

Abstract

Technical and Vocational Education and Training (TVET) has been viewed as the driving force for sustainable growth by the United Nations Education, Scientific and Cultural Organization (UNESCO) since it provides an avenue for human capital development. This realization explains the increased Government expenditure in TVET education and reforms in training programme enshrined in the TVET ACT, 2013. This study sought to establish the influence of flexible learner progression on completion rates in National polytechnics in Kenya. Mixed Method research design was adopted. Numerical data was gathered through questionnaires and key informant interviews. The target population was 17,517. Simple random, systematic and census sampling techniques were employed. Data was analyzed quantitatively through descriptive and inferential statistics. Qualitative data was analyzed thematically and reported through direct and indirect statements. The study findings revealed that majority 75 (80.6%) of the HODs and trainees agreed that designing programs in line with consumer needs promoted access and completion of courses, individualized teaching/learning enhances completion rates 72(77.40%) while multiple entry points actualized through the module approach created opportunities for disadvantaged trainees to join the system after dropping out. Correlation analysis indicated that there was strong significant positive correlation ($r=0.671$, sig. 0.00) between flexible learner progression and completion rates. Flexible learner progression was associated with 45.1% change/variance in completion rates; a unit change in flexible learner progression would result to increased completion rates by 1.4 times. This study recommends the adoption of flexible learning programs towards increased completion rates in National Polytechnics in Kenya.