

THE ROLE OF TECHNICAL AND VOCATIONAL EDUCATION TRAINING IN ENTREPRENEURIAL DEVELOPMENT IN SOUTH RIFT REGION, KENYA

¹Cheruiyot David Gideon, ²Dr. Patricia Chepkwony, ³Dr. Williter Rop

University of Kabianga

Abstract: Technical and vocational education training (TVET) provides knowledge and skills for employment which sharpens human skills and improves quality, productivity, innovation and efficiency. The major challenges in the Kenyan TVET system is lack of quality training, none utilization of innovation techniques, not performing practical experiments and also not using information communication technology fully for entrepreneurial skills development. In the South Rift region, adequate quality training, practical entrepreneurship curriculum, attitude towards entrepreneurship through innovation and regular use of ICT knowledge has not been evaluated with the policies, lacking practical approaches towards this gap. The objectives of the study were; to determine TVET quality training effect on student's entrepreneurial development; to assess TVET innovation effect on respondents' entrepreneurial development and to evaluate TVET use of ICT knowledge impact on student's entrepreneurial development. The significance of the study was that TVET could acquire entrepreneurship knowledge by use of information and communication technology by use of e-learning, networking and digital learning for global exposure which leads to knowledge-based economy. The study was based on the neo-classical theory, the innovative theory, and the alert theory of entrepreneurship. The study employed descriptive design in which a sample of 384 respondents was drawn from a total population of 10000. Structured questionnaires were used in collection of data. Validity was assured by seeking expert opinion in order to reduce questionnaire ambiguity before development of the final tools. A test re-test was done by piloting the research instrument in Bureti Technical Institute in Kericho County where Cronbach coefficient of 0.846 was obtained. The collected data were analyzed both qualitatively and quantitatively by use of questionnaires. The study concludes that; TVET quality training, innovative skills and ICT knowledge impact on student's entrepreneurial skills development and practical skills. The study recommends that it is TVET institution should improve on its ICT infrastructure since it reduces the cost of operation and that they should collaborate through public private partnership so as to enhance the quality of their graduates.

Keywords: Quality, Technical Training, Entrepreneurial Development.

1. INTRODUCTION

1.1 Background of the Study

Technical and Vocational Education and Training (TVET) is education and training which provides knowledge and skills for employment. Entrepreneurial development is defined basically as the process of improving the skills set as well as the knowledge of the student's entrepreneurs. This can be done through various methods such as classrooms sessions or training programmes especially designed to increase entrepreneurial acumen. Entrepreneurial is the mean of enhancing the knowledge and skills of entrepreneurial through several classroom coaching, programs and training. This entrepreneurial development process helps new institutions or firms or ventures get better in achieving their goals, improve training/business and the nation's economy. TVET uses formal, non-formal and informal learning. TVET is recognized to be a crucial vehicle for social equity, inclusion and sustainable development. The TVET in most of the Developing Countries is expected to play two crucial roles in the national sustainable development (social, economical and environmental) to provide training opportunities and career advancement avenues for the increased school leavers (Kamau, 2013)

Entrepreneurial development is defined basically as the process of improving the skills set as well the knowledge of the student's entrepreneurs. This can be done through various methods such as classrooms sessions or training programmes especially designed to increase entrepreneurial acumen. One of the first efforts to move in the new direction to entrepreneurial development in Kenya involved introducing entrepreneurship education into all technical training institutions in the country. The ongoing reforms of the technical and vocational training stand to put Kenya in a class of its own in skills training and job creation. The changes are a culmination of comprehensive reforms of the TVET that have been ongoing for more than ten years. The Government of Kenya and other stakeholders will come to acknowledge TVET as key component of the strategy for hastening the pace of industrialization. The countries that industrialized earlier than Kenya like Singapore and Malaysia, despite being in the same level of development with Kenya barely three decades ago, have TVET as pivotal in the realization of their industrialization using entrepreneurship behaviours.

TVET in South Rift counties that is, Bomet and Narok need to undertake a culture of innovation which will be going to flourish and of which the ripple effect will be felt in all the industrial sectors, (Rono, 2017). The solutions to the problem are to make teaching efficient and effective following practical entrepreneurship training and practices. To address this, the necessary tools for matching training skills to the needs of the ever evolving labour market have been put in place. Even more importantly, they are ensuring that those skills and available labour is well suited for manufacturing, industrialization and the service sector, transport, financial and other anchors for rapid growth.

TVET are not well equipped as they lack infrastructure and most of them are in remote areas. There are low student populations as they don't see the benefit of TVET (Tarno, 2017). Most of the TVET offer short courses such as artisan, certificate and a few for Diplomas. As most of the trainees are KCPE holders and form four drop outs with a pass for most of them are of grade D minus, D plain. Tutors are hesitant to work in remote areas as they take the places as unsafe working environment.

1.2 Statement of the Problem

Technical and Vocational Education and Training (TVET) provides knowledge and skills for employment since it sharpens human characteristics which increases quality productivity, innovation and efficiency so as to effectively manage or establish an enterprise. TVETs in south rift (Bomet, Narok and Kericho) lack demand – driven oriented training. TVET lack linkages with industries and also the principal and tutors are not double qualified that is in academic qualification and practical skills which are key towards industrial development. Training in TVET lack competency based curriculum implementation that is they lack a good curriculum system towards academic learning and practical skills incorporated in the curriculum. They lack constant reformation of curriculum towards entrepreneurship education. TVETs are not all inclusive in the curriculum systems which are tailored to meet special needs of participants. Most TVETs lack continuous innovation improvement thus little innovative apprenticeship practices of which trainers and trainees not linked to industries. TVET lacks cost effective model as they are not conversant in entrepreneurial mindset and they lack leadership on social entrepreneurial where they should be change agents in society. Lastly I can briefly sum up all the problems as follows, lack of paradigm shift in the TVET system by an overhaul in operations; lack of effective online learning or digital learning; lack of effective digital networking; lack of digitizing production of goods and services; lack of internet accessibility for sourcing knowledge; lack of innovative skills culture and lack of ICT infrastructure in TVET of which there is little entrepreneurial development practise in South rift region. The TVET leadership should adapt social entrepreneurship techniques where they were agents of the change; they should be instrumental in critical thinking with entrepreneurial mind set. They should do constant reformation curriculum as per the continuous innovation improvement in the TVET. All the classroom learning and training to use open and distant learning, digital networking and internet as a source of knowledge.

2. QUALITY TRAINING IN TVET FOR ENTREPRENEURIAL DEVELOPMENT

Quality in TVET education is by use of Total quality management which covers a very wide area. It covers all the functions and activities within TVET institutions which include the intake of students, learning processes and the whole period of training to the graduation time. TVET success, is only through quality training undergoes from the beginning so as to be accommodated in the job market in the county, National and globally. The TVET principal must have qualification both administrative and pedagogical level Shuria (2015). He must be conversant with technical training and practices a result-based form of management. TVET management must work closely with the staff to know the objectives, goals and thus engage them fully in the quality training process.

The efficacy levels are the ability to produce a desired or intended result through efficiency and effectiveness. The quality of skills productivity is by a measure of the rate at which output flows from the use of a given amount of in-put. It is measured by expressing output as a rate to a selected input such as labour and capital productivity, Mwengi (2009). According to Mwengi (2009), TVET institution in Kenya institution have recently been upheld as key economic drivers and societal game- changes by their virtual of providing the market the right technical skills required in the major industries in the country such as the manufacturing industry and construction industry. The findings reveal that leadership influences the strategic direction, decision making and employee involvement. It concluded the leadership to intellectual stimulation and aspiration, motivation towards effective operation of the organization with low staff turnover. Quality can be achieved by use of Technical entrepreneurship, as this is when TVET links all aspects of technology onto corporate strategy. This refers to creation of a new business based on exploiting of a technological innovation or the expansion of an existing business through the acquisition marshalling of resources or through a spin off from the parent TVET College to set the small venture at arms length. Technical entrepreneurship is the most powerful way for a college or a country/country to achieve true self- reliance and sustainable entrepreneurial development. |

The vast majority of the TVET in the nation offer multiyear summed up confirmation courses in customary training, for example, Civil, Electrical and Mechanical Engineering. Amid the most recent two decades numerous polytechnics began offering courses in different teachings, for example, Electronics, Computer Science, Medical Lab innovation, Hospital Engineering, Architectural Assistantship and so forth. Likewise, many single innovation foundations are additionally offering confirmation programs in territories like Leather Technology, Sugar Technology, and Printing Technology and so on. Numerous certificate programs are additionally being offered only for ladies in Women's Polytechnics, for example, in Garment Technology, Beauty Culture and Textile Design. Polytechnics are intended to give aptitudes after class X and the term of confirmation programs is 3 years, which implies, the learner winds up employable at 19 years old years. Polytechnics are additionally offering post certificate and propelled recognition projects of 1-2 years term in various specializations Mwengi (2009).

The point of the polytechnic training is to make a pool of expertise based labor to help shop floor and field activities as a center dimension connect among professionals and architects. The pass-outs of Diploma level Institutions in Engineering and Technology assume a critical job in overseeing shop-floor tasks Mwengi (2009). Further it is a set up that little and medium Industry want to utilize Diploma Holders in light of their exceptional aptitudes in perusing and translating illustrations, evaluating, costing and charging, supervision, estimation, testing, fix, support and so forth. —Kenya as stated earlier, has a high population which is youthful and obviously, the government cannot create jobs for all of them; the private sector if provided with a conducive environment will go a long way in reducing this number but our aim is for the attainment of a middle income status for the Kenyan population by 2030 as per Kenya's economic blueprint.

TVET should also support women and people living with disabilities adequately as their contribution cannot be down played, in this regard, unique opportunities should be created for women entrepreneurs/disable entrepreneurs to network economically and provide growth for them Koellinger (2012). About 50 years ago, Abraham Maslow nailed it when he said that, good managers and good enterprises and good products and good communities and good states are all conditions of one another. As a principle of hierarchy theory of human needs that is physiological needs, security needs, belongingness and love needs, esteem needs, cognitive needs, aesthetic needs, self-actualization and self-fulfillment.

3. RESEARCH DESIGN

The research design employed in this study was descriptive research design. The study surveyed TVETs for entrepreneurial development in South Rift region. Descriptive design was very useful in that it exposed the problem through measuring each variable based on the independence of the respondents, hence giving accurate information about the phenomenon. It had the ability of using both descriptive and inferential statistics hence gave reliable and accurate statistical interpretation. The study was done in TVET institutions of South Rift region in Kenya. The sample populations for the research were the principals, tutors and students of TVET who totals up to 64 respondents. The data was obtained through the use of structured questionnaires.

4. FINDINGS AND DISCUSSIONS

Table 1: Quality Training and entrepreneurial skills development.

Statement	SD	D	N	A	SA	N	Min	Max	Mean	Std. Dev
TVET institutions provide respondents with quality training in their respective areas of specialization with usable skills for entrepreneurial development through GoK entrepreneurial support	10	33	38	185	118	384	1	5	3.34	1.52
	(2.6%)	(8.6%)	(9.9%)	(48.2%)	(30.7%)					
TVET institutions adopt and induce young scholars with research and development skills which is transferable to entrepreneurial development through GoK entrepreneurial support	7	29	32	186	130	384	1	5	3.58	1.54
	(1.8%)	(7.6%)	(8.3%)	(48.5%)	(33.8%)					
TVET institutions instill learners with knowledge with technical skills using the right curriculum for entrepreneurial development through GoK entrepreneurial support	7	29	25	202	121	384	1	5	3.62	1.54
	(1.8%)	(7.6%)	(6.5%)	(52.5%)	(31.4%)					
TVET institutions use creativity and innovation teaching methodology for entrepreneurial development skills through GoK entrepreneurial support	3	29	28	189	135	384	1	5	3.45	1.53
	(0.8%)	(7.6%)	(7.3%)	(49.2%)	(35.2%)					
TVET institutions enable learners get usable skills for job creation and self-employment on entrepreneurial development through GoK entrepreneurial support	7	29	39	183	126	384	1	5	3.67	1.51
	(1.8%)	(7.5%)	(10.1%)	(47.5%)	(32.7%)					

Table 4.6 reveals that majority of the respondents who were 303 (78.9%) agreed that TVET institutions provide respondents with quality training in their respective areas of specialization with usable skills for entrepreneurial development. The respondents who were 43 (11.2%) disagreed while 38 (9.9%) of the respondents were undecided. The mean for the findings was 3.34 and the standard deviation was 1.52 which implies that TVET institutions provide respondents with quality training in their respective areas of specialization with usable skills for entrepreneurial development. Majority of the respondents who were 316 (82.3%) agreed that TVET institutions adopt and induce young scholars with research and development skills which is transferable to entrepreneurial development. Respondents who were 36 (9.4%) disagreed and 32 (8.3%) respondents were undecided. The mean of 3.58 and the standard deviation of 1.54 imply that those TVET institutions adopt and induce young scholars with research and development which is transferable skills on entrepreneurial development. Respondents who were 323 (83.9%) agreed that TVET institutions instill learners with knowledge with technical skills using the right curriculum for entrepreneurial development while respondents who were 36 (0.4%) disagreed and 25 (6.5%) of the respondents were undecided. The findings of mean were 3.62 and the standard deviation was 1.54 which imply that TVET institutions instill learners with knowledge with technical and usable skills using the right curriculum for entrepreneurial development. TVET institutions use creativity and innovation teaching methodology for entrepreneurial development skills; this is true since majority of the respondents who were 324 (84.4%). Respondents who were 32 (8.4%) disagreed while 28 (7.3%) were undecided. The mean findings of 3.45 and a standard deviation of 1.53 implies that TVET institutions use creativity and innovation teaching methodology for usable skills on entrepreneurial development. Majority of the respondents who were 309 (80.2%) agreed that TVET institutions enable learners get usable skills for job creation and self-employment on entrepreneurial development. The respondents who were 36 (9.3%) disagreed while 39 (10.1%) of the respondents were undecided. The mean findings of 3.67 and the standard deviation of 1.51 implies that TVET institutions enable learners get usable skills for job creation and self-employment on entrepreneurial development.

Table 2: Model Summary Using SPSS Version 24

Variable	N of Items	Reliability value
Quality Training	5	0.875
Innovative skills	5	0.867
ICT usage	5	0.795
Average	21	0.846

Source: Research Data (2022)

According to (Mugenda & Mugenda, 2014) reliability has to do with the quality of measurements. Reliability was assessed using Cronbach Apha. According to Creswell 10% of the sample size should be selected for pilot test. Bureti Technical Training Institute was chosen by the researcher for piloting because it had similar characteristics with the target population. Data from the pilot study was analyzed where a Cronbach alpha coefficient value of 0.876 in all the variables was achieved as shown in Table 3.3. This indicated that the research instrument was reliable (Cohen, Manion and Morrison, 2005).

5. RECOMMENDATION

The study recommends that TVET institutions should provide quality training; induce young scholars with research and development skills; instill learners with technical knowledge, creativity and innovation usable skills for job creation and self-employment. The study recommends that TVET institution should provide a culture of continuous innovation on usable skills; provide learners with varied products innovations by adopting new processes for developing quality goods and services through use of re-engineering methods in all processes towards entrepreneurial development. The study recommends that TVET institutions should utilize ICT for critical thinking; adopt ICT policies in curriculum delivery; improve ICT infrastructure in TVET institutions so as to reduce on costs of training and should do collaboration and exchange of ideas through public private partnership linkages so as to strengthen entrepreneurial development.

5.5 Suggestion for Further Studies

Future research could expand the scope of the study and underscore the effects of the research variables individually to deepen knowledge in other government institution such as Universities, research and development centres in the field of entrepreneurial education.

As a result TVET institution can have the ability to spot opportunities arising from change to innovate which were the two most important of distinguishing features of the entrepreneurs. Innovation is regarded as the prime tool used to create or exploit opportunities in organization to grow, they must innovate or die. Creativity contributes to innovation; and is part of the process of innovation. TVET institution must adopt the generation acceptance and implementation of new idea process, product and services which involve creative use as well as original invention, innovation is the process of applying and disseminating new products ideas and institutional changes through TVET and society.

It is necessary for the government to allocate more funds to research to our TVET colleges as-away of improving learning strict standards since in a rapidly changing world, nothing which can be achieved without research studies.

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