THE YOUTH POLYTECHNIC PROGRAMME IN KENYA IN THE
CONTEXT OF THE 8:4:4 SYSTEM OF EDUCATION:
A CASE STUDY OF KAKAMEGA DISTRICT.

BY

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A THESIS SUBMITTED IN PARTIAL FULFILMENT OF THE
REQUIREMENT FOR THE DEGREE OF MASTER OF EDUCATION OF
KENYATTA UNIVERSITY

1996.
DECLARATION

This Thesis is my original work and has not been presented for a degree in any other University.

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ABBREVIATIONS

CCEA  -  Christian Churches Educational Association

NCCK  -  National Council of Churches of Kenya

KIE  -  Kenya Institute of Education

YP  -  Youth Polytechnic

DPM  -  Directorate of Personnel Management
DEDICATION

I dedicate this work to my parents Salaphina Khamuru and Lawrence Mukabwia who contributed greatly to my educational attainment.

ACKNOWLEDGEMENTS

It would not have been possible to complete a work of this magnitude without the cooperation, moral and material support from a number of individuals.

I would also like to extend my thanks to my supervisors, Prof. John G. Shindu and Prof. F. Chikonde for their effective guidance, supervision and encouragement during my postgraduate studies. I also express my appreciation to all lecturers in coursework. The list is too long to permit individual mention, but this does not indicate any diminution of gratitude.

I would also like to extend my thanks to all the primary school headteachers and teachers in technical institutions in Kakwega District who gave information relevant for this study. Their cooperation made the research successful.
ACKNOWLEDGEMENTS

It would not have been possible to complete a work of this magnitude without the cooperation, moral and material support from a number of individuals.

First, I wish to express my sincere gratitude and appreciation to Mr. G.L.M. Nzioka through whom the Directorate of Personnel Management (DPM) provided funds for this study. The DPM’s contribution enabled me to realise my academic goal.

Second, many thanks to my supervisors, Prof. John O. Shiundu and Mr. Joseph M. Malusu for their effective guidance, supervision and tutelage during my postgraduate studies. I also appreciate work done by my lecturers in coursework. The list is too long to permit individual mention, but this does not indicate any dilution of gratitude.

I would also like to extend my thanks to all the primary school headteachers and youth polytechnic managers in Kakamega District who gave information relevant for this study. Their co-operation made the research successful.
I would also like to extend my thanks to Messrs Bojana and Muchiri who edited this work, and Mrs. Makanda for her effective secretarial services.

Finally I would like to express my sincere appreciation to my husband Abraham and our loving children, Dorice and Jesse for their patience and moral support granted to me during this study.

Since the inception of the new O.D.E. vocational curriculum, it is not clear as to whether YPs should retain the roles given by the primary school or not. Hence this study to investigate the role of the YPs in the context of the new vocational education.

Data was collected in thirteen area on YPs and Primary Schools in Kasaemga district. The sample was consisted of four hundred and sixty eight respondents and included the headteachers, standard eight teachers and quali Polytechnic managers, instructors and trainees.

Instruments for data collection included a questionnaire, interview and observation schedules.

Data was analyzed and reported through description.
ABSTRACT

Youth unemployment has remained a serious problem in Kenya. Relevant education system and skill-training programs such as the Youth Polytechnics have been initiated to solve this problem. YPs were established to train primary school leavers in skills for wage and self-employment.

Since the inception of the new 8:4:4 vocational curriculum, it is not clear as to whether YPs should reinforce the skills given by the primary school or not; hence the need to investigate the role of the YPs in the context of the 8:4:4 system of education.

Data was collected in thirteen selected YPs and Primary Schools in Kakamega district. The sample size consisted of four hundred and sixty eight respondents who included the headteachers, standard eight teachers and pupils; Youth Polytechnic managers, Instructors and trainees.

Instruments for data collection included a questionnaire, Interview and Observation schedules. Data was analysed and reported through descriptive
statistics according to the purpose, objectives and research questions of the study.

Background to the Problem

Research findings revealed that primary school teachers are not technically trained to teach pre-vocational subjects, hence the school alone cannot provide adequate skills for direct employment. The Youth Polytechnic still serves a significant role in skill-training; and it needs to expand its programme to cater for the primary and secondary school leavers.

Not contributing towards manpower needs by offering academic oriented programmes, the school system has been described as not enough and because it only imparts cognitive content on teaching academic oriented subjects which lead to white collar jobs. The school, therefore, does not prepare the youth for the world of work by encouraging the pupils to develop manual skills.

The International Labour Office publication reports on Employment, Income and Equality.
CHAPTER ONE

1.0 INTRODUCTION

Since the end of the Second World War in 1945, educational developments in Africa and other less industrialized countries have faced critical challenges. In third world countries like Latin America, Asia and Africa educational systems have been blamed for causing unemployment among the youth and for not contributing towards manpower needs by offering academic-based programmes.

Mario and Zochzoun (1980) believe that the school system has been responsible for youth unemployment because it only imparts cognitive skills by teaching academic oriented subjects which lead to white collar jobs. The school, therefore, does not prepare the youth for the world of work by encouraging the pupils to develop manual skills.
A Strategy for increasing employment in Kenya" (1972), stated that "only fifteen percent of the primary school leavers manage to continue with their formal education leaving eighty-five percent of the young people to find their own way towards developing skills and knowledge" (p. 239).

Fifteen years later; Fine (1987) in her research on "Primary School Vocational Training in Kenya," found out that 50 - 70 percent of the Kenyan primary school leavers do not obtain further formal education or training and yet the school leavers problem was enormously aggravating the country's already serious unemployment and underemployment problem which had worsened in the light of population growth (p. 11).

Fine's findings strengthened the findings of NCCK Report (1966) which asserted that this state of unemployment makes school leavers to be idle, frustrated and unable to maintain their own living. Hence, they engage in economic and social evils such as bribery, corruption, murder, theft, nepotism and forgery in their struggle to survive. The "Village Polytechnic Consultation Report" (1969) further added that due to these evils, the unemployed youth are a threat to national stability and national development process. Moreover, their rural to urban migration in
search of jobs lowers the rural agricultural production
and expansion programmes. Hence, projects and later on
jobs in vocational subjects in the 1974 Primary

Third world countries have taken up educational
expansion programmes to curb the problem of
unemployment. This is to improve the quality of
education and to keep in pace with the expansion of
knowledge and its technological advances. Countries
like Cuba, China, Kenya and Tanzania have had major
reforms in education resulting in the formulation of
new national philosophies. In Cuba, for example, the
commitment to the development of a socialist work-
oriented "New Man" led to an emphasis on the link
between school and work. This, in turn, led to a
curriculum reform in the educational system. This
reform was reflected similarly by less industrialized
countries such as Tanzania (1967), Nigeria (1982) and
Zambia (1975).

African countries have had many conferences to
examine the relationship between education, employment
and culture in the society. For instance, the Lagos
Conference of 1976 discussed the issue of interaction
between education and productive work. The conference
concluded that "it's by producing things that the pupil
learns how to be a producer in the community" (p. 15).
This issue had earlier on been reflected in Tanzania's education for self-reliance projects and later in Kenya's pre-vocational subjects in the 8:4:4 Primary School Curriculum with an aim of equipping pupils with basic skills while at school.

The World Bank policy paper (1975) stressed that education systems were irrelevant to the needs of the developing countries during the last two decades because educational policies were keeping company with overall development strategies that were themselves irrelevant. This paper discussed issues relating to the development of functional relevant skills integrated with overall rural development strategies; mass participation in education and the development through integrated use, of expanded primary schooling and complementary non-formal educational programmes; greater equity through equalizing educational opportunities and linking this to broaden social policies; increasing efficiency by defining objectives more specifically and making qualitative improvements to reduce wastage; and improving management and planning including changes in organization and finance of educational systems.

Most of the countries in the world have taken into consideration the above United Nation issues in their
educational expansions and development process. For instance, the Arusha Declaration (1967) aimed at building an egalitarian society in Tanzania in which everyone works and there is no exploitation. This declaration was endorsed in the document "Education for self-reliance" (1967), which spelt out the role of education in building the society. This has also been reflected in Kenya's educational reform which led to the introduction of the 8:4:4 System of Education. Both systems in Kenya and Tanzania aimed at improving the quality of education by imparting useful knowledge and practical skills for self-reliance. This practical knowledge was to be given through integration in learning. The school curriculum was geared towards rural environment with practical subjects being introduced to teach manual skills, suitable for rural employment, to foster favourable attitudes to manual work and help to provide extra income for the school through agricultural activities (Malekela 1989, p. 35).

While emphasizing on the policy of self-reliance in relation to education and work, Nyerere (1968) stressed that:

Education provided by Tanzania for the pupils of Tanzania must serve the purposes of Tanzania. It must encourage the growth of life we
aspire to. It must ensure that the educated know themselves to be an integral part of the nation and recognize their responsibility to give greater service to opportunities we have (p. 290).

In recommending education for national development, Nyerere (1974) stated that:

We cannot go back to an exclusive dependence on the traditional system of what I previously called "Learning by living and doing." ... we have to integrate the formal education with the society and we have to use education as a catalyst for change (p. 9).

Rensburgh (1989) shares Nyerere's view on the need for a more practical education for the youths. Reporting on the Serowe Brigades of Botswana, he stated that:

The Brigades training provides an orientation to work, production and development which is often missing from more conventional forms of trade training (p. iv).

After working for long periods in formal and non-formal educational institutions, Rensburgh (1989) is convinced that:

The combination of education and production offers a better and more relevant system of education as a tool for all-round development...
more than the formal school system alone (p. v).

Educational expansion and development in Kenya has taken a trend through which the views of Rensburgh (1989) have been reflected. This trend has been in three phases as stated below:

(a) Educational Expansion after Independence

On achievement of independence, the Kenya Education Commission (the Ominde Commission of 1964) was formed to review the education system in Kenya. It recommended that the previous colonial education should be adapted to the Kenyan environment. It also stressed that education should be organized as an instrument for promoting national development. More specifically, it laid stress on the role of education in manpower development — education aimed at meeting the country's manpower needs in relation to employment. According to this report, education had to promote solidarity (unity) among the peoples of Kenya through promotion of values in which the country's manpower needs in relation to employment. According to this report, education had to promote solidarity (unity) among the peoples of Kenya through promotion of values that emphasized inter-dependence through the philosophy of African socialism. As a result, segregation in schools was abolished and one national system of education was created.
The Ominde Commission further recommended a revision of syllabuses in both primary and secondary education to make them Kenyan oriented. Changes made in the curriculum aimed at making it more relevant to the environment of the child. Subjects like Geography and History were streamlined in order to appeal to the Kenyan environment. For example, instead of learning about the European history and geographical features, the Kenyan history and geographical features were stressed in the syllabus. Mother-tongue as a subject was introduced in lower primary education. Agriculture which used to be taught as a separate subject during colonial days was incorporated in the curriculum as a topic in General Science - which also applied to the Kenyan environment. Through this report (Ominde, 1964) vocational subjects in the secondary education and post-primary institutions were made optional whereas vocational and technical subjects which aimed at giving manual skills were abolished. This was due to the negative attitudes that had been formed by both parents and pupils, because of the restrictions and negative practices of colonial system on these subjects, in relation to Africans.

The Ominde Commission also recommended structural changes in the education system by providing for 7
years of primary education, 4 years of secondary education, 2 years of higher secondary education and a minimum of 3 years university education. The recommended curriculum in the Ominde Report (1964) stressed on cognitive skills through academic subjects like English, Mathematics and General Science, for the primary education which encouraged the move towards white-collar jobs. Many Kenyans aspired to achieve adequate level of education that was suitable for running the civil service in the wake of migration by expatriate workers. By 1970, the civil service sector had become saturated due to the overflow of unemployed primary school leavers thus leading to unemployment; a problem which has become so acute and has challenged the efforts of national development. Therefore, the adapted colonial education could not meet the country's manpower needs in relation to employment. Rural-urban migration increased as many school leavers aspired to seek clerical jobs to earn a living. Immediate changes were needed in the primary education to solve unemployment problem.

This unemployment situation among primary school leavers became the concern for policy makers, educational planners, curriculum planners and developers, church counsellors and the public. There
was need to bridge the gap between the school and the world of work. There was a great demand for alternative programmes that would help school leavers to acquire out-of-school training in relevant skills for use in the rural environment, in order for them to earn a living. This demand and concern led to the second phase in educational expansion of establishing alternative programmes. Priorities were profitable activity in the rural environment and the rural areas. These would earn money.

(b) Establishment of Alternative Programmes

Opportunities for economic fulfillment, establishment of new avenues of constructive work.

Alternative programmes were projects that were established as from 1968 in various parts of the country, to train primary school leavers in relevant skills that could assist them to earn a living. They included Christian industrial training centres for the youth, agricultural extension programmes, development projects, adult literacy programmes, on the job-training projects, the National Youth Service and the Youth Polytechnics (YPs); formerly referred to as "village polytechnics".

To offer service to local areas and rural areas.

Among these alternative programmes, the youth polytechnic programme was strongly emphasized. The proposal to form the village polytechnic was made by a joint party of National Council of Churches of Kenya.
(NCCK) and the Christian Churches Educational Association (CCEA). In the NCCK's Report (1966) the youth polytechnic was a vocational and commercial programme was an alternative that would:

benefit the nation because the energies of half each annual group of unemployed rural primary school leavers would be mobilized for two years and oriented towards profitable activity in their localities ... and tide of rural exodus to towns would be reduced ... individuals would find new opportunities for personal fulfillment ... establishment of new avenues of constructive work (NCCK Report, 1966, p. 64).

The NCCK Report (1966) was endorsed at the Kericho conference of 1968 on "Education, Employment and Rural Development." The conference agreed on the establishment of youth polytechnics in rural areas to train primary school leavers in skills leading to self-employment. The aims of the village polytechnic as stated at this conference included:

To offer service to local areas and only take day pupils. 
To teach and train in artisan skills including agriculture.
To provide functional form of general education in mathematics, languages and social studies for pupils to understand clearly their rural environment.

The NCCK Report (1966) further stated that village polytechnics had to provide marketable skills, values and attitudes in rural craftsmanship for rural development. They were to teach skills and practical techniques connected with money making, in the efforts to solve the acute problem of unemployment, which in each year made sixty percent of the 150,000 primary school leavers be its victims. In conclusion, the report recommended an end to white-collar mentality which was inherited from colonialists with no relevance to the Kenyan environment.

The name of the "Village" Polytechnic changed to become "Youth" Polytechnic in late 1970's because the term "village" gave it a wrong connotation that tended to limit its scope. The term "Youth" on the other hand reflects a much wider scope that encompasses an expanded programme, whose objectives were widened to cover both urban and rural environments in Kenya. Therefore, the term "Youth Polytechnic," is used in Kenya at present instead of the term "Village Polytechnic".
Among the early experimental youth polytechnics organized and controlled by NCCK were Mucii Wa Urata in Mwea, Kirinyaga, Nambale in Busia and Ndere in Siaya, which were set up between 1966 and 1968. Fine (1987) states that the Government of Kenya took over the coordination of the youth polytechnics in 1973, and placed them under the control of several ministries at different times. For instance, the government assistance to the Youth Polytechnics used to be channelled through the Ministry of Culture and Social Services, then the Ministry of Works, Ministry of Industry, and at present it is through the Ministry of Technical Training and Applied Technology.

From the circular YDP/3/18/4/VOL.3/25/92 dated May 1992 by the Ministry of Technical Training and Applied Technology, there are about 573 youth polytechnics with over 40,000 trainees, in Kenya. Twenty-three technical courses, including tailoring/dressmaking, carpentry/joinery, home economics, masonry, metalwork, electrical works, plumbing and business education are taught. The courses take a duration of two years. Both boys and girls are recruited. Government Trade Test II is administered for examination and on graduation trainees receive certificates that show trades studied and level of competence attained.
Kerre (1986) states that despite the above setup, the youth polytechnics are faced with many problems which make them ineffective in their contribution towards training and equipping primary school leavers with skills for self and wage employment. Kerre (1986) continues to argue that the quality of programmes have diminished due to the shortages of qualified and experienced staff, lack of appropriate training facilities, low societal attitudes and morale, poor roles of management due to lack of expertise and financial constraints.

Owano (1988) states that the rate of development is so low that youth polytechnics cater for a tiny fraction of unemployed primary school leavers, and hence the youth polytechnics are not able to bridge the gap between the school system and the world of work.

Due to this situation, the Kenya Government realized that the youth polytechnics cannot solve the problem of unemployment and hence, the Government embarked on its third phase of education as stated in the Kenya Development Plan (1989-1993). It was maintained in this plan that:

Education should aim at producing individuals who are well socialized and who possess the necessary...
knowledge, skills, attitudes and values to enable them to participate positively in nation-building. The major issue in development of education is "relevance" of education to the changing needs of the economy (p. 211-212).

(c) Radical Change in Education System

The third phase of education included a radical change which involved most of the issues that were dealt with in the report of the Fraser team outlined in the Development Plan of 1989-1993.

The question of educational relevance in the context of the growing unemployment in Kenya has led to changes in the education system since independence. Educational commissions have aimed at satisfying the needs and aspirations of the youth and catering for the wider interests of national development.

In 1989, there were developments which were linked to the question of the expansion of the education system. A new emphasis on vocational and industrial education in the school curriculum.

Industrial education has long history in the development of education in Kenya. During colonial days, vocational education was emphasized. For example, the Fraser Report (1909) emphasized on decision-making systems regarding African education, technical and industrial education. The developments
in regard to education and the contents of the curriculum that resulted from the recommendations of the Fraser Report directed the colonial Government to give experimental grants to certain mission schools for technical education, and to establish a system of grants in industrial education. By 1911 and 1912 there was a firm establishment of industrial training in the schools in basic skills such as in blacksmith’s carpentry, agriculture and typing, which came up as a result of the implementation of the Fraser Report recommendations. By 1913, colonial government started the first Official Government African School in Machakos which was referred to as Central Technical Teacher Training School serving a network of catchment village schools. Government schools emphasised industrial training.

In 1919, there were developments which were led by Dr. Owen of the Missionary group on suitable education for Africans that could be added to technical training. The Phelps Stokes Commission (1924) emphasized on agriculturally oriented education, the need to adapt the curriculum and teaching to African conditions, the need for better administration and planning of education; and the participation of the natives in the decision-making process regarding African education.
Phelps-Stokes' Commission (1924) led to the establishment of the Native Industrial Training School in Kabete in 1924 and Jeanes Training School in 1925 which contributed to rural development.

Africans felt that Phelps Stokes' recommendations in industrial education for African children led to hard manual labour, was second class and had limited long-term rewards as compared with the Western type of education given to the European children.

After the Second World War in 1945, educational expansion took place but at a slow pace. The Kenyan Government began to accept greater responsibility for African education with the formation of the Beecher Report of 1949. The Beecher report was mainly limited to secondary academic education but recommended the teaching of agriculture, carpentry, and joinery in primary schools. The Binns Report (1951) was published and its recommendations had relevance to future developments in Kenya's education within a broad continental perspective. Both Beecher and Binns Reports emphasized the role of supervision and inspection of schools. They encouraged local initiative through the development of governing boards for most schools and advocated the use of vernacular in the
first four years of primary schooling. Binns Report advocated the expansion of primary schools as the focus for agricultural training, as agriculture would remain the livelihood of most Africans. The report further stressed that there was need to Africanise teacher training institutions and the establishment of adult education as a responsibility of the Department of Education. Lastly, Binns report recommended the linking of educational planning to overall national development. To increase productivity of the rural sector, Binns re-emphasized the need for a rural orientation in education. Binns also made specific recommendations on issues such as women's education, boarding schools and technical education.

The planning of education and its advancement was slowed down by the struggle for independence. At independence the Kenya Government appointed a commission chaired by Prof. Ominde - popularly known as the Ominde Commission which produced its report in 1964 (see Chapter 2, 49-50). However, one of the effects of the Ominde Commission was that, it stressed more on liberal (academic) subjects and undermined vocational subjects. This resulted into an overflow of primary school leavers who had no technical skills for employment in the industrial sector. These school
leavers had cognitive skills that could only be utilized in the public sector especially in the civil service—which was largely saturated. This created the problem of unemployment.

The International Labour Organization Mission to Kenya in 1972 recommended structural changes in the education system and its curriculum as a strategy for increasing productive employment in Kenya. It recommended: firstly, a cycle of basic, universal and free education of 8-9 years covering primary and lower secondary. Secondly, an elimination of the Certificate of Primary Education (CPE) in favour of a completely revised testing procedure at the end of lower secondary after 9 years. Thirdly, there should be a gradual increase in emphasis on vocational subjects with a heavy practical bias in the last two years of the proposed 8-9 years cycle for the interest of the terminal pupils.

The Gachathi Report (1976) recommended a restructured school system covering 9 years primary education, 4 years secondary education with at least 3 years basic university education. Secondly, advocated for a broadfields approach to curriculum planning. Thirdly, it recommended that more emphasis be placed on
pre-vocational studies including woodwork, masonry, metalwork and business education.

The recommendations of the ILO Mission to Kenya, the Bessey Commission and the Gachathi Committee paved the way for serious thinking on the reform of the education system which could cope with the increasing problem of unemployment among school leavers. The features of these three reports led to the introduction of the 8:4:4 system of education, as a radical change in the formal school system.

This radical change came about when the Presidential Working Party on the Establishment of the Second University in Kenya was appointed in 1981 under the Chairmanship of Professor Mackay. One of its terms of reference was to review generally the present education system in relation to developmental objectives of the country.

With a view to streamline the education system in Kenya, the working party recommended the extension of primary education system from seven to eight years, the reduction of secondary education from 6 to 4 years and the extension of basic university education from 3 to 4 years. This led to the establishment of the 8:4:4 system.
system of Education which comprised 8 years of primary, 4 years of secondary and 4 years minimum university education. Secondly, an improvement in the curriculum content which gives greater orientation towards vocational learning. This element would make each stage or cycle of education a terminal point taking into account the needs of the students who do not proceed to the next cycle of education. Thirdly, undue emphasis on examination oriented education should be removed giving schools opportunity to promote the vocational development as well as the cultural aspects of the curriculum.

The introduction of the 8:4:4 system was a move to meet the challenges of national development and to promote the participation of the youth in development.

As stated in the Kenya Development Plan 1989-1993:

It was geared towards making the transition from formal education to general and specialized training. This would be achieved through the introduction of vocational and technical courses at each level of formal education system. These courses are designed to make graduates at each level properly oriented to face realities in agriculture, small scale enterprises and other forms of self-employment that most of them will be engaged in, as opportunities for rapid generation of jobs in the modern non-
agricultural sector will be critically limited (p. 212).

The rationale of the 8:4:4 System of Education (1984) included the provision of skills for a wider range of employment opportunities with equitable distribution of education resources to all pupils regardless of their place of origin, creed or race. Secondly, it had a greater orientation towards technical education through ensuring that pupils graduating at every level had some scientific and practical knowledge that could be utilized for wage and self-employment or for further training for those who would not proceed to secondary school. Thirdly, this education system had a more relevant curriculum especially at primary level that would provide pupils with adequate intellectual and practical skills which would enable them to be productive and creative in utilising the resources available in urban and rural environments to earn a living. Fourth, it aimed at responding to the challenge of national development and participation of the youth in development.

The subjects taught at the primary school level include English, Kiswahili, Science, Mathematics, Music, Homescience, Art and Craft, GHC (combined course in Geography, History and Civics). Religious Education,
Physical Education and Agriculture. To achieve the objective of greater orientation towards practical and vocational education, Art and Craft, Agriculture and Home Science have been emphasized. Art and Craft encompasses the development of skills in the following areas: drawing, leatherwork, woodwork, metalwork, carving, claywork/pottery, painting, weaving, graphic design, modelling and ornament making. Mastery of these skills will lead to making of articles such as baskets, table mats, ropes, earrings, furniture and bricks. Capital for self-employment after primary school course; and the effectiveness of skills would be demonstrated through practical experience. It would create awareness of the importance of agriculture in daily life, enable pupils to acquire agricultural knowledge and skills and stimulate positive attitudes and genuine interest towards active participation in agricultural activities such as crop-growing, poultry keeping, domestic animal rearing, bee-keeping, soil conservation and making of farm tools. Home Science aims at developing and applying knowledge, attitude and skills, in clothing and textiles - needlework, knitting, food preparation, child and home care. A number of issues have been generally raised by scholars, politicians and the general public.
regard to the 8:4:4 Vocational Curriculum. These issues relate to the balance in time allocation of both practical and academic subjects in the organisation of the school timetable. At the moment the drawing of the Primary School timetable shows that out of the 50 lessons taught per week, only about 10 lessons go for pre-vocational subjects whereas 40 lessons go into the academic subjects. It may not be easy for the pupils to acquire vocational skills effectively while in school. Other issues are based on the source of initial capital for self-employment after pupils leave primary school course; and the effectiveness of skills given by both the primary school and Youth Polytechnics in employment as compared to those skills given by other institutes of technology.

According to the Government Policy (1984) the primary education under the 8:4:4 system of education is meant to provide pupils with a basic foundation in skills for the world of work in the context of economic and manpower needs. Furthermore, pupils at this level are supposed to have skill awareness created by the education system to orientate them towards potential life careers that are related to their rural environment. Pupils should be made aware that there is scientific and practical knowledge which can help them
to exploit the natural resources in their environments to earn a living. Therefore, the 8:4:4 system of education aims at preparing the pupils for choice of careers in various skills through its practically oriented curriculum in a wide range of employment opportunities for those pupils whose education is terminal at the primary school level. This system of education gives pupils awareness and orientation in skills found in the Youth Polytechnic Programme. Due to the radical changes that have taken place in the educational system, the Youth Polytechnics, probably, need to make innovations that can reflect on these changes in the education system, and cater for the needs of both primary and secondary school leavers who are more qualified.

Figure 1 shows the relationship between the Youth Polytechnic Programmes, the Youth Polytechnics and formal, informal and informal sectors. The relationship is shown by the arrows (→→) which indicate the movement of informal Primary School leavers.

The first movement begins when the primary school leavers fall in line which becomes terminal for most school leavers. Through the pre-vocational orientation at the primary school, the pupils are given skill orientation
1.2 The Conceptual Framework

Figure 1: The Movement of the 8:4:4 Primary School Leavers between the Primary School Program, Youth Polytechnic and the Employment Sector

Figure 1 shows three cells; A, B, C which reveal the relationship between the 8:4:4 Primary School Programme, the Youth Polytechnic and Employment (Formal and Informal Sector). The relationship is shown by the arrow (→) which indicate the movement of the 8:4:4 Primary School leavers.

The first movement begins at the Primary School (Cell A) which becomes terminal for some school leavers. Through the pre-vocational curriculum at the primary school, the pupils are given skill orientation
and awareness in technical knowledge. Through this orientation, the primary school leavers are capable of joining the employment sector (Cell C) for both wage and self-employment, on assumption that they are basically productive, they may be able to earn some income to satisfy their basic needs such as shelter, clothing and food. Members of this group are likely to get manual employment such as cooks, matatu touts, shoemakers, ayahs, small scale traders of items like scones, 'mandazi,' biscuits, sweets, cigarettes, match boxes and second-hand clothes; others join subsistence farming to grow vegetables like cabbage, "sukuma wiki", cow peas, onions, tomatoes, carrots, maize and beans, specifically for sale and as food for their families. Some members of this group may decide to join the Youth Polytechnics (Cell B) for training in skills of their own interest. This may be done due to social influence or high demand for skilled manpower in the community. After training they may return to the employment sector (Cell C) to begin on self-employment or join "Jua Kali" for wage employment (see arrows between Cell B and Cell C).

Another group of school leavers move from the primary school programme (Cell A) for further training in YPs (Cell B). These are school leavers who may be
school dropouts, failures or those who have passed their examinations but do not have school fees to proceed for further education in the secondary school level and hence decide to join the Youth Polytechnic (Cell B) straight from school in order to train in specialised skills of their own interest. They will therefore specialise in artisan skills such as tailoring, carpentry/Joinery, metal work, masonry, leather work, motor vehicle mechanics and welding. On successful completion of their courses, they join the employment sector (Cell C).

The Figure 1 indicates that orientation given at the primary school through the pre-vocational curriculum seems to be adequate in providing school leavers with basic knowledge in skills that they need for the employment sector. This seems to be the reason why some school leavers decide to move into the employment sector straight away from school. On the other hand, the orientation given through the pre-vocational curriculum at the primary does not seem to be adequate; perhaps, that is why the school leavers decide to join the Youth Polytechnics straight away from school for further training in skills of their own interest. This indicates that the Youth Polytechnics still have an important role to play in training primary school skills, and not to produce mere unemployed workers.
leavers in relevant skills for the employment sector, and hence the need to re-define YPs role to reflect on changes in education system.

1.3 Statement of the Problem

The Youth Polytechnics were established basically to train Primary School Leavers in skills for wage and self-employment, thus bridging the gap between the primary school education and the world of work. The graduates should use the skills in the transformation of the rural areas and to earn a living.

Since the school system has been restructured to provide vocational skills does it mean that the role of the Youth Polytechnics has diminished? Its not very clear as to whether the Youth Polytechnics should reinforce the skills given by the primary school or not. The question is; Are the YPs still the same in structure, functions or have they changed to accommodate the primary school leavers of the 8:4:4 system of education?

If the Primary School curriculum is only meant to create awareness and to orientate pupils in technical skills, and not to produce completely equipped workers
in the relevant skills, then, the Youth Polytechnic still serves an important purpose in skill-training. In this case, the role of the Youth Polytechnic is to be redefined to cater effectively for the primary school leavers, in the context of the 8:4:4 system of education.

Since the inception of the new curriculum in primary schools there has been no reference as to whether the Youth Polytechnics should continue with their initial role or whether they should change to ally themselves to the new curriculum, hence the need to undertake an investigation to establish the role (activities and objectives) of the Youth Polytechnics in the context of the 8:4:4 system of education.

1.4 The Purpose of the Study

The study was designed to investigate the role of the Youth Polytechnic Programme in the context of the 8:4:4 system of education. Specifically, the study sought:

(i) To establish the relationship between the primary school and the Youth Polytechnic Curricula.
(ii) To describe the general interaction between the Primary school and the Youth Polytechnic.

(iii) To describe the innovations that have taken place in the Youth Polytechnics to enable them to accommodate the 8:4:4 Primary School Leavers who have already been vocationally oriented.

(iv) To identify the requirements and expectations of Youth Polytechnics on standard eight primary school leavers.

(v) To sought the level of awareness of the Primary School teachers and Youth Polytechnic Instructors on training in occupational skills for the world of work.

1.5 The Research Questions

The following are the research questions that guided this study:

(i) What is the relationship between the primary school and the Youth Polytechnic curricula?

(ii) What general interaction is there between the primary school and the Youth Polytechnic?
(iii) What innovations have taken place in the Youth Polytechnics to enable them to accommodate the 8:4:4 Primary School leavers who are already vocationally oriented?

(iv) What are the requirements and the expectations of the Youth Polytechnics on Standard Eight Primary School leavers?

1.6 Assumptions of the Study

The following were the assumptions of the study:

(i) Those leaving primary schools do not have adequate skills for the world of work.

(ii) Youth Polytechnics still have a significant role to play despite the vocationalization of the primary school curriculum.

(iii) Youth Polytechnics have introduced innovations to enable them to operate effectively in the context of the 8:4:4 programmes.

(iv) There is an interaction between the Primary Schools and the Youth
Polytechnics in offering vocational skills to primary school leavers for employment.

1.7 Significance of the Study

The study is important because it will provide an insight into the requirements and the expectations of the Youth Polytechnics on Grade eight primary school leavers. It may also assist the Ministry of Technical Training and Applied Technology in reaching a standardised national qualification for those who should join the Youth Polytechnics. This information may help the officials in the ministry to consider whether or not they should have a nation wide selection of primary school leavers into the Youth Polytechnics, similar to other districts the researcher as it is done for Harambee Institutes of Technology and entry into the Universities.

The information from this study may influence the policy makers, curriculum developers and planners to make value judgements and decisions in improving both on the 8:4:4 prevocational curriculum in the Primary Schools and the Youth Polytechnic Programme. The information from this study should be able to help in establishing an effective link between the 8:4:4
primary school vocational curriculum and youth polytechnic programme in their role of preparing school leavers for the world of work.

1.8 Scope and Limitation of the Study

This was a case study of Kakamega District. The study focused on thirteen primary schools and thirteen youth polytechnics selected from nine divisions of the district. The sample was chosen to suit the demands of the research and collect at least accurate and complete information in a most economical way.

Limited time and regulations governing the deadline for this study could not enable the researcher to cover a wide area. Although the results can be similar to other districts they should be specifically linked to Kakamega District.

1.9 Definition of Key terms

In order to conduct this study more effectively it was necessary to define and interpret the following terms in the context of the study.
Curriculum:

This includes all experiences planned and directed by the primary school and Youth Polytechnics to achieve educational and training goals through a set of courses.

Education:

This term refers to the process by which learners acquire knowledge, skills and desirable attitudes in order for them to be useful members of the society in which they live. Knowledge, skills and desirable attitudes are acquired mainly in schools and later in the Youth Polytechnics.

Innovation:

Refers to an improvement which is deliberate, durable and measurable. It also refers to the creative selection, organization and utilization of human and material resources in new and unique ways which will result in attainment of higher level of achievement for the defined goals and objectives. It is a corresponding change or adjustment in the activities and attitudes of Youth Polytechnics/schools.
Practical Education:

Refers to education that encourages actual performance (use of hands), machines, as done at home, in industry, on the farm or in the field; as it is in the Primary School and Youth Polytechnics.

Rural Area:

Refers to an environment with a rural lifestyle. It refers to parts of Kenya that are characterized by mixed agricultural life and generally detached from major towns and separated from urban/western way of life. It is characterized in the field, in offices of various institutions and in industry. They can be created by

Self-employment:

Refers to occupational activity one has generated using his own knowledge and capital to earn a living.

Technical Education:

Refers to activity one engages in to earn a living through getting some amount of work in return. It pertains to any branch of engineering, construction, farming, management (for enterprise or household), commerce and all other forms of production. Technical education prepares YP graduates for such productions.
Technical Training:

Any formal programme of instruction leading to the acquisition of technical skills at the professional-technician-, craft or trade/artisan - level.

World of Work:

Refers to an environment with a set of activities to be done for one to earn a living. The activities are wide in scope. They are both practical and technical and clerical in nature. Such activities can be found at home, in the field, in offices of various institutions and in industry. They can be created by individuals, or can be found in public or private sectors.

Wage Employment:

Refers to occupational activity one engages in to earn a living through getting some amount of money in return for his labour. It can either be in public, private, or informal sector. Chapter Three consists of research methods. Chapter Four consists of the summary, conclusions and recommendations on the role of the youth polytechnic in the context of the Sri Lankan system of education.
Youth Polytechnic:

Refers to a low-cost training centre that has been established to train primary school leavers within trade/artisan level skills geared mainly to self-employment, for rural and urban transformation, and for earning a living.

1.10 Organization of the Thesis

The thesis is organized in five chapters. Chapter One has the background to the problem, conceptual framework, statement of the problem, research questions, Purpose of the study, research assumptions, scope and limitations, definitions of key terms.

Chapter Two consists of the review of related literature on youth polytechnics and the 8:4:4 system of education. Chapter Three consists of research methodology, sample size, sampling procedures and research instruments. Chapter Four describes data collection methods, representation, analysis and interpretation of the findings. Chapter Five is made up of the summary, conclusions and recommendations on the role of the youth polytechnics in the context of the 8:4:4 system of education.
CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction

This chapter reviews the studies on the role and importance of the youth polytechnic programme in the context of the 8:4:4 system of education in relation to the problem of unemployment among the youth. The chapter is divided into three parts:

2.2 Vocational education in Africa.
2.3 Brief historical overview on vocational education in Kenya.
2.4 The Youth Polytechnic Programme in Kenya.

2.2 Vocational Education in Africa

Many countries in Africa have been making tremendous efforts to revise their primary school curriculum and to provide post-primary vocational training in order to solve the problem of unemployment among the youth and to fulfill the needs of the society.
In 1975, President Kaunda of Zambia directed all educational institutions to incorporate production units in their activities, (Sifuna; 1990). Following this presidential directive, a policy document was formulated which emphasized the fact that there should be a link between theory and practical application to give the pupils all-round education; the existing gap between manual and mental work should be closed by showing that they are complementary; education should help in forming social desirable attitudes in pupils concerning manual skills; education should facilitate the development of self-reliance in the pupils and that education should enable the pupils to learn useful occupation skills which could be utilized later on in their future life.

Due to socio-economic conditions of rapid population growth; mounting inflation and deteriorating terms of trade, there was reduction in public expenditure and an increase in the number of primary school leavers who could neither obtain places in the country's secondary schools nor be absorbed in the country's labour market (Achola and Kaluba 1989, pp. 166 - 167). This forced the Zambian Government to get alternatives of absorbing school leavers elsewhere as
the implementation of the presidential directive was difficult with such a situation prevailing in the country.

A study done by Kithinji (1987) entitled "Critical Review of the 8:4:4 System of Education as a solution to unemployment problem" revealed that, like Zambia, Kenya has faced socio-economic problems in implementing the 8:4:4 system of education. Such problems include negative attitude from members of the public who argue that the system is impossible to implement due to costs involved in erecting and equipping physical facilities and buying books. Teachers complain that the system is overloaded while the rest of the public complain that the graduates of the system are too young to join the labor market and do not have the initial capital to start projects for self-reliance, projects.

Van Rensburgh (1989) is convinced that:
The combination of education and production offers a better and more relevant system of education as a tool for all round development ... more than the formal school (p. V).

According to Rensburg (1989) many African countries have embarked on the expansion of their education systems so as to include production to solve unemployment problem. For example, Uganda was sponsored by Unesco in 1967 through the Namutamba project to investigate the adaptation of primary education for the development of the rural areas. It was anticipated that the graduates of Namutamba would be more of job-makers than job-seekers (Bagunywa, 1977).

Nigeria overhauled its general structure of education in 1982 and introduced a new system of 6-3-3-4 which stressed on a curriculum that incorporated work experiences that could boost job opportunities and self-reliance to solve unemployment problem among the school leavers (Tawavi, 1987, p. 253). The rationale behind the new systems of education in Nigeria, Zambia, Tanzania and Uganda is equivalent to the rationale behind the educational reforms in Kenya.
Okojie (1988) in his study on "Economics of Vocational Education in Nigeria" sought both student's and teacher's opinions regarding the capability of vocational courses that were component of the new 6:3:3:4 Curriculum, in improving job marketability of the school leaver. The results revealed that:

Education alone would not provide jobs. Vocational education could not offer productive activities outside school. Vocational activities are not encouraged in school as there are no certificates for those who take these activities. Those who excelled academically were more rewarded than those who excelled in practical/vocational subjects (Okojie, 1988, p. 37).

2.3 Brief Historical Overview of Vocational Education in Kenya

In the struggle to make her curriculum relevant to the needs and aspirations of the youth and for national development purposes, Kenya has undergone many educational changes which have been precipitated by the recommendations made through the educational commissions which were appointed before and after independence. Kenya's efforts in expansion of
education aimed towards introduction of practical/vocational subjects in the curricula.

According to Shiefield (1971), practical education in Kenya developed through three broad phases namely: indigenous, missionary and colonial phases. The indigenous phase was dominant before the arrival of foreign influence over the indigenous people of Kenya. In this pre-industrialist communities, the youth were informally prepared for the World of Work. They learnt through an integrated framework of daily activities: skills, knowledge, values and attitudes were imparted through formal initiation ceremonies like circumcision, marriage and warrior life. Specialised skills were given through a system of apprenticeship. Shiefield (1971) goes on to argue that:

The Kenyan communities had their own technology of fabricating tools and weapons using wood, stone, bones and iron. In this way the youths were prepared to take up useful skills according to their relevance in their communities (p.7).
a new technology. The basic elements of vocational education included gardening, carpentry, wood technology, pottery, basket making, and knitting; in addition to academic subjects namely, reading, writing, hygiene, and arithmetic. The missionary phase replaced the indigenous phase and was linked to colonial phase which continued into independence. During colonial phase; Africans were given low manual skills that could only make them labourers. High forms of vocational education and training were reserved for Europeans and Asians.

Sifuna (1976) states that Africans hated and rejected this low status vocational education because of the attitudes of the colonialists who kept Africans backward economically and politically. Practically oriented education was introduced for the African curricula as a result of the recommendations from the following educational commissions: the Fraser Report (1909), Phelps-stokes commission (1924), the Beecher Report (1949), and the Binns Report (1951). These reports emphasized on vocational education which the colonialists felt could give Africans skills that were relevant to their environment.
After independence, the Kenya Education Commission (1964) recommended an education system that would meet Kenya’s manpower needs in relation to employment. As a result of this commission (popularly known as the Ominde Commission) the new Kenya Government adapted the colonial education without stressing on the technical part of it. For instance, vocational subjects such as carpentry, wood-carving and basket making were removed from the primary school syllabus. Agriculture was placed in the syllabus as a topic in general Science.

As a result of this Commission’s recommendations (Ominde-1964), technical secondary schools were introduced as from 1966 with the curricula based on pre-craft and pre-technical programmes. These vocational subjects were made optional in the secondary schools. In spite of the vocationalisation of the secondary school curricula, emphasis was put on academic subjects which led to the development of positive attitudes towards white collar jobs - a sector that was already saturated. This caused an acute problem of unemployment among school leavers (Dwano 1988).

As Kenya’s political leaders and general public tend to see it, increasing unemployment among school
leavers is a consequence of either largely theoretical or "academic" education which was introduced by the Ominde Commission and which the youth still get in our schools at present or of the Youth's acquired reverence for white collar jobs. The country's overall system of education and training is faulted for not paying adequate attention to the development of "practical skills", hence leading to acute shortages of skilled manpower and massive unemployment (see Republic of Kenya, 1983(b), p. 49). This led to a national consensus to bring a solution of an expanded system of technical and vocational training. This was reflected in a motion passed by the Kenyan Parliament in November 1984 stipulating that a Youth Polytechnic be established in every location in the country. Issues on unemployment have precipitated the initiation of the Youth Polytechnics to train school leavers in skills necessary for the world of work.

2.4 The Youth Polytechnic Programme in Kenya

The Youth Polytechnics (YPs) are probably the most talked about of the technical training institutions in the country today. They are, by design, the type with the closest proximity to everyday community life. In a
A Youth Polytechnic (YP) is a very simple low cost training centre for primary school leavers which provides them with skills relevant to their rural environment, develops their character and changes their outlook towards life. Originally the aim of the YP training was to make the graduates to engage in self-employment with practical skills to facilitate employment in rural areas by developing and creating self-projects to earn a living - thus leading to rural development (see Court, 1972, p. 2).

In his seminar paper on "Education, Training and Production in Non-Formal institutions", Shiundu (1989) stresses that:

Youth Polytechnics were established to bridge the gap between the school and the world of work by providing skills for self-employment and by acting as nerve centres for economic and social development (p.55).

This study reviews the above statement on the link between the Youth Polytechnic, the primary school and the world of work at a wider perspective because it's
through establishing the existence of this relationship that conclusions were drawn on the necessity of the Youth Polytechnic in providing skills to primary school leavers for self-employment.

Changing realities of social life have made the orientation toward rural self-employment increasing less clear cut than it was at the beginning. The YPs goal seems to be mainly to provide the primary school leavers, with practical skills to facilitate self or wage employment - preferably in the leavers local area (see, Ministry of culture and social services, 1983C p. 19). Number of government aided YPs was 921, while number of trainees was 21,477 (Republic of Kenya, 1981, p. 21). The first YP was established at Nambale in Busia District in 1966 (Anderson, 1970, p. 7-8). By the end of 1970, there were probably no more than twenty YPs with an annual intake of about 400 trainees across the country (Anderson, 1970, p. 6-8). Ten years later in 1980, the number of government aided YPs stood at 244, with a total enrolment of 14,997 trainees and a combined staff of 1,335 instructors (Republic of Kenya, 1981, p. 21). In 1983, there were a total of 287 government aided YPs, with a total enrolment of 29,972 trainees and a staff of 1,572 instructors (Republic of
The figure for 1984 were virtually the same as those for 1983 (Republic of Kenya, 1985, p. 200). In November, 1984 the Kenyan Parliament passed a motion urging the government to establish a YP in every location of the country. According to a minister of state in the Office of the President, there were 876 locations in Kenya by November 1986 (see Daily Nation, November, 27th, 1986, p. 4). Were that Parliamentary motion to be fully implemented, it would have the direct effect of virtually tripping the total number of YPs in the country, if 1986 is taken as the base year. In 1985, the number of government aided YPs was 321, while number of trainees in those YPs was 21,473 (Republic of Kenya, 1986, p. 198). The 1985 figures represent a 31.6 percent increase in the number of YPs and a 43.2 percent increase in the number of trainees between the years 1980-1985. The percentage increase in the number of trainees during 1980-1985 would most likely have been greater than 106 percent had not the 8:4:4 system of education introduced in 1985 meant that the overwhelming majority of those who would have left primary school at the end of 1984 were spending an extra year in primary school as grade VIII pupils (see Republic of Kenya, 1986, p. 189).
What actually happened during the period 1984-1985, however, is that the number of trainees enrolled in all government aided YPs in 1985 represented 30.4 percent drop compared to the number in 1984 (see Republic of Kenya, 1985, p. 201 for YP enrollment rates). The point to note here is that YP enrollment rates are dependent on the rate of cohort participation in the formal education system leading to an inverse relationship between the two rates. By 1992 from the circular YDP/3/18/4/Vol. 3/25/92 dated May 1992 by the Ministry of Technical Training and Applied Technology, there were about 573 Youth Polytechnics with over 40,000 trainees, in Kenya. The percentage increase for the number of YPs between years 1985 - 1992 is a 56 percent and trainees had 53.6 percent increase. This shows that more YPs have been established and more trainees enrolled in the YPs.

In their research findings, Migot Adhola and Okoth Owiro (1981) stressed the importance of the Youth Polytechnics by stating that:

Village Polytechnics have provided very relevant training to a significant minority of rural Youth mainly standard seven leavers who have benefitted from this training by increasing their prospects of
employment in the rural area (p. 6).

According to Migot Adhola and Okoth Owino (1981)'s view, those who take to the Youth Polytechnic training have benefitted through acquiring skills necessary for employment in the World of Work. The reality that this study wanted to establish was whether the skills obtained from the Youth Polytechnics alone could make school leavers to get employment and be competent in the World of Work.

Godfrey (1974) attempted a rough projection of the balance between the supply and demand for Youth Polytechnic leavers in the shortrun. He concluded that "if all the technical institutes carried out their plans, excess supply of trained manpower would result particularly in the case of engineering technicians." He also suggested that the over supply of technicians and craftsmen was likely to be experienced as early as mid-seventies (Godfrey, 1974, p. 43). Court (1974) observed a similar trend. However, he cautioned that YPs had not been in existence long enough for conclusive occupational trends to have emerged (Court, 1974, p. 223). If this report may be correct, one
inference that can be drawn is that the supply of YP leavers probably overtook the demand sometime between 1978 and 1984 due to the increase in number of YPs and enrollment of primary school leavers, rather than around 1974 as suggested by Court (1974), as it was difficult for the YP leavers to secure gainful work.

On the question of balancing supply and demand which is a question of skill marketability and relevance, Migot Adhola and Okoth Owiro observed that:

When the village polytechnic programme was launched, there was a serious lack for rural artisans that the crisis of relevance rarely arose. Practically, every course was marketable and most were relevant to the immediate local area. As village polytechnics have continued to produce artisans in certain "popular" courses like carpentry and masonry, the problem of relevance has started to arise (Migot Adhola and Okoth Owiro, 1981, p. 3. See also Court, 1974, p. 225).

Therefore, on the inception of the 8:4:4 system of education with its pre-vocational curriculum, it's still questionable as to whether the skills offered by YPs are still relevant to the immediate local area of the graduate. It seems as if the YPs are still dwelling on
their traditional programmes of offering popular courses such as, carpentry, masonry and tailoring inspite of the changes in the education system. This still affects the supply, demand and relevance of YP leavers as compared to other technical institutes. Although Anderson (1970, p. 8) concedes that there are new courses hence new skills which are introduced into the YP curriculum with the significant changes that are occurring in the economic and education systems does the 8:4:4 system of education probably provide newer skills to the pupils as compared to the traditional skills of the Youth Polytechnics? Touching on the relevance of YP training, Owiro and Waithaka (1982, p. 16) argue that restricting girls to home-economics and tailoring courses means that "their chances for employment are smaller than those of boys who are offered a wider variety of training." Their chances may be smaller partly because of the low marketability of those particular skills anywhere, and partly because of over supply of those skills in given localities. The study did not investigate on the link between the 8:4:4 education system and YP in offering courses suitable to both girls and boys as related to the employment opportunities.
Concerning the quality of YP training Orwa (1982) reports some interesting findings, which need verification, given the shortcomings of the sampling method he used. From the standpoint of the members of YP management committees, the quality of instruction was considered very high in most courses. Over 80 percent of the management committee members interviewed appreciated the quality of instruction in tailoring, motor mechanics, leatherwork, masonry and carpentry respectively. On the other hand only 52.4 percent considered the quality of instruction in agriculture to be very good or excellent. The comparable figure for home-economics was 69.7 percent (Orwa, 1982, p. 176-181). From the government officials, Orwa found that the teaching ability of the instructors was considered good by 76 percent of the officials, fair by 21 percent and poor by 3 percent (Orwa, 1982, p. 207). Concerning the supply of tools to the YPs, it was found to be either inadequate or fair. Only 6 percent of the officials considered the supply of training materials adequate, while 94 percent rated it inadequate or fair (Orwa, 1982, p. 223-225). This study deals with the adequacy of supply of tools, their functional level or type of courses offered in the YPs, as compared to 8:4:4 Primary School pre-vocational programme.
Ongolo's M.B.A. Management project concentrated on twelve YPs in Western Kenya. The study sought to examine the impact of the YP programme on employment and rural development in Western Province. A sample of 120 leavers was traced (Ongolo, 1983, p. 2-9). The study did not find out whether there is a relationship between the Youth Polytechnic and education system, which is being undertaken as part of the rationale of this study.

The developments in the Youth Polytechnic programmes have been weakened by negative attitudes, mismanagement and financial constraints. Noting on the issue that negative attitudes towards manual skills have contributed to unemployment among school leavers, Waggia (1978) recommended that:

The negative attitude of school leavers towards manual jobs particularly in agricultural enterprises requires reform. Most income earning opportunities based on self-employment are found in agricultural sector which is our economic base (p. 6).

Furthermore, Shiundu (1989) reported that Youth Polytechnics do not provide a strong base to end the
school leavers unemployment problem by giving adequate skills because most Youth Polytechnics have financial, management and organizational problems and hence they have failed to create the notion of self-reliance in their programmes (p.55). The unemployed school leavers are therefore encouraged to seek for income-earning opportunities for wage and self-employment in agricultural sector, Jua Kali and other sections of private sector. This study attempted to find out the measures that are being taken by the Youth Polytechnics to end the issue of negative attitudes towards their programme and improve the financial situations and find solutions to organizational problems accordingly (Waggia, 1978; Shiundu 1989). It is only by solving the issue of negative attitudes, organizational problems and financial constraints that Youth Polytechnics can develop, expand their programmes hence create the notion of self-reliance through the skills offered to the graduates.

Studies by Court (1972), Yambo (1980) and Owano (1988) attempted to assess the contribution made by the Youth Polytechnics to youth unemployment; but these studies were limited to recording work activities of trained leavers. Anderson (1970) states that most
Youth Polytechnic leavers obtained paid employment in the formal sector of the economy because there was a small number of school leavers involved at that time. He further predicted that employment market would be saturated within a short time as more trainees completed their training in the youth polytechnics. It is now twenty-three years since Anderson did his study and his prediction has been proved true, as the employment market is now saturated with school leavers rather than graduates from the youth polytechnics.

Dwano (1988) revealed that youth polytechnics cater for a very tiny fraction of the unemployed primary school leavers. She recommended that there should be improvement of facilities, quality staff and experienced instructors. The study did not however try to find out whether the youth polytechnics are an effective bridge between the school and the world of work. Neither was there an attempt to find out whether the youth polytechnic are still necessary in this era of the 8:4:4 system of education which has a vocationally oriented curriculum - an area which is being considered by this study.
Okech (1988) recommended that youth polytechnics should have an improved curriculum and proper channels of communication to ensure that the youth polytechnics are aware of what the schools are offering in the present 8:4:4 school system of education. He further suggested that there should be an agreed curriculum between the schools and the youth polytechnics so that pupils who take general education can be prepared to enter into youth polytechnics. In addition, Okech (1988) suggested that the youth polytechnics should not be perceived as separate institutions. Instructors should study the objectives of the 8:4:4 primary school vocational curriculum so that they can be aware of the scope of the skills offered. This can help the instructors to know the type of content to include in their programmes while expanding and developing them. He further stressed that if the 8:4:4 primary school institutions and youth polytechnics can combine forces in preparing the youth in relevant skills, then they will produce well-equipped graduates for wage and self-employment. This will contribute to the development of rural areas thus helping to solve the problem of unemployment among the youth.

During the seminar held on "Education, Training and Production in Non-formal and formal systems in the
efforts to establish ways of solving unemployment problem, Shiundu (1989) stated that:

Education should be primarily concerned with developing general background attitudes whereas training ... should increase knowledge and skills in a particular field ... it must be remembered that neither education nor training alone can create jobs or demand for service (p. 52).

The education system should, therefore, not be viewed as being a completely different institution. According to Maneno (1992), the 8:4:4 education provides a good home grown system that orientates school leavers to the world of work. There should, therefore, be a link between the youth polytechnic programme and the 8:4:4 system of education. Fine (1987) states that the practical skills acquired at the primary school level cannot enable a person to earn a living. Such instruction in school is only a preparation to vocational training at the youth polytechnic. Fine (1987) asserted that:

the primary school cannot fit a person for direct employment. A basic level of skills can be developed as a foundation for progression through non-formal institutions (p. 1).
2.5 Conclusion

The study reviewed reveal that both the education system and youth polytechnic play a vital role in preparing school leavers for the World of Work in the struggle to solve the problem of unemployment. These studies also reveal that neither education nor training alone can create jobs or demand for service. The practical skills acquired at the primary school alone cannot enable a person to earn a living. Therefore the school prepares and orientates school leavers towards the World of Work. The real vocational training should be in the Youth Polytechnics which have provided training only to a minority of school leavers due to financial, management and organizational problems accompanied with negative attitudes by school leavers towards manual jobs and skill training programme through the Youth polytechnics. For this purpose, Okech (1988) recommended an agreed curriculum and channels of communication between Youth Polytechnics and Education system in the context of the 8:4:4 system of education. The research did not go into further information to find out the relationship or the general interaction between the Youth Polytechnic programme and the primary school curricula. None of the researchers
found out whether the Youth Polytechnics have had innovations that can enable them to accommodate the primary school leavers who have already been vocationally orientated.

In this chapter, location, purpose, design, and methodology are discussed. The rationale behind the design, include the population and the sampling procedures, instruments and procedures, collection, and the field administrative process. This chapter also gives the rationale for choosing Masaka District for the study.

2.2 Location of the Study

This study took place in Masaka District, one of the five districts in Central Uganda. Masaka District is divided into four administrative sub-counties, namely, Kabaale, Koboko, Kakigala, and Masaka Municipalities. Kabaale, Koboko, and Koboko are half Masaka Town. This is one of the districts in Uganda with a high population of about 343 million and an average rate of 3.0% and an average population density of 424 persons per sq. km. Almost 50% of the population is under 15 years of age.
CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

In this chapter, location of the study, design and methodology are discussed. The aspects discussed in the design include the population and sample, sampling procedures, instruments and procedure for data collection, and the field administrative problems. This chapter also gives the rationale for choosing Kakamega District for the study.

3.2 Location of the Study

This study took place in Kakamega District which is one of the five districts of Western Province. Kakamega District is divided into nine administrative divisions, namely: Ikolomani, Shinyalu, Lurambi, Kakamega Municipality, Kabras, Lugari, Khwisero, Butere and Mumias. This is one of the districts in Kenya with high population of about 1.43 million with growth rate of 3.8% and an average population density of 474 persons per sq. km. About 65% of the population comprises the youth who are dependent on only 35% of
the population which constitutes the adults. Half of the population consists of young people below 25 years of age (CBS Data base 1979, see table 1). Education is highly valued among these people such that from the population of those below 25 years of age, three quarters are mainly primary school leavers who are unemployed. The youth polytechnics are evenly distributed throughout the district (over 18 YPs with over 7,000 trainees). The primary schools are over 562 with a population of over 387,426 pupils (District Education Office, Annual Report 1993, see table 2). Most of the primary schools are adjacent to the youth polytechnics. The climatic conditions in the District provide a suitable environment for a variety of economic activities such as subsistence farming, livestock keeping, local trade and illegal gold excavations. These activities rely on different types and levels of skills which may be used in utilisation of the resources available in the District; hence the establishment of the youth polytechnics in the District to train primary school leavers in these skills. Due to these factors, along with the limited time scheduled for the academic programme under which the study is
covered, Kakamega District became a suitable area to be
selected for this study.

3.3 Population and Sample

The population consisted of all the youth
polytechnics and primary schools in Kakamega District. There are 18 government sponsored youth polytechnics
and 562 primary schools in the District. Among the nine
divisions in the District, namely Kakamega Municipality, Shinyalu, Ikolomani, Lurambi, Khwisero, Butere, Lugari and Kabras, data was collected from
seven of them that had youth polytechnics. Two youth
polytechnics and two primary schools were covered in
each of the seven divisions. Primary schools covered
in the study were those adjacent to the youth
polytechnics. This was purposely done so as to review
the relationship and the interaction between the youth
polytechnics and the primary schools more effectively.

There was no sampling done in divisions which had only
one youth polytechnic such as Butere, and those with
two - which was the sample size - such as Shinyalu.
Butere division which had only one youth polytechnic
had only one primary school covered for being the study
so that there may be balance and consistency in data
collection.
Therefore from the sample size, six divisions were covered effectively with two youth polytechnics and two primary schools, whereas one division (Butere) had only one youth polytechnic and one primary school being covered. This brought the sample size for the study to be thirteen primary schools and thirteen Youth Polytechnics. Table 3 shows the sample frame with all the youth polytechnics and the primary schools which were selected for the study. Table 4 shows the enrollment of the grade VIII pupils by divisions and gender. Table 5 shows the distribution of youth polytechnic instructors and trainees by division as it was done through the sampling procedures.

Table 1: Population Profile by Age-group

<table>
<thead>
<tr>
<th>Age</th>
<th>1988</th>
<th>1990</th>
<th>1993</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-4</td>
<td>302,739</td>
<td>318,087</td>
<td>342,786</td>
</tr>
<tr>
<td>5-9</td>
<td>252,157</td>
<td>266,237</td>
<td>301,016</td>
</tr>
<tr>
<td>10-14</td>
<td>217,471</td>
<td>299,901</td>
<td>234,559</td>
</tr>
<tr>
<td>15-19</td>
<td>164,758</td>
<td>176,965</td>
<td>196,805</td>
</tr>
<tr>
<td>20-24</td>
<td>108,087</td>
<td>119,497</td>
<td>135,652</td>
</tr>
<tr>
<td>25-29</td>
<td>74,723</td>
<td>81,529</td>
<td>95,085</td>
</tr>
<tr>
<td>30-34</td>
<td>58,978</td>
<td>68,173</td>
<td>70,169</td>
</tr>
<tr>
<td>35-39</td>
<td>51,814</td>
<td>55,187</td>
<td>60,866</td>
</tr>
<tr>
<td>40-44</td>
<td>44,238</td>
<td>46,957</td>
<td>51,440</td>
</tr>
<tr>
<td>45-49</td>
<td>39,775</td>
<td>42,202</td>
<td>46,129</td>
</tr>
</tbody>
</table>

Table 2: The distribution of primary schools and youth polytechnics in the nine divisions of Kakamega District.

<table>
<thead>
<tr>
<th>Divisions</th>
<th>Youth Polytechnics</th>
<th>Primary Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ikolomani</td>
<td>3</td>
<td>67</td>
</tr>
<tr>
<td>Shinyalu</td>
<td>2</td>
<td>58</td>
</tr>
<tr>
<td>Khwisero</td>
<td>2</td>
<td>48</td>
</tr>
<tr>
<td>Butere</td>
<td>1</td>
<td>62</td>
</tr>
<tr>
<td>Mumias</td>
<td>4</td>
<td>103</td>
</tr>
<tr>
<td>Lurambi</td>
<td>0</td>
<td>72</td>
</tr>
<tr>
<td>Municipality</td>
<td>0</td>
<td>15</td>
</tr>
<tr>
<td>Kabras</td>
<td>2</td>
<td>87</td>
</tr>
<tr>
<td>Lugari</td>
<td>4</td>
<td>50</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>18</strong></td>
<td><strong>562</strong></td>
</tr>
</tbody>
</table>

Table 3: The sample (Primary Schools and Youth Polytechnics) selected for the Study

<table>
<thead>
<tr>
<th>District</th>
<th>Division</th>
<th>Youth Polytechnic</th>
<th>Primary School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kakamega</td>
<td>Shinyalu</td>
<td>Lugala</td>
<td>Lugala</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Shilolavakhali</td>
<td>Shiagungu</td>
</tr>
<tr>
<td>Ikolomani</td>
<td>Mmbetsa</td>
<td>Shitoli</td>
<td>Shiamanyiro</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Shitoli</td>
</tr>
<tr>
<td>Khwisero</td>
<td>Khwisero</td>
<td>Khwisero</td>
<td>Ekatsombero</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Eshiabwali</td>
<td></td>
</tr>
<tr>
<td>Kabras</td>
<td>Kabras</td>
<td></td>
<td>Vyuyika</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Shiamberere</td>
<td>Mukambi</td>
</tr>
<tr>
<td>Lugari</td>
<td>Mautuma</td>
<td>Soy</td>
<td>Mlimani</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Likuyani</td>
</tr>
<tr>
<td>Mumias</td>
<td>Malaha</td>
<td>East Wanga</td>
<td>Muroni</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Kakunga</td>
</tr>
<tr>
<td>Butere</td>
<td>Butere</td>
<td>Butere</td>
<td>Butere</td>
</tr>
</tbody>
</table>

Sources: Annual Report 1990 & Office 1992

<table>
<thead>
<tr>
<th>Butere</th>
<th>Butere</th>
<th>Butere</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>7</td>
<td>13</td>
</tr>
</tbody>
</table>
Table 4: Enrollments per division for standard eight pupils in the primary schools in Kakamega District

<table>
<thead>
<tr>
<th>Division</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lugari</td>
<td>1,535</td>
<td>1,628</td>
<td>3,163</td>
<td>15.1</td>
</tr>
<tr>
<td>Ikolomani</td>
<td>791</td>
<td>992</td>
<td>1,783</td>
<td>8.5</td>
</tr>
<tr>
<td>Municipality</td>
<td>527</td>
<td>576</td>
<td>1,103</td>
<td>5.3</td>
</tr>
<tr>
<td>Kabras</td>
<td>1,302</td>
<td>1,216</td>
<td>2,518</td>
<td>12.0</td>
</tr>
<tr>
<td>Lurambi</td>
<td>1,154</td>
<td>1,269</td>
<td>2,423</td>
<td>11.6</td>
</tr>
<tr>
<td>Butere</td>
<td>991</td>
<td>857</td>
<td>1,848</td>
<td>8.8</td>
</tr>
<tr>
<td>Khwisero</td>
<td>756</td>
<td>827</td>
<td>1,583</td>
<td>7.6</td>
</tr>
<tr>
<td>Mumias</td>
<td>1,743</td>
<td>1,650</td>
<td>3,393</td>
<td>16.2</td>
</tr>
<tr>
<td>Shinyalu</td>
<td>1,180</td>
<td>1,947</td>
<td>3,127</td>
<td>14.9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>9,979</td>
<td>10,962</td>
<td>20,941</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 5: The Distribution of the Youth Polytechnic Instructors and Trainees in Division

<table>
<thead>
<tr>
<th>Division</th>
<th>Polytechnic</th>
<th>Instructors</th>
<th>Trainees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Khwisero</td>
<td>Khwisero</td>
<td>8</td>
<td>35</td>
</tr>
<tr>
<td></td>
<td>Eshiabwali</td>
<td>6</td>
<td>21</td>
</tr>
<tr>
<td>Butere</td>
<td>Butere</td>
<td>6</td>
<td>20</td>
</tr>
<tr>
<td>Shinyalu</td>
<td>Lugala</td>
<td>6</td>
<td>35</td>
</tr>
<tr>
<td></td>
<td>Shilolavakhali</td>
<td>8</td>
<td>58</td>
</tr>
<tr>
<td>Ikolomani</td>
<td>Shitoli</td>
<td>7</td>
<td>57</td>
</tr>
<tr>
<td></td>
<td>Mmbetsa</td>
<td>9</td>
<td>51</td>
</tr>
<tr>
<td>Lugari</td>
<td>Soy</td>
<td>15</td>
<td>53</td>
</tr>
<tr>
<td></td>
<td>Mautuma</td>
<td>8</td>
<td>25</td>
</tr>
<tr>
<td>Mumias</td>
<td>East Wanga</td>
<td>8</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Malaha</td>
<td>9</td>
<td>38</td>
</tr>
<tr>
<td>Kabras</td>
<td>Kabras</td>
<td>6</td>
<td>45</td>
</tr>
<tr>
<td></td>
<td>Shiamberere</td>
<td>23</td>
<td>64</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>119</strong></td>
<td><strong>522</strong></td>
</tr>
</tbody>
</table>

3.4 Sampling Procedures

In selecting the youth polytechnics and primary schools, clustering and stratified random sampling procedures were used. The divisions formed the clusters, and those with more than two youth polytechnics had the youth polytechnics selected...
randomly. The criteria for selecting primary schools was based on the fact that they had to be adjacent to the youth polytechnics. If the primary schools adjacent to each youth polytechnic were two or more, select the nearest school to the youth polytechnic, was automatically selected.

Purposive random sampling was used in selecting the subjects - teachers, standard eight pupils, instructors and trainees. For the thirteen youth polytechnics, all the thirteen managers were used. Sampling was not necessary for them, as each youth polytechnic had only one manager. In cases where the managers were not easily traced, the deputy managers were used. Through purposive sampling, instructors who trained in courses such as carpentry-joinery, tailoring/home-economics, metal-work/wielding and masonry were randomly selected. This was due to the fact that these courses had a link with the 8:4:4 prevocational curriculum. Instructors who dealt with support subjects that were linked to the pre-vocational curricula such as agriculture, business education, languages, social studies and mathematics were also randomly selected for the same purpose. Only two instructors were selected from each youth polytechnic,
for this study. This brought the sample size to twenty-six instructors in the thirteen youth polytechnics. Trainees who were selected through purposive random sampling were those who must have gone through the 8:4:4 system of education at their primary level of learning. This was suitable for the purpose of this study which was to investigate the role of the youth polytechnic in the context of the 8:4:4 system of education. Since the trainees who met this criterion were few, only ten were randomly selected from each youth polytechnic. This brought the sample size to one-hundred and thirty trainees, for the study. In total the sample size for the youth polytechnics was thirteen managers, twenty-six instructors and one-hundred and thirty trainees leading to a sum of one hundred and sixty-nine respondents (subjects).

In selecting the subjects for the primary schools both purposive and systematic random sampling were employed. Since there were thirteen primary schools and sample size for the headteachers was thirteen, all of them became subjects for the study. Sampling procedure affected the teachers and the pupils. The pupils in grade eight were the only subjects for the study. This was due to the fact that grade eight level
marks the end of the primary school cycle, hence projects and activities carried out at grades I-VII are finally evaluated at grade eight. Decision-making on whether to continue with further education at secondary level or join the youth polytechnic is determined by the evaluation carried out at grade eight.

The sampling process for the pupils took place from the classroom environment. Systematic random sampling was done among the pupils who were seated in the normal classroom rows. Pupils were randomly selected in intervals. The simple formula used was:

\[
\text{Total number of pupils} \div \text{Number wanted for the study} = \text{Interval}
\]

For example, Khwisero primary school in Khwisero division had a hundred registered pupils; only twenty were required and the interval was \(100/20 = 5\). This means that sampling was done by selecting one pupil from every five pupils in each row in the classroom. Primary schools which had exactly the required number of pupils (20) registered in grade eight, such as Lugala primary school in Shinyalu division, and those schools with less than the required number such as
Milimani primary school in Lugari division, with 19 pupils in grade eight no sampling was done, two hundred and sixty grade VIII pupils, twenty six teachers and thirteen headteachers - Total was two hundred and ninety-nine respondents.

In sampling primary school teachers, the criteria was that they had to be those that teach practical subjects in grade VIII such as Home economics, Art/Craft, Agriculture and Business Education. Two teachers were required from every school. Systematic randomn sampling was applied whereby a total of twenty six teachers were selected from thirteen primary schools. The whole sample size for thirteen primary schools was. The whole sample size for the thirteen Youth Polytechnics and Primary Schools for the study consisted of four hundred and sixty eight respondents.

3.5 Instruments for Data Collection

Four types of structured questionnaires, interview and observation schedules were developed in preparation for data collection. The validity and reliability of the instruments were verified through the pilot study to find out the extent to which they measured what they
were intended to measure. The instruments selected for collection of data for this study were considered suitable for obtaining information about current conditions, practices and making enquiries concerning attitudes and opinions of the respondents, in the context of the study.

The instruments helped in getting specific answers which could easily be classified and quantified, especially through the questionnaire. The interview schedule obtained and it was easy for the interviewer to clarify misunderstandings for the purpose of the research. The interview schedule was also considered as it could seek information under all circumstances, for example, in the case of emotionally disturbed administrators. Observation schedule was considered because it obtained direct information which was later compared with the respondent’s information through questionnaire and interview schedules thus leading to the drawing of conclusions of the study.

There were four types of questionnaires used for data collection. These are described in details below:
3.5.1 Interview Schedule for the Youth Polytechnic Managers

The schedule had 24 items which elicited information for research questions N 1, 2, 3 and 4 of the study; from the managers of the youth polytechnics on the origin of the youth polytechnics, general objectives of the youth polytechnics, trades offered and their specific objectives, qualification and employment of instructors, recruitment of trainees, relationship between the Youth Polytechnic Programme and the 8:4:4 Primary School programme; general interaction between these two institutions, level of attainment of skills among the school leavers/trainees, facilities available, innovations that have taken place in the youth polytechnics to accommodate the already oriented 8:4:4 Primary school leavers and availability of job opportunities in the local environment to suit the graduates from youth polytechnics.

3.5.2 Questionnaire for the Youth Polytechnic Instructors

The questionnaire had 25 items which were formulated to seek answers based on objectives of study
and the research questions. Aspects considered in this questionnaire were on qualification of the instructors, trades taught along with their objectives, facilities available, relationship between the trade and practical subjects in the primary school curriculum, methods of recruitment, level of skill attainment among the trainees, and availability of job opportunities for the graduates in the local environment. The questionnaire was prepared to suit those instructors who mainly trained in courses that were similar to the pre-vocational curricula of 8:4:4 system of education for example carpentry and joinery, Home economics and tailoring.

3.5.3 Questionnaire for the Youth Polytechnic Trainees

The questionnaire collected information only from those trainees who had passed through the 8:4:4 system of education in order to establish relationship effectively. The questionnaire had 23 items. Information elicited assisted in answering the research questions. It was based on the nature of practical subjects undertaken in the primary schools, trades studied in the Youth Polytechnic along with the
objectives, relationship between the trades and practical subjects in the primary school, qualification of the trainee in the Kenya Certificate of Primary Education (KCPE), facilities available in the Youth Polytechnic as compared to those in the Primary Schools.

3.5.4 Interview Schedule for the Primary School Headteachers

The interview was to gather information from the headteachers of the primary schools which could help in answering research questions and in achieving the objectives of this study. The schedule had 34 items. Information gathered was on the qualification of headteachers, practical subjects covered in their schools, general objectives of the subjects, enrolment of pupils, availability of facilities and their functional ability, level of training for the teachers, level of skill attainment by the pupils, availability of job opportunities for the school leavers in the local community, relationship between the 8:4:4 primary school curricula and Youth polytechnic programme; General interaction between primary schools and youth polytechnics, expectation on grade eight pupils after
Information sought from this questionnaire provided answers to the research questions which led to the achievement of objectives of this study. The questionnaire had 19 items. The questionnaire was prepared mainly for the teachers who teach practical subjects such as Art, craft, Business education, Agriculture, home science and music. This is because such teachers could easily see the area of relationship in curricula and bring it out more clearly.

Information elicited was on qualification of teachers, facilities available, assessment of pupils, level of skill attainment among the pupils, availability of job opportunities in the local environment for school leavers and relationship between Youth Polytechnics and Primary Schools.

3.5.6 Questionnaire for the Primary School Pupils

The questionnaire had 16 items which were directed to grade eight pupils. Information gathered was based
3.5.7 Institutional Workshop Observation Schedule

The observation schedule was constructed in order to determine:

(a) nature of facilities and learning resource materials provided for the programmes in both the Primary Schools and Youth Polytechnics.

(b) how complete the structures of workshops were, availability of the relevant tools and the functional level of the tools.

(c) timetable time allocation for practical subjects in comparison to academic subjects in the schools.

(d) articles made by pupils in the primary schools and trainees in the youth polytechnics, the quality, market level and competition in relation to the demand in the community.
Observation schedule provided concise and firm information which was directly drawn to clear doubts created by other information collected from other instruments on the research questions and purpose of this study.

3.6 Procedure for Data Collection

Before data collection, a permit was sought from the Office of the President. On the production of research permit, permission was granted by the District Education Office and District Commissioner. The headteachers and managers were informed in advance through letters from the researcher concerning the visits for data collection in these institutions.

In every institution that was visited, the researcher held discussions with the respondents and explained in detail the statement of the problem, the purpose, research questions, objectives and the significance of the study. The questionnaires were distributed. The respondents completed them, after which the researcher collected them. Interviews were then carried out by researcher. The second visit to these institutions was to observe workshops, assess
quality and quantity of tools and other facilities available; check on articles produced by either the trainees or primary school pupils and assess their value.

3.7 Constraints in Data Collection

Several problems were encountered in the process of data collection. These problems were as follows:

In some of the institutions, the managers and headteachers were unavailable. On failing to trace them completely on two consecutive days, deputy managers and deputy headteachers had to be used as respondents. Hence the journey became expensive and tiring especially in divisions like Lugari and Khwisero in which the Youth Polytechnics were very much in the interior.

Some headteachers of primary schools made the exercise tough and difficult by their failure to cooperate in providing the required (relevant) information.
Some of the Managers who were present in the youth polytechnics looked upon the researcher as the source of solutions to all the problems that they were facing in their institutions.

Some youth polytechnics and primary schools are located in the interior parts of some divisions where communication was a problem. For instance Mautuma Youth Polytechnic in Lugari division involved trekking through a thick forest for over eight kilometres (8km) to reach the institution.

Despite these problems, valuable data were obtained that formed the foundation upon which this study was based.

3.8 Data Analysis

At the end of the fieldwork, data collected was analysed both manually and by computer. Data was also analysed in line with the specific objectives and research questions of the study. The analysed data was reported through descriptive statistics such as tables, percentages and frequency distribution.
CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

4.1 Introduction

This study was designed to investigate the role of the Youth Polytechnic (YP) programme in the context of the 8:4:4 education system of the country. Three types of instruments were used in data collection namely; interview schedule for the Youth Polytechnic (YP) managers and Primary school headteachers; four types of questionnaires for the Youth Polytechnic instructors, trainees, primary school teachers and grade eight pupils; and an institutional workshop observation schedule. The study sample consisted of four hundred and sixty eight respondents (468) who included the headteachers, Teachers, Pupils, trainees, managers and instructors.

4.2 The Objectives

In this chapter, the collected data is presented, analysed and interpreted in line with the purpose and research questions of the study. The data is discussed as follows:
4.2 Relationship between the 8:4:4 Primary School and Youth Polytechnic Curricula

During data analysis, the issue of general relationship in all aspects of curricula in both the Primary Schools and Youth Polytechnic was first considered. According to the responses given by the Youth Polytechnic Managers, the instructors, trainees, the Primary school headteachers, teachers and pupils, there was 100% positive view to the fact that there was a general relationship between the Primary School and Youth Polytechnic curricula. This relationship was based on different aspects of curriculum development and implementation. The approach used in the presentation, interpretation and analysis of data on aspects of relationship was that of considering each aspect separately as stated below:

4.3 The Objectives

The relationship in the objectives was identified by most respondents. For instance 15.4% of the Primary School headteachers and 69.2% of the Managers saw the relationship being in the objectives of both the YPs and primary schools. The rest of the headteachers
84.6% and the Managers (30.8%) were not sure of this relationship in the objectives as they were neither positive nor negative. Those who saw the relationship to be in the objectives claimed that the general goals of education are the same and hence they lead into the general objectives used in both the YP and the Primary School Curricula. These headteachers and Managers argued that this relationship can be seen clearly through the practical subjects derived from these objectives lead to vocational or technical skills taught in their institutions.

In order to verify the responses of the proceedings, Table 6 shows the general objectives of education as drawn from the Primary school syllabuses (1986) as compared to general objectives of training in the Youth Polytechnics as stated in NCCK Report (1966).
Table 6: General Objectives of the 8:4:4 Primary School and Youth Polytechnic curricula

<table>
<thead>
<tr>
<th>8:4:4 Primary School Curriculum</th>
<th>Youth Polytechnic Programme</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Should lead to the acquisition of literacy, numeracy and manipulative skills.</td>
<td>1. provide functional form of general education in Mathematics, languages and social studies for pupils to understand clearly their environment.</td>
</tr>
<tr>
<td>2. should develop self expression, self-discipline, self-reliance and the full utilisation of the child's senses</td>
<td>2. To teach and train in artisan skills for self-reliance for individual to earn a living and for the development of the rural areas.</td>
</tr>
<tr>
<td>3. Should develop the ability for clear logical thought and critical judgement.</td>
<td>3. To offer service to local areas.</td>
</tr>
<tr>
<td>4. Should experience meaningful course of study - which will lead to enjoyable, and successful learning and a desire to continue learning.</td>
<td></td>
</tr>
<tr>
<td>5. Should acquire suitable basic foundation for the world of work in the context of economic and manpower needs of the nation.</td>
<td></td>
</tr>
<tr>
<td>6. should appreciate and respect dignity of labour.</td>
<td></td>
</tr>
</tbody>
</table>
7. should develop awareness and understanding of the immediate environment and foster a positive attitude towards other countries and towards the international community.

8. should develop desirable social standards and attitudes.

9. should grow into a strong and healthy person.

10. should develop a constructive and adaptive attitude to life based on moral and religious values and responsibilities to the community and nation.

11. should appreciate one's own and other people's cultural heritage, develop aesthetic values and make good use of leisure time.

12. should grow towards maturity and self-fulfilment as useful and well adjusted members of society.

Table 6 shows that there is a relationship between the Primary School curricula and Youth Polytechnic Programme which is brought out through the similarity in the objectives. The objectives which are similar are No.1, 2, 5, 6, 8, 10 and 12 in the column of the Primary School which directly equate with all the objectives in the column of the Youth Polytechnic (No.1, 2, 3). The similarity in the objectives may sometimes portray same in content, materials and evaluation procedures.

30.8% of Youth Polytechnic managers were not aware of the similarity in the area of objectives. Similarly 84.6% of headteachers were not aware of the similarity in the objectives of the curricula in the two institutions. The teachers, instructors, pupils and trainees did not respond to the items on relationship in the objectives. This showed ignorance on their part on what is offered in each institution. Okech (1988) suggested that the Primary Schools and the Youth Polytechnics should develop channels of communication in order to interact and be aware of the curricula covered in each of the institutions. Okech (1988) also suggested that the teachers, instructors, headteachers and managers should study the content and objectives of each others programmes. This will help them to discover
their own weaknesses (especially instructors in YPs) in training school leavers and avoid repetition in content coverage between the Primary schools and the Youth Polytechnics. In this way they will prepare the school leavers effectively for the World of Work. Therefore, it may have been negligence on the part of the instructors, teachers, pupils and trainees not to have recognised the relationship that exists in the objectives of each institution.

In this process of improving on their skill giving programmes and expansions of the activities in the Youth Polytechnics, the managers do not need to be ignorant of this relationship as shown in the findings. They need to be aware of the relationship so that they will know which skills are being covered in the primary school and upto which level of orientation. The major objectives in this area of relationship from Table 6 include: education laying basic foundation for the world of work in the context of economic and manpower needs of the nation and that "education should develop self-expression, self-discipline, self-reliance and full utilization of the child's senses." The content of these objectives influence standards of awareness in both the primary Schools and the youth polytechnics.
The objective on self-expression is fully utilized at the YPs whereby the trainees have to apply the ideas that they were given through skill awareness at the primary school while training at the Youth Polytechnic. It is therefore revealed from the findings that although the managers of YPs and headteachers seem to be aware of the relationship that exists through the general objectives of YPs and primary schools they have not informed the instructors, trainees, teachers and pupils of this relationship. It has become a "passive" relationship. This shows that both the managers and headteachers probably do not relate with each other in these terms. YPs seem to be independent of primary schools. This makes it probably hard for the YPs to adhere to the changes that take place in the education system, as the two institutions needs to develop a channel of communication to find out what is required for the same. YPs never take this area in the preparation of school leavers for effective preparation of school leavers for effective preparation of school leavers for employment.

4.4 Curriculum Content

One of the aspects of the research objectives was to state the relationship in the area of content covered in both primary schools and youth polytechnics.
The instruments on this aspect of relationship in Table 7 sought information on the type of subjects or trades covered in the formal curricula of the primary schools and youth polytechnics. The YP managers, instructors, trainees and primary school headteachers, teachers and pupils revealed through their responses that there was a similarity in the content taught in the primary schools and the youth polytechnics.

Table 7 shows the subjects that are covered in both the YPs and primary schools. The table shows that there are elements of the curricula which are covered in both institutions. For example, rules or regulations, sports/games, agriculture, languages (Kiswahili and English), Business Education, Homescience/Home-economics. From the general observation, the context and the extent to which these elements are covered is not the same. YPs cover these areas in the curricula from a higher perspective that leads to skill attainment and utilisation, whereas in primary schools, these areas of the curricula are covered in the context of laying the foundation for the school leavers, for skill awareness and orientation.
Table 7: Formal Curriculum covered in the Primary Schools and Youth Polytechnics

<table>
<thead>
<tr>
<th>Youth Polytechnic Curriculum</th>
<th>Primary School Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>English</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Agriculture</td>
<td>Agriculture</td>
</tr>
<tr>
<td>Kiswahili</td>
<td>Kiswahili</td>
</tr>
<tr>
<td>Business Education</td>
<td>Religious Education</td>
</tr>
<tr>
<td>Social Studies</td>
<td>GHC - Combined course of Geography, History, Civics</td>
</tr>
<tr>
<td>Tailoring/Dressmaking</td>
<td>Home Science</td>
</tr>
<tr>
<td>Home economics/ Knitting</td>
<td>Business Education</td>
</tr>
<tr>
<td>Carpentry/Joinery</td>
<td>Art/Craft</td>
</tr>
<tr>
<td>Welding/Plumbing</td>
<td>Games, sports, clubs</td>
</tr>
<tr>
<td>Masonry/Building - Construction</td>
<td>Science</td>
</tr>
<tr>
<td>Leather work</td>
<td>Pastoral Programme</td>
</tr>
<tr>
<td>Metal work</td>
<td>Rules/Regulation</td>
</tr>
<tr>
<td>Motor-vehicle mechanics</td>
<td>Young Christian Association</td>
</tr>
<tr>
<td>Games, sports, clubs</td>
<td></td>
</tr>
<tr>
<td>Rules/Regulations</td>
<td></td>
</tr>
<tr>
<td>Food Production</td>
<td></td>
</tr>
<tr>
<td>Activity clubs</td>
<td></td>
</tr>
<tr>
<td>Editorial Services.</td>
<td></td>
</tr>
</tbody>
</table>
Therefore with the fact that they covered subjects which seem to be the same, it does not all automatically mean that the YPs have a repeated programme. YPs give advanced content in subjects and trades which are linked to the primary school programme. The Youth Polytechnic Managers, the trainees, the teachers and the grade eight pupils brought out clearly through their responses, the common subjects covered either in the primary schools or the youth polytechnics in the pre-vocational programme.

Practical subjects such as Home Science, Art/Craft, Agriculture, Business Education, and Music were mentioned as common subjects that create relationship between the primary schools and youth polytechnics.

Tables 7 and 8 have shown that all the subjects covered in both institutions include languages – English and Kiswahili, Mathematics, business Education, Agriculture, Home Science/Home Economics, and Social Studies/GHC.

<table>
<thead>
<tr>
<th>Subject</th>
<th>English</th>
<th>Kiswahili</th>
<th>Mathematics</th>
<th>Business Education</th>
<th>Agriculture</th>
<th>Home Science/Home Economics</th>
<th>Social Studies/GHC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Building construction</td>
<td>10</td>
<td>11</td>
<td>6</td>
<td>7</td>
<td>5</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td>Metal work</td>
<td>10</td>
<td>11</td>
<td>6</td>
<td>7</td>
<td>5</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td>Leather work</td>
<td>10</td>
<td>11</td>
<td>6</td>
<td>7</td>
<td>5</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td>Electrical Engineering</td>
<td>10</td>
<td>11</td>
<td>6</td>
<td>7</td>
<td>5</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>English</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Kiswahili</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Business Education</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Agriculture</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Home Science/Home Economics</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Social Studies/GHC</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
</tbody>
</table>
Table 8: Distribution of Courses offered in each Youth Polytechnic

<table>
<thead>
<tr>
<th>Course</th>
<th>No. of Youth Polytechnics (N=13)</th>
<th>Percent (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carpentry/Joinery</td>
<td>13</td>
<td>100</td>
</tr>
<tr>
<td>Languages - English and Kiswahili</td>
<td>13</td>
<td>100</td>
</tr>
<tr>
<td>Social Studies</td>
<td>13</td>
<td>100</td>
</tr>
<tr>
<td>Tailoring/Dressmaking</td>
<td>13</td>
<td>100</td>
</tr>
<tr>
<td>Home-economics/knitting</td>
<td>13</td>
<td>100</td>
</tr>
<tr>
<td>Carpentry/Joinery</td>
<td>13</td>
<td>100</td>
</tr>
<tr>
<td>Metalwork</td>
<td>7</td>
<td>38.4</td>
</tr>
<tr>
<td>General fitting</td>
<td>5</td>
<td>53.8</td>
</tr>
<tr>
<td>Motor-vehicle Mechanics</td>
<td>3</td>
<td>23.0</td>
</tr>
<tr>
<td>Leather work</td>
<td>1</td>
<td>7.7</td>
</tr>
<tr>
<td>Agriculture</td>
<td>10</td>
<td>76.9</td>
</tr>
<tr>
<td>Business Education</td>
<td>9</td>
<td>69.9</td>
</tr>
<tr>
<td>Building construction</td>
<td>11</td>
<td>84.6</td>
</tr>
<tr>
<td>Masonry</td>
<td>11</td>
<td>84.6</td>
</tr>
<tr>
<td>Electrical Engineering</td>
<td>1</td>
<td>7.7</td>
</tr>
<tr>
<td>Mathematics</td>
<td>1</td>
<td>7.7</td>
</tr>
</tbody>
</table>

All the polytechnics offer a wide range of courses, with practical elements incorporated throughout the curriculum. The courses vary in terms of their focus, from technical skills like carpentry and metalwork, to more general subjects such as social studies and home economics. The figures reflect the diversity of offerings and the practical nature of education at these institutions.
Table 8 indicates that nearly all (98.2%) of the Youth Polytechnics cover these subjects; although Business Education is covered in only 69.9% and Agriculture covered in 76.9% of the Youth Polytechnics.

From the Primary School syllabuses (1986), content coverage in practical subjects like Art/Craft has topics such as woodwork, metalwork and construction which are integrated with the content of trades such as carpentry/joinery, metalwork, and masonry/building construction which are found in the youth polytechnic programme. Tailoring/Dress-making and Home-economics/knitting in the Youth polytechnics are integrated with subjects like Home Science in primary schools through which pupils are taught topics such as dressmaking, home care and balanced diet which correlate with YP Tailoring and Home-economics. Other commonly taught subjects whose content is related to the subjects in the youth polytechnics are shown in Table 7. They include Business Education, Languages - English/Kiswahili, GHC, (Geography, History and Civics) which have elements in social studies.

All the headteachers responded positively to the fact that through the content taught in practical
subjects - Homescience, Agriculture, Art/Craft and Business Education, school leavers are practically oriented and given skill awareness that plays a vital role in selecting their trades among those that form the core of the curricula of the Youth Polytechnic content such as Metal Work, Carpentry/Joinery, Masonry/Building Construction, Leather Work, Welding/Plumbing/General Fitting, Motor-Vehicle Mechanics and Tailoring/Dressmaking. The content of support subjects such as Languages, Social Studies, Business Education, Mathematics and Home-economics/Knitting in the YPs strengthens the communication skills, self-discipline and self-expression attitudes in the trainees and enables the trainees to express themselves fluently in the world of work without any difficulties. Content given in the same subjects in primary schools is standardised with an aim of providing pupils with introductory skills from all domains of learning (cognitive, affective and psychomotor). It also prepares school leavers by laying the basic foundation for the world of work in the context of economic and manpower needs. The content further makes them aware of the scientific and practical knowledge which can help them exploit the natural resources in their environments. From the responses of all the managers, the head-
teachers and teachers, the school curricula alone cannot provide the pupils with adequate skills for the world of work. In the opinion of the managers and headteachers, the content taught especially in pre-vocational skills is shallow, and it's not deep enough "to cover a wider range of vocational skills" as stated in the major objective on practical subjects from syllabuses (1986). There is need for the school leavers to expand their knowledge after school by joining Youth Polytechnics in order to train in skills relevant in utilisation of their environment.

Table 7 shows that content coverage in the primary schools and Youth Polytechnics is accompanied by co-curricular activities such as games, clubs, sports, open-day activities, rules and regulations. The trend of these activities is the same in both institutions. The difference is found in time allocation and level/ability of those participating. Games include football, netball, volleyball and sports include athletics. There are clubs such as 4K club and debating clubs in the primary schools which participate in similar activities as the Food Production Activity and Editorial clubs respectively. This seems to strengthen the fact that content covered in YPs is linked to that of the primary
schools in the sense that the YPs continue from where the primary schools have stopped. There is a cordial relationship between the Primary schools that are near to the Youth Polytechnics in sharing of play fields especially during games/sports. The primary school headteachers who do not have large fields to carry out field events requested the YP managers to offer them the play grounds for that purpose, especially during ball game competitions and sports. Likewise in YPs where fields were too small in size, the managers requested the headteachers to do the same. The YP section uses the primary school field to perform its field events. Very few headteachers (15.4%) reported that they had a joint debating group between the primary pupils and YP trainees which strengthened the relationship between them, whereas 7.7% of the managers said that they were involved in social welfare and community development activities such as editorial activities, Young Christian Associations (Y.C.A.), soil conservation and food production activities, which were not common in the primary schools.

Table 8 shows that different Youth Polytechnics cover different trades. The reason given by the Managers
during the interview was due to lack of facilities and personnel. Hence Youth Polytechnics cannot have a standardised or uniformity in trades covered in all the YPs. From the interview with Managers and headteachers, all of them said that 90% of the content taught in the primary school is covered theoretically whereas 10% of the content is covered practically; this is due to the fact that most (90%) of the primary schools do not have the necessary facilities for pre-vocational subjects, and even for those who have the tools, they are not adequately functional, and most lessons that are meant to be covered practically are done theoretically. In comparison 90% of the content is covered practically in the youth polytechnics whereas 10% is theoretical due to availability of resources. This concludes the fact that YPs are capable of becoming effective in skill training more than the primary schools.

From these responses, it can be deduced that there is a relationship in content between the YPs and primary schools; which the majority of the teachers in the primary schools and instructors from the Youth Polytechnics are not aware of because they are not aware of content taught in each of their institutions. It has also been brought out that content coverage in
the primary schools alone cannot make the school leavers adequately self-sufficient in skills and hence there is need for the Youth Polytechnic to reinforce the primary school content. Content covered at the primary school is to provide basic foundation and awareness of skills in the world of work and hence is more introductory in nature. From the data collected, the relationship in the primary school and Youth Polytechnic curricula goes beyond content coverage to include co-curricular activities through which a cordial interaction has been established between the two institutions hence strengthening the relationship between them. Consequently, curricula coverage is both through formal content including common subjects such as languages, Social Studies, Agriculture, Business Education and Mathematics, as common subjects in both institutions and informal activities such as games, clubs, sports, rules and regulations, and open-day activities being common also in both institutions.

4.5 Learning Approaches

From the responses given through the research instruments (questionnaire, Interview and observation schedules) used in collection of data, the words
commonly used to indicate the learning approach are "teach", "instruct" and "train". Through the institutional observation schedule the common methods that are used in learning process in the effort to achieve the objectives in both institutions, include instruction through lecturing pupils/trainees, group discussions, question - answer methods and activity method. Research findings revealed that 90% of the teaching in the Youth Polytechnics is based on practical work in the workshops. There is individualized learning whereby there are work tables or benches from which each trainee has to deal with his area of specialization. Activity method is the main method of learning. Trainees have to engage in various activities related to their trade. Through participating in these activities trainees get knowledge and discover new ideas related to their trades. This happened in all the Youth Polytechnics. In restaurants and catering the trainees are situated in small areas where there are tables. Instructors deal with each trainee as an individual from his work table. Sometimes, the instructors deal with groups of trainees, for example, in trades such as Carpentry/Joinery, Tailoring/dressmaking and masonry. The groups vary from two trainees to five trainees as reported by the instructors. Hence instructional
approach differed depending on the level of ability and power of perception among the trainees. Through the activity and discovery methods, instructors expected trainees to be creative and productive. From observation schedule more of the learning was trainee-centred in which the level of skill attainment was measured and evaluated by how much interaction the trainee had with the facilities exposed to him. In addition to the 10% theoretical coverage, the trainee was also expected by the instructors to do more research and readings from other written materials, documents and textbooks related to his area of specialization, at his own disposal. The trainee is not supposed to rely on depend entirely on the instructor in enriching himself with knowledge in his area of specialization. From general observation, trainees had a problem in acquiring extra knowledge and experiences due to lack of exposure to the materials. This is because most of the YPs are situated in rural areas where there are neither libraries nor textbook centres. Therefore although much research is expected from the trainees, they remain passive and docile in the area of doing their own reading, which forces them to depend entirely on work/activities given by their instructors. Most YPs have also got workshops that are not designed to meet
the requirements of the trades they teach. This affects
the learning approach, because the facilities used
spacing in the workshops and the trend technological
abilities are narrow and limited in scope. They cannot
enable the pupils to advance in their practical
activities. This also hinders the instructors from
doing their duties effectively. Due to the narrow
learning approach, YPs are unable to meet the ever
changing technical needs in industries and produce
competitive graduates in Jua Kali sector.

Wait with a specific trend in preparing the pupils for
their

The headteachers, on the other hand, reported
through their interview nearly 90% of the learning
procedure is done theoretically. During the interview
all (100%) of the headteachers agreed that lecturing,
group-discussion and question-answer methods
accompanied by note-taking are the common methods of
instruction in the primary schools. All these activities
accompanied by written exercises are centred in the
classroom. Pupils are taught as one single large group
at each level/grade. The teachers' provide all the
necessary knowledge through their own research and
textbook readings relevant to the topics in the
syllabuses. Pupils' participation is limited due to
lack of learning resources such as textbooks for
references and tools for practical subjects. In Kenya, there is a centralised curriculum whereby pupils learn the same content and respond to the same aspects of the syllabus throughout the nation. This makes the learning approaches to be the same in all schools in the country.

From the information collected through the interviews, it was revealed that each of the institutions - (Youth Polytechnic and Primary Schools) dealt with a specific trend in preparing the pupils for their future life. For example, the standardised approach of instruction in the primary schools which is based on 90% of the theoretical work shows that primary schools provide more knowledge that is not skill-based, whereas the nature of instruction which is based on 90% practical work in the workshop with more of the discovery and activity methods being used shows that Youth Polytechnic teaching is skill-based meant to train the trainees and prepare them for their future roles in life.
4.6 Evaluational Procedures

Table 9: Difference in level of Performance of Grade Eight Pupils and 8:4:4 Primary School Leaver-Trainees in Vocational Skills.

<table>
<thead>
<tr>
<th>Respondent</th>
<th>Remarks offered by respondents</th>
<th>Number of respondents</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Pupils) (N=13)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Headteachers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very Good</td>
<td>1</td>
<td></td>
<td>7.7</td>
</tr>
<tr>
<td>Good</td>
<td>4</td>
<td></td>
<td>30.8</td>
</tr>
<tr>
<td>Average</td>
<td>7</td>
<td></td>
<td>53.8</td>
</tr>
<tr>
<td>Poor</td>
<td>1</td>
<td></td>
<td>7.7</td>
</tr>
<tr>
<td>Managers (N=13)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Good</td>
<td>12</td>
<td></td>
<td>92.3</td>
</tr>
<tr>
<td>Average</td>
<td>1</td>
<td></td>
<td>7.7</td>
</tr>
<tr>
<td>Instructors (N=13)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Good</td>
<td>15</td>
<td></td>
<td>60</td>
</tr>
<tr>
<td>Fair</td>
<td>10</td>
<td></td>
<td>40</td>
</tr>
</tbody>
</table>

From their responses as shown in table 9, only one headteacher (7.7%) seemed biased in his assessment on the grade eight pupils especially in prevocational subjects. In his explanation during the interview, this
the head teacher said that the pupils perform very well in theoretical work in pre-vocational subjects; and that is why he graded them "very good;" from his own observation and from the teachers' progress records. Some of the head teachers (30.8%) also felt that the pupils are 'good' from their teachers' progress records on the work done by the pupils. The report of these head teachers was based on the performance of the pupils not only in pre-vocational subjects but also on the other subjects in the syllabus. Yet a good number of the head teachers (53.8%) graded the pupils as average. These head teachers argued that the pupils are only taught on theoretical work in pre-vocational subjects. Lack of facilities such as workshops with functional tools has contributed to the poor performance of the pupils in pre-vocational subjects. Other subjects in the syllabus did not have facilities such as textbooks and other written materials. These contributed to the poor performance of pupils in these subjects. In addition to lack of facilities, the head teachers complained of lack of specifically trained teachers in vocational skills, which also contributed to the average and poor performance of the pupils in pre-vocational subjects.
All the headteachers (100%) through the interview criticized the evaluation procedures in pre-vocational subjects in the national examinations. The headteachers reported that the pupils are only tested effectively in their theory work more than the practical part of the syllabus. Although there are projects which are prepared for the pupils in practical subjects for the examinations these projects carry no weight in their meaning to the pupil's life because they are poorly organised and grades are not included in the pupils KCPE results. The headteachers also said that the Ministry of Education through the inspectorate usually nominated external examiners from among the primary school teachers in the district. Those nominated are not necessarily specialists in practical skills being examined. These external examiners are sent to check on the projects prepared by pupils through groups - for example in building and thatching a hut. The pupils are graded in groups. These grades are never indicated in their certificates. No certificates are awarded for this projects to show which group, or individual pupil performed well.

Consequently, evaluation procedures are not effectively carried out to encourage individual pupils
develop positive attitudes towards pre-vocational skills. It is possible to conclude that where there are no certificates given to indicate grades in any examination, then, most probably, the content given is not important and therefore pupils and even teachers will relax in their efforts to work hard in that particular content. This is exactly what may have happened to the teachers teaching pre-vocational subjects and even pupils, who seem to have taken these pre-vocational subjects for granted. That is why teachers declined to respond on how they assess the pupils in these subjects as all the teachers felt that the opportunities for pupils to perform well are limited as long as the evaluational procedures are still weak and as long as the facilities have not been improved upon. This go along with the study of Okojie (1988) on "Economics of vocational education in Nigeria" regarding the capability of vocational courses in improving job marketability of school leaver.

Furthermore most of the managers (92.3%) reported that the Primary School leaver-trainees of the 8:4:4 system of education scored highly in Youth Polytechnic assessment tests and examinations as compared to school leavers of the previous system of education. This made
the managers to grade them "good" as shown in table 9. This comparison in performance shows that the 8:4:4 primary school leaver trainees had obtained valuable knowledge, skills and attitudes in pre-vocational subjects (practical subjects) at the primary school, hence they found it easy to apply this knowledge to trades that they studied, and thus certificates could not bring out that value of knowledge obtained in the same way. Certificates may be effective in motivating pupils towards working hard in acquisition of knowledge but may not weigh the amount of knowledge one has acquired in relation to other subjects in the syllabus. Of the grades offered in certificates portray what is obtained theoretically but not practically.

The findings revealed that 7.7% of Managers and 40% of Instructors felt that the 8:4:4 primary school leaver-trainees in the Youth Polytechnic were not better than the school leavers of the previous system of education but were only fair in their work. These instructors said that on recruitment, these 8:4:4 school leavers are as poor in their performance as other trainees. The instructors claimed that they have to begin from the background knowledge of the various courses that are taken by these trainees. When asked
"why they think this was so", these instructors said that, "maybe it was due to lack of facilities" in the primary schools through which the trainees received formal education. All the instructors (100%) said that 90% of the trainees were introduced to various tools for the first time when they were admitted into the Youth Polytechnics. With such an introduction, the trainee's performance only relied on the little knowledge they had acquired in the primary schools in pre-vocational content.

Inspite of the above information, the research findings also revealed that evaluational procedures which included formative and summative evaluation through written tests, exercises and examinations had same format in both YPs and primary schools. Though the nature of the content is different from one institution to another, 15.6% of the Primary School teachers reported that there are various aspects in Art/Craft, Homescience, Agriculture, and Business Education which are similarly tested in trades such as carpentry/Joinery, Tailoring/Dressmaking, Metal Work, Home-economics, Agriculture and Business Education in the Youth Polytechnic Programme; an issue which was supported by all the Youth Polytechnic instructors.
The purpose of testing is to find out the weaknesses in the achievement of objectives – especially on self-reliance and acquisition of skills for the world of work – and to obtain feedback for the work covered from the syllabuses.

Through the interview with the Youth Polytechnic Managers and from the course outlines of the Youth Polytechnic Programme, it was revealed that on completion of their courses after a duration of two years, the trainees have to sit for a Government Trade Test III depending on their areas of specialization undertaken in each youth polytechnic. This is due to the fact that different Youth Polytechnics train in different trades depending on facilities available in each one of them. Common trades such as carpentry/joinery, metal work and Tailoring/Dressmaking could have one of the YPs as a centre for the Government Trade Test III examination. In the process of their courses, trainees sit for internally organised tests, examinations and written exercises. The trainees' performance in internal examinations contributes to the final assessment that is included in the assessment report and recommendations that are drawn by the instructors for the leaving certificates awarded to the...
trainees on completion of their two year course. Government Trade Test III leads to acquisition of the final professional certificate indicating grades obtained.

The research findings on evaluation procedures showed that the academic subjects in the primary school curricula are more effectively evaluated than the pre-vocational subjects which are only theoretically tested. The purpose of evaluation in the primary school and Youth Polytechnic is the same - to get a feedback on content taught and discover the weaknesses or strengths in the coverage of the curricula.

4.7 Learning Resources

Table 10: Learning Resources (Workshops and Farms) in the Primary Schools and Youth Polytechnics (YPs)

<table>
<thead>
<tr>
<th>Facilities</th>
<th>Primary Schools N=13</th>
<th>Youth Polytechnic (N=13)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Percent</td>
<td>Percent</td>
</tr>
<tr>
<td></td>
<td>Number</td>
<td>%</td>
</tr>
<tr>
<td>Workshops</td>
<td>9</td>
<td>69.2</td>
</tr>
<tr>
<td>Farms</td>
<td>4</td>
<td>30.7</td>
</tr>
</tbody>
</table>
Table 10 shows facilities available in the Primary schools and Youth Polytechnics (YPs) according to the institutional workshop observation schedule. From the findings, 69.2% of the Primary schools had workshops, while all the Youth Polytechnics had workshops. Few primary schools (30.8%) had demonstration farms yet 76.9% of the Youth Polytechnics had demonstration farms. These findings corresponded with the responses given by the respondents on the issue of facilities.

The findings revealed that although there were workshops in 69.2% of the primary schools, these workshops did not have work places with work benches or tool kits in which tools could be stored. The workshops were "empty structures" without any facilities in them. The headteachers reported that the few tools they received through the Ministry of Education could not be kept in the workshops. This is because the tools were not brought in their tool kits or boxes. It was not therefore easy to store them in the workshops. Therefore the tools were stored in the cupboards in the headteacher's offices. This was also to make the tools secure from being stolen. All the pupils said that during their practical lessons, they learnt from either under a tree or from their class-rooms hence the
workshops were not used. The headteachers therefore reported that they had turned the empty workshops into "classrooms" or "staff-rooms." The headteachers reported that only 40% of the tools available were functional especially in subjects such as Agriculture, Art/Craft and Homescience.

From the findings of institutional workshop observation schedule most of the workshops in primary schools were not suitable for vocational subjects. The condition of 100% of the workshops in existence was not appropriate in terms of completeness, maintenance and availability of other facilities like electricity, water, First Aid Kits, fire extinguisher, workbenches and safety clothing like aprons and gloves. Though the outer wall was completed and they were roofed, they did not have windows and doors.

The responses given by the primary school teachers (68.4%) similarly showed that they had workshops which were not equipped with tools. Among all teachers 78.9% reported that in spite of the existence of the workshops, they could not undertake practical lessons in them because classroom organisation in an empty structure without work benches/tables and stools from
which they could organise pupils would be difficult. Therefore they preferred to teach from under a tree in the school compound or in classrooms.

Reporting on availability of facilities and the functional level, grade eight pupils had very little to comment on because workshops had been turned into "classrooms/staffrooms". Pupils did not know what structure they would call a "workshop". More so 46.7% responded 'Yes' to the fact that they did not have workshops whereas 52.9% said that they had workshops, which showed a state of confusion among them yet all the pupils even those who said had a workshop, reported that they took their lessons from either the classrooms or from under a tree in the school compound.

Some of the equipments listed during data collection by the respondents (headteachers, teachers and pupils) included sewing machines, utensils, cutting tools, hammers, wheel barrows, garden tools like jembes, planes, pliers, and saws.

It was reported from the findings that though the 8:4:4 primary school programme aims at transforming formal education to general and specialised training,
this has not been achieved, due to lack of adequate facilities such as well equipped workshops. Though pre-vocational subjects have been introduced as stated in the Government policy (1984), the parents have not been able to participate effectively in cost-sharing policy outlined in the Kamunge Report (1988), of building workshops and equipping them to sustain these subjects. This may be due to socio-economic situation in the community which relates to high cost of living which have made the cost-sharing policy sound too expensive for parents to participate in its implementation. The findings show that although workshops have been constructed they are not being utilised as intended in the Kamunge Report (1988). It has become difficult even to maintain the empty structures referred to as "workshops" which has possibly forced the headteachers to find ways of implementing the pre-vocational subjects practically.

In this struggle to implement the content of practical subjects effectively, 69.2% of the head-teachers requested the Managers of the neighbouring youth polytechnics to allow only grade seven and eight pupils to utilise their workshops as resource centres, as the Youth Polytechnics had workshops which were
equipped with the necessary facilities. The responses of Managers, instructors and trainees indicated that 76.9% of youth polytechnics had demonstration agricultural farms which were functional. The workshops had facilities such as water, electricity, workbenches and stools suitable for classroom organisation and aprons. Facilities that were not available at all in the workshops included fire extinguishers and First aid kits. Tools were available depending on the trades undertaken in each Youth Polytechnic.

Headteachers of Primary schools reported that in addition to lack of facilities, they did not have specifically trained teachers in technical skills. Instead they had generally trained teachers from teacher training colleges who could not handle pre-vocational skills effectively. Table 11 shows the level of training of the Primary school teachers as compared to the Youth Polytechnic instructors.
Table 11: Level of Training among Primary School Teachers and Youth Polytechnic Instructors

<table>
<thead>
<tr>
<th>Level of Training</th>
<th>Youth Polytechnics</th>
<th>Percent</th>
<th>Primary Schools</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>S1</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>5.3</td>
</tr>
<tr>
<td>P1</td>
<td>-</td>
<td>-</td>
<td>13</td>
<td>68.4</td>
</tr>
<tr>
<td>P2</td>
<td>-</td>
<td>-</td>
<td>2</td>
<td>10.5</td>
</tr>
<tr>
<td>Untrained</td>
<td>6</td>
<td>23.1</td>
<td>3</td>
<td>15.8</td>
</tr>
<tr>
<td>Technically trained</td>
<td>Grade 4</td>
<td>13</td>
<td>50</td>
<td>-</td>
</tr>
<tr>
<td>Grade 3</td>
<td>7</td>
<td>26.9</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Total</td>
<td>26</td>
<td>100</td>
<td>19</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 11 shows that Primary Schools do not have technically trained teachers as earlier stated by headteachers. Neither have these generally trained teachers been given inservice courses in pre-vocational skills. To effect the implementation of teaching these skills, the headteachers also requested the instructors from Youth Polytechnics to give the pupils remedial teaching and in-service the teachers where necessary in these subjects. This would strengthen the relationship between Youth Polytechnics and Primary Schools. In this
situation of lack of facilities and trained personnel to effect curriculum change in orientation of primary school pupils in pre-vocational skills, headteachers and primary school teachers supported the fact that the school alone cannot equip the pupils with adequate skills necessary for the World of Work.

From the general observation, there is a danger when the YP instructors guide the primary school pupils and teachers in pre-vocational subjects because the level of content and attainment of skills in both Youth Polytechnic and primary schools is different. The ability of those who receive the knowledge is also different. From the primary school syllabuses (1986) the content of the pre-vocational subjects in the Primary School syllabuses is meant to provide orientation in scientific and practical knowledge and skills. This basic knowledge introduces the pupils to the nature of the world of work. It may be possible that some of the instructors might teach what is beyond orientation. Due to these dangers, all the headteachers expressed their desire of having specifically trained teachers in pre-vocational subjects to handle the pupils. Otherwise, those generally trained teachers should be inserviced in pre-vocational skills. As far
as using the YP workshops as resource centres was concerned, pupils were given knowledge on identification of different tools that are used in pre-vocational subjects, such as Art/Craft, Agriculture, and Home Science benefitted from these workshops.

Some of the headteachers (36.8%) denied having any link with Youth Polytechnics in areas of instructional facilities or personnel. They argued that the main aim of the education system is to make pupils to pass examinations. According to them, Youth Polytechnics were mainly institutions for training primary school dropouts, failures and illiterate members of society. The headteachers felt that if they exposed their pupils to the Youth Polytechnic training, the pupils would not consider other subjects as important and will therefore not pass their examinations because of developing interest in the trades/courses and workshop training at the Youth Polytechnic.

According to their responses all the grade eight pupils (100%) said that the skills attained in primary schools cannot help them join the World of Work. This was due to lack of facilities appropriate for pre-vocational subjects. The Pupils felt that after school
it is necessary for them to join the Youth Polytechnics for further training in practical skills. In their comparison of workshops in the Primary Schools with those workshops in the Youth Polytechnics, all the standard eight said that the Youth Polytechnic workshops were better equipped as compared to those of their previous Primary Schools.

Due to this link in sharing of resources, the headteachers reported that every year, 35% of the primary school pupils enrol in Youth Polytechnics after school as trainees in various trades of their interest. For those primary schools which used Youth Polytechnics as resource centres, pupils developed positive attitude towards vocational training—which has led to increase in trainee enrolment at the Youth Polytechnics such that the Youth Polytechnics no longer train a tiny fraction of primary school leavers as stated in the Owano (1988). This finding proved the fact that Youth Polytechnics are still necessary and important institutions for skill-training.
4.8 Interaction between the Primary School and Youth Polytechnic

Research findings revealed that there was general interaction between the Youth Polytechnics and Primary schools. This relationship did not end in the formal curriculum in their programmes.

Most of the headteachers (70%) reported that the primary schools formed a market for the Youth Polytechnics. This is where the Youth Polytechnic get tenders from these primary schools to make cardigans, school uniforms and games kits. The headteachers advised parents to buy uniforms for their children from the youth polytechnics which sold them at relatively cheaper prices. The youth polytechnics also make furniture e.g. teachers' chairs, tables and pupil's desks as per demand from the primary schools. This opportunity was utilised especially by those primary schools that are neighbouring the youth polytechnics.

During the construction of buildings such as classrooms, staffrooms and workshops, the youth polytechnics were requested to take up the construction contracts. The trainees who participate in construction are paid by the managers from the money given by the primary schools out of these contracts.
Most of the youth polytechnics (76.9%) own agricultural demonstration farms (Table 11). They grow beans, maize, cabbages, onions, sweet and irish potatoes, tomatoes and other types of vegetables in these farms. These farm produce are sold to the Primary school teachers and to the local community. Through engaging in these economic activities, there has been a close interaction between these two institutions. This interaction has enabled the trainees to put into practice their skills, weigh their weaknesses and strength and improve where necessary. The trainees have also been able to expose their skills to the community thus creating a market for their skills and getting customers, on completion of their courses at the youth polytechnics. This interaction boosts the developments in the youth polytechnics. Through the money generated from these projects, materials for constructing new workshops, tools and other facilities are purchased.

Table 10 shows that only 23.1% of the youth polytechnics did not have demonstration agricultural farms. On the contrary a small member of primary schools (15.4%) own agricultural demonstration farms. These are located close to youth polytechnics without farms. Youth polytechnics without farms but are close to the primary
schools with farms buy subsistence crops such as beans, maize, cabbage, tomatoes and potatoes - which were used mainly as foodstuffs for the trainees and instructors. The sale of the above products earned primary schools money that is used in the development of the primary schools. Although 79% of the primary schools bought their furniture from the Youth Polytechnics, the rest of the primary schools got their furniture from the local workshops in the local trading centres as they could not easily interact with the Youth Polytechnics.

4.9 Innovations in the Youth Polytechnics

As a skill training programme, the Youth Polytechnic links the Primary School which offers orientation in pre-vocational skills to the World of Work. Youth Polytechnic managers reported that there were innovations in the Youth Polytechnic that has made it more effective in its role of skill-training and in order to reach the level of expansion of knowledge in the field of education. The areas of innovation as reported by the managers are shown in Table 12.
Table 12: Responses of Managers on Areas of Innovations in the Youth Polytechnics

<table>
<thead>
<tr>
<th>Area of Innovation as given by YP Managers (n=13)</th>
<th>Number of Managers</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skill-improvement programmes</td>
<td>4</td>
<td>30.8</td>
</tr>
<tr>
<td>Personnel/qualified staff</td>
<td>5</td>
<td>38.4</td>
</tr>
<tr>
<td>Facilities/equipment</td>
<td>2</td>
<td>15.4</td>
</tr>
<tr>
<td>Change in attitude</td>
<td>13</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 12 shows that more innovations have taken place in the area of recruitment of qualified staff (38.4%) and skill-improvement programmes (30.8%), the area of facilities/equipment (54.4%) and change in attitude (100%). The report given by the Managers in each area during the interview has been considered under the following:

Improvement in skill-giving was an area which was generally commented upon by nearly all the Managers, but specifically stressed upon by 30.8% of the Managers. According to their report, the skills given to the trainees have been broadened with the introduction
of "support subjects" such as Mathematics, Languages - English-Kiswahili, Business Education, Home Economics, Agriculture and Social Studies. To enable all the trainees participate equally, these subjects have been made compulsory among all trainees in each Youth polytechnic. This is to enable the trainees develop communication skills and attain the necessary knowledge needed for self-expression in the World of Work. The knowledge in these subjects is to help the trainees have a wider perspective of aspects of life, attitudes, beliefs and values that are attached to their areas of specialization in connection with their responsibility as members of a particular community. These support subjects are found in the Primary School Programme and therefore have brought a closer link between the two institutions. The role of these support subjects in the Primary School is to lay a foundation for the pupils by providing them with literacy, communication and manipulation skills. This role is established after completing the training at the Youth Polytechnic level, where the trainees develop self-expression, concentration ability, moral behaviour and attitudes towards work.
The study further revealed that very few Youth Polytechnics (5.4%) had introduced new trades which included leather work, metal work and motor-vehicle mechanics. Examples of such Polytechnics are Shitoli in Ikomomani division and Khwisero in Khwisero division. This has widened the skill-giving programme in these institutions. According to the managers’ report, introduction of these new trades and subjects in their programmes has made it possible for them to accommodate the 8:4:4 Primary school leavers comfortably without any difficulty. This is due to the fact that the school leavers on their admission into the Youth Polytechnics encounter subjects they had tackled previously but from a different perspective. They also encounter totally different areas such as motor-vehicle mechanics where they have to discover new knowledge. This makes the primary school leavers feel that the youth polytechnic is a necessary institution for them in skill-training but not a repeated programme of what they cover in their primary schools. Hence most of them are contended with this programme.

In addition to new subjects and courses, the managers reported that the most interesting area that attracted the trainees is that of attachment programmes.
- which have been emphasized and improved upon in all the Youth Polytechnics. An Attachment Programme is a scheme through which trainees are posted to various workshops, construction sites and local industries, for the practical part of their courses - to give them practical know-how and to test the functional level of their skills. Through industrial attachment, the trainees discover their weaknesses in their various areas of specialization that they hold in the Youth Polytechnic, and improve on weak areas of their skill. Attachment programmes are conducted within the local community around the Youth Polytechnics. This is because knowledge attained from the Youth Polytechnics must be applicable to the rural areas that they serve. Attachment Programmes help the trainees to discover the extent to which their skills are in demand in their local community. They also become aware of the different locations in the community where they can set enterprises on completion of their courses. Attachment programmes also create market for their skills.

Population growth has led to increase in primary school enrolment and expansion of skills leading to unemployment in the rural areas. Hence the managers reported that attachment programmes have been expanded
to include urban areas close to the Youth Polytechnics such as Mumias, Shinyalu and Butere and even extended to others beyond the location of Youth Polytechnic such as Kakamega, Kisumu, Nakuru and Nairobi. This expansion is to give the trainees a wider perspective of utilization of their skills without limitation to the rural areas.

Table 12 shows that few Managers (15.4%) reported on innovations in the area of facilities. Owano (1988) found that there were poor facilities in YPs but from the institutional workshop observation schedule (Appendix 9), there was a general improvement in the area of facilities. All the Managers reported that the Ministry of Technical Training and Applied Technology sent tool-kits to Youth Polytechnics after every three years. These tool-kits are sent to each Youth Polytechnic according to the areas of specialization. Boarding facilities had been introduced in 15.4% of the Youth Polytechnics to cater for those trainees who trekked long distances to the institutions. These boarding facilities had attracted most primary school leavers to join the YPs. There were also textbooks which had been purchased for purposes of guiding the instructors in their various areas of specialization.
From the observation schedule results, there were new workshops and stores which had been put up and others were in the process of being constructed.

On the quality of the trainers the study revealed that 76.9% of the instructors were of Government Trade test technically trained with grades 3-4. The government through the Ministry of Technical Training and Applied Technology has continually posted instructors to the Youth Polytechnics to teach support subjects and train school leavers in various areas of specialization. There were various transfers among the instructors. The managers reported that transfers retarded development and encouraged relaxation among the Managers and instructors. Instructors were trained at Kenya Technical Training College in specific trade skills. The instructors are qualified to the level of training Primary School leavers in the Youth Polytechnics effectively. The Managers reluctantly reported that transfers among the staff helped to curb corruption and misappropriation of funds in the Youth Polytechnics.

The area which has received advanced improvement is that of the attitude and opinions of the parents and
school leavers towards skill-training programme in the Youth Polytechnics. From the study Owano (1988) there was low morale and negative attitude towards skill-training in the Youth Polytechnic. Through the response of the Managers during the interview, there have been several ways which have been introduced to deal with low-morale and negative attitude. Previously, the parents, school-leavers and entire community believed that Youth Polytechnics were places for dumping school drop-outs, failures and illiterates. This attitude made people take their pupils for skill-training in the Youth Polytechnic as a last resort. This made Youth Polytechnic trainees not to be valued in the society, neither were their certificates recognized in the world of work.

All the Youth Polytechnics have developed methods of improving the attitude of the entire community, as reported by the Managers (see Table 12). The methods which have been used by the Managers to change the attitude of parents and other community members include; having public addresses during the chief's barazas. In most of these addresses, the Managers emphasis the importance of acquiring skills through the Youth Polytechnics for self-reliance. The Managers
organised seminars and conferences on the importance of YPs in skill-training at the District Education offices (DEO) where the head/teachers of primary schools, education officers and the rest of the community members are invited which has resulted into positive attitude among community members hence the increase in the enrolment of trainees in the Youth Polytechnic - for example at the time data was collected for this study, it was in the month of February - second month of year, yet most of the Youth polytechnics had over twenty trainees (20) as shown in Table 5. All the Managers supported the fact that by the end of first term in April (1993) there would be a great increase in the enrolment which will proceed by second term that was to commence in May 1993. According to the Managers, this increase was precipitated by the change in attitude among the members of community. During the interview headteachers reported that the number of the grade eight pupils who joined the Youth Polytechnics on completion of primary course had increased from 10% in the previous years to 35% at present. The headteachers felt that this was due to improvements that have taken place in the skill-training programmes in the Youth Polytechnics. In responses given in the questionnaires, majority 64.2% of the grade eight pupils said that they
would join the Youth Polytechnics for further training in pre-vocational skills. This was in response to the question as to what they expect to do on completion of their Primary School course, in case they would not attain the points necessary for joining secondary school education. This shows that due to change in attitude from low morale and negative attitude to positive attitudes towards skill-training programmes in the youth polytechnics most school leavers opt to train at least in a particular skill which can help them to earn a living. This skill-training programme can be found in the Youth Polytechnics. Due to this change in attitude, Youth Polytechnics are becoming popular institutions for skill-training for the school leavers who reside in the rural areas.

4.10 Requirements and Expectations of Youth Polytechnics from Primary School Leavers

Due to change in the education system, the Youth Polytechnics have to spell out clearly what they require from those who pass through 8:4:4 system of education. They also have to state what they expect of the school leavers on completion of skill-training programme at the Youth Polytechnic. In the interview with the Managers it was discovered that due to low
morale and negative attitude, previously the Youth Polytechnics recruited primary school leavers who had a mere certificate regardless of the academic performance or the grades spelled out by the certificates. Recruitment also involved primary school dropouts and even those school leavers who lacked fees to join secondary school education in spite of their high qualification that could enable them to do so. The managers argued that due to some trails of low morale which still exist among some community members and parents, they have resorted to recruiting such mixed ability group as far as school-leaver attendance is concerned. As far as methods of recruitment are concerned, most of the Managers (84.6%) reported that the only method they can attempt to use is oral interview in their selection of the trainees, although in most cases, they recruit every school leaver who requests for admission. This is due to the previous low enrollments that result from very few school leavers that report to them. It is therefore not possible to have a specific grade or qualification upon which they would weigh their recruitment methods. Consequently, the Managers wished that whereas they are struggling through various efforts as outlined
(through seminars, public lectures, advertisements and educational committees) - to change the attitude of the parents and members of the community, which cannot totally come to a fulfillment at once but gradually the Ministry of Technical Training and Applied Technology should make official admissions for Youth Polytechnics as it is done for other institutes of technology. This would make school leavers to see the importance of skill-training programme through the Youth Polytechnics. It would also lead to increase in enrollments in the Youth Polytechnic thus easing the school leaver population (especially those who are not able to join secondary schools due to lack of fees and required qualifications) and yet as shown in Tables 1, 2, 4 for age-group 10-14, 15-19 whose population is increasing every year, and threatening the expansion of education at the primary school level, secondary level and skill-training level in the district thus leading to the school leaver unemployment problem.

Consequently the primary school leaver trainees at the YPs had varied qualifications at the Kenya Certificate of Primary Examination level (KCPE) as shown in Table 13.
Table 13: Qualification of Youth Polytechnic Trainees at Grade Eight Level (KCPE Marks)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Marks</th>
<th>Number of Trainees N = 126</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>600-400</td>
<td>11</td>
<td>8.7</td>
</tr>
<tr>
<td>C</td>
<td>400-300</td>
<td>79</td>
<td>62.7</td>
</tr>
<tr>
<td>D</td>
<td>300-200</td>
<td>21</td>
<td>16.7</td>
</tr>
<tr>
<td>E</td>
<td>below 200</td>
<td>2</td>
<td>1.6</td>
</tr>
<tr>
<td>Others</td>
<td></td>
<td>13</td>
<td>11.3</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>126</td>
<td>100</td>
</tr>
</tbody>
</table>

The report given by the Managers, on recruiting mixed ability groups was supported by varied qualification given by the trainees in Table 13. The responses of the trainees show that there is no standard qualification for admission into the Youth Polytechnics. The results as shown in this table 13 also reveal that the Youth Polytechnic is not a place to dumb failures as most of those school leavers who join are those with grade C (400-300 marks). Consequently, most of the managers (61.5%) suggested that with mass improvement and change in attitude, they would make the standard qualification into Youth Polytechnics be a KCPE (Kenya certificate of Primary
Education) of 200-400 marks, and with C- being the highest grade and D-, the lowest grade for secondary school leavers.

The study revealed that the instructors expected the grade eight pupils to have proper skill/occupational awareness and effective orientational background in practical skills. From the primary school content, they also expected the primary school leavers to have highly developed interests in vocational skills that will lead to self-employment. In the disapproval of this expectation, the instructors reported that it was not easy to train 8:4:4 primary school leavers as they had thought previously. On admission 90% of the school leavers had very little or no orientation in pre-vocational skills and scientific knowledge. Instructors are therefore forced to begin their teaching from that background knowledge by introducing new knowledge to them in their areas of specialization. Due to this element of introducing the course once again to the 8:4:4 primary school leavers, there was no difference between the 8:4:4 primary school leavers and those of the previous system who did not pass through orientational knowledge in pre-vocational skills. The managers and instructors felt
that the preparation and orientation in skills given at
the primary school should be thorough to the extent of
making school leavers ready for skill-training in
various trades at the Youth Polytechnic.

On their expectations on completion of skill-
training programme at the youth polytechnic, the
instructors and Managers generally showed that the
8:4:4 Primary School leaver trainees at the Youth
Polytechnic will be more well equipped with skills
ready for wage and self-employment in the World of
Work. The trainees success efforts in acquisition of
skills would be a contribution made by both the little
orientation given by the primary schools and total
training at the Youth Polytechnic. All the trainees
responded 'Yes' to the fact that by the end of their
courses at the Youth Polytechnic, they will be equipped
It was found surprising that very few school leavers
with skills which will help them choose a career
(84.8%) took in or to urban areas to look for jobs as
similar to the trades taught in the Youth Polytechnic.
The trainees expected to have jobs more in the rural
setting without which they would spread to other
districts or regions in the district or outside the
district - in order to utilize their skills to earn a
living.

school leavers. Then there are high expectations of the
On the other hand the grade eight primary school leavers had high expectations of joining the Youth Polytechnics if they would not meet the requirements for formal education through secondary schools. This is shown in table 14.

Table 14: Pupils' Expectations of Completion of Primary School Course

<table>
<thead>
<tr>
<th>Expectations</th>
<th>Number of Pupil N = 257</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Go to urban area</td>
<td>15</td>
<td>5.8</td>
</tr>
<tr>
<td>Help parents on the farm</td>
<td>58</td>
<td>22.6</td>
</tr>
<tr>
<td>Start local enterprises (Self-employment)</td>
<td>64</td>
<td>24.9</td>
</tr>
<tr>
<td>Join Youth Polytechnic</td>
<td>92</td>
<td>35.8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>257</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

It may look surprising that very few school leavers (5.8%) hope to go to urban areas to look for jobs, as (24.9%) would like to start their own enterprises as indicated in Table 14. However, 22.6% of the school leavers would like to help their parents on the farm. These findings show that if the Youth Polytechnic would adjust their programmes to suit the interests of the school leavers, then there are high expectations of the
school leavers joining the Youth Polytechnic as shown in Table 14. The grade eight pupil's expectations are located more in the rural areas, and one of the objectives of the Youth Polytechnics is to transform the rural areas, hence Youth Polytechnic can utilise such expectations to recruit more school leavers in their institutions.
CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary

This study investigated the role of the Youth Polytechnic Programme in Kenya in the context of the 8:4:4 system of education. Specifically, the study sought to establish the relationship between the 8:4:4 primary school and youth polytechnic curricula; describe the general interaction between the primary school and the youth polytechnic; describe the innovations that have taken place in the youth polytechnics to enable them accommodate the 8:4:4 primary school leavers, and to identify the requirements and expectations of the youth polytechnics on grade eight primary school leavers. The study covered Kakamega District which has nine administrative divisions. Seven divisions were covered during the study but the remaining two did not qualify for the study, as they did not have youth polytechnics. Thirteen primary schools and thirteen youth polytechnics were covered. At least two primary schools and two youth polytechnics were covered in each of the
six divisions. One division (Butere) had only one youth polytechnic and therefore one primary school was also covered, for purposes of consistency in the study.

The research instruments included a Questionnaire, interview and observation schedules. The respondents included thirteen managers, twenty-six instructors and one hundred and thirty trainees of the youth polytechnics; thirteen primary school headteachers, twenty-six teachers and two hundred and sixty grade eight pupils of the primary schools. The sample size consisted of four hundred and sixty eight respondents who were selected through interval, systematic and systematic sampling. The research instruments were administered by the researcher. Data was analysed manually and by computer, in line with the objectives and research questions of the study. The analysed data was reported through frequency tables and simple statistics such as percentages and means.

The findings of the study as drawn from the interpretation and discussions in chapter four are as follows:

There is a general relationship between the primary school and youth polytechnic curricula
especially in the content of pre-vocational subjects, learning strategies and evaluational procedures.

There is a general interaction between the primary schools and the youth polytechnics. This interaction is based on sharing of resources such as play-fields and workshops as learning resources. Other interactions are based on economic links, where the primary schools form a market for the youth polytechnics products such as agricultural produce, furniture, uniform and cardigans.

Although there are workshops in most primary schools, these workshops are "empty structures" without tools and hence have been turned into "class rooms" or "staffrooms". Inspite of the presence of the workshops, pupils learn their practical lessons from either their classrooms, under a tree or on the playfield in the school compound.

There has been innovations in the Youth Polytechnics which are supposed to accommodate the 8:4:4 primary school leavers.
The entry requirements into the youth polytechnics for the primary school leavers is a mere primary school certificate regardless of the grades and performance listed in these certificates. School dropouts and secondary school leavers are also recruited.

Primary school teachers are not specifically trained to teach pre-vocational subjects in the primary schools. Neither have they undergone induction courses to prepare them in the teaching of pre-vocational skills. The DEO's office in public trading centres, by the youth.

On their recruitment as trainees at the YPs, the 8:4:4 primary school leavers are not better than those school leavers of the previous system since they are not able to identify, select and use appropriate materials and tools for specific activities, neither can they apply their skills, knowledge, concepts, and attitudes acquired, especially in art and craft activities in the learning of other trades. This forces the instructors to start teaching from the beginning of the course outlines.
Youth Polytechnics have an additional perspective based on skill training, for employment whereas the primary school curriculum is based on laying foundation in basic skills and orientation that leads into preparation for the world of work.

The parents, school leavers and the community in general have developed a positive attitude towards the skill-training programme in the youth polytechnics. This attitude has been cultivated through seminars, posters, meetings and chief's barazas staged in the YPs, the DEO's offices and in public trading centres, by the youth polytechnic managers.

The standard eight pupils are finally assessed in practical subjects through a project which is given for examination. The grades offered are not included in the Kenya Certificate of Primary Education (KCPE) results, and no certificates are awarded to individual pupils to indicate the grades scored as per project undertaken.
5.2 Conclusions

Based on the above findings and discussion in the previous chapter, the following conclusions have been reached:

- There is a relationship between the primary school and youth polytechnic programmes, and if this relationship is enhanced, then the academic standards in the primary schools can be raised especially in pre-vocational subjects where the youth polytechnics have allowed the primary schools to use the workshops as learning resources. This can also lead into the expansion of the Artisan programme in the YPs.

- The school alone cannot provide adequate skills for direct employment hence there is need for further training through the youth polytechnics for acquisition of skills for the world of work.

- Due to the positive attitude created among the parents, school leavers and community members towards skill-training programme in the youth polytechnics, many school leavers have enrolled as trainees at the YPs.
There is no efficient skill training in the primary schools due to lack of technically trained teachers, well equipped workshops and functional tools.

Youth polytechnics do not have the same programme of vocational skills as found in the primary schools but rather reinforce the orientation given to the school leavers in these skills through training them in specialised areas of interest in these skills for the employment sector. Therefore the two institutions - the YPs and the primary schools complement each other in preparing school leavers for the world of work. The main role of the youth polytechnics is that of skill training by building on the basic foundation laid through orientation by the primary schools.

If the general interaction between the primary schools and youth polytechnics is enhanced, then the YPs have a better opportunity of serving the rural areas, thus transforming them. This is because the primary school pupils and their parents form the core of the rural areas and hence by reaching them efficiently through sharing of
economic and social resources, the YPs will achieve one of its objectives of transforming the rural areas through the school leavers trained in these institutions.

• The general innovations that have taken place in the youth polytechnics have played a major role in attracting the school leavers' attention and that of the community towards the youth polytechnic programme. With further expansions in the YP programme it can become more effective in accommodating the changes that are taking place in the school system.

• Youth polytechnics still have a significant role to play despite the vocationalization of the primary school curriculum.

• The primary schools have not been able to arouse the pupils' interest and attitudes towards pre-vocational subjects due to lack of a purely practical examination in these subjects and award of certificates based on these subjects. This has discouraged the primary school teachers and pupils to be more enthusiastic towards these practical subjects.
5.3 Recommendations

On the strength of the main findings and conclusions discussed above, a number of recommendations are made with a view to improving the 8:4:4 primary school and youth polytechnic programme:

With the pre-vocational curriculum in the primary school education, there is need for the youth polytechnics to broaden their programme by including a variety of skills which will make the pupils to develop a desire and interest to pursue skills that are exceptionally in the YPs. Such skills can be found in commercial courses such as accounts, Business Education and Secretarial, which will widen career choice of trainees.

There is need for the government to improve the terms and conditions of the YP instructors. This is due to the fact that the salaries of the instructors are too low. It is therefore not possible for well-trained and ambitious persons to work in YPs; which leads to a decline in the role of YPs. There are only those experienced and motivate qualified instructors who will raise the standards of YPs, if their terms of service are improved.
There should be proper channels of communication between the primary schools and the youth polytechnics. This will create awareness in both institutions on the extend to which they can prepare school leavers for further education or training. The YPs will be able to identify areas in the primary school syllabus that are related to skill-training and have not been covered effectively hence build on them. This will also enhance the relationship between these two institutions more.

Kenya Institute of Education (KIE) should organize inservice courses and seminars in technical skills for the primary school teachers so that they update themselves with practical knowledge. This will enable them to teach pre-vocational curriculum effectively without any guide from the youth polytechnic instructors.

For proper orientation in practical skills, workshops in the primary schools should be equipped with tools that are functional. There is no need of pupils doing their practical work on the field, in the classroom and under the tree in the presence of a workshop. Workshops should be functional.
Practical subjects should be examined at grade eight level by the Kenya National Examinations Council. There should be a separate paper to test the practical skills acquired. The grades awarded should be reflected in the Kenya Certificate of Primary Education - KCPE. In schools pupils who excel in practical subjects such as woodwork should be awarded certificates. This will enable pupils develop interest in these subjects. It will boost the morale of teachers and motivate pupils to work hard in pre-vocational subjects just like any other examinable subjects.

The Ministry of Technical Training and Applied Technology should initiate a scheme of selecting the school leavers through uniform standardized qualification into the youth polytechnics. This universal selection will emphasize the importance of Youth Polytechnics and lead to their recognition as skill-training institutions. Parents will be encouraged to enrol their children for training.
5.4 Recommendations for Further Research

- There is need to investigate the process of evaluating practical subjects in the primary schools, in the effort to prepare primary school leavers to acquire skills for the world of work.

- There is need to investigate on whether the universities would open up for graduates of Youth Polytechnics to enhance their image in further education/training.

- The study recommends further research in the readjustment of the YP programmes so that it can serve categorically both primary and secondary school leavers who are enrolled in the YPs.
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Rensburgh Van P.: "Education with Production." Journal of EPTA. Botswana, Foundation for Education with Production


# GRADING SCHEME FOR PRE-VOCATIONAL SUBJECTS IN GRADE EIGHT

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Correspondence</th>
<th>Remark</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100</td>
<td></td>
</tr>
<tr>
<td>A-</td>
<td>85-89</td>
<td>Very Good</td>
</tr>
<tr>
<td>B+</td>
<td>80-85</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>75-79</td>
<td>Good</td>
</tr>
<tr>
<td>B-</td>
<td>70-74</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>65-69</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>60-64</td>
<td>Average</td>
</tr>
<tr>
<td>C-</td>
<td>55-59</td>
<td></td>
</tr>
<tr>
<td>D+</td>
<td>50-54</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>45-49</td>
<td>Fair</td>
</tr>
<tr>
<td>D-</td>
<td>40-45</td>
<td></td>
</tr>
<tr>
<td>E</td>
<td>35-39</td>
<td></td>
</tr>
<tr>
<td></td>
<td>30-34</td>
<td>Poor</td>
</tr>
<tr>
<td>F</td>
<td>25-29</td>
<td></td>
</tr>
<tr>
<td></td>
<td>20-24</td>
<td>Very poor</td>
</tr>
<tr>
<td></td>
<td>0-20</td>
<td></td>
</tr>
</tbody>
</table>

INTERVIEW SCHEDULE FOR YOUTH POLYTECHNIC MANAGERS

This study attempts to investigate the role of the youth polytechnics in the context of the 8:4:4 system.

Your knowledge of the YP programme is of great value to this study. Please answer the questions below to the best of your ability.

INTERVIEW

1. What is your name? ........................................

2. What is the name of your youth polytechnic? ......
.................................................................

3. Which year was it started? ..............................

4. Which group was responsible for starting this youth polytechnic? ........................................

5. What are the two main reasons for starting this youth polytechnic? ........................................
(a) .............................................................
(b) .............................................................

6. How many trainees were recruited when it was started and at present?
   When it was started ( )
   At present ( )
7. What trades were originally offered and which ones do you offer now? Originally (a) ....................... (b) ....................... (c) ....................... (d) ....................... At present (a) ....................... (b) ....................... (c) ....................... (d) ....................... 

8. Give two reasons why these trades were chosen to be taught in this youth polytechnic. (a) .................................................. (b) ..................................................

9. Are these trades related in anyway to the practical subjects found in the 8:4:4 primary school curriculum? Yes ( ) No ( )

10. If Yes, how are they related? A. Content ( ) B. Objectives ( ) C. Tools ( ) D. Methodology ( )

11. What is the scope of vocational skills taught in the youth polytechnic? A. Wide ( ) B. Overloaded ( ) C. Wide enough to cover effective training for two years ( )

12. For each trade you offer how many places are available for each level from 1988-1992? ...........

13. What are the minimum requirements for admission
for each level recruited in your youth polytechnic?

<table>
<thead>
<tr>
<th>Level</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard Eight Leavers</td>
<td></td>
</tr>
<tr>
<td>'O' level Leavers</td>
<td></td>
</tr>
</tbody>
</table>

14. What methods do you use for recruiting trainees?
   (a) Interview ( )
   (b) Paper-pencil ( )
   (c) Selection on required qualification ( )

15. In your youth polytechnic how do you find the 8:4:4 primary school leavers in training opportunities, as compared to leavers of previous system of education?
   (a) Excellent ( )
   (b) Good ( )
   (c) Average ( )
   (d) Poor ( )

16. Will 8:4:4 primary school leavers be better equipped in skill training on completion of courses?
   Yes ( )
   No ( )

17. If Yes, what makes them to be better equipped at the end of the course?
A. Previous vocational orientation in school ( )

B. Adequate facilities in the youth polytechnic ( )

C. Environmental exposure in the youth polytechnic ( )

18. Have you made any innovations in your youth polytechnic on the facilities or personnel, since it began?
   Yes ( )  No ( )

19. If Yes, are these innovations in anyway connected to the education system in Kenya?
   Yes ( )  No ( )

20. If Yes, are the innovations able to accommodate the already vocationally oriented 8:4:4 primary school leavers, who are recruited in your youth polytechnic, comfortably without any difficulty?
   Yes ( )  No ( )

21. What are some of these innovations and in which area do they fall?

22. Do you think the 8:4:4 primary school curriculum is giving the pupils adequate orientation in vocational education upto the expectation of your polytechnic?
   Yes ( )  No ( )
23. If No, why do you think so?

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

24. What do you think are the advantages of 8:4:4 primary school curriculum in teaching practical subjects to the pupils?

(a) ................................................................................................................

(b) ................................................................................................................

(c) ................................................................................................................

25. Which institution do you consider in preparing the youth for the world of work?

(a) 8:4:4 primary school curriculum ............................................. ( )

(b) Youth polytechnic programme ................................................ ( )

(c) ..............................................................................................................
QUESTIONNAIRE FOR YOUTH POLYTECHNIC INSTRUCTORS

This study attempts to investigate the role of the youth polytechnic in the context of the 8:4:4 system of education. Your knowledge of the youth polytechnic programme and your long experience in training the youth are of great value to this study. Please answer the questions to the best of your ability.

1. Your name is ..............................................

2. Your qualification is .................................

3. Name of your youth polytechnic is ............

4. Name of your trade is .................................

5. How long have you been an instructor in this youth polytechnic?

   Years              Months
   ____________________________

6. What are the main objectives of your course?

   (a) ...........................................................

   (b) ...........................................................

   (c) ...........................................................
7. Is your trade related to any practical subjects taught in 8:4:4 primary school curriculum?

Yes ( ) No ( ).

8. If yes, which subjects and which areas of subjects are they related.

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Area of Relationships</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Needs were found</td>
<td>(a) Objectives ( )</td>
</tr>
<tr>
<td>(b) class</td>
<td>(b) Use of tools ( )</td>
</tr>
<tr>
<td>(c)</td>
<td>(c) Methods of teaching ( )</td>
</tr>
<tr>
<td>(d)</td>
<td>(d) Content ( )</td>
</tr>
<tr>
<td>(e)</td>
<td>(e) All the above ( )</td>
</tr>
</tbody>
</table>

9. How do you think your trade is achieving the objectives set for it?

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Completely</td>
<td>To some extent</td>
<td>Not at all</td>
</tr>
</tbody>
</table>

10. Why do you think so?

........................................................................................................
........................................................................................................
11. Do you have 8:4:4 primary school leavers as trainees in your class?
   Yes ( )   No ( )

12. If Yes how do you assess them?
   A. Good ( )  B. Fair ( )  C. Poor ( )

13. Why do you think so?

14. What methods were used in selecting members of your class?
   (a) Interview ( )
   (b) Paper-pencil tests ( )
   (c) Selection by qualification ( )

15. Which group is more easy to instruct and train, and why?

<table>
<thead>
<tr>
<th>Level</th>
<th>Reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary school leavers (8:4:4)</td>
<td>形成的小组有助于为工业化做好充分准备</td>
</tr>
<tr>
<td>Form four leavers of previous system</td>
<td>Previous standard seven</td>
</tr>
</tbody>
</table>

---

21. Level: do you think their practical experience at the workshop would have contributed to their efficiency as skilled craftsmen at the end of the course?

22. 8:4:4 primary school leavers

   ---

   ---
16. Why do you enjoy teaching the group you have selected above?

17. Do you have a workshop for teaching practical elements of your trade?
   Yes ( ) No ( )

18. If Yes, is it well equipped?
   Yes ( ) No ( )

19. If Yes, are the tools functional?
   Yes ( ) No ( )

20. Will your 8:4:4 primary school leaver trainees have sufficient practical experience to enable them to become skilled craftsmen at the end of their trade?
   Yes ( ) No ( )

21. If Yes, do you think their practical experience at the school would have contributed to this?
   Yes ( ) No ( )

22. If No, what do you think would have contributed to their experience as skilled craftsmen at the end of the course?
   (a) ................................................
   (b) ................................................
23. To what extent do you think the school alone can provide skills for self-employment and wage employment?

A. Much ( )       B. Quite much ( )
C. Somehow ( )     D. Not at all ( )

24. Why do you think so?

(a) ..........................................................

(b) ..........................................................
QUESTIONNAIRE FOR YOUTH POLYTECHNIC TRAINEES

This study attempts to investigate the role of youth polytechnic in the context of the 8:4:4 system of education.

Your knowledge of both 8:4:4 primary school curriculum and youth polytechnic programme will be of great value to this study. Please answer the questions to the best of your ability.

1. Your name is?

2. Your previous primary school was?

3. Name of your youth polytechnic is?

4. Which trades are you studying?
   (a) 
   (b) 

5. How long will your course take?
   [ ] Years
   [ ] Months
   [ ] All of the above

6. Have you covered by the practical subjects at school?
   [ ] Yes
   [ ] No

   [ ] Yes
   [ ] No
   [ ] Yes
   [ ] No
6. What was your qualification in standard eight?

7. When did you complete school?
Year (   )

8. Which practical subjects did you do at school?
(a) ..........................................................
(b) ..........................................................
(c) ..........................................................

9. Among these practical subjects, which ones did you understand and like most?

10. Why did you like these subjects?

11. Are the trades you are training in now related to these subjects?
Yes (   ) No (   )

12. If yes, where does the relationship occur?
A. Content (  ) B. Objectives (  )
C. Tools (  ) D. All of the above (  )

13. Were you influenced by the practical subjects at school to select the trades you are being trained in now?
Yes (   ) No (   )
14. If No, Why did you choose the trades you are training in now?


15. Why did you join the youth polytechnic?


16. Does it mean that the practical subjects you did at school did not give any skills to make you to get a job straight away?

Yes ( )  No ( )

17. If No, what did you acquire from the practical education at the primary school?


18. Do you think at the end of your training you will be equipped with skill to help get a job or start your own job?

Yes ( )  No ( )

19. If Yes, which kind of job would you like to engage in?

(a) Similar to trade you are doing ( )
(b) Outside course you are doing ( )
20. Are there any job opportunities in your rural setting similar to the course you are undertaking at youth polytechnic?
   Yes ( )   No ( )

21. Did you have a workshop in your primary school for practical subjects?
   Yes ( )   No ( )

22. If yes, was it more equipped than the workshop in the youth polytechnics?
   Yes ( )   Question ( )   No ( )

23. If No, which kind of tools are in the workshop in the youth polytechnic that were not in your primary school workshops?
   (a) ...................................................
   (b) ...................................................
   (c) ...................................................
   (d) ...................................................

24. How many classes of grade eight did you have in your primary school?
   Number: ( )

25. Do you have an ongoing school enrollment in upper primary?
   Yes ( )   No ( )
APPENDIX 6

INTERVIEW SCHEDULE FOR THE PRIMARY SCHOOL HEADTEACHERS

This study attempts to investigate the role of the youth polytechnic programme in the context of the 8:4:4 system of education. Your knowledge of the 8:4:4 primary school curriculum will be of great value to this study. Please answer the questions below to the best of your ability.

1. What is your name? ..............................................

2. What is the name of your primary school? ..............

3. What are your qualifications? .................................

4. For how long have you been a headteacher of the primary school?

   Years: ( ) Months: ( )

5. How many classes of grade eight do you have in your school?

   Number: ( )

6. Do you have the primary school syllabuses for upper primary?

   Yes: ( ) No: ( )
7. If Yes, how many practical subjects does your school engage in according to the syllabuses?  
Number ( )

8. Can you name them?  
(a) .................................................................  
(b) .................................................................  
(c) .................................................................  
(d) .................................................................

9. How many lessons per week should these practical lessons take compared to the academic subjects?  
Practical subjects ( )  
Academic subjects ( )

10. Do you have trained teachers who handle these practical subjects in grade eight?  
Yes ( )  
No ( )

11. If Yes, how many teachers and where did they train? .................................................................

12. If No, who handles these practical subjects in school?  
........................................................................

13. Do you have a workshop for these subjects?  
Yes ( )  
No ( )

14. If Yes, does it have all required tools from the Ministry?
15. If Yes, how functional are these tools?

16. If No, how many types of tools can be found in your workshop?

17. From the teacher's records, and your own observation, how do you assess the grade eight pupils in these practical subjects?

A. Very good ( )
B. Good ( )
C. Average ( )
D. Poor ( )

18. Why do you think so?

19. Do you think the pupils will be equipped with skills that can make them to be directly employed at the end of grade eight course?

Yes ( )
No ( )

20. If yes, are there job opportunities in this community related to the practical subjects the pupils are doing at school?

Yes ( )
No ( )

21. Name some of these job opportunities:

________________________________________________________________________
________________________________________________________________________
22. Can the school alone provide adequate skills for the pupils for wage and self employment?
Yes ( ) No ( )

23. If No, what are your expectations of these pupils when they complete grade eight and cannot join secondary school?

24. Do you think there is any relationship between the 8:4:4 primary school practical curriculum with the youth polytechnic programme?
Yes ( ) No ( )

25. If Yes, where does the relationship occur?
A. Content ( ) B. Methodology ( )
C. Tools ( ) D. All of the above ( )

26. What do you think are the implications of the 8:4:4 primary school curriculum on the youth polytechnic programme?

27. How are the practical subjects assessed for national grading?
A. School ( )
B. Youth polytechnic training ( )
C. Both the above ( )
28. Do you think this kind of assessment will help the child to be practically oriented and utilize his skills after school?
   Yes ( ) No ( )

29. If No, how do you think this assessment should be done?

30. What do you think are the weaknesses and strengths of the 8:4:4 primary school vocational curriculum?

31. Do you know any of your pupils who has joined youth polytechnics since you became headmaster of the school?
   Yes ( ) No ( )

32. If Yes, how many? Number ( )

33. Are these pupils excelling well in their careers?
   Yes ( ) No ( )

34. If Yes, what do you think is contributing to their success in their careers?
   A. Exposure to the world of work at school ( )
   B. Youth polytechnic training ( )
   C. Both the above ( )
TEACHER QUESTIONNAIRE FOR PRIMARY SCHOOL TEACHERS

This study attempts to investigate the role of the youth polytechnic in the context of the 8:4:4 system of education.

Your knowledge of the 8:4:4 primary school curriculum will be of great value to this study. Please answer the questions below to the best of your ability.

1. Your name is? ........................................................
2. Your qualification is? ...........................................
3. The name of your school is? .................................
4. The name of your class is? ....................................
5. What practical subjects are you teaching?
   (a) ........................................................................
   (b) ........................................................................
   (c) ........................................................................
   (d) ........................................................................
6. Do you have a workshop for these subjects?
   Yes ( ) No ( )
7. If No, where do the pupils do their practical work during their lesson?
   A. in the classroom ( )
14. B. under a tree
C. on the play-field
D. they do not do

8. If Yes, is the workshop well equipped?
Yes ( ) No ( )

9. If Yes, which kind of tools/equipment are found in this workshop?

(a) .........................................................
(b) .........................................................
(c) .........................................................
(d) .........................................................

10. Are these tools functional?
Yes ( ) No ( )

11. How many lessons do you have per week, for practical subjects? ........................................

12. How do you assess your pupils in these practical subjects?
A. Very good ( ) B. Good ( )
C. Average ( ) D. Fair ( )
E. Poor ( or )

13. Why do you think so?
.........................................................
.........................................................
.........................................................
14. Will the pupils be well equipped with skills so as to start their own business or be employed directly at the end of their grade eight course?
   Yes ( ) No ( )

15. If Yes, are there any job opportunities in this community related to the practical subjects the pupils are doing at school?
   Yes ( ) No ( )

16. If Yes, name some of these job opportunities

<table>
<thead>
<tr>
<th>Practical subjects</th>
<th>Job opportunities</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) ..................</td>
<td>..................</td>
</tr>
<tr>
<td>(b) ..................</td>
<td>..................</td>
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<tr>
<td>(c) ..................</td>
<td>..................</td>
</tr>
<tr>
<td>(d) ..................</td>
<td>..................</td>
</tr>
</tbody>
</table>

17. Can the school alone equip pupils with enough skills for wage or self employment?
   Yes ( ) No ( )
18. If no, what are your expectations of these pupils when they complete grade eight and are not in a position to join the secondary school?

19. How much skills do you offer to the pupils through practical subjects taught in class?

A. Very much
B. Quite much
C. Only for orientation
D. Not enough to earn a living
E. No skill is attained
APPENDIX 8

QUESTIONNAIRE SCHEDULE FOR THE GRADE EIGHT PUPILS

This study attempts to investigate the role of the youth polytechnic programme in the context of 8:4:4 system of education.

Your knowledge of the 8:4:4 primary school curriculum will be of great value to this study. Please answer questions to the best of your ability.

1. Your name is?
2. The name of your school is? .........................
3. The name of your class? ..............................
4. Which practical subjects are you taught in class?
   (a) ..............................................
   (b) ..............................................
   (c) ..............................................
5. Among these subjects (Art and Craft Agriculture and home science) which ones do you understand most?
   .................................................................
6. Why do you think, its easier to understand them?

7. Do you have a workshop for Art and Craft and other practical subjects in your school?
   Yes ( ) No ( )

8. If No, where do you do your practical work?
   A. in the classroom ( )
   B. outside, under a tree ( )
   C. on the play field ( )

9. If you have a workshop, is it well equipped?
   Yes ( ) No ( )

10. If Yes, which equipment/tools are found in this workshop?
    A. ...........................................................
    B. ...........................................................
    C. ...........................................................

11. Do you think, at the end of your grade eight, you will have acquired some skills to make you get a job straight from school?
    Yes ( ) No ( )
12. If No, what do you want to become or what kind of job do you want to do, after school, incase you will not have an opportunity of joining the secondary school.

13. Is this kind of job found in your community?
   Yes ( )  No ( )

14. If No, where will you get that job from?
   A. by going to the urban or town ( )
   B. by starting my own small business ( )
   c. by helping my parents on the farm ( )
   d. by joining youth polytechnic for further training ( )

15. How many teachers of practical subjects (Art and Craft) do you have? Number ( ).

16. How many lessons per week do you go for practical subjects?
   Number ( )
   None at all ( ).
INSTITUTIONAL WORKSHOP OBSERVATION SCHEDULE FOR THE
PRIMARY SCHOOLS AND YOUTH POLYTECHNICS

1. What subject area(s) of the youth polytechnic is being offered by the primary school?

2. Is there a workshop for the vocational subjects in the school?
   Yes (____) No (____).

3. Is the workshop suitable for these vocational subjects?
   Yes (____) No (____).

4. What is the condition of the workshop in terms of:

   Condition of Workshop          Good  Average  Poor
   (i) Completeness of the building
   (ii) Maintenance
   (iii) Utilization of space
   (iv) Tools and equipment
5. How many work places are available in the workshop?

6. Is there adequate space for other related activities?

7. Are the tools and equipment secure?

8. Does the arrangement of tools and equipment allow for
   (i) Quick checking
   Yes ( )  No ( )
   (ii) Easy allocation
   Yes ( )  No ( )
   (iii) Easy accountability
   Yes ( )  No ( )

9. Are the following services available in the workshop?
   (i) Water
   Yes ( )  No ( )
   (ii) Electricity
   Yes ( )  No ( )
   (iii) Toilets
   Yes ( )  No ( )

10. Is the classroom organization in the workshop satisfactory?

11. Does the workshop have the following features for safety purposes?
    (i) First aid Kit
    Yes ( )  No ( )
    (ii) Fire extinguisher
    Yes ( )  No ( )
(iii) Safety clothing like

- aprons, gloves: Yes ( ), No ( )

12. Proper ventilation and lighting

- Yes ( ), No ( )