



**FACTORS AFFECTING PRACTICAL SKILLS ACQUISITION AMONG
TECHNICAL AND VOCATIONAL EDUCATION TRAINING LEARNERS:
A CASE STUDY OF IPRC KIGALI**

SUBMITTED

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Master of Education in Curriculum and Instruction at the University of Rwanda,
College of Education**

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DECLARATION

This research dissertation is my original work and has not been presented to any other Institution.

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APPROVAL

We, the undersigned, certify that we have read and hereby recommend for acceptance by the University of Rwanda, a dissertation entitled “Factors affecting Technical and Vocational Education Training (TVET) Learners in Practical Skills Acquisition: A case study of IPRC Kigali” in partial fulfillment of the requirements for the award of the Master of Education in Curriculum and Instructions.

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Signature

Date.....

DEDICATION

This work is dedicated to my beloved family members for their patience and support during the period of my studies.

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This work was accomplished with the help and support of several people. A number of individuals and institutions made considerable and invaluable contribution to bring this dissertation to completion. I am indebted to all those who encouraged and assisted me, all of whom cannot be mentioned here.

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May the Almighty God bless you all!

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ABSTRACT

Technical and Vocation Education Training (TVET) institutions aim at passing on learners with practical skills so as to become competent at the labor market for solving the problem of demand and supply. However, there is a big problem of skills acquisition in the TVET system of Rwanda. This research examined factors affecting skills acquisition in IPRC Kigali. To do so, TVET administrators, teachers and learners were consulted in order to identify the real factors affecting practical skills acquisition and to make constructive recommendations for better improvement of TVET Schools. A descriptive study using the survey method was considered and 96 respondents from IPRC Kigali were selected as a sample to be contacted for both questionnaires and interviews with the purpose of responding to the set research questions.

The major findings revealed by this study are among others the large class size having negative effects on successful teaching of practical lessons; the types of tools, equipment and machineries in use in technical and vocational institutions which are old, obsolete and not compatible with current industrial practices. In addition, lecturers do not have enough practical skills to deliver as many of them did not acquire those skills during their studies. Most respondents confirmed that IPRC learners are overloaded by many other courses which are mostly theoretical, the lack of hardworking spirit among learners, redundancy of some learners during group works.

In the findings chapter, pseudonym names have been given to respondents for the sake of confidentiality.

Keywords: Skills acquisition, TVET training, attitude, labor market, workplace.

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CHAPTER 1:

GERENAL INTRODUCTION

1.1 Background to the study

According to UNESCO's TVET strategy (2015) which aims at supporting the efforts of Member States to enhance their TVET systems and to equip all youth with skills required for decent work, it is in that regard that Asian countries have adopted TVET as strategy concerned with the acquisition of the competence needed in the world of work. That means an education and training leading to the acquisition of knowledge, skills, and attitude required in the workplace environment. It describes all kinds of formal, non-formal and informal training and learning provided by different technical and vocational institutions and industry. This type of education is offered to meet needs of individuals and communities as well UNESCO's TVET strategy (2015).

The Governments of East African countries including Rwanda have drawn from the regional guiding framework for TVET on the African continent. Whereby it sets out guidelines for the design and development of national policies and strategies in skills training, and guidelines for institutional roles and responsibilities in key TVET interventions (African Union, 2014). To embrace TVET system as one solution to address the need for qualified and skilled human resources to tackle the challenge of the imbalance in the supply and demand of skilled labor; these countries are committed to ensuring that there are skilled workers available on the labor market to meet the actual labor market demands. Whereas progress has been made over the years in the areas of education and skills development in Rwanda, significant barriers still exist, resulting in mismatching of skills and needs in the labor market.

The TVET program is designed to train individuals in different areas of knowledge and skills. The training offered is impactful if proper infrastructure, sufficient materials and competent teachers are available. Unless these inputs are adequate and proper, and the process is well structured and conducted, achieving training objectives and producing competent trainees may be a difficult task. Skills are essential for the development of Rwanda. Numerous analytical reports and policy documents, for example the Private Sector Development Strategy (PSDS), have identified the shortage of relevant skills as one of the major barriers to economic growth and competitiveness. Skills are lacking throughout the economy, among people working in the private sector and at public workplaces, as well as among young labor market entrants (MINEDUC, 2015).

To solve that problem, in the past few years, the Government of Rwanda has invested a lot of resources in putting in place Technical and Vocational Education Training (TVET), as any

education and training leading to the acquisition of knowledge and skills which are relevant for employment or self-employment.

Unfortunately, in Rwanda like in other parts of East African region, the TVET system, that is expected to play a critical role in this endeavor by providing necessary skills that will catalyze the industrialization processes, is not sufficiently developed and young people are increasingly finding it difficult to find a job. The prevalence of youth unemployment has led to many employers in Rwanda to blame education institutions of focusing more on quantity rather than quality of graduates. This approach has led to a mismatch between what employers look for and what prospective employees are offering, hence the reluctance by employers to offer full-time jobs to youth. According to Economic Development and Poverty Reduction Strategy (EDPRS, 2012), the Education Sector Strategic Plan (ESSP, 2013) the National Gender Policy (2004), the Vision 2020, the National Employment Program (NEP) and the Girls 'Education Policy there is need for developing skills for a knowledge-based society if Rwanda is to achieve the structural economic transformation implied in the targets of Vision 2020 and it also stipulates that major emphasis will be placed on technical training fields (MINEDUC, 2015).

This research examined factors affecting skills acquisition in IPRC Kigali learner. To do so, TVET administrators, teachers and learners were consulted to make constructive recommendations for better improvement of skills development and acquisition.

1.2. Statement of the problem

The impact of the 1994 genocide against Tutsi led to the huge loss of an educated and skilled workforce. The report by (MINEDUC, 2008) states that “Rwanda suffers from severe shortages in terms of skilled human capital especially in technical and vocational professions”. Nowadays, skilled human resources are still imported from mainly regional countries. To solve this problem related to skills shortage, the Government of Rwanda through the Ministry of Education has invested much in skills acquisition by creating many schools delivering vocational and professional courses. However, graduates from TVET schools lack necessary skills needed for employment or self-employment as quoted from the Labor Congress and Workers' Training in Rwanda (2017). The lack of skills is due to different factors. These factors may be related to learners, lecturers, or to TVET Institutions and industries.

1.3. Objective of the study

The objective of the present study is to:

To investigate the factors related to learners, lecturers and the school that hinder skills acquisition in IPRC Kigali learners.

1.4. Research questions

The research examined the answers to the following four questions:

1. What are the factors associated with learners that hinder practical skills acquisition in IPRC Kigali?
2. What are the factors related to IPRC Kigali lecturers that constitute the barriers to practical skills acquisition of learners?
3. What are the institutionally connected impediments to practical skills acquisition among IPRC Kigali learners?

1.5. Significance of the study

The outcome of this study, which looked at the factors affecting practical skills acquisition in the IPRC Kigali learners, revealed the issues and problems relating to practical skills training. The findings of this study may help teachers to develop effective teaching methods that will facilitate acquisition of practical skills by learners in IPRC Kigali. The findings may also provide information to the TVET stakeholders to provide adequate and relevant instructional equipment that will help learners to acquire the needed practical skills. The findings may also be used by industries to be aware of the need to provide labor market knowledge to institutions in order to enhance relevant training. The findings of this study may also contribute to add knowledge and can be useful to researchers as a source for further studies. It also offered suggestions and recommendations to address these problems so that graduates from TVET are practically skilled.

1.6. Scope and limitations

This study is only limited to the IPRC Kigali. This is because the budget and time were obstacles; otherwise, a countrywide study should provide more clarification on skills acquisition in Rwandan TVET schools.

1.7. Definitions of key terms as defined by the Cambridge dictionary

Attitude: a feeling or opinion about something or someone, or a way of behaving that is caused by this.

Competence: is the ability to do something well.

Skills acquisition: is the ability to learn or acquire skills. It involves the development of a new skill, practice of a way of doing things usually gained through training or experience.

Training: the process of learning the skills you need to do a particular job or activity.

Knowledge: understanding of or information about a subject that you get by experience or study, either known by one person or by people generally.

CHAPTER 2:

LITERATURE REVIEW

2.1. Introduction

This chapter reviews the literature related to vocational skills acquisition. The review is organized in sections dealing with attitudes towards vocational skill acquisition, relevance of learning resources in supporting skill acquisition, courses offered at the vocational centers, staff and administration development at vocational training centers, parents' involvement in the learning process of their children, factors that influence skills acquisition, institutional related factors affecting acquisition, students related factors affecting skill acquisition, examination related factors affecting skill acquisition, teachers related factors affecting acquisition of skills, problems facing the skills acquisition in formal sector, problems facing the skills acquisition in regional countries, difficulties contributing to youth unemployment in Kenya. It is ended by the conceptual framework.

2.2. Attitudes towards Vocational Skill Acquisition

Attitude refers to how one feels or thinks about an act towards objectives and ideas. Attitude may be defined as "positive or negative feelings that an individual holds about objects, persons or ideas". Learners who join technical or vocational centers for already have formed opinions; some of these opinions are culturally-based. They are found in some cultural beliefs and practices, even in Rwandan communities, towards technical and vocational related work. Some communities showed the low status accorded to craft and vocational education. Masonry, tailoring, carpentry, driving, dressmaking and metal work are despised by some in society (Keil, 1985).

In the report of the commission of inquiry into the education system of Kenya of 1999, Totally Integrated Quality Education and Training, T1QET, chaired by Koech pointed out that "one of the hindrance to the development of a technological culture is found in some cultural beliefs and practices among a number of Kenyan communities towards technically related work". Certain communities said these jobs "were for other people" not their children Educationist should be liberated from this mentality" (Gitau, 1998). Many of them design vocational education for other people's children instead of designing a universal system that is suited for all children who decide to join that career including their own children. One important recommendation of the Koech commission was that education be designed to play a deliberate role of demystifying the negative attitude towards work and locally manufactured goods. It is possible for trainers to build positive attitude into students to ensure good performance. Positive attitude is an ingredient in achieving desirable performance in

vocational training (Njoroge, 1998). Immediately after independence, students' attitude toward vocational training was very positive. This author further notes that it is at this time that the youth polytechnics were very vibrant. Attitude played a vital role in determining the pupil's performance in the subject. Pupils with a negative attitude failed in mathematics in the Kenya Certificate of Secondary Education examinations. This could possibly be applied to the vocational training to show that pupils with favorable attitude towards training will do better than those with unfavorable attitude (Rimbui, 1982).

One of the most important factors that influence academic outcome is a positive attitudinal approach to pupil's performance rather than a negative attitudinal imposition of punishment for poor result by educators. When trainers reward good performance of their students, they continue to do well. However, punishment imposed on learners because of poor performance is a sign of negative attitude and exposes learners to continue performing poorly (Charlton, 1990).

2.3. Relevance of Learning Resources in supporting Skill Acquisition

Learning resources in vocational education support skills acquisition. These include text books which (Jacques, 1990) described as instructional for excellence. According to him they are central to training or teaching. In the developing countries they constitute 85% of educational sector's expenditure. A classroom that is deprived of text books promotes little skill acquisition and students are obliged to rote learning, recitation, copying from the blackboard and taking lecture notes (Jacques, 1990).

In many cases the lack and inadequacy of instructional materials seriously hampers the effectiveness of non - formal training. Above all, the viability and sustainability of programs has frequently proved difficult. For example, if a trainee has to effectively acquire tailoring skills he/she has to be provided with a sewing machine, threads, tapes, bobbin, bobbin case and fabrics (Hadra, 1996).

This shows that the vocational education and training requires adequate instructional resources in order for the delivery to be adequate. The adequacy of the resources gives the trainers easy time in explaining facts.

The sector TVET has been ignored for a long time in most countries. According to (Maclure, 1997), it is evident that fewer financial and human resources have been devoted to vocational education and training. It is finances that enable the heads of vocational institutions to purchase learning resources that are adequate in supporting skills acquisition (Maclure, 1997).

2.4. Courses offered at the Vocational Centers

Primary school leavers from within immediate community are the trainees recruited to vocational training centers, more so, those who miss from one places. In most of these training centers, trainees take a period of two years to complete training especially those who train at the youth polytechnics. They train in vocational skills such as masonry, carpentry and joinery, metal work, plumbing and tailoring (Maclure, 1997).

The youth polytechnics must take initiative and develop good strategies and aggressive programs for their students that will alleviate the problems affecting people living in the neighborhood. Education should be concerned primarily with the development of general background attitudes while what increases knowledge and skills in a particular field is training (Eraser, 1978).

Owano (1988) states that these vocational training centers only cater for a very tiny fraction of the unemployed primary school leavers and he goes further to assert that a narrow spectrum of skills needed in the rural areas were being taught. Mungai (1995) explains that:

“There should be a close link or cohesion between youth polytechnics and Jua-kali sectors for providing quality training to the latter in order to improve quality of products.”

The youth polytechnics (YPs) are provided with basic facilities and equipments to enable them give quality training at artisan level (Kamunge, 1988).

Vocational training centers are encouraged to offer courses according to the needs of their localities such as short tailoring courses for upgrading courses as well as Jua-kali operators and health workers for the surrounding community (Koech, 1999).

Most vocational centers offer practical skills usually masonry, carpentry, tailoring, dressmaking, knitting, home economics and livestock rising (Allen, 1972). This author, however, says that:

“There is serious neglect for the development of business skills. Most of technical training in the micro and small business enterprise (MSE) sector is carried out through traditional apprenticeship system, particularly in manufacturing and services”.

Apprenticeship is the largest source of skill training in the informal sector (Yambo, 1991). A study by the World Bank in (1990) estimated that 40% of all trainees acquire their skills through traditional apprenticeship. Apprenticeship method of learning has an advantage because of its cost effectiveness”. Business education is possibly the most significant change in Kenya’s education and training system. In the past decade there has been introduction of

business skills at almost all levels of education and training in primary and secondary education and from youth polytechnics. It is not clear the impact that business skills have (King, 1996).

2.5. Staff and Administration Development at Vocational Training Centers

A summary of IIEP workshop of 1991 Dec 9th-13th states that “Institutions are very important part of society. They do not exist in isolation. They exist in a society with social economic and political needs and problems. In this regard education is therefore planned at all levels to make it more effective and efficient in responding to the social economic and political needs of the society”.

In regard to an institution, it is to make it more effective and efficient in responding to the needs and goals of the institutions. All these call for good and effective management.

Vocational education and training instructors have to be trained in pedagogy as well as in technical areas. This should improve and strengthen their terms and condition of service. Local authorities should give full support (Kamuge, 1988).

More over all managers and instructors of vocational training centers should have a scheme of service and their low wages should be improved. This would improve their morale.

For example, the Kenyan government Master Plan on Education (1997) points out that “YPs are managed by a manager and 14 members of the Board of Governors (BOG)”.The document says also that “one of the roles of BOG is collaborating with District Education and Technical Board (DETB) in the management of the teaching force, for example with regard to staff establishment, appointment and discipline”.

However, no information was available to establish managers and instructors recruitment procedures followed in the past and how loopholes have been sealed for effective management of vocational and technical training for rural development.

No organization can choose whether or not to train employees. All new employees regardless of their previous training education and experience need to be introduced to their new work environment and to be shown how to perform specific tasks .Moreover, specific occasions for retraining arise when employees are transferred, promoted or when jobs change and new skills must be learnt, perhaps because of changes brought about by technological changes (Pigors & Myers, 1984).

The types of employee training best suited to a specific organization depends upon a number of factors. First, skills called for jobs to be filled. Second, qualifications of candidates

applying for jobs. Lastly, the kind of operating problems confronted by the organization. These factors above are very relevant to teachers in the vocational and training centers.

In service training is a lifelong process in which the teacher is constantly learning and adapting new challenges of the job. Much of this training is self-directed and is carried out by reading books and articles on education". It is clear that he highly recommends the training of those on job to help them keep abreast with the new changes. This includes those teaching at the vocational and training centers (Farrant, 1986). Professional training is a precondition of a teachers' professional efficiency". In its absence, the teacher will not face the student with confidence and is likely to commit serious pedagogical blunders (Sidhu, 2000).

Sidhu continues to state that:

“the advantages of pre- service training as improving and ensuring efficiency by giving the teacher a command over the method of teaching, enhancing his skills in questioning and acquainting the teacher with objectives of teaching, by giving him the knowledge of psychological principles of learning and of governing the behavior of the child and equipping him with a number of devices, techniques and tricks of trade”.

This argument, therefore says that training is necessary for a teacher or any employee.

2.6. Parents' Involvement in the Learning process of their Children

The involvement of parents in the learning process provides an environment that develops learners' intellectual and creative talents. The nature of parents involvement whether economically or socially is influenced by the nature of interactions a child has with his/her parents at home.

When parents get involved in academic affairs of their children, academic performance improves. Parental influence is more profound than that of school (Finn, 1972). Parental encouragement helps a student to succeed by increasing one's confidence, development of positive attitudes towards education will affect their involvement and their children's views of education (Bloom, 1964).

Parental encouragement among other factors was significantly related to the child's academic performance. As explained by (Okwir, 1983), when a parent is involved in the child's education at home, he takes his child to good schools and the schools where the children go to perform better. He further stated that involvement of parents helped send a message to the students that the school is more important and the family expects the child to take school more seriously. This author ends up by saying that the home environment that encourages

learning is more important to students than income, level of education of parents and the cultural background.

Parents ought to discuss school issues with their children to be aware of what is happening in school. When children and parents talk regularly about school, children perform better academically. When parents were involved in school affairs children stayed for longer period in school and dropout rates became low (Williams, 1976).

Involvement in school included participation in helping with homework, discussing school matters and actively organizing and monitoring a child's school activities. The involvement should start early to enhance good performance. The earlier the involvement begins in a child's education process, the more powerful effects it has on him (Finn, 1972).

The school should encourage parents to take an active role in educational pursuit of their children (Orodho, 1992). He further added that parents should purchase resources such as textbooks for their children. Cooper Smith (1975) explains that home environment may enhance positive self-esteem by providing warmth respectful treatment.

The parents who were disconcerted tended to train their sons from the earliest years of grammar to take school seriously and use education as the means of climbing into the middle class. This means that the way a parent views education and verbally encourages his child can encourage the child to perform well. This would mean that levels of occupation of parents are not the only determinants of good academic performance. Unfavorable homes or the maladjusted homes will manifest frequent parental quarrels, insecurity, child abuse and divorce among other forms of maladjustment. If the child comes from a favorable and encouraging home environment then such child will perform well. However, there are certain contradictions worth noting. This is where a child from an enabling home environment may not be doing well in school (Koller, 1961).

There is accumulated evidence that parental encouragement is of more profound significance than intelligence quotient, social economic status or other school variables. Teachers ought to allow the presence of parents in classroom. This can be beneficial in that it may enhance the status of the teacher (Sharrack, 1980).

There was a need for parental involvement in the assessment and diagnosis of the Child's skills, abilities and teaching requirements. Parents should have access to school records. The result showed that parental involvement had a positive impact. This situation is likely to apply to skill acquisition among the learners in vocational centers. It was also noted that the results were depending on the child's age, mother's educational background or family

financial status (Mitter, 1982). The extent of parental interest and involvement in school activities positively relates to pupils' achievements (Fantini, 1980).

2.7. Institutional related factors affecting acquisition

With changes in curriculum offered in these institutions from the date of establishment, the big challenge has been how much these institutions are in preparing good results in skill acquisition. An experience sharing workshop held in Ouagadougou Burkina Faso in 2007 (UNEVOC, 2008) noted that the major problems that should be solved in technical and vocational institutions in Africa include obsolete infrastructure and teaching aids and absence of or little relation with job market (Avedi, 1999). Unless the governments and the ministries of education tackle the problems created by inadequate supplies of books and equipment, the reforms in public examinations no matter how far reaching are likely to be very effective. The World Bank observers Report (1994) says that to produce well trained graduates with excellent skills, further and higher education institutions must be able to bring together the minimal inputs necessary for successful performance and skill acquisition (World Bank Report, 1992). Scientific laboratories and workshops needed to be well equipped with consumable products and materials. They go further to note that "provision must be made for proper maintenance of buildings and equipment". Upgrading of laboratories is also a priority in their findings. Institutions should operate with sufficient study space that caters for the teaching and research needs of various academic departments (Kelleghan, 1992).

2.8. Students related factors affecting skill acquisition

Students' characteristics included age, sex, location of birth, possession of exercise books for each subject, sharing textbooks, academic level of father and mother, education and occupation of brothers and sisters, time spent on homework and other factors have also been seen to affect skill acquisition (Eshiwani & Ole, 1988).

As argued by (Mulwa, 2005) there is an interesting observation particularly for this study where elderly students are going back to class after a long period of time with the intention of acquiring higher qualifications and remaining relevant at their place of work. Indiscipline among the pupils influenced negatively their performance. (Monari, 2005) notes that indiscipline has been cited as the sole explanation to the mass failure of students in skill acquisition. He found that 71.4% of Kenyan schools and vocational centers have experienced indiscipline problems and due to this 50.0% have not been able to graduate as properly skilled students in vocational subjects. Children's performance in languages in schools is influenced by the education of siblings among other factors. This is to say that educated older siblings usually help their younger brothers and sisters with their academic work, hence playing even a more important role as educational models (Omulando, 1979). The entry

marks of students to higher school learning institutions and training centers greatly influence performance and skill acquisition at the end of learning (Mugambi, 2006).

2.9. Examination related factors affecting Skill acquisition

The entry requirements into various courses are as follows. Technical Education Programmers (TEP) artisan courses states that candidates should have completed primary education or have any other acceptable equivalent qualification. TEP course or TEP modular courses states that the candidates taking such courses should have completed and passed in a relevant artisan course or passed with a mean grade of (D plain) or have any other acceptable equivalent qualification. TEP modular and non-modular diploma courses state that the requirement for candidates are that they should have completed in a relevant craft course or have KCSE with a mean grade of C (minus). Candidates can as well have any other approved equivalent qualifications. TEP modular and non-modular higher diploma courses require a student who aspires to take the courses to have completed and passed in a relevant diploma course or any other approved equivalent qualifications (Kenyan Ministry of Education, 2010).

From these regulations notes that no emphasis is put in individual subjects as long as the candidate has the minimum mean grade then that student qualifies for admission. Therefore this is another factor that affects acquisition of skills among the youth in vocational training centers (Maclured, 1997).

2.10. Teachers related factors affecting acquisition of skills

Researchers appear to agree that burnout is not easily defined. (Byrne, 1994) says that it is difficult to define burnout by stating that:

“To date there is not universally accepted definition of burnout. Teacher burnout is an occupational hazard which professions staffs are exposed to, including teachers”

He goes on to define teacher burnout as “physical, emotional and attitude exhaustion that begins to gradually slip away (Cater, 1994).

In a paper presented at the East Central Africa Division Teachers Convention further defines burnout “as figurative expression of a situation of extinction of energy, motivation or incentive which implies a change in attitude and behavior in response to a demanding frustrating and unrewarding work experience (Amimo, 2008).

After making an observation in one school within the District of Columbia, also came up with some causes of teacher burn out such as much paper work and too much work load due

to understaffing, lack of resources, monotony or lack of variety in instruction and taking the teaching job too seriously (Maeroff, 1996).

In the educational environment, claims that teacher burn out results into reduced pupil teacher ratio, teacher warmth, teacher satisfaction, pupil motivation and intimately teaching effectiveness. He further observed that this burn out will result into absenteeism from school, truancy, drunkenness, career changes and early retirement. All this will trickle down to poor performance in school (Cunningham, 1983).

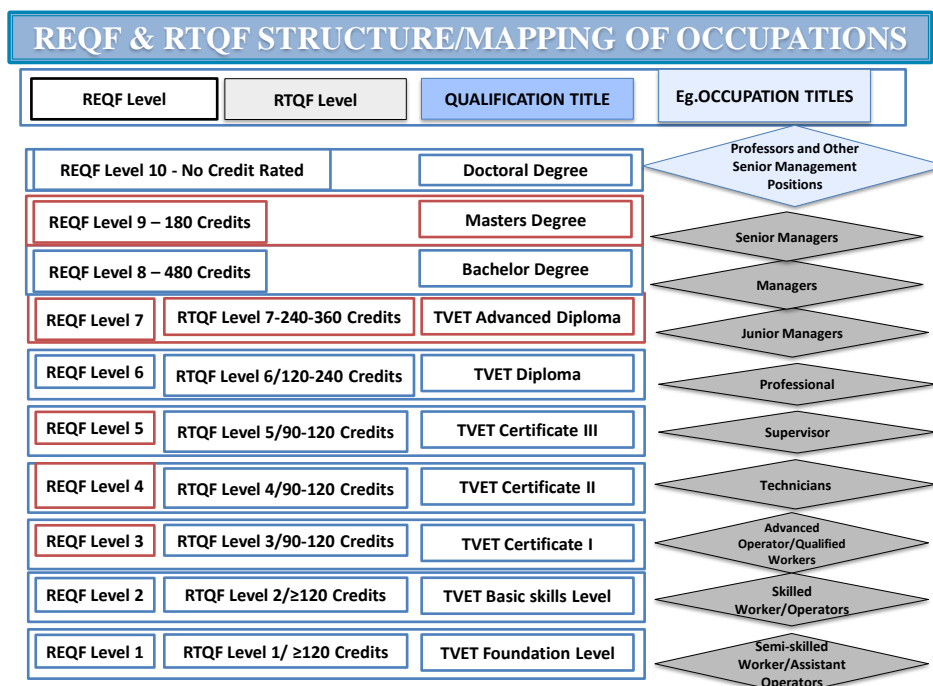
The effects of teacher burn out by claiming that “teachers who become burned out may be less sympathetic towards students, may have lower tolerance for frustration in the classroom, may plan for their classes less often or less carefully, may fantasize about or actually plan on leaving the profession, may feel frequently emotionally or physically exhausted, may feel anxious, irritable, depressed and in general less committed and dedicated to their work”. Causes and effects of burn out are yet to be found out if they are also factors affecting skill acquisition(Farbers,1984).

2.11. Problems facing the skills acquisition in regional countries

a. Difficulties contributing to youth unemployment in Kenya

Youths face many challenges while seeking for employment. These include few available employment opportunities against a fast growing pool of employment seekers; lack of requisite skills sought by industry due to mismatch of TVET acquired skills and industry expectation; and poor access to information on available opportunities. Other measures are: gender and cultural biases; ethnicity and corruption; unfavorable geographical distribution of jobs; and limited career guidance. Job seekers cite limited financial resources, lack of relevant skills and experience as major obstacles (HARRY L. 2014).

B. Rwanda TVET Qualification Framework



This RTQF is operating up to level 7 and has the following level descriptors:

Level 1: TVET Foundation level

The TVET Foundation Level recognized learning development and achievement that ranges from participation in experiential situations to the achievement of basic tasks with varying degrees of support.

Level 2: TVET Basic vocational skills level

Ability to work alone or with others on simple routine tasks under frequent and directive supervision and use a few basic, routine skills to undertake familiar and routine tasks. Complete pre-planned tasks. Make use of with guidance the basic tools and materials, safely and effectively.

Level 3: TVET Certificate I

Ability to work alone or with others on routine/familiar tasks under supervision and Use given stages of a problem solving approach with guidance to deal with a situation or issue, Use a few basic/routine skills to complete routine tasks with some non-routine elements.

Level 4: TVET Certificate II

Ability to work alone or with others on routine tasks with minimum supervision and Use a problem solving approach to deal with a situation or issue which is straightforward in relation to a subject/discipline, Plan and organize both familiar and new tasks.

Level 5: TVET Certificate III

Ability to take responsibility for the carrying out of a range of defined activities under non-directive supervision, Use a wide range of routine skills, Plan how skills will be used to

address set situations/problems and adapt these if necessary, Draw conclusions and suggest solutions.

Level 6: TVET Diploma

Ability to exercise some initiative and Independence in carrying out defined activities at a professional level, Takes supervision in less familiar areas of work, takes some managerial responsibility for the work of others within a defined and supervised structure and Manage limited resources within defined areas of work, Take the lead in implementing agreed plans in familiar or defined contexts, Takes account of own and others' roles and responsibilities in carrying out and evaluating tasks.

Level 7: TVET Advanced Diploma

Ability to exercise autonomy and initiative in some activities at a professional level, Takes significant managerial or supervisory responsibility for the work of others in defined areas of work, Manages resources within defined areas of work, Takes the lead on planning in familiar or defined contexts, Takes continuing account of own and others' roles, responsibilities and contributions in carrying out and evaluating tasks.

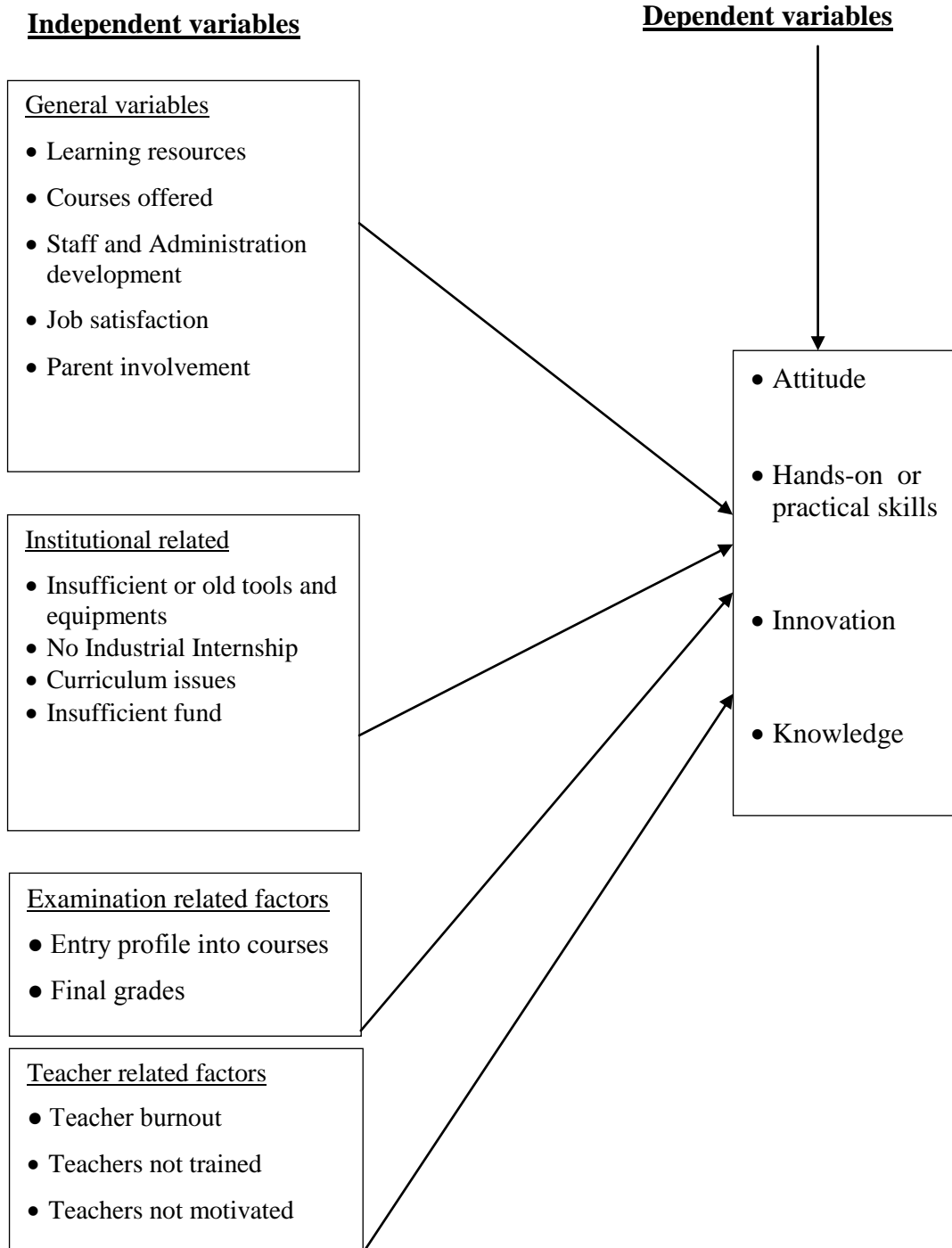
C. Cases of skills gaps in Rwanda

In the TVET Policy (2008) published by the Rwandan Ministry of Education (MINEDUC), the main problem of the sector is the fact that Rwanda suffers from serious deficiencies in terms of trained human resources for the technical professions. The impact of the 1994 genocide, which resulted in the massive loss of an educated and skilled workforce, further compounded the problem. This poses a great threat to Rwanda in reaching its Vision 2020 targets.

Although the Education Sector Policy and the National Science, Technology and Innovation Policy clearly indicate the Government's commitment to develop and improve TVET, the country still is in dire need of skilled workers and technicians.

The TVET lacks effectiveness and relevance to the reality of the workplace. Even in those occupational fields that show high demand for skilled workforce, like the construction sector, TVET graduates remain unemployed because they have not acquired the practical hands-on competencies. For the priority economic sectors such as tourism, mining, ICT services, food processing, coffee, tea, alternative technologies and handcraft the TVET offer is partly missing and unrelated to sector development tendencies.

2.12. Conceptual Framework



This conceptual framework contains the two kinds of variables, the independent ones and the dependent ones. The independent variables include general variables, institutional related factors, examination related factors, and teacher related factors. All these factors, once being worked on in a positive manner, they may contribute to the change of learners' attitudes, learners' hands-on acquisition and should promote learners' innovation and knowledge in general.

CHAPTER 3:

RESEARCH METHODOLOGY

3.1. Introduction

This chapter gives a brief summary of the various steps and methods used by the research. These include research design, location/setting, population, sample and sampling techniques, research instruments for data collection, validity and reliability of the research instruments, data collection procedures and ethical issues.

3.2. Research design

Research design is taken as a structured plan and a tactic for investigation dedicated to answer the research questions. The objective of this study is to examine the factors that affect the practical skills acquisition in TVET schools. A descriptive study using the survey method was considered given that the study itself is qualitative in nature. 96 respondents from IPRC Kigali were selected as a sample to be contacted for both questionnaires and interviews with the purpose of responding to the set research questions. Primary and secondary sources were used to produce data for the study. Primary sources of data will be School Managers, teachers and trainees. Policy documents, books, journals and legal documents will be used as secondary sources (Orodho, 2005).

3.3. Sampling Techniques

This study was done in IPRC Kigali. The target population of this study comprised 1,200 students, lecturers and administrative staff. The number of students comprised of both males and females. The information provided was used to determine factors affecting acquisition of practical skills in the TVET (IPRC Kigali). In my study I used the proportionate Stratified Sampling which is a sampling technique wherein the population is sub-divided into homogeneous groups, called as 'strata', from which the samples are selected on a random basis. In this approach, each stratum sample size is directly proportional to the population size of the entire population of strata. That means each strata sample has the same sampling fraction.

For the case of IPRC Kigali, the following formula and table were used to obtain the sample population:

$$N_{ss} = N * S_f \text{ where}$$

Population size (N)

Sampling fraction (S_f)

Final sample size for each stratum (N_{sss})

Stratum	Learners/students	Lecturers	Administrative staff
Population size (N)	1050	100	50
Sampling fraction (S_f)	8:100	8:100	8:100
Final sample size for each stratum (N_{sss})	84	8	4

The total sample size for the entire population is the sum of all final sample size for each stratum: $84+8+4=96$

3.4. Research instruments

In order to keep costs low and have high response rate, the researcher used questionnaires containing open and closed questions and unstructured interviews in order to give detailed level of content. The questionnaires comprised information on personal details, information about courses offered and resources available. Questionnaires were administered to respondents. This also enabled the researcher to explain and answer questions from the respondents.

3.5. Data collection procedure

The researcher visited IPRC Kigali with a letter of introduction. He introduced his topic and explained the assistance he needed from the respondents. The questionnaires were distributed to the administrators, teachers and students to fill after a brief explanation by the researcher.

3.6. Data analysis techniques

Descriptive statistics were used to analyze data in terms of percentages and proportions applied to establish the factors that affect acquisition of practical skills. To enhance conceptualization of the findings, tables and were also used.

3.7. Validity and reliability

Validity is the extent to which an instrument measures, what it is supposed to measure. For this study, one of instruments used is questionnaire. So before testing, the questionnaire variables were defined and asked the experts in the area of research like the dissertation supervisor to evaluate the content of questionnaires to determine their content and validity.

Reliability is a measure of degree to which a research instrument gives consistent results after repeated trials.

CHAPTER 4:

PRESENTATION AND INTERPRETATION OF FINDINGS

4.1 Introduction

This chapter intends to make an analysis and interpretation of the findings of the study to achieve the research objectives, which include; analyzing the factors affecting practical skills acquisition in IPRC Kigali learners. The identification of the respondents is also considered to establish their relationship with the variables under investigation.

4.2. Identification of respondents

The study investigated on social characteristics of the respondents chosen in IPRC Kigali. The reason was to establish whether such characteristics have a strong bearing on the factors affecting practical skills acquisition in IPRC Kigali learners. The findings are presented in the subsequent tables.

4.2.1 Gender of respondents

The research further investigated the respondents' gender. The reason was to find out if both men and women hold same views or different ones on the factors affecting practical skills acquisition in IPRC Kigali. This is presented statistically below;

Table 1: Gender of respondents

	Frequency	Percent	Valid percent	Cumulative percent
Male	40	41.7	41.7	41.7
Female	56	58.3	58.3	100.0
Total	96	100.0	100.0	

Source: Primary data, March 2019

Table above shows that female respondents constituted 41.7% while male respondents were 58.3%.

This implied that females were the major respondents while males were the minor respondents of the study.

Females being the major respondents had views on the factors affecting practical skills acquisition in IPRC Kigali and were they made up the majority of respondents compared to males.

4.2.2 Age of respondents

The researcher explored the age of the respondents in regard to the factors affecting practical skills acquisition in IPRC Kigali.

Table 2: Age of respondents

Age	Frequency	Percent	Valid percent	Cumulative percent
20-30	43	44.8	44.8	44.8
31-40	40	41.7	41.7	86.5
41-50	13	13.5	13.5	100.0
Total	96	100.0	100.0	

Source: Primary data, March 2019

The table presents that 44.8% of the respondents were between 20-30 years, 41.7% were between 31 - 40 years and 13.5% were between 41-50 years. This implies that most of the respondents were between 20-30 years and had ideas on the factors affecting practical skills acquisition in IPRC Kigali, the few were between 41-50 years and they had just entered IPRC Kigali to get experience. This also implies that IPRC Kigali employs young and fresh graduate who are energetic and are very familiar and updated with the factors affecting technical and vocational education training (TVET).

4.2.3 Academic background of respondents

The researcher also considered the academic background of respondents to establish how it relates to the factors affecting technical and vocational education training learner in practical skills acquisition. The findings are presented in the table below;

Table 3: Academic background of respondents

Age	Frequency	Percent	Valid percent	Cumulative percent
Diploma	30	31.3	31.3	31.3
Bachelor's degree	48	50	50	81.3
Master's degree	18	18.8	18.8	100.0
Total	96	100.0	100.0	

Source: Primary data, March 2019

The table above shows that 31.3% of the respondents had Diploma, 50% had Bachelor's degree, and 18.8% had Masters' degrees. This implied that majority of respondents had attained Bachelor's degree and diploma level of education and were mostly employed in the technical and vocational education training (TVET) sector due to their knowledge and experience in the their respective fields. However, those who had other levels of education were working as messengers and junior subordinates in the same field.

4.2.4. Factors Affecting Acquisition TVET Schools

It has been noted that there are several factors that affect practical skills acquisition in TVET Schools.

The table below describes the adequacy of those factors:

Table 4: Factors affecting skills acquisition in relation to learners

Factors	Frequency	Percent	Valid percent	Cumulative percent
Learners overloaded by other theoretical courses	30	31.2	31.2	31.2
Learners redundancy in practical works	27	28.2	28.2	59.4
Laziness of learners	13	13.5	13.5	72.9
Learners hardworking spirit	17	17.8	17.8	90.7
Attitude /discipline	9	9.4	9.3	100.0
Total	96	100.0	100.0	

Source: Primary data, March 2019

From the above table, 31.2% of respondents revealed that learners were overloaded by other theoretical courses and learners' redundancy in practical works is considered as factors which affect practical acquisition skills. 28.2% of respondents said that laziness of learners is also considered as factors affecting practical skills acquisition in TVET Schools. 13.5% of respondents said that learners hardworking spirit is important as factors affecting skills acquisition in TVET Schools, Attitude /discipline is also a factor which affect practical skills of the students.

Table 5: Factors affecting skills acquisition in relation to Lecturers

Factors	Frequency	Percent	Valid percent	Cumulative percent
Lecturers are overloaded with so many other administrative tasks	25	26.1	26.1	26.1
Lack of possession of adequate practical skills by the lecturers	23	24	24	50.1
Lecturers don't assist and guide the students during practical	15	15.6	15.6	65.7
Large class size make it difficult for lecturers to properly organize practical	26	27.1	27.1	92.8
Lecturer are reluctant to conduct practical session for students	7	7.2	7.2	100.0
Total	96	100.0	100.0	

From the above table, it is revealed that 26.1% of respondents revealed that Lecturers are overloaded with so many other administrative tasks which are considered as factors which affect practical acquisition skills. 24% of respondents said that Lack of possession of adequate practical skills by the lecturers is also considered as factors affecting practical skills acquisition in TVET Schools. 15.6% of respondents said that Lecturers don't assist and guide the students during practical which is also a factor which affects skills acquisition in TVET Schools, Large class size make it difficult for lecturers to properly organize and Lecturer are also reluctant to conduct practical session for students.

Table 6: Factors affecting skills acquisition in relation to Institution/School

Factors	Frequency	Percent	Valid percent	Cumulative percent
Most machines/equipped are obsolete and no longer in use	25	26.1	26.1	26.1
There are no basic tools for use during students' practical	18	18.7	18.7	44.8
Shortage of consumables needed for demonstration to students	23	24	24	68.8
Lack of teaching guides and text books	16	16.6	16.6	85.4
Lack of good number of trained/professional teachers	8	8.3	8.3	93.7
Inadequacy of curriculum	6	6.3	6.3	100.0
Total	96	100.0	100.0	

From the above table, it is revealed that 26.1% of respondents revealed that Most machines/equipped are obsolete and no longer in use it is among the factors which affect practical acquisition skills. 18.7% of respondents said that there are no basic tools for use during students' practical is also considered as factors affecting practical skills acquisition in TVET Schools. 24% of respondents said that Shortage of consumables needed for demonstration to students is also a course to the factor which affect skills acquisition in TVET Schools, 16.6% of respondents said that Lack of teaching guides and text books is also an effect and also Lack of good number of trained/professional teachers.

4.2.5. Place where respondent got vocational training

Table 7: Place where respondents got vocational training

Statements	Frequency	Percent	Valid percent	Cumulative Percent
Public Vocation Training	56	58.3	58.3	58.3
Private vocation training	40	41.7	41.7	100.0
Total	96	100.0	100.0	

Source: Primary data, March 2019

The table above shows that 58.3% of respondents said that the place where they got vocational training are public institutions. Vocational training in Rwanda is given out by different institutions both public and non-public institutions were vocational training

providers. The public sector comprises institutions owned by Central Government, Local government while the private sector constitutes Civil Society Organization, Faith Based Organization, Private Companies and Individuals. The results in Table below show that many graduates got their vocational training skills in IPRC, Polytechnics and other public VTC's. Vocational graduates preferred vocational training in public institutions than in private technical centers due to many factors some being fees paid in public institutions being lower compared to those paid in private centers, availability of qualified instructors and equipment for practical and the better organization of public.

4.2.6. The contribution of TVET learners to the improvement of living standards of graduates of IPRC Kigali

Technical And Vocational Education Training (TVET) prepares the students to be ready for the labor market where the skills obtained enables them to succeed in the Rwanda job market. This section presents the findings on the contribution of Technical and Vocational Education Training (TVET) Learners on improvement of living standard of graduates of IPRC KIGALI. The respondents' views are presented on the table below:

Table 8: Contribution of TVET to the improvement of living standards of graduates of IPRC Kigali:

Contributions	Frequency	Percent	Valid percent	Cumulative percent
Creation of employment	20	20.8	20.8	20.8
Obtain profitable labor	12	12.5	12.5	33.3
Savings and Income improvement	22	22.9	22.9	56.2
Acquisition of material s to be used on job	16	16.7	16.7	72.9
Access to health care services and shelter	12	12.5	12.5	85.5
Success on labor market	14	14.8	14.5	100.0
Total	96	100.0	100.0	

Source: Primary data, March 2019

The table above shows that the graduates in IPRC Kigali in VTEC were able to create employment as confirmed by 20.8% of the respondents. The graduates who finished their studies in IPRC Kigali obtained profitable labor in other companies or individuals as confirmed by 12.5% of the respondents.

Students, graduates, management of IPRC Kigali said that the graduates in IPRC Kigali in VTEC improved their income and savings they made per month as confirmed by 22.9%.

Due to the income they get, graduates in IPRC Kigali acquire materials to be used in their activities as confirmed by 16.7% of the respondents.

Graduates in IPRC Kigali in masonry are able to access health care services and access to shelter as responded by 12.5% of all respondents. This implies that the VTEC contributes to the improvement of living conditions of graduates in IPRC Kigali.

The respondents also said that Technical and Vocational Education and Training especially in its VTEC play an integral role in the growth and development of human capital and the economy. Technical and Vocational Education and Training in the masonry domain provide opportunities for the learners to be self-employed and provide an avenue for self-reliance and contributing their quota to the development of the country. VTEC is extremely important in improving and improving Rwanda's infrastructure sector while supplying a capable work force. Technical and Vocational education, if cheap and widespread, can greatly reduce unemployment rates by giving people useful and entrepreneurial skills. Technical education can greatly improve efficiency in many industries and can lead to brilliant innovation in others.

The respondents added that the economic competitiveness of Rwanda also depends on the skills of its labor force. The skills and competencies of the work force, in turn, are dependent upon the quality of Rwanda's education and training systems. Technical and vocational education especially in masonry career is perceived as one of the crucial elements in enhancing economic productivity because such schools prepare and supply future workers with appropriate knowledge and skills to enhance their productivity and, therefore, promote economic growth.

The respondents (14.8%) said that graduates in VTEC succeed in the labor market and participate highly on the labor market, lower unemployment, opportunities to acquire a qualification for all categories which did not previously have one and the chance to advance in professional hierarchy. Through lifelong learning, individuals can improve their job opportunities and qualification levels. Higher remuneration offers new opportunities which lead to further economic and social outputs, such as economic autonomy, and can also enhance psychological wellbeing. All these factors ultimately impact individual productivity. In Rwanda, VTEC main outcomes include a higher rate of labor-market participation coupled with lower unemployment.

CHAPTER 5

DATA ANALYSIS, SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1. Introduction

This chapter represents the final summary of the research findings, recommendations, and are all based on the objectives of the study.

5.2. Summary of the findings

The summary of the findings are given below based on the study objectives. They are as follows:

5.2.1. To examine the factors that hinder learners' practical skills acquisition in IPRC Kigali

According to the findings obtained from fist objective of the study 31.2% of respondents revealed that learners are overloaded by other theoretical courses which are considered to be as factors affecting acquisition among learners , 28.2% of respondents said that learners redundancy in practical works are considered as a factor affecting acquisition of learners skills, 13.5% of respondents said that laziness of learners is considered as vital factors affecting acquisition of learners skills, well as learners hardworking sprit is among the factors that affect learners skills acquisition.

5.2.2. To find out whether TVET has impacted positively on employment and skills acquisition to graduates in IPRC Kigali

According to the second objective of the study the result shows that impact of Technical and Vocational Education Training (TVET) Learners on skills acquisition, whereby the respondents who represent 34.4% said that Technical and Vocational Education Training (TVET) training facilitates learners in acquiring employable skills. The graduates in IPRC Kigali in VTEC were able to create employment as confirmed by 20.8% of the respondents. The graduates who finished their studies in IPRC Kigali in TVET and obtained gainful employment 12.5% of the respondents. As responded by students, graduates, officials of IPRC Kigali 22.9% indicated that their income and savings per month improved. The respondents added that the economic competitiveness of Rwanda also depends on the skills of its work force. The skills and competencies of the work force, in turn, are dependent upon the quality of Rwanda's education and training systems. The respondents (14.8%) said that

graduates in VTEC succeeded in the labor market and had a higher participation in the labor market, lower unemployment, the opportunity to advance their qualifications in all categories and the chance to advance in a professional hierarchy.

5.2.3. To identify challenges facing TVET learners to gain practical skills

The third objective presents that graduates face numerous challenges such as high cost of equipment and poor perception of the general public on TVET as agreed by 29.2%. One of the graduate students said that: “It has been always a challenge to change the mindset of parents, the community and stakeholders about vocational education being second choice to academic education. People tend to view TVET in a negative way, as education and training meant for those who have failed in the society. Most parents (even the ones with TVET background) want to see their children becoming engineers, doctors, lawyers, etc. just because they believe this will give them better job opportunities.

The respondents (4.2%) said that both students and graduates face the challenge relating to the absence of career guidance and counseling services where they are no experienced people in this domain to guide new graduates who are joining the labor market. One of the teachers said that: “In IPRC Kigali there are many challenges regarding the establishment of appropriate infrastructure, upgrading existing material and training resources available. As confirmed by students, graduates, staff of IPRC Kigali and officials of IPRC Kigali (7.3%), students in VTEC face the challenge of a lack in trained/professional teachers where the trainers who teach students to are not experienced and are new in this career.

Nowadays in Rwanda there is many people who can attend trainings in TVET in technical institutions but there are limited numbers of technical institutions as responded by 7.3% of the respondents.

The respondents also said that VTEC faces a challenge of inadequate technical teachers and facilitators and limited number of training institutions for technical teachers as agreed by 10.4% and 6.3% respectively.

5.3. Conclusion

Although the rate of Enrolment has been falling for the last five years, reasons that were given were as follows: lack of school fees, lack of an elaborate curriculum containing practical courses and poor attitude towards VTC. Other reasons like timing of some of the courses, like computer studies, which is offered at night despite most students not being able to attend night lessons.

The graduates in IPRC Kigali in VTEC were able to create employment as confirmed by 20.8% of the respondents. The graduates who finished their studies in IPRC Kigali in VTEC and were able to gain profitable labor in companies or individuals as confirmed by 12.5% of the respondents. As approved by students, graduates and management of IPRC Kigali said that the graduates in IPRC Kigali in VTEC increased their income and savings per month as confirmed by 22.9%.

5.4. Recommendations

As a result of the findings of this study and the conclusions drawn, the following recommendations were made:

1. The tools, equipment and machineries in the laboratories should be properly maintained for effective utilization.
2. The government should add appropriate learning resources and improve physical facilities.
4. There should be adequate tools/materials in the TVET Schools workshops and laboratories.
5. Lecturers should be regularly retrained to update their skills especially on practical projects.
6. Modern text materials on practical skills should be supplied in libraries.
7. All the stakeholders of VTC should create awareness on the benefits and importance of VTC and give it a more positive approach than it has been before. This will attract more youths to these centers so that enrolment is enhanced and retention of learners in the vocational education centers.

5.5. Suggestions for Further Research

Based on the findings of the study, further research areas which would enhance effective acquisition of vocational skills have been recommended from the issues that arose and were beyond the scope of this study include:

1. Replication of this study in other parts of the county so as to establish the actual state of vocational education in the country. If this is done, findings that would assist in policy formation and decision making among VTC stakeholders would be formed. Other causes apart from the ones that have featured in this study that affect acquisition of skills among the youth learners would be established.
2. Factors leading to low enrolment and high dropout rate among vocational education learners should be studied. A comparative study of the youth polytechnics and the non-formal adult literacy should be carried out.

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APPENDICES

Appendix A: Introduction letter to TVET school manager

UNIVERSITY OF RWANDA (UR)

COLLEGE OF EDUCATION (CE)

MASTER OF EDUCATION IN CURRICULUM AND INSTRUCTION

TELEPHONE: 0788790774

E-MAIL: franklinerwamu@gmail.com

DATE:

TO: TVET SCHOOL MANAGER,

IPRC KIGALI

Dear Sir/Madam

RE: PERMISSION TO CARRY OUT RESEARCH

I am a student at the University of Rwanda, College of Education pursuing a Master Degree of Education in Curriculum and Instruction. I am requesting your office for permission to carry out a research in IPRC Kigali.

The information obtained will be used for no other purpose but academic and responses will be treated as confidential.

Yours Faithfully,

RWAMU Frank

Appendix B: Identification of respondents

1. Gender of respondents (Tick where appropriate)

Male

Female

2. Age Brackets of respondents

a) 20-30

b) 31-40

c) 41-50

3. Academic background of respondents

a) Diploma

b) Bachelor's degree

c) Master's degree

4. Factors Affecting Acquisition of Vocational Skills

a) Fee Payment

b) Parents Involvement

c) Curriculum Implementation

d) Teachers/ Instructors

e) Administrative and staff development

f) Curriculum of course offered

g) Discipline

5. Physical facilities used to enhance learning at the vocational centers on acquisition of Vocational Skills in IPRC Kigali

a) Masonry and brick laying

b) Welding

c) Carpentry

d) Tailoring

e) Hair dressing

f) Plumbing

g) Mechanics of motor vehicles

h) Electrician

i) Catering

j) Driving

k) Others

6. Place where respondents got vocational training

a) Public Vocation Training

- b) Private vocation training
7. Impact of Technical and Vocational Education Training (TVET) Learners on employment and skills acquisition to graduates
 - a) Definite employable skill
 - b) Definite private/ public employable skills
 - c) TVET curricula's impact on employment and skills acquisition

 8. Contribution of Technical and Vocational Education Training (TVET) Learners to the improvement of living standards of graduates of IPRC Kigali
 - a) Creation of employment
 - b) Obtain profitable labor
 - c) Savings and Income improvement
 - d) Acquisition of material s to be used on job
 - e) Access to health care services and shelter
 - f) Success on labor market

 9. The challenges faced by Technical and Vocational Education Training (TVET) Learners on employment and skills acquisition in IPRC Kigali
 - a) High cost of equipment
 - b) Poor perception of the general public on TVET
 - c) Absence of career Guidance and Counseling service
 - d) Lack of good number of trained/professional teachers
 - e) Limited number of technical institutions
 - f) Lack of facilities and materials for training students
 - g) Inadequate technical teachers and facilitators
 - h) Limited number of training institutions for technical teachers
 - i) Others

Thank you for your cooperation