



# Influence of Adequacy of Facilities on Acquisition of Skills among Trainees in Technical and Vocational Education and Training in Uasin Gishu County, Kenya

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### ABSTRACT

The purpose of this study was to determine the influence of training facilities on Acquisition of Skills by trainees in Technical and Vocational Education and Training in Uasin Gishu County. The objective of the study was to establish the influence of adequacy of facilities on Acquisition of Skills. The study was guided by theory of human capital which was postulated by Becker (2009). The study adopted a descriptive survey. The target population of the study was 850 respondents comprising of 10 principals, 240 instructors and 600 trainees. A sample size of 90 respondents was selected comprising of 6 principals, 24 instructors and 60 trainees as the respondents. Stratified purposive and simple random sampling techniques was employed. Questionnaires were used to collect data. Cronbach's alpha co-efficient was used to ensure reliability of the research instruments. Data was analyzed using Pearson product moment correlation. The study established that there was a significant positive and strong relationship between adequacy of training facilities and acquisition of skills ( $r = 0.611$ ,  $p = 0.000$ ). The study concluded that TVETs have inadequate training facilities such as workshops, up to date tools and equipment, classes and instructional materials. The inadequate training facilities could be contributing to low Acquisition of Skills by trainees in TVETs in Uasin Gishu County. It was recommended that there was need for ministry of education to develop a policy on training facilities in Technical and Vocational Education and Training, in order to procure adequate, relevant and up-to-date tools and equipment to ensure their trainees acquire high quality vocational skills.

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### Introduction

Technical and Vocational Education and Training (TVET) systems play a pivotal role in the social and economic development of a country since it addresses pertinent issues related to unemployment, poverty and competitiveness in skills development. TVET Systems are continuously subjected to forces that drive changes in institutions, industry and the society. One such force is the need to have a competent workforce. In this regard, as outlined by Ferej, Kitainge and Ooko (2012), quality and relevance are a critical component of education and training worldwide. The concern is how to ensure its relevance, responsiveness and value in an increasingly manner.

In an effort to enhance this aspect of education and training, countries have embraced competence-based education and training (CBET) as a strategy to prepare learners more effectively for the real workplaces. This is achieved by considering the industry requirements. This is in response to unique challenges and opportunities of TVET based on the needs of the changing economies and society (Anane, 2013). Goals of education indicate how TVET is integrated in determining solution of challenges associated with the development agenda of the country.

A study by UNESCO (2002) shows that with the integration of modern technologies in almost every sphere of

professional activities this mismatch has been aggravated, making the priority of most Governments be narrowing this gap because of the potential economic and social benefits to be derived from having a huge demographic of its population engaged in productive livelihoods. Employers remain skeptical of the youth being capable of applying the skills they got from school to the practical challenges at work as they are deemed to lack the competencies in those skills that are relevant to the work place. They are also adamant in investing resources to train young people and would rather hire adult workers who are unemployed but have experience.

King (2007) reports that surveys from studies done in several countries such as Kenya, Zambia and Ghana among others indicate high level skills being in shortage at the same time as saturation of the labor market at other levels. The supply of labour therefore does not meet the demand, thus leading to a steadily growing pool of unemployed youth who still want to focus on the theoretical learning that has yet to bear fruit in improving the huge rate of unemployment (GoK, 2012). The social pillar of Vision 2030 singles out education and training as the vehicle that will drive Kenya to achieve its goal of becoming a middle-income economy, (Nyamweya 2018). Technical and Vocational education therefore become a crucial indicator of achievement of Vision 2030's goals (GoK, 2014). Technical Training Institutions need to be

included in the drafting process of the education curriculum and share their insight on how Kenya can achieve this transformation in emphasizing on practical skills employment (GoK, 2010a, 2012a).

Vocational training centers provide a broadly defined TVET avenue to educate students in order to obtain practical skills, know-how and comprehension necessary for their work in a specific occupation, trade or occupation group (Atchoerena & Delluc 2001). Technical and vocational schooling was also identified as essential to improved competitiveness and to contribute in modern societies to social inclusiveness, poverty reduction and development (UNESCO, 2006). In times of fast social and technological change, TVET is becoming increasingly relevant worldwide.

Globally, throughout Europe, for example, at least 50% of high-school students receive some form of professional or vocational training. The figure is 35-40% in China, India and Southeast Asia, while it is less than 20% in Africa (Nyerere, 2009). According to Nyerere (2009), several countries, developed and developing such as Italy, Brazil, China, Sweden and Japan have given more recognition to technical, vocational education and training through adequate funding. Inadequate finance investment in training facilities could be an impediment in acquisition of skills by students because they will have fewer opportunities to practice with tools and machines (Hicks, Kremer, Mbiti & Miguel 2011). Kirimi (2012) announced that TVET has been granted further attention through enough funding from many developed, emerging countries such as Italy, Brazil, China, Sweden and Japan. It contributes to early exposure of students to professional training and a tradition of scientific research and compliance.

Regionally, in Africa, Nelson (2010) reported that it is becoming increasingly significant that the various Poverty Reduction Strategy documents produced by governments in cooperation with the world bank now reflect the African Governments' commitment to technical and professional education and training. However, only a few states are enabled at a level that can support quality training for technical and professional education. Only 0.5% of its budget for technical education is spent in Ethiopia, and 1% spending in Ghana, Mali, and Gabon, 10% and 12.7% (Atchoarena, 2001). Afeti (2014) indicated that after years of neglect, technical and vocational education and training has returned to the developing agenda of numerous African countries, motivated by complex reasons including the World Bank's budgetary constraints and criticisms of its leadership and focus in the early 1990ies. Okoro (2007) results, however, show that lack of funds, lack of services, mismanagement of assets and lack of qualified staff, including a serious impact on the quality of education, are not being properly communicated between young people in Nigeria.

Oyebade, Oladpo and Adetoro (2011) felt that quality in education can be assessed on the basis of the effectiveness and efficiency of teachers. The infrastructures and materials required for effective learning and teaching should be adequate and accessible, the graduates should also be prepared to face life's challenges and to solve social difficulties. The quality of education of trainees can be accomplished by adequately financing TVET institutions with adequate facilities and competent and experienced teachers using effective methods of teaching (Dasmani, 2011). Similar factors such as suitable functionality, the right number of qualified and competent television educators, appropriate

educational strategies and a learner-centered environment, as well as funding for quality TVET programs, also arose from Anyakwo (2012) and Aworanti (2012). Teachers in TVET institutions lack necessary industry-based technological skills updated through industrial attachment (Nyerere, 2009).

Locally, in Kenya, over the past two decades, TVET institutions have continued to receive fewer financial allocations from the government than the estimated annual expenditure. Consequently, physical facilities are dilapidated and lack maintenance. Equipment used for training in most institutions is outdated while vital aspects of the training support system are wanting, posing negative impact on the quality of TVET programme (Ngome, 2009).

Kenya was not left out in TVET, since it acknowledged that well-educated and well-trained labor is necessary to tap the productivity and developed capacity (MOEST, 2005). Nevertheless, Mureithi (2008) observed, the unemployment rate of young people from the age of 15 to 30 is reported to be 67%, of whom 90% are not only unemployed, but also deficient in jobs. This called for the enhancement of technical training and education in youth polytechnics. Similarly, Karemu & Gongera (2014) affirms that teachers in Kiambu County lack exposure to newest technology as well as necessary skills and therefore needs refresher courses.

The Sessional Paper No. 1 of 2014 (Republic of Kenya) acknowledges TVETs as a key area of education for meeting the vision 2030 dream. Similarly, the government and its other partners were supported in developing the facilities through the provision of facilities, equipment, the recruitment of professional instructors and the subsidizing of school fees to make them affordable to Kenya's young people (MOYAS 2007). The government also finds TVETs to be essential educational institutions, providing incentives for primary-school leavers to gain analytical skills and knowledge and to boost their employability. Given this, the public understanding is that the level of training in TVETs is weak, questioning how can the economy of Kenya grow and develop if most of the students who engage in TVETs do not have a standard level of job skills. The study sought to determine how training facilities influence Acquisition of Skills by trainees in TVETs in Uasin Gishu County with a view of generating useful information to ensure TVETs are functional, given that skills and knowledge are the engines of economic growth and social development of any nation (Goel, 2010).

Kenya has laid a great emphasis on TVET as one of the vehicles for socio-economic and technological transformation especially in the realization of her Vision 2030 (Kerre, 2010). However, the skills gap is a worrying trend in the country and every education and training stakeholder is talking about competency of graduates. TVETs mandate is to provide relevant skills to the trainees for self-employment or supply of skilled human resource for the industry. Unfortunately, the existing institutional infrastructure, staffing capacity, financing resources and instructional strategies in TVETs are unable to effectively produce high practical competent graduates. Little empirical evidence exists on training facilities influencing quality training of students in vocational training centers in Uasin Gishu County. It was against this background of skills gap that necessitated the study to determine training facilities influencing Acquisition of Skills by trainees in public vocational training centers in Uasin Gishu County.

### Theoretical Framework

The study was based on human capital theory. The human capital was traced back to the 1960s & 1970s. Becker, (2009) gave a view on the concept and formation of human capital, and the role of human capital in the economy. Human capital theory holds that the welfare of a society requires financial capital, labour and natural resources as well as knowledge and skills of individuals. This theory assumes that increased knowledge and skills will yield improved economic outcomes for both individuals and societies. Education and training are an important component of human capital theory since it leads to imparting knowledge and skills. Human capital theory that urges education and training enhances human characteristics which increases productivity, performance, efficiency, lifelong earnings, and other lifetime direct and indirect benefits as productivity-augmenting role of education. The applicability of the theory in the study is attributed to the fact that it focuses on acquisition of knowledge and vocational skills to increase individual productivity which requires education and training of trainees in TVETs.

### Literature Review

Wahba (2013) refers to Technical Vocational Education and Training (TVET) as a comprehensive term referring to those aspects of the educational process involving, in addition to general education, the study of technologies and related sciences, and the acquisition of awareness, knowledge, skills, and attitudes relating to occupations in various sectors of economic and social life. In a TVET institution, the student is educated and trained in acquiring specific job-related skills and the courses are occupational such that they are geared towards entrepreneurial possibilities or employment.

In addition, since TVET courses are vocational, Technical universities may enroll some students from TVET colleges to continue pursuing their studies at a higher level and upgrade their skills (UNESCO, 2002). Therefore, TVET is that part of the education system that provides courses and training programs related to employment with a view of enabling the transition from Secondary Education to work for young trainees / students (social objective) and supply the labor market with competent apprentices (economic objective).

Relevant technical skills are lacking among the youth in Kenya and therefore it is negatively influencing employability among them. Wahba (2013) stipulates that in a TVET System, the methodology or approach of Competency-based education and training improves the correspondence between education/training and workplace requirements. CBET gives certification which supports employability as workers can take advantage of their skills in a wider range of employability options. It has an adaptive approach that allows its curriculum to introduce new programs and existing modules changed so as to meet emerging technological and work requirements.

Adequate provision of school facilities in relation to the students' population is paramount given that the quality of education is affected by the availability or non-availability of physical facilities (Likoko, *et al.*, 2013). In London, successful teaching and learning took place in school buildings that were safe, clean, quiet, comfortable and healthy (Gurney, 2007). This concurs with Owiye (2005), who stated that provision of material inputs like staffrooms, computers, classrooms, and toilets are important for the efficiency of education in those institutions.

Generally, the state of existing infrastructure is wanting (UNESCO, 2006). Udofia (2012) noted that there is significant relationship between workshop equipment for training and acquisition of employable skills. Umar and Ma'aji (2010) concurs that TVET institutions in Nigeria perform below standards due to non availability, poor management or utter neglect of the tools & equipment for effective imparting of skills to trainees.

In Kenya, Muthaa (2012), revealed that TVET institutions operate with inadequate workshop facilities, which are under equipped. This scenario compromises the relevance of skills acquired because most of the training equipment in this institution do not match equipment found in industries and business organizations. More so, the TVET policy in Kenya noted that obsolete training equipment has led to poor training quality and acquisition of skills hence mismatch of skills among graduates (GoK, 2012; Nyerere, 2009).

Mureithi, (2008) revealed that TVETs fail to offer hands on skills due to inadequate training facilities. In light of this, Bwisa (2014) also observed that, in Technical and Vocational Education and Training, motor mechanics course is instructed using obsolete equipment, non-functional old engine models as well as by instructors without adequate exposure to modern technology. Therefore, modern training equipment need to be provided in the Technical and Vocational Education and Training since outdated training equipment hinder trainees from learning modern technologies. According to Mobegi, (2007), availability of modern and relevant training equipment affects the relevance of employable skills acquired by students.

In Nairobi County, Njoki (2014) revealed that most of the TVET institutions had adequate teaching and learning resources but teaching facilities were not well equipped. In the same vein, Njati (2011) studied the impact of vocational training for rural development in Nyambene District Kenya and found out that the youth polytechnics (YPs) needed to be equipped with the necessary infrastructural materials for them to function effectively. Dasmani (2011) affirms that TVET institutions have inadequate training equipment which are outdated and inferior to those used in industries. This compels TVET instructors to opt for lecture method with limited practical training hence leading to irrelevance of skills acquired by students.

### Trainers' knowledge and skills about the CBET curriculum

It is argued that trainers need to understand the context of the current CBET system in terms of the role, key characteristics, advantages and limitations, components and potential alternatives (Deißinger and Hellwig, 2011) also, to know how well trainers can design a CBET programme, acquire learning materials and resources, use appropriate facilities, develop procedures for managing CBET and foster partnerships between education and industry (Deißinger and Hellwig, 2011). In this study, the researcher focused on assessing trainer's knowledge and skills in two major areas: trainers' knowledge and skills in teaching methods as well as in assessment and evaluation methods.

Trainers need to be aware of the process of selecting suitable teaching methods that match with the contents to be taught or skills that need and developed among students during the process of teaching and learning. The methods that trainers need to select should foster the acquisition of knowledge, skills, understanding and wider attributes for students as these are addressed in the CBET curriculum.

In CBET, trainers are usually needed to use learner-centred teaching methods due to the fact that a CBET curriculum is learner-centred. Although sometimes trainers can “use both the teacher-centred and the learner-centred approaches, the emphasis is more on the learner-centred approaches (Anane, 2013). Therefore, trainers need to have knowledge and skills on the ability to practice well learner-centred methods rather than teacher-centred methods.

Learner-centred teaching methods include but not limited to scaffolding, small group discussions, problem-solving, demonstration, question and answer, presentation to peers, mind maps, evaluation on jointly agreed criteria, learning by doing, mentoring and coaching, discovery learning, projects, SWOT analysis, problem trees, in tray exercises, buzz groups, visits or field trips, role plays based on real life situations, case studies and real scenarios, work simulation activities, games, enterprise activities, practical and research methods (NACTE).

In some instances, trainers can use teacher-centred facilitation method such as direct instruction method only if a trainer wants to “introduce learners to a new study area or define new concepts and show how they are interrelated or for teaching factual information” (Anane, 2013). These methods include lecturing and presentation. It is said that, in teaching, no single method is the best method, but a good teacher or trainer needs to involve a variety of teaching methods (foster, 2009). In that regard, a good trainer needs to use more than one teaching method in the teaching and learning process since students always have different strategies or learning styles.

Trainers need to have sound knowledge and skills on the assessment and evaluation methods. Assessment and evaluation of competence-based curriculum is one of the essential components due to the fact that, it is the one that provides assurance of the validity of all the processes conducted in the implementation stage. Thus, quality of assessment is of paramount importance in order to provide competent graduates (Rutayuga and Kondo, 2006). Generally speaking, assessment is a necessary and important aspect since it “influences a student’s academic prospects, career opportunities, and even success on the job in the world of work and provides accurate predictions for future professional competence (Rutayuga and Kondo, 2006). “Competence-based assessment is conducted on demand and under conditions which should come as close as possible to real workplaces (Wolf cited in Deißinger and Hellwig, 2011).

Also, all the assessment should be in line with the learning outcomes (Lawson and Williams, 2007) and for that matter, assessment is not conducted to measure learner’s achievement in comparison with other learners (norm-referenced assessment) but is conducted to measure the achievement of learners with reference to competence standards (criterion-referenced assessment) (Deißinger and Hellwig, 2011). In CBET, assessment is the process of collecting evidence of learners performance, upon which an assessor judges whether or not, or the extent to which a learner has met the performance requirements of the learning outcome laid in a particular unit and then making a decision, based on these judgements as to whether a learner has achieved the learning outcome as a whole or not (Okoye and Isaac, 2015).

Furthermore, assessment helps to determine how much students have progressed in acquiring competencies necessary for their future profession and should be organised around

assessment criteria specified in the respective curriculum (Rutayuga and Kondo, 2006). It involves both; formative and summative assessment. Formative assessment is done throughout the process of teaching and learning and summative assessment is done at the end of a learning unit or semester. CBET assessment ought to use a variety of assessment methods so as to gather enough evidence about student’s achievement (Kitta and Tilya, 2010). The most useful approach in CBET is what is referred to as “Holistic assessment Approach”. Holistic assessment refers to assessment, which checks a wider range of skills, knowledge, understanding and competencies combined together to successfully complete practical workplace tasks (Rutayuga and Kondo, 2006).

#### **Availability of resources for implementing the CBET curriculum**

The availability of resources for implementing the CBET curriculum includes two major types namely human resources, which imply the availability of trainers as well as teaching and learning facilities that include laboratories, workshops, library, and classrooms with necessary equipment. It is claim that CBET requires a lot of teaching and learning materials since it emphasizes practical and immediate assessment (Kufaine and Chitera, 2013). CBET requires up-to-date teaching and learning aids as technology keeps on changing. That is why it is stated that, for CBET to be successful, materials need to change fast as per the change of technology so that graduates from technical colleges can have skills relevant to the industry (Kufaine and Chitera, 2013).

Research reveals that CBET is a resource intensive system meaning that, CBET is demanding as it needs a lot of resources in terms of human and material (Rutayuga, 2012). This implies that effective implementation of the CBET curriculum demands a lot of resources including adequate trainers whose numbers are in the right proportion with the number of students. Enough space in workshops and classrooms, adequate facilities such as laboratory equipment, books, computers, library and internet facilities that are balanced with the number of students for effective teaching and learning. It is also emphasised that resources are crucial for effective implementation of curriculum change and that poor conditions and limited resources can limit the performance of even the best trainers and students (Altinyelken, 2009).

Moreover, studies showed TVET institutions had inadequate training facilities compromise quality of skills acquired by trainees (Dasmani, 2011; Mbugua *et al.*, 2012 and Mobegi, 2007). Gurney (2007); Lukoko *et al.* (2013); Owiye (2005); Muthaa *et al.* (2012), Nyerere (2009), Mureithi (2008), Bwisa (2014), Njati (2011) and Njoki (2014). However, these studies did not uncover influence of availability of training facilities on Acquisition of Skills by trainees in Technical and Vocational Education and Training. Finally, basing on the literature reviewed technical education from other researchers, the findings were quite informative, though none focused on institutional factors influencing Acquisition of Skills by trainees in Technical and Vocational Education and Training in Uasin Gishu County. In fact, most of the studied have been done in technical training institutions which are higher than TVET institutions and therefore, this study intends to fill this gap.

### Research Methodology

The study adopted descriptive survey research design. In addition, descriptive survey determines and reports the way things are (Gall & Borg, 2007). This was because the study sought to obtain information that described the participants' views about how training facilities influenced the Acquisition of Skills by trainees. The questionnaires enabled the researcher to establish effect of the independent variable on the dependent variable.

The population of the study consisted of 10 TVETs with a total of 850 respondents; 10 principals, 600 trainees and 240 instructors. The trainees and instructors were included as primary respondents, while the Principals were included as informed respondents.

Stratified random sampling was used to sample (TVETs) and simple random sampling was used on trainees and instructors whereas purposive sampling was adopted in selecting the Principals. This was done after obtaining a list of all TVETs operating within Uasin Gishu County. Mugenda and Mugenda (2003) noted that a sample of between 10 and 30 percent is adequate for a population of below 1000. Ten percent (10 %) was used to sample the trainees and instructors since the population was large (Kombo, 2006). The Principals were purposely selected since they have core responsibility on TVETs management function. A sample size of 90 respondents was selected for this study. This was considered appropriate as affirmed by (Kothari, 2002; Cooper and Schindler, 2003) who opined that the sample of at least 10% of the target population was representative.

The study was conducted with aid of primary data from trainees, principals and instructors in Uasin Gishu County. The data from trainees, instructors and principals was collected using questionnaires. The use of questionnaires was adopted because they were affordable to administer, in a short time, to respondents' who were sparsely spread in the county. The questionnaires assisted the researcher to obtain quantitative data. Self-administered questionnaires were filled by second finalist trainees, instructors and county polytechnic principals.

The questionnaires were used to save on time and to ensure that no interviewer bias (Kombo and Tromp, 2006). There were three different sets of questionnaires for finalist trainees, instructors and county polytechnic principals. The questionnaires were organized according to the research objectives. Questions were prepared in the form of a five-point rating scale (*Likert scale*) to allow the respondents to give their opinion and suggestion. Questionnaire was found appropriate for this study because it was relatively cheap and faster to collect data from the County where respondents were sparsely spread (Smith, 2012).

The researcher, then contacted principals of the sampled TVETs and agreed on schedule especially on dates of visiting each public VTC. Before administering the questionnaire on the agreed dates, the researcher explained the purpose of the study to the principals, instructors and second finalist trainees who had been sampled and invited them to fill the questionnaires which were self-administered. The instruments

were collected by the researcher on the same date of administering them.

Validity refers to the extent to which instruments measure what they are intended to measure (Oso and Onen 2009). Therefore, the research instruments were developed under guidance of supervisors in Education, Technology Department at University of Eldoret. The supervisors reviewed and analyzed the contents of the questionnaires in order to improve content validity of the instrument. The researcher then incorporated all suggestions and recommendations.

Reliability refers to the degree of consistency of results after repeated trials. The test items were administered to the same persons after one week to test stability of instrument over time, (Kasomo, 2015). Therefore, reliability was determined by a test-retest technique where by the researcher administered pilot questionnaires twice in two separate occasion in Nandi County. The data collected through piloting was tested using Cronbach Alpha coefficient with the aid of SPSS and an internal consistency reliability coefficient of 0.755. A score of above 0.7 was deemed to mean that the instrument was reliable since Mohsen Tavakol & Reg Dennick (2011) stated that any score between 0.7 and 0.9 is acceptable.

After all data had been collected, the researcher conducted data cleaning, which involved identification of incomplete or inaccurate responses then corrected them to improve the quality of the responses. The data was categorized, coded and entered in the computer for analysis using the Statistical Package for Social Sciences. Data was subjected to correlation analysis with the aid of statistical Package for social sciences (SPSS V26). The correlation analysis, was conducted to determine the intensity of the relationship between two variables and is indicated with the coefficient symbol of (r).

### Results

To analyze the influence of training facilities on Acquisition of Skills, the study evaluated TVETs' adequacy of training facilities, tools and equipment. The study found that TVETs had adequate training facilities to offer quality training to trainees, there was un-conducive learning environment since most of the TVETs lack up to date tools and Equipment, standard workshops and classrooms, adequate furniture as well as adequate instructional materials. This finding concurs with Muthaa *et al.* (2012), Dasmani (2011), Mureithi (2008) who revealed that most TVET institutions operate with inadequate training facilities which translates to acquisition of irrelevant skills given that teachers opt to use lecture method with limited practical training. Lack or inadequate training facilities shows that the training environment is wanting and negatively affects quality of the TVETs.

Pearson moment correlation results of the study (Table 1) showed that there was a significant positive and strong relationship between adequacy of training facilities and acquisition of skills ( $r = 0.611$ ,  $p = 0.000$ ). This imply that an increase in adequacy of training facilities would led to an improvement of acquisition of skills.

**Table 1. Correlation between Adequacy of Training Facilities and Acquisition of Skills.**

		Acquisition Skills	Adequacy of Training Facilities
Acquisition Skills	Pearson Correlation	1	.611**
	Sig. (2-tailed)		.000
Adequacy of Training Facilities	Pearson Correlation	.611**	1
	Sig. (2-tailed)	.000	

\*\* . Correlation is significant at the 0.01 level (2-tailed).

b. Listwise N=60

This implied that the training facilities have influence on Acquisition of Skills by trainees in Technical and Vocational Education and Training in Uasin Gishu County, Kenya. This agrees with, Muthaa *et al.* (2012), Mureithi (2008), Umar and Ma'aji (2010) who noted that lack of training facilities compromises the relevance of taught skills to market need TVETs fail to offer hands on skills due to inadequate and neglected training facilities.

### Conclusion

The study revealed that TVETs had no technologically up to date tools and equipment compared to those in industries. TVETs in Uasin Gishu County lacked or had inadequate vital training facilities like workshops, classrooms and well modern training equipment. This will hamper smooth training process for the trainees hence low Acquisition of Skills.

The study concluded that TVETs have inadequate training facilities such as workshops, up to date tools and equipment, classes and instructional materials. The inadequate training facilities could be contributing to low Acquisition of Skills by trainees in TVETs in Uasin Gishu County.

### Recommendations

There is need for national government to develop a policy on alternative sources of training facilities to ensure that there are adequate funds for smooth running of TVET programmes. There is need for ministry of education to develop a policy on training facilities in Technical and Vocational Education and Training, in order to procure adequate, relevant and up-to-date tools and equipment to ensure their trainees acquire high quality vocational skills. There is urgent need to modernize equipment and provide adequate facilities to ensure that graduates coming out of TVETs acquire skills relevant to the employment market skill needs in industries and business organizations.

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