



Assessment of Emerging Trends in Technical, Vocational Education and Training Institutions Policies in Relation to Students' Academic Achievement in Uasin Gishu County, Kenya

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Abstract: TVET institutions are experiencing high enrolment, which overwhelms existing infrastructure, insufficient allocation of financial resources by government and other financial institutions, inadequate access and usage of technology, continued use of out-of-date curriculum in TVET courses, as well as mismanagement / misappropriation of resources of institutions in most TVET institutions. The purpose of this study was to assess the influence of technological change on students' academic achievement and to assess the influence of curriculum realignment in relation to students' academic achievement. The study was guided by the social theory of transition and adopted a descriptive survey research design. The target population was 5542 respondents who included principals, trainers, non-teaching staff, education officers and students in UasinGishu County TVET institutions. Stratified, proportional, and simple random sampling procedures were used to pick a sample of 377 staff and students. The study collected primary data for analysis. The data for the study was gathered using a systematic questionnaire and interview schedule. Thematic analysis was used to evaluate qualitative data, whereas descriptive statistics such as mean, percentages, and frequencies were used to study quantitative data. The study established that TVET financial resources had a high influence on students' academic achievement in UasinGishu County Kenya. The study recommends the government should enhance enough resource is allocated to TVET institutions to ensure that education programs are operated effectively, to optimize the influence of scarce funds available to the sector, and to implement cost-saving and cost-recovery.

Keywords: TVET, Emerging Trends, Financial Resources and Academic Achievement

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1. Introduction

In human's life, education still plays an important role. Aggarwal (2017) notes that education is an ongoing and lifelong process; it is the process of growth from childhood to adulthood, involving the impact of

everything that affects human personality. Technical and Vocational Education and Training [TVET] means a continuum of education and training involving the development of practical skills in different occupational sectors using formal and informal approaches. In order to boost their socio-economic status, this additional basic education introduces learners to technical and scientific-related abilities. The quest to curb youth jobs, social

exclusion and poverty has inspired the global focus of TVET by various national and regional governments (Nundkumar & Subban, 2018).

In most countries, curriculum planning priorities now emphasize the need to connect education to businesses, notably in terms of entrepreneurial economics orientation and analysis for small businesses and lifelong learning. There is a growing tendency in numerous nations to give contextual learning while still including traditional subjects into a single course. Furthermore, in some countries, particularly in Australia and New Zealand, the emphasis is on developing a multi-skilled workforce, providing the necessary work experience to upgrade skills, developing frameworks for recognizing established qualifications and transferring credit, implementing skills-based training, and encouraging retraining (Ogbuanya & Izuoba, 2015).

Teachers from public vocational education institutions worldwide have been threatened by a lack of funding, privatization and deregulation, while at the same time being blamed for economic underperformance, shortages of skills and mismatches between skills in vocational education and the labor market (Sharipova&Wessler, 2018). For instance, Marope and colleagues (2015) argue that the main challenge of comprehensive vocational education is to increase the responsiveness of vocational education to the demands of the labor market as a main way to close the skills gap. They define the issue of the capability gap with the supply side, with technical education. This does not mean, however, that the job of teachers/trainers does come from the industry, even if the workers to be employed lack pedagogy, they must have been qualified as trainees, and otherwise this undermines the delivery of content and coverage of syllabus, thus hindering the academic achievement of students.

Keep (2015) states that the cry of policy makers in England for the last three decades has been that vocational skills need to represent and offer what employers want more closely. While more recent policy papers may give vocational education a more humanistic and developmental position (UNESCO, 2015), the focus is still on ensuring that qualifications in vocational education are important and preparing individuals for the labor market (Nore&Lahn, 2014). In addition, these structures are based on two questionable assumptions: first, that the employer is willing to invest in training; and, second, that there are appropriate mechanisms to express the demands of the employer for training (Keep, 2017).

TVET Worldwide is utilized in many developing countries, including the United States of America, the United Kingdom of Great Britain, China, Finland, Japan, and others (Wakiaga, 2018). Technical and vocational education and training (TVET) is regarded necessary for economic growth in the majority of Asia-Pacific countries. As a result of recognizing the need to adapt

TVET to meet rapidly changing national, regional, and global economic needs, TVET is undergoing a transformation and reorientation to provide students with certain basic skills and information, as well as the resources they need to develop and upgrade their knowledge through lifelong education.

Tikly (2013) argues that several emerging patterns, such as the recognition of the vital TVET's involvement in the development of new skills and economic systems, as well as regional and internationalization, are growing across the country, and new ways are being pursued to grow and enhance the status of TVET. This included planning for an information society; aligning curricula with business / industry needs; designing articulation mechanisms; acknowledging previous learning; creating a broad-based educational framework for the workforce; stressing the consistency of the TVET program; and acknowledging the essential role of teachers in offering high-quality TVET programs (Maina, 2019).

According to the Central Center for Vocational and Technical Education (CIVTE) (2017), China's Technical and Vocational Education and Training (TVET) aims to improve the employability of its workforce and contribute to the country's social and economic development. This is achieved by incorporating new developments in this country, such as upgrading the training content not only for its importance to particular jobs but also for work dusters, as well as for moving workers from relevant fields of business and industry, aligning the needs of industry and market to build long-term cohesion at national, regional and global levels, and the TVET curriculum (Wakiaga, 2018).

Cleaver (2014) claimed that by understanding Prior Learning (RPL), which is strongly related to articulation, the Australian and New Zealand systems are searching for alternatives to articulation processes. Prior schooling may be formal or non-formal, leading to the acquisition of knowledge that may be called instructional. This condition frequently occurs when an educational institution attempts to gain credit for TVET studies and, in order to address this issue, government action may be required to enable those involved to seek a methodical solution. In Australia and New Zealand, some strong examples of understanding Prior Learning are possible (Cleaver, 2014). (Cleaver, 2014). The creation of innovative practices and strategies for mixing schools with job experience may be supported by a Regional Conference on the Acceptance of NET Research. Wide Based Training: With the introduction of a global economy that expands borders and expands trade between countries and regions, it is becoming increasingly important to build a globally qualified workforce at all levels. It is therefore beneficial that this labor force does not specialize in the initial training period too early (UNESCO, 2015).

An analysis by Anderson (2019) World Bank reveals that, relative to universities, middle-income countries in East Asia that have become manufacturing giants like China and Korea have more than 50% of their tertiary students enrolled in TVET programs. Historically, vocational training has played a central role in UNESCO's mandate for education. Some institutions, like the World Bank, have started to put greater emphasis on the skills agenda than was traditionally the case. Programs to assist TVET are primarily viewed as an investment in human capital and a means of boosting economic growth by financial organizations such as the World Bank, for example. Recently, new issues have come to dominate the TVET discourse. India has set a target of 500 million individuals to be eligible by 2022, according to the UNEVOC Network Member Activity (2015). As a result, it's critical to address one of the most pressing issues in technical and vocational education and training (TVET) by connecting the classroom to the workplace (Gyimah, 2020).

On a variety of points, the early prioritization of TVET was criticised. Some pointed to the fallacy of vocational schools, but the good news, according to Afeti (2014), is that many governments have now come to understand the role of TVET in national growth and are adopting policies to grow their young people's practical talents to increase learning performance and industrialization. Many countries have developed policies, plans and legislative mechanisms to update and improve their TVET programs over the last decade. TVET is constitutionally free in China. There are no other ways to support the TVET scheme, other than government grants. New rules have, however, been implemented to facilitate the distribution of financial risks and benefits with the private sector UNESCO (2018). In addition to the UNESCO and the Central Institute for Vocational and Technical Education, CIVTE (2018) China faces the following challenges to the TVET system: lack of attractiveness, enhancement of structures to involve TVET industries and businesses, unbalanced TVET growth in East, Middle and West China, enhancement of TVET standard, preparation and training of TVET teachers (Zulu, 2018).

According to Mazani (2013), the most effective way to gain readily employable skills for the field of employment is technical and vocational education and training (TVET) in Africa. In particular, Africa needs trained workforce and professional craftsmen and technicians to fill the skills shortages in different sectors of the economy, including the manufacturing and building industries, electricity and power stations, water and sanitation networks, broad public works and information technology. However, well-functioning TVET programs are ideally positioned to prepare the professional workers that Africa wants to overcome its socio-economic growth problems, according to Afeti (2014). However, in contrast to basic education, TVET has not gained the focus it deserves in the human capital growth policy of many countries until recently. In the distribution of money in the national education and

training budgets, the TVET industry has also been neglected. As a percentage of the national education budget, financial allocations to the TVET subsector differ across countries, but rarely reach about 11 percent in Mali. The allocation is as little as 1 percent in Togo. Over the years, the focus and negligence towards the TVET subsector in many countries has adversely affected the academic performance of students, thereby impacting their skills.

In terms of digital technology development, the Technical and Vocational Education and Training TVET of Nigeria tend to be the only way Nigeria can keep up with developing countries (Karanja, 2014). Magashi (2015) suggests that the National Board for Technical Education (NBTE) was responsible for offering a blueprint for ensuring quality assurance and standardization in the same way, even as the Nigerian Capacity Training System was introduced by the federal government in its capacity. Okoye & Michael (2015) note that it is time for Nigeria to start generating more of what we eat. The socio-economic problems it presently faces can be properly resolved by Nigeria. This highlights the fact that TVET is studying for jobs, citizenship and a secure future that is suitable for achieving the objectives of SDG 4, Nigeria (MOE, 2019).

The World TVET Database South Africa (2014) shows that the certification criteria of the NQF are fulfilled by TVET students, better known as FET College Lecturers. The professionalism of educators is safeguarded by the South African Committee for Educators (SACE). The Further Education and Training College Lecturers Technical Certification Framework defines requirements unique to FET college lecturers.

TVET started in Kenya, starting with four village polytechnics. The goal was to provide self-employment and employment skills for primary school leavers. Furthermore, Wakiaga (2018) suggests that the 2013 TVET ACT was planned to fix the problem of employment skills and to ensure an improved and realistic 20% enrollment ratio by 2030, respectively. In order to make life safer for our young people, there is a pioneering federal initiative to revamp our entire school system. Reform alone, though, does not resolve the issues of awareness and mentality that have for years dogged our prospects for schooling and work. Therefore, to make the sector more attractive, mechanisms must be set up by the government and all stakeholders to address public opinion and the attitude against the TVET subsector.

As a member of UNESCO, the Government of Kenya has taken steps to extend and improve TVET in order to achieve the 2030 vision, whose foundations have been socio-economic, democratic and political growth (GOK, 2017). Various educational commissions and reports such as the Ndegwa Commission (1970); the Gachathi Commission (1976); Kamunge's 1988 and Koeh's 1999

reports stressed TVET in Kenya, but the issue of youth unemployment, social isolation and hunger has not been resolved. The Government of Kenya therefore wants to harmonize and use all the positive advice from all commission reports on Kenya's independence to date to improve our TVET structures.

The result was that young people had insufficient incomes to support their livelihoods and engage in social growth, according to Karanja (2014). In addition, the problem is attributed to a shortage of employment resources, overpopulation, low levels of literacy, lack of sufficient technological knowledge, inadequate access to appropriate knowledge, uncomplimentary distribution of geographically accessible jobs, and tribal factors (Harry, 2014).

Today, in most sub-counties of Kenya, the country has more TVET institutions. Kenya has 4,450 centres of vocational training and 11 national polytechnics, according to Dahalan, Ismail & Mohamed (2018). 60 new TVETs nationwide have also been installed by the government. The government's efforts to provide TTIs with modern technologies and related equipment are also funded by numerous development partners. For them to be well versed in rolling out CBET, without any further ado, we must therefore prioritize developing the capability of trainers first. In addition, Kenya as a nation has witnessed a desire for middle-level colleges in the history of our country, Kenya, in particular technical and vocational education and training (TVET) in the past. Competence-based Schooling Training (CBET) is present (TVET), the rationale of which is aligned with the 2012 Task Force on the Realignment of the Education Sector to the 2010 Constitution, Vision 2030 and the 2015 Session Paper on Reforming Education and Training in Kenya, which recommended, among other items, the introduction of a competency-based curriculum.

There are 6 public technical institutions in 6 sub-counties, according to the Uasin Gishu County website (2019), two other institutions that have been commissioned and obtained facilities, principals and infrastructure (buildings), but are still not operationalized. Furthermore, according to Ferej (2018) on the TVET strategic plan 2018-2022, TVET aims to govern, coordinate, encourage and grow TVET by registering, licensing, accrediting and establishing organizations, programs and trainers to provide a specific and skilled workforce for the labor market. Kenya and other countries also need to adopt and incorporate TVET reforms by understanding evolving developments in TVET institutions in relation to the academic performance of students.

Unfortunately, Kenya's (TVET) also faces difficulties where some of the decisions taken by TVET have often been overruled by stakeholders and courts. Opwora (2019), the director of Professional Education in the State Department for Vocational and Professional Training says

that they are trying to progressively close the teacher deficit. The Education Committee of the National Assembly, however, wants the recruiting halted, arguing that some of the tutors being hired had no teaching ability (Lee & Jan, 2018). This unfortunate circumstance hinders the recognition of the teacher ratio of students in TVET schools, which adversely affects the availability of syllabus and the academic performance of students. The Government of Kenya can therefore ensure that only qualified technical and business teachers are hired to deter persons from other industries from racing for openings in the TVET sub-sector with other reasons in the name of being from the industry at the cost of class distribution because they do not have pedagogical ability. This conduct has a negative effect on the academic performance of students at technical colleges.

1.2 Statement of the Problem

The realization of TVET's vital position is growing worldwide, and new ways of enhancing and strengthening TVET's status are being pursued to increase student academic success. In this regard, through the State Department of TVET, the Ministry of Education has announced ambitious plans to enroll more than 3.1 million young people in technical colleges. It also reported additional funding, through the Higher Education Loans Commission, to fund professional education. The influence of these new changes is already being felt as the influx of young people participating in TTIs is rising (Mohamed, 2018). The goal of 3.1 million young people in TTIs, however, is still a mirage far from the objective as other factors still obstruct the plan, such as public view of TVET institutions and courses, inaccessible HELB loans from most students, insecurity and insufficient TVET funding in TVET institutions to accommodate the target number of students (Zancajo & Valiente, 2018)..

Despite the Government of Kenya's attempts to help students in tertiary institutions and the TVET sector as a whole, the sector is facing unparalleled difficulties, and the government's increased public expenditure on the TVET sub-sector is a welcome move. TVET institutions, however, are experiencing high enrolment, which overwhelms existing infrastructural infrastructure, insufficient allocation of financial resources by government and other financial institutions, inadequate access and usage of technology, continued use of out-of-date curriculum in TVET courses, as well as mismanagement / misappropriation of resources of institutions in most TVET institutions (Harden, 2017). Therefore based on the above illustration there is need to assess the emerging trends in TVET institutions policies in relation to students' academic achievement in Uasin Gishu County, Kenya.

1.3 Research Question

- i. What is the influence of TVET financial resources in relation to students' academic achievement in Uasin Gishu County, Kenya?
- ii. What extent does a TVET financial resource influence students' academic achievement in Uasin Gishu County, Kenya?

2. Literature Review

2.1 Theoretical Literature Review

This research is based on the social theory of transition by Laing and Todd (2015). This principle can be extended to TVET students who experience change from the enrolment to completion with imagination, well-developed ability, enthusiasm and academic achievement through training. An inference that an action is purposeful is made. The philosophy of essentialism is very similar to the philosophy of existentialism, which claims that vocational education should optimally grow existing learners through the facilities implemented under a dignified, imaginative and innovative education, as well as to grow learners' talents, interests and skills (Cook, Cheshire, Rice, & Nakagawa, 2013).

A change theory specifically articulates how a project or program is intended, while taking into account its meaning, to produce results through actions (Laing and Todd, 2015). In the 1960s, when Kirkpatrick used the model to analyze the impact of training on students, this approach has its origins. The desired improvement can only be accomplished and measured if the planners define the cause and pay profound attention to the planned early and mid-term.

The implementation by the government of Curriculum Based Education and Training CBET in TVET institutions through Curriculum Based Assessment CBA is a shift in society through developing a culture of skills from the employability of the trainee that has a direct effect on Kenya's academic achievement and economic growth for students. The performance of the independent variable articulated in the theoretical context above in TVET institutions is directly affected by the academic achievement of students (dependent variables). Changes in government policies, rampant corruption and political instability in Kenya influence the two variables. The system implies that when adequate finances are accessible, human resources are available, adequate infrastructure is available, involvement of all stakeholders, enforcement of laws on leadership and integrity, honesty, cohesion and when TVET institutions are assisted by the society around the institutions, then TVET institutions are able to effectively contribute to the academic achievement of students.

2.2 TVET Resources and Students' Academic Achievement

Since independence, resource distribution has been "a thorn" in the flesh of successive Kenyan administrations, where previous government's allocated insufficient funds to the TVET sector relative to the basic education sector and university education, but reforms have been made in the recent past. In several countries worldwide, TVET is a vibrant Community of Excellence in Technical and Vocational Education and Training (TVET) and E-Learning. It is a user-driven digital collaboration forum for TVET practitioners and organizations to share information and transfer expertise between individuals and institutions at regional and community living around TVET institutions.

While TVET institutions are periodically financed by the exchequer (Government of Kenya), the allocated funds do not seem to fulfil all institutional financial needs with limited intervention of all stakeholders. The distribution is based on the government's scheme of cost sharing in the 1980s Zancajo & Valiente, (2018). According to the Uhder (2017) UNESCO-UNEVOC virtual conference survey, it has been stressed in many countries that current funding for TVET is often inadequate to support the existing network of public training institutions, let alone to expand it to ensure fair access for everyone, according to the UNEVOC virtual conference.

Technical, Vocational Education and Training Institution (TVET) should set up mechanisms in today's age to remedy financial misconduct in educational facilities, including: adopting existing procurement processes, improving the structures in place and maintaining transparency for educational administrators. Nevertheless the introduction of the anti-fraud, better use of technologies and stepped-up audit protocols to enhance financial efficiency, (Mwangi, 2019). This highlights the need for all stakeholders to recognize the need for the commitment of TVET institutions to the socio-economic growth of the Kenyan economy to resolve technical education challenges. There are insufficient classrooms, staff accommodation, labs and clinics, libraries and research areas in most TVET institutions, though these facilities are sufficiently provided in others. The county ministry of education allows schools to maintain review reports on the efficiency and performance of physical facilities (GoK, 2017).

The restricted budget is one of the major restrictions facing TVET in developing countries, according to Wahba (2013), and this becomes the primary problem as to why TVET institutions are unable to hire qualified teachers, assessors and verifiers, to help them in improving and enhancing their qualifications, to buy the most appropriate training equipment, aids and practical training technologies (On-the-Job Train Train).

UNESCO(2015) acknowledged that governments, policy makers and civil society have highlighted the need for developed countries to spend more in technical education programmes, to ensure that education programme programs are operated effectively, to optimize the influence of scarce funds available to the sector, and to implement cost-saving and cost-recovery steps. There tends to be a significant rise in funding in the development of school service programs, but states are proving increasingly unable to cope with the increased costs. According to Diaa (2016), one of the main pillars on which the educational system relies in reaching its goals and carrying out its plans is cash. But Kirimi (2012) stated that the government was to minimize high public spending on education programs by cost sharing and cost-saving initiatives. This has created a huge blow to institutions in Kenya, as professional education programs are costly because of the tools and facilities needed for education and training programs. Parents have to supply resources for development, teaching and learning, but these attempts to minimize high spending on education services have made it difficult to effectively and improve training in youth polytechnics.

Asvat (2019)noted that as curriculum becomes more scientific or science-oriented, the expense of the school unit rises. With the implementation of cost sharing, however, the government appears to be neglecting the vocational training market in favour of the higher education sector. Nyirandikubwimana, Njihia, and Mwalw'a (2019) reported that their ability to provide quality training has been significantly jeopardized by financing of educational programs in professional training institutions, as a result, their external job market performance suffers as the quality of graduates suffers.

According to Kirimi (2017), one of the essential activities in the realization of a school's objectives as an institution is financial management. Given the justification for the implementation of safety lines in the education sector, such as grants and the constituency growth fund, there are growing questions about the restricted funds in the field of youth polytechnics to provide quality education and training programmes. Therefore, to excel in the pursuit of education services and instruction, youth polytechnics need a solid financial basis to operate smoothly. The financing of technicalvocalational education andtraining (TVET) services has historically been divided by states, local populations, recipients, social and civic organisations, donors and commercial businesses. Ibrahim (2017) pointed out that each partner has committed more than its fair share to the financing of education programmes, and thus institutions, Youth polytechnics, in particular, should look for viable alternative sources of funding through generating new sources of money to fund their training programs.

Schools need to prepare daily and reliable maintenance reports as this ensures user transparency, encourages

future planning, enables accurate estimation of future maintenance operations, as well as helps stakeholders advocate for financial grants. Such inadequacies of services have a negative effect on the efficiency of the organization. While TVET institutions are periodically financed by the exchequer (Government of Kenya), the allocated funds do not seem to fulfil all institutional financial needs with limited intervention of all stakeholders. The allocation is based on the government's cost-sharing policy in the 1980s (Yasaka&Maizam, 2015)

TVET institutions should set up mechanisms in today's age to remedy financial misconduct in educational facilities, including: adopting existing procurement processes, improving the structures in place and maintaining transparency for educational administrators. Nevertheless, anti-fraud, better use of technologies and stepped-up examination protocols should be set in motion. This highlights the need to consider emerging problems, patterns, threats and opportunities in the TVET sector and how Kenya's stakeholders are dealing with changes to resolve technical education threats. There are insufficient classrooms, staff accommodation, labs and clinics, libraries and research areas in most TVET institutions, though these facilities are sufficiently provided in others. The county ministry of education allows schools to maintain review reports on the efficiency and performance of physical facilities GoK, (2019). There is no question that the Government of Kenya needs to be vigilant in ensuring that TVET services are used properly and to the full degree, and that public officials, for example institutional managers, obey proper procedures put in place to ensure monitoring measures to curb financial fraud as well as compliance enforced during day-to-day activities of TVET institutions.

3. Methodology

The study adopted a descriptive survey research design. The target population was 5542 respondents who included principals, trainers, non-teaching staff, education officers and students in UasinGishu County TVET institutions. Stratified, proportional, and simple random sampling procedures were used to pick a sample of 377 staff and students. The study collected primary data for analysis. The data for the study was gathered using a systematic questionnaire and interview schedule.

In order to enable the entry of data into the machine, the data should be coded should allow mathematical analysis of diagrammatic representation on figures such as tables, charts and graphs. The researcher assembled the quantitative data gathered from the respondents into understandable information that was interpreted using the Statistical Package for Social Sciences (SPSS) edition. The data interpretation was based on the goals of the project. In addition to an summary of the main policy papers to be evaluated by the various government administrations, descriptive measures such as frequencies,

ratios and averages to were used for data and data processing are provided in the form of graphs, diagrams and maps. Data from the questionnaires and interview schedules was modified before coding them by reviewing the data bits.

4. Results and Discussion

4.1 TVET Resources and Students' Academic Achievement

The study's primary goal was to look at the impact of TVET financial resources on students' academic performance. Participants were asked to answer to questions in the questionnaire on a likert scale of 1-5 to achieve this goal. The results are presented in Table 1. below

Table 1: TVET Resources and Students' Academic Achievement

	Strongly disagree		Disagree		Uncertain		Agree		Strongly Agree	
TVET resource policies enhance the purchase most appropriate training facilities	41	14.9	23	8.3	70	25.6	92	33.1	51	18.2
TVET resource policies enhance adequacy of learning resources	48	17.4	7	2.5	67	24.8	86	30.6	69	24.8
TVET resource policies ensures that government adequately finance TVET education	7	2.5	30	10.7	53	19.0	124	44.6	64	23.1
TVET resource policies increase the institutions capacities to deliver its mandate	43	15.7	46	16.5	78	28.1	66	24.0	43	15.7
TVET resource policies have made successful and quality training	7	2.5	23	8.3	73	26.4	98	35.5	76	27.3

As reflected in Table 1, various attributes of influence of TVET financial resources were assessed to determine the degree to which it influences students' academic achievement. It was established that on average, 49.4% of the respondent agreed that TVET resource policies enhance the purchase of most appropriate training facilities while only 25.9% disagreed and 24.7% were undecided. On the whether TVET resource policies enhance adequacy of learning resources, 51.3% of the respondents agreed, 55.5% disagreed and 24.7% were undecided.

Similarly, more than one thirds (39.7%) of the respondents agreed that TVET resource policies ensures that government adequately finance TVET education, 56.2% felt that TVET resource policies increase the institutions capacities to deliver its mandate and lastly, 62.8% felt that TVET resource policies have made successful and quality training. It is therefore evident that most of the staff and students agreed that TVET resource policies influence students' academic achievement in Uasin Gishu County, Kenya. Hence, to excel in the pursuit of education services and instruction, TVET institutions need a solid

financial basis to operate smoothly. The financing of technical vocational education and training (TVET) services has historically been divided by states, local populations, recipients, social and civic organisations, donors and commercial businesses. This is as indicated by one of the interview respondent who said that;

“There are insufficient classrooms, staff accommodation, labs and clinics, libraries and research areas in most TVET institutions, this affects educational outcomes among the students” (Interviewee S N.7)

The finding is supported by Diaa (2016) who claimed that finance is one of the fundamental foundations on which the education system relies in achieving its objectives and executing its plans. Kirimi (2012), one of the essential activities in the realization of a school's objectives as an

institution is financial management. Given the justification for the implementation of safety lines in the education sector, such as grants and the constituency growth fund, there are growing questions about the restricted funds in the field of youth polytechnics to provide quality education and training programmes. In addition, Yasaka & Maizam, (2015) in their study noted that, schools need to prepare daily and reliable maintenance reports as this ensures user transparency,

encourages future planning, enables accurate estimation of future maintenance operations, as well as helps stakeholders advocate for financial grants.

Students' Academic Achievement

The study sought to analyze the influence of TVET curriculum realignment on students' academic achievement in Uasin Gishu County, Kenya. The findings are presented in Table 2

Table 2: Students' Academic Achievement

	Strongly disagree		Disagree		Uncertain		Agree		Strongly Agree	
	F	%	F	%	F	%	F	%	F	%
Good grades in examinations	98	35.5	50	18.0	34	12.2	43	15.4	52	18.9
Employment of the graduates	114	41.3	52	18.6	40	14.5	30	11.0	40	14.5
Student Enrolment rates	108	39.0	49	17.7	38	13.7	48	17.4	34	12.2
Trainee completion rate	101	36.6	69	25.0	28	10.2	33	11.9	45	16.3

In investigating the students' academic achievement as indicated in Table 2, most of the respondents 53.5% agreed that all good grades in examinations while 34.3% stated not at all. Further, 79.1% of the respondents also agreed on employment of the graduates, 15.5% stated not at all. Further on their responses 84.8% of the respondents were with Student Enrolment rates, 6.7% stated not at all. Lastly, 84.8% of the respondents were in agreement with trainee completion rate at all times, 4.8% stated not at all. This implied that most of the respondents agreed that TVET institutions policies influence students' academic achievement.

These findings are in line with those of Tikly (2018) who argues that several emerging patterns, such as the recognition of the vital role of TVET in the growth of new skills and new economic systems and in regionalization and internationalization, are growing across the country, and new ways are being pursued to grow and enhance the status of TVET. Afeti (2019) stated that many governments have now come to understand the role of TVET in national growth and are adopting policies to grow their young people's practical talents to increase learning performance and industrialization. Many countries have developed policies, plans and legislative mechanisms to update and improve their TVET programs over the last decade. Similarly, Mazani (2017), the most effective way to gain readily employable skills for the field of employment is technical and vocational education and training (TVET).

5. Conclusion and Recommendations

5.1 Conclusion

With regard to the influence of TVET resources on in relation to students' academic achievement, the study indicated that TVET resource policies enhance the purchase of most appropriate training facilities, enhance adequacy of learning resources, enhances the employment of trained trainers, ensures that government adequately finance TVET education, increase the institutions capacities to deliver its mandate and have made successful and quality training.

5.2 Recommendations

From the findings the study recommended that:

- i. The government should ensure that enough resource are allocated to TVET institutions to ensure that education programs are operated effectively, optimize the influence of scarce funds available to the sector, and to implement cost-saving and cost-recovery steps.
- ii. The government and all other stakeholders should enact TVET resource policies that ensure employment of trainers with pedagogical skill from Kenya Technical Trainer's College (KTTC) or any other recognized university that offer technical education, to avoid employing trainers who may require training in teaching skills at the expense of many trainers unemployed but have requisite minimum requirement for teaching. This will reduce time and financial resources set aside to send newly employed trainers back to KTTC in the name of them coming from the industry. There is a need for TVET organisations

to maintain robust mechanisms of curriculum delivery, taking into account available tools and challenges, to maintain that TVET programs remain consistent with labor market requirements.

- iii. TVET institutions need to embrace modern technology that will increase productivity, reduce resources wastage, encourage networking & partnerships, improve service delivery, encourage external linkages e.g. (between TVET institutions & the industry, TVET institutions and all stakeholders), exposing TVET institutions to the world to acquire the best practices and provide security of information (data security), increase educational quality by assisting, among other things, in making teaching and learning a fun, productive activity that is connected to real life.
- iv. TVET educators planning joint courses for delivery should take care to ensure that participants (both learners and tutors) are at ease in the learning environment and profit from it. The availability of an interactive, customizable TVET instrument, as well as quick access to data created by its use, will highlight behaviors that help learners and tutors adjust to changing environments, as well as those that present impediments to teaching and learning. Ministry of education through KICD and TVET CDACC needs to develop relationships between the different subjects during the curriculum review process to provide coherence, eliminate gaps and avoid mix up of subjects to be done in module

one should not be found in module two which causes confusion to the trainers during the implementation and examination preparation in curriculum realignment

- v. It is proposed that a research be undertaken over a larger geographic region in order to create findings with broader implications. It is envisaged that a replication of this study in other regions of the nation would generate information that will help policymakers make decisions that will improve the academic accomplishment of effective TVET students.
- vi. Furthermore, the study suggests that graduate tracer studies be done to establish the employment and skills usage rates among TVET graduates as a means of evaluating their academic accomplishment.
- vii. The researcher also suggests a comparative study of the current KICD / KNEC (technical/ business courses) and TVET CDACC learning / assessment programmes acceptance levels by TVET institutions in Kenya on students' academic achievement. Finally the researcher suggests a study on the impact of greening TVET institutions policies in relation to students' academic achievement.

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