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STAKEHOLDERS PERCEPTION ON TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING IN TRANS-NZOIA COUNTY, KENYA

The purpose of the study was to determine the perceptions of students and County Government on Technical Vocational Education and Training (TVET) in Trans-Nzoia County, Kenya. The objectives of the study were: to determine the perceptions of trainees on TVET Education and explore the perceptions of County Government on TVET Education in Trans-Nzoia County. The study was guided by the human capital theory. The ontology was constructivist and the epistemology was interpretivist. The research method was qualitative. The research design was phenomenology, and purposive and convenience sampling were applied. A sample of 60 trainees was drawn from five (5) TVET centers in the five (5) sub-counties of Trans-Nzoia County and twelve (12) from the national technical institute in Kitale town. One (1) TVET instructors in each of the institutions was selected. A further 6 principals were sampled. Focus group discussion guide and interview guide were used to collect data. The data was thematically analyzed. The study findings pointed out that trainees had concerns about the resources, trainers and the industrial attachments while stakeholders had concerns on funding and human resource (HR) of the TVET. The county government's perceptions leaned towards increased funding of the TVETs, enhanced marketing of TVETs and the negative perceptions towards TVET Institutions that impacted on youth employment and slow economic development. The study recommends that there is need for more funding of TVETs, recruitment of sufficient and qualified personnel, in addition to proper supervision and guidance by the County and National government. The study also recommends policy revision to enhance change of attitude leading to improved operations and uptake in the various courses offered at TVET Institutions.

Key Words: Stakeholder, Perception, Technical and Vocational Education, trainee, trainer, County Government, National government

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