VOCATIONAL TRAINING AND GRADUATES’ EMPLOYABILITY

IN HUYE DISTRICT, RWANDA

EZECHIEL NSENGIMANA

MED/0199/13

A Research Project Submitted in Partial Fulfillment of the Requirements
for the Award of the Degree of Master of Education (Educational
Planning, Management and Administration Option) of Mount Kenya
University

DECEMBER 2016
DECLARATION

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

Student’s Names: Nsengimana Ezechiel

Registration number: MED / 0199 / 13

Sign ____________________ Date _____________

This research project has been submitted with his approval as the Mount Kenya University Supervisor.

Names: Mr Harerimana Jean Paul

Sign ____________________ Date _____________
DEDICATION

This research project is dedicated to my wife, my parents and relatives for their moral support, understanding and perseverance during my studies.
ACKNOWLEDGEMENT

The following work is not only an individual work. I could not accomplish it without help, support, guidance and efforts of a lot of people to whom I owe my thanks. I wish to appreciate and thank the Board of Post Graduate Studies of the Mount Kenya University for giving me the opportunity to take this course. I sincerely wish to express my appreciation to my supervisor Mr Harerimana Jean Paul for the immense support and guidance throughout this research project. Without his support this project would not have been completed. I also wish to appreciate the support given to me by my fellow students at Mount Kenya University as well as the lecturers who taught me throughout the entire course time.
ABSTRACT

Education is expected to provide solutions to challenges that society is currently facing. One of the social challenges that education should tackle is a high rate of unemployment especially in youth. Then, Vocational Training, as a skills-oriented education is well placed to address this challenge of unemployment. In Rwanda vocational training and technical education policy has been put in place since 2008 with the objective of empowering students with right skills and preparing graduates for profession and self-employment. This study therefore aims at investigating effect of vocational training on graduates’ employability in Huye district, Rwanda. Three specific objectives of this study are: to find out employment status of graduates after finishing their training, to assess effectiveness of vocational training in regard to labor market and to analyze major factors that contribute to employment success among vocational training graduates in Huye district. This research serves as a basis for future educational plans to central as well as local leaders especially those who have education in their attributions. The outcomes of this research also serves in convincing people who still have negative attitude towards vocational training to change their mindset. A descriptive survey design, probability and non-probability sampling techniques was used to create a sampling frame. Data were collected using self-administered questionnaires, interview guide and observation method. Sixty-seven (67) graduates selected from 203 received questionnaires while two (2) administrative staff and five (5) teachers of vocational training center were interviewed. Reliability of the instruments were measured through test-retest technique by administering the questionnaires to a group of individuals with similar characteristics as the actual sample size. Data collected were analyzed with the aid of the Statistical Package for Social Sciences for descriptive statistics 16th version. After data analysis, results were presented in a form of tables for interpretation. The findings revealed that among sixty-seven graduates respondents sixty-one of them representing 91% are employed or self-employed. From the findings, researcher concluded that there is a positive significant effect of vocational training on graduates’ employment. Based on conclusion drawn, the researcher recommend that the ministry of education should allocate more students and more funds in vocational training. Parents who still have negative attitude towards vocational training should change their mind.
# TABLE OF CONTENTS

**DECLARATION** ................................................................................................................................. ii

**DEDICATION** ................................................................................................................................. iii

**ACKNOWLEDGEMENT** ...................................................................................................................... iv

**ABSTRACT** ....................................................................................................................................... v

**TABLE OF CONTENTS** .................................................................................................................... vi

**LIST OF FIGURES** .......................................................................................................................... x

**LIST OF TABLES** ............................................................................................................................ xi

**OPERATIONAL DEFINITIONS OF KEY TERMS** ........................................................................... xiii

**CHAPTER ONE: INTRODUCTION** ................................................................................................. 1

1.0. Introduction........................................................................................................................................ 1

1.1. Background of the Study ............................................................................................................... 1

1.2. Statement of the problem ............................................................................................................. 4

1.3. Objectives of the Study ............................................................................................................... 5

1.3.1. General Objective .................................................................................................................. 5

1.3.2. Specific Objectives ................................................................................................................ 6

1.4. Research Questions ..................................................................................................................... 6

1.5. Significance of the Study ............................................................................................................. 6

1.6. Limitations of the Study .............................................................................................................. 8

1.7 Scope of the Study ...................................................................................................................... 8

1.8 Organization of the Study .......................................................................................................... 9
# CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.0. Introduction

2.1. Theoretical Literature

2.1.1. Vocational Training

2.1.2 Employability

2.1.3. Vocational training and labor market needs

2.1.4. Graduates and employable skills

2.1.5 Quality Vocational Training

2.1.6 Policies on employment and vocational training in Rwanda

2.2. Empirical Literature

2.3. Critical Review and Research Gap Identification

2.4. Theoretical Framework

2.5. Conceptual Framework

2.6. Summary

# CHAPTER THREE: RESEARCH METHODOLOGY

3.0. Introduction

3.1. Research Design

3.2. Target Population

3.3. Sample Design

3.3.1. Sample Size

3.3.2. Sampling Techniques
3.4. Data collection Methods .................................................................................................................. 34

3.4.1. Data Collection Instruments ...................................................................................................... 35

3.4.2. Administration of Data Collection Instruments ........................................................................... 35

3.4.3. Reliability and Validity ............................................................................................................... 36

3.5. Data analysis Methods .................................................................................................................... 37

3.6. Ethical Considerations ..................................................................................................................... 37

CHAPTER FOUR: RESEARCH FINDINGS AND DISCUSSION .........................................................39

4.0 Introduction ........................................................................................................................................ 39

4.1 Demographic Characteristics of Respondents ............................................................................... 39

4.1.2 Age of Respondents ..................................................................................................................... 40

4.1.3. Respondents by trade ............................................................................................................... 41

4.1.4. Respondents by year of graduation ........................................................................................... 43

4.2 Presentation of Findings ................................................................................................................... 44

4.2.1 Employment status of graduates after their training ................................................................. 44

4.2.2 Effectiveness of vocational training received in regard to labor market .............................. 48

4.2.3 Major factors affecting employment success among graduates ............................................. 55

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS .......59

5.0 Introduction ........................................................................................................................................ 59

5.1 Summary of findings ....................................................................................................................... 59

5.2 Conclusion ....................................................................................................................................... 62

5.3 Recommendations .......................................................................................................................... 62
5.4 Suggestions for further study .................................................................................. 63

REFERENCES ............................................................................................................. 64

APPENDICES ............................................................................................................ 70
LIST OF FIGURES

Figure 2.1: Conceptual framework

................................................................. 27
LIST OF TABLES

Table 3.1: Categories of respondents ............................................................. 33
Table 4.1: Gender of the respondents ............................................................ 40
Table 4.2: Age of the respondents ................................................................. 41
Table 4.3: Respondents by trade ................................................................. 42
Table 4.4: Respondents according to year of graduation .............................. 43
Table 4.5: Graduates respondents’ employment status by trades ................. 45
Table 4.6: Graduates respondents’ employment status by gender ............... 46
Table 4.7: Graduates respondents’ employment status by year of graduation .. 47
Table 4.8: Views of respondents on training approach ................................. 49
Table 4.9: Views of respondents on vocational training facilities ................. 50
Table 4.10: Views of respondents on vocational training content ................. 51
Table 4.11: Views of respondents on graduates’ employability ................. 52
Table 4.12: Views of respondents on effect of vocational training on employability ................................................................. 53
Table 4.13: Chi-Square Test between training content received at school and employability of graduates ........................................................................................................ 55
Table 4.14: Views of respondents on factors of employment success ......... 56
LIST OF ACRONYMS AND ABBREVIATIONS

ILO: International Labor Organization

OECD: Organization for Economic Co-operation and Development

TVET: Technical and Vocational Education and Training

VTC: Vocational Training Center

WDA: Workforce Development Authority
OPERATIONAL DEFINITIONS OF KEY TERMS

**Employability:** the possession by an individual of the qualities and competencies required to meet the changing needs of employers and customers and thereby help to realize his or her aspirations and potential in work.

**Graduates:** students leaving school after finishing their studies.

**Self-employment:** Practice of owning and operating a small enterprise as a means of livelihood; working for one’s own account.

**Unemployment:** Situation where people who are willing and capable of working are unable to find suitable paid employment.

**Vocational Education and Training:** A term referring to aspects of the educational process involving, in Addition to general education, the acquisition of practical skills, attitudes, understanding and knowledge relating to occupations in various sectors of economic and social life.

**Youth:** Young people between 15-24 years of age.
CHAPTER ONE: INTRODUCTION

1.0. Introduction

This chapter provides a background on employability and Vocational Training. It also includes the statement of the problem, research objectives and research questions that the study seeks to answer, significance of the study, scope and limitation of the study as well as the work structure of this study.

1.1. Background of the Study

The world is facing youth employment crisis in these days. For International Labor Organization (2012) young people are now three times more likely than adults to be unemployed. In some regions notably the Middle East and North Africa more than 26 percent of young people could not find job in 2011. In other countries such as Greece, Spain and the Former Yugoslav Republic of Macedonia, the youth unemployment exceeds 50 percent. In Rwanda, statistics are not different from the ones above. According to African Economy Outlook report (2012) “youth unemployment in Rwanda remains a major challenge to achieving inclusive growth. An estimated 42% of young people, who also constitute nearly 40% of the population, are either unemployed or underemployed in the subsistence sector”.

Furthermore, young people tend to face particular difficulties in entering the labor market especially when they are looking for white collar jobs. In general, young school leavers are in more vulnerable position than adult members of the workforce. The reason is that in most cases these jobs require a certain experience the young school leavers do not have.
Due to this high youth unemployment rate, and the reduced opportunities of getting white collar jobs especially for young people, the world has put in place a number of strategies and policies aiming at enhancing employability in its population in general and with a particular attention to the youth. One of these strategies is vocational training.

Vocational training, as an aspect of education which is skills- oriented, is viewed as a potential solution to the problem of unemployment around the world. UNESCO-UNEVOC (2012) noted in its report on the contemporary role of vocation training that this form of education has great prospect for tackling poverty, enhancing employability through skills acquisition and boosting sustainable development in different continents. Even in Europe and America perceived as highly industrialized, the report noted that vocational training is vigorously being promoted to redress the lingering challenge of paucity of skilled personnel required to manage industries left comatose as a result of aging population in developed nations. For Asia especially Arab states, where youth restiveness has resulted in violent protests and endemic demonstrations styled Arab Spring, vocational training has deep potential of redirecting the energy and zeal of the unemployed and unskilled youth to practical hands on skills for self-employment and self-reliance. In the Asia and Pacific region, vocational training has become a tool for enhancing social protection for the excluded/disadvantaged members of the society as well as a catalyst for economic development. For the Latin America with massive number of youth violence, vocational training has become a strategy for engagement of restive youth thereby keeping them away from the street and scenes of crime.
In Africa, the report emphasized that vocational training is imperative for boosting the skills of learners in secondary schools, polytechnics and TVET-oriented institutions to meet the expectations of the world of work (industry) and self-employment.

In Rwanda, vocational training is expected to prepare graduates for profession and self-employment (MINEDUC, 2008). In this line, the government of Rwanda has also introduced since 2009 the workforce development authority known as WDA. This public institution working under the ministry of education has a mission of implementing the national policy guidelines for “improving the practical skills of Rwandan residents for their employability and competitiveness on the labor market through an appropriate technical and vocational education and training system. The latter, includes all formal, non-formal and informal training and learning provided in different institutions, providers and learning locations. One of the formal TVET institutions are: Vocational training centers (VTCs): These were previously called in French “Centres de Formation de Jeunes” (CFJs) and were mainly for primary (P6) graduates and other who did not complete lower secondary education. In these days, vocational training centers take mainly students after completion of nine years basic education.

Huye District, one of the districts of south province of Rwanda, has a number of vocational training centers which train students of that district in various trades such as masonry, carpentry, welding, hairdressing, tailoring etc. Among these vocational training centers the very known is RWABUYE vocational training center.
1.2. **Statement of the problem**

The importance of vocational training is not doubtful in industrialized nations of Europe, America, and Asia. However in third world countries, it is still being viewed with negative perception and neglected by parents and students. For Ladipo (2013) some people in Africa consider vocational training as an inferior education option suitable for the drop-outs and less intelligent learners. According to Okolocha (2012) people see vocational training as a low quality education created for second class citizens. In empirical survey on vocational training in Nigeria by Akhuemonkhan and Raimi (2013), a total of 53.4% respondents described vocational training as an education option designed for students who cannot cope with the rigor of conventional education system, 43.4% noted that brilliant students should not take-up vocational programs and 40.6% perceived vocational training as an inferior education designed for students from poor families. This finding aligned with Okolocha’s (2012) remark that Nigerians had low esteem for vocational training together with technical education and learners from vocational programs are looked upon as less privileged or second class citizens. This negative stereotyping can be attributed to low awareness about the role and benefits of vocational training Eze and Okorafor( 2012).

In Rwanda, the situation is not different from the rest of Africa. For Musabo and Gaga (2012) the general perception of Rwandans towards vocational training is negative. According to Ministry of Education(2014) the only way to change this negative perception of people towards vocational training is to demonstrate the positive outcomes that can be achieved from this type of education. Mukeshimana (2016) investigated impact of TVET skills on graduates’ performance at work in Rwanda. In his work, Mukeshimana(2016) focused on
employers’ evaluation of graduates about various skills needed at workplace. However, his work did not tackle all issues associated with vocational training and technical education. Then, among the recommendations he gave for further studies, Mukeshimana (2016) suggested a topic that would investigate impact of vocational training and technical education on employability in Rwanda.

The researches so far summarized, are in line with the researcher’s observation when the latter was having conversation with people living in his neighboring area. The conversation was about vocational education. According to those people vocational training is a type of education of little importance and sending your son or girl in vocational school is a stupid decision. These people also added that students may finish their training in vocational schools and remain jobless as it is the case in those who finish their studies in ordinary schools (general education). Therefore, to prove whether or not what these people say is true, the present research investigates effect of vocational training on graduates’ employability in Huye district, Rwanda.

1.3. Objectives of the Study

This research has a general objective as well as specific objectives.

1.3.1. General Objective

The general objective of this research is to investigate the effect of vocational training on graduates ‘employability in Huye district, Rwanda.
1.3.2. Specific Objectives

The specific objectives of this research are the following:

i. To find out employment status of vocational training graduates after finishing their studies in Huye district.

ii. To assess the effectiveness of vocational training in regard to labor market in Huye district.

iii. To analyze major factors that contribute to employment success among vocational training graduates in Huye district.

1.4. Research Questions

The questions that this research answers are the following:

i. How many vocational training graduates are now employed, self-employed or still searching after finishing their training in Huye district?

ii. To which degree vocational training is effective in regard to labor market?

iii. What are the major factors that contribute to employment success among vocational training graduates in Huye district?

1.5. Significance of the Study

First of all, this research is interesting to educational planners, decision makers as well as national and international donors supporting education in Rwanda especially in the field of vocational training. These stated above may get from this research an image of where vocational training arrives in the process of achieving the preset objective of providing
graduates with required skills for profession and prepare them for self-employment. This may motivate donors to increase their support in vocational training. Decision makers especially Rwandan government may also be motivated to increase investment in vocational training, and increase students’ enrollment in vocational public schools because they realize from this research that investing in vocational training is fruitful. The ministry of youth and the ministry of labor in Rwanda as well as all their stakeholders may also benefit from this research because it may show them how the problem of youth unemployment is finding the right solution through vocational training.

Secondly, this research may help parents who have a doubt on whether or not they should let children go in vocational and technical schools. Some of these parents still have a bad mentality that students who should study in vocational training schools are the ones who failed in general education. This research may help all these parents to change their mentality on vocational and technical education and then get convinced that letting their children go in vocational training is a good choice that they will never regret. In the same way, students who still have a bad mentality on vocational training may change it and accept to vocational education and training happily and with a hope that it may help them to become employed after finishing their training.

Thirdly, this research may help local leaders especially the ones of Huye district to have an image of the situation of youth employability in their district. This may serve as a basis of their future plans for the youth as well as their educational plans at the district level.
Fourthly, this research may serve as a document of reference to all researchers who will need to conduct other researches related to vocational education and training, youth employability or other issues similar to those issues.

Fifthly, this research may help me as a researcher to acquire more knowledge about Vocational training as well as youth employability.

1.6 Limitations of the Study

In the present study, one limitation was encountered. Some respondents especially vocational graduates faced a problem of language because they were not skilled enough in English. To overcome that challenge, the researcher tried to use the simple language and commonly known vocabularies, and if there were some difficulties, the researcher tried to give explanations to the respondents to make sure that the questions were understood.

1.7 Scope of the Study

This research dealing with vocational training and graduates’ employability was conducted to graduates living in southern province of Rwanda, Huye district.

This research was also limited to graduates who completed their training in the period between 2011 and 2015. In terms of trades, this research did not cover all trades. It covered only school leavers who graduated in carpentry, welding, tailoring, hair dressing and masonry trades.
1.8 Organization of the Study

This work is structured into five chapters. The first chapter is a general introduction. It presents a background of the study, statement of the problem, the objectives as well as the research questions. It also presents the research justification, scope and limitation of the study and the work organization. Chapter two summarizes and synthesizes various authors views on previous studies about Vocational training and other key concepts involved in this research. In so doing the research gap was identified. This chapter also tackles the conceptual frame work and the comments on it. Chapter three deals with the research methodology. This includes research design, target population and sampling design and size. It also tackles sampling technique as well as data collection and instruments. Chapter four deals with data presentation, analysis and interpretation. In so doing tables are used and interpreted. Chapter five concludes the research. Given that this research investigates the effect of vocational training on graduates’ employability in Huye district, the conclusion is set according to the findings. This chapter also presents recommendations to different people concerned with this research.
CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.0. Introduction

This chapter presents theoretical and empirical review on vocational training and other concepts of the present study. In theoretical review the main focus is put on how the key concepts of this research are understood and explained by various authors and the relationship between those concepts. Empirical review includes empirical researches already conducted for investigating the impact of vocational training and technical education on unemployment reduction and national development in different countries as well as the main findings of those researches. In so doing research gap is clearly identified.

This chapter also presents theoretical and conceptual framework of this study. In theoretical framework, existing theories that are used for researches dealing with vocational training and technical education are given and explained. Conceptual framework includes the figure clarifying the relationships between different variables involved in this research and its interpretation.

2.1. Theoretical Literature

Theoretical review tackles the key concepts of the present research by showing how different authors view them.

2.1. 1. Vocational Training

Different authors attempted to define vocational training together with technical education. Winer (2000) sees the latter as a formal learning experience that shapes the technical skills,
human abilities, cognitive understanding, attitudes and work habits of learners in order to fit into workplaces and enhance steady progress in employment. Okoro (1999) defined vocational, technical education and training as all formal and informal hands-on experiences/skills acquired by students/trainees while learning a trade, craft or other practical vocations in the school setting. The skills acquired by students are expected to be utilised after graduation for self-employment or enhance their performance while working in the industry. But, Oni (2007) perceives vocational, technical education and training as a learning process that inculcates in the learners essential skills and basic scientific knowledge. According to Badawi (2013) the adopted definition of TVET by UNESCO and International Labor Organization is:

“A comprehensive term referring to those aspects of the educational process involving, in addition to general education, the study of technologies and related sciences and the acquisition of practical skills, attitudes, understanding and knowledge relating to occupations in various sectors of economic and social life”.

The definitions above aligned with the view of Lauglo (2006) that vocational, technical education and training is a deliberate education intervention designed for inculcating in learners essential skills required to make them more productive and effective in diverse areas of economic activity. Maclean (2011) basing on this fact, asserts that vocational, technical education and training has the potential to improve skills of learners thereby putting them at vantage position for employment.

The conclusion from the various definitions above is that vocational training is closely linked with skills acquisition and employability.
2.1.2 Employability

The term employability is explained differently by various authors. Employers and others have tended to view employability as primarily a characteristic of the individual. The Confederation of British Industry (1999) has defined employability as the possession by an individual of the qualities and competencies required to meet the changing needs of employers and customers and thereby help to realise his or her aspirations and potential in work. Other attempts to define the concept have used a more holistic approach, emphasising the impact of both individual characteristics and labour market conditions, i.e. both labour demand and supply factors. In this regard, The Canadian Labour Force Development Board (1994) offered the following definition: Employability is the relative capacity of an individual to achieve meaningful employment given the interaction of personal circumstances and the labour market. In other words, the concept of employability has embraced both labour supply and demand side factors. If employability concerns a person’s ability and readiness to move into employment, then the concept needs to consider both employer attitudes towards skills, and external factors such as a person’s ability to work shifts, childcare and the availability of suitable opportunities etc.

For McQuaid and Lindsay (2005) in a broader approaches to ‘employability’, suggested a realistic description of the factors affecting individuals’ journeys in the labour market. Hence, they seek to include factors that affect whether a person may not be able to get or take a job such as: personal factors such as a lack of suitable skills; and/or the lack of institutional infrastructure such as suitable childcare or transport in their area; and/or labour demand factors involving employer preferences (such as only shift work being available, or
discrimination). These, and other, factors may have singly or jointly a profound impact on a person’s employability, i.e. their ability to gain employment or move to a more suitable job.

2.1.3. Vocational training and labor market needs

Vocational training Programs to equip youth with the hard skills for the world of work must provide a combination of classroom education with workplace training, and impart soft skills such as problem solving and entrepreneurship awareness. For Katebalirwe (2014) the skills acquired from the vocational institutions and the skills required by the labor market must match to allow the effective application of the skills acquired from training to the work place. Otherwise, young people will find it difficult to find a job, to stay in employment, to move on in the workplace, and, more broadly, to succeed in lifelong learning. The relevance of vocational training is measured by the productive employment that graduates find after training. Vocational training can bring about reduction in unemployment, and also has a positive role to play in improving the productivity of all workers and enhance the skills of those in the various industries and equip the unemployed with employable skills.

In Rwanda, employable skills that have to be provided to vocational trainees are imparted to them in accordance to competency based curriculum. According to Workforce Development Authority (2013) that curriculum describes the competencies within a competency standard that an industry sector has agreed are essential to be achieved if a person is to be accepted as competent at a particular level. The modules of the curriculum include a description of the expected results at the end of training. All modules may be core, but in many cases competency at a level will involve core modules plus optional or specialization modules. Core competencies are normally those central to work in a particular industry. Among
practical skills that are responsive to the labor market needs in Rwanda, we can state for example: carpentry skills, masonry skills, welding skills, tailoring skills and hairdressing skills.

**Carpentry skills**

Carpentry skills are acquired through a coherent and significant set of competences to master in order to perform the occupation of a Carpenter. For Workforce Development Authority (2013) affirms that the curriculum design approach has taken into account the training needs, the work situation, as well as the goals and the means to implement training. The modules of the curriculum include a description of the expected results at the end of training. They have a direct influence on the choice of the theoretical and practical learning activities. The competences are the targets of training: the acquisition of each is required for certification. Competences that are directly related to the tasks of the occupation in the workplace context. They refer to concrete, practical, and focused aspects.

**Masonry skills**

According to Workforce Development Authority (2013) masonry skills that trainees are expected to acquire from vocational schools include: construction drawing, building set out, elevation, concrete technology, wall plastering, cement pavement, opening fixation etc. This trade /option of masonry provides the skills, knowledge and attitudes for a learner to be competent in a range of routine tasks and activities that require the application of a range of basic practical skills in a defined context. Work would be undertaken in various construction
enterprises where erecting foundation and walls, plastering and screeding pavement are carried out.

**Welding skills**

Welding skills are acquired through a coherent and significant set of competences to master in order to perform the occupation of a welder. For Workforce Development Authority (2013) affirms that the curriculum design approach has taken into account the training needs, the work situation, as well as the goals and the means to implement training. The modules of the curriculum include a description of the expected results at the end of training. They have a direct influence on the choice of the theoretical and practical learning activities. The competences are the targets of training: the acquisition of each is required for certification. Competences that are directly related to the tasks of the occupation in the workplace context. They refer to concrete, practical, and focused aspects. Practical skills that graduates get from their training in welding would help them to perform fitting, apply technical drawing, apply SMAW process, apply oxy-acetylene welding techniques etc in any company dealing with those activities.

**Tailoring skills**

According to Workforce Development Authority (2013) tailoring skills that trainees are expected to acquire from vocational schools include: applying technical realization(collars, pockets, sleeves, flaps and slits according to the dress layout, make skirts and dresses for ladies. They also learn how to make, shirts, short trousers and trousers for gents. This trade /option of masonry provides the skills, knowledge and attitudes for a learner to be competent
in a range of routine tasks and activities that require the application of a range of basic practical skills in a defined context. Graduates from this trade of tailoring may be employed in tailoring workshops

**Hair dressing skills**

A hairdressing apprenticeship is another route open to trainees in vocational schooling in Rwanda. Students from this trade are expected to have skills that may help the to work in hair salons. Among practical skills acquired from hair dressing, we can state for example techniques in coloring and straightening, bridal hair styling, extensions, wigs and creative hair designs, shampooing and conditioning, cutting and styling, minor hair and scalp problems etc (WDA, 2013).

**Entrepreneurial skills**

Entrepreneurship education is also among the modules that vocational trainees in all trades must study. For Workforce Development Authority (2013) emphasis is put on management of small business. Trainees in vocational institutions acquire knowledge and skills mainly related to plan for income generating activity expenses and loan repayments, keep basic business financial records, evaluate the risks and opportunities of using credit in income generating contexts for family expenses and for savings, know different market actors. Entrepreneurship education involves developing behaviors, skills and attributes applied individually and/or collectively to help individuals and organizations of all kinds to create, cope with and enjoy change and innovation. This involves higher levels of uncertainty and
complexity as a means of achieving personal fulfillment and organizational effectiveness (Markku, Elena and Jaana, 2008).

2.1.4. Graduates and employable skills

According to CBI (2014) in general education, “too many young people leave education not equipped with enough knowledge of their chosen carrier or relevant work skills.” To solve this problem of skills gap among graduates, employers recommend education system to” better prepare young people for life outside school.”

In vocational education and training, Katebalirwe (2014) asserts that the skills which graduates acquire from the vocational schools and the skills required by the labor market must match to allow the effective application of the skills acquired from training to the work place. Otherwise, young people will find it difficult to find a job, to stay in employment, and to succeed in lifelong learning. The relevance of vocational training is measured by the productive employment that graduates find after training. According to Herschbach (2009) Vocational training’s orientation towards the world of work and the acquisition of employable skills means that it is well placed to overcome the skills mismatch issues that have impeded smooth education to employment transitions for many young people.

2.1.5 Quality Vocational Training

Training for high-quality skills requires a number of things. According to Katebalirwe (2014) there is need of appropriate training equipment and tools, adequate supply of training materials, and practice by the learners. Other requirements include relevant textbooks and training manuals and qualified instructors with experience in enterprises. Well-qualified
instructors with industry-based experience are hard to come by, since such categories of workers are also in high demand in the labor market. But they could be suitably motivated to offer part-time instruction in technical and vocational schools.

Technical education is expensive and quality comes at a price. For Tikly (2010) There is no substitute for adequate funding when it comes to delivering quality vocational education and training. In this regard, a training fund can be established to support vocational and technical education and training from payroll levies on employers. Training levies are in effect taxes imposed on enterprises to support skills development. Although the tax level is generally less than 2 percent of the enterprise payroll, the cooperation of employers is necessary for the successful implementation of such a scheme. Training levies are in operation in several African countries, including Cote d'Ivoire, Mauritius, Mali, South Africa, and Tanzania.

Competency Based Training (CBT) can also enhance quality. The concept of competency-based training is not new to Africa. Traditional apprenticeship, particularly as practiced in West Africa, is competency based. A competency is the aggregate of knowledge, skills and attitudes; it is the ability to perform a prescribed professional task. CBT is actually learning by doing and by coaching (Katebalirwe, 2014). It is necessary to incorporate the principles and methodology of CBT into the formal technical and vocational education system. However, since the development and implementation of competency-based qualifications (involving standards, levels, skills recognition and institutional arrangements) are very costly in terms of training infrastructure and staff capacity, piloting of the CBT approach in a few economic and employment growth areas is recommended, rather than a wholesale training reform strategy. Vocational students should be encouraged to build a portfolio of projects
undertaken or items produced during training as evidence of proficiency and proof of ability to perform prescribed professional tasks.

Quality should be seen as "fit for purpose", rather than as measuring up to an ill-defined standard. For Katebalirwe (2014) Quality that is fit for purpose is dynamic and improves as the purpose or the job to be done moves up to a higher plane. A decentralized and diverse TVET system that includes school-based training, enterprise-based training, and apprenticeship training (both non-formal and informal) requires a strong regulatory framework for overseeing training curricula, standards, qualifications and funding. A suitable qualifications framework and inspection system will provide the necessary quality assurance and control mechanism within such a diverse system.

2.1.6 Policies on employment and vocational training in Rwanda

There are employment and economic policies to increase aggregate demand and improve access to finance; education and training policies to ease the school-to-work transition and to prevent labor market mismatches; labor market policies to target employment of disadvantaged youth; entrepreneurship and self-employment to assist potential young entrepreneurs; and labor rights that are based on international labor standards to ensure that young people receive equal treatment. Some of these policies include: Technical, Vocational Education and Training Policy (2008); National Youth Development Policy; National Employment Policy (2007); National Small and Medium Enterprises Policy (2010); and the National Industrial Development Policy (2011).
2.2. Empirical Literature

This empirical review synthesizes past researches conducted for investigating the impact of vocational training on unemployment reduction.

According to Opex (2003) the majority of the European Union countries have made vocational training a major axis of the fight against unemployment of the young people. 29% of the European young people between 15 and 19 years are engaged today in an initial professional training scheme; however, this average percentage hides significant disparities: while the participation is very high in Austria (55%) and Belgium (45%), it is between 20 and 40% in the majority of the countries and even lower in Ireland (17%) and in Portugal (12%). Similarly, combination between general (theoretical) and professional (practical) training varies considerably according to countries. In Germany, Austria, and Italy or in The Netherlands, professional education prevails, whereas it represents only 41% of the young people in Spain, 33% in Greece, and 23% in Portugal.

According to Daipi (2012) vocational, technical education and training has helped to keep Singapore’s youth unemployment rate low, relative to other parts of the world. In 2011, the average unemployment rate of residents aged 15 to 24 in Singapore was 6.7%. In comparison, the global youth unemployment rate was 12.6%, almost double the rate in Singapore. Youth unemployment in Singapore was also lower than most advanced Western and East Asian economies, including the United States (17%), the United Kingdom (21%), Germany (8.5%), Hong Kong (9.3%), South Korea (9.6%) and Taiwan (13%). After completing their studies, nine out of ten vocational and technical graduates gain employment.
within six months of graduation. 92% of employers also affirmed that vocational graduates possess not just the requisite skills, but also good work attitudes.

For Law (2008) Technical and vocational education has played a central role in turning Singapore into a high-income country with one of the world’s best-performing education systems. Another empirical survey in Philippines, among 216,940 vocational and technical graduates, indicated that 58.4% of the respondents noted that their vocational skills are instrumental to their employment placement.

The importance of vocational education and training is not in doubt in industrialized nations, but in the developing nations of Africa, it is still being viewed with negative perception and disgust by parents and other groups (Amodu, 2011). For some Africans, vocational training is viewed as an inferior education option suitable for the drop-outs and less intelligent learners (ETF, 2005; Ladipo et al, 2013). Other people see vocational training as a low quality education created for second class citizens (Okolocha, 2012). In a recent empirical survey by Akhuemonkhan and Raimi (2013), a total of 53.4% respondents described vocational and technical training as an education option designed for students who cannot cope with the rigor of conventional education system, 43.4% noted that brilliant students should not take-up vocational training and technical education programs and 40.6% perceived vocational training as an inferior education designed for students from poor families. This finding aligned with Okolocha’s (2012) remark that Africans had low esteem for vocational education and learners on vocational programs are looked upon as less privileged or second class citizens.
Conducting research on the impact of vocational training and technical education on employability and national development in Nigeria, Akhuemonkhan and Raimi (2013), realize that vocational training and has very limited impact on employability and national development. The same research reveals that vocational education’s effectiveness and potency on employability and national development has been hindered by a number of environmental factors such as funding, expertise, synergy with industry and public perception of vocational education. Based on the findings, the study recommends that for vocational education to stimulate employability and promote national development there is need for the policymakers to improve on the level of funding, perception, expertise, policy implementation and curriculum harmonization.

In Kenya, Lowiti (2013) conducted a research on effectiveness of TVET in unemployment reduction and has found that there is a positive change in discipline and learning environment that increased the effectiveness of trainings offered since 2005. TVET institutions offered a variety of technical courses at diploma and certificate levels that were mainly skill-based. However, unemployment rate among the graduates were still very high. Most of the graduates and final year students aspired to start their own businesses on finishing training. There were no formal market surveys that were carried out before introduction of the courses. The use of outdated equipment in practical lessons resulted in acquisition of skills that were not directly applicable in the job market and hence the students required retraining. At the time of the study, this problem was being addressed through installation of new and up-to-date equipment in the departments. After graduation, the support offered was not adequate to facilitate job linkages or business start-ups for the graduates. Predominant challenges experienced by graduates during job searches were lack
of relevant skills, lack of work experience and limited employment opportunities. The major recommendations include conducting formal and regular market surveys in order to establish the skills required by prospective employers and the equipment in use in the job market. It also recommended that the support offered to students during training be extended to graduates through job linkages, start up kits and regular follow ups.

In Rwanda, Mukeshimana (2016) carried out a research on effect of technical, vocational education and training on graduates’ performance at the labor market in Huye district, Rwanda. His research emphasized on employers’ evaluation of TVT graduates about technical skills of their area of specialization, interpersonal communication skills, good attitudes towards work, entrepreneurship skills, critical thinking skills, motivation at work. The research confirmed that TVET skills that graduates possess are significantly related to their performance at work place even some technical skills are still missing (Mukeshimana,2016).

2.3. Critical Review and Research Gap Identification

A number of researches have been conducted on Vocational Education and Training. Opex (2003) and Daipi (2012) investigated its impact on youth unemployment reduction and national development in high income countries. In so doing, the general realization in these countries is that their graduates from vocational training have vocational skills which are instrumental to their employment placement as well as a key to national development. Another realization is that people in these high income countries have positive perception on vocational training and technical education.
However, in African vocational training is still viewed with negative perception. According to Amodu (2011), Akhuemonkhan and Raimi (2013), Musabo and Gaga (2012) the general perception of the public in Africa is negative.

Mukeshimana (2016) investigated impact of TVET skills on graduates’ performance at work. The study was guided by three specific objectives: i) To analyze the level of TVET graduates’ skills in Huye District ii) To examine the level of TVET graduates’ performance at work in Huye iii) To determine effect of TVET skills on graduates’ performance at work in Huye district. The study confirmed that TVET skills are significantly related to graduates’ performance at work. However, Mukeshimana’s work (2016) did not answer the following questions: How many vocational training graduates are now employed, self-employed or not employed? What are the major factors of employment success among vocational graduates in Huye district? In this regard, Mukeshimana (2016) proposed two topics as recommendations for further research. One of them is about Impact of vocational training and technical education on employability in Rwanda. Therefore, it is in this context that the present research is conducted to answer those unanswered questions. Then, this research investigates effect of vocational training on graduates’ employability in Rwanda.

2.4. Theoretical Framework

A number of theories have been developed which provide theoretical grounding for vocational training and technical education researches. Some authors like (Schultz, 1975; Robert, 1991; Ladipo et al., 2013) adopted Human Capital Theory (HCT) in their studies dealing with vocational training. Other studies adopted the Critical Conflict Theory (CCT) Akhuemonkhan et al., (2013). Several decades ago, Broudy (1981) remarked that there is no
specific theory of TVET, however sound theory-building for this education option should take cognizance of critical ingredients such as a set of reasoned beliefs, goals, policies, organization, curriculum, methods of teaching/learning and a consistent set of guiding principles and policy framework.

Another theory is known as Transformation Learning Theory (TLT). Transformation learning theory has been described as a complex but vital theory of learning articulated by several proponents like Freire (1970), Habermas (1981), Collins (1991), but the work of Mezirow (1991) is well known as a well articulated TLT. To Dirkx (1998), transformation learning connotes ‘conscientisation’ or the process of raising the consciousness of learners; this is a perspective which encourages the development of critical perspective in education and other fields of knowledge. Whereas, Collins (1991) described transformation learning as a critical consciousness that learners must acquire in the learning process.

More importantly, TLT presupposes that adult learning or knowledge experience generally must be problem-solving rather than confined to experience sharing alone (Habermas, 1981). In other words, learning in the contemporary times with daunting environmental challenges should imbibe in the learners the proficiencies to make personal interpretations of knowledge acquired rather than limit learning to common experiences to what was conveyed in the learning environment or experiences acquired from others. Mezirow (1997) argues that: “Transformative learning …is the process of effecting change in a frame of reference. When circumstances permit, transformative learners move toward a frame of reference that is more inclusive, discriminating, self-reflective, and integrative of experience.”
TLT is the need for autonomy, critical thinking, creativity and Innovations moving beyond the basic knowledge provided to learners in learning process. It could also be described as a learning process that emphasizes teaching basic academic contents with “different ends” and with “new instructional strategies” (Dirkx, 1998). Transformation Learning (mindsets) when developed is believed to thrive on four fundamentals, namely: it is a learning experience that is instrumental, impressionistic, normative and communicative (Mezirow, 1997). Learning becomes instrumental in the education setting (formal or informal), when learners are able to manipulate, control and improve the socio-cultural and political environment, influence the people around them and improve the use of material resources for the better performance. Learning becomes impressionistic, when learners are able and capable of influencing others positively leaving lasting impressions on the minds of others with whom that has social interaction. Whereas, learning becomes normative, when the learning experiences leave certain indelible traits, behaviors and values in the learners; and learning is communicative if the learners clearly understood the meaning and are able to adapt in other contexts what had been communicated (Habermas, 1981; Mezirow, 1997).

From the views so far presented, vocational and technical learning experience could be made transformative in line with TLT through four processes identified by Mezirow (1997). The first is for learners to “elaborate an existing point of view”; the second is “to establish new points of view”; the third is “to transform [previously held] point of view”; and lastly is to “transform personal ethnocentric habit of mind” (p.7)

Basing on the theoretical framework above, the present research adopts Transformation Learning Theory. The reason is that it is the one which fits to the nature of this research.
Given that vocational training is a problem-solving learning experience different from the conventional education system which focuses on theory dissemination or provision of basic knowledge. When vocational training is well delivered, it is expected to enhance employability, technical competence, innovation and self-employment among its graduates.

2.5. Conceptual Framework

The conceptual framework of this study is represented by figure 2.1.

**Independent Variable**
- Vocational training:
  - Training content
  - Training facilities
  - Training approach

**Dependent Variable**
- Employability of graduates:
  - Employment in public institution
  - Employment in private institution
  - Creation of own jobs

**Extraneous Variables**
- Government policy
- Accessibility to funds

**Figure 2.1: Conceptual framework**

**Source:** Researcher, 2016
**Independent variable**

An independent variable is the variable you have control over, what you can choose and manipulate. It is usually that you think will affect the dependent variable. It may also be something that is already there and fixed, something the researcher would like to evaluate with respect to how it affects something else. In our case study then: vocational training content, vocational training facilities and vocational training approach are the major components of vocational training which are expected to affect employability among graduates.

**Training content:** One of the most important features of vocational training is its orientation towards the world of work and the emphasis of the curriculum on the acquisition of employable skills. The content of the program in vocational training is then expected to be responsive to the labor market needs. This means that vocational training can respond, not only to the needs of different types of industries, but also to the different training needs of learners from different socio-economic backgrounds, and prepare them for gainful employment and sustainable livelihoods.

**Training facilities:** Effective training in vocational schools requires appropriate training equipment and tools, adequate supply of training materials, and practice by the learners. All these facilities should create a conducive environment for training and help trainees to acquire necessary skills needed at different industries and for self-employment.

**Training approach:** Training approach adopted by trainers is expected to have a direct impact on quality graduates of a vocational school. For a person to be judged competent they need to demonstrate the ability to perform tasks and duties to the standard expected in
employment. Competency standards are industry-determined specifications of performance that set out the skills, knowledge and attitudes required to operate effectively in a specific industry or profession. Competency based approach (CBT) is an approach to vocational education and training that puts emphasis on what a person can do in the workplace as a result of completing a program of training.

**Dependent variable**

The dependent variable responds to the independent variable. It is called so because it “depends” on the independent variable. In this research, the dependent variable is graduates’ employability. Some indicators are likely to prove employability of graduates. Those are number of graduates employed in public or private sector as well as number of graduates who are now running their own business.

**Extraneous variables**

Extraneous variables are variables that may be identified and have a strong contingent effect on the independent variable and dependent variable relationship. In this research, extraneous variables include government policies and regulations as well as accessibility to funds. The dependent variables such as vocational training content, training facilities and training approach are linked to graduates ‘employability. These components of vocational training are likely to contribute to employment in public or private sector as well as to creation of own business when they arrive outside of schools. Know- how skills that trainees acquire in their respective trades are likely to help them to have creative spirit and then innovate projects. In the same way, training facilities and training approach are likely to contribute to
employability of vocational training graduates. Indeed, accessibility to funds is linked to self-employment in the sense that without funds, graduates may have good innovative projects but they end up in failing to put them in practice.

2.6. Summary

The literature review reveals that in some countries especially developed countries, vocational training has considerably impacted on employability and national development. Factors such as close partnership with the industry, clear vision and positive perception of their population on vocational training and technical education and others contributed a lot in vocational training success in their respective countries. The literature review also reveals that in developing countries such as Nigeria and Rwanda as well as the rest of Africa; vocational training is still viewed by the public with negative perception. In short, there is a need to change this negative perception by showing positive outcomes from this neglected education.
CHAPTER THREE: RESEARCH METHODOLOGY

3.0. Introduction

This chapter deals with methodology that was used in the present study. It tackles the following elements: research design, target population, sample design, data collection procedure and instruments, and ethical considerations.

3.1. Research Design

Research design refers to the process that guides a researcher on how to collect, analyze and interpret observations. It is a logical model that guides the investigator in the various phases of the research (Getu, 2006). In other words, The research design is the overall strategy that you choose to integrate the different components of the study in a coherent and logical way, thereby, ensuring you effectively address the research problem; it constitutes the blueprint for the collection, measurement, and analysis of data.

Given the nature of this study, a descriptive survey design was used. The survey design is appropriate to this study in which individuals are used as a unit of analysis in order to measure generalizations (Gall, 1999). The survey design was best suited for this study because data required for analysis were collected from a large population, in which it may be hard to observe the features of each individual. The descriptive design was selected in this study because it allowed the researcher to gather numerical and descriptive data to assess the relationship between the variables. This made it possible for the researcher to produce statistical information on factors that contribute to employment success among vocational training graduates in Rwanda.
3.2. Target Population

Kenneth (1978) explains population as a universe and defines it as the sum total of all units of analysis. In line of the above definition, the matter of this study seeks to investigate effect of vocational training on employability in Rwanda with a special focus on vocational graduates in Huye district.

Then, the population of interest in this research consists of 203 vocational training graduates of Rwabuye vocational training center in Huye district that finished their studies in the period between 2011 and 2015. In addition, some administrative and teaching staff of that vocational school were also interviewed. Table 3.1 shows the details on categories and the exact number of entire population.

3.3. Sample Design

Sampling is the act, process, or technique of selecting a suitable sample, or a representative part of a population for the purpose of determining parameters or characteristics of the whole population. The researcher selects a sample of individuals hoping that the sample is representative of the population (Getu, 2006). In other words it is the process of obtaining information about an entire population by examining only a part of it.

This study used both purposive and quota sampling techniques to create a sampling frame for vocational graduates. Quota sampling is one of the probability techniques that were used in order to ensure that different trades are included in the survey.
3.3. 1. Sample Size

The study population of graduates is categorized into: carpentry, welding, tailoring, hair dressing, and masonry. Purposive sampling was employed to select two administrative staff and five teachers of Rwabuye vocational training center.

From the target population of 203 graduates, the sample size was calculated using the Taro Yamane Formula (Yamane, 1967).

**Formula: n=N/ \left[1+N \ (e)^2 \right]**

Where: n = Sample size  
N = Research population size  
e = Confidence or Level of precision of 10%

\[ n=\frac{203}{1+203 \times (0.1)^2} = 66.99 \approx 67 \]

**Table 3. 1: Categories of respondents**

<table>
<thead>
<tr>
<th>Trade/option</th>
<th>Target Population</th>
<th>Sample size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carpentry</td>
<td>46</td>
<td>15</td>
</tr>
<tr>
<td>Welding</td>
<td>26</td>
<td>9</td>
</tr>
<tr>
<td>Hairdressing</td>
<td>32</td>
<td>11</td>
</tr>
<tr>
<td>Tailoring</td>
<td>46</td>
<td>15</td>
</tr>
<tr>
<td>Masonry</td>
<td>53</td>
<td>17</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>203</strong></td>
<td><strong>67</strong></td>
</tr>
</tbody>
</table>

**Source:** Administration of Rwabuye vocational Training Center, 2016
3.3.2. Sampling Techniques

According to Orodho (2002), sampling is a procedure that a researcher uses to gather people, places or things to study. It is the process of selecting a number of individual or objects from a population such that the selected group contains elements representative of the characteristics found in the entire group.

This study used both purposive and quota sampling techniques to create a sampling frame for vocational graduates. Quota sampling is one of the probability techniques to be used in order to ensure that different groups are included in the survey. The choice of quota sampling allowed the researcher to include all categories of respondents to participate in answering the questionnaires. Then 15 were from carpentry, 9 from welding, 11 from hairdressing, 15 from tailoring, and 17 from masonry.

3.4. Data collection Methods

The researcher collected data for the purpose of making conclusion and recommendations. The completed questionnaires were picked after being appropriately and fully responded. The interviewer took a single interviewee at a time, while recording the information on prepared paper for each question that was asked.

The observation was carried out at the day of administration of questionnaires to the respondents at their place of work or business premises.
3.4.1. Data Collection Instruments

The present study used self-administered questionnaire as the main research instruments. Both open and close ended questions were designed for respondents. Vocational graduates filled a self-administered questionnaire. The questionnaire contains both structured and unstructured questions. The self-administered questionnaire enables the researcher reach a large number of respondents in a relatively short time. A self-administered questionnaire also helped in generating reliable data. Data were collected using structured questionnaire, structured interview guide and observation method. The forms of questionnaire that were used were in open and closed form and this helped the researcher to find enough information from the respondents. The questionnaires were administered to the respondents directly by the researcher and the interview to staff members was conducted at a time and place convenient to the respondent.

Interview was also used to help the researcher capture all the required information from administrative and teaching staff. The interviewer took a single interviewee at a time, while recording the information on prepared paper for each question that was asked.

3.4.2. Administration of Data Collection Instruments

Questionnaires were administered face to face to the respondents by the researcher. The latter retrieved the copies of questionnaires after the respondents had filled them. Interview guide was conducted and involved administrative and teaching staff of Rwabuye vocational training center. The researcher himself conducted the interview and recorded information given to him.
3.4.3. Reliability and Validity

Reliability refers to the repeatability of a measure, i.e., the degree of closeness between repeated measurements of the same value. Reliability addresses the question, if the same thing is measured several times, how close are the measurements to each other (Getu, 2006).

According to David (2006) Validity determines whether the research truly measures that which it was intended to measure or how truthful the research results are. Validity in relation to research is a judgment regarding the degree to which the components of the research reflect the theory, concept, or variable under study. Then, a content validity test was used to measure instrument validity.

In order to improve validity, experts in scientific research were used to validate the value content of the instruments then modifications were made where necessary. Information which have been gathered was also cross-checked with other secondary sources to ensure authenticity and accuracy. The researcher also used triangulation which is the use of different data collection methods to gather the same information. In this case the researcher used both the questionnaire and face–face interviews to fill the information gaps.

A correlation coefficient was calculated to determine how closely the participants’ responses on the second occasion match their responses on the first occasion.

Reliability of the instruments were measured through test-retest technique by administering the questionnaires to a group of individuals with similar characteristics as the actual sample size. The test were repeated after two weeks. A pilot study was conducted to test the reliability and validity of the questionnaires. The aim was to test whether the design of
questions is logical, if questions are clear and easy to understand, whether the stated responses are exhaustive and how long it should take to complete the questionnaire. The pre-test also allowed the researcher to check on whether the variables collected can easily be processed and analyzed.

Any question which was found ambiguous or interpreted differently during the pre-testing was reformulated so that it may have the same meaning to all respondents. Views that were given by the respondents during pre-testing were analyzed and used to improve the questionnaires before actual collection of data.

3.5. Data analysis Methods

The present Research used quantitative and qualitative methods. Quantitative data were collected using questionnaires which were administered to graduates. Qualitative data were collected through interview guide.

Analysis of data involves the production and interpretation of frequencies, tables, graphs, etc., that describe the data. In the present study, the data analysis was done with the support of a computer program for data analysis well known as Statistical Package for Social Sciences (SPSS) version 16.0 in order to facilitate the test of relationship between variables.

3.6. Ethical Considerations

The researcher maintained a high degree of academic ethical values and ensure that measures are put in place to guard against and protect the research process to ensure it is successful. Such measures include: obtaining a letter of introduction from Mount Kenya University seeking consent from management to carry out the research, ensuring confidentiality of data
and data sources, nondisclosure and exposing the interviewees and to avoid plagiarism, all sources of information were revealed as per references. Moreover, participation in this study was voluntary; no pressure of any kind was put on respondents.
CHAPTER FOUR: RESEARCH FINDINGS AND DISCUSSION

4.0 Introduction

This chapter presents the analysis, presentation and interpretation of findings on data collected from vocational graduates of Huye district on their employability after finishing their training in Rwabuye vocational training center. The study sampled 67 graduates among 203. The data were interpreted as per objectives and the research questions. The findings were presented in form of frequency tables, and percentages. The researcher also interviewed two administrative staff and five teaching staff of Rwabuye vocational training center. Out of the 67 questionnaires issued to vocational graduates in the study, 67 were returned giving a 100% response rate.

4.1 Demographic Characteristics of Respondents

The study results showed that the respondents used in the study have varied backgrounds. They are heterogeneous in their social and economic pursuits. The background information of the respondents comprises of gender, age, trade and year of graduation

4.1.1 Gender of respondents

This research catered for male and female respondents:
Table 4.1: Gender of the respondents

<table>
<thead>
<tr>
<th>Gender</th>
<th>Frequency</th>
<th>percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>45</td>
<td>67.1</td>
</tr>
<tr>
<td>Female</td>
<td>22</td>
<td>32.9</td>
</tr>
<tr>
<td>Total</td>
<td>67</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Source: Primary data, 2016

Table 4.1 shows the gender of respondents who participated in this study. According to Statistics in Table 4.1 male gender had the highest representation with an average of 67.1% (45 respondents out of 67). Female gender was 22 respondents (32.9%). This is because the majority of women are until now considering masonry, carpentry, welding, etc as trades for men.

4.1.2 Age of Respondents

Vocational graduates who participated in this research are in various categories of age:
Table 4.2: Age of the respondents

<table>
<thead>
<tr>
<th>Age</th>
<th>Frequency</th>
<th>percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under 20</td>
<td>4</td>
<td>5.0</td>
</tr>
<tr>
<td>20-30</td>
<td>61</td>
<td>92.0</td>
</tr>
<tr>
<td>30-40</td>
<td>2</td>
<td>3.0</td>
</tr>
<tr>
<td>Total</td>
<td>67</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Source: Primary data, 2016

Table 4.2 shows the age of respondents who participated in this study. It shows that the highest number of respondents were between 20-30 years (92%). Respondents under 20 years were 4 respondents (5 %) while respondents between 30-40 years were 2 respondents (3 %).

4.1.3. Respondents by trade

Vocational training graduates who participated in this study are from different trades. That is why respondents involved in this study are from different options: Carpentry, welding, hairdressing, tailoring and masonry.
Table 4.3 describes the trades of the respondents who participated in this study. It Shows that a big number of respondents were in trade of masonry 17 (25.4%). The respondents in trade of tailoring were 15 (22.3%) this is the same case with respondents in trade of carpentry; they were also 15 (22.3%). Respondents from hairdressing were 11 (16%) while the least number of respondents were from trade of welding 9 (13.5) respondents out of 67. 

<table>
<thead>
<tr>
<th>Trade</th>
<th>Frequency</th>
<th>percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carpentry</td>
<td>15</td>
<td>22.3</td>
</tr>
<tr>
<td>Welding</td>
<td>9</td>
<td>13.5</td>
</tr>
<tr>
<td>Hairdressing</td>
<td>11</td>
<td>16.5</td>
</tr>
<tr>
<td>Tailoring</td>
<td>15</td>
<td>22.3</td>
</tr>
<tr>
<td>Masonry</td>
<td>17</td>
<td>25.4</td>
</tr>
<tr>
<td>Total</td>
<td>67</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Source: Primary data, 2016
4.1.4. Respondents by year of graduation

Graduates from vocational training are categorized in different promotions:

Table 4.4: Respondents according to year of graduation

<table>
<thead>
<tr>
<th>Year of graduation</th>
<th>Frequency</th>
<th>percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>14</td>
<td>20.8</td>
</tr>
<tr>
<td>2012</td>
<td>15</td>
<td>22.4</td>
</tr>
<tr>
<td>2013</td>
<td>14</td>
<td>20.8</td>
</tr>
<tr>
<td>2014</td>
<td>13</td>
<td>19.5</td>
</tr>
<tr>
<td>2015</td>
<td>11</td>
<td>16.5</td>
</tr>
<tr>
<td>Total</td>
<td>67</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Source: Primary data, 2016

Table 4.4 illustrates year of graduation of the respondents who participated in this study.

It shows that a big number of respondents finished their training in 2013 (14 respondents
out of 67). The respondents who finished their training in 2012 and in 2014 were 14 respondents (20.8%) for each, while respondents who finished their training in 2015 were 11 (16.5%).

4.2 Presentation of Findings

This study assessed the way vocational training affect graduates employability in Huye District. Before examining the themes channeling this research, the researcher anticipated on employment status of graduates after their training. The researcher used cross tabulation table and Chi Square test to measure the nature of relationship between variables. To perform the chi – square test the P alpha of 0.05 was used to approve or disapprove whether there is relationship between independent and dependent variables. If the tabulated P value is less than P alpha it means that the relationship between variables is statistically significant if not the relationship between variables is not statistically significant.

4.2.1 Employment status of graduates after their training

The first objective of this study was to find out employment status of vocational training graduates after finishing their training. The researcher collected information from respondents by using multiple choice questions. The latter includes various employment status: Employed in public sector, employed in private sector, self-employed and unemployed. Table 4.5 presents these results.
Table 4.5: Graduates respondents’ employment status by trades

<table>
<thead>
<tr>
<th>Trades</th>
<th>Total number of respondents</th>
<th>Employed in Public sector</th>
<th>Employed in Private sector</th>
<th>Self-employed</th>
<th>unemployed</th>
</tr>
</thead>
<tbody>
<tr>
<td>carpentry</td>
<td>15</td>
<td>0</td>
<td>12</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>welding</td>
<td>9</td>
<td>0</td>
<td>9</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Hairdressing</td>
<td>11</td>
<td>0</td>
<td>8</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Tailoring</td>
<td>15</td>
<td>0</td>
<td>13</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Masonry</td>
<td>17</td>
<td>0</td>
<td>16</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>67</td>
<td>0</td>
<td>58</td>
<td>3</td>
<td>6</td>
</tr>
</tbody>
</table>

Source: Primary data, 2016

According to the table 4.5 a hundred percent of graduates from tailoring and welding are all employed in private sector. In trade of masonry, 16 among 17 are employed in public sector and only one graduate among 17 is unemployed. In trade of hairdressing, 7 among 11 are employed in private sector, 2 among 11 are self-employed and 2 among 11 graduates are unemployed. In carpentry, 12 among 15 graduates are employed in private sector while 3
among 15 graduates are unemployed. In general 58 among 67 graduates are employed in private sector, 3 among 67 graduates are self-employed and 6 among 67 graduates are unemployed. No one is employed in public sector among all trades involved in this research.

Table 4.6: Graduates respondents’ employment status by gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>Total number of respondents</th>
<th>Employed in Public sector</th>
<th>Employed in Private sector</th>
<th>Self-employed</th>
<th>Unemployed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>45</td>
<td>0</td>
<td>39</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Female</td>
<td>22</td>
<td>0</td>
<td>19</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>67</td>
<td>0</td>
<td>58</td>
<td>3</td>
<td>6</td>
</tr>
</tbody>
</table>

Source: Primary data, 2016

According to Table 4.6, 39 among 45 male graduates are employed in private sector, 2 among 45 male graduates are self-employed and 4 are unemployed. Among 22 female graduates 19 are employed in private sector one is self-employed and 2 are unemployed. These two unemployed female graduates got opportunity to be employed but refused according to what they stated themselves. The reason for one of them is that she got pregnant after finishing her studies and she was not comfortable enough to do the job. After giving
birth she will immediately join the company. The second unemployed female graduate stated that she got also an opportunity to be recruited but working hours of the company were not convenient to her comparing to where she lives and other responsibilities she has as orphan looking after her younger sisters. At the time of collecting data she was in process of negotiating with another company where conditions of working could be convenient to her.

**Table 4.7: Graduates respondents’ employment status by year of graduation**

<table>
<thead>
<tr>
<th>Year of graduation</th>
<th>Total number of respondents</th>
<th>Employed in Public sector</th>
<th>Employed in Private sector</th>
<th>Self-employed</th>
<th>unemployed</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>14</td>
<td>0</td>
<td>12</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>2012</td>
<td>15</td>
<td>0</td>
<td>14</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>2013</td>
<td>14</td>
<td>0</td>
<td>14</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2014</td>
<td>13</td>
<td>0</td>
<td>13</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2015</td>
<td>11</td>
<td>0</td>
<td>5</td>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>67</strong></td>
<td><strong>0</strong></td>
<td><strong>58</strong></td>
<td><strong>3</strong></td>
<td><strong>6</strong></td>
</tr>
</tbody>
</table>

*Source: Primary data, 2016*

Table 4.7 shows that promotions: 2011, 2012, 2013 and 2014 a hundred percent of graduate’s respondents are employed in private sector or self-employed. Unemployed graduates are
found only in promotion 2015. This implies that there is still hope for those graduates of 2015 because the time they spent out of school is until now short. All six unemployed graduates confirmed that they have had chance to get jobs related to their subject areas in last six months and rejected the offer. Among the reasons they give for rejection of those jobs are the following:

i) Pregnancy: 1 graduate

ii) Inconvenient hours of work: 1 graduate

iii) Waiting for bank loan to start up their business: 4 graduates

4.2.2 Effectiveness of vocational training received in regard to labor market

The second objective of this study is to assess effectiveness of vocational training in regard to job market. This section presents views of respondents on effectiveness of training received by emphasizing on three items which are involved in effective training. Those are effective training approach, effective training facilities and effective training content.

Views of respondents on training approach

This section presents the views given by respondents on effectiveness of training approach used during their training. The respondents gave information by agreeing, disagreeing, strongly agreeing, strongly disagreeing on whether or not the approach adopted by trainers was competency-based.

Training approach used by trainers during our training was competency-based:
Table 4. 8: Views of respondents on training approach

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>strongly agree</td>
<td>34</td>
<td>50.7</td>
</tr>
<tr>
<td>Agree</td>
<td>23</td>
<td>34.2</td>
</tr>
<tr>
<td>Disagree</td>
<td>6</td>
<td>8.9</td>
</tr>
<tr>
<td>strongly disagree</td>
<td>4</td>
<td>5.9</td>
</tr>
<tr>
<td>Total</td>
<td>67</td>
<td>100.0</td>
</tr>
</tbody>
</table>

*Source: Primary data, 2016*

Table 4.8 shows that 34 respondents representing 50.7 % strongly agreed that training approach used by trainers during vocational training was competency based. 23 respondents (34.2%) agreed on this statement. Moreover, 6 respondents representing 8.9 % disagreed that training approach used by trainers during vocational training was competency based. The small number of respondents 4 (5.9 %) strongly disagreed that training approach used by trainers during vocational training was competency based. The views of graduates respondents are in line with the ones given by administrative and teaching staff members interviewed. 6 members among 7 interviewed confirmed that vocational training approach used was competency- based. Considering the information provided by the highest percentage of respondents the researcher confirms that training approach used by trainers in vocational training was effective. In other words, the approach adopted in training vocational
trainees is judged by respondents as competency-based. Therefore vocational graduates are competitive at labor market.

**Views of respondents on training facilities**

This section shows views of respondents on effectiveness of training facilities. This is how infrastructures, equipments and teaching materials were put in place to create conducive environment of learning. The respondents gave their opinions by agreeing, disagreeing, strongly agreeing, strongly disagreeing on whether or not vocational training facilities were effective for helping students to acquire practical skills needed at the labor market.

**Table 4.9: Views of respondents on vocational training facilities**

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocational training facilities were effective for helping students to acquire practical skills for the world of work.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>strongly agree</td>
<td>36</td>
<td>53.7</td>
</tr>
<tr>
<td>Agree</td>
<td>25</td>
<td>35.8</td>
</tr>
<tr>
<td>Disagree</td>
<td>5</td>
<td>7.4</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>2</td>
<td>3.1</td>
</tr>
<tr>
<td>Total</td>
<td>67</td>
<td>100.0</td>
</tr>
</tbody>
</table>

*Source: Primary data, 2016*

According to the statistics presented in table 4.9, the highest percentage of respondents (53.7%) representing 36 respondents strongly agreed with effectiveness of vocational
training facilities which were put in place to help students acquire practical skills needed at the labor market. 25 respondents (35.8 %) agreed with the same statement while 7.4 % of respondents representing 5 respondents disagreed and there were ( 3.1 % ) of respondents representing 2 respondents who strongly disagreed. Considering the information provided by the highest percentage of respondents, the researcher confirms that vocational training facilities were effective in helping students to acquire practical skills for the world of work.

**Views of respondents on vocational training content**

This section presents the views given by respondents on effectiveness of vocational training content. In other words, this is to know how vocational training content was responsive to the needs of labor market. The respondents gave their opinions by agreeing, disagreeing, strongly agreeing, strongly disagreeing on whether or not vocational training delivered to trainees was responsive to the labor market needs.

**Table 4. 10: Views of respondents on vocational training content**

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Vocational training content is responsive to the labor market needs.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>strongly agree</td>
<td>35</td>
<td>52.2</td>
</tr>
<tr>
<td>Agree</td>
<td>25</td>
<td>37.3</td>
</tr>
<tr>
<td>Disagree</td>
<td>4</td>
<td>5.9</td>
</tr>
<tr>
<td>strongly disagree</td>
<td>3</td>
<td>1.6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>67</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

*Source: Primary data, 2016*
Table 4.10 illustrates that 35 out of the total of 67 respondents (52.2%) strongly agreed with effectiveness of vocational training content in regard to labor market needs while 25 respondents representing 37.3% agreed with this statement. 4 respondents (5.9%) disagreed and 3 respondents representing 1.6% strongly disagreed with the statement. Considering the information given by the highest number of respondents, the results indicated that vocational training content was effective and responsive to the labor market needs.

**Views of respondents on graduates’ employability**

For this dependent variable respondents were asked to provide information related to employability of vocational graduates themselves after finishing their training. Respondents gave their views by agreeing and disagreeing on the ability of vocational graduates of being employed in public or private institutions as well as ability to become self-employed.

**Table 4.11: Views of respondents on graduates’ employability**

<table>
<thead>
<tr>
<th>Statement</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>After training, graduates are able to be employed in industries or become</td>
<td>58</td>
<td>86.5</td>
</tr>
<tr>
<td>self-employed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>strongly agree</td>
<td></td>
<td></td>
</tr>
<tr>
<td>agree</td>
<td>3</td>
<td>4.4</td>
</tr>
<tr>
<td>Disagree</td>
<td>6</td>
<td>8.9</td>
</tr>
<tr>
<td>strongly disagree</td>
<td>4</td>
<td>0.2</td>
</tr>
</tbody>
</table>

*Source: Primary data, 2016*
Table 4.11 shows that 58 respondents representing 86.5% strongly agreed and 3 respondents representing 4.4% agreed that graduates have ability to be employed in private or public institutions, while 6 respondents representing 8.9% disagreed and 4 respondents representing 0.2% strongly disagreed with this statement. These statistics shows that many respondents confirmed that after training, graduates have ability to be employed in public or private institutions.

**Effect of vocational training on graduates’ employability**

In this study the researcher wanted to investigate the relationship between vocational training and graduates ‘employability. In other words the researcher wanted to know to which degree vocational training received by graduates was instrumental to their current jobs. The respondents gave their views by agreeing, disagreeing, strongly agreeing, strongly disagreeing on whether or not vocational training received by graduates was instrumental to their current jobs.

**Table 4.12: Views of respondents on effect of vocational training on employability**

<table>
<thead>
<tr>
<th>Vocational training is instrumental to my current job</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>strongly agree</td>
<td>35</td>
<td>52.2</td>
</tr>
<tr>
<td>Agree</td>
<td>25</td>
<td>37.3</td>
</tr>
<tr>
<td>Disagree</td>
<td>4</td>
<td>5.9</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>3</td>
<td>1.6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>67</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

*Source: Primary data, 2016*
According to statistics in table 4.12, the highest percentage of respondents (52.2%) representing 35 respondents strongly agreed that vocational training received by graduates was instrumental to their current jobs. 25 respondents representing 37.3% agreed that vocational training received by graduates was instrumental to their current jobs. 4 respondents representing 5.9% disagreed that vocational training received by graduates was instrumental to their current jobs. While only 3 respondents representing 4.4% strongly disagreed that vocational training received by graduates was instrumental to their current jobs. From the views given by respondents on this issue the researcher confirms that generally vocational training received by graduates are instrumental to their current jobs. Therefore vocational training is effective in regard to job market.

In this research vocational training was looked as an element which influence graduates ‘employability. The chi-square test was used to test whether the relationship between vocational training and graduates’ employability indicators is statistically significant. If the tabulated p value is less than the p alpha of 0.05 the relationship is statistically significant if not the relationship is not statistically significant.
Table 4. 13: Chi-Square Test between training received at school and employability of graduates

<table>
<thead>
<tr>
<th></th>
<th>Value</th>
<th>Df</th>
<th>Asymp. Sig. (2-sided)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Chi-Square</td>
<td>$52.343^a$</td>
<td>3</td>
<td>0.000</td>
</tr>
<tr>
<td>Likelihood Ratio</td>
<td>$44.940^b$</td>
<td>3</td>
<td>0.000</td>
</tr>
</tbody>
</table>

Source: Primary data, 2016

Statistically the cross-tabulation relationship is statistically significant. The reason is that the tabulated p value which is equal to 0.000 is less than the P alpha of 0.05. Meaning that vocational training received at school have a great effect on employability of graduates after finishing their studies. This implies that graduates’ employability is significantly related to the vocational training received at school. Thus, confirming that there is positive relationship between vocational training received at school and graduates’ employability after finishing their studies.

4.2.3 Major factors affecting employment success among graduates

The third objective of this study is to analyze major factors of employment success among vocational training graduates. The respondents gave their views by agreeing, disagreeing, strongly agreeing, strongly disagreeing on whether or not given factors are relevant in regard to employment success.
Table 4.14: Views of respondents on factors of employment success

<table>
<thead>
<tr>
<th>Factors</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Programs based on labor market demand is among factors of employment</td>
<td>56 90.8</td>
<td>3 4.9</td>
<td>1 1.6</td>
<td>1 1.6</td>
</tr>
<tr>
<td>success</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adequate teaching staff is a factor of employment success</td>
<td>57 93.4</td>
<td>2 3.2</td>
<td>1 1.6</td>
<td>1 1.6</td>
</tr>
<tr>
<td>Employment opportunities available in graduates’ environment is one of</td>
<td>56 91.8</td>
<td>3 4.9</td>
<td>1 1.6</td>
<td>1 1.6</td>
</tr>
<tr>
<td>the factors of employment success</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Government will is among the factors of employment success</td>
<td>57 93.4</td>
<td>2 3.2</td>
<td>1 1.6</td>
<td>1 1.6</td>
</tr>
<tr>
<td>Industrial attachment is among the factors of employment success</td>
<td>60 98.3</td>
<td>1 1.6</td>
<td>0 0.0</td>
<td>0 0.0</td>
</tr>
</tbody>
</table>

Source: Primary data, 2016

Table 4.14 shows that 56 respondents representing 90.8 % strongly agreed that programs based on labor market demand is a factor of employment success among vocational training graduates of Huye district. It also shows that 3 respondents agreed with the statement while only 2 of respondents disagreed that programs based on labor market demand is a factor of employment success among vocational training graduates. The same table also shows that 57 respondents representing 93.4 % strongly agreed that adequate teaching staff is a factor of
employment success among vocational training graduates of Huye district. It also shows that 2 respondents agreed with the statement while only 2 of respondents disagreed that adequate teaching staff is a factor of employment success among vocational training graduates. Table 4.16 also illustrates that 56 respondents representing 90.8% strongly agreed that employment opportunities available in graduates’ environment is a factor of employment success among vocational training graduates. It also shows that 3 respondents agreed with the statement while only 2 of respondents disagreed that employment opportunities available in graduates’ environment is a factor of employment success among vocational training graduates. Again, table 4.16 illustrates that 57 respondents representing 93.4% strongly agreed that government will is a factor of employment success among vocational training graduates. It also shows that 2 respondents agreed with the statement while only 2 of respondents disagreed that government will is a factor of employment success among vocational training graduates. Table 4.16 also indicates that 60 respondents representing 98.3% strongly agreed that Industrial attachment is a factor of employment success among vocational training graduates. It also indicates that 1 respondent agreed with the statement while there is no respondent who disagreed that industrial attachments is a factor of employment success among vocational training graduates.

Generally, the majority of employed graduates more than 90 percent of them confirmed that programs based on labor market demand, adequate teaching staff, employment opportunity available in graduates’ environment, government will, and performance during industrial attachment are major factors of employment success among vocational training graduates. The views given by graduates on major factors of employment success among graduates are the same with the ones given by administrative and teaching staff interviewed.
Among 7 staff members interviewed the majority confirmed that the above factors are the ones which contribute to employment success of vocational graduates. From the views given by respondents on this issue the researcher confirms that programs based on labor market demand, adequate teaching staff, employment opportunity available in graduates’ environment, government will, performance during industrial attachment are major factors of employment success among vocational training graduates.
CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter discusses the findings of the research as presented in chapter four. It also presents the conclusion arising from the research and recommendations, which could help in promotion of vocational education and training, summary of findings, and suggestions for further study.

5.1 Summary of findings

This research entitled’’ vocational training and graduates’ employability in Huye district, Rwanda.’’ The research was comprehensively guided by the following objectives as it is indicated in chapter one.

i. To find out employment status of vocational training graduates after finishing their studies,

ii. To assess effectiveness of vocational training in regard to labor market,

iii. To analyze major factors of employment success among vocational training graduates in Huye District

In this research, a great number of the respondents as indicated in chapter four, who participated in this study, revealed that vocational training received at schools have a great effect on graduates’ employability after finishing their studies.
5.1.1 Employment status of vocational training graduates

The first research question as indicated in chapter one, intended to find out employment status of graduates after finishing their studies. According to the results presented in table 4.5, among 67 graduates 58 of them are employed in private sector, 3 are self-employed and only 6 are unemployed. According to table 4.6, among 45 male graduates are employed in private sector, 2 among 45 male graduates are self-employed and 4 are unemployed. Among 22 female graduates 19 are employed in private sector, 1 is self-employed and 2 are unemployed. In regard to employment status by year of graduation or promotion, table 4.7 illustrates that promotions: 2011, 2012, 2013 and 2014 a hundred percent of graduate’s respondents are employed in private sector or self-employed. Unemployed graduates are found only in promotion 2015. This implies that there is still hope for those graduates of 2015 because the time they spent out of school until the time of this research was until then short.

5.1.2. Effectiveness of vocational training in regard to labor market

The second research question as indicated in chapter one, intended to assess the effectiveness of vocational training in regard to job market. This question leads to evaluation of three components involved in vocational training. Those are effectiveness of training approach, effectiveness of training facilities and effectiveness of training content. Table 4.8 indicates that 50.7% of respondents strongly agreed and 34.2 % agreed that training approach used by trainers was effective and competency-based. Table 4.9 indicates that 53.7 % strongly agreed and 35.8 agreed with the effectiveness of training facilities. In Table 4.10, indicates that 52.2 % strongly agreed and 37.3 % agreed that training content was responsive to the
Regarding the effect of vocational training received on graduates’ employability, table 4.13 indicates that 52.2% of respondents strongly agreed and 37.3% agreed that training received by graduates were instrumental to their current jobs. Finally Chi-Square test method was used to determine the relationship between vocational training and graduates’ employability in Huye District. The use of Chi-Square gave a significance or P-value of 0.000 which is less than Alpha = 0.05 as shown in Table 4.14 and the results revealed that vocational training are significantly related to graduates ‘employability of’ Huye District.

5.1.3 Factors of employment success among vocational training graduates

The third research question as indicated in chapter one, intended to analyze major factors of employment success among vocational graduates of Huye district. The table 4.15 indicates that 56 respondents representing 90.8% strongly agreed that programs based on labor market demand is a factor of employment success among vocational training graduates of Huye district. 57 respondents representing 93.4% strongly agreed that adequate teaching staff is a factor of employment success among vocational training graduates. 56 respondents representing 90.8% strongly agreed that employment opportunities constitute a factor of employment success among vocational training graduates. 57 respondents representing 90.8% strongly agreed that government will is a factor of employment success among vocational training graduates. 60 respondents representing 98.3% strongly agreed that industrial attachment is a factor of employment success among vocational training graduates.
5.2 Conclusion

The following conclusions drawn as a result of the research work carried out in the area Vocational education and training and graduates’ employability reflect both theoretical and practical lessons which can be drawn from the study.

For the research question one, the researcher realized that there is a high percentage of graduates who are now employed or self employed after finishing their studies. The research confirms also that even though the graduates are employed those who created their own jobs are until now very limited. Moreover, the researcher confirmed that vocational training has a significant effect on the graduates’ employability.

5.3 Recommendations

Basing on the study findings and the conclusions, the researcher derived the following recommendations:

i) The government of Rwanda should invest more funds in vocational training so that a big number of its population especially the youth may get from this type of education employable skills for the world of work.

ii) The ministry of education should allocate so many students in vocational training given the fruits this training give and which is clearly seen through its graduates.

iii) Parents who still have negative perception about vocational training should change their mind.
iv) District of Huye should use the outcomes of this study as basis of their future plans for the youth as well as their educational plans at the district level.

5.4 Suggestions for further study

This study was specifically carried out in Huye District. However there are many other Districts in Rwanda where the same research can be carried out.

In order to understand the system model, other researchers should examine deeply the following topics to broaden the concept of vocational training system.

- Vocational education and poverty reduction in Rwanda.

- Vocational training and women empowerment.
REFERENCES


Harvey, L. (2011). *Defining and measuring employability*, *Quality in Higher Education*


Macmillan


APPENDICES