

FACTORS INFLUENCING IMPLEMENTATION OF YOUTH VOCATIONAL TRAINING CENTERS PROJECTS BY COUNTY GOVERNMENTS IN KENYA: A CASE OF ISIOLO COUNTY GOVERNMENT

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ABSTRACT

The purpose of this study will be to establish the factors influencing implementation of youth vocational training centers projects by county governments in Kenya. The specific objectives of the study are to determine how community involvement influence the implementation of youth vocational training centers projects in Isiolo County, to assess how financial resources influence the implementation of the implementation of youth vocational training centers projects in Isiolo County, to examine how training influence the implementation of the implementation of youth vocational training centers projects in Isiolo County and to assess how political factors influence the implementation of youth vocational training centers projects in Isiolo County. The study involved all the key decision makers and management employees of County governments who included County Ministers, County Directors and Members of County Assembly. This study adopted a descriptive research design. In choosing the members who were to participate, the study focused on the 50 management and heads of sections in the county government as the study respondent's. This study adopted a census sample design which allows the use all respondents identified for the study. Data was collected through questionnaire and was analyzed

using descriptive statistic which includes frequencies and percentages. This was done using Scientific Package of Social Sciences tool. The analyzed data was presented using tables while qualitative data was presented in narrative form. The study found out that there are delays in funding the implementation of vocational training projects which highly influenced the completion of these projects. Also, the study found out that politics highly influenced the implementation of vocational training centers projects. The study recommends allocating enough resources to implement vocational training centers projects. Need for embracing stakeholders support in order to ensure full implementation of vocational training centers projects and also need for adequate trained personnel to handle technical and vocational courses in the county. The study concludes that funds allocated for implementation of vocational training centers projects are not reliable and are not sufficient. The study also concludes that that there is delay in financing implementation of vocational training centers projects in county governments. The study also noted that respondents are dissatisfied with resources allocation on the implementation of vocational training centers projects.

Key Words: *youth vocational training centers projects, county governments, Kenya, Isiolo County government*

INTRODUCTION

Education being a service industry offers to prepare individuals in various capacities and areas of operations for effective execution of tasks. It is the process by which specialized knowledge, skills and desirable attitudes are instilled in the learners to enable them face the threatening challenges in life. In developing countries tendency of promoting academic learning and disregarding youth vocational training centers that offers more immediate

practical application of knowledge, a reality that has made youth vocational training centers unpopular (Lampard, 2013).

In Japan, according to Melin (2012), a specialist in youth vocational training centers in Japan, youth empowerment centers are crucial in skills transfer to the learners for realization of the goals of economic prosperity. He observes further that governments and other education stakeholder must provide more resources to fully develop these institutions, train enough personnel to offer attractive training packages, equip these institutions with modern technological equipment to make them learner friendly and engage in extensive awareness campaigns to change the culture of associating youth vocational training centers with academic failures.

With its focus on the role of youth vocational training centers in creation of job opportunities to the youths out of schools in China, Sanjwuh (2010) opines that young people generally associate with trendy issues and learning institutions are selected on the basis of availability of more appealing modern technology. She recommends that much more funding be availed to youth vocational training centers to cater for additional facilities, train personnel in modern skills and a change in the attitude towards programmes be promoted to make these institutions learner friendly.

In India, Gujat (2011), Looking at the growth dimensions of youth vocational institutions with the India's Consortium of Educational Professionals (ICEP), indicates that youth vocational training centers are resources demanding in order to secure the necessary equipment to support learning. He further notes that people's negative attitudes towards these centers must be changed so as to view these institutions as important in skills acquisition. Giving an account of his experience in the implementation of educational infrastructure projects in youth vocational training centers in Maputo Zambia most of the projects consumed a lot of funds, yet they still remained unattractive to learners as they were associated with old order learning. He continues to observe that many of these institutions were comprised of people with less modern and competitive skills that often hardly avail themselves to the learners regularly (Palmore, 2013).

Nonolo (2012) while working as an educational consultant in charge of the UNICEFs youth vocational training centers for poverty eradication in Benin, indicates that youth vocational training centers offers skills that are in their immediate use in addressing poverty issues, but this sector has not attracted the necessary attention in Benin. More funds should be allocated to obtain the required facilities, training of personnel be done continually to keep abreast with the ever-changing technological world and a general change of culture be done through awareness campaigns to make these institutions popular with the youths (Nonolo, 2012).

In Ghana, youth vocational training centers had not been developed as a result of inadequate funding by the government, presence of poorly trained tutors and the general negative perception that vocational institutions were meant for academically challenged (Okofore, 2011). In Rwanda, the country's reconstruction vocational projects were initiated by empowering the youths out of schools through training and adequate resource mobilization,

supported by the United Nations (Jalie, 2013). Having been greatly devastated by the genocide, the country supplemented the efforts of the international community by embarking on intensive youth empowerment initiatives through vocational skills development approach, in which funds were massively channeled to cater for the expansion of more chances to accommodate the rising demand for youth vocational training centers.

According to Loboeye (2014), the principal secretary in charge of youth vocational training centers in Uganda, development of youth vocational training centers was adopted as skills requirements was considered critical to job creation in the informal sector. In order to achieve this goal, the government partnered with JICA to mobilize for funds to equip these institutions, train the personnel and create awareness among the youths to view skills acquisition as crucial to active participation in the economic development.

As a result of the domestication of the MDGs into Kenya Vision 2030, youth vocational training centers institutions are currently being considered a vital component in achieving the economic, social and political development of the country. However, these institutions remain poorly equipped due to insufficient attention in terms of funds allocation, personnel deployment and general low opinion attached to them (Lwanga, 2014). The status of youth vocational training centers in Isiolo County is in poor conditions that could only work to scare learners due to neglect. He noted that young people could hardly identify with institutions that did not offer attractive learning environments, and this was the greatest reason that most of these centers of vocational learning remained abandoned (Ole Legei, 2015).

Moningka, (2010), asserts that most of the projects consumed a lot of funds, yet they still remained unattractive to learners as they were associated with old order learning. He continues to observe that many of these institutions were comprised of people with less modern and competitive skills that often hardly avail themselves to the learners regularly (Palmore, 2013). Activation is the way toward framing, communities, and organizations for the quest for aggregate objectives. Stinchcombe (2010) Organizations don't develop suddenly yet require the assembly of assets. In present day industrialist society, these assets are free streaming and are less demanding to assemble than in the more customary social orders. There are different asset needs in beginning an association, that is innovation, work, capital, hierarchical structure, societal help, authenticity and so on the correct blend of these assets are not generally accessible. Stinchcombe (2010) sets that authoritative advancement appears to happen in spurts took after by long stretches of solidness.

Many examinations and examinations point absence of abilities and low level of training as a factor that trade off the accomplishment of community ventures. In people community Based Disaster Management extends, the requirement for community preparing as per the destinations of the venture is recognized among the key elements for upgrading maintainability (Pandey and Okazaki, 2005). Pandey and Okazaki (2005) additionally demonstrate that community based activity designs and preparing enhance community problem solving abilities.

According to Gordon et al. (2010), most of government projects are politically influenced and this influences their implementation. Expenditure items in county governments are normally dividend according to departments and the various activities undertaken within each department. Governments have been accused of incurring expenditures in ways that bear little relationship to their ability to raise the revenues required to finance the expenditure commitment and fail to result in improved or expanded service delivery which is influenced politically.

STATEMENT OF THE PROBLEM

Despite the rationale for the introduction of vocational education and other technical training institutes by the Ministry of education, county governments have taken the initiative to ensure they support the ministry of education by establishing vocational education and other technical training institutes in their counties. These vocational education and other technical training institutes are meant to help many primary school leavers who may not have the opportunity to attend secondary schools. With its focus on the role of youth vocational training centers in creation of job opportunities to the youths out of schools in China, Sanjwuh (2010) opines that young people generally associate with trendy issues and learning institutions are selected on the basis of availability of more appealing modern technology. In this light the Isiolo County government committed to start youth vocational training centers in every constituency in order to cater for the needs of their diverse communities whose majority do not attend secondary schools (Isiolo County Government, 2014). Additionally, status of the development of existing youth vocational training institutions are in their worst conditions, enrolment of learners was generally low, infrastructure dilapidated and equipment old and in disuse state and no indication that new ones had ever been put up. However, since 2013 the county government has done very little on youth vocational training centers and this shows that vocational centers have suffered neglect for far too long, and there was need to urgently address this anomaly to ensure that the youths out of schools are given opportunity to engage in income generating activities, as formal employment had become scarce and highly competitive in the pastoralist community. It is from this information that the study wants to establish the factors influencing implementation of youth vocational training centers projects by county governments in Kenya

GENERAL OBJECTIVE

The purpose of this study was to establish the factors influencing implementation of youth vocational training centers projects by county governments in Kenya.

SPECIFIC OBJECTIVES

1. To determine how community involvement influences the implementation of youth vocational training centers projects in Isiolo County.
2. To assess how financial resources, influence the implementation of youth vocational training centers projects in Isiolo County.
3. To examine how training influences the implementation of youth vocational training centers projects in Isiolo County.

4. To assess how political factors, influence the implementation of youth vocational training centers projects in Isiolo County.

THEORETICAL REVIEW

Capital Theory of School Effectiveness and Improvement

The capital theory of school effectiveness and improvement, postulated by Hargreaves (2001), is built around four key concepts: outcomes, leverage, intellectual capital (human capital) and social capital, which in effect determines the quality of education offered in learning institutions.

Hargreaves defines outcomes as the extent to which a school's goals are achieved and any unintended consequences of the processes involved. These outcomes, he contends, can be cognitive (intellectual) and moral. The cognitive outcomes (intellectual excellences) include science, art and practical wisdom while the moral outcomes (moral excellences) include courage, justice and self-control. Thus, in the theory, the principal outcomes of schooling, both intended and unintended, are assumed to refer to the quality of the intellectual and moral life of students.

Leverage, which is manifested through evidence-based practice and innovation, refers to the quality and quantity of effected change on students' intellectual and moral state as a function of the level of teachers invested energy. This yields four possible relationships: (i) Teachers often put considerable effort into making changes with relatively little impact on students, so teachers become frustrated and exhausted; (ii) A high teacher input produces a high level of positive change, but the improvement lasts a short while since the teacher's high input cannot be sustained for long; (iii) A low teacher input yielding a low output may be a rational response of teachers to mandated change of which teachers disapprove; and (iv) High leverage, the desirable relation between input and output, leads to a large impact on effectiveness or improvement from relatively low levels of teacher effort. He further posits that teachers in effective schools share and regularly apply combinations of high leverage strategies and avoid low leverage strategies by working smarter, not harder (Hargreaves, 2001).

Finally, the theory conceptualizes social capital in terms of its cultural and structural components. Cultural dimension of social capital implies the level of trust between people and the generation of norms of reciprocity and collaboration whereas structural dimension entails the networks or linkages in which people are embedded by strong ties.

Consequently, the theory argues that the leader of an effective or improving school or college: (i) is committed to achieving high levels of intellectual and moral excellences in students as main institutional outcomes; (ii) is able to achieve commitment to such outcomes in the school community; and (iii) knows how to mobilize the community's intellectual and social capital and apply the principle of high leverage to those ends (Hargreaves, 2001). The theorist contends that high social capital calls for high levels of trust among the stakeholders,

that is, between head teacher and staff, among the teachers, between teachers and students, between teachers and parents, and among the students.

Therefore, strong networks with norms of reciprocity and mutuality become necessary. In these circumstances, people readily share their knowledge, both intellectual and moral. For instance, teachers share their knowledge of what works professionally in classrooms and students collaborate on schoolwork. Thus, social capital becomes imperative to ensuring that teachers share and create professional knowledge with the learners. Again, emphasis is laid on networking among teachers through sharing pedagogic knowledge and skills gained through research or personal experience. Thus, investing in social capital of teachers is considered a critical element in enhancing student achievement.

Another key emphasis of the theory is teacher effectiveness. Hargreaves maintains that high leverage can be achieved only by developing strong combinations of teachers' classroom practices and enhancing the participation of teachers in school-based professional development groups. School-based professional development, he contends, necessitates the mentoring of teachers and provides them an opportunity to develop and test new teaching strategies. Thus, high social capital is realized if mentoring becomes part of teachers' social learning and collaboration is adopted in resolving professional problems that may arise. He advances the view that teacher effectiveness results in knowledge transfer, knowledge creation and innovation all of which contribute to high leverage strategies of teaching thereby ensuring high cognitive outcomes.

Stakeholder Theory

Stakeholder Theory has been explained in various routes, however in each of these ways stakeholders refers to a more extensive voting public for corporate duty than investors. This process is facilitated by monthly, quarterly or other short interval reports from each departmental head and the treasurer in not politically influenced. These reports should indicate how closely actual performance matches budgetary projections and it should evaluate deviations and their causes as a basis for developing corrective action programs. Is such efforts are to succeed; the reports must be prepared immediately after the end of the reporting period. This process is therefore dependent on the prompt recording of financial transactions and the maintenance of up-to-date accounts. The treasurer in collaboration with the departmental heads is required to report and explain to the appropriate standing committee any variances (Pandey 2009).

Ramanathan (2011) argues that there are factors which are beyond an elected leader, for instance cost may increase or revenues may fall unexpectedly. If a Council learns that its original budget estimates are no longer tenable, it has to revise them and come up with a supplementary budget. It is important to remember that the budget is only as good as the local manager using it. If the manager ignores the budget, then it serves no useful purpose in improving the performance of a local authority in meeting the needs of its constituents.

Basel, Williams & Klak (2011) un earthed that for government projects to succeed, there is need to have political support. They noted that In developing countries tendency of

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there are others like general society, private division associations, the corporate social duty and the administration subsidizing, either through an organization or straightforwardly and in addition contributor bolster. Diverse wellsprings of assets, depending with the PMCs procedure, will impact specifically or in a roundabout way, the usage of the adolescent preparing focuses because of the conditions that run with them and additionally the volume every technique is probably going to gain. Undertakings require subsidizing and it is however vital to call attention to that because of poor reserve administration most tasks neglect to meet their spending imperatives and wind up inadequate and of little incentive to community that initiated them.

Once more, the stand out from Friedman's view ought to be obvious: if the corporate administrator looks just to expand investor riches, other corporate bodies electorate (stakeholders) can without much of a stretch be neglected. In a regulating sense, Stakeholder Theory firmly proposes that neglecting this different stakeholder is (a) hasty or rash as well as (b) morally unjustified. To this degree, Stakeholder Theory takes an interest in a more extensive open deliberation about business and morals: will a moral organization be more productive over the long haul than an organization that looks just to "the primary concern" in any given quarter or year? The individuals who assert that corporate supervisors are impulsive or imprudent in disregarding different non-investor bodies electorate would reply "yes." Others would guarantee that neglecting these different bodies electorate is not morally supported, paying little heed to either the here or now or long haul comes about for the partnership.

RESEARCH METHODOLOGY

Research Design

This study adopted a descriptive research design which is concerned with describing the characteristics of a particular individual, or groups (Kothari 2010). The chosen method is fit for the study as it allows for accurate data collection and thus guaranteeing viability of the research.

Target Population

In choosing the members who were to participate, the researcher focused on the management and heads of sections in the county government. This is because they are the major players in the day-to-day operations in the implementation of the vocational training centers projects in Isiolo County. There are 50 management employees of Isiolo county government and these are the study respondent's.

Sample Design and Sample Size

The study used a consensus design to come up with the sample for the study. This method was suitable since the respondents were within reach as they came from the same county. Consensus allows for accurate and all inclusive coverage of the population thus making the population well covered.

Research Instruments and Data Collection Procedures

Data was collected through questionnaires. The questionnaire had both open ended and closed ended questions. The questions were simple, logical and straight forward with directions for the respondents so that they did not feel any difficulty in answering the questions. The method was inexpensive, free from bias of the interviewer and the respondents are given adequate time to give well thought out answers that would be more dependable and reliable. The researcher personally collected the data. This was useful in administering the questionnaires to the sampled population since it ensured that respondents are reached without any external influences. The questionnaires were collected back after 2 days.

Reliability of the Research Instrument

The term reliability denotes the usefulness of a research instruments in gathering data. It also notes that an instrument should not be bias and also provide untrue information. Lewis (2008) notes that reliability refers to an error-free and non-biased method that allows for accurate data collection. According to Kothari (2010), a correlation coefficient of 0.7 is desirable for newly developed questionnaires.

Validity of the Research Instrument

Validity of the instruments refers to the degree to which the tools used to measure what was intended to be measured. In this study, the questionnaires were piloted to enhance their correctness and consistency. The pilot study was conducted in Meru county government headquarters in Meru town using management teams. Information obtained from the pilot study was used to adjust the questionnaire.

Data Analysis and Presentation

Data analysis process included data sorting, editing, coding, or variable generation, data entry, cleaning, processing and interpretation of results. The SPSS tool was used by the researcher to analyze data. Descriptive statistic which includes frequencies and percentages were used. Quantitative data was presented using tables while qualitative data was presented in narrative form.

RESEARCH RESULTS

County government requires funds to implement vocational training centers projects. This implies that with limited funding implementation of vocational training centers projects is affected. County government should allocate adequate funds for implementation of vocational training centers projects from the development funds they receive from the

national government and also address the delays experienced in financing implementation of vocational training centers projects in county governments. This is in line with Magano (2008) who opines that funding is the element that could positively contribute to the success of the project and indicated that the financial need of the project should be reflected in both the planning and implementation proposals. In measuring the success and failure of poverty alleviation projects, availability of project funding specially focusing on comparing the amount of money required to start the project with that received should be considered (Tshitangoni, Okorie and Francis, 2010).

Data revealed that majority of the respondents indicated that politics highly influences the implementation of vocational training centers projects. It was found that political leaders have declared that they will not support projects that are not in their local areas hence there is a lot of interest in one particular area unlike other areas. It was also noted that politicians have seen these development projects as a source of corruption and a way of embezzling public funds. This concurs with Basel, Williams & Klak (2011) who pinpoint that for government projects to succeed, there is need to have political support. They noted that government leaders identified the interference of local politicians and civic leaders as a major hindrance to projects implementation. Where government public organizations are involved in sensitive issues, such as land disputes, local leaders can threaten government public organizations with de-registration. Politicians are not aware that the board and potentially the Council are there to protect them from such intimidation. Program evaluation or outcome assessment data is one tool that can speak to important questions of whether progress is being made on key agency objectives.

On community participation, it was found out that there is adequate involvement between county government and the community who will benefit from these projects. Also, most people were not aware on whether there is adequate involvement between county government and the community who will benefit from these projects. This shows that there is no adequate involvement between county government and the community who will benefit from these projects. These findings concur with those of Samuel & Tom (2010) who found that project implementation has been disrupted by conflict between the levels of government in a country.

CONCLUSIONS

The researcher concludes that funds allocated for implementation of vocational training centers projects are not reliable and are not sufficient. It is also concluded that there is delay in financing implementation of vocational training centers projects in county governments. The study also noted that respondents are dissatisfied with resources allocation on the implementation of vocational training centers projects. This study concludes that there is no proper communication between the county government and the project stakeholders and there is conflict between county governments and the project stakeholders. It can be concluded that there are many stakeholders with different interests in county projects. On the conflict between county government and national government, the conflict has affected the implementation of projects. Due to this, it is concluded that the stakeholder's support and implementation of vocational training centers projects is not satisfying. Finally, the study

concludes that political leaders have demonstrated no support to projects that are not in their local areas hence there is a lot of interest in a particular area unlike other areas which has affected the implementation of vocational training centers projects.

RECOMMENDATIONS

The following recommendations are made based on the findings of the study.

1. The county government should endeavor to improve the life of the community by allocating enough resources to implement vocational training centers projects.
2. The county government should adopt and enhance the good spirit of embracing stakeholders support in order to ensure full implementation of vocational training centers projects.
3. The county government should ensure that there are adequate trained personnel to handle technical and vocational courses in the county.
4. The county government should endeavor to maximize their political goodwill for effective implementation of vocational training centers projects rather than use it to the benefits of their political base.

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