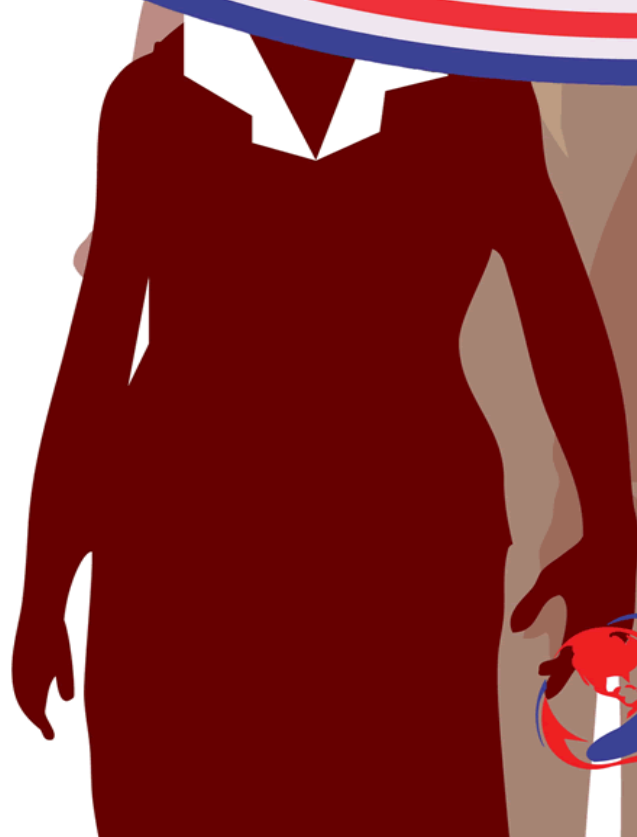


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AN INVESTIGATION ON THE SOCIO ECONOMIC DETERMINANTS FOR DEMAND FOR TECHNICAL AND VOCATIONAL TRAINING AMONG THE YOUTH IN KAJIADO COUNTY, KENYA

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Abstract

Purpose: The study aimed at establishing the extent to which socio-economic background determines the demand in TVET among the youth in Kajiado County.

Methodology: The study used a mixed method design of both qualitative and quantitative methods for the purposes of triangulation. Empirical figures of student enrolment was obtained using standardized formula, followed by in-depth interviews about their study habits and attitudes towards TVETs. Quantitative and qualitative forms of data was linked for three reasons: First, for confirming or corroborating each other via triangulation; second, for elaborating or developing analysis, providing richer details and

third, for initiating new lines of thinking through attention to new ideas coming up, as well as and providing fresh insight (Rosmann and Wilson (quoted in Miles & Huberman, 1994). The study was confined to the natural settings and attempted to interpret phenomenon in terms of the meaning that people will bring as asserted by Denzin and Lincoln (2005). The study applied a descriptive cross-sectional survey as its quantitative research design. According to Cooper and Schindler (2003), the research design is appropriate if the study is concerned with finding out what, when, and how much of phenomena.

Findings: From the research findings above, it can be inferred that socio economic background influence is key determinant of the demand for TVET courses. The study concludes that affordability of TVET programmes and the competition among household dependants for the acquisition of skills exerts influence on demand for TVET. Some parents nonetheless have challenges meeting the costs of TVET programmes. Given that the cost of TVET courses is uneven as some demand more resources than others; a parent's income possibly determines the choice of the course for their children. If the income is low, the preference will be a cheaper course. This is further complicated by the high cost of living, especially in cases where the number of dependants in the family is high. This reduces some parents' purchasing power to afford the TVET costs relative to their meagre income.

Unique contribution to theory, practice and policy: Parents and students should build networks with members of the society who are of higher socio-economic status to enhance the ability of the graduates to gain opportunities in the labour market. The research can aid in advancing both the theoretical and practical knowledge and aims at getting the 'best practice' to act as a benchmark used in organizational problem solving. It therefore establishes a relationship between performance of youth polytechnics and the level of demand for TVET.

Keywords: *Youth, investigate, determinant, demand, technical, vocational training, skills, poverty, socio economic*

1.0 INTRODUCTION

The foundation of every nation is the education of its young people. The way the youth of any nation are brought up and educated in the family, in the school and in society determines the future prosperity of that nation. In Kenya, the youth represent an important cohort of the country's population, because they almost tripled from 4.94 Million in 1979 to 13.67 Million in 2009 (KNBS, 2010a). According to a national population census (KNBS, 2010b) and records of the Ministry of Education, Science and Technology (Sessional Paper No. 14 of 2012 on Reforming Education and Training Sectors in Kenya), there are approximately 5 million young people aged 18-23 at the tertiary level, out of which 0.5 million are attending either university or college education and training.

However, the youth continue to face challenges that choke their efforts to maintain an honest livelihood. For instance, about 67% of Kenya's unemployed are young people between 15 and 34 years of age. Session Paper Number 4 (2013) affirms that the highest unemployment rates are for people around 20 years old at 35%. This indicates that unemployment issue in Kenya is majorly a problem of young people. The implication is that the youth have limited income to sustain their livelihood and participate in social development. One of the factors is lack of requisite and basic skills, little or no experience, gender and cultural bias. Moreover, they have to contend with poor access to information on available opportunities, unfavorable geographical distribution of available opportunities and ethnic considerations (Harry, 2014).

Challenges facing the youth can be mitigated by expanding academic and skill training institutions, as well as equipping them with relevant skills.

1.1 Demand Characteristics of TVET in Kenya

Technical and vocational education and training should therefore be demand driven and should be able to promote enterprise culture so as to offer a wide range of employment opportunities to the youth and others. The use of Technical, Vocational and Entrepreneurship Training (TVET) in Kenya encompasses technical training institutions, MSE training, Youth Polytechnics and National Youth Service skills development centres. There are also other institutions that offer TVET programmes spread across government ministries as well as private institutions. According to the Sessional Paper No. 5 on Education and Training in Kenya, the country has 4 national polytechnics, 17 Institutes of Technology, 1 Technical Teachers' Training College and 21 Technical Training Institutes. In addition, there are over 600 Youth Polytechnics distributed throughout the country. However, only 350 of the Youth Polytechnics receive Government assistance. The private sector operates close to 1,000 commercial colleges that offer courses in computers and non-technical areas of training.

The Technical, Vocational Educational and Training (TVET) field in Kenya is undergoing rapid change with the passage of the TVET Act of 2013. Although expenditure on education has been on the increase, the Ministry of Finance has been allocating only 3.2% of the total allocation to TVET, and close to 95% of the allocation to TVET goes to recurrent expenditure. This low budgetary allocation has continued to be a major constraint in the TVET sector and yet the sector is expected to be a vehicle for rapid industrialization as outlined in Vision 2030. Under-investment in skill training for institutions such as Youth Polytechnics has resulted in understaffing, lack of physical infrastructure (workshops) and tools. This has led to low quality of education, which is not synchronized with what the labour market or local livelihoods require. Thus, graduates from TVET institutions tend to be excluded from the world of work because they lack productive skills.

1.2 Socio-economic background and demand for TVET

There are a set of factors, on socio-economic background that influence the demand for TVET education in many communities in Kenya, and they mainly centre on such aspects

as values, norms, family and community entrepreneurial traditions. Lambing and Kuehl (2000) point out that, some cultures encourage self-employment, while others discourage self-employment because it is conceived as an occupation for low self-esteem persons. Consequently, social class greatly affects the demand for TVET. For instance, it is well described in Lelissa (2006) and UNESCO (2002, p. 132) that the negative social image held on the TVET programme discourages self-employment ideas of TVET graduates. According to a research finding, Lelissa (2006) argues that trainees of TVET institutions are considered as low achievers or failures from grade ten national examinations. This image of the society at large and the view of the graduates in particular, are a barrier to the development of their vocational career in general and of becoming self-employed in particular.

In this regard, Karl Marx and Max Weber are two theorists who are used as the framework of developing an understanding of social class (Spicer: 2011). They have two different views of how the class system exists, but together they give a more covered aspect of what class-society is all about. For Marx, the classes are divided of economic reasons that make wealth – those who own the land/ fabric (upper class called bourgeoisie) and those who work on it (the lower class called proletariat). Weber agrees with Marx that class plays a very significant role in determining one's social position, but he also argues that social stratification is multifaceted. For Weber, social influence and power can also be achieved from status or prestige (Spicer, 2011, p. 61).

The level of income is also a determinant for the demand for TVET, whose systems are embedded in national economic structures, which add to their heterogeneity. Regulations such as minimum wages, impact of unions and involvement of employers are crucial in shaping the wage structure and hence training costs and benefits. In the standard theoretical model of human capital with perfect labour markets, people value all the returns to their general human capital, and yet they may have no incentive to pay for general training. However, when economic conditions enhance the income of an individual, they may invest in training. The reason, according to Acemoglu and Pischke (1998), is that income levels restrict individuals' investment in training. Young (as cited Batra, 2003, p. 26) pointed out that family income level is generated by a particular family background and experience. In respect to this, Saini and Rathore (2001, pp. 5-6) say that entrepreneurial traditions of the family as well as the community are important factors within which the entrepreneur grows and internalizes the values and norms.

Another socio-economic factor that affects the demand for TVET includes the level of parental education. Research suggests that if parents have completed school, the likelihood of their children completing schooling is increased. Occupational type, or skill level, of parents is also identified as influencing their children's completion (Curtis & McMillan, 2008). However, Kilpatrick *et al* (2002, p. 51) claim that parental education levels are not significantly correlated with occupational status. Hence, the reflection of fewer opportunities in the rural job market has nothing to do with the parents' non-completion of schooling.

1.3 Problem Statement

Poverty has remained as a major that limit access to education by many low socio economic status households in the rural areas. Maasai community is the majority of the population in the county and is characterised with low socio economic status. The Maasai community has continually been attached to cultural activities and practices which affects acquisition of skills and knowledge. Some of these practices deny them chances to join learning institutions. The issue of demand for TVET amongst the youth has not been given adequate attention by scholars especially in the local context. Yet, there is a lot of hope that TVET can help address the challenges faced by the youth.

While socio economic has been shown to be a determinant of an individual and the family because it influences development and different activities past knowledge has not adequately shown the influence of socio-economic background on demand for TVET programmes. Therefore, this study is best placed in this context as it seeks to put to rest the speculations into the factors behind the low demand for TVET by examining socio economic background as a determinant of the demand for technical and vocational training among the youth in Kajiado County in Kenya.

1.4 Specific Objective

To establish the extent to which socio-economic background determines the demand in TVET among the youth in Kajiado county, Kenya.

2.0 LITERATURE REVIEW

Socio economic background of households plays a centre role in determining the future of young people. It encompasses quality of life attributes as well as opportunities afforded to people. Socio economic status affects individual functioning which may include mental and physical health. Poor socio economic status limits the members of the households from accessing proper health services and desirable education. It has negative impact and hinders abilities hence it creates unsustainable life. It's clear that low socio economic status correlates with lower educational achievement, household poverty and more so poor health. Research indicates that children from low socio economic households and communities develop academic skills slower than children from higher socio economic status group (Morgan etal 2009). Garcia and Fares (2008) advise African nations to address significant labor market entry problems, such as lack of skills and being unprepared, faced by young people when entering and remaining in the labor market and which ultimately sabotage their empowerment.

Since it develops human capital and enables people to live better lives, education is perceived as the means to improve a country's standard of living (Garcia & Fares, 2008; World Bank, 2009). Education is perceived to be a crucial element in the empowerment process because it cultivates self-esteem (Barker et al., 2000) and is a vital ingredient in health improvement efforts (Republic of Kenya, 1998). Although Kenya's academic sphere was widely expanded in the post-independence era, its quality and ability to empower students with the required intelligence and skills for a rewarding career have

been highly questioned (Kogo, 2000; Mudavadi, 2002). Mudavadi (2002:71) adds that in the empowerment process, “the prime goal of any education system should be to equip young people with the training, skills, and attitude necessary for a productive life, without necessarily depending on an employer.” Besides education, imparting skills, whether technological, entrepreneurial, or agricultural, has persistently been perceived to be a viable strategy in the youth empowerment process. To spearhead Africa’s entry into the global information society, Mihyo and Ogbu (2000:1) suggest that the youth should be equipped with information and technology skills “and proper methodologies to transfer such skills.” On the same note, Mudavadi (2002: 141) believes that “village polytechnics could be set up, on a large scale, to dispense more skills and training that can be utilized in entrepreneurial enterprises.”

With increasing emphasis being given to work and skills-based solutions to economic competition and poverty in the developing world, there comes a renewed focus on technical and vocational education and training (TVET) as a means to expand opportunities for the youth (Tripney *et al.* 2013). TVET’s orientation towards work ethics and the acquisition of employable and competitive skills means that it is well placed to overcome the challenges facing the youth in sustaining their livelihood. King and McGrath (2004) argued that with TVET being more diverse because of the changes in the labour market, it should be able to integrate the youth into the working world. Given the prevailing economic trend, UNESCO (2004) identified the two major objectives of TVET as the urgent need to train the workforce for self-employment, and the necessity to raise the productivity of the informal sector. Lambing and Kuehl (2000) pointed out socio-economic factors as the major issues influencing self-employment. Other authors like Saini and Rathore (2001) argue that social, cultural and economic policies are the main factors affecting self-employment.. The Government measures and actions comprise of issues such as economic, as well as industrial policies and strategies that influence the above factors. Research has shown that socio- economic background and parents' level of education is among factors influencing children's school outcomes (Joan, 2009). Attendant on higher levels of education may be access to resources, such as income, time, energy, and community contacts, that allow for greater parental involvement in a child's education.

The literature also further suggests that level of education influences parents' knowledge, beliefs, values, and goals about childrearing, so that a variety of parental behaviors are indirectly related to children's school performance. For example, higher socio economic status and high levels of education may enhance parents' facility at becoming involved in their children's education, and also enable parents to acquire and model social skills and problem-solving strategies conducive to children's school success. Thus, students whose parents have higher socio- economic status and higher levels of education may have an enhanced regard for learning, more positive ability beliefs, a stronger work orientation, and they may use more effective learning strategies than children of parents with lower socio- economic status and lower levels of education (Joan, 2009). With this information, it is important to note that parents are one of the most influential yet

significantly underrated factors in their children's education, and society should encourage more parental participation in public education (Onzima 2010).

3.0 METHODOLOGY

The study used a mixed method design of both qualitative and quantitative methods for the purposes of triangulation. Empirical figures of student enrollment was obtained using standardized formula, followed by in-depth interviews about their study habits and attitudes towards TVETs. Quantitative and qualitative forms of data was linked for three reasons: First, for confirming or corroborating each other via triangulation; second, for elaborating or developing analysis, providing richer details and third, for initiating new lines of thinking through attention to new ideas coming up, as well as and providing fresh insight (Rosmann and Wilson (quoted in Miles & Huberman, 1994). The study was confined to the natural settings and attempted to interpret phenomenon in terms of the meaning that people will bring as asserted by Denzin and Lincoln (2005). The study applied a descriptive cross-sectional survey as its quantitative research design. According to Cooper and Schindler (2003), the research design is appropriate if the study is concerned with finding out what, when, and how much of phenomena. A description of the indicators of attributes of TVET institutions and their influence on the demand for TVETs will be conducted. The researcher developed a questionnaire to collect data that was used to establish the relationships between the key study variables. This further justifies the choice of the research design for the study due to its robustness in testing for effects of relationships studies.

Phenomenology approach was also chosen for this study due to its recognized strength in enabling researchers to gain a depth of understanding of the cases and situation studied (Berg, 2004). The basic purpose of phenomenology is to reduce individual experiences with a phenomenon to a description of the universal essence - a "grasp of the very nature of the thing," (Van Manen, 1990, 177). The inquirer collects data from persons who have experienced the phenomenon, and develops a composite description of the essence of the experience for all of the individuals. This description consists of "what" they experienced and "how" they experienced it (Moustakas, 1994). Thus, qualitative research attempts to understand individuals lived experiences and the behavioral, emotive, and social meanings that these experiences have for them.

The target population for this study comprised of all students enrolled in youth polytechnics in Kajiado County. Then the management of the three polytechnics in Kajiado County was also part of the population for the interviews and focus group discussions. Students' samples have been successfully used in previous research by among others Krueger, Reilly and Carsrud (2000). Further, the TVET students provide a broad representative sample drawn from culturally diverse backgrounds. Management of the various polytechnics, on the other hand, was well placed to address issues on cultural and skills competitiveness. The population was drawn from three polytechnics (namely Isinya, Namelok and Entasopiain) in Kajiado County.

3.1 Sample Frame and Sampling Techniques

A sampling frame is a list of the items or people forming a population from which a sample is taken. The sampling frame for this study will be the students in three youth polytechnics in Kajiado i.e., Isinya, Namelok and Entasopia.

Given the heterogeneity nature of the first population group (polytechnic students), cluster sampling was used to select the three youth polytechnic in Kajiado County. Saifuddin (2009) explains cluster sampling as a sampling technique used when "natural/heterogeneous" but relatively homogeneous groupings are evident in a statistical population. In this study, cluster sampling enabled the researcher to arrive at heterogeneous sample with each cluster offering different courses and management style but with some degree of similarity given the rites of passage context within which students are drawn from. Stratified sampling as well as random sampling procedures were thereafter subjected to each of the cluster.

Using Slovin's Formula, the sample size was thus:

$$n = N / (1 + Ne^2) \dots\dots\dots$$

Where n, N and e are the number of samples, the total population and error tolerance respectively. Ariola (2006) argues that in using Slovin's formula, the error of tolerance is first determined which can range between 95% and 99% confidence level. (giving a margin error of 0.05 and 0.01 respectively). In the current study a confidence level of 95.0% was utilized thus the margin of error was 0.05. The total number of the students in the three polytechnics was 170 students. Thus, using the formula, the sample size was given by:

$$n = 170 / (1 + 170(0.05^2))$$

Therefore, the sample size was 119.29 truncated to 119 respondents (equivalent to 70% of the whole population). Stratified random sampling was used to select the TVET first year and second year students as respondents for this study from their respective youth polytechnics. Stratified random sampling is a sampling method in which the population is divided into subgroups or 'strata,' and a random sample is then selected from each subgroup (Fink, 1995). In this case, the strata were the three polytechnics of Isinya, Namelok and Entasopia with 94, 43 and 33 students respectively amounting to a total of 170 students.

4.0 RESEARCH FINDINGS

4.1 Influence of Socio-Economic Background on Demand for TVET Training among the Youth

Table 1: Rating on Aspects of Socio-Economic Background Influence on Demand for TVET among the Youth

Statement	Strongly Disagree	Disagree	Not Sure	Agree	Strongly agree	Mean	Standard Deviation
	%	%	%	%	%		
a) My parents are aware of the relevance of TVET skills for my future	0.9	1.7	5.2	48.7	43.5	4.3	0.7
b) My parents believed that TVET skills will give the family a sustainable livelihood	-	7.0	7.8	47.8	37.4	4.2	0.8
c) My parents are aware of the relevance of TVET skills in uplifting the family	2.6	7.0	7.0	42.6	40.9	4.1	1.0
d) My parents are aware of TVET skills for my survival	2.6	9.6	10.4	44.3	33.0	4.0	1.0
e) My parents' income influences choice of TVET courses	11.3	7.8	20.0	16.5	44.3	3.7	1.4
f) My parents will always ensure the cost of TVET programmes are met	5.2	12.2	15.7	39.1	27.8	3.7	1.1
g) Joining TVET has highly been influenced by skills/occupations of my siblings	10.4	14.8	17.4	27.0	30.4	3.5	1.3
h) A TVET skill is the one my parents choose because of the number of dependants	8.7	17.4	19.1	20.0	34.8	3.4	1.6
i) My parents have the capacity to meet the cost of TVET programmes	6.1	27.0	16.5	33.0	17.4	3.3	1.2

The results on socio-economic background show that parents of students in youth polytechnics are aware of the relevance of TVET skills towards their children's future, there was clear indication that parents strongly believed that TVET skills will give the family a sustainable livelihood in future and that the skills would be relevant in uplifting their families. This was clearly shown by a strong mean above 4.0. This implies that most of the parents endorse TVET skills as relevant and adequate in sustaining the livelihood of the youth as well as the whole family. However, a significant number of respondents dismissed any conception that parents preferred TVET skills to other courses, because of the number of dependants. An equally significant portion said that their parents have the capacity to meet the cost of TVET programmes dispelling impression that TVET skills are for the poor.

4.2 Factor Analysis

Table 1: Rotated Component Matrix (Socio-economic Background)

Statement	Components	
	Component 1: Affordability of TVET programmes	Component 2: Competition among household dependants for the acquisition of skills
	Factor loading	Factor loading
My parents have the capacity to meet the cost of TVET programmes.	0.874	-0.034
My parents will always ensure the cost of TVET programmes are met.	0.777	--0.057
Mean 3.5		
Chronbach alpha 0.88		
TVET skill is the one my parents choose because of the number of dependants.	-0.022	0.712
My parents are aware of TVET skills for my survival.	0.037	0.703
Mean 3.7		
Chronbach alpha 0.89		

Factor analysis on socio-economic background revealed that affordability of TVET programmes and the competition among household dependants for the acquisition of skills are the major indicators. On affordability of TVET programmes, there was a strong assertion that parents have the capacity to meet the cost of TVET programmes and will always ensure these costs are met. From some participants, it was evident there are some parents who have challenges meeting the costs of TVET programmes. Participant five was critical that *“..It is quite a challenge to some parents. Some of them struggle to make ends meet hence their poor payment of school fees.”* On the same note, Participant eight added: *“Given the meagre income of the parents here, some of them cannot afford the cost for certain courses that are relatively more costly.”* This implies that the level of income could potentially influence the choice of TVET courses among students. Participant ten was more categorical and expressed that:

Affordability of TVET depends on the specific course requirements and the parents' financial ability. Some courses are more demanding than others in terms of costs. Hence, it is mostly the financially stable parents who enrol their children in such courses while the poor opt for the relatively cheaper programmes.

Atchoarena and Esquieu (2002) also pointed out the cost issue arguing that TVETs were extremely costly. A further probe into the students through the focus group discussion also brought similar concerns to the limelight. At Entasopia, students highly the claim that parents afford the cost for TVET programmes. One of the participants succinctly put it that:

Some parents are not able to meet the cost. They always source for support from donors, and scholarships. Other times students complete at a great personal sacrifice of even going without food.

On the competition among household dependants for the acquisition of skills, it emerged that parents choose TVET skills because of the number of dependants and they are aware of TVET skills for the students' survival. A participant blamed cultural practices express in gits effects particularly on those who join secondary school: "...a second year from Namelok Polytechnic came back for training after 5 years." It was also evident that some students had to make their own choices rather than those of their parents in joining TVET. This was confirmed during the students' discussion at Namelok, where Participant three made the following claim "I brought myself here after being employed at lekisim for three years..." This implies that some families could be poverty stricken hence the challenges in affording the cost of TVET.

Participants from Isinya perceived the cost of TVET with little concern when it comes to enrolment. This was apparent during Focus Group Discussion with the students at this institution where one of them perceived the costs as pocket friendly. To him, "most of the parents don't have problems in paying the fees." Another one posited that the programmes were affordable compared to the cost of pursuing a parallel degree and as a result, "...the parent or the guardian for that matter doesn't have to struggle a lot to pay your fees."

At Isinya however, one participant was concerned that "In some of the courses ,tools required are a bit expensive. Some parents therefore find it challenging to afford these together with the school fees burden." Another concern was raised during the students' discussion at Namelok where one of the participants argued that:

Sometimes the costs are difficult to meet especially when the siblings are very many with some in schools and other very young; and they are all dependent on the same parent who may not even be having a stable form of income.

This indicates that parents with students both in TVET and in high school and/or primary school could be the most hit group, since it increases the cost burden for them. Some economists working within the World Bank had long ago questioned the cost-

effectiveness of vocational education and the rate of return to investments in TVET (Psacharopoulos, 1991;Psacharopoulos & Woodhall, 1985). As such to increase enrolment, the cost burden could be lessened for such parents. This can be achieved through measures such as increasing bursaries to TVETs as well as sponsorship programmes increased.

Although there were also assertions by the management, and quite a number of students particularly at Isinya, indicating that TVET costs are low, then most of the parents should have enrolled their children in TVETs. However, the fact that enrolment is still low indicates that this is subjective to what an individual would perceive as high cost relative to his/her income. It becomes apparent that the cost of the courses is uneven as some demand more resources than others. As such, just like implied in some assertions, a parent's income is likely to influence the choice of the course for their children, in which case, if the income is low; the preference will be a cheaper course. Findings on socio-economic background as a determinant of demand for TVET expresses high consistence with various authors. Young (as cited in Batra, 2003:26) pointed out that family income level is generated by a particular family background and experience. In respect to this, Saini and Rathore (2001) argue that entrepreneurial traditions of the family, as well as the community, are important factors within which the entrepreneur grows and internalizes the values and norms and determine the choice of course to pursue.

4.3 Variables Relationship

Table 2: Variables Relationship

				Perception that TVET skills guarantees Income earning	Great enthusiasm skills	personal for TVET
Affordability	of	TVET	Pearson	0.708(*)		0.621(*)
programmes			correlation			
			Sig. (2- tailed)	0.000		0.000
			N	115		115
Competition		among	Pearson	0.729(*)		0.611(*)
household	dependants	for	correlation			
skills acquisition			Sig. (2- tailed)	0.000		0.000
			N	115		115

* Correlation is significant at the 0.05 level (2-tailed)

The correlation matrix shows a correlation coefficient of 0.708 between affordability of TVET programmes and perception that TVET skills guarantees income earning. It also shows a correlation coefficient of 0.729 between competition among household dependants for skills acquisition and perception that TVET skills guarantees income earning. Similarly, a positive correlation was noted between affordability of TVET programmes and great personal enthusiasm for TVET skills ($r = 0.621$). A positive correlation also exists between competition among household dependants for skills acquisition and great personal enthusiasm for TVET skills ($r = 0.611$). This implies that the relationship between predicted value and the observed value was positive. From the findings, the low significance levels indicates a high confidence level for the findings. Significance was below 0.05 for all the variables which indicates that the results were significant above 95% confidence level. The implications are that for demand of TVET skills to be high, socio-economic background should be improved, by ensuring that most people can afford to pay for the TVET programmes and numerous opportunities exist. The researcher confirmed the results by carrying out an in-depth interview with the management of the various TVET institutions, where the respondents were drawn from. Most interviewees lamented the high cost of living that reduced the parents' purchasing power to afford the TVET costs. However, a few argued that even though most parents are financially constrained, they have a way out to advance their children's education.

The informants further noted that not all TVET courses are affordable to every parent, since some courses are more expensive than others. Some parents also have many dependents that compete for their little income, while others will struggle to make ends meet. Some of the informants claimed that parents are able to meet the cost of TVET programmes because it is cheaper than secondary school education. Participant one, for instance, expressed that point in the following words: *"The programmes are affordable. The cost cannot even compare to that of secondary schools with high school fees demands."*

4.4 Regression Model

Regression was done to find the relationship between the main indicators identified for socio-economic background in the factor analysis and the demand for TVET. This was done at two levels; the first being by a multiple regression model, while the second level was the test of hypothesis. This was done separately for the two levels of demand (Perception that TVET skills guarantees income earning and Great personal enthusiasm for TVET skills). Two regression models can be constituted as follows:

$$D_1 = \alpha_1 + \beta_1 X_1 + \beta_2 X_2 + e \dots \dots \dots \text{for the first level of demand}$$

$$D_2 = \alpha_2 + \beta_1 X_1 + \beta_2 X_2 + e \dots \dots \dots \text{for the second level of demand}$$

Where:

D_1 is the Demand for TVET expressed as the Perception that TVET skills guarantees income earning;

D_2 is the Demand for TVET expressed as Great personal enthusiasm for TVET skills

Table 4: Regression Coefficient Matrix I

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	1.08	0.17		6.79	0.01
Affordability of TVET programmes	0.53	0.15	0.56	5.33	0.01
Competition among household dependants for skills acquisition	0.44	0.13	0.48	3.91	0.03

Dependent Variable: Perception that TVET skills guarantees income earning

Adjusted R Square 0.433

Table 5: Regression coefficient matrix II

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	0.91	0.22		5.33	0.002
Affordability of TVET programmes	0.47	0.19	0.51	4.17	0.003
Competition among household dependants for skills acquisition	0.39	0.25	0.43	4.21	0.003

Dependent Variable: Great personal enthusiasm for TVET skills

Adjusted R Square 0.452

In this regard, the models can be expressed as:

$$D_1 = 1.08 + 0.56X_1 + 0.48X_2 + e$$

$$D_2 = 0.91 + 0.51X_1 + 0.43X_2 + e$$

The results show a positive relationship between affordability of TVET programmes and the perception that TVET skills guarantees income earning. Likewise, competition among household dependants for skills acquisition also positively affect demand for TVET skills because they enhance perception that TVET skills guarantees income earning. Findings also revealed a direct relationship between affordability of TVET programmes as well as competition among household dependants for skills acquisition to great personal enthusiasm for TVET skills. As indicated by Laugro (2010), students are heavily influenced by these labour market opportunities, and less affected by practices that attempt to re-orientate mind-sets by vocationalising curriculums.

4.5 Coefficient of determination

Coefficient of determination, also called R-Square (R^2) gives the proportion of variance in the dependent variable (science) which can be predicted from the independent variables. If there are significant outliers, R^2 is adjusted/corrected for errors. Coefficient of determination was computed for the two levels of demand. That is Perception that TVET skills guarantees income earning and Great personal enthusiasm for TVET skills.

Table 6: Coefficient of Determination on TVET Skills Guarantees Income Earning

R	R Square	Adjusted R Square	Std. Error of the Estimate
0.669	0.447	0.433	0.207

Predictors: (Constant), Affordability of TVET programmes, Competition among household dependants for skills acquisition

The coefficient of determination (R^2) for Perception that TVET skills guarantees income earning was 0.447, which means that for any change in the perception that TVET skills guarantees income earning, all the predictors collectively explain up to 0.447 (that is, 44.7%) of that change.

Table 7: Coefficient of Determination on Great Personal Enthusiasm for TVET Skills

R	R Square	Adjusted R Square	Std. Error of the Estimate
0.679	0.461	0.452	0.215

Predictors: (Constant), Affordability of TVET programmes, Competition among household dependants for skills acquisition

For Great personal enthusiasm for TVET skills, the coefficient of determination (R^2) was 0.461, which means that for any change in the Great personal enthusiasm for TVET skills, all the predictors collectively explain up to 0.461 (also stated as 46.1%) of that change. Comparatively, it is apparent that the predictors explain a higher proportion of the changes in Great personal enthusiasm for TVET skills than in the Perception that TVET skills guarantees income earning. This is because the coefficient of determination at the former is greater than at the latter level (0.461 is greater than 0.447)

4.6 Test of Hypotheses

At the first level of demand (Perception that TVET skills guarantees income earning), the hypotheses tested were:

H_{01a}: There is no significant relationship between affordability of TVET programmes and perception that TVET skills guarantees income earning.

H0_{2a}: There is no significant relationship between competition among household dependants for skills acquisition and perception that TVET skills guarantees income earning.

The critical value for t at 114 degrees of freedom ($d.f = 115 - 1$) at 95% confidence level, 2-tail test was 1.973. Given that calculated t-scores (Affordability of TVET programmes = 5.33; Competition among household dependants for skills acquisition = 3.91) were greater than the critical value for t (1.973) for both variables, the criteria is to reject the null hypothesis for both explanatory variables. Thus, both affordability of TVET programmes and competition among household dependants for skills acquisition have a significant relationship with the perception that TVET skills guarantees income earning.

At the second level of demand (Great personal enthusiasm for TVET skills), the hypotheses tested were:

H0_{1b}: There is no significant relationship between affordability of TVET programmes and great personal enthusiasm for TVET skills

H0_{2b}: There is no significant relationship between competition among household dependants for skills acquisition and great personal enthusiasm for TVET skills

Similarly, at this level of demand, calculated t-scores (affordability of TVET programmes = 4.17; competition among household dependants for skills acquisition = 4.21) were greater than the critical value for t (1.973) for both variables. The null hypothesis is thus rejected for each explanatory variable. Thus, both affordability of TVET programmes and competition among household dependants for skills acquisition have a significant relationship with great personal enthusiasm for TVET skills.

5.0 SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary of the research findings

During the field research, students revealed that their parents strongly believed that TVET skills will give them a sustainable livelihood in future. They also believed that the skills would be relevant in uplifting the family from poverty. A significant number of respondents, however, dismissed any conception that their parents preferred TVET skills to other courses, because of the number of dependants. Most interviewees lamented the high cost of living that reduced the parents' purchasing power to afford the TVET costs. The informants further noted that not all TVET courses are affordable to every parent, since some (like engineering) are more expensive than others. Some parents also have many dependents that compete for their little income, while others will struggle to make ends meet. Besides, most of the parents are not aware of TVET courses or how much they cost.

From further analysis on the relationship between socio-economic background and demand for TVET, the coefficient of determination indicated that socio-economic background explains a considerable proportion of changes in the demand for TVET courses. A factor analysis of the various aspects of socio-economic background indicated

that affordability of TVET programmes and the competition among household dependants for the acquisition of skills are the major indicators. From the regression analysis results, a change in parents' affordability leads to an increase in demand for TVET. Similarly, a change in competition among household dependants for acquisition of skills would also lead to an increase in demand for TVET skills.

5.2 Conclusion

From the research findings above, it can be inferred that socio economic background influence is key determinant of the demand for TVET courses. The study concludes that affordability of TVET programmes and the competition among household dependants for the acquisition of skills exerts influence on demand for TVET. Some parents nonetheless have challenges meeting the costs of TVET programmes. Given that the cost of TVET courses is uneven as some demand more resources than others; a parent's income possibly determines the choice of the course for their children. If the income is low, the preference will be a cheaper course. This is further complicated by the high cost of living, especially in cases where the number of dependants in the family is high. This reduces some parents' purchasing power to afford the TVET costs relative to their meagre income. This could explain the differences in enrolment rates for different courses. Another socio-economic issue that constrains the demand for TVET is that in some families, the importance of TVET skills is yet to be realized with perception of TVET as a place for the failures still quite pronounced in the society. This could have potentially caused low enrolments in some institutions. Parents and students should build networks with members of the society who are of higher socio-economic status to enhance the ability of the graduates to gain opportunities in the labour market.

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