

Community Programming Tools for Technical Vocational Education and Training and Empowerment of Youth in West Pokot County, Kenya

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Purpose: The foremost focus of the study was to examine community programming tools for Technical Vocational Education and Training (TVET) and their protagonist in empowering youth in West Pokot County, Kenya. The study intended to determine the correlation amongst community programming tools in TVET and youth empowerment in the area. To accomplish this aim, the study delineated specific objectives, comprising designing and planning phase, facilities and community rendezvous in TVET to empower youth in West Pokot County, Kenya.

Keywords: TVET designing, TVET planning phase, TVET facilities, TVET Community engagement and empowerment of youth in West Pokot

1.1 Introduction

Technical Vocational Education and Training have an indispensable protagonist in developing a range of skills, aptitudes, and aptitudes that are life-threatening in meeting the demand for jobs and augmenting integral human development (Akala & Changilwa, 2018). According to Tripney, Hombrados, Newman, Hovish, Brown, and Steinkafry (2013), Technical Vocational Education and Training progresses the employment and employability of young people in developing countries. Development intellectuals have highlighted the importance of youth participation in community development. Oliver et al. (2009) recommended that youth participation helps people transition into adulthood and take on communal development subjects early. Technical Vocational Education and Training are unquestionably regarded as a vital tool for youth empowerment; it is the only way to enhance productivity, wealth creation, and poverty alleviation of individuals and society (Ugwoegbulem, 2022). However, the potential of youth empowerment is momentarily limited by the low government savings in Technical Vocational Education and Training. Youth empowerment has converted an international badly-behaved, and Kenya is no exclusion (Gilbert, 2021)

1.1.1 Human Capital Theory

Becker (1962) and Rosen (1976) were the writers of the original style of the human capital theory (HCT). It is fretful with the knowledge and experiences of personalities. It argues that distinct workers have skills or aptitudes that they can progress or accumulate through training and education. As students future workers or accumulate human capital, their value in the marketplace should upsurge as they bring more knowledge and usefulness to their job tasks.

It accentuates the productive capabilities of human beings; it embraces the pool of knowledge, skills, and other qualities personalities own (Schultz, 1960).

1.1.2 Keiffer Theory of Empowerment

This theory shows the patterns and procedures of the participant's transition from helplessness to empowerment. Keiffer's work on individual empowerment is one of the only major empirical studies that examines individual empowerment as a procedure. The entry stage seems to be motivated by the participant's involvement of some event or circumstance threatening to the self or household; Keiffer refers to this as an act of 'Incitement (Lord & Hutchison, 1993) In the advancement stage, three noteworthy aspects are vital to continue the empowerment procedure: mentoring, supportive noble relationships with a collective association, and developing a more dangerous understanding of social and political relationships. The central focus of the third stage is the development of a growing political realization. Commitment is the final stage in which the contributors apply the new participatory capability to ever-expanding areas of their lives. (Lord & Hutchison, 1993)

1.1.3 Community Youth Development Theory

Community youth development has developed from the systematically robust research encompassing ongoing adolescent development educations. The literature on adolescent growth and development and, more precisely, the research adjoining risk and resiliency was pioneered by scholars such as Garbarino (1992). These scholars, collectively, have provided the foundation from which community youth development has evolved. Community youth development is a process by which youth's developmental needs are met, rendezvous in problem behaviors is prevented, and, most prominently, youth are empowered to use their developing competencies or skills for their communities' advancement. This theory highlights the prominence of solidification communities to be functional in encouragement and supporting young people, thus guaranteeing sustainable development (Benson & Pittman, 2001). In this context, the prominence is on empowering and developing youth to subsidize positively to the development of the communities that have built those (Lerner et al., 2002).

2.1 TVET Designing

Numerous factors have been recognized as restrictions to youth empowerment, including the low quality of Technical Vocational Education and Training (TVET) institutions, negative insights of these institutions, and financial trials. Research shows that these institutions are not efficiently contributing to youth employment in Kenya (Erima, 2021) and are often not based on academic skills, qualifications, or talents but rather on the needs of candidates, which decreases the quality of programs obtainable (Erima, 2021). Assessing the quality of these institutions often involves evaluating input variables, particularly curriculum and instructional quality (Reitz, 2018b). In many developing nations, comprising Kenya, TVET institutions are seen as a second chance for those who have yet to find a place in academic education (Erima, 2021). This insight has led to negative connotations with these institutions, which are often viewed as being for poor performers. Financial challenges also limit the capacity of such officialdoms to empower youth. Addressing these challenges can be crucial step in augmenting youth empowerment through TVET.

2.1.1 TVET Planning Phase

The Technical Vocational Education and Training Authority (TVETA) is a State Corporation under the Ministry of Education, Science and Technology. It was well-known as a corporate body by the TVET Act, 2013, Laws of Kenya, to regulate and coordinate Technical and Vocational Education and Training. TVETA achieves this through registering training institutions and trainers, licensing organizations to offer training programs, complimentary managers to run the institutions, and safeguarding compliance with training standards and quality assurance. The TVET Act of 2013 also sets out the procedure for appointing the board of governors for these organizations. These necessities demonstrate a shift in the management of public property and resources to safeguard the prudent use of scarce resources for posterity (TVETA, 2021).

2.1.2. TVET Training facilities

According to Nyerere (2009), some of the challenges facing TVET organizations include inadequate facilities and capacities to cater for graduates of primary and secondary education desiring to pursue TVET. Technical Vocational Education and Training (TVET) organizations rely on training amenities such as apparatus which are didactic materials, and consumables used to provide practical, hands-on skills and knowledge. The obtainability of this apparatus depends on the training content, module sequence, and work-related profile, according to Okinyi, Nyerere and Kariuki (2021), exposure to state-of-the-art equipment and technological innovations by TVET staff and students harvests a labor force that is not geographically limited. However, TVET organizations face challenges such as limited access to modern apparatus, leading to less practical curriculums and ill-equipped learners to meet industry demands. Ngware et al. (2022) suggest that adopting modern apparatus can empower youth to acquire the skills demanded in the labor market.

2.1.3 TVET Community Engagement

Community engagement is a broad impression Driscoll (2009) Community commitment describes the partnership amongst institutions of higher education and their larger communities for their mutually advantageous exchange of knowledge and resources in a context of conglomerate and mutuality. TVET institutions pursue to maintain important links with their communities. Community engagement involves employer engagement, this is a key feature of TVET that could influence on youths empowerment. TVET employers includes SME, MSE and LSE, public and private companies, non-profit community organizations among others. According to Seddon and Billet (2004) Social partnerships in TVET leads to positive results counting providing learning opportunities, speaking socio-economic issues, as long as local advice talented of informing centralized policy making in and beyond TVET among others.

2.1.4 Empowerment of Youth in West Pokot

Empowerment can occur at three levels: personal, small group, and community (Keifer, 1984). Youth empowerment encompasses six interdependent dimensions: psychological, community, governmental, economic, social, and cultural. These dimensions aim to build self-confidence and equip young people with the skills to obtain knowledge (Otamiri et al., 2022). Youth empowerment is predicated on the belief that young individuals are the most valuable resource for endorsing development and can be agents of change in meeting their needs and addressing their problems (MSYA, 2007). Therefore, youth empowerment is critical for the development of any nation. Education is the most strong tool for empowering young individuals with knowledge, skills, and self-confidence (Nwodoh, 2021). Youth empowerment is life-threatening in addressing various societal tests, such as youth unemployment, scarceness, drug abuse, and terrorism. Technical and Vocational Education and Training (TVET) is undoubtedly vital for youth empowerment. It is the only way to improvement productivity, create wealth, and lessen poverty for persons and society (Okwori, 2010).

3.1 Research Design

Research design refers to the plan or strategy used to answer a set of questions, which includes the methods and procedures to collect, analyze, and interpret data (McCombes, 2019). The descriptive research design was adopted in this study to describe the phenomena associated with the subject population and discover associations among those involved (Nassaji, 2015). The goal of descriptive research is to draw and classify the phenomena. It is a process of collecting data to answer questions concerning the status of the subjects in the study (Kungu et al., 2014). This research design was used to analyze the link between community programming tools of Technical Vocational Education and Training and the empowerment of youth in West Pokot County.

3.1.1 TVET DESIGNING

Table 1.1 presents a descriptive examination of how technical and Vocational Education and Training

(TVET) design inspirations youth empowerment, as perceived by 133 TVET students. The purpose of TVET and its influence on youth empowerment is notably balanced, with a substantial arrangement (SA and A) of 74.5%, signifying a generally positive awareness regarding TVET's role in empowering the youth. Moreover, the community perceives TVET as a noteworthy tool for talking its development needs, with an awe-inspiring 69.6% agreement, emphasizing the crucial impact of TVET on community development and youth empowerment. With 71.2% of the community supportive, community observations of TVET's impression on youth empowerment also reproduce an upbeat outlook, further emphasizing TVET's potential to empower the youth. Furthermore, resource allocation within TVET is seen absolutely, with 69.2% agreement, reinforcing that effective resource allocation within TVET programs can positively encouragement youth empowerment. Overall, these observations shed light on the perceived role of TVET in empowering youth and driving community developmentally. This results coincide with the outcome of Ongeru & Osoro (2021).

The positive insights of TVET's purpose and impact on youth empowerment indicates that persons believe TVET can successfully provide skills and chances that enhance empowerment. The fact that there is an overwhelming agreement on TVET's ability to address the community's development needs shows that people understand the role TVET plays in community growth and empowerment. When the wider community sees it as a valuable avenue for empowering the youth and improving their prospects, it indicates that community perceptions align positively with TVET's impression on youth empowerment. Lastly, the optimistic outlook on resource allocation within TVET suggests that people believe investing and allocating resources effectively within TVET programs is crucial for enhancing youth empowerment. Overall, these positive perceptions confirm the value and potential impact of TVET in empowering youth and fostering community development. The results were in line with a study conducted by (Sigu, 2017) on the Impact of Vocational education and training on socioeconomic empowerment of youth.

Table 1.1 Descriptive Analysis on TVET Designing on Youth Empowerment

Items	SD (%)	D (%)	N (%)	A (%)	SA (%)	Mean	SDV
Purpose of the TVET affects empowerment of youth	11 (8.3)	12 (9)	11 (8.3)	55 (41.4)	44 (33.1)	3.82	1.224
The development needs of the community through TVET affects empowerment of youth	8 (6)	15 (11.3)	17 (12.8)	59 (44.4)	34 (25.6)	3.72	1.144
Community perceptions of TVET affects empowerment of youth	5 (3.8)	10 (7.5)	22 (16.5)	59 (44.4)	37 (27.8)	3.85	1.034
Resource allocation of TVET affects empowerment of youth	10 (7.5)	14 (10.5)	17 (12.8)	31 (23.3)	61 (45.9)	3.89	1.298

N=133, SD=Strongly Disagree, D=Disagree, N=Neutral, A=Agree, SA=Strongly

3.1.2 Descriptive Analysis of Effect of TVET planning phase on empowerment of youths

Table 1.2 presents a wide-ranging view of TVET students' discernments regarding the influence of the planning phase in TVET on youth empowerment. The responses, categorized into levels of settlement, shed light on the students' viewpoints. A notable majority believe that the governance of TVET directly touches youth empowerment, with 72.2% agreeing or strongly agreeing. Similarly, regarding student support, a significant portion (74.4%) acknowledge its positive impact on youth empowerment. The competence of

TVET tutors is also seen as crucial, with 72.9% expressing settlement or strong settlement on its influence. Additionally, tutors' mentorship and coaching are vital for youth empowerment, with 75.9% agreeing or strongly harmonizing (Malechwanz, 2022).

The students have a good sympathetic of how the governance of TVET plays a significant role in determining youth empowerment within the educational structure. They recognize that real administrative structures, policies, and decision-making can positively impact empowering students. Moreover, the students believe that a nurturing and supportive environment within TVET institutions is critical for fostering student empowerment. They also acknowledge the competence of TVET tutors and their role in empowering students. Lastly, the students understand the importance of tutors' mentorship and coaching in youth empowerment, highlighting the significance of mentorship programs and tailored guidance as vital components of empowering the youth within the TVET framework. The results are in line with a study conducted by (Musyimi et al., 2018). These positive perceptions emphasize the need for a well-structured planning phase and helpful educational environment to empower the child in the TVET system effectively.

Table 1.2 Descriptive Analysis of TVET planning phase on youth empowerment

Items	SD (%)	D (%)	N (%)	A (%)	SA (%)	Mean	SDV
The governance of TVET affects empowerment of youth	14 (10.5)	14 (10.5)	9 (6.8)	54 (40.6)	42 (31.6)	3.72	1.299
Student support from TVET affects empowerment of youth.	10 (7.5)	15 (11.3)	10 (7.5)	50 (37.6)	48 (36.1)	3.83	1.244
TVET Tutors competency affects empowerment of youth.	6 (4.5)	16 (12)	14 (10.5)	48 (36.1)	49 (36.8)	3.89	1.166
The Mentorship and coaching of tutors affects youth empowerment.	9 (6.8)	13 (9.8)	10 (7.5)	48 (36.1)	53 (39.8)	3.92	1.216

N=133, SD=Strongly Disagree, D=Disagree, N=Neutral, A=Agree, SA=Strongly

3.1.3 Model of Goodness Fit

The consequences in Table 1.3 recapitulate the model used to examine the relationship amongst various prognosticators or TVET Designing, planning phase, facilities and Community engagement and the dependent variable or Youth Empowerment. The model demonstrates a moderately strong positive correlation ($R \approx 0.765$) between TVET designing, TVET planning phase, TVET facilities and TVET Community engagement and youth empowerment in West Pokot County, Kenya. These prognosticators elucidate approximately 75.1% of the variance in youth empowerment ($R^2 \approx 0.751$). Adjusted R Square (≈ 0.71) confirms the model's explanatory power, while the standard error of roughly 21.841 designates the typical deviation of actual youth empowerment values from foretold values. The Durbin-Watson statistic (≈ 2.359) suggests a moderate optimistic autocorrelation in the residuals, implying some sequential dependence in the data points. This outcome is in line with the discovery of Onger and Osoro (2021).

Table 1.3 Model Summary for the Overall Model

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.765 ^a	0.751	0.71	21.841	2.359

a. predictors: (constant) tvet designing, tvet planning phase, tvet facilities and tvet community engagement .

b. Dependent: Youth Empowerment

3.1.4 ANOVA Test

The ANOVA table 1.4 presents the examination of variance for the overall model evaluating the encouragement of predictors on youth empowerment. The Regression section shows that the prognosticators collectively account for a noteworthy portion of the variance in youth empowerment, with a sum of squares of approximately 915.087 and a mean square of 225.272. The F-statistic of 28.959 is substantial ($p < 0.001$), representative the model's overall consequence in amplification the variance. The "Residual" section signifies unexplained variance, with a sum of squares of 2416.922 and a mean square of 7.093. The total sum of squares is 3322.009, indicating the overall variability in the dependent variable. The outcomes highlight that the predictors have a statistically significant (Sig 0.000) impact on youth empowerment. This is in line with the consequence of Ongeru and Osoro (2021).

Table 4.10 ANOVA Test

Model		Sum of	Mean			
		Squares	df	Square	F	Sig.
1	Regression	5.087	1	225.272	28.959	.000b
	Residual	6.922	132	7.093		
	Total	12.009	133			

a Dependent Variable: Youth Empowerment

b Predictors: (Constant), tvet facilities, tvet designing, tvet planning phase and tvet Community engagement .

Summary

The research intended to explore the area of community programming tools in Technical Vocational Education and Training (TVET) on youth empowerment in West Pokot County, Kenya. The sample size of the study was 133 apprentices from the selected institutes in West Pokot county. The demographics scrutiny showed that most of the plaintiffs were female. Moreover, most had accomplished their education up to the certificate level. Many students opted for courses in tailoring, dressmaking, and information and technology (ICT). It is worth noting that female students favored tailoring and dressmaking and made up the majority of students in these courses. The impact of TVET design, planning, facilities, and community participation on youth empowerment was examined in part. The discoveries were hopeful and designated that TVET absolutely inspirations youth empowerment, encounters community needs and successfully allocates funds.

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