

Technical and Vocational Education Training skills and youth Employment in Rwanda. A case study of Tumba College of Technology.

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ABSTRACT

Background: The aim of this study was to determine the relationship between skills acquired from TVET schools and youth employment in Rwanda. The study was guided by the following specific objectives: to determine the skills acquired from TVET schools that can help youth in getting employment; to assess the levels of employment among graduates from Tumba College of Technology (TVET schools); and to establish the relationship between skills acquired from TVET schools and youth employment.

Method: The research used a descriptive survey research design and correlational research design. The study population comprises assistant lecturers, heads of department and graduates from Tumba College of Technology. Slovene's formula was used to determine the sample size and the sample size was 251 respondents out of 677. Purposive random sampling was used in this study. Data collection instruments included questionnaires and an interview guide. After data collection, data was analyzed with the aid of SPSS version 23.

Results: The findings of the study revealed that students in TVET institutions acquire important skills such as negotiation skills on the percentage of 62.7% of agreement, leadership skills on 68.9% of agreement, creative and innovation skills on 83.1% of agreement, decision making skills on 72.4% of agreement, entrepreneurship skills on 68.0% of agreement, goal setting skills on 55.6% of agreement, conflict management skills on 56.9% of agreement, problem solving and team work skills on 72.0%, practical skills on 59.6% of agreements and ICT skills on percentage of 76% of agreement. Secondly, findings of the study revealed that 68.4% of graduates were employed in private organizations, 21.8% were employed in government organizations, 4.9% were self-employed, 3.1% were employed in non-governmental organizations and 1.8% was employer (they had their own small companies). Thirdly, results of the study indicated a positive relationship between skills acquired and employment opportunity among graduates from TCT on the correlation coefficient of 0.710** and that is statistically significant since the Sig. (2-tailed) p- value of 0.000 is less than 0.01.

Conclusion: From the study findings, it was concluded that TVET institutions (through skills offered to their graduates) are greatly contributing to employment opportunities among Rwandan youths, hence unemployment reduction. It is therefore recommended that the government of Rwanda through the ministry of education should establish more TVET institutions in different parts of the country so that more youths can get opportunity to attend programs that are needed at labour market. It is also recommended that existing TVET institutions should be provided with enough teaching and learning resources in order to facilitate the acquisition of needed skills to the graduates.

Key words:

1) **Employment** is the condition in which people are working there at wages and salaries or working for themselves in their own enterprises.

2) **Unemployment** it is defined as people who do not have a job. It describes the state of a worker who is able and willing to work but cannot find a job. Unemployment describes an economically active population without work but currently available for work and thus is seeking work.

3) **Vocational Education (or Vocational Education and Training)** is a practical (non-academic) instruction giving learners specific occupational skills for a trade or vocation and for entry-level jobs. Vocational education takes the needs of the society and individual into consideration.

4) **Youth:** in this study, youth refers to any graduate from TVET School who is less than 31 years old.

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I. Introduction

This article is composed of the introduction, background of the study, aim and hypothesis, research methods (design, setting and procedures), sample determination, data collection, data analysis, ethical consideration, results presentation, category of respondents, gender of respondents, employment status among graduates, influence of skills acquired on employment opportunity, as well as correlation between skills acquired and employment opportunity and conclusion

II. Background

Technical and Vocational Education and Training (TVET) is regarded as a valid identification to a well-paid job or self-employment or higher education and not as an alternative educational prospect fit only for early school leavers, the less academically endowed or the poor (Bhola, 2014). Christensen (2012) recommended that TVET system should be competency-based and employment led, with proficiency testing as proof of competence so as to achieve the objectives and goals of establishing VTCs and reducing youth unemployment for the betterment of community and national at large. A number of vocational education and training centers have been established in different countries in Europe in the early 20th century (Bhola, 2014).

For instance, Germany dual educational system, French and Australia are good example in vocational education and training (Axmann, 2009). In the 21st Century, the United Nations Education, Science and Culture Organization (UNESCO) and the International Labor Organization (ILO) had formulated special recommendations on TVET which recognized TVET as a comprehensive expression referring to those aspects of the educational process involving, in addition to general education, the study of technologies and related sciences, and the acquisition of practical skills, attitudes, understanding and knowledge relating to occupations in various sectors of economic and social life (Christensen & Fafunwa, 2012).

Many institutions have been engaged in vocational training to ensure that the goals and objectives are met. These include UNESCO, ILO, WB to mention just a few. In Africa, The WB has been at the forefront of efforts to reform VET provision in Sub Saharan Africa more specifically, advocated the adoption of a package of market-driven VET reform (Bennell, 2013). On the other side, African Union (AU) set aside a strategy to emphasize the need for the technical and Vocational education and training system to be labor-market relevant, equitable, efficient, and of high quality, and provides the framework for the design and implementation of such national TVET systems (Fafunwa & Axmann, 2010).

For example, in Tanzania, vocational training started long time ago but special efforts and measures were undertaken in 1980s through economic reforms propagated by World Bank (WB), which encourage private sector to play major roles in economic development and government remaining as regulator. Since the late 1980s, there were clear indications that the impetus for reform of Vocational Education and Training (VET) provision has increased apparently or obviously in Africa Fafunwa (2008), in particular with the advent of comprehensive structural adjustment programs (Bennell, 2013). The establishment of vocational training through technical colleges and formal apprenticeship training was undertaken in response to the rapidly growing needs of developed and developing countries in both private and public sectors (URT, 2010).

The focus of vocational training was on artisan training, but these opportunities were largely reserved for few selected students. In fact, VET is a crucial element as it can link young people's competences with employers' needs. Bringing vocational training closer to the needs of dynamically changing and evolving labor markets and economies can help young people move into more productive and sustainable jobs (Biavaschi, 2013).

In Nigeria, vocational training has played an important role in reducing youth unemployment and creating employment opportunities for public (URT 2011). Small traders and food vendors have been engaged in business around VTCs and graduates of VTCs in different fields are intended to have self-employment or to be employed. These efforts have been undertaken since most of youth are lacking attainment of vocational skills. This is so because the educational system operated at post-independence placed emphasis on academic excellence rather than acquisition of vocational skills which prepare the individual for a more useful and fulfilling life within the society (Biavaschi, 2013; URT, 2011).

In other words, the system focused on and emphasized subjects in the humanities or arts at the expense of vocational education, which can facilitate practical skills acquirement that is generally believed to be more relevant to creation of employment and the development of the nation. Youth unemployment rates have been increased in about 80 percent of the developed countries and third world countries in recent years following economic crisis and inflation (ILO, 2012).

In addition, half of the advanced economies youth unemployment is higher than 15 percent. The promotion of vocational training and employment creation have been undertaken to address unemployment and poverty among youth. This effort firmly placed within national as well as global commitment towards youth unemployment reduction (URT 2011; ILO 2012). After 1994 genocide against Tutsi, the government of Rwanda has undertaken a series of economic policy reform, which contributed to significant improvement in micro economic performance, social services delivery and infrastructure development (NISR, 2013).

The government of Rwanda has been taking several measures and actions through formulation of policies, strategies and plans to address the challenge of youth unemployment. In Rwanda, efforts have been made to impart skills among youth through establishments of TVET schools. Given the existence of vocational education and training schools in the country, this study intended to examine how the existence of TVET schools has managed to impact on youth employment in Rwanda.

Aim and hypothesis

The general aim of this research was to assess the relationship between skills got from TVET schools and youth employment in Rwanda while specific aims were the following

- i. To determine the skills acquired from TVET schools that can help youth in getting employment.
- ii. To assess the levels of employment among TVET graduates.
- iii. To establish the relationship between skills acquired from TVET schools and employment among TVET graduates.

The hypothesizes were states as follows

- i. They are the skills acquired from TVET schools that can help youth in getting employment.
- ii. There are different employment levels among TVET graduates from Tumba College of Technology (TCT).
- iii. There is relationship between skills acquired from TVET schools and employment among TVET graduates.

III. Methods

Design:

This research was correlational and descriptive as it investigated the relationship between skills acquired from TVET schools and employment among youths and it was descriptive because it described the skills acquired and employment status among graduates.

The research used qualitative as well as quantitative methods for the study. Qualitative research seeks to discover and understand a phenomenon, a process, or the perspectives and worldviews of the people involved. This method was used for academic staff who participated in the research. Quantitative design was mainly used for graduates from Tumba College of Technology.

Setting and Procedures

During this study, the researcher used two sources of data namely primary and secondary data. Primary Data also called First hand refers to the information the researcher obtained from the field that is from the subject in the sample for the first time and fresh. It is original in nature. The researcher to do the primary data collection, he contacted the respondents right in the field by using at least two methods of data collection, namely through interviewing respondents and using survey which usually involves use of self-administered questionnaires on account of a large sample.

For primary data, qualitative data was collected using in depth-interview and key informant interview; while for quantitative data, on the other hand, was collected using structured questionnaires that was administered to the respondents. Secondary Data also known as Desk Documents/ Library Data collection refers to the information the researcher obtained by consulting already existing resources that are from library resources and documents, research articles, internet and newspapers. It involves all information specifically for this purpose. For secondary data, reviewing the existing literature on the subject helped to answer questions of the study (Nassiuma, 2000).

Sample

In this study, the sample size was determined using Slovin’s formula, as the population is definite. The formula is given and explained as follows.

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

Where n = Sample size, N = population size,

e = level of significance

With N = 677,

$$= 251n = \frac{677}{1 + 677(0.05)^2}$$

The study therefore used a total sample size of 251 respondents

. Table 1: Sample Size Determination

Category	Target population	Sample size
Graduates	651	225
Tutors	23	23
Heads of departments	3	3
Total	667	251

Source: Researcher, 2020

IV. Data collection

Considering the research hypotheses raised up, primary data was collected using questionnaires and interviews (interview guide).

The questionnaire was used as a data-gathering tool because it enables the researcher to collect information from the large size of respondents within manageable time and provides a wide range of coverage of data with minimum cost. Questionnaires were prepared in English language because the researcher believed that respondents understand the language. Questionnaires were distributed to both graduates and tutors of TCT.

The interview was given to Heads of departments or faculties of TCT because most of them are expected to be having insufficient time to fill in questionnaires or to be available for focus group discussion. Therefore, it was easy for them to have an interview while carrying out their duties. The researcher himself conducted interview with the heads of department.

The researcher met the graduates at Tumba College of Technology and distributed the questionnaires to those who were willing to take part in the research. The graduates from Tumba College of Technology meet at the College at the end of each semester and the researcher used this opportunity to collect the required information from them.

Tutors were given questionnaires and answered them in their free time. Consent forms were attached to every questionnaire for respondents to read and have idea about the research before answering the questions. In every discipline, it is considered unethical to collect information without the knowledge of the participant, and their expressed willingness and informed consent (Kothari, 2004). The consent form was therefore to inform the participants the type of information the researcher wants from them, why the information is being sought, what purpose it will be put to, how they are expected to participate in the study, and how it is going directly or indirectly affect them. The most important aspect is that it has to be voluntary. No respondent was forced to take part in the research. As for as the interview was concerned, the researcher conducted himself face to face interview with heads of department.

Validity and reliability are critical features of effective research. Validity refers to the extent to which questions in an instrument accurately measure the variables therein (Ochieng, 2009), while reliability refers to the degree to which a set of variables are consistent with what they are intended to measure (Mugenda&Mugenda, 2003). In order to ascertain face validity, the instruments were constructed and handed to the supervisor for constructive criticisms. Thereafter, they were revised according to the supervisor comments. In addition, content validity was also sought by requesting experts in field of study to provide their comments on the relevance of each item on the instrument.

As for as the reliability is concerned, a pilot study was conducted to a few number of respondents and the Cronbach's Alpha Coefficient was computerized by use of SPSS (Statistical Package for Social Sciences version 23) to determine how items correlated to one another. According to Amin (2005), the Coefficient must be 0.7 and above to certify that the instrument is reliable. In this study, reliability was at 0.828.

Table 2: Reliability Statistics

Cronbach's Alpha	N of Items
.828	36

Source: Primary data, 2020

Data analysis

Data processing involves translating raw information into meaningful and relevant information for easy interpretation. Content analysis was used to analyze interviews. Content Analysis means analysis of the contents of an interview in order to identify the main themes that emerge from the responses given by the respondents. Content analysis is a research tool used to determine the presence of certain words or concepts within texts or sets of texts (Garbrah, 2012).

Researcher quantifies and analyzes the presence, meanings and relationships of such words and concepts then make inferences about the messages within the texts. Statistical Package for Social Sciences (SPSS version 23.0) was used to analyze the quantitative questionnaires. SPSS Statistics is software used for statistical analysis (to analyze quantitative data).

Ethical consideration

In this study, some potential ethical issues involved in a mixed-methods design as were. Thus, permission letters to gain access to a site was clearly defined that the purpose of the study was purely academic, that the privacy of the participants must be protected, and that the study would not in any manner be disrupt regular activities at the site of the study. To minimize any suspicions on the part of the participants, the letters clearly indicated that the findings would not be used for political purposes.

V. Results

This chapter discusses the findings of the data collected during the study. It describes the outcome of the research instruments that were used to gather information from respondents. It shows the responses rate, demographic information of respondents and findings objective by objective. Data in this study were analyzed using Statistical Package for Social Sciences (SPSS version 23.0). Data are presented in form of tables and statistical techniques such as percentages, means and standard deviation were used to discuss the findings.

Demographic profile of respondents

The first part of academic research questionnaire concerns the demographic characteristics of participants or respondents sampled for the study. In this study, demographic characteristics of respondents include category of respondents, gender of respondents, age group of respondents and educational background of respondents.

Category of Respondents

Respondents in this study were in three categories namely; graduates, tutors and heads of departments.

Table 3: Category of respondents

Category of respondents	Frequency	Percent
Graduates	225	89.6
Tutors	23	9.2
Head of departments	3	1.2
Total	251	100.0

Source: Primary data, 2020

Table 3 shows the category of respondents who participated in this study. As shown in Table 3 majority of respondents were graduates on the percentage of 89.6% representing 225 respondents out of 251. Tutors participated on the percentage of 9.2 % (23 respondents out of 251) while heads of departments participated on the percentage of 1.2 % (3 respondents out of 251). Graduates participated at high percentage because the study sought to determine the influence of skills got in TVET schools on their employment. Graduates were believed to provide relevant information on research objectives as the study focused on them.

Gender of Respondents

In this study gender, issue was respected. The researcher collected information from both male and female respondents

Table 4: Gender of respondents

Gender of respondents	Frequency	Percent
Male	172	68.5
Female	79	31.5
Total	251	100.0

Source: Primary data, 2020

As illustrated in above table, the higher number of respondents were male on the percentage of 68.5 % (172 respondents out 251) while the least number of respondents were female on the percentage of 31.5 % (79 respondents out of 251). The highest number of male respondents indicated that majority of graduates from TVET schools were males.

Age of Respondents

In this study, data were collected from respondents of different age group. Respondents were categorized in four age group as shown in the following table.

Table 5: Age group of respondents

Age group of respondents	Frequency	Percent
Between 20-25years	58	23.1
Between 26-30years	95	37.8
Between 31-35 years	75	29.9
Above 40	23	9.2
Total	251	100.0

Source: Primary data, 2020

The table 5 shows the distribution of respondents by age. As shown in Table 5, a large number of respondents was between 26-30 with the percentage of 37.8% (95 respondents out of 251) while the least number of respondents were above 40 years on the percentage of 9.2% (23 respondents out of 251). Respondents between 31-35 represented 29.9% (75 respondents out of 251) and respondents between 20-25 represented 23.1% (58 respondents out of 251). From the findings, it is clear that most of respondents still at middle age, which is advantageous because they are energetic and expected to work hard in their different field for economic development of Rwanda.

Education level of Respondents

The study also sought to know the education level of respondents. Respondents had different levels of education. As shown in Table 4.4, the study involved respondents with, Diploma (A1), Bachelor (A0) and Masters.

Table 6: Education level of respondents

Education level of respondents	Frequency	Percent
Advance diploma	225	89.6
Bachelor degree	19	7.6
Masters	7	2.8
Total	251	100.0

Source: Primary data, 2020

The above table shows the distribution of respondents in terms of education. As illustrated in same table, a large number of respondents were Advance Diploma holder on the percentage of 89.6% (225 respondents out of 251). The least number of respondents had master's degree on the percentage of 2.8% (7 respondents out 251). Respondents with bachelor's degree represented 7.6% (19 respondents out of 251). Majority of respondents were Advanced Diploma holder because the study involved many graduates from TCT and this institution offer Advance Diploma as the highest qualification.

Presentation of Findings

This section presents the findings on the specific objectives that guided the study. It describes the perception of respondents from items related to study objectives. Information in this section was presented in form of tables and statistical techniques like percentages, mean and standard deviation were used to discuss the findings.

Skills acquired by graduates that helped them to get employment

The first objective of this study was to find out the skills acquired by graduates during their studies that helped them to get employment. To collect information from this objective, the researcher requested the graduates to provide their opinion on items related to the skills they acquired during their studies and their responses' rates are described in table below

Table 7: Opinion of graduates on skills acquired during their studies at TCT

Items	Strongly disagree	Disagree	Undecided	Agree	Strongly agree	Mean	Std.D
I have acquired Negotiation Skills during my studies at TCT	8 (3.6%)	58 (25.8%)		141 (62.7%)	18 (8.0%)	3.45	1.06
I have acquired leadership Skills during my studies at TCT		25 (11.1%)	27 (12%)	155 (68.9%)	18 (8.0%)	3.73	.76
I have acquired Creativity and innovation skills during my studies at TCT				187 (83.1%)	38 (16.9%)	4.16	.37
I have acquired decision making skills during my studies at TCT		13 (5.8%)	25 (11.1%)	163 (72.4%)	24 (10.7%)	3.88	.66

I have acquired entrepreneurship skills during my studies at TCT			153 (68.0%)	72 (32.0%)	4.32	.46
I have acquired goal setting skills during my studies at TCT	14 (6.2%)	54 (24.0%)	125 (55.6%)	32 (14.2%)	3.77	.76
I have acquired conflict management skills during my studies at TCT	19 (8.4%)	56 (24.9%)	128 (56.9%)	22 (9.8%)	3.68	.76
I have acquired problem solving and team work skills during my studies at TCT			162 (72.0%)	50 (22.2%)	4.16	.50
I have acquired practical skills during my studies at TCT	23 (10.2%)	26 (11.6%)	134 (59.6%)	42 (18.7%)	3.86	.83
I have developed capacity to adapt to new situations during my studies at TCT		21 (9.3%)	152 (67.6%)	52 (23.1%)	4.13	.55
I have developed capacity to apply knowledge in practice during my studies at TCT			149 (66.2%)	76 (33.8%)	4.33	.47
I have acquired ICT skills during my studies at TCT			171 (76.%)	54 (24.%)	4.02	.64

Source : Primary data, 2020

According to the statistics in above table, a large number of graduates revealed that they have acquired negotiation skills during their studies at TCT on the percentage of 62.7% of agreements, and 8.0% of strong agreement where this high positivism leads to the mean of 3.45, which is interpreted as high mean. The graduates revealed that they have acquired leadership skills during their studies at TCT considering 68.9% of agreements and 8.0% of strongly agreement as this leads the mean to be 3.73, which is interpreted as high mean. Graduates revealed that they have acquired creativity and innovation skills during their studies at TCT as shown by 83.1% who agreed and 16.9% who have strongly agreed and this led to high mean of 4.16.

In examining whether graduates have acquired decision-making skills during their studies at TCT, 72.4% agreed and 10.7% strongly agreed leading to the mean of 3.88, which is expressed as high mean. Graduates also indicated that they have acquired entrepreneurship skills during their studies at TCT on 68.0% of agreement and 32.0% of strongly agreement leading to the high mean of 4.32.

In analyzing whether graduates have acquired goal setting skills during their studies at TCT, 55.6% have agreed while 14.2% strongly agreed leading to the high mean of 3.77; 56.9% of graduates agreed that they have acquired conflict management skills during their studies at TCT whereas 9.8% strongly agreed about the item and this influenced the mean to be 3.68 which is interpreted as high mean. A great number of graduates agreed that they have acquired problem solving and teamwork skills during their studies at TCT as indicated by 72.0% of agreement and 22.2% of strongly agreement leading to the high mean of 4.16. Majority of graduates also confirmed that they have acquired practical skills during their studies at TCT as shown by 59.6% of agreement and 18.7% of strongly agreement leading to the high mean of 3.86.

Moreover, graduates revealed that they have developed capacity to adapt to new situations during their studies at TCT as indicated by 67.6% of agreement and 23.1% of strongly agreement influencing the mean to be 4.13. Graduates indicated that they have developed capacity to apply knowledge in practice during their studies at TCT as shown by 66.2% of agreement and 33.8% of strongly agreement leading to the mean of 4.33 which is expressed as high mean.

Regarding the last item, a big number of graduates also revealed that they have acquired ICT skills during their studies at TCT as shown by 76% of agreement and 24% of strongly agreement and this has influenced the mean to be 4.02, which is interpreted as high mean. From the findings in Table 4.5, it clear that graduates from TVET schools acquire relevant skills which can help them to easily get an employment in different companies or institutions.

During the interview conducted with instructors/tutors, most of them revealed that students acquire relevant skills in TVET institutions that can help them to get employment or create employment themselves. They said that graduates from TVET institutions are equipped with important skills such as entrepreneurship skills, ICT skills, creative and innovation skills, problem solving skills, practical skills and among others that can help them to get employment or create employment themselves.

However, instructors mentioned some challenges that are hindering proper implementation of TVET program namely; insufficient of teaching and learning materials, class size which is too big and limited institutions where students can carry out internship and attachment. They said that practical sessions mainly require small or average classes and sufficient practical tools/ materials of which most of institutions do not have.

Regardless of those challenges, instructors/tutors said that they are trying their best to train students who can contribute to the unemployment reduction among Rwandan youths and to the economic development of the country. When the trainers asked whether the school or department have particular mechanism to equip trainees with knowledge, skills and attitude that shall help to get employment, most of them revealed that there are various training that are prepared by Tumba College of Technology in partnership with the college Partner, JICA international through the project of strengthening capacity of Tumba College of Technology (phase I and II).

They added that everybody at least attended two trainings organized by either JICA or JICA and TCT in partnership and some of us have followed up the training abroad organized by the above partner. They mentioned the countries they have gone to for training namely; JAPAN and East Asian countries like Indonesia and Nepal. The skills got from these countries have equipped the trainers of Tumba College of Technology the capacity for well performing their academic training activities as well equipping the graduates with the needed skills at labor market.

Employment status among graduates from TCT

The second objective of this study was to examine the employment status among graduates from TCT. To collect information from this objective, the researcher requested the graduates to provide their information regarding their employment status and their responses' rates are described in table below.

Table 8: Employment status among graduates from TCT

Items	Frequency	Percentage
I am employed in government organization	49	21.8
I am self employed	11	4.9
I am employed in private organization	154	68.4
I am employed in non-government organization	7	3.1
I am an employer	4	1.8
Total	225	100.0

Source : *Primary data, 2020*

As far as employment status among graduates from TCT is concerned, statistics in table indicated that 49 graduates representing 21.8% were employed in government organization, 11 graduates representing 4.9 % were self-employed, 154 graduates representing 68.4% were employed in private organizations, and 7 graduates representing 3.1% were employed in non-governmental organization whereas 4 graduates representing 1.8% were employers (had their own businesses/small companies).

Graduates employed in government organizations some of them indicated that they work with REG, EUCL and others said that they work as Tutors at IPRCs. Most of graduates who work in private companies indicated that they are employed in Kigali industrial zone known as free zone. From the study findings, it is clear that graduates from TVET schools are easily getting employments. During the interview conducted with heads of departments, most of them said that TVET program is very important in reducing the rate of unemployment among Rwandan youths because graduates from TVET institutions are equipped with relevant skills (skills needed at labour markets) which help them to get employment easily in different companies or create employment themselves.

When the heads of department asked whether the school, have particular mechanism to know whether graduates have employment or not, they said that the college conduct a tracer survey after two years in order to know the employment status among graduates. The college through the unit of academic quality assurance undertakes this survey to know how the graduates are self- employed or employed with others. They added that, the graduates narrate all obstacles and problems met after their college graduation and give recommendations and advices for curriculum review.

Table 9: Opinion of graduates on whether their occupation is related to their field of study

Items	Frequency	Percentage
My current occupation is directly related to my field of study	162	72.0
My current occupation is somewhat related to my field of study	54	24.0
My current occupation is unrelated to my field of study	9	4.0
Total	225	100.0

Source : Primary data, 2020

The table 9 shows the link between occupation of graduates and their field of study. As indicated in Table 9 majority of graduates, 162 representing 72% had occupations related to their field of studies, 54 graduates representing 24% had occupation which was somewhat related to their field of studies while 9 graduates representing 4% had occupation which was unrelated to their studies. From the study findings, it is clear that most of graduates from TVET schools are doing what they were expected to do. This is advantageous because the mission and objectives of TVET institutions are being achieved.

Influence of skills acquired on employment opportunity

This section describes the opinion of graduates on influence of skills acquired on employment opportunity. The researcher believed that skills acquired during their studies have influence on the employment opportunities among graduates. The statistics in Table 9 describe the opinion of graduates on the influence of skills on employment opportunity among graduates.

Table 10: Opinion of graduates on the influence of skills acquired during their studies on employment

Items	Strongly Disagree	Disagree	Undecided	Agree	Strongly agree	Mean	Std.D
Negotiation skills got during my studies have helped me to get employment	9 (4.0%)		28 (12.4%)	153 (68.0%)	35 (15.6%)	3.95	.66
Leadership skills got during my studies have helped me to get employment	12 (5.3%)		73 (32.4%)	98 (43.6%)	42 (18.7%)	3.75	.81
Creativity and innovation got during my studies have helped me to get employment			20 (8.9%)	126 (56.0%)	79 (35.1%)	4.26	.61
Decision making skills got during my studies have helped me to get employment	16 (7.1%)		52 (23.1%)	118 (52.4%)	39 (17.3%)	3.80	.80
Entrepreneurship skills got during my studies have helped me to get employment	34 (15.1%)		38 (16.9%)	131 (58.2%)	22 (9.8%)	3.62	.85
Goal setting skills got during my studies have helped me to get employment	22 (9.8%)		41 (18.2%)	128 (56.9%)	34 (15.1%)	3.77	.82
Conflict management skills got during my studies have helped me to get employment	79 (35.1%)		100 (44.4%)	36 (16.0%)	10 (4.4%)	2.89	.82
Problem solving skills got during my studies have helped me to get employment	43 (19.1%)		50 (22.2%)	105 (46.7%)	27 (12.0%)	3.51	.93
ICT skills got during my studies have helped me to get employment				163 (72.5%)	62 (27.5%)	3.88	.81

Source : Primary data, 2020

This table10 shows the influence of skills acquired on employment opportunity among graduates. As illustrated in the Table, 68.0% of graduates have agreed that negotiation skills got during their studies have helped them to get employment and 15.6% of graduates strongly agreed about the item leading to the mean of 3.95 which is interpreted as high mean. A great number of graduates were in agreement that leadership skills got during their studies have helped them to get employment as indicated by 43.6% of agree and 18.7% of strongly agree leading to them mean of 3.75 which is interpreted as high mean.

Regarding the influence of creativity and innovation skills on employment, 56.0% of graduates agreed about the item and 35.1% strongly agreed leading to the mean of 4.26, which is expressed as high mean. In examining whether decision-making skills got by graduates have helped them to get employment, 52.4% agreed about the item and 17.3% strongly agreed leading to the mean of 3.80, which is also interpreted as high mean. 58.2% of graduates agreed that entrepreneurship skills got during their studies have helped them to get employment whereas 9.8% strongly agreed about the item influencing the mean to be 3.62. Moreover, majority of graduates confirmed that goal-setting skills got during their studies have helped them to get employment as shown by 56.9% of agree and 15.1% of strongly agree leading to the mean of 3.77, which is expressed as high mean.

In evaluating the influence of conflict management skills on employment opportunity among graduates, results in the Table 4.8, indicated that 16.0% of graduates agreed about the item whereas 4.4% strongly agreed leading to the mean of 2.89, which is interpreted as low mean. 46.7% of graduates agreed that problem-solving skills got during their studies have helped them to get employment and 12.0% strongly agreed about the item leading to the mean of 3.51, which is expressed as high mean.

Lastly, majority of graduates revealed that ICT skills got during their studies have helped them to get employment as shown by 72.5% of agreement and 27.5% of strongly agree leading to the mean of 3.88 which is interpreted as high mean. From the study findings, it is clear that different skills got by graduates during their studies have helped them to get employment.

Correlation between skills acquired and employment opportunity

The third objective of this study was to assess the Correlation between skills acquired and employment opportunity among graduates from TCT. To respond to this objective the researcher followed the rule of Pearson correlation coefficient where a positive value of correlation indicates a positive relationship and a negative value indicate a negative relationship. The technique also helped to test whether the found relationship is statistically significant or not

. Table 11 Correlation between the skills acquired and employment opportunity

Employment		
	Pearson Correlation	.710**
Skills	Sig. (2-tailed)	.000

** . Correlation is significant at the 0.01 level (2-tailed).

Source: Primary data, 2020

Table 11 shows the Correlation between skills acquired and employment opportunity among graduates from TCT. As indicated by the findings in Table 4.9, there is a positive relationship between skills acquired and employment opportunity among graduates from TCT on the correlation coefficient of 0.710** and that is statistically significant since the Sig. (2-tailed) p- value of 0.000 is less than 0.01. This implies that skills acquired by graduates during their studies in TVET school greatly influenced their employment opportunities

VI. Conclusion

The study concluded that TVET institutions are providing relevant skills to the Rwandan youth that can help them to get employment in different companies or create employment themselves. Secondary, the study concluded that employment status among graduates from TVET institutions is at satisfactory level and this contributed to unemployment reduction among Rwandan youths. Lastly, the study findings concluded that TVET institutions (through skills offered to their graduates) are greatly contributing to employment opportunities among Rwandan youths, hence unemployment reduction

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