

Short Courses as Pathways to Enhancing Diversity, Inclusion and Equity in Training and Education: A Case Study of Thika Technical Training Institute

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Abstract

The study set out to assess the impact of new flexible short courses introduced in Thika Technical Training Institute by the Flexible Skills Development (FSD) which are tailored to meet the needs of the local labour market. The guiding philosophy responds to the reality of an ever expanding informal sector and shrinking wage employment opportunities, large numbers of youth who are locked out of the formal skills training system and the limited as well as expensive training opportunities. This demonstrates the need for a system that establishes inclusion of those traditionally locked out of the system, equity through adversity of courses and a flexible approach. In this regard, therefore, the Commonwealth of Learning (COL) FSD is designed to strengthen capacity in technical and vocational training institutions to adopt flexible delivery approaches and reach more learners. This is in line with the third goal of UNESCO Education For All (EFA) enunciated as; Ensuring that the learning needs of all young people and adults are met through objectives, equitable access to appropriate learning and life skills programmes. The study utilized exploratory studies using both qualitative and quantitative methods. Data collection instruments entailed questionnaires, interview schedule, observation schedule and content analysis. The study found out that short courses have among others lead to attitudinal change, boosted the self-confidence of target group, inculcated basic skills and competences, created employment opportunities and boosted earnings.

Key words: FSD, TVET programmes, flexible short courses, EFA, attitudinal change

Perception towards Youth Polytechnic Training in Nandi County

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Abstract

The Government of Kenya has invested in Youth Polytechnics because it has realized that technical and vocational skills at lower and middle levels are very important in manufacturing and service providing industries. These industries play a role in the development of the country. Enrolling in youth polytechnic will also eliminate idling of the youth in society while preparing them for formal and non-formal employment and for self employment. However, technical and vocational training has had its own challenges since its introduction during colonial era as a fitting education for the Africans such as low enrollment of local populations, lack of data on graduate career progression and outcome and gender imbalance in enrollment favouring males over females. The aim of this study was to find out the Perception of the Nandi County population towards youth polytechnic training. The objectives were: to establish the perception of parents towards youth polytechnic training; to establish the perception of primary and secondary school teachers towards the youth polytechnic training, and to determine attitudes of the youth in primary and secondary schools towards youth polytechnic training. Youth polytechnics were identified and cluster sampling was used to identify one from each of the five constituencies of the county. Parents, teachers and students were randomly sampled and data was collected using questionnaires. The data was analyzed quantitatively and qualitatively. The findings reveal respondents' positive attitudes and perceptions towards youth polytechnic training in Nandi County with regard to acquiring skills for gainful employment and as an avenue to furthering one's education. However, the teachers were the least aware of sources of funding for youth polytechnic training and were less likely to recommend students to pursue such training, which perpetuates the stigmatization of youth polytechnic training in the County. This study concludes that youth polytechnic training still fulfils the government's vision for achieving a skilled workforce while curbing ills that tend to befall idle youth. Consequently, it is recommended to improve youth polytechnic training in the County through sensitizations, increased funding, introduction of extracurricular activities, improvement of facilities, tracking of graduates in the marketplace, and early identification of students' talents by teachers in order to guide them towards technical and vocational training.

Key words: Youth Polytechnic, Non-formal employment, Perception, TVET

Gender Mainstreaming in TVET Institutions in Kenya

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Abstract

A country's most important resource is the skills of its people. To achieve equity and equality in skills development gender mainstreaming was identified by the Kenyan government. In 2007, the Ministry of Education, Science and Technology (MoEST) developed Gender in Education policy. There was need to evaluate the implementation process to find out: the extent of gender policy implementation process, and the perception of lecturers towards gender mainstreaming, the findings were meant to inform education stakeholders on progress of implementation. The study was based on the Management Evaluation Model and on Liberal Feminist Theoretical framework. It adopted a mixed method research design and 276 respondents were sampled from ten selected Technical and Vocational Education and Training (TVET) institutions. Probability and non-probability sampling was used to select the 276 respondents. Data was collected through three types of instruments namely questionnaires, interview guide and document analysis guide. Piloting was done to enhance validity and determine reliability of instruments. Quantitative data was analyzed through descriptive statistics, and qualitative data organized into themes and patterns pertinent to the study. It was established that: the gender policy was being implemented in sampled TVET institutions, and the perception of lecturers was positive. It was also established that the implementation process faced challenges. The study concluded that the mean Gender Parity Index (GPI) for the sampled institutions had moved further from one (1) to 0.804 and, lecturers had positive perception towards gender mainstreaming. However, there were some cultural issues hindering gender mainstreaming in TVET institutions, which led to the following recommendations: MoEST and TVET institutions to put in place mechanisms for effective implementation, Cultural inhibitions to be addressed, and Government to set up structures for full implementation of gender policy.

Key words: Gender mainstreaming, gender parity, GPI, TVET, policy

Efficacy of Life Skills Education in Enhancing the Employability of TVET Graduates: The Case of St. Theresa Community College, Nairobi County

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Abstract

As the demand for graduates with life skills aligned to the ever-dynamic job market continue to rise, training institutions are tasked with the responsibility of not only equipping students with the requisite work skills but also incorporating these life skills in their training programs. Although the embedment of soft skills in the training programs in many institutions has often been unstructured, unsystematic and haphazardly implemented, some institutions have successfully incorporated soft skills in their training curricula. One such example is the faith-based vocational training centers, commonly referred to as “community colleges” that offer life skills alongside work skills in their training programs. These colleges target a wide spectrum of marginalized members of the communities in urban, rural and informal set ups in Kenya, Uganda and Tanzania with a view of improving their livelihood through provision of vocational and life skills that are relevant to the needs of the society. However, there is a dearth of information on the efficacy of such interventions on the improvement of livelihoods of the targeted individuals. In light of the aforesaid, this study examined the extent to which the embedment of life skills education in vocational programs has enhanced the employability of community college graduates. Adopting phenomenological approach, the study interrogated the lived experiences of the college director, teachers, current and former students on the efficacy of life skills on the employability of the graduates. Purposive sampling and snowball sampling techniques were used to select the participants. Data was collected through interviews and focus group discussions. The analyzed data were presented in form of narratives and direct quotations. The findings showed that director, teachers and students believed that integration of life skills into the vocational programs at the college enhanced the employability of her graduates and they believed that communication skills was the most important skill in enhancing employability of graduates. The study recommends the integration of life skills education in TVET curricula, collaboration of TVET providers with employers in the provision and practice of life skills and further studies on the experiences of employers on the job performance of the TVET graduates.

Key words: Efficacy, employability, life skills, soft skills, vocational training

Analysis of Infrastructural Support and Trainer Attributes in TVET Institutions in Kenya

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Abstract

The purpose of this study was to analyze infrastructural support and trainer attributes in Technical and Vocational Education and Training (TVET) institutions in Kenya. TVET is acknowledged as a means of transforming and empowering the youth with skills, knowledge and attitudes to enable them become productive members of the society. The study sought: to establish the qualification of staff, determine training needs of staff, and to establish the status of equipment and physical facilities used for training in selected TVET institutions offering clothing and textile courses. Descriptive survey design was used for the study. The samples included 8 technical institutes and 10 institutes of technology in Kenya offering courses in clothing and textile examined by Kenya National Examination Council. A total of 452 respondents consisting of 250 second year students taking a diploma course in clothing and textile participated in the study. Data was presented in the form of frequency tables, bar graphs, and pie charts. The results showed that the academic staff members were academically qualified; however, there was need for them to upgrade their technical skills. The study also found that there was need for further training for the academic staff in the institutions. On the status of equipment and physical facilities, 172 (86%) of the respondents indicated that the facilities were inadequate. It was recommended that the government should provide additional learning and training equipment to replace the out-dated ones. Teachers should also upgrade their skills through further training.

Key words: infrastructural support, trainer attributes, TVET institutions

Conceptualizing Collaborative Teaching and Learning in Technical and Vocational Education and Training Institutions: A Psychological Science Perspective

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Abstract

Whatever the teaching strategy, it is advisable to incorporate questions and answers, discussions, hands-on activities, and other ways of getting learners actively involved in the learning of the content. Students learn best when they are actively involved in the learning experience. Practical oriented subjects in Technical and Vocational Education and Training (TVET) lend themselves easily to hands-on activities, but it can be a challenge in social sciences subjects such as sociology and psychology. Whereas one should try to avoid lecturing for lengthy periods, it is very important to listen to the learners and allow them to become aware of the content in order to construct knowledge as opposed to trying to "teach" them knowledge. Thus, feedback should be provided before any type of evaluation is administered. Collaborative learning, also referred to as group learning or cooperative learning has clear benefits for student in terms of retention of information, critical thinking and consolidation of learning from different parts of a programme. Groups provide opportunities for learning that are difficult to establish in traditional settings. They are particularly useful to enable learners to take part in discussion, active participation, feedback and reflection, and to consolidate learning, clarify understanding, and explore ideas and concepts. Depending on the purpose and nature of the group, group learning can also help to develop 'transferable' skills, such as study skills, communication skills, teamwork, problem solving and personal development. Teaching and Learning in groups has a valuable part to play in the all-round education of students. It allows them to negotiate meanings, to express themselves in the language of the subject, and to establish more intimate contact with academic staff than more formal methods permit. It also develops the more instrumental skills of listening, presenting ideas and persuading. This paper conceptualizes the meaning, purpose and strength of collaborative work in teaching and learning as opposed to traditional teaching and learning.

Key words: Teaching, Collaborative/group learning, TVET, psychological science

Smartphones for Smart Learning in TVET: The Case of Nkabune Technical Training Institute

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Abstract

In today's world, people are on the move and are demanding access to learning materials and information anytime and anywhere. Today's learners want to have the opportunity to review course materials and correspond with instructors and colleagues while sitting in a restaurant or waiting for a bus; they are not rendered immobile by the restrictions of desktop computer technology. Due to their affordability and flexibility, smart phones are touching peoples' lives in many ways: communication, entertainment, socializing, health, etc. But the Technical Vocational Education and Training (TVET) sector is struggling to make sense of this change. The objective of this paper is to examine the potential applications of smart phones in enhancing learning. It also discusses the prospects and challenges in the adoption of this innovation. Questionnaires and interviews were administered to students and lecturers in Nkabune Technical Training Institute in Meru, Kenya. The results show that most students (69%) own smart phones and they use them mainly for social media and communication, while a significant number (40%) use the smartphones for their school related tasks. It was found that smart phones contain very powerful educational applications that if used well can improve technical vocational education and training. This presents an opportunity for educators to design educational methods, activities and materials that are suitable for Smartphone's and allow students to use this technology to accommodate students' diverse needs.

Key words: TVET, smartphones, m-learning, smart learning

To Moodle or Not: Way Forward for TVET Institutions

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Abstract

Moodle is becoming popular as an E-learning environment for teaching and learning in TVET institutions. Every passing day the number of TVET institutions implementing Moodle as a Learning Management System (LMS) is increasing. E-learning remains a digital tool that can be used to effectively bring a lasting change in the current educational system. However Moodle as a technology freely availed as open-sourced platform, there are pertinent issues related to its implementation, as compared to traditional blackboard and to whether good use of e-learning technologies would revolutionize teaching and training in TVET institutions. This paper describes the experiences of the authors at Rift Valley Technical Training Institute (RVTTI) in the implementation process of Moodle project in cooperation with Common Wealth of Learning (COL), where a trainer from COL carried out one week long training at the institution, assisting sampled lecturers from all departments to develop a single course unit on Moodle. This research was done with the following objectives in mind: to compare between conventional mode of teaching and teaching with Moodle; to demonstrate how e-learning technologies can be applied to improve both training and learning process in TVET institutions; to find out how Moodle can be used to improve the quality of education in TVET institutions; to establish how Moodle can be used to make the educational system to be more effective and sustainable. Descriptive Comparative research was used to compare the two methods of teaching which are Moodle and conventional mode of teaching where they are described as they are. Purposive sampling was used to select a sample from the targeted population. Document analysis was also used as a mode of data collection. The researchers further describe their experiences in implementing a management information systems course unit in Moodle for Diploma in Information Communication Technology at the institution. The findings indicated that E-learning technologies in TVET institutions remain the only feasible way to ensure continued improvement of quality of teaching and training.

Key words: Moodle, technical and vocational education training, e-learning

Digital Migration: E-Learning and Primary School Teacher Nightmare in Kenya

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Abstract

Education is a fundamental right for all children. Cognitive, affective and psychomotor skill acquisition in learners has to be achieved at all costs. Conventional methods have been used in classes since time immemorial but with partial success. E-learning is a new orientation that is reported to have great potential to improve teaching and learning in primary and secondary schools. The pedagogic rationale for the implementation of ICT in learning in schools is something that needs to be hastened for the 21st century teacher. Provision of laptops to the more than 20,000 primary schools in Kenya was a step towards digital migration in education from analogue system of teaching and learning to digital approach. How the teacher interacts with electronic media is of paramount importance. The need for teachers to migrate from analogue to digital e-learning here referred to as digital migration in education is a challenge that needs to be explained. Descriptive survey research design was used for the study. The population for the study included, teachers and pupils. The study used questionnaires and informal interviews to collect data. Data analysis was done using descriptive statistics. The study found that teachers face a dilemma on which way to go as regards adopting e-learning. Their dilemma is compounded by factors beyond them. Politics and economics become bigger players. One is saying yes and the other says no, scarce resources are the problem. Provision of resources to be used is external to the teacher especially the primary school teacher. The laptop project is a step towards digital migration but the dilemma is how, when and with what to use to migrate. There is need to find ways to overcome the dilemma which brings is a nightmare to the teachers whether migration will mean early retirement or redundancy. The study recommends the conversion of the soul of the teachers both material and spiritually so that the digital migration can take place smoothly.

Key words: dilemma, e-learning, teacher, 21st century, learning, nightmare

**IT Best Practices for Implementing E-learning:
The Case of Rift Valley Technical Training Institute**
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Abstract

Implementation of technology has proved to be the way to go in most of the disciplines across the world. This is because of the massive benefits that come with it. Education and Training sector has also not been left behind in the quest of embracing technology in learning. Technical and Vocational Education and Training (TVET) institutions play a big role in the provision of well-trained individuals needed by the industry. Most of the learning institutions, including TVET institutions, are currently advocating for e-learning as a mode of teaching and learning. Nevertheless as TVET institutions implement e-learning platforms, there are Information Technology best practices, other than human factors that need to be considered. This paper discusses the best practices for implementing E-learning in TVET institutions as far as information technology is concerned. The paper adopts a case study research design. Data was qualitatively collected from key informants from Rift Valley Technical Training Institute (RVTTI) which is the only TVET institution that has implemented e-learning in North Rift Region, Kenya. An e-learning model was used as the theoretical basis of the study where four themes that guided data collection were drawn. With this guidance, data was collected from key informants who included; the lecturers who had been trained on the use of e-learning and MIS manager and students who had been enrolled in the e-learning application. Data was then analyzed based on the four themes which are availability, usability connectivity and security to identify the best practices of effective implementation of e-learning in TVET. After analysis, the study gave recommendations that ensures successful implementation of e-learning in TVET institutions and also identified further areas of research in this field.

Key words: E-learning, Information Communication Technology, TVET

Challenges Hindering the Implementation of Preventive Maintenance in Hotels in Kenya

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Abstract

In Kenya, the hospitality industry is regulated by the central government and all hotels are categorized into five classifications (1-Star to 5-Star). The classification and ranking of the hotels reflect the operational standards and also the level of asset management and maintenance systems in the industry as a whole. The purpose of this study was to examine the challenges affecting the implementation of preventive maintenance in the hotel establishments. The target population was five town hotels in the range of 3-Star to 5-Star in Nairobi, Kisumu, Nakuru and Eldoret towns. Purposive sampling was used to select the study area, while stratified and simple random sampling was used to select the respondents. The study sample was 100 respondents consisting of middle management, supervisors and personnel in the production and service delivery sections. Miles and Snow Generic Business-Level Strategies model was used to guide the study. Questionnaire was the main data collection instrument and data was analyzed using statistical package for social sciences (SPSS), Spearman rank correlation and χ^2 test analysis. The study concluded that challenges do exist in the hotels in the implementation of preventive maintenance programmes in an unplanned and unstructured manner coupled with inconsistent staff training. The paper proposes that for a sustainable and continuous production and service delivery in Kenyan hotels, there is need for adoption of preventive maintenance and asset management programmes.

Key words: Implementation, preventive maintenance, asset management, production

Inclusion of Youths Living with Disabilities in Socio-Economic Activities in Nyamira County

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Abstract

Youth with disabilities often face marginalization and severe social, economic, and civic disparities as compared with those without disabilities. This paper outlines the effects of inclusion of youths living with disabilities in socio-economic activities in Nyamira County. Being a descriptive case study, it targeted the county governor's office, which is directly responsible for policies concerning the youths with disabilities and employment. The population was 26 respondents and census sampling technique was used. The following objectives guided the study: To document best practices for inclusion of people with intellectual disabilities; to establish the state of preparedness regarding structure, content, and processes for socio-economic inclusion and employment of youths with disability; and to identify the challenges facing Nyamira County government in inclusion of youths living with disabilities in socio-economic activities. Data was collected through a structured questionnaire and analyzed through the use of descriptive statistics of frequencies and percentages. Tables and graphs were the most appropriate techniques used in presenting the findings. Findings indicated that people with disability are commonly identified as a group with a higher risk of social exclusion. It concludes that Nyamira County has not fully integrated youth with disabilities in social economic activities.

Key words: Socio-economic inclusion, youth disability, employment, skills

The Effectiveness of the One-Year Internship on the Mastery of Secretarial Skills in Nigerian Polytechnics

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Abstract

The one year internship is an integral part of the polytechnic system in Nigeria. At the completion of the two-year National Diploma programme, students are expected to go on twelve months of industrial training before returning, if qualified, for the Higher National Diploma programme. For long, the programme was universally acclaimed for providing students with opportunities for industrial experience. Questions have recently been raised, however, on the continued effectiveness of the programme, in view of the declining Information Technology (IT) openings for students and the non-supervised nature of the programme. Observations and anecdotal inferences have also suggested that the IT programme, in its present format, may not be ideal for the mastery of secretarial skills. The study sought to evaluate the effectiveness of the Industrial Training Scheme on the mastery of secretarial skills. Out of a population of 370, a sample of 110 was drawn from second (final) year students of the National Diploma programme in Office Technology and Management (2012/2013 session) in five polytechnics in South-Western Nigeria. A combination of quasi-experimental research design and descriptive survey design was adopted. The students were assessed in core secretarial disciplines before their departure for Industrial Attachment and were re-assessed on their return. Descriptive statistics were used for the analysis of the results. The study found that IT has strong positive impact on the mastery of word processing, office management and human relations skills, and no significant impact on communication skills. Its impact on the mastery of shorthand and transcription was negative. The study also found significant relationship between the intensity of secretarial assignment undertaken during IT and mastery of secretarial skills. The study recommended a comprehensive review of the Industrial training scheme, and that greater consideration is given to the appropriateness of the industrial attachment organisations and assignments in admitting students into the Higher National Diploma programme.

Key words: Impact, internship, industrial training, secretarial skills, Nigeria

Effects of Industrial Attachment on Competency-Based Training in TVET in Kenya

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Abstract

Knowledge-based training is an approach which puts emphasis on acquisition of theoretical knowledge without the necessary practical skills. Technical, Vocational Education and Training (TVET) is an extreme opposite and emphasizes use of Science, Technology and Innovation. At the moment training opportunities are being designed around “competencies” which are established for each career field and for each job title. Competency-based performance is a current concept in business and government. Competency is a cluster of related knowledge, skills, and attitudes that affects a major part of one’s job that correlates with performance on the job, that can be measured against well-accepted standards, and that can be improved via training and development. The general purpose of this study was to establish the significance of industrial attachment on competence-based training. The study focused on 13 Technical training Institutions (TTIs) in North Rift in Kenya. The research employed a survey research design. Simple random sampling was used to select a representative sample of 100 respondents and questionnaires were used to collect the data. Validity and Reliability of the instruments was established through cronbach reliability test. Descriptive statistics was used to analyze the data and it was done at 95% level of confidence. Findings show that: 86% of the respondents indicated the time allocated for industrial attachment was not adequate; 66% of the respondents said that there was mismatch between relevance of skills acquired and industries made trainees feel incompetent. The study recommends that the industries should constantly be in collaboration with the training institutions. Secondly, the industries should donate some new technology equipment and that these institutions should adapt continuous reinforcement-based industrial attachment to enhance competency based training. In a continuous reinforcement schedule the desired behavior is reinforced each and every time it occurs. This continuous schedule is used during the first stages of learning in order to create a strong association between the behavior and the response.

Key words: Industrial attachment, TVET, competency based training, effects

Role of Industry in Employee Training and Education for Performance Improvement in Kenya – Prospects and Priorities

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Abstract

This paper highlights the origins, developments, prospects and priorities of industrial training in Kenya with emphasis on the role of industry in employee training and education for performance improvement in Kenya. Kenya has a National Industrial Training Authority (NITA), formerly known as Directorate of Industrial Training (DIT) whose mandate is to promote the highest standards in the quality and efficiency of industrial training in Kenya and ensure adequate supply of properly trained manpower at all levels in industry. The introduction of the industrial training levy fund was expected to enhance the realization of the NITA mandate of assisting Kenya to improve its performance and become more productive and competitive in the global market. Though Kenya intends to create a globally competitive and adaptive human resource base to meet the requirements of an expanding industrial economy, this has been hampered by inadequate management and planning infrastructure in industrial training. Action research design and document analysis techniques were used for the purpose of the study. The current industrial training institutional set up and work ethic needs to change for Kenya to achieve quality results. This can be done through life-long training and education. Though Kenya's productivity level ranks low by international standards Vision 2030 provides an opportunity for significant productivity growth. Industrial training within employment learning has not been well institutionalized. Measures need to be taken to ensure that industrial training is deepened. Labour productivity has to be raised to international levels and opportunities for life-long learning enhanced. Collaboration between government, industry and training institutions has to be enhanced to address the human resource constraints that are being experienced in the rapidly expanding Kenyan economy. For Kenya to compete in the global economy, new policy directions on development of highly qualified yet flexible human resources have to be adopted.

Key words: Industrial Training, Productivity Improvement, NITA

Use of Quality Management Systems to Improve Instructional Management Practices in Tertiary Educational Institutions in Kenya

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Abstract

Since inception of International Organization for Standardization (ISO) Quality Management Systems (QMS), there has been a more prevailing effort by institutions of higher learning to document their procedures on the basis of ISO 9001:2008. This study assessed the status of ISO 9001:2008 QMS implementation among certified public Technical, Vocational Education and Training (TVET) institutions in Kenya. It also sought to establish the relationship between implementation of Quality Management Systems (QMS) and improvement in instructional management practices. The study set out two (2) null hypotheses to guide it. Quantitative research design was adopted for this study. Similarly, ISO 9001:2008 quality management principles offered theoretical guidance. At a confidence interval of 95%, an online sample size calculator was used to arrive at two hundred and seventy four (274) respondents out of nine hundred and forty five target (945) population. Proportionate stratified random sampling technique and an online list randomizer were used to select respondents in the selected TVETs to participate in the study. Hierarchical cluster analysis, independent samples t-test (ANOVA), and regression analysis were used to test the hypotheses in this study based on empirical data obtained gathered using a survey questionnaire of forty nine (49) questions from eleven (11) ISO 9001:2008 certified public institutions. Based on the agglomeration coefficient change, Tukey post-hoc test, and coefficient of determination (R^2), the two null hypotheses (H_{01} & H_{02}) were rejected at $p < 0.05$. Regression analysis showed that there is statistically significant relationship between implementation of ISO 9001:2008 Quality Management Systems and improvement in instructional management practices among TVET institutions at $p < 0.05$. The study recommends that all ISO certified TVET institutions should emphasis continued conformity to all the quality management standards in order to register improvements in pedagogy and instructional management practices.

Key Words: QMS, Instructional Management Practices, Tertiary Institutions.

Relationship between Behavior and College Students' Academic Performance: The Case of the National Institute of Transport in Tanzania

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Abstract

This paper attempts to shed light on the extent of the influence of students' behaviors to their learning initiatives. The study aimed at exploring strategies that may assist college students to invest full concentration in their studies in an effort to improve their academic performance. The target population included students at the National Institute of Transport in Dar es Salaam. Qualitative data was analyzed by using content analysis and quantitative data was analyzed by using descriptive statistics. The first phase involved a distribution of structured questionnaires to the selected respondents. In this phase, the researchers explored responses with the aim of identifying the level of students' perceptions on the influence of their behavior on their academic performance at the college. In the second phase the researchers conducted three Focus Group Discussions (FGDs) with selected respondents. This aimed at developing deeper understanding of behavioral and environmental factors influencing students' academic performance both within the college and beyond. The findings revealed that, majority of the students spent much of their time thinking and engaging themselves in activities that would sustain their daily needs, thus distorting the level of concentration in their studies. Moreover, stress levels in most of the respondents were significant and required immediate rescue plan by the college. The findings for this study also identified the need for mitigating strategies to curb the identified challenges and propose new areas for future behavioral research. It is concluded that any strategy or policy established to assist students to have excellent academic performance requires attention on the behavioral patterns affecting students' performance.

Key words: Contextual factors, College, Academic Performance, Behaviors, Learning

An Analysis of the Trends and Issues in Entrepreneurship Education

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Abstract

Entrepreneurship education has become popular in the recent times and seems to be gaining more currency in the current world. Indeed there has been a lot of effort towards popularizing entrepreneurship education as a means of creating entrepreneurial culture in order to improve economic performance and attain the goal of vision 2030. Kenya faces a challenge of poverty and acute youth unemployment. Why has entrepreneurship gained currency in the current world? The assertion that entrepreneurs are born is dispelled by the fact that even those with business acumen and propensity to take risks are sharpened or whetted by education. It is now not a debate that Entrepreneurship is taught and learned and that they also 'become' through their life experiences. Entrepreneurship education is said to be a lifelong learning process which starts from elementary through graduate programmes and even to working life. Entrepreneurship education is also expected to be focused on skills rather than knowledge. It has two parts; awareness part and the skills development part. It is also believed that anybody can be an entrepreneur at any point in their life. The main challenge to entrepreneurship education is the method of teaching, that is, pedagogy that is using traditional teaching approaches which are non-entrepreneurial. The other is the curriculum which the learning institutions are still grappling with. This paper examines the trends in entrepreneurship education worldwide and narrows down to Kenya in particular through analyzing documents. It collates various feelings of various authors and scholars and proposes its relevance to the entrepreneurship environment and creation of entrepreneurial culture. The paper concludes that entrepreneurship is key to development and economic performance and entrepreneurship education should be able to improve creativity, innovation, opportunity recognition and exploitation and new venture creation.

Key words: Entrepreneurship education, entrepreneurial culture, economic growth

**Analysis of Implementation of Strategic Plans in Institutions of Higher Learning in Kenya:
A Case of Moi University**

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Abstract

In recent years, strategic planning has gained fame in all sectors of the economy. Kenya's successive development plans since independence in 1963 to date emphasizes the centrality of regular participation in development activities. The purpose of this study was to analyze the implementation of strategic plans in Higher Learning Institutions in Kenya. The study was guided by the following research objectives: to establish how institutional factors influence implementation of strategic plans and to establish the effect of quality management systems in implementation of strategic planning. The study was modeled on the generalized classical theory of growth and stagnation. The study targeted a population of 14 Deans, 78 Heads of Department (HODs) in academics and 31 Heads of department in administration. Purposively all the deans were included in the study. Stratified random sampling and simple random sampling techniques were used to sample the HODs. The sample size constituted 14 deans and 23 HODs. Data was collected using self-administered structured questionnaires and interview schedules. Validity of the instruments was rated by the research experts whereas a pilot study and mock interviews were undertaken to determine the reliability of the instruments. Data collected was analyzed using descriptive statistics. The findings from the study showed that institutional factors in the university are not satisfactory and Quality Management Systems (QMS) were not fully efficient to facilitate effective strategic plan implementation. In regard to these findings the study recommends that the university to adequately build the capacity of all staff and provide feedback on quality management systems in order to implement its strategic plan effectively. These findings are of significant importance to the management of institutions of higher learning in that it has revealed gaps that ought to be filled to attain effective and efficient implementation of its strategic plan.

Key words: Strategic plans, institutional factors, Quality Management Systems

Relationship between Social Demographic Characteristics and Prevalence of Internalized Stigma among HIV Positive Students in Higher Institutions of Learning in Uasin Gishu County, Kenya

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Abstract

The purpose of the paper was to establish prevalence of internalized stigma among students living with Human Immunodeficiency Virus (HIV). The study assessed the current prevalence of levels of internalized stigma among students living with HIV in institutions of higher learning, the association of social demographic characteristics, health status, social supports, status disclosure and ARV adherence with internalizing stigma among HIV positive students. The study is informed by the PEN3 Model. Mixed-methods sequential explanatory design was adopted. The study target population was 33 HIV positive students drawn from higher learning institutions in Uasin Gishu County, Kenya. A census survey was used. Data of HIV positive students was obtained from counselor officers. Primary data was collected using questionnaires. Data was analyzed using descriptive statistics such as mean and frequencies. In addition, Pearson Correlation was used to test the hypotheses. Findings showed that there is high level of internalized stigma among HIV students in these institutions. Correlation results showed that parents' occupation, age, parents level of education, health status, social supports and ARV adherence were significantly correlated with internalizing stigma in HIV positive students. However, adherences to ARV and social support were negatively correlated with internalized stigma. Based on the study findings, collaborative efforts and policies are necessary to enhance effective interventions aimed at reducing internalized stigma in learning institutions, and for directing government and school-based policies and practices towards improving students with HIV right to education, empowerment and support.

Key words: Internalized Stigma, HIV, social demographic characteristics

The Relationship between Family Income Levels on Sexual Violence against Children and the Implication on Education Attainment

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Abstract

Sexual violence against children occurs in the home, school, and workplace. Urban areas are reported to provide a more fertile ground for various types of violence. The vice is highly prevalent for the youth both male and female. Guided by resource theory of violence which suggests a relationship between wealth and violence at household level, this paper examines the relationship between family income levels on sexual violence against children and the implication on education attainment. It used descriptive survey design, combining quantitative and qualitative approaches to provide in-depth data and to determine how relationships exist between economic variables and variables of sexual violence. The study population comprised of high school students, who were selected through random sampling at cluster level. The high school students bear strong implication for TVET access as prospective students. Findings exhibit sharp gender based variations in recognizing different forms of violence. Assessment of the prevalence levels of sexual violence show that more girls than boys are affected. Linear relationship between family income levels and violence prevalence rate further shows a strong correlation between the two variables. Holding income as the independent variable, while acts of violence as dependent variable, the association exhibits an inverse relation. The trend of this association sheds light on the impact the two variables have on educational outcomes at tertiary levels. Sexual abuse bears a negative impact on children's educational attainment, at different levels from primary through tertiary institutions. It is therefore necessary to enhance equity in education at TVET level ensuring proportionate financing to realize equal returns and address the challenge of sexual violence in learning institutions.

Key words: Gender, family income levels, sexual violence, education, TVET

The Dwindling of Physics as an Examination Subject in Secondary Schools in Garissa District

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Abstract

Physics as a subject is necessary for most technical courses. But the subject has been facing lack of preference from secondary school students who are expected to pursue technical courses after secondary education. The Kenya National Examinations Council requires that a student selects any two of three science subjects, or all the three, but most students choose Chemistry and Biology. This limits the student's chances of pursuing technical courses at higher levels. This study sought to determine the reasons for lack of preference of physics by secondary school students. A descriptive survey was conducted among 223 students in forms two and three in four public secondary schools in Garissa Town, all physics teachers, all Heads of Science Departments and the head teachers of all the four schools. Questionnaires and Focused Group Discussion (FGD) guides were used to conduct the survey on students while interview schedules were used to gather information from teachers, heads of science departments and school head teachers. Qualitative data was analysed by thematic discussion and content analysis, tabulation and triangulation, while quantitative data were analysed using descriptive statistical tools. The main finding of the study was that previous poor performance in physics affected student enrolment in the subject in subsequent years. School examination policies and subject selection criteria, both of which favoured biology and chemistry, greatly contributed to the attenuation of students opting for physics in secondary schools. Further, there was preferential treatment of Biology and Chemistry during procurement of practical facilities in schools, with very few physics equipment procured. The study recommends that all science subjects should be made compulsory as a KNEC policy so that all secondary school students study Physics, from where those who pass well can then opt to further their studies in the subject to higher levels. Further, Physics teachers should strive to ensure that the few students who register for the subject pass well so as to attract future students to register in it.

Key words: Physics, science, examinations