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INFLUENCE OF INCREASED TVET TRAINERS EMPLOYMENT BY THE GOVERNMENT ON THE INTERNAL EFFICIENCY OF TVETS IN RIFT VALLEY REGION, KENYA.

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ABSTRACT

Introduction: Africa has over 100 million unskilled youth who are either under-employed or un-employed. African countries have adopted TVETs to develop these youth professionally and with technical competencies. In Africa, investing in TVET is costly hence some developing countries like Kenya face efficiency challenges regarding to resource utilization and students flow through the school system at various levels of education and programs. The government of Kenya has in the recent past undertaken several initiatives in TVETs to enhance the development of this unit of education. This study sought to establish the influence of increased TVET trainers' employment by the government on the internal efficiency of TVETs in Rift Valley Region, Kenya.

Research Methods: The study was based on the Durkheim theory. Mixed research design was used. A pragmatist research philosophy was adopted. The study was carried out in the Rift Valley Region, Kenya. A sample of 109 respondents comprising of 12 principals, 96 heads of departments and 1 TVETA officer was used. This was drawn from a population of 12 principals, 127 heads of departments and 1 regional TVETA officer. Stratified random sampling, proportionate sampling and simple random sampling techniques were employed in obtaining the sample size. Questionnaires and an interview schedule were used for collecting data. Validity and reliability for these instruments was established before starting data collection. Analysis of data was done using descriptive, inferential statistics and content analysis.

Results & Analysis: Results showed that TVET trainers' employment had a positive and significant effect on completion rates and performance, hence, TVET internal efficiency of (β=-0.127, $p < 0.05$).

Conclusions: The study concluded that employment of additional trainers enhances TVETs internal efficiency.

***Key Words**: Recruitment/Employment, Trainers, TVETs, Influence, Internal efficiency, Kenya.*

1.0 Introduction

It has emerged that the most excellent strategy for creating human resource for many countries world over is through Technical and Vocational Education and Training. This is in terms of advancing the highly required technical skills for both industrial and economic growth (UNESCO, 2023). Finland gives us a good example where embracing TVET education has become necessary. China is another country that has really embraced TVET education. In fact, the economies of these two countries have experienced tremendous growth. In 2017, Bloomberg ranked the economy of Finland to be the most innovative one (Jamrisco & Lu, 2017). This economy is founded on a considerable amount of investment in TVETs, together with some legal reforms concerning TVET. What is clear here is that the initiative by the respective countries or governments to invest heavily in TVET education must have had unspeakable impact on both the internal and external efficiency of these institutions, and hence positively impacting on the economic growth of these countries. Indeed, Okinyi (2021) observed that the efficiency of educational institutions is vital in justifying allocation and use

of resources. Countries like Sweden, Brazil and Japan adopted a strategy of ensuring that TVETs are adequately financed. This has had very positive impact on performance as reported by a high enrolment of more than a third of the youth to TVET programmes. According to World Bank (2018), China set out to put in place a number of strategies that would go a long way in enhancing enrolment and hence enhance efficiency in technical and vocational training institutions about two decades ago. In so doing, a program to start model technical institutions in 1,000 major towns was piloted. As a result, autonomous TVETs were established. This meant that these TVETs had the freedom to come up with strategies and policies that would aid in obtaining funds by linking with industries which would eventually offer to the graduate job opportunities. The impact of this would be to raise the external efficiency of TVETs.

World Bank, (2018) observed that there was no efficient mix of inputs in the education system of Kenya. R.o.K (2024) opined that as far as internal efficiency in Kenya was concerned, the system of education needed attention in terms of policy. Consequently, performance in national exams was dismal with a record high of failures and referrals. This meant that there was a high level of wastage and hence inefficiency in the system (Chelimo, Guyo & Moronge, 2020).

According to UNESCO (2017), Africa has more than one hundred (100) million youth who are unskilled and are either under-employed or unemployed. In this regard, TVET institutions have been adopted by African governments in order to develop these youth in terms of professional and technical competencies. This, according to Kinuthia (2018), is in agreement with the AU Strategic Plan of the period 2006-2015 to implement education for Africa. This was in recognition of the vital role of TVET as a way of strengthening individuals to be in charge of their lives. Oviawe and Anetekhai (2019) observes that in Africa investing in TVET is very costly with some countries taking into account the financing of these institutions in their budgets. It is in this regard that Okinyi (2021) opines that some developing countries like Kenya are facing efficiency challenges in regard to resource utilization and the flow of students through the school system at various levels of education and programs.

Onyango, *et al.* (2022) set out to analyze challenges of internal efficiency of the science and technology courses in Technical and Vocational Education and Training institutions in Nyanza Region, Kenya. They noted that the average teaching workload in the TVET institutions was high at 24 hours per week against the recommended 15hour per week. They noted that this had compromised quality and internal efficiency. They also noted that challenges in fee payment and low entry behavior contributed so much to students dropping out of TVET institutions. In conclusion, they observed that inefficiency was an issue that existed in TVET institutions and needed to be addressed.

It has been emphasized that education plays a key role in the process of forming human capital in the present globalization context. Globalization and the rapid changes in technology have placed training of the labour force as a priority for any country which desires to survive (Murethi 2018). Human resource is seen as a key determinant of economic development as evidenced by empirical records shown by models of endogenous advancement (Sha et al., 2024). But it is important to note that the development and production of the required human resource largely depends on how efficient the educational institutions are, the TVET institutions for that matter. UNESCO (2017) opines that the desire for education for the purpose of economic growth has been gradually increasing in a good number of African countries in the 21st century. This is because of the pressure exerted by modernization and progress in technology.

According to World Bank (2024), the TVET program has improved in terms of performance in Africa from the year 2000. This relates well with the level of efficiency being attained in these institutions. A projection by UNESCO (2017) indicated that overall rates of enrolment into tertiary institutions were going to be double or more by the year 2020. Increased enrolment is a vital indicator of enhanced internal efficiency of any given educational institution. According to Oviawe and Anetekhai (2019), the aforementioned increase in the demand for TVET education is because of a rise in the rate of population growth in African countries. Hence, governments have to strategize for the funding of the TVET programs in an effort to address the rising demand.

It is envisioned in the Kenyan vision 2030 and the Kenya constitution 2010 that given proper funding and legislation, by 2030 TVETs will have enrolled about 20% of youth in Kenya (TVETA, 2024). What TVETA is anticipating here is enhanced internal efficiency. This means that internal efficiency in TVET institutions is still low and calls for intentional efforts by the government of Kenya to enhance it. TVET Act was enacted in 2013 followed by regulations to strengthen and restructure TVET in 2015 (Wakiaga, 2017). These are some of the initiatives that the government of Kenya has undertaken with the aim of enhancing the growth and development of the TVET sector of education. Other instances include putting in place some strategies for funding TVET education with the aim of increasing enrolment. In 2018 the government allocated about Kshs 16 billion to TVETs for the purpose of capitation and hiring TVET teachers. Owing to the aforementioned government efforts in TVET institutions in Kenya, there is need to ensure internal efficiency within these institutions as far as the government initiatives in TVETs is concerned. This study sought to establish the influence of increased TVET trainers' employment by the government on the internal efficiency of TVETs in Rift Valley Region, Kenya.

2.0 Research Methods:

This study was conducted in selected TVET Colleges in Rift Valley Region, Kenya. This is a region that forms part of the five TVET system administrative regions in Kenya as per the Kenya Association of Technical Training Institutions (KATTI). The Rift Valley Region covers 8 counties which include Kericho County, Nandi County, Elgeyo Marakwet County, Bomet County, Nakuru County, Uasin Gishu County, Baringo County and Trans Nzoia County. This study was carried out in twelve (12) selected TVET institutions within the Rift Valley Region in Kenya.

A descriptive research design was employed in this study. This is a design that yields quantitative data in a study. The data obtained enabled the description of characteristics, averages and trends (McCombes, 2022). Again, with descriptive design variables were able to be measured without influencing them. This design was expected to give a clear picture of existing relationships and trends in public TVETs as far as government initiatives and internal efficiency of TVETs is concerned.

This study utilized a Pragmatism philosophical approach. According to Patton, (2023) Pragmatism is about finding the solution to the problem rather than focusing on methods and the process. He opines that pragmatism can be applied to mixed research methods. This is to mean that with pragmatism, the researcher can freely make inquiries both quantitatively and qualitatively. On their part, Creswell and Creswell, (2024) observed that pragmatism as a philosophical approach is open to different assumptions, methods for collection of data, analysis of data and different world views.

The present study adopted a pragmatism research philosophy because it sought to obtain both quantitative and qualitative data. Pragmatism is a suitable approach for studies that utilize a mixed-methods research design. This paradigm strikes a balance between positivism and

constructivism. According to Howe (2016), pragmatism as a paradigm takes harmony between quantitative and qualitative research approaches. It therefore allows the researcher to use both qualitative as well as quantitative methods of data collection. Adopting pragmatism paradigm leads to the choice of a descriptive research designs and a mixed method approach. In doing so, it enabled the researcher to establish how government initiatives had influenced the internal efficiency of public TVETs in the Rift Valley Region, Kenya. Pragmatism also draws strength from the fact that a single approach for answering particular questions can be better compared to the other. It is on this basis that this approach was chosen instead of using either positivism or interpretivism.

The target population for this study was a Rift Valley Region TVETA officer, TVET principals and Heads of departments (HODs). The principals and heads of departments were vital in terms of providing information concerning employment of trainers, allocation of HELB loans and bursaries and capitation grants for TVET trainees. This is because they are the ones who handle information concerning students financing. The principals and HODs were also better placed in providing this data because they are the ones who handle information about the enrolment, retention and graduation of learners.

Stratified sampling was used to select TVET institutions for the study. Under stratified sampling, the population is divided into several sub-populations that are individually more homogeneous than the total population. The different sub-populations are called 'strata' (Kothari, 2019).

In this regard, the 8 counties within the Rift Valley Region formed the strata from which 12 TVET institutions were selected for inclusion into the study sample, using simple random sampling (Kothari, 2019). This represented 31% of the 39 registered public TVET institutions in the study area. The number of TVETs selected from each stratum or allocation of the sample size of each stratum was done proportionately. This is where the sizes of the samples from the different strata are kept proportional to the sizes of the strata (Kothari, 2019). Thus, if N represents the population size, *Pi* represents the proportion of population included in stratum *i*, and *n* represents the total sample size, the number of elements selected from stratum *i* is *n*. *Pi/N*. In the current study, the total number of TVETs (P) is 39 while the sample size (n) is 12 TVETs. In this regard, using proportional allocation of TVETs yielded sample sizes for the strata in proportion to the sizes of the strata.

Table 1: Sampling for TVET institutions

S. NO	County (Stratum)	No of Public TVET Institutions	Sample	Percentage
1	Baringo	6	2	33.3%
2	Nakuru	5	2	40.0%
3	Nandi	5	2	40.0%
4	Bomet	5	1	20.0%
5	Elgeyo Marakwet	3	1	33.3%
6	Trans Nzoia	4	1	25.0%
7	Kericho	4	1	25.0%
8	Uasin Gishu	7	2	28.6%
	TOTAL	39	12	

Source: Researcher (2025)

This research used a sample size of 96 heads of departments (HODs), 12 principals and 1 regional TVETA officer. The sample size for heads of departments was determined using a formula by Mugenda and Mugenda (2019) as shown below:-

$n=N/1+Ne2$

Where n = Sample size

N = Population size

e = Margin of error (e≤0.05)

The sample size for heads of departments was calculated as below:-

$$n = \frac{127}{1 + (127 * (0.05^2)} = 96.39$$

Table 2: Sampling for Heads of Departments

S. NO	County (Stratum)	No of Public TVET Institutions	HODs	Sample
1	Baringo	2	19	14
2	Nakuru	2	20	15
3	Nandi	2	22	17
4	Bomet	2	11	8
5	Elgeyo Marakwet	1	10	8
6	Trans Nzoia	1	12	9
7	Kericho	1	12	9
8	Uasin Gishu	2	21	16
	TOTAL	12	127	96

Source: Researcher (2025)

Twelve (12) TVET institutions from the Rift Valley Region were selected for inclusion into the study sample using simple random sampling. For purposes of this study, all the 12 principals from the 12 TVETs and the Rift Valley regional TVETA officer were exclusively selected to participate in the research. This was because the principals had vital information that the researcher needed as regards to the implementation of the various government initiatives in TVETs in Rift Valley Region, Kenya. They also handle vital information concerning the flow of students through the respective institutions from enrolment to graduation. On his part, the regional TVETA officer had key information on issues of access, quality standards, and performance for TVET institutions in Rift Valley Region, Kenya. It is the heads of departments only that were subjected to the process of determining the sample size. Proportionate sampling was employed in determining the number of HODs to be included in the sample from each of the 12 TVET institutions. The study further used simple random sampling technique to select respondents from the selected TVETs until the required sample size was met.

The tools that were used to collect data are questionnaire and an interview schedule. A regional TVETA officer was interviewed so as to gather more information about the influence of TVETA, TVET trainers' employment, services and government financing for TVET trainees on the internal efficiency of TVETs in the Rift Valley Region, Kenya. They also provided information concerning the challenges that were facing the implementation of government initiatives in TVET institutions in the Rift Valley Region, Kenya.

Expert judgment was sought in order to ensure that content validity is raised to commendable standards. Therefore, the supervisors were consulted to assist in ensuring that content validity of the instrument is improved as per the recommendations by Gall, Gall and Borg (2017). The supervisors were sought for assistance since they are experts in research. Face validity was established by checking the instruments to see the language used to construct the questions. Questions that are wrong were removed.

In order to determine the research instrument's reliability, the test-re-retest method was utilized on the results and the Cronbach alpha co-efficient of above 0.79 was used as a mark of

acceptable internal consistency and reliability. This is in accordance to an observation made by Kumar (2019).

The pilot study was carried out in a selected TVET institution in Vihiga County. The questionnaires were administered to the principal and 10 heads of departments at the selected TVET institution (10% of sample size). After one week, the very instruments were again administered to the same respondents in order to find out how consistent the instrument was. Cronbach's alpha coefficient was used to test reliability where a threshold value of ≥ 0.7 was used. According to Gall et al. (2017), a coefficient above or equal to 0.70 is considered sufficient for most cases. Reliability test results were presented in Table 3 below.

Table 3: Reliability Test

Objective	Cronbachs' Alpha
TVET trainers employment through the Public Service Commission (PSC)	0.783
Government financing for TVET trainees	0.724
Technical and Vocational Education and Training Authority (TVETA)	0.810
Challenges of government initiatives implementation	0.771
TVETs' internal efficiency	0.713
Composite Cronbach's Alpha	**0.760**

The composite Cronbach's alpha co-efficient was 0.760 which was above 0.7 and therefore research tools were reliable and further analysis could be done.

Several ethical factors were taken into consideration in order to ensure that the study is conducted in an appropriate manner. Before data was collected, an introductory letter was obtained by the researcher from the University of Eldoret. This was followed by the acquisition of a research permit by the researcher from NACOSTI (National Council of Science and Technology). The Uasin Gishu County Government and the County Commissioner were informed about data collection for this study. Moreover, concerning informed consent, the researcher ensured that there is voluntary participation so that no participant was forced or influenced in any way to take part in the study. All respondents participated in the study on their own free will. Creswell (2008) observed that in research, the individuals participating need to know the purposes and aims of a given study. In response to this, the importance of the study was explained to the respondents by the researcher as a way of building trust. They were fully informed that the research was for academic purposes and not for self-gain or for the benefit of any group. They were taken through the objectives and the purposes of the research. Confidentiality and anonymity of the respondents was equally guaranteed. The respondents were assured that the information given would and was handled with confidentiality that it deserved. The names of institutions where the study was carried out were not mentioned in this study. Moreover, the identities of the research participants were not revealed whatsoever. Data obtained from them was de-identified in order to protect their identity.

3.0 Results & Analysis

In this study, a total number of 108 questionnaires were issued to respondents, out of which 84 questionnaires were returned. Number of incomplete questionnaires were 6 which implies that 78 questionnaires were completely filled. This represented a response rate of 71.7% as shown in Table 4.

Table 4: Questionnaire Response Rate

Issued questionnaires	Returned Questionnaires	Incomplete Questionnaires	Completed Questionnaires	Rate of response
108	84	6	78	72.2%

According to Pandey, and Pandey (2021) a 50% response rate is adequate, 60% good and above 70% rated very well. In this study, the response rate was above 70% and therefore the response rate was rated good and hence further analysis could be done. Data was then analysed using both descriptive statistics and inferential statistics.

3.1 Background Information of the Respondents

The general information of the respondents captured includes issues such as gender, age group, academic qualification, marital status, length of service, program trained at the institution, and administrative responsibility. Findings on gender, age group, academic qualification, marital status, and length of service were presented in Table 5. The study sought to determine the distribution of respondents by gender. Gender had been operationalized using male and female. Findings revealed that 52 respondents were male while 26 respondents were female. This was represented by 66.7% and 33.3% respectively as presented in Table 5. This implies that TVET Principals and Heads of Departments in Technical and Vocational Education and Training Institutions in Rift Valley Region, Kenya comprises of both genders even though the workforce is dominated by men.

Table 5: Demographic Information on Gender, Age Group, Academic Qualification, Marital Status and Length of Service

n=78		Frequency	Percent
Gender	Male	52	66.7
	Female	26	33.3
Age group	24-29	9	11.5
	30-35	16	20.5
	35-39	14	17.9
	Above 40	39	50.0
Academic qualification	Diploma	9	11.5
	Higher diploma	13	16.7
	University graduate	44	56.4
	Any other (specify)	12	14.4
Marital status	Married	63	80.8
	Single	15	19.2
Length of service	1-2	13	16.7
	2-3	7	8.9
	3-4	11	14.1
	Over 4 years	47	60.3

The study sought to determine the distribution of respondents by age group. Age group had been operationalized using 24-29, 30-35, 35-39 and above 40 years. The study was interested in assessment of the distribution of respondents by age group because it helped to obtain divergent opinions that improve the quality of the findings. In this study, 9(11.5%) were aged between 24 and 29, 16(20.5%) between 30 and 35, 14(17.9%) between 35 and 39 while 39(50.0%) were above 40 years. This implies that the respondents were drawn from different age groups and since respondents of different age provides opinions in a different lens, it helped to improve quality of findings presented in the study.

The study was also interested in determining the distribution of respondents using academic qualification. One's level of education influences their perception on the subject matter which is the focus of any study. In this study, the indicators of academic qualification adopted include; diploma, higher diploma, university graduate and any other category where the respondents were requested to specify it. Out of the total respondents, 9 (14.4%) had diploma, 13(16.7%) higher diploma, 44(56.4%) were university graduates and 12(14.1%) had professional

qualifications related to their area (s) of study. This implies that all the respondents were well educated and were in a position to understand the information sought in the survey. This helped to improve the quality of the responses provided.

Another aspect of interest was distribution of respondents by marital status. Marital status had been operationalized using married and single. Findings revealed that 63 respondents were married while 15 were single. This was represented by 80.8% and 19.2% respectively. This implies that the respondents comprised of those who were married and those who were single and this influenced diversity of opinions provided by the respondents which improved the quality of the study. The study also sought to determine how long the respondents were staffs in their respective institutions. Out of the total respondents, 13(16.7%) had been in their respective institutions for a period between 1 and 2 years, 7(8.9%) had worked for between 2 and 3 years in their respective institution, 11(14.1%) respondents had worked for between 3 and 4 years while 47(60.3%) had worked for over 4 years. This shows that all the respondents had worked in their respective institutions long enough to understand utility of government initiatives in the public TVETs and how they had influenced internal efficiency of TVET institutions. The study was also interested in determining the distribution of respondents by the program trained at the Institution. Findings were presented in Table 6.

Table 6: Distribution of Respondents by the Program Trained at the Institution

		Frequency	**Percent**
Program trained at the institution	electrical engineering	12	15.4
	Mechanical & Automotive engineering	5	6.4
	General Agriculture	4	5.1
	Business studies	10	12.8
	Food and Beverage	4	5.1
	Secretarial studies	3	3.8
	Applied Sciences	3	3.8
	Building & civil artisan courses	5	6.4
	ICT	5	6.4
	clinical nutrition and diatecs	1	1.3
	Fashion and Design	2	2.6
	Building and Civil Engineering	2	2.6
	Technical training	1	1.3
	Agricultural Engineering	3	3.8
	Chemical Engineering	1	1.3
	social work & community development, childcare and protection, counseling psychology	2	2.6
	diploma in civil	1	1.3
	Diploma in medical laboratory science	2	2.6
	Environmental sciences	1	1.3
	diploma in catering and accommodation management	2	2.6
	Hospitality (hair and beauty)	4	5.1
	supply chain management	3	3.8
	Medical laboratory	2	2.6
Total		78	100.0

Out of the total respondents in the study, 12 (15.4%) trained electrical engineering, 5(6.4%) mechanical and automotive engineering, 4(5.1%) general agriculture, 10(12.8%) business studies, 4(5.1%) food and beverage and 3(3.8%) secretarial studies. A total of 3 respondents trained applied sciences, 5 building and civil artisan courses, 5 ICT and 1 clinical nutrition and dietetics. This was represented by 3.8%, 6.4%, 6.4% and 1.3% respectively. Out of the total respondents, 2 trained fashion and design, 2 building and civil engineering, 1 technical training, 3 agricultural engineering, 1 chemical engineering and 2 social work and community development, childcare and protection, counseling and psychology. This was represented by 2.6%, 2.6%, 1.3%, 3.8%, 1.3% and 2.6%. Those who trained diploma in civil were 1(1.3%), diploma in medical laboratory science 2(2.6%), environmental sciences, 1(1.3%), diploma in catering and accommodation management 2(2.6%), 4(5.1%) hospitality (hair and beauty), 3(3.8%) supply chain management and 2(2.6%) medical laboratory. This implies that the respondents trained different programs in the respective institutions and therefore it influenced diversity of opinions which helped to improve the quality of opinions provided which in turn enhanced the quality of the study. The study also sought to determine the administrative responsibility of the respondents and the findings on this aspect was presented in Table 7.

Table 7: Distribution of Respondents by Administrative Responsibility

		Frequency	Percent
Administrative responsibility	Principal	9	11.5
	HOD	69	88.5
Total		**78**	**100.0**

The study established that 9(11.5%) of the respondents were principals and 69(88.5%) were heads of departments. This implies that the respondents who participated in the study held different administrative responsibilities and therefore diversity of opinions was enhanced which improved the quality of findings provided in the study.

3.2 The influence of fTVET Trainer Employment through the Public Service Commission on TVETs' Internal Efficiency

The objective of the study was to establish the influence of TVET trainer employment by the Public Service Commission (PSC) on TVETs' internal efficiency in Rift Valley Region, Kenya. Descriptive statistics findings were presented descriptively using percentages, frequencies, and where applicable mean, and standard deviations. On employment of trainers to TVETs by PSC, the study first of all sought to determine the status of the institutions and the findings were presented in Table 8.

Table 8: Status of the Institution

		Frequency	Percent
Status of the institution	National polytechnic	12	15.4
	Technical training institute	43	55.1
	Institute of Technology	10	12.8
	Technical Training College	13	16.7
Total		**78**	**100.0**

Out of the total respondents, 12(15.4%) stated National polytechnics, 43(55.1%) technical training institute, 10(12.8%) institute of technology, 13(16.7%) technical training college.
The study also sought to determine the total number of students enrolled in the department in the following academic years.

Table 9: Total number of Students Enrolled in the Department

n=78			< 300	300-400	>400	None
Total Students enrolled in the department	18/19	F	15	21	33	9
		%	19.2	26.9	42.3	11.5
	19/20	F	22	15	35	6
		%	28.2	19.2	44.9	7.7
	20/21	F	19	17	37	5
		%	24.4	21.8	47.4	6.4
	21/22	F	14	13	47	4
		%	17.9	16.7	60.3	5.1
	22/23	F	16	14	45	3
		%	20.5	17.9	57.7	3.9

In 2018/2019, 15 (19.2%) respondents revealed that less than 300 students had been enrolled in the department in 2018/19, 21 (26.9%) between 300 and 400 students, 33(42.3%) above 400 students while 9(11.5%) stated no students were placed at the department by KUCCPS. In 2019/2020, 22(28.2%) stated that less than 300 students had been enrolled in the department, 15 (19.2%) revealed between 300 and 400 students had been enrolled in the department, 35(44.9%) above 400 while 6(7.7%) none. In 2020/2021, 19(24.4%) less than 300 students, 17 (21.8%) between 300 and 400 students, 37(47.4%) above 400 students and 5(6.4%) none. In 2021/2022, 14(17.9%) stated that less than 300 students were enrolled in the departments, 13 (16.7%) between 300 and 400 students, 47(60.3%) above 400 and 4(5.1%) none. In 2022/23, 16(20.5%) stated that less than 300 students were enrolled in the departments, 14(17.9%) between 300 and 400 students, 45(57.7%) above 400 students and 3(3.9%) none. The study also sought to determine the extent to which the respondents agreed or disagreed with the following statements on employment of trainers in public TVETs.

Table 10: Recruitment of Trainers

n=78		S. A	A	U	D	S. D	Mean	Std. Dev.
Continued recruitment of trainers has greatly reduced teacher-student ratios in public TVETs.	F	35	23	5	10	4	1.9437	1.16970
	%	46.5	32.4	5.6	11.3	4.2		
The number of trainers employed by TVETs' Boards of Management has gone down significantly.	F	4	27	7	25	8	3.0845	1.19219
	%	5.6	38.0	9.9	35.2	11.3		
The workload for trainers is still high in public TVETs.	F	7	37	5	20	2	2.6197	1.08715
	%	9.9	52.1	7.0	28.2	2.8		
Without recruitment of additional trainers TVETs would be recording very low levels of academic performance.	F	20	25	6	16	4	2.4225	1.27237
	%	28.2	35.2	8.5	22.5	5.6		
All students enrolled into public TVETs successfully graduate.	F	6	27	7	23	8	3.0000	1.23056
	%	8.5	38.0	9.9	32.4	11.3		

In regards to whether continued recruitment of trainers has greatly reduced teacher-student ratios in public TVETs, 56(78.9%) agreed while 11(15.5%) disagreed. Continued recruitment of trainers was further established to enhance internal efficiency with (mean= 1.9437, std. Dev. = 1.16970). The study by Mukhwana (2020) also revealed that continued recruitment of trainers enhances internal efficiency. In regards to whether the number of trainers employed by TVETs' Boards of Management has gone down significantly, 31(43.7%) agreed while 33(46.5%) disagreed. The number of trainers employed by TVETs' Boards of Management has was further

established to affect internal efficiency with (mean= 3.0845, std. Dev. = 1.19219). The study by Nganga (2018) also revealed that the the number of trainers employed by TVETs' Boards of Management affect internal efficiency.

In regard to whether the workload for trainers is still high in public TVETs, 44(62.0%) agreed while 22(31.0%) disagreed. The workload for trainers being high in public TVETs was further established to affect internal efficiency with (mean= 2.6197, std. Dev. = 1.08715). The study by Abagi, and Odipo (1997) also revealed that when the workload for trainers is high in public TVETs it affects TVETs internal efficiency. On whether without recruitment of additional trainers TVETs would be recording very low levels of academic performance, 45(63.4%) agreed while 20(28.2%) disagreed. Without recruitment of additional trainers was further established to affect internal efficiency with (mean= 2.4225, std. Dev. = 1.27237). The study by Nganga (2018) also revealed that failure to recruitf additional trainers in TVETs affects internal efficiency.

On whether all students enrolled into public TVETs successfully graduate, 33(46.5%) agreed while 31(43.7%) disagreed. Students enrolled into public TVETs successfully graduating was further established to affect internal efficiency with (mean= 3.0000, std. Dev. = 1.23056). The study is in agreement with that of Abagi, and Odipo (2000) that students enrolled into public TVETs successfully graduating affects internal efficiency.

4.0 Conclusion:

The study concluded that continued recruitment of trainers enhances TVETs' internal efficiency. Number of trainers that TVETs' Boards of Management employs affect TVET internal efficiency. The workload for trainers in public TVETs affects TVET internal efficiency. Non-recruitment of additional trainers affects TVET internal efficiency. When students who enrol into public TVETs graduate successfully, it has an effect on TVET internal efficiency. TVET trainers' recruitment has a significant strong positive relationship with TVET internal efficiency. TVET trainers' recruitment has a positive and significant effect on TVET internal efficiency.

5.0 References

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