EFFECT OF DEVOLUTION OF VILLAGE POLYTECHNICS PROGRAMS ON EMPLOYMENT IN RURAL AREAS, MURANG'A COUNTY, KENYA

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DECLARATION AND APPROVAL

Declaration by Student

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

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Approval by Supervisor

I confirm that the work reported in this thesis was carried out by the candidate under my supervision.

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DEDICATION

I dedicate this research to my children Eliud Mwangi and Tiffany Wangechi, whose unwavering support andbelief in my abilities have driven me to excel academically.

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ABSTRACT

Village polytechnic programs provide young people in rural regions with chances for vocational training with the goal of improving their employability through skills including house management, masonry, tailoring, carpentry, and crop and animal husbandry. In order to better understand how vocational training may be tailored to the job demands of rural communities, this study aims to pinpoint the programs' advantages and disadvantages. In particular, the study assesses how employment in rural parts of Kenya's Murang'a County is influenced by devolved village polytechnic programs. The study's goals are to: evaluate the quality and accessibility of village polytechnic education in Murang'a County after devolution; examine the connection amid rural employment outcomes and vocational training; pinpoint the opportunities and problems related to devolved village polytechnic programs; and offer policy recommendations for enhancing these programs' efficacy in tackling rural unemployment. The Human Capital Theory and the Endogenous Growth Theory serve as the study's foundations. Data was gathered via surveys using a vivid and descriptive study design and a mixed-methods methodology. 226 people from six village polytechnics in Murang'a County—Kandara, Kigumo, Mathioya, Muranga south and Maragua sub counties made up the target population. To pretest the questionnaire, a pilot study with 23 management staff members produced an acceptable reliability coefficient of 0.836. SPSS was used for data analysis to investigate the link between dependent and independent variables. The results showed that while there is a considerable amount of involvement in vocational training programs, respondents' opinions about the caliber of instructi.on and the curriculum's applicability to the labor market were not entirely consistent. There appears to be a misalignment between training content and labor market demands, as realized by the large respondents' percentage who had not found job directly relevant to their training. Nonetheless, the respondents' majority said that devolution had improved the county's ability to access vocational training programs. To improve the accessibility and caliber of village polytechnic programs, the report suggests curriculum revision to match training to the local labor market demands and more funding for vocational education facilities.

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COK 2010	Constitution of Kenya, 2010
CECM	County Executive Committee Member
NITA	National Industrial Training Authority
TA	Transition Authority
VTC	Vocational Training Centers

CHAPTER ONE: INTRODUCTION

This chapter provides an overview of the study by outlining its background, main research issue, goals, and important research questions. In addition to the specific frameworks of the research conducted, it explores the importance of the study, describes its scope, and highlights its limitations.

1.1 Background to study

Governments everywhere have been concentrating more on expanding access to educational opportunities, with a focus on rural areas, in response to the pressing need to reduce unemployment and promote socioeconomic advancement. The global gap between urban and rural areas' access to education and employment possibilities is addressed by this strategic change. Many nations have put measures in place to reduce the gap by bringing skill development and vocational training closer to areas outside of large cities after realizing this disparity. Marope (2015). In addition to giving people practical skills, these programs encourage independence and entrepreneurship among rural communities, which advances larger socioeconomic development objectives.

Several African countries have adopted decentralization techniques to address the gaps in employment and education amid rural and urban areas. Nations like South Africa and Nigeria have implemented initiatives to improve vocational training in rural areas with the goal of equipping the local populace with the expertise required for self-sufficiency and employment. These initiatives have had varying degrees of success, which emphasizes the value of context-specific strategies as well as ongoing policy review and modification.

Kenya has likewise embraced a decentralized educational approach with an emphasis on rural expansion, in line with these regional tendencies. The government of Kenya has stepped up efforts to decentralize educational possibilities in recognition of the notable differences between urban and rural communities' access to high-quality education and economic chances. The village polytechnic programs' devolution, which represents a significant policy change toward equipping remote residents with the means to engage effectively in the contemporary economy, is a crucial element of this plan. NITA is the main body that reviews these programs.

Nowadays, middle-level institutions designated as TVET Colleges include Youth Polytechnics, also called Vocational Training Centers (VTCs). Depending on the type and degree of instruction they offer, TVET colleges are divided into many categories. TVET colleges are divided into four primary categories under the TVET Act of 2013, which was amended in 2014. The technical and vocational colleges offer courses that lead to these diploma qualifications; whereas the vocational buildings give training which results into artisan certificate. Technical trainer colleges offer education to the higher-diploma and the national polytechnics offer the higher-diplomas which are in essence regarded as equivalent to University bachelor-degrees.

Furthermore, the government may create other types of TVET institutions as needed through the appropriate Ministry in accordance with Article 26 (1) (e) of the TVET Act (2013).

Academically weaker children who might find it difficult to advance in the

conventional school system can benefit from the flexibility of technical and vocational education and training (Sifuna, 2020). In this sense, Kenya's Vocational Training Centers function as basic education establishments, providing primary school dropouts with the opportunity to gain useful skills and information that can improve their employment. In the technical and vocational education system, they also offer routes to postsecondary education (Kamau, 2013).

According to Onsomu et al. (2009), skills-based education is essential for promoting a nation's long-term economic development and human capital development. The 2010 Kenyan Constitution states that one of the devolved responsibilities given to County Governments is the administration of Village Polytechnics (VTCs) (Republic of Kenya, 2010).

Located in central Kenya, Murang'a County has emerged as a key location for carrying out and assessing these devolutionary projects. Murang'a County was chosen as the study's main focus because of its distinctive socioeconomic setting and representative character. Murang'a County, which is primarily rural, is a prime example of the difficulties many rural populations encounter in obtaining good jobs and educational possibilities. Policymakers and stakeholders can get an understanding of the possible obstacles to broadening educational access similar regions across the nation by thoroughly evaluating the effects of devolution on job outcomes in this particular setting (Faguet, J. P., & Pöschl, C. (Eds.). (2015)).

The importance of Murang'a County transcends its geographical limits. It

provides a comprehensive view of the intricate links between education, employment, and community development, acting as a microcosm of the larger socioeconomic dynamic forces in rural Kenya. Researchers seek to understand the many employment devolution trends' impacts, revenue creation, and general well-being among the local populace through thorough data collecting and analysis. The study aims at providing informed policy recommendations that can work towards making devolution strategies more effective in the achievement of rural development outcomes by incorporating the findings of the research together with the views of the stakeholders and the community. Numerous research in this field have shown that the difficulties mentioned above are especially pertinent to the Kenyan environment. For example, Luvisia et al. (2019) discovered that young people from low-income families well still encounter major obstacles while trying to enroll in the youth polytechnics that are offered. Additionally, Ombaba (2012) notes that the skills taught in these institutions do not correspond with the real occupational and social demands of the modern economy. Furthermore, a large number of Kenyan youth polytechnics lack the necessary resources for efficient instruction. Their physical infrastructure frequently deteriorates, with equipment that is out-of-date or broken (Kamau, 2013). Additionally, these institutions lack professional and qualified teachers to teach vocational topics (Agufana & Ndavula, 2018).

As a result, many students still consider youth polytechnics to be their "last resort" rather than their first choice (MoE, 2009, as reported by UNESCO, 2010). Furthermore, the demand for better personnel and skills has been

steadily changing because of the uncertain and changing business environment. Because of this dynamic environment, training programs must be redesigned to better meet the changing demands of the sector (Republic of Kenya, 2013, as cited by Mboya, 2022).

1.1.1 Village polytechnic programs

Village polytechnic curriculum are training programs that offer employment prospects to local youth, such as courses in among other areas, the training includes tailoring, masonry, carpentry, crop and animal husbandry, as well as household management. However, research and management are the main topics of study at universities (Liu & Fu, 2018). China IEE prioritizes polytechnic education in the twenty-first century and has implemented a number of initiatives to encourage entrepreneurship and innovation (Xie, 2019). The government has also raised the bar for innovation and entrepreneurship in order to boost the nation's economic growth (Zhou, 2017).

1.1.2 Village polytechnic programs and employment rate

In conclusion, Murang'a County serves as a case study to understand how devolution impacts employment outcomes in rural areas, demonstrating the Kenyan government's commitment to wide, inclusive, and equitable socioeconomic expansion. Policymakers hope to build a more robust and successful future for every Kenyan, irrespective of their socioeconomic activity or topographical location, by providing rural areas with the resources and chances they need to prosper in the contemporary economy. The Vocational Training department was assigned to the County Executive Committee Member

for Education following the Transition Authority. Vocational Skills are programs typically emphasize practical training in fields such as agriculture, woodwork, electrical work, plumbing, tailoring, and more. The goal is to prepare students with real-world, marketable skills. Local Relevance are programs are often designed with the local community in mind, ensuring that graduates can apply their skills in areas that are in demand in their villages or nearby towns. Affordability and Accessibility of Village polytechnics are usually more affordable and accessible compared to urban institutions, providing opportunities for individuals who may not have the resources to attend larger, more expensive colleges or universities.

Improved Employability of these programs is often better prepared for the workforce because they acquire practical, job-ready skills. This can lead to higher employment rates among those who complete the courses. Since the programs are focused on practical skills that are needed in the local economy, graduates may have a higher chance of finding employment in their communities, whether by joining local businesses or starting their own enterprises. Some polytechnic programs also emphasize entrepreneurship, enabling graduates to create their own businesses and contribute to local economic growth. This can further increase the employment rate in the area. Targeting rural youth and equipping them with vocational skills, village polytechnics can help reduce unemployment rates among young people, who may otherwise have limited access to formal education or job opportunities. Challenges faced by village polytechnic are some rural areas; even graduates of

polytechnic programs may struggle to find employment if the local job market is not sufficiently developed. Village polytechnics may face challenges related to funding, infrastructure, and access to modern training equipment, which can affect the quality of education and the employability of graduates.

Impact on Employment in areas where these programs are well-integrated into local economies, they can significantly raise employment rates. Many graduates are able to secure jobs immediately after completing their studies or become successful entrepreneurs, leading to an overall reduction in unemployment.

1.2 Statement of the problem

Numerous scholars have examined the issue of unemployment, and Onsomu, E., Munga, B., Ngugi, R., & Nyaboro, V. (2023) state that Murang'a County, Kenya, still faces difficulties in offering its citizens long-term work options. In order to improve vocational training and give young people employable expertise that are applicable to the local labor marketplace, village polytechnics were devolved. The extent to which polytechnic curricula have impacted employment in rural areas, however, is still not well understood. The main concern is whether these decentralized village polytechnics are effective and efficient in providing high-quality vocational schooling that satisfies the demands of regional industries and companies. The effectiveness of these institutions in promoting employability and entrepreneurship among young individuals in remote areas, the relevance of the courses, and the sufficiency of the resources are all questioned. Furthermore, obstacles like socioeconomic variables, governance issues, and infrastructure constraints can be impeding the effective execution and results of these projects.

The study involves assessing the impact of the devolution of village polytechnic programs on rural employment in Murangis County. It aims at determining the virtues and weaknesses of these initiatives in order to know more of their efficiency. The current issue of struggle and use of the research will help the research to give recommendations that will help in the vocational training practice improving relevance and the feel of such matters. The eventual aim would be to enhance employment opportunities in the Murang a County as well as other related rural setup by enhancing the vocational training systems.

1.3 Purpose of the study

To realize how well devolution village polytechnics programs provide relevant vocational training, what factors contribute to their success or failure, whether resources and infrastructure are adequate, whether the curricula are relevant, and how they affect job opportunities in remote areas of Murang'a County, Kenya.

1.4 Objectives of the study

i) To evaluate the degree to which devolution has improved access to and the village polytechnic schooling quality in Murang'a County, using indicators such as enrollment rates, trainer qualifications, and facility adequacy.

ii) To examine the correlation between employment outcomes and village polytechnic training in Murang'a County, based on employment rates, job relevance, and income levels among graduates.

iii) To identify specific operational, financial, and infrastructural challenges, as well as potential opportunities, faced by decentralized rural and village

polytechnic curricula in endorsing remote employment.

iv) To develop evidence-based policy suggestions aimed at improving the efficacy and impact of village polytechnic curricula on reducing youth joblessness in rural Murang'a County.

1.5 Research questions

i) What effects has the village polytechnic programs devolution had on Murang'a County's vocational training accessibility and quality?

ii) How do job results in Murang'a County's rural districts relate to training received at village polytechnics?

iii) What are the primary obstacles to rural employment promotion in Murang'a County that decentralized village polytechnic programs must overcome?

iv) What suggestions are there to improve the efficiency of village polytechnic programs in tackling rural unemployment??

1.6 Scope of study

Geographical, content, and temporal scope were the three main facets of the study. This study's geographic focus is Murang'a County, Kenya, and it offers a thorough analysis of how decentralized village polytechnics affect job results in this particular rural area between 2014 and 2024. In terms of content, the study examined the efficacy and efficiency of devolution-implemented vocational education programs, evaluating their suitability for regional industry demands and their contribution to fostering employability and entrepreneurship among young people in rural areas. In order to shed light on both immediate effects and long-term sustainability projects, the study examined data and

results pertaining to these vocational programs throughout a five-year period. Understanding the vocational effects on rural employment in Murang'a was ensured by this targeted strategy.

1.7 Significance of the study

This study examines the effects of Kenyas devolution on jobs by looking at village polytechnic courses in Murang'a County, a mostly rural area. It asks whether training has become easier to reach and better in quality; it then records shifts in what graduates earn and how often they find work, and it looks at what these individual gains mean for villages as a whole. By mixing survey numbers with stories from officials and everyday locals, the project hopes to judge present efforts and offer clear policy tips that could push rural living standards even higher.

1.8 Study limitations

Even with this broad plan, several limitations worry the researchers. Most critically, findings depend on what people say about their own lives; memories fade, pride swells, and such bias can muddy the numbers. The surveyed group is big enough for general patterns yet small enough that rural experience remains uneven, so readers should treat the results as suggestive rather than universal.

Additionally, access to key stakeholders and relevant data posed a significant challenge. Some individuals and institutions were unable to provide complete information, which may have constrained the depth of analysis. Time and financial constraints also limited the scope of fieldwork and data triangulation. Despite these limitations, efforts were made to ensure data reliability through

careful design of research instruments and selection of a representative sample where possible.

1.9 Delimitations

First off, the study only focused on Murang'a County, which restricted its results of the findings to other parts of Kenya. Second, the study evaluates how devolution affects formal job prospects, possibly ignoring the effects on self-employment and employment in the unorganized sector. Finally, instead of tracing long-term trends or impacts that stretch well beyond the study period, the investigation concentrated on the short to medium term effects of the devolved program. Although the team acknowledged that such a narrowing could never fully capture the complex ebb and flow of rural jobs shaped by the transfer of Village Polytechnics, this boundary nevertheless permitted a tighter and more manageable analysis.

1.10 Assumptions of the study

To capture the anticipated shift of authority and budget control from the national government to county administrations, the study started from the premise that Murang'a County had already fully devolved its Policy program for Village Polytechnic. Relatedly, it assumed that each institution now receives enough money and qualified staff to run classes and maintain equipment. The investigation also took for granted that the vocational skills taught there match local industry demand, thereby raising the odds that learners will find jobs after graduation. It further posited that a sufficient number of positions exists in the rural parts of Murang'a so that these new workers can apply what they have learned. Finally, because local economic and social conditions shape hiring

patterns, the study assumed these rural areas are either stable or gradually getting better. Additionally, it was believed that stakeholders and local communities would actively support these polytechnic institutions, which is essential to their efficacy. The study also made the assumption that trustworthy data on employment rates, the kinds of jobs that were attained, and other relevant factors would be available in order to properly evaluate how Programs at Village Polytechnics affected employment in the County of Murang'a. Lastly, it was thought that the study's methods and instruments were reliable and sufficiently assessed the anticipated effects of these educational programs on the dynamics of rural employment.

These assumptions formed the foundational lens through which the study evaluated the effects of devolving Village Polytechnic shows on job creation in the county of Murang'a rural communities.

1.11 Operational definition of key terms

Devolution: Kenya transfers authority to local governments, including county administrations, sharping regional self-rule.

Village Polytechnics: These centers deliver hands-on courses in carpentry, masonry, farming, tailoring, and similar trades.

Employment: The formal agreement that binds a worker to an employer and sets mutual duties.

Rural Areas: Places, dwellings, and households located beyond the defined limits of cities and towns.

Murang'a County: Located in central Kenya, Murang'a ranks twenty-first among the country's forty-seven counties.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

The present literature summary gathers and reviews available scholarship from Kenya that investigates how devolution has affected rural development, with a narrow focus on the village polytechnic system. It looks in particular at whether and how these devolved vocational centers have improved employment opportunities for people living in remote areas. The review centers on Murang'a County as a test case, drawing on earlier findings that link technical training there to job creation.

2.2 Empirical Literature

2.2.1 Village Polytechnics Programs' Devolution

This section first considers the stated goals of upgrading skills and raising employment levels, then traces the related policy move to hand Village Polytechnic Programs over to local authorities. It sketches how devolution alters the way these training centers are governed and managed at the county stage. As set out in Kenya's 2010 Constitution, devolution means shifting power, money, and duties from the federal seat to the newly formed county governments. Among the important duties assigned to county governments is the management and development of Village Polytechnics (VTCs), which are crucial for providing technical and vocational training to youth, particularly in rural areas. This shift in governance aims to enhance local development, including increasing access to education and improving employment opportunities.

The role of Village Polytechnics in rural areas, according to Mbeche, F. G. (2023), such as Murang'a County, is pivotal in empowering the local population with the skills needed to enhance their employability. These institutions provide training in various vocational fields, including carpentry, masonry, tailoring, electrical work, and other trades, which are essential for the local economy.

According to Okutu, A. A. (2023) Devolution's Effect on Rural Employment and Village Polytechnics are devolution has led to greater accessibility of vocational training in rural areas. Prior to devolution, many youth in rural areas had restricted access to quality vocational instruction as a result of the centralization of services. With devolution, the county governments have taken over the management of Village Polytechnics, making it easier for rural communities to access these educational services without the need to travel to urban centers. In Murang'a County, this has helped reduce barriers such as transportation costs and the need to relocate for education. Because county governments observe community needs up close, they are in a stronger position to craft training programs that mirror the jobs local employers are actually offering. In Murang'a County, the county government can tailor the programs at Village Polytechnics to suit the prevailing economic activities such as agriculture, small-scale manufacturing, and trade. For example, students may receive training in areas that directly support local industries, such as agribusiness skills, which could make them more employable or encourage them to start their own businesses. Improving vocational training and skills development, devolution has contributed to the development of job

opportunities for youth in rural areas. With proper training from Village Polytechnics, youth in Murang'a County can acquire skills that make them employable in local industries or equip them with entrepreneurial skills to start their own businesses. For example, students trained in tailoring, carpentry, or masonry are more likely to find work locally, either in small businesses or as part of the local economy.

Since devolution, local governments have put more money into roads, classrooms, and workshops, giving young people in the countryside a better chance to find work. In Murang'a, new or upgraded Village Polytechnics have supplied communities with modern space and tools, essentials for serious skills training. Because of this infrastructure, the county's economy is growing; a more capable workforce can join local businesses, and in turn, youth job rates are climbing. Although devolution has brought clear gains, Murang'a still wrestles with practical problems in running the polytechnic system. Short budgets slow facility upgrades, many centres lack qualified trainers, and lessons offered do not always match what nearby employers need. In addition, weak monitoring and evaluation leave the long-term future of the programs in doubt. If these issues are addressed, the strengthened colleges may help keep more young people in rural areas instead of pushing them to cities in search of work. Young people in remote parts of Murang'a County are increasingly choosing to stay at home after finishing vocational courses, since the skills taught there match local work needs. This shift eases crowding in towns that normally suffer high joblessness and supports a fairer spread of public services and opportunity.

To understand this trend, researchers should look at how Village Polytechnic programs have raised rural employment and sparked new enterprises. Such an investigation would compare Murang'a County's job patterns before and after devolution with those of other rural regions (Mogendi, 2023).

2.2.2 Effectiveness of Decentralized Vocational Training Initiatives

Decentralized vocational training initiatives seem to fall short of their employment targets, as the dependent evidence from Murang'a County shows. Analyzing success factors, persistent hurdles, and the programs broader influence on local hiring patterns clarifies this shortcoming. Murang'a serves as a revealing microcosm, where data and illustrative cases underscore regional outcomes. By transferring administrative and policy power away from the national government to local councils, projects such as Kenya Village Polytechnics aimed to widen access to skills training and work. These local schemes promise to align courses with community needs, tackle area-specific economic issues, and keep instruction pertinent to district industries. Effectiveness, however, is best judged along four interlinked dimensions: how many people enroll and complete training (accessibility), whether programs match local markets (relevance), the standard of teaching and equipment (quality), and the ultimate changes in employment levels (impact). Evidence from the county suggests improvements in enrolment and course relevance, yet institutional bottlenecks and funding gaps still hinder significant job growth.

A central aim of decentralization is to broaden access to vocational training, especially in rural and neglected communities. When responsibility passes to

local governments, institutions such as Kenya Village Polytechnics move closer to young people. Before this shift, youth in places like Murang'a County confronted steep obstacles just to reach a training center. Long journeys, costly transport, and a sheer lack of nearby schools often pushed practical skills out of reach. The new local initiatives have clearly eased that burden, enabling more students to enroll and learn. Local leaders can now set up community-run centers, sparing learners the time and money involved in distant travel. As a result, Kenya has seen both an increase in Village Polytechnics and an expansion of those already operating, bringing vocational education within walking distance of many villages.

Decentralization allows local governments to better comprehend the unique economic needs and industries of their regions. This enables them to design training programs that are more closely aligned with local job markets, improving the employability of graduates. In regions with strong agricultural economies, for example, vocational programs in agribusiness, farming technology, and agricultural mechanics can be developed, while in urban areas, programs in construction, electrical work, and IT might be prioritized. Decentralized vocational training initiatives have proven effective in making training programs more relevant to local economic realities. For instance, in counties like Murang’a, training programs in skills like carpentry, masonry, tailoring, and agricultural technologies are highly applicable to the local economy. This relevance helps students gain skills that are in demand in their communities, thus improving their employment prospects.

The quality of vocational training is a critical influence in the efficacy of decentralized initiatives. While devolution allows for more localized decision-making, the capacity of local governments to manage and fund these programs is often limited. The availability of qualified instructors, up-to-date equipment, and well-maintained training facilities are essential for delivering high-quality training. The efficacy of decentralized vocational training initiatives in terms of quality varies. In some areas, devolution has led to improved facilities and better management of vocational training centers, as local governments have a vested interest in developing local human capital. However, challenges remain, such as insufficient funding, a lack of qualified instructors, and outdated equipment, which can undermine the quality of training provided in certain regions.

The primary aim of vocational training is to provide students with the practical know-how they need either to step into paid work or to start their own small business. Decentralized vocational training initiatives can have a direct impact on local employment by addressing specific regional labor market needs. Training that is aligned with local industries allows graduates to enter the workforce more readily. Additionally, vocational training can provide entrepreneurship skills, enabling individuals to start their own businesses and contribute to local economic growth. Decentralized initiatives have shown positive results in terms of improving employment opportunities, particularly in rural areas. For instance, graduates from Village Polytechnics in Kenya, especially those trained in practical trades, have been able to find local

employment or start their own small businesses. In Murang'a County, programs aligned with agriculture, construction, and small-scale manufacturing have helped youth find work or create entrepreneurial ventures in their communities. However, challenges such as insufficient linkages with industries, limited internships, and a mismatch between training and local job opportunities can hinder the full potential of these initiatives.

The sustainability of decentralized vocational training programs depends on several factors, including consistent funding, effective management, and ongoing engagement with local industries. For these programs to be truly effective, local governments must ensure that there is continuous investment in training infrastructure, curriculum development, and staff development. Sustainability has been a mixed outcome. While some regions have successfully sustained decentralized vocational training initiatives through effective local governance and community engagement, others face challenges in maintaining funding, infrastructure, and teacher quality. Local governments in areas like Murang'a have shown a commitment to improving vocational training, but financial constraints and competing priorities can impact the long-term success of these initiatives.

Decentralized vocational training initiatives often involve local communities more directly in the planning and implementation of training programs. This enhances community ownership of the projects and can lead to greater support for the initiatives. When communities are involved in identifying training needs and determining the focus of the programs, there is a greater likelihood of the

programs being successful and sustainable. The involvement of local communities has confirmed to be highly operative in ensuring that training initiatives meet the actual desires of the community. In many cases, communities have actively participated in the creation of training programs, leading to stronger buy-in and more relevant curriculum. This involvement fosters a sense of ownership, which can increase the likelihood that the training centers did be well-maintained and continuously supported.

2.2.3 Comparative Analysis of Decentralized Vocational Training Initiatives

Unlike many other regions where the Programs at Village Polytechnics remains centralized, County of Murang'a provides an instructive test case of devolved administration. This study therefore examines both regional contrasts and common patterns in training effectiveness and subsequent job placement. A comparative analysis of decentralized vocational training initiatives evaluates how these programs are structured, implemented, and their outcomes in different settings. In the context of Kenya, where vocational training has been decentralized through the establishment of Village Polytechnics (VTCs) under the devolved governance system, we can compare the effectiveness of such initiatives within different counties, such as Murang'a, against other regions or countries with similar models. This comparison helps highlight the strengths, weaknesses, opportunities, and challenges involved in decentralized vocational training systems.

Centralized System (Pre-Devolution**)** before the devolution of vocational training, institutions like National Polytechnics and Technical Institutes were

centrally controlled by the federal government. This centralization often led to a concentration of resources and opportunities in urban areas, limiting access for rural youth. Students from remote regions had to travel long distances to access vocational education, which incurred additional costs and barriers. Decentralized System (Post-Devolution) the introduction of decentralized systems, especially through the establishment of Village Polytechnics (VTCs), allows local governments to meet the unique requirements of rural communities. In counties like Murang'a, the expansion of local VTCs has made vocational training more accessible to youth, reducing transportation costs and encouraging enrollment in rural areas. This decentralization has improved geographic equity, enabling rural youth to acquire the necessary skills closer to home. The decentralized model has shown better results in expanding access to training in rural areas compared to the centralized system, which limited accessibility, especially for students in distant or disadvantaged areas.

Centralized System in a centralized vocational education system, the curriculum is typically standardized and may not always reflect the specific needs of local industries. In many cases, vocational training centers in urban areas may offer programs that are not directly aligned with the local economic context, thus reducing their relevance to rural youth.

Decentralized System local authorities have a better understanding of the economic realities and needs of their regions. In Murang'a County, for example, Village Polytechnics can offer specialized programs that are more aligned with

the local economy, such as courses in agriculture, construction, and small-scale industries. This responsiveness to local needs improves the employability of graduates by ensuring they are trained in areas with high demand in the local labor market. The decentralized system allows for more tailored curricula that are relevant to the local context, in contrast to the generalized approach of centralized systems, which often overlook the specific demands of rural industries.

In centralized systems, there is often more uniformity in terms of facilities and resources available to vocational institutions, especially in urban centers. However, this does not guarantee high quality. Many technical schools are underfunded, and their facilities may be outdated or inadequate, impacting the quality of training offered. Furthermore, the centralized control can limit innovation in adapting to local needs. The quality of training in a decentralized system largely depends on the capacity of local governments to manage resources effectively. While some regions, like Murang'a, have made significant investments in vocational training infrastructure, other areas may face challenges with limited budgets, inadequate equipment, and a lack of competent teachers. The quality of training can vary greatly from one county to another depending on these factors. Decentralization can improve training quality by offering more locally relevant programs; it also introduces variability in quality due to differences in local resources, funding, and management capabilities. Centralized systems may have the advantage of better-funded, uniform resources, but this does not guarantee high-quality outcomes for rural

areas.

Centralized system, vocational training may focus on nationally standardized skills, which might not meet the unique requirements of the local labor markets. The mismatch can result in graduates being underemployed or migrating to urban areas in search of jobs, contributing to rural-urban migration and brain drain. Focusing on local economic needs, decentralized vocational training initiatives help reduce rural-urban migration by equipping young people with skills that are in demand within their local economies. For example, Murang'a County has developed a focus on agricultural technologies and construction skills, which are in high demand locally. Graduates from Village Polytechnics are more likely to stay in the area and contribute to local development. Decentralized vocational training initiatives are more effective at addressing local employment needs, reducing the need for rural youth to migrate in search of employment. Centralized systems tend to focus more on broader national employment trends, which may not always meet the needs of rural communities.

Centralized systems may be more financially stable in the short term, with funding typically coming directly from the national government. However, such systems often fail to adapt quickly to local changes and needs. The lack of local ownership can also make the programs less sustainable in the long run, especially if the national government faces financial constraints or policy shifts. Decentralized vocational training systems offer greater potential for long-term

sustainability, as they are directly managed by local governments that can adapt programs to the evolving needs of the community. However, financial and administrative challenges at the local level can threaten the sustainability of these initiatives. For example, some counties may struggle to maintain the funding and infrastructure required to continue offering high-quality training programs. Decentralized systems offer more flexibility and adaptability, which can lead to greater long-term sustainability. However, the success of these programs depends on the financial and managerial capacity of local governments, which can vary widely. Centralized systems, while more stable in funding, may lack the adaptability and local engagement needed for sustained success in rural areas.

2.2.4 Empirical Evidence and Literature Review

Examine the body of research on devolution and vocational training programs, emphasizing any gaps in empirical studies that focus on the relationship between employment dynamics and devolution. To situate the present study on Murang'a County, earlier findings should be synthesized and then evaluated in light of the local research focus. Scholars have devoted considerable effort to assessing how decentralizing vocational training programs affects their effectiveness. Across diverse settings, multiple investigations have explored the relationship between educational decentralization and vocational training outcomes, offering a rich yet varied evidence base. This literature review did focus on empirical evidence and the theoretical underpinnings surrounding decentralized vocational training systems, particularly in the context of Kenya

and other relevant regions.

Kenya's devolution process, established by the Constitution of Kenya 2010, transferred the responsibility of managing VTCs to county governments. The aim was to enhance local development, improve access to vocational schooling, and provide training that meets the specific desires of local economies. Kamau (2013) emphasizes the positive impact of decentralization on vocational education in Kenya, noting that county governments have the ability to tailor training programs to meet the local community's demands. For instance, in agricultural counties, vocational training programs in agriculture and agribusiness can be developed to match the region's economic activities, leading to higher employment rates among youth. A study by Luvisia et al. (2019) was carried out in Kenya that found youth from poor backgrounds still face significant barriers in accessing vocational training in decentralized systems, especially due to infrastructure deficits and inadequate resources in rural areas. This suggests that while decentralization aims to make training more accessible, challenges in local governance and funding can undermine the system's effectiveness.

Empirical evidence from other countries with decentralized vocational training systems offers insight into the challenges and opportunities Kenya may face as it decentralizes its vocational education system. Sifuna (2020) reviewed decentralized vocational training models in Tanzania and Uganda and found that decentralization significantly improved access to training in rural areas. In Tanzania, the decentralization of vocational education led to greater

participation among rural youth, as vocational training centers were more strategically located in rural districts. However, the study also noted that poor local governance and a lack of qualified trainers hindered the full effectiveness of these programs. Onsomu et al. (2009) found that decentralized vocational training programs in Uganda have contributed to local economic development by aligning training with the unique requirements of various areas' industries. For instance, in industrialized areas, there has been an emphasis on technical skills related to manufacturing, while agricultural regions focus on training youth in farming and agribusiness. This study supports the argument that local knowledge and governance can lead to more relevant and effective training.

Several studies from other developing countries show both the successes and limitations of decentralizing vocational education systems. The key benefits identified include increased access to education, more localized and relevant curricula, and greater community involvement. Agufana & Ndavula (2018**)** highlight the challenge of insufficient funding in decentralized vocational education systems in Kenya. While local governments are tasked with managing the Village Polytechnics, many of them face budgetary constraints, leading to poorly equipped institutions and inadequate training resources. In turn, this distresses the quality of vocational training and limits the ability of graduates to meet labor market demands. In India, the decentralized approach to vocational training, which involves local industries and governments in the development of skills programs, has resulted in increased employment for graduates, especially in small-scale industries. A study by Agarwal et al. (2016)

found that such models of decentralization led to greater responsiveness to local economic needs, making training more relevant and employment outcomes more positive.

Benefits are Increased Access in decentralization has allowed for the establishment of vocational training centers in rural and underserved areas, where they were previously inaccessible. In regions like Murang'a County, devolution has enabled local youth to access training closer to their homes, thus reducing the costs and barriers associated with traveling to urban areas (Kamau, 2013). Local governments have more autonomy to design curricula that match regional economic needs. In Kenya, regions with a focus on agriculture, such as Murang'a, have developed programs in agribusiness, agricultural mechanics, and food processing, which are directly applicable to local industries (Sifuna, 2020). Focusing on local needs, decentralized vocational education initiatives can foster entrepreneurship. Many youth who are trained in specific trades or skills are able to establish small businesses that contribute to local development of the economy (Onsomu et al., 2009).

One of the main challenges of decentralization is the limited financial capacity of county governments to sustain quality vocational training. As noted by Luvisia et al. (2019), many rural regions still suffer from poorly funded vocational institutions, lacking essential equipment and materials for effective training. Decentralized systems aim to tailor training to local industries; there can still be a discrepancy between the knowledge and abilities taught labor market demand. For example, some counties may focus on training youth in

trades that are oversaturated, while failing to recognize emerging industries or sectors where there is a growing demand for skilled workers (Ombaba, 2012). The capacity of local governments to effectively manage and oversee decentralized vocational education programs is another critical challenge. Agufana & Ndavula (2018) suggest that while some counties have excelled in providing quality training programs, others struggle with weak administrative and technical capabilities, which affects the overall success of these initiatives. Empirical studies on the employment outcomes of decentralized vocational training highlight positive effects, particularly in rural areas where traditional education systems may not provide sufficient opportunities. Mboya (2022) highlights that in regions where vocational training has been decentralized, graduates are more likely to remain employed locally, contributing to the local economy. In Murang'a County, many youth who complete vocational programs in carpentry, tailoring, and agriculture find work in their communities or set up small businesses, thereby reducing migration to urban centers. Ombaba (2012) found that in rural areas of Kenya, where decentralized vocational education is implemented, there is an increase in self-employment. This is particularly evident in regions with strong agricultural economies, where vocational training programs in agribusiness have empowered young people to engage in entrepreneurial ventures, such as establishing small-scale farms or food processing businesses.

Table 1: Summary of Research Gaps

Author	Topic	Methodology	Research Gaps/Nexus
Innocent, (2018)	The effect of Kenyas devolution on rural employment, with a focus on Murang a County	A descriptive research design. Probably with the help of surveys, interviews, and secondary data analysis	Low generalizability because it focuses on Muranga county, Kenya. The local conditions and ways of governance may be different in different counties so the results may be different.
Kwofie, C., & Ansah, R. K. (2018)	Trends in employment in the rural settings after devolution of Village Polytechnics Programs	Descriptive survey. The secondary data analysis during a certain period	Short span of analysis can be blind to the long-term consequences of devolution to the employment trends. Need for a more extended study period to capture comprehensive trends.
Mbaabu, N. K. (2018)	Impact of devolution on employment in rural Kenya	Descriptive survey utilizing time series secondary data	Analysis of more current time series data can be used to provide information on changing employment trends post-devolution.

Phuong, (2023)	Relationship between devolution and employment in Murang'a County	Descriptive research design. Analysis of secondary data within a specified timeframe	The need to move beyond the scope that looks at the equity market only to a number of sectors that are affected by devolution so that the trends of employment can be fully analyzed.
Ranjani,(2018)	Influence devolution employment in Murang'a County	Granger Causality Tests and Regression Analysis	Restricting to a single variable (interest rates) can ignore the multi-dimensional effects of devolution on employment dynamics.
Shrestha & Subedi (2015)	Employment trends in rural areas post-devolution	Analysis of time series data over a specified period	Lack of generalizability to the rest of the regions in Kenya because only a single county, Murangas County, is surveyed. Requirements of comparative research between the several counties.
Gatuhi (2015)	Impact of devolution on employment in rural Kenya	Causal design utilizing data from all listed companies at NSE	Limited time frame of analysis may not capture long-term impacts of devolution on

			employment trends. Need for a more extended study period.
Laicheni & Ombwogi (2015)	Devolution and employment in Murang'a County	Regression analysis	Prevented generalizations as the study can be targeted on nominal indicators only. More detailed picture of the trends in employment can be gained with real indicators.
Muriuki (2014)	Employment dynamics in Murang'a County post-devolution	Descriptive time series correlation study and analyzed using ordinary least squares (OLS	Linear regression model might fail to reflect the dynamics involved in the relationship between devolution and employment. A more gradual analytical approach might have to be considered

2.3 Theoretical Review

This study draws primarily on The theories of human capital and endogenous growth.

2.3.1 Human Capital Theory

The Human Capita hypothesis serves as a foundation for the present study, positing that spending more on education and training enhances individual capacities, thus raising both output and job prospects (Marginson, 2019). Supporting evidence from decentralization theory indicates that giving local governments greater authority and financial resources has indeed lifted employment results by making public services-such as schools-more efficient

and responsive to community needs. At its core, Human Capital Theory treats a person's skills, knowledge, and health as a kind of capital that, when invested in thoughtfully, can yield higher productivity and overall economic growth. Originally advanced by economists Gary Becker and Theodore Schultz during the 1960s, the framework argues that money spent on schooling, job training, and preventive health care increases a workers ability to contribute meaningfully to the economy, thereby generating advantages for the individual and for society as a whole. Within this outlook, technical and vocational programs receive especial attention, since mastering concrete skills via targeted instruction or apprenticeships is seen as a direct way to raise persons market value. As nations cultivate such skilled labor pools, they typically observe gains in productivity, innovation, and broad economic progress in turn. The theory further asserts that well-educated workers enjoy better job options, command higher wages, and experience more stable employment, outcomes that reinforce the call for sustained investment in lifelong learning.

Human Capital Theory carries special weight for developing nations like Kenya because putting money into vocational and technical training enables young people to acquire skills that employers value. When youth gain these competencies, joblessness falls and the economy begins to move forward. Yet, realizing that promise requires heavy spending on classrooms, modern tools, well-prepared trainers, and programs designed hand-in-hand with industry, a task that still eludes many regions of the global South. The theory also argues that the benefits of such investment-productivity gains and higher incomes-

extend beyond individuals; they spill over to society through stronger growth, fresh ideas, and lower poverty. In short, Human Capital Theory places education, especially practical, hands-on learning, at the center of both personal success and broad national progress.

2.3.2 Endogenous Growth Theory

This approach places a strong emphasis on human capital and contribution innovation, suggesting that decentralized vocational training can foster economic development by developing a competent labor force.

Systematic studies support the existing theories, showing that hands-on vocational training noticeably lifts both jobs and earnings in rural settings. Research conducted in various African countries, for example, reveals that community-based skills centers not only raise employability but also spark new business ventures and contribute to wider social progress. Such evidence lays a solid groundwork for exploring how county-run polytechnic programs affect work opportunities in Murang'a County, Kenya. Over the years, Kenya VET landscape has evolved in step with changing educational goals and economic demands. As McGrath (2020) notes, training was once almost the sole domain of state-owned technical colleges, and rural youth found access severely limited. Yet recent decades have increasingly underscored how practical skills can curb joblessness and fuel economic expansion.

Building small, community-run polytechnics stands out as a key move to widen training access in Kenya outlying areas. Classes in farming technologies, woodwork, sewing, and basic business development are intentionally designed to meet local needs and labor markets. Still, village polytechnics grapple with

funding shortfalls, poor facilities, and curricula that are not always in step with industry demands, casting doubt on their full potential.

Since Kenya adopted its new Constitution in 2010, power and funds have been pushed down to county governments, bringing noticeable changes to rural progress. Because each county can now choose and fund projects that reflect its own priorities, resources are allocated to residents feel They are most important. As Ngigi and Busolo (2019) observe, this same model has moved control of local polytechnic colleges from the national office to the county level.

Endogenous Growth Theory, championed by Paul Romer, Robert Lucas, and others during the 1980s, argues that an economy can sustain growth chiefly through forces that operate within it instead of relying on outside shocks. While classic models focus on accumulating physical capital or treating new technology as a gift from abroad, this school emphasizes deliberate spending on human skills, ongoing innovation, and the free exchange of ideas as the main engines of long-lasting growth.

According to the human-capital framework, the abilities, education, and experience present in a workforce stand as a principal engine of economic expansion. As societies amass knowledge and refine skills, they nurture innovation, lift productivity, and support long-term growth. Continuous invention and implementation of newer ideas, technologies, and methods by individuals and firms then enhance efficiency and raise overall output.

For developing countries like Kenya, Endogenous Growth Theory is particularly relevant in the context of TVET. Investments in education and

training are seen as a crucial mechanism for creating a knowledgeable workforce capable of innovation and enhance productivity. As individuals and firms improve their human capital through training and education, they not only increase their individual earning potential but also contribute to the overall economic expansion of the country. The theory emphasizes that investments in human capital and innovation have long-term, self-sustaining effects on economic performance.

In practice, this means that countries that invest in education, skills development, and technological advancement can experience continuous internal economic growth without being reliant on external factors like foreign aid or imports. For instance, the establishment and strengthening of vocational training institutions in Kenya could help equip the workforce with necessary skills, thus fostering innovation and improving the country's overall economic output. By aligning training programs meeting the needs of the market and making sure that the abilities taught match the needs of emerging industries, economies can build an adaptive and resilient labor force capable of generating sustainable growth.

Endogenous Growth Theory underscores the importance of investing in education and innovation as key drivers of long-term economic prosperity. In the context of Kenya, strengthening vocational training systems can be a strategic means of fostering endogenous growth, reducing poverty, and achieving sustained development.

It is anticipated that program devolution for village polytechnics will improve

local accountability, ownership, and sensitivity to the needs of the community. However, in certain areas, issues such a lack of funding, capacity issues, and political meddling have been noted, which may have an impact on the efficacy and quality of vocational training programs. To evaluate how well activities at the village polytechnic promote work, devolution in rural development is crucial.

2.4 Conceptual framework

The relationship between vocational polytechnic programs and job outcomes in both developed and emerging countries has been the subject of numerous studies. Vocational training programs are generally associated with improved employability and earnings potential, industry partnerships, and job market demand, claims Sendawula (2018).

Because it equipped people with the skills necessary to work in agriculture, agribusiness, and other rural enterprises, vocational training was crucial in rural areas. However, barriers including restricted work possibilities, market accessibility, and the stigma associated with vocational vocations may make the transition from training to employment more challenging in remote locations.

Independent Variable: Village polytechnics programs

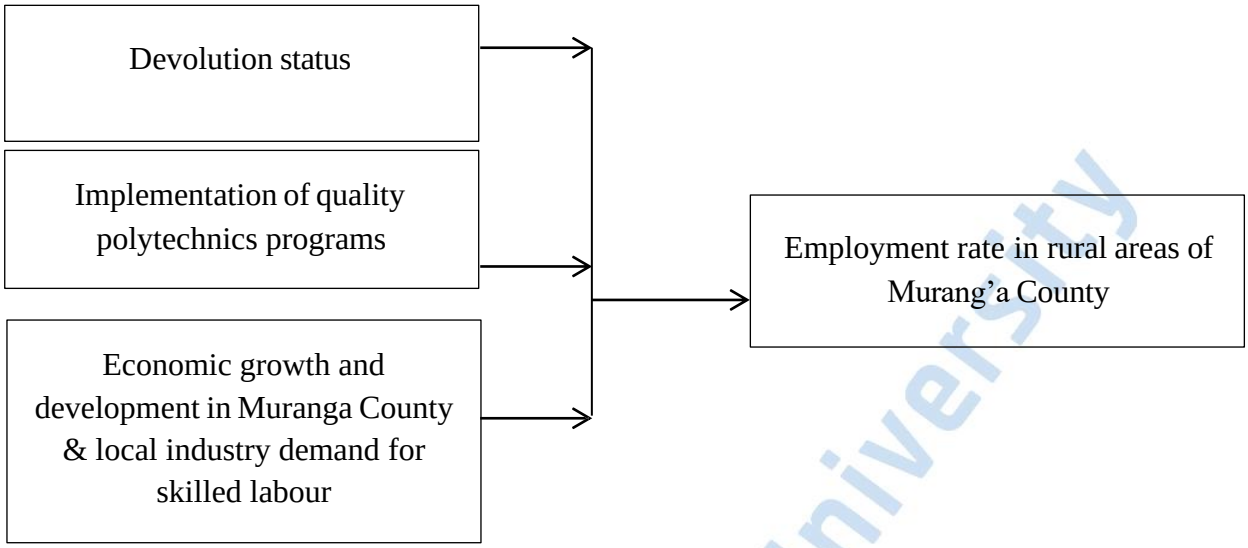

Figure 1: Conceptual Framework

Source: Researcher (2025)

2.5 Recap of literature review

The chapter has offered a thorough analysis of the research on devolution, vocational education and training, and the connection between employment outcomes and vocational training. With an emphasis on Murang'a County, Kenya, the results of these research did provide a theoretical framework for investigating how devolution of village polytechnic programs affected employment in rural areas.

Employment in rural areas has been greatly impacted by Murang'a County's Village Polytechnics programs' devolution. By increasing access to vocational education, enhancing the relevance of training programs, and creating local employment opportunities, devolution has empowered youth with skills that align with the local economy's needs. However, challenges such as inadequate funding, a shortage of qualified trainers, and the need for alignment with local

industry requirements must be addressed to ensure the long-term success and sustainability of these programs. Overall, devolution has the potential to greatly enhance rural development and improve employment outcomes in Murang'a County by equipping the local population with practical skills for both employment and entrepreneurship.

Initiatives for decentralized vocational training, particularly in the context of Kenya's devolution process, have shown effectiveness in improving access to education, making training programs more relevant, and increasing employment opportunities in rural areas. However, their success depends on the capacity of local governments to manage resources, guarantee the caliber of instruction, and maintain long-term sustainability. While there have been notable positive outcomes in counties like Murang'a, ongoing challenges related to funding, infrastructure, and industry linkages need to be addressed for these programs to reach their full potential. Properly implemented, decentralized vocational training can contribute significantly to rural development, poverty reduction, and economic empowerment.

The decentralized vocational training initiatives in Kenya, particularly through the establishment of Village Polytechnics, have demonstrated several advantages over the centralized system in terms of improving access to training, aligning programs with local labor market needs, and reducing rural-urban migration. However, challenges remain, including variability in the quality of training and sustainability concerns, primarily due to differences in local resource allocation and management capacity.

In comparison, centralized systems can offer more uniform resources and stability but may fail to address the unique needs of rural communities. Therefore, a hybrid approach that combines the strengths of both systems such as centralized funding and standardized curriculum with decentralized management and local customization could be the most effective strategy for enhancing vocational training outcomes in rural areas.

Empirical evidence and literature on decentralized vocational training initiatives suggest that devolution of vocational education can lead to improved access, better relevance to local economic needs, and enhanced employment opportunities, particularly in rural areas. However, challenges related to funding, resources, administrative capacity, and the alignment of training programs with market demand need to be addressed for these initiatives to reach their full potential. The success of decentralized vocational education in regions like Murang'a County can serve as a model for other counties, but the implementation must be accompanied by continuous investment, local capacity building, and robust monitoring systems.

2.6 Research Gap

Despite the fact that numerous studies have examined the accessibility and relevance of decentralized vocational training, there is not enough detailed, longitudinal studies focusing on employment outcomes for graduates. Most studies (e.g., Kamau, 2013; Mboya, 2022) focus on immediate impacts or short-term employment, but the lasting effects of vocational training on sustained employment, career progression, and job retention remains largely unexplored. Additionally, how decentralized training systems affect youth entrepreneurship,

particularly in rural areas, has not been fully researched. Research Gap, there is a need for empirical research that tracks the employment outcomes of decentralized vocational training graduates over a longer period, particularly in rural contexts. Research could explore the impact of these programs on job security, career growth, and self-employment in sectors such as agriculture, construction, and small-scale industries.

A recurring issue in decentralized vocational training is the shortage of qualified trainers and the need for ongoing professional development for instructors. While studies have pointed out this gap (e.g., Agufana & Ndavula, 2018), there is insufficient research on how local governments and institutions can overcome this challenge, especially in remote areas. There is a need for research focusing on teacher training programs and professional development within decentralized systems. Studies could assess how local governments can develop programs to upskill trainers, provide incentives for qualified teachers, and promote continuous professional development in line with industry standards and technological advancements.

Although some studies highlight the importance of community engagement in the success of decentralized vocational training programs, there is insufficient research on the degree of community ownership and its impact on the program's effectiveness. How does community involvement in planning, implementation, and monitoring of these programs affect outcomes such as enrollment rates, retention, and employability? Research is needed to explore how community participation in design, governance, and monitoring of decentralized vocational

programs impacts their success. A study could examine the relationship between community ownership and program outcomes, focusing on how local stakeholders (e.g., businesses, local leaders, parents) contribute to shaping training priorities and ensuring program sustainability.

While there has been some attention to gender disparities in education, there isn't much empirical study. focusing specifically on the inclusivity of decentralized vocational education programs. How well do these programs address gender imbalances, disabilities, and other forms of social exclusion, particularly in rural areas? A research gap exists in understanding how decentralized vocational programs in rural areas can be more inclusive, particularly for young women and marginalized groups. Studies could examine the barriers to female participation in vocational programs and propose strategies to advance gender parity and inclusion in training opportunities.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

With a focus on Murang'a County, Kenya, this chapter describes the research methods used to examine the effects of devolution of village polytechnic programs on employment in rural areas. Research design, data collection methods, sample strategies, and data analysis methodologies are all included in the methodology.

3.2 Research methodology

As stated by F. Almeida (2018). thorough comprehension of the research issue through the use of focus groups and numerical data.

A survey of people who have received instruction at Murang'a County's local polytechnics was part of the quantitative component. Data on demographics, educational background, employment position, income levels, and opinions regarding the value and applicability of vocational training were all gathered by the survey questionnaire. Myers (2013).

Semi-structured interviews with important stakeholders, such as village polytechnic managers, tutors, and community members, were a part of the qualitative component. Focus groups were held to get opinions on the opportunities and difficulties related to the devolution of local polytechnic programs and how they affect employment in rural areas.

3.3 Research Design

The study used a mixed methods research design, which led to a quantitative research design—more precisely, a correlational design. This concept is ideal for examining how employment in rural areas is affected by the devolution of

village polytechnic programs. The study intends to ascertain the degree and direction of the association between these variables and investigate any patterns or trends that may already exist by employing a correlational design.

By collecting and analyzing numerical data, the selected design makes it possible to systematically examine the variables being studied. The correlational approach makes it easier to investigate any relationships between these variables by calculating the effect of devolution of village polytechnics programs on employment in rural areas over a given time period.

Since this study focuses on understanding factors rather than establishing causality, a correlational research method is very suitable. This design makes it possible to investigate the connection between employment in rural areas and the devolution of local polytechnic programs.

The employment of statistical analytic techniques is also made possible by the use of a quantitative research design. These analytical techniques make it possible to evaluate the devolution of rural employment and village polytechnic programs. The study problem can be better understood by using statistics to find any possible patterns, trends, or connections between the variables.

Using a mixed-methods approach, both qualitative and quantitative data were used. As stated by F. Almeida (2018).

A survey of people who have received instruction at Murang'a County's local polytechnics was part of the quantitative component. According to Myers (2013), the survey questionnaire did gather information on demographics, educational background, employment position, income levels, and opinions

regarding the value and applicability of vocational training.

Semi-structured interviews with important stakeholders, such as community members, employers, government representatives, and administrators of the village polytechnic, were a part of the qualitative component. The purpose of the focus group was to gather opinions on the potential and difficulties related to the devolution of village polytechnic programs and how they affect employment in rural areas.

3.4 Location of the study.

The study was conducted at Kandara , Mathioya, Kigumo, Maragua, Kangema and Murang'a south sub counties , Muranga County.

3.5 Target population

The target population for this study consisted of stakeholders involved in the village polytechnic programs within Murang'a County. These included students, managers, tutors, and community members. Table 2 below presents the overall composition. However, since the populations across polytechnics are not homogeneous, the distribution per institution is outlined thereafter.

Table 2: Target Population

Category	**No of participants**
Students	330
Managers	32
Tutors	30
Community members	130
Total	**522**

Source: Researcher (2025)

Table 2.1: Distribution of Target Population per Polytechnic

Polytechnic Name	Students	Managers	Tutors	Community Members	Total
Kangema Polytechnic	60	6	5	20	91
Maragua Polytechnic	85	7	6	25	123
Kandara Polytechnic	70	6	6	35	117
Kigumo Polytechnic	55	5	5	25	90
Mathioya Polytechnic	60	4	4	25	93
Murang'a South Poly.	—	—	—	—	—
Total	**330**	**32**	**30**	**130**	**522**

Source: Researcher (2025)

3.6 Sampling procedures and techniques

Focus groups, interviews, and questionnaires were used in combination to gather data. Those who have finished vocational training at Murang'a County's rural polytechnics were given the survey questionnaire in person and electronically. Purposive sampling was used to select interview subjects (Nyumba, 2018).

Based on the goals of the study, interview protocols were developed and data-standardized survey tools were employed to guarantee validity and reliability. Data collection was done by trained researchers who maintained confidentiality.

The records of village polytechnic graduates kept by the Murang'a County Department of Education did serve as the basis for the survey's sample frame.

Employers, community leaders, government representatives, and

administrators of the village polytechnic were among the key informants chosen for interviews using purposeful sampling. Focus group discussion participants were sourced from local networks and organizations, guaranteeing a range of viewpoints.

3.7 Sampling population

Ten groups were created using a quota sampling technique to ensure that each respondent was effectively represented. Additionally, the sample random sampling approach was used for selection. This was accomplished by using a formula by Tayo Yamane (1967) that assumes a 5% error margin.

n=N/1+N (e) ^2 n=Total population e=error margin.

N=522/1+522(0.05) ^2=226

As a result, the sample size did be 226 respondents, which accounts for 43.7% (0.437) of 522 respondents and the proportionate distribution of the respective groups is presented in Table 3.2.

Table 3: Sampling population

Category	**No of participants**	**Sample size**
Students	330	132
Managers	32	27
Tutors	30	26
Community members	130	41
Total	**522**	**226**

Source: Researcher (2025)

3.8 Construction of research instruments

A questionnaire and additional secondary reports were chosen as the instruments for this study's data gathering. These tools were selected because

they are appropriate for collecting pertinent information about how devolution of local polytechnic programs affects employment in rural areas.

The purpose of the questionnaire was to gather data on the study's variables, such as Murang'a County's economic growth, the implementation of high-quality polytechnic programs, and the state of devolution. It was designed to collect responses from participants about their attitudes, beliefs, and actions concerning how devolution of local polytechnic programs affects rural employment. The questionnaire was meticulously designed to guarantee its comprehensiveness, clarity, reliability, and significance.

Data collected from selected devices are expected to be crucial in achieving research goals by supplying necessary information for analysis. In order to create a comprehensive dataset that will enable a full research into the effects of devolution of village polytechnics programs on employment in rural parts of Murang'a County, a questionnaire and additional secondary reports have been included.

The survey was a useful instrument for gathering the thoughts and viewpoints of pertinent parties, such as county citizens, teachers, and devolution specialists. Our goal is to collect useful information that clarifies the perceived effects of devolution of village polytechnics programs on employment in rural areas by creating a well-structured questionnaire with thoughtfully prepared questions.

Furthermore, the Ministry of Education's and the Ministry of Devolution's county reports and questionnaire did offer a wealth of quantitative data. These studies gave us the opportunity to look at past patterns in regional vocational

training facilities and their effects on employment, enabling a thorough examination of how they interact. We can find trends, connections, and possible causes between employment in rural areas and the devolution of village polytechnics programs by carefully reviewing and analyzing these records.

We tried to talk with as many different people as we could, including devolution experts, everyday residents of Murang'a, local lawmakers, and teachers familiar with how Village polytechnics work. Each interview was built around focused questions about how job opportunities in the countryside link to the devolution of those programs.

3.9 Testing for validity

Several techniques were used to assess the validity of the study tools. First, by examining the research tools to make sure they accurately capture the factors of interest, content validity was guaranteed. This did entail closely examining the study's items and questions.

The link between the measured variables and pertinent theoretical constructs was examined in order to evaluate construct validity. Analyzing the trends in the relationships between the variables and theoretical predictions was part of this. Construct validity was proven by showing a high correlation between the variables being assessed and the underlying constructs they were meant to reflect. We also made sure that the measured variables showed adequate internal consistency and reliability, as shown by a Cronbach's alpha value of 0.70 or higher, in order to further strengthen construct validity. This strengthens the overall construct validity of our investigation by ensuring that the measurements are reliable and consistent with the desired constructs.

4.0 Test for reliability

to evaluate the reliability and internal consistency of statistical measurements and research equipment. Cronbach's alpha can be computed for each scale or study tool to assess the measurement's reliability.

4.1 Data collection methods and procedures

The data was collected using a combination of primary and secondary data collection methods. The main technique for gathering data involves participants. Among the subjects sought for this study were locals with knowledge of Murang'a County.

The poll did collect opinions and experiences about how devolution of village polytechnic programs affected rural employment. The administration of the questionnaire was successful. The team distributed the survey online, routing it through a web platform and a short email link so people everywhere could reply quickly. For respondents who liked talking in person, staff brought printed sheets to them, collected the answers on the spot, and thanked them face to face.

4.2 Proposed data Analysis procedures and Techniques

Surveys were used to gather quantitative data, which was then analyzed using statistical software like SPSS Habes (2021). The respondents' income levels, employment status, and demographic traits were compiled using descriptive statistics. To investigate the connection between occupational training and employment outcomes, inferential statistics including regression analysis and chi-square testing were used.

Descriptive analysis, which included mean and standard deviation, was used to analyze the quantitative data. A table or figure created by the SPSS software

was used to display the results. Additionally, inferential analysis was used to establish how the variables affect one another.

The resulting equation did be describe below

$$\mathbf{Y = \beta 0 + \beta 1X1 + \beta 2X2 + \beta 3X3 + \varepsilon}$$

Whereby Y= employment rate

X1= Devolution status

X2= implementation of quality polytechnic program

X3= economic growth and development in Muranga county and local industries demand for skilled labor

B1 to β3 = coefficients ε = error term

4.3 Ethical Considerations

Researchers did follow the rules set forth by the appropriate research ethics committees and institutional review boards (Arifin, S. R. M. (2018)).

Participants did give thorough and understandable information about the research. Before becoming involved in the study, were they given the chance to offer their informed consent or willingly participate? All of them are safely stored to guarantee participant privacy and identity security. To avoid unwanted access or disclosure, confidentiality precautions were taken during the data collecting, storage, and analysis processes.

Regulations controlling research techniques were followed. This entails getting the required permissions and adhering to moral and legal guidelines for gathering, managing, and disclosing data. By adhering to these rules, the study guarantees that ethical standards were respected. Any detected biases or possible conflicts of interest during the research process were declared and

handled properly. Any financial or personal interests that might affect the integrity or results of the research should be openly disclosed. The study guarantees the impartiality and reliability of the research findings by recognizing and resolving any conflicts of interest or biases.

Along with ethical treatment, the study participants' autonomy, respect, and general well-being were prioritized. The study did adhere to confidentiality and anonymity rules, ensuring the security of personal information and avoiding undue stress, discomfort, or injury for study participants. Additionally, the study would follow the guidelines set forth by NACOSTI and with clearance from the MKU ISERC. Assure that the study conforms to all legal and ethical criteria and maintains the highest standards of ethical practice and research integrity; NACOSTI permission was sought to guarantee the validity of the study.

4.4 Summary

With an emphasis on Murang'a County, Kenya, this chapter has described the study technique used to examine the effects of devolution of local polytechnic programs on employment in rural areas. By integrating qualitative insights from stakeholders with quantitative data on employment outcomes, the mixed-methods methodology offered a thorough grasp of the research topic. The results and analysis derived from the data gathered using the approach outlined in this chapter are presented in the following chapter.

CHAPTER FOUR: RESEARCH FINDINGS, ANALYSIS AND PRESENTATION

4.0 Introduction

This chapter presents the analysis, interpretation, and discussion of findings for each study objective. Data were collected to assess the effect of devolved village polytechnic programs on employment in rural areas of Murang'a County, Kenya. Topics covered include reliability results, response rate, variable outcomes, regression and ANOVA analyses, and coefficient estimates.

4.1 Response Rate

The actual number of completed surveys returned for data analysis was used to calculate the response rate. A total of 79.4% of the 226 questionnaires that were sent were completed correctly and were considered suitable for study. A response rate of 50% is deemed sufficient for analysis and reporting, 60% is good, and 70% or more is exceptional, per Mugenda and Mugenda (2013). For this study on the impact of devolution of village polytechnic programs on employment in rural parts of Murang'a County, Kenya, a response rate of 79.4% was deemed excellent.

4.2 Reliability and Validity results

4.2.1 Validity

The management of village polytechnics engaged in the execution of devolved programs impacting employment in rural parts of Murang'a County, Kenya, was given data gathering tools to use in order to establish validity. The replies were assessed on a five-point Likert scale from Strongly Agree to Strongly Disagree and compared to the study's objectives. Experts generated the reports using SPSS to determine the validity index. The questionnaires were numbered

1 through 181 based on the information that respondents provided and the type of data that was gathered.

4.2.2 Reliability of Research Instruments

SPSS Version 29 was used to perform a reliability test on the questionnaire items to assess their overall validity. The internal consistency of the questionnaire was measured using the Cronbach's Alpha coefficient, which served as the basis for evaluating reliability. The results of the analysis are summarized in Tables 5 and 6.

Table 4: Average Reliability Statistics of devolution of village polytechnics programs

Variables	Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
Average reliability statistics of devolution of village polytechnics programs	.836	.864	7

Source; Researcher (2025)

The study's Cronbach's alpha coefficient, which was 0.836, showed that the questionnaire items had a high degree of internal consistency and reliability. The average of all potential split-half reliability coefficients for a group of items is known as Cronbach's alpha. Malhotra (2014) states that insufficient internal consistency is indicated by a coefficient less than 0.6. According to Sekaran and Bougie (2013), Cronbach alpha values range from 0 to 1, with values nearer

1 denoting greater dependability. According to Kothari and Garg (2014), a research tool is generally regarded as dependable if its alpha value is more than 0.7. Guidelines for interpreting Cronbach's alpha were also supplied by Mugenda and Mugenda (2013), who offered acceptable criteria for evaluating the internal consistency of conceptions.

Table 5: Reliability Statistics of specific constructs of devolution of village polytechnics

Variable	**Cronbach's Alpha Based on Standardized Items**	**Alpha Comments**
Village polytechnic experience	.860	accepted
Employment outcomes	.851	accepted

Source; Researcher (2025)

Data reliability was first assessed through Cronbachs alpha, with the statistic generated in SPSS. Twenty-three managers completed the survey in a pilot run and then offered brief comments. Zinbarg (2005) notes that Cronbachs alpha yields an unbiased estimate of a measure's generalizability. Results in Table 6 show Cronbachs alpha for each independent variable falls within recommended bounds, with the 0.860 coefficient for Village polytechnic experience ranking as excellent. Hence the items that define this construct are highly consistent across respondents. The alpha of 0.851 for employment outcomes denotes good reliability, affirming that those indicators also work well together. Such levels of internal consistency imply that all items sturdily capture their respective concepts. Following Zinbarg, an alpha above 0.60 indicates the data reliably reflects the target populations opinions on how devolved village polytechnic training affects employment in rural Muranga County, Kenya.

4.3 Demographic

The backgrounds of the respondents who took part in the study are shown in this section. Understanding and classifying the responses according to the specific characteristics of the respondents requires the use of this data. Age, educational attainment, marital status, and employment in local polytechnics are among the details.

4.3.1 Age of the respondents

Finding out the participants' age group was of interest to the study. Figure 2 displays the study's findings.

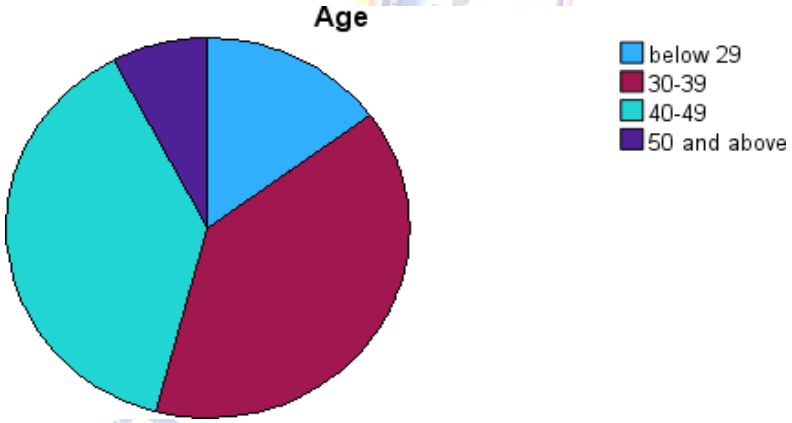

Figure 2: Age group respondents

Source: Researcher (2025)

Information gathered from respondents about age groups. The sample is primarily composed of individuals below 29 years (14.9%): A relatively small percentage of younger individuals are participating, which could suggest a low level of engagement from the youth. This could be

explore why this group may be underrepresented perhaps due to migration for better opportunities or lack of awareness about the program. Between 30-39 years (39.2%): A significant portion of participants fall into this age group. This group might represent individuals who are already looking to transition into stable employment after some years in informal work or agriculture. Investigating their employment status before and after training could provide insights into the success of the polytechnic programs. Between 40-49 years (38.1%): This is another large group that may be interested in re-skilling or up-skilling for improved job opportunities, potentially in technical fields. You could explore how these individuals benefit from such programs, particularly in rural areas where they may not have had access to education beyond primary or secondary school. Lastly 50 and above (7.7%): A smaller percentage of older individuals participate, but those who do may be seeking employment later in life or looking for ways to increase their income. Understanding the barriers or motivations for this group could reveal insights into how polytechnic programs can assist older members of the community

4.3.2 Highest Educational Qualifications

The goal of the study was to determine which respondents had the highest degree of education. The results are shown in Figure 3.

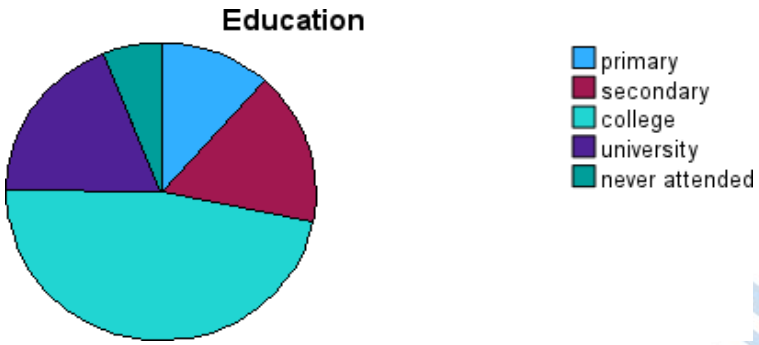

Figure 3: Highest Educational Qualifications

Source: Researcher (2025)

The education level of individuals involved in polytechnic programs is crucial in comprehending how the Jobs have been impacted by programs outcomes in remote regions. In particular, people with varying educational backgrounds may have different motivations for attending these programs and different challenges they face in securing employment after completing them. Primary Education (11.6%): A small percentage of participants have only completed primary education. This group might be seeking to gain practical skills to improve their job prospects, especially in manual or technical trades. For this group, the polytechnic programs could provide an essential stepping-stone for entry into the workforce, offering opportunities for practical and hands-on learning. Secondary Education (16.6%): A slightly larger group has completed secondary education. These individuals may be seeking specialized vocational skills that complement their basic education. The polytechnic programs could play a vital role in bridging the gap between secondary education and employment, especially in rural areas where formal jobs may be scarce. College Education (47.0%): A significant portion of the participants attended college. This group might be looking to further their skills or retrain in a

specific vocational field that did improve their chances of securing stable employment. Polytechnic programs might attract individuals from this group who want to shift career paths or acquire more practical, marketable skills. Given the competitive job market, this group may value polytechnic programs to specialize and gain hands-on experience. University Education (18.8%): A smaller but notable portion of individuals with university education is also involved. This may suggest that the polytechnic programs have appeal even to those with higher education, potentially due to the practical, hands-on nature of the training. This group might seek specialized skills to either enhance their professional careers or explore new opportunities in technical fields. Never Attended School (6.1%): This group may face unique challenges in terms of employability due to lack of formal education. However, they might benefit the most from village polytechnic programs, which offer practical skills that could allow them to enter the workforce, especially in rural areas where informal or manual labor jobs are more common.

4.3.3 Marital status of the Respondents

The study aimed to determine the marital status of the respondents. The results are presented in Figure 4

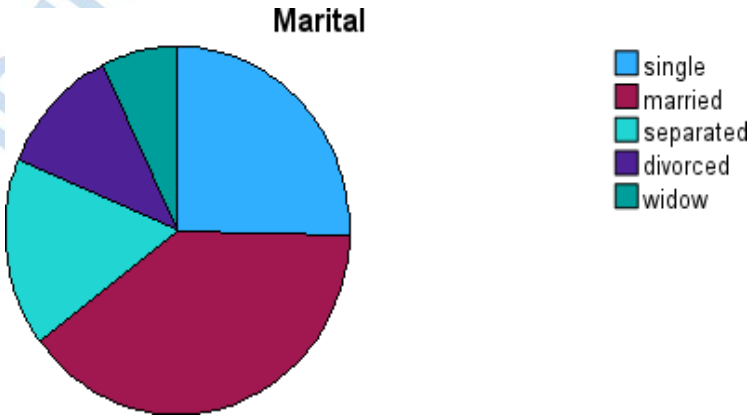

Figure 4: Marital of Respondents

Source: Researcher (2025)

According to the results in figure 4, Single (25.4%): A notable portion of participants are single. This group might be more flexible in terms of relocating or pursuing full-time vocational training. They might be using these polytechnic programs to enhance their skills before seeking formal employment or entrepreneurial opportunities. Married (39.2%): The largest group consists of married individuals. This suggests that polytechnic programs are also popular among people who may already have families or responsibilities. For this group, vocational training could be seen to secure better-paying jobs, improve their livelihood, or even create businesses that can support their family. Separated (16.6%): This group could potentially be in a transitional phase of their lives, looking for ways to re-enter the workforce or improve their situation. Vocational training might be appealing to them as it could provide an opportunity to learn new skills and achieve financial independence. Divorced (11.6%): Divorced individuals may also need new skills to support themselves, particularly if they have children or other dependents. Like the separated group, they might find vocational training programs essential for improving their employment prospects or starting their own businesses. Widow (7.2%): Widowed individuals, often facing economic challenges due to the loss of a spouse, may benefit from polytechnic programs to gain skills that can help them support themselves or their families. The polytechnic programs might offer a means for them to enter the workforce or become self-employed.

4.3.4 Employment in the organization

The study sought to gather information from respondents regarding their employment status within the organization. These findings are presented in Figure 5

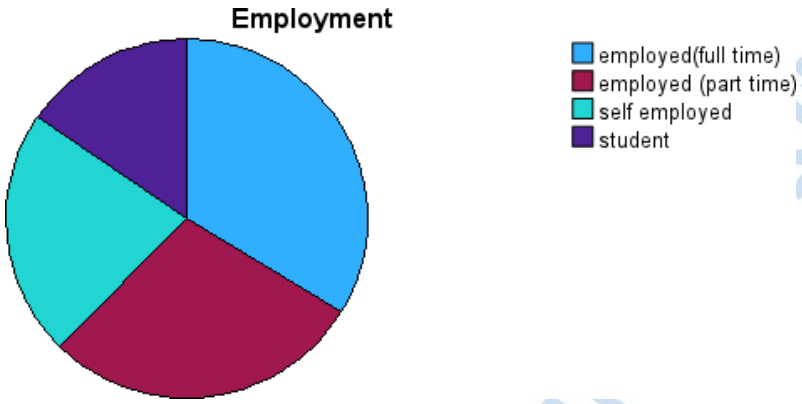

Figure 5: Employment in the organization

Source: Researcher (2025)

According to the research findings in figure 5, Employed (Full-time) (33.7%): A significant portion of participants is employed full-time, which suggests that the polytechnic programs are effective in equipping individuals with the necessary skills for stable, long-term employment. Full-time employment could indicate that these individuals have successfully transitioned into formal sectors or have secured positions with long-term contracts. Employed (Part-time) (28.7%): Another substantial portion of participants is employed part-time. This group may have jobs that do not offer full-time hours, possibly in informal sectors or industries that are seasonal. This could suggest that while vocational training has helped many gain employment, full-time opportunities might still be limited, especially in rural areas. Self-employed (22.1%): A notable percentage of individuals are self-employed. This is particularly significant in rural areas where people often rely on entrepreneurship, especially in small businesses, agriculture, or local trade. The polytechnic programs might have encouraged people to start their own businesses or work in informal sectors where skills are highly valued. Student (15.5%): A smaller portion of participants are still students. This group may have enrolled in polytechnic programs to gain skills that did improve their chances of employment in the future, or they might still be completing their training.

4.4 Descriptive statistics

The study aimed to evaluate the relationship between the devolution of village polytechnic programs and employment in rural areas of Murang'a County, Kenya. Specifically, Village polytechnics experience, Employment outcome

are the independence variables to look at.

4.4.1 Village polytechnic experience

Table 6: Village polytechnics experience

	N	Mean	Std. Deviation
Have you received vocational training at a Murang'a County rural polytechnic?	181	1.45	.499
How satisfied were you with the quality of the local polytechnic offers training.	181	1.92	1.123
Did the village polytechnic curriculum suitably get you ready for the workforce	181	1.38	.685
Valid N (listwise)	181		

Source: Researcher (2025)

Based on the research findings, with a mean score of 1.45, most respondents indicated that they had participated in vocational training at a village polytechnic in Murang'a County: This suggests that, on average, participants have attended a village polytechnic. The mean value is closer to 1, indicating that a large portion of the sample has likely attended the polytechnic programs. The standard deviation (0.499) shows relatively low variation in this response, meaning most respondents have attended the polytechnic. With a mean score of 1.92, the findings suggest that respondents were generally satisfied given the standard of instruction at the rural polytechnic: The satisfaction level, on a scale from 1 to 5 (where 1 could represent "Very satisfied" and 5 could represent "Very dissatisfied"), shows that participants were, on average, somewhat

satisfied with the training. A mean of 1.92 indicates that many participants are likely in the "satisfied" category. The high standard deviation (1.123), however, shows a wide range of opinions, meaning there were both highly satisfied and dissatisfied individuals, which could suggest varied experiences depending on the polytechnic or specific program. Did the village polytechnic curriculum adequately prepare you for the job market with Mean = 1.38: This low mean value suggests that, on average, respondents felt the curriculum adequately prepared them for the job market. A mean closer to 1 indicates positive feedback regarding the curriculum's relevance. The standard deviation (0.685) suggests moderate variation in responses, implying that while many found the training beneficial, some may not have felt as adequately prepared.

4.4.2 Employment Outcomes

Table 7: Employment outcomes

N		Mean	Std. Deviation
Has the program you completed enabled you to gain employment related to your vocational training?	181	1.39	.488
What was the duration between finishing your vocational training at the village polytechnic and gaining employment?	181	2.85	1.293
To what extent are you content with your present employment circumstance?	181	2.33	1.164
Have you faced any difficulties obtaining employment after finishing vocational training	181	1.38	.486
Valid N (listwise)	181		

Source: Researcher (2025)

With a mean score of 1.39, Table 8's findings show that most participants found work linked to their occupational training after finishing the program: Since the mean is closer to 1 (which may indicate a "Yes" response), it suggests that, on average, individuals have found work linked to their occupational training. This implies that a significant portion of participants in vocational training programs have secured jobs that complement their acquired skills and standards. 0.488 is the deviation: The comparatively low standard deviation indicates that the majority of participants gave comparable answers, indicating that there was strong agreement in whether people were able to find work linked to their training. With a mean score of 2.85, the results indicate that, on average, it took respondents a moderate length of time to find work following their completion of vocational training at the village polytechnic: According to this mean, it took participants, on average, three months to find work following their vocational training. Even while this is a fairly short turnaround time, the time it takes for each person to find work may differ significantly based on a number of variables, including the need for particular talents, geographic location, personal networks, and standards. 1.293 is the deviation: There was a wide range of replies, as indicated by the moderate standard deviation, suggesting that some people may have found work more quickly while others may have taken longer, maybe as a result of difficulties in the local labor market. How pleased are you with your work circumstances at the moment? Mean = 2.33: This mean score indicates that people are generally not very content with their

current work situation, but they are somewhat satisfied. On a satisfaction scale, a mean value of 2.33 probably means that the majority of people are in the "neutral" to "satisfied" range. This may suggest that even if participants were able to find employment, they may not be very satisfied with their present position, salary, or working conditions. Deviation = 1.164: This standard deviation indicates that people's levels of satisfaction differ greatly, with some being extremely satisfied and others being less. This suggests that different people may have quite varying levels of employment quality following training. With a mean score of 1.38, the results show that many respondents have had trouble obtaining work after completing vocational training. Given that the mean is near 1 (indicating a "No" response), it appears that the majority of participants did not experience any major difficulties finding work. This may suggest that many individuals found jobs more readily and steadily as a result of vocational training. 0.486 is the deviation: The low standard deviation suggests that participants mostly agree that

Employment difficulties were not a significant problem. Nonetheless, a tiny portion of people can still experience challenges.

4.4.3 Perceptions on devolution and vocational training

Table 8: Perceptions on devolution and vocational training

N	Mean	Std. Deviation

In your opinion, has devolution increased accessibility to vocational training in the rural areas, for instance, Murang'a County?	180	1.66	.779
Valid N (listwise)	180		

Source: Researcher (2025)

Table 9's findings indicate that, with a mean score of 1.66, the majority of respondents think devolution has improved vocational training in rural areas like Murang'a County. The mean score of 1.66 suggests respondents have at least a mildly favorable opinion regarding the effect of devolution on access to vocational training. The fact that this number is nearer 1 (which would probably indicate "Yes") indicates that the majority of respondents think rural areas like Murang'a County now have better access to vocational training because to decentralization and Std. 0.779 is the deviation: There is agreement among the responders about this perception, as seen by the comparatively low standard deviation. The majority of participants concur that devolution has increased access to vocational training, as indicated by the replies, which are probably concentrated around the positive end of the spectrum.

4.4.4 Summary of Mean Score

Table 9: Mean Score

Statement	Mean Score	Standard Deviation
Village polytechnic experience	1.583	0.769
Employment Outcome	1.988	0.858
Perception on devolution and vocational	1.66	0.779

Source: Researcher (2025)

The table presents the for three key aspects related to vocational training, employment outcomes, and perceptions of devolution in Murang'a County, Kenya. The findings of the research indicate that mean scores and standard deviations Village Polytechnic Experience with Mean Score = 1.583: The mean score of 1.583 suggests that the village polytechnic experience is viewed positively by the respondents. Since the mean is closer to 1, it indicates that most individuals are likely to have a favorable view of their vocational training at the polytechnic. This could suggest that participants believe that their training was beneficial in preparing them for employment and Standard Deviation = 0.769: The relatively low standard deviation shows that there is a general agreement among the participants regarding their positive experience with village polytechnic training. However, there could still be a small variation in the responses, with a few individuals possibly not feeling as satisfied. Employment Outcome with Mean Score = 1.988: The mean score of 1.988 for employment outcomes suggests that most respondents view the outcomes of

their vocational training in a positive light, though slightly less positively than their experience at the polytechnic. The score is closer to 2, which likely represents a neutral-to-positive response. This indicates that while many individuals may have found employment, they may not all have secured jobs immediately or may have faced challenges in aligning their training with job market demands and Standard Deviation = 0.858: The standard deviation of 0.858 shows that there is a moderate level of variability in the responses. Some individuals have clearly landed solid jobs straight after training, while others struggled to get hired or to find work that directly matches what they learned. Perception on Devolution and Vocational Training carried a mean score of 1.66; this average suggests respondents, on the whole, maintain a favourable view of devolutions effect on vocational education. The majority opinion holds that devolution has increased access to training opportunities in rural areas such as Murang'a County, precisely because the figure is closer to 1. The accompanying standard deviation of 0.779 shows that approval of devolutions impact is not only present but fairly uniform, yet a small number of participants still report mixed feelings or contrasting personal experiences.

4.5 Inferential Statistics

Both regression and correlation analyses were used in the study to see if there was a consistent link between the independent and dependent variables.

4.5.1 Correlation Analysis

A correlation assessment was undertaken to explore the interplay among the central variables concerning the devolved village-polytechnic program. Pearson's r, tested at the 0.05 significance threshold, measured both the strength

and direction of each association. Rural employment in Murang'a County was compared with participants' polytechnic experience, resulting job statuses, and their attitudes toward devolution and vocational training. The same method governed all comparisons, with findings outlined in Table 10.

Table 10: Correlation Matrix

		Village polytechnic	experience	Employment	Outcomes
Village polytechnic	Pearson Correlation	--			
	N	181			
experie Nce	Pearson Correlation	.201	--		
	Sig. (2-tailed)	.007			
	N	181	181		
Employment	Pearson Correlation	.198	.257	--	
	Sig. (2-tailed)	.008	<.001		
	N	181	181	181	
Outcomes	Pearson Correlation	.070	.069	.409	--
	Sig. (2-tailed)	.352	.359	<.001	
	N	181	181	181	181

Source: Researcher (2025)

Table 10 exemplifies that Village Polytechnic Experience have a positive and significant relationship with the employment, Pearson Correlation = 0.201: There is a positive weak correlation between Village Polytechnic Experience and Employment. This means that individuals who have attended a village polytechnic may have a slightly higher likelihood of being employed, but the relationship is not very strong. Significance (Sig. = 0.007): The p-value of 0.007 shows that this correlation is statistically significant at the 0.01 level. Therefore, we can confidently say that there is a statistically significant relationship

between attending a village polytechnic and the likelihood of being employed, though the strength of the relationship is weak. Village Polytechnic Experience and Employment Outcomes, Pearson Correlation = 0.070: The correlation between Village Polytechnic Experience and Employment Outcomes is very weak and positive. This suggests that the experience at a village polytechnic does not have a strong relationship with the actual employment outcomes (such as job quality or career progression). Significance (Sig. = 0.352): The p-value of 0.352 is not statistically significant ($p > 0.05$), meaning that we cannot conclude that village polytechnic experience has any significant effect on employment outcomes. This weak relationship suggests that other factors (such as the local job market or job search strategies) might play a more significant role in determining the quality of employment outcomes. Employment and Employment Outcomes, Pearson Correlation

= 0.257: There is a positive moderate correlation between Employment and Employment Outcomes. This indicates that individuals who are employed are more likely to have better employment outcomes. It suggests that having a job correlates with improved employment conditions (such as job satisfaction, job stability, or job relevance to training). Significance (Sig.

< 0.001): The p-value of <0.001 is highly significant, which means the correlation between employment and employment outcomes is statistically reliable. This strong relationship underscores the importance of securing employment for better employment outcomes. Employment Outcomes and Employment Pearson Correlation = 0.409: This is a moderate to strong positive

correlation, indicating that individuals who have better employment outcomes (such as job satisfaction or stability) are more likely to be employed, and conversely, those who are employed tend to report better outcomes. Significance (Sig. < 0.001): The highly significant p-value (< 0.001) reinforces the strength of this correlation, making it clear that employment outcomes have a meaningful connection to whether an individual is employed or not.

4.5.2 Regression Analysis Results

This research examines the effect of devolving village polytechnic programmes on job creation in rural Murang'a County, Kenya. Using multiple regression models, the study analyses the role of training experience, employment results, and residents attitudes toward both devolution and vocational education.

The following is multiple regression model was used:

Y = B + B1X1 + B2X2 + B3X3 + e

Where;

Y =Employment in rural areas

B0 = constant

X1 = village polytechnic experience X2 = employment outcome

X3 = perception on devolution and

vocational training e = Error term

B1, B2 and B3 of coefficients

Table 11: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.345[a]	.119	.083	.746

a. Predictors: (Constant), village polytechnic experience, employment outcome
b. Dependent Variable: employment in rural areas

Source: Researcher (2025)

The table reports a summary from a regression study that looks at how two predictors-village-polytechnic schooling and previous employment-results-predict job holding in rural areas. The computed R = 0.345 shows a weak-to-moderate positive link, meaning these predictors move together with rural hiring, though not strongly. Because of that connection, the predictors explain only a small part of the overall differences in rural employment outcomes. An R-squared of 0.119 indicates that model as a whole account for roughly 11.9 percent of the variance in the dependent variable. Put another way, prior village-polys-tech training plus earlier job result together explain only a fraction of why some individuals work in countryside jobs and others do not. The modest magnitude suggests plenty of remaining variation, hinting that outside forces such as regional growth rates, local road quality, or personal job networks probably drive a larger share. The adjusted R-squared drops to 0.083 because it

penalizes the model for including two predictors, further underscoring the need for additional explanatory variables.

This statistic represents the proportion of total variability explained by the model, adjusting for the number of predictors included. The relatively low Adjusted R-squared suggests that, even after this adjustment, the predictors account for only a small portion of the variation in the outcome. The Standard Error of the Estimate (SEE), recorded at 0.746, reflects the typical deviation between each observed score and the score forecasted by the equation. As a rule, smaller SEE values signal a closer match between predictions and raw data, whereas larger errors point to greater scatter in the models forecasts.

Table 12: ANOVA combined effect

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	12.921	7	1.846	3.317	.002[b]
	Residual	95.723	172	.557		
	Total	108.644	179			

a. Dependent Variable: employment in rural areas

b. Predictors: (Constant), village polytechnic experience, employment outcome

Source: Researcher (2025)

The ANOVA (Analysis of Variance) evaluates the significance of the regression model within its given context by testing if the independent variables which are the village polytechnic experience and employment outcome together impact the dependent variable which in this case is employment in rural areas. The SSR (Regression Sum of Squares) valued at 12.921 illustrates the portion of variability attributed to rural employment as explained by the model while SSE (Residual Sum of Squares), noted as 95.723, is thought to be unexplained variation.

The F-statistic of 3.317 tests the model's fit, determining whether the independent variables collectively contribute meaningfully to explaining rural employment. With a p-value of 0.002, which is below the standard 0.05 threshold, the results show that the regression model is statistically significant. This suggests that village polytechnic experience and employment outcomes together have a meaningful impact on employment levels in rural areas.

Table 13: Regression Coefficients

	Unstandardized Coefficients	**Standardized Coefficients**			**95.0% Confidence Interval for B**	**Correlations**	**Collinearity Statistics**

Model		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	1.237	.284		4.350	<.001	.676	1.798					
	Village polytechnic experience	.114	.119	.073	.955	.341	-.121	.349	.070	.073	.068	.882	1.133
	Village polytechnic experience-2	-.001	.059	-.002	-.021	.984	-.118	.116	.048	-.002	-.001	.705	1.418
	Village polytechnic experience-3	-.143	.095	-.126	-1.513	.132	-.331	.044	-.058	-.115	-.108	.737	1.356
	Employment outcome-1	.342	.147	.215	2.332	.021	.053	.632	.251	.175	.167	.605	1.652

	Employment outcome-2	-.100	.048	-.167	-2.106	.037	-.195	-.006	-.015	-.159	-.151	.818	1.223
	Employment outcome-3	.136	.058	.203	2.343	.020	.021	.250	.248	.176	.168	.683	1.463
	Employment outcome-4	-.036	.118	-.023	-.310	.757	-.269	.196	.001	-.024	-.022	.953	1.049

a. Dependent Variable: employment in rural areas

Source: Researcher (2025)

Based on the regression of the coefficients, outline in table 13 the shifts in the dependent variable (rural area employment) for each independent variable one-unit shift assuming all other factors remain constant. Constant (Intercept): When all independent variables are zero, rural areas' employment value is 1.237 which is statistically significant with a p-value less than 0.001. Village polytechnic experience: The coefficient of 0.114 suggests that a unit increase village polytechnic experience results to a corresponding rise of 0.114 units its rural areas' employment. The coefficient is not statistically significant (p = 0.341). Village polytechnic experience-2: This coefficient is -0.001, suggesting a very small and insignificant effect on employment in rural areas (p = 0.984). Village polytechnic experience-3: This coefficient is -0.143, indicating a small negative effect on employment in rural areas, though this effect is not statistically significant (p = 0.132). Lawrence, K. (2024). Who carried out a study using multilevel analysis to explore how interdisciplinary research

experience among doctoral graduates influences their career outcomes? The findings also revealed that Employment outcome-1: The coefficient is 0.342, indicating a positive and statistically significant relationship with employment in rural areas (p = 0.021). Employment outcome-2: The coefficient is -0.100, suggesting a negative relationship with employment in rural areas, and this effect is statistically significant (p = 0.037). Employment outcome-3: The coefficient is 0.136, indicating a positive effect on employment in rural areas that is statistically significant (p = 0.020). Employment outcome-4: The coefficient is -0.036, suggesting a negative but statistically insignificant effect (p = 0.757). Hasan (2017) examines factors influencing the adoption of integrated pest management and pesticide use among Kenyan vegetable farmers. Standardized coefficients, which are measured in standard deviation units, allow comparison of the relative importance of each independent variable in predicting the dependent variable. In this study, Employment Outcome-1 has the highest standardized coefficient (0.215), indicating it exerts the strongest influence on employment in rural areas. Village polytechnic experience and Village polytechnic experience-3 have very small-standardized coefficients, suggesting they have minimal impact on the dependent variable.

Multiple Regression Equation utilized in this study:

Y= 1.237 -0.03X1 +0.343X2 + 0.66X3 + e

Where?

Y = Performance Constant = 1.237

Village polytechnic experience = -0.03 Employment outcomes = 0.343

Perception on devolution and vocational training = 0.660

It is therefore clear that village polytechnic program influences findings of employment rural areas. Perception on Devolution and Vocational Training variable has the largest positive effect (0.66), meaning that a more favorable perception of devolution and vocational training leads to a significant improvement in performance followed by Employment Outcomes which is positive relationship (0.343) indicates that better employment outcomes correlate with improved performance. This shows the importance of employment success in influencing overall performance and lastly Village Polytechnic Experience which is a negative coefficient (-0.03) suggests that village polytechnic experience has a small, negative impact on performance. This could imply that other factors related to vocational training or experience in this context might need to be addressed or refined.

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter includes the report's overview, decision statements, and recommendations associated with the study titled "Effect of Devolution of Village Polytechnics Programs on Employment in Rural Areas: Murang'a County, Kenya." It consolidates the main findings and examines their relevance to policy and practice, emphasizing how devolution has influenced employment opportunities for individuals in rural parts of Murang'a County.

As noted in earlier chapters, this study investigated the relationship between employment opportunities in rural areas and the decentralized village polytechnic programs.

Research findings, in this case, indicate that the devolution process has brought about notable changes in the availability of vocational training opportunities, influencing the employment patterns within these regions. Key factors, such as the accessibility of polytechnic programs, the perception of vocational training, and the direct influence on skill development, have been assessed to determine their role in improving employment prospects for rural populations.

5.1 Summary of Study Findings

5.1.1 Influence of village polytechnic experience

The results from the survey on the village polytechnic experience in Murang'a County are summarized below. These findings reflect the respondents" experiences with vocational training programs at village polytechnics and their perception of the quality and relevance of the training provided. Attendance at Village Polytechnics in Murang'a County with Mean 1.45, Std. Deviation

0.499. A mean score of 1.45 suggests that a significant portion of the respondents (close to 45%) had attended a village polytechnic in Murang'a County for vocational training. The relatively low standard deviation (0.499) indicates a moderate consistency in responses regarding attendance at village polytechnics. Satisfaction with the Quality of Training with Mean 1.92, Std. Deviation 1.123. The average score of 1.92, along with a high standard deviation of 1.123, indicates that although many respondents expressed moderate satisfaction with the training quality, there was considerable variability in individual satisfaction levels. Some respondents were highly satisfied, while others had mixed or lower opinions on the quality of the training provided at the polytechnics. Adequacy of the Curriculum in Preparing for the Job Market with Mean 1.38, Std. Deviation 0.685. A mean score of 1.38 suggests that on average, respondents were not satisfied with the level of preparation the village polytechnic curriculum had provided them for employment opportunities. The standard deviation of 0.685 indicates that most respondents held a similar consensus regarding the inadequacy of the curriculum in preparing graduates for employment; however, some differing viewpoints existed among the population's perceptions.

Overall Interpretation of Findings of the results show that while there is a reasonable level of participation in vocational training programs at village polytechnics, respondents express mixed levels of satisfaction regarding the quality of training and the preparedness of the curriculum for the job market. The relatively low satisfaction with curriculum adequacy highlights potential

areas for improvement in alignment of training programs with the current demands of the job market.

5.1.2 Influence of employment outcomes

The survey results reveal that individuals who completed vocational training at village polytechnics in Murang'a County have encountered varied employment outcomes. A significant proportion reported being engaged in gainful employment, either through self-employment or working in local industries and businesses. The findings indicate that vocational training has contributed to improving employability by providing graduates with practical, job-relevant skills. Nonetheless, respondents also identified obstacles such as a shortage of job openings, lack of startup funds, and weak connections with employers as significant barriers to achieving stable employment. These findings highlight both the potential and the limitations of devolved vocational training programs in addressing rural unemployment.. These findings highlight the respondents' experiences in securing employment, their satisfaction with their employment situation, and any challenges they encountered after completing vocational training. Securing Employment Related to Vocational Training with a Mean of 1.39, Std. Deviation of 0.488. The mean score of 1.39 suggests that a significant number of respondents have not secured employment related to their vocational training, as the scale likely ranges from "Yes" (1) to "No" (2). The relatively low standard deviation (0.488) shows that responses were moving in same direction, with most individuals indicating they had not found related employment. Time Taken to Find Employment After Completing Vocational Training with the Mean of 2.85, Std. Deviation of 1.293. A mean

score of 2.85 recommends that, on average, respondents took a relatively long time to secure employment after completing their vocational training. This is supported by the higher standard deviation (1.293), which indicates a wide range of experiences in terms of time spent to find employment. Some individuals may have found jobs quickly, while others experienced prolonged job searches. Satisfaction with Current Employment Situation with the Mean of 2.33, Std. Deviation of 1.164. With a mean of 2.33, respondents generally reported being moderately satisfied with their current employment situation. However, the higher standard deviation (1.164) designates significant variation in satisfaction levels, suggesting that while some individuals are content with their jobs, others may be dissatisfied or feel that their employment does not align well with their training or expectations. Challenges in Securing Employment After Vocational Training with the Mean of 1.38, Std. Deviation of 0.486. The mean score of which reflects that a significant number of respondents faced difficulties in finding employment following the completion of their vocational training. The low standard deviation (0.486) suggests that most individuals faced similar difficulties, such as limited job opportunities, insufficient job matching, or lack of experience.

Overall Interpretation of Findings are as follows Employment-related to Training-A significant proportion of respondents have not secured employment directly related to their vocational training, pointing to potential issues with the alignment of training programs and job market needs. Time to Find Employment: On average, respondents faced delays in securing employment,

which could suggest challenges in the job market or a gap between training and available opportunities. Employment Satisfaction: While respondents are somewhat satisfied with their current employment, the variation in responses indicates that some are not fully satisfied, likely due to mismatches between their training and job roles. Challenges in Securing Employment: A notable number of respondents reported facing challenges in finding work after completing vocational training, which may indicate that the training provided is not sufficiently tailored to local labor market demands or that broader structural issues exist in the local economy.

5.1.3 Influence of perception on devolution and vocational training

This investigation aimed to gauge local views on whether Kenya's devolution scheme has expanded access to vocational training in rural regions, with Murang'a County singled out for close examination. Findings produced a mean rating of 1.66 paired with a standard deviation of 0.779, signifying that most participants leaned toward agreeing that devolution had, in fact, eased access to these skills programs. Since the response scale was designed so that lower numbers indicated stronger agreement, the data tentatively supports the claim that decentralization benefits vocational training opportunities in rural Murang'a.

(e.g., *1 = Yes, 2 = No*), the mean score suggests a positive insight. The comparatively small standard deviation suggests that participants' responses were generally aligned, indicating a common perception of the positive impact of devolved vocational training in rural areas.

(1) to "No"

(2). The relatively low standard deviation (0.779) indicates that responses were somewhat consistent, with most respondents sharing a similar view on the positive impact of devolution on vocational training access.

Overall Interpretation of Findings is Positive Perception of Devolution's Impact: The respondents, on average, perceive devolution to have had a positive effect on the accessibility of vocational training programs in Murang'a County. This indicates that, in their view, devolution has played a role in expanding opportunities for vocational education in rural areas.

5.2 Conclusion

This research examined how Kenyas system of devolved government has shaped village-polytechnic courses and, in turn, employment results for people in Murangas rural communities. The evidence shows that devolution has both advanced and hindered training outcomes, thus shedding light on whether these programmes genuinely widen job prospects for villagers.

Although learners can now reach more centres and study a broader set of skills, serious obstacles remain. Most survey participants argue that decentralisation has eased access to vocational classes. Yet a sizable number of graduates still report difficulty finding work that matches the qualifications the polytechnics provide.

5.3 Recommendations

Curriculum Reform is essential to review and update the vocational training curricula at village polytechnics to better align with the demands of the local job market. This could include introducing more industry-specific skills

training and practical internships.

Strengthening Industry Linkages with local businesses and industries to create more employment opportunities for graduates is vital. Partnerships between village polytechnics and local employers could help bridge the gap between training and employment.

Enhanced Support Services provide career counseling, job placement services, and post- training support that would assist graduates in transitioning into the workforce.

Finally, increased Investment in Vocational Education for greater investment in the infrastructure and quality of vocational training centers is needed to ensure that these programs are accessible and of high quality.

5.4 Suggestions for further study

This study has offered meaningful understanding of how devolution has influenced vocational training and employment opportunities in Murang'a County. The researcher suggested areas that could be explored in future studies could assess how resource allocation and infrastructure improvements under devolution influence the vocational training quality at village polytechnics. Examining whether increased funding and improved facilities lead to better training outcomes would be valuable in understanding the broader effects of devolution on educational quality. Future research could investigate the gendered impact of vocational training at village polytechnics. Exploring whether devolution has had a differential impact on male and female graduates in terms of training access, employment opportunities, and satisfaction could help in creating more inclusive training programs. Research could examine the

effectiveness of entrepreneurial training integrated into vocational programs at village polytechnics, specifically assessing whether such programs empower graduates to start their own businesses, thereby reducing unemployment rates in rural areas. The study also could evaluate the effectiveness of policies that govern the devolution of vocational training in Murang'a County, focusing on how these policies are implemented and whether they are achieving their intended goals. This would help identify policy gaps and areas for improvement.

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APPENDICES

APPEDIX I: WORK PLAN

Activity	**Aug - Oct 2024**	**Nov 2024**	**Mar -May 2025**	**June, 2025**
Proposal				
Defense				
Collection of final data				
Analysis /report writing and submission				

APPENDIX II: Research Budget

Task	**KSHs**
Printing and photocopying	65,000
Transportation expenses	25,000
Communication	35,000
Cost of internet	55,000
Final documents	60,000
	240,000

APPENDIX III: MAPS

- Location of Murang'a county

Google Maps

APPENDIX IV: CONSENT

Respected Respondent,

A research project that I am working on as a student at Mount Kenyatta University is called:

"Effect of Devolution of Village Polytechnic Programs on Employment in Rural Areas: A Case of Murang'a County, Kenya."

This study is being carried out as part of the requirements for the completion of

a Master of Arts degree in Public Administration and Management.

In order to participate in this study, I respectfully ask that you take a few minutes to answer a series of questions about your history and opinions. We guarantee that any information you submit will be treated with the highest secrecy. The researcher alone will have access to your answers, which will only be utilized for scholarly purposes. Your identity will not be revealed at any time.

There is no obligation to participate in this study. At any time, you are free to decline or withdraw without facing any repercussions. If you agree to participate in this research, please fill out the questionnaire.

Thank you for your valuable input and time.

Participant.	Signature	Date
……	……	……
Researcher	Signature	Date
……	……	……..

APPENDIX V: QUESTIONNAIRE INSTRUCTIONS

The only goal of this study is education. Please be as accurate as you can when answering the questions. All of the answers will be kept completely private. Don't include your name or any other identifying information. Rather, please check the relevant boxes or provide the necessary information in the spaces.

Section 1: Demographic Data

1. Age (Years)?

   Below 29 ( )

   30 – 39 ( )

   40 – 49 ( )

   50 and more ( )

2. What is your highest level of education?

   Primary level [ ]

   Secondary level [ ]

   College level [ ]

   University level [ ]

   Never attended [ ]

3. What is your marital status?

   Single [ ]

   Married [ ]

   Separated [ ]

   Divorced [ ]

   Widow [ ]

4. State your current employment status

Employed (full-time) [ ]

Employed (part-time) [

] Self-employed [ ]

Student [ ]

Section 2: Village Polytechnic Experience

5. Have you ever enrolled in a village polytechnic in Murang'a County for vocational training?

Yes [ ]

No [ ]

If yes, which village polytechnic(s) did you attend? (Please specify)…….

Which vocational course(s) did you pursue at the village polytechnic?

How would you rate your level of satisfaction with the training quality at the village polytechnic?

Very satisfied [ ]

Satisfied [ ]

Neutral [ ]

Dissatisfied [ ]

Very dissatisfied [ ]

Did the training adequately prepare you for employment?

Yes [ ]

No [ ]

Unsure [ ]

Section 3: Employment Outcomes

10. Have you obtained a job or started a business related to the training you received?

Have you obtained a job or started a business related to the training you received?

Yes [ ]

No [ ]

11. If yes, what type of work are you currently involved in? (e.g., masonry, tailoring, agriculture, welding, hairdressing).

_____

12. After completing your Vocational Training at the Village Polytechnic, how long did it take you to find work??

Less than 3 months [ ]

3-6 months [ ]

6-12 months [ ]

More than 12 months [ ]

Still looking for employment [ ]

13. How satisfied are you with your current work situation?

Very satisfied [ ]

Satisfied [ ]

Neutral [ ]

Dissatisfied [ ]

Very dissatisfied [ ]

14. Did you face any obstacles in finding work after completing vocational training?

Yes [ ]

No [ ]

15. If yes, please specify the challenges you have encountered.

……

……

……

Section 4: Perceptions on Devolution and Vocational Training

16. In your opinion, has devolution improved access to vocational training in rural areas such as Murang'a County?

Yes [ ]

No [ ]

Unsure [ ]

17. What changes have you noticed, if any, in vocational training services since the introduction of devolution?

……

……

……

18. In your opinion, what role do you think village polytechnics can play in reducing youth unemployment in rural areas?

……

……

……

Thank you for completing this questionnaire. Your responses are confidential and will only be used for academic research purposes.

APPENDIX VI: INTRODUCTION LETTER

Mount Kenya University

DIRECTORATE OF GRADUATE STUDIES

MPAM/2023/54142

20th February, 2025

National Commission for Science Technology & Innovation (NACOSTI)
Off Waiyaki Way, Upper Kabete,
P.O Box 30623- 00100
NAIROBI, KENYA

Dear Sir/Madam,

RE: KARANU ANNIE WANJIKU – REGISTRATION NO. MPAM/2023/54142

The purpose of this letter is to introduce the above named student who is pursuing **Master of Arts in Public Administration and Management** in the department of **Management** in the school of **Business and Economics**

The title of the research is **"Effect of Devolution of Village Polytechnics Programs on Employment in Rural Areas, Murang'a County, Kenya."** It has been cleared by the University's Ethics Review Committee (Certificate attached) and now has to proceed to the field to collect data between **March, 2025 and May, 2025.**

Any assistance accorded to the student will be highly appreciated.

Thank you.

Mount Kenya University
P.O. Box 342-01000, THIKA
Director
Graduate Studies

Dr. Samuel M. Karenga, Ph.D
Director, Graduate Studies
Enc.

APPENDIX VII: RESEARCH PERMIT

REPUBLIC OF KENYA

NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

Ref No: **934431**

Date of Issue: **26/February/2025**

RESEARCH LICENSE

This is to Certify that Ms.. ANNIE WANJIKU KARANU of Mount Kenya University, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Muranga on the topic: EFFECTS OF DEVOLUTION OF VILLAGE POLYTECHNICS ON EMPLOYMENT IN RURAL AREAS, MURANGA COUNTY KENYA for the period ending : 26/February/2026.

License No: **NACOSTI/P/25/416443**

934431

Applicant Identification Number

Director General
NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

Verification QR Code

NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.

See overleaf for conditions

APPENDIX VII: ERC

Mount Kenya University

REF: **MKU/ISERC/4755** Date: 12 February 2025
TO: **KARANU ANNIE WANJIKU**
REG: **MPAM/2023/54142**

Dear Sir/Madam,

RE: EFFECT OF DEVOLUTION OF VILLAGE POLYTECHNICS PROGRAMS ON EMPLOYMENT IN RURAL AREAS, MURANG'A COUNTY,KENYA

This is to inform you that **Mount Kenya University** has reviewed and approved your above research proposal. Your application approval number is **3477.** The approval period is **12/02/2025 - 11/02/2026.**

This approval is subject to compliance with the following requirements;

i. Only approved documents including informed consents, study instruments, MTA will be used
ii. All changes including amendments, deviations and violations are submitted for review and approval by **Mount Kenya University**
iii. Death and life-threatening problems and serious adverse events or unexpected adverse events whether related or unrelated to the study must be reported to **Mount Kenya University** within 72 hours of notification
iv. Any changes, anticipated or otherwise that may increase the risks or affect the safety or welfare of study participants and others or affect the integrity of the research must be reported to **Mount Kenya University** within 72 hours
v. Clearance for export of biological specimens must be obtained from relevant institutions
vi. Submission of a request for renewal of approval at least 60 days prior to expiry of the approval period. Attach a comprehensive progress report to support the renewal
vii. Submission of an executive summary report within 90 days upon completion of the study to **Mount Kenya University**

Prior to commencing your study, you will be expected to obtain a research license from National Commission for Science, Technology and Innovation (NACOSTI) https://research-portal.nacosti.go.ke and also obtain other clearances needed.

Yours sincerely,

Dr. Alfred Owino, PhD
Chairman, Mount Kenya University ISERC

MOUNT KENYA UNIVERSITY P.O. Box 13495 KAGO ROAD CAMPUS 20 FEB 2025 Graduate Studies DIRECTOR RECEIVED

MOUNT KENYA UNIVERSITY HEAD, RESEARCH P. O. Box 342 - 01000 THIKA