

## Publicity of Livestock Training Institutes in Kenya

Naomi K Musyoki<sup>1</sup> Boniface Ngaruiya<sup>2</sup> Paul Odundo<sup>2</sup>

1.Maasai Mara University

2.University of Nairobi

### Abstract

Educational publicity is undertaken to give the public accurate and complete understanding of Education Institutions. Publicizing the Livestock Training Institutes (LTIs) has been an annual event since the inception of Training frontline Agricultural Extension staff in Post Independent Kenya. The responsibilities of the publicity have cost implications. This study was prompted by the practical concern of finding a cost effective way of publicizing the Livestock Training Institutes of the State Department of Livestock more efficiently in the current Constitutional set up of devolved functions of the Counties, and the Mandate of the LTIs carrying out a national function as Educational Institutions. The objectives of the study were to find out the most effective means of publicity in the counties, to establish if there was a gender difference in relation to the means of publicity and to establish the students motivation in undertaking the AHITI course. Survey design was adopted and all 630 students in the LTIs responded to a questionnaires ensuring that even the marginalized counties with very few students participated in the study. The survey established that the most popular publicity channel differed by county, with majority of the students pointing out that information from former students and parents were the most effective means of publicity. Further, the findings indicated that there was a relationship between gender and effective publicity channels between the Counties. A big group of the LTI students (45%) intended to go into self-employment while minority (24%) intended to seek gainful employment.

**Keywords:** Educational Publicity, Student Career Guidance, Livestock Training Institutes.

### INTRODUCTION

There are four Livestock Training Institutions (LTIs) whose graduates directly impact on agricultural extension in the Ministry of Agriculture, Livestock and Fisheries. The following were the LTIs: Dairy Training Institute (DTI) – Naivasha, Animal Health & Industry Training Institute (AHITI) - Kabete, Animal Health & Industry Training Institute (AHITI) - Nyahururu, and Animal Health & Industry Training Institute (AHITI) - Ndomba. This study is based around four livestock training institutes in Kenya.

The Dairy Training Institute (DTI) was founded in 1963 as a dairy training school and has since operated as a government institution, providing trained personnel for the dairy industry. The institute was established with assistance from the United Nations Children's Fund (UNICEF), under the milk conservation programme, to provide trained personnel to promote and strengthen small-scale farmer milk production, processing and marketing in the rural areas. From 1963 to 1990, DTI was the regional Dairy Development and Training Centre for the English speaking countries in East and Central Africa under the Food and Agriculture Organization (FAO). Currently, DTI is offering practical oriented, hands on training in Dairy Production, processing Technology and Management in the East African region. The Animal Health Training Institutes (AHITI) were initially founded as a project of the Government of Kenya, the Food and Agriculture Organization (FAO) and the United Nations Development Programme (UNDP). They offer training in animal health and related courses at certificate and Diploma level to interested students. There are AHITI centres in Kabete, Nyahururu, and Kirinyaga. The AHITI courses are competitive and students are admitted to the residential training on a prorata basis from counties in Kenya (Daborn, Cooper & Mutua, 2013; AHITI, 2016).

Publicizing the Livestock Training Institutes offline by various means has been an annual event since the inception of Training frontline Extension staff in Post Independent Kenya. Before the adoption of the new Constitution, publicity was based on the Districts but today it is based on Counties. The publicity activity has evolved over time with new developments in the National arena. Prior to 1989 when the Structural Adjustment Programs (SAPs) were put in place, the Public Service Commission of Kenya (PSC) absolved all the graduates on completion of training and thus was involved in the recruitment process. During that period, District staff publicized both the Livestock and Agricultural Training Institutes and interviewed prospective candidates with Headquarters staff only playing an oversight role by visiting the interview centres when the activity was taking place.

Currently, all this has changed so that the Public Service Commission (PSC) is not involved in the recruitment process leaving the State Department of Livestock to carry out all the activities pertaining to the training process in the Livestock Training Institutes (LTIs). The responsibilities of the publicity are currently shared between the Directors of Veterinary Services (DVS) and Livestock Production (DLP) and the Principals of the LTIs. These responsibilities have cost implications. In 2010, the Government of Kenya (GoK) adopted the new constitution in which the one-third rule for gender was entrenched. This study therefore, was prompted

by the practical concern of publicizing the Livestock Training Institutes of the State Department of Livestock more efficiently in the current Constitutional set up of devolved functions of the Counties and the Mandate of the LTIs carrying out a national function as Educational Institutions (GoK, 2010).

### **OBJECTIVES OF THE STUDY**

There is increased competition for enrolling students among Kenyan colleges for the few student who of recent years have scored a satisfactory grade; this competition is among the public- public colleges and between private – Public colleges. This competition coupled with decreased funding from the exchequer increases the pressure for public institution administrators to go out and enroll new students into their institutions. The objectives of this study was first to find out the effectiveness of the publicity channels through which current students joined the Livestock Training Institutes, and their motivation in doing so. Secondly the study sought to find out if student gender was significant in targeting students within the publicity marketing mix.

### **LITERATURE REVIEW**

Educational publicity is aimed at giving the public accurate and complete understanding of an educational Institution. Publicity is that part of the programme of a higher education institution whose purpose is to keep the public in touch with the Institution, thus to make known to the public the activities, aims purposes and life of the Institution (Hyde, 2016). Though akin to marketing, publicity is not under the direct control of the organization, and does not address the issues of revenue to the organization. Globally publicity of educational institution is undertaken by various means and one of the notable trends in higher education is that it is getting more attention than in the past, and now more likely to be integrated with other functions and media due to the blurring of lines between media, marketing, publicity, public relations and advertising (Noel-Litz, 2013; Ang, 2014). Noel-Litz (2013) in a survey in America established that in spite of increased digital activity the most effective marketing strategy for universities were event-based and involves direct interaction with potential students. Radio Ads, asking current students or alumni for applicant referrals and online college affairs were deemed least effective. Future entrants to Livestock Training institutes live within the community and see the animal health assistants at work. The role of community animal health assistants in Kenya has well documented (e.g. Okwiri, Kajume & Odoni, 2001; Bekele & Akumu, 2009, K'oloo & Ilatsia, 2015)

One area that straddles marketing and publicity is personal witness. Personal witness, also called evangelism marketing (Kawasaki, 2004) or Word of mouth (Bone, 1995; Cable and Turban, 2001; Van Hove & Lievens, 2007), is an important informal marketing channel (Lewis, 2015; Gopika & Rajani, 2016), that can be used to reach potential agriculture career recruits, whether through employees or alumni. An alternative side of those efforts is to consider the agricultural career demand by prospective candidates, Why do graduates join Livestock Training institutes? According to Kinai (2008), it is important in career guidance for Kenyan secondary schools that students have access to as much information about higher education, training opportunities and prospective employment in making educational and vocational decisions.

There are several career choice theories that attempt to explain why individual students make and keep the choices they take, all with varying emphasis on important variables. Carson (1997, 2015, Jacobs (2011) and Firstbook (2011), for example, attest to the profound effect chance factors can have on individuals career development as proposed by the sociological theories. Developmental theorists on the other hand assume that career development is a process that takes place in an individual's lifespan according to Gibson & Mitchell (2008). This study assumes a social cognitive career theory (SCCT) perspective of career choice and development (Lent, Brown & Hackett, 1994). This theory emphasises the importance of both intrinsic (interests and abilities) and extrinsic factors, elaborated as self efficacy beliefs, outcome expectations and goals, combine to shape an individual's career choice and satisfaction with a career.

On gender role in careers, Kenya has over the years expressed commitment in achieving gender parity in various sectors, and joined the world as a signatory to key International and regional conventions including the 1995 Beijing Declaration, and the Sustainable Development Goals. In article 37, The Beijing Declaration pledged to 'develop the fullest potential of girls and women of all ages, ensure their full and equal participation in building a better world for all and enhance their role in the development process' (Beijing Declaration and Platform for Action, 1995). Goal 5 of the Sustainable development goals includes equal access to education and decent work (United Nations Sustainable Development, 2016). Locally the Kenya Vision 2030 (2008) aims at mainstreaming gender equity in all aspects of society. It acknowledges that women play a critical role in the social economic development of any nation (GoK, 2007). In fact the Ministry of Agriculture, Fisheries and Livestock development had emphasized the need to address low productivity in agriculture by involving more youth, especially women in agriculture (GoK, 2013). Women had been noted to be very resilient in their activity in the community animal health network (Okwiri, 2001).

## METHODS

This study adopted a cross-sectional survey design. Orodho (2004) asserts that survey emphasizes the number of the answers to the same question by different people. He further argues that such studies in Education are conducted to determine the status quo and are concerned with the gathering of facts and figures rather than the manipulation of variables. The target population in this study comprised all the students in the AHITIs and DTI. At the time of the study in 2017, the student population in the colleges, was drawn from forty three counties which represents 91.5% of Kenya's forty seven (47) counties and therefore the results be generalized to be reflective of the current position in the country's livestock training of Certificate and Diploma levels in the public sector.

A self-administered questionnaire was used for the survey. The students' questionnaire incorporated structured questions and an open-ended section to capture respondents' opinion. A pilot survey was conducted with one class at AHITI Kabete to test the questionnaire's ability to capture the required information efficiently. Data were collected from 630 college students, coded and keyed into the computer. The Statistical Package for Social Sciences (SPSS) version 17.0 was used for data analysis. Descriptions, tables, graphs and percentages are used to present the data. The analysis formed the basis for conclusion and recommendations of the report. Hypotheses were tested using Pearson chi-square test of independence.

## RESULTS AND DISCUSSION

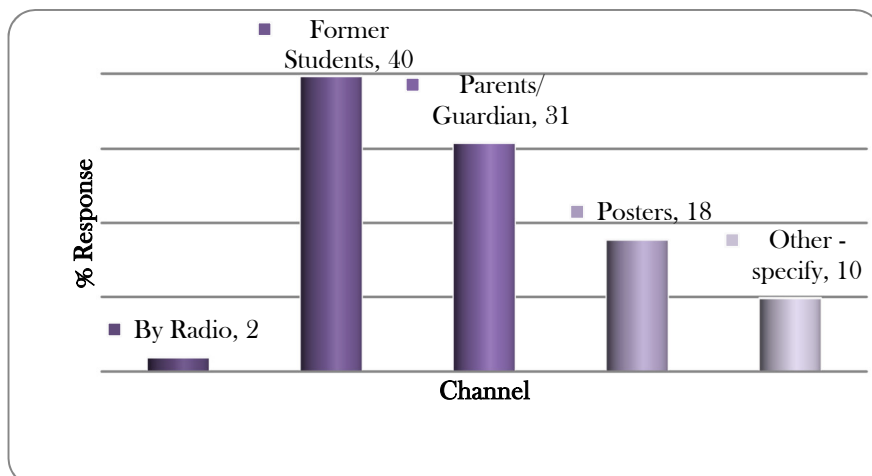
The study was to determine whether there exists a difference between the counties in relation to the most effective means of publicity for the AHITI programs. According to the analysis, the effective communication channel is marginally independent on the county ( $df=45, \chi^2 = 60.649, p = 0.060$ ). Further analysis indicated that the student responses distribution on effectiveness of the means of publicity in Counties varied. According to the analysis, 7 (15%) counties (Garissa, Kilifi, Kwale, Mandera, Migori, Pokot and Wajir) pointed out that relative and friends were effective means of publicizing the Livestock State Department's training institutions. For these counties radio and posters did not publicize the LTIs. This agrees with the findings of Hanover Research (2014) that radio adverts were least effective. However, the analysis indicates that Marsabit and Taita Taveta counties indicated that effective's mean was Radio and Posters which affirms the finding that there some variation on the counties in relation to what is perceived as the most effective (100%) means of publicity. In general, 38 (80.8%) of the counties reported that former students/relatives/friends was more effective means of publicity compared to radio and poster. This result affirms the importance of significant persons in the social environment of college age students. Former students of the LTIs seemed to be playing good role models in the development of career aspirations for the prospective students they interact with. This further affirms the importance of parents and peers as a major influence in adolescents career transition (Mortimer, Zimmer-Gembeck, Holmes and Shanahan, 2002)

**Table 1**

**Effective Publicity Channel by Gender**

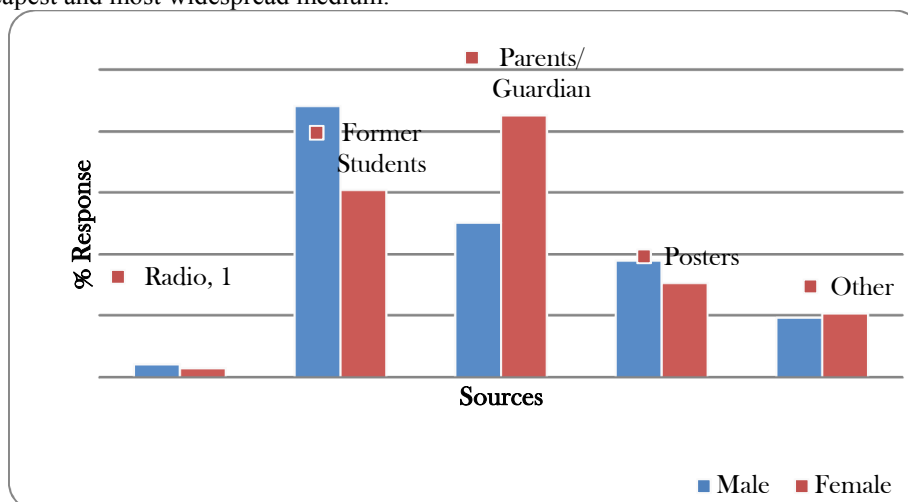
Channel	Gender			
	Male number	%	Female number	%
Radio	9	2	3	1
Former Students	188	44	62	30
Parents/ Guardian	107	25	87	43
Posters	81	19	31	15
Other	41	10	21	10
<b>Total</b>	<b>426</b>	<b>100</b>	<b>204</b>	<b>100</b>

Table 1 shows that 204 students (32%) are females. This is just slightly below the one-third requirement of the New Constitution (2010), and below expected gender parity in relation to enrolment in the LTIs. The illustration in Figure 1, shows that, overall, a significant number of the respondents i.e. 40% pointed out that they got the information about the livestock institute through former students, 31% got the information from their parents and guardians, 13% and 2% sourced information from posters and radio respectively. Other sources that were not specified had 10% response.



**Figure 1: Source of Information**

Further analysis by gender showed that most of the 426 male respondents (44%) perceived that former students were the most effective means of publicity of Livestock State Department's training institutions. Interestingly, 42.6% (n=204) of girls chose parents as their information source to join the institution. Trust and strength of interpersonal tie has been shown to be an important quality in selling ideas through Word of Mouth to such youth (Van Hoyer & Lievens, 2007, Uen et. al., 2011; Tziner, et al., 2012). Both the males and female popular source of information to join the LTIs indicate the importance of social marketing techniques in publicizing training courses. Interpersonal communications are important in such informal word of mouth social marketing (Lewis, 2015). Only 2% reported radio as most effective while again contrary to expectation of a radio being the cheapest and most widespread medium.



**Figure 2: Source of Information by Gender**

Of the 204 female respondents on the effective publicity channels, 43% indicated that parents/guardian were effective means of publicity, 30% and 15% pointed out that former students and posters respectively were effective means of publicity while 1% perceived radio to be more effective. Pearson Chi-Square show that the publicity means was independent of the gender ( $df=43, p .061 > .05$ ) across the counties. This implies that the effective means of publicity did not vary between male and female across the counties.

According to the previous analysis on the effective of means of publicity, it was noted that friends and relatives had a significant contribution on course source information in the livestock training institutions. This finding agrees with Kochar (1989) who identified the family as one of the factors that affect occupational choice and vocational development, and especially so when the parent – child relationship is congenial (Tziner, Loberman, Dekel and Sharoni, 2012).

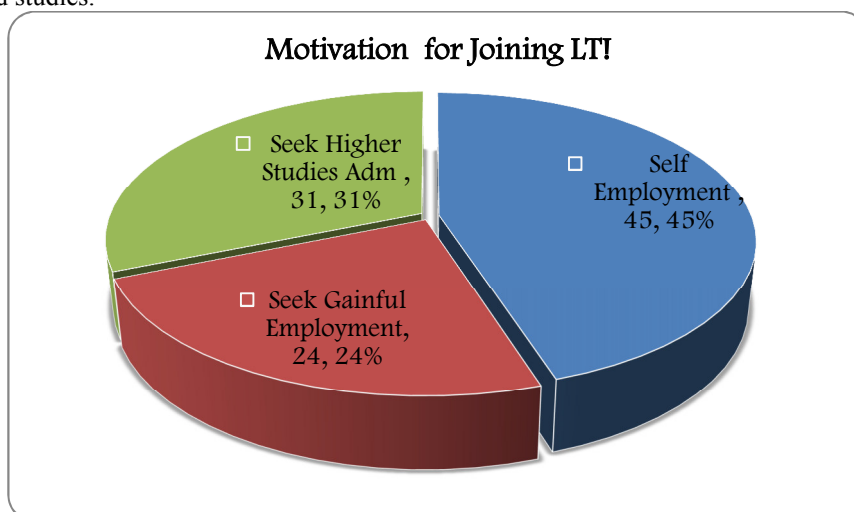
The survey was also aimed at establishing the motivation of students towards joining and leaving the course. Table 2 summarises the percentage response to the two questions among the students.

**Table 2**  
**Motivation for the LTI Course**

Item	Response	%	Item	Response	%
Why did you join the LTI course?	Interest in livestock	47	What are your future plans after completion	Employment	24
	Step to higher study	28		Self employment	45
	Step to higher training	17		Higher study	
	Parents/guardians' choice	2			

The analysis shown in the graphical presentation below that majority of the students (47%) pointed out that their motivation for joining the course was their interest in livestock related issues in the community, 28% indicated that the course would enable them to get into self-employment while 17% pointed out that the motivation factor was to use the course to seek higher training in their career. A further 2% of the students indicated that their relatives (parents/guardian, siblings, relatives) had chosen the course for them to undertake. Two percent of respondents pointed out that they were motivated by affordability of the course while 4% of the respondents were not specific with course motivation factors.

On the intention of students regarding their careers after completion of the course, the highest number of students pointed out that they intended to create self-employment. The study sought to establish the career intentions of the respondents after completion of the livestock course they were undertaking. According to the pie chart in Figure 2, a good number of respondents (45%) pointed out that they intended to employ themselves after course completion while 31% indicated that they considered the course as a platform for seeking admission to higher related studies.



**Figure 3: Motivation for Joining LTI Course**

A smaller group of students (24%) pointed out that they intended to seek gainful employment after completing the course they were undertaking. This finding agrees with the assertion by Gibson & Mitchell (2008) that there has been a change in the world of work from the late 1990s and early 21<sup>st</sup> century. The authors argue that changes have occurred in the traditional concepts of career and work. In the Kenyan context, entering an Agricultural Education in the 1960s to the 1990s, almost assured the youth an employment slot with the Public service. With liberalization of the livestock industry in Kenya, students may enroll in a LTI with an intention of self-employing themselves as opposed to being employed. The opportunities are available as documented in Kakamega by K'Oloo and Ilatsia (2015).

The analysis further indicated that there was no difference in the basis of sex of the trainees as far as intention to self-employment was concerned ( $p = 0.539 > 0.05$ ). This finding in relation to career aspiration on gender helps to show women have similar aspirations as men. Even small gender differences occurring at decision making junctures can serve to carry males and females in substantially different occupational directions (Correl, 2001).

## CONCLUSION AND RECOMMENDATIONS

The survey established that there is variation on effective means of publicity among the counties with majority of the counties pointing out that former student and parents were the most effective means of publicity. However, some counties gave equal weight on either means of publicity. Further, the findings indicated that there was a relationship between gender and effective means of publicity in the Counties implying that the perception on effective means of publicity varies between male and female and among the counties. Most students are enrolled to the LTIs in order to self-employ themselves by engaging majorly in livestock related activities in their

communities. However, there is a gender difference about career interest involving self-employment.

To improve effectiveness on publicizing the livestock state departments training institutions, there is a need for development of a communication strategy. The findings show variation on the effectiveness of means of publicity among the counties in the country and therefore it is recommended that mapping of the effective means in various counties would guide the development of communication strategy by giving insight on which mean/combination to be used in a certain region in order to give optimal results. It is necessary to explore the best marketing mix to publicize the courses, and to consider other means of publicity for instance barazas/exhibitions, public meetings- churches and mosques among others for instances in the far flung out areas of Mandera and Wajir where findings show that radio and posters had no effect in the publicity of the LTIs.

The findings indicated that former students' evangelism marketing channel was probably the most popular means of publicity implying a need to monitor or undertake a follow-up and establish the performance and satisfaction of such past students. The assumption would be that their wellbeing after school makes others eager to emulate them and become interested with the courses at the LTIs. It is suggested that such continuous monitoring should be used to inform the management on adequacy of the institutional course offerings. On gender parity in the LTIs, the analysis indicated that only 32% of the student respondents were female, just about the proportion acceptable in the Kenyan 2010 constitutional one-third Gender rule. To mitigate gender disparity on admission in the livestock training Institutes, there is a need to develop/review student selection Standard Operating Procedures (SOPs) to ensure selection procedures and adhere to affirmative action to provide equal opportunity for all gender and consideration of marginalized groups as proposed in the Ministry of Agriculture Strategic Plan. This would raise the number of women participating in the Livestock industry.

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### Effective Publicity channel by gender

Channel	Gender			
	Male number	%	Female number	%
Radio	9	2	3	1
Former Students	188	44	62	30
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