THE INFLUENCE OF PUBLIC SERVICE INTERNSHIP PROGRAM ON YOUTH EMPLOYABILITY IN NAIROBI CITY COUNTY

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A RESEARCH PROJECT TO THE SCHOOL OF HUMANITIES AND SOCIAL SCIENCES IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF MASTER IN PUBLIC POLICY AND ADMINISTRATION OF KENYATTA UNIVERSITY

NOVEMBER, 2022

DECLARATION

This research project is my original work and has never been submitted to Kenyatta University or any other institution of learning for the award of a degree.

Signature _____ Date _____

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C153/CTY/29973/2014

This research project has been submitted for consideration with my approval as University supervisor.

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ABBREVIATIONS AND ACRONYMS

ACCA	**:**	Association of Chartered Certified Accountants
COYA	**:**	Company of the Year Award
ILO	**:**	International Labour Organization
KNBS	**:**	Kenya National Bureau of Statistics
NACOSTI	**:**	National Commission for Science, Technology, and Innovation
OECD	**:**	Organisation for Economic Co-operation and Development
PSIP	**:**	Public Service Internship Program
PSC	**:**	Public Service Commission
SCCT	**:**	Social Cognitive Career Theory
SPSS	**:**	Statistical Package for the Social Sciences
UK	**:**	United Kingdom
UN	**:**	United Nations
USD	**:**	United States Dollar
US	**:**	United States

OPERATIONAL DEFINITION OF TERMS

Career orientation: This is a kind of guidance that is meant to prepare the youths to work and live in an ever-changing society, economy, and environment by helping them to understand the career opportunities and options and enable them to make informed and meaningful career choices

Professional Accreditation: A type of qualification status or personal registration that is issued by a regulatory or professional body confirming that the holder is fit to practice in a specific profession

Skills preparedness: This is the state of being ready with the relevant work skills in a particular profession and the ability to act immediately.

Mentorship: This is a relationship between an experienced and skilled person in a profession and a young person who is looking forward to working in the profession or is already working but lacks the experience and on-the-job skills.

Youth employability: This is the ability of young people to secure the first employment opportunity, maintain the job, and switch to another employment if need be given a set of skills, knowledge, and experience acquired in the profession.

ABSTRACT

The effects of internship programs on the employability of the youth have been understudied. The youths are the present and future of any nation since they have crucial implications for future economic growth, development, and stability. As such, if youth unemployment is overlooked, it has the potential to have significant and serious social repercussions. However, unemployment among the youth is rampant across the world. This study aimed to examine how the Public Service Internship Program (PSIP) affected young people's employment. This study was guided by specific objectives which were to investigate the impact of career orientation on youth employability, the impact of professional certification on youth employability, the impact of skill readiness on youth employability, and the impact of mentoring on young people's employability in Nairobi City County. The researcher used a descriptive research design to assess the influence of PSIP on employability. The targeted population of the study was 1,439 interns who benefited from the government-sponsored internship programs and were posted in various state departments, agencies, and ministries in 2018. A sufficient sample for the research was selected using random and stratified sampling methods. Using Slovin's formulas, the sample size for the study was established. A structured questionnaire would be used to gather the data, that assisted gather both qualitative and quantitative information. The data was analysed using SPSS. Data analysis used descriptive statistics like the mean and standard deviation. The study further analysed the relationship between the predictor and predicted variables using inferential statistics. Pearson correlation and regression model were used to test the significance of the study variables. The researcher followed all the ethical considerations during the process of conducting the study. Therefore, participation was voluntary and confidentiality was assured. The investigator made sure that the respondents gave written informed consent. In addition, the investigator requested an approval letter from the institution and study permission from the NACOSTI before gathering data. The study found a significant and positive association between career orientation and youth employability ($r = 0.338$, $p = 0.002$), a significant association between professional accreditation and youth employability ($r = 0.407$, $p = 0.000$), a significant relationship between skill preparedness and youth employability ($r = 0.380$, $p = 0.001$), and a significant relationship between mentorship and youth employment prospects ($r = 0.246$, $p = 0.030$). Consequently, the study concluded that career orientation; professional accreditation, skills preparedness, and mentorship have a positive effect on youth employability. It was, therefore, suggested that the Kenyan government in collaboration with schools, colleges universities, and parents ensures that every young people are guided throughout his or her career path through proper guidance and counselling; ensures that professional accreditation is affordable to all; quality education offered in all schools, colleges, and universities; and all learners have access to appropriate mentorship throughout their education.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

The youth of any nation represents the present and future of the nation. Therefore, whether they are in school, undergoing training, or in employment, the youth have crucial implications for future economic growth, development, and stability (United Nations [UN], 2018). As such, if youth unemployment is overlooked, it has the potential to have significant and serious social repercussions. It is blamed for unrest and social exclusion in many countries (O'Higgins, 2017). The youth employment challenges are partly blamed on their high population.

Globally, there are more than 3.4 billion people below twenty-five (25) years. This forms almost half of the total global population. Therefore, based on the United Nations classification of Youth as any person aged ranging from 15 and 24 years, there is approximately 1.2 billion youth in the World. This implies that the youth form about 16% of the world's population. Out of the 1.2 billion youths, 621 million of them are neither in education nor in employment, and most of this category of youth women. On the other hand, 75 million youths have the training but do not have jobs (UN, 2018). It is also estimated that 23 percent of the youth are underemployed as they earn less than 1.90 USD per day (ILO, 2020). While these statistics summarised the global outlook of youth employment, the situation in developed nations and developing nations is quite different.

In the United States of America, there are still challenges in youth employment. Youth employment has been influenced by seasons. In July 2021, youth employment in the US was 54.4%. This is an increase from 46.7% in July last year (2020) when youth

unemployment in the US went to its unusual low courtesy of the COVID-19 epidemic. However, the current employment rate of 54.4% is a decrease from 56.2% in July last year but one (2019), before the COVID -19 epidemic. The current proportion of unemployment among the youth in the US is 10 percent. This is a decrease from 18.5% in July 2020, but an increase from 9.1% in July 2019 (Bureau of Labour Statistics, 2021).

In the United Kingdom (UK), youth employment is faced with challenges, like in other parts of the world, the COVID-19 epidemic adversely influenced the employment levels of the youth in the UK. However, this has normalized but the empowerment of the youths is still low compared to the other section of the population. Comparing the periods between April –June 2021 and January to March 2020, youth employment in the UK decreased by 273,000, which is a 7% decrease. The employment levels for men decreased by 10% while that of women decreased by 5%. The proportion of unemployed persons increased from 12.3% in 2020 to 13.1 in 2021 (Powell &Francis-Devine, 2021).

The situation is not better in Africa. In South Africa, youth employment is a challenge that the nation is grappling with. The situation worsened during the COVID-19 epidemic. During the first quarter of 2021, youth unemployment (aged between 15 to 34) was 46.3%. Among university graduates, unemployment is at 9.3% (City Press, 2021; Stats SA, 2021).

In Tanzania, the youths, who also form the highest proportion of the country's population, are also faced with significant challenges when pursuing their destiny through meaningful employment. A survey by the government's integrated labour force in Tanzania revealed that the country's unemployment among the youths aged 15 to 24

stood at 13.7 percent, while among those aged between 25 and 35 stood at 9.8 percent (Kimaro, 2020). Every year, between 800,000 and 1,000,000 Tanzanian youngsters enter the labor market, yet official work opportunities are limited.

In Kenya, the largest proportion of the population is youth aged between 15 and 35 years. The youth account for more than 76 percent of the total population (KNBS, 2018). Out of the 76%, 7.7 million were male and 8.1 million were female. In Kenya, the unemployment level among youth with ages ranging from 15 and 35 years is estimated at 47.7% (Nduvi & Mukwaro, 2018). From the preceding, it is clear that youth unemployment has been a challenge for governments around the world. With the high population growth experienced coupled with the low capacity to create jobs for the youths, the rate of poverty increases year after year. Different governments have various initiatives to curb youth unemployment. However, this study will focus on the Kenyan government's initiative of improving youth employment through the public service internship program.

1.1.1 Public Service Internship Program

Kenya's public service is among the major employers. It; therefore, has a substantial role to play in ensuring that youths, particularly those with relevant degrees, are provided with chances to get actual job experience (Public Service Commission, 2019). It is on this basis that the Public Service Internship Program (PSIP) was established to create an avenue for the youth to get workplace experience and enable them to have a competitive advantage in the job market (PSC, 2016). Therefore, the public service internship program is a government initiative to engage qualified youth in its various public service sectors to help them gain experience and practical skills

The establishment of the PSIP was a result of inadequate practical skills and experience which have been a key challenge for youth employment. The public service internship program has five objectives; to create a link between work and training, hence, enhancing the employability of the youth; to offer them opportunities to build hands-on skills; to enable the youth to attain minimum legal requirements to be registered with professional bodies; to develop a positive work attitude and a culture of quality learning, and to establish a pool of experienced and skilled labour for the public service. The PSIP was meant to absorb only graduates for three and twelve months as prescribed by the professional body (Nduvi & Mukwaro, 2018).

The interns are not entitled to remuneration during the period but to a stipend as determined by the public service commission from time to time. The first cohort was enrolled in October 2016 in various government departments and ministries (Nduvi & Mukwaro, 2018). This exercise has continued over the years with more youths being engaged. However, the problem of unemployment among the youth is still rampant; hence, the need to assess the impact Public Service Internship Program has had on Youth Employability

1.1.2 Youth Employability

The term "employability" refers to a person's capability to secure an employment opportunity, keep it, and find a new one if necessary (Hillage & Pollard, 2013). This means that employability pertains to a person's capability to look for and sustain a decent job. Therefore, youth employability denotes the capability of the youth to secure the first employment opportunity, maintain the job, and switch to another employment if need be. Employability, according to Dacre, Pool, and Sewell (2007), involves having a range of abilities that increase an individual's likelihood of selecting and securing jobs in that they can succeed and feel content.

There are, therefore, employability skills that help individuals to enhance employability. According to Brewer (2013), while technical and vocational skills are essential, employers are seeking applicants with more experience. Employers prefer employees who can adapt and learn; read, write and be competent in computing; effectively communicate and listen; think creatively, and independently solve problems; interact with colleagues; work in teams; lead effectively, handle basic technology, and follow supervision.

The high rate of unemployment among the youth is partly attributed to their lack of employability skills. It is imperative to bear in mind that youth unemployment is a global issue. According to Plan International (2020), there are 621 million youths who are aged between 15 and 24 without education, training, or employment, of which 75 million are trained but have not secured a job. Unfortunately, it is expected that during the next decade, there will be one billion youth who will enter the labour market. About 90% of the youth live in developing countries where the unemployment rate is high (Plan International, 2020).

Being a developing nation, the issue of youth unemployment in Kenya has been a serious issue. It is estimated that youth unemployment in Kenya is twice as higher as the country's rate of unemployment which is 12.7%. Further, it is estimated that by 2030, there will be about 24 million unemployed youth (Gachugu, 2019). The issues of employability of the youth in Kenya are attributed to the mismatch between labour market requirements and education or training; the large number of youths entering the labour market annually without experience; and the lack of network required in the labour market. An insight from Gachugu (2019) study showed that lack of opportunities (28%) and lack of skills and experience (45%) were the main barriers to youth employment. Most of the university/college students noted that lack of opportunity

(39%) is the biggest barrier. Therefore, the youth needs guidance to help them enhance their employability.

According to International Youth Foundation (2014) effective career orientation/ guidance are important in addressing the issue of youth unemployment as it helps to make the youth confident; tailor and have insightful career choices. Therefore, it is prudent for any government to guide and mentor its youths to enable them to access employment and maintain their job not only by ensuring they have the appropriate education and training but guidance and facilitation. Fortunately, the Kenyan government through the public service commission has established an internship pogramme to enable the youths to work on their employability through facilitating practice work experience (Public Service Commission, 2019).

1.2 Statement of the problem

The establishment of the PSIP was a good idea by the government. While the programme has been implemented for about five years, the problem of unemployment among the youth is still rampant. Unfortunately, the effectiveness of the program has not been empirically assessed. Kenya's high young unemployment rate has been a key source of concern for the government and other stakeholders. The lack of practical work-based experience among graduates is blamed for the high percentage of young unemployment. Thousands of young people get certifications, diplomas, and degrees from post-secondary institutions and universities in a variety of fields. However, they have little preparation for an after-school job, which has a negative impact on their employability.

The government, through the PSC, establishes an intervention to the challenges by enforcing a Public Service Internship Program. However, there is no empirical study

that assesses the influence of the Public Service Internship Program on youth employability in Kenya, more than five years after its introduction of the internship program. There was, thus, the need to assess the determine the influence of the Public Service Internship Program on youth employability in Kenya.

1.3 Objective of the study

The following specific objectives guided the research;

1. To establish the effects of career orientation on youth employability in Nairobi City County
2. To examine the effects of professional accreditation on youth employability in Nairobi City County
3. To assess the effects of skills preparedness on youth employability in Nairobi City County
4. To determine the effects of mentorship on youth employability in Nairobi City County

1.4 Research Questions

The research objectives of the study were;

1. What are the effects of Career Orientation on Youth Employability in Nairobi City County?
2. What are the effects of Professional Accreditation on Youth Employability in Nairobi City County?
3. What are the effects of skills preparedness on youth employability in Nairobi City County?
4. What are the effects of mentorship on youth employability in Nairobi City County?

1.5 Assumptions of the Study

The researcher assumed that the participants would give honest information about the Public Service Internship Program and their employment status as well as how the program enhanced their employability. The study also assumed that the Public Service Internship Program (PSIP) affected the youth employability in Nairobi City County, Kenya

1.6 Justification and Significance of the study

Unemployment among Kenyan youth has been rampant over the years and has been a challenge to the government. Consequently, the Kenyan government has established an internship program to deal with the issue of unemployment by enhancing employability. Despite these efforts, youth unemployment is still a major problem. Therefore, it raises questions about whether the program has been effective in fulfilling its intentions. Unfortunately, there is no empirical research available on the efficiency of public service internship training in solving the youth unemployment challenge. Therefore, there is a need for an empirical study on the effect of the Public Service Internship Program on youth employability in Nairobi City County.

The study focused on the PSIP because it is a program that has been established to solve youth unemployment and has been implemented over the past five years. The choice of the Nairobi City County (NCC) was informed by the fact that NCC. Most of the youths migrate to the County after they graduate to seek employment. Besides, most of the government departments and ministries where the PSIP is being implemented are based in the NCC.

The findings of the study maybe of significance to various stakeholders; First, the Public Service Commission and the Kenyan Government will find the findings

important as it will be an evaluation of the effectiveness of the Public Service Internship Program. It shows if the program has been effective in enhancing the employability of the youths in the country. Second, the County governments would also find the insight provided by the study significant because it shed light on how they can deal with the rampant youth unemployment in their respective counties. Thirdly, the insight from this study is significant to academicians and scholars. This is because the findings enhance the body of information about the area of study. It was thus, an important point of reference for future studies on the topic.

1.7 Scope and Limitation of the Study

1.7.1 Scope of the study

The study focused on how Public Service Internship Program has influenced youth employability. This study only targeted youths in Nairobi City County. This was achieved by assessing how career orientation; professional accreditation; skills preparedness; mentorship; and career progression have influenced youth employability. The study was done between February and April of the year 2022.

1.7.2 Limitations of Study

The researcher faced some limitations during the study, but the necessary measures were put in place to ensure the limitations are mitigated. First, it was not easy to locate the targeted interns since they have already left their respective ministries and departments. However, this was mitigated by obtaining a contact from the public service commission which made it easy to contact them and engage them in the research. Second, the issues of employability are not ones that most people can talk about honestly; hence, the honesty of the participants was a challenge. The investigator reassured the respondents of the anonymity of the data to minimize the challenge. The

institution also employed an introduction letter that ensure participants that the data given was only be used for educational reasons.

CHAPTER TWO

RELATED LITERATURE AND THEORETICAL FRAMEWORK

2.0 Introduction

The section presents a review of relevant literature on the area of study. It comprises of empirical review of past scholars on the association between career orientations and employability, professional accreditation and employability; skills preparedness and employability; mentorship and employability; and career progression and employability. Besides, the theoretical review is presented in this chapter where the super's career cognitive theory and the social cognitive career theory are discussed followed by the conceptual framework.

2.1 Empirical review

2.1.1 Career orientation and Youth Employability

There is limited scholarly work on career orientation and employability. Pitan and Tiku (2017) studied the structural effect of career guidance on the employability of Nigerians university students. The study was done among 600 final-year students from four southwest region institutions of higher learning in Nigeria. The data from the sample participants were collected using questionnaires. The results showed that career advice programmes have a beneficial impact on graduates' employment prospects. Regarding the components of career counselling services, it was discovered that self-awareness was critical while decision-making abilities came close, and lastly, transition knowledge acquisition abilities, had the greatest influence on graduates' employment prospects.

Suryadi, Sawitri, and Hanifa (2018) studied "Career orientation of senior secondary school students". The study focused on students from senior high school as well as

technical graduates from Indonesia. The study used a descriptive design and targeted a sample of 278 participants. The career orientation assessment and the advisor's responsibility in career guidance assessment were adopted in the collection of data. Field data was analysed using both descriptive and inferential analysis methods.

The findings revealed that the majority of the students were aspiring to advance their studies at university and a few of them engaged in a business or find a job. It was further recognized that school counsellors are significant players in offering career management for senior secondary learners. Besides, the findings revealed that career orientation contributes to a bright career in the future. While this study didn't directly assess how career orientation influenced youth employability, it sheds light on the importance of career orientation for young people as it determines their success in the future job market. The study differed from the current study in that it was done in Indonesia and didn't focus on the influence of career orientation on youth employability. The current study was conducted in Kenya and focused on the way career orientation influence youth employability.

Bama and Nnam (2019) studied carrier guidance and youth employability with a focus on how career fairs impact youth employment. The researcher used a cross-sectional study design targeting 137 participants from two secondary schools in Douala, Cameroon. Simple random sampling, convenience, and purposive sampling techniques in the study's implementation. Questionnaires were used to collect data. The results showed a significant link between career counselling (career choice support, career decision-making, and networking events) and young people's employment. This study was conducted among secondary schools in Cameroon while the current study was conducted in Kenya among graduates.

2.1.2 Professional Accreditation and Youth Employability

Professional accreditation is defined as a type of qualification mark or personal membership that is issued by a regulatory or professional body/institution confirming that the holder is fit to practice in a specific profession. It entails being given an official authorisation to practice in a certain profession. For instance, Accountants are accredited by the Institute of Certified Public Accountants. Therefore, professional accreditation is important in some professions since those who have been accredited have a competitive advantage over those who are not accredited. There are various empirical studies on professional accreditation and youth employability.

Mistry (2021) examined whether affiliation/membership to a professional organization following graduation helps in the consciousness of the development of employability abilities. The researcher used mixed research techniques; both qualitative and quantitative approaches were used in the collection of field data via focus groups and surveys. The 37 students participated in the study and their data was analysed using a simple excel spreadsheet. The outcomes from the analysis suggested that the students using the Association of Chartered Certified Accountants (ACCA) services enhanced students' awareness of crucial employability abilities they require for planning and developing to certify their effective access to employment in the accounting profession.

Belanich *et al.,* (2019) analysed how professional credentials impacted employability. Their analysis centered on reviewing the literature on the association between professional credentials such as license, certification, or apprenticeship and employability. Therefore, a logical literature assessment was conducted and a thematic analysis was done to describe the relationship between professional credentials and employability. The results suggested that professional credentials had a positive association with employability. Professional credentials were found to influence the

labour market from the demand and supply perspective. However, there were some differences across the type of credentials an individual had obtained. It was noted that licensing positively influenced the earnings a worker receives. The worker's perception was that licenses are important for securing a job, keeping it, and marketing themselves to clients, and employers. On the other hand, employers considered a license as an indication of a person's legal capability and qualification to work successfully in an occupation (Belanich *et al.,* 2019).

The findings showed a positive association between professional certification and the hiring process in some occupations. Individuals with certification in some professions earned more than those without certification. The findings further revealed that completion of an apprenticeship program has a positive influence on employability. Individuals who had completed apprenticeship programs had an advantage in terms of earnings and also increased their rate of employment (Belanich *et al.,* 2019). This study differed from the current study in that it used a secondary source of data while the current one used primary sources of facts. Besides, their assessment concentrated on the effect of professional credentials on employability in generals. Nevertheless, the present study concentrated on the effect of professional credentials on youth employability.

2.1.3 Skills Preparedness and Youth Employability

A few empirical studies have looked at how skill preparedness affects employability. Rintari (2017) investigated employability skill preparedness in the Kenyan economic sectors. The investigator adopted an exploratory design targeting 420 graduate employees, and 46 managers/ supervisors of the Company of the Year Award (COYA) 2013. It also involved 5 private and 5 public universities. The SPSS was adopted to describe the data and the association between variables was assessed using Pearson’s

correlation analysis. The findings revealed a positive correlation between skills preparedness (in terms of job confidence, job involvement, and job competence) and employability.

Yuso and Jamaluddin (2015) studied the proactive actions among undergraduates in Malaysia in preparation for employment opportunities before entering the job market. The study was conducted among 171 engineering undergraduates. Data collection was done using questionnaires. The results showed that a variety of proactive efforts (skills preparation) fell short of the precise and dedicated planning and approaches needed to fulfill the market demands for their possible careers following students' completion of their education. The current study, which focused on how skill readiness influences youth employment prospects, was carried out in Kenya while this study was conducted in Malaysia.

2.1.4 Mentorship and Youth Employability

Several scholars have explored the impact of mentorship on employability. Nason (2017) investigated how mentoring helped college graduates develop their employment abilities. The study was desktop research, hence, secondary data was used. The findings showed that mentorship positively influenced employment opportunities because it helps to develop employment skills like problem-solving, teamwork, work ethics, critical thinking, positive attitude, integrity, self-drive, emotional intelligence, and interpersonal and communication skills. The current study differs from this study since it used primary sources of data as opposed to secondary sources used in this study.

Muchiri (2013) studied the role of mentorship in employability in Kenya. In this study, mixed research methods were used. The study was conducted among 70 key informants drawn from government ministries responsible for youth and education; religious

institutions; parents and the community. Besides, the study assessed young people who have benefited from different mentoring programs in communities and colleges. The researcher used non-probability sampling techniques; that is purposive and snowballing techniques. Questionnaires and key informant guides were adopted in the collection of primary data. Data were analysed using SPSS. Qualitative data is transcribed and analyzed using thematic analysis. The findings revealed that mentorship by various parties made an important contribution to the enhancement of youth employability in Kenya. The current study differs from this study in that it used probability sampling techniques, which helped to minimize bias in sampling.

2.2 Theoretical Framework

A collection of theories initiated by experts in the field being studied is referred to as a theoretical framework. It is a framework that compresses the concepts and hypotheses from the verified and documented body of research. A theoretical framework helps the researcher to have a theoretical background of the area under study and lays the foundation from which data is analysed and possible interpretation derived (Kivunja, 2018). Swanson (2013) defines a theoretical framework as a structure that can enable or sustain a scientific survey's hypothesis. This investigation provides Super's Career Development Theory and the social cognitive career theory. As illustrated in the illustration. The main theory for the study was the Super's Career Development.

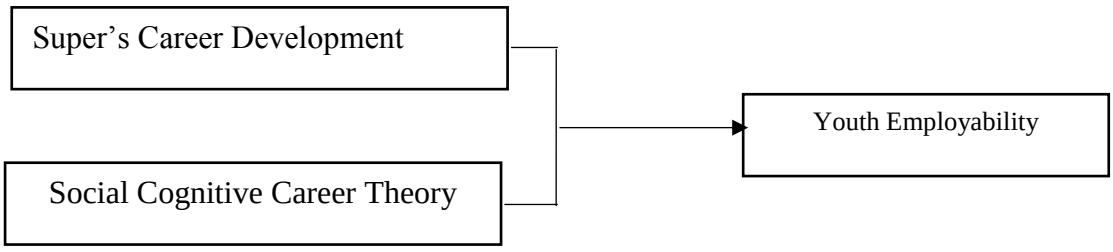

Figure 2. 1: Theoretical framework

2.2.1 Super’s Career Development Theory

The proponent of this theory was Donald E super back in 1957. It is one of the most widely known life span views of career development theory. Super developed the theory by enhancing other career developmental theories such as the matching model, the trait-and-factor theory, and vocational theory and guidance practice. The super’s career development theory holds that occupational choice must be perceived as an unfolding process and not a point-in-time decision. As a result, super supplemented the trains and aspects approach by creating a complete career theory that perceives professional growth as a relatively permanent change in behaviour unfolding in a sequence of developmental phases, and career paths as the accumulated result of a sequence of judgments instead of a single decision (Super, 1957).

The focus of the super's theory is on aligning personal skills, abilities, and benefits with the effort if impacted by environmental, economic, social, and physical factors. When these factors change, there may affect a person’s career choice and growth. The super's theory describes five developmental stages during which people make job decisions. The stages are growth age, exploration age, establishment age, maintenance age, and decline age. During these stages, a person develops skills and reaches a degree of maturity that may be used in his or her chosen profession (Bama & Nnam, 2019).

Super’s Career Development Theory is relevant in this vase as it focuses on the career development of the youth to enhance their employability skills. The theories shed light on the stages of career development which are crucial in deciding the skills that need to be emphasized during the internship programs.

2.2.2 Social Cognitive Career Theory (SCCT)

The proponents of the SCCT are Robert W. Lent, Steven D. Brown, and Gail Hackett back in 1994. The theory is founded on Albert Bandura's broader social cognitive theory which is a commonly held belief in motivational and psychological activities. The SCCT aimed to explain three aspects of career development that are interrelated. These include the way basic career and academic benefits progression; the way career and educational choices are established, and the way career and academic success are obtained. The SCCT holds that individuals generate career interests through the development of confidence in activities that are related to interests (that is, self-efficacy) and through learning that outcomes from them are dependent on the effort used (Result Prospects).

Besides, Lent *et al.,* (1994) argued that progress in a career of interest is influenced by career support and barriers. Therefore, the basic building blocks of SCCT are self-efficacy beliefs, goals, and outcome expectations. Self-efficacy is an individual's belief about his or her ability to perform a specific sequence of action or behaviour. Self-efficacy beliefs change over time and are unique to different activity spheres. Individuals differ in their self-efficacy concerning the behaviour essential in various occupations (Lent et al., 2008).

The SCCT proposes that people are more inclined to be engaged in, choose to continue, and increase performance inside of action in that they have strong self-efficacy thoughts if they hold the necessary abilities and environmental reinforcement (Lent, *et al.,* 1994). The SCCT is relevant in this research as it helps to understand the factors that affect individuals' choices concerning career aspirations and goals. The theory also helped in understanding the significance of career provision in successful career progress and employability which is the aim of the public service internship program.

2.3 Conceptual Framework

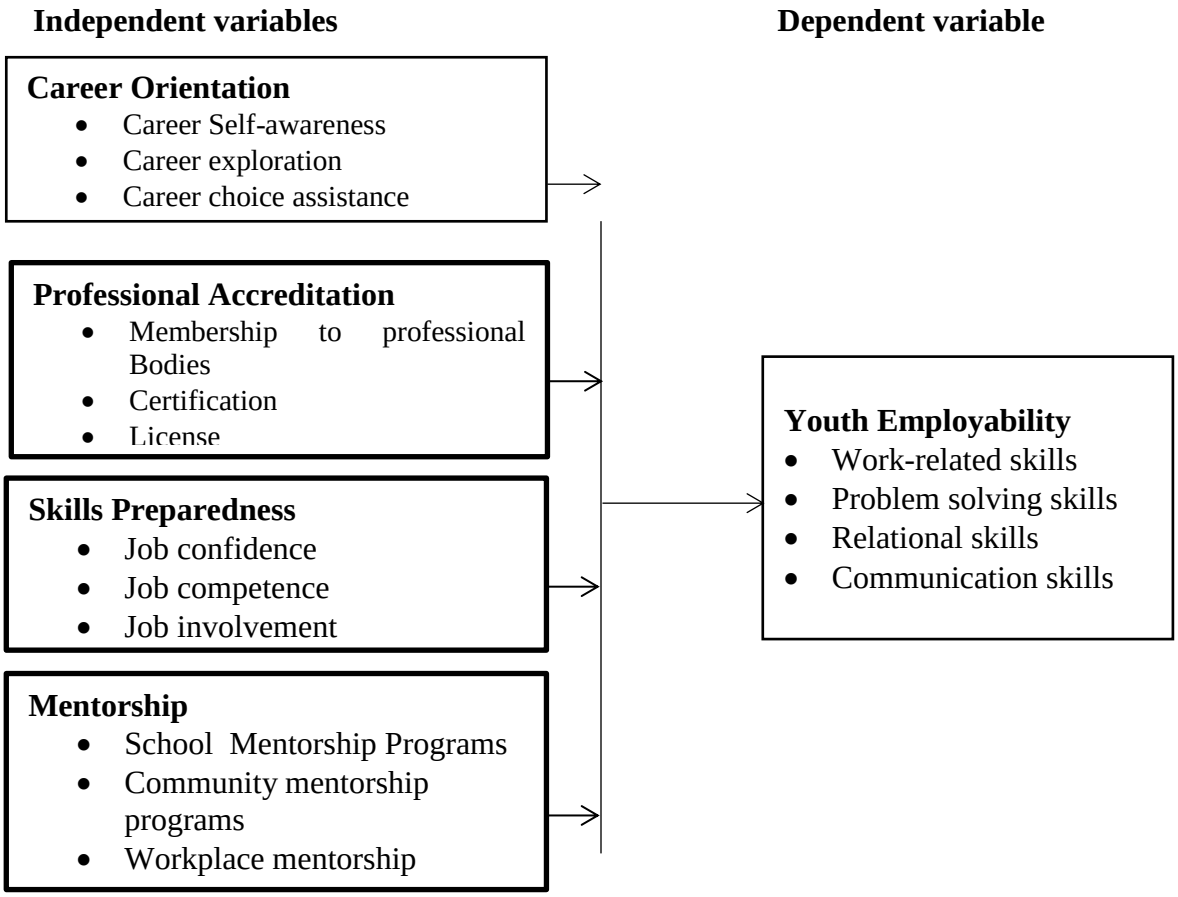

Figure 2. 2: Conceptual Framework

Source: Researcher (2021)

A conceptual framework is a reasonable description of the entire study activity. It is a reflective, metacognitive, and functioning component of the whole investigation procedure. It is created from the study's ideas on determining the study issue, the problem that is being researched; the research questions that need to be answered, the scholarly works to be reviewed, applicable theories, the research methodology, instruments, and procedures to be used in data collection analysis (Ravitch & Riggan, 2017). The independent variables of the study were career orientation; professional accreditation; skills preparedness; mentorship; and career progression.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This section describes the survey methods and techniques used to carry out the study. The survey design, factors of evaluation, study location, study population, sampling processes, sample size, pilot study, validity, and reliability of the study instruments are all included. This section includes discusses the data collection procedures employed, data processing and dissemination, as well as logistical and ethical aspects.

3.2 Research design

A research design is a plan, strategy, and organization for researching to find responses to the study topic or research questions. The plan is a complete programme or scheme of the research. This research employed an explanatory research design. This study sought to expound on the how and why to explain the association and possible connections between predicted and predictor variables (Williamson, 2002). This study sought to analyse the effect of the Public Service Internship Program (PSIP) on youth employability in Nairobi City County, Kenya. This design made it possible for the investigator to investigate the relationships between Public Service Internship Program (PSIP) and youth employability in Nairobi City County, Kenya. Explanatory also permits the investigator to choose the variable to evaluate and the effective method for the evaluation.

3.3 Variables of Analysis

The study's independent factors are career orientation; professional accreditation; skills preparedness; and mentorship. Alternatively, the predicted variable of the study is youth employability.

3.3.1 Career Orientation

Career orientation is a career development instructional guidance that helps to prepare students or graduates to understand the career opportunities and options and enable them to make well-versed and reasonable career selections (OECD, 2014). Career orientation promotes the beneficiary's essential employability market skills necessary for the move from college to work, in addition to the formation of work ethics, goals, attitudes, and values (Krumboltz &Worthington, 2011).

3.3.2 Professional Accreditation

Professional accreditation validates a course through a relevant professional body. It helps in the registration of competent people for specific jobs (Lester, 2010). Therefore, students who complete such courses are perceived to be competent to handle tasks related to the profession. Professional accreditation may be in relation to fields such as accounting, engineering, and quantity surveying among others.

3.3.3 Skills preparedness

This is the state of being ready with the relevant work skills in a particular profession. An employee who is skills preparedness is normally ready and able to act immediately in his or her specific profession. Some of the skills a potential employee needs to possess to exhibit skills preparedness include punctuality and time management, professional orientation, communication skills; problem-solving, and teamwork ethics (Klein, 2018).

3.3.4 Mentorship

The mentorship program is crucial as a long-term intervention to improve the capacity of the mentee in the development of skills, knowledge, and relevant personal qualities that are valued by employers (Employer Mentoring Handbook, 2016). It is perceived

as the best approach to improve the acquisition and development of highly demanded employability skills in the current dynamic world of diverse practices and technological advancement (Burnham, Schiro, & Fleming, 2011).

3.3.5 Youth employability

Youth employability helps young people to secure their first employment opportunity, maintain the job, and switch to another employment if need be. It requires possessing a set of abilities, understanding, understanding, and individual characteristics that enable him/her to select and obtain employment in that they may be successful and fulfilled (Dacre Pool & Sewell, 2007).

3.4 Location of the study

The study was done in Nairobi City County among the youths who benefited from the public service internship program in 2018. The location is preferred because all the ministry and state departments where the interns were posted are accessible in Nairobi City County.

3.5 Target population

The target population was the 1,439 interns who benefited from the government-sponsored internship programs and were posted in various state departments, agencies, and ministries in 2018 as presented in Table 3.1.

Table 3. 1: Target Population

Ministry/Department/Agency	No. of Interns engaged	Percentage
State Department of Gender Affairs	10	0.69
Kenya Tsetse and Trypanosomiasis Eradication Council	33	2.29
Kenya Revenue Authority	66	4.59
Uwezo Fund Oversight Board	28	1.95
Director of Public Prosecutions	61	4.24
National Aids Control Council	10	0.69
Public-Private Partnership Unit of the National Treasury	10	0.69
State Department for Public Service and Youth	33	2.29
State Department for Transport	10	0.69
The Attorney General office and Justice Department	50	3.47
Ministry of Tourism	10	0.69
State Department of Environment	10	0.69
State Department of Housing and Urban Development	10	0.69
Kenya Rural Roads Authority	10	0.69
State Department for Water Services	25	1.74
Engineer Board of Kenya	3	0.21
State Department for Livestock	1060	73.66
Total	**1,439**	**100.00**

Source: *Public Service Commission (2018)*

3.6 Sampling techniques and sample size

3.6.1. Sample Size Determination

Slovin's formula was used to establish a representative sample size for the study. Slovin's formula is shown below (Bryman, 2012).

$$\boldsymbol{n = \frac{N}{1+N(e)2}}$$

N = target population

n **=** Sample size

e **=** level of confidence or error of tolerance ***(0.1)***

Therefore, the sample size denoted by *n* is given by

$$\mathbf{n= \frac{1{,}439}{1+1{,}439(0.1)2} = 93.5}$$

Hence, the sample size was 94 participants while the stratum sample is distributed as presented in Table 3.2 using a stratified sampling technique.

3.6.2 Sampling Techniques

To obtain a sample that serves to present the intended population; the investigator used stratified sampling and random sampling procedures. Stratified sampling was applied in categorizing the government ministry, agency, or departments where the targeted participants were posted for internship. Simple random sampling, on the other hand, was applied to randomly select participants in each stratum. This technique was preferred because it provides all subjects in the targeted population equal opportunity to be included in the representative sample since it is a probability sampling (Hamed, 2016). Therefore, the sampling procedure started with stratifying the categorizing of the government ministry, agency, or departments. Then a list of the participants in each category was obtained from the relevant authority. Each participant was assigned a unique number. Then, random records were produced using a random number maker

and once the random number coincided with the number in the list, the participants assigned that number were included in the sample. This was repeated to select the number of participants required in every category.

In this study, Cochran's stratified sampling approach (1977), was adopted to determine the distribution of the sample.

N=the target population

n= the desired sample size

N_i= i^{th} stratum population. For i=1, 2…….,…., 17

n_i=i^{th} stratum sample size. For i= 1, 2,….,….,…17

Then we compute i^{th} stratum sample as follows

$n_{i=}\frac{ithstratumpopulation}{targetpopulation(N)}$x (the desired sample size(n)

As a result, by combining the strata samples, we get the required sample size. $n=n_1+n_2$ which can be summarized as follows:

$$n = \sum_{i=1}^{k} n_i$$

Where n is desired sample size, is the sum mation from i^{th} to k^{th} stratum samples, n_i is i^t stratum sample size, and k is the total $\sum_{i}^{k}$ of stratum samples/number of strata.

Table 3. 2: Sample Size

Ministry/Department/Agency	Strata Population (Ni)	$n_i = \frac{ithstratumpopulation}{targetpopulation(N)} x\ n$	% of the desired sample size
State Department of Gender Affairs	10	1	0.0653
Kenya Tsetse & Trypanosomiasis Eradication Council	33	2	0.0653
Kenya Revenue Authority	66	4	0.0653
Uwezo Fund Oversight Board	28	1	0.0653
Director of Public Prosecutions	61	4	0.0653
National Aids Control Council	10	1	0.0653
Public-Private Partnership Unit of the National Treasury	10	1	0.0653
State Department for Public Service and Youth	33	2	0.0653
State Department for Transport	10	1	0.0653
Attorney General office and Justice Department	50	3	0.0653
Ministry of Tourism	10	1	0.0653
State Department of Environment	10	1	0.0653
State Department of Housing and Urban Development	10	1	0.0653
Kenya Rural Roads Authority	10	1	0.0653
State Department for Water Services	25	1	0.0653
Engineer Board of Kenya	3	0	0.0653
State Department for Livestock	1060	69	0.0653
Total	**1,439**	**94**	

Source: *Public Service Commission (2018)*

3.7 Research Instruments

Questionnaires were used in this study tool for the collection of primary data from the sampled participants. The questionnaire was semi-structured with both open- and closed-ended queries, which helped in the collection of both quantitative and qualitative data from the participants. The questionnaire was preferred as the research instrument due to its advantages over other instruments. For instance, by using questionnaires, a researcher can collection of data from a bigger sample and minimize chances of bias (Cooper and Schindler, 2006).

3.8 Pilot Study

The research instruments were pre-tested before their actual use in the study. This was done among 10 participants who are also young people who have also benefited from the internship program. These people were, however, excluded from the actual study to avoid monotony. The responses of the 10 participants were scrutinized for clarity and ambiguity was rectified. This was crucial in polishing up the queries and improving the internal consistency of the research instruments (Newing, 2011; Kothari, 2010).

3.8.1 Validity

The validity of a study tool is the degree of measurement of a study tool measures the intended outcome. Various categories of validity were considered in this study. According to Taherdoost, (2016), these may include; criterion validity, face validity, constructs validity, and content validity. Face Validity is the extent to which the questions in the research instruments analytically and linguistically look like what it supposed to be measured. This was enhanced in this study through expert assessment of the research instruments where the supervisors gave guidance. The extent to which the research tool items are relevant and representative of the goal concept is referred to as content validity. This was enhanced by developing the questionnaire using a

literature review as well as guidance from experts. Construct validity is the degree that the measure of various constructs minimally correlates or diverges with one another. This validity is enhanced through the Q-method or Q-sorting, which entails a systematic studying of the respondent's viewpoints. Criterion validity is the degree that a measure forecasts another measure. This validity was enhanced using regression analysis (Engellant, Holland, & Piper, 2016).

3.8.2 Reliability

It is the extent of a measure of a certain event that produces consistent and steady findings. It's all about repeatability. A scale is considered reliable if a repeated measurement made by a tool under persistent circumstances produces outcomes that are equivalent to previous measurements (Taherdoost, 2016). In this study reliability of the research instrument was measured using Cronbach's alpha correlation which is between a range of 0 and 1. It quantifies the extent to which items on the research instruments are correlated with each other.

To assess the reliability of the study tool, the questionnaire used in the pilot study was keyed in the SPSS and Cronbach's alpha correlation generated. This presents the degree that the items in the questionnaires in every variable correlate with each other. The greater the alpha coefficient values, the greater the reliability, and vice versa (Kothari, 2004). Therefore, the items with Cronbach's alpha coefficient were removed from the questionnaire to ensure that all the items correctly measure what they were intended to measure. The item with 0.7 and above was accepted while any item below 0.7 was rejected. Table 3.3 shows the outcome of the reliability determined on Cronbach's alpha.

Table 3. 3: Reliability Test *n*=10

Variable	Item	Cronbach's Alpha	Reliability
Career Orientation	6	0.847	Reliable
Professional Accreditation	6	0.717	Reliable
Skills Preparedness	6	0.863	Reliable
Mentorship	5	0.892	Reliable
Youth employability	4	0.729	Reliable

Source: (Survey data, 2022)

3.9 Data Collection Techniques

Questionnaires were utilized in the collection of data. It was preferred due to its benefits which include being inexpensive in collecting data over a large population; allowing anonymity and may resulting in more honest responses and helping in eliminating bias. dropping and picking approach was adopted in the distribution of questionnaires to the sampled respondents.

3.10 Data Analysis and Presentation

The SPSS was used in the analysis of the data for this study. The filled questionnaires were cross-checked for completeness and reliability. The surveys returned questionnaires were coded to allow the academic to avoid mistakes during data input and analysis while also making the data easier to analyse and interpret. Descriptive statistics comprising frequencies, proportions, standard deviation, and mean will be used to analyse quantitative data. The descriptive statistic helped to come up with summary measures of the observed sampled and prepare data for further analysis and

interpretation. The presentation of outcomes obtained from the descriptive analysis is given in tables, and figures. Demographic data were analysed using percentages and frequencies tables and charts. The qualitative facts were summarised using a thematic approach and presented per the objectives. Inferential statistics entailed correlation analysis and regression analysis. A multiple regression analysis was also used to assess the association involving the predicted and predicting variables. The following is the regression model:

$$\mathbf{Y = \beta_0 + \beta_1 x_1 + \beta_2 X_2 + \beta_3 X_3 + \varepsilon}$$

Whereby;

Y = Youth Employability

β0 = Constant

β1 and β2 = Coefficients of determination

X_1 = Career Orientation

X_2 =Professional Accreditation

X_3 = Skills preparedness

X_4 = Mentorship

ε = Error term

3. 10.1 Tests of Assumption

The tests of assumption for the multiple regression model used in the analysis included:

3. 10. 1.1 Test of Normality

The premise of normality is that constant switching values are regularly scattered around the average (Tharenou, Donohue & Cooper, 2007). A bell-shaped curve with the highest incidence of values in the middle and decreased values toward the extremities and distribution of scores around the average is referred to as normal. It is possible to test the normality of the information using both statistical and visual techniques.

3. 10.1.2 Multicollinearity

Multicollinearity refers to the presence of a correlation between two or more independent variables (Ott & Longnecker, 2016). It is challenging to isolate the specific impacts of different parameters because of multicollinearity. The degree of association between variables is demonstrated using Variance Inflation Factors (VIF). Any VIF > 10 suggests the presence of a correlation (Hair, Black, Babin & Anderson, 2019).

3.11 Logistical and Ethical Considerations

The study sought the required authorisation from the relevant authority. First, an introductory letter was sought from the college. The letter helped the researcher get the permit from NACOSTI. The research permit authorised the researcher to access the field of study. Besides, the study was done with ethical considerations in mind. For example, participation in the study was entirely voluntary. The purpose of the study was described to the participants, and their rights were respected. In addition, the researcher sought respondents' informed consent before engaging them in the study.

CHAPTER FOUR

RESEARCH FINDINGS AND DISCUSSIONS

4.1 Introduction

This section outlines the analysis and outcome of the analysis based on the research objectives. However, first a response rate and results of the demographic background of the participants including gender, age, education, and employment status. This is followed by descriptive statistics and eventually inferential statistics.

4.2 Response Rate

Response rate is significant in guaranteeing the sample is an unbiased representation of the target population; a high response increases the representation while a low response rate increases the chance of low power and inaccurate effect of size estimation. The 94 questionnaires were distributed to the sampled participants but only 78 questionnaires were properly filled out and returned. This account for 82.98% of the participation as illustrated in Table 4.1. This is considered sufficient for the generalization of the population (Kothari, 2012)

Table 4. 1: Response Rate

Response	Frequency	Percent
Questionnaires Returned	78	82.98
Questionnaire not returned	16	17.02
Total	**94**	**100.00**

Source: (Survey data, 2022)

4.3 Respondent's Gender

Gender is an important indicator in social economic and policy studies. Gender in the assessment of the Public Service Internship Program (PSIP) effect on youth employability in Nairobi City County, Kenya provides information on gender representation in the Public Service Internship Program (PSIP) and youth employability. The researcher sought to assess the distribution of gender of every respondent. The findings are given in the pie chart (Figure 4.1)

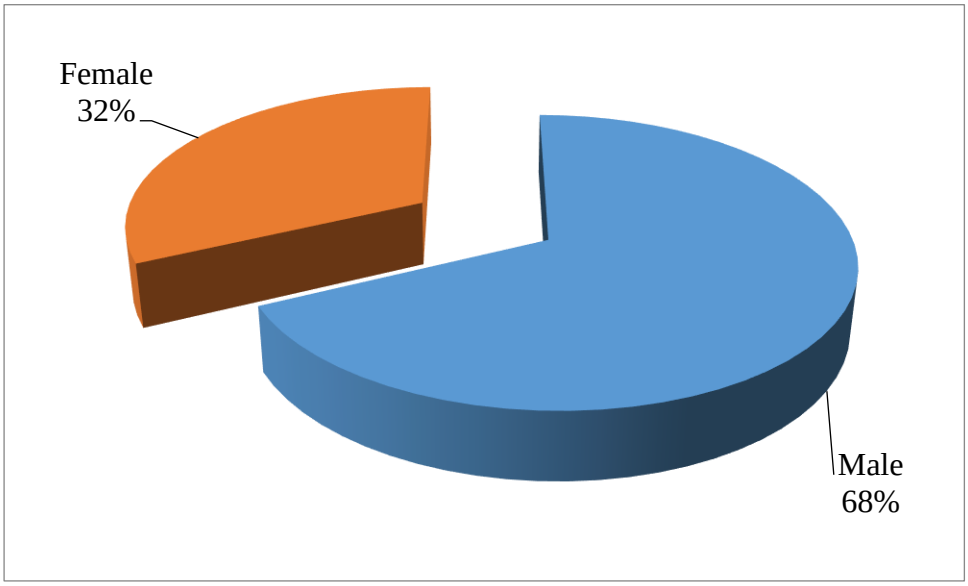

Figure 4. 1: Gender of the Participants

Source: (Survey data, 2022)

The findings given in Figure 4.1 indicate that both males and females took part in the study. However, the majority of respondents with respect to gender were male, who accounted for 67.97% while the female was 32.05%. This implies that there is a low representation of the female gender in the Public Service Internship Program (PSIP). However, it is within two third gender rule representation but lower than actual representative graduates by gender which is approximately 40% (Statistica, 2022).

Therefore, there is a need to increase female Public Service Internship Program (PSIP) opportunities.

4.4 Respondent's Age Bracket

Age is also an important indicator in social economic and policy studies. People of younger age have higher chances of longer study years which reduce with an increase in years. The investigator determined the age bracket of the participants. The outcomes are outlined in the bar graph in figure 4.2.

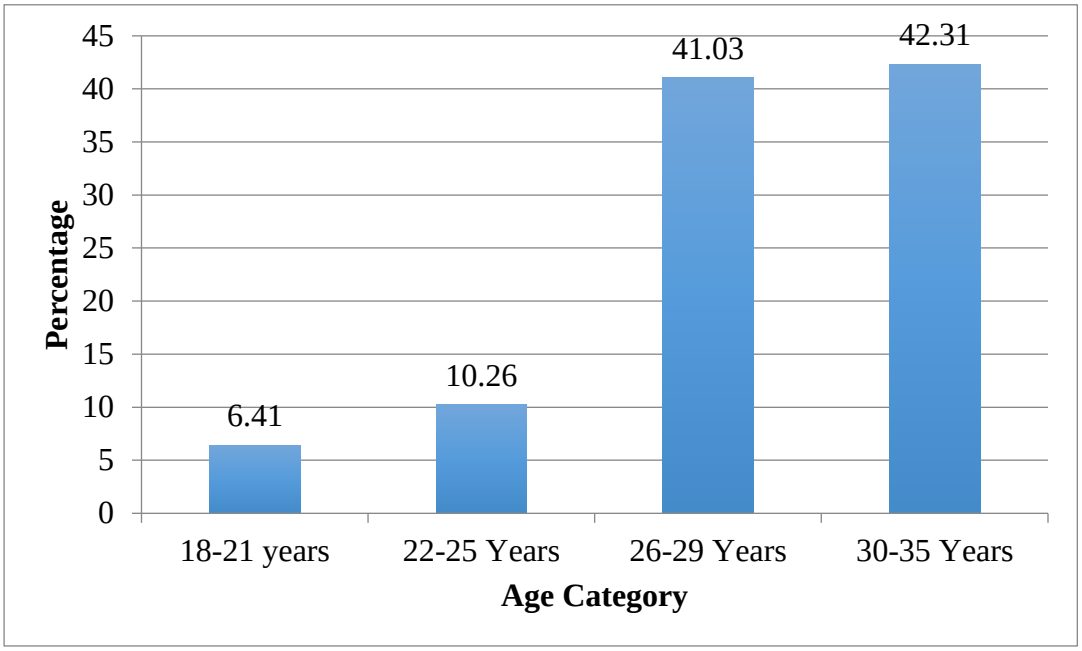

Figure 4. 2: Age Bracket of Participants

Source: (Survey data, 2022)

The results presented in figure 4.2 shows that most of the participants were aged between 26 and 35 years. The majority at 42.31% were aged between 30 and 35 years and 41.03% of age ranged from 26 to 29 years. However, 10.26% of the participants' ages ranged from 22 to 25 years and 6.41% were ages ranged from 18 to 21 years. This suggests that all the respondents were within the youth brackets. This implies the

respondents have higher chances of furthering their education which in turn would increase their employability.

4.5 Respondent's Education Level

Apart from Public Service Internship Program (PSIP), individual education qualification is an important factor for youth employability; people with higher education qualifications have higher employment opportunities as opposed to those with low education. The researcher further assessed the level of education of the participants. The findings are given in a bar graph shown in figure 4.3.

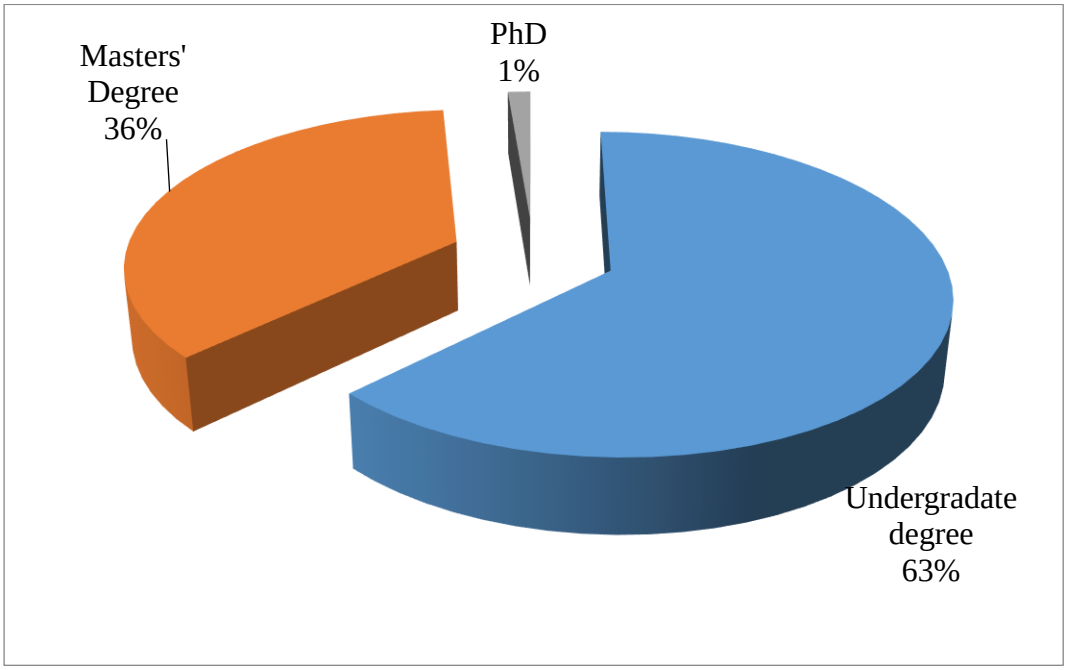

Figure 4. 3: Education Level of Participants

Source: (Survey data, 2022)

Figure 4.3 shows that the majority of the participants 62.82% have achieved an undergraduate degree while 35.90% had attained a master's degree as their highest education level. It was only 1.28% of the participants who had attained a Ph.D. degree.

Despite that highest of the participants had above 25%, and the majority had only attained undergraduate qualifications level.

4.6 Respondent's Employment Status

The employment status in this study was very critical as it is an indication of employability. A high employment rate is an indication that the Public Service Internship Program (PSIP) could have influenced youth employability while low employment would suggest the Public Service Internship Program (PSIP) could be having a low influence on youth employability. The investigator also assessed the employment status of the participants. The results are given in Figure 4.4.

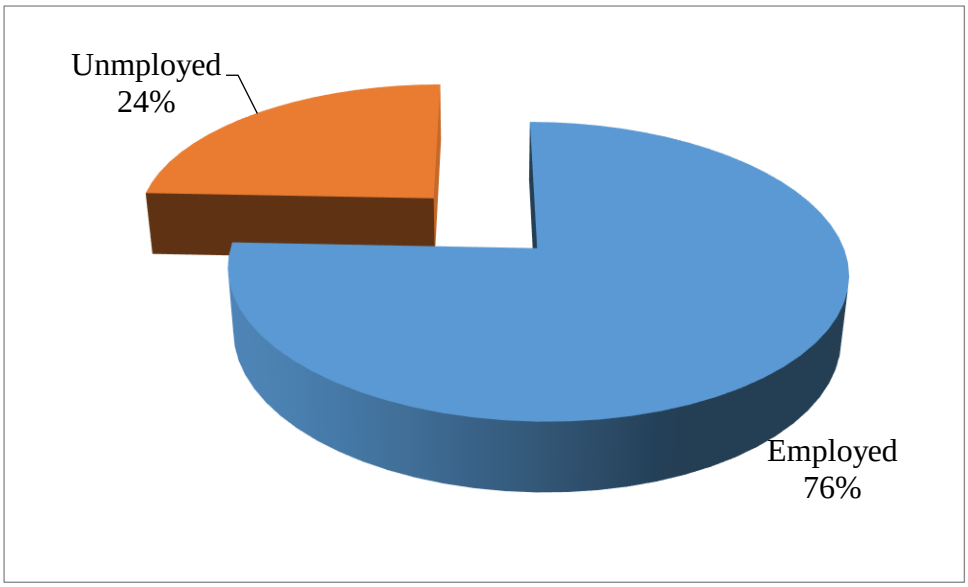

Figure 4. 4: Employment Status of Participants

Source: (Survey data, 2022)

The results presented in figure 4.4 shows that most of the participants had secure employment after their internship programs as shown by 75.64%. However, there are still 24.36% of the participants who had gone through the internship program but are unemployed. This implies that Public Service Internship Program (PSIP) could be

influencing youth employability. However, this will be confirmed using inferential statistics. This finding is consistent with Eurostatics (2022) which indicated the employment of graduates with times ranges between 57.9% and 93.1% in most countries. The level of employability of young people aged 20 to 29—the age range of recent university graduates—was over 67.6 %, with a long-term level of employability of 92.1%, which is within the global range (KNBS, 2021).

4.7 Descriptive Statistics

4.7.1 Career Orientation through Internship

The first objective of the research was to establish the effects of career orientation on youth employability in Nairobi City County. Therefore, descriptive statistics for the participant's responses to statements are meant to assess the effects of career orientation on youth employability. This study hypothesized that career orientation influences an individual ability to cope with the dynamics at the workplace, comprehend available career opportunities in their profession, make informed choices, improve competitiveness, make the right choices and enhance career awareness (see Table 4.2).

Table 4. 2: Career Orientation

Statements	**Strongly Agree**	**Agree**	**Neutral**	**Disagree**	**strongly Disagree**	**Mean**	**Standard deviation**
Career orientation helped me to cope with the dynamics in the workplace	62.8	33.3	3.8	0	0	4.58	0.56
Career orientation during the PSIP helped me to understand the career opportunities available in my profession	65.4	34.6	0	0	0	4.65	0.47
Career orientation during the PSIP helped me to make informed career choices	61.5	33.3	5.1	0	0	4.56	0.59
Career orientation during the PSIP helped me enhance my competitiveness in my profession	71.8	28.2	0	0	0	4.71	0.45
Career orientation during the PSIP assisted me in making the right career choice	64.1	35.9	0	0	0	4.64	0.48
Carer orientation during the PSIP helped me enhance my career awareness	57.7	42.3	0	0	0	4.57	0.49
Aggregate						**4.61**	**0.50**

Source: (Survey data, 2022)

After career orientation, it is expected that the participants will develop an ability to cope with dynamics in the workplace which increases their employability (Bravo et al., 2017). As illustrated in Table 4.2, the combined mean for the responses was 4.61 an

implication that most of the participants strongly agreed with the statements. On the other hand, the aggregate standards deviation was 0.50 confirming that there was less variation in responses. In particular, 62.8% strongly agreed and 33.3% agreed that career orientation helped them to cope with the dynamics in the workplace. This finding is consistent with Baruch, Bhaskar and Mishra (2019) study which found career orientation increased graduate ability to cope with work dynamics increasing their employability of graduate. However, 3.8% of the participants neither agreed nor disagreed, but remained neutral. This implies that the career orientation during Public Service Internship Program (PSIP) enhanced participants' capability to manage the dynamics at the place of work.

The ability to understand the available opportunities and making of informed choices is an important individual aspect when seeking an employment opportunity (Banu, 2021; Jackson & Wilton, 2016). People with a better ability to make informed choices have higher employability chances and vice versa. This study sought participants' level of agreement with the claim that career orientation affected their employability. It was found majority agreed that career orientation helped them to understand the career opportunities available in their profession as shown by 65.4% strong agreement and 34.6% of agreement.

This confirms the findings of Cortés-Sánchez and Grueso (2017) who observed that career orientation helped the participants to choose employment opportunities. Also, the participant majority agreed or strongly agreed that career orientation during the PSIP helped them to make informed career choices as implied by 61.5% of strong agreements and 33.3% of agreements, a finding which is consistent with Afanasiev, et al., (2018) who found that career orientation increased the graduate ability to make informed choices.

Career orientation is expected to improve participant competitiveness (Baruch, Bhaskar, & Mishra, 2019), the ability to make the right choices (Kaplan, 2020) as well enhancement of one's career awareness (Uleanya, Naidoo, Rugbeer & Rugbeer, 2019). This study sought to assess the participant's agreement with the claim that career orientation had contributed to improved competitiveness, ability to make the right choices, and enhancement of career awareness. The study found that the majority of the participants agreed or strongly agreed that career orientation during the PSIP helped them enhance their competitiveness in their profession as shown by 71.8% who strongly agreed and 28.2% who agreed, a finding which is consistent with a study conducted by Bönte, Lombardo, and Urbig, (2017).

On the same note, most of the participants agreed that career orientation during the PSIP assisted them in making the right career choice as shown by 64.1% who strongly agreed and 35.9% who agreed. The study findings were consistent with Jaskiewicz, Luchak, Oh, & Chlosta, (2016) who found career orientation increased the ability to make the right choices. Finally, all participants indicated that carer orientation during the PSIP helped them enhance their career awareness as shown by 57.7% who strongly agree and 42.3% who agreed. The findings were consistent with Coetzee (2022) who found career orientation increased career awareness among graduates.

Individual perception of the importance of career orientation during the Public Service Internship Program (PSIP) is critical in drawing the relevance of the relationship between the program and youth employability. The investigator also sought to determine the participant's opinions on career orientation influences on their employability. The results are presented in figure 4.5

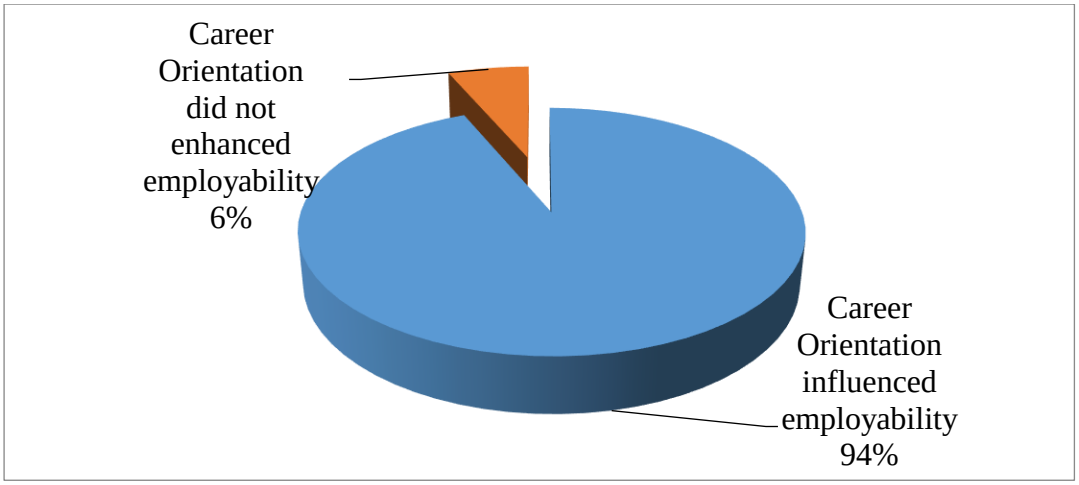

Figure 4. 5: Respondents' opinion on whether career orientation influences their employability

Source: (Survey data, 2022)

As shown in figure 4.5, the findings revealed that nearly all participants indicated that career orientation influences their employability as shown by 93.59% while the rest 6.41% indicated that career orientation does not influence their employability. When asked to explain the answers, the participants indicated they indeed believe that career orientation influences youth employability. The majority noted that career orientation helped them learn new skills, teamwork, work ethics, and different career choices within my profession. This in turn made them more suited to the job requirements stipulated a finding which is supported by found Baruch, Bhaskar & Mishra (2019) who found career orientation influenced the employability of graduates.

4.7.2 Professional Accreditation through Internship

The second part sought to examine the effects of professional accreditation on youth employability. The study hypothesized that individual membership in an accredited professional body improves one image; it paints an individual as a competent professional with the ability to handle tasks, confirms one's competence in handling tasks, and improves individual competitiveness in job markets as well as other markets,

and preparedness for the job market. This study assesses the perceived relevance of professional accreditation on the employability of the participants. The descriptive statistics of the responses to statements meant to assess the influence of professional accreditation on youth employability were analysed and presented in Table 4.3.

Table 4. 3: Professional Accreditation

Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Mean	Standard deviation
Membership in a professional body relevant to my profession portrays my competent in the profession	67.9	32.1	0	0	0	4.67	0.46
Certification by the professional body in my profession portrays my competence in handling tasks.	69.2	30.8	0	0	0	4.69	0.46
Licensing in my profession is important as it confirms my competence in handling tasks.	73.1	26.9	0	0	0	4.73	0.45
Membership in a professional body relevant to my profession has made me competitive in the job market.	79.5	19.2	1.3	0	0	4.78	0.44
Certification by the professional body in my profession has enhanced my competitiveness in the market	57.7	38.5	3.8	0	0	4.53	0.57
Professional accreditation has enhanced my readiness for the market	60.3	39.7	0	0	0	4.60	0.49
Aggregate						**4.66**	**0.47**

Source: (Survey data, 2022)

Having membership in a professional body increases individual employability opportunities (Mistry, 2021). As shown in Table 4.3, the combined mean for the participant responses was 4.66 an indication that the majority of the participants strongly agreed with the statements. On the other hand, the aggregate standard deviation was 0.47 which implies that there was less variation in responses. Specifically, 67.9% strongly agreed and the rest 32% agreed that Membership in a professional body relevant to their profession portrays their competence in the profession. These findings are consistent with Kinash, Crane, Judd, and Knight (2016) who found affiliation to a professional body improved the employability of graduates. This implies that most participants knew the significance of professional body membership in their careers.

Having certification and license from a professional body increases individual image as a professional (Campbell, 2018; SES, 2019). The study sought to assess the level of participants' appreciation of the certification and licensing by professional bodies. All participants indicated that certification by the professional body in their profession portrays their competence in handling tasks as shown by 69.2% who strongly agreed and 30.8% who agreed. This finding was consistent with Walcott, Hyson, McNamara, and Charvat (2018) who associated certification with employability. Equally, the participants indicated that licensing in their profession is important as it confirms their competence in handling tasks as shown by 73.1% of participants who strongly agreed and 26.9% who agreed. This finding was consistent with SES (2019) which associated licenses with employability. This implies that the participants appreciated the certification and licensing by professional bodies.

Membership in a professional body increases individual competitive advantage in the job market (Ortiz, 2020). Also, accreditation enhances individual readiness for the job market (Ferns, Dawson, & Howitt, 2019). This study, therefore, sought to assess the

participant agreement regarding the influence of membership and accreditation by professionals on their relevance in the job market. The study found that most participants agreed that membership in a professional body was relevant to their profession as it made them competitive in the job market as shown by 79.5% who strongly agreed and 19.2% who agreed. However, 1.3% of the participants remained neutral. This finding is consistent with Mistry, (2021) who observed belonging to a professional body increased competitiveness in the job market Most of the participants indicated that certification by the professional body in their profession has enhanced their competitiveness in the market as shown by 57.7% who strongly agreed and 38.5% who agreed. However, 3.8% of the participants were neutral. The findings are consistent with Bridgstock and Jackson (2019) who observed an association between certification and the employability of graduates. Finally, all participants indicated that professional accreditation has enhanced their readiness for the job market as shown by 60.3% who strongly agreed and 39.7% who agreed which is consistent with Ferns, Dawson, and Howitt (2019). This implies that the majority appreciated the membership and accreditation by professional bodies on their relevance in the job market

The researcher also sought to establish whether the participants were accredited to any profession. The findings are presented in Figure 4.6.

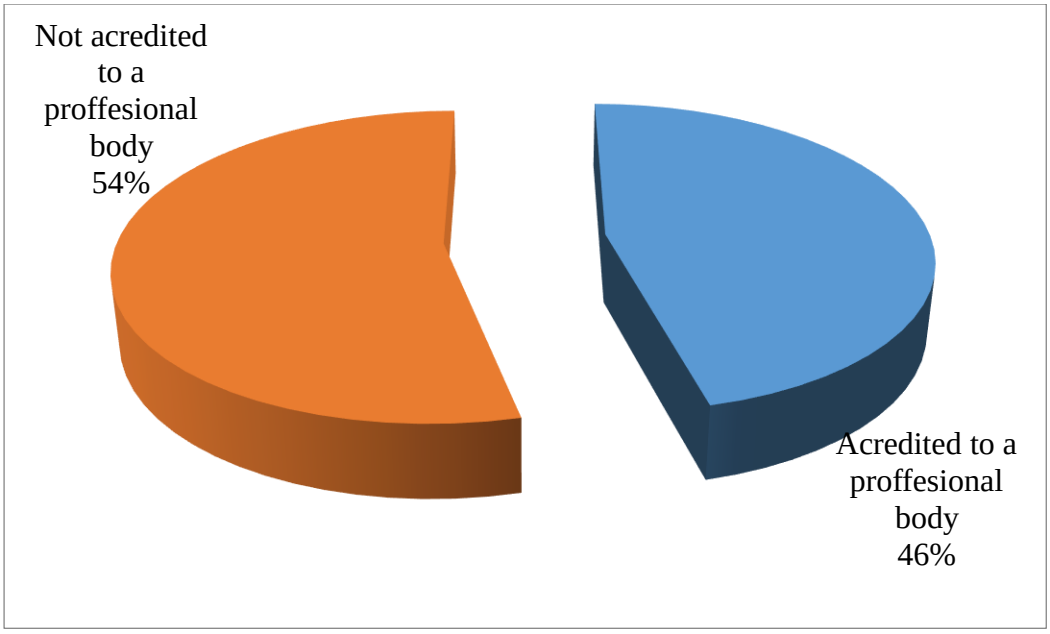

Figure 4. 6: Whether the participants are accredited to any profession

Source: (Survey data, 2022)

Despite underscoring the importance of accreditation to a professional most participants were not accredited to any profession as shown by 53.85%, and only, 46.15% were accredited to some profession (figure 4.6). A study conducted by Liang, et al. (2015) also recorded an average membership to a professional body. Those who indicated that they were not accredited indicated that their profession does not require accreditation while some indicated that they didn't have the required resources to be accredited. The researcher further sought to enquire how professional accreditation has influenced their employability. Most participants whose profession requires accreditation noted that it has indeed influenced their employability in that employers prefer registered professionals. Therefore, those who were registered noted that accreditation has helped them in securing employment.

4.7.3 Skills preparedness through Internship

The third section assessed the effects of skills preparedness on youth employability in Nairobi City County. The descriptive statistics of the responses to statements meant to

assess the influence of skills preparedness on youth employability were analysed as shown in Table 4.4. The study hypothesized that skilled preparedness influenced youth employability. The study assessed if the internship enhanced their skills, enhanced competence, was ready for the job, improved their communication skills, enhanced teamwork skills, and problem-solving skills.

Table 4. 4: Skills preparedness

Statement	**Strongly Agree**	**Agree**	**Neutral**	**Disagree**	**strongly Disagree**	**Mean**	**Standard deviation**
The internship program helped me enhance my skills which gave me confidence in working in my profession	64.1	35.9	0	0	0	4.64	0.48
The skills I gained during the internship program have enhanced my competencies	51.3	46.2	2.6	0	0	4.48	0.55
The internship program helped me to be job-ready and increased my chance of employability	89.7	7.7	2.6	0	0	4.87	0.40
The internship program helped me improve my communication skills	83.3	16.7	0	0	0	4.83	0.37
The internship program helped me enhance my teamwork skills	48.7	51.7	0	0	0	4.48	0.50
The internship program helped me to improve my problem-solving skills.	80.8	15.4	3.8	0	0	4.76	0.51
Aggregate						**4.67**	**0.46**

Source: (Survey data, 2022)

Acquisition of skills is important in improving one's confidence in their profession and their employability (OrnellasFalkner & Stålbrandt, 2018). It also increases one

competency (Boahin & Hofman, 2014). From Table 4.4, the combined mean for the responses was 4.67, an indication that most of the participants strongly agreed with the statements. This was confirmed by the low aggregate standard deviation of 0.46, which shows to that there was low variation in responses. In particular, all participants indicated that the internship program helped them enhance their skills which gave them confidence in working in their profession as shown by 64.1% who strongly agreed and 35.9% who agreed.

This finding is consistent with Anjum (2020) who found that internship programs enhanced graduate skills in Pakistan. Most of the participants indicated that the skills they gained during the internship program have enhanced their competencies as indicated by 51.3% of the participants who strongly agreed and 46.2% of the participants who agreed. This implies that the internship program enhanced their skills which gave them confidence in working in their profession as well as enhancement of their competencies. According to De Vos, De Hauw, and Van der Heijden, (2011) acquisition of skills during an internship program enhances individual competence increasing their employability.

Internships program should promote skills and competence to help individuals' readiness and a chance for employability and community skills (Jackson, 2018). The study assessed the degree to which internships increased readiness and the chance of employability and community skills. The study found the majority of the participants agreed that the internship program helped them to be job-ready and increased their chance of employability as showed 89.7% of participants strongly agreed and 7.7% agreed. Blumenberg (2002), however, 2.6% of the participant neither agreed nor disagreed, but remained neutral. Further, all participants indicated that the internship program helped them improve their communication skills as shown by 83.3% of the

participants who strongly agreed and the rest 16.7% who agreed. This finding is consistent with Rahim and Tazijan (2011) who found internships improved communication among graduates. This implies internship program improved the readiness and chance of employability and community skills among the participants.

During the internship, program individuals are expected to improve their teamwork and problem-solving skills (Kuo, Hwang, Chen & Chen, 2012; Le Doux, & Waller, 2016). The study assessed the level of agreement on the relevance of internship programs in the individuals' acquisition of teamwork and problem-solving skills. It was found that the internship program helped them enhance their teamwork skills as shown by 48.7% of participants who strongly agreed and 51.7% who agreed.

The findings are consistent with Le Doux and Waller (2016), who found that the internship programs equipped beneficiaries with problem-solving skills. Further, the majority of the participants agreed that the internship program helped them to improve their problem-solving skills as shown by 80.8% of participants who strongly agreed and 15.4% who agreed, while only 3.8% were neutral.

The researcher further sought to establish the participant's opinions on whether the skills they acquired during the internship program helped to increase their chances of getting employed. The results are presented in Figure 4.7.

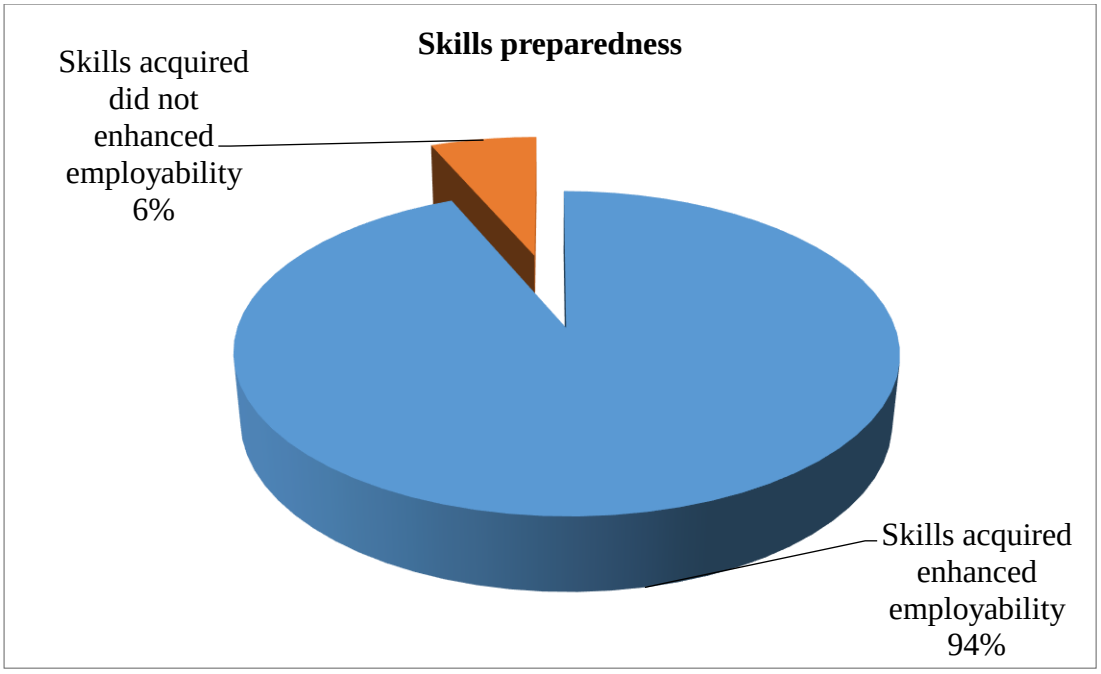

Figure 4. 7: Participants' opinion on whether the skills acquired during PISP enhanced their employability

Source: (Survey data, 2022)

The findings presented in figure 4.7 shows that most participants noted that the skills they acquired during the internship program helped to increase their chances of getting employed as shown by 93.59%. However, 6.41% noted that the skills they acquired during the internship program did not help to increase their chances of getting employed. Further, the researcher sought to know the skills they acquired during the internship program. The skills that were highlighted by most of the participants included teamwork, communication skills, punctuality, problem-solving, and flexibility in dealing with different issues that may arise. This finding is consistent with Teng, Ma, Pahlevansharif, and Turner (2019) and Kapareliotis, Voutsina, and Patsiotis (2019) found that internship programs improved graduates' preparedness needed at the workplace, hence improving their employability.

4.7.4 Mentorship through Internship

The fourth section assessed the effects of mentorship on youth employability in Nairobi City County. The descriptive statistics of the responses to statements meant to assess the influence of mentorship on youth employability were analysed. The study assessed the participants' rating of the perceived effect of mentorship on youth employability. Mentorships should help one to enhance critical thinking skills, develop self-drive, emotional intelligence, a positive attitude, and appropriate work ethics (see Table 4.5)

Table 4. 5: Mentorship during the internship programme

Statements	**Strongly Agree**	**Agree**	**Neutral**	**Disagree**	**strongly Disagree**	**Mean**	**Standard deviation**
The mentorship during the internship program helped to enhance my critical thinking skills which have been useful in my workplace.	53.8	46.2	0	0	0	4.53	0.50
The mentorship during the internship program helped to develop self-drive which has been helpful in my employment.	53.8	46.2	0	0	0	4.53	0.50
The mentorship during the internship program helped me to develop my emotional intelligence.	55.1	44.9	0	0	0	4.55	0.50
The mentorship during the internship program helped me develop a positive attitude	61.5	38.5	0	0	0	4.61	0.48
The mentorship during the internship program helped me develop appropriate work ethics	55.1	41.0	3.8	0	0	4.51	0.57
Aggregate						**4.54**	**0.51**

Source: (Survey data, 2022)

Some of the key developments an individual is expected to get after successful mentorship enhance critical thinking skills (Crutcher & Naseem, 2016; Mooney

Simmie & Moles, 2011) and developing self-drive (Ljungberg, Kroll, Libin, & Gordon, 2011). These skills increase individuals' employability and particularly among youth. The study found the aggregate mean of the responses was 4.54 an indication that the majority of the respondents strongly agreed with the statements. On the other hand, the aggregate standard deviation is 0.51 which implies there is less variation in participants' responses.

In particular, the participants indicated that the mentorship during the internship program helped to enhance their critical thinking skills which have been useful in their workplace as shown by 53.8% who strongly agreed and 46.2% who agreed. The findings are consistent with Eller, Lev, and Feurer (2014) who observed that mentorship enhances critical thinking abilities among graduate interns. Similarly, 53.8% of the participants strongly agreed and 46.2% agreed that the mentorship during the internship program helped to develop self-drive which has been helpful in their employment. Ljungberg, Kroll, Libin, & Gordon, (2011) also observed that mentorship improved self-drive among the interns and therefore improved their employability. This implies that participants appreciated the importance of mentorship in enhancing critical thinking skills, and developing self-drive.

Also, mentorships should help youths develop emotional intelligence (Lillis, 2011), a positive attitude (Liu, Xu, & Weitz, 2011), and appropriate work ethics which in turn helps them become more employable. Therefore, this study sought the perceived importance of emotional intelligence, a positive attitude, and appropriate work ethics on youth employability. Further, all participants indicated that the mentorship during the internship program helped them to develop their emotional intelligence as shown by 55.1% who strongly agreed and 44.9% who agreed.

In addition, the participants indicated that the mentorship during the internship program helped them develop a positive attitude as shown by 61.5% who strongly agreed and 38.5% who agreed. The findings support the work of Baranik, Roling, and Eby (2010) who argued that mentorship improved interns' attitudes and cognitive skills. Finally, the majority of the participants indicated that the mentorship during the internship program helped them develop appropriate work ethics as shown by 55.1% of participants who strongly agreed and 41% who agreed. However, 3.8% of the participants neither agreed nor disagreed but remained neutral. This implies that appreciated the importance of mentorship in emotional intelligence, a positive attitude, and appropriateness.

The researcher further sought to establish the participant's opinions on whether the mentorship they received during the internship program helped them enhance their chance of getting employed. The results are presented in figure 4.8.

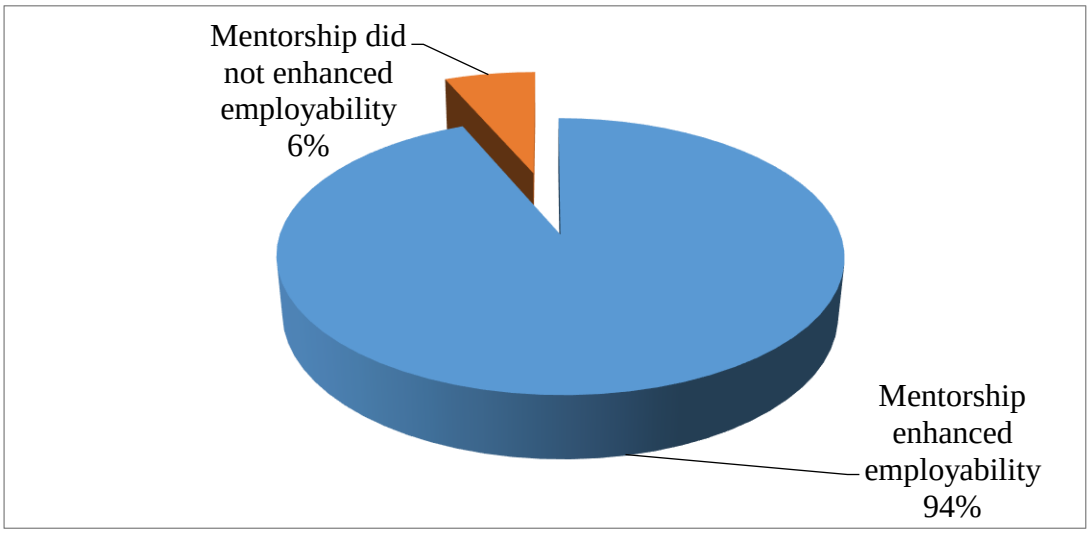

Figure 4.8: Participants' responses on whether mentorship during PSIP enhances their employability

Source: (Survey data, 2022)

The results presented in figure 4.8 shows that the majority of the participants have benefited from the mentorship during their internship program as far as enhancing their chance of being employed as shown by 93.59% who affirmed. On the other hand, a few participants, 6.41% indicated they the mentorship they received during the internship program has not enhanced their chance of being employed. The majority of the participants noted that mentorship made them more confident in the workplace since it ensured they learned new skills. It also helped me learn how to cope with different individuals in the workplace, which in turn increased their chances of being employed. This finding is consistent with Lacy and Copeland (2013) who found that mentorship enhanced the professional development of interns.

4.7.5 Youth employability through Internship

Youth employability is important in promoting productivity and the country's economy. This study assessed the employability of the youths who benefited from the internship programs in various ministries. The researcher assessed the responses on youth employability based on work-related skills, communication skills, analytical and critical thinking, problem analysis, Computing, continuous learning ability, relational skills, and personal development. These attributes are important to employers and the individual tends to be more competitive based on their performance in the above areas. Therefore, this study examined the level of possession of these skills using a self-reporting scale of 1-5 the descriptive statistics on participants' responses are presented in Table 4.6.

Table 4. 6: Youth employability

	Fair		Good		Very good		Excellent		Mean	Std. Deviation
	n	%	n	%	n	%	n	%		
Work-related knowledge and skills	2	2.6	36	46.2	27	34.6	13	16.7	3.65	0.79
Clarity and effectiveness in written communication	2	2.6	27	34.6	37	47.4	12	15.4	3.76	0.74
clarity and effectiveness in oral communication	4	5.1	27	34.6	38	48.7	9	11.5	3.67	0.75
Thinking critically and analytically	2	2.6	36	46.2	35	44.9	5	6.4	3.55	0.66
Analysis of quantitative problems	3	3.8	30	38.5	37	47.4	8	10.3	3.64	0.72
Solving a complex and real-world problem	2	2.6	34	43.6	35	44.9	7	9.0	3.60	0.69
Use of computing and information technology	3	3.8	30	38.5	33	42.3	12	15.4	3.69	0.78
effectiveness while working with others	1	1.3	38	48.7	32	41.0	7	9.0	3.58	0.67
learning effectively on your own	3	3.8	31	39.7	37	47.4	7	9.0	3.62	0.71
Understand people of other races and ethnic backgrounds	2	2.6	37	47.4	34	43.6	5	6.4	3.54	0.66
Developing a personal code of values and ethics	1	1.3	33	42.3	38	48.7	6	7.7	3.63	0.65

Source: (Survey data, 2022)

According to Adebakin (2015), the internship has a significant influence on work-related knowledge and skills which increases youth employability. Most participants considered themselves to have good (46.2%) work-related knowledge and skills while 34.6% and 16.2% considered themselves to have very good and excellent work-related

knowledge and skills respectively. This finding was consistent with Karunaratne and Perera (2019) who found internship was perceived to contribute to work-related knowledge and skills.

Regarding communication which is a critical element of self-expression, the study found an average of very good rating among participants on written as shown by a mean of 3.76, and oral communication skills as shown by a mean of 3.67 with a standard deviation of 074 and 0.75 respectively, implying a low variation. This finding is in line with the findings by Gude *et al* (2017) who found that internship influence communication among youths.

Critical and analytical thinking is an essential aspect of productivity, it influences individuals' capability to function effectively at the workplace and solve ever-changing real-life challenges (Jackling & Natoli, 2015). Most respondents considered themselves to have good (46.2%) Critical and analytical thinking abilities while 44.9% claimed to have very good skills. It is also worth to note the average rating was more inclined to be good with a standard deviation of 0.66. On the ability to analyze a quantitative problem, the study found most participants claimed to have very good skills (47.4%).

The study also assessed the individual ability to use computing and information technology and the ability to learn on their own which are among the two most relevant skills in the current job market. The study found that 42.3% considered themselves very good in the use of computing and information technology while 38.5% considered themselves good. This contradicts a study conducted by Patacsil and Tablatin, (2017) that observed low abilities in the use of computing among graduates even after completion of the internship. On the effectiveness of self-learning, 47.4% considered themselves to be very good while 39.7% considered themselves to be good. The

findings support Jogan and Sushma (2019) who found internships improved learning effectiveness.

Finally, the study assessed the individual understanding of a person of different races and ethnicity and the development of a personal code of moral standards and ethical conduct. The study found most people claimed to be good at appreciating people of different races and ethnicity as shown by 47.4% while 43.6% to have very good. In the development of personal moral standards and ethical conduct, the study found that most of the participants, 48.7% claimed to have a very good personal code of values and ethics. This support the work of Jackson (2017) who argued that internship programs helped students to professional identity through work-related experience; Jackson stress that interns can develop an understanding of people of different races and ethnicity and the development of personal moral standards and ethical conduct.

4.8 Inferential statistics

4.8.1 Correlation analysis

Correlation analysis was employed to test the association between the predicted variables and the predictor variables. The direction of the correlation is given by the sign of the correlation coefficients. On the other hand, the strength of the correlation is given by the numerical values of the correlation coefficient. Where coefficient values from 0.10 to 0.29 are considered weak, from 0.30 to 0.49 are considered moderate; and from 0.50 to 1 are considered strong. Being a two-tailed test, the correlation is statistically significant when the Pearson correlation is less than 0.05 and is flagged with asterisks as shown in Table 4.7

Table 4. 7: Correlation Analysis Matrix

		Youth Employability	Career Orientation	Professional Accreditation	Skills Preparedness	Mentorship
Youth Employability	Pearson Correlation	1	.338**	.407**	.380**	.246*
	Sig. (2-tailed)		.002	.000	.001	.030
	N	78	78	78	78	78
Career Orientation	Pearson Correlation	.338**	1	.477**	.741**	.895**
	Sig. (2-tailed)	.002		.000	.000	.000
	N	78	78	78	78	78
Professional Accreditation	Pearson Correlation	.407**	.477**	1	.435**	.549**
	Sig. (2-tailed)	.000	.000		.000	.000
	N	78	78	78	78	78
Skills Preparedness	Pearson Correlation	.380**	.741**	.435**	1	.784**
	Sig. (2-tailed)	.001	.000	.000		.000
	N	78	78	78	78	78
Mentorship	Pearson Correlation	.246*	.895**	.549**	.784**	1
	Sig. (2-tailed)	.030	.000	.000	.000	
	N	78	78	78	78	78

**. Correlation is significant at the 0.01 level (2-tailed).

Source: (Survey data, 2022)

Pearson correlation coefficient was used to assess the association between career orientation and youth employability; the coefficient value is an indicator of how the change in career orientation influences the change in youth employability. The study found career orientation had a moderate positive and statistically significant association

with youth employability at α=0.05 as shown by r=0.338. This implies a unit change in career orientation will result in a 0.338 unit change in Youth employability. These findings support a previous study by Pitan and Tiku (2017) studied how career guidance affected the employability of college graduates in Nigeria and established that career guidance activities positively influence employability of the college graduates. The findings further support a previous study by Bama and Nnam (2019) who studied carrier guidance and youth employability with a focus on how career fairs impact the employment of the youth and established that career guidance (career choice assistance, career exploration, and career fairs) had a significant correlation and youth employability.

Also, the study tested the association between professional accreditation and Youth employability using the Pearson correlation coefficient. The Pearson correlation coefficient was tested at α=0.05. The study found professional accreditation moderately positively and statistically associated with youth employability at α=0.05 as shown by r=0.407. This implies a unit variation in professional accreditation will lead to a 0.407-unit variation in Youth employability. The findings support a previous study by Mistry (2021) who examined the way being connected with a professional body following completion of a degree helps in the responsiveness of the development of employability abilities through belonging to the profession and established that the students using the Association of Chartered Certified Accountants (ACCA) interventions have developed consciousness of crucial employability abilities required for planning and developing to safeguard their fruitful entry to employment in the accounting occupation.

The findings further support an earlier study by Belanich *et al.,* (2019) who studied the "impact of professional credentials on employability". And found that there was a positive influence between professional certification and the hiring process in some

occupations where Individuals with certification in some professions earned more than those without certification.

The study further tested the association between skills preparedness and Youth employability using the Pearson correlation coefficient. The Pearson correlation coefficient was tested at $\alpha=0.05$. The study found skills preparedness had a moderate positive and statistically significant association with youth employability at $\alpha=0.05$ as shown by $r=0.380$. This implies a unit change in skills preparedness will lead to a 0.380 units change in Youth employability.

The findings are consistent with Rintari (2017) who investigated employability skill preparedness in the Kenyan economic sectors and observed that skills preparedness (in terms of job confidence, job involvement, and job competence) was positively correlated with employability. Besides, the findings were consistent with Yuso and Jamaluddin (2015) who studied the nature of undergraduate proactive actions in Malaysia in employment preparedness before entering the job market and found that several kinds of proactive actions (skills preparedness) fell short of the focused and clear planning and strategies to meet the market needs of their potential careers when they finish their studies which enhance employability.

Finally, the study tested the association between mentorship and Youth employability using the Pearson correlation coefficient and found an $r=0.246$ which is a moderate positive and statistically significant association. This implies that a unit variance in mentorship will result in a 0.246-unit variation in employment among the youths. The findings support a previous study by Nason (2017) who examined the mentorship effect on youth employability skills targeting graduates and found mentorship positively influenced employability. Besides, the findings support a study by Muchiri (2013) who

studied the role of mentorship in employability in Kenya and found that mentorship by various parties plays a significant role in enhancing youth employability in Kenya.

4.8.2. Testing for the assumptions of multiple regression analysis

4.8.2.1. Normality test

Several data analysis techniques, including the t-test, ANOVA, and linear regressions, depend on the presumption that data was originally drawn from a Gaussian distribution (Indiana, 2011). The P -Value=0.0.097>α=0.05 which implies the Youth employability variable is normally distributed.

Table 4. 8: Normality Test

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	**df**	**Sig.**	**Statistic**	**df**	**Sig.**
Youth employability	.107	78	.028	.973	78	.097

a. Lilliefors Significance Correction

Source: (Survey data, 2022)

4.7.2.2. Multicollinearity Test

In a regression study, variance inflation factors (VIF) are used to illustrate how much multicollinearity (correlation between predictors) there is. Any VIF>10, the results suggest the presence of multicollinearity (Hair, Anderson, Tatham, & Black, 1995). Since the VIF, in this case, are below 10, we conclude multicollinearity did not exist among research variables in our case.

Table 4. 9: Multicollinearity Test

Model		Coefficients						
		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	61.553	9.713		6.337	.000		
	Career Orientation	.658	.235	.424	2.799	.007	.230	4.339
	Professional Accreditation	1.905	.212	.775	9.004	.000	.715	1.399
	Skills Preparedness	1.133	.301	.441	3.766	.000	.385	2.598
	Mentorship	0.087	.284	.050	.306	.760	.196	5.104

a. Dependent Variable: Youth employability

Source: (Survey data, 2022)

4.8.3 Regression analysis

4.8.3.1 Model Summary

The R and R-squared values are displayed in Table 4.11. The R-value demonstrates a straightforward correlation, whereas R squares demonstrate the contribution of the predictor variable's variance that is responsible for changes in the predicted variable.

Table 4. 10: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.934[a]	.873	.866	.51875

a. *Predictors: (Constant), Mentorship, Professional Accreditation, Skills Preparedness, Career Orientation*

Source: (Survey data, 2022)

The R-value, which is 0.934 in Table 4.8, demonstrates the strong association between the predicted variables and predicted variables. On the other hand, R-squared is 0.873 which indicates that Mentorship, Professional Accreditation, Skills Preparedness, and Career Orientation explain 87.3% of youth employability

4.8.3.2 Analysis of Variance

The F-ratio aids in determining if the general regression model provides a good fit for the observations when performing an analysis of variance. In Table 4.12, the analysis ANOVA findings are displayed.

Table 4. 11: Analysis of Variance (ANOVA)

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	616.072	4	154.018	29.017	.000[b]
	Residual	387.467	73	5.308		
	Total	1003.538	77			

a. *Dependent Variable: Youth employability*

b. *Predictors: (Constant), Mentorship, Professional Accreditation, Skills Preparedness, Career Orientation*

Source: (Survey data, 2022)

Table 4.13, the independent variables (Mentorship, Professional Accreditation, Skills Preparedness, Career Orientation) *were* statistically significant in predicting the dependent variable (Youth Employability), $F(4,73) = 29.017$, $P = 0.000 <= \alpha = 0.05$. The findings imply that the regression model is a good fit for the data.

4.8.3..3 Coefficient of Regression

The coefficient of regression provides the relative contribution of each predictor variable to the predicted variable. The results of the coefficient of regression are shown in Table 4.13.

Table 4. 12: Coefficient of determination

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	61.553	9.713		6.337	.000
	Career Orientation	.658	.235	.424	2.799	.007
	Professional Accreditation	1.905	.212	.775	9.004	.000
	Skills Preparedness	1.133	.301	.441	3.766	.000
	Mentorship	0.087	.284	.050	.306	.760

a. Dependent Variable: youth employability

Source: (Survey data, 2022)

The unstandardized coefficient shows the way dependent variables (youth employability) vary with each of the independent variables (Mentorship, Professional Accreditation, Skills Preparedness, or Career Orientation when all the other predictor variables are held constant. The unstandardized coefficients, $\mathbf{B_1}$ for Career Orientation are equal to 0.658 and the significant value is $0.007<\alpha=0.05$ which implies that career orientation is a statistically significant predictor of Youth employability $\alpha=0.05$.

The unstandardized coefficient $\mathbf{B_2}$ for professional accreditation is equal to 1.905 and the significant value is $0.000<\alpha=0.05$, implying that professional accreditation is a statistically significant predictor of Youth employability at $\alpha=0.05$. The unstandardized coefficient $\mathbf{B_3}$ for skills preparedness is equal to 1.133 with a significant value of $0.000<\alpha=0.05$, implying that skills preparedness is a statistically significant predictor of Youth employability at $\alpha=0.05$. The unstandardized coefficient $\mathbf{B_4}$ for mentorship is equal to 0.087 with a significant value is 0.760. $>\alpha=0.05$, implying that mentorship is a statistically insignificant predictor of Youth employability at $\alpha=0.05$.

Therefore, the regression equation $Y = \beta_0 + \beta_1 x_1 + \beta_2 X_2 + \beta_3 X_3 + \varepsilon$ **becomes**

Youth Employability = 61.553 + 0.658 Career Orientation + 1.905 Professional Accreditation + 1.133 Skills Preparedness + 0.087 Mentorship.

This implies that youth employability in Kenya is at 61.553 when predictor variables are set to zero. Further, a unit increase in career orientation would cause 0.658 units to increase in youth employability, a unit in the case of professional; accreditation would increase youth employability by 1.905 units increase in skills preparedness would increase youth employability by 1.133 units and a unit increase in mentorship would cause 0.087 units to increase in youth employability. This shows that mentorship is very crucial for enhancing youth employability, followed by professional accreditation, career orientation, and skills preparedness in that order. The findings support Bakwena and Sebudubudu (2017) study that found internships enhanced the employability of youth in Botswana. Pinto and Pereira (2019) also stress the importance of internships on the employability of youth.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION, AND RECOMMENDATIONS

5.1. Introduction

The chapters summarise the findings of the study, conclusion, and recommendations. The summary is presented based on the study objectives.

5.2 Summary of Findings

This study ought to analyse the effects of the Public Service Internship Program (PSIP) on youth employability. The specific objective that guided the study include; establishing the influence of career orientation on youth employability; the effects of professional accreditation on youth employability; the influence of skills preparedness on youth employability and determining the effects of mentorship on youth employability in Nairobi City County.

5.2.1 Career Orientation on Youth Employability

First, the study examined the influence of career orientation on youth employability. The results revealed that the Pearson correlation was 0.338 and the significant value of $0.002 < \alpha = 0.05$. The strength of correlation was strong as shown by the high Pearson correlation value of 0.338. Therefore, career orientation positively and statistically influenced youth employability.

5.2.2 Professional accreditation on Youth Employability

Secondly, the study examined the influence of professional accreditation on youth employability. The findings show the Pearson correlation between skills preparedness and youth employability is 0.407 and the significant value of $0.000 < \alpha = 0.05$. The study observed a strong positive and significant association between professional accreditation and youth employability.

5.2.3 Skills Preparedness on Youth Employability

The third section assessed the effects of skills preparedness on youth employability. The results revealed that the Pearson correlation between skills preparedness and youth employability was 0.380 and the significant value of 0.001< α=0.05. The strength of correlation was strong as shown by the high significant value of 0.001< α=0.05. Therefore, the findings revealed a positive and significant association between skills preparedness and youth employability.

5.2.4 Mentorship on Youth Employability

Finally, the study examined the effects of mentorship on youth employability in Nairobi City County. The findings revealed that the Pearson correlation between mentorship and youth employability is 0.246 and the significant value of 0.030< α=0.05. The correlation strength was found to be very strong as shown by the Pearson correlation value of 0.246. This suggests that mentorship positively influenced youth employability.

5.3 Conclusion

The study concludes that career orientation had a positive effect on youth employability. Career orientation is an important initiative that can be used by the government and schools to eradicate youth unemployment which is widespread in Kenya and other parts of the world.

The study concludes that professional accreditation positively affects youth employability, at least for the profession that requires accreditation. The study observed a favourable and statistically significant relationship between professional accreditation and young employment. It is thus, crucial for the youths to be facilitated to be accredited by the body that regulates their profession to enhance their chances of being employed.

The study also concludes that skills preparedness has a positive effect on youth employability. The results found a significant positive association between skills preparedness and youth employability. It is, thus prudent that the youths ensure they acquire the requisite skills that are relevant in their profession to enhance their chance of being employed.

The study further concludes that it is prudent for schools, parents, and the government to facilitate youth mentorships to guide them through their careers as it enhances their employability. Mentorship had a positive statistically significant association with youth employability.

5.4 Recommendations

The study established that the four variables, career orientation, professional accreditation, skills preparedness, and mentorship positively influenced the employment of the youth. Therefore, when properly implemented, they have the potential to minimise the high rate of unemployment among the youths in Kenya. It is thus, recommended as follows;

a) The Kenyan Government in collaboration with schools, colleges, universities, and parents ensures that every young people are guided throughout his or her career path through proper guidance and counselling concerning their education and employment. This would ensure that by the time they are exiting the education systems they are appropriately guided and ready to be effective in their employment or business.
b) The Kenyan government should ensure that professional accreditation for people in various professions that require accreditation is affordable to all Kenyans. By making the process cheaper and easier for those who have

qualified, many young people who are normally unemployed would be accredited, which enhances their chances of being employed in their respective professions.

c) The Kenyan government should ensure that the quality of education offered in all schools, colleges, and universities is not only ready for the current market needs but also that every student is equipped with the requisite skills to enhance their effectiveness in their respective professions.

d) The Kenyan government in collaboration with schools, colleges, universities, and parents should ensure that all learners have access to appropriate mentorship throughout their education to ensure they develop into competent professionals who can effectively deliver in their profession

5.5 Suggestions for Further Studies

The findings of the regression analysis indicated that Mentorship, Professional Accreditation, Skills Preparedness, and Career Orientation explain 87.3% of youth employability. This means that other factors (12.7%) were not considered in this study, yet they influence youth employability. Therefore, it is suggested that further studies be done to identify the other factors and the way they influence youth employability.

In addition, this study was conducted among the interns who benefited from the government-sponsored internship programs and were posted in various state departments, agencies, and ministries in 2018. Therefore, the interns worked in the public sector. Therefore, the study suggested that further studies be conducted among interns who have worked in the private sector and compare the results.

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APPENDICES

Appendix 1: Questionnaire

This questionnaire is meant to collect data for academic research about "THE INFLUENCE OF PUBLIC SERVICE INTERNSHIP PROGRAM ON YOUTH EMPLOYABILITY IN NAIROBI CITY COUNTY". The info you provide through this survey will remain confidential and will only be used for academic purposes. Kindly answer the questions and objectives as much as possible. This is no wrong or right answer. Your cooperation and assistance are highly appreciated. Please tick appropriately in the spaces provided.

SECTION A: DEMOGRAPHIC CHARACTERISTICS

1. **Gender**

   Male [ ]

   Female [ ]

2. **Age bracket**

   18-21 [ ]

   22-25 [ ]

   26-29 [ ]

   30-35 [ ]

3. **Education Level**

   Undergraduate degree [ ]

   Master's degree [ ]

   Ph.D. Degree [ ]

4. **Employment status**

Not Applicable [ ]

Employed [ ]

Unemployed [ ]

SECTION B: CAREER ORIENTATION ON YOUTH EMPLOYABILITY

Rate your agreement with the following statements on the influence of career orientation on youth employability. Kindly tick appropriately. Strongly Agree =5; Agree = 4; Neutral = 3 and Disagree = 2 and Strongly Disagree =1.

No.	Statement	5	4	3	2	1
1.	Career orientation helped me to cope with the dynamics in the workplace					
2.	Career orientation during the PSIP helped me to understand the career opportunities available in my profession					
3.	Career orientation during the PSIP helped me to make informed career choices					
4.	Career orientation during the PSIP helped me enhance my competitiveness in my profession					
5.	Career orientation during the PSIP assisted me in making the right career choice					
6.	Carer orientation during the PSIP helped me enhance my career awareness					

7. **Do you think career orientation influences your employability?**

   Yes [ ]

   NO [ ]

8. If yes in question 11 above, please explain how career orientation has influenced your

   employability……...

   ……

   ……

SECTION B: PROFESSIONAL ACCREDITATION ON YOUTH EMPLOYABILITY

Rate your agreement with the following statements on the influence of professional accreditation on youth employability. Kindly tick appropriately. Strongly Agree =5; Agree = 4; Neutral = 3 and Disagree = 2 and Strongly Disagree =1.

No.	Statement	5	4	3	2	1
1.	Membership in a professional body relevant to my profession portrays my competent in the profession					
2.	Certification by the professional body in my profession portrays my competence in handling tasks.					
3.	Licensing in my profession is important as it confirms my competence in handling tasks.					
4.	Membership in a professional body relevant to my profession has made me competitive in the job market.					
5.	Certification by the professional body in my profession					
6.	Professional accreditation has enhanced my readiness for the market					

7. **Are you accredited by any professional body?**

   Yes [ ] NO [ ]

8. If yes in question 19 above, how has the accreditation influenced your employability?.....

   .....

   .....

SECTION C: SKILLS PREPAREDNESS AND YOUTH EMPLOYABILITY

Rate your agreement with the following statements on the influence of skills preparedness on youth employability. Kindly tick appropriately. Strongly Agree =5; Agree = 4; Neutral = 3 and Disagree = 2 and Strongly Disagree =1.

No.	Statement	5	4	3	2	1
1.	The internship program helped me enhance my skills which gave me confidence in working in my profession					
2.	The skills I gained during the internship program have enhanced my competencies					
3.	The internship program helped me to be job-ready and increased my chance of employability					
4.	The internship program helped me improve my communication skills					
5.	The internship program helped me enhance my teamwork skills					
6.	The internship program helped me to improve my problem-solving skills.					

7. What are some of the skills you acquired during the internship program?.....

.....

.....

.....

.....

8. **Do you think the skills you acquired during the internship program helped to increase your chances of getting employed?**

   Yes [ ]

   NO [ ]

SECTION D: MENTORSHIP AND YOUTH EMPLOYABILITY

Rate your agreement with the following statements on the influence of mentorship on youth employability. Kindly tick appropriately. Strongly Agree =5; Agree = 4; Neutral = 3 and Disagree = 2 and Strongly Disagree =1.

No.	Statement	5	4	3	2	1
1.	The mentorship during the internship program helped to enhance my critical thinking skills which have been useful in my workplace.					
2.	The mentorship during the internship program helped to develop self-drive which has been helpful in my employment.					

3.	The mentorship during the internship program helped me to develop my emotional intelligence.					
4.	The mentorship during the internship program helped me develop a positive attitude					
5.	The mentorship during the internship program helped me develop appropriate work ethics					

6. Has the mentorship you received during the internship program helped you enhance your chance of getting employed?

   Yes [ ]

   NO [ ]

7. If yes in question 35 above, kindly explain how the mentorship has improved your chance of being employed……

   ……

   ……

   ……

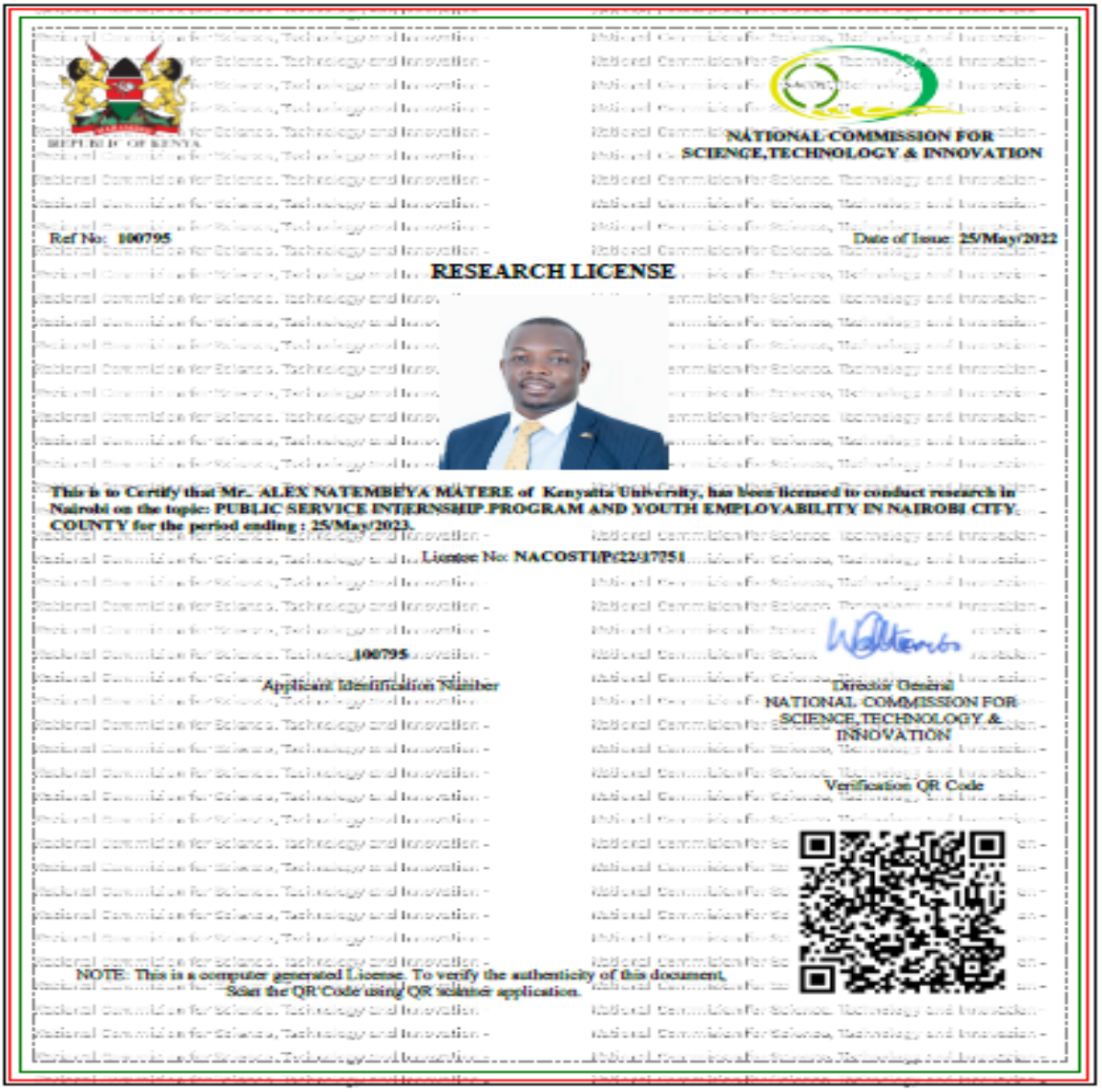
   ……

SECTION E: YOUTH EMPLOYABILITY

To what level do you agree with the statements below on your employability? Kindly tick appropriately. Excellent =5; Very good = 4; Good = 3, Fair = 2 and Poor =1.

	1	2	3	4	5
Work-related knowledge and skills					
Clarity and effectiveness in written communication					
clarity and effectiveness in oral communication					
Critical and analytical thinking					
Analysis of quantitative problems					
Solving a complex and real-world problem					
Use of computing and information technology					
effectiveness while working in a team					
Ability to learn on your own					
Understand people of different races and ethnicity					
Developing personal standards and ethical conduct					

Appendix 2: Research Permit



REPUBLIC OF KENYA

NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

Ref No: 100795

Date of Issue: 25/May/2022

RESEARCH LICENSE

This is to Certify that Mr.. ALEX NATEMBEYA MATERE of Kenyatta University, has been licensed to conduct research in Nairobi on the topic: PUBLIC SERVICE INTERNSHIP PROGRAM AND YOUTH EMPLOYABILITY IN NAIROBI CITY COUNTY for the period ending : 25/May/2023.

License No: NACOSTI/P/22/17751

100795

Applicant Identification Number

Director General
NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

Verification QR Code

NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.

Appendix 3: Research Authorisation

KENYATTA UNIVERSITY
GRADUATE SCHOOL

E-mail: dean-graduate@ku.ac.ke
Website: www.ku.ac.ke

P.O. Box 43844, 00100
NAIROBI, KENYA
Tel. 8710901 Ext. 57530

Our Ref: C153/CTY/29973/2014

DATE: 11th May, 2022

Director General,
National Commission for Science, Technology
and Innovation
P.O. Box 30623-00100
NAIROBI

Dear Sir/Madam,

RE: RESEARCH AUTHORIZATION FOR ALEX MATERE –REG. NO. C153/CTY/29973/2014

I write to introduce Mr. Alex Matere who is a Postgraduate Student of this University. He is registered for MPPA degree programme in the **Department of Public Policy and Administration.**

Mr. Matere intends to conduct research for a MPPA Project Proposal entitled, **"Public Service Internship Program and Youth Employability in Nairobi City County".**

Any assistance given will be highly appreciated.

Yours faithfully,

12 MAY 2022

PROF. ELISHIBA KIMANI
DEAN, GRADUATE SCHOOL