
INFLUENCE OF VOCATIONAL TRAINING ON LABOUR PARTICIPATION IN THE CONSTRUCTION COMPANIES IN NAIROBI COUNTY, KENYA.**OLANG Collins¹, Dr. NZUKI Peter²****^{1,2} University Of Nairobi****Abstract**

The purpose of this study is to establish the influence of vocational training on labour participation in the construction companies in Nairobi County, Kenya. The study employed the descriptive survey research design. The target population for this study was 216 graduate of youth polytechnics, 10 Managers of Youth Polytechnics, 4 Directors of Technical and Vocational Education and Training (TVET) and 20 employers of Youth Polytechnics graduates in Nairobi County giving a total of 250 target population. The study used cluster sampling to select 216 Youth Polytechnics graduates, 10 Managers of Youth Polytechnics, 4 Directors of Technical and Vocational Education and Training (TVET) and 20 employers of Youth Polytechnics graduates in Nairobi County. The sample size of the study was 140 graduate trainees, 10 managers, 4 directors and 20 employers arrived at through a mathematical formular. The study used questionnaire, interview guide and observation as the main data collection instruments. A pilot study was carried out to pretest and validate the questionnaire. Descriptive statistics will be used to analyze the data collected on the influence of vocational training on labour participation in the construction companies Nairobi County, Kenya. Quantitative data collected was analyzed using proportions, means, standard deviations and frequencies. Content analysis was used to analyze data that is qualitative in nature or aspects of the data collected from the open ended questions. In addition, a multiple regression was used to establish the relationship between study variables. The study established that equipments had (0.598) positive influence on labour participation in the construction companies in Nairobi County, Kenya. The study revealed that training facilities have (0.665) positive influence on labour participation in the construction companies. The study found that instructor capacity had (0.291) positive influence on labour participation in the construction companies in Nairobi County, Kenya. The study indicated that training curriculum had (0.542) negative influence on labour participation in the construction companies in Nairobi County, Kenya. The study recommends that vocational training institutions should acquire modern training equipment and the equipment should also be adequate for the students in the institution, this will positively influence vocational training and increase labour participation in the construction companies. The study also recommends that the institutions should purchase enough training facilities for their students this will have a great impact to vocational training since the trainees will be properly trained. Also because of the training facilities there will be an increase in labour participation in the construction companies.

Keyword : Equipment , Instructor capacity , Labour participation , Physical facilities and Training curriculum .

Introduction

Technical Vocational Education and Training (TVET) is one of a recognized and effective means by which quality, up-to-date, well-informed, literate and knowledgeable workers are prepared and trained for the development of the nation (Hollander & Mar, 2009). Mwangi (2004) describes TVET as a comprehensive term referring to those aspects of the educational process involving, in addition to general education, the study of technologies and related sciences, the acquisition of practical skills, attitudes, understanding and knowledge relating to occupations in various sectors of economic and social life. In a nutshell, TVET is a means of preparing for occupational fields and for effective participation in the world of work and alleviating poverty (Okorie, 2010).

Technical Vocational Education and Training (TVET) facilitates the acquisition of the practical and applied skills as well as basic scientific knowledge. It is therefore a planned program of courses and learning experiences that begin with exploration of career options, basic academic and life skills, and enables achievement of high academic standards, leadership, preparation for industry-defined work, and advanced and continuing education (CTE, 2009). Nuru (2007) indicated that changes in a country's economy is required to prepare young people for job of the future and TVET has important role to play in this process. The aim of TVET is to prepare people for self-employment and in addition be a medium of training people for the world of work; by making individuals have a sense of belonging in their communities. Consequently, TVET is seen as an instrument for reducing extreme poverty (Hollander & Mar, 2009).

Technical Vocational Education and Youth Polytechnic are the principal technical institutions established to equip students with relevant technical skills as craftsmen in various occupations. Technical Colleges are secondary level of Kenyan educational system which offer skill-based subjects in construction trade which among others include (building and construction, plumbing, carpentry and joinery and electrical installation). The construction industry consists of a diverse group of sub industries, with many individuals and organizations involved in the construction of a single structure. It is obvious that skills enhance employability and productivity as well as sustain competitiveness in the global economy. Skill development is the ability to do or perform an activity that is related to some meaningful action, work or job. In contributing to this, Okorie (2010) points out that to develop a particular skill is to exhibit the habit of thinking, acting and behaving in a specific activity in such a way that the process becomes natural to an individual through constant practice.

Construction trades teach individuals the systematic skills, knowledge and attitude involved in the production of specific products or services. It incorporates the total learning experiences acquired in abilities to make matured judgments and be in a position to create goods and services in the area of block –laying, concreting, plumbing, painting, carpentry and joinery, furniture/cabinet making, wood machinist and upholstery work. TVET play a crucial role in the social and economic development of a nation (Adeyemo, 2010). Owing to their dynamic nature, they are constantly subjected to the forces driving change in the schools, industry and society. Construction projects equires technical skills that could be

obtained in technical and vocational schools. The real tests of success of youth polytechnics are the employability of the graduates, personal development, opportunities for further education and career development, opportunities for further education and career development, public acceptance and image. Ultimately, the effectiveness and responsiveness of a youth polytechnics system would be its impact on the social and economic development of the nation (Okafor, 2011). It is obvious that skills enhance employability and productivity as well as sustain competitiveness in the global construction industry.

Skill is ability possessed to carry out activities with ease and accuracy. Osuala (2009) refers to skill as the ability to perform expertly, facility in performance, dexterity and tact. Skill therefore, is the outcome of the training given to a student or an employee to make him/her perform more expertly and easily on his job by using his knowledge effectively and readily in execution of his performance. Skill development according to Okorie (2010) varies with the nature, complexity and type of activity that is involved. Skill development requires intelligent humans. Indeed, most learned or developed skill present great challenges to students in the integration of the practical work and theoretical fields, 'common sense, a good power of observation and courage' (Okorie 2010, p. 84). An individual who opt for skill development should among other things, possess qualities such as interest, ability, aptitude, patience, personality characteristics and other human or physical qualities that would enable him/her succeed in it (Adeyemo, 2010). The problem of why there is a high level of TVET graduates who are unemployable arises from lack of skills or competency required of them in the construction companies in Kenya, despite the fact that the summary of the objectives of TVET is to enable students secure employment either at the end of the whole course of after completing on or more modules of employability skills forms the basis for this study (Osuala, 2009).

The important role of TVET institutions cannot be reiterated as showcased by employment statistics for the year 2009 where informal sector contributed to the highest number of employees which constituted 79.8 per cent of total employment, continued to form the bulk of total jobs created providing an additional 433.5 thousand new jobs, same levels as those created in 2007. In the same period, the total number of self employed and unpaid family workers within the modern sector remained at the same level of 2007. According to the African Economic Outlook 2008 Technical and Vocational Skills Development in Africa occurs at different levels of education. Governments and donors need to produce the mix of skills that best corresponds to the requirements of countries at their specific stage of economic development. In addition, skills and vocational training policies are most effective when they are in line with overall development policies and the needs of the labour market. This is the departure point from which the Kenya Education Sector Support Programme (KESSP) of 2005-2010 was formulated and adopted.

According to the Institute of Economic Affairs (IEA) Youth Fact Book According to the 2010 Economic Survey, in 2009, the total enrolment in TVET institutions was 71,513 as compared to 85,200 in 2008. The lower enrolment was due to upgrading of Kenya Polytechnic University College and Mombasa Polytechnic University College to University college status in 2009. The Youth Polytechnics had the highest enrolment recorded among TVET institutions at 43.8 per cent followed by Technical training institutions at 31.4 per

cent. The current national polytechnics are Kisumu and Eldoret with a total enrolment of 6,999 students. In 2009, the male student enrolment stood at 50.2 per cent in TIVET institutions with Youth polytechnics having a higher enrolment of female students at 57.8 per cent.

Technical and Vocational Education and Training (TVET) programmes are considered central in industrialization of economies (Federation of Kenya Employers, 1996; McGrath, 2002; Ziderman, 1997). Despite the lack of observable association between the provision of technical education and economic performance and growth, TVET is stressed as an alternative that would ensure development by alleviating unemployment and transmitting skills and values useful in employment (Kogoe, 1985). There is therefore a need to carry out a coherent analysis of vocational training programmes while including natural resources, the business environment, and the availability of equipment, demand and access to markets. Taking into account all these elements should improve service delivery, planning and resource allocation. As shown by an analysis of training programmes in the informal sector of Côte d'Ivoire during 1994-2002 indicated which ones produced positive economic impacts; in Benin a study of programme quality over 2000-2005 showed possible positive outcomes, since 60 per cent of participants said that their turnover and profits had increased while costs had fallen. This study sought to establish the influence of vocational training on labour participation in the construction industry in Kenya.

Statement of the problem

In the last 10 years, Kenya has experienced a boom in its construction sector with highrise buildings, residential buildings and office buildings coming up by the day. One would expect that with such a boom, Kenyans who are skilled in the areas of construction will never go jobless. However, this is not the case going by the unemployment rate among youths in Kenya today. Institutions mandated to produce such lower level skills produce graduates in their hundreds yet they cannot access employment in the construction sector. This means that there must be a disconnect between the skills that the graduates possess and the realities in the job market. Youth polytechnics are the principal technical institutions established to train craftsmen in various occupations. It is a paradox that a large number of Technical College graduates go jobless for years, while construction companies in Kenya is in short supply of skilled workers from technical institutions (Kinyua, 2015). Boeteng and Ofori-Sapong (2012), observed that experience requirements are now stated in terms of competencies and skills rather than years. The result of a study carried out on graduate turnout, skills and graduate unemployment by Akinyemi, Ofem and Omore (2010) shows that TVET graduate largely lack basic skills and competence that are needed in the modern construction companies.

Adeyemo (2010), observed from a survey carried out on TVET graduate labour participation in the construction industry, that there was a mismatch between the technical college graduates and labour market demands in the construction industry. Skills mismatch, according to Nzekwe and Izueke (2013) is a situation where an individual lacks the basic mental, (even though he has had formal education), social, practical and developmental skills that will enable him to function effectively at assigned jobs and handle everyday work

challenges. To collaborate this, the National Construction Authority, NCA (2015) asserted that construction companies in Kenya were not recruiting but adopting employment protection strategies due to the poor quality graduates, who do not meet the demands of the industry. According to NCA(2015) the lack of skills was attributed to old curriculum in training institutions, lack of modern equipment and training facilities in the youth polytechnics and lack of capacity by instructor .

Kent and Mushi (2015) states that job seekers from TVET possess skills that do not match the needs and demands of employers, which has been attributed to old curriculum, lack of modern equipment , lack of training facilities and lack of capacity by instructor (NCA, 2015). It simply means that majority of them cannot handle the job they go for (McGrath, 2009). This has resulted to construction companies in Kenya hiring foreign craftsmen to work for them due to lack of lack basic skills and competence that are needed in the modern Construction Industry. It is against this background that the study sought to establish the influence of vocational training on labour participation in the construction companies in Nairobi County, Kenya.

Purpose of the study

The purpose of this study was to establish the influence of vocational training on labour participation in the construction companies in Nairobi County, Kenya.

Objectives of the study

The study was guided by the following objectives;

1. To establish how training equipment influence labour participation in the construction companies in Nairobi County, Kenya.
2. To establish how training facilities influence labour participation in the construction companies in Nairobi County, Kenya.
3. To determine how instructor capacity influence labour participation in the construction companies in Nairobi County, Kenya
4. To examine how training curriculum influence labour participation in the construction companies in Nairobi County, Kenya

Theoretical Framework

The theoretical framework of the study is a structure that can hold or support a theory of a research work. It presents the theory which explains why the problem under study exists. Thus, the theoretical framework is but a theory that serves as a basis for conducting research. The theory that lends itself to the present study is the Human Capital. The theoretical framework most responsible for the wholesome adoption of education and development policies has come to be known as human capital theory. Based upon the work of Schultz (1971), Sakamota and Powers (1995), Psacharopoulos and Woodhall (1997). Human capital theory presupposes investments, activities and processes that produce vocational and technical education knowledge, skills, health or values that are embodied in people. It implies building an appropriate balance and critical mass of human resource base and providing an enabling environment for all individuals to be fully engaged and contribute to goals of an organization or a nation (Enyekit et al, 2011). According to Schultz (1963) human capital is a theory which displayed the role of investment in education in order to boost economic and

social achievements. Investment can be seen as a role to prepare facilities or as financial contribution to increase the quality of education.

According to Olaniyan & Okemakinde (2008) the focus on education as a capital good relates to the concept of human capital, which emphasizes that the development of skills is an important factor in production activities. It is widely accepted that education creates improved citizens and helps to upgrade the general standard of living in a society. Becker (1962; 1964) believed that the height of workforce production have positive relationship with the educational and training form in which the higher the educational and training form a person gets, the higher the productivity achievement of an individual. The Kenyan government has made huge investments through concerted efforts with its development partners, NGOs and community organisations to improve skill development among its youth through vocational training. Policy documents (MoES&T, 2003; 2004; 2005) all reflect the importance of vocational training as a mechanism to increase youth labour participation rates in Kenya. Vocational training is viewed as providing an individual with the minimum skills to enter into the world of work and expose them to a range of skills and experiences (Nyerere, 2009). This theory will be the basic understanding in choosing the skills required by employees or trainees where in the end of it they will be able to identify the effects of the skill selection (Kazilan et al, 2009). The present labour market (employers) require employees whom are both qualified in technical skills and also in basic and soft skills which include reading, counting (basic arithmetic), and other skills such as problem solving, decision making, broad mind, trustable, good attitude, able to cooperate and effective (Buck & Barrick, 1987).

According to Olaniyan & Okemakinde (2008) the role of education in the growth and development process is to view human capital as a critical input for innovations, research and development activities. From this perspective, education is seen as an intentional effort to increase the resources needed for creating new ideas, and thus, any increase in education will directly accelerate technological progress. This implies that there is need for self reliance for the individual in the contemporary market which corresponds to a need for entrepreneurship among the populace. For example, vocational students are encouraged to get involved in business after completing their studies with the skills attained. For those who choose to get involved in business, aspect of financial management becomes the important feature in management (Kazilan et al, 2009).

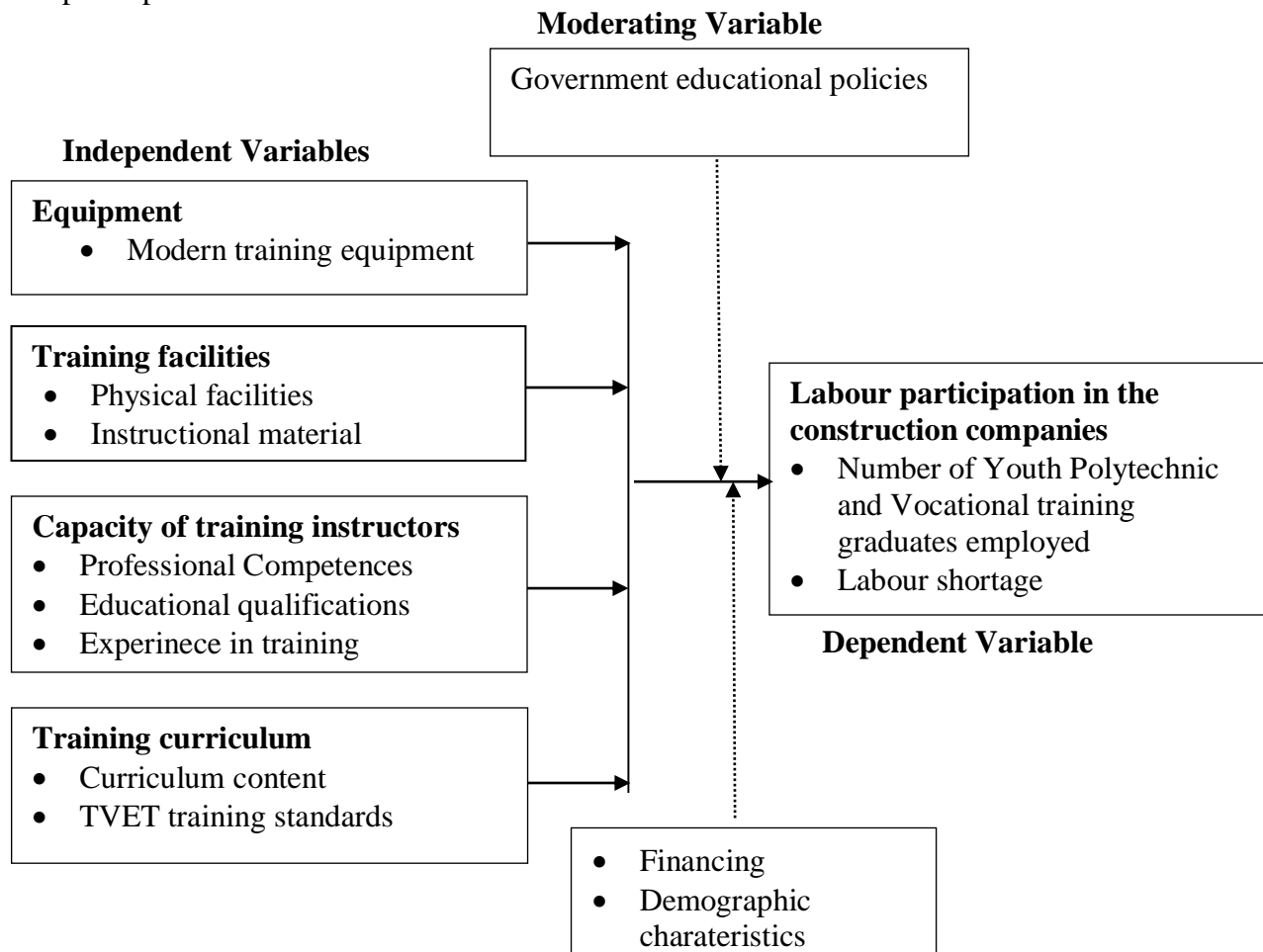
The review of previous research on the application of the Human Capital model to education and training it is evident that investments in education and training do infact have a strong correlation to the ability of an individual to participate in the labour market and improve their productivity. However, as Kazilan et al. (2009) suggest the participation of vocational trainees to participate in self employment activities; there is lack of a clear mechanism on how this can be achieved. The study will therefore seek to establish the effectiveness of the vocational training curriculum to the extent to which it contribute to equipping the trainees for self reliance after their training.

Human capital theory in its arguments gives high precedence that investments to the education sector would lead to productivity among vocational trainees and would lead to

high labour participation. Despite huge investments to the vocational training sector in Kenya there has not been less than significant impact of youth participation in the labour market. The present study therefore seeks to investigate the effectiveness of vocational training operations as the independent variables of physical facilities and equipment, quality of instructors and vocational training curriculum from the perspective of the trainees who are the key informants of the study.

Conceptual framework

The conceptual framework consists of the independent variables of the study (training equipment and facilities, training instructors capacity and training curriculum) and the perceived influence that they have on the dependent variable (labour participation in the construction companies). The intervening variables of the study are financing and demographic characteristics. Intervening variables have effects on both independent and dependent variables where availability of financing may increase the effectiveness of vocational training. Government educational policies are the moderating variable and this have an effect on the relationship between vocational training and employability of the youth. For instance, the retirement age and the minimum working age would determine the labour participation rates.



Intervening Variable

Figure 1: Conceptual Framework

Summary of literature

Literature reviewed suggests a plethora of work in the area of vocational training in both developed and developing countries. For instance, employability skills among the students of technical and vocational training centers in Malaysia (Kazilan et al. 2009); factors influencing the attractiveness of a technical and vocational education and training institution in Kenya (Simiyu, 2009); technical & vocational education and training (TVET) sector mapping in Kenya (Nyerere, 2009) which have highlighted different factors affecting vocational training such as mismatch between training and the labour market, poor infrastructure and lack of participation from youth population. Nonetheless, so far, there is no empirical data regarding employability skill of students who have studied in training centers. Thus, this study would like to explore the labour participation of skills of students in Youth Polytechnics.

Research Gap

The empirical studies focused on effect of technical and vocational training on students skills, factors influencing attractiveness of technical and vocational training in Kenya (Simiyu, 2009), impact of vocational training on skilled labour shortage within the Nigerian construction sector and technical & vocational education and training (TVET) sector mapping in Kenya (Nyerere, 2009). This study intends to fill the research gap by studying the influence of vocational training on labour participation in the construction companies in Nairobi County, Kenya.

Research Methodology

The study employed the descriptive survey research design that involves incorporation of descriptive research which seeks to answer the “what” question. The target population for this study will be (4) youth polytechnics and six (6) vocational centres in Nairobi County (NCC Taskforce On Education Report, 2015). The respondents of the study were graduates of vocational training institution, who were working in the local construction companies, employers, managers and instructor of 4 youth polytechnics and six 6 vocational centres in Nairobi County. The target respondents will be a total 250 respondents comprising of 216 graduate working in the construction companies, 10 Managers of Youth Polytechnics, 4 Directors of Technical and Vocational Education and Training and 20 employers of Youth Polytechnics graduates in Nairobi County. The key informants of the study were Managers of Youth Polytechnics due to their familiarity with the management and operations of Youth Polytechnics and Directors of Technical and Vocational Education and Training in Nairobi county.

The study adopted a mathematical formula for the purpose of determining the sample size of graduates. (Taro Yemane, 1970) has suggested the following mathematical formula for determining sample size. The sample size of 140 graduates was randomly selected.

Purposive sampling was used in the selection of 10 managers of youth polytechnics , 4 directors of Technical and Vocational Education and Training and 20 employers of Youth Polytechnics graduates in Nairobi County. Thus the sample size of the study was 174 respondents.

Table 1: Sampling Frame

Population	Frequency	Sample
Graduates	216	140
Managers	10	10
Directors	4	4
Employees	20	20
Total	250	174

The study sought to use primary data defined as that collected directly from the intended respondents. A pilot study was carried out to pretest and validate the questionnaire. Cronbach's alpha methodology, which is based on internal consistency, was used. Cronbach's alpha measures the average of measurable items and its correlation. In this study, a descriptive approach to data analysis were used to analyze the data collected on the influence of vocational training on labour participation in the construction companies in Nairobi County, Kenya. The researcher perused the completed questionnaires. Quantitative data collected was analyzed using SPSS and presented through proportions, means, standard deviations and frequencies. This involved tallying up responses, computing percentages of variations in response as well as describing and interpreting the data in line with the study objectives and assumptions using the SPSS. Content analysis was used to analyze data that is qualitative in nature or aspects of the data collected from the open ended questions. In addition, a multiple regression was used to measure the quantitative data and will be analyzed using SPSS. The regression equation is:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \varepsilon$$

Where, Y is the dependent variable (Labour Participation), β_0 is the regression constant, β_1 , β_2 and β_3 are the coefficients of the independent variables, X_1 is training facilities and equipments, X_2 is capacity of the training instructor and X_3 is training curriculum.

Result and Discussion

Descriptive and inferential statistics have been used to discuss the findings of the study. This study targeted a sample size of 140 graduates who were randomly selected. Also 10 managers of youth polytechnics, 4 directors of Technical and Vocational Education and Training and 20 employers of Youth Polytechnics graduates in Nairobi County all making a sample size of 174 respondents. Out of 140 graduates 138 responses were obtained giving a response rate of 98.6%. On employers response rate all the 20 employers questionnaires were dully filled and returned making a response rate of 100%.

In this study, a multiple regression analysis was conducted to test the influence among predictor variables. The research used statistical package for social sciences (SPSS V 22) to code, enter and compute the measurements of the multiple regressions.

Table 2: Model summary

Model	R	R Square ^b	Adjusted r Square	Std. Error of the Estimate
1	0.798a	0.6368	0.6151	0.001

Regression analysis is a statistical process for estimating the relationships among variables. R is the correlation between all the independent variables and dependent variable. In this study r was 0.798, which shows that all the independent variables (equipment , training facilities , capacity of training instructors and training curriculum) have a positive influence on the labour participation in the construction companies . Regression analysis results are shown in table 4.9, reveal r^2 of 0.6368 and significant variables all at 5% level of significance. This implies that 63.68% change in the dependent variable (labour participation in the construction companies) can be attributed to changes in the independent variables namely, equipment , training facilities , capacity of training instructors and training curriculum.

Table 3: Analysis Of Variance

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	18.828	4	4.707	7.275	.000 ^a
	Residual	86.051	133	0.647		
	Total	104.879	137			

The study established that there existed a significant goodness of fit of the model $Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + \varepsilon$ indicted by the higher value of F-statistics ($F_{Cal}=7.275 > F_{Cri} = 2.439$ at confidence level 95 % and sig is $0.000 < 0.05$). This therefore implies that there is a goodness of fit of the model fitted for this study: $Y = 0574+0.598X_1 +0.665X_2 +0.291X_3 +0.542X_4+ \varepsilon$

Table 4: Coefficient analysis

Model	Unstandardized Coefficients		Standardized Coefficients		Sig.
	B	Std. Error	Beta	t	
1 (Constant)	0.574	0.192		2.522	0.015
Equipment	0.598	0.205	0.412	3.304	0.002
Training Facilities	0.665	0.011	0.563	3.882	0.001
Capacity of training instructors	0.291	0.136	0.134	4.124	0.002
Training curriculum	0.542	0.824	0.353	2.124	0.008

From regression results is shown in Table 4, and can be expressed in the modes as follows:

$$Y = 0574+0.598X_1 +0.665X_2 +0.291X_3 +0.542X_4+ \varepsilon$$

The constant value 0.574 represents the change in dependent variable not attributed to by study independent variables. Regression results further revealed that change in equipment (X_1) has significance influence in labour participation in the construction companies as indicated by $\beta_1=0.598$, $p=0.02<0.05$, $t=3.304$ implying that a unit change in equipment will leads to 0.598 change in labour participation in the construction companies; change in training facilities (X_2) has a significance influence on labour participation in the construction companies as indicated by $\beta_2= 0.665$, $p=0.001<0.05$, $t=3.882$ implying that a unit change in training facilities will leads to 0.598 change in labour participation in the construction companies; capacity of training instructors (X_3) has low significance influence on labour participation in the construction companies as indicated by $\beta_3=0.291$, $p = 0.002<0.05$, $t=4.124$ implying that a unit change in capacity of training instructors will leads to 0.291 change in labour participation in the construction companies; and finally training curriculum (X_4) has significance influence on performance of commercial banks as indicated by $\beta_4=0.542$, $p=0.008>0.05$, $t= 2.124$, implying that a unit change in training curriculum will leads to 0.542 change in labour participation in the construction companies. In general the regression beta coefficients reveal that the most significance variable for the study is training facilities , capacity of training instructors, equipment and lastly training curriculum.

Discussion

The first objective of the study was to establish how equipment influence labour participation in the construction companies in Nairobi County, Kenya. The study revealed that most vocational training institutions do not have modern training equipment and the training equipment in the vocational institutions are neither adequate nor inadequate. The study agrees with those of Jamieson *et al.* (2005), they found out that curriculum and facility design are related, and their findings demonstrate that the physical learning environment has an influence on students' social and scholastic behavior.

The study also sought to establish how training facilities influence labour participation in the construction companies in Nairobi County, Kenya. The study found out that training facilities and equipment's in vocational training institutions are inadequate, there were sufficient modern equipment in the institution, there are enough instructional material in the institution, learning materials and tools were sufficient for an effective learning environment, there was consultations on the needs and expectations of students and training facilities were well coordinated to allow for effective learning. The study findings concurs with those of Grollmann (2008), he asserts that there are two major obstacles to the professionalization of teachers in vocational education: the low status of vocational education and the problem of increasing the status of the teaching profession in general.

The third objective aimed to determine how instructor capacity influence labour participation in the construction companies in Nairobi County. The study established that, there were effective communication between the instructor and trainee during and after classes, training instructor was readily available for consultation during and after classes, the instructor was conversant with the course and the broader work environment, training instructors had the required education qualification for the course, training plans were well presented during

learning by instructors, training instructors are experienced in training the course and instructors exhibited professionalism in their duties and responsibilities. The study findings concurs with those of Grollmann (2008), he asserts that there are two major obstacles to the professionalization of teachers in vocational education: the low status of vocational education and the problem of increasing the status of the teaching profession in general.

The last objective examined how training curriculum influenced labour participation in the construction companies in Nairobi County, Kenya. The study revealed that, the training curriculum was relevant to what they do now, the curriculum offered enough practice skills which they use in their current job, training curriculum offered skills that are applied in daily work and the curriculum delivery was a replica of what they do in their current job. The study agrees with those of Opiyo and Agwanda (2008) in the Kenyan Youth Fact Book asserts that increased youth migration has far-reaching impacts. It increases the strain for jobs without necessarily improving the job conditions of those who are left in rural areas; impacts provision of public goods, education, utilities, housing, and infrastructure.

The findings reveal that vocational training institutions have no the modern training equipment and even the available equipments are not enough for training a large group of students. The training facilities were also not enough the available facilities were used by a group of students at a time. The vocational training institutions had qualified instructors who were able to perform their work well and also interact with students during the learning sessions. The training curriculum established by the ministry of education was relevant and therefore enhanced students skills which are needed in the job market.

Conclusions

The findings of the study established that, equipment have influence on labour participation in the construction companies in Nairobi County, Kenya. Thus, the study concludes that equipments had a positive influence on labour participation in the construction companies in Nairobi County, Kenya. On training facilities influence on labour participation in the construction companies in Nairobi County, Kenya, the study concluded that training facilities have a positive influence on labour participation in the construction companies.

On instructor capacity, the study indicated that it had influence on labour participation in the construction companies in Nairobi County, Kenya. Further the study concluded that instructor capacity had a positive influence on labour participation in the construction companies in Nairobi County, Kenya. Finally on the training curriculum; the study indicated that training curriculum had a negative influence on labour participation in the construction companies in Nairobi County, Kenya.

Recommendations

The study recommends that vocational training institutions should acquire modern training equipment and the equipment should also be adequate for the students in the institution, this will positively influence vocational training and increase labour participation in the construction companies. The study also recommends that the institutions should purchase enough training facilities for their students this will have a great impact to vocational training

since the trainees will be properly trained. Also because of the training facilities there will be an increase in labour participation in the construction companies.

Another recommendation is that the institutions should employ experienced instructors, this will enhance their work delivery to the trainees and will result to a better understanding of trainees since, they are taught by qualified instructors and hence it will increase increase labour participation in the construction companies. Finally the institutions should have a curriculum which can be replicated in the current jobs by the graduates, this will increase influence labour participation in the construction companies.

Suggested Of Further Studies

This study aimed at establishing influence of vocational training on labour participation in the construction companies in Nairobi county, Kenya. Further studies should be carried out to find out the influence of vocational training to other companies such as manufacturing and service industries.

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