

# Role of Technical Training Institutes Management in Achievement of the Vision 2030's Social Pillar in Kenya: A Case of Nakuru County

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**Abstract:** *A Technical Training Institute (TTI) refers to an education institution that is set up in order to provide students with skills in courses such as technology, art, secretarial, agriculture, applied sciences amongst others. The purpose of this study was to determine the role which TTIs play in the achievement of Kenya's Vision 2030's Social Pillar. The descriptive research design was used for the study. Research question guided the study with the structured questionnaires comprising close-ended questions for collecting primary data were exclusively relied on. Data collected was processed with the aid of the Statistical Packages for Social Sciences (SPSS) software. Descriptive statistics (proportions, percentages, measures of central tendencies and frequency distribution) were used to analyze the data collected. Chi-square was the inferential statistics employed to establish relationship and/or association between independent and dependent variables. It was concluded that; clear training programs for TTI's trainers highly affected the achievement of the social pillar. It was recommended that the government should facilitate both financial and technical support to the TTIs in order to enable them contribute better towards the achievement of the social pillar. Also, greater emphasis should be put on TTI's programs and such programs should be aligned to the social pillar.*

**Keywords:** Technical Training Institute, Technical and Vocational Education and Training, National Industrial Vocational Training Centers, Poverty Reduction Strategy Plan, Kenya Vision 2030

## 1. Introduction

The socio-economic development of any nation is founded on and catalyzed by good education for the young people. Education refers to a means for transforming and empowering communities by instilling skills, knowledge and attitudes to enable them become productive members of the society. In Kenya, education is acknowledged as a priority area for development intervention. It is encompassed in a number of key policy documents such as Poverty Reduction Strategy Plan and the Vision 2030 [1].

This study focuses on the Social Pillar. This Pillar seeks to create "a just, cohesive and equitable social development in a clean and secure environment". Needless to say, the Social Pillar objects to have in place comprehensive social interventions aimed at enhancing the quality of life of all Kenyans and the people who resides in Kenya. The Vision categorizes interventions in the social pillar into six broad areas of focus, that is: education, health, water and sanitation, environment, housing and urbanization, and gender, youth and vulnerable groups. The study narrows down to the education area of the Social Pillar. The education sector diagnostics looked comprehensively at issues affecting education and training. The Vision for education and training is "globally competitive quality education, training and research for sustainable education". According to the Government of Kenya, the strategies for achieving this Vision were classified into seven strategic thrusts. These included early childhood development education, primary education, secondary education, special education, adult education, TIVET and University.

In Kenya TTI's are faced with challenges of poor quality in the delivery of programmes, high cost of training, training unsuitable for actual socio-economic conditions, disregard

for the need of informal sector, disregard of the labour market and high unemployment rate among graduates [2]. The Kenya Vision 2030 Social pillar seeks to offer solution.

## 2. Statement of the Problem

One of the three key pillars of Kenya's Vision 2030 is the Social Pillar. Education is one of the key areas of focus of this Pillar. The Vision for education and training is "globally competitive quality education, training and research for sustainable education". TTIs which offer TIVET programmes are major players in the advancement of education sector and indeed the realization of the Social Pillar of Kenya's Vision 2030 [3]. However, prior to the study it was still not very clear how significant the role of TTIs was in advancement of the education sector in tandem with the achievement of the Social Pillar of Kenya's Vision 2030. This might have been attributed to the assumption that the specific contributions of the TTIs towards the education sector had not adequately been researched.

## 3. Objective of the Study

### 3.1 General Objective

The general objective of the research study was to establish the contribution of TTIs in the achievement of Kenya's Vision 2030's Social Pillar.

### 3.2 Specific Objective

The following constituted the specific objectives for the study:

To analyze the extent to which the management of TTIs affects the achievement of the Kenya's Vision 2030's Social Pillar.

#### 4. Research Question

The study was guided by the following research question:  
How does the management of TTIs affect the achievement of the Kenya's Vision 2030's Social Pillar?

#### 5. Literature Review

Bennell [7] observed that the role of TIVET in furnishing skills required to enhance productivity, raise income levels and improve access to employment opportunities has been widely recognized. Developments in the last three decades have made the role of TIVET more decisive. The globalization process, technological change and increased competition due to trade liberalization necessitate requirements of higher skills and productivity among workers in both modern sector firms and Micro and Small Enterprises. The social well-being of citizens of any given country is anchored on their ability to sustain themselves. Skills development which enhances self-sustenance comprises a wide range of core skills including entrepreneurial, communication, financial and leadership skills so that individuals are equipped for productive activities and employment opportunities. According to the Ndung'u [8] TIVET is the major determinant of poverty alleviation, promotion of peace and conservation of the environment in order to improve the social well-being and promote sustainable development.

##### 5.1 Management of TTIs

The study of Dasmani [4] on the "Challenges Facing Technical Institute Graduates in Practical Skills Acquisition in the Upper East Region of Ghana" revealed that lack of resources has led to cuts in the volume of training expected to be provided by the TTIs. These cuts were argued to be an impediment to the realization of the critical objectives of providing training and subsequent job placement of TTI's graduates. The management of TTIs goes a long way in determining the achievement of TTIs' objectives. Dasmani [4] observed that considering the expensive nature of TIVET as a form of education, it is logical that TIVET system would be effective if resources are adequately supplied to match the expanding intake. Teachers and/or trainers, it is noted, are highly motivated to teach practical skills when there is a regular supply of instructional materials therefore ensuring active participation of trainees.

#### 6. Conceptual Framework

The framework outlines the variables of the study and how they interact.

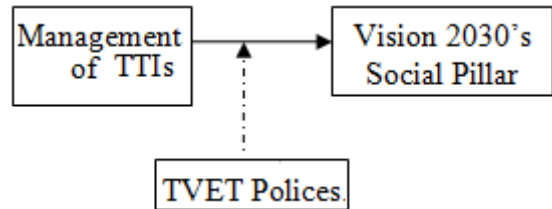


Figure 1: Conceptual Framework

#### 7. Research Methodology

The researcher adopted a descriptive nature of research with an object of gathering data on the management of TTIs. Under descriptive research, the researcher adopted a survey research design in carrying out the investigations [5]. The population of the study was made up of the TTIs in Kenya. TTIs under the study were both private and public. The researcher drew a sample of 10 TTI's from the 30 TTI's that constituted the target population from Nakuru County. The respondents were both from management and teaching departments. The researcher employed drop and pick-later method when issuing the questionnaires to the prospective respondents in the targeted TTIs across the Nakuru County. The Pilot test was conducted with scores obtained from tests were correlated to get the coefficient of reliability. A Spearman's correlation coefficient of 0.7 was found acceptable for the study [6].

##### 7.1 Research Findings

The study involved a sample of 10 TTIs found within Nakuru County. From the sampled institutions, the researcher administered questionnaires to 90 respondents. 79 of them filled and returned the questionnaires. This represented 87.8% response rate, with some questionnaire returned blank and few missing.

Table 7.1: Gender of the Respondent

Gender	Frequenc	Percent
Female	28	35.4
Male	51	64.6
<b>Total</b>	<b>79</b>	<b>100</b>

According to the findings, 64.6% of the respondents were male against just 35.4% of the respondents who were female. This implied for every 1 female employee there were about 2 male employees. This further depicted a picture of gender inequality in TTIs' management staff.

##### 7.1.1 Management of Institutes

The researcher sought to establish the role of TTIs management in the achievement of social pillar as entrenched in Kenya's Vision 2030. The results of the findings were presented in form of frequencies and percentages given that these two parameters were found to be the most appropriate in describing the variability of individual responses vis-à-vis management of the institute. The findings are as shown in Table 7.2

**Table 7.2:** Management of the Institute

	Strongly Agree 5		Agree 4		Neutral 3		Disagree 2		Strongly Disagree 1	
	F	%	F	%	F	%	F	%	F	%
Efficient Resource Mobilization and Utilization	19	24.1	13	16.5	15	19	12	15.2	20	25.3
Clear Policies and Guidelines	31	39.2	12	15.2	12	15.2	19	24.1	5	6.3
Curriculum Fully Implemented	31	39.2	24	30.4	6	7.6	12	15.2	6	7.6
Government Support to the Institution	7	8.9	16	20.3	25	31.6	20	25.3	11	13.9
Clear Training Program for TIVET Trainers	25	31.6	17	21.5	17	21.5	13	16.5	7	8.9

Sample size (n) = 79

Key: **SA**= Strongly Agree, **A**= Agree, **N**= Neutral, **D**= Disagree, **SD**= Strongly Disagree

From the findings as indicated in Table 7.1, cumulatively 40.5% of the respondents either disagreed or strongly disagreed against a cumulative of 40.6% respondents who either agreed or strongly agreed to the statement touching on efficient resource mobilization and utilization in TTIs. This means the respondents were neutral whether there is efficient resource mobilization and use in their respective institutions. More than half of the respondents (54.4%) held the view that there are clear policies and guidelines governing the running of TTIs. These respondents at least agreed to the aforementioned proposition. A massive 69.6% of the respondents either agreed or strongly agreed that curriculum was fully implemented in their institutions. More so, 53.1% of the respondents opined that there is a clear training program for TIVET trainers teaching various programs in TTIs. Against this backdrop, however, only a measly 29.2% of the respondents believed that the government supported the TTIs both financially and in policy implementation.

## 7.2 Chi- Square Analysis

The researcher sought to investigate whether or not the management of TTIs affected the achievement of the social pillar. The findings are illustrated in Table 7.2

**Table 7.2** Association between TTIs' Management and Achievement of Social Pillar

TTIs' Management Factors	Chi-Square	df	Sig. (2-Sided)
Efficient Resource Mobilization and Utilization	21.799	16	.150
Clear Policies and Guidelines	16.813	16	.398
Curriculum Fully Implemented	20.631	16	.193
Government Support to the Institution	26.834	16	.043
Clear Training Program for TIVET Trainers	14.977	16	.526

Sample size (n) = 79

From the research findings as shown in Table 7.2, 'clear training programs for TIVET trainers' was found to be the

most strongly associated with achievement of the social pillar implying that the clarity of the training programs of trainers working in the various TTIs in the country is bound to determine the realization of the social pillar. This was argued to hold true given that the clearer the training programs the better equipped the TIVET trainers were likely to be. Consequently, the trainers were very likely to better deliver to the students which in turn could enhance the education standards in the country. Education is one of the cornerstones of the social pillar as enshrined in the Vision 2030. Clear policies and guidelines which had a relatively strong association (0.398) were asserted to influence the achievement of the social pillar. When there are clear policies and guidelines governing the running of the TTIs, the levels of education are also bound to rise.

However, government support to the TTIs was discovered to be of extremely weak association (0.043) with achievement of the social pillar. This was argued that the government more often than not did not significantly support TTIs financially and in implementation of policies. As such, the government could not be said to be enabling these institutions to contribute towards the achievement of the social pillar.

## 8.Summary, Conclusion and Recommendation

### 8.1 Summary

The objective was to analyze the extent to which the management of TTIs affects the achievement of the Kenya's Vision 2030's Social pillar. For every respondent who at least agreed that there existed efficient resource mobilization and utilization, an equal number either strongly disagreed or disagreed to the same proposition. As such, respondents were averagely indifferent to that aspect. A massive 69.6% of the respondents either agreed or strongly agreed that curriculum was fully implemented in TTIs. However, only 29.2% of the respondents believed that the government supported the TTIs both financially and in policy implementation.

### 8.2 Conclusion

On a positive note, the clarity of the training programs of TIVET trainers working in the various TTIs in the country was bound to determine the realization of the social pillar. It was concluded that clear training programs for TIVET trainers highly affected the achievement of the social pillar. Nonetheless, it was concluded that the government's financial and technical support to the TTIs had extremely marginal effect on achievement of the social pillar. In other words, the government hardly offered support, be it in financial or technical terms, to the TTIs in the light of the social pillar.

### 8.3 Recommendations

After drawing the aforementioned inferences, the researcher deemed it rational to put across a number of pertinent recommendations. The researcher recommended that the government should facilitate both financial and technical support to the TTIs in order to enable them contribute better

towards the achievement of the social pillar. As one of the major ways of enhancing equity of access to education, TTIs need to put in place financial kitties for catering for the needy and deserving students. Greater emphasis should be put on TIVET training programs in terms of clarity and content vis-à-vis the Vision 2030's social pillar.

#### **8.4 Further Research**

The researcher recommended the following areas for further study:

An analysis of factors that determine equity of access to education in tertiary institutions in Kenya, the relationship between the management of TTIs and students' performance, an assessment of benefits of students' exchange programs, an assessment of factors that influence the performance of TTIs in Kenya and the use of hypothesis in testing the findings.

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