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DOES GOVERNMENT POLICIES CONTRIBUTE TO ENROLMENT IN VOCATIONAL TRAINING CENTRES IN KENYA?

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ABSTRACT

The government of Kenya has invested heavily in Technical Vocational Education and Training (TVET) through increased budgetary support. In addition, the county governments have established and refurbished new Vocational Training centres (VTCs) as well as upgrading the existing ones to accommodate more youths. However, enrolment trends over the past five years have been below the carrying capacity. This paper therefore, investigates if government TVET policies (national and county governments) contribute towards students' enrolment in VTCs, with a specific focus on Elgeyo-Marakwet County. The study design was descriptive in nature and the sample size comprised of 11 principals, 52 tutors and 312 VTCs students. Snowballing method was used to locate 20 primary school leavers involved in the study. The study used questionnaires and interview schedules as instruments of collecting data. Data generated descriptive statistics and qualitative thematic content analysis. The study found out that some government funding policies like (bursaries, resource distribution and cost sharing) favoured the enrolment of students in VTCs while TVET progression structure, admission criteria and admission policies did not result to significant cause of enrolment in VTCs. The reason for that is as a result of the potential students being not aware of their existence. The paper therefore, recommends that county governments should create awareness to potential youths on existence of VTCs, funding available sources, requirements for one to join and the progression structure as this would result to increased enrolment rate.

Key Words: Enrolment, Youths, VTCs, Government Policies

1. INTRODUCTION

Technical Vocational Education and Training (TVET) is centred on applied, practical and skills as opposed to academic theory and knowledge which is found in basic and tertiary education systems (World Bank, 2013). TVET is aimed at equipping trainees with practical skills, knowledge and the necessary understanding for specific employment occupation, trade or group of occupation (Maronga, Asuma & Nyikal, 2015). The African Union (AU) (2007) stated that TVET is aimed at training the skilled and entrepreneurial workforce that Africa needs to get itself out of poverty through creation of wealth. TVET responds to the different training needs of learners from different academic and socio-economic backgrounds. It also provides them with skills needed by different industries. This therefore prepares them for gainful employment and sustainable livelihoods (Bwisa, 2014). In Kenya, county governments are in charge of TVET-youth polytechnics institutions currently known as the Vocational Training Centres (VTCs) (Terwes & Muthima, 2020). This paper therefore pays attention to VTCs which produce the lowest level cadre of technical skilled personnel known as the artisans in Kenya.

For industrial and economic growth, a skilled workforce is required and therefore government policies have to be developed, enacted and enforced to ensure that the objectives of VTCs are realised. Shaibu and Baki (2013) observed that there have been challenges of enrolment in technical education in Nigeria due to gaps in implementation of policies related to funding, resource distribution and access to technical education for all (equity and quality). A World Bank study (2013) established that TVET systems in Sub-Saharan Africa have to deal with the reality of diminishing government funding and infrastructure support for technical and vocational education due to poor implementation of funding policies. Specifically, this study seeks to establish how the new educational TVET ACT 2012 on funding provision has contributed to enrolment. In addition, Kenya Government Sessional No 1 of 2005 and Sessional Paper No. 1 of 2019 stipulate the progression structure of TVET from an artisan to a doctorate holder. This was indeed a motivator to the TVET sub sector for increased enrolment of students. However, it's not clear if school leavers are aware of this policy amongst many others, to encourage enrolments to VTCs. A research by Terwes and Muthima (2020) on awareness levels on existing sources of funding towards vocational training established that awareness levels contribute to enrolment of students in VTCs. This study departs from their investigation by looking at the contribution that various government policies play towards enhancing enrolment in public VTCs in Elgeyo-Marakwet County, Kenya.

Every year, there are a number of students who complete class eight and form four and they do not join secondary schools or post-secondary institutions respectively. Table 1 shows Kenya Certificate of Primary Education (KCPE) and Kenya Certificate of Secondary Education (KCSE) Candidates Comparison between 2009 and 2014.

Table 1 KCPE & KCSE Candidates Comparison between 2009 and 2014

Gender	KCPE 2009	KCSE 2013	Difference	Percent	KCPE 2010	KCSE 2014	Difference	Percent
Boys	381600	242,981	138,619	36.33	388221	258,896	129,325	33.31
Girl	345500	202,539	142,961	41.38	357859	223,237	134,622	37.62
Total	727100	445,520	281,580	38.73	746080	482,133	263,947	35.38

Source: KNEC (2009-2014 KCPE and KCSE Results)

Table 1 indicates that from 727,100 learners who finished KCPE in 2009, only 445,520 completed form four in 2013 depicting a shortfall of 281,580 (38.73%). The average enrolment over the period of five years (2012-2015) in public VTCs is less than 80,000 learners. This suggests that majority of pupils cannot be accounted for (more than 200,000) every year, yet the VTCs are not full to capacity, a concern that calls for an investigation to establish the extent to which government policies contribute to enrolment in VTCs in the Kenya. This paper specifically focused on Elgeyo-Marakwet County, Kenya. Given the fact that several VTCs are under capacity despite higher number of learners who fail to transit to secondary or tertiary level of education.

1.1 Statement of the Problem

In Kenya every year, there are a number of students who complete class eight and form four and they do not join secondary schools or post-secondary institutions respectively. An analysis of KCPE and KCSE data showed that for 727,100 learners who finished KCPE in 2009, only 445,520 completed form four KCSE in 2013 depicting a shortfall of 281,580 (38.73%). The average enrolment over the period of five years (2012-2015) in public vocational training centres is less than 80,000 learners in Kenya. This suggests that majority of pupils cannot be accounted for (more than 200,000) every year, yet the VTCs are not full to capacity. The Elgeyo-Marakwet County's Website (2017) Report, reveals that there is low enrolment in vocational training centres with some public VTCs having an enrolment of below 10. Elgeyo-Marakwet County Education Report (2016) indicates that transition rates from secondary to universities and colleges is low, resulting to under-utilising the post-secondary and vocational training centres. The question that the paper seeks to answer is the extent to which government policies contribution to enrolment VTC in Elgeyo-Marakwet County in Kenya

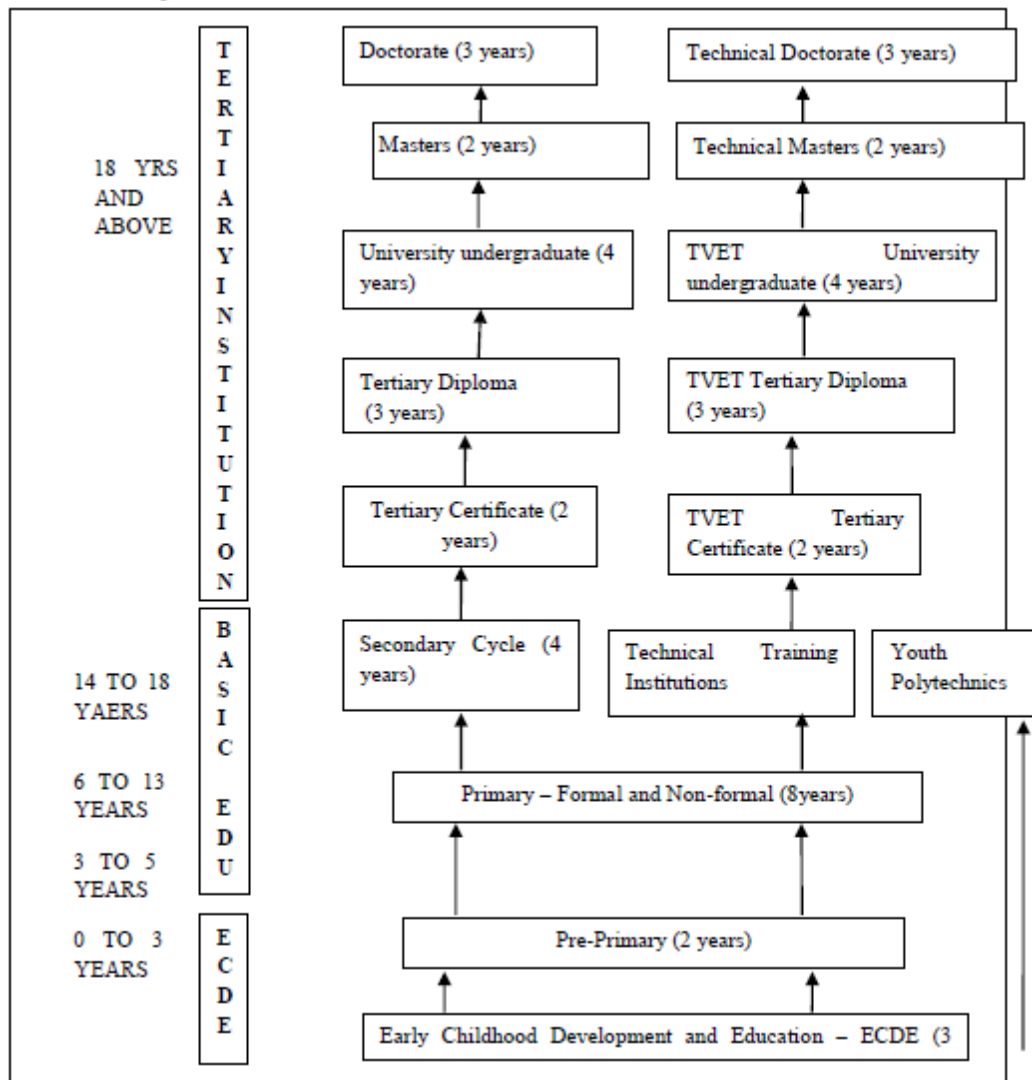
2. LITERATURE REVIEW

2.1 Government Policies on Enrolment in VTCs in Kenya

In Kenya, there are various government policies detailing how vocational training centres should operate from the national government point of view to county level.

2.1.1 Policy on Progression Structure in Education

Youth Training in the Ministry of Youth Affairs and Sports was established, with a mandate of revitalizing the Vocational training centres countrywide (Owano, 2012). The ministry emphasises on access, equality, quality, relevance and strengthening of education for production of skilled manpower. Sessional Paper No. 1 of 2005 and Sessional Paper No 1 of 2019 highlighted a progression structure where an artisan can climb to a level of a PhD holder. This was a great motivation and achievement in the TVET sub-sector in Kenya. Yet it was not clear if unskilled youths are aware that VTCs provide an avenue in which one could attain higher education through technical and vocational education through the introduced progression structure just as the general education where a student climbs from primary through secondary to the university. The TVET progression was meant to attract enrolment of technical students. Figure 1 shows Kenya's progression TVET structure where a student can progress from an artisan to doctoral level.



Source: Republic of Kenya (2019)

Figure 1: Structure of the Education System in Kenya

From the structure in Fig.1, it shows the paths that should be followed by those interested individuals who wish to enrol in VTCs and desire for technical skills despite possessing other qualifications. They can be those who have finished the primary standard eight level of education and fail to proceed to secondary schools. In addition, there are those who manage to complete secondary education but fail to join tertiary college and higher institutions can also be admitted in VTCs. Several research studies have been done in relation to this area. Wangeci (2013) studied factors that contributed to low enrolment in vocational training centres in Nyeri Zone of Nyeri South District in Nyeri County. The study used descriptive survey design. The managers, teachers and students of the 16 vocational training centres in Nyeri Zone, out of school youth and administrators formed the target population. The study found out that the policy guidelines governing the running of VTCs were not clear and are inconsistent. It was however noted that the policy guidelines on entry were favourable to a wide cross section of youths that increases the accessibility of youth to the institutions. This in turn encouraged enrolment. As far as effect of attitude on enrolment was concerned, it was found that the majority of youth who drop out of VTCs do so because they develop negative attitude towards the training. Further results showed that area assistant chiefs rarely participate in VTCs matters implying that their attitude towards VTCs is negative.

Specifically, this study established that the causes of low enrolment in VTCs in Elgeyo Marakwet and establishes similar results. Kupsoboi (2017) assessed whether awareness and TVET institutions accessibility contributed to the choice of training college by students in Bungoma County in Kenya. The research methodology used was mixed methods through a descriptive survey research designed. The respondents involved 291 students who were selected through stratified random sampling method. Data collection was done through questionnaire. Findings showed that most students were aware of existing TVET institutions but they were not aware of the courses that were offered or entry requirements. This contributed to low enrolment of students in TVET facilities in the region. Nevertheless, majority of institutions were accessible. They recommended that institutions need to advertise their courses regularly in primary and secondary schools. The gap created in this study is that it was conducted in TVET institutions while this study was in VTCs.

2.1.2 Financing of Education Policy

The Constitution of Kenya (2010) Article 189 and Schedule 4 mandates the function of education and training to be shared between national and county governments. The national government was tasked with the primary, secondary, tertiary and university education whereas county governments were tasked with pre-primary and vocational training education (Republic of Kenya, 2010). Through close cooperation with county governments, the national government was mandated to ensure effective mechanisms and support is provided to county government to ensure provision of education and training services (Article 174, 175, 176 and 189 and Schedule 4). On resource allocation, this was going to be dependent on human resource issues like (recruitment procedures, staff salaries and qualification framework). According to Douglas Odhiambo Task Force Report of 2010 (Republic of Kenya, 2010), the funds that the counties were supposed to receive through equalisation fund, suggested that a certain proportion of equalisation fund be directed to education and training. The criteria for allocation of the National Government Constituency Development Fund, policies towards user fees and levies and the cost should be transferred to the functions and services of devolved units under the constitution. Various research studies have been done in relation to distribution of resources policy and enrolment of learners in VTCs. In Nigeria, Ayonmike (2014) examined factors affecting female participation in undergraduate regular technical education programmes of Delta State University, Abraka. The study involved one hundred and fifty (150) undergraduate regular students. Questionnaires were used to collect data. The study established amongst others that: the factors which influence female participation were both government policy related factors and school factors. These were cost-sharing in education; introduction of structural adjustment policies; high cost of vocational education due to higher school fees to be made by families (higher user charges); Factors related to policy (lack of clear goals and gender parity management); inadequate infrastructure for example library, classroom, workshops laboratories and recreational facilities. Others were; poor provision of consumable materials such as wood nails, wires, rods and glues among others for student's practical's; poor provision of qualified technical education lecturers; and poor funding of technical education; gender biased TVET curriculum materials. This study was conducted in a university setting that is different from a youth polytechnic setting. Further, the researcher focused on female students while this research was not gender specific.

In Kenya, Ndiritu (2012) in his study sought to investigate the determinants of enrolment in technical and vocational training in vocational training centres in Nyeri County. A total of 277 respondents were conducted, comprising of 192 finalist's students, 85 heads of department and the provincial youth training officer. The key revelations of the study showed that insufficient and out-dated infrastructure, irrelevant courses, low academic qualifications of trainers, inadequate trainers and negative attitudes of the parents towards VTCs influenced enrolment of students in VTCs in Nyeri County. Ndiritu however, paid no attention to government policies as a factor to consider in VTCs enrolment by the youths. Another research by Ronoh, Mutai, Koech and Kisilu (2014) aimed at carrying out a comprehensive investigation of the factors that may have led to low enrolment patterns in vocational training centres (VTCs) in Kenya. This research was carried out in Kericho, Bureti and Bomet counties in Kenya giving out a sample of 513 respondents. The study found out that the following as causes of low enrolment pattern: lack of training facilities, absence of qualified trainers, a mismatch of curriculum to the market demands, poor management, demotivated instructors, absence of boarding facilities, lack of water and electrical power supplies, negative picture created by the leaders, lack of awareness on the importance of the training in VTCs and lack of proper role models in the field. The study by Ronoh et al., (2014) was done immediately after county governments were borne while this research was conducted six years later thereby presenting the actual situation.

Wanja (2015) assessed the influence of government interventions on student's enrolment of vocational training centres in Embu County in Kenya. The study used a target population of 126 respondents comprising of all the 98 Youth Polytechnic instructors and 28 Youth Polytechnic managers from the 28 public Vocational training centres in Embu County. The study found out that inadequate funds lead to dropping out of students from institutions, lack of training equipment and materials, inadequate workers and non-payment of board of management instructors. Further, lack of physical facilities made it difficult to perform duties in the institutions. The vocational training centres

lacked managers and instructors with bachelors and master's degree who could improve the quality of education in vocational training centres. Unfortunately, there were no regular assessments of vocational training centres by the department of quality assurance and standards of the ministry of education or the county government of Kenya.. The research by Wanja failed to look at how government policies influence enrolment in vocational training centres which this study investigated.

2.1.3. Bursary Policy

The Taskforce on the Realignment of the Education and Training sector to the Constitution (2010) provided a policy documents that guided the change of education system in Kenya to align with the Constitution of Kenya (2010). One of the recommendations given was that the government should be committed to expanding access to education at all levels through abolishing school levies that discriminate against poor households, review capitation grants to be in line with new inflationary trends and reduce the cost of education (including VTCs) through provision of learning materials and grants to institutions to cover their operational and maintenance expenses. The report also recommended the establishment of department of Vocational and Technical Training at the Ministry of Education to review and set curriculum, setting admission criteria to TVET institutions and any support needed for effective provision of vocational education in counties. This led to the establishment of Technical and Vocational Education and Training Authority (TVETA) which inspects, licence, register and accredit training institutions and also promote access and relevance of training programmes to potential students. However, a research conducted by Shaibu and Baki (2013) observed that there have been challenges of enrolment in technical education in Nigeria due to gaps in implementation of policies related to funding, resource distribution and access to all (equity and quality). This paper looks at the contribution of bursary policy

2.1.4 Admission Policy

The Admission Criteria is contained in TVET Act No. 29 of 2013. This act establishes the TVET management and administration system and sets out how the provision of TVET is implemented across national and county government levels. The ACT stresses the need for the development of dynamic responsive curricular to upgrade life skills and transfer of technology through collaboration between TVET and industries. The Act also establishes a TVET authority which is responsible for registration, curriculum development, and quality assurance and certification councils. Various research studies have been done in relation to admission criteria policy and enrolment of learners in VTCs. One study by Ochango (2014) focused on factors that determined equity and access of youths to vocational training centres. The study was conducted in Kakamega County in Kenya. The descriptive research design guided the investigation. The sample for the study included 230 YPs trainees, 62 tutors, 15 principals and 7 Sub County vocational training officers. Data collected was through document analysis, interviews and questionnaire. Ochango (2014) found out that youth polytechnics were unevenly distributed across the County making accessibility by students difficult. For instance, considering the distance, prospective female students could not access them. The YPs did not admit students with special needs because they did not have the competent personnel. In addition, lack of adjustable resources to ensure learning for disabled learners also affected. The study was conducted in 2014 where amendments on the TVET policy had not been made and therefore, low implementation of government policies relating to admission criteria, distribution of resources and bursary schemes remain the same and this paper determines their contribution to enrolment in VTCs.

2.1.5 Cost sharing Policy

UNESCO (2013) indicated that developing countries need to put more investment in education and ensure that there is efficient management of education systems to realise maximum impact of the limited funds allocated to the sector and measures including cost saving and cost recovery be adopted. The cost sharing policy originated from United States of America which advocates that the cost of education should be shared between governments, parents, students and donor organisations (Ngolovoi, 2010). This policy was accepted by World Bank who have been advocating for its implementation in African countries. In Kenya, the cost sharing policy was adopted by the government in early 1990's as a strategy of dealing with the financial crisis which faced the higher education sector in the country including technical education (Serem, Njeri & Kara, 2013). In the book, titled 'Review of Vocational Education' Wolf (2011) noted that when education becomes more of technical or science based the cost per unit rises. Since the introduction of cost sharing however, most governments in sub Saharan Africa seemed to look down up technical training sector in favour of academic oriented educational sectors (primary, secondary and universities).

According to Sessional Paper No. 1 of 2019 (Republic of Kenya, 2019) notes the existence of over 900 VTCs under county governments in the country. The overall policy goal for the government is to ensure that inclusive and equitable quality education and lifelong learning is provided to all Kenyans as required through their basic

constitutional rights. This means that even youths who fail to proceed with secondary education also have right to access vocational training education as per the Sessional Paper. The paper however notes that despite the substantial allocation of resources, the TVET sub-sector still faced challenges relating to access, transition, equity, quality and relevance. This is despite the government allocation to education sector almost doubled from 2010/11 to 2015/16 financial year with the largest share of government expenditure on education went to recurrent expenditure. With the increased allocation going to recurrent expenditure, it is expected that the cost sharing policy will come into place. This paper looks at the contribution that the cost sharing policy towards enrolment in public vocational training centres in Kenya.

UNESCO (2013) stated that Kenya's allocation of funds among the sub-sectors of education is different when compared to Ethiopia and Tanzania. Kenya allocates less to primary school and more to TVET and secondary school. This is proven by the government subsidy of Ksh. 15,000 per student in VTC as compared to Ksh. 10,000 per student in secondary school (Ronoh, Mutai, Koech & Kisilu, 2014). According to 2019 Education Sector Report on medium term expenditure framework for 2020-2023, the vocational and technical training sector was the least funded sub sector in the financial year 2018/2019 by receiving Ksh. 37.4 Billion compared to Universities that received Ksh. 263.5 Billion. Surprisingly, the impact of this huge allocation in relation to increased enrolment in VTCs is yet to be established, which this study unearthed. This paper looks at how policy contributes to enrolment in VTCs in Elgeyo-Marakwet County.

3. RESEARCH METHODOLOGY

A descriptive research design was used in this study. The use of descriptive survey research designs was appropriate as it permits use of interview, questionnaires and document checklists (analysis) as instruments of data collection. The study collected information from students, tutors, institutions' principal and school leavers. The key question as whether government policies are determinants of enrolment in public vocational training centres in Elgeyo-Marakwet, Kenya. The study population was 11 VTCs in the County. A total of 11 principals, 52 tutors, and 1437 youths enrolled in VTCs in the county and 20 school leavers formed the target population for this research. Stratified sampling was used to select VTCs in different sub counties. The 11 VTCs principals were selected using purposive sampling technique. School leavers who were unable to proceed with secondary school education were also selected to participate in the research. Their contacts were provided by their former schools in order to identify their location. After which one particular participant helped to identify the other school leaver through the use of snowballing technique. Students and tutors were also selected using stratified sampling method based on the sub-counties they come from. Because the target population for the study was too large for the following respondents (tutors and students), sample taken acted as a representative of the whole population based on statistical formulae provided by Role (2013);

$$n = \frac{N}{1 + Ne^2}$$

Where

n=sample size

N=population size

E=margin of error ($e \leq 0.05$)

For instance, the sample size for, principals, tutors and students was calculated as:

$$n = \frac{11}{1 + (11 * 0.05^2)} = 10 \text{ principals}$$

$$n = \frac{60}{1 + (60 * 0.05^2)} = 52 \text{ tutors}$$

$$n = \frac{1437}{1 + (1437 * 0.05^2)} = 312 \text{ students}$$

The sample size consisted of 10 principals, 20 school leavers, 52 tutors and 312 students (youths) from Elgeyo-Marakwet County. The study employed the use of questionnaires and interviews schedules as tools used to gather information from the respondents sampled. The data obtained from open-ended questionnaires items and interview schedules was put together under broad themes. Quantitative data was analysed into frequency counts through use of Statistical Product and Service Solutions (Version 23.0). The analysis of data was done using descriptive statistics. Descriptive statistics included percentages and frequency tables which enabled the researcher to answer the research objective. In terms of ethical considerations, there was an introduction letter to the respondents on what the research is all about. Secondly, anonymity and confidentiality of the respondents who participated in the study was upheld. The researcher observed decorum.

4. RESULTS AND DISCUSSIONS

The objective of the study was to establish if government TVET policies contributed to enrolment of youths in VTCs in Elgeyo-Marakwet County in Kenya. Data were collected from tutors and regular students together with principals and school leavers. Questionnaires and interview schedules were used to generate quantitative and qualitative data. The students were asked to state the awareness level of TVET financing policies (bursaries at constituency, county government and the Technical and Vocational Training Authority (TVETA) towards student enrolment in VTCs. Results on the extent of students' awareness levels on how programmes were funded at vocational training centres were collected. Results are given in Figure 1.

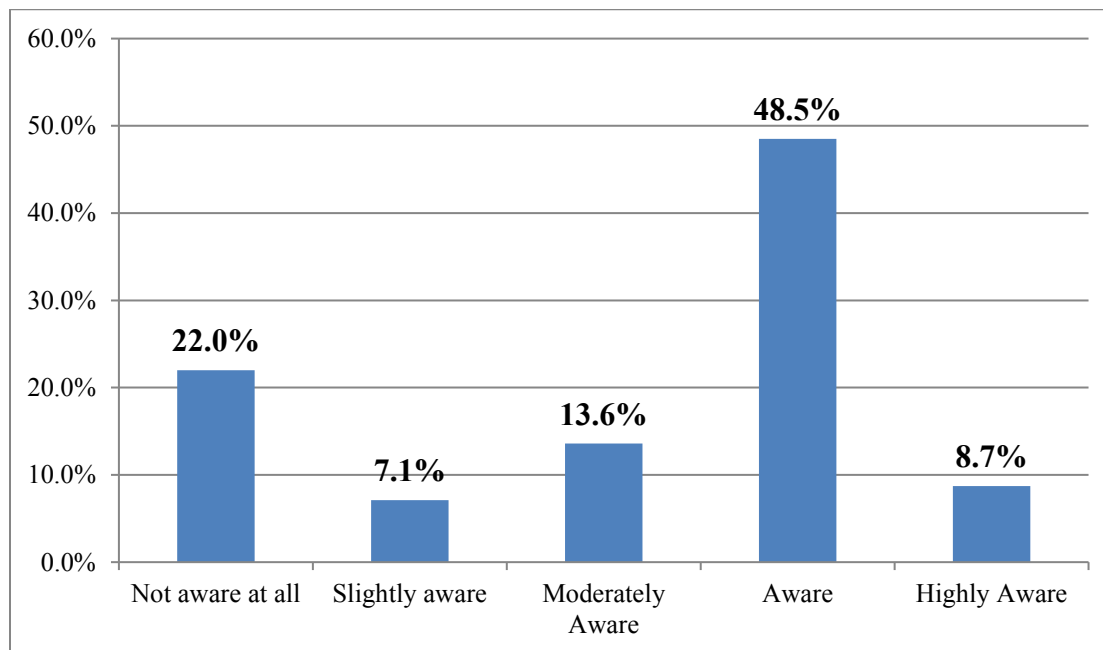


Figure 1: Students Awareness levels on TVET Financing Policy on VTCs

Results in Figure 1 show that close to half 150 (48.5%) of students were aware of the financing policy on VTC. This means that half of the students seem to be unaware of financing policies and which could influence their ability to inform other potential students of available financial opportunities for studying in vocational training centres. The level of awareness by regular students is in contrast to school leavers who were found to be unaware of existence of TVET financing policies towards enrolment in public VTC in Elgeyo-Marakwet County. During interview, the school leavers were also asked to indicate whether they were aware of any TVET financing policy and majority 17 (85.0%) indicated that they were not aware and only 3 (15.0%) reported to be somewhat aware existence of financing policy. To support the findings, Gakio (2012) research in Isiolo County discovered that the level of youth awareness on financing policy was low (less than 25.0%) hence contributing to low enrolment in vocational training centres.

The study further asked students and tutors on the extent to which implementation of government TVET policies (Sessional Paper No. 1 of 2005, Constitution of Kenya 2010; TVET Act 2013; Douglas Odhiambo Taskforce Report and Sessional Paper No. 1 of 2019) contributed to enrolment in vocational training centres in the following scale: Strongly Disagree (1.0-1.44), Disagree (1.5-2.44), Undecided (2.5-3.44), Agree (3.5-4.44) and Strongly Agree (4.5-5.0) and results displayed in Table 2.

Table 2: Respondents Awareness on How Government Policy contributes to Enrolment in Public VTCs

Statement	Students		Tutors	
	Mean	SD	Mean	SD
Awareness on distribution of resources (learning materials and infrastructure) from national and county governments to VTC contribute to enrolment of learners in VTCs	3.3074	1.28401	3.5769	1.30378
Awareness on policy on access to vocational education contribute to enrolment in VTC	3.2621	1.23762	3.5192	1.21252

Awareness on provision of bursary contribute to enrolment in VTCs	3.6570	1.16724	3.2115	1.45974
Awareness on progression structure understanding by school leavers contribute to enrolment in VTCs	3.5307	1.19653	3.0577	1.24323
Awareness on admission criteria used contribute to enrolment in VTCs	3.5275	1.25229	2.6538	1.25064
Awareness of cost sharing policy contribute to enrolment in VTC	n/a	n/a	2.9038	1.30248

Source: Field Data (2019)

The study findings in table 2 showed that 173 (55.9%) of regular students agreed that awareness of policy on distribution of resources (from national and county governments through Ministry of Education and Equalisation Fund) contributed to their decision to enrol in VTC. However, 118 (38.2%) disagreed with the statement. For tutors, 34 (65.3%) agreed to be aware of the distribution of resources (finance from national and county government) policies affecting enrolment while 16 (30.8%) disagreed. For comparison purposes, tutors agreed (M=3.57 and SD=1.30) awareness of government TVET policies on distribution of resources contributed enrolment of students in their institutions while students already enrolled were undecided (M=3.30 and SD=1.28). During the interview, 16 (80.0%) of school leavers said that they were not aware of TVET government policy on distribution of resources in VTCs from national and county government. Only 4 (20.0%) of school leavers appeared to be aware of the policy on resource (instructional and infrastructural) distribution in VTCs. This means lack of awareness of the on distribution of resources contribute to enrolment of students in VTCs. This state of affairs of availability of resource distribution policy was found to have a minimal contribution on students' enrolment in TVET training in Kenya by Kinara (2014). Despite availability of facilities in VTCs (Republic of Kenya, 2019), the number of students enrolled is still low (Table 1). Further, Ronoh et al., (2014) research in Bomet and Kericho found out that some learners decided to drop out of VTCs on realising that the course they had chosen had inadequate resources (physical facilities) for effective instruction. On their defence, the VTCs administration cited that inadequate funds and low infrastructural support was inadequate contributing to students' discontinuation of certain courses like carpentry and plumbing.

Findings also revealed that when asked 'awareness on policy on access to vocational education and training contributed to enrolment, 29 (55.7%) of tutors agreed that they were aware (through the constitution of Kenya) while 15 (28.8%) disagreed. Feedback from students showed that 161 (52.1%) of students agreed that awareness on policy on access to vocational education and training contributed to their decision to join VTC but 116 (37.5%) disagreed with the statement. The mean data for responses on the statement 'on policy on access to vocational education and training contribute to enrolment in VTC' showed that disparity exists where tutors (M=3.51 and SD=1.21) said that awareness of implementation of the contributed to learners' decision to join VTC but students were undecided (M=3.26 and SD=1.23). Result indicates that shows that lack of awareness on policy on access to vocational education and training contributes to enrolment by youths in the institutions under study in Elgeyo-Marakwet County. In agreement with the study result, Itohan (2017) research from Nigeria found out that technical training institutions find it hard to attract students because of strong misconception that they were reserved for those who performed poorly in primary and secondary education.

The statement on 'Awareness on provision of bursary contribute to enrolment in VTCs' result showed that most 197 (63.8%) of regular students agreed that awareness of the policy contributed to their decision to enrol in VTC. Mean statistics shows that most students (M=3.67 and SD=1.16) agreed that awareness on existence of bursary contributed to their decision on enrolling in VTCs. However, data from tutors on the same statement revealed that 23 (44.2%) disagreed, 4 (7.7%) were undecided and majority 25 (48.0%) agreed that provision of bursary contributed to increased enrolment of learners in their VTCs. Mean result revealed that most tutors agreed (M=3.21 and SD=1.45) on the statement implying that lack of bursary provision to prospective students (lowers) enrolment rate in their institutions. This was in agreement with the study conducted by Gakio (2012) in Isiolo County. The study found out that respondents agreed to a great extent that government funding contributed to trainee's enrolment rates in VTCs

Interview results from level of awareness by school leavers of various government policies associated with VTCs revealed that showed that 10 (50.0%) were aware of TVET bursary government policy that it contributed to enrolment, 4 (20.0%) were moderately aware and 6 (30.0%) were not aware at all of the bursary policy. This implies that proper awareness has to be done by the agencies involved in bursary schemes to households to enable them apply to be admitted in public VTC, to enable attainment of Vision 2030 goal of having a competent workforce in the county and country at large as reflected by Re-Alignment of Education Sector Report of 2012 (Republic of Kenya, 2012).

On the statement 'Awareness on progression structure understanding by school leavers contribute to enrolment in VTCs' results revealed that most of tutors 23 (44.3%) agreed, 23 (44.3%) disagreed and 6 (11.5%) were undecided with the statement. On the same statement, majority 186 (60.2%) of students agreed that awareness of TVET progression structure policy contributed to their decision to enrol in VTCs with 81 (26.2%) disagreeing with the statement. This shows that students ($M=3.53$ and $SD=1.19$) agreed that awareness on TVET progression structure contributed to their decision to enrol in public VTC. The tutors had an average level of awareness ($M=3.05$ and $SD=1.24$) on the contribution of progression structure policy towards enrolment of learners in VTCs since 44.3% appeared to agree with the statement. However, interview with school leavers showed that 3 were the only one aware of the progression structure after primary and secondary education while majority 17 were not aware at all of the progression structure policy. This means that some potential school leavers who are not aware of the education TVET progression structure may fail to apply for admission in VTC hence, ending up discontinuing with their education. The findings coincide with World Bank (2014) survey in Kenya that found out that inadequate awareness on TVET progression structure from primary to secondary and also higher education levels affected youth's ability to enrol in the TVET sector. In contrast, Ochango (2014) research found out the level of awareness of TVET progression structure was clear to youths who failed to proceed to secondary schools hence joined the VTCs.

On the statement 'Awareness on admission criteria used contribute to enrolment in VTCs', findings revealed that majority 189 (61.2%) of students agreed that awareness of TVET admission criteria to VTCs contributed to their decision to join TVET while 89 (28.8%) were found to be unaware of admission criteria to join VTCs. For tutors, 30 (57.7%) said that admission criteria did not contribute to enrolment in VTCs, 5 (9.6%) were undecided. Only 17 (32.7%) agreed that to a certain extent admission criteria awareness to prospective students influenced enrolment in VTCs. Mean statistics revealed that students ($M=3.52$ and $SD=1.25$) agreed that awareness of admission criteria used in VTC contributed their enrolment while tutors were undecided ($M=2.65$ and $SD=3.65$). Interview findings with school leavers revealed that five of them were not aware of the admission criteria policy towards enrolment VTCs and the other half appeared to be somewhat aware of the policy but other factors could have contributed to their non-enrolment in VTCs. This means that lack of understanding of the admission requirements and grades required to be admitted in public VTCs affects enrolment level (positively or negatively). This finding is different to what Wangeci (2013) found out that policy guidelines on the entry criteria in Nyeri South Sub County vocational training centres was known by a majority of youths and this resulted to higher enrolment rates. Therefore, when admission requirements are understood by youths, they would encourage enrolment in VTCs. Kupsoboi (2017) research in Bungoma County found out that most respondents (66.5%) were of the opinion that they were not aware of the entry requirement prior to joining the training. This resulted to low enrolment in TVET institutions in the county. Further, Shaibu and Baki (2013) research in Nigeria found out that inability of candidates to obtain the required admission entry qualification due to their low performance and lack of awareness on admission requirements contributed to low enrolment in TVET institutions.

On the statement, 'Awareness of cost sharing policy contribute to enrolment in VTC', result indicate that 27 (51.9%) of tutors disagreed that awareness of the cost sharing policy contributed to enrolment in VTCs, 4 (7.7%) were undecided and 21 (40.4%) disagreed. Mean statistics show that most tutors were undecided ($M=2.90$ and $SD=0.98$) that awareness of cost sharing policy contributed to enrolment in VTCs. This show at an average level, awareness of the cost sharing policy contributed to enrolment in VTCs. Most 13 (65.0%) of school leavers were not aware of any cost sharing policy on VTCs. Only 7 (35.0%) said that they had little knowledge on cost sharing policy. This implies that unawareness of TVET government financing policies for VTCs contribute to enrolment of students. When cost sharing policy is not well known, it may affect institutional enrolment as evidenced by Ayonmike (2014) research in Nigeria that found out that cost sharing policy for technical education awareness influenced enrolment negatively since most students were unaware.

5. CONCLUSIONS

It was revealed that despite existence of various government policies on TVET most of the stakeholders (students and school leavers) were found to be inadequately aware. Even tutors were found to be moderately aware on the contribution of government policies on TVET towards enrolment of youths in public VTCs centres in the county. Further, principals indicated that TVET progression structure policy had minimal effect on enrolment of students in public VTCs. According to principals, only funding, admission criteria, resource distribution and bursary policies resulted to increased enrolment of students. This meant that appropriate interventions measures had not been affected by county and national government to raise awareness level and implementation of various government policies touching on technical and vocational training in the county.

6. RECOMMENDATIONS

There is need for TVETA to give clear policies and guidelines on TVET progression structure to remove confusion that makes students who fail in KCSE examinations fail to register in VTCs because they feel that VTCs are for primary school dropouts. Furthermore, to increase the enrolment rate among school leavers, county government should conduct marketing and publicity campaigns to educate parents and students on courses they are offering, funding available and admission criteria at their various VTCs institutions. In addition, the awareness of the benefits for youths in the long run after graduating should be spelt out and awareness enhanced.

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