

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

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Abstract: Technical and vocational education training (TVET) provides knowledge and skills for employment which sharpens human skills and improves quality, productivity, innovation and efficiency. The major challenges in the Kenyan TVET system is lack of quality training, disadvantaged by low enrolment none utilization of innovation technique, not performing practical experiments and also not using information communication technology fully for entrepreneurial skills development. In the South Rift region, adequate quality training, practical entrepreneurship curriculum, attitude towards entrepreneurship through innovation and regular use of ICT knowledge has not been evaluated with the policies, lacking practical approaches towards this gap. The objectives of the study were; to determine TVET quality training effect on student's entrepreneurial development. The study employed descriptive design in which a sample of 384 respondents was drawn from a total population of 10000. Structured questionnaires were used in collection of data. Validity was assured by seeking expert opinion in order to reduce questionnaire ambiguity before development of the final tools. Descriptive statistics was used to describe the basic features of the data and inferential statistics used to compare difference and relationships between variables. The overall R squared was 0.824 indicating that 82.4 percent of the variation in entrepreneurial development was explained by the predictor of quality of training offered while 17.6% variation in the dependent variable was explained by other factors that were not included in current study. It is necessary for the government to allocate more funds to research in our TVET colleges as a way of improving strict standards for achievement of positive research results.

Keywords: Quality, Technical Training, Entrepreneurial Development.

1. INTRODUCTION

1.1 Background of the Study

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

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

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

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

1.2 Statement of the Problem

Technical and Vocational Education and Training (TVET) provides knowledge and skills for employment since it sharpens human characteristics which increases quality productivity, innovation and efficiency so as to effectively manage or establish an enterprise. The major challenges in our TVET system is the low enrolment, lack of quality training, innovation, experimentation and the use of information communication technology for entrepreneurial skills development. TVET lack practical curriculum since there is a mismatch between skills taught and those demanded by industries and low participation of private sector in bridging the school work gap. They have failed to remedy unsystematic implementation of TVET curriculum and have allowed TVET policies and reforms to be driven by economic rationale.

In South Rift Region, practical entrepreneurship curriculum in TVET is not examined and that previous studies have not examined the role of TVET examination as well as the role of TVET training on entrepreneurial development. Poor attitude by students towards entrepreneurship education is seen in most of TVET institutions yet it is a skill which is needed to effectively cope with the accelerating technical changes and bring the required transformation in TVET graduates. The issue of quality training through supervisory and monitoring of course delivery so as to ensure that entrepreneurship education is offered in the prescribed mode have not been taken keenly by the relevant authorities and this have led to inefficiencies and lack of quality training. There was need therefore to determine the role of quality of training offered by TVET Institutions in entrepreneurial development in South Rift Region, Kenya.

2. QUALITY TRAINING IN TVET FOR ENTREPRENEURIAL DEVELOPMENT

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

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

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

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

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

3. RESEARCH DESIGN

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

4. FINDINGS AND DISCUSSIONS

Table 1: Quality Training and entrepreneurial skills development.

Statement	SD	D	N	A	SA
TVET provide students with the training in the respective areas of study.	10 (2.6%)	33 (8.59%)	38 (9.9%)	185 (48.2%)	118 (30.73%)
TVET adopt and induce young scholars go through a rigorous research and development.	7 (1.82%)	29 (7.55%)	32 (8.33%)	186 (48.4%)	130 (33.85%)
TVET allow enough testing of work strategy for practical proposes.	7 (1.82%)	29 (7.53%)	26 (6.75%)	202 (52.5%)	121 (31.43%)
TVET make intervention under “real” circumstances in a work environment.	3 (0.78%)	29 (7.55%)	28 (7.29%)	189 (49.2%)	135 (35.16%)
TVET instill knowledge to students so as to proceed to a higher level as well as support in developing technical skills	8 (2.08%)	29 (7.53%)	39 (10.13%)	183 (47.5%)	126 (32.73%)

Table 1 reveals that a higher percentage (48.18%) of TVET students, agreed that TVET institutions provide students with training in their respective areas of study, furthermore 30.73% strongly agreed to the same, a cumulative percentage of 11.19% either disagreed or strongly disagreed that TVET provided students with trainings in their respective areas of study. On the statement that TVET adopt and induce young scholars go through a rigorous research and development; a cumulative percentage of 82.29%, either strongly agreed or agreed on the statement, with only 1.82% strongly disagreeing.

TVET training brings creativity for entrepreneurship development is a clear statement allied to the research objective, with 84.11% of the research participants either strongly agreeing or just agreeing on this statement. Furthermore, a significant number of the research participants (82.15%) accepted that TVET enables job creation and employment. Neutrality views of the research participants were witnessed on the statement TVET instill knowledge to students so as to proceed to a higher level as well as support in developing technical skills (10.13%). TVET institution provide quality training, as evident by the 48.18% agreed group and 34.38% strongly agreeing, as well a negligible percent strongly disagreed (1.82%).

Table 2: Model Summary Using SPSS Version 24

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.891 ^a	.0824	0.804	0.48680

a. Predictors: (Constant), Quality of training offered, Innovative mechanism, Information Technology

Source: Research Data (2021)

Table 2 present the model summary for the regression analysis between the predictor variables and the dependent variable. The overall $R^2 = 0.824$ indicates that 82.4 percent of the variation in entrepreneurial training is explained by the predictor of Quality of training offered, Innovative mechanism, Information Technology, while 17.6% variation in the dependent variable is explained by other factors that were not included in current study.

5. RECOMMENDATION

Based on the conclusions drawn from the study several recommendations were made. There should be proper renewal of TVET educational system on the co-curriculum design and discovery to ensure that quality is timely implemented and as far as the need for that institution change was concern.

Investments have to be done at the quality training, innovation and ICT opportunities. There must be incorporation of efficacy level, curriculum design and delivery, innovation skills, requirement methods, digital learning and use of internet from primary to university through the TVET in institution.

Planning and investment on quality trait innovation supported by ICT knowledge can improve TVET capacity building. There should be liberation of the digital services that is internet based. Encouragement of the implementation of digital government services as it can improve services by reducing corruption and improve efficiency and effectiveness by services delivery to all learning TVET institutions. Promotion the development of digital content on the use of internet to promote TVET educational activities.

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

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

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