

**DETERMINANTS OF DEMAND FOR TECHNICAL AND
VOCATIONAL TRAINING AMONG THE YOUTH IN
KAJIADO COUNTY, KENYA**

JAMES SANKALE

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**Determinants of Demand for Technical and Vocational Training
among the Youth in Kajiado County, Kenya**

James Sankale

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DECLARATION

This thesis is my original work and has not been presented for an a degree in any other university.

Signature:..... Date:

James Sankale

This thesis has been submitted for examination with our approval as university supervisors

Signature:..... Date:

Prof. Maurice M. Sakwa, PhD

JKUAT, Kenya

Signature:..... Date:

Dr. David J. Ndegwah, PhD

JOOUST, Kenya

DEDICATION

My dedication to this thesis goes to my late father who will be proud for this achievement. Many thanks go to my wife and children for their support and encouragement throughout my study.

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ACRONYMS AND ABBREVIATIONS

ANOVA	Analysis of Variance
BLN	Basic Learning Needs
CA	Capability Approach
COE	Centers of Excellence
DDE	Deputy Director of Education
ECA	Economic Commission for Africa
ECOTEC	Emissions Control Optimization Technology
FGD	Focus Group Discussions
FGM	Female Genital Mutilation
GoK	Government of Kenya
HREOC	Human Rights and Equal Opportunity Commission's
ICT	Information Communication Technology
ILO	International Labour Organization
ITs	Institutes of Technology
KNBS	Kenya National Bureau of Statistics
MoHEST	Ministry of Higher Education Science and Technology
MSE	Micro and Small Enterprises

MWEDO	Maasai Women Development Organization
NACOSTI	National Commission for Science Technology and Innovation
PWC	Pastoral Women’s Council
SIDA	Swedish International Development Agency
SPSS	Statistical Program for Social Sciences
TA	Traditional Apprenticeship
TAFE	Technical and Further Education
TTIs	Technical Training Institutes
TVET	Technical and Vocational Education and Training
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
WBI	World Bank Institute's
YP	Youth Polytechnics

DEFINITION OF TERMS

Education:	this refers to the process of acquiring skills for work.
Technical:	this refers to practical, mechanical, arts or the applied sciences o acquire skills.
Technical skill:	this is knowledge about and proficiency in a specific type of work or activity. It includes competencies in a specialized area, analytical ability, and the ability to use appropriate tools and techniques (Katz, 1955).
Technology:	this refers to Body of knowledge and application of this knowledge combined with resources to produce outcome in response to human desire and needs.
Training:	it refers to organized activity aimed at imparting practical skills, knowledge and attitude to perform industrial tasks.
Unemployment:	it refers to adult population who are not employed in formal sector.
Vocational education:	this is a general term that includes every form of education that aims to the acquirement of qualifications related to a certain profession, art or employment or that provides the necessary training and the appropriate skills as well as technical knowledge, so that students are able to exercise a profession, art or activity, independently of their age and their training level, even if the training program contains also elements of general education (Kotsikis, 2007).

Vocational training:

this is a part of vocational education that provides the specialized professional knowledge and skills, which attribute professional adequacy to the trainee and are the focus of every vocational training program. It can be seen as an activity or a set of activities designed in order to transmit theoretical knowledge and also professional skills that are required for certain types of jobs (Kotsikis, 2007).

ABSTRACT

The study aimed at investigating the determinant for demand for technical and vocational training among youth in Kajiado County. The study used a mixed method design of both qualitative and quantitative methods. Empirical figures of student enrolment were obtained using standardized formula, followed by in-depth interviews about their study habits and attitude towards TVET. A sample of 119 was drawn using stratified random sampling. The target population for this study comprised of all students enrolled in youth polytechnics in Kajiado County. The focus was only on students in the polytechnics. Quantitative and qualitative forms of data was linked for three reasons: first for confirming and corroborating each other; secondary for elaborating or developing analysis, providing richer details and third for initiating new line of thinking through attention of new ideas coming up as well as and providing fresh insight (Rosmann and Wilson (quoted in Miles & Huberman, 1994). The study was confined to the natural settings and attempted to interpret phenomenon in terms of the meaning that people will bring as asserted by Denzin and Lincon (2005). The study applied a descriptive cross-sectional survey as its quantitative design. According to Cooper and Schindler (2003), the research design is appropriate if the study is concerned with finding out what, when, and how much of phenomenon. The study findings indicate that, demand for TVET programmes, is affected by all the predictors (that is skills competitiveness; socio-economic status; household attitude; social networking; and socio-cultural factors). A further look into the regression results indicated that demand for TVET would be considerably low if all the independent variables were rendered absent. Additional analysis indicates that increasing any of the independent variables would positively change the level of demand for TVET. From the test of hypothesis, it was revealed that there is a significant relationship between skills competitiveness; socio-economic status; household attitude; social networking; as well as and the demand for TVET among the youth in Kajiado County. The study recommends that, Parents and students should build networks with members of the society who are of higher economic status to enhance the ability of the graduates to gain opportunities in the labor market. The Government should enhance TVET awareness campaigns and publicity geared towards change of the perception. To link skills development and world of work, government should incorporate incubation centres within training institution as well as enhance mentorship programmes

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

The foundation of every nation is the education of its young people. The way the youth of any nation is brought up and educated in the family, in the school and in society determines the future prosperity of that nation. In Kenya, the youth represent an important cohort of the country's population, because they almost tripled from 4.94 Million in 1979 to 13.67 Million in 2009 (KNBS, 2010a). Kenya's development planners have stated, over the years, consistently stated one major educational objective: producing a properly and effectively trained, disciplined and patriotic youth that can in turn make a positive contribution to the development of the nation. According to recent national population census (KNBS, 2010b) and records of the Ministry of Education, Science and Technology (Sessional Paper No. 14 of 2012 on Reforming Education and Training Sectors in Kenya) at the tertiary level, there are approximately 5 million young people aged 18-23 out of which 0.5 million are attending either university or college education and training.

A skilled workforce is a basic requirement for driving the engine of industrial and economic growth. Technical and Vocational Education and Training (TVET) holds the key to building the technical and entrepreneurial workforce. TVET, therefore, is one of the key priorities of the Government's development agenda. Since the year 2000, a fresh awareness of the critical role that TVET can play in economic growth and national development has dawned. One of the most important features of TVET is orientation towards the world of work and the acquisition of relevant skills. TVET delivery systems are, therefore, well placed to train the skilled and entrepreneurial workforce that Kenya needs to create wealth and attain Vision 2030. Training for high-quality skills however requires standards on the appropriate training equipment and tools, relevant training materials, operation manuals, CBET curriculum and trainers. This has often been a

weakness with both public and private TVET providers and thus, one of the key reasons for regulation of the TVET system.

Basically, if people lack in technical skills, knowledge and entrepreneurial skills, the natural resources will tend to remain unutilized, underutilized or even unutilized (Wairimu, 2009). Skills are vital for poverty reduction, economic recovery and sustainable development. As a consequence, policy attention to technical and vocational education and training (TVET) is increasing worldwide.

Global economic competition increasingly requires competing on the quality of goods and services that requires a labour force with range of mid-level technical and professional skills. In order to build and sustain a vibrant economy, as a nation for as to attain a competitive development we require a critical mass of skilled and competent workforce. Technical skills form a critical answer upon which the country development agenda will be achieved. This is well articulated in Kenya's vision 2030 which places great emphasis on TVET as the vehicle for socio- economic development.

The challenges facing the youth can be addressed through youth empowerment processes such as giving them a voice, increasing employment opportunities, ensuring their physical and mental wellbeing by increasing access to healthcare facilities, expanding academic and skill training institutions, as well as equipping them with skills that support their resilience after a life in the streets or involvement in conflict or violence. Ansell (2005) believes that children and youth need to be given a voice and enabled to participate in development initiatives. The need to empower young people by giving them a voice was echoed by Perullo (2005) who examined ways that young people in Tanzania use rap music to “destroy stereotypical notions of youth culture, solidify and strengthen local communities and correct problems that appear in everyday life” (p. 98). Although negative stereotypes still persist, Tanzania's youth have attained social empowerment and somehow altered the perception of young people as hooligans.

Garcia and Fares (2008) advise African nations to address significant labour market entry problems, such as lack of skills and being unprepared, faced by young people when entering and remaining in the labour market and which ultimately sabotage their empowerment. In order to empower young people, consequently delaying rural-urban migration, the World Bank (2009) recognizes the “need for an integrated, coherent approach in which policies appropriate for the youth in urban areas are closely connected with policies appropriate for the youth in rural areas” (p. 2). Such strategies, it is hoped, will increase the attractiveness of rural areas to young workers and will facilitate youths’ acquisition of suitable skills to take advantage of potential opportunities, as well as offer them second chances by availing them of information and credit facilities.

The notion of availing loans and financial support in order to empower young entrepreneurs is also supported by Mudavadi (2002) and Barker et al. (2000). Mudavadi (2002) identifies the Jua Kali industry as a key sector that Kenyan government can increase financial support. Barker et al. (2000) report on the Youth Skills Enterprise Initiative (YSEI) program in Zambia, which integrates basic business and life skills training and which also provides access to small loans as a way to empower young people. These studies challenge African governments to set up widespread credit facilities to empower the youth and other individuals start and maintain income-generating projects which would result in self-reliance, more jobs and better living standards.

Since it develops human capital and enables people to live better lives education is perceived as the means to improve a country’s standard of living (Garcia & Fares, 2008; World Bank, 2009). Education is thus perceived to be a crucial element in the empowerment process because it cultivates self-esteem (Barker *et al.*, 2000) and is a vital ingredient in health improvement efforts (Republic of Kenya, 1998). Although Kenya’s academic sphere was widely expanded in the post-independence era, its quality and ability to empower students with the required intelligence and skills for a rewarding career have been highly questioned (Kogo, 2000; Mudavadi, 2002). Mudavadi (2002,71)

adds that in the empowerment process, “the prime goal of any education system should be to equip young people with the training, skills, and attitude necessary for a productive life, without necessarily depending on an employer” (p. 71).

Besides education, imparting skills, whether technological, entrepreneurial, or agricultural, has persistently been perceived to be a viable strategy in the youth empowerment process. To spearhead Africa’s entry into the global information society, Mihyo and Ogbu (2000, 1) suggests that the youth should be equipped with information and technology skills “and proper methodologies to transfer such skills” (p. 1). On the same note, Mudavadi (2002, 141) believes that “village polytechnics could be set up, on a large scale, to dispense more skills and training that can be utilized in entrepreneurial enterprises” (p. 141).

With increasing emphasis being given to work and skills-based solutions to economic competition and poverty in the developing world, there comes a renewed focus on technical and vocational education and training (TVET) as a means to expand opportunities for the youth (Tripney *et al.*, 2013). TVET’s orientation towards work ethics and the acquisition of employable and competitive skills means that it is well placed to overcome the challenges facing the youth in sustaining their livelihood. King and McGrath (2004) argued that with TVET being more diverse because of the changes in the labour market, it should be able to integrate the youth into the working world. Given the prevailing economic trend, UNESCO (2004) identified the two major objectives of TVET as the urgent need to train the workforce for self-employment and the necessity to raise the productivity of the informal sector.

For TVETs to achieve these objectives they must embrace them and ensure that they are reflected in their demand to enrol in TVET institutions. The major challenge to TVET include low funding resulting in use of obsolete equipment for training; mismatch between training outcomes and industry expectation, and poor image of the sub-sector as a preserve for failures. However, the government has planned major reforms of the TVET sub-system, including: Implement the National Skills Development Strategy;

Establish a dedicated Authority to coordinate all TVET; Rebranding of TVET; Establishing a dedicated agency for TVET curriculum development, assessment and delivery; Modularization of TVET curricula and shifting to Competence Based Education and Training; Creating clear pathways in vertical transition from certificate to degree level of training; Establishing Centres of Excellence (COE) to develop skills for strategic and growth-oriented sectors; Introducing the Factory in College model borrowed from China; and Partnering and collaborating with foreign countries. To realize this paradigm shift expected to change the image of TVET, the government has taken measures including: Formulation of the TVET strategy; A new policy on education and training, including TVET; Enactment of the TVET Act; Establishment of the TVET Authority; Establishment of the TVET curriculum development, assessment and certification Council; and well-equipped Centres of Excellence (Harry, 2014).

1.1.1 Determinants of demand for TVET

Youth unemployment is a major challenge in the world today with Sub-Saharan Africa as one of the regions that are highly affected by poverty among the youth (International Labor Organization (ILO), 2003). While contending with the current economic crisis in the world, African countries will not cope with the growing number of unemployed young people in the region unless serious measures and alternative strategies are developed for more job creation. When youth are unemployed for long periods, they are likely to engage in antisocial behaviour including drug and alcohol abuse, unsafe sex, criminal activities including terrorism. Youth unemployment in Kenya is compounded by substantial levels of underemployment and poor-quality jobs in the informal sector (Abbink & Mineke, 2005).

The serious problem of unemployment among the youth can only be solved through acquisition of market driven and competitive skills. Skills development will promote self-employment among the youth. Research shows that even those without such cultural capital can widen their horizons and raise their aspirations via contact with positive role models and positive experiences (Experian & Ipsos MORI, 2010). For

some, it seems that making a career demand is a simple process of choosing a particular route or job. Research by ECOTEC (2006) found that limited employment choices in rural areas are a significant factor that young people feel influences their aspirations. Given that the rural economy is generally made up of small employers with a very small number of large employers, apprenticeships can be harder to secure than in urban areas. This may reduce young people's belief that they can achieve their aspirations in the local environment and may, therefore, either encourage them to migrate to a different, more urban location, or may make them pursue less ambitious aspirations.

Lambing and Kuehl (2000) pointed out that socio-economic status or characteristics are part of the major issues influencing self-employment. This could affect the demand for TVET; especially for those who may want to pursue TVET to enhance their capability to venture into self-employment. There are those who perceive self-employment as an occupation for low self-esteem persons. As such, a youth in social networks that hold on to such notions may be discouraged to pursue TVET. This is well captured in Lelissa (2006) and UNESCO (2002) that the negative social image held on the TVET in some societies programme discourages self-employment ideas of TVET graduates.

TVET's orientation towards the world of work and the acquisition of employable skills means that it is also well placed to overcome the skills mismatch issues that have impeded smooth education to formal employment transitions for many young people. Recent evidence suggests that TVET yields higher returns than either general secondary education or higher education, mainly because its focus is on providing work-relevant skills (Kuepie *et al.*, 2009: 505; Herschbach, 2009: 947). Countries with embedded systems of vocational training and apprenticeships, such as Austria and Germany, have been successful in maintaining low youth unemployment rates (Biavaschi *et al.*, 2012).

Nonetheless, another major challenge is an individual's household attitude towards TVET. It has been acknowledged that negative perception towards some career lines in early life may permanently impair young people's future aspirations, as patterns of behavior and attitudes established at an early stage tend to persist later in life (Geert,

2008). Shiundu and Omulando (1992) reported evidence of negative family attitudes towards TVET among a large section of the youths. This attitude could have had a negative influence on the incorporation of technical and vocational programmes into the regular school system.

The bonds between parents and children and between parents and others in the larger community are profoundly important in shaping a young person's developmental trajectory. Parents directly affect their children's social development through a number of direct and indirect channels (Parcel & Dufur, 2001). Social network is therefore a useful concept for addressing how youth well-being is affected by the character of the various social settings in which they grow up. This is possible through the support of the development of positive parenting skills, both through instructional and TVET programs and by promoting parents' engagement in activities that build their social capital.

In terms of receiving training, Fischer and Kmec (2004) found that low socio-economic status neighbourhoods decrease the ability of parents to convert their own human capital into positive education outcomes for their children. To this extent therefore, social networks could also explain the demand for TVET among the youth.

Another aspect that cannot be left out in the debate on a demand-driven TVET are socio cultural factors. This entails traditional practices developed within specific ethnic cultures, especially those aspects of that culture which have been practiced since ancient times. Mazid (2010) notes that before joining any formal educational institution (for instance, TVET), a child learns the norms and traditions from home. Home therefore acts as his/her first school in life. What he/she learns at home affects the child's life both at school and in the larger society. This implies that rites of passage could determine the demand for TVET.

1.1.2 Trends of TVET in Kenya

Technical and vocational education and training should therefore be demand driven and should be able to promote enterprise culture so as to offer a wide range of employment opportunities to the youth and others. The use of Technical, Vocational and Entrepreneurship Training (TVET) in Kenya encompasses technical training institutions, MSE training and demonstration centres, Youth Polytechnics and National Youth Service skills development centres. TVET programmes are offered in Youth Polytechnics (YP), Technical Training Institutes (TTIs); Institutes of Technology (ITs) and in National Polytechnics. There are also other institutions that offer TVET programmes spread across government ministries as well as private institutions. According to the Sessional Paper No. 5 on Education and Training in Kenya, the country has 4 national polytechnics, 17 Institutes of Technology, 1 Technical Teachers' Training College and 21 Technical Training Institutes. In addition, there are over 600 Youth Polytechnics distributed throughout the country. After the change of the constitution, the management of the polytechnics (vocational training) is the mandate of the county governments. The private sector operates close to 1,000 commercial colleges that offer courses in computers and non-technical areas of training.

The Technical, Vocational Educational and Training (TVET) field in Kenya is undergoing rapid change with the passage of the TVET Act of 2013. Although expenditure on education has been on the increase the Kenyan Ministry of Finance has been allocating only 3.2% of the total allocation to TVET and close to 95% of the allocation to TVET goes to recurrent expenditure. This low budgetary allocation has continued to be a major constrain in TVET sector and yet the sector is expected to be a vehicle for rapid industrialization as outlined in Vision 2030. Other than GoK budgetary allocation, there has been very little technical assistance or donor support from development partners towards technical education at all levels (MoHEST, 2012b). Under-investment in skill training for institutions such as Youth Polytechnics has resulted in understaffing, lack of physical infrastructure (workshops) and tools leading to low quality of education which is not synchronized with what the labor market or local

livelihoods require. Thus, graduates from TVET institutions tend to get excluded from the world of work because they lack productive skills.

1.2 Problem Statement

Young people are particularly affected by inadequate skills, unemployment, lack of proper housing and health challenges. Lack of opportunity and useful engagement and skills have almost invariably led to social problems which include crime and drug addiction. This means that young people require a programme that plays a key role in addressing their poverty and un-employment challenges. TVET's orientation towards work ethics and the acquisition of employable and competitive skills means that it is well placed to overcome the challenges facing the youth in sustaining their livelihood.

However, Maclean and Wilson (2009) observed that the potential of demand for TVET is greatly limited by the low government investment towards this sector. They point out that most developing countries are either not equipped to pay attention to this aspect or are pre-occupied with other sectors of education leaving the TVET at the mercy of market forces. Nonetheless, despite all the challenges, there is still demand for TVET with the hopes that it could help to mitigate the challenges facing the youth.

Ngure (2013) did a study on the Stakeholders' perceptions of technical, vocational education and training: the case of Kenyan micro and small enterprises in the motor vehicle service and repair industry. The study revealed that that TVET plays a vital role in furnishing its learners with skills that are required in the MVRSI. However, while the T&D program has very well-crafted training objectives, it is beset by numerous challenges. The program has restricted methods of data gathering resulting in neither a system that has neither been able to compile an industrial skills inventory nor a skills-gap analysis that would inform training providers.

Yegon (2016) did a study on Unleashing youth potentials through provision of quality TVET in Kenya. The study was meant to provide information that is expected to raise discussion on the best ways to improve TVET in Kenya and to propose a model that is used to implementation effective TVET. The study was in the view that a centrally-driven TVET system if not well planned can lead to development of programmes that do not address diversified needs. Similarly, inadequate funding which has persisted could be addressed through involvement of key industry players in financing TVET.

Little empirical evidence exists on the determinant of the demand for TVET. Determinant for technical and vocational education and training has been ignored, Kajiado County continue to experience low enrolment despite government investment. In this regard, one fundamental area that needs attention is how TVET can be demand – driven to address low enrolment. Therefore, this study is best placed in this context as it seeks to put to rest the speculations into the factors behind the low demand for TVET by examining determinants of the demand for technical and vocational training among the youth in Kajiado County.

1.3 The purpose of the study

The purpose of the study was to investigate the determinants for demand in technical and vocational training among the youth in Kajiado County in Kenya.

1.4 Objectives of the Study

The objectives of this study were to:

- i. Analyze the influence of technical and vocational skills competitiveness on demand for TVET among the youth in Kajiado County
- ii. Assess the extent to which socio-economic status determines the demand for TVET among the youth in Kajiado County.
- iii. Find out the extent to which household attitude towards technical training influences the demand for TVET among the youth in Kajiado County.

- iv. To evaluate the influence of social networks in the utilization demand for technical and vocational skills on the demand among the youth in Kajiado County.
- v. To investigate the effects of socio-cultural factors on demand for technical and vocational training in Kajiado County.

1.5 Hypotheses

H0₁ There is no significant relationship between skills competitiveness and demand for TVET among the youth.

H0₂ There is no significant relationship between socio-economic status and demand for TVET.

H0₃ There is no significant relationship between household attitude and demand for TVET.

H0₄ There is no significant relationship between social networks and demand for TVET

H0₅ There is no significant relationship between socio cultural factors and demand for technical and vocational training

1.6 Justification of the study

This thesis is crucial in that it focuses on an area that has been identified as critical in achieving the country's development agenda. In the Kenya Country report on policies, mechanisms and schemes for integration of youth into the workforce and job creation, Harry (2014) pointed out the urgent need for the government to strengthen and scale up successful measures targeting quality skill development and employment creation for the youth. Given that TVET is part of the schemes the government has targeted to use in

addressing the challenges facing the youth, this thesis is well timed to give useful insights in making the government's effort in TVET to be effective.

To develop the nations of social and economic advancement, vocational training and development is expected to play two critical functions: firstly, to offer training prospects and occupation growth for school graduates and, secondly, to provide experienced labour for all levels of the country's economy (Government of Kenya (GoK), 2007, 2008). Due to scarce opportunities in paid employment, the skills developed are expected to lead to self-sufficiency and to advance Kenya's industrialization processes (UNDP, 2010). This can be achieved through identifying national and county TVET policies, developing appropriate programmes, providing sufficient funds, and increasing positive social outlooks for training and improved management—all of which are crucial for successful implementation of the TVET strategy (Nyerere, 2009). Skills development is important in ending Africa's economic marginalization by supporting global competitiveness as well as addressing poverty among the ever-growing youth population. Therefore, demand for TVET is a vital means of acquiring skills for different trades. This thesis contains useful insights that can be incorporated in formulating policies to ensure that the determinant of demand TVET skills is harmonized especially regarding the youth. This is not only useful to the Kenyan case, but other countries as well wishing to streamline their TVET for the sake of their youth, could borrow from the insights and use them to interrogate and improve their case.

1.7 Significance

The study is expected to be of great significance to the following stakeholders:

The research aims to give the policy makers or the management youth polytechnic to make valid concrete decisions in decision making designed to promote changes in lifestyles among youth.

The research can aid in advancing both the theoretical and practical knowledge and aims at getting the ‘best practice’ to act as a bench mark used in organizational problem solving. It therefore establishes a relationship between performance of youth polytechnics and the level of demand for TVET.

The polytechnics especially in Kenya are the principal beneficiaries and are likely to experience increased demand for their programs, while enjoying better organizational skills in decision making. It also provides avenues for future research for the researcher and other interested academicians.

1.8 Scope and delimitations of the study

The study was limited to the skills demand among the youth. The study considered only youth polytechnics and other categories of learning centre were not considered. The study did not go beyond youth polytechnics in Kajiado and only students and key informants were targeted.

1.9 Limitations of the study

The researcher encountered limitation of time due to the vastness of the county and location of these polytechnics. At the same time, the different components and variables that were many in number plus the length of historical data required also demanded time to compile.

The other limitation was that some respondents feared disclosing the needed information for their respective polytechnics as they feared breach of confidentiality. The researcher nonetheless assured them that the information given would be treated with high confidentiality. The study focused only on students already enrolled in the youth polytechnics and ignored youth who are not enrolled.

The study used questionnaire limited to Likert scales and the future study should use more open-ended questions to have more qualitative information because there are few published works on this subject.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviews the literature in the form of the past and current studies. In particular, the chapter identifies and discusses the theoretical framework: youth perception of competitiveness of skills and demand for TVET; socio-economic status and demand for TVET; youth and household attitude and the demand for TVET and social networking and demand for TVET. The chapter also summarizes and identifies the research gap, building a conceptual framework as well as operationalization of the conceptual framework.

2.2 Theoretical Framework

This study was based on the capability theory and the demand theory. The capability theory mainly addressed the independent variables while the demand theory addressed the dependent variables (the demand for TVET). Thus the two theories were used in a complementary manner to holistically provide an adequate theoretical foundation of the study. The theories are discussed below in detail.

2.2.1 Demand Theory

Consumer demand theory provides insight into an understanding of market demand and forms a cornerstone of modern microeconomics. In particular, this theory analyses consumer behavior, especially market purchases, based on the satisfaction of wants and needs (that is, utility) generated from the consumption of a good. The notion that market demand depends on the satisfaction of wants and needs has been an essential part of the economic analysis of markets since at least the time of Adam Smith (Smith, 1776). However, scholars working in progression from the late 1700s to the late 1800s gave the development of consumer demand theory a large, formal boost.

The first proponent who made a major advancement in the development of consumer demand theory was Jeremy Bentham in the late 1700s. He coined the term "utility" in reference to the satisfaction of wants and needs. He also developed the notion that people are motivated by the desire to maximize utility. Bentham firmly believed that utility was a measurable, quantifiable characteristic of a person, much like height or weight (Burns & Hart, 1977). The theoretical work developed by Bentham was extended and popularized by John Stuart Mill, who expanded and promoted these consumer demand principles in a number of publications, including his book, *Principles of Political Economy*, which was the dominant economics textbook for several decades (Mill, 1871).

The basic idea of consumer demand theory is traced back to Pigou (1910) who thought that the responsiveness of consumer demand for a commodity to price changes is likely to be related to its responsiveness to changes in income. This suggestion was followed up by Friedman (1957) and finally incorporated into demand theory by Houthakker (1960) which has evolved to become the neoclassical theory of consumer choice (Fishburn, 1988). According to this theory, demand is the number of goods bought at a particular place and time with the current price and time. An item in demand is affected by its own price, incomes level, the price of other commodities and taste and preferences. This is represented mathematically in the model:

$$\ln Q = b_0 + b_1 \ln P + b_2 \ln P_0 + b_3 \ln Y + u$$

Where Q is the quantity demanded of a particular commodity, P is the price of the commodity P_0 is the price of other related commodity, Y is the income, u is the error term while b_0, b_1, b_2, b_3 , are the coefficients of the demand equation. The error term, u , is added to represent other factors that might affect demand as witnessed in real economic life. The invention of a new product, changes in law, institutional changes, changes in income distribution, are examples of such factors. Furthermore, human behaviour is inherently erratic, they are influenced by rumours, dreams, prejudices, traditions and other psychological and sociological factors that make human beings

behave differently even though the conditions in the market (prices) and income remain the same (Koutsoyiannis, 1979). Local philosophers also provide useful insights into this argument.

Oruka (1997) proposes that the right to a human minimum is the basis for a justified demand by anybody; and as such the world has the duty to ensure that he or she is not denied a chance to live a healthy life; and should one find oneself in a situation denying him or her this right, one will be tempted to disown himself or herself as a moral agent and if he or she does this, the world will have no adequate moral ground for expecting him or her to abide by anybody else's right to anything. This includes even those rights that are protected by the principle of territorial sovereignty and national supererogation. Nyasani (1997:60) possesses a less egalitarian view of the individual in African society. According to him, the African individual hardly knows how to act outside the context of his community's prescriptions and proscriptions. The individual's existence in African society is quasi-dissolution into the reality of others for the sake of the individual's existence" (p.60). For him, "everything boils down to the 'me' in the 'we' or rather to the survival of the self through the enhancement and consolidation of the 'we' as a generic whole. Thus, in Africa, the individual will go to all lengths to ascertain the condition of the corporate 'we' and to play his part, if necessary, to restore the balance of wholesomeness" (pp. 81-82).

The demand theory however can be criticized due to its concentration on analysing responses to monetary phenomena, which considerably limits the theory's appeal to other social scientists. The political scientist, sociologist, or anthropologist is typically concerned with behaviour where monetary phenomena are not pervasive. Hence these other disciplines seldom borrow the economist's theory of choice. Small wonder when the theory relies so heavily on money prices and attributes so much of observed behaviour to unexplained variations in tastes. Indeed, one may wonder why such a theory has survived as a fundamental part of standard economics. To say, "in efficient" firms may survive in the absence of more efficient ones, particularly when the inefficiency is defined in some absolute sense; so too with theories. The theory will

complement the capabilities theory discussed in section (2.2.2) where it will help analyse the relationship between how the capabilities of the youth influence their demand for TVET.

The theory is applicable in this study because it analyses consumer behaviour, especially market purchases, based on the satisfaction of wants and needs (utility) generated from the consumption of a good/service which in this case is services the youth (consumer) is seeking from TVET. The youth seek to maximize this utility, which determines their demand for TVET. Utility or preference orderings are assumed to rank collections of characteristics and only to rank collections of goods/services indirectly through the characteristics that they possess. In applying the demand theory in this study, the youth demand for TVET is deemed as influenced by TVET's training fee, training fee that other tertiary institutions charge, the income levels and other factors. This highlights the relevance of the theory given that the variables whose influence on the demand will be investigated in this study are well captured by the demand theory.

2.2.2 Capability Approach

The capability approach is a development theory that is attributed to the 1988 Nobel Laureate, Amartya Sen. It was conceived in the 1970s but gained momentum in the 1980's and ascribes to describe development from a multi dimension angle rather than an economic one (Kremakova, 2014). The main thesis in Sens argument is that development should be seen as real freedom people enjoy and reason to value (Sen, 1988). While acknowledging that economic growth is important, Sen argues that it should be seen as means to expanding freedom for people to live a life they reason to value (Alkire, 2002). Sens theory is thus an alternative to overemphasis on economic measures of poverty (Fogues, 2014).

Sen's work cuts through theoretical, practical and philosophical dimensions. Rather than focusing on utility and commodity, Sen had his focus on characteristics in people's lives (Robenys, 2005). This has necessitated some important terminology in relation to this

theory. The issue of capability, freedom, function, agency, conversion factors and deprivations are all terms associated with capability approach. In Sen's word, capability refers to various options in which a person can choose so as to achieve a life they reason to value (Sen, 1999). Functioning relates to the 'beings and doings' valued by a person (Robenys, 2005). Agency relates to people participating in development agenda and be part of their own solutions. Conversion factors relate to ability to transform resources into variable outcomes. They can be personal, social and environmental

To Sen, the main purpose of development is to remove barriers and bring about instrumental freedom including political freedom, economic facilities, transparency guarantees and protective security (Sen, 1999). Sen's thesis therefore departs from such approaches as utilitarian and Marxist which looks at subjective fulfilment of desires (Northover, 2014 in Desai and Potter, eds).

The approach therefore has been utilised in a number of fields including the labour market, education, gender life expectancy, literacy levels (Todaro, 1994; Kremakova, 2014). This can be seen from such measures as the equality measurement framework as well as the human development framework which look beyond economic indicators.

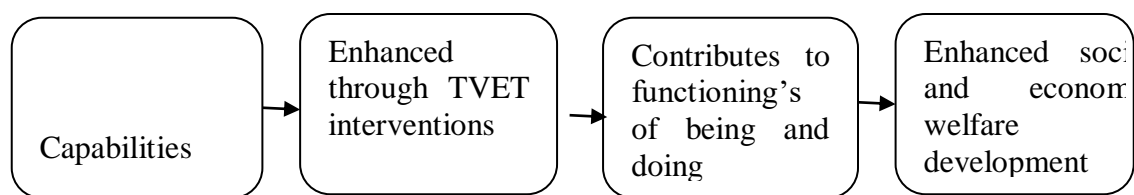


Figure 2.1: Showing Place of TVET in the capability approach

Source: Author

Figure 2.1 indicates why capability approach is suitable for interpreting this study. From figure 2.1, based on Sen (2001) thesis, individuals are born with capabilities. In our research, technical education enhances these capabilities. Through employment be it

wage or self-employment, individuals are able to function to be and do what they value. TVET then contributes to welfare attainment and social and economic development. The choice of Sens theory in this study is also based on contributions that the capability approach has yielded. Sen has influenced new development indicators like the Human Development index and the Gender Empowerment index. His work has contributed to current protocols like the Washington consensus, which agreed to look at development as a pro-poor and participatory process.

Sen Theory has been expanded by Martha Nausbaum, based on philosophical and Aristotelian ideas (Saigaran, Karupiah & Gopal, 2015). In terms of how Sen and Nausbaum theories relate, they both agree that human beings have the capacity to improve their lives. They differ in that while Nausbaum has stated the capabilities, Sen only indicated that poverty was multidimensional (Saigaran, Karupiah & Gopal, 2015). Sen's theory has been criticized by many including Northover (2012), Alkire (2002) and Cobbridge (2002). Their main arguments rest on such things as failure for Sen to rank the capabilities, which posit challenges for decision makers to select options, as well as practicality of the freedom concept looking at violence and power struggles.

2.3 Conceptual Framework

According to Robinson (2008) a conceptual framework describes variables and relationships. A conceptual framework is a group of concepts that integrate and interpret information. From the literature review, the study identified conceptual gaps which form the basis of the conceptual framework. To address these gaps, the study proposes various relationships between the independent variables (skills competitiveness, socio-economic background, household attitude, social networks) and the dependent variable (levels of demand for TVET among the youth) pegged on socio cultural factors as the moderator. Skills competitiveness will be assessed using acceptability of the skills, marketability and the ease of use of the skills with income status of the household and knowledge on TVET describing the socio-economic background. Attitude on employability of TVET skills and attitude on affordability of TVET skills will be used as indicators of the

household attitude while neighbourhood networks, youth social networks and parents' social networks will indicate the social networks as a variable determining level of demand for TVET. Moderating variable will use acceptance of formal skills in the cultural practices and value attached to formal skills in the society. Demand for TVET among the youth will be described by level of students' enrolment, degree of intrinsic motivation toward acquiring TVET skills as shown in in Figure 2.2.

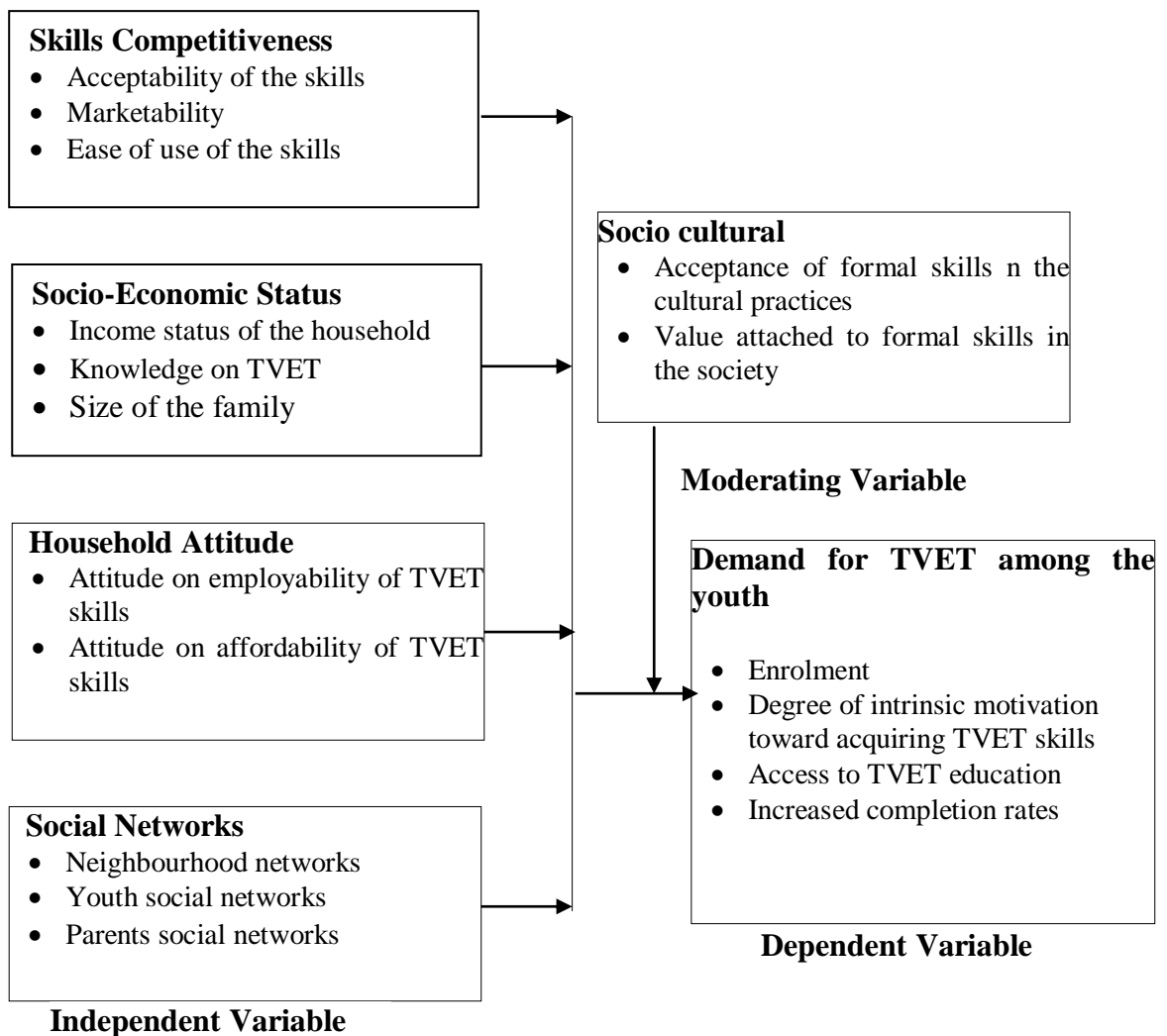


Figure 2.2: Conceptual Framework

2.4 Skills Competitiveness and Demand for TVET

The purpose of TVET is to make people self-employed and to be a vehicle of transition from school to the world of work (Hollander & Naing, 2009). With regards to this argument, TVET is time and again considered as a device for poverty mitigation as well as towards sustainable development through self-employment endeavors. Whilst this argument appears to be a rational one, for TVET to actually have an impact on poverty other aspects have to be in place. Moreover, For TVET graduates to efficiently be involved in productive self-employment there needs to be a labour market which can absorb the TVET graduates and provide them with productive work and an income that allows them to survive. The literature surrounding young people's perception has occupied a prominent position within research, government policies and academic debates over the past couple of decades, particularly as a mechanism through which to increase participation in higher education by students of low socio-economic status (Bradley, Noonan, Nugent & Scales, 2008).

The issue of pursuing preferred activities and life choices comes into play at a much earlier stage than when students are preparing for 'what comes next'. According to the Human Rights and Equal Opportunity Commission's (HREOC) (2000) report into the community satisfaction levels of educational provisions provided in rural areas, a high level of dissatisfaction is documented especially in accessing preferred high-quality secondary education. It has been noted that many young people in virtually all rural communities face limited or no access to post compulsory secondary education of their choice (Alloway *et al.*, 2004) and that students must travel extensively or relocate to boarding schools in order to pursue their preferred career. Dalley-Trim and Alloway (2010) assert that research into perception and expectations points to an unpredictable and non-linear transition to adult life for rural students. The literature also suggests that the 'reality' of the rural job market encourages youth to 'pare down' their perception to what could 'realistically' be achieved rather than aspiring for more (Kilpatrick & Abbott-Chapman, 2002, p.51). Bowden and Doughney (2009) describe this difference between perception and achievement as an "aspirations gap" in which disadvantaged

students perceive university education as the best and aspire to study at university but a large percentage do not achieve this, and instead enrol in TAFE courses (p.121). Research supports the assertion that students can access these pathways if they are provided with the knowledge and experiences that enable them to make powerful choices (Ball, Maguire & Macrae, 2000; Sweeney, 2002; Wyn, 2007).

The perception on marketability of the skills obtained in TVET is a major determinant for the demand of TVET amongst the youth. One of the Major challenges to youth employment in Kenya are the skills mismatch, search for white collar jobs and inadequate training for current and emerging labour markets, in particular in technical fields (roads, water, energy, agriculture, ICT and others). There is a wide perception that higher learning will equip one with competitive skills to earn an opportunity in the white-collar jobs. However, most institutions of higher learning equip the students with theoretical knowledge and fail to understand that the demands of the job market are changing with time (Harry, 2014). In the present environment, many observers contend that different individual skills sets are needed to enhance the marketability. A more complete skills mix incorporates many generic skills such as the ability to think logically, to plan precisely, to anticipate difficulties and to be innovative and creative so as to develop and update the – necessary capacities and skills [individuals] need to enable them to be productively employed for their personal fulfilment and the common well-being (ILO, 2008).

Kenya faces a more complex skills challenge. This is particularly in the perceived ease of use of the skills. While globalization demands that the country upgrades its trainings systems to effectively compete, a large number of industries still operate on older technologies. This requires an eclectic approach to training that creates graduates who are able to adapt to varying work environments. A solid basic education remains the best preparation for a wide range of jobs (Dougherty, 1989).

2.5 Socio-economic status and demand for TVET

These set of factors centre on such aspects as values, norms, and family and community entrepreneurial traditions. Lambing and Kuehl (2000), point out that, some cultures encourage self-employment, while others discourage it. In some cultures, self-employment is conceived as an occupation for low self-esteemed persons. As such, social class greatly affects the demand for TVET. For instance, it is well described in Lelissa (2006) and UNESCO (2002:132) that the negative social image held on the TVET programme discourages self-employment ideas of TVET graduates. According to a research finding Lelissa (2006), argues that trainees of TVET institutions are considered as low achievers or failures from grade ten national examinations. This image of the society at large and the view of the graduates in particular are a barrier to the development of their vocational career in general and of becoming self-employed in particular.

Karl Marx and Max Weber are two theorists who are used as the framework of developing an understanding of social class (Spicer: 2011). They have two different views of how the class system exists, but together they give a more covered aspect of what class- society is all about. For Marx the classes are divided of economic reasons that make wealth- those who own the land/ fabric and those who work on it. The workers are in the lower class. Weber agrees with Marx that class plays a very significant role in determining one`s social position, but Weber also argues that social stratification is multifaceted. For Weber social influence and power can also be achieved from status or prestige (Spicer, 2011:61).

Another socio-economic factor that affects the demand for TVET includes the level of parental education. Research suggests that if parents are school completers themselves, the likelihood of their children completing schooling is increased. Occupational type, or skill level, of parents is also identified as influencing their children`s completion (Curtis & McMillan, 2008). However, Kilpatrick et al (2002) claims parental education levels are not found to be significantly correlated with occupational status, which may reflect

fewer opportunities in the rural job market and the parents' non-completion of schooling (p.51).

2.6 Household attitude and the demand for TVET

The bonds between family members and children and between family members and others in the larger community are profoundly important in shaping a young person's developmental trajectory. Family members directly affect their children's social development through a number of direct and indirect channels. The package of social skills and resources family members bring to bear most directly on their children are those that occur day-to-day inside the home: affection, age-appropriate intellectual stimulation, home safety and cleanliness, high levels of parent-child interaction, positive communication and parental monitoring of child activity are all beneficial for children and adolescents (Parcel & Dufur, 2001).

The level of parental encouragement (as perceived by the student) and parental views are also considered an important factor influencing students' aspirations and at school performance. In research by Bowden and Doughney (2009: 124) into the relationship between socioeconomic status, cultural diversity and the aspirations of secondary students in the western suburbs of Melbourne, the views of family (particularly the mother) tend to be taken seriously by students with regards to choices of courses and careers. This effect was enhanced in ethnic families (p.124). It should be acknowledged here that within rural areas of predominantly agricultural work traditions, educational status may not be as sensitive a measure of disadvantage, or indeed success, for older generations as it is for youth (Tay *et al*, 2004).

2.7 Social Networks and Provision of Sustainable Livelihood Using TVET Skills

Networking give rise to social relations which provide a variety of resources for both individuals and groups, and these resources are a function of structure of the social relations within which an actor is located (Adler & Kwon, 2002). There is increasing

evidence that the social relationships condition both the process of acquiring education and skills, and the ability of an individual to convert these skills into employment opportunities. There is much less agreement on the extent to which social relationships constitute a resource, how this resource should be measured and how it functions to promote or impair educational outcomes. These disagreements give rise to conflicting findings. To take just one example, a number of studies (Carbonaro, 1998; Pribesh & Downey, 1999; Sun, 1999 cited in Dika & Singh, 2002) support Coleman's finding that closed social networks improve school performance within those networks (Coleman, 1988).

There are different types of social relationships that arise from networking. These include strong ties, 'bonding' ties, weaker ties and bridging ties. Strong ties are relationships which are intensive in time and attention, and are likely to be found in close-knit networks, where individuals all know most of the other individuals in the network. 'Bonding' ties are defined as ties which knit individuals back into these networks of strong ties. Weaker ties are ties characterized by less time and attention, and are more likely to span different groups (Woolcock, 2001). Gittel and Vidal (cited in Woolcock (2001)) refer to ties which join different social groups as 'bridging' ties. These reciprocal relationships, or ties, generate externalities which can broadly be categorized as informational externalities, norms, and trust externalities (Coleman, 1988). These externalities are available to others in their networks, and potentially yield benefits to either individual within the group, the group itself, or both.

In terms of receiving training, Fischer and Kmec (2004) found out that low socio-economic status neighbourhoods decrease the ability of parents to convert their own human capital into positive education outcomes for their children. Likewise, in a sample of African American students from six San Francisco schools, Dornbusch, Ritter and Steinberg (1991) find that living in neighbourhoods with large proportions (over 30%) of African Americans reduced the impact of advantages such as income and the education of parents on educational outcomes. The mechanisms for these effects range

from lower availability of supportive institutions (such as churches, youth groups and so on) to lower levels of monitoring in the community (Fischer & Kmec, 2004).

In terms of facilitating the entry of individuals from disadvantaged groups into the workplace, the literature has shown that the structure of social ties is significant, and that bridging ties, which give individuals access to networks outside their own, give individuals better job prospects by increasing access to information. This literature is fairly well-developed. Granovetter (1973) shows how weak ties which link individuals to others outside their networks generate opportunities, including job opportunities. De Graaf and Flap (1988) find that greater social resources lead to higher prestige jobs. Beggs and Hurlbert (1998) find that the effect of social ties on job-seeking is gendered, and women have access to fewer and less valuable information-giving social ties. Marsden and Hurlbert (1988) replicate and confirm studies by Lin, Ensel and Vaughan (1981) and Bridges and Villemez (1986), which find that social resources which provide access to valuable job information is linked to higher occupational status and higher income, respectively.

This perspective illustrates the extent to which networking can contribute to the demand for TVET. It shows that TVET graduates from disadvantaged groups could face a challenge in gaining access to jobs that reflect the range of opportunities available in society. It further creates the impression that the type of networking linked to an individual (youth) can determine their demand and access to TVET. If the members in the network are educated, the literature suggests that they are likely to influence the individual to pursue the education even supporting them in linking them to opportunities after they graduate. Nonetheless, while acknowledging the importance of the bridging ties, this study holds that an individual is independent in their choice while it comes to demand for TVET.

2.8 Socio-cultural factors on demand for technical and vocational training

Different societies have different ways of life. That is, cultures are very diverse and they play an important role in the society. The cultural practices of a community give it an identity of its own. The customs and traditions that the people in a community follow, the festivals they celebrate, the kind of clothing they wear, the food they eat and the cultural values they adhere to, bind them together. This study focused on the influence of the socio-cultural factors within the Maasai community since they are the dominant community in Kajiado County where the study was conducted. Adherence to traditional cultural values and norms is still strong among the Maasai, though some of them have changed and others are changing the way they perceive their cultural values and norms (Leggett, 2005). According to Manali (2011), culture is seen as a system of social control, wherein people shape their standards and behaviour. The cultural values form the founding principles of one's life. They influence one's principles and philosophies of life. They influence one's way of living and thus impact social life.

Socio-cultural factors are the larger scale forces within societies and culture that affects the thoughts, behaviours and feelings of individual members of those societies and cultures. Example of socio-cultural factors include language, law, aesthetics (appearance), religion, ethnical values, attitudes, social organizations, family, child rearing practices, individual role or status, and rituals (rites of passage) among others (Free Psychology Newsletter). These issues can become very important for any nation because such nation needs to target their promotions based on the socio-cultural factors that are at play. Socio-cultural theorist argue that individuals cannot be considered in isolation from their social and historical contexts. It is, therefore, is necessary to look at the society and the development occurring at a given time and place (Regeluth, 1995).

Rites of passage encompass traditional practices developed within specific ethnic cultures, especially those aspects of culture that have been practiced since ancient times. They include religious and spiritual practices, forms of artistic expression among others. When a child is born, there are a number of things and practices used to socialize

him/her in order to fit well in the society. The child is expected to uphold the norms, values and the traditions of the society. Before joining TVETs, the child learns the norms and the traditions from home. Home therefore acts as his/her first school in life. What he/she learns at home affects the child's life both at school and in the larger society. Mazid (2010) says that home is the first school and mother is the first teacher. Parents are builders of children's character and minds.

Children in Maasai tradition are not so keen to obtain technical and vocational education because they are required to look after the cattle for the boys, and the household for the girls. Traditionally, from the age of four, boys are introduced to herding, with the stock under their care increasing with the years. Boys remain in their mother's homes until they are circumcised. From the onset of puberty, at fourteen or fifteen, boys are circumcised and they become junior warriors (*moran*). Through this period till they are senior warriors, they acquire cattle and property as payment, reward or through raids. Ole Sankan (1970) emphasizes that boys are not circumcised until they are mature. The elders would wait until there were enough boys (who were judged to be efficient, sufficient and capable to guard their country) upon which circumcision took place, to make them warriors. Only after circumcision is a young man allowed to call himself "son of so-and-so", like in the case "Ole Sankale" meaning "son of Sankale".

Presently, both *moranism* and formal education demand too much from their students and prevent participation in both at the same time. This means that young Maasai men have to make the choice at a very young age between attending secondary school and becoming a *moran*. If they choose education, they have decided to live a more modern existence, if they choose *moranism*, they have chosen to live more traditionally. Now, unity among age-mates has been fostered through *moranism* throughout the history of the Maasai community; there is a lot of peer influence among different age sets. This peer influence could impact to the choices made. When they [non-educated Maasai] are undergoing the rite of passage they might have other issues that they share and might discuss that are different than those who are educated. According to Heather (2009) the Maasai cultural values and norms subjugate women and girls in their respective

societies. There is still male dominance in Maasai communities which in turn has led to marginalization of Maasai women for many years now. Women are not involved in making important decisions; they don't own property (including livestock); are subjected to forced marriages, heavy workloads and physical suffering. Moreover, they are not given greater access to education by their respective communities (Ngoitiko, 2008). Due to the lack of education most Maasai women are not able to participate in decision-making processes, and they lack the capacity to take various positions at different government levels (Ngoitiko, 2008).

Tobik (2009) stated that 60% of the Maasai children in rural areas do not attend formal schools. The constraint of the Maasai cultural practices is visible even in areas where they are found other than Kenya. For instance, in Tanzania, the Maasai were earmarked as one of the tribes to be given great support in the expansion of basic education (Oxfam, 2008). Various efforts have been made to promote Maasai education such as the development of the Maasai Education Discovery in Tanzania (Miller, 2010). According to MWEDO (2006) gender relations among the Maasai have been negatively affected by male dominance over decision-making even when it comes to education matters. Some of the cultural practices which have been affecting accessibility to technical and vocational training among the Maasai include: initiation ceremonies, female genital mutilation, early marriages, labour subdivision to boys and girls and migratory tendencies among the Maasai (Kenya Information Guide, 2010).

Although this study will be conducted in a specific context (Kajiado County) dominated by the Maasai community, the influence of the rites of passage on access to technical and vocational training is not a problem of the Maasai alone. A survey carried by world vision (2010) in East Pokot and Baringo East districts in Rift valley show that challenges against enrolment to technical and vocational training in the area are mainly FGM, early marriages as well as conflict between neighbouring communities. All these activities are culturally oriented and they negatively affect education. Culture is passed from one generation to another. This implies that the parents view on education will highly determine their children view. World vision (2010) says that, once parents take up

literally programs, they subsequently see the need and importance of their children's education. This is because the old generation has a lot of influence to the young generation. If they show value for technical and vocational training, the young generation too will continue with the same.

2.9 Demand for TVET among the Youth

In Kenya, there are gross mismatches between supply and demand for skilled labour, widespread underemployment in the informal sector and low productivity. This implies that technical and vocational education and training should be demand driven and must be able to promote enterprise culture so as to offer a wide range of employment opportunities to the youth and others (John, 2009). It is necessary to have a national skills inventory, backed by an efficient labour market information system to ensure that training is based on the correct demands in the wage employment sector and promotion of self -employment in consultation with industry. It is important to conduct frequent needs assessment and tailoring of TVET curriculum to meet the dynamic technological needs. Therefore, it is vital to ensure that what TIVET institutions are teaching and training coincides with the needs and opportunities in the labour market since education or training do not create jobs on their own (John, 2009).

TVET as part of the education and training sub-system in the country consists of 700 youth polytechnics, 60 Technical Institutes and Institutes of Technology, 10 National Polytechnics and 3 Technical Universities (Harry, 2014). These institutions offer a variety of programmes from artisan, craft, and diploma to degree level. A large number of the youth in Kenya develop their skills on the job training in the informal sector. This is mainly because the youth do not pay fees and they do not need to have excelled in school examinations. During the on-job training they earn some income that enable them purchase food and other personal items. Traditional apprenticeship (TA) training is provided by master craftsmen in the informal sector (Harry, 2014).

The role of TVET in furnishing skills required to improve productivity, raise income levels and improve access to employment opportunities has been widely recognized (Bennell, 1999). Developments in the last three decades have made the role of TVET more decisive; the globalization process, technological change, and increased competition due to trade liberalization necessitates requirements of higher skills and productivity among workers in both modern sector firms and Micro and Small Enterprises (MSE). Skills development encompasses a broad range of core skills (entrepreneurial, communication, financial and leadership) so that individuals are equipped for productive activities and employment opportunities (wage employment, self-employment and income generation activities). The skills development is important for economic growth, poverty alleviation, youth and women's empowerment and social inclusion (Bennell, 1999).

The Gender Policy in Education (GoK, 2007) indicates that enrolment in public TVET institutions increased from 40,622 in 1999 to over 66,500 in 2004, with females constituting 49.1 per cent of the total enrolment. However, female students' enrolment was highest in youth polytechnics and lowest in national polytechnics. Between 1999 and 2004, female enrolment in youth polytechnics was over 50 per cent of the total number of students enrolled. In 2007, the enrolment in TVET institutions increased by 7.5%; from 71,167 (2006) to 76,516 (2007). Kenya Polytechnic with a student population of 9, 922 continued to have the highest enrolment among the national polytechnics, followed by Mombasa polytechnic, while the least enrolment was recorded in Kisumu Polytechnic. Male student enrolment was higher in TVET institutions except the youth polytechnics. Recent data on the number of youth transiting annually to the world of employment per education level from the ministry of education, science and technology (MOEST) indicate that about 95,000 youth had completed TVET out which 38,475 were female and 56,524 were male (MOEST, 2015).

The government and development partners have undertaken several interventions to enhance the quality of the training in the informal sector particularly TVET. These include: Financing training of trainers programmes by the Government and the World

Bank targeting the informal sector; giving financial incentives to entrepreneurs in the informal sector to train the youth through award of contracts; With the support of the Swedish International Development Agency (SIDA), International Labor Organization (ILO) has launched an integrated small enterprise management training programme “Improve Your Business” - Essentially, the package consists of a handbook and a workbook. This material can be used without an instructor as an analytical and counselling tool as well as for group learning; one approach in training which has been applied by the ILO is action learning to improve management performance for small enterprises. Accordingly, an action-learning programme consists of setting up groups of entrepreneurs, each of whom identifies problems in his enterprise and works to reduce or cure these problems, meeting together periodically to discuss progress and plan further action (Harry, 2014).

2.10 Empirical Review

2.10.1 Skills Competitiveness and Demand for TVET

Yegon (2016) did a study on Unleashing youth potentials through provision of quality TVET in Kenya. The purpose the study was to advance discussion on the Technical and Vocational Education and Training (TVET) in Kenya. Desk top research method was used to analysis policy documents from the government and strategic documents from TVET institutions. The study revealed that inadequate funding which has persisted could be addressed through involvement of key industry players in financing TVET. The study proposed various ways that need to be put in place to improve TVET and suggestions on areas that should be addressed to improve efficiency, quality, equity and relevance. A centrally-driven TVET system if not well planned can lead to development of programmes that do not address diversified needs.

Yewah (2015) carried out a study on the institutional factors that influence quality training in Technical, Vocational and Entrepreneurship Training in Siaya Sub-county, Siaya region. The objectives of the study were to: investigated the influence of quality

training on physical facilities in Technical, Vocational and Entrepreneurship Training and skills needed in industries, establish the extent to which skills taught in Technical, Vocational and Entrepreneurship Training influence industrial attachment use, influence of courses offered and skills used study was a descriptive survey and the sample composed of 2 principals, 24 out of 60 teachers who were selected using random sampling and 32 out of 80 students purposively selected. The findings of the study were; need to remunerate teachers well in terms of salaries, the need to build modern workshop with relevant equipment and facilities. The need to in-service teachers to keep them abreast with modern skills trending in the market, Government to increase their financial support in terms of bursaries and grants, the need to employ more instructors / teachers and lastly the exams to be practically oriented as compared to the current trend. The study recommends that the government to continue with her role of providing the necessary current infrastructure and teaching/learning resources in liaison with the stakeholders in education to make trainees to be fully equipped with the right skills when they join the world of work.

Waihura, Kagema and Richard (2016) did an investigation on TVET trainees' attitudes towards technical training in TVET in Nyeri County, Kenya. The study was to establish TVET trainee's attitudes towards technical training in TVET. The study adopted a descriptive study design and was located in Nyeri County. The target population comprised of 10 heads of applied sciences department, 45 supervisors from the companies where the trainees were attached and 275 trainees. The Study showed that majority (62.5%) of the HODs and trainees (58.3%) noted that TVET training was regarded as low-class education by the public. The study found out that majority (62.5%) of the HODs noted that TVET was theory-based training and as such the trainees were less exposed to the practical aspects of their training a view that was supported by majority (77.1%) of the trainees. The study concluded that the public has a perception towards TVET training as being a lower-class education. The study recommended that the public has a perception towards TVET training as being a lower-class education.

2.10.2 Socio-economic status and demand for TVET

Soukkaseum (2017) carried out a research on the relevance of vocational education to the livelihoods of rural youth, Luang Prabang Province, Laos. The research examined specifically the role of technical and vocational education and training (TVET) in supporting the livelihoods of rural people, especially the Indigenous youth in Luang Prabang province, situated in northern Laos. Qualitative and ethnographic research methodologies were employed. The study findings were that the current TVET policy and interventions have concentrated primarily on achieving (income) poverty reduction and economic development objectives, neglecting the importance of other multiple dimensions of human development and the livelihood aspirations of rural youth are diverse and extend beyond economic prospects. The study recommended that the government may need to reshape its policy direction by incorporating capabilities approach in TVET, or more broadly in the national education system, while still fulfilling the desire for economic development objectives.

Ansari (2013) did a study on the development of Pakistan's technical and vocational education and training (TVET): an analysis of skilling Pakistan reforms. The paper main objective was to assess the development of TVET in Pakistan with particular emphasize on the "Skilling Pakistan" reforms outlined in National Skill Strategy (NSS) (2009-2013) and the progress of TVET reform support programme (2011-2016). The study employed a qualitative research method, the study findings, showed satisfactory performance to achieve the 20 proposed reforms under 4 major components. Under the Skilling Pakistan reforms some tangible efforts for making a world class TVET system have been executed and also plan to achieve the desired objectives. The study concluded that TVET sector in Pakistan did not receive due recognition from planners and decision makers in the light of established literature. The study recommended Systematic training of TVET teachers or instructors with modern methodologies for delivering practical and demand-driven TVET knowledge to compete in global labour markets.

Thienemann (2014) did a study on Education for Sustainable Development in Technical and Vocational Education and Training. The main objective was to assess Education for Sustainable Development in Technical and Vocational Education and Training. A case study design method was adopted. The research findings reveal efforts to foster human development through empowerment and training, which is adapted to the local needs of the students. The study concluded that the respondents are very satisfied and confident about the way in which TVET is delivered. The study recommended that it is important to integrate UNESCO's ESD concept into TVET in DB Legazpi is hard to point out. Nevertheless, the integration of the concept contributes to holistic human development at a global and intergenerational scale.

2.10.3 Household attitude and the demand for TVET

Kambaga (2016) did a study on the stakeholder attitudes towards tourism training in middle level colleges in Kenya. Objectives of the study were to assess the types of programmes and management of tourism training offered by MLCs, the attitudes of trainees and trainers towards tourism training in MLCs. The study utilized the descriptive research design and targeted college administrators, tourism trainees and trainers. The study findings revealed that there were significant differences in the types of programmes and management of tourism trainings offered by MLCs based on college administrators' attitudes. The study concluded that trainees' perception in both public and private colleges differed with the cumulative ranking where trainees in private MLCs have the perception that the facility 'office' influences them in joining the college as compared to trainees in public colleges. The study recommended that the government coordinates tourism trainings in all MLCs in Kenya through regular training of trainers teaching in MLCs, and review of tourism programmes and curriculums to ensure production of quality graduates who are critical for tourism promotion and development.

Mohamad (2017) did a study on the Impact of Problem-based Learning on Students' Competencies in Technical Vocational Education and Training. The study employed qualitative and quantitative methods research designs. The research finding revealed that

students having a high score in CGPA had benefited more from the learning through PBL than the students having a low score in CGPA. The study concluded that Students had given positive perceptions about the PBL approach, this indicated that they had a good experience during the PBL sessions. Perhaps they had experienced the changes and improvement by the use of the PBL approach and hence their positive attitude towards the end of the CNC programming course. The study recommended that further study should be carried out to support the finding of this research study that concludes students with above average CGPA scores had benefited the learning through PBL approach more than the students with below average CGPA scores or in other words the students' prior academic performance influence the learning in PBL approach.

Raju and Kidane (2016) carried out a study on Entrepreneurial motivation and determinant factors of the TVET graduate students. The study applied proportional stratified sampling technique and using a self-administered questionnaire survey on 194 sample size from sixteen different departments of TVET students in a Mekelle public institutions. The study revealed that majority of the respondents have an intention to become entrepreneurs and their decisions are attributed by the influence from their family members, business media, business people, academics and attending courses on entrepreneurship. The study concluded that that academics need to play a significant role in encouraging more students to become entrepreneurs by providing more awareness on the benefits of becoming entrepreneurs and in turn, contributing to the growth of the country's economies and global competitiveness.

2.10.4 Social Networks and Provision of Sustainable Livelihood Using TVET Skills

Raihan (2014) did a study on Collaboration between TVET Institutions and Industries in Bangladesh to Enhance Employability Skills. The research objectives were to identify the online-means of industry-institution collaborations, to suggest how to link TVET institutions with industries, to propose collaboration initiatives, and to identify the common problems faced during collaboration. The study adopted a cross-sectional research study design. The study findings revealed that in Bangladesh, the gap is

widening between knowledge generated through training systems of TVET, and the skills demanded by employers. The study concluded that one of the major features of the collaboration is its emphasis on the preparation for trainees' employment. The study recommended that the industry should provide contemporary skills by training and establish networks with TVET institutions for minimizing the gaps.

Costache and Dumitrascu (2015) did a study on Worldwide Good Practices in Managing the Orientation of Technical Education Towards Sustainable Development. The study aimed to provide a global picture of good sustainable practices and initiatives in the field of Technical and Vocational Education and Training (TVET). The study adopted descriptive research design. The study concluded that increasing awareness and experience regarding ESD allowed the emergence of positive initiatives and practices in the specific field of TVET.

2.10.5 Socio-cultural factors on demand for technical and vocational training

Ota (2013) did a study on the Factors Influencing Social, Cultural, and Academic Transitions of Chinese International ESL Students in U.S. Higher Education. The study employs qualitative research with semi structured interview. The research investigated the challenges that international ESL students face as they begin their program. In particular, it looked at challenges in cultural, social, and academic transitions into U.S. higher education in an intensive English language program at a large research university in the Midwest, especially focusing on Chinese international ESL students, as they make up the overwhelming majority of students in the program.

Baituti (2014) did a study on factors influencing students' acquisition of vocational skills in vocational training centres in Igembe and Tigania districts of Meru County, Kenya. The purpose of this study was to establish factors influencing student's acquisition of vocational skills in vocational training centres in Igembe and Tigania districts of Meru county Kenya. The study employed descriptive survey design and targeted six vocational training centres in Tigania and Igembe districts of Meru County,

Kenya. The study adopted stratified sampling procedure for students. The study revealed that students had negative attitudes towards vocational courses offered in these institutions and were forced to join these institutions by their parents. The study concluded that various factors such as lack of facilities, negative attitudes towards vocational training, lack of qualified professional staff and lack of administrative experience in managers influenced student's acquisition of vocational skills. The study recommended that government of Kenya should focus on improving infrastructural facilities to vocational training centres. Government should also embark on employment of full-time qualified teachers to vocational training centres to improve on skill acquisition.

Cruz (2015) did a study on the counterfactual impact evaluation of vocational education in Portugal. The aim was to assess the impacts of vocational education on students' academic and labour market performance using a Counterfactual Impact Evaluation (CIE) approach. The study found out that being enrolled in vocational education has positive impacts in school performance (transition, graduation, and dropout rates) and in labour market performance (employment rate, average salary and average worked months per year). The study concluded that that being enrolled in vocational education has positive impacts in school performance (transition, graduation, and dropout rates) and in labour market performance (employment rate, average salary and average worked months per year). The study recommended that some aspects could be further analysed. Given the richness of data, the assessment of impacts could be extended to analysis by gender, specific VE programs, and, finally, by applying a different matching method.

2.11 Critique of Literature

The capability approach is about providing individuals with the opportunities to live lives they value, enabling them to become agents in their own life. By putting the needs of people first, rather than the needs of the economy, the capability approach brings social justice, human rights and poverty alleviation to the forefront of the technical

education and skills development discourse. However, the approach fails to recognize that the effectiveness of this is influenced by its acceptance by the target group.

The consumer demand theory provides insight into an understanding of market demand and forms a cornerstone of modern microeconomics. In particular, this theory analyses consumer behaviour, especially market purchases, based on the satisfaction of wants and needs (that is, utility) generated from the consumption of a good. The demand theory however concentrates on analysing responses to monetary phenomena which considerably limits the theory's appeal to other social scientists. The sociologist or anthropologist is typically concerned with behaviour where monetary phenomena are not pervasive. Hence this limits its applicability to studies whose variables are expressly measurable in monetary terms.

A review of the existing empirical studies indicates that much of the available TVET research is inadequate and lacking in relevance for TVET decision-making purposes. For instance, although the research by Reddan and Harrison (2010) recognized the need to restructure their programmes to be responsive to the needs of the job market, it did not incorporate the influence of social networks in investigating the demand for TVET. The current study factors in the effect of social networks.

On their part, King and McGrath (2004) concentrated on the labour market giving very little attention to the demand for technical education. As such, the insights in the findings were limited to the labour market with few insights on the different skills competitiveness in the labour market. The current study will explore the skills competitiveness of TVET and how this influences the demand for TVET among the youth.

Similarly, the study carried out by Islam and Mia (2007) looked into only one concept, the marketability of TVETs and completely disregarding rites of passage values that are part and parcel of every community and that could affect demand for technical training programs. The current study will factor in the influence of the cultural factors in

explaining the demand for TVET. Given the inadequacies in existing theories as well as the empirical studies by other scholars, this makes the current study necessary. Hence the study will try to fill the gaps in the existing literature by exploring different determinants of demand for TVET.

2.12 Research Gap

From empirical literature reviewed, there are several literature gaps that will be addressed by this study. Despite the various challenges facing the youth particularly unemployment that often results to their engagement in antisocial behaviour such as drug and alcohol abuse; unsafe sex; criminal activities like terrorism among others, existing studies have not adequately interrogated the different strategies being adopted by the government to address this concern. Use of TVET to address the challenges facing the youth is one of these strategies that have been adopted; yet, existing studies have not adequately provided empirically supported insights to boost the sustainability of TVETs. Nonetheless, there is still demand for TVET with a lot of optimism that it could help to mitigate the challenges facing the youth. This necessitates the need to have studies to explore this concern. While past studies in this field have attempted to investigate how TVET could be enhanced, few have adequately explored the determinants of demand for TVET among the youth which could otherwise help to improve the effectiveness of TVET in addressing the challenges facing the youth. Existing studies such as those by Reddan and Harrison (2010), King and McGrath (2004), Islam and Mia (2007) among others are lacking in one way or the other as far as the demand for TVET among the youth is concerned. The inadequacies in these studies as highlighted in the critique of literature necessitate the need for more studies in this area. To this extent, this study seeks to investigate the determinants for demand in technical and vocational training among the youth with a focus on the case of Kajiado County in Kenya.

2.13 Summary

TVET is considered as a device for poverty mitigation as well as towards sustainable development through self-employment endeavours. The literature surrounding young people's aspirations has occupied a prominent position within research, government policies and academic debates over the past couple of decades, particularly as a mechanism through which to increase participation in higher education by students of low socio-economic status. Some cultures encourage self-employment, while others discourage it. Entrepreneurial traditions of the family as well as the community are important factors within which the entrepreneur grows and internalizes the values and norms. A more complete skills mix incorporates many generic skills such as the ability to think logically, to plan precisely, to anticipate difficulties and to be innovative and creative. As young people approach adolescence they are increasingly affected directly by social affiliations and support systems outside of their families, with peers, non-familial adults, and other social institutions.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the methodology used in the study. It gives a detailed description of the methodological approach and explains the philosophical thrust of the framework that influenced the procedures in the research.

3.2 Research Design

There are many definitions of research design but none gives the full range of importance aspects (Cooper & Schindler, 2003). A research design is however the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy to procedure (Kothari, 2004). The research design according to Cooper and Schindler (2003) provides answers to issues such as techniques to be used to gather data, the kind of sampling strategies and tools to be used and how to deal with time and cost constraints. A research design is a plan, structure and strategy of investigation conceived so as to obtain answers to research questions (Kerlinger, 1986). The plan is the outline of the research, and includes all activities pertaining to the research from beginning to end.

This study used quantitative and qualitative methods for the purpose of triangulation. Empirical figures of student enrolment were obtained using standardized formula, followed by in-depth interviews about their study habits and attitudes towards TVETs. Quantitative and qualitative data was linked for three reasons: First, for confirming or corroborating each other ; second, for elaborating or developing analysis, providing richer details and third, for initiating new lines of thinking through attention to new ideas coming up, as well as providing fresh insight (Rosmann and Wilson (quoted in Miles & Huberman, 1994). The study was confined to the natural settings and attempted to

interpret phenomenon in terms of the meaning that people brought as asserted by Denzin and Lincoln (2005).

The different research designs are exploratory, experimental and descriptive (Kothari, 2004). The study applied a descriptive cross-sectional survey as its quantitative research design. This is because the variables under study were measured as naturally perceived without manipulation or control. The researcher developed a questionnaire to collect data that was used to establish the relationships between the key study variables. This further justifies the choice of the research design for the study due to its robustness in testing for effects of relationships studies.

3.3 Target Population

In a research study, population refers to those who can provide the required information (Peil, 1995). Population refers to a complete set of individuals, cases or objects with some common observable characteristics (Mugenda & Mugenda, 2003). A population can also be referred to as the total collection of elements about which the researcher wishes to make some inferences (Cooper and Schindler, 2003). Study population must be carefully chosen, clearly defined, and delimited in order to set precise parameters for ensuring discreteness to the population (Robson, 2002). The target population for this study comprised of all students enrolled in youth polytechnics in Kajiado County as presented in Table 3.1. Then the management of the three polytechnics in Kajiado County was also part of the population for the interviews and focus group discussions.

Students in youth polytechnics were well positioned for the purpose of this study for several reasons. Students' samples have been successfully used in previous research by among others Krueger, Reilly and Carsrud (2000). Further, the TVET students provide a broad representative sample drawn from culturally diverse backgrounds. Management of the various polytechnics, on the other hand, was well placed to address issues on cultural and skills competitiveness. The population was drawn from three polytechnics (namely Isinya, Namelok and Entasopia) in Kajiado County.

Table 3.1: Distribution of Youth by Gender and Polytechnics in Kajiado County in 2014

Youth Polytechnics	1st Year		2nd Year		Total	
	Male	Female	Male	Female	Male	Female
Isinya	52	15	17	10	69	25
Namelok	22	14	2	5	24	19
Entasopia	14	19	0	0	14	19
Total	88	48	19	15	107	63

Source: County Government of Kajiado (2016)

3.4 Sample Frame and Sampling Techniques

Babbie (2002) defines sampling as the process of selecting observations. Thus, sampling is a systematic process of selecting a number of individuals for a study to represent the population from which they are selected (Deming, 1975). The sampling frame for this study was the students in three youth polytechnics in Kajiado i.e., Isinya, Namelok and Entasopia. A sample is a set of entities drawn from a population with the aim of estimating characteristics of the population (Cramer & Howitt, 2004).

Harvey and Evans (1995) recommend the use of the student at tertiary levels of education as the best possible sample for intentions study because the students are at a stage in their education life-cycle when they are most likely to make career related decisions. Hair et al. (1998) suggest that between fifteen and twenty observations for each independent variable if the sample is representative, indicating a minimum of one hundred (5 x 20) observations would be adequate for this research. Similarly, Kish (1965) says that 30 to 200 elements are sufficient when the attribute is present 20% to 80% of the time (i.e., the distribution approaches normality).

The study adopted stratified random sampling to stratify students into 1st and 2nd years, female and male and courses enrolled. Using Slovin's Formula, the sample size was thus:

$$n = N / (1 + Ne^2).....$$

Where n, N and e are the number of samples, the total population and error tolerance respectively. Ariola (2006) argues that in using Slovin's formula, the error of tolerance is first determined which can range between 95% and 99% confidence level. (Giving a margin error of 0.05 and 0.01 respectively). In the study a confidence level of 95.0% was utilized thus the margin of error was 0.05. The total number of the students in the three polytechnics was 170 students. Thus, using the formula, the sample size was given by:

$$n = 170 / (1 + 170(0.05^2))$$

Therefore, the sample size was 119.29 truncated to 119 respondents (equivalent to 70% of the whole population). To ensure proportional stratification, in each polytechnic, 70% of the students were sampled. This implies that from the three polytechnics, a sample of 66, 30 and 23 students were drawn from Isinya, Namelok and Entasopia amounting to 119 students. Furthermore, stratification was done by gender in each polytechnic to ensure equal representation between the male and female respondents. In this regard, the ratio of each gender to the total population in each polytechnic was used to determine the composition of each gender in the total sample from each institution. For instance, in Isinya, out of the 94 students, male students were 69 hence the composition of male in the sample for Isinya was calculated as $69 \div 94$ multiplied by the sample size for Isinya (66) which is equal to 48. This was applied across the three polytechnics for each gender. Therefore, the overall sample for male in Isinya, Namelok and Entasopia was 48, 16 and 10 respectively. Similarly, the overall sample for female for Isinya, Namelok and Entasopia was 18, 14 and 13. This gave the total sample size of

119 for the study as illustrated in Table 3.3. Specifically, pink (for female) and blue (for male) questionnaires were designed to ensure equal number of males and females.

Table 3.2: Students' Sample Size Stratified by Gender and Polytechnic

Gender	1st Years	Sample for 1st Years	2nd Years	Sample for 2nd Years	Overall Total	Overall Sample	Percent (%)
Isinya							
Male	52	37	17	11	69	48	70
Female	15	11	10	7	25	18	72
Total	67	48	27	18	94	66	70
Namelok							
Male	22	15	2	1	24	16	67
Female	14	10	5	4	19	14	74
Total	36	25	7	5	43	30	70
Entasopia							
Male	14	10	0	0	14	10	71
Female	19	13	0	0	19	13	68
Total	33	23	0	0	33	23	70

Source: (County Government of Kajiado, 2016; Researcher, 2016)

3.5 Data Collection Methods

Both primary and secondary data were collected for the purpose of this study. Whereas primary data collection made use of interviews and focus group discussions, secondary data collection was attained by review of documentaries including publications. Prior to field activities, the researcher obtained permission and an introductory letter from relevant authorities involved in the research which included County Government of Kajiado. The researcher trained at least two graduate research assistants to assist in data collection. The research assistants familiarized themselves with the objectives of the study to get well-versed with skills on how to collect data, using questionnaires; and how to conduct in-depth individual interviews, as elaborated by Spradley (1980). The respondents' consent was sought on the basis that anonymity and confidentiality would

be ensured for the purpose of the study. Data collection methods used are as discussed below:

3.5.1 Questionnaires

A questionnaire is a set of questions that communicates to the respondent what is intended and elicits desired response in order to achieve the research objectives (Chandran, 2004). Questionnaire contains close-ended questions; open ended and Likert scale questions. The close-ended questions provide more structured responses to facilitate tangible recommendations. The Likert questions are used to test the rating of various attributes and this helped in reducing the number of related responses in order to obtain more varied responses. Open-ended questionnaires are aimed at obtaining in-depth information from the respondents through their unlimited options which is the case for the close ended questions. Respondents of questionnaires were students as they constituted a form of structured, oriented communication (Engel, 1977). Thus, a questionnaire communicates to the respondent what is intended and elicits desired response in order to achieve the research objectives (Chandran, 2004).

Babbie (1989) observes that questionnaires are more appropriate when addressing sensitive issues, especially when the survey offers anonymity to avoid reluctance or deviation from respondents. Survey questions fall into two broad categories, depending on the research context: Structured (close-ended) or unstructured (open-ended) and disguised or undisguised questions. A structured question is one in which response alternatives are provided whereas an unstructured question does not provide response alternatives for the respondent to choose from (Chandran, 2004). A disguised question employs various means to get at the information. Such an approach is essential and appropriate when the questions touch on issues that are sensitive or threatening to pose directly. An undisguised question is straight forward and seeks for the desired information (Chandran, 2004).

3.5.2 Interviews

There were two classifications of informants that were interviewed orally aided by an interview guide. These are key informants and focus group discussion as well as observations. Oral interviews entail administration of questions with an intention to an in-depth enquiry about a certain objective (Kothari, 2004). Interviews provide in-depth information about a particular research issue or question that is not quantifiable. Thus, the approach is often described as a qualitative research method, because it tries to get the story behind participant's experience. The advantages of in-depth interviews is that they are ideal for investigating personal, sensitive, or confidential information, which is unsuitable to cover in a group format. They are also the best method when seeking for individual interpretations and responses (Mugenda & Mugenda, 2003).

A key informant interview is one where an individual with prior knowledge of the affected community is questioned to gather key information on the impact of the disaster and on priority community needs. The crucial element of a key informant interview is that the informant is well versed in information about his/her community and its inhabitants (Guidance on Profiling Internally Displaced Persons, 2008). Key informants are people with specific knowledge about certain aspects of the community, the site visited, the population or the emergency either because of their professional background, leadership responsibilities or because of their particular personal experience. Key informant interviews help a researcher explore a subject in depth which can result in the discovery of information that would not have been revealed in a survey. For the purpose of this study, six key informants were selected from the institutions' management including the manager/principal, deputy manager/principal, two board members, local chief and the ward administrator. These informants were interviewed using a pre-constructed interview guide.

3.5.3 Focus Group Discussions

Focus group discussions (FGD) are a means of obtaining information from people in a group. Instead of asking questions to each person in turn, FGDs researchers encourage participants to talk to one another, asking questions, exchanging ideas and commenting on each other's experiences and points of view. They involve narrowly focused topics discussed by a group of equal status (Payne & Payne, 2004). According to Barbour and Kitzinger (1999), focus group discussions are better for exploring how points of view are constructed and expressed. The aim of focus group discussion is mainly to gain rich and often exploratory information (Tacchi *et al.*, 2003). Hence the discussions are important because the group develops its own conversation, raising issues and ideas that might not emerge in a discussion with the interviewer alone (Cohen, Manion & Morrison, 2007).

Two groups, one being the institute management and the other comprising of student leadership, were targeted for FGDs in each of the three institutions. The management group was most suited to address the demand for TVET and issues affecting this demand. Students' leadership were preferred to address issues perceived to be directly affecting youth's demand including the perception of competitiveness of skills, socio-economic status and household attitude. It is recommended that the group should not be too large as to be unwieldy or to prevent adequate participation by most members. It should also not be too small that it fails to provide substantial coverage than that of an interview with one individual (Bloor *et al.*, 2001). Members in these FGDs including those in TVET leadership were also part of the general sample from which quantitative data was collected. Each group was engaged in round table discussion at a particular time, which was guided by the focus discussion group guide.

3.6 Pilot Test

The researcher carried out a pilot study to pre-test the validity and reliability of data collected using the questionnaire, interview guide and focus group discussion guide). The researcher selected a pilot group of 6 students (a male and a female from each polytechnic) selected randomly to test the reliability of the questionnaire. To pre-test the interview guide, 3 key informants (among the manager/principal, deputy manager/principal, board members, local chief and the ward administrator) were selected. To pretest the focus group discussion guide, 2 members of the polytechnics' management and 2 members of the student leadership body were randomly selected. The pilot study allowed for pre-testing of the research instruments. The clarity of the instrument items to the respondents was necessary so as to enhance the instrument's validity and reliability. The aim was to correct inconsistencies arising from the instruments, which ensured that they measure what was intended. The pilot data was not included in the actual study. The purpose of the pilot test was whether the questionnaires could obtain the required results (Dawson, 2002).

3.6.1 Validity

Validity is concerned with the idea that the research design addresses the research questions and objectives that the researcher was trying to answer and achieve. This however, does not imply that the two researchers' interpretations and conclusions would be the same because the judgments of individual researchers come into play. There are three genres of validity, namely; face, content and construct validities (Cavana *et al.*, 2001). Face validity was estimated by use of correlations between the objective and subjective items utilized in the scales. Content validity was assessed through review and verification of the extant literature for the items contained in the questionnaire. Finally, construct validity was assessed from the correlations of items. Positive and significant correlations are expected for convergent validity while for divergent validity, items will be expected to positively and significantly correlate with one another, but not with items from other dimensions. A pilot test was conducted to enhance the questionnaire design

by modifying the survey based on feedback from the pilot test and subsequently implementing the revised survey.

3.6.2 Reliability

Reliability or internal consistency of the items within each construct of the study was assessed by computing the Cronbach's Alpha. The Alpha can take any value from zero (no internal consistency) to one (complete internal consistency). Nunnally (1978) suggested that as a rule of thumb, scores in the ranges 0.5-0.6, 0.6-0.7, 0.7-0.8, and 0.8-0.9, should be considered to have an internal consistency that is poor, questionable, acceptable or good, respectively. Values above 0.9 represent excellent internal consistency, while values less than 0.5 are considered to be unacceptable. Several researchers have observed that Cronbach's Alpha tends to under-estimate internal consistency (Novick & Lewis, 1967), therefore data yielding lower values may still be useable. Reliability is the consistency of your measurement, or the degree to which an instrument measures the same way each time it is used under the same condition with the same objects. In short, it is the reliability of your measurement. According to Mugenda and Mugenda (2003) reliability is a measure of the degree to which a research instrument yields consistent result after repeated trial. A measure is considered reliable if a person's score on the same test given twice is similar. It is important to remember that reliability is not measured, it is estimated. Reliability refers to the stability, accuracy, and precision of measurement. Exemplary case study design ensures that the procedures used are well documented and can be repeated with the same results over and over again. The researcher took measures aimed at enhancing validity of the research questionnaire. This was by making the questions contained in the questionnaires simple and straightforward to make the respondents find them easy to answer.

3.7 Methods of Data Analysis

Data analysis is a systematic search for meaning. Analysis means organizing and interrogating data in ways that allow researchers to see patterns, identify themes, discover relationships, develop explanations, make interpretations, mount critiques, or generate theories. It often involves synthesis, evaluation, interpretation, categorization, hypothesizing, comparison, and pattern finding (Hatch, 2002).

3.7.1 Qualitative Analysis

Qualitative data analysis focuses on analysis of cultural domains that shape people's worldview, which informs their behaviour, language and artefact. It was analysed using content analysis; a research methodology that utilizes a set of procedures to make valid inferences from the text. These inferences are about sender(s) of message, the message itself, or the audience of message (Weber, 1985). Content analysis is all about making valid, replicable and objective inferences about the message on the basis of explicit rules.

Qualitative content analysis goes beyond merely counting words to examining language intensely for the purpose of classifying large amounts of text into an efficient number of categories that represent similar meanings (Weber, 1990). These categories can represent either explicit or inferred communication. The goal of content analysis is to provide knowledge and understanding of the phenomenon under study (Downe-Wamboldt, 1992).

Researchers regard content analysis as a flexible method for analysing text data (Cavanagh, 1997). Content analysis describes a family of analytic approaches ranging from impressionistic, intuitive, interpretive analyses to systematic, strict textual analyses (Rosengren, 1981). This method makes it possible to analyse and logically group the large quantity of data and compile the rest of the study. The specific type of content analysis approach chosen by a researcher varies with the theoretical and substantive

interests of the researcher and the problem being studied (Weber, 1990). In this study, the qualitative data collected was organized into themes corresponding to the study objectives. It was complemented by Kwalitan computer program, whereby codes were created for the data in accordance with study objectives. Kwalitan helped to identify all key categories within the created codes, and then a tree structure was made to give a bird's eye view of how the categories were related to the codes and segments.

3.7.2 Quantitative Analysis

For quantitative data, analysis was conducted in several stages using the Statistical Program for Social Sciences (SPSS). It gave descriptive statistics, correlation analysis, independent Z-tests, multiple regression analysis, and analysis of variance (ANOVA) methods. Preliminary analysis was performed which involved screening the data to check for errors by inspecting the frequencies of each variable, including all the individual items that make up the scales. Descriptive statistics were then used to describe the characteristics of the sample and to check for statistical conclusion validity by looking for violation of the assumptions underlying the statistical techniques used to address the specific research questions. To improve statistical conclusion validity, data should be examined for violation of the assumptions underlying multivariate normality, homoscedasticity and linearity (Pallant, 2005). These tests were performed in addition to tests of skewness and kurtosis on the data for normality.

3.7.1.1 Factor analysis

Factor analysis was done to reduce the factors to a manageable level. It helped to reduce the number of statements by helping to filter out those factors that were not significant in influencing the behaviour of the respective variable. It also made it possible to group together those factors into themes to enhance the interpretation of the findings.

3.7.1.2 Multiple Regressions

Multiple regression analysis was conducted. The independent and dependent variables of the study were used to develop the model. The model for this study was therefore as follows:

$$D = \alpha + \beta_1 P + \beta_2 Se + \beta_3 Sn + \beta_4 Sc + e$$

Where:

D is the Demand for TVET

P is the skills competitiveness

Se is the Socio-economic status

Sn is the Social networks

Sc is the Socio culture factors

β_1 , β_2 , β_3 and β_4 are coefficients for skills competitiveness; socio-economic status; social networks and socio-cultural factors respectively.

3.7.1.3 Test for Hypotheses

Testing of the hypothesis was done by calculating an F-Value using a two-way linear regression model, to determine if a significant difference existed between the students based on their perceptions and socio-economic status. Determination of the location of the differences between all mean pairs was done using Scheffe's posterior contrast test, which is readily applicability to groups of unequal sizes. It is also relatively insensitive to departures in normality and homogeneity of variances. A similar approach was used by Dess and Davis (1984), and Mungai and Ogot (2012).

Besides the fit statistics, of particular interest is the path significance that assesses the effect of one variable on another. Correlation analysis and independent-samples z-tests was performed to determine relationships and compare the mean scores of youths with diverse perceptions and socio-economic status. Correlation analysis establishes whether or not a relationship exists between two variables. However, it does not provide evidence for causation. The z-test determines the statistical significance of the difference in mean scores between the two independent groups (Hair et al., 1998) by looking at the standard error of the difference in the group means. This provided a basis for either accepting or rejecting the null hypothesis. For instance, if the absolute z value was greater than the critical value, the null hypothesis was rejected, indicating that there is a significant difference in the group means.

Table 3.3 summarizes description of each hypothesis in relation to which data collection tool, statistical tool and analytical method to utilize.

Table 3.3: Summary of Data Analysis

Objectives	Hypotheses	Data Analysis
To analyse extent to which technical and vocational skills competitiveness influence demand for TVET among the youth in Kajiado County	H0₁ There is no significant relationship between skills competitiveness and demand for TVET.	Pearson correlation analysis for data validity and p-value regression F-test for hypothesis testing
To assess the extent to which socio-economic status determines the demand for TVET among the youth in Kajiado County	H0₂ There is no significant relationship between socio-economic status and demand for TVET	Pearson correlation analysis for data validity and p-value through regression F-test for hypothesis testing
To investigate the extent to which household attitude influences the demand for TVET among the youth in Kajiado County	H0₂ There is no significant relationship between socio-economic status and demand for TVET	Pearson correlation analysis for data validity and Multiple regression analysis
To evaluate the influence of social networks in the utilization of technical and vocational skills on the demand among the youth in Kajiado County	H0₃ There is no significant relationship between social networks and provision of sustainable livelihood using TVET skills	Pearson correlation analysis for data validity and Multiple regression analysis
To investigate the effects of socio-cultural factors towards technical and vocational training in Kajiado County.	H0₄ There is no significant relationship between socio cultural factors and technical and vocational training	Pearson correlation analysis for data validity and Multiple regression analysis

3.8 Operationalization of the Variables

The key variables of this study included the independent variables: perception of competitiveness of skills, socio-economic status, household attitude and networking. Rites of passage played the moderating role in the conceptual model while the demand for TVET was the dependent variable. These variables were operationalized and measured as depicted in Table3.4.

Table 3.4: Summary of Operationalization of Variables

Variables	Definition of Indicators	Measure
<p>Skills Competitiveness</p> <ul style="list-style-type: none"> • Acceptance of the skills • Marketability • Ease of use of the skills 	<ul style="list-style-type: none"> • Suitability of the TVET skills to employer <ul style="list-style-type: none"> - Many employers prefer TVET skills for employment - TVET skills are suitable for employment - Employers will always prefer persons with TVET skills • Relevance of skills to the labour market- <ul style="list-style-type: none"> - TVET skills are highly sought in the labour market - The labour market respect persons with TVET skills - TVET skills are required across every sector • Ability to use TVET skills: - <ul style="list-style-type: none"> - TVET skills are easy to acquire - It is easy to apply TVET skills - It is easy to perfect the use of TVET skills 	<p>Likert type scale</p> <p>1) strongly agree to</p> <p>5) strongly disagree</p>
<p>Socio-Economic Status</p> <ul style="list-style-type: none"> • Income status of the parents • Knowledge of the parents 	<ul style="list-style-type: none"> • Affordability of TVET programmes; -- <ul style="list-style-type: none"> - Parents have the capacity to meet the cost of TVET programmes - Parents will always ensure the cost of TVET programmes are met 	<p>Likert type scale</p> <p>1) strongly agree to</p>

<ul style="list-style-type: none"> • Size of the family 	<ul style="list-style-type: none"> - Parents income influences choice of TVET courses • Awareness of importance of TVET skills: <ul style="list-style-type: none"> - - My parents are aware of the relevance of TVET skills for my future - My parents are aware of the relevance of TVET skills in uplifting the family - My parents are aware of TVET skills for my survival • Household competition to acquiring skills- <ul style="list-style-type: none"> - TVET skills is the one my parents choose because of the number of dependants - Joining TVET has highly been influenced by skills/occupations of my siblings - My parents believed that TVET skills will give the family a Sustainable livelihood 	<p>5) strongly disagree</p>
<p>Household Attitude</p> <ul style="list-style-type: none"> • Attitude on employability of TVET skills • Attitude on affordability of TVET skills 	<ul style="list-style-type: none"> • The attitude toward cost and benefit of acquiring TVET skills; <ul style="list-style-type: none"> - TVET skills will assure my family survival - My family believed that people with TVET skills are always employed - My family believes that people with TVET skills always succeed in life • Perceived cost of the course; Value and relevance of the course <ul style="list-style-type: none"> - My family believes that the benefit of TVET skills outweigh the cost of training - My family believes that TVET skills offer better value - My family believes there are lifelong benefits in TVET skills 	<p>Likert type scale</p> <p>1) strongly agree to</p> <p>5) strongly disagree</p>

<p>Social Networks</p> <ul style="list-style-type: none"> • Neighbourhood networks • Youth social networks • Parents social networks 	<ul style="list-style-type: none"> • Levels at which community Networks support acquisition of TVET skills; <ul style="list-style-type: none"> - In the Neighbourhood many people have TVET skills - In the Neighbourhood it easy to get employment with TVET - In the neighbourhood those with TVET skills survive better • Levels at which Youth networks support acquisition of TVET skills <ul style="list-style-type: none"> - Youth survive better with TVET skills - Youth with TVET skills get employment easily - Youth social network encourages one to pursue TVET courses • Levels at which parents’ networks support acquisition of TVET skills; <ul style="list-style-type: none"> - Parents social network assists one survive better with TVET skills - Parents social networks are aware of the importance of TVET skills for survival - Parents networks ensures that those with TVET skills get employed 	<p>Likert type scale</p> <p>1) strongly agree to</p> <p>5) strongly disagree</p>
<p>Socio cultural factors</p> <ul style="list-style-type: none"> • Acceptance of formal skills in the cultural practices • Value attached to formal skills in the society 	<ul style="list-style-type: none"> • People with TVET skills are respected in the society <ul style="list-style-type: none"> - People with TVET skills are recognized by the society - TVET skills are valued by the society - People with TVET skills are considered important by the society • Our cultural practices of transition to adulthood encourages one to acquire TVET skills <ul style="list-style-type: none"> - My passage to adulthood made me realize the importance of TVET skills - By graduating to adulthood, I join a peer group that encouraged me join 	<p>Likert type scale</p> <p>1) strongly agree to</p> <p>5) strongly disagree</p>

	<p>TVET programs</p> <ul style="list-style-type: none"> - Our culture respects TVET programs just like any other formal education 	
<p>Demand for TVET</p> <ul style="list-style-type: none"> • Enrolment • Degree of relevance to sustainable livelihood • Degree of intrinsic motivation toward acquiring TVET skills 	<ul style="list-style-type: none"> - I enrolled because I have a passion for TVET skills - I enrolled because I'm motivate to utilize TVET skills - I enrolled because of my desire to acquire TVET skills - I have enrolled because there is a guarantee of a livelihood - I enrolled because with TVET skills employment is guarantee - I enrolled because people with TVET skills are perceived to be successful - I enrolled because TVET skills are perceived relevant - I enrolled because TVET skills will transform my life - I enrolled out of encouragement from my peer group 	<p>Likert type scale</p> <p>1) strongly agree to</p> <p>5) strongly disagree</p>

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter presents data analysis, data interpretation, research findings and presentation. The purpose of the study was to investigate the determinants behind the demand for the technical and vocational training among the youth in Kajiado County in Kenya. The target population was the students and management of the three youth polytechnics in the county (namely Isinya, Namelok and Entasopia). Students were interviewed by administering a set of questionnaires to a sample of one hundred and nineteen (119) students, while respective management for the three institutions were interrogated with an assistance of interview guide. Focus group discussion was also conducted among the students. This chapter is organized into sections based on the general information (Section 4.2) and the research variables. These are technical and vocational skills competitiveness; socio-economic status; household attitude; social networks and cultural factors as well as levels of demand for TVET among the youth presented in sections 4.3 through 4.9.

4.2 General Information

4.2.1 Distribution of the Responses by Gender Per Polytechnic

Table 4.1: Questionnaire Return Rate

Polytechnic	Male	Female	Responses	Sample Size	Response Rate (%)
Isinya	72.7% (48)	27.3% (18)	66	66	100.0
Namelok	53.1% (16)	46.9% (14)	30	30	100.0
Entasopia	64.7% (12)	35.3% (7)	19	23	82.6
Responses	66.1% (76)	33.9% (39)	115	119	96.6

With 115 (out of 119) questionnaires being filled satisfactorily filled and returned, the overall response rate was 96.6% as shown in Table 4.1. Edward *et al.* (2002) contend that, if return rate is at least 80 percent, it is excellent; if between 60 and 80 percent, the rate is sufficient but if it is less than 60 percent, the return rate is said to be poor. Therefore, the return rate for this study was excellent. As presented in Table 4.1, male students were more than the female in total. This was the trend in every polytechnic implying that there is high enrolment of men than women in the three youth polytechnics. The findings concur with the assertions in the United Nation Millennium Project (2005) that girls' enrolment rates especially the tertiary level of education were still low in most regions with various issues been blamed for this (Amadi, Role & Makewa, 2013). Within the Maasai community for instance, family and peer pressure for early marriages is one of the most cited reasons why girls drop out of school (Afrol News, 2007).

4.2.2 Distribution of students by the course taken

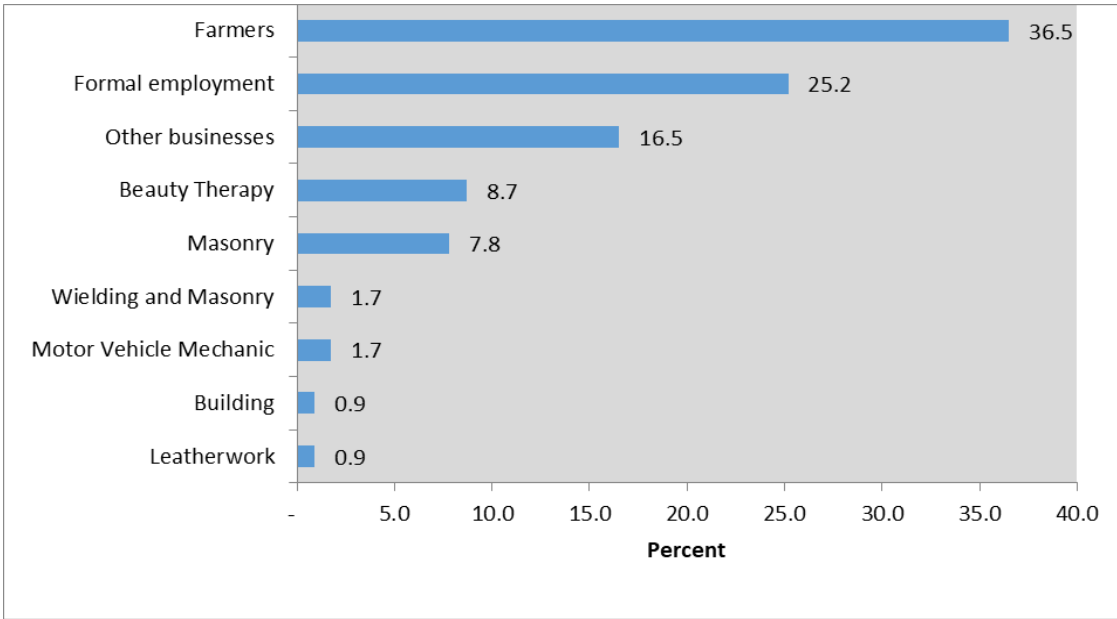


Figure 4.1: Course taken by the students

Table 4.2: Course taken by the students by gender

Course taken by the students	Male	Female	Total
Masonry	100.0%	-	100
Carpentry	100.0%	-	100
Tailory and Dress Making	10.3%	89.7%	100
Motor Vehicle Mechanic	100.0%	-	100
Leatherwork	-	100.0%	100
Electrical and Electronics	95.2%	4.8%	100
Beauty Therapy	-	100.0%	100
Building Technology	100.0%	-	100
Welding	100.0%	-	100

It turned out that Electrical and Electronics, Tailoring and Dress Making and Motor Vehicle Mechanic were the most popular course in the youth polytechnics. Beauty Therapy and Masonry were less popular courses. Unpopular courses were found to be Leather work, Building Technology, Carpentry and Welding. The findings imply that the demand for TVET is likely to be course-specific whereby the youth prefer certain TVET courses to others. The researcher further examined the enrolment in each course from a gender perspective.

It was revealed that most of the courses were male dominated including: Masonry, Carpentry, Motor Vehicle Mechanic, Electrical and Electronics, Building Technology and Welding. Females only dominated in Leather work, Tailory and Dress Making. The findings imply that most of the activities in the youth polytechnics are male oriented. This concurs with assertions in a recent report by the Ministry of Education (MOEST, 2015) that male student enrolment was higher in TVET institutions except the youth polytechnics. Recent data on the number of youth transiting annually to the world of employment per education level indicate that about 95,000 youth had completed TVET out which 38,475 were female and 56,524 were male (MOEST, 2015).

4.2.3 Certificate used to enrol the student in polytechnic

Table 4.3: Certificate used to enrol the student in polytechnic

Certificate	Frequency	Percent
K.C.P. E	65	56.5
K.C.S. E	48	41.7
No response	2	1.7
Total	115	100.0

Concerning the certificate used by the respondents to join their respective polytechnics, it was found out that majorities were KCPE holders and some form four leavers. It could be argued that, whilst most KCSE holders have many competing options to pick from in order to advance their skills, primary school leavers, who do not progress to secondary schools, have fewer options and therefore opt for youth polytechnics. Table 4.3 displays this information. According to ILO (2012), the transferability of skills acquired in traditional and informal apprenticeships is limited due to the lack of certification of training.

4.2.4 The student's perception on the level of Poverty

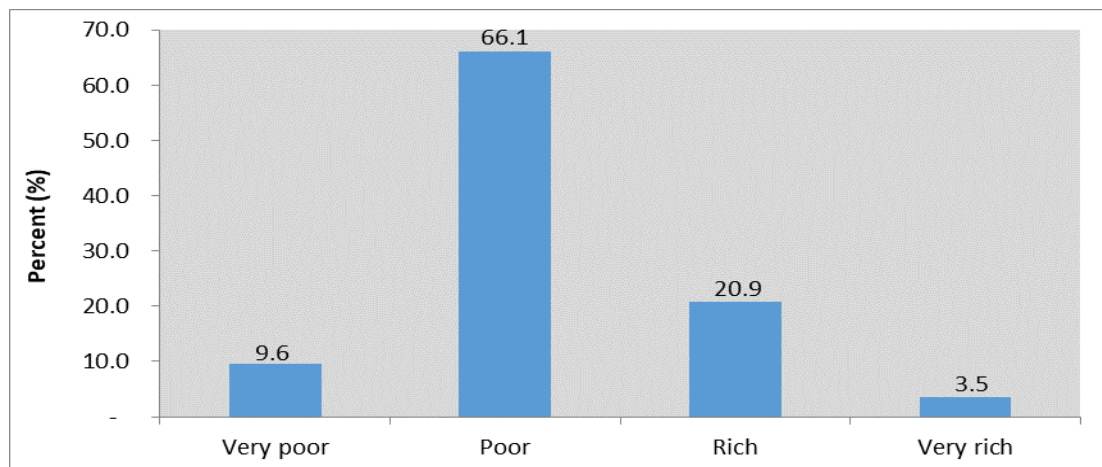


Figure 4.1: How the student perceived the poverty level of their parent

The *Handbook on Poverty and Inequality* identifies three steps that need to be taken in measuring poverty (Haughton & Khandker, 2009) include: Defining an indicator of welfare. Establishing a minimum acceptable standard of that indicator to separate the poor from the non-poor (the poverty line) and generating a summary statistic to aggregate the information from the distribution of this welfare indicator relative to the poverty line. However, for this study was based on the expenditure of the parents in day to day activities. Expenditure is said to be easier to track than income, which comes largely comes from self-employment and/or irregular and informal sources (Haughton & Khandker, 2009). The student’s perception on the level of poverty of their parent’s based on the ability of meeting the household basic needs.

As Figure 4.2 shows, most of the respondents ranked their parents as poor with some rating them as rich, while very few rated them as very rich. This implies that most of the parents with children in youth polytechnic are poor. Although a few respondents could have joined the polytechnic through sponsorship, it can be argued that the cost of acquiring skills through TVET programmes is less compared to other programmes and thus affordable to many. The poverty level has been pointed out as potential determinant of demand for TVET. According to Acemoglu and Pischke (1998) the reason is because income levels restrict individuals’ investment in training.

4.2.5 How the student first learned about TVET

Table 4.4: How the student first learned about TVET

	Frequency	Percent
Through family members	28	24.3
Through my friends/peers	56	48.7
Through media	13	11.3
Self-discovery	18	15.7
Total	115	100.0

Table 4.4 shows that most of the students learnt about TVET through their friends or peers, some got the information through their family members, while for some, it was self-discovery or the media. This implies that family member's individual networks and the media has a role in disseminating information about TVET programmes. This confirms that social network is a fundamental factor in enhancing demand for TVET programmes. According to Coleman (1988), social networks results into reciprocal relationships or ties, that generate externalities including informational externalities, norms, and trust externalities, that potentially yield benefits to either individuals within a group, the group itself or both.

4.3 Diagnostic Tests

4.3.1 Reliability Test

Reliability or internal consistency of the items within each construct of the study was assessed by computing the Cronbach's Alpha for each variable in the study using the data collected from the pilot test.

Table 4.5: Pilot Testing Results

Variables	Cronbach's Alpha	Remarks
Technical and vocational skills competitiveness	0.73	Accepted
Socio-economic status	0.81	Accepted
Household attitude	0.75	Accepted
Social networks	0.82	Accepted
Rites of passage	0.71	Accepted
Demand for TVET	0.79	Accepted

Table 4.5 shows reliability coefficients (Chronbach's alpha values) of 0.73 for technical and vocational skills competitiveness while Socio-economic status had 0.81. The alpha was 0.75, 0.82, 0.71 and 0.79 for household attitude, social networks, rites of passage

and demand for TVET respectively. This implies that all the 6 (four independent, one moderating and one dependent) variables were reliably addressed in the research tool since their alpha were in the range of acceptable and good; that is, they were all above 0.7.

4.3.2 Normality Test

Table 4.6: Results for Test of Normality

	Shapiro-Wilk		
	Statistic	df	Sig.
Technical and vocational skills competitiveness	.895	114	.331
Socio-economic status	.932	114	.218
Household attitude	.866	114	.150
Social networks	.947	114	.137
Rites of passage	.925	114	.314
Demand for TVET	.891	114	.153

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The researcher sought to assess the normality of data of the sample taken in respect of the various variables in the study. The purpose of normality test was to assess whether the data obtained from the sample was normally distributed where Shapiro-Wilk (S-W) normality test was conducted. From the Shapiro-Wilk (S-W) normality test results, the p-values for all the variables were greater than 0.05. According to Shapiro-Wilk (S-W) test, if the p-value is greater than 0.05, the data are described as normally distributed. These findings therefore imply that the data for all the variables was normally distributed.

4.4 Demand for TVET among the youth

This section addresses the levels of demand for TVET among the youth. The section ranks indicators on level of demand, based on their prevalence as per the findings. It also contains the descriptive statistics are very important because if we simply presented our raw data it would be hard to visualize what the data was showing, especially if there was a lot of it. Descriptive statistics presented the data in a more meaningful way, which allows simpler interpretation of the data.

The second subsection presents the factor analysis with other subsections analysing variable relationship, coefficient of determination as well as the regression model. The factor analysis finds a set of dimensions (or coordinates) in a subspace of the space defined by the set of variables. The factor analysis was further be advanced to inferential statistics where a correlation was used to determine the strength and direction of a relationship between two or more variables. The factor analysis was used to link up descriptive findings with inferential statistics by grouping and reducing unnecessary data.

Aspects of the level of demand for TVET entailed variables on enrolment and degree of relevance to sustainable livelihood, as well as the degree of intrinsic motivation towards acquiring TVET skills.

Table 4.7: Reasons behind students' enrolment for TVET

Statement	Mean	Standard Deviation
a) I enrolled because TVET skills will transform my life.	4.4	0.8
b) I enrolled because people with TVET skills are perceived to be successful.	4.2	0.9
c) I enrolled because of my desire to acquire TVET skills.	4.1	0.9
d) I enrolled because I have a passion for TVET skills.	4.0	1.0
e) I enrolled because there is a guarantee of a better livelihood.	4.0	1.0
f) I enrolled because TVET skills are perceived to be relevant.	4.0	0.9
g) I enrolled because with TVET skills employment is guaranteed	3.9	0.9
h) I enrolled because I am motivated to utilize TVET skills.	3.9	0.8
i) I enrolled out of encouragement from my peer group.	3.4	1.3

Key for the mean:

Strongly Disagree = 1.0 to 1.7

Disagree = 1.8 to 2.5

Not sure = 2.6 to 3.3

Agree = 3.4 to 4.1

Strongly agree = 4.2 to 5.0

The findings indicate that major reasons for the students' enrolment for TVET was their belief that it would transform their lives; perception that people with TVET skills are successful; and their individual desire to acquire the skills. Most of them however denied that they enrolled out of encouragement from their peer groups. This implies that there could be minimal persuasion by peers to the youth to enrol for TVET. Literature indicates that the importance of TVET in transforming people's lives and making them succeed is not in doubt, but in the developing nations it is still being viewed with negative perception and disgust by parents and other groups (Amodu, 2011). TVET is viewed as an inferior education option suitable for the drop-outs and less intelligent learners (Ladipo *et al.*, 2013). Other people see TVET as a low-quality education created for second class citizens (Okolocha, 2012).

Factor analysis was done to establish the major aspects of demand for TVET. The varimax rotated matrix on the principal component was used to identify these aspects.

Table 4.8: Rotated Component Matrix

	Components	
	Component 1: Perception that TVET skills guarantees Income earning	Component 2: Great personal enthusiasm for TVET skills
Statement	Factor loading	Factor loading
I enrolled because with TVET skills employment is guaranteed.	0.787	0.084
I enrolled because people with TVET skills are perceived to be successful.	0.700	- 0.087
Mean 4.1		
Chronbach 0.90		
I enrolled because I have a passion for TVET skills.	0.237	0.736
I enrolled because of my desire to acquire TVET skills.	0.330	0.555
Mean 4.1		
Chronbach 0.90		

Key (for the Mean):

Strongly Disagree = 1.0 to 1.7

Disagree = 1.8 to 2.5

Not sure = 2.6 to 3.3

Agree = 3.4 to 4.1

Strongly agree = 4.2 to 5.0

With respect to the demand for TVET among the youth, the major components, as reflected by the factor analysis, include: a) perception that TVET skills guarantee income earning and b) great personal enthusiasm in an individual for TVET skills. On the perception that TVET skills guarantee income earning, the highest positive contribution was from the assertion that students enrolled because of the perception that with TVET skills employment is guaranteed and/ or the perception that people with TVET skills are perceived to be successful. This was apparent in the interviews where Participant three opined that *“The demand for services and products in the markets matched by courses available in the polytechnic motivates students to enrol in the polytechnic.”* The students in the FGDs also put across several reasons that caused them to enrol for TVET programmes. For instance, Participant number five asserted that:

“TVET programmes are offering hope for those who are perceived to have failed in formal education; hence their motivation to enrol for the TVET courses. They feel that with TVET, at least they can also get somewhere despite their perceived failure.”

On great personal enthusiasm in an individual for TVET skills, the highest positive contribution was from the assertion that the students enrolled because they had a passion for TVET skills and the assertion that they enrolled because of their desire to acquire TVET skills. The researcher further probed the participants as to why the enrolment is still low. Participant four reasoned it as follows:

You see, it is us who understand that TVET can ensure financial sustainability but what about the parents and other society members? Few understand or believe it because maybe those that have already graduated are yet to secure good opportunities due to lack of resources. But if they can be empowered, it would put confidence in the others to desire the enrolling for the skills.

The researcher further probed the participants as to why the enrolment is still low if indeed TVET guarantee income earning. During the interviews, it emerged that the parents’ perception on the costs and benefits of TVET determines the enrolment for TVET.

According to Participant four, “*some parents do not see any value in TVET. If anything, TVET is for the poor performers, which makes them not to consider TVETs for their kids.*” On the same note, Participant one added that “*Some people in the society will even discourage their friends to enrol their children in TVETs because of the little value they attach to them.*” As observed by Juma *et al* (2012) and Jones *et al* (2011), family interaction patterns and attitudes during childhood linked more directly to the child’s developing academic success and achievement-oriented attitudes.

There were some indications that for some parents, TVET is the last option for their children which again calls for the need to teach the parents on the benefits of TVET. This was also evident in the views of Participant six, who said that “*some families perceive the cost for TVET programmes as high in comparison to the benefits they attribute to them.*”

Considering the relative importance of TVET as a form of education, it is imperative that an expanded system with necessary and adequate facilities will lead to the effectiveness of the system. Related studies carried out by Islam and Mia (2007) in Bangladesh also revealed that both formal and non-formal TVETs lacked an effective linkage between training and the world of work. They further noted that because of its lack of coherent mode, practical skills and training do not produce the requisite skills for the job market.

During the in-depth interviews and focus group discussions, the demand for TVET was also affirmed to be influenced by formal education. During the in-depth interviews, participant one argued that:

When a person completes their primary/high school education level and do not make it to the university, yet they desire to acquire skills that would enable them to have job, they are more likely to consider enrolling for TVET.

Formal education was further alleged to make one more informed and aware of their future needs, which is likely to influence their choice of TVET. Participant number four put it more clearly that: *“there are skills offered in formal education that will help motivate TVET trainees. The acquired knowledge helps one to see things directly and positively.”* This is also implied by Curtis and McMillan (2008) who argue that occupational type or educational level of parents is also identified as influencing their children’s choice and completion of occupational courses.

Upon further probing, most of the recommendations to enhance enrolment among the youth in polytechnics revolved around four main areas: sensitization of the youth on the relevance of TVET courses; barring early marriages and adequately equipping TVETs with the required training facilities. According to Participant fourteen, *“Early marriages should be discouraged since most of the victims actually drop out of the schools.”* According to Participant six, *“There should be awareness campaigns in the community on the relevance of TVET to with the aim of encouraging the youth to enrol.”* This echoes recommendations by Harry (2014) that: 1) more awareness campaigns should be carried out to enlighten communities on the need to give their children equal treatment in terms of education; and 2) Institutions of higher learning should also incorporate industrial attachment for the students, as part of the major courses, so that they can gain skills and experience in their training.

4.5 Technical and vocational skills competitiveness as a determinant of demand for TVET among the youth

This section addresses technical and vocational skills competitiveness as a determinant of demand for TVET among the youth. The section ranks skills and competitiveness indicators based on their prevalence in determining demand for TVET among the youth in Kajiado County.

Table 4.9: Rating on aspects of skills competitiveness influence on demand for TVET among the youth

Statement	Mean	Standard Deviation
a) TVET skills are suitable for employment	4.3	0.9
b) It is easy to perfect the use of TVET skills	4.3	0.9
c) It is easy to apply TVET skills	4.2	0.9
d) The labour market respect persons with TVET skills	4.1	1.0
e) Many employers prefer TVET skills for employment	4.1	0.8
f) Employers will always prefer persons with TVET skills	4.1	0.9
g) TVET skills are relevant to the labour market	4.0	1.0
h) TVET skills are required across every sector	4.0	1.0
i) TVET skills are highly sought after in the labour market	3.9	1.1
j) TVET skills are easy to acquire	3.8	1.3

Key for the mean

- Strongly Disagree = 1.0 to 1.7
- Disagree = 1.8 to 2.5
- Not sure = 2.6 to 3.3
- Agree = 3.4 to 4.1
- Strongly agree = 4.2 to 5.0

In particular, it was highly affirmed that TVET skills are highly suitable for employment. Respondents also attested to the fact that it is easy to perfect the use of TVET skills as well as their easy application. Other aspects confirmed as critical included respect and preference the labour market accords to persons with TVET skills;

TVET skills are easy to acquire among others. As the trend indicates, the findings imply that skills competitiveness is vital in determining the demand for TVET courses.

Factor analysis was done to establish the major aspects of skills competitiveness that have a bearing on demand for TVET. The Varimax rotated matrix on the principal component was used to identify these aspects.

Table 4.10: Rotated Component Matrix (Skills Competitiveness)

Statement	Components	
	Component 1: Relevance of TVET skills to the labour market	Component 2: Ease of acquisition and application of TVET skills
	Factor loading	Factor loading
TVET skills are highly sought in the labour market.	0.724	-0.046
The labour market respect persons with TVET skills.	0.689	--0.129
Mean	4.0	
Chronbach alpha	0.90	
TVET skills are easy to acquire.	-0.009	0.782
It is easy to apply TVET skills.	0.049	0.641
Mean		4.0
Chronbach alpha		0.90
Key (for the Mean):		
Strongly Disagree	= 1.0 to 1.7	
Disagree	= 1.8 to 2.5	
Not sure	= 2.6 to 3.3	
Agree	= 3.4 to 4.1	
Strongly agree	= 4.2 to 5.0	

Table 4.11: Variables Relationship

Variables for Skills competitiveness	Variables for Demand for TVET		
		Perception that TVET skills guarantees Income earning	Great personal enthusiasm for TVET skills
Ease of acquisition and application of skills	Pearson correlation	0.733(*)	0.763(*)
	Sig. (2-tailed)	0.000	0.000
	N	115	115
Relevance of TVET skills to the labour market	Pearson correlation	0.728(*)	0.779(*)
	Sig. (2-tailed)	0.000	0.000
	N	115	115

* Correlation is significant at the 0.05 level (2-tailed)

From the Pearson correlation analysis, a strong positive correlation of above 0.7 was found between the aspects of skills competitiveness and the two levels of demand which indicates that skills competitiveness and demand for TVET are highly correlated. The implications are that for demand of TVET skills to be high, TVET skills competitiveness has to be high too, by ensuring that their ease of acquisition and applicability as well as their relevance in the labour market. From the findings, the low significance levels indicate a high confidence level for the findings. Significance was below 0.05 for all the variables which indicates that the results were significant above 95% confidence level. In the present environment, many observers contend that different individual skills are needed to enhance the marketability of TVET graduates. More complete skills mix incorporates many generic skills such as the ability to think logically, to plan precisely, to anticipate difficulties and to become innovative and creative. This will help the graduates to develop and update the necessary capacities and skills needed to be

productively employed for their personal fulfilment and the common well-being (ILO, 2008).

The ease of acquisition and application of skills and relevance of TVET skills to the labour market emerged as the major components. On the ease of acquisition and application of TVET skills, it was observed that TVET skills are easy to acquire as indicated by its high factor loading and at the same time, they were easy to apply. TVET skills were also highly rated by the management and the student leadership as easy to use. Participant number three claimed that, once achieved, it is easy to apply the skills as long as they are related to the specific trade area of the skills. According to Participant two the manner in which the students are trained “...*makes it easy for them to apply the skills out there.*” During one of the management’s focus group discussions, one of the participants also expressed that TVET skills are very simple in their application. They are not like those complex university courses that require you to remain in books even when you are working. Another one in the discussion asserted that, ‘*the skills are easily applicable since our curriculum is market oriented.*’ Notwithstanding these assertions, Participant number thirteen, raised the concern that although most of TVET skills are utilized effectively but some graduates do not use them adequately due to the lack of sufficient support/capital to start-up. In line with this, participant number four was also categorical that once the trainees are given necessary technical skills and provided with the basic tools for the job they can perform.

On the relevance of TVET skills to the labour market, it emerged that TVET skills are highly sought after in the labour market and the market respects persons with TVET skills. Although most of TVET graduates are reportedly in self-employment, the assertion that TVET skills are highly sought after in the labour market could be as a result of the value attached to the skills. Thus could mean that although the skills are highly sought after, most graduates prefer to venture into self-employment as opposed to formal employment, where probably they perceive the earnings to be much better. They may as well be more concerned about job security, which they perceive as not guaranteed in formal employment compared to self-employment. This could be seen in

the light of the fact a big number of university graduates also compete for the same employment opportunities.

There was some implied confidence in the relevance of TVET skills in the job market, because most discussants in FGDs expressed their belief that the most relevant courses for job opportunities in the market are electrical installation and dress making. Participant three, for instance, asserted that electrical installation is in high demand at the market and dressmaking has many opportunities to exploit. Participant five agreed with this position with the following words: *“With courses like electrical installation from this polytechnic, your chances of getting a place in the job market are high.”*

In the same regard, Participant eleven opined that: *“Dressmaking will always be marketable since people will always need to clothe themselves with all kinds of designs.”* Participant six, however, insisted that motor vehicle repair was also relevant in addition to the aforementioned two courses. The participant argued thus: *“Motor vehicles repair has attracted a large labour market because the purchase of vehicles is high and yet they require servicing and repairing”*.

4.6 Socio-economic status as a determinant of demand for TVET training among the youth

This section addresses socio-economic status as a determinant of demand for TVET training among the youth. The section ranks the indicators of socio-economic status based on their prevalence in determining demand for TVET among the youth in Kajiado County.

Table 4.12: Rating on aspects of socio-economic status influence on demand for TVET among the youth

Statement	Mean	Standard Deviation
a) My parents are aware of the relevance of TVET skills for my future	4.3	0.7
b) My parents believed that TVET skills will give the family a sustainable livelihood	4.2	0.8
c) My parents are aware of the relevance of TVET skills in uplifting the family	4.1	1.0
d) My parents are aware of TVET skills for my survival	4.0	1.0
e) My parents' income influences choice of TVET courses	3.7	1.4
f) My parents will always ensure the cost of TVET programmes are met	3.7	1.1
g) Joining TVET has highly been influenced by skills/occupations of my siblings	3.5	1.3
h) A TVET skill is the one my parents choose because of the number of dependants	3.4	1.6
i) My parents have the capacity to meet the cost of TVET programmes	3.3	1.2

Key for the mean:

- Strongly Disagree = 1.0 to 1.7
- Disagree = 1.8 to 2.5
- Not sure = 2.6 to 3.3
- Agree = 3.4 to 4.1
- Strongly agree = 4.2 to 5.0

The results on socio-economic status show that parents of students in youth polytechnics are aware of the relevance of TVET skills towards their children's future. There was also a clear indication that parents strongly believed that TVET skills will give the family a sustainable livelihood in future and that the skills would be relevant in uplifting their families. The findings also indicate that the parents are aware of TVET skills for the students' survival. These were clearly implied by a strong mean of 3.5 and above for each of these aspects among others. This implies that most of the parents endorse TVET skills as relevant and adequate in sustaining the livelihood of the youth as well as the whole family. However, it is apparent from the findings that the students were not sure that their parents preferred TVET skills to other courses, because of the number of dependants. They were also not certain that their parents had the capacity to meet the cost of TVET programmes.

Factor analysis was done to establish the major aspects of socio-economic status that have a bearing on demand for TVET. The Varimax rotated matrix on the principal component was used to identify these aspects.

Table 4.13: Rotated Component Matrix (Socio-economic Status)

Statement	Components	
	Component 1: Affordability of TVET programmes	Component 2: Competition among household dependants for the acquisition of skills
	Factor loading	Factor loading
My parents have the capacity to meet the cost of TVET programmes.	0.874	-0.034
My parents will always ensure the cost of TVET programmes are met.	0.777	-0.057
Mean 3.5		
Chronbach apha 0.88		
TVET skill is the one my parents choose because of the number of dependants.	-0.022	0.712
My parents are aware of TVET skills for my survival.	0.037	0.703
Mean 3.7		
Chronbach apha 0.89		
Key for the Mean:		
Strongly Disagree	= 1.0 to 1.7	
Disagree	= 1.8 to 2.5	
Not sure	= 2.6 to 3.3	
Agree	= 3.4 to 4.1	
Strongly agree	= 4.2 to 5.0	

Table 4.14: Variables Relationship

Variables for socio-economic status	Variables for Demand for TVET		
		Perception that TVET skills guarantees Income earning	Great personal enthusiasm for TVET skills
Affordability of TVET programmes	Pearson correlation	0.708(*)	0.621(*)
	Sig. (2-tailed)	0.000	0.000
	N	115	115
Competition among household dependants for skills acquisition	Pearson correlation	0.729(*)	0.611(*)
	Sig. (2-tailed)	0.000	0.000
	N	115	115

* Correlation is significant at the 0.05 level (2-tailed)

From the Pearson correlation analysis, a strong positive correlation of above 0.6 was found between the aspects of socio-economic status and the two levels of demand which indicates that socio-economic status and demand for TVET are highly correlated. The implications are that for demand of TVET skills to be high, socio-economic status should be improved, by ensuring that most people can afford to pay for the TVET programmes and numerous opportunities exist. From the findings, the low significance levels indicate a high confidence level for the findings. Significance was below 0.05 for all the variables which indicates that the results were significant above 95% confidence level. The researcher confirmed the results by carrying out an in-depth interview with the management of the various TVET institutions, where the respondents were drawn from. Most interviewees lamented the high cost of living that reduced the parents' purchasing power to afford the TVET costs. However, a few argued that even though most parents are financially constrained, they have a way out to advance their children's education. Likewise, some TVET courses take a shorter time compared to others and therefore, they are more affordable. The informants further noted that not all TVET

courses are affordable to every parent, since some courses are more expensive than others. Some parents also have many dependents that compete for their little income, while others will struggle to make ends meet. Besides, most of the parents are not aware of TVET courses or how much they cost. It is thus important to create more publicity regarding the various TVET courses and their costs so that the information can reach more people. From the management, some of the informants claimed that parents are able to meet the cost of TVET programmes because is cheaper than secondary school education. Participant one, for instance, expressed that point in the following words: “The *programmes are affordable. The cost cannot even compare to that of secondary schools with high school fees demands.*”

Factor analysis on socio-economic status revealed that affordability of TVET programmes and the competition among household dependants for the acquisition of skills are the major indicators. As stated by World Bank (2010), TVET now forms part of a larger vision for promoting sustainable socio-economic development. Maclean et al. (2013) highlight the importance of skills for improving individuals’ employment outcomes and increasing countries’ productivity and growth. Likewise, UNESCO’s TVET strategy (2010-2015) explicitly recognizes TVET’s value in addressing a host of issues such as youth unemployment and socio-economic inequalities. There is a risk, however, of marginalizing generic/employability skills within TVET because of their highly specialized technical nature. On affordability of TVET programmes, there was a strong assertion that parents have the capacity to meet the cost of TVET programmes and will always ensure these costs are met. Participant ten was more categorical and expressed that:

Affordability of TVET depends on the specific course requirements and the parents’ financial ability. Some courses are more demanding than others in terms of costs. Hence, it is mostly the financially stable parents who enrol their children in such courses while the poor opt for the relatively cheaper programmes

From some participants, it was evident there are some parents who have challenges meeting the costs of TVET programmes. Participant five was critical that “...*It is quite a challenge to some parents. Some of them struggle to make ends meet hence their poor payment of school fees.*” On the same note, Participant eight added: “*Given the meagre income of the parents here, some of them cannot afford the cost for certain courses that are relatively costlier.*” This implies that the level of income could potentially influence the choice of TVET courses among students.

Atchoarena and Esquieu (2002) also pointed out the cost issue arguing that TVETs were extremely costly. A further probe into the students through the focus group discussion also brought similar concerns to the limelight. At Entasopia, students highly asserted that parents could hardly afford the cost for TVET programmes. One of the participants succinctly put it that:

Some parents are not able to meet the cost. They always source for support from donors, and scholarships. Other times students complete at a great personal sacrifice of even going without food.

On the competition among household dependants for the acquisition of skills, it emerged that parents’ choice TVET skills is subject to the number of dependants and their awareness of TVET skills for the students’ survival. At Namelok polytechnic, one of the participants argued that:

Sometimes the costs are difficult to meet especially when the siblings are very many with some in schools and other very young; and they are all dependent on the same parent who may not even be having a stable form of income.

Another concern was raised during the students’ discussion at Isinya that “*In some of the courses, tools required are a bit expensive. Some parents therefore find it challenging to afford these together with the school fees burden.*” This indicates that parents with students both in TVET and in high school and/or primary school could be the most hit group, since it increases the cost burden for them.

Despite the fact that TVET programmes are cheaper, one participant brought the perspective of age as an issue arguing that “...students graduating from class eight are too young to join TVET for manual skills acquisition, four years in secondary education will make them mature...” Another participant blamed cultural practices expressing its effects particularly on those who join secondary school: “...a second year from Namelok Polytechnic came back for training after 5 years.” It was also evident that some students had to make their own choices rather than those of their parents in joining TVET. This was confirmed during the students’ discussion at Namelok, where Participant three made the following claim “I brought myself here after being employed at lenkisim for three years...” This implies that some families could be poverty stricken hence the challenges in affording the cost of TVET. Given that Entasopia Polytechnic is in a more remote area, where most of people have relatively low living standard, such an assertion is valid. Coincidentally, the participants who mostly raised concerns about affordability of the TVET cost during the in-depth interviews were also from the same polytechnic.

In contrast, participants from Isinya perceived the cost of TVET with little concern when it comes to enrolment. This was apparent during Focus Group Discussion with the students at this institution where one of them perceived the costs as pocket friendly. To him, “most of the parents don’t have problems in paying the fees.” Another one posited that the programmes were affordable compared to the cost of pursuing a parallel degree and as a result, “...the parent or the guardian for that matter doesn’t have to struggle a lot to pay your fees.”

Some economists working within the World Bank had long ago questioned the cost-effectiveness of vocational education and the rate of return to investments in TVET (Psacharopoulos, 1991; Psacharopoulos & Woodhall, 1985). As such to increase enrolment, the cost burden could be lessened for such parents. This can be achieved through measures such as increasing bursaries to TVETs as well as sponsorship programmes increased.

Although there were also assertions by the management, and quite a number of students particularly at Isinya, indicating that TVET costs are low, then most of the parents should have enrolled their children in TVETs. However, the fact that enrolment is still low indicates that this is subjective to what an individual would perceive as high cost relative to his/her income. It becomes apparent that the cost of the courses is uneven as some demand more resources than others. As such, just like implied in some assertions, a parent's income is likely to influence the choice of the course for their children, in which case, if the income is low; the preference will be a cheaper course. Findings on socio-economic status as a determinant of demand for TVET expresses high consistence with various authors. Young (as cited in Batra, 2003:26) pointed out that family income level is generated by a particular family background and experience. In respect to this, Saini and Rathore (2001) argue that entrepreneurial traditions of the family, as well as the community, are important factors within which the entrepreneur grows and internalizes the values and norms and determine the choice of course to pursue.

4.7 Household attitude as a determinant of demand for TVET among the youth

This section addresses household attitude as a determinant of demand for TVET among the youth. The section ranks indicators on household attitude based on their prevalence in determining demand for TVET among the youth in Kajiado County.

Table 4.15: Rating on aspects of household attitude influence on demand for TVET among the youth

Statement	Mean	Standard Deviation
a) My family believes that TVET skills offer better value	4.4	0.6
b) My family and I believe there are lifelong benefits in TVET skills	4.4	0.8
c) TVET skills will assure my family survival	4.2	0.8
d) My family believes that people with TVET skills always succeed in life	4.1	0.9
e) My family believes that the benefit of TVET skills outweigh the cost of training	3.9	0.8
f) My family believes that people with TVET skills are always employed	3.8	0.9

Key for the mean

Strongly Disagree = 1.0 to 1.7

Disagree = 1.8 to 2.5

Not sure = 2.6 to 3.3

Agree = 3.4 to 4.1

Strongly agree = 4.2 to 5.0

Table 4.16: Variables Relationship

	Variables for Demand for TVET		
		Perception that TVET skills guarantees Income earning	Great personal enthusiasm for TVET skills
Variables for household attitude			
Positive attitude on benefits of TVET to the family	Pearson correlation	0.802(*)	0.755(*)
	Sig. (2-tailed)	0.000	0.000
	N	115	115
Positive attitude on value of TVET skills in the labour market	Pearson correlation	0.772(*)	0.686(*)
	Sig. (2-tailed)	0.000	0.000
	N	115	115

* Correlation is significant at the 0.05 level (2-tailed)

From the findings, most families believe that TVET skills offer better value than other courses. Other highly affirmed household attitude aspects were the lifelong benefits in TVET skills; assurance on family survival and the belief that people with TVET skills always succeed in life. Most households also believe the benefits of TVET skills outweigh the cost of training. They are convinced that people with TVET skills will always be employed. These results imply that, most households in Kajiado County embrace the value and lifelong benefits of TVET skills as well as the assurance on family survival and success in life.

Factor analysis was done to establish the major aspects of household attitude that have a bearing on demand for TVET. The Varimax rotated matrix on the principal component was used to identify these aspects.

From the Pearson correlation analysis, a strong positive correlation of above 0.6 was found between the aspects of household attitude and the two levels of demand which indicates that household attitude and demand for TVET are highly correlated. The

implications are that for demand of TVET skills to be high, household attitude should be improved, by ensuring that there is enhancement of a positive attitude on benefits of TVET to the family and its value in the labour market. From the findings, the low significance levels indicate a high confidence level for the findings. Significance was below 0.05 for all the variables which indicates that the results were significant above 95% confidence level.

Table 4.17: Rotated Component Matrix (Household Attitude)

Statement	Components	
	Component 1: Positive attitude toward the benefits of TVET skills to the family	Component 2: Positive attitude towards the value of TVET skills in the labour market
	Factor loading	Factor loading
TVET skills will assure my family survival.	0.792	0.117
My family and I believe there are lifelong benefits in TVET skills.	0.770	0.061
Mean 4.3		
Chronbach alpha 0.91		
My family believes that people with TVET skills are always employed.	-0.056	0.895
My family believes that TVET skills offer better value.	0.373	0.606
Mean 4.1		
Chronbach alpha 0.90		
Key for the Mean:		
Strongly Disagree	=	1.0 to 1.7
Disagree	=	1.8 to 2.5
Not sure	=	2.6 to 3.3
Agree	=	3.4 to 4.1
Strongly agree	=	4.2 to 5.0

With regard to household attitude, positive attitude towards the benefits of TVET skills to the family and positive attitude towards the value of TVET skills in the labour market emerged as the major indicators. There was a strong conviction that TVET skills will assure the family survival and a strong belief in the family and the students that there are lifelong benefits in TVET skills. These findings affirm play a key stake in the education system and in the work place as people in society, including politicians, educators, administrators, parents or learners, do not fully appreciate the value of TVET Bowden and Doughney (2009).

Some participants during the interviews claimed that the acquired skills assure household members financial survival. For instance, Participant number two argued that when students gain skills, they are capable of earning money or creating opportunities that will help them earn some decent income. According to Participant four, “*After training, the graduate will be employed or will be self-employed thus ensuring financial survival to the household.*” Participant thirteen also pointed out that, after training one has the capacity to get a job and be financially stable.

Participant seven opined that, if only the graduates were adequately trained by ensuring adequate facilities in the TVET institutions, they are very capable of ensuring financial sustainability because employers will have no trouble with them. Participant thirteen on his part had the following thoughts:

It is because our students are yet to be adequately equipped with all the necessary resources to exploit the opportunities that would in turn ensure the financial sustainability. This is the very problem that makes even the house members to lose confidence in the ability of TVET courses.

These concerns imply the need to sufficiently train the students and empower them to benefit from the market opportunities.

On the positive attitude towards the value of TVET skills in the labour market, the family belief that people with TVET skills are always employed and their further belief that TVET skills offer better value are major determinants. In the students’ discussion,

they strongly affirmed the negative perception of the parents and other household members. Participant seven at Namelok during the discussion expressed that:

In my home, only my uncle sees value in my schooling at this polytechnic. I remember my parents initially objected to my enrolment saying that if my uncle wanted to educate me, he should have taken me to the university and not the village polytechnic. Even now, we are not in good terms just because of the issue.

Participant two at Isinya similar sentiments in the following words: “*They enrol us here not because they value the school or the programmes a lot but to protect us from indulging in bad things in the society when we are idle.*” Participant twelve at Entasiopia expressed the challenge of having to deal with negative attitude from relatives attesting that:

I pay all fees myself but my family members, especially my brothers, always discourage me claiming that I am wasting my time and money until at times I think I did the wrong thing. I, however, encourage myself to complete since I already started and I will be done by next year.

Even so, during the in-depth interviews, Participant two thought that household attitude is not really an issue when it comes to enrolment. He explains:

..household attitude has little if any influence, since the urge to gain skills is an individual desire regardless of his/her family’s opinion. Once you have set your mind to acquire skills then you will have the interest to gain more other skills.

This was echoed by Participant five who asserted that the individual must be willing and determined to acquire the skills. The rest of the household opinion will only add or subtract to that determination. However, these assertions are on a shaky ground since someone must pay for the courses that a student chooses. As such, they would only hold in the event that the individual was independent in terms of meeting the costs for the course. That is, in the event that the student does not depend on the parent or another household member to pay for his/her training, which is rare. According to a research by Bowden and Doughney (2009) the views of family (particularly the mother) tend to be taken seriously by students with regard to choices of courses and careers.

In summary, this study proves that positive attitude on benefits of TVET to the family and positive attitude on value of TVET skills in the labour market are major determinants of the demand for TVET. The level of household encouragement (as perceived by the student) is considered as an important factor influencing students demand for the TVET courses. In research by Bowden and Doughney (2009), the views of family (particularly the mother) tend to be taken seriously by students, with regards to choices of courses and careers. This effect was enhanced in ethnic groups as well as in families. It should, however, be acknowledged here that within rural areas of predominantly agricultural work traditions, educational status may not be as sensitive a measure of disadvantage, or indeed success, for older generations as it is for the youth (Tay *et al.* 2004). Thus, the bond between family members and children, and between family members and others in the larger community, is important in shaping a young person's developmental trajectory.

4.8 Social networks as a determinant of demand for TVET among the youth

This section addresses social networks as a determinant of demand for TVET among the youth. The section ranks social network indicators based on their prevalence in determining demand for TVET among the youth in Kajiado County.

Table 4.18: Rating on aspects of social networks influence on demand for TVET among the youth

Statement	Mean	Standard Deviation
a) Youth social network assists those with TVET skills to get employment easily.	4.2	0.8
b) In my neighbourhood those with TVET skills financially survive better.	4.1	0.9
c) Youth social network assists one survives better with TVET skills.	4.0	1.0
d) Youth social network encourages one to pursue TVET courses.	3.9	0.8
e) Parents' network ensures that those with TVET skills get employed.	3.9	1.0
f) Parents' social network is aware of the importance of TVET skills for survival.	3.8	1.0
g) In my neighbourhood it is easy to get employment with TVET skills.	3.8	1.1
h) Parents' social networks assist one survives better with TVET skills.	3.7	0.9
i) In my neighbourhood, many people have TVET skills.	3.4	1.3

Key for the mean:

Strongly Disagree = 1.0 to 1.7
 Disagree = 1.8 to 2.5
 Not sure = 2.6 to 3.3
 Agree = 3.4 to 4.1
 Strongly agree = 4.2 to 5.0

The findings imply that while social networks undoubtedly determine the demand for TVET, in Kajiado County, only a few people within the youth networks have TVET skills.

Factor analysis was done to establish the major aspects of social networks that have a bearing on demand for TVET. The Varimax rotated matrix on the principal component was used to identify these aspects.

Table 4.19: Rotated Component Matrix (Social Networks)

Statement	Components	
	Component 1: Levels of social networks support for acquisition of TVET skills	Component 2: Neighbourhood networks support acquisition of TVET skills
	Factor loading	Factor loading
Youth social network assists those with TVET skills to get employment easily.	0.725	0.160
Parents' social network assists one survive better with TVET skills.	0.683	-0.136
Mean 4.0		
Chronbach alpha 0.89		
In my neighbourhood many people have TVET skills.	-0.084	0.844
In my neighbourhood it easy to get employment with TVET skills.	0.309	0.668
Mean 3.6		
Chronbach alpha 0.91		
Key (for the Mean):		
Strongly Disagree	= 1.0 to 1.7	
Disagree	= 1.8 to 2.5	
Not sure	= 2.6 to 3.3	
Agree	= 3.4 to 4.1	
Strongly agree	= 4.2 to 5.0	

On social networks, after factor analysis was done, levels of social networks support for acquisition of TVET skills and neighbourhood networks support for acquisition of TVET skills emerged as the major indicators.

Table 4.20: Variables Relationship

Variables for social networks	Variables for Demand for TVET		
		Perception that TVET skills guarantees Income earning	Great personal enthusiasm for TVET skills
Levels of social networks support for acquisition of TVET skills	Pearson correlation	0.725(*)	0.612(*)
	Sig. (2-tailed)	0.000	0.000
	N	115	115
Neighbourhood networks support for acquisition of TVET skills	Pearson correlation	0.777(*)	0.747(*)
	Sig. (2-tailed)	0.000	0.000
	N	115	115

* Correlation is significant at the 0.05 level (2-tailed)

From the Pearson correlation analysis, a strong positive correlation of above 0.6 was found between the aspects of social networks and the two levels of demand which indicates that social networks and demand for TVET are highly correlated. The implications are that for demand of TVET skills to be high, social networks should be enhanced, by ensuring that there is improvement in levels of social networks support and neighbourhood networks support for acquisition of TVET skills. From the findings, the low significance level implies a high confidence level for the findings. Significance was below 0.05 for all the variables which indicates that the results were significant above 95% confidence level.

Concerning levels of social networks support for acquisition of TVET skills, there was a strong conviction that youth social network assists those with TVET skills to get employment easily and parent's social network also assists one survive better with TVET skills. Some participants, however, felt that the social networks were not doing much to support acquisition of TVET skills. Participant number seven argued that social networks do not support acquisition of TVET skills. His response was blunt: "they *don't do much.*" Some participants also noted that social networks had the capacity to empower TVET graduates. During the students' discussion, participant fifteen had this to say: "*Those who have already succeeded in the society can help the graduates to secure jobs, especially those in government positions.*" Participant eight added the following: "*There are some members of the community in employment who are well placed to help students get employment after graduating although they only help those from their clans and villages.*"

It also emerged that through social networks, the youth may sensitize their colleagues on the importance of TVET skills. Participant ten suggested that the youth can market TVET products in their social groups, which can attract interested group members to enrol for the courses. On the same note, participant number thirteen opined as follows: "*Poor network demolishes the influence of choice of career, which can be through TVET skills.*" Participant seven added that some of their parents have friends who can really help them to get employed although some are jealous if the beneficiary is not related to them.

In his opinion during the in-depth interview, participant two had this to say:

"Some of the students are from parents with connections and they just bring the students here to get certification of certain skills so that they are fit to be placed in certain positions in some companies".

In addition, participant five had the following argument:

“Some of the parents have close relationship to persons in government positions and you find that eventually after their children graduate, they will use the connections to have them given positions in government related services”.

These assertions imply that there is need for parents and students to build networks with members of the society who are of higher socio-economic status to enhance the ability of the graduates to gain opportunities in the labour market. Lin (2000) affirmed that where certain groups (gender, racial or ethnic) experience higher levels of social disadvantage, and where these groups also tend to associate with those that are similar to them in the relevant respect (a phenomenon referred to as homophily), then this reduces both the heterogeneity and the quality of the social resources available to them. This in turn affects their access to and success within the labour market, and therefore increases the chances that a member of that group will be socially disadvantaged. In other words, “cross-group ties facilitate access to better resources and better outcomes for members of the disadvantaged group,” but “homophily and structural constraints reduce the likelihood of establishing such ties for most of the disadvantaged members (Lin, 2000).”

On neighbourhood networks support for acquisition of TVET skills, presence of many people in the neighbourhood with TVET skills and the ease of getting employment with TVET in the neighbourhood are major determinants. These assertions imply that in deed neighbourhood networks are well placed to promote the acquisition of TVET skills. However, according to Participant ten:

The problem is that the few able individuals in the society are biased in helping graduates from polytechnics. To be helped by them depends on how you know each other and some even demand some favours so that they can help you to get employment.

In terms of facilitating the entry of individuals from disadvantaged groups into the workplace, the literature has shown that the structure of social ties is significant, and that bridging ties, which give individuals access to networks outside their own, give individuals better job prospects by increasing access to information. Ioannides and Loury (2004) are of the opinion that there is an international and well-established

consensus that social networks affect job opportunities. They also say that there is strong evidence that there are group differences in both the ability to use these networks and the usefulness of the networks themselves. There are also a number of studies which show that these group differences affect average group wages and influence the levels of inequality. For example, Topa (2001) shows that unemployment displays neighbourhood effects. Individuals are more likely to be unemployed if the unemployment in their area is higher, particularly among ethnic minorities and less educated workers.

This study claims that social networking is an important aspect in demand for TVET. It gives rise to social relations that provide a variety of resources for individuals and groups; and these resources are a function of structure of the social relations within which an actor is located (Adler & Kwon, 2002). In addition, Ioannides and Loury (2004) assert that there is an international and well-established consensus that social networks affect job opportunities. Moreover, there is also strong evidence that there are group differences in both the ability to use these networks and the usefulness of the networks themselves. In fact, there is also a number of studies showing that these group differences affect average group wages and influence the levels of inequality. For example, Topa (2001) shows that unemployment has a strong display of neighbourhood effects. He claims that individuals are more likely to be unemployed if the unemployment in their area is higher, and shows that this effect is larger for ethnic minorities and less educated workers.

4.9 Socio cultural factors as a determinant of demand for TVET among the youth

This section addresses socio cultural factors as a determinant of demand for TVET among the youth. The section ranks indicators on socio cultural factors based on their prevalence in determining demand for TVET among the youth in Kajiado County.

Table 4.21: Rating on aspects of socio-cultural factors influence on demand for TVET among the youth

Statement	Mean	Standard Deviation
a) People with TVET skills are considered important by the society.	4.0	0.9
b) TVET skills are valued by the society.	3.9	1.0
c) People with TVET skills are recognized by the society.	3.9	0.9
d) Passage to adulthood encouraged me to join TVET.	3.6	1.3
e) Passage to adulthood made me realise the importance TVET skills.	3.6	1.4
f) Going through the cultural practice of transition to adulthood motivated me to join TVET.	3.5	1.3

Key for the mean:

- Strongly Disagree = 1.0 to 1.7
- Disagree = 1.8 to 2.5
- Not sure = 2.6 to 3.3
- Agree = 3.4 to 4.1
- Strongly agree = 4.2 to 5.0

These findings imply that socio cultural factors greatly influence the demand for TVET. The major influence in this regard is attributed to the high respect accorded to those with TVET skills in the society.

Factor analysis was done to establish the major aspects of socio-cultural factors that have a bearing on demand for TVET. The Varimax rotated matrix on the principal component was used to identify these aspects

Table 4.22: Rotated Component Matrix (socio cultural factors)

Statement	Components	
	Component 1: Cultural practices encourages one to acquire TVET skills	Component 2: High value attached to TVET skills by the society
	Factor loading	Factor loading
Passage to adulthood encouraged me to join TVET.	0.865	0.066
Passage to adulthood made me realize importance of TVET skills.	0.840	0.245
Mean 3.6		
Chronbach alpha 0.89		
TVET skills are valued by the society.	-0.026	0.827
People with TVET skills are considered as important by society.	0.031	0.747
Mean 4.0		
Chronbach alpha 0.89		

Key (for the Mean):

- Strongly Disagree = 1.0 to 1.7
- Disagree = 1.8 to 2.5
- Not sure = 2.6 to 3.3
- Agree = 3.4 to 4.1
- Strongly agree = 4.2 to 5.0

Table 4.23: Variables Relationship

Variables for socio cultural factors	Variables for Demand for TVET		
		Perception that TVET skills guarantees Income earning	Great personal enthusiasm for TVET skills
Cultural practices encouragement for acquisition of TVET	Pearson correlation	0.761(*)	0.611(*)
	Sig. (2-tailed)	0.000	0.000
	N	115	115
High value attached to TVET skills by the society	Pearson correlation	0.847(*)	0.767(*)
	Sig. (2-tailed)	0.000	0.000
	N	115	115

* Correlation is significant at the 0.05 level (2-tailed)

From the Pearson correlation analysis, a strong positive correlation of above 0.6 was found between the aspects of socio-cultural factors and the two levels of demand which indicates that rites of passage and demand for TVET are highly correlated. The implications are that for demand of TVET skills to be high, the role of socio-cultural factors should be factored in, by ensuring that there is improvement in cultural practices encouragement for acquisition of TVET and high value attached to TVET skills by the society. From the findings, the low significance levels imply a high confidence level for the findings. Significance was below 0.05 for all the variables which indicates that the results were significant above 95% confidence level.

Pertaining to the moderating variable, of the socio culture, factor analysis indicated that cultural practices encouraging one to acquire TVET skills and High value attached to TVET skills by the society are the major indicators. On cultural practices encouraging one to acquire TVET skills, there was a strong assertion that passage to adulthood encouraged one to join TVET and passage to adulthood made one realize the importance

of TVET skills. Participant number seven argued that, most TVET skills are considered good for adults and children are expected to get the same from schooling. Participant five added that community expectation was to blame:

“Too much is demanded in the community from the young men after circumcision (morans) which often hinders their enrolment in TVET. They are expected to protect the community among other things, which limits their time and interest in TVET.”

Participant nine was categorical that *“there are those who upon undergoing the rite of passage to adulthood are less likely to enrol for TVET since they consider themselves grownups and as such perceive education to be for the young people.”* This was echoed in the students’ discussion where the participants blamed cultural practices to adulthood as making the victims drop out of school completely. Participant twelve for instance argued that *“most people may forego the training offered in TVET for marriage or other cultural duties that an initiate is assigned.”* This concurs with Bunch (2005) who asserted that early marriage is a barrier to girls’ education as young girls drop out of school to get married. According to him, the practice stands in direct conflict with millennium development goals especially the promotion of basic education and fight against gender disparity.

Some participants, however, argued that since the individual who has undergone the rite of passage to adulthood become more independent, s/he has the right to choose TVET programmes they feel are self-sufficient. Participant number eleven for instance, held this view and argued that *“Initiates feel independent, and some wish to acquire TVET skills to be self-sustaining.”* According to Participant fifteen:

One is free to make decision after undergoing the initiation rite. So the youth who have been initiated could decide to enrol for TVET or not unlike before circumcision when they are under control of the parents.

From the assertions, it can thus be deduced that passage to adulthood and other cultural practices could influence demand for TVET. According to Manali (2011), culture is seen as a system of social control, wherein people shape their standards and behaviour. Hence

cultural values form the founding principles of the life of the initiate. They influence his or her worldview and philosophies of life. They influence the way of life and thus impact social choices and demeanour. In Kenya, some of the cultural practices that have been confirmed to affect accessibility to technical and vocational training include the following: initiation ceremonies, female genital mutilation, early marriages, labour subdivision to boys and girls and migratory tendencies among nomadic communities (Kenya Information Guide, 2010). These findings are thus no surprise given that majority of the community in the context of this study are still engaged in most of these practices.

Concerning high value attached to TVET skills by the society, there was firm assertion that TVET skills are valued by the society and people with TVET skills are considered important by the society, hence, the two are major determinants. It was evident in the interviews and in the focus group discussions that the number of people with TVET skills is quite low in the immediate society but they are respected. Participant number four opined that those with TVET skills are not many, since these skills are not taken seriously. Participant nine further argued that, *“Those with TVET skills are few because most parents prefer to take their children for secondary education and then to colleges, rather than to TVETs.”* Participant six expressed that, they are there but very few because the society has only recently started to embrace TVETs. This was echoed during the students’ discussions in the various polytechnics. For instance, Participant one in the discussion highlighted the issue as follows: *“We have some individuals who have graduated from the polytechnic in our community and are doing very well... but they are not many.”*

The participants unanimously agreed that the people with TVET skills are respected in the society. For instance, participant number five responding to the question on whether there were many people with TVET skills in the society and whether they are respected pointed out their social status in the following words: *“They are not many but the few we have are highly respected.”* Participant number fourteen essentially agreed with that observation but said that there are few rotten potatoes that give the whole profession a

bad name. In his words, “*Most of them are respected persons, except for a few who made themselves a laughing stock in the village.*” These assertions further affirm earlier observations that there is a scarcity of people with TVET skills in the society. This implies that there are few people who have managed to beat all the challenges pointed out to access TVET education. This is more likely in the context of this study which is dominated by pastoral communities. UNESCO (2010), Roy and Edwina (2005) argue that provision of quality education to children in a pastoral community is a nightmare.

The participants expressed a point of view that passage to adulthood through formal rites influences demand for TVET skills.

4.10 Regression Analysis

In statistical modelling, regression analysis is a set of statistical processes for estimating the relationships among variables. It includes many techniques for modelling and analysing several variables, when the focus is on the relationship between a dependent variable and one or more independent variables (or 'predictors'). More specifically, regression analysis helps one understand how the typical value of the dependent variable (or 'criterion variable') changes when any one of the independent variables is varied, while the other independent variables are held fixed. Regression analysis was based on the analysis of variance (ANOVA), regression model and test of hypothesis. Analysis of variance (ANOVA) was done at taking into account the two levels of demand. That is, perception that TVET skills guarantee income earning and great personal enthusiasm for TVET skills were considered separately.

The regression was done to find the multivariate relationship between the aspects of skills competitiveness, socio-economic status, household attitude, social networks, socio cultural factors and the demand for TVET. The two levels of demand (that is, Perception that TVET skills guarantees income earning and great personal enthusiasm for TVET skills) were considered separately; hence the two models. The standardized Beta coefficients generated from regression analysis were used to develop the regression

model for the relationship. Regression analysis was based on the analysis of variance (ANOVA), regression model and test of hypothesis.

4.10.1 Analysis of Variance

Analysis of variance (ANOVA) was done at taking into account the two levels of demand. That is, perception that TVET skills guarantee income earning and great personal enthusiasm for TVET skills were considered separately.

Table 4.24: ANOVA with Moderating Variable Included

Dependent Variable: Perception that TVET skills guarantees income earning					
	Sum of Squares	df	Mean Square	F	Sig.
Regression	15.79	5	3.16	62.93	0.00
Residual	5.47	109	0.05		
Total	21.26	114			
R – Squared	0.743				
Dependent Variable: Great personal enthusiasm for TVET skills					
	Sum of Squares	df	Mean Square	F	Sig.
Regression	17.53	5	3.51	71.70	0.00
Residual	5.33	109	0.05		
Total	22.88	114			
R - Squared	0.766				

Predictors:(Constant),Relevance of TVET skills to the labour market, Ease of acquisition and application of TVET skills, Affordability of TVET programmes, Competition among household dependants for skills acquisition, Positive attitude on benefits of TVET to the family, Positive attitude on value of TVET skills in the labour market, Levels of social networks support for acquisition of TVET skills, Neighbourhood networks support for acquisition of TVET skills, Cultural practices encouragement for acquisition of TVET, High value attached to TVET skills by the society

NB: The predictors were:

- a. Relevance of TVET skills to the labour market
- b. Ease of acquisition and application of TVET skills
- c. Affordability of TVET programmes
- d. Competition among household dependants for skills acquisition
- e. Positive attitude on benefits of TVET to the family
- f. Positive attitude on value of TVET skills in the labour market
- g. Levels of social networks support for acquisition of TVET skills
- h. Neighbourhood networks support for acquisition of TVET skills
- i. Cultural practices encouragement for acquisition of TVET
- j. High value attached to TVET skills by the society

At this level F-test was used with Analysis of variance (ANOVA) used to generate the F value. The ANOVA showed relationship in the variables between and within the measure of the dependent variable. It reflects the magnitude the model has on the data compared to those that are not considered in the model (residual). The ANOVA results indicated a high F-value of 62.93 for the perception that TVET skills guarantees income earning. Similarly, a high F-value of 71.70 was found for great personal enthusiasm for TVET skills. This indicates that the various aspects of skills competitiveness, socio-economic status, household attitude, social networks, and socio cultural Factors (independent variables/predictors), collectively have a significant influence on the demand for TVET (dependent variable).

Table 4.25: ANOVA without Moderating Variable Included

Dependent Variable: Perception that TVET skills guarantees income earning					
	Sum of		Mean		
	Squares	Df	Square	F	Sig.
Regression	14.85	5	2.97	55.00	0.00
Residual	5.96	109	0.05		
Total	20.81	114			
R - Square	0.714				

Dependent Variable: Great personal enthusiasm for TVET skills					
	Sum of		Mean		
	Squares	Df	Square	F	Sig.
Regression	16.99	5	3.40	71.24	0.00
Residual	5.21	109	0.05		
Total	22.2	114			
R – Square	0.765				

Predictors:(Constant), Relevance of TVET skills to the labour market, Ease of acquisition and application of TVET skills, Affordability of TVET programmes, Competition among household dependants for skills acquisition, Positive attitude on benefits of TVET to the family, Positive attitude on value of TVET skills in the labour market, Levels of social networks support for acquisition of TVET skills, Neighbourhood networks support for acquisition of TVET skills.

NB: The predictors were:

- a. Relevance of TVET skills to the labour market
- b. Ease of acquisition and application of TVET skills

- c. Affordability of TVET programmes
- d. Competition among household dependants for skills acquisition
- e. Positive attitude on benefits of TVET to the family
- f. Positive attitude on value of TVET skills in the labour market
- g. Levels of social networks support for acquisition of TVET skills
- h. Neighbourhood networks support for acquisition of TVET skills

Without the moderating the ANOVA showed relationship in the variables between and within the measure of the dependent variable. It reflects the magnitude the model has on the data compared to those that are not considered in the model (residual). The ANOVA results indicated an F-value of 55.00 for the perception that TVET skills guarantees income earning which is lower compared to the corresponding ANOVA with moderating variable (62.93). Similarly, an F-value of 71.24 was found for great personal enthusiasm for TVET skills. Compared to the corresponding F-value when the moderating variable is included (71.70) this value is slightly lower implying that socio cultural factors generally has positive effect on the relationship between the independent variable and the dependent variable even though the effect is marginal for great personal enthusiasm for TVET skills. The same findings are confirmed by the R-Squared as well as model coefficients

These results are, nonetheless, expected since any child brought up in a normed society is expected to uphold the norms, values and the traditions of that particular society including decisions on their career lines. Before joining TVETs, the child learns the norms and the traditions from home. Home therefore acts as his/her first school in life. What he/she learns at home affects the child's life both at school and in the larger society. Mazid (2010) says that home is the first school and mother is the first teacher. Parents are builders of children's character and minds. Therefore, demand for TVET courses by youth will highly be moderated by socio cultural factors. According to Manali (2011), culture is seen as a system of social control, wherein people shape their standards and behaviour.

4.10.2 Regression Model

In statistical modelling, regression analysis is a set of statistical processes for estimating the relationships among variables. It includes many techniques for modelling and analysing several variables, when the focus is on the relationship between a dependent variable and one or more independent variables (or 'predictors'). More specifically, regression analysis helps one understand how the typical value of the dependent variable (or 'criterion variable') changes when any one of the independent variables is varied, while the other independent variables are held fixed.

The regression was done to find the multivariate relationship between the aspects of skills competitiveness, socio-economic status, household attitude, social networks, socio cultural factors and the demand for TVET. The two levels of demand (that is, Perception that TVET skills guarantees income earning and great personal enthusiasm for TVET skills) were considered separately; hence the two models. The standardized Beta coefficients generated from regression analysis were used to develop the regression model for the relationship (See more details in Appendix V).

Table 4.26: Combined regression coefficient matrices with moderating variable

	Coefficient matrix I				Coefficient matrix II			
	B	Beta	T	p-value	B	Beta	T	p-value
(Constant)	0.37		1.82	0.03	0.35		1.91	0.04
Technical and vocational skills competitiveness								
Relevance of TVET skills to the labour market.	0.32	0.35	3.07	0.01	0.30	0.33	2.73	0.03
Ease of acquisition and application of TVET skills.	0.29	0.31	2.41	0.01	0.27	0.31	2.86	0.03
Socio economic status								
Affordability of TVET programmes.	0.25	0.28	3.48	0.03	0.23	0.27	3.71	0.01
Competition among household dependants for skills acquisition.	0.23	0.25	3.27	0.02	0.20	0.23	2.24	0.01
Household attitude								
Positive attitude on benefits of TVET to the family	0.35	0.38	3.11	0.01	0.33	0.37	3.01	0.02
Positive attitude on value of TVET skills in the labour market	0.38	0.41	2.77	0.01	0.36	0.39	3.13	0.01
Socio networks								
Levels of social networks support for acquisition of TVET skills	0.27	0.29	1.98	0.00	0.23	0.27	2.25	0.01
Neighbourhood networks support for acquisition of TVET skills	0.28	0.30	2.17	0.02	0.25	0.28	2.86	0.01
Socio cultural factors								
Cultural practices encouragement for acquisition of TVET	0.17	0.21	1.99	0.01	0.17	0.19	2.15	0.03
High value attached to TVET skills by the society	0.19	0.23	2.05	0.00	0.18	0.21	2.90	0.02
Dependent Variable I: Perception that TVET skills guarantees income earning,								
Dependent Variable II: Great personal enthusiasm for TVET skills								

From the regression analysis results with moderating variable, two models were developed as follows:

$$(i) D_1 = 0.37 + 0.35X_1 + 0.31X_2 + 0.28X_3 + 0.25X_4 + 0.38X_5 + 0.41X_6 + 0.29X_7 + 0.30X_8 + 0.21X_9 + 0.23X_{10} + e$$

$$(ii) D_2 = 0.35 + 0.33X_1 + 0.31X_2 + 0.27X_3 + 0.23X_4 + 0.37X_5 + 0.39X_6 + 0.27X_7 + 0.28X_8 + 0.19X_9 + 0.21X_{10} + e$$

Where:

D_1 is the Demand for TVET expressed as the Perception that TVET skills guarantees income earning when moderating variable is included;

D_2 is the Demand for TVET expressed as Great personal enthusiasm for TVET skills when moderating variable is included

X_1 is Relevance of TVET skills to the labour market

X_2 is Ease of acquisition and application of TVET skills

X_3 is Affordability of TVET programmes

X_4 is competition among household dependants for skills acquisition

X_5 is Positive attitude on benefits of TVET to the family

X_6 is Positive attitude on value of TVET skills in the labour market

X_7 is Levels of social networks support for acquisition of TVET skills

X_8 is Neighbourhood networks support for acquisition of TVET skills

X_9 is Cultural practices encouragement for acquisition of TVET

X_{10} is High value attached to TVET skills by the society

The perception that TVET skills guarantee employment and hence successful life would be 0.37 if all the explanatory variables (X_1 to X_{10}) were rendered absent. This means that if all the stated explanatory variables did not at all determine the demand for TVET programmes, the demand expressed as the Perception that TVET skills guarantees income earning would rate 0.37 out of 5 points. The results are also interpreted to mean that, at multivariate level, a change in one unit of relevance of TVET skills to the labour market (X_1) would increase the perception that TVET skills guarantees income earning by 0.35 units. In contrast, a one unit increase in the ease of acquisition and application of TVET skills (X_2) would increase the perception that TVET skills guarantees income earning by 0.31 units increase. Conversely, a change in one unit of positive attitude towards value of TVET skills in the labour market (X_6) would increase Perception that TVET skills guarantees income earning by 0.41 units. In a nutshell, the model indicates that all the independent variables considered will positively change the Perception that TVET skills guarantees income earning.

Findings also indicated that if all the explanatory variables (X_1 to X_{10}) were rendered absent, then there would be a significant personal enthusiasm for TVET skills (0.35 out of 5 points). The results are also interpreted to mean that, at multivariate level, a change in one unit of relevance of TVET skills to the labour market (X_1) would increase great personal enthusiasm for TVET skills by 0.33 units. In contrast, a one unit increase in the Ease of acquisition and application of TVET skills (X_2) would increase personal enthusiasm for TVET skills by 0.31 units. Likewise, a change in one unit of Positive attitude on value of TVET skills in the labour market (X_6) would increase great personal enthusiasm for TVET skills by 0.39 units. Like in the model for the Perception that TVET skills guarantees income earning, the model indicates that all the independent variables considered will positively influence great personal enthusiasm for TVET skills.

Table 4.27: Combined regression coefficient matrices without moderating variable

	Coefficient matrix I				Coefficient matrix II			
	B	Beta	T	p-value	B	Beta	T	p-value
(Constant)	0.29		2.65	0.00	0.33		1.95	0.03
Technical and vocational skills competitiveness								
Relevance of TVET skills to the labour market.	0.22	0.33	3.12	0.02	0.31	0.23	2.93	0.00
Ease of acquisition and application of TVET skills.	0.31	0.30	2.61	0.00	0.40	0.29	4.01	0.04
Socio-economic status								
Affordability of TVET programmes.	0.19	0.20	2.84	0.03	0.3	0.25	4.18	0.04
Competition among household dependants for skills acquisition.	0.19	0.27	3.07	0.00	0.1	0.22	2.72	0.01
Household attitude								
Positive attitude on benefits of TVET to the family	0.26	0.25	4.19	0.00	0.3	0.32	2.66	0.00
Positive attitude on value of TVET skills in the labour market	0.28	0.31	3.11	0.01	0.3	0.40	3.51	0.00
Social networks								
Levels of social networks support for acquisition of TVET skills	0.31	0.28	2.18	0.00	0.22	0.21	2.87	0.04
Neighbourhood networks support for acquisition of TVET skills	0.26	0.31	2.19	0.03	0.19	0.33	3.02	0.00
Dependent Variable I: Perception that TVET skills guarantees income earning,								
Dependent Variable II: Great personal enthusiasm for TVET skills								

From the regression analysis results without moderating variable, two models were developed as follows:

$$(i) D_1 = 0.29 + 0.33X_1 + 0.30X_2 + 0.20X_3 + 0.27X_4 + 0.25X_5 + 0.31X_6 + 0.28X_7 + 0.31X_8 + e$$

$$(ii) D_2 = 0.33 + 0.23X_1 + 0.29X_2 + 0.25X_3 + 0.22X_4 + 0.32X_5 + 0.40X_6 + 0.21X_7 + 0.33X_8 + e$$

Where:

D_1 is the Demand for TVET expressed as the Perception that TVET skills guarantees income earning when moderating variable is excluded;

D_2 is the Demand for TVET expressed as Great personal enthusiasm for TVET skills when moderating variable is excluded

X_1 is Relevance of TVET skills to the labour market

X_2 is Ease of acquisition and application of TVET skills

X_3 is Affordability of TVET programmes

X_4 is competition among household dependants for skills acquisition

X_5 is Positive attitude on benefits of TVET to the family

X_6 is Positive attitude on value of TVET skills in the labour market

X_7 is Levels of social networks support for acquisition of TVET skills

X_8 is Neighbourhood networks support for acquisition of TVET skills

The findings indicate that the perception that TVET skills guarantee employment and hence successful life would be 0.29, if all the independent variables (X_1 to X_8) were rendered absent (and also in absence of moderating variable). This means that if all the stated independent variables did not at all determine the demand for TVET programmes, the demand expressed as the perception that TVET skills guarantees income earning would rate 0.29 units out of 5 units. The results are also interpreted to mean that, at multivariate level, a change in one unit of relevance of TVET skills to the labour market

(X₁) would increase the perception that TVET skills guarantees income earning by 0.33 units. In contrast, a one unit increase in the Ease of acquisition and application of TVET skills (X₂) would increase the Perception that TVET skills guarantees income earning by 0.23 units increase. Conversely, a change in one unit of positive attitude on value of TVET skills in the labour market(X₆) would increase perception that TVET skills guarantees income earning by 0.31 units. At the same time if all the independent variables (X₁ to X₈) were rendered absent, then there would be a significant personal enthusiasm for TVET skills (0.33 out of 5 points). The results are also interpreted to mean that, at multivariate level, a change in one unit of Relevance of TVET skills to the labour market (X₁) would increase great personal enthusiasm for TVET skills by 0.23 units. In contrast, a one unit increase in the Ease of acquisition and application of TVET skills (X₂) would increase personal enthusiasm for TVET skills by 0.31 units. Likewise, a change in one unit of Positive attitude on value of TVET skills in the labour market(X₆) would increase great personal enthusiasm for TVET skills by 0.40 units. Like in the model for the perception that TVET skills guarantees income earning, the model indicates that all the independent variables considered will positively influence great personal enthusiasm for TVET skills.

When the two regression analyses are compared to each other, it is evident that exclusion of the moderating factor (socio cultural factors) from the regression model would make it part of the constant as well as the error factor, which makes the constant in the model greater than when the model is part of the explanatory variables. This confirms findings from analysis of variance that socio cultural factors has a positive moderating effect on the relationship between the independent variables and the dependent variable. Further comparison of the two levels of regression model, regardless of whether socio cultural factors are included in the model or not, regression models indicates that when all the factors considered are constant, perception that TVET skills guarantees income earning would be higher than great personal enthusiasm for TVET skills. This is reflected by the higher regression constant for D₁ (0.37) compared to that of D₂ (0.35). In other words, the perception that TVET skills guarantees income earning

is higher than the enthusiasm in an individual for TVET skills. The implication is that, the enthusiasm in the youth for TVET skills is relatively low despite their strong belief that TVET skills guarantee income. Great personal enthusiasm, according to Laugro (2010), is largely drawn by the perception that, academic education to be more “vocational” than vocational education proper. This means that, since there are more (formal) employment opportunities for those with academic backgrounds compared to those with vocational experience, academic education is in fact more “vocational”. He argued that students are heavily influenced by these labour market opportunities, and less affected by practices that attempt to re-orientate mind-sets. However, Levesque (2011) pointed out vocational education has not led to the assumed employment opportunities and value for Money and this has affected the enthusiasm for TVET skills.

4.10.3 Test of Hypothesis

Test of the hypothesis for each variable was done at the two levels

4.10.3.1 Technical and vocational skills competitiveness

At the first level of demand (perception that TVET skills guarantees income earning), the hypotheses tested were:

H0_{1a}: There is no significant relationship between relevance of TVET skills to the labour market and perception that TVET skills guarantees income earning

H0_{2a}: There is no significant relationship between ease of acquisition and application of TVET skills and perception that TVET skills guarantees income earning

The critical value for t at 114 degrees of freedom ($d.f = 115 - 1$) at 95% confidence level, 2-tail test was 1.973. Given that calculated t-scores (ease of acquisition and application of TVET skills = 3.37; Relevance of TVET skills to the labour market = 3.86) were greater than the critical value for t (1.973) for both variables, the criteria is to reject the null hypothesis for both explanatory variables. Thus, both ease of acquisition

and application of TVET skills as well as Relevance of TVET skills to the labour market have a significant relationship with the perception that TVET skills guarantees income earning.

At the second level of demand (Great personal enthusiasm for TVET skills), the hypotheses tested were:

H0_{1b}: There is no significant relationship between relevance of TVET skills to the labour market and great personal enthusiasm for TVET skills

H0_{2b}: There is no significant relationship between ease of acquisition and application of TVET skills and great personal enthusiasm for TVET skills

Similarly, at this level of demand, calculated t-scores (ease of acquisition and application of TVET skills = 5.71; Relevance of TVET skills to the labour market = 3.55) were greater than the critical value for t (1.973) for both variables. The null hypothesis is thus rejected for each explanatory variable. Thus, both ease of acquisition and application of TVET skills as well as Relevance of TVET skills to the labour market have a significant relationship with great personal enthusiasm for TVET skills.

4.10.3.2 Socio-economic status

At the first level of demand (Perception that TVET skills guarantees income earning), the hypotheses tested were:

H0_{1a}: There is no significant relationship between affordability of TVET programmes and perception that TVET skills guarantees income earning.

H0_{2a}: There is no significant relationship between competition among household dependants for skills acquisition and perception that TVET skills guarantee income earning.

The critical value for t at 114 degrees of freedom ($d.f = 115 - 1$) at 95% confidence level, 2-tail test was 1.973. Given that calculated t-scores (Affordability of TVET programmes = 5.33; Competition among household dependants for skills acquisition = 3.91) were greater than the critical value for t (1.973) for both variables, the criteria is to reject the null hypothesis for both explanatory variables. Thus, both affordability of TVET programmes and competition among household dependants for skills acquisition have a significant relationship with the perception that TVET skills guarantees income earning.

At the second level of demand (great personal enthusiasm for TVET skills), the hypotheses tested were:

H0_{1b}: There is no significant relationship between affordability of TVET programmes and great personal enthusiasm for TVET skills

H0_{2b}: There is no significant relationship between competition among household dependants for skills acquisition and great personal enthusiasm for TVET skills

Similarly, at this level of demand, calculated t-scores (affordability of TVET programmes = 4.17; competition among household dependants for skills acquisition = 4.21) were greater than the critical value for t (1.973) for both variables. The null hypothesis is thus rejected for each explanatory variable. Thus, both affordability of TVET programmes and competition among household dependants for skills acquisition have a significant relationship with great personal enthusiasm for TVET skills.

4.10.3.3 Household attitude

At the first level of demand (Perception that TVET skills guarantees income earning), the hypotheses tested were:

H0_{1a}: There is no significant relationship between Positive attitude on value of TVET skills in the labour market and perception that TVET skills guarantee income earning.

H0_{2a}: There is no significant relationship between Positive attitude on benefits of TVET to the family and perception that TVET skills guarantee income earning.

The critical value for t at 114 degrees of freedom (d.f = 115 – 1) at 95% confidence level, 2-tail test was 1.973. Given that calculated t-scores (Positive attitude on value of TVET skills in the labour market = 6.13; Positive attitude on benefits of TVET to the family = 5.05) were greater than the critical value for t (1.973) for both variables, the criteria is to reject the null hypothesis for both explanatory variables. Thus, both Positive attitude on value of TVET skills in the labour market and Positive attitude on benefits of TVET to the family have a significant relationship with the perception that TVET skills guarantees income earning.

At the second level of demand (Great personal enthusiasm for TVET skills), the hypotheses tested were:

H0_{1b}: There is no significant relationship between Positive attitude on value of TVET skills in the labour market and great personal enthusiasm for TVET skills

H0_{2b}: There is no significant relationship between Positive attitude on benefits of TVET to the family and great personal enthusiasm for TVET skills

Similarly, at this level of demand, calculated t-scores (Positive attitude on value of TVET skills in the labour market = 5.93; Positive attitude on benefits of TVET to the family = 4.87) were greater than the critical value for t (1.973) for both variables. The null hypothesis is thus rejected for each explanatory variable. Thus, both Positive attitude on value of TVET skills in the labour market and Positive attitude on benefits of TVET to the family have a significant relationship with great personal enthusiasm for TVET skills.

4.10.3.4 Social networks

At the first level of demand (Perception that TVET skills guarantees income earning), the hypotheses tested were:

H0_{1a}: There is no significant relationship between Neighbourhood networks support for acquisition of TVET skills and perception that TVET skills guarantees income earning

H0_{2a}: There is no significant relationship between Levels of social networks support for acquisition of TVET skills and perception that TVET skills guarantees income earning

The critical value for t at 114 degrees of freedom ($d.f = 115 - 1$) at 95% confidence level, 2-tail test was 1.973. Given that calculated t-scores (Neighbourhood networks support for acquisition of TVET skills = 3.57; Levels of social networks support for acquisition of TVET skills = 2.96) were greater than the critical value for t (1.973) for both variables, the criteria is to reject the null hypothesis for both explanatory variables. Thus, both Neighbourhood networks support for acquisition of TVET skills and Levels of social networks support for acquisition of TVET skills have a significant relationship with the perception that TVET skills guarantees income earning.

At the second level of demand (Great personal enthusiasm for TVET skills), the hypotheses tested were:

H0_{1b}: There is no significant relationship between Neighbourhood networks support for acquisition of TVET skills and great personal enthusiasm for TVET skills

H0_{2b}: There is no significant relationship between Levels of social networks support for acquisition of TVET skills and great personal enthusiasm for TVET skills

Similarly, at this level of demand, calculated t-scores (Neighbourhood networks support for acquisition of TVET skills = 3.13; Levels of social networks support for acquisition of TVET skills = 2.75) were greater than the critical value for t (1.973) for both

variables. The null hypothesis is thus rejected for each explanatory variable. Thus, both Neighbourhood networks support for acquisition of TVET skills and Levels of social networks support for acquisition of TVET skills have a significant relationship with great personal enthusiasm for TVET skills.

4.10.3.5 Socio cultural factors

At the first level of demand (Perception that TVET skills guarantees income earning), the hypotheses tested were:

H0_{1a}: There is no significant relationship between Cultural practices encouragement for acquisition of TVET skills and perception that TVET skills guarantees income earning

H0_{2a}: There is no significant relationship between High value attached to TVET skills by the society and perception that TVET skills guarantees income earning

The critical value for t at 114 degrees of freedom ($d.f = 115 - 1$) at 95% confidence level, 2-tail test was 1.973. Given that calculated t-scores (Cultural practices encouragement for acquisition of TVET skills = 2.88; High value attached to TVET skills by the society = 2.19) were greater than the critical value for t (1.973) for both variables, the criteria is to reject the null hypothesis for both explanatory variables. Thus, both Cultural practices encouragement for acquisition of TVET skills and High value attached to TVET skills by the society have a significant relationship with the perception that TVET skills guarantees income earning.

At the second level of demand (Great personal enthusiasm for TVET skills), the hypotheses tested were:

H0_{1b}: There is no significant relationship between Cultural practices encouragement for acquisition of TVET skills and great personal enthusiasm for TVET skills

H0_{2b}: There is no significant relationship between High value attached to TVET skills by the society and great personal enthusiasm for TVET skills

Similarly, at this level of demand, calculated t-scores (Cultural practices encouragement for acquisition of TVET skills = 3.10; High value attached to TVET skills by the society = 2.25) were greater than the critical value for t (1.973) for both variables. The null hypothesis is thus rejected for each explanatory variable. Thus, both Cultural practices encouragement for acquisition of TVET skills and High value attached to TVET skills by the society have a significant relationship with great personal enthusiasm for TVET skills.

4.10.3.6 Summary of hypotheses

At the first level, the dependent variable (demand) was considered as perception that TVET skills guarantees income earning. At the second level, the dependent variable (demand) was considered as great personal enthusiasm for TVET skills. At multivariate, null hypothesis at this first level of demand was stated as follows:

H0_i: There is no significant relationship between aspects of skill competitiveness, socio-economic status, household attitude, social networking and socio cultural factors collectively and the Perception that TVET skills guarantees income earning.

From the ANOVA results (with the dependent variable as Perception that TVET skills guarantees income earning), F-calculated was 62.93 compared to F-critical of 2.29. The criterion is to accept the null hypothesis as stated if f-critical is greater than f-calculated. We, therefore, reject the null hypothesis, and adopt the alternative hypothesis. This infers that all predictors are significant in determining the perception that TVET skills guarantees income earning among the youth in Kajiado County, since f-critical (2.29) is less than f-calculated (62.93). Approving these results was the significant value of 0.00, giving a confidence level of at least 95%.

At multivariate, null hypothesis at the second level of demand was stated as follows:

H_{0ii}: There is no significant relationship between the aspects of skill competitiveness, socio-economic status, household attitude, social networking and socio-cultural factors collectively and great personal enthusiasm for TVET skills among the youth.

From the ANOVA results (with the dependent variable as Great personal enthusiasm for TVET skills among the youth), F-calculated was 71.70 compared to F-critical of 2.29. The criterion is to accept the null hypothesis as stated if f-critical is greater than f-calculated. We, therefore, reject the null hypothesis, and we instead adopt the alternative hypothesis. This infers that all the predictors are critical in determining great personal enthusiasm for TVET skills among the youth in Kajiado County, since f-critical (2.29) is less than f-calculated (71.70). Approving these results was the significant value of 0.00, giving a confidence level of at least 95%. Since in both level of demand, the null hypothesis is rejected, it implies that the overall alternative hypothesis that skill competitiveness, socio-economic status, household attitude, social networking and socio-cultural factors significantly influence demand for TVET is accepted.

4.11 Discussion of Key Findings

Discussion of key findings was based rating different factors within a variable as reflected by descriptive findings (mean and standard deviation), factor analysis (mean and Chronbach alpha) as well as inferential statistics (p-Values).

4.11.1 Technical and vocational skills competitiveness

Technical and vocational skills competitiveness was evaluated on a 5-points Likert-type scale with an average mean of 4.1. Key factors contributing to these findings include the suitability of TVET skills for employment with mean of 4.3 and the ease to perfect the use of these skills (4.3) as well as ease to apply TVET skills (4.2). Other key factors

include the respect that labor market has for persons with TVET skills with many employers preferring TVET skills for employment (4.1). These results lay an emphasis on the competitiveness of TVET skills in the market where employers would prefer employees with greatest experience and ability to discharge duties with proper articulations and efficiency. This can further be affirmed by the factor analysis that was employed to regroup key factors into two components, that is, relevance of TVET skills to the labour market and the ease of acquisition and application of TVET skills where each component had a Chronbachs alpha of 0.9. The results also highly affirm that TVET skills are highly suitable for employment. Respondents also attested to the fact that it is easy to perfect the use of TVET skills as well as their easy application. Other aspects confirmed as critical included respect and preference the labour market accords to persons with TVET skills; TVET skills are easy to acquire among others. As the trend indicates, the findings imply that skills competitiveness is vital in determining the demand for TVET courses. From the Pearson correlation analysis, a strong positive correlation of above 0.7 was found between the aspects of skills competitiveness and the two levels of demand which indicates that skills competitiveness and demand for TVET are highly correlated. The implications are that for demand of TVET skills to be high, TVET skills competitiveness has to be high too, by ensuring that their ease of acquisition and applicability as well as their relevance in the labour market.

At composite level, TVET skills competitiveness has a p-Value of 0.03 indicating a confidence level of over 95% that competitiveness of TVET skills is a significant determinant of demand for TVET among the youth. Further analysis shows that the critical value for t at 114 degrees of freedom ($d.f = 115 - 1$) at 95% confidence level, 2-tail test was 1.973. Given that calculated t-scores (ease of acquisition and application of TVET skills = 3.37; Relevance of TVET skills to the labour market = 3.86) were greater than the critical value for t (1.973) for both variables, we derive a significant and positive relationship. Employers in today's society may want new entrants to possess skills that include easily work with the team, making decisions, identify and solve problems, identifying priorities, plan and organize work, as well as knowing how to

obtain and process information including analysing data. These are traits that TVET programmes are held to offer to the youths which also include ability to influence others and competitiveness of technical knowledge and skills required by the job. Employability of people with TVET skills are the attributes that will significantly lead a student to go for TVET skills beside the technical competence, that employers see as valuable in the actual work place. In summary, TVET skills competitiveness will not only furnish the youth with job specific skills but also equip them with relevant skills needed in the labour market including reading, basic arithmetic and other basic skills like problem solving, decision making, and other higher-order thinking skills; dependability, a positive attitude, cooperativeness, and other affective skills.

4.11.2 Socio-economic status as a determinant

Socio-economic status as a determinant of demand for TVET training among the youth was measured on a 5-point Likert-type scale with an average mean of 3.8. This indicates a significant relationship between socio-economic status and demand for TVET training among the youth. Key socio-economic factors include parents' awareness of the relevance of TVET skills for the youth's future (4.3), their (parents) believe on TVET skills giving the family a sustainable livelihood (4.2), awareness of parents on the relevance of TVET skills in uplifting the family (4.1) and for the youth's survival (4.0). Further analysis using principal component analysis with varimax rotation grouped key factors into two with affordability of TVET programmes, and competition among household dependants for the acquisition of skills yielding factor Chronbach alpha of 0.88 and 0.89 respectively. This implies that although other factors may influence youths going for TVET skills, the ability of this to hold out a promise of a better life to those who have to undertake it is key in demand for TVET. TVET needs, therefore, to have demonstrable benefits. This is well explained by the level of awareness of parents on the benefits of TVET as well as their ability to meet financial aspects associated with TVET programs. The key driver towards demand for TVET is therefore the economic benefits that attract youths into the program.

On the hand, Correlation analysis indicated a strong positive correlation of above 0.6 between the aspects of socio-economic status and the two levels of demand which indicates that socio-economic status and demand for TVET are highly correlated. The implications are that for demand of TVET skills to be high, socio-economic status should be improved, by ensuring that most people can afford to pay for the TVET programmes and numerous opportunities exist. From the findings, the low significance levels indicate a high confidence level for the findings. Significance was below 0.05 for all the variables which indicates that the results were significant above 95% confidence level. Results from both descriptive statistics and the factor analysis are consistent from the composited score derived from inferential statistics with p-Value being 0.04, an indication that the relationship between socio-economic status and demand for TVET at 95% confidence level is a positive and significant one. Likewise calculated t-scores (affordability of TVET programmes = 5.33; Competition among household dependants for skills acquisition = 3.91) being greater than the critical value for t-critical (1.973) for both variables confirms a strong positive relationship between the two variables.

4.11.3 Household attitude

Household attitude as a determinant of demand for TVET among the youth was assessed on a 5-point Likert-type scale with average score being 4.1. This score was contributed by key factors that included family believes that TVET skills offer better value (4.4), family believe that there are lifelong benefits in TVET skills (4.4), believe that TVET skills will assure the family survival (4.2), as well as an assurance that people with TVET skills always succeed in life (4.1). This implies that demand for TVET skills are significantly determined by family attitude and believe that there will be long term financial and social benefits of undertaking TVET program to the entire family. These findings were complemented by factor analysis which grouped key factors into perception that TVET skills guarantees income earning (Chronbach alpha = 0.91) and great personal enthusiasm for TVET skills (Chronbach alpha = 0.90). Although attitude is associated with an obsolete view of society, demand for TVET skills is largely determined at family level with perception that TVET skills guarantee income earning

largely contributing to this demand with personal enthusiasm equally giving a similar magnitude. A strong positive correlation of above 0.6 was also found between the aspects of household attitude and the two levels of demand which indicates that household attitude and demand for TVET are highly correlated. From the findings, the low significance levels indicate a high confidence level for the findings. Significance was below 0.05 for all the variables which indicates that the results were significant above 95% confidence level.

At composite level p-Value was found to be 0.02 for positive attitude on benefits of TVET to the family and 0.01 for positive attitude on value of TVET skills in the labour market. These findings confirm a significant and positive relationship between household attitude and demand for TVET. It has an implication that, majority of household members will have a positive image towards TVET if the skills are valued in the society and labour market contributing to employment of the youth and thus household benefits at large. Nonetheless, household members will develop a low attitude towards TVET if they believe that that TVET is limited to students who have obtained low academic achievement in formal education schools and they may not be able to complete their academic studies. This image is due to ambiguity about TVET career pathways. A strong relationship between household attitude and demand for TVET can still be emphasized through test of hypothesis where the critical value for t at 114 degrees of freedom ($d.f = 115 - 1$) at 95% confidence level, 2-tail test was 1.973. Thus, both Positive attitude on value of TVET skills in the labour market and Positive attitude on benefits of TVET to the family have a significant relationship with the perception that TVET skills guarantees income earning.

4.11.4 Social networks

Social networks as a determinant of demand for TVET among the youth were evaluated on a 5-point Likert-type scale with average score being 3.9. Key factors contributing to this relationship included youth social network assisting those with TVET skills to get employment easily (4.2), those in the neighbourhood and are with TVET skills being

financially able to survive better (4.1) and youth social network being able to assist one with TVET skills survives better (4.0). Factor analysis yielded two principal components including levels of social networks support for acquisition of TVET skills, and neighbourhood networks support acquisition of TVET skills, with Chronbach alpha of 0.89 and 0.91 respectively. The findings imply that, beside the role in passing information and in real time, social networks are also used by youth to influence encourage one another as well as influence decisions in choosing which course one want to pursue after their basic education.

Inferential findings stress the significant role of social networks on demand for TVET with two levels of demand (levels of social networks support for acquisition of TVET skills, and neighbourhood networks support for acquisition of TVET skills) having a p-Value of 0.01. Similarly, calculated t-scores for positive attitude on value of TVET skills in the labour market = 5.93; with that of positive attitude on benefits of TVET to the family being 4.87 which were greater than the critical value for t (1.973) for both sub-variables. Thus social networks constitute one of the ways of creation of awareness that most youths use, and can be a valuable tool in enhancing demand for TVET among youths not just in Kajiado county but also in every other county. If the members in a certain social network are educated, there is the likelihood to influence the individual to pursue certain courses and even supporting them in linking them to opportunities after they graduate.

4.11.5 Social cultural factors

Socio cultural factors as a determinant of demand for TVET training among the youth was measured on a 5-point Likert-type scale with an average mean of 3.7. This implies a moderate role of social culture on demand for TVET. Key factors influencing this role as revealed by this study include perceptions that people with TVET skills are considered important by the society (4.0), TVET skills are valued by the society (3.9), people with TVET skills are recognized by the society (3.9), passage to adulthood encourages one to join TVET (3.6), as well as passage to adulthood makes a youth realize the importance

TVET skills (3.6). Factor analysis reduced these factors into two principal components (cultural practices encourage one to acquire TVET skills, and the high value attached to TVET skills by the society) with Chronbach alpha of 0.89.

Further analysis validates the perception that youth are expected to uphold their societal norms, values and the traditions as given by p-Values of 0.03 and 0.02 for both components respectively (that is, cultural practices encouragement for acquisition of TVET, and high value attached to TVET skills by the society). In addition, t-scores (cultural practices encouragement for acquisition of TVET skills = 3.10; High value attached to TVET skills by the society = 2.25) were greater than the critical value for t (1.973) for both variables. Therefore, socio-cultural factors are the larger scale forces within societies and culture that affects the thoughts, behaviors and feelings of individual members of those societies and cultures. These factors largely include language, law, aesthetics (appearance), religion, ethnic values, attitudes, social organizations, family, child rearing practices , community a person's role or status, rituals (rites of passage) among others. Before joining TVETs, the child learns the norms and the traditions from home. Home therefore acts as his/her first school in life. What he/she learns at home affects the child's life both at school and in the larger society.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The use of Technical, Vocational and Entrepreneurship Training (TVET) in Kenya encompasses technical training institutions, MSE training and demonstration centres, Youth Polytechnics and National Youth Service skills development centres. TVET programmes are offered in Youth Polytechnics (YP), Technical Training Institutes (TTIs); Institutes of Technology (ITs) and in National Polytechnics. There are also other institutions that offer TVET programmes spread across government ministries as well as

private institutions. The purpose of this study was to investigate the determinants of demand for the technical and vocational training among the youth in Kajiado County in Kenya. This chapter first presents a summary of the study. The chapter then describes the conclusions deduced from the findings; and then provides recommendations as derived from the conclusion. Lastly, the chapter gives suggestions for further studies in the light of the identified gaps.

5.2 Summary

In chapter 1, the researcher focused on analysing the extent to which technical and vocational skills competitiveness, socio-economic status, household attitude, social networks and socio cultural factors influences the demand for TVET among the youth in Kajiado County. Chapter 2 of the study looked and reviewed the existing literature. The review of existing literature identified the great importance of TVET in alleviating youth poverty. Nevertheless, it was revealed that policy makers and implementers argue that much of the available TVET research is unintelligible and lacking in relevance for TVET decision-making purposes. This was found to be true in regard to the concern for this study. For instance, research by Reddan and Harrison (2010) did not incorporate social networks while King and McGrath (2004) concentrated on the labour market giving very little attention to the demand for technical education. Similarly, Islam and Mia (2007) looked at only one concept – marketability of TVETs while completely disregarding socio cultural factors that are part and parcel of every community and that could affect demand for technical training programs. In the same chapter, the researcher analysed two theories, namely capability approach and the demand theory and their relevance to the study.

In executing the study, a descriptive cross- sectional survey was applied as the quantitative research design. The target population for the study comprised of all students enrolled in three polytechnics in Kajiado County (namely Isinya, Namelok and Entasopia). Moreover, the management of the three polytechnics was also part of the population for the interviews and focus group discussions. Primary data collection made

use of questionnaires, interviews and focus group discussions. The qualitative findings complemented the quantitative findings for a more comprehensive understanding of the issues explored in the study. In line with the objectives, the findings were as summarized in sections 5.2.1 through 5.2.6.

5.2.1 Technical and vocational skills competitiveness as a determinant of demand for TVET

TVET skills were highly affirmed to be greatly suitable for employment. Respondents also attested that it is easy to perfect the use of TVET skills and apply them. Another highly rated indicator was the respect and preference the labour market accords to persons with TVET skills. Suitability of the TVET skills in the labour market was further approved by most of the informants who were of the opinion that, once the trainees are given the necessary technical skills and provided with the basic tools for the job, then they can perform. A few respondents, nonetheless, contested the suitability of TVET skills on the basis that graduates are not adequately prepared in practical skills and thus need further practical training. This, they argued, is worsened by insufficient facilities and tools; hence it will take time to gain the skills. During the in-depth interviews, some participants expressed strong optimism in the applicability of TVET skills in the market. However, when further probed, it was evident that the polytechnic administration does not create enough awareness to the local community on the courses offered.

The coefficient of determination indicated that competitiveness of TVET skills would to some extent explain changes in students' demand for the TVET programmes in exclusion of any other indicator. When the various aspects of skills competitiveness were assessed through factor analysis, the ease of acquisition and application of skills together with the relevance of TVET skills to the labour market were identified as the major indicators. Regression analysis indicated that a change in ease of acquisition of the skills leads to an increase in demand for TVET. Similarly, a change in relevance of TVET skills to the labour market would also lead to increase in demand for TVET skills.

5.2.2 Socio-economic status as a determinant of demand for TVET

From the descriptive results, students revealed that their parents strongly believed that TVET skills will give them a sustainable livelihood in future and that the skills would be relevant in uplifting the family. A significant number of respondents, however, dismissed any conception that their parents preferred TVET skills to other courses, because of the number of dependants. In the in-depth interviews, most interviewees lamented the high cost of living that reduced the parents' purchasing power to afford the TVET costs. The informants further noted that not all TVET courses are affordable to every parent, since some (for instance engineering) are more expensive than others. Some parents also have many dependents that compete for their little income, while others will struggle to make ends meet. Besides, most of the parents are not aware of TVET courses or how much they cost.

From further analysis on the relationship between socio-economic status and demand for TVET, the coefficient of determination indicated that socio-economic status explains a considerable proportion of changes in the demand for TVET courses. A factor analysis of the various aspects of socio-economic status indicated that affordability of TVET programmes and the competition among household dependants for the acquisition of skills are the major indicators. From the regression analysis results, a change in parents' affordability leads to an increase in demand for TVET. Similarly, a change in competition among household dependants for acquisition of skills would also lead to an increase in demand for TVET skills.

5.2.3 Social-Networks as a demand for TVET

TVET Students asserted that youth social network assist those with TVET skills to get employment easily. They also revealed that in their respective neighbourhoods, those with TVET skills financially survive better and this survival is largely enhanced by youth social network. During the in-depth interviews however, youth and parent's networks were said to influence acquisition of TVET skills to a large extent. It also

emerged that through social networks, the youth may sensitize their colleagues on the importance of TVET skills.

The coefficient of determination indicated that for any change in the demand for TVET courses, social networks explain a great part of the change. From factor analysis, levels of social networks support for acquisition of TVET skills and neighbourhood networks support for acquisition of TVET skills emerged as the major indicators. From the regression analysis, demand for TVET is significantly low if there are no neighbourhood networks support for acquisition of TVET and no social networks support for acquisition of TVET. At the same time, an increase in neighbourhood networks support for acquisition of TVET would lead to an increase in demand for TVET skills. Similarly, increasing the level of social networks support for acquisition of TVET would lead to increased demand for TVET skills.

5.2.4 Household attitude as a determinant of demand for TVET

It emerged that the household perception on the costs and benefits of TVET determines the demand for TVET. Based on students' responses; most families believe that TVET skills offer better value than other courses. Other positively rated household attitude indicators were the lifelong benefits in TVET skills; assurance on family survival and the belief that people with TVET skills always succeed in life. During the interviews and focus group discussions, it emerged that, there are some households with a negative perception towards TVET. To some, TVET is the last option for their children which calls for the need to teach the parents on the benefits of TVET. Some students expressed the challenge of having to deal with negative attitude from relatives. The findings of the study revealed that factors of the items presented for analysis were proved to be factors that could influence the attitude of students towards the study of vocational/technical subjects. The level of the interest of the students in the study of vocational/technical subjects is high because the student's interests were aroused through the practical/workshops that were being carried out in the class/laboratory. But despite the

fact the level of interest of the students are high, still the number of students that study vocational/technical subjects were still very few.

When the relationship between household attitude and demand for TVET was further examined, coefficient of determination indicated that change in the demand for TVET courses is also considerably explained by household attitude. From factor analysis of the aspects of household attitude, positive attitude towards the benefits of TVET skills to the family and positive attitude towards the value of TVET skills in the labour market emerged as the major indicators. Further results from regression analysis indicated that the demand for TVET would be significantly low if there is no positive attitude on value of TVET skills in the labour market and no positive attitude on benefits of TVET to the family. At the same time, an increase in positive attitude on value of TVET skills in the labour market would lead to an increase in demand for TVET skills. Similarly, increasing positive attitude on benefits of TVET to the family would also increase the demand for TVET skills.

5.2.5 Socio cultural factors as a determinant of demand for TVET among the youth

Acceptance of formal skills in cultural practices and value attached to formal skills were analysed and findings expresses the notion that, the youth view people with TVET skills as important since they are valued by society, hence worth of respect and status in the society. Students were, however, not very confident on whether passage to adulthood encourages one to join TVET. At the same time, a reasonable number of the youth was made to realize the importance of the TVET skills, while some disclosed that going through the cultural practice of transition to adulthood motivated them join TVET. From the in-depth interviews and focus group discussions however, it emerged that when girls are initiated, they consider themselves as grown up women and are not willing to continue with formal education, hence they opt to go to TVET to acquire skills.

From the coefficient of determination, any change in the demand for TVET is considerably determined by socio cultural factors. Factor analysis indicated that cultural

practices encouraging one to acquire TVET skills and high value attached to TVET skills by society were the major indicators. Regression analysis indicated that demand for TVET will be low if there is no cultural practices encouragement for acquisition of TVET and no high value attached to TVET skills by the society. At the same time, an increase in cultural practices encouragement for acquisition of TVET would lead to an increase in demand for TVET skills. Similarly, increasing the high value attached to TVET skills by the society would lead to increase in demand for TVET.

5.2.6 Demand for TVET among the youth

Majority of the students attributed their enrolment to the desire to have their lives transformed through TVET. They enrolled because people with TVET skills are perceived to be successful, with others either just desiring to acquire the skills and/or have high passion for TVET skills. They also stated that they enrolled because there is a guarantee of a livelihood. However, the study revealed that students do not always enroll with TVET skills out of encouragement from their peer group.

From further analysis, coefficient of determination indicated that for any change in the demand for TVET programmes, all the predictors (that is skills competitiveness; socio-economic status; household attitude; social networking; and socio cultural factors) collectively explain up about three quarters of that change. A further look into the regression results indicated that demand for TVET would be considerably low if all the independent variables were rendered absent. Additional analysis indicates that increasing any of the independent variables would positively change the level of demand for TVET. From the test of hypothesis, it was revealed that there is a significant relationship between skills competitiveness; socio-economic status; household attitude; social networking; as well as socio cultural factors and the demand for TVET among the youth in Kajiado County.

5.3 Conclusion

From the findings, it can be inferred that skills competitiveness of TVET course is key in determining the demand for the course. Those who seek the skills usually consider the skills as quite relevant on the ground that using the skills, one is able to venture into self-employment or even get formal employment. They also perceive the skills as easy to use or apply. Even so, the suitability of TVET skills is marred by insufficiency of training facilities and tools in some polytechnics in meeting some course requirements. This results in some graduates being not adequately prepared in practical skills and in some instances, it also causes students to take longer time to gain the skills. Although there is strong optimism in the applicability of TVET skills in the market, with the various relevant opportunities in the market for TVET skills, this is negated by lack of enough awareness to the local community on the courses offered. In this regard, although the skills could be competitive in the market with the existence of opportunities for the courses offered, quite a number of parents are less aware or informed concerning this which possibly explains why the enrolments are still low in some institutions. There is also a widespread perception that some courses in TVET are for those who are poorly educated and school dropouts; hence some youths have a negative attitude towards their relevance in the market. For this reason, the youth are not able to see market opportunities and match them with their career choices. Another issue is that a proportion of those who have had the opportunity to acquire TVET skills lack the know-how on means to utilize their skills to empower themselves which makes them continue to struggle with the very life challenges they had prior to training. This could potentially discourage other youths from enrolling for TVET courses.

Pertaining to socio-economic status, the study concludes affordability of TVET programmes and the competition among household dependants for the acquisition of skills exerts the most influence on demand for TVET. In this regard, most of the parents perceive TVET skills as relevant and adequate in sustaining the livelihood of the youth as well as the whole family. Some parents nonetheless have challenges meeting the costs of TVET programmes. Given that the cost of TVET courses is uneven as some demand

more resources than others, a parent's income possibly determines the choice of the course for their children – if the income is low, the preference will be a cheaper course. This is further complicated by the high cost of living especially in cases where there the number of dependants in the family is high.

This reduces some parents' purchasing power to afford the TVET costs relative to their meagre income. Some TVET courses take a lesser time and costs compared to others and are therefore perceived as more affordable. This could explain the differences in enrolment rates for different courses. Another socio-economic issue that constrains the demand for TVET is that in some families, the importance of TVET skills is yet to be realized with perception of TVET as a place for the failures still quite pronounced in society. This could have potentially caused low enrolments in some institutions.

With regard to the influence from household attitude, it was deduced that positive attitude towards the benefits of TVET skills to the family and positive attitude towards the value of TVET skills in the labour market exerts the most influence. There are those households in which the youth enrol for TVET courses believing that the acquired skills assure household members financial survival since upon graduation, the individual will get employed or will be self-employed. However, although most households in Kajiado County embrace the value and lifelong benefits of TVET skills as well as the assurance on family survival and success in life, a significant proportion are uncertain that TVET programmes will guarantee employment. There is also some substantial doubt on whether TVET programmes offer benefits that outweigh the cost of training. This could result in a hesitation in enrolment of TVET in families with such perception. Members of a household with such a perception in some cases even discourage their friends from enrolling for TVET due to the low value they attach to TVET.

On social networks, the study concludes that levels of social networks support for acquisition of TVET skills and neighbourhood networks support for acquisition of TVET skills exerts the most influence on demand for TVET. The influence may entail parents paying the cost for the training; parents enhancing awareness to other parents to

enrol their children for TVET skills, or linking them to the job market after acquiring skills. Through social networks, the youth can sensitize their colleagues on the importance of TVET skills. The youth can also market TVET products in their social groups, which can attract interested group members to enrol for the courses which in turn could increase the demand for TVET. Moreover, building networks with members of the society who are of higher socio-economic status could enhance the ability of the graduates to gain opportunities in the labour market which in turn could encourage more youth to enrol for TVET

Pertaining to the socio-cultural factors, it can be concluded that the highest influence on demand for TVET is mainly exerted by cultural practices encouraging one to acquire TVET skills and high value attached to TVET skills by society. In this regard, passage to adulthood through formal rites could positively or negatively affect the demand for TVET. Positive influences occur where the initiates into adulthood consider themselves as grown up and are not willing to continue with formal education, thus resorting to TVET to acquire skills.

Some initiates may also feel independent, and wish to acquire TVET skills to be self-sustaining. On the other hand, negative influence occurs when the initiates into adulthood are less likely to enrol for TVET since they consider themselves grownups and as such perceive education to be for the young people. Again, there are those who may drop out of school completely after going through the cultural practices, due to the feeling that they cannot be under any leadership. From another perspective, the high respect accorded to successful people with people with TVET skills in the society should exert a positive influence on demand for TVET, but in cases where the number of such people is quite low (as is the case in Kajiado County), enrolment will most likely be low since students will have few role models.

5.4 Recommendations

Technical and Vocational education and training in Kenya is changing in terms of structure, programs, processes, and practices in order to be effective in improving the quality of learning outcomes, making it more accessible and attractive to all, and ensuring it is relevant and connected to the world of work. In the light of the conclusions drawn in this study, it is recommended that government should ensure that it equips TVET institutions with all relevant resources which include infrastructure, tools and other facilities required for the various courses. This should be facilitated by examining the course requirements and the level of resources available after which resources should be provided where they are inadequate to avoid obsolete tools. This will ensure adequate and effective training for graduates in all the courses.

It is also important that both the National and County governments put efforts to enhance awareness about competitiveness of TVET courses among parents and the youth as well. This could be done through joint campaigns in which civic education could be conducted on TVET. During these campaigns, TVET should be advocated and demonstrated as highly relevant in the labour market. This should involve the engagement of successful TVET graduates from within the specific locality of the campaign. This is geared towards change of the perception on TVET as a place of failures.

To link skills development and world of work government should incorporate incubation centres within training institution as well as enhance mentorship programmes. These centres may have programmes designed to empower TVET graduates to apply the skills learnt in empowering themselves. Start-up kit upon graduation would help to promote the utilization of the skills among students through innovations in the light of the available opportunities particularly in self-employment.

The different TVET institutions should increase the publicity on the various courses they offer and their costs so that the information can reach more people. The National and

County governments as well as the management of TVET institutions should have in place arrangements that lessen the cost burden for parents with low incomes. This can be achieved through measures such as increasing bursaries to TVETs as well as sponsorship programmes. In addition, payment structure can be designed in such a manner that it is easy for the parent to pay the fees, for instance, affordable instalments.

Parents and students should also build networks with members of the society who are of higher socio-economic status to enhance the ability of the graduates to gain opportunities in the labour market. However, in building the networks, moral values must be observed and it should not be done at the expense of corrupting an individual's morals. In other words, it should not be an avenue to perpetuate corruption and other unethical behaviours. In line with this, networking forums should be organized for students in TVET to give them exposure where they can enlarge their network circles.

5.5 Suggestions for Further Studies

Although the study greatly achieved the objectives set, there were some notable gaps that coupled with the limitations of this study; they necessitate further studies to be carried out.

It was noted that some TVET institutions may be well equipped with training facilities while others seemed not to be adequately resourced. However, this study did not specifically establish the extent of resourcing in the institutions. In this regard, a study should be conducted on the level of resources available in TVETs and its relationship to enrolment.

A study on the determinants of the level of demand should be extended to a multiple of youth polytechnics drawn from different geographical and social demographics. This would assist in cross-tabulating the weight of determinants on the various demographics to establish which variable affects who and where.

Several other factors were alleged to influence the demand for TVET including: formal education, lack of enough secondary schools and change of technology among others. In this regard, it is important that a study identifying and investigating variables that could influence the demand for TVET, other than the ones considered in this study should be carried out.

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APPENDICES

Appendix I: Questionnaire

The purpose of this research is to investigate the determinants behind the demand for the technical and vocational training among the youth in Kajiado County. Your institution has been sampled for the study and therefore you are requested to take a few minutes to respond to these questions honestly and accurately. All the information you give in this questionnaire will be treated confidentially and will be used for academic purposes only.

Section A: General Information

1) Please indicate your polytechnic

Isinya [1] Namelok [2] Entasopia [3]

2) Please indicate your gender

Male [1] Female[2]

3) What is your age bracket?

Below 20 years [1] 20 – 24 years [2]

25 – 29 years [3] 30 years and above [4]

4) What course are you taking in this Institution?

a) Masonry [1]

b) Carpentry [2]

c) Tailory and Dress Making [3]

d) Motor Vehicle Mechanic [4]

- e) Leatherwork [5]
- f) Electrical and Electronics [6]
- g) Beauty Therapy [7]
- h) Building Technology [8]
- i) Welding [9]
- j) Food Processing [10]
- k) ICT [11]
- l) Any other (specify)

5) Please indicate your year of study

- 1st Year [1]
- 2nd Year [2]

6) What certificate did you use while enrolling in this polytechnic?

- K.C.P.E. [1]
- K.C.S.E. [2]

Any other qualification? specify

Section B: Skills Competitiveness

7) Please indicate the extent to which you agree with the following statements (1=Strongly Disagree, 2=Disagree, 3=Not Sure, 4=Agree, 5=Strongly Agree). Tick (✓) appropriately

Statement	Strongly Disagree	Disagree	Not Sure	Agree	Strongly agree
Many employers prefer TVET skills for employment	1	2	3	4	5
TVET skills are suitable for employment	1	2	3	4	5
Employers will always prefer	1	2	3	4	5

persons with TVET skills					
TVET skills are relevant to the labour market	1	2	3	4	5
TVET skills are highly sought in the labour market	1	2	3	4	5
The labour market respects persons with TVET skills	1	2	3	4	5
TVET skills are required across every sector	1	2	3	4	5
TVET skills are easy to acquire	1	2	3	4	5
It is easy to apply TVET skills	1	2	3	4	5
It is easy to perfect the use of TVET skills	1	2	3	4	5

Section C: Socio-economic status

8) Please indicate the extent to which you agree with the following statements (1=Strongly Disagree, 2=Disagree, 3=Not Sure, 4=Agree, 5=Strongly Agree). Tick (✓) appropriately

Statement	Strongly Disagree	Disagree	Not Sure	Agree	Strongly agree
My Parents have the capacity to meet the cost of TVET programmes	1	2	3	4	5

My Parents will always ensure the costs of TVET programmes are met	1	2	3	4	5
My Parents income influences choice of TVET courses	1	2	3	4	5
My parents are aware of the relevance of TVET skills for my future	1	2	3	4	5
My parents are aware of the relevance of TVET skills in uplifting the family	1	2	3	4	5
My parents are aware of TVET skills for my survival	1	2	3	4	5
TVET skills is the one my parents chose because of the number of dependants	1	2	3	4	5
Joining TVET has highly been influenced by skills/occupations of my siblings	1	2	3	4	5
My parents believed that TVET skills will give the family a sustainable livelihood	1	2	3	4	5

Section D: Household Attitude

9) Please indicate the extent to which you agree with the following statements (1=Strongly Disagree, 2=Disagree, 3=Not Sure, 4=Agree, 5=Strongly Agree). Tick (✓) appropriately

Statement	Strongly	Disagree	Not	Agree	Strongly
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	Disagree		Sure		agree
TVET skills will assure my family survival	1	2	3	4	5
My family believed that people with TVET skills are always employed	1	2	3	4	5
My family believes that people with TVET skills always succeed in life	1	2	3	4	5
My family believes that the benefit of TVET skills outweigh the cost of training	1	2	3	4	5
My family believes that TVET skills offer better value	1	2	3	4	5
My family and I believe there are lifelong benefits in TVET skills	1	2	3	4	5

Section E: Social Networking

10) Please indicate the extent to which you agree with the following statements (1=Strongly Disagree, 2=Disagree, 3=Not Sure, 4=Agree, 5=Strongly Agree). Tick (✓) appropriately

Statement	Strongly Disagree	Disagree	Not Sure	Agree	Strongly agree
In my neighbourhood many people have TVET skills	1	2	3	4	5
In my neighbourhood it easy to get employment with TVET	1	2	3	4	5

In my neighbourhood those with TVET skills financially survive better	1	2	3	4	5
Youth social network assists one survive better with TVET skills	1	2	3	4	5
Youth social network assists those with TVET skills to get employment easily	1	2	3	4	5
Youth social network encourages one to pursue TVET courses	1	2	3	4	5
Parents social network assists one survive better with TVET skills	1	2	3	4	5
Parents social networks are aware of the importance of TVET skills for survival	1	2	3	4	5
Parents networks ensure that those with TVET skills get employed	1	2	3	4	5

Section F: Socio cultural Factors

11) Please indicate the extent to which you agree with the following statements (1=Strongly Disagree, 2=Disagree, 3=Not Sure, 4=Agree, 5=Strongly Agree). Tick (✓) appropriately

Statement	Strongly Disagree	Disagree	Not Sure	Agree	Strongly agree
Passage to adulthood made me realise the importance of TVET skills	1	2	3	4	5
Passage to adulthood encouraged	1	2	3	4	5

me to join TVET					
People with TVET skills are recognized by society	1	2	3	4	5
TVET skills are valued by society	1	2	3	4	5
People with TVET skills are considered important by society	1	2	3	4	5
Going through the cultural practice of transition to adulthood motivated me to join TVET	1	2	3	4	5

Section G: Demand for TVET

12) Please indicate the extent to which you agree with the following statements (1=Strongly Disagree, 2=Disagree, 3=Not Sure, 4=Agree, 5=Strongly Agree). Tick

(✓) appropriately

Statement	Strongly Disagree	Disagree	Not Sure	Agree	Strongly agree
I enrolled because I have a passion for TVET skills	1	2	3	4	5
I enrolled because I'm motivated to utilize TVET skills	1	2	3	4	5
I enrolled because of my desire to acquire TVET skills	1	2	3	4	5
I have enrolled because there is guarantee of a livelihood	1	2	3	4	5
I enrolled because people with TVET skills are perceived to be successful	1	2	3	4	5

I enrolled because with TVET skills employment is guarantee	1	2	3	4	5
I enrolled because TVET skills are perceived relevant	1	2	3	4	5
I enrolled because TVET skills will transform my life	1	2	3	4	5
I enrolled out of encouragement from my peer group	1	2	3	4	5

13) Based on your experience, what are the challenges faced by youth in joining TVET programmes

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14) What suggestions can you give to address/enhance demand for TVET skills?

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Thank You

Appendix II: Key Informant Interview Guide

1. Do you think TVET skills are suitable for employment? If answer yes, to what extent are the skills sought in the labour market?

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If answer is No, give reasons

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2. Are TVET skills relevant to the labour market? Give extent and the reasons to your answer

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3. According to your judgment, are those with TVET skills able to use them easily?

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4. Do you think most parents have the capacity to meet the cost of TVET programmes? If yes, will they always ensure the cost of TVET programmes are met?

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5. Do you think parents' level of income influences one's choice of TVET courses? Do you think this choice will depend or be influenced by the number of dependants?

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6. Are parents' aware of the relevance of TVET skills? (give reasons for your answer)

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7. Do you think students joining TVET program is highly influenced by skills/occupations of siblings?

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8. According to you, does household attitude toward cost and benefit of acquiring TVET skills affect demand for TVET?

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Do the acquired skills assure household members financial survival?

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9. Do you think parents believe that TVET skills offer better value? Give reasons

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10. Are there many people with TVET skills in society? Are they respected?

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11. How do community networks support acquisition of TVET skills?

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12. To what extent do youth and parents' networks influence acquisition of TVET skills?

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13. Does passage to adulthood through formal rites greatly influence demand for TVET skills? If yes, to what extent and how?

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14. Do you think formal education prepares an individual for future and thus influence demand for TVET? How and to what extent?

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15. According to you, do cultural practices to adulthood encourage one to join TVET institutions?

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16. According to you, what motivates trainees to join TVET programmes?

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Appendix III: Focus Group Discussion Guide

Welcome and thank you for agreeing to participate.

Purpose of the session:

The purpose of this discussion is to have you provide input to a Ph.D. study to investigate the determinants behind the demand for technical and vocational training among the youth in Kajiado County. I am gathering input from individuals throughout this institution and will seriously consider everyone's ideas but may not be able to act upon each of them.

Introductions: Please begin by telling us your name, and how long you have been in this polytechnic.

Ground Rules:

- Be honest. Your individual comments will remain confidential but will be compiled into a report.
- The session will be recorded to help in the writing of the report but these recordings will not be share with anyone, without express permission from stakeholders.
- Be respectful – No personal attack. If you disagree, please speak but in a calm and respectful manner.
- Stick to the subject.
- Actively participate in the discussion.

Discussion Questions

- 1) **Competitiveness of skills:** How are suitable skills acquired for employments? Give reasons. According to you, do you think many employers will prefer those with TVET skills for employment? What do you

think about your employability upon graduating from this polytechnic? In which course are the graduates from this polytechnic very marketable? Are TVET skills easily applicable? Are TVET skills sought in the labour market?

- 2) **Social economic background:** How does the family income determine the choice of TVET programmes? Are parents aware of the importance and relevance of TVET skills? Are parents able to meet the cost of TVET programmes?
- 3) **Household attitude:** Do families believe that TVET skills could offer lifelong benefits? What is the family attitude towards employability of TVET skills, what are the cost benefits of one acquiring TVET skills?
- 4) **Social networking:** Do those with TVET skills get employment easily in the neighbourhood? How do the youth network encourage one to join TVET programs? Are parents' networks aware of the importance of TVET skills for survival?
- 5) **Socio cultural factors:** Do you think formal education prepares an individual for future? , Are those with TVET skills respected in society? Do you think cultural initiation process affects acquisition of TVET skills?
- 6) **Demand for TVET:** What do you think prompted students to enrol in the polytechnic? What is it that mainly drives the youth to enrol for the different courses in this polytechnic? What would you suggest to enhance enrolment among the youth in polytechnics?

THANK YOU FOR YOUR TIME

Appendix IV: Reliability Tests

Inter-Item Covariance Matrix						
	Skills Competitiveness	Socio-Economic Background	Household Attitude	Social Networks	Rites of Passage	Level of Demand for TVET
Skills Competitiveness	0.092	0.047	0.047	0.091	0.102	0.111
Socio-Economic Background	0.047	0.040	0.070	0.067	0.048	0.087
Household Attitude	0.047	0.070	0.269	0.209	0.032	0.222
Social Networks	0.091	0.067	0.209	0.262	0.104	0.268
Rites of Passage	0.102	0.048	0.032	0.104	0.119	0.125
Level of Demand for TVET	0.111	0.087	0.222	0.268	0.125	0.290
The covariance matrix is calculated and used in the analysis.						

Item-Total Statistics					
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Skills Competitiveness	22.667	3.445	0.706	.	0.894
Socio-Economic Background	22.925	3.654	0.839	.	0.897
Household Attitude	22.814	2.902	0.656	.	0.904
Social Networks	22.814	2.590	0.899	.	0.859
Rites of Passage	22.614	3.392	0.645	.	0.899

Level of Demand for TVET	22.902	2.415	0.971	.	0.845
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Appendix V: Raw Descriptive Data

Rating on aspects of skills competitiveness influence on demand for TVET among the youth

Statement	Strongly Disagree	Disagree	Not Sure	Agree	Strongly agree
	%	%	%	%	%
a) TVET skills are suitable for employment	3.5	1.7	7.0	33.9	53.9
b) It is easy to perfect the use of TVET skills	0.9	6.1	4.3	38.3	50.4
c) It is easy to apply TVET skills	1.7	7.8	4.3	45.2	40.9
d) The labour market respect persons with TVET skills	2.6	6.1	8.7	40.0	42.6
e) Many employers prefer TVET skills for employment	0.9	1.7	13.0	52.2	32.2
f) Employers will always prefer persons with TVET skills	0.9	6.1	13.0	42.6	37.4
g) TVET skills are relevant to the labour market	4.3	3.5	13.0	41.7	37.4
h) TVET skills are required across every sector	3.5	5.2	15.7	40.0	35.7
i) TVET skills are highly sought after in the labour market	6.1	4.3	14.8	41.7	33.0
j) TVET skills are easy to acquire	7.0	15.7	7.0	31.3	39.1

Rating on aspects of socio-economic status influence on demand for TVET among the youth

Statement	Strongly Disagree	Disagree	Not Sure	Agree	Strongly agree
	%	%	%	%	
a) My parents are aware of the relevance of TVET skills for my future	0.9	1.7	5.2	48.7	43.5
b) My parents believed that TVET skills will give the family a sustainable livelihood	-	7.0	7.8	47.8	37.4
c) My parents are aware of the relevance of TVET skills in uplifting the family	2.6	7.0	7.0	42.6	40.9
d) My parents are aware of TVET skills for my survival	2.6	9.6	10.4	44.3	33.0
e) My parents' income influences choice of TVET courses	11.3	7.8	20.0	16.5	44.3
f) My parents will always ensure the cost of TVET programmes is met	5.2	12.2	15.7	39.1	27.8
g) Joining TVET has highly been influenced by skills/occupations of my siblings	10.4	14.8	17.4	27.0	30.4
h) A TVET skill is the one my parents chose because of the number of dependants	8.7	17.4	19.1	20.0	34.8
i) My parents have the capacity to meet the cost of TVET programmes	6.1	27.0	16.5	33.0	17.4

Rating on aspects of household attitude influence on demand for TVET among the youth

Statement	Strongly Disagree	Disagree	Not Sure	Agree	Strongly agree
	%	%	%	%	%
a) My family believes that TVET skills offer better value	-	1.7	1.7	47.0	49.6
b) My family and I believe there are lifelong benefits in TVET skills	1.7	2.6	2.6	40.9	52.2
c) TVET skills will assure my family survival	0.9	1.7	9.6	48.7	39.1
d) My family believes that people with TVET skills always succeed in life	1.7	5.2	10.4	42.6	40.0
e) My family believes that the benefit of TVET skills outweigh the cost of training	-	5.2	21.7	46.1	27.0
f) My family believes that people with TVET skills are always employed	-	12.2	15.7	49.6	22.6

Rating on aspects of social networks influence on demand for TVET among the youth

Statement	Strongly Disagree	Disagree	Not Sure	Agree	Strongly agree
	%	%	%	%	%
a) Youth social network assists those with TVET skills to get employment easily	-	3.5	13.9	42.6	40.0
b) In my neighbourhood those with TVET skills financially survive better	1.7	5.2	7.0	55.7	30.4
c) Youth social network assists one survive better with TVET skills	5.2	4.3	7.0	50.4	33.0
d) Youth social network encourages one to pursue TVET courses	1.7	6.1	10.4	60.0	21.7
e) Parents' network ensures that those with TVET skills get employed	2.6	6.1	18.3	41.7	31.3
f) Parents' social network is aware of the importance of TVET skills for survival	3.5	8.7	12.2	55.7	20.0
g) In my neighbourhood it is easy to get employment with TVET skills	5.2	10.4	14.8	40.0	29.6
h) Parents' social networks assist one survive better with TVET skills	1.7	12.2	15.7	53.0	17.4
i) In my neighbourhood, many people have TVET skills	8.7	15.7	31.3	13.9	30.4

Rating on aspects of socio cultural factors influence on demand for TVET among the youth

Statement	Strongly Disagree	Disagree	Not Sure	Agree	Strongly agree
	%	%	%	%	%
a) People with TVET skills are considered important by society.	2.6	5.2	9.6	53.0	29.6
b) TVET skills are valued by the society.	0.9	9.6	15.7	44.3	29.6
c) People with TVET skills are recognized by society.	1.7	7.8	10.4	57.4	22.6
d) Passage to adulthood encouraged me to join TVET.	8.7	15.7	18.3	20.0	37.4
e) Passage to adulthood made me realise the importance TVET skills.	12.2	13.9	15.7	17.4	40.9
f) Going through the cultural practice of transition to adulthood motivated me to join TVET.	9.6	13.9	21.7	24.3	30.4

Appendix VI: Factor Analysis Raw Data

Level of Demand for TVET

Component	Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	3.136	34.843	34.843	2.672	29.687	29.687
2	1.333	14.813	49.656	1.797	19.970	49.656

Skills Competitiveness

Component	Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	3.119	31.191	31.191	2.837	28.370	28.370
2	1.285	12.847	44.038	1.567	15.668	44.038

Socio-economic status

Component	Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	2.525	28.051	28.051	2.520	28.001	28.001
2	1.820	20.224	48.275	1.825	20.274	48.275

Household Attitude

Component	Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	2.219	36.991	36.991	1.645	27.421	27.421
2	1.013	16.878	53.870	1.587	26.448	53.870

Social Networking

Component	Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	3.123	34.699	34.699	2.625	29.163	29.163
2	1.272	14.129	48.828	1.770	19.666	48.828

Socio Cultural Factors

Component	Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	2.228	37.128	37.128	2.069	34.476	34.476
2	1.685	28.079	65.207	1.844	30.731	65.207

Appendix VII: Coefficient of Determination (R-Square)

Coefficient of determination on Perception that TVET skills guarantees income earning

R	R Square	Adjusted R Square	Std. Error of the Estimate
0.862	0.743	0.731	0.193

Predictors: (Constant), Relevance of TVET skills to the labour market, Ease of acquisition and application of TVET skills, Affordability of TVET programmes, Competition among household dependants for skills acquisition, Positive attitude on benefits of TVET to the family, Positive attitude on value of TVET skills in the labour market, Levels of social networks support for acquisition of TVET skills, Neighbourhood networks support for acquisition of TVET skills, Cultural practices encouragement for acquisition of TVET, High value attached to TVET skills by society

Coefficient of determination on Great personal enthusiasm for TVET skills

R	R Square	Adjusted R Square	Std. Error of the Estimate
0.875	0.766	0.749	0.135

Predictors: (Constant), Relevance of TVET skills to the labour market, Ease of acquisition and application of TVET skills, Affordability of TVET programmes, Competition among household dependants for skills acquisition, Positive attitude on benefits of TVET to the family, Positive attitude on value of TVET skills in the labour market, Levels of social networks support for acquisition of TVET skills, Neighbourhood networks support for acquisition of TVET skills, Cultural practices

encouragement for acquisition of TVET, High value attached to TVET skills by society
