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**ABSTRACT**

*Economic empowerment remains a key milestone for governments globally in their effort to improve the quality of life for their citizens. Governments are determined to formulate policies, have structured transformative blueprints, skilled personnel and great leadership. Agenda four is panacea for economic empowerment to implement affordable homes, steer manufacturing, and create universal health care and a food secure nation. Kenyans and especially the youth that are economically productive, live in abject poverty as a result of lack of employability skills and initial capital for creation of self-employment. In reference to this effort, this study focused on exploring the entrepreneurial hands on skills in TVET and their effect on economic empowerment in Nakuru County, Kenya. It was carried out in Nakuru County based on 97 subjects (9 TVET heads, 25 tutors, 63 students from 9 selected TVET institutions in Nakuru County) where total response was 92 being 94.8%. Using purposive sampling technique Nakuru County was selected as the study area and employing stratified sampling technique the TVET institutions of 14% Mugenda and Mugenda, (2003) sampling technique was employed on the TVET students. Focus Group Discussion, questionnaires and in-depth interviews used for secondary and primary data, which thereafter was coded and analyzed respectively using (SPSS) version 23. TVET institutions should strive to inculcate more skills to the technicians rightly because such skills have been found to impact the economic absolutely. Campaigns on promoting local consumption are crucial. Ecosystem to increase demand for skilled labor export.*

**Key words:** Economic Empowerment, Hands on Skills, TVET, Entrepreneurship

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## INTRODUCTION

Economic empowerment is multi-dimensional from the growth per capital income to generally to removal of poverty, proper nutrition, higher life expectancy, access to quality sanitation, better health care, decline of infant deaths, increased access to literacy and generally better standard living, Pavlova (2014), Technical and Vocational Education and Training (TVET) remains a key to productivity reinforcement in addition to reduction of poverty in Asia. HKISD (2014) opines that the adoption of creative and innovative strategies for positive empowerment should be enhanced by TVET. The contemporary accelerated performance and fast growing competitive global economies coupled by deliberate attention on the global difficulties caused by environmental degradation, pollution, health, climate change as well as poverty. Heti (2013) notes that China's rise of the economy was accelerated by TVET geared policy direction. She has undergone a decline in the number of workforce in agricultural by 60% and increased number of skilled employees in the construction, services, manufacturing and tourism. The increase is the range of between 25.2% and 32.7%.

Okoye and Arimonu (2016) studying "Technical and Vocational Education in Nigeria-challenges and issues." noted that TVET entails technologies, knowledge of science as well as hand on skills, positive attitudes, comprehension and knowledge crucial to job in different areas of economic and social well-being. This was during the 2012, TVET congress in Shanghai, China. It was concluded that, in order to develop a better greener world and handle global unemployment. TVET is to be choreographed through developing and updating framework and tools to identify futuristic and contemporary hand on skills needed to align to benefits of TVET activities. The ever developing job markets, economies and societies (Bukit, 2012). Globally economic growth and development is the primarily objective of the government(s). They focus on income patterns, growth per capital and generally raising the well-being and social economic

capabilities of people everywhere. Hence resources are allocated, disbursed, invested, policies formulated and elaborate plans to achieve the main goal of a developed society GOK, 2005). Economic empowerment nationally opines the state of wellness, ability to buy items in need, captured better by her per capital gross national income (GNI) as well as the gross domestic product that deal with domestically produced income.

Musyimi (2021) notes that since independence, Kenya has witnessed significant milestones in her quest to have quality human capital and by and large TVET reforms have taken the lead. Education Reform policy framework as indicated in the Sessional Paper No. 14 of 2012 that aligns to the Kenya vision 2030 hence projecting Kenya to the apex path of industrialization in the year 2030 timeline. Machingambi (2014) however indicates that despite the tremendous reforms associated with TVET institutions, they continue to be under-equipped and continuously employ old and outdated technology. Several methods of training geared towards having impactful systems have been developed through youth polytechnics ,national youth service ,industrial training institute, Kenya youth education opportunities programme and TVETs that bequeaths skills through hands on training and apprenticeship. Kenya as a developing economy however, is faced with widening gaps between demand and supply of the human resource.

This research is geared to reduce skills mismatches between training and industry needs through establishing the correlation and effect of hands on skills and economic empowerment of nations.

## LITERATURE REVIEW

### Economic Empowerment

According to Hua (2018) there are seven indicators of economic empowerment and they include: higher industrial production ,meaning manufacturing firms indicate how the state of the economy is in terms of economic output of a country in which an increase in output indicates the

stability of the economy; wage growth which affects consumer demand in this case spending power strongly attributed to consumer income; strong employment or workforce number to mean that the Gross Domestic Product increases through an increase in consumer spending or an accelerated production of produce- high employment means more disposable income and the demand for goods and services also goes up; stable inflation rate to mean at a desirable level of about 2% to 3% repeatedly shows that the economy is on the right path to good economic growth; rising interest rates also indicate that the economy is recovering and while they are lowered the economy is stimulated to make borrowing easier and hence helps in stirring up investment; high retail sales which means household consumption adding to the economy ,hence higher spending means more output of products thus improving the GDP; and also higher new property selling to mean that the real estate sector is significantly improving the economy through the resources it uses such as ;construction materials, services savings and loans.

According to Ranis (2004), human development which correlates to human capital and human capital greatly affects a country's economic empowerment; for example education and skills strongly affects labour productivity and the highly skilled farmer increases farm output significantly and Duflo (2001) Indonesia's wages grew higher between 1.5% -2.7percent for every added school constructed out of a thousand children. While endogenous gain is determined by the transformation of personnel and labour quality, the height of human empowerment is directed by a country's sustainable empowerment path. Pavlova (2014) argues that economic empowerment resulting from better green restructuring should work closely with personnel development that causes tremendous value of hand on skills, an argument supported by Asia and Pacific studies on the empowerment of the 'green economy' that acknowledges the critical interrelations among the economic systems, environmental base and social

empowerment. According to Silve (2013) there exists three dimensions of empowerment and these include: economic as indicated by standard of living and distribution of wealth; political as indicated by individual freedoms and individual rights, freedom of political choice, rule of law, effective regulations , curbing corruption; and the social dimension as indicated by health, education as well as social protection.

African nations continue to rely on the exports of handful commodities and trade restrictions coupled with trade losses have further made the situation worse in terms of the capacity to invest in human capital and infrastructural development (UNCTAD, 2001). According to Shaw (2015), Africa has for the last 10 years recorded a positive growth attributed to the drop in oil prices, high investment, improvement in governance, relative peace (political stability), human capital as well as prudent fiscal policies (TACBF, 2017). Jäntti et al (2014) comparing contemporary poverty indexes that are guided by utility theory as the base, in contrast prospects theory reveals a contrary level of relationship of GDP gain and level of poverty decline highlighting the impressive African growth not eradicating poverty; hence what raft of measures should she employ to rid herself out of poverty and inequality to align to Sustainable Development Goals (SDGs) is it in human capital (skills) or foreign direct investment or rather political stability?

Kenya's education development is projected to accelerate economic empowerment through skilled workforce and breaking the long standing economic inequalities through wealth distribution and according to Mohajan (2013), Kenya's economy has continued to expand and is dominant in East Africa, and position three in Sub-Saharan Africa. Closely following South Africa and Nigeria in that order, courtesy of skilled labour in agriculture, food export and imports.

## **Entrepreneurial Skills and Economic Empowerment**

Cooney (2012) argues that as a result of the contemporary economic hurdles facing a number of nations worldwide, the idea of engendering massive entrepreneurial skills has become the primary objective of a number of state governments. Gibb (2010) indicates that entrepreneurship is a discipline and can be learnt following education and training of hands on skills that helps a person's mind-set, hands on skills, behavior and potential that can be used to build wealth in a broader perspective of contest of economic empowerment especially through job creation. It is noted that education of the hand on skills training leads a pivotal space in the empowerment of future entrepreneurs. Hands on skills impaction leads to developing capabilities of working personnel to promote their businesses successfully (Henry et al, 2003). European Commission (2008) notes that the strides of entrepreneurship education emerging from TVET will lead to 'enhanced entrepreneurial potential and positive thinking' which will improve the economic empowerment through promoting innovation, self-employment, self-employment, creativity and the publication noted by 'Small Business Act for European' in 2008 and the 'Entrepreneurship 2020 Action Plan 'They strengthened the role of SMEs in economic empowerment as underscored by Bruyat and Julien (2001) this concept has led a number of European union countries to reinforce their SME public policies since academicians, policy drafters and parliament are increasingly acknowledging the immense benefits that entrepreneurship portrays to a nation economic empowerment.

In Kenya, the government has enhanced measures geared at improving the technical capabilities among the youth which includes the re-engineering of condition of working environment through implementation of policy guidelines to benefit TVET graduates. This in turn will lead to ownership of micro and small enterprises (MSEs) to thrive (Kithae et al, 2014). The various hand on skills learnt by the

youths in TVET colleges has not solved issues of; availability financial support, equipment support as well as widespread computer information and technology are still a great bottleneck to empowerment and sustenance of TVET graduates. This research therefore is on mission to look for answering the question; what is the effect of hands on skills on entrepreneurship in Nakuru County?

### **New Growth Theory**

The theory explores that man vehement desire and infinite wants projects increasing output and economic growth. In pursuit of profits the real gross domestic product will increase perpetually. Competition narrows profits and thus entrepreneurs have to frequently find new methods to do or come up with new products so that to widen profitability. The forces that progressively make long term economic empowerment (OECD1996.11). Powell and Snellman (2004) States that conventional economic theories as a result of labour supply, growth is inevitable and thus labour productivity is said to depend on productivity input such as capital intensity and quality of labour force. This increase in input can form part of unaccounted economic growth that is referred to as multifactor productivity (MTP) which results from technical progress and improve efficiency. This improved product and services has a possibility to steer investment which leads to acquisition of hand on skills. This postulates a continuous and increased economic growth trajectory. The New Growth theory briefly explains the forces that sequentially make long term economic empowerment and according to Powell and Snellman (2004), conventional economic theories resulting from labour supply as well as growth are inevitable and hence labour productivity is said to rely on productivity input such as capital intensity and the quality of labour force; and as argued by Mohajan (2013) skilled labour force in Agriculture has placed Kenya on top of economic giants in East Africa coming third in Sub-Saharan Africa as a productive and labour intensive country.

Katole (2015) posits that hand on skills are essential for the economic empowerment of a nation and that acquisition of the skill is founded in education, training and developmental experiences to imply that the increase in input can form part of unaccounted economic growth that is referred to as multifactor productivity (MTP) which results from technical progress and improve efficiency. New Growth theory relates to Skill Acquisition theory which not only encompasses language development but also the cognitive to psychomotor skills according to Mystkowska-Wiertalak and Pawlak (2012) and as Vanpatten and Benati (2010) argue that people begin learning things through explicit process and consequently through enough practice and exposure, proceeding to implicit process hence it is a progressive growth process. Through hands on skills from TVET therefore improvement of product and services has a possibility to steer up investment and this in the long run postulates a continuous and increased economic empowerment trajectory. These results will therefore be helpful to the study topic.

## METHODOLOGY

This study embraced a descriptive survey research design. The study applied both quantitative and qualitative approaches. This was used to get useful data from the sample population on the “Effects entrepreneurial hands on Skills on economic empowerment in TVET in Nakuru County.” Descriptive survey entails describing an occurrence and its distinctive features (Nassaji, 2015). The study aimed at what happened instead of how/ why something happened and stated by Gall, Gall, and Borg (2007) Data was gathered through observation and survey tools. The descriptive survey provided the researcher with detailed facts on the connection and features of the topic project.

On the targeted population, Nakuru County had 9 TVETs in the following sub counties namely; Molo, Gilgil, Naivasha, Njoro, Kuresoi north, Kuresoi south, Rongai, Nakuru East and Bahati. The researcher mainly focused on the 9 selected TVET institutions located in Nakuru City County. Table 1 indicated the 9 selected TVET institutions principals, tutors and students.

**Table 1: Target Population**

Target population	Target population (numbers)
Principals	9
Tutors	180
Technicians	450

Using purposive sampling technique, 9 key informants will be selected to be part of the sample size; and applying Mugenda and Mugenda (2003), a

sum of 63 TVET graduates formed the sample size from a target population of 450. A sum of 97 respondents shall be included in the project.

**Table 2: Selected TVET institutions and Sampling Grid**

Total population	Target population(numbers)	Sampling percentage (%)	Sample size
Principal	9	100	9
Tutors	180	14	25
Technicians	450	14	63
<b>Total</b>	<b>639</b>		<b>97</b>

## Data Analysis Procedure and Presentation

Data analysis was conducted after getting data and this involved data results interpretation (Zikmund, 2003). The questionnaire will bring up quantitative

and qualitative data. Qualitative data from the open ended questions in the questionnaire was systematically organized in connection with the study topic. Data was coded for conversion,

information quantitative form. Quantitative data was gotten from the graduates and inserted by conversion into numeric codes to represent various variables.

Statistical Package for Social Sciences (SPSS) was employed by the researcher to analyze the different categories of converted data and use descriptive statistics in form of mode, mean, frequency and percentages to sum up the obtained information, in addition to inferential statistics to be conveyed in tables and figures. The findings were then tabulated using frequency tables as stated by Kutner et al (2004). Multiple linear regression was used to show the relationship between the independent and dependent variables.

The interview guide(s) hence, informed qualitative data which was edited, rephrased and analyzed for agreement and intense comprehension before being put into different subjects in the objectives of the study. The data was then conveyed by the researcher in exact words in narrative form to portray the quantitative data findings.

**Table 3: Response Rate**

Total Population	Sample Size	Response	Non-Response
Principal	9	7	2
Tutors	25	23	2
Technicians	63	62	1
<b>Total</b>	<b>97</b>	<b>92</b>	<b>5</b>
<b>Percentage</b>	<b>100</b>	<b>94.8%</b>	<b>5.2%</b>

**Source: Field Data (2022)**

In Table 3 showed 92 out of 97 reacted to the questionnaires. The composition included 62 technicians, 7 principals and 23 tutors. The total response was 94.8% and a non-response was 5.2%. Mugenda and Mugenda (2003) recommends above 50% response; where over 70% is excellent rate.

### **Entrepreneurship Skills and Economic Empowerment**

### **Regression Model**

This study shall apply the model as stated.

$$Y_i = \beta_0 + \beta_1 X_1 + e$$

Where  $Y_i$  = Economic Empowerment

$\beta_0$  = Regression intercept

$\beta_1$  = Regression coefficient

$X_1$  = Hands on skills on entrepreneurship,

$e$  = term of error.

### **DATA ANALYSIS AND DISCUSSION**

Descriptive and inferential statistics outcomes from effects of hands on skills on economic empowerment, study case: Technical and Vocational Training in Nakuru County, Kenya are discussed here.

### **Response Rate**

Completed questionnaires were evaluated and proven in Table 3.

The participants were from TVET institution such as Kenya industrial training institute. Rift valley institute of science and Technology, Naivasha Technical, ICS College and KITI represented a number. These partakers said their businesses have had benefits such as better running, notable sales. Flexibility to take new changes all from hands on skills from such institutions.

**Table 4: Entrepreneurship Skills Descriptive Statistics**

Statement	Number	Minimum	Maximum	Mean	Std. Dev.
Hands on skills have led to more job creation under entrepreneurship	62	1	5	3.64	1.27
Hands on skills have enhanced self-reliance among entrepreneurs	62	1	5	3.42	0.95
Hands on skills have promoted better SMEs Policies under entrepreneurship	62	1	5	3.45	1.09
Hands on skills have enhanced entrepreneurial capacities and mindset towards economic growth and development	62	1	5	2.48	0.87
Hands on skills have promoted businesses start up	62	1	5	2.68	1.01
<b>Average</b>	<b>62</b>	<b>1</b>	<b>5</b>	<b>3.13</b>	<b>1.03</b>

Source: Research Data (2022)

Table 4 average mean score is 3.13 and 1.03 standard deviation implying that most participants agreed on the positive impact of hands skills earned in the institutions to entrepreneurship Skills. Hands on skills have led to more job creation under entrepreneurship was agreed highly by 3.64 mean and 1.27 standard deviation. Secondly, Respondents agreed that hands on skills have promoted better SMEs Policies under entrepreneurship. Also, it was supported that hands on skills have enhanced self-reliance among entrepreneurs by 3.42 means and 1.09. However, hands on skills have not really enhanced entrepreneurial capacities and mindset towards economic growth and development as proved by 2.48 and 0.87 standard deviation.

The judgements of Gibb (2010) are backed up which indicates that entrepreneurship is a discipline and can be learnt following education and training of hands on skills that helps a person's mind-set, hands on skills, behavior and potential that can be used to build wealth in a broader perspective of contest of economic empowerment especially through job creation. It is noted that education of the hand on skills training leads a pivotal space in the empowerment of future entrepreneur.

#### Economic Empowerment

There are notable benefits realized from hands on skills on economic empowerment. They vary from reduction in crimes and drug intakes, unemployment, poverty levels among others.

**Table 5: Economic Empowerment Descriptive Statistics**

Statement	Number	Minimum	Maximum	Mean	Std. Dev.
There has been improved living standards lead by hands on skills	62	1	5	2.53	0.97
Hands on skills have promoted high output.	62	1	5	2.55	1.00
Hands on skills have led to high demand for skilled labor.	62	1	5	3.06	1.32
Hands on skills have enhanced high returns on skilled investment	62	1	5	2.31	1.20
<b>Average</b>	<b>62</b>	<b>1</b>	<b>5</b>	<b>2.61</b>	<b>1.121</b>

Source: Research Data (2022)



Table 5 points economic empowerment outcomes proving closeness in views by 2.61 mean average. For sure hands on skills have led to high demand for skilled labor due to high 3.06 mean and 1.32 standard deviation. In second with 2.55 mean and 1.00 standard deviation is a slight disapprove that hands on skills have promoted high output. There have been no major improved living standards lead by hands on skills has specified by 2.53 means and

0.97 standard deviation. At very low impacts of 2.31 mean and 1.20 standard deviation has hands on skills have enhanced high returns on skilled investment.

### Inferential Statistics

Inferential statistics provides variables connect ability. Below are the output for the regression analysis, with significant importance on the R<sup>2</sup>

### Regression Model Summary

**Table 6: Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.810a	.657	.633	.315

a. Predictor: (Constant) Entrepreneurship Skills

**Source: Field Data (2022)**

Table 6 showed multiple determinations coefficient of 0.63 linking that the four independent variables tested that is; manufacturing skills, agriculture innovation skills, industrial skills and entrepreneurship skills jointly explained 63 percent of differences in economic empowerment for the case of TVET in Nakuru county. The model is therefore significant and is applicable for advanced inferential statistics. The R square yielded

0.657. This value showed that economic empowerment considered in this study has significance variance in independent variables tested.

### ANOVA

The ANOVA results focused to view regression model fitness observations.

Table 7 display of the ANOVA results

**Table 7: ANOVA Results**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	10.807	4	2.702	27.247	.000 <sup>b</sup>
	Residual	5.652	58	.099		
	Total	16.460	62			

A. Dependent Variable: Economic Empowerment

B. Predictors: (Constant) Entrepreneurship Skills

**Source: Field Data (2022)**

The ANOVA outputs show regression model fitted the observed data at F (4,58) =27.247 Probability value was 0.000 hence below the adopted edge of 0.05. This made inference that ANOVA model was better match for the data. It was vital hence asserting that hand on skills in industrial, entrepreneurship and agricultural innovation significantly lead to economic empowerment of the skilled personnel in Nakuru County. Reliably the

regression model is applicable in inferring the value of economic empowerment under known parameters.

### Coefficients

Table 8 indicated that independent and dependent variables has relationship and that economic is empowered by manufacturing, agriculture innovation, and industrial and entrepreneurship skills gained in TVET.

**Table 8: Coefficient**Coefficient<sup>a</sup>

Model	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
(constant)	2.309	.321		1.964	.001
Entrepreneurship skills	.021	.059	.029	0.349	.000

a. Dependent Variable: Economic Empowerment

When the entrepreneurship skills gained from TVET was applied in this study and all held at zero constant, economic empowered would be at 2.309.

The model thus becomes

$$\text{Economic Empowerment} = 2.309 + 0.021 \text{ Entrepreneurship skills}$$

#### Specific Objective One: Entrepreneurship skills

The researcher viewed entrepreneurship hands on skills gained in Nakuru TVET effect on economic empowerment. Table 8 depicted that entrepreneurship hands on skills is significant at  $\beta=0.029$ ,  $t=0.349$ ,  $p=0.000$ . From this, an increase in one unit of entrepreneurship skills empowers economic to 0.021. The p value was 0.000 hence  $P < 0.05$  level of significance.

The outputs agreed with Henry et al, (2003) that education of the hand on skills training leads a pivotal space in the empowerment of future entrepreneurs. Hands on skills impaction leads to developing capabilities of working personnel to promote their businesses successfully. Also, Gibb (2010) argument that entrepreneurship is a discipline and can be learnt following education and training of hands on skills that helps a person's mind-set, hands on skills, behavior and potential that can be used to build wealth in a broader perspective of contest of economic empowerment especially through job creation is backed up.

#### CONCLUSIONS AND RECOMMENDATIONS

The four objectives were manufacturing, agriculture innovation, industrial and entrepreneurship Skills and their effect on economic empowerment in Nakuru County.

First aim was to explore the effect entrepreneurial skills on economic empowerment in Nakuru County and the upshots were that Hands on skills have led to more job creation under entrepreneurship and that hands on skills have promoted better SMEs Policies under entrepreneurship. Also, it was supported that hands on skills have enhanced self-reliance among entrepreneurs. However, hands on skills have not really enhanced entrepreneurial capacities and mindset towards economic growth and development.

Second outcomes on evaluating the effect of industrial skills on economic empowerment in Nakuru County were slightly below neutral which brings a verdict that hands on skills have had a moderate impact on manufacturing Industrial skills. At least some said that there is improved production due to hands on skills in the manufacturing industry. Averagely, there was better sustainability of investment as a result of hands on skills in the manufacturing industry. It's unfortunate, that hands on skills in the manufacturing industry have not led to more government support through grants and bonuses as proved

Third aim of assessing the effect of innovative agricultural skills on economic empowerment in Nakuru County has outputs like hands on skills have supported low cost agricultural equipment highly. Hands on skills have stirred up technology investment through agricultural innovation was and respondents said that research and development programs are not prompted through agricultural innovation due to hands on skills

Last was to find out the effect of local manufacturing skills on economic empowerment in Nakuru County had aftermaths like manufacturing import statements were less than moderate level agreed. For sure there is more local production due to hands on skills. Its slightly not true that hands on skills have promoted local consumption. Regrettably, hands on skills have not necessarily led to an increased demand for skilled labor export.

The study concluded that entrepreneurial skills were acknowledged to affect economic empowerment in Nakuru County in ways like hands on skills have led to more job creation under entrepreneurship have promoted better SMEs Policies enhancing self-reliance among entrepreneurs. Also, Industrial skills gained from TVET affect economic empowerment since manufacturing skills lead to improved production.

Hands on skills in the manufacturing industry have not led to more as proved. Hands on skills have supported low cost agricultural equipment highly, stirred up technology investment through agricultural innovation but research and development programs are not prompted through agricultural innovation. For sure there is more local production due to hands on skills. Its slightly not true that hands on skills have promoted local consumption. Regrettably, hands on skills have not

necessarily led to an increased demand for skilled labor export.

The study recommended that TVET institutions should strive to inculcate more skills to the technicians rightly because such skills have been found to impact the economic absolutely. More job creation should be fostered under entrepreneurship skills gained. Campaigns on promoting local consumption are crucial.

Such institutions should create an ecosystem to increase demand for skilled labor export. Industrial skills gained from TVET to be utilized for economic empowerment to lead to improved production. The TVET should aid technology investment through agricultural innovation research and development programs. It's imperative that government support through grants and bonuses.

#### **Recommendations for Further Study**

TVET skills instilled in all technicians are crucial for economic empowered people globally. This study focused on Nakuru county hence comparable studies in other counties could be carried. Researchers can as well research in countries

The study only considered the four determinants manufacturing skills, agriculture innovation skills, industrial skills, entrepreneurship skills. Other researchers should focus to discover other determinants that affect economic empowerment.

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