DETERMINANTS OF PRACTICAL SKILLS ACQUISITION IN VOCATIONAL TRAINING CENTERS IN NAROK COUNTY, KENYA

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DECLARATION

Declaration by the Candidate

This thesis is my original work and has never been presented for the award of an academic degree in any other university and should not be copied, or reproduced in any format without written authority from the author and/or University of Eldoret.

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DEDICATION

I dedicate this thesis to my Wife, Victorine, and our cherished children, Deborah, Elisha, Emmanuel, and Elliana. Their understanding, unwavering support, encouragement, and continuous prayers have been instrumental in helping me complete this course.

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ABSTRACT

This study investigated the determinants of practical skill acquisition in Vocational Training Centers (VTCs) in Narok County. The research was prompted by concerns over rising youth unemployment and the growing shortage of technical skills in Kenya. According to the Kenya National Bureau of Statistics (KNBS), approximately 38.9% of young people are unemployed, partly due to limited access to vocational training. The lack of skilled labor in the construction, manufacturing, and agriculture sectors has slowed economic growth and low turnover. Additionally, inadequate vocational skills among the youth have contributed to financial dependency, unemployment, and increasing social challenges, including crime and substance abuse. The study assesses the availability and adequacy of training infrastructure—such as workshops, laboratories, and equipment—and their influence on enrollment. It also examines the impact of instructor qualifications and trainees' perceptions of course relevance on participation in vocational programs. Additionally, financial barriers, particularly tuition costs, are analyzed to determine their effect on access to vocational education. This study was anchored in Kolb's Experiential Learning Theory, Fitts and Posner's Skill Acquisition Model, and Becker's Human Capital Theory. It employs a descriptive research design to examine the subject matter. Data was gathered from a sample comprising nine Center Managers, 54 Heads of Departments (HODs), and 312 trainees from public Vocational Training Centers (VTCs) in Narok County. The research utilized questionnaires and interviews as data collection tools. The collected data were analyzed using SPSS version 23, with findings presented through percentages and frequency distributions. Findings reveal that inadequate facilities (72.72%), a shortage of qualified trainers (70.10%), and financial constraints (88.33%) significantly hinder vocational training. To address these challenges, the study recommends increased government investment in infrastructure, recruitment of qualified trainers, and expansion of financial aid programs. Strengthening industry partnerships would further enhance course relevance and improve employment prospects for graduates.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES.

LIST OF ABBREVIATIONS AND ACRONYMS

CIDP County Integrated Development Plan

HELB Higher Education Loan Board

HODs Head of Departments

ILO International Labour Organization

KNBS Kenya National Bureau of Statistics

KNEC Kenya National Examination Council

KYEOP Kenya Trainee Employment and Opportunities Project

NITA National Industrial Training Authority

SPSS Statistical Package for Social Science

SVTSG Subsidized Vocational Training Centers Support Grants.

TVET Technical and Vocational Education and Training

UNESCO United Nations Educational, Scientific, and Cultural Organization

VET Vocational Education and Training.

VTCs Vocational Training Centers

YPs Youth Polytechnics.

CHAPTER ONE

INTRODUCTION.

1.1 Background to the study

The development of practical skills is crucial for both economic growth and individual empowerment, particularly in developing nations. In Kenya, vocational training centers (VTCs) serve a vital function by equipping individuals with the hands-on expertise required for success in various trades and industries.

Within VTCs, practical skills cover a broad spectrum of competencies that are directly relevant to specific professions. These skills enable trainees to efficiently carry out tasks and address challenges in real-world work environments

Technical and Vocational Education and Training (TVET) institutions, including Vocational Training Centers (VTCs), are essential in equipping young people with the practical skills and knowledge required for employment and entrepreneurship (Dulo, 2019). In Kenya, as in many parts of the world, these institutions are viewed as pivotal in addressing youth unemployment and bridging the skills gap. However, despite their potential to drive economic development, enrollment in VTCs remains inconsistent, suggesting that multiple factors influence trainees' decisions to pursue vocational education.

VTCs play a crucial role in preparing youth with professional and technical competencies that enhance employability and promote economic growth. Enrollment, however, is shaped by several factors, including infrastructure quality, the availability of modern equipment, and the presence of qualified trainers, labor market alignment, and course relevance. Understanding these factors is vital for policymakers and

educators to design effective strategies that enhance participation in vocational education and training (VET).

The Government of Kenya has long recognized the strategic importance of TVET in promoting economic development and addressing unemployment. TVET serves as a key avenue for equipping learners with market-driven skills and fostering entrepreneurship. This is reflected in national policies such as Kenya Vision 2030, which aims to transform the nation into a newly industrialized, middle-income economy, with TVET identified as a core enabler for achieving industrialization (Government of Kenya, 2008). Similarly, the TVET Act of 2013 established the Technical and Vocational Education and Training Authority (TVETA) to regulate and coordinate TVET institutions, ensuring training programs meet quality standards and align with labor market demands (Republic of Kenya, 2013). Moreover, the adoption of the Competency-Based Education and Training (CBET) framework reinforces curriculum alignment with industry needs, focusing on measurable competencies that enhance workplace readiness (Ministry of Education, 2018).

Quality infrastructure remains a major determinant of trainee enrollment in VTCs. Research in Kenya has shown that inadequate training facilities and outdated equipment negatively affect both enrollment and the internal efficiency of TVET institutions. Conversely, upgrading infrastructure—including workshops, tools, and teaching spaces—has been associated with improved enrollment and performance, especially in technical and STEM-related programs (Onyango, 2019; Republic of Kenya, 2022). Institutions that invest in modern infrastructure create environments conducive to effective skill acquisition and experiential learning, which in turn attract more students (UNESCO-UNEVOC, 2020). Conversely, limited or obsolete facilities tend to

discourage enrollment and contribute to high dropout rates (Otieno, Sika, & Gogo, 2022).

Trainer competence also significantly influences the attractiveness and effectiveness of VET programs. Trainers with strong technical expertise and relevant industry experience improve instructional quality and ensure trainees gain practical, market-relevant skills (Kahiga, Ngaruiya, & Kimani, 2019). Studies indicate that learners are more likely to enroll in institutions where trainers employ innovative pedagogies and maintain close ties with industry practices (UNESCO-UNEVOC, 2020). High-quality trainers also enhance institutional credibility, contributing to both trainee retention and program success.

The availability and relevance of training programs equally shape enrollment trends. Prospective trainees often evaluate whether offered courses align with career aspirations and local labor market demands, with programs that promise higher employability attracting greater interest (Kahiga et al., 2019). Maintaining curriculum relevance requires continuous evaluation and collaboration between institutions and industry stakeholders (OECD, 2016; Hiim, 2021). Government policies further support this alignment by providing financial assistance, promoting institutional–industry linkages, and encouraging gender inclusivity (OECD, 2016; UNESCO, 2020). Financial aid mechanisms—such as scholarships, bursaries, and apprenticeship stipends—help reduce economic barriers to access (Kahiga et al., 2019).

To strengthen TVET outcomes, the Ministry of Youth Affairs and Sports (MOYAS) introduced the *Trainee Polytechnic Activation Strategy* in 2007. This initiative aimed to align training programs with market demands through infrastructure expansion, modern equipment provision, and the *Subsidized Vocational Training Centers Support*

Grant (SVTCSG), which funds learning materials and co-curricular activities. These efforts have contributed to increased enrollment and the introduction of industry-relevant programs (Republic of Kenya, 2023).

Globally, several countries have successfully integrated vocational education into their broader education systems, resulting in improved workforce readiness. Germany's *dual apprenticeship model* blends theoretical and on-the-job training, leading to high youth employment rates (BMBF, 2020). Switzerland's *work-integrated learning* model alternates between school and workplace training, enhancing learners' employability (OECD, 2017). Similarly, Australia's vocational system—structured around *National Training Packages*—ensures curricula remain industry-relevant, while Finland's competency-based model emphasizes assessment through real-world tasks (Cedefop, 2019; NCVER, 2019).

Despite policy reforms and global best practices, a significant gap persists between technological advancements in industries and the pace of curriculum adaptation in TVET institutions. The International Labour Organization (ILO, 2013) emphasizes that developing human capital through capacity building enhances productivity, competitiveness, and sustainable economic growth. VTCs thus play a pivotal role in equipping youth with essential skills while helping businesses meet evolving labor market needs (UNESCO, 2006). However, in Kenya's Narok County, persistent challenges such as low enrollment, limited facilities, and trainer shortages hinder the full realization of these benefits. Addressing these issues demands targeted strategies that promote accessibility, improve training quality, and strengthen partnerships between education providers, government, and industry.

1.2 Statement of the Problem

Vocational education has increasingly been recognized as a viable pathway for addressing youth unemployment in Kenya. The government, through its Technical and Vocational Education and Training (TVET) policy framework, emphasizes practical skills training as a means of equipping young people with competencies relevant to the labor market. However, despite this growing emphasis, the acquisition of practical skills among trainees in Vocational Training Centers (VTCs) in Narok County remains inadequate. Many graduates leave the institutions without the hands-on expertise demanded by employers, thereby finding themselves unemployable or underemployed (Nyongesa & Makokha, 2022). This skills mismatch undermines the capacity of VTCs to fulfill their mandate of preparing youth for self-reliance and gainful employment.

A number of institutional and systemic challenges have been identified as key contributors to this gap. First, many VTCs in Narok County operate under strained infrastructure, characterized by poorly equipped workshops, inadequate training tools, and outdated machinery, which limits opportunities for trainees to engage in meaningful practice (Ministry of Education, 2019). Second, while some trainers possess technical knowledge, they often lack pedagogical skills for effective delivery of practice-based learning, leading to theory-dominated instruction (Nyerere, Muthima, & Okoko, 2022). Third, financial constraints among trainees hinder their participation in training activities. Many are unable to afford essential learning materials or cover transport costs to attend classes consistently, thereby reducing their exposure to practical sessions (Situma, 2022). Furthermore, although the government supplements VTC funding through capitation grants and bursaries, these funds are often delayed or

insufficient, disrupting training schedules and limiting the purchase of necessary consumables and materials (TVETA, 2021).

Consequently, there exists a significant gap between the intended outcomes of vocational training and the actual competencies acquired by learners in Narok County. The inadequacy of practical skills acquisition has direct implications for trainees' experiences, with many reporting frustration, low morale, and diminished confidence in their ability to secure meaningful employment. This not only compromises the objectives of VTCs but also weakens the broader goal of vocational training as a solution to youth unemployment. It is against this background that the present study seeks to investigate the determinants influencing practical skills acquisition and to examine how these determinants shape the experiences of trainees in VTCs within Narok County

1.3 General Objective

To investigate the determinants of practical skills acquisition in Vocational Training Centers in Narok County, Kenya**.**

1.4 Specific Objectives.

i. To determine how institutional infrastructure influences the acquisition of practical skills among trainees in Vocational Training Centers in Narok County, Kenya.
ii. To assess how instructors' adequacy and competence determine trainees' practical skills acquisition in Vocational Training Centers in Narok County.

iii. To examine how the relevance of vocational courses to the labour market determines the level of practical skills acquisition among trainees in Vocational Training Centers in Narok County.

iv. To analyze how trainees' financial status determines their acquisition of practical skills in Vocational Training Centers in Narok County.

1.5 Research Questions.

i. How does institutional infrastructure influence the acquisition of practical skills among trainees in Vocational Training Centers in Narok County, Kenya?

ii. In what ways do instructors' adequacy and competence determine trainees' practical skills acquisition in Vocational Training Centers in Narok County?

iii. How does the relevance of vocational courses to the labour market determine the level of practical skills acquisition among trainees in Vocational Training Centers in Narok County?

iv. To what extent does trainees' financial status determine their acquisition of practical skills in Vocational Training Centers in Narok County?

1.6 Significance of the Study.

This study is significant as it provides insights into practical skill acquisition in Vocational Training Centers (VTCs) in Narok County, contributing to policy formulation, curriculum enhancement, and overall improvement of vocational education.

Firstly, the findings will benefit policymakers by identifying challenges affecting skill acquisition in VTCs. This information can guide the development of policies to improve

training facilities, allocate resources efficiently, and enhance instructor competency to ensure vocational education aligns with labor market demands.

Secondly, the study is valuable to educators and administrators in vocational institutions. By highlighting training gaps, it offers recommendations for curriculum adjustments, adopting modern teaching methods, and integrating industry-relevant skills to improve graduates' employability.

Additionally, the study benefits trainees by advocating for improved learning environments, access to updated equipment, and stronger industry linkages, which enhance practical skill development and job readiness.

Finally, the study contributes to academic knowledge by providing empirical data on factors influencing skill acquisition in VTCs. Future researchers can use these findings as a foundation for further studies on vocational education, particularly in regions with similar socio-economic conditions.

1.7 Limitations of the Study.

During data collection, the researcher faced several challenges that affected the accuracy and comprehensiveness of the findings. One significant obstacle was the reluctance of some participants to provide full or truthful responses due to concerns about confidentiality, institutional policies, or fear of criticism. As a result, certain trainers and instructors hesitated to discuss issues affecting vocational training, which may have influenced the objectivity of the data.

Accessing vocational training centers in remote areas of Narok County also proved difficult due to poor road networks, limiting the diversity of the sample. Additionally,

financial and time constraints restricted the scope of surveys and interviews, impacting the depth of information collected.

Another limitation arose from incomplete or inconsistent institutional records. Some vocational centers lacked well-organized documentation on enrollment, completion rates, and funding, making it challenging to obtain accurate secondary data.

External disruptions, including unfavorable weather conditions, political activities, and institutional schedules, also led to delays and reduced participant availability. Despite these challenges, the researcher employed strategies such as ensuring respondent anonymity, utilizing multiple data sources, and adopting flexible data collection methods to improve the study's reliability and validity.

1.8 Delimitations.

The study focused on practical skill acquisition in Vocational Training Centers (VTCs) in Narok County, Kenya. It was limited to only VTCs within the county and did not extend to other technical institutions, universities, or informal training centers. The research specifically examined factors influencing skill acquisition, including curriculum relevance, availability of training equipment, instructor competence, and institutional finances and government policies.

The study targeted trainees, instructors, and administrators within VTCs, excluding other stakeholders such as policymakers, employers, or industry representatives. Data collection relied on surveys, interviews, and institutional records, while experimental or longitudinal methods were not used.

Despite these delimitations, the findings provide valuable insights into the effectiveness of VTCs in enhancing employability and economic development within the region.

1.9 Basic Assumptions

The study was based on several key assumptions. Firstly, it was assumed that participants, including trainees, instructors, and administrators, provided truthful and accurate responses about their experiences in vocational training. Their input was expected to reflect the actual challenges and opportunities related to skill acquisition in Vocational Training Centers (VTCs) in Narok County.

It was also presumed that external influences, such as government policies, economic conditions, and technological advancements, played a role in shaping skill acquisition within vocational education.

Furthermore, it was assumed that the training curriculum and available equipment in the surveyed VTCs aimed to meet industry demands, and any gaps identified were due to broader systemic issues rather than isolated institutional shortcomings.

Lastly, the study relied on the assumption that the research instruments used were effective in capturing relevant and reliable data

1. 10 Theoretical Framework.

The theoretical framework provides the foundation for understanding how practical skills are acquired in vocational training centers. This study was guided by three key theories: Experiential Learning Theory by Kolb (1984), Skill Acquisition Theory by Fitts and Posner (1967), and Human Capital Theory by Becker (1964). These theories explain the processes of skill acquisition, refinement, and application, as well as their

impact on economic and social development, particularly in the context of vocational training. Various research studies have applied these theories in analyzing skill development, vocational education, and workforce training.

1.10.1 The Experiential Learning Theory.

Kolb's Experiential Learning Theory (ELT) emphasizes that learning occurs through experience in a continuous cycle of action and reflection. Learning is most effective when individuals engage in concrete experiences, reflect on them, develop abstract concepts, and then actively test these concepts in practice (Kolb, 1984). This theory has been widely applied in vocational education to explain how learners develop technical and practical competencies.

Research has highlighted the significance of experiential learning in technical and vocational education. Jahonga et al. (2022) found that students who engaged in hands-on workshops and industry-based training developed skills more effectively than those who relied only on theoretical instruction. Similarly, Yardley, Teunissen, and Dornan (2012) studied medical students and found that practical experience significantly improved skill retention and application. These findings support Kolb's theory, which emphasizes that combining direct experience with reflection and conceptualization fosters deeper learning.

In vocational training centers, students engage in practical sessions, including carpentry, welding, and tailoring, which align with Kolb's model of learning. The inclusion of industry placements and apprenticeships further supports experiential learning by providing students with real-world experiences that enhance their skill development.

1.10.2 The Skill Acquisition Theory.

The Skill Acquisition Theory by Fitts and Posner (1967) describes learning as a staged process where individuals progress from novice to expert through structured practice. In the cognitive stage, learners acquire fundamental knowledge through instruction and observation. The associative stage involves repeated practice, leading to improved proficiency. Finally, in the autonomous stage, individuals can perform tasks with minimal conscious effort.

Research on vocational education and professional training strongly supports this theory. Ericsson, Krampe, and Tesch-Römer (1993) conducted a seminal study on the role of deliberate practice in skill development. Their research on expert performers, such as musicians and athletes, demonstrated that mastery is achieved through consistent, purposeful practice over time. Similarly, Van Gogh, Ericsson, Rikers, and Paas (2005) explored how trainees gain expertise in technical fields, finding that repeated practice, combined with structured feedback, significantly accelerates skill acquisition.

In vocational training centers, Trainees progress through a structured, step-by-step learning process. For instance, a beginner welder first becomes acquainted with tools and safety protocols before practicing basic welding techniques. With consistent practice, they refine their skills and eventually achieve a level of proficiency that requires minimal supervision. This structured approach in vocational education aligns with Fitts and Posner’s model, highlighting the importance of hands-on training and gradual skill development.

1.10.3 Human Capital Theory.

Human Capital Theory, introduced by Becker (1964), posits that investing in education and skill training boosts individual productivity and fuels economic growth. This theory is frequently cited to advocate for vocational training investments aimed at enhancing employability and self-sufficiency.

Empirical research supports this theory concerning vocational training. A study by Psacharopoulos and Patrinos (2004) explored the economic benefits of education and found that vocational training results in substantial income increases, especially in developing nations. Likewise, Oketch (2007) analyzed the significance of TVET in sub-Saharan Africa, concluding that vocational training aids in poverty reduction by providing individuals with valuable skills.

In Narok County, where agriculture and small industries dominate the economy, vocational training centers are pivotal for human capital development. Numerous trainees either launch their businesses or find jobs in local industries, illustrating the tangible economic benefits of skill acquisition. Investing in vocational education in this area is consistent with Becker's assertion that education boosts productivity and fosters long-term financial gains.

1.11 Conceptual Framework.

The conceptual framework for this study provides a structured analysis of the factors that influence practical skill acquisition in vocational training centers in Narok County. The primary independent variables include infrastructure, trainers, financial resources, and course relevance, all of which significantly impact the effectiveness of vocational training. Practical skill acquisition serves as the dependent variable, representing the

intended outcome of the training process. Additionally, government policies function as a moderating variable, shaping the extent to which the independent variables contribute to skill development. Intervening factors such as learner motivation and socioeconomic background may further affect the relationship between these key variables and the acquisition of practical skills.

1.11.1 Relationship between the Variables.

Infrastructure is a fundamental factor in practical skill acquisition, as it provides the essential physical resources for effective training. Well-equipped workshops, modern tools, and adequate classroom space foster an environment conducive to hands-on learning. According to Oketch (2014), vocational institutions with sufficient physical infrastructure enable trainees to engage effectively in practical exercises, thereby enhancing technical proficiency. Conversely, insufficient facilities, outdated equipment, and poorly maintained workshops limit students' opportunities to develop essential hands-on skills (Ngure, 2013).

The expertise and experience of trainers are crucial to effective skill acquisition. Instructors who possess both theoretical knowledge and hands-on competence are better positioned to develop learners' technical abilities. Skilled trainers demonstrate techniques, provide constructive feedback, and create engaging environments that promote mastery (Nyerere, Muthima, & Okoko, 2022). Conversely, institutions with underqualified trainers often experience poor training outcomes and gaps in practical learning. According to Wanjala and Aloka (2020), the pedagogical competence of trainers directly influences the quality of practical skill acquisition.

Financial resources are also vital for the smooth operation of vocational training centers. Adequate funding enables the acquisition of training equipment, maintenance of infrastructure, and procurement of instructional materials (Republic of Kenya, 2019). Moreover, financial stability helps retain qualified trainers and support learners through bursaries and scholarships. Conversely, inadequate funding contributes to resource shortages and reduced training quality (Situma, 2022).

Aligning vocational courses with labor market needs is another critical factor influencing skill development. Training programs that are designed in collaboration with industry partners ensure that students acquire market-relevant and job-ready skills (UNESCO-UNEVOC, 2020). Regular curriculum review and industry attachment opportunities further strengthen employability and entrepreneurship outcomes (Nyerere et al., 2019). In contrast, outdated or poorly aligned programs limit students' ability to apply their competencies effectively (Oketch, 2014).

Government policy significantly shapes the quality and accessibility of vocational education. Effective policies regulate funding, trainer qualifications, infrastructure development, and curriculum relevance (TVETA, 2021). Supportive frameworks that promote public-private partnerships, quality assurance, and financial aid enhance training outcomes, while inconsistent or underfunded policies create barriers to skill acquisition (Republic of Kenya, 2019).

Finally, learner motivation and socioeconomic background play a pivotal role in skill acquisition. Motivated students who have a clear interest in their trade are more likely to engage actively in learning and achieve better performance (Ochieng & Simatwa, 2018). Socioeconomic factors also influence participation — trainees from financially stable backgrounds often access better resources, whereas those from disadvantaged

families face financial hardships that hinder their training (Ayugi, Mokaya, & Bagaka, 2021).

Independent Variable **Dependent Variable**

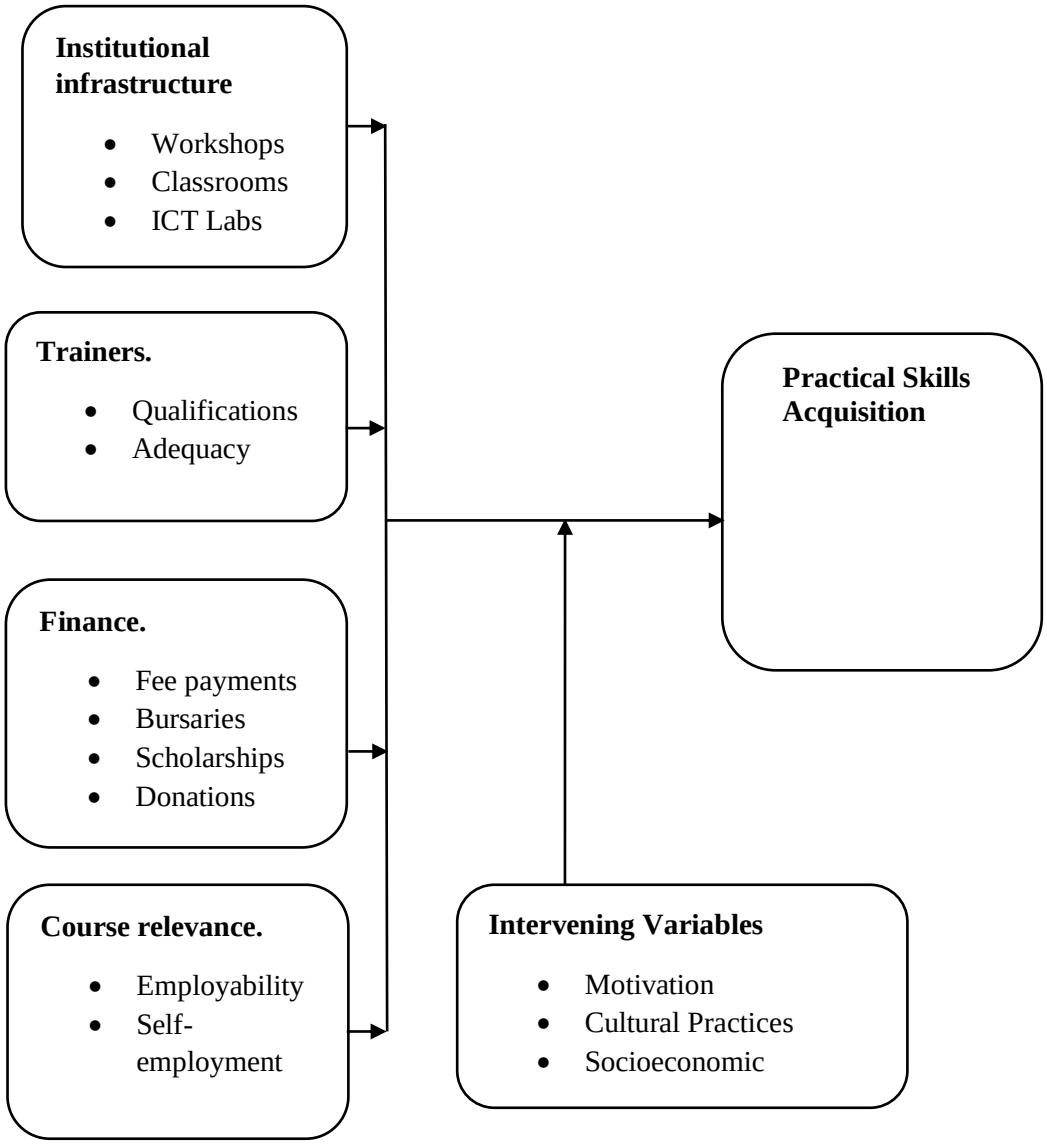

Figure 1.1 Conceptual Framework

1.12 Operation Definition of Terms.

Acquisition – The act of obtaining or gaining something.

Curriculum – A structured sequence of planned learning experiences designed to help trainees develop proficiency in both theoretical knowledge and practical skills.

Education – The process of acquiring knowledge, skills, and competencies for personal and professional development.

Enrollment – The act of registering or being admitted into an institution or program.

Instructor – A person who teaches specific skills or subjects, often at a vocational or college level, below the rank of a professor.

Participation – Active involvement in an activity or process.

Practical skills – Hands-on abilities acquired through experience and training, enabling an individual to operate, maintain, or repair equipment and machinery**.**

Skill – The ability to perform a task proficiently, gained through formal or informal learning.

Technical – Relating to specialized practical knowledge, especially in mechanical, scientific, or industrial field**s.**

Technology – The application of scientific knowledge and resources to create solutions that fulfill human needs and desires**.**

Youth – Individuals aged between 15 and 35 years.

Trainee – A person undergoing training to develop skills for a specific job or profession.

Trainer – A person responsible for conducting training to help learners acquire specific skills and knowledge**.**

Training – A structured activity aimed at imparting practical skills, knowledge, and attitudes required for specific industrial or professional tasks.

Unemployment – The condition of individuals within the working-age population who are not engaged in formal employment.

Vocational training – A system designed to equip individuals with the necessary knowledge and skills for a specific trade or profession, facilitating their integration into the labor market.

Vocational Training Centre – An institution that provides education and training to help individuals acquire specialized skills, enhance their capabilities, and prepare for employment.

1.13 Organization of the Study.

This study is structured into five chapters. Chapter One introduces the background, problem statement, study purpose, objectives, research questions, significance, limitations, delimitations, assumptions, key term definitions, and overall study organization. Chapter Two reviews literature, including studies from Kenya and globally, on the impact of practical skills acquisition in Vocational Training Centers. Chapter Three details the research design, target population, sample size, sampling methods, research instruments, validity and reliability, data collection, and analysis procedures. Chapter Four presents data analysis, interpretation, and findings. Chapter Five includes an introduction, summary, conclusions, and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction to the Chapter.

The literature on practical skills acquisition in Vocational Training Centers provides valuable insights into the factors determining individuals' decisions to pursue vocational education and training. This literature review examines relevant studies conducted in Kenya, Africa, and other parts of the world, highlighting the key factors identified in previous research—also, the history of vocational education in Kenya.

The acquisition of practical skills in vocational training centers (VTCs) is essential for equipping individuals with the competencies necessary to improve employability and promote economic development. In Kenya, Vocational Training Centers (VTCs) play a crucial role in addressing youth unemployment by providing hands-on training in various technical fields, including construction, hospitality, automotive repair, and agriculture. Strengthening and linking TVET institutions, as emphasized in recent government initiatives such as the Dual Training Policy, ensures high-quality training that enhances employability and increases the supply of skilled workers (Presidential Working Group on Education Reform, 2023). Despite their significance, vocational training in Narok County encounters several challenges, such as insufficient resources, outdated curricula, and limited collaboration with industry, all of which impede effective skill acquisition. Efforts by the Narok County Government to expand vocational training centers aim to increase access and improve the quality of training in the region (Narok County Government, 2023).

2.2 Practical skills.

Practical skills or experiential learning are acquired through direct interaction with tools, materials, and processes in real-world or simulated environments. These skills

are crucial in vocational training as they enable learners to apply theoretical knowledge in practical settings, thereby enhancing their job readiness and proficiency (World Bank, 2019). In Kenya, hands-on skills are particularly important due to the high demand for practical competencies in the job market.

Practical skills training in VTCs also addresses the skills mismatch that often hinders trainee employability. Many young people graduate from academic programs without the practical skills needed by employers, leading to high unemployment rates. VTCs help bridge this gap by offering industry-relevant training that equips students with the skills required to perform effectively in their chosen careers, as stated in a World Bank study (2018).

2.3 History of VTC Narok County.

The Youth Polytechnic Program in Kenya was initiated by the National Council of Churches of Kenya (NCCK) in 1968, originally known as the Village Polytechnic Program. This initiative aimed to provide vocational training to rural youth, enhancing their skills and employability (Wanjala, 1973).

In 2005, the Youth Training Department of the Ministry of Youth Affairs and Sports was established through Presidential Circular No. 1 of 2005. This department was tasked with revitalizing the Youth Polytechnics across the country, focusing on improving the quality and accessibility of vocational training (Government of Kenya, 2005).

Education and training in these institutions are regulated by the Technical and Vocational Education and Training Authority (TVETA), a state corporation established under the Technical and Vocational Education and Training (TVET) Act of 2013. The

Act renamed Youth Polytechnics as Vocational Training Centers (VTCs), aligning with the government's efforts to standardize and enhance vocational education (Government of Kenya, 2013).

Following the promulgation of the Kenyan Constitution in 2010, vocational education and training were devolved to county governments as stipulated in the Fourth Schedule (2) of the Constitution. This devolution mandated county governments to rehabilitate and revitalize VTCs, implement the VET curriculum, and equip trainees with technical, vocational, life, and entrepreneurial skills (Government of Kenya, 2010).

The Directorate of Vocational Education and Training, currently housed within the Department of Education, Sports, Culture, Gender, Training Affairs, and Social Services, was devolved from the National Government's Ministry of Education in 2013, in line with the provisions of the Kenyan Constitution of 2010.

2.4 Enrollment in Vocational Training Centers.

The number of students enrolling in Vocational Training Centers (VTCs) serves as a critical indicator of the accessibility and effectiveness of Technical and Vocational Education and Training (TVET) in Kenya. These institutions play a pivotal role in equipping learners with hands-on skills and competencies necessary for gainful employment and entrepreneurship.

Enrollment rates in VTCs vary considerably across the country. Urban areas generally record higher enrollment levels due to the availability of better-equipped institutions, improved infrastructure, and access to information, whereas rural areas face persistent challenges such as inadequate facilities, limited awareness, and financial constraints that negatively affect enrollment (Kenya National Bureau of Statistics, 2020).

Access to vocational education is determined not only by the presence of institutions but also by admission criteria, the affordability of tuition fees, and the quality of instruction. A family's financial capacity often dictates whether a learner can sustain training throughout the program. Studies show that socioeconomic factors such as parental income, household responsibilities, and distance to the nearest training institution significantly influence enrollment and retention in TVET programs (Ayugi, Mokaya, & Bagaka, 2021; Situma, 2022).

Financial barriers remain a major determinant of participation in vocational training. Onyango, Sika, and Gogo (2022) found that nearly half of trainee dropouts in public vocational institutions are linked to the inability to pay tuition and other mandatory levies. Although the Government of Kenya provides a subsidy of KSh 15,000 per trainee annually to support access and reduce the cost burden, the funds remain insufficient to offset all training expenses, especially in resource-constrained counties (Technical and Vocational Education and Training Authority, 2021).

Historically, vocational education in Kenya has undergone significant institutional transitions. Before devolution, the Directorate of Vocational Training shifted among various ministries—including Social Services, Labour, Youth Affairs and Sports, and Education—resulting in fragmented management and limited public recognition. The term *village polytechnic* carried a social stigma, with many viewing vocational training as an option for academic dropouts. However, since the enactment of the 2010 Constitution and subsequent devolution reforms, the sector has seen substantial transformation. In Narok County, for instance, the number of operational VTCs increased from six in 2013 to nine in 2022, with total enrollment reaching 1,905 trainees

and 117 trainers employed on permanent and pensionable terms (County Integrated Development Plan [CIDP] Narok County Government, 2022–2027).

Table 2.1 VTCs Trainee Enrolment for Narok County 2020-2024.

Year	Total enrollment
2021	1,323
2022	1,125
2023	1,525
2024	1905

Source: CIDP Narok County Government 2022-2027

2.5 Previous Studies on Practical Skills.

Practical skills acquisition within Vocational Training Centers (VTCs) is vital for equipping young people with practical competencies that enhance their employability and economic prospects. In Kenya, VTCs are crucial in providing these skills, particularly in an economy that relies on technical expertise in various sectors. Many studies have been conducted to understand its implications on trainees and the economy.

According to a study by Onyango & et al. (2022), the development of hands-on skills in vocational education and training (VET) programs in Kenya is essential for enhancing trainee employability. The study emphasized the need for more practical training opportunities that align with industry requirements to improve job readiness among graduates.

The World Bank report on Kenya (2019) shows that hands-on skills training programs in Kenya have shown promising outcomes in improving trainee employment prospects. It highlighted successful initiatives that integrate practical skills training with soft skills development, leading to higher job placement rates and income generation among graduates.

According to the OECD (2017), hands-on skills acquired through vocational education and training in Kenya contribute positively to employment outcomes. Findings indicated that individuals with strong practical skills are more likely to secure stable employment and adapt to changing labor market demands.

A study by Byabashaija, W., & Bashaasha, B. (2018) revealed that vocational skills training, particularly practical skills acquisition, leads to improved socio-economic outcomes among trainees in Uganda. It highlighted increased employment rates, income levels, and entrepreneurial activities among program graduates.

According to the African Development Bank Group. (2020), skills acquisition, including practical skills, significantly influences trainee entrepreneurship across Ghana, Kenya, Nigeria, and South Africa. It emphasized the positive correlation between vocational training and entrepreneurial activities among trainees in these countries.

UNESCO (2020) underscored the positive impact of hands-on skills training in TVET programs across Africa. Findings indicated that quality skills training enhances trainee employability and contributes to sustainable development goals by preparing students for diverse career opportunities in renewable energy and green technology sectors.

2.6 Influence of Institutional Infrastructure on Practical Skill Acquisition

The availability of adequate infrastructure is a key factor influencing enrollment in Vocational Training Centers (VTCs), as well-equipped institutions provide a supportive learning environment that enhances the appeal of vocational education. One significant aspect affecting enrollment is the accessibility and location of these centers. A study by Dzorleva and Stefanovska (2019) indicates that students are more likely to choose institutions that are conveniently located and easy to access. Their research highlights the significant role of proximity and accessibility in students' decisions regarding higher education institutions. This finding underscores the importance of considering logistical factors when evaluating educational options. When VTCs are close to residential areas or transportation networks, logistical barriers are reduced, making vocational training more accessible to prospective learners.

Furthermore, the presence of modern training facilities and up-to-date equipment plays a crucial role in attracting students. A study by Kimathi, Njoroge, and Wambui (2019) on Thika Technical Training Institute (TTI) emphasizes that institutions offering industry-relevant tools and hands-on training opportunities provide a more effective learning experience. Students are more likely to enroll in centers that expose them to practical skills using modern equipment, as this enhances their job readiness. To increase enrollment and produce skilled graduates who meet industry needs, it is essential to invest in well-equipped and adequately resourced VTCs.

2.6.1 Workshops.

Workshops play a fundamental role in vocational training by providing trainees with hands-on experience that enhances their practical skills. These structured learning

sessions bridge the gap between theoretical instruction and real-world application, making them essential in equipping learners with industry-relevant competencies. Studies have emphasized the positive impact of workshops on skill acquisition, employability, and workforce preparedness.

Workshops provide trainees with hands-on experience using industry-standard tools, machinery, and techniques, enabling them to apply theoretical knowledge in real-world scenarios. Kolb's Experiential Learning Theory emphasizes that active participation in practical tasks enhances learning effectiveness (Kolb, 1984). In vocational education, workshops are essential for reinforcing theoretical concepts through experiential learning, improving both knowledge retention and practical expertise.

Consistent participation in workshops has been shown to enhance the competency levels of vocational trainees. Research indicates that students who engage in practical workshops and hands-on training demonstrate higher proficiency and employability in their chosen trades compared to those relying solely on theoretical instruction. For instance, Dorcas A. Ojera et al. (2021) found that well-equipped workshops in TVET institutes in the Lake Victoria Region, Kenya, significantly improved trainees' skill acquisition. Similarly, Hanwu Wei (2024) reported that practical teaching components, such as internships and hands-on exercises, explained 65.1% of improvements in students' employability outcomes. This highlights the importance of integrating workshops into vocational training programs to ensure students develop essential technical skills.

In addition to skill acquisition, workshops introduce trainees to modern tools and evolving technologies, helping them stay updated with industry advancements.. Research indicates that students who engage in practical workshops demonstrate higher

proficiency in trade-specific skills compared to those who rely solely on theoretical instruction. In Kenyan TVET institutes, Dorcas Ojera et al. (2021) found that well-utilized workshops significantly enhance trainees' skill acquisition, emphasizing the critical role of hands-on learning environments in preparing students for the workforce. Employers often favor candidates with hands-on experience, as they require less additional training and can quickly adapt to workplace demands (ILO, 2020).

Beyond technical skills, workshops also play a critical role in building problem-solving abilities and boosting confidence in handling real-world challenges. The International Labour Organization (ILO, 2020) reports that vocational graduates with extensive practical training experience have higher employment rates than those with limited hands-on exposure. Similarly, Kools, Lehtinen & Moghadam (2022) found that interactive, technology-supportive workshops and strengthened school–workplace collaboration significantly boosted students' confidence in workplace tasks and improved their job readiness.

By creating an environment where trainees can apply their knowledge, make mistakes, and refine their skills, workshops significantly enhance vocational education. They equip learners with technical expertise, adaptability, and self-confidence, ensuring they are well-prepared for the demands of the modern workforce.

2.6.2 Classrooms.

Classrooms play a critical role in vocational training by providing an environment where trainees acquire both theoretical knowledge and practical skills. While vocational education emphasizes hands-on experience, well-equipped classrooms complement workshop training by facilitating knowledge transfer, discussions, and simulations. The

design, availability, and adequacy of classrooms significantly influence the effectiveness of skill acquisition.

Firstly, a well-structured classroom serves as the foundation for vocational learning, where trainees gain conceptual understanding before engaging in hands-on activities. Ngure (2013) argues that vocational education requires a balance between classroom instruction and practical training to ensure that students comprehend theoretical principles before applying them in real-world settings.

Also, the quality of classroom infrastructure directly affects the ability of trainees to acquire skills. UNESCO (2021) highlights that classrooms equipped with proper lighting, ventilation, seating arrangements, and audiovisual aids enhance student engagement and comprehension. Poorly maintained classrooms, on the other hand, lead to distractions and hinder effective learning.

In addition, Modern classrooms equipped with Information and Communication Technology (ICT) tools enhance vocational training by providing digital simulations and online resources. According to the OECD (2020)**,** the integration of smart boards, virtual reality, and e-learning platforms in classrooms enhances hands-on skill acquisition.

However, many vocational training centers, particularly in developing regions, struggle with insufficient classroom facilities, negatively affecting students' ability to acquire practical skills. UNESCO (2022) reports that overcrowded classrooms, lack of instructional materials, and poor ventilation create an unconducive learning environment.

2.6.3 Library.

Libraries provide vocational trainees with books, manuals, and instructional materials tailored to their fields of study. According to Ngulube (2020), well-equipped libraries significantly improve the quality of vocational education by offering specialized books and guides that support hands-on training.

Libraries also house digital resources such as e-books, instructional videos, and online courses. Access to well-equipped libraries and instructional materials enables trainees to explore modern techniques and industry standards, thereby reinforcing the skills learned in workshops. Adewale and Adanikin (2019) found that the availability of up-to-date training resources and instructional guides significantly improved students' practical competencies and overall performance in vocational institutions. Research indicates that access to relevant books, journals, and digital resources enhances learning retention, problem-solving ability, and technical competency among trainees. For instance, Musyoka and Kinya (2020) found that access to ICT-integrated learning materials in Kenyan technical institutions improved students' engagement and skill acquisition. Libraries provide opportunities for trainees to research industry best practices, learn new techniques, and stay updated on emerging trends in their field.

Libraries play a crucial role in supporting hands-on training by offering step-by-step guides, case studies, and research materials that trainees can apply in practical sessions. For instance, access to technical manuals, e-learning resources, and case-based learning materials enhances students' ability to apply theoretical knowledge in real-world contexts (Issa, Amusan, & Daura, 2020).

Beyond technical skills, libraries provide resources on communication, entrepreneurship, and business management, which are crucial for career success.

According to Aina and Mabawonku (2020), access to entrepreneurial and business information in libraries equips vocational trainees with the knowledge needed to start and sustain small enterprises successfully.

Furthermore, libraries encourage problem-solving and critical thinking through access to research papers, technical manuals, and project-based learning resources. According to Tella and Mutula (2020), exposure to diverse academic and technical resources in libraries enhances trainees' ability to analyze problems and develop innovative solutions.

2.6.4 Information Communication and Technology (ICT) Laboratory.

In the 21st century, Information and Communication Technology (ICT) has become crucial for vocational education, facilitating skill development and practical training. ICT labs are fundamental in vocational training centers, offering access to digital tools, software, and simulation technologies that enhance hands-on learning experiences. This thesis examines the influence of ICT labs on acquiring practical skills in vocational training centers.

These labs provide resources like simulation software, virtual reality tools, and computer-aided design (CAD) programs, enabling students to engage in real-world scenarios within a controlled digital setting. Research indicates that vocational students who participated in simulation-based workshops or VR tools demonstrated higher competence levels compared with peers who relied on traditional methods. Jeschke, Müller, and Volk (2022) found that apprentices using a VR-based simulator improved their skills, attitudes, and knowledge in vehicle painting tasks.

Also, ICT laboratories help students transition from theoretical knowledge to practical application by providing interactive learning environments. Virtual labs and e-learning

modules enhance comprehension by allowing students to experiment and visualize complex concepts before engaging in real-world tasks. (Jeschke, Müller, and Volk , 2022)

Additionally, ICT labs allow students to stay updated with industry trends, certifications, and best practices through e-learning platforms like Coursera, LinkedIn Learning, and YouTube tutorials (Ngulube, 2020).

2.6.5 Tools and Equipment.

Vocational training centers (VTCs) are designed to equip students with practical skills that prepare them for technical and industrial careers. The availability and quality of tools and equipment play a crucial role in skill acquisition, as they provide hands-on experience, enhance competency, and improve employability.

Practical training relies on the availability of appropriate tools and equipment. When students have access to modern and well-maintained equipment, they develop industry-relevant skills through hands-on practice. According to Dorcas Ojera et al. (2021) students who train with updated tools demonstrate better technical proficiency and job readiness compared to those using outdated or inadequate equipment.

The presence of proper tools and equipment ensures that trainees learn and adhere to industry safety standards. According to. (Jeschke, Müller, and Volk, 2022) students trained in well-equipped workshops develop better safety habits and risk management skills. Proper use of personal protective equipment (PPE) and adherence to safety protocols in training environments lead to fewer workplace accidents when students enter the job market.

Similarly, employers seek graduates who are familiar with modern tools and equipment used in their respective industries. According to Hanwu Wei (2024). Students who are

trained with the latest tools have a higher employment rate because they require less on-the-job training.

Despite their importance, many vocational training centers face challenges related to inadequate tools and outdated equipment. A study in Kenya found that many trainees and trainers reported the tools and equipment as inadequate and not up-to-date, which hindered skill acquisition and contributed to a skills gap between graduates and industry expectations (Bett, Kanyeki, & Kerre, 2023).

Limited access to essential tools can also result in overcrowded workshops, reduced hands-on practice time, and lower learning outcomes Kools, Lehtinen & Moghadam, 2022)

2.7 Influence of Trainers on Practical Skill Acquisition.

Vocational Training Centers (VTCs) play a vital role in equipping trainees with industry-relevant skills. However, their effectiveness largely depends on the qualifications and availability of trainers. Trainers with proper academic credentials, industry experience, and pedagogical skills enhance practical skill acquisition, while a shortage of qualified trainers hinders learning outcomes and employability.

Trainer qualifications directly impact their ability to transfer knowledge. Agrawal (2013) highlights that trainers with both industry experience and pedagogical training produce more competent graduates. Professional expertise also influences enrollment. Mureithi (2017) found that trainees prefer institutions with qualified trainers, as specialized skills enhance the credibility and quality of training programs.

In Kenya, vocational education policies emphasize that trainers must not only have technical expertise but also undergo continuous professional development to stay

aligned with industry trends. For example, TVETA's accreditation guidelines stipulate that trainers renew their license periodically with evidence of CPD. Research in Bungoma County found that trainers' pedagogical competence and subject knowledge significantly influence trainees' skill acquisition (TVETA, 2019; Oroni, 2022).

Industry relevance and practical experience are crucial for attracting trainees. Ochieng and Simatwa (2017) emphasize that students prefer trainers with hands-on experience who can bridge the gap between theory and practice. Similarly, Oroni (2022) found that trainers' industrial experience and pedagogical competence significantly enhance students' skill acquisition and employability in Kenyan TVET institutions. Effective teaching and communication skills also play a key role in ensuring that trainees grasp technical concepts and apply them in real-world settings.

Despite the need for skilled trainers, many VTCs, particularly in developing nations, face shortages. UNESCO (2022) reports that financial constraints force institutions to hire underqualified trainers, creating a gap between graduate skills and industry demands. Addressing this requires investment in trainer development and stronger policies to ensure vocational education meets labor market needs.

2.8 Influence of Government Policies and Finance on Practical Skill Acquisition

2.8.1 Government Policies.

Government policies play a critical role in shaping vocational training programs by influencing education quality, financial support, curriculum design, trainer expertise, and the provision of modern equipment. Well-formulated policies foster effective skill acquisition, while weak or inconsistent policies often hinder the success of vocational

training. This thesis examines how government interventions facilitate practical skills development within Vocational Training Centers (VTCs).

Policies related to funding and financial support have a direct effect on trainee enrollment and retention. In Kenya, Ayugi, Mokaya, and Bagaka (2021) found that financial assistance programs—such as government subsidies and bursaries—positively influence access to and completion of Technical and Vocational Education and Training (TVET). Similarly, in South Africa, government funding has expanded access to vocational and post-school education, improving affordability and participation among previously disadvantaged learners (Department of Higher Education and Training [DHET], 2019; Chisholm, 2019).

Subsidized fees and scholarship schemes make vocational training more accessible to students from low-income households. According to UNESCO (2021), free or subsidized training programs significantly increase enrollment and enhance skill acquisition rates. In South Africa, the Skills Development Act provides financial support to vocational institutions, ensuring that learners receive quality training without financial constraints (Mahlangu & Pitsoe, 2019). Conversely, in countries where vocational education is expensive and underfunded, students often drop out due to financial hardship, leading to a reduced pool of skilled workers (Ngure, 2013).

Government investment in infrastructure—including the construction and upgrading of workshops and classrooms—has improved the appeal and effectiveness of Vocational Training Centers in Kenya (Ministry of Education, 2024; National Treasury, 2021). Across Africa, studies affirm the importance of infrastructural development in enhancing vocational training quality. For instance, government funding in Ethiopia has been essential for expanding and modernizing TVET facilities, thereby improving

access and quality (African Center for Economic Transformation [ACET], 2023; International Labour Organization [ILO], 2022). The provision of modern training tools and resources further strengthens this impact. Evidence from Kenya demonstrates that well-equipped VTCs attract more trainees, as the availability of modern equipment enhances both the quality and relevance of training (Blueprint Academic Publishers, 2023; National Treasury, 2021). Comparable efforts in the United States under the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) highlight the importance of sustained government investment in modern instructional tools and technology to ensure program quality and responsiveness (U.S. Department of Education, 2018).

Expanding and diversifying vocational training programs through sustained investment also increases enrollment. In Kenya, targeted funding for new course introductions and program expansion aligned with labor market needs has significantly boosted participation (TVETA, 2025; Ministry of Education, 2024). Similar findings in Estonia reveal that employer-aligned and diversified programs enhance student engagement and participation in vocational education (OECD, 2019; Cedefop, 2019).

Government-sponsored scholarships and financial aid further strengthen access to vocational education. Experimental evidence from Kenya shows that subsidized tuition vouchers substantially increased enrollment among out-of-school youth (Hicks, Kremer, Mbiti, & Miguel, 2011). Reports from the Higher Education Loans Board (HELB) and the World Bank (2017) confirm that bursaries and loan schemes ease cost barriers, expanding access to post-school training. Similarly, South Africa's National Student Financial Aid Scheme (NSFAS) has played a pivotal role in increasing TVET

participation by offering bursaries to disadvantaged students (NSFAS, 2018; DHET, 2024).

The prioritization of vocational education in national policy frameworks also strongly influences enrollment patterns. In Kenya, the TVET Act of 2013 and subsequent education sector reports underscore the government's commitment to developing and promoting vocational education as a means to combat youth unemployment (Ministry of Education, 2024). In the U.S., the Perkins V Act has similarly enhanced vocational training by expanding funding, improving accountability, and boosting participation in technical programs (U.S. Department of Education, 2018).

Curriculum relevance and alignment with industry standards further determine the attractiveness of vocational programs. In Kenya, the Technical and Vocational Education and Training Authority (TVETA) ensures that programs remain competency-based and industry-aligned, which enhances both their relevance and employment outcomes (TVETA, 2025). Comparable evidence from Brazil shows that industry-responsive curricula promote higher enrollment and better employability prospects (Coutinho, 2019).

Moreover, government policies that encourage partnerships between VTCs and industries foster hands-on learning opportunities that attract trainees. In Kenya, collaborations facilitated through the Kenya Youth Employment and Opportunities Project (KYEOP) have expanded apprenticeship and internship opportunities (World Bank, 2020). Across Europe, similar partnerships supported by the European Training Foundation (2020) have improved participation rates and ensured training remains labor-market relevant.

Finally, quality assurance and accreditation frameworks influence both institutional credibility and trainee enrollment. Accredited institutions that adhere to national standards tend to attract more students due to their perceived quality and reliability (TVETA, 2025). In Austria, standardized quality frameworks and accreditation systems have likewise built confidence among trainees and employers (Pilz, 2018).

In conclusion, government policies profoundly shape vocational training systems by influencing funding, infrastructure, curriculum design, industry collaboration, and quality assurance. Effective and sustained policy frameworks enhance accessibility, quality, and relevance, thereby increasing enrollment and ensuring the long-term sustainability of vocational education.

2.8.2 Fees Payment.

Fees play a crucial role in supporting the development of infrastructure, procurement of training materials, and access to modern equipment within vocational training centers. The financial stability of an institution largely determines its ability to offer quality practical instruction. This study examines how trainees' fee payments influence the acquisition of practical skills.

Timely payment of trainees' fees directly affects the availability of essential tools, consumable materials, and modern training equipment required for hands-on learning. Adeyemi and Bello (2020) observe that vocational institutions with stable financial structures are better positioned to invest in up-to-date resources, ensuring that trainees acquire industry-relevant competencies. Similarly, trainees' fees contribute to the maintenance and improvement of facilities such as workshops, ICT laboratories, and

classrooms. Ngulube (2020) notes that well-maintained training environments promote more effective practical experiences compared to underfunded centers.

Regular fee payment also reduces training interruptions, allowing students to complete their programs successfully. Ogunleye (2021) found that financial difficulties often lead to absenteeism and dropouts, limiting the extent to which trainees can develop their practical competencies. Financial hardship may also compel students to seek part-time employment, which interferes with their training schedules and reduces engagement in practical activities (Smith, 2019).

Institutions that provide financial aid or flexible fee payment options tend to enhance student retention and improve learning outcomes. Okonkwo and Adebayo (2021) emphasize that financial inclusivity initiatives, such as installment payment plans and bursary schemes, help sustain enrollment and support skill development among economically disadvantaged learners. However, Garriga and Keightley (2007) caution that uniform tuition subsidies do not necessarily increase enrollment and reduce dropout rates simultaneously. While subsidies improve access for disadvantaged learners, they may also attract less-prepared students, potentially affecting overall completion rates. The authors advocate for targeted, merit-based subsidies that balance financial need and performance to ensure equitable and efficient use of educational resources.

In summary, trainees' fee payments significantly influence the financial health of vocational institutions and the quality of practical training provided. Timely and adequate fee collection enables centers to maintain infrastructure, purchase essential training materials, and retain qualified instructors, thereby enhancing practical skills acquisition and overall institutional effectiveness.

2.9 Influence of Course Relevance on Practical Skill Acquisition.

Technical and Vocational Education and Training (TVET) continues to evolve in response to changing industrial and economic dynamics. As new technologies and sectors emerge, vocational institutions have expanded their course offerings to include areas such as advanced manufacturing, computer-aided design, bookkeeping, food processing, and hairstyling, ensuring that trainees acquire market-relevant skills. The effectiveness of vocational training largely depends on how well programs align with labor-market needs. In Kenya, ensuring that curricula are industry-aligned and responsive to local economic contexts enhances graduate employability and institutional competitiveness (Technical and Vocational Education and Training Authority [TVETA], 2019; Momanyi, Riechi, & Khatete, 2021).

Studies show that training institutions that regularly review curricula and collaborate with industries attract more trainees and produce work-ready graduates (El Sallaly, Riungu, & Rintari, 2023). Similarly, the National Skills Development Policy underscores that training must reflect employer-defined competencies and emerging sectoral skills to remain relevant (Republic of Kenya Ministry of Labour and Social Protection, 2023). In counties such as Narok, where agriculture, tourism, and small-scale trade dominate, aligning vocational training programs with these economic sectors can increase enrolment and improve employability outcomes (Onsomu, Munga, Ngugi, & Nyaboro, 2023).

Practical, hands-on learning experiences—including workshops, apprenticeships, and internships—are essential components of effective vocational education. Institutions offering structured attachments and industry placements tend to register higher trainee satisfaction and retention (African Population and Health Research Center [APHRC],

2025). Accreditation and certification also influence enrolment decisions, as recognized programs provide credibility and assurance of quality (TVETA, 2019). Furthermore, career pathways and advancement opportunities within vocational programs motivate enrolment, especially when centers offer job placement support or entrepreneurship training (Okinyi, 2021).

Despite these gains, many TVET institutions across Africa still face challenges such as outdated curricula, limited equipment, and weak industry linkages (Onsomu et al., 2023). To remain dynamic and responsive, vocational institutions must strengthen enterprise-based learning, uphold rigorous quality-assurance frameworks, and ensure continuous stakeholder engagement. The National Industrial Training Authority (NITA) and TVETA remain critical in maintaining national standards through trade testing, accreditation, and policy oversight (Republic of Kenya Ministry of Labour and Social Protection, 2023).

2.10 The Summary of the Literature Review.

Understanding the factors that influence the acquisition of practical skills in Vocational Training Centers (VTCs) in Narok County is crucial for effective planning and policymaking. While research on vocational education in Kenya has expanded in recent years, notable gaps remain. Much of the existing literature provides only cross-sectional analyses of trainee enrollment, offering limited insight into long-term trends. There is a clear need for longitudinal studies that track trainees from enrollment through completion and into the labor market. Such research would provide a deeper understanding of the determinants of retention, completion, and employment outcomes in vocational programs (Onsomu, Munga, Ngugi, & Nyaboro, 2023).

Vocational training in Narok County continues to face challenges such as inadequate staffing, limited financial resources, and insufficient infrastructure. Strengthening the impact of VTCs requires coordinated efforts among government agencies, industry stakeholders, and educational institutions to foster sustainable economic development (Technical and Vocational Education and Training Authority, 2019).

A significant research gap also exists in assessing the long-term effects of vocational training programs on enrollment and employability. Longitudinal and tracer studies are needed to monitor enrollment dynamics, identify influencing factors across different stages, and evaluate how various policy interventions affect training outcomes over time (International Labour Organization, 2022).

Recent evidence emphasizes the importance of aligning vocational training with local economic priorities. For instance, integrating agricultural technology, livestock management, and agribusiness into VTC curricula can enhance employability and productivity in rural and agrarian communities (Republic of Kenya Ministry of Labour and Social Protection, 2023). Similarly, incorporating hospitality and eco-tourism courses supports the growing tourism sector in Narok County, where such industries are major sources of income and employment (African Population and Health Research Center, 2025)

CHAPTER THREE

METHODOLOGY

3.1 Introduction to the Chapter

This chapter describes the methodology used to conduct the research. This includes study design, study area, target population, sampling and sampling procedures, data collection procedures, and research instruments. There are also insights into data analysis techniques.

3.2 Location of the Study.

The study was conducted in nine public Vocational Training Centers in Narok County. Most of the residents are pastoralists and large-scale farmers. The study area was chosen because, despite the national and county governments having invested a lot of resources in improving the quality of training, upgrading training equipment, and hiring qualified trainers, VTC enrollment in Narok County is still low (Economic Survey, 2020).

3.3 Research Design.

This research utilized a descriptive research design, which is focused on describing the characteristics of a specific individual or group. According to Leedy and Ormrod (2019), the data were collected through a combination of interviews and questionnaires from the participants. The collected information was then summarized in a manner that provided descriptive details to address questions concerning factors that impact trainees' access to vocational education and training without manipulating the variables.

3.4 Target Population.

There are nine active Vocational Training Centers in Narok County. The study included all nine Vocational Training Centers in the county. 1,905 trainees enrolled, of which 1,002 were male and 903 were female. The study's target population was second-year trainees, HODs, and center managers. The study used second-year trainees to make informed decisions while answering questionnaires because they understood the issues being investigated. The researcher interviewed center managers to provide information on government policies.

3.5 Sample Size and Sampling.

Sampling is the process of selecting a subset of individuals, items, or events from a larger population to represent that population in a research study. Sampling techniques are specific methods used to select samples from the population, which may include random or non-random approaches according to Sekaran and Bougie (2016). A purposive sampling technique was used in selecting the sample size. According to Kombo and Tromp (2006), purposive sampling is adequate if the population contains few relevant cases. In Narok County, there are 9 Vocational Training Centers. The population is small, which calls for the selection of all the institutions. Similarly, 9 center managers were purposefully included, and all 54 HODs participated in the study.

Table 3.1 Target Populations and Sample Size.

Respondents	Target population	Sample size	Percentages
Trainees	1,045	312	30
HODs	54	54	100
Center Managers	9	9	100

According to Kothari and Khan (2006), a sample size of 30% of the population is considered statistically significant. Therefore, 312 Trainees out of 1,045 (30%) of the total population were selected as the target sample and responded to the questionnaires. Trainees were selected in equal proportions from each participating Vocational Training Center in the second-year cohort.

3.6 Data Collection Instruments.

The data was collected using two primary instruments: questionnaires and interview schedules. Questionnaires were chosen for their ability to ensure consistency in data collection. They were particularly effective for gathering information from a large number of participants efficiently and quickly. Additionally, questionnaires allowed respondents to provide answers anonymously, increasing their willingness to disclose sensitive or personal information. By maintaining confidentiality, they encouraged honesty and reduced social desirability bias.

Questionnaires were administered to Heads of Departments (HODs) and second-year trainees. Both sets of questionnaires contained structured items to facilitate uniform data collection. Additionally, unstructured items were included to capture new perspectives, insights, and unforeseen themes that might not have been anticipated in

advance. These open-ended responses allowed participants to provide information that did not fit predefined response options (Marshall & Rossman, 2014).

The interview schedule for center managers focused on assessing the adequacy of government policies related to enrollment. Unlike questionnaires, interviews provided an opportunity for in-depth data collection, yielding insights that could not be captured through structured responses alone. The researcher used unstructured questions to explore key issues comprehensively, allowing participants to elaborate on their experiences and perspectives. During the interviews, the researcher systematically took notes to document the responses accurately.

3.6.1 Validity.

Validity is defined as the instrument can measure exactly what is intended to be measured. Validity will be enhanced by ensuring clarification and balancing of items in the instrument. The instrument was presented to the university supervisors for scrutiny and verification.

3.6.2 Reliability.

The reliability of a measurement instrument or data collection procedure is the extent to which repeated measurement or observation of the same phenomenon yields similar results on each occasion, according to Gravetter & Forzano (2018). Also, the reliability of the research instrument is a measure of the degree to which the instrument yields consistent data after repeated trials, according to the reliable conclusion of Mugenda and Mugenda (1999). To establish the reliability of instruments, the test-retest technique was used, which involves administering the same instruments twice; a pilot study was also carried out in two public Vocational Training Centers in the neighboring Nakuru County. The instruments that were piloted were the questionnaires. After two-

week intervals, the same questionnaires were administered in the same way to the same groups. The two scores were then correlated to establish whether the contents of the questionnaires were consistent in extracting the same responses every time the instruments were administered.

The coefficient of reliability was calculated using the Pearson product-moment correlation using the formula below.

$$R_{xy} = \frac{N \sum N XY - (\sum X)(\sum Y)}{\sqrt{\{\sum X^2 - (X^2)\}\{N \sum Y^2 - \sum Y^2\}}}$$

Source: Researcher

Information:

R_{xy}: The correlation coefficient between variables X and Y

N: Number of respondents

ΣXY: The product of multiplying the score of X and Y

ΣX2: Number of X squared

ΣY2: Number of Y squared

ΣX: Total score X

ΣY: Total score Y

According to Orodho (2005), a correlation coefficient of 0.8 is considered statistically significant. During the pilot study, a correlation coefficient of 0.824 was obtained. This allowed the researcher to become familiar with the research instruments and data collection procedures, as well as to make necessary revisions to the instruments.

3.7 Data Collection Procedure.

The researcher obtained a letter from the Head of Department (HOD), University of Eldoret to enable the researcher to proceed to NACOSTI.

After getting a letter of transmittal from the National Council for Science, Technology, and Innovation, the researcher sought authority from the County Director of Education to conduct research in Narok County as well as the County Secretary. The process of data collection lasted for four weeks. The researchers visited the center manager to familiarize themselves and inform them of his intended research. A brief letter was handed to the respondents before administering the questionnaire. Questionnaires were collected on the same day to facilitate a high return rate.

The interview schedules were administered by the researcher on the appointed day and notes were taken during the interview session.

3.8 Data Analysis.

Questionnaires administered to the trainees and HODs were first checked to ensure completeness and errors. Qualitative and quantitative data were collected to provide for a balanced assessment and interpretation. The answered questionnaire copies were first grouped manually according to categories of respondents and institutions. Qualitative data were derived from the interview schedule with the Center Managers, and also from the open-ended items in the trainees' and HODs' questionnaires. To analyze qualitative data, data were coded according to themes and then entered into the Statistical Package for Social Sciences (SPSS) computer package. This program was used to analyze the data. The analyzed data were presented through descriptive statistics using frequency distribution tables and percentages. Being a descriptive study, descriptive statistics in the form of frequencies, tables, and percentages were used to analyze the quantitative data.

3.9 Ethical Consideration.

All the sources used were acknowledged accordingly to avoid any form of plagiarism. The purpose of the study was explained by the researcher to the respondents to remove doubts that might interfere with the study while responding to the questionnaires, and a letter of consent was handed over to them. The researcher will also disseminated the findings of the study, irrespective of the expected outcome, to the County Director of Education, NACOSTI, Narok County Secretary, Narok County, and the University of Eldoret

CHAPTER FOUR

RESULTS

4.1 Introduction to the Chapter

This chapter focuses on the findings of the study based on the data collected from respondents. The chapter is arranged under sub-sections as per the research questions. Part one deals with the administration of the questionnaires, while part two deals with demographic information. Part three presents information on analysis pertaining availability and quality of institutional infrastructural facilities on determining practical skill acquisition in Vocational Training Centers in Narok County. Part four presents the findings of trainers' adequacy, competence, determining practical skill acquisition in Vocational Training Centers in Vocational Training Centers in Narok County. Part five presents the extent to which the relevance of courses offered in Vocational Training Centers determines practical skill acquisitions in Vocational Training Centers in Vocational Training Centers in Narok County and finally, part six presents findings on how government policies and directives determines practical skill acquisitions in Vocational Training Centers in Narok County.

4.2 Data Presentation.

This study focused on Factors influencing practical skills acquisition in vocational training centers in Narok County. The research questions considered in this study were: How does the availability and quality of infrastructure impact the acquisition of practical skills in Vocational Training Centers in Narok County? How do the qualifications and experience of trainers influence the acquisition of practical skills in Vocational Training Centers? What skills are currently in demand in the local job

market in Narok County? What financial challenges do trainees face in vocational training centers in Narok County?

4.3 Instruments Return Rate.

Table 4.1 Questionnaire Return Rate.

	Target respondents	**Actual respondents**	
Sample	N	R	Percentages
HODs	54	54	100
Trainees	312	302	97

N=sample size R=Respondents

The trainees' response rate was 97% and was reliable enough for data presentation. All nine managers at the center participated in the researcher's interview.

4.4 Demographic Information of the Respondents.

Demographic data of trainees in nine Vocational Training Centers were collected.

4.4.1 Demographic Information on Trainees.

Below is the gender distribution of the respondents and the analyses based on the questionnaires.

Table 4.2 Distribution of Trainees by Gender (Trainees Questionnaires).

Gender	Frequency	Percentage
Male	188	62.25
Female	114	37.75
Total	302	100.

The analysis reveals disparities in enrollment. There are more male than female trainees enrolled in Narok County Vocational Training Centers. This highlights the need for more interventions to promote gender equity and inclusivity in Vocational Training Centers.

Center Managers were asked to provide trainee enrollment data for the past three years, and responses were analyzed as follows.

Table 4.3 Gender Distribution of Trainees for the Past Three Years.

Gender	Frequency	Percentage
Male	2951	61.22
Female	1869	38.78
Total	4820	100.

The findings show that more males than females were enrolled in public Vocational Training Centers in Narok County, 2951 (61.22%) males against 1869 (38.78%) females. The phenomena represent the reality of the area where more males are educated than females. The findings concur with a study done by Abu-Saad and Sperling (2014), which reveals that societal attitudes and beliefs about gender roles

limit girls' access to technical education, perpetuating gender disparities. Traditional gender roles and biases influence perceptions about certain fields of study, leading to a concentration of males in technical and vocational programs while females are often directed towards other areas. These phenomena are also observed in Narok County, where there is a preference for skilling boys over girls. Girls are treated as objects to be married off for dowry, hence, there is no need to educate them.

Age bracket and highest qualification were also asked. The researcher wanted to find out the age bracket and the highest qualification of trainees enrolling in Vocational Training Centers in Narok County.

Their responses were recorded as shown

Table 4.4 Age brackets of the Trainees.

Age bracket (years)	Frequency	Percentage
15-20	234	77.28
21-25	60	19.80
Above 25	9	2.92
Total	302	100

The findings from this study found that the majority of trainees enrolled are between the ages of 15-20 (77.28%), and this coincides with the World Bank Report (2010). The report found that young people between the ages of 15-24 are most productive and receptive to new ideas. Also, young people are more likely to be motivated to learn and acquire new skills because they are at the stages in their lives where they are transitioning from adolescence to adulthood and are making decisions about their

future. The study reveals that young people in this age group tend to be more open-minded and receptive to new ideas and experiences. They are also more likely to be risk-takers and are willing to explore new opportunities that can help them achieve their goals. This makes them enroll in Vocational Training Centers where they can acquire practical skills and knowledge that help them to succeed in their careers and livelihoods.

4.4.2 Demographic Information of Instructors.

Center managers were asked to provide data on institutional staff and non-teaching staff, and the responses were analyzed as follows.

Table 4.5 Distribution of Instructors by Gender.

Gender	Frequency	Percentage
Male	78	64.46
Female	43	35.54
Total	121	100

The study revealed that the majority of trainers in Narok County Vocational Training Centers are male, with 78 (64.46%) males compared to 43 (35.54%) females, indicating a significant gender imbalance. This disparity highlights the need for the Narok County Public Service Commission to implement strategies that promote gender equity in trainer recruitment, particularly by considering women with engineering and technical skills. Encouraging female participation in vocational training can help motivate more girls to pursue technical careers. Gender inequality among trainers may be reinforced by unconscious biases in recruitment and selection processes, which tend to favor male candidates and perpetuate existing disparities. Research shows that low-transparency recruitment procedures can disadvantage women and hinder gender equality in hiring

(Moratti, 2020). Moreover, women remain underrepresented in technical roles globally, and gender biases regarding women's abilities in technical fields can limit promotion and professional development opportunities (Grant Thornton, 2024)

4.6 Influence of Infrastructure on Practical Skills Acquisition.

4.6.1 Workshops and Classrooms

Table 4.6 Trainees' Response to Adequacy of Workshops and Classrooms.

Response	Frequency	Percentage
Adequate	22	7.28
Not adequate	280	92.72
Total	302	100

Table 4.7 HODs' Response on Adequacy of Workshops and Classrooms.

Response	Frequency
Adequate	9
Not adequate	45
Total	54

Table 4.8 Center Managers' Response on Adequacy of Workshops and Classrooms.

Response	Frequency	Percentage
Adequate	2	22.22
Not adequate	8	77.78
Total	9	100

The majority of trainees, 280 (92.72%), Heads of Departments (HODs), 45 (83.33%), and center managers, 8 (77.78%), agreed that workshops and classrooms in Vocational Training Centers (VTCs) were inadequate. Workshops play a critical role in providing hands-on training opportunities, allowing trainees to apply theoretical knowledge to real-world situations. When workshop facilities are insufficient, trainees miss essential opportunities for practical learning, which limits their ability to acquire and refine technical competencies. A study by Koech et al. (2018) underscores the significance of practical training in technical education and highlights how restrictions on access or inadequate facilities negatively affect skills development.

Similarly, inadequate classroom space restricts trainee admissions and limits access to training opportunities. With fewer classrooms, VTCs are often forced to impose admission caps, thereby denying opportunities to potential trainees. This constrained access perpetuates educational inequalities, particularly among disadvantaged groups unable to secure enrollment due to limited capacity. These findings align with Dauda's (2016) assertion that adequate infrastructure, including well-equipped classrooms, is essential for ensuring inclusive and equitable access to education.

Table 4.9 Trainees' View on Adequacy of Modern Training Tools and Equipment

Response	Frequency	Percentage
Adequate	96	31.79
Inadequate	206	68.21
Total	302	100

Table 4.10 Center Managers' Response on Adequacy of Modern Training Tools and Equipment.

Response	Frequency	Percentage
Yes	3	33.33
No	6	66.67
Total	9	100

The findings presented in Tables 4.9 and 4.10 reveal that both trainees and center managers reported an acute shortage of training tools and facilities in Vocational Training Centers (VTCs) across Narok County. A total of 68.21% of trainees indicated that the available tools were inadequate, while 66.67% of center managers shared the same sentiment. These results suggest that insufficient tools and equipment significantly compromise the quality of training provided in VTCs.

Inadequate training tools reduce trainee engagement and motivation, as students are unable to fully participate in hands-on exercises and practical demonstrations. Limited access to appropriate equipment hinders active learning, leading to decreased interest, reduced participation, and overall dissatisfaction with the training programs. Such disengagement may ultimately result in lower enrollment rates. This aligns with

findings by Sibanda and Mafumbate (2016), who emphasize that well-resourced training environments are essential in enhancing learner motivation and participation.

Moreover, insufficient tools limit opportunities for trainees to acquire and practice practical skills, which are the foundation of technical and vocational education. Without adequate and functional equipment, learners struggle to translate theoretical concepts into practical competence. Singh and Joshi (2014) similarly highlight that inadequate access to relevant training tools negatively affects the development of hands-on skills and undermines the overall effectiveness of vocational training programs.

4.7 Influence of Trainers on Practical Skills Acquisition

4.7.1 Qualifications of Trainers

Department heads were asked to indicate the qualifications of the trainers under them. The study found that the only trainers with the highest qualifications were department heads. Vocational Training Centers require qualified professionals to provide quality training.

The HOD's response was as follows;

Table 4.11 Qualifications of Instructors.

Qualification	Frequency	Percentage
Diploma	23	19.00
Certificate	31	25.62
Artisan	67	55.38
Total	121	100

The study revealed that the majority of trainers in Vocational Training Centers (VTCs) are artisans or certificate-level artisans. This indicates that most trainers possess

relatively low formal qualifications, which can hinder the quality of training delivered. Limited trainer qualifications may also negatively influence the perception of VTCs among potential trainees, thereby reducing enrollment rates. These findings are consistent with Dukku and Maigida (2015), who emphasized that the presence of highly qualified trainers is crucial for enhancing the reputation and credibility of technical and vocational education institutions, as well as for ensuring the delivery of effective training programs.

4.7.2 Adequacy of Trainers

The study sought to find the ratio of trainers to trainees in Vocational Training Centers in Narok County. Trainees were asked to indicate the frequency of attendance of lessons by trainers, and HODs were asked to indicate the adequacy of trainers.

Table 4.12 Trainees' Response to Lessons Attendances.

Response	Frequency	Percentage
Regularly	87	29.90
Irregular	204	70.10
Total	291	100

The study revealed that a substantial number of lessons were not conducted as scheduled, with approximately 70.10% of trainees reporting that trainers frequently missed classes, thereby compromising the overall quality of training. A shortage of qualified trainers can adversely affect the reputation and perception of Vocational Training Centers (VTCs). Competent trainers play a critical role in establishing the credibility of technical education institutions, influencing both trainee engagement and public confidence in the programs offered. As noted by Duhan, Sharma, and Singh

(2020), the presence of skilled and reliable trainers is essential for maintaining the institutional reputation and ensuring effective training delivery. When institutions lack adequate or competent trainers, current trainees and potential applicants may question their quality, which can result in reduced enrollment and a weakened institutional standing.

Table 4.13 HODs' Response on Ratio of Instructor to Trainees.

Response	Frequency	Percentage
Adequate	22	40.74
Inadequate	32	59.26
Total	54	100

Table 4.13 shows that 59.26% of Heads of Departments (HODs) reported inadequate trainers in their departments, indicating a shortage of qualified personnel and a consequent decline in the quality of training. Trainer competence plays a crucial role in fostering trainee engagement and motivation in technical and vocational education (Duhan, Sharma, & Singh, 2020). When trainers are insufficient in number or lack the necessary skills, they may struggle to create an engaging and supportive learning environment. This can result in trainees becoming apathetic, demotivated, and disconnected from the learning process, ultimately affecting their skill acquisition and overall performance.

4.8 The impact of the relevance of courses on the acquisition of practical skills.

Table 4.14 Trainee Enrollment by Courses.

Course	Frequency	Percentage
Motor Vehicle Mechanics	63	20.86
Food and Beverages	29	6.63
Masonry	20	9.60
Fashion design	43	14.24
Hairdressing	28	9.27
Carpentry	8	2.65
Welding	6	1.99
Electrical	18	5.97
ICT	59	19.54
Plumbing	28	9.27
Total	302	100

From Table 4.8, it is evident that the Motor Vehicle Mechanics (MVM) course (20.86%) leads in enrollment, followed by the ICT course (19.54%). Narok County hosts an industrial park in Suswa, the SGR Terminus, and several geothermal companies, which contribute to higher enrollment in MVM and ICT programs. This suggests that trainees are attracted to courses with clear local employment opportunities. Aligning vocational programs with local industry needs enhances graduate employability and relevance to the labor market (Barliana, Suyanto, & Suryadi, 2020). Vocational Training Centers therefore aim to tailor course offerings to

the specific demands of regional industries, prioritizing programs that match local labor market requirements.

The study also revealed that Welding (1.99%) and Carpentry (2.65%) are less popular courses in Narok County VTCs. Limited resources, including funding, infrastructure, and qualified trainers, restrict the number and variety of courses available. Resource allocation and institutional capacity are critical factors in determining course availability and quality in technical and vocational education in Kenya (Kenya Institute for Public Policy Research and Analysis [KIPPRA], 2018). Institutions with greater resources and stronger capacity can provide a wider range of courses, whereas centers with limited funding and facilities face constraints in expanding their offering

4.8.2 Enrolling in VTC.

Table 4.15 Trainees' View on Enrolling for a Course.

Response	Frequency	Percentage
For Self-employment	225	74.50
For Employment	77	25.50
Total	302	100

From Table 4.9, the findings show that 74.5% of respondents enrolled in Vocational Training Centers (VTCs) for self-employment**,** while 25.5% aimed at gaining skills for formal employment**.** This indicates that most trainees join VTCs to acquire practical and hands-on skills that enable them to start their own businesses. Vocational and technical education in Kenya emphasizes the application of theoretical knowledge through practical training and industry exposure**,** which equips trainees with

competencies relevant to the labor market. This finding aligns with Ombati and Simatwa (2018)**,** who found that trainees are drawn to vocational institutions due to opportunities for skills-based, experiential learning that enhances employability and entrepreneurship. Therefore, trainees value the opportunity to gain practical skills that can be readily applied in real-world contexts. The availability of modern training equipment, workshops, and opportunities for experiential learning motivates many to choose Vocational Training Centers.

Table 4.16 Trainees' Suggestions for New Courses to be introduced.

Response	Frequency	Percentage
Driving	52	18.77
Computer Repair	22	94
Phone Repair	98	35.38
Solar installation	105	37.91
Total	277	100

The study found that most trainees recommended the introduction of a Solar Installation course (37.91%), followed closely by a Phone Repair course (35.38%). This preference reflects the widespread use of solar gadgets in trainees' households and the high ownership of mobile phones. Aligning technical and vocational education with labor market needs is crucial in Kenya (Koros, 2021). One of the main reasons for introducing new courses in Vocational Training Centers (VTCs) is to respond to labor market demands and industry requirements. Given the evolving nature of the labor market and the emergence of new industries, there is a growing need for specialized skills and

competencies. VTCs, therefore, continuously adapt their course offerings to meet these changing demands, ensuring that trainees acquire skills that are relevant and 4.8.4 HODs'

4.8.2 Response to Self-Reliant Courses.

HODs were asked to indicate the critical units that are taught in the institution that support the trainees in their pursuit of self-reliance were recorded as shown in the figure.2

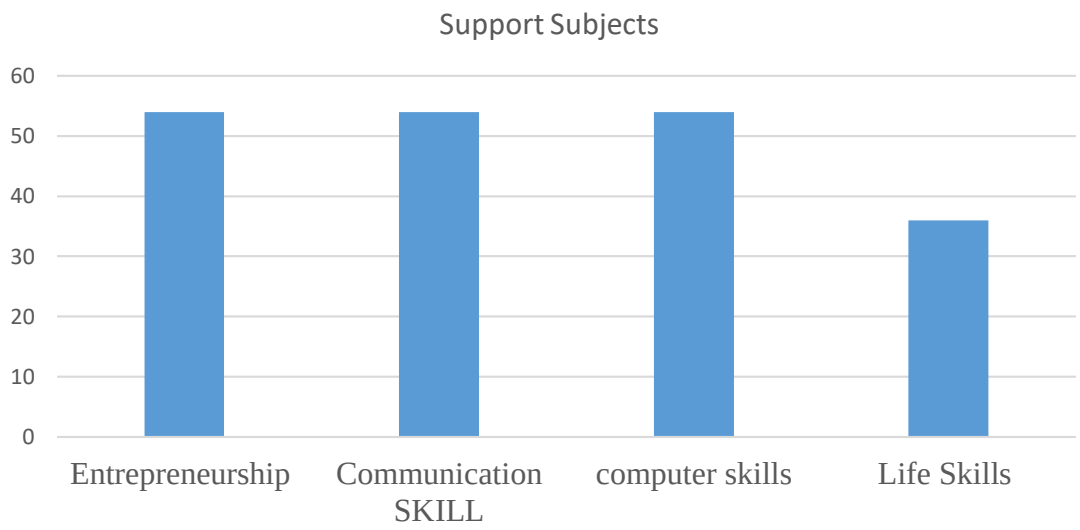

Figure 4.1 HODs' Response to Support Subjects.

Figure 4.1 indicates that all the Vocational Training Centers (VTCs) included in the study offered courses in entrepreneurship, computer skills, and communication skills, while 36 VTCs also provided life skills training. The inclusion of entrepreneurship education is pivotal in Technical and Vocational Education and Training (TVET) in Kenya. Mbore (2021) emphasizes that entrepreneurship education enhances the innovation capabilities of TVET graduates, equipping them with essential skills in business management, financial literacy, and marketing. However, the study also notes that the lack of adequate platforms within TVET institutions hinders students from fully engaging in entrepreneurial endeavors. This aligns with Murithi (2013), who highlights

that while entrepreneurship curricula are rich in content, the delivery methods employed do not effectively prepare graduates for self-employment. Moreover, Muchira et al. (2023) assert that support subjects, including communication, teamwork, problem-solving, and critical thinking skills, are crucial in improving employability outcomes for TVET graduates. These skills complement technical expertise and are highly valued by employers, thereby enhancing graduates' chances of securing employment or succeeding in self-employment ventures.

4.8.5 Graduates Follow-up

The HODs were asked to indicate if they are following up with their trainees after graduating to understand their status of engagement. Response recorded in Table 4.9.

Table 4.17 HODs' Response to Graduates' Follow-Up.

Response	Frequency	Percentage
Yes	22	40.74
No	29	59.26
Total	54	100

According to Table 4.9, 40.74% of Heads of Departments (HODs) maintained catalogs of their graduates, while 59.26% did not. These catalogs serve as valuable resources for employers seeking skilled graduates, thereby enhancing employment prospects. Additionally, the information contained in these catalogs assists Vocational Training Centers (VTCs) in aligning their curricula and training programs with industry demands, improving the relevance of education to the job market. This aligns with findings by Mujuri and Kathomi (2025), who emphasize the importance of aligning TVET curricula with labor market needs to enhance employability outcomes.

Table 4.18 HODs' Response to Graduates' Engagements.

Response	Frequency	Percentage
Employed	234	9.56
Self-Employment	1278	52.25
Unemployment	934	38.19
Total	2446	100.

The Heads of Departments (HODs) were asked whether they were keeping catalogs of past graduates, and it was found that the nine Vocational Training Centers (VTCs) had collectively graduated 2,446 trainees. Among these graduates, 52.25% are engaged in self-employment, 38.19% are unemployed, and 9.56% are employed. Vocational Training Centers equip trainees with practical skills and knowledge that are directly applicable to various industries and occupations, enhancing their employability (Jiwaji, 2021). Trainees recognize that acquiring specific technical skills can improve their employment prospects and provide opportunities for career advancement.

Furthermore, entrepreneurship opportunities play a significant role in motivating trainee enrollment in technical and vocational education across Africa. Technical and vocational education emphasizes practical skills relevant to starting and managing businesses, allowing trainees to pursue self-employment and entrepreneurship as viable career paths, thereby contributing to economic development (World Bank, 2024).

In addition, tracking graduates' progress and maintaining alumni networks is crucial for technical and vocational education in Kenya. These catalogs provide information on graduates' career paths, further education pursuits, and professional achievements.

By maintaining such records, educational institutions can strengthen connections with alumni, support career development, and foster networking opportunities (Jiwaji, 2021).

4.8.6 Institutional Support to Graduates

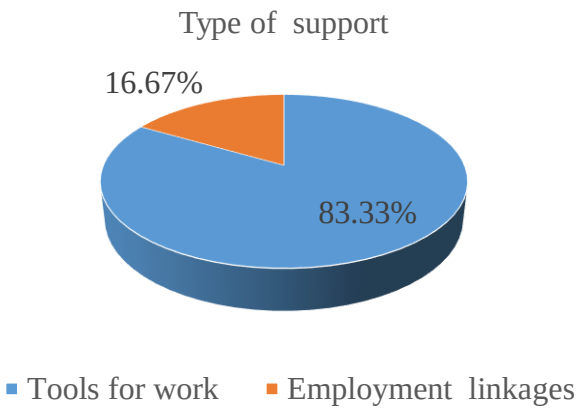

Figure 4.3 Center Managers' Response to Type of Support

The study indicated that 83.33% of the institutions provide tools for work, while 16.67% link graduates to employers. This aligns with research emphasizing the importance of job readiness and the transition to work in technical and vocational education in Kenya (Wanyama, 2023). Providing tools for work promotes employability and facilitates a smooth transition for vocational training graduates into the workforce. Access to the necessary tools enables graduates to begin work immediately, eliminating the need to acquire them before employment, which enhances their readiness and increases their chances of securing job opportunities. Additionally, it reduces the financial burden on graduates, particularly those from disadvantaged backgrounds, who may not have the resources to purchase the required tools independently (Wanyama, 2025).

4.9 Trainees Financing and Government Support.

Question Four sought to find out the government policies on enrollment, funding, and retention of trainees at Vocational Training Centers in Narok County

4.9.1 Enrollment

Trainees were asked to indicate who encouraged them to enroll at the vocational training center. The responses were recorded and analyzed in Table 4.10 below.

Table 4.19 Trainees' Response to Enrollment in VTC.

Response	Frequency	Percentage
My parent	67	22.19
Self	173	57.28
Former Institution	38	12.58
Government administrator	24	7.95
Total	302	100

The study established that the majority of trainees were encouraged to join the Vocational Training Centers by themselves, as indicated by 57.28%, followed by parents at 22.19%, then former institutions at 12.58%, and government administrators at 7.95%. Research by Boateng et al. (2024) emphasizes the role of personal interest and passion in influencing trainee enrollment decisions in technical and vocational education in Africa; therefore, personal interest and passion for specific trades or fields of study drive trainees to join Vocational Training Centers in Narok County. Some trainees have a genuine interest in particular technical areas, such as construction,

agriculture, and automotive engineering. However, they are motivated by their passion for these fields and the desire to turn their interests into fulfilling careers.

From Table 4.19, trainees indicated that 7.95% were government administrators who made them join Vocational Training Centers. This concurs with the study by Osumbah and Wekesa (2023), who highlighted the positive impact of compulsory education policies on trainee participation in technical and vocational education in Kenya. When governments enforce laws or regulations that require young individuals to complete a certain level of education, including technical and vocational education, it leads to an increase in enrollment. As a result, compulsory education policies ensure that young learners have access to educational opportunities and are equipped with the necessary skills for their future careers.

4.9.2 Fee payments

Trainees were asked to indicate who pays their school fees. Their responses were recorded and analyzed as in Table 4.20

Table 4.20 Trainees' Response to Fee Payment.

Response	Frequency	Percentage
Self	23	7.62
Parents	238	78.81
Sponsor/well-wishers	41	13.57
Total	302	100

The parents accounted for the largest share of those who paid fees, with 238 (78.11%), while trainees themselves paid 23 (7.62%). Well-wishers contributed 41 (13.57%).

High tuition fees can be a barrier for trainees from economically disadvantaged backgrounds, preventing them from enrolling or continuing their studies. Moreover, educational expenses such as textbooks, materials, and examination fees can further strain trainees' financial resources. Research by Oyoo et al. (2022) highlights the influence of high tuition fees and educational expenses on trainees' ability to access and complete technical and vocational education in Kenya.

4.9.3 Challenges in Paying School Fees

HODs were asked to state whether the trainees are experiencing challenges in paying school fees. Their responses were recorded and analyzed as shown in Figure 4.4 below

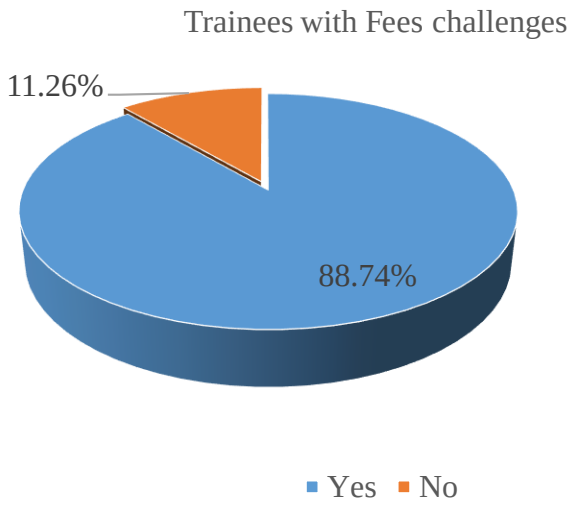

Figure 4.4 HODs' Response to Challenges of School Fees.

The study revealed that 88.74% of trainees are unable to pay for school, while only 11.26% can meet their fees, as shown in Figure 4.4. This reflects the influence of socio-economic challenges on trainees' ability to complete technical and vocational education in Kenya. Many trainees come from disadvantaged backgrounds and struggle to afford tuition fees, transportation costs, and other educational expenses. The financial burden

often forces trainees to drop out or take breaks from their studies to seek employment and support their families. Research by Makato, Mugambi, and Kalai (2022) highlights that socio-economic status significantly affects enrollment and participation in public technical and vocational education and training (TVET) institutions in Kenya.

4.9.4 Sources of Institution Funds.

The center managers were asked to state their sources of funds for their institution. Their responses were recorded and analyzed as shown in Figure 4.5 below.

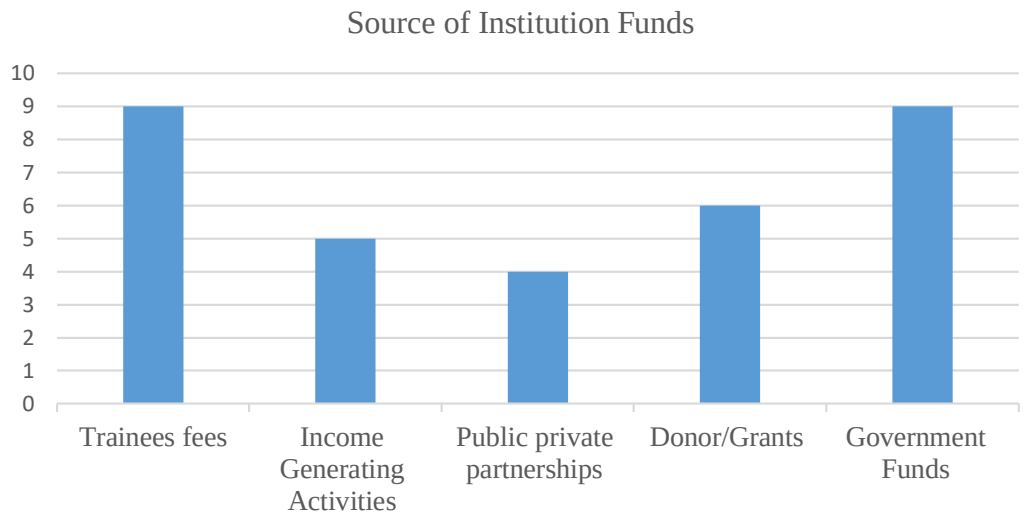

Figure 4.5 Sources for Institutional Funds.

Figure 4.5 indicates that government funding and trainee fees constitute the primary sources of funds for Vocational Training Centers (VTCs) in Narok County. Government funding is a major contributor, with the county government allocating budgetary resources to support the operation and development of technical and vocational education institutions. These funds, often disbursed through the County Department of Education, cover expenses such as infrastructure improvement, staff salaries, curriculum development, and capacity building (Narok County Government, 2023).

Trainees' fees and tuition payments form another significant source of financing. Student fees are essential for the day-to-day operations of VTCs, including faculty salaries, maintenance, and procurement of instructional materials, with amounts varying depending on program duration, course offerings, and institutional support (Coursebook, 2025).

VTCs in Narok County also benefit from donor funding and grants. Donor agencies and international development partners provide financial support to enhance vocational education, often designated for infrastructure development, capacity building, curriculum improvement, or specific projects (WE Charity, 2023; Circle of Sisterhood Foundation, 2023). Such funds complement government resources and expand the financial base of VTCs.

Income-generating activities represent another avenue for financial sustainability. These activities reduce dependence on external funding, enhance institutional autonomy, and allow revenue to be reinvested into infrastructure, instructional materials, scholarships, student services, and faculty development (Lwakasana, 2022; Narok County Government, 2023).

Finally, public-private partnerships (PPPs) are increasingly employed as a source of funding. PPPs involve collaboration between government entities and private sector organizations, contributing financial resources, technical expertise, and industry connections to support specialized programs and the provision of modern equipment (ILO, 2023; Narok County Government, 2023).

4.9.5 Government Bursaries to Trainees.

Trainees were asked to indicate whether they had ever received government bursaries. Their responses were recorded and analyzed in Figure 4.6 below

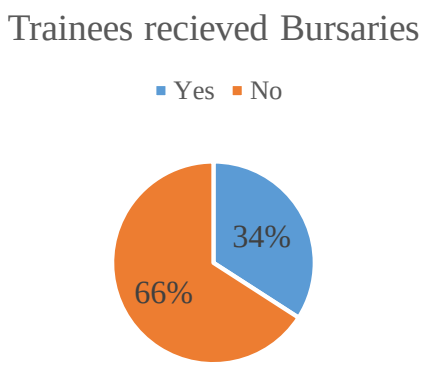

Figure 4.6 Trainees' Response to Bursary Allocations.

Figure 4.6 indicates that only 34% of trainees receive government bursaries, while 66% do not. This disparity underscores a significant challenge in Kenya's vocational training landscape. A study by Kiplagat (2017) highlights that the lack of financial support mechanisms, such as scholarships, grants, or student loans, severely limits trainees' access to funds for tuition fees and other educational expenses. Many trainees come from low-income households and cannot afford the costs associated with their education. Without adequate financial assistance, trainees often struggle to continue their studies or are compelled to work to support themselves, leading to disruptions in their educational journey.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

6.1 Introduction

This chapter provides a summary of the research, research findings, conclusions, recommendations, and suggestions for further research.

6.2 Summary of the Study.

The purpose of this study was to investigate factors influencing practical skills acquisition in Vocational Training Centers in Narok County. The research was guided by research questions: How does the availability and quality of infrastructure determine the acquisition of practical skills in Vocational Training Centers in Narok County? How do the qualifications and experience of trainers determine the acquisition of practical skills in Vocational Training Centers? What skills are currently in demand in the local job market in Narok County? What financial challenges do trainees face in vocational training centers in Narok County? The study adopted a descriptive design and utilized questionnaires and interview schedules as methods of data collection. The study targeted a sample size of 312 second-year trainees, all 54 HODs, and all 9 center managers. The sample was selected through purposive sampling techniques. The Statistical Package for Social Sciences (SPSS) version 29 was used for data analysis. The data was presented in a descriptive format using frequencies, tables, pie charts, graphs, and percentages.

6.3 Findings of the Study.

The findings of the study are anchored on the research questions.

6.3.1 Infrastructural Facilities

The study revealed that Vocational Training Centers' workshops and classrooms are inadequate and not equipped.280 (92.72%) trainees, 45 (83.33.78%) HOD, and 8 (77.78%) center managers indicated that workshops and classrooms are not adequate.

Also, the findings show there is inadequate exposure of modern tools and equipment to trainees in the majority of Vocational Training Centers in Narok County. 68.21% of trainees indicated inadequate, as well as 66.67% of the center managers.

6.3.2 Trainers.

The study revealed that the majority of vocational training center trainers in Narok County are artisans (55.38%) and certificate holders (25.62%). 59.26 % of HODs indicated inadequacy of trainers in their department. Also, the study found that 70.10% of the lessons are irregularly attended by the Instructors.

6.3.3 Courses Relevance

Findings revealed that there are 11 courses taught at Vocational Training Centers in Narok County. Motor Vehicle Mechanic has the greatest number of trainees at 63 (20.86%), while welding has the fewest trainees at 6 (1.99%). The trainees mostly join these courses to get into self-employment. The study shows that the majority of graduates are in self-employment, 1278 (52.25%). The study also found that the trainees desire some courses that are not yet available in Vocational Training Centers. These include Driving, Computer repair, Phone repair, and solar installation. Solar installation was the most preferred course at 105 (37.90%). The study also revealed that welding (1.99%) and carpentry (2.65%) are unpopular courses in Narok County Vocational Training Centers.

Support subjects that support graduates after leaving the institutions, taught in institutions were entrepreneurial skills, life skills, computer skills, and communication skills. This subject helps Graduates to pursue self-employment.

Also, the study revealed that 83.33% of the institutions provide tools for work to graduates, while 16.67% link graduates to potential employers.

6.3.4 Trainees' Financing and Government Support.

The study shows that the majority of the trainees at 173 (57.25%) decided to enroll in Vocational Training Centers by themselves, while 7.75% were persuaded by Government administrators.

The study found that fee payments are made by parents at 283(78.81%), self at 7.62%, and well-wishers at 41 (13.57%). Also, the study revealed that 88.74% of the trainees are unable to pay for school, while only 11.26% of them manage, the majority of whom come from humble family backgrounds. Only 34.11 % of the trainees have received bursaries.

The study reveals that government funding and trainees' fees are the majority sources of funds for Vocational Training Centers. Government funding is a primary source of funds for Vocational Training Centers in Narok County. Also, income-generating activities, public-private partnerships, and grants are the sources of funds in some Vocational Training Centers in Narok County.

6.4 Conclusions of the Study

Based on the research findings, it was concluded that most Vocational Training Centers in Narok County are inadequately equipped and lack modern training tools and equipment. Poor training tools limit trainees' hands-on learning opportunities. Technical and vocational education is primarily based on practical training and the use of special tools and equipment. Lack or inadequacy of training tools, students may

prevent students from having access to the equipment they need to develop practical skills.

Classrooms and workshops are insufficient for most Vocational Training Centers in Narok County. Inadequate workshops can cause trainees to miss important hands-on learning experiences and limit their ability to acquire and hands- on skills. Studies show that most trainers are less qualified, which affects the quality of their training. This can deter potential trainees from enrolling and lead to lower enrollment rates.

In addition, there is a shortage of trainers, and most of the lessons cannot be taken. This affects the quality of training and has an overall impact on enrollment rates in Vocational Training Centers. The study also concluded that the majority of Trainees enrolled in various courses for self-employment.

The study also found that trainees would like to offer multiple courses alongside those available. These courses include driving, Computer repair, Phone repair, and solar installation. The study also shows that tuition fees are paid by parents, and the majority of trainees do not receive government subsidies to ease their financial constraints. Furthermore, the survey found that few donors support the institution and that the institution relies heavily on government funding and tuition fees, as well as spending and funding.

6.5 Recommendations of the Study

i. There is a need for stakeholders concerned to increase capitation to help improve learning facilities.

ii. The researcher recommends that most of the Vocational Training Centers activate career liaison and attachment offices for linkages and career counseling to trainees.

iii. The Government bursary kit should increase to accommodate needy trainees. To lessen parents' financial burdens.

6.6 Recommendations for Further Study.

The study was limited only to factors influencing practical skills acquisition in Vocational Training Centers in Narok County. The researcher suggests further studies on:

i. Conduct a longitudinal study to assess the long-term impact of vocational training programs on the career trajectories and employment outcomes of graduates from Vocational Training Centers in Narok County.

ii. Examine the extent of collaboration between Vocational Training Centers and Local Industries in Narok County.

iii. Investigate factors that contribute to student satisfaction and retention in Vocational Training Centers in Narok County.

iv. Conduct comparative studies between Vocational Training Centers in Narok County and other regions or countries.

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APPENDICES

Appendix I: Research Instruments

Interview Schedule for the Center Manager.

The purpose of this interview is to collect information on the influence of practical skills acquisition in the Vocational Training Center in Narok County.

Please answer accordingly to the best of your knowledge.

1. What is your staff establishment?

Teaching staff	Male	Female	Total
Non-teaching			

2. Do you have an active Board of Governors?
3. What are the statuses of physical facilities in your center?
4. Are the tools and equipment commensurate with the ratio of trainees enrolled in your center?
5. What strategies did the Board of Governors implement to improve the facilities of the vocational training center to increase trainees' enrollment?
6. a) What are the courses offered in your center?
   b) Which course has high enrollment
   c) Give reasons for (b)
7. a) Do you keep a catalog of past graduates?
   b) Do you make a follow-up on their progress?

      Regularly [ ]

      Never [ ]

8. a) Do you support the graduates in starting their businesses?

   Yes [ ]

   No [ ]

b) If yes, what kind of support?

   Financial [ ]

   Tools and Equipment for Work [ ]

   Advice [ ]

9. What is your enrollment for the last three years

The year 2020		The year 2021		The year 2022	
male	Female	Male	Female	Male	Female

10. What efforts are being made by the Government to enable Vocational Training Centers to enroll more trainees?

11. a) Indicate the sources of funds for the institution's percentage.

    b) How often do you receive Government capitation?

12. What other information, other than what we have discussed, would you like to add?

THANK YOU FOR YOUR COOPERATION.

Questionnaires for the Head of Departments.

The objective of this Questionnaire is to collect data on on influence of practical skills acquisition in the Vocational Training Center in Narok County.

Instructions

1. Kindly read the items carefully and provide a response that best represents your opinion.
2. Do not indicate your name on the Questionnaire.

The questionnaire has several sections. Please answer accordingly with a tick in the provided gaps.

SECTION A.

General Information

1. Name of the department you head _____
2. What is your gender?

   Male [ ]

   Female [ ]
3. What is your staff establishment?

   Male_____

   Female_____

SECTION B

Institution Related Factors

1. In the table below, please indicate the number of Instructors with the following academic qualifications in your department.

Academic qualification	Number of instructors
Masters	
Degree	
Diploma	
Craft certificate	
Artisan certificate	

2. In your opinion, what is the ratio of Instructors to Trainees?

   Sufficient [ ]

   Not sufficient [ ]

SECTION C

Relevance of Courses Offered and Emerging Technologies

1. List courses under your department ranking in descending order

   _____

   _____

2. What are the other support Subjects offered in your depart?

   _____

   _____

   _____

3. a) Do you make a follow-up on your Graduates' progress?

Regularly [ ]

Never [ ]

b) What are their statuses in terms of engagement?

Employed [ ]

Self-employed [ ]

Unemployed [ ]

SECTION D

Government Policies

1. a) How many trainees in your department are beneficiaries of government bursaries
2. Are your trainees facing challenges with rising training fees?

   Yes [ ]

   No [ ]

THANK YOU FOR YOUR COOPERATION

Questionnaire for Students

The objective of these Questionnaires is to collect data on the influence of practical skills acquisition in the Vocational Training Centre in Narok County.

Instructions

1. Kindly read the items carefully and provide a response that best represents your opinion.
2. Do not indicate your name on the questionnaire.

The questionnaire has several sections. Please answer accordingly with a tick in the provided gaps.

SECTION A:

Demographic Profile

1. What is your gender?

   Male [ ]

   Female [ ]

2. What is your age?

18 – 24 years [ ]

25 – 30 years [ ]

31- 35 years [ ]

35 – 40 years [ ]

SECTION B.

Adequacy, of Infrastructure Facilities and Training Tools and Equipment

1. a) In your own opinion, how are Vocational Training Center Workshops and Labs?

Adequate [ ]

Inadequate [ ]

b) What is the status of the workshops and Laboratories in your vocational Training Center?

Equipped [ ]

Not equipped [ ]

2. In your own opinion, what are the ratios of training materials issuance to trainees in your area of specialization?

Adequate [ ]

Inadequate [ ]

3. What is the ratio of Instructors to Trainees?

Sufficient [ ]

Insufficient [ ]

SECTION C.

Relevance of Courses Offered In Vocational Training Center Technologies.

1. What course do you pursue?

   Motor Vehicle Mechanics [ ]

   Food and Beverage/Catering [ ]

   Clothing/Textile/Fashion [ ]

   Carpentry/Metalwork [ ]

   Plumbing [ ]

   Welding [ ]

   Leather Technology [ ]

   Information and Communication Technology [ ]

   Digital Electronic [ ]

   Electrical Installation [ ]

Others (specify)……..……..

2. Why did you choose to pursue this course?

   Ready employment opportunities [ ]

   For self-employment [ ]

3. In your opinion, what skills would you wish to be introduced to the institution?

   ……

SECTION D.

Government Policies

1. Who encouraged you to enroll in this Vocational Training Center? (tick appropriately)

   My parent [ ]

   Self [ ]

   Government administrators [ ]

   My friend [ ]

Others (specify)…….……..

2. Who pays for your fees? (Please tick)

   Parent [ ]

   Self [ ]

   Well-wishers [ ]

   Others (specify)…….……..

3. Have you ever received a government bursary?

   Yes [ ]

   No [ ]

4. If yes, how often?

   Regularly [ ]

   Irregularly [ ]

THANK YOU FOR YOUR COOPERATION

Appendix II: University Letter.

University of Eldoret
flame of knowledge and innovation

P.O. Box 1125-30100,
ELDORET, Kenya
Tel: 0774 249552
Fax No. +254-(0)53-206311 Ext 2232
deansoe@uoeld.ac.ke
/ hodted@uoeld.ac.ke

Our Ref: UOE/B/TED/PGR/065 **DATE:** 19th September, 2022

The Executive Secretary,
National Commission for Science, Technology & Innovation
P.O.BOX 30623-00100,
NAIROBI.

Dear Sir/Madam,

RE: RESEARCH PERMIT FOR SAMMY KIPNGETICH NGENO – SEDU/TED/M/012/21

This is to confirm that the above named Masters student has done course work of his Master of Education in Technology Education, Mechanical and Automotive Technology Option.

He is currently preparing for field research work on his thesis entitled: ***"Determinants of Trainees Enrollment in Vocational Training Centers: A Case Study of Narok County, Kenya".*** He successfully presented the proposal on 7th July, 2022 and has been approved by the university.

Any assistance accorded to him to facilitate successful conduct of the research and the publication will be highly appreciated.

Yours faithfully,

HEAD
DEPARTMENT OF TECHNOLOGY EDUCATION
UNIVERSITY OF ELDORET
P.O. Box 1125 - 30100, ELDORET

DR. HOSEAH KIPLAGAT
HOD, TECHNOLOGY EDUCATION

Copy to: Dean, School of Education

Appendix III: Research Permit-NACOSTI

REPUBLIC OF KENYA

NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

Ref No: **876061**

Date of Issue: **04/October/2022**

RESEARCH LICENSE

This is to Certify that Mr.. sammy kipngetich ngeno of University of Eldoret, has been licensed to conduct research in Narok on the topic: Determinants of Trainees Enrollment in Vocational Training Centers: A case study of Narok County, Kenya. for the period ending : 04/October/2023.

License No: **NACOSTI/P/22/20638**

876061

Applicant Identification Number

Director General
NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

Verification QR Code

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THE SCIENCE, TECHNOLOGY AND INNOVATION ACT, 2013

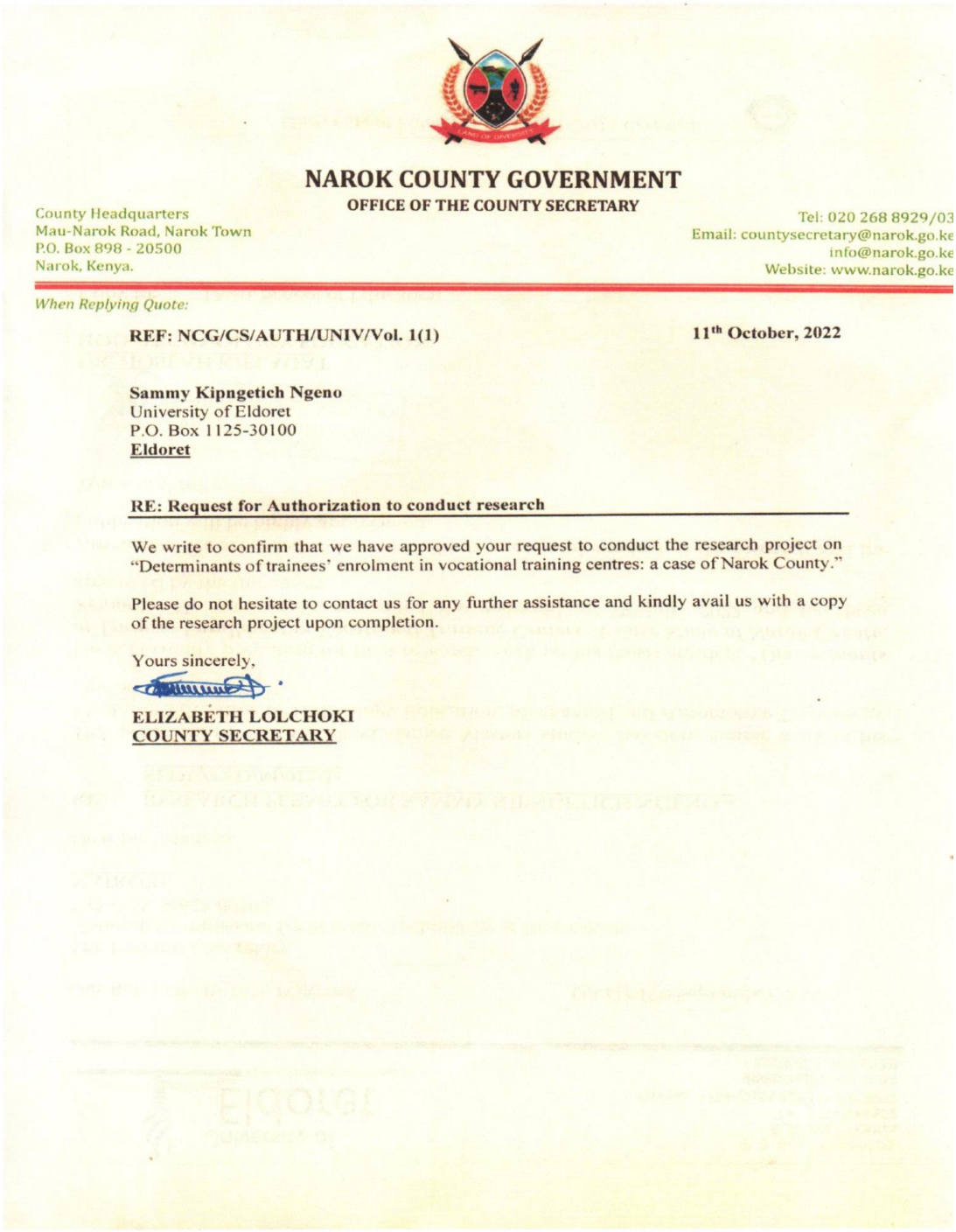
The Grant of Research Licenses is Guided by the Science, Technology and Innovation (Research Licensing) Regulations, 2014

CONDITIONS

1. The License is valid for the proposed research, location and specified period
2. The License any rights thereunder are non-transferable
3. The Licensee shall inform the relevant County Director of Education, County Commissioner and County Governor before commencement of the research
4. Excavation, filming and collection of specimens are subject to further necessary clearence from relevant Government Agencies
5. The License does not give authority to tranfer research materials
6. NACOSTI may monitor and evaluate the licensed research project
7. The Licensee shall submit one hard copy and upload a soft copy of their final report (thesis) within one year of completion of the research
8. NACOSTI reserves the right to modify the conditions of the License including cancellation without prior notice

National Commission for Science, Technology and Innovation
off Waiyaki Way, Upper Kabete,
P. O. Box 30623, 00100 Nairobi, KENYA
Land line: 020 4007000, 020 2241349, 020 3310571, 020 8001077
Mobile: 0713 788 787 / 0735 404 245
E-mail: dg@nacosti.go.ke / registry@nacosti.go.ke
Website: www.nacosti.go.ke

Appendix IV: County Secretary-Narok County.



NAROK COUNTY GOVERNMENT
OFFICE OF THE COUNTY SECRETARY

County Headquarters
Mau-Narok Road, Narok Town
P.O. Box 898 - 20500
Narok, Kenya.

Tel: 020 268 8929/03
Email: countysecretary@narok.go.ke
info@narok.go.ke
Website: www.narok.go.ke

When Replying Quote:

REF: NCG/CS/AUTH/UNIV/Vol. 1(1) **11th October, 2022**

Sammy Kipngetich Ngeno
University of Eldoret
P.O. Box 1125-30100
Eldoret

RE: Request for Authorization to conduct research

We write to confirm that we have approved your request to conduct the research project on "Determinants of trainees' enrolment in vocational training centres: a case of Narok County."

Please do not hesitate to contact us for any further assistance and kindly avail us with a copy of the research project upon completion.

Yours sincerely,

ELIZABETH LOLCHOKI
COUNTY SECRETARY

Appendix V: Narok County Commissioner

OFFICE OF THE PRESIDENT
MINISTRY OF INTERIOR & COORDINATION OF NATIONAL GOVERNMENT

Telegrams: "COUNTY", Narok
Telephone: Narok (050) 22433
If calling or telephoning ask for the undersigned
When replying please quote

County Commissioner's office
Narok County
Po Box 4-20500
NAROK

RE: SR.ADM.15/6 VOL.II/156

11th October, 2022

All Deputy County Commissioners
Narok County

RE:RESEARCH AUTHORIZATION: MR. SAMMY KIPNGETICH NGENO

The above-named student of University of Eldoret has been authorized to carry out research on ''***Determinants of trainees Enrollment in Vocational Training Centres***'' a case study of Narok County, Kenya for the period ending 04/10/2023.

Please accord them the necessary assistance.

FREDRICK MUTHURI
FOR: COUNTY COMMISSIONER
NAROK COUNTY

C.C.
Mr.Sammy Kipngetich Ngeno

Appendix VI: County Director of Education-Narok.

REPUBLIC OF KENYA

MINISTRY OF EDUCATION

State Department of Early Learning and Basic Education

FAX NO. 050-22391
When replying please quote;

Ref. CDE/NRK/RES/VOL1/287

COUNTY DIRECTOR OF EDUCATION
NAROK COUNTY
P.O BOX 18
NAROK

DATE: 11TH OCTOBER , 2022

TO WHOM IT MAY CONCERN

RE: RESEARCH AUTHORIZATION – MR. SAMMY KIPNGETICH NGENO.

The above named is of Student of University Eldoret.

He has been authorized to carry out research on ***"Determinants of Trainees Enrollment in Vocational Training Centers" a case study of Narok County, Kenya*** *for the period ending* **04/10/2023.**

Please accord him the necessary assistance.

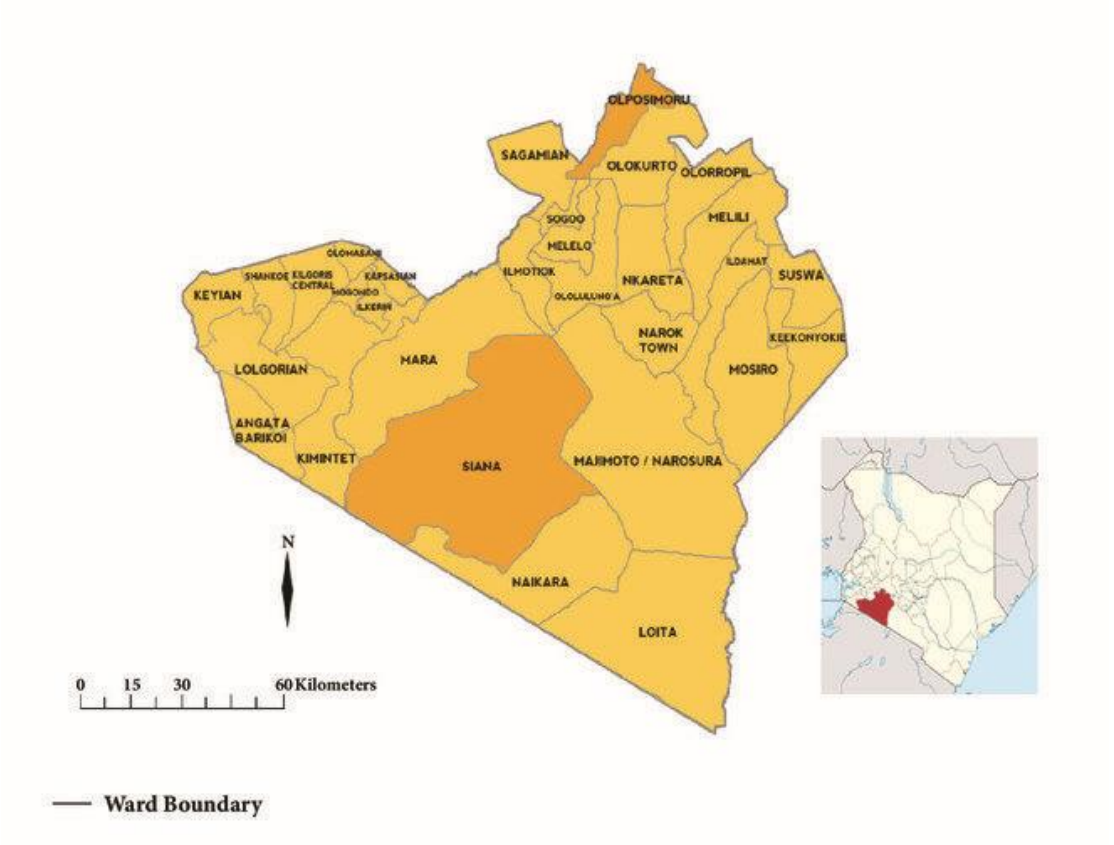
COUNTY DIRECTOR OF EDUCATION
1 OCT 2022
NAROK COUNTY
P.O. Box 18-20500, NAROK

RONALD MBOGO
FOR: COUNTY DIRECTOR OF EDUCATION
NAROK

C.C
- County Commissioner – Narok
- Sammy Kipngetich Ngeno

SGS

Appendix VII: A Map of the Study Area Narok County.



Source: Narok County Government (CIDP, 2018-2023)

Appendix VIII: Similarity Report.

University of Eldoret

University of Eldoret

Certificate of Plagiarism Check for Thesis

Author Name	Sammy Kipngetich Ngeno SEDU/TED/ M/012/21
Course of Study	Type here...
Name of Guide	Type here...
Department	Type here...
Acceptable Maximum Limit	Type here...
Submitted By	titustoo@uoeld.ac.ke
Paper Title	DETERMINANTS OF PRACTICAL SKILLS ACQUISITION AND TRAINEES' EXPERIENCES IN VOCATIONAL TRAINING CENTERS IN NAROK COUNTY, KENYA
Similarity	7%
Paper ID	4602007
Total Pages	136
Submission Date	2025-10-31 12:41:31

Signature of Student

Signature of Guide

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