

**FACTORS AFFECTING PERFORMANCE OF
KENYAN YOUTH POLYTECHNICS**

(A CASE OF EMBU DISTRICT)

BY

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DECLARATION

I confirm that this project report is my original work and has not been presented in any other Institution for any other award.

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ABSTRACT

This study was about the factors that affect the performance of Youth Polytechnics in Embu District. The aim of the study was to establish whether curriculum, facilities, staff competence, facilities, technology, industry and market demand affected the performance of these institutions.

The study adopted descriptive survey research design. The target population was all the Y.Ps in Kenya. The 15 public Y.Ps in Embu District was sampled. The data was collected using a questionnaire which was administered to all the managers and 32 instructors. The data was analyzed using Statistical Packages for Social Sciences (SPSS) software.

Descriptive statistics such as frequency table, percentages, mean and standard variations were used.

The study revealed that curriculum used in the Y.Ps was outdated. Evidence from the studies indicated that facilities used for training was old and inadequate. It was observed that instructors lacked knowledge and skills on modern technology

It was recommended that the current Y.Ps curriculum be reviewed to make it more relevant to the industrial needs and implemented. Old facilities need to be replaced so that skills offered can match challenges of the industries. Skill upgrading for instructors was recommended which should include acquiring new teaching methodologies.

Appropriate marketing strategy need to be developed so that Y.Ps can attract high caliber trainees who will be able to cope with challenges of the curriculum.

TABLE OF CONTENTS

The Title page.....	i
Declaration.....	ii
Abstract.....	iii
Table of Content.....	iv
List of Tables.....	v
List of Figures.....	vii
Definition of Terms.....	viii
Acronyms.....	ix
Acknowledgement.....	x

CHAPTER ONE INTRODUCTION

1.1	Background of the Study	1
1.2	Statement of the Problem	2
1.3	General Objective	3
1.4	Research Questions	3
1.5	Significance of the Study	4
1.6	The Scope of the Study	6

CHAPTER TWO LITERATURE REVIEW

2.0	Literature Review.....	7
2.1	Introduction of Literature Review	7
2.3	The Conceptual Framework.....	11
2.4	Curriculum design of Yps and Relevance	11
2.5	Training and Staff competence.....	13
2.6	Facilities.....	16
2.7	Technology and Industry/Market	17
2.8	Critical Review of Major Issues on Sustainable Performance of Y.P.....	19
2.9	Summary and Gaps to be filled by this Study.....	20

CHAPTER THREE RESEARCH METHODOLOGY

3.1	Research Design.....	22
3.2	Target Population	22
3.3	Sample Design	22
3.4	Data Collection Instrument.....	22
3.5	Data Collection Procedures	23
3.6	Data Analysis.....	23
3.7	Limitation of the study	26

CHAPTER FOUR DATA ANALYSIS AND PRESENTATION OF THE RESULTS

4.0	Data analysis and Presentation.....	25
4.1	Introduction.....	25
4.2	Response rate.....	25
4.3	Quantitative data analysis.....	26
4.4	Qualitative data analysis.....	42

CHAPTER FIVE SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.0	Summary of the findings and conclusions.....	46
5.1	Introduction.....	46
5.2	Answers to research questions.....	46
5.3	Conclusions.....	48
5.4	Recommendations.....	49
	Appendices.....	50
	Appendix I Introduction Letter.....	51
	Appendix II Questionnaire.....	52
	References.....	56

LIST OF TABLES

Table No.	Table Title	Page
1.1	Enrollment of students and establishment of Instructors in Y.Ps - Embu3
3.1	Teaching staff in the Y.Ps in Kenya.....	21
3.2	Sample Design.....	22
4.1	Response Rate.....	.25.
4.2	Effects of pedagogy on quality of training in Y.Ps.....	32.
4.3	Statutes of technology in the Y.Ps.....	.35
4.4	Type of Curriculum offered in Y.Ps.....	36
4.5	Entrepreneurship Curriculum in the Y.Ps.....	37
4.6	Response of Y.Ps staff on the demand of Y.Ps graduates in the market.....	38
4.7	Improvement of quality of training in Y.Ps	39
4.8	Effects of working machines on enrollment in Y.Ps.....	41.

LIST OF FIGURES

Figure No.	Title	Page
2.1	The Conceptual Framework.....	11
4.1	Distribution of Y.Ps staff by gender.....	26
4.2	Teaching experiences of Y.Ps instructors.....	27
4.3	Examination performance in the Y.Ps.....	28
4.4	Professional technical qualifications of the Y.Ps instructors.....	29
4.5	Skills competence of Y.Ps instructors.....	31.
4.6	Income generate actives in Y.Ps.....	33
4.7	Utilization of funds in the Y.Ps.....	34
4.8	Five major challenges inhibiting the performance of the Y.Ps.....	40

DEFINATION OF TERMS

Curriculum is defined as a set of courses and their content offered by an Institution such as a school or university. In some cases a curriculum may be partially or entirely determined by an external body (en.wikipedia.org)

Entrepreneurship education is defined as the study of opportunity recognition, marshalling of recourses in the presence of risk and building a business venture (kourisky, 1995).

Industrial education is the study of changes made by man in the forms of materials to increase their values and of the problems of life related to these changes (Bonser and Mossman , 1932).

Performance of Y.Ps is based on the enrolment of trainees ,staffing ,facilities and diversification of courses

Vocational Education –can be defined as education that prepares learners for certain careers or profession, which are traditionally non –academic and directly related to a trade, occupation or” vocation” in which the learner is a participant (Kouuriusky).

Training programme is the course of study offered with the youth polytechnic at either trade test level or artisan

ACRONYMS

TIQET-	Total Integrated Quality Education and Training
Y.Ps -	Youth Polytechnics
NCKK-	National Christian Council of churches of Kenya
GOK –	Government of Kenya
TIVET-	Technical, Industrial Vocational Entrepreneurship and Training
MLHRD-	Ministry of Labour and Human Resource Development
TOT-	Training of trainers
TSC –	Teachers service commission
CAD-	Computer Aided Design
CAM-	Computer Aided Manufacturing
MOEST –	Ministry of Education Science and Technology
SPSS-	Statistical Package for Social sciences

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DEDICATION

These research report is dedicated to my children Sarah , Clinton , Stephen and Collins and to all those people who love and seek knowledge for improvement of humanity .

CHAPTER ONE

INTRODUCTION

1.1 BACKGROUND TO THE STUDY

The evolution of Technical and vocational Education and Training in Kenya is manifested in a number of key documents including report of commissions ,committees ,working parties ,development plans , Sessional papers and international declarations and agreement to which Kenya is a signatory (GoK 2003) .

At independence Africans rushed to academic and higher technology education and training which they had been systematically denied at the expense of technical and vocational education .The image of Technical and vocational education has yet to recover. (Ngome 1992) eludes that after independence the same TVE education that was rejected has been embraced again as a measure of curbing school leaver's unemployment. From a global perspective the framework for technology education for any given nation must be drawn from widely recognized and acceptable conceptualization of the role technology and national development, (Kerre 1990).

The concept of Youth Polytechnics (YPs) was developed and popularized in the mid 1960s by the National Christians Council of Kenya (NCCCK) as a solution to

the problem of education and employment of the primary school leavers, (Oketch 1995). They were intended to provide practical training linked with production in order to produce a cadre of trained artisans and other self-employed workers (Kinyuajui 2003)

Recent studies (Rapid appraisal 2003) indicate that TVET has not been able to spur industrial and employment creation. The TVET system has not been adaptable enough to mirror and accommodate the rapid changes of social, economic or technological nature taking place within the public and private sector, (Leach 1992). This state of affairs may be attributed to the many unresolved obstacles hindering the development of an effective TVET system in Kenya.

1.2 Statement of the Problem

The Youth Polytechnics are centers which provide the youth with vocational skills for self-employment in various trades. The Y.Ps programme has had massive expansion (Oketch 1995). There over 650 Y.P s in the country .These Y.Ps provide local youth with an opportunity to learn practical skills in masonry, carpentry, welding and fabrication, tailoring dressmaking , knitting , home economics and livestock farming .

In 1995 Y P s were estimated to have a capacity to absorb up to 40,000 trainees , but the actual enrolment was 7,929 (ILO 2001) . In Embu District, trainees'

enrolment in YPs has steadily declined from 1,450 in 1982 to 338 in 2004 (GOK 2005)

The table below shows students' enrollment and the instructors from 1997 to 2005.

Table 1.1: Enrollment of students and establishment of Instructors in YPs – Embu

District

Year	1997	1998	1999	2000	2001	2002	2003	2004	2005
Number of Students	1350	1231	1017	717	645	457	397	350	338
Number of Instructors	276	250	232	218	192	184	158	163	160

Source: MLHRD(2005)

Earlier assessment of the YPs programmes found that they were successful in changing the attitude of the young people towards vocational training. However, more recent studies indicate that YPs have lost most of their original focus, without indicating a clear reason for this (Kinnyanjui 1997).

There are 15 YPs in Embu District which offer a wide range of programmes to the Youth. The Government plans to upgrade around 120 YPs to improve quality

of the training offered. The professed aim is to turn them into “centers of excellence” in skills training (Daily Nation 2000)

A key challenge is on how to make the YPs to improve in their performance to meet the challenge of unemployment by providing the increased school leavers and other youth out of school with opportunities to learn vocational and entrepreneurial skills. It is against this background that this study will be undertaken with a view to investigate factors that affect the performance of YPs.

1.3 General Objective

The general objective of the study was to investigate the factors that affect performance of YPs in Embu District.

1.3.1 Specific Objectives

- i. To establish whether curriculum in the YPs was a factor that affected performance of YPs in Embu District
- ii. To find out whether competence and training of YPs staff affected performance of YPs in Embu District.
- iii. To establish whether facilities in the YPs was a factor that affected performance of YPs in Embu District.
- iv. To establish whether the technology / industry and market was a factor that affected performance of Y.Ps in Embu District.

1.4 Research questions

The study sort to address the following questions:-

- i. Is the curriculum in the YPs a factor that affects performance of YPs in Embu district?
- ii. What effect does the competence and training of Y.P staff have on the performance of Y.Ps in Embu District?
- iii. Are facilities in the Y.Ps a factor that affect performance of Y.Ps in Embu District?
- iv. Does the current technology/Industry and market effects on the performance of Y.Ps in Embu District?

1.5 Significance of the study

Kinyanjui (1997) observed that large majority of youth from each level of education will not find a place in the next higher level of education, nor find a job in the informal sector .How ever there is a longstanding awareness that employment needs to be conceived in terms of the formal, informal and agricultural jobs .To achieve these, training initiatives must include the development of technical, industrial, vocational, entrepreneurship and training. . The shrinking public sector and the severe economic recession is undermining employment in the formal sector (GoK2003). It's important to prepare school leavers to become more economically productive by inoculating the necessary technology and entrepreneurship training that will lead to self-employment. Youth polytechnics are important vehicles for development and provide a major avenue for training for Jua Kali artisans , who are vital in industrial and economic

development (Nation 2000). This study will be useful to the following organizations:-

- i. It will enable GoK to formulate sound training policies for the YPs that are consistent with the National Development Plan.
- ii. The Ministry of Youth Affairs will use the findings of this study useful in reviewing the curriculum for the YPs.
- iii. Training, education and industry stakeholders will find the report useful as it will assist them in the formulation of the national training strategy and effective collaboration.
- iv. GoK will use the findings of this study in developing manpower and training strategies

1.6 The Scope of the Study

The study was confined to Youth polytechnics in Embu district. There are 15 public Youth Polytechnics with instructors and a total enrolment of 750 trainees.

The study focused on the effect of facilities, staff competence, curriculum and technology on the performance of Y.Ps.

The study was targeted instructors and managers of Y.Ps. There are 160 instructors in these Y.Ps and 15 managers.

CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION TO LITERATURE REVIEW

2.2.1 Performance of YPs

There are 650 youth polytechnics (YPs) in Kenya ,most of them are small training centers that provide local youth with an opportunity to learn practical skill, usually in masonry, carpentry , tailoring dressmaking , knitting , home economics and livestock raising . A survey of YPs conducted in 1989 registered a total of almost 24,000 students in 18 different courses, and puts the average output at an average of 6,379 per year for the year 1987-92 periods (ILO 2001). However ,it appear less than 20 percent of the total YP capacity is utilized: In 1995 YPs were esteemed to have a capacity to absorb up to 40,000 school leavers , but actual enrolment was only 7,929 (ILO 2001)

Earlier assessment of the YP s programme found that they were successful in changing the attitudes of young people towards technical education and manual work .More recent studies indicate that YPs have lost most of its original focus, without indicating a clear reason for this (Kinyanjui 1997).

DANIDA ,which started to support youth polytechnic already in the 1980 ,has recent expanded its assistance to include YPs in Taita Taveta ,Kitui, Makeuni , Kwale and Thika district . This micro-enterprise development programme aims to strengthen the 17 YPs in these districts through:-

- community mobilization programmes to empower them to better manage organization
- Insertion of practical training in the curriculum of the YPs.
- Skills upgrading and broadening of knowledge of YP manager and trainers
- Acquisition of tools and training materials to improve the quality of training
- Introduction of skill development courses for women group and small firms
- Introduction of short training courses on technical and management subject for people already active in the jua kali sector

Kenya has establish an elaborate system of technical education and training consisting of technical training institutes, institutes of technology, national polytechnics and youth polytechnics (Okaka 2003) .Yet today there is a huge shortage of quality vocational skills among the huge number of people at lower levels of the society who seek desperately to raise their standard of living (TIVET Report 2005).

Murungi (2005) observed that infrastructure is inadequate in post-secondary institutions. The establishment of YPs at the local level in every community can impart in wide range of basic vocation skills to complete the hierarchy of technical institutes and saturate the population with basic skills for development.

The recent (GTZ 2003) study further indicates that a major challenge facing TIVET is enhancing the performance of the sector in terms of relevance of curriculum delivery and quality of skills impacted. The study confirmed the widening gap between technologies found in industries and that offered in TIVET institutions.

Vocational Training in Kenya is expected to play a strategic role in providing high quality technically skilled personnel for both the formal and informal sector of the economy through a sustainable, flexible and equitable delivery system. Training of the Kenyan Youth for self employment is one of the main goals of the vocational training (Kinyajui 2003).

The YPs, which targets primary school leavers, are meant to equip leavers with skills for self employment like tailoring and motor mechanics courses. However, the institutions have failed in this because their graduates often lack capital to initiate income generating projects. The courses also lack linkages with small and medium enterprises (Nation 2000)

The free primary education that has been made possible by the current government has resulted into even larger number of primary and secondary school leavers wishing to join the technical and vocational training institutions. This is a target group whose skills development will have to be enhanced through a well-harmonized, flexible and demand driven vocational skills training programmes especially at Youth polytechnics level (GoK 2004).

The youth Polytechnics and on the job training in micro-small enterprises workshops provide most of the training to out of schools youth mainly primary school leavers. The trainees of this infrastructure forms target groups whose skills development can be enhanced through provision of facilities and sound management (World Bank 1994).

For Kenya to be a newly industrialized country by the year 2020, it requires a vigorous Technical, Industrial, Vocational and Entrepreneurship Training (TIVET). A sound TIVET System should not only enhance employment creation through entrepreneurship and business management skills but also provide investors with pool of qualified labor force resulting in accelerating economic growth (GoK 1996).

2.2.2 Youth Polytechnics Students

In the recent years more than 500,000 candidates have been sitting for the Kenya Certificate of Primary Education. Only about forty five percent or 225,000 primary school leavers proceed to secondary schools, while majority of the rest join the Y.Ps or the informal sector for skill training (GTZ2003).

The Y.Ps students are basically primary school leavers who have completed standard eight, the first cycle of 8:4:4 programmes. They are unable to undertake the secondary school education due to poor academic performance at primary school level or high poverty levels. The Y.Ps students seek an alternative avenue for advancement in training (Okaka 2003). They enroll in the Y.Ps to gain vocational skills in various trades.

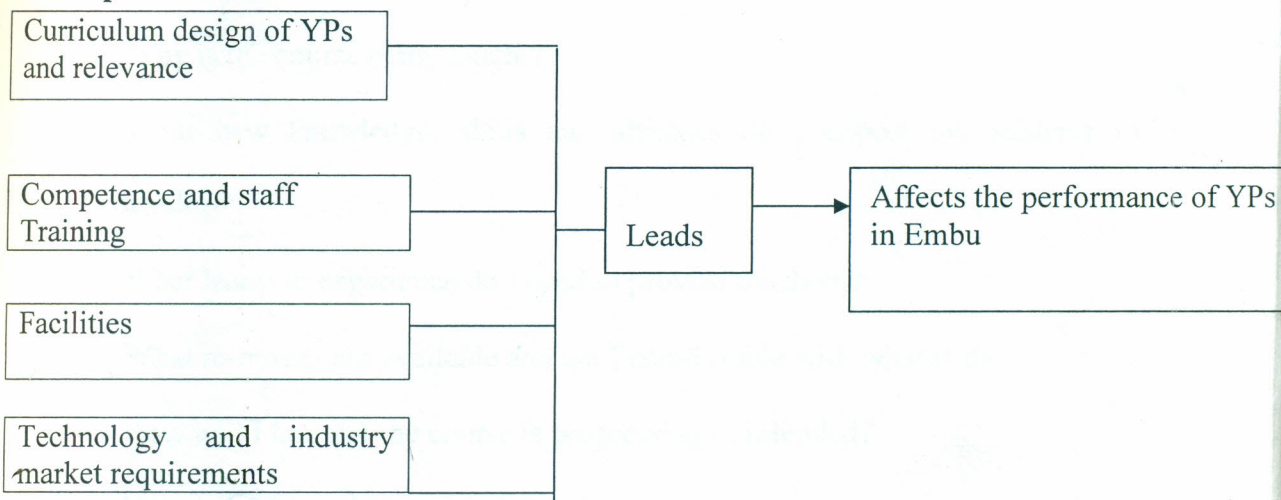
2.3 THE CONCEPTUAL FRAMEWORK

The main variables of this study included:-

- Curriculum design of youth polytechnics and relevance
- Competence and training of staff
- Facilities
- Technology and industry/market

Figure 2.1

The Conceptual Framework



(Independent variables)

Source Author (2006)

(Dependent Variable)

2.4 Curriculum design of YPs and relevance

Curriculum design forms the basis for teaching and learning activity in every educational Institution. It is therefore difficult to understand its level of

importance in the success of the Institution and its graduate (Central Queensland University, 2004).

Effective program design provides a list of essential knowledge, skills and attributes that graduates will possess at the end of the program. A curriculum is more than a course title and list of topics or even set of lecture notes. These constitute a syllabus and are only one component curriculum. A sample model of the curriculum sees it as an interacting system made up of aims and objectives, assessment and evaluation of teaching method and content asserts Gold (1990). Jenkins (1997) highlights some of the pertinent questions to ask in curriculum formulation. These are:

- Why is the course being taught?
- What new knowledge, skills and attitudes do I expect my students to develop?
- What learning experience do I need to provide for them?
- What resources are available and am I comfortable with what is there?
- How will I know if the course is progressing as intended?
- How will I know if it succeeds?

Kenya Institute of Education (KIE) is the main national authority in curriculum development. The basic steps followed in curriculum development involve:

- Identify the course program area as per established needs.
- Subject panel meetings.
- Course panel meetings.
- Academic board meetings.

A total of 19 Artisan syllabi were developed by KIE to be used by Y.Ps by primary school leavers. This curriculum consists of 90% manipulative/ practical skills and 10% analytical theoretical skills. During the initial stages 70 YPs were granted approval to offer the Artisan, but many have since opted out. The current artisan curriculum in use was developed in 1985, and lacks the component of entrepreneurship which is an essential component to enhance the skills for employment creation and self-employment GoK (2003).The curriculum for Y.Ps is a two – year cycle whereby, during first year, trainees are taught practical skills within the workshop setting .In the second year, they undertake industrial attachment for a period of 3 months in a industry related to their trade area. The trainees sit for the final examinations at the end of the second year.

Most of the curricula currently in use in YPs are trade test developed by Directorate of Industrial Training (D.I.T.) between 1968 and 1969. Nelson (1997) observed that there is a need to make training relevant to the needs of industry by ensuring that instructional materials are up-to-date.

2.5 Training and staff competence

The current establishment of in Y.Ps stands at 2350 instructors and 457 managers. The level of training ranges from trade test grade 3 to higher diploma in technical field (MLHRD 2005).The academic qualification for the instructors and manager range from standard seven to high school.

The Youth Polytechnics which form part of technical vocational, Technical, Entrepreneurship and Training (TIVET) are not covered by Education Act Cap 211. While National Polytechnics, Technical Training Institutions and Institutes

of Technology are governed by the Act, the Act also outlines how the institutions are managed (Jackson 1998).

Basically, YPs are managed by local management committees appointed by local administration. (Okaka 2003). He further observes that management committee is the sole employer of the YP Instructors and the managers.

In TIVET Institutions, Teachers Service Commission (TSC) is the major employer. The TSC was established under TSC Act(Jackson1988). It is charged with the task of harmonizing and regulating the teaching profession in educational institutions. Before the Act, teaching profession was managed by religious and private organization whose standards and modes of appropriate were varied and inconsistent. the TSC Act sought to establish standards, terms of reference for all teachers serving in both Public and Private Institutions of learning.

In the Youth Polytechnics (Okaka 2003) observes that all employees of YPs are employed by Management Committee who determines the salary and allowances. Hence the salaries and allowances vary from one Youth Polytechnic to the other.

The TSC teachers are highly motivated as they are entitled to the following privileges: -

- Leave (Annual, Maternity, Study, Sick etc)
- Medical benefits like medical allowance, National Hospital Insurance Fund (NHIF)

- Promotion or upward mobility
- Remuneration: salary , incremental credit ,reimbursable allowance , medical benefits transfer allowance etc .(TSC ACT 1967)

In the YPs, Management Committees are empowered to determine terms and conditions of service for the YPs employees. The quality of education and training depends largely on the quality of teachers. The academic qualifications and professional training for the teachers are therefore key indicators of the quality of education and training Murungi (2005) underscore importance of quality trainers in TIVET, considering it's vital in laying the foundation of knowledge and skills towards acquisition of quality training in T.T I s. Skill development is largely the responsibility of the individual. A person decides what he or she wants to do in the workforce and then goes about acquiring the knowledge and skills to do it (Roger 1995).

Valerien (1988), highlighted structural difficulties encountered in education in Africa. There are insufficient controlled population growth, poor knowledge of social education demand, perennially large classes insufficient, control of student and teachers. It is generally conceded that efforts of providing effective vocational technical education and training in Africa have not succeeded. Kerre et al (1995) explained that the absence of professionally trained TVE experts limit the effectiveness of TVE initiatives in developing countries of Africa. This will only be possible if the governments and senior policy makers and planners show more practical commitment to the importance of TVE. This can only occur when

TIVET is established within the acceptable academic environment, as competent teachers are being prepared and upgraded by universities and policy makers at every level and are familiar with theories and practices of TIVET.

2.6 Facilities

Muya (1993) observed that good infrastructure is essential features in sound vibrant TIVET. Providing quality vocational skills training under ordinary circumstances is a very expensive undertaking. Ensuring the availability of modern training facilities to cope with rapid changes in technology has been daunting task even for the richest nations, this is because modern equipment is quite expensive.

Physical facilities in many TIVET public institutions are fairly run down and inadequate or out of date .Yet these institutions cannot afford to buy new equipment .Much of the equipment that was provided by donors is no old and obsolete (Okaka 2001).

Rapid appraisal report (2003) highlighted that physical facilities in many public TIVET training institutions are fairly run down and facilities are inadequate because of large number of courses being offered, each with only a few students; in order to boost overall enrolment and fees revenue.

No studies have been conducted on the status of training equipment , physical facilities and machines. It is important to appraise the status of facilities within the YPs because they have the potential for absorbing a high population of trainees

and are located in the rural setting which sever the immediate communities (Kinyanjui 1998). The acquisition of vocational and entrepreneurial skills can spur social-economical development through provision of goods and services .

2.7 Technology and Industry/ Market.

Technology alone will not improve quality of education but when integrated with curriculum and instruction, it can be powerful tool asserts Reed (2000). Technology that is fitted to curriculum and instruction can stimulate the development of higher order thinking and problem solving skills and it can support collaborative globalize learning. Computer-aided-design (CAD) and fabrication using computer-aided manufacturing machines need to be incorporated in the training curriculum to equip the learners with modern production process. Computer assisted design and computer assisted manufacturing have brought new innovative technologies to the aid of many business within the last ten years (Caranson 1989).

There is a wide technology gap between industry and most of the public training institutions. This widening gap has led to technology changes in industry and stagnation in training. Rapid technology changes in Kenyan industries has been necessitated by increased application of ICT, automation, globalization, liberalization of Kenyan markets and desire to be complete markets (GoK 2005) .

Industries have often complained of the mismatch between the courses offered in the technical and their needs. This has largely been due to lack of modern facilities and effective linkages between the curriculums offered (Nation 2000).

A key concept in evaluating technology curriculum based materials is authentic. Is the technology used going to bring real world examples in to classroom? Do such examples enhance conceptual understanding of complex, natural occurring phenomena by integrating technology and subject matter? Particularly with younger learners, technology should help students learn by doing, interacting and exploring matter than watching or listening. (Wright and Shade, 1994).

School marketing is a broad area that includes aspects such as fund-raising, promotional activities, meeting or satisfying the needs of the customer, and attracting new customers (Bland 1997). School managers have to market their schools in a competitive environment and ensure that the school marketing is to the mutual benefit of both the school and the customers. This implies that the school must know its customers and their needs and must communicate its marketing plan to them so that the plan's expressed purpose is known by everybody.

School Marketing is defined as management process (Bush-1994). This implies that management is responsible for anticipating, identifying and then satisfy consumers' wants and needs with a view to making profit (Michael 1920). He further observes that marketing has both management philosophy and a planning process with the objective of continually satisfying an institution's customers in a way that ensures institutional validity and growth. Recent studies conducted in TIVET Institutions (Murungi2005) indicated that advertising can boost enrollment.

2.8.1 Critical Review of Major Issues on factors affecting Performance of Youth

Polytechnics

Despite enormous appreciation for the development of technical and vocation education (TVET) in development of a nation, it is ironical that the same sector has continued to under-invest over years.

The under investment in TVET institutions has resulted in under staffing , lack of critical physical infrastructure such as workshops and tools thus leading to low quality training which is not synchronized with labor market or local livelihood (Times 2003) .

With introduction of free primary education, education policy makers see TVET institutions exploding soon or later owing to large number of youth graduating in primary and secondary schools.

Developing of TVET is not merely for the sake of absorbing the vast numbers but future ridding the country of poverty thus ensuring the empowerment of people with skills, knowledge for increased productivity. If TVET is given its due attention , it can very ably address the challenges of increased unemployment poverty ,food security and environment degradation (Usua 2000) .The Bonn resolution of October 1999 noted that TVET is the master key for eradication of poverty , promotion of peace ,and conservation of the environment ,in order to improve quality of life and promote sustainable development .

The speed with which technical capacities can accelerate industrial and economical growth can best be understood in light of South East Asia countries

rapid growth. In essence the only way Africa hopes to catch up with technological leaps of the times.

As earlier mentioned, it's urgent therefore that the country addresses the challenges of this branch of education concerned with acquisition of the knowledge and skills required for the world of work is increasingly being challenged to adapt itself to the diverse and constantly changing labor market.

Education policy makers are therefore obliged to keep reviewing TVET systems with a aligning them with the needs in the work place.

2.9 Summary and gap to be filled by the study

From the above it has been observed that no study has been conducted on factors affecting performance of the YPs. Recent studies on Y.Ps have mainly concentrated on linkage of YPs with industries, legal framework under which these institutions operate. The TIVET appraisal report (2003) focused mainly on middle level colleges with no reference to YPs and yet the Y.Ps are very important if the government policy of industrialization by the year 2020 is to be realized. It is against this background that the Study will seek to address existing gap in the past studies.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Research Design

The study adopted descriptive survey research design. This method was appropriate because the problem was generally sustainable. The study was undertaken in order to establish and describe the relationship between performances of YPs in Embu district and factors such curriculum relevance, staff competence, facilities and technology on how they affect performance of Y.P.s.

3.2 Target Population

The target population was all youth polytechnics in Kenya. The main focus was the Instructors and managers of these institutions. There are over 650 youth polytechnics with a total of 2350 Instructors.

The characteristic of the population was as follows:

Table 3.1: Teaching Staff in Y. P s in Kenya

Category of Population	Population Frequency	Percentage
Managers	650	21.6
Instructors	2350	78.4
Total	3000	100

Source: Youth Polytechnics staff and students returns (2004)

3.3 Sample Design

A sample is a tool to infer something about a population by selecting a sample from that population Mason (1999). Mugenda (1999) suggests that for correlation research 300 or more cases are required to work with. From the population of 160 instructors, the researcher selected a sample size of 32 instructors which 20% of the population. All the managers in the 15 Y. P s were targeted because that population was too small to be sampled. A stratified random sample with a ratio 0.2 was used for instructors and a ratio of 1.0 for managers as indicated in the table below .In all a total of 47 managers and instructors were interviewed.

Table 3.2 Sample Design

Category of Population	Population Frequency	Ratio	Sample
managers	15	1	15
Instructors	160	0.2	32
Total	175		47

Source: Author (2006)

3.4 Data Collection Instrument

The primary data was collected using questionnaire Call (1996) points out that questionnaires are appropriate for studies where information is not directly

observable. There was one set of questionnaire for both managers and Instructors for data collection purposes.

The questionnaires had closed and open headed questions. Short interviews were conducted to elaborate specific issues. Observation methods and open headed items also used to generate both qualitative and quantitative data. Qualitative data was collected through careful observations of the environment through which these institutions operate. Closed ended items were mainly used to capture quantitative data. Secondary data was also reviewed as a way of collecting data and information on variables such as status of past enrolment of trainees in respective youth polytechnics was observed.

3.5 Data Collection Procedures

The researcher administered questionnaire to all the managers. Questionnaires for instructors were administered on random bases but covered all the departments within the youth polytechnic. The manager and Instructors filled each a set of questionnaire. Qualitative data was collected through short interviews and observation method.

3.5 Data Analysis

The data was analyzed using descriptive and inferential statistics. Measures of central tendency such as mean, variance, and medium was used in quantitative data analysis. Computer packages such as statistical packages for social sciences (SPSS) and Ms Excel was applied to obtain correlation coefficient and other descriptive statistics.

3.6 Limitation of the study

The study was limited to Y.Ps in Embu District because of time and financial resources. However the researcher ensured that over 80% of the targeted population was interviewed .Some of the YPs although registered then had closed down and hence no information could be obtained on their operations.

CHAPTER FOUR

4.0 DATA ANALYSIS AND PRESENTATION

4.1 Introduction

The study evaluates factors affecting the performance of Y.Ps in Embu District. This chapter contains analysis of the data collected by both primary and secondary data. These have been presented in this chapter in terms of introduction response rate, quantitative and qualitative data analysis and discussion of the data results. This chapter includes critical analysis and findings.

4.2 Response Rate

Table 4.1: Response of questionnaires from YPs

Response category	Instrument disbursed	Gender		Responses	Response percentage
		Male	Female		
Managers	15	9	3	12	80
Instructors	30	20	6	26	86
Total	45	29	9	38	84

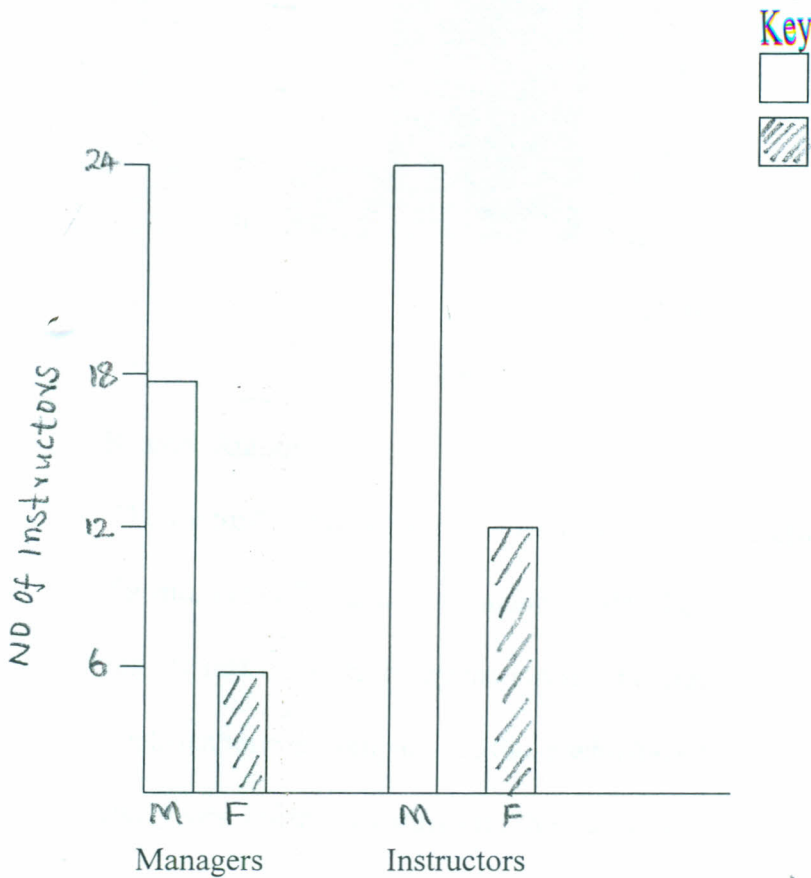
Source: Author (2006)

4.3 Quantitative data analysis

According to Kathari (2001) the term quantitative data refers to analysis of research information by the use of descriptive statistics. This can be presented in form of tables, graphs, frequencies and percentages. Mugeda and Mugeda (2002) further states that quantitative data are all those research information which are obtained from closed ended questions and such information can also come from open ended questionnaire provided that the researcher has presented such information in a manner that it allows quantitative analysis. In this section of the study Mugeda's concept to data analysis has been used

4.3.1 How teaching staff for Y.Ps is distributed by gender

Figure 4.1 Distribution of Y.Ps staff by gender

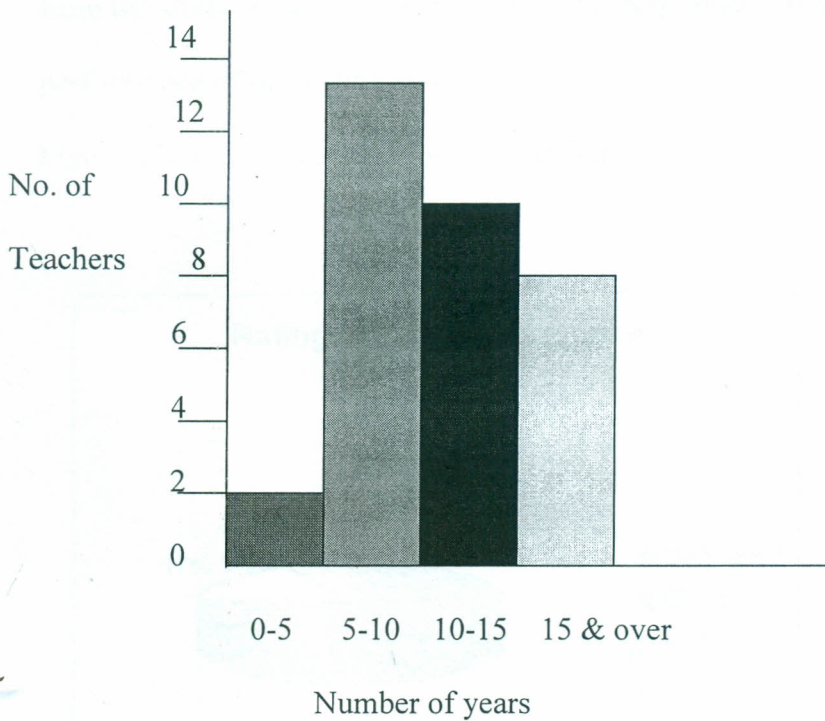


Teaching staff of Y.Ps by gender
Source: Author (2007)

The above figure indicate the distribution of the teaching staff in the Y.Ps . It can be observed that only 33% of the managers are female .Among the instructors similar percentage was also observed .All the female managers and instructors had dressmaking as their major trade .Both managers and instructors in the Y.Ps who had were interviewed were from various trades and non had dressmaking background

4.3.1 Years of service for the Y.P teaching staff

Figure 4.2 Teaching experiences of Y.Ps instructors



Source: Author (2007)

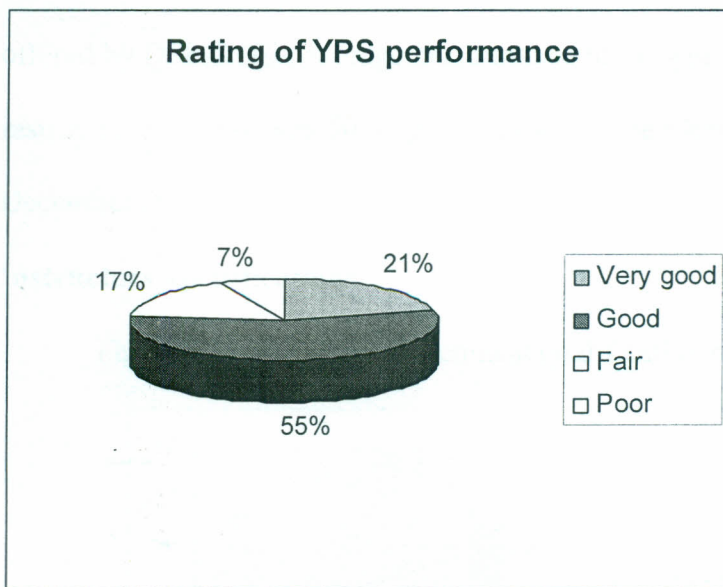
The figure 4.1 indicates that most 94.7 % of the teaching staff of Y.Ps has taught for more than 5 years. The teaching staff who have taught for less than 5 years are mainly instructors hired by management committees and have better qualifications as compared to those who have taught in the Y.Ps for more than five years. Further scrutiny into their terms of service indicates that they are paid

more than those on government grants due to their high qualifications. They are mainly craft and diploma certificate holders.

4.3.1 Examination performance in Y.Ps

This analysis of performance of Y.Ps was based on trade test and artisan examinations of trainees in YPs between the years 2003-2005. Statistical evidence from the study shows that over 73.7% of the respondents were satisfied with the performance of the institutions.

Figure 4.3: Examination performance in Y.P s



Source: Author (2007)

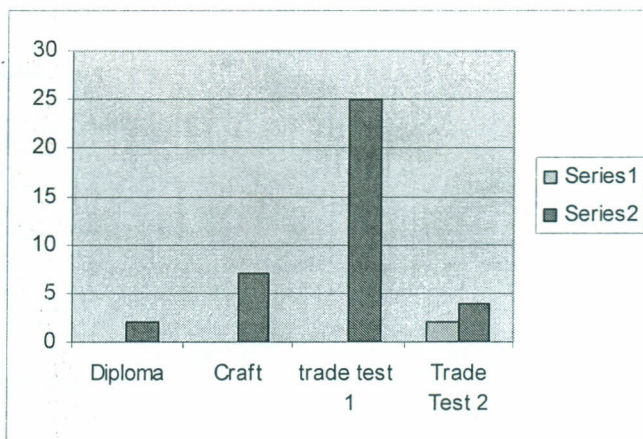
The figure above show how respondents rated there institutions in the examination performance at trade Test Three and Artisan certificate examinations. From the figure, 55% of the instructors indicated that they were satisfied with

the performance of their Y.Ps at the national level. When asked to state some of the factors that influence performance 67% of respondents mentioned poor management and lack of training facilities. Evidence from statistics indicates that 60.5% of the equipment and inadequate tools was a factor that affected the performance. Professional and academic qualifications of the instructors affected the performance of the Y.Ps mainly in the artisan examinations offered by KNEC. Only 23.7% of the instructors and managers held craft and diploma certificate which is a prerequisite to enable them handle the artisan curriculum within the YPs.

The administrative staff that responded felt that the performance of their institution was good but this was only in the trade test curriculum which was offered by D .I .T. The average performance marks per subject as observed from instructors response was 50% against 34% obtained from KNEC results of December 2005.

4.3.2 Instructors qualifications

Figure 4.4: Professional technical qualification of Y.Ps Staff

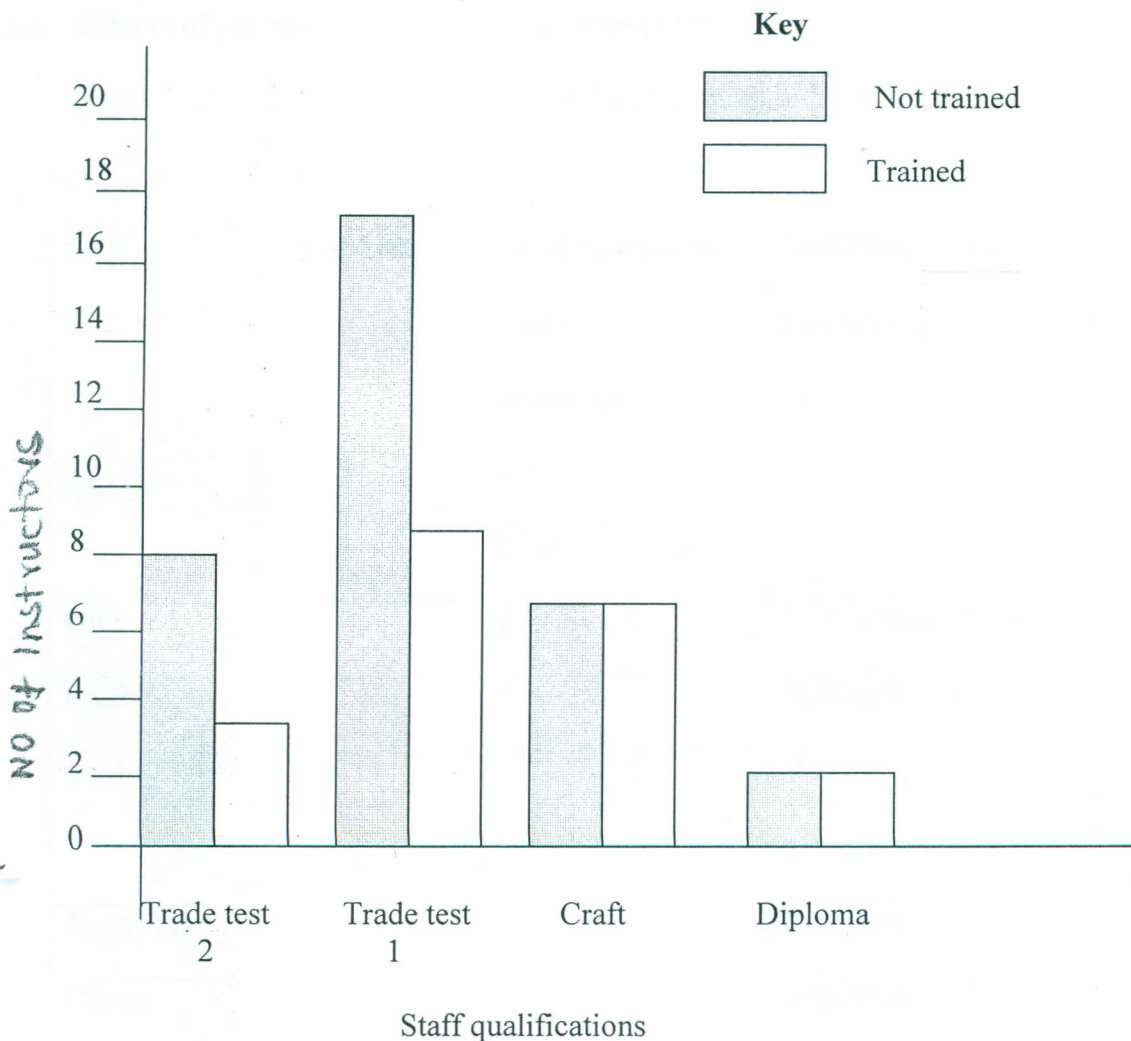


Source: Author (2007)

Only 23.7% of the teaching staff in Y.Ps have higher qualifications above Trade Test 1. Such low qualifications are an impediment to effective implementation of curriculum. It becomes even more critical to trainee pursuing artisan course which is higher than grade test 1 qualification of the trainer. This limits their ability to effectively interpret the artisan curriculum which is quite demanding in term of interpreting basic scientific and mathematical concepts. The artisan programme administered by KNEC is therefore very unpopular all YPs that were visited. On the academic qualifications, 57.9% of the Y.Ps staff have KCSE Certificate .Only 42.1% have primary certificate of education .The 71.1% of Y.Ps staff have not had any pedagogy skills and this is a major bottleneck when it comes to practical teaching. A total of 78.95%of the current teaching staff in the YPs the not been able to attend any in-service course in the last three years to upgrade the skills to match new technological development and hence they are unable to effectively measure the market demand for Y.Ps graduates

4.3.3 Skill competence of Y.P instructors.

Figure 4.5 Skills competence of Y.Ps instructors



Source: Author (2007)

The figure above indicates category of instructors and their various levels of skills acquired by the instructors in the Y.P.s. It was observed that all the instructors had a technical training background in their various trades. All the craft and diploma holders had undergone pedagogy course to enable them teach Y.Ps ,further

observations indicated that they had undergone teacher training program at KTTC and were in-fact trained technical teachers. Very few instructors who were holders of trade test certificate had undergone pedagogy skills. This limited their ability to impart meaningful skills to their learners.

4.3.4 Effects of pedagogy on quality of training in the Y.Ps

Table 4. 2: Effects of pedagogy on quality of training in Y.Ps

Staff qualifications	No of Y.Ps Instructors	No of instructors who have attended pedagogy in last 3 yrs		Skills acquired by the instructor during the training
		Male	Female	
Diploma	2	2	0	General supervision
Craft	7	5	2	Skill delivery
Trade Test 1	17	6	2	Workshop management
Trade Test 2	8	1	2	No effect
Others	4	1	0	Improved teaching methods

Source: Author (2007)

All instructors who had attained craft and diploma qualifications had training in pedagogy skills from Kenya Technical Teachers College. However it was

observed 50% of the instructors who had trade test 1 had attended skill delivery in the last three years at KTTC had lead to improved workshop practice. It was further noted that pedagogy skills lead to effective implementation artisan curriculum.

4.3.5 Participation of income generating activities for Y.P. s



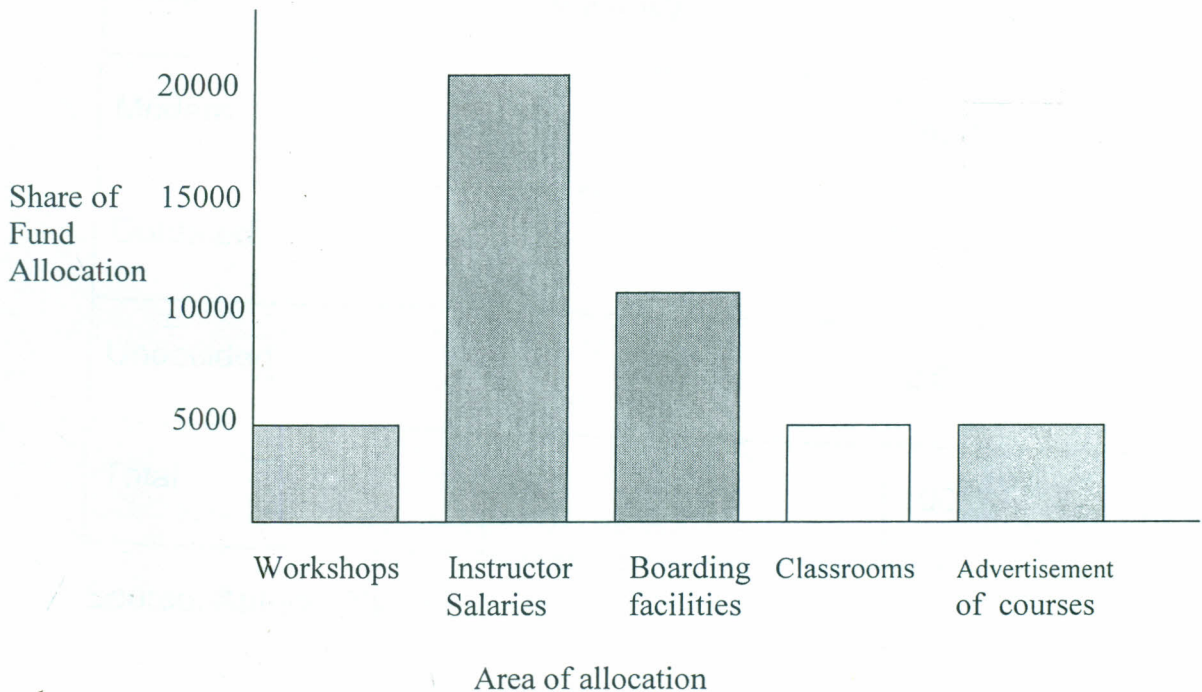
Source: Author (2007)

The numbers of Y.P.s involved in income generating activities were only 13.2%. The income generating activities were distributed as follows; furniture making 33%, welding and fabrication 25 %, building construction and dressmaking constituted 16.7% while others were general agriculture which was less than 9% of the total income generating activities undertaken by Y.P.s. The income generated by the Y.P.s was mainly managed by the management committees. The committees were in

charge of the running of the institutions and hence their were the sole determinants of how the generated revenue was to be used.

4.3.6 How income is utilized in improving Y.P.s

Figure 4.7 Utilization of funds in Y.P.s



Source: Author (2007)

Figure 4.5 indicate that the income generating activities revenue for the Y.P.s was mainly used to supplement government grants in the paying of the salaries for the instructors. Further observations indicated that the income generated by the Y.P.s ranged from Kshs 0 to Kshs 20,000 per year. The reason for generating very little income was lack of capital to invest due to poor students enrolment and the low fee charged by the institutions. Very little funds were allocated towards improvement

of workshop facilities, classrooms and marketing of the courses which was very important for the survival of the Y.Ps .

4.3.7 The current statutes of the modern technology in use in the Y.Ps

Table 4.3: Statutes of technology in the Y.Ps

Response	Frequency	Percentage
Modern	10	26.3
Outdated	27	71.1
Undecided	1	2.6
Total	38	100.0

Source: Author (2007)

The table above indicate that 71.15 %of the teaching staff considered the tools and equipment in the Y.Ps to be absolute and did not give the trainees relevant skills demanded by the industry .These confirms the observation that 97.3% of the response had stated that they was mismatch between the current technology in use in the training of the Y.Ps trainees and what was demanded by the market. The current curriculum in use in the Y.Ps was developed by D.I.T for trade test in 1968 .The artisan curriculum was developed by K.I E in mid 1980's, both

curriculum have never been reviewed and hence they do not reflect the new technological changes which have taken place since they were developed .

4.3.8 Curriculum offered in Y.P s

Table 4.4 Type of curriculum offered in Y.Ps

Type of curriculum	No of Y.Ps	No. of Y.Ps teaching entrepreneurship
Artisan	6	3
Trade Test 3	29	16
Others	3	0
Total	38	19

Source: Author (2007)

The table below indicate that the most popular curriculum in the Y.Ps is Trade Test three this is because the background of the instructors is mainly trade test which is basically proficiency and hence they may not be in position to interpret artisan curriculum which is basically technological since it has an aspect of basic mathematics and scientific in nature. From the table it can also be observed that only 50% of the polytechnics offer the entrepreneurship training to their trainees. The main reason attributed to this is that the curriculum currently being offered in Y.Ps was developed much earlier before entrepreneurship was incorporated in the technical training education programmes. No Y.P offered entrepreneurship training as a separate training programme.

It was further observed that no polytechnic offered curriculum higher than trade test three this was attributed to the inability of the instructors to offer the training because of their low qualifications, lack of adequate training facilities.

4.3.9 Entrepreneurship training in the Y.Ps

Table 4.6 Entrepreneurship curriculum in the Y.Ps

Course	No. of Y.Ps	No. of Y.Ps offering Entrepreneurship Training
Artisan	6	3
Trade Test 3	29	16
Others	3	0
Total	38	19

Source: Author (2007)

The entrepreneurship training is offered in only 50% of the Y.Ps. The inability of the Y.Ps to offer the training has hampered the trainees to effectively generate self-employment opportunities, and hence many of the graduates from the Y.Ps seek employment opportunities as opposed to creating employment. The lack of entrepreneurial culture among the graduates makes the courses offered in the Y.Ps less attractive and hence the low enrolment within the YPs because trainees leaving the Y.Ps end up taking up jobs available which they were not trained for. This makes the skills acquired from the Y.Ps irrelevant in their fields of work.

4.3.10 Opinion the demand for Y.Ps graduates in the market

Table 4.6: Response of Y.Ps staff on the demand of Y.Ps graduates in the market

Response	Frequency	Percentage
Good	1	2.6
Fairly good	3	7.6
Poor	21	55.3
Very poor	11	28.9
No demand	1	2.6
Total	38	100.0

Source: Author (2007)

The table 4.6 shows that there is little demand for Y.Ps graduates. This confirms why the enrolment in the Y.Ps has continued to be low. The lack of adequate physical and training facilities and in effective training methods, compounds the problem of low enrolment. The lack of interaction between the Y.Ps and the outside community implies that little is known of what takes place in terms of skill training and hence little demands for Y.Ps graduates in the market. It can be observe from the table that over 84.2% of the respondents indicated that the

demand for the YPs graduates was poor. This was attributed to the failure of the YPs to graduates failing to get employment in the formal sector .However it was noted further that the relevance of technology impacted negatively on the market demand of the Y.Ps graduates as their had to be retrained whenever they secured jobs due to the absolute tools used in the training.

4.3.11 How to improve the standard of training in the YPs

Table 4.7: Improvement of quality of training in YPs

Response	Frequency	Percentage	Cumulative percentage
Facilities	13	34.2	34.2
Infrastructure	10	26.3	60.5
Trainees	14	36.3	96.8
Non response	1	2.6	100.0

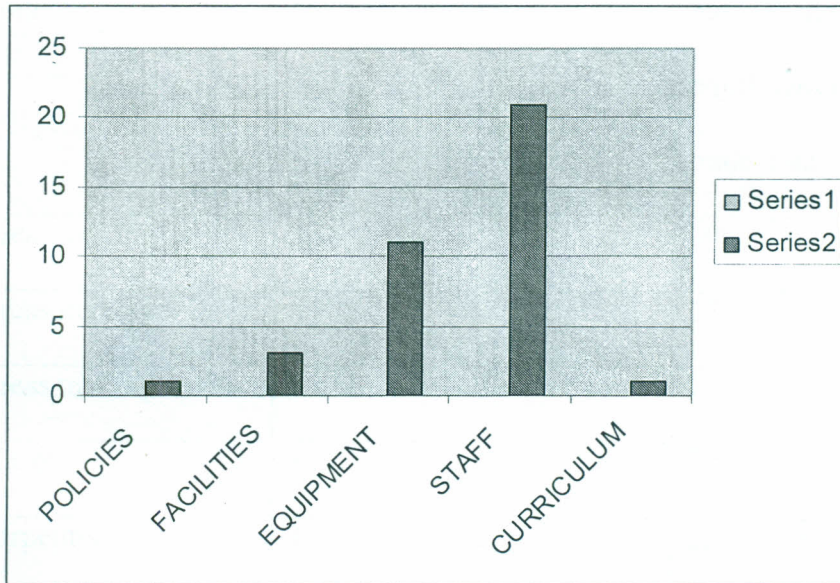
Source: Author (2007)

The table4.7 depicts the three most important measures required to improve the performance of the YPs. The 96.8 % of all the responses indicated that the quality of training can be improved by purchase of modern tools and equipment, developing new infrastructure and admitting higher calibre of trainees to the Y.Ps .Most trainees of Y.Ps join the institution as the last result having failed to get admissions to secondary schools, these dents the image of the institutions as a place for the failures. The infrastructure for Y.Ps is relatively less developed as

compared to primary schools in the neighbourhood and hence looks less attractive to the primary school graduates.

4.3.12 Major challenges inhibiting the performance of Y.Ps in the community

Figure 4.8: Five major challenges inhibiting the performance of the Y.Ps



Source: Author (2007)

The above figure indicate that the five major challenge affecting the YPs were noted as staff competence, lack of equipment, inadequate training facilities, lack of proper policy guidelines and outdated curriculum .The 22 out of 38 respondents indicated that the current staff teaching the YPs needed to be retrained to effectively handle the curriculum more effectively due to the changes in the technology. It was further observed that lack of adequate equipment was also a major hindrance for effective implementation of the curriculum. In some trades such as dressmaking the sharing of machines made acquisition of skills difficulty and hence most trainees opted to enrol in jua kali whereby they were e

able to obtain practical training on the job .The flack of policy guidelines on the operations and management of the YPs was also cited as a major culprit on the various effective implementation of the YPs training programmes

4.3.13 Effects of working machines on Y.Ps enrolment in courses

Table 4.8; Effects of working machines on enrolment in Y.Ps

Trade	No. of polytechnics	No. of students enrolment in the trade area
Dress making	3	30
Dress making	5	27
Dress making	8	10
Masonry	3	22
Carpentry	3	25
Metalwork	3	21
Mechanics	2	62
Electrical	1	9

Source: Author (2007)

Table 4.8 indicates how the number of machines affected the enrolment in the Y.Ps. It was observed that the condition of the working machines affected the enrolment in the YPs .Those Y.Ps which did not have adequate working machines in their trade areas such as dressmaking enrolled few trainees but the impact was not felt in a similar manner in other courses as observed in carpentry, metal work and mechanics which involves the sharing of a machine by more than two trainees

at a time because they are often used as work stations and are not constantly required.

4.4 QUALITATIVE DATA ANALYSIS

Observation research is form of research technique that does not produce numerical data. The data is in form of words and are grouped in categories Mugendi (1999). The qualitative data was collected by observing the environment surrounding the Y.Ps in Embu .General statement was used as a form of data analysis by describing the events and occurrences. According to Mugenda (1999) qualitative research is time consuming but it is very interesting as the report gives vivid descriptive account of the situation under study .The report also gives the significance and implication of the findings.

4.4.1 Examination performance in Y.Ps

The high percentage of examination pass is contributed by lack of strict examination supervision by the examiners within the YPs .The same examination paper is offered to the trainees for along period lasting more than a week especially where the number of candidates is large and a few examination facilities are available. At times the instructors collude with the examiners to have their trainees pass the examination.

4.3.10 Instructors qualifications

The qualifications of Y.Ps staff is quite low compared to their counterpart in technical training institutes and institutes of technology .The trade test qualifications are proficiency and hence do not make the Y.Ps instructors qualify

to handle the YPs trainees . This was confirmed by the number of Y.Ps entering their trainees for artisan training programme. The artisan programme is quite demanding in term of interpreting basic scientific and mathematical concepts and hence the need for the instructors to be highly qualified to enable them handle the curriculum .

4.4.3 Performance of production units in the Y.P

The quality of items produced by Y.Ps was observed to be of lower than what was produced by the jua-kali artisans. The instructors lacked knowledge in costing thus sealing the items at less competitive prices and on other occasions at prices lower than the cost. Traditional design of the furniture and metal fabrications were used which made those items less competitive the market.

4.4.4 Opinion on the demand for Y.Ps graduates in the market

The Y.Ps staff could not perceive the demand of their graduate in the market . This because the Y.Ps do not keep data bank of the their past trainees and do not make a follow up of their trainees in the market place . It was further note that instructor rarely interact with the outside community and hence loss track of the perceived need for their graduates. The polytechnics do not hold open day for community to interact.

4.4.5 Technology and industry

The current tools in use in the Y.Ps are very old out of tune with the modern technology. This makes the kind of training offered in the Y.Ps may not be compatible with the industrial requirements and hence limits the ability of the

graduates from the Y.Ps to be absorbed in the relevant industries which are equipped with modern equipment .The instructors in the Y.Ps do not undertake industrial attachment and hence are not well vast with the requirements of modern technology.

4.4.6 How to improve the standard of training in the Y.Ps

The YPs do not have adequate representation of members of their boards drawn from technical fields and hence the quality of training is low. Although inspection is carried out by quality and standards department in the Ministry of Education the report generated is rarely implemented to improve on the quality of training and hence the training in the Y.Ps has remained low. The lack of financial recourses form government and low fee collection due to under enrollment has contributed to the lack of development of training facilities.

4.4.7 Major challenges affecting the performance of Y.Ps in the community

The Y.Ps are community projects whereby the community elects who should represent them in the management of the institution .The members chosen lack adequate knowledge on how to manage a Y.P and hence

4.4.8 Technology and industry

There was consistency in technology used in the YPs. According to Chare and Aqualano (1998) group technology is most appropriate as it emanates waste due to poor quality. In mass production where output is prepared rather than quality is specialization can be applied. In the case of YPs job shop approach of production

was used. However there was no tracking down of production input. Quality control in all the production stage is input process and inspection of finished products was not observed.

CHAPTER FIVE

5.0 SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

The study sort to evaluate the factors that affect the performance of public Y.Ps institutions –A case of Embu District .The study sort to achieve four objectives namely :- establish if curriculum, competence of training Y.Ps staff ,facilities and technology /industry and market had effect on the examination performance .Evidence from the study show that the above mentioned factors affected performance of trainees in the their examinations .This chapter summarises the study in relation to the objectives as outlined in chapter one in line with the data analysis in chapter four . It also highlights the recommendations of the study, suggested areas for further research .These has presented s follows:

5.2 ANSWERS TO RESEARCH QUESTIONS

The study was aimed at establishing whether; curriculum, competence and staff training, facilities, technology / industry and market have effect on the performance of the Y.Ps in Embu District.

5.2.1 The effects of curriculum on performance of Y.Ps

The curriculum design task forms the basis of teaching and learning activity in every institution. Statistical evidence from the study indicated that 100%of the curriculum was developed before 1986.Such curriculum does not reflect the technological changes which have taken place since then. This observation concurs with the Rapid Appraisal Report (2003) which asserts that the current

KIE curriculum which was developed in 1980's and early 1990;s has remained the same to date. The DIT curriculum was developed in mid 1960,s obsolete since it more of skill proficiency test which has no scientific barking .Further observation s on the curriculum offered to Y.Ps reviled that it has not formally incorporated entrepreneurship training which is very important for identification of business opportunity for self-employment .This therefore made the current curriculum less responsive to the needs of the industries,

5.2.2 The effects of staff competence on performance

Effective curriculum implementation depends on the quality of the instructors and on going professional development. The Rapid Appraisal Report (2003) acknowledged that teachers in TIVET institutions were professionally trained as they had technical qualification but also observed the Y.Ps teaching staff did not have adequate qualification to enable them handle the teaching effectively handle the teaching in the Y.Ps. The Y.Ps staff should have a minimum of craft certificate. Evidence from the study show that only 23.7% of the respondents had craft certificate to enable them teach in the Y.Ps. Observation made in primary data analysis contour with Kerre (1995) who observed that the absence of professionally trained TVE expert limits the effectiveness of TVE in developing countries.

5.2.3 The effects of Facilities on the performance of Y.Ps

Statistical evidence from the study shows that that 73.7% of the respondents were of the opinion that facilities affect the performance of the trainees. Close

observations made on the facilities indicated that needed to be replaced were not in working conditions. Although over 43% of the respondents stated that the equipment were relevant for training, they also recommended that acquisition of modern equipment for training. The review for the curriculum should provide on the type of equipment to be introduced. Reed (2000) asserts that technology alone will not improve quality of education, if it is not intergraded into the curriculum.

5.2.4 Effects of technology/industry and market on performance of Y.Ps

The technology used in the YPs is not computable with the market demand. The YPs have basic hand tools, those who have power the equipment and machines is either broken down or the instructors have no knowledge to under take the necessary repairs.

The availability of spare parts is a big issue to when it comes to repair of machines in the YPs. This is because most equipment and machines were donations to the institutions from abroad and their spare parts are not readily available in the local market. The training of YPs trainees on obsolete equipment has made them less marketable.

5.3 CONCLUSIONS

The quality of education and training depends largely on the quality of the trainers. From the study conducted in the YPs on curriculum, competence of trainers, facilities, technology/ industry and market do have a major effects on the performance of YPs. Whereas facilities were highly mentioned as one of the major problems in YPs, the nature and type of facilities should reflect technological changes. Good infrastructure and regular access to new technology are essential

features in a sound and vibrant YPs .Physical facilities in many YPs are fairly rundown and facilities are inadequate because of the large number of course being offered ,each with only a few trainees , in order to boost overall enrolment and fee collection.

Evidence from the study indicates urgent need to review both DIT and KIE curriculum. The review process should be an all inclusive exercise involving instructors and industry and all stakeholders to ensure its relevancy .The artisan curriculum is not popular in the YPSs. The Y.Ps staffs prefers to follow the better recognized trade test syllabus The YPs find the artisan curriculum more challenging and rather theoretical, as their instructors are more familiar with the trade test system.

The YPs are facing a major challenges in the making its training relevant to meet industrial development .The YPs do not inculcate a modern scientific culture to their learners to enable them to develop desirable social skills and values .The situation as it appears ,it is compounded by a number of factors ,including inappropriate YPs skills delivery process as a result of inadequacies in the provision and maintenance of essential physical facilities ,irrelevant and instructional materials and lack of industrial values in both the trainees and instructors.

5.4 RECOMMENDATIONS

5.4.1 The current curriculum that is being implemented is outdated and requires review.

- 5.4.2** The public YPs that are funded by the government should have an annual budgetary provision for expansion, rehabilitation of physical facilities and equipment replacement.
- 5.4.3** Trainees at YPs should have a minimum of craft certificate in the relevant trade area plus professional skills in TOT and be employed by TSC after registration. .
- 5.4.4** Frequent needs assessment should be carried out with a view of tailoring YPs curriculum to meet the changing technological needs and industry should be a major source of information.
- 5.4.5** There is a need to establish a tracer mechanism for YP graduates as a way to monitor employable skills. This will provide useful feedback and should take into account a establishment of a continuous industry needs assessment system.
- 5.4.6** Appropriate marketing strategy needs to be adapted by YPs in order to make them more marketable and to attract higher calibre trainees.

APPENDICES

Appendix I

Introduction Letter

E. N. Mwaniki
P.O. Box 60209-00200
NAIROBI

Date: _____

To: _____

Dear Sir/Madam

**RE: A QUESTIONNAIRE ON FACTORS AFFECTING THE PERFORMANCE
OF KENYAN YOUTH POLYTECHNICS – CASE OF EMBU DISTRICT**

I am a postgraduate student in the department of business administration at Kenyatta University. I am carrying out study on the above subject.

The purpose of the research is to gather information that will be important to the promotion of Youth Polytechnics in Kenya.

Kindly complete the section of this questionnaire. Do not indicate your name or the name of your institution in the questionnaire.

Thank you.

E. N. MWANIKI

Appendix II

Questionnaire

Factors affecting the performance of youth polytechnics in Kenya
(A case of Embu District.)

Instruction for filling questionnaire

Tick or fill on the black spaces provided

1.0 Section A

1.1 Title in the youth polytechnic instructor/manager

1.2 Sex () Male () Female

1.3 Years of Service

A. 0-5 years B. 5-10 year C. 10 –15 years D. Over 15 years

1.4 Trade Area

Metalwork

Dressmaking

Electrical Installation

Woodwork

Plumbing

Carpentry and Joinery

Mechanical

Other please specify

1.5 What is the level of examination performance in your subject /polytechnic?

V.good ()

Good ()

Fair ()

Bad ()

V.bad ()

1.6 What do you think can be done to improve the performance?

.....

1.7 How do you rate the competence of your trainees in the job market?

Excellent () Good () Satisfactory () Poor () V.poor ()

1.8 Does the polytechnic undertake income generating activities?

Yes () No ()

If yes, list activities which the YP undertakes

- (a)
- (b)
- (c)
- (d)

1.8.1 Indicate the areas you use your income to improve on the Y.P in the table below

Areas	Amount allocated			
	Good	Fair	Average	Poor
Workshop				
Tools				
Equipment				
Teachers Salaries				
Boarding Facilities				
Classrooms				
Marketing of the courses				
Others specify				

2.0 Section B: Curriculum and Relevance to youth polytechnics:

2.1 Is the current curriculum appropriate ?

Yes No

2.2 Do you think curriculum influences performance of the Youth Polytechnic especially to make the youth generate self employment?

Yes No

2.3 To what extent do you think the current curriculum influence the performance

- A V. Great
- B Great
- C Medium
- D Low
- E Very Low

2.4 What aspect of the current curriculum of the affects the performance of Y.Ps?
Tick which ever is applicable

Length of training	
Skills aquisition	
Workshop facilities	
Relevant training materials	
Out dated machines	
Out dated equipment	
Industrial attachment	
Broken tools and equipment and machines	
Inadequate tools	
Others	

2.5 Do you have a written syllabus for the courses offered?

Yes No

2.6 What type of curriculum is offered in your y.p?

Artisan Trade Test

If others please specify.....

2.7 Does your curriculum offer skills in entrepreneurship

Training? Yes

3.0 Competence and Training Staff

3.1 Are you competent to teach in a Y.P?

Yes No

3.2 Indicate the areas which you are competed in

Trade area	v. competed	competed	Fair	Not competed
carpentry				
metalwork				
dressmaking				
electrical				
mechanics				
Leather work				
masonry				
Others				
.....				

3.2 What are your highest academic qualifications?

Degree

Diploma

'O' Level

KCPE

3.3 What is your highest professional level training?

H. Diploma

Diploma

Craft

Trade Test I

Trade Test II

Trade Test III

Others please specify: _____

3.4 How does the level of your competence affect the delivery of skills to the trainees in the Y.Ps in their trade areas ? Please tick which ever is applicable

A	B	C	D	E
V.Much	Much	Fair	Little	V. little

3.6 Have you attended any in-service course in the last three years?

Yes

No

If yes was it effective?

Very effective

Effective

Fair

Not effective

Undecided

Please specify the year and the area of training:

Year

Area of training :(1)

(2)

(3)

(4)

3.7 In your opinion do you think pedagogy skills are necessary for Y.Ps instructors?

Please circle most appropriate.

(5)	(4)	(3)	(2)	(1)
Not necessary	Necessary	Important	Very important	Extremely important

4.0 Facilities

4.1 Are the current training facilities appropriate for Y.Ps

Yes

No

4.2 To what extent do you think the current facilities influence the performance of the Y.Ps?

A . Very Great

B Great

C Medium

D Low

E Very Low

4.3 Do you think the current facilities influence the ability of Y.Ps graduates in acquiring of the relevant skills necessary for self employment?

Yes

No

If yes please indicate below by a tick how various trades are affected by the current facilities in use in the Y.Ps

Trade	V. Much	Much	Medium	Little	V.Little
Carpentry					
metalwork					
dressmaking					
electrical					
mechanics					
leatherwork					
others					

4.4 Do you have adequate tools and equipment in your Y.P.?

Yes

No

4.5 Do you have machines in your Y.P?

Yes

4.6 State what percentages of tools/machines are in good working condition?

Machines.....

Tools.....

.....

4.7 Are the equipment compatible with current technology in the market?

YES

NO

4.8 How relevant is the current teaching skills to the industry?

No relevant

Some now relevant

Relevant

Highly relevant

4.5 In your opinion how you would rate the current technology used in training on a scale of 5, where 5 least important and 1 is very important. Please circle the most appropriate.

5	4	3	2	1
Obsolete	Fair	Good	Very good	Excellent

5.0 Technology and Industry

5.1 Do you think the current technogy in use in the Y.Ps influence the market

5.6 How would you rate the demand on a scale of 5, where 5 are the lowest and 1 is the highest? Please circle the most appropriate.

5	4	3	2	1
Absolutely	No demand	Little demand	Fair demand	Good demand

What should be done to improve the level of technology offered in your institute?

.....

.....

.....

.....

5.7 What are the three most important things that can be done to upgrade the standard of training in youth Polytechnics?

(a).....

(b).....

(c).....

5.8 In your opinion what are the five major challenges inhibiting the growth of YPs in your community. State the challenges starting with the most challenging to the least.

1. _____

2. _____

3. _____

4. _____

5. _____

5.9 How can we improve the image of the Y.P. to the public?

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