African Journal of Emerging Issues
Peer reviewed | Double blind | Interdisciplinary

African Journal of Emerging Issues
(AJOEI)
Online ISSN: 2663 - 9335
Available at: https://ajoeijournals.org

HUMAN RESOURCE

DETERMINANTS OF EMPLOYABILITY AMONG TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING (TVET) GRADUATES IN WEST POKOT COUNTY, KENYA

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Publication Date: June 2026

ABSTRACT

Purpose of Study: The study analyzes the determinants of the employability of TVET graduates in West Pokot County, Kenya. Specific objectives included examining the effects of socio-economic status, vocational training skills, program attributes, and post-training support on employability outcomes.

Problem Statement: Youth unemployment continues to pose a significant development challenge in Kenya, despite significant investments in Technical and Vocational Education and Training (TVET).

Methodology: The research employed a descriptive, cross-sectional, mixed-methods design. Descriptive statistics and multiple linear regression were used methodologically.

Result: Vocational training skills had a significant impact on youth employability, with a moderate positive effect on program characteristics, and a moderate negative effect on post-training support. Furthermore, most graduates found that there wasn't enough connection within the institutions, post-training support systems, mentorship, or industry exposure. The study also revealed that, while graduates in general were satisfied with the technical skills they developed, employment outcomes were hampered by a lack of training materials, outdated equipment, and poor linkages with the labor market.

Recommendation: Industry cooperation should be strengthened and that the post-training support mechanism should be institutionalized, including mentorship, career guidance, and enterprise financing.

Keywords: *TVET, youth employability, vocational training, post-training support, Kenya, West Pokot.*

INTRODUCTION

There is a strong relationship between the quality and productivity of a country's workforce and economic growth and social transformation. Education and skills development are now seen as key assets in modern economies, boosting competitiveness and innovation and mitigating poverty (Teixeira, 2024; Chang, 2021). But traditional schooling has limited effectiveness in tackling the recent surge in youth unemployment and labor market inequalities, especially in developing nations. In this context, TVET has become internationally recognized as a key avenue for providing young people with market-oriented, employable, and practical skills (UNESCO, 2021).

Although educational opportunities are expanding worldwide, youth unemployment remains a major socio-economic problem. ILO (2024) reports that youth are much more likely than adults to be at risk of unemployment, underemployment, and precarious working arrangements. This is explained by the widening gap between the skills of training institutions and labor market requirements (Handel et al., 2016). To counter this, many countries, including Germany, Singapore, and South Korea, have begun to prioritize TVET systems to increase school-to-work transition by introducing competency-based learning, apprenticeship programs, and industry linkages (OECD, 2018). Youth unemployment in South Africa remains high at 55.8%, leading to tensions. In response, the Government has been assisting TVET institutions to fill this gap by equipping them with the proper skills.

In addition, national and regional policies have further strengthened TVET's strategic value in the context of sustainable development and inclusive growth. Employability, entrepreneurship, and lifelong learning are important outcomes of TVET and are central concepts of UNESCO's TVET Strategy (2016-2021) and the UNESCO-UNEVOC Medium-Term Strategy (2021-2023). Likewise, the African Union's Continental Education Strategy for Africa (CESA 2016-2025) recognizes TVET as a key enabler of industrialization and of addressing youth unemployment in Africa. These pledges include a labor-market-responsive curriculum, support for vulnerable groups, and enhanced institutional connections between training institutions and industry (UNESCO, 2021; AfDB, 2025).

Even with increased investment in education and skills training, youth unemployment and underemployment remain a persistent development challenge in Kenya. Young people aged 15-34 are a significant share of the population, but have been and remain significantly overrepresented in unemployment (ILO, 2024). The Government of Kenya has therefore placed vocational education at the heart of policy agendas such as Kenya Vision 2030 and the Bottom-Up Economic Transformation Agenda (BETA), which views vocational education as a major enabler of industrialization and job creation, and as a pathway toward economic inclusion (Republic of Kenya, 2023). Major reforms have been made, including increased sizes of TVET institutions, the adoption of competency-based education and training (CBET), and the development of entrepreneurship skills.

Yet, even with these efforts, a significant number of TVET graduates in Kenya are still struggling to get good jobs or to embark on sustainable self-employment. Employers often note that graduates lack practical competencies, soft skills, and the skills required for employment, and graduates face challenges in securing internships, mentorship, financial support, and labor market information (Ali et al., 2025). Additional research also shows ongoing gaps between what is learned in vocational training and the changing needs of the labor market, especially in new sectors such as digital technology and innovation-based companies (Santosa et al., 2026; Onyango, 2026; Wamalwa & Burns, 2018).

In some marginalized and rural counties like West Pokot, the situation is more serious as the limited industrial development, coupled with poor infrastructure and poverty, limits the employment opportunities of the youth. TVET institutions in the county have facilitated access to vocational training, but challenges remain in the quality of training, training facilities, attachments, and post-training systems. Access to employment networks, enterprise financing, mentorship, and career guidance services is often limited for graduates seeking to enter the labor market (Morsy & Mukasa, 2019; World Bank, 2020). Women and vulnerable young people also have other barriers to employability due to socio-cultural and economic disadvantage.

Previous research on youth employability and the outcomes of TVET in Kenya has largely been conducted at the national or urban levels, with little attention paid to marginalized rural settings such as West Pokot County (Santosa et al., 2026; Onyango, 2026; Wamalwa & Burns, 2018). Furthermore, a literature review reveals that few comprehensive studies examine the overall impacts of socio-economic factors, vocational training skills, program characteristics, and post-training support on the employability outcomes of TVET graduates. The aim of this study, therefore, is to address this lacuna by examining the factors that influence the employability of TVET graduates in West Pokot County, Kenya.

JUSTIFICATION OF THE STUDY

In spite of the growing investment by the government in TVET, there are still a high number of Kenyans who are either unemployed or underemployed, especially in the marginalized counties like West Pokot. The lack of employment opportunities and the difficulty many TVET graduates have in maintaining a viable business are concerns and raise questions about the relevance and effectiveness of vocational training.

Studies have previously tended to focus on national or urban environments, with little attention paid to rural and underserved areas. This means there is insufficient local evidence on the impact of socio-economic factors, vocational training skills, program attributes, and post-training support on the employment rates of TVET graduates in West Pokot County. The purpose of this study is to fill this gap and provide empirical evidence for policy formulation, enhancement of TVET programs, and youth employment interventions.

SCOPE OF THE STUDY

The study aimed to investigate the factors affecting the employability of youth after completing their training in TVET institutions in West Pokot County, Kenya. In particular, the study examined how socio-economic factors, vocational training skills, program attributes, and post-training support affected employment outcomes.

The study focused on graduates from the seven selected TVET institutions in the County who completed training programs between 2019 and 2024. It was descriptive – cross-sectional research with a quantitative and qualitative approach.

LITERATURE REVIEW

This chapter includes a detailed review of the literature, starting with a discussion of the theoretical underpinnings, which include human development theories, Capability theory, and Social exclusion theory that underpin the research, and then a conceptual framework that shows the relationships between the main study variables.

THEORETICAL REVIEW

Human Development Theories

Human Development Theories are important for understanding young graduates' employability. Erik Erikson's psychosocial development theory (1950) emphasizes adolescence and young adulthood as periods of identity formation, skill acquisition, and career development. In 1979, Urie Bronfenbrenner developed the ecological systems theory, which added various levels of influence to the human development framework,such as schools, training institutions, and wider society, beyond the family. The core idea is that people attain productive and meaningful lives when they are in supportive environments and are offered opportunities for skills development, adaptability, and social inclusion.

The strength of human development theories lies in their holistic approach, as both individual capacities and contextual influences contribute to employability. Structural inequalities, such as regional differences, poor institutional integration, and barriers affecting marginalized youth, are, however, not well captured by their limited ability to explain them. Theories have been used in previous research to explain the contribution of investment in education and training to the development of human capital and improved employability (Santrock, 2018; Kamau, 2011). For the purpose of this study, human development theories are particularly appropriate for examining the effects of socio-economic and enabling environments on the employability of TVET graduates in West Pokot County. The theory takes into account contextual challenges and personal attributes, highlighting employability as a multi-faceted concept.

Capability Theory

The Capability Approach, developed by Amartya Sen in 1985 and elaborated by Martha Nussbaum in 2000, proposes a different way to measure employability, moving beyond economic measures to the extension of essential freedoms and opportunities. The theory holds that development involves not only gaining resources but also the ability to create outcomes that people value. From a TVET perspective, this means that vocational education must go beyond imparting technical skills to expand youth options and help them obtain decent employment, pursue self-employment, and play a meaningful role in society. A life approach lies in agency and empowerment; the ability to be employed is not confined to job placement but extends to overall well-being and life opportunities. However, there are methodological difficulties: the concepts of capabilities can be abstract and hard to measure in a standardized way across different contexts (Robeyns, 2017). However, the theory has been extensively used in education and employment research, particularly in research on the impacts of skills development programs on the opportunities of marginalized groups (Tikly, 2019). The Capability Theory is directly relevant to this study as it examines the impact of vocational training skills, TVET program characteristics, and post-training support on employability. This theory puts into perspective the need to increase opportunities, not to train, as vocational education truly makes a difference in rural areas like West Pokot.

Social Exclusion Theory

The Social Exclusion Theory emphasizes systemic and structural barriers in preventing individuals, especially young people, from fully engaging in economic and social life. It was introduced for the first time in the 1970s in France and developed in 1994 by Hilary Silver and in 2000 by Amartya Sen. The theory states that the individual is not the only cause of unemployment and underemployment, but also the lack of access to quality education, poor labor market relations, and a lack of social protection.

The importance of this theory lies in its reminder of the social and institutional aspects of unemployment and its focus on the mechanisms that exclude some people. The downside of this is that it can focus more on external barriers and less on individual agency and resilience. The theory has been drawn upon in African labor-market studies to demonstrate the disadvantages faced by rural youth due to low-quality infrastructure, limited networks, and weak institutional support (Atkinson & Hills 1998; De Haan 1999). Social Exclusion Theory is critical to understanding how socio-economic conditions, geographic marginalization, and institutional weaknesses constrain the employability of TVET graduates in West Pokot, as this study examines. It provides a framework for understanding the impact of post-training support (or its absence) on graduates' labor market integration.

EMPIRICAL REVIEW

Empirical research shows that the employability of TVET graduates is a function of several interrelated factors, including socio-economic factors, skills acquired through TVET, characteristics of the TVET program, and post-training support. The studies conducted in Kenya reveal that household income, parents' education, and financial support strongly influence enrolment and completion rates in TVET programs, as well as employment and self-employment outcomes, with better outcomes for the wealthier households than the poorer ones (Santosa et al., 2026; Onyango, 2026). This indicates that there are still gaps in employment opportunities for TVET graduates, which persist in socio-economic inequalities.

Other studies show that the relevance and quality of vocational training skills should be at the heart of improving employability. Graduates who have technical skills acquired by the market, entrepreneurial skills, and soft skills such as communication and problem-solving, which can be developed during training, have better chances of getting employment (Sunke & Bello, 2024; Morsy & Mukasa, 2019). But the lack of alignment between the skills acquired and the jobs available persists, negatively impacting employment.

There is also evidence that different features of TVET programs affect employment outcomes, such as the length of training, the curriculum, and exposure to industry. Industry-oriented longer programs are linked to higher job stability, higher wages, and better career advancement than short-term programs that primarily help students get into informal jobs (Haßler et al. 2020; Wamalwa & Burns, 2018).

In addition, post-training support has surfaced as a key factor in employability. Research indicates that industrial attachments, mentoring, career counseling, access to financial resources, and institutional linkages with employers have a significant impact on graduates' transitions into employment and self-employment (Mutembei et al., 2024; Beatrice & Peter, 2023). On the other hand, weak support structures affect graduates' access to and capacity to apply classroom skills to sustainable livelihoods.

Despite the above findings, the literature is mostly focused on urban and peri-urban counties, and little has been written about marginalized rural counties such as West Pokot. Further, there is a lack of studies that have focused on how all employability factors, such as socio-economic conditions, training quality, training characteristics, and post-training support, contribute together to the employability outcomes. This study, therefore, aims to fill this gap by exploring the factors affecting the employability of TVET graduates in West Pokot County, Kenya.

CONCEPTUAL FRAMEWORK

The conceptual framework of this study shows the linkages among key factors influencing youth employability, including socioeconomic factors, vocational skills training, program characteristics, and post-training support for TVET graduates in West Pokot County.

Socioeconomic factors, including age, gender, and prior work experience, affect graduates' access to job opportunities and participation in the labor market.

TVET graduates' competitiveness and preparedness for employment or self-employment are enhanced by the vocational training skills they have acquired, including technical, soft, and entrepreneurial skills. The quality and relevance of the skills gained through the training depend on the program's characteristics, including its duration, level, and type. Furthermore, post-training support, such as internships, mentorship, job placement, and enterprise financing, helps students as they graduate and enter the labor market. All these factors affect the employability of TVET graduates in West Pokot County, as reflected in employment status, employment type, and income levels.

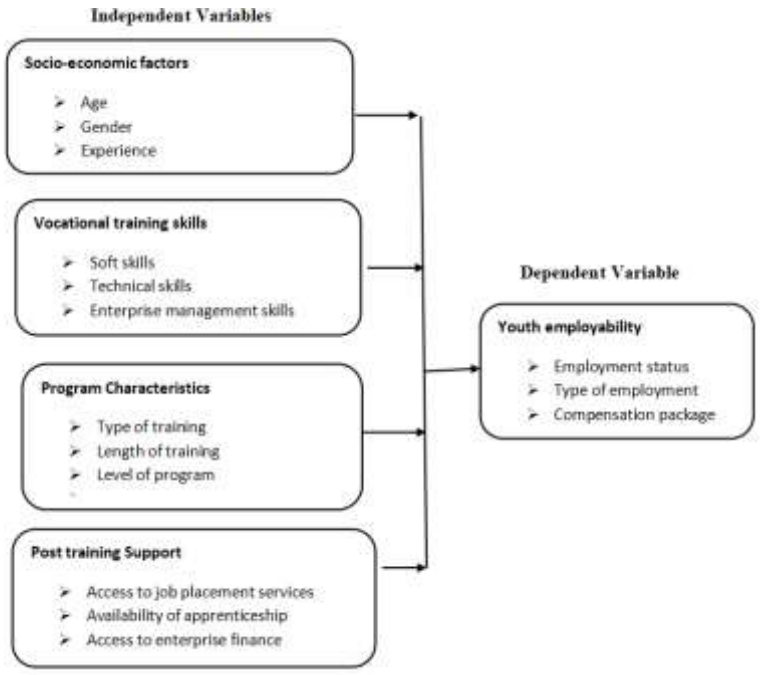

Figure 1: Conceptual Framework

METHODOLOGY

The chapter provides detailed descriptions of procedures and strategies used to explore the link between TVET and youth employability in West Pokot County, Kenya. It starts with the research design, and then provides a description of the target population, sampling techniques used, and how the sample size was determined. It also provides an explanation of the data collection instruments and processes.

Research Design

The research design used in this study is descriptive and cross-sectional, which is used to describe the characteristics of the students and the relationships among variables at a single point in time (Wang & Cheng, 2020). Descriptive research is useful for studies that aim to describe and interpret the state of phenomena at a given time, while not changing any of its variables (Creswell, 2014). The design enables data to be collected only once from a sample of TVET graduates, providing a snapshot of the relationship between training factors and employment outcomes that already exists (Wang & Cheng, 2020).

Target Population

The target population for this study is the youth who have completed the seven selected TVET institutions in West Pokot County between 2019 and 2024. The institutions are: Tamough Vocational Training Center, Kapenguria Technical and Vocational Training Center, Kitelakapel Technical and Training Institute, Kodich Vocational Training Center, Sigor Vocational Training Center, Chepareria Vocational Training Center, and Sina Vocational Training Center. The contacts identified and the students' contacts were obtained from the institutions' administrations. The institutions' administration is spread across the 7 TVET centers, thus ensuring the representativeness of each TVET center. These were the people who offered views on the correlation between training features and youth employability.

Table 1: Target Population

Category	Target Population
TVET Graduates from Seven Institutions	200
Total	**200**

Sampling Technique, Sample Frame and Sample Size

To ensure that each graduate from the target institutions had an equal chance of being selected, this study used a probability sampling technique, specifically simple random sampling. A sampling frame was created from the names and contact details of the ex-students from seven TVET institutions in West Pokot County. The list of respondents came from these institutions, but data collection was conducted online via email, phone, and platforms such as Zoom and Google Sheets, as most graduates had left these institutions. 200 TVET graduates from each of the 7 TVET institutions make up the target population. Slovin's formula was used to calculate the sample size at 5% margin of error:

$$n = \frac{N}{(1+Ne^2)}$$

Where;

n = Sample size

N = Size of the total population

e = The error margin 0.05

N = 200

$$\frac{200}{(1 + 200\times 0.05^{2)}}$$

Therefore, the sample size will be = 133

Data Collection Tools

The main instrument used to collect data in this study was a structured questionnaire with both quantitative (closed-ended) and qualitative (open-ended) questions. The closed-ended questions asked respondents to indicate their levels of agreement or satisfaction with the

following aspects of their TVET training: the length of the training, the relevance of the skills they learned, and the measures provided by the institution. Furthermore, the use of open-ended questions enabled participants to provide in-depth responses, allowing them to share their experiences, the barriers they encountered in the transition to the workforce, and recommendations for enhancing TVET programs.ince the respondents (Former students) are not in the institutions, the questionnaire will be administered remotely using a combination of Phone interviews, Email survey, and Online platform (e.g., WhatsApp, Zoom, Google Sheets). Tools were pre-tested with a small sample of the target population to validate consistency and relevance.

Data Collection Procedure

The researcher had to get an introductory letter from Jomo Kenyatta University of Agriculture and Technology (JKUAT) as a first step in the process. Names of potential participants were sourced from seven TVET institutions, namely: Tamough, Kapenguria, Kitelakapel, Kodich, Sigor, Chepareria, and Sina Vocational Training Centers. However, respondents were no longer physically present at the institutions, so it was decided to conduct the surveys remotely. The study used remote data collection methods as described above to ensure participants were reached effectively. Data was gathered for about three to four weeks. A monitoring program was in place, and progress was tracked daily, with respondents monitored and any issues addressed as they arose. The systematic approach was used to provide complete, reliable, and ethical data collection.

Model Specification

The aim of this study was to explore the linkages of key TVET components and youth employability outcomes in West Pokot County. This was done using a multiple linear regression model to assess the proportion of variance in the dependent variable (employability status of TVET graduates) accounted for by the independent variables (program duration, vocational training content, and institutional support). Here, the general form of the regression model is given as follows:

$$Y=\beta_0+\beta_1X_1+\beta_2X_2+\beta_3X_3+\beta_4X_4+\varepsilon$$

Where:

Y = Youth Employability

X_1=Program Characteristics

X_2 = Vocational Training Skills

X_3 = Post Training Support

β_0= Constant

β_1, β_2, β_3, β_4= Coefficients of the independent and control variables

ε = Error term accounting for unobserved factors

The model assumes that the dependent variable is linearly related to the predictors. It was estimated using the Ordinary Least Squares (OLS) method since the dependent variable was continuous.

RESULTS AND DISCUSSION

Socio-economic and Demographic factors on the employability of TVET graduates

The study examined the socio-economic and Demographic factors that influence the employability of TVET graduates. Descriptive Statistics are presented in Table 4.2, which shows that West Pokot County had more female participation in TVET programs, with 59 percent male and 41 percent female, resulting in a total of 133 respondents. The majority were young adults (35 percent between 20 and 24; 35 percent between 25 and 29), suggesting an early stage of their careers, with 10 percent under 20 and 20 percent over 30.

Regarding education, 53 percent had secondary education, 29 percent had primary education, 14 percent had vocational education, and 4 percent had tertiary education. The respondents had come from Kapenguria Technical and Vocational College (24%), Chepareria VTC (17%), Sigor VTC (16%), Sina VTC (12%), Kitelakapel Technical Training Institute (11%), Tamough VTC (11%), and Kodich VTC (9%).

The most common areas of training for graduates were Electrical and Electronics Engineering (18%), Building and Construction Trades (16%), and Mechanical and Automotive Trades (11%). Business and Entrepreneurship (11%), ICT (11%), Agriculture and Agribusiness (11%), Beauty, Fashion and Creative Arts (9%), Hospitality and Tourism (8%), and Health and Applied Sciences (6%) were other options chosen.

The length of training varied across respondents: 43 percent completed training lasting 6–12 months, 27 percent completed training lasting 1–2 years, 17 percent completed training lasting more than 2 years, and 13 percent completed training lasting less than 6 months. As for employment status during the survey, 70 percent of respondents were unemployed, 19 percent were self-employed, 8 percent had informal jobs, and only 4 percent had formal jobs. The most common class of graduates was the 2021 class. The overall training cost reported was KES 10,100, and the overall monthly income of the employed respondents was KES 3,035.

Effect of the TVET program characteristics on employability outcomes

The TVET program characteristics respondents rated were: course duration, content delivery, and course structure. 26% found the course length appropriate, and 25% were neutral. 37% disagreed or strongly disagreed. As for the sufficiency of time for theory and practical sessions, 34 percent were neutral, 28 percent disagreed, and 14 percent agreed.

Responses to the question about completing training within the designated time frame were 34 percent neutral, 20 percent said yes, and 17 percent strongly said yes. 32% neutral, 23% agreed, and 19% disagreed with the training intensity. The same pattern was observed for hands-on training: 25 percent neither agreed nor disagreed, 26 percent agreed, and 24 percent disagreed. As for training schedules, 34 percent were neutral, 26 percent agreed, and 17 percent disagreed. 17 percent strongly disagreed, 20 percent agreed, and 35 percent were neutral regarding internships or industrial attachments. 31 percent were neutral, 22 percent agreed, and 24 percent disagreed about the amount of time needed to attain competencies. The length of training received was moderately correlated with overall satisfaction, with 42% agreeing and 17% strongly agreeing.

Assessed items had mean scores ranging from 2.74 to 3.56. The highest score was for satisfaction with training duration (mean = 3.56, SD = 1.03), while the lowest score was for the adequacy of time for theory and practice (mean = 2.74, SD = 1.15).

Table 2: Effect of the TVET program characteristics on employability outcomes

Statement	Strongly Disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly Agree (%)	Mean	Std. Dev.
Course duration was appropriate	20	17	25	26	11	2.91	1.31
There was adequate time for theory and practice	15	28	34	14	9	2.74	1.15
The course was completed within the scheduled period	16	14	34	20	17	3.08	1.28
Training intensity was sufficient	17	19	32	23	10	2.9	1.21
There was enough hands-on training	15	24	25	26	11	2.92	1.23
The training schedule was flexible	13	17	34	26	11	3.05	1.17
Internship or attachment was part of the training	17	20	35	20	9	2.84	1.19
Adequate time was provided to master competencies	13	24	31	22	11	2.93	1.18
I was satisfied with the overall course duration	5	11	26	42	17	3.56	1.03

Contribution of vocational training skills on employability among youth graduates

The analysis of vocational training skills showed that responses varied across the items. 35 percent were unsure whether the course content was aligned with the needs of the job market, while 12 percent said no, and 5 percent strongly disagreed. Likewise, 27 percent were neutral, 9 percent disagreed, and 5 percent strongly disagreed about whether practical training provided them with sufficient preparation for work.

In the curriculum, soft skills were rated neutral with 26%, disagreed with 8%, and strongly disagreed with 9%. The qualifications of trainers were another area where there was no change from 27% neutral to 8% disagreed, and 8% strongly disagreed. Disagreements about training materials (33%) and tools (19%) were slightly higher, suggesting lower satisfaction in these areas. Likewise, there was low satisfaction with access to modern training equipment: 32 percent agreed, and 19 percent strongly agreed.

Agreement was higher for entrepreneurial skills integration, with 4 percent strongly disagreeing and the majority neutral or positive. Generally, satisfaction was fair, with 8 percent disagreeing that the assessment methods reflected real work tasks and 3 percent strongly disagreeing. However, when it came to the technical skills they had learned, only three percent strongly disagreed that they were satisfied.

Table 3: Contribution of vocational training skills on employability among youth graduates

Statement	Strongly Disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly Agree (%)	Mean	Std. Dev.
Course content aligned with job market	5	12	23	43	18	3.58	1.06
Practical training prepared me for employment	5	9	27	35	24	3.63	1.1
Course included soft skills (communication, teamwork, etc.)	9	8	26	41	17	3.49	1.13
Trainers were qualified and experienced	8	8	26	38	20	3.56	1.12
Training materials and tools were adequate	19	33	26	17	5	2.57	1.14
Training used modern and relevant equipment	19	32	32	14	3	2.5	1.04
Entrepreneurial skills were part of the course	4	7	26	45	18	3.67	0.97
Assessment methods reflected real job tasks	3	8	29	48	12	3.59	0.91
I was satisfied with the technical skills acquired	3	8	29	48	12	3.59	0.91

Post-training support on youth employability

The post-training support for TVET graduates was generally weak, as indicated in Table 4.5. In particular, 77% disagreed or strongly disagreed that their institution assisted them in connecting with employers or industry networks (mean score: 1.89). Moreover, 73% reported not having access to mentorship and career counseling after graduation (mean: 1.98). 78% (mean: 1.95) reported limited support for securing internships or apprenticeships. Additionally, 77% reported no referrals from their jobs (mean = 1.97).

But guidance on entrepreneurship showed slightly better results, though still inadequate. In particular, 72% of the respondents disagreed about the provision of start-up support and entrepreneurship training (Mean score = 2.08). Of the respondents, 24% reported financial linkages, such as SACCOs, banks, or youth funds (Mean score = 1.93). In addition, 73% (Mean score = 1.98) said that post-training support services were poorly coordinated. Likewise, 77% said that institutional linkages were not beneficial to the employability (Mean score = 1.88). Lastly, 74% reported little trust in their ability to navigate the labor market as a result of the support received (Mean score = 1.93).

The results indicate severe weaknesses in the support systems available to trainees after training. A majority of respondents reported limited or no access to mentorship, job placement, or financial support services.

Table 4: Post-training support on youth employability

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Std. Dev.
My TVET institution helped connect me to potential employers or industry networks.	44%	33%	13%	9%	1%	1.89	1
I had access to mentorship or career counseling services after graduation.	41%	32%	17%	7%	3%	1.98	1.07
The institution supported me in securing internship and apprenticeship opportunities.	44%	34%	9%	8%	5%	1.95	1.15
I received information or referrals on job openings after completing the program.	39%	38%	14%	7%	3%	1.97	1.04
I was guided or supported in starting my own business (e.g., entrepreneurship training).	35%	37%	18%	7%	4%	2.08	1.07
I was connected to financial institutions (e.g., SACCOs, banks, youth funds) after completing the training.	43%	33%	15%	6%	3%	1.93	1.05
Post-training support services were accessible and well-coordinated.	44%	29%	15%	9%	3%	1.98	1.11
Institutional linkages had a positive effect on my employability.	48%	29%	14%	5%	4%	1.88	1.08
I am confident in navigating the labor market due to the support I received.	46%	28%	16%	8%	2%	1.93	1.07

Youth Employability

Table 4.6 illustrates poor employability outcomes for those who have completed TVET. 67% strongly disagreed that they had found a job in the first 6 months after graduation (M = 1.49). This indicates that the transition from training to the labor market was gradual. Likewise, 88%

stated their jobs were different from the skills they acquired in training (M = 1.60). 85% were dissatisfied with their current job/business (M = 1.68).

Job stability was low: 88% of respondents disagreed that they had a stable or permanent position (M = 1.55). Income was also low, with 87% reporting it did not meet basic needs (M = 1.60), and 85% reporting no career advancement since graduation (M = 1.66). There was little confidence in the use of acquired skills; 84% disagreed or strongly disagreed with this statement (M = 1.71). Only 5% recommended their institution, while 79% disagreed that TVET made them more employable (M = 1.70). The results indicate that graduates face limited work prospects, low earnings, and limited career prospects, with continuing constraints on the extent to which they can integrate their education with work.

Table 5: Youth Employability

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Std. Dev.
I found employment within 6 months of graduating.	67%	21%	9%	2%	1%	1.49	0.81
My job aligns with the skills I acquired during training.	56%	32%	11%	2%	1%	1.6	0.8
I am satisfied with my current job or business.	53%	32%	10%	5%	1%	1.68	0.88
I have job stability (e.g., not frequently changing jobs).	62%	26%	8%	3%	1%	1.55	0.83
My income meets my basic financial needs.	58%	29%	8%	4%	1%	1.6	0.85
I have progressed in my career since graduation.	56%	29%	8%	6%	1%	1.66	0.92
I am confident in using the skills I acquired.	55%	29%	8%	5%	2%	1.71	0.98
I have recommended my course or institution to others.	60%	29%	6%	3%	2%	1.56	0.86
TVET increased my employability.	56%	23%	16%	3%	2%	1.7	0.95

Inferential Statistics

Model Summary

Table 6 presents a strong model that explains the relationships among TVET program characteristics, vocational training skills, post-training support, and youth employability. The model demonstrated a high correlation coefficient (R = 0.867), indicating a strong positive relationship between the independent variables and employability outcomes. The R-squared value of 0.752 indicates that the three variables in the predictor set explain about 75.2% of the variance in youth employability. The adjusted R-squared (0.744) also provides evidence of the model's strength, given the number of predictors and the absence of overfitting. Relatively low standard error of estimate (0.28753) further suggests that the model is reasonably reliable in predicting employability outcomes.

Table 6: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.8670a	0.752	0.744	0.28753

a Predictors: (Constant), Post-training support, Vocational Training Skills, TVET program characteristics

ANOVA

Based on the ANOVA results given in Table 4.8, the overall regression model is statistically significant with an F-value of 6.793 and a p-value of 0.015. The significance value is less than the conventional value of 0.05, indicating that all independent variables (post-training support, skills obtained in vocational training, characteristics of TVET program) together have a statistically significant effect on employability outcomes among youths.

The significance of the regression model also indicates that employability outcomes are not just a matter of chance but are systematically linked to the quality of training received, the structure and delivery of training in TVET programs, and the support system received post-training. The finding underscores the importance of vocational training and other interventions in shaping young people's labor-market readiness and points to the potential of significant changes in the content, nature, and institutional dimensions of training and follow-up support to improve young people's employment prospects.

Table 7: ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.445	3	.148	6.793	.015[b]
	Residual	10.665	129	.083		
	Total	11.109	132			

a. Dependent Variable: Employability outcomes among youths

b. Predictors: (Constant), Post-training support, Vocational Training Skills, TVET program characteristics

Regression Coefficients

The regression coefficients for the expanded model are reported in Table 4.9 and include key predictors with positive, statistically significant relationships with employability outcomes, including skills, program attributes, and post-training support. The constant term, B = 1.759, $p < 0.001$, indicates a relatively high level of employability when all predictors are excluded.

Learning relevant competencies has a meaningful positive effect (B = 0.081, β = 0.103, t = 3.37, p = 0.036), indicating that acquiring these competencies improves employment opportunities. Employability is also positively associated with program characteristics (B = 0.034, β = 0.046, t = 2.15, p = 0.018), indicating that enhancements to program structure, training design, and delivery are positively associated with improved labor-market outcomes. Post-training support also has a similarly positive and significant impact, with B = 0.124, β = 0.138, t = 2.59, p = 0.025, indicating that mentorship, job search assistance, and institutional linkages help promote a smoother transition into work.

Table 8: Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.626	.025		65.216	.000
	TVET program characteristics	.034	.224	.046	2.15	.018
	Vocational Training Skills	.081	.022	.103	3.37	.036
	Post-training support	.0124	.211	.138	2.59	.025

a. Dependent Variable: Employability outcomes among youths

CONCLUSION

TVET remains vital in boosting the employability and economic empowerment of youth in West Pokot County. It was determined that both vocational training skills and post-training services had a significant impact on employability outcomes, while program features had a modest effect. Youth who have gained useful technical, entrepreneurial, and soft skills through their TVET experience have secured employment or launched self-employment ventures.
The effectiveness of TVET is hampered by inadequate training facilities, poor industry linkage, limited internships, and limited post-training services. The high levels of unemployment among TVET graduates clearly show that the labor market is unable to effectively absorb the increased number of TVET graduates.

RECOMMENDATIONS

i. The TVET institutions and their respective bodies should ensure that curricula are consistently updated to meet the demands of the labor market.
ii. Government and other stakeholders should invest in training materials, ICT, and other initiatives to make training more effective.
iii. TVET institutions should ensure strong collaborations with industry through internships, apprenticeships, and other programs.
iv. Post-training strategies, including mentoring and assistance with securing job placements, as well as funding, should be put in place by institutions.
v. County and central governments need to develop gender-sensitive policies to promote job creation for women and youth.
vi. Further research could use longitudinal research designs to measure the impact of such programs on the employability of TVET graduates.

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