Assessment of Tutor Qualification and Training Needs in Technical and Vocational Educational and Training Institutions Offering Textile Technology Courses.

Kwamboka A. O.1, Kimemia M. W.1

Kirinyaga University, P.O Box 143 – 10300, Kerugoya, KENYA
Correspondence: aorangi@kyu.ac.ke or mkimemia@kyu.ac.com;
+2540722842631

ABSTRACT
Technical training Institutes and institutes of technology were upgraded to Technical and Vocational Education Training Institutes, TVET in 2007 but continued to use tutors that previously served in the former institutes. This presents a qualification gap given that not all tutors were having advanced competencies and skills requisite to managing programmes in TVET Institutions. This study assessed Tutor qualification and training needs in TVET Institutions offering textile technology courses. A descriptive survey was undertaken in 8 technical institutes and 10 institutes of technology, offering textile technology courses and examined by the Kenya National Examinations Council. A total of 452 respondents ‘comprising principals, deputy principals, lecturers, technicians were included in the study. Data was collected using Questionnaires and Interviews, analyzed by Statistical Package for Social Sciences (SPSS) and presented in form of frequency tables, bar graphs, and pie charts. Results showed that tutors were academically qualified for the jobs they were undertaking; with 8% holding master’s degrees in fashion design and textile technology, 14% Bachelor degrees, 58% Diploma in Technical Education, 10% Diploma in Education, and 10% Diploma in textile technology respectively. Those with Masters degrees and Technical diplomas were teaching Diploma and certificate courses and those with Diploma in Education were teaching artisan courses. Because of the recent changes in technology and the fact that TVET Institutions are currently preparing students for progression to bachelor degree levels and higher, there is need for institution of tutor training at advanced levels particularly to Master’s degree levels to prepare them better for their teaching duties.

Key words: Qualification, Training needs and Training methods