



Contribution of Industry Players in Transitioning Vocational Training Graduates to Employment in Turkana County, Kenya

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ABSTRACT

Technical, vocational education and training (TVET)'s primary goal is to provide young people with the necessary skills for either formal or informal work. Although it has been several years since VTCs were transferred to county governments, many graduates still struggle to find quality employment, especially in the first few years following graduation, highlighting the obvious labor market entry barriers for VTC graduates. The largest county in terms of area, Turkana County has very high adult illiteracy rates and only 50% of enrolled students have access to a basic primary education; according to Save the Children Organization, the county has been devastated by a protracted shortage of skilled workers who are both quantitatively and qualitatively competent. Therefore, in order to assist the County government in lowering the large number of youth loitering in the villages, TVET stakeholders must band together to assure the delivery of high-quality TVET training through the local VTCs. The goal of the study is to investigate the contribution of industry players in transitioning vocational training graduates to employment in Turkana County, Kenya. Human Capital theory was applied in the study. A census research strategy was used in the study since the target population was small and it is representative. 180 people were the intended audience, and participants included officers from TVETA, TVETCDACC, NITA, managers of vocational training centers in Turkana, representatives from the ILO, UNDP, and USAID, as well as graduates from VTCs in Turkana County. The various collaboration strategies served as the independent variables, and the transfer of VTC graduates into the workforce served as the dependent variable. The Kenyan constitution, TVET Acts and Policies, and VTC Training Quality are among the moderating variables. As additional research tools, questionnaires and interview schedules were used in the study to compile both qualitative and quantitative data. To understand the relationship between the variables, statistical methods such as frequencies, percentages, means, and standard deviations were used.

Keywords: Contribution, Employment, Graduate, Industry Players, Transitioning, Vocational Training

1. Introduction

Technical and vocational education and training (TVET) has attracted the attention of numerous researchers. Specifically, those who want to manage human resources in order to alleviate poverty, advance the economy, and fulfill the job aspirations of the working population. TVET is defined as "a range of learning experiences relevant to the world of work, and which may occur in various learning contexts, including training institutions and the workplace" (UNEVOC, 2006, p. 15). According to Stevens (2001), TVET includes programs that provide participants with the skills, information, and aptitudes they need to engage in productive work, adapt to rapidly changing industry needs and contemporary economic trends, and serve as accountable citizens in their communities. The economics of a location is improved by effective TVET training. It makes a constructive contribution to societal equality and decency. 39 40 Employment and income, as well as the eradication of poverty, are discussed in International Journal of Vocational Training and Training Vol. 17 No. 2 (Association for the Development of Training in Africa [ADEA], 2008). TVET has its ups and downs, despite its significance, which has been recognized.

The industry carries with it the "very rich" feature of innovation, enabling the VTCs to comprehend the current market demands and train in accordance with the industry gaps. According to Taylor (2006), "companies prefer hiring external skills and are Collaborations with the Industry for Successful Execution of TVET. In most cases, they hesitate to participate in an over-controlled and rigid structure" (p.328). Insufficient competent labor force, skills, and know-how negatively affect the industry's growth. However, the problem of significance is on what foundation the extent of provision of a competent labor force is established. Consultation with the industry is important in VTC practices at various stages to discover and foresee competence requirements in the future. The consultation allows training providers to realize the gap in providing training based on careers that vary frequently and permits companies to provide feedback into the program of TVET and regularly provides them a hiring means to appeal to competent employees (Hawley, 2006). The industry must be involved in designing partnership plans from the start. Specific consideration should be given to planning the buildup, growth, and organization of VTCs. Particularly, the industry should be involved in curriculum designing and assessment. Industry needs must be captured

in the training content to avoid having an outdated curriculum. The process of designing a curriculum must be flexible and define the gaps in society, and be molded to meet the needs of the industry. Courses should be adaptable to the trainees and industrial changes.

In particular, individual inputs like contributions and preservation of apparatus and successful training of practical and training-related resources concerned with bolstering the ability of VTCs require immediate help from key industry players. As TVET develops satisfactorily, the upkeep of the contributions is similarly important. The industry should be able to enhance the scale-up of resource needs in the initial phases as far as strategic partnerships are concerned.

The industry should actively supervise all TVET processes, not only requiring a competent labor force, delivering economic support, or employing trainees. This qualifies as the best way to train and provide skilled staffing. The industry should actively supervise all TVET processes, not only requiring a competent labor force, delivering economic support, or employing trainees.

1.1. Human Capital Theory serves as the theoretical foundation.

The Human Capital Theory, which other scholars have improved over time, was first discussed by Mincer (1958, 1962), Schultz (1960, 1961), Becker (1962), and Ben-Porath (1967). Training, like any other investment with its merits, has a cost and can be analyzed through the present value or the internal rate of return. Originally, Becker (1962) investigated the influence of income levels in an equal and healthy work environment. According to Apurva Sanghi (2016), Kenya should increase its spending on high-quality education to foster innovation, foster a fair business environment, and enhance the expansion of all economic sectors.

2. Methodology

2.1 Research Design

Because a census is representative of the entire population, this study adopted a census research design. Census was utilized because the target population was small; compared to survey research design, it is accurate and free from probability mistakes (Mugenda & Mugenda, 2003). It also records the thoughts, viewpoints, and experiences of all sample units, which aid in formulating study-based conclusions.

2.2. Study Location

All of the Turkana County's VTCs participated in this research project, together with all of the TVET stakeholders. There are 8 public and 1 private VTCs in Turkana County. The county is bordered to the north by South Sudan and Ethiopia, to the west by Uganda, and to the south by Marsabit, Samburu, Baringo, and West Pokot.

2.3. Target Population

The study population was comprised of 15 Officers from TVETA, 15 TVETCDACC Officers, 15 iNITA Officers, 8 Managers of County Vocational Training Centers in Turkana and 1 manager from a private VTC in Turkana County, 3 ILO Staff, 3 UNDP staff and 5 USAID representatives, and 114 graduates from VTCs in Turkana County.

Table 1: Target Population

GROUPS	SUMS
Turkana County VTCs graduates	114
ILO, USAID, UNDP & VTC representatives	20
TVET Corporations representatives	45
Total	179

The director of the Turkana County VTC and all the youth training officers in charge of the several sub-counties that make up the research area were also targeted by the study.

2.4. Sample Selection Procedure and Sample Size

The target population was chosen for the study as the sample size even though the study location was very large due to the size of the county and its dispersed population. For this investigation, there was no sample strategy used.

2.5. Sample Size

This matched the intended audience

Table 2: Sample Size

Respondents	Target Population	Sample size
Turkana County VTCs graduates	114	114
ILO, USAID, UNDP & VTC representatives	20	20
TVET Corporations representatives	45	45
County VTCs Director	1	1
Total	180	180

2.6. Research Instruments

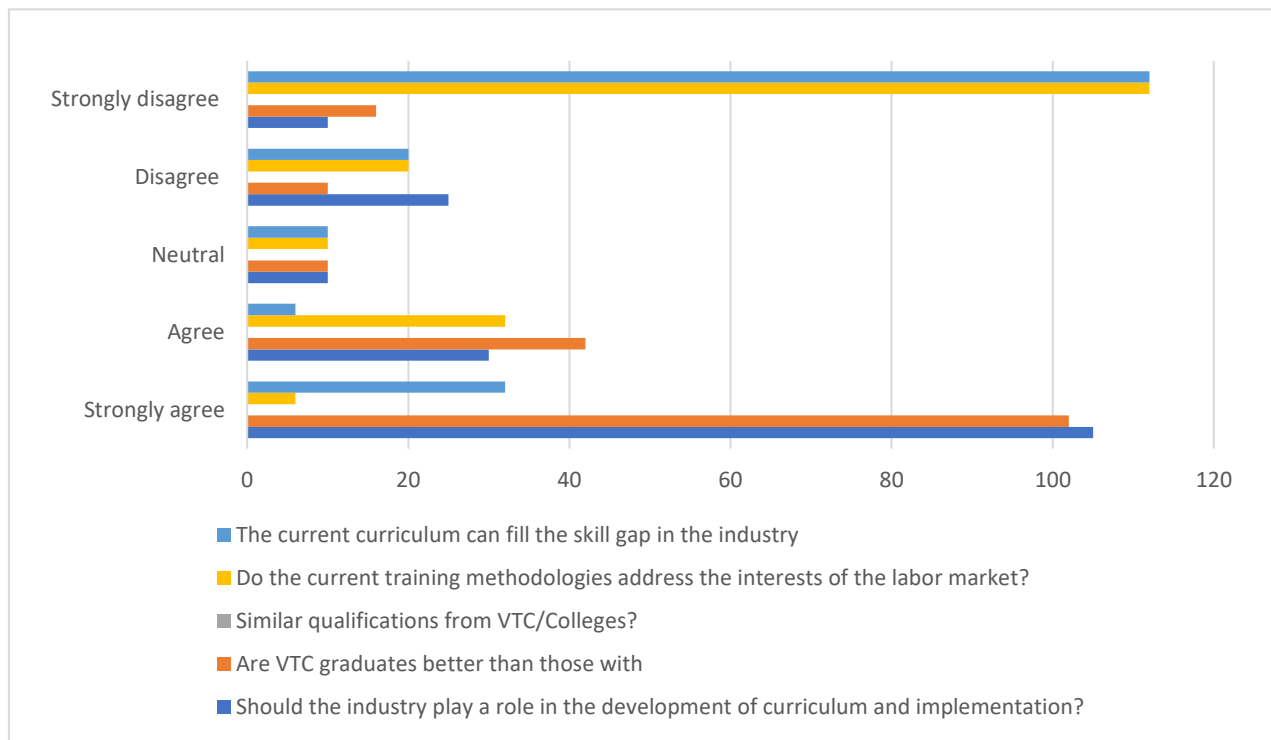
Data collection instruments are tools for gathering data from the respondents. The instruments used were questionnaires for Turkana County VTCs graduates and interview schedules for the regional County VTCs Director, TVET Corporations representatives and ILO, USAID, UNDP & VTC representatives.

3. Results and Discussion

Contribution of Industry Players in the Transition of Vocational Training Graduates to Employment

Table 1: What is the Contribution of Industry Players in Transitioning Vocational Training Graduates to Employment?

Statement	Strongly agree		Agree		Neutral		Disagree		Strongly disagree	
	F(%)		F(%)		F(%)		F(%)		F(%)	
Should the industry play a role in the development of curriculum and implementation?	105(58%)		30(17%)		10(6%)		25(14%)		10(6%)	
Are VTC graduates better than those with similar qualifications from VTC/Colleges?	102(57%)		42(23%)		10(6%)		10(6%)		16(9%)	
Do the current training methodologies address the interests of the labor market?	6(3%)		32(18%)		10(6%)		20(11%)		112(62%)	
The current curriculum can fill the skill gap in the industry	32(18%)		6(3%)		10(6%)		20(11%)		112(62%)	

Graph 1: What is the Contribution of Industry Players in Transitioning VTCs Graduates to Employment?

From Table 6 and the graph 1, 58.0% strongly agreed that the industry should play a great role in the curriculum development and implementation phase. 17.0% agreed that the should industry is critical in curriculum implementation and development. 14.0% held the contrary opinion. This meant that the industry was a key stakeholder in training and should form part of the training process to produce quality graduates who could fit perfectly into the work world. From the same Table, the majority of respondents, 102(57%), strongly agreed that VTC graduates are better than their colleagues with similar qualifications from the VTC/college. 42(23.0%) agreed they would prefer VTC graduates to those from colleges. In contrast, 16(9%) held the contrary opinion. Regarding the current training methodologies and whether they help address industry needs, 112(62.0%) and 6(3.0%) strongly disagreed and strongly agreed, respectively. The current methodologies of delivering training do not perfectly address the gap of transition of graduates to the world of work. 32(18.0%) of the respondents strongly agreed that the curriculum had addressed the skill gap needed in the industry. 112(62.0%) strongly disagreed. This meant that the current curriculum needed some changes done collaboratively by all the relevant stakeholders to meet the needs of the industry. Many concerns have been raised on the abilities hole, for instance, comparable to educational programs plan that is creation driven, considering staff insight, interests, and accessibility, instead of fundamentally preparing graduates for the world of work. (Mbise, 2016). The industry has expressed dissatisfaction with the current skill-gap and the need for developing a curriculum that is production oriented, according to employees' years od service and welfare and convenience, instead of producing graduates who rely on employment. (Mbise 2016). This issue has been connected to the fact that most current programs in local VTCs are not accustomed to ensuring that they integrate the industry in every phase and therefore do not expose trainees to real experiences. For instance, the design of curricula and syllabi for most institutions in Kenya reflects passing examinations in which a student is required to complete a question paper after every stage. (Anderson, 2017; Kalufya & Mwakajinga, 2016; Ndyali, 2016). This outmoded testing method cannot fully measure a trainee's ability to pursue academic or hands-on skills in real-life conditions. As a result, many TVET stakeholders still hold that current education is insufficiently designed to expose individuals to a highly competitive labor market. (Mwita, 2018). The largest difficulty that practically all Kenyan institutions face is a lack of appropriate funds and competent personnel resources. Most academic and non-academic personnel have a low profile. The situation is worse for private colleges, which lack personnel, physical resources, budgetary resources, and instructional facilities. Therefore, inadequacies in both economic and human resources seem to have reduced value; thus, VTCs graduates cannot accomplish their job, so joblessness remains to grow at an extraordinary rate. (Makulilo, 2012). One more difficulty is management and governance in VTCs. The most important aspects of boosting graduation quality are VTC governance. Administration and county government's policies, financing, the capacity to concentrate constantly on a defined strategic plan and policies, the creation of a reliable and sTable academic culture, and the quality of the academic staff are some of the noticeable features of successful VTCs in other counties in the country. (Jaramillo & Hafedh Zaafrane, 2014, p. 9).

Conclusions

Based on the study's findings, it was determined that the likelihood that VTC students employability in Turkana County, as well as industry players' contributions have a statistically significant impact on this intention.

Recommendations

This recommendation was made based on the study's results and conclusions. The legislative and legal structure of the employment/training system should be comprehensive and customized to the system's needs, linked between training and employment and established in conjunction with social partners.

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