EFFECT OF CURRICULUM COMPONENTS ON QUALITY OF FOOD AND BEVERAGE TRAINING IN TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING INSTITUTIONS IN WESTERN REGION, KENYA

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DECLARATION

DECLARATION BY THE STUDENT

This thesis is my original work and has not been submitted for any academic award in any institution; and shall not been reproduced in part or full, or in any format without prior written permission from the author and/ or University of Eldoret.

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DEDICATION

This thesis is dedicated to my mum Mrs. Rachel Muge and sister Joyce Muge for their prayers and support.

ABSTRACT

The graduates from Technical and Vocational Education and Training Institutions (TVET), are not always absorbed into the hospitality industry. This study sought to establish the effects of curriculum components on quality of Food and Beverage training at selected TVET institutions in Western region of Kenya. The study's main objective was to establish the effect selected curriculum components have on the quality of Food and Beverage training in TVET institutions. The specific objectives of the study were to establish the effect of curriculum content, perceptions, availability of teaching resources and management support on quality of Food and Beverage training at selected TVET institutions in Western region of Kenya. The study was informed by human capital theory. The study adopted a descriptive survey design. The target population was a total of 327 respondents, 300 of whom were trainees while 27 were trainers. Sample size was 180 respondents included 21 trainers and 159 trainees. The study then used stratified, simple random sampling, purposive sampling technique to select respondents. A questionnaire for trainers and trainees was used in data collection. Expert judgement was used to validate the instruments and Cronbach alpha coefficient was used to determine reliability. Data was analysed using descriptive and inferential analysis. Data was presented in form of tables. From the regression model, is (R^2 = .767) showing that curriculum components accounted for (76.7%) variation in quality of Food and Beverage training. There was a significant effect of curriculum content (β_1=0.131), availability of teaching and learning resources (β_3=0.202), respondents perceptions (β_2= -0.076) and management support (β_4=0.202) on quality of Food and Beverage training at selected TVET institutions in Western region of Kenya. The curriculum content, availability of teaching and learning resources and management support had positive influence the quality of Food and Beverage training. The study recommends that there is need for TVET institutions to restructure their programmes to be receptive to the needs of the job market, especially the industry's ever-changing needs. The government should provide more funding to TVET institutions for construction of laboratories.

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LIST OF ABBREVIATIONS ACRONYMS AND SYMBOLS

EFA	Education for All
ILO	International Labour Organization
KESSP	Kenya Education Sector Support Programme
KICD	Kenya Institute of Curriculum Development
KIE	Kenya Institute of Education (Now KICD)
MOEST	Ministry of Education, Science and Technology
MOHEST	Ministry of Higher Education, Science and Technology
TTIs	Technical Training Institutes
TVET	Technical and Vocational Education and Training
UNESCO	United Nations Educational, Scientific and Cultural Organization
VET	Vocational Education and Training
VTCs	Vocational Training Centres
WB	World Bank
YPs	Youth Polytechnics

OPERATIONAL DEFINITION OF TERMS

Curriculum content: Food and Beverage course program of study at TVET institutions

Instructional Resources: refer to materials necessary for learners TVET institutions to learn effectively. Refers to teaching and learning materials that may facilitate inclusion.

Management Support: Refer to extra assistance provided to TVET institutions in education to adjust to the environment and activities in order to overcome barriers to learning.

Middle level workforce: refers to employees or self-employed middle level cadre workers with requisite skills, knowledge, attitude and values needed for the place of work in order to enhance productivity, stimulate competitiveness and bring about economic development.

Public TVET: refers to post-secondary middle level technical institutions which is developed, equipped and provided with staff from public funds by the government, parents and communities.

Quality of training: Training in Food and Beverage at TIVET institutions that meets the current and future needs of the trainees and the job market

Technical education: refers structured system aimed at providing recipients with the necessary knowledge and skills to perform practical and industrial tasks.

Technical: refers to practical, mechanical, arts or the applied sciences of acquire skills for world of work.

Trainees: Students pursuing Food and Beverage programs in TVET institutions

TVET: Technical Vocational Education and Training institutions in Western region of Kenya that offer Food and Beverage programs

Vocational training: refers System which aim at providing the recipients with the necessary knowledge and skills to exercise a profession in order to be integrated in the labor market.

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CHAPTER ONE

INTRODUCTION

1.1 Overview

This chapter presents the background information, statement of the problem, purpose of the study, research objectives and hypotheses, justification of the study, limitations and assumptions of the study. It also outlines the theoretical framework and conceptual framework that guided the study and operational definition of terms.

1.2 Background Information

Tourism is a developing industry in most emerging economies and the Government of Kenya has recognized its significance as a major revenue generator if managed appropriately. In order to improve the overall performance of the industry, training in tourism industry must be taken seriously as a major pillar for advancing the development of the industry (Department of National Planning and Monitoring, 2009, 2010a, 2010b). The tourism industry is characterized by the diversity of its labour force and variations in the purpose, size, ownership and demands of the enterprises that comprise it. The only real point of homogeneity is service delivery to customers and the need to manage workers in such a way that they provide a quality service (Nickson, 2007).

Globally, the focus today is on strengthening quality assurance at all levels. There is currently a strong move in many countries towards having rigorous, internationally recognized TVET quality assurance process. Many countries have initiated steps for establishment of quality assurance mechanisms keeping in view the provision of TVET. This initiative is tied to the reforms in TVET sweeping round the globe

(Kingombe, 2011). Quality Assurance (QA) is a generic term that can mean different things in different national and regional contexts.

With respect to education, African Union (2007) stated that quality is a multidimensional concept, embracing all functions and activities of education system, including teaching and academic programmes, research and scholarship, staffing, students, buildings, facilities, equipment, services to the community, academic environment; taking into account national cultural values and circumstances and international dimensions such as exchange of knowledge, interactive networking, mobility of teachers and students, and international research projects.

Similarly, Oyebade, Oladpo and Adetoro (2012) opined that quality in education may be considered on the basis of how good and efficient the teachers are; how adequate and accessible the facilities and materials needed for effective teaching and learning are; and how prepared the graduates are for meeting the challenges of life and for solving the social problems. In TVET, quality is directly related to the achievement of the learning outcomes (knowledge, skills and competence achieved at the end of the learning process) that fulfils the key stakeholders' expectations: - students, parents, employers and community in general.

Continuous enhancement of the quality of TVET system is a key priority to any nation that desires to reap the benefits of this all-important aspect of education system. In order to ensure quality in TVET, it is essential to establish quality assurance (QA) frameworks applying to all aspect of TVET. Quality assurance as applied in education refer to all forms of internal and external quality monitoring, evaluation or review or the systematic review of educational programmes to ensure

that acceptable standards of education, scholarship and infrastructure are being maintained (African Union, 2007).

According to Tuck (2007) quality assurance in education is the process and procedures for ensuring that qualifications, assessment and programme delivery meet certain standards. Quality assurance in TVET is the systematic management and assessment procedures adopted by an educational institution or system to monitor performance and to ensure achievement of quality outputs or improved quality (Majumdar et al., 2010).

The accommodation and the food and drink sectors, in particular are not attractive as career pathways because they employ mostly low-skilled and unskilled people, whereas travel agencies, tour operators, transport companies, regional tourism companies and large hotels seem to have a better image (Riley, 2011). This notion is supported by Zampoukos and Ioannides's (2011) study which revealed that majority of the people working in the tourism and hospitality industry are mainly low-skilled and unskilled, giving opportunities for employers in the industry to take advantage of their low skills base and offer very low pay. These conditions support the image of the hospitality sector as being comprised of low-paid, unskilled and low-skilled jobs, often temporary or part time in nature (Baum, 2006; Nickson, 2007; Riley, 2011; Zampoukos & Ioannides, 2011).

While, college education including vocational degree programs' are believed to provide trainees with a general knowledge base and supply the industry with skilled employees (Kay & Russette, 2000), many workers in the industry do not participate in formal training or obtain college degrees. Raybould and Wilkins (2005) reported that hospitality industry professionals expect degree programs to equip trainees with the

skill sets to transition smoothly into the workplace. Employers in the hospitality industry have expressed a concern over the number of trainees that enter the workplace as management trainees who fail to make a smooth transition from school to the workplace (Ricci, 2005). While the hospitality industry professionals consistently express concern that higher education programs do not provide trainees with the requisite skill set to be successful in the industry, recent research shows a fluctuation in the perceptions of the value of a college degree.

According to the Bureau of Labor trainees in hospitality and lodging who have a college degree can expect better job opportunities (U.S. Bureau of Labor Statistics, 2008). Also Food and Beverage workers with a college degree can expect advancement to better positions than those without a college degree (Raybould & Wilkins, 2005). However, some research studies indicate that the skills leading to career success of new managers in the hospitality industry are not always acquired through a formal education program, sometimes resulting in the de-valuing of hospitality education programs (Alexander, 2007). Other research indicates that there is a need for higher education because it provides trainees with the necessary information technology skills that the industry thrives on today (Raybould & Wilkins, 2005).

In many African countries, public TVET institutions have not been able to attract many students. Commonwealth of learning (2001) notes that many parents believe that only a university education will offer their children the opportunity to acquire a good job. These countries are unable to attract enough people to train in TVET since it is perceived to involve manual labour, is dangerous, dirty and difficult. According to Atchoarena and Esquieu (2002) public TVET institutions continue to attract a great

deal of criticism for being unable to train skilled workers to meet the requirements of enterprises and being extremely costly. Often, the graduate of these institutions joins the ranks of the unemployment, an indication that the training provided did not match the jobs available.

A study by ILO (2001) on Kenya's hospitality industry indicates that, about 64 percent of jobs are either semi-skilled or unskilled. This comprises of about 6 percent in managerial, 8 percent in supervisory, 22 percent with craft while the remaining are unskilled. The, low skills profile of jobs result to low status, low pay and poor working conditions in the tourism and hospitality industry. Managers in the hospitality industry value practical and operational skills as well as on-job training, which may be acquired easily within the workplace.

Furthermore, the study also reports that formal qualification from new entrants is not highly regarded within the hospitality industry and concludes that jobs being unskilled or semi-skilled may be attributable to the circular logic used rather than empirical measurement of the skills requirement of tourism and hospitality jobs (ILO, 2001). The Government has urged tourism stakeholders to invest more in both human and physical resources to enhance the industry's development (Department of National Planning and Monitoring, 2009, 2010b). Part of this investment by stakeholders must be on human resource development which is an essential contributor to the overall growth of the industry.

The curriculum offered by the public TVET institutions in Kenya is designed and developed by the Kenya Institute of Education (KIE). In addition, KIE coordinates and facilitates various subcommittees by serving as a secretariat for curriculum development and providing logistical support (Kenya Institute of Education KIE],

2006). Several private TVET establishments offer externally based curricula (mostly British and American), particularly in courses where an internally designed curriculum is missing or is inadequate (Nyerere, 2009). In addition, KIE notes that while such a curriculum is usually cost-effective, it is sometimes found to be of a lower quality and often fails to meet Kenya-specific training needs. The lack of an all-inclusive national training structure to monitor the many TVET institutions leads to institutions following different syllabi that are influenced by the origin, industry demands and reputation of the examining body (Ngerechi, 2003).

Trend of performance in Sigalagala shows improvement in all 3 programs from 2016 to 2017 while in Shamberere shows a drop in all 3 programs with diploma having the highest drop in the region, Kisiwa had 100% in artisan, slight increase in certificate and dropped in diploma and Bumbe improved in all programs though did not attain 100% pass. All 5-institution failed to achieve 100% in certificate and diploma programs. Most of the institutions got 100% pass in Artisan program except for Shamberere Therefore, the study seeks to establish effects of curriculum components on quality of Food and Beverage training in the selected technical vocational education and training institutions in Western Region, Kenya. Trainees' performance in Food and Beverage courses has not been quite encouraging.

The main actors to quality assurance in TVET are; teachers, the commission for quality assurance and evaluation, school management, school inspectorate, and community. It can be simply put that any activity that is concerned with assessing and improving the merit or the worth of an intervention in the field of TVET or its compliance with given standards constitutes quality assurance. Despite the various interventions to ensure that Food and Beverage graduates from TVET institutions are

well equipped with the requisite practical skills for the job market and the campaign about the benefits of technical and vocational education. There have been limited studies on quality of Food and Beverage training at selected technical and vocational education and training institutions.

1.3 Statement of the Problem

Trainees in TVET intuitions need to have skills that match the demand in the world of work. The best way of tailoring the courses to the industry demands is through imparting relevant skills. One area that has consumed a large number of graduates from the technical institutions is the hospitality industry. Food and Beverage training has become a common phenomenon in tourism, leisure and hotel industry. In previous studies on problems, challenges and solutions collected in the hospitality industry was that trainees who are trained in TVET institutions complain about not being able to fit in the industry after graduation. The performance of hospitality trainees may also have contributed to the state of affairs in the course has not been quite encouraging.

Technical skills form the basis for the realization of industrial transformation and a meaningful quest for Kenya's Vision 2030. However, there is a discrepancy between the skills offered through TVET and the needs of the job market. It has been reported that training facilities used by TVET institutions are inferior to facilities used in industries and business organizations. Various strategies have been put in place to tackle the challenges of quality assurance in TVET in different countries.

In Kenya where quality of TVET is reported to have been marred by several challenges. Quality training is aimed at remedying all aspects of educational programme which include; facilities, instructional materials, teaching and learning

processes, examination, school environment and human resources. A situation where indicators and indices of quality assurance may pose as obstacles, need to be addressed and therefore informed this study. The study, therefore, sought to establish the curriculum components of quality Food and Beverage training in order to establish strategies that may improve the prevailing situation.

1.4 Purpose of Study

The purpose of this study was to investigate the effect of curriculum components on quality of Food and Beverage training at selected technical and vocational education and training institutions in Western region, Kenya

1.5 Research Objectives

1.5.1 Main Research Objective

The main objective of this study was to establish the effects of curriculum components on quality of Food and Beverage training in TVET institutions in Western region of Kenya.

1.5.2 Specific Research Objectives

The study was guided by the following specific objectives;

i. To establish the effect of curriculum content on quality of Food and Beverage training in selected TVET institutions in Western region of Kenya.

ii. To assess the effect of respondents perceptions towards the quality of Food and Beverage training at selected TVET institutions in Western region of Kenya

iii. To investigate the effect of teaching and learning resources on quality of Food and Beverage training at selected TVET institutions in Western region of Kenya.

iv. To evaluate the effect of management support on quality of Food and Beverage training at selected TVET institutions in Western region of Kenya.

1.6 Research Hypotheses

H_{o1}: Curriculum content has no significant effect on quality of Food and Beverage training in selected TVET institutions in Western region of Kenya.

H_{o2}: Respondents perceptions have no significant effect on quality of Food and Beverage training at selected TVET institutions in Western region of Kenya

H_{o3}: Availability of teaching and learning resources has no significant effect on the quality of Food and Beverage training at selected TVET institutions in Western region of Kenya.

H_{o4}: Management support has no significant effect on quality of Food and Beverage training at selected TVET institutions in Western region of Kenya.

1.7 Justification of the Study

TVET in countries that have witnessed significant economic transformation has had dynamic industry-institution linkages. This has not been the case in Kenya, as TVET sector has weak linkages with industry. Since the ultimate objective of TVET is employability and employment promotion. Therefore, it is necessary to link training direct to needs of the labour market by providing mechanisms for evaluating the current and future demand, VET must thus be relevant and be demand driven rather than supply driven as a stand-alone activity (Republic of Kenya, Sesional paper no.14

2012). Technical Education is seen as a fundamental element of Kenya's new vision 2030 which aims at a globally competitive and prosperous nation with a higher quality of life by 2030. Therefore, the study explored the influence of curriculum content, trainers and trainees' perceptions, teaching and learning resources, and management support on the quality of Food and Beverage training in TVET institutions in Western Kenya.

1.8 Significance of the Study

This study is important to various groups of people. To the trainees, the study has explored a number of ways that directly jeopardizes quality Food and Beverage training. It is hoped that the findings and recommendations of this study may assist economics of education planners, policy makers on education and curriculum developers and making appropriate decisions concerning human resource training and development in TVET. The study sought to help also help the already existing TVET to address training needs and thus respond to changing human resource demands.

Thirdly, the study will assist TVET and potential employers to work more closely in addressing quality concerns on graduates coming out of the schools to find relevant work or be self-employed. The study gave an insight into challenges faced by fresh graduates. When they get employment in industries and lasting it gives light on what should be taught to meet the needs of the job market. Thus, institutional factors should be well addressed to enable learners come out ready for work.

Results of this study can then be used by curriculum developers to review the Food and Beverage curriculum in TVET institutions to make it conform to market needs. Ultimately, the TVET institutions shall implement the directives of curriculum

developers by availing the necessary physical resources and develop proper learning programmes that cater for the needs of Food and Beverage trainees.

1.9 Scope of the study

This study sought to establish the effect selected curriculum components have on the quality of Food and Beverage training in TVET institutions in Western region of Kenya. This was achieved by determining the effect of curriculum content, respondent's perception, availability of teaching and learning resources, and management support that influences the dependent variable the quality of Food and Beverage training. The study was carried out between March and May 2019.

1.10 Limitations of the Study

The reliability of the information obtained largely depended on the attitude of the respondents. In some TVET institutions, the trainers were not open enough to fill in the questionnaire while others claimed to be too busy. They had negative perceptions about the information needed for fear if victimization. The researcher took time to clarify that the exercise was meant for academic purposes only.

In addition, some of the respondents were not at ease giving out information about their respective TVET institutions until they were assured of confidentiality and that the exercise was specifically meant for research purposes. Anonymity and confidentiality were also guaranteed. Finally, study participants were adamant in filling the questionnaire because of fear that the information they gave could be used by competitors. The letter authorizing collection of data from the University was provided.

1.11 Assumptions of the Study

A number of assumptions were made during the study. First, that respondents would be willing to co-operate and comment honestly and truthfully in determining successful training of Food and Beverage trainees in TVET institutions. The second assumption made was that the trainees admitted to study Food & Beverage had all attained the minimum qualifications for the course. The third assumption made in this study was that Food and Beverage trainers in TVET institutions had the necessary qualifications to train trainees in the course.

1.12 Theoretical Framework

The study was informed by human capital theory. According to the work of Schultz (1971), Sakamota and Power 1995, Psacharopoulos and Woodhall (1997), human capital theory rests on the assumption that formal education is highly instrumental and even necessary to improve the production capacity of a population in short, the theory argues that an educated population is a productive population. It calls for an effort to link TVET training to match what is there in the job market.

This hence will call for updating the physical facilities, re-training of teachers to be called instructors and the re-evaluation of TVET curriculum/ courses to match the needs of the current society. However, this could prove expensive and difficult to the government but all in all should be given a trial may be by starting on piecemeal basis. The human capital theory introduced in the 1960's resulted in a wave of young people choosing to attend college education. The human capital theory proposed that young people who invest in college can expect positive returns (Menon, 1997).

Education generally provides the skills necessary for better occupational opportunities, subsequently, resulting in a steady increase in college enrolment since the 1960's. While the demands for higher education on an individual level are mainly driven by economics, the financial return theory adds that the economic benefits are far more than just pay checks (Menon, 2007). Those economic benefits extend to other rewards including increased opportunities, professional networking, community visibility, and personal growth and development constituting a wiser individual for the workplace.

Nyerere (2009) points out that there is need for labour mapping so that the industry needs are known and training be tailored to these particular needs. This research needed to be conducted using the approach of Human Capital Theory to education (Habbison and Myers, 1964). Proper argue that education and training constitute an investment in human capital which yields in the returns in form of income for the individual which results in economic growth through enhanced productivity for the society.

This notwithstanding the government need to draw strategic plan on how to tackle the issues addressed in the institutional factors that affect quality training in TVET so as not to lag behind and to move with rest of the world in socio-economic development. Individuals that proceed through higher education programs, especially in-service fields such as hospitality undoubtedly finish with additional skill sets not obtained by those who choose not to proceed with their education beyond the secondary level (Kay & Russette, 2000). Those skill sets include, but are not limited to, leadership skills, communication skills, work experience, ability to prioritize work, ethics, business, nutrition and food safety knowledge (Kay & Russette, 2000).

In many cases these new management trainees are initially enthusiastic, but often lack the necessary skills to become successful managers. Thus, many of the management trainees remain in the industry or food service for less than five years resulting in a loss for both the individual and the company (Kay & Moncarz, 2004). This theory has been used as a template in the study because the study was based on finding out the missing attributes in Food and Beverage training.

The theory was infused in this study in order to assuage the issues bedevilling TVET institutions. While the benefits of higher education for many disciplines are clearly recognized, there seems to be some ambiguity among hospitality industry professionals regarding the value of higher education for Food and Beverage trainees.

1.13 The Conceptual Framework

The conceptual understanding of this study is that a number of factors affect the training of Food and Beverage trainees in TVET institutions. These could be within the curriculum itself, physical resources as well as the training programmes of such training. When these factors are in the positive, there is bound to be effective training of the trainees. The interrelationship between these variables was presented in Figure 1.

The conceptual framework was guided by the independent variables that included the Food and Beverage curriculum content, respondent's perception, availability of teaching and learning resources, and management support that influences the dependent variable the quality of Food and Beverage training. The inputs/sources, academic and professional training facilities and equipment and lasting linkages between labour used in industries and training institutions factors were the independent variables. The business and industrial skills needs were the dependent

variables, that is inputs/courses, academic and professional training and linkages between labour used in industries and training institutions.

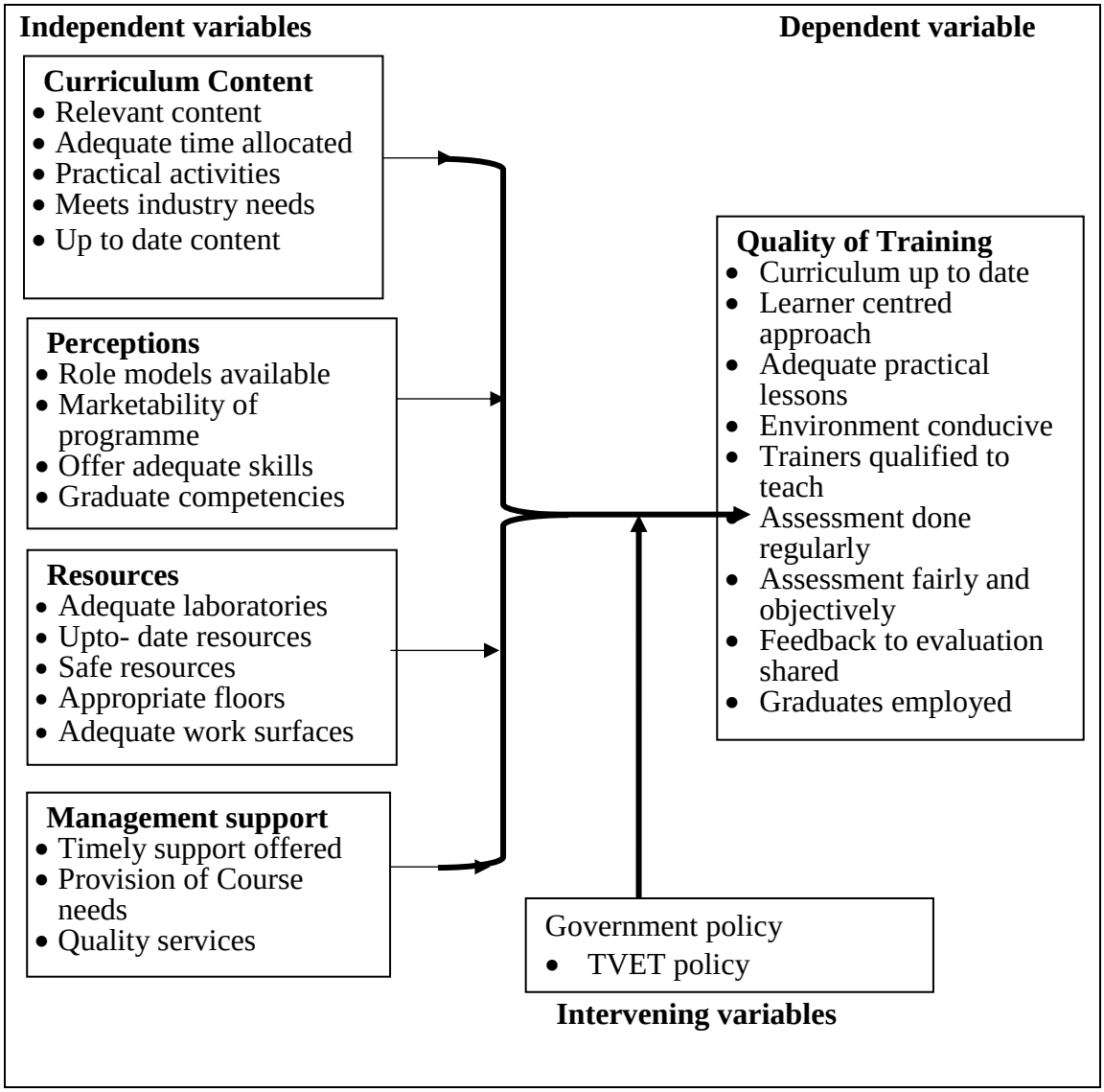

Figure 1. 1: The Conceptual Framework

(Source: Author, 2019)

1.14 Summary of the Chapter

The chapter has laid the foundation for this study by first exploring the state of hospitality industry. Considering the fact that Food and Beverage graduates fail to meet the requisite job requirements, the chapter has first discussed the problem surrounding the industry and the training of the trainees. Also, limitations and assumptions of the study and conceptual framework that guided the study and operational definition of terms were elaborated under this chapter.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviews information regarding issues that affect the training of Food and Beverage trainees in Technical, Vocational Education & Training (TVET) institutions. The study starts by reviewing challenges related to TVET curriculum, then reviews issues related to perceptions and social image of TVET institutions. It then looks at the challenges involving training programmes before reviewing information relating to challenges concerning equipment and facilities. The chapter winds up by reviewing matters dealing with personnel challenges in TVET institutions.

2.2 Overview of Technical, Vocational Education & Training

Globally, TVET is increasingly becoming important in times of rapid social and technological change. Workers need more updated skills to participate in the knowledge economy as the competencies they acquire increasingly become quickly outdated (Neal, 2011). Both developed and rapidly developing countries as Hong Kong, Singapore and South Korea ensure that their education and growth are inclusive. Their rapid rise (Asian Tigers) in labour intensive, export oriented industries led to a growing demand for TVET which is key in skills development. Consequently, students are exposed to a culture of scientific investigation and application at an early age, in Europe at least 50% of the students in upper secondary education some form of TVET.

In China, India and South East Asia the figure is 35-40%, whereas in Africa it is less than 20% (Nyerere, 2009). Formerly before the unfinished Agenda the American society usually downgraded and assigns second-class status to high school vocational education. But the unfinished Agenda, for example saw abroad remit for high school education, which should provide general skills and also develop job-specific ones and it was to correct the lack of quality by creating access improved curriculum and the political will to muscle resources to TVET to make it achieve its goal.

In Africa (Yamada 2007), technical and vocation training provides a means for complementary system of education, with possibilities of credit transfer to higher education. Thus, TVET needs to be designed and delivered in a close partnership with prospective employers with a view of providing vital skills to the increased numbers of young people contemplating basic education programs. The increased numbers is a result of government effort to achieve the education for all (EFA) goals and Millennium development Goals (MDG). Technical and Vocational Education and Training (TVET) is a challenge in all African countries.

In most countries the enrolment rate in formal TVET at secondary level is 5% or less. Non-formal TVET is pre-dominant and highly fragmented. Learning opportunities at the workplace, non-formal learning, private provision and initiatives under various non-educational sector ministries all tend to operate in a non-coherent way (UNESCO TVET Framework, 2010). Government and international institutions are paying increasing attention to TVET (it is one eight priority areas in the African Union Second Decade of Education 2006 – 2015). But despite an increase in the number of Africa students.

In TVET, only a few governments in Africa are able to finance TVET at a level that can support quality training. The demand is enormous. Three out of five unemployed in Sub-Saharan Africa are young people, mostly surviving in the informal economy. The Report recommends Totally Integrated Quality Education Training (TIQET), from the outgoing commissions and their recommendations (some implemented some ignored due to political and economic considerations). It emerges that while Technical Education received attention from most of the commissions [Ominde, Ndegwa, Gachathi, MacKay, Kamunge, Koech] and even the recently in the (Odhaimbo, 2012). The Commission of inquiry into the education system in Kenya was mandated to recommend ways and means of enabling the education system to facilitate nation unity, mutual social responsibility, accelerated industrial and technology development, lifelong learning and adaptations in response to changing circumstances.

In Kenya, the provision of technical education is highly fragmented and delivered by different groups such as profit and non-profit institutions, Non-Governmental Organizations (NGOs) and faith-based institutions (Atchoarena & Esquieu, 2002). Of late, private institutions offering technical education have been increasing. This is attributable to the tendency of private providers to train for the rapidly expanding informal sector whereas public institutions train mostly for relatively stagnant industrial sector (Africa Union, 2007).

The TVET sector is governed by various government departments that set policies, funding and accreditation of such institutions under them. The Industrial Training Act (2012) established the National Industrial Training Authority (NITA) to oversee industrial training in Kenya. The TVET Act (2013) established the TVET Authority,

the TVET Fund and the TVET curriculum assessment and certification board so as to streamline the management of TVET in Kenya. The TVET curriculum is developed by the Kenya Institute for Curriculum Development, while the assessment is mainly performed by the Kenya National Examination Council (KNEC). Transition rates to TVET institutions have remained low, while TVET graduates have been criticized for lack of the necessary technical skills for the labour market (Mwinzi & Kelemba, 2009). For a long time, the TVET curriculum has been criticized for being irrelevant to the labour requirements (Lauglo & Maclean, 2005).

Technical Education is seen as a fundamental element of Kenya's new vision 2030 which aims at a globally competitive and prosperous nation with a higher quality of life by 2030. Its recognize that in today's global market, it takes the expertise of talented engineers and technologists together with the skillful hands of 8 craftsmen and technicians to produce high quality goods and services for both local and export markets. Therefore, there is need for the institutional factors in Siaya (TTIs) to be reengineered, currently the state of TVET in the Sub-County is wanting with no survey having been carried out to show the state of TVET in the Region a large part of the curriculum is inflexible and imparts limited technical skills.

2.3 Quality of Education and Training in TVET

The concept of quality has been one of the most important concepts in contemporary educational terminology (Zelvys, 2004). In terms of general concept, quality is defined by Adebayo, Oyenike and Adesoji (2009) as the ability or degree with which a product, service, or phenomenon conforms, to an established standard, and which make it to be relatively superior to other. According to Adegbesan, (2010) quality is not just a feature of a finished product or services but involves a focus on internal

processes and outputs which includes; the reduction of waste and the improvement of productivity.

Skills and knowledge are the engines of economic growth and social development of any nation (Goel, 2010), and Technical Vocational Education and Training (TVET) holds the key to training the skilled and entrepreneurial workforce needed for the changing technological workforce (Afeti, 2010). Technical Vocational Education and Training (TVET) is used as a comprehensive term referring to those aspects of the educational process involving in addition to general education, the study of technologies and related sciences, and the acquisition of practical skill, attitudes, understanding and knowledge relating to occupations in various sectors of economic and social life (UNESCO, 2002).

According to Mclean and David (2009) TVET is concerned with the acquisition of knowledge and skills for the world of work to increase opportunities for productive empowerment and socio-economic development in knowledge economics and rapidly changing work environment. TVET thus equips people not only with technical and vocational skills, but with a broad range of knowledge, skills and attitudes that are now recognized as indispensable for meaningful participation in work and life. TVET has numerous goals which vary from countries to countries. TVET is part of the formal education system incorporated in the three levels of education (primary, secondary and tertiary) with a view to meeting the nation's need for skilled manpower and support the economic state of individual and the nation in general.

In a broad sense, Maajumdar, Khambayat, Tsesoro-Gayondato and Solla (2010) described quality assurance as the process of verifying or determining whether products or services meet or exceed customer expectations. This involves a

coordinated quality assurance system, which should be systematic; provide fundamentals of practice; be manageable so that its people will use it; be integrated; and allow scope for individual initiative and professional judgment (Kirkpatrick, 2005).

Technical vocational education and training (TVET) programmes are designed for people who can profit and progress by it (Okoye & Okwelle, 2013). In order to accomplish these outcomes, quality must be the watchword. Quality Assurance is a key component of successful internalization, mechanism for building institutional reputation in a competitive local and global arena and necessary foundation for consumer protection (National University Commission, 2007).

Over the years Nigerian TVET programmes are bedeviled with numerous challenges that have been affecting the quality of TVET programmes both in output and input (Afred & Kayoma, 2012; Oganwu, 2011; Okoye & Okwelle, 2013; Onyesom & Ashibogwu (2013); Uwaifo & Uwaifo, 2012). According to these authors, these challenges include inadequate funding of TVET; inadequate infrastructures; poor power supply; shortage of qualified TVET teachers/ instructors; poor supervision of TVET programmes; inadequate curriculum planning and implementation.

In Kenya, the concept of quality has attracted attention of many TVET institutions, but the learning environment has not been made a specific focus in quest for a quality system (TVET Act, 2003). Evidently, this is a real gap that jeopardizes the implementation of quality in Food and Beverage training (Gibb, 2003). Additionally, presence of diversified Food and Beverage programs by different institutions has an effect on the use quality indicators (Ferej et al., 2012). More precisely, while it is clear that TVET policy is to provide trainees with hand-on skills through different

training strategies, others focus on achieving social and economic objectives, while others aim at producing highly skillful workforce for each specific development sector (Ferej et al., 2012).

With differing quality standards, different criteria for assessing quality exist for each TVET institution. That is, some programs are responsive to employers' or trainees' needs, while others are designed to only meet the societal needs. In all cases, however, the objectives should aim at achieving policies, better the administration, and better the learning experiences of TVET institutions (Blom & Meyers, 2003). Therefore, there is a need for TVET institutions to take much time in developing quality indicators if the objectives of quality are to be achieved. This approach can create an opportunity to identify, discuss and focus on the desired quality indicators with all TVET stakeholders.

The quality indicators identified by stakeholders can accommodate priorities since it leads to achievement of quality objectives (ISO, 2012). In line with this, the relevance of quality assurance systems, completion rate of Food and Beverage program, investment in training of trainees, and ability to utilize acquired skills at the workplace, are among the criteria used to determine quality training in Food and Beverage training programs (ENQA, 2009).

2.4 The TVET Curriculum Content in Kenya

All TVET institutions train trainees who are eventually examined by various examination bodies that include the Kenya National Examinations Council (KNEC), Kenya Accountants and Secretaries National Examinations Board (KASNEB) and National Industrial Training Authority (NITA). These institutions use the curriculum

designed and developed by the Kenya Institute of Curriculum Development (KICD). The KICD coordinates and facilitates various subcommittees by serving as a secretariat for curriculum development and providing logistical support (Kenya Institute of Education, 2006).

According to Nyerere (2009), several private TVET establishments offer externally-based curricula (mostly British and American), particularly in courses where an internally designed curriculum is missing or is inadequate. However, KIE (2006) observes that while such a curriculum is usually cost-effective, it is sometimes found to be of a lower quality and often fails to meet Kenya-specific training needs. Ngerechi (2003), on the other hand, observes that the lack of an all-inclusive national training structure to monitor the many TVET institutions leads to institutions following different syllabi that are influenced by the origin, industry demands and reputation of the examining body.

Many countries in Africa have adopted TVET reforms since 1990s. The reforms have resulted in the formulation of TVET policies (Konayuma, 2008). In the sub-Saharan Africa, the trend has been that TVET has attracted increasing attention to a number of countries that recognize the expectations that practical skills training offered by TVET institutions address the needs of skilled labour, artisans and technicians. Most TVET institutions in Kenya are structured along the setup of the British. Their specific aim is to produce graduates with competencies that increase their prospects of getting a job or starting self employment based on the skills acquired. However, there seems to be a big variance between what TVET institutions are churning out into the market and what the industry actually demands.

There seem to be no symbiotic relationship between TVET institutions and the industry. Atchoarena and Esquieu (2002) notes that as a result of this absence of a relationship between the industry and TVET institutions, TVET institutions continue to attract a great deal of criticism. Writing about TVET institutions in Zimbabwe, the authors note that the institutions are not able to train skilled workers with competencies that effectively meet the occupation's requirements of industry and are at times unaware of the need for continuing education. They cap it by saying that graduates of these institutions are part of the unemployed population in many countries.

According to Konayuma (2008), the socio-economic environment and the contextual framework in which TVET delivery systems currently operate in Africa is characterized generally by uncoordinated, unregulated and fragmented systems. It is also characterized by low quality and undue emphasis on theory and certification rather than skills acquisition and competence training. In many countries in Africa, about 85% of the workers are in the informal sector and in non-wage sector. However, South Africa and Mauratius are notable exceptions where TVET has developed to the formal and salaried sector.

In many African countries, TVET is considered a career path for the less economically and intellectually endowed. The entry requirements for TVET institutions are usually lower than those of universities and other academic institutions. According to the African Union, (2007), the current training program in TVET institutions in Africa are supply driven and the programs are not usually designed to meet the observed or projected labour market demands. Much of the problems facing graduates from TVET institutions have to do with relevance of the

courses to the market demand. This situation is not confined to one course, but to many of the courses offered in TVET institutions.

According to Reddan and Harrison (2010), TVET institutions need to restructure their programmes to be receptive to the needs of the job market, especially the industry's ever changing needs. Thus, TVET curricula must focus on outcomes in terms of the skills, knowledge and attitudes required by the industry and commerce in a bid to achieve this goal. A number of reports about TVET institutions in Kenya hold that vocational education in Kenya lacks relevance to the demands of industry (GoK, 2005, 2008). It is therefore important to identify training and development needs so as to make the training relevant by being demand driven and to include opportunities for the contemporary and imminent skill needs of the whole country.

The Kenya Vision 2030 document further notes that matching the skills obtained in the vocational institutions in the country to market demand presents a challenge at all levels of the education system and attributes this position to inadequate facilities as well as poor methods of needs identification (GoK, 2007). Barber (2003) argue that as much as simulated workplace setting like the workshops in training institutions may suffice in training requisite skills, on the job training may yield similar or better results if practiced well.

Kitainge (2009) agrees with this position, adding that despite the similarities between the learning and work environment, there may not be much transfer of learning from the institution to the workplace since the workplace may present modern technology that the trainee may not have met during training, which requires more skills and innovations trained for. Whichever the case, Wagonhurst (2002) observes that

previous knowledge acquired during training helps the trainees to understand the real job requirements to perform to a specific level.

A study by Barber (2003) on skill acquisition at the workplace revealed three major types of applied skills that are attained by the trainees. These are repetitive learning procedures, technical rationality and problem defining. In repetitive learning procedures, the skill was first demonstrated then the trainee repeated it several times till they could apply it. In technical rationality, the person faced with a problem reflects on the understanding of the theory to solve the problem. With regard to problem solving, the person confronted with a problem is expected to reflect the problem from a number of possible causes and test each out until the solution is found.

According to Nyerere (2009), lack of syllabi leads to unemployment of TVET graduates, acts as a disincentive to proponent trainees of the system and serves to defeat the primary purpose of TVET – that of growing practical and employable skills in trainees. Further, there is little involvement of the private sector in TVET education, particularly in curricula development and financing. This has made TVET to be more of supply driven that may not be of much relevance to the needs of the industry, a factor that contributes to the noticeable lack of employment of TVET graduates (Nyerere, 2009).

According to Wachira *et al.* (2006), the discrepancy of skills acquisition between TVET institutions and the industry is a challenge that needs to be urgently addressed so as to realise positive results from TVET graduates for economic progress (Kitainge, 2003). Since TVET competes with other sectors for limited resources, it is important that the system meets what is expected of it by the country (Fretwell, 2003).

The capacity and efficiency of workers in performing specific work-related duties demand the knowledge of the skills for performing the specific duties rather than the more general academic qualifications (Wallenborn, 2010).

However, studies on the training and employability of trainees revealed that training in TVET improves the accessibility of skilled workers for the job market entrants (Shavit & Müller, 2000). In countries where the TVET system is poorly regulated, qualified graduates take longer to find employment and have greater uncertainties in getting job placements. Since the main aim of TVET is to get into the labour market, the trainee's choice of a course to undertake should reflect their vision for the final profession they would like to perform the rest of their lives (Rodgers & Boyer, 2006).

2.5 Food and Beverage Curriculum Content

Curriculum planning goals are expected to address quality training and identify obstacles that hinder provision of TVET in the country and recommend the best ways to mitigate them. One major concern of policy makers is to ensure a TVET system that is relevant while addressing issues of quality (Konayuma, 2008). Training needs that are identified and goals that are formulated call for updating and revision of curriculum to safeguard its relevance and the optimum use of available resources (Ngure, 2013). This would mitigate drop out cases since the trainees' will be able to train for the skills that are labour market driven which in turn increases their employability. Out-dated curriculum is a failure by the government to set strategies which would link education and training to specific growth paths by prioritizing skills and proficiencies that would lead to a more competitive system (Tikly, 2003).

The critical aim in skills development is to match the acquisition of skills and competencies with the demand for such abilities in the industry because if the trained

graduates do not find jobs, this leads to a waste of scarce resources (Johanson and Adams, 2004). Ngure (2013) points out that proper curriculum planning improves employability and presumes the attainment of skills that correlate with the labour market demands. This implies that the curriculum that offers trainees' assurance of being absorbed into the labour market is vital.

According to Kamau (2013), rigid unresponsive curriculum, inadequate, methods of training and development needs assessment(T&DNA), lack of stakeholder involvement in curriculum design, limited numbers of qualified staffs at the KICD are some of the major challenges facing TVET provision. The national government education and training planners need to put in place the TVET curriculum which will motivate trainees to remain in the training system till the end of the cycle by providing new courses that match labour market demand.

Relevance and responsiveness of curriculum planning to Kenya vision 2030should be taken into consideration in order to improve on the participation of trainees. Youth polytechnic graduates are not employable because they lack appropriate skills for employment (Kamau, 2013) because of out-dated curriculum. According to TVET Bill (Republic of Kenya, 2012) the government was to put in place an institution to assess competence and develop responsive curriculum that is flexible in nature and modular based to improve trainees' participation. TVET curriculum development is underfunded and has not received inputs from employers coupled with high cost of training materials, text books, inadequate of physical facilities and insufficient modern equipment have adversely affected and eroded quality Therefore, learning in TVET need to be holistic to enable the learners match the skills that they learned with

what is applicable in the outside world. This will eventually assist them in self-employment and if need be secure employment.

2.6 Respondents' perceptions towards Quality of Food and Beverage Training

International Labour Organization report on indicators on participation (2012) points out that, the effectiveness of the TVET programmes, which is a measure of the quality of the training, reflects exactly what happens in the classrooms. There is need to consider the educational, occupational background and training of instructors as a proxy for quality. The report further indicated that, re-training and upgrading of instructor's skills is vital for the success of TVET which in turn enhances the participation of trainees.

According to Kamau (2013), a research carried out in Kiambu Sub County on revealed that, the majority of instructors in public vocational institutions were inadequately trained or not trained at all in technical trades and pedagogy. The youth polytechnic staff had no scheme of service and are paid extremely low wages thus were not motivated. This was attributed to inadequacy of finances which led to low levels of capacity building. The professional and pedagogical competence of the technical instructor is crucial to the successful implementation of any TVET strategy

In Kwale County there are only fifty-one Youth Polytechnic instructors serving in twenty-nine public institutions employed by the county government according to Kwale TVET county director (2015). The County governments should make conscious efforts, not only to train but also to in-service and upgrade technical instructors in the system so as to improve the participation of trainees (Afeti, 2015) In many countries, TVET is regarded as being inferior to general academic education

and a destination for low achieving trainees who did not qualify for better courses (Puckett et al. 2012). This discernment tends to create a negative view of the training such that potential trainees hesitate to join TVET training, and many only join TVET when all else have failed. This perceptions also hinders investment in TVET institutions, thereby making the institutions lack much of what they need for their operations.

This aspect causes TVET institutions to lag behind in the provision of skills that they are supposed to provide, thereby creating the gap in skills for middle level workers. Atchoarena and Dellluc (2002) stressed that the attitude of TVET institutions being destination for failures has to be changed in order for meaningful advancement in Technical and Vocational Education and Training. Palmer, Wedgwood, Hayman, King and Thin (2007) state that the negative image and low esteem associated with TVET developed during the colonial period and was due to poor promotion by the colonialists. The image still persists today and need to be reversed in order to bring TVET to the same level of esteem as other courses of the same level. For instance, while TVET courses exists at artisan, certificate and diploma levels, a person pursuing, a diploma course in TVET institution is not regarded as highly as another pursuing a diploma course in a medical training college, a teacher training college or a diploma course in any other training institution other than TVET.

Palmer (2007) studied TVET programs in several countries including China, Ethiopia, Ghana, India, Kenya, Rwanda, South Africa, Tanzania, Uganda and Vietnam. The study found out that in South and West Asia and in Sub-Saharan Africa, not enough emphasis is placed on TVET in their education systems. A study by UNESCO (2006) indicated that in Sub-Saharan Africa, rates of participation in TVET is around 1-5 per

cent of the entire enrolment in TVET sector. The highest the rates can rise to is up to 10%. In the same way, this proportion is around 1 per cent in most countries in Western Africa, compared to 65-70 per cent in the European countries, 55 per cent in Bahrain, 75 per cent in Singapore and 55 per cent in Korea (UNESCO, 2006).

Due to the various challenges affecting TVET, the African Union (AU) (2007) recommended that the national objectives of technical education in member countries should be grouped into five specific areas that should be addressed by the syllabi. The five areas identified for consideration include delivery of quality TVET, graduates' employability, improvement of consistency and management by training providers, promotion of life-long learning and enhancing the status and attraction of vocational education. These, accordingly, would help improve the current status of technical education and ensure that it achieves set targets.

According to Afeti (2006), the status of technical education and training can be improved through upgrading polytechnics to universities as this is the trend throughout the world. This would strengthen such institutions as well as their role in industrial and technological development. This would improve the quality of the training programmes and raise the status of the training level. This particular aspect has been implemented by the Kenyan government following the upgrading of two of the original four national polytechnics to universities – Technical University of Kenya and Technical University of Mombasa. By this action, trainees who have decided to pursue technical education can now move all the way to universities. This therefore raises the status of technical education and thus societal perceptions towards TVET education.

Mwiria (2002) considers poor allocation of funding TVET institutions as the main

cause of poor participation in TVET in Kenya and elsewhere in Africa. However, Atchoarena et al. (2001) argue that poor attitude towards TVET is partly caused by low participation of trainees in TVET institutions. The author argues that the public's attitude towards TVET is rather low as the public regards TVET as leading to occupations with low status. As such, trainees enrolling in TVET are considered to be those who failed in education, especially at either of the terminal examination levels, equivalent to Kenya Certificate of Primary Education (KCPE) and Kenya Certificate of Secondary Education (KCSE) in Kenya.

2.7 Teaching and Learning Resources for Food &Beverage Training

Resources can be divided into tangible (e.g., financial reserves, buildings, equipment) and intangible (e.g., technology, human resources, reputation) (Grant, 1991). Regardless of their nature, resources are not productive on their own, but rather must be assembled, integrated, and managed so as to form organizational capabilities (e.g., environments and meet changing market demands (Eisenhardt & Martin, 2000).

In other words, capabilities serve to bind different resources, so that they can be identified and organized effectively and efficiently. For an activity to be a capability, it must reach some threshold level of routine or practice and work in a reliable manner (Helfat & Peteraf, 2003). Firms can achieve a competitive advantage by constantly reconfiguring or recombining different types of resources that can alter existing capabilities or generate new ones (Eisenhardt & Martin, 2000).

A study by Kigwilu (2014) found that workshops equipment for training as well as raw materials used for practical lessons in TVET institutions are not available or adequate. Besides, other resources like reference books are outdated while

laboratories are ill equipped in TVET institutions and more so in community colleges (Kigwilu, 2014). Since TVET courses are meant to be mainly practical, trainees may not acquire the requisite competency level for specific courses. Banda (2009) lamented that TVET systems in many countries have deteriorating infrastructure, obsolete tools and equipment as well as incompetent teaching and management staff.

Much of the running costs of providing TVET in most African countries are borne by the trainees. The trainees are required to pay for the training acquired. The scenario makes TVET courses to become too expensive to most school leavers. As much as the expansion of TVET is necessary to increase middle level workers, lack of the right physical facilities, materials for practical and the right equipment implies that the imagined productivity may not be attained (UNESCO-UNEVOC, 2008). Besides this, the increasing pressure for developing countries to meet the goals of Education For All (EFA) implies that many countries would emphasize this objective, thereby mobilizing more of its educational resources towards achieving universal primary education (UPE) and expansion of university education.

The process of equipping TVET institutions is quite expensive, yet the sector is not prioritized in many African countries. According to Kerre (2010), Kenya and other developing countries spend much of their foreign exchange in importing expensive equipment for the TVET sector. But the fact that TVET education is about five times more expensive than general academic education has prevented the equipping of many institutions with the necessary resources and facilities.

2.8 Management Support Towards Food and Beverage Training

According to Konayuma (2008), the socio-economic environment and the context in which TVET delivery systems operate in Africa is dominated by uncoordinated, unregulated and fragmented systems. TVET training programmes in many African countries are more of supply driven rather than demand driven (African Union, 2007). The programmes are rarely designed to meet the projected labour market demands. As such, Reddan and Harrison (2010) argue that TVET institutions should restructure their programmes to reflect the needs of the job market, and reflect the dynamics in the industry. In this respect, the TVET curriculum should focus on the skills acquisition, knowledge as well as the attitude required by the industry.

In many African countries TVET programs are not as clear as the regular academic education that has a clear way of progression. In many countries, TVET is managed by multiple bodies such that it is not clear which of the bodies has which mandate. A study conducted by Nyerere (2009) in the Kenyan TVET system reported, TVET was managed by 12 ministries, 52 local authorities and six acts of parliament. This led to unnecessary competition and duplication of roles and responsibilities, thereby creating confusion in the training. *Sessional Paper No.1: A Policy Framework for Education, Training and Research* (GoK, 2005) emphasised the importance of a national legalised TVET umbrella body. However, since that time, a national coordinating body – TVETA, has so far been established to regulate technical and vocational education and training.

According to Atchoarena and Delluc (2002), in French speaking countries, TVET programs ignore the informal sector, in particular apprenticeships and artisans' micro-enterprises. However, in English speaking countries, TVET is modelled along the

dual forms of public sector, in which the vocational aspects dominate the general education. There is almost no link between the vocational and general courses and therefore no progression from one form to the other. The situation makes TVET to be rather isolated as it does not link up with other forms of education, appears to be a dead end situation as there is no progression in the training level. Discussing this state of affairs, Tikly (2010) observes that the level of disorganization in TVET education would discourage potential trainees to the sector.

According to Kenya Institute for Curriculum Development (KICD), the development of syllabus is done through the panel system. This method is however unsuitable for the case of TVET since it takes too long to respond to the many dynamics taking place in the industry (KIE, 2006). A study by Ngure (2013) found that in the TVET sector, there are different curricula with varying training durations and entry requirements. Some institutions offer diploma programs for three months, others six months, and yet others one year, all of which are a wide variance from the two years recommended by KICD. This situation is blamed on the lack of a legal authority to govern TVET curriculum development in the country.

The study also found that some institutions in Kenya were still using the outdated 1992 curriculum (syllabus). A study by UNDP (2010) in Kenya found that learners in TVET institutions in the area of auto mechanics train using old engine models. This makes them incompetent when confronted with the more sophisticated modern motor vehicle engines found in the field of work. Private TVET institutions are not regulated much. Many of the institutions train only examinable subjects and ignore all the other skills required before training on the examinable aspects. This, probably, is the reason

why some institutions train the same course for six months while others train for two years (Ngerechi 2003).

In many African countries, including Kenya, Egypt, Nigeria and Tanzania, institutional challenges include shortage of staff, lack of modern equipment, lack of industrial experience by the trainers as well as emphasis on theoretical and analytical skills that have limited practical aspects (Amuka, Olel & Gravenir, 2011). A study by Muthaa (2009) found that in the case of Nigeria, there is high instructor-student ratio as well as demoralized staff. Egypt and Kenya were found to face shortage of modern facilities and equipment, shortage of staff as well as poor funding of the TVET sector. Trainers on the ground were found to lack industrial experience while the sector lacked funds for the purchase of necessary equipment. .

A study by Ngure (2013) on stakeholders' perceptions of TVET education in Kenya revealed that most training institutions used aluminium and plastic materials for training purposes while most of the small businesses were using traditional materials such as steel and timber for training and production of goods. There was therefore a mismatch between the training materials used in technical training institutions and the materials used for production of goods in the industry.

UNDP (2010) laments that though the development in technology requires that skilled personnel and expensive equipment should be available, the TVET sector may not realise the desired outcomes without the right equipment. The Kenya Education sector Support Programme (KESSP) report on the nature of TVET education in Kenya identified inadequate physical facilities for training, coupled with lack of sufficient modern equipment as one of the constraints in TVET institutions (GoK, 2005).

A study by Murki (2014) on challenges of training tourism and hospitality workers in Papua New Guinea found that hospitality training face a number of challenges including the absence of resources like infrastructural development for effective curriculum delivery, teaching experts and qualified staff and lack of physical equipment. This implies that, in order for meaningful advancement in the TVET sector in this country and other developing countries, these challenges need to be addressed.

2.9 Summary of the Chapter

The review looks at the TVET curriculum, trainee's and trainers perception toward Food & Beverage training and availability of teaching and learning resources and management support of Food and Beverage training in TVET institutions. The review showed that the TVET curriculum plays a key role in the quality of graduates as the curriculum does not, in certain aspects, reflect the demands of the market. With regard to perception on the TVET education, the review showed that the public does not regard TVET as highly as other forms of training, and considers trainees in the sector as having missed places in better training avenues.

The review also found that the sector requires much funding yet it is not usually prioritized, with most countries concentrating their efforts towards quality training. It also emerged that TVET trainers are not well equipped to cater for the trainees in the sector, with some trainers teaching the same level of training that they themselves attained. However, a lot of changes have so far taken place in the Kenyan TVET system, with the introduction of the TVETA Act that created the authority to govern technical education, the introduction of the qualifications framework and so on. However, little has been done to establish factors that influence quality of training in

TVET institutions in Western Kenya therefore the study intended to look at effects of curriculum components on quality of Food& Beverage training in TVET institutions in Western Kenya.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This section contained the methodology for data gathering and analysis that was used in the study. It described the strategies that were used in collection and analyzing collected data. The section was organized along the following sub sections: research design, target population, sample size, sampling design, research instruments, pilot study, reliability and validity of the instruments, reliabilities of the instrument, validity of the instrument and data analysis.

3.2 Research Design

The research design used in this study was descriptive survey research design. Mugenda and Mugenda, (2008) states that the descriptive study is a method, which enabled the researcher to summarize and organize data in an effective and meaningful way. According to Cooper and Schindler (2003), a descriptive survey research is concerned with finding out the what, where and how of a phenomenon.

The study adopted descriptive survey research design to obtain information by asking questions relating to quality training in TVETs. This enabled the researcher ascertain and be able to describe characteristics of the variables of interest and ensuring quality. The major purpose for adopting descriptive research design was because it gives a description of state of affairs as it exists at present (Kothari, 2004).

3.3 Study Area

The study was conducted in Technical and Vocational Education and Training (TVET) institutions in Western region of Kenya – the former Western province. The location was selected due to the high number of TVET institutions in the area and poor results by trainees in Food & Beverage training over the years. From the institutions' records, there were 55 Artisan trainees, 138 Craft Certificate trainees, 97 Diploma trainees and 27 Food and Beverage trainers giving a total of 317 subjects.

The trainees were included in the study since they were key in highlighting quality indicators related to them that determined the overall Food and Beverage training that they received. The trainers were targeted since they were involved in the training of the trainees, hence could aid in identifying barriers to achieving quality Food and Beverage training.

3.4 Target population

A target population is that population to which a researcher wants to take a broad view of the results of a study (Coolican, 2013). The target population comprised of all trainees and trainers in TVET institutions offering Food and Beverage courses in Western region of Kenya. The study targeted Food and Beverage trainees and trainers from five TVET institutions. The target population was a total of 327 respondents, 300 of whom were trainees while 27 were trainers. Table 3.1 shows the summary of the target population:

Table 3.1: The Target Population

Target population category	A	B	C	D	Total
F&B-artisan	13	12	14	16	**55**
F&B certificate	87	19	23	13	**142**
F&B Diploma	53	16	23	11	**103**
F&B-trainers	13	5	4	5	**27**
Total	**169**	**46**	**65**	**45**	**327**

Source: Preliminary Study of TVET Programs in Selected Institutions

3.5 Sample Size and Sampling techniques

Sampling means selecting a given number of subjects from a defined population as representative of that population (Orodho, 2005). According to Oso and Onen (2009), a sample is part of the target population that has been selected as a representative sample. The study employed Yamane's formula (Israel, 1992) for determination of the sample size *n*, which is given by:

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

Where:

N is the total target population,

e is the margin of error (or level of significance)

n is the required sample size.

Since the target population was 327 and taking the margin of error to be 0.05 (for 95% level of confidence), the study sample size worked out as follows:

$$n = \frac{327}{1 + 327(0.05)^2} = 179.92$$

Hence, the sample size was taken as 180 respondents.

From the calculated sample size of 180 respondents, 21 were picked from trainers while 159 were selected from Food and Beverage trainees. The study purposively selected five TVET institutions. The researcher stratified the five TVET institutions into diploma, certificate or artisan level training. Each of the three groups form a (strata). From each stratum, simple random sampling technique was used to select at least 50% of the trainees, using a sampling fraction of two. Table 3.2 shows the sampling results.

Table 3.2: Sample Determination Summary

Institution	Category of respondents	Size (N)	Required percentage	Expected sample size (n)
	Artisan trainees	15	50	8
A	Certificate	87	30	27
	Diploma	48	50	26
	Hospitality trainers	13	50	7
B	Artisan trainees	11	50	6
	Certificate	16	50	8
	Diploma	13	50	7
	Hospitality Trainers	5	100	5
	Artisan trainees	13	50	7
C	Certificate	22	50	11
	Diploma	25	50	13
	Hospitality trainers	4	100	4
	Artisan trainees	16	50	8
D	Certificate	13	50	7
	Diploma	11	50	6
	Hospitality trainers	5	100	5
Total		**323**		**155**

The study used a number of sampling techniques depending on the subject being sampled. At the onset, purposive sampling technique was applied to select the four TVET institutions in Western Kenya that have been offering Food and Beverage programs for at least five years. The four institutions were assigned labels as

institution A, B, C and D respectively. Three of the institutions sampled in the study had 5 trainers each in the Food and Beverage courses, while one had 13 trainers. Therefore all the 28 trainers were selected to participate in the study as participants.

3.6 Research Instruments

A questionnaire was developed by the researcher for collecting data in this study. A questionnaire is preferred to other instruments because of its economy in terms of time and labour for its administration (Kombo & Tromp, 2006). In this research it was chosen because it is interpersonal and hence allowed the subjects to give their answers anonymously (Kombo & Tromp, 2006). According to Kothari (2004), a questionnaire is an ideal instrument as it can gather descriptive information from a large sample in a fairly short time. Two sets of questionnaires were used, one for Food and Beverage trainers and the other questionnaire for Food and Beverage trainees.

The trainers' questionnaire had two sections. Section A dealt with demographic details while section B contained pertinent issues related to the training of Food and Beverage trainees. Also the instrument explored challenges that affect the training of Food & Beverage trainees with regard to trainees admission (entry behaviour), equipment, assessment, availability of trainers, industrial attachment and any other issue that affected the training in the course.

Trainers were also required to give recommendations on how best Food & Beverage training could be improved. The trainees' questionnaire investigated the trainees' views regarding the training in Food and Beverage courses, resources and equipment, trainers' competencies, difficulties encountered and any problems they encountered

during their training. Their recommendations were also sought based on what needed to be done to improve their training.

3.7 Validity and Reliability

A pilot study was conducted to determine the validity and reliability of the research instruments. The pilot study used 10% of the expected number of participants for the actual study. Pilot study was conducted in TVETs in North Rift region different from the ones sampled for the study

3.7.1 Validity

Validity refers to the degree to which a test accurately and meaningfully measures what it is supposed to measure (Peeters, et al, 2013). Content validity was used to indicate the degree to which the instruments measured what they were supposed to measure. In this connection, the researcher established content validity by seeking expert judgment from the University supervisors, who advised on the accuracy of the instruments. The researcher considered and incorporated the experts' recommendations while developing and revising the research instruments.

Face Validity is often used to indicate whether the instrument, on the face of it, appears to measure what it claims to measure (Peeters, 2013). The researcher determined the face validity of the instruments by asking the respondents in the pilot study whether they considered the research instrument as actually measuring the relevant aspects of training in Food and Beverage programs in technical training institutions.

Construct validity involves the extent to which certain explanatory concepts or qualities account for performance (Peeters, et al, 2013). Construct validity was determined by considering all strategies that provided evidence of a test's validity for making specific inferences about groups of respondents.

3.7.2 Reliability

Reliability refers to the ability of the instrument to give consistent information in replicated trials from which the researcher can draw informed conclusions (Orodho, 2009). It is, therefore, the degree of consistency or whether an instrument can be relied upon to produce the same results when used in two or more attempts to measure theoretical concepts. The SPSS computer software aided in working out the coefficient correlations that needed to be achieved. A coefficient alpha of 0.761 was obtained, indicating that the research instrument was reliable and therefore, it was adopted for data collection. According to Oluwatayo (2012), a reliability index of 0.7 is considered ideal for the study.

3.8 Data Collection Procedure

The researcher obtained a letter of introduction from the Department of Hotel and Hospitality Management, University of Eldoret and other necessary documents from the university and applied for a research permit from National Commission for Science Technology and Innovation (NACOSTI). Thereafter, the researcher visited each of the sampled TVET institutions, sought permission from the administration consent and asked for assistance to access the target respondents: trainees and trainers. The researcher then issued each of the sampled respondents the relevant questionnaire and asked them to respond to it. At the end of the exercise, the

researcher collected the filled questionnaires. The same procedure was carried out in all the sampled institutions.

3.9 Measurement of Variables

A five-point Likert scale was used in this study to measure all variables (where 1= strongly disagree and 5= strongly agree). The variables measured include the dependent variable; curriculum content, resources, support and perception. In this study, the independent variables were considered a variable that is expected to influence the dependent variable in some way.

3.10 Data Analysis

After all data has been collected, the researcher conducted data cleaning, which involved identification of incomplete or inaccurate responses and correct to improve the quality of the responses. The data was coded and entered in the computer for analysis using the Statistical Package for Social Sciences (SPSS V. 22). The research yielded both qualitative and quantitative data. Quantitative techniques such as descriptive statistics and inferential statistics were used to establish relationships between different variables. The main descriptive statistical analysis used include the mean, standard deviation, percentages and frequencies to cater for the Likert scales that were used in the study.

Inferential statistics was used to analyze relationship between variables and comprised of pearson correlation coefficient and multiple regression analysis. The multiple regression analysis was used to establish how the curriculum components predicts the

Quality of Food and Beverage training. Multiple regression analysis was used to test Hypotheses. Multiple regression equation model was as follows:

$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \varepsilon$……Equation 3.1

Where:

Y= Quality of Food and Beverage training

β_0 = Regression Constant

$\beta_1 - \beta_4$= Coefficients of independent variables

X_1= Curriculum content

X_2= Respondents perceptions

X_3= Availability of teaching and learning resources

X_4= Management support

ε = Error term

3.10.1 Assumptions of Multiple regression

The assumptions of multiple regression identified as of primary concern in the research included; linearity, homoscedasticity, normality, and collinearity. Normality assumption is based on the shape of normal distribution and gives the researcher knowledge about what values to expect (Keith, 2006). The researcher tested this assumption using visual inspection of data plots, skewness, kurtosis, and P-Plots (Osborne & Waters, 2002).

Normality was further checked through histograms of the standardized residuals. Linearity is established using multiple regressions to estimate the relationship between dependent and independent variables when the relationship is linear in nature

(Osborne & Waters, 2002). Residual plots showing the standardized residuals and the predicted values was used to establish linearity.

The assumption of homoscedasticity refers to equal variance of errors across all levels of the independent variables (Osborne & Waters, 2002). This means that the study assumed that errors are spread out consistently between the variables (Keith, 2006). Homoscedasticity was checked using the standardized residual scatter plot. The results showed whether standardized residuals concentrated in the centre (around 0) and whether their distribution was rectangular. Multicollinearity occurs when several independent variables correlate at high levels with one another, or when one independent variable is a near linear combination of other independent variables (Keith, 2006). Tolerance and VIF statistics were used to carry out the diagnosis (Keith, 2006).

3.11 Ethical Consideration

A research permit was sought from the National Commission for Science, Technology and Innovation. Before asking the prospective subject to respond to the questionnaires, the researcher explained the purpose of the study to the respondent and requested for their person's consent by reading and signing the consent form before a questionnaire was issued to him/her. Also, the researcher ensured confidentiality of information provided by the respondent by ensuring that the identity of the respondent was concealed completely, and no other person was allowed to access the information provided in the questionnaire.

CHAPTER FOUR

RESULTS AND DISCUSSIONS

4.1 Overview of the Chapter

This chapter presents the findings on the objectives of the study; effect of curriculum content, teaching and learning resources and management support on the quality of Food and Beverage training. In addition, the chapter presents the respondents perception on the quality of Food and Beverage training in the institutions. All the 180 targeted respondents submitted their filled questionnaires, representing a 100% response rate.

4.2 Demographic Characteristics of Respondents

The section presents the socio-demographic characteristics of respondents, which include gender, age, educational level and teaching experience.

4.2.1 Gender of Respondents

The number of males was slightly higher than that of females, mainly due to randomization. From the data, 8 trainers (38.1%) were male while 13 (61.9%) were female. The majority of sampled trainers were female probably because of simple random sampling in which gender wasn’t a basis for selection. The gender distribution of the trainees. From the results, 68 respondents (42.8%) were male while 91 (57.2%) were female. Table 4.1 summarizes the gender distribution of the trainers in the institution.

Table 4.1: Gender of Respondents

	Trainers' gender		Trainees gender	
Gender	**Frequency**	**Percent**	**Frequency**	**Percent**
Male	8	38.1	68	42.8
Female	13	61.9	91	57.2
Total	**21**	**100.0**	**159**	**100**

4.2.2 Age of Respondents

From the results, majority of the trainers were aged over 30 years. This is mainly the age bracket composed of those who have recently completed tertiary and hence are eligible to teach in TVET institutions. The age distribution for trainers is summarized in Table 4.2. From the results, 14 trainees (8.8%) were 18-20 years old, 106 (66.7%) were aged 21-23 years, 33 (20.8%) were aged 24-26 years while 6 (3.8%) were over 26 years. The majority were aged between 18 and 23 years, which represents the age bracket for those that have recently completed secondary school.

Table 4.2: Age of Respondents

	Trainers			Trainee	
Age	**Frequency**	**Percent**		**Frequency**	**Percent**
25-30 years	3	14.3	18-20 years	14	8.8
31-35 years	5	23.8	21-23 years	33	20.8
36-40 years	6	28.6	24-26 years	33	20.8
Over 40 years	7	33.3	>26 years	6	3.8
Total	**21**	**100.0**		**159**	**100.0**

4.2.3 Courses Pursued by Trainees

The results indicated that the majority of the trainees were enrolled in Craft Certificate in food beverage, production service sales followed by diploma in the

same course. Only 6.3% of the respondents were enrolled at Artisan level. Table 4.3 presents a summary of the various courses taken by the trainees in the sampled institutions.

Table 4.3: Courses being Pursued by Trainees

Course	Frequency	Percent
Artisan in Food and Beverage	10	6.3
Craft Certificate in Food Beverage, production service sales	84	52.8
Diploma in Food and Beverage production management service in sales	65	40.9
Total	**159**	**100.0**

4.2.4 Educational Qualification of Trainers

The study sought to establish the educational qualification of trainers. The professional qualification for majority of trainers was a bachelor's degree (47.6%). 7 trainers (33.3%) had a diploma in technical education while only 4 (19.0% had a masters degree. Diploma and degree certificates are pre-requisite qualification for training in TVET institutions. However, some trainers had enhanced their qualification by pursuing master's degrees. The results are summarized in Table 4.4.

Table 4. 4: Educational Qualification of trainers

Education	Frequency	Percent
Diploma in technical education	7	33.3
Bachelor's degree	10	47.6
Master's degree	4	19.0
Total	**21**	**100.0**

4.2.5 Teaching Experience of Trainers

The results show that majority of trainers had a teaching experience of over five years. This shows that they had sufficient experience and therefore capable of offering quality training to their learners. Table 4.5 presents the trainers' teaching experience in TVET institutions.

Table 4. 5: Trainers' Teaching Experience

Teaching experience (in years)	Frequency	Percent
Below 5 years	5	23.8
5-10 years	5	23.8
11-15 years	4	19.0
Over 15 years	7	33.3
Total	**21**	**100.0**

4.3 Effect of Food & Beverage Curriculum Towards Training in TVET Institutions

The section presents the results and discussions on the effect of Food & Beverage curriculum towards training in TVET institutions, which was the first objective of the study.

4.3.1 Trainees Responses on the Effect of Food & Beverage Curriculum Towards Training in TVET Institutions

From the results on whether the curriculum content covered important and relevant topics, 6 respondents (3.8%) strongly agreed, 6 (3.8%) were undecided, 67 (42.1%) agreed while 80 (50.3%) strongly agreed that curriculum content covered important

topics. This shows a high level of satisfaction with the content being taught in their institutions. The results are recorded in Table 4.6.

Table 4.6: Trainees Responses on the Effect of Food & Beverage Curriculum towards Training in TVET Institutions

Curriculum Content	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
Curriculum covers important topics	6 (3.8%)	0 (0.0%)	6 (3.8%)	67 (42.1%)	80 (50.3%)
Content is enough given the time allocated	14 (8.8%)	12 (7.5%)	33 (20.8%)	75 (47.2%)	25 (15.7%)
Time allocated for practical is enough	6 (3.8%)	6 (3.8%)	51 (32.1%)	57 (35.8%)	39 (24.5%)
Content relates to the industry requirements	26 (16.4%)	0 (0.0%)	26 (16.4%)	78 (49.1%)	29 (18.2%)
Content is up to date	22 (13.8%)	12 (7.5%)	17 (10.7%)	77 (48.4%)	31 (19.5%)

As to whether the content was sufficient given the time allocated, 14 respondents (8.8%) strongly disagreed, 12 (7.5%) disagreed, 33 (20.8%) were undecided, 75 (47.2%) agreed while 25 (15.7%) strongly agreed. The results indicated that there was adequate time for learning, which facilitates the understanding of concepts by the learners.

From the results whether the time allocated for practicals was enough, 6 (3.8%) strongly disagreed, 6 (3.8%) disagreed, 51 (32.1%) were undecided, 57 (35.8%) agreed while 39 (24.5%) strongly agreed that the time allocated for practicals was enough. The nature of the courses taken requires many practicals. A high proportion

of learners indicating that practicals were enough shows a step in a positive direction by TVET institutions.

From the results whether the content related to the industry requirements, 26 (16.4%) disagreed, 26 (16.4%) were undecided, 78 (49.1%) agreed while 29 (18.2%) strongly agreed that the content related to the industry requirements. This shows that most learners were of the view that the content taught was related to the industry requirements, hence high hopes of securing employment.

According to Wachira *et al.* (2006), the discrepancy of skills acquisition between the TVET institutions and the industry is a challenge that needs to be urgently addressed so as to realise positive results from the TVET graduates for economic progress. This contradicts findings Mwinzi & Kelemba (2009) by who observed that TVET graduates have been criticized for lack of the necessary technical skills for the labour market).

4.3.2 Trainers' Responses on Effect of Food & Beverage Curriculum towards Training in TVET Institutions

Results whether the content was up to date indicate that 22 (13.8%) strongly disagreed, 12 (7.5%) disagreed, 17 (10.7%) were undecided, 77 (48.4%) agreed while 31 (19.5%) strongly agreed that the content was up to date. This is an indication that the content was good enough to impart the skills required and merging the existing technologies. The responses by trainers are summarized in Table 4.7.

Table 4.7: Trainers' Responses on Effect of Food & Beverage Curriculum towards Training in TVET Institutions

Curriculum Content	Strongly disagree	Disgree	Undecided	Agree	Strongly agree
Curriculum covers important topics	0 (0.0%)	0 (0.0%)	2 (9.5%	11 (52.4%)	8 (38.1%)
Content is enough given the time allocated	0 (0.0%)	3 (14.3%)	3 (14.3%)	13 (61.9%)	2 (9.5%)
Time allocated for practicals is enough	0 (0.0%)	3 (14.3%)	2 (9.5%)	10 (47.6%)	6 (28.6%)
Content relates to the industry requirements	0 (0.0%)	0 (0.0%)	1 (4.8%)	16 (76.2%)	4 (19.0%)
Content is up to date	0 (0.0%)	0 (0.0%)	8 (38.1%)	9 (42.9%)	4 (19.0%)

For trainers, results on whether the curriculum content covers important topics, 2 (9.5%) were undecided, 11 (52.4%) agreed while 8 (38.1%) strongly agreed that the curriculum content covered important topics. One major concern of policy makers is to ensure a TVET system that is relevant while addressing issues of quality (Konayuma, 2008). For trainers, results on whether the content was enough given the time allocated show that majority (71.4%) of trainers were of the view that the content was enough given the time allocated. This shows that they were able to deliver the content within the stipulated time hence achieving the set objectives.

On whether the time allocated for practicals was enough, most of the trainers agreed with the statement that the time allocated for practicals was enough. This agrees with trainees' responses who perceived that time allocated for practicals was enough. On whether the content related to industry requirements, majority of trainers (95.2%)

agreed that the content related to industry requirements. This shows that trainers had confidence that their trainers were well equipped to face the available job market. For trainers, the responses on whether the content was up to date showed that most of them (61.9%) were of the view that the content for the course was up to date. This shows that content was being regularly updated.

4.3.3 Effect of Food and Beverage Curriculum towards Training

Descriptive statistics were carried out on responses on the effect of Food and Beverage curriculum towards training. This was summarized in table 4.8.

Table 4. 8: Effect of Food and Beverage Curriculum towards Training

	Mean Statistic	**Std. Error**	**Std. Deviation Statistic**
Curriculum content covers important topics	4.3522	.06919	.87249
Content is enough given the time allocated	3.5346	.08868	1.11820
Time allocated for practicals in enough	3.7358	.07903	.99653
Content relates to the industry requirements	3.6918	.07568	.95434
Content is up to date	3.5220	.10128	1.27704

Mean scores of above 3.5 shows a high level of agreement with the given statements on the quality of the content and teaching. Hence there was a high level of agreement that the curriculum covered important topics, the content was enough given the time allocated, time allocated for practicals was enough, up to date and related to the industry requirements.

4.4 Extent of Availability of Teaching and Learning Resources On Quality of Food & Beverage Training and the Effect They Have on Quality of Food and Beverage Training at Selected TVET Institutions

The section gives results and discussions on the availability of teaching resources and the effect they have on quality of Food and Beverage training at selected TVET institutions, which was the second objective of the study. A summary of data gathered through the observation checklist on the availability and use of resources was summarized in table 4.9.

Table 4. 9: Availability of Resources

STATEMENT	**AVAILABILITY**			
	A	**B**	**C**	**D**
Institution has a lab	Yes	Yes	Yes	Yes
Lab is well furnished	No	No	No	No
Lab is enough for all trainees	No	No	No	No
Resources are up to date	No	No	No	No
Resources are enough for practical's	No	No	No	No
Resources are in good working conditions	Some	Some	Some	Some
Resources not in good working conditions	Cookers Fridges	Cookers Fridges Tables	Cookers Fridges	Tables Cookers
Resources are got in time for lessons	Yes	Sometimes	Sometimes	Sometimes
Improvisation sometimes takes place	Sometimes	Yes	Yes	Yes
Safety measures during practical lessons				
Fire extinguisher	No	No	No	No
Floors	Yes	Yes	No	No
Work surfaces	Yes	Yes	Yes	Yes

The results indicate that all the sampled TVET institutions had a lab. However, all (100.0%) had laboratories that were not well furnished and they didn't have adequate space for all learners. It was further observed that the resources were not up to date and were also inadequate. Some of the resources were observed not to be in good working conditions. They included fridges, cookers and tables.

All the institutions were observed to improvise during some practicals. On timeliness of getting resources for practicals, sometimes delays occurred hence affecting the lessons. Safety measures in the laboratories during practicals were wanting. This was evident due to lack of fire extinguishers. For some, the floors weren't safe enough. The results showed that availability of teaching and learning resources influenced the quality of of Food and Beverage training in selected TVET institutions.

4.5 Trainees Perception on Effect of Quality of Food & Bevarage Training in TVET Institutions

The section gives results and discussions on the trainees' perception on the the quality of Food & Beverage training in TVET institutions, which was the third objective of the study.

4.5.1 Trainees Perception on Effect of Quality of Food & Bevarage Training in TVET Institutions

From the results on whether they liked the Food and Beverage course, 12 (7.5%) strongly disagreed, 15 (9.4%) were undecided, 27 (17.0%) agreed while 105 (66.0%) strongly agreed that they liked the Food and Beverage course. The responses were summarized in table 4.10.

The results show that majority of learners liked the course, a factor that makes learning enjoyable and worthwhile. The results on whether they were forced to take the course, 44 (27.7%) strongly disagreed, 15 (9.4%) disagreed, 63 (39.6%) were undecided, 21 (13.2%) agreed while 16 (10.1%) strongly agreed that they were forced to take the course. This shows that trainees had chosen the courses themselves and therefore loved the courses they were taking.

Table 4. 10: Trainees Perception on Effect of Quality of Food & Bevarage Training in TVET Institutions

Trainees perception	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
I like the Food & Beverage course	12 (7.5%)		15 (9.4%)	27 (17.0%)	105 (66.0%)
I was forced to take the course	44 (27.7%)	15 (9.4%)	63 (39.6%)	21 (13.2%)	16 (10.1%)
The course is marketable	6 (3.8%)	6 (3.8%)	3 (1.9%)	58 (36.5%)	86 (54.1%)
I get enough skills	6 (3.8%)	4 (2.5%)	7 (4.4%)	60 (37.7%)	82 (51.6%)
I get enough courage from the training	6 (3.8%)	9 (5.7%	78 (49.1%)	66 (41.5%)	66 (41.5%)

The results on whether the course was marketable, 6 (3.8%) strongly disagreed, 6 (3.8%) disagreed, 3 (1.9%) were undecided, 58 (36.5%) agreed while 86 (54.1%) strongly agreed that the course was marketable. This is a likely indication that trainees had seen their colleagues who had completed the course securing employment. According to Ricci (2005), employers in the hospitality industry have expressed a concern over the number of trainees that enter the workplace as management trainees who fail to make a smooth transition from school to the workplace. In many cases these new management trainees are initially enthusiastic, but often lack the necessary skills to become successful managers.

The results on whether they got enough skills show that 6 (3.8%) strongly disagreed, 4 (25%) disagreed, 7 (4.4%) were undecided, 60 (37.7%) agreed while 86 (51.6%) strongly agreed that they got enough skills. This likely explains why they felt prepared for the job market, by indicating that the course met industry requirements. Raybould and Wilkins (2005) reported that hospitality industry professionals expect degree programs to equip trainees with the skill sets to transition smoothly into the workplace. The results on whether they got enough courage in training indicate that 6 (3.8%) strongly disagreed, 9 (5.7%) were undecided, 78 (49.1%) agreed while 66 (41.5%) strongly agreed with the statement that they got courage in training.

4.5.2 Trainees Perception on Effect of Quality of Food & Beverage Training

From this, it is clear that they were set to handle any challenges associated with the job market they were training for. For trainers, the results were summarized in table 4.11.

Table 4. 11: Trainees Perception on Effect of Quality of Food & Beverage Training

Trainees perception	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
They like the Food & Beverage course	0 (0.0%)	0 (0.0%)	0 (0.0%)	6 (28.6%)	15 (71.4%)
They were forced to take the course	1 (4.8%)	4 (19.0%)	14 (66.7%)	1 (4.8%)	1 (4.8%)
The course is marketable	0 (0.0%)	0 (0.0%)	0 (0.0%)	11 (52.4%)	10 (47.6%)
They get enough skills	0 (0.0%)	3 (14.3%)	3 (14.3%)	7 (33.3%)	8 (38.1%)
They get enough	0 (0.0%)	3 (14.3%)	3 (14.3%)	7 (33.3%)	8 (38.1%)

courage in the
training

The responses for trainers on liking the course, trainers indicated that trainees liked the Food and Beverage course with 6 (28.6%) agreeing and 15 (71.4%) strongly agreeing. By liking the course, they are able to go extra in trying to make the best out of it, and teaching the learners in the best way possible. On whether the trainers were forced to take the courses, most of the trainers (90.4%) of the trainers disagreed with the statement that trainees had been forced to take the course. This agrees with the responses from trainees who indicated that they were not forced to take the course. Responses by trainers on whether the course was marketable, 11 (52.4%) of trainers strongly agreed while 10 (47.6%) strongly agreed that the course was marketable. Hence trainers believed that the Food and Beverage course was very marketable. The same responses were elicited by the trainees.

Just like the trainees, trainers' responses on whether trainees were getting enough skills indicates that majority of respondents (71.4%) agreed that trainees were getting enough skills. Being experienced trainers, most of whom had taught for over five years, their assessment on adequacy of skills imparted in learners cannot be questioned. Results from trainers on whether trainees they got enough courage in the training, the majority (71.4%) agreed that trainees got enough courage in the training. This is likely because they were observing fearless trainees who were ready to face challenging situations during training.

4.5.3 Descriptive Statistics on Perception on Effect of Quality of Food & Beverage Training

Means of over 4 indicate that they perceived the Food and Beverage course as a very good course. This shows that they liked the course, got enough skills and were hopeful of a better future after the training. A mean of 2 on whether they were forced to take the course shows that they were willing to take the course themselves and were not cohearsed to take it. Descriptive statistics were also carried out and the results summarized in table 4.12.

Table 4. 12: Descriptive Statistics

	Mean Statistic	Std. Error	Std. Deviation
I like the Food and Beverage course	4.3396	.09135	1.15194
I was forced to take the course	2.6855	.10179	1.28348
The course is marketable	4.3333	.07710	.97219
I get enough skills	4.3082	.07568	.95434
I get enough courage in training	4.2453	.06895	.86943

4.6 Effect of Management Support on Food and Beverage Training at Selected TVET Institutions

The section gives the level of management support on Food and Beverage training at selected TVET institutions, which was the fourth objective of the study.

4.6.1 Trainees' Perception on Effect of Level of Management Support on Food and Beverage Training

The results whether they liked their trainers indicate that 12 (7.5%) strongly disagreed, 2 (1.3%) disagreed, 13 (8.2%) were undecided, 70 (44.0%) agreed while 62 (39.0%) strongly agreed that they liked their trainers. This shows that the trainers were doing a good job which impressed the trainees. The results on whether their

trainers taught wellindicate that 6 (3.8%) strongly disagreed, 24 (15.1%) disagreed, 21 (13.2%) were undecided, 48 (30.2%) agreed while 60 (37.7%) strongly agreed that trainers taught well. This shows a high level of satisfaction by learners that they taught well. This is an indication of proper learning taking place. The responses were summarized in table 4.13.

Table 4.13: Effect of Trainees' Perception on Level of Management Support on Food and Beverage Training

Trainers perception	**Strongly disagree**	**Disagree**	**Undecided**	**Agree**	**Strongly agree**
I like my trainers	12 (7.5%)	2 (1.3%)	13 (8.2%)	70 (44.0%)	62 (39.0%)
They teach well	6 (3.8%)	24 (15.1%)	21 (13.2%)	48 (30.2%)	60 (37.7%)
They clearly understand the content	6 (3.8%)	12 (7.5%)	9 (5.7%)	76 (47.8%)	56 (35.2%)
They are in touch with industry	6 (3.8%)		41 (25.8%)	65 (40.9%)	47 (29.6%)
They are good role models	20 (12.6%)	6 (3.8%)	41 (25.8%)	35 (22.0%)	57 (35.8%)

The results on whether they clearly understood the content indicate that 6 (3.8%) strongly disagreed, 12 (7.5%) disagreed, 9 (5.7%) were undecided, 76 (47.8%) agreed while 56 (35.2%) strongly agreed that they understood the content. This was a good pointer of proper learning taking place. From the results on whether they were in touch with the industry, 6 (3.8%) strongly disagreed, 41 (25.8%) were undecided, 65 (40.9%) agreed while 47 (29.6%) strongly agreed that they were in touch with the industry.

This indicates that they were connected to the job market and could easily land jobs once they cleared the courses. From the results on whether their trainers were good role models, 20 (12.6%) strongly disagreed, 6 (3.8%) agreed, 41 (25.8%) were undecided, 35 (22.0%) agreed while 57 (35.8%) strongly agreed that trainers were good role models. This shows that trainers had a positive influence on their learners.

4.6.2 Effect of Trainers' Perception on Level of Management Support on Food and Beverage Training

On liking of the trainees, all the trainers were of the view that trainees liked them. Results on whether trainers taught well, all the trainers were of the view that they taught well. Similarly, trainers were of the view that they clearly understood the content. This shows that the trainers were efficient in doing their work. For trainers, the results were recorded in table 4.14.

Table 4. 14: Effect of Trainers' Perception on Level of Management Support on Food and Beverage Training

Trainers perception	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
They like their trainers	0 (0.0%)	0 (0.0%)	0 (0.0%)	8 (38.1%)	13 (61.9%)
I teach well	0 (0.0%)	0 (0.0%)	0 (0.0%)	8 (38.1%)	13 (61.9%)
I clearly understand the content	0 (0.0%)	0 (0.0%)	0 (0.0%)	10 (47.6%0	11 (52.4%)
I am in touch with industry	0 (0.0%)	3 (14.3%)	2 (9.5%)	10 (47.6%)	6 (28.6%)
I am a good role model	0 (0.0%)	2 (9.5%)	1 (4.8%)	9 (42.9%)	9 (42.9%)

On whether trainers were in touch with the industry, majority of trainers (76.2%) indicated that they were in touch with the industry. This shows that they were in a position to attach their learners to the job market during attachment or after

completion of the course. On whether they were role models, majority of trainers (85.8%) indicated that they were role models to the trainees. This agrees with learners' responses that the trainers were role models.

4.6.3 Descriptive Statistics on Effect of management Support on Food and Beverage Training

Means above 3.5 indicate a high level of agreement with the statements on statements on the level of management support. This shows that most learners liked their trainers, were of the view that trainers taught well, understood the content, were in touch with the industry and were good role models too. Descriptive statistics were carried out on the responses and the results summarized in table 4.15.

Table 4. 15: Descriptive Statistics on Effects of Management Support towards Food and Beverage Training

	Mean Statistic	Std. Error	SD Statistic
I like my trainers	4.0566	.08708	1.09801
They teach well	3.8302	.09493	1.19708
They clearly understand the content	4.0314	.08149	1.02760
They are in touch with the industry	3.9245	.07494	.94499
They are good role models	3.6478	.10600	1.33662

4.7 Effect of Management Support on Quality of Food & Beverage Training in TVET Institutions

The section presents findings on management support on the quality of Food & Beverage training in TVET institutions.

4.7.1 Effect of Trainers Perception on Management Support on Quality of Food & Beverage Training

From the results on whether their trainers offered timely support for the course, 55 (34.6%) were undecided, 74 (46.5%) agreed while 30 (18.9%) strongly agreed that trainers offered timely support for the course. This shows that trainers were willing to support learners in their study. The responses were summarized in table 4.16. From the results on whether they understood the importance of the Food and Beverage course, 6 (3.8%) strongly disagreed, 6 (3.8%) agreed, 43 (27.0%) were undecided, 70 (44.0%) agreed while 34 (21.4%) strongly agreed that they understood the importance of the Food and Beverage course. This understanding could drive them to get the best out of their training.

Table 4. 16: Effect of Management Support on Quality of Food & Beverage Training

Trainers perception	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
They offer timely support for the course	0 (0.0%)	0 (0.0%)	55 (34.6%)	74 (46.4%)	30 (18.9%)
They understand the importance of Food & Beverage course	6 (3.8%)	6 (3.8%)	43 (27.0%)	70 (44.0%)	34 (21.4%)
They understand the needs of Food & Beverage course	12 (7.5%)	6 (3.8%)	55 (34.6%)	44 (27.7%)	42 (26.4%)
They offer enough for the course	12 (7.5%)	12(7.5%)	59 (37.1%)	66 (41.5%)	10 (6.3%)

From the results on whether they understood the needs of the Food and Beverage course, 12 (7.5%) strongly disagreed, 6 (3.8%) agreed, 55 (34.6%) were undecided,

44 (27.7%) agreed while 42 (26.4%) strongly agreed that they understood the needs of the Food and Beverage course. From the results on whether their trainers offered enough for the course, 12 (7.5%) strongly disagreed, 12 (7.5%) agreed, 59 (37.1%) were undecided, 66 (41.5%) agreed while 10 (6.3%) strongly agreed that they were offered enough for the course.

4.7.2 Trainees' Perception on Effect of Management Support on Quality of Food & Beverage Training

On whether trainers offered timely support for the course, majority of trainers (95.2%) indicated that they offered timely support for the course. This shows that the trainers were supportive to their learners to ensure that they learn as much as they could. On whether trainers understood the importance of the Food and Beverage course, all trainers indicated that they understood the importance of the Food and Beverage course. Results by trainers were summarized in table 4.17.

Table 4. 17: Trainees' Perception on Effect of Management Support on the Quality of Food & Beverage Training

Trainers perception	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
They offer timely support for the course	0 (0.0%)	1 (4.8%)	0 (0.0%)	16 (76.2%)	4 (19.0%)
They understand the importance of Food & Beverage course	0 (0.0%)	0 (0.0%)	0 (0.0%)	16 (76.2%)	5 (23.8%)
They understand the needs of Food & Beverage course	0 (0.0%)	0 (0.0%)	3 (14.3%)	13 (61.9%)	5 (23.8%)
They offer enough for the course	0 (0.0%)	2 (9.5%)	6 (28.6%)	10 (47.6%)	3 (14.3%)

Based on their vast experience, they definitely knew what was expected from the course. The trainers further understood the needs of foods and beverage course, majority (85.7%) of the trainers agreed that they understood the needs of foods and beverage course. On whether trainers offered enough for the course, majority (61.9%) agreed that they offered enough for the course. This shows a high level of commitment by the trainers, which is confirmed by trainees' responses.

4.7.3 Descriptive Statistics on Effect of Management Support on the Quality of Food & Beverage Training

From the results, all the means were over 3.5 indicating a high level of agreement by the trainees. This shows that the trainers offered timely support for the course, understood the importance and needs of the Food and Beverage course. Descriptive statistics were carried out and the results recorded in table 4.18.

Table 4.18: Descriptive Statistics on Effect of Management Support on the Quality of Food & Beverage Training

	Mean Statistic	Std. Error	Std. Deviation
They offer timely support for the course	3.8428	.05681	.71631
They understand the importance of the Food and Beverage course	3.7547	.07609	.95941
They understand the needs of foods and beverage course	3.6164	.09047	1.14072

4.8 Quality of Food and Beverage Training in TVET Institutions

The section presents results on the quality of Food and Beverage training in TVET institutions.

4.8.1 Trainees Responses on the Quality of Food and Beverage Training

The responses are summarized in table 4.19. From the results on whether the curriculum used in training was up to date, 49 (30.8%) disagreed, 17 (10.7%) were undecided, 34 (21.4%) agreed while 59 (37.1%) strongly agreed that the curriculum used in training was up to date. This shows that the quality of training was good.

From the results on whether learner centred approach is used to teach, 17 (10.7%) strongly disagreed, 100 (62.9%) agreed while 42 (26.4%) strongly agreed that learner centred approach is used to teach. This means that learners were actively involved in the learning process. From the results on whether adequate theory and practical lessons included, 66 (41.5%) of respondents were undecided, 51 (32.1%) agreed while 42 (26.4%) strongly agreed that adequate theory and practical lessons included in lessons.

Table 4. 19: Trainees Responses on Quality of Food and Beverage Training

Quality of Food and Beverage training	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
Curriculum used in training is up to date	0 (0.0%)	49 (30.8%)	17 (10.7%)	34 (21.4%)	59 (37.1%)
Learner centred approach is used to teach	17 (10.7%)	0 (0.0%)	0 (0.0%)	100 (62.9%)	42 (26.4%)
Adequate theory and practical lessons included	0 (0.0%)	0 (0.0%)	66 (41.5%)	51 (32.1%)	42 (26.4%)
Environment for training is conducive	49 (30.8%)	0 (0.0%)	34 (21.4%)	34 (21.4%)	42 (26.4%)
Environment is well organized and structured	0 (0.0%)	0 (0.0%)	51 (32.1%)	66 (41.5%)	42 (26.4%)
Trainers are enough and qualified to teach	0 (0.0%)	0 (0.0%)	51 (32.1%)	91 (57.2%)	17 (10.7%)

Trainees' assessment done regularly	0 (0.0%)	0 (0.0%)	91 (57.2%)	34 (21.4%)	34 (21.4%)
Trainees assessment done fairly and objectively	0 (0.0%)	25 15.7%)	34 (21.4%)	83 (52.2%)	17 (10.7%)
Feedback to evaluation is shared to all on time and used for future improvement	0 (0.0%)	0 (0.0%)	50 (31.4%)	68 (42.8%)	41 (25.8%)
Graduates get employed on time	0 (0.0%)	0 (0.0%)	75 (47.2%)	34 (21.4%)	50 (31.4%)

From the results on whether the environment for training was conducive, 49 (30.8%) strongly disagreed, 34 (21.4%) were undecided, 34 (21.4%) agreed while 42 (26.4%) strongly agreed that the environment for training was conducive. The results on whether the environment was well organized and structured show that 51 (32.1%) of respondents were undecided, 66 (41.5%) agreed while 42 (26.4%) strongly agreed that the environment was well organized and structured.

From the results on whether the trainers were enough and qualified to teach, 51 (32.1%) of respondents were undecided, 91 (57.2%) agreed while 17 (10.7%) strongly agreed that trainers were enough and qualified to teach. Results on whether the trainees' assessment was done regularly indicated that 91 (57.2%) of respondents were undecided, 34 21.4%) agreed while 34 (21.4%) strongly agreed that trainees' assessment was done regularly. Regular assessments help to gauge learners' level of understanding and help identify areas that need remedial sessions.

From the results on whether the trainees' assessment was done fairly and objectively, 25 (15.7%) disagreed, 34 (21.4%) were undecided, 83 (52.2%) agreed while 17 (10.7%) strongly agreed that trainees assessment was done fairly and objectively. Fair and objective assessment helps build confidence and a virtue of hard work which makes them achieve their academic objectives.

From the results on whether feedback to evaluation is shared to all on time and used for future improvement, 50 (31.4%) of respondents were undecided, 68 (42.8%) agreed while 41 (25.8%) strongly agreed that trainees' assessment was done regularly. From the results on whether graduates got employed on time, 75 (47.2%) of respondents were undecided, 34 (21.4%) agreed while 50 (31.4%) strongly agreed that graduates got employed on time. When learners are away that they will secure employment in time.

4.8.2 Descriptive statistics on the Quality of Food and Beverage Training

Descriptive statistics were carried out on responses on the quality of Food and Beverage training in TVET institutions. Most of the means obtained are above 3.5 indicating a high level of agreement with the given statements. This shows that high quality of the Foods and Beverage Training Programme. The results were recorded in table 4.20.

Table 4.20: Descriptive Statistics on Quality of Food and Beverage Training

Quality of F & B	Mean	Std. Deviation
Curriculum used in training is up to date	3.6478	1.26360
Learner centred approach is used to teach	3.9434	1.10948
Adequate theory and practical lessons included	3.8491	.81278
Environment for training is conducive	3.1258	1.58211
Environment is well organized and structured	3.9434	.76510
Trainers are enough and qualified to teach	3.7862	.61997
Trainees' assessment done regularly	3.6415	.81352
Trainees assessment done fairly and objectively	3.5786	.88148
Feedback to evaluation is shared to all on time and used for future improvement	3.9434	.75679

Graduates get employed on time	3.8428	.87536

4.8.3 Improving Quality of Food and Beverage Course in TVET Institutions

Trainees were asked to give comments by trainees on how the quality of Food and Beverage training in TVET institutions can be improved. The responses were summarized in table 4.21.

Table 4.21: Comments that can improve Quality of Food and Beverage Training Course

Recommendation	Frequency	Percent
Provide more facilities	16	17.0
Provision of enough equipment	28	29.8
Provision of more facilities	9	9.6
Building more laboratories	7	7.4
Few teachers	6	6.4
Provide more facilities and equipment	6	6.4
Provision of enough spices	6	6.4
Allocate more time to practicals	4	4.3
Skills taught are not enough	4	4.3
Trainers to adhere to timetables	4	4.3
Trainers to concentrate on teaching	3	3.2
Construct a large lab	1	1.1
Total	**94**	**100**

According to Reddan and Harrison (2010), TVET institutions need to restructure their programmes to be receptive to the needs of the job market, especially the industry's ever changing needs. According to Kamau (2013), rigid unresponsive curriculum, inadequate, methods of training and development needs assessment (T&DNA), lack of stakeholder involvement in curriculum design, limited numbers of qualified staffs at the KICD are some of the major challenges facing TVET provision.

4.9 Regression Assumptions

The assumptions of multiple regressions that were considered during this study include linearity, homoscedasticity, normality, and collinearity. This section specifically presents how each assumption was tested.

4.9.1 Normality

Multiple regressions assume that variables have normal distributions (Darlington, 1968; Osborne & Waters, 2002). Figure 4.1 is a histogram with normal distribution

from the SPSS software. The Figure showed a normal distribution from the SPSS software. The researcher tested this assumption through: visual inspection of data plots, skewness and kurtosis in descriptive analysis, and P-Plots (Osborne & Waters, 2002).

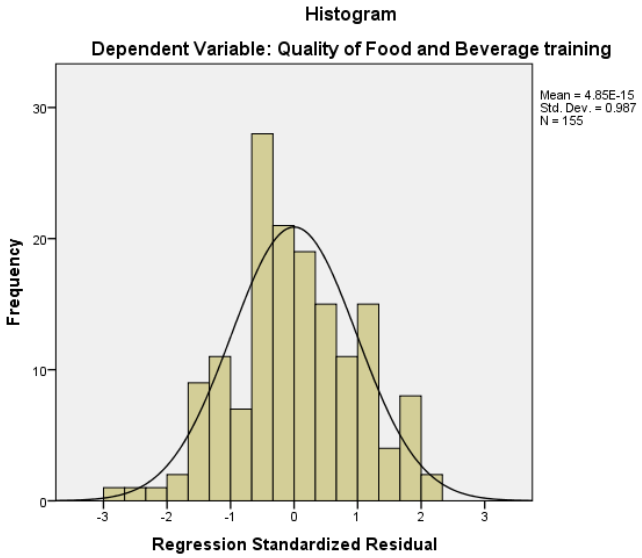

Figure 4.1 Histogram with normal distribution

4.9.2 Linearity

Linearity defines the dependent variable as a linear function of the predictor (independent) variables (Darlington, 1968). Residual plots showing the standardized residuals vs. the predicted values and are very useful in detecting violations in linearity (Stevens, 2009). The residuals magnify the departures from linearity (Keith, 2006). Any systematic pattern or clustering of the residuals suggests violation (Stevens, 2009). Figure 4.2 visually demonstrates both linear and curvilinear relationships.

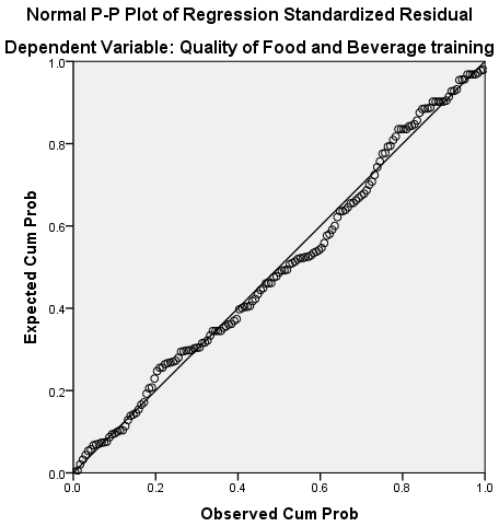

Figure 4.2 Normal P-Plot

4.9.3 Homoscedasticity

The assumption of homoscedasticity refers to equal variance of errors across all levels of the independent variables (Osborne & Waters, 2002). This means that researchers assume that errors are spread out consistently between the variables (Keith, 2006). The results in Figure 4.3 showed that standardized residuals were concentrated in the centre (around 0) and their distribution was rectangular.

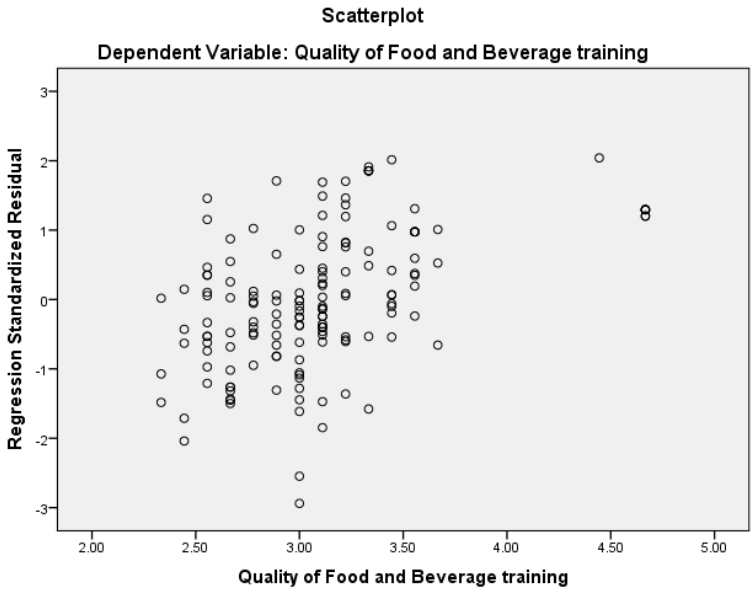

Figure 4.3: Standardized Residuals of the Homoscedasticity Test

Specifically, statistical software scatter plots of residuals with independent variables are the method for examining this assumption (Keith, 2006). Homoscedasticity was checked using the standardized residual scatter plot.

4.9.4 Multicolinearity

Collinearity (also called multicolinearity) refers to the assumption that the independent variables are uncorrelated (Keith, 2006). Tolerance and Variance Inflation Factor (VIF) statistics were used to carry out the diagnosis. The results of the multicollinearity test were demonstrated by tolerance and VIF values from the SPSS software as summarized in Table 4.19. The findings revealed that the tolerances of the four constructs ranged from 0.467 to 0.704. The VIF scores ranged from 1.42 to 2.14.

For this model, VIF values are all below 10 and tolerance statistics are all well above 0.2 and conclude that there was no collinearity (Bowerman & O'Connell, 1990). This means therefore the variation due to each independent factor was considerably independent and all the factors were included in the prediction model. The assumption on multicollinearity was deemed to have been met. The results were within normal range, indicating multicollinearity was not present among the explanatory variables.

Table 4.22 Collinearity Statistics

Model		Collinearity Statistics	
		Tolerance	VIF
1	(Constant)		
	Resources	.467	2.141
	Content	.589	1.697
	Management support	.515	1.943
	Perception	.704	1.420

a. Dependent Variable: Quality of Food and Beverage training

4.10 Multiple Regression Analysis

A multiple regression model was used to explore the curriculum components of quality of Food and Beverage training. The multiple regression analysis was used to test the hypotheses of the study.

4.10.1 Model Summary

The regression coefficient summary was then used to explain the nature of the relationship between independent variables and the dependent. The R^2 represented the measure of variability in quality of Food and Beverage training that curriculum components were accounted for. From the model, is (R^2 = .767) showing that curriculum components accounted for (76.7%) variation in quality of Food and Beverage training.

The curriculum components used in the model captured the variation in the quality of Food and Beverage training. The F-test was further used to determine the validity of the model, while R squared was used as a measure of the model goodness of fit. The change statistics were used to test whether the change in adjusted R^2 is significant using the F-ratio as shown in Table 4.20. The model caused adjusted R^2 to change from zero to .761 and this change gave rise to an F- ratio of 123.75, which is significant at a probability of .05.

Table 4.23: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.876[a]	.767	.761	.23636	.767	123.753	4	150	.000

a. Predictors: (Constant), Perception, Resources, Content, Management support

4.10.2 Analysis of Variance

The analysis of variance was used to test whether the model could significantly fit in predicting the outcome than using the mean (Table 21). The regression model with curriculum components of quality of Food and Beverage training was a significant ($F=123.75$, $p < 0.05$) shows that there is a significant effect of curriculum components of quality of Food and Beverage training, thus rejecting the null hypothesis.

Table 4.24: Analysis of Variance

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	27.655	4	6.914	123.753	.000[b]
	Residual	8.380	150	.056		
	Total	36.036	154			

a. Dependent Variable: Quality of Food and Beverage training
b. Predictors: (Constant), Perception, Resources, Content, Management support

The F statistics is used as a test for the model goodness of fit, in Table 4.21 ($F=123.75$, p value $=0.001$) shows that there is significant effect of curriculum components of quality of Food and Beverage training with at least one slope (β coefficient) not zero.

4.10.3 Regression Coefficients

In addition, the β coefficients for curriculum components of quality of Food and Beverage training as independent variable were generated from the model, in order to test the hypotheses of the study. The t-test was used as a measure to identify whether the curriculum components as predictor was making a significant contribution to the model. Table 4.22 gave the estimates of β-value and the contribution of each predictor to the model. The β-value for management support, resources and content had a

positive coefficient, depicting positive relationship with quality of Food and Beverage training, while perception had negative relationship as summarized in the model as:

$Y = -.420+.131X_1-0.076X_2+.202X_3+.769X_4+e$ ……Equation 4.1

Where:

Y = Quality of Food and Beverage training, X_1 = content, X_2 = perception, X_3 = resources, X_4= support, e = error term

From the findings the t-test associated with β-values was a significant and the curriculum components as the predictor was making a significant contribution to the model. The coefficients results showed that the predicted parameter in relation to the independent factors was a significant.

Table 4.25 Regression Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-.420	.197		-2.128	.035
	Resources	.202	.063	.183	3.177	.002
	Content	.131	.050	.135	2.640	.009
	Management support	.769	.058	.727	13.253	.000
	Perception	-.076	.036	-.099	-2.116	.036

a. Dependent Variable: Quality of Food and Beverage training

4.10.4 Hypotheses Testing

The study had hypothesized that there is no significant effect of curriculum content on quality of Food and Beverage training in selected TVET institutions in Western region of Kenya. The study findings depicted that there is no significant effect of curriculum content on quality of Food and Beverage training in selected TVET

institutions (β_1=0.131 and $p < 0.05$). Therefore, the more the curriculum content is used the quality of Food and Beverage training increased, $p < 0.05$ the null hypothesis (H_{O1}) was rejected.

This finding is consistent with those of Okoye and Okwelle, (2013), Onachuna and Nwachukwu (2012), Singer (2012), Uwaifo and U.I Uwaifo (2009) who reported among others that poor provision of facilities and equipments; inadequate personnel; poor incentives; poor funding; defect in curriculum content selection, organization, and delivery system; poor implementation of government policy are challenges to the attainment of quality in TVET institutions.

The findings indicted that there was a significant effect of respondent's perceptions on quality of Food and Beverage training at selected TVET institutions in Western region of Kenya (β_2= -0.076 and $p < 0.05$). A decline in respondents perceptions reduced the quality of Food and Beverage training in selected TVET institutions in Western region, $p < 0.05$ the null hypothesis (H_{O2}) was rejected. This is in line with the view of Anyanwu (2009) who stated that students can make or mar quality in teaching depending on their attitude to learning. Onachuna and Nwachukwu (2012) agreed with the findings of this study when they reported that the militating factors to quality assurance included examination malpractice and cultism.

From the findings there was a significant influence of availability of teaching and learning resources on the quality of Food and Beverage training at selected TVET institutions in Western region of Kenya (β_3=0.202 and $p<0.05$). Therefore, the more the availability of teaching and learning resources the higher the quality of Food and Beverage training at selected TVET institutions in Western region. Since the $p < 0.05$ the null hypothesis (H_{O3}) was rejected.

This finding agrees with the findings of Alfred and Kayoma (2012), Idialu (2012), Olagboye (2004), Onoshakpokaiye (2012), Onwuegbu (2012), Singer (2012). They reported that the quality and functionality of vocational education programme have been marred by several school related factors; notably among them include inadequate teaching/learning facilities; paucity of qualified vocational education teachers; poor evaluation process and lack of counseling services schools.

From the findings there was a significant effect of management support (β_4=0.202 and $p<0.05$) on quality of Food and Beverage training at selected TVET institutions in Western region of Kenya. The more the management support the higher the quality of Food and Beverage training at selected TVET institutions in Western region. Since the $p < 0.05$ the null hypothesis (H_{O4}) was rejected. This is in harmony with the views of Anyakwo (2012) and Aworanti (2012) who posited that factors such as adequate and functional facilities, appropriate class size, the right number of qualified and competent TVET educators, appropriate teaching methods/ strategies; and adequate funding will promote the quality of TVET programmes.

TVET is the bedrock to national development. In order to provide TVET programmes that can create impact in the development of human resources who can be the driving force for technological and economic growth of the nation, quality and standard will have to be created.

CHAPTER FIVE

SUMMARY OF THE FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The study had four objectives; to establish the effect of curriculum content on quality of Food and Beverage training, investigate the availability of teaching resources and the effect they have on quality of Food and Beverage training, assess the effect of trainers perception on quality of Food and Beverage training, and, evaluate the effect of management support on quality of Food and Beverage training at selected TVET institutions in western region of Kenya.

5.2 Summary of Findings

On the effect of the curriculum content on quality of Food and Beverage training, descriptive statistics indicated that there was a high level of agreement with the given statements on the quality of the content and teaching. Hence there was a high level of agreement that the curriculum covered important topics, the content was enough given the time allocated, time allocated for practical's was enough, up to date and related to the industry requirements. From regression analysis there there was a significant effect of curriculum content (β_1=0.131 and $p < 0.05$) on quality of Food and Beverage training in selected TVET institutions. The curriculum content had positive significant effect on quality of Food and Beverage training increased. The null hypothesis (H_{O1}) was rejected.

On the effect of the availability of resources on quality of Food and Beverage training, descriptive statistics indicated all the sampled TVET institutions had laboratories. However, the laboratories that were not well furnished and they didn't have adequate space for all learners. It was further observed that the resources were not up to date and were also inadequate. Some of the resources such as fridges, tables and cookers were not in good working conditions. All the institutions were observed to improvise during some practicals. Safety measures in the laboratories during practical's were wanting. This was evident due to lack of fire extinguishers. For some, the floors weren't safe enough.

There was a significant influence of availability of teaching and learning resources (β_3=0.202 and p<0.05) on the quality of Food and Beverage training at selected TVET institutions in Western region of Kenya. The availability of teaching and learning resources had significant influence on the quality of Food and Beverage training at selected TVET institutions in Western region. The null hypothesis (H_{O3}) was rejected.

On the effect of respondent's perceptions on quality of Food and Beverage training, descriptive statistics indicated that they perceived the Food and Beverage course as a very good course. This shows that they liked the course, got enough skills and were hopeful of a better future after the training. A mean of 2 on whether they were forced to take the course shows that they were willing to take the course themselves and were not cohearsed to take it.

From regression analysis, there was a significant effect of respondent's perceptions (β_2= -0.076 and p < 0.05) on quality of Food and Beverage training at selected TVET institutions in Western region of Kenya. The respondent's perceptions had a negative

significant influence on quality of Food and Beverage training in selected TVET institutions in Western region. The null hypothesis (H_{O2}) was rejected.

On the effect of the management support on quality of Food and Beverage training, descriptive statistics indicated there was a high level of agreement with the statements on statements on the level of management support. Most trainees liked their trainers, were of the view that trainers taught well, understood the content, were in touch with the industry and were good role models too. It was further established that the trainers offered timely support for the course, understood the importance and needs of the Food and Beverage course.

There was a significant effect of management support (β_4=0.202 and $p<0.05$) on quality of Food and Beverage training at selected TVET institutions in Western region of Kenya. The management support had significant effect on quality of Food and Beverage training at selected TVET institutions in Western region. The null hypothesis (H_{O4}) was rejected.

From the model, is (R^2 = .767) showing that the selected curriculum components accounted for (76.7%) variation in quality of Food and Beverage training. The curriculum components used in the model captured the variation in the quality of Food and Beverage training.

5.3 Conclusion

The following conclusions were made based on the findings of the study:

Trainees observed that the curriculum covered important topics, the content was enough given the time allocated, time allocated for practical's was enough, up to date

and related to the industry requirements. The curriculum content influences the quality of Food and Beverage training increased.

Despite having laboratories, the laboratories that were not well furnished and they didn't have adequate space for all learners. Some of were also inadequate. Some of the resources such as fridges, tables and cookers were not in good working conditions. The availability of teaching and learning resources influence the quality of Food and Beverage training at selected TVET institutions in Western region.

Trainees perceived the Food and Beverage course positively. They liked the course and felt they got enough skills and were hopeful of a better future after the training. The urespondent's perceptions negatively influence the quality of Food and Beverage training in selected TVET institutions in Western region.

The study concluded that the trainers offered timely support for the course, understood the importance and needs of the Food and Beverage course. The management support effect on quality of Food and Beverage training at selected TVET institutions in Western region.

5.4 Recommendations

The following recommendations were made based on the findings of the study:

Learners taking the Food and Beverage course are very hopeful of landing good jobs after the training. There is therefore need for TVET institutions to restructure their programmes to be receptive to the needs of the job market, especially the industry's ever-changing needs.

The government should provide quality of input TVET programmes through the provision of adequate facilities, equipments, consumable materials, and hand tools; provision of qualified TVET personnel; adequate provision of instructional materials; provision of in-service training for TVET personnel.

There is need for government to increase their financial support in terms of bursaries and grants to better the infrastructure and to continue relentlessly by creating awareness and networking in the local political networks. This will make the already negative perception that exist as pertains to this training to be well received by the local and community at large.

There is need for the government in provision of scholarship/grants for TVET teachers/ instructors; proper supervision and monitoring of the implementation of TVET programmes by government. Currently, government should employ more support staff to help them achieve their objective of quality teaching with resources that are not enough.

The government, stakeholders, policy makers and TVET providers should focus on TVET quality assurance best practices that have worked in countries around the world.

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APPENDICES

APPENDIX I: INTRODUCTORY LETTER

Dear Respondent,

I am a post graduate student at the University of Eldoret. In order to fulfil the requirement for the award of a master's degree in Hospitality Management, I am conducting a research entitled the effects of Curriculum Components on Quality of Food and Beverage Training in Technical and Vocational Educational and Training Institutions in Western Region, Kenya. The purpose of this letter is to seek your permission to collect the relevant data from you. The information collected will be treated with utmost confidentiality and will be used for the intended purpose.

Thank you,

Yours faithfully,

Clara Muge

APPENDIX II: TRAINEES QUESTIONNAIRE

Dear trainee

This study seeks to determine the quality of Food and Beverage training at selected TVET institutions in Western Region, Kenya.

INSTRUCTIONS

Please read the questions carefully and give responses accordingly. The responses are strictly for research purpose and confidentiality will be ensured.

SECTION A: Respondents Demographic information

1. Name of the institute…….....
2. Gender

   Male [ ] Female [ ]
3. Age 18-20 Yrs [ ] 20-23 Yrs [ ] 23-26 Yrs [ ] 26 Yrs and above [ ]
4. Course: Artisan in Food & Beverage [ ]

   Craft Certificate in Food Beverage, production service and sales [ ]

   Diploma in Food & Beverage production management service and sales [ ]

SECTION B: INFORMATION ON STUDY OBJECTIVES.

1. **Effect of Food & Beverage Curriculum Content on Training in TVET Institutions in Western Region, Kenya.**

   To what extent do you agree with the following statements on Effect of curriculum content on training in TVET institutions. **Key: 1 = Strongly Disagree 2 =Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree**

	Curriculum Content	**1**	**2**	**3**	**4**	**5**
1	Curriculum content covers important topics					
2	It is enough given the time allocated					
3	Time allocated for practicals is enough					
4	It relates to the industry requirements					
5	It is up to date					

2. Effects of Respondents Perceptions on the Quality of Food & Beverage training in TVET institutions Western Region of Kenya.

To what extent do you agree with the following statements on Effect of Trainees perceptions on training in TVET institutions. **Key: 1 = Strongly Disagree 2 =Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree**

	Trainees perceptions	**1**	**2**	**3**	**4**	**5**
1.	I like the Food & Beverage course					
2.	I was forced to take the course					
3.	The course is marketable					
4.	I get enough skills					
5.	I get enough courage in the training					
6.	I like my trainers					
7.	They teach well					
8.	They clearly understand the content					
9.	They are in touch with industry					
10.	They are good role models					

3. Effect of Management Support on the Quality of Food & Beverage Training in TVET Institutions in Western Region of Kenya

To what extent do you agree with the following statements on Effect of Management support on training in TVET institutions. **Key: 1 = Strongly Disagree 2 =Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree**

	Trainers perceptions	**1**	**2**	**3**	**4**	**5**
1	They offer timely support for the course					
2	They understand the important of Food & Beverage course					
3	They understand the needs of Food & Beverage course					
4	They offer enough for the course					

4. **Effect of Availability of resources in your TVET institution**

   To what extent do you agree with the following statements on availability of resources towards training in TVET institutions**. Key: 1 = Strongly Disagree 2 =Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree**

		1	2	3	4	5
1.	Institution has a laboratory					
2.	Laboratory is well furnished					
3.	Laboratory is enough for all trainees					
4.	Resources are up to date					
5.	Resources are enough for practical's					
6.	Resources are in good working conditions					
7.	Resources not in good working conditions					
8.	Resources are got in time for lessons					
9.	Improvisation sometimes takes place					
10.	Safety measures during practical lessons					
11.	Fire extinguisher					
12.	Floors are good					
13.	Work surfaces conducive					

5. **Quality of Food and Beverage Training**

To what extent do you agree with the following statements on Quality of Food and Beverage training in TVETS? **Key: 1 = Strongly Disagree 2 =Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree**

		1	2	3	4	5
1.	Curriculum used in training is up to date					
2.	Learner centred approach is used to teach					
3.	Adequate theory and practical lessons included					
4.	Environment for training is conducive					
5.	Environment is well organized and structured					
6.	Trainers are enough and qualified to teach					

7.	Trainees' assessment done regularly					
8.	Trainees assessment done fairly and objectively					
9.	Feedback to evaluation is shared to all on time and used for future improvement					
10.	Graduates get employed on time					

6. Any other comments that can improve the quality of Food & Beverage in TVET institutions in Western region of Kenya

.....

.....

APPENDIX III: QUESTIONNAIRE FOR TRAINERS

Dear trainer,

This study seeks to determine the quality of Food and Beverage training at selected TVET institutions in Western Region, Kenya.

INSTRUCTIONS

Please read the questions carefully and give responses accordingly. The responses are strictly for research purpose and confidentiality will be ensured. This study seeks to establish hospitality trainee's preparedness for the industry: A study of TVET institutions in Western Kenya. You are kindly requested to give honest answers so that appropriate measures can be taken to ensure proper preparation of TVET trainees to the job market.

SECTION A: Respondents Demographic information

(Tick (√) appropriately)

1. Name of the institute…….....

2 Gender: Male [ ] Female [ ]

3. Age: Below 25 years [ ] 25-30 [ ] 30-35 [ ] 35-40 [ ]

40 and above [ ]

4. Highest professional qualification.

Craft Certificate in Technical Education [ ]

Diploma in Technical Education [ ]

Bachelor Degree [ ]

Masters Degree [ ]

5] Length of teaching

Below 5Yrs [ ] 5 -10 yrs [ ] 10-15 yrs [ ] 15 yrs and above [ ]

6] Number of trainees in each course.
Artisan……

Craft Certificate……

Diploma……

SECTION B: INFORMATION ON STUDY OBJECTIVES

Effect of trainers perceptions towards the quality of Food & Beverage training in TVET institutions in Western region of Kenya

1. **Effect of Food & Beverage curriculum content towards training in TVET institutions in Western region, Kenya.**

   To what extent do you agree with the following statements on Effect of Food & Beverage curriculum towards training in TVET institutions**. Key: 1 = Strongly Disagree 2 =Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree**

	Statements	**1**	**2**	**3**	**4**	**5**
1	Curriculum content covers important topics					
2	It is enough given the time allocated					
3	Time allocated for practical's is enough					
4	It relates to the industry requirements					
5	It is up to date					

2. **Effect of Respondents perceptions towards the quality of Food & Beverage training in TVET institutions Western Region of Kenya.**

   To what extent do you agree with the following statements on Trainees perceptions towards training in TVET institutions**. Key: 1 = Strongly Disagree 2 =Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree**

	Statements	**1**	**2**	**3**	**4**	**5**
1.	They like the Food & Beverage course					
2.	They were forced to take the course					

3.	The course is marketable					
4.	They get enough skills					
5.	They get enough courage in the training					
6.	I like training the Food & Beverage course					
7.	I teach well					
8.	I clearly understand the content					
9.	I am in touch with industry					
10.	I am a good role model					

3. **Effect of Management Support on the Quality of Food & Beverage training in TVET institutions in Western Region of Kenya**

   To what extent do you agree with the following statements on Management support towards training in TVET institutions**. Key: 1 = Strongly Disagree 2 =Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree**

	Statements	**1**	**2**	**3**	**4**	**5**
1	They offer timely support for the course					
2	They understand the important of Food & Beverage course					
3	They understand the needs of Food & Beverage course					
4	They offer enough for the course					

4. **Effect of Availability of resources in your TVET institution**

   To what extent do you agree with the following statements on availability of resources towards training in TVET institutions**. Key: 1 = Strongly Disagree 2 =Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree**

		1	**2**	**3**	**4**	**5**
14.	Institution has a laboratory					
15.	Laboratory is well furnished					
16.	Laboratory is enough for all trainees					
17.	Resources are up to date					
18.	Resources are enough for practical's					
19.	Resources are in good working conditions					
20.	Resources not in good working conditions					

21.	Resources are got in time for lessons					
22.	Improvisation sometimes takes place					
23.	Safety measures during practical lessons					
24.	Fire extinguisher					
25.	Floors are good					
26.	Work surfaces conducive					

5. Quality of Food and Beverage Training

To what extent do you agree with the following statements on Quality of Food and Beverage training in TVETS? **Key: 1 = Strongly Disagree 2 =Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree**

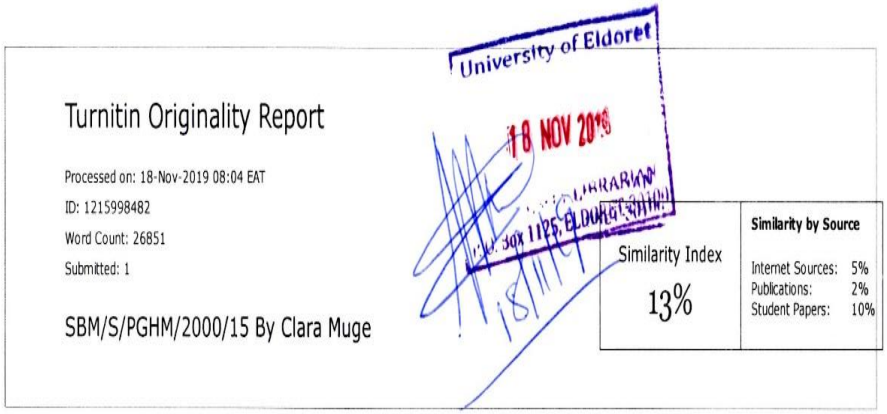
		1	2	3	4	5
1.	Curriculum used in training is up to date					
2.	Learner centred approach is used to teach					
3.	Adequate theory and practical lessons included					
4.	Environment for training is conducive					
5.	Environment is well organized and structured					
6.	Trainers are enough and qualified to teach					
7.	Trainees' assessment done regularly					
8.	Trainees assessment done fairly and objectively					
9.	Feedback to evaluation is shared to all on time and used for future improvement					
10.	Graduates get employed on time					

6. Any other comments that can improve the quality of Food & Beverage in TVET institutions in Western region of Kenya

.....

.....

APPENDIX IV: SIMILARITY REPORT



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< 1% match (student papers from 12-Jan-2019)
Submitted to University of Warwick on 2019-01-12