FACTORS INFLUENCING STUDENT ENROLLMENT IN TVET INSTITUTION'S IN KENYA. A CASE STUDY OF GODOMA TECHNICAL TRAINING INSTITUTE KILIFI COUNTY

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A RESEARCH PROJECT SUBMITTED TO THE SCHOOL OF MANAGEMENT AND LEADERSHIP IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR THE AWARD OF THE DEGREE OF BACHELOR OF MANAGEMENT AND LEADERSHIP OF THE MANAGEMENT UNIVERSITY OF AFRICA

MARCH 2023

DECLARATION

Declaration by the student

This is my own work, and it has not been submitted for a degree at any other university.

Signature…….. Date ……

Peninah Nduku Muthoka

ODLBML/23/01013/1/21

Declaration by the supervisor

This project has been submitted for examination with my approval as University Supervisor

Signature…….. Date ……

Mr. Moses Leseyio

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DEDICATION

I would like to dedicate this work to the Almighty God, who cares for all of us and reveals and inspires us via the works of our hands, as well as to my family members, whom I adore.

ACKNOWLEDGMENT

I wish to acknowledge my family for their great support, encouragement, contribution and additional material for my research. I thank my Lecturers at the MUA and especially my supervisor Mr. Moses Leseyio for his guidance, support and patience towards the success of my research. I also wish to acknowledge Godoma Technical Training Institute where this research was conducted.

ABSTRACT

The purpose of the study was to investigate the factors influencing students' enrollment in Technical and Vocational Education and Training Institutions in Kilifi County. The specific objectives of the study were: To examine the influence of costs, Government policies, level of awareness and learners attitude on the enrolment at TVET institutions. A case study of Godoma Technical Training Institute in Kilifi County. The study employed a descriptive design and a quantitative research approach to ensure the formation of correlations and cause-effect relationships, which are critical for the viability of the constructs. The study's target population was 250 Godoma Technical Training Institute students and employees, with a sample size of 100 responders. A questionnaire was used to collect data for the study. The collected data was analyzed with SPSS before being presented in tables and figures for interpretation. The cost of vocational education was revealed to be a key factor influencing youth enrollment in public vocational training centers in Kilifi County. The lack of appropriate and dependable financing sources was cited by tutors in Kilifi County as a factor affecting student enrollment in public vocational training centers. TVET institutions are seen as a second opportunity for individuals who have failed to secure a place in academic education; hence, learners do not enroll in these institutions since they do not want to be classified as failures. The study recommends that the county government should rise bursary funding to the VTC sector, which is a critical component of achieving the county and national development agendas. It also recommends that the Kenya Universities and Colleges Central Placement Service should raise the entry grade so that such schools are not considered as a last resort for students who do not meet university admissions requirements. This would lessen negative attitude of learners towards the institutions and may improve the enrolment of students.

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ACRONYMS AND ABBREVIATIONS

GOK	Government of Kenya
MUA	Management University of Africa
TVET	Technical and Vocational Education and Training
YP	Youth Polytechnics
VTC's	Vocational Technical Centers
UNESCO	United Nations Educational, Scientific and Cultural Organization
SPSS	Statistical Product and Service Solution
GTTI	Godoma Technical Training Institute

OPERATIONAL DEFINITION OF TERMS

Enrolment	Refers to total number of the population officially joining a school or a technical institution
Vocational training	Refers to instructional programs that aims at providing the recipients with the adequate knowledge and skills to exercise a profession in order to be integrated in the labor market.
Attitude	Refers to the general perception of people towards an area or something.
Government Policies	It explains why some things must be done a specific manner. Government policy specifies a sequence of action, establishing a foundation for change.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter discusses the following themes: the Background of the Study, the Statement of the Problem, the Aim of the Study, the Goals of the Study, the Research Questions, and the Importance of the Study.

1.1 Background of the Study

Technical and Vocational Education and Training (TVET) improves people's lives by enabling them to become economically productive and therefore avoid poverty and marginalization. People who are well equipped become entrepreneurs, employable citizens, and knowledgeable citizens, contributing to a country's economic progress (Dele & Asoluka, 2014). As a result, human resource development through TVET not only helps in economic development and unemployment reduction, but also improves social inclusion.

The global development agenda recognizes the significance of Technical and Vocational Education and Training (TVET). In their efforts to transform education, the United Nations Educational, Scientific, and Cultural Organization (UNESCO) and the International Centre for Technical and Vocational Education and Training (ICTVET) have prioritized the Sustainable Development Goals (SDGs), with the goal of ensuring inclusive and high-quality education for all and promoting lifelong learning (UNESCO-UNEVOC, 2015).

In SDG 4, member states, including Kenya are urged to guarantee access to TVET programs and raise the number of youth’s with relevant skills for employment, entrepreneurship, decent jobs and eradicate gender disparities in education (United Nations, 2015). This study focuses on enrollment in TVET Vocational Technical Centre’s (VTCs). The SDG Agenda 4 Education Target 4.3 aims to guarantee equitable access to affordable and high-quality Technical and vocational and postsecondary education for all men and women by 2030. This objective may not

be met in all nations because Germany, Switzerland and Austria do not have more than 50% young people opting for this choice (UN, 2015).

According to Souza, Lima, Arabage Camargo, de Lucena, and Soares (2015), a number of industrialized nations including Italy, Brazil, China, Sweden and Japan have given TVET a high level of attention and investment. Most school leavers are exposed to vocational training as well as a culture of scientific research and critical understanding from a young age as a result of this effort (M'Rukaria, 2011).

Fernandez (2010) explored factors that impact students' selections of public institutions in Malaysia. The survey was given to first-year University Science of Malaysia (USM) undergraduates using a questionnaire-based technique and 167 valid responses were received. Using descriptive analysis the study discovered that the students regarded excellent education quality as the most important element followed by reduced cost, access to financial aid, decent facilities, parental counsel, language, course availability and peer endorsement. Ahmad Zamri and Nordin (2013) investigated the factors that influence students' choice of Malaysian public university. The survey included 1,584 potential students from pre-university institutions. The study used a 32-item self-developed questionnaire to assess the aforementioned parameters. According to the findings respondents rated the university's image as the most significant element followed by the university's atmosphere, facilities supplied and courses offered.

According to Nelson (2010), it is important that the different Poverty Reduction Strategy documents created by governments in collaboration with the World Bank now reflect the commitment of the African Governments to technical and vocational education and training. However, only a small number of states have the capacity to provide high-quality technical and vocational education. Ethiopia receives only 0.5% of its budget for technical education, compared to 1% each for Ghana, Mali and Gabon which receives 10% and 12.7% (Atchoarena, 2001). According to Afeti (2014), the World Bank's budgetary restrictions and criticisms of its leadership and focus in the early 1990s were among the many factors driving the return of technical and vocational education and training to the development agendas of numerous African countries after years of neglect. However, Okoro's (2007) findings demonstrate that young people in Nigeria are not appropriately communicating about issues such as a lack of resources, a

lack of services, poor asset management, a lack of trained employees, and a significant influence on the quality of education.

According to Shaibu & Baki (2013), there have been enrollment challenges in technical education in Nigeria due to gaps in policy execution related to funding, resource distribution, and access to everyone (equity and quality). According to a World Bank research (2013), almost all training systems in Sub-Saharan Africa are coping with the reality of decreased government funding and infrastructure support for technical and vocational education as a result of ineffective policy implementation. This study focuses on youths' awareness of funding options for VTC enrollment.

The Kenyan government has given tremendous effort to expand enrolment in TVET institutions. Multiple policy documents, including Kenya Vision 2030, Sessional Paper No. 2 of 2015 (previously No. 14 of 2012), Policy Framework for Education and Training on Reforming Education and Training Sectors in Kenya, National Education Sector Program (NESP) 2014-2018, and the TVET Act of 2013, have been drafted. The Sessional Document No. 2 of 2015 mandates the attainment and maintenance of a Gross Enrollment Ratio (GER) of 20% in TVET, as well as the provision of sufficient opportunities for accessible competency-based training. To encourage GER in VTCs, the government has supplied the bulk of training equipment and paid and trained instructors (Wangeci, 2013). The objective of this research was to evaluate how government policies on TVET impacted youth enrolment in VTCs.

Previous research has revealed that the majority of vocational training centers in Kenya have a low budget (Kirimi, 2012; Maronga, Asuma & Nyikal, 2015). This has increased need for funding sources other than government capitation. Metto (2015) found that the majority of teenagers in Nandi County were uninformed of the numerous sources of finance available for their enrollment in VTCs. This study attempted to determine if awareness of available financing sources influenced enrollment in VTCs in Kenya.

Because the government has established numerous policies, this research specifies the TVET progression structure from artisan to PhD holder. This was a motivator in the TVET subsector. However, it is unclear if school leavers are aware of this in order to enroll in VTCs. established

how the new educational TVET ACT 2012 pertaining to (bursaries, financing, and facility supply) has effected enrolment.

Githitu (2011) conducted a research in Limuru, Kenya, to assess secondary school students' attitudes towards youth polytechnics. It was also discovered that the respondent's gender, socioeconomic background, age, and academic success all influence his or her view about youth polytechnics. According to the report, youth polytechnics (YP) are still significant in training for skills that lead to the construction of revenue production outlets. However, the survey discovered that the majority of respondents had a negative view toward the school as a result of different factors such as the types of courses offered by the universities. Furthermore, respondents' personal ambitions and the high importance placed on academic education deterred them from enrolling in courses at the university. Furthermore, the physical state of St. Bosco YP and the trainees' lifestyle has contributed to an unfavorable view toward the school. The study also discovered a link between socioeconomic background, gender, and academic achievement of secondary school pupils, as well as their attitude toward the YP. The link between age and attitude toward the YP, on the other hand, was not significant. As a result, the research proposed that the YP program be improved and updated to meet the needs of both secondary and elementary school graduates by providing current tools and equipment and introducing new courses and skills. It is also suggested that the YP's name be altered by affiliating it with a university, and that the institution have open days with stakeholders as a corrective step for the adversely biased view about the school.

1.1.1 Profile Godoma Technical Training Institute

Godoma technical training institute is the first public sub county technical training institute, located in vitengeni, near Vitengeni county. The institute was commissioned on 2016 November and happens to be a major pillar in the realization of the vision 2030 in providing skilled man power to the growing economy of the republic. GTTI is a leading technical institute in the vast Kilifi County, located in the serene suburbs of Kilifi town bordering the famous Dida forest. The institution has a population of around 530 students and around 100 staffs working in the institution for the efficient and smooth operation.

The hospitality of the locals in the area is welcoming and makes GTTI a haven and the best place for learners, as this promotes peaceful coexistence. The institute is boasts of a rich and sufficient resources for proper learning and research for it students. The school is equipped with modern workshops, modern ICT labs and able teaching and non-teaching staff to foster proper learning and innovations.

1.2 Statement of the Problem

Technical and vocational education and training are crucial to Kenya's Vision 2030 goal of providing skilled labor for the country's growth and development. The aim of vocational training centers in Kenya was to guarantee that school leavers would not just stay at home or engage in other social ills, but instead went to these institutions for artisan training. For Kenya to achieve Vision 2030, which demands hands-on skills, more than 30,000 technologists, 90,000 technicians, and more than 400,000 craft workers are required to complete the vision's many megaprojects. However, statistics suggest that enrollment in public VTCs in Kenya is modest, with just a 13% rise from 2012 to 2015.

Youth are particularly affected by poor skills, unemployment, inadequate housing, and health issues. Social issues, such as crime and drug abuse, have nearly always resulted from a lack of opportunities, meaningful participation, and skills. Therefore, young people need a program that plays a crucial role in tackling their poverty and unemployment issues. The focus of TVET toward work ethics and the acquisition of marketable and competitive skills make it well-suited to assist adolescents in overcoming obstacles to sustaining their livelihood.

The mandate of Vocational Training Centres (VTCs) is to give appropriate skills to learners for self-employment or to supply trained human resources to industry. Unfortunately, the present institutional architecture, personnel capacity, financial resources, and instructional methodologies at public VTCs are incapable of producing highly practical graduates.

Maclean and Wilson (2009) found that the potential for TVET demand is severely constrained by the government's limited expenditures in this sector. They note that the majority of developing countries either lack the resources to address this problem or are preoccupied with other educational areas, leaving TVET vulnerable to market pressures. Nonetheless, despite all the

problems, there is still demand for TVET with the expectations that it might assist to reduce the challenges affecting the youth.

Ngure (2013) conducted a study on Stakeholders' perspectives of technical and vocational education and training: the instance of Kenyan micro and small businesses in the automotive service and repair industry. The study found that TVET plays a significant role in equipping its students with MVRSI-required abilities. Despite the fact that the T&D program has well-defined training objectives, it faces various obstacles. As a consequence of the program's limited data collection techniques, neither an industrial skills inventory nor a skills-gap analysis that would guide training providers has been compiled.

Yegon (2016) conducted research in Kenya on Unleashing young potentials through quality TVET provision. The study's goal was to give information that would spark debate about the best approaches to improve TVET in Kenya and to provide a model for implementing effective TVET. According to the study, a centrally-driven TVET system, if not effectively organized, might result in the establishment of programs that do not satisfy diverse requirements. Similarly, the persistent lack of funds might be solved by including important industry actors in TVET financing.

Kenya has placed a significant emphasis on TVET as a vehicle for socioeconomic and technological development, notably in the fulfillment of Vision 2030, (Kerre, 2010). Nonetheless, the skills gap is a worrying national trend, and every education and training stakeholder is worried about graduate competence. Hence, graduates in Kilifi County are employed at poor wages. The Kilifi County Website (2021) Report indicates that enrollment in vocational training centres is minimal, with some public VTCs registering fewer than 10 students. According to the Kilifi County Education Report (2021), transfer rates from secondary schools to universities and colleges are low, resulting in the underutilization of postsecondary and vocational training facilities.

There is little empirical research on the factors that influence TVET demand. Despite government investment, Kilifi County continues to face low enrolment in technical and vocational education and training. One critical area that requires attention in this respect is how

TVET might be demand-driven to overcome low enrolment. As a result, this study is considered suitable in this context since it tries to put to rest speculations about the factors underlying the low demand for TVET by analyzing the factors influencing enrollment for technical and vocational training in Kilifi County.

1.3 Objectives of the Study

1.3.1 General Objective

The overall purpose of this research was to examine factors influencing student enrollment in TVET institution in Kenya. A case study of Godoma Technical Training Institute Kilifi County.

1.3.2 Specific Objectives

i. To investigate the influence of costs on enrolment in vocational training centres in Kilifi County.
ii. To find out the influence of government policies on enrolment in vocational training centres in Kilifi County.
iii. To determine the influence of level of awareness on enrolment in vocational training centres in Kilifi County.
iv. To evaluate the influence of Learners Attitude on enrolment in vocational training centres in Kilifi County.

1.4 Research Questions

i. How do costs influence the enrolment in vocational training centres in Kilifi County?
ii. To what extent do government policies influence the enrolment in vocational training centres in Kilifi County?
iii. How does level of awareness influence the enrolment in vocational training centres in Kilifi County?
iv. How does Learners Attitude influence performance of the enrolment in vocational training centres in Kilifi County?

1.5 Significance of the study

The findings of the study will be used to improve demand for TVET institutions. The principals of the selected vocational training centre will benefit from the study findings, as it recommends ways of increasing enrolment in their institutions. The County Government's Department of Technical and Vocational Education will utilize the study's findings to develop strategies for addressing the cost of education, the availability of programs in VTCs, and the funding options available for young people who want to enroll in VTC.

The county governments will also create legislation that aims to guarantee that issues hindering young people's access to VTCs are properly addressed. Recommendations of the study will contribute to the existing knowledge the factors that increase student enrolments in TVET institutions in Kilifi County, and also prepare the base for further investigations into reasons for low enrolments in TVET institutions.

1.6 Scope of the Study

The study focused on factors influencing student enrollment in TVET institution in Kenya. A case study of Godoma Technical Training Institute Kilifi County. A target population of 250 individuals i.e. 2 principals, 30 tutors and 218 students at Godoma Technical Training Institute were targeted where a sample size 100 individuals was selected. The research was done for a period of seven months from September 2022 to March 2023.

1.7 Limitations of the Study

The researcher had difficulty traveling throughout the data collecting period because of the vast distance and the inadequate road network. To overcome this limitation, transportation arrangements were established in advance.

Several respondents were concerned about giving necessary information for their particular vocational schools due to concerns about confidentiality. Despite this, the researcher promised them that the information they provided would be kept strictly secret. The survey only included students who were already enrolled in youth vocational schools and excluded those who were not.

1.8 Chapter Summary

The chapter explains the context of the study, the problem statement in relation to the study, the significance of the study, the study objective, which was to determine the factors influencing student enrollment in TVET institutions in Kenya, which formed the research questions and variables of the study, the significance of the study, and its scope.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This section comprises a literature study of theories and previous research conducted in the subject, a critical literature review, a summary of the results, a list of holes to be addressed, and a conceptual framework.

2.1Theoretical Literature review

A theoretical review is the theoretical explanation of the variable of the study (Mugenda & Mugenda, 2019). The anchor theory will be the Economic Theory of Demand which gives the insightful of products or goods demand thus useful to this research study on factors influencing student enrollment of TVET institution in Kenya and will be supported and reinforced by Social learning theory.

2.1.1 Economic Theory of Demand

The determinant of enrollment in vocational training centres was addressed using Hirshleifer's pricing theory and economic theory of demand (1980). According to DesJardins and Bell (2006), supply is the link between the quantity of an item that producers are willing and able to provide at a given price and demand. The goods supplied by vocational training institutions were TVET given by vocational training centres, the consumers were students, the producers were the VTCs, and the price was the yearly or semester cost of education.

Several factors that impact the demand and supply of education might explain whether or not students enroll in VTCs and whether or not the institutions can admit students. Student enrollment in VTCS (quantity demanded or as shown in equation 1.1) could be influenced by the prices of the goods in question (e.g. costs of education or), students' awareness of funding sources (), and government policy on TVET reflected in the provision of education facilities and

infrastructure, among other factors that are not the focus of the current study, such as the price of the good in the future and consumer tastes and preferences.

This model is expressed as Qx = f (Px, Sx, Gx) …….... (1.1)

Understanding the demand drivers (enrollment) allowed companies to identify the significant elements influencing students' decisions to enroll in vocational training centers. Each of the terms on the right-hand side of equation 1.1 has an effect on the quantity requested for a certain good (including VTCs attendance). The first rule of demand states that when the price of an item rises or falls, the quantity required will drop or increase, everything else being equal (other things held constant).

The theory is useful because it focuses on how pricing affects demand. The price of VTC training is one of the biggest factors that affect how many young people want to join. When prices are low, more people sign up for classes, and vice versa.

2.1.2 Social learning theory

The social learning theory was developed by Bandura in 1977. In 1986, the theory underwent further development to become the social cognitive theory, which holds that learning occurs in a social context with constant and shared interaction between the individual, environment, and behavior. The social learning theory makes an effort to investigate the complex social systems that influence youth learning. According to Meriam & Caffarella (1999), society's culture and history have an impact on people's learning. They contend that an adult learner's involvement in adult education may be affected in part by the support or criticism they may get from other community members. Marxism had an impact on critical social theory, which emphasizes the role of society as a fundamental resource for knowledge creation, acquisition, and application. The effectiveness of teaching-learning connections in youth learning programs depends on the actions of society (Fasokun et el 2000).

The idea explains how educational programs have processes that support young students' ability to grasp basic assumptions and raise challenging questions. According to Fasokun (2005), youth learners are empowered in their professional careers or even in daily life through this process of

personally studying socially significant topics. African youth empowerment programs employ critical social theory. According to Merrian and Cafferella (1999), the goal of critical social theory is to prevent individuals from becoming victims who participate, at least in part, in their own dominance by outside forces, such as when young people are coerced. These outside factors, which make some people submissive to others, include, among other things, gender, marital status, economic standing, and religion. Accordingly, the goal of critical social theory is to free individuals from oppressed groups in society. This theory contradicts the idea that females are intended to be homemakers and dependent on men to build a society that is suitable for their needs and is significant in encouraging the enrollment of girls at polytechnics.

2.1.3 Goal setting theory

The research was based on the concept developed by Nebel, Schneider, and Rey (2003). The idea of learner characteristics is a key feature that determines how programs in Technical and Vocational Education are structured, prepared, and implemented (Thomson, 2014). Managers, according to Thomson, must have specific objectives. Goal setting, according to Nebel, Schneider, and Reys (2003) hypothesis, is an effective means of enhancing motivation and performance. Individuals' mental and physical behaviors are directed by goals. Four goal processes are described in this theory to demonstrate the positive impacts of goals in action: objectives raise attention to the present work; effort put on activities; perseverance, motivation, and performance through the creation of specialized tactics. The feedback provided by these goal mechanisms in principle will aid in evaluating the program's progress to determine whether effort can be increased or the strategy changed. Elements of enhanced perseverance, motivation, and performance, as noted in the theory, are significant and relevant to how a model TVET institution should replicate in order to positively affect enrollment states.

2.2 Empirical Literature Review

The section provides information about past research' literature on the factors influencing student enrollment in TVET institution in Kenya.

2.2.1 Costs and enrolment in vocational training centers

The study on youth enrolment levels in Mombasa reveals that economic status was one among the factors influencing youth enrollment percentages in Mombasa County's public VTCs. Anyanua and Erhijakpor (2007) investigated the relationship between government spending and student enrollment in four African nations: Egypt, Algeria, Nigeria, and South Africa. The results showed that government investment on education had a beneficial effect on enrollment.

Sarkar et al. (2014) examined the distribution of revenue and development funds for education in Bangladesh to other South Asian nations, with a special focus on higher education. In Bangladesh, an insufficient education budget has been seen to have an impact on the expansion of higher education and the index of human progress. The primary issues were mishandling of finances and noncompliance with budget implementation rules for higher education. In addition to receiving adequate government funding, public universities might participate in revenue-generating activities both within and outside of the university.

According to Madhavan, Venugopalan, and Sisodia (2019), the educational, professional, and financial levels of parents have a substantial impact on students' preference for TVET. The majority of study data revealed that guardians influence students' attitudes about TVET. The majority of respondents' parents come from a poorer socioeconomic, educational, and vocational background.

Ngumbao (2012) evaluated the influence of economic status, socio-cultural characteristics, and historical factors, as well as the quality of education and Youth Polytechnic administrative structures, on youth enrolment levels in Mombasa County, Kenya. The researcher gathered data by administering questionnaires to juveniles, VTC students, and VTC teachers. The study found that a family's capacity to pay school fees owing to the high expense of education had a substantial Surprisingly, the County government has made bursaries and grants available for students to enroll in TVET, but enrollment remains low.

Maronga, Asuma, and Nyikal (2015) examined the factors that motivated trainees to enroll in vocational training centres and influenced trainees' selection of specific study programs. In Kisii Central Sub County, the county has 13 vocational training facilities and 603 trainees. The study

found that enrollment in vocational training centres was primarily influenced by a number of factors, including trainees' inability to pursue formal education at the secondary school level due to a lack of tuition fees, trainees' inability to meet secondary school admission requirements, the need to acquire skills for employment, and repetition in primary school resulting in the pupils' advanced age. The selection of courses was influenced by a student's outlook on getting a job and earning income independently. This study focused on three enrollment factors that Maronga, Asuma, and Nyikal did not investigate: the cost of VTCs, the amount of awareness of current financing sources, and government regulations.

M'Rukaria's (2011) study aimed to identify alternate financial strategies for the provision of excellent education and training in vocational training centers in the Imenti South District of Meru County. The study addressed the Imenti South Sub County youth officer, two (2) youth polytechnic managers, and forty-three (43) teachers at the two vocational training facilities in the district, for a total of forty-six (46). The findings of the investigation revealed that all vocational training centers in the county lacked the financial resources necessary to obtain fundamental teaching and learning materials to provide excellent training. Inadequate money, lack of knowledge, hard workload, restricted land, and inadequate pay were among the obstacles to launching and managing income-generating enterprises. This analysis neglected to account for the fact that following delocalization the county is now a source of financing.

2.2.2 Government policies and enrolment in vocational training centres

Ayonmike (2014) investigated at factors impacting female enrollment in undergraduate regular technical education programs at Delta State University, Abraka, in Nigeria. 150 normal undergraduate students from different backgrounds participated in the research. Data were gathered using a questionnaire. The research found, among other things, that school and government policy-related variables had an impact on female involvement. Cost-sharing in education, the implementation of structural adjustment policies, the high cost of vocational education as a result of higher school fees that families must pay (higher user charges), aspects of policy (lack of clear goals and gender parity management), and inadequate infrastructure, such as libraries, classrooms, workshops, laboratories, and recreational facilities, were some of these. Other issues include inadequate financing for technical education, gender-biased TVET

curricular materials, and insufficient availability of consumable goods for students' practicals, such as wood nails, wires, rods, glue, etc. This research was carried out in a university context, which is distinct from a youth polytechnic.

According to a study by Shaibu and Baki (2013), enrollment in technical education in Nigeria has been hampered by gaps in the execution of policies regarding finance, resource allocation, and access for everyone (equity and quality). Wangeci (2013) investigated the causes of low enrollment in vocational training centers in Nyeri Zone, Nyeri South District, Nyeri County. The research employed a descriptive survey method. The target demographic consisted of the managers, teachers, and students of the sixteen vocational training centres in Nyeri Zone, as well as out-of-school youngsters and administrators. The analysis revealed that the policies regulating the operation of VTCs are unclear and inconsistent. It was recognized, however, that the admissions policy parameters were favorable to a broad cross-section of youngsters, hence increasing youth access to institutions. This subsequently increased enrollment. It was shown that the majority of children who drop out of vocational training programs do so because they have a negative attitude towards the instruction. The fact that area assistant chiefs rarely engage in VTCs suggests that they have a negative attitude about them.

Kupsoboi (2017) evaluated whether awareness and access to TVET institutions influenced the training decisions of students in Bungoma County. Using a descriptive survey design, mixed research methodologies were used to conduct the study. 291 students were selected using a stratified random sample procedure as responders. The data gathering method was a questionnaire. The majority of students were aware of the existence of TVET colleges, but were unaware of the courses offered or admittance criteria. This led to the low number of students enrolling in TVET programs in the region. However, the most of institutions were accessible.

Wanja (2015) analyzed the impact of government initiatives on enrollment in vocational training centers in Kenya's Embu County. The target population for this study consisted of 126 individuals, including all Youth Polytechnic teachers and 28 Youth Polytechnic managers from the 28 public Vocational training institutions in Embu County. The study concluded that insufficient funding result in students dropping out of schools, a shortage of training equipment and resources, insufficient personnel, and unpaid board of management teachers. In addition, the

absence of physical infrastructure made it impossible to carry out obligations within the institutions. The vocational training centers lacked managers and teachers with bachelors and master's degrees that might have enhanced the quality of instruction. Unfortunately, neither the department of quality assurance and standards of the ministry of education nor the county governments of Kenya conducted regular evaluations of vocational training centers. This study studied how government policies affect enrollment in vocational training centers, whereas Wanja's research did not examine this factor.

2.2.3 Level of awareness and enrolment in vocational training centres

Dommer, Myconos, Swain, Yung, and Clarke (2017) conducted study on "engaging young early school dropouts in vocational training" in Commonwealth Australia. This study was conducted in impoverished areas of Queensland, Tasmania, and Victoria. The purpose was to determine how students learned about the vocational school. They used mixed-methods, multi-phase design. In Australia, 62.1% of individuals enrolled in a VET program in 2015 were expected to be between the ages of 15 and 19 and had left school early. They discovered that enrollment in occupational training programs among early school leavers aged 20 to 24 was lower, at an estimated 43.3%. Young individuals cited family members as their primary source of VET knowledge. Some respondents said that they learned about formal vocational training via siblings who had participated in such programs. Early school leavers seemed to be confused by information on training courses supplied by training providers. The absence of transparency and fluctuating price structures become a major barrier. This study evaluated whether or not knowledge of current funding influences young people's choice to enroll in vocational training centers. It emphasized not just family information, but also government, private, and media sources of knowledge.

Soukkaseum (2017) investigated the relevance of vocational education on the lives of rural adolescents in the province of Luang Prabang, Laos. This study studied the impact of technical and vocational education and training (TVET) in improving the livelihoods of rural people, particularly indigenous adolescents in the province of Luang Prabang in northern Laos. Utilizing qualitative and ethnographic research approaches. The study found that the current TVET policy and interventions have focused primarily on achieving (income) poverty reduction and economic

development objectives, ignoring the significance of other multiple dimensions of human development, and that the aspirations of rural youth for their livelihoods are diverse and extend beyond economic prospects. The research suggested that the government may need to revise its policy orientation by including the capabilities approach in TVET, or more generally in the national education system, while still pursuing economic growth goals.

Yaakob and others (2020) found that household (economic status, household size, and parental education), biological (genetic deficit), psychological (mental environment, interests, and attitudes), policy (lack of goals and adequate gender equality monitoring), and school factors (school location, peer influence, facilities, role models, and gender-biased curriculum materials) all have an effect, especially in developed and developing countries.

The findings of Ayub's (2017) study are that parental influence has a statistically significant effect on students' decisions towards TVET. According to the research conducted by Bukantait, Lauackas, and Sabaliauskas (2006), 79% of fourth-year students said that their desire to "learn anywhere" impacted their choice of major. This number may be explained by the fact that these pupils failed to get admission to universities or colleges and instead enrolled in vocational schools to avoid wasting a year. Bad study findings and the perception that learning in high school would be too challenging are the primary factors. Students pick a vocational school because they feel it will be simpler to learn there than at a secondary or primary school.

Wangeci (2013) examined the impact of course awareness on enrollment in vocational training centers. The research used a descriptive survey method. Using questionnaires, crucial information on the population was gathered. The degree of awareness of courses given by VTCs was shown to be quite low. This is shown by the fact that the majority of respondents hear about available courses via their peers. The study suggested that VTCs and other stakeholders promote the courses they provide to increase public awareness. The researcher focused on knowledge of available courses but neglected to examine awareness of current financing sources and their impact on enrollment in public vocational training centres.

2.2.4 Learners attitude and enrolment in vocational training centres

Ismail (2019) investigated the link between attitude and performance in vocational training centers in Malaysia and discovered that mentality had a significant effect in trainees' enrolling in TVETs. Young trainees who enroll in TVET institutes already have thoughts and attitudes that they have formed. Some of these assumptions are socially motivated (Hansen, 2015). The negative attitude toward vocational education dates back to Kenya's early history. Academic achievement was seen as having a greater social status than professional training, and it even drew better salaries in paid positions, creating a sense of optional specialization for people in specialized subjects. As a result, fewer trainees are enrolled in public TVET institutes.

According to a study conducted by Saif and Sharjah (2016) in the United Arab Emirates on attitudes toward vocational education and training, the overall perception of vocational education is unfavorable, and TVETs have a poor reputation and a negative image in society. Mohamad (2017) conducted study on the effects of Problem-Based Learning on Students' Competencies in Technical Vocational Education and Training. The study included both qualitative and quantitative research designs. The study findings demonstrated that students with high CGPA scores benefitted more from PBL learning than students with low CGPA scores. According to the study's findings, students had favorable impressions of the PBL method, indicating that they had a pleasant experience throughout the PBL sessions. Perhaps they had seen changes and improvements as a result of using the PBL technique, which explains their optimistic attitude near the conclusion of the CNC programming course. The study recommended that additional research be conducted to support the findings of this research study, which concluded that students with above-average CGPA scores benefited more from learning through PBL approach than students with below-average CGPA scores, or that students' prior academic performance influences learning in PBL approach.

Ozioma (2011), Indoshi et al. (2010), and Ohiwerei and Nwosu (2009) studied the effect of a student's future profession and job on their decision. Students believe that careers associated to technical and vocational education are not stable, do not pay well, and have a poor social standing. Wanjohi (2016) conducted study to determine trainee attitudes toward TVET, and the results suggested that trainees had poor attitudes and would prefer university education. The

investigation also revealed that the training did not correspond to the occupations that were accessible. It was also discovered that the value of TVET in society is eroding and that people see it as second-rate education. Dike (2013) further confirmed that in Nigeria, children enroll in TVET institutions as a last option due to the bad reputation of TVET. According to the study's conclusions, TVET lacks societal acceptance.

Meshack Chuma's (2014) research on the influences on gender disparity in TVET enrollment in Kenya reveals that a number of factors, such as students' preferences and attitudes toward classes, related jobs, and their requirements for high school subjects, the subjects teachers, parents, career consultants, family and friends, TVET policies, and the framework developers, influence students' enrollment in TVET courses. King (2013) discovered that economic growth is often dependent on the availability of talented human resources, but that the availability of such human resources does not always result in economic progress and increased people's well-being. Countries have consequently come up with strategies to encourage students to select TVET over regular education.

2.3 Summary and Research Gaps

Table 1 : Summary of research Gaps

Researcher	Focus of the study	Key findings	Knowledge gaps	Focus on the current study
M'Rukaria (2011)	Study aimed to identify alternate financial strategies for the provision of excellent education and training in vocational training centers in the Imenti South District of Meru County.	The findings of the investigation revealed that all vocational training centers in the county lacked the financial resources necessary to obtain fundamental teaching and learning materials to	The study targeted the youth officer for Imenti South Sub County, two (2) youth polytechnic managers, and 43 trainers from the district's two vocational training centres, for a total of forty six (46) participants It did	The study target population will focused on key stakeholders in the education sector to lay strategies for subsidized TVET education and increased enrollment. .

		provide excellent training.	not looked at other institutions in the county.	
Wangeci (2013)	Investigated the causes of low enrollment in vocational training centers in Nyeri Zone, Nyeri South District, Nyeri County.	The analysis revealed that the policies regulating the operation of VTCs are unclear and inconsistent	The researcher focused on knowledge of available courses but neglected to examine awareness of current financing sources and their impact on enrollment in public vocational training centres.	This study focused on the general influence of student's attitude on enrollment of the TVET course in Kenya.
Ismail (2019)	Investigated the link between attitude and performance in vocational training centers in Malaysia.	The study discovered that mentality had a significant effect in trainees' enrolling in TVETs. Young trainees who enroll in TVET institutes already have thoughts and attitudes that they have formed.	The study was conducted in Malaysia which has a different education system and set up from Kenya.	The study sought to determine the influence of perception on TVET enrollment as some perceive it of low standard. Descriptive research design was used.

2.4 Conceptual Framework

The conceptual framework establishes the link that the researcher believes exists between the study variable influencing enrollments in TVET institutions in Kenya.

Independent variables **Dependent variable**

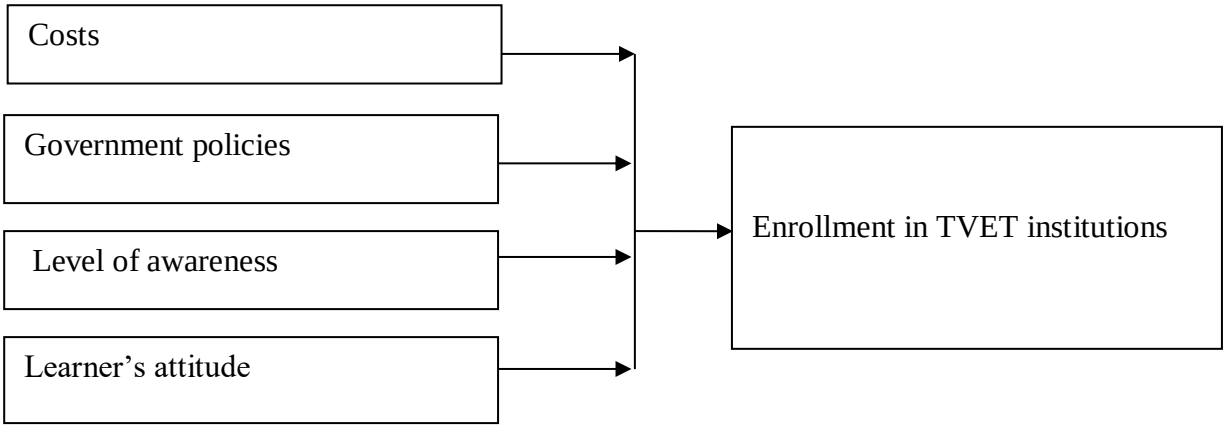


Figure 1 : Conceptual Framework

2.5 Operationalization of variable

Table 2 : Operationalization of Variable

Variables	Predictors	Analysis Type	Measurement Tools
Costs	• Location / transport • Income status of the household • Amount of fees charged • Capacity to pay fees	Descriptive statistics	Ticket Scale Percentages Frequencies
Government policies	• Facilities (workshops) • Resource (books) adequacy • Admission criteria • Existing capacities in VTCs	Descriptive statistics	Ticket Scale Percentages Frequencies
Level of awareness	• Awareness information	Descriptive	Ticket Scale

	● Use of social media ● Production customization Promotion	statistics	Percentages Frequencies SPSS
Learner's attitude	● Low entry marks ● unqualified teachers ● Poor facilities ● Lack of white colour jobs	Descriptive statistics	Ticket Scale Percentages Frequencies SPSS

2.6 Chapter Summary

The section appraised the theoretical literature review and empirical studies. The chapter also conceptualized the independent and depend variable and operationalized the variables.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.0 Introduction

This chapter gives a full discussion of the study design used. It outlines the research methodology, including what was done and how it was done. The research design, target population, sample and sampling methodology, instruments, pilot study, data collecting processes, data analysis and presentation, ethical considerations, and finally the chapter summary were all covered.

3.1 Research design

The research design is the blueprint for data collection, measurement, and analysis, as well as a strategy that is always based on the research question (Cooper & Schindler, 2014). The study used descriptive survey design as it answered the questions who, what, when, where and how, Cooper and Schindler (2018). In order to get residents' opinions, the study utilized a descriptive design in which the questions and their replies were recorded for analysis. This design allowed participants to express what they find significant rather than limiting them to predefined categories. It provided great credibility and allowed the researcher to push for further information, ensuring that participants interpreted questions correctly.

3.2 Target population

A population is the whole collection of elements from which a researcher can draw conclusions. A target population is the ideal group of individuals from whom the researcher wishes to generalize findings (Mugenda & Mugenda, 2012). The respondents for this study were 2 principals, 30 lecturers and 218 students at Godoma Technical Training Institute who were 250. The targeted population was summarized in table 3.

Table 3 : Target population

Categories	Frequency	Percentage %
Principals	2	1
Lecturers	30	12
Students	218	87
Total	**250**	**100**

3.3 Sample and Sampling Techniques

A sample is an appropriate representation of the population (Cooper & Schindler, 2014). Sampling design is a technique used to choose a representative sample from the population being studied that is balanced. Sampling is important because it facilitates quicker data gathering, cost savings during data collection, reliable results, and easy access to and availability of population components. To obtain a representative sample size for the investigation, stratified random sampling was performed. At least 40% of the total population is representative (Borg and Gall, 2013). The sample was computed as shown in Table 4.

Table 4 : Sample size

Categories	Frequency	Sample ratio	Sample
Principals	2	0.4	1
Lecturers	30	0.4	12
Students	218	0.4	87
Total	**250**	**0.4**	**100**

3.4 Data Collection Instrument

The study employed questionnaires to collect data for analysis to support or reject hypotheses and to validate evidence gathered through qualitative and quantitative data analysis. Questionnaires are a common data collection strategy because they allow researchers to get information quickly and readily code the replies (Denscombe, 2014). A questionnaire is a kind of research tool that is used to gather data from a wide range of individuals. Its goal is to translate

the study objectives into particular questions, and the answers to each question offer data for hypothesis testing. A questionnaire has benefits over other instruments in that it may gather information from large samples, there is no room for bias because it is provided in paper form, and anonymity is maintained. The questionnaire was composed of two sections, the first of which recorded the demographic characteristics of the respondents. Additional parts were structured around the main research aims.

3.5 Pilot Study

According to Mugenda et al. (2012), pilot testing is doing a preliminary test of data collection tools and methods in order to detect and minimize problems, allowing programs to make corrective modifications or adjustments prior to collecting data from the target population. According to Cooper and Schindler (2013) and Creswell (2013), a pilot test was undertaken to discover design and equipment defects and to supply substitute data for the selection of a probability sample. By completing a pilot test, the researcher validated that relevant questions were asked, appropriate data was obtained, and adequate data collection techniques were used. The survey questionnaire was evaluated on 26 individuals of the target group who were not included in the sample. This accounted for around 10% of the sample size, which is commonly suggested by social scientists (Mugenda et al., 2012).

3.5.1 Validity

Validity is the degree to which data analysis results properly reflect the phenomena under investigation, and it demonstrates how exactly the data obtained in the study represents the variables of the study (Mugenda et al., 2012). The instrument's content and validity was improved by extensive consultation with professionals and specialists in the field of higher institutions. All additional and relevant information from the pre-test will also be added to improve the instrument.

3.5.2 Reliability Test

Drost (2011) defines reliability as the extent to which a scale generates consistent findings when measurements are repeated. This is accomplished by determining the relationship between the scores obtained from several administrations of the scale. If the correlation is strong enough, it indicates that the scale produces consistent findings and is thus considered credible. The

researcher examined the questionnaire's reliability to see if it consistently tested what it was meant to test. The test-and-retest method was used to figure out how reliable the instruments were. It involved giving the same group of people who had already been identified a similar test twice. Reliability refers to how often, steadily, or consistently a questionnaire from 0.7% of the target population can be used (Cronbach, 2011).

3.6 Data Collection Process

Before starting to collect data, the researcher got all the necessary paperwork, including an introduction letter from the University. The purpose of the study was also explained to the sampled native authorities in the region. After getting permission, the researcher gave the questionnaires to the sampled Godoma institute principals, lecturers, and students. One of the people who answered the survey made this possible. Using questionnaires was the easiest way to collect data because it was thought that it would make it easier to reach all of the selected respondents on time. During the time when the respondents were given the instruments, the purpose of the research was explained to them.

3.7 Data Analysis Procedure

Data analysis begins with data cleansing, completeness and accuracy checks, summarization and verifying data usability before using statistical techniques (Cooper & Schindler, 2014). After collecting and editing raw data, the surveys were sorted based on responder patterns. Both descriptive and inferential statistics will be used to analyze the acquired data. To aid adequate description and interpretation of the study findings, data was presented in the form of frequency distribution tables, graphs, and charts. To make analysis of the data, the study employed descriptive statistics to evaluate the collected data into tables, charts with frequency distribution.

3.8 Ethical Considerations

3.8.1 Informed Consent

The participants were told that they could choose whether or not to take part in the study at a time and place that was convenient for them by filling out the questionnaire and interview. This

was after they were told the purpose of the study and understood what was being discussed about.

3.8.2 Voluntary Participation

It was made clear to the respondents that their participation in the research project was entirely optional, and that they were allowed to refuse or withdraw at any time throughout the study period.

3.8.3 Confidentiality

All of the people who answered the survey were told that the information they gave to the researcher would not be shared with anyone else. The researcher promised them that this kind of information would not be given to the top leadership of the organization.

3.8.4 Privacy

The researcher respected the respondents' privacy by agreeing to meet them at places that were convenient for them.

3.8.5 Anonymity

To protect the respondents' anonymity during the study, their names were not written on the questionnaires and they were not named.

3.9 Chapter Summary

This chapter explains the researcher's research methods for gathering and analyzing data from respondents. It also explains how the descriptive research approach was utilized to narrow down the subject area. Questionnaires were used to collect data. Descriptive and inferential statistics were utilized to draw inferences about the population under investigation. Finally, the respondents' identity was safeguarded to guarantee that their informed consent resulting from their voluntary involvement is adequately secured from any other third-party individual or organization. The next chapter covers how the data collected from respondents was processed, evaluated, and presented.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.0 Introduction

This chapter aided in the presentation of data. The findings were given based on the study questions or particular objectives via questionnaires distributed to employees. The acquired data was presented in tabular form, percentages, and descriptive statistics such as pie charts, line graphs, and bar graphs.

4.1 Presentation of findings

4.1.1 Response Rate

The researcher distributed one hundred (100) questionnaires to the institution in line with the chapter's recommended sample size. The majority of the respondents completed and returned questionnaires to the researcher. The response rate was as follows;

Table 5 : Response rate

Response rate	**Frequency/ No of questionnaires**	**Percentage (%)**
Responded	70	70
Not responded	30	30
TOTAL	**100**	**100**

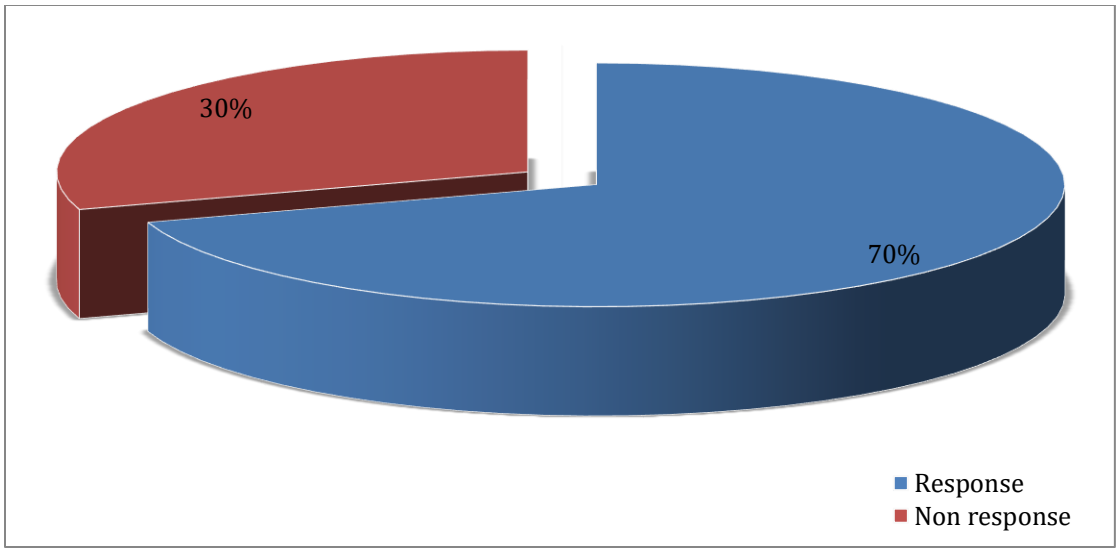


Figure 2 : Response rate

The response rate was high, as 70% of the 100 questionnaires that were distributed to individuals within the institution were returned. The fact that the majority of questionnaires were filled out demonstrates the accuracy of the data acquired.

4.1.2 Background information

4.1.2.1 Gender

Attempts were made to establish the gender type of the respondents. This was regarded important because there was a need to establish the number of males as compared to female employees in the organization. The findings were as follows:

Table 6 : Gender of respondents

Gender	Frequencies	Percentage (%)
Male	42	60
Female	28	40
TOTAL	**70**	**100**

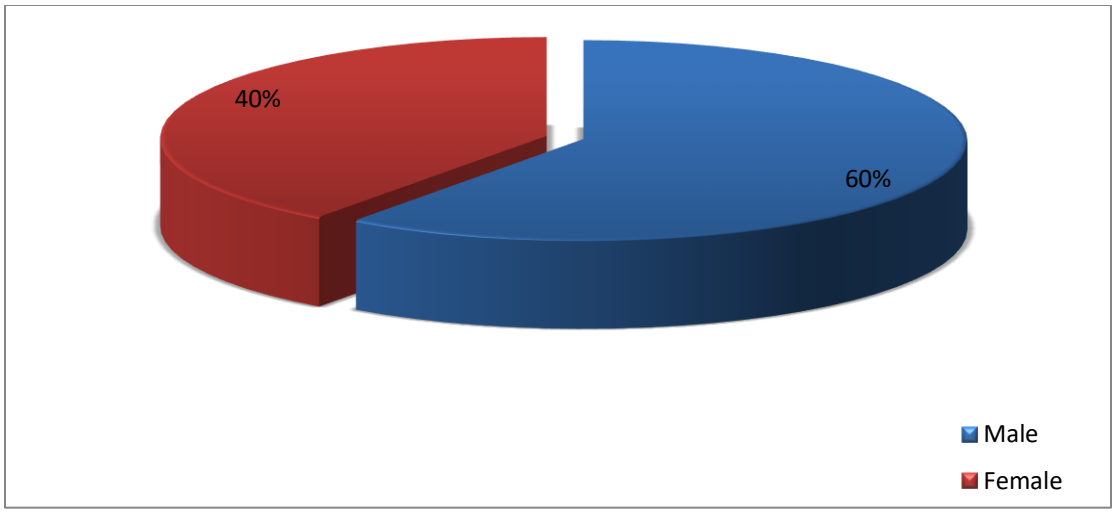


Figure 3 : Gender of respondents

The study outcomes indicated that 60% of the individual who returned the questionnaire were male while 40% were female. It can therefore be concluded that majority of the individuals with positive feedback in the institution were male with 60% and that the organization generally having more males than females.

4.1.2.2 Level of Education

The level of education was seen as a crucial element that may impact the replies received. The research findings on the respondents' education levels were as follows;

Table 7 : Level of Education

Level of Education	Frequency	Percentage (%)
College	45	64
University	20	29
Post- University	5	7
TOTAL	**70**	**100**

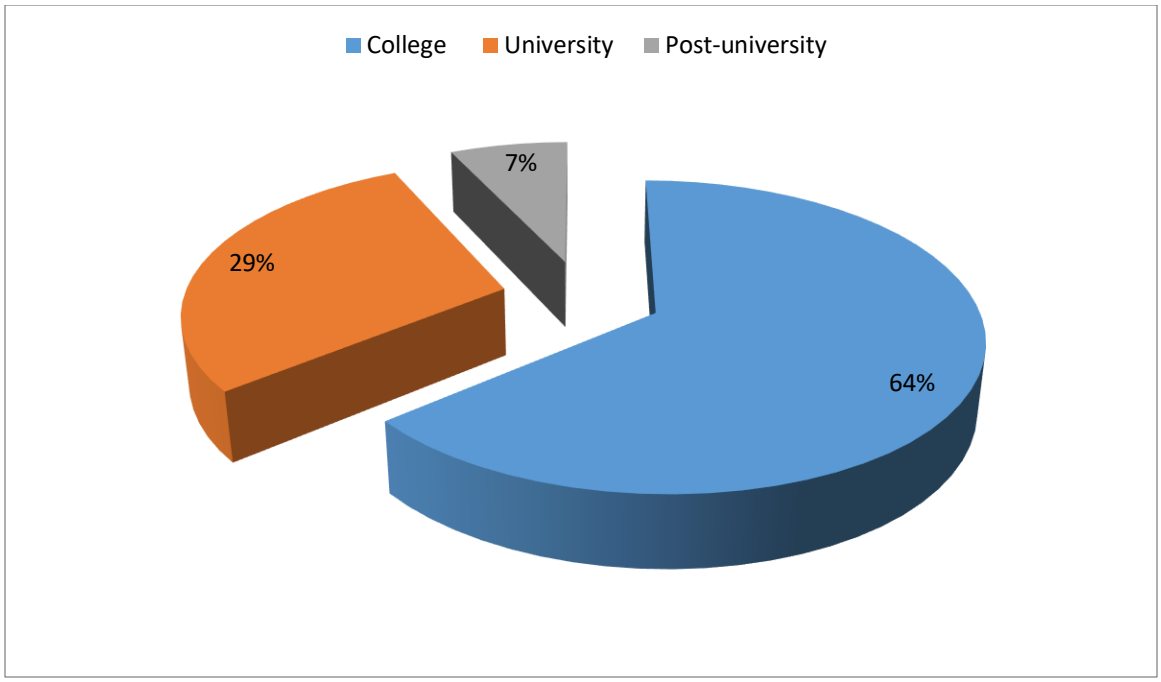


Figure 4 : Level of Education

The outcomes shown that the majority 64% of the respondents who partook the study had attained or are continuing at college level, the university level had a percentage of 29% and post-university was the lowest with 7%. The level of education was equally important as it helped in establishing the individual education background which was a major influence on the responses and information gathered, thus it helped in showing that more individuals had attained or are continuing a higher level of education by going to college and university.

4.1.2.3 Working experience

The working experience helped us to determine whether the staff had worked for a longer period or a shorter period in the organization after they were employed. The study findings were as follows.

Table 8 : Working Experience

Working experience	Frequency	Percentage (%)
0 – 5 years	40	57
5 – 10 years	20	29
Above 10 years	10	14
TOTAL	**70**	**100**

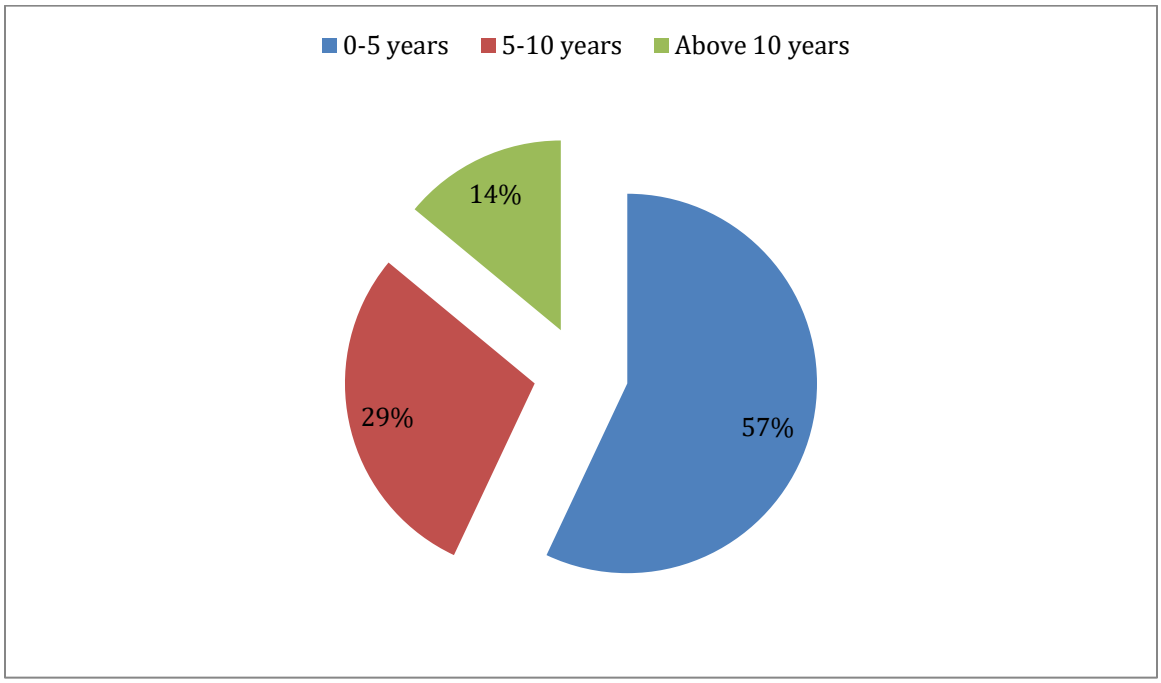


Figure 5 : Working Experience

According to the aforementioned data, the majority of respondents (57%), had worked for 0-5 years, 29% had worked for 5-10 years, and 14% had worked for 10 years or more. This meant that the majority of the people had only been with the institution for a short time.

4.1.2.4 Age bracket

Age was an important factor in the study since it gave information on the age composition and distribution of the respondents in the institution. The age bracket of the respondents was to help the researcher to know whether there were more young people in the institution who are our main point of interest. The responses gathered on age were as follows.

Table 9 : Age bracket

Age bracket	Frequency	Percentage
18 – 25	25	36
26 – 35	20	29
36 – 45	15	21
Above 45	10	14
TOTAL	**70**	**100**

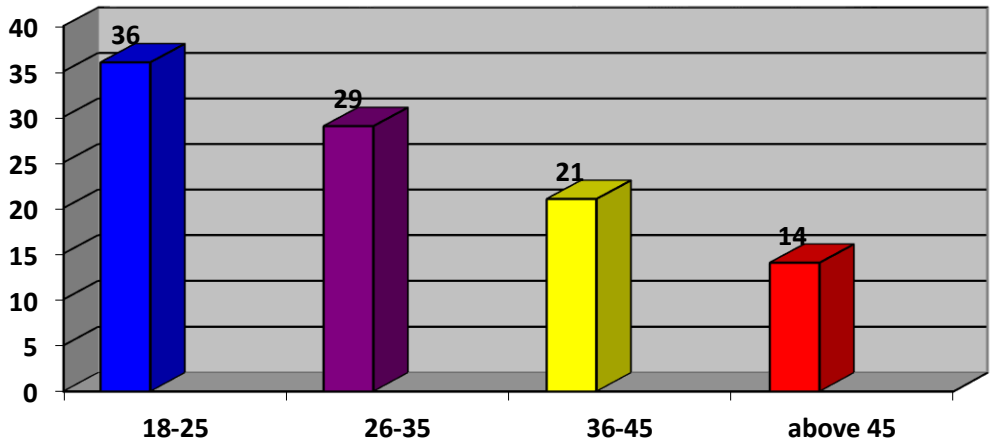


Figure 6 : Age bracket

According to the above figure, 36% of respondents in the organization were between the ages of 18 and 25, 29% were between the ages of 26 and 35, 21% were between the ages of 36 and 45, and 14% were between the ages of 45 and above. According to the findings of the survey, more younger people were questioned than older people in the age bracket of 45 and above, who had the fewest (14%).

4.1.3 Costs

The researcher sought to examine how the costs influences student enrollment at Godoma Technical Training Institute. A set of four questions were used to determine the study variable.

Table 10 : Respondents view on how the costs influences student enrollment at Godoma Technical Training Institute

	SA	A	N	D	SD
The amount of fees charged per year is high, which is one reason why there are few students in this VTC	50%	46%	4%	0%	0%
The ability of parents/guardians to pay fees influences learner enrollment in VTC	56%	38%	6%	0%	0%
The cost of getting to the nearest VTC played a role in my choice of joining up.	49%	26%	4%	11%	10%
County government allocation / support have a general effect on the student enrolment at VTC	43%	51%	3%	3%	0%

The results were as follows: For the first question, the study asked if the high amount of fees charged per year is a reason why learners don't enroll in this VTC. 50% of the respondents strongly agreed, 46% agreed, and 4% were neutral. None of the respondents strongly disagreed or agreed. The second question under this variable asked if the ability of parents or guardians to pay fees affects a learner's decision to enroll in VTC. 56% of the respondents strongly agreed, 38% agreed, and 6% were neutral. None of the respondents strongly disagreed or agreed. The study wanted to find out if the distance to the nearest VTC affected my decision to enroll because of the cost of transportation. The responses were as follows: 49% of the respondents strongly agreed, 26% agreed, 4% were neutral, 11% disagreed, and 10% strongly disagreed.

The study looked at whether or not the County government's allocations or support have a general effect on the number of students who enroll at VTC. The responses were as follows: 43% of the respondents strongly agreed, 51% of the respondents agreed, 3% of the respondents disagreed, and 3% were neutral. This means that costs have a big impact on how many students enroll for the VTC.

This finding is consistent with Ayonmike's (2014) research in Nigeria, which discovered that

higher user charges or fees increased educational costs for families in terms of higher school fees payment, which contributed to low enrolment in technical vocational education.

4.1.4 Government policies

The study sought to examine the influence of government policies on the student enrollment at Godoma Technical Training Institute.

Table 11 : Respondents view on the influence of government policies on enrolment in vocational training centres

	SA	A	N	D	SD
Knowledge of the provision of resources (learning materials and infrastructure) from national and local governments to VTCs contributes to learner enrollment in VTCs	31%	45%	17%	7%	0%
Enrollment in TVET is influenced by knowledge of the entrance standards.	35%	38%	5%	18%	4%
Enrollment in TVET is influenced by awareness of bursary programs.	27%	34%	5%	21%	13%
VTC enrollment is influenced by knowledge of policies on vocational education access	13%	76%	3%	8%	0%

The study's first statement asked if knowledge of the allocation of resources (learning materials and infrastructure) from national and county governments to VTCs contributes to learner enrollment in VTCs and 31% strongly agreed, 45% agreed, 17% were neutral while 7% disagreed. The second statement of the study inquired if enrollment in TVET is influenced by knowledge of the entrance standards and the responses were as follows, 35% of the respondents strongly agreed, 38% agreed, 5% were neutral and 18% disagreed while 4% strongly disagreed.

The study also inquired if enrollment in TVET is influenced by awareness of bursary programs and 27% strongly agreed, 34% agreed, 5% were neutral while 21% disagreed and 13% strongly disagreed. The study's fourth statement inquired if VTC enrollment is influenced by knowledge of policies on vocational education access and 13% strongly agreed, 76% agreed, 3% were neutral and 8% disagreed while 0% strongly disagreed.

This was consistent with the findings of Gakio's (2012) study in Isiolo County. According to the findings of the survey, respondents agreed to a large extent that government financing contributed to trainee enrolment rates in VTCs.

4.1.5 Level of awareness

The study sought to examine the influence of level of awareness on student enrollment at Godoma Technical Training Institute.

Table 12 : Respondents view on the influence of level of awareness on enrolment in vocational training centres

	SA	A	N	D	SD
Awareness of available funding sources for technical and vocational education provided in public TVET in Kilifi	15%	71%	5%	8%	1%
The degree of awareness among school leavers was minimal.	27%	60%	11%	2%	0%
Frequency of advertisement of the TVET institution on the media	26%	54%	10%	10%	0%
Primary school leavers also seemed confused about the information about training courses offered by training providers	3%	78%	11%	8%	0%

The results in Table above show a significant number of respondents agreed to the statement that a Level of awareness has a big impact on enrollment at TVET institution. To illustrate, 86% of the respondents believed that level of awareness on existing sources of financing the cost of technical and vocational education offered in public TVET in Kilifi, while 87% agreed that the

school leavers' level of awareness was low. A good 80% of the respondents indicated that the frequency of advertisement of the TVET institution on the media has a big impact on the TVET due to popularity issue, while 81% believed that the details on training courses given by training providers tended to be perplexing for primary school leavers as well.

The results are consistent with a World Bank (2014) study in Kenya, which revealed that youth's capacity to enroll in TVET was hampered by a lack of understanding of the TVET progression structure from basic to secondary and higher education levels.

4.1.6 Learners attitude

The study variable was assessed using a Licket scale respondents were required to respond to the following questions, and the researcher sought to examine the influence of Learners attitude on student enrollment at Godoma Technical Training Institute. A set of four questions were used to determine the study variable.

Table 13 : Respondents view on how Learners attitude on enrolment in vocational training centres

	SA	A	N	D	SD
TVET courses are for failures on low enrolment	37%	41%	5%	13%	4%
TVET courses force me to use skills	28%	55%	10%	4%	3%
I enjoy technical work	36%	48%	8%	6%	2%
TVET prepare me for low salary job	40%	49%	8%	3%	0%

The first statement in the research asked whether TVET courses are for failures, resulting in low enrollment, and the replies were as follows. 37% strongly agreed, 41% agreed, 5% were neutral, 13% disagreed, and 5% strongly disagreed. The study also inquired if TVET courses force me to use skills and needs a lot of thinking, and the responses were as follows: 28% of the respondents strongly agreed, 55% agreed, 10% were neutral while 4% disagreed and 3% strongly disagreed. The third statement the respondents were asked was if the students enjoy technical work and the

responses were as follows 36% of the respondents strongly agreed, 48% agreed, 8% were neutral while 6% disagreed, and 2% strongly disagreed And finally it was inquired if TVET prepare me for low salary job and the responses were as follows 40% of the respondents strongly agreed, 49% of the respondents of the respondents agree, 8% were neutral, while 3% disagreed and none of respondents strongly disagreed.

In line with the study findings, Itohan (2017) discovered that technical training schools in Nigeria struggle to recruit students due to a widespread misunderstanding that they are only for students who performed poorly in primary and secondary school.

4.2 Chapter Summary

The chapter includes the response rate and a presentation of the data, which the researcher assessed both subjectively and numerically.

CHAPTER FIVE

SUMMARY, RECOMMENDATIONS AND CONCLUSIONS

5.0 Introduction

This section of the study presents the research findings, suggestions, and conclusion. The results are described in accordance with the research variables.

5.1 Summary of findings

5.1.1 Background Information

The response rate was high, as 70% of the 100 questionnaires that were distributed to individuals within the institution were returned. The fact that the majority of questionnaires were filled out demonstrates the accuracy of the data acquired. The study findings indicated that 60% of the individual who returned the questionnaire were male while 40% were female. It can therefore be concluded that majority of the individuals with positive feedback in the institution were male with 60% and that the organization generally having more males than females. The results indicated that the majority 64% of the respondents who participated in the study had attained or are continuing at college level, the university level had a percentage of 29% and post-university was the lowest with 7%. The level of education of the respondents was equally important as it helped in establishing the individual education background which was a major influence on the responses and information gathered, thus it helped in showing that more individuals had attained or are continuing a higher level of education by going to college and university. According to the aforementioned data, the majority of respondents (57%), had worked for 0-5 years, 29% had worked for 5-10 years, and 14% had worked for 10 years or more. This meant that the majority of the people had only been with the institution for a short time. According to the above findings, 36% of respondents in the organization were between the ages of 18 and 25, 29% were between the ages of 26 and 35, 21% were between the ages of 36 and 45, and 14% were between the ages of 45 and above. According to the findings of the survey, more younger people were questioned than older people in the age bracket of 45 and above, who had the fewest (14%).

5.1.2 How do costs influence the enrolment in vocational training centres in Kilifi County?

The results were as follows: For the first question, the study asked if the high amount of fees charged per year is a reason why learners don't enroll in this VTC. 50% of the respondents strongly agreed, 46% agreed, and 4% were neutral. None of the respondents strongly disagreed or agreed. The second question under this variable asked if the ability of parents or guardians to pay fees affects a learner's decision to enroll in VTC. 56% of the respondents strongly agreed, 38% agreed, and 6% were neutral. None of the respondents strongly disagreed or agreed. The study wanted to find out if the distance to the nearest VTC affected my decision to enroll because of the cost of transportation. The responses were as follows: 49% of the respondents strongly agreed, 26% agreed, 4% were neutral, 11% disagreed, and 10% strongly disagreed.

The study looked at whether or not the County government's allocations or support have a general effect on the number of students who enroll at VTC. The responses were as follows: 43% of the respondents strongly agreed, 51% of the respondents agreed, 3% of the respondents disagreed, and 3% were neutral. This means that costs have a big impact on how many students enroll for the VTC.

5.1.3 To what extent do government policies influence the enrolment in vocational training centres in Kilifi County?

The first statement of the study inquired as to if Knowledge of the provision of resources (learning materials and infrastructure) from national and local governments to VTCs contributes to learner enrollment in VTCs and 31% strongly agreed, 45% agreed, 17% were neutral while 7% disagreed. The second statement of the study inquired if enrollment in TVET is influenced by knowledge of the entrance standards and the responses were as follows, 35% of the respondents strongly agreed, 38% agreed, 5% were neutral and 18% disagreed while 4% strongly disagreed.

The study also inquired if enrollment in TVET is influenced by awareness of bursary programs and 27% strongly agreed, 34% agreed, 5% were neutral while 21% disagreed and 13% strongly disagreed. The study's fourth statement inquired if the awareness on policy on access to vocational education contributes to enrolment in VTC & costs and 13% strongly agreed, 76% agreed, 3% were neutral and 8% disagreed while 0% strongly disagreed.

5.1.4 How does level of awareness influence the enrolment in vocational training centres in Kilifi County?

According to the data, 86% of respondents stated that the degree of information on current methods of funding the cost of technical and vocational education given in public TVET in Kilifi was poor, while 87% agreed that the level of awareness among school leavers was low. Approximately 80% of respondents indicated that the frequency of TVET institution advertisements in the media has a significant impact on TVET due to the popularity issue, while 81% believed that information about training courses offered by training providers appeared to be confusing for early school leavers.

5.1.5 How does Learners Attitude influence performance of the enrolment in vocational training centres in Kilifi County?

The first statement the study inquired as to if TVET courses are for failures thus low enrolment and the responses were as follows 37% strongly agreed, 41% agreed, 5% were neutral while 13% disagreed and 5% strongly disagreed.

The study also inquired if TVET courses force me to use skills and needs a lot of thinking, and the responses were as follows: 28% of the respondents strongly agreed, 55% agreed, 10% were neutral while 4% disagreed and 3% strongly disagreed. The third statement the respondents were asked was if the students enjoy technical work and the responses were as follows 36% of the respondents strongly agreed, 48% agreed, 8% were neutral while 6% disagreed, and 2% strongly disagreed And finally it was inquired if TVET prepare me for low salary job and the responses were as follows 40% of the respondents strongly agreed, 49% of the respondents of the respondents agree, 8% were neutral, while 3% disagreed and none of respondents strongly disagreed.

5.2 Conclusions

The cost of vocational education was revealed to be a key factor influencing youth enrollment in public vocational training centers in Kilifi County. Given that the majority of students and school leavers depend on on their parents for support, purchasing tools, personal items, and uniforms was a financial strain for the majority of families in Kilifi County, Kenya. The study also revealed that the cost of vocational education did not favor youth enrollment in public vocational training centers considerably. As a result, the expense of vocational education was a substantial barrier to student enrollment in various vocational training programs around the county

Despite the existence of numerous TVET government initiatives, most stakeholders (students and school leavers) were found to be insufficiently informed. Even tutors were found to be fairly knowledgeable of the role of government TVET policies to youth enrollment in public VTCs in the county. Furthermore, principals reported that the TVET progression structure regulation had little impact on student enrollment in public VTCs.

Based on the findings of the study, despite the availability of several financing sources from the perspective of principals and teachers, very few students profited from them. The majority of students enrolled in VTCs relied on their parents/guardians for payment of school fees, which was deemed irregular by their administrators. It was also shown that school leavers had a poorer understanding of the various financing sources for VTCs, which influenced their decision not to enroll in VTCs. The lack of appropriate and dependable financing sources was cited by tutors in Kilifi County as a factor affecting student enrollment in public vocational training centers.

TVET institutions are seen as a second opportunity for individuals who have failed to secure a place in academic education; hence, learners do not enroll in these institutions since they do not want to be classified as failures.

5.3 Recommendations

Owing to the high cost of vocational training, which was shown to be a barrier to enrollment, the county government has to increase bursary funding to the VTC sector, which is a critical component to achieving the county and national development plan. This may be accomplished by giving free VTC instruction. Finally, the Programme will encourage more school leavers to enroll in vocational training since tuition prices would be reduced.

The Kenya Universities and Colleges Central Placement Service should raise the entry grade so that such schools are not considered as a last resort for students who do not meet university admissions requirements. This would lessen negative attitude of learners towards the institutions and may improve the enrolment of students.

To address the low level of knowledge about existing sources of funding, the county government should work with TVETA to teach parents and students in primary and secondary school who are about to graduate about the different types of funding available through mass media, churches, and barazas. This will help learners have easy access to these institutions. This will make sure that the carrying capacity of the available institutions is met.

There is a need for TVETA to provide clear regulations and guidelines on the progression structure in order to minimize the uncertainty that causes students who fail KCSE tests to fail to enroll in VTCs because they believe VTCs are just for primary school dropouts. Moreover, the county government must address the uniform policy, which has been identified by head teachers to be a barrier to student enrolment.

5.4 Suggestions for Further Studies

Given that the study was done at public vocational training institution in Kilifi County, similar research might be conducted in other Kenyan counties to determine whether there are similarities or differences in determinants of enrolment. Further studies can be conducted to find out what initiatives the Kenya Association of Technical Training Institutes (KATTI) is putting in place to increase enrolment in technical courses at the institutes.

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APPENDIX I: INTRODUCTION LETTER

The Management University of Africa

Sponsored by The Kenya Institute of Management

Date: 18TH NOVEMBER, 2022

TO WHOM IT MAY CONCERN

PENINAH NDUKU MUTHOKA– ODLBML/23/01013/1/21

This letter serves to introduce the above named who is a Bachelor of Management and Leadership (BML) student and is interested in carrying out research on "Factors Influencing Student Enrollment in TVET Institutions in Kenya; Godoma Technical Training Institute in Kilifi County".

Any assistance accorded to her in pursuit of this study will be greatly appreciated.

Yours Sincerely

THE MANAGEMENT UNIVERSITY OF AFRICA DEAN'S OFFICE SML 21 NOV 2022 P.O. Box 29677 - 00100 NAIROBI

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APPENDIX II: QUESTIONNAIRE

SECTION A: BACKGROUND INFORMATION

(N.B Answer by Ticking where applicable)

1. Gender
   - Male ☐
   - Female ☐
2. Age bracket
   - 18-29 years ☐
   - 30-39 years ☐
   - 40-49 years ☐
   - 50 years and above ☐
3. Educational level
   - K.C.S.E ☐
   - Certificate ☐
   - Diploma ☐
   - Degree ☐
   - Masters ☐
4. Job experience
   - Less than 5 years ☐
   - 5-8 years ☐
   - 9-13 years ☐
   - 14-18 years ☐
   - Above 18 years ☐
5. Position held in the institution ……

SECTION B:

For each of the statement below, kindly place a right tick as applicable.
Note that: **SA**: Means Strongly Agree **A**: Stand for Agree **U**: Means Undecided **D**: Stand for Disagree **SD**: Represents Strongly Disagree.

Costs

Statements	**SA**	**A**	**U**	**D**	**SD**
The amount of fees charged per year contributes to enrolment of learners					
The ability of parents/guardians to pay fees influences learner enrollment in this TVET					
Due to transportation expenses, learners' enrollment is influenced by the TVET location					
County government allocation / support have a general effect on the student enrolment at TVET					

Government policies

Statements	**SA**	**A**	**U**	**D**	**SD**
The enrollment of students in VTCs is influenced by awareness of the allocation of resources (infrastructure and educational materials) from national and local governments to TVET					
Enrollment in TVET is influenced by awareness of bursary programs.					
Enrollment in TVET is influenced by knowledge of the entrance standards.					
Enrollment in TVET is influenced by awareness of the policy on access to vocational education.					

Level of awareness

Statements	**SA**	**A**	**U**	**D**	**SD**
level of awareness on existing sources of financing the cost of technical and vocational education offered in public TVET in Kilifi					
school leavers' level of awareness was low					
Frequency of advertisement of the TVET institution on the media					
Information about the training courses offered by training providers also appeared to be confusing for early school leavers					

Learners attitude

Statements	**SA**	**A**	**U**	**D**	**SD**
TVET courses are for failures on low enrolment					
TVET courses force me to use skills					
I enjoy technical work					
TVET prepare me for low salary job					

Thanks a lot for your cooperation