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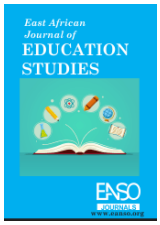

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Original Article

Effectiveness of Industrial Attachment Exposure in Developing Trainees' Employability Skills from TVET Institutions in Nairobi County

Alex Njogu Mwaura[1], Prof. Mary Mugwe, PhD[1] Dr. Paul Edabu, PhD[1] & Dr. Ruth Thinguri, PhD[1]

[1] Presbyterian University of East Africa (PUEA), P. O. Box. Nairobi, Kenya.
[*] Author for Correspondence Email: anmwaura@yahoo.com

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ABSTRACT

Lack of relevant and adequate data on the effectiveness of industrial attachment exposure and employability skills of trainees in Technical Vocational Education and Training (TVET) institutions in Nairobi and the mismatch of skills needed by labour market and those acquired by TVET trainees. The purpose of this study was to examine the effectiveness of industrial attachment exposure in developing the employability skills of trainees in TVET institutions in Nairobi County. The study was guided by the Skills Acquisition Theory and adopted the mixed research methodology. Researcher used the concurrent triangulation design. The target population was 3,940 participants which included 3,480 trainees, 174 liaison officers, 261 trainers and 25 supervisors. The sample size was 230 participants. These were:180 trainees, 20 liaison officers, 10 industry supervisors and 20 trainers. Random sampling was used to select the trainees and the trainers, while purposive sampling was used to select the liaison officers and the industry supervisors. Questionnaires were used to collect information from the trainees and liaison officers. Interview guides were administered to the industry supervisors, while focused group discussion was used to collect information from the trainers. Questionnaires were used for data collection and were content and face validated, then their reliability was determined using Cronbach's alpha. Alpha value of 0.800 was achieved and the tools were judged reliable. Quantitative data was analysed using descriptive and inferential statistics (the Chi-square test) and presented in tables, frequencies, percentages. Qualitative data was presented thematically through narrative and analysis. Findings from the study established that industrial attachment exposures influenced the development of employability skills. The study thus recommended harmonization on the level of skills exposure during attachment with TVET

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programmes/course content. The study further recommended the need for TVET institutions and the industries to work together to strengthen skills exposure in line with industrial attachment general guidelines.

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INTRODUCTION

The design of Technical Vocational, Education and Training which combines theoretical knowledge with hands-on practical experiences is meant to bring education to life (MOE,2021). This develops valuable work-based skills and encourages talents to flourish. This nature of learning delivery approach works across various socio-economic backgrounds. The training mode is designed to facilitate in reducing poverty and enhancing economic retrieval and justifiable development.

Ideally, Kenya does not have a National Skills Development Policy which promises that skills training in the country consistently supplies the skills required by the labour market in the right quantity, the right quality, and at the right time. Accordingly, the Medium-Term Plan III (2018-2022) indicates that a National Skills Development Policy should be developed within the plan period. However, this has not been realised todate. The delicate connection between TVET institutions and industry has contributed to the skills mismatch and unemployment of educated people amidst skill shortages in the economy (Republic of Kenya, 2005).

However, the skills mismatch (detach between the skills produced and those required for the labour market) if left unattended will hamper the realization of trainees' employability skills which is critical for youth employment and job creation in the country. A skilled workforce that meets the demands of a country's labour market is an essential lever in fuelling social and economic development. At the same time, new occupations are emerging in relation to the rapidly changing labour market economy in line with the stagnation of curriculum review process (Ministry of Higher Education, Science and Technology, 2008). This transformation calls for new skills to minimize the potential skills mismatch.

National Industrial Training Authority (NITA) (2007 in its pursuance of implementation of the policy guidelines on industrial training, discovered a serious lack of a balanced ratio of trained engineers, technologists, and craftsmen and coupled with a huge gap between theory and practice of TVET training programmes implementation. Following this deficit, in 1990s, NITA, the then

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Directorate of Industrial Training, initiated the industrial attachment pilot project. The initiative was to promote TVET trainees' employability skills by complementing the efforts of post school institutions in producing graduates that are theoretically sound, technologically balanced, and practically exposed (Dasmani, 2011).

The growing number of graduates from TVET institutions in Kenya without employment is threatening the livelihoods of the youth and their families. This situation has been blamed on inadequacies in their skills training (Republic of Kenya (2005). Thus, resulting to skills mismatch between those acquired by trainees while in their respective learning institutions and the skills needed by industry for job performances and employability. The review of the TVET curriculum policy framework to accommodate industrial attachment component was meant to strengthen graduates' skills gap. However, the effectiveness of industrial attachment practices has not been critically examined. The few studies on industrial attachment have dealt with such issues as quality of industrial attachment and efficacy of approaches used in skills delivery during the attachment period (Kenya Institute of Administration, 2010). In addition, there are questions regarding the progress and impact of industrial attachment in the improvement of the industrial skills of the future workforce.

However, there is a lack of assessment and evaluation studies with respect to Industrial Attachment for which is meant in helping trainees in TVET institutions to enhance their employability skills for ease of employment. The accountability, ability, and efficacy of industrial attachment have not been abundantly examined. To date, there is a limited number of studies regarding Industrial Attachment in Kenya such as the Industrial Attachment effectiveness, quality of Industrial Attachment, and methods used in training during attachment period. Additionally, there is a concern regarding the progress and impact of Industrial Attachment to improve the employability skills of the workforce and minimize unemployment.

The need for research in this area is critical not only for contributing to the field of knowledge, but also developing strong human capital with competencies that addresses the existing skills mismatch between what is offered in TVET institutions and the skills demanded in the labour market (MOE, 2008). Existing local research and studies focused mainly on inadequacy and irrelevant of training equipment and instructional materials, rather than the influence of Industrial Attachment skills exposure on employability skills. Research done by Anindo (2016) revealed that the training equipment used in TVET institutions were not relevant to those used in industry. Another one by Anindo (2016) expressed that there are inadequate training materials and practice of using substandard instructional materials and inferior training equipment in TVET institutions which compromised the provision of quality and relevance skills required by industries. Nduhiu (2014) also revealed that most of the TVET institutions in Nairobi region have adequate instructional resources but lacks modern technological facilities that matches with technology dynamism in industry. Thus, the study assessed the influence of industrial attachment exposure on employability skills of trainees from TVET institutions in Nairobi County, Kenya. The research question was; To what extent does industrial attachment skills exposure has been in developing the employability skills of trainees in TVET institutions in Nairobi County?'.

LITERATURE REVIEW

Employability skills facilitates an individual with abilities and proficiencies required to meet the changing needs of industry players and customers and thereby helps one to realize his or her ambitions and potential in the world of work. The re-alignment of what is taught in TVET institutions, and the skills needed by employers for effective and efficient job performance is critical in making industrial attachment exposure relevant in enhancing employability skills (Omar, Bakar, & Rashid, 2012).

According to the Abas and Imam (2016), the participants gave their views on how the industrial attachment exposure impacts on the trainees' skills as follows; provision of hands-on practical exposure at 57%, support trainees reduce the gap between the academic learning process and the practical reality at 54%, industrial attachment contribution towards increasing the knowledge 59 %, and trainees' benefits towards enhancing career growth at 50%.

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These statistics confirmed that adequate completion of industrial attachment and exposure improve individual technical and interpersonal skills which are the basis for enhancing employability skills and allowing for the acquisition of relevant job skills as advocated by Paulins (2008). Industrial attachment exposure is thus, significant in preparing TVET trainees for the world of work as it develops trainees' employable skills and improves employment prospects (Amankwah, 2011).

Busby and Gibson (2010) revealed that when trainees were asked about the impact of the Industrial Attachment exposure, just over half (54%) reported that the industry placement exposed them to learn how to work with adults, while 47% indicated that it made them more confident. TVET institutions management, therefore, has the responsibility to continue strengthening Industrial Attachment scheme so as to prepare quality TVET graduates with relevant national and global marketable skills to fastract employability of trainees upon graduation. The workplace exposure helps trainees in acquiring skills such as communication, time management, better self-confidence, and better self-motivation, which are now considered critical for employment and job transferability (Weldy & Gillis, 2010). Further, Mihail (2006) revealed that institutions should enhance promoting the placement of trainees in production industries and other organizations for nurturing work experiences so that trainees get practical skills exposure to complement institutions' theoretical training.

Safety awareness and practices are considered as vital components of TVET programmes. Ramaswamy (2014) observed that in spite of inadequate academic training in safety practices and related skills, trainees undergoing industrial attachment cited the implementation of quality safety practices at the workplace which is key in reducing dangers and incidents. Further, the research recommended that current academic preparation in safety practices requires to be reviewed to adequately prepare trainees for future careers related to safety practices.

The understanding on safety awareness plays a vital role in the avoidance of accidents in the industry. Skills on occupational safety has become increasingly important component in both private and public sectors organization and is an important component of social responsibility recently (Republic of Kenya, 2014). The unsafe work behavior is a consequence of: physical environment; social environment, and workers' experience within these environments. This critical review indicates the essence of Industrial Attachment participation by trainees in TVET institutions is to acquire experience that translate in trainees' gain of employability skills.

The culture of safety practice training is a principal aspect of the safety platform destined to assist workers develop safety awareness and take the right ways to avert unsafe practices when doing a job and to build a condition in which workers are neither hurt nor made ill by the occupation they perform. According to (ILO, 2018), inadequate information has also been revealed to be a major factor contributing to workplace accidents, particularly in institutions where technical knowledge is essential.

The research work was guided by both the educational theory of apprenticeship and skills acquisition theory (Speelman, 2005). The two theories focus on industrial attachment practices (independent variable) and employability skills (dependent variable). These theories provide a framework within which to understand industrial attachment practice as a critical intervention of supplementing the theoretical delivery of the basics of employability skills to TVET trainees before their placement in the industry.

Learning from experience is very fundamental because it tends to redefine personalities which results in a permanent change of knowledge and attitude which can be achieved through formal structures or informal dimension such as experiences. A similar argument by Kolb (1984) describes learning as a transformation of one's experience. It is therefore obvious that when someone's experience is being transformed, a value addition occurs in terms of competencies. According to Coll et al. (2002), a model proposed by Lewin towards experiential learning involves experience, observation and reflection, development of concepts, and the testing of these insights in an entirely new situation. A similar model by Dewery also cited by Coll et al. (2002),

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claims that the impulse of experience is a means of providing ideas with a moving force that provides action, which eventually translate to accumulations of employable skills.

The two theories advocate the concept of a novice working under an experienced professional in order to learn workplace related job skills through observations and imitation (Njogu et al., 2014). Further, the researcher adopted these two theories due to the fact that both advocates the acquisition of skills through a routinized and even automatic under some conditions. This concept is embraced under industrial attachment since the trainees follows the organization routine work practices, which they observe and practice over a time whist in industry (Speelman, 2005).

MATERIALS AND METHODS

The researcher adopted Concurrent Triangulation Design. The design was selected on the foundation that, it permits collection of both qualitative and quantitative data be done instantaneously and allowing the mixing of both categories of data (Colton & Covert, 2007). All respondents were given the instruments at the same time for both quantitative and qualitative data collection. The methodology involved concurrent data gathering but isolated collection and analysis of quantitative and qualitative data. This method was adopted so that the researcher was able to understand the problem better.

In the concurrent design, data was analyzed quantitatively and qualitatively then results mixed and compared. The design enhanced the procedure of different data collection and facilitated the researcher in harmonizing data on the same issues to understand better the research problem (Mugenda & Mugenda, 2003). Quantitative research method emphasized on large samples and provided an overview of an area that can reveal patterns and inconsistencies. However, this was further examined using qualitative methodology by quantifying qualitative outcomes.

The benefit of Concurrent Triangulation Design is that it provided more binding and thorough authentic conclusions about the research problem. The analysed data were provided by industry supervisors using interview schedules whilst industrial liaison officers, 2nd, and 3rd years TVET diploma trainees gave their views through the administered questionnaires. The focus group discussion schedules were used to collect information from the TVET trainers.

Sampling Procedures and Sample Size

One hundred and eighty trainees (180) from the TVET institutions were randomly sampled so as to give every trainee an opportunity to participate in the research process. Since TVET institutions offer different diploma programmes, the names of the diploma training programmes were written and put in a basket and randomly sampled. The researcher wrote 20 pieces of paper “yes” and the rest “no” depending on the number of trainees in the sampled programmes. Each group of the 2nd year and 3rd year trainees were told to randomly pick one rolled piece of paper. The ten trainees with “yes” papers from each level were included. Three trainers were randomly sampled using lottery method from each of the TVET institutions. Random sampling used lottery methods where all respondents had equal probabilities of being nominated. The researcher purposively sampled twenty (20) industrial attachment officers and ten (10) industry supervisors representing about 11% and 40% respectively of the population from each category of the informants.

The researcher used purposive sampling to select the trainers and industry supervisors in administering both group discussions and interview schedules respectively. This is based on the assumptions that each participants has ability and capacity to provide distinctive and rich information of value to the study. The idea behind purposive sampling is to concentrate on people with particular characteristics who will better be able to assist with the relevant research information. In purposive sampling, sample size is determined by data infusion not by statistical power analysis (Vijayamohan, 2022).

Sample Size

The researcher selected a study sample size of 230 participants which included, industrial attachment officers, trainers, TVET trainees at 2nd and 3rd year

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of training, and industry supervisors. The sample covered 5 public and 10 private TVET institutions from which 20 liaison officers and 20 trainers were drawn. The TVET institutions also provided 180 trainees and 10 industry supervisors.

Research Instruments

This study used three research instruments: The Questionnaire for TVET Trainees and TVET institutions liaison officers, focused group discussion for TVET Trainers, and interview schedule for industry supervisors.

Liaison Officers and Trainees Questionnaires

In this study, questionnaires were chosen so as to get variability in responses across the sample so as to observe differences from the answers given by the respondents (Schreiber & Asner-Self, 2011). The researcher administered one questionnaire for industrial attachment officers and another questionnaire for TVET trainees. The researcher ensured that the instruments addressed all the research objectives of the study. These were structured to capture the respondents' demographic data issues on the industrial attachment exposure on its attributes to trainees' employability skills.

Industry Supervisors' Interview Schedules

Researcher used the interview schedule for face-to-face interaction with the supervisors to ratify the data collected from the questionnaires. It assisted the investigator to observe both verbal and non-verbal communication from the respondents (Schreiber & Asner-Self, 2011). There was a section on demographic information and interview questions on industrial attachment exposure and employability skills.

Trainers Focus Group Discussion Schedule

Focus discussions schedule contained key thematic areas derived from the research questions and were discussed by TVET trainers. Discussions allowed the researcher to acquire exhaustive information on the research objectives that could not have been achieved through the questionnaires and interview schedule.

RESULTS AND DISCUSSIONS

The researcher sought to understand how skills exposure during industrial attachment influenced employability skills of trainees in TVET institutions in Nairobi County. A Likert scale questionnaire was administered to both the trainees and industrial linkages officers from TVET institutions. Participants were requested to indicate their level of agreement on several industrial attachment skills exposure characteristics. A scale of 1-5 was provided to the respondents, where 1=strongly Disagree 2=Disagree 3=Undecided 4= agree 5= Strongly Agree. The data analyzed on the descriptive, inferential and thematic basis.

Influence of Industrial Attachment Exposure and Trainees Employability Skills

Regarding the latest technology contribution to employability skills, 66 (44.3%) of the participants strongly agreed while 55 (36.9%) agreed. The combined number of agreements was 121 (81.2%). It means the majority of the respondents found modern technology to be important in developing employability skills. On the same question, 23 (15.4) were undecided as 5 (3.4%) disagreed.

On the issue of the impact of the nature of tasks assigned to the trainees during placement in relationship to the employability skills for improved creativity and innovations, 56 (37.6%) strongly agreed and 74 (49.7%) agreed. Only 6 (4.0%) were not decided and another 4 (2.7%) strongly disagreed. If the number of agreeing and strongly agreeing is put together, 130 (87.2%) is the total meaning that the skills exposed to the trainees during the practicum were relevant as far as employability skills were concerned. The other responses were insignificant since they scored too low to be considered.

There was good work environment during the attachment as 125 (83.9%) of the trainees agreed and strongly agreed. Another 16 (10.7%) were not decided; 6 (4.0%) disagreed and 2 (1.3%) strongly disagreed. The training colleges may not have given them this kind real work environment. There was no doubt that skill exposure was necessary and significant to TVET trainees during industrial attachment, and it worked to develop employability

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skills among the trainees once they graduate from the TVET institutions

iaisons Officer's Response on Industrial Attachment Exposure and Employability Skills.

The liaison officers were also asked to rate the influence of IA skills exposure on employability skills. A majority of 9 (75%) of the liaisons officers rated the influence of industrial attachment skills exposure on trainee's employability skills high while 3 (25%) rated moderate. This implies that industrial attachment had a high influence on trainee's employability skills. Attachment is considered a valuable activity that ensures better graduates come from the TVET institutions. Further the importance of work-related training in enhancing employability skills has been emphasized by Kiplagat et al. (2018) who observed in his study that when trainees were asked about the impact of the Industrial Attachment, just over above half (55%) reported that industry placement assisted them to learn how to relate with employees in industry and made them more confident when working in industry. Therefore, TVET institution should work closely with industry for purpose of promoting job on-training to make students develop both local and global market skills for better employment prospects.

Inferential Statistics Analysis

Chi-square test was conducted to establish the relationship between the industrial attachment skills exposure and the acquisition of employability skills of TVET institutions trainees. The following were the participant's responses on the variables. After keying in the participants' responses in SPSS for Chi-square test, the average result was 0.9222. This outcome was greater than α value which is normally 0.05. The summary is given in the Table 1

Table 1: Chi-square test of independent analysis

	Agreed	Strongly Agreed	Undecided	Disagreed	Strongly Disagreed
Chi-Square	.000[a]	.000[a]	.600[b]	.400[c]	.600[b]
Df	4	4	3	2	3
Asymp. Sig.	1.000	1.000	.896	.819	.896

a. 5 cells (100.0%) have expected frequencies less than 5. The minimum expected cell frequency is 1.0.
b. 4 cells (100.0%) have expected frequencies less than 5. The minimum expected cell frequency is 1.3.
c. 3 cells (100.0%) have expected frequencies less than 5. The minimum expected cell frequency is 1.7.

From the *Table 1*, the average of 0.9222 is greater than 0.05. Chi-square test showed that there was a significant association between the attachment skills exposure and the acquisition of employability skills of the trainees. This means that there was great need to have trainees exposed to work situations for better future job performance and employability prospects. This finding is supported by Amankwah (2011) who showed that, industrial attachment exposure is significant in preparing trainees for the world of work as it provides employability skills, thus reducing unemployment.

Thematic Analysis of Qualitative Data

The investigator organized information collected during the interviews and the focus group discussions field visits. Outcomes information was provided by eight supervisors and nineteen TVET trainers who formed members of the discussion groups. Qualitative data were summarized based on the outcomes of the discussions and interviews. The data were prepared and organized, reviewed several times, and then initial codes were created. These codes were reviewed and combined into themes.

Supervisors' Interview Schedule Outcomes (ISa, ISb, ISc, ISd and ISe)

During the interview most of the industry supervisors confirmed that workplace skills training and experiences improved quality of products and services, enhanced timely task completion, improved better maintenance of workplace environment and impacted positively on creativity and innovation development. One of the supervisors **(ISe)** indicated;

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> *'Skills exposure is the main goal of Industrial Attachment and trainees are able to interact with real work situation at the industry more than in their institutions. During the attachment, the students are exposed to the variety of work-related skills and therefore put into practice all theoretical knowledge they have learned while in the institutions [ISe].*

It is clear that there is strong simulation and practice during the attachment such that the apprentices do not panic as they join and face the real work conditions. This was confirmed by one interviewee (**ISa**) who observed:

> *During IA it is a trial of simulation and the products and services should meet the market demand and clients' satisfaction becomes a reality. Thus, trainees have to be creative and innovative as they meet work challenges and experienced workers. This exposure normally helps graduates to have confidence in whatever they do after the training, hence creates confidence and better acquisition of skills [ISa]*

There was no doubt that once trainees go out for attachment, there was well-intentioned exposure for them, and they were able to apply the theoretical concepts learned into practical applications. One supervisor (**ISb**) confirmed;

> *I believe that attachment of trainees gives them the opportunity to exercise whatever knowledge they have acquired in the institutions as they apply it in actual work environment and conditions. I have seen many getting guided and rectified as they move on with the attachment. They normally improve on job performances as they relate and work closely with the experienced workers. This is noted during supervisions, since there is always a difference at the end of the attachment. Even the trainees agree that they get real exposure and hands-on practice of the skills learnt as they prepare to join other professionals in the field [ISb]*

According to the industry supervisors, some mistakes committed by trainees during the attachments may not be tolerated in the real world of work. While in attachment, the apprentices are allowed to make numerous mistakes and are corrected as they master the skills. One supervisor **(ISc)** observed:

> *During the industrial attachment, we tolerate some unintentional mistakes made by the trainees and thus allow them to make as many such mistakes as possible since this is the only time they can do so, as we can make the final corrections. However, once they graduate, there is no room for silly mistakes. Therefore, this kind of exposure is necessary for the trainees to make mistakes and be excused and be corrected. It is time for cementing their skills once and for all [ISc]*

Industries do have sophisticated machines and equipment which the trainees are not familiar with. As One supervisor (**ISa**) reported:

> *Sometimes we have "strange" machines and equipment that trainees find difficult to operate, or have to operate them under close supervision to avoid possible calamities. Most TVET institutions have inadequate relevant training tools and equipment for trainees' exposure and practice. In industries, the students get full exposure in handling different type of work equipment, facilities and situations [ISa]*

Without industrial attachment TIVET education would be meaningless. Ramaswamy (2014) observed that despite inadequate academic training on safety practices, trainees undergoing internship training in industry are able to gain exposure on quality practices in the industry. The placements help trainees get exposed to new types of machines and equipment that may not be found in TVET institutions.

It is acceptable that trainees interact among themselves. The moment they go out for attachment, they get to interact with people with the different skills and competencies. This helps trainees to imitate and practice skills adapted from them. A student relating to another student in terms of knowledge sharing is not the same as when they relate with skilled personnel as one of the supervisors (**ISd**) interviewed observed,

> *In real sense people's behaviour is a factor of environmental experience. The workplace conditions shape trainee to start acting maturely*

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> *and responsibly. Their adaptability to workplace environment is a sign of acquired interpersonal skills which is key in employability perspectives'. They then gradually start taking the assigned work more seriously than when in colleges. This is kind of maturity is not only observed in industry but also in social cycles [ISd]*

When trainees are exposed to real job situations, they make a rehearsal of what awaits them in the field of work. This gives them courage to face real work situations and help minimize failures once in the jobs. One supervisor (**ISb)** told the researcher,

> *Before candidates sit for exams, they do some mock examinations to help remove the butterflies inside their stomachs. They imitate real situations so that they minimize mistakes. As you know, some mistakes are very costly for example when one destroys very expensive equipment due to poor handling. Industrial placement is a kind of preparation for one to work in industry. Industrial work exposure in this respect is meant to prepare trainees for job market expectations for them to work with minimal supervision after employment [ISb]*

In the words of the supervisors, it was clear that it is imperative for all trainees to be exposed to real job situations during the time they are undergoing training. If they do not get the opportunity for exposure, there will face work-based challenges adequately, due to skills deficit.

Focus Group Discussions

To get more information on the second objective, the study also conducted focused group discussion in three institutions named and coded as follows; Kabete, Nairobi Technical, and Bridge College. Groups of 12 trainers were sampled for the FGD and they were asked their opinions on the influence of industrial attachment on employability skills of TVET trainees. During FGD it was established that exposure was necessary during training as one participant observed:

> *When trainees come out of the institutions and join the world of work, they always tend to apply the knowledge learnt from their respective institutions. However, as we monitor and supervise trainees during attachment, there is a thin relationship between what is practiced in industry and what is taught in TVET institutions. However, despite the differences the institutional knowledge assists trainees to adapt, with time, to workplace challenges in industry, thus need for industrial attachment. We have observed them in attachment and found out that they are putting theory to practice **[KT02]***

One trainer likened attachment with driving school curriculum. In driving school, the trainee always begins with driving a toy on the table and then driving a real car on the road later. He observed:

> *When we look at the learners in a driving school, we see them first drive toy cars on the table. They refer to this as theory. They are also taught a lot of additional theories of driving. Then, they go into the real car on a real road to apply their theoretical knowledge. I consider the same applies as far as TVET trainees are concerned. When they go for industrial attachment, it is like practicing driving on the road. This kind of exposure is healthy for their skill training* [NT03].

Industrial attachment improves the psychomotor skills which are crucial for TVET trainees. This kind of exposure has been proven necessary for the students as they practise handling machines and other equipment. This was echoed by one trainer who opined:

> *There is also the question of psychomotor skills which need to be applied in real work situations. Performance on job related assignments using both cognitive and psychomotor skills require consistence practice using sophisticated equipment by trainees. There is no way one can train motor skills without applying the practical competencies. Industrial attachment offers this nature of learning to trainees from TVET institutions* (BT04).

The focus discussion group felt that without IA exposure, trainers would not visit industry to assess their trainees. TVET institutions offer both theory and practical training to the trainees. However, there is need to transfer the same to the real job situation. One trainer was quick to say,

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> *Our TVET institutions are known for offering theoretical knowledge as well as limited practical lessons. Once we do this, the students must get chance to apply these in the placement industries. They get the hands-on "experience" and mentoring through corrections and graduate with functional skills"* **(NT03).**

Integrating and Interpreting Data

The analysis done using descriptive statistics analysis, showed that most participants agreed that industrial attachment exposure enhanced trainees' employability skills, as 141 (94.6%) agreed and strongly agreed. Concerning the newest technology contribution to employability skills, most of the participants agreed. This means modern technology was important and significant in developing employability skills in the trainees.

On the issue of the nature of tasks given during placement as a factor for contributing employability skills, the number of agreeing and strongly agreeing combined together was 130 (87.2%). Thus, an appropriate work environment and pre-requisite exposure for employable skills during the attachment are essential. There was no doubt that skills exposure was essential and noteworthy during industrial attachment and it sorted out employability skills amongst the apprentices.

The researcher integrated, analysed, and interpreted the data by applying the Chi-square test to establish how industrial attachment exposure impacts employability skills of the trainees. The variables were answers from the trainees on the second objective. After keying in the participants' replies in SPSS in Chi-square test, the middling outcome was 0.9222. This result was larger than **α** value which is customarily 0.05. The average of 0.9222 is > than 0.05. Chi-square test indicated that there was a substantial association between the attachment skills exposure and its influence on employability skills of the trainees.

Results from supervisors' interviews indicated that most of them agreed that industrial attachment skills experience improved quality of products and services, timely task completion, better maintenance of workplace environment, and creativity and innovation development. It was clear that there was a lot of imitation and hands-on exposure during the attachment. The trainees were able to grasp skills which gave them confidence in job performance. Trainees interacted and shared knowledge amongst themselves and with skilled personnel with a diversity of competencies which they were able to pick to enhance their career practice. IA is essential in the views of the focus discussion group.

RECOMMENDATIONS AND CONCLUSION

Industrial Attachment gave trainees adequate exposure to key employability skills such as work culture, decision-making, problem solving, social skills, and interpersonal skills like self-confidence and negotiation. It is, therefore, recommended that Industrial Attachment exposed them to the latest technology that help them in providing quality products and services which is due workplaces environmental exposure and practice.

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