytechnics were unable to acquire new equipment or upgrade existing ones and offer saleable skills hence, the trainees use obsolete equipment which put them at a disadvantage when they join the industry.

The Kenya Vision 2030 launched by the government in 2008 aims at turning Kenya into a middle level economy in 20 years requires well trained managers, skilled technicians, craftsmen and artisans which make technical education and training critical towards achieving the goals of the vision in the long run.

The youth polytechnics are starved of funds and are operating on inadequate resources for both recurrent and capital expenditure. The funds they collect from students tuition fee fall short of running their programs efficiently, hence affecting the quality of their graduates and employability. RoK (2005) noted that ineffective coordination of training policies, disparities in training standards and the disproportionate production of skilled personnel in the economy have affected the development of the subsector which has been aggravated by inadequate funding. Mugumo (2005) in Daily Nation of 27/7/2005 reported that the sector wide approach launched by the government intends to alleviate inadequate physical facilities for training and absence of modern equipment, low participation of the private sector in
curriculum design and development, expensive training material and text books in youth polytechnics.

More to that, lack of adequate training equipment coupled with poor terms of service and salary delays for instructors also affects running of youth polytechnics.

Republic of Kenya (1996) observed that expansion of education facilities has been affected in the face of severe economic constraints which have hampered the provision of services and capital development in all sectors of the economy. Ozigi (1977) observed that no organization can survive or carry out its functions without adequate financial resources at its disposal. Moreover, Kamau (1990) said that financial management is one of the important tasks in the realization of the goals of a school as an organization. Therefore for youth polytechnics to succeed in the endeavor of education and training, they require a sound financial base to run smoothly. Atchoarena (1996) pointed out that financing of vocational education is of increasing concern to governments as well as, in many countries to industries. This is due to adverse economic and financial conditions.

Financing of Technical Vocational Education and Training (TVET) programs has always been shared amongst government, local communities, beneficiaries, religious and private organizations, donors and private business (Orodho 2003). Olembo and Harold (1992) point out that each of the partners in financing education have given more than her equal share and therefore, education institutions especially youth polytechnics should look for viable alternative sources of finances by mobilizing new sources of funds to be financiers of their training programs (World Bank 1980, Psacharopolous 1985). To support this Koech report (1999) recommended that youth polytechnics and other technical training institutions to establish production units to serve a dual purpose of offering trainees practical skills as well as bringing extra income to the institution to support its programs.

For youth polytechnics to mitigate financial constraints which hamper their operations and hence affect their efficiency, they should moot income generating activities to be a partner in
financing their own programs, expenditure and to offer quality education, and training through modern technology.

1.2 Statement of the Problem

Despite the fact that the government, donor countries and agencies consistently emphasize the need for concerted efforts to build the human assets of the poor, Technical Vocational Education and Training (TVET) sector is accorded limited importance in donor financing schemes and discussions since the late 80s. In addition, most of the government’s funding is directed to the implementation of Free Primary Education (FPE) and affordable secondary education (tuition waiver), resulting to a larger number of Kenya Certificate of Primary Education (KCPE) and Kenya Certificate of Secondary Education (KCSE) graduates moving to the Technical Vocational Education and Training (TVET) system therefore, exerting pressure on the existing inadequate physical facilities for training, coupled with lack of sufficient modern equipment. Still the bigger chunk of the government funds in education sector caters for teachers’ salaries and allowances, leaving little resources for development and procurement of teaching and learning materials and equipments, hence compromising the quality of training offered. Moreover, the introduction of cost sharing policy and drastic budget cuts followed by Structural Adjustment Programs (SAPs) has adversely affected the funding of Technical Vocational Education and Training (TVET) system and especially youth polytechnics country wide. In addition, the funds that youth polytechnics raise through tuition fees charged are insufficient for effective and efficient running of their expensive technical curriculum making facilities and equipment to decay. Therefore, the study sought to find out the alternative income generating activities that youth polytechnics in Imenti South district had exploited or could exploit in an attempt to boost their financial base to offer quality education and training to meet labor market requirements of their trainees.
1.3 Purpose of the Study

Based on the problem stated, the purpose of this study was to find out the alternative financing mechanisms in provision of quality education and training in youth polytechnics in Imenti South District.

1.4 Objectives of the Study

The study focused on the following specific objectives;

i. To find out the current sources of financing educational activities in youth polytechnics in Imenti South district.

ii. To assess how the managers of youth polytechnics perceive their role in income generation in Imenti South district.

iii. To determine alternatives of financing youth polytechnic’s activities and how income so generated is used to offer quality training in Imenti South district.

iv. To examine how income generating activities are managed and constraints experienced in Imenti South district.

v. To explore if there was potential for establishing other income generating units in the Youth polytechnics in the district.

1.5 Research Questions

The study sought to answer the following research questions;

i. How are various educational activities financed in youth polytechnics in Imenti South district?

ii. What is the perception of the management of youth polytechnics on their role in income generation in the district?

iii. To what extent have the youth polytechnics embraced income generating activities (IGAs) and how is the income generated utilized to offer quality training in Imenti South district?
iv. How are Income Generating Activities managed and what constraints are experienced by youth polytechnic managers in Imenti South district?

v. What other potential income generating activities and avenues that could be exploited in financing the youth polytechnics in Imenti South district?

1.6 Significance of the Study

The findings of this study would be valuable in a number of ways. First, the findings will inspire youth polytechnics managers to broaden their thinking in open sources of finances that can be exploited to fund education and training in youth polytechnics. Secondly, the findings give useful insights to other educational institutions’ managers on how they can set up income generating units in order to boost their financial base and hence improve their teaching and learning facilities to offer quality education and training. Also the findings fill a gap in research in this area and might prompt other researchers to undertake similar studies in other levels of educational system. Finally the findings would inform the education policy makers to allocate more funds to upgrade personnel, teaching and learning facilities and obsolete equipment in youth polytechnics enabling them to offer competitive quality education and training.

1.7 Assumptions of the Study

In carrying out the study, the researcher made a number of assumptions. First, all respondents were cooperative, and provided reliable responses. Secondly, was that the current sources of income did not satisfy the expenditure demand of the youth polytechnics. Thirdly, there are multifarious opportunities that if exploited by the youth polytechnics could generate additional funds to support quality education and training activities. Lastly, the government, parents, community, donors and sponsors are interested in financing the institution and the returns to the society and individual are worth the investment in quality education and training for youth polytechnic trainees.
1.8 Limitations of the Study

In the study the following were the limitations; the study covered one district in a high agricultural potential area. Therefore, for a more conclusive result it should have covered several districts from various regions in the country. However, this was not possible due to financial and time constraints. It was not possible to cover the opinions of parents and students because tracing and interviewing them would require considerable time, resources and other logistics.

There was a time limit within which the researcher was to present the findings for assessment. Poor record keeping hampered efforts to get as much data as possible especially on management of income generating units.

There is a dearth of literature on financing of youth polytechnics in Imenti South District and therefore, the review basically drew from within and outside Kenya.

1.9 Delimitations (Scope) of the Study

Nyaga in Mwiria and Wamahiu (1995) contended that delimiting a study involves a purposive and conscious action in order to make the research manageable. Therefore, the study was carried out in Imenti South District and it was confined to a period of three months.

Secondly, although youth polytechnics education and training is provided by parents, communities, non-governmental organizations and the government, only managers from state sponsored institutions were involved because they receive government funding. Finally the study focused on financing or the economic factors affecting youth polytechnic education and training and not social and cultural factors of people in the district.

1.10 Theoretical Framework

Wiersma (1985:13) said that theories help to provide a framework by serving as the spring board for the pursuit of a research problem and they help to identify the crucial factors and provide a guide for systemizing and inter-relating the various facets of the research.
In carrying out the study the theory of human capital was adopted. Smith (1994) observed that Human Capital theory is applied to education as an activity which raises quality and productivity of the labor force.

Human Capital theory provides a framework which justifies expenditure on educational provision to achieve and enhance human development. The theory posits that investment in education and training increases labor production by embodying in the labor increased skills and knowledge (McConnell 1995, Schultz 1971 and 1994). Investment in human resource is important in both raising the worth of individual as well as creating skills that could be reaped in societal development (Nishimura and Orodho, 1999).

The policy implication of this theory is that increased amount of schooling, training for individual and especially through technical education will increase their wages, employability and also reduce social inequalities. This will lead to general economic development and empowerment for graduates of youth polytechnics offering high quality of training.

Human capital theory was found appropriate to the study because education and training imparts knowledge and skills to individual and it is a product of deliberate investment and combined with other human investment account for productive superiority of the technically advanced countries (Schultz 1971). In addition education is a quasi-public good with spillover effects and hence the family, local community and general society benefit from increased diffusion of skills, knowledge, increased awareness of one’s right, assertiveness, production, innovativeness, reduced crime, reduced fertility, improved health, and civil consciousness among others.

Therefore this justifies human capital theory argument of profitability and hence beneficiaries to education and training (Government, general society, local community, institutions, the family and individuals) should finance its acquisition (Carnoy 1995). However, households living under abject poverty cannot afford even the relatively low fees charged in youth polytechnics, let alone feeding themselves. To worsen the matter the plight of the poor has
been exacerbated by the cost sharing policy of 1988, high inflation rates and low economic performance of the economy and lack of creativity and innovation by managers in financing education and training in youth polytechnics (Otieno 2009).

In addition, inadequate government funding and lack of monitoring of youth polytechnics impacts negatively on their capacity to offer quality training and still the proceeds from cost sharing are insufficient for smooth running of the institutions’ training programs. Therefore, it is paramount for youth polytechnics to embrace income generation to be a partner in financing their programs. Also this will ensure a sound financial base to facilitate quality education and training. Hence boosting trainees’ job placement as outlined in the conceptual framework.

1.11 Conceptual Framework

The financing of technical education and training is a very expensive under taking in terms of equipment, physical facilities such as workshops, training materials and teachers’ salaries (Ngerechi, 2003). Hence placing the whole burden on the government would result in drastic budgetary reduction in most of other essential public services. The different sources of finance for youth polytechnics are identified and constraints facing each of them are depicted in the conceptual framework.
Figure 1.1 Conceptual Framework

1. Raising adequate finance for meeting youth polytechnic educational (recurrent and development) costs

2. Traditional sources of finance for youth polytechnics
   - Private fees from students
   - Private donors
   - Public government budgeting allocation

3. Problems associated with the above sources
   - Low income
   - Poverty
   - Unreliable
   - Unreliable
   - String attached
   - Partiality
   - Inadequate due to budgetary constraints and competition from other public sectors

4. Role of youth polytechnic managers
   - Effort
   - Motivation
   - Initiate
   - Cost effective / saving measures
   - Income generating measures

Source: Adapted from World Bank (1990:15)
The conceptual framework depicts that, there is need for the youth polytechnic managers to find solutions to financial constraints facing their institutions through cost-saving and cost-effective measures and income generation activities. The main private source of finance for the youth polytechnic is tuition fees paid by trainees. But due to high poverty levels, low income, poor economic development and high inflation rates; there is a limit beyond which this source cannot be exploited. Further due to equity consideration the government sets a ceiling of chargeable fees by the educational institutions. On the other hand the public source of finance has been impacted negatively by poor economic growth and therefore education sector cannot get more than its due share leaving out agricultural, health and other sectors of the economy. The outcomes of adequately utilizing available resources are opportunities for generating extra funds for youth polytechnics. This would lead to improvement of the quantity and quality of educational facilities which in turn will positively influence the nature of trained personnel who will propel the country towards achieving vision 2030.
1.12 Operational Definition of Significant Terms

**Capital / development expenditure** – refers to expenditure which is incurred and which covers more than one financial year e.g. expenditure on buildings, machinery and other durable learning equipment.

**Income generating activities** – refers to any activity initiated by an institution apart from the conventional ones already in place, for the purpose of generating additional income.

**External efficiency** – refers to the extent to which a trained person proceeds to jobs relevant to their training and how well they perform in the light of their training.

**Financial allocation** – refers to money assigned for each item of expenditure e.g. education, health, agriculture.

**Recruitment expenditure** – refers to expenditure which is incurred in and which covers, one financial year only. e.g. salaries for the year, textbooks and chalks.

**Public good** – refers to a good or service provided by the government or at a subsidy.

**Quasi-public good** – refers to a service or commodity the benefit from which does not accrue individually or separately to the individual but to the whole society.

**Rates of return to education** – this refers to the net benefits accruing to an individual (private rate of return) or society as a whole (social rate of return upon completion of education.

**Harambee** – refers to pooling of resources by the community and well-wishers in order to finance or support a project.
CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

In this chapter, a review of literature related to the study is presented. First, it focuses on the role of Technical vocational education in economic development in Kenya. Secondly, financing of Technical Vocational Education and Training (TVET) all over the world follows, thirdly, financing Technical Vocational Education and Training (TVET) -youth polytechnics in Kenya is addressed, after which a review of the cost of Technical Vocational Education and Training in Kenya is dealt with. Then the review focuses on income generation and alternative sources of income for education financing in youth polytechnics where by the gap existing in financing youth polytechnics through income generation in Kenya is highlighted. Lastly, the review depicts why the study is justified in this level of education and training to alleviate financial constraints in youth polytechnic financing.

2.2 Technical Vocational Education and Economic Development in Kenya

Technical Vocational Education and Training (TVET) education mainly lead participants to acquire the practical skills, know-how and understanding – necessary skills for employment in a particular occupation, trade or group of occupations (Atchoarena, et al 2001, Nyerere 2009). Moreover, Bennel (1999) observed that Technical Vocational Education and Training (TVET) improve productivity, raises income levels and improve access to employment opportunities. The Bonn resolution of October 2004 noted that Technical Vocational Education and Training (TVET) is the ‘master key’ for alleviation of poverty, promotion of peace and conservation of the environment in order to improve the quality of human life and promote sustainable development. Although in Kenya we are at economic lean times, it is critical that Kenya, through Technical Vocational Education and Training (TVET) can solve
the bottlenecks of increased unemployment, poverty, food insecurity and environmental degradation. Nyerere (2009) noted that skills development is improved for economic growth, poverty alleviation, youth and women’s empowerment and social inclusion.

2.3 Financing Technical Vocational Education and Training (TVET) all over the world

Atchoarena (1993) observed that vocational training is not immune to the financial crisis facing the education system of most countries. The high cost of vocational training facilities means that the problems of financing them are even more acute than in other sectors of education. This results to low quality of the training provided and poor external efficiency. Also the curtailment of public resources because of the economic situation and cuts in expenditure dictated by stabilization programs present a further threat to vocational training. Nyerere (2009) observes that several countries developed and developing, such as Italy, Brazil, China, Sweden and Japan have given more recognition to technical, vocational education and training through adequate funding. As a result students get exposed to vocational training and to a culture of scientific investigation and application at an early age.

In China, India and South East Asia 35-40% of students in upper secondary education pursue technical or vocational education whereas in Africa it is less that 20% while in Europe at least 50% of student pursue it. Most of African countries are struggling to offer free compulsory primary education let alone the technical industrial vocational entrepreneurial and training education.

In Britain, education up to secondary school level is fully financed by the government (Moon and Mayes, 1994). The parents are only required to ensure that children attend school. Also education authority and central government are required by section 7 of the 1944 act to make education facilities available. This enables parents to carry out their legal duty where parents are seen as the school’s prime legal clients until the child is 16 years of age.
In Japan, the government fiscal policies provide for free education up to secondary school level. Those of school going age have no option other than attend school to acquire education and training that is fully funded by the government (Daily Nation, 12th November, 2001).

In India the National policy of education 1986 for instance states that the introduction of systematic well planned and rigorously implemented programs of vocational education is crucial in the proposed educational organization. These elements are meant to enhance individual employability and reduce the mismatch between demand and supply of skilled manpower. This shows that financing of Technical Vocational Education and Training (TVET) in India is vital towards economic development of the country.

In sub-Saharan Africa, Atchoarena et al. (2002) noted that private sector should be involved in financing Technical Vocational Education and Training (TVET) sub sector. This will work towards broadening access to Technical Vocational Education and Training (TVET), responding more rapidly to the training requirements of high growth rate markets, to increase efficiency and innovation and lastly to supplement government’s limited financing capacity for cost of training is high, because Technical Vocational Education and Training (TVET) requires expensive machinery and equipment as well as skilled and experienced instructors.

In Egypt, Diaa (2006) noted that the government has made every effort to avail financial resources for education. However there are a myriad of problems in public schools. First, schools lack electricity and water due to lack of maintenance funds. Secondly allocation for furniture repair is meager and buildings and equipments do not exceed 30%. Thirdly, there is lack of raw materials because allocated funds go to the administration. Lastly, the increase in the number of students is not met by an increase in the number of schools, classrooms or workshops owing to lack of financial resources; so the constraints facing youth polytechnics in Kenya occur in other countries.
In the United States of America (USA), the federal government supports public education. About 40% of the funds for schools are furnished by the individual states (Roe and Edgar 1960). Public education in the US is fully funded by the state up to secondary level. However, in other countries governments cannot fully finance education as a result of economic constraints facing them and particularly the developing countries.

In Canada, school fees are an integral part of the education system (Education minister 2001). However, the government makes provision to ensure that no one is denied access to education because of an honest inability to pay fees. The department of education works with school boards, parents, teachers, and other partners to ensure that policies governing school fees are implemented consistently in all the provinces. However, in Kenya fees guidelines given by the Ministry of Education are rarely followed.

In South Africa, user fees are identified as a barrier to education (Veriava, 2002). Whereas school budgets are funded by allocations from state revenue, school fees are required to supplement these budgets so that schools are able to run smoothly. Parents determine whether to pay and the amount to be paid. Exemption is extended to parents whose income is less than 30 times, but not more than 10 times the amount of fees.

Van Myk (2003) posited that almost any education will fail if it does not have support from those who are expected to benefit from it and those expected to implement it. Therefore from the foregoing government, teachers, parents, donors, religious organization, civil society, NGOs and private sector need to be in a meaningful partnership for the benefit of all parties and particularly students. In addition, it is prudent for the beneficiaries of an education pursuit (individuals and society) to bear the cost of its provision.

2.4 Financing Technical Vocational Education and Training (TVET) in Kenya

Technical Vocational Education and Training (TVET) programs in Kenya target to absorb the large proportions of students who cannot progress to secondary and higher levels of
education. The Technical Vocational Education and Training (TVET) programs are offered in over (600) Youth Polytechnics; 21 Technical Training Institutes, 17 Institutes of Technology and 4 National Polytechnics (two of the National Polytechnics have become constituent colleges of Nairobi and Jomo Kenyatta universities). This study focused on youth polytechnics although only 350 youth polytechnics receive government’s assistance (Nyerere 2009). Of the more than 600,000 graduates of primary schools every year, only 55% i.e. 350,000 proceed to secondary schools (Government of Kenya 2006). The Waki report of 2008 and the 2007 post election crisis highlighted problems of a large population of unskilled, unemployed youth amidst growing poverty. The KESSP program of 2005 aims at mobilization of resources to rehabilitate facilities in public Technical Vocational Education and Training (TVET) institutions and especially youth polytechnics to ensure quality training. However, most of the strategies have not been implemented (Nyerere, 2009). Since independence, Technical Vocational Education and Training (TVET) subsector has generated little attention and budget provision in Kenya resulting in poor infrastructure and facilities and a low status overall (Ngome 2003).

Financing of youth polytechnics has been a joint venture of the government, communities, parents, donors, religious organizations, nongovernmental organizations and other stakeholders. The main source of finance is from tuition fees paid by the student trainees of these institutions (Nishimura and Orodho 2002). Also since ‘self help’ has been a key factor in education development in Kenya, the degree of success of a particular youth polytechnic depends very much on local leadership and local prevailing economic conditions. As a result, there is a marked imbalance in developing and running such institutions from one locality to another (Atchoarena 1996). After the launching of the cost sharing policy in 1988 the government agreed with the presidential working party about the need to expand and to streamline vocational and technical training institutions and their training programs to cater for the training demands of the 8-4-4 system, to provide greater opportunities for the training
of primary and secondary school leavers and also to produce more at the various categories of trained manpower for the economy.

To add to that, the government was to ensure all public training institutions will be provided with adequate and appropriate facilities and equipment to enable them undertake training more effectively and enable their graduate to be operationally effective and keep abreast with changes in the industry and changing technology; however this has been a pipe dream. Nishimura et.al.1999 and Nyerere 2009 reported that there are inadequate facilities, obsolete equipments dilapidated buildings, lack of refresher courses for lecturers and drastic budget cut followed by structural adjustment programs which adversely affected public Technical Vocational Education and Training (TVET) to a large extent.

Moreover, the cut on recurrent budget has negatively affected the number of those qualifying, the pay, morale, and motivation of teachers and managers in youth polytechnics. Underfunding has led to poor service delivery, poor image and compromised training leading to technology shock of trainees in the labor market (Otieno 2009).

Koech report of 1999 noted that, parents continue to meet most of the cost of recurrent expenditure through payment of fees. This has affected enrolment and staffing at various youth polytechnics in the country. Also this situation has made education and training out of reach for a significant number of students. Further, Kibbogu (2001) noted that an increasing number of students have continued to drop out of school before completing the full education cycle; this is a scenario consisting of a serious drain and wastage on the countries budget. The main culprit cited is the private cost for education and training. World Bank (2002) notes that education is a powerful instrument for reducing poverty and inequality, health and social well being and laying the basis for a sustainable economic growth. Therefore, how will this be achieved with wastage rates going up and for those completing the training in our youth polytechnics being of wanting quality due to inadequate funding for their education and training?
2.5 Cost of Technical Vocational Education and Training in Kenya

According to Olembo (1986), education is a non-material good that cannot be free because to provide it, money is required for the training of personnel, employment of professionals, acquisition of land, buildings and teaching and learning material. As a durable good, education is costly; Ngerechi (2003) confirms this and observes that Technical Vocational Education and Training (TVET) is a very expensive undertaking in terms of equipment, physical facilities such as workshops, training materials and teacher’s salaries. However, it has a multiplier effect in that it benefits the government, society at large, the family and individuals (Kimenyi et al., 2002). It is a producer as well as a consumer good and still it is a commodity to sell in order to enhance one’s life and to be bought for the learner’s benefits. According to the children’s, act of 2001 education is one of the basic rights. Also articles 28 and 29 of the United Nation convention on the rights of the child (1989) states that, it is the right of every child to have access to education. Eshiwani (1993) observed that in its effort to provide education for all citizens; the government’s expenditure on education in Kenya continues to rise and requires both the parents and beneficiaries to contribute towards it. Since independence this has been done through ‘Harambee’ (fund raising activities) that helped to lower the government development expenditure on education. The presidential working party on education and manpower training for the next decade and beyond (Republic of Kenya, 1988) recommended the cost sharing policy. Parents and community were to supplement the government effort by providing with equipment and funds to procure teaching and learning materials. According to Kenya Education Sector Support Program (Republic of Kenya 2005), inadequate funding of the Technical Vocational Education and Training (TVET) sub-sector has aggravated the situation. Hence, this has led to inflexible and outdated curriculum, mismatch between the skills learned and the skills demanded by the industries, inadequate physical facilities for training coupled with lack of sufficient modern equipment and expensive training materials and textbooks.
2.6 Income Generating Activities in Youth Polytechnics in Kenya

Nishimura and Orodho (1999) asserted that, while the potential for quick expansion of youth polytechnics training is there, the main factors hampering the growth of youth polytechnic programs were found to be; first managerial skills of the youth polytechnic managers and inadequate physical premises such as classrooms and workshops. Secondly, lack of / inadequate supply of trained and well motivated instructors. The third factor is low morale of instructors and managers due to poor remuneration and unclear terms of service. In addition, poor working conditions and lack of finance for use in various purposes including periodic review of courses to attune them to emerging local and labor market needs was noted. Lastly, lack of supervision and inspection of the institutions and trainees during internships / attachments coupled with weak management systems.

Orodho (2002) observed that the ministry does not give youth polytechnics grants for building physical structures and general operation but gives grants in the form of instructors’ salary. Also due to cost sharing and the general low economic growth and poverty, the institutions cannot make ends meet unless they introduce production units to supplement the fees they collect. It was found out that a few of the well-off youth polytechnics and the more established ones had viable production units. Kaluba and Achola (1985) reported that, in Zambia education institutions generate funds through their own activities or through ownership of school structures.

Olembo and Harold (1992) noted that a school should provide supplementary finance through Harambee or a loan system. Moreover, Gravenir (1991) observed that over emphasis on education in terms of allocation from the budget will not only generate in-equilibrium in social –economic development but, will also affect education adversely in that the education system will be producing graduates from each of its levels at a faster rate than the economy.
can absorb. He suggests that cost sharing and generation of extra funds by institutions as a solution.

Ziderman and Albrecht (1992) observed that funding mechanisms work well when resources are plentiful but once resources are scarce, budgets can fluctuate significantly, seriously interfering with the stability and efficiency of institutions. This is what has happened in youth polytechnics in Kenya. To contain this situation therefore a diversified funding base comes in to minimize dependency on traditional sources of education finance and hence reduce on potential shocks of eventual changes in available public resources. Njihia (2005) found out that income generation in national polytechnics goes a long way in provision of teaching and learning facilities and also supplementing lecturers’ salaries hence lifting their morale to teach and train students. His findings support Muthaa (2004), Nderitu (2006), Wesonga 1997, Riechi 1993, Kiugu (1990) and Mwiria et al. (2007). Kiugu (1990) reported that primary schools which utilized their farms well generated an average of Ksh. 29,742 annually. Wesonga (1997) revealed that income generating activities in secondary schools generated an average of Kshs. 152,031.52 and contributed an average of 4% of the school’s annual budgeting requirements. Also at tertiary level, Riechi (1993) found out that public universities generate about 10% of their funds from internal sources.

The KESSP document of 2005 noted that youth polytechnics can provide more facilities and equipment if they can generate some income of their own from income generation activities; secondly, most youth polytechnics lack adequate facilities and equipment and materials due to inadequate funds, thirdly, managers may be willing and able to initiate income generating activities and other initiative to generate more finances and lastly that youth polytechnics with diversified financial sources have better teaching and learning resources. Therefore, income generation is crucial for sound management and running of youth polytechnics.
Ngerechi (2003) noted that enhanced management will ensure that Technical Vocational Education and Training (TVET) programs are well coordinated. In addition promotion of Technical Vocational Education and Training (TVET) sector has yielded positive results in other countries in the region such as Tanzania, Botswana, Zambia and South Africa. Also he noted that few youth polytechnics in Kenya have realized Income Generating Activity (IGA) projects and it is only to a very small scale. There is need to strengthen the existing ones and encourage other youth polytechnics to consider starting feasible IGAs soonest possible. The Kenya Vision 2030 proposes intensified application of science technology and information to raise productivity and efficiency (GoK 2007)

There are various viable IGAs including product sales, undertaking contract work, renting out work tools and equipment, production units, providing various community services, undertaking zero grazing and animal husbandry among others. The various large tracks of unused land can be put in proper use and can guarantee self reliance in future. To add to that a line of quality commercial production is equally good and therefore youth polytechnics should be encouraged to venture into viable endeavors in this regard.

2.7 Summary of Literature reviewed

From the reviewed literature it is important for education institutions in Kenya to embrace the idea of tapping new sources of income to enable them to have a sound financial base in provision of education and training facilities so that their graduates will be of good quality meeting labor market needs. Provision of education and training requires colossal amount of money which both the government and the beneficiaries of training would hardly raise alone. Studies of educational institutions raising extra funds have been carried out in primary schools, secondary schools; Technical Training Institutes, National polytechnics and at University level. The youth polytechnic especially at this age and time when the government is geared towards being a middle level income economy by the year 2030 required such a
study as they are operating under financial constraints. The study therefore sought to fill a gap by finding out what Youth Polytechnics are doing in Imenti South district in order to diversify their sources of income. By filling this gap, the study would contribute to the body of knowledge on financing of education and training in Technical vocational Education and Training institutions in Kenya.
CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter presents the procedures that were used to conduct the study. It focuses on the research design, locale, target population, sampling procedures and sample size. The research instruments that were used for data collection are identified and described in detail and how they were administered. Finally, the methods of data analysis that were employed in the study are given.

3.2 Research Design

The researcher used an exploratory approach using a descriptive survey design to investigate alternative financing mechanisms in youth polytechnics in Imenti South District. Descriptive survey design is used in preliminary and exploratory studies to allow a researcher to gather information, summarize, present and interpret for the purpose of clarification (Orodho, 2005) Borg and Gall (1989) noted that descriptive survey research is intended to produce statistical information about aspects of the population that interests policy makers without manipulating any variable. The choice of the design was made based on the fact that in the study, the researcher was interested on the financing mechanisms state of affairs already existing in youth polytechnics in Imenti South District and no variable was manipulated.

3.3 Location of the Study

The study was carried out in the two youth polytechnics in Imenti South District of Meru County. Singleton (1993) noted that the ideal setting for study should be accessible to the researcher and should be that which permits instant rapport with the informants. Youth polytechnics in the district were chosen because they face a major challenge in financing their programs and no similar research to the best knowledge of the researcher had been carried
out in Imenti South district. As such, the district was an ideal setting for the study; the findings would be of benefit to the community, students, managers, instructors and other stakeholders in education.

3.4 Target Population

There are two youth polytechnics in Imenti South District according to the District youth officer as at January 2010. The study targeted 1 District Youth Officer, 2 youth polytechnic managers and 43 instructors in the two youth polytechnics.

3.5 Sampling Procedures and Sample size

Orodho (2002) says that a sample is a small portion of a target population, while sampling is selecting a given number of subjects from a defined population as a representative of that population. The researcher applied a purposive sampling technique where the District youth officer (1), the two youth polytechnic managers (2) and a total of twenty four (24) instructors from the two youth polytechnics especially those who head income generating and production units were selected. The entire sampling matrix yielded a total sample size of 27 respondents for the study. These respondents were best placed to furnish the researcher with relevant information regarding alternative financing mechanisms in the youth polytechnics in Imenti South District.

3.6 Research Instruments

The data for the study were collected using questionnaires, observation guide and interview schedule. There was an interview schedule for the District youth officer, questionnaires for the youth polytechnic managers and teachers and an observation schedule to investigate general state of training resources, availability of tools and equipments and gather data on how income from the IGAs is utilized. Borg and Gall (1989) pointed out that questionnaires are appropriate because they collect information that is not directly observable as they inquire about feelings, motivations, attitudes, accomplishments as well as the experiences of individuals. They further observe that questionnaires have the added advantage of being less
costly and using less time in data collection. Orodho (2005) said that anonymity is also possible through use of questionnaire and therefore respondents are likely to be free to express their views.

3.6.1 Questionnaire

The questionnaire for managers and instructors was divided into five sections A, B, C, D, & E. Section A sought background information of the manager and the instructors and the institution. Section B dealt with physical facilities and equipment, seeking information on their availability or lack of, as well as their condition. Section C probed on the financial position or source of finances for the institution (Whether healthy or otherwise) and what ought to be done. Section D dealt with the economic activities the institution engages itself in and lastly, section E tackled management of IGAs and constraints encountered.

The questionnaire employed structured and open ended questions depending on the nature of information sought. Structured response items enhanced the consistency of responses across respondents and made data tabulation generally straightforward. Open ended questions, on the other hand gave respondents more freedom to reveal certain feelings.

3.6.2 Observation Guide

It was used to record general state of equipment and infrastructure and to gather information on how the income from the IGAs was utilized. Observation guide was meant to supplement information collected through questionnaires.

3.6.3 Interview Schedule

An interview schedule was used to collect information from the District Youth Officer on financing of the youth polytechnics in the district.
3.7 Piloting of the Instruments

The research instruments were piloted at Kiamakoro Youth Polytechnic which was not involved in the actual study. Wiersma (1985) observes that piloting is important for it helps to identify misunderstanding, ambiguities and useless or inadequate items. After piloting items found to be ambiguous were revised. Also it acquainted the researcher on how best to collect data on financial information of which most respondents are seldom willing to share with public.

3.8 Validity of the Instruments

Validity according to Borg and Gall (1989) and Orodho (2005) is the degree to which a test measures what it purports to measure. The content validity of the research instrument was ensured through expert judgment of the supervisors and other academic staff in the department. Gall et.al. (1996) points out that, content experts help determine content validity by defining in precise terms the domain of the specific content that the test is assumed to represent and then determine how well that content universe is sampled by the test items.

3.9 Reliability of the Instruments

Gay (1992) and Orodho (2005) define reliability as a measure of the degree to which a particular measuring procedure gives consistent results or data after repeated trial. The reliability of the instrument was tested during piloting. The consistency of the instruments was determined using Test re-test method whereby the questionnaires were given to the respondents to fill in, and then the answered questions were scored manually. Spearman rank order correlation (r) was used to compute the correlation co-efficient in order to establish the extent to which there was consistency in eliciting the same response every time the instrument was administered. The correlation co-efficient of reliability of 0.75 was got and it was reasonable enough and therefore, the items were considered reliable. Slavin, (1984) noted that reliabilities of 0.70 are usually considered reasonable minimum in education.
3.10 Data Collection Procedure
A research permit was obtained from the Ministry of Higher Education (MoHE). Thereafter the office of the District Education Officer (D.E.O) and District Youth Officer (DYO) Imenti South District were contacted for a written authority to conduct the research. Then the two youth polytechnics were visited and the researcher met the youth polytechnic managers and established a rapport by explaining his intentions and the importance of the study. In the second visit, the researcher personally administered the questionnaire to the respondents. Also the respondents were assured that strict confidentiality will be maintained in dealing with the responses. The filled-in questionnaires were collected after a week. The researcher also used the observation guide and interview schedule to collect further data for analysis.

3.11 Data Analysis
All completed instruments were assembled and information organized. This study generated both qualitative and quantitative data; therefore data was analyzed using descriptive statistics such as; frequency, mean and charts. Qualitative analysis considered the inferences that were made from the opinions of the respondents. The analysis involved theoretical descriptions, graphical representation, charts and tabulations after such data had been subjected to exhaustive statistical analysis. Descriptive statistics involves the use of frequencies and percentages. Bell (1993) maintains that when making the results known to a variety of readers, percentages have a considerable advantage over more complex statistics. Also Borg and Gall (1989) hold that the percentage is the most widely used and understood standard proportion. In addition, the researcher evaluated the usefulness of the information in answering the research questions.
CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter presents data analysis, results of the study and discussions and/or interpretation of the main findings. The goal of this study was to find out alternative financing mechanisms in provision of quality education and training in youth polytechnics in Imenti South district of Kenya. The objectives were; to find out to what extent funds so generated from income generating activities are utilized in acquisition of teaching and learning materials to offer quality training. Further, the study sought to find out current sources of finances, IGAs put in place, perception of managers in income generation, unexploited potential IGAs, problems experienced in implementing income generating activities, and the possible solutions.

Data for the study was collected from the District youth officer, two youth polytechnic managers and twenty four instructors in Imenti South district. Data analysis was based on data obtained by administering of the interview to district youth officer, questionnaires to the two youth polytechnic managers and 24 (55.8%) of the 43 instructors.

Additional information was obtained through the use of observation and informal interviews with managers and instructors in the sampled youth polytechnics. The data collected was analyzed so as to compute various statistics. Frequency distribution tables, graphs and pie charts have been used to present the data.

All sampled respondents, i.e. one (1) district youth officer, two managers and 24 instructors participated in the study and therefore there was a response rate of 100%.

The interpretation and presentation of data gathered and analyzed in this study fall under the following endings:

i. Available human and physical resources in the youth polytechnics.

ii. Sources of financing educational activities
iii. Role of management in income generation

iv. Income generating activities and provision of quality education and training

v. Management of income generating activities and constraints experienced

vi. Unexploited potential income generating activities.

vii. Future of income generation.

4.2 **Available human and physical resources in the Youth Polytechnics**

It was found out that one of the youth polytechnics was established in 1962 while the other in 1978. They have a total student capacity of 750 trainees but the current enrolment is 240 trainees which is merely 32% of their total capacity. This implies that the resources available are underutilized due to the low enrolment. These findings agree with what Orodho 2002 reported that youth polytechnics had low enrolment and others were on the verge of dying. The current enrolment in the youth polytechnic in Imenti South was found to be 190 (79.1%) males, while females were 50 (20.8%) of the total population of 240 trainees. This is far much below the available capacity in the institutions.

**Figure 4.1: A Pie-chart on Trainees Enrolment**
On staffing, there are a total of 43 instructors and two managers in the youth polytechnics in Imenti South district. One youth polytechnic had 19 (44.2%) instructors while the other had 24 (55.8%) of the total instructors. Further, on educational qualification of instructors only 4 (16.67%) had attained a diploma level in training and the rest 20 (83.3%) had certificates. It should be noted here that it was a requirement by the ministry of sports and youth affairs that by December, 2010 all instructors in the youth polytechnics all over the country should have upgraded their education to a minimum of a diploma. However, from the findings this requirement for the instructors to upgrade their education level is a pipe dream.

**Figure 4.2 A Pie-chart on Instructors’ educational attainment**

In addition, both managers (100%) are diploma holders, one from Kenya polytechnic and the other from Kenya Technical Teachers Training College. The managers had varied experience 1 (50%) over ten years and 1 (50%) less than 3 years. Further, it was found that the managers were eager to embrace new ideas in running the institutions. The researcher sought to find out if the managers had undergone any training in management. Both managers (100%) responded affirmatively. This implies therefore that they have knowledge on management of projects and entrepreneurial skills and if they moot income
generating activities in their institutions they will be better placed to oversee them. The youth polytechnics had a total of 9 acres of land. One had three acres (33.3%) and the other six acres (66.7%) of the total land. In terms of adequacy the managers (100%) rated the amount of land as fairly inadequate. The managers were unanimous that although the land available was inadequate, it could be put in various uses to generate additional funds for the youth polytechnics.

The researcher further sought to find out the availability and adequacy of physical facilities in the youth polytechnics to offer quality education and training. The findings are revealed in Table 4.1.

**Table 4.1: Physical facilities lacking**

<table>
<thead>
<tr>
<th>Item</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library</td>
<td>20</td>
<td>83.3</td>
</tr>
<tr>
<td>Classrooms</td>
<td>14</td>
<td>58.3</td>
</tr>
<tr>
<td>Computer laboratory</td>
<td>12</td>
<td>50</td>
</tr>
<tr>
<td>Administration block</td>
<td>20</td>
<td>83.3</td>
</tr>
<tr>
<td>Show room</td>
<td>24</td>
<td>100</td>
</tr>
<tr>
<td>Workshop</td>
<td>21</td>
<td>87.5</td>
</tr>
<tr>
<td>Modern sanitation</td>
<td>24</td>
<td>100</td>
</tr>
<tr>
<td>Recreation facilities</td>
<td>24</td>
<td>100</td>
</tr>
<tr>
<td>Lathe machine</td>
<td>18</td>
<td>75</td>
</tr>
<tr>
<td>Motor vehicle mechanic class</td>
<td>22</td>
<td>91.67</td>
</tr>
<tr>
<td>Press drilling machine</td>
<td>15</td>
<td>62.5</td>
</tr>
<tr>
<td>Modern technology</td>
<td>24</td>
<td>100</td>
</tr>
<tr>
<td>Institution bus</td>
<td>24</td>
<td>100</td>
</tr>
<tr>
<td>Text books</td>
<td>16</td>
<td>66.7</td>
</tr>
<tr>
<td>Laboratories</td>
<td>20</td>
<td>83.3</td>
</tr>
</tbody>
</table>

N=24

**Source: Instructors’ questionnaire**

Table 4.1 shows that the youth polytechnics in Imenti South are lacking the very basic facilities required for effective teaching and learning to take place. The institutions lacked
adequate classrooms, workshops, libraries, offices and other vital facilities to offer quality education and training. The managers (100%) also agreed that their institutions do not have enough physical facilities and those available were not adequate. Therefore, Lack of the basic teaching and learning facilities shows that the training environment is wanting and affects quality of the graduates. This supports Nishimura (1999) who reported that basic instructional facilities in almost all the youth polytechnics were either inadequate or non-existent.

The respondents (managers and instructors) were further asked to give reasons why there were inadequate physical facilities in their respective institutions. The responses are presented in Table 4.2

**Table 4.2 Causes of lack or inadequate physical facilities**

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inadequate funds</td>
<td>26</td>
<td>100</td>
</tr>
<tr>
<td>Lack of strategic plan</td>
<td>20</td>
<td>76.92</td>
</tr>
<tr>
<td>Lack of donors</td>
<td>15</td>
<td>57.6</td>
</tr>
<tr>
<td>Haphazard of implementation of plans</td>
<td>18</td>
<td>67.23</td>
</tr>
<tr>
<td>lack of monitoring by the ministry</td>
<td>20</td>
<td>76.92</td>
</tr>
<tr>
<td>lack of prudent mgt/leadership</td>
<td>12</td>
<td>46/15</td>
</tr>
<tr>
<td>Changes from one ministry to another</td>
<td>15</td>
<td>57.69</td>
</tr>
<tr>
<td>Few/lack of IGAs</td>
<td>16</td>
<td>61.53</td>
</tr>
<tr>
<td>Stalled projects</td>
<td>8</td>
<td>30.76</td>
</tr>
<tr>
<td>High enrolment</td>
<td>5</td>
<td>19.32</td>
</tr>
<tr>
<td>Lack of support from local community</td>
<td>10</td>
<td>38.46</td>
</tr>
</tbody>
</table>

N=26

**Source: Managers’ & instructors’ questionnaire**

From table 4.2 it is evident that though a number of reasons were advanced as the causes of inadequacy of the physical facilities in youth polytechnics, inadequate funds was cited as the major reason with 26 (100%) respondents giving it prominence.
It is clear that provision of quality education and training in youth polytechnics requires massive financial resources which currently are a nightmare to afford. This observation is supported by Nyerere (2009) who noted that majority of the government and donor funds are directed to provision of FPE. In addition lack of strategic plans and monitoring and supervision from the ministry was a major concern from the respondents with 20 (76.92%) as a reason for lack of physical facilities. Further, haphazard implementation of plans 18 (69.23%), Few IGAs 16 (61.53%), Lack of donors and rapid changes of mother ministry 15 (57.69) were cited as reasons for inadequacy of physical facilities. Further, on the rating of physical facilities Table 4.3 gives the responses of the instructors.

**Table 4.3 Rating of physical facilities**

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highly satisfactory</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Satisfactory</td>
<td>3</td>
<td>12.5</td>
</tr>
<tr>
<td>Average</td>
<td>17</td>
<td>70.8</td>
</tr>
<tr>
<td>Unsatisfactory</td>
<td>4</td>
<td>16.7</td>
</tr>
<tr>
<td>Total</td>
<td>24</td>
<td>100</td>
</tr>
</tbody>
</table>

N=24

**Figure 4.3 A Bar graph on rating of physical facilities**

Source: Instructors’ questionnaire
Figure 4.3 reveals that 3 (12.5%) of the instructors rated the physical facilities as satisfactory, 4 (16.7%) as unsatisfactory and 17 (70.8%) as average while nobody rated them as excellent or highly satisfactory. The rating of the facilities as unsatisfactory was due to lack of training facilities, lack of modern technology and inadequate workshops for the trainees in various sections.

The researcher also sought the views of the managers on the rating or condition of the state of training equipment. The findings are shown in Table 4.4.

Table 4.4 State of training equipments

<table>
<thead>
<tr>
<th>Rating</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Modern</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Good</td>
<td>2</td>
<td>100</td>
</tr>
<tr>
<td>Neutral</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Bad</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Obsolete</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

From Table 4.4 the two (100%) managers were agreed that the training facilities were good state, but on modernizing the training equipment it was found that the need to modernize is very urgent. It should be noted that no manager rated current facilities as either bad or obsolete because this can erode or compromise the quality of training.

The researcher also sought to know how the lack / inadequacy of physical facilities hamper the smooth running of the polytechnic programmes. It was found that trainees do not get opportunities to use modern technology, there was poor storage of books, low enrolment, few or lack of practical, incomplete projects and lack of production in various sections. In addition, the other effects were inadequate internal finances, lack of ready employment because of lack of skills and knowledge, the quality of programmes offered is negatively
affected, disturbances or conflicts between trainees and management and retardation of technical knowhow on the part of instructors.

The responses show clearly the issue of lack of teaching and learning facilities need to be addressed urgently in the youth polytechnics in Imenti South district to offer quality education and training. The facilities cannot be put in place to alleviate the problem without enough financial resources and therefore youth polytechnics should come in and initiate internal income generating activities to supplement student fees so that modern tools and equipment can be acquired. Nishimura and Orodho (1999) noted that limited resources available to education provision hamper efforts to offer quality training as well as building capacity in planning and management. Moreover under-investment in skill training such as in youth polytechnics has resulted in understaffing, lack of physical infrastructure and tools leading to low quality of education which is not synchronized with labor market requirements Nyerere (2009). Therefore, sourcing additional finances in youth polytechnics is paramount to offer quality education.

4.3 Current sources of financing educational activities in youth polytechnics

One of the objectives of this study was to find out the current sources of financing educational activities in youth polytechnic in Imenti South District. On the financial position of the youth polytechnics in Imenti South, the two managers (100%) were agreed that their financial base is satisfactory as revealed in Table 4.5
Table 4.5 Financial position of the youth polytechnics

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very good</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Good</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Satisfactory</td>
<td>2</td>
<td>100</td>
</tr>
<tr>
<td>Bad</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Very bad</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Total</td>
<td>2</td>
<td>100</td>
</tr>
</tbody>
</table>

The researcher further sought to know the current sources of income for the youth polytechnics. The findings are revealed in Table 4.6.

Table 4.6 Sources of finance for youth polytechnics

<table>
<thead>
<tr>
<th>Source</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government subsidy</td>
<td>24</td>
<td>92.31</td>
</tr>
<tr>
<td>Donors</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Sponsors</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Parents</td>
<td>26</td>
<td>100</td>
</tr>
<tr>
<td>IGAs</td>
<td>6</td>
<td>23.1</td>
</tr>
<tr>
<td>Others</td>
<td>3</td>
<td>11.54</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>26</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

N=26
Table 4.6 reveals that the two main sources of finance for the youth polytechnics are the school fees (parents) and government subsidy. The income from IGAs and other sources come in third and fourth position respectively.

Further, the researcher sought to find out how sufficient the current sources of finance were for the youth polytechnics. Out of the 26 respondents, 6 (23.1%) said that the finances were sufficient (Yes), while 20 (76.9%) said that the finances were insufficient (No) to smoothly run the training programme.
From the graph the majority 20 (76.9%) of the respondents were agreed that the cited sources of finance were insufficient for the institutions recurrent and development expenditure. This is due to the fact that the youth polytechnics were not able to meet their budget estimates from the income realized. Hence there were budget deficits, stalled buildings, inadequate tools and low instructors' salaries. However, the GoK (2005) in the KESSP document noted that youth polytechnics can provide more facilities and equipment if they can generate some income of their own from income generating activities.

The researcher further sought to find out how the insufficiency of income had hindered in provision of quality education and training. Table 4.7 reveals the findings.
Table 4.7 Effects of insufficient funds

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unable to procure modern technology</td>
<td>20</td>
<td>76.92</td>
</tr>
<tr>
<td>Affects motivation of instructors</td>
<td>24</td>
<td>92.31</td>
</tr>
<tr>
<td>Unable to improve infrastructure</td>
<td>26</td>
<td>100</td>
</tr>
<tr>
<td>Dropping out of trainees</td>
<td>10</td>
<td>38.46</td>
</tr>
<tr>
<td>Wastage of time - collect school fees</td>
<td>15</td>
<td>57.69</td>
</tr>
<tr>
<td>Unable to engage in co-curricular activities</td>
<td>18</td>
<td>69.23</td>
</tr>
<tr>
<td>Unable to repair/maintain machines</td>
<td>20</td>
<td>76.92</td>
</tr>
<tr>
<td>Unable to expand programmes</td>
<td>24</td>
<td>92.31</td>
</tr>
<tr>
<td>Staff going for months without pay</td>
<td>26</td>
<td>100</td>
</tr>
<tr>
<td>Quality of training is a affected</td>
<td>24</td>
<td>92.31</td>
</tr>
<tr>
<td>Low enrolment and transition</td>
<td>20</td>
<td>76.92</td>
</tr>
<tr>
<td>Ineffective learning</td>
<td>12</td>
<td>46.15</td>
</tr>
<tr>
<td>Lack of fair remuneration</td>
<td>24</td>
<td>92.31</td>
</tr>
<tr>
<td>Inadequate training materials</td>
<td>18</td>
<td>69.23</td>
</tr>
</tbody>
</table>

N = 26

From the foregoing (Table 4.7) it emerges that inadequate funds impact negatively on provision of quality training in youth polytechnics in the district. In addition, the findings imply that majority of the youth polytechnics are in dire need of extra funds to effectively conduct their educational programmes. These findings are in line with the National Development Plan 2002 – 2008 (RoK, 2002), which cited inadequacy of funds as one of the challenges facing education provision in Kenya.

In relation to inadequate funds the researcher further sought to find out from the respondents how best to tackle the problem of limited finances. The findings are revealed in table 4.8.
Table 4.8 Solution to the problem of inadequate funds

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government to pay salaries</td>
<td>26</td>
<td>100</td>
</tr>
<tr>
<td>Scheme of service for all instructors</td>
<td>24</td>
<td>92.31</td>
</tr>
<tr>
<td>Mooting production units</td>
<td>21</td>
<td>80.77</td>
</tr>
<tr>
<td>Cost saving/effective measures</td>
<td>15</td>
<td>57.69</td>
</tr>
<tr>
<td>Diversify IGAs</td>
<td>20</td>
<td>76.92</td>
</tr>
<tr>
<td>Start more sections</td>
<td>4</td>
<td>15.38</td>
</tr>
<tr>
<td>Organize Harambee</td>
<td>3</td>
<td>11.54</td>
</tr>
<tr>
<td>Seek donors</td>
<td>6</td>
<td>23.1</td>
</tr>
<tr>
<td>Enroll more students</td>
<td>10</td>
<td>38.46</td>
</tr>
<tr>
<td>Seek CDF/LATF assistance</td>
<td>8</td>
<td>30.77</td>
</tr>
<tr>
<td>Seek contracts</td>
<td>12</td>
<td>46.15</td>
</tr>
<tr>
<td>Fight corruption/mismanagement in IGAs</td>
<td>16</td>
<td>61.53</td>
</tr>
</tbody>
</table>

N=26

Table 4.8 depicts clearly the prominence the issue of instructors’ remuneration is given 100%. This is one single factor that affects the morale or determines how hardworking the instructors are in their institutions to offer quality training. This implies if instructors have a scheme of service and are guaranteed upward job mobility, they will be highly motivated to carry out their duties. Diversification of income generating activities and starting production units got 20 (76.92%) and 21 (80.77%) respectively of the 26 respondents. Cost saving and effective measures got 15 (57.69), Fighting corruption in management of IGAs 16 (61.53%), Seek contracts 12 (46.15%) and enroll more trainees 10 (38.46%). Others were CDF/LATF assistance 8 (30.77%), donor funding 6 (23.08%), offer more programmes 4 (15.38%) and lastly, organize harambee which got 3 (11.54%).

Findings in Table 4.8 send some light in financing education for it indicates that youth polytechnics can devise innovative ways to generate extra income for smooth running of their training programmes. This will be in tandem with UNESCO (2004) which proposes that schools should generate extra income through hiring school facilities to the community for
example, halls, vehicles or play grounds. The findings also reveal that the respondents are aware of the potential of income generating activities and careful management of these projects to benefit all stakeholders and as such to fight graft, or embezzlement by having prudent management, accountability and well kept records of account.

4.4 Role of Youth polytechnic management in income generation

To moot income generating activities, start production units and seek contracts the youth polytechnic management would have a vital role to play. The researcher therefore, sought to find out how the managers and instructors perceived their role with regard to income generation. The findings are depicted in Table 4.9.

Table 4.9 Rating of role in income generation

<table>
<thead>
<tr>
<th>Rating</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very important</td>
<td>16</td>
<td>61.45</td>
</tr>
<tr>
<td>Important</td>
<td>7</td>
<td>26.92</td>
</tr>
<tr>
<td>Average</td>
<td>1</td>
<td>3.85</td>
</tr>
<tr>
<td>Not important</td>
<td>2</td>
<td>7.69</td>
</tr>
</tbody>
</table>

N= 26
Figure 4.6 A Bar graph on rating of role in income generation

From the foregoing 16 (61.54%) of the respondents perceived their role to be very important, 7 (26.92%) perceived their role to be important while only 2 (7.69%) and 1 (3.85%) of the respondents perceived their role to be not important and average respectively. This clearly depicts that the managers and the instructors in the youth polytechnics are aware of their vital role in starting and management of income generating activities and more so the benefits that can accrue from prudent and honest management of Income Generating units.

Further on whether their respective institutions had set up any internal income generating activities 19 (73.08%) of the 26 respondents affirmed by saying Yes, while 7 (26.92%) responded by saying No.
Figure 4.7 A Pie chart on set up income generating Activities

The pie-chart depicts that the majority of the respondents are aware of the internal income generating projects within their institutions. However, the percentage of those who responded No, means even if income generating activities are there they were not well pronounced in these institutions.

On management, the researcher further sought to find out what the respondents felt about the current management structure of the income generating activities in their institutions. The 2 (100%) managers were agreed that it was satisfactory while 12 (50.0%) instructors were neutral, 4 (16.67%) responded satisfactory and 8 (33.33%) were of the view that the current management structure was unsatisfactory. The reasons offered for it being unsatisfactory were, the management did not involve all stakeholders in starting, monitoring, record keeping and auditing for accountability purposes for the income so generated.
Table 4.10 Rating of the current management structure

<table>
<thead>
<tr>
<th>Rating</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Satisfactory</td>
<td>4</td>
<td>16.67</td>
</tr>
<tr>
<td>Neutral</td>
<td>12</td>
<td>50</td>
</tr>
<tr>
<td>Unsatisfactory</td>
<td>8</td>
<td>33.3</td>
</tr>
<tr>
<td>Total</td>
<td>24</td>
<td>100</td>
</tr>
</tbody>
</table>

N = 24

Source: Instructors’ questionnaire

The income generating activities fell under general management of the youth polytechnic and those not satisfied felt that a certain degree of autonomy in running of IGAs is warranted. In addition, lack of financial independence of IGA units made some respondents to complain because of the obvious bureaucracy to procure raw materials. Still some said that it is in order to be allowed to keep some of the income accruing from IGAs so that they could be in a good financial position to respond to their specific needs aptly.

4.5 Alternative financing mechanisms (IGAs) in youth polytechnic and provision of quality education

As earlier reported the managers 2 (100%) noted that the traditional sources of funds were not adequate to run the youth polytechnic programmes smoothly. Therefore, the researcher sought to identify what internal alternative financing activities (IGAs) were set up in the youth polytechnics. Table 4.11 depicts the findings.
Table 4.11: Income generating activities in the youth polytechnics

<table>
<thead>
<tr>
<th>Income Generating Activity</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hire of facilities e.g. hostels and halls</td>
<td>24</td>
<td>92.3</td>
</tr>
<tr>
<td>Garment making</td>
<td>19</td>
<td>73.08</td>
</tr>
<tr>
<td>Running a canteen</td>
<td>16</td>
<td>61.54</td>
</tr>
<tr>
<td>Building contracts</td>
<td>17</td>
<td>65.38</td>
</tr>
<tr>
<td>Wielding</td>
<td>20</td>
<td>76.92</td>
</tr>
<tr>
<td>Dairy farming</td>
<td>13</td>
<td>50.0</td>
</tr>
<tr>
<td>Motor repair</td>
<td>14</td>
<td>53.85</td>
</tr>
<tr>
<td>Electrical wiring</td>
<td>13</td>
<td>50.0</td>
</tr>
<tr>
<td>Leather work</td>
<td>7</td>
<td>26.92</td>
</tr>
<tr>
<td>Coffee farming</td>
<td>14</td>
<td>53.85</td>
</tr>
<tr>
<td>Banana farming</td>
<td>16</td>
<td>61.54</td>
</tr>
<tr>
<td>Furniture production</td>
<td>21</td>
<td>80.77</td>
</tr>
</tbody>
</table>

N = 26

Table 4.11 impresses with the varied ventures in income generation but with a closer look it reveals that they are only engaged with what they teach or offer i.e. operating in the areas they are well versed. Therefore, one is left asking why there are no ventures in other lucrative ventures like modern car wash, offering information technology courses or even beauty therapy. From the findings it is revealed that some of the income generating activities such as garment making, building contracts, wielding, motor vehicle repair, and electrical wiring would serve a dual role of generating income for institutions as well as giving the students practical hands – on experience. The idea of production units is not new as it was a major recommendation of the report of the National committee on the educational objectives and policies (RoK, 1976). Also, Ngerechi (2003) noted that skills so developed will lead to self-reliance and enhance Kenya’s industrialization process.
Further the researcher then sought to find out from the managers of the institutions what was the average annual income generated from internal income generating activities in the previous financial year (2009). In youth polytechnic A the income was Ksh 63,000 per annum which was merely 2.27% of the total income which was Ksh 2,781,000 while in youth polytechnic B the average annual income was Ksh 556,000 per annum i.e. 8.48% of the total income which was Ksh 6,596,000. Therefore, the total average annual income from IGAs in the previous financial year was Ksh 619,000 which was 6.6% less than 10% of the total income Ksh 9,377,000 in the two institutions. However, in one institution they were better placed and endowed because they have more IGAs and are strategically placed in the district head quarters and still the institution was established far much earlier than the other institution.

Table 4.12 Average annual income from income generating activities-2009

<table>
<thead>
<tr>
<th>Institution</th>
<th>Average Annual income from IGAs previous year</th>
<th>Total income</th>
<th>% of the total</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>63,000</td>
<td>2,781,000</td>
<td>2.27</td>
</tr>
<tr>
<td>B</td>
<td>556,000</td>
<td>6,596,000</td>
<td>8.48</td>
</tr>
<tr>
<td>Both</td>
<td>619,000</td>
<td>9,377,000</td>
<td>6.6</td>
</tr>
</tbody>
</table>

The disparity on the income raised can therefore be explained using chronology and geographical location. The older the institution the better established it is, the more facilities it had, the bigger student capacity and hence the higher the income. Also the one located in the middle of the district head quarters had more opportunities to get additional income from the town dwellers.
Figure 4.8 A Bar graph on average annual income from income generating activities

Figure 4.8 shows that Nkubu youth polytechnic (B) was leading in both the income generated from Income Generating Activities and total income.

The researcher also sought to find out how the generated income from IGAs was utilized to offer quality education and training (enhance teaching/learning in the youth polytechnics). The respondents answered the question to what extent had income from IGAs enhanced the quality of teaching and learning in the youth polytechnic. Table 4.13 depicts the findings.

**Table 4.13 Extent income from IGAs enhance quality of training**

<table>
<thead>
<tr>
<th>Rate</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Great extent</td>
<td>5</td>
<td>19.23</td>
</tr>
<tr>
<td>Small extent</td>
<td>3</td>
<td>11.54</td>
</tr>
<tr>
<td>Average</td>
<td>14</td>
<td>46.15</td>
</tr>
<tr>
<td>Not much</td>
<td>4</td>
<td>15.38</td>
</tr>
<tr>
<td>Total</td>
<td>26</td>
<td>100</td>
</tr>
</tbody>
</table>

N=26
Figure 4.9 A Bar graph on extent income from IGAs enhance quality of training

Figure 4.9 shows 14 (53.85%) of the respondents said average, 5 (19.23%) great extent, 4 (15.38%) not much while 3 (11.54%) said to a small extent. Further, when asked to explain their responses, it was found out that much of the income from IGAs is not accounted for, or there are no records kept both by the management and the staff. Also because of the limited resources the income is used to supplement instructors’ salaries or procure training materials. Still others were of the opinion that it is average because not all sectors had initiated IGAs. Further others felt it is to a great extent because they receive a lot of orders to make items (metal) for their customers in town.

The researcher further sought to find out in what ways had income generating activities enhanced provision of quality education and training. Table 4.14 depicts the findings.
Table 4.14: How income generating activities enhance provision of quality training

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purchase of furniture</td>
<td>8</td>
<td>30.77</td>
</tr>
<tr>
<td>Purchase of raw materials and tools</td>
<td>10</td>
<td>38.46</td>
</tr>
<tr>
<td>Purchase of text books</td>
<td>21</td>
<td>80.77</td>
</tr>
<tr>
<td>Staff remuneration</td>
<td>24</td>
<td>92.31</td>
</tr>
<tr>
<td>Renovation and maintenance of physical facilities</td>
<td>15</td>
<td>57.69</td>
</tr>
<tr>
<td>Opportunities for practising skills learned in class</td>
<td>24</td>
<td>92.31</td>
</tr>
<tr>
<td>Procurement of modern technology</td>
<td>20</td>
<td>76.92</td>
</tr>
<tr>
<td>Student motivation</td>
<td>16</td>
<td>61.54</td>
</tr>
<tr>
<td>Acquainting with the market</td>
<td>18</td>
<td>69.23</td>
</tr>
</tbody>
</table>

N =26

Table 4.14 shows that IGAs and income accruing from them enhance creation of a favorable learning environment. However, from the findings remuneration is an issue that keeps popping up in relation to quality training in the youth polytechnics. From the foregoing without better terms of service for the instructors their motivation to offer quality training to the trainees is negatively impacted. This observation concurs with Njihia (2005) who noted that the lion’s share of income from IGAs in National polytechnics supplements lecturers’ salaries while, Nishimura and Orodho (1999) reported that low salary package was a demotivating factor which caused frequent resignation of well-qualified instructors. Also with institutions initiating internal mechanisms of financing their training, the quality of training offered in the youth polytechnics in the district will definitely improve to a great extent and this will ensure trainees are well prepared for the job market.
4.6 Management of income generating activities and constraints experienced

The fourth objective of this study was to examine how income generating activities are managed and constraints experienced.

Table 4.15 How Income Generating Activities are managed

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contracted managers</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Staff</td>
<td>22</td>
<td>84.62</td>
</tr>
<tr>
<td>Others</td>
<td>4</td>
<td>15.38</td>
</tr>
<tr>
<td>Total</td>
<td>26</td>
<td>100</td>
</tr>
</tbody>
</table>

Figure 4.10 A Pie chart on management of IGAs in the youth polytechnics

Table 4.15 reveals that 22 (84.62%) of the respondents said that Income Generating units in their institutions were managed by the staff (manager, bursar, Accounts clerk or instructors), while only 4 (15.38%) were of the view that others such as BoG chair person get involved. This implies that the management of IGA units lay on the hands of the staff and therefore they must ensure that their responsibility of training students is not affected as they manage income generating units.
Further the respondents gave various reasons as the merits of the staff being involved in the management of IGA units such as; keeping a breast with market trends, contributing to the financing of the institution, ensuring ownership of IGAs projects and hence sustainability of the units, being mentors to the trainees as they practice skills learnt in class and ensuring prudent management.

However, there were demerits of having staff members being involved in management of IGA units such as it leads to time wastage and hence poor coverage of the syllabus, conflicts of interest where the instructor would like to directly gain from the IGA unit and internal squabbles due to embezzlement of income from IGAs among others.

On auditing of books of accounts the 2 (100%) managers were agreed that it is critical for proper tracking of performance of IGAs and they reported that the books of accounts are audited once a year.

Further, the researcher sought to find out constraints experienced in starting and management of income generating activities, Table 4.16 depicts the findings on problems hindering success and management of income generating activities.
Table 4.16 Constraints on starting and management of IGAs

<table>
<thead>
<tr>
<th>Responses</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor remuneration</td>
<td>23</td>
<td>88.46</td>
</tr>
<tr>
<td>Low morale/motivation of instructors</td>
<td>24</td>
<td>92.31</td>
</tr>
<tr>
<td>Competition from jua-kali sector</td>
<td>7</td>
<td>26.92</td>
</tr>
<tr>
<td>Lack of expertise/informed management</td>
<td>18</td>
<td>69.23</td>
</tr>
<tr>
<td>Few contracts/sporadic contract from customers</td>
<td>10</td>
<td>38.46</td>
</tr>
<tr>
<td>Heavy workload for instructors/lack of adequate time</td>
<td>20</td>
<td>76.92</td>
</tr>
<tr>
<td>Inadequate finances to initiate IGAs</td>
<td>24</td>
<td>92.31</td>
</tr>
<tr>
<td>Lack of strategic plans</td>
<td>10</td>
<td>38.46</td>
</tr>
<tr>
<td>Poor payment of fees</td>
<td>15</td>
<td>57.69</td>
</tr>
<tr>
<td>Mistrust between instructors, management and trainees</td>
<td>12</td>
<td>46.15</td>
</tr>
<tr>
<td>Lack of modern technology-tools/equipment to produce</td>
<td>18</td>
<td>69.23</td>
</tr>
<tr>
<td>desirable goods and services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inadequate raw materials</td>
<td>16</td>
<td>61.54</td>
</tr>
<tr>
<td>Poor record keeping and lack of transparency and</td>
<td>17</td>
<td>65.58</td>
</tr>
<tr>
<td>accountability in management of IGA income.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lack of visionary, prudent and honest management</td>
<td>15</td>
<td>57.69</td>
</tr>
<tr>
<td>Lack of regular running water</td>
<td>3</td>
<td>11.54</td>
</tr>
<tr>
<td>Limited land to start farming activities</td>
<td>16</td>
<td>61.54</td>
</tr>
<tr>
<td>Lack of ready market</td>
<td>5</td>
<td>19.23</td>
</tr>
<tr>
<td>Lack of competent personnel</td>
<td>11</td>
<td>42.31</td>
</tr>
<tr>
<td>Political interference</td>
<td>6</td>
<td>23.08</td>
</tr>
<tr>
<td>Corruption and favouritism</td>
<td>9</td>
<td>34.62</td>
</tr>
<tr>
<td>Lack of support from BoG</td>
<td>5</td>
<td>19.23</td>
</tr>
</tbody>
</table>

As revealed in Table 4.16, Youth polytechnics face a myriad of constraints in initiating and managing of income generating activities, key among them being poor remuneration of BOG instructors 23(88.46%) and low morale of instructors with 24(92.31%), work load
20(76.92%), inadequate finance 24(92.31), lack of modern technology 18(69.23%) among others. It generally implies that all these challenges stem from inadequate finances. The District Youth Officer and the two managers were agreed that government support and monitoring is vital for youth polytechnics to be able to upgrade their training facilities and equipment and hence improving the qualities of training they offer. Nyerere (2009) concurs in that, he reported that government involvement would ensure well coordinated TVET and hence reduced wastage of resources and improved relevance.

The researcher in relation to Income Generation sought to find out ways to overcome challenges faced in starting and management of income generating activities in the youth polytechnics. The respondents gave various ways to address the constraints such as; Training of personnel on project management, seeking external funding to set up IGAs, involving all stakeholders in IGA initiatives for support and sustainability, acquiring modern tools and equipments, having a scheme of service for instructors and topping up salaries with income from IGAs. Moreover, preparing strategic plans in youth polytechnics, hiring people to manage IGAs, proper record keeping and transparency in financial transactions, establishing separate IGA units instead of using institution workshops, monitoring and supervision by the district quality assurance officer and creating public awareness about goods and services on offer in the youth polytechnics were reported as ways to address the constraints. Lastly, identification of ready market for the products from IGA units, installation of running water, purchase of additional land for future development and acquisition of modern technology were other ways to overcome challenges faced in management of income generating activities in the youth polytechnics.

From the foregoing majority 24(88.89%) of the 27 respondents agreed that lack of expertise is a major challenge coupled with limited finances in running institutional based income
generating activities in youth polytechnics in Imenti South. The District Youth Officer and the managers indicated that training of the personnel on project management and soliciting of more funds can help a lot in initiating and management of IGAs. This concurs with what Kiugu (1990) found out that in a study in Meru, heads of institutions lacked skills in initiating and management of projects.

4.7 Unexploited potential income generating activities for the youth polytechnics

The researcher further sought to explore if there were other unexploited potential income generating activities in the youth polytechnics. Table 4.17 depicts the findings.

Table 4.17 Unexploited potential income generating activities

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dairy farming</td>
<td>13</td>
<td>50.0</td>
</tr>
<tr>
<td>Fish production</td>
<td>16</td>
<td>61.54</td>
</tr>
<tr>
<td>Beauty therapy-salon</td>
<td>18</td>
<td>69.23</td>
</tr>
<tr>
<td>Part time training for non-boarders</td>
<td>11</td>
<td>42.31</td>
</tr>
<tr>
<td>Information technology courses at a lower price</td>
<td>20</td>
<td>76.92</td>
</tr>
<tr>
<td>Modern car wash</td>
<td>23</td>
<td>88.46</td>
</tr>
<tr>
<td>Polytechnic driving course for general public</td>
<td>20</td>
<td>76.92</td>
</tr>
<tr>
<td>Poultry keeping</td>
<td>20</td>
<td>76.92</td>
</tr>
<tr>
<td>Bakery</td>
<td>21</td>
<td>80.77</td>
</tr>
<tr>
<td>Photocopying and typing services</td>
<td>8</td>
<td>30.17</td>
</tr>
<tr>
<td>Horticultural farming</td>
<td>10</td>
<td>38.46</td>
</tr>
<tr>
<td>Motor vehicle repair</td>
<td>19</td>
<td>73.08</td>
</tr>
<tr>
<td>Rental houses</td>
<td>12</td>
<td>46.15</td>
</tr>
<tr>
<td>Modular courses</td>
<td>17</td>
<td>65.23</td>
</tr>
<tr>
<td>Running a canteen</td>
<td>16</td>
<td>61.54</td>
</tr>
</tbody>
</table>

N=26
Table 4.17 reveals that 50% of the respondents favoured establishment of dairy farming in the institution. They observed that with modern dairy cows the institution can cut cost on milk bought for the students and staff. Out of the 26 respondents, 16(61.34%) felt that it is time for the youth polytechnic to venture in fish production to sell within and outside the institution. Beauty therapy, modern car wash and IT courses were favored for the youth polytechnic located in town with 18(69.23%), 23 (88.46%), and 20 (76.92%) respectively. They observed that these projects would cash in on the availability of customers from the town. Further 20(76.92%) were in favor of a driving course for the general public, and poultry keeping, while bakeries were supported by 21(80.77%). Photocopying and typing services were supported by only 8(30.77%), horticultural farming 10(38.46%) while motor vehicle repair had 19(73.08%). In addition rental houses were supported by 12(46.15%), 17(65.38%) were of the view of offering modular courses and lastly running an institutional canteen had 16(61.54%).

4.8 Future of income generation

Finally, the respondents were asked to give their assessment on the future of income generation in the youth polytechnics. Table 4.18 shows the findings.

Table 4.18 Future of income generation in youth polytechnics

<table>
<thead>
<tr>
<th>Rating</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very promising</td>
<td>5</td>
<td>19.23</td>
</tr>
<tr>
<td>Promising</td>
<td>17</td>
<td>65.38</td>
</tr>
<tr>
<td>Average</td>
<td>2</td>
<td>7.69</td>
</tr>
<tr>
<td>Un promising</td>
<td>2</td>
<td>7.69</td>
</tr>
</tbody>
</table>

N=26
Figure 4.11 A Pie-chart on future of income generation

Figure 4.11 reveals that 5(19.23%) of the respondents viewed the future of income generating units as very promising while majority of the respondents 17(65.38%) rated it as promising. This implies that with (85.61%) of the respondents rating income generation future as promising what is required by the management is to exploit the potential of income generating activities to boost their financial base.
CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter gives the summary of the study, key findings, conclusion, recommendations and suggestions for further research.

5.2 Summary of the findings

This study sought to find out alternative financing mechanisms in provision of quality education and training in youth polytechnics in Imenti South district. Chapter one gave the background to the study and financial constraints facing youth polytechnics and hence the need to diversify sources of finances. The statement of the problem, purpose of the study as well as objectives, research questions, theoretical and conceptual frameworks was outlined. Chapter two dealt with the review of literature related to the study. It focused on the role of TVET education, financing of TVET, cost of education and training in Kenya and financing youth polytechnics in Kenya. Then it focused on income generation in youth polytechnics where the existing gap in financing youth polytechnics through IGAs is highlighted. Lastly, the review depicts why this study was justified.

Chapter three outlines the research methodology. The study used descriptive survey design. The target population, sampling procedures and sample size were also described. Questionnaires were the main instruments for data collection but were supplemented by an interview and observation schedule. Lastly data analysis procedures were outlined. In chapter four data analysis, interpretation and presentation are dealt with. Frequency tables, pie-charts, bar graphs and percentages were used to present the results.

The following were revealed by the research findings: The instructors’ educational qualification was found low with 83.33% of the instructors involved in the study with only a certificate. This implies that upgrading of personnel’s knowledge and skills is inevitable to
offer quality education and training. Orodho (2002) noted that instructors were willing to upgrade themselves through in-service training hence supports this observation. Physical facilities were found to be inadequate for respondents reported lack of basic facilities such as workshops, classrooms, library and offices which affects the youth polytechnics programmes and hence impacts negatively on effectiveness of the training.

Further, 100% of the respondents cited inadequacy of funds as the major reason for inadequate teaching and learning facilities which leads to poor storage of books, low enrolment, lack of practical lessons, incomplete projects, lack of opportunities to use modern technology and lack of internal finances among others.

In addition 76.92% of the respondents were agreed that traditional sources of finance- parents and the government were not sufficient to smoothly run the youth polytechnics programmes and there is need to diversify the sources of finances. Riechi (1993) concurs for he noted that public universities generated about 10% of their funds from internal sources and therefore youth polytechnics should moot IGAs.

Still, 80.77% of the respondents supported starting of production units and 76.92% said starting income generating activities can be a solution to inadequate funds. Although 73.08% of the respondents reported that their institutions had set up IGAs, the average annual income from IGAs was ksh.619, 000 which is a mere 6.6% of the total income. The income from these internal sources had minimal impact on provision of quality training.

Moreover, income from IGAs is not properly accounted for because the study found out that records were not kept consistently, IGA units had no autonomy and fell under general management of the institution in that 84.62% respondents said staff members are in charge and are not run in a commercial or business -like manner.
Although little, income from IGAs was reported to be used to enhance provision of quality training through procurement of raw materials, tools and equipment, textbooks, furniture, modern technology, staff remuneration and top up and renovation of facilities among others. Atchoarena (2002) encouraged private funding in technical education due to government’s limited financing capacity and expensive machinery and equipment required in the sector.

The constraints that hinder starting and management of IGAs were inadequate funds against rising educational needs, lack of expertise, heavy work load, inadequate raw materials, competition from Jua-kali sector, limited land for future expansion, lack of modern technology and poor remuneration of instructors among others. In addition a number of solutions were given to address the challenges such as; seeking external funding, training of personnel on project management, scheme of service for instructors, acquisition of modern technology, proper record keeping and supervision and monitoring by the ministry among others.

On the other hand a number of unexploited potential income generating activities were noted, prominent among them were a modern car wash (88.46%), bakery, information technology courses, poultry keeping, beauty therapy and driving courses to name but a few. Koech (1999) recommended establishment of production units in the youth polytechnics to provide financial resources and offer practical skills so that trainees can self-employ themselves after graduating and therefore, implementing IGAs should be encouraged.

Lastly, 85.61% of the respondents were optimistic by rating the future of income generation in youth polytechnics as promising. This rating means the future is bright and therefore all stakeholders in education should be involved in setting up more income generating activities to enable youth polytechnics to reap benefits that accrue from them and hence offer quality education and training.
5.3 Conclusion

From the findings of the study a number of conclusions were made. To start with, youth polytechnics in Imenti South District had two main sources of finance- student fees and government subsidy which was reported to be inadequate. Hence, they not only lacked vital physical facilities like workshops, classrooms and libraries but also modern training equipment. This was found to hamper smooth teaching and learning process for the trainees hence their training is impacted negatively.

Second, the youth polytechnic management perceived their role in income generation as important and had implemented some IGAs. However, the income from these ventures was less than 10% of the total income and there is need to moot more income generating activities especially in the identified unexploited potential areas.

Third, the youth polytechnics had few IGAs and income accruing was used to acquire teaching and learning materials and supplementing instructors’ salaries. However, they lacked production units which does not augur well for the institutions because they do not get the much required income and students miss opportunities to acquire practical skills hands on needed in the job market.

Fourth, management of IGA units is under the staff members and the constraints experienced were; inadequate finances, lack of expertise, heavy workload, lack of modern technology, poor remuneration, limited land, poor record keeping and lack of strategic plan among others.

Fifth, there is potential of establishing more income generating activities but more funds are required to implement them and realize their benefits because potential and future of income generation was found to be promising. Therefore the youth polytechnics in Imenti south district should be encouraged and supported to pursue initiating new IGAs and manage them prudently to reap the benefits.
5.4 Recommendations

Based on the findings, the researcher makes the following recommendations:

i. Youth polytechnics should build sustainability of income generating activities to ensure continuity, for example having viable vibrant production units that would serve as source of income and also as a place for students’ practical attachments.

ii. Increased support from the ministry of education and industry for example through donation of used equipment, student sponsorship, purchase of saleable goods produced by youth polytechnics to strengthen financial base and promote industry training.

iii. Youth polytechnics should be professionally supervised, monitored and guided by the ministry of education because managing TVET under various government ministries has been a source of conflict and lack of supervision.

iv. Youth polytechnics all over the country should be provided with basic facilities and equipment to offer improved, quality and relevant training.

v. Income generating activities to be run as business enterprises and the benefits that accrue be used to improve training programmes.

vi. The Ministry of Education should ensure that all instructors upgrade their education, train in pedagogy and their terms and conditions of service are reviewed and improved.

vii. The government to ensure that youth polytechnics managers have project management skills and knowledge to enable them keep up-to-date records for all IGAs to ensure transparency, accountability and calculate profitability of the activities undertaken in their institutions.

viii. The government should allocate some money for capital expenditure for the youth polytechnics which would enable them to acquire modern technology and put up more physical facilities such as classrooms, workshops, laboratories, and libraries.
5.5 Suggestions for further research

The researcher recommends further research in the following areas:

i. Research should be carried out to find out the impact of instructors’ educational qualification on quality of education and training in youth polytechnics.

ii. Research should be carried out to find out the preparedness of various youth polytechnics sections to engage in production activities.

iii. Research should be carried out in another region with a different socio-economic background to find out effectiveness of income generation to offer quality education.
REFERENCES


APPENDIX I
YOUTH POLYTECHNIC MANAGER'S QUESTIONNAIRE ON INCOME GENERATING ACTIVITIES

A: Background information

1. Name of the Institution ………………………………………………………………………

2. When was the institution started?
……………………………………………………………………………………………………

3. What is the total student capacity of your polytechnic?
……………………………………………………………………………………………………

4. What is the current enrolment in your polytechnic?

   Males ……………………………
   Females ………………………….
   Total ……………………………..

5. What are your highest education attainment / qualification?

   Masters (       )
   PGDE (       )
   B.ED (       )
   Diploma (       )
   Others (specify) ……………………………………..

6. How many years have your served as the manager in this institution? (please tick)

   □ Less than 3 years   □ 3-6 years
   □ 6 – 10 years       □ over 10 years

7a). Have you attended any management / entrepreneurship course(s)?

   Yes (       )
   No (       )

b ). If yes for the above, please specify the nature and duration.

   Nature                          Duration (Months)
   ………………………………………  ………………………………………
   ………………………………………  ………………………………………

8a). How many acres of land do your polytechnic own?
……………………………………………………………………………………………………
b). How would you rate the amount of land your polytechnic has in terms of adequacy?

- [ ] More than adequate
- [ ] Adequate
- [ ] Fairly adequate
- [ ] Quite inadequate

**B: Physical facilities**

9a). Does your institution have enough physical facilities?

- [ ] YES
- [ ] NO

b) If no in (a) above list the facilities lacking.

1. ..............................................................
2. ..............................................................
3. ..............................................................
4. ..............................................................

c) Why are the facilities above lacking? Please explain.

1. ................................................................
2. ................................................................
3. ................................................................

10a) Does the lack of facilities hinder the smooth running of your training programs?

- [ ] YES
- [ ] NO

11. How would you rate the state of your training equipment?

- [ ] Modern
- [ ] good
- [ ] neutral
- [ ] Bad
- [ ] obsolete

12a) If in (11) above you rate the state of equipment as either bad or obsolete, does this erode the effectiveness of your training programs?

- [ ] YES
- [ ] NO

b) If yes, briefly explain.

....................................................................................................................................................

....................................................................................................................................................
13a). Is there a need to modernize the training equipment?

- [ ] YES
- [ ] NO

b). If yes, how urgent is the need?

- [ ] Very urgent
- [ ] Urgent
- [ ] Neutral
- [ ] Not very urgent
- [ ] No need at all

C: Sources of Finance

14. What is the financial position of your institution? (Please tick)

- [ ] Very good
- [ ] Good
- [ ] Satisfactory
- [ ] Bad
- [ ] Very bad

15. List the main sources of income for your institutions.

1…………………………………
2…………………………………
3…………………………………
4…………………………………
5…………………………………
6. ……………………………

16. If the sources of funds for your youth polytechnic are inadequate, how has this hindered the smooth running of the education and training programs? Briefly explain.

………………………………………………………………………………………….
………………………………………………………………………………………….

17. What ways could be adapted by youth polytechnics to raise additional funds for the smooth and efficient running of their programs?

………………………………………………………………………………………….
………………………………………………………………………………………….

D: Economic Activities

18a). Has your institution set up any internal income generating activities?

- [ ] YES
- [ ] NO.
b). If yes, mention the activities.

1. ........................................  4. ........................................
2. ........................................  5. ........................................
3. ........................................  6. ........................................

19. What was the average annual income generated from these internal Income Generating Activities (IGAs) in the last financial year?

<table>
<thead>
<tr>
<th>Activity</th>
<th>Total annual income</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. ....</td>
<td>..........................</td>
</tr>
<tr>
<td>2. ....</td>
<td>..........................</td>
</tr>
<tr>
<td>3. ....</td>
<td>..........................</td>
</tr>
</tbody>
</table>

20a) Does your youth polytechnic have land put in economic use?

- [ ] YES
- [ ] NO

b) If yes, please list down the activities and the annual income realized from each?

<table>
<thead>
<tr>
<th>Activity</th>
<th>Income in Ksh.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. ....</td>
<td>..........................</td>
</tr>
<tr>
<td>2. ....</td>
<td>..........................</td>
</tr>
<tr>
<td>3. ....</td>
<td>..........................</td>
</tr>
</tbody>
</table>

TOTAL ....................................................

21. How much rental income did the youth polytechnic get in the last financial year?

<table>
<thead>
<tr>
<th>Institutions hostels</th>
<th>Kshs. .................................</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institution halls</td>
<td>Kshs..................................</td>
</tr>
<tr>
<td>Institution houses</td>
<td>Ksh. .................................</td>
</tr>
<tr>
<td>Buses /vehicles</td>
<td>Kshs..................................</td>
</tr>
<tr>
<td>Others (specify)</td>
<td>.................................</td>
</tr>
</tbody>
</table>

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..........................................................

22. What was the total income earned from all IGAs in the last financial year?

Amount in Ksh. .....................................

23. What percentage of your total expenditure in the last fiscal year was raised from Income Generating Activities (IGAs)?

- [ ] 0-10%
- [ ] 10-20%
- [ ] 20-30%
- [ ] 30-40%
- [ ] Over 40%
24. To what extent has income from IGAs enhanced the quality of teaching and learning in your youth polytechnics? (Please tick.)

Great extent
Small extent
Neutral
Not much
Not at all

E: Management

25a). In your own opinion what is the assessment of the current management structure of the income generating units? (Please tick)

Very good
Good
Satisfactory
Poor
Very poor

b). Briefly explain your answer in 25a, above

…………………………………………………………………………………………
…………………………………………………………………………………………

26a). Who are charged with management of these income generating units?

Contracted manager
Members of staff
Other (specify) ……………………………………………………….

b). For your answer above list the advantages and disadvantages.

Advantages
…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………

Disadvantages
…………………………………………………………………………………………
…………………………………………………………………………………………
27. How often are accounting records for these units audited?

- Monthly
- Twice a year
- Annually
- Not at all

28a). What are the main problems / challenges hindering the success of income generating units?

…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………

b). Suggest possible remedies.

i). ……………………………………………………………

ii). ……………………………………………………………

iii) ……………………………………………………………

29a). What other IGAs does your institution have potential to establish?

…………………………………………………………………………………………
…………………………………………………………………………………………

b). Give reasons why you have so far not exploited the potential income generating activities above.

…………………………………………………………………………………………
…………………………………………………………………………………………

30. What is your view on the future of IGAS in your institution? Please tick.

- Very promising
- Promising
- Neutral

31. What recommendations would you make towards improvement of the income generating activities in youth polytechnics?

…………………………………………………………………………………………

THANK YOU!
APPENDIX II

INSTRUCTORS’ QUESTIONNAIRE ON INCOME GENERATING ACTIVITIES

A: Background information

1. Name of youth polytechnic ………………………………………………………………………

2. Education attainment
   - MSC / MED □
   - BSC / BED □
   - Higher diploma □
   - Diploma □
   - Certificate □

3a). How long have you served in this station? ………………. Years.

b). What position do you hold in the institution? ……………………..

c). For how long have you held that position? ……………………. Years.

B: Physical facilities

4a). How would you rate the educational facilities in your youth polytechnic?
   - Highly satisfactory □
   - Satisfactory □
   - Average □
   - Unsatisfactory □

b) If unsatisfactory in above, what are the main causes?
   1. ………………………………………………………..
   2…………………………………………………………
   3. ………………………………………………………..

5. Which facilities lack in your youth polytechnics?
   1. ………………………..............  3.……………………..............
   2……………………..............  4……………………..............

6. How does the lack of these facilities hamper the smooth running of your youth Polytechnic programs?
   ………………………………………………………
   ………………………………………………………
C: Sources of finances

7. Which of the following are sources of income for your youth polytechnics?

- Government
- Donors
- Sponsors
- Parents
- IGAs
- Any other (specify) ……………………………………………..

8a) Are the current sources of income sufficient for the smooth running of training programs?

- YES
- NO

b). If insufficient, how has this hindered the teaching and learning programs? Briefly explain

………………………………………………………………………………………………………………
………………………………………………………………………………………………………………

9. What do you think youth polytechnics should do to raise enough funds for the smooth running of their programs to offer quality training?

………………………………………………………………………………………………………………
………………………………………………………………………………………………………………
………………………………………………………………………………………………………………

D: Economic Activities

10. How do you perceive your role with regard to income generation in your institution?

- Very important
- Important
- Not important

11a). Has your youth polytechnic set up any internal income generating activities?

- YES
- NO
b). If yes in above, list down the income generating activities in your youth polytechnic?
1........................................................................................................
2........................................................................................................
3........................................................................................................
4. ........................................................................................................

12a). To what extent has income from the IGAs enhanced the quality of teaching / learning in your youth polytechnic?.

- Great extent
- Small extent
- Average
- Not much

b). Briefly explain your answer.
.................................................................................................................................................................
.................................................................................................................................................................

E: Management

13. How is the income generating units managed?
- Contracted managers
- Staff
- Others (specify)

14a). What are your views / assessment of current management structure of IGA units?
- Highly satisfactory
- Neutral
- Unsatisfactory

b). Briefly explain
.................................................................................................................................................................
.................................................................................................................................................................
.................................................................................................................................................................

15a). What are the main problems hindering success and management of income generating activities?
1.................................................................................................................................................................
2.................................................................................................................................................................
3.................................................................................................................................................................
b) For each of the above problem suggest a possible remedy.
1.................................................................................................................................
2.................................................................................................................................
3.................................................................................................................................

16a). What are other potential unexploited IGAs does your polytechnic have?
1.................................................................................................................................
2.................................................................................................................................
3.................................................................................................................................

b). Briefly explain why you think the activities in (a) above have not been exploited.
1.................................................................................................................................
2.................................................................................................................................
3.................................................................................................................................

17. What is your view on future of IGAs in your youth polytechnic?
  Very promising □
  Promising □
  Average □
  Unpromising □

18. What suggestions would you make towards improvement of the income generating activities in your polytechnics?
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................

THANK YOU!
## APPENDIX III

### OBSERVATION SCHEDULE/CHECKLIST

<table>
<thead>
<tr>
<th>Item</th>
<th>Available</th>
<th>Quantity/Number</th>
<th>Condition</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Administration block</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Staffroom</td>
<td></td>
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</tr>
<tr>
<td>Classrooms</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Desks</td>
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<tr>
<td>Chairs</td>
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<tr>
<td>Kitchen</td>
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<tr>
<td>Dining hall</td>
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<tr>
<td>Dormitories</td>
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<tr>
<td>Toilets</td>
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<tr>
<td>Playground</td>
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<tr>
<td>Laboratory</td>
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<tr>
<td>Library</td>
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<tr>
<td>Training tools and Equipment</td>
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<tr>
<td>Textbooks</td>
<td></td>
<td></td>
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<tr>
<td>Games equipments</td>
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<tr>
<td>Running water</td>
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<tr>
<td>Land</td>
<td></td>
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<tr>
<td>Income Generating Activities (IGAs)</td>
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<tr>
<td>Institution bus/van</td>
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</table>
APPENDIX IV
INTERVIEW SCHEDULE FOR DISTRICT YOUTH OFFICER

Kindly respond to the following questions aimed at sourcing information for educational research in financing of youth polytechnics in the district.

1. How long have you been in this office?
2. How many public youth polytechnics are there in Imenti South District?
3. What are some of the sources of financing for youth polytechnics in the District?
4. What constraints do you encounter in financing provision of the education and training programs in the youth polytechnics in your district?
5. What are some of the ways of addressing the constraints mentioned earlier?
6. How often are the youth polytechnics education and training programs inspected in a year?
7. In your own view what is the general state of training facilities in the youth polytechnics?
8. Apart from the government subsidy, what other services do the Ministry of sports and youth affairs lender to the youth polytechnics that have financial implication?
9. What specific aspect of the youth polytechnic do the parents and the community support?
10. What are the various ways of improving financing for the youth polytechnics?
11. What is your view on Income Generating Activities in the Youth polytechnics to boost their financial base?
12. How does your office assist in starting and management of Income Generating Activities in the youth polytechnics?

Thank you!
APPENDIX V

RESEARCH PERMIT

CONDITIONS

1. You must report to the District Commissioner and the District Education Officer of the area before embarking on your research. Failure to do so may lead to the cancellation of your permit.
2. Government Officials will not be interviewed without prior appointment.
3. No questionnaire will be used unless it has been approved.
4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.
5. You are required to submit at least two (2) to four (4) bound copies of your final report for Kenyans and non-Kenyans respectively.
6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.

Republic of Kenya

RESEARCH PERMIT

GPK98/85/3 Mul 10/12/2009

(CONDITIONS— see back page)

THIS IS TO CERTIFY THAT:

Prof. Dr./Mr./Ms./Mrs. M. RUKATA

TITUS KEPRA

of (Address) KENYATTA UNIVERSITY

P.O. BOX 43844, NBO

has been permitted to conduct research in

Location, IMENTI, SOUTH, EASTERN Province

on the topic ALTERNATIVE... FINANCING... MECHANISMS... IN... PROVISION OF... QUALITY... EDUCATION... AND... TRAINING IN... YOUTH... POLYTECHNICS... IN... IMENTI SOUTH... DISTRICT...

for a period ending 31ST DECEMBER 2010...

Research Permit No. NCST/BRL/12/1/88/369

Date of issue 14/10/2010

Fee received 8000

Applicant's Signature

Secretary
National Council for Science and Technology