PERCEPTIONS OF UNIVERSITY GRADUATE YOUTH ON THE SIGNIFICANCE OF UNIVERSITY TRAINING IN ENHANCING GRADUATE YOUTH EMPLOYMENT IN NAIROBI COUNTY, KENYA.

BY

HAZEL ACHIENG' OCHIENG'

A THESIS SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF MASTER OF DEVELOPMENT STUDIES (MDS), FACULTY OF SOCIAL SCIENCES OF ST. PAUL'S UNIVERSITY

SEPTEMBER 2019

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Supervisors:

Dr. Petronilla, A. Otuya

And

Dr. Duncan O. Ochieng'

SEPTEMBER 2019

DECLARATION

This thesis is a product of my own work and is not the result of anything done in collaboration. It has not been previously presented to any other institution.

…….. ……

Hazel Achieng' Ochieng' Date

MDS/NRB/3879/17

Word Count: 19728

We confirm that the work reported in this thesis was carried out by the student under our supervision as the university supervisors.

…….. …….

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DEDICATION

I dedicate this study to my mother, Jannet Akinyi for her constant encouragement and amazing support throughout my studies.

ACKNOWLEDGEMENT

I acknowledge my supervisors Dr. Petronilla Otuya and Dr. Duncan Ochieng' and the entire Social Sciences faculty members at St. Paul's University, Nairobi Campus. Their tremendous guidance and patience has motivated me to successfully complete this thesis.

My sincere gratitude to my mother Jannet Akinyi Odhiambo who has supported me financially and emotionally through this journey, to my sister Sheila Achieng' who constantly proves to me that with Christ, focus and hard work life's goals are achievable and to my brothers, my great friends Shalton Mann and Scott Alfred, who always make me laugh when life seems unbearable.

ABSTRACT

Statistics have shown an overwhelming number of graduate unemployment and there is need for a holistic, in-depth view of university training that focuses on quality teaching, practical learning and career mentorship that would bear the expected outcomes for enhancing graduate youth employment. This study therefore sought to critically analyze the perceptions of graduate youth on the influence of university training in enhancing graduate youth employment in Nairobi County, Kenya. The specific objectives of this study were to examine the perceptions of graduate youth on the significance of different teaching methodologies in building graduate employment skills, assess the perceptions of graduate youth on the importance of practical learning in enhancing graduate youth employability and evaluate the perceptions of graduate youth on the effects of university career mentorship programmes in enhancing graduate youth employment in Nairobi County, Kenya. The study was anchored on the Human Capital Theory (HCT) and Modernization Theories that attempt to give an in-depth explanation of the expansion and development of educational institutions and the perceived relationship between training and employment. The study adopted descriptive research design to assess the relationship among variables. University graduates in Nairobi County within the last five years and between 21-35 years from Nairobi, Kenyatta and Jomo Kenyatta Universities formed the target population with a statistically significant sample of 399 respondents. The research employed self-selection and purposive sampling techniques. Quantitative and qualitative data was collected through questionnaires and a focus group discussion respectively. Data collected was subjected to SPSS version 20 system for descriptive analysis i.e. frequencies and cross tabulations then presented in form of tables, charts and graphs for easy interpretation. The study revealed that according to the graduate youth, lecturers from the three universities mainly employ teacher-centered techniques in lesson delivery specifically lectures and use of printed notes/handouts which are less significant in building graduate employment skills compared to student-centered teaching techniques which are preferred. The study also established that as stated by the graduate youth, practical learning plays a key role in enhancing graduate youth employment with the need for universities to offer more opportunities for attachments, educational tours and group projects to increase students' hands-on experience and exposure to the real world. Additionally, the study established that as claimed by the graduate youth career mentorship as a major contributor to graduate youth employment is under exploited and much more should be explored. Therefore, the study drew the conclusion that with bold and coordinated efforts, university training in Kenya will harness its full potential in enhancing graduate employment and recommends some of the best practices that can be adopted by universities to improve their quality in training and produce skilful, productive graduates.

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LIST OF ABREVIATIONS AND ACRONYMS

ACET - Africa Center for Economic Transformation

HCT - Human Capital Theory

ILO - International Labor Organization

NCPD - National Council for Population and Development

KNBS - Kenya National Bureau of Statistics

OCED - Organization for Economic Co-operation and Development

UNICEF - United Nations International Children's Emergency Fund

YEDF - Youth Enterprise Development Fund

CHAPTER ONE
INTRODUCTION

This chapter presents the background to the study, the research problem, research objectives, research questions, justification to the study, scope of the study, delimitation of the study and operational definitions.

1.1 Background to the Study

The youth population should be seen as a major asset for economic development. With priorities on quality education and training, appropriate paying employment and other gainful entrepreneurship ideas, the youth could be equipped to be economically independent–a great source of growth for national economies (Hall, 2017). This has however not been the case. The youth therefore continue to face daunting challenges, socially and economically. Some of the challenges include social exclusion, limited access to resources and economic challenges among others. One major challenge that the youth face globally is unemployment. In a report, UNICEF (2012), it was estimated that unemployment had increased by 27 million worldwide with the number of unemployed persons aged 15-24 years reaching 75 million.

It is perceived globally by many researchers that one main factor linked to the increasing high rate of youth unemployment though not directly or simply, is the youth bulge. As a result, The World Youth Report in 2018 indicated that unacceptable high numbers of youth are still experiencing poor education and employment outcomes. Other factors perceived to be correlated to youth employment include; lack of graduate jobs, cultural factors, and social factors among others. In critically examining future trends in relation to the 'youth bulge', Inayatulla (2016) articulates two scenarios that future youths are likely to face. Due to new youth-friendly technologies and new social structures aimed at ensuring youth contribution towards a more equitable, peaceful and prosperous world (first scenario), about five million jobs will disappear due to automation leaving the youth unemployed and disempowered (second scenario). Inayatulla (2016) also states that this will not only affect factory jobs but also professionals in law and accounting with most jobs being done by robots as predicted by the International Labour Organization (ILO)

and concludes by cautioning institutions of continuing to teach and train for jobs that with time will not exist.

With the above perceptions noted, a majority of the youth globally especially the unemployed are left at the mercy of their governments expected to formulate policies, establish structures and implement projects that will shift the unemployment situation. More often than not, a number of donor governments including the United Kingdom have recently been focusing attention on stimulating job market and growth across the African continent, a good step to make. However, the voices of the young people are conspicuously missing from these moves. A comprehensive understanding from young people about the challenges they face in securing an income, alongside their aspirations for work in a changing economic environment, is very much needed (Bender and Theodossiou, 2015). While dealing with the unemployment challenge, governments exclude the youth from the conversations while laying emphasis on what can be done for them and not with them.

According to an article by the ACET (2016) almost half of the 10 million graduates from over 668 universities in Africa per year don't get jobs. In the article, the World Bank noted that Africa has the highest youth bulge in the world and the youth population was expected to grow by 45.2 million between 2010 and 2020. It is also stated that according to the ILO, the youth unemployment rate in sub-Sahara Africa is around 12 percent with the African region having the highest rate of working poverty.

Africa recording the lowest university education enrollment of about 8 percent has shown tremendous efforts in working through increasing the numbers. The high number of university graduates is directly proportional to the rate of unemployment. Mohamed (2014) attributes the high rate of the educated youth to poor quality education and lack of skills required and poor linkages between universities and the business world. There is the perception that African countries need to differentiate university education system to produce diversified workforce in response to its development priorities.

A study carried out by Mncayi (2016) revealed the perceptions of graduate unemployment among graduates from a South African university. Top factors that were perceived to influence employment prospects by both the employed and unemployed graduates were lack of formal work experience, lack of professional networks, lack of job market information, corruption, lack of job searching skills and mismatch between qualifications attained and available jobs. In a Ugandan study, results from a focus group discussion involving the youth both employed and unemployed revealed that a majority of them perceived lack of soft skills and well-placed networking opportunities to be a constraint to employment. It was also perceived by all that limited access to internship opportunities made it harder for graduates to acquire relevant experience required by employers while those in salaried employment alluded to lack of mentorship as a major factor as well (Oluwajodu, Blaauw, Greyling, and Kleynhans, 2015).

In Kenya, a majority of unemployed graduates are disillusioned about the economic value of education. Since independence, the education system has been expected to produce skilled individuals who would be absorbed in the job market. In the recent years, university education in Kenya has continued to receive huge percentages among the total development expenditure (Danner, Makau & Nebe, 2016). We have witnessed the growing number of universities all with the aim of equipping young people with knowledge and skills yet many studies still perceive university graduates to be without employability skills, technical mastery and basic work related capabilities (Wahba, 2013). Despite many attempts to overcome the unemployment challenge in Kenya, young Kenyan university graduates still face so many obstacles in securing gainful employment after university training. It is estimated that 4 out of 10 young people are jobless with requisite qualification. According to the Human Development Index (HDI) report by the United Nations, Kenya recorded 39.1 percent unemployment rate in 2017 (Farah and Ali, 2018).

According to critics' perceptions, students are exposed to a system that emphasizes white collar jobs resulting to a situation where thousands of young people migrate from rural to urban areas in search of better livelihoods. There has also been emphasis on academic qualifications that do not necessarily translate to competent and skilled individuals. In a

study carried out by Godia (1987), analysis from the study did not provide any support for the contention that higher education levels amongst a population facilitates national economic development, a concept that has been widely supported by a number scholars today such as Amimo (2012) and Danner, Makau & Nebe (2016). The general recommendation is that there is need to focus on training that aims at building the capacities of graduates through imparting skills and competencies for both paid employment and self-employment.

In seeking to address the unemployment situation in Nairobi County over time, scholars emphasize on university training that encourages the youth to be job creators and not seekers stating that this would overhaul the situation. This however has not been accomplished as much as different commissions have been set up to try reform the education system. The reforms have been thought to pursue a political or administrative goal rather than being pedagogical including adequate teaching methodology, and a holistic approach to training (Danner, Makau & Nebe, 2016). Furthermore, there are insufficient studies on the perceptions of graduate youth on the significant role of university training in enhancing graduate youth employment.

1.2 Problem Statement

In 2017, a report by the Cabinet Secretary Education revealed that between 2012 and 2015, a total of 143,262 students graduated from both public and private universities in Kenya. The report also revealed that there was an increase in the total number of students graduating from degree programmes i.e. 23,523 in 2012 to 49,020 in 2015 (Ma, Pender and Welch, 2016). The unemployed graduates add on to the number of the unemployed youth in Kenya estimated to be 7 million by Kenya National Bureau of Statistics (KNBS) through a survey conducted in 2018.

Youth unemployment in Kenya has been perceived by educationists to be directly linked to lack of post-secondary education (Godia 1987) resulting to unskilled and incompetent youth who cannot be employed and inadequate employment opportunities for graduates (World Bank, 2017). There have also been studies centered on educational attainment with the perception that higher qualifications in education increase the chances of youth

employment (Wambugu, 2011). As much as the above factors influence to a greater extent the youth unemployment situation in Kenya, there needs to be a critical assessment of university training and more so the perceptions of graduate youth on its significance in enhancing graduate youth employment to measure the extent to which implemented recommendations (especially university education pursuit) have resolved the youth unemployment challenge. There are inadequate holistic views of graduate youth on university training that focuses on content delivery, practical learning and career mentorship that would bear the expected outcomes for enhancing graduate youth employability (Assan & Nalutaaya, 2018)

Danner, Makau & Nebe (2016), instituted a study on youth-led development in Nairobi. The report suggested that Kenyan urban areas especially Nairobi still face increased population growth from rural-urban migration by graduate youth perceived to be in search of better employment opportunities (that are inadequate in the rural areas) and entrepreneurship programmes such as Uwezo fund that have unfortunately failed to make an impact. The results of the study revealed the need to implement several initiatives centered on renewable energy, green revolution, peace building among others that can engage the innovativeness and creativity of the youth in question while creating self-employment. The study also revealed that for the graduates to successfully engage in the above initiatives, they need a wide range of skills i.e. foundational, transferable and technical. However, the study fails to assess the views of expected graduate trainees on whether university training has adequately equipped them with the necessary skills.

According to the World Bank (2017) report on youth employment initiative in Kenya, there has been a progressive growth of universities since 2015 for skill development. The question on the significance of university training for knowledge and skills development in enhancing graduate youth employment still remains. With about 500,000-800,000 (KNBS, 2018), getting in to the job market each year, it is needful not only to consider the inability of Kenya's economy to provide necessary amounts of formal and informal employment opportunities despite the rise in Gross Domestic Product (GDP) growth of more than 5 percent (Hall, 2017) but also to assess the perceptions of graduate youth on

how and whether the education system particularly university training plays a crucial role in enhancing the employability of graduates.

From the above statistics, it is evident that there is a high rate of unemployed graduates and a number of researchers have attributed this disconnect to poor quality of courses being offered at the universities, lack of timely labour market information and little or misdirected preparedness for the labour market (Husain and Hossain, 2016). There is therefore need to critically analyze through this study, the perceptions of the graduate youth in question on the significance of university training in enhancing graduate youth employment.

1.3 Purpose of the Study

The purpose of this study was to expose perceptions of university graduates on the significance of university training undertaken in enhancing graduate employment.

1.4 Research Objectives

The specific objectives of the study were to:

1. Examine perceptions of university graduate youth on the significance of different teaching methodologies in building graduate employment skills in Nairobi County, Kenya.
2. Assess perceptions on university graduate youth on the importance of practical learning in enhancing graduate youth employment in Nairobi County, Kenya.
3. Evaluate perceptions of university graduate youth on the effects of university career mentorship programmes in enhancing graduate youth employment in Nairobi County, Kenya.

1.5 Study Questions

1. What are the perceptions of university graduate youth on the significance of different teaching methodologies in building graduate employment skills in Nairobi County, Kenya?

2. What are the perceptions of university graduate youth on the importance of practical learning in enhancing graduate youth employment in Nairobi County, Kenya?
3. What are the perceptions of university graduate youth on the effects of career mentorship programmes in enhancing graduate youth employment in Nairobi County, Kenya?

1.6 Justification to the Study

In addressing goal four i.e. Quality Education of the Sustainable Development Goals (SDG), which seeks to provide Education for Sustainable Development (ESD), Kenya in line with Agenda 63 of the African Union has a great role to play in providing quality education, capacity building at all levels and fostering innovations to improve the Kenyan economy and livelihoods especially of the young population. This study is therefore important because there is need to engage graduates who have gone through university training by airing their voices and ideas that would be incorporated to further streamline university education initiatives and programmes to produce better quality graduates. This study will benefit university education policy makers and reformers by bringing insight in the state of affairs in regards to the variables discussed and recommending best practices that can be adopted by to improve talent development, foster entrepreneurial skills and mentorship to curb the high graduate unemployment rate. Furthermore, this study is beneficial as it gives insight on the need to focus on practicability and sustainability of educational reforms and their impact both in the short and long-term.

1.7 Scope of Study

This study only focuses on the perceptions of university graduates on university training aspects i.e. teaching methodology, practical learning and university career mentorship and their significance in enhancing graduate youth employment as these have been found to be key in adequately preparing graduates for employment opportunities. This study did not include other institutions of higher education, related subjects such as effects of unemployment, gender disparity in university enrollment and other labour market challenges such youth inactivity and informal employment as they were not the key areas of interest and offered little relevance to the study.

1.8 Assumptions

The study assumed that respondents successfully completed university training and were either employed or seeking for employment within Nairobi County. The study also assumed that respondents answered all questions truthfully.

1.9 Limitations

The study inadequately factored other key variables that could affect the quality of university training such as different curricular offered, quality and quantity of lecturers, students' motivation, students' attitudes and financial resources. Data collection was limited to graduates from Nairobi, Kenyatta and Jomo Kenyatta universities. The study was also limited to purposive sampling which is a non-probability sampling technique. Accurate generalizations of results pertaining the entire population were therefore limited.

1.10 Definition of Terms

Perceptions	Refers to the way in which something is understood, regarded or interpreted
Employment:	Refers to both wage employment and self-employment
Employability:	Refers to having skills, knowledge and personal attributes that make a person able to gain and maintain employment. Also relates to qualifications and competencies that enhances an individual's capacity to make use of education and training opportunities available in order to secure and retain decent work or business

Graduate youth employment	Refers to successfully securing an opportunity in both wage and self-employment after completion of university training
Higher education:	Refers to universities.
Labour market:	Refers to the availability of employment and labour in terms of supply and demand.
University training:	The process of learning skills and obtaining knowledge and competencies required to do a specific job or activity
Unemployed:	People of the working age who have not been in wage or self-employment for a reference period, are actively looking for work and are available for work.
Graduate youth:	Persons between the ages of 21-35 who have successfully gone through university training

CHAPTER TWO
LITERATURE REVIEW

2.0 Introduction

This chapter explores existing empirical studies on the above concepts for an in depth comprehension and presents the theoretical framework supporting the study and empirical review of literature based on the specific objectives, explores the knowledge gap and presents the conceptual framework the supports the study.

2.1 Theoretical Framework

Theorists have perceived a relationship to exist between training and employment. The human capital theory provides the justification that formal education especially higher education is perceived as a key pillar to economic growth and development playing a major role in curbing unemployment (Godia, 1987). The modernization theories on the other hand lay emphasis on internal sources and factors of socio-economic development such as formal education which is perceived to be a crucial factor to subsequent socioeconomic outcomes (Ynalves and Shrum, 2015). The general perception therefore is that the lack of formal education which brings about professionalism, highly specialized job roles and skill development is viewed as an internal barrier to development.

This study was therefore anchored on the two theories; Human Capital Theory (HCT) and modernization theories as they focus on formal educational development for employment and economic development. Noted to be an extensive concept, the Human Capital Theory does not only explore education and training but also covers other associated areas (Tan, 2014). It can be deduced by Tan's perception of the theory that getting to a higher level of education could mean having a higher inclination towards intelligence, dedication, management skills and ability to follow instructions making one more employable. The above theoretical views are deeply shared by Vichet (2017) though noting that education investment especially in the developing countries does not necessarily play an active role in curbing unemployment as expected. Additionally, a key perception in the modernization theories is that modernization is a transformative process and through the application of science and technology in the preconditions for take-off stage and entrepreneurship (both being factors of education) in the take off stage, once

traditional societies become transformed and better. This view complements the views by (Tan, 2014) and (Vichet, 2017).

2.1.1 Human Capital Theory

It is suggested by Tan (2014) that the HCT having a long a discontinuous history was formally introduced in the 1950s and scholars in the economic field such as Theodore Schultz and Gary Becker developed the theory's analytical framework. Though highly criticized by liberals focusing on its negative connotation with slavery, in the late 90s, the concept has since become a popular subject in economics. The definition of the human capital involved skills, knowledge and abilities of the employed such as gradutes in an organization. This original definition by Schultz failed to consider the value and importance of investment in the human capital and was later revamped it to an increased investment in education and training of individuals with the perception that an individual's ability can be enhanced through education and training to make them more productive (Alika and Aibieyi, 2014).

The concept of human capital has been greatly employed to shape perspectives on organizational success, economic growth and development. A report by Ulter University-Business School in 2017 perceived that an organization's economic success was based on its physical assets. A thought which was refuted by Becker who perceived physical assets to be just a portion of the growth and income in many countries (Rohling, 1986). There has since been a shift in how assets are perceived by firms and economies resulting from the transition from a production economy to a knowledge economy. Therefore, HCT postulates that investing in education leads to higher earnings in the future and predicts that the longer the investment period, the greater the returns such as graduates (Marginson, 2016).

Development planners in the 20^{th} century perceived unemployment and underdevelopment of the less developed countries' to have resulted from inadequate skilled labourers termed as 'engines of growth' as suggested by Godia (1987). It was perceived that poor nations were unable to develop due to insufficient education to support modern educational structures. A key assumption in this theory is that one of the

most efficient paths a government can take lies in improvement of production and stresses that for that to be achieved, there is need to train human resources for efficiency. In this regard, the 21st century has witnessed the expansion of education institutions globally for the purpose of social mobility and transformation. A right of education has been recognized by the global governments such as Article 13 of the UN 1966; International Covenant on Economic, Social and Cultural rights recognizes a universal right to education (Tan, 2014; Padhi, 2014).

The HCT is relevant to this study because of the perceptions therein attempting to explain the extent of correlation between higher education training and employment, in this case, graduate employment. It is perceived that Human Capital Development (HCD) is the basis on which governments strive to promote and enhance formal education and training to better equip its people; make them more relevant to employers with the expectation that they will hired, increase their productivity, earn money to better their lives and the economy at large. Education has since become an investment expected to yield significant return in terms of social and economic growth. Since the inception of the HCT, researches have been and are still being carried out on the value of education on the growth and development of economies (Godia, 1987; Vodopivec and Gabric, 2011).

2.1.2 Modernization Theories

The concept of modernization theories is thought to have begun in the classical evolutionary explanation of social change and theorists such as Karl Marks try to theorize the transformation initiated by industrial revolution (Mallick, 2005). Modernization theories are seen to cast development as a uniform evolutionary route that all societies follow, from agriculture, rural and traditional societies to post-industrial, urban and modern forms (Ynalves and Shrum, 2015).

According to Mallick (2005), Rostow suggested a predetermined sequence of developmental stages followed by all societies engaged in modernization theories. These included; traditional economies perceived to be dominated by subsistence farming with little wealth to invest, limited access to modern industry and technology. This stage is also heavily associated with cultural barriers to development; preconditions for takeoff

associated with aid, values and expertise brought in by the western countries and can take the form of science and technology for agricultural improvement, infrastructural development including roads and development lines, industrialization through the establishments of factories.

All these are perceived to provide conditions for investments attracting more companies in to the country; take off stage characterized by economic growth as modern practices become the norm. Profits in this stage are realized and re-invested in infrastructural growth. There is perceived growth of businesses both locally and internationally and the country now moves beyond subsistence economy and engages in exporting goods and services to other countries. More wealth is generated and perceived to trickle down to the population who become consumers of new products and industries; drive to maturity which is the fourth stage and characterized by more economic growth and investment in education, birth control and media. In this stage, new opportunities are realized by the population who strive to make the most out of the opportunities; the age of high mass consumption characterized by economic growth and production that are at the same levels with the western countries.

The relevance of modernization theories in this study can be seen first through the theorists' perceptions that there is diffusion and adoption of science and technology in schools for knowledge in production and economic growth. This has the implication that scientific and technological skills are learnt and established in mostly formal educational institutions to enhance productivity of graduates who successfully go through the system with the perception that they will later be absorbed by the labour market as skilled labourers for high production of goods and services ultimately socioeconomic development (Harber and Oryema, 2014).

Relevance can also be drawn from the take off stage which is characterized by the development of entrepreneurship skills for investment and re-investment. At this stage, societies embrace the need to establish businesses both locally and internationally with the perception that this ultimately results to people learning the art of business operations. Other than wage employment, entrepreneurship has overtime become a necessary

alternative to unemployment generally. Higher education curricula especially universities have developed business courses that equip students with skills perceived to be sufficient to have their own start-ups. These skills border empowering students to be creative, innovative, critical thinkers and have the ability to solve existing problems within the society.

The modernization theories have however been highly criticized as development has been realized not to take the forms and processes stipulated in the theories. Societal development is not a linear process and does not work on assumptions as the theories presume (Harber and Oryema, 2014). The trickling down of development to the grassroots has largely not been realized especially in Africa where more than a third of the entire population are below the poverty line. In addition, this study focuses on the perceptions of graduate youth unemployment who despite having gone through university education, attained skills and competencies, some still hope to reap the fruits of their hard work

2.2 Empirical Literature Review

2.2.1 Perceptions of the Significance of Different Teaching Methodologies in Building Graduate Employable Skills

Teaching methodologies refer to the general principles, pedagogy and management strategies used for classroom instructions (OCED, 2012). There are majorly two teaching methods outlined i.e. teacher-centered and student- centered but can further be divided to high technology teacher-centered and low technology student- centered and vice versa. Maloy and LaRoche (2010) argue that many teachers including lecturers have a tendency to teach as they were taught basing classroom lessons as instructional methods on the styles and strategies they experienced in their own schooling or what they observed.

According to Emaliana (2017), student-centered teaching approach is paramount in allowing students to build their skills especially analytical, problem solving skills and skills in self-directed learning, life-long learning, reflective learning and motivation. Student-centered teaching methods include; interactive class discussions, small group

work, cooperative learning, primary source analysis, creative writing, dramatic read aloud, democratic dialog and debates and performance based assessments.

Furthermore, Lak, Soleimani and Parvaneh (2017) argue that in a student-centered environment, students actively learn and have a greater input in to when they learn, what they learn and how they learn it. This means that students are responsible of their own learning and are directly involved in the learning process. Student centered-teaching methodologies focus on how students learn instead of how teachers teach. In student centered learning, lecturers or teachers abandon lectures, handouts and power point presentations for a more active, engaging, collaborative style of teaching.

On the other hand, in teacher-centered learning, teachers are perceived as information providers who monitor students and guide them towards getting the right answers. In this, students are viewed as passive learners who just receive information. Students are expected to perform well in evaluation tests and their needs are really not catered for (Bidabadi, Nasrisfahani and Khalili, 2016). Teacher centered learning is perceived to limit itself to a specific content proposed by the teacher or instructor. Therefore, the learning process stops at its expected delivery. The main critique given in this approach is that the learner merely masters limited sets of knowledge i.e. by memorizing content and applying rehearsed formulae, without addressing actual process-skills as needed in professional practice (Kompa, 2012).

In teacher-centered education, students put all of their focus on the teacher. The teacher talks, and the students exclusively listen. During activities, it is perceived that students work alone, and collaboration is discouraged. Additionally, there is the non-facilitation of higher cognitive skills which include abilities like critical thinking, analysis, evaluation, interpretation and self-regulation and meta-cognitive skills such as facilitated in problem based learning which include questioning that justifications and validity of arguments (Schraw, 2011).

Furthermore, it is also perceived that teacher-centered learning foster a culture where learners continually depend on the teachers which in contrary to the main goals of

modern pedagogy which aims to create self-directed learners. A teacher-centered teaching methodology creates an environment that does not facilitate nor empower a learner's autonomous study skills and subsequent lifelong learning skills. Lastly, the teacher identifies the lesson objectives and takes the primary responsibility for guiding the instruction by explanation of the information and modeling. In this approach, teachers should convey the materials well, because if not, students will have difficulties in attaining knowledge (Emaliana, 2017).

In a study carried out in Iran, results revealed that when teacher-centered approach was applied in teaching undergraduate students, a large number of bachelor holder graduates did not feel ready enough to work in their related fields (Bidabadi, Nasrisfahani and Khalili, 2016). Further, studies carried out in several Asian countries revealed that for student-centered teaching methodology to be effective, there is need to reduce existing gaps between students and teachers beliefs through learning needs analysis. Analyzing learning needs would help reduce dominance of the teachers as sources of information and allow an all-student participation. Several advantages are however attributed teacher-centered approach such as shorter time in participating in class activities, well prepared learning materials and management of students among others (Emaliana, 2017).

In an attempt by Lak, Soleimani & Parvaneh (2017) to investigate the effects of teacher-centered method versus the learner centered method on reading comprehension of the Iranian learners, the results revealed that both learner centered and teacher centered groups had positive results on the improvement of Iranian learners reading comprehension performance. However, it was noted that learner centered techniques applied were more effective than teacher centered techniques. In the study, results of a similar research conducted to compare use teacher centered and student centered teaching techniques in Midwestern University revealed that there were two types of teaching styles among graduate education instructors. The tendency was however geared toward student centered rather than teacher centered teaching styles.

According to Kwarteng and Ofosu (2018), university training has little focus on pedagogy which is left to the discretion of lecturers with assumption that lecturers have

the expertise in theory, practice, teaching and assessment. Much focus is seen to be on lecturers' academic qualifications, students' admission standards, examination protocols and availability of facilities in class rooms and laboratories. A research report by Kwarteng and Ofosu (2018) on observations made in two West African universities teaching lessons revealed that there was ineffective teaching that would help learners acquire adequate skills for employment. There was the application of straight lecturers with theories and abstract facts thrown at the students and the students just listened and took notes all through the lecturers.

The above observations also concurred with a study carried out by Govender (2015) aimed at analyzing the perceptions of students in South African higher education institutions. The findings revealed the lecture method as a popular mode of teaching and despite the method's advantages, students in the universities felt the need to be more exposed to alternative teaching methods for them to participate actively. The study then recommended the use of innovative technology to enhance quality of teaching and multiple teaching methods.

A study carried out by Maloy and LaRoche (2010) in American schools to review application of student centered teaching methods revealed that in as much as student centered teaching techniques are highly recommended, they have challenges that need to be addressed to make the techniques more efficient. Some of the challenges highlighted included, lack of full students' participation in small groups, students getting distracted when involved in group work among others. The study gave recommendations that small groups need clearly focused academic activities that can be finished in a reasonable amount of time and each member of the group needs to be assigned some portion of work to increase participation.

Other than the two broadly discussed techniques applied in teaching, technology utilization in classroom teaching not only increases students' engagement and motivation towards learning but also greatly complements the student centered teaching techniques. Technology enhances lesson delivery and makes learning more interesting when applied appropriate and utilized frequently. Different forms of technology are applied during

teaching and learning to heighten the quality of lessons delivered and enhance engagement in learning activities.

According to Courville (2011), technology can assist students in the visualization of previously unfamiliar content in a manner which assists in learning. For example, multimedia presentations, which utilize multiple formats of media, such as images, narration, and text, can be used to assist students in concept visualization. Other formats, such as simulations and games can add an extra level of interactivity between the student and the content, which turns the educational process from a passive to an active process.

According to Budhwar (2017), use of technology in class can be used to facilitate learning as it plays a major role in every field and one such field where its presence is utmost is in education sector. With the advancement in technology, education among the people has begun to proliferate and there is continuous research and development going on in introducing advanced technologies to make education easier, joyful and accessible. Among many, some of the noted advantages of technology use in class lessons include; continuous learning, distance learning, sharing knowledge, easy access to teaching and reading material and learning aids.

In addition to the above, technology can aid in educational achievement through two primary methods: the removal of physical barriers to learning and the transition of focus from the retention of knowledge to its utilization. Each of these methods must be examined in the context of their relation to both the student and the instructor in order to see their value and effect in educational settings.

There lacks adequate empirical studies on the various teaching methodologies applied by lecturers in Kenyan universities and more so the perception of students or graduates on whether the applied teaching methodologies adequately equip students with employability skills. It is however generally thought that student-centered methods of teaching are very helpful in developing learner independence in questioning and critically analyzing concepts while being able to practically apply theoretical knowledge (El-Ghali, 2011).

2.2.2 Perceptions of the Importance of Practical Learning in Enhancing Graduate Youth Employability

The inability to practically apply knowledge gained in the theory could be the biggest misgiving of the modern education system. Employment requirements are essentially divided in to two categories i.e. knowledge and skills. While qualifications can be gained through studies, skills come from a hands-on experience in the field and industry. Practical skills and knowledge is very important in understanding how things work. It therefore leads to a much deeper understanding of a concept through the act of doing and personal experience. Practical knowledge empowers an individual to achieve something being studied about. Good practical work can help engage students in developing important professional skills, develop the understanding of concepts and understand the process of scientific investigations. When well done, practical work can stimulate and better engage students at all levels of learning challenging them physically and mentally.

Practical learning is the exposure of learners to laboratory experiments, projects, study tours, industrial attachments, and practical assignments among others. For graduates to be adequately skilled for an activity or a job, both theoretical and practical skills are needed as practical work complements theory and builds on the learner's experience. According to the British Council (2014), globalization has increased competitiveness in employment opportunities and practical learning increases ones tacit knowledge to address real time problems and develop the process of innovation.

In a study evaluating the significance of early practical training as part of the pharmacy curriculum in a German university, Katajavuori, Ylanne and Hirvonen (2006), revealed that practical learning increased students' understanding of the theoretical knowledge. The students acquired knowledge and practical skills that enabled them work with the community of professionals. The study also revealed practical learning overtime builds the expertise of learners. This in turn builds the learners' confidence in solving real time problems in their areas of specialization enhancing innovation and self-employment creation.

A report obtained from the Huddersfield University in the United Kingdom revealed that undertaking a work placement while still studying increases graduate employability (Brooks, 2014). The report noted that qualifications, skills and abilities acquired purely from the universities were perceived by many organizations as insufficient for securing employment and work-place experience was a pre-requisite for employment. According to the report, job placement for the undergraduate for a duration of one year is seen as sufficient and most effective for gaining work experience (Mohamed, 2014).

Practical learning in surveyed West African universities revealed that there is still a major challenge in shifting from theory to practice. Even though practical learning is being fostered, a disconnect still exists between classroom, laboratory works and the society or economy; indirectly contributing to political, economic and social underdevelopment (Kwarteng and Ofosu, 2018). In Africa, quality university training must include adequate practical learning that allows development of skills.

In Kenya, there are no adequate studies on the effectiveness of attachments or practicums, a form of practical learning designed to provide students with practical work experience. They emphasize on the importance of learning by doing through which students are able to transfer their knowledge to actual work. They also provide opportunities to network and make important contacts with employers and professionals. Additionally, universities in Kenya offer other forms of practical learning that need to be explored and evaluated regarding their performance in adequately preparing graduates for employment.

One such form is study/educational tours which are perceived to play a key role in motivating learners to have an interest in learning through exploration of concepts. For deep explorations, students then require more awareness and knowledge on the subjects they study. Such knowledge and transformation can happen with the help of study tours. Educational tours can therefore impart learning of any field (Fowler and Meckert, 2014). Study tours as a form of practical learning offered in Kenyan universities should therefore be looked in to and their effectiveness analyzed to make them efficient in adequately preparing graduates for employment.

Tumuti, Mule, Gecaga and Manguriu (2013) proposed enhancing graduate employability through students' engagement in community service. Through the Students' Community Service Programme at Kenyatta University, students would have an opportunity to harness their skills and contribute to the development of the communities they serve. There are however inadequate evaluations on such practical learning initiatives and whether they are significantly enhancing graduate youth employment.

2.2.3 Perceptions of the Effects of University Career Mentorship Programmes in Enhancing Graduate Youth Employment

Mentoring is viewed as an extra curricula activity that can be offered to students and alumni as support learning and networking opportunity. Mentoring describes a range of faculty-student, staff-student or student-student relationship (Franz, 2017). According to Ma, Pender and Welch (2016), several benefits are attributed to career mentorship in the universities. Career mentorship enhances graduate employment. Universities offering career mentorship initiatives and programmes are perceived to have a higher job placement rate among their graduates compared to universities with none. This is achieved through connecting and enhancing students' networks that provide them with better tools for developing businesses and conducting job searches (Malechwanzi, Shen and Mbeke, 2016).

Zambarana et al., (2015) argue that mentors are critical throughout ones academic life to enhance persistence, educational access advancement and career success. Graduate students therefore rely on mentors or advisors to provide professional mentorship and academic socialization which impacts the development of their career choices. Effective mentorship would therefore involve knowledge transfer of behaviour and norms contributing to the accumulation of social and institutional capital allowing successful navigation.

A study by Fowler and Muckert (2014) that aimed to give an overview of a Tiered Mentoring Program (TMP) introduced across three schools at Griffith University revealed that student-mentoring programs are developed and implemented as one of two types. The first involves upper year level students or staff members mentoring first year

students with the aim of assisting with their transition to university while the second involves final year students being mentored by professionals in the field with the aim of assisting those students with the transition from university to employment. Additionally, the authors argue that there can be a third student mentoring programme where first year students were mentored by upper year level students, who were simultaneously mentored by professionals in the students' field of study. It was anticipated that the benefits resulting from the former two types of mentoring programs would occur in the tiered relationships. Additionally, tiered mentoring would enhance the mentoring experience for upper level students by providing them the opportunity to transfer the knowledge, skills, and abilities learned in their role as mentee of their professional mentor would be transferred to their role as mentor to their first year mentee, and vice versa. The above study suggests a model that could be adopted by universities especially and implemented to attain maximum benefits from mentorship as the model envisages that first year students especially would benefit from the tiered process of mentoring. Results from the study also reveal that first year students and upper year level students who participated in the program benefited in a range of ways.

By offering a mentoring program, students are perceived to receive encouragement right from the start from those who have been through similar experiences. Whether the mentors are older students, alumni or young professionals, mentors can connect with young students and provide invaluable advice and guidance. They answer the real, everyday questions and can become an advocate for a student, often providing a more personal level of support than what is available from a busy college professional advisor (Franz, 2017). Alumni are an important resource for every university or higher education institution as an essential part of a university's reputation. Alumni represent the success that students can achieve from a particular degree or program offered by the school. Alumni success can also translate into vital volunteer support and donation funding for the school.

Offering alumni the chance to become mentors is a great way to encourage them to remain connected with the universities. Utilizing a strong alumni network as a mentor base also gives current students a chance to ask questions of someone who has been in

their shoes and can relate to them more easily. Alumni-to-alumni mentoring programs also offer universities an opportunity to connect older classes with younger ones. These mentoring connections allow recent graduates to receive career advice from those with more experience in similar professions. This strengthens an alumni support network through engagement and builds a community that encourages giving back to the school that helped make them successful.

Peer mentoring can also provide valuable support for students at critical points in their student life, it offers a host of other benefits for both mentor and mentee. Peer mentoring is a mutual way of learning and allowing both participants to develop transferable skills that will help them during their time at university and beyond. A survey carried out at the Colorado University in the Leeds School of Business revealed that students who participated in the university's career mentoring programme were 40 percent more likely to get employment upon graduation. This is because students are able to be engaged in a network of alumni professionals for vital connections which can land them a first job (Meyer, 2014). Further, peer mentoring which is seen as untapped potential is also advocated as it can be used by students to share their knowledge and experience and develop skills that are useful for future employment.

According to Puukka (2015), mentoring relationships are seen as an invaluable way of stimulating critical thinking and are key to developing productive careers. In Makerere University, a study on the perceptions of the University's students revealed the increasing participation of students in career mentorship initiatives. The report highlighted perceived benefits resulting from mentor-mentee relationships. Among the benefits of the initiatives were academic productivity, career guidance, research development skills among others.

In Kenya, career mentorship programmes have been existing in the universities. A press release by Safaricom revealed a plan to partner with United States International University in a one year programme to engage telecommunication mentors. This resulted from the wide spread discussions of the quality of graduates leaving universities for the job market (Kaneda, 2017). At Riara University, there is focus on student peer mentoring, lecture student mentoring and professional peer tutoring. This is meant to expose students

to guidance, role modelling, and support among others. However, there seems to be inadequate empirical studies on evaluations of existing career mentorship programmes within the universities, their effects and significance in enhancing graduate youth employment. Therefore much more needs to be explored and career mentorship programmes adopted and enhanced to increase their effectiveness.

2.3 Conceptual Framework

It has been widely agreed that a conceptual framework is a critically important component in the research process. It entails a visual representation of the study structure and its links with relevant theoretical foundations, summarizing key information presented in the literature review. According to Antonenko (2015), conceptual framework also allows for the aligning of key research components to create an argument of the importance of the research topic and the proposed way of studying it. This study employed a conceptual framework model as shown in Figure 2.1. The model linked three independent variables from the study's three objectives to the dependent variable. There were also intervening variables identified by the researcher and a relationship established on how they would affect the dependent variable.

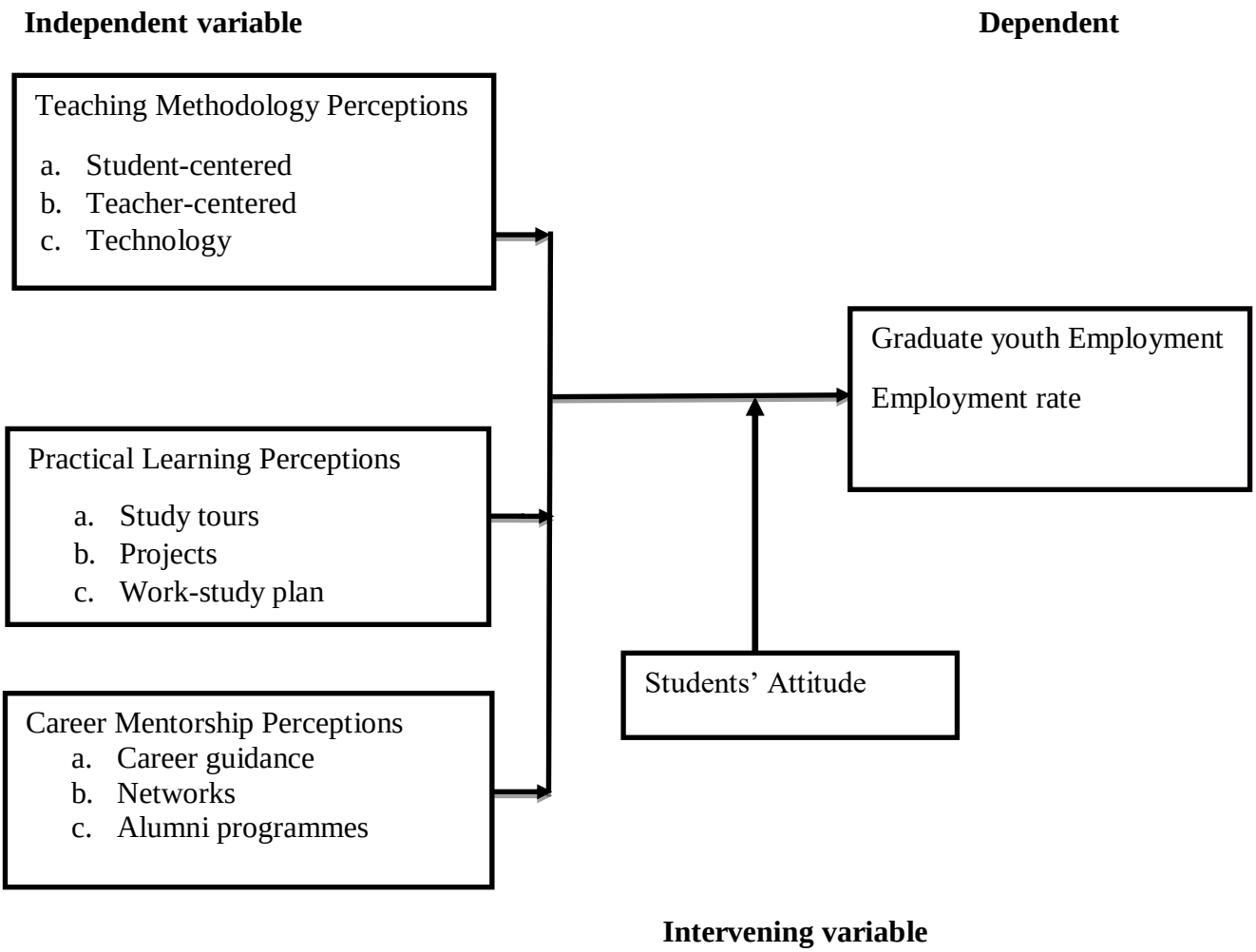


Figure 2.1: Conceptual model. **Source**: Author (2019).

2.3.1 Teaching Methodology Perceptions

As shown in figure 2.1, higher education teaching methodology is perceived to be key in producing outcomes that determine graduate employment. Teaching methodology in this study reviewed three parameters as perceived by graduate youth that would apply in different lesson delivery techniques. The parameters reviewed were; student-centered, teacher centered and technology application in lesson delivery. The mentioned factors are very vital in determining the level of students' participation, engagement and attitude in class. There is therefore a mutual relationship between the techniques applied in lesson delivery and the students' attitudes towards learning which ultimately influences the outcome which in this case is either employment, self-employment or unemployment. Furthermore, content delivery methods that are student-focused are perceived to be

centered on discussions that interrogate concepts to promote a high level of understanding. They are perceived to be better in equipping graduates adequately that teacher-centered methods.

Teaching techniques that are student-centered as outlined in the empirical literature review are perceived to allow students to build their skills especially analytical, problem solving skills and skills in self-directed learning, life-long learning, reflective learning and motivation. Student-centered lesson delivery techniques considered and analyzed in this study included; brain storming, individual class presentations, group discussion and any other stated by the respondents. On the contrary, in teacher–centered teaching techniques, teachers are seen as information providers who monitor students and guide them towards getting the right answers. Such techniques in one way or the other are perceived to limit students' interaction with the lecturer in interrogating concepts and seeking a deeper understanding. Students in many cases become passive learners with limited or not engagement and participation. Teacher-centered lesson delivery techniques considered and analyzed in this study included; handouts/ printed notes and lectures including any other stated by the respondents.

On the other hand, technology is perceived to enhance lesson delivery and make learning more interesting when applied appropriate and utilized frequently. Different forms of technology are applied during teaching and learning to heighten the quality of lessons delivered and enhance engagement in learning activities. Both lecturers and students' benefit from the application of technology in lesson delivery such as; tutors are able to reach to students' across the lecture halls and even through long distance learning and illustrate concepts in picture or film form to evoke excitement and interest among the students'. This is perceived to increase students' engagement and motivation towards learning. Technology tools considered and analyzed in this study as perceived by the graduate youth included; mobile devices, such as laptops, phones and iPads, electronic or digital whiteboards, television, projectors, microphones and any others stated by the respondents.

2.3.2 Practical Learning Perceptions

Training that focuses on practical skill-building, with adequate infrastructure is perceived to be key in developing students' skills, knowledge mastery and enhancing basic work skills and professionalism (KNBS, 2018). Practical learning is also perceived to be of significance in equipping graduates with employability skills. Practical learning that focuses on projects, study tours, lab experiments, research, and industrial attachments among others is perceived to promote students' empowerment in solving societal problems productively, reduce dependence and promote economic development (Ma, Pender and Welch, 2016). In reverse, according to Wahba (2013), focusing more on theoretical learning rather than practical learning has adverse effects on the adequacy of graduate employable skills producing 'half-baked' graduates who are not desirable to employers and with little or no capacity to venture in to entrepreneurship.

In this study, several forms of practical learning were considered and the frequency of application also regarded as perceived by the graduate youth to establish exposure of the students to use of selected practical forms. They included; study tours, individual projects, group projects, community service, lab experiments, industrial attachments, research work and any other stated by the respondents. Practical skills are built and strengthened through frequent practice. Limited exposure to practical learning would mean having graduates with very low skill and competence levels. Ultimately, this would heavily impact on the quality of production of goods and services. Pursuing entrepreneurship requires appropriate application of skills for efficiency and effectiveness. Confidence of skill application also relies on practice of the specific skill. Employers are also attracted to and impressed by practical skills rather than theory. A graduate who has had more exposure to practical learning would appear to be more hands-on and confident in displaying skills and competencies learnt which would in turn make them better placed for employment.

Practical learning such as attachments, projects, lab experiments, and community service are perceived to be vital in developing employable skills. When exposed to such, students' are able to move from theory to practice and are capable of applying theories and abstract concepts to real work situations. They therefore become critical thinkers and

innovators, able to solve real time problems in the real world. In contrary, students who are less exposed to practical learning are perceived to be unable to relate to real work or life situations. In turn, they become less interested and depend heavily on others to solve a majority of problems. Having less confidence or no confidence in problem solving makes one incapable of self and societal development.

2.3.3 Career Mentorship Perceptions

Career mentorship is perceived to have an effect on enhancing graduate youth employment. Mentorship increases students' networks, enhances students' knowledge in subject selection and career choice and offers support to alumni students through alumni programmes. Mentorship also offers fairly easy transition from universities in to employment. Career guidance and forming networks are attributed to career mentorship programmes and are regarded as benefits of being engaged in a mentorship programme. Many students may not know how to set realistic goals and having someone to help them in the process is vital to their success.

Student mentees are also able to benefit from professional networks of their mentors. This allows for visibility of the student mentees in the organization and gives them an opportunity to interact with professionals they wouldn't have a chance to meet. They also get a chance to learn new skills that are market driven making them attractive to employers. Alumni programmes also form part of the career mentorship. Alumni graduates brought on board are able to engage in peer mentorship. Both parties are involves in knowledge sharing which is a mutually beneficial. This allows both parties to gain experience and new perspective from one another. Student mentors through such programmes are also able to reconnect with individuals in their network and build a stronger business relationship.

2.4 Summary

This study reviewed perceptions in existing theoretical and empirical literature that relate to the topic of study. The study was anchored on theorists' perceptions from the HCT and the modernization theories, their origin and development clearly outlining how higher education came to being and the value socio-economic development places on them.

Empirical literature reviewed in light of the specific objectives revealed the interaction between stated variables i.e. perceptions of teaching methodologies in university training, practical learning expected outcomes and career mentorship. The chapter further illustrated a conceptual framework linking the independent and dependent variables, highlighting how they affect each other. It is therefore paramount to have a higher education system that incorporates the variables discussed in this chapter to have the desirable outcomes which are wage employment and self-employment.

CHAPTER THREE
RESEARCH METHODOLOGY

3.0 Introduction

This chapter presented methods and procedures that were used in analyzing the perceptions of graduate youth on the significance of higher education training in enhancing graduate youth employment in Nairobi County, Kenya. The chapter explores the research design employed based on the nature of the problem, highlights the target population, explains the sampling procedure, instruments reliability and validity, pilot testing and ethical considerations.

3.1 Research Design

This study employed the descriptive research design. A descriptive survey enables the researcher to collect facts from a large population without altering the surroundings, while analyzing data numerically (Kothari, 2004).The design also allowed comparative analysis among variables and helped the study meet its specific objectives through the analysis of qualitative and quantitative data required to answer the study questions.

3.2 Study Site

The study site for this research was Nairobi City County, Kenya (Appendix V). Nairobi City County is Kenya's capital city with a population of approximately 3.5 million growing at a rate of 4 percent annually. The county comprises of 17 constituencies and 85 wards within the constituencies. There is a working population of 68 percent having the youth as more than half (National Council for Population and Development (NCPD) 2017). Among the cities in Kenya, Nairobi has the highest number of youth population, highest number of universities and currently ranks top in youth unemployment. (Fengler, 2011).

3.3 Target Population

The target population for this study was the unemployed, employed and self-employed university graduate youth from Nairobi, Kenyatta and Jomo Kenyatta Universities within

the last five years i.e. from 2014 to 2019 estimated to be 116,000 graduates on average (NCPD, 2017). The study targeted those between 21-35 years in Nairobi County, Kenya.

3.3.1 Sample Size Determination

Yamane's formula was used to obtain a statistically significant sample size at 95% confidence level (Yamane, 1967).

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

Where:

n = sample size

N = population size

e = margin of error i.e. +/- 5%

Therefore:

$$n = \frac{116000}{1+116000(0.05)^2}$$

n = 399

3.4 Sampling Procedure

The 399 university graduate youth sample was obtained from a survey list of male and female graduates from Nairobi, Kenyatta and Jomo Kenyatta Universities between 2014 and 2019 and within 21-35 years. However, the study was limited to self-selection and purposive sampling techniques because of the inability to obtain a list of the entire target population. The sample distribution per university is shown in Table 3.1 below

Table 3.1: Sample Distribution Per University

University	Sample Distribution
Kenyatta	170
Nairobi	170
Jomo Kenyatta	150
Total	490

Source: Author (2019).

3.5 Data Collection Instruments and Procedure

Data collection employed in this study was both quantitative and qualitative. Quantitative data was obtained through administering questionnaires (Appendix I) to the university graduate youth from the survey list using both pre-determined and open ended questions. Questionnaires were preferred because numerical data was needed for statistical analysis. Qualitative data was obtained through holding an organised focus group discussion with graduate youth volunteers to complement the questionnaires by getting in-depth information about personal and group perceptions on the topic (Appendix II).

3.5.1 Pilot Testing

50 questionnaires were administered to university graduate youth and a focus group discussion held. Both pilot tests were in Machakos County which is an adjacent county to the study area and has the same characteristics as Nairobi County in terms of the variables. This was done to ensure that questions were well defined, questions were clearly understood and questions were appropriate and comprehensive and to address other weaknesses of the study.

3.5.2 Instruments Reliability

Cronbach's Alpha Technique for analysis was applied to provide a measure of the internal consistency of the pilot test. The results showed the alpha coefficient was 0.797 as shown in Table 3.2. According to Tavakol and Dennick (2011), acceptable values of alpha range from 0.70-0.95 where 0.7 and above is good, 0.8 and above is better and 0.9 is best. Therefore, the variables in the study had a relatively high internal consistency hence reliable.

Table 3.2: Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.797	.775	43

Source: Author (2019).

3.5.3 Instruments Validity

The study employed face validity method on the questionnaires and focus group discussion guide for common-sense assessment while also relying on the knowledge of how respondents answered the questions. The researcher's supervisors evaluated the extent to which the instruments adequately captures the objectives to establish content validity. The data collection instruments were valid as they gave the researcher relevant data needed. (Mackison, Wrieden and Anderson 2010).

3.6 Data Analysis and Presentation

First, the raw data was validated to understand if the collected data sample was in accordance with the pre-set standards. Editing was then done by conducting basic checks and outlier checks to make sure the raw data was ready for analysis. Data coding was then done through grouping and assigning values to the responses for easy analysis of small data buckets. The prepared numerical data was subjected to Statistical Packages for Social Sciences version 20 for descriptive statistics (frequencies and cross tabs) and the output was presented as tables, charts and bar graphs for ease of interpretation.

3.7 Ethical Consideration

The study observed expected tenets of ethical behaviour. There was consent obtained from respondents prior to engagement and participation was voluntary with the freedom to withdraw from the study at any point without unfavourable consequences. Anonymity and confidentiality of respondents was observed by protecting respondents' identity and information given by known respondents were not diverged whatsoever. Necessary authorizations were obtained from the board of post-graduate studies St. Paul's University (Appendix III), Ministry of Education National Commission for Science Technology and Innovation (NACOSTI) before data collection (Appendix IV).

CHAPTER FOUR
DATA ANALYSIS, PRESENTATION AND INTERPRETATION OF FINDINGS AND DISCUSSIONS

4.0 Introduction

This chapter discusses the data analysis, interpretation, presentation and discussion of the findings of the field study carried out analyze the perception of university graduate youth on the significance of university training in enhancing graduate youth employment within Nairobi City County, Kenya.

4.1 Demographic Information

4.1.1 Response Rate

The researcher sampled 399 respondents from which 330 questionnaires were filled and returned constituting a response rate of 82.7% while 69 did not respond (Table 4.1). According to Mugenda and Mugenda (2003), a response rate of over 80% is excellent for analysis. The response rate of 82.7% was satisfactory for analysis and drawing of conclusions that could be generalized for the study.

Table 4.1: Response Rate

Survey Response	Sample	Percentage
Response	330	82.7
No Response	69	17.3
Total	399	100

Source: Author (2019).

4.1.2 Age

The study was conducted amongst the graduate youth i.e. between 21 years to 35 years. It was paramount to look at the age of respondents to indicate that graduate youth across different age brackets participated in the study as shown in Figure 4.1. The figure indicates that graduate youth aged 24-29 years were the most at 55.45% followed by 30-

35 years at 35.45% with the least number of graduate youth being between 21-23 years at 9.09%.

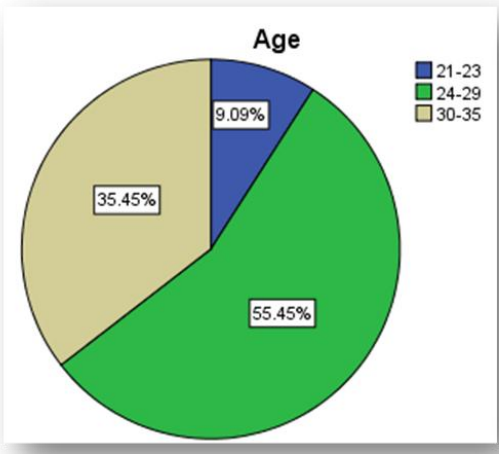


Figure 4.1: Age **Source:** Author (2019).

4.1.3 Level of Education

It was important for the study to understand the level of education for the graduate youth in order to determine if there is an existing relationship between the level of education and rate of employment. The respondents were asked to indicate their highest level of education and as shown in Figure 4.2, majority (65.5%) of the respondents indicated having attained a bachelor's degree, 32.7% indicated having attained Master's degree while only 1,8% indicated having attained a Doctor of Philosophy degree.

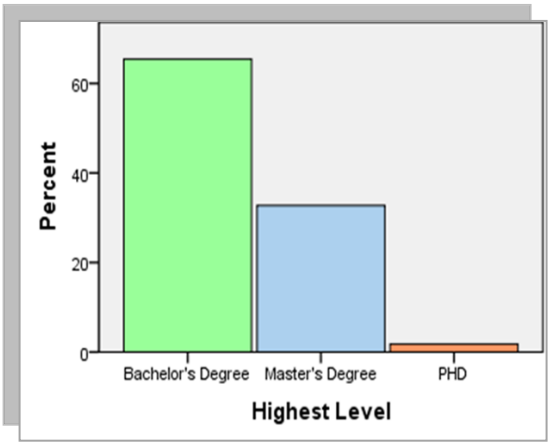


Figure 4.2: Level of Education **Source:** Author (2019).

4.2 Perceptions of Teaching Methodologies Applied at the Universities

The study sought to examine perceptions of university graduate youth on the significance of different teaching methodologies in building graduate employable skills in Nairobi County, Kenya.

4.2.1 Perceptions on the Main Technique in Lesson Delivery

The respondents were asked to select the main teaching methods used at the university to deliver class lessons. The results as shown in Table 4.2 indicate that the main teaching methods applied in class lesson delivery as perceived by the graduate youth were lectures at 89.1% which is the highest followed by the use of handouts/printed notes at 70%. These two methods are considered to be teacher-centered whereby students are viewed as passive learners who just receive information (Bidabadi, Nasrisfahani and Khalili, 2016).

Table 4.2: Teaching Methodologies

Teaching Methodology		Frequency	Percentage
(Use of Handouts and Notes)	**Not used**	99	30
	Used	231	70
	Total	330	100
(Lectures)	**Not used**	36	10.9
	Used	294	89.1
	Total	330	100
(Brain Storming)	**Not used**	270	81.8
	Used	60	18.2
	Total	330	100
Individual Presentation)	**Not used**	171	51.8
	Used	159	48.2
	Total	330	100
Group Discussions	**Not used**	129	39.1
	Used	201	60.9
	Total	330	100

Source: Author (2019).

When probed further on the level of course understanding of each teaching methodology, results in Table 4.3 indicate that the majority (75%) of the respondents perceived group discussions as the teaching method that best enhanced their course understanding followed by brainstorming at 37.5% and individual class presentations at 25% while 62.5% of respondents perceived lectures and brainstorming to averagely enhance their course understanding and 50% perceived printed notes/handouts as the least in enhancing course understanding. On probing further, a majority of the respondents expressed their perceptions on how they were taught at the university explaining that;

> "*The main teaching methodologies were handouts/printed notes and boring lectures that did not even involve the students in discussions" (R1, 2019)*

Another stated;

> *"Handouts were given out for the students to cram and eventually pass exams. Most of the contents in the handouts were never discussed" (R2, 2019)*

Commonly expressed by the respondents was the perception that mainly teaching methods were focused on course completion and exam passing rather than skill building.

Table 4.3: Teaching Methods and Level of Course Understanding

Methods	**Level of Course Understanding**				
	Poor	Little	Not Sure	Average	Best
Handouts/printed notes	37.5%	50%	12.5%	0	0
Lectures	0	37.5%	0	62.5%	0
Individual Presentations	0	0	0	75%	25%
Brain storming	0	0	0	62.5%	37.5%
Group discussions	0	0	0	25%	75%

Source: Author (2019).

This clearly shows a mismatch of what is perceived by the graduate youth as the most effective teaching methodologies that ought to be applied to their perception on what is actually offered. The perceived main teaching methods applied (printed notes/handouts and lectures) are regarded as teacher-centered where application is left to the discretion of lecturers with the assumption that lecturers have the expertise in theory, practice, teaching and assessment but are perceived to have associated risks of promoting low levels of course understanding, poor class participation and engagement and does not

enhance learning of adequate skills for employment ((Bidabadi, Nasrisfahani and Khalili, 2016). Persistent use of these methods would therefore mean a short fall in adequately equipping students for employment of self-employment (Kwarteng and Ofosu, 2018).

4.2.2 Perceptions of Technology Tools Applied in Teaching

Respondents were asked to select the technology tools applied during class lessons. As shown in Table 4.4, projectors and mobile devices (phones, laptops, and ipads) were perceived to be highly applied by 84.5% and 58.2% respectively. Microphones and televisions were perceived to be the least forms of technology used rated at 38.2% and 4.5% respectively.

Table 4.4: Technology Tools Applied in Teaching

Technology Tools		Frequency	Percentage
Mobiles	**Not used**	138	41.8
	Used	192	58.2
	Total	330	100
Television	**Not used**	315	95.5
	Used	15	4.5
	Total	330	100
Projectors	**Not used**	48	14.5
	Used	279	84.5
	Missing	3	0.9
	Total	330	100
Micro-Phones	**Not used**	204	61.8
	Used	126	38.2
	Total	330	100
White-boards	**Not used**	267	80.9
	Used	63	19.1
	Total	330	100

Source: Author (2019).

According to Govender (2015), technology enhances lesson delivery and makes learning more interesting when applied appropriate and utilized frequently. Different forms of

technology are applied during teaching and learning to heighten the quality of lessons delivered and enhance engagement in learning activities.

4.2.3 Perceptions of Participation Level in Class

The respondents were asked to rate statements that determined their level of class participation. As shown in Table 4.5, 42.7% respondents agreed to have a low level of participation in class while 17.3% strongly agreed to the same. 32.7% respondents were not sure about being engaged in critiquing and asking questions while 27.3% agreed. 39.1% respondents agreed being engaged by lecturers during class lessons and 29% strongly agreed to the same. In general, 31.8% agreed to have enjoyed class lessons while 30% were not sure. When probed further, respondents perceived that activities centered on ideas and knowledge sharing made class lessons most exciting. These include research presentations, group discussions and brain storming. One respondent said;

"*Brain storming and group discussions enhance critical thinking" (R6, 2019)* while another stated;

"Presentations build confidence and mastery of concepts" (R8, 2019).

Another commonly striking response was that practical's also made class lessons very exciting. "It was exciting and interesting to put abstract theory concepts to practice", noted one of the respondents. A majority of the respondents noted the need to improve students' experience in class and one said;

"Engaging the students and not just relying on handouts and notes" (R4, 2019).

Another suggested;

"Lessons should be more hands on, research based, thought provoking and students should be more involved while undertaking the class lessons" (R3, 2019)

In seeking to gauge the level of class participation of the graduate youth, it emerged from the findings that a total of 60% perceived themselves to have minimally participated in class while a total of 68% agreed to their lecturers having engaged the class through asking questions and allowing discussions among students. 40% in total agreed to critiquing concepts for further understanding. This is consistent with the studies that perceive the inefficiency of lectures as a main teaching technique in enhancing class participation as participation is limited to only those who seem interested in seeking further information and knowledge

Table 4.5: Level of Class Participation

Statement	Strongly disagree	Disagree	Not Sure	Agree	Strongly agree	Total
I mainly silently listened and took notes while the lecturer spoke	10.9%	9.1%	20%	42.7%	17.3%	100%
I critiqued and asked questions on concepts taught to get a deeper understanding	9.1%	18.9%	32.7%	27.3%	12%	100%
While explaining concepts, the lecturer engaged the students by asking questions and allowing debates and discussions amongst students	7.3%	8.2%	16.4%	39.1%	29%	100%
Generally, I found class lessons exciting and looked forward to the next	6.3%	16.4%	30%	31.8%	15.5%	100%

Source: Author (2019).

In general, at least a total of 47% agreed to having found class lessons interesting and looked forward to the next. However, 30% were not sure about interesting class lessons and a total of 22.7% neither found class lessons interesting nor looked forward to the next. These findings are alarming as most lessons in the universities are undertaken in class and students are expected to develop employment skills by critiquing concepts to enhance their critical thinking skills, active class participation and interest in seeking further knowledge. Without these aspects, graduate employment skills cannot be adequately enhanced.

4.3 Perceptions of Practical Learning

Similarly, the study sought to assess perceptions of the importance of practical learning in enhancing graduate youth employment in Nairobi County and used the following variables to assess the objective;

4.3.1 Perceptions of the Importance of Practical Learning in Enhancing Graduate Youth Employment

The respondents were asked to state whether they thought practical learning enhances graduate youth employment. Majority (84.5%) of the respondents agreed that practical learning does enhance graduate youth employment while 14.5% thought that practical learning somehow enhances graduate youth employment and 0.9% did not know whether practical learning enhances graduate youth graduate employment as shown in Figure 4.3.

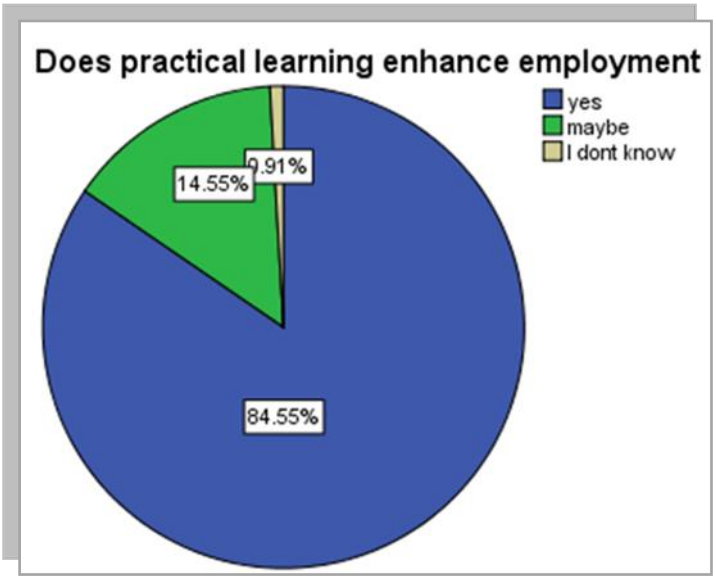


Figure 4.3: Practical Learning enhancing graduate youth employment

Source: Author (2019).

4.3.2 Perceptions of the Forms of Practical Learning Employed

Respondents were asked to select the forms of practical learning they engaged in at the university. All forms of practical learning were employed with 67.3% participating in attachments, 66.4% in group projects, 58.2% in research work, 52.7% in individual projects, and 34.5% in study tours as indicted in Table 4.6.

Table 4.6: Forms of practical learning

Forms		Frequency	Percent	Forms		Frequency	Percent
Study tours	Not applied	216	65.5	**Lab Experiments**	Not applied	279	84.5
	Applied	114	34.5		Applied	51	15.5
	Total	330	100.0		Total	330	100.0
Individual Projects	Not applied	156	47.3	**Attachments**	Not applied	108	32.7
	Applied	174	52.7		Applied	222	67.3
	Total	330	100.0		Total	330	100.0
Community Service	Not applied	252	76.4	**Research work**	Not applied	138	41.8
	Applied	78	23.6		Applied	192	58.2
	Total	330	100.0		Total	330	100.0
Group Projects	Not applied	111	33.6				
	Applied	219	66.4				
	Total	330	100.0				

Source: Author (2019).

In addition to that, further analysis from the focus group discussion on frequency of engagement in practical learning revealed that although *'industrial attachment'* had the highest percentage, the frequency of offer was the least among all other forms with all respondents stating they undertook an industrial attachment only once within their university life. Respondents expressed the need to have more opportunities for engagement in all forms of practical learning with one respondent stating;

"There should be more case study assignments" (R7, 2019).

Another stated;

"There is need for market place assignments and more study tours to relevant organizations" (R9, 2019).

Results also indicate that among the least forms of practical learning applied were laboratory experiments, study tours and community service. Study tours play a key role in motivating learners to have an interest in learning through exploration of concepts. Further probing revealed that study tours are not sufficiently utilized and when applied has little or no significance to the courses studied. This therefore implies that more needs to be done to harness the potential of educational tours in adequately preparing graduates for employment. Another key form of practical learning that exposes students to the real world is community service. 76.4% had not engaged in community service. Universities

should therefore adopt community service as a way of connecting students to the real world with real challenges.

4.3.3 Perceptions of Practical Learning Experience

Respondents were asked to rate their practical learning experience and the results indicated in Table 4.7.

Table 4.7: Practical Learning Experience

Statement	Strongly disagree	Disagree	Not Sure	Agree	Strongly agree	Total
Practical learning enhanced my ability to apply better solutions to existing problems in my area of specialization	6.4%	4.5%	3.6%	35.5%	40%	100
Practical learning gave me a good understanding of the course and what is expected of me	3.6%	4.5%	18.3%	31.8%	41.8%	100
Practical learning enhanced my ability to develop new ideas, creative thoughts	3.6%	8.2%	18.2%	33.6%	36.4%	100
I was exposed to practical learning that made me better placed for employment	2.7%	12.8%	18.2%	33.6%	32.7%	100

Source: Author (2019).

Form the study findings, more than 70% of the respondents in total agreed to being exposed to practical learning that promoted course understanding, enhanced skill development and made them better placed for employment. When probed further, a majority (80%) of the respondents in total however perceived the inadequacy of practical learning opportunities offered at the universities. Also, when offered, respondents noted that practical learning needed to offer more skills in respective areas of specialization. One of the respondents recommended;

"Students should be given practical lessons in their area of specialization" (R3, 2019).

Another stated;

"Practical lessons should be more and consistent in line with the area of specialization" (R10, 2019).

In seeking to determine the importance of practical learning in enhancing graduate youth employability, 70% of the respondents in total agreed to being exposed to practical learning that promoted course understanding, enhanced skill development and made them better placed for employment though inadequately offered. This is consistent with findings from a study by Katajavuori, Ylanne and Hirvonen (2006) in a German university which revealed that practical learning increased students' understanding of the theoretical knowledge. However, it emerged that in some cases practical learning was not offered in respect to areas of specialization with a total of 16% disagreeing that practical learning made them better placed for employment. This is consistent with practical learning in surveyed West African universities which revealed that there is still a major challenge in shifting from theory to practical learning (Kwarteng and Ofosu, 2018).

4.4 Career Mentorship Perceptions

The third objective was to evaluate the perceptions of the effects of university career mentorship in enhancing graduate youth employment in Nairobi County. The study uses the following variables to assess this objective;

4.4.1 Perceptions of Participation in Career Mentorship

The respondents were asked to state their participation in career mentorship programme at the university as shown in Figure 4.4

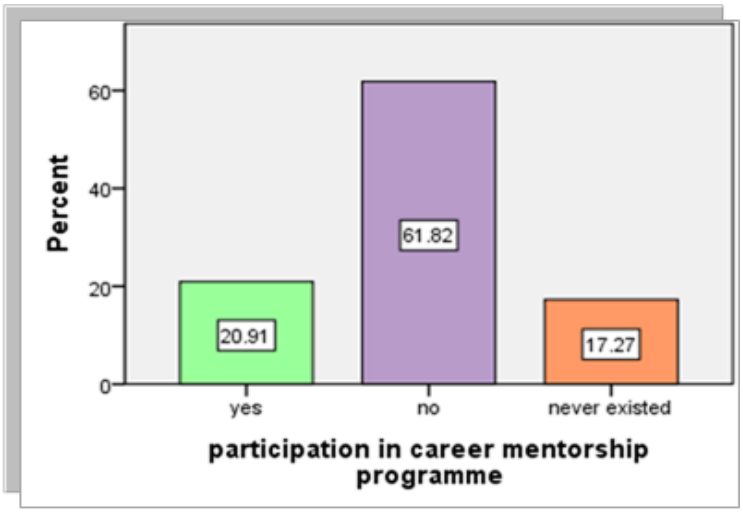


Figure 4.4: Participation in career mentorship programme **Source:** Author (2019).

The results indicate that 20.91% agreed to having participated while majority (61.82%) admitted to never having participated in any career mentorship programme with 17.27% of the respondents indicating non-existence of career mentorship. When probed further, respondents who agreed to have participated in career mentorship explained that trainings and workshops had mainly been about '*career selection guidance*', '*preparation for the job market*' and '*leadership training*'. An outstanding aspect from comments of those who participated was the involvement of employers from different fields in the trainings. One respondent stated;

> "*There was a career week at the university every semester where students would be taught about their careers and what they entail, including interacting with professionals from that career path" (R4, 2019)*

On further analysis, out of the 20.91% who participated in career mentorship programme, majority (78.3%) agreed that the experience had been useful in securing employment while 4.3% thought the experience wasn't useful in securing employment and 17.4% did not know whether the experience was useful in securing employment (Table 4.8)

Table 4.8: Usefulness of Career Mentorship Programme

Response	Frequency	Percent
Yes	54	78.3
No	3	4.3
I don't know	12	17.4
Total	69	100.0

Source: Author (2019).

Upon further probing on explanation of the career mentorship programmes according to these who participated, it was perceived that career mentorship engagement benefits had mainly been '*career selection guidance'*, '*preparation for the job market'* and '*leadership training'* making them better placed for employment (Ma, Pender and Welch, 2016). These three among others are perceived to form a critical process in preparation for both wage and self-employment with preparation for the job market adequately equipping one with sufficient information on what is attractive to employers. Findings revealed a perceived high success rate of career mentorship programmes benefiting students with the majority (78.3%) of participants having benefited and therefore there is need for universities to develop long term attractive programmes and create awareness to increase the enrolment level of students' actively engage and complete successfully.

4.4.2 Perceptions of Participation in University Alumni Programme

Respondents were asked to state whether they had been part of their universities' alumni programme. As indicated in Figure 4.5, only 19.09% agreed to have been part of an alumni programme while majority (80.91%) disagreed to having been part of university alumni programme.

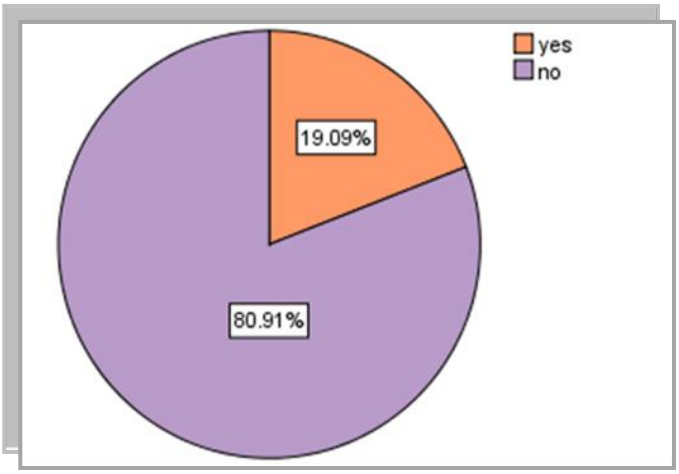


Figure 4.5: Participation in University Alumni Programme **Source:** Author (2019).

Further analysis reveal that out of the 19.1% who agreed to have been part of the university alumni programme, majority (66.7%) indicated they have benefited from networking, 19% benefited from job placement opportunities, and 14.3% did not benefit from the alumni programme they were engaged in. When probed further, respondents in the focus group discussion unanimously agreed that career mentorship programmes play a critical role in enhancing graduate youth employment. However, much more needs to be done especially in creating awareness to promote and encourage participation from students and having frequent extensive programmes as one stated;

> "*Career mentorship programmes were only in some faculties (especially business school). Most of us wanted to participate but we were locked out" (R2, 2019).*

Another respondent who didn't find the career mentorship programme beneficial echoed sentiments from a majority of questionnaire respondents. The respondent stated;

> "*Such programmes should provide linkage with potential employers for placements and should be designed with the needs of the job market" (R5, 2019).*

Further, findings revealed that only 19.1 % had taken part in alumni programmes which also form part of career mentorship that support learning and career opportunities. Alumni participation findings revealed a major challenge that university training in Nairobi City County and Kenya at large needs to address otherwise remain at the risk of continued lower job placements.

4.5 Employment Status

When asked about their employment status, 50.9% of respondents were employed, 7.3% were self-employed while 41.8% were unemployed as shown in Table 4.9.

Table 4.9: Employment Status

Status	Frequency	Percent
Employed	168	50.9
Self-employed	24	7.3
Unemployed	138	41.8
Total	330	100.0

Source: Author (2019).

These results are consistent with Farah and Ali (2018) who states that 4 out of 10 young people are unemployed and clearly confirms the consistent high unemployment prevalence among the graduate youth as explained by Ma, Pender and Welch (2016). The employed and self-employed represented majorly six public, private and non-government sectors where they were engaged in. Namely; energy, banking and insurance, information, technology, tourism and hospitality and media. The study also revealed that entrepreneurship or self-employment opportunities were less explored among graduate youth in Nairobi City County which may have resulted from inadequate entrepreneurial training. There is therefore the need to review courses offered in the universities and develop entrepreneurial skills and talents in line with the labour market needs.

Further analysis of the length of unemployment indicated that out of the 41.8% who were unemployed, 26.1% had been unemployed for over 3 years, 21.7% had been unemployed for 3 years, 19.6% had been unemployed for 2 years, 17.4% had been unemployed for 1 year while only 15.2% had been unemployed for less than 1 year as shown in Table 4.10.

Table 4.10: Length of Unemployment

Time	Frequency	Percent
Less than 1 year	21	15.2
1 year	24	17.4
2 years	27	19.6
3 years	30	21.7
Over 3 years	36	26.1
Total	138	100

Source: Author (2019).

4.5.1 Description of Unemployment Status

The researcher further analyzed the respondents' unemployment status and as indicated in Table 4.11, 39.1% and 21.7% respondents strongly agreed and agreed to be actively looking for employment respectively. This number forms at least 60% of the total unemployed respondents. A total of 58.7% considered themselves well trained in their areas of specialization, a total of 39.2% considered themselves to have entrepreneurial skills and would love to venture in to entrepreneurship and lastly, a total of 52.2% desired more training to make them attractive to employers. When probed further on how best the graduate unemployment challenge can be tackled, top on the list were equipping graduates with employment and entrepreneurship skills through better training, practical learning and mentorship (45%), creation of more job opportunities for new graduates such as paid internships (40%).

Table 4.11: Description of Unemployment Status

Statement	Strongly disagree	Disagree	Not Sure	Agree	Strongly agree	Total (138)
I have been actively looking for employment	4.4%	17.4%	17.4%	21.7%	39.1%	100%
I am well trained with sufficient skills for employment in my area of specialization	4.3%	8.7%	28.3%	34.8%	23.9%	100%
I have entrepreneurial skills and would like to venture in to self-employment	6.4%	8.7%	45.7%	28.3%	10.9%	100%
I desire more training to make me attractive to employers	4.4%	13%	30.4%	34.8%	17.4%	100%

Source: Author (2019).

Further analysis on the unemployed revealed that majority had been unemployed for three years and above. This is a worrying trend and proves that securing employment is a difficult task among graduate youth of Nairobi County. In analyzing the reasons of unemployment among the graduate youth, findings revealed that 'lack of job opportunities'(48%) was the main unemployment reason with 'inadequate job experience' (43%), 'inadequate training' and 'corruption' (5%) were also given as reasons of unemployment. The 60% of the unemployed graduate actively looking for a job and considered themselves well trained. Findings also revealed that majority of the unemployed graduate youth within Nairobi County need more training to make them attractive to employers and to build their entrepreneurial skills.

4.5.2 Cross Tabulation of Employment Status and Level of Education

Cross tabulation of the employment status and highest level of education was done to determine the relationship between variables. The results indicated that the highest percentage which was 31.8 % of the total respondents comprised of graduate youth who were employed and had a bachelor's degree (Table 4.12). 29.1% of the total respondents were unemployed and with a bachelor's degree. 18.2% of the total had a master's degree

and were employed while 12.7% of the total respondents has a master's degree and were unemployed.

Table 4.12: Employment Status * Highest Level Cross tabulation

	Highest Level			
Employment Status	**Bachelor's**	**Masters**	**PhD**	**Total**
Employed	105	60	3	168
% Within employment status	62.5%	35.7%	1.8%	100%
% within highest level	48.6%	55.6%	50.0%	50.9%
% of the total	31.8%	18.2%	0.9%	50.9%
Self-employed	15	6	3	24
% Within employment status	62.5%	25.0%	12.5%	100%
% within highest level	6.9%	5.6%	50.0%	7.3%
% of the total	4.5%	1.8%	0.9%	7.3%
Unemployed	96	42	0	138
% Within employment status	69.6%	30.4%	0	100%
% within highest level	44.4%	38.9%	0	41.8%
% of the total	29.1%	12.7%	0	41.8%
Total	216	108	6	330

Source: Author (2019).

Of the total unemployed graduate youth respondents, 69.6% had a bachelor's degree while 30.4% had a master's degree. The least percentage of the total number of graduate youth was 0.9% which comprised of PhD employed and 0.9% PhD self-employed. There was no unemployed graduate youth with a PhD.

4.5.3 Cross Tabulation between Highest Level of Education and Age

Cross tabulation of highest level of education and age to determine the relationship between the two variables as shown in Table 4.13.

Table 4.13: Highest Level * Age Cross tabulation

			Age			
			21-23	**24-29**	**30-35**	**Total**
Highest Level	Bachelor's Degree	Count	27	132	57	216
		% within Highest Level	12.5%	61.1%	26.4%	100.0%
		% within Age	90.0%	72.1%	48.7%	65.5%
		% of Total	8.2%	40.0%	17.3%	65.5%
	Master's Degree	Count	3	51	54	108
		% within Highest Level	2.8%	47.2%	50.0%	100.0%
		% within Age	10.0%	27.9%	46.2%	32.7%
		% of Total	0.9%	15.5%	16.4%	32.7%
	PHD	Count	0	0	6	6
		% within Highest Level	0.0%	0.0%	100.0%	100.0%
		% within Age	0.0%	0.0%	5.1%	1.8%
		% of Total	0.0%	0.0%	1.8%	1.8%
	Total	Count	30	183	117	330
		% within Highest Level	9.1%	55.5%	35.5%	100.0%
		% within Age	100.0%	100.0%	100.0%	100.0%
		% of Total	9.1%	55.5%	35.5%	100.0%

Source: Author (2019).

The results indicate that the highest number of graduate youth at 40% are aged between 24-29 years and have a bachelor's degree. This is followed by graduate youth between 30-35 years also having a bachelor's degree. 16.4% of the total graduate youth are aged between 30-35 years and have a master's degree. Of all the youth aged between 24-29 years, 72.1% have a bachelor's degree and 27.9% have a master's degree with none having a PhD.

4.6 Summary of Study Findings

Study findings established that lectures and use of handouts/printed notes were perceived as the main teaching techniques at 89.1% and 70% respectively. Projectors and mobile devices were perceived to be the main tools of technology applied during class lessons at

84.5% and 58%. Attachments and group projects were perceived to be the main practical activities that the respondents were engaged in with a feeling that they were inadequately offered. Additionally, 78.3% of graduate youth who participated in career mentorship programmes benefited. Furthermore, the graduate youth highlighted lack of job opportunities, inadequate job experience, inadequate training as the main reasons for unemployment.

CHAPTER FIVE
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

In this chapter, major findings are summarized, conclusions derived from the study are given and recommendations are made which are significant for education policy makes and future references. The purpose of the study was to critically analyze perceptions of university graduate youth on the, significance of university training in enhancing graduate youth employment in Nairobi County. To achieve the outlined specific objectives, a study was carried out. The study focused on 330 graduate youth between 21-35 years.

5.1 Summary of Findings

This section summarizes major findings of the study in line with objectives. In order to establish relationships between variables, cross tabulation was done. The age category of 21-23 years had the least number of graduate youth with only 2.8% having a master's degree while none having a PhD. A relationship was established between employment status and the level of education revealing that the highest number of employed graduate youth had a bachelor's degree while the highest number of unemployed graduate youth also had a bachelor's degree and between 24-29 years. This is in line with a report released by UNICEF in 2012 which stated that the rising youth unemployment was more prevalent among the said age group. There was a 5.5% difference between the unemployed graduate youth who had a bachelor's degree and those with a master's degree. This indicates that graduate youth unemployment is as high among graduate youth with a bachelor's degree as it is among graduate youth with a master's degree.

To answer the first research question, several questions were asked that yielded significant findings. First, the study found out that among the teaching techniques employed, printed notes/handouts and lectures were perceived to be the main ones used at the university. 89.1% perceived lectures to have been used as the main technique in lesson delivery while 70% perceived printed notes/handouts to have been used. At least 50% perceived individual discussion and group discussions to have been used as the main

teaching technology. Brainstorming as a teaching methodology had the least percentage. These results are consistent with Govender (2015) whose study also noted lectures as the main teaching methodology at the universities.

On the perceptions of the importance of practical learning and whether it enhanced graduate youth employment, it was perceived by the majority (84.5%) that practical learning enhances graduate youth employment through hands-on experience and skill development. From the findings, it emerged that over 60% participated in attachments and group projects. Further analysis however revealed that the frequency of offer of attachment was perceived to be the least amongst all other forms while participation in group projects was perceived to be mainly once a month. A report obtained from the Huddersfield University in the United Kingdom revealed that undertaking a work placement while still studying increases graduate employability (Brooks, 2014). In this regard attachment and community service opportunities can be regarded as work placement opportunities employed during university training with the aim of enhancing graduate youth employment.

In establishing the perceptions of the effects of university career mentorship programme in enhancing graduate youth employment, findings revealed that there was very low participation in career mentorship programmes at the university with more that 60% not having participated in any programme and only 20.9% had participated in such programmes. The perception is that there are weakly established programmes or even non-existence of such programmes. 17.3% perceived career mentorship programmes not to have existed in the universities where they studied. According to Puukka (2015), mentoring relationships are seen as an invaluable way of stimulating critical thinking and are key to developing productive careers. This advantage therefore is perceived to be lacking in some Kenyan universities as revealed in the findings.

5.2 Conclusions

The perception is that university lecturers mainly apply teacher-centered teaching techniques which are less significant in building graduate employment skills. The graduate youth as established by the study feel that more student-centered teaching

techniques such as group discussions, class debates, brain storming should be the primary methods applied while also incorporation other different forms of technology more often to enhance lesson quality and better students' experience. Student-centered teaching techniques are perceived by the graduate youth to be much more significant in building graduate youth employment skills compared to teacher-centered techniques as they are perceived to offer better opportunities for learning.

The study concluded that graduate youth perceived practical learning to be important in enhancing graduate youth employability. Practical learning employed in the universities as perceived by the graduate youth should largely expose students to real-time life and work situations and should be regarded as a major part of training. It was also noted and concluded as perceived by the graduate youth that a majority of students in some courses go for study tours once in their university life. With this, more study tour opportunities can be created to increase the students' practical learning experience. On the other hand, community service and industrial attachments opportunities were perceived to be inadequate and should also be availed more frequently and made compulsory to all students. Programmes should be exciting to arouse students' interest in taking part while also having activities that create awareness of existing programmes. Universities are however perceived to be in the right track with the introduction of community service as an on-job training opportunity for students undertaking university training (Tumuti et al., 2013).

Further, the study concluded that career mentorship programmes at the universities are perceived to be doing poorly as a majority of the students said they were never engaged. Universities should therefore establish mentorship programmes and work towards increasing uptake of the programmes. According to the study, as perceived by the university graduates proved that indeed career mentorship programmes have long term benefits to students and enhance graduate youth employment especially those who consistently engage and participate in programme activities.

From the study findings, it was established that unemployment is indeed prevalent among graduate youth within Nairobi County and the average year of securing meaningful

employment was three years. These graduate youth perceived themselves as not well trained with some desiring further training for entrepreneurship skills building and to be more attractive to employers. The researcher therefore concluded that university training as perceived by the graduate youth needs to be streamlined in line with gaps discussed within this study to ensure better quality graduates hence reduction of the high graduate unemployment rate.

5.3 Recommendations

Based on the perceptions of the study findings and conclusions, the study recommends encouragement of application of student-centered techniques in class lesson delivery as these have proved to build graduate employment skills such as critical thinking and problem solving that are nurtured through brainstorming, class discussions and presentations and academic debates among others while also developing high course mastery. Additionally, the study recommends the frequent utilization of diverse technology tools in class. Technology utilization should be diversified to include modern exciting tools to support learning and heighten the quality of lessons delivered while also enhancing students' engagement in learning activities. This complements the student-centered teaching techniques and largely build students' employment skills. Utilization of some technology tools also enhance student-lecturer engagement as in the case of distance learning, video conferencing could be used for conducting discussions and lectures.

Faculty members within universities' academic departments should accept the obligation of improving their teaching skills for enhanced professional excellence. The study therefore recommends that this could be done through participating in training programmes within the institution. This could also be done through participation in organized departmental or all-campus presentations and seminars on learning and teaching while also engaging in formative evaluations of colleagues. The study revealed that practical learning goes a long way in working towards alleviating graduate youth unemployment. The study presented other forms of practical learning opportunities that were less frequently used and recommends the adoption of these forms of practical learning to supplement the ones mainly used i.e. industrial attachments, individual

projects and group projects among others that would strengthen graduates' employment skills. To further enhance practical learning, the study recommends that community service and attachment as forms of practical learning should be incorporated at least once each academic year to increase students;' exposure to professional settings for on-job trainings and real life work situations. In addition, study tours should also be taken seriously as they enhance outside learning in a better and interesting way through interaction with different environments and cultures. Moreover, the study further recommends the need for universities to strengthen research through supervision of undergraduate research and encouraging active participation of the undergraduates as contributing co-authors of published work as part of practical learning.

The study recommends formation of more strategic partnerships between universities, employers and professionals to diversify mentorship programmes to accommodate different departments within the university while also offering a more career-specific mentorship focusing on areas of students' specialization. Moreover, the study recommends adoption of alumni programmes to benefit both ongoing students and graduates. Other than adoption, universities should also put structures in place that strengthen programmes' activities and promote participation such as effective alumni outreach activities e.g. reunions, speaking events and seminars. This would encourage peer mentorship, professional development among graduate youth while also creating avenues for networking and learning from other graduates' experience

In addition, the study recommends engagement of all stakeholders towards reducing the high graduate youth unemployment. As universities work towards producing quality graduates, the government and private sector should also work towards creating formal job opportunities for fresh graduates to increase graduates' job experience, adequate internship and entry job opportunities should be availed for fresh graduates. Additionally, the government should have a graduates' database to keenly monitor graduates employment status. This would be helpful as unemployed graduates' can be easily tracked and available opportunities directed to them. The lists of unemployed graduates can then be shared with potential employers for job matching and appointments.

The study further recommends rigorous entrepreneurship trainings be conducted in the universities to empower and build the capacities of students as young entrepreneurship. This should be accompanied with actual business projects to enhance practicability of learnt skills. Other than just producing mass graduates with certificates that show completion of a courses, participating in actual projects will demonstrate level of understanding and application of required skills. In addition, the study recommends that universities and the Commission for University Education (CUE) should review courses offered at the universities and offer only those that are in line with the market demand and research driven to help curb high rates of graduate unemployment

5.4 Recommendation for Further Study

The study and literate reviewed herein demonstrates that youth unemployment is indeed a global challenge with rapidly growing numbers of graduate unemployment. Kenya faces an even greater challenge in resolving graduate youth unemployment considering its population is predominantly young and associated complexities around economic growth and job creation in Kenya. Bold and coordinated efforts are therefore required to stimulate economic transformation and business sector development. This study mainly focused on perceptions of university graduate youth on the significance of university training in enhancing graduate youth employment in City County.

It is therefore crucial to note that significant findings were drawn from university graduate youth and findings revealed an unemployment rate of 41% among graduate youth with prerequisite qualification most of who had a bachelor's degree. Consequently, the study recommends further studies in the following areas:

a) A similar study to be carried on youth with other lower levels of education including vocational trainings
b) An additional study to be carried out to establish the relationship between gradate youth unemployment and economic development in Nairobi City County.
c) A further study to be carried out to analyze the effectiveness of existing government internship programmes in enhancing graduate youth employment.
d) A study to be carried out to establish the relationship between unemployment and youth inactivity in community development in Nairobi City County.

e) A further study to be carried out on the relationship between gender and graduate youth unemployment.

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APPENDICES

Appendix I: Youth Questionnaire

The purpose of this questionnaire is to collect data on the influence of higher education training on graduate youth employment. Information collected will be treated with total confidentiality and will be used within this study.

Section A: General Information

1. Age 21-23 ( ) 24-29 ( ) 30-35 ( )
2. Highest level of education

   ( ) Degree ( ) Masters ( ) PhD

Section B: Teaching Methodology

3. What was the main technique in lesson deliver?

( ) lectures ( ) Brain storming

( ) individual class presentation ( ) group discussions ( ) others……

4. What technology tools were applied during class lessons? Tick all that apply

( ) mobile devices such as laptops, phones, ipads

( ) electronic whiteboards

( ) television

( ) projectors

( ) others……

5. How often was the use of any form of technology during class lessons?

( ) everyday

( ) once or twice a week

( ) once a month

( ) not at all

6. How do the following statements best describe your level of participation in class?

   1=strongly disagree **2**= Disagree **3**=Not sure **4**= Agree **5**= strongly agree

Statement	**1**	**2**	**3**	**4**	**5**
I silently listened and took some notes while the					

lecturer spoke					
I critiqued and asked questions on concepts taught to get a deeper understanding					
While explaining concepts, the lecturer engaged the students by asking questions and allowing debates and discussions amongst students					
Generally, I found class lessons exciting and looked forward to the next					

7. What would you highlight as the best experience during class lessons
……
……
……

8. What can be done to improve students experience during class lessons
……
……
……

Section C: Practical Learning

9. Does practical learning enhances graduate youth employability?
( ) Yes ( ) No ( ) somewhat ( ) I don't know

10. Which forms of practical learning did you engage in? Tick all that apply

( ) study tours ( ) community service work ( ) attachment
( ) individual projects ( ) lab experiments ( ) research work
( ) group projects ( ) others……..

11. How best do the statements below express your practical learning experience?
1=strongly disagree **2**= Disagree **3**=Not sure **4**= Agree **5**= strongly agree

Statement	**1**	**2**	**3**	**4**	**5**
Practical learning enhanced my ability to apply better solutions to existing problems in my area of specialization					
Practical learning gave me a good understanding of the course and what is expected of me after completion					

Practical learning enhanced my ability to develop new ideas, creative thoughts and readiness to undertake new projects in self-employment					
I was exposed to practical learning that made me better placed for employment					

12. How can practical learning be enhanced to make graduates better placed for employment

……..

……..……

Section D: Career Mentorship

13. Did you participate in any career mentorship Programme at the university?

( ) Yes ( ) No ( ) They never existed

14. If your answer to question 12 above is yes, kindly explain

……

……

15. Was the career mentorship experience helpful while you were trying to secure employment?

( ) Yes ( ) No ( ) I don't know

16. Have you been a part of your university's alumni Programme?

( ) Yes ( ) No

17. If your answer to question 15 above is yes, kindly explain

……

……

18. Kindly recommend ways in which universities can improve their career mentorship programmes to better students' experience?

……

……

Section E: Employment Status

19. What is your employment status?

( ) Employed ( ) Self-employed ( ) Unemployed

If self-employed,

20. If your answer to question 18 above is employed or self-employed, kindly state the sector

……

If unemployed,

21. How long have you been unemployed?

( ) less than 1 year ( ) 1 year ( ) 2 years ( ) 3 years ( ) over 3 years

22. What is your opinion on the following statements about your employment status?

1=strongly disagree **2**= Disagree **3**=Not sure **4**= Agree **5**= strongly agree

States statements	**1**	**2**	**3**	**4**	**5**
I have been actively looking for employment					
I am well trained with sufficient skills for employment in my area of specialization					
I have entrepreneurial skills and would like to venture in to Self-employment					
I desire more training to make me attractive to employers					

23. Kindly give recommendations on how best the university graduate unemployment challenge can be resolved

……

……

……

Thank you for participating

Appendix II: Focus Group Discussion Guide

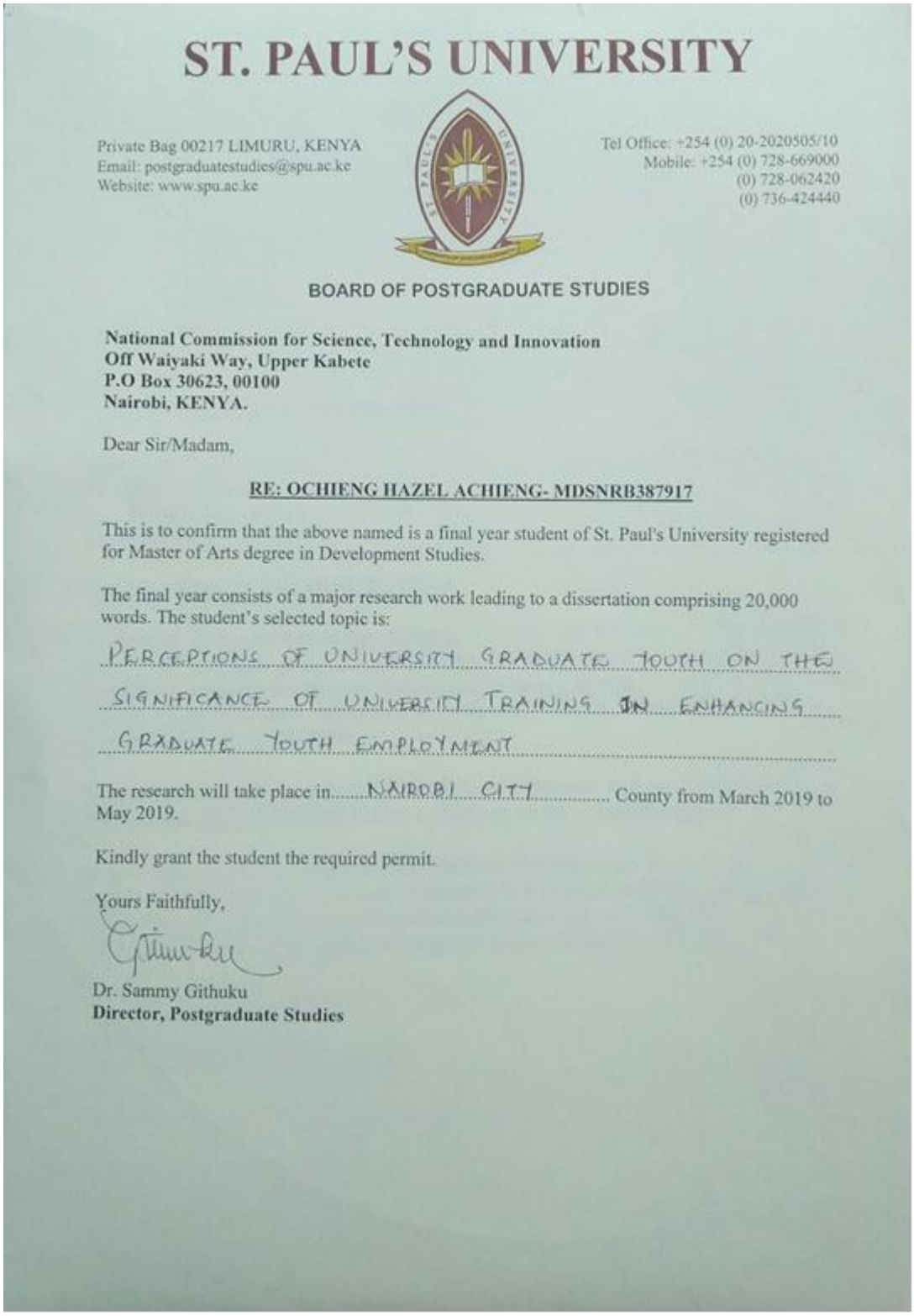
Introduction Letter

I, Hazel Achieng' Ochieng' a student at St. Paul's University, perusing a Master of Development Studies Degree would like to invite you to participate in my research study i.e. *Perceptions of University Graduate Youth on the significance of University Training in Enhancing Graduate Youth Employment in Nairobi City County.*

Participation is voluntary with no unfavorable risks if unwilling. Responses will remain confidential and anonymous. Data collected will be only used for academic purposes within this study.

1. What were some of the perceptions of the teaching methodologies used during your class lessons?
2. On a scale of 1 to 5, where 1=poor, 2=little, 3=not sure, 4=average, 5=best, kindly rate how each method enhanced your understanding of the course work
3. What do think can be done to increase students' active participation during classroom learning to foster critical thinking and creativity?
4. How were you engaged in practical learning?
5. Do you think practical learning strengthened your problem solving skills in readiness to undertake projects in paid employment and self-employment?
6. What are the different career mentorship initiatives or programmes offered in university where you studied?
7. Do you think career mentorship in universities is significant in enhancing graduate youth employment?

Appendix III: St. Paul's Authorization Letter



ST. PAUL'S UNIVERSITY

Private Bag 00217 LIMURU, KENYA
Email: postgraduatestudies@spu.ac.ke
Website: www.spu.ac.ke

Tel Office: +254 (0) 20-2020505/10
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(0) 728-062420
(0) 736-424440

BOARD OF POSTGRADUATE STUDIES

National Commission for Science, Technology and Innovation
Off Waiyaki Way, Upper Kabete
P.O Box 30623, 00100
Nairobi, KENYA.

Dear Sir/Madam,

RE: OCHIENG HAZEL ACHIENG- MDSNRB387917

This is to confirm that the above named is a final year student of St. Paul's University registered for Master of Arts degree in Development Studies.

The final year consists of a major research work leading to a dissertation comprising 20,000 words. The student's selected topic is:

PERCEPTIONS OF UNIVERSITY GRADUATE YOUTH ON THE SIGNIFICANCE OF UNIVERSITY TRAINING IN ENHANCING GRADUATE YOUTH EMPLOYMENT

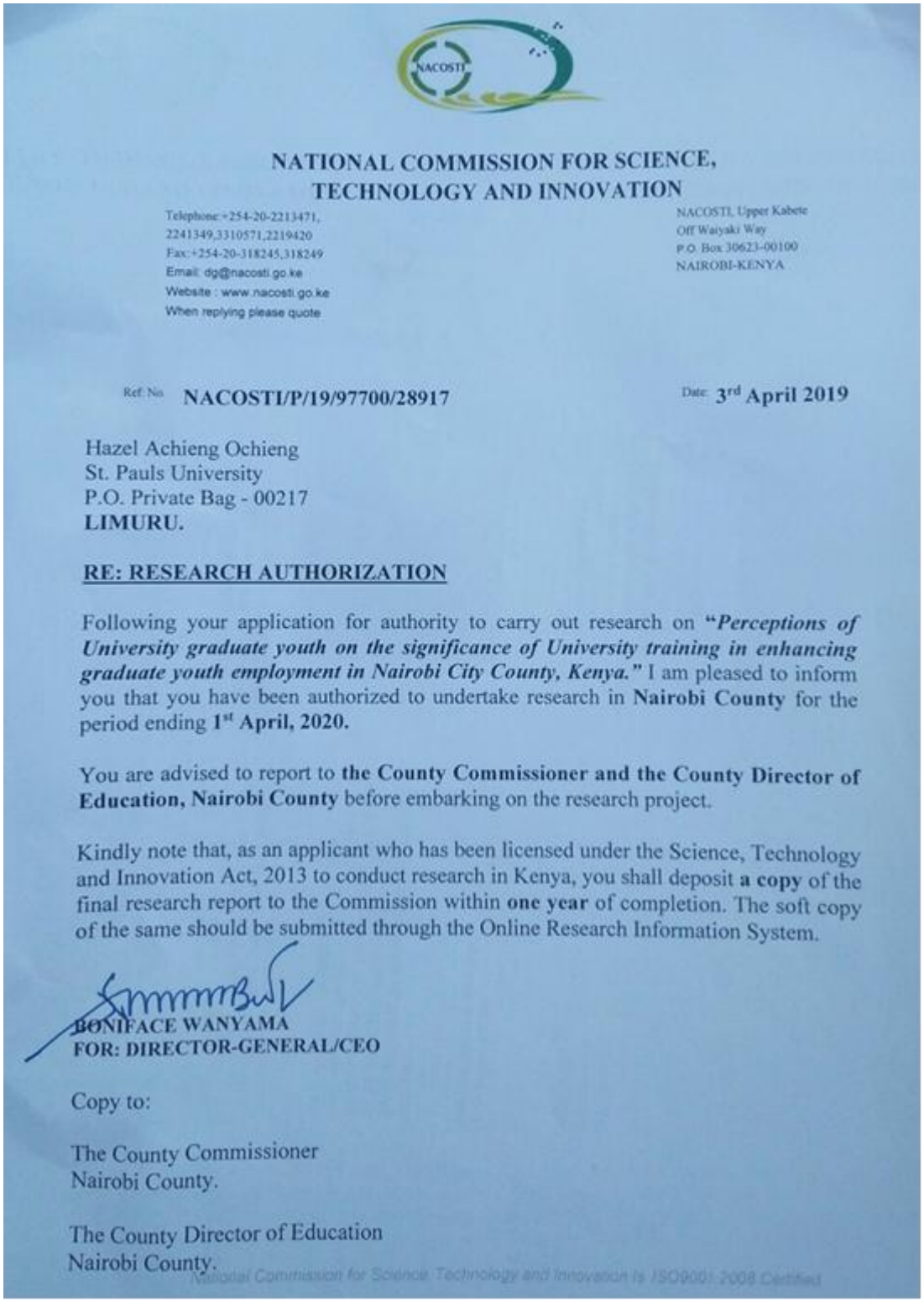
The research will take place in NAIROBI CITY County from March 2019 to May 2019.

Kindly grant the student the required permit.

Yours Faithfully,

Dr. Sammy Githuku
Director, Postgraduate Studies

Appendix IV: NACOSTI License



NATIONAL COMMISSION FOR SCIENCE,
TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349,3310571,2219420
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Website : www.nacosti.go.ke
When replying please quote

NACOSTI, Upper Kabete
Off Waiyaki Way
P.O. Box 30623-00100
NAIROBI-KENYA

Ref. No. **NACOSTI/P/19/97700/28917**

Date: **3rd April 2019**

Hazel Achieng Ochieng
St. Pauls University
P.O. Private Bag - 00217
LIMURU.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on ***"Perceptions of University graduate youth on the significance of University training in enhancing graduate youth employment in Nairobi City County, Kenya."*** I am pleased to inform you that you have been authorized to undertake research in **Nairobi County** for the period ending **1st April, 2020.**

You are advised to report to **the County Commissioner and the County Director of Education, Nairobi County** before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit **a copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.

BONIFACE WANYAMA
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Nairobi County.

The County Director of Education
Nairobi County.

National Commission for Science Technology and Innovation is ISO9001:2008 Certified

THIS IS TO CERTIFY THAT:
MISS. HAZEL ACHIENG OCHIENG
of ST. PAUL'S UNIVERSITY, 0-100
Nairobi,has been permitted to conduct
research in *Nairobi County*

on the topic: ***PERCEPTIONS OF UNIVERSITY GRADUATE YOUTH ON THE SIGNIFICANCE OF UNIVERSITY TRAINING IN ENHANCING GRADUATE YOUTH EMPLOYMENT IN NAIROBI CITY COUNTY, KENYA.***

for the period ending:
1st April,2020

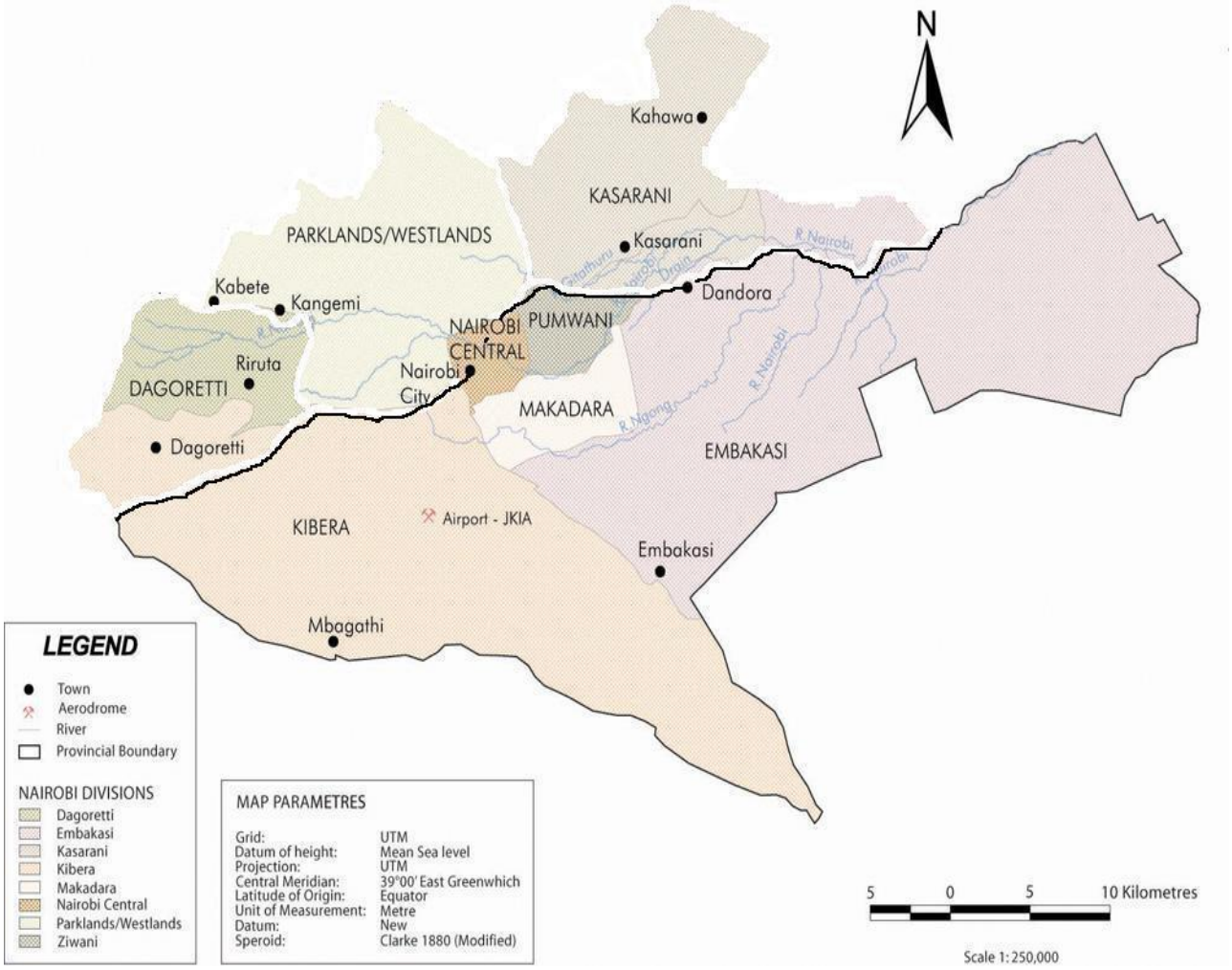
Permit No : NACOSTI/P/19/97700/28917
Date Of Issue : 3rd April,2019
Fee Recieved :Ksh 1000



.....
Applicant's Signature

.....
Director General
National Commission for Science, Technology & Innovation

Appendix V: Map of Nairobi City County



Source: mapsofworld.com