

**AN ANALYSIS OF UPTAKE OF INFORMATION ON TVET PROGRAMMES IN
KENYA:
A CASE OF TECHNICAL TRAINING INSTITUTIONS**

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DECLARATION

This research project is my original work and has not been presented for a ward of a degree in any other University.

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This research project has been submitted for examination with our approval as University Supervisors.

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Dr. Consolata Mutisya

DEDICATION

This project is dedicated to my family especially my spouse and children for their priceless support, inspiration and believing in my capability.

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LIST OF ACRONYMS AND ABBREVIATIONS

CDACC:	Curriculum Development, Assessment, and Certification Council
CDB:	Central Business District
IABC:	International Association of Business Communicators
GKI:	Global Knowledge Index
IVET:	Initial Vocational Education and Training
KIPPRA:	Kenya Institute for Public Policy Research and Analysis
KNQA:	Kenyan National Qualifications Authority
MMUST:	Masinde Muliro University of Science and Technology
NACOSTI:	National Commission for Science, Technology and Innovation
SAP:	Structural Adjustment Programmes
SPSS:	Statistical Package for the Social Sciences
TVET:	Technical and Vocational Education and Training
UNESCO:	The United Nations Educational, Scientific and Cultural Organization
UON:	University of Nairobi
VTC:	Vocational Training Center

ABSTRACT

Education and training are singled out in Vision 2030 as the catalysts for Kenya's transition to a middle-income economy. As a result, the government has increased the size of its institutions in terms of workforce and infrastructure. The Kenyan government invested sh. Five hundred sixty million in the 2010-2011 budget to refurbish the infrastructure of institutes of Science and Technology. Engineered by the 2013 TVET (Technical and Vocational Education and Training) Act, the reforms have resulted in numerous institutions. Despite the government's efforts to improve facilities, TVET enrollment has remained relatively low (Ndugutuson, 2014). Thus, this study aimed to examine the consumption of information on TVET programs in Kenya. The study aims to ascertain the level of awareness regarding the uptake of TVET programs in Kenya, evaluate the communication channels utilized to promote TVET program uptake in Kenya and ascertain the communication flow regarding the uptake of TVET programs in Kenya. The study used a descriptive research design. The study was conducted in the Nairobi Technical Training Institute and Wote Technical Training Institute. The total target population was 10,028 respondents comprising students, principals, deputy principals, dean of students, Heads of departments, and County and Sub County officials. Besides, TVET authorities and KUCCPS officials were part of the respondents. As a result, 328 people were included in the study's sample. This study relies on information obtained directly from the source. A simple random sample approach was used to select 300 quantitative respondents, while a purposive sampling method was used to select 28 qualitative respondents. The descriptive statistics of the Statistical Package for the Social Sciences were used to analyze the data (SPSS). A frequency distribution, mean (a measure of central tendency), standard deviation (another measure of central tendency), and percentages are examples of descriptive statistics. Content analysis was used to assess qualitative data on subject areas, which was then presented in prose and quotations. There were pie charts, graphs, and tables to show the ultimate results. TVET program attendance in Kenya is positively affected by awareness, according to a new study.

Furthermore, the study finds that communication channels have a favorable and significant impact on TVET program adoption in Kenya. Furthermore, the study suggests that communication flow has a favorable and significant impact on TVET programs uptake in Kenya. From the findings, this study recommends that technical training institutions' management ensure regular advertisement of their programmes regularly to reach more audiences. In addition, the study recommends that since most people have shifted their attention to social media platforms, the technical training institutions should use these platforms for advertising the courses they offer.

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Any nation's cornerstone is its young people's education. The way a country's youth are raised and taught in the home, education, and culture decides the country's potential success (Sankale, 2019). According to Heti (2013), education is intended to provide intelligence and improve talents and skills that contribute to mental growth and a positive attitude in various aspects of life. As a result, it has a profound impact on both human and community growth. According to Muriithi (2013), capability growth is essential for increasing efficiency by increasing competition, which leads to economic development. Natural resources can stay unutilized, underutilized, or still underutilized if citizens lack technological expertise, experience, and entrepreneurship skills. Poverty reduction, economic recovery, and long-term development are all dependent on skill development. As a result, policymakers worldwide are devoting greater attention to TVET.

The TVET have spurred extraordinary economic progress in certain countries while failing to reach standards in others (Ndugutuson, 2014). UN Educational, Scientific and Cultural Organization (UNESCO) produced a study on TVET that is frequently used to explain the preparation and training of individuals for the work. (Ronoh, 2014). TVET has gained prominence as a career option throughout time. In 2012, more than 50 million students attended technical and vocational institutions around the world. Enrollment rates, on the other hand, differ significantly by country. Such programs accounted for 50% and 33% of all programs in Europe and East Asia, like China, respectively (Nganga & Bundi, 2018). Professional and vocational education is much less prevalent in other countries.

In Shanghai, China, UNESCO hosted the Third International Congress on TVET in 2012. More than 500 delegates from 107 member countries attended the congress, which agreed that upgrading TVET should be a top priority in developing greener economies and combating global unemployment. According to Wang (2018), the population working in the first sector, agriculture, has declined by 60%, while the population employed in the second and third industries, production and building, as well as service and tourism, has risen to 25.2 percent and 32.7 percent, respectively (Simiyu, 2019).

After the 1990s, many African countries also implemented TVET changes. As a consequence, policies to encourage the implementation of TVET programmes. These initiatives are aimed at solving the social and economic problems that different countries are facing. One of the policymakers' main concerns is ensuring a TVET infrastructure that is both relevant and open while still resolving quality problems (Heti, 2013). Palmer (2017) investigated the take-up of TVET programs in ten nations. Rwanda had the highest percentage of secondary school students enrolled in TVET (35%) among the ten nations surveyed, followed by Tanzania (13%) and South Africa (7%). (7 percent). 5.8% of the population TVET at the post-primary school level is sparse in Sub-Saharan Africa (6.1 percent) and South and West Asia, according to the research (1.2 percent). Given the preceding, Africa is technologically behind the rest of the world is cause for concern. Despite this, it is unconcerned about technical education or science (Nganga & Bundi, 2018).

In Kenya, both the number of TVET students and the retention rate have increased dramatically. Jobs have been displaced due to global economic developments that have necessitated the introduction of Structural Adjustment Programmes (SAP) in developed countries. They need retraining for new jobs (Heti, 2013). In 2009, Kenyan Technical, Industrial, Vocational, and Entrepreneurship Training institutes enrolled 71,513 students, down

from 85,200 in 2008. Kithae et al. (Kithae et al., 2014). The lower enrolment was caused by a lack of information and ineffective contact channels used to raise awareness. 14 science and technology institutes received Sh560 million in the 2010-2011 budget to upgrade their facilities (Kigwilu & Githinji, 2015). According to Simiyu, the TVET system in Kenya has undergone a number of enhancements in order to improve youth access to training, improve training efficiency, and better match training skills to the labor market. (2019). The TVET Act of 2013 led to the establishment of the TVETA, CDACC, and KNQA. More than 40 competency-based training courses have been implemented, and Kenya's national credentialing process has been completed. These are only a few instances of reform accomplishments (Ndugutuson, 2014). It doesn't matter; enrollment in TVET programs is low. TVET offers a variety of certificates and diplomas, including ones in disaster management and social work. Certificates in Community Development and Business Management Diploma in Information and Technology to mention a few, there are certificates in Business Administration, Tour Guiding, Journalism, Electrical Engineering, Supply Chain Management, and CPA. An artist in architecture, an artist in fashion design, and an artist in garment production. Handiwork in Leather Technology, Handiwork in the Health and Production of animals' leather technology certificate. Dairy Management, Dairy Science and Technology, Dairy Entrepreneurial Agriculture and Insurance are some of the diplomas available in the field of insurance.

1.2 Statement of the problem

In Kenya's Vision 2030, education and training are considered as the key to the country's transformation to a middle-income economy. As a result, the government has increased the workforce and infrastructure of TVET Institutions. The Kenyan government provided sh. Five hundred sixty million to science and technology institutes in the 2010-2011 budget to upgrade their facilities. The laws enacted by the TVET Act of 2013 have resulted in the birth of many Institutions. The government plans to have a TVET institution in every sub-county and a

national polytechnic in every county to encourage and enable more youth to access TVET programmes. According to the TVETA 2018-2022 strategy plan, the TVET sector continues to confront substantial difficulties, notwithstanding increases in access, quality, retention, completion rates in education and training. As a result of this negative reputation, the sector has been characterized as a last resort for people who have failed to achieve the required test grade to enroll in university education. In 2017, for example, just 275,000 young people were enrolled in roughly 1,900 TVET colleges, compared to nearly 520,000 young people enrolled in less than 40 universities. As compared to the more than 700,000 teenagers who exit from basic education each year, the numbers are rather modest. A four-year university education is the norm, while a two-year TVET program is more common. Elementary school dropouts, those who finish primary school but don't go on to high school, and those who complete secondary school are all included. To put it another way, every year, at least 350,000 kids drop out of school and end up unemployed. According to the 2020 GKI, the number of students enrolled in vocational training centers (VTCs) is low, especially in arid and semi-arid areas. In 2019, just 17% of Kenyans who had finished basic education were eligible to enroll in degree programs at postsecondary institutions, according to the Kenya Institute for Public Policy Research and Analysis. (KIPPRA). As a result, the purpose of this research was to examine how well students in Kenya are absorbing knowledge regarding TVET programs.

1.3 Study Objective

1.3.1 General Objective

The general objective of the study was to analyze the uptake rate of information on TVET programmes in Kenya.

1.3.2 Specific Objectives

- i. To establish the level of awareness on the uptake of TVET programmes in Kenya.
- ii. To evaluate the communication channels used on the uptake of TVET programmes in Kenya.
- iii. To establish the flow of communication on the uptake of TVET programmes in Kenya.

1.4 Research Questions

- i. What is the level of awareness on the uptake of TVET programmes in Kenya?
- ii. Which are the communication channels used on the uptake of TVET programmes in Kenya?
- iii. What is the flow of communication on the uptake of TVET programmes in Kenya?

1.5 Significant of the study

The study findings help Kenya's government and politicians and the management of Kenya's TVET institutions, academicians, and other scholars.

The study provides information to the Kenyan government and other policymakers on how information adoption affects the uptake of TVET programmes in Kenya. The study shows how knowledge, communication networks, and the role of ICT have influenced the development of awareness of TVET programmes in Kenya. The results can be used to develop new policies in Kenya to adopt knowledge on TVET programmes. The study's findings have a substantial impact on the management of TVET institutions in Kenya, as they help to understand the impact of knowledge adoption on TVET program acceptance in Kenya.

The study examines how knowledge, communication networks, and communication flow influence Kenyans' uptake of TVET programmes. Furthermore, the administration of these institutions develops initiatives to promote technical and vocational education in Kenya.

The research helps scholars and other researchers fill in the gaps regarding the impact of knowledge adoption on the uptake of TVET programs in Kenya. The study examines how knowledge, communication networks, and communication flow influence Kenyans' uptake of TVET programmes. As a result, this research contributes to knowledge and theory development. As a result, it may be a starting point for future study into the uptake of TVET knowledge in Kenya.

1.6 Scope and limitation of the study

This study focuses on the adoption of information on TVET programmes in Kenya. Specifically, the study shows the influence of awareness, communication channels, and the flow of communication on the uptake of TVET programmes in Kenya. The study was conducted in two technical training institutes. These include the Nairobi Technical Training Institute and Wote Technical Training Institute. These institutions are selected because, besides being listed under TVETA, Nairobi TTI is in a town setup while Wote TTI is in a rural setup. This helped to get enough data for comparison. The Nairobi TTI has a target population of 5500 students, while the Wote technical training institute has 4500 students. The total number of administrators in both institutions included two principals, four deputy principals, two Dean of students for academics, two registrars, and 10 Heads of Departments. Besides, four County and Sub- County education officers, two TVET authorities, and two KUCCPS officials were part of the study. Therefore, the study targeted a population of 10,028. The sample size comprised 300 students from the two institutions through simple random sampling. Also, purposive sampling was used to get 20 administrators and 8 Ministry officials.

1.7 Operational Definitions of Terms

Communication channel: Physical transmission media, such as a wire, are called "communication channels" in telecommunications and computer networking because they are used to represent the transport of data through multiplexed mediums.

Information and Communications Technology (ICT) is an IT phrase that highlights the Integration of phone lines and wireless signals with business applications, middleware and storage necessary for unified communications

Technical and Vocational Education and Training (TVET) is a type of education and training that emphasizes the acquisition of job-related knowledge and skills. Formal, non-formal, and informal modes of education are all used in TVET. TVET is widely recognized as an essential tool for attaining social justice, equality, and long-term progress.

Information Adoption: Internalization of information is a process in which people accept knowledge from outside sources to improve their understanding or make better decisions.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The literature on the impact of information adoption on the uptake of TVET programs was summarized in this chapter. This chapter contains a theoretical analysis, an empirical literature evaluation, and a critique of current literature.

Education and training refine human attributes, resulting in increased productivity, success, and dependability. According to the International Institute for Educational Planning (2007), delivering TVET necessitates smaller classes and costly equipment. TVET is fortunate to have private partnerships with many private providers with employer links for apprenticeship education programs in many countries. Nongovernmental organizations run short community-based classes, and foundations finance educational institutions. Companies also fund apprenticeship educational programmes or grant students allowances within the dual framework (where students learn on the job). According to Yamada (2005), Kenya's distribution of funds among the education programmes sub-sectors differs from Ethiopia and Tanzania. It devotes more resources to TVET and high school and less to primary school. The government subsidy of Ksh 15,000 per student in youth programmes versus Ksh 10,000 per secondary school student demonstrates this. There are around 600 Youth Polytechnics in the country, with 395 of them receiving government funding.

TVET as a professional option has risen in popularity over time. In 2012, more than 50 million students were enrolled in technical and vocational education throughout the world. Enrollment rates, on the other hand, vary significantly by country. Such programs accounted for 50% and 33% of all programs in Europe and East Asia, including China, respectively (Nganga & Bundi, 2018).

Since the 1990s, many African countries have implemented TVET reforms. As a result, policies to encourage the adoption of TVET Academic programmes have been created. These policies aimed to solve the social and economic problems that different countries were facing. One of the policymakers' main concerns is ensuring a TVET framework that is both relevant and open while also resolving quality issues. Heti (2013); Heti Palmer (2017) investigated the take-up of TVET programs in ten countries. Rwanda had the most significant secondary level TVET enrolment (35%) among the ten nations evaluated, followed by Tanzania (13%) and South Africa (12%). (7 percent). 5.8% of the population TVET at the post-primary school level is sparse in Sub-Saharan Africa (6.1 percent) and South and West Asia, according to the research (1.2 percent).

According to the evidence presented, Kenya emphasizes the importance of TVET in meeting labor market needs, despite concerns about student readiness for work and the effect of education on productivity and competitiveness. Anecdotal evidence indicates that, while TVET enrolment has been decreasing in recent years, Church-sponsored youth polytechnics and institutions have a high enrolment and a high demand for their graduates. According to Simiyu, Kenya's TVET system has gone through a series of reforms to boost youth access to training, improve training quality, and better match training skills to labor market demands (2019).

The TVET Act of 2013 led to the establishment of more than 980 TVET institutions have been re-accredited and registered, more than 40 competency-based training curricula have been implemented, and Kenya's national credentialing system has been completed (Ndugutuson, 2014). Despite this, enrollment in TVET programs continues to fall.

2.2 Empirical Review

2.2.1 The Level of Awareness on TVET Programmes

Yewah, Mbeche, and Riechi (2017) researched the Siaya Sub-County Region of Kenya to determine the impact of knowledge on uptake of Technical, Vocational, and Entrepreneurship Training. According to the results, the degree of knowledge affects the adoption of Technical, Vocational, and Entrepreneurial Training. There was also a lack of alignment between the abilities taught and created at technical training institutes and those required in today's workplaces. As a result, the development of low-quality graduates was greatly impacted. To ensure that trainees are equipped for the changing demands in the industry, preparation is vital.

Mwangi (2015) investigated the factors that influence students' performance in Kenya's technical educational programmes. According to the findings, students' achievement in technical education programs in Kenya is influenced by their level of understanding. Additionally, there has been a rise in TVET recognition and, as a result, an increase in the quantity of TVET students enrolled. However, the study found that the industry's capacity to absorb graduates had not increased as much, especially in recent years when the global economic crisis hit most labor-intensive industries.

Kennedy, Wanami, and Kerre (2018) researched the extent of technical curriculum understanding and uptake in Kenyan public TVET institutions. According to the report results, the degree of knowledge affects the adoption of Technical and vocational education. However, the study discovered that a lack of knowledge and appreciation of TVET's actual value compared to higher education has resulted in a low rate of TVET program adoption, including art, degree, and diploma technical and non-technical courses.

In Kenya, Kigwilua and Githinji (2015) investigated the impact of visibility on the adoption of youth programs. The study's findings revealed that the institution's level of expertise impacts the adoption of TVET programs. According to the study, apprenticeships and TVET may not necessarily have the same positive public view as university education. Simiyu (2019) also highlighted the value of technical and vocational education programs. The institution was discovered to offer various programs that drew prospective students from all over the world.

The programmes were widely publicized to the appropriate target audience via different forms of media. Until launching the courses, the institution surveyed to gauge public sentiment. The courses were taught by qualified and dedicated teachers, resulting in above-average results. Support services were delivered quickly and effectively. Through placing in place various activities related to the institution's proper functioning, the Board of Governors played an essential role in humanizing the institution. Machines and machinery could be serviced, and supplies for successful training were readily available. To run his organization effectively and efficiently, the Principal used various management techniques that had previously proven fruitful elsewhere.

2.2.2 The Communication Channels Used and the Uptake of TVET Programmes

Safarmamad (2019) conducted research to determine what factors impact decisions you make to enroll in Lyceums for training. Parents had the greatest effect on students' decisions to attend IVET lyceums (53%). During the unrest in western Kenya, Ali, Nyambuga, and Adams (2018) investigated the impact of internal communication networks favored by public university employees. The findings revealed that the WhatsApp platform was the most common mode of communication among the employees (51.7 percent). According to the report, public university administrators should incorporate current internal contact networks with staff WhatsApp.

In Kenya, Kithae et al. (2017) investigated the impact of contact networks on the adoption of TVET programs. Communication networks affect the adoption of Technical and Vocational Programmes in Kenya, according to the report.

Kamanda (2014) investigated the impact of internal communication networks on successful university academic program management: a case study of Aga Khan University in Kenya. According to the study, internal communication channels impact the efficacy of university academic programs in Kenyan public universities. Atieno (2012) also looked at the effect of communication tactics on increasing student enrollment at Kenyan private universities. The study found that communication strategies significantly impacted enrollment among private universities. The study established that print media (newspapers) was the main channel of communication used by the university to disseminate messages. The majority of the students who responded mentioned radio as their source of information about the university. However, they would prefer to be informed through social media, the Internet, and radio respectively in the future. The major challenge faced in the implementation of communication strategies is the lack of enough finance.

Mamuli, Mutsotso, and Namasaka (2013) conducted research to determine how communication networks influenced management activities in Kenyan public universities.

The main findings showed that MMUST had a limited number of contact networks and a communication policy system existed. According to the research, Masinde Muliro University of Science and Technology (MMUST) relies on department heads, group leaders, notice boards, memos and telephone communication. Mutali and Omboli (2011) investigated the impact of marketing tactics on student enrollment in Kenyan private universities. The findings show that print media, journals, brochures, and alumni networks are the most crucial marketing outreach tools for providing information to prospective students. According to the findings, advertisement plays a vital role in increasing student enrollment at private universities.

At different stages of the adoption process, different communication channels are successful. Newspapers, television, radio, and, more recently, the Internet, for example, are fast and effective ways to reach a broad audience of potential adopters. The most powerful way to raise public knowledge and appreciation of the innovation is to use mass media. On the other hand, interpersonal contact networks include face-to-face communication and outreach in areas like technical assistance centers, professional conferences, seminars, and courses. Individual adopters are more likely to accept the innovation if they receive this type of contact. Diffusion studies also show that the most successful contact platforms for encouraging innovation acceptance are close peers or individuals most similar to potential adopters along lines like education levels.

2.2.3 The Flow of Communication and the Uptake of TVET Programmes

Studying the influence of information flow on tertiary institutions' efficiency in Nigeria's Cross River State, Owan and Akan (2018) performed research. These researchers observed that the effectiveness of an organization's human interactions has a direct correlation to the efficiency of its communication. Success in communication develops good human connections, increases productivity at work, and assists businesses in achieving their goals based on these findings.

According to Munyua, Awori, and Rukangu (2014), the impact of contact flow on learners with hearing impairments' choice of vocational courses in selected vocational training centers in Kenya. The most popular vocational courses provided in VTCs, Beauty treatment and tailoring were the most popular professions, according to the statistics.

Akarika, Ekanem, and Ukpe (2017) investigated the impact of information flow patterns and institutional unity in Nigerian higher education institutions. The main findings are formal and informal information flow trends in tertiary institutions in Nigeria's Akwa Ibom State. Opwora (2017) researched the impact of information flow on TVET enrolment.

Contact flow affects student enrollment, according to the results of the report (Effectiveness, Timely communication, Chain of command). Communication networks that support the flow of information include television, radio, newspapers, phone conversations, in person interviews, formal written papers are all options for conducting business in person. Effective utilization of networks is critical to achieving desired outcomes and knowledge depth. The number of available channels must be taken into consideration when introducing TVET programs. It is critical to select the appropriate communication channel for successful communication to the target audience, including youth, parents, TVET Institutions, TVET education stakeholders, and non-governmental organizations.

2.3 Theoretical Review

The study will be anchored on social exchange theory and diffusion of innovations theory.

2.3.1 Diffusion of Innovations Theory

The Diffusion of Innovation (DOI) Theory was created by E.M. Rogers in 1962 to explain how, why, and at what pace new ideas and technologies spread. The theory is presently in its fifth edition (2003). Diffusion, according to Rogers, is the process through which a society's creative ideas spread over time. The origins of the notion of the dissemination of innovations may be traced back to a wide range of disciplines.

According to Rogers, four key factors affect the spread of a new concept: the invention itself, which aids in adopting new ideas and technology, and the spread of the idea among people. Communication networks are critical for the spread and innovation of new ideas. It must be conveyed to prospective adopters in order for them to evaluate its qualities and determine whether or not to try to adopt it. Time also influences the rate at which members of a social system embrace new ideas. Finally, a social system comprises interconnected units that work

together to solve a common problem and achieve a common goal. Human resources heavily rely on this strategy. The invention must be generally accepted in order to be self-sustaining. When an innovation reaches critical mass in terms of acceptance, it has achieved critical mass. Early adopters, who involve leaders and welcome change opportunities, are innovators who want to pursue new ideas and take chances. When the early majority sees proof that a new concept or innovation works, they adopt it. When the majority has already approved, the late majority is generally dismissive of new ideas and accepts creativity. Finally, laggards are traditional and bound by change-averse traditions. Statistics, anxiety appeals, and pressure from other adopter groups can all be used to persuade them to join. Diffusion can take numerous forms, and it is mainly reliant on adopters and the decision-making process around innovation. To determine the impact of ICT on organizational success, Safarmamad (2019) used the Diffusion of Innovations Theory. When an innovation reaches a point of acceptance, it is said to have achieved critical mass.

The uptake of TVET programmes in Kenya was assessed using the diffusion of innovations theory. The impact of communication networks, level of knowledge, and communication flow, on the uptake of TVET programmes in Kenya was examined using this theory. It is a one-of-a-kind form of widespread diffusion, which is the process of innovations being transmitted to members of a social system over time through a medium. The messages are encoded, making it a one-of-a-kind mode of communication. Individuals generate and exchange knowledge in order to achieve a shared understanding. According to this theory, contact is a process of convergence in which two or more people share information to move closer (or farther) apart in their perceptions of events. Certain diffusion communication behaviors or actions, such as when a change agent tries to persuade a client to accept innovation, can be appropriately characterized by a basic definition of human communication. As a result, diffusion is a unique style of communication in which all messages are based on a single new concept. The concept's

uniqueness distinguishes diffusion in the message content of the communication. The components of the diffusion of innovation theory are listed below.

a. Innovation

Innovation is a new notion, behavior, or entity that a person or other adoption unit views as innovative. It makes no difference if an idea is "objectively" novel in terms of human action measured by time following its first usage or discovery. The newness of the topic has an impact on the individual's reaction to it. It is innovation if the meaning appears to be new to the person. Innovations are not created solely as a result of new information. Someone may have long been aware of an idea but has yet to establish a reasonable or negative opinion about it or to approve or reject it. Knowledge, persuasion, or a decision to implement can all be used to represent the "newness" of an idea. When a choice is made among a set of options, knowledge is a difference in matter-energy that impacts uncertainty (Rogers and Kincaid, 1981, p. 64).

Cause-and-effect relationships are critical in problem-solving. Our interpretation of technological advancement diffusion as a communication process aided by implementing, these fundamental principles. New ideas are created, disseminated, and either approved or rejected, resulting in unique outcomes. A small group of officials and technical specialists at the top of a change organization decide when to start diffusing an idea, who should test it, and through what channels it will be distributed under a centralized diffusion scheme. Such decisions are more widely communicated by clients and potential adopters in a decentralized diffusion environment; horizontal networks among clients are the critical method by which innovations propagate. There may not be a change agent in highly decentralized diffusion systems; prospective adopters are exclusively responsible for self-managing technology diffusion. Instead of structured R&D initiatives, new ideas may come through specific individuals' practical client system experiences. Individual perceptions of innovation

characteristics may aid in deciphering because innovations are implemented at varying rates. If an innovation has a significant "objective" value, it is less necessary. What counts is whether or not an individual considers the invention to be helpful. The more significant innovation is perceived relative benefit, the easier it will be adopted.

An innovation's difficulty refers to how difficult it is to comprehend and implement. Specific innovations are simple enough for most social system members to understand, while others are sophisticated and take longer to implement. Technical advances that are simpler to understand will be accepted faster than those that require the adopter to master new skills and concepts. New ideas tested on a payment plan are more likely to be adopted than non-divisible principles. All of the Iowa farmers who responded to Ryan and Gross's survey tried hybrid-seed corn on a trial basis before making a complete commitment, according to Ryan and Gross (1943).

A mass media channel is any method of transmitting messages that need the use of a mass medium, such as broadcasting on the radio, televising on the television, and so on. People can be persuaded to accept a new notion through interpersonal channels, especially if the interpersonal channel connects two or more people who are close to one other. An interpersonal network is formed when two or more people meet face-to-face. Many diffusion studies show that people don't evaluate inventions based on actual evidence of their effects. However, objective evaluations, especially for early adopters, aren't useless. Instead, the majority of individuals rely on the opinions of those who have already put new ideas into practice, such as their own. If an invention has been created, it must be communicated in order for it to spread beyond its creator.

b. Channels of Communication

Diffusion is a type of communication in which information about fresh ideas is shared. The information exchange that occurs when one person transmits a novel thought to one or more individuals is the diffusion process. In its most basic form, the system comprises an invention, a person or other unit of adoption who is familiar with or has utilized the innovation, another person or unit who is unfamiliar with the innovation, and a communication channel connecting the two units.

Diffusion and Heterophily

The degree to which two people who interact share the same beliefs, education, social status, and other characteristics is homophily. When a person has a free choice between interacting with several other people, they are more likely to select someone similar to them. This homophily principle can be explained in a variety of ways. Similar people are usually members of the same groups, live or work close to one another, and have similar interests. Because of their physical and social proximity, homophilous contact is more likely. As a result, such interaction is more likely to be effective and, therefore, rewarding.

When two people are homophilous, interaction is more effective. Communication of ideas is more likely to affect knowledge gain, attitude growth, improvement, and subtle behavior modification when people have shared concepts, a mutual subcultural lexicon, and are similar in personal and social features. Communication is more likely to be rewarding for both parties when homophily is present. They develop a liking for fellow homophiles after being accustomed to homophily. Finding network partners becomes even more possible.

The heterophyllous nature of the participants is one of the most distinguishing characteristics of innovation communication. A change agent, for example, is more technically professional

than his customers. This imbalance often results in ineffective touch. If two people have the same technological understanding of innovation, there can be no diffusion since there is no new information to share. A degree of heterophily is required for diffusion. Other than education and social standing, they should be homophilous on all other criteria. As a result of this, the two people are frequently heterophyllous in all respects.

c. Time

In reality, most other behavioral science research is timeless because it lacks the temporal dimension. Even though time is an evident component of any communication system, most study on communication overlooks it. It may be a fundamental concept that cannot be articulated in anything even more fundamental. Time is not distinct from events; it is an essential component of all endeavors. One of diffusion research's strengths is the inclusion of time as a variable. However, the calculation of the time dimension may be questioned. This process, which begins with an individual's first knowledge of an invention and ends with their acceptance or rejection of it, is critical in determining the innovativeness of a person or other unit of adoption.

d. Social Structure

A social structure is a collection of interrelated entities that work together to solve problems and accomplish an objective. At a minimum, all stakeholders collaborate to solve a common problem and attain a common objective. The system is held together by the fact that it performs a shared function. Because the social framework of the system has a range of consequences on innovation dissemination, it is crucial to remember that diffusion occurs inside a social system. The social system operates as an impediment to the spread of ideas. Individuals create and,

communicate knowledge in order to reach a common understanding, a process known as communication.

According to this notion, communication is a process of convergence in which two or more individuals share information to bring their interpretations of events closer together. Certain diffusion communication behaviors or actions, such as when a change agent tries to persuade a client to accept innovation, can be appropriately characterized by a basic definition of human communication. As a result, diffusion is one-of-a-kind as the messages are all based on a single new idea. The novelty of the concept in the content of the communication is what distinguishes diffusion. There is a certain amount of danger because it is fresh. Uncertainty refers to the degree to which many options are interpreted in terms of the possibility of an occurrence happening and their relative probability. Uncertainty is described as a lack of predictability, structure, and specificity. One of the most effective tools for reducing uncertainty is information.

2.3.2 Social exchange theory

It was developed by sociologist George Homans (1958). When two parties do a cost-benefit analysis to estimate costs and benefits, the sociological and psychological theory investigates social behavior. When each party owns items that the other parties value, a cost-benefit analysis is performed.

Suppose the associated costs are more significant than the advantages, such as when a lot of effort or money is put into a connection, and it is not returned the new ideas are abandoned. Individuals' assessments of the importance of a result are heavily influenced by their expectations. The cost-benefit analysis also influences how information is received. The future incentives are related to the perceived worth, the alleviation of decision anxiety, and the social definition. Insufficient knowledge and the expectation of a subordinate status are two potential costs. If objective non-social knowledge is missing or contradictory, information from private sources can be beneficial. Interpersonal communication can also be viewed as less biased than change advocate information provided by advertising and sales staff.

In order to determine the appropriateness of certain consumption decisions, the person can consult with relevant others. When a person has a high level of association with the group or a strong desire to assimilate, such knowledge searching or social testing will be more prevalent. The consumption domain theory proposes that different consumption domains, such as fashion and automobiles, are socially defined. For whatever costs the person incurs, it is heavily dependent on reciprocity. If the source's signs are clear, the personal impact would be more readily acknowledged. For knowledge to be used by the receiver, technical competence is insufficient. Adapting the message to convey the information at the technical level with which the receiver is familiar and comfortable results in a more straightforward message with less ambiguity. Influence capacity is determined by the degree to which information from one source is consistent with other information held by the receiver.

The Leonard-Barton study is also helpful in emphasizing negative impact, while most communication research focuses on positive advice. The receiver's acceptance of the information is boosted by the information's compatibility with other sources. It is more likely to be approved if it is consistent with other prior knowledge and compatible in the recipient's eyes. It is also more likely to be viewed as consistent with others' past views.

The more committed the influencer is to the prescribed conduct, the more likely the recipient will follow the recommendation. Positive information can be discounted, particularly if the source has pledged to support the innovation. Negative information has a more significant impact on the decision to implement new technology. The type of knowledge and whether it supports or opposes adoption significantly affects the degree of control. Ali, Nyabuga, and Adams (2018) used social exchange theory to examine the impact of internal contact networks favored by public university employees in western Kenya during the unrest. Employees' favorite mode of contact was the worker's WhatsApp site, according to the results.

The study used the social exchange theory to determine the acceptance rate of knowledge on the uptake of TVET programs in Kenya. The theory will demonstrate how perception, communication networks, and communication flow affect TVET program uptake in Kenya. The theory investigates social behavior when two parties conduct a cost-benefit analysis to assess costs and benefits.

2.4 Conceptual Framework

This is a theorized representation of the model under consideration, as well as the connections between the dependent and independent variables (Creswell, 2014). This study aimed to look into the influence of information adoption on the uptake of TVET Academic programmes in Kenya. The dependent variable was the uptake of TVET programmes in Kenya.

The independent variables were level of awareness (General Knowledge, Detailed awareness, Self-awareness), communication channels (Newspapers, Radios and Television, Phone calls), and flow of communication (Effectiveness, Timely communication, Chain of command), while the intervening variable were Perception, lack of information, and Government Regulations.

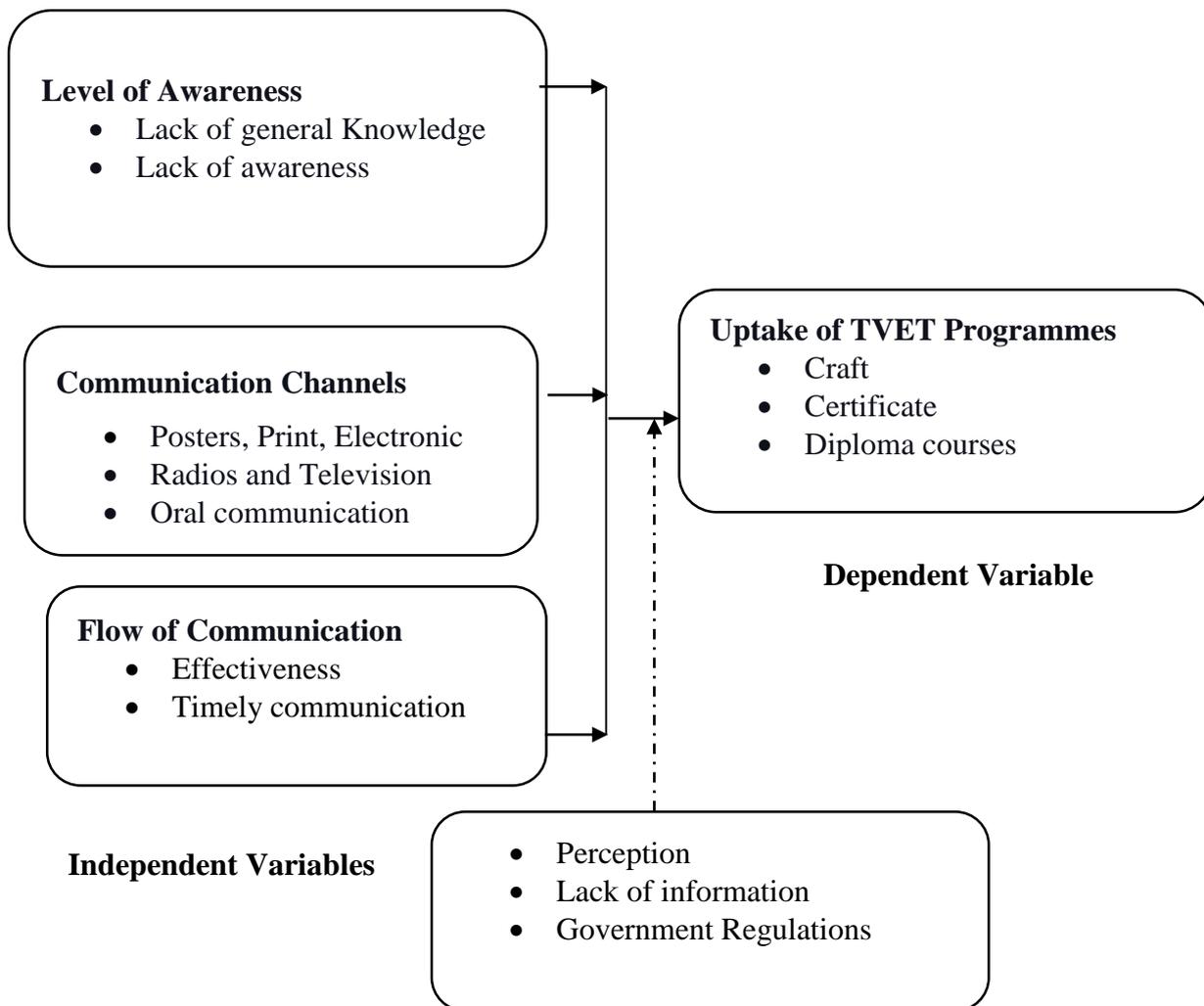


Figure 2. 1: Conceptual framework

2.4.1 Level of Awareness and Uptake of TVET Programmes

The state of being informed of something is known as awareness. It is the capacity to know and interpret events directly and to feel, feel, and be cognizant of them. Another description states that it is a state in which a person is conscious of certain information. That information is directly available to apply to a wide variety of behavioral acts. The term is often used interchangeably with consciousness, and it may also refer to consciousness itself.

The Ministry of Education is in charge of policies and programmes that ensure Kenyans have access to high-quality, accessible education, post-secondary education, higher education, and academic study. This ministry is in charge of raising consciousness about TVET programmes.

General knowledge, clear perception, and self-awareness all fall under the category of awareness. Information collected over time across different mediums is referred to as general knowledge. It excludes advanced learning that requires intensive preparation and knowledge that is limited to a single medium. General intelligence necessitates the acquisition of general information. According to Kennedy, Wanami, and Kerre (2018), the level of understanding affects the adoption of TVET programs. However, the study discovered that a lack of knowledge and comprehension of the true importance of TVET in comparison to higher education has resulted in a low rate of TVET programme adoption.

Many young people are unaware of government-sponsored TVET and upcoming application deadlines. The self-awareness process aims to understand oneself better, make changes and improvements, and compensate for flaws. The self-awareness process calls one's identity into question by encouraging one to compare themselves to others and their input in a new way. This comparison method is thought to allow for assessing alternatives, the recognition of challenges, and the advancement of objectives. Self-deception—a thought pattern that can lead,

to someone becoming misinformed and leading them to miscommunicate, unlearn, and misinform others—can distort thinking if self-awareness skills are missing.

2.4.2 Communication Channels and Uptake of TVET Programmes

Telecommunications or computer networking "communication channel" is a physical means for transmitting data such as wires or multiplexed radio waves. Communication networks include newspapers, radios, television, and telephone conversations. Selecting a proper communication channel to deliver a message is essential for effective communication. Kithae et al. (2017) studied the impact of contact networks on adopting TVET programs in Kenya. According to the report, communication networks impact the adoption of TVET programmes in Kenya.

Kamanda (2014) concludes that internal communication channels affect university academic programs' effectiveness. Also, Atieno (2012) established that print media (newspapers) was the main channel of communication used by the university to disseminate messages. The majority of the students who responded mentioned radio as their source of information about the university. However, they would prefer to be informed through social media, the internet, and radio respectively in the future. The major challenge faced in the implementation of communication strategies is the lack of enough finance.

When choosing a communication channel, its suitability should be considered. This necessitates the TVET programme's segmentation and evaluation of the process, making it a cycle. Specific channels are suitable for certain circumstances since each has specific requirements, benefits, and disadvantages. Scrutiny of the target audience through research, strategic tailoring of messages, and channels for specific groups should be made. The communication channels include; interpersonal communication (seminars and workshops),

newspapers (feature articles, letters to the editor, and advertisements), outreach events (workplace campaigns, runs, walks, and parades), television (news and advertisements), internet (newsgroups, websites, and social media), and radio (talk shows, news, advertisements, and public service announcements).

2.4.3 Flow of Communication and Uptake of TVET Programmes

There are four major communication flow styles within an organization, according to Kithae et al. (2017): upward, downward, horizontal, and multi-directional communication. Tailoring, carpentry, and joinery, as well as beautification, were among the vocational courses offered at VTCs, according to Munyua Awori and Rukangu in 2014. Researchers found that communication flow had an impact on how students picked occupational courses and served as role models for their peers. They inspired one another to pursue the same courses they had. It is not always easy to ensure successful downward communication. Because of discrepancies in experience, expertise, levels of authority, and rank, the sender and receiver cannot share the same assumptions or understanding of context, causing messages to be misunderstood or misinterpreted. Effective downward communications can be encouraged by producing straightforward, unambiguous communications and maintaining a respectful tone.

Many concerns, both within and outside of schools, can be traced back to the effectiveness of TVETs interactions – whether or not the information was communicated, what was communicated, how it was communicated, and who communicated it. The relevant information must flow from top to bottom and vice versa. It is crucial to ensure that no one is misinformed. The details should be delivered to the target audience in a language that they can comprehend. It is best to stop using complicated terms. The correct information, the correct details should meet the right person at the right time. Besides, knowledge about TVET as a possible career choice should be shared early enough in schools so that children equate TVET with life success.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The topics covered in this chapter are study design, sample size and sampling method, data collecting instruments, reliability and validity of research instrument and data collection methods, data analysis, and ethical issues.

3.2 Research paradigm

The pragmatic paradigm was used in this study. This method employs the most effective methods for the study issue while avoiding arguments about the best method to employ (Bhattacharjee, 2012). This approach allows researchers to use any method, procedure, or technique that best gives the quantitative and qualitative data required for the analysis. According to the question under study, the study's framework may use both interpretivism and positivism (see society as forming a person and claim that social facts form individual actions) systems. The technique was used to determine the adoption of knowledge on the uptake of TVET programs in Kenya. Since the thesis would use both qualitative and quantitative analysis approaches, this paradigm will be selected.

3.3 Research Design

This study used a descriptive design as it helps answer the questions where, what, when, why, and how related to a particular research phenomenon (Yevale, 2016). Descriptive research is best used in collecting information relating to the current state of a particular phenomenon. Further, the research design describes “what exists” concerning the research variables. The researcher has no control over the variables in this research design.; therefore, only a description of their current existence is availed (Singpurwalla, 2013). This type of research design was used since it avails a chance to integrate the qualitative and quantitative data collection methods.

3.4 Target Population

The study was conducted in two technical training institutes. These include the Nairobi Technical Training Institute and Wote Technical Training Institute. These institutions were selected to represent TVET Institutions in urban and rural setup in Kenya. Nairobi TTI has a total population of 5500 students, while the Wote Technical Training Institute has 4500. The total number of administrators in both institutions for the study included two principals, four deputy principals, 2 Dean of students for academics, two registrars, and 10 Heads of Academic Departments. Besides, 4 County and Sub-county education officers, 2 TVET authorities, and 2 KUCCPS officials were part of the study. Therefore, the total target population was 1028.

Table 3. 1: Target Population

	Nairobi TTI	Wote TTI	Target Population
Students	5500	4500	10000
Principal	1	1	2
Deputy	2	2	4
Dean of student	1	1	2
Registrar	1	1	2
Head of academic department	5	5	10
County Education officer	1	1	2
Subcounty Education Officer	1	1	2
TVET officials	1	1	2
KUCCPS	1	1	2
Total	5514	4514	10,028

3.5.1 Sample Size

According to Wilson (2014), a sample size refers to selected elements, for instance, subjects, objects, or individuals who engage in a specific investigation. Also, samples are adopted to reveal the overall features of a given population investigated to generalize findings to the whole population eventually. Good sample size should sufficiently represent the character of the population being investigated. According to Egbert (2015), the best sample should provide adequate data on a population, with the data being sufficient and quickly evaluated. Mugenda and Mugenda (2016) states that for a target population of less than 10,000, the sample size is 300. This study, therefore, administered 300 questionnaires to 300 students in their second years since they have enough experience to provide relevant information, unlike the students in their first years. Besides, qualitative data was collected from 28 respondents using structured interviews from the principals, deputy principals, trainers, administrators, sub-county TVET, and education authorities. The total sample size was, therefore, 328 respondents.

3.5.1 Sampling technique

A simple random selection procedure was employed to choose 300 respondents from the overall population for this investigation. Researchers extensively employ this method since it increases the likelihood of picking a sample size for a study equitably. Each element under investigation will now have an equal probability of being chosen to represent the total population (Russell, 2013). The benefit of using a basic random sampling strategy is that it allows the researcher to represent the total population under examination while also eliminating biases in sample selection. In addition, 28 respondents were chosen for qualitative data using purposive sampling.

3.6 Data Collection Instruments

The study relied on primary data. According to Bhattacharjee (2012), surveys can be used when respondents are available and willing to cooperate with time constraints.

For qualitative data gathering, questionnaires were employed, and interview schedules were used for quantitative data collection. The questionnaires were chosen for the study because they can reach a wide range of people (Bhattacharjee, 2012). If you choose, these can be done face-to-face; by phone; online; or even by mail. Using them, you may get a lot of information from a huge number of individuals at a little cost and in a short time. Open-ended and closed-ended surveys gathered quantitative data. The respondents' qualitative data was collected through interview schedules.

3.7 Data Collection Procedure

Applying protocols aimed at collecting relevant information from the study's targeted population is what data collection entails. Research may take a variety of approaches. There are three options: quantitative, qualitative, or mixed (a combination of qualitative and quantitative techniques) (Cooper & Schindler, 2016).

Using the drop and pick process, the researcher directly administered the questionnaires to the selected respondents. After obtaining permission to participate in the analysis, the researcher distributes the questionnaires to the respondents and collects them until they have been completed. Before issuing the questionnaires, the researcher requested an appointment with the respondents and agreed on the period used in data collection. After the consent was obtained, the researcher hired two research assistants to distribute the questionnaires. For those who completed the questionnaire, it was gathered by the researcher and his research assistants over a period of a week. In order to gather qualitative data, the interview guidelines were used to conduct structured interviews.

3.7.1 Pilot Testing

A pilot test was done to test the research instruments' validity and reliability in Nairobi Technical Institution and Wote Technical Institution. Ten students, five from each institution, were involved in the Pilot Test. The students who were used in the pilot test were not part of the actual study. Generally, a pilot test helps eliminate problems encountered during the final study and cleans the questionnaires. Also, data collection tools are pre-tested in order to assess accuracy and clarity. Piloting is also done to estimate the time the participants would take in responding to the questions.

3.7.2 Validity of the Research Instrument

Egbert (2015), states that validity refers to how well a measurement tool explains and quantifies the examined components. Face validity takes place in circumstances where respondents misunderstand or misinterpret questions in the questionnaires. Stokes and Wall (2017) claim that pre-testing and advice increase face validity. Moreover, logical validity refers to how measures utilized tend to show all social construct facets. In this study, content validity was increased through expert consultation in the field of study, including supervisors. Also, pre-test and eliminating all ambiguous questions were utilized to raise face validity.

3.7.3 Reliability of the Research Instrument

Reliability is utilized to establish if research instruments adopted in evaluation give an outcome consistent every time instrument is utilized with the same kind of subject and in a similar setting. The use of internal consistency determined the reliability of this study. Consistency's internal coefficient provided a measurement reliability estimate assuming that items with similar constructs measurement should correlate. Fraenkel, 2014 suggests that evaluating a reliability alpha value ranging between 0-1 will be used whereby the value that is more than or equal to 0.7 acceptable shows reliability.

3.8 Data Analysis

Kara (2015) claims that the process of analyzing data comprises collected data, packaging, and appropriately arranging them to organize their significant components so that acquired results can be communicated efficiently. For quantitative data, structured questionnaires were adopted.

The quantitative data were analyzed using descriptive design with the aid of SSPS, a statistical program. It entailed calculating the percentage, frequencies, and measurement of the mean and dispersion measurement. The final results were presented using figures, pie charts and graphs, and tables. The study used content analysis in thematic areas to analyze qualitative data, which was then be presented in prose form with quotations.

3.9 Ethical Considerations

Ethical considerations is a legal factor that an investigator considers when carrying out their investigation (Adams, 2014). Therefore, authority for collecting data was sought from UON and NACOSTI. Also, the survey ensured human dignity, and also all other rules associated with an acceptable code of conduct in any particular organization were observed. Consent of Information entailed agreeing voluntarily and mutual understanding to participate in the research (Kara, 2015).

To ensure respondents' confidentiality throughout the research process, data integrity and confidentiality was assured. In addition, they were reassured those findings were absolutely utilized for academic purpose. So as to enhance anonymity, instrument of the research did not indicate respondents' personal information. The respondents did not state their names when filling down questionnaires that were utilized during this research.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

4.1 Introduction

The analysis of data, results interpretation, presentation, and discussion of findings are covered in this chapter in relation to the study's objectives. The overall objective of this study was to examine the rate at which information on TVET programs was absorbed in Kenya. The study's specific objectives were to determine the level of awareness, communication channels, and communication flow on TVET program uptake in Kenya. The response rate, demographic data, and descriptive statistics are all covered in this chapter.

4.2 Response Rate

The researcher sampled 328 respondents out of which 300 were administered with the questionnaires and 28 respondents were administered with structured interviews. From the 300 questionnaires 291 were completely filled and returned while 24 interviews were successfully done hence a response of 315 which gave a response rate of 96%. The response rate was considered as suitable for making inferences from the data collected. For data analysis and reporting, Metsamuuronen (2016) recommends a response rate of more than 50%, while a response rate of more than 70% is deemed exceptional.

4.4 Demographic Information

There was a wide range in demographic information for the respondents based on gender (male or female), age, marital status, greatest degree of education, position in the institution, and time worked there. Figures were used to convey the findings.

4.4.1 Gender of the Respondents

Respondents were asked to identify themselves as male or female. Figure 4.1 depicts the results. 57% were male and 43% were female. This suggests that the vast majority of those who participated were men.

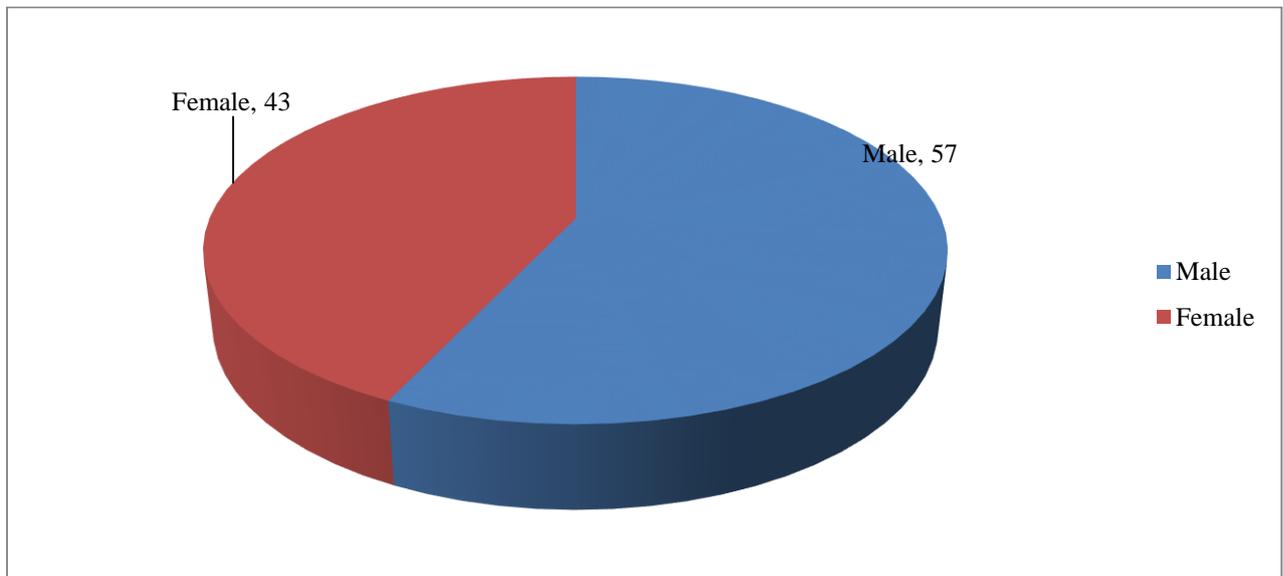


Figure 4. 1: Gender of the Respondents

4.3.2 Age Bracket of the Respondents

The results of the experiment are depicted in Figure 4.2. 32% were between the ages of 26 and 30, 18% were under the age of 25, 16% were between the ages of 31 and 35, 14% were between the ages of 36 and 40, 8% were between the ages of 41 and 45, and 5% were beyond

the age of 50. This shows that the majority of respondents were aged 26 to 30.

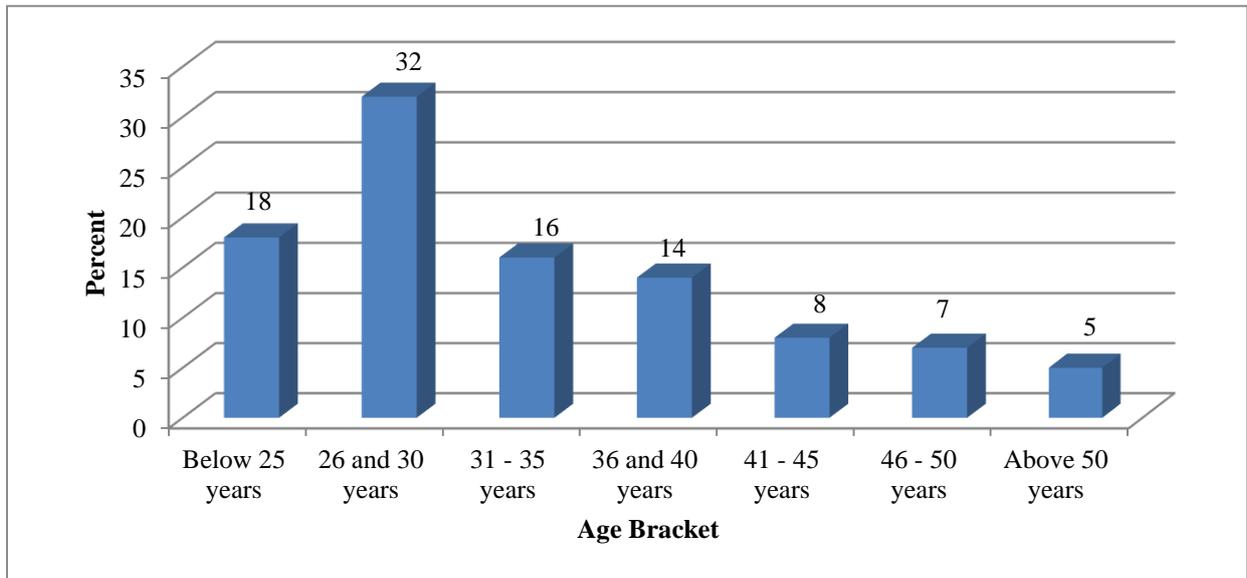


Figure 4. 2: Age Bracket of the Respondents

4.3.3 Respondents Marital Status

In addition, the participants were asked to identify whether they were married or unmarried. Figure 4.3 depicts the outcomes of the experiment. According to the findings, 69% of respondents were single, 21% were married, 6% were divorced, and 4% claimed their marital status was problematic. According to this data, the majority of survey participants were single.

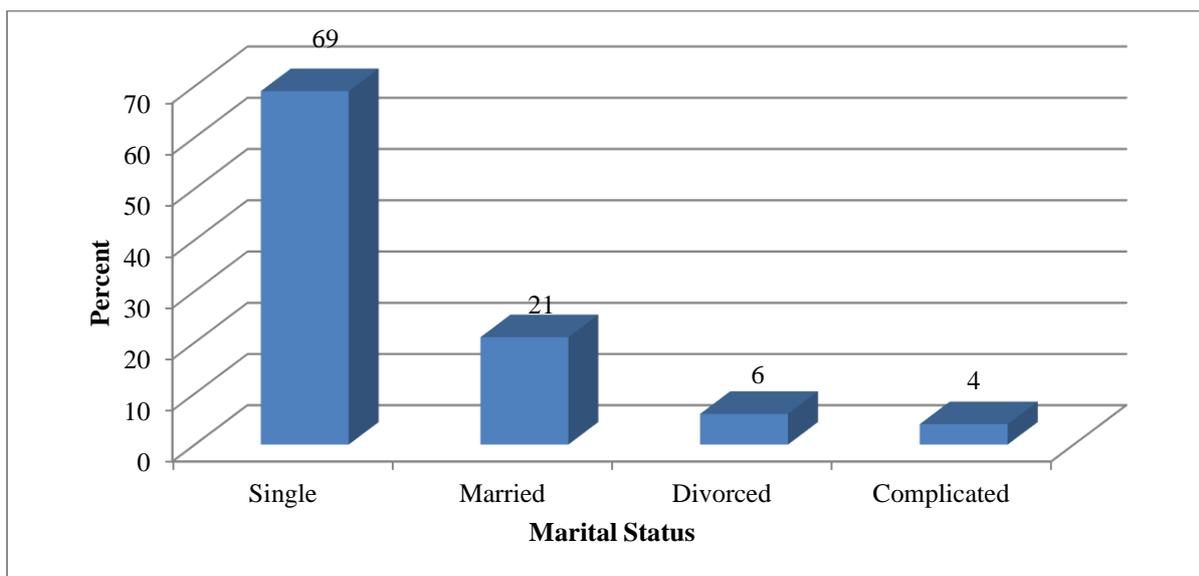


Figure 4. 3: Respondents Marital Status

4.3.4 Highest Level of Education

Figure 4.4 depicts the findings on the highest level of education response. According to the survey results, 45 percent of the respondents stated that their highest degree of education was a diploma, 32 percent a certificate, and 23 percent a postgraduate diploma. Most of the respondents had at least a diploma as their greatest degree of schooling.

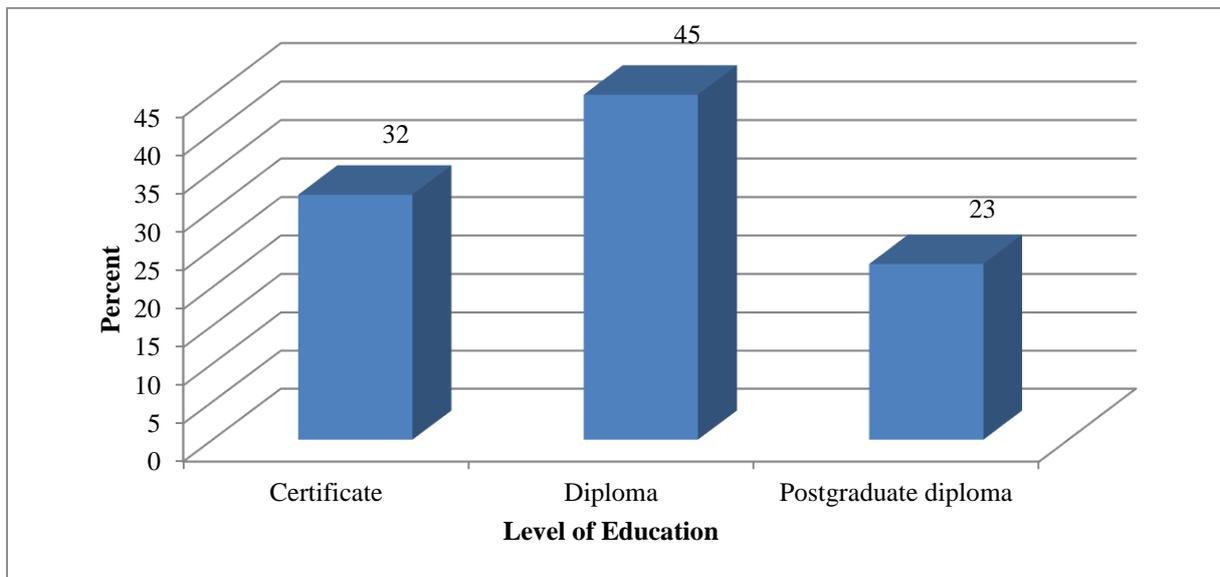


Figure 4. 4: Highest Level of Education

4.3.5 Respondents Position in the Institutions

The respondents who participated in the structured interviews indicated their position in the institution. 65% indicated heads of academic department, 14% were deputy principals, 3% were principals, 3% were deans of students, 3% were registrars, 3% were county education officers, 3% were sub-county education officers, 3% were TVET officials and 3% KUCCPS officials. This implies that most of the respondents were heads of academic department.

Table 4. 1: Respondents Position in the Institutions

Respondents Position	Percent
Principal	3
Deputy	14
Dean of student	3
Registrar	3
Head of academic department	65
County Education officer	3
Subcounty Education Officer	3
TVET officials	3
KUCCPS	3
Total	100

4.3.5 Length of Time Working in the Institution

Results showed that 30 percent of those surveyed had worked at their institution for 4-6 years, 28 percent had worked for 6-8 years, 16 percent had worked for 2-4 years, 11 percent had worked for less than 2 years, and 10 percent had worked 8-10 years. Many of those surveyed had been employed at their institution for at least four years.

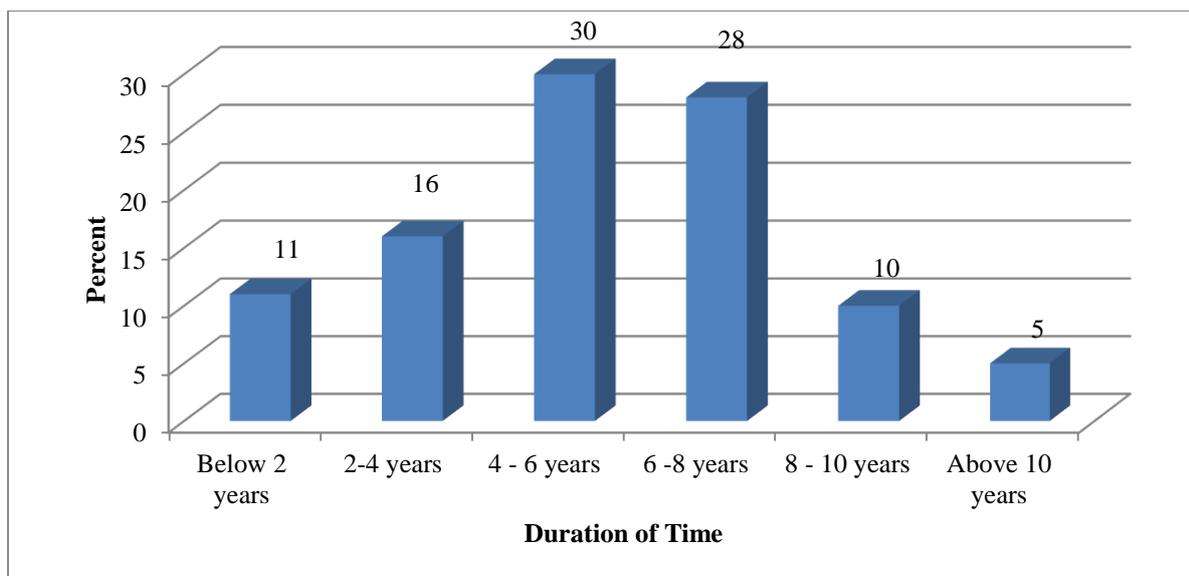


Figure 4. 5: Length of Time Working in the Institution

4.4 Descriptive Statistics Analysis

4.4.1 Level of Awareness on TVET Programmes in Kenya

The first specific objective of the study was to establish the level of awareness on the uptake of TVET programmes in Kenya.

The extent to which Level of awareness influence Uptake of TVET Programmes in Kenya

As part of the study, respondents were asked to estimate how much their level of knowledge influenced the uptake of TVET in Kenya. There was a five-point Likert scale utilized, with 1 indicating no extent, 2 meaning low extent, 3 medium extent, 4 great and 5 indicating a very big degree. Figure 4.6 depicts the findings.

Results showed that 45 percent of the respondents indicated that the level of awareness influences the uptake of TVET programs in Kenya to a great extent, 34 percent indicated very great extent, 13 percent indicated moderate extent, and 8 percent of the respondents indicated low extent in their findings. There is a strong correlation between the amount of awareness and the uptake of TVET programs in Kenya.

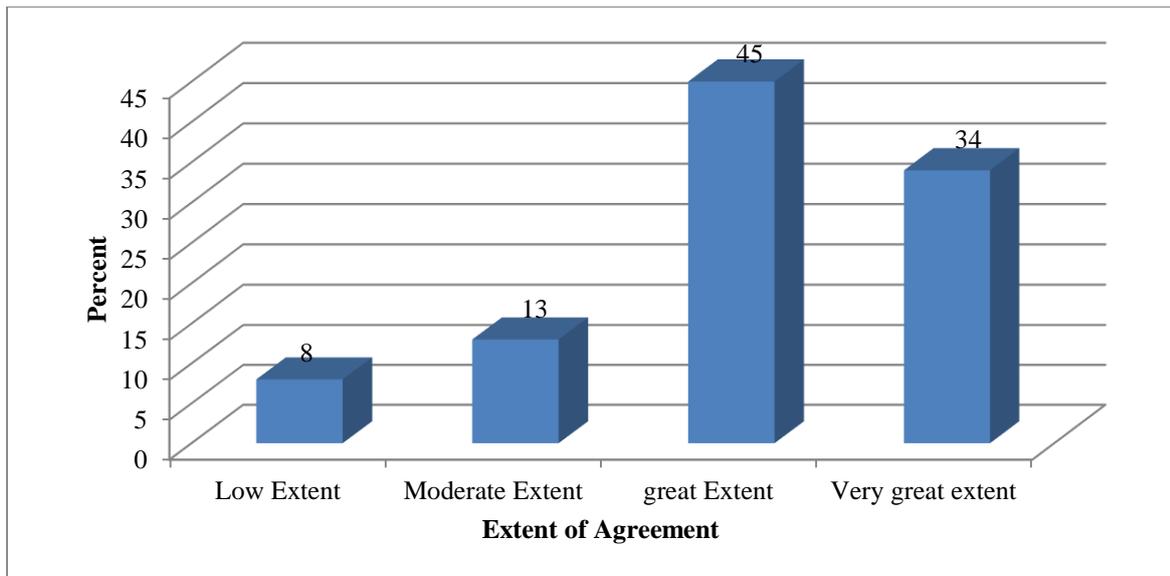


Figure 4. 6: Level of Awareness and the Uptake of TVET Programmes in Kenya

Participants were asked to rate their level of agreement with various assertions made regarding TVET programs in Kenya. A five-point Likert scale was used, with 1 representing strongly disagree, 2 representing strongly disagree, 3 representing neutral, 4 representing agree, and 5 representing highly agreement. The results of the experiment are shown in Table 4.2.

According to the survey results, participants agreed that the amount of knowledge of TVET programs affects the number of students who enroll. Std. Deviation is 0.876%, which supports this claim. As evidenced by a standard deviation of 0.945 (mean of 3.719), the respondents agreed that they had sufficient knowledge on TVET programs. In addition, the participants agreed that TVET colleges provide appropriate technical skills for the workforce. Using a mean of 3.526 (standard deviation of 0.840), we may conclude that this is the case. TVET programs are well-known, according to those polled. A mean of 3.543 (std. dv = 0.986) demonstrates this. Respondents stated that they were unaware of the programs offered by TVET institutes, with a mean of 3.96 (std. dv = 0.937). However, the respondents disagreed with the claim that

they had access to thorough information about TVET programs. A mean of 1.631 (std. dv = 0.904) demonstrates this.

Table 4. 2: Level of Awareness on TVET Programmes in Kenya

	1	2	3	4	5	Mean	Std. Deviation
Am aware of the TVET programmes	7.0	10.5	17.5	50.9	14.0	3.543	0.986
TVET institutions offer technical skills which are relevant in the job market	10.5	10.5	15.8	42.1	21.1	3.526	0.840
I have detailed information on TVET programmes	27.0	30.5	22.8	11.6	8.1	1.631	0.904
I have no clear information concerning the programmes offered by TVET institutions	10.5	7.0	19.3	38.6	24.6	3.596	0.937
The level of awareness influences the uptake of TVET programmes	7.0	10.5	7.0	47.4	28.1	3.789	0.876
I have adequate information concerning TVET programmes	7.0	8.8	14.0	45.6	24.6	3.719	0.945

Respondents were also questioned about their familiarity with TVET programs. According to the survey results, the majority of respondents learnt about TVET programs via television, radio, and newspapers.

Respondent 1: *TVET programmes are advertised through radio station, however, the advert is not usually long enough to explain all the details concerning qualifications, fee paid and duration of study.*

Several respondents said they heard about TVET programs via family or friends. The findings of this study contrast with those of Kennedy, Wanami, and Kerre (2018), who found that the adolescents questioned by the team had not been educated about TVET despite having access to mobile phones, power, and even televisions. Government-sponsored TVET and impending application deadlines are not well known to many young people.

4.4.2 Communication Channels Used and the Uptake of TVET Programmes in Kenya

The second specific objective of the study was to evaluate the communication channels used on the uptake of TVET programmes in Kenya. On the extent to which Communication Channels Used Influence Uptake of TVET Programmes in Kenya, it was inquired of the respondents how much the channels of communication employed had an impact on the uptake of TVET programs in Kenya. There was a five-point Likert scale utilized, with 1 indicating no extent, 2 meaning low extent, 3 medium extent, 4 great and 5 indicating a very big degree. The outcomes are displayed in Figure 4.7 (below).

54 percent of the respondents said that the usage of communication channels in Kenya has a significant impact on the acceptance of TVET programs, 20 percent said it had a very significant impact, and 15 percent said it had a moderate impact. This suggests that the utilization of communication channels in Kenya has a significant impact on the uptake of TVET programmes.

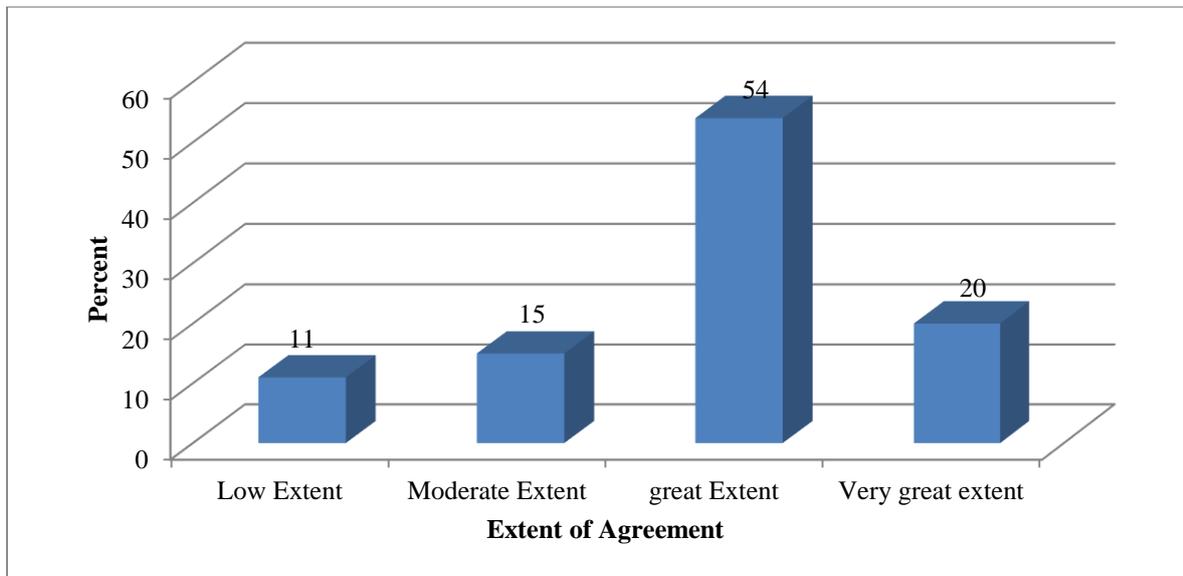


Figure 4. 7: Communication Channels Used and the Uptake of TVET Programmes in Kenya

Besides, the respondents were requested to state their views pertaining to Kenya's TVET programmes and communication channels. Table 4.3 displays the findings.

According to the findings, participants felt that their organization's communication methods met their needs. According to the standard deviation (std.dv = 0.955), the mean value is 3.821. TVET programs are marketed on radio stations, according to the results of the survey (mean of 3.19, std. dv = 0.945). In addition, the survey participants stated that their university advertises its course offerings via radio. A mean of 3.701 (std. dv = 0.908) demonstrates this. They also agreed that their schools' courses are publicized via television. Std. Deviation (std. dv = 0.776) shows that the mean is 3.561. Ads for TVET programs are shown often on television, with an average rating of 3.58 (std. dv = 0.611). A large majority of those polled said they learned about TVET programs via reading about them in the local paper. A mean of 3.596 (std. dv = 0.865) demonstrates this.

Table 4. 3: Communication Channels Used and the Uptake of TVET Programmes

	1	2	3	4	5	Mean	Std. Deviation
I learnt about TVET programmes from the newspapers	7.0	14.0	22.8	24.6	31.6	3.596	0.865
TVET programmes are advertised in Radio stations	7.0	8.8	14.0	45.6	24.6	3.719	0.945
I have watched several adverts on TVET programmes in Television	10.5	14.0	3.5	57.9	14.0	3.508	0.611
Our institution uses radios to advertise the courses they offer	10.5	7.0	19.3	28.1	35.1	3.701	0.908
Courses offered in our institutions are advertised through the television media	17.5	3.5	8.8	45.6	24.6	3.561	0.776
Am satisfied with the communication channels used by our institution	8.0	7.8	14.0	45.6	24.6	3.821	0.955

Further, the respondents were requested to indicate in their own views how else communication channels affect the uptake of TVET programmes in Kenya. The respondents mentioned radio as their source of information about the university. However, they would prefer to be informed through social media, the internet and radio respectively in future.

Respondent II: *TVET institutions should make use of the social media since people have shifted their attention to social media. Use of Facebook, instagram and twitter can facilitate uptake of TVET programmes*

In addition, the respondents revealed that the channels used include interpersonal communication (seminars and workshops), newspapers (feature articles, letters to the editor, and advertisements), outreach events (work place campaigns, runs, walks and parades), Television (news and advertisements), internet (newsgroups, websites, and social media), and radio (talk shows, news, advertisements and public service announcements).

4.4.3 Flow of Communication and the Uptake of TVET Programmes in Kenya

The third specific objective of the study was to establish the flow of communication on the uptake of TVET programmes in Kenya.

The extent to which Flow of Communication influence Uptake of TVET Programmes in Kenya

According to the research, respondents were asked how much of an impact the flow of communication has on the uptake of TVET programs in the country. There was a five-point Likert scale utilized, with 1 indicating no extent, 2 meaning low extent, 3 medium extent, 4 great and 5 indicating a very big degree. It came out like this (see Figure 4.8):

More than half of the survey participants (48 percent) indicated a significant effect of communication flow on the acceptance of TVET programs in Kenya; 27% said it was very significant; 13% said it was moderate; and 12% said it was very low or moderate. This suggests that the flow of communication has a significant impact on the uptake of TVET programs in Kenya.

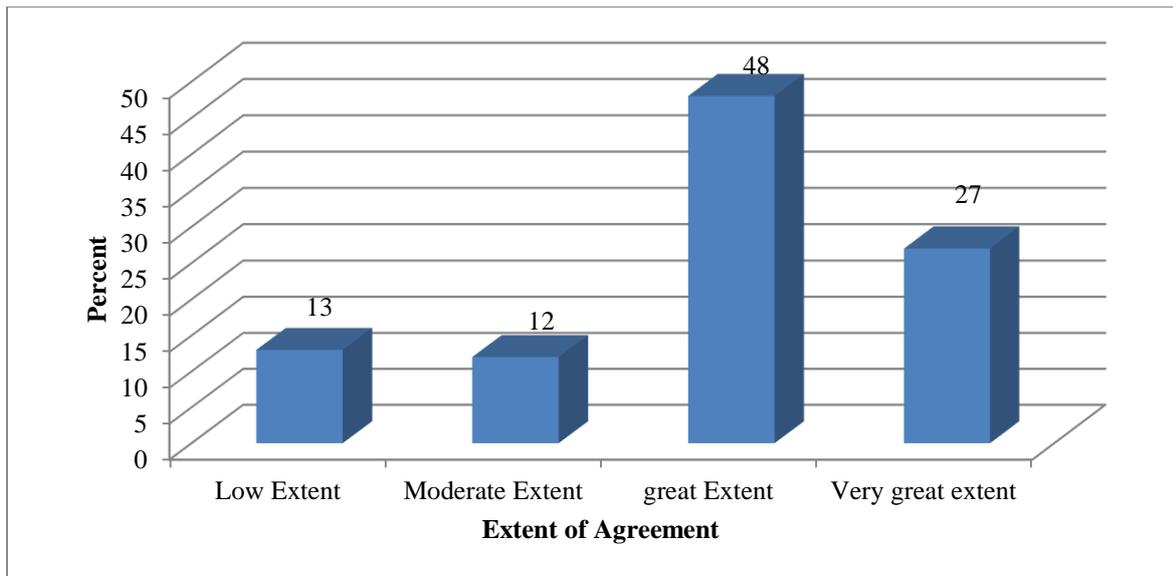


Figure 4. 8: Flow of Communication and the Uptake of TVET Programmes in Kenya

A question on the level of agreement on the claims based on these assertions was posed. The results of the experiment are shown in Table 4.4.

TVET programs' uptake is influenced by the flow of communication, according to the results of the survey. According to the mean of 3.938 (standard deviation of 0.809), this is true. In addition, as indicated by a mean of 3.928 (std. dv = 0.9925), the respondents agreed that TVET program communication is timely. According to those polled, the flow of information about TVET programs was deemed satisfactory by the majority of those polled. A median of 3.842 (with a standard deviation of 0.821) illustrates this. The respondents also felt that the TVET programs provided by various universities are effectively communicated. These results may be seen in the mean of 3.737, with the standard deviation of 0.708.

Table 4. 4: Flow of Communication and the Uptake of TVET Programmes in Kenya

	1	2	3	4	5	Mean	Std. Deviation
There is effective communication on the TVET programmes offered by different institutions	10.5	10.5	19.3	14.0	45.6	3.736	0.708
Communication concerning TVET programmes is done in timely manner	13.3	5.1	14.0	40.5	27.0	3.928	0.925
Am satisfied with the flow of communication concerning TVET programmes	7.0	7.0	19.3	28.1	38.6	3.842	0.821
The flow of communication influences the uptake of TVET programmes	9.8	8.1	21.1	40.5	40.5	3.938	0.809

In addition, the respondents were requested to state in their own views how else communication affect the uptake of TVET programmes in Kenya. From the results, the respondents indicated four major communication flow styles. These included downward, upward, horizontal, and multi-directional communication.

Respondent III: *Communication in the TVET institutions adheres to the chain of command in their communication. Communication is also done in a timely manner.*

Further, the respondents revealed that many concerns, both within and outside of schools, can be traced back to the effectiveness of TVETs interactions – whether or not information is communicated, what is communicated, how it is communicated, and who is communicating it.

4.4.3 Uptake of TVET Programmes

The dependent variable for this study was the Uptake of TVET programmes.

The extent of Uptake of TVET Programmes

Participants were asked to indicate how many Kenyans have enrolled in TVET programs in the last year. There was a five-point Likert scale utilized, with 1 indicating no extent, 2 meaning low extent, 3 medium extent, 4 great and 5 indicating a very big degree. Figure 4.9 depicts the findings. Results showed that 45 percent of respondents indicated moderate extent, 32 percent indicated low extent, 19 percent indicated high extent, and 4 percent indicated extremely great degree. There appears to be a moderate demand for TVET training in Kenya.

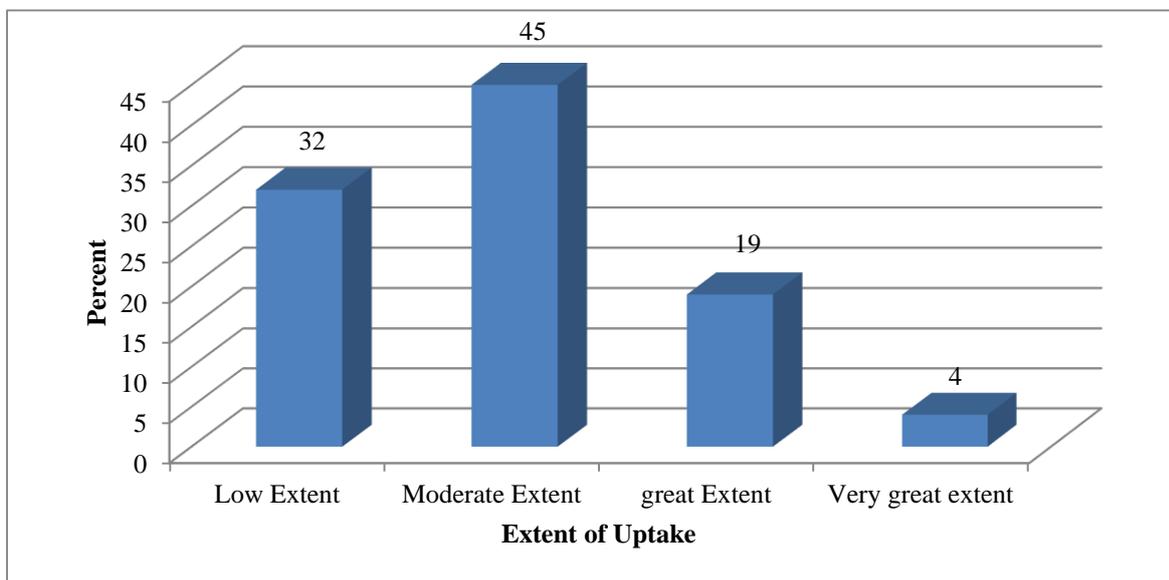


Figure 4. 9: The extent of Uptake of TVET Programmes

Respondents were asked to indicate their level of agreement with the allegations about TVET program uptake in Kenya. The results of the experiment are shown in Table 4.5. According to the survey results, respondents are happy with the level of TVET program uptake. A median of 4.277 (with a standard deviation of 0.873) backs this up. There is also evidence that the number of students graduating from TVET colleges is growing, with a mean score of 4.105 (std. dv = 0.981). According to responses, the number of students at the school is on the rise over time. A mean of 3.859 (std. dv = 0.885) demonstrates this. Those polled also agreed that the number of pupils enrolling in TVET schools is rising. A mean of 3.768 (std. dv = 0.905) demonstrates this. TV commercials have also played a role in increasing the number of people who enroll in TVET programs, according to the survey respondents. Std. dv = 0.605 indicates a mean of 3.700.

Table 4. 5: Uptake of TVET Programmes

	1	2	3	4	5	Mean	Std. Deviation
The number of students joining TVET institutions is increasing	6.9	9.0	11.0	52.4	20.7	3.768	0.905
Over the years the number of students in our institution has shown an upward trend	8.3	13.8	17.2	29.0	31.7	3.859	0.885
Increased uptake of TVET programmes has been facilitated through TV adverts	9.7	12.4	7.6	37.2	33.1	3.700	0.605
The number of students graduating from TVET institutions has been increasing	2.8	9.0	27.6	41.4	19.3	4.105	0.981

Am satisfied with the level of uptake of TVET programmes	5.5	4.1	20.0	40.0	30.3	4.277	0.873
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In addition, the respondents were requested to comment on the level of uptake of TVET programmes in Kenya. From the results, the respondents revealed that there has been an increase in the number of new learners joining the TVET institutions. The respondents however revealed the need for increasing the level of awareness on the TVET programmes offered and the available TVET institutions. However, from the interviews done, it was revealed that despite having access to mobile phones, electricity, and even televisions some youths have not been informed about TVET. Many young people are still unaware of government-sponsored TVET and upcoming application deadlines.

CHAPTER FIVE

DISCUSSION OF FINDINGS CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the discussion of the findings and makes conclusions together with recommendation for further studies. This discussion is done in line with the objective of the which was to analyze the uptake rate of information on TVET programmes in Kenya.

5.2 Summary of the Research Study

This section summarizes the findings of the research in light of the study's goal. The purpose of the study was to examine the rate at which Kenyans were able to get information about TVET programs. Specifically, the study examined the level of awareness on the uptake of TVET programmes in Kenya, to evaluate the communication channels used and the uptake of TVET programmes in Kenya and to establish the flow of communication and the uptake of TVET programmes in Kenya.

5.2.1 The Level of Awareness and the Uptake of TVET Programmes

The study indicated that the amount of knowledge about Programmes in Kenya had a favorable and substantial impact on their adoption. According to the survey results, participants agreed that the amount of knowledge of TVET programs affects the number of students who enroll. Std. Deviation is 0.876%, which supports this claim. As evidenced by a standard deviation of 0.945 (mean of 3.719), the respondents agreed that they had sufficient knowledge on TVET programs. In addition, the participants agreed that TVET colleges provide appropriate technical skills for the workforce. Using a mean of 3.526 (standard deviation of 0.840), we may conclude that this is the case. TVET programs are well-known, according to those polled. A mean of 3.543 (std. dv = 0.986) demonstrates this. Respondents stated that they were unaware of the programs offered by TVET institutes, with a mean of 3.96 (std. dv = 0.937). However, the

respondents disagreed with the claim that they had access to thorough information about TVET programs. A mean of 1.631 (std. dv = 0.904) demonstrates this.

In addition, the respondents indicated that they learned about TVET programmes through televisions, radio stations and through newspapers. Further some of the respondents revealed that they learned about TVET programmes through friends. Many young people are unaware of government-sponsored TVET and upcoming application deadlines

5.2.2 Communication Channels Used and the Uptake of TVET Programmes

The study found that communication channels influence the uptake of TVET programmes in Kenya. According to the findings, participants felt that their organization's communication methods met their needs. According to the standard deviation (std.dv = 0.955), the mean value is 3.821. TVET programmes are marketed on radio stations, according to the results of the survey (mean of 3.19, std. dv = 0.945). In addition, the survey participants stated that their university advertises its course offerings via radio. A mean of 3.701 (std. dv = 0.908) demonstrates this. They also agreed that their schools' courses are publicized via television. Std. Deviation (std. dv = 0.776) shows that the mean is 3.561. Ads for TVET programs are shown often on television, with an average rating of 3.58 (std. dv = 0.611). A large majority of those polled said they learned about TVET programs via reading about them in the local paper. A mean of 3.596 (std. dv = 0.865) demonstrates this.

In addition, the respondents mentioned radio as their source of information about the university. However, they would prefer to be informed through social media, the internet and radio respectively in future. In addition, the respondents revealed that the channels used include interpersonal communication (seminars and workshops), newspapers (feature articles, letters to the editor, and advertisements), outreach events (work place campaigns, runs, walks and parades), Television (news and advertisements), internet (newsgroups, websites, and social media), and radio (talk shows, news, advertisements and public service announcements).

5.2.3 Flow of Communication and the Uptake of TVET Programmes

According to the study, Kenyans are more likely to enroll in TVET programs when there is a steady flow of information. TVET programs' uptake is influenced by the flow of communication, according to the results of the survey. According to the mean of 3.938 (standard deviation of 0.809), this is true. In addition, as indicated by a mean of 3.928 (std. dev = 0.9925), the respondents agreed that TVET program communication is timely. According to those polled, the flow of information about TVET programs was deemed satisfactory by the majority of those polled. A median of 3.842 (with a standard deviation of 0.821) illustrates this. The respondents also felt that the TVET programs provided by various universities are effectively communicated. These results may be seen in the mean of 3.737, with the standard deviation of 0.708.

Respondents also noted that there are four distinct communication flow patterns. In addition, there was downward, upward, horizontal and multidirectional communication. The respondents established those effective downward communications can be encouraged by producing straightforward, unambiguous communications and maintaining a respectful tone. Further, the respondents revealed that many concerns, both within and outside of schools, can be traced back to the effectiveness of TVETs interactions – whether or not information is communicated, what is communicated, how it is communicated, and who is communicating it.

5.3 Conclusions

According to the findings of the research, TVET program enrollment in Kenya is influenced positively and significantly by public awareness. Research shows that awareness of TVET programs has a bearing on enrollment. TVET programs in Kenya are more likely to be taken up if they are communicated well, according to a new research. According to findings, posters, print and electronic media as well as oral communication have a role in promoting TVET programs in Kenya's schools.

TVET programs in Kenya are more likely to be adopted when there is a steady flow of information about them. The results showed that the adoption of TVET programs in Kenya is influenced by the efficacy and promptness of communication.

5.4 Recommendations

The study found that many young people are unaware of government-sponsored TVET and upcoming application deadlines. Therefore, the management of technical training institutions should ensure regular advertisement of their programmes on regular basis to reach more audience.

In addition, the study found that the communication channels used influence the uptake of TVET programmes in Kenya. This study therefore recommends that since most people have shifted their attention to social media platforms, the technical training institutions should make use of these platforms to advertise the courses they offer.

Further, the study found that the flow of communication influences the uptake of TVET programmes in Kenya. The study therefore recommends that the management of technical training institutions should ensure effective flow of information to all stakeholders of the institution.

5.5 Area for Further Studies

Information about Programmes in Kenya was the topic of this study. However, the scope of the research was confined to determining the primary factors of TVET program adoption in Kenya: degree of awareness, communication channels, and information flow. Therefore, additional research is needed to identify other factors that may influence the acceptance of TVET programs in Kenya.

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APPENDIX

Appendix I: Research Questionnaire

This questionnaire seeks to obtain information on the uptake rate of information on TVET programmes in Kenya.

NB: The information obtained will be strictly treated in confidence. Your assistance in completing this questionnaire will be highly appreciated. Kindly respond to the following questions by ticking on the appropriate box [] or filling in the answer in the blank spaces. Please tick your options where applicable.

Demographic Questions

1. Please indicate your gender

Male [] Female []

2. Kindly point out your age

Below 25 years [] 26 and 30 years []

31 - 35 years [] 36 and 40 years []

41 - 45 years [] 46 - 50 years []

Above 50 years []

3. Please indicate your marital status

Single [] Married []

Divorced [] Complicated []

4. Indicate highest level of education?

Certificate [] Diploma []

Postgraduate diploma []

SECTION B: The Level of Awareness

5. Using the below Likert scale, state your level of agreement on the following statements relating to the level of awareness and the uptake of TVET programmes in Kenya (1=Strongly disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly agree) Please mark with a CROSS (X) in the applicable box.

Statements	1	2	3	4	5
Am aware of the TVET programmes					
TVET institutions offer technical skills which are relevant in the job market					
I have detailed information on TVET programmes					
I have no clear information concerning the programmes offered by TVET institutions					
The level of awareness influences the uptake of TVET programmes					
I have adequate information concerning TVET programmes					

6. How did you know about TVET programmes?

7. Explain

.....

.....

.....

SECTION C: Communication Channels

8. Using the below Likert scale, state your level of agreement on the following statements relating to the communication channels and the uptake of TVET programmes in Kenya (1=Strongly disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly agree) Please mark with a CROSS (X) in the applicable box.

Statements	1	2	3	4	5
I learnt about TVET programmes from the newspapers					
TVET programmes are advertised in Radio stations					
I have watched several adverts on TVET programmes in Television					
Our institution uses radios to advertise the courses they offer					
Course offered in our institutions are advertised through the television media					
Am satisfied with the communication channels used by our institution					

9. In your own view, how else do communication channels affect the uptake of TVET programmes in Kenya?

.....

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SECTION D: Flow of Communication

10. Using the below Likert scale, state your level of agreement on the following statements relating to the flow of communication and the uptake of TVET programmes in Kenya (1=Strongly disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly agree) Please mark with a CROSS (X) in the applicable box.

Statements	1	2	3	4	5
The is effective communication on the TVET programmes offered by different institutions					
Communication concerning TVET programmes is done in timely manner					
Am satisfied with the flow of communication concerning TVET programmes					
The flow of communication influences the uptake of TVET programmes					

11. In your own view, how else does flow of communication affect the uptake of TVET programmes in Kenya?

.....

.....

.....

SECTION E: Uptake of TVET Programmes

12. Using the below Likert scale, state your level of agreement on the following statements relating to the uptake of TVET programmes in Kenya (1=**Strongly disagree**, 2=**Disagree**, 3=**Neutral**, 4=**Agree**, 5=**Strongly agree**) Please mark with a CROSS (X) in the applicable box.

Statements	1	2	3	4	5
The number of students joining TVET institutions is increasing					
Over the years the number of students in our institution has shown an upward trend					
Increased uptake of TVET programmes has been facilitated through TV adverts					
The number of students graduating from TVET institutions has been increasing					
Am satisfied with the level of uptake of TVET programmes					

1. In your own view, comment on the level of uptake of TVET programmes in Kenya?

.....

.....

.....

Appendix II: Interview Schedule

This interview schedule seeks to obtain information on the uptake rate of information on TVET programmes in Kenya.

NB: The information obtained will be strictly treated in confidence. Your assistance in completing this interview schedule will be highly appreciated. Kindly respond to the following questions by answering appropriately.

1. Kindly point out your age

Below 25 years	[]	26 and 30 years	[]
31 - 35 years	[]	36 and 40 years	[]
41 - 45 years	[]	46 - 50 years	[]
Above 50 years	[]		

2. Indicate your position in the institution

3. How long have you worked in this institution

Below 2 years	[]	2-4 years	[]
4 - 6 years	[]	6 -8 years	[]
8 - 10 years	[]	Above 10 years	[]

4. Which channels of communication do you use to communicate to students about your programmes?
5. Comment on the level of awareness concerning the uptake of TVET programmes?
6. How do communication channels influence uptake of TVET programmes?
7. Which communication channels are used in your institution?
8. How does the flow of communication influence uptake of TVET programmes?
9. How effective is communication in your institution?
10. What is the uptake level of TVET Programmes in your institution?

Appendix III: Work Plan

Description	Weeks													
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Identifying research topic	■													
Proposal development		■	■	■	■	■								
Proposal defense							■							
Defense Corrections								■						
Data collection									■	■				
Data analysis											■			
Report writing												■		
Project defense													■	
Compilation of research report														■
Submission of research report														■
Graduation														■

Appendix IV: Budget

ITEM	COST (Kshs)
1 Proposal Development	
Printing of 71 pages @ Kshs. 30	2,130
Reproduction 6 copies @ Kshs. 80	4,260
Binding 6 copies @ Kshs. 70	420
Traveling Expenses	5,000.00
Subsistence	5,000
2 Data collection	
Data collection	5,000
Books and reading material	10,000
Data analysis and computer runtime	15,000
Printing 90 pages @ Kshs. 30	2,700
Reproduction 6 copies @ Kshs. 40	5,400
Binding 7 copies @ Kshs. 100/-	700
3 Others	
Miscellaneous expenses	5,000
GRAND TOTAL	62,610