THE IMPACT OF VOCATIONAL TRAINING FOR RURAL DEVELOPMENT IN NYAMBENE DISTRICT (KENYA): (A CASE STUDY OF MUTHARA YOUTH POLYTECHNIC)

BY

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A RESEARCH WORK SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL ADMINISTRATION, PLANNING AND CURRICULUM DEVELOPMENT IN PARTIAL FULFILLMENT FOR THE REQUIREMENTS OF THE MASTER OF EDUCATION DEGREE (M.E.D), OF KENYATTA UNIVERSITY

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DECLARATION.

This is my original work and has not been submitted for a degree in any other University or any other award.

23/08/05

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I confirm that this research work was carried out by the candidate under my supervision.

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DEDICATION

This work is dedicated to my beloved parents, dad M'ibuathu M'eringuri and mam Seberina Murocia M'ibuathu. It is also a source of inspiration to my family; dear wife Doris Karwitha Njati, and children Nelson Mutethia and Sheila Muthoni.

To my children I say aim higher than your parents have done.

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LIST OF ACRONYMS

1. **BOG**	–	Board of Governors.
2. **DETB**	–	District Education and Training Board.
3. **DIT**	–	Directorate of Industrial Training.
4. **GOK**	–	Government of Kenya.
5. **IIEP**	–	International Institute for Educational Planners.
6. **KCPE**	–	Kenya Certificate of Primary Education.
7. **KIE**	–	Kenya Institute of Education.
8. **KNEC**	–	Kenya National Examination Council.
9. **KTTC**	–	Kenya Technical Teachers' College.
10. **MOEST**	–	Ministry of Education Science and Technology.
11. **NCCK**	–	National Council of Churches of Kenya.
12. **NGO**	–	Non Governmental Organization.
13. **UNESCO**	–	United Nations Education Scientific and Cultural Organization.
14. **YPs**	–	Youth Polytechnics.

ABSTRACT

This study was designed to investigate through an institutional descriptive case study of Muthara Youth Polytechnic- Nyambene District, the role it has played in planning and developing her vocational/technical courses in training the youth, and its impact in the socio-economic needs of Muthara community and the country Kenya.

The researcher investigated the extent to which trainees of Muthara Youth Polytechnic have been encouraged to utilize their training opportunities to market themselves within the local community. Consequently, the study sought to establish the future prospects of this institution as a local vocational training center in meeting the demands of the locals in the dynamic socio economic challenges.

The literature review of this study addressed the positive relationship between education and development globally, narrowing down to Africa and eventually Kenya, and addressing the literature gaps that need to be filled.

This study adopted a case study design. The methodology used is that of seeking rather than testing. The population of the study comprised Muthara Youth Polytechnic: manager, instructors, trainees, Board Of Governors (BOG) and graduates of 2001-2004. Data was collected through questionnaires, interviews and observation schedules, which were administered personally by the researcher. Quantitative data was analyzed using descriptive statistics and results presented in percentages and tables.

Qualitative data was organized into themes, categories and patterns pertinent to the study from which the researcher closely evaluated the usefulness of the information in answering research questions.

The researcher analyzed the data gathered from the field with a view of fulfilling the research objectives and answering research questions. On the basis of information gathered, the research made conclusions and recommendations.

Finally the researcher concluded that Muthara Youth Polytechnic has positively impacted on steering economic development within her local community by producing the necessary vocationally trained manpower. However, the researcher found out that the institution suffers severe financial instability, hence the failure to meet its training objectives. The researcher recommends that the institution open up more vocational course like mechanics, computer training, agriculture extension services and many more to cater for current and wide needs of the community.

CHAPTER ONE

1.0 BACKGROUND TO THE STUDY

INTRODUCTION

This chapter highlights the background to the problem, statement of the problem, purpose, specific objectives, assumptions, scope and limitations. Theoretical and conceptual framework and definition of key terms are also included.

1.1 BACKGROUND TO THE PROBLEM

After gaining independence in 1963, Kenya embarked on planning and expanding her education in order to make it more relevant to the needs and aspirations of the Kenyan youth. The belief behind this planned expansion is that education leads to national development. (The Presidential Working Party on the Establishment of the Second University in Kenya: 1981).

This process of planning and expansion has encountered various problems. Though the government spends over 40% of its total budget on education (Development plan 1993 – 1997: Kenya Government), the economic worth of education has not been much realized. The (International Labour Organization) ILO Report (1972) states that only 15% of primary school leavers managed to continue with their formal education leaving 85% of young people to find their own way towards developing skills and knowledge. In her research findings (ILO 1987), the Report says the number of Kenyan primary school leaves who do not obtain further education or training ranges from 50% to 75%. Hence primary school leaver problem is enormous aggravating the countries already serious unemployment especially in rural areas. This has worsened in the light of population growth.

The NCCK Joint Committee Document, *After school what?* (1966) Asserted that:

> State of unemployment makes school leavers to be idle and unable to maintain their own living. Hence many primary school leavers engage in economic and social evils like bribery, corruption, murder, theft, forgery and nepotism in their struggle to survive.

While this is true for idle youth, ways of keeping the young and energetic busy earning a living have to be sought. The Village Polytechnic Consultative Report (1969) stated that the unemployed youth are a threat to national stability due to their juvenile delinquency and crimes and their great exodus from rural areas to urban area has lowered farm production and retarded rural agricultural programmes.

Mario Zochizoun (1980) argues 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 them to develop manual skills relevant in generating self-employment opportunities. Due to the sighted education problems in generating relevant skills towards self-employment opportunities, the Kenya government has reviewed its education systems severally. The Gachathi Report of the National Committee on Education Objectives and Policies of 1976 recommended that:

> education system should respond to the need to meet the educational expectations of the rural population in terms of general or basic education, community improvements education and occupation education.

In view of the above, one can first state the major rural development problems in Kenya as follows:

a) Lack of understanding among development planners and administrators of a sharp difference between vocational training growth and rural development.

b) High rate of population growth rate of about 3% and increasing population density on limited arable land.

c) Rural and urban unemployment and under employment, where the modern sector can absorb a small fraction of the annual population growth in the labour force and most of the rest must be employed in rural areas.

d) Lack of basic social amenities such as good health facilities, educational opportunities, water, adequate roads, agricultural facilities etc in most of the rural areas.

e) Ineffectiveness of the existing planning services in meetings the educational needs related to the development of the rural poor who comprise over 58% of the total Kenyan population.

In addressing some of the above highlighted problems, the Ndegwa Report (1991) recommended that youth polytechnics (YPs) be expanded from the existing 600 to 1400 to cater for at least 150,000 youths each year who fail to get form one places and create employment in rural areas. On the other hand, there should be closer collaboration between YPs and the Juakali sector for giving quality training to latter to improve quality of products, (Mungai Report 1995).

According to a report presented in Mauritius in a (United Nations Educational Scientific and Cultural Organisation) UNESCO Conference by David Atchoarena (March, 1996), Kenya's main aim in technical and vocational education and training policy is to improve the quality of training at all levels so that the trained manpower can enhance and sustain a high level of economic development, which would in turn, improve the quality of life by raising the standards of living.

Several studies on YPs have been carried out. Orodho A.J. (1984) looked at the role of village polytechnic in socio-economic development of rural areas of Western Kenya, in which case he found that Maseno YP had played a significant role in social-economic development.

Kerre Wanjala (1986) emphasizes vocational education as a Kenyan priority. He says vocational education equips a person with the necessary tools, that is, vocational skills enabling one to lead adjusted life through a chosen occupation.

In his study of Maseno Youth Polytechnic leavers (Court 1972) revealed that in a sample of 74 leavers, 31% were employed in jobs related to their training, 15% engaged in farming and wage employment unrelated to their training. While Owano's study (1988) on the contribution of youth polytechnics to employment found out that the YPs caters for a very tiny fraction of the unemployed primary school leavers and that a narrow spectrum of skills needed in the rural areas were being taught. On the basis of these findings she recommended that there should be improvement of facilities, quality staff and experienced instructors should be employment.

The Kenya government policy on National Development plan (1997-2002) pinpoints out that industrialization has been identified as the linchpin of the development of Kenya economy. The availability of a well-educated and relevant trained work force is regarded as critical to industrialization. Pertinent to this is a national training strategy which while increasing opportunities for gainful employment is geared to establishment and maintenance of demand driven balance between technologists (for an example engineers and designers, technicians, craft workers and artisans). However various scholars Courts (1972), Owano (1988), Kerre W.B (1986), Orodho A.J (1984) among others have pointed out vari+ous issues on vocational training related to YPs.

These include role of YP in socio-economic development, the contribution of YP to youth employment and vocational education as a national priority among others. The scholars have not pointed out the extent to which YPs vocational training has impacted on the rural development in alleviating poverty. Indeed this study has endeavoured to determine the extent to which vocational training in Y.Ps have impacted on Socio-economic development of rural areas of Nyambene district in the years 2001-2004.

1.2 STATEMENT OF THE PROBLEM

Despite the rationale for the introduction of vocational education in YPs and other technical training institutes, many primary school leavers have not appreciated the role played by vocational training in economic development.

Vocational training is considered a significant input towards social-economic development. From different authors and newspapers, it is evident that lack of vocational technical know-how is a major problem and hindrance to alleviating poverty in rural Kenya. In this light PREP (1986 to 2000) points out that it is important to develop education in the light of local circumstances and on the basis of multi-level decision making. Additionally wide participation of communities in educational management and financing is of great value.

There was no research done to establish the extent to which vocational training in YPs had impacted on rural development in Nyambene District.

Therefore the problem that was being investigated by this study was the impact of vocational training for rural development over the years 2001, 2002, 2003 and 2004 on both the community neighbouring Muthara Youth Polytechnic andthe Polytechnic itself.

1.3 PURPOSE OF THE STUDY

The purpose of this study was to investigate the impact of vocational training for rural development in the years 2001 to 2004 in Muthara Youth Polytechnic and its neighboring community.

1.4 SPECIFIC OBJECTIVES

The following were the specific objectives of the study:

a) To find out the YP responsiveness towards meeting the aspirations and needs of the trainees.

b) To determine how the YPs graduates had faired in the world of work.

c) To determine the extent to which the community was involved by YP in facing rural development challenges.

d) To find problems, if any, that hinders implementation of vocational training and to solicit suggestions to overcome them.

1.5 RESEARCH QUESTIONS

To satisfy the research objectives, the following questions guided the researcher in gathering necessary information.

- What is the view of the management of the YP about the responsibility of YP in meeting the needs and aspirations of the trainees?
- What occupational activities are the YPs leavers engaged in the world of work?
- To what extent is the YP collaborating with the neighbouring community to address the rural development challenges facing it?
- What are the problems, which hinder adequate implementation of vocational training programmes and what are their possible solutions?

1.6 DELIMITATIONS OF THE STUDY

This study was confined to only selected few YP trainees and leavers. Although the management board of Muthara Youth Polytechnic is made up people of various professions working in different parts of this country, only the board members working within the local community of Muthara were involved in the study.

LIMITATIONS OF THE STUDY

This study was confined to Muthara Youth Polytechnic. This YP is located in Muthara Location of Tigania-North Division in Nyambene District. It is one of the four YPs in the district sponsored by the government. There are two privately owned YPs within the district. The study confined itself to investigating the impact of vocational training for rural development, as the major objective of Muthara Youth Polytechnic within her neighbouring community. The researcher was limited by financial constraints as he financed it wholly from depleted personal budget. There was also limited time within which duration the researcher was expected to present his research findings for assessment.

1.7 RESEARCH ASSUMPTIONS

The study was based on the following assumptions:

- Youth polytechnics provide a vital link between the primary school and the world of work.
- The local community is sensitized about the YP programmes hence making good use of them.
- Youth Polytechnic offers courses relevant to the needs of local community.
- The instructors of YP are well versed and qualified in their areas of training.

1.8 SIGNIFICANCE OF THE STUDY

The study findings would have both practical and theoretical implications on the future development of YPs as agents of rural development. Practically, the study was expected to enlighten the YP programme designers on redesigning the existing curriculum to suit the dynamic work of today's technology and be in readiness to address present and future challenges of vocational training.

The ministry in charge of YPs, (Ministry of Culture and Socio-Services) would find the study useful in the formulation of future plans aimed at strengthening YP training in imparting relevant skills to trainees in readiness for self-employment in rural areas. This would foster economic growth per individual and hence rural socio-economic upward mobility.

The study would be of great importance theoretically in that it would contribute to the advancement of knowledge about vocational programme development in YPs in Nyambene District in particular and in Kenya at large. This study was expected to highlight key factors that influence student training in various courses offered at Muthara Youth Polytechnic and assess her degree of success depending on the courses offered aimed at developing the local community economically. The study would form a base on which other scholars can develop their studies in future in pursuant of unresolved issues.

1.9.0 THEORETICAL FRAMEWORK

This study investigated into the impact of vocational training for rural developments. In this light the theory of Agrarian Transformation and Socio-Cultural change was adopted for theoretical framework, especially the dimension of the theory touching on agrarian transformation laid more emphasis.

This theory is about transition from 'traditionalism' to 'modernity.' When modernization of agriculture takes place, old practices are abandoned in favour of new and more viable technologically oriented practices. Thus, change in agriculture creates economic development.

These changes bring with them change in social structure and organization; (Orodho J.A. 2004). Development therefore has to start in rural areas, if it has to take place, particularly in agricultural sector. (Munyakho 1994:25). This means there has to be put in place institutions for disseminating the necessary and sufficient knowledge in developing agriculture in its entirety and the subsidiary parts like modern craft. According to Todoro(1982):

> The core problems of widespread poverty, growing irregularity, rapid populations growth and the raising unemployment, all find their origins in the stagnation and often retrogressions of economic life in rural areas.

This implies that for our economy to growth it must lay deep roots in the rural areas, for there are the majority of the populations whose labour force can be mobilized for construction development and in the agricultural sector. Several process have been the main agents of change in economic life's of many countries, but the major ones have been the introduction of new forms of socio-economic organization, mostly based on private ownership, and development of commercial agriculture. The main aspects of agricultural change and development have been technological and socio-economic. Socio-economic changes include adapting the structure of production units, organization of the farmers, training and provision of information to farmers, the organization of markets and intervention of government institutions and services as well as land reforms. The pivots of technological change have been fertilizer- technological, pest control and storage preservation (Molassis, 1975:197-219). This reinforces the fact that economic growth begins only in agricultural societies in rural areas gradually. This is the school of thought that emerged in 1960's and beyond after realization that problems facing small rural holder farmers led to agricultural stagnation. This led to the new model of development that attracted the attention of planners and project designers who abandoned the industry led capital resources strategy, which dominated development theory in the 1940s and 1950s.

The new model emerged from studies by political economists such as Johnson and Kibly (1975), Owens and Show (1972), Mellor (1966) and Myrdak (1966). It was clear that industrial development would not lead most rural-based developing countries towards rapid economic growth. This was due to competition of industries in the internal trade, limited domestic market due to overall poverty, lack of economic opportunity, population growth, land pressures, few urban jobs and lack of expansion of industries.

It is from this background that the Kenya government has been changing its education system since independence in order to enhance economic development and more so in rural areas. The educational commissions and ordinances like the 1LO Report (1972), Bessey Report (1971) and the Gachathi Report (1976) all criticized the academic based curriculum and recommended vocationally based curriculum which could enable the school leavers to adapt to their rural environment and be able to develop the rural areas socially and economically.

Development as a product of change or transformation is related to modernization. Transformation is also known as modernization. According to Chi-Yuen Wu (1977);

> Development is a process of society transformation from a traditional society to a modern society.

Modernization is total transformation of a traditional society into an advanced or modern one, typically of Western World; More (1963). Roger (1969) defines the term modernization as:

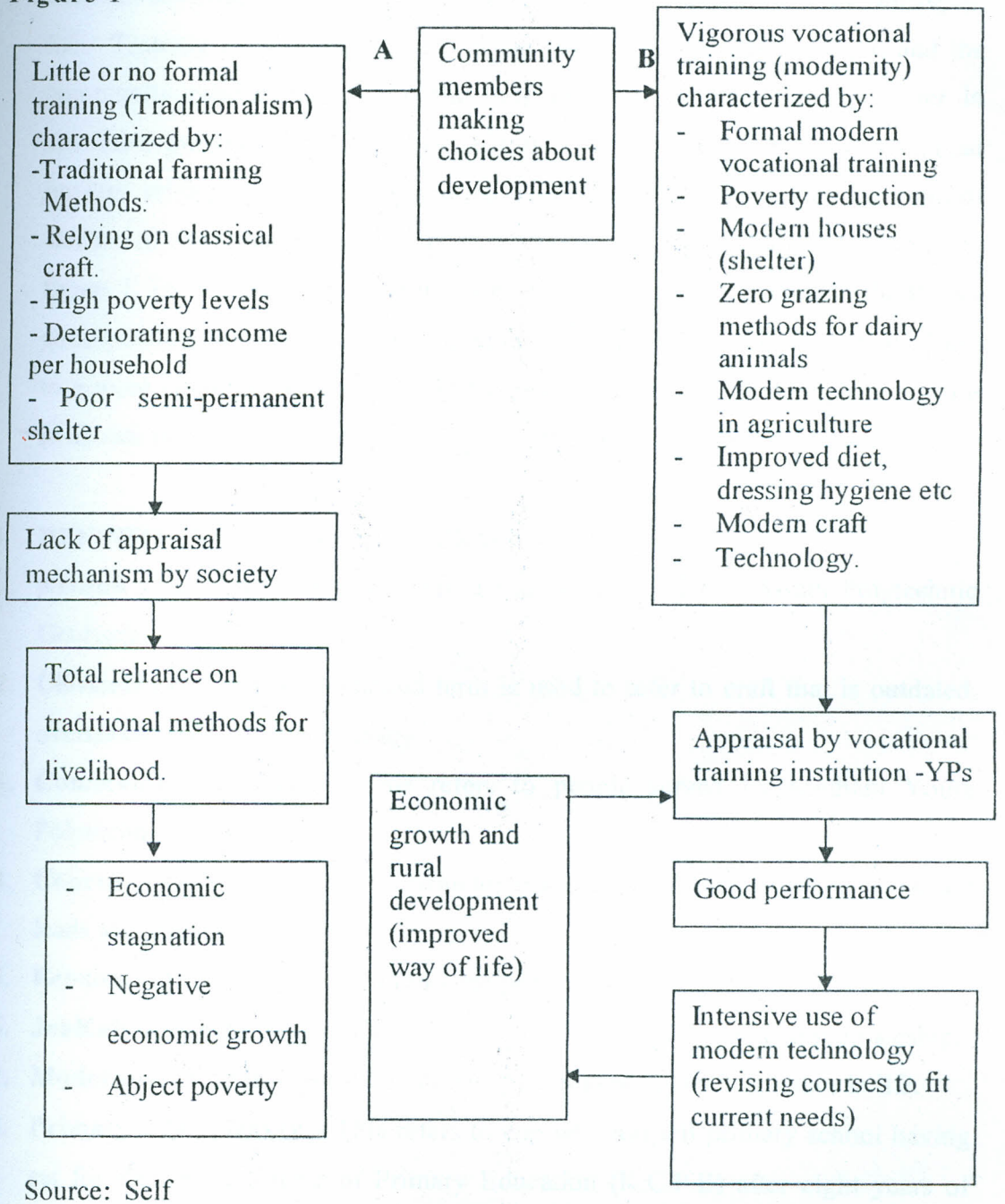
> The process by which individuals change from traditional way of life to a more complex, technologically advanced and rapidly changing style of life

According to Daltrin (1971), the structure of a traditional village society is undermined by replacement of the traditional functions by superior economic

and technological variables. Social changes lead to greater differentiation of social roles and institution and emergence of new mechanisms of social integration. Economic growth is a major prerequisite to modernization. So, if Kenya has to grow economically then she has to modernize starting with rural areas gradually with the YPs taking the basic challenge. Appended below is the conceptual framework on youth polytechnic vocational training influence on development in rural areas. The framework is an application of the theory of Agrarian Transformation and Socio-Cultural Change.

1.9.1 CONCEPTUAL FRAMEWORK

Figure 1



Source: Self

KEY

A – Conservative path (retrogression)

B – Dynamic path (development)

The initial conceptualization is that community members have a choice to make between development in modern technology or stagnation in the tradition way of life. Training on vocational skills is the springboard to development, and the community people (youth) are the necessary resource for the manpower in economic growth. The theory proposes that the core problems of wide spread poverty, raising unemployment and rapid population growth all are as a result of stagnation and often retrogressions of economic life in rural areas, as shown in figure 1, (A – Conservative path – retrogression). On the contrary, the theory conceptualizes development as individual's change from traditional way of life to a more complex, technologically advanced and rapidly changing style of life as shown in figure 1 by path B – dynamic path of development.

1.10 DEFINITION OF CENTRAL TERMS

1. **Artisan** – Artisan is used to mean a trained and qualified Youth Polytechnic Graduate.
2. **Classical craft** – The compound term is used to refer to craft that is outdated, overtaken by modern technology.
3. **Community members** – This refers to people served by Muthara Youth Polytechnic.
4. **Course** – Refers to grade an instructor teaches and which a trainee takes and leads to the acquisition of a particular skill.
5. **Economic growth** – increase in income per household.
6. **JuaKali**- Refers to people who train vocationally on job through apprenticeship.
7. **Modernity** – Refers to applying modern technology in tackling issues in life.
8. **Primary school leaver** – This refers to one who has left primary school having sat for Kenya Certificate of Primary Education (K.C.P.E) after eight years of primary education.

9. **Self-employment** – This refers to a situation where one is trained to initiate some business or otherwise for a livelihood.
10. **Trade** – Used here to refer to specific technical skills offered at youth polytechnic.
11. **Traditionalism** – Used to refer to a situation of living in the past without involving any modern technology in the way of living.
12. **Vocational training** – Refers to training offered at Youth Polytechnic geared to preparing one for self – employment to earn a living.
13. **Youth** – Term used to mean primary school graduate whose age ranges from 13 yeas to 17 years.

CHAPTER TWO

2.0 REVIEW OF RELATED LITERATURE

2.1 INTRODUCTION

The review of literature for this study was drawn from books, newspapers, journals, and government publications, documents and works that have a bearing wholly or partially on field of vocational/technical education. This literature review addresses the issues of vocational/technical education with regard to changing patterns since 1960s to present time. It examines the literature relating to technical/vocational education in countries outside Africa and African countries. It traces the origin of YPs in Kenya and their agitated achievements in terms of satisfying the respective needs of their communities. Finally the review narrowed down to look at the need for a well planned and adequate vocational/ technical education and the problems encountered when implementing it, and the approaches that have been used specifically in solving those problems.

2.2 RELATED LITERATURE FROM COUNTRIES OUTSIDE AFRICA

2.2.1 UNITED STATES OF AMERICA

Education has been acknowledged as playing a positive role in development. Schultz (1961), in his pioneering work on the contribution of education to economic growth, found that in America, between 1920 and 1957, increase in nations output was large compared with the increase of land, man hours and physical reproduction capital like well trained human personnel, which led him to conclude that investment in human capital was probably the major explanation for the difference. Denison (1962) reinforced Schultz findings and his studies on the contribution of education to economic growth showed that from 1929 to1958,

23% of 2.93-percentage point growth rate of the (United States of America) USA's national product was the direct contribution of more education.Studies by other scholars also supported the importance of education in local and national development. Jamison et al (1982) in studies carried out in 37 countries on the relationship between education and productivity found out that farm productivity increased on average by 7.4% as a result of a farmer completing four additional years of elementary education training rather than none. This was achieved through exposure to new farming methods. Psacharopolous (1980), in a study on returns to education found out that returns to higher education in developing countries were higher than returns to physical capital (14.9 percent and 12.8 percent respectively). Studies have also shown that education is a major determinant of upward mobility. Blaug (1968) and Psacharopolous (1980) in studies on the relationship between education and income point out that education accounts for about 70 to 80 percent of ones income, holding other factors constant. Thus the populace in many countries all over the world put a heavy popular demand on the government to provide education.

Studies of these and other scholars prompted government to heavily invest in both academic and vocational/technical education. Education was no longer viewed as consumption but as an investment, which conferred direct and indirect monetary and non-monetary benefits to both the individual who acquired it and the society, (Rogers etc al 1971). The resultant effect of this was that most governments all over the world started backing technical/vocational education as an agent of economic development. However, it should be noted that sustained effort required to develop complex vocational educational training systems depended heavily on stable financial resources, and the extent to which the community desired to make sacrifices to satisfy the practiced need. Information on factors to consider when developing vocational/technical programmes in YPs were lacking in Nyambene District hence requiring this research

2.2.2 EUROPE

Many vocational training programmes have recently been set up in industrialized market economy countries in order to cope with youth unemployment problem, which because of its extent, duration and persistence has become quite preoccupying. According to ILO Report (1987:156), about 40% of roughly 11 million unemployed in European community were under 25 years of age by 1983. The report continues to say that the United Kingdom has one of the largest percentages of young people leaving educational system without having received apprenticeship, technical or vocational training. The report asserts that:-

> At the end of 1970's about 44% of those in the 16-17 age brackets had left the educational system without being employed or registered for any training. The corresponding figures for France and the Federal Republic of Germany were 19 and 7 percent respectively.

FRANCE

The aim of French education is to promote human culture, unify the French, promote social equality and transform France into an industrialized scientific and technology culture. (Getao 1996). The French (Plan Avenir Jeunes), plan for the future of youth, launched in 1981-1982, distinguished between two categories of training reserved for the most underprivileged youth and intended to facilitate their integration into society: and job qualification training, essentially vocational training for immediate employment. The other means of occupational integration is based on alternating work and training. This is the form of training cum-employment contract restricted to young people of between 17 to 26 years and aimed at lasting occupational integration (ILO Report 1987: 158)

UNITED KINGDOM

In 1983, the United Kingdom took new initiatives in launching of the Youth Training Scheme (YTS). This scheme provides one year of vocational training

combined with job experience to any young people in the age group who are not pursuing their studies or are employed. This is in line with developing rural living. Therefore this study sought to close the literature gap by addressing the issue of vocational training catering for all youth out of school in Nyambene District.

2.2.3 AUSTRALIA

According to the Australian National commission for UNESCO, (UNESCO, 1980) on education in Australian States, those who get interested in local schools and institutions of higher learning formed parents and citizens associations, which performed functions such as:

(i) Mobilizing and allowing local opinion in regard to particular educational and administrative issues.

(ii) Serving as an effective means of parents' education.

(iii) Rising of local funds of specific school projects.

It is clear that community participation in education is encouraged in Australia. Information as to whether this is the case in Nyambene District and in particular to YPs education was not clear hence requiring this study

2.2.4 ASIA

JAPAN

In Japan, in 1969, the vocational training law was amended to encourage employers to provide training to their workers. The public system provides 'basic training', divided into three levels:

General training (basic skills), advanced training, (skilled workers level) and special advanced training; highly skilled workers (technical level). It also ensures workers have room to upgrade their occupational skills. These different programmes are delivered in general vocational training centers. Besides there is unique institute of vocational training which has the dual functions of training

vocational training instructors and of conducting research on vocational training issues, (ILO 1987).

BANGLADESH

The Bangladesh authorities are particularly interested in close relations between government and industry and have given greater power to the National Council for Skills Development and Training (NCSDT), which coordinates the whole national vocational training system. Bangladesh provides prevocational training, and it has an apprenticeship system and teacher training facilities. ILO Report (1987: 178) avers;-

> Bangladesh has considerably improved its training network in rural areas. For instance, it has taken the initiative to train local artisans to become master artisans capable of assuming trainers responsibilities.

THAILAND

One aspect of self-reliance is the ability to solve problems. In Thailand this has been described as the development of the 'khit-pen' man. UNESCO (1987: 18) in a book entitled Non Formal Education in Asia and Pacific, the Adult Education Division of Thailand has described the 'khit-pen' man as one who can;-

> See through problems, locate the courses or the origins of problems, and eventually identify the solution most appropriate for him and the community.

This means to achieve the goal, 'khit-pen' man must be taught technical knowledge as factors in decision-making. The information to whether the trained artisans go back to youth polytechnics to upgrade their occupational skills due to changes in technology were not clear in Nyambene District. Hence this study sought to fill this potential gap in literature.

2.2.5 SOUTH AMERICA AND THE CARIBBEAN

Many countries of Latin America and the Caribbean have long been engaged in manpower training activities, some already possessing vocational educational and training institutions. Vocational training institutions have been assigned a broad range of tasks: they are responsible for further training of workers who are already employed; for initial training of youth including those who have not received formal education or who have dropped out of school system; for training of women and for training of marginal groups. Also they provide advisory services to enterprises and for training instructors.

ILO Report (1987: 176) points out that these vocational training institutions have been obliged to assign priorities to their activities. Most national training institutions tend to give highest priority to providing further training to already employed workers in order to increase productivity in enterprises. This is followed by training for the unemployed, assisting enterprises in setting their own training facilities and setting up sectoral vocational training programmes. Rural vocational training has expanded rapidly, particularly in activities related to the industrial sector, that is, large agro-industrial complexes and industrial farming. The vocational training became concerned with the very heterogeneous group of activities consisting of subsistence farming and rural non-farm activities. The report continues to say that in Latin America and the Caribbean, more than half of the unemployed are young people. Thus in Argentina youth unemployment has been estimated to account for 72% of total unemployment, in Colombia and Panama for over 74 percent, and in Venezuela for over 61 percent. In most cases the unemployed youth have had no job experience and have few if any skills.

Knowledge to whether employed youth have skills was missing in Nyambene District hence necessitated this study.

2.3 RELATED LITERATURE FROM AFRICAN COUNTRIES

After political independence, many African countries concentrated attention on the expansion of education facilities in order to increase access and to equalize education opportunities. This is because many people and governments in Africa and indeed in the developing countries of the world believe that education is the key to development (Olembo, et al 1992:55).

Towards the realization of expanding education in the third world, the united Nations Economic Commission for African and UNESCO, jointly sponsored the May, 1961 Addis Ababa conference of Africa states on the development in educations. This conference pointed out that the cost of producing any given quality education was three times in Africa as a percentage of national income than in Europe or North America. The conference suggested that educational cost could be reduced for an example by: -

a) Greater reliance on self-help building.
b) Setting less elaborate standards and using cheaper materials of local origin.

African states having experienced national deficits due to increased expenditure on education following attempts to implement the Addis Ababa plan appealed for more external assistance: (Otiende et al 1992).

Olembo et al (1992) holds that we still have a very large percentage of school age children who are not receiving education mainly due to financing limitations of the Africa countries. For an example, in 2001, more than 270,000 KCPE pupil missed places in form one in 2002 in Kenya due to lack of adequate secondary school facilities (Daily Nation 7th January, 2002).

Therefore this study intended to highlight the extent to which vocational/technical education especially at Yps level had impacted in alleviating poverty in rural areas and the problems that hindered achieving that goal, and their possible solutions in line with the national educational objectives. According to Master Plan on Education and Training (1997-2010); the YPs are

expected to offer vocational and technical training opportunities designed to achieve the following national goals:

- Provide increased training opportunities for the increasing number of primary school leavers, to enable them be self-supporting.
- To develop practical skills and attitudes this will lead to income-generating activities in the urban and rural areas through self-employment.
- To provide practical education and training skills, which are responsive and relevant to Kenyan's agricultural, industrial, commercial and economic needs.
- To provide the technical know-how and vocational skills necessary to enhance the pace of this nation's development.
- To encourage self-employment while at the same time producing skilled artisans, technicians and technologists for both formal and informal sectors.

Uganda from the time has also tried a new emphasis on rural development and agricultural training. This policy proclaimed in 1971 of introducing agriculture in as many institutions as possible in the whole country was certainly in the direction of helping the nation to grow from its own roots, and avoid too big a clearage between those who worked in the farms and those who enter other areas of national endeavour to generate some income. (Ali A. Mazrui 1983).

Julius Nyerere emphasized to the people of Tanzania to use other aspects of technological gradualism as a method of ensuring that the nation developed from its own roots and preserved that which was valuable in its own traditional past. To this end Ali A. Mazraui (1983) avers:

> As Julius Nyerere said to his people, instead of aiming at large farms using tractors and other modern equipment and employing agricultural labourer we should be aiming at having ex-ploughs all over the country. The Jembe (hole) will have to be eliminated by the ex-plough before the latter can be

eliminated by the tractor. We cannot hope to eliminate the Jembe by the tractor.

Indeed Nyerere was emphasizing technological development from the local levels, like YPs that can produce ex-ploughs for use by the rural farmer. The National conference on Education and Training (UNESCO NOV. 2003) asserted that the government should establish a national steering committee to coordinate and spearhead the development of a national skills training strategy. The committee should carry out an audit of the existing training programmes with a view of redefining and redesigning the courses to make them relevant to market needs. Angela et al (1993) stated that financing policies not only determine how efficiently higher education institutions mobilize and use the available resources but also the quality and effectiveness of their teaching and research programmes as well as their ability to increase training and research in productive sector.

They noted that as competition for resources and demand for places increased, governments would be unable to subsidize all educational programmes at all levels that would ensure quality and effectiveness. Therefore higher education institutes would have to come up with strategies for reducing their exclusive reliance on public financing.

Rokotamallas report on education on rural environment development (1974) drew attention to self financing methods and cited Rwanda as an example where there has been an attempt to make schools (both vocational/technical and academic schools) self supporting and where local participation in education has been substantial. Kaloba and Achola (1985) hold that in Zambia education institutions do generate funds through their own activities or through the ownership of structures of schools. In Ethiopia, institutions based economic activities supplement the resources from government and community effort.

Many schools produce their own teaching aids, crafts and garden crops for local sale (Ogdu and Gallagher, 1991). This has a direct bearing on vocational and technical education in Kenya where technical skills such as woodwork,

agriculture, metal work and home economics can be used to generate additional income for YPs and other technical institutions.

In addition to funds generated by institutions and from communities and government, Olembo (1985) holds that substantial amount of financing can be solicited from international financial donors. The author gives the example of Liberia where school development projects received substantial aid from United States Agency of International Development in 1968.The author further cites European Development Fund, Association Territorial Oversee Funds and many others as international donors aiding in financing school institutions development project.

In Kenya, donors have contributed large amount of resources towards institutional development projects, for an example, in Nyambene District, a non governmental organization (NGO) called Plan International has financed many vocational/technical institutions development projects like building workshops and donating equipment for an example sewing machines, planes among others. However, no information was available to establish the extent to which those development projects had impacted on vocational/technical training for alleviating economic status for rural communities in Nyambene District, hence required this study.

2.4 THE KENYAN SITUATION

The review of education system since independence in 1963 has been to ensure that it satisfies the needs and aspirations of the youth and cater for the wider interests of national development.

2.4.1 ORIGIN OF YOUTH POLYTECHNICS

The NCCK Joint Committee Document (1966) asserted that the state of unemployment makes primary school leavers to be idle and unable to maintain

their own living. As such they posed threat to national stability and security due to high rate of crime in both rural and urban areas.

Academic based curriculum was severely criticized by then. The Gachathi Report (1976), recommended vocationally based curriculum, which could enable the school leavers to adapt to their rural areas socially and economically.

This way the primary school leavers could earn training from a local YP that would enable him/her identify a viable economic source of livelihood within the local community. Further, the Gachathi Report (1976), identified courses like carpentry and joinery, masonry, dress making, metal work among others as courses to be offered depending on the local needs of the individual community.

In addition the ILO Report (1972) and Bessay Report (1972) castigated the academic based curriculum and recommended vocationally based curriculum which could enable the primary school leavers be able to develop the rural areas by initiating socially and economically viable income generating enterprises.

The Presidential Working Party on the Establishment of the Second University popularly known as the Mackay Report (1981) made recommendations that brought significant changes in the formal school system. These changes led to the introduction of 8.4.4 system of education in Kenya with a bias towards technical education; hence all the recommendations of other highlighted commissions found fulfillment in this 1981 commission in particular. According to ILO Report (1972), only 15% of primary school leavers managed to continue with their formal education leaving 85% of young people to find their own way towards developing skills and knowledge. Further ILO Report (1972: 239) avers;

> the number of Kenyan primary school leavers who do not obtain further education or training ranges from 50% to 75%.

Hence the primary school leaver problem is enormous aggravating the country's already serious under employment especially in rural areas which has worsened in the light of population growth. Village Polytechnic Consultative Report (1969) stated that unemployed youth are a threat to national stability due to their

juvenile delinquency and crime; and their great exodus from rural areas to urban areas has lowered farm production and retarded rural agricultural programmes.

Due to the highlighted educational problems in generating relevant skills towards self-employment opportunities, the Kenya Government, Churches and Organizations started initiating the YPs in Kenya in 1960's, with the aim of providing primary school leavers with knowledge, skills and attitudes which would prepare them for both gainful and self-employment.

By 1997 there were 600 YPs in Kenya out of which 350 were government supported. (Master Plan on Education and Training, 1997).

Despite all the above findings by various commissions and reports, there remains various concerns about YPs that are not addressed, therefore this study was found useful in addressing the impact of vocational/technical training in the rural areas of Nyambene District in alleviating socio-economic status of the community.

2.4.2 VOCATIONAL/TECHNICAL CURRICULUM (PROGRAMMES)

In her findings, the Gachathi Report (1976 recommendations 122, 135, 136, 140, 145, 150) holds:

> education system should respond to the need to meet the educational expectations of the rural population in terms of general or basic education, community improvement education and occupation education. And that the demarcation be removed from between secondary academic and secondary technical education to make secondary education increasingly scientific, prevocational and craft oriented.

These recommendations laid important emphases on vocational education as a springboard towards economic development of a country. The report argues that resourceful technical institutions have to be put in place to train a country's population in technology to realize meaningful economic mobility.

According to the general objectives of the third development plan of the government of Kenya (1974-78), the highest priority has been given to programs aimed at developing small holder farming areas where agriculture constitutes the

backbone structure of rural development. The major characteristic of the new rural development strategy appear to be more locally controlled programs. This would be achieved through introduction of vocational and technical courses that have a bearing towards the developmental needs of the individual community, (GOK Development Plan 1989-1993).

Since their inception in 1960's to 1990's the YPs followed curriculum prepared by the Directorate of Industrial Training (DIT) leading to award of Government Trade Test 3 conducted by DIT. Findings of Kamunge Report (1988) say that:

> Youth Polytechnics be formalized into main stream of technical education and be made to use a national curriculum to form the base for technical and vocational education training (TVET).

Hence this organized national curriculum would be used as a basis of assessing the quality of vocational/technical training in YPs. Among the recommendations of Mungai Report (1995) noted that there is need to improve the curriculum of YPs to make them relevant to the needs of the community, and that artisans be encouraged to enroll for craft courses.

By 1990, the Kenya Institute of Education (KIE) had developed 19 Artisan Programmes and 70 selected YPs implemented about a dozen of these. The trainees from the 70 YPs sat for both Trade Test and Artisan Courses – (Koech Commission 1999). There seemed to be a lapse of information about well coordinated YPs Curriculum nationally. This in particular raised a lot of concerns hence this study endeavoured to close this gap in literature.

2.4.3 ADMINISTRATION AND STAFF DEVELOPMENT OF YPs

Institutions do not exist in isolation. They exist in a society with social, economic and political needs and problems, (IIEP workshop 1991 Dec 9 - 13). In this regard the main need for planning education at any level is to make it more effective and efficient in responding to the social economic and political needs of the society. In regard to an institution, it is to make it more effective and efficient in responding to the needs and goals of the institution. All this calls for

good and effective management. Accordingly, Kamange Report of (1988) concurs with above statement by recommending that YPs instructors be trained in pedagogy and their terms and conditions of service be improved.

The Mungai Report of (1995) among others recommended that:

> Youth Polytechnics Management be strengthened, local authority gone full support and facilities of youth polytechnic be improved.

The commission's report shows the concern to streamline YPs management for effective delivery of services. However, the Koech Commission (1999) noted that:

- The majorities of instructors of YPs are not trained in pedagogy and are also inadequately trained in technical trade areas.
- All managers and instructors of YPs have no schemes of service and are paid extremely low wages.
- The morale of YPs managers and instructors consequently very low.

This raised a lot of concerns since no followups have keen carried out on these area, therefore this study found itself suited to investigate how lack of instructors and managers of YPs training has impacted on vocational/technical training for rural development.

In her findings, the Koech Commission (1999) says that since 1977, the Kenyan Technical Teachers' College (KTTC) has been offering training programmes to YPs instructors on pedagogical skills. Usually the college admits very few student trainees training as YP instructors every year.

The Government of Kenya master plan of Education document (1997 - 2010) has pointed out that YPs are managed by a manager and 14 members of the Board of Governors (BOG) where the YP manager serves as the secretary to the BOG. The document says one of the roles of BOG is collaborating with D.E.T.B (District Education and Technical Board) in the Management of the teaching force, for an example with regard to staff establishment, appointments, and discipline and grievance procedures. However no information was available to

establish the manager and instructors recruitment procedures followed in the past, and how loopholes have been sealed for effective management of vocational/technical training for rural development.

2.4.4 FINANCING OF Y.Ps

Empirical based studies on alternative sources of finance in education, especially, at technical institutions and more so Y.Ps is scanty. Institutions offering technical/vocational training however require additional funds to supplement existing sources, which are becoming increasingly strained. The funds are required for provision of the much needed educational facilities and equipment. Educational administrators, scholars, education writers and even governments have showed the concern for additional resources for institutions of learning and technical/vocational training. Gravenir (1991) states that over emphasis on education in terms of allocation from the budget will not only generate dis-equilibrium in social-economic development but will also affect education adversely in that education system will be producing graduates from each of its levels at a faster rate than the economy can absorb. He suggests that a combination of alternative methods of financing education, including cost sharing and the generation of extra funds by institutions of learning seem unavoidable in the near future. In his comments, however, Gravenir does not give details of the particular activities that institutions could generate such funds from.

Achola (1998:17) suggests some of the sources of financing education as, public sources apart from those of central government, for example, levy from private sources like donations, training/learning institutions producing their own food to cut down on the cost of feeding students, and undertaking commercial activities among others. The government policy on financing education will influence strongly the manner in which institutions are financed. Garvue (1969) stated that poor policies could hinder acquiring and allocating resources for the public sector. Also unclear directives can cause problems when securing revenue for

public schools. The government of Kenya (1988:47) outlines in sessional paper number 6 of 1988, the need to cost effectively use resources at the disposal of schools including land, finances, teachers, time facilities and equipment to bring about efficient provision of quality and relevance in education.

The Government observes:

> The board of governors, school committees and managers of educational institutions should plan the most economic way of utilizing available institutional land. In particular land should be planned and utilized to the optimum on a master plan and to generate revenue for educational institutions.

The government's concern shows how educational institutions should exploit their resources for supplementing the government's, community's and parent's efforts. This study sought to investigate how far this alternative has been utilized by YPs in pursuant to efficient and effective vocational training.

2.4.5 STUDENT RECRUITMENT AND TRAINING

Primary school leavers from within immediate community are the trainees recruited to YPs, more so those who miss form one places. The YP trainees take a period of two years to complete the training. They train in vocational skills such as masonry, carpentry and joinery, mental work, plumbing, tailoring etc. On completion of the initial training are supposed to sit for government grade test 3. The YP system is by far the largest vocational training programme in Kenya today in terms of enrolment and number of institutions involved. The enrollment in YP is approximately 40,000 trainees. (Master Plan on Education and Training 1997-2010). Recommendation by Ndegwa Report (1991) asserted that YPs be expanded from the existing 600 to 1400 to cater for at least 150,000 youths each year who fail to get form one places. The report added that the success of these would depend on the support the government of Kenya gave to the development of small-scale enterprises directly and through developing markets for them. The Mungai Report (1995) avers:

> Improve image of youth polytechnic by admitting students during form one selection.

This would synchronize YP student selection through out the country and give the trainees hope of joining the YP immediately after the release of KCPE results. So far no studies were available to show that this recommendation was effected, hence this study sought to fill the literature gap raised by such concerns, as a way of addressing its impact on vocational training.

Church sponsored and managed YPs such as Don Bosco centers, Kolpin centers among others have full enrolment as opposed to government sponsored YPs, (Koech Commission 1999). Further the commission noted with a lot of concern that the YPs have not been adequately supervised due to insufficient funds, limited numbers of inspectors and lack of transport facilities.

Eroser Savas (1978:10) in her research findings on new paths to learning for rural youth holds;

> the youth polytechnic must take the initiative and develop good strategies and aggressive programmes for its students that will alleviate solving of the problems affecting people living in the neighborhood

The YPs and other technical institutions can do this by carrying out a research that which produces know-how technology useful to the community as the direct consumer. This is one of the concerns that this study sought to address.

While political independence and peace are basic requirements for any viable economic activity to take place economic independence is equally important. A nation depraved of such an activity may soon find it difficulty to maintain political stability. Shiundu (1989) in a research findings asserted that education should be primarily concerned with developing general background attitudes while training increases knowledge and skills in a particular field. But it must be remembered that neither education nor training alone can create jobs or demand for services. Study carried out by Owano (1988) on the contribution of youth polytechnics to youth employment lamented that the YPs cater for a very tiny

fraction of the unemployed primary school leavers and that a narrow spectrum of skills needed in the rural area were being taught.

The Mungai Report of (1995) recommended that there should be close collaboration between YPs and Jua Kali sector for giving quality training, to latter, to improve quality of products. While the Kamunge Report of (1988) noted that YPs be provided with basic facilities and equipment to enable give quality training at artisan level. In her recommendations Koech commission (1999) strongly pointed out that vocational training centers be encouraged to offer courses according to the needs of their localities such as short, tailor made courses for upgrading skills of farmers, business community, JuaKali operators and health workers for the surrounding community. Further, communities including juakali associations be encouraged to support the vocational training centers through provisions of physical facilities. However, these studies did not outline how far the YPs had managed to do this, hence this study sought to address these concerns.

Court (1972) in his study of Maseno Youth Polytechnic leavers revealed that in a sample of 74 leavers 31% were employed in jobs related to their training, 15% engaged in farming and wage employment unrelated to their training. Backing court's (1972) study, the Koech Commission (1999) revealed that YP graduates are not getting employment or embarking on self-employment as they lacked appropriate skills and resources. However, these studies did not find out the root cause of this, therefore this study sought to address such problems and their possible solutions.

2.4.6 GOVERNMENT POLICY ON YPs

The national Conference on Education and Training (UNESCO 2003 Nov.) holds that the government should establish educational planning mechanisms with the objectives of:

- Providing technical basis for planning and implementation of policy to incorporate social factors, participation process and intersectoral approach in vocational training.
- Planning for change of education (vocational education and training) to influence individual demands, to minimize biases in choice.
- Planning for adjustment of vocational and technical education provision to change in individual demand.

The Ministry of Science and Technology (1980) policy has been clearly spelt; that the Ministry would endeavour to give support and encouragement to the growth of research and public service in our intermediate level colleges and polytechnics. Accordingly, the general objectives of the third development plan of the Government of Kenya (1974-78) highest priority was given to programs aimed at developing smallholder-farming areas.

Technical and vocational training operates without clear legal framework and policy guidelines. Daily Nation (2004, September 23rd :8) holds that:

> Technical training has no single unit to coordinate the programmes to ensure standards and harmony. Instead, technical and vocational training is scattered across various government departments with the result being the sector is highly segmented and uncoordinated. Hardly do the departments work together to formulate joint strategies to ensure standardized technical and vocational training.

As things stand now, technical education and training pertaining to YPs straddles several Ministries and Departments and that makes coordination and regulation cumbersome. The Koech Commission (1999) strongly recommended that since YPs operate without clear legal framework provisions the government move fast to install some policy.

All these studies have asserted that YPs should have a governments policy governing their functions yet have not pointed out how the lack of government policy affects vocational training for rural development, hence this study sought to investigate this and suggest possible solutions to those problems.

2.5 INTERPRETATIVE SUMMARY OF THE CURRENT STATE OF KNOWLEDGE

In conclusion, from the above literature, it is clear that in most countries all over the world, technical education has been the backbone of economic development. It is only the degree of public involvement that has varied from country to country. The government, NGO's and religions bodies have endeavoured to provide technical education at one level or the other in order to train the youth for self-employment in their communities. Problems encountered when offering technical/vocational education have also been identified.

During the review of literature, serious concerns have emerged, and especially in the area of vocational/technical training to alleviating poverty in agricultural rural areas. It became apparent that very few studies have been undertaken in this area. Court (1972), carried out a study of Maseno YP leavers, Orodho (1984) carried out a study to find out the role of village polytechnics in the social economic development of Western Kenya, Owano (1989) also carried out a study on the contribution of youth polytechnic programme to youth employment in Kenya.

These studies revealed that few YP leavers engaged in business related to courses they trained in, however these studies did not address fully the role played by YPs in championing socio-economic development in rural areas, and more so in Nyambene Districts. Hence creating a potential gap in literature, which this study intended to fill.

Besides there was need to find out to what extent had YPs vocational /technical training impacted on socio-economic development in Nyambene district, an aspect that the literature review had not addressed.

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 INTRODUCTION

This chapter focused on the research methodology that was employed during the study. The researcher in particular outlines the research design, study locale, population of the study, the sample and sampling procedures. Research instruments that were used for data collection were identified and described. Finally, the methodology of data analysis was highlighted.

3.2 DESIGN OF THE STUDY

The design of the study that the researcher used was descriptive case study approach. In this study the researcher was interested in finding out ways of revitalizing vocational/technical training in YPs, and to what extent they have impacted on socio-economic development of rural communities. Thus the findings of descriptive case study could help YPs chant their way forward.

3.3 STUDY LOCALE

The researcher conducted a case study of Muthara Youth Polytechnic, Nyambene District-Kenya. Muthara Youth Polytechnic is one of the four government sponsored YPs in the district. It is situated in Nchuui village of Muthara Location, Tigania North Division. The institution of study was selected on the following criteria:

- The YP had a relatively long history of training in vocational courses and therefore had a large number of unemployed graduates having started in 1962

February as a village polytechnic (Youth Centre) sponsored by Methodist Church in Kenya.

- Muthara Youth Polytechnic being a government supported institution was expected to make regular reports to the relevant government departments, hence it would be easier to get basic information which would be essential for this study from government officers entrusted with the responsibility of supervising and coordinating the YP programmes.
- The catchment area for stardand eight leavers who form the recruit base of Muthara Youth Polytechnic trainees is quite fair, within a radius of three kilometers are five primary school.
- Muthara Youth Polytechnic surrounding community enjoys both crop farming and cattle keeping as their way of livelihood.

These factors and many more gave the researcher the impetus to carry out this study.

3.4 STUDY POPULATION

Corer and Manion (1995) states that the specification of the population, to which the inquiry is addressed, affects decisions that researcher must make both about sampling and resources. Since this study was descriptive in nature adopting case study, the population for the study comprised of Muthara youth Polytechnic community. These included Muthara Youth Polytechnic:

- Manager (1)
- Student trainees (2005) (20)
- Instructors (8)
- Graduates/leavers (2001-2004) (32)
- B.O.G members (5)

3.5 SAMPLE AND SAMPLING STRATEGIES

According to Gay (1992), a researcher selects a sample due to various limitations that may not allow researching the whole population. A reasonable sample of the population was targeted for this study. A sample of 10 percent of the population is considered minimum; Gay (1992), for small population 20% of the population may be required. The manager Muthara Youth Polytechnic was automatically selected for this study because he plays a pivotal role in running the day to day affairs of YP.

Of the trainees in Muthara Youth Polytechnic, the researcher only used trainees who were primary school standard eight leavers as criteria for selecting trainees. Random sampling was used where the researcher used raffle or folding of papers to select only 10 trainees each in both first and second years of study. The registration numbers of all student trainees in each year were listed down on pieces of paper, folded, shaken and then picked randomly.

Since this was case study design, and the instructors being only eight all were involved in this study. The management committee (B.O.G) is made up of 14 members excluding the YP manger. Their names were obtained from the manager and those working within Muthura Location were Picked, names written down on pieces of paper, folded and five of them picked randomly.

This made a total of 1+5+8+10+10 = 34 respondents. The BOG is responsible for organizing and coordinating all management activities of YP hence their involvement in this study was important.

The number of Muthara Youth Polytechnic leavers from 2001 to 2004 is large, therefore systematic random sampling technic was used to choose an appropriate working sample. First, the researcher used the existing checklist of the Youth Polytechnic leavers for the four years. This was done by inspecting the student (leavers) registers filed by Muthara Youth Polytechnics management.

According to Orodho (2004:38) he holds:

In such a design, the selection starts by picking some random point in the list and every element is selected until the desired sample size is obtained.

Therefore, systematic random sampling was used in the selection of Muthara Youth Polytechnic graduates of 2001-2004. They were picked at equal intervals of 8. The sample size of 8 leavers per year was obtained, yielding to 32 leavers in duration of four years. Therefore the entire simple random sampling matrix was a sample size of 34+32=66 respondents for the entire study.

3.6 RESEARCH INSTRUMENTS

The research instruments used for data collection were; questionnaires, interviews and observation schedules.

3.6.1 QUESTIONNAIRES

Questionnaires are widely used in education to obtain information about current conditions and practices and to make inquiries concerning attitudes and opinions quickly and in the precise form, (Lovel and Lawson, 1971). Gall et al (1996) points out that questionnaires are appropriate for studies since they collect information that is directly observable as they enquire about feelings, motivation, attitudes, accomplishments as well as the experiences of individuals. The questionnaire that was used to obtain data from the field consisted of type A, B, C, D and E.

Type **A** questionnaire was given to manager of Muthara Youth Polytechnic. It sought information on; the general background of the institution, physical facilities available, vocational courses offered, student trainee recruitment procedures, sources of finance and their adequacy and job opportunities in the local community for the trades offered in YP. The researcher presented the questionnaire to the YP manager in his office. Type **B** questionnaire was given to B.O.G. Members sampled for this study.

It sought information on adequate utilization of YP physical resources, facilities, staff recruitment (teaching/training staff), technical and vocational programmes. The researcher gave questionnaires to B.G.O members with the help of the YP manager.

The type **C** questionnaire was given to YP instructors. It sought information on the objectives of the trades offered, occupational surveys carried out and trainee recruitment procedures, and challenges they face during the course of their training. The questionnaire was served to the instructors in the Muthara Youth Polytechnic staff room with the help of the manager.

Trainees of YP were presented type **D** questionnaires. It sought information on background education of the trainee; trade/course one enrolled in, and job opportunity expectations after completion of training. The researcher gave the questionnaire to the trainees with the help of the manager and instructors.

Type **E** questionnaire was designed to seek information from YP leavers on; background of YP leavers, training life profile of leavers, job opportunities and economic activities one is engaged in to earn a living as well as one's contributions to the economic development of the community. With the help of the YP manager, addresses to the sampled YP leavers of 2001-2004 were obtained. The questionnaire type **E** was mailed to the targeted leavers. From the date of posting, the respondents were allowed two weeks to write their responses and send back the responses to the researcher.

All the questionnaires in this study consisted of both open and closed-ended questions. Open-ended questions were used to seek opinions from the respondents, while closed-ended questions were used to gather specific information. Question items were formulated in consideration of whether they would be useful in eliciting the desired information, provoke the right answer from the respondents, and avoid bias. Questionnaire items were chosen on this strength.

3.6.2 INTERVIEW SCHEDULES

Peil (1995) maintains that interviews can provide reliable, valid and theoretical satisfactory results than a questionnaire from unknown sources, especially in societies where interaction is highly personalized and that interviews get better cooperation and fuller answers than questionnaire. She also observes that historian and political scientists use interviews of well-qualified informants to supplement information available from records and public pronouncements. Interviews put flesh on the questionnaire responses, observes Bell (1987). An in depth interview was held with the Muthara Youth Polytechnic manager in his office. The interview centered on how he solicits funds to run the YP, vocational/technical training programmes, the kind of training facilities and resources they have at their disposal, their maintenance, the YP involvement in the community development projects and what the YP does to market her graduates. The interview was done during the time of delivering or collecting of the questionnaire at agreed time, in his office.

3.6.3 OBSERVATION SCHEDULES

Supplementing the information from formal response with observation and informal conversations with the informants is useful, (Peil 1995). Much is learned by observing what people actually do and how they do it, and that observation is almost always combined with casual or informal interview (Bell 1987).

The researcher to the selected departments and sections carried out observation schedules. The researcher looked at vocational training facilities, resources in workshops and utilization of these facilities, and resources and the institution farm. A list of items to be observed was constructed so as to derive data on them. Observation schedules were meat to supplement information collected through questionnaires. This information was used to generate judgements, which was recorded for reinforcement and further interpretation.

3.6.4 PILOTING

Wiersma (1995) observes that piloting is important as it helps identify misunderstanding, ambiguities and useless or inadequate items. During pre-testing vague questions are identified because the respondents will interprete them differently. Piloting of research instruments enables the researcher to determine the validity and reliability of the constructed questionnaire. The research instruments were piloted at Kianjai Youth Polytechnic in Nyambene District and were found valid and reliable for the intended study as approved by the principal supervisor.

3.6.5 RELIABILITY OF INSTRUMENTS

The manager interview schedule was administered at Kianjai Youth Polytechnic. Then four trainees in both first and second years of study were sampled using simple random sampling as with the case of actual respondents highlighted earlier. It should be noted that the number in the pre-test be small, 1% of the entire sample size is adequate (Orodho 2004). For the sake of convenience two instructors from Kianjai Youth Polytechnic were sampled for piloting of questionnaire, their names were recorded in pieces of papers, folded, shaken and then two picked randomly.

The questionnaires were administered in person and the respondents given a week to state their responses. The questionnaires were scored manually and score recorded. The same questionnaires were administered after two weeks to the same respondents, and their responses were scored manually.

A comparison of scores obtained between two corresponding sets of questionnaires was made. It was observed that responses to the two sets of questionnaires were similar because the latter reflected the same content for each category of the respondents with slight discrepancies. Hence the instruments were of high reliability as per the Pearson Product moment correlation.

3.6.6 INSTRUMENTS VALIDITY

Orodho (2004:41) defines validity as:

> the degree to which the empirical measure or several measures of the concept, accurately measures the concept.

Therefore for the purpose of verifying the validity of instruments used in this study three competent instructors in vocational training institution were picked randomly, each from Maua Youth Polytechnic, Kianjai Youth Polytechnic, and Meru College of Technology in Nyambene District. They were individually presented with relevant developed questionnaires for examination and provided feedback to the researcher; their recommendations were included in the final questionnaire with the advice of the principal supervisor so as to help capture the required data.

3.7 DATA COLLECTION

Data collection commenced in May 2005 and proceeded up to July 2005. The researcher applied a combination of data collection techniques: questionnaires, semi-structured interview schedules and observation schedules, besides mailed questionnaires.

Questionnaires were prepared for the YP: instructors, manager, trainees, B.O.G members and leavers selected for the study, while semi-structured interview schedule for the YP manager were formulated. Questionnaires constructed for sampled (2001-2004) YP leavers were mailed to them, with the request to return them after writing their responses on the same. Finally the researcher used observation instruments in collecting data especially in YP workshops and farm. The information sought was related to what was happening then and not pegged to the past experience or future intentions of the respondents. This was clearly developed in the observation schedules. This method was suited here because workshops were few in the YP, and the farm was one so not much time was spent. Interview schedule was thought useful and appropriate to the YP manager because he is a busy officer, who may not have time to complete the

questionnaire but could not fail to schedule the researcher for a day at least for an hour or so.

3.8 DATA ANALYTICAL TECHNIQUES.

Items from the questionnaires and interview schedules were arranged and grouped according to particular research questions. Data from observation schedules was treated without much alteration.

(a) QUANTITATIVE DATA ANALYSIS.

Peil (1995), maintains that when making the result of each research known to a variety of readers, percentages have a considerable advantage over more complex statistics. Best and Kahn (1989), hold that the most widely used and understood standard proportion is the percentage. Therefore the responses received from the questionnaires, interview schedules and observation schedules were organized, tabulated and analyzed using frequencies and percentages. Care was taken by the researcher to note the number of times views were expressed and the number of respondents expressing similar views. This formed a basis for drawing conclusion.

(b) QUALITATIVE DATA ANALYSIS

A careful examination of questionnaires, interview schedules and observation schedule responses was done. This entailed organizing the knowledge of existing facilities, financial resources, physical resources and human personnel of the institution under study. In addition a table was constructed for a number of development projects that the YP initiated and developed and the income generated. Their proper analysis was done descriptively by explaining their importance to the socio economic developments as captured from the data. This formed a basis for drawing conclusion.

CHAPTER FOUR

4.0 DATA PRESENTATION AND ANALYSIS

4.1 INTRODUCTION

The essence of youth polytechnic ideal is that youth polytechnic exists for the services and enrichment of the immediate community surrounding it. The indicators of the strength of the relationship with the local community are firstly whether the catchment area of the trainees is from the surrounding locality and more importantly whether the graduates working places are within the same local catchments area.

The ultimate aim of this report is to generate answers to specific questions, which this study set out to answer. The findings of this study are specific to Muthara Youth Polytechnic but can also be used to highlight and illuminate issues of more general significance and concern for youth training in youth polytechnic programmes in Nyambene District in particular and more so country Kenya and also developing countries of the world.

This research was about the impact of vocational training for rural development, a case study of Muthara Youth Polytechnic. Having studied other works, this research aimed at finding out how far vocational training in the said institution has helped the rural community surrounding it improve their living standards via implementation of income generating opportunities. This chapter present the findings of the study as organized under the following headings:

- Nature of existing facilities.
- Effects of lack of facilities on institutional objectives.
- Financial background of YP under study.
- Youth polytechnic staffing.
- Meeting needs and aspirations of trainees.

- Youth polytechnic leavers in the world of work.
- Role of YP by involving the community in facing rural development challenges.
- Hindrances to implementation of vocational training.
- Suggested solutions to hindrances of implementation of vocational trading programs.
- Future of YP vocational training programmes in boosting social –economic status of rural communities.

4.2 NATURE OF EXISTING FACILITIES

The fist research question was: what is the view of the management of YP about the responsibility of YP in meeting the needs and aspirations of trainees?

For the purpose of meeting research objectives the researcher felt a need to prove into the nature of existing facilities in Muthara Youth Polytechnic with a view of establishing their relevance to training. Facilities are important elements in skills training, Aduda (daily nation 3/6/2002) avers:

> Students of technical training institutions are trained using obsolete equipment, which put them at a disadvantage when they join the industry where technology is the in-thing (P.21).

In this study, respondent were asked to state their opinion on the nature of facilities in Muthara Youth Polytechnic.Table4.1summaries their responses.

TABLE 4.1 – RESPONSES TO NATURE OF EXISTING FACILITIES.

RESPO-NDENTS	HIGHLY SATISFACTORY	HIGHLY UN-SATISFACTORY	SATISFA CTORY	UN-SATISFACTORY	TOTAL
B. O. G	0	0	10%	2.5%	12.5%
Instructors	0	0	17.5%	2.5%	20%
Trainees (2005)	2.5%	0	40%	5%	47.5%
Leavers (2001-2004)	2.5%	0	12.5%	5%	20%
Total	**5%**	**0**	**80%**	**15%**	

Eighty percent (80%) of the respondents thought that the existing facilities in their institution were satisfactory, while 15% reported that the facilities were unsatisfactory. None of the respondents were neutral, nor found the facilities to be highly unsatisfactory. Only paltry 5% found the facilities highly satisfactory. In addition the researcher, through farm observation schedule, realized that almost half of Muthara Youth Polytechnic land is put under subsistence crop, that is, maize and beans. Only half (½) an acre was planted with coffee bushes. The rest is idle land. The institution does not keep any domestic animals. Below is table 4.2 of farm utilization of Muthara Youth Polytechnic in the year 2005-second season.

Table 4.2 FARM UTILIZATION

TYPE OF CROP	PLOT SIZE (ACREAGE)	AVERAGE YIELD (K.g)
MAIZE	3.0	280
BEANS	1.5	150
BANANAS	0.2	50
COFFEE	0.5	100

The findings revealed that grade dairy cattle or any domestic animals had never been kept in the youth polytechnic. The manager during the interview expressed the fear of diseases and conditions in YP coupled with close attention required by the grade dairy cattle. Otherwise the farm produce is consumed by the student trainees or sold to supplement other costs like paying salaries of subordinate staff.

4.3 EFFECTS OF LACK OF FACILITIES ON INSTITUTIONAL OBJECTIVES

The consequences of lack of facilities or their inadequacy cannot be over emphasized. The researcher was interested in knowing how lack of facilities hampered vocational training for rural development. The research findings are summarized in the table 4.3 below:

TABLE 4.3 EFFECTS OF LACK OF FACILITIES

EFFECTS BY RESPONDENTS	LOW	HIGH	NEUTRAL	TOTAL
Trainees (2005)	17.5%	20%	10%	47.5%
Leavers (2001-2004)	7.5%	12.5%	0	20%
Instructors	7.5%	12.5%	0	20%
B.O.G	2.5%	10%	0	12.5%
TOTAL	**35%**	**55%**	**10%**	

Inadequacy of teaching/training materials appear to have highest effects on institutional objectives with a score of fifty five percent (55%) followed by low effect of thirty five percent (35%). Ten percent (10%) of the respondents were neutral on the effects of lack of facilities on Muthara Youth Polytechnic training objectives. The lack of facilities had actually affected training; hence enrollment rate was declining in almost all the courses and trades.

4.4 FINANCIAL BACKGROUND OF MUTHARA YOUTH POLYTECHNIC

Government training institutions used to be provided with funds from the central government inform of grants, before the adoption of the cost sharing policy. This money was in addition to that obtained by institutions through collection of students' fees, donations from individual organizations, sponsors, contributions and community support through harambee fund drives.

Currently, Muthara Youth Polytechnic receives small grants from the central government paid out on September and April every year. This money is meant to subsidize other sources of income generating activities manned by the

institution. Apart from fees paid by trainees the institution generates income through various means. Table 4.4 below summarizes the alternative sources of income generating activities practiced in year 2005.

TABLE 4.4 SOURCES OF INCOME

ACTIVITY	TYPES/VARIETY	APPROX AMOUNT (KSH)
Tree nursery	Cyprus, eucalyptus, gravelia, others	5,000
Subsistence crop	Maize, beans,	6,000
Cash crop	Coffee	280
TOTAL		**11,280**

Rarely does the YP make goods like carpentry products for sale, lack of timber was mentioned as a big hindrance towards this. It is clear that tree nursery yields around Kshs. 5,000 and subsistence crop, that is, maize and beans earnings, are almost a similar amount. This represents a small amount of money to supplement the little grants given by the central government to ensure adequate running of Youth Polytechnic programmes. This leaves a lot of many things un-attended.

It was noted that YP projects for income generating activities was not taken seriously in Muthara Youth Polytechnic. The institution does not focus on goods and services relevant to the community, and therefore exploit her vast land adjacent to river Likiundu in agricultural activities.

REMEDIES

1. Since the institution requires finances to run, it is of vital importance that the management committee set priority in YP development plan. The B O G should include income-generating activities in their annual development plan. This should be done at the decision making stage. (Majority of those B O G members interviewed eighty percent (80%) perceived harambee and government grants as the alternative source to financing the institution. At the decision making stage

the B O G should include all stakeholders in the panel to set up income generating activity- priority that are included in the budget of institution.

2. Community interest projects

The B O G as the manager of the YP should avoid setting income generating activities that don't serve the interest of the immediate community. Proper feasibility study should be carried out to determine income-generating activities that attract community support. Those employed to man these activities should be committed to work, be accountable and transparent faithful workers.

4.5 YOUTH POLYTECHNIC STAFFING

Muthara Youth Polytechnic has eight instructors including the manager. They are charged in training various courses and trades. Using a questionnaire the researcher investigated their qualifications and the courses as well as trades they teach in pursuant of socio-economic development of the community. Table 4.5 below summarizes the instructors' qualifications as well as their areas of specializations.

TABLE 4.5 STAFFING

	GENDER	QUALIFICATION	COURSE/TRADE
1	Female	Untrained technical teacher	Secretarial/business education
2	Female	Untrained technical teacher	Home economics
3	Male	Grade test craft (1)	Tailoring and dressmaking
4	Male	Grade test craft (1)	Tailoring and dressmaking
5	Male	Grade test craft (2)	Carpentry and joinery
6	Male	Grade test (1)	Masonry and building
7	Male	Grade test (1)	Metal work
8	Male	Grade test craft (1)	Carpentry and joinery

From the table above it is clear that most of the instructors seventy five percent (75%) are qualified in their fields of specialization though without pedagogical skills. According to the manager, during a personal interview, he pointed out

that the institution was adequately staffed as per the courses and trades being offered. He also expressed optimism of starting new courses hence the need to look for qualified instructors to handle them once implemented. The manager further pointed out that the instructors are never in- serviced due to lack of proper government policy on Youth Polytechnics. He also cited lack of funds as another hindrance towards staff motivation.

4.6 MEETING NEEDS AND ASPIRATIONS OF TRAINEES

Meeting needs and interests of learners determine how they perform in their courses. The researcher intended to find the perceived opinion of the respondents as pertains to the role of YP in meeting needs and aspiration of trainees in order to produce qualified artisans marketable to the immediate community. Table 4.6 below depicts the respondent perceived opinion.

TABLE 4.6 NEEDS AND ASPIRATIONS OF TRAINEES

RESPONDENT	HIGHLY MET	MET	PARTLY MET	NEUTRAL	TOTAL
B O G	2.5%	7.5%	2.5%	0	12.5%
Instructors	2.5%	2.5%	15%	0	20%
Trainees (2005)	10%	25%	10%	2.5%	47.5%
Leavers (2001-2004)	5%	10%	5%	0	20%
TOTAL	**20%**	**45%**	**32.5%**	**2.5%**	

It is clear from the table that forty five percent (45%) of the respondents felt that trainees' needs and aspirations were met. Proportionally, majority of the trainees were satisfied that their training needs and aspirations were well catered for. However, only twenty percent (20%) of the respondents said that trainees' needs and aspirations were highly met. In deed, from the questionnaires, eighty percent (80%) of the respondents expressed their fears that the training is purely confined within the institution and hardly do trainees go for attachment either on their own or supervised.

In this regard, the researcher suggests that, the trainees should be sent for attachment as part of training in nearby institutions like in work shops (tailoring, metal work, welding) and dairy rearing farms, may be, for a month or so in between year one and year two. The attachment should be supervised where trainees are guided and corrected in a real life situation. This shall enhance their training skills and techniques in various trades, hence improve their competency in work performance.

4.7 YOUTH POLYTECHNIC LEAVERS IN THE WORLD OF WORK (2001 – 2004) GROUPS

The primary purpose of a youth polytechnic is to train artisans who eventually get absorbed into the neighbouring community either into self-employment or gainful employment. In this study, the researcher intended to find out how the leavers of Muthara Youth Polytechnic of 2001 – 2004 have faired in the world of work within the neighbouring community. Despite the many hardships in life, coupled with rapid economic changes the leavers have managed to spur economic growth of the community. Table 4.7 below summarizes the respondents' findings of marketability of the Youth Polytechnic leavers of between 2001 – 2004 groups.

TABLE 4.7 YP LEAVERS IN THE WORLD OF WORK

RESPONDENTS	VERY MARKETABLE	MARKE TABLE	FAIRLY MARKETABLE	NEUTRAL	TOTAL
B.O.G	2.5%	7.5%	2.5%	0	12.5%
Instructors	7.5%	10%	2.5%	0	20%
Trainees2005)	5%	37.5%	5%	0	47.5%
Leavers(2001-2004)	5%	10%	2.5%	2.5%	20%
TOTAL	**20%**	**65%**	**12.5%**	**2.5%**	

From this table sixty five percent (65%) of the respondents concurred that Muthara Youth Polytechnic graduates are marketable. Very marketable twenty

percent (20%) ranked second, while twelve point five percent (12.5%) had the opinion those leavers are fairly marketable. The first analysis agrees with the observation schedules carried out by the researcher in various workshops manned by Muthara Youth Polytechnic leavers. Majority of them are running their own businesses, that is, tailoring shops, carpentry shops and metal workshops/welding shops.

Others have opened up other related businesses in groups from the proceeds accruing from individual businesses, like buying and selling of cereals.

Their workshops are well stocked, and enjoy an average of fifty customers per day. Majority of those interviewed expressed optimism that their businesses were doing well compared to previous year (2004), that is, the income base was growing upwards. Some like those running carpentry workshops had opened two workshops in different places. The masonry artisans boasted of getting awarded most of the construction works in schools, dispensaries and individual homes. This way the economic status of the community has tremendously improved. Many homes, which were hut-thatched, are now roofed with iron sheets. However, the Youth Polytechnic does not follow up her graduates to find out how they fair in the world of work. On the other hand, none of the respondents said they go back to Youth Polytechnic to upgrade their skills.

4.8 COMMUNITY INVOLVEMENT BY YOUTH POLYTECHNIC IN FACING RURAL DEVELOPMENT CHALLENGES

The researcher inquired from the respondents how far Muthara Youth Polytechnic involved her neighbouring community in facing rural development challenges. The main objective of any Youth Polytechnic is to involve her neighbouring community by initiating income generating projects to benefit both the polytechnic and the community, offering courses relevant to the immediate needs of the community and venturing into the community by offering services like artificial insemination, poultry keeping, agricultural demonstration firms

among others for generating income and in return enhance socio-economic developments of the people.

Table 4.8 depicts the opinion of respondents as appertains the contribution of Muthara Youth Polytechnic by involving her neighbouring community in facing rural development challenges.

TABLE 4.8 COMMUNITY INVOLVEMENTS BY YP

RESPONDENTS	HIGHLY INVOLVED	ORDINARILY INVOLVED	PARTLY INVOLVED	NEUTRAL	TOTAL
B.O.G	2.5%	7.5%	2.5%	0	12.5%
Instructors	5%	7.5%	5%	2.5%	20%
Trainees(2005)	2.5%	25%	20%	0	47.5%
Leavers(2001-2004)	2.5%	10%	7.5%	0	20%
TOTAL	**12.5%**	**50%**	**35%**	**2.5%**	

Ordinary involvement fifty percent (50%) was the most commonly suggested observation by respondents, while thirty five percent (35%) had the opinion that Muthara Youth Polytechnic partly involves her neighbours in facing rural development challenges. Only twelve point five percent (12.5%) thought of high involvement. Generally majority of the respondents thought it partly involvement because the institution rarely does anything outside to market her graduates. They said may be only the management board and parents are involved. Majority of the respondents were of the opinion that the institution should regularly hold exhibition shows of her finished products to public and even open a stand at the local Nyambene District Agricultural Society Show of Kenya. The researcher through an interview with the manager found out that Muthara Youth Polytechnic does not have demonstration farms for agricultural practices while the institution serves a community that is both potential in crop farming and dairy keeping. It should champion these economic activities by way of rendering the necessary and essential services in order to spur economic growth. In addition, the institution can open up demonstration farms in church compounds

and even in individual farms for organized groups of people to learn and benefit economically and in return, generate some income from this.

4.9 HINDRANCES TO IMPLEMENTATION OF VOCATIONAL TRAINING PROGRAMMES

Based on the findings of options to boost adequate learning and training by YPs the researcher intended to highlight barriers to proper implementation of vocational training programmes for rural development. The respondents listed the problems encountered as summarized in table 4.9 below;

TABLE 4.9 HINDRANCES TO IMPLEMENTATION OF VOCATIONAL PROGRAMMES

RESPONDENTS	FINANCIAL HANDICAPS	IN-ADEQUATE RESOURCES	POOR SUPER VISION	IN-ADEQUATE HUMAN PERSONNEL	NEUTRAL	TOTAL
Leavers(2001-2004)	5%	7.5%	2.5%	2.5%	2.5%	20%
Trainees	17.5%	27.5%	0	0	2.5%	47.5%
Instructors	7.5%	12.5%	0	0	0	20%
B.O.G	10%	2.5%	0	0	0	12.5%
TOTAL	**40%**	**50%**	**2.5%**	**2.5%**	**5%**	

Inadequate resources fifty percent (50%) and financial handicap, forty percent (40%) are the greatest hindrances to adequate implementation of vocations training programmes in Muthara Youth Polytechnic. Poor supervision two point five percent (2.5%) and inadequate human personnel two point five percent (2.5%) comes third and fourth respectively. This has been attributed to withdrawal of government funding to Youth polytechnics. Only a small grant is given each year.

4.10 SUGGESTED SOLUTIONS TO PROBLEMS OF SMOOTH IMPLEMENTATION OF VOCATIONAL TRAINING PROGRAMMES

In the light of varied hindrances raised by respondents, the researcher wanted suggested solutions that could overcome the highlighted problems. Many and varied suggestions were listed. Table 4.10 summarizes the suggested solutions by the respondents.

TABLE 4.10 SUGGESTED SOLUTIONS

SUGGESTED SOLUTIONS	GOVERNMENT GRANTS	INCOME GENERATING ACTIVITIES	DONOR FUNDING	MODERN TRAINING FACILITIES	TOTAL
Instructors	12.5%	0	2.5%	5%	20%
Trainees (2005)	20%	0	2.5%	25%	47.5%
B.O.G	5%	7.5%	0	0	12.5%
Leavers(2001-2004)	10%	10%	0	0	20%
TOTAL	**47.5%**	**17.5%**	**5%**	**30%**	

Government grants forty seven point five percent (47.5%) was the most commonly suggested solution. This has a bearing to the introduction of the famous Constituency Development Fund (CDF). These funds would solve numerous problems hindering smooth implementation of vocational training programmes. Acquiring modern training facilities, ranked second with thirty percent (30%), while seventeen point five percent (17.5%) of the respondents recommended income-generating activities as an alternative source of finance to help alleviate problems facing vocational training programmes implementation. Otherwise five percent (5%) thought of seeking donor funding like non-governmental organizations.

4.11 FUTURE OF YOUTH POLYTECHNICS IN LIGHT OF SOCIO-ECONOMIC DEVELOPMENT

The researcher sought the opinion of respondents as to the future of Muthara Youth Polytechnic vocational training programmes in light of socio-economic development. The study findings are summarized in table 4.11 below:

TABLE 4.11 FUTURE OF VOCATIONAL TRAINING

RESPONDENTS	GOVERNMENT POLICY ON YP	REVITALIZE PROGRAMMES	INVOLVE COMMUNITY	TOTAL
BOG	7.5%	2.5%	2.5%	12.5%
Instructors	5%	12.5%	2.5%	20%
Trainees(2005)	17.5%	30%	0	47.5%
Leavers (2001-2004)	10%	10%	0	20%
TOTAL	**40%**	**55%**	**5%**	

The future of Muthara Youth Polytechnic vocational training programmes appear depending on revitalizing of YP programmes according to fifty five percent (55%) of the respondents. However, forty percent (40%) view it as depending on government policy on Youth Polytechnics. They said it should be streamlined to suit the dynamic world of today's training needs. Moreover five percent (5%) of the respondents were of the opinion that Youth Polytechnic should reach out more to her neighbouring community in order to sustain her training activities for economic growth.

CHAPTER FIVE

5.0 SUMMARY, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

This chapter gives summary, discussion, conclusion and recommendations drawn from the findings of the study.

5.2 SUMMARY

This study was intended to investigate into the impact of vocational training for rural development, a case study of Muthara Youth Polytechnic. This study was conducted in Nyambene District and the institution of study was Muthara Youth Polytechnic and her neighbouring community. The manager Muthara Youth Polytechnic was taken as a respondent, all the seven instructors were taken as respondents too because they were not many. Twenty trainees and 35% of the BOG were randomly sampled for the study. Eight leavers in the years 2001 – 2004 were also randomly sampled. For the purpose of data collection, questionnaire and observation schedules were used. The researcher availed questionnaires to the manager and trainees personally. Questionnaires to the BOG members and YP leavers of 2001–2004 were issued out with the help of the manager. The researcher collected the questionnaires after a period of two weeks to enable the respondents respond to each item as clearly as possible. The researcher visited the institution severally and administered both interview and observation schedules to the manager and workshops/farm respectively.

The observation schedules were often accompanied by informal interviewing. This was meant to supplement information got from questionnaires. The

researcher analyzed the information gathered from the field with a view of fulfilling the research objectives and answering the research questions. The study revealed the following;

a) **Youth Polytechnic responsiveness in meeting needs and aspirations of the trainees:**

- Lack of learning facilities in the institution affected vocational training resulting in time wastage and teacher frustrations among others.
- Forty five percent (45%) of the respondents thought that needs and aspirations of the trainees were met, while eighty percent (80%) of the respondents indicated that existing facilities in the institution were satisfactory.
- The trainees hardly go for attachments to enhance their vocational skills
- Trained instructors from technical institutes without pedagogical skills, except two who are not trained, instruct all the trades and courses.
- The current sources of finance were revealed as students' fees, grants and production units with students' fees making a proportion of fifty five percent 55%.
- Trainees are offered carpentry/joinery, metal works, tailoring/dress making and plumbering. Home economics and business education are not examinable.

b) **Youth Polytechnic leavers (2001-2004) in the world of work.**

a) The leavers have managed to settle down to work hence spurring economic growth in the community.

b) Sixty five percent (65%) of the respondents felt that Muthara Youth Polytechnic leavers were marketable.

c) Majority of the leavers have established their own businesses and opened more than one workshop.

d) They expressed their optimism that their businesses were doing well compared to previous years.

e) The masonry artisans boasted of getting awarded most of the construction works in school, dispensaries and in individual homes.

f) None of the leavers said went back to the YP to upgrade the vocational skills.

c) **Community involvement by YP in facing rural development challenges**

- Fifty percent (50%) of the respondents felt that the community involvement by Muthara Youth Polytechnic was ordinary, only in training of trainees.
- It was observed that the institution holds demonstrations/shows of her goods to the public within the institution once after several years.
- The institution does not have agricultural demonstration farms, the dairy cows or even poultry keeping despite having large idle land.
- The Muthara Youth Polytechnic carries out occupational surveys only in market places leaving out the rest of the community.
- The institution, the respondents felt, reaches out only to few primary schools in search for recruits (trainees).

d) **Problems that hinder implementation of vocational training and their possible solutions.**

1. Inadequate resources (teaching/training) fifty percent (50%) and financial handicap forty percent (40%) were stated as the greatest hindrances to implementation of vocational training.
2. Management and supervision of the institution were okayed as doing good job.

3. Majority of the respondents forty seven point five percent (47.5%) felt that government grants, Constituency Development Fund (CDF) would solve their problems.
4. Acquiring modern teaching and training facilities was stated as a possible solution.
5. Seventeen point five percent (17.5%) of the respondents suggested that the YP initiate her own income generating activities.
6. Hardly any of the workshops hand fire extinguishers facilities, which are necessary especially in metal workshop, incase of fire outbreaks.

5.3 DISCUSSION

This research was about the impact of vocational training for rural development, a case study of Muthara Youth Polytechnics-Nyambene District. The essence of youth polytechnic ideal is that YPs exist for the services and enrichment of the immediate community. The indicators of the strength of relationship with the local communities are firstly whether the catchments area of the trainees is from the surrounding locality and more importantly whether the leavers working places are within the same local catchments area.

This study was guided by four research question. The first question was: What is the view of the management of the YP about the responsibility of YP in meeting the needs and aspirations of the trainees? Questionnaires, interview schedules and observation schedules were used to collect data. During data analysis, it was realized that lack of facilities in the institution affected vocational training resulting in time wastage and teacher frustrations among others. The YP as seventy five percent (75%) of her training staff qualified from technical institutes though without pedagogical skills. However, it was realized that during training hardly do instructors send their trainees for supervised attachment. The YP offers training courses in carpentry, masonry, tailoring/ dress making and plumbering.

The institution suffers lack of electricity therefore failure to initiate courses like metal work /welding among others.

The second research question was: What occupational activities were the YP leavers of 2001-2004 engaged in the world of work? The findings of the research reveled that majority of the leavers had settled to work with masonry artisans getting awarded most of the construction works. They expressed optimism that their businesses were doing well. It was noted that none of the leavers said went back to YP to upgrade their skills. However, the leavers pointed out that YP should effectively train and motivate her training staff to enhance supervision, and consider introducing loan schemes to leavers if possible in order to market aggressively.

The third research question was: To what extent is the YP collaborating with the neighbouring community to address the rural development challenges facing it? After analysis of research findings, it was clear that the institution under study involved the community ordinarily in facing development challenges. This was in cases like training of students, meeting with trainees' parents and selling merchandise to the community. The marketing strategies of her programmes are poorly carried out. The institution carries out occupational surveys only in market places leaving out the rest of the rural community. For the purposes of economic growth, the institution should develop and maintain both agricultural farms and dairy cows in her idle land. This is because the institution serves a community that is both pastoral and agricultural oriented.

Finally the fourth research question was: What are the problems, which hinder adequate implementation of vocational training programmes and what are their possible solutions? The finding generated via this questions reveled inadequate resources for training, fifty percent (50%) and financial handicap forty percent (40%) as the greatest hindrances to implementations of vocational training. It was also observed that hardly do any of the workshops had fire extinguisher

facilities necessary incase of fire outbreak. The researcher recommends that such facilities should be given first priority in near future

In conclusion, apart from planning, the institution should effectively train and motivate her training staff in carrying out surveys on the existing occupational opportunities not exploited within the neighbouring community. Secondly the government policies on YPs should be developed in the light of social dynamic economic changes and the need for modern training. The instructors' motivation in servicing into the modern technology should be given preference so as to transform from classical craft to modern technology.

5.4 CONCLUSIONS

- Existing facilities in the institution are satisfactory.
- Inadequate teaching and training resources are a major hindrance in pursuant of institutional objectives.
- The major current source of finance in Muthara Youth Polytechnic is the fees payable by trainees and government grants.
- There is no immediate preferred alternative source of finance.
- Most of the Muthara Youth Polytechnic land is idle.
- The institution does not keep animals like cows, pigs among others..
- The institution does not have any agricultural demonstration farms either inside or outside her ground.
- Muthara Youth Polytechnic suffers a problem of lack of electricity that would in effect open up the institution.
- The YP is not offering some of the courses like computer, painting, driving among others.
- Management board in collaboration with the parents should source for ways of selling the institution to her community.
- The YP leavers are doing a fair job within the community by offering essential vocational services.

- The future of Muthara Youth Polytechnic appears promising in spurring rural development within her community.

5.5 RECOMMENDATIONS

In view of the discussions in the proceeding chapters, the following recommendations were offered;

- ❖ Although existing facilities are rather satisfactory, there is need to upgrade and enhance existing ones as well as add modern ones.
- ❖ The YP should ensure that adequate teaching materials are availed and provided in order to enhance overall student performance.
- ❖ Apart from the fees levied on students, Muthara Youth Polytechnic should develop and exploit alternative sources of finance in order to effectively meet her budgetary requirements. This can be done by the management committee, and Parent Teachers Association (PTA) should be allowed to participate in decision making and monitoring of income generating activities carried out by the YP.
- ❖ The relevant mother ministry in charge of YPs should develop an act that enhances community support needed in running income-generating activities. Parent and community will have a sense of ownership attitude.
- ❖ BOG and YP managers should discourage "free use" of institution's facilities and other resources so that it can earn needed revenue from the user of such facilities. This will create diversified sources of income-generating activities in the institutions and so better their contributions towards the community for socio-economic development.
- ❖ Feasibility study should be carried out before income-generating activities are set up. The BOG should give priority to income-generating activities by including them in the Muthara Youth Polytechnic development plan.

- Muthara Youth Polytechnic should develop and maintain both agricultural demonstration farms and dairy cows (zero grazing) in her vast land. This is so because the institution serves a community that is both pastoral and agricultural oriented. This shall go along way to boost the economic status of the Muthara community.
- During the annual planning, the institution should effectively plan how to reach out to the community through organized groups like churches, women groups and youth groups among others, so as to offer necessary skills in pursuant to boost economic development.
- Apart from planning, Muthara Youth Polytechnic should effectively train and motivate her staff in carrying out surveys on the existing occupational opportunities unexploited within her neighbouring community.
- The institution should introduce new courses like computer training, painting, mechanic and driving among others to cater for youths who are seeking these services elsewhere.
- Apart from introducing new courses, Muthara Youth Polytechnic management should ensure her trainees are attached and supervised once or twice before graduating in order to enhance their vocational skills and competency.
- The institution should effectively train and motivate her teaching staff, strengthen supervision as well as market aggressively.
- The government policy on YPs should be developed in the light of dynamic economic changes in economy and need for modern training. The instructors' motivation in servicing into modern technology should be given preference so as to change from old to modern craft.

5.6 RECOMMENDATIONS FOR FURTHER RESEARCH

- A study to establish the role of management of YPs in the efficient implementation of vocational training for rural development.
- A comparative study of how public YPs versus private YPs have impacted on socio-economic development of their communities.
- A similar study should be carried out in a different Geographical region to investigate the impact of vocational training unique to those areas and establish their sustainability.

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ANNEX 1

INTERVIEW SCHEDULE FOR YOUTH POLTECHNIC MANAGER

This study attempts to investigate into the impact of vocational training for rural development as a solution to offering self employment to our youth. Your knowledge of the programmes is of great importance to this study. The researcher shall be very grateful that you are willing to answer questions on the programmes and hope that you will feel free to answer the researcher's questions to the best of your ability. Your solutions to this questionnaire will be treated confidential.

A. BACKGROUND INFORMATION

1. Who or what group was responsible for starting this youth polytechnic?.....

2. What were the main reasons for starting this particular youth polytechnic? Tick appropriately.

- Have primary school leavers continue their studies there. ☐
- Train willing community members on vocational skills to earn a living. ☐
- For the purpose of generating money (commercial purpose). ☐
- Others (specify).----------

3. (a) What courses were offered during the first year of this Youth Polytechnic?
(i).....(ii).....(iii).....

(b) Have any of these courses discontinued since youth polytechnic started? Tick one. Yes.....No.....

(c) If yes, state which ones: (i).....(ii).....(iii).....

(d) What reasons were there for discontinuing these courses? Tick appropriately.
Expensive to run. ☐ Not marketable ☐ Lack of instructors ☐
No student applied to join. ☐ Don't know ☐

B. MEETING NEEDS AND ASPIRATIONS OF TRAINEES.

4. When do you normally admit new grade students? (Month .....
Year.....)

5. Who normally makes inquiries for admission into youth polytechnic? Tick one

Parent	School Leavers	Both

6. What method do you use for recruiting trainees? Tick appropriately

Vetting applicants ☐ First come first served basis ☐

Interviewing applicants ☐ Others (specify) ☐

7. (a) Does your youth polytechnic have minimum requirements for admission?
Yes.....NO.....

(b) If yes, what are these requirements? Tick appropriately

Age ☐ Religion ☐ Academic qualification ☐

Others ☐ Specify.....

8. For each course you offer, how many spaces are available every year? Complete the table below.

Course	Places	Course	Places

9. How many instructors does the youth polytechnic has? .....

10. (a) Are there courses without instructors? YES ..... NO.....
(b) If yes name them.....

11. (a) How many workshops are there in this youth polytechnic? .....

(b) Of these, how many are:

(i) Completely equipped?..... (ii)Partially equipped.....

(iii) Not equipped at all.....

12. Who provides learning resources and equipment to trainees'. Tick appropriately:

Youth polytechnic ☐ Ministry of Culture and Social Services ☐

Parents ☐ Others (specify) .....

13. (a) Do you send your students for attachments? YES.....NO.....

(b) If Yes, for how long do they stay attached? Fill appropriately.

Course	Duration	Course	Duration
Tailoring/Dress making		Mechanics	
Masonry		Agriculture	
Carpentry		Others	

14. (a) Do you carry out any community surveys to determine job opportunities in the community? YES.....NO.....

(b) If yes, how often is this done? Tick appropriately.

After 10 years		After 2 years	
After 5 years		After 1 year	

15. How is the survey done? Tick appropriately.

By students trainees through field work	
By youth polytechnic instructors	
Hired research fellows	
Government agents	
Others specify	

16. (a) Do you think the courses offered in the youth polytechnic cover all the job opportunities in the community? YES .....NO.....

(b) If no, what job opportunities are available in the community for which the youth polytechnic is not providing training for? State:

(i).....(ii).....(iii).....

17. Do you think the people (parents) in this community believe that youth polytechnic programmes can help their children become self-reliant? Tick one.

YES.....NO....., don't know.....

18. How are those who wish to go into self-employment assisted to choose those opportunities before they leave? Tick appropriately.

Career seminars are organized for them. ☐

Trainees supplied with pamphlets with available job opportunities ☐

Assisted to form work group before they graduate ☐

Others (specify) ☐

C. COMMUNITY INVOLVEMENT BY THE YOUTH POLYTECHNIC IN FACING RURAL DEVELOPMENT CHALLENGES.

19. (a) Which are the most common occupations among the neighboring communities? Tick appropriately.

Animal husbandry ☐ Crop husbandry ☐

Craft making/modeling ☐ Poultry keeping ☐

Other (specify).....

(b) Does the youth polytechnic training cater for skills required in these occupations? YES.....NO.....

(c) If yes, which ones are not catered for? State them.....

20. (a) Do you carry out field work on various trades?

YES.....NO.....

(b) If YES, Where do you do this? Tick appropriately.

Within organized groups ☐ Within the neighboring community ☐

In neighbouring schools ☐ In market places only ☐

Others .....

(c) What members of the community do you target: Tick appropriately

Aged ☐ youth ☐ school children ☐

Others, specify.....

21. (a) Does the youth polytechnic have any agricultural demonstration farms outside its compound? Tick one. YES.....NO.....

(b) If yes, where are they located? Tick appropriately.

Church compounds ☐ School compounds ☐

Rented personal land ☐ Others (specify) ☐ .....

(c) What practices do you carry out there?

State.....

22. (a) Does the youth polytechnic have exhibition shops?

YES.....NO.....(b) If yes, how many.....

(c) What goods are exhibited there (list them).....

23. (a) Does your youth polytechnic participate in local Agricultural Society Shows of Kenya (ASK)? YES.....NO.....

(b) If yes, in which trades? Tick appropriately.

Carpentry		Tailoring	
Masonry		Agriculture	
Metal work		Others	

24. What do you see as the main contribution of this youth polytechnic to socio-economic development of the locals? State briefly;.....

.....

D. TO IDENTIFY PROBLEMS THAT HINDER THE IMPLEMENTATION OF VOCATIONAL TRAINING.

25 What is the main source of finance to this youth polytechnic? Tick one.

Fees paid by students. ☐

Donations by non-governmental organizations ☐

Constituency development fund [CDF]

Others (specify) ☐

26 (a) How adequate are these finances to the running of youth polytechnic programmes? Tick appropriately.

Adequate ☐ Inadequate ☐ More than adequate ☐

27. Rate parents support to implementation of youth polytechnic vocational training programmes.

Very supportive ☐ Neutral ☐

Fairly supportive ☐ Not supportive at all ☐

Partially supportive ☐

28. What problems do you face in implementing vocational/ technical training programmes of this youth polytechnic? Tick appropriately.

Fighting people's negative attitude towards youth polytechnic training. ☐

Lack of instructors ☐

Financial handicaps ☐

Inadequate training facilities ☐

Government policy on youth polytechnics not well spelt, neglected by mother Ministry of Culture and social services ☐

THANK YOU FOR YOUR RESPONSES.

ANNEX 2

QUESTIONNAIRE FOR YOUTH POLYTECHNIC MANAGER

This study attempts to investigate into the impact of vocational training for rural development as a solution to alleviating poverty for socio-economic growth. The researcher shall be very grateful that you are willing to answer questions on the programmes and hope that you will feel free to answer researcher's questions to the best of your knowledge. Your responses to this questionnaire shall be treated with total confidentiality.

A. BACKGROUND INFORMATION

1. What is the total student capacity in your institution?

   Males.....females.....total.....

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

3. How many years have you served as a manager in this institution? Please tick.

   Less than 3 year ☐ 3-6 years ☐

   6-10 years ☐ Over 10 years ☐

B. YOUTH POLYTECHNIC RESPONSIVENESS IN MEETING NEEDS AND ASPIRATIONS OF THE TRAINEES.

4. (a) How many acres of land does your institution have?.....

   (b) How would you rate the amount of land your institution has in terms of adequacy? Tick one.

   More than adequate ☐ Adequate ☐ Fairly adequate ☐

   Not adequate ☐ Quite adequate ☐

   (c) How would you rate land utilization in training agricultural extension services? Tick one.

   Adequate ☐ Fairly adequate ☐

   Inadequate ☐ More than adequate ☐

   (d) For what purpose have you developed the land into? Tick appropriately.

Demonstration purpose when training students ☐

To grow crop for income generation ☐

For exhibition purpose to the neighbouring community ☐

Land idle, not developed ☐

5. (a) Does your institution have adequate physical facilities? YES.....NO.....

(b) If NO list facilities lacking.....

6. (a) Does the lack of facilities hinder smooth running of vocations technical training? YES.....NO.....

(b) If Yes explain briefly.....

C. COMMUNITY INVOLVEMENT BY YOUTH POLYTECHNIC IN FACING RURAL DEVELOPMENT CHALLENGES

7. How do you rate the courses being offered in your youth polytechnic to the neighbouring community? Tick one.

Marketable ☐ Very marketable ☐ Slightly marketable ☐ Not marketable ☐ Don't know ☐

8. (a) Do you think these courses have assisted in socio-economic development of the local area?

YES .....NO .....

(b) If YES explain briefly ....

8. (a) When did you last carry a survey of the community vocational training needs?

Year.....Month.....

(b) Which members of the community did your survey target?

Youth ☐ Primary school children ☐ Form four dropouts ☐

Middle age ☐

Others (specify) ☐ .....

(c) Did it assist in improving the vocational programmes?

YES..... NO.....

If YES state briefly.....

9. (a) Has your institution set up external/internal income generating activities.

YES ..... NO .....

(b) If YES state them:

Internal activities .....

External activities .....

(c) Who are the consumers of goods produced by these activities? Tick appropriately

Immediate neighbouring community ☐ Meant for export ☐ Youth polytechnic ☐ Neighbouring districts ☐ Others specify ☐

(d) How do you involve the community in facing rural challenges?

Visiting homes with well set agricultural farms and animal husbandry so that trainees can learn by examples. ☐

Using community land for demonstration farms ☐

Selling Artificial Insemination (AI) services to them ☐

Others specify

.....

D. IMPLEMENTATION OF VOCATIONAL TRAINING

10. How do you finance implementation of vocational training programme in this Youth Polytechnic?

Tick appropriately

By fees paid by students. ☐ Grants by central government ☐

Donor funds ☐ Harambee to raise funds. ☐

Constituency Development Fund (CDF) ☐

Other specify.....

11 (a) What problems do you consider the major barriers towards implementation of Vocational/technical training in this youth polytechnic? Tick one.

Financial handicaps ☐ Inadequate human personnel ☐

Local peoples negative attitudes towards vocational education ☐

Inadequate training resources/facilities ☐

Others (specify)..... .....

(b) Briefly suggest some remedies to the above problems.....

THANK YOU SO MUCH.

ANNEX 3

QUESTIONNAIRE FOR BOARD OF GOVERNORS

This study seeks to evaluate vocational training for rural development and the role played by Muthara Youth Polytechnic in doing so by training the youth. Your knowledge of the youth polytechnic programmes is considered by the researcher of great importance to this study. The researcher shall very much appreciate your willingness to find time and respond to the questions appended below on the youth polytechnic programmes. Your responses shall be treated confidential.

A. BACKGROUND INFORMATION

1. When were you recruited into the management committee? Year .....

2. Which group do you represent in the committee? Tick one.

   Sponsor (church sponsoring youth polytechnic) ☐

   Old students ☐

   Professional teachers/instructors ☐

   Ministry of culture and social services ☐

   Others

   (specify).....

   .....

3. (a) How many acres of land does your youth polytechnic have?

   (b) Are they adequate for youth polytechnic development?

   YES.....NO.....

B. MEETING THE NEEDS AND ASPIRATIONS OF TRAINEES

4. Who controls teaching and training staff recruitment in your youth polytechnic? Tick appropriately.

   Board of governors ☐ Director of vocational/technical education ☐

   District technical/vocational education board ☐ Youth polytechnic manager ☐

5. What new courses are you planning to introduce into the youth polytechnic program? Tick appropriately.

Information technology related ☐ Business education related ☐

Agriculture related ☐ Mechanical related ☐

Others (specify).....

6. How do the youth polytechnic motivates the trainees? Tick appropriately.

Rewards best performer with a gift ☐

Pass out through organized graduation ceremonies ☐

Bursaries available to poor/needy good performers. ☐

Others specify .....

7. To what extent are the finances utilized in meeting the necessary and sufficient environment for training? Tick one.

Very well ☐ Well utilized ☐ Much goes to paying subordinate staff ☐

Never enough ☐

C. COMMUNITY INVOLVEMENT BY THE YOUTH POLYTECHNIC IN FACING RURAL DEVELOPMENT CHALLENGES

8. On termly basis, how often do you converge for meetings to discuss youth polytechnic issues? Tick appropriately.

Once ☐ Twice ☐ Two to three times ☐ Four time

Others (specify)..... .....

9. (a) Do you view the immediate community as a ready market for the courses you are offering in youth polytechnic? YES..... NO.....

(b) If Yes, how do you involve the community in marketing your courses in order to effectively face the rural development challenges? Tick appropriately.

Educating community members in chief's barazas. ☐

Organizing exhibition shows in youth polytechnics ☐

Using churches and other organized groups in the community ☐

Others (specify)..... .....

10. (a) Do you involve the community in financing the youth polytechnic programmes? YES..... NO.....

(b) If yes, how do you organize this? Tick appropriately

Harambees (funds drive) Don't know Don't know ☐

Lottery (selling youth polytechnic products) ☐

Donations by churches, schools ☐

Donations by individuals ☐

Others Specify.....

D. IMPLEMENTATION OF VOCATIONAL TRAINING

11. How often are the courses offered revised? Tick one

After 1 year ☐ After 2 years ☐ After 4 years ☐ After 10 years ☐

12. Rate the community response to the courses being offered in your youth polytechnic? Tick appropriately.

Very good ☐ Good ☐ Fair ☐ Below average ☐ Poor ☐

13. What do you think is the major hindrance to the proper implementation of vocational/technical education? Tick one

Financial handicaps ☐

Community negative attitude towards technical education ☐

Political influence by local politicians ☐

Inadequate training facilities ☐

Inadequate personnel ☐

Others (specify)..... .....

THANK YOU FOR YOUR RESPONSES.

ANNEX 4

QUESTIONNAIRE FOR YOUTH POLYTECHNIC INSTRUCTORS

This study is intended to finding out how youth polytechnic programmes are helping in rural development in Tigania North Division of Nyambene District, in creating employment among the youth and empowering the community.

The reference group is 2001-2004 youth polytechnic leavers. It is hoped that the information given will be treated with confidentiality it deserves and that it will be useful to Muthara Youth Polytechnic, the Kenya Government and donor agencies like non-governmental organizations in the endeavour to make the youth polytechnic programmes more effective in supporting the youth in accessing self-employment opportunities.

Your wide knowledge of youth polytechnic programmes coupled with long experience in training are of great value to this study. Kindly answer all the questions frankly and to the best of your ability.

A. BACKGROUND INFORMATION

1. Name of the course you instruct.....
2. How long have you been instructing in this youth polytechnic? .....years.
3. What are the main objectives of your trade? State briefly.

   i).....

   ii).....

B. MEETING NEEDS AND ASPIRATIONS OF STUDENT TRAINEES

4. What is your level of qualification? Tick appropriately

   Grade test craft I ☐ Grade test craft II ☐ Grade test I ☐

   Untrained technical teacher ☐ Trained diploma technical teacher

   Others (specify) .....

5. How many trainees do you handle per course? Indicate in the table below.

Course	Number of Trainees enrolled

6. (a) Do you revise the courses you teach?

YES.....NO.....

(b) If YES, how often is this done? Tick appropriately.

After 1 year ☐ After 3 years ☐ After 6 years ☐

After 10 years ☐ Others (specify) .....

7. (a) How many applicants did you receive during the year 2001 to 2004? Indicate below.

Year	Number of trainees received
2001	
2002	
2003	
2004	

(b) What method was used to select the required number? Tick the appropriate.

First come first served basis ☐ Interview (oral/written) ☐

Merit K.C.P.E results ☐ Ability to pay fees☐

Others (specify) .....

8 How do you assess the interest of primary school leavers in this community in your trade?

Tick one. High ☐ Low ☐ Average ☐ Poor ☐

9. (a) Do you receive other applicants apart from standard 8 leavers?

YES.....NO.....

(b) If yes, from where? State appropriately.

Secondary school dropouts ☐ Primary school drop

Juakali artisans ☐ Trained artisans coming to upgrade their skills ☐ Others (specify) .....

10. (a) At the beginning of the course in each year do the trainees say their needs?

YES.....NO.....

(b) If yes, could they be met? Tick appropriately

All met ☐ Partially met ☐

Could not be met ☐ Above the expectations ☐

Others (specify) ☐.....

11. How equipped is your workshop for the trade you instruct? Tick appropriately.

Fully equipped ☐ Partly equipped ☐

Not equipped at all ☐ No workshop at the moment ☐

Others ☐.....

12. (a) If your answer to question 13 above is partly equipped, how do you rate the quality of training the students are getting? Tick one.

High ☐ Low ☐ Poor ☐

(b) Suggest two ways of acquiring the required training facilities.

.....

13. (a) After full duration of training/half way training do you send your trainees for attachment? YES..... ..... NO..... .....

(b) If yes where? Specify.....

Course	Place of attachment	Duration

14. (a) Before students leave after completing their courses, do you organize them into work groups? YES.....NO.....

(b) If yes, into how many members per group?

2 ☐ 3-4 ☐ 5-6 ☐ 2-3 ☐ 8-10 ☐

Others (specify)..... .....

C. **YOUTH POLYTECHNIC GRADUATES IN THE WORLD OF WORK**

15. (a) On average, how many trainees graduated from the trade you instruct year 2001-2004?..... .....

(b) Of all those graduates, have any come back for your assistance?

YES.....NO.....

16. (a) Does the youth polytechnic follow up her graduates (leavers) to ensure they are placed somewhere either in self-employment or gainful employment?

YES.....NO.....

D. **COMMUNITY INVOLVEMENT IN FACING RURAL DEVELOPMENT CHALLENGES**

17. (a) Is your training of youth polytechnic trainees only restricted within the institution's boundaries?

YES.....NO.....

(d) If NO, which parts of the community do you visit in your course of training? Tick appropriately.

Well developed dairy zero grazing farms ☐ Poultry farms

Crop husbandry farms ☐ Metal work workshops ☐

Construction sites ☐ Others... .....

18. (a) Does the community seek your services in the course you teach?

YES.....NO.....

(b) If YES, name the places you offer services.....

E. PROBLEMS HINDERING IMPLEMENTATION OF VOCATIONAL/TECHNICAL TRAINING

20. (A). What problems do you face in the current course you are training? Tick appropriately.

Inadequate number of trainees	☐
Financial handicaps	☐
Inadequate number of training facilities	☐
Uncooperative members of the community	☐
Parents failure to pay fees	☐
Lack of research work	☐

21. Briefly state the remedies to question 20.

i) .....

ii) .....

Thank you so much for your cooperation

ANNEX 5

QUESTIONNAIRE FOR YOUTH POLYTECHNIC TRAINEES

This study seeks to evaluate the role of Muthara Youth Polytechnic in its contributions towards local rural development. Your knowledge of both local rural areas, primary school curriculum and youth polytechnic programmes will be of great value to this study. Kindly respond to all the questions. Your responses shall be treated confidential.

A. **BACKGROUND INFORMATION**

Name of the primary school you attended? Name.....

Which year did you complete primary school? Year.....

1. Which trades are you studying? Indicate appropriately (i) ..... (ii).....
2. How long will your trades take? Indicate appropriately. 1.....2.....
3. Which practical subjects did you do in primary school? Tick accordingly

Home Science ☐ Metal work ☐ Wood work ☐ Agriculture ☐

Business Studies ☐ Others (specify) .....

B. **MEETING THE ASPIRATIONS AND NEEDS OF STUDENTS**

4. Are the trades you are doing related to those subjects you did in primary school?

YES.....NO.....

5. (a) Were you guided in choosing the trades you are training in now?

YES.....NO.....

(b) If YES, who guided you? Tick appropriately.

My primary school teacher ☐ My parents ☐ My instructor ☐

Was not guided ☐ Influenced by my friends ☐

6. (a) Do you think at the end of your training you will be equipped with skills to help you get a job or start your own job? YES.....NO.....

(b) If YES, which kind of job would you like to engage in? Tick one.

Similar to trade I am doing ☐ Outside course I am doing ☐

7. (a) Which is your rural setting? Indicate one.

Agricultural zone ☐ Pastoral zone ☐ Township zone ☐

Both agricultural and pastoral zone ☐

(b) Are there job opportunities in your rural setting similar to the course you are undertaking? YES..... NO.....

(c) If YES, briefly state what you would like the youth polytechnic management do in order to increase your marketability to the rural community?

i).....

ii).....

C. COMMUNITY INVOLVEMENT BY YOUTH POLYTECHNIC IN FACING RURAL DEVELOPMENT CHALLENGES

8. (a) As a trainee, rate the community and your youth polytechnic relationship.

Friendly ☐ Very friendly ☐ Neutral ☐

(b) If your answer in the above question is friendly, where do you go for fieldwork? Place.....

9. (a) Do you prepare goods in your trade in the course of training? YES.....NO.....

10. (a) Does your youth polytechnic participate in local district Agricultural Society Show of Kenya (ASK)? YES.....NO.....

(b) If YES, did you personally participate?

YES.....NO.....

D. YOUTH POLYTECHNIC LEAVERS IN THE WOLRD OF WORK

11. (a) Are you aware of any youth polytechnic leaver? YES.....NO.....

(b) If YES, what does he do for a living? Tick one.

Doing work related to his training ☐ Idle ☐

Doing work unrelated to his training ☐

Employment by individual/organization ☐

12. (a) Do you think there are job opportunities in the community that youth *polytechnic does not prepare her trainees for?* Name them.....

E. IMPLEMENTATION OF VOCATIONAL TRAINING

13. How adequate are your trades in terms of necessary equipment?

Quite adequate ☐ Adequate ☐ Not adequate ☐

14. (a) Do you think, if your answer in 13 above is, Not adequate, this compromises the quality of training? YES.....NO.....

(b) If YES, what do you think will be done. Indicate appropriately.

Admit students matching available resources ☐ Enhance maintenance ☐

Buy more resources/Equipment ☐ Repair broken equipment ☐

Increase fees so that more equipment can be bought ☐

Others (specify)..... .....

15. What do you think the government can do to improve youth polytechnic programs so that they may be market oriented in alleviating poverty reduction in your local community State briefly.....

THANK YOU.

ANNEX 6

QUESTIONNAIRE FOR YOUTH POLYTECHNIC LEAVERS

This study attempts to find out how the youth polytechnic programmes are helping young people to become self-reliant and hence develop the local area economically. It is hoped that the findings of this study will help all those involved in financing and planning of youth polytechnic programmes make it more useful to youths who are the major contributors in the work force in economic growth. Your experience as one of those who have gone through the programmes is of great importance to this study and hope you will feel free to answer the appended questions below. The researcher guarantees you the confidentiality of the data you provide.

A. BACKGROUND INFORMATION

1. Present Name.....
2. Gender of respondent. Tick one. Male ☐ Female ☐
3. Name used in Muthara Youth Polytechnic.....
4. Home district / Division / Location.....
5. What do your parents do for a living? Fill appropriately

	Occupation	Not Alive
Father		
Mother		

6. When did you join/leave [graduate] from Muthara Youth Polytechnic?

   Year joined..... Year left.....

B. MEETING NEEDS AND ASPIRATIONS OF TRAINEES

7. Why did you join youth polytechnic training?

   My parents persuaded me ☐ Don't know ☐

   To learn skills to enable me go for self employment. ☐

   To acquire some skills for gainful employment ☐

8. Who financed your training at the youth polytechnic? Tick one

Sponsor ☐ Brother ☐ Parents ☐

9. (a) What trades did you do at the youth polytechnic? Fill in.

Trades (i)..... .....(ii).....

10. (a) Did you have a functional workshop for practical training during your time? YES.....NO.....

(b) If yes, how adequate were the materials and tools for the number of trainees in your class? Tick appropriately.

	Adequate	Quite adequate	Not adequate
Tools			
Materials			

11. (a) Do you think the youth polytechnic training gave you sufficient practical experience to become a skilled craftsman in your trade? YES.....NO.....

(b) If YES, why do you think so? Tick one.

I'm self-employed ☐ I'm employed by individual /organization ☐

I'm marketable to the society ☐ I'm living a decent life ☐

12. (a) Were you going out for attachment? YES.....NO.....

C. COMMUNITY INVOLVEMENT BY YOUTH POLYTECHNIC IN FACING RURAL DEVELOPMENT CHALLENGES

13. (a) Was your training confined within your polytechnic only? YES.....NO.....

(b) If NO, what parts of the community were you visiting to enhance your Training skills Tick appropriately.

Agricultural cash crop farms ☐ Dairy keeping farms ☐

Poultry rearing ☐ Business running in a market place ☐

Others .....

14. How is the youth polytechnic involving the community in enhancing her training programmes?Tick appropriately.

Market her courses in chiefs' barazas ☐

Opening of demonstration farms in land outside youth polytechnic ☐

Organizing exhibition shows within and without the youth polytechnic ☐

Others (specify) ☐

15. (a) Did your youth polytechnic participate in local district Agricultural Society) Shows of Kenya (ASK? YES.....NO.....

(b) If YES, did you personally participate? YES..... .....NO.....

(c) If Yes Fill in. Trade..... Year of participation.....

D. YOUTH POLYTECHNIC LEAVERS IN THE WORLD OF WORK

16. Rate the job opportunities considered possible within the locality by then. Tick one. Related to my trade ☐ Not related to my trade ☐ No job opportunities ☐

17. (a) Did the youth polytechnic help your class organize a work group before you left the institution? YES.....NO.....

18. What kind of job did you start after completing youth polytechnic and after how long? Fill answers appropriately.

Job	Years	Place	Distance form hom:
Self-employment			
Employed by individual			
Employed by a group			

19. (a) How did you get the job? Tick one.

Advertisement ☐ Initiated self-employment ☐

Co-opted by work group ☐ Sought by group/individual ☐

(b) How did you find your training in performing your duties? Tick one

Useful ☐ Very useful ☐ Not useful ☐

20. (a) are you still doing the first job? YES.....NO.....

(b) If NO, state nature of your current job?

	Place	Duties	Started (year)
Self employed			
Others			
Member of work group			
Unemployed			
Studying			

21. If you are self- employed, how did you raise the capital?

Got a loan from a bank ☐ Donation from friends ☐

Capital from work group ☐ Raised capital through fund raising (harambee) ☐

Others .....

22. How do you rate your current self-employment job compared to previous years in terms of performance? Tick one.

Doing very well ☐ Fairly doing well ☐ Doing well ☐

Stagnated ☐ Declined ☐ Others

(specify).....

23. If you are a member of a work group:

a) What is the name of your work group?.....

b) When did the group start? Year.....

c) For how long have you been a member? (Years)..... .....

d) What position do you hold in the group? Tick appropriately.

Chairperson ☐ Member ☐ Management committee ☐

24. What are the conditions for joining the group? Tick appropriately

Youth polytechnic leaver ☐ Anybody with ability to contribute ☐

Readiness to follow group rules (by-laws) ☐

Self-employed and working within the community ☐

25 (a) Do you think there are job opportunities in the community for which youth polytechnic does not prepare her trainees for YES.....NO.....

(b) If YES, name these jobs.....

E. IMPLEMENTATION OF VOCATIONAL TRAINING PROGRAMMES

26. How does the community rate the youth polytechnic graduates/leavers? Tick appropriately.

Very competent ☐ Competent ☐ Fairly competent ☐

Poor ☐ Others .....

27 (a) Do you think the problems youth polytechnics faced in implementing her programmes are the same problems its going through to day?

YES.....NO.....

(b) If YES, what do you think these problems are? Tick them.

Financial handicap ☐ Inadequate training facilities ☐

Inadequate human personnel ☐ Poor management ☐

Others (specify) .....

28. What do you think should be done to help solve the problem you have highlighted above? State briefly.

.....

.....

.....

THANK YOU FOR YOUR RESPONSES.

ANNEX 7

CHECK LIST FOR YOUTH POLYTECHNIC WORKSHOPS

	TRADE	TOOL	NUMBER REQUIRED	NUMBER PRESENT
A	Carpentry and Joinery	Saws, Nails, Cupboards, Measurement lanes, Tables, Planes, Text books, Clamps, Soft/Hard wood Timber, Files, Others.		
B	Home Economics	Utensils, Needles, Sewing Machines, Pans, Electric Cookers, Scissors, Gas Cookers, Text Books, Garments, Different Food Stuffs, Others.		
C	Masonry Construction	Sand, Cement, Trowel, Wheelbarrow, Plumb line, Steel Wires, Building Blocks, Others.		

ANNEX 8

WORKSHOP OBSERVATION SCHEDULE

A. 1. How many workshops are there in this Youth Polytechnic?

_____

2. What is the capacity of each workshop?

a)_____(d)_____

b)_____(e)_____

c)_____(f)_____

3. Are the workshops fully equipped for the relevant trades?

Yes ☐ No ☐

B. 4. What is the general condition for these workshops?

Please tick the most appropriate one.

CONDITION OF THE WORKSHOP	GOOD	AVERAGE	POOR
Maintenance			
Utilization of: - Tools - Space			
Tools & Equipment available			
Completeness of the building			

C. 5. Are the following services available in the workshops?

- Water YES---------- NO ----------
- Electricity YES---------- NO ----------
- Toilets YES---------- NO ----------
- Fast Aid Kits YES---------- NO ----------
- Five Extinguishers YES---------- NO ----------
- Proper Ventilation & Lighting YES---------- NO ----------

ANNEX 9

FARM OBSERVATION SCHEDULE

A – FARM USAGE

1. What is the size of the farm?.....

2a. Is the farm currently under use? YES ----------NO ----------
b. If YES, what portion?.....

3. What agricultural crop do you grow?
a. _____(c)_____(d)_____

4a. Is part of the farm used for the purpose of demonstration/extension services? Yes ----------No ----------

b. If YES, what crop varieties do you grow in those demonstration plots?
a. _____(c)_____
b. _____(d)_____

5a. Does the Youth Polytechnic have any demonstration farms elsewhere within the community?
Yes ---------- No ----------

B: FARM MACHINES

- Do you use any farm machines in the shamba?

YES ---------- NO ----------
If YES, identify the types of machines used and state their sources.

TYPE OF MACHINE	SOURCE	TYPE OF MACHINE	SOURCE
a.			
b.			

- Does the Youth Polytechnic have any farm machines?

Yes ☐ No ☐
If YES, state them.
i. _____

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MOEST 13/001/35C 193/2

9th May, 2005

Ibathu Charles Njati
Kenyatta University
P.O. BOX 43844
NAIROBI

Dear Sir

RE: RESEARCH AUTHORISATION

Following your application for authority to conduct research on "The Impact of vocational training for rural development in Nyambene District: A case of Muthara Youth Polytechnic". I am pleased to inform you that you have been authorised to conduct research in Nyambene District for a period ending 30th July, 2005.

You are advised to report to the District Commissioner, the District Education Officer, Nyambene District and the Principal of Muthara Youth Polytechnic before embarking on your research project.

Upon completion of your research you are expected to submit two copies of your research findings to this office.

Yours faithfully

B. O. ADEWA
FOR: PERMANENT SECRETARY